

Fly Phonics 1

Teacher's Guide



Alphabet Letters & Sounds

Contents

	Lesson Flow	4
	Downloadable Resources	6
	Scope & Sequence	8
	ABC Song	9
Unit 1	Aa Bb	10
Unit 2	Cc Dd	13
	Review 1 / Story 1	16
Unit 3	Ee Ff	18
Unit 4	Gg Hh Ii	21
	Review 2 / Story 2	24
Unit 5	Jj Kk Ll	26



Unit	6	Mm Nn Oo	29
		Review 3 / Story 3	32
Unit	7	Pp Qq Rr	34
Unit	8	Ss Tt	37
		Review 4 / Story 4	40
Unit	9	Uu Vv Ww	42
Unit	10	-Xx Yy Zz	45
		Review 5 / Story 5	48
		Assessment	50
		ABC Phonics Song	52



Lesson Flow

★ **Fly Phonics 1** focuses on the letters of the alphabet. Each unit is carefully designed so that learners can recognize the target letters and read the target words on their own. Kinesthetic learning also helps internalize phonics more effectively.

Unit 2 Cc Dd

Listen and repeat.

Cc  

Dd  

Now, let's sing along.

Unit 2


- Introduction of the target sounds and words.


- Review the target sounds and words through simple, fun songs.

- Trace and write the target letters in the correct order.



- Reinforce letter recognition skills.

Trace and write.

 C C C C
c c c c

 D D D D
d d d d




Find and circle.




 

Cc Dd




Cc Dd

Listen and repeat.

Cc   
cat cow cake

Dd   
dog duck desk

Circle the beginning letters.

1.  2.  3. 
Cc Dd Cc Dd Cc Dd

Unit 2

- Learn additional target words containing the target sounds.

- Distinguish the corresponding target letters of each picture.

Listen and circle.

1. **Cc**


2. **Dd**


3. **Cc**


4. **Dd**


Cc Dd ★




- Listen and learn to differentiate the target words using pictures.




- Listen and distinguish the target sounds, and write the correct letters.




- Complete the target words and practice correct pronunciation.

Cc Dd




Listen and write.

1.   → 

2.   → 

3.   → 

Write and say.

1.  2.  3. 

★ Unit 2

Story

Let's read the story.

1. 
The  is on the .

2. 
The  is on the .

3. 
The  is on the .

4. 
The  is not on the .

✓ Sight words the is on not

Cc Dd ★

- Practice reading sentences using the target and sight words through short stories.

Downloadable Resources

★ Activities, Flashcards, Practices, etc., for teachers and students are available from Fly Phonics website: www.twoponds.co.kr/flyphonics

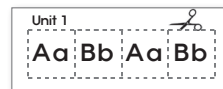
Fly Phonics 1

Unit Activities



- Additional reviews provided with various activities

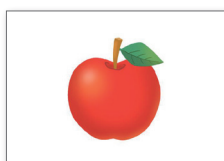
Craft Activities



- Improve phonics skills through intriguing and fun activities.

Flashcards

Phonics Word Cards



<front>



<back>

- Practice the target words using corresponding pictures.

Phonics Sentence Cards



<front>



<back>

- Study the target words by seeing how they can be used in sentences.

Activity Cards



- Use for "Activities & Games" in Teacher's Guide.

You can also download

- Answer Keys / Curriculum / Unit Tests / MP3 Files

Listening Practice

Name _____ Date _____

1 Listen and circle.

1 **A a** **B b**

2 **A a** **B b**

3 **A a** **B b**

2 Listen and write.

1 ear 2 pple

3 all 4 nt

Unit 1 Listening Practice Aa, Bb

- Advanced exercises to enhance listening skills

Writing Practice

Name _____ Date _____

A A a a

B B b b

Unit 1 Writing Practice Aa, Bb

- Additional drills to reinforce writing skills

Extra Resources

Sight Word Cards

am

<front>

I am James.

<back>

- Introduce the sight words and show how they are used in sentences.

Alphabet Cards

Aa

<front>



<back>

- Reinforce letter recognition skills through word and picture association.

Sight Word Worksheets

Sight Words Name _____ Date _____

Color and write.

big

big big

Fill in the blank and read.

 a bear

Write and read aloud.

a big bear

- Practice sight words by writing and reading aloud.

Letter Cards

A

a

- Practice forming the target sounds and words.

You can also download

- Placement Tests / Board Games / Wallcharts

Scope & Sequence

- ★ Each book contains 10 units and 5 reviews. Each unit introduces two or three target sounds.

	Book 1	Book 2	Book 3	Book 4
Unit 1	Aa Bb	-an -at	-ave -ake -ane	sl- cl- fl-
Unit 2	Cc Dd	-am -ap	-ape -ame -ace	pl- gl- bl-
Review 1				
Unit 3	Ee Ff	-eg -et	-ive -ide -ine	br- cr- pr-
Unit 4	Gg Hh Ii	-ed -en	-ite -ike -ire	dr- gr- tr-
Review 2				
Unit 5	Jj Kk Ll	-ig -ip	-one -ope -ome	sm- sw- st-
Unit 6	Mm Nn Oo	-in -it	-ole -ose -oke	sk- sn- sp-
Review 3				
Unit 7	Pp Qq Rr	-og -op	-une -ube -uke	-ck -ng -nt
Unit 8	Ss Tt	-ot -ox	ai ay	-mp -nd -nk
Review 4				
Unit 9	Uu Vv Ww	-ug -un	ee ea	-ch -th -sh
Unit 10	-Xx Yy Zz	-ub -ut	oa ow	kn- wr- -mb
Review 5				
Assessment				

ABC Song



Let's sing along

This section introduces the letters of the alphabet through a song.

- Ask students to name the letters of the alphabet. Play CD1 Track 2 and have students listen to the song. Play the song again, have them sing along and clap at the picture of hands. Sing along a few times.

Activities & Games

Chair game

► Materials: chairs, CD player, CD1


Place chairs in a circle, facing out. Have students walk around the chairs as they sing the ABC song. Pause the CD in the middle of the song and shout "Sit!". Students sit on the chairs. Take out one of the chairs and play again. The student who does not get a chair is out of the game. Take out another chair and play again. Repeat until there are two students left. The student who sits on the last chair is the winner.


Unit 1


Pages	Student Book pp. 6-11, Workbook pp. 4-7
Words	apple, ant, alligator, ball, bug, bear
Materials	Flashcards, CD1, CD player



Unit 1

Aa Bb



 Listen and repeat.


Aa 


Bb 


 Now, let's sing along. 

Unit 1

 Trace and write. 

 **A A A A A**
a a a a a

 **B B B B B**
b b b b b

 Find and circle.

Aa **Bb**

Aa Bb

Listen and repeat

The objective of this section is to introduce the target sounds /a/ and /b/.

- Write "Aa" and "Bb" on the board and ask students what they are. Read the letters and have students repeat afterwards. Play CD1 Track 3 and have students listen and repeat a few times. Have students point to the pictures as they hear the target words.
- Play the CD again and have students clap as they hear the target words.

Track 3

/a/ /a/ apple (x2) /b/ /b/ ball (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD1 Track 4 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 4

A says /a/ A says /a/ /a/ /a/ apple /a/ /a/ apple
B says /b/ B says /b/ /b/ /b/ ball /b/ /b/ ball

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Write the letters "A," "a," "B," and "b" on the board for the students to see. Use different color markers for different strokes if possible. Have students put up their finger and write in the air following the teacher as the teacher shows them the order of writing.
- Have students trace and write the letters.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle them.

Activities & Games




Be the teacher game




► Materials: board, markers

Divide the class into two teams. One student from each team comes up to the board and writes the letters that a teacher calls out. The student who writes the letters and reads them correctly can play the role of the teacher and choose the next letters for the next students. Repeat until all students have participated.




Aa Bb

5 Listen and repeat.

Aa   
apple ant alligator





Bb   
ball bear bug





Circle the beginning letters.

1.  2.  3. 
Aa Bb Aa Bb Aa Bb

Unit 1

6 Listen and circle.

1. **Aa**   2. **Bb**  

3. **Aa**   4. **Bb**  

Aa Bb

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards "Aa" and "Bb" on the board and have students read them.
- Play CD1 Track 5 and have students listen and repeat a few times. Say the words while clapping, twice for "apple" and four times for "alligator" according to the number of syllables.
- Call out the target words randomly and have students point to the pictures.

Track 5

/a/ /a/ apple (x2)	/b/ /b/ ball (x2)
/a/ /a/ ant (x2)	/b/ /b/ bear (x2)
/a/ /a/ alligator (x2)	/b/ /b/ bug (x2)

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and circle

The objective of this section is to match sounds with pictures by listening to the target words.

- Have students look at the pictures and say the words. Play CD1 Track 6. Have students listen and circle the correct pictures.

Track 6

1. /a/ /a/ apple (x2)	3. /a/ /a/ ant (x2)
2. /b/ /b/ ball (x2)	4. /b/ /b/ bear (x2)

Activities & Games

Shuffle game

- Materials: several sets of letter cards, "A," "a," "B," and "b"

Have students sit in a circle. Distribute letter cards randomly. A teacher calls out "big A!" and all the students with the uppercase "A" stand up and change places. Play a few times with each letter and then challenge them by calling out two letters at the same time: "All the big As and small As!".

Aa Bb

Listen and write.

- **Aa**
- **Bb**
- **Aa**

Write and say.

- bug**
- ant**
- bear**

Unit 1

Story

Let's read the story.

- An apple.**
- An ant.**
- A bug.**
- A big bear.**

Sight words an a big

Aa Bb

Listen and write

The objective of this section is to find out the same beginning sounds of the paired pictures by listening to the target words, and to write the beginning letters.

- Have students look at the pictures and say the words. Play CD1 Track 7 and have them listen and write the beginning letters.

Track 7

- ant, ant, apple, apple
- ball, ball, bug, bug
- apple, apple, alligator, alligator

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the phrases including the target words.

- Have students look at the pictures and say what they see. Play CD1 Track 8 and have students listen and read along a few times. Tell students that "an" means one and that "an" goes with words that begin with a vowel sound, and "a" with a consonant sound.
- Ask questions such as "What is this?", "Where is the ant?", "What is on the apple?", and have students answer using the words "a" or "an."
- Tell students that the bear is big. Ask them what is small in this story. Ask students to name big and small things.
- Read the sight words out loud together. Play CD1 Track 9 and repeat after each sentence.

Track 8/9

An apple.
An ant.

A bug.
A big bear.

Activities & Games

Silent teacher guessing game

Mouth one of the target words of this unit silently and have students guess what the word is. Have students play the role of the teacher and play the game again.

Unit 2

Pages	Student Book pp. 12-17, Workbook pp. 8-11
Words	cat, cow, cake, dog, duck, desk
Materials	Flashcards, CD1, CD player

Unit 2 Cc Dd

Listen and repeat.

Cc

Dd

Now, let's sing along.

Unit 2

Trace and write.

C C C C C

D D D D D

Find and circle.

Cc Dd

Listen and repeat

The objective of this section is to introduce the target sounds /c/ and /d/.

- Write "Cc" and "Dd" on the board and ask students what they are. Read the letters and have students repeat afterwards. Play CD1 Track 10 and have students listen and repeat a few times. Have students point to the pictures as they hear the target words.
- Play the CD again and have students clap as they hear the target words.

Track 10

/c/ /c/ cat (x2) /d/ /d/ dog (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD1 Track 11 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 11

C says /c/ C says /c/ /c/ /c/ cat /c/ /c/ cat
D says /d/ D says /d/ /d/ /d/ dog /d/ /d/ dog

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Write the letters "C," "c," "D," and "d" on the board. Have students put up their finger and write in the air as the teacher shows them the order of writing. Tell students that the writing a lowercase "d" starts like writing a lowercase "a."
- Have students trace and write the letters.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle them.


Activities & Games

Whisper


Divide the class into two teams and have students line up facing the board. A teacher whispers into the first students ear, "/c/, /c/, cat." The teacher says, "Go!" and the students whisper to the next student on their team. The last students say the word. Teams get a point for each correct word. The teacher may use any words learned in the previous lessons for a challenge. Change the order of students and repeat the game.

Cc Dd


12 Listen and repeat.




Cc
cat




cow




ca**k**e



Dd
dog




d**u**ck




d**e**sk


Circle the beginning letters.

1. 

Cc **Dd**

2. 

Cc Dd

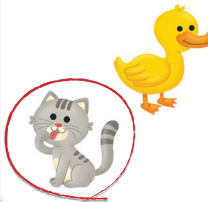
3. 

Cc **Dd**

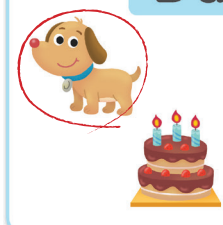
Unit 2

13 Listen and circle.

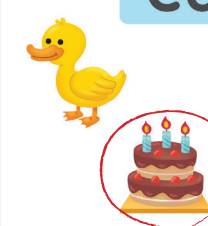
1. **Cc**




2. **Dd**



3. **Cc**



4. **Dd**



Cc Dd

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards "Cc" and "Dd" on the board and have students read them.
- Play CD1 Track 12 and have students listen and repeat the target sounds and words a few times. Say the words again clapping according to the syllables.
- Call out the target words randomly and have students point to the pictures.

Track 12

/c/ /c/ cat (x2)	/d/ /d/ dog (x2)
/c/ /c/ cow (x2)	/d/ /d/ duck (x2)
/c/ /c/ cake (x2)	/d/ /d/ desk (x2)

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and circle

The objective of this section is to match sounds with pictures by listening to the target words.

- Have students look at the pictures and say the words. Play CD1 Track 13. Have students listen and circle the correct pictures.

Track 13

1. /c/ /c/ cat (x2)	3. /c/ /c/ cake (x2)
2. /d/ /d/ dog (x2)	4. /d/ /d/ desk (x2)

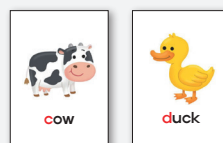
Activities & Games

Reinforcement activity

► Materials: flashcards (activity cards) of unit 2

Have students sit in a circle and place six flashcards on the table face up. A teacher calls out "/d/, /d/, duck" and the students point to the flashcard that they hear. The first student who points to the correct card gets it and becomes the leader, calling out the next word. The student with the most cards wins.

flashcards (activity cards)



Cc Dd

Listen and write.

1. →

2. →

3. →

Write and say.

1. 2. 3.

Unit 2

Story

Let's read the story.

1. The is on the .

2. The is on the .

3. The is on the .

4. The is not on the .

Sight words the is on not

Cc Dd

Listen and write

The objective of this section is to find out the same beginning sounds of the paired pictures by listening to the target words, and to write the beginning letters.

- Ask students what each picture is. Play CD1 Track 14 and have them listen and write the beginning letters.

Track 14

- duck, duck, dog, dog
- cake, cake, cat, cat
- desk, desk, duck, duck

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Have students look at the pictures and ask them what they see. Play CD1 Track 15 and have students listen and read along a few times. Ask students if they can figure out all the animal names and where they are in the pictures.

- Ask questions such as "What is this?", "Where is the cat?", "Where is the cow?"
- Read the sight words out loud together. Play CD1 Track 16 and repeat after each sentence.

Track 15/16

The cat is on the desk.
The dog is on the desk.
The duck is on the desk.
The cow is not on the desk.

Activities & Games


Expansion activity

► Materials: flashcards of unit 2



Place the "cat" flashcard on the desk and say, "The cat is on the desk." Then place another card and ask students what is on the desk. Write "The OO is on the desk/not on the desk." on the board. Place a flashcard on the desk, and this time ask only one student. If the student answers using a complete sentence, he/she can choose the next word for the next student. Repeat until all students have had a chance to participate.


Review I

Review 1

 Choose and write.

a b c d

1.  b ug
2.  a nt
3.  c at
4.  b all
5.  a pple
6.  d og

 Listen and circle.

1. A B C
2. a b c
3. B C D
4. b c d

Review 1

 Mark two things that begin with the same sound.



Review 1

Choose and write

- Have students read each letter in the box at the top. Ask students what the pictures are and have them say the words. Ask students what the beginning sounds are and write the correct beginning letters.

Listen and circle

- Have students look at number 1 and read the beginning letters. Play CD1 Track 17 and have them listen to number 1. Tell students that they need to circle the beginning letter of the word they hear. Play the rest of the CD and have them do numbers 2 to 4 on their own.

Track 17

- | | |
|-------------------------|---------------|
| 1. bear, bear | 3. cow, cow |
| 2. alligator, alligator | 4. duck, duck |

Review Activity

- Have students look at the picture and say what animals they see. As students call out the names of animals, write the words on the board at random for the next activity (Erasing game). Have students take a colored pencil and mark the words with the shapes as indicated below the picture.

Activities & Games

Erasing game

► Materials: board, eraser

Use the words that are already written on the board from the review activity on page 19. More words may be added for a challenge. Have one student come up to the board, listen to the word that the teacher says, and erase the word from the board. If the student does the job correctly, have him/her choose the next student and repeat the process until there are no words left on the board. This can be played in teams. Change the order of students and repeat the game.

How to teach

- 1. Picture walking:** Ask students what words they can identify in the pictures. Write the words on the board. Help them to describe what is going on in the pictures.
- 2. Listen to the story:** Play CD2 Track 35 and listen to the story.
- 3. Repeat:** Play CD2 Track 36 and repeat after each sentence.
- 4. Read along:** Together as a class, read the story without the CD, pointing to the target words.
- 5. Individual reading:** Have students take turns reading each sentence.
- 6. Comprehension:** Ask students some questions about the story: "Who makes a cake?", "What kind of cake does the cow/bug/bear make?", "Whose birthday is it?", "What do they do with the cake?".

7. Application: Ask students which cake they like the best. Ask them whether they have made cakes before. Ask what kind of cake they would like to make for the bear and why.


8. Review vocabulary: Go to the glossary on page 52 and review the phonics words and sight words together.

Track 35/36

A cow, duck, and bear make cakes.
The cow makes an alligator cake.
The duck makes a bug cake.
The bear makes a dog cake.
The cakes are for the bear.
Happy Birthday, Bear!

Activity 1

A What do they have?

1. 	X	
2. 		
3. 	X	
4. 		

10

B Write the beginning letter.

1. 	2. 
bug	alligator
3. 	4. 
dog	cake

11

A What do they have?
Have students match the pictures remembering who has what.

B Write the beginning letter
Ask students what each picture is, and tell them to write the beginning letters.

Unit 3

Pages	Student Book pp. 20-25, Workbook pp. 14-17
Words	egg, elephant, elbow, fish, fan, frog
Materials	Flashcards, CD1, CD player

Unit 3 Ee Ff

Listen and repeat.



Ee  


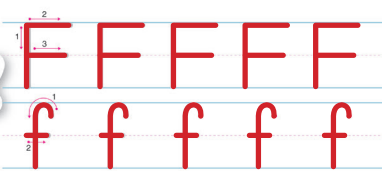
Ff 

Now, let's sing along.

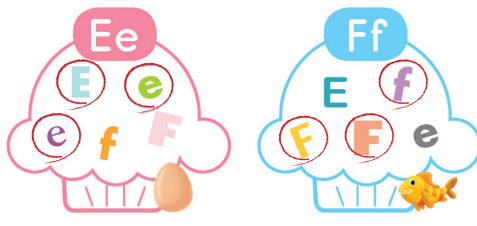
Unit 3

Trace and write.

Find and circle.



Ee Ff

Listen and repeat

The objective of this section is to introduce the target sounds /e/ and /f/.

- Write "Ee" and "Ff" on the board. Say /f/ showing students where to place their upper teeth, and have them do the same. Play CD1 Track 18. Have students listen and repeat a few times. Have students point to the pictures as they hear the target words.
- Play the CD again and have students clap as they hear the target words.

Track 18

/e/ /e/ egg (x2) /f/ /f/ fish (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD1 Track 19, and have students listen to the song. Play the CD again and have them sing along a few times.

Track 19

E says /e/ E says /e/ /e/ /e/ egg /e/ /e/ egg
F says /f/ F says /f/ /f/ /f/ fish /f/ /f/ fish

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Write the letters on the board for the students to see. Have students put up their fingers and write the letters in the air.
- Have students trace and write the letters.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games

Odd one out using minimal pairs

► Materials: board, marker

Write 1, 2, and 3 on the board. Tell students that they will hear three words, but one of them will have a different sound. Stand before each number and say the words out loud. Ask students which number was different. They can practice listening and distinguishing /ae/ and /e/ sounds.

end, and, end sat, set, set
men, men, man fan, fan, pan


Ee Ff


20 Listen and repeat.


Ee egg elephant elbow

Ff fish fan frog

Circle the beginning letters.



1.  **Ee Ff**


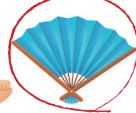
2.  **Ee Ff**



3.  **Ee Ff**



Unit 3

21 Listen and circle.

1. **Ee**  

2. **Ff**  

3. **Ee**  

4. **Ff**  

Ee Ff

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards "Ee" and "Ff" on the board and have students read them.
- Play CD1 Track 20 and have students listen and repeat the target sounds and words a few times. Have students say the words again while clapping, once for "egg," three times for "elephant," twice for "elbow," etc. to help them learn the number of syllables.
- Have students say the words again with actions. For example, mime holding an egg in your hand and say "egg," and point to your elbow and say "elbow."

Track 20

/e/ /e/ egg (x2) /f/ /f/ fish (x2)
 /e/ /e/ elephant (x2) /f/ /f/ fan (x2)
 /e/ /e/ elbow (x2) /f/ /f/ frog (x2)

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and circle

The objective of this section is to match sounds with pictures by listening to the target words.

- Have students look at the pictures and say the words. Play CD1 Track 21. Have students listen and circle the correct pictures.

Track 21

1. /e/ /e/ egg (x2) 3. /e/ /e/ elephant (x2)
 2. /f/ /f/ fan (x2) 4. /f/ /f/ frog (x2)

Activities & Games

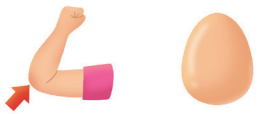

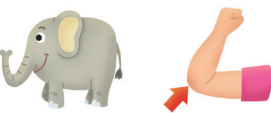
Chair game

► Materials: flashcards, two chairs




Place two chairs in the middle of the room. Divide students into two teams and have one student from each team stand in the center. Place two flashcards on the chairs. Call out one of the words on the chairs and the student who sits in the corresponding chair first wins. For a bigger challenge, increase the number of chairs and flashcards.

Ee Ff

22 Listen and write.

-  → **Ee**
-  → **Ff**
-  → **Ee**

Write and say.

-  **fan**
-  **egg**
-  **frog**

Unit 3

Story

Let's read the story.

-  I like this  **egg**.
-  I like this  **fish**.
-  I like this  **fan**.
-  I do not like this  **elephant**.

Sight words I like this do not

Ee Ff

Listen and write

The objective of this section is to find out the same beginning sounds of the paired pictures by listening to the target words, and to write the beginning letters.

- Ask students what each picture is. Play CD1 Track 22 and have them listen and write the beginning letters.

Track 22

- elbow, elbow, egg, egg
- fish, fish, fan, fan
- elephant, elephant, elbow, elbow

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Have students look at the pictures and ask them what they see. Play CD1 Track 23 and have students listen and read along a few times. Ask students what kinds of food the cat likes and does not like.

- Read once more with facial expressions and actions. Change the word "like" into "love" and read again.
- Ask students what food they like to eat and do not like to eat. Have students answer using "I like/I do not like ~."
- Read the sight words out loud together. Play CD1 Track 24 and repeat after each sentence.

Track 23/24

- | | |
|-------------------|------------------------------|
| I like this egg. | I like this fan. |
| I like this fish. | I do not like this elephant. |

Activities & Games

Charades

► **Materials:** flashcards, board, markers

Divide students into two teams. A student from each team picks a flashcard and acts out the word for their team. The students may draw pictures on the board if the teams have a hard time guessing the word. Give them a time limit. Repeat until all students have participated.

Unit 4

Pages	Student Book pp. 26-31, Workbook pp. 18-21
Words	goat, girl, gate, hat, ham, hippo, ink, igloo, iguana
Materials	Flashcards, CD1, CD player

Unit 4 **Gg Hh Ii**

Listen and repeat.

Gg 
g g g g

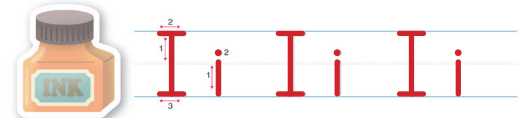
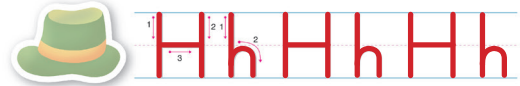
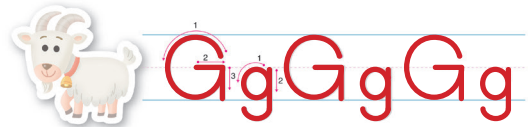
Hh 
h h h h

Ii 
i i i i

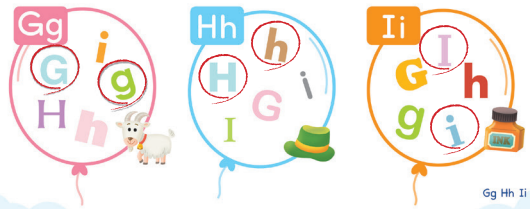
Now, let's sing along.

Unit 4

Trace and write.



Find and circle.



Listen and repeat

The objective of this section is to introduce the target sounds /g/, /h/, and /i/.

- Write "Gg," "Hh," and "Ii" on the board and ask students if they can tell what they are. Play CD1 Track 25. Have students listen and repeat a few times. Have students point to the pictures as they hear the target words.
- Play the CD again and have students clap as they hear the target words.

Track 25

/g/ /g/ goat (x2) /i/ /i/ ink (x2)
/h/ /h/ hat (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD1 Track 26 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 26

G says /g/ G says /g/ /g/ /g/ goat /g/ /g/ goat
H says /h/ H says /h/ /h/ /h/ hat /h/ /h/ hat
I says /i/ I says /i/ /i/ /i/ ink /i/ /i/ ink

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Have students put up their finger and write "G," "g," "H," "h," "I," and "i" in the air with the teacher. Have students trace and write the letters.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games

Alphabetical order game

- Materials: two sets of letter cards from A to I (both upper and lower case)

Divide the class into two teams and have each team stand around a table. Scatter letter cards on the table. Have the teams put the cards in the alphabetical order. The team that arranges the cards correctly first wins the game.

letter cards



Gg Hh Ii

27 Listen and repeat.


Gg   
goat girl gate


Hh   
hat ham hippo


Ii   
ink igloo iguana

Unit 4


Circle the beginning letters.


1.  **Gg Hh**


2.  **Hh Ii**

3.  **Ii Gg**

28 Listen and match.

1. **Ii** 

2. **Hh** 

3. **Gg** 

Gg Hh Ii

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Prepare the nine flashcards of this unit and introduce them to students, discussing each of them briefly: "This is a goat. What sound does it make?", "This is a girl. What is the opposite of girl?", "This is a gate. Where can you see a gate?", "What is the difference between a gate and a door?". Since they will be learning nine target words instead of six, some discussion about the words will help them remember the meanings of the words.
- Play CD1 Track 27. Have students listen and repeat the target sounds and words a few times. Say the words again while clapping, once for "goat" and twice for "hippo" according to the number of syllables.
- Call out the target words randomly and have students point to the pictures.

Track-27

/g/ /g/ goat (x2)	/i/ /i/ ink (x2)
/g/ /g/ girl (x2)	/i/ /i/ igloo (x2)
/g/ /g/ gate (x2)	/i/ /i/ iguana (x2)
/h/ /h/ hat (x2)	
/h/ /h/ ham (x2)	
/h/ /h/ hippo (x2)	

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and match

The objective of this section is to match sounds with pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD1 Track 28. Have students listen and match.

Track-28

- /i/ /i/ iguana (x2)
- /h/ /h/ hat (x2)
- /g/ /g/ goat (x2)

Activities & Games


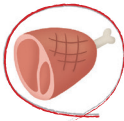

Concentration




► Materials: two sets of flashcards (activity cards)




Shuffle two sets of flashcards and place each set face down on the table. Have students take turns flipping a card from each set and say the words on the cards. If the two cards match, the student keeps the cards. When all the cards are gone, the student with the most cards wins. Reshuffle and repeat.

Gg Hh Ii




Listen, circle and write.

1.   → 

2.   → 

3.   → 

Write and say.

1.  2.  3. 

Unit 4

Story

Let's read the story.

1.  The  has the .

2.  The  has the .

3.  The  has the .

4.  The  has the .

Sight words the has

Gg Hh Ii

Listen, circle and write

The objective of this section is to choose the correct pictures by listening to the target words, and to write the beginning letters.

- Ask students what each picture is. Play CD1 Track 29 and have them listen, circle the correct pictures and write the beginning letters.

Track 29

1. ham, ham 3. girl, girl
2. igloo, igloo

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Ask students what they see in the pictures. Play CD1 Track 30 and listen and read along a few times. Help them identify each target word: "goat," "iguana," "girl," and "hippo." Ask students what they are wearing on their head. Ask students which hat they would like to wear the most and why.

- Draw students' attention to the pronunciation of "the" before "iguana." Remind them about "a" and "an" and tell them that "the" sounds different before vowels.
- Put up a marker and say, "I have a marker." Give it to one student and say, "OO HAS the marker." Tell students that they use "has" when they talk about someone else. Have students practice more with different objects. Encourage students to practice using the word "has."
- Read the sight words out loud together. Play CD1 Track 31 and repeat after each sentence.

Track 30/31

- The goat has the hat. The girl has the hat.
The iguana has the hat. The hippo has the hat.

Activities & Games

Reading with emotions

- **Materials:** paper cup, strips of paper with the words "happy," "sad," "angry," "sleepy," and "surprised" written on one end of the strip with pictures of faces

Ex :  happy
 sad



Show students each strip of paper and teach them the five emotion words. Put the strips of paper in a paper cup so the students cannot see the words and faces. Have each student pull out a strip and read the story on page 31 in the voice of the emotion they picked.

Review 2

Review 2

Choose and write.

e f g h i

1.  e lbow
2.  g oat
3.  h at
4.  i gloo
5.  g irl
6.  f rog

Listen and circle.

1. E F G
2. e f g
3. G H I
4. g h i

Review 2

Find the hidden things in the list.



Review 2

Choose and write

- Have students read each letter in the box at the top. Ask students what the pictures are and have them say the words. Ask students what the beginning sounds are and write the correct beginning letters.

Listen and circle

- Have students look at number 1 and read the beginning letters. Play CD1 Track 32 and have them listen to number 1. Tell students that they need to circle the beginning letter of the word they hear. Play the rest of the CD and have them do numbers 2 to 4 on their own.

Track 32

- | | |
|-----------------------|-----------------|
| 1. gate, gate | 3. hippo, hippo |
| 2. elephant, elephant | 4. ink, ink |

Review Activity

- Have students look at the picture and identify the words they can find. Write the words on the board. Ask students what the elephant is doing, how the room is, and how the mother is feeling. Ask them if their room is similar to this one. The teacher may teach them the words related to this picture such as "messy," "tidy," "clean," "dirty," and the names of toys.
- Have students say the words at the bottom of the page and circle the corresponding pictures. Go over the answers and have students describe where the hidden things are, using prepositions such as "on the bedpost," "behind the elephant/ on the floor/in front of the bookcase," "under the elephant/on the bed," "in front of the elephant/on the bed," and "on the wall/next to the door".

How to teach

- 1. Picture walking:** Ask students what words they can identify in the pictures. Write the words on the board. Help them to describe what is going on in the pictures.
- 2. Listen to the story:** Play CD2 Track 37 and listen to the story.
- 3. Repeat:** Play CD2 Track 38 and repeat after each sentence.
- 4. Read along:** Together as a class, read the story without the CD, pointing to the target words.
- 5. Individual reading:** Have students take turns reading each sentence.
- 6. Comprehension:** Ask students some questions about the story: "What does the girl have?", "What does the girl see?", "What does the goat take?", "What does the frog take?", "What does the hippo take?", "What does the elephant do?".

- 7. Application:** Ask students which animal they like or dislike and why. Ask them what kind of food the animals usually like. Ask students what kind of food they would like to carry in their lunch basket and what other kinds of animals they can see in the forest.
- 8. Review vocabulary:** Go to the glossary on page 52 and review the phonics words and sight words together.

Track 37/38

A girl has a fish, egg and ham.
The girl sees a goat.
The goat takes the fish.
The girl sees a frog.
The frog takes the egg.
The hippo takes the ham.
An elephant takes the fish, egg, and ham.
"Thanks, Elephant!"

Activity 2

A What do they have?

1. 		
2. 		
3. 		
4. 		

20

B Circle the beginning letter.

1.  f e g	2.  g h e
3.  g h f	4.  h e f

21

A What do they have?

Have students match the pictures remembering who has what.

B Circle the beginning letter

Ask students what each picture is, and tell them to circle the beginning letters.

Unit 5

Pages	Student Book pp. 34-39, Workbook pp. 24-27
Words	jam, jet, juice, king, key, kangaroo, lion, leg, lamp
Materials	Flashcards, CD1, CD player

Unit 5 Jj Kk Ll

Listen and repeat.

Jj

Kk

Ll

Now, let's sing along.

Unit 5

Trace and write.

Jj Jj Jj Jj

Kk Kk Kk Kk

Ll Ll Ll Ll

Find and circle.

Jj Kk Ll

Listen and repeat

The objective of this section is to introduce the target sounds /j/, /k/, and /l/.

- Write "Jj," "Kk," and "Ll" on the board and ask students if they can tell what they are. Play CD1 Track 33. Have students listen and repeat a few times. Have students point to the pictures as they hear the words.
- Play the CD again and have students clap as they hear the target words.

Track 33

/j/ /j/ jam (x2) /l/ /l/ lion (x2)
/k/ /k/ king (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD1 Track 34 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 34

J says /j/ J says /j/ /j/ /j/ jam /j/ /j/ jam
K says /k/ K says /k/ /k/ /k/ king /k/ /k/ king
L says /l/ L says /l/ /l/ /l/ lion /l/ /l/ lion

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Have students put up their finger and write "J," "j," "K," "k," "L," and "l" in the air with the teacher. Have students trace and write the letters. Have a few students come up to the board and write the letters that the teacher calls out.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games


Scan and slap

► Materials: letter cards from A to L


This game increases letter recognition. Scatter letter cards on the table. Divide the class into two teams and have one student from each team come up to the table. Call out one letter and students scan and slap the card. The one who slaps the card first wins a point for the team.

Jj Kk Ll


35 Listen and repeat.




Jj
jam




jet




juice




Kk
king




key




kangaroo



Ll
lion




leg




lamp

Unit 5


Circle the beginning letters.

1. 

Jj Kk

2. 


Kk Ll

3. 


Jj **Ll**

36 Listen and match.


1. **Ll**



2. **Kk**



3. **Jj**



Jj Kk Ll

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Prepare the nine flashcards of this unit and introduce them to students, discussing each of them briefly: "This is a jar of jam. What kind of jam is it?", "This is a king. What is the opposite of king?", "This is a kangaroo. Where does a kangaroo put her baby?", "This is a leg. What other body parts do you know?".
- Play CD1 Track 35. Have students listen and repeat the target sounds and words a few times. Say the words again while clapping, once for "jam" and three times for "kangaroo" to teach them the number of syllables.
- Call out the target words randomly and have students point to the pictures.

Track 35

/j/ /j/ jam (x2)	/l/ /l/ lion (x2)
/j/ /j/ jet (x2)	/l/ /l/ leg (x2)
/j/ /j/ juice (x2)	/l/ /l/ lamp (x2)
/k/ /k/ king (x2)	
/k/ /k/ key (x2)	
/k/ /k/ kangaroo (x2)	

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and match

The objective of this section is to match sounds with pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD1 Track 36. Have students listen and match.

Track 36

- /l/ /l/ lion (x2)
- /k/ /k/ kangaroo (x2)
- /j/ /j/ jam (x2)

Activities & Games




Hopping cards




► Materials: several sets of flashcards




Give each student a flashcard. A teacher says one word and students with that card jump up putting up the flashcard and repeat after the teacher. Call out the words at random and have students trade cards occasionally. For a challenge, have students with the cards that have the same beginning sound jump up at the same time.

Jj Kk Ll




37 Listen, circle and write.

1.   → 

2.   → 

3.   → 

Write and say.

1.  2.  3. 

Unit 5

Story

38 39 Let's read the story.

1.  This  is blue.

2.  This  is red.

3.  This  is yellow.

4.  This  is green.

Sight words this is blue red yellow green

Jj Kk Ll

Listen, circle and write

The objective of this section is to choose the correct pictures by listening to the target words, and to write the beginning letters of the words.

- Ask students what each picture is. Play CD1 Track 37 and have them listen, circle the correct pictures and write the beginning letters.

Track 37

- juice, juice
- lion, lion
- key, key

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Ask students what they see in the pictures. Play CD1 Track 38 and listen and read the story together a few times. Help them identify each word: "king," "lamp," "key," and "lion." Ask students how the king is feeling in each picture.

- Tell students that "this" is used to indicate something that is close to them. Have students take out one of their belongings and describe it using the form "This OO is red/blue/yellow/green." Help students with colors they have not learned.
- Read the sight words out loud together. Play CD1 Track 39 and repeat after each sentence.

Track 38/39

This lamp is blue.
This key is red.

This lion is yellow.
This king is green.

Activities & Games

Line up

► **Materials:** flashcards

Give each student a flashcard, and say the words in any order. Have students listen and stand in a line in the order of words called. Have students exchange cards and repeat the game, changing the order of the words. This can be played as a team with more than one set of flashcards.

Unit 6

Pages	Student Book pp. 40-45, Workbook pp. 28-31
Words	monkey, man, map, nut, nose, net, olive, orange, ostrich
Materials	Flashcards, CD1, CD player

Unit 6 Mm Nn Oo

Listen and repeat.

Mm

Nn

Oo

Now, let's sing along.

Unit 6

Trace and write.

Mm Mm Mm Mm

Nn Nn Nn Nn

Oo Oo Oo Oo

Find and circle.

Mm Nn Oo

Listen and repeat

The objective of this section is to introduce the target sounds /m/, /n/, and /o/.

- Write "Mm," "Nn," and "Oo" on the board and ask students what they are. Play CD1 Track 40 and have students listen and repeat a few times. Have students point to the pictures as they hear the target words.
- Play the CD again and have students clap as they hear the target words.

Track 40

/m/ /m/ monkey (x2) /o/ /o/ olive (x2)
/n/ /n/ nut (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD1 Track 41 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 41

M says /m/ M says /m/ /m/ /m/ monkey
/m/ /m/ monkey
N says /n/ N says /n/ /n/ /n/ nut /n/ /n/ nut
O says /o/ O says /o/ /o/ /o/ olive /o/ /o/ olive

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find sticker and put them on the correct pictures.
- Have students put up their finger and write "M," "m," "N," "n," "O," and "o" in the air with the teacher. Have students trace and write the letters. Have a few students come up to the board and write the letters that the teacher calls out.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games




Writing relay




► Materials: board, markers




Divide students into two teams and have each team line up facing the board. Using a finger, a teacher writes a word on the back of the last students in line. The students write the word on the back of the students in front of them. The first students in line write the word on the board. The first team to write the word correctly on the board wins a point. Change the order of students and repeat.

Mm Nn Oo

42 Listen and repeat.
CD1




Mm   
monkey man map

Nn   
nut nose net


Oo   
olive orange ostrich


Unit 6


Circle the beginning letters.

1.  **Nn Oo**
2.  **Nn Oo**
3.  **Oo Mm**

43 Listen and match.
CD1

1. **Mm** 

2. **Nn** 

3. **Oo** 

Mm Nn Oo

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards "Mm," "Nn," and "Oo" on the board and ask students to read them.
- Play CD1 Track 42 and have students listen and repeat a few times. Say the words again while clapping, twice for "monkey," once for "man," twice for "ostrich," etc. according to the number of syllables.
- Call out the target words randomly and have students point to the pictures.
- Tell students that an "O" can sometimes sound like /a/ or /ɔ/ at the beginning of words. Stand sideways to show students what the side of one's face looks like when saying the different /o/ sounds. Say /a/ and /ɔ/ alternately, and have students repeat.

Track 42

/m/ /m/ monkey (x2)	/o/ /o/ olive (x2)
/m/ /m/ man (x2)	/o/ /o/ orange (x2)
/m/ /m/ map (x2)	/o/ /o/ ostrich (x2)
/n/ /n/ nut (x2)	
/n/ /n/ nose (x2)	
/n/ /n/ net (x2)	

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and match

The objective of this section is to match sounds with pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD1 Track 43. Have students listen and match.

Track 43

1. /m/ /m/ man (x2)	3. /o/ /o/ olive (x2)
2. /n/ /n/ nut (x2)	


Activities & Games

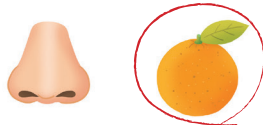
Silent teacher guessing game


Mouth one of the target words of this unit silently and have students guess what the word is. Have students play the role of the teacher and play the game again.

Mm Nn Oo

44 Listen, circle and write.

1.  → **Nn**

2.  → **Oo**

3.  → **Mm**

Write and say.

1. **nut** 2. **olive** 3. **man**

Unit 6

Story

45 Let's read the story.

1.  The **man** sees the **monkey**.

2.  The **man** sees the **nut**.

3.  The **man** sees the **olive**.

4.  See the **ostrich**!

Sight words the see

Mm Nn Oo

Listen, circle and write

The objective of this section is to choose the correct pictures by listening to the target words, and to write the beginning letters of the words.

- Ask students what each picture is. Play CD1 Track 44 and have them listen, circle the correct pictures and write the beginning letters.

Track 44

1. net, net 3. monkey, monkey
2. orange, orange

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Ask students what they see in the pictures. Play CD1 Track 45 and have students listen and read along a few times. Teach students the word "see" using classroom objects or flashcards. Use examples such as "I see a nut.", "I see a monkey.", "What do you see?".

- Ask them what they see in the pictures. Help them to identify each word: "man," "monkey," "nut," "olive," and "ostrich." Ask students what the monkey is throwing in each picture.

- Read the sight words out loud together. Play CD1 Track 46 and repeat after each sentence.

Track 45/46

The man sees the monkey.
The man sees the nut.
The man sees the olive.
See the ostrich!

Activities & Games


Make your own story

► **Materials:** handouts with four story frames






Distribute handouts and have students make their own story, using the words learned so far. Have them use the sentence structure, "The OO sees the □□." Have them draw pictures that represent their story. When students finish, encourage them to read their story to the class.


Review 3

Review 3

 Choose and write.


j k l m n o

1.  j et
2.  l eg
3.  m an
4.  n ut
5.  k ey
6.  o range

 47 Listen and circle.
CD1

1. J K L
2. m n o
3. K L N
4. j l m

 Review 3

 Help the rabbit find the carrots.



 Review 3

Choose and write

- Have students read each letter in the box at the top. Ask students what the pictures are and have them say the words. Ask students what the beginning sounds are and write the correct beginning letters.

Listen and circle

- Have students look at number 1 and read the beginning letters. Play CD1 Track 47 and have them listen to number 1. Tell students that they need to circle the beginning letter of the word they hear. Play the rest of the CD and have them do numbers 2 to 4 on their own.

Track 47

- | | |
|---------------------|-----------------------|
| 1. jam, jam | 3. kangaroo, kangaroo |
| 2. ostrich, ostrich | 4. monkey, monkey |

Review Activity

- Have students help the rabbit find the carrots by drawing a path through the maze. Have the class follow the line together and say the letters that they encounter along the way. Ask students what the pictures are.

How to teach

- 1. Picture walking:** Ask students what words they can identify in the pictures. Write the words on the board. Help them to describe what is going on in the pictures.
- 2. Listen to the story:** Play CD2 Track 39 and listen to the story.
- 3. Repeat:** Play CD2 Track 40 and repeat after each sentence.
- 4. Read along:** Together as a class, read the story without the CD, pointing to the target words.
- 5. Individual reading:** Have students take turns reading each sentence.
- 6. Comprehension:** Ask students some questions about the story: "What animals are in the story?", "What do the animals have?", "What does the man think the animals have?"

7. Application: Ask students if they think the man is hungry. Ask them what kind of food they like to eat when they are hungry.

8. Review vocabulary: Go to the glossary on page 53 and review the phonics words and sight words together.

Track 39/40

Ostrich, is that juice?
No, this is jam.
Monkey, is that a nut?
No, this is my nose.
Kangaroo, is that an orange?
No, this is an onion.
Is this ham?
No, I am the Lion King!

Activity 3

A What is it?

1. 

juice jam

2. 

nose nut

3. 

orange onion

4. 

lion ham

B Write the beginning letter.

1. 

l ion

2. 

m onkey

3. 

o strich

4. 

k angaroo

A What is it?

Ask students what each picture looks like and what it really is. Have them circle the correct words below the pictures.

B Write the beginning letter

Ask students what each picture is, and tell them to write the beginning letters.

Pages	Student Book pp. 48-53, Workbook pp. 34-37
Words	pig, pen, pizza, queen, quilt, question, robot, ring, rat
Materials	Flashcards, CD2, CD player

Unit 7 Pp Qq Rr

Listen and repeat.

Pp 


Qq 


Rr 


Now, let's sing along.

Unit 7

Trace and write.










Find and circle.



Pp Qq Rr

Listen and repeat

The objective of this section is to introduce the target sounds /p/, /q/, and /r/.

- Write "Pp," "Qq," and "Rr" on the board and ask students to read them. Play CD2 Track 2 and have students listen and repeat a few times. Have students point to the pictures as they hear the target words. Play the CD again and have students clap as they hear the target words.
- Tell students that when they say the /r/ sound, the tongue does not touch the top part of the mouth, which is different from /l/. Have students pronounce a few words using minimal pairs: row/low, raw/law, rip/lip, race/lace, red/led, etc.

Track 2

/p/ /p/ pig (x2)
/q/ /q/ queen (x2)

/r/ /r/ robot (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD2 Track 3 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 3

P says /p/ P says /p/ /p/ /p/ pig /p/ /p/ pig
Q says /q/ Q says /q/ /q/ /q/ queen /q/ /q/ queen
R says /r/ R says /r/ /r/ /r/ robot /r/ /r/ robot

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Have students put up their finger and write "P," "p," "Q," "q," "R," and "r" in the air with the teacher. Have students trace and write the letters. Have a few students come up to the board and write the letters in the correct order.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games




Listen and slap


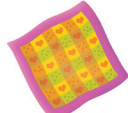

► Materials: several sets of letter cards including "B," "b," "D," "d," and the letters in this unit




By this time students have learned "b," "d," "p," and "q" which can be confusing. Divide students into teams of 4 to 5. Have them stand around a desk, and scatter letter cards face up. A teacher calls a letter and students slap the corresponding card and say the letter. The first one to slap the correct card wins a point.

Pp Qq Rr

4 Listen and repeat.

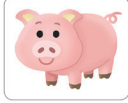
Pp   
 pig pen pizza


Qq   
 queen quilt question

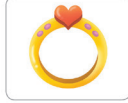
Rr   
 robot ring rat

Unit 7


Circle the beginning letters.


1.  **Pp** Qq

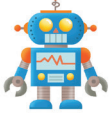
2.  **Qq** Rr

3.  **Rr** Pp

5 Listen and match.

1. **Rr** 

2. **Qq** 

3. **Pp** 

Pp Qq Rr

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards "Pp," "Qq," and "Rr" on the board and ask students to read them. Play CD2 Track 4 and have students listen and repeat a few times.
- Tell students that an easy way to pronounce "pizza" correctly is to say /pi:tʃə/ rather than "pija." Say the words again while clapping, once for "pig" and twice for "question" according to the number of syllables.
- Call out the target words randomly and have students point to the pictures.

Track 4

/p/ /p/ pig (x2)	/r/ /r/ robot (x2)
/p/ /p/ pen (x2)	/r/ /r/ ring (x2)
/p/ /p/ pizza (x2)	/r/ /r/ rat (x2)
/q/ /q/ queen (x2)	
/q/ /q/ quilt (x2)	
/q/ /q/ question (x2)	

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and match

The objective of this section is to match sounds with pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD2 Track 5. Have students listen and match.

Track 5

- /r/ /r/ robot (x2)
- /q/ /q/ queen (x2)
- /p/ /p/ pizza (x2)





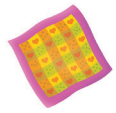




Activities & Games

Guessing game

A teacher says a few clues about a word such as "This word starts with 'P.' It is long and thin. What am I?". Students put up their hand and guess what the word is. The student who guesses correctly can give clues for the next word.

Pp Qq Rr

Listen, circle and write.

- 


- 


- 



Write and say.

- pen
- rat
- quilt

Unit 7

Story

Let's read the story.

- 

This  is for the .
- 

This  is for the .
- 

This  is for the .
- 

This  is for the .

Sight words this is for the

Pp Qq Rr

Listen, circle and write

The objective of this section is to choose the correct pictures by listening to the target words, and to write the beginning letters of the words.

- Ask students what each picture is. Play CD2 Track 6 and have them listen, circle the correct pictures and write the beginning letters.

Track 6

- queen, queen
- robot, robot
- pig, pig

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Have students look at the pictures and say what they see. Play CD2 Track 7 and have students listen and read along a few times. Give a marker to a student saying, "This marker is for you." Then have that student give it to someone else saying the same thing. Repeat a few times and tell students that this is what they say when they want to give someone

something as a gift. Draw a queen on the board and say, "This is a queen." Put a marker before the picture and say, "This marker is for the queen. Will she like it?" Repeat the same sentence structure using different classroom objects.

- Ask students who is giving what to the queen in each picture. Ask them if she likes the gifts. Read the story a few more times as a class and individually.
- Read the sight words out loud together. Play CD2 Track 8 and repeat after each sentence.

Track-7/8

This pen is for the queen.
This quilt is for the queen.
This pizza is for the queen.
This ring is for the queen.

Activities & Games

Extended practice

- Materials: small pieces of paper

Draw a poor/dirty king on the board. Tell students that the poor king needs many things and would appreciate any gift. Distribute small pieces of paper and have students draw one thing that they want to give to the king. Have them say the sentence, "This OO is for the king." to the class, presenting their drawings.

Unit 8

Pages	Student Book pp. 54-59, Workbook pp. 38-40
Words	sun, seal, sock, soap, tiger, tent, turtle, tomato
Materials	Flashcards, CD2, CD player

Unit 8 Ss Tt

Listen and repeat.

Ss

Tt

Now, let's sing along.

Unit 8

Trace and write.

S S S S S

T T T T T

Find and circle.

Ss Tt

Listen and repeat

The objective of this section is to introduce the target sounds /s/ and /t/.

- Write "Ss" and "Tt" on the board and ask students what they are. Play CD2 Track 9 and have students listen and repeat a few times. Have students point to the pictures as they hear the target words.
- Play the CD again and have students clap as they hear the target words.

Track 9

/s/ /s/ sun (x2)

/t/ /t/ tiger (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD2 Track 10 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 10

S says /s/ S says /s/ /s/ /s/ sun /s/ /s/ sun
T says /t/ T says /t/ /t/ /t/ tiger /t/ /t/ tiger

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Have students put up their finger and write "S," "s," "T," and "t" in the air with the teacher. Have students trace and write the letters. Have a few students come up to the board and write the letters in the correct order.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games

Whisper

Have the class stand in one line. Whisper a target sound and word like "/s/, /s/, sun" or "/t/, /t/, tiger." Have the students whisper to the next student. After the students deliver the sounds to the end of the line in both directions, have the last students say the sounds and target words. For a challenge, mix different sounds at random such as "/t/, /s/, /t/" or "/s/, /s/, /t/."

Ss Tt

11 Listen and repeat.

Ss

sun seal

sock soap


Tt


tiger tent

turtle tomato

Unit 8



Circle the beginning letters.

1.  **Ss Tt**



2.  **Ss Tt**

3.  **Ss Tt**

12 Listen and circle.

1. **Ss Tt**  

2. **Ss Tt**  

3. **Ss Tt**  

Ss Tt

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards "Ss" and "Tt" on the board and ask students to read them. Play CD2 Track 11 and have students listen and repeat a few times.
- Say the words again while clapping, once for "sun," twice for "tiger," etc. according to the number of syllables. Call out the target words randomly and have students point to the pictures.
- Write "seal," "see," and "C" on the board and have them read these a few times. Make sure that no one is saying the /f/ sound as in "sheep."

Track 11

/s/ /s/ sun (x2)	/t/ /t/ tiger (x2)
/s/ /s/ seal (x2)	/t/ /t/ tent (x2)
/s/ /s/ sock (x2)	/t/ /t/ turtle (x2)
/s/ /s/ soap (x2)	/t/ /t/ tomato (x2)

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and circle

The objective of this section is to figure out the beginning letters and pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD2 Track 12. Have students listen and circle.

Track 12

1. /s/ /s/ sun (x2)	3. /t/ /t/ tomato (x2)
2. /t/ /t/ tiger (x2)	

Activities & Games




Concentration




► **Materials:** two sets of flashcards (activity cards)




Shuffle two sets of flashcards and place each set face down on the table. Have students take turns flipping a card from each set and say the words on the cards. If the two cards match, the student keeps the cards. When all the cards are gone, the student with the most cards wins. Reshuffle and repeat.

Ss Tt

13 Listen, match and write.

1.   

2.   

3.   

Write and say.

1.   

Unit 8

Story

Let's read the story.

1.  The  is in the .

2.  The  is in the .

3.  The  is on the .

4.  The  is on the .

Sight words the is in on

Ss Tt

Listen, match and write

The objective of this section is to match the pictures that have the same beginning sounds by listening to the target words, and to write the beginning letters.

- Ask students what each picture is. Play CD2 Track 13 and have them listen, match and write the beginning letters.

Track 13

- tent, tent, turtle, turtle
- seal, seal, soap, soap
- tomato, tomato, tiger, tiger

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Have students look at the pictures and say what they see. Play CD2 Track 14 and have students listen and read along a few times. Write "in" and

"on" on the board. Put a pen in a pencil case and say, "The pen is in the pencil case." Put the pencil case on the table and say, "The pencil case is on the table." Use different classroom objects and ask students where things are, having them answer using the words "in" or "on."

- Read the sight words out loud together. Play CD2 Track 15 and repeat after each sentence.

Track 14/15

The tiger is in the tent.
The tomato is in the sun.
The sock is on the seal.
The turtle is on the soap.

Activities & Games


Slippery soap (Hot potato)

► Materials: big eraser

Have students sit in a circle. Give one student a big eraser and say it is the hot potato. Have everyone read the story on page 59, tossing the eraser quickly to the person on their right. When the story finishes at the word "soap," the one with the eraser is out of the game. The last in the circle is the winner.


Review 4

Review 4

 Choose and write.


p q r s t

1.  **r**obot 2.  **p**ig
3.  **q**ueen 4.  **t**ent
5.  **p**izza 6.  **s**eal

 Listen and circle.

1. **P** **Q** **R** 2. **p** **q** **r**
3. **R** **S** **T** 4. **r** **s** **t**

 Review 4

 Find five differences and circle them.



 Review 4

Choose and write

- Have students read each letter in the box at the top. Ask students what the pictures are and have them say the words. Ask students what the beginning sounds are and write the correct beginning letters.

Listen and circle

- Have students look at number 1 and read the beginning letters. Play CD2 Track 16 and have them listen to number 1. Tell students that they need to circle the beginning letter of the word they hear. Play the rest of the CD and have them do numbers 2 to 4 on their own.

Track 16

- | | |
|-----------------------|-----------------|
| 1. rat, rat | 3. sock, sock |
| 2. question, question | 4. tiger, tiger |

Review Activity

- Ask students what they see in the first picture. Have them describe the picture as much as possible: "The tiger and the pig are playing volleyball at the beach. The sun is shining, and the weather is clear. There is a tent and a pizza. The robot is the judge."
- Have students compare the two pictures and find five differences. After the students are finished, go over the answers helping them describe the differences. "There is only a slice of pizza in picture B.", "The tiger is wearing sunglasses in picture A, but not in picture B.", "The mat in front of the tent has a different pattern.", "The robot is wearing socks in picture B.", "There is one more cloud in picture B."

How to teach

- 1. Picture walking:** Ask students what words they can identify in the pictures. Write the words on the board. Help them to describe what is going on in the pictures.
- 2. Listen to the story:** Play CD2 Track 41 and listen to the story.
- 3. Repeat:** Play CD2 Track 42 and repeat after each sentence.
- 4. Read along:** Together as a class, read the story without the CD, pointing to the target words.
- 5. Individual reading:** Have students take turns reading each sentence.
- 6. Comprehension:** Ask students some questions about the story: "What does the pig have?", "Who takes the pizza?", "What does the seal have?", "What does the rat take?", "How are the animals feeling?", "What is unusual about the rat?", "What do the animals do?", "Whose rat is it?".

- 7. Application:** Ask students what they would take to the beach and what they would eat there. Ask them if they have a remote-controlled toy, and what they have done with it. Ask them how they would treat the rat.
- 8. Review vocabulary:** Go to the glossary on page 53 and review the phonics words and sight words together.


Track 41/42


A pig has a pen and pizza.
A rat takes the pizza.
A seal has a ring and tomato.
The rat takes the tomato.
"We do not like a rat."
"It is a robot."
"Bye bye, Robot!"
"Bad tiger!"

Activity 4


A What do they have?


1.







2.











B Circle the beginning letter.

1.




q
t
r

2.




p
q
s

3.



s
r
p

4.



r
t
q

- A What do they have?**
Have students match the pictures remembering who has what.

- B Circle the beginning letter**
Ask students what each picture is, and tell them to circle the beginning letters.

Unit 9

Pages	Student Book pp. 62-67, Workbook pp. 44-47
Words	umbrella, up, under, van, vase, violin, window, wig, watermelon
Materials	Flashcards, CD2, CD player

Unit 9 Uu Vv Ww

Listen and repeat.

Uu

Vv

Ww

Now, let's sing along.

Unit 9

Trace and write.

Uu Uu Uu Uu

Vv Vv Vv Vv

Ww Ww Ww Ww

Find and circle.

Uu Vv Ww

Listen and repeat

The objective of this section is to introduce the target sounds /u/, /v/, and /w/.

- Write "Uu," "Vv," and "Ww" on the board and ask students what they are.
- Show students how to pronounce "v" by putting the upper teeth on the lower lip. Have them put their hand on their neck and say "/v/, /v/, /v/" and compare it with "/f/, /f/, /f/." This will let them know that the only difference between "v" and "f" is the vibration of vocal cords. Do the same with the sounds /b/ and /p/, /d/ and /t/, /g/ and /k/ to compare.
- Play CD2 Track 17 and have students listen and repeat a few times. Have students point to the pictures as they hear the target words. Play the CD again and have students clap as they hear the target words.

Track 17

/u/ /u/ umbrella (x2) /w/ /w/ window (x2)
/v/ /v/ van (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD2 Track 18 and have students listen to the song. Play the CD again and have them sing along a few times.

Track 18

U says /u/ U says /u/ /u/ /u/ umbrella
/u/ /u/ umbrella
V says /v/ V says /v/ /v/ /v/ van /v/ /v/ van
W says /w/ W says /w/ /w/ /w/ window
/w/ /w/ window

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Have students write in the air with their finger and trace and write the letters in the book.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games

Alphabetical order game

- **Materials:** two sets of letter cards from A to W (both upper and lower case)

Divide the class into two teams and have each team stand around a table. Scatter letter cards on the table. At "Go!", students put the cards in alphabetical order. The team that arranges the cards correctly first wins the game.

Uu Vv Ww

19 Listen and repeat.

Uu umbrella up under

Vv van vase violin

Ww window wig watermelon

Unit 9

Circle the beginning letters.

1. **Uu** **Vv** 2. **Vv** **Ww** 3. **Uu** **Ww**

20 Listen and circle.

1. **Ww** **Uu**

2. **Vv** **Uu**

3. **Ww** **Vv**

Uu Vv Ww

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards “Uu,” “Vv,” and “Ww” on the board and ask students to read them. Play CD2 Track 19 and have students listen and repeat a few times.
- Say the words again while clapping, three times for “umbrella,” once for “vase,” etc. according to the number of syllables.
- Call out the target words randomly and have students point to the pictures.

Track 19

/u/ /u/ umbrella (x2)	/w/ /w/ window (x2)
/u/ /u/ up (x2)	/w/ /w/ wig (x2)
/u/ /u/ under (x2)	/w/ /w/ watermelon (x2)
/v/ /v/ van (x2)	
/v/ /v/ vase (x2)	
/v/ /v/ violin (x2)	

Circle the beginning letters

The objective of this section is to distinguish the correct beginning letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning letters.

Listen and circle

The objective of this section is to figure out the beginning letters and pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD2 Track 20. Have students listen and circle.

Track 20

- /w/ /w/ window (x2)
- /u/ /u/ up (x2)
- /v/ /v/ violin (x2)

Activities & Games




Speed game




► Materials: flashcards (activity cards), stopwatch




Divide the class into two teams. Prepare 10 different flashcards for each team without showing them. Have a student come up to the front, facing the other team members. Have another student from the other team time one minute using a stopwatch. A teacher shows the first student one flashcard at a time. The student quickly describes or mimes the words so the team members can guess as many words as possible in the given time. The team that guesses the most words correctly wins the game.

Uu Vv Ww


21 Listen, match and write.


1.   


2.   

3.   

Write and say.

1.  wig

2.  vase

3.  up

Unit 9

Story

Let's read the story.

1.  It is my  umbrella.

2.  It is my  vase.

3.  It is my  window.

4.  It is my  watermelon.

Sight words it is my

Uu Vv Ww

Listen, match and write

The objective of this section is to match the pictures that have the same beginning sounds by listening to the target words, and to write the beginning letters.

- Ask students what each picture is. Play CD2 Track 21 and have them listen, match and write the beginning letters.

Track-21

- van, van, violin, violin
- under, under, umbrella, umbrella
- window, window, watermelon, watermelon

Write and say

The objective of this section is to find out the beginning letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Have students look at the pictures and say what they see. Play CD2 Track 22 and have students listen and read along a few times. Put up a pen and say, "This is a pen. It is MY pen." Put up a student's pencil and ask, "Whose pencil is this?" letting the

student who owns it answer, "It is my pencil." Write "It is my ~." on the board.

- Collect different objects from each student, putting them in a box or a basket. Put up the objects one by one and ask, "Whose OO is this?" Help students answer using the form, "It is my ~." Let students take turns asking the question until all objects have been returned to the owners.
- Read the sight words out loud together. Play CD2 Track 23 and repeat after each sentence.

Track-22/23

It is my umbrella.
It is my vase.

It is my window.
It is my watermelon.

Activities & Games

Writing race

► Materials: board, markers, stopwatch

Divide the class into teams. Have one student from each team come up to the board. At "Go!" give them one minute and have them write "Uu," "Vv," and "Ww" as many times as possible. The student with the most number of those letters wins a point for the team. Repeat until all students have participated. For a challenge, you may change rules such as writing letters from A to W in alphabetical order.

Unit 10

Pages	Student Book pp. 68-73, Workbook pp. 48-51
Words	fox, six, box, yak, yellow, yo-yo, zebra, zoo, zero
Materials	Flashcards, CD2, CD player

Unit 10 -Xx Yy Zz

Listen and repeat.

-Xx

Yy

Zz

Now, let's sing along.

Unit 10

Trace and write.

X x X x X x

Y y Y y Y y

Z z Z z Z z

Find and circle.

-Xx Yy Zz

Listen and repeat

The objective of this section is to introduce the target sounds /-x/, /y/, and /z/.

- Write “-Xx,” “Yy,” and “Zz” on the board and ask students what they are. Tell students that they will learn the words that end with an “x,” which is different from other letters in this book. Tell them that there are only a few words in English which start with an “x,” such as X-ray or xylophone. Play CD2 Track 24 and have students listen and repeat a few times.
- Have students point to the pictures as they hear the target words. Play the CD again and have students clap as they hear the target words.

Track-24

/-x/ /-x/ fox (x2)
/y/ /y/ yak (x2)

/z/ /z/ zebra (x2)

Now, let's sing along

This section reviews the target sounds and words with a song.

- Play CD2 Track 25 and have students listen to the song. Play the CD again and have them sing along a few times.

Track-25

X says /-x/ X says /-x/ /-x/ /-x/ fox /-x/ /-x/ fox
Y says /y/ Y says /y/ /y/ /y/ yak /y/ /y/ yak
Z says /z/ Z says /z/ /z/ /z/ zebra /z/ /z/ zebra

Trace and write

The objective of this section is to show how to write the target letters in the correct order.

- Point to the pictures and ask students what they are. Have students find stickers and put them on the correct pictures.
- Have students put up their finger and write “X,” “x,” “Y,” “y,” “Z,” and “z” in the air with the teacher. Have students trace and write the letters.

Find and circle

This section reinforces letter recognition skills.

- Have students find the letters presented at the top of each picture and circle the letters.

Activities & Games

Shuffle game

► **Materials:** several sets of letter cards of unit 10

Have students sit in a circle. Distribute letter cards randomly. A teacher calls out “big X!” and all the students with the uppercase “X” stand up and change places. Play a few times with each letter and then challenge them by calling out two letters at the same time, “All the big Xs and small Xs!”

-Xx Yy Zz

Listen and repeat.

-Xx fox six box

Yy yak yellow yo-yo

Zz zebra zoo zero

Unit 10

Circle the correct letters.

1. **-Xx** **Yy**

2. **Yy** **Zz**

3. **Zz** **-Xx**

Listen and circle.

1. **-Xx** **Zz**

2. **Yy** **Zz**

3. **-Xx** **Yy**

-Xx Yy Zz

Listen and repeat

The objective of this section is to learn the target words with the target sounds.

- Put alphabet cards “-Xx,” “Yy,” and “Zz” on the board and ask students to read them.
- Play CD2 Track 26 and have students listen and repeat a few times.
- Say the words again while clapping, once for “fox,” twice for “yellow,” etc. according to the number of syllables. Call out the target words randomly and have students point to the pictures.

Track 26

/-x/ /-x/ fox (x2)	/z/ /z/ zebra (x2)
/-x/ /-x/ six (x2)	/z/ /z/ zoo (x2)
/-x/ /-x/ box (x2)	/z/ /z/ zero (x2)
/y/ /y/ yak (x2)	
/y/ /y/ yellow (x2)	
/y/ /y/ yo-yo (x2)	

Circle the correct letters

The objective of this section is to distinguish the correct letters of the words of the pictures.

- Ask students what each picture is, and have them circle the beginning or ending letters.

Listen and circle

The objective of this section is to figure out the beginning or ending letters and pictures by listening to the target words.

- Ask students to read the letters on the left side, and say what the pictures are on the right side. Play CD2 Track 27. Have students listen and circle.

Track 27

1. /z/ /z/ zoo (x2)	3. /-x/ /-x/ six (x2)
2. /y/ /y/ yak (x2)	

Activities & Games




Pull and say




► Materials: flashcards (activity cards) of unit 10




Divide the class into teams. Shuffle flashcards and hold three of them face down. Have one student pull out one of the cards and read the word. If the student reads the word correctly, the team wins a point. Repeat until all students have participated.

-Xx Yy Zz




Listen, match and write.

1.   

2.   

3.   

Write and say.

1.  2.  3. 

Unit 10

Story

Let's read the story.

1.  Where is the ?

2.  Where is the ?

3.  Where is the ?

4.  They are not at the !

Sight words where is the they are not at

-Xx Yy Zz

Listen, match and write

The objective of this section is to match the pictures that have the same beginning or ending sounds by listening to the target words, and to write the beginning or ending letters.

- Ask students what each picture is. Play CD2 Track 28 and have them listen, match and write the beginning or ending letters.

Track 28

- zero, zero, zebra, zebra
- yellow, yellow, yak, yak
- box, box, fox, fox

Write and say

The objective of this section is to find out the beginning or ending letters of the pictures without listening, and complete the target words.

- Have students look at the pictures behind the lines and say what they are. Have them write the beginning or ending letters of the pictures.

Let's read the story

The objective of this section is to read the sentences including the target words.

- Have students look at the pictures and say what they see. Play CD2 Track 29 and have students listen and read along a few times. Write "Where is the ~?" and "They are not ~." on the board. Put up

a marker and say, "This is a marker." Put it on the table and ask, "Where is the marker?" and help students answer, "It is on the table/desk." Remove the marker and put it under the table. Pick up another marker and put it under the table as well. Say, "Where are the markers now? They are NOT on the table." Help them answer in a complete sentence.

- Ask them what animals they see. Ask them what they are doing and where they are.
- Read the sight words out loud together. Play CD2 Track 30 and repeat after each sentence.

Track 29/30

Where is the zebra?
Where is the yak?

Where is the fox?
They are not at the zoo!

Activities & Games

Building blocks

► **Materials:** flashcards (activity cards), sight word cards







Divide the class into teams. Scatter flashcards and sight word cards on the table face down. Have one student from each team come up to the front and pick up each card. Have them make a sentence using both of the words on the flashcards and sight word cards they picked. If the sentence is correct, the team wins a point. Repeat until all students have had a chance to participate.

Review 5


Review 5

Choose and write.

u v w -x y z

1.  **v** an
2.  **u** nder
3.  **y** o-yo
4.  **w** indow
5.  **z** ero
6.  fo **x**

Listen and circle.

1.  
2.  
3.  
4.  

Review 5

Circle the picture that has the given letters on each bag.



Review 5

Choose and write

- Have students read each letter in the box at the top. Ask students what the pictures are and have them say the words. Ask students what the beginning or ending sounds are and write the correct beginning or ending letters.

Listen and circle

- Have students look at number 1 and read the beginning letters. Play CD2 Track 31 and have them listen to number 1. Tell students that they need to circle the beginning letter of the word they hear. Play the rest of the CD and have them do numbers 2 to 4 on their own.

Track 31

1. umbrella, umbrella
2. watermelon, watermelon
3. zebra, zebra
4. yellow, yellow

Review Activity

- Have students look at the picture and describe where it is, and ask them what they see. Have students go over each suitcase and circle the correct pictures that correspond with the name tags. Go over the answers together.

How to teach

- 1. Picture walking:** Ask students what words they can identify in the pictures. Write the words on the board. Help them to describe what is going on in the pictures.
- 2. Listen to the story:** Play CD2 Track 43 and listen to the story.
- 3. Repeat:** Play CD2 Track 44 and repeat after each sentence.
- 4. Read along:** Together as a class, read the story without the CD, pointing to the target words.
- 5. Individual reading:** Have students take turns reading each sentence.
- 6. Comprehension:** Ask students some questions about the story: "Where are these people?", "Who do you think these people are?", "How do you know that they are family?", "Where are they?", "What is this/that?", "What does the fox look like?", "What does the boy say?"

7. Application: Ask students if they have been to the zoo before. Ask them how they went there, and who they went with. Ask them what animals they saw there.

8. Review vocabulary: Go to the glossary on page 53 and review the phonics words and sight words together.

Track 43/44

We are in a van.
We are at a zoo.
That is a zebra.
This is an umbrella.
That is a window.
What is that?
It is big and yellow.
It is a big fox!
"Help! Help!"

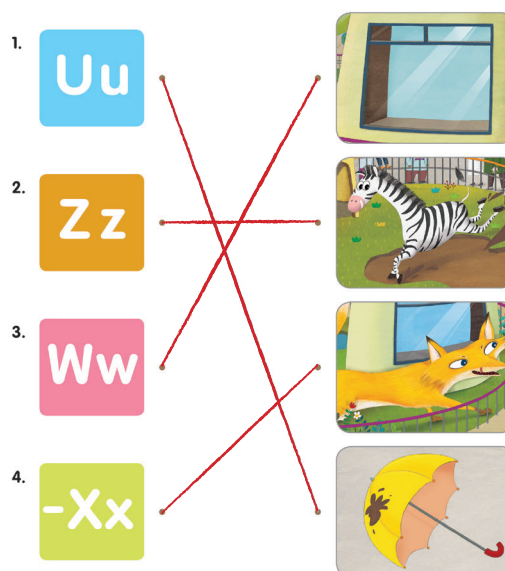
Activity 5

A Number the pictures in order.



50

B Match the letters with the picture.



51

A Number the pictures in order

Have students look at the pictures and put numbers according to the order of the events.

B Match the letters with the picture


Have students read the letters on the left side, and say what the pictures are on the right side. Ask them to match the beginning or ending letters with the pictures.

Assessment

 Circle the correct beginning letter.

- | | |
|---|--|
| 1.  t
d | 2.  r
l |
| 3.  p
b | 4.  c
k |
| 5.  g
f | 6.  n
h |
| 7.  u
w | 8.  j
i |
| 9.  y
q | 10.  e
a |

 Assessment

 Circle the correct picture.

- | | | |
|-------|---|---|
| 1. Vv |  |  |
| 2. Bb |  |  |
| 3. Kk |  |  |
| 4. Oo |  |  |
| 5. Gg |  |  |
| 6. Ss |  |  |

Assessment 

Circle the correct beginning letter

This section is to assess if students can find out the beginning letters of the words.

- Have students find the beginning letters of the words that correspond to the pictures.

Circle the correct picture

This section is to assess students' vocabulary built up throughout this book.

- Have students to circle the pictures whose corresponding words begin with the letters presented on the left side.

32 Listen and circle.

1.   

2.   

3.   

4.   

5.   

6.   

33 Listen and circle.

1. Ii Qq Hh

2. Ee Kk Oo

3. Rr Zz Ll

4. Cc Aa Vv

Write the beginning letters.

1.  Ww  Rr

3.  Ii  Ll

5.  Aa  Nn

Listen and circle

This section is to assess students' vocabulary by listening.

- Play CD2 Track 32 and have them circle the correct pictures.

Track 32

- desk, desk
- zero, zero
- monkey, monkey
- fox, fox
- ham, ham
- olive, olive

Listen and circle

This section is to assess if students can recognize the beginning letters of the target words by listening.

- Play CD2 Track 33 and have them circle the beginning letters.

Track 33

- quilt, quilt
- elephant, elephant
- robot, robot
- violin, violin

Write the beginning letters

This section is to assess if students can write the beginning letters of the pictures.

- Tell students to look at each picture and write the beginning letters of corresponding words on the lines. Tell them to write both uppercase and lowercase letters.

Phonics Song

ABC Phonics Song

 34 Let's sing along.
CD2

 Aa	 Bb	 Cc
 Dd	 Ee	 Ff
 Gg	 Hh	 Ii
 Jj	 Kk	 Ll

80 ABC Phonics Song

 Mm	 Nn	 Oo
 Pp	 Qq	 Rr
 Ss	 Tt	 Uu
 Vv	 Ww	 -Xx
 Yy	 Zz	

81

Let's sing along

Have students look at the first picture and ask what it is, and have them read the letters. Tell them they will be singing the song in the following format: "A /a/ apple, B /b/ ball~" Sing from "apple" to "zebra" using this format together as a class.

- Play CD2 Track 34 and sing along a few times. Sing the song again pointing to each picture. If there is enough time, repeat after dividing students into teams such as all the boys first and all the girls next.