

Teaching Suggestions for Kids Shine Letters Reader 2 and Activity Book 2

Topics	Letter A Letter B
Content Standards	BI 1.0 Listening and Speaking BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 1.2.2 Listen to and sing songs. BI 2.2.2 Recognise small letters of the alphabet. BI 2.2.3 Recognise capital letters of the alphabet. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines and patterns. BI 3.2.1 Write recognisable letters. BI 3.2.2 Copy and write small letters legibly. BI 3.2.3 Copy and write capital letters legibly. BI 3.2.4 Copy familiar words in legible print.
Integrated Strands	KD 2.3.1, KD 3.2.5, KE 1.1.3, MA 2.1.4
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters A and B, picture cards with the pictures of axe, apple, bell and balloon
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters A and B, and ask the children to name the letters. • Show picture cards of things that begin with A and B (e.g. axe, apple, bell, balloon). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Let the children observe the picture cards and describe each thing on the pictures. (The apple is red. The axe is sharp. The bell is yellow. The balloon is blue.) • Guide the children in singing the song on page 2. Then, let them count the number of apples on the tree and write the correct number. • Guide the children in tracing the path that has bells to help the boy in the picture find his balloons on page 3. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 3 and 4. 	

Topics	Letter C Letter D
Content Standards	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.2.2 Recognise small letters of the alphabet. BI 2.2.3 Recognise capital letters of the alphabet. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines and patterns. BI 3.2.1 Write recognisable letters. BI 3.2.2 Copy and write small letters legibly. BI 3.2.3 Copy and write capital letters legibly. BI 3.2.4 Copy familiar words in legible print.
Integrated Strands	KD 2.3.1, KD 2.3.3, KD 3.2.5

Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters C and D, picture cards with the pictures of cow, carrot, doll and dolphin, a carrot, a big doll, a small doll
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters C and D, and ask the children to name the letters. • Show picture cards of things that begin with C and D (e.g. cow, carrot, doll and dolphin). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Show the children the picture card of the cow. Teach them to say and read “a big cow”. • Show the children a carrot. Get the children to describe the characteristics of the carrot. (e.g. orange colour, long, rough surface, rabbit’s food). • Show the children a doll. Ask them to point to the doll. Then teach them to say and read “a pretty doll”. • Show the children the picture card of the dolphin. Ask them, “Where does a dolphin live?” Then teach them to say and read “in the sea”. • Guide the children in completing the tasks on pages 4 and 5. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 5 and 6. 	

Topics	Letter E Letter F
Content Standards	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.2.2 Recognise small letters of the alphabet. BI 2.2.3 Recognise capital letters of the alphabet. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines and patterns. BI 3.2.1 Write recognisable letters. BI 3.2.2 Copy and write small letters legibly. BI 3.2.3 Copy and write capital letters legibly. BI 3.2.4 Copy familiar words in legible print.
Integrated Strands	KD 2.3.1, KD 2.3.3, KD 3.2.5
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters E and F, picture cards with the pictures of elbow, envelope, fish and ferry
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters E and F, and ask the children to name the letters. • Show picture cards of things that begin with E and F (e.g. elbow, envelope, fish, ferry). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask the children to touch their elbows, then say “my elbow”. Show a yellow envelope and get them to say, “a yellow envelope”. • Show a picture of a red fish, and the children say, “a red fish”. Show a picture of a big ferry, and the children say, “a big ferry”. • Get the children to talk about the picture on page 6. Ask them to suggest the outcome of the story. • Guide them in reading and solving the riddles on page 7. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 7 and 8. 	

Topics	Revision (Letters A to F) Letter G
Content Standards	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.2.2 Recognise small letters of the alphabet. BI 2.2.3 Recognise capital letters of the alphabet. BI 2.4.1 Recognise and name objects or people in pictures. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines and patterns. BI 3.2.1 Write recognisable letters. BI 3.2.2 Copy and write small letters legibly. BI 3.2.3 Copy and write capital letters legibly. BI 3.2.4 Copy familiar words in legible print.
Integrated Strands	KD 2.3.1, KD 2.3.3, KD 3.2.5
Teaching Materials	Reader 2 and Activity Book 2, flash card for the letter G, picture cards with the pictures of goat, grass, apple, balloon, carrot, doll, envelope and ferry, word cards for the words: apple, balloon, carrot, doll, envelope and ferry
Suggested Activities Reader <ul style="list-style-type: none"> • Prepare picture cards and word cards for apple, balloon, carrot, doll, envelope and ferry. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and tick the words on page 8. • Show a flash card for the letter G, and ask the children to name the letter. • Show picture cards of things that begin with G (e.g. goat, grass). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask the children to observe the picture on page 9. Get them to find and circle the goats. Get the children to name the animals that are different in the picture. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 9 and 10. 	

Topics	Letter H Letter I
Content Standards	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.2.2 Recognise small letters of the alphabet. BI 2.2.3 Recognise capital letters of the alphabet. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines and patterns. BI 3.2.2 Copy and write small letters legibly. BI 3.2.3 Copy and write capital letters legibly. BI 3.2.4 Copy familiar words in legible print.
Integrated Strands	KD 2.3.1, KD 2.3.3, KD 3.2.5
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters H and I, picture cards with the pictures of hen, house, igloo and insect