



Real-life experience activity – Making lemon and lime water

Learning Objectives

- To understand and enjoy the process of making *lemon water* and *lime water*
- To identify and name the *letter L*
- To learn the shape and form of the *letter L*
- To name some objects that begin with the *letter L*: *lemon*, *lime*, *lemon water* and *lime water*

Teaching Procedures

Before RLEA

Giving children chances to listen to and say the letter name

Reinforcing letter identification

Giving children chances to listen to and say the associated words

- Talk with children and tell them that you are thirsty.
- Invite children to suggest what drinks to make.
- Tell children that you want to make some *lemon water* and *lime water* but you have no materials (show photos if needed).
- Introduce the character *Big Letter L* (a stick puppet) and invite children to greet *Big Letter L*. Prompt children to say: *Hello, Big Letter L*.
- Tell children that *Big Letter L* can help.
- Invite children to find *Big Letter L*'s box.
- Compare the shape of *Big Letter L* (a stick puppet) with the name on the box (*L*).
- Take out the realia (from *Big Letter L*'s box) and introduce each item for making *lemon water* and *lime water*: *lemon* and *lime*. Guide children to name each item as it is taken out.
- Talk with children about the *lemon/lime* (e.g., colour) and encourage children to touch and smell the *lemon/lime*.
- Show children other materials that are needed to make the *lemon water* and *lime water*: a jug of warm water, plastic spoons, and cups.
- Invite *Big Letter L* to demonstrate the steps of making *lemon water* and *lime water*.

During RLEA

- Cut a few *lemons* and *limes* into four pieces each in front of children.
- Demonstrate the steps of making *lemon water* and *lime water* to children.
- Invite children to make their own *lemon water* and *lime water* by guiding them to:
 - take a piece of *lemon/lime*.
 - squeeze the *lemon/lime* with their hands to get the juice out.
 - pour some water into the cup.
 - stir the *lemon/lime water* with a plastic spoon.
- Talk with children about the *lemon/lime* in the water, e.g., colour, temperature and smell.



Giving children chances to listen to and say the associated words

- Provide children with ample chances to listen to the names of the objects: *lemon*, *lime*, *lemon water* and *lime water*.
For example:
 - Guide children to say '*lemon/lime*, please' while handing out the *lemon/lime*.
 - Guide children to name what is in the cup.
- Guide children to thank *Big Letter L* for giving us the *lemons* and *limes* for making *lemon water* and *lime water*.



After RLEA

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

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Relating associated words to the target letter

- Guide children to look at the shape of the *letter L* by showing the shape of the *letter L* on the stick puppet. Say:
 - *Big Letter L* has two lines – one long line and one short line.
- Show the form of the *letter L* to children by writing it on the whiteboard while saying the verbal path.
- Guide children to name it: *Big letter L*.
- Invite children to follow you to do skywriting of the *letter L* with their 'magic pen' (finger).
- Stick photos of a *lemon*, a *lime* and a glass of *lemon water* and a glass of *lime water* on the board.
- Guide children to make association between the *letter L* and the words '*lemon*', '*lime*', '*lemon water*' and '*lime water*' by guiding them to say: *L* for '*lemon/lime/lemon water/lime water*'.

(B) Drinking lemon water and lime water

- Invite *Big Letter L* to drink the *lemon water* and *lime water* with the children.
- Have the stick puppet of *Big Letter L* go around the tables to talk with children when they are drinking the *lemon water* and *lime water*.
Some suggested language:
 - *Let's say 'hello' to Big Letter L.*
 - *What are you drinking?*
 - *Which one do you like, lemon water or lime water?*
 - *Do you like the lemon/lime water?*
 - *Yes, it tastes sour.*

Teaching Aids

- a stick puppet (*Big Letter L*)
- a letter box named *L*
- a few *lemons* and *limes*, a jug of warm water
- plastic spoons, cups, a table cloth, wet towels
- photos of *lemon*, *lime*, *lemon water* and *lime water*





Storytelling – Small Letter l Meets a Lion

Learning Objectives

- To understand and enjoy the story
- To participate in the process of storytelling by saying the words that begin with the letter *l*: *lemon*, *lime* and *lollipop*
- To identify and name the letter *L* and letter *l*
- To learn the shape and form of the letter *l*
- To differentiate the letter *L* and the letter *l*

Teaching Procedures

Before Storytelling

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show children *Big Letter L* (a stick puppet).
- Tell children that he has a little brother and show them *Small Letter l* (a stick puppet). Invite children to say: *Hello! Small Letter l*.
- Tell children that *Big Letter L* is ill but he needs more *lemons* and *limes* to make *lemon water* and *lime water*. He asks *Small Letter l* to go to the forest and pick some *lemons* and *limes* for him.
- Guide children to find *Small Letter l*'s bag in the classroom.
- Compare the shape of *Small Letter l* (a stick puppet) with the name on the bag (*l*).
- Invite a child to take a *lollipop* (a cutout) out from *Small Letter l*'s bag.
- Invite children to go to the forest with *Small Letter l*.

During Storytelling

Giving children chances to say the associated words

- Tell the story with cutouts and a stick puppet.
- Help children understand and enjoy the story with the use of voice, facial expressions, gestures and sound effects.
- Invite children to pick *lemons* and *limes* for *Small Letter l*.
- Ask children what to do when the lion wants to eat *Small Letter l*.
- Invite children to participate in the story by saying the words that begin with the letter *l*:
 - *Don't eat me! Eat the lemon/lime/lollipop.*
- Invite children to predict the development of the story.

After Storytelling

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

(A) Singing a Song: *Lion Licks the Lollipop*

Relating the associated words to the target letter

- Tell children that *Small Letter l* wants to thank the children so he will sing a song with them.
- Guide children to make association between the letter *l* and the words '*lemon*', '*lime*', and '*lollipop*' by guiding them to say after *Small Letter l*: *l* for '*lemon*/' '*lime*/' '*lollipop*'.

- Hold the cutout of the lion and sing the song once with actions and pointing to help children understand the song.
- Invite children to sing the song with the teacher and do actions together.
- Sing the song for a few more times until children are familiar with the tune of the song.

(B) Exposing children to the shape and form of the letter *l*

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Reinforcing letter identification

Differentiating the shapes of the upper case and lower case letters

Practising the formation of the target letter

- Show the song sheet.
- Tell children that there are many *letter ls* in the song.
- Guide children to look at the shape of the *letter l* by tracing the letter on the stick puppet. Say:
 ➤ *Letter l is a straight line. It looks like '1' (the number).*
- Write the *letter l* on the board while saying the verbal path.
- Guide children to name the *letter l* written on the board.
- Invite children to do skywriting of the *letter l* with their 'magic pen' (finger).
- Invite a few children to identify and circle the *letter ls* in the song.
- Show the stick puppet of *Big Letter L* to children.
- Ask children to compare the shapes of the two stick puppets (*L* and *l*) and discuss their features. Say:
 ➤ *Big Letter L has two straight lines. Small Letter l has one straight line.*
- Show two paper strips (one long and one short) and show children how to use them to form the *letter L*.
- Put the two paper strips in the wrong positions for the *letter L* and ask children if it is the *letter L*.
- Invite some children to try using the two paper strips to form the *letter L*.
- Use another paper strip to form the *letter l*.
- Invite children to put the *letter l* next to the *letter L*. Compare and describe the features of the *letter L* and the *letter l* again with children.
- Tell children that the paper strips will be put in the English corner. Encourage children to try making the *letter L* and the *letter l* later.
- Write a *letter L* on the board and guide children to name the letter while saying the verbal path.
- Invite a few children to identify and circle the *letter Ls* in the song.
- Invite *Small Letter l* to sing the song together with children for a few times.
- Tell children that the song sheet will be displayed in the classroom.

Teaching Aids

- a picture of a forest (story background)
- cutouts of *Lion*, *lemons*, *limes*, and a *lollipop*
- stick puppets (*Big Letter L* and *Small Letter l*)
- a bag named *l*
- three paper strips (two long and one short)
- a song sheet



Song: *Lion Licks the Lollipop* (Tune: *Ten Little Indians*)

Lion, lion, eats the *lemon*.
Lion, lion, eats the *lemon*.
Lion, lion, eats the *lemon*.
Yuck, yuck, yuck!

Lion, lion, eats the *lime*.
Lion, lion, eats the *lime*.
Lion, lion, eats the *lime*.
Yuck, yuck, yuck!

Lion, lion, licks the *lollipop*.
Lion, lion, licks the *lollipop*.
Lion, lion, licks the *lollipop*.
Yum, yum, yum!



Story: *Small Letter l Meets a Lion*

One day, *Small Letter l* went to the forest to pick some *lemons* and *limes*. He walked and walked.

Soon, *Small Letter l* saw a *lemon* tree. He wanted to pick the *lemons* but the tree was too tall. He needed help. *Small Letter l* put the *lemons* in his bag and continued to walk.

Then, *Small Letter l* saw a *lime* tree. He wanted to pick the *limes* but the tree was too tall. He needed help. *Small Letter l* put the *limes* in his bag and continued to walk.

Suddenly, *Small Letter l* saw something shiny. He tried to pick that golden *lemon*. Oh, no! It was a lion's tail. The lion was angry. He said to *Small Letter l*, 'I am hungry. I want to eat you!' When the lion wanted to eat *Small Letter l*, *Small Letter l* took out a *lemon* from his bag and said, '**Don't eat me! Eat the *lemon*!**' The lion tasted the *lemon* but didn't like it as it was sour.

Small Letter l ran away. The lion chased after *Small Letter l*. The lion said to *Small Letter l*, 'I am hungry. I want to eat you!' *Small Letter l* was so scared that he took a *lime* out from his bag and said, '**Don't eat me! Eat the *lime*!**' The lion tasted the *lime* but didn't want it as it was sour.

The lion was very angry and he ran faster and faster. At last, the lion caught *Small Letter l*. As the lion opened his mouth and was about to eat *Small Letter l*, *Small Letter l* handed a *lollipop* to the lion and said, '**Don't eat me! Eat the *lollipop*!**'

The lion smelt it and licked it with his tongue. It was tasty! The lion was happy and licked the *lollipop*. He was not hungry anymore! He asked *Small Letter l*, 'What is this, again?' *Small Letter l* said, '*Lollipop*.' The lion said, '*Lollipop*! I like this *lollipop*! Thank you *Small Letter l*.'

Other possible real-life experience activities and extended activities

- Making a lion mask with a paper plate, some paper strips (as the hair of the lion); drawing the eyes, ears, mouth and nose of the lion with crayons
- Making a stamp painting with *lemons* and *limes*
 - Prepare different colours of acrylic paint and pour them onto some paper plates.
 - Cut the *lemon/lime* in half.
 - Dip the *lemon half/lime half* into the paint.
 - Stamp the *lemon half/lime half* on a piece of paper and create a beautiful stamp art.
- Making a colourful *lollipop* finger painting
 - Prepare a piece of paper printed with a picture of a *lollipop* (black and white).
 - Prepare different colours of acrylic paint on paper plates.
 - Invite children to dip some paint with their fingers and press their fingers on the *lollipop* picture to make a colourful finger paint art.
- Creating a secret message (*letter L* and *letter l*) with *lemon juice/lime juice*
 - Prepare some *lemon/lime juice* and add some water into the juice.
 - Invite children to soak some juice with cotton balls/cotton buds and write the *letter L/letter l* on a piece of paper.
 - Wait for the juice to dry so it becomes completely invisible.
 - Reveal the secret message with children together by holding the paper close to a warm light bulb.

Suggested books



Book Title

1. *Library Lion*

2. *Lion Lessons*

3. *Lost!*

4. *The Line Up Book*

5. *The Red Lemon*

6. *When Grandma Gives You a Lemon Tree*

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