



Storytelling – *Big Letter I Wants Some Ice*

Learning Objectives

- To understand and enjoy the story
- To participate in the process of storytelling by saying the word that begins with the *letter I: ice*
- To identify and name the *letter I*
- To learn the shape and form of the *letter I*

Teaching Procedures

Before Storytelling

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show children *Big Letter I* (a stick puppet) and invite children to greet *Big Letter I*. Say: *Hello, Big Letter I*.
- Tell children that it is a hot day and *Big Letter I* feels very thirsty.
- Tell children that *Big Letter I* wants to buy a drink.
- Invite children to guess what *Big Letter I* wants to drink.
- Invite children to find *Big Letter I's* bag because there is a picture of *Big Letter I's* favourite drink in the bag.
- Guide children to match the shape of *Big Letter I* and the *letter I* on the bag.
- Invite children to take out the photo in *Big Letter I's* bag: a photo of an iced tea.
- Invite children to buy the drink with *Big Letter I*.

During Storytelling

Giving children chances to listen to and say the associated word

- Tell the story with stick puppets and some real objects.
- Help children understand and enjoy the story with the use of voice, facial expressions, gestures and sound effects.
- Tell children that *Big Letter I* is in a fast food restaurant. He is about to buy a drink. *Big Letter I* gets his drink but the drink is too hot.
- Guide children to help *Big Letter I* by saying '... *ice*, please' in the repeated sentence pattern 'Can I have some/more *ice*, please?'
- Ask children to tell what to do when the tea is too hot.
- Ask children to tell what to do when the tea is too cold.





After Storytelling

- Ask children to tell if they like the story or not.

(A) Exposing children to the shape and form of the letter *I*

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Relating the associated word to the target letter

- Invite children to recall what *Big Letter I* has added into the hot tea.
- Guide children to look at the shape of the letter *I* by showing the shape of the letter *I* on the stick puppet: *There are three lines in Big Letter I – two short lines and one long line in the middle.*
- Show the form of the letter *I* to children by writing it on the board while saying the verbal path.
- Guide children to name the letter written on the board: *Big letter I.*
- Invite children to follow you to do skywriting of the letter *I* with their 'magic pen' (finger).
- Show a photo of some *ice* and guide children to say after the teacher: *I for 'ice'.*
- Tell children that *Big Letter I* wants to play a game with all the children.

(B) Game: Where is the *ice*?

- Show children one empty bowl and one bowl with some *ice* cubes.
- Cover each bowl with a lid and swap the position of the two bowls quickly for several times.
- Ask children: *Where is the ice?*
- Invite one child at a time to tell where the *ice* is by pointing at one of the bowls and say the word '*ice*'.
- Invite one child to open the lids of the bowls to show where the *ice* is.
- Invite one child to swap the bowls after a few rounds.

Teaching Aids

- a fast food restaurant (story background)
- stick puppets: *Big Letter I* and a lady (at the fast food restaurant)
- a bag named *I*
- a photo of an iced tea
- a photo of some *ice*
- *ice* cubes, a cup of hot tea
- a cup (for holding the *ice* cubes)
- two bowls with covers or lids





Real-life experience activity – Shopping for ice lolly and ice cream

Learning Objectives

- To understand and enjoy the process of buying *ice lolly* and *ice cream* at a supermarket
- To identify and name the *letter i*
- To learn the shape and form of the *letter i*
- To differentiate the *letter I* and the *letter i*
- To name some objects that begin with the *letter i*: *ice lolly* and *ice cream*

Teaching Procedures

Before RLEA

Relating the upper case and the lower case of the letter pair

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show children *Big Letter I* (a stick puppet) and ask children if they could remember him.
- Guide children to greet *Big Letter I* by saying: *Hello, Big Letter I.*
- Ask children what *Big Letter I* liked last time – iced tea.
- Tell children that *Big Letter I*'s little sister *Small Letter i* also likes cold food, especially *ice lolly* and *ice cream*. Show children photos of an *ice lolly* and an *ice cream*.
- Invite children to call *Small Letter i* (a stick puppet) out and greet her: *Hello, Small Letter i.*
- Invite children to find *Small Letter i*'s bag because she needs to go shopping for *ice lolly* and *ice cream*.
- Guide children to match *Small Letter i* and the *letter i* on the bag.
- Tell children that *Big Letter I* feels sleepy so he needs to take a nap at home.
- Tell children that *Small Letter i* would like to invite children to go shopping for *ice lolly* and *ice cream* with her.

During RLEA

Drawing children's attention to environmental print

Giving children chances to listen to and say the associated words

- Guide children to walk to a supermarket in the neighbourhood area.
- Guide children to:
 - locate the frozen food area in the supermarket.
 - find where *ice lollies* and *ice cream* are in the supermarket.
- Show children different flavours of *ice lollies* and *ice cream* (e.g., strawberry *ice lolly*, orange *ice lolly*, chocolate *ice cream*, and mango *ice cream*).
- Guide children to locate and name the *letter I* or *letter i* on the wrapping of the *ice lolly* or on the cup of the *ice cream*.
- Guide individual child to:
 - choose his/her own favourite *ice lolly* or *ice cream* by guiding him/her to say: ... *ice lolly/ice cream, please.*
 - put his/her own *ice lolly* and *ice cream* into a basket.
- Show children how to pay for the *ice lollies* and *ice cream*.
- Put all the *ice lollies* and *ice cream* into an ice box and bring them back to school.
- Go back to the school with children.



After RLEA

(A) Exposing children to the shape and form of the letter *i*

Drawing children's attention to the letter shape

Differentiating the shapes of the upper case and lower case letters

Highlighting the lengths of lines and the formation of the two letters

Practising the formation of the target letter

Relating associated words to the target letter

- Invite children to recall what they have bought at the supermarket.
- Tell children to thank *Small Letter i* and to remember how she looks.
- Guide children to look at the shape of the letter *i* by showing the shape of the letter *i* on the stick puppet: *There is a small dot on top of a straight line.*
- Compare the shapes of the letter *I* and the letter *i* using the two stick puppets. Tell children: *Big Letter I has three straight lines but Small Letter i has only one straight line and a small dot at the top.*
- Show the form of the letter *i* to children by writing it on the board while saying the verbal path and guide children to name it: *Small letter i.*
- Write the letter *I* besides the letter *i* and tell children: *The big letter I is taller than the small letter i. It has two short lines, one at the top and one at the bottom instead of a dot.*
- Invite children to do skywriting of the letter *i* with their 'magic pen' (finger).
- Stick photos of an *ice lolly* and an *ice cream* on the board.
- Guide children to make association between the letter *i* and the words '*ice lolly*' and '*ice cream*' by guiding them to say: *i* for '*ice lolly/ice cream*'.

(B) Eating *ice lolly* or *ice cream*

- Invite *Big Letter I* and *Small Letter i* to join us by showing children the stick puppets of *Big Letter I* and *Small Letter i* again.
- Have the stick puppets of *Big Letter I* and *Small Letter i* go around the table to talk with children when they are enjoying their own *ice lolly* or *ice cream*. Some suggested language:
 - *Let's say 'hello' to Big Letter I/Small Letter i.*
 - *What are you eating?*
 - *What flavour is your ice lolly/ice cream?*
 - *What colour is your ice lolly/ice cream?*

Teaching Aids

- stick puppets (*Big Letter I* and *Small Letter i*)
- a bag named *i*
- photos of an *ice lolly* and an *ice cream*
- *ice lollies*, *ice cream* (from the supermarket)
- money for buying the *ice lollies* and *ice cream*
- an ice box



Story: *Big Letter I Wants Some Ice*

It was a hot summer day. *Big Letter I* felt very hot so he wanted to drink something cold. He went to a fast food restaurant and ordered an iced tea. He took the drink and drank it. *Big Letter I* shouted, 'Oh no! It is too hot! I need some *ice*!'

Big Letter I went to the counter and asked a lady, '**Can I have some *ice*, please?**' The lady gave *Big Letter I* some *ice* (in a cup). *Big Letter I* added the *ice* into his tea. He drank the tea again and shouted, 'Oh no! It is still too hot! I need some *ice*!'

Big Letter I went to the counter and asked the lady again, '**Can I have more *ice*, please?**' The lady gave *Big Letter I* some more *ice* (in a cup). *Big Letter I* added the *ice* into his tea. He drank the tea again and shouted, 'Oh no! It is still too hot! I need some *ice*!'

Big Letter I went to the counter and asked the lady once again, '**Can I have more *ice*, please?**' The lady gave *Big Letter I* a big cup of *ice* this time. He put all the *ice* into his tea. The tea spilt out. He drank the tea this time and shouted, 'Oh no! It is too cold! There is too much *ice*!'

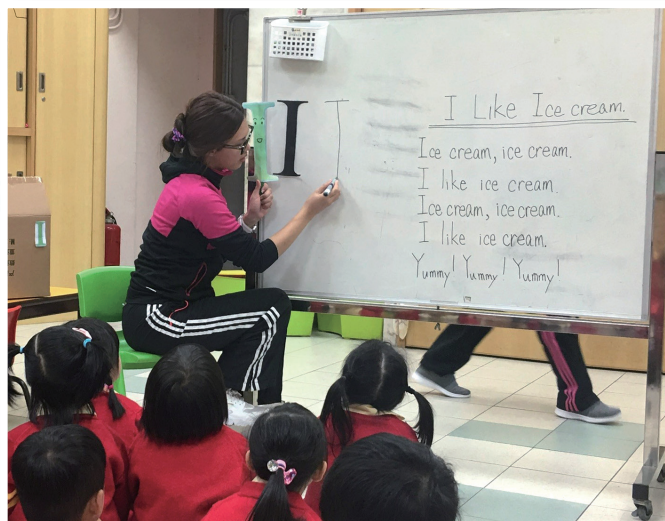
Other possible real-life experience activities and extended activities

- Making *ice/ice cream/ice lollies*
- Making an *ice cream* sundae
- Drawing my favourite *ice cream*
- Making *ice cream* art using playdough, craft paper, sponge and other art-and-craft materials
- *Ice cube* painting; painting with *ice*



- Singing a song
I Like Ice Cream (Tune: Ten Little Indians)

Ice cream, ice cream,
I like ice cream.
Ice cream, ice cream,
I like ice cream.
Ice cream, ice cream,
I like ice cream.
Yummy, yummy, yummy!



Suggested books



Book Title

1. *I Like You More Than Ice Cream*
(Finger Puppet Board Book)
2. *I Spy Letters*
3. *Should I Share My Ice Cream?*
4. *The Little Ice Cream Truck*
5. *The Princess of Ice Cream*

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ISBN

9781680528077

9780545415842
9781423143437
9781627798068
9781737080602