

Sounds Fun!

Phonics for Children



Short Vowels

Sounds Fun! 2 - UNIT 1

Objectives

- Identify and say short vowel sound /a/.
- Read word endings (/ -am/, / -at/, / -ap/).
- Identify and say words containing short vowel /a/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Hello, everybody. My name is Mr. (Mrs./Miss) _____.
Ss: Hello, Mr. (Mrs./Miss) _____.
T: What day is it today?
Ss: It's _____.
T: Good! Let's take roll-call. When I call your name, answer "Here."
Is _____ here?
Ss: Here.
- Continue with roll-call.

Additional Activity -- What's Your Name?

Materials

paper (for students to make name cards)

1. Have students take a piece of paper and fold it in three to make a name card they can display on their desk. Ask students to write their first names on the cards. If students are ready, have them include a picture of something that begins with the same letter as their name. (Example: Tom / tiger) Provide help as needed.
 2. Ask students to introduce themselves. If possible, have them say something about the item they have drawn.
T: [talking to S1] My name's Miss (Mr./Mrs.) _____. What's your name?
S1: My name's Tom. /t/ /t/ Tom. This is a tiger. /t/ /t/ tiger. [pointing out name and picture on their card]
T: Hello, Tom. Do you like tigers?
S1: Yes, I do!
 3. After students have introduced themselves, review their names and items.
T: Let's try and remember everybody's name.
T & Ss: [gesturing at students] This is Tom. /t/ /t/ Tom. /t/ /t/ tiger. This is Jenny. /j/ /j/ Jenny. /j/ /j/ jam.
- Continue with the remaining students.

Review

- Review the letters of the alphabet (as learned in Book 1). Write letters on the board in random order. Have students take turns coming forward and pointing at the letters. (Teacher may focus on big and/or small letters.)

Note: Review letter names, initial sounds, and words using instructions from Level 1:

T: Point at the letter B.

T: Point at the letter that makes the sound /m/.

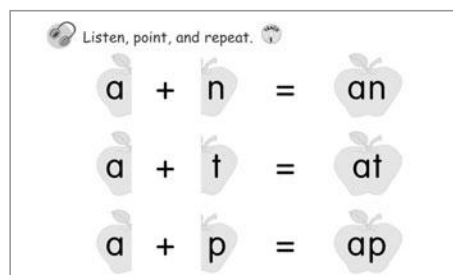
T: Point at the letter that begins the word "zoo."

Presentation

Introduce short vowel /a/ and word endings /-an/, /-at/, /-ap/, and form words.

Page 6

Listen, point, and repeat. (Track 10)



- Review the letter sounds and introduce word endings. T: Please open your books to page 6. Look at this. [pointing at apple] What is it?
Ss: It's an apple.
T: You're right. Now, what letter is on this half of the apple?
Ss: The letter A.
T: Yes. And what is this sound? [pointing at A]
Ss: /a/.
T: Good! And what letter is this?
Ss: The letter N.
T: Great! And let's say the sound. [pointing at N]
T & Ss: /n/.
T: Now, let's put the two sounds together. /a/ /n/ .../-an/.
Ss: /a/ /n/.../-an/.
T: Excellent.

- Continue with /-at/ and /-ap/.
- Then, listen to CD track 1. Have students point at the letters and repeat the sounds.

Transcript: /a/ /n/ /-an/ (repeat)
 /a/ /t/ /-at/ (repeat)
 /a/ /p/ /-ap/ (repeat)
 /-an/ /-at/ /-ap/ (repeat)

Additional Activity -- Sound Together

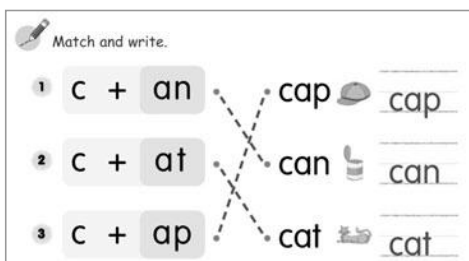
Materials

Flash Cards 1-A (from Book 1) A, N, T, P

1. Show the letter flash cards (A,N,T, and P).
2. Have students say the individual sounds (as learned in Book 1). (Example: /a/, /n/, /t/, /p/)
3. Put the flash cards together and have students say the sounds together. (Example: /a/ /n/ /-an/; /a/ /t/ /-at/; /a/ /p/ /-ap/)

Page 6

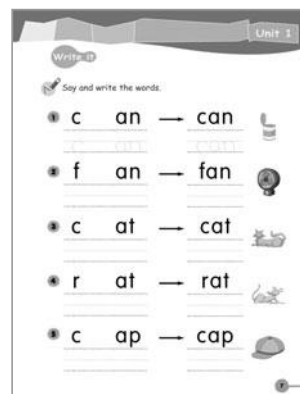
Match and write.



- Put the initial sounds together with word endings to form words.
 T: Look at number 1. What letter is this? [pointing at C]
 Ss: It's the letter C.
 T: Yes. What sound does it make?
 Ss: /c/.
 T: And look at this word ending. [pointing at /-an/]
 What sound does it make?
 Ss: /-an/.
 T: Excellent! What sound do they make together?
 /c/ /an/. Can!
 Ss: /c/ /an/. Can!
 T: Find the picture that matches the word can.
 Ss: Here it is. [pointing at word and picture]
 T: You're right! Draw a line from Number 1 to can.
 Now, write the word can on this line.
- Continue with Numbers 2 and 3.

Page 7

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
 T: Look at Number 1. What letter is this? [pointing at C]
 Ss: It's a C.
 T: Very good. What sound does it make?
 Ss: /c/.
 T: And what sound does this make? [pointing at /-an/]
 Ss: /-an/.
 T: Excellent! Let's put them together.
 T & Ss: /c/ /an/. Can!
 T: Yes! Can! Write the letters. Then, write the word!

- Continue with the other words.

Practice

Practice saying and reading words with short vowel /a/ and word endings /-an/, /-at/, /-ap/.

Page 8

Listen, point, and repeat. (Track 2)



Sounds Fun! 2 - UNIT 1

- Review the words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /-an/, /-at/, /-ap/. Say aloud and confirm meaning by looking at pictures.

T: Let's turn the page. Look on page 8. What do you see?

S1: I see a can!

S2: I see a bat!

S3: I see a cap!

T: Great! Look at the first picture. What's this? [pointing at fan]

Ss: It's a fan.

Transcript: /-an/; /-an/ fan (repeat); /-an/ man (repeat); /-an/ can (repeat); /-an/ van (repeat)
/-at/; /-at/ cat (repeat); /-at/ hat (repeat); /-at/ bat (repeat); /-at/ rat (repeat)
/-ap/; /-ap/ cap (repeat); /-ap/ map (repeat); /-ap/ nap (repeat); /-ap/ tap (repeat)

Note: A cap is considered a kind of hat. It most often has a curved part sticking out in front (as with a baseball cap).

Additional Activity -- Show the Picture Cards!

Materials

Flash Cards 1-A (Book 1 p. 111) B, C, F, H, M, N, R, T, V; Flash Cards 2-A (p. 111)
/-an/, /-ap/, /-at/; student sets of Flash Cards 2-B (fan, man, can, van, cat, hat, bat, rat, cap, map, nap, tap)

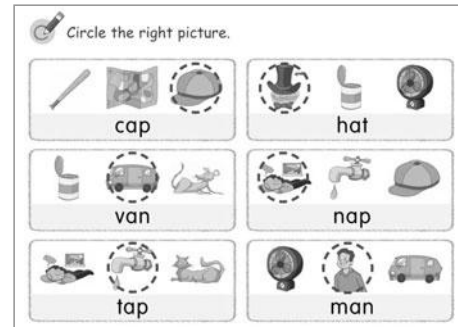
1. Have students place their picture cards in front of them. Teacher has letter card and word endings /-an/, /-ap/, and /-at/.
 2. Show one of the letters alongside a word endings. (Example: c, -ap) Say the sounds. (Example: /c/, /-ap/)
 3. Have students respond by putting the sounds together, saying the word, and holding up the correct picture card. (Example: /c/ /-ap/. Cap!)
- T: OK! Do you have your picture cards?
Ss: Yes!
T: I'll hold up a letter and one of the word endings. Listen to the sound. Then, tell me the word and show me the picture. Do you understand?
Ss: Yes!
T: [holding up C and -ap] /c/, /-ap/.
Ss: [holding up cap card] /c/ /-ap/. Cap!

T: Yes! Cap! Very good. Let's try again.

Note: Teacher may want to begin by having students hold six picture cards. Then, gradually increase the number to 12.

Page 9

Circle the right picture.



- Practice recognizing the words (through pictures) and reading the words with /-an/, /-at/, and /-ap/ word endings. Students circle the picture that represents each word.

T: Look at the pictures on page 9. [pointing at the first box] What can you see?

Ss: I can see a bat, a map, and a cap.

T: Look at the word. What does it say?

Ss: Cap.

T: Good! Which picture is correct?

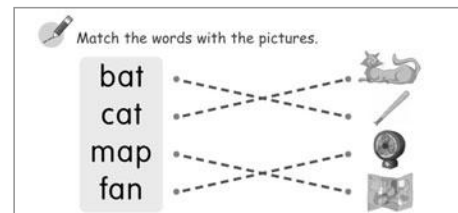
Ss: This one. [pointing at cap]

T: Great! Circle the cap!

- Continue with the other pictures and words.

Page 9

Match the words with the pictures.



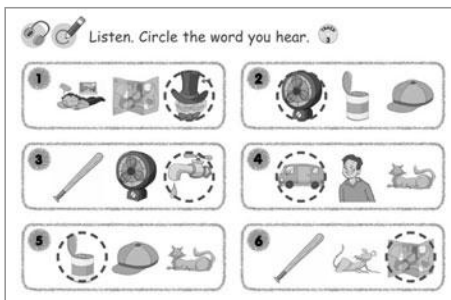
- Practice recognizing and reading the words and matching them with the appropriate picture.
- T: Look at these words. _____, please read the first word. [gesturing at bat]
S1: Bat.
T: Very good! Which picture matches the word bat?
S1: This one! [pointing at picture of bat]
T: Wonderful! Now, match the word bat with the picture of the bat. Draw a line, please.
- Continue with the other words and pictures.

Production

Through various activities, students will demonstrate the ability to listen for, say, read, and write words with short vowel /a/ and word endings /-an/, /-at/, /-ap/.

Page 10

Listen. Circle the word you hear. (CD Track 3)

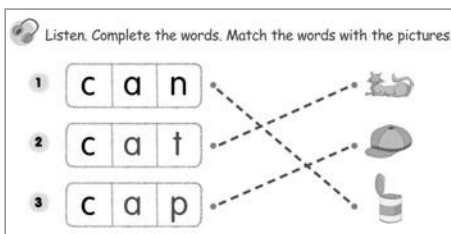


- Listen to CD track 3. Students circle the picture that matches the word they hear.
- T: Now, listen to Number 1 on the CD. What word did you hear?
Ss: Hat.
T: Yes! Circle the hat!

Transcript: 1. hat 2. fan 3. tap
4. van 5. can 6. map

Page 10

Listen. Complete the words. Match the words with the pictures. (CD Track 3)

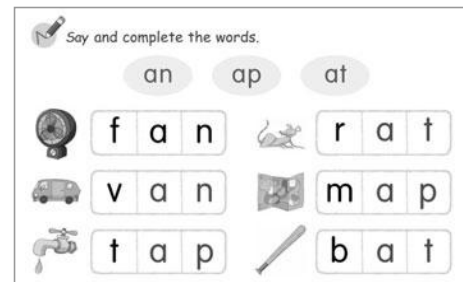


- Listen to CD track 3 and complete the words. Then, match the words with the correct pictures.
- T: Listen to Number 1. What did you hear?
Ss: Can.
T: Good! Which picture is a can?
Ss: This one. [pointing to can]
T: Very good! Draw a line connecting the word can with the picture.

Transcript: 1. can 2. cat 3. cap

Page 11

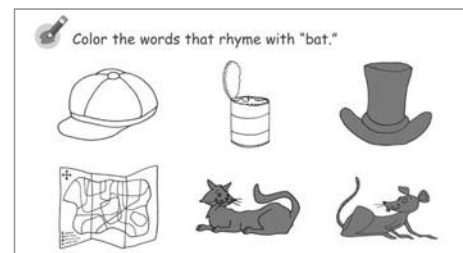
Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.
- T: Look at page 11. Look at the first picture. [pointing at fan] What is it?
Ss: It's a fan.
T: Very good! And what's this? [pointing at rat]
Ss: It's a rat.
T: Correct! How do you spell rat?
Ss: R-A-T.
T: Perfect! Put /-at/ in the boxes next to the letter r.
 - Have students complete the remaining words.

Page 11

Color the words that rhyme with "bat."



- Have students listen, say the words, and color those that rhyme with "bat."
- T: Look at the pictures. Say each one as I point to it.
[pointing to pictures in random order]
Ss: Can, map, hat, cat, cap, rat.
T: Very good! Which words rhyme with bat?
S1: Hat!
S2: Cat!
S3: Rat!
T: That's right! Hat, cat, and rat rhyme with bat. Color those pictures.

Extension

Listen to and read the words ending with -an, -at, -ap.

Sounds Fun! 2 - UNIT 1

Page 12

Look at the pictures. Read the sentences.

(CD Track 4)



- Talk about the pictures and then listen to CD track 4.
T: Look at page 12. What do you see in the first picture?
S1: I see a cat.
S2: I see a rat.
S3: I see a fan.
T: Good! What else do you see?
S4: I see food.
T: Excellent! What is the cat doing?
S5: It is sleeping.
T: Now, let's look at the next picture.

Additional Activity -- Read Aloud

1. Read the sentences first. Then have students repeat after you while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The man has a _____.) Encourage students to fill in the missing word.

Additional Activity -- Matching Cards with Song

Materials

Student sets of Flash Cards 2A (p. 111) /-at/, /-ap/, /-an/

1. Read the New Sentences on page 12. Emphasize each of the words with the /-at/, /-ap/, and /-an/ word endings.
2. Have students hold up the appropriate word ending with they hear it. (Example: The man [holding up /-an/] has a bat [holding up /at/].)

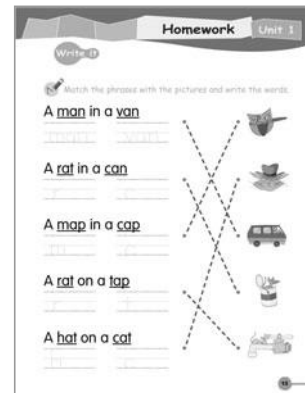
Note: If wanted, change order and sing the sentences to the tune of "The Farmer and the Dell." Have students help compose new sentences for the song.

Wrap Up

Review what students have learned and explain the homework.

Page 13

Match the phrases with the pictures and write the words.



- Assign the homework. Do the first example together.
T: Let's look at Number 1 on page 13. _____, please read the phrase in Number 1.
S1: A man in a van.
T: Very good! Everybody, let's read Number 1 together.
T & Ss: A man in a van.
T: Great! Let's write man here. [pointing to space] And let's write van here. [pointing to space] Excellent! Which picture goes with a man in a van?
S: This one! [pointing to picture of van]
T: Good! Now, draw a line from the phrase to the picture.
- Have students complete the other phrases for homework.

Additional Homework

1. Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -an) Write each word involving that word ending (Example: man) and include a picture. Begin with words they have learned in each unit.)
2. Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
T: Let's all say good-bye to each other.
Good-bye! (See you later!)
Ss: Good-bye! (Bye!)

Objectives

- Identify and say short vowel sound /a/.
- Read word endings (/ -ag/, / -am/, / -ad/).
- Identify and say words containing short vowel /a/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening),
Mr. (Mrs./Miss) _____.
T: How's the weather today?
Ss: It's sunny (rainy, cloudy, cold, warm, cool, hot).
T: That's good! (Really?) Let's take roll-call.
S Is _____ here?
1: Here.
- Continue with roll-call.

Review

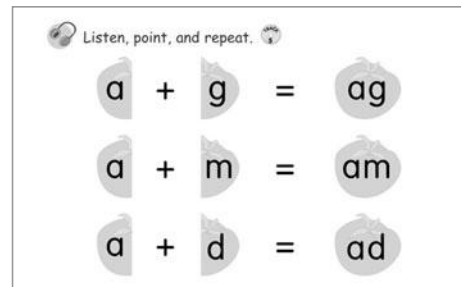
- Review word endings from Unit 1. Have students take out their Flash Cards (2-A) with word endings (/ -an/, / -at/, / -ap/). Have them write the letter C on another piece of paper. Teacher holds up Flash Cards (2-B) with pictures from Unit 1 (can, cat, cap).
- Say the picture on the word card and have students repeat, holding up the letter C and the appropriate word ending.
T: [holding up cat picture] Cat. /c/ / -at/. Cat.
Ss: [holding up letter C and / -at/ word ending] Cat. /c/ / -at/. Cat.
- Continue with the other words, gradually getting faster.

Presentation

Introduce short vowel /a/ and word endings / -ag/, / -am/, / -ad/, and form words.

Page 14

Listen, point, and repeat. (🎧 Track 5)

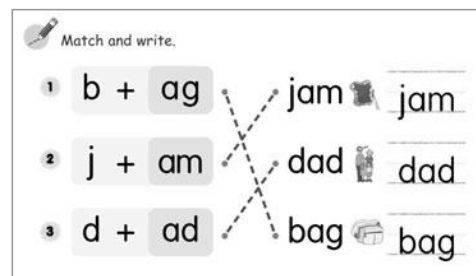


- Review letter sounds and introduce word endings.
T: Please open your books to page 14. Look at these pictures. [pointing to oranges] What are they?
Ss: They're oranges.
T: Yes! Now, look at the letters and repeat the sounds after me. /a/ /g/ / -ag/.
Ss: /a/ /g/ / -ag/.
T: Excellent!
- Continue with / -am/ and / -ad/.
- Then, listen to CD track 5. Have students point at the letters and repeat the sounds.

Transcript: /a/ /g/ / -ag/ (repeat)
/a/ /m/ / -am/ (repeat)
/a/ /d/ / -ad/ (repeat)
/ -ag/ / -am/ / -ad/ (repeat)

Page 14

Match and write.



Sounds Fun! 2 - UNIT 2

- Put the initial sounds together with word endings to form words.

T: Look at Number 1. Let's sound it out.

T & Ss: /b/ /-ag/. Bag!

T: Find the picture that matches the word bag.

Ss: Here it is. [pointing at word and picture]

T: You're right! Draw a line from Number 1 to bag.
Now, write bag on this line.

- Continue with Numbers 2 and 3.

Additional Activity -- What Number is It?

- Have students number the three word endings in the Listen, point, and repeat activity on page 14. (1 = /-ag/; 2 = /-am/; 3 = /-ad/)
- Say one of the word endings (Example: /a/ /m/ /-am/) and have students hold up their fingers with the appropriate number (Example: 2).
- Say the sound again and have students repeat. (Example: /a/ /m/ /-am/) Gradually increase speed. T: OK. Listen closely and show me the number. /a/ /m/ /-am/.

Ss: [holding up two fingers]

T: That's right. /-am/ /-am/.

Ss: /-am/ /-am/.

T: Let's try again.

Page 15

Say and write the words.



- Look at the letters and say the sounds. Then say and read the word.
- Write the word and confirm the meaning by looking at the picture.
T: Look at Number 1. Let's sound it out.
Ss: /b/ /-ag/. Bag!
T: Yes! Bag! Write the letters and then write the word!
- Continue with the other words.

Practice

Practice saying and reading words with short vowel /a/ and word endings /-ag/, /-am/, /-ad/.

Page 16

Listen, point, and repeat. (CD icon) Track 6



- Review words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /-ag/, /-am/, /-ad/. Say aloud and confirm meaning by looking at pictures.
T: Now, look on page 16. Look at all these pictures! What's this first one?
Ss: It's a bag!
T: Good! Who wants to read the next word?
Ss: I do! /r/ /-ag/. Rag.

- Continue with the other pictures.
- Listen to CD track 6. Point and repeat.

Transcript: /-ag/; /-ag/ bag (repeat); /-ag/ rag (repeat); /-ag/ wag (repeat); /-ag/ tag (repeat)
/-am/; /-am/ ham (repeat); /-am/ ram (repeat); /-am/ dam (repeat); /-am/ jam (repeat)
/-ad/; /-ad/ dad (repeat); /-ad/ mad (repeat); /-ad/ bad (repeat); /-ad/ sad (repeat)

Note: 1. A ram is an adult male sheep. 2. Use the word wag in a sentence to make sure students understand the meaning. (Example: My dog is wagging its tail. It is happy.)

Additional Activity -- Whisper Relay

Materials

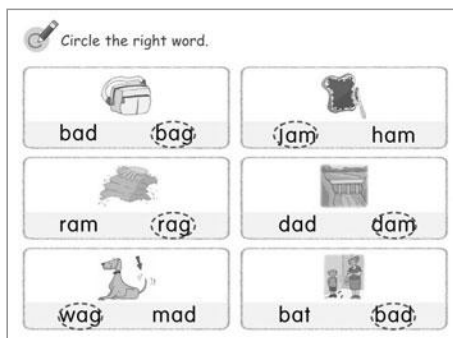
2 sets of Flash Cards 2-B (bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad)

1. Divide the students into two teams and have them stand in two lines. Place one set of 2-B flash cards on a desk in the front of the class. Hold the other set of cards.
2. Have the first two students from each team (S1s) come forward. Show one of the cards to them and whisper the word. (Example: jam)
3. S1s then go back to S2s at the front of the line and whisper the word to them. S2s then whisper it to S3s, and so on down the line.
4. The last student in each line comes forward, finds the picture flash card on the desk (Example: jam), and reads it aloud. The first team to successfully complete the relay wins a point.

Note: Teacher may also ask student to write the word on the board.

Page 17

Circle the right word.



- Practice recognizing the words (through pictures) and reading the words with /-ag/, /-am/, and /-ad/ word endings. Students circle the word that represents each picture.

T: Look at the pictures on page 17. [pointing at bad in first box] What is the first word?

Ss: Bad!

T: Very good. Is this a picture of a bad boy or girl?

S: No, it isn't.

T: What is the second word?

Ss: Bag!

T: Is this a picture of a bag?

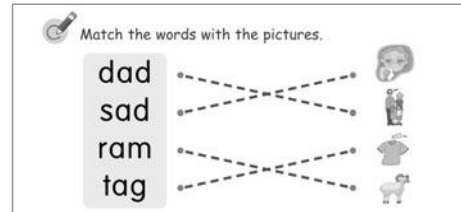
Ss: Yes, it is.

T: Excellent! Circle the second word.

- Continue with the other pictures and words.

Page 17

Match the words with the pictures.



- Practice recognizing and reading words and matching them with the appropriate picture.

T: Let's read these words together.

T & Ss: Dad. Sad. Ram. Tag.

T: Excellent! Which picture has a dad in it?

S1: This one! [pointing at second picture]

T: Very good! Match the word and the picture.

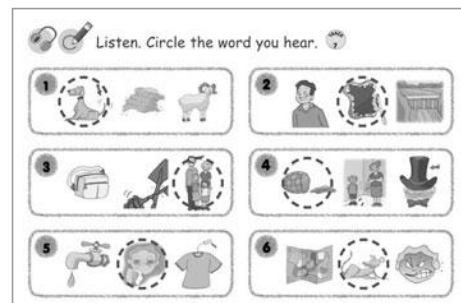
- Continue with other words and pictures.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /a/ and word endings /-ag/, /-am/, /-ad/.

Page 18

Listen. Circle the word you hear. (Track 7)



- Listen to CD track 7. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Wag.

T: Yes! Which picture matches that?

Ss: This one. [pointing at dog wagging tail]

T: Correct! The dog is wagging its tail! Circle the first picture!

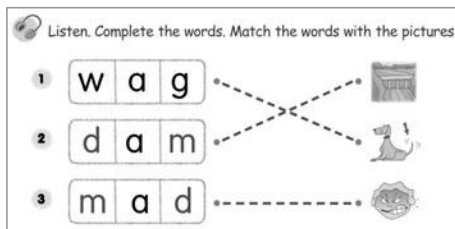
Sounds Fun! 2 - UNIT 2

Transcript: 1. wag 2. jam 3. dad
4. ham 5. sad 6. rat

Note: Review the pictures with students, emphasizing the word endings. Some are from the previous unit. 1. wag, rag, ram; 2. man, jam, dam; 3. bag, bat, dad; 4. ham, bad, hat; 5. tap, sad, tag; 6. map, rat, mad

Page 18

Listen. Complete the words. Match the words with the pictures. (🎧 Track 7)



- Listen to CD track 7 and complete the words. Then, match the words with the correct pictures.

T: Listen to Number 1. What did you hear?

Ss: Wag.

T: Good! Which picture is wag?

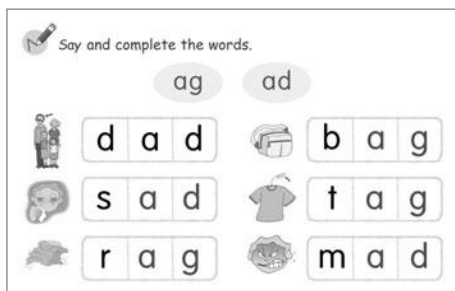
Ss: This one. [pointing at dog wagging tail]

T: Very good! Draw a line connecting the word wag with the picture.

Transcript: 1. wag 2. dam 3. mad

Page 19

Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.

T: Look at page 19. Look at the first picture. What is it?

Ss: It's a family.

T: Very good! Who is the arrow pointing to? [pointing at dad]

Ss: The dad!

T: That's right. What does it say here? [pointing at word]

Ss: Dad.

T: Excellent! Now, listen carefully. If I say the correct word, write it down.

Ss: OK.

T: Ready? [pointing at picture next to dad] Bad! Is that right?

Ss: No, it isn't.

T: OK. Bag. Is that right?

Ss: Yes, it is.

T: How do you spell bag?

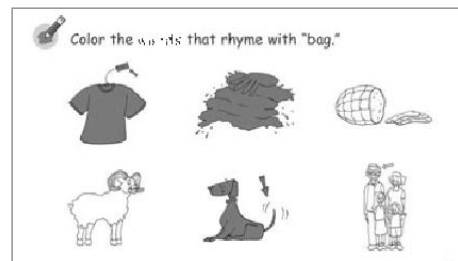
Ss: B-A-G.

T: Very good. Fill in the letters next to the right picture.

- Have students complete the remaining words.

Page 19

Color the words that rhyme with "bag."



- Have students listen and say the words and color those that rhyme with "bag."

T: Look at the pictures. Say each one as I point to it.

Ready?

Ss: Yes!

T: OK. [pointing to words in random order]

Ss: Rag, ram, dad, tag, ham, wag.

T: Very good! Which words rhyme with bag?

S1: Rag!

S2: Tag!

S3: Wag!

T: That's right! Rag, tag, and wag rhyme with bag.

Color those three pictures.

Additional Activity -- Line by Line Game

Materials

Flash Cards 2-B (bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad)

- Divide the class into two teams. Choose one of the cards and sketch that picture on the board, one line at a time.
 - Stop after drawing each line and give each team one chance to guess what the drawing is. When a team guesses correctly, all members say the initial sound, the word ending, and the word.
- T: [drawing first line] Team A, what is it?
- S1 from Team A: I think it's a tag.

T: No, it isn't. Team B, what do you think it is?
 S₂ from Team B: I think it's a bag.
 T: No, it isn't. [drawing second line and continuing line by line until students guess correctly] Try again!
 S₃ from Team A: Is it a dam?
 T: Yes, it is! [quickly drawing in the extra lines for dam] Team A, what is it?
 Ss from Team A: It's a /d/ /-am/, dam!
 T: Great! Team A gets 1 point!

Extension

Listen to and read the words ending with -ag, -am, -ad. Then write one or two new words on the board to see if students can sound them out. (Examples: Pam, Sam, yam, had, lad, pad)

Page 20

Look at the pictures. Read the sentences.

(Track 8)



- Talk about the pictures and then listen to CD track 8.
 T: Look at page 20. What do you see in the first picture?
 S₁: I see two rams.
 T: Good! What else do you see?
 S₂: I see hills.
 T: Excellent! Let's look at the next picture.

Additional Activity -- Read Aloud

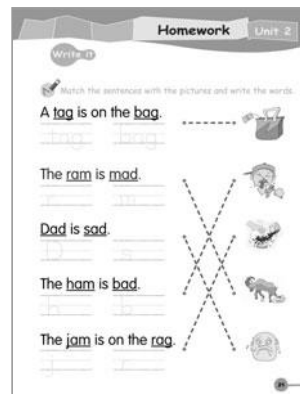
- Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-4). Read a sentence and have students give the number.
- Have students point to the pictures and read the sentences by themselves.
- Say the sentences at random and leave out key words. (Example: The ham is in the _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 21

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
 T: Let's look at Number 1 on page 21. _____, please read the sentence.
 S₁: A tag is on the bag.
 T: Very good! Everybody, let's read Number 1 together.
 T & Ss: A tag is on the bag.
 T: Excellent! Now let's write tag and bag. Great! Which picture matches the sentence?
 Ss: This one! [pointing to first picture]
 T: Good! Draw a line from the sentence to the picture.
 Do the rest for homework.
 Ss: OK!

Additional Homework

- Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -ag) Write each word involving that word ending (Example: bag) and include a picture. Begin with words they have learned in each unit.)
- Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put everything together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
 T: Let's all say good-bye to each other.
 Good-bye! (See you later!)
 Ss: Good-bye! (Bye!)

Sounds Fun! 2 - UNIT 3

Objectives

- Identify and say short vowel sound /e/.
- Read word endings (/et/, /eg/).
- Identify and say words containing short vowel /e/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Hello, everybody. What's your name? [speaking to S1]
S1: My name is _____.
T: What's your name? [speaking to S2]
S2: My name is _____.
T: [speaking to S2 and gesturing to S1] What's his (her) name?
S2: His (Her) name is _____.
T: [shaking S1's hand] Nice to meet you.
S1: Nice to meet you, too.
- Have students introduce themselves and then recall the names of other students.

Review

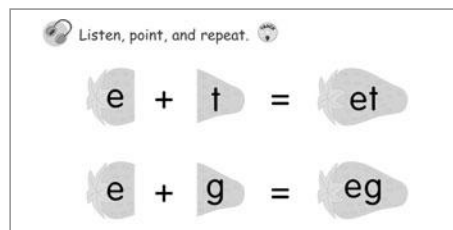
- Review word endings (/ag/, /am/, and /ad/) from Unit 2.
T: What sounds did we learn last time? Do you remember?
S1: /-ag/.
S2: /am/.
S3: /-ad/.
T: Excellent! Who remembers one of the words we learned?
S4: Wag.
T: Very good! Who can make a sentence with wag?
S5: My dog wags his tail.
T: Great!

Presentation

Introduce short vowel /e/ and word endings /-et/ and /-eg/, and form words.

Page 22

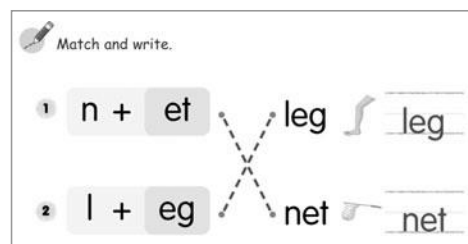
Listen, point, and repeat. (Track 9)



- Review letter sounds and introduce word endings.
T: Please open your books to page 22. Look at these pictures. [pointing to strawberries] What are they?
S1: They're strawberries.
T: Very good! _____, do you like strawberries?
S2: No, I don't.
T: Really? I love strawberries. Let's look at the letters.
Repeat the sounds after me. /e/ /t/ /-et/.
Ss: /e/ /t/ /-et/.
T: Good!
- Continue with /-eg/.
- Then, listen to CD track 9. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /-eg/. [students repeating sound and pointing in book] Point to /-eg/ ... /-et/ ... /-et/ ... /-eg/ ...

Page 22

Match and write.



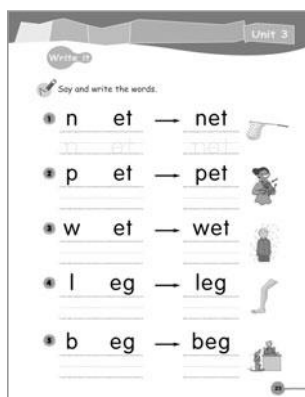
- Put the initial sounds together with word endings to form words.
T: Look at number 1. Let's sound it out.
T & Ss: /n/ /-et/. Net!

T: Find the picture that matches the word.
 Ss: Here it is. [pointing at word and picture]
 T: You're right! Draw a line from Number 1 to net.
 Now, write net on this line.

- Continue with Number 2.

Page 23

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
 T: Look at page 23. What is Number 1?
 Ss: /n/ /-et/. Net!
 T: Yes! Net! Write the letters and then write the word!
 Try to write neatly!

- Continue with the other words.

Additional Activity -- Line Up

Materials

Flash Cards 2-A with word endings /-et/ and /-eg/; Flash Cards 1-A with letters B, L, N, P, W

1. Have two students come forward and give them Flash Cards (2-A) with word endings (/et/ and /eg/). Give Flash Cards (1-A) to five other students (B, L, N, P, W).
 2. Say words and have two students move together to spell them.
 T: OK. Listen carefully. Beg. Beg. [S1 with B and S2 with /-eg/ stand side by side]
 S1: /b/
 S2: /-eg/
 S1 & S2: Beg!
 T: Is that right?
 Ss: Yes! /b/ /-eg/. Beg!
- Try again with other combinations. (leg, net, pet, wet).

Practice

Practice saying and reading words with short vowel /e/ and word endings /-et/ and /-eg/.

Page 24

Listen, point, and repeat. (Track 10)



- Review words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /-et/ and /-eg/. Say aloud and confirm meaning by looking at pictures.
 T: Now, look on page 24. Look at all these words!
 What's this first one?
 Ss: It's a net!
 T: Good! Who wants to read the next word?
 S1: I do! /j/ /-et/. Jet!
- Continue with the other pictures.
- Listen to CD track 10. Point and repeat.

Additional Activity -- Guessing Game

Materials

Flash Cards 2-B (net, jet, wet, vet, pet, bet, leg, beg, egg)

1. Review the cards with the students.
2. Choose one of the cards. Cover most of the card, allowing students a small glimpse of the picture. Give students the chance to guess what it is. Answers will vary.
3. Show more of the card and allow students to continue guessing. Eventually, show them the whole card to confirm their guesses.
 T: [showing a glimpse of one of the cards] What word do you think this is?
 S1: I think it's pet.
 S2: I think it's vet.
 S3: I think it's beg.

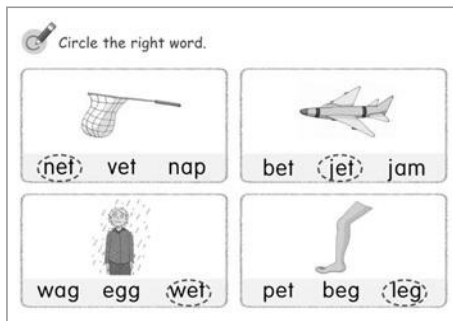
Sounds Fun! 2 - UNIT 3

T: How many think it's pet (vet/beg)? [having students put up their hands and counting] 1, 2, 3, 4, 5. How many don't know? 1, 2, 3.

T: [showing more of the card] OK! How about now? What do you think it is?

Page 25

Circle the right word.



- Practice recognizing the words through pictures and reading the words with /-et/ and /-eg/ word endings. Students circle the word that represents each picture.

T: Look at page 25. [pointing at first box] _____, please read the words.

Si: Net, vet, nap!

T: Very good. Look at the picture. [pointing at net] Which word is correct?

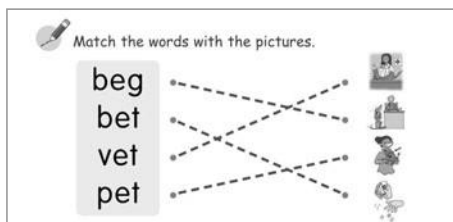
Si: The first one! Net!

T: That's right. Circle the word net.

- Continue with the other pictures and words.

page 25

Match the words with the pictures.



- Practice recognizing and reading the words and matching them with the appropriate picture.

T: Who wants to read the first word in the box?

Si: I do!

T: OK! Go ahead, please.

Si: Beg!

T: Very good! Which picture matches the word beg?

Si: The second picture.

T: Can you use beg in a sentence?

Si: The dog begs for food.

T: Excellent! Connect the word and the picture.

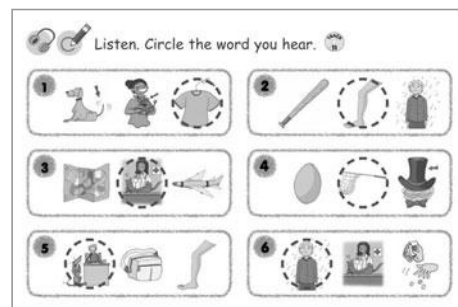
- Continue with the other words and pictures.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /e/ and word endings /-et/ and /-eg/.

Page 26

Listen. Circle the word you hear. (CD Track 11)



- Listen to CD track 11. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Tag.

T: Yes! Which of the pictures has a tag?

Si: The third one. The T-shirt has a tag.

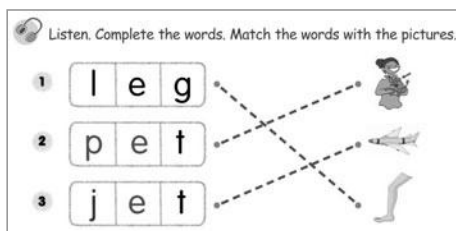
T: Yes! You're right! Circle the T-shirt. Now, listen to the rest of the words and circle the correct pictures.

Transcript: 1. tag 2. leg 3. vet
4. net 5. beg 6. wet

Note: Review the pictures with students, emphasizing the word endings. Some are from previous units. 1. wag, pet, tag; 2. bat, leg, wet; 3. map, vet, jet; 4. egg, net, hat; 5. beg, bag, leg; 6. wet, vet, bet

Page 26

Listen. Complete the words. Match the words with the pictures. (Track 11)



- Listen to CD track 11 and complete the words. Then, match the words with the correct pictures.

T: Look! Some of the letters for these words are missing.
Let's listen to the CD and fill in the boxes. Listen to Number 1. What is the first word?

Ss: Leg!

T: Very good! Which picture matches leg?

Ss: The last one.

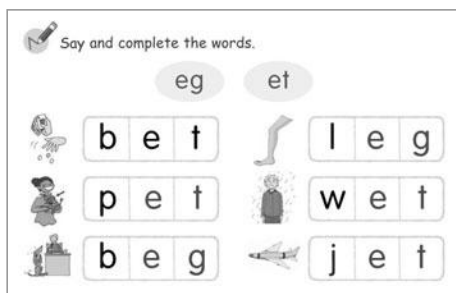
T: Yes! Draw a line connecting the word leg with the picture.

- Continue with Numbers 2 and 3. Listen and write the missing letters.

Transcript: 1. leg 2. pet 3. jet

Page 27

Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.

T: Look at page 27. What is the first word?

Ss: Bet.

T: That's right. The person is playing cards. She is betting. Look at the next picture. [pointing at leg] Listen carefully. If I say the correct word, write it down. OK?

Ss: OK.

T: Let! Is that right?

Ss: No, it isn't.

T: OK. Leg! Is that right?

Ss: Yes, it is.

T: Very good! How do you spell leg?

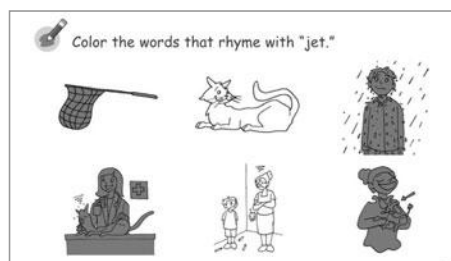
Ss: L-E-G.

T: Write the missing letters next to the picture of the leg.

- Have students complete the remaining words.

Page 27

Color the words that rhyme with "jet."



- Have students listen and say the words. Color those that rhyme with "jet."

T: Look at the pictures. Say each one as I point to it.
Ready?

Ss: Yes!

T: OK. [pointing to words in random order]

Ss: Wet, bad, vet, cat, pet, net.

T: Very good! Which words rhyme with jet?

S1: Net!

S2: Pet!

S3: Wet!

S4: Vet!

T: That's right! Net, pet, vet, and wet rhyme with jet.
Color those four pictures.

Additional Activity -- Pointer Game

Materials

Flash Cards 2-B (net, jet, wet, vet, pet, bet, leg, beg, egg)

- Put the nine flash cards on the wall.
- Divide the class into two teams. Have a student from each team come forward. Give each a pointer.
- Say one of the nine words. (Example: /-eg/ leg) Students try to be the first to touch the card with the pointer. Have students say the word ending and word to get a point for their team.
- Continue with two new students.

Sounds Fun! 2 - UNIT 3

Extension

Say a word from Unit 3 and have students hold up a flash card with the same ending sound. (Example: Teacher says 'wet' and students hold up a flash card with a rhyming word.)

Page 28

Look at the pictures. Read the sentences.

(Track 12)



- Talk about the pictures and then listen to CD track 12.
T: Look at page 28. Look at the first picture. It's a vet!
What is he doing?
S1: He is eating.
T: Good! What is he eating?
S2: He is eating ham.
S3: He is eating eggs.
S4: He is eating toast and jam.
T: Excellent! Is he in a restaurant?
S5: No, he isn't. He's at home.
T: Very good. What about the next picture? What can you see?

Additional Activity -- Read Aloud

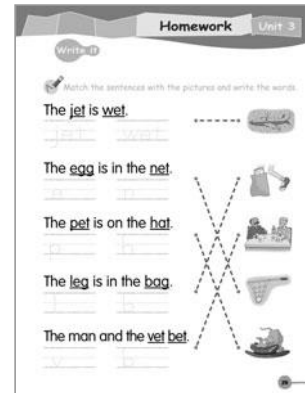
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The rag is _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 29

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
T: Let's look at Number 1 on page 29. _____
please read the sentence in Number 1.
S1: The jet is wet.
T: Very good! Everybody, let's read Number 1 together.
T & Ss: The jet is wet.
T: Excellent! Now let's write jet and wet. Great! Which picture matches the sentence?
Ss: This one! The first one. [pointing to first picture]
T: Good! Draw a line from the sentence to the picture.
The rest is homework.

Additional Homework

1. Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -et) Write each word involving that word ending (Example: jet) and include a picture. Begin with words they have learned in each unit.)
2. Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
T: Let's all say good-bye to each other.
Good-bye! (See you later!)
Ss: Good-bye! (Bye!)

Objectives

- Identify and say short vowel sound /e/.
- Read word endings (/en/, /ell/, /ed/).
- Identify and say words containing short vowel /e/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening),
Miss (Mrs./Mrs)_____.
T: How is everybody today?
Ss: Fine.
T: Are you ready to begin?
Ss: Yes!

Review

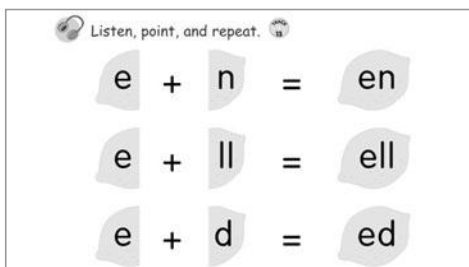
- Review word endings (/et/ and /eg/) from Unit 3.
T: What sounds did we learn last time? Do you remember?
S1: /-et/.
S2: /-eg/.
T: Excellent! Who remembers one of the words we learned?
S3: Pet.
T: Very good! Who can make a sentence with pet?
S4: I can. I have a pet.

Presentation

Introduce short vowel /e/ and word endings /-en/, /-ell/, and /-ed/, and form words.

Page 30

Listen, point, and repeat. (🔊 Track 13)



- Review the letter sounds and introduce the word endings.

T: Please open your books to page 30. Look at these pictures. [pointing to lemons] What are they?

S1: They're lemons.

T: Very good! Who likes lemons? Raise your hands.

Ss: I do!

T: Me, too! Let's look at the letters. Repeat the sounds after me. /e/ /n/ /-en/.

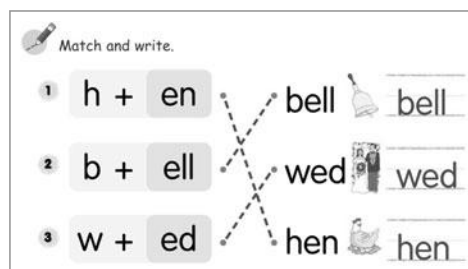
Ss: /e/ /n/ /-en/.

T: Good!

- Continue with /-ell/ and /-ed/.
- Then, listen to CD track 13. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /-ed/. [students repeating sound and pointing in book] Point to /-ell/ .../-en/ ... /-ed/ .../-en/...

Page 30

Match and write.



- Put the initial sounds together with word endings to form words.
T: Look at Number 1. Let's sound it out.
T & Ss: /h/ /-en/. Hen!
T: Good! Which picture matches hen?
Ss: This one! [pointing at picture of hen]
T: Great! Connect the words and write hen here.
- Continue with Numbers 2 and 3.

Additional Activity -- Read Aloud

Materials

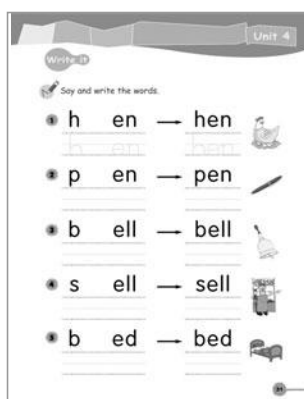
Flash Cards 1-A (B, H, P, S); Flash Cards 2-A (p. 111) /-en/, /-ell/, /-ed/; student sets of Flash Cards 2-B (bed, bell, hen, pen, sell)

Sounds Fun! 2 - UNIT 4

1. Show letter H to students and say /h/. Then, show and say word ending /-en/.
2. Students repeat initial sound and word ending and say the word hen while holding up the appropriate picture card.
3. Continue with other initial sounds and word endings to form pen, bell, sell, and bed. Gradually show cards faster.
T: [showing H and /-en/] /h/ /-en/.
Ss: [showing picture card of hen] /h/ /-en/. Hen.
T: /h/ /-en/. Hen. Let's try another.

Page 31

Say and write the words.



- Look at the letters and say the sounds. Then say and read the word.
- Write the word and confirm the meaning by looking at the picture.
T: Look at page 31. What is Number 1?
Ss: /h/ /-en/. Hen!
T: Yes! Hen! Look at the hen! Is she sad?
Ss: No, she isn't. She is happy!
T: Very good! Let's write hen in the air. Ready?
Ss: Yes!
T: OK! Write it quickly! Now, slowly! [gesturing the motions with students] Excellent! Let's write hen in our books. Try to write neatly!
- Continue with the other words.

Practice

Practice saying and reading words with short vowel /e/ and word endings /-en/, /-ell/, and /-ed/.

Page 32

Listen, point, and repeat. (CD Track 14)



- Review the words that were learned earlier. Have students look at the pictures and say the words they know.
- Sound out new words with word endings /-en/, /-ell/, and /-ed/. Say aloud and confirm meaning by looking at pictures.

T: Now, look on page 32. Look at all these words! We have a lot of new words to learn. What's this first one?

Ss: It's a hen!

T: Good! /h/ /-en/. Hen! Who wants to read the next word?

Ss: I do! /p/ /-en/. Pen!

- Continue with other pictures.
- Listen to CD track 14. Point and repeat.

Note: Use the word wed in a sentence to make sure students understand the meaning. (Example: My parents wed many years ago.)

Additional Activity -- Read Aloud

Materials

Two sets of Flash Cards 2-B (hen, pen, men, ten, bell, sell, well, yell, bed, red, wed)

1. Review the initial sounds and word endings. Divide the class into two teams. Distribute picture cards to students (one set per team).
2. Say three of the words. (Example: ten, yell, red) Have students holding those cards come forward and stand in order with their teammates.
3. The three students who stand in order first then say the initial sound, the word ending, and the word from their cards. (Example: /t/ /-en/ ten; /y/ /-ell/ yell; /r/ /-ed/ red) If done correctly, that team gets a point.

4. Continue with three new words. (Note: For added challenge, list four or five words for students.)

T: Listen for the words. If you have the card with that word, come to the front and stand in order. Are you ready?

Ss: Yes.

T: OK. These are the words: ten, yell, red. Ten, yell, red. [Students with those cards come forward and stand in order with their teammates.]

Ss from Team B: We're ready!

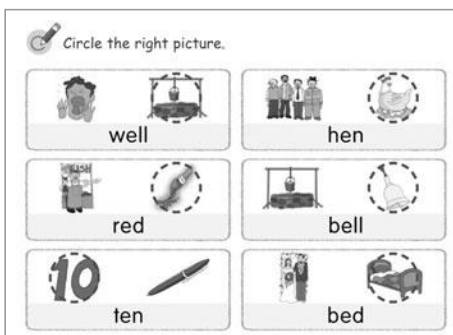
T: OK, Team B. What are your words?

Ss from Team B: /t/ /-en/ ten; /y/ /-ell/ yell; /r/ /-ed/ red.

T: Excellent! Team B gets a point!

Page 33

Circle the right picture.



- Practice recognizing the words (through pictures) and reading the words with /-en/, /-ell/, and /-ed/ word endings. Students circle the picture that represents each word.

T: Look at page 33. [pointing at first box] _____, please read this word.

S: Well!

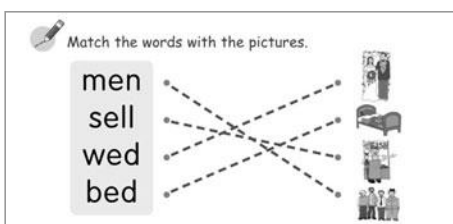
T: Very good. Look at the pictures. Which picture is correct?

S: The second picture.

T: Excellent! Circle the well.

- Continue with the other pictures and words.

Match the words with the pictures.



- Practice recognizing and reading the words and matching them with the appropriate picture.

T: Who wants to read the first word in the box?

S: I do!

T: OK! Go ahead, please.

S: Men!

T: Very good! Which picture matches the word men?

S: The last picture. There are four men.

T: Excellent! Connect the word and the picture.

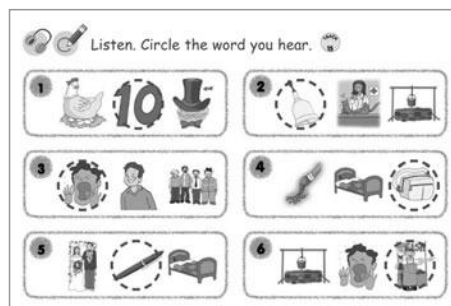
- Continue with the other words and pictures.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /e/ and word endings /-en/, /-ell/, and /-ed/.

Page 34

Listen. Circle the word you hear. (CD icon) Track 15



Listen to CD track 15. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Ten.

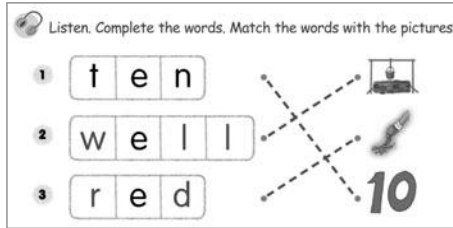
T: Yes! Circle the number 10. Now, listen to the rest of the words and circle the correct pictures.

Transcript: 1. ten 2. bell 3. yell
4. bag 5. pen 6. sell

Note: Review pictures with students, emphasizing the word endings. Some are from previous units. 1. hen, ten, hat; 2. bell, vet, well; 3. yell, man, men; 4. pen, bed, bag; 5. wed, pen, bed; 6. well, yell, sell.

Sounds Fun! 2 - UNIT 4

Listen. Complete the words. Match the words with the pictures. (🎧 Track 15)



Listen to CD track 15 and complete the words. Then, match the words with the correct pictures.

T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?

Ss: Ten!

T: Very good! Can you see 10 of anything in the classroom?

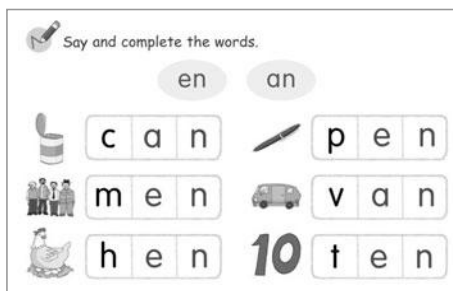
S1: The chairs! There are 10 chairs.

T: That's right! Good job! Now, draw a line connecting the word ten with the picture.

Transcript: 1. ten 2. well 3. red

Page 35

Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.

T: Look at page 35. Look at the first picture. What is it?

Ss: It's a can.

T: Very good! _____, what can you buy in a can?

S1: I can buy peaches in a can.

T: Good! Now, listen carefully. If I say the right word, write it down. OK?

Ss: OK.

T: Ready? Cen! Is that right?

Ss: No, it isn't.

T: OK. Can! Is that right?

Ss: Yes, it is.

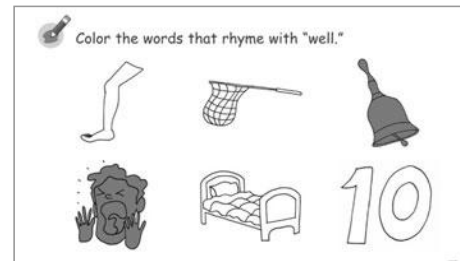
T: Very good! How do you spell can?

Ss: C-A-N.

T: Correct! Fill in the letters next to the picture of the can.

- Have students complete the remaining words.

Color the words that rhyme with "well."



- Have students listen and say the words. Color those that rhyme with "well."

T: Look at the pictures. Say each one as I point to it. Ready?

Ss: Yes!

T: OK. [pointing to words in random order]

Ss: Leg, ten, net, yell, bell, bed.

T: Very good! Which words rhyme with well?

S1: Bell!

S2: Yell!

T: That's right! Bell and yell rhyme with well. Color those two pictures.

Additional Activity -- Listen and Do!

Materials

Flash Cards 2-B (hen, pen, men, ten, bell, sell, well, yell, bed, red, wed) = one card per student

- Distribute the cards to students. Have students listen for word ending, initial sound, or word and follow instructions. Give instructions as a chant and encourage students to respond.

T: /-ell/ /-ell/ /-ell/. If you have a card that ends with /-ell/, stand up and raise your hand.

Ss (with bell, sell, well, or yell cards): [standing up and raising hand] /-ell/ /-ell/ /-ell/.

T: /b/ /b/ /b/. If you have a card that starts with /b/, stand up and touch your toes.

Ss (with bell or bed cards): [standing up and touching toes] /b/ /b/ /b/.

- Continue with a variety of instructions. Prompt students as needed. (Example: clap your hands, walk to the door, jump 3 times, sing the ABC song, say "hello," etc.)

Note: Teacher may wish to stop student after the completion of each action and have students sound out their word. (Example: /b/ /-ell/ bell)

Extension

Play a word chain game with your students. Allow them to use any words from Units 1-4. Sit in a circle and say one word (Example: bed). The student next to you should say your word plus one more (Example: bed, rat). Continue around the circle until the word chain gets too long. Do not use the same word twice.

Page 36

Look at the pictures. Read the sentences.

(CD Track 16)



- Talk about the pictures and then listen to CD track 16.
- T: Look at page 36. Look at the first picture. What do you see?
- S1: I see men!
- T: Good! How many men do you see?
- S2: I see ten men.
- T: Great! Are they playing a game?
- S3: No, they aren't. They are watching a game.
- T: Excellent! Now, look at the next picture. What do you see?

Additional Activity -- Read Aloud

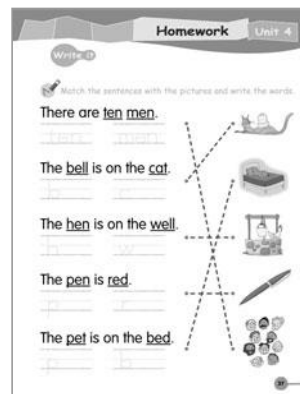
- Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-4). Read a sentence and have students give the number.
- Have students point to the pictures and read the sentences by themselves.
- Say the sentences at random and leave out key words. (Example: The hen has a _____.) Encourage students to fill in the missing word.

Warm Up

Review what students have learned and explain the homework.

Page 37

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
- T: Let's look at Number 1 on page 37. _____ please read the sentence in Number 1.
- S1: There are ten men.
- T: Very good! Everybody, let's read Number 1 together.
- T & Ss: There are ten men.
- T: Excellent! Now let's write ten and men. Great! Which picture matches the sentence?
- Ss: The last one. [pointing to last picture]
- T: Good! Draw a line from the sentence to the picture. The rest is homework.

Additional Homework

- Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -en) Write each word involving that word ending (Example: hen) and include a picture. Begin with words they have learned in each unit.)
- Have students compose their own New Sentences which include the new words learned. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
- T: Let's all say good-bye to each other.
Good-bye! (See you later!)
- Ss: Good-bye! (Bye!)

Sounds Fun! 2 - UNIT 5

Objectives

- Identify and say short vowel sound /i/.
- Read word endings (/ig/, /in/, /it/, and /ix/).
- Identify and say words containing short vowel /i/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Hi, everybody.
Ss: Hello, Miss (Mrs./Mrs)_____.
T: What day is it today?
Ss: It's (Monday).
T: And what's the date?
Ss: It's October 17th.

Review

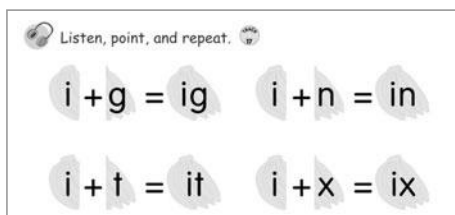
- Review word endings (/en/, /ell/, and /ed/ from Unit 4.
T: What sounds did we learn last time? Do you remember?
S1: /-ell/.
S2: /-ed/.
S3: /-en/.
T: Excellent! Who remembers one of the words we learned?
S3: Ten.
T: Very good! Who can make a sentence with ten?
S4: I can! My brother is 10 years old.

Presentation

Introduce short vowel /i/ and word endings /ig/, /in/, /it/, and /ix/, and form words.

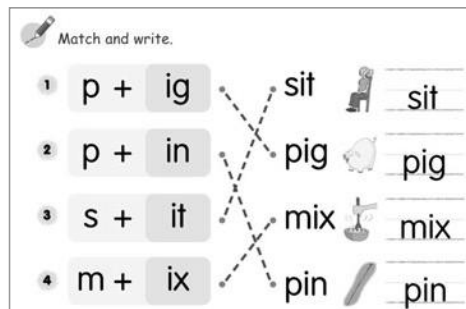
Page 38

Listen, point, and repeat. (🎧 Track 17)



- Review the letter sounds and introduce the word endings.
T: Please open your books to page 38. Look at these pictures. [pointing to bananas] What are they?
Ss: They're bananas.
T: Very good! Let's look at the letters. Repeat the sounds after me. /i/ /g/ /-ig/.
Ss: /i/ /g/ /-ig/.
T: Good!
- Continue with /-in/, /-it/, and /-ix/.
- Then, listen to CD track 17. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /-ix/. [students repeating sound and pointing in book] Point to /-ig/... /-ix/... /-it/... /-in/...

Match and write.



- Put the initial sounds together with word endings to form words.
T: Look at Number 1. Let's sound it out.
T & Ss: /p/ /-ig/. Pig!
T: Good! Which picture matches pig?
Ss: The second one! [pointing at picture of pig]
T: Great! Connect the words and write pig on this line.
What color is the pig?
Ss: It's yellow.
T: Are pigs yellow?
Ss: No, they aren't!
- Continue with Numbers 2, 3, and 4.

Additional Activity - Simon Says

1. Review words from pages 38 and 39 with students. Have them listen and do gestures for each (big, dig, hit, pig, pin, sit, win).
2. Explain the game to students. (If the teacher says "Simon says" before giving a command, then students do it. If the teacher does not say "Simon says" before the command, then students do not do the action. Those students who do the action by mistake are out of the game.)
3. Gradually give instructions faster and faster until only one student remains.

T: Let's play a game called "Simon Says." If I say "Simon says pig," then you need to make the pig face we practiced. If I don't say "Simon says" before the word pig, then you don't do the action. Do you understand?

Ss: Yes.

T: OK. Listen carefully. Simon says, "sit." [students do action] Simon says, "pin." [action] Simon says, "pig." [action] Stand up. [a few students standing up] Oh, no! You stood up! I didn't say "Simon says."

Page 39

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
T: Look at page 39. What is Number 1?
Ss: /b/ /-ig/. Big!
T: That's right! Big! Look at the man! [pointing at S picture] Is he big or small?
S: He is big.
T: Very good! Let's write big in the air. Ready?
Ss: Yes!
T: OK! Write it quickly! Now, slowly! [gesturing letter strokes with students] Excellent! Let's write big in our books. Try to write neatly!
- Continue with the other words.

Practice

Practice saying and reading words with short vowel /i/ and word endings /-ig/, /-in/, /-it/, and /-ix/.

Page 40

Listen, point, and repeat. (CD Track 18)



- Review the words that were learned earlier. Have students look at the pictures and say words they know.
- Sound out new the words with word endings /-ig/, /-in/, /it/, and /-ix/. Say aloud and confirm meaning by looking at pictures.

T: Now, look on page 40. Look at all these words!

What's this first one?

Ss: /p/ /-ig/. Pig!

T: Good! Who wants to read the next word?

S: I do! /d/ /-ig/. Dig!

- Continue with the other pictures.
- Listen to CD track 18. Point and repeat.

Additional Activity -- Memory Match

Materials

2 sets of Flash Cards 2-B (pig, dig, wig, big, pin, win, bin, fin, sit, hit, six, mix)

1. Place the picture cards (2 sets) face down on the table. Have students gather around the cards.
2. S₁ turns over two cards and reads them aloud. If the picture cards are the same (Example: bin, bin), S₁ keeps the two cards. If the picture cards do not match (Example: bin, mix), then S₁ returns the cards to the table (face down) and S₂ tries to find a match.
3. Continue until all the cards are gone. Student with most matching pairs is the winner.
T: OK! Let's try the game. I turn over one card. What is it? [showing students]
Ss: Bin!

Sounds Fun! 2 - UNIT 5

T: Yes. Bin! Now, I want to find one more bin. I turn over another card. What is it? [showing students]

Ss: Mix.

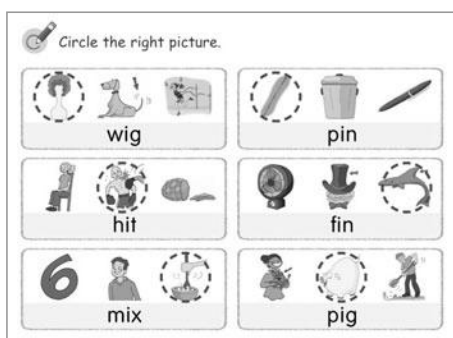
T: That's right. Mix! They are not the same, so, I put back the cards and it's your turn. [gesturing to S1] Turn over two cards.

S1: Mix. [turning over first card] Mix [turning over second card]

T: They're the same! You can keep the cards! And now it's your turn! [gesturing to S2]

Page 41

Circle the right picture.



- Practice recognizing the words (through pictures) and reading the words with /-ig/, /-in/, /-it/, and /-ix/ word endings. Students circle the picture that represents each word.

T: Look at page 41. [pointing at first box] _____, please read this word.

S1: Wig!

T: Very good. Look at the pictures. Which picture is correct?

S1: The first picture.

T: Excellent! What color is the wig?

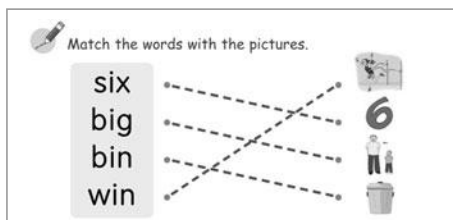
S1: It's purple.

T: Yes! Circle the purple wig!

- Continue with the other pictures and words.

Note: Review the pictures with students, emphasizing the word endings. Some are from previous units. 1. wig, wag, win; 2. pin, bin, pen; 3. sit, hit, ham; 4. fan, hat, fin; 5. six, man, mix; 6. pet, pig, dig

Match the words with the pictures.



- Practice recognizing and reading the words and matching them with the appropriate picture.

T: Who wants to read the first word in the box?

S1: I do!

T: OK! Go ahead, please.

S1: Six!

T: Very good! Which picture matches the word six?

S1: The second picture. The red six.

T: Excellent! Connect the word and the number.

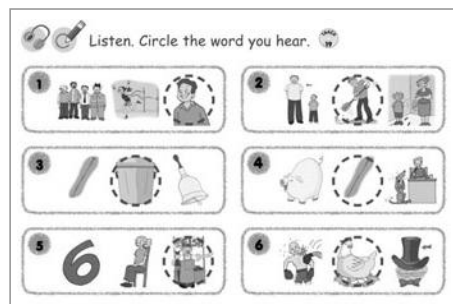
- Continue with the other words and pictures.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /e/ and word endings /-ig/, /-in/, /-it/, and /-ix/.

Page 42

Listen. Circle the word you hear. (Track 19)



Listen to CD track 19. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Man.

T: Wonderful! What color is the man's shirt?

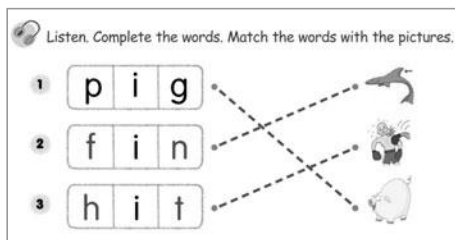
Ss: It's green.

T: That's right! Circle the man. Now, listen to the rest of the words and circle the correct pictures.

Transcript: 1. man 2. dig 3. bin
4. pin 5. sell 6. hen

Note: Review the pictures with students, emphasizing the word endings. Some are from previous units. 1. men, win, man; 2. big, dig, bad; 3. pin, bin, bell; 4. pig, pin, beg; 5. six, sit, sell; 6. hit, hen, hat

Listen. Complete the words. Match the words with the pictures. (Track 19)

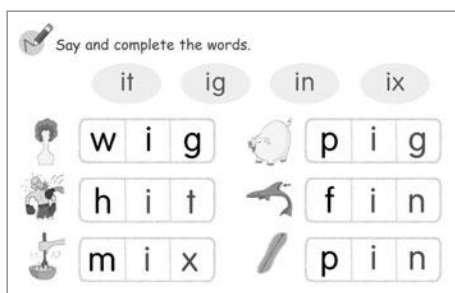


- Listen to CD track 19 and complete the words. Then, match the words with the correct pictures.
T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
Ss: Pig!
T: Very good! Which picture matches pig?
Ss: The last one!
T: That's right! Now, draw a line connecting the Ball and flash pig with the picture. Then write the missing letters.
- Continue with Numbers 2 and 3.

Transcript: 1. pig 2. fin 3. hit

Page 43

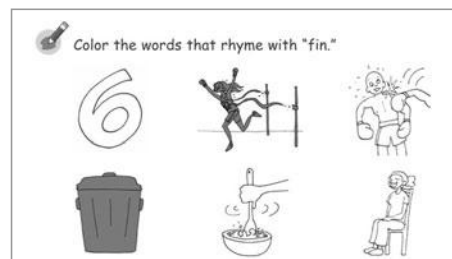
Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.
T: Look at page 43. Look at the first picture. What is it?
Ss: It's a wig.
T: Very good! Look at the second picture and listen carefully. If I say the correct word, write it down. OK?
Ss: OK.
T: Ready? [pointing at pig] Pin! Is that right?
Ss: No, it isn't.
T: OK. Pig! Is that right?
Ss: Yes, it is.
T: Very good! How do you spell pig?
Ss: P-I-G.
T: Correct! Fill in the letters next to the picture of the pig.

- Have students complete the remaining words.

Color the words that rhyme with "fin."



- Have students listen and say the words. Color those that rhyme with "fin."
T: Look at the pictures. Say each one as I point to it. Ready?
Ss: Yes!
T: OK. [pointing to words in random order]
Ss: Mix, bin, win, hit, six, sit.
T: Very good! Which words rhyme with fin?
S1: Bin!
S2: Win!
T: That's right! Bin and win rhyme with fin. Color those two pictures.

Additional Activity -- Catch and Say Chain

Materials

Flash Cards 2-B (pig, dig, wig, big, pin, win, bin, fin, sit, hit, six, mix)

- Place a word from Unit 5 in front of each student (include yourself). Then throw the ball to S1.
- S1 catches the ball and says the word ending and word that he/she is assigned.
T: I'm going to throw this ball. Catch the ball and then say your word ending and word. Are you ready?
Ss: Yes!
S1 OK! /-it/, hit! [tossing the ball to S2]
S2 /-in/, fin! [tossing the ball to S3]
S3 /-ix/, six! [tossing ball to S4]

Note: For added challenge, have students repeat the word ending/word of previous student before adding his/her own.

Example: S1: /-it/ hit! /-in/, fin!
S2: /-in/, fin! /-ix/, six!

Sounds Fun! 2 - UNIT 5

Extension

Have students think of a sentence using vocabulary from Unit 5. Then have them write the sentence and draw simple illustrations for it. (Example: The pig sits in the bin.)

Page 44

Look at the pictures. Read the sentences.

( Track 20)



- Talk about the pictures and then listen to CD track 20.
T: Look at page 44. Look at the first picture. What do you see?
S1: I see a man!
S2: I see the number six.
T: Yes! What are they doing?
S3: They are boxing!
T: Yes! Now, look at the next picture. What do you see?

Additional Activity -- Read Aloud

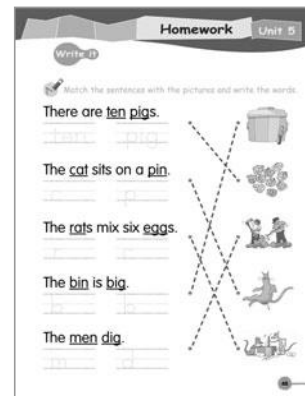
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The pig is _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 45

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
T: Let's look at Number 1 on page 45. _____
please read the sentence in Number 1.
S1: There are ten pigs.
T: Excellent! Now let's write ten and pig on the lines.
Which picture matches the sentence?
Ss: This one! The second one. [pointing to second picture]
T: Good! Draw a line from the sentence to the picture.
The rest is homework.

Additional Homework

1. Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -ig) Write each word involving that word ending (Example: pig) and include a picture. Begin with words they have learned in each unit.
2. Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
T: Clean up! Put away your books!
Good-bye! (See you later!)
Ss: Good-bye! (Bye!)

Sounds Fun! 2 - UNIT 6

Objectives

Identify and say short vowel sound /i/.
Read word endings (/ip/, /id/, /ib/, and /ish/).
Identify and say words containing short vowel /i/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.

T: Hi, everybody.

Ss: Hello, Miss (Mrs./Mrs)_____.

T: _____, did you get a new bag?

Ss: Yes, I did.

T: I like the color. Is blue your favorite color?

Ss: Yes, it is.

Review

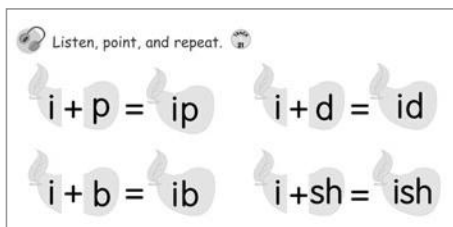
- Review word endings (/ig/, /in/, /it/, and /ix/) from Unit 5. Look at page 40 and listen to CD track 18. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

Introduce short vowel /i/ and word endings /ip/, /id/, /ib/, and /ish/, and form words.

Page 46

Listen, point, and repeat. (🔊 Track 21)



- Review the letter sounds and introduce the word endings.
T: Please open your books to page 46. Look at these pictures. [pointing to pears] What are they?
Ss: They're pears.

T: Very good! Let's look at the letters. Repeat the sounds after me. /i/ /p/ /-ip/.

Ss: /i/ /p/ /-ip/.

T: Good!

- Continue with /-id/, /-ib/, and /-ish/.
- Then, listen to CD track 21. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /-ib/. [students repeating sound and pointing in book] Point to /-id/... /-ish/... /-ip/... /-ish/...

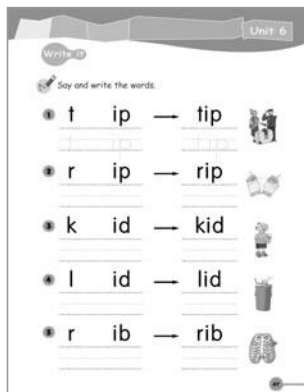
Match and write.

- Put the initial sounds together with the word endings to form words.
T: Look at Number 1. Let's sound it out.
T & Ss: /l/ /-ip/. Lip!
T: Good! Which picture matches lip?
Ss: This one! [pointing at picture of lip]
T: Great! Connect the words and write lip on this line.
- Continue with Numbers 2, 3, and 4.

Sounds Fun! 2 - UNIT 6

Page 47

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.

T: Look at page 47. What is Number 1?

Ss: /t/ /-ip/. Tip!

T: That's right! Tip! Look at the picture! Who is getting a tip?

S1: The man is getting a tip. T:

Why is he getting a tip? S1:

He is helping the woman.

T: Excellent! He carried the suitcase for the woman.
[role-playing with gestures] Let's write tip in our books. Try to write neatly!

- Continue with the other words.

Additional Activity -- Show the Cards

Materials

Student sets of Flash Cards 2-A (/ip/, /id/, /ib/, /-ish/); Flash Cards 2-B (bib, fish, kid, lid, lip, rib, rip, tip)

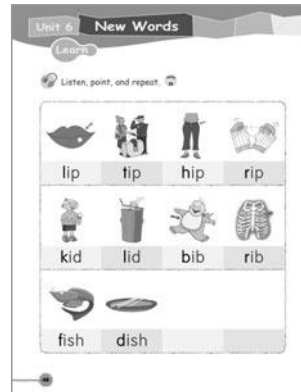
- Say aloud one of the words from pages 46-47. (Example: fish)
- Students hold up card with appropriate word ending. (Example: /-ish/) Have students repeat the words and word endings. Gradually show cards faster.

Practice

Practice saying and reading words with short vowel /i/ and word endings /-ip/, /-id/, /-ib/, and /-ish/.

Page 48

Listen, point, and repeat. (CD Track 22)



- Review the words that were learned earlier. Have students look at the pictures and say words they know.
- Sound out the new words with word endings /-ip/, /-id/, /ib/, and /-ish/. Say aloud and confirm meaning by looking at pictures.

T: Now, look on page 48. Look at all these words!

What's this first one?

Ss: /l/ /-ip/. Lip!

T: Good! Who wants to read the next word?

S1: I do! /t/ /-ip/. Tip!

- Continue with the other pictures.
- Listen to CD track 22. Point and repeat.

Note: For added challenge, have students repeat the word ending/word of previous student before adding his/her own.

Additional Activity -- What's Missing?

Materials

Flash Cards 2-B (lip, tip, hip, rip, kid, lid, bib, rib, fish, dish)

- Place cards on the board. Review with students.
- Have students close their eyes. Remove one of the cards. Have students open their eyes and try to identify which card is missing.

T: OK. Close your eyes. [removing 'kid' card from the board] All right. You can open your eyes. What card is missing?

S1: Kid is missing!

T: You're right! How do you spell kid?

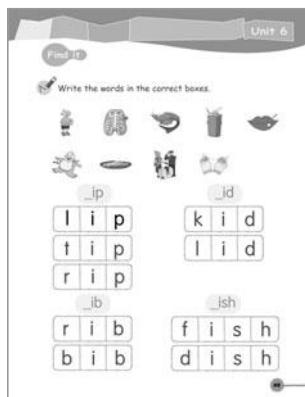
S1: K-I-D.

T: Yes! [returning kid to the board] Let's try again! Close your eyes. [removing another card from the board]

Note: Teacher may want to give S1 the chance to remove the next card from the board.

Page 49

Write the words in the correct boxes.



- Practice recognizing the words (through pictures) and reading the words with /-ip/, /-id/, /-ib/, and /-ish/ word endings. Students write the words for each picture in the boxes.

T: Look at page 49. Look at the first picture. What is it?

S: Kid!

T: Very good! How do you spell kid?

S: K-I-D.

T: Great! Write kid in the boxes under /-id/.

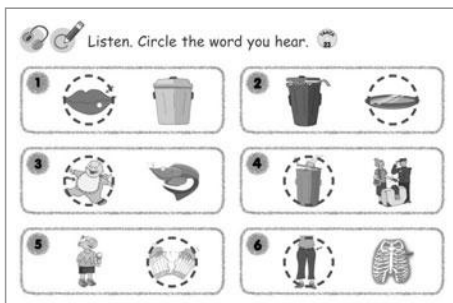
- Continue with the other pictures and words.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /i/ and word endings /-ip/, /-id/, /-ib/ and /-ish/.

Page 50

Listen. Circle the word you hear. (Track 23)



- Listen to CD track 23. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Lip.

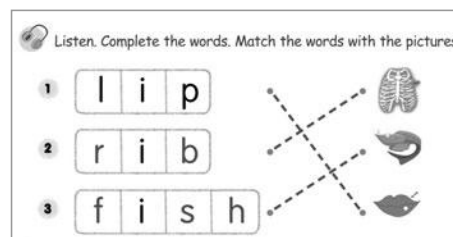
T: Right! Which picture matches lip?

Ss: The first one!

T: Good job! Circle the first picture.

Transcript: 1. lip 2. dish 3. bib
4. lid 5. rip 6. hip

Listen. Complete the words. Match the words with the pictures. (Track 23)



- Listen to CD track 23 and complete the words. Then, match the words with the correct pictures.

T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?

Ss: Lip!

T: Very good! Which picture matches the word lip?

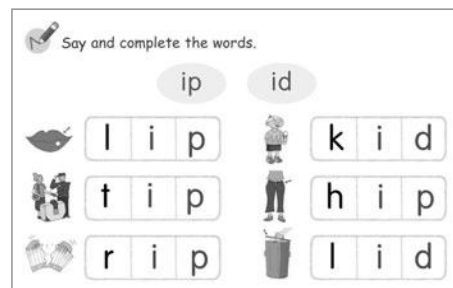
Ss: The last one!

T: Yes! Now, draw a line connecting the word lip with the picture.

Transcript: 1. lip 2. rip 3. fish

Page 51

Say and complete the words



Sounds Fun! 2 - UNIT 6

- Look at the pictures and choose the word ending that completes each word.

T: Look at page 51. Look at the first picture. What are they?

Ss: They're lips.

T: Very good! Now, listen carefully. If I say the right word, write it down.

Ss: OK.

T: Ready? [pointing at lip] Lid! Is that right?

Ss: No, it isn't.

T: OK. Lip! Is that right?

Ss: Yes, it is.

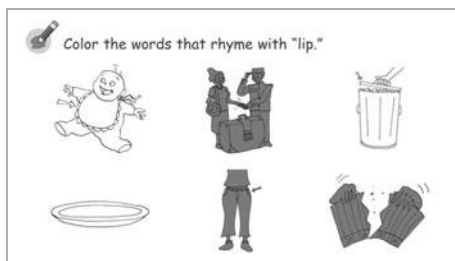
T: Very good! How do you spell lip?

Ss: L-I-P.

T: Correct! Fill in the letters next to the lips.

- Have students complete the remaining words.

Color the words that rhyme with "lip."



- Have students listen and say the words. Color those that rhyme with "lip."

T: Look at the pictures. Say each one as I point to it. Ready?

Ss: Yes!

T: OK. [pointing to words in random order]

Ss: Lid, dish, rip, hip, bib, tip.

T: Very good! Which words rhyme with lip?

S1: Hip!

S2: Tip!

S3: Rip!

T: That's right! Hip, tip, and rip rhyme with lip. Color those three pictures.

Additional Activity -- Put Them in Order

Materials

Two sets of Flash Cards 2-B (lip, tip, hip, rip, kid, lid, bib, rib, fish, dish)

- Review word endings and words with Flash Cards 2-B. Divide the class into two teams. Distribute picture cards to students (one set per team).
- Say three of the words. (Example: bib, tip, hip) Have students holding those cards come forward and stand in order with their teammates.
- The three students who stand in order first then say the word endings and words from their cards. (Example: /-ib/, bib; /-ip/, tip; /-id/ lid) That team gets a point.
- Continue with three new words.

Note: For added challenge, list four or five words for students.

T: Listen for the words. If you have the card with that word, come to the front and stand in order. Are you ready?

Ss: Yes.

T: OK. These are the words: bib, tip, lid. [Students with those cards come forward and stand in order with their teammates.]

Ss from Team B: We're ready!

T: OK, Team B: What are your words?

Ss from Team B: /-ib/, bib, /-ip/ tip, /-id/ lid.

T: Excellent! Team B gets a point!

Extension

Listen to and read the words ending with -ip, -id, -ib, and -ish.

Page 52

Look at the pictures. Read the sentences.

(CD Track 24)



- Talk about the pictures and then listen to CD track 24.

T: Look at page 52. Look at the first picture. What do you see?

S1: I see a kid!

T: Very good! What is the kid doing?

S1: He is ripping the bib.

T: Yes! Now, look at the next picture. What do you see?

Additional Activity -- Read Aloud

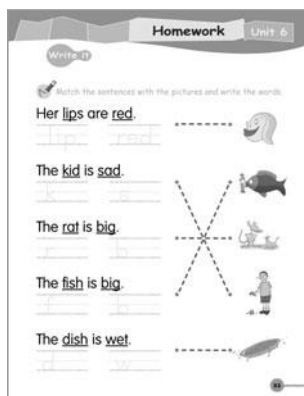
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The _____ is on the dish.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 53

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
T: Let's look at Number 1 on page 53. _____
please read the first sentence.
S1: Her lips are red.
T: Excellent! Let's say it together.
T & Ss: Her lips are red.
T: Very good. Let's write lip and red on the lines.
Which picture goes with the sentence?
Ss: This one! The first one. [pointing to first picture]
T: Good! Draw a line from the sentence to the picture.
The rest is homework.

Additional Homework

1. Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page (Example: /-ip/). Write each word involving that word ending (Example: lip) and include a picture. Begin with words they have learned in each unit.)
2. Have students compose their own New Sentence. Have them include words they have learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
T: Clean up! Put away your books!
Good-bye! (See you later!)
Ss: Good-bye! (Bye!)

Sounds Fun! 2 - Review 1-6

Objectives

- Identify and say short vowel sounds from Units 1-6 (/a/, /e/, and /i/)
Read words with word endings from Units 1-6 (/an/, /at/, /ap/; /ag/, /am/, /ad/; /et/, /eg/; /en/, /ell/, /ed/; /ig/, /in/, /it/, /ix/; /ip/, /id/, /ib/, /ish/)
- Identify and say words containing word endings from Units 1-6, including:
short /a/: fan, man, can, van, cat, hat, bat, rat, cap, map, nap, tap, bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad
short /e/: net, jet, wet, vet, pet, bet, leg, beg, egg, hen, pen, men, ten, bell, sell, well, yell, bed, red, wed
short /i/: pig, dig, wig, big, pin, win, bin, fin, sit, hit, six, mix, lip, tip, hip, rip, kid, lid, bib, rib, fish, dish

Greeting

- Greet students using phrases from Units 1-6.
T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening),
Miss (Mrs./Mr.) _____.
T: How's the weather today? Ss:
It's _____.
T: Yes, it is! And what's the date today?
Ss: Today is Tuesday, May 12th.
T: Great. Are you ready to review Units 1-6?
Ss: Yes!
T: OK! Let's get started!

Review

- Preview the story on pages 60-61. Discuss the story briefly with students and then have them look at the pictures carefully for 30 seconds. Have them close their books and then ask questions about the pictures.
- Give them an example: What color is the boy pig? (purple)
Other possible questions:
What color is the girl pig? (pink)
One pig has a wig. What color is the wig? (brown)
What does the dog have? (a red dish)
Who has a red fan? (the cat)
The pigs have a fan, a dish, and what else? (a big bin)
Who has a hat, the boy pig or the girl pig? (the boy pig)

Page 54

Listen, point, and chant. (CD icon) Track 25

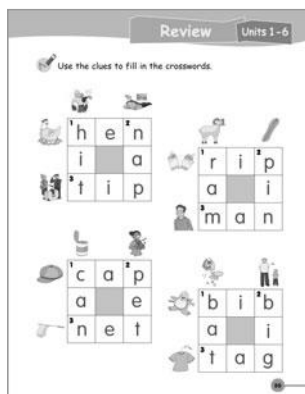


Review the short vowel sounds (/a/, /e/, /i/) and word endings.

- Talk about the pictures on page 54. (man on can, pet and vet, dish and fish)
T: Open your books to page 54. What do you see?
[pointing to first picture]
S1: I see a man!
S2: I see a can!
T: Good! Where is the man?
S3: The man is on the can.
- Continue with the remaining two pictures. Then, listen to CD track 25 and repeat.
- Place Flash Cards 2-B (of above words) on the board and chant pointing to each word.

Page 55

Use the clues to fill in the crosswords.



- Review words studied in previous units.
- Look at the pictures and guide students to fill in the crossword.

T: Look at this first picture. [pointing at hen next to Number 1]
What is it?

Ss: It's a hen.

T: Very good! How do you spell hen?

Ss: H-E-N.

T: That's right! Let's write hen across here.

- Have students continue with the remaining pictures and words.

Page 56

Hit a square. Then find as many Flash Cards as you can with the sound from that square.



Materials

Flash Cards 2-A (p. 111) /-an/ to /-ish/; Flash Cards 2-B (p. 113-125) short vowel words with /a/, /e/, /i/; a ball

1. Place Flash Cards 2-A on the board (or write down the word endings). Place Flash Cards 2-B face up on the table.

2. Have students take turns throwing the ball. When they hit a square they say it aloud and then find flash cards with that word ending on the table. (Example: /-eg/ Leg! Beg! Egg!)

T: Look on page 56! Let's play a game! Look at the picture. Which square did the girl hit?

Ss: /-eg/.

T: Good! Now, look at this second picture. Which flash card does she have?

Ss: Leg!

T: Very good! Leg! /l/ /-eg/, leg! Leg ends with /-eg/. What else has the sound /-eg/?

Ss: Egg!

T: Excellent! Let's play!

Additional Activity -- Put Them in Order

Materials

Flash Cards 2-B (words from Units 1-6); stop watch

1. Divide the class into two teams. Have S₁ from Team A come forward. Show S₁ one of the picture cards.
2. S₁ draws a picture that represents that word.
3. Give S₂ a stop watch. Have S₂ record how many seconds it takes for Team A to successfully guess the word. If wanted, also have Team A members spell the word together.
4. S₂ writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.

T: Come forward, please. Here is your word. [showing S₁ the card for "rat"]

S₂: [with stop watch] Ready? Go! S₁:

[drawing a picture on the board Ss from Team A: Is it a cat?

S₁: No, it isn't.

Ss from Team A: Is it rat?

S₁: Yes, it is!

T: OK! Spell the word together.

Ss from Team A: Cat. C-A-T.

T: That's right! _____, how many seconds is that? [asking S₂ with stop watch]

S₂: That's 15 seconds.

T: Great! Write 15 seconds on the board. Team B. It's your turn!

Sounds Fun! 2 - Review 1-6

Page 57

Play tic-tac-toe with a partner. Four in a row wins.



1. Have students work in pairs and decide who is going to go first.
2. S₁ chooses a square and reads the word ending and the three rhyming words around it. If S₁ is correct, he/she writes an X in that square.
3. S₂ selects another square. If correct, S₂ writes an O in that square.
4. The first student to correctly identify four squares in a line (horizontally, vertically, or diagonally) wins the game. (Players use strategy to try to keep the other from getting four in a row.)

T: Look at page 57. I'll show you how to play. I'll go first. I can choose any square. I'll choose this one. [pointing to /-ig/ square] I say, /-ig/, pig, big, dig. Is that right?

Ss: Yes!

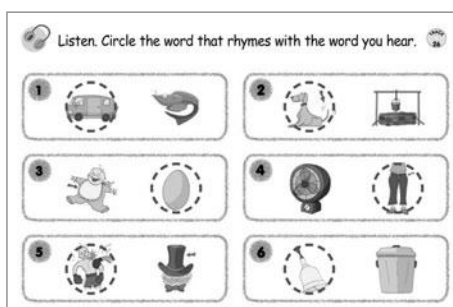
T: Good! Then, I can put my X in this square. Now, it's your turn. [pointing at another student] You choose a square and if you are correct, you put an O in that square. We both want to get four squares in a row. If we are the first to do that, we win! Do you understand?

Ss: Yes!

T: OK! Let's play!

Page 58

Listen. Circle the word that rhymes with the word you hear. (Track 26)



Review word endings and rhyming words.

- Have students listen to the CD and circle the word that rhymes with the word they hear.

T: Look at Number 1. What pictures do you see?

S₁: Van!

S₂: Fish!

T: Very good! Let's listen to the CD. What did you hear?

S₃: Man!

T: Which word rhymes with man, van or fish?

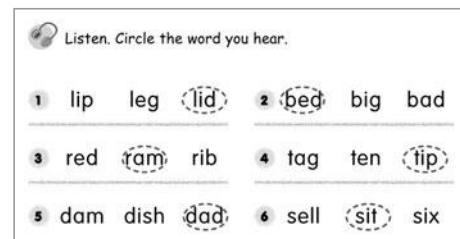
Ss: Van!

T: Excellent! Circle the van.

- Listen to CD track 26 and circle remaining pictures.

Transcript: 1. man 2. bag 3. leg
4. lip 5. sit 6. well

Listen. Circle the word you hear. (Track 26)



Review words containing the word endings that have been learned.

- Have students listen to the CD and circle the word they hear.

T: _____, look at Number 1. What are these three words?

S₁: Lip, leg, and lid.

T: Very good! Listen and circle the word you hear. Are you ready?

Ss: Yes!

T: [listening to Number 1 on CD] What did you hear?

Ss: Lid!

T: Excellent! Let's circle the word lid.

- Listen to CD track 26 and circle remaining words.

Transcript: 1. lid 2. bed 3. ram
4. tip 5. dad 6. sit

Additional Activity -- Whisper Relay

Materials

Flash Cards 2-B (as learned in Units 1 - 6)

1. Divide the students into two teams and have them stand in two lines.
2. Have the first two students from each team (S1s) come forward. Show one of the cards to them and whisper the word. (Example: jet)
3. S1s then go back to S2s at the front of the line and whisper the word to them. S2s then whisper it to S3s, and so on down the line.
4. The last student in each line comes forward, writes the word on the board, and reads it aloud. (Example: jet)
The first team to successfully complete the relay wins a point.

Page 59

Fill in the circle next to the right sentence.



Read sentences using words that have been learned.

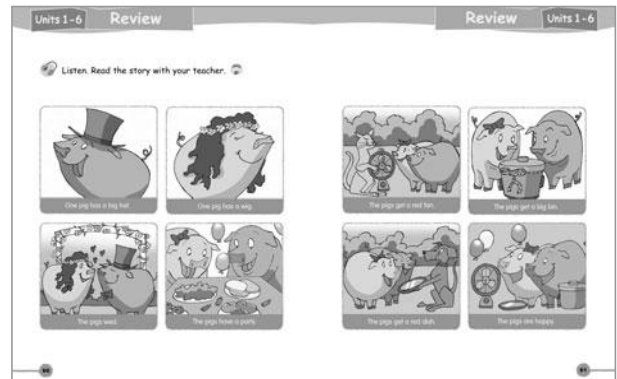
- Have students look at the picture and then choose the sentence that best describes it.
T: Let's look at this first picture. What do you see?
S1: I see a fish.
S2: I see a net.
T: Good! What color is the fish?
S3: It's purple.
T: Very good! _____, please read the first sentence.
S4: The fish is in the net.
T: Great! _____, please read the second sentence.
S5: The ram is in the net.
T: Good job! Which sentence goes with the picture?
Ss: The first sentence.
T: You're right! Fill in the circle next to the first sentence.
Who wants to draw a picture of this sentence on the board?
S1: I do!

Note: After completing the activity, review the sentences with the students' drawings on the board.

Pages 60-61

Listen. Read the story with your teacher.

(Track 27)



Listen to and read sentences that bring together words from Units 1-6.

- Talk about the pictures on pages 60-61 and listen to CD track 27.
T: Look at pages 60-61. It's a story! Look at the pictures.
What is the story about?
S1: A girl pig and a boy pig!
T: Very good! What do you see in the first picture?
S2: I see a purple pig.
T: Excellent! What does the pig have?
S3: He has a hat.
T: Very good! How about the second picture. What do you see?

- Continue with other pictures before listening to the story.

Additional Activity -- Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-8). Read a sentence and have students give the number.
3. Have students point to the pictures and read the words by themselves.
4. Say the phrases at random and leave out key words. (Example: The pigs get a big _____.) Encourage students to fill in the missing word.
5. Assign students roles and have some act out the story while others read the lines.

Closing

- Finish the class by saying good-bye.
Optional: Teach students "The Good-bye Song" (to the tune of London Bridges)
T & Ss: It is time to say good-bye,
Say good-bye, say good-bye.
It is time to say good-bye,
Good-bye, my friends.
Good-bye, _____. [pointing out students]
Good-bye, _____.
Good-bye, _____. Good-bye, _____.
Good-bye, _____. Good-bye, _____.
Time to say good-bye.

Sounds Fun! 2 - UNIT 7

Objectives

- Identify and say short vowel sound /o/.
- Read word endings (/ot/, /og/, and /od/).
- Identify and say words containing short vowel /o/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.

T: Hi, everybody. How's it going, _____?

S1: Great! How are you, teacher?

T: Pretty good. I like your jacket.

S1: Thanks.

Review

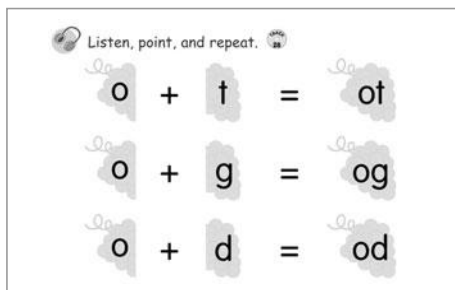
- Review word endings (/ip/, /id/, /ib/, and /ish/) from Unit 6. Look at page 48 and listen to CD track 22. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

Introduce short vowel /o/ and word endings /-ot/, /-og/, and /-od/, and form words.

Page 62

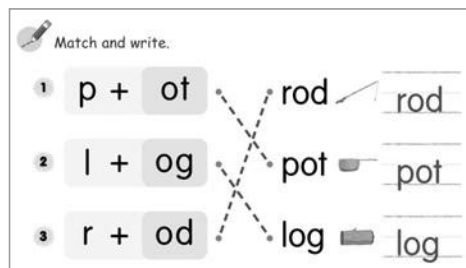
Listen. Circle the word that rhymes with the word you hear. (🎧 Track 28)



- Review letter sounds and introduce word endings.
T: Please open your books to page 62. Look at these pictures. [pointing to grapes] What are they?
S1: They're grapes.
T: Very good! Let's look at the letters. Repeat the sounds after me. /o/ /t/ /-ot/.
Ss: /o/ /t/ /-ot/.
T: Good!

- Continue with /-og/ and /-od/.
- Then, listen to CD track 28. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /-ot/. [students repeating sound and pointing in book] Point to /-od/... /-ot/... /-og/...

Match and write.



- Put the initial sounds together with word endings to form words.
T: Look at number one. Let's sound it out.
S: /p/, /ot/. Pot!
T: Very good! Which picture matches pot?
S: This one!
T: Great! Connect the words and write pot on this line.
- Continue with Numbers 2 and 3.

Page 63

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.

- Write the word and confirm the meaning by looking at the picture.

T: Look at page 63. What is Number 1?

Ss: /h/ /-ot/. Hot!

T: That's right! Hot! Look at the picture! How is the man?

Ss: He is hot.

T: Excellent! Let's write hot in our books. Try to write neatly!

- Continue with the other words.

Additional Activity -- Which Word?

Materials

Flash Cards 2-B (rod, pot, log, hot, cot, fog, jog)

1. Review three word endings and words (/ot/, pot; /og/ log; /od/, rod). Place three picture cards (pot, log, rod) face down around the classroom.
2. Say the word ending and word. (Example: /ot/, pot). Have students repeat and point out the card. Turn over the card and see if they are correct.
3. Gradually, say the word endings and words faster. If students are ready, add the additional words from page 63 (hot, cot, fog, jog).

T: When you hear a word ending and word, point to the right card. Then, repeat the word ending and word. Ready? /ot/, pot.

Ss: [pointing to pot card] /ot/, pot.

T: Good job! Let's try again!

Practice

Practice saying and reading words with short vowel /o/ and word endings /ot/, /og/, and /od/.

Page 64

Listen, point, and repeat. (Track 29)



- Review words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /ot/, /og/, and /od/. Say aloud and confirm meaning by looking at pictures.

T: Now, look on page 64. Look at all these pictures!

What's this first one?

Ss: It's a pot! /p/ /-ot/. Pot!

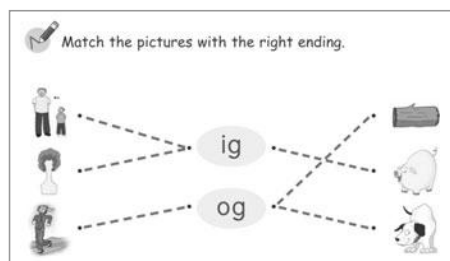
T: Good! Who wants to read the next word?

Ss: I do! /h/ /-ot/. Hot!

- Continue with other pictures.
- Listen to CD track 29. Point and repeat.

Page 65

Match the pictures with the right ending.



- Practice recognizing words (through pictures) and reading words with /-ig/ and /-og/ word endings. Students circle the picture that represents each word.

T: Look at page 65. Look at the first picture. Is the man big or small?

Ss: He is big.

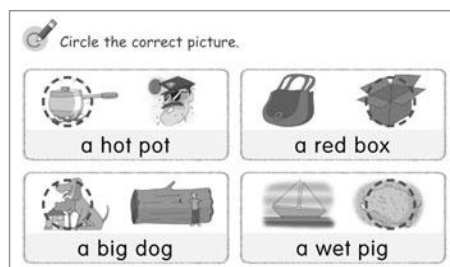
T: Very good! Should we match the picture with /-ig/ or /-og/?

Ss: /-ig/.

T: Excellent. The picture is big, so we match it with /-ig/.

- Continue with other pictures and word endings.

Circle the correct picture.



- Practice recognizing the words (through pictures) and reading the phrases with /-ot/, /-og/, and /-od/ word endings. Students circle the picture that represents each phrase.

Sounds Fun! 2 - UNIT 7

T: Look at the first box. Who can read the phrase?
 S₁: I can! A hot pot!
 T: Great! Which of these two pictures is a hot pot?
 S₁: The first one!
 T: Great! Circle the hot pot.

- Continue with the other pictures and phrases.

Additional Activity -- Charades

Materials

Flash Cards 2-B (pot, hot, dot, cot, dog, log, fog, jog, rod, nod); stop watch

1. Divide the class into two teams. Have S₁ from Team A come forward. Show S₁ one of the 10 picturecards.
2. S₁ uses body gestures to act out the word. No speaking is allowed. (Example: hot = S₁ wipes forehead and looks up at the sun)
3. Give S₂ a stop watch. Have S₂ record how many seconds it takes for Team A to successfully guess the word. When students give an incorrect guess, S₁ gives a "thumbs down." When students give a correct guess, S₁ gives a "thumbs up." If wanted, also have Team A members spell the word together. (Example: H-O-T)
4. S₂ writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.

Note: Teacher may want to give students the option of drawing a picture that represents the word, rather than using gestures. Again, S₂ records how many seconds it takes.

T: Come forward, please. Here is your word. [showing S₁ the card for "hot"]

S₂: [with stop watch] Ready? Go!

S₁: [acting out "hot"]

Ss from Team A: Is it jog?

S₁: [putting thumb down to indicate a wrong answer]

Ss from Team A: Is it hot?

S₁: [putting thumb up to indicate a correct answer]

T: OK! Spell the word together.

Ss from Team A: H-O-T. Hot!

T: That's right! _____, how many seconds is that?
 [asking S₂ with stop watch]

S₂: That's 10 seconds.

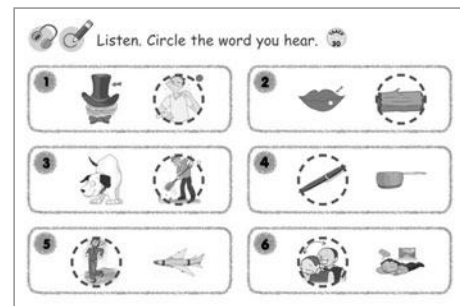
T: Great! Write 10 seconds on the board. Team B. It's your turn!

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /o/ and word endings /-ot/, /-og/, and /-od/.

Page 66

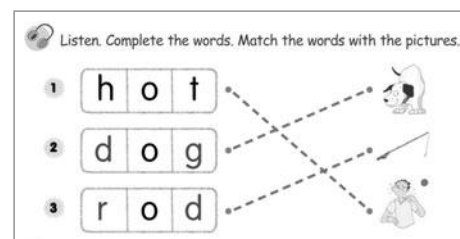
Listen. Circle the word you hear. (Track 30)



- Listen to CD track 30. Students circle the picture that matches the word they hear.
 T: Now, listen to Number 1 on the CD. What word did you hear?
 Ss: Hot!
 T: Right! Which man is hot?
 Ss: The second one!
 T: Good job! Circle the second picture.

Transcript: 1. hot 2. log 3. dig
 4. pen 5. jog 6. nod

Listen. Complete the words. Match the words with the pictures. (Track 30)



- Listen to CD track 30 and complete the words. Then, match the words with the correct pictures.
 T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
 Ss: Hot!
 T: Very good! Which picture matches the word hot?
 S₁: The last one!
 T: Yes! Now, draw a line connecting the word hot with the picture.

Transcript: 1. hot 2. dog 3. rod

Page 67

Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.
T: Look at page 67. Look at the first picture. What is it?
Ss: It's a rod.
T: Very good! Now, listen carefully. If I say the right word, write it down.
Ss: OK.
T: Let's look at the next picture. [pointing at log] Lot! Is that right?
Ss: No, it isn't.
T: OK. Log! Is that right?
Ss: Yes, it is.
T: Very good! How do you spell log?
Ss: L-O-G.
T: Correct! Write the letters next to the log.

- Have students complete the remaining words.

Color the words that rhyme with "dot."



- Have students listen and say the words. Color those that rhyme with "dot."
T: Look at the pictures. Say each one as I point to it.
Ready?
Ss: Yes!
T: OK. [pointing to words in random order]
Ss: Rod, dog, pot, cot, log, hot.
T: Very good! Which words rhyme with dot?
S1: Hot!
S2: Cot!
S3: Pot!
T: That's right! Hot, cot, and pot rhyme with dot. Color those three pictures.

Additional Activity -- Roll the Die!

Materials

One die per pair of students

- Have students open their books to the "Color the words that rhyme with "dot" exercise on page 67. Number the six pictures from 1 to 6. (1. dog; 2. hot; 3. rod; 4. cot; 5. pot; 6. log)
- Divide the class into pairs. Give each pair a die.
- Have students take turns rolling the die. Depending on the number, have them give the word and spell it. (Example: S1 rolls a 3 and says, "Rod. R-O-D! Rod.")
- Students try to be the first to put a check ✓ beside all six numbers.
T: OK! Let's try the game. I roll the die and what number is it? [rolling die] It's a 3! What's Number 3?
It's rod. R-O-D. Rod. Is that right? [asking others]
Ss: Yes!
T: Great! I put a check beside Number 3 in my book. Now it's your turn. [gesturing to S1] Roll the die!
S1: [rolling the die] It's a 1! What's Number 1? It's dog. D-O-G. Dog. Is that right?
Ss: Yes!
T: Good job! You can mark Number 1 in your book.

Extension

Scramble the letters from two words in Unit 7 and write the letters on the board. (Example: gthof) The first student to raise his/her hand and say the correct two words gets a point. (Example: 'hot' and 'fog')

Sounds Fun! 2 - UNIT 7

Page 68

Look at the pictures. Read the sentences.

(Track 31)



- Talk about the pictures and then listen to CD track 31.
- T: Look at page 68. Look at the first picture. What do you see?
- S1: I see a cot!
- S2: I see a pot!
- T: Very good! Where is the pot?
- S3: The pot is on the cot.
- T: Good! Let's look at the next picture.

Additional Activity -- Read Aloud

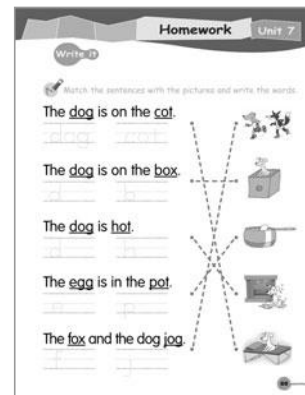
- Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-4). Read a sentence and have students give the number.
- Have students point to the pictures and read the sentences by themselves.
- Say the sentences at random and leave out key words. (Example: The men _____ in the fog.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 69

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
- T: Let's look at Number 1 on page 69. _____, please read the first sentence.
- S1: The dog is on the cot.
- T: Excellent! Let's say it together.
- T & Ss: The dog is on the cot.
- T: Very good. Let's write dog and cot on the lines.
- Which picture goes with the sentence?
- Ss: This one! The last one. [pointing to last picture]
- T: Good! Draw a line from the sentence to the picture.
- The rest is homework.

Additional Homework

- Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -ot) Write each word involving that word ending (Example: pot) and include a picture. Begin with words they have learned in each unit.
- Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
- T: Did you have fun today?
- Ss: Yes!
- T: Good! Now it's time to say good-bye!
- Ss: Good-bye!

Sounds Fun! 2 - UNIT 8

Objectives

- Identify and say short vowel sound /o/.
- Read word endings (/op/, /ob/, and /ox).
- Identify and say words containing short vowel /o/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Hi, everybody. How's it going, _____?
S: Great! How are you, teacher?
T: Fine, thanks. How's the weather today?
Ss: It's raining.

Review

- Review word endings (/ot/, /og/, and /od/ from Unit 7. Look at page 64 and listen to CD track 29. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

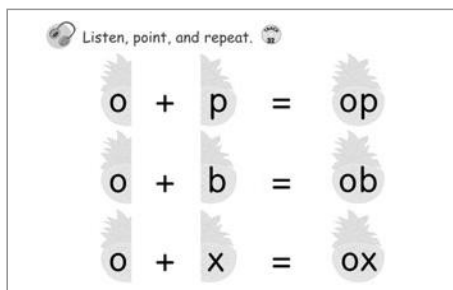
Presentation

Introduce short vowel /o/ and word endings /-op/, /-ob/, and /-ox/, and form words.

Page 70

Listen, point, and repeat.

(Track 32)

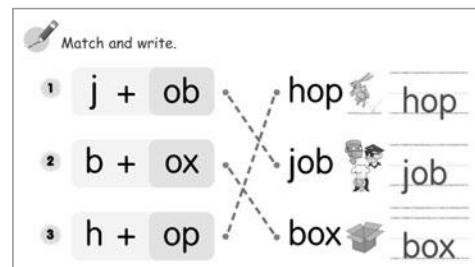


- Review the letter sounds and introduce the word endings.
T: Please open your books to page 70. Look at these pictures. [pointing to pineapples] What are they?
S: They're pineapples.
T: Very good! Let's look at the letters. Repeat the sounds after me. /o/ /p/ /-op/.
Ss: /o/ /p/ /-op/.
T: Good!

- Continue with /-ob/ and /-ox/.
- Then, listen to CD track 32. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.

T: Point to /-op/. [students repeating sound and pointing in book] Point to /-ox/... /-op/... /-ob/...

Match and write.



- Put the initial sounds together with the word endings to form words.
T: Look at Number 1. Let's sound it out.
T & Ss: /j/ /-ob/. Job!
T: Good! Which picture matches job? Ss: This one! [pointing at second picture]
T: Great! Connect the words and write job on this line.
- Continue with Numbers 2 and 3.

Additional Activity -- Listen and Do!

Materials

Student sets of Flash Cards 2-A (/op/, /ob/, /ox/)

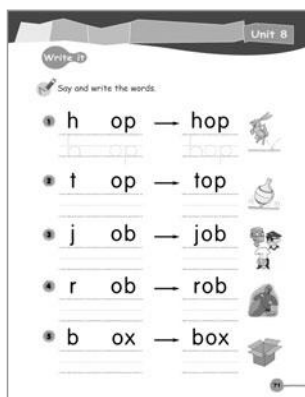
- Put a flash card in front of each student.
- Have students listen for the word ending and follow instructions. Give the instructions as a chant and encourage students to respond together.
T: /-ob/ /-ob/ /-ob/. If you have a card that ends with /-ob/, stand up and clap your hands three times.
Ss (with cards starting with /-ob/): [standing up and clapping hands] 1 [clap], 2 [clap], 3 [clap], /-ob/!
T: Yes! /-ob/! Now listen again. If you have a card that ends with /-ox/, stand up and touch your toes 4 times.

Sounds Fun! 2 - UNIT 8

- Ss (with /-ox/ card): [standing up and touching toes] 1 [touch], 2 [touch], 3 [touch], 4 [touch], /-ox/
3. Continue with a variety of instructions. Prompt students as needed. (Examples: count to 10, walk to the door, jump 3 times, close your book, say "hello," etc.)

Page 71

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
T: Look at page 71. What is Number 1?
Ss: /h/ /-op/. Hop!
T: That's right! Hop! Look at the pink bunny! What is it doing?
Ss: It's hopping.
T: Excellent! Let's write hop in our books. Try to write neatly!
- Continue with other words.

Practice

Practice saying and reading words with short vowel /o/ and word endings /-op/, /-ob/, and /-ox/.

Page 72

Listen, point, and repeat. (Track 33)



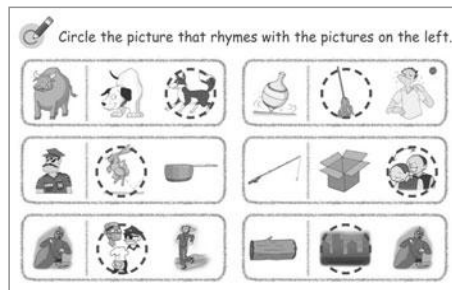
- Review words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /-op/, /-ob/, and /-ox/. Say aloud and confirm the meaning by looking at pictures.
T: Now, look on page 72. Look at all these pictures! What's this first one?
Ss: It's a mop! /m/ /-op/. Mop!
T: Good! Who wants to read the next word?
Ss: I do! /h/ /-op/. Hop!

- Continue with other pictures.
- Listen to CD track 33. Point and repeat.

Note: "Cop" is an informal word for police officer.

Page 73

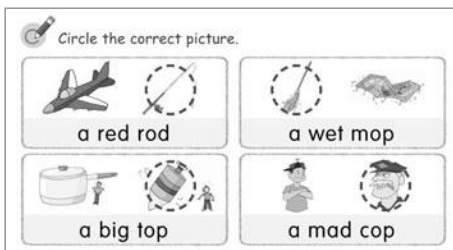
Circle the picture that rhymes with the pictures on the left.



- Practice recognizing the rhyming words (through pictures) with /-op/, /-ob/, and /-ox/ word endings. Students circle the pictures that rhyme with the pictures on the left.
T: Look at page 73. Look at the first picture. What is it?
Ss: It's an ox.
T: Very good! And look at the other pictures. What's this? [pointing at dog]
Ss: It's a dog.
T: Correct. And what is next to the dog? [pointing at fox]
Ss: It's a fox.
T: Yes! Which word rhymes with ox? Dog or fox?
Ss: Fox!
T: Yes! Fox! Ox! Fox rhymes with ox. Circle the fox.
- Continue with the other pictures and word endings.

Note: Recall words from earlier units: top (mop, hot); cop (hop, pot); rod (box, nod); rob (job, jog); log (fog, rob).

Circle the correct picture.



- Practice recognizing the words (through pictures) and reading phrases with /-op/, /-ob/, and /-ox/ word endings. Students circle the picture that represents each phrase.

T: Look at the first box. Look at the pictures. What is this? [pointing at jet]

S1: It's a jet.

T: Very good! What color is it?

S1: It's red.

T: Yes. And what's this? [pointing at rod]

S2: It's a rod.

T: Excellent! It's a fishing rod. What color is it?

S2: It's red.

T: Very good! _____, please read the phrase under the pictures.

S3: A red rod!

T: Super! Which of these two pictures should we circle?

S1: The second one!

T: Great! Circle the red rod.

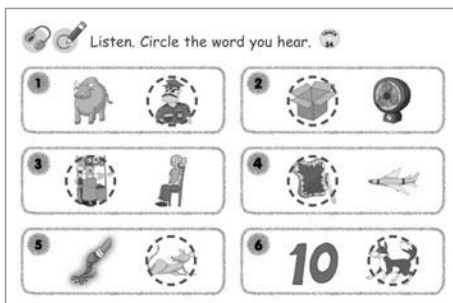
- Continue with the other pictures and phrases.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with short vowel /o/ and word endings /-op/, /-ob/, and /-ox/.

Page 74

Listen. Circle the word you hear. (Track 34)



- Listen to CD track 34. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Cop!

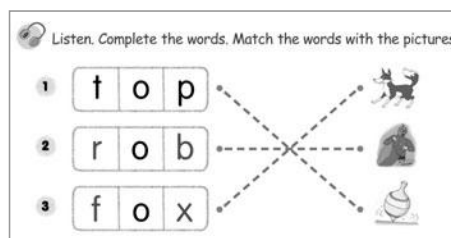
T: Right! Which picture is correct?

Ss: The second one!

T: Good job! Circle the second picture.

Transcript: 1. cop 2. box 3. sell
4. jam 5. rat 6. fox

Listen. Complete the words. Match the words with the pictures. (Track 34)



- Listen to CD track 34 and complete the words. Then, match the words with the correct pictures.

T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?

Ss: Top!

T: Very good! Which picture matches the word top?

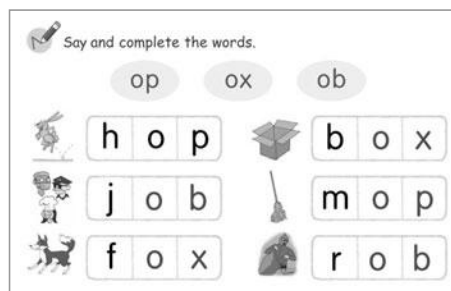
S1: The last one!

T: Yes! Now, draw a line connecting the word top with the picture. Now, let's listen to the CD.

Transcript: 1. top 2. rob 3. fox

Page 75

Say and complete the words.



Sounds Fun! 2 - UNIT 8

- Look at the pictures and choose the word ending that completes each word.

T: Look at page 75. Look at the first picture. What is it?

Ss: It's a rabbit.

T: Very good! Do rabbits run?

Ss: No, they don't. They hop.

T: That's right. What does it say here? [pointing at the word hop]

Ss: Hop!

T: Excellent! Now, listen carefully. If I say the right word, write it down.

Ss: OK.

T: Look at the next picture. [pointing at box] Bop! Is that right?

Ss: No, it isn't.

T: OK. Box! Is that right?

Ss: Yes, it is.

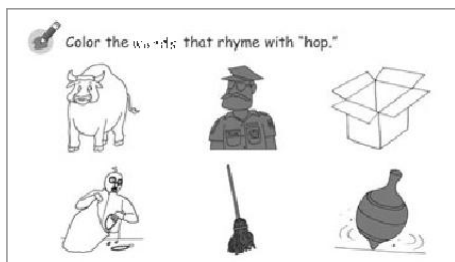
T: Very good! How do you spell box?

Ss: B-O-X.

T: Good! Write box next to the green box.

- Have students complete the remaining words.

Color the words that rhyme with "hop."



- Have students listen and say the words. Color those that rhyme with "hop."

T: Look at the pictures. Say each one as I point to it. Ready?

Ss: Yes!

T: OK. [pointing to words in random order]

Ss: Cop, rob, box, top, ox, mop.

T: Very good! Which words rhyme with hop?

Ss: Cop!

Ss: Top!

Ss: Mop!

T: That's right! Cop, top, and mop rhyme with hop. Color those three pictures.

Additional Activity -- Guess the Picture Card

Materials

1 set of Flash Cards 2-A (p. 111) (/op/, /ob/, /ox/); Student and teacher sets of Flash Cards 2-B (mop, hop, top, cop, rob, job, ox, box, fox)

- Hold up one of the word ending cards and say the sound. (Example: /-ox/) Choose one of three picture cards starting with that letter (Example: fox), but don't show it to students.

- Have students guess which of the three picture cards the teacher is thinking of by holding up a picture card and saying a word. (Example: ox, box, or fox)

- Confirm students' guesses by holding up the actual picture card. If students guess correctly, they get one point.

T: Let's play a game. I am going to show you a card.

[showing them /-ox/ card] Now, I am going to choose a picture card that starts with that letter, but I won't show you. [showing only the back of the card]. What is it? You choose a picture that ends with these letters. [showing them /-ox/ again] Try to guess the correct picture. Are you ready?

Ss: Yes.

T: [holding up /-ox/ card and hiding fox card] /-ox/. Show me a word that ends with /-ox/.

Ss: [holding up various picture cards ending with /-ox/] Box. Fox. Ox.

T: How many think this is a box (fox, ox)? Put up your hands. 1, 2, 3. [Then, show hidden picture card.] It's a fox. Who has the fox card?

Ss: [putting up hands] I do!

T: You get one point! Let's try again!

- Continue playing with the other letter and picture cards.

Extension

Have two students come to the front of the classroom. Show S₁ a flash card from Unit 8 while covering up the word (Example: box). S₁ sounds out the word for S₂ (Example: /b/, /o/, /x/). If S₂ says and spells the correct word, these two students get a point.

Page 76

Look at the pictures. Read the sentences.

(Track 35)



- Talk about the pictures and then listen to CD track 35.

T: Look at page 76. Look at the first picture. What do you see?

S1: I see a fox!

T: What does the fox have?

S2: It has a mop.

T: Good! Where is the fox?

S3: It's in the kitchen.

T: Very good! Let's look at the next picture.

Additional Activity -- Read Aloud

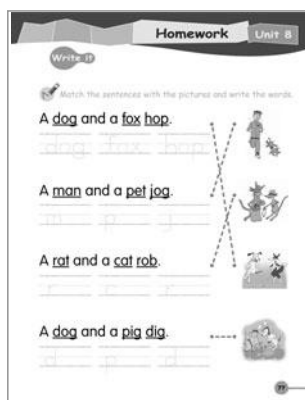
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The dog has a _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 77

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.

T: Let's look at Number 1 on page 77. _____ please read the first sentence.

S1: A dog and a fox hop.

T: Excellent! Let's say it together.

T & Ss: A dog and a fox hop.

T: Very good. Let's write dog and fox and hop on the lines. Which picture goes with the sentence?

Ss: This one! [pointing to third picture]

T: Good! Draw a line from the sentence to the picture.
The rest is homework.

Additional Homework

1. Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page, (Example: -op) Write each word involving that word ending (Example: mop) and include a picture. Begin with words they have learned in each unit.)
2. Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.

T: See you next time.

Ss: See you!

Sounds Fun! 2 - UNIT 9

Objectives

- Identify and say short vowel sound /u/.
- Read word endings (/un/, /ub/, and /ug/).
- Identify and say words containing short vowel /u/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Hi, everybody. _____, are you happy (busy, sleepy) today?
S1: Yes, I am. (No, I'm not.)
T: How about you, _____? How are you?
S2: I'm fine.
T: _____, what's the date today?
S3: It's Tuesday, March 6th.

Review

- Review word endings (/op/, /ob/, and /ox/) from Unit 8. Look at page 72 and listen to CD track 33. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

Introduce short vowel /u/ and word endings /un/, /ub/, and /ug/, and form words.

Page 78

Listen, point, and repeat. (🎧 Track 36)

Listen, point, and repeat. 🎧

u	+	n	=	un
u	+	b	=	ub
u	+	g	=	ug

- Review letter sounds and introduce word endings.
T: Please open your books to page 78. Look at these pictures. [pointing to watermelons] What are they?
S1: They're watermelons.
T: Very good! Let's look at the letters. Repeat the sounds after me. /u/ /n/ /un/.
Ss: /u/ /n/ /un/.
T: Good!
- Continue with /ub/ and /ug/.
- Then, listen to CD track 36. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /ub/. [students repeating sound and pointing in book] Point to /un/... /ug/... /ub/... /un/...
S: Okay!
T: /u/, /n/, /un/.
S: /u/, /n/, /un/.
T: Now, let's play the pointing game. Are you ready?
S: Ready!
T: /ug/, /un/, /ub/, /ub/, /ub/, /un/ Super!
Now, let's listen to the CD.

Match and write.

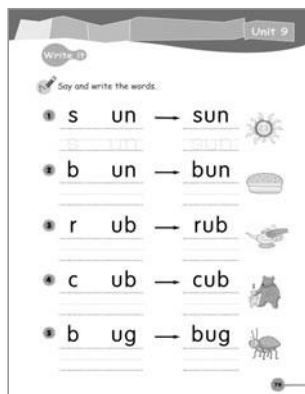
Match and write. 🎧

1	s + un	bug 🐛	bug
2	r + ub	sun ☀️	sun
3	b + ug	rub 🖐️	rub

- Put the initial sounds together with word endings to form words.
T: Look at Number 1. Let's sound it out.
T & Ss: /s/ /un/. Sun!
T: Good! Which picture matches sun? Ss: This one! [pointing at second picture]
T: Great! Connect the words and write sun on this line.
- Continue with Numbers 2 and 3.

Page 79

Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.

T: Look at page 79. What is Number 1?

Ss: /s/ /-un/. Sun!

T: That's right! Sun! Let's write sun in our books. Try to write neatly!

- Continue with other words.

Additional Activity -- Show the Cards

Materials

Student sets of Flash Cards 2-A (/un/, /-ub/, /-ug/); Flash Cards 2-B (bug, sun, rub, bun, cub)

1. Say aloud one of the words from pages 78-79. (Example: bug)
2. Students should listen and hold up the card with the appropriate word ending. (Example: /-ug/) Confirm by showing picture card and word ending card.
3. Have students repeat words and word endings. Gradually show cards faster.

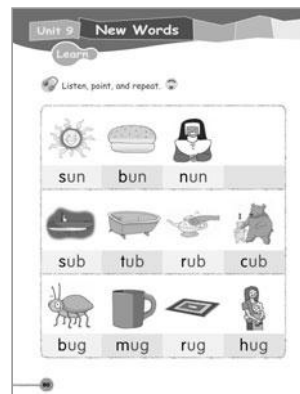
T: Listen carefully for the word ending. Bug. Bug.
 Ss: [holding up word ending card /-ug/]
 T: Yes! [showing /-ug/ card and bug picture card] /-ug/ Bug!
 Ss: /-ug/ Bug!

Practice

Practice saying and reading words with short vowel /u/ and word endings /-un/, /-ub/, and /-ug/.

Page 80

Listen, point, and repeat. (Track 37)



- Review the words that were learned earlier. Have students look at the pictures and say the words they know.
- Sound out new words with word endings /-un/, /-ub/, and /-ug/. Say them aloud and confirm their meaning by looking at pictures.

T: Now, look on page 80. Look at all these pictures!

What's this first one?

Ss: It's the sun! /s/ /-un/. Sun!

T: Good! Who wants to read the next word?

S1: I do! /b/ /-un/. Bun!

- Continue with the other pictures.
- Listen to CD track 37. Point and repeat.

Note: A mug is a type of tall cup with a handle usually used for drinking coffee. A cub is the baby of a wild animal (such as a bear, lion, or tiger). A nun is a religious woman who lives together with other women.

Additional Activity -- Slap the Cards

Materials

Flash Cards 2-B (sun, bun, nun, sub, tub, rub, cub, bug, mug, rug, hug); Fly swatters (optional)

1. Divide the students into two teams. Have S1s from each team come forward. Give each student a fly swatter (if available).
2. Say a word. (Example: rug) Students try to be first to slap the card. Have members of the winning team say the word and word ending to win a point. (Example: Rug! /-ug/ Rug!)
3. Continue with the remaining words. Students take turns.

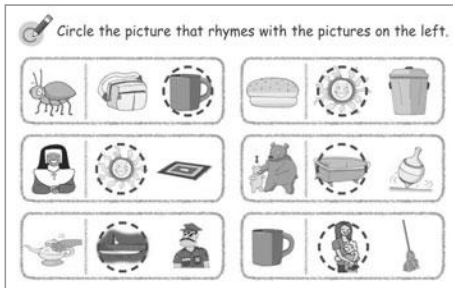
T: [gesturing to two students] OK! Find the rug.
 S1 of Team A: [swatting picture of rug first]
 T: Good! (S1), what is it?
 S1: Rug! /-ug/ Rug!
 T: Team A. What is it?

Sounds Fun! 2 - UNIT 9

Ss from Team A: Rug! /-ug/ Rug!
T: Team A gets one point!

Page 81

Circle the picture that rhymes with the pictures on the left.



- Practice recognizing the rhyming words (through pictures) with /-un/, /-ub/, and /-ug/ word endings. Students circle the pictures that rhyme with the pictures on the left.

T: Look at page 81. Look at the first picture. What is it?

S1: It's a bug.

T: Very good! And look at the other pictures. What's this? [pointing at bag]

S1: It's a bag.

T: Correct. And what is next to the bag? [pointing at mug]

S2: It's a mug.

T: Yes! Which word rhymes with bug? Bag or mug?

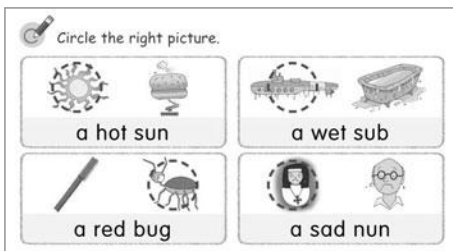
Ss: Mug!

T: Yes! Mug! Bug! Mug rhymes with bug. Circle the mug.

- Continue with the other pictures and word endings.

Note: Recall words from earlier units: bun (sun, bin); nun (sun, rug); cub (tub, top); rub (sub, cop); mug (hug, mop).

Circle the right picture.



- Practice recognizing the words (through pictures) and reading the phrases with /-un/, /-ub/, and /-ug/ word endings. Students circle the picture that represents each phrase.

T: Look at the first box. Look at the pictures. What is this? [pointing at sun]

S1: It's the sun.

T: Very good! Does the sun look hot or cold?

S1: It's hot.

T: Yes. It's a hot sun. And what's this? [pointing at bun]

S2: It's a bun.

T: Excellent! Does the bun look hot or cold?

S2: It's hot.

T: Very good! _____, please read the phrase under the pictures.

S3: A hot sun!

T: Super! Which of these two pictures should we circle?

S1: The first one!

T: Great! Circle the hot sun.

- Continue with the other pictures and phrases.

T: Super! Which picture should we circle?

S: This one! The hot sun.

Production

Through various activities, students will demonstrate the ability to listen for, say, read, and write words with short vowel /u/ and word endings /-un/, /-ub/, and /-ug/.

Page 82

Listen. Circle the word you hear. (CD Track 38)



- Listen to CD track 38. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Rip!

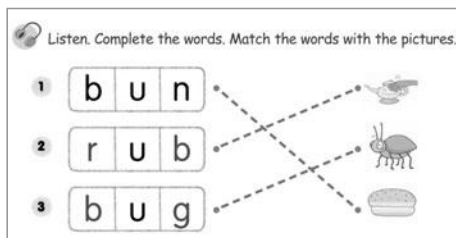
T: Right! Which picture is correct?

Ss: The second one!

T: Good job! Circle the second picture.

Transcript: 1. rip 2. bun 3. nun
4. sub 5. rug 6. hug

Listen. Complete the words. Match the words with the pictures. (🎧 Track 38)



- Listen to CD track 38 and complete the words. Then, match the words with the correct pictures.
T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
Ss: Bun!
T: Very good! Which picture matches the word bun?
S1: The last one!
T: Yes! Now, draw a line connecting the word bun with the picture.

Transcript: 1. bun 2. rub 3. bug

Page 83

Say and complete the words.

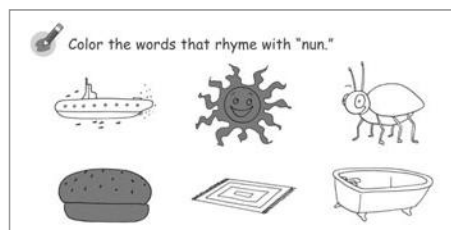


- Look at the pictures and choose the word ending that completes each word.
T: Look at page 83. Look at the first picture. What is it?
Ss: It's the sun.
T: Very good! Is the sun happy or sad?
S1: It's happy.
T: _____, what does it say here? [pointing at the word sun]
S2: Sun!
T: Let's look at the next picture. What is a baby bear called? [pointing at cub]
S3: It's a cub.
T: Wonderful! OK. Now, listen carefully. If I say the right word, write it down. Cug! [pointing at cub] Is that right?
Ss: No, it isn't.

T: OK. Cub! Is that right?
Ss: Yes, it is!
T: Great! How do you spell cub?
Ss: C-U-B.
T: Good! Write cub next to the picture.

- Have students complete the remaining words.

Color the words that rhyme with "nun."



- Have students listen and say the words and color those that rhyme with "nun."
T: Look at the pictures. Say each one as I point to it. Ready?
Ss: Yes!
T: OK. [pointing to words in random order]
Ss: Bug, sub, bun, tub, sun, rug.
T: Very good! Which words rhyme with nun?
S1: Sun!
S2: Bun!
T: Excellent! Sun and bun rhyme with nun. Color those two pictures.

Additional Activity -- BINGO

Materials

Flash Cards 2-B (sun, bun, nun, sub, tub, rub, cub, bug, mug, rug, hug)

- Have each student fold a piece of paper to make nine squares. Then have students write nine of the words from page 80 (one per square).
- When students are ready, choose one of 11 picture cards and call out a word ending and word. (Example: Tub. /-ub/ tub.) Students with that word on their paper, put a check (✓) beside it.
- Continue calling out words until S1 has checks (✓) beside three words (horizontally, vertically, or diagonally). S1 calls out "Bingo" and reads aloud the three words so teacher can check.
- Start again, having students mark their cards with an X each time they have a matching word.
T: Listen carefully. If you have the word, put a check in the square. If you have three checks in a row, say "BINGO." Are you ready?
Ss: Yes.
T: OK. [choosing a picture card and setting it aside]

Sounds Fun! 2 - UNIT 9

The first word is tub.

/-ub/ tub. Put a check beside tub.

Ss: [looking at paper and putting a check beside tub if they have it] Tub. /-ub/ tub.

T: [choosing another picture card] The next word is bun. /-un/ bun. [Continue calling out words until S₁ get three pictures in a row and calls out BINGO.]

S₁: BINGO!

T: OK! What are your three words?

S₁: Mug, nun, and bun.

T: [checking cards] Great! You have a BINGO! Let's play again. This time, put an X beside your word.

Extension

Write a simple sentence on the board that includes vocabulary from this unit. (Example: The _____ is hot.) Then lay out three flash cards from the -un, -ub, -ug set. (Example: hug, sun, rub) Have students work as a group to figure out the correct word.

Page 84

Look at the pictures. Read the sentences.

(CD Track 39)



- Talk about the pictures and then listen to CD track 39.
- T: Look at page 84. Look at the first picture. What do you see?
- S₁: I see a nun!
- T: Good! Where is the nun?
- S₂: She is at a park.
- T: Excellent! What is she doing?
- S₃: She is sitting on a rug!
- T: Very good! She is having a picnic. What do you see in the next picture?

Additional Activity -- Read Aloud

- Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-4). Read a sentence and have students give the number.
- Have students point to the pictures and read the

sentences by themselves.

- Say the sentences at random and leave out key words. (Example: A bug is on a _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 85

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
- T: Let's look at Number 1 on page 85 _____, please read the first sentence.
- S₁: The nun has a mug.
- T: Excellent! Let's say it together.
- T & Ss: The nun has a mug.
- T: Very good. Let's write nun and mug on the lines.
- Which picture goes with the sentence?
- Ss: This one! [pointing to third picture]
- T: Good! Draw a line from the sentence to the picture.
- The rest is homework.

Additional Homework

- Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -un) Write each word involving that word ending (Example: sun) and include a picture. Begin with words they have learned in each unit.)
- Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.

T: See you next time.

Ss: See you!

Objectives

- Identify and say short vowel sound /u/.
- Read word endings (/ -ut/, / -up/, / -um/, and / -ud/).
- Identify and say words containing short vowel /u/.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening), teacher.
T: How's it going, _____?
Ss: Great! How are you, teacher?
T: Pretty good. How's the weather today?
Ss: It's sunny (rainy/cloudy/windy/cold/warm/hot).

Review

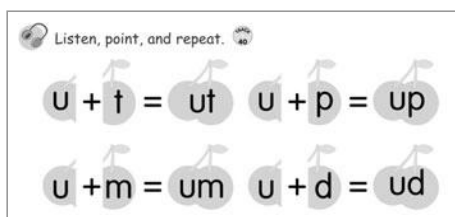
- Review the word endings (/ -un/, / -ub/, and / -ug/) from Unit 9. Look at page 80 and listen to CD track 37. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

Introduce short vowel /u/ and word endings /-ut/, /-up/, /-um/, and /-ud/, and form words.

Page 86

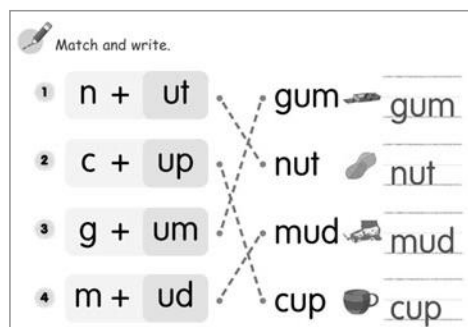
Listen, point, and repeat. (Track 40)



- Review letter sounds and introduce word endings.
T: Please open your books to page 86. Look at these pictures. [pointing to cherries] What are they?
Ss: They're cherries.
T: Very good! Let's look at the letters. Repeat the sounds after me. /u/ /t/ /-ut/.
Ss: /u/ /t/ /-ut/.
T: Good!

- Continue with /-up/, /-um/, and /-ud/.
- Then, listen to CD track 40. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
T: Point to /-ud/. [students repeating sound and pointing in book] Point to /-up/... /-ut/... /-um/... /-up/...

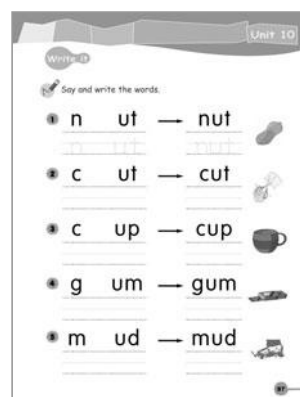
Match and write.



- Put the initial sounds together with the word endings to form words.
T: Look at Number 1. Let's sound it out.
T & Ss: /n/ /-ut/. Nut!
T: Good! Which picture matches nut? Ss: This one! [pointing at second picture]
T: Great! Connect the words and write nut on this line.
- Continue with Numbers 2, 3, and 4.

Page 87

Say and write the words.



Sounds Fun! 2 - UNIT 10

- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
T: Look at page 87. What is Number 1?
Ss: /n/ /-ut/. Nut!
T: That's right! Nut! What color is the nut?
Ss: Brown!
T: Excellent! Now, let's write nut in our books. Try to write neatly!
- Continue with the other words.

Additional Activity -- Thumbs Up!

Materials

Flash Cards 2-A (/ut/, /-up/, /-um/, /-ud/);
Flash Cards 2-B (cup, gum, mud, nut)

1. Hold up word ending (Example: /-um/) and say one of the words from page 86. (Example: gum)
2. If students think the word ending is correct, they give the "thumbs up" (fingers in a fist with thumb pointing upwards). If they think it is incorrect, they give the "thumbs down" (thumb pointing downwards). If "thumbs down," have students suggest another word ending.
3. Confirm answers by showing picture card and word ending and having students repeat the sounds.
T: OK. Listen carefully. If the word ending matches the word, give me a "thumbs up." If it doesn't match, give me a "thumbs down." [showing /-um/ card] Gum!
Ss: [giving thumbs up]
T: Yes! [confirming with picture card for gum] /-um/ Gum!
Ss: /-um/ Gum!
T: Let's try again. [showing /-ut/ card] Cup!
Ss: [giving thumbs down]
T: What is the word ending for cup?
Ss: /-up/.
T: Excellent! [confirming with picture card for cup and holding /-up/ card] /-up/ Cup!
Ss: /-up/ Cup!

Practice

Practice saying and reading the words with short vowel /u/ and word endings /-ut/, /-up/, /-um/, and /-ud/.

Page 88

Listen, point, and repeat. (CD Track 41)



- Review the words that were learned earlier. Have students look at pictures and say the words they know.
- Sound out new words with word endings /-ut/, /-up/, /-um/, and /-ud/. Say aloud and confirm meaning by looking at pictures.
T: Now, look on page 88. Look at all these pictures!
What's this first one?
Ss: It's a hut! /h/ /-ut/. Hut!
T: Good! Who wants to read the next word?
S1: I do! /n/ /-ut/. Nut!
- Continue with the other pictures.
- Listen to CD track 41. Point and repeat.

Note: A bud is a flower before it opens.

Additional Activity -- What's Missing?

Materials

Flash Cards 2-B (hut, nut, cut, up, cup, pup, gum, hum, mud, bud)

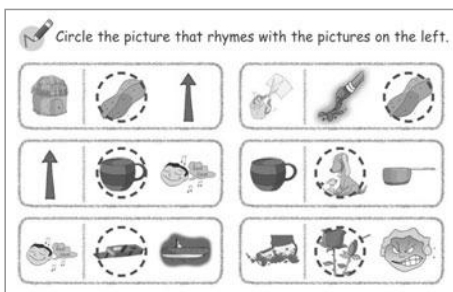
1. Place cards on the board. Review with students.
2. Have students close their eyes. Remove one of the cards. Have students open their eyes and try to identify which card is missing.

Note: If ready, have student write missing word on the board.

- T: OK. Close your eyes. [removing "mud" card from the board] All right. You can open your eyes. What card is missing?
S1: Mud is missing!
T: You're right! (S1), come to the board and spell mud.
S1: [writing mud on the board]
T: [asking other students] Is that right?
Ss: Yes!
T: OK. Let's try again. [returning mud card to the board] (S1), choose the next word. Everybody else, close your eyes. [S1 removing another card from the board]

Page 89

Circle the picture that rhymes with the pictures on the left.



- Practice recognizing the rhyming words (through pictures) with /-ut/, /-up/, /-um/, and /-ud/ word endings. Students circle the pictures that rhyme with the pictures on the left.

T: Look at page 89. Look at the first picture. What is it?

S1: It's a hut.

T: Very good! And look at the other pictures. What's this? [pointing at nut]

S1: It's a nut.

T: Correct. And look at the arrow next to the nut. Where is it pointing? [pointing at arrow and gesturing up]

S2: Up!

T: Excellent! Which word rhymes with hut? Nut or up?

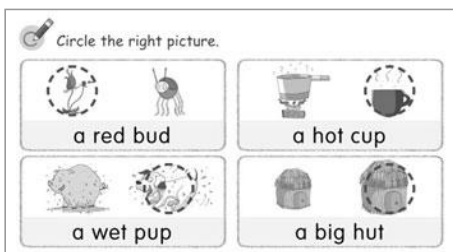
Ss: Nut!

T: Yes! Nut! Hut! Nut rhymes with hut. Circle the nut.

- Continue with the other pictures and word endings.

Note: Recall words from earlier units: cut (red, nut); up (cup, hum); cup (pup, pot); hum (gum, sub); mud (bud, mad).

Circle the right picture.



- Practice recognizing words (through pictures) and reading phrases with /-ut/, /-up/, /-um/, and /-ud/ word endings. Students circle the picture that represents each phrase.

T: Look at the first box. Look at the pictures. What is this? [pointing at flower bud]

S1: It's a (flower) bud.

T: Very good! What color is it?

S1: It's red.

T: Yes. It's a red bud. And what's this? [pointing at bug]

S2: It's a bug.

T: Excellent! What color is it?

S2: It's red and yellow.

T: Very good! _____, please read the phrase under the pictures.

S3: A red bud!

T: Super! Which of these two pictures should we circle?

S1: The first one!

T: Great! Circle the red bud.

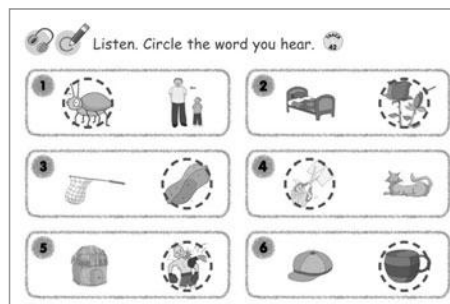
- Continue with the other pictures and phrases.

Production

Through various activities, students will demonstrate the ability to listen for, say, read, and write words with short vowel /u/ and word endings /-ut/, /-up/, /-um/, and /-ud/.

Page 90

Listen, Circle the word you hear. (Track 42)



- Listen to CD track 42. Students circle the picture that matches the word they hear.

T: Now, listen to Number 1 on the CD. What word did you hear?

Ss: Bug!

T: Terrific! Which picture is correct?

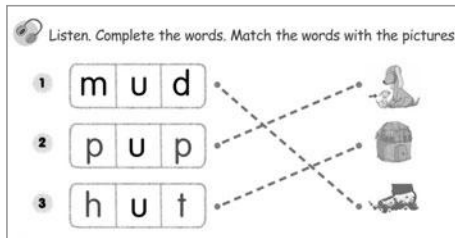
Ss: The first one!

T: Good job! Circle the bug.

Transcript: 1. bug 2. bud 3. nut
4. cut 5. hit 6. cup

Sounds Fun! 2 - UNIT 10

Listen. Complete the words. Match the words with the pictures. (🎧 Track 42)

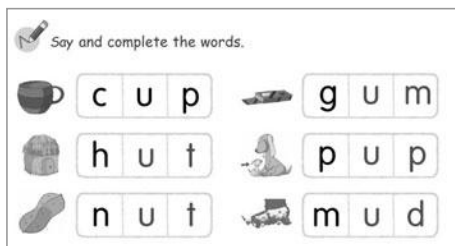


- Listen to CD track 42 and complete the words. Then, match the words with the correct pictures.
T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
Ss: Mud!
T: Very good! Which picture matches the word mud?
Ss: The last one!
T: Yes! Now, draw a line connecting the word mud with the picture.

Transcript: 1. mud 2. pup 3. hut

Page 91

Say and complete the words.



- Look at the pictures and choose the word ending that completes each word.
T: Look at page 91. Look at the first picture. What is it?
Ss: It's a cup.
T: Excellent! Now what is this picture? [pointing at gum]
Ss: It's gum.
T: Wonderful! OK. Now, listen carefully. If I say the right word, write it down. Gun! [pointing at gum] Is that right?
Ss: No, it isn't.
T: OK. Gum! Is that right?
Ss: Yes, it is!
T: Great! How do you spell gum?
Ss: G-U-M.
T: Good! Write gum next to the picture.
- Have students complete the remaining words.

Color the words that rhyme with "hut."



- Have students listen and say the words. Color those that rhyme with "hut."
T: Look at the pictures. Say each one as I point to it.
Ready?
Ss: Yes!
T: OK. [pointing to words in random order]
Ss: Net, yell, bed, cut, bell, nut
T: Very good! Which words rhyme with hut?
Ss: Nut!
Ss: Cut!
T: Excellent! Nut and cut rhyme with hut. Color those two pictures.

Additional Activity -- Rock, Paper, Scissors

Materials

2 sets of Flash Cards 2-B (hut, nut, cut, up, cup, pup, gum, hum, mud, bud) = one card per student

- Divide the class into two teams. Give each student a picture card.
- Have one student from each team come forward. Have S1 and S2 count to three and then form rock, paper, or scissors with their hands.

Note: Rock is formed by putting one's hand in a fist, scissors by holding out second and third fingers in a cutting motion; and paper by holding out hand flat with palm facing the floor. Rock defeats scissors; scissors defeat paper; paper defeats rock.

- If S1 from Team A loses rock, paper, scissors, S1 shows his/her card to the winner (S2 of Team B). S2 says the word that is on the card. If S2 says the word correctly, S2 gets a point for Team B. S2 gets a bonus point for the team if he/she can also say a word that rhymes.
- Continue with the remaining students and cards.
T: Team A, stand here. Team B stand here. Face each other. Bring your picture cards. [Have first two players come forward.] (S1) and (S2), do "rock, paper, scissors."
Ss: 1, 2, 3. [S1 makes scissors; S2 makes rock]
T: Who lost?

S1: I did.

T: OK. (S1), show your card to (S2). (S2), what's on the card?

S2: Pup.

T: Well done! What word rhymes with pup?

S2: Cup rhymes with pup!

T: Good! Team B gets two points!

Extension

Give each student a piece of paper. Sound out words from Unit 10 one letter at a time. (Example: /p/, /u/, /p/) Students should write each word and draw a simple picture to show what each word means. (Example: Students write pup and draw a picture of a pup next to it.)

Page 92

Look at the pictures. Read the sentences.

( Track 43)



- Talk about the pictures and then listen to CD track 43.

T: Look at page 92. Look at the first picture. What do you see?

S1: I see a hut!

S2: I see a man!

T: Good! Where is the man?

S2: He is by (next to) the hut.

T: Excellent! Who wants to read the first sentence?

S3: I do! A man has a hut.

T: Wonderful! Now, look at the second picture. What do you see?

Additional Activity -- Read Aloud

- Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-4). Read a sentence and have students give the number.
- Have students point to the pictures and read the sentences by themselves.

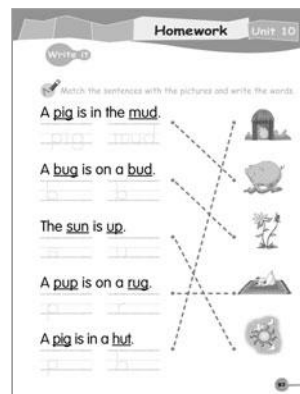
- Say the sentences at random and leave out key words. (Example: A nun sits in a _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 93

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.

T: Let's look at Number 1 on page 93. _____
please read the first sentence.

S1: A pig is in the mud.

T: Excellent! Let's say it together.

T & Ss: A pig is in the mud.

T: Very good. Let's write pig and mud on the lines.

Which picture goes with the sentence?

Ss: The second one! [pointing to second picture]

T: Good! Draw a line from the sentence to the picture.

The rest is homework.

Additional Homework

- Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -ut) Write each word involving that word ending (Example: nut) and include a picture. Begin with words they have learned in each unit.)
- Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.

T: See you next time.

Ss: See you!

Sounds Fun! 2 - Review 1-10

Objectives

Identify and say short vowel sounds from Units 1-10 (/a/, /e/, /i/, /o/, and /u/)
Read words with word endings from Units 1-10 (/an/, /at/, /ap/; /ag/, /am/, /ad/; /et/, /eg/; /en/, /ell/, /ed/; /ig/, /in/, /it/, /ix/; /ip/, /id/, /ib/, /ish/; /ot/, /og/, /od/; /op/, /ob/, /ox/; /un/, /ub/, /ug/; /ut/, /up/, /um/, /ud/)
Identify and say words containing word endings from Units 1-6, including:
short /a/: fan, man, can, van, cat, hat, bat, rat, cap, map, nap, tap, bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad;
short /e/: net, jet, wet, vet, pet, bet, leg, beg, egg, hen, pen, men, ten, bell, sell, well, yell, bed, red, wed;
short /i/: pig, dig, wig, big, pin, win, bin, fin, sit, hit, six, mix, lip, tip, hip, rip, kid, lid, bib, rib, fish, dish;
short /o/: pot, hot, dot, cot, dog, log, fog, jog, rod, nod, mop, hop, top, cop, rob, job, ox, box, fox;
short /u/: sun, bun, nun, sub, tub, rub, cub, bug, mug, rug, hug, hut, nut, cut, up, cup, pup, gum, hum, mud, bud.

Greeting

- Greet students using phrases from Units 1-10.
T: Hi, everybody.
Ss: Hello, Miss (Mrs./Mr.) _____.
T: How are you today?
Ss: Fine, thanks!
T: Great! Are you ready to review Units 1-10?
Ss: Yes!
T: OK! Let's get started!

Review

- Preview the story on pages 100-101. Discuss the story briefly with students and then have them look at pictures carefully for 30 seconds. Ask them to close their books and answer questions about what they see. Give an example: Who is mad? (the pig)

Other possible questions:

- Who is in the hut? (the cat)
- Who is in the mud? (the pig)
- At the beginning of the story, who is hot? (the rat)
- Is the cat big or small? (big)
- What color is the sun? (red)
- Where does the rat hop first (second/third)? (into the mud / hut / well)
- At the end of the story, who is cool? (the rat)

Page 94

Listen, point, and chant. (Track 44)



Review the short vowel sounds (/a/, /e/, /i/, /o/, and /u/) and word endings.

- Talk about the pictures on page 94. (sad nun, bun, sun; fat cat, rat, bat; bad rat, mad cat, bat)

T: Open your books to page 94. What do you see?

[pointing at first picture]

S1: I see a sad nun!

T: Very good! What is she doing?

S2: She is eating.

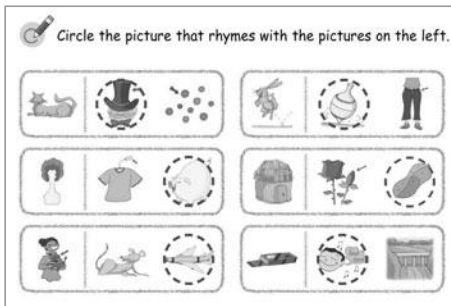
T: Yes, she is. Is she eating pizza? S3:

No, she isn't. She is eating a bun. T:

Very good!

- Continue with the remaining two pictures. Then, listen to

Circle the picture that rhymes with the pictures on the left.



Review the rhyming words (through pictures) with word endings learned in Units 1-10.

- Students circle the pictures that rhyme with the pictures on the left.

T: Look at the first box on page 95. What's this?
[pointing at cat]

S1: It's a cat.

T: That's right! What's this? [pointing at hat]

S2: It's a hat.

T: Very good! What's this?

S₃: It's a dot.

T: Which word rhymes with cat? Hat or dot?

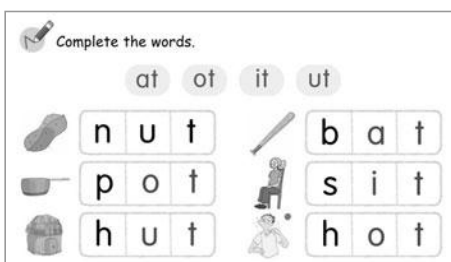
S₄: Hat!

T: Excellent! Hat rhymes with cat. Circle the hat.

- Continue with the other pictures and word endings.

Note: Recall words from earlier units: hop (top, hip); wig (tag, pig); hut (bud, nut); pet (rat, jet); gum (hum, dam).

Complete the words.



Review words and word endings learned in Units 1-10.

- Have students look at the pictures and then decide which word ending completes each word.

T: Look at the first picture. What's this? [pointing at nut]

S₁: It's a nut.

T: Good! How do you spell nut?

S₂: N-U-T.

T: That's right! Now look at the next one. What is it?

S₃: It's a bat.

T: Good! /b/ /-at/. How do you spell bat?

S₄: B-A-T!

T: Perfect! Let's fill in the boxes.

- Continue with the other word endings.


Listen to the word your teacher says. Then try to be the first student to touch the correct card.

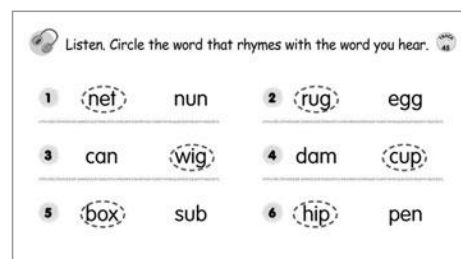


Materials

Flash Cards 2-A (p. 111); Flash Cards 2-B (p. 113 -125)

1. Divide the class into two teams. Place Flash Cards 2-A on the table.
2. Have two students come forward. Choose one picture card from Flash Cards 2-B and say it aloud. (Example: box)
3. Students try to be first to touch the correct Flash Card from 2-A. (Example: /-ox/) The first students wins a point for the team.

Listen. Circle the word that rhymes with the word you hear. ( Track 45)



Review the word endings and rhyming words.

- Have students listen to the CD and circle the word that rhymes with the word they hear.

T: Look at Number 1. What words do you see?

S₁: Net!

S2: Nun!

T: Very good! Let's listen to the CD. What did you hear?

Sounds Fun! 2 - Review 1-10

S3: Bet!

T: Which word rhymes with bet, net or nun?

Ss: Net!

T: Excellent! Circle the word net.

- Listen to CD track 45 and circle remaining words.

Transcript: 1. bet 2. bug 3. dig
4. pup 5. ox 6. lip

Listen. Complete the words. (🔊 Track 45)

🔊 Listen. Complete the words.

1. b a d	2. p o t
3. c o p	4. m a p
5. d i g	6. l e g
7. h o t	8. b i n

Review words containing the short vowel sounds that have been learned.

- Have students listen to the CD and write the vowel they hear.

T: Look! Some of the letters are missing. Let's listen to the CD and fill in the blanks. Listen to Number 1. What word do you hear?

S1: Bad!

T: That's right! /b/ /-ad/. Bad! How do you spell bad?

S2: B-A-D.

T: Great! Write the letter A and make the word bad.

- Listen to CD track 45 and write letters for the remaining words.

Transcript: 1. bad 2. pot 3. cop
4. map 5. dig 6. leg
7. hot 8. bin

Additional Activity -- Rock, Paper, Scissors

Materials

Flash Cards 2-B (10 pairs of rhyming words representing five short vowel sounds. Example: cat/hat; dad/mad; jet/pet; bed/red; wig/dig; fish/dish; pot/hot; mop/hop; bug/rug; cup/pup)

- Place the cards face down on the table. Have students come forward.
 - S1 turns over two cards and reads them aloud. If the words rhyme, the player keeps the cards. (Example: wig/dig) If they don't rhyme, S1 returns the cards to the table (face down) and S2 tries to find a match.
 - Continue until all cards are gone. Student with most matching pairs is the winner.
- T: OK! Let's play the game. (S1), turn over two cards, please.
- S1: OK!
- T: What are they?
- S1: Wig and dig.
- T: Do those words have the same ending sound?
- S1: Yes! /-ig/ wig and /-ig/ dig.
- T: You're lucky! Keep the cards! (S2), now it's your turn. [gesturing to next player]

Page 98

Try to find the ending sound of the picture your teacher shows you.



Materials

Flash Cards 2-A (p. 111);
Flash Cards 2-B (p. 113-125)
5 boxes labeled a, e, i, o, u

- Label the five boxes and put Flash Cards 2-A in the correct boxes. (Example: A box = /-an/, /-at/, /-ap/, /-am/, /-ad/)
 - Divide the students into two teams. Have two players come forward. Show two of the cards from Flash Cards 2-B and say them aloud. (Example: /-ig/, pig and /-eg/, leg)
 - Students try to be first to get to the boxes and find the correct word ending cards. The first student to find a correct card wins a point for the team.
- T: Look at this picture. What is the teacher showing the boy and the girl?
- S1: A pig!
- S2: A leg!

T: Very good! What are the last two letters of pig?

S3: I-G.

T: Excellent! The girl needs to find /-ig/. What does the boy need to find?

S4: /-eg/.

T: That's right! The boy needs to find /-eg/. Now, look at the second picture. Who won?

S5: The girl won!

S: The girl won!

T: Yes, she did. Do you understand this game?

S: Yes.






T: Okay! Let's play!

Page 99

Fill in the circle next to the right sentence.

Review Units 1-10

Fill in the circle next to the right sentence.

	<input type="radio"/> The bug is on the fan. <input type="radio"/> The bun is on the fan. <input type="radio"/> The bun is on the bag.
	<input type="radio"/> The red fish is big. <input type="radio"/> The red fish is wet. <input type="radio"/> The red fish is sad.
	<input type="radio"/> The man has a hat. <input type="radio"/> The man has a bell. <input type="radio"/> The man has a mop.
	<input type="radio"/> There are ten fish. <input type="radio"/> There are six men. <input type="radio"/> There are six fish.
	<input type="radio"/> The cat and the dog jog. <input type="radio"/> The pig and the fox wed. <input type="radio"/> The cub and the pup hop.

Read the sentences using the words that have been learned in Units 1-10.

- Have students look at the picture and then choose the sentence that best describes it.

T: Let's look at this first picture. What do you see?

S1: I see a bug.

S2: I see a fan. _____

T: Very good. _____, please read the first sentence.

T: Great! _____, please read the second sentence.

S5: The bun is on the fan.

T: Excellent! _____, please read the third sentence.

S6: The bun is on the bag.

T: Good job! Which sentence goes with the picture?

Ss: The first sentence.

T: You're right! Fill in the circle next to the first sentence.

Who wants to draw a picture of this sentence on the board?

S1: I do!

Note: After completing the activity, review the sentences with the students' drawings on the board.

Pages 100-101

Listen. Read the story with your teacher.

(Track 46)



Listen to and read sentences that bring together words from Units 1-10.

- Talk about the pictures on pages 100-101 and listen to CD track 46.

T: Look at pages 100-101. It's a story! Look at the pictures. What is the story about?

S1: A hot rat!

S2: A mad pig!

T: Very good! What do you see in the first picture?

S2: I see a red sun.

T: Excellent! Now, let's listen to the CD.

- Continue with other pictures before listening to the story.

Additional Activity -- Read Aloud

- Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-8). Read a sentence and have students give the number.
- Have students point to the pictures and read the words by themselves.
- Say the phrases at random and leave out key words. (Example: The pig is _____.) Encourage students to fill in the missing word.
- Assign the students roles and have some act out the story while others read the lines.

Closing

- Finish the class by saying good-bye.

T: Good job, everyone! See you later!

Ss: Bye!

Sounds Fun! 2 - TEST (Units 1-10)

Objectives

- Review Sounds Fun! 2

Page 102

Listen to the word. Fill in the correct circle.

(CD) Track 47)



Listen to CD track 47 and fill in the correct circle.

T: Open your books to page 102. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?

Ss: Rob!

T: Yes! Which picture is that? Is it A, B, C, or D?

Ss: It's A.

T: You're right! Fill in the circle under rob. Now, listen to the rest of the words. Are you ready?

Ss: Yes.

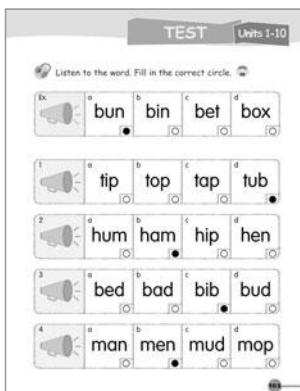
Transcript: Ex. rob

- | | |
|--------|--------|
| 1. beg | 2. cup |
| 3. hot | 4. cat |

Page 103

Listen to the word. Fill in the correct circle.

(CD) Track 48)



Listen to CD track 48 and fill in the correct circle.

T: Turn to page 103. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?

Ss: Bun!

T: Yes! Which word is bun? Is it A, B, C, or D?

Ss: It's A.

T: Excellent! Fill in the circle under bun. Now, listen to the rest of the words.

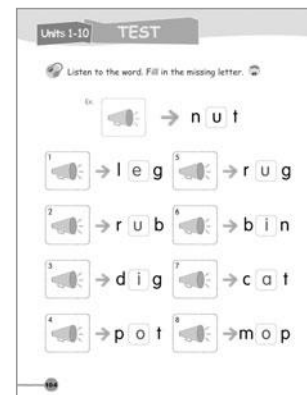
Transcript: Ex. bun

- | | |
|--------|--------|
| 1. tub | 2. ham |
| 3. bib | 4. men |

Page 104

Listen to the word. Fill in the correct circle.

(CD) Track 49)



Listen to CD track 49 and write in the vowel.

T: Turn to page 104. Listen to the word on the CD. Then, fill in the missing vowel? a, e, i, o, or u. Let's try the example. [listening to example from CD] What word did you hear?

Ss: Nut.

T: Yes! What vowel can you find in the word nut?

Ss: The letter U.

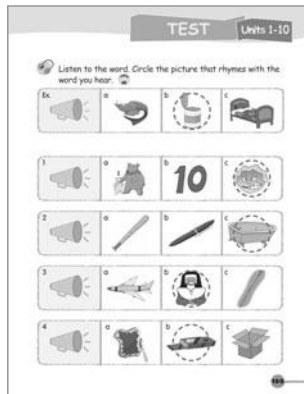
T: Yes! Write the letter U! Now, listen to the rest of the words. Write the letters.

Transcript: Ex. nut

- | | |
|--------|--------|
| 1. leg | 2. rub |
| 3. dig | 4. pot |
| 5. rug | 6. bin |
| 7. cat | 8. mop |

Page 105

Listen to the word. Circle the picture that rhymes with the word you hear. (Track 50)



- Have students listen to the CD and circle the word that rhymes that rhymes with the word they hear.
T: Turn to page 105. Listen to the word on the CD. Then, circle the picture that rhymes with the word you hear. Let's try the example. [listening to example from CD] What word did you hear?
Ss: Van!
T: Yes! Now, what are the pictures in the example?
Ss: Fish, can, bed.
T: Which word rhymes with van?
Ss: Can!
T: That's correct! Can rhymes with van. Draw a circle around the can. Now, listen to the rest of the words.

Transcript: Ex. van

- | | |
|--------|--------|
| 1. dad | 2. cub |
| 3. bun | 4. hum |

Additional Activity -- Rhyming Words

Materials

Flash Cards 2-A (p. 111)

Review the word endings with students. Hold up word endings and ask questions.

Examples: [holding up /-ot/ card] What rhymes with pot and starts with /h/? (hot)
[holding up /-op/ card] What words rhyme with top? (mop, cop)
[holding up /-ug/ card] Can you make a word with /-ug/? (rug, mug)

Additional Activity -- Say it Together

Have students sound out letters to make words.

T: I'm going to say a word in parts. Listen carefully and say the word. /d/ /i/ /g/

S: Dig!

T: Good job!

Note: Teacher may want to do activity as a song or chant.

As a chant: T: /d/ /i/ /g/ ; /d/ /i/ /g/
Ss: Dig! What word is /d/ /i/ /g/?

As a song: (to the tune of "This is the way we brush our teeth")

T: What word is /d/ /i/ /g/, /d/ /i/ /g/, /d/ /i/ /g/?

What word is /d/ /i/ /g/?

Ss: It is dig!

Additional Activity -- Short & Long Vowels

Materials

Flash Cards 3-A (p. 111); Flash Cards 3-B (p. 113-127) cane, cape, cube, cute, fine, hate, hope, kite, mane, note, pine, ripe, robe, tape, tube

- Show a flash card of a word with a short vowel sound. (Example: cap)
- Have students add an E to the word and say the new word with a long vowel sound. (Example: cape)
T: OK! Listen carefully. The word is cap. [showing card] Add an E to cap. What is the new word?
Ss: Cape!

Note: Teacher may choose to have the cards with the long vowel sounds on the board. Have pairs of students come forward. Teacher says word with short vowel sound (cap) and students try to be the first to point to the word with the long vowel sound (cape).

1. Mix up the letters of one of the words from Level 3 and write it on the board. (Example: bcra)

2. Students try to be first to unscramble the word. Then, have them spell the word correctly on the board.

T: OK! Look at this. [writing "bcra" on the board]

Unscramble the letters.

What is this

word? S1: I know!

Crab!

T: [to other students] Is that right? Is this word crab?

Ss: Yes, it is.

T: OK, (S1). Come forward and write crab on the board.

Note: Depending on students' level, the teacher may need to provide clues by providing students with the first letter of the word.

Additional Activity -- What's Missing?