棠外附小一年级下册

# 英语学历案

任课教师：_____

任课班级：_____

| 基本信息 | | | |
|---|---|---|---|
| 学　　校 | 怡心第二实验学校 | 执教教师 | 苏靖 黄灵芝 雷丹 |
| 学　　科 | 英语 | 学习领域/模块 | 运用相关词汇和句型来介绍家人及其职业 |
| 年　　级 | 一年级（下册） | 教科书版本及章节 | 外研版（一起点），Module1 |

| 单元整体分析 | | | |
|---|---|---|---|
| **单元学习主题** | **Jobs** | **课时数** | **2** |

**1．单元课标要求**

**单元具体内容：**本单元主题是学习介绍家人及其职业，学生能理解并运用所学职业的单词：doctor, driver, policeman, nurse,pupil 等和句型：This is …He’s/She’s a…来描述家人及其职业。通过全家福照片的介绍，培养学生的语言表达能力。通过职业类与称呼类单词的学习，使学生加深对家人的认识，加深对自己家人的感情，让亲情得到更好体现。乐于感知并积极尝试使用英语，真诚地向朋友介绍家人，从而增进友谊，并培养自己的职业梦想。

**单元课标要求：**

**（1）** 能根据听到的词语识别或指认图片或实物。
**（2）** 能互相交流简单的个人信息，如姓名、年龄等。
**（3）** 能根据图、文说出单词或短语。
**（4）** 能听懂课堂简短的指令并做出相应的反应。
**（5）** 能看图识词。
**（6）** 能在教师的指导下用英语做游戏并在游戏中进行简单的交际。
**（7）** 能做简单的角色扮演。
**（8）** 能学唱英语儿童歌曲和歌谣 15 首左右。

**单元学习目标**

（1） 通过感知课文具体情景，能听懂、准确认读单词 doctor, driver, policeman, nurse,pupil,he, he’s=he is,she,she’s=she is,me，会理解、认读目标语句 This is …He’s/She’s a…，能够区分 he 和
she 人称代词，达到初步运用的目的。（依据课标 1，3，5）

（2） 能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容，感知如何介绍家人及其职业特征，并会角色扮演。（依据课标 2，4，6，7）

（3） 通过课文具体情景整体感知教材中如何介绍家人及其职业，能找出关键信息，积极表达，
通过对称呼类和职业类单词的了解，加深对自己家人的感情，让亲情得到更好体现。（依据课标 2，4，7）

（4） 通过听、读并有节奏地朗诵儿歌和童谣，以达到复习巩固及拓展如何介绍人物及其职业特征的目的，培养乐感。（依据课标 8）

（5）通过介绍全家福或自己喜欢的动漫人物家庭照片，来进行个人展示或小组交流等活动方

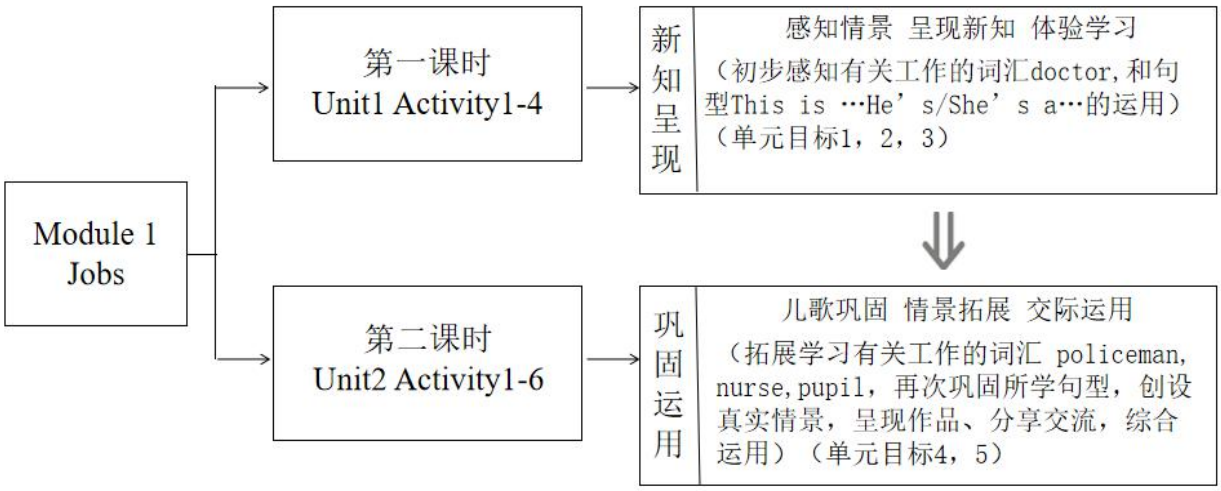
式，学会运用所学职业的词汇和目标句型 This is …He’s/She’s a…来介绍家人及其职业，并进一步熟悉英语中介绍家人的职业特征，培养学生的合作意识及积极参与、大胆展示的学习习惯和在英语学习中加深对同学的了解。（依据课标 2，4，6，7）

**2. 单元评价任务**

（1）结合课文情景，通过观看课文动画、图片和听录音，感知学习课文，积极回答问题并流畅朗读或表演。（如:任务一，检测目标 1，2）
（2）梳理课文，提取关键信息，掌握如何介绍家人及其职业。（如:任务二，检测目标 3）
（3）运用所学相关句型以同伴对话和个人介绍的方式来介绍人物及其职业。（如:任务四、五；检测目标 3，5）
（4）有节奏地朗诵儿歌，以达到复习巩固如何介绍人物及其职业的目的。（检测目标 4）
（5）分享全家福或喜欢的动漫人物家庭的照片，较为流畅地与同学交流。（如:课后作业，检测目标 5）

**3. 单元教学结构图**

本模块的主题是 jobs，介绍家人及其职业，共分为两个单元，2 个课时完成。




## 课时教学设计

| 课题 | **Module 1 Unit 1 He 's a doctor.** |
|---|---|
| 课型 | 新授课☑ 章/单元复习课□ 专题复习课□<br>习题/试卷讲评课□ 学科实践活动课□ 其他□ |

**1. 课时目标**

（1）通过感知课文具体情景，学生能听懂、准确认读单词 doctor,he,he’s=he is,she,she’s=she is，会理解、认读目标语句 This is …He’s/She a...，达到初步运用的目的。
（2）能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容，并运用句型 This ...She’s... He’s ...描述、介绍家人及其职业。
（3）感知如何介绍家人及其职业特征，加深对自己家庭的了解，加深对自己家人的感情，让亲情得到更好体现。能和同学去介绍并能角色扮演本课时所学内容。
（4）乐于感知并积极尝试使用英语，真诚地向朋友介绍家人，从而增进友谊。

**2. 教学内容分析**

本课是《新标准英语》一起一年级下册 Module1 Unit1。学习内容是 Sam 向 Lingling 介绍他的家人及家人的职业。他首先介绍的 Ms. Smart，孩子们对 Ms. Smart 是非常熟悉的，可以告诉老师很多关于她的信息，她的职业也会脱口而出。接下来又介绍了他的爸爸 Mr. Smart，他是一位医生。最后又介绍了他的爷爷、奶奶和弟弟。本课学习了几种生活中常见的职业，复习了如何介绍自己的家庭成员，以及如何正确地去介绍一个人的职业。

**3. 学生学情分析**

经过一个学期的学习，一年级的小学生对英语学习依然保持着一定的的学习兴趣，他们接受能力、模仿能力很强，对周围事物有着强烈的新鲜感与好奇心，绝大多数孩子有强烈的求知欲和表现欲。对于这些有利于英语学习的积极因素，我们应该注意保护并科学地加以利用，使之为我们的教学服务顺利开展提供有利条件。因此，在教学过程中，我们应当尽可能为孩子创设轻松的情境，让他们去感受身边的事物，使课堂更富童趣，并创造一切条件让学生敢于展示自己。在一年级上册的第 10 模块，学习了如何介绍自己的家庭成员，为本课的学习奠定了一定的基础。在此基础上，本课进一步学习如何介绍自己家人的职业，使学生加深对家人的认识，加深对自己家人的感情，让亲情得到更好体现。

**4. 学习目标叙写**

（1）能听懂和认读 doctor,he,he’s=he is,she,she’s=she is；会理解、认读目标语句 He’s/She a...

（2）能运用 doctor,he,he’s=he is,she,she’s=she is 和句型 This ...She’s... He’s ...介绍自己家人及其职业。

（3）能听懂、会读本课课文，并理解课文大意，初步运用目标语句介绍自己家人的职业，使学生加深对家人的认识，加深对自己家人的感情，让亲情得到更好体现。

**5. 评价任务设计**

任务一、图文解码，听力理解。

任务二、梳理课文，提取信息。

任务三、图文描述，内化所学。

任务四—五、小组活动，运用所学。

**Task 1 I can listen**

(　　)1.What are they talking about?

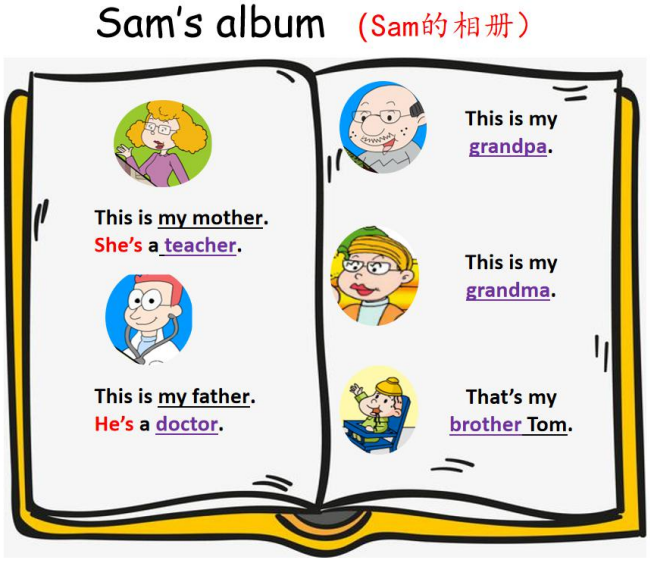
A.Sam’s family　B.Lingling’s family C.Daming’s album

学生自评：☆☆☆☆☆

**Task 2 I can find and say**

1.阅读课文，找出 She's/He's...并下划线。

2.锁定重点信息，试着介绍图片上人物姓名及其职业。



3.回顾上面表格信息，并重点关注词汇 doctor,he’s,she’s.

学生自评：☆☆☆☆☆

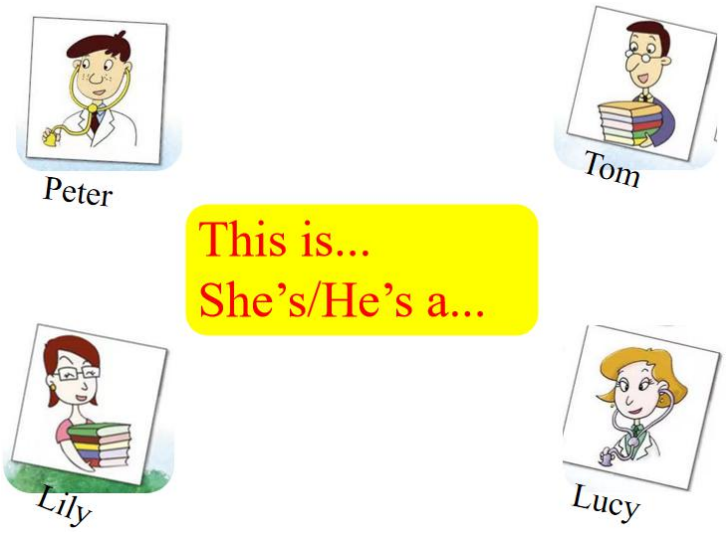
**Task 3 I can listen and say**

Who is a doctor?　Who is a teacher?　听一听并跟着说一说 Activity 3 中的相关介绍。

学生自评：☆☆☆☆☆

**Task 4 I can talk**

小组活动，运用句型 This is...She’s /He’s a ...介绍要表达的人物及其职业特点,Activity 4 中的相关介绍。




同伴互评：☆☆☆☆☆

**Task 5 I can act**

Work in group，students play a role.

This is...He's/She's a...

同伴互评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

**6.学习活动设计**

| 教师活动 | 学生活动 |
| --- | --- |
| **环节一：Lead in** | |
| **教师活动 1**<br>联系一年级上册 M10U2 的第四部分的内容，是一首有关熊猫的家庭成员的 chant，复习介绍家庭成员的表达，节奏感强。引导学生一起大声表达 chant 的内容。<br><br>引导学生一起读一遍 chant.<br><br>播放课文中是 chant,引导学生跟着 | **学生活动 1**<br>问题 1:Do you remember this panda family?<br>图片引入<br>问题 2:How many family members in the family?<br>回顾已学内容，描述图片。<br>问题 3:Who are they?<br>回顾已学，具体描述大象的家庭成员。<br>学生诵读：This is mother panda<br>and father panda, too.<br>Grandma, grandpa , |

| | |
|---|---|
| 音乐朗诵。<br><br>引导观察图片，图片上面是谁，图片上是人物是男生还是女生，以及讲解人物背后的故事拓展。让学生知其然并知其所以然，英语学习中渗透中国传统文化。 | brother, sister,<br>all in the zoo.<br>问题 4:Who is this?<br>观察图片，回答问题。<br>问题 5:Is Hua Mulan a boy or a girl?<br>观看动画,回答问题。<br>问题 6:Do you know something about Hua Mulan?<br>观看花木兰的视频，了解其背后的故事。<br>问题 7:How about Ma Liang?Do you know something about Ma Liang?<br>观看马良的视频，了解其背后的故事。 |
| **活动意图说明：**<br>通过已学导入新知，学生在欢快的韵律中感受学习英语的乐趣，为本文的学习打下了坚实的基础。再通过活动一的两张图片的解读，学生知道如何介绍别人，并感知了中国的传统文化的人物。 | |
| **环节二：I can listen** | |
| **教师活动 2**<br>引导学生我们了解了花木兰、马良，又复习了熊猫的家庭，今天我们一起来了解一下 Sam 的家庭。出示 Sam 的全家福，观察图片回顾 Sam 的家庭成员。并引导学生 Lingling 今天来 Sam 家做客，他们将会谈论些什么呢？观看动画，设置问题检查学生理解程度，提取其中重要信息，培养学生总结信息的能力。<br>问题层层递进，注意引导学生观察图片，在之前对于 Sam 的一家有了一定的了解，再加上看图片，看穿着，很容易识别，在此过程中培养学生的观察能力。 | **学生活动 2**<br>问题 1:Who are they?<br>直接引出 Sam 的家族，学生对其家庭成员较熟。<br>问题 2:What are they talking about?<br>在 Sam 家族的背景下，引出 Lingling 来 Sam 家做客，创设真实的语境。<br>问题 3:Who is she/he?<br>逐图去感受 Sam 介绍他的家庭成员。<br>问题 4:What does she/he do?<br>逐图去感受 Sam 介绍他的家庭成员的工作。 |
| **活动意图说明：**<br>通过 Sam 介绍自己的家人及其职业的情景，明确课文谈论的大致方向，感知如何介绍家人及其职业。观察图片让学生猜测课文内容，激发兴趣，再通过观看课文视频和听音， | |

进行图词对应，理解 doctor,he’s,she’s 的意思以及用法，熟悉如何介绍家人及其职业的相关句型。

**环节三：I can find and say**

| 教师活动 3 | 学生活动 3 |
| --- | --- |
| 在理解课文内容基础上，关注本课时语言功能重点 This is...She’s a...He’s ...，老师检查孩子能否正确介绍图片上人物姓名及其职业。<br>图文解码，核对学生表达的同时帮助学生理解并梳理课文，听懂、准确认读单词 he’s,she’s，<br>doctor。 | 1.自己阅读课文，寻找课文中 She's/He's...的重点句并下划线。<br>2.锁定重点信息，介绍图片上人物姓名及其职业。<br> <br><br>3.回顾上面图片信息，并重点关注词 doctor,he’s, she’s。 |

**活动意图说明**

本课时语言功能重点是介绍家庭成员及其职业。划出 She's/He's...关键句，意在让学生知重点，培养学生课文分析能力的同时进一步感知和理解，归纳规律，划出关键句更有利于学生找到相关职业的表达的词汇，并为下一步运用做好铺垫。

通过自读并梳理课文，提取信息表达与课文相关的人物图片的活动，学生可进一步学会运用关键词 he’s,she’s,doctor。加上句型的充实，学生在交流过程中进一步加深巩固目标语言重难点。

**环节四：I can listen and say**

| 教的活动 4 | 学的活动 4 |
| --- | --- |
| Who is a doctor?　Who is a teacher?用提问的方式再次回顾如何回答所问人物的职业。完成 Activity 3 Listen and say 的相关内容。 | 听一听并跟着说一说 Activity 3 中的相关介绍。 |

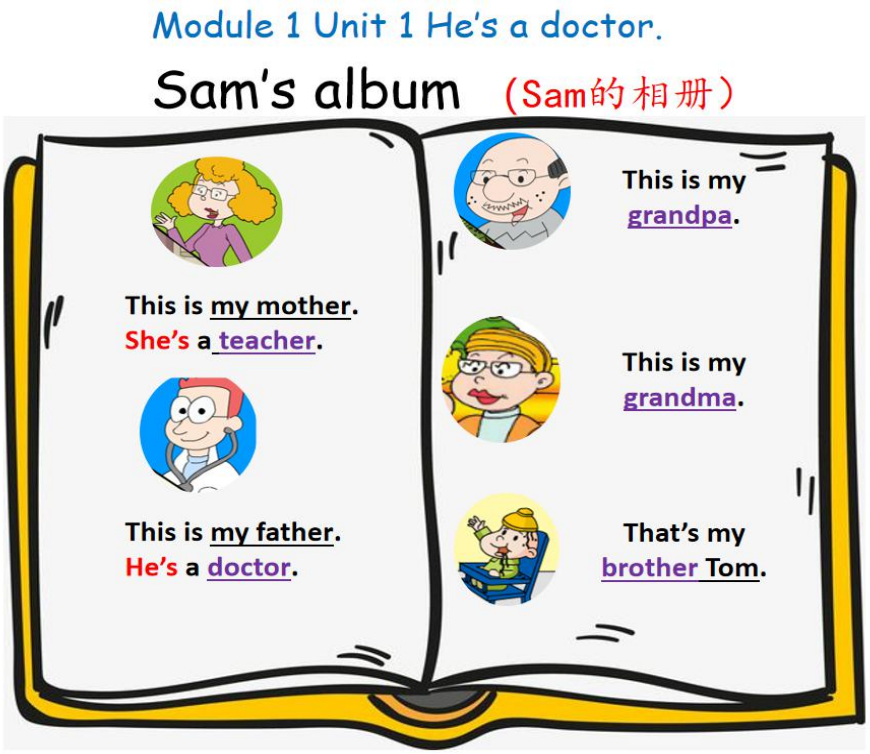
**活动意图说明**

通过看图回答问题，再次回顾文中人物信息，听一听并说一说，重点练习目标句型。

**环节五：I can talk**

| 教的活动 5 | 学的活动 5 |
| --- | --- |
| 依照 Activity 4 的内容，运用句型 This is ... She’s/He’s a...举例展示如何以和同伴对话的方式，合作介绍家庭成员及其职业。 | 依照 Activity 4 的内容，运用句型 This is ... She’s /He’s a ...以和同伴对话的方式，合作介绍家庭成员及其职业。 |
| **活动意图说明**<br>本活动引导学生初步运用目标语句练习介绍相关人物及其职业。 | |
| **环节六：I can act.** | |
| **教的活动 6** | **学的活动 6** |
| 学生角色扮演，7 个人为一组，其中 5 个人来扮演 Sam 的家庭成员，剩下 2 个人来扮演 Sam 和 Lingling。 | 运用相关句型:<br>This is...<br>He's/She's a... |
| **活动意图说明**<br>本活动的目的是内化所学，情景交际，一年级的学生特别喜欢角色扮演去融入真实的情景中去，在这个情景在，再次感受 Sam 介绍自己家庭成员的过程。让戏剧融入在英语的学习中去，增加学习英语的兴趣。 | |
| | |

**7.板书设计**




**8.作业与拓展学习设计**

（1）Read the text 3 times. 听读课文 3 遍。

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|---|
| （2）制作手指玩偶，分别画上自己的家人头像（有职业特征），然后戴在手指上来介绍自己的家庭成员，尝试介绍他们的职业。 |
| **9. 教学反思与改进**<br>（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）<br><br>（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）<br><br>（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……） |

| **课时教学设计** | |
|---|---|
| **课题** | **Module 1 Unit 2　She 's a nurse.** |
| **课型** | 新授课☑　　章/单元复习课□　　专题复习课□<br>习题/试卷讲评课□　　学科实践活动课□　　其他□ |
| **1.课时目标**<br>（1）通过感知课文具体情景，学生能听懂、准确认读单词 me,driver,nurse,policeman,pupil，会理解、认读目标语句 This is …He's/She a...，达到初步运用的目的。<br>（2）能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容，并运用句型 This ...She's... He's ...描述、介绍家人及其职业。<br>（3）感知如何介绍家人及其职业特征，能展示自己的相册来向同学介绍自己的家人及其职业。<br>（4）乐于感知并积极尝试使用英语，真诚地向朋友介绍家人，从而增进友谊，并培养自己的职业梦想。 | |
| **2.教学内容分析**<br>本课是《新标准英语》一起一年级下册 Module1 Unit2。第一模块的教学内容是介绍家人及<br>职业。其中，第一单元通过复习一上有关家庭成员的单词 mother/father/grandpa/grandma/brother/<br>sister 和学习句型 this is...She/He is a...来进一步地学习如何介绍他人职业,比如：She/He is a doctor/<br>teacher。第二单元则在此基础上，让学生学会更多有关职业的词汇。与第一单元相比，第二单元拓展职业词汇，侧重培养学生运用语言的实际能力。 | |
| **3.学生学情分析**<br>经过一个学期的学习，一年级的学生对英语学习有着一定的的学习兴趣，他们接受能力、模仿能力很强，对周围事物有着强烈的新鲜感与好奇心，大多数孩子有强烈的求知欲和表现欲。在一年级上的第 10 模块，学习了如何介绍自己的家庭成员，为本课的学习奠定了一定的基础。一年级下 Module1 Unit1 进一步学习如何介绍自己家人的职业，经过本模块第一单元的学习，学生们对如何介绍他人的职业已经有了较好的掌握，为本课时的学 | |

习奠定了较好的基础。教师可以通过教学游戏的设计与实施，设计真实的生活情景以调动学生英语学习的积极性，增强学生的学习效果。

**4.学习目标叙写**

（1）能听懂和认读 me,driver,nurse,policeman,pupil；会理解、认读目标语句 He’s/She a...

（2）能运用 me,driver,nurse,policeman,pupil 和句型 This ...She’s... He’s ...介绍自己家人及其职业。

（3）能听懂、会读本课课文，并理解课文大意，初步运用目标语句介绍自己家人的职业，使学生加深对家人的认识，加深对自己家人的感情，让亲情得到更好体现。

**5.评价任务设计**

任务一、图文解码，听力理解。

任务二、梳理课文，提取信息。

任务三、儿歌巩固，强化拓展。

任务四—五、小组活动，运用所学。

**Task 1 I can listen and say**

1.Who is she?What does she do?

2.Who is he?What does he do?

3.What does Daming do?

学生自评：☆☆☆☆☆

**Task 2 I can listen,number and say**

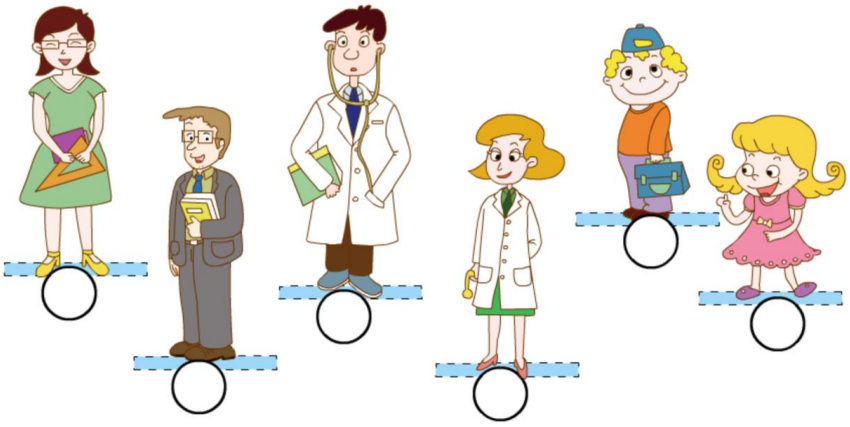
1.回顾板书，梳理课文，完整说出下面句子。

This is Daming’s _____.
She’s a _____.

This is Daming’s _____.
He’s a _____.

This is _____.
He’s a _____.

2.观察图片，听录音，根据录音内容对图片排序，根据排序情况，用英语介绍图片上人物的职业。



| |
|---|
| 3.介绍上面图片信息，并重点关注词汇 driver,nurse,policeman,pupil。 |
| 学生自评：☆☆☆☆☆ |
| **Task 3 I can sing and do the actions.** |
| The doctor/driver/nurse/clown on the bus sings...听一听并跟着唱一唱 Activity 4 中的相关歌曲。 |
| 学生自评：☆☆☆☆☆ |
| **Task 4 I can play** |
| 小组游戏活动，运用句型 This is...He's /She's a...介绍要表达的人物及其职业特点,选用 Activity 5 中做游戏的内容。 |
| 同伴互评：☆☆☆☆☆ |
| **Task 5 I can introduce** |
| Work in group，introduce your families and their jobs.带上全家福介绍自己的家庭成员及其职业。 |
| This is... |
| He's/She's a... |
| 同伴互评：☆☆☆☆☆ 教师评价：☆☆☆☆☆ |

**6.学习活动设计**

| 教师活动 | 学生活动 |
|---|---|
| **环节一：Lead in** | |
| **教师活动 1**<br>联系一年级下册 M1U1 的内容，是 Sam 向 Lingling 介绍自己的相册。本课时首先复习介绍 Sam 的相册。<br><br>老师读句子，学生根据图片来判断正误，既复习了 he 和 she 的用法，又复习了单词 teacher 和 doctor， | **学生活动 1**<br>问题 1:Do you remember Sam's album?<br>图片引入<br>问题 2:This is Sam's mother,she's a ...<br>This is Sam's father,he's a ...<br>...<br>回顾已学内容，描述图片。<br>1. 问题 3:True or False.<br>（1）She is a teacher. (　)<br>（2）He is a doctor. (　)<br>（3）She is a doctor. (　)<br>（4）He is a teacher. (　)<br><br>回顾已学，巩固 she 和 he，teacher 和 doctor 的知识点的用法。<br>问题 4：We have known Sam's family album.Today we will know Lingling and Daming's family album. |

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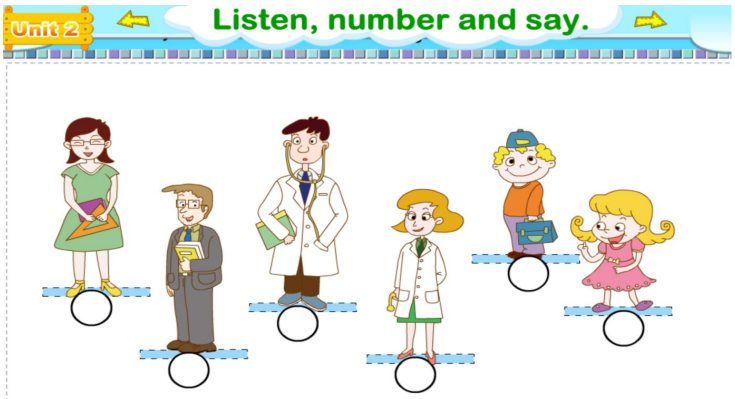
| 通过 Sam 的家庭相册引出 Lingling 和 Daming 的家庭相册，并通过观察图片去发散思维，图片上的照片会是谁，培养学生的观察能力。<br><br>带着问题 Lingling 的爸爸做什么工作，去观看视频，并找到答案。 | Look at this picture,who can you see?<br>Sam 的家庭相册引出 Lingling 和 Daming 的家庭相册，引出下文。<br>问题 5：I can see Lingling and Amy.Who is the man?<br>观察图片，发散思维。<br>问题 6：What does he do?<br>带着问题观看视频，并回答问题。 |
| **活动意图说明：**<br>通过已学导入新知，因为本课的主题一致，所以可以通过同样的家庭相册来引出下文，为本文的学习打下了坚实的基础。再通过活动一的一张图片的解读，学生能了解 Lingling 爸爸的工作。 | |
| **环节二：I can listen and say** | |
| **教师活动 2**<br>引导学生我们了解了 Sam 和 Lingling 的家庭相册，现在来了解一下 Daming 的家庭相册。观看动画，设置问题检查学生理解程度，提取其中重要信息，培养学生总结信息的能力。<br><br>问题层层递进，注意引导学生观察图片，在之前对于 Sam 的一家有了一定的了解，再加上看图片，看穿着，很容易识别 Daming 的一家，在此过程中培养学生的观察能力。 | **学生活动 2**<br>问题 1:How about Daming’s family?Who are they? What do they do?<br>从 Sam 和 Lingling 的家族引出 Daming 的家族，并对 Daming 的家族的职业具体情况进一步了解。<br>问题 3:What does Daming’s mother do?<br>逐图去感受 Daming 介绍他的妈妈及其工作。<br>问题 4:What does Daming’s father do?<br>逐图去感受 Daming 介绍他的爸爸及其工作。<br>问题 5:Who is he?<br>逐图去感受 Daming 介绍他自己及其工作。 |
| **活动意图说明：**<br>通过 Daming 介绍自己的家人及其职业的情景，明确课文谈论的方向，感知如何介绍家人及其职业。观察图片让学生猜测课文内容，激发兴趣，再通过观看课文视频和听音，进行图文对应，理解 driver,nurse,policeman,pupil,me 的意思以及用法，熟悉如何介绍家人及其职业的相关句型。 | |
| **环节三：I can listen,number and say** | |

| 教师活动 3 | 学生活动 3 |
| --- | --- |
| 在理解课文内容基础上，关注本课时语言功能重点 This is...She’s /He’s a...，老师检查孩子能否正确介绍图片上人物姓名及其职业。<br>图文解码，核对学生表达的同时帮助学生理解并梳理课文，听懂、准确认读单词 driver,nurse,policeman,pupil。 | 1.观察图片，听录音，根据录音内容对图片排序。<br>2.根据排序情况，用英语介绍图片上人物的职业。<br>  <br><br>3. 介绍上面图片信息，并重点关注词汇 driver,nurse,policeman,pupil。 |
| **活动意图说明**<br>本课时语言功能重点是介绍家庭成员及其职业。本课是本模块的第二单元，学生已经有了一定的基础，本课时拓展了一些有关职业的词汇的表达，设置听、排序和说，让学生的听说能力得到进一步的锻炼和展现。学生可进一步学会运用关键词 driver,nurse,policeman,pupil,me。加上不同形式的操练，学生在交流过程中进一步加深巩固目标语言重难点。 | |
| **环节四:I can sing and do the actions.** | |
| **教的活动 4**<br>引导学生听唱歌曲，确保学生能说歌曲里的中单词和句型。The doctor/driver/nurse/clown on the bus sings... | **学的活动 4**<br>听一听并跟着唱一唱 Activity 4 中的相关歌曲。 |
| **活动意图说明**<br>学生通过歌曲的学习，进一步巩固了对于本课知识点的掌握。学生在欢快的韵律中感受学习英语的乐趣，歌曲里还拓展了句型和单词，为本文的学习打下了坚实的基础。 | |
| **环节五：I can play** | |
| **教的活动 5**<br>仿照 Activity 5 的内容，学生在游戏中运用语言。做示范展示通过戴上面罩，运用句型 This | **学的活动 5**<br>依照 Activity 4 的内容，运用句型 This is ... She’s /He’s a...以和同伴对话的方式，合作介绍本组的成员及其 |

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| is ...She’s /He’s a...学生应该如何以这样的方式和同伴对话，介绍本组员的姓名和职业情况。 | 职业。 |
| **活动意图说明**<br>本活动引导学生初步运用目标语句练习介绍人物及其职业。 | |
| **环节六：I can introduce my families,their jobs and my future job.** | |
| **教的活动 6**<br>教师以自身为例，拿出自己的相册来介绍自己的家庭成员及其职业。学生们拿出相册在小组内讨论并介绍自己的家庭成员及其职业特征并与全班分享优秀介绍。<br>引导学生还可以谈谈自己的梦想展示部分职业的词汇和拓展句型：I want to be a... | **学的活动 6**<br>仿照 Activity 6 的内容运用相关句型:<br>This is...He's/She's a...<br>小组讨论并介绍家庭成员及其职业。<br>学生根据提供的句型和词汇谈自己的梦想：I want to be a... |
| **活动意图说明**<br>本活动的目的是内化所学，情景交际，并引导学生了解自己周围的同伴的家庭成员的职业，增进同学之间的熟悉度，有利于友情的提升。并通过加深对自己家庭的了解，加深对自己家人的感情，让亲情得到更好体现。并且学生可以谈谈自己的梦想，课外拓展新句型，让学生收获更多。 | |
| **教的活动 4**<br>引导学生听唱歌曲，确保学生能说歌曲里的中单词和句型。The doctor/driver/nurse/clown on the bus sings... | **学的活动 4**<br>听一听并跟着唱一唱 Activity 4 中的相关歌曲。 |
| **活动意图说明**<br>学生通过歌曲的学习，进一步巩固了对于本课知识点的掌握。学生在欢快的韵律中感受学习英语的乐趣，歌曲里还拓展了句型和单词，为本文的学习打下了坚实的基础。 | |
| **环节五：I can play** | |
| **教的活动 5**<br>仿照 Activity 5 的内容，学生在游戏中运用语言。做示范展示通过戴上面罩，运用句型 This | **学的活动 5**<br>依照 Activity 4 的内容，运用句型 This is ... She’s /He’s a...以和同伴对话的方式，合作介绍本组的成员及其 |

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| is ...She’s /He’s a...学生应该如何以这样的方式和同伴对话，介绍本组员的姓名和职业情况。 | 职业。 |

**活动意图说明**

本活动引导学生初步运用目标语句练习介绍人物及其职业。

**环节六：I can introduce my families,their jobs and my future job.**

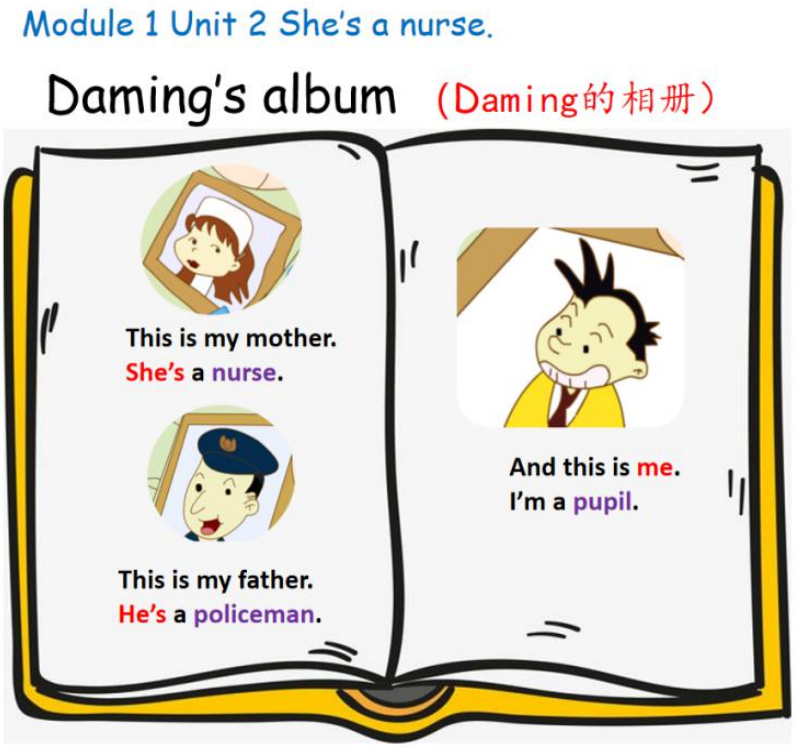
| **教的活动 6** | **学的活动 6** |
|---|---|
| 教师以自身为例，拿出自己的相册来介绍自己的家庭成员及其职业。学生们拿出相册在小组内讨论并介绍自己的家庭成员及其职业特征并与全班分享优秀介绍。<br>引导学生还可以谈谈自己的梦想展示部分职业的词汇和拓展句型：I want to be a... | 仿照 Activity 6 的内容运用相关句型:<br>This is...He's/She's a...<br>小组讨论并介绍家庭成员及其职业。<br>学生根据提供的句型和词汇谈自己的梦想：I want to be a... |

**活动意图说明**

本活动的目的是内化所学，情景交际，并引导学生了解自己周围的同伴的家庭成员的职业，增进同学之间的熟悉度，有利于友情的提升。并通过加深对自己家庭的了解，加深对自己家人的感情，让亲情得到更好体现。并且学生可以谈谈自己的梦想，课外拓展新句型，让学生收获更多。

**7.板书设计**

Daming's family:



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| **8.作业与拓展学习设计**<br>（1）Read the text 3 times. 听读课文 3 遍。<br>（2）制作手指玩偶，分别画上自己的家人头像（有职业特征），然后戴在手指上来介绍他们及其职业。 |
| **10. 教学反思与改进**<br>（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）<br><br>（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）<br><br>（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……） |

## 新标准小学英语一年级起点一年级下册 Module 1 Unit 1 第一课时作业设计

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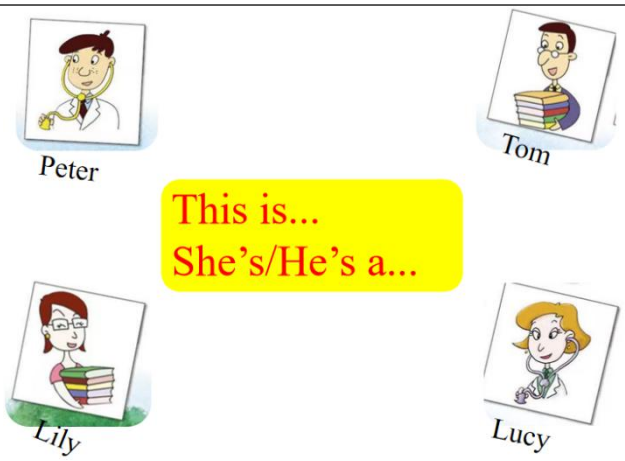
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 1 Unit 1 P2-4 | |
| 学习目标 | 1.学生能听懂、认读词汇 doctor,he,he’s=he is,she,she’s=she is 以及语句 This is … He’s/She’s a...<br>2.能听懂、会读本课课文，并理解课文大意，学生能运用所学词汇和句型介绍 Sam 的家人及其职业。<br>3.初步运用目标语句介绍自己家人的职业，使学生加深对家人的认识，加深对自己家人的感情，让亲情得到更好体现。<br>4.乐于感知并积极尝试使用英语，真诚地向朋友介绍家人，从而增进友谊，并培养自己的职业梦想。 | |
| 学习资源 | 单词卡片　PPT 课件　课文动画　点读笔　导学单 | 随堂记录 |
| 学习过程 | 一、课堂学习过程：<br>1.What are Sam and Lingling talking about? （读题口答单选） (　　)<br>A. Sam’s family　B.Lingling’s family　C.Daming’s album<br>2.阅读课文，找出 She's/He's...并下划线。<br>3.交流介绍图片上人物姓名及其职业。 | |




学生自评：☆☆☆☆☆

二、课后学习过程：

1.I can read.

Read the text 3 times .听读课文 3 遍。

2.I can match.

我能跟读 ☺

我能指读 ☺ ☺

我能背诵或表演 ☺ ☺ ☺

**He** is a **teacher**.

**She** is a **doctor**.

**She** is a **teacher**.

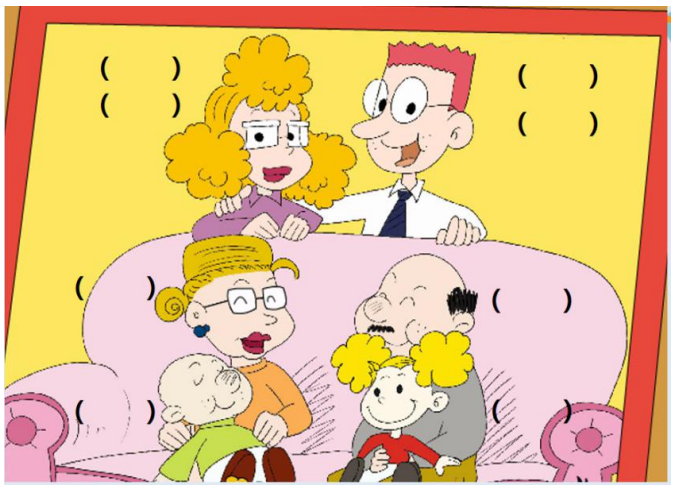
**He** is a **doctor**.

| | |
|---|---|
| 完成情况 | ☆☆☆☆☆ |
| 订正情况 | ☆☆☆☆☆ |

3.选择恰当词的序号填在括号内。假如你是 Sam,请用 This is …He's/She's a...介绍你的的家庭成员及其职业。

A.brother B.sister C.mother D.father E.grandma F.grandpa

G.teacher H.doctor




| | |
|---|---|
| 完成情况 | ☆☆☆☆☆ |
| 订正情况 | ☆☆☆☆☆ |

| | | |
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| | 4.I can make a finger puppet.<br>制作手指玩偶，分别画上自己的家人头像（有职业特征），然后戴在手指上来介绍自己的家庭成员，尝试介绍他们的职业。（完成情况：☆☆☆☆☆）<br>学生自评：☆☆☆☆☆ 教师评价：☆☆☆☆☆ | |
| 学后反思 | Now I know_____.<br>I am still confused about_____.<br><br>我在本课中的表现 not so good good wonderful<br> | |

## 新标准小学英语一年级起点一年级下册 Module 1 Unit 2 第一课时作业设计

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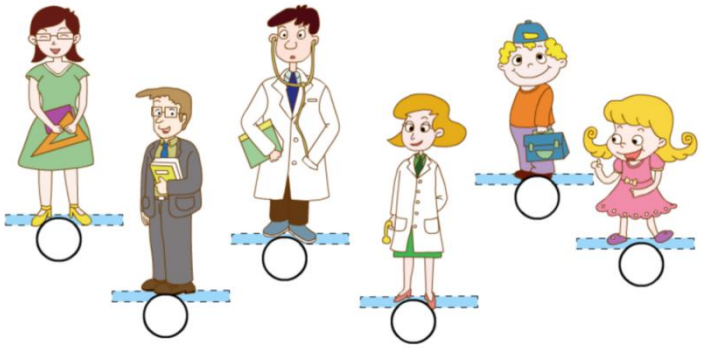
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 1 Unit 2 P5-7 | |
| 学习目标 | 1.学生能听懂、认读词汇 me,driver,nurse,policeman,pupil 以及语句 This is … He's/She's a...连线<br>2.能听懂、会读本课课文，并理解课文大意，学生能运用所学词汇和句型介绍 Lingling 和 Daming 的家人及其职业。<br>3.初步运用目标语句介绍自己家人的职业，使学生加深对家人的认识，加深对自己家人的感情，让亲情得到更好体现。<br>4.乐于感知并积极尝试使用英语，真诚地向朋友介绍家人，从而增进友谊，并培养自己的职业梦想。 | |
| 学习资源 | 单词卡片 PPT 课件 课文动画 点读笔 导学单 | 随堂记录 |
| 学习过程 | 二、课堂学习过程：<br>1.True or False.判断正误，正确的打钩，错误的打叉。<br>（1）She is a teacher. (  )<br>（2）He is a doctor. (  )<br>（3）She is a doctor. (  )<br>（4）He is a teacher. (  )<br>2.Listen and say.Who are they?What do they do?<br> <br>This is Daming's _____. This is Daming's _____. This is _____.<br>She's a _____. He's a _____. He's a _____.<br>3.Listen,number and say. | |



学生自评：☆☆☆☆☆

二、课后学习过程：

1.I can read.

Read the text 3 times.听读课文 3 遍。

我能跟读 ☺

我能指读 ☺ ☺

我能背诵或表演 ☺ ☺ ☺

2.I can listen and match. 假如你是 Daming 或者 Lingling, 请用 This is …He's/She's a...介绍你的的家庭成员及其职业。

She's a nurse.

He's a pupil.

She's a policeman.

He's a driver.

| | |
|---|---|
| 完成情况 | ☆☆☆☆☆ |
| 订正情况 | ☆☆☆☆☆ |

3.I can talk.选做题，可以根据自己情况选择（1），（2）或（3）来做。

（1）选择自己喜欢的动漫人物，用家谱图的方式画出他们的一家人，并标注好他们的职业，用本课的句型 This is …He's/She's a...来介绍他们及其职业。（完成情况：☆☆☆☆☆）

（2）把昨天所做的手指玩偶头像用家谱图的方式贴在卡纸上，并标注好你家庭成员的职业，用本课的句型 This is …He's/She's a...来介绍他们及其职业。（完成情况：☆☆☆☆☆）

（3）首先自我介绍，用上课拓展句型 I want to be a/an...来谈谈自己的梦想。

My name is...

I'm...

I want to be a/an...

（完成情况：☆☆☆☆☆）

学生自评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

| | |
|---|---|
| 学后反思 | Now I know_____.<br>I am still confused about_____. |

| | |
|---|---|
| | 我在本课中的表现 not so good good wonderful |

| 基本信息 | | | |
|---|---|---|---|
| 学　　校 | 教科院附属学校 | 执教教师 | 苏靖　雷丹　黄灵芝 |
| 学　　科 | 英语 | 学习领域/模块 | 询问及描述物品所处的位置 |
| 年　　级 | 一年级（下册） | 教科书版本及章节 | 外研版（一起点），Module2 |

| 单元整体分析 | | | |
|---|---|---|---|
| **单元学习主题** | **Position** | **课时数** | **2** |

**4. 单元课标要求**

**单元具体内容：**本单元主要是通过“where’s the bird?”这个问句带领孩子学习物体位置的常见表达，同时学习如何用句子 It’s in/on/under.....来描述物品的位置。在本单元将重点学习单词 where,where’s,in,on,under,hat,toy,bed,look at,bear. 其中 Unit1 课文情景一：魔术师表演小猫的位置，学习 in、on 的表达以及单词 bag、hat.情景二：Panpan 用“where’s the bird?”带着孩子们一起体会学习 in、on、under 的意思及用法。Unit2 课文情景是 Daming 妈妈发现大明房间凌乱不堪，用“The bear/toy car/kite is under the bed”表达了对大明斥责。该情景符合小学一年级孩子实际，来源于孩子生活便于孩子的理解，同时有助于帮助孩子们养成收纳物品的好习惯。

**单元课标要求：**

（1）能理解和运用相关语言询问并描述物品所处的位置。

（2）能根据老师的简单指令做动作、做游戏、做事情（如：贴图、连线等）。

（3）能根据听到的词语识别或指认图片或实物。

（4）能够简单的角色表演。

（5）能就图片上呈现关于具体事物的位置进行简短对话。

（6）乐于模仿，敢于表达，在小组活动中与他人合作，对英语具有一定的感知能力。

（7）能学唱简单的儿童歌曲和童谣。

（8）了解中西方魔术的异同。

**单元学习目标**

（5）通过感知课文具体情景，能听懂、准确认读单词 where,where’s,in,on,under,hat,toy,bed,look at,bear，会拼写粗黑体单词，会理解、认读目标语句 Where’s.....? It’s in/on/under.....，达到初步运用的目的。（依据课标 1，3，5）

（6） 能在课文情景中，借助录音、视频、图片及老师问题的帮助下，会听、会读并理解文

中内容, 感知如何询问某物的位置，以及如何用目标语言描述该物品的位置，并会角色扮演。（依据课标 2，4，5）

（7） 通过课文具体情景整体感知教材中人物对于具体事物的位置是如何询问的，同时，他们又是如何描述一个物品的位置的，培养日常生活中注意观察周围事物及与他人协作的良好品质。（依据课标 2，3）

（8） 通过听、读并有节奏地朗诵儿歌，以达到复习巩固及拓展如何描述物品位置，培养乐感。（依据课标 4，6）

（5）通过游戏、歌曲、个人展示或小组交流等活动方式，学会运用所学名词和目标句型 Where’s.....? It’s in/on/under.....来询问并描述物品的位置所在，培养学生的合作意识及积极参与、大胆展示的学习习惯。（依据课标 3，5，6，7）

**5. 单元评价任务**

（2）能结合课文情景，通过观看课文动画、图片和听录音，感知学习课文，能积极回答问题并流畅朗读或表演。（如:任务一，检测目标 1，2）

（2）梳理课文，提取关键信息，掌握对于具体事物的位置是如何询问的，同时，又是如何描述一个物品的位置的。（如:任务二，检测目标 3）

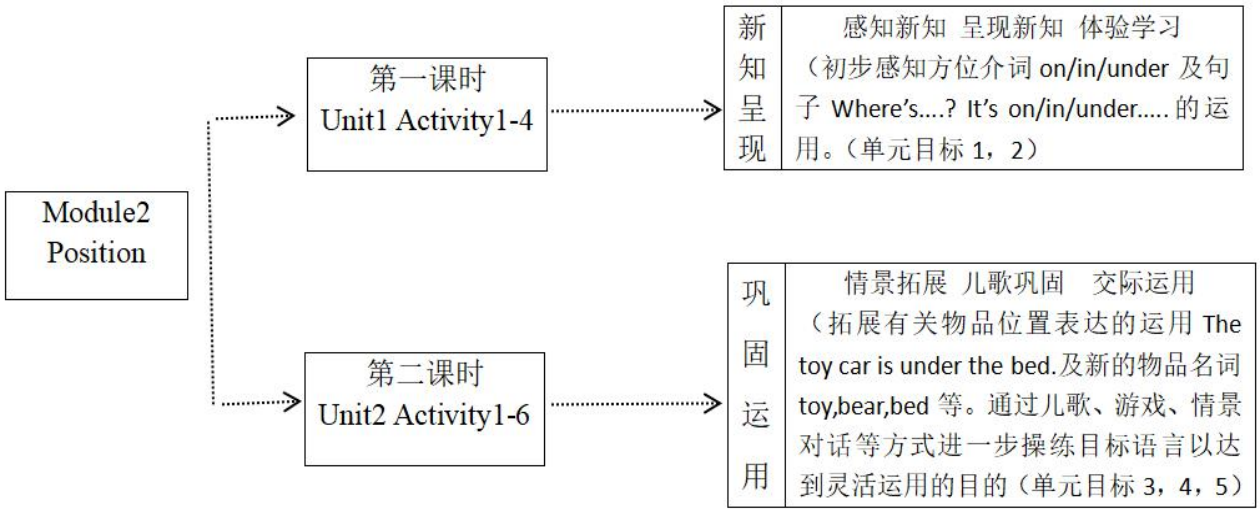
（3）能运用常见物品名词，以同伴对话和个人介绍的方式，描述物品的位置。（如:任务三、四、六、七；检测目标 3，5）

（4）能有节奏地朗诵儿歌，以达到复习巩固如何描述生活中常见物品位置的目的。（检测目标 4）

（5）录制视频介绍自己的房间物品的位置，及用所学目标语言与他人对话交流某物所在位置。（如:课后作业，检测目标 5）

**6. 单元教学结构图**

本模块的主题是 Position，询问并描述某物所处的位置，共分为两个单元，2 个课时完成。



| 课时教学设计 | |
|---|---|
| 课题 | **Module 2 Unit 1 Where's the bird?** |
| 课型 | 新授课☑　　章/单元复习课□　　专题复习课□<br>习题/试卷讲评课□　　学科实践活动课□　　其他□ |

**6. 课时目标**

（1）通过感知课文具体情景，学生能听懂、准确认读、单词 where, where's, in, on, under, hat；会理解、认读目标语句 Where's the bird? 及 It's in/on/under my hat，并能达到初步运用的目的。

（2）通过课文情景，借助录音、动画、图片及在老师问题的帮助下，学生会听、会读并理解对话内容；并模仿运用句型 Where's.....?去提问某物位置所在，并运用句型 It's in/on/under..... 来描述该物品所处的位置。

（3）能正确理解并朗读课文中的对话，在老师的引导和帮助下尝试复述课文内容。

（4）能够观察图片或实物，并用所学句型表述物品的位置。

**7. 教学内容分析**

《Module2 Unit1 Where's the bird?》是外研社出版的《新标准英语》一年级起点第二册第二模块第一单元。《新标准英语》一年级起点第二册主要包括 Jobs, Location, Animals 等十个话题，本课以 Panpan 通过魔术把小鸟变到帽子的里面、上面和下面的小情境，运用句型 Where's the bird? It's in/on/under…询问并描述物品的位置，进而让孩子们在小组活动中培养合作意识，激发学习英语的积极性。

**8. 学生学情分析**

一年级的学生对英语学习保持着较强的学习兴趣，他们接受能力、模仿能力很强，对周围事物有着强烈的新鲜感与好奇心，绝大多数孩子有强烈的求知欲和表现欲。对于这些有利于英语学习的积极因素，我们应该注意保护并科学地加以利用，使之为我们的教学服务。此外，学生在上学期已经学习过 cat/bird/bag/pencil/ruler 等词，他们基本具备本课学习可能会涉及到的词汇基础，本节课对于学生来说最难的就是 Where's.....? It's.....这两个句子的掌握及方位介词 in/on/under 的理解运用。

**9. 学习目标叙写**

（1）能听懂、准确认读、单词 where, where's, in, on, under, hat；会理解、认读目标语句 Where's the bird? 及 It's in/on/under my hat，并能达到初步运用的目的。

（2）通过课文情景，借助录音、动画、图片及在老师问题的帮助下，学生会听、会读并理解对话内容；并模仿运用句型 Where's.....?去提问某物位置所在，并运用句型 It's in/on/under..... 来描述该物品所处的位置。

（3）能听懂、会读本课课文，并理解课文大意，能初步运用目标语句描述生活中物品所处位置，养成仔细观察生活中的事物并与他人积极协作的好品质。

**10. 评价任务设计**

任务一：图文结合，歌曲助解。

任务二：图文描述，内化所学。

任务三：视听结合，理解图文。

任务四—五：小组活动，运用所学。

**Task 1 I can say and chant**

1.观察 Activity1 图片中有哪些事物及小猫的不同位置.

What can you see in the pictures?

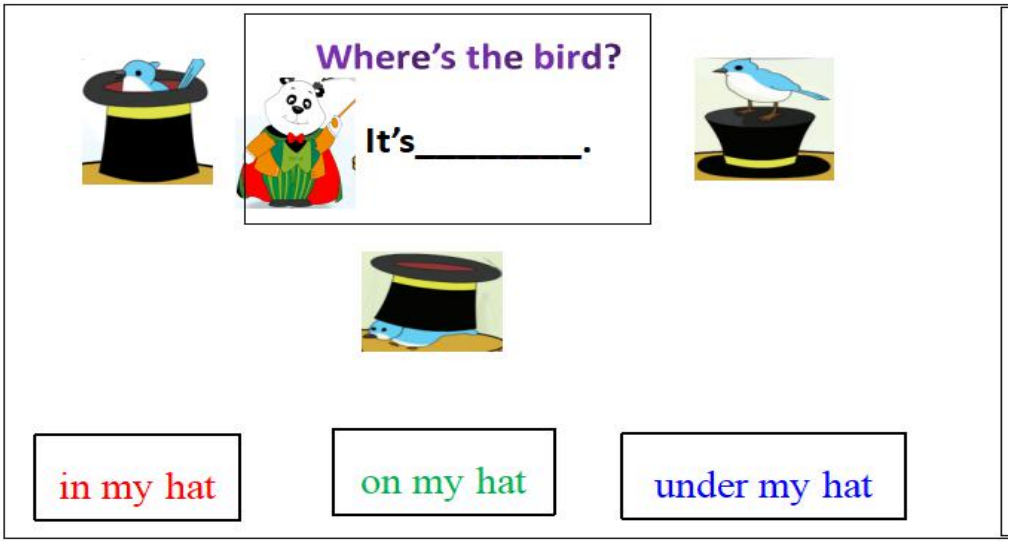
Where's the cat?

2.后跟着 Activity1 的动画学唱 chant.

**Task 2 I can listen,find and read**

1.理解并阅读课文，找出 on/in/under...并在下面画下划线。

2.识别图文信息，根据图片呈现的信息将图片与相应的短语匹配起来。




3.理解图片信息，并重点关注词汇 on, in, under, 及句型 Where's the bird? It's.....

学生自评：☆☆☆☆☆

**Task 3 I can listen and say**

Where's the cat? It's in/on/under the box 听一听并跟着说一说 Activity 3 中的相关内容。

学生自评：☆☆☆☆☆

同伴互评：☆☆☆☆☆

**Task 4 I can talk**

Work in groups，introduce where your stationery is to your desk mates.

Where's your pencil/eraser.....?

It's in/on/under my.....

同伴互评：☆☆☆☆☆ 教师评价：☆☆☆☆☆

**Task5 I can play**

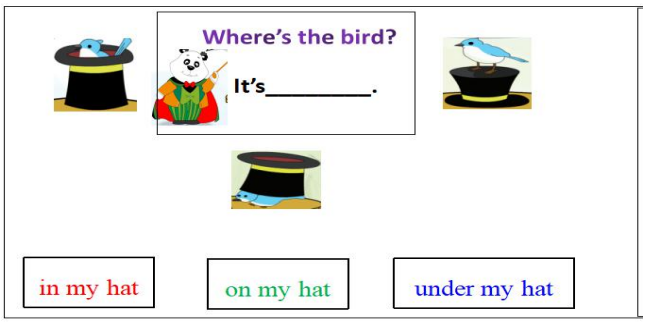
根据老师提供的线索，寻找礼物。老师用句子 It's on/in/under.....请学生根据线索提供的位置去寻找。

后学生小组活动，两位学生一组，一位同学藏小礼物，并提供线索，另外一位同学猜，后再角色互换。

**6.学习活动设计**

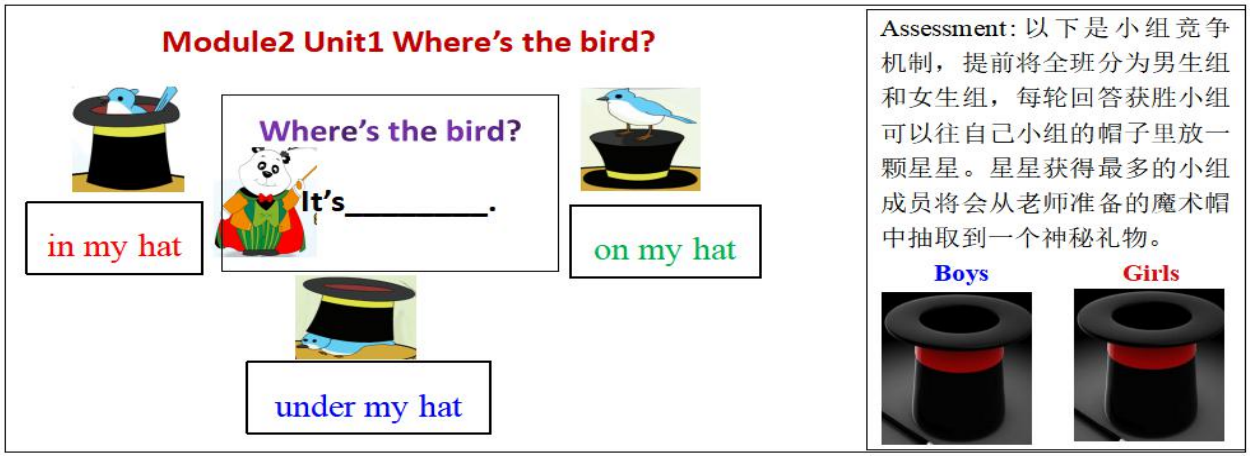
| 教师活动 | 学生活动 |
| --- | --- |

| 环节一：Lead in | |
|---|---|
| **教师活动 1**<br>学习新歌曲 “on, in, under,by”. 老师教歌曲的同时手上做动作，学生跟着做。让学生通过看听说做的方式感知这几个介词的意思并尝试学习它们的发音。 | **学生活动 1**<br>学生跟唱歌曲“on, in, under,by”并做手部动作感知 on/in/under 的意思。 |
| **活动意图说明：**<br>通过唱英语歌 “on, in, under,by”并配合做动作，既拉近了师生的心理距离，也调动了学习氛围，最重要的是帮助学生更好的感知了这几个词的意思，为接下来的教学做好了铺垫。 | |
| **环节二：I can look and say** | |
| **教师活动 2**<br>歌曲学习后，在学生大概感知了介词 on/in/ under 的意思的情况下，请学生观察教材活动 1 的图片，说一说里面都有些什么？猜猜这位魔术师和小朋友给大家带来了一个什么样的魔术。 | **学生活动 2**<br>问题 1:What can you see in the pictures?<br>学生观察活动 1 的图片并描述他们所看到的事物。<br>问题 2:Where’s the cat?<br>学生根据图片内容，用所学的 in/on/under 来描述。<br>问题 3：What does the magician say?<br>学生观看活动 1 的动画，跟着动画一起学习新的 chant。 |
| **活动意图说明：**<br>再通过观看图片，描述图片，最后学唱 chant 带领学生进入课文情景在情景中感知方位介词的意思及用法。 | |
| **环节三：I can listen,find and read** | |
| **教师活动 3**<br>老师说明Panpan今天也变成了一位魔术师，要来为大家变魔术，让学生明确情景。请学生逐一观察图片，猜猜 Panpan 把小鸟变到了哪里去。观看动画，设置问题检查学生的理解程度。通过 Where’s the bird?来提问，培养学生获取信息的能力。在理解课文内容的基础上，关注本课时重点词汇 on/in/under，老师检查孩子能否正 | **学生活动 3**<br>先一幅图一幅图猜测鸟儿所处的不同位置，后观看的同时听录音，后回答 Where’s the bird?，再观看动画并跟读，后自己指读课文，最后找出 on/in/under 并在下面划线。<br>问题 1：Where’s the bird?<br>学生用根据动画信息在老师的引导下逐一用本课目标句 It’s in/on/under my hat.回答。<br>识别图文信息，根据图片呈现的信息将图 |

| | |
|---|---|
| 确找出这几个介词。<br>识别图文信息，根据图片呈现的信息，帮助学生理解信息并梳理课文，进一步听懂、准确认读单词 on/in/under;以及句型 Where's the bird? It's on/in/under my hat. | 片与相应的短语匹配起来。<br>  <br><br>指读上图中的信息，并重点关注目标语言 Where's the bird? It's on/in/under my hat。 |
| **活动意图说明**<br>通过介绍 Panpan 的魔术师身份让学生进入课文情景，观察图片让学生猜测鸟儿所处的位置，激发学生兴趣，再通过观看动画，进行图词对应，感知并理解 Where's the bird?及 in/on/under 的意思。跟着录音阅读课文可以纠正学生的发音，指读更是帮助学生更好地图文对应，获取信息。本课时语言功能重点是用句型 where's.....? It's on/in/under 来描述物品所处的位置，划出 on/in/under 关键词，意在让学生感知重点，培养学生对语言的感知力和理解力，划出关键词更有利于学生找到关键信息，并为下一步运用做好铺垫。<br>最后的匹配题是进一步检测学生对于目标语言的掌握的准确程度，帮助学生理解和掌握本课的新单词 on/in/under 并进一步加深巩固目标语言的重难点。 | |
| **环节四：I can listen and say** | |
| **教的活动 4**<br>Where's the cat?<br>It's in/on/under the box.<br>用 Where's the cat? 提问的方式询问小猫所处的箱子的不同位置并用句型 It's in/on/under the box. 来予以回答。完成 Activity 3 Listen and say 的相关内容。 | **学的活动 4**<br>听一听并跟着说一说 Activity 3 中的相关内容。 |
| **活动意图说明**<br>通过看图回答问题，听一听并说一说，再次操练课文中的重点目标句型。 | |
| **环节五：I can talk** | |
| **教的活动 5**<br>请学生仿照 Activity 4 的内容，拿出自己的文具并把文具摆放到书或者其他物品的不同位置，后同桌用句型 Where's .....? | **学的活动 5**<br>运用相关句型<br>Where's the.....? |

| | |
|---|---|
| 询问对方文具所处的位置，另一方需要用 It’s in/on/under .....予以回答。 | It’s on/in/under my/the..... |
| **活动意图说明**<br>本活动的目的是内化所学，情景交际，引导学生观察周围的事物并学会与他人协作。 | |
| **环节六：I can play** | |
| **教的活动 6**<br>老师把一些小礼物放在教室的不同位置，比如书里，书包里，桌子下，桌子里，椅子下面的等地方，然后老师用英语描述：It’s yellow.It’s under your desk,然后请学生跟老师提供的线索寻找礼物。<br>学生两人一组，一人把小礼物藏起来，然后说 It's in/on/under.....,另外一位同学根据线索寻找。 | **学的活动 6**<br>学生根据老师提供的线索，在对应的位置去寻找礼物。<br>同桌之间互动游戏，根据线索寻找礼物。 |
| **活动意图说明** | |
| 本环节是通过游戏的方式让学生进一步操练运用本课目标语言，以达到熟练掌握目标语言，养成与他人协作的良好习惯。 | |

**7. 板书设计**




**8.作业与拓展学习设计**

（1）Read the text 3 times. 听读课文 3 遍。

（2）Introduce where..... is. 学生自己设置一个场景，将自己的物品放在不同的位置，然后向家人介绍自己的物品所在，或者与家人以问答的方式互动练习本课目标句 Where’s the.....? It’s on/in/under my/the.....

**11. 教学反思与改进**

（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……）

## 课时教学设计

| 课题 | **Module2 Unit2 The toy car is under the bed.** |
|---|---|
| 课型 | 新授课☑　　章/单元复习课□　　专题复习课□<br>习题/试卷讲评课□　　学科实践活动课□　　其他□ |

**1.课时目标**

（1）通过感知课文具体情景，使学生听懂、准确认读、单词 toy,bed,look at,bear；会运用句型 Where's.....?去提问某物位置所在，并运用句型 It's in/on/under.....来描述该物品所处的位置。

（2）通过本课课文情景，借助录音、动画、图片及在老师问题的帮助下，学生会听、会读并理解对话内容；并模仿运用句型目标语句 The toy car is under the bed.

（3）通过够观察图片或实物，并用所学句型说清楚物品的位置，培养学生养成收拾整理自己房间的良好习惯。

**2.教学内容分析**

《Module2 Unit2 The toy car is under the bed.》本单元是修订版《英语》（新标准）（一年级起点）一年级下册第二模块第二单元。第二模块的教学内容是说明物体的位置。其中，第一单元通过观察鸟儿在帽子中所处的不同位置来学习感知：in/on/under 这几个词的区别。第二单元则在此基础上，让学生学会运用 The toy car is under the bed. 这类语句说明事物的位置。与第一单元相比，第二单元更加侧重培养学生运用语言的实际能力。

**3.学生学情分析**

经过本模块第一单元的学习，学生们对表示位置的 in/on/under 已经有了较好的掌握，为本单元的学习奠定了较好的基础。教师可以一如既往地通过教学游戏的设计与实施，调动学生英语学习的积极性，增强学生的学习效果。

**4.学习目标叙写**

（1）学生能听懂、准确认读、单词 toy,bed,look at,bear；能模仿运用句型 Where's.....?去提问

某物位置所在，并运用句型 It’s in/on/under.....来描述该物品所处的位置；能模仿运用句型 The toy car is under the bed.来描述物品的位置。

（2）通过本课课文情景，借助录音、动画、图片及在老师问题的帮助下，学生会听、会读并理解对话内容；并模仿运用句型目标语句 The toy car is under the bed.

（3）养成仔细观察生活中的事物并与他人积极协作的好品质，培养学生养成收拾整理自己房间的良好习惯。

**5.评价任务设计**

任务一：图文解码，听力理解。

任务二：阅读梳理，思维拓展。

任务三：听力比拼，检验所学。

任务四—六：练习活动，运用所学。

**Task 1 I can listen and say**

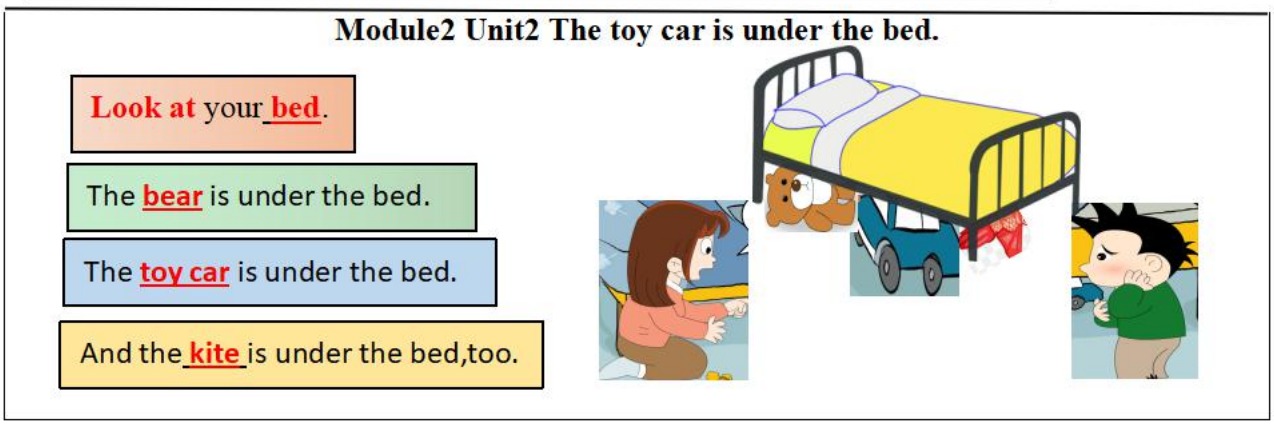
观察图片，再观看动画回答以下问题：

1.What can you see in the pictures?

2.Where’s the bear?

3.Where’s the toy car?

4.Where’s the kite?




弄清楚以上问题后，引导学生思考：

1.Is Daming’s mother happy?

2.Why?

3.If you were Daming, what would you do?

学生自评：☆☆☆☆☆

**Task 2 I can read and act**

1. 跟录音阅读课文，注意语音、语调、语气。

2.分角色朗读。

3.两人一组，分角色朗读，后请同学上台展示成果。

学生自评：☆☆☆☆☆

**Task 3 I can listen and match**

| |
|---|
| Where’s the pen? It’s under the chair. 听一听，根据听到的内容连一连教材 Activity 3 中的相关内容。 |
| 同伴互评：☆☆☆☆☆ |
| **Task4 I can chant** |
| 1.关注单词 hat,hand,head. |
| 2.Where’s the hat? |
| 3.Where’s the hat? |
| 4.跟着录音一起吟唱，边唱边做动作。 |
| 同伴互评：☆☆☆☆☆ 教师评价：☆☆☆☆☆ |
| **Task 5 I can look and guess** |
| 根据 Activity5 的活动，运用句型 It's under..... Is it a.....? Yes, it is. No, it isn’t.猜一猜。 |
| **Task6 I can look and say** |
| 运用句型 The bear is on the bed..../The cat is under the desk/.....描述 Activity6 的图片内容。 |

## 新标准小学英语一年级起点一年级下册 Module 2 Unit 1 第一课时作业设计

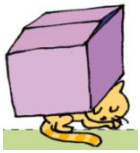
| | | |
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 2 Unit 1 P8-10 | |
| 学习目标 | 1. 学生能听懂、准确认读、单词 where, where’s, in, on, under, hat；会理解、认读目标语句 Where’s the bird? 及 It’s in/on/under my hat，并能达到初步运用的目的。<br>2.通过课文情景，借助录音、动画、图片及在老师问题的帮助下，学生会听、会读并理解对话内容；并模仿运用句型 Where’s.....?去提问某物位置所在，并运用句型 It’s in/on/under.....来描述该物品所处的位置。<br>3.学生能听懂、会读本课课文，并理解课文大意，能初步运用目标语句描述生活中物品所处位置，养成仔细观察生活中的事物并与他人积极协作的好品质。 | |
| 学习资源 | 单词卡片 PPT 课件 课文动画 点读笔 导学单 | 随堂记录 |
| 学习过程 | 一 课堂学习过程：<br>1. Listen and choose<br>( )（1）A. B. <br>( )（2）A. B. <br>( )（3）A. B. | |

2. Look,match and read.

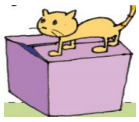
in my hat　　on my hat　　under my hat

3.True or False(√ or ×)

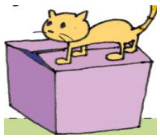
(　) (1)Where's the cat?　-- It's under the box.



(　) (2) Where's the cat? -- It's in the box.



(　)(3)Where's the cat? -- It's on the box.



二、课后学习过程：

1. I can read.

Read the text 3 times.听读课文 3 遍。

2.I can read and choose.

(　) (1) The book is in my bag.

A. 　B.

(　) (2) Where's the cat?　--It's under the tree.

A. 　B.

(　)(3) The cat is on the desk.

A. 　B.

我能跟读 ☺

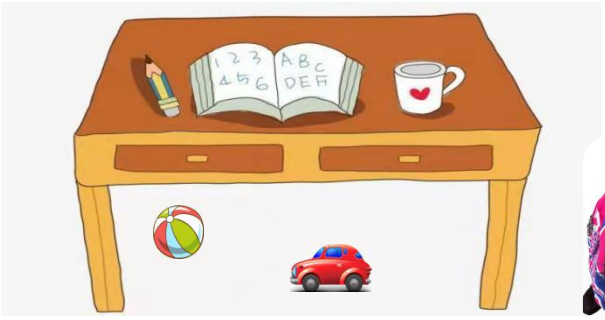
我能指读 ☺ ☺

我能背诵或表演 ☺ ☺ ☺

| | |
|---|---|
| 完成情况 | ☆☆☆☆☆ |
| 订正情况 | ☆☆☆☆☆ |

3.I can talk.（以下两题任选一题完成）

（1）用学过的句型 Where's the.....? It's on/in/under my/the..... 向家人介绍以下图片中的事物位置。

| | | |
|---|---|---|
| |  <br>（2） 学生自己设置一个场景，将自己的物品放在不同的位置，然后向家人介绍自己的物品所在，或者与家人以问答的方式互动练习本课目标句 Where’s the.....? It’s on/in/under my/the.....<br>（完成情况：☆☆☆☆☆）<br>学生自评：☆☆☆☆☆ 教师评价：☆☆☆☆☆ | |
| 学后<br><br>反思 | Now I know_____.<br>I am still confused about_____.<br><br>我在本课中的表现 not so good good wonderful | |

## 新标准小学英语一年级起点一年级下册 Module 2 Unit 2 第一课时作业设计

| | | |
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 2 Unit2 P11-13 | |
| 学习<br><br>目标 | 1.学生能听懂、准确认读、单词 toy,bed,look at,bear。<br>2.学生能模仿运用句型 Where’s.....?去提问某物位置所在，并运用句型 It’s in/on/under.....来描述该物品所处的位置；能模仿运用句型 The toy car is under the bed. 来描述物品的位置。<br>3.学生能听懂、会读本课课文，并理解课文大意，能初步运用目标语句描述生活中物品所处位置，养成仔细观察生活中的事物并与他人积极协作的好品质，学会自己收拾整理自己的房间。 | |
| 学习资源 | 单词卡片 PPT 课件 课文动画 点读笔 导学单 | 随堂记录 |
| | 1.课堂学习过程：<br>1.Listen and number。（听一听，根据听到的顺序为图片排出正确的序号。）<br> <br>( ) ( ) ( ) ( ) ( )<br>2.Look, choose and read.(看图，根据图片信息，把下面①②③中正确的 | |

学习过程

单词序号填在横线上，然后读一读。）

Look at your _____. The _____ is _____ the bed. The _____ is _____ the bed.

And the _____ is _____ the bed, too.

①under　　②in　　③on

二.课后学习过程：

1.I can read.

Read the text 3 times.听读课文 3 遍。

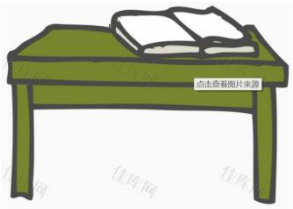
我能跟读 ☺

我能指读 ☺☺

我能背诵或表演 ☺☺☺

2.True or False(√ or ×)

(1)The book is under the desk. (　)　　(2)The cat is under the bed. (　)



(3)The toy bear is on the bed. (　)　　(4) The cat is in the box. (　)

| | |
|---|---|
| 完成情况 | ☆☆☆☆☆ |
| 订正情况 | ☆☆☆☆☆ |

3.I can talk.

录制一段视频，介绍自己的房间，运用本课目标句型：The toy car is under the bed.描述自己房间的物品摆放。

（完成情况：☆☆☆☆☆）

学生自评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

学后反思

Now I know_____.

I am still confused about_____.

我在本课中的表现　not so good　　good　　wonderful

| 基本信息 | | | |
|---|---|---|---|
| 学　　校 | 怡心第二实验学校 | 执教教师 | 苏靖　　黄灵芝　　雷丹 |
| 学　　科 | 英语 | 学习领域/模块 | 确定具体事物的位置和对具体事物的数量进行提问 |
| 年　　级 | 一年级（下册） | 教科书版本及章节 | 外研版（一起点），Module3 |

| 单元整体分析 | | | |
|---|---|---|---|
| 单元学习主题 | 具体事物的位置和数量进行问答 | 课时数 | 2 |

**1．单元课标要求**

单元具体内容：本单元主题是确定具体事物的位置和询问具体事物的数量，学生能理解并运用词汇：eleven, twelve, know, other, how many 等和句型：Where's the orange cat？ Is it ….? Yes, it is.来描述具体事物的位置，以及 How many …？ 来询问具体事物的数量；能够用“ (number) (color)…”去描述物品。通过本单元的学习询问、确认具体事物的位置和描述具体事物的数量，培养学生善于观察和发现、好问的品质，培养学生乐于交流，学会与他人合作，乐于感知并积极尝试使用英语的意识。

① 能根据听到的词句识别或指认片或实物。
② 能根据老师的简单指令做动作、做游戏、做事情（如涂颜色、连线）。
③ 能够进行简单的角色表演。
④ 能唱简单的英文歌曲，说简单的英语歌谣。
⑤ 能在图片的帮助下听懂和读懂简单的小故事。
⑥ 能交流简单的个人信息，表达简单的感觉和情感。
⑦ 在学习中乐于模仿，敢于表达，对英语具有一定的感知能力。

**2．单元学习目标**

(1) 通过感知课文具体情景，能听懂、准确认读单词 eleven, twelve, know, other, how many, 能够理解、认读目标语句 Where's the orange cat ? Is it ….? Yes, it is. / How many green birds? 达到初步运用的目的。（依据课标 1，5）

(2)能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容询问、确认具体物品对具体事物的数量的提问，并进行角色扮演。（依据课标 2，3，5）

(3)通过课文具体情景整体感知教材中对于具体事物的位置的描述和具体事物的数量进行提问，从而进一步强化对英语的兴趣，乐于与他人交流关于具体事物的位置和数量的信息。（依据课标 2，7）

(4)通过听、读并有节奏地朗诵儿歌，以达到复习巩固及拓展如何描述具体事物的位置和对具体事物的数量的提问的目的，培养乐感。（依据课标 4）

(5)通过游戏个人展示或小组交流等活动方式，学会运用所学颜色和数量词汇和目标句型 Where's the orange cat ? Is it ….? Yes, it is. / How many green birds?来描述具体事物的位置和具体数量的信息，并进一步熟悉和巩固颜色、数量等词汇，培养学生善于观察和发现、好问的品质，培养学生乐于交流，学会与他人合作，乐于感知并积极尝试使用英语的意识。（依据课标 3，6，7）

**3．单元评价任务**

(1)结合课文情景，通过观看课文动画、图片和听录音，感知学习课文，能积极回答问题并流畅朗读或表演。（如:任务一，检测目标 1，2）

(2)梳理课文，提取关键信息，确定具体事物的位置和具体事物的数量的信息。（如:任务二，检测目标 3）

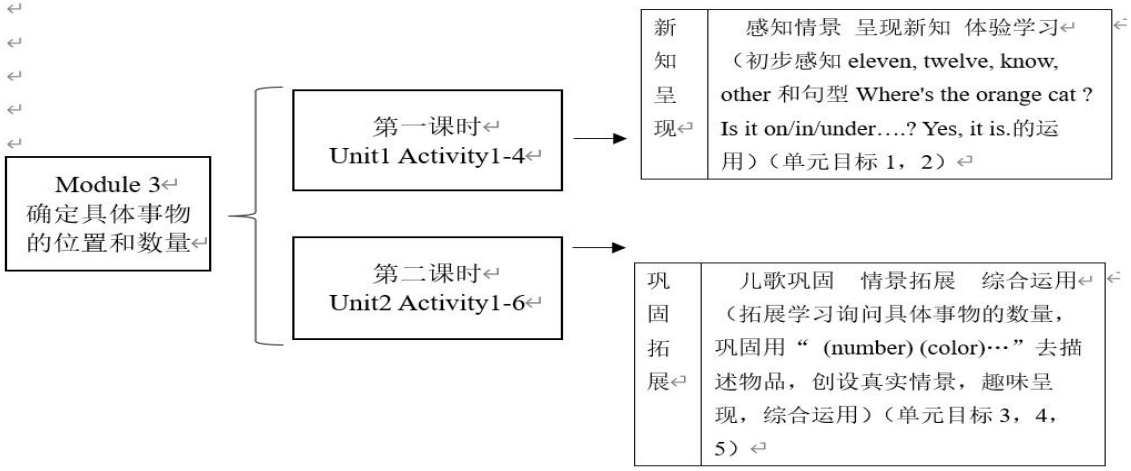
(3)运用颜色类和数量类的词汇,以同伴对话和个人介绍的方式，确定具体事物的位置和描述具体事物的数量。（如:任务四、五；检测目标 3，5）

(4)有节奏地朗诵儿歌，以达到复习巩固及拓展确定某具体事物的位置和对具体事物的数量进行描述的目的。（检测目标 4）

(5)动手制作英语画，较为流畅地与同学交流。（如:课后作业，检测目标 5）、

**4．单元教学结构图**

本模块的主题是确定具体事物的位置和对具体事物的数量表达，共分为两个单元，2 个课时完成。




| 课时教学设计 | |
|---|---|
| 课题 | **Module 3 Unit 1 Where's the orange cat?** |
| 课型 | 新授课☑ 章/单元复习课□ 专题复习课□<br>习题/试卷讲评课□ 学科实践活动课□ 其他□ |

**11. 课时目标**

（1）通过感知课文具体情景，学生能听懂、准确认读、单词 eleven, twelve, other, know; 会理解、认读目标语句 Where's the orange cat ? Is it on/in/under….? Yes, it is. / I don’t know.达到初步运用的目的。

（2）能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容；并模仿运用句型 Where's the orange cat ? Is it on/in/under….? Yes, it is. / I don’t know. 来描述具体事物的位置。

(3)通过两人一组对话描述具体事物的位置等活动方式，巩固拓展本课的目标语言，培养学生善于发现和观察、好问的品质，培养学生乐于交流、分享，学会与他人合作，乐于感知并积极尝试使用英语。

**12. 教学内容分析**

本课是《新标准英语》一起一年级下册 Module3 Unit1。学习内容是 Daming 邀请 Amy 来到他的房间看他家可爱的小猫，可爱的小猫正在床上休息，他们清点了小猫的数量一共有 12 只小猫，但是接着发现少了一只橘色的小猫，于是他俩开始了“寻猫记”，他们在床下发现在这只橘色的小猫，但是小猫活泼好动，一转眼其它的小猫就没有了，于是又开始了满屋寻猫。通过本课的学习，更加熟练掌握如何询问和确定具体事物的位置。

**13. 学生学情分析**

学生通过一学期的英语学习，一年级小学生对英语学习建立了起了学习兴趣，有一定的英语语言基础，他们接受能力、模仿能力很强，对周围事物有着强烈的新鲜感与好奇心，绝大多数孩子有强烈的求知欲和表现欲。对于这些有利于英语学习的积极因素，我们应该注意保护并科学地加以利用，使之为我们的教学服务顺利开展提供有利条件。因此，在教学过程中，我们应当尽可能为孩子创设轻松的情境，让他们去感受身边的事物，使课堂更富童趣，

并创造一切条件让学生敢于展示自己。

本课主要是学习询问和确定具体事物的位置，而在本册的第二模块学习了对事物的位置询问和描述，从而为本模块知识进一步学习和巩固打下了基础，在此基础上，本课使学生熟练描述具体事物的位置，培养学生善于发现和观察、好问的品质，乐于与他人交流和分享，乐于开口说英语的品质。

**14. 学习目标叙写**

(1)能听懂和认读会理解、认读单词 eleven, twelve, other, know;会理解、认读目标语句 Where's the orange cat ? Is it on/in/under…? Yes, it is./ I don’t know.

(2)能运用 Where's the orange cat ? Is it on/in/under….? Yes, it is./ I don’t know.来确定具体事物的位置。

(3)能听懂、会读本课课文，并理解课文大意，初步运用目标语句确定具体事物的具体位置，从而乐于与他人分享和交流的品质。

**15. 评价任务设计**

任务一、图文解码，听力助解。

任务二、梳理课文，提取信息。

任务三、图文描述，内化所学。

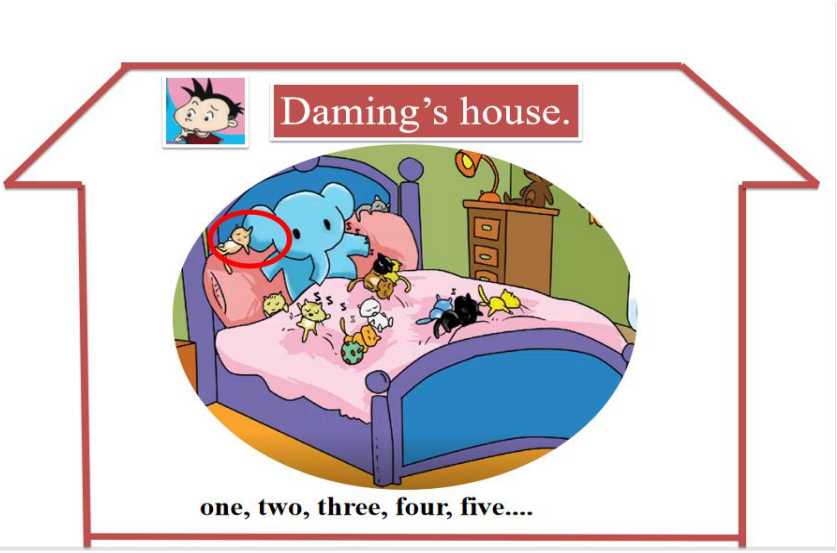
任务四—五、活动激趣，运用所学。

**Task 1 I can find and count**

1.听录音，整体听课文，寻找并感知课文中 Where’s...的重点句并下划线。

2.识别重要信息，数一数，圈一圈，正确理解文本大意。

How many cats? Count and circle the cats in the




picture.

3.重点关注词汇 eleven, twelve, where’s…

学生自评：☆☆☆☆☆

**Task 2 I can say**

准备几组图片，让学生以两两合作方式，运用句型 Where is the …? Is it on/ in/ under…? 去描述图片，最终确定图片物品的正确位置。

学生自评：☆☆☆☆☆

**Task 3 I can guess**

准备放在不同的地方学习用具卡片，让一位学生不看，运用句型 Where is the …? Is it on/ in/ uder…?.去猜猜每样物品在什么地方，然后其他同学用 Yes, it is./ No, it isn’t.作回答，从而最终来确定具体事物的位置。

同伴互评：☆☆☆☆☆

**Task 4　I can play**

听音做动作:Put your book on your desk. Put your pencil in the pencil-box. Put your ruler under your chair….（利用游戏，强化理解方位词 in on under）

同伴互评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

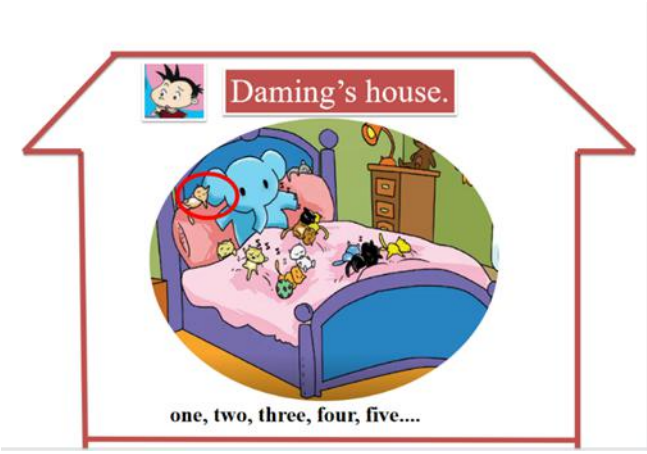
**6.学习活动设计**

| 教师活动 | 学生活动 |
|---|---|
| **环节一：Lead in** | |
| **教师活动 1**<br>呈现可爱的猫咪，由老师自己的真实生活情境引入，激起学生深厚的兴趣，为后面新课作铺垫。<br>联系一年级下册 M2 的内容，呈现一组图片，引入讨论“猫的位置”，复习旧知，引导学生用已学句型描述图片内容。<br>呈现课文情境，小老鼠害怕猫，老鼠途经三只猫咪家门口有些胆怯和慌张，想知道猫是否在家。<br>教师设置游戏环节 Let’s play and guess，制作课文预备部分中的三个颜色的房子道具（房子背面贴上猫的图片），运用句型“Where ’s the orange cat?，Where ’s the black cat?，Where ’s the white cat?”让学生猜一猜、玩一玩三只小猫在不在家，从而达到学习文本的目的。 | **学生活动 1**<br>问题 1: Do you have pets? Look, this is my pet cat.<br>图片引入可爱的猫咪<br>问题 2: Where is the cat?<br>图片引入，复习上模块所学知识，巩固对事物位置表达。<br>问题 3:Look, what can you see ?<br>引入预备部分图片，学生看图、识图，了解故事情景。<br>Let’s play and guess:<br>Where ’s the orange cat?<br>Where ’s the black cat?<br>Where ’s the white cat? |
| **活动意图说明：**<br>通过创设情境，回顾旧知，激起学生兴趣， 为新知引入作铺垫。 | |
| **环节二：I can listen，point and find.** | |
| **教师活动 2**<br>播放录音，学生寻找并感知课文中 Where’s...的重点句并下划线。<br>逐图呈现，呈现场景图片，说明 Daming 带 Amy 来到他的房间看他家可爱的小猫，让学生明确情景。<br>逐图呈现，观察图片，让孩子回答猫的位置巩固旧知。<br>房间中有多少只小猫呢？教师引导学生通过数一数，圈一圈的方式，找出答案，然后进行图文结合，掌握目标语言 eleven , twelve。<br>桔黄色的小猫去哪里了，老师呈现图片，并输入目标语言，Is it on/ in/under…? 老师检查孩子能否正确确 | **学生活动 2**<br>整体听录音，寻找并感知课文中 Where’s... 的重点句并下划线。<br>问题 1：Look, who are they? Where are they?<br>逐图学习，学生明确故事的情景。<br>问题 2: Where are the cats?<br>逐图学习， 学生识图，回顾旧知，描述猫所在的位置。<br>问题 3: How many cats? Count and circle the cats in the picture.<br>逐图学习，老师带领学生通过数一数，圈一圈的方式，建构目标语言，在此过程中，从而成功输出目标语言 eleven , twelve。 |

定具体事物的位置信息。

图文解码，锁定重点信息，同时帮助学生理解并梳理课文，进一步听懂、准确认读单词 eleven, twelve，以及句型 Is it on/in/under…?

教师通过巧搭支架，问题串设置，问题层层递进，引导学生看图、识图、解图，训练学生观察能力，培养学生提取信息的能力，帮助学生理解文本大意。




问题 4: Where is the orange cat?

逐图学习，学生听录音，识图并回答，获取信息，在此过程中建构目标语言，Is it on/ in/ under ….? Yes, it is.进一步掌握确定具体事物的位置的句型表达，在问题过中，输出目标语言。

问题 5：Where are the other cats?

逐图学习，学生看图，并尝试输出目标语言。

**活动意图说明：**

通过 Daming 带领 Amy 去房间看小猫，展开了室内“寻猫记”的情景，明确了故事发生的情景，激发了学生学习兴趣，通过教师“问题串”设置，巧搭语言支架，引导学生通过识图、猜图，理解文本大意，再通过观看课文动画和听音，进行图文结合和对应，从而更好地理解 eleven, twelve, other, know 等词汇；以及目标语句 Where's the orange cat ? Is it on/in/under….? Yes, it is./ I don't know. 的具体用法，感知对具体事物的数量提问和对具体事物的位置的确定的表达。培养学生课文分析能力的同时进一步感知和理解目标语言，并为下一步运用做好铺垫。

**环节三：I can say.**

| 教师活动 3 | 学生活动 3 |
| --- | --- |
| 准备几组图片，让学生以两两合作方式，运用句型 Where is the …? Is it on/ in/ uder…?去描述图片，最终确定图片物品的正确位置，从而达到对目标语言进一步练习和巩固的目的。 | Pair work: 学生观察 图片并运用 Where is the …? Is it on/ in/ uder…?去描述图片，练习和巩固输出目标语言。 |

**活动意图说明**

本活动引导学生初步运用目标语句描述图片物品正确的位置，从而掌握练习和巩固如何描述和确定具体事物的位置。

**环节四：I can guess.**

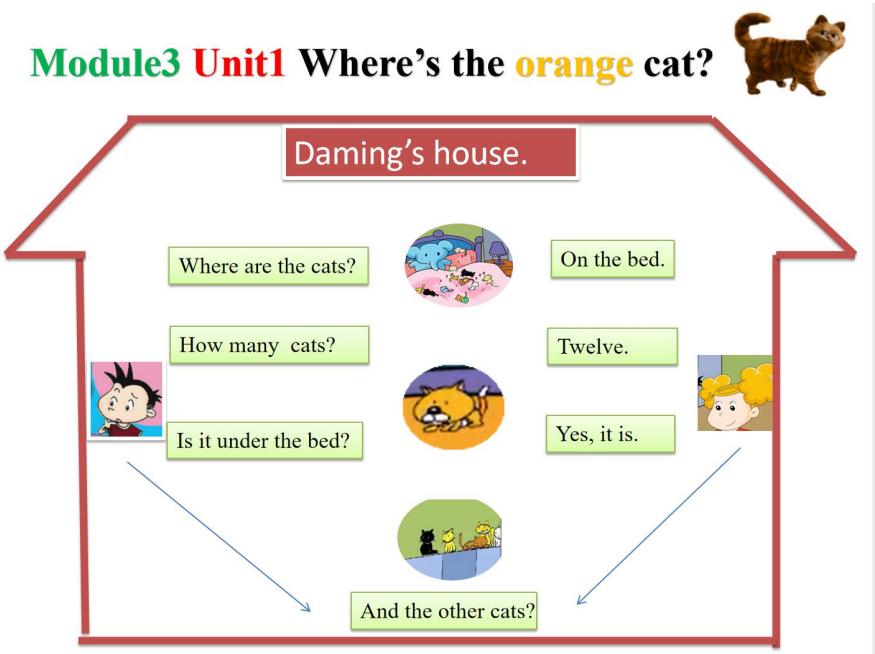
| 教的活动 4 | 学的活动 4 |
| --- | --- |
| 玩猜一猜的游戏：准备放在不同的地方学习用具，让一位学生不看，运用句型 Where is the …? Is it on/ in/ uder…?.去猜猜每样物品在什么地方，然后其他同学用 Yes, it is./ No, it isn't 作回答，从而最终来确定具体事物的位置。 | 由描述图片上的物品位置升华到生活中具体实物，将书本所学应用到具体生活的情景中。 |

**活动意图说明**

本活动引导学生初步运用目标语句描述图片物品正确的位置，以及由描述图片升华到生活中具体实在的物品。

| 环节五：I can play. | |
|---|---|
| **教的活动 5**<br>设置动起来的活动，体验感进一步升级，引导学生从口上说到行动上协调一致。听音做动作:Put your book on your desk. Put your pencil in the pencil-box. Put your ruler under your chair….（利用游戏，强化理解方位词 in on under） | **学的活动 5**<br>学生听音做动作，从而熟练运用了方位词 on/in/under。 |
| **活动意图说明**<br>本活动的目的是内化所学，多感官参与，手脑并用，从而达到“用英语做事情”的目的。 | |

**7.板书设计**




**8.作业与拓展学习设计**

1. Read the text 3 times. 听读课文 3 遍。
2. I can read and choose.读一读，选一选。
3.I can talk.我会说

观察图片，运用下面句型，说一说物品的具体位置，并展示给家人看。

A: Where is the bear? Is it on the bed?

B: Yes, it is.

**12. 教学反思与改进**

（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……

| 课时教学设计 | |
|---|---|
| 课题 | **Module 3 Unit 2　How many green birds?** |
| 课型 | 新授课☑　　章/单元复习课☐　　专题复习课□<br>习题/试卷讲评课□　　学科实践活动课□　　其他☐ |

**16. 课时目标**

(1)通过感知课文具体情景，学生能听懂、准确认读单词 fish, tree, let's；会理解、认读目标语句 How many …..? 达到初步运用的目的。

(2)能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容；并模仿运用句型 How many …? 来询问具体事物的数量；能够用“ (number) (color)…”去描述物品的数量。

(3)通过对具体事物的数量询问和用“ (number) (color)…”去描述物品的数量拓展学习，培养学生善于观察和发现、好问的品质，培养学生学会与他人合作，乐于交流，乐于感知并积极尝试使用英语的意识。

**17. 教学内容分析**

本课是《新标准英语》一起一年级下册 Module3 Unit 2。本课的教学内容是通过“看鸟、数鸟”的故事情景，学习询问具体事物的数量和“ (number) (color)…”去描述物品的数量。其中，第一单元学习询问和确定具体事物的位置，以及学习关于 eleven/twelve 数字，第二单元则在此基础上，让学生更进一步学习询问具体事物的数量，练习和巩固数字、颜色来描述具体事物，与第一单元相比，第二单元更加侧重培养学生运用语言的实际能力。

**18. 学生学情分析**

学生通过一学期的英语学习，一年级小学生对英语学习建立了起了学习兴趣，有一定的英语语言基础，他们接受能力、模仿能力很强，对周围事物有着强烈的新鲜感与好奇心，绝大多数孩子有强烈的求知欲和表现欲。对于这些有利于英语学习的积极因素，我们应该注意保护并科学地加以利用，使之为我们的教学服务顺利开展提供有利条件。因此，在教学过程中，我们应当尽可能为孩子创设轻松的情境，让他们去感受身边的事物，使课堂更富童趣，并创造一切条件让学生敢于展示自己。

经过一年级上学期 Module8 对数量的询问和数量表达的学习，以及本模块第一单元中对 eleven, twelve 进一步的学习，学生们对如何用英语数 1-12 的数字已经有了较好的掌握，为本单元的学习奠定了较好的基础。教师可以一如既往地通过教学游戏的设计与实施，设计真实的生活情景以调动学生英语学习的积极性，增强学生的学习效果。

**19. 学习目标叙写**

(1)能听懂和认读会理解、认读 other, fish, tree, let's;会理解、认读目标语句 How many …..?

(2)能运用 How many …? 来询问具体事物的数量；能够用“ (number) (colour)…”去描述物品的数量。

(3)能听懂、会读本课课文，并理解课文大意，初步运用目标语句确定询问具体事物的数量，培养学生善于观察和发现、好问的品质，培养学生学会与他人合作，乐于交流，乐于感知并积极尝试使用英语的意识。

**20. 评价任务设计**

任务一、图文解码，听力理解。

任务二、梳理课文，提取信息。

任务三、图文描述，内化所学。

任务四—五、小组活动，运用所学。

**Task 1 I can sing and say**

1.唱歌谣 Ten little fingers，并做出正确的手势动作，回顾 1-10 的英语数字的读法。

2.Sharp eyes: 随机出现 1-12 的数字，尽可能快地读出来，检测是否能够熟悉程度即

发音。检测上节课所学习的 eleven 和 twelve 的意思及读音。

学生自评：☆☆☆☆☆

**Task 2 I can listen and say**

1.阅读课文，找出 How many….? 并下划线。

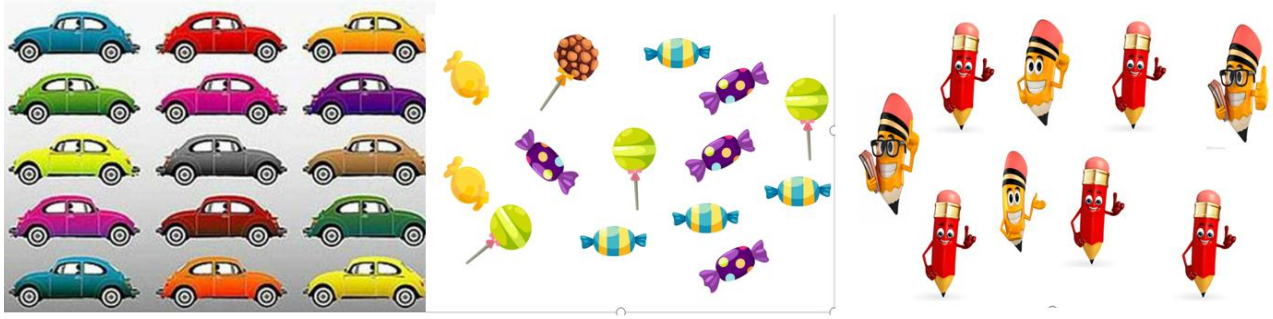
2.识别重要信息，学会询问鸟儿数量，学会描述不同颜色鸟儿的数量 。

3.重点关注词汇 how many, tree, let's 等词汇。

学生自评：☆☆☆☆☆

**Task 3 I can count and say**

展示一系列图片，学生识别图片，并运用 So many _____! How many …..?数一数再说一说。



学生自评：☆☆☆☆☆

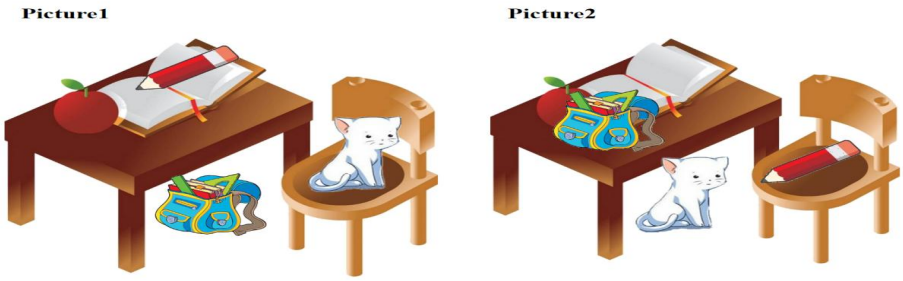
**Task 4 I can play**

开展“寻宝活动”：提前准备一些物品，提前藏到教室角落，老师提供一些可靠线索，让一位学生根据线索在教室里分析、判断 和查找，在查找过程中，运用句型 Where is the …..? Is it on/ in/ under…?.然后其他同学用 Yes, it is./ No, it isn't.作回答，从而最终来确定具体事物的位置。

同伴互评：☆☆☆☆☆

**Task 5 I can find and say**

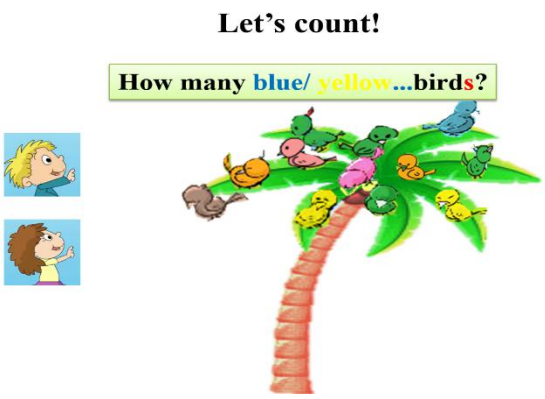
Group work.设置“我们来找茬”游戏。用最快的时间找出 Picture A Picture B 中的不同，然后尝试用英文表达：例如 In Picture A, the pen is on the desk. In Picture B, the pen is under the desk.



同伴互评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

**6.学习活动设计**

| 教师活动 | 学生活动 |
| --- | --- |
| **环节一：Lead in** | |
| **教师活动 1**<br>播放歌曲 Ten little fingers，带领孩子们一起唱歌谣，一起做手势，歌谣回顾数字，并活跃课堂氛围，调动起学生参与积极性。<br>接着玩 Sharp eyes 游戏，随机出现 1-12 的数字，尽可能快地读出来，检测是否能够熟悉程度即发音。着重检测上节课所学习的新词 eleven 和 twelve 的读音。<br>呈现一系列的图片引入学过的句型“how many?”，强化 how many 目标语言。让学生感知How many后跟可数名词复数。<br>呈现预备部分图片 fish，由图片过度到预备部分动画，引导学生学习预备部分，感知 fish 单复数同形。 | **学生活动 1**<br>问题 1： Do you like sing songs? Let’s sing together.歌谣引入，歌唱 Ten little fingers，边唱边做<br>手势。<br>问题 2: Look, let’s play a game. Sharp eyes!<br>游戏引入，复习数字。<br>问题 3: Look! How many kites/trees…?<br>图片引入，强化目标语言。<br>问题 4: Look, what can you see in the picture? How many fish?<br>预备部分图片引入，看图识图，学习预备部分。 |
| **活动意图说明：**<br>通过歌唱歌曲，激起兴趣，回顾旧知，感知目标语言，为新知引入埋下伏笔。 | |
| **环节二：I can listen and say** | |
| **教师活动 2**<br>图片呈现，让同学们观察图片，通过问题串设置，引导找出图片上元素，引导学生识图解图，培养学生获取图片信息的能力，帮助学生理解文本大意。<br>引导学生说出 So many .....! 展示一系列图片，引导学生更好地感知 so many，感知规律：many 后跟可数名词复数。<br>再通过观看课文动画和听音，进行图文结合和对应，从而更好地理解 birds，let’s 等词汇;以及目标语句 How many …?来询问具体事物的数量；能够用“ (number) (color)…”去描述物品的数量的具体用法。<br>在理解课文内容基础上，关注本课时语言功能重点 How many..? ，老师检查孩子能否正确对具体事物数量询问和回答。<br>图文解码，锁定重点信息，同时帮助学生理解并梳理课文，进一步听懂、准确认读句型 How many…? | **学生活动 2**<br>问题 1： Look, what can you see in this picture?<br>学生观察图片，找出图片上元素 birds，学生说出 So many .....! 展示一系列图片，引导学生更好地感知 so many，感知规律：many 后跟可数名词复数。明确故事的情景。<br>问题 2: How many birds?<br>学生识图，识别信息，听音核对，感知目标语言 How many..? 听音核对信息。<br>问题 3: How many green birds?<br>学生识图，提取重要信息，学生听音核对，在此过程中构建目标语言 How many green birds?，<br>1.整听课文，寻找课文中 How many...的重点句并下划线。<br>2.Let’s count !并拓展输出目标语言 How many red / yellow/purple birds?拓展询问其他颜色的鸟儿的数量 ，并学会描述不同颜色鸟儿。 |

<table>
<tr><td></td><td> 

3.重点关注词汇 how many, tree, let’s 等词汇。</td></tr>
<tr><td colspan="2">活动意图说明：<br>通过“看鸟、数鸟”的故事情景，激发了学生对周围事物的观察力和好奇心，通过教师“问题串”设置，引导学生找出图片上元素，从而成功识图解图，获取图片信息，理解文本大意。再通过观看课文动画和听音，进行图文结合和对应，从而更好地理解 birds, let’s 等词汇;以及成功构建目标语句 How many …? 来询问具体事物的数量；能够用“ (number) (color)…”去描述物品的具体用法。<br>本课时语言功能重点是对具体事物的数量 进行询问和回答。划出 How many…. ?关键句，意在让学生明确重点，培养学生课文分析能力的同时进一步感知和理解目标语言，并为下一步运用做好铺垫。<br>通过观察图片并数数学生可进一步学会运用关键词 let’s count，再运用图文解码的方式帮助学习理解和掌握本课目标语言。</td></tr>
<tr><td colspan="2">环节三：I can count and say</td></tr>
<tr><td>教的活动 3<br>展示一组图片，引导学生尝试运用句型 So many _____!谈论图片，并运用 How many …..?对图片上事物数量进行询问，再进行回答。</td><td>学的活动 3<br>学生识别图片元素，尝试运用目标语言进行输出 。</td></tr>
<tr><td colspan="2">活动意图说明<br>通过看图，识别图上元素，数一数并说一说，重点操练目标语言。</td></tr>
<tr><td colspan="2">环节四：I can play.</td></tr>
<tr><td>教的活动 4<br>开展“寻宝活动”：提前准备一些物品，提前藏到教室角落，老师提供一些可靠线索，让一位学生根据线索在教室里分析、判断 和查找，在查找过程中，运用句型 Where is the …? Is it on/ in/ under…?.然后其他同学用 Yes, it is./ No, it isn’t.作回答，从而最终来确定具体事物的位置。</td><td>学的活动 4<br>学生运用句型 Where’s the…? Is it on/in /under…? Yes, it is./ No, it isn’t .以做“寻宝”游戏方式，进行提供学习用具正确位置的信息，直至找到学习用具。<br>由 Activity 5 升华到生活中具体实物，学生由听说变为行动，将书本所学应用到具体生活的情景中。</td></tr>
</table>

**活动意图说明**

本活动引导学生初步运用目标语句描述图片物品具体的位置，以及由描述图片升华到生活中具体实在的物品，学生由听说变动行为，将书本所学应用到具体生活的情景中。

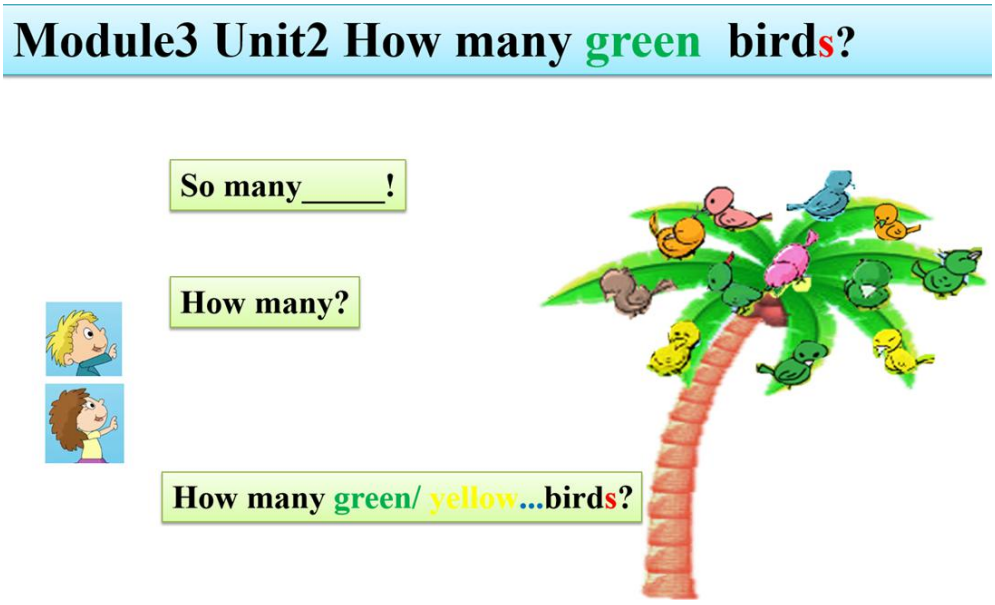
**环节五：I can find and say**

| 教的活动 5 | 学的活动 5 |
| --- | --- |
| 设置“我们来找茬”的游戏。游戏设置，将气氛活跃到最高点，让学生在做中学，学中玩。 | 学生用最快的时间找出 Picture A Picture B 中的不同，然后尝试用英文表达：例如 In Picture A, the pen is on the desk. In Picture B, the pen is under the desk. |

**活动意图说明**

本活动的目的是内化所学，游戏设置，将气氛活跃到最高点，让学生在做中学，学中玩。

**7.板书设计**




**8.作业与拓展学习设计**

1. Read the text 3 times. 听读课文 3 遍。
2. I can read and choose.
3. I can draw and talk.

画一幅英语画，图中包含三颗绿色的树，五个红色的气球，七只蓝色的小鸟，并用 How many green/ red/blue…画中具体的事物的数量进行问答，并展示给家人看。

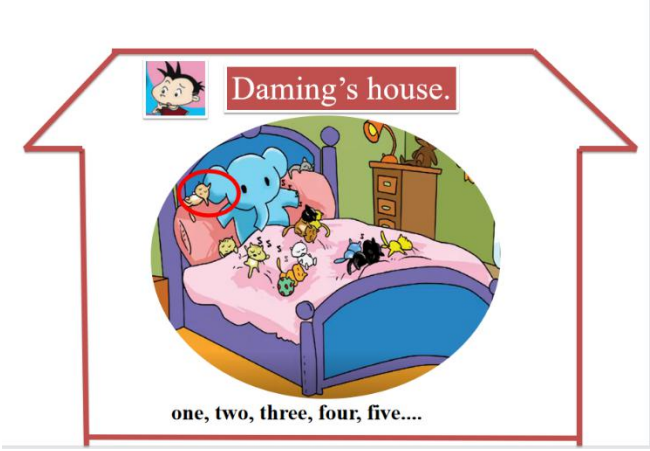
**13. 教学反思与改进**

（1） 我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……

**新标准小学英语一年级起点一年级下册 Module 1 Unit 3 第一课时作业设计**

| | | |
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 1 Unit 13 P14-16 | |
| 学习目标 | 1.学生能听懂、认读词汇 eleven, twelve, other, know，以及语句 Where's the orange cat ? Is it on/in/under….? Yes, it is. /I don't know.<br>2.学生能够运用 eleven, twelve, other, know;句型 Where's the orange cat ? Is it on/in/under…? Yes, it is. / I don't know.来描述并确认具体事物的位置。<br>3.理解文本大意，习得"描述和确定具体事物位置"的能力。<br>4.通过谈论和确定事物的具体位置，培养善于发现和观察，乐于与他人交流的品质。 | |
| 学习资源 | 单词卡片　PPT 课件　课文动画　点读笔　导学单 | 随堂记录 |
| 学习过程 | 一、　课堂学习过程：<br>1．I can listen and say.<br>(1)听录音，整体听课文，寻找并感知课文中 Where's...的重点句并下划线。<br>(2)梳理文本大意，锁定重点信息，掌握目标词汇。数一数，圈一圈。<br>How many cats? Count and circle the cats in the picture.<br>  <br><br>(3)重点关注词汇 eleven, twelve, where's…<br>2.准备几组图片，让学生以两两合作方式，运用句型 Where is the …? Is it on/ in/ under…?去描述图片，最终确定图片物品的正确位置。<br>学生自评：☆☆☆☆☆　　教师评价：☆☆☆☆☆<br><br>二、　课后学习过程：<br>1．I can read.<br>(1) Read the text 3 times.听读课文 3 遍<br>(2) Read the words and sentences.会读下面词汇和句型 | |

**Module 3 Unit1 I can read**

KEY WORDS

| Unit1 | | | |
|---|---|---|---|
| eleven | 十一 | | |
| twelve | 十二 | | |
| other | 其它的 | | |
| know | 知道 | | |

KEY SENTENCES

| Unit1 | | | |
|---|---|---|---|
| 1 | Where's the orange cat ? | | |
| 2 | Is it on/in/under….? Yes, it is. | | |
| 3 | I don't know. | | |

2．I can read and choose.读一读，选一选

(　　) (1) The dog is on the book.

A.

B.

(　　) (2) The bird is in the house.

A.

B.

(　　) (3) The pencil is under the cat.

A.

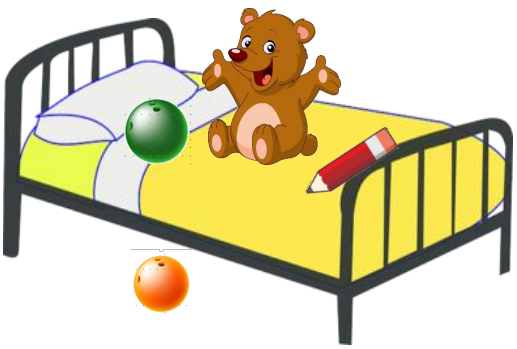
B.

3．I can talk.我会说

观察图片，运用下面句型，说一说物品的具体位置，并展示给家人看。

A: Where is the bear? Is it on the bed?

B: Yes, it is.



| | | |
|---|---|---|
| | 学生自评：☆☆☆☆☆　　教师评价：☆☆☆☆☆ | |
| 学后反思 | Now I know_____.<br>I am still confused about_____.<br>我在本课中的表现 not so good　good　wonderful<br> | |

## 新标准小学英语一年级起点一年级下册 Module 3 Unit 2 第二课时作业设计

| | | |
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module3 Unit 2 P17-19 | |
| 学习目标 | 1.能听懂、准确认读单词 other, fish, tree, let’s；会理解、认读目标语句 How many …..? 达到初步运用的目的。<br>2.能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容；并模仿运用句型 How many …..? 来询问具体事物的数量；能够用“ (number) (color)…”去描述物品。<br>3.理解文本大意，习得“询问具体事物数量和“ (number) (color)…”去描述物品”的能力。<br>4.通过询问和描述具体事物的数量，培养善于发现和观察，不懂就问的好习惯，培养乐于与他人交流、分享、合作的品质。 | |
| 学习资源 | 单词卡片　PPT 课件　课文动画　点读笔　导学单 | 随堂记录 |
| 学习过程 | 一、课堂学习过程：<br>1.I can listen and say.<br>(1)整听课文，寻找课文中 How many...的重点句并下划线。<br>(2)Let’s count！拓展询问其他颜色的鸟儿的数量 ，并学会描述不同颜色鸟儿，从而输出目标语言 How many red / yellow/purple birds?。<br> <br>(3)重点关注词汇 how many, tree, let’s 等词汇。<br>2.Count and say .<br>So many_____!<br>How many ? _____. | |

3.Look, find and say.

In Picture A, the pen is ____ the desk.

In Picture B, the pen is ____ the desk.

**Picture1**

**Picture2**

二、课后学习过程：

1.I can read.

(1)Read the text for 3 times.听读课文 3 遍

(2)Read the words and sentences.会读下面词汇和句型

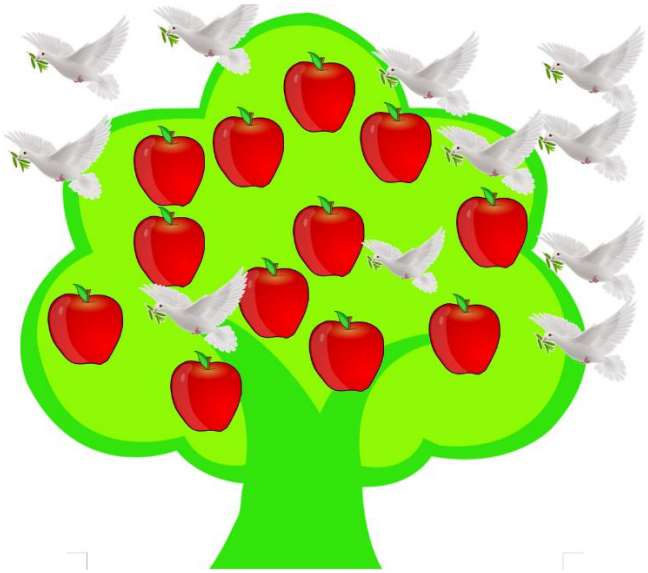
**Module 3 Unit2 I can read**

KEY WORDS

| Unit2 | | | |
|---|---|---|---|
| fish | 鱼 | | |
| tree | 树木 | | |
| let's | 让我们 | | |
| count | 数数 | | |

KEY SENTENCES

| Unit2 | | | |
|---|---|---|---|
| 1 | How many green birds? | | |
| 2 | Let's count! | | |
| 3 | So many birds! | | |

| | | |
|---|---|---|
| | 2.I can count and choose.<br>  <br>(　　)(1)How many birds?<br>A. Ten　　B. Eleven<br>(　　)(2) How many apples?<br>A. Twelve　　B. Eleven<br>3.I can draw and talk.<br>画一幅英语画，图中包含三颗绿色的树，五个红色的气球，七只蓝色的小鸟，并用 How many green/ red/blue…画中具体的事物的数量进行问答，并展示给家人看。<br>学生自评：☆☆☆☆☆　　教师评价：☆☆☆☆☆ | |
| 学后反思 | Now I know_____.<br>I am still confused about_____.<br><br>我在本课中的表现 not so good　good　wonderful<br> | |

| 课时教学设计 | |
|---|---|
| 课时主题 | **Module 4 Unit 1　This is my head.** |
| 课型 | 新授课☑　章/单元复习课□　专题复习课□<br>习题/试卷讲评课□　学科实践活动课□　其他□ |

**1．课时学习目标**

（1）通过阅读课文内容，提升图文匹配能力，在情境中运用“head,nose,face,ear,mouth,eye,body,touch”等身体部分词汇，提高语言思维与英语运用能力。（2）通过开展自主学习与小组活动，掌握文中重点身体部位词汇的意义与用法，并能够运用“This is my..../This is your....”认识并介绍自己的身体，树立正确认识自我的价值观念。

**1. 教学内容分析**

Unit 1 This is my head 为第四模块的第一课时，类型为新授课，本模块主题为人与自我-认识身体部位；Unit 1 This is my head 主要情境为熊猫 Panpan 教另一只小熊猫认识头部的各个部位，以及认识自我的身体。通过课文 Panpan 的自我介绍，旨在让学生认识自己的身体并学会正确介绍并表达自我，树立正确认识自我的价值观念。

**2. 学生学情分析**

Known:

1. **学生特点：**一年级的孩子富有创造力与想象力，其思维水平还停留在形象思维阶段，对事物还未形成具体的逻辑认知，大多数学生活泼好动，喜欢新事物。

2. **已具备的技能：**学生在之前的学习中已经学过了部分关于身体部位的英语表达；在一年级上册的知识中接触并了解课文感官动词“touch”的含义,并能够根据教师指令做出相应动作回应；也学习过本课的主句型“This is...”来介绍事物。

**3. 已有的生活经验：**一年级的孩子对生活中的经验知识还未形成系统的认识，但能够正确认识自己的身体部位，为新课的学习奠定了生活经验基础。

Unknown: 对于部分身体部位词汇，如“face, body”等词需要系统学习；使用句型“This is my.../This is your.....”介绍自己或他人的身体部位；

**4.学习目标叙写**

(1) 通过阅读课文内容，提升图文匹配能力，在情境中运用“head,nose,face,ear,mouth,eye,body,touch”等身体部分词汇

(2) 通过开展自主学习与小组活动，掌握文中重点身体部位词汇的意义与用法，并能够运用“This is my..../This is your....”认识并介绍自己的身体

**5. 课时评价任务**

任务一、图文解码，提取图片信息。

任务二、梳理课文，提取信息。

任务三、 图文搭配， 分析判断。

任务四—五、小组活动，运用所学。

**Task 1 I can look**

First picture: Look & say: What animal is it?

Pic1-pic5:What does Panpan introduce?

(　　) 1.What does Panpan introduce?

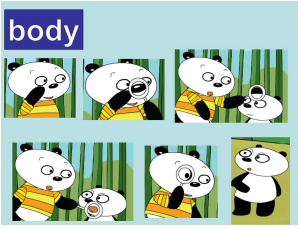
A. clothes　　B. body.　　C. colour.

学生自评：☆☆☆☆☆

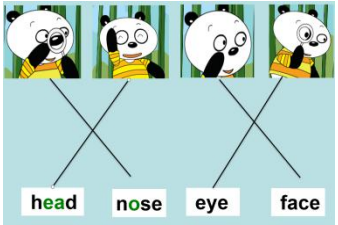
**Task 2 I can find**

1. 听音并阅读课文，找出所听到的身体部位单词。

What body parts do you hear?

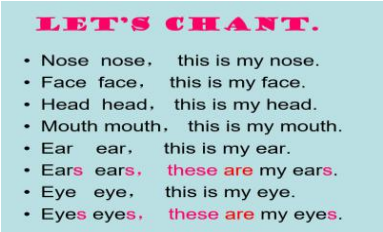



2. 看图片连线




学生自评：☆☆☆☆☆

**Task 3 I can chant**




学生自评：☆☆☆☆☆

**Task 4 I can introduce**

Work in group，introduce the pictures

This is my/your...

These are my/your...

同伴互评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

**5.学习过程设计**

| 教师活动 | 学生活动 |
| --- | --- |
| **环节一：Lead in（指向目标 1）** | |
| **教的活动 1**<br>1. 创设情境，导入歌曲“head, shoulders knees & toes”，引导学生跟唱及跟跳<br>2. 教师下达指令：touch your....，引导学生根据指令做出动作<br>.3. Learn the new words of the song.<br>T: What can you hear in the song? | **学的活动 1**<br>1. Sing & dance：head, shoulders knees & toes<br>Touch & say：touch my....<br>Learn the new words of the song |
| **活动意图说明：**本环节为新知教授的导入环节，重点在激活学生已有的关于身体部位背景知识，并引出今日所学话题“my body”，为后文学习做铺垫；学习活动层次为：感知注意阶段。 | |
| **环节二：呈现（指向目标 1，2）** | |
| **教的活动 2**<br>3. 创设情境，引入课文主人公“Panpan”，引导学生整体感知故事大意。<br>4. 教师和学生一起建构小熊猫身体部位的信息图，在此过程中，帮助学生梳理信息。学生通过关键句，整体感知对话，进行对话训练 | **学的活动 2**<br>Listen & say: what do the students say?—Touch your nose.<br>Act: Do a role-play, and say “Touch your.....”<br>Look & guess: What are they doing?<br>Look & say: What does Panpan say? / This is my.../This is your....According to the pictures, talk about the body parts.<br>Such as:<br>This is my...<br>This is your…<br>Sum up the key structures. |
| **活动意图说明：** 引入课文情境，训练学生观图预测的能力，结合情境，巩固功能词句“Touch your...，This is your.../This is my...”的运用；学习活动层次：获取信息，梳理概括 | |
| **环节三：操练 （指向目标 1,2）** | |
| **教的活动 3**<br>5. 给出目标功能句，引导学生通过观图，介绍身体部位。 | **学的活动 3**<br>Listen & repeat<br>Pair work — Make a new |

| | |
|---|---|
| 6.讲解角色表演规则，让学生进行角色扮演 | conversation: This is my..../ This is your....<br>Act as Panpan and little panda |

**活动意图说明：** 通过听音跟读，对课文内容进行熟悉，并根据板书进行复述，加强学生对课文内容的理解；通过同伴互助的形式用功能句进行创编对话，训练学生对目标语句的运用能力。学习活动层次：内化与运用

**环节四：巩固**

| **教的活动 4** | **学的活动 4** |
|---|---|
| 给出歌谣，鼓励学生演唱<br>给出图片，引导学生独立进行介绍。 | Let's chant:<br><br>Listen & number<br>Look & say<br> <br><br>Draw & say: draw about your body and share it with classmates |

**活动意图说明：**

通过唱歌谣的形式，巩固对身体部位单词的掌握，并且区分 this is 与 these are 的区别；通过自画像的形式，让学生把内化了的语言知识结构进行运用与创新，介绍自己的身体部位；学习活动层次：迁移与创新

**7.板书设计**

Module 4 Unit 1

This is my face.

This is your mouth.

head face ear mouth eye nose body

boy girl

**8.作业与拓展学习设计**

1. Listen & repeat:P20——P22
2. Talk about the body parts with your friends.与你的同伴一起介绍自己的身体部位
3. Draw and say: 画一幅自己喜欢的小动画图像并且介绍描述动物的身体特征

**14. 教学反思与改进**

（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……）

## 课时教学设计

| 课题 | **Module 4 Unit 2 These are your eyes.** |
|---|---|
| 课型 | 新授课☑ 章/单元复习课□ 专题复习课□<br>习题/试卷讲评课□ 学科实践活动课□ 其他□ |

**21. 课时目标**

（1）通过听、说、读、演的方式，学习和掌握新单词 these, baby 以及身体部位名词 leg, hand, foot 的单复数形式。

（2）开展自主学习和合作学习，正确运用“What are these? These are+身体部位名词”来询问并回答身体部位名词；了解蜘蛛有 8 只眼睛这一常识，培养观察品质。

（3）通过本课时的学习，了解并爱惜保护好自己的身体部位。

**22. 教学内容分析**

本课时是模块四的第二单元，主要包括四个部分。第一部分为歌曲引入，在引入部分复

习数字和一单元所学的身体部位单词；第二个部分是课文呈现部分，结合 PPT、动画视频、音频、卡片等多模态学习方法，学习和掌握本课时的新单词和句型，重点在于区分 head 和 hand 的读音，“this is...”/“these are...”的单复数含义，并注意 these 的准确发音；第三部分为操练，通过听、说、读、演的方式，进一步了解身体部位 leg,hand,foot 的单复数形式，发音及含义；通过听口令快速做出反应、匹配身体部位等活动，学生能够运用句型“What are these? These are+身体部位名词”来询问并回答身体部位名词；第四部分为巩固，通过正误判断、小组合作（角色扮演、课文复述等）进一步巩固学习本课重点词汇和句型，并进行情感教育的渗透，学生能够充分了解自己的身体，爱惜并保护自己的身体部位，如保护眼睛，保护牙齿，加强身体锻炼。

**23. 学生学情分析**

一年级的学生活泼好动，模仿能力强，喜欢画画、配音、根据指令做动作等，并且经过一年多的英语学习，大部分学生已适应了 40 分钟英语课堂学习模式。通过模块四一单元的学习，学生已经学习了 nose, head, ear, mouth, eye, body 身体部位的单词，以及使用句型“this is my+身体部位名称”来介绍自己的身体部位，因此，学生对于身体部位已经有了初步的感知和了解，本课时经趁热打铁，继续学习身体部位的名词，并注意单复数的区分。

**24. 学习目标叙写**

1）能听懂和认读 these, baby, leg, hand, foot；会理解、认读目标语句 What are these? These are+身体部位名词。

2）能正确运用 leg, hand, foot 及其复数形式；句型 What are these? These are+身体部位名词来询问并回答身体部位。

3）能听懂、会读本课课文，并理解课文大意，初步运用目标语句描述身体部位，学会爱惜和保护自己的身体。

**25. 评价任务设计**

任务一、图文解码，听力理解。

任务二、梳理课文，提取信息。

任务三、图文描述，内化所学。

任务四—五、小组活动，运用所学。

**Task 1 I can listen**

(　　) 1. What does the cat see?

A. Spider 蜘蛛　　B. snake 蛇

(　　) 2.How many legs?

A. seven　　B. eight　　C. nine

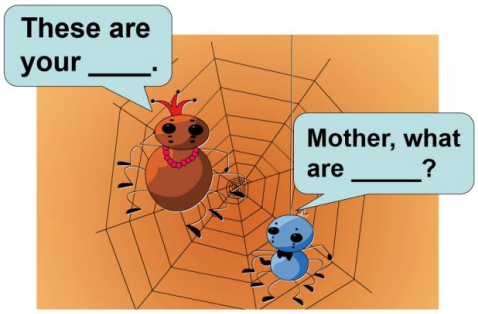
学生自评：☆☆☆☆☆

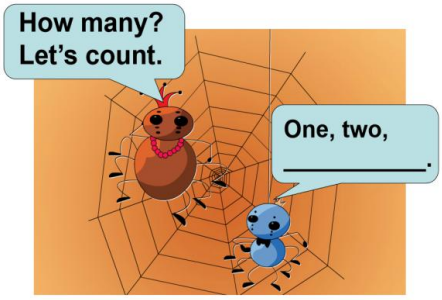
**Task 2 I can find**

1. 阅读课文，找出 leg, hand, foot 的复数形式。

| | |
|---|---|
| leg | legs |
| hand | |
| foot | |

2. 锁定重点信息，完善信息卡片。




3.交流上面表格信息，并重点关注词汇 leg, hand, foot, baby, these.

学生自评：☆☆☆☆☆

**Task 3 I can listen and say**

A: What's this?　　B: This is...

A: What are these?　　B: These are... 听一听并跟着说一说 Activity 3 中的相关介绍。

学生自评：☆☆☆☆☆

**Task 4 I can talk**

运用句型 What are these? These are... 来询问并回答身体部位。

同伴互评：☆☆☆☆☆

**Task 5 I can introduce**

Work in group，discuss your body parts.

This is my/your...

These are my/your...

同伴互评：☆☆☆☆☆　　教师评价：☆☆☆☆☆

**6.学习活动设计**

| 教师活动 | 学生活动 |
|---|---|
| **环节一：Lead in** | |
| **教师活动 1**<br>(1) Let's sing and do the actions.<br>(2) Let's count.<br>T: Please show me your fingers and count with me.<br>Give orders: touch your nose/head/face/mouth/eye/body. | **学生活动 1**<br>(1)Sing and do the actions. *Head and Shoulders.*<br>(2) Count their fingers.<br>(3) Listen and touch quickly. |
| **活动意图说明：**<br>以歌曲作为引入，边唱边做动作，营造轻松愉快的学习氛围，引导学生快速进入英语学习状态，激发英语学习热情；通过两个小游戏有效复习已学知识：数字和部分身体部位。 | |
| **环节二：I can listen** | |

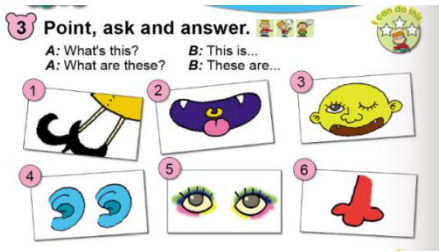
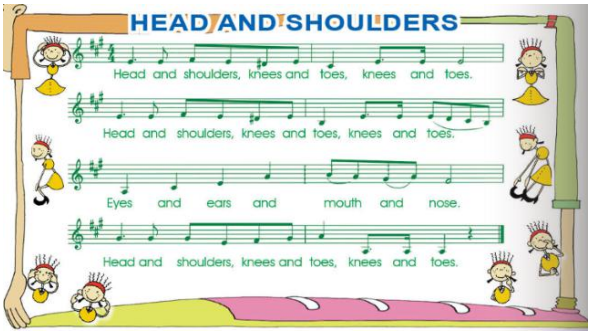
| 教师活动 2 | 学生活动 2 |
| --- | --- |
| **Teach activity 1.**<br>(1) Let's look at the picture and guess: What does the cat see?<br>(2) Watch and answer.<br>T: Let's watch the flash and answer.<br>播放动画并让学生回答：小猫在观察蜘蛛的什么身体部位？和人类有什么区别？有多少个手/腿？进而引出本课时的重点词汇：leg, hand, foot 及其复数形式。<br>(3) Listen and repeat, then dub.<br>播放录音，引导学生指读课文，模仿语音语调；再次播放动画，并让学生边做动作边给小猫配音，强化学生课文的理解和感知。<br>**Teach activity 2.**<br>(1) Look and answer.<br>Q: How many spiders can you see?<br>(2) Watch and answer.<br>Q1: What are they talking about?<br>引出对话人物 mother spider 和 baby spider，学习新单词 baby。<br>在课件中展示一些妈妈和宝宝的图片，让学生进一步理解 baby 一词的含义。<br>Q2：What does the baby spider ask？<br>带领学生仔细观察蜘蛛的眼睛并数一数有多少，再放这几张真实的蜘蛛图片，让学生观察比较。<br>(3) Listen and repeat.<br>播放课文录音，让学生听指课文，模仿语音语调，进行分角色或分组朗读课文。 | **Learn activity 1.**<br>(1) Look and guess.<br>Know about a new animal: spider.<br>(2) Watch and answer.<br>Learn new words:<br>leg-legs<br>hand-hands<br>foot-feet.<br>(3) Listen and repeat, then dub.<br> <br>**Learn activity 2.**<br>(1) Look and answer.<br>(2) Watch and answer.<br>Mother spider<br>Baby spider<br>Learn the new word: baby.<br>Listen and repeat.<br> |

**活动意图说明：**

让学生带着问题观看动画，边看边思考记忆，学习效果更佳；跟读录音，模仿语音语调，并通过配音的活动，强化英语学习的语言输出，提高学生的口语表达能力；引导学生观察并回答问题，培养学生的观察品质。

**环节三：I can find**

| 教师活动 3 | 学生活动 3 |
| --- | --- |
| (1) Look and find.<br>在 PPT 中展示动物们的不同身体部位，让学生仔细观察并找出成对出现的身体部位，并选择相对应的单词，再依次呈现这些单词的复数形式。<br>(2) Touch and say.<br>T: Touch your hands/legs/feet.<br>Ss: Touch my hands/legs/feet. | (1) Look and find.<br>eye-eyes ear-ears<br>hand-hands leg-legs foot-feet<br>(2) Touch and say.<br>T: Touch your hands/legs/feet.<br>Ss: Touch my hands/legs/feet.<br>S1: Touch your hands/legs/feet.<br>S2: Touch my hands/legs/feet. |

| | |
|---|---|
| 教师带领学生做一次此游戏，然后同桌之间互相发号口令并触碰自己的身体部位。<br>(3) Work in pairs.<br>创设情境，根据图片展示问答。在 PPT 中展示多组图片，学生两人一组进行互相问答活动，运用句型：What's this?<br>This is my/your +身体部位名词。What are these? These are my/your +身体部位名词复数。 | (3) Work in pairs.<br>S1: What's this?<br>S2: This is my/ your +身体部位名词。<br>S3: What are these?<br>S4: These are my/your +身体部位名词复数。 |
| **活动意图说明**<br>通过观察图片、匹配单词、触摸身体的小游戏，及时检测学生对于身体部位单词的单复数形式的掌握情况；小组合作，对话交流，加强句型的操练和运用，强化语言输出。 | |
| **环节四：I can ask and answer.** | |
| **教的活动 4**<br>What's this? This is...<br>What are these? These are...<br>用提问的方式再次回顾关于身体部位的提问和介绍。完成 Activity 3 Point, ask and answer 的相关内容。 | **学的活动 4**<br>听一听并跟着说一说 Activity 3 中的相关介绍。<br>  |
| **活动意图说明**<br>通过小组竞赛活动，有效增强学生学习的主动性和合理竞争的意识，培养团队合作精神；进一步巩固练习本课重点词汇、句型。 | |
| **环节五：I can listen and say.** | |
| **教的活动 5**<br>教唱 Activity 4 的歌曲，学习扩展的身体部位词汇：knee, toe<br>引导学生一边唱歌一边做动作。 | **学的活动 5**<br>学唱歌曲 *HEAD AND SHOULDERS,*并学习相关动作。<br>  |

**活动意图说明**

引导学生一边唱歌一边做动作，复习巩固本课新单词。

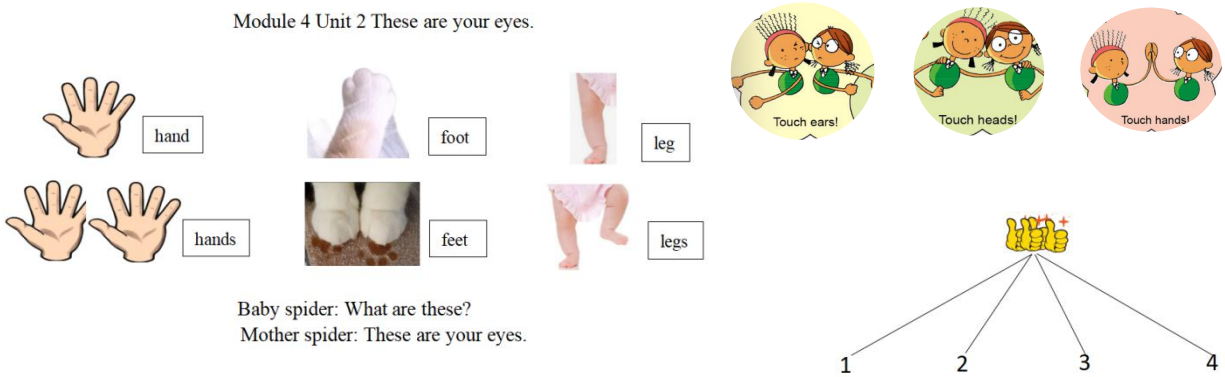
**环节六：I can listen and do.**

| 教的活动 6 | 学的活动 6 |
| --- | --- |
| 仿照 Activity 5，教师邀请一位学生一起做示范，根据音频的提示，两人配合做出相应的动作。<br><br>仿照 Activity 6，学生独立画出自己喜欢的人物，并运用所学句型介绍其身体部位。 | 仿照 Activity 5，根据音频的提示，两位同学相互配合，做出相应的动作。<br> <br><br>This is + 姓名。<br>This is his/her+身体部位。<br>Point to ..... |

**活动意图说明**

学生听到指令并做出相应的动作，两两配合，培养团队合作意识。

**7.板书设计**

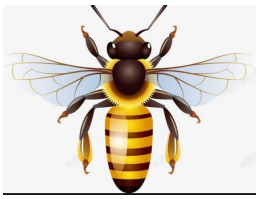



**8.作业与拓展学习设计**

(1) Listen, point and read P.23.（听录音，指读书本 23 页，注意模仿语音语调）★★

(2) Role-play.（角色扮演：独立完成、与同学合作完成、和家长合作完成均可）★★★

(4) Count and say.（查询并了解以下动物，并数一数它们有多少腿/手。）★★★★



| | |
|---|---|
| Bee (蜜蜂) | |
| Frog (青蛙) | |
| Zebra (斑马) | |
| These are your _____. | |

**15. 教学反思与改进**

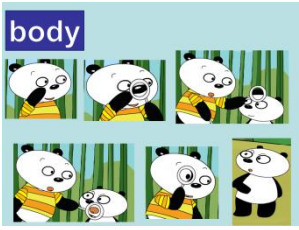
（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

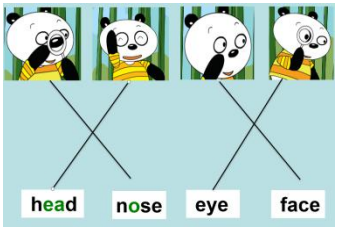
（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……）

## 外研社新标准英语一年级下册 Module 4 Unit1 第一课时作业设计

| | | |
|---|---|---|
| 学习内容 | 新标准英语一年级下册 Module 4 Unit 1 This is my head | |
| 学习目标 | （1）通过阅读课文内容，提升图文匹配能力，在情境中运用“head,nose,face,ear,mouth,eye,body,touch”等身体部分词汇，提高语言思维与英语运用能力。<br>（2）通过开展自主学习与小组活动，掌握文中重点身体部位词汇的意义与用法，并能够运用“This is my..../This is your....”认识并介绍自己的身体，树立正确认识自我的价值观念。 | |
| 学习资源 | 课文音频、动画、导学单、 | 随堂记录 |
| 学习过程 | 一、课堂学习过程：<br>1. look & guess:<br>Q: Where does Daming touch? _____<br>A. Mouth B. nose C. head<br><br>2. look，listen& answer(学习环节)<br>Q1：How many pandas do you see?_____<br><br>Q2: Listen & find: What body parts do you hear? | |




3.I can match




二．课后学习过程

1. Listen and imitate the text
2. I can chant

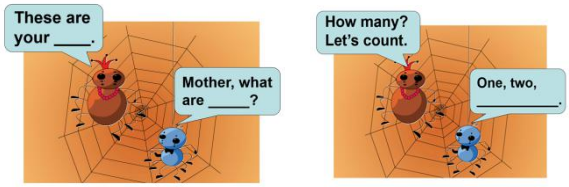
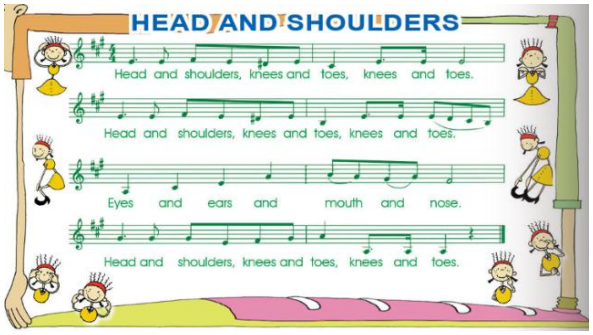
3. I can introduce

运用句型 This is my...../ This is your.....介绍图中人物的身体部位

| | | |
|---|---|---|
| 学后反思 | Now I know_____.<br>I am still confused about_____.<br>我在本课中的表现 not so good good wonderful<br> | |

## 新标准小学英语一年级起点一年级下册 Module 4 Unit 2 第二课时作业设

| | |
|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 4 Unit 2 P23-25 |
| 学习目标 | 1.能听懂和认读 these, baby, leg, hand, foot；会理解、认读目标语句 What are these? These are+身体部位名词。<br>2.能正确运用 leg, hand, foot 及其复数形式；句型 What are these? These are+身体部位名 |

| | | |
|---|---|---|
| | 词来询问并回答身体部位。<br>3.能听懂、会读本课课文，并理解课文大意，初步运用目标语句描述身体部位，学会爱惜和保护自己的身体。 | |
| 学习资源 | 单词卡片　PPT 课件　课文动画　点读笔　导学单 | 随堂记录 |
| 学习过程 | 一、课堂学习过程：<br>**Task 1 I can listen**<br>(　　) 1. What does the cat see?<br>A. Spider 蜘蛛　　B. snake 蛇<br>(　　) 2.How many legs?<br>A. seven　　B. eight　　C. nine<br><br>**Task 2 I can find**<br>1.阅读课文，找出 leg, hand, foot 的复数形式。<br><br>2.锁定重点信息，完善信息卡片。<br>  <br><br>**Task 3 I can sing and do the actions.**<br>  <br><br><br>二、课后学习过程：<br>1.Listen, point and read P.23.（听录音，指读书本 23 页，注意模仿语音语调）<br>2. Role-play.（角色扮演：独立完成、与同学合作完成、和家长合作完成均可）<br> <br><br><br>3.Count and say.（查询并了解以下动物，并数一数它们有多少腿/手。）<br> <br>Bee (蜜蜂)<br>Frog (青蛙)<br>Zebra (斑马)<br>These are your _____. | |

| | |
|---|---|
| leg | legs |
| hand | |
| foot | |

| | |
|---|---|
| 学后反思 | Now I know_____.<br>I am still confused about_____.<br>我在本课中的表现 not so good good wonderful |

| 基本信息 | | | |
|---|---|---|---|
| 学　　校 | 成信大实验校 | 执教教师 | 王诗媛、张敏 |
| 学　　科 | 英语 | 学习领域/模块 | 识别动物、描述动物的特征 |
| 年　　级 | 一年级（下册） | 教科书版本及章节 | 外研版（一起点），Module5 |

| 单元整体分析 | | | |
|---|---|---|---|
| **单元学习主题** | **Farm animals** | **课时数** | **2** |

**8. 单元课标要求**

**单元具体内容：**本单元主题是名词复数的使用（问答）以及学习描述农场动物的外形特征，学生能理解并运用所学句型：What are they? They are… 对农场动事物进行提问以区分单复数，同时学习农场事物名词：farm，cow，pig，duck，chicken，egg 和形容词：thin，fat，big，little，（very）来描述动物的特征。在情境观察学习中逐步区分 They are… 与 It's…对于数量及特征的表达，培养学生观察能力，促进学生的心智发展。

**单元课标要求：**

**（9）** 能根据听到的词句识别或指认图片或实物。
**（10）** 能根据指令做事情，如指图片、涂颜色、画图、做动作等。
**（11）** 能在图片和动作的指示下听懂简单地小故事并做出适当的反应。
**（12）** 能根据录音模仿说话，能相互致以简单的问候。
**（13）** 能根据表演猜测意思、说出词语。
**（14）** 能在教师的指导下用英语做游戏并在游戏中进行简单地交际。
**（15）** 能做简单地角色表演。
**（16）** 能学唱英语儿歌和歌谣。

**单元学习目标**

（9） 通过感知课文具体情景，能听懂、准确认读单词 farm，they，they're=they are，cow，chicken，duck，egg，pig，fat，thin，little，big，very，会理解、认读目标语句 What are they? They are... Look at these. It's thin/fat/little/big，达到初步运用的目的。（依据课标 1，3，5，6）

（10） 能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容，感知动物问答以及描述动物特征的语句的语音语调特征，并会角色扮演。（依据课标 6，7）

（11） 通过课文具体情景整体感知教材中动物名称及特征，找出关键信息，积极表达，培养认真观察生活的良好品质。（依据课标 2，3, 5）

（12） 通过听、读并有节奏地朗诵儿歌，以达到复习巩固及拓展如何描述事物外形特征的目的，培养乐感。（依据课标 8）

（5）通过游戏、制作动物卡片、个人展示或小组交流等活动方式，学会运用所学形容词和目标句型 What are they？ They are... Look at these. They're/It's thin/fat/little/bigHe's/She's…来描述动物数量及动物外形特征，并进一步熟悉动物名词，培养学生的合作意识及积极参与、大胆展示的学习习惯和关心他人的良好品质（依据课标 2，3，5，6，）

**9. 单元评价任务**

（3）能结合课文情景，通过观看课文动画、图片和听录音，感知学习课文，能积极回答问题并流畅朗读或表演。（如:任务一，检测目标 1，2）
（2）梳理课文，提取关键信息，掌握描述动物特征的形容词和动物名词。（如:任务二，检测目标 3）
（3）能运用形容词和动物名词,以同伴对话问答和个人介绍的方式，描述、介绍动物特点。（如:任务四、五；检测目标 3，5）
（4）能有节奏地朗诵儿歌，以达到复习巩固如何描述动物特征的目的。（检测目标 4）
（5）动手制作动物卡片，能较为流畅地与同学交流。（如:课后作业，检测目标 5）

**10.单元教学结构图**

本模块的主题是 Farm animals，描述动物的数量及特征，共分为两个单元，2 个课时完成。

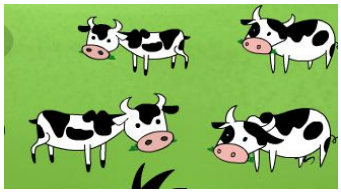
## 课时教学设计

| 课题 | **Module 5 Unit 1 They're cows.** |
|---|---|
| 课型 | 新授课☑ 章/单元复习课□ 专题复习课□<br>习题/试卷讲评课□ 学科实践活动课□ 其他□ |

**1. 课时目标**

①.通过感知课文具体情景，学生能听懂、准确认读、单词 farm，they，they're=they are，cow，chicken，duck，egg，pig，会理解、认读目标语句 What are they？ They are... And look at these.

| |
|---|
| 达到初步运用的目的。<br>②.能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容；并模仿运用句型 What are they？ They are... And look at these. 提问、描述动物名词的单复数。<br>③.通过感知教材中动物名词、找出关键信息完成动物信息表，培养学生自主学习，获取关键信息的能力。<br>④.通过两人一组对话介绍图片动物名词等活动方式，巩固拓展本课的目标语言，培养学生的合作意识，乐于感知并积极尝试使用英语。 |
| **2. 教学内容分析**<br>本课是《新标准英语》一起一年级下册 Module5 Unit1。学习内容是 Daming 和 Sam 参观爷爷的农场这一情境，学习如何询问与问答农场动物。具体分析：句型 What are they？They are…是以前没有接触过的，学生需要一段时间的上口练习；关于动物，低年级学生对动物非常感兴趣，学习起来不会有太多困难；本课出现的名词复数不是新内容，学生已在一年级下册 M3/M4U2 中学习过，并且将继续在本册 M5U2/M6/M7/M8 以及更高年级的学习中接触到，所以本课有着承前启后的作用。 |
| **3. 学生学情分析**<br>学生通过快一年级的英语学习，初步具备了一定的听、说能力，学习策略也得到初步发展。学生在之前学习过 dog、cat、duck、fox、frog 等动物名词，这对他们学习新的动物名词有一定的迁移作用，在此基础上，本课进一步学习运用更多动物名词以及对名词复数的巩固学习，了解动物的叫声，养成细心观察及热爱动物热爱生活的良好品格。 |
| **4. 学习目标叙写**<br>1）能听懂和认读 farm，they，they’re=they are，cow，chicken，duck，egg，pig；会理解、认读目标语句 What are they？ They are... And look at these.<br>2）能运用 cow，chicken，duck，egg，pig；句型 Look at these. What are they？ They are... 描述动物。<br>3）能听懂、会读本课课文，并理解课文大意，初步运用目标语句描述文中动物及事物名词，养成细心观察及倾听的好品质。 |
| **5. 评价任务设计** |
| 任务一、图文解码，听力理解。 |
| 任务二、梳理课文，提取信息。 |
| 任务三、图文描述，内化所学。 |
| 任务四—五、小组活动，运用所学。 |
| **Task 1 I can listen** |
| (　　) 1. How many animals do Sam and Daming see on the farm? |
| A. two　　B. three　　C. four |
| (　　) 2.What are they? |
| A. chickens　　B. ducks　　C. cows |
| (　　) 3. How many eggs do they get? |
| A. eleven　　B. twelve　　C. ten |
| 学生自评：☆☆☆☆☆ |
| **Task 2 I can find** |
| 1.阅读课文，找出 They’re...并下划线。 |
| 2.锁定重点信息，完善动物卡片。 |

| Look at these. What are they? | |
|---|---|
|  | They’re_____. |
| | They’re_____. |
| | These are_____. |
| | They’re_____. |

3.交流上面表格信息，并重点关注词汇 cows, ducks chickens.

学生自评：☆☆☆☆☆

**Task 3 I can listen and say**

What are they? 听一听并跟着说一说 Activity 3 中的相关介绍。

学生自评：☆☆☆☆☆

**Task 4 I can practice**

运用句型 What are they？ They are... 根据动物叫声描述动物词汇。

同伴互评：☆☆☆☆☆

**Task 5 I can talk**

Work in group，introduce your animals.

Look at these.

What are they？

They are…

同伴互评：☆☆☆☆☆ 教师评价：☆☆☆☆☆

**6.学习活动设计**

| 教师活动 | 学生活动 |
|---|---|
| **环节一：Lead in** | |
| **教师活动 1**<br>1.Greeting;<br>2.Enjoy a song: *Old MacDonald*. | **学生活动 1**<br>1.Greetings;<br>2.Sing a song and do the actions.<br>3.问题: What animals can you see on Old MacDonald’s farm? |

**活动意图说明：**

通过欣赏儿歌活跃课堂氛围，同时歌曲中出现的 farm、cow、chicken 等本节课即将学习的单词为新授内容作好了铺垫。

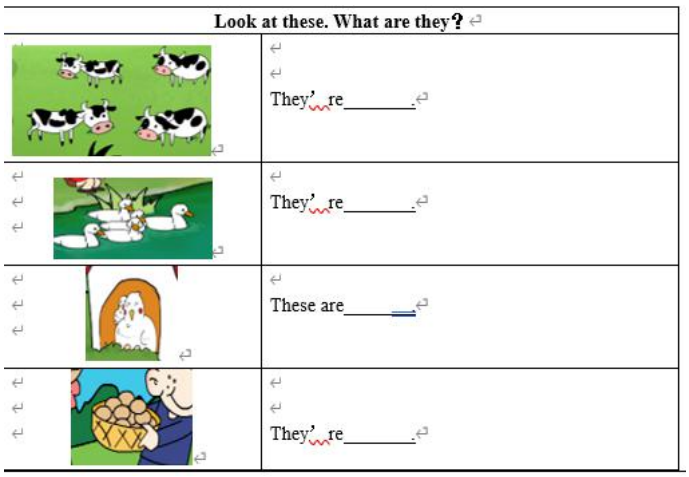
**环节二：I can listen**

| 教师活动 2 | 学生活动 2 |
| --- | --- |
| 说明 Daming 和 Sam 也来到了爷爷的农场，让学生进入情景。观察图片，让孩子猜测他们将要看到哪些动物。观看动画，设置问题检查学生理解程度。通过 How many 来提问，培养学生获取信息的能力。<br>问题层层递进，注意引导学生理解名词单复数的区别。 | 问题 1: How many animals do Sam and Daming see on the farm?<br>理清课文大致内容。<br>问题 2:What are they?<br>在视频观看中获取信息，初步感知介绍动物的相关句型，建构目标语言。在问答过程中，输出目标语言。<br>问题 3: How many eggs do they get?<br>学习新词汇 egg，听音观看中获取信息，进一步区分 egg 与 eggs 的用法，同时建构目标语言。在问答过程中，输出目标语言。 |

**活动意图说明：**

通过 Daming 和 Sam 到爷爷农场游玩的情景，明确课文内容的大致方向，感知描述动物的词汇运用。观察图片让学生猜测课文内容，激发兴趣，再通过观看课文视频和听音，进行图词对应，理解 What are they？ They are…(cows, ducks, chickens)的意思以及用法。

**环节三：I can find**

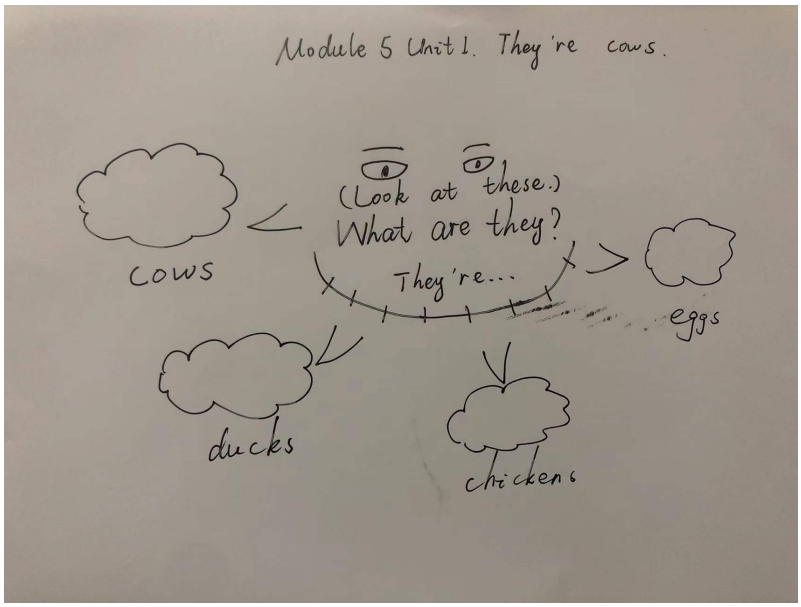
| 教师活动 3 | 学生活动 3 |
| --- | --- |
| 在理解课文内容基础上，关注本课时语言功能重点 What are they？They are…，老师检查孩子能否正确找出动物名称。<br>图文解码，核对表格信息的同时帮助学生理解并梳理课文，进一步听懂、准确认读单词 farm，cows，ducks，chickens，eggs. | 1.自己阅读课文，寻找课文中 They are...的重点句并下划线。<br>2.锁定重点信息，完善农场动物卡片。<br>  <br>Look at these. What are they?<br>They're_____.<br>They're_____.<br>These are_____<br>They're_____.<br>3.交流上面表格信息，并重点关注词汇 cows， |

| | |
|---|---|
| | ducks，chickens |
| **活动意图说明**<br>本课时语言功能重点是动物的识别。划出 They’re...关键句，意在让学生知重点，培养学生课文分析能力的同时进一步感知和理解，归纳规律，划出关键句更有利于学生找到相关名词，并为下一步运用做好铺垫。<br>通过自读并梳理课文，提取信息完善课文动物卡片的活动，学生可进一步学会运用句型 Look at these. What are they? They’re…运用用图文解码的方式帮助学习理解和掌握本课的新授词汇 cows，ducks，chickens...并进一步加深巩固目标语言重难点。 | |
| **环节四：I can listen and say** | |
| **教的活动 4**<br>What are they?<br>Look at these. What are they?<br>用提问的方式再次回顾动物名词介绍。<br>完成 Activity 3 Listen and say 的相关内容。 | **学的活动 4**<br>听一听并跟着说一说 Activity 3 中的相关描述。 |
| **活动意图说明**<br>通过看图回答问题，再次回顾文中动物信息，听一听并说一说，重点练习目标句型。 | |
| **环节五：I can talk** | |
| **教的活动 5**<br>仿照 Activity 4 的内容，运用句型“象声词+What are they？”They’re ..举例展示如何以和同伴对话的方式，合作描述、问答动物。 | **学的活动 5**<br>仿照 Activity 4 的内容，运用句型 Woof，woof！What are they？”They’re ..以和同伴对话的方式，合作描述、介绍文中动物词汇。 |
| **活动意图说明**<br>本活动引导学生初步运用目标语句练习对动物进行问答。 | |
| **环节六：I can guess the animals** | |
| **教的活动 6**<br>教师与两位搭档为例，两人做动物动作，一人询问，全班作答。<br>学生们现可在小组内讨论并介绍，随后在全班展示。 | **学的活动 6**<br>运用相关句型<br>Look at these.<br>What are they?<br>They’re...<br>小组讨论并根据组员的动作进行问答。 |

**活动意图说明**

本活动的目的是内化所学，情景交际，并引导学生将所学动物名词与动物特征相联系，了解小动物。

**7.板书设计**




Assessment：准备小动物的小卡片（cow，duck，chicken）若干，每轮问答中获胜的小朋友拿走一张，最后一个小组将本组成员所获得的小卡片贴在本组的农场海报上进行问答。看看哪个小组的农场最热闹！

**8.作业与拓展学习设计**

1、完成 作业单。

2、Make a poster of a farm with your friends. 完成组内农场海报并进行问答展示。

**9. 教学反思与改进**

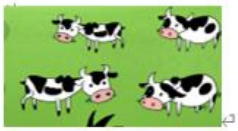
（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

（3）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……）

# 外研社（一起点）一年级下册第 1 课时（学生用）

| | | |
|---|---|---|
| 学习内容 | **Module 5 Unit 1　They're cows.** | |
| 学习目标 | 1）能听懂和认读 farm，they，they're=they are，cow，chicken，duck，egg，pig.<br>2）能运用会理解、认读目标语句 What are they？　They are...　And look at these. 达到初步运用的目的。<br>3）能听懂、会读本课课文，并理解课文大意，初步运用目标语句对动物进行描述，养成善于观察的好品质。 | |
| 学习资源 | 英语教材、点读笔、相关图片、视频动画、评价任务单、作业单 | 随堂记录 |
| 学习过程 | **Activity 1：Lead in**<br>1.Greetings;<br>2.Sing a song and do the actions.<br>3.问题: What animals can you see on Old MacDonald's farm?<br><br>学生自评：☆☆☆☆☆<br><br>**Activity 2**<br>**Task 1 I can listen**<br>(　　) 1. How many animals do Sam and Daming see on the farm?<br>A. two　　B. three　　C. four<br>(　　) 2.What are they?<br>A. chickens　　B. ducks　　C. cows<br>(　　) 3. How many eggs do they get?<br>A. eleven　　B. twelve　　C. ten<br><br>**Task 2 I can find**<br>1.阅读课文，找出 They're...并下划线。<br>2.锁定重点信息，完善动物信息卡片。 | |

| **Look at these. What are they?** | |
|---|---|
|  | They're_____. |
| | They're_____. |
| | These are_____. |
| | They're_____. |

| | | |
|---|---|---|
| | 3.交流上面表格信息，并重点关注词汇 cows, ducks chickens.<br>学生自评：☆☆☆☆☆<br>**Activity 3**<br>**Task 3 I can listen and say**<br>Look at these. What are they?　听一听并跟着说一说 Activity 3 中的相关介绍。<br>学生自评：☆☆☆☆☆<br>**Activity 4**<br>**Task 4 I can talk**<br>运用句型象声词+What are they？描述、介绍 P4，Activity4 中的动物词汇。<br>同伴互评：☆☆☆☆☆<br>**Task 5 I can introduce**<br>Work in group，introduce your animals.<br>Look at these,<br>What are they?<br>They're...<br>同伴互评：☆☆☆☆☆　　教师评价：☆☆☆☆☆ | |
| 作业检测 | 1、Read the text 3 times. 听读课文 3 遍。<br>2、完成作业单。<br>3、画自己喜欢的农场动物，展示 picture book。 | |
| 学后反思 | 1、我是否能理解、认读本课中的新词 farm，cow，duck，chicken，egg？<br>2、我是否了解相关动物的名词复数形式，并能运用句型 They're...进行描述？<br>3、我在本节课中表现得最好的是：<br>（☐观察　☐查找、提炼信息　☐思考　☐倾听　☐合作　☐交流　☐答问　☐评价） | |

| 课时教学设计 | |
|---|---|
| 课题 | **Module 5 Unit 2　It's thin.** |
| 课型 | 新授课☑　　章/单元复习课□　　专题复习课□<br>习题/试卷讲评课□　　学科实践活动课□　　其他☐ |

**6. 课时目标**

⑤.通过感知课文具体情景，学生能听懂、准确认读、形容词：fat,thin,big,little；会理解、认读目标语句 Look at ....It's /...is.../...are...，达到初步运用的目的。

⑥.能在课文情景中，借助录音、图片及老师问题的帮助下，会听、会读并理解对话内容；并模仿运用句型 Look at ...It's /...is.../...are...描述、介绍动物的体型特征和颜色。

⑦.通过数学与英语结合来解读文本，分析不同的分类方法，形成跨学科意识，发展数理思考

分析能力；

⑧.通过两人和四人合作，交流“动物特征”这一话题等活动方式，巩固拓展本课的目标语言，培养学生的合作意识，乐于感知并积极尝试使用英语。

⑨. 通过对歌曲以及文本的感知，能区分不同动物的声音，树立爱护动物的文化意识。

**7. 教学内容分析**

本课时主要讲述了 Daming 和 Sam 一起参观 grandpa 的农场，Sam 向大明介绍了 pig family 的不同特征。其中 baby pigs 的分类方法有两种。本课中重点是用“It’s ....” “...is.../...are...”来介绍动物的体型特征以及颜色，要求学生能够掌握相关形容词。

**8. 学生学情分析**

大多数学生已经在之前的英语学习中掌握了部分动物以及颜色的单词的表达，但是对于描述体型的形容词缺少了解，所以本课的 fat, thin, big, little 对于他们来讲是重难点；部分学生仍不能灵活地运用 It’s...和...is.../...are...，需要加强练习。

**9. 学习目标叙写**

1）能听懂、准确认读、形容词：fat,thin,big,little；会理解、认读目标语句 It’s /...is.../...are...

2）能运用形容词 fat,thin,big,little 和句型 It’s /...is.../...are...描述、介绍动物的体型和颜色。

3）能听懂、会读本课课文，并理解课文大意；并能内化所学，初步运用目标语句在实际情景中描述、介绍动物的体型特征和颜色，养成爱护动物的好品质。

**10. 评价任务设计**

任务一、图文解码，听力理解。

任务二、梳理课文，提取信息。

任务三、图文描述，内化所学。

任务四—五、小组活动，运用所学。

**Task 1 I can listen**

1. What are they? How many pigs there?

(　　) 2.What does the father pig look like?

A. fat　　B. thin

(　　) 3. What does the mother pig look like?

A. fat　　B. thin

4.How many baby pigs? What does these pigs look like?

____ are _____. _____ is _____.

5.What colors are these baby pigs？

____ are _____. _____ are _____.

学生自评：☆☆☆☆☆

**Task 2 I can sing**

1.阅读课文，找出 It’s.../....are.../...is...并下划线。

2.锁定重点信息，创编童谣。

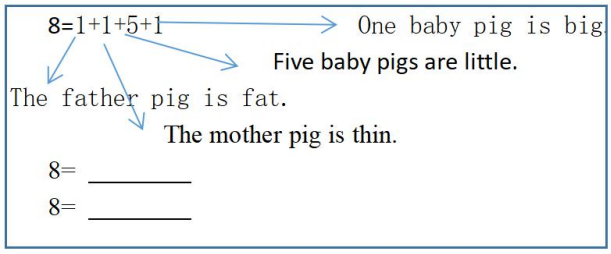
Look at the _____ _____.
It’s very ____.
Look at the _____ _____.
It’s very ____.
Look at the _____ _____.
Two are ____. ____ are ____.
Five ___ ____. ___ is ____.

3.演唱童谣，并关注重点词汇 fat,thin,big,little.

学生自评：☆☆☆☆☆

**Task 3 I can look and say**

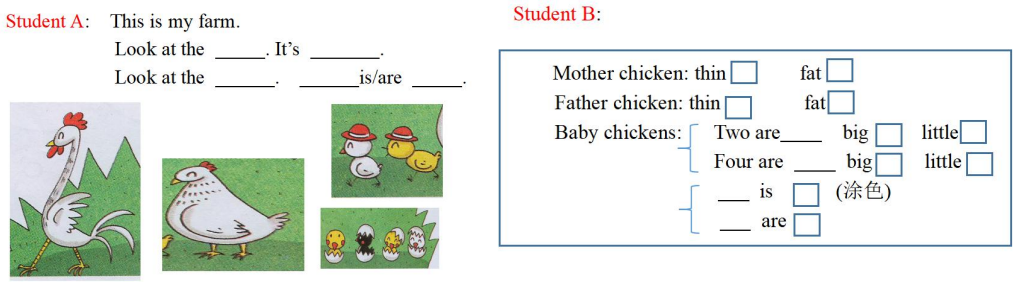
根据文本和图片理解算术。




学生自评：☆☆☆☆☆

**Task 4 I can talk**

学生 A 运用 Look at the...It's /...are.../...is...描述、介绍 worksheet 上的动物特征,学生 B 在 worksheet 上记录。




同伴互评：☆☆☆☆☆

**Task 5 I can introduce**

Work in group，introduce the animals at your farm.

Look at the ...

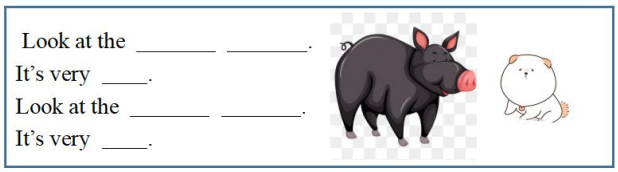
It's ...

...is... ...are...

同伴互评：☆☆☆☆☆ 教师评价：☆☆☆☆☆

**6.学习活动设计**

| 教师活动 | 学生活动 |
| --- | --- |
| **环节一：Lead in** | |
| **教师活动 1**<br>1. 创设去农场的情境，引导小朋友们观察图上的动物，并且回答问题。利用肢体动作和图片情境帮助学生初步感知和理解 fat 和 big 的意思； | **学生活动 1**<br>问题 1:What are these animals?<br>图片引入<br>观看 Acitivity1 的童谣视频，填空。<br>Look at the ___<br>It's very fat.<br>Look at the ____ |

| | |
|---|---|
| 请学生完成挖空练习并演唱童谣；<br><br>鼓励学生邀请好朋友去看其他动物，仿照 Activity 1,观察并且改编童谣，进一步理解并运用新词。 | It’s very big.<br>齐唱童谣<br>根据幻灯片的其他动物的图片，改编童谣。<br>  <br> |
| **活动意图说明：**<br>创设情境，通过引导学生猜测，结合肢体语言和童谣，帮助学生初步理解新词。 | |
| **环节二：I can listen** | |
| **教师活动 2**<br>依据 Activity2 的情境，说明 Daming 和 Sam 也来到了农场，Sam 要向 Daming 介绍农场里的动物，让学生明确情景。观察图片，让孩子猜测是什么动物。观看动画，设置问题检查学生理解程度。通过 what,how many 来提问，培养学生获取信息的能力。问题层层递进，注意引导学生通过对比来理解新词。 | **学生活动 2**<br>问题 1:What are they? How many pigs there?<br>理清主题图上的 pig 一家分为 father,mother 和 baby pigs。<br>问题 2:What does the father/mother pig look like?<br>仔细观察猪爸爸和猪妈妈的体型。<br>通过观察 Activity2 的图片，对比猪爸爸和猪妈妈获取信息，初步感知描述动物体型的相关句型，建构目标语言。在问答过程中，输出目标语言。<br><br>问题 3:How many baby pigs? What does these pigs look like? What colors are these baby pigs？<br>填空<br>观察图片，获取信息，将猪宝宝根据体型分类，进一步熟悉描述动物体型的相关词语和句型，并理解 are 的用法，建构目标语言。观察图片，继续根据颜色分类，在问答过程中，输出目标语言。 |
| **活动意图说明：**<br>通过 Sam 介绍农场的情景，明确课文谈论的大致方向。观察图片，通过观看课文视频和听音，进行图词对应，理解 fat,thin,big,little 的意思以及用法，熟悉描述动物体型和颜色的相关句型。 | |
| **环节三：I can sing** | |

| 教师活动 3 | 学生活动 3 |
| --- | --- |
| 在理解课文内容基础上，关注本课时语言功能重点 It's.../....are.../...is...，老师检查孩子能否正确找动物以及体型颜色的对应信息。<br>图文解码，根据文本内容创编童谣，进一步听懂、准确认读单词 fat,thin,big,little。 | 1.自己阅读课文，寻找课文中 It's.../....are.../...is...的重点句并下划线。<br>2.锁定重点信息，创编童谣。<br>Look at the _____ _____.<br>It's very ____.<br>Look at the _____ _____.<br>It's very ____.<br>Look at the _____ _____.<br>Two are ____. ____ are ____.<br>Five ___ ____. ___ is _____.<br>3.演唱童谣，并关注重点词汇 fat,thin,big,little. |

**活动意图说明**

本课时语言功能重点是用形容词描述动物的体型和颜色。划出 It's...和...are.../...is...关键句，意在让学生知重点，培养学生课文分析能力的同时进一步感知和理解，归纳规律，划出关键句更有利于学生找到相关形容词，并为下一步运用做好铺垫。

通过自读并梳理课文，提取信息完善童谣的活动，学生可进一步学会运用关键词 fat,thin,big,little,用朗朗上口的方式进一步加深巩固目标语言重难点。

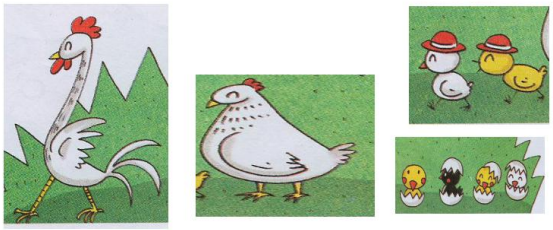
**环节四：I can look and say**

| 教的活动 4 | 学的活动 4 |
| --- | --- |
| 教师列出数学算式：8=1+1+5+1,鼓励学生根据文本和图片来理解每个数字的含义，并用算术列出其他的分类方法； | 根据文本和图片理解算术。<br>8=1+1+5+1 → One baby pig is big<br>→ Five baby pigs are little.<br>→ The father pig is fat.<br>→ The mother pig is thin.<br>8= _____<br>8= _____ |

**活动意图说明**

通过学科融合，利用数学算术让学生从不同的角度来介绍农场里面的动物特征，再次回顾文本，听一听并说一说，重点练习目标句型。

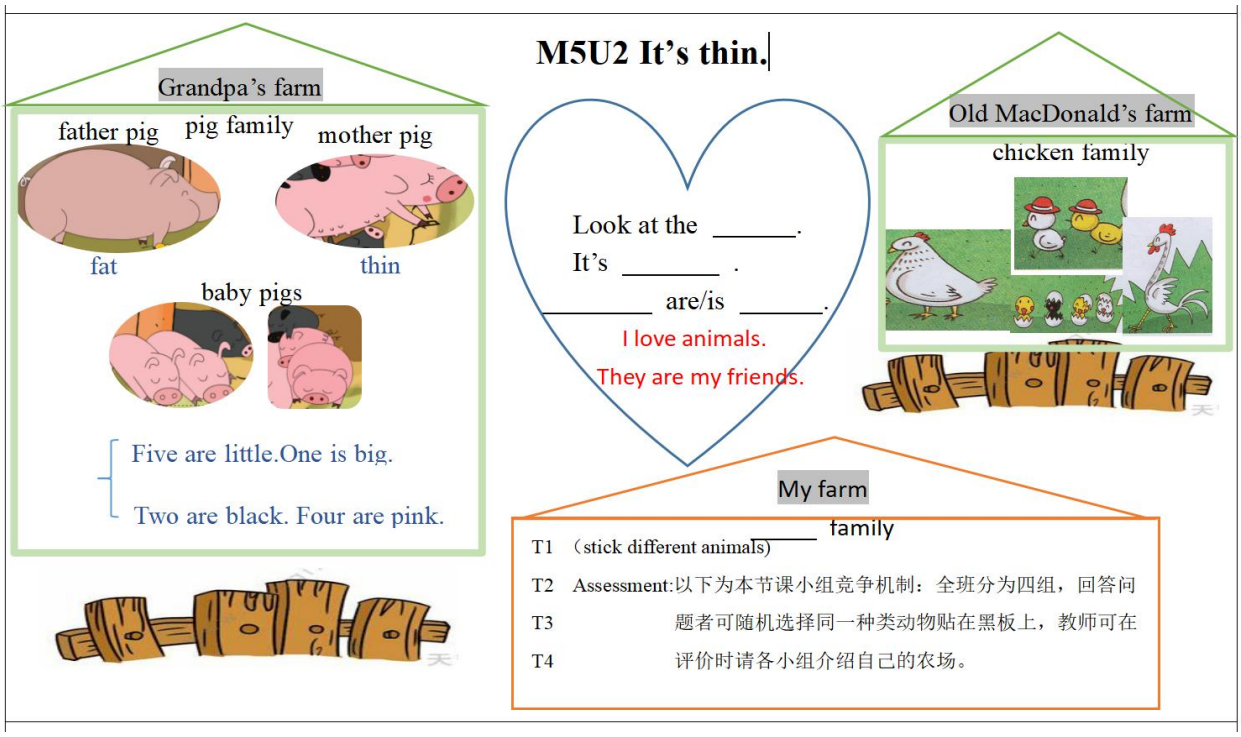
**环节五：I can talk**

| 教的活动 5 | 学的活动 5 |
| --- | --- |
| 创设新的去 Old MacDonald 的农场的新情境。<br>学生两人一组，参观农场，一人扮演 Old MacDonald，用 Look at the/these...It's /...are.../...is...对农场里的 chickens 等的特征进行介绍，另一人在导学单上记录并标记。引导学生初步运用目标语句练习描述动物的体型和颜色特征。<br><br>请学生根据 Activity4 的歌曲猜 Old MacDonald 的农场里还有什么动物？不同的声音对应的是什么动物?询问学生是否喜欢这些声音，引导学生感受到动物的可爱。 | 仿照 Activity 2 的内容，运用句型 Look at the.../It's /...are.../...is...以和同伴对话的方式，合作描述、介绍 worksheet 上动物的特征。学生 B 需记录。<br>Student A: This is my farm.<br>Look at the _____. It's _____.<br>Look at the _____. _____is/are _____.<br>  <br>Student B:<br>Mother chicken: thin ☐ fat ☐<br>Father chicken: thin ☐ fat ☐<br>Baby chickens: Two are____ big ☐ little ☐<br>Four are ____ big ☐ little ☐<br>___ is ☐ (涂色)<br>___ are ☐<br><br>听 Activity4 的歌曲，根据声音猜动物，感受动物的可爱。 |
| **活动意图说明**<br>通过创设新的情境，本活动引导学生初步运用目标语句练习描述动物的体型和颜色特征。通过听音猜物的游戏，引导学生进一步感受到动物的可爱。 | |
| **环节六：I can introduce** | |
| **教的活动 6**<br>教师以自身为例，设计自己的农场并介绍里面的动物的不同特征，仿照 Activity 3 重点画 pig 并且进行介绍。仿照 Activity 6，用本课重点语言介绍自己小组农场里的动物的体型和颜色，(用本节课小组获得的动物来介绍)。<br>学生们可在小组内讨论并在全班分享优秀介绍。<br>引导学生喜爱动物，保护动物，形成正确的价值观。 | **学的活动 6**<br>仿照 Activity 3 和 Activity 6，运用相关句型<br>Look at the...<br>It's ...<br>...are/is...<br>小组讨论并介绍农场里动物的体型和颜色特征。 |

**活动意图说明**

本活动的目的是内化所学，情景交际，并引导学生喜爱动物，保护动物，形成正确的价值观，实现人与自然的和谐相处。

**7.板书设计**




**8.作业与拓展学习设计**

1、Read the text 3 times. 听读课文 3 遍。

2、介绍题单上的动物。

3、设计自己的农场，画下你喜欢的动物一家，并向朋友或家人介绍它们的特征。（选做）

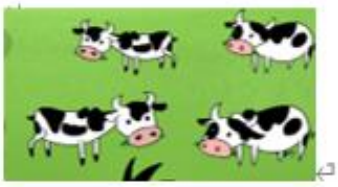
**10. 教学反思与改进**

（1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）

（2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）

（4）我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……）

# 新标准小学英语一年级起点一年级下册 Module 5 Unit 1 第一课时作业设计

| | | |
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module 5 Unit 1 P26-28 | |
| 学习目标 | 1）能听懂和认读 farm，they，they're=they are，cow，chicken，duck，egg，pig.<br>2）能运用会理解、认读目标语句 What are they？ They are... And look at these. 达到初步运用的目的。<br>3）能听懂、会读本课课文，并理解课文大意，初步运用目标语句对动物进行描述，养成善于观察的好品质。 | |
| 学习资源 | 单词卡片 PPT 课件 课文动画 点读笔 导学单 动物卡片 | 随堂记录 |
| 学习过程 | 一、课堂学习过程：<br>( ) 1. How many animals do Sam and Daming see on the farm?<br>A. two B. three C. four<br>( ) 2.What are they?<br>A. chickens B. ducks C. cows<br>( ) 3. How many eggs do they get?<br>A. eleven B. twelve C. ten<br><br>完成情况 ☆☆☆ 书写情况 ☆☆☆ 订正情况 ☆☆☆<br><br>**Look at these. What are they?**<br>  They're_____.<br> They're_____.<br> These are_____.<br> They're_____.<br><br>完成情况 ☆☆☆ 书写情况 ☆☆☆ 订正情况 ☆☆☆ | |

二、课后学习过程：

1. I can read.

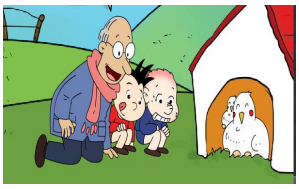
| Module5 Unit 1 They're cows. | | | | | | | |
|---|---|---|---|---|---|---|---|
| Key words | | | | | Fast&Fluent | | |
| 1 | they | 他（她/它）们 | | | This is our farm. | | |
| 2 | cow | 奶牛 | | | What are they? | | |
| 3 | farm | 农场 | | | They're cows/ducks/chickens. | | |
| 4 | duck | 鸭子 | | | One…twelve. | | |
| 5 | chicken | 鸡 | | | Thank you, chickens. | | |
| 6 | egg | 鸡蛋 | | | | | |

Tips（小提示）：如果你闯关成功请用铅笔将 涂黑；如果你闯关失败，请用铅笔将 涂黑。

2. I can match and say.

1.These are chickens.

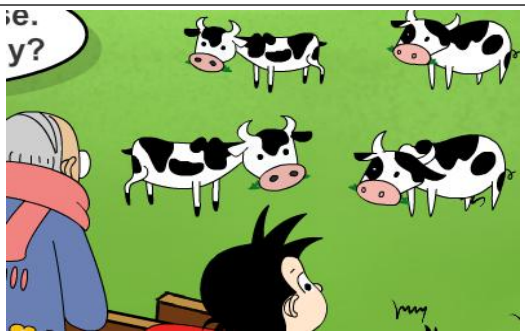
2. They are cows.

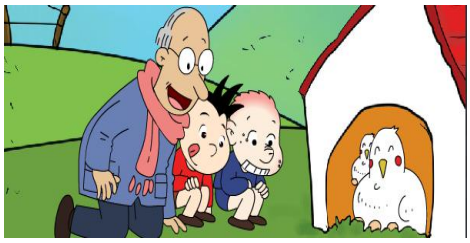


3. They are ducks.

| 完成情况 | 书写情况 | 订正情况 |
|---|---|---|
| ☆☆☆ | ☆☆☆ | ☆☆☆ |

3. I can retell.





| 完成情况 | 书写情况 | 订正情况 |
|---|---|---|
| ☆☆☆ | ☆☆☆ | ☆☆☆ |

4. Make a poster of a farm with your friends. 完成组内农场海报并进行问答展示。

| 完成情况 | 书写情况 | 订正情况 |
|---|---|---|
| ☆☆☆ | ☆☆☆ | ☆☆☆ |

| | |
|---|---|
| 学后反思 | Now I know_____.<br>I am still confused about_____.<br><br>我在本课中的表现 not so good good wonderful |

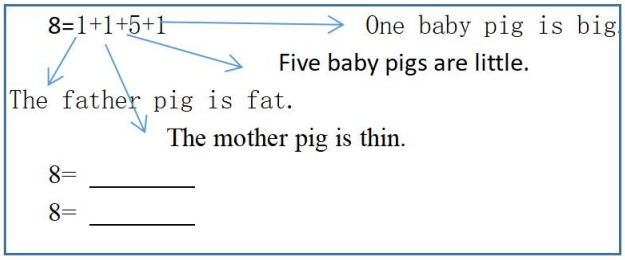
# 新标准小学英语一年级起点一年级下册 Module 5 Unit 2 第二课时作业设计

| | | |
|---|---|---|
| 学习内容 | 新标准小学英语一年级起点一年级下册 Module5 Unit 2 P29-31 | |
| 学习目标 | 1.能听懂、准确认读、形容词：fat,thin,big,little；会理解、认读目标语句 It's /...is.../...are...<br>2.能运用形容词 fat,thin,big,little 和句型 It's /...is.../...are...描述、介绍动物的体型特征和颜色。<br>3.能听懂、会读本课课文，并理解课文大意；并能内化所学，初步运用目标语句在实际情景中描述、介绍动物的体型特征和颜色，养成爱护动物的好品质。 | |
| 学习资源 | 英语教材、点读笔、相关图片、视频动画、评价任务单、作业单 | 随堂记录 |

学习过程

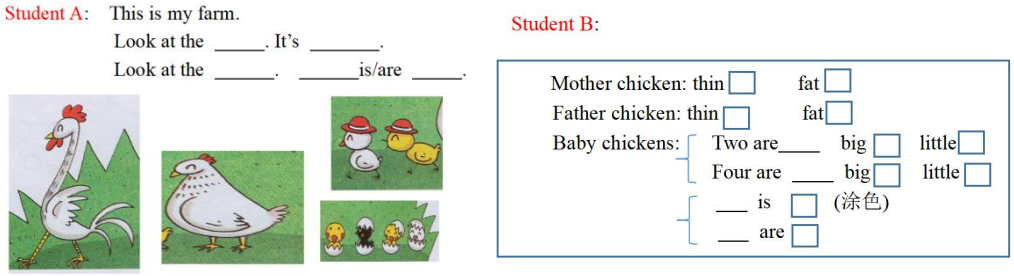
一、课堂学习过程：

1.根据文本和图片理解算术。




**2. I can talk**

学生 A 运用 Look at the...It's /...are.../...is...描述、介绍 worksheet 上的动物特征，学生 B 在 worksheet 上记录。



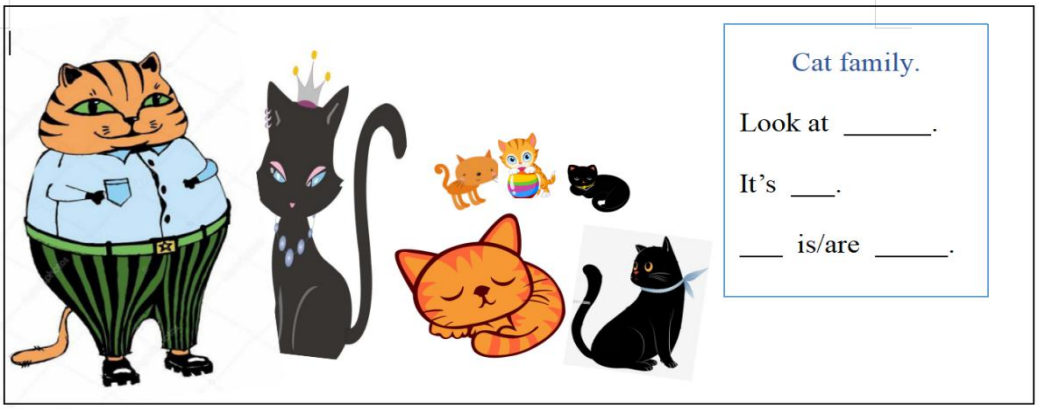

二、课后学习过程：

5. I can read.

| *Module5 Unit2 It's thin.* | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***words*** | ☺ | 😐 | ☹ | ***sentences*** | ☺ | 😐 | ☹ |
| pig | | | | 1.Look at the father pig.It's fat. | | | |
| fat | | | | 2.And that is the mother.It's thin. | | | |
| thin | | | | 3.Look! Six baby pigs. | | | |
| big | | | | 4.Five are little.And one is big. | | | |
| little | | | | 5.Two are black and four are pink. | | | |
| Tips:如果闯关成功，在☺下打勾；如果还能进步 ，在😐下打勾；如果问题较多，在☹下打勾。 | | | | | | | |

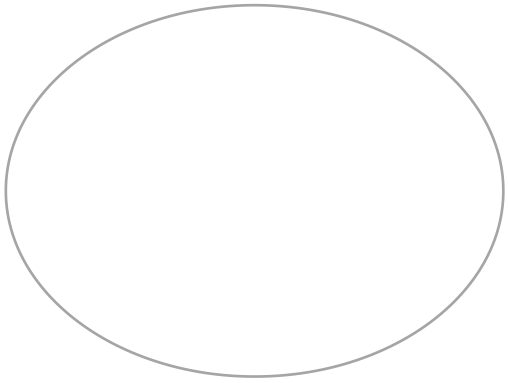
6. I can talk.

向家人介绍 cat family




7. I can design and introduce. （选做）

***My farm***



_____ family.

Look at the _____.

It's ___.

Look at the _____.

___ is/are _____.

学后反思

Now I know_____.

I am still confused about_____.

我在本课中的表现 not so good good wonderful

# Sounds Fun!

## Phonics for Children

# 2

## 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?
  S1: 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.)

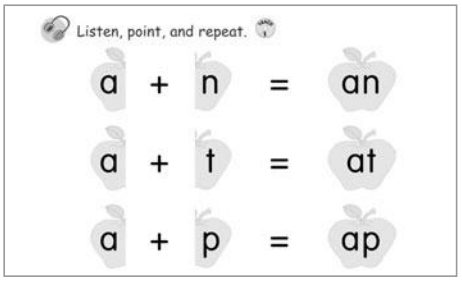
**Note:** *Review letter names, initial sounds, and words using instructions from Level 1:*
*T: Point at the letter B.*
*T: Point at the letter that makes the sound /m/.*
*T: Point at the letter that begins the word "zoo."*

## 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)

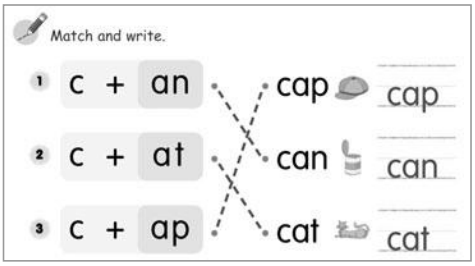
## Additional Activity -- Sound Together

**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

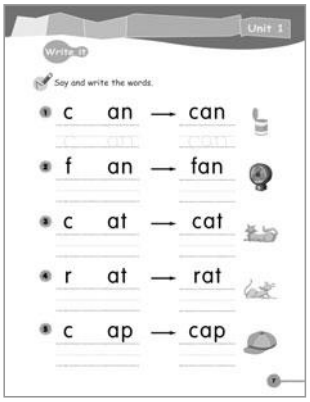
## Match and write.




- 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)

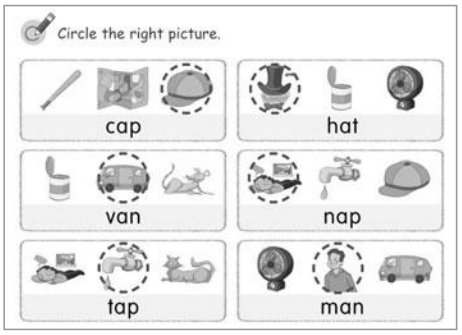
1. Have students place their picture cards in front of them. Teacher has letter card and word endings /-an/, /-ap/, and /-at/.
2. Show one of the letters alongside a word endings. (Example: c, -ap) Say the sounds. (Example: /c/, /-ap/)
3. Have students respond by putting the sounds together, saying the 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.



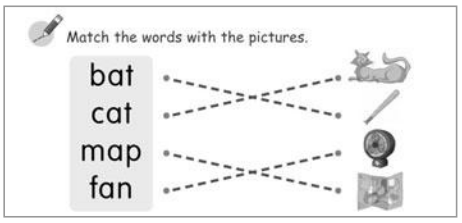

- Practice recognizing the words (through pictures) and reading the words with /-an/, /-at/, and /-ap/ word endings. Students circle the picture that represents each word.

  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

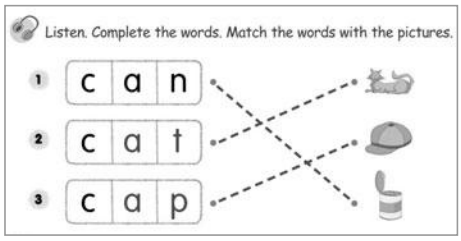
### Listen. Circle the word you hear. (Track 3)

- 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. (Track 3)

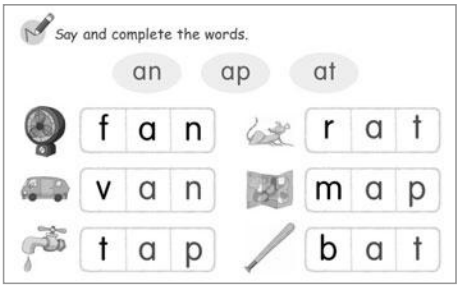



- Listen to CD track 3 and complete the words. Then, match the words with the correct pictures.
  T: Listen to Number 1. What did you hear?
  Ss: Can.
  T: Good! Which picture is a can?
  Ss: This one. [pointing to can]
  T: Very good! Draw a line connecting the word can with the picture.

**Transcript:** 1. can 2. cat 3. cap

Page 11

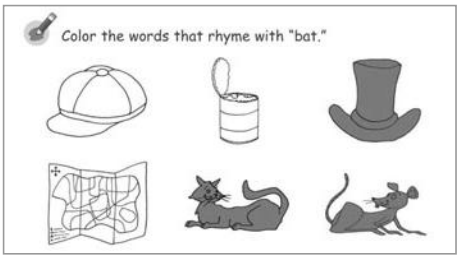
### Say and complete the words.




- 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?
  $S_1$: Hat!
  $S_2$: Cat!
  $S_3$: 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.

( 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?
  $S_1$: I see a cat.
  $S_2$: I see a rat.
  $S_3$: I see a fan.
  T: Good! What else do you see?
  $S_4$: I see food.
  T: Excellent! What is the cat doing?
  $S_5$: 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/].)

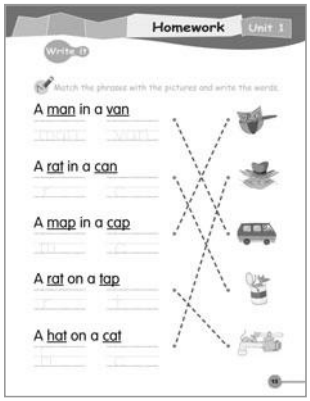
**Note:** *If wanted, change order and sing the sentences to the tune of "The Farmer and the Dell." Have students help compose new sentences for the song.*

## 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.
  $S_1$: 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!)

# Sounds Fun! 2 - UNIT 2

## 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.
  S1: Is_____here?
  Here.
- Continue with roll-call.

### Review

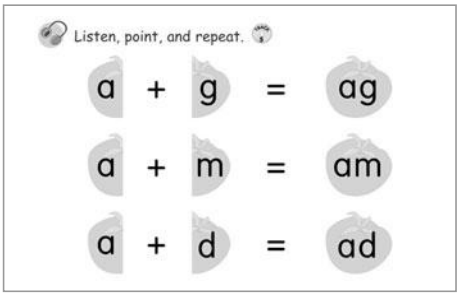
- Review word endings from Unit 1. Have students take out their Flash Cards (2-A) with word endings (/-an/, /-at/, /-ap/). Have them write the letter C on another piece of paper. Teacher holds up Flash Cards (2-B) with pictures from Unit 1 (can, cat, cap).
- Say the picture on the word card and have 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)



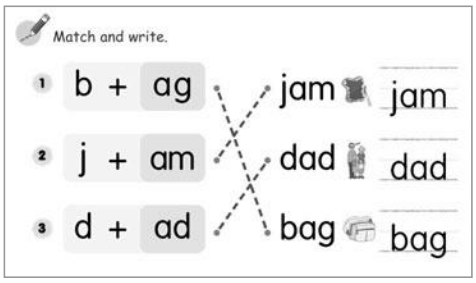

- Review letter sounds and introduce word endings.

  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?

1. Have students number the three word endings in the Listen, point, and repeat activity on page 14. (1 = /-ag/; 2 = /-am/; 3 = /-ad/)
2. Say one of the word endings (Example: /a/ /m/ /-am/) and have students hold up their fingers with the appropriate number (Example: 2).
3. 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. (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?
  S1: 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

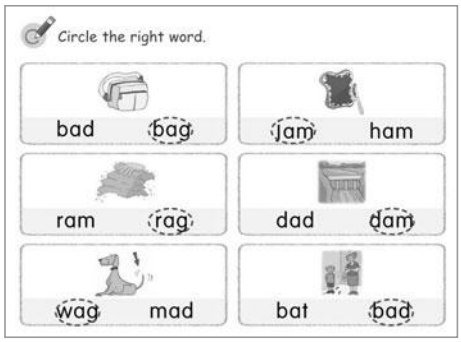
**Materials**
2 sets of Flash Cards 2-B (bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad)

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 ($S_1$s) come forward. Show one of the cards to them and whisper the word. (Example: jam)
3. $S_1$s then go back to $S_2$s at the front of the line and whisper the word to them. $S_2$s then whisper it to $S_3$s, 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

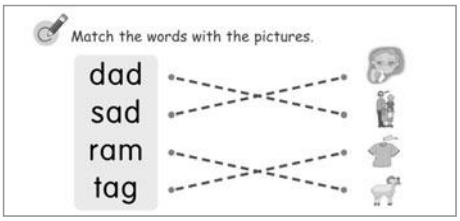
## Circle the right word.




- 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.



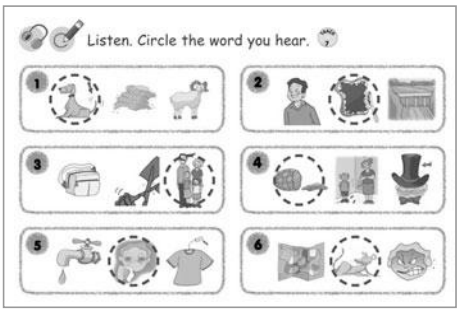

- Practice recognizing and reading words and matching them with the appropriate picture.
  T: Let's read these words together.
  T & Ss: Dad. Sad. Ram. Tag.
  T: Excellent! Which picture has a dad in it?
  $S_1$: This one! [pointing at second picture]
  T: Very good! Match the word and the picture.
- 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!

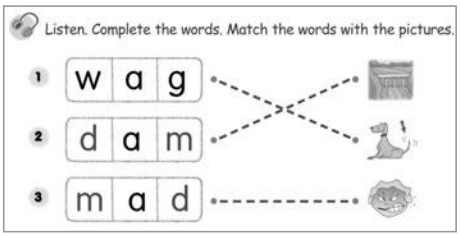
# Sounds Fun! 2 - UNIT 2

| | | | |
|---|---|---|---|
| **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)

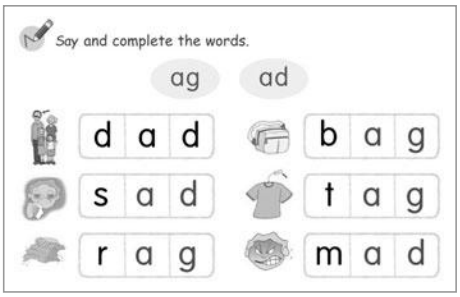



- Listen to CD track 7 and complete the words. Then, match the words with the correct pictures.
  T: Listen to Number 1. What did you hear?
  Ss: Wag.
  T: Good! Which picture is wag?
  Ss: This one. [pointing at dog wagging tail]
  T: Very good! Draw a line connecting the word wag with the picture.

| | | | |
|---|---|---|---|
| **Transcript:** | 1. wag | 2. dam | 3. mad |

Page 19

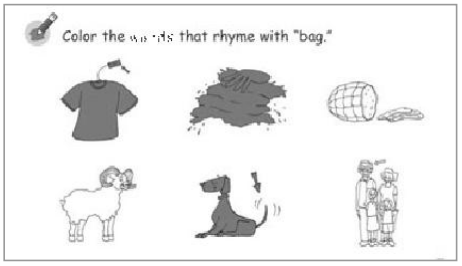
## Say and complete the words.




- 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?
  $S_1$: Rag!
  $S_2$: Tag!
  $S_3$: 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)

1. Divide the class into two teams. Choose one of the cards and sketch that picture on the board, one line at a time.
2. 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?
   $S_1$ 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

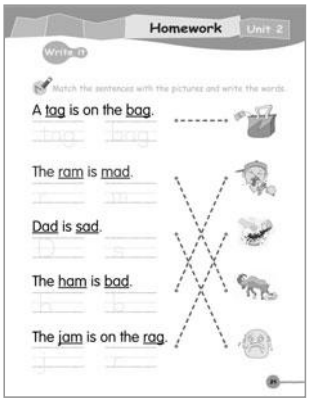
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

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: -ag) Write each word involving that word ending (Example: bag) 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 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 $S_1$]
  $S_1$: My name is_____.
  T: What's your name? [speaking to $S_2$]
  $S_2$: My name is_____.
  T: [speaking to $S_2$ and gesturing to $S_1$] What's his (her) name? _____
  $S_2$: His (Her) name is _____.
  T: [shaking $S_1$'s hand] Nice to meet you.
  $S_1$: Nice to meet you, too.

- Have students introduce themselves and then recall the names of other students.

### Review

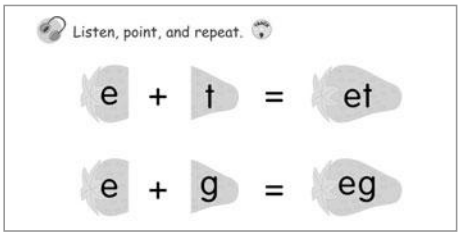
- Review word endings (/-ag/, /-am/, and /-ad/) from Unit 2.
  T: What sounds did we learn last time? Do you remember?
  $S_1$: /-ag/.
  $S_2$: /am/.
  $S_3$: /-ad/.
  T: Excellent! Who remembers one of the words we learned?
  $S_4$: Wag.
  T: Very good! Who can make a sentence with wag?
  $S_5$: My 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)

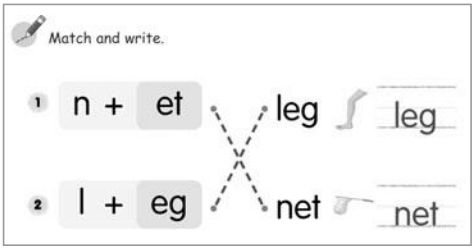



- Review letter sounds and introduce word endings.
  T: Please open your books to page 22. Look at these pictures. [pointing to strawberries] What are they?
  $S_1$: They're strawberries.
  T: Very good!_____, do you like strawberries?
  $S_2$: No, I don't.
  T: Really? I love strawberries. Let's look 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. [$S_1$ with B and $S_2$ with /-eg/ stand side by side]
   $S_1$: /b/
   $S_2$: /-eg/
   $S_1$ & $S_2$: Beg!
   T: Is that right?
   Ss: Yes! /b/ /-eg/. Beg!

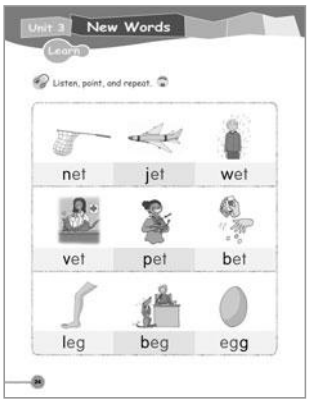
- Try again with other combinations. (leg, net, pet, wet).

## 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?
  $S_1$: I do! /j/ /-et/. Jet!

- Continue with the other pictures.
- Listen to CD track 10. Point and repeat.

### Additional Activity -- Guessing Game

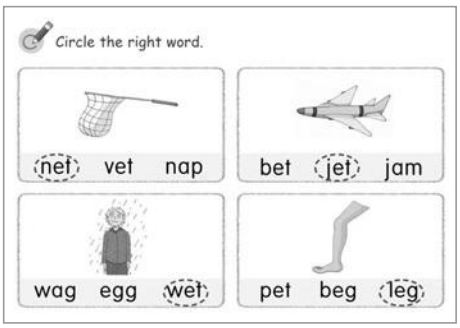
**Materials**
Flash Cards 2-B (net, jet, wet, vet, pet, bet, leg, beg, egg)

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?
   $S_1$: I think it's pet.
   $S_2$: I think it's vet.
   $S_3$: I think it's beg.

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

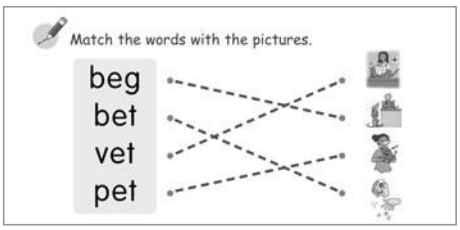
## Circle the right word.




- 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.
  S1: Net, vet, nap!
  T: Very good. Look at the picture. [pointing at net] Which word is correct?
  S1: 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.



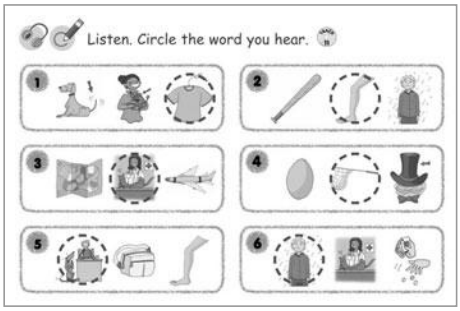

- Practice recognizing and reading the words and matching them with the appropriate picture.
  T: Who wants to read the first word in the box?
  S1: I do!
  T: OK! Go ahead, please.
  S1: Beg!
  T: Very good! Which picture matches the word beg?
  S1: The second picture.
  T: Can you use beg in a sentence?
  S1: 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. (Track 11)



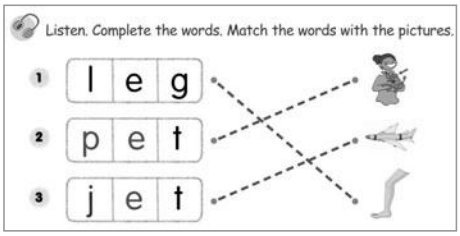

- Listen to CD track 11. Students circle the picture that matches the word they hear.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Tag.
  T: Yes! Which of the pictures has a tag?
  S1: The third one. The T-shirt has a tag.
  T: Yes! You're right! Circle the T-shirt. Now, listen 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)

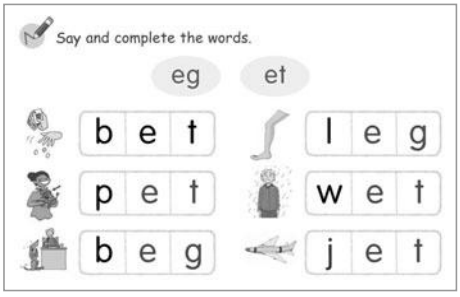



- Listen to CD track 11 and complete the words. Then, match the words with the correct pictures.
  T: Look! Some of the letters for these words are missing. Let's listen to the CD and fill in the boxes. Listen to Number 1. What is the first word?
  Ss: Leg!
  T: Very good! Which picture matches leg?
  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?
  $S_1$: Net!
  $S_2$: Pet!
  $S_3$: Wet!
  $S_4$: 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)

1. Put the nine flash cards on the wall.
2. Divide the class into two teams. Have a student from each team come forward. Give each a pointer.
3. 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.
4. 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!)

# Sounds Fun! 2 - UNIT 4

## 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

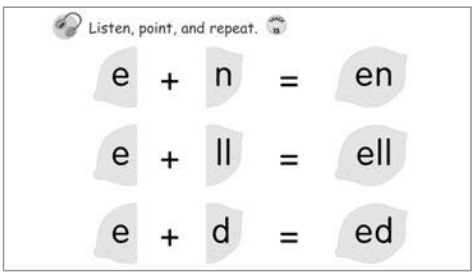
- Review word endings (/-et/ and /-eg/) from Unit 3.
  T: What sounds did we learn last time? Do you remember?
  S1: /-et/.
  S2: /-eg/.
  T: Excellent! Who remembers one of the words we learned?
  S3: Pet.
  T: Very good! Who can make a sentence with pet?
  S4: I can. I have a pet.

## Presentation

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

Page 30

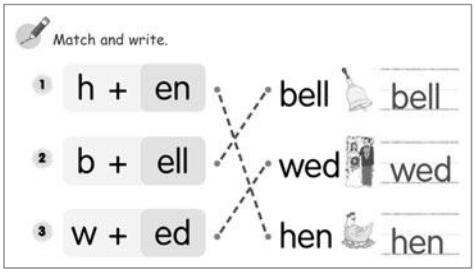
### Listen, point, and repeat. (Track 13)




- 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

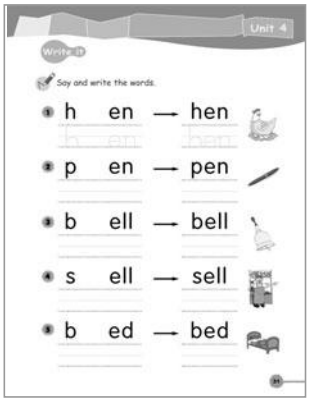
**Materials**
Flash Cards 1-A (B, H, P, S); Flash Cards 2-A (p. 111) /-en/, /-ell/, /-ed/;
student sets of Flash Cards 2-B (bed, bell, hen, pen, sell)

# 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?
  S1: 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. (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?
  S1: 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

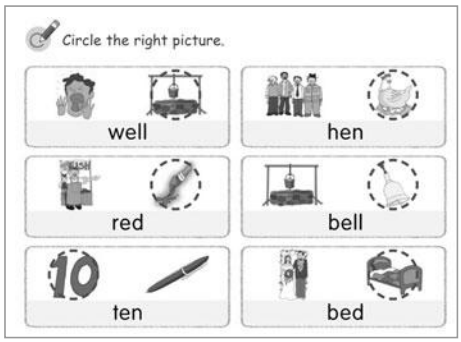
**Materials**
Two sets of Flash Cards 2-B (hen, pen, men, ten, bell, sell, well, yell, bed, red, wed)

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!

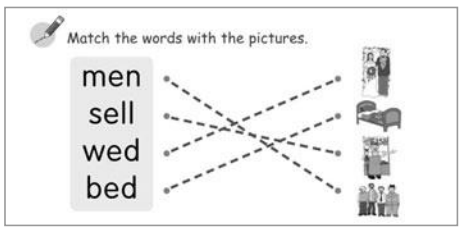
Page 33

## 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.
  S1: Well!
  T: Very good. Look at the pictures. Which picture is correct?
  S1: The second picture.
  T: Excellent! Circle the well.
- Continue with the other pictures and words.

## Match the words with the pictures.



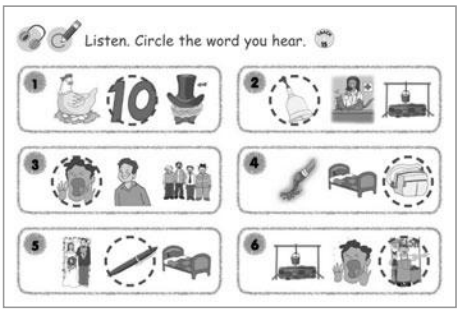

- Practice recognizing and reading the words and matching them with the appropriate picture.
  T: Who wants to read the first word in the box?
  S1: I do!
  T: OK! Go ahead, please.
  S1: Men!
  T: Very good! Which picture matches the word men?
  S1: The last picture. There are four men.
  T: Excellent! 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. (Track 15)



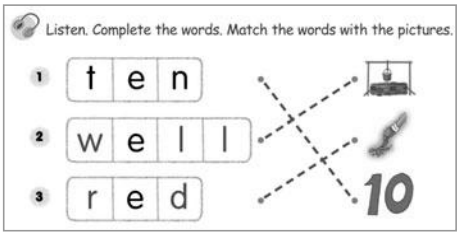

Listen to CD track 15. Students circle the picture that matches the word they hear.
   T: Now, listen to Number 1 on the CD. What word did you hear?
   Ss: Ten.
   T: Yes! Circle the number 10. Now, listen to the rest of the words and circle the correct pictures.

| **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)



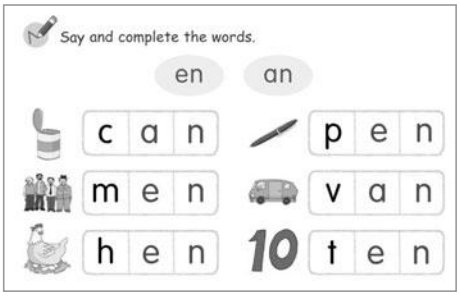

Listen to CD track 15 and complete the words. Then, match the words with the correct pictures.

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

1. 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/.
2. 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.

( 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

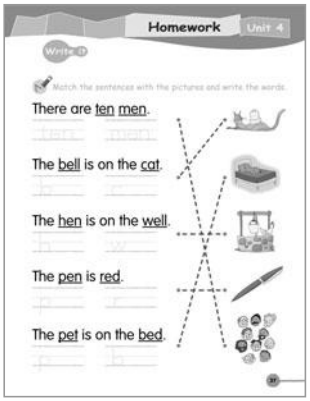
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

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: -en) Write each word involving that word ending (Example: hen) and include a picture. Begin with words they have learned in each unit.)
2. 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

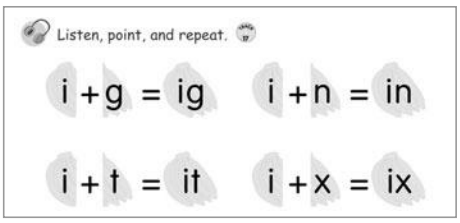
- Review word endings (/-en/, /-ell/, and /-ed/ from Unit 4.
  T: What sounds did we learn last time? Do you remember?
  S1: /-ell/.
  S2: /-ed/.
  S3: /-en/.
  T: Excellent! Who remembers one of the words we learned?
  S3: Ten.
  T: Very good! Who can make a sentence with ten?
  S4: I can! My brother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

## Presentation

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

Page 38

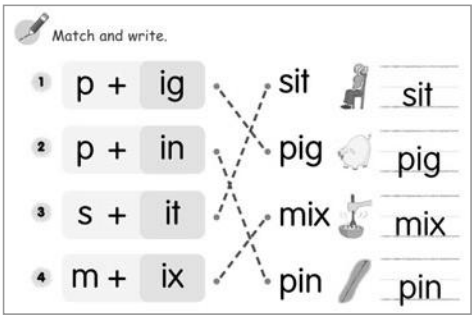
### Listen, point, and repeat. (Track 17)




- 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?
  S1: 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 picture] Is he big or small?

  $S_1$: 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. (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?

  $S_1$: 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. $S_1$ turns over two cards and reads them aloud. If the picture cards are the same (Example: bin, bin), $S_1$ keeps the two cards. If the picture cards do not match (Example: bin, mix), then $S_1$ returns the cards to the table (face down) and $S_2$ tries to find a match.
3. Continue until all the cards are gone. Student with most matching pairs is the winner.

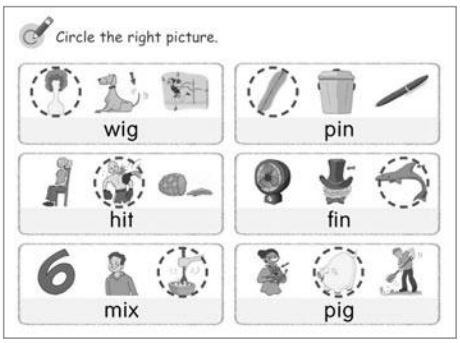
   T: OK! Let's try the game. I turn over one card. What is it? [showing students]

   Ss: Bin!

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

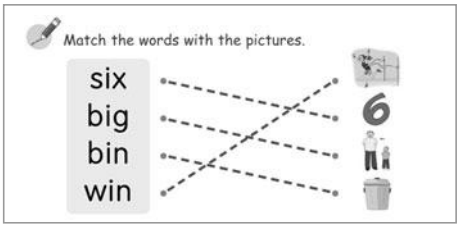
## Circle the right picture.




- 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.



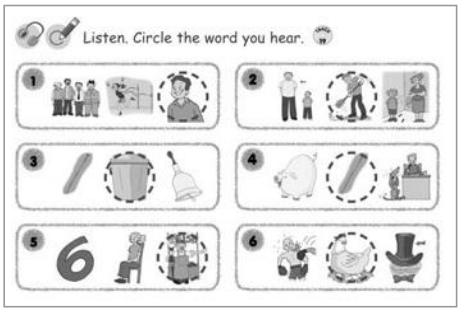

- Practice recognizing and reading the words and matching them with the appropriate picture.
  T: Who wants to read the first word in the box?
  S1: I do!
  T: OK! Go ahead, please.
  S1: Six!
  T: Very good! Which picture matches the word six?
  S1: The second picture. The red six.
  T: Excellent! Connect 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)

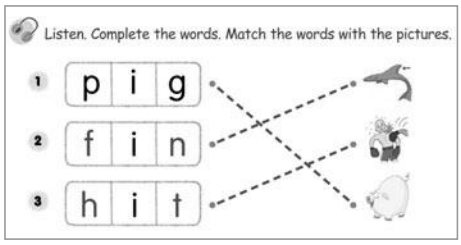



Listen to CD track 19. Students circle the picture that matches the word they hear.
T: Now, listen to Number 1 on the CD. What word did you hear?
Ss: Man.
T: Wonderful! What color is the man's shirt?
Ss: It's green.
T: That's right! Circle the man. Now, listen to the rest of the words and circle the 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)

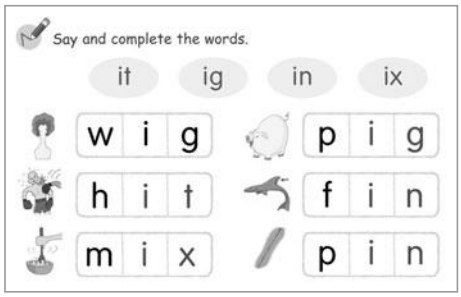



- Listen to CD track 19 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Pig!
  T: Very good! Which picture matches pig?
  S1: The last one!
  T: That's right! Now, draw a line 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)

1. Place a word from Unit 5 in front of each student (include yourself). Then throw the ball to S1.
2. 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

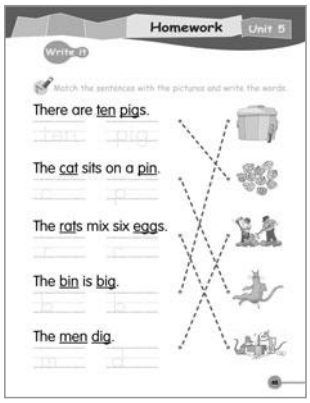
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (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?
  S1: Yes, I did.
  T: I like the color. Is blue your favorite color?
  S1: Yes, it is.

### Review

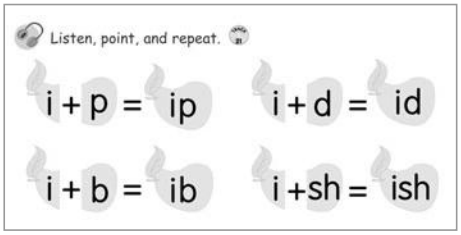
- Review word endings (/-ig/, /-in/, /-it/, and /-ix/) from Unit 5. Look at page 40 and listen to CD track 18. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

## Presentation

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

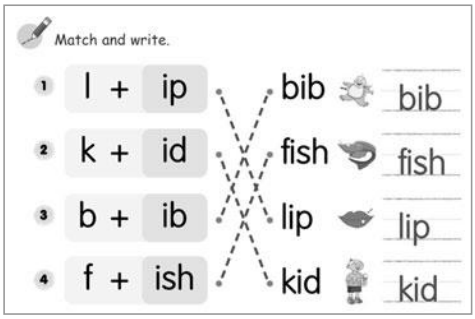
Page 46

### 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?
  S1: 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)

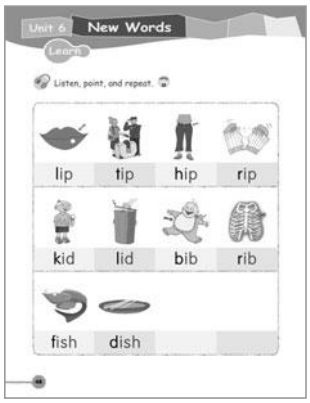
1. Say aloud one of the words from pages 46-47. (Example: fish)
2. Students hold up card with appropriate word ending. (Example: /-ish/) Have students repeat the words and word endings. Gradually show cards faster.

### Practice

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

Page 48

## Listen, point, and repeat. (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?

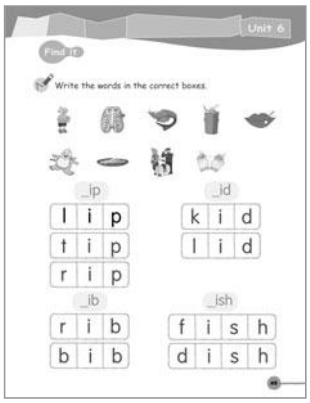
**Materials**
Flash Cards 2-B (lip, tip, hip, rip, kid, lid, bib, rib, fish, dish)

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.
   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.



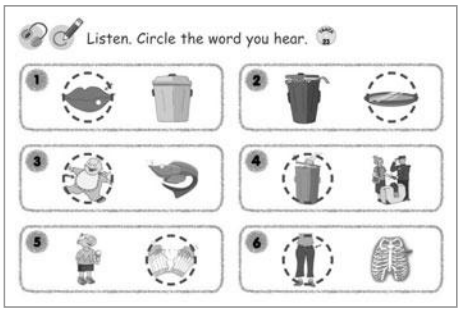

- Practice recognizing the words (through pictures) and reading the words with /-ip/, /-id/, /-ib/, and /-ish/ word endings. Students write the words for each picture in the boxes.
  T: Look at page 49. Look at the first picture. What is it?
  S1: Kid!
  T: Very good! How do you spell kid?
  S1: K-I-D.
  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

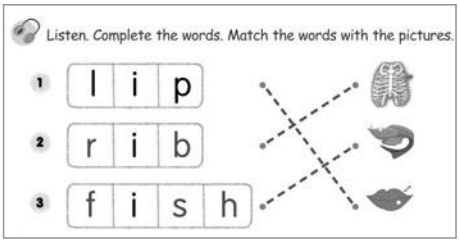
## Listen. Circle the word you hear. (Track 23)




- 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)

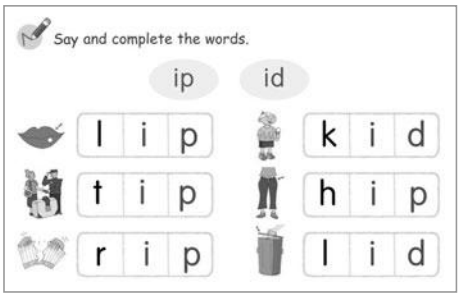



- Listen to CD track 23 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Lip!
  T: Very good! Which picture matches the word lip?
  S1: The last one!
  T: Yes! Now, draw a line connecting the word lip with the picture.

**Transcript:** 1. lip 2. rip 3. fish

Page 51

## Say and complete the words

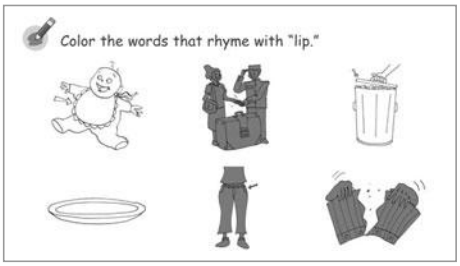


# Sounds Fun! 2 - UNIT 6

- 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)

1. 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).
2. Say three of the words. (Example: bib, tip, hip) 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 word endings and words from their cards. (Example: /-ib/, bib; /-ip/, tip; /-id/ lid) 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: 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.

(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

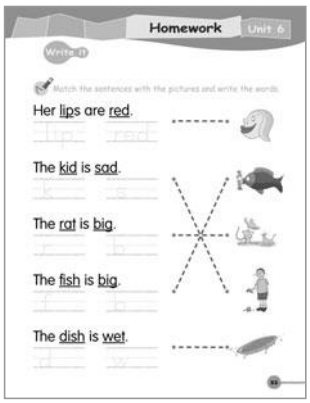
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (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. (Track 25)

Units 1-6 Review

Listen, point, and chant.

Man. Man.
Where is the man?
Can. Can.
The man is on the can.

Pet. Pet.
Where is the pet?
Vet. Vet.
The pet is on the vet.

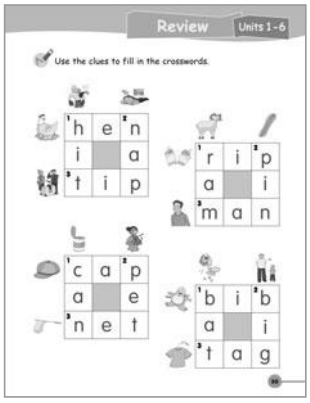
Dish. Dish.
Where is the dish?
Fish. Fish.
The dish is on the fish.

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 $S_1$ from Team A come forward. Show $S_1$ one of the picture cards.
2. $S_1$ draws a picture that represents that word.
3. Give $S_2$ a stop watch. Have $S_2$ 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. $S_2$ 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"]
   $S_2$: [with stop watch] Ready? Go! $S_1$:
   [drawing a picture on the board Ss
   from Team A: Is it a cat?
   $S_1$: No, it isn't.
   Ss from Team A: Is it rat?
   $S_1$: 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 $S_2$ with stop watch]
   $S_2$: 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. $S_1$ chooses a square and reads the word ending and the three rhyming words around it. If $S_1$ is correct, he/she writes an X in that square.
3. $S_2$ selects another square. If correct, $S_2$ 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!

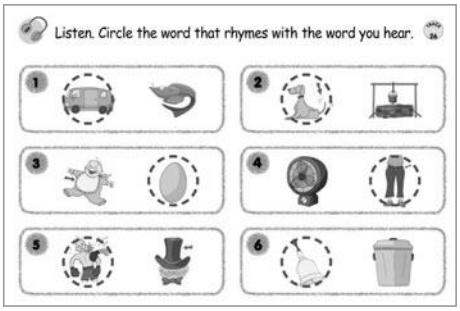
   T: Good! Then, I can put my X in this square. Now, it's your turn. [pointing at another student] You choose a square and if you are correct, you put an O in that square. We both want to get four squares in a row. If we are the first to do that, we win! Do you understand?

   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?

  $S_1$: Van!

  $S_2$: Fish!

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

  $S_3$: Man!

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

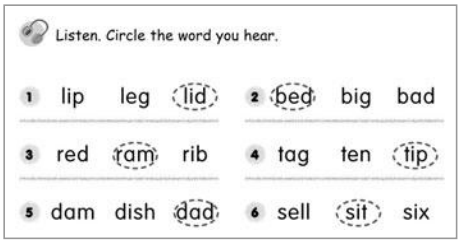
  Ss: Van!

  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 ($S_1$s) come forward. Show one of the cards to them and whisper the word. (Example: jet)
3. $S_1$s then go back to $S_2$s at the front of the line and whisper the word to them. $S_2$s then whisper it to $S_3$s, 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.

Review Units 1-6

Fill in the circle next to the right sentence.

- ● The fish is in the net.
  ○ The ram is in the net.
- ● The men sell jam.
  ○ The men sell ham.
- ● The rat is big.
  ○ The cat is big.
- ● The pen is red.
  ○ The bell is red.
- ○ The map is on the bed.
  ● The map is in the bag.

Read sentences using words that have been learned.

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

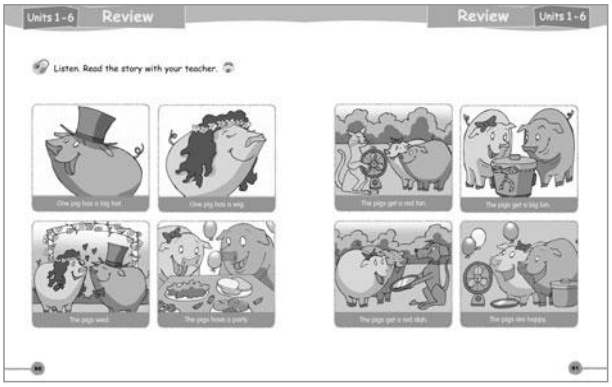
  T: Let's look at this first picture. What do you see?
  $S_1$: I see a fish.
  $S_2$: I see a net.
  T: Good! What color is the fish?
  $S_3$: It's purple.
  T: Very good!_____, please read the first sentence.
  $S_4$: The fish is in the net.
  T: Great!_____, please read the second sentence.
  $S_5$: 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?
  $S_1$: 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)


Units 1-6 Review

Review Units 1-6

Listen. Read the story with your teacher.

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?
  $S_1$: A girl pig and a boy pig!
  T: Very good! What do you see in the first picture?
  $S_2$: I see a purple pig.
  T: Excellent! What does the pig have?
  $S_3$: 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

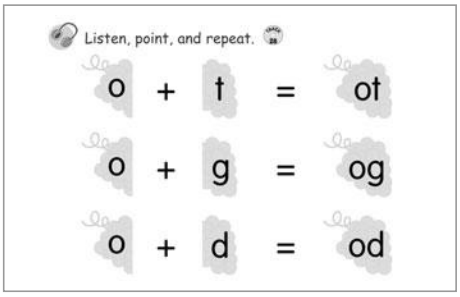
- Review word endings (/-ip/, /-id/, /-ib/, and /-ish/) from Unit 6. Look at page 48 and listen to CD track 22. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

## Presentation

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

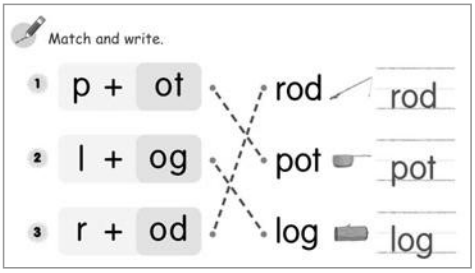
Page 62

### 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/...

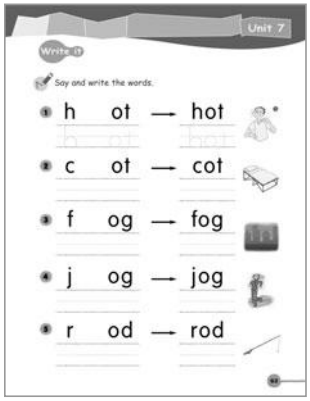
### Match and write.




- 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?
  S1: 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)

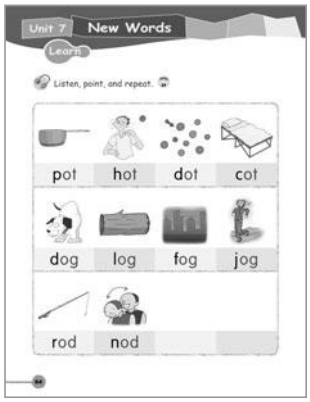
1. Review three word endings and words (/-ot/, pot; /-og/ log; /-od/, rod). Place three picture cards (pot, log, rod) face down around the classroom.
2. Say the word ending and word. (Example: /-ot/, pot). Have students repeat and point out the card. Turn over the card and see if they are correct.
3. 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

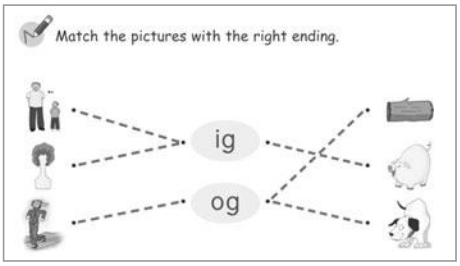
### Listen, point, and repeat. (Track 29)




- 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?
  S1: I do! /h/ /-ot/. Hot!
- Continue with other pictures.
- Listen to CD track 29. Point and repeat.

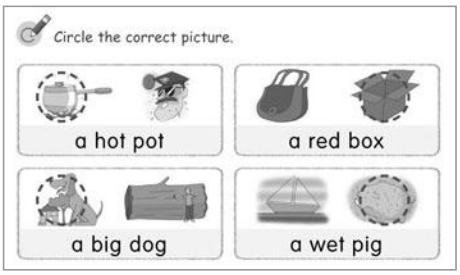
Page 65

### 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?
  S1: He is big.
  T: Very good! Should we match the picture with /-ig/ or /-og/?
  S1: /-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.

T: Look at the first box. Who can read the phrase?
$S_1$: I can! A hot pot!
T: Great! Which of these two pictures is a hot pot?
$S_1$: 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 $S_1$ from Team A come forward. Show $S_1$ one of the 10 picture cards.
2. $S_1$ uses body gestures to act out the word. No speaking is allowed. (Example: hot = $S_1$ wipes forehead and looks up at the sun)
3. Give $S_2$ a stop watch. Have $S_2$ record how many seconds it takes for Team A to successfully guess the word. When students give an incorrect guess, $S_1$ gives a "thumbs down." When students give a correct guess, $S_1$ gives a "thumbs up." If wanted, also have Team A members spell the word together. (Example: H-O-T)
4. $S_2$ 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, $S_2$ records how many seconds it takes.*

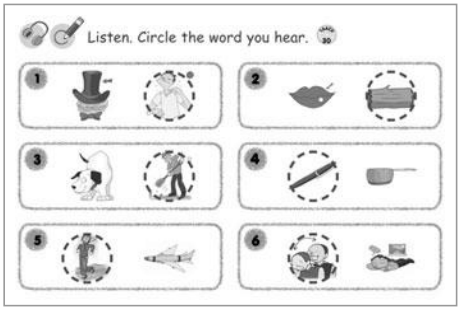
T: Come forward, please. Here is your word. [showing $S_1$ the card for "hot"
$S_2$: [with stop watch] Ready? Go!
$S_1$: [acting out "hot"
Ss from Team A: Is it jog?
$S_1$: [putting thumb down to indicate a wrong answer]
Ss from Team A: Is it hot?
$S_1$: [putting thumb up to indicate a correct answer]
T: OK! Spell the word together.
Ss from Team A: H-O-T. Hot!
T: That's right!_____, how many seconds is that? [asking $S_2$ with stop watch]
$S_2$: 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

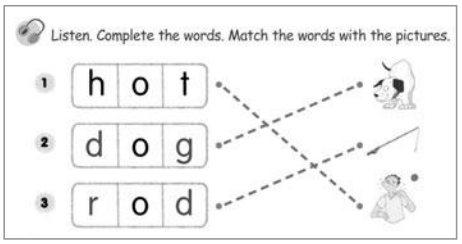
### Listen. Circle the word you hear. (Track 30)




- 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)

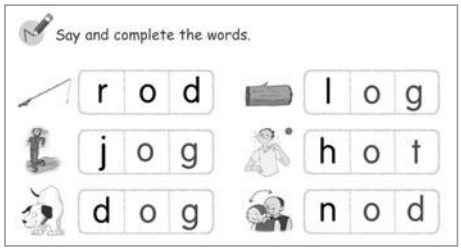



- Listen to CD track 30 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Hot!
  T: Very good! Which picture matches the word hot?
  $S_1$: The last one!
  T: Yes! Now, draw a line 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?
  $S_1$: Hot!
  $S_2$: Cot!
  $S_3$: 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

1. 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)
2. Divide the class into pairs. Give each pair a die.
3. Have students take turns rolling the die. Depending on the number, have them give the word and spell it. (Example: $S_1$ rolls a 3 and says, "Rod. R-O-D! Rod."
4. 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 $S_1$] Roll the die!
   $S_1$: [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

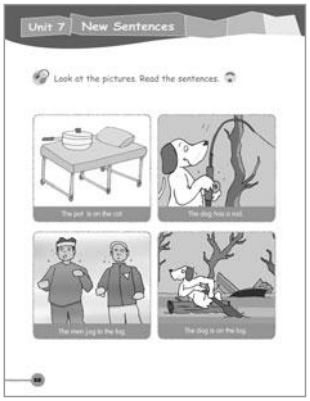
Scramble the letters from two words in Unit 7 and write the letters on the board. (Example: gthofo) The first student to raise his/her hand and say the correct two words gets a point. (Example: 'hot' and 'fog')

# 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

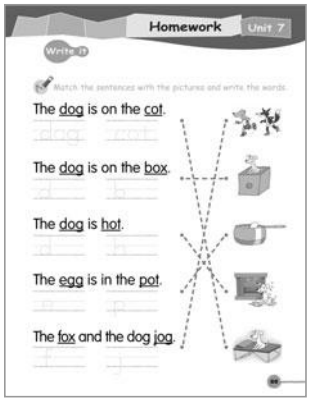
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

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: -ot) Write each word involving that word ending (Example: pot) 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: 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,_____?
  S1: 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.

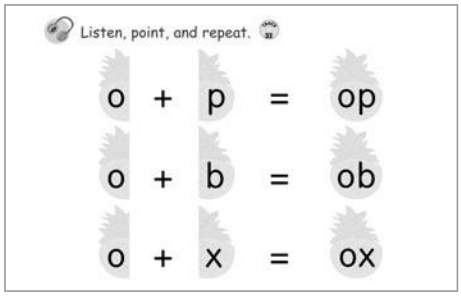
## Presentation

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

Page 70

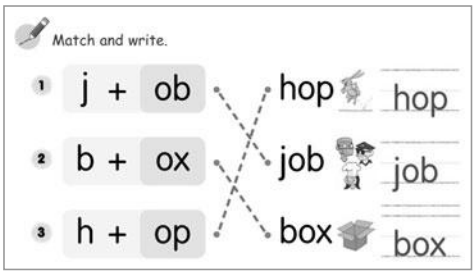
### Listen, point, and repeat.

(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?
  S1: 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/)

1. Put a flash card in front of each student.
2. 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. It you have a card that ends with /-ox/, stand up and touch your toes 4 times.

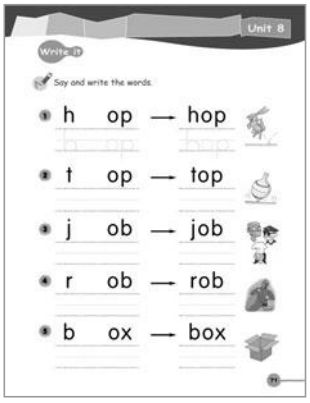
# Sounds Fun! 2 - UNIT 8

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.



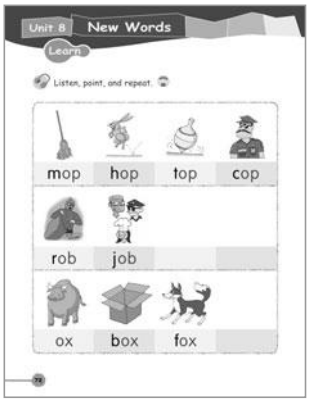

- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
  T: Look at page 71. What is Number 1?
  Ss: /h/ /-op/. Hop!
  T: That's right! Hop! Look at the pink bunny! What is it doing?
  Ss: It's hopping.
  T: Excellent! Let's 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)

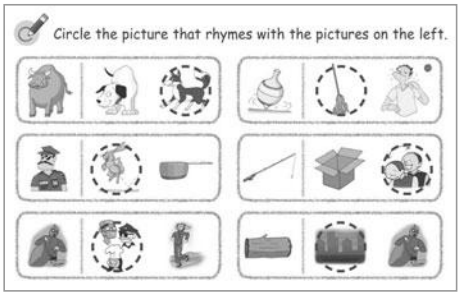



- Review words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /-op/, /-ob/, and /-ox/. Say aloud and confirm the meaning by looking at pictures.
  T: Now, look on page 72. Look at all these pictures! What's this first one?
  Ss: It's a mop! /m/ /-op/. Mop!
  T: Good! Who wants to read the next word?
  S1: 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

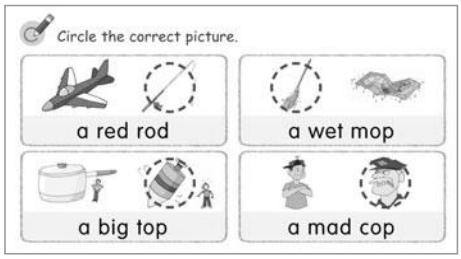
## Circle the picture that rhymes with the pictures on the left.




- 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?
  S1: It's an ox.
  T: Very good! And look at the other pictures. What's this? [pointing at dog]
  S1: It's a dog.
  T: Correct. And what is next to the dog? [pointing at fox]
  S2: 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.



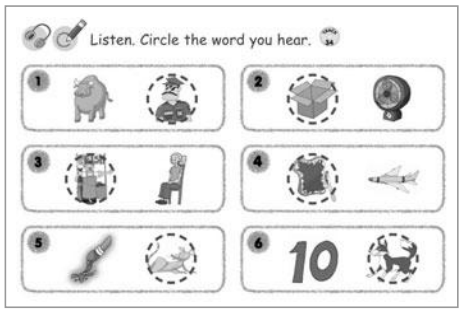

- Practice recognizing the words (through pictures) and reading phrases with /-op/, /-ob/, and /-ox/ word endings. Students circle the picture that represents each phrase.
  T: Look at the first box. Look at the pictures. What is this? [pointing at jet]
  S1: It's a jet.
  T: Very good! What color is 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

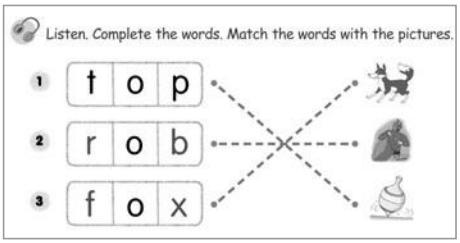
## Listen. Circle the word you hear. (Track 34)




- 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)

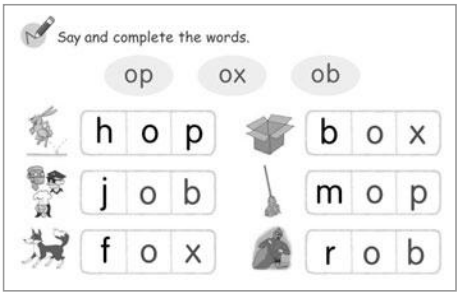



- Listen to CD track 34 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Top!
  T: Very good! Which picture matches the word top?
  S1: The last one!
  T: Yes! Now, draw a line 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.

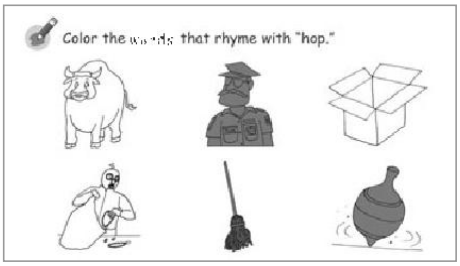


# Sounds Fun! 2 - UNIT 8

- 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?
  $S_1$: 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?
  $S_1$: Cop!
  $S_2$: Top!
  $S_3$: 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)

1. 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.
2. 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)
3. 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 $S_1$ a flash card from Unit 8 while covering up the word (Example: box). $S_1$ sounds out the word for $S_2$ (Example: /b/, /o/, /x/). If $S_2$ 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 track35.
  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

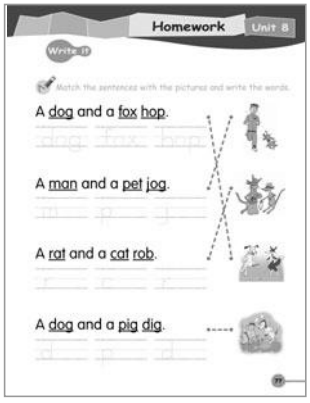
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (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

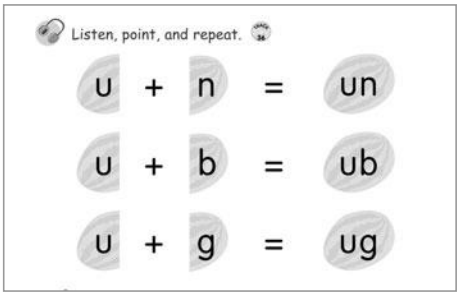
- Review word endings (/-op/, /-ob/, and /-ox/) from Unit 8. Look at page 72 and listen to CD track 33. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

## Presentation

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

Page 78

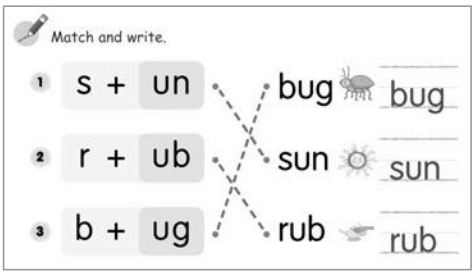
### Listen, point, and repeat. (Track 36)




- 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.

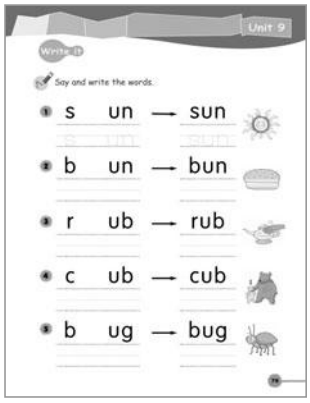



- Put the initial sounds together with word endings to form words.
  T: Look at Number 1. Let's sound it out.
  T & Ss: /s/ /-un/. Sun!
  T: Good! Which picture matches sun? Ss: This one! [pointing at second picture]
  T: Great! Connect the words and write sun on this line.

- 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)

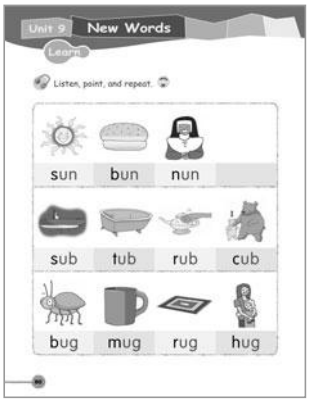
1. Say aloud one of the words from pages 78-79. (Example: bug)
2. Students should listen and hold up the card with the appropriate word ending. (Example: /-ug/) Confirm by showing picture card and word ending card.
3. Have students repeat words and word endings. Gradually show cards faster.
   T: Listen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

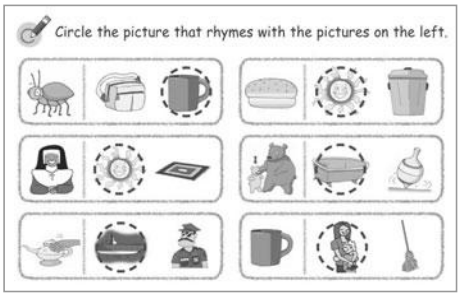
**Materials**
Flash Cards 2-B (sun, bun, nun, sub, tub, rub, cub, bug, mug, rug, hug); Fly swatters (optional)

1. Divide the students into two teams. Have $S_1$s 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.
   $S_1$ of Team A: [swatting picture of rug first]
   T: Good! ($S_1$), what is it?
   $S_1$: Rug! /-ug/ Rug!
   T: Team A. What is it?

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.



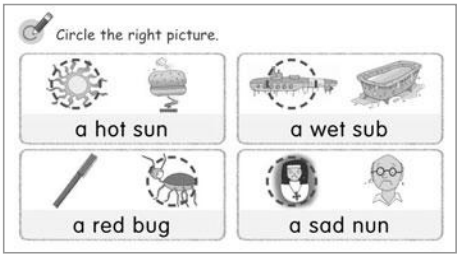

- Practice recognizing the rhyming words (through pictures) with /-un/, /-ub/, and /-ug/ word endings. Students circle the pictures that rhyme with the pictures on the left.

  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.

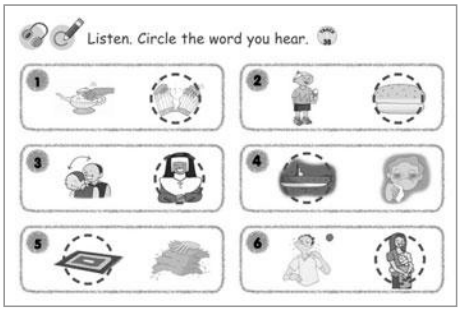
- Continue with the other pictures and phrases.
  T: Super! Which picture should we circle?
  S: This one! The hot sun.

## 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. (Track 38)

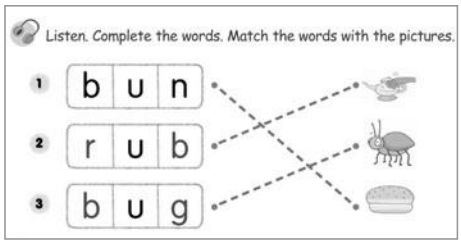



- Listen to CD track 38. Students circle the picture that matches the word they hear.

  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

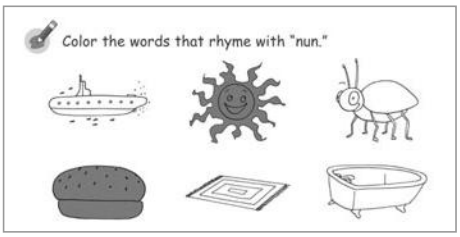
Page 83

## 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)

1. 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).
2. 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.
3. 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.
4. 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]

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 $S_1$ get three pictures in a row and calls out BINGO.]
$S_1$: BINGO!
T: OK! What are your three words?
$S_1$: Mug, nun, and bun.
T: [checking cards] Great! You have a BINGO! Let's play again. This time, put an X beside your word.

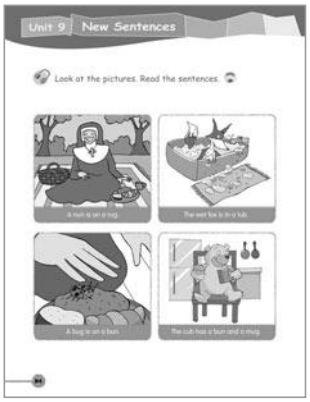
## Extension

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.

(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?
  $S_1$: I see a nun!
  T: Good! Where is the nun?
  $S_2$: She is at a park.
  T: Excellent! What is she doing?
  $S_3$: 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

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: 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.
  $S_1$: 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

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: -un) Write each word involving that word ending (Example: sun) 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 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 10

## 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,_____?
  S1: Great! How are you, teacher?
  T: Pretty good. How's the weather today?
  Ss: It's sunny (rainy/cloudy/windy/cold/warm/hot).

### Review

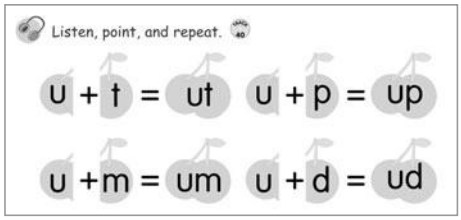
- Review the word endings (/-un/, /-ub/, and /-ug/) from Unit 9. Look at page 80 and listen to CD track 37. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

## Presentation

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

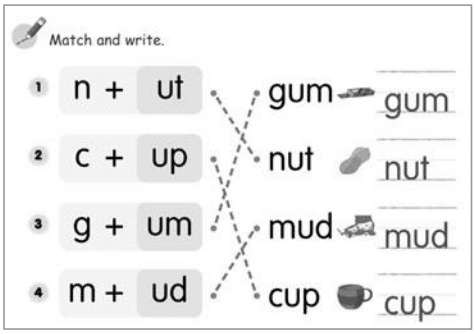
Page 86

### 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?
  S1: 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/...

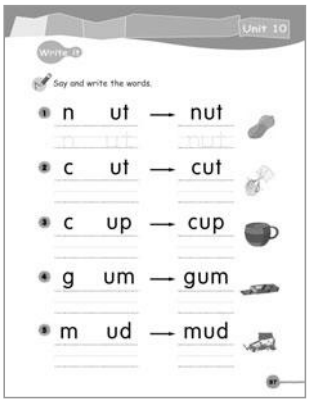
### Match and write.




- 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)

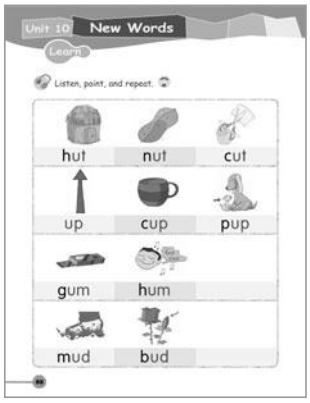
1. Hold up word ending (Example: /-um/) and say one of the words from page 86. (Example: gum)
2. If students think the word ending is correct, they give the "thumbs up" (fingers in a fist with thumb pointing upwards). If they think it is incorrect, they give the "thumbs down" (thumb pointing downwards). 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. (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)

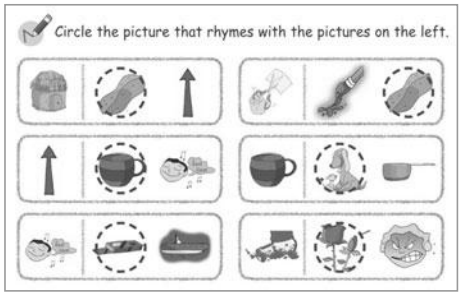
1. Place cards on the board. Review with students.
2. Have students close their eyes. Remove one of the cards. Have students open their eyes and try to identify which card is missing.

**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?
$S_1$: Mud is missing!
T: You're right! ($S_1$), come to the board and spell mud.
$S_1$: [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] ($S_1$), choose the next word. Everybody else, close your eyes. [$S_1$ removing another card from the board]

Page 89

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

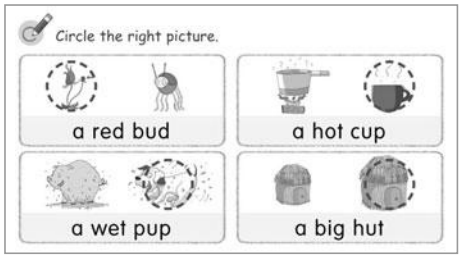



- Practice recognizing the rhyming words (through pictures) with /-ut/, /-up/, /-um/, and /-ud/ word endings. Students circle the pictures that rhyme with the pictures on the left.
  T: Look at page 89. Look at the first picture. What is it?
  S1: It's a hut.
  T: Very good! And look at the other pictures. 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. I'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.

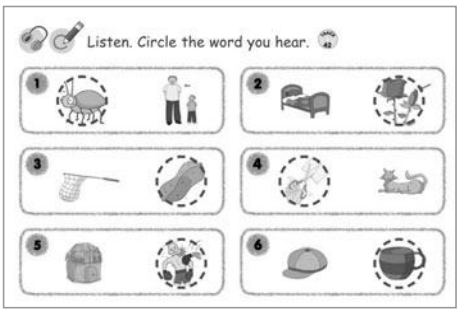
- Continue with the other pictures and phrases.

## 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)

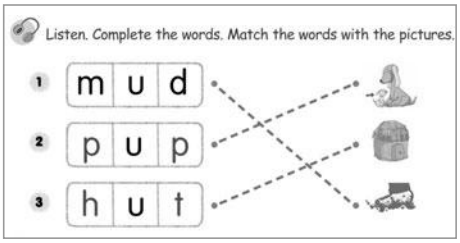



- Listen to CD track 42. Students circle the picture that matches the word they hear.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Bug!
  T: Terrific! Which picture is correct?
  Ss: The first one!
  T: Good job! Circle the bug.

**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)

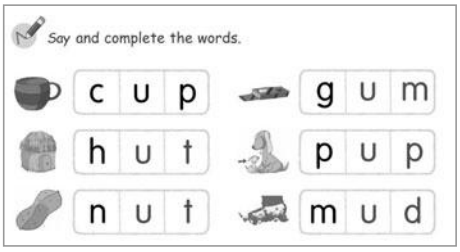



- Listen to CD track 42 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Mud!
  T: Very good! Which picture matches the word mud?
  $S_1$: The last one!
  T: Yes! Now, draw a line 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]
  $S_1$: 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?
  $S_1$: Nut!
  $S_2$: 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

1. Divide the class into two teams. Give each student a picture card.
2. Have one student from each team come forward. Have $S_1$ and $S_2$ 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.*

3. If $S_1$ from Team A loses rock, paper, scissors, $S_1$ shows his/her card to the winner ($S_2$ of Team B). $S_2$ says the word that is on the card. If $S_2$ says the word correctly, $S_2$ gets a point for Team B. $S_2$ gets a bonus point for the team if he/she can also say a word that rhymes.
4. 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.] ($S_1$) and ($S_2$), do "rock, paper, scissors."
   Ss: 1, 2, 3. [$S_1$ makes scissors; $S_2$ 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 words 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

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: 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

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: -ut) Write each word involving that word ending (Example: nut) 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 - 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? (therat)
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)

Units 1-10 Review

Listen, point, and chant.

A sad nun eats a big bun in the sun.
A sad, sad nun
Eats a big, big bun
In the sun, sun, sun.

A fat rat hits a fat cat with a bat.
A fat, fat rat
Hits a fat, fat cat
With a bat, bat, bat.

The bad rat runs from the mad cat with a bat.
The bad, bad rat
Runs from the mad, mad cat
With a bat, bat, bat.

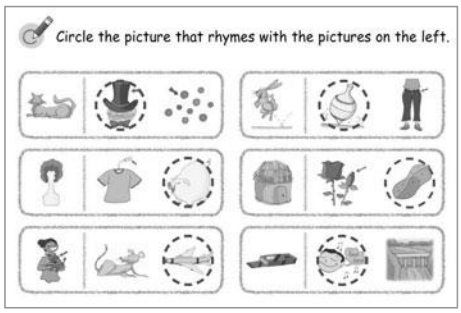
Review the short vowel sounds (/a/, /e/, /i/, /o/, and /u/) and word endings.

- 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, listento

Page 95

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



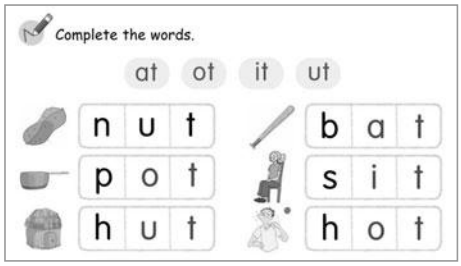

Review the rhyming words (through pictures) with word endings learned in Units 1-10.

- 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).*

Page 95

## 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.

Page 96

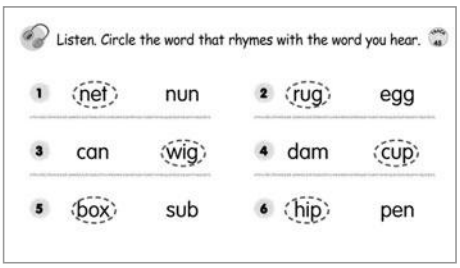
## Listen to the word your teacher says. Then try to be the first student to touch the correct card.

**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.

Page 97

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




Review the word endings and rhyming words.

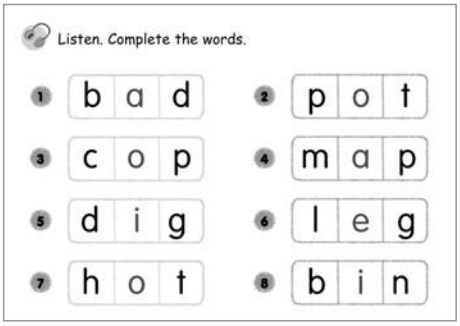
- Have students listen to the CD and circle the word that rhymes with the word they hear.
  T: Look at Number 1. What words do you see?
  S1: Net!
  S2: Nun!
  T: Very good! Let's listen to the CD. What did you hear?

$S_3$: 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)




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?
  $S_1$: Bad!
  T: That's right! /b/ /-ad/. Bad! How do you spell bad?
  $S_2$: 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)

1. Place the cards face down on the table. Have students come forward.
2. $S_1$ 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, $S_1$ returns the cards to the table (face down) and $S_2$ tries to find a match.
3. Continue until all cards are gone. Student with most matching pairs is the winner.
   T: OK! Let's play the game. ($S_1$), turn over two cards, please.
   $S_1$: OK!
   T: What are they?
   $S_1$: Wig and dig.
   T: Do those words have the same ending sound?
   $S_1$: Yes! /-ig/ wig and /-ig/ dig.
   T: You're lucky! Keep the cards! ($S_2$), now it's your turn. [gesturing to next player]

Page 98

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

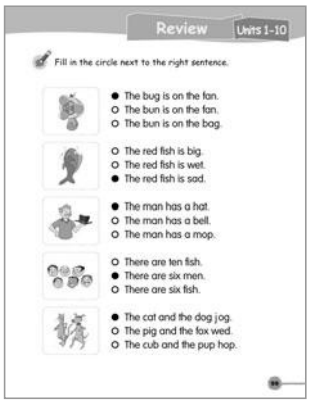
**Materials**
Flash Cards 2-A (p. 111);
Flash Cards 2-B (p. 113-125)
5 boxes labeled a, e, i, o, u

1. Label the five boxes and put Flash Cards 2-A in the correct boxes. (Example: A box = /-an/, /-at/, /-ap/, /-am/, /-ad/)
2. 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)
3. 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?
   $S_1$: A pig!
   $S_2$: 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.




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

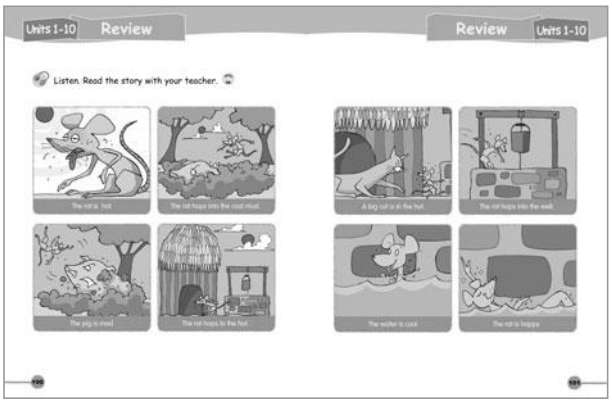
- Have students look at the picture and then choose the sentence that best describes it.
  T: Let's look at this first picture. What do you see?
  S1: I see a bug.
  S2: I see a fan.
  T: Very good! _____, please read the first sentence.
  S4: The bug is on the fan.
  T: Great!_____, please read the 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

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 pig is_____.) Encourage students to fill in the missing word.
5. 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.

( 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.

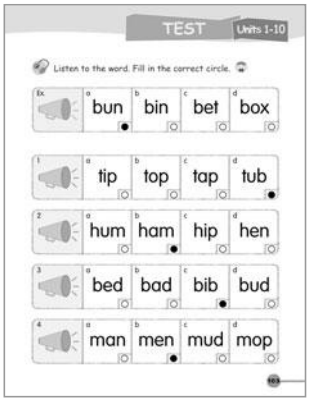
**Transcript:** Ex. rob

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

Page 103

### Listen to the word. Fill in the correct circle.

( 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.

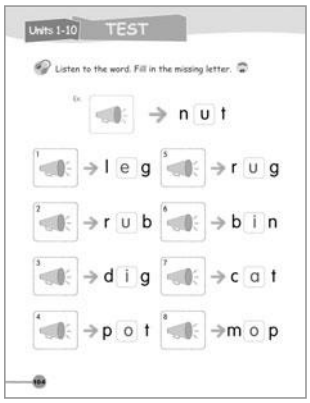
**Transcript:** Ex. bun

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

Page 104

### Listen to the word. Fill in the correct circle.

( 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?

S1: The letter U.

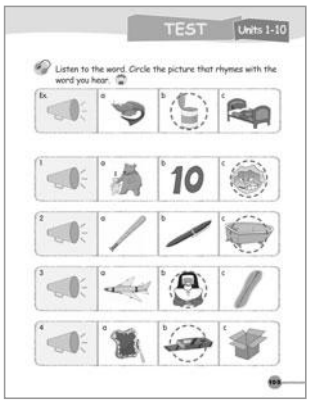
T: Yes! Write the letter U! Now, listen to the rest of the words. Write the letters.

**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/
What word is /d/ /i/ /g/?
Ss: Dig!

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

1. Show a flash card of a word with a short vowel sound. (Example: cap)
2. 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).*

## Additional Activity -- What's Missing?

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? $S_1$: I know!
Crab!
T: [to other students] Is that right? Is this word crab?
Ss: Yes, it is.
T: OK, ($S_1$). 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.*

Hello
Guten tag
안녕하세요
你好
Oi
Ciao
Buon giorno
Bonjour
こんにちは