

**1. Opening activities**

- a. Say pledges and sing songs
- b. Prayer
- c. Take attendance
- d. Calendar activities (readiness skills)
- e. Sharing

**2. Saying and singing the letters of the alphabet**

- a. Sing the alphabet song. (The alphabet song is on **LitNet! Audio Tape #1**): “A, B, C,D,E, F, G..., H, I, J, K, L, M, N..., O, P, Q..., R, S, T..., U, V, W..., X, Y, Z. Now I’ve said my A B C’s, next time won’t you sing with me?”
- b. Recite the letters of the alphabet in unison, either pointing to the **LitNet! Alphabet Chart** or to letters printed on the blackboard: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz.

**3. Review previously-learned letters of the alphabet (letter name and sound)**

(Ll is the first letter to be taught. No review is necessary.)

**4. Introduce/review the new alphabet letter animal, Lion**

Day 1:

- a. Use the **LitNet! Alphabet Book (L)** cover to introduce the new animal, lion.
- b. Share **Lion Information** (see **Briefcase Stories**, page 69).
- c. Prepare students for the **Teacher’s Version** story, **THE BRAVE LION CUB**, page 71.

**5. Tell/review the Teacher’s Version of the animal story, THE BRAVE LION CUB**

Day 1:

- a. Tell **Teacher’s Version** story (see **Briefcase Stories, THE BRAVE LION CUB**, page 71).
- b. Discuss character trait (Courageous).
- c. Introduce scripture memory verse: “The Lord is with me; I will not be afraid.” Psalm 118:6a.

Ask questions about the story. “Who is in this story?” What happened to the lion mum? “What did the lion cub do?”

Explain that courageous means to be brave when we are afraid. God wants us to trust Him and be courageous. Tell the Bible verse and have the children repeat, “The Lord is with me; I will not be afraid.” Assure the children that God is always with them. Repeat the Bible verse.

**6. Sing the Animal Song, Lion Song**

- a. Sing **Lion Song** (see **Briefcase Stories**, page 71).
- b. Review the character trait (Courageous).
- c. Practice the letter sound:

The teacher says, “Lion reads /l/, /l/, /l/; L reads /l/, /l/, /l/.”

**7. Teach/review the new alphabet letter name and sound**

Use the cover of the **LitNet! Alphabet Book (L)** to introduce the new alphabet letter name and sound:

The teacher says, “Lion. Lion reads, /l/, /l/, /l/. L reads, /l/, /l/, /l/.”

Ask the children to repeat, “Lion. Lion reads, /l/, /l/, /l/. L reads, /l/, /l/, /l/.”

**8. Use the LitNet! Alphabet Book (L) to teach words that begin with the letter “L”**

Day 1: Students learn words in the **LitNet! Alphabet Book**.

The teacher begins with the alphabet book cover, reads the word and at the same time uses an index finger, drawing an imaginary line under the word as it is read (moving from left to right). The teacher says, “This word is ‘lion’. Read the word ‘lion’ together as I move my finger under it. ‘Lion’.”

The teacher reads each word in the alphabet book (lion, leopard, ladder, lock, lizard, letter, leaf, and lamp) using this method of presentation. The teacher can also ask individual students to come to the front of the class to “read” a word from the alphabet book. The teacher must be sure to require the student to also use his/her index finger, going from left to right of the word as it is read.

**9. Teach the new alphabet letter shape**

Day 1: The teacher models the small (lower case) letter l formation:

The teacher prints the small letter l on the blackboard. The teacher says, “The name of this letter is the small l. Watch me while I print it again. When I print the small letter l, my chalk goes straight down.” While the teacher is speaking, he/she forms the letter corresponding with the verbal cue, “Straight down”.

Day 1: The students practice the formation of the small letter l:

The teacher says, "Print the small letter l together. First, print it in the air." During this part of the instructions, the teacher must have his/her back to the students so that they are forming the letter in the same direction. The teacher continues, "Use your index finger and print the small letter l with me in the air. Everyone together, move your hand 'straight down'. Again, make the small letter l, 'straight down'."

"Next, print the small letter l on another student's back, (or, the floor, or, the table/desk). Print the small letter l on your slates with chalk. Remember, the small letter l is printed by going 'straight down'. Reduce the size of the small letter l and print three of them on your slates."

"Take your pencils and exercise books and print the small letter l. Print the small letter l five times."

10. **Practice printing previously learned alphabet letters**

(Ll is the first letter to be taught. No review is necessary.)

11. **Recess (interval break)**

12. **Word Bank activities**

The teacher identifies and prints personal vocabulary words for each student: Each student begins to learn how to read and spell whole words by building a **Word Bank** of words that are meaningful and have a connection to his/her life. Every morning, students read their **Word Bank** cards made from paper strips cut from exercise books. The student pairs up with another student and "reads" his/her **Word Bank** cards aloud. Each day the teacher (or helper) asks each student, "What word do you want for your **Word Bank**?" These words are written on a card of manila paper (or a strip of paper which is 1/3 of a page from an exercise book). When the student tells the teacher his/her new word, the teacher uses a crayon to print the word on the paper. The teacher also prints the student's name on the upper right corner of the paper strip. The teacher asks the student to "read" the new **Word Bank** word. The student then returns to his/her partner, traces the new word with an index finger and reads the word aloud. At the end of **Word Bank** activities, each student stores the paper strips in an exercise book which is titled, **Word Bank**.

**13. Getting ready for writing activity**

Day 1: Teacher models planning (a drawing) for story writing in preparation for a group writing activity:

Nursery level students are taught to plan for writing through the use of a drawing. The drawing contains the main parts (people, places, and events) of the story that is going to be written as a group. The teacher draws a vertical line on the black board which divides it into two equal parts. In the left box, the teacher draws a picture of a mother lion and her cubs resting under a tree. (Please note that the teacher can select another topic for the story. If another school or community event has captured the students' attention, this can be used as a story topic.)

**14. Writing activity**

Day 1: Students write a story as a group:

At this stage of student development, a story of two or three sentences is enough. The teacher asks a question which will help the students to form story sentences. For example, the teacher may ask, "Who remembers what was the time of day in our story about the lion cub?" "What was the lion family doing?" From these types of questions the students will develop a story such as: "The lions were sleeping. The lion cub killed the snake."

As the students dictate these sentences, the teacher prints them in the right box on the black board. After the entire story is written, the teacher or another student points to the words in the story and the class reads the story out loud together.

Be sure to write a story title at the top of the story, for example: The Brave Cub. The teacher may want to record these student stories in an exercise book. These stories can be reread in the future or published in a six page folded book.

**15. Physical movement activity**

Lead children in a physical movement activity, such as the following:

**"Lion Hunt"**

Teacher is seated, facing children, and explains that they are going on a lion hunt together. The children will join the teacher in actions, and will repeat the teacher's words. The hunt begins with everyone "marching" together by slapping thighs (right, left, right, left) in rhythm. The words are chanted to this rhythm.

**[REFRAIN]**

**“We’re going on a lion hunt.” (repeat)**

**“We’re not afraid.” (repeat)**

**“All right.” (repeat)**

**“Let’s go!” (repeat)**

“March” a while, then stop and raise hand to forehead as if looking into the distance.

“Oh, look” (repeat)

“I see tall grass” (repeat)

“Can’t go over it” (repeat)

“Can’t go under it” (repeat)

“Can’t go around it” (repeat)

“Let’s go through it” (repeat)

Make swishing sounds by rubbing hands on thighs. Resume “marching” and repeat **[REFRAIN]**.

Stop “marching” and raise hand to forehead.

“Oh, look” (repeat)

“I see soft mud” (repeat)

“Can’t go over it” (repeat)

“Can’t go under it” (repeat)

“Can’t go around it” (repeat)

“Let’s go through it” (repeat)

Make mud walking sounds by hitting thighs with cupped hands. Resume “marching” and repeat **[REFRAIN]**.

Continue in this way, coming to a river (swimming), climbing a tall tree, until coming to a cave:

“Oh, look” (repeat)

“I see a cave” (repeat)

“Can’t go over it” (repeat)

“Can’t go under it” (repeat)

“Can’t go around it” (repeat)

“Let’s go into it” (repeat)

“It’s dark” (repeat) (“march” slowly and quietly)

“and it’s cold” (repeat)

“I feel something” (repeat) (stop “marching”)

“It’s soft” (repeat)

“and it’s warm” (repeat)

“and it’s furry” (repeat)

“IT’S A LION!” (repeat)

“Run” back home, repeating all the actions: climbing, swimming, passing through mud and grass, etc., with “running” fast in between. Stop and wipe forehead in relief.

“WHEW!”

**16. Read LitNet! Children’s Story or student published stories**

Day 1: Read animal story to/with students:

If possible, have several student copies of the book **The Brave Lion Cub** for the children to read with the teacher. If this is not possible, each sentence could be written on the blackboard. Begin by saying, “Earlier today, I told you the story about the lion cub and his family. Now, I’m going to read this book, which tells the same story. First, I’ll read this book to you, later you can read with me.”

Begin by reading the book title and the book to the children. Next, repeat the book, this time reading it with the children. (Example:)

“Now we’re going to read the story together. We learned the letter L for Lion. Can you find the letter L? Watch me as I point to each word and read. Try to read aloud with me as I read.” Read the book title and the book, encouraging the children to read with you as you point (with your finger) to each word, first in the title and then in the book. Repeat reading the book, if children are interested and time allows.