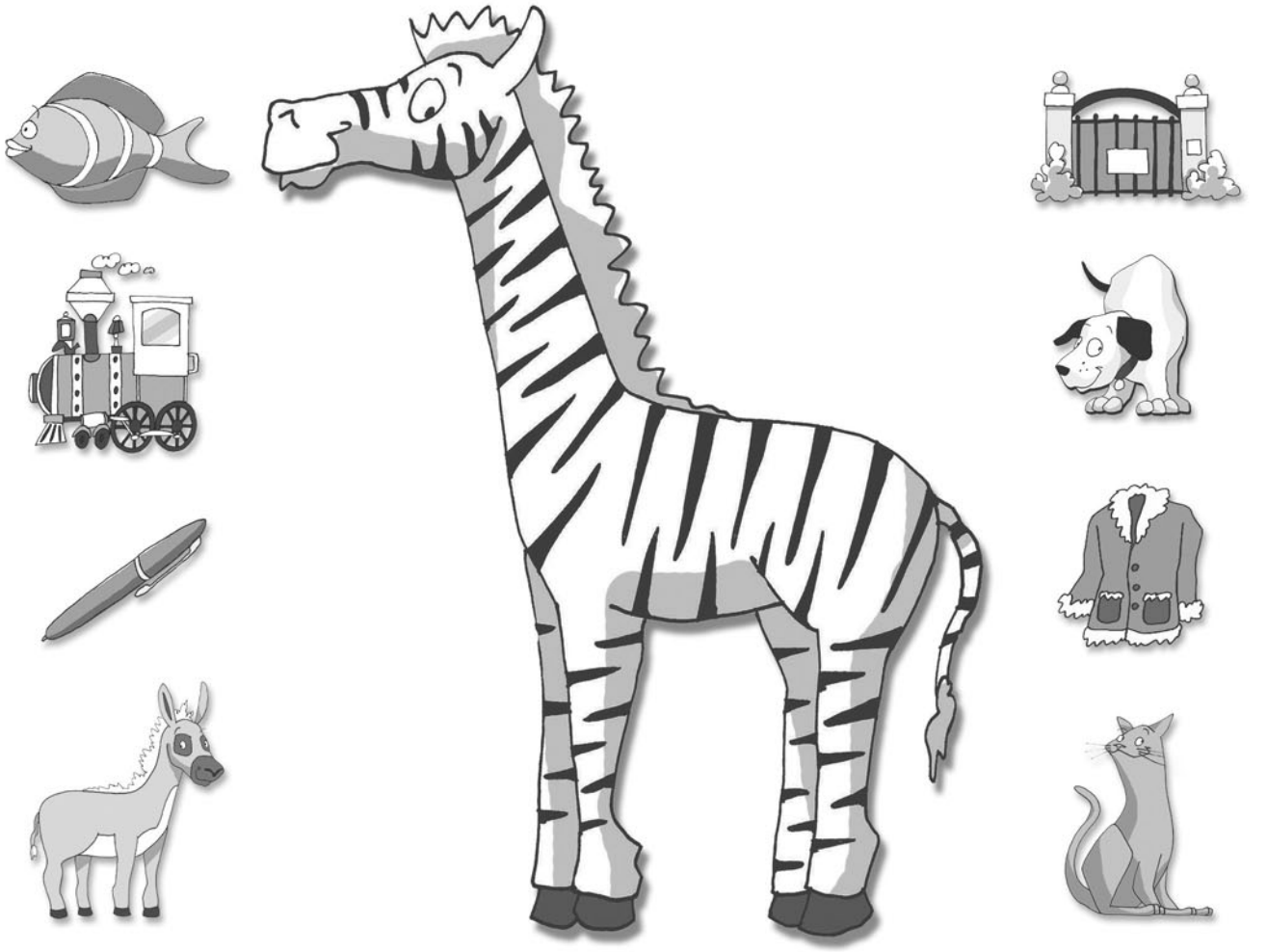
Sounds Fun!

Phonics for Children

Teacher's Guide
(Books 1–4)



Compass Publishing

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Sophie Holmes · Liana Robinson

Teacher's Guide (Books 1-4)

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Preface

Teaching Flow

WARM UP	• **Greeting and Review** These activities prepare students for the upcoming lesson and go over material from previous lessons. They also give students a chance to practice conversing in English.	**5 minutes**
PRESENTATION	• **New Letters/New Sounds** This activity introduces the new sounds and puts each sound into the context of a word.	**10 minutes**
PRACTICE	• **New Words** This activity increases vocabulary and sharpens pronunciation.	**10 minutes**
PRODUCTION	• **Listening and Writing Activities** These activities help students retain the new information by incorporating reading, speaking, listening, and writing skills.	**13 minutes**
EXTENSION	• **Fun Phrases/New Sentences/Story** This activity aids students in learning to read while increasing their receptive knowledge of English structures.	**7 minutes**
WRAP UP	• **Greeting and Review and Closing** These activities review the lesson and insure comprehension of the homework task.	**5 minutes**
HOMEWORK	• **Homework** This activity practices the new sounds and words.	**At home**

Contents

Unit 1	Aa Bb Cc apple, ant, ax, alligator, bag, banana, bear, bat, cup, cat, cake, can	10
Unit 2	Dd Ee Ff dog, dish, duck, dinosaur, elephant, egg, elevator, elbow, fan, fox, frog, fish	15
Unit 3	Gg Hh Ii goat, gum, gorilla, guitar, hat, hen, house, hill, ink, iguana, igloo, Italy	20
Review	Units 1 - 3	25
Unit 4	Jj Kk Ll jeep, jam, jet, jar, kite, key, king, kangaroo, lamp, lion, leg, lemon	29
Unit 5	Mm Nn Oo moon, monkey, mop, man, nest, nine, nose, net, owl, octopus, ox, ostrich	34
Unit 6	Pp Qq Rr pig, pen, pizza, pot, queen, question, quiz, quilt, ring, rabbit, rug, rocket	39
Review	Units 4 - 6	44
Unit 7	Ss Tt Uu sun, sub, spoon, snake, tiger, tub, ten, tie, umbrella, up, under, umpire	48
Unit 8	Vv Ww Xx violin, vest, vet, van, window, wig, wet, watermelon, x-ray, box, ox, six	53
Unit 9	Yy Zz yacht, yellow, yak, yarn, zebra, zipper, zoo, zero	58
Review	Units 1 - 9	63
Test		67

Sounds Fun! 2

Unit 1 Short Vowel A -an, -at, -ap 70
fan, man, can, van, cat, hat, bat, rat, cap, map, nap, tap

Unit 2 Short Vowel A -ag, -am, -ad 75
bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad

Unit 3 Short Vowel E -et, -eg 80
net, jet, wet, vet, pet, bet, leg, beg, egg

Unit 4 Short Vowel E -en, -ell, -ed 85
hen, pen, men, ten, bell, sell, well, yell, bed, red, wed

Unit 5 Short Vowel I -ig, -in, -it, -ix 90
pig, dig, wig, big, pin, win, bin, fin, sit, hit, six, mix

Unit 6 Short Vowel I -ip, -id, -ib, -ish 95
lip, tip, hip, rip, kid, lid, bib, rib, fish, dish

Review Units 1 - 6 100

Unit 7 Short Vowel O -ot, -og, -od 104
pot, hot, dot, cot, dog, log, fog, jog, rod, nod

Unit 8 Short Vowel O -op, -ob, -ox 109
mop, hop, top, cop, rob, job, ox, box, fox

Unit 9 Short Vowel U -un, -ub, -ug 114
sun, bun, nun, sub, tub, rub, cub, bug, mug, rug, hug

Unit 10 Short Vowel U -ut, -up, -um, -ud 119
hut, nut, cut, up, cup, pup, gum, hum, mud, bud

Review Units 1 - 10 124

Test 128

Unit 1 — Long Vowel A 132
cape, tape, cake, bake, cane, mane, cave, wave, game, name, gate, hate

Unit 2 — Long Vowel I 137
nine, pine, fine, vine, like, bike, five, dive, kite, bite, ripe, wipe

Unit 3 — Long Vowel O 142
note, vote, bone, cone, hope, rope, hose, nose, pole, mole, hole, robe

Unit 4 — Long Vowel U 147
tube, cube, cute, mute, dune, June, tune, mule, huge

Review — Units 1 - 4 152

Unit 5 — Double Letters Sh, Ch 157
shop, ship, shell, shave, shine, dish, fish, chop, chin, rich, lunch, bench

Unit 6 — Double Letters Th, Wh 162
thin, thick, this, that, bath, moth, math, whip, white, whale

Unit 7 — Double Letters Cl, Fl, Gl, Pl, Bl, Sl 167
clap, clam, flag, flame, glass, glide, plane, plug, black, blade, sled, slide

Unit 8 — Double Letters Cr, Fr, Gr, Dr, Br, Tr 172
crab, crane, frog, frame, grass, grape, drive, dress, bride, brick, truck, trip

Unit 9 — Double Letters Ng, Nt, Nk, Ck 177
sing, ring, king, plant, tent, ink, sink, pink, drink, tank, bank, lock, sick, neck

Unit 10 — Double Letters Sm, St, Sn, Sk, Sw 182
smile, smell, smoke, stone, stop, stove, snake, snack, skate, skunk, swim, Swiss

Review — Units 1 - 10 187

Test 192

Sounds Fun! 4

Unit 1	Similar Sounds Ai, Ay mail, tail, nail, train, chain, rain, May, hay, pray, day, gray, pay	196
Unit 2	Similar Sounds Ee, Ea, Ey bee, tree, feet, queen, green, teeth, sea, tea, peach, beach, seat, meat, key, monkey, honey	201
Unit 3	Similar Sounds Ie, I, Y pie, tie, die, kind, climb, blind, fly, cry, sky, spy, my, dry	206
Unit 4	Similar Sounds Oa, Ow boat, goat, coat, road, toast, soap, row, snow, bowl, yellow, pillow, window	211
Unit 5	Similar Sounds Ui, Ue, Oo juice, fruit, suit, glue, blue, Sue, moon, spoon, pool, zoo, book, cook, wood, foot	216
Review	Units 1 - 5	221
Unit 6	Similar Sounds Au, Aw August, autumn, sauce, sausage, gauze, haul, paw, saw, yawn, draw, straw, strawberry	225
Unit 7	Similar Sounds Oi, Oy oil, boil, soil, toilet, point, coin, boy, toy, oyster	230
Unit 8	Similar Sounds Ou, Ow loud, cloud, round, house, mouse, mouth, cow, owl, gown, crown, clown, brown	235
Unit 9	Similar Sounds Ir, Er, Ur bird, girl, shirt, skirt, teacher, singer, soccer, farmer, church, turtle, purse, nurse	240
Unit 10	Similar Sounds Ar, Or arm, farm, park, star, car, card, corn, horn, fork, horse, store, short	245
Review	Units 1 - 10	250
Test		255

Sounds Fun!

Phonics for Children

Initial Sounds

Objectives

- Identify and say Aa, Bb, Cc (letter names and sounds).
- Write Aa, Bb, Cc (big and small letters).
- Identify and say words that begin with Aa, Bb, Cc.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, everybody. My name is Mr. (Mrs./Miss) _____.
  Ss: Hi, Mr. (Mrs./Miss) _____.

- Identify students and do roll-call.
  T: Is _____ here?
  S1: Yes, I am.
  T: Nice to meet you, _____.

- Listen to ABC Song. (Track 1)
  Encourage students to sing along.
  T: Can you sing the ABC Song?
  Ss: Yes, I can.
  T: Great! Let's sing the ABC Song together. Ready?
  Ss: Yeah!

Additional Activity — Point to the Letters (Track 1)

Materials
Flash Cards 1-A (Aa — Zz), pointer

1. Put Flash Cards 1-A on the board.
2. Have a student who is familiar with the letters of the alphabet come forward.
3. Play CD track 1. Student points to letters on the cards while others listen to the ABC song and sing along.
   T: Look at the board. It's the alphabet! [pointing to letters] A, B, C!
   Who can point to the letters while we sing the song?
   S1: I can!
   T: OK. Come here, please. Here you are. [giving student the pointer] Let's sing!

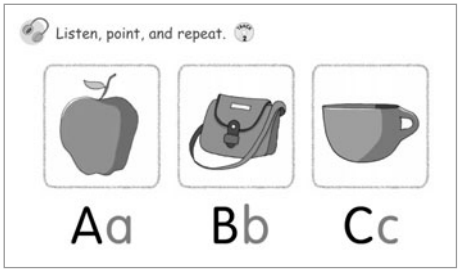
Note: *It is not expected that students will know all the letters at this point. Encourage students by telling them that by the end of Book 1, they will be familiar with all the letter names, shapes, and sounds.*

Presentation

Introduce letter names and sounds for Aa, Bb, and Cc, as well as corresponding words (apple, bag, cup).

Page 8

Listen, point, and repeat. (Track 2)



- Talk about the pictures. Introduce letter sounds (/a/ /b/ /c/) as well as words (apple, bag, cup).
  T: Open your books to page 8. What do you see? [pointing at apple]
  Ss: An apple!
  T: That's right! We can see an apple. Apple begins with the sound /a/. What else can you see? [pointing at bag]
  Ss: A bag!
  T: Excellent! We can see a bag. Bag begins with the sound /b/.

- Continue with /c/ cup.
- Listen to CD track 2 and point to each picture. Listen again and repeat.

Transcript: A /a/ /a/ apple (repeat)
B /b/ /b/ bag (repeat)
C /c/ /c/ cup (repeat)
A B C /a/ /a/ /b/ /b/ /c/ /c/ /a/ (repeat)

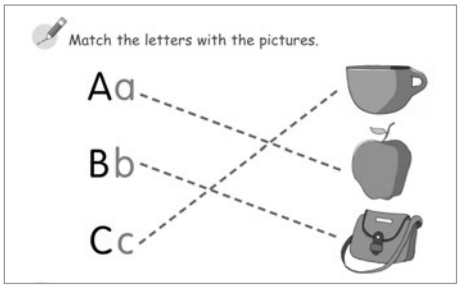
Additional Activity – Which Word?

Materials
Flash Cards 1-B (p. 113) apple, bag, cup

1. Have students look at the three pictures in their book on page 8. Say one of these words and initial sounds and have students point and repeat. As students become more confident, increase the speed.
   T: When you hear a word, point to the right picture. Then, listen and repeat. Ready? /c/ /c/ cup.
   Ss: /c/ /c/ cup. [pointing at cup]
   T: Good job!

2. Now place the three flash cards around the room. Say a word and sound. Have students point at the card and repeat.

Match the letters with the pictures.

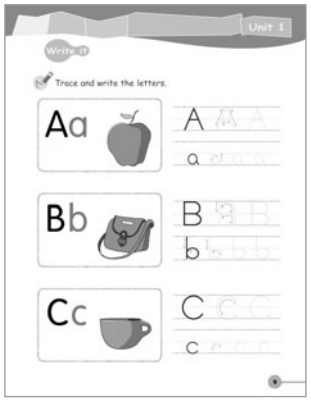


- Introduce letter names (A, B, C).
  - T: Now look at this letter. [pointing at Aa in book] What is it?
  - Ss: It's an A.
  - T: That's right! Which word begins with the /a/ sound?
  - Ss: Apple!
  - T: Good. Apple begins with the letter A. /a/ /a/ apple. Let's draw a line from the letter A to the apple.

- Continue matching letters B and C with the pictures.

Page 9

Trace and write the letters.



- Introduce how to write letters Aa, Bb, and Cc (big and small).
- Have students look at the letters and pictures in their book. Say the letter names and words aloud and have students repeat.
  - T: Look at page 9. What letter do you see in the first line? [pointing at A]
  - Ss: A.
  - T: That's right! It's a big A and a small a. [writing both letters on board so students recognize big A and small a] What picture do you see? [pointing at apple in the book]
  - Ss: It's an apple.
- Have students repeat the letter names and say the corresponding words. (A, apple; B, bag; C, cup)
- Write the letters (big and small) on the board, demonstrating stroke order. Have students write the letters in the air with their fingers.
  - T: Now, I'm going to write a big A (small a) on the board. Can you write it with your finger in the air?
  - Ss: Yes!
  - T: Here's a big A. 1, 2, 3. [guiding students by writing on the board and clearly showing stroke order] Wonderful! Let's do it as fast as we can. Good! Now, do it slowly.

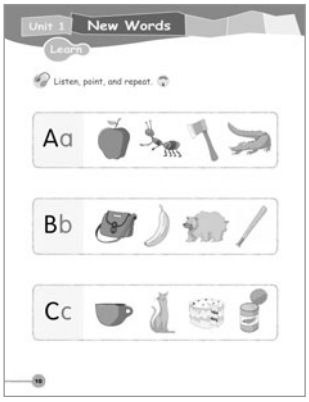
- Continue with other letters (big and small).
- Have students write the letters in their books.
  - T: Now, let's write a big A in our books. One, two, three! Wow! You did a great job!
    Now, let's try a small a.

Practice

Practice identifying Aa, Bb, and Cc by letter name, as well as words beginning with those letters.

Page 10

Listen, point, and repeat. (Track 3)



- Review words beginning with A, B, C that were learned earlier (apple, bag, cup). Introduce additional words (ant, ax, alligator, banana, bear, bat, cat, cake, can).
  - T: Look on page 10. What's this? [pointing at apple]
  - Ss: It's an apple!
  - T: Yes! Apple begins with an A. And do you know what this is? [pointing at ant]
  - Ss: No.
  - T: It's an ant. /a/ /a/ ant.
  - Ss: /a/ /a/ ant.

- Continue with other words.
  - T: Good! Now, listen to the CD. Get your fingers ready. Point to each word and repeat.

- Listen to CD track 3.

Transcript: A /a/ apple, /a/ ant, /a/ ax, /a/ alligator;
B /b/ bag, /b/ banana, /b/ bear, /b/ bat;
C /c/ cup, /c/ cat, /c/ cake, /c/ can.

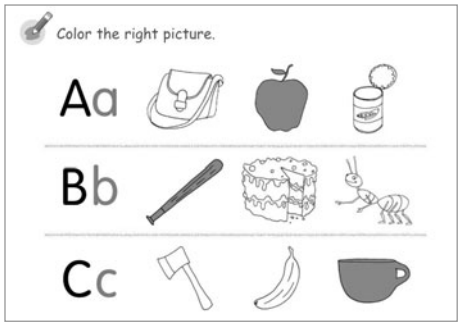
Additional Activity – Pointer Game

Materials
Two pointers
Flash Cards 1-B (p. 113) apple, ant, ax, alligator, bag, banana, bear, bat, cup, cat, cake, can

1. Put the 12 flash cards on the board.
2. Divide the class into two teams. Have S1s from each team come forward. Give each a pointer.
3. Say one of the 12 words. (Example: /c/ cake) S1s try to be the first to point at the card with the pointer. The winning team members say the sound and word to get a point for their team.
4. Continue with two new students.
   T: [talking to S1s] Point to can. /c/ /c/ can.
   S1 from Team A: [touching can with pointer first] Here it is.
   T: Good! Team A, what is it? [gesturing at can]
   Ss from Team A: It's a can. /c/ /c/ can.
   T: Great! 1 point for Team A. OK. Give the pointer to the next two students, please.

Page 11

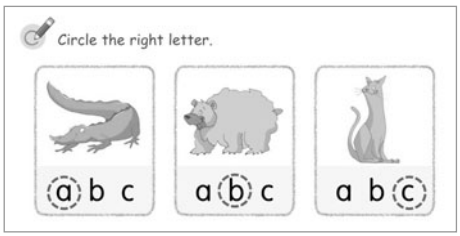
Color the right picture.



- Practice the letter names and sounds. Students color the picture that starts with each letter.
  T: Look at page 11. What letter is this? [pointing at A]
  Ss: It's an A.
  T: Very good! What does the letter A sound like?
  Ss: /a/.
  T: Great! Which picture goes with A?
  Ss: This one! Apple.
  T: Excellent! Now, let's all color the apple.
- Continue with B and C.

Page 11

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.
  T: What animal is this? [pointing at alligator]
  Ss: It's an alligator!
  T: Very good! Alligator begins with an A. /a/ /a/ alligator. Circle the small a.
- Continue with the next pictures (bear and cat).

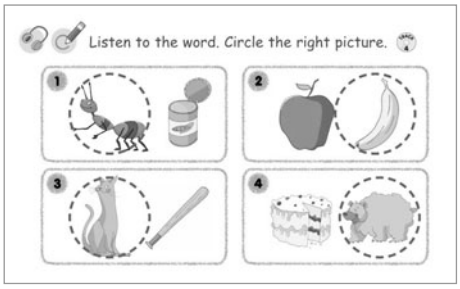
Production

Students will demonstrate understanding of letters Aa, Bb, Cc (spoken and written) and corresponding words through various activities.

Page 12

Listen to the word. Circle the right picture.

(CD Track 4)

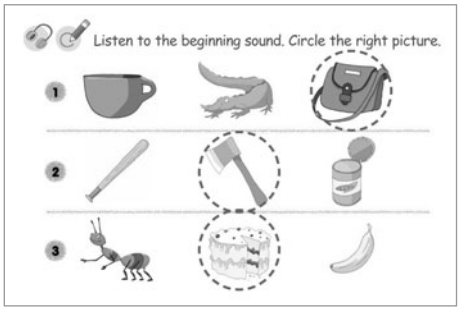


- Listen to CD track 4. Students circle the right picture for each word.
  T: Listen to the words and circle the right picture. Listen to Number 1. What word do you hear?
  Ss: Ant. [pointing at ant]
  T: That's right! Circle the ant.

Transcript: 1. ant 2. banana 3. cat 4. bear

Page 12

Listen to the beginning sound. Circle the right picture. (Track 4)

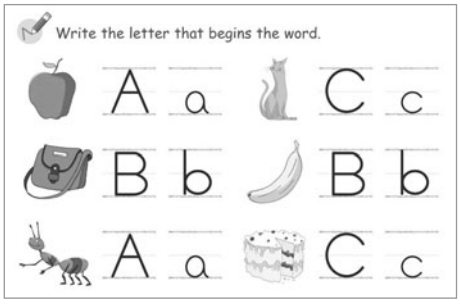


- Listen to CD track 4. Students circle the right picture for each beginning sound.
  T: This time, listen to the beginning sound and circle the right picture. Ready?
  Ss: Ready!
  T: Listen to Number 1. What sound do you hear?
  Ss: /b/.
  T: Correct! Look at the pictures. Which picture begins with /b/?
  Ss: This one. [pointing at bag]
  T: Yes! Bag begins with /b/. Circle the bag.

Transcript: 1. /b/ 2. /a/ 3. /c/

Page 13

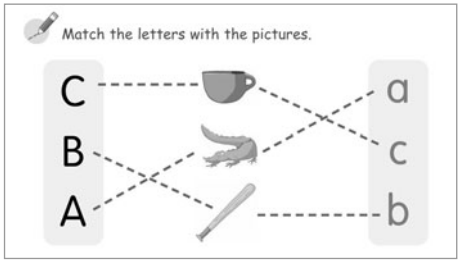
Write the letter that begins the word.



- Look at the pictures on page 13. Students write the letter (big and small) that begins each word.
  T: Look at page 13. What's this? [pointing at apple]
  Ss: It's an apple.
  T: Very good! It's an apple. What does apple start with?
  Ss: With an A.
  T: That's right! Trace the big A with your pencils. [Demonstrate by writing A on the board and tracing the letter with the correct strokes.] Now trace the small a. Are you finished?
  Ss: Yes!
  T: OK! What's next to the apple? [pointing at cat]
  Ss: It's a cat.
- Have students write the rest of the letters.
  T: Are you finished?
  Ss: Yes!
  T: Please show me your books.
- Check students' answers.

Page 13

Match the letters with the pictures.



- Look at the pictures. Students match the letters (big and small) with each picture.
  T: Look at the pictures. What's this?
  Ss: It's a cup!
  T: Good! /c/ /c/ cup. What does cup start with?
  Ss: With a C.
  T: Yes! Where is the big C?
  Ss: Here! [pointing at letter C]
  T: That's right! Now, let's draw a line from the big C to the cup. Do you see the small c?
  Ss: Yes!
  T: Let's draw a line from the cup to the small c.
- Continue with letters A and B.

Additional Activity — Song: What Word Begins with B?

Materials
Flash Cards 1-A (p. 111); Flash Cards 1-B (p. 113)

1. Review Aa, Bb, Cc by distributing picture cards to students. Teach song (to the tune of "London Bridges"). Guide students by holding up a letter card (A, B, C) and choosing a word for the first verse. The student whose word is chosen then selects a letter and word for the second verse of the song.
   T & Ss: [teacher holds up B card] What word begins with B, begins with B, begins with B?
   What word begins with B?
   T: /b/ /b/ bat. [S_1 with bat holds up card and then chooses a letter card]
   T & Ss: [S_1 holding up A card] What word begins with A, begins with A, begins with A?
   What word begins with A?

S1: /a/ /a/ ant. [S2 with ant holds up card and then chooses another letter card]

2. Continue with other letters and words.

Extension

Student will listen to and read the phrases that bring together the words beginning with Aa, Bb, and Cc.

Page 14

Look at the pictures. Read the words with your teacher. (Track 5)

- Talk about the pictures and listen to CD track 5.
  - T: Look at the pictures on page 14. What do you see in the pictures?
  - S1: A bear!
  - S2: A cat!
  - T: Very good. What else do you see?
  - S3: A banana.
  - T: Right! We can see a bear, a cat, a banana... Now, let's listen to the CD.
- Have students listen and point at the phrases first and then repeat the phrases.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase and have students give the number.
   - T: A cat and an apple.
   - Ss: Number 3.
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: A _____ and a banana.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 15

Trace and write the letters.

- Assign the homework. Do the first example together.
  - T: Let's look at page 15. Let's quickly say the sounds and words together. Ready?
  - Ss: Yes! /a/ /a/ apple, /a/ /a/ ant, /a/ /a/ ax... [continue with remaining pictures]
  - T: That was excellent! Now, look at this. Is this a big A or a small a?
  - Ss: It's a big A.
  - T: Good job! Let's write a big A in our books. Now, the rest of this page is homework.

Additional Homework

1. Have students start their own alphabet book. Have them include one page for each letter. Write the big and small letters at the top of each page. Draw pictures for each letter and (if students are ready) have them include the written words. (Begin with the words they have learned in each unit.)
2. Have students compose their own Fun Phrase. Have them include words they have learned in the unit. Include pictures and written words (if students are ready). Put 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! 1 - UNIT 2

Objectives

- Identify and say Dd, Ee, Ff (letter names and sounds).
- Write Dd, Ee, Ff (big and small letters).
- Identify and say words that begin with Dd, Ee, Ff.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Good morning (afternoon/evening), everyone.
  Ss: Good morning (afternoon/evening), Mrs. (Mr./Miss) _____.
  T: Is _____ here?
  Ss: Yes, I am.

- Continue with roll-call.

Additional Activity – Greetings Ball Toss

Materials
Soft ball or bean bag

1. Review introductions and greetings with students.
   T: Hello. My name's (Mrs. _____). What's your name? [tossing ball to S_1]
   S_1: My name's _____ .
   T: Nice to meet you, _____ .
   S_1: Nice to meet you, too.
2. Have S_1 repeat dialog, tossing ball to S_2. Continue with other students.

Review

- Review Aa, Bb, Cc from Unit 1.
  T: Look at this. What letter is this? [writing letter on the board]
  Ss: It's an A.
  T: Is it a big A or a small a?
  Ss: It's a big A.
  T: Good job! What word begins with the letter A?
  S_1: Apple!
  S_2: Ant!
  T: Excellent! What does an A sound like?
  Ss: /a /.

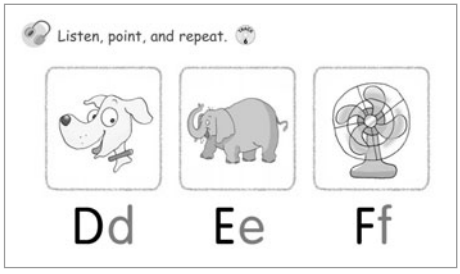
- Continue with the other letters.

Presentation

Introduce letter names and sounds for Dd, Ee, Ff as well as corresponding words (dog, elephant, fan).

page 16

Listen, point, and repeat. (Track 6)



- Talk about the pictures. Introduce letter sounds as well as words (dog, elephant, fan).
  T: Open your books to page 16. What do you see? [pointing at dog]
  Ss: A dog!
  T: That's right! It's a dog. Dog begins with the sound /d/. What else can you see?

- Continue with /e/ elephant and /f/ fan.
- Then, listen to CD track 6. Have students point at the corresponding pictures and repeat the words and sounds.
  T: Now, listen, point, and repeat. Do you have your finger ready to point?
  Ss: Yeah!

Transcript: D /d/ /d/ dog (repeat)
E /e/ /e/ elephant (repeat)
F /f/ /f/ fan (repeat)
D E F /d/ /d/ /e/ /e/ /f/ /f/ /d/ (repeat)

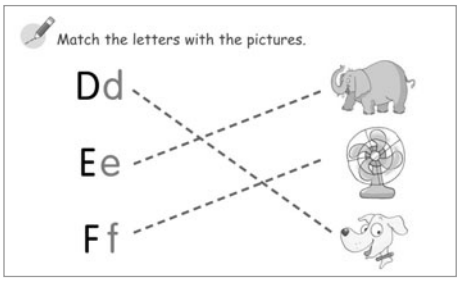
Additional Activity – What Number is It?

1. Have students number the three pictures (1-3) in the Listen, point, and repeat activity on page 16. (1. dog, 2. elephant, 3. fan)
2. Say one of the sounds (Example: /e/) or words (elephant) and have students hold up the appropriate number of fingers (Example: 2).
3. Say the word and sound and have students repeat. Gradually increase speed.
   T: OK. Listen closely and show me the number. /f/ /f/ /f/
   Ss: [holding up three fingers]
   T: That's right! It's a fan. /f/ /f/ fan.

Ss: /f/ /f/ fan.
T: Listen again. Dog, dog, dog.
Ss: [holding up one finger]
T: Great! It's a dog. /d/ /d/ dog.
Ss: /d/ /d/ dog.

Page 16

Match the letters with the pictures.

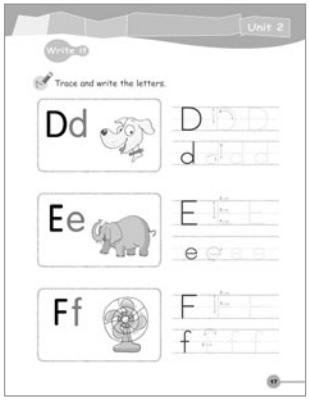


- Introduce letter names (D, E, F).
  T: Now look at this letter. [pointing at D in book] What letter is it?
  Ss: It's a D.
  T: That's right! What begins with a /d/ sound?
  Ss: Dog!
  T: Good. Dog begins with the letter D. /d/ /d/ dog. Let's draw a line from the letter D to dog.

- Continue matching letters E and F with the pictures. Check students' work.
  T: Show me your books. Very good, everyone!

Page 17

Trace and write the letters.



- Introduce how to write letters Aa, Bb, and Cc (big and small).
- Have students look at the letters and pictures in their book. Say the letter names and words aloud and have students repeat.
- Use finger to draw the letters (Dd, Ee, Ff) in the air. (Turn back to students when writing so they can see the direction of your strokes clearly.)
  T: OK, everybody. Please watch my finger. I am writing a letter. What letter is this?
  S1: It's a D.
  T: Is it a small d?
  S1: No, it isn't. It's a big D.
  T: You're right! Let's write it together. [Guiding students to draw the letter in the air and paying attention to stroke order] 1, 2.

- Have students repeat the letter names and say the corresponding words (D, dog; E, elephant; F, fan).
- Write the letters (big and small) on the board, demonstrating the stroke order. Then, have students write the letters in their books. Check their work.

Practice

Practice identifying Dd, Ee, and Ff by letter name as well as words beginning with those letters.

Page 18

Listen, point, and repeat. (Track 7)

- Review words beginning with D, E, F that were learned earlier (dog, elephant, fan). Introduce additional words (dish, duck, dinosaur, egg, elbow, elevator, frog, fox, fish).
  T: Let's turn the page. Look on page 18. What's this? [pointing at dog]
  Ss: It's a dog!
  T: Yes! Dog begins with a D. And do you know what this is? [pointing at dish]
  Ss: No.
  T: It's a dish. /d/ /d/ dish.
  Ss: /d/ /d/ dish.

- Continue with other words.
  T: Good! Now, listen to the CD. Get your fingers ready. Point to each word and repeat.

- Listen to CD track 7.

Transcript: D /d/ dog /d/ dish /d/ duck /d/ dinosaur;
E /e/ elephant /e/ egg /e/ elbow /e/ elevator;
F /f/ fan /f/ frog /f/ fox /f/ fish.

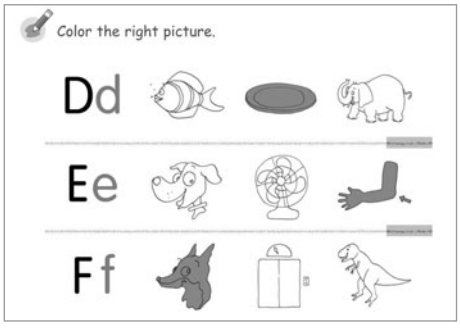
Additional Activity – Alphabet Box Relay

Materials
Flash Cards 1-B (p. 113-115) dog, dish, duck, dinosaur, elephant, egg, elbow, elevator, fan, frog, fox, fish (one set of cards per team);
3 boxes (or 3 pieces of paper) per team labeled Dd, Ee, and Ff

1. Divide the class into two teams. Provide each team with three boxes labeled Dd, Ee, and Ff. (If boxes are not available, provide three pieces of paper labeled Dd, Ee, Ff.) Place the boxes (pieces of paper) at the front of the class.
2. Place one set of flash cards per team on a desk a short distance from the boxes.
3. Have students line up as two teams and take turns selecting one card each and placing it in the appropriate box. (Example: S_1 places elbow in Ee box.)
4. After students complete their turn, they return and tag the students at the front of their line. Those students then select the next cards and place them in the boxes.
5. The team that finishes first with the correct cards in the three boxes is the winner. Check the winning team's work by taking out each card and reviewing letter name, initial sound, and word.
   T: [taking out a card from D box] Pointing at letter on box. What letter is this?
   Ss: D.
   T: Good. And what sound does D make?
   Ss: /d/.
   T: That's right. What is this? [holding up dinosaur card]
   Ss: It's a dinosaur.

Page 19

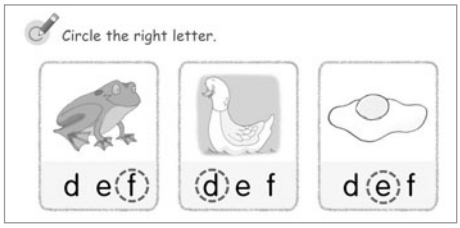
Color the right picture.



- Practice the letter names and sounds. Students color the picture that starts with each letter.
  T: Look at page 19. What letter is this? [pointing at D]
  Ss: It's a D.
  T: Very good! What does a D sound like?
  Ss: /d/.
  T: Yes! Which picture starts with D?
  Ss: This one! The dish.
  T: Excellent! Now let's all color the dish.
- Continue with E and F.

Page 19

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.
  T: Look at this picture. What is it?
  Ss: It's a frog!
  T: Very good! What is the beginning letter of frog?
  Ss: It's an F.
  T: That's right! Circle the small f.
- Continue with the next pictures (duck and egg).

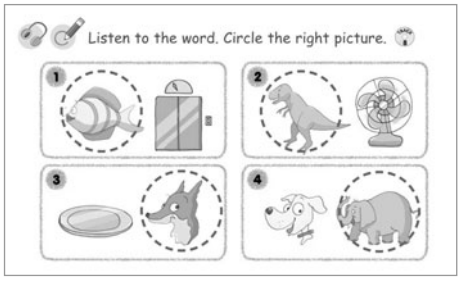
Production

Students will demonstrate understanding of the letters Dd, Ee, Ff (spoken and written) and corresponding words through various activities.

Page 20

Listen to the word. Circle the right picture.

(Track 8)

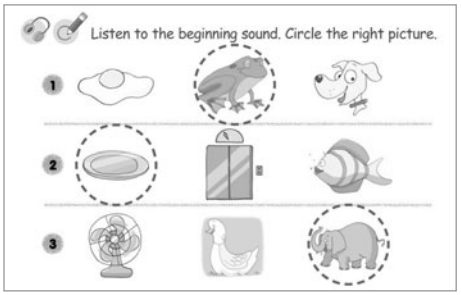


- Listen to CD track 8. Students circle the right picture for each word.
  T: Now, listen to the CD. What did you hear?
  Ss: Fish.
  T: Good. Please circle the fish.

Transcript:	1. fish	2. dinosaur
	3. fox	4. elephant

Page 20

Listen to the beginning sound. Circle the right picture. (Track 8)

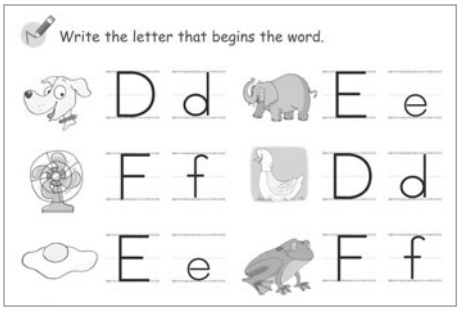


- Listen to CD track 8. Students circle the right picture for each beginning sound.
  T: Now, listen to Number 1. What sound did you hear?
  Ss: /f/.
  T: Yes! Circle the picture that begins with /f/. What is it?
  Ss: It's a frog.
  T: Great! Please show me your books.

Transcript:	1. /f/	2. /d/	3. /e/

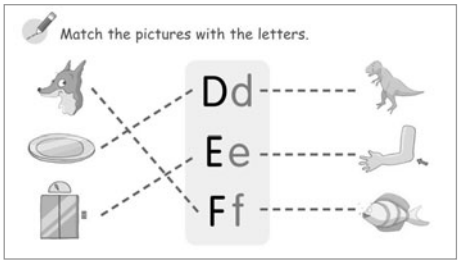
Page 21

Write the letter that begins the word.



- Look at the pictures on page 21. Students write the letter (big and small) that begins each word.
  T: Look at page 21. Look at the first picture. What is it?
  Ss: It's a dog.
  T: Yes! And what letter does dog begin with?
  Ss: D!
  T: Good job! /d/ /d/ dog begins with D. Write a big D and a small d in your books.
- Have students write the rest of the letters. Check their work.

Match the pictures with the letters.



- Look at the pictures. Students match the pictures with the letters.
  T: Look at the first picture. What is it?
  Ss: It's a fox.
  T: Good! /f/ /f/ fox. What does fox start with?
  Ss: With an F.
  T: Yes! Let's draw a line from the fox to the F. What other word starts with F?
  Ss: Fish starts with F.
  T: Very good! Draw a line from F to the fish.
- Continue with the remaining pictures.

Additional Activity – Put Them in Order!

Materials
Two sets of Flash Cards 1-B (p. 113-115) dog, dish, duck, dinosaur, elephant, egg, elbow, elevator, fan, frog, fox, fish

1. Review the initial sounds and words with Flash Cards 1-B. Divide the class into two teams. Distribute the picture cards to students (one set per team).
2. Say three of the words. (Example: elevator, duck, elbow) Have the students holding those cards come to the front of the classroom and stand in the called order (elevator, duck, elbow) with their teammates.
3. The team that stands in order first and says the initial sounds and words from their cards (Example: /e/ /e/ elevator; /d/ /d/ duck; /e/ /e/ elbow) gets a point.
4. Continue with three new words. (Note: For added challenge, list four or five words at a time.)
   T: Listen for the words. If you have the card with that word, come to the front and stand in order. with your teammates Are you ready?
   Ss: Yes.
   T: OK. These are the words: egg, dish, frog. Egg, dish, frog. [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: /e/ /e/ egg, /d/ /d/ dish, /f/ /f/ frog.
T: Excellent! Team B gets a point!

Extension

Students will listen to and read the phrases that bring together the words beginning with Aa, Bb, and Cc.

Page 22

Look at the pictures. Read the words with your teacher. (track 9)

- Talk about the pictures and then listen to CD track 9.
  T: Look at the pictures on page 22. What do you see in the first picture?
  S1: I can see a fish.
  S2: I can see a dish.
  T: Right! Let's go to the next picture.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase and have students give the number.
   T: A duck on a dish.
   Ss: Number 4!
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: A frog and an _____.) Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 23

Trace and write the letters.

- Assign the homework. Do the first example together.
  T: Let's look at page 23. Let's say the sounds and words together. Ready?
  Ss: Yes! /d/ /d/ dog, /d/ /d/ dish, /d/ /d/ duck, /d/ /d/ dinosaur... [continue with remaining pictures]
  T: That was excellent! OK! Let's write down a big D. Say the letter as you write it. Do you understand your homework?
  Ss: Yes!

- Review Unit 2 with Flash Cards 1-B (p. 113-115). Listen again to Track 7.

Additional Homework

1. Have students continue making their own alphabet book. Include the letters and pictures for Dd, Ee, Ff.
2. Have students make a Fun Phrase using words from Unit 2 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! Put everything in your bags, please. It's time to go. See you later!
  Ss: Good-bye! (Bye!)

Objectives

- Identify and say Gg, Hh, Ii (letter names and sounds).
- Write Gg, Hh, Ii (big and small letters).
- Identify and say words that begin with Gg, Hh, Ii.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: Good morning (afternoon/evening), everyone.
  Ss: Good morning (afternoon/evening), Mr. (Mrs./Miss) _____.
  T: Is _____here?
  S1: Yes, I am.
  T: How are you today, _____?
  S1: I'm fine (happy/great/OK).

- Continue with roll-call.

Review

- Review Dd, Ee, Ff from Unit 2.
  T: Look at this. What letter is this? [drawing letter in the air with back to the students, or writing letter on the board]
  Ss: It's a D.
  T: Is it a big D or a small d?
  Ss: It's a big D.
  T: Good job! What word begins with a D?
  S1: Dog!
  S2: Dinosaur!
  T: Excellent! What does a D sound like?
  Ss: /d/.

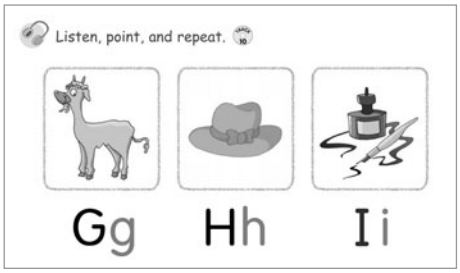
- Continue with other letters.

Presentation

Introduce letter names and sounds for Gg, Hh, Ii as well as corresponding words (goat, hat, ink).

Page 24

Listen, point, and repeat. (Track 10)



- Talk about the pictures. Introduce letter sounds as well as words (goat, hat, ink).
  T: Open your books to page 24. What do you see? [pointing at goat]
  Ss: [responses may vary] I don't know.
  T: It's a goat. We can see a goat. Goat begins with the sound /g/. Repeat after me, please. /g/ /g/ goat.
  Ss: /g/ /g/ goat.
  T: OK. What else can you see?

- Continue with /h/ hat and /i/ ink.
- Listen to CD track 10. Have students point at the corresponding pictures and repeat the words and sounds.

Transcript: G /g/ /g/ goat (repeat)
H /h/ /h/ hat (repeat)
I /i/ /i/ ink (repeat)
G H I /g/ /g/ /h/ /h/ /i/ /i/ /g/ (repeat)

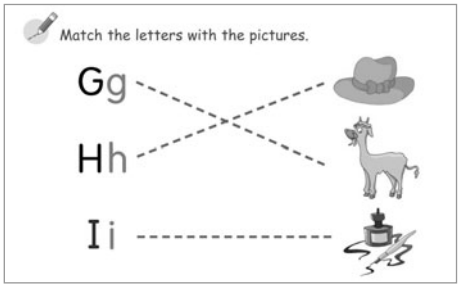
Additional Activity – Show the Cards!

Materials
Flash Cards 1-A (p. 111) Gg, Hh, Ii; student sets of Flash Cards 1-B (p. 115-117) goat, hat, ink

1. Show letter H to students and say /h/.
2. Students show picture card that begins with /h/ (hat). Continue with other letters and cards. Gradually show cards faster. Have students repeat sounds and words.
   T: [showing H] /h/ /h/ /h/.
   Ss: [showing hat card]
   T: /h/ /h/ hat.
   Ss: /h/ /h/ hat.

Page 24

Match the letters with the pictures.



- Introduce the letter names (G, H, I).
  T: Look at this letter. [pointing at G in book] What letter is it?
  Ss: It's a G.
  T: That's right! What begins with a /g/ sound?
  Ss: Goat!
  T: Good. Goat begins with the letter G. /g/ /g/ goat. Let's draw a line from the letter G to the goat.

- Continue matching letters H and I with the pictures. Check students' work.

Page 25

Trace and write the letters.

- Look at the pictures and review the words and sounds.
  T: Look at page 25. What is this?
  Ss: It's a /g/ /g/ goat.

- Introduce how to write letters Gg, Hh, and Ii (big and small).
  T: OK, everyone. Find a partner. I'm going to write a big G on the board. Can you write a big G on your partner's hand with your finger.
  Ss: Sure!
  T: OK! Now, let's try to write it as fast as we can!

- Continue with remaining letters.

- Have students write the letters in their books.

Practice

Practice identifying Gg, Hh, and Ii by letter name, as well as words beginning with those letters.

Page 26

Listen, point, and repeat. (Track 11)

- Review words beginning with G, H, I that were learned earlier (goat, hat, ink). Introduce additional words (gum, gorilla, guitar, hen, house, hill, iguana, igloo, Italy).
  T: Let's turn the page. Look on page 26. What's this? [pointing at goat]
  Ss: It's a goat!
  T: Yes! Goat begins with G. And do you know what this is? [pointing at gum]
  Ss: No.
  T: It's gum. /g/ /g/ gum.
  Ss: /g/ /g/ gum.

- Continue with other words.
  T: Good! Now, listen to the CD. Get your fingers ready. Point to each word and repeat.

- Listen to CD track 11.

Transcript: G /g/ goat, /g/ gum, /g/ gorilla, /g/ guitar;
H /h/ hat, /h/ hen, /h/ house, /h/ hill;
I /i/ ink, /i/ iguana, /i/ igloo, /i/ Italy.

Additional Activity – BINGO

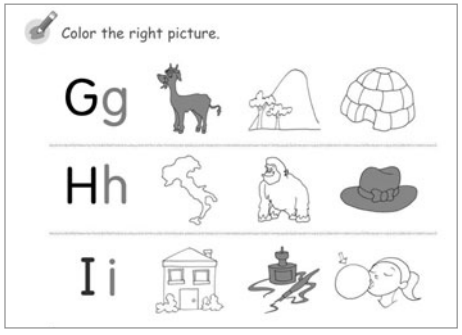
Materials
Flash Cards 1-B (p. 115-117) goat, gum, gorilla, guitar, hat, hen, house, hill, ink, iguana, igloo, Italy; piece of paper for each student

1. Have each student fold a piece of paper to make nine squares. Have them draw nine of the items from page 26 (one per square). Give students a time limit and encourage quick sketches.
2. When students are ready, choose one of the 12 cards and call out the sound and word. (Example: /g/ /g/ guitar) If students have that picture on their paper, they put a check (✓) beside it.
3. Continue calling out words until S1 has checks (✓) beside three pictures (horizontally, vertically, or diagonally). S1 calls out "Bingo" and reads aloud the three words so the teacher can verify.
4. Play again, having students mark their cards with an **X** each time they have a matching picture.

T: Listen carefully. If your picture matches the word, put a check in the square. If you have three checks in a row, you can say "BINGO." Are you ready?
Ss: Yes.
T: OK. [choosing a picture card and setting it aside] /h/ /h/ house. Put a check beside house.
Ss: [looking at paper and putting a check beside house if they have it] /h/ /h/ house.
T: [choosing another picture card] The next word is gum. /g/ /g/ gum. [Continue calling out words until S1 get three pictures in a row and calls out BINGO.]
S1: BINGO!
T: OK! What are your three words?
S1: Gum, igloo, ink.
T: [checking cards] Great! You have a BINGO! Let's play again. This time, put X's beside the pictures.

Page 27

Color the right picture.



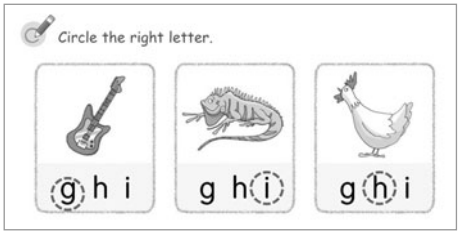
- Practice the letter names and sounds. Students color the picture that starts with each letter.

T: Look at page 27. What letter is this? [pointing at G]
Ss: It's a G.
T: Very good! What does a G sound like?
Ss: /g/.
T: Which picture begins with a G?
Ss: This one! Goat.
T: Excellent! Goat begins with a G. Now, let's all color the goat.

- Continue with H and I.

Page 27

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.

T: Look at this picture. What is it?
Ss: It's a guitar!
T: Very good! What is the beginning letter of guitar?
Ss: It's a G.
T: That's right! Circle the small g.

- Continue with the next pictures (iguana, hen).

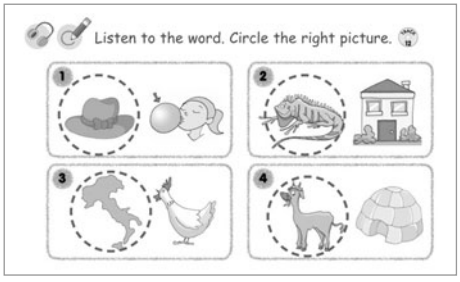
Production

Students will demonstrate understanding of the letters Gg, Hh, Ii (spoken and written) and corresponding words through various activities.

Page 28

Listen to the word. Circle the right picture.

(Track 12)



- Listen to CD track 12. Students circle the right picture for each word.

T: Now, listen to Number 1 on this CD. What did you hear?
Ss: Hat.
T: Good. Circle the hat, please.

Transcript: 1. hat 2. iguana 3. Italy 4. goat

Page 28

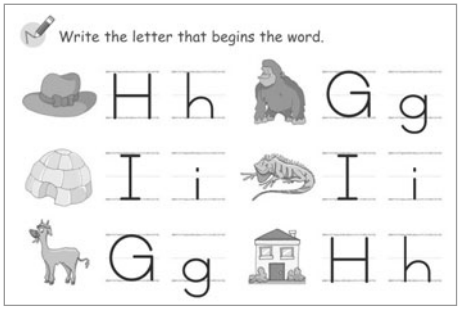
Listen to the beginning sound. Circle the right picture. (track 12)

- Listen to CD track 12. Students circle the right picture for each beginning sound.
  T: Now, listen to Number 1. What did you hear?
  Ss: /g/.
  T: Yes! Circle the picture that begins with /g/. Please show me your books.

Transcript: 1. /g/ 2. /h/ 3. /g/

Page 29

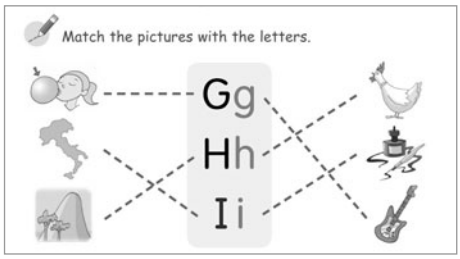
Write the letter that begins the word.



- Look at the pictures on page 29. Students write the letter (big and small) that begins each word.
  T: Look at page 29. Look at the first picture. What is it?
  Ss: It's a hat.
  T: Yes! And what letter does hat begin with?
  Ss: H!
  T: Good job! /h/ /h/ hat begins with an H. Write a big H and a small h in your books.
- Have students write the rest of the letters. Check their work.

Page 29

Match the pictures with the letters.



- Look at the pictures. Students match the pictures with the letters.
  T: Please look at the first picture. What is it?
  Ss: It's gum.
  T: You're right! /g/ /g/ gum. What letter does gum start with?
  Ss: With a G.
  T: Yes! Let's draw a line from the gum to G. Is there another word that begins with /g/?
  Ss: Yes! Guitar!
  T: Great! Now, let's draw a line from G to the guitar.
- Continue with the remaining pictures.

Additional Activity — Listen and Do!

Materials
Flash Cards 1-B (p. 115-117) goat, gum, gorilla, guitar, hat, hen, house, hill, ink, iguana, igloo, Italy

1. Distribute the cards to students. Have students listen for the initial sound, letter name, or word and follow your instructions. Give instructions as a chant and encourage students to respond.
   T: /g/ /g/ /g/. If you have a card that starts with /g/, stand up and touch your nose.
   Ss (with cards starting with G): [standing up touching nose] /g/ /g/ /g/.
   T: Italy. Italy. Italy. If you have the card Italy, stand up and count to 10.
   S (with Italy card): [standing up] Italy. Italy. Italy. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
2. Continue with a variety of instructions. Prompt students as needed. (Example: clap your hands, walk to the door, jump 3 times, close your book, say "hello," etc.)

Extension

Listen to and read phrases that bring together words beginning with Gg, Hh, and Ii.

Page 30

Look at the pictures. Read the words with your teacher. (Track 13)

- Talk about the pictures and then listen to CD track 13.
  T: Look at the pictures on page 30. What can you see in the first picture?
  S1: I can see a house.
  S2: I can see a hill.
  T: Right! Let's go to the next picture.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase 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: A _____ in a house.)
   Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 30

Trace and write the letters.

- Assign the homework. Do the first example together.
  T: Let's look at page 31. Let's say the sounds and words together. Ready?
  Ss: Yes! /g/ /g/ goat, /g/ /g/ gum, /g/ /g/ gorilla, /g/ /g/ guitar ... [continue with remaining pictures]
  T: That was excellent! OK! [pointing at G in their book] Now, look at this. Is this a big G or a small g?
  Ss: It's a big G.
  T: Good job! Let's write a big G in your books. Now, the rest of the page is homework. Make sure you write the letters neatly across the whole page.

- Review Unit 3 with Flash Cards 1-B (p. 115-117). Listen again to Track 11.

Additional Homework

1. Have students continue making their own alphabet book. Include the letters and pictures for Gg, Hh, Ii.
2. Have students make a Fun Phrase using words from Unit 3 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! It's time to say good-bye! Let's all say 'see you later' to each other. See you later!
  Ss: See you later!

Sounds Fun! 1 - Review 1-3

Objectives

- Identify and say letter names and sounds from Units 1-3 (Aa-Ii).
- Write letters (big and small) from Units 1-3 (Aa-Ii).
- Identify and say words beginning with letters Aa-Ii from Units 1-3 (apple, ant, ax, alligator, bag, banana, bear, bat, cup, cat, cake, can, dog, dish, duck, dinosaur, elephant, egg, elbow, elevator, fan, fox, frog, fish, goat, gum, gorilla, guitar, hat, hen, house, hill, ink, iguana, igloo, Italy).

Greeting

- Greet students using phrases from Units 1-3.

T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening), Mr. (Mrs./Miss) _____ .
T: OK! Let's take roll-call. Is _____ here?
S1: Yes, I am.
T: How are you, _____ ?
S1: I'm fine (happy, great, OK).

- Continue roll-call with students.

Review

- Sing the ABC Song (CD Track 1).
- Distribute Flash Cards 1-A (Aa-Ii) randomly to students. Have them hold up their letter cards when they hear the corresponding letter in the song.

Additional Activity – Slap the Cards

Materials
Flash Cards 1-A (p. 111) Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii;
Fly swatters for "hitting" cards (optional)

1. Place Flash Cards (Aa-Ii) on the board. Divide class into two teams.
2. Have Ss from each team come forward. Give them fly swatters (if available).
3. Say a word and initial letter sound from Units 1-3. (Example: bear /b/ /b/ bear) Ss try to be the first to slap the card that the word begins with. (Example: Bb)
4. The student who slaps the letter first gets the point for the team. Have team members identify the word and letter name. (Example: Bear begins with a B.) Continue with next two players.

T: [speaking to Ss] Find the letter for bear. /b/ /b/ bear.
S1 from Team A: [swatting Bb first] Here it is!
T: Great! Team A, what letter does bear begin with?
Ss from Team A: Bear begins with a B.
T: Excellent! One point for Team A!

Page 32

Listen, point, and chant. (Track 14)

- Talk about the pictures on page 32. (bat, dog, fox)
- Listen to CD track 14 and repeat.
- Place Flash Cards 1-B (p.113-115) on the board and chant pointing to each word (bat, dog, fox).

Extend the chant to include other words and letters from Units 1-3.
Example: /a/, /a/, /a/, /a/, apple.
What's that? It's an /a/ /a/ /a/ /a/ apple.

Additional Activity – Alphabet Box

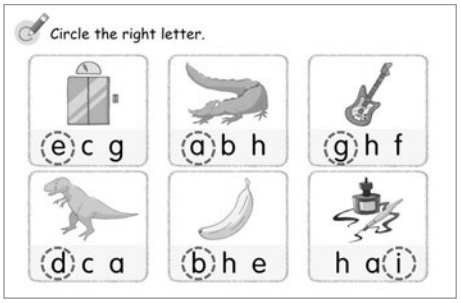
Materials
Flash Cards 1-A (p. 111) Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii;
a box, a watch with a second hand

1. Put cards (Aa-Ii) in the box.
2. Have S1 come forward and pick one card from the box. (Example: Cc) S1 has five seconds to say two words that start with the letter on the card. (Example: cat, cake) If successful, S1 continues with other letter cards for as long as S1 can say two words within the five second time limit.
3. The student who gets the most cards is the winner.

T: [speaking to S1] You have five seconds. Pick up a card from the box.
S1: [looking at Dd card and saying within 5 seconds] D. dog, dinosaur.
T: Great! Try again! Pick up another card!

Page 33

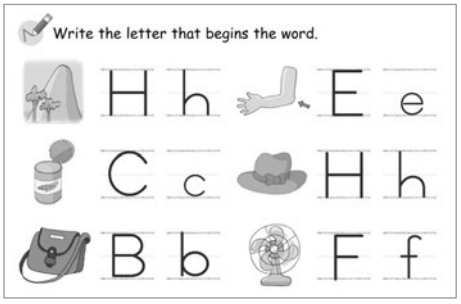
Circle the right letter.



- Talk about the pictures on page 33. Students circle the letter that each picture starts with.
  T: Look at this picture. What is it?
  Ss: It's an elevator.
  T: Very good! What's the beginning letter of elevator?
  Ss: It's an E.
  T: That's right! Circle the small e.
- Continue with the next pictures (alligator, guitar, dinosaur, banana, ink).

Page 33

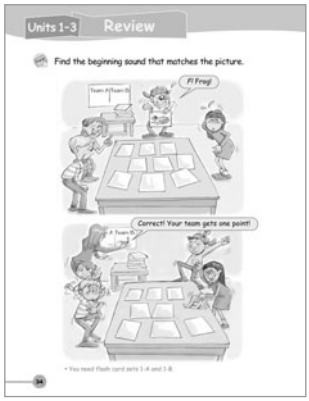
Write the letter that begins the word.



- Students write the letter (big and small) that begins each word.
  T: Look at the first picture. What is it?
  Ss: It's a hill.
  T: That's right! What letter does hill begin with?
  Ss: H!
  T: Correct! /h/ /h/ hill begins with an H. Write a big and small H in your books.
- Have students write the rest of the letters. Check their work.

Page 34

Find the beginning sound that matches the picture.



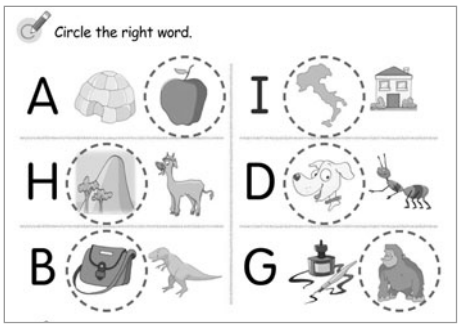
Materials
Flash Cards 1-A (p. 111)
Flash Cards 1-B (p. 113-117)

- Before playing, discuss pictures on page 34.
  T: Look at the first picture. What are the children doing?
  Ss: They are playing a game!
  T: Yes! Look at the boy. What is on his card?
  Ss: It's a frog!
  T: Correct. He has a frog. What letter does frog begin with?
  Ss: With an F.
  T: That's right. Look at the girl in the second picture. She's on the boy's team. What letter card does she have?
  Ss: An F!
  T: Yes! Frog begins with an F, so their team gets one point!
- Students try to find the right card.

1. Place Flash Cards 1-A face down on the table. Have Flash Cards 1-B stacked face down in a pile.
2. Divide students into pairs. Have the first pair of students come forward.
3. S1 turns over a picture card from the pile and says the beginning sound and word. (Example: /f/ /f/ frog) S2 chooses a letter card placed from the table and reads that letter aloud. (Example: F) If the letter card matches the beginning sound of the picture card, that pair gets a point.
4. The letter card is returned to the table (face down) and play continues with the second pair.

Page 35

Circle the right word.

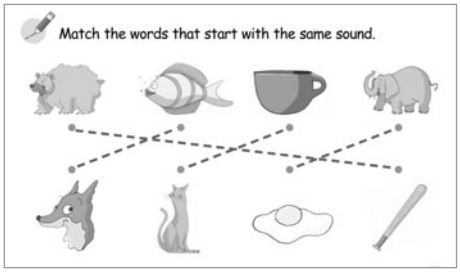


- Students circle the right picture for each letter.
  T: Look at page 35. What letter is this? [pointing at A]
  Ss: It's an A.
  T: Good! And look at this first picture. What is this? [pointing at igloo]
  Ss: It's an igloo.
  T: Does igloo begin with an A?
  Ss: No, it doesn't. Apple begins with an A.
  T: Very good! Let's circle the apple.

- Continue with the remaining letters and pictures.

Page 35

Match the words that start with the same sound.



- Identify the words that have the same beginning sound.
  T: Look at this picture. What is it? [pointing at bear]
  Ss: It's a bear!
  T: Very good! What's the beginning sound of bear?
  Ss: /b/.
  T: Excellent! Now look at these pictures. What other word begins with the same /b/ sound?
  Ss: /b/ bat!
  T: Yes! We have /b/ bear and /b/ bat. Let's draw a line from the bear to the bat.

- Continue with the remaining pictures.

Pages 36-37

Alphabet Hop

Materials
3 coins of one type for Player One and 3 coins of another type for Player Two (to use as game pieces)

- Practice with students by looking at the game together.
  T: Look! It's a board game!
  Ss: Hooray!
  T: Let's practice before we play the game. _____ and I are going to pretend to play. These are your three coins and these are my three coins. Let's put our coins on the squares for Player One and Player Two. I'll be Player One. I point to the picture I'm going to hop over and say the sound and word. [pointing to apple picture] /a/ apple. Is that right?
  Ss: Yes.
  T: OK. So I can hop over apple and move my coin above the apple. Then it's Player Two's turn. Does everyone understand?

  Ss: Yes!
  T: OK! Let's play in teams of two.

- Students try to get their three game pieces to the finish line first.

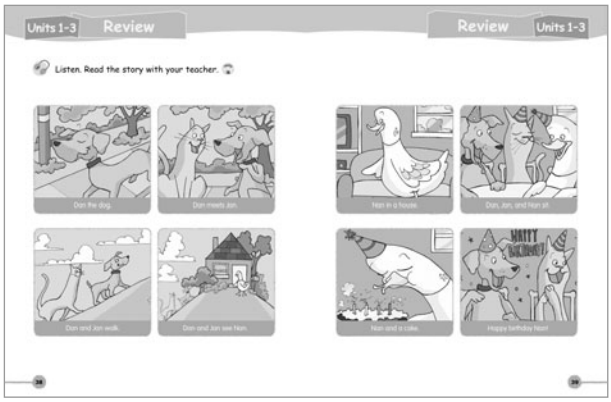
1. Two students play the game together. Each player has three coins (or markers) that are placed on the squares for Player One or Two.
2. Students hop over a picture to a pink square by saying the initial sound and the word for that picture. (Example: Player One says /a/ apple and hops to the pink box above the apple.)

3. Players take turns moving pieces straight up or diagonally to arrive at "Finish." The winning player gets all three game pieces to the "Finish" square first.

Pages 38-39

Listen. Read the story with your teacher.

(Track 15)



- Talk about the pictures on pages 38-39 and listen to CD track 15.
  T: Look at pages 38 and 39. It's a story! Look at the pictures. What is the story about?
  Ss: A birthday party!
  T: Very good! What do you see in the first picture?
  S1: I see a dog.
  T: Yes! Is the dog happy?
  S2: Yes, he is.
  T: OK. How about the second picture. What do you see?
  S3: I see a dog and a cat.
  T: What else do you see?
  S4: I see a tree.
  T: Very good.

- Continue with the other pictures before listening to the story.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-8). Read a phrase 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: Nan in a _____.) 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.
  T: It's time to go home! See you later!
  Ss: See you later!

Sounds Fun! 1 - UNIT 4

Objectives

- Identify and say Jj, Kk, Ll (letter names and sounds).
- Write Jj, Kk, Ll (big and small letters).
- Identify and say words that begin with Jj, Kk, Ll.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: Good morning (afternoon/evening), everyone.
  Ss: Good morning (afternoon/evening), Mr. (Mrs./Miss) _____.
  T: Is _____here?
  S1: Yes, I am.
  T: Are you happy (sleepy, busy, sick) today, _____?
  S1: Yes, I am.
  T: Great! (That's too bad!)

- Continue with roll-call.

Review

- Review Gg, Hh, Ii from Unit 3.
  T: Look at this. What letter is this? [drawing letter in the air with back to the students or writing letter on the board]
  Ss: It's a big H.
  T: Good job! What word begins with an H?
  S1: House!
  S2: Hill!
  T: Excellent! What does an H sound like?
  Ss: /h/.

- Continue with the other letters.

Additional Activity – ABC Song (Track 1)

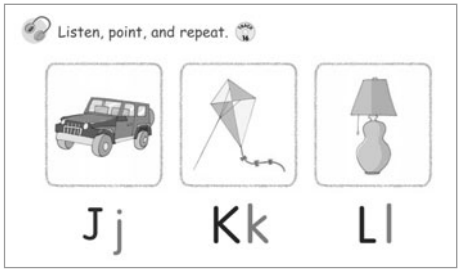
1. Listen to ABC Song on CD track 1. Encourage students to look at the alphabet on pages 6-7 of their Student Book and sing along.
2. Have students clap their hands when they sing J, K, L to prepare for today's lesson.

Presentation

Introduce letter names and sounds for Jj, Kk, Ll as well as corresponding words (jeep, kite, lamp).

Page 40

Listen, point, and repeat. (Track 16)



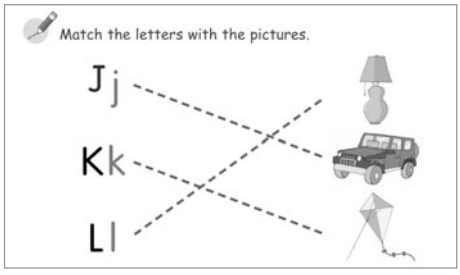
- Talk about the pictures. Introduce letter sounds as well as words (jeep, kite, lamp).
  T: Open your books to page 40. What can you see? [pointing at jeep]
  Ss: I don't know.
  T: It's a jeep. We can see a jeep. What's the beginning sound of jeep?
  Ss: /j/.
  T: That's right. Jeep begins with the sound /j/. Repeat after me, please.
  /j/ /j/ jeep.
  Ss: /j/ /j/ jeep.
  T: OK. What else can you see?

- Continue with /k/ kite and /l/ lamp.
- Then, listen to CD track 16. Have students point at corresponding pictures and repeat words and sounds.

Transcript: J /j/ /j/ jeep (repeat)
K /k/ /k/ kite (repeat)
L /l/ /l/ lamp (repeat)
J K L /j/ /j/ /k/ /k/ /l/ /l/ /j/ (repeat)

Page 40

Match the letters with the pictures.



- Introduce letter names (J, K, L).
  T: Now look at this letter. [pointing at J in book] What letter is it?
  Ss: It's a J.
  T: That's right! Which word begins with a /j/ sound?
  Ss: Jeep!
  T: Good. Jeep begins with the letter J. /j/ /j/ jeep. Let's connect the letters and the pictures.

- Continue matching letters K and L with the pictures. Check students' work.

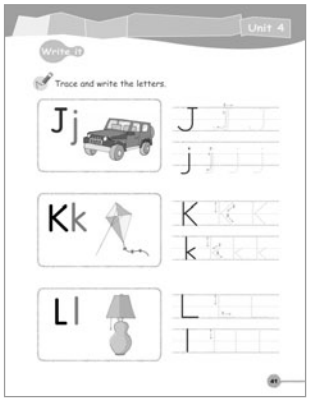
Additional Activity – Put Them in Order

Materials
Flash Cards 1-A (p. 111) Jj, Kk, Ll; Flash Cards 1-B (p. 117) jeep, kite, lamp

1. Review letter names and pictures. Have students take out their letter cards (Jj, Kk, Ll) and picture cards (jeep, kite, lamp). Call out a letter name and have them hold it up. Then, review the initial sounds and words with the picture cards.
   T: Show me the letter K. [Students hold up Letter K.] Show me what starts with K. [Students hold up kite.]
   T: That's right! /k/ /k/ kite [holding kite] and the letter K [holding K].
   Ss: [repeating actions] /k/ /k/ kite and the letter K.
2. When students are ready, call out a series of letters and have them put their letter cards in order on their desk. (L, J, K) Again, review initial sounds and words.

Page 41

Trace and write the letters.



- Look at the pictures and review the words and sounds.
  T: Look at page 41. What is this?
  Ss: It's a /j/ /j/ jeep.

- Introduce how to write letters J, K, and L (big and small).
  T: OK, everyone. Look at my finger. I am writing a letter. What letter is it? [writing a big J in the air]
  Ss: It's the letter J.
  T: Is it a small j?
  Ss: No. It's a big J.
  T: You're right! Let's write it together. Write a big J. [guiding students to write the letter in the air] 1, 2.

- Continue with the remaining letters.
- Write letters on the board, demonstrating stroke order. Have students write the letters in their books.

Practice

Practice identifying J, K, and L by letter name as well as words beginning with those letters.

Page 42

Listen, point, and repeat. (Track 17)

- Review words beginning with J, K, and L that were learned earlier (jeep, kite, lamp). Introduce additional words (jam, jet, jar, key, king, kangaroo, lion, leg, lemon).
  T: Let's turn the page. Look on page 42. What's this? [pointing at jeep]
  Ss: It's a jeep!
  T: Look next to the jeep. [pointing at jam] It's jam. /j/ /j/ jam.
  Ss: /j/ /j/ jam.

- Continue with other words.
  T: Good! Now, let's listen, point, and repeat. Is everyone ready?

- Listen to CD track 17.

Transcript: J /j/ jeep, /j/ jam, /j/ jet, /j/ jar;
K /k/ kite, /k/ key, /k/ king, /k/ kangaroo;
L /l/ lamp, /l/ lion, /l/ leg, /l/ lemon.

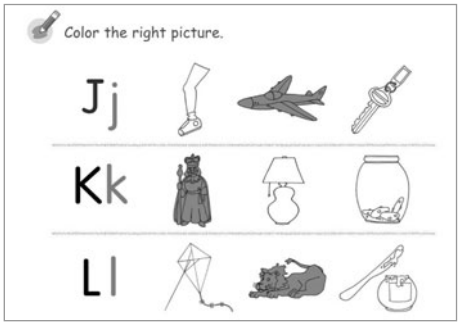
Additional Activity – Whisper Relay

Materials
Flash Cards 1-B (p. 117) jeep, jam, jet, jar, kite, key, king, kangaroo, lamp, lion, leg, lemon

1. Divide the students into two teams and have them stand in two lines. Place the set of 1-B flashcards on a desk in the front of the class.
2. Have the first two students from each team (S_1s) come forward. Whisper one of the words to them. (Example: kangaroo)
3. S_1s then go back to S_2s at the front of the line and whisper the word to them. S_2s then whisper it to S_3s, and so on down the line.
4. The last student in each line comes forward, finds the picture flash card on the desk (Example: kangaroo), and reads it aloud. The first team to successfully complete the relay wins a point.

Page 43

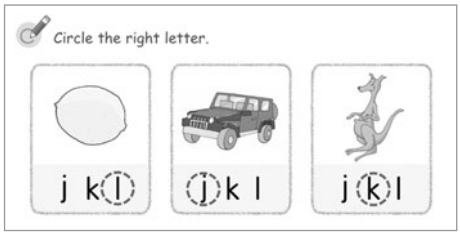
Color the right picture.



- Practice the letter names and sounds. Students color the picture that starts with each letter.
  T: Look at page 43. What letter is this? [pointing at J]
  Ss: It's a J.
  T: Very good! Which picture starts with a J?
  Ss: This one! The jet.
  T: Excellent! Now let's all color the jet.
- Continue with K and L.

Page 43

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.
  T: Look at this picture. What is it?
  Ss: It's a lemon!
  T: Very good! What does lemon begin with?
  Ss: With an L.
  T: That's right! Which letter is the small l?
  Ss: This one!
  T: Very good! Circle the small l.
- Continue with the next pictures (jeep, kangaroo).

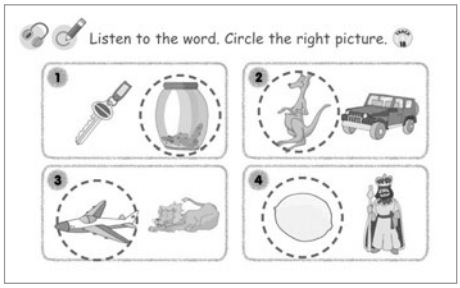
Production

Students will demonstrate understanding of the letters Jj, Kk, Ll (spoken and written) and corresponding words through various activities.

Page 44

Listen to the word. Circle the right picture.

(Track 18)



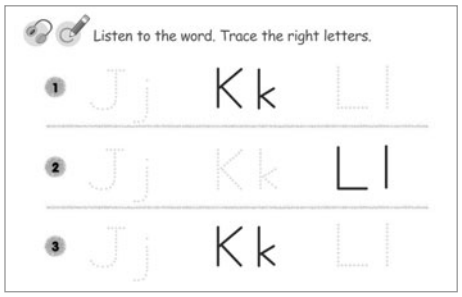
- Listen to CD track 18. Students circle the right picture for each word.
  T: Now, listen to Number 1 on this CD. What did you hear?
  Ss: Jar.
  T: Good. Please circle the jar.

Transcript: 1. jar 2. kangaroo 3. jet 4. lemon

Page 44

Listen to the word. Trace the right letters.

(Track 18)



- Listen to CD track 18. Students listen for the beginning letter sound in each word and trace the letter.
  T: Now, we need to listen to each word and trace the right letter. Let's do Number 1 together. Listen. [Play first word on the CD.] What did you hear?
  Ss: Key!
  T: Great! What letter does key start with?
  Ss: With a K!
  T: Wonderful! Now, trace the big and small K.
- Continue with Numbers 2 and 3.

Transcript: 1. key 2. lion 3. king

Additional Activity — Line by Line Game

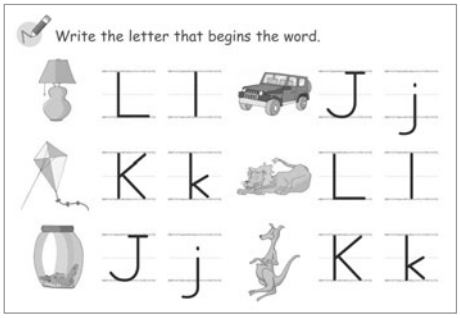
Materials
Flash Cards 1-B (p. 117) jeep, jam, jet, jar, kite, key, king, kangaroo, lamp, lion, leg, lemon

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 letter, initial sound, and the word.

T: [drawing first line] Team A, what is it?
S1 from Team A: I think it's a kite.
T: No, it isn't. Team B, what do you think it is?
S2 from Team B: I think it's a jeep.
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 king?
T: Yes, it is! [quickly drawing in the extra lines for king] Team A, what is it?
Ss from Team A: It's a /k/ /k/ king and it begins with K.
T: Great! Team A gets 1 point!

Page 45

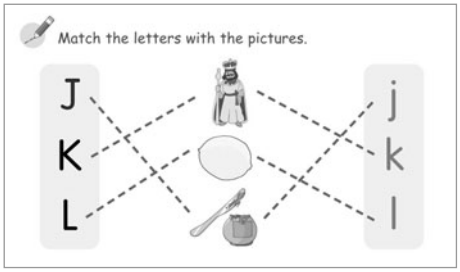
Write the letter that begins the word.



- Look at the pictures on page 45. Students write the letter (big and small) that begins each word.
  T: Look at page 45. Look at the first picture. What is it?
  Ss: It's a lamp.
  T: OK. What is the beginning letter of lamp?
  Ss: It's an L.
  T: Good job! /l/ /l/ lamp begins with the letter L. Let's write a big L and a small l.
- Have students write the rest of the letters. Check their work.

Page 45

Match the letters with the pictures.



- Look at the pictures. Students match the letters with the pictures.
  T: Look at the first picture. What is it?
  Ss: It's a king.
  T: OK! What is the beginning letter of king?
  Ss: It's a K.
  T: Good job! /k/ /k/ king. Let's match king with the big K and small k.
- Continue with remaining pictures.

Extension

Students will listen to and read phrases that bring together words beginning with Jj, Kk, and Ll.

Page 46

Look at the pictures. Read the words with your teacher. (Track 19)

- Talk about the pictures and then listen to CD track 19.
  T: Look at the pictures on page 46. What do you see in the first picture?
  S1: I can see a lamp.
  S2: I can see a king.
  T: Right! Let's go to the next picture.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase 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: A lion and a _____.)
   Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 47

Trace and write the letters.

- Assign the homework. Do the first example together.
  T: Let's look at page 47. Let's say the sounds and words together. Ready?
  Ss: Yes! /j/ /j/ jeep, /j/ /j/ jam, /j/ /j/ jet, /j/ /j/ jar ... [continue with remaining pictures]
  T: That was excellent! OK! [pointing at J in their book] Let's write a big J in our books.
  [Students begin writing.]
  Good. Please say the letter as you write it. Do you understand your homework?
  Ss: Yes!

- Review Unit 4 with Flash Cards 1-B (p. 117). Listen again to Track 17.

Additional Homework

1. Have students continue making their own alphabet book. Include the letters and pictures for Jj, Kk, Ll.
2. Have students make a Fun Phrase using words from Unit 4 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! It's time to say good-bye! See you later!
  Ss: See you later!

Objectives

- Identify and say Mm, Nn, Oo (letter names and sounds).
- Write Mm, Nn, Oo (big and small letters).
- Identify and say words that begin with Mm, Nn, Oo.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: Good morning (afternoon/evening), everyone.
  Ss: Good morning (afternoon/evening), Mr. (Mrs./Miss) _____ .
  T: What day is it today?
  S1: It's (Tuesday).
  T: Yes! OK. Is everyone here? Is _____ here?
  S1: I'm here!

- Continue with roll-call.

Review

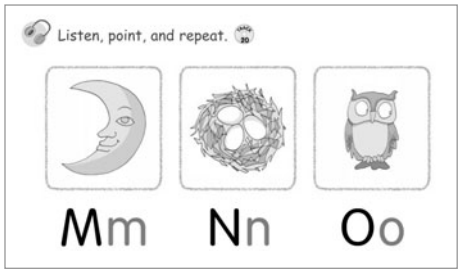
- Review Jj, Kk, Ll from Unit 4. Listen to Track 17 and repeat the words.
- Hold up Flash Cards 1-B from p. 117 and have students identify the word, letter name, and/or beginning letter sound.

Presentation

Introduce letter names and sounds for Mm, Nn, Oo as well as corresponding words (moon, nest, owl).

Page 48

Listen, point, and repeat. (Track 20)



- Talk about the pictures. Introduce letter sounds as well as words (moon, nest, owl).
  T: Open your books to page 48. Look at the first picture. What do you see? [pointing at moon]
  Ss: It's the moon.
  T: Excellent. Moon begins with an /m/ sound. Point to the letter M. Repeat after me. /m//m/ moon.
  Ss: /m/ /m/ moon.

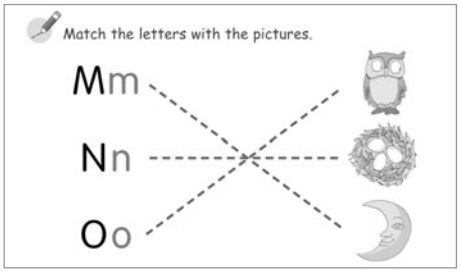
- Continue with /n/ nest and /o/ owl.
- Say one of the words and beginning sounds and have students point to the picture and repeat.
  T: Point to the right picture and say it. Ready? /n/ /n/ nest.
  Ss: [pointing at nest] /n/ /n/ nest.

- Then, listen to CD track 20. Have students point at the corresponding pictures and repeat the words and sounds.

Transcript: M /m/ /m/ moon (repeat)
N /n/ /n/ nest (repeat)
O /o/ /o/ owl (repeat)

Page 48

Match the letters with the pictures.



- Introduce the letter names (M, N, O).
  T: Now, look at this letter. [pointing at M in book] What letter is it?
  Ss: It's an M.
  T: That's right! Which word begins with an /m/ sound?
  Ss: Moon!
  T: Good. Moon begins with the letter M. Let's draw a line from the letter M to moon.

- Continue matching letters N and O with the pictures. Check students' work.

Additional Activity — Point to the Letters

Materials
One die per team of four

1. Have students open their books to the Listen, point, and repeat exercise on page 48. Number the three pictures (moon, nest, owl) and three letters (Mm, Nn, Oo) from 1 to 6.
2. Divide the class into teams of four. Give each team a die.
3. Have Ss from each team take turns rolling the die. Ss give the initial sound and word if Ss roll a 1, 2 or 3. (Example: Roll a '2' and say "It's a /n/ /n/ nest" and then put a check ✓ by #2.) If Ss roll a 4,5 or 6, Ss give the letter name. (Example: Roll a '6' and say "It's the letter 'O'." and put a check (symbol) by #6.)
4. Students try to be the first in their team 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 4!
What's Number 4? It's the letter M. Is that right? [asking others]
Ss: Yes!
T: Great! I put a check beside Number 4 in my book. Now it's your turn. [gesturing to S1] Roll the die!
S1: [rolling the die] It's a 1! What's Number 1? It's the /m/ /m/ moon. Is that right?
Ss: Yes!
T: Good job! You can check Number 1 in your book.

Page 49

Trace and write the letters.

- Look at the pictures and review the words and sounds.

T: Look at page 49. What is this? [pointing at moon]
Ss: It's the moon.

- Introduce how to write letters M, N, and O (big and small).
- Have students find a partner and use their finger to write the letter M on their classmate's back. Have them practice writing letters N and O, also. Have students guess what letter their partner is writing.

T: OK, everyone. Find a partner. Now, write a big M on your classmate's back. Use your finger!
Ss: Sure!

- Have students write the letters in their books.

Practice

Practice identifying M, N, and O by letter name, as well as words beginning with those letters.

Page 50

Listen, point, and repeat. (Track 21)

- Review words beginning with M, N, and O that were learned earlier (moon, nest, owl). Introduce additional words (monkey, mop, man, nine, nose, net, octopus, ox, ostrich).

T: Let's turn the page. Look on page 50. What's this? [pointing at moon]
Ss: It's the moon!
T: Look next to the moon. [pointing at monkey] Do you know what this is?
Ss: No, I can't remember.
T: It's a monkey. /m/ /m/ monkey.
Ss: /m/ /m/ monkey.

- Continue with the other words.

T: Good! Now, let's listen to the CD. Get your fingers ready to point.

- Listen to CD track 21.

Transcript: M /m/ moon, /m/ monkey, /m/ mop, /m/ man;
N /n/ nest, /n/ nine, /n/ nose, /n/ net;
O /o/ owl, /o/ octopus, /o/ ox, /o/ ostrich.

Additional Activity – Memory Match

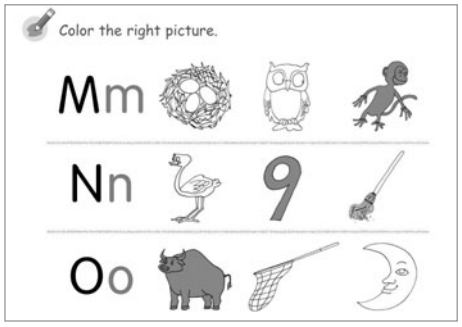
Materials
Flash Cards 1-A (p. 111) 4 sets of Mm, Nn, Oo; Flash Cards 1-B (p. 119) moon, monkey, mop, man, nest, nine, nose, net, owl, octopus, ox, ostrich

1. Place letter cards (four sets of 1-A) and picture cards (one set of 1-B) face down on two separate areas of the table. Have students come forward.
2. S_1 turns over one letter card and a picture card and reads them aloud. If the picture card starts with the letter card, S_1 keeps the two cards. (Example: M, mop) If the picture and letter cards do not match (Example: M, nose), 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 the letter card. What letter is this? It's an O. Now I turn over a picture card. What is it? It's a net. Does net begin with an O?
Ss: No, it doesn't. It begins with an N.
T: That's right. So, I put back the cards and it's your turn. [gesturing to S_1] Turn over a letter card.
S_1: [turning over a letter card] It's an M. [turning over a picture card] It's a monkey.
T: Does monkey begin with the letter M?
Ss: Yes!
T: Good! [gesturing to S_1] You can keep the cards! And now it's your turn! [gesturing to S_2]

Page 51

Color the right picture.



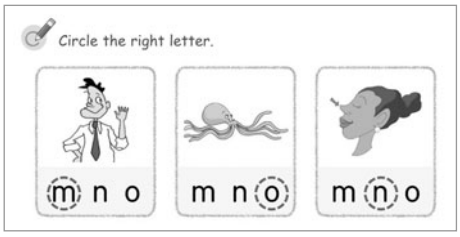
- Practice the letter names and sounds. Students color the picture that starts with each letter.

T: Look at page 51. What letter is this? [pointing at M]
Ss: It's an M.
T: Very good! What does the letter M sound like?
Ss: /m/!
T: Very good! Which picture starts with an M?
Ss: This one! The monkey.
T: Excellent! Now let's all color the monkey.

- Continue with N and O.

Page 51

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.

T: Look at this picture. What is it?
Ss: It's a man!
T: Very good! What letter does man begin with?
Ss: With an M.
T: That's right! Which letter is a small m?
Ss: This one!
T: Very good! Circle the small m.

- Continue with the next pictures (octopus, nose).

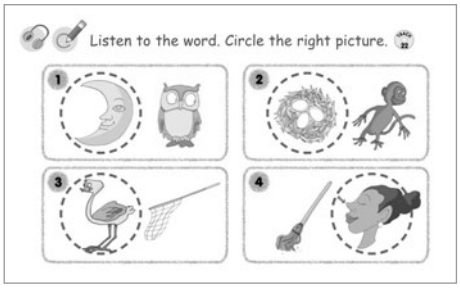
Production

Students will demonstrate understanding of the letters Mm, Nn, Oo (spoken and written) and corresponding words through various activities.

Page 52

Listen to the word. Circle the right picture.

(Track 22)

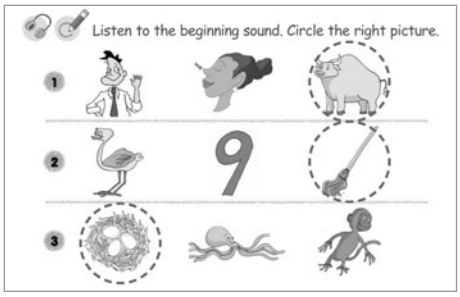


- Listen to CD track 22. Students circle the right picture for each word.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Moon.
  T: Good. Circle the moon.

Transcript: 1. moon 2. nest 3. ostrich 4. nose

Page 52

Listen to the beginning sound. Circle the right picture. (Track 22)

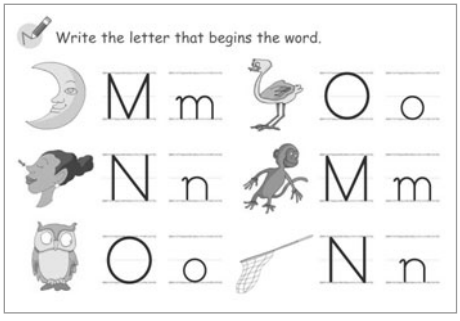


- Listen to CD track 22. Students listen for the beginning letter sound in each word and circle the picture that begins with that sound.
  T: This time, listen to the beginning sound and circle the right picture. Ready?
  Ss: Ready!
  T: Let's do Number 1 together. [listening to CD] What sound did you hear?
  Ss: /o/.
  T: Which picture begins with /o/?
  Ss: Ox.
  T: Wonderful! Draw a circle around the ox.
- Continue with Numbers 2 and 3.

Transcript: 1. /o/ 2. /m/ 3. /n/

Page 53

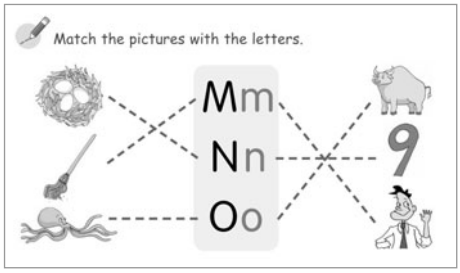
Write the letter that begins the word.



- Look at the pictures on page 53. Students write the letter (big and small) that begins each word.
  T: Look at page 53. Look at the first picture. What is it?
  Ss: It's the moon.
  T: OK. What is the beginning letter of moon?
  Ss: It's an M.
  T: Good job! /m/ /m/ moon begins with an M. Let's write a big M. Now, let's write a small m. Are you finished?
  Ss: Yes!
  T: Please show me your books.
- Have students write the rest of the letters. Check their work.

Page 53

Match the pictures with the letters.



- Look at the pictures. Students match the pictures with the letters.
  T: Look at the first picture. What is it?
  Ss: It's a nest.
  T: OK! What is the beginning letter of nest?
  Ss: It's an N.
  T: Good job! /n/ /n/ nest. Let's match nest with big N and small n. What other word begins with N?
  Ss: Nine begins with N.
  T: Excellent. Draw a line from N to nine.
- Continue with the remaining pictures.

Additional Activity – Guessing Game

Materials
Flash Cards 1-B (p. 119) moon, monkey, mop, man, nest, nine, nose, net, owl, octopus, ox, ostrich

1. Review the cards with 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 do you think this is?
S1: I think it's an owl.
S2: I think it's a monkey.
S3: I think it's a nest.
T: How many think it's an owl (monkey/nest)? [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?

Extension

Students will listen to and read phrases that bring together words beginning with Mm, Nn, and Oo.

Page 54

Look at the pictures. Read the words with your teacher. (Track 23)

- Talk about the pictures and then listen to CD track 23.
  T: Look at the pictures on page 54. What can you see in the first picture?
  S1: I can see a net.
  S2: I can see a man.
  T: Right! Let's look at the next picture.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase 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: An ostrich and a _____.)
   Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 55

Trace and write the letters.

- Assign the homework. Do the first example together.
  T: Let's look at page 55. Let's say the sounds and words together. Ready?
  Ss: Yes! /m/ /m/ moon, /m/ /m/ monkey, /m/ /m/ mop, /m/ /m/ man... [continue with remaining pictures]
  T: That was excellent! OK! [pointing at the M in their book] Let's write a big M in our books. [Students begin writing.] Good. Please say the letter as you write it. Do you understand your homework?
  Ss: Yes!

- Review Unit 5 with Flash Cards 1-B (p. 119). Listen again to Track 21.

Additional Homework

1. Have students make their own alphabet book. Include the letters and pictures for Mm, Nn, Oo.
2. Have students make a Fun Phrase using words from Unit 5 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! It's time to say good-bye! See you later!
  Ss: See you later!

Sounds Fun! 1 - UNIT 6

Objectives

- Identify and say Pp, Qq, Rr (letter names and sounds).
- Write Pp, Qq, Rr (big and small letters).
- Identify and say words that begin with Pp, Qq, Rr.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: Hi, everyone. Look out the window. How's the weather today?
  Ss: It's sunny (rainy, cloudy, cold, warm, hot).
  T: Yes, it is. Is everyone here? Is _____ here?
  S1: Yes, I am.
  T: How are you today, _____?
  S1: I'm great (fine, OK, tired).
  T: Good. (That's too bad.)

- Continue with other students.

Review

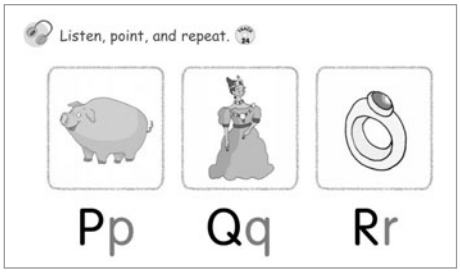
- Review Mm, Nn, Oo from Unit 5. Look at page 50 and listen to Track 21. Repeat the words.
- Hold up Flash Cards 1-B (p. 119) and have students identify the word, letter name, and/or beginning letter sound.

Presentation

Introduce letter names and sounds for Pp, Qq, Rr as well as corresponding words (pig, queen, ring).

Page 56

Listen, point, and repeat. (Track 24)



- Talk about the pictures. Introduce letter sounds as well as words (pig, queen, ring).
  T: Open your books to page 56. Look at the first picture. What do you see? [pointing at pig]
  Ss: It's a pig.
  T: Excellent. Pig begins with a /p/ sound. Point to the letter P. Repeat after me. /p/ /p/ pig.
  Ss: /p/ /p/ pig.

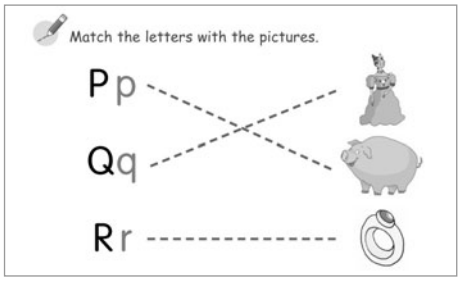
- Continue with queen and ring.
- Say one of the words and beginning sounds and have students point to the picture and repeat.
  T: Point to the correct picture and say it. Ready? /r/ /r/ ring.
  Ss: [pointing at ring] /r/ /r/ ring.

- Then, listen to CD track 24. Have students point at the corresponding pictures and repeat the words and sounds.

Transcript: P /p/ /p/ pig (repeat)
Q /q/ /q/ queen (repeat)
R /r/ /r/ ring (repeat)
P Q R /p/ /p/ /q/ /q/ /r/ /r/ /p/ (repeat)

Page 56

Match the letters with the pictures.



- Introduce letter names (P, Q, R).
  T: Now, look at this letter. [pointing at P in book] What letter is it?
  Ss: It's a P.
  T: That's right! What does the letter P sound like?
  Ss: /p/!
  T: Very good! Which word begins with a /p/ sound?
  Ss: Pig!
  T: Excellent. Pig begins with the letter P. Let's draw a line from the letter P to pig.

- Continue matching letters Q and R with the pictures. Check students' work.

Additional Activity — Which Word?

Materials
Flash Cards 1-B (p.119-121) pig, queen, ring;
Flash Cards 1-A (p. 111) Pp, Qq, Rr

1. Have students look at the three pictures in their books on page 56. Say one of the words and initial sounds and have students point and repeat. As students become more confident, increase the speed.
   T: When you hear a word, point to the right picture in your book. Then, listen and repeat. Ready? /q/ /q/ queen.
   Ss: /q/ /q/ queen. [pointing at queen]
   T: Good job!
2. Place the three cards around the room. Say a word and sound. Have students point at the card and repeat.
   For added challenge, place the cards face down. (Confirm each time that they have pointed at the correct card.)
   T: Let's put the cards around the room. The pig (queen/ring) is here. [placing cards face down in different locations] Now, can you remember? Where is the ring? /r/ /r/ ring.
   Ss: [pointing at the ring] It's over there. /r/ /r/ ring.
   T: Is that the ring? [pointing at card students have indicated] _____, can you turn over that card? Is it the ring?
   S1: [turning over card] Yes, it is! It's the ring.
   Note: In addition, teacher can place the three letter cards (Pp, Qq, Rr) around the room and encourage students to remember the location of these as well. Call out "the letter R" and have students point at the appropriate card.

Page 57

Trace and write the letters.

- Look at the pictures and review the words and sounds.
  T: Look at page 57. What is this? [pointing at pig]
  Ss: It's a pig.
  T: Yes. It's a pig. /p/ /p/ pig. What letter is this? [pointing at P]
  Ss: It's a P.
  T: Is it a small p?
  Ss: No. It's a big P.
  T: You're right! Let's write it in the air together. Ready? [using finger to write P in the air] 1, 2. Excellent! Now, let's write it in our books.
- Continue with the other letters.

Practice

Practice identifying P, Q, and R by letter name, as well as words beginning with those letters.

Page 58

Listen, point, and repeat. (Track 25)

- Review words beginning with P, Q, and R that were learned earlier (pig, queen, ring). Introduce additional words (pen, pizza, pot, question, quiz, quilt, rabbit, rug, rocket).

  T: Let's turn the page. Look on page 58. What's this? [pointing at pig]
  Ss: It's a pig.
  T: Look next to the pig. [pointing at pen] What's this?
  Ss: It's a pen.
  T: That's right. /p/ /p/ pen.
  Ss: /p/ /p/ pen.

- Continue with other words.
  T: Good! Now, let's listen to the CD. Get your fingers ready to point.
- Listen to CD track 25.

Transcript: P /p/ pig, /p/ pen, /p/ pizza, /p/ pot;
Q /q/ queen, /q/ question, /q/ quiz, /q/ quilt;
R /r/ ring, /r/ rabbit, /r/ rug, /r/ rocket.

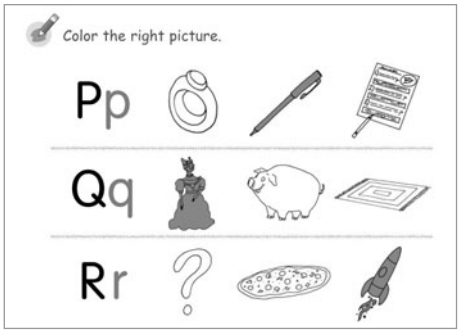
Additional Activity – Body Alphabet

Materials
Flash Cards 1-A (p. 111) Pp, Qq, Rr

1. Divide the students into two teams. Have S1 from Team A come forward. Show S1 letter Pp, Qq or Rr.
2. S1 tries to make the shape of that letter (big or small) with his/her body. Team members guess the letter. (Example: Is it a small r?)
3. Then, other team members say the words that start with that letter. (Example: rabbit, rocket, ring, rug)
4. Continue with Team B and a new letter.

Page 59

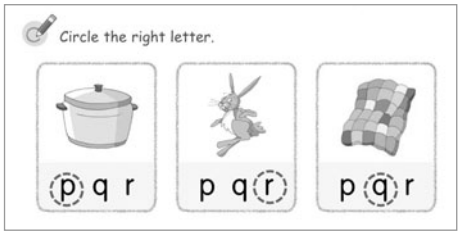
Color the right picture.



- Practice the letter names and sounds. Students color the picture that starts with each letter.
  T: Look at page 59. What letter is this? [pointing at P]
  Ss: It's a P.
  T: Very good! Which picture starts with a P?
  Ss: Pen starts with a P.
  T: Good! Color the pen, everyone.
- Continue with Q and R.

Page 59

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.
  T: Look at this picture. What is it? [pointing at pot]
  Ss: It's a pot!

  T: Very good! What letter does pot begin with?
  Ss: With a P.
  T: That's right! Which letter is a small p?
  Ss: This one!
  T: Very good! Circle the small p.
- Continue with the next pictures (rabbit, quilt).

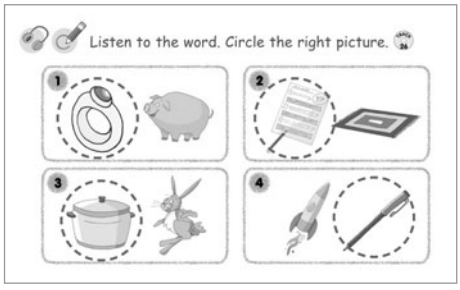
Production

Students will demonstrate understanding of the letters Pp, Qq, Rr (spoken and written) and corresponding words through various activities.

Page 60

Listen to the word. Circle the right picture.

(Track 26)

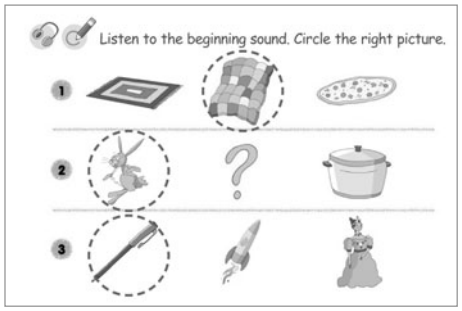


- Listen to CD track 26. Students circle the right picture for each word.
  T: Now, listen to Number 1 on the CD. What did you hear?
  Ss: Ring.
  T: Good. Circle the ring, please.

Transcript: 1. ring 2. quiz 3. pot 4. pen

Page 60

Listen to the beginning sound. Circle the right picture. (Track 26)



- Listen to CD track 26. Students listen for the beginning letter sound and circle the picture that begins with that sound.
  T: Now, listen to Number 1 on the CD. What sound did you hear?
  Ss: /q/.
  T: Good! Which picture begins with a /q/ sound?
  Ss: /q/ /q/ quilt.
- Continue with Numbers 2 and 3.

Transcript: 1. /q/ 2. /r/ 3. /p/

Additional Activity — Stand in Order

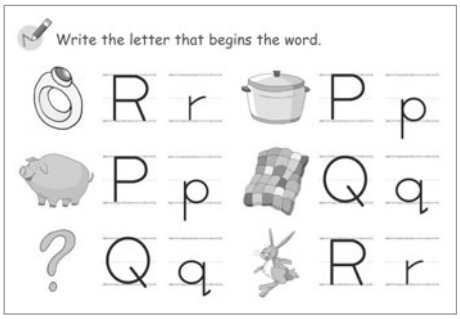
Materials
Flash Cards 1-B (p. 119-121) pig, pen, pizza, pot, queen, question, quiz, quilt, ring, rabbit, rug, rocket

1. Use picture cards to review words and initial sounds.
2. Have three students come forward. Give each a card representing a different initial sound. (Example: rug, pot, question)
3. Say initial sounds (/r/ /p/ /q/) or words (rug, pot, question) and have students stand in the right order. Then, review their cards.
   T: [distributing cards to three students] OK. Listen carefully to the initial sound and stand in the right order. /p/ /r/ /q/!
   T: [talking to three students who are now standing in order] OK. What's your initial sound and what's your word?
   S1: /p/ pot!
   S2: /r/ rug!
   S3: /q/ question!
   T: [asking other students] Is that right?
   Ss: Yes!

Note: *For added challenge, distribute picture cards to four (or five) students. Say initial sounds and words and have the four (or five) students stand in order.*

Page 61

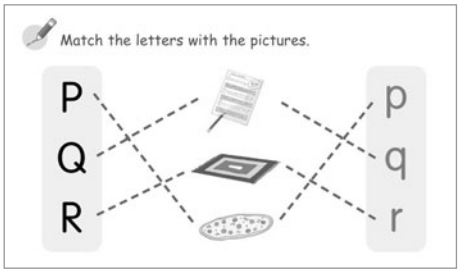
Write the letter that begins the word.



- Look at the pictures on page 61. Students write the letter (big and small) that begins each word.
  T: Look at page 61. Look at the first picture. What is it?
  Ss: It's a ring.
  T: You're right! What letter does ring begin with?
  Ss: With an R.
  T: Good job! /r/ /r/ ring begins with an R. Let's write a big R and a small r next to ring.
- Have students write the rest of the letters. Check their work.

Page 61

Match the letters with the pictures.



- Look at the letters. Students match the letters with the pictures.
  T: Look at the first picture. What is it?
  Ss: It's a quiz.
  T: Yes! What does quiz start with?
  Ss: With a Q.
  T: Great! Find the big Q. Draw a line from the big Q to quiz. Now, find the small q. Draw a line from quiz to the small q.

Extension

Students will listen to and read phrases that bring together words beginning with Pp, Qq, and Rr.

Page 62

Look at the pictures. Read the words with your teacher. (Track 27)

- Talk about the pictures and then listen to CD track 27.
  T: Look at the pictures on page 62. What can you see in the first picture?
  S_1: I can see a pig.
  S_2: I can see a ring.
  T: Right! Let's go to the next picture.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase 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: A rabbit on a _____.)
   Encourage students to fill in the missing word.

Wrap Up

Review what students have learned and explain the homework.

Page 63

Trace and write the letters.

- Assign the homework. Do the first example together.
  T: Let's look at page 63. What letter is this? [pointing at P]
  Ss: It's a P.
  T: Good! Is it a big P or a little p?
  Ss: It's a big P.
  T: That's right. Now, let's all write a big P in our books. What words begin with the letter P?
  Ss: Pig, pen, pizza, and pot.
  T: Wonderful! Say the letter and write it.
  Ss: OK.
  T: Do you understand your homework?
  Ss: Yes!

- Review Unit 6 with Flash Cards 1-B (p. 119-121).
  T: Can you remember what this is? [holding up pig]
  Ss: Yes, I can. It's a pig.
  T: Wonderful! Repeat after me, everyone. /p/ /p/ pig! /p/ /p/ pen! /p/ /p/ pizza! /p/ /p/ pot!

Additional Homework

1. Have students continue making their own alphabet book. Include the letters and pictures for Pp, Qq, Rr.
2. Have students make a Fun Phrase using words from Unit 6 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! It's time to say good-bye! See you later!
  Ss: See you later!

Sounds Fun! 1 - Review 4-6

Objectives

- Identify and say letter names and sounds from Units 4 - 6 (Jj - Rr).
- Write letters (big and small) from Units 4 - 6 (Jj - Rr).
- Identify and say words beginning with letters Jj - Rr from Units 4 - 6 (jeep, jam, jet, jar, kite, key, king, kangaroo, lamp, lion, leg, lemon, moon, monkey, mop, man, nest, nine, nose, net, octopus, ostrich, owl, ox, pig, pen, pizza, pot, queen, question, quiz, quilt, ring, rabbit, rug, rocket).

Greeting

- Greet students using phrases from Units 1-6.
  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, hot).
  T: Yes, it is. And what day is it today?
  Ss: It's (Monday).
  T: Great! OK! Let's take roll-call. Is _____ here?
  S1: Yes, I am.
  T: How are you today, _____?
  S1: I'm OK.

- Continue roll-call with students.

Review

- Listen to the Fun Phrases from pages 46, 54, 62 (CD tracks 19, 23, 27).
- Review words starting with Jj-Rr by showing Flash Cards 1-B (p. 117-121) to students. Have them provide word and/or initial letter name or sound.

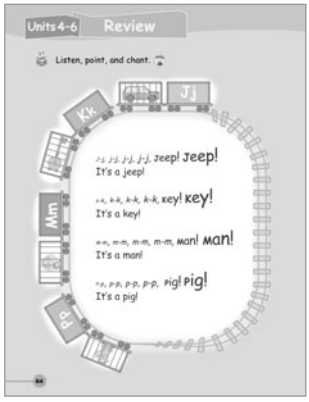
Additional Activity – What Letter is This?

Materials
Flash Cards 1-A (p. 111) Jj-Rr

1. Review letter names and shapes for Jj-Rr by writing letters (small and big) on the board and having students identify them. (Alternative: Write the letters in the air.)
2. Clear a space on the floor. Form a letter by following the stroke order and walking. Have students identify which letter (small and big) you are "writing."
3. Give students the chance to also "write" the letters for their classmates. (Provide them with the letter card and let them choose big or small letters.)

Page 64

Listen, point, and chant. (Track 28)



- Talk about the pictures on page 64. (jeep, key, man, pig)
  T: Now, let's look at page 64. What do you see? [pointing at train]
  S1: I see a train.
  T: Yes! What do you see in the train cars? [pointing at key]
  S2: I see a key.
  T: Good! What does the key look like?
  S3: A lion.
  T: Yes! It looks like a lion. What else can you see? [identifying jeep, man, and pig]

- Read the words of the chant and then listen to CD track 28 and repeat.
- Place Flash Cards 1-B (p.117-121) on the board and chant while pointing to each word (jeep, key, man, pig).
  Optional: Extend the chant to include other words and letters from Units 4 - 6.
  Example: /n/-/n/, /n/-/n/, /n/-/n/, /n/-/n/, Nose! Nose! It's a nose!

Additional Activity – Show the Picture Cards!

Materials
Flash Cards 1-A (p. 111) Jj-Rr (1 set for teacher);
Flash Cards 1-B (p. 117-121) Jj-Rr (sets for individual students and teacher)

1. Hold up one of the letter cards and say the sound.

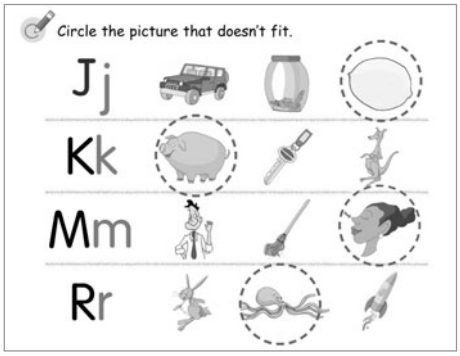
(Example: /l/) Choose one of four picture cards starting with that letter (Example: lion), but don't show it to students.

2. Have students guess which of the four picture cards the teacher is thinking of by holding up their picture card and saying the word. (Example: lion)
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 letter card. [showing them Ll 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 starts with this letter. [showing them Ll again] Try to guess the correct picture. Are you ready?
   Ss: Yes.
   T: [holding up Ll card and hiding lion card] /l/. Show me a word that begins with the letter L.
   Ss: [holding up various picture cards starting with L) Lion. Lemon. Lamp. Leg.
   T: How many think this is a leg (lamp, lion, lemon)? Put up your hands. 1, 2, 3. [Then, show hidden picture card.] It's a lion. Who has the lion card?
   Ss: [putting up hands] I do!
   T: You get one point! Let's try again!

- Continue playing with other letter and picture cards.

Page 65

Circle the picture that doesn't fit.

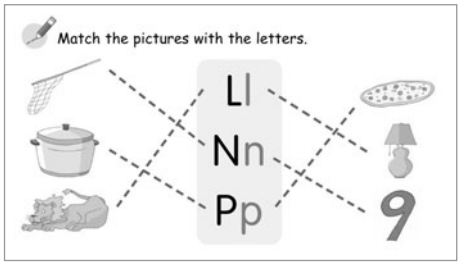


- Talk about the pictures on page 65. Students identify the letter and circle the picture that doesn't start with that letter sound.
   T: Look at page 65. What letter is this? [pointing at J]
   Ss: It's a J.
   T: Very good! It's a big J and a small J. And what is this? [pointing at jeep]
   Ss: It's a jeep.
   T: Good! And what is next to the jeep? [pointing at jar]
   Ss: It's a jar.
   T: And what is this? [pointing at lemon]
   Ss: It's a lemon.
   T: Very good! Which one doesn't start with a /j/ sound?
   Ss: The lemon.
   T: Excellent! Circle the lemon. What does lemon start with?
   Ss: The letter L.

- Continue with the next letters and pictures.

Page 65

Match the pictures with the letters.

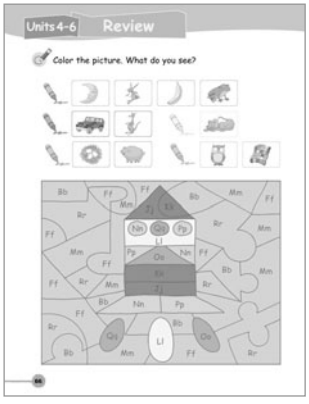


- Students match the picture with the letter that begins each word.
   T: Look at the first picture. What is it? [pointing at net]
   Ss: It's a net.
   T: Good! /n/ /n/ net. What letter does net begin with?
   Ss: With an N!
   T: Correct! Let's draw a line from net to the N. What other word begins with the letter N?
   Ss: Nine!
   T: Great! Now, let's draw a line from N to the number nine.

- Have students match the rest of the pictures with the letters. Check their work.

Page 66

Color the picture. What do you see?



Materials
sets of crayons, markers or colored pencils (blue, red, green, yellow, orange)

- Have students look at the pictures at the top of page 66. Identify the words and review what letter begins each word. (Example: moon / Mm)
- Have students use the appropriate crayon to color the letter in the picture below. Look at what color box is around each picture. (Example: Use blue to color the sections with letters Mm, Rr, Bb and Ff.)
  T: Look at the first picture on the top of page 66. What is this? [pointing at moon]
  Ss: It's the moon.
  T: Very good! What letter does moon begin with?
  Ss: With an M.
  T: Yes! Look at the box around the moon. What color is it?
  Ss: It's blue.
  T: Yes! Let's color all the sections with the letter M blue.

- Continue by coloring other sections according to the code. (blue: Mm, Rr, Bb, Ff; red: Jj, Kk; green: Nn, Pp; yellow: Ll; orange: Oo, Qq)
- Have students identify the object. (It's a rocket.)

Page 67

Write the letter that begins the words.

- Look at the pictures on page 67. Students write the letter (big and small) that begins each word.
  T: Look at page 67. What's this? [pointing at king]
  Ss: It's a king.
  T: That's right! It's a king. What letter does king start with?
  Ss: With a K!
  T: And what's this? [pointing at kangaroo]
  Ss: It's a kangaroo.
  T: Good! What letter does kangaroo start with?
  Ss: With a K.
  T: Very good! Let's write a big K and a small K here. Are you finished?
  Ss: Yes!

- Continue with the remaining pictures and letters.

Pages 68-69

Tic-Tac-Talk

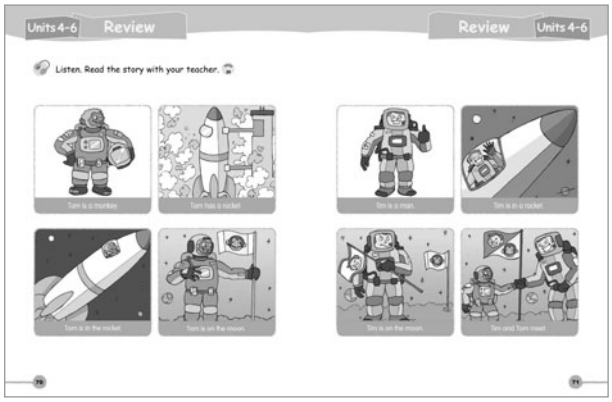
- Students try to get a line of four X's or O's in a row.
- Look at the pictures in the book before playing.

1. Divide the students into pairs. One player is X and the other player is O.
2. Player X goes first and chooses one of the squares. Player X says the beginning sound and the name of the picture. (Example: /k/ kite) If correct, Player X writes an X in the kite square. Then, Player O takes a turn choosing a square.
3. Players try to be the first to get an X or O on four squares in a row (horizontally, vertically, or diagonally).
   T: Look at pages 68 and 69! It's a game! Let me show you how to play.
   Ss: OK.
   T: I'll be Player X and you can be Player O. [gesturing to a student] When it's my turn, I point to a picture. I'll choose this one. [pointing at quilt] Then I say, "/q/ quilt." Is that right?
   Ss: Yes.
   T: Good! I'm Player X, so I can draw an X in that square with the quilt. If I say "/m/ quilt," is that correct?
   Ss: No, it isn't.
   T: So, can I draw my X in the quilt square?
   Ss: No, you can't.
   T: Very good. Then, it's Player O's turn to choose a square. We take turns. If I can put an X in four squares in a row, I win. Do you understand?
   Ss: Yes.
   T: OK! Let's play in teams of two.

Pages 70-71

Listen. Read the story with your teacher.

(Track 29)



- Talk about the pictures on pages 70 - 71 and listen to CD track 29.
  - T: Look at pages 70 and 71. It's a story! Look at the pictures. What is the story about?
  - Ss: A rocket!
  - T: Very good! What do you see in the pictures?
  - S_1: I see a monkey.
  - S_2: I see a man.
  - S_3: I see a rocket.
  - S_4: I see a moon.
  - T: Yes! Look at the last picture.
  - S_5: I see a man and a monkey!
  - T: Are they happy?
  - Ss: Yes, they are.
  - T: In that last picture, they have a flag. The pictures of the monkey and the man are on the flag!
- Read the story and then listen to CD track 29.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-8). Read a phrase 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: Tim is in the _____ .)
5. Assign students roles and have some act out the story while others read the lines.

Closing

- Finish the class by saying good-bye.
  - T: It's time to go home! See you later!
  - Ss: See you later!

Objectives

- Identify and say Ss, Tt, Uu (letter names and sounds).
- Write Ss, Tt, Uu (big and small letters).
- Identify and say words that begin with Ss, Tt, Uu.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: Hi, everyone!
  Ss: Hi!
  T: Is everyone here? Let's take roll-call. Is _____ here?
  S1: I'm here.
  T: Are you happy (busy, tired, excited) today?
  S1: Yes, I am.
  T: That's good. (That's too bad.)

Review

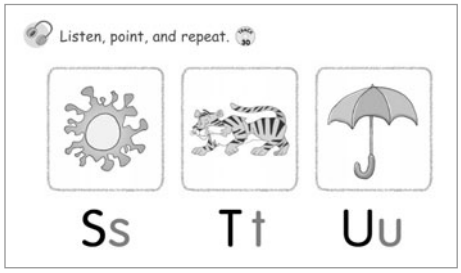
- Review Pp, Qq, Rr from Unit 6. Look at page 58 and listen to Track 25. Repeat the words.
- Hold up Flash Cards 1-A from p. 111 and have students identify the letter name, and/or beginning letter sound, as well as words that begin with that letter.

Presentation

Introduce letter names and sounds for Ss, Tt, Uu as well as corresponding words (sun, tiger, umbrella).

Page 72

Listen, point, and repeat. (Track 30)

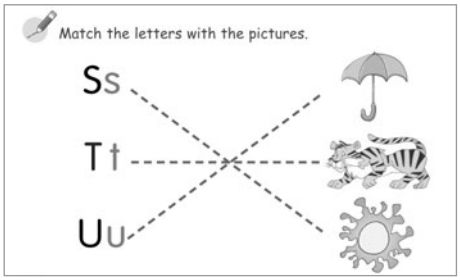


- Talk about pictures. Introduce letter sounds as well as words (sun, tiger, umbrella).
  T: Open your books to page 72. Look at the first picture. What do you see? [pointing at sun]
  Ss: It's the sun.
  T: Very good. What sound does sun begin with?
  Ss: /s/.
  T: Excellent. Repeat after me. /s/ /s/ sun.
  Ss: /s/ /s/ sun.
- Continue with tiger and umbrella.
- Have students listen for the words and then point to the pictures.
  T: When you hear the word, point to the picture. Ready?
  Ss: Yeah!
  T: Sun, umbrella, sun, sun, tiger. [Students pointing at pictures.] Good job! Now, let's listen to the CD.
- Have students listen to the CD, point at the corresponding pictures, and repeat the words and sounds.

Transcript: S /s/ /s/ sun (repeat)
T /t/ /t/ tiger (repeat)
U /u/ /u/ umbrella (repeat)

Page 72

Match the letters with the pictures.



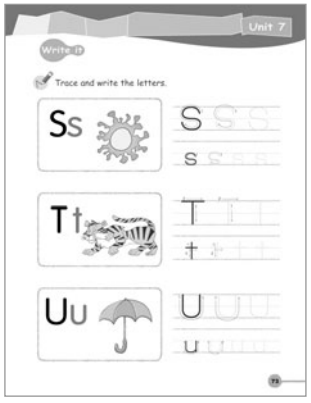
- Introduce letter names (S, T, U).
  T: Now, look at this letter. [pointing at S in book] What letter is it?
  Ss: It's an S.
  T: That's right! Which word begins with an S?
  Ss: Sun!
  T: Very good! Sun begins with an S. Let's connect the letters with the pictures.
- Continue matching letters T and U with the pictures. Check students' work.

Additional Activity – What Number is It?

1. Have students number the three pictures and three letters (1-6) in the Listen, point, and repeat activity on page 72.
2. Say one of the pictures (/t/ /t/ tiger) or one of the letters (the letter T) and have students hold up the appropriate number of fingers (tiger = 2; the letter T = 5). Gradually, say the words and letters faster.

Page 73

Trace and write the letters.



- Look at the pictures and review the words, sounds and letter names.
  T: Look at page 57. What do you see in the first line?
  Ss: S, sun!
  T: Yes! Let's make a big S with our fingers. [guiding students to form the letter in the air] Great! Now, let's write a big S in your books.

- Continue with other letters.
- Review by having students come forward and write the letters on the board.
  T: Who wants to write a big S on the board?
  S_1: I do!
  T: OK, _____. Come here, please.

Practice

Practice identifying S, T, and U by letter name, as well as words beginning with those letters.

Page 74

Listen, point, and repeat. (Track 31)

- Review words beginning with S, T, and U that were learned earlier (sun, tiger, umbrella). Introduce additional words (sub, spoon, snake, tub, ten, tie, up, under, umpire).
  T: Let's turn the page. Look on page 74. What's this? [pointing at the sun]
  Ss: It's the sun.
  T: That's right. /s/ /s/ sun. Look next to the sun. [pointing at sub] Do you know what this is?
  Ss: No, I don't.
  T: It's a sub. /s/ /s/ sub.
  Ss: /s/ /s/ sub.

- Continue with other words.
  T: Now, let's listen to the CD. Get your fingers ready to point.
- Listen to CD track 31.

Transcript: S /s/ sun, /s/ sub, /s/ spoon, /s/ snake;
T /t/ tiger, /t/ tub, /t/ ten, /t/ tie;
U /u/ umbrella, /u/ up, /u/ under, /u/ umpire.

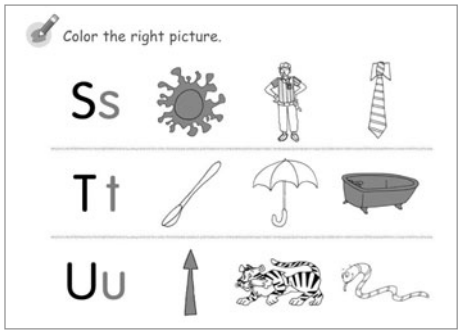
Additional Activity – Memory Match

Materials
Flash Cards 1-B (p. 121-123) sun, sub, spoon, snake, tiger, tub, ten, tie, umbrella, up, under, umpire

1. Place the flash cards face down on the table.
2. Have S_1 turn over two cards and read both words aloud. If the two words start with the same sound (example: ten, tie), S_1 keeps the cards and tries again.
3. If the two words don't have the same sound, return those cards to the table. S_2 takes a turn.
4. The student with the most pairs of words wins the game.

Page 75

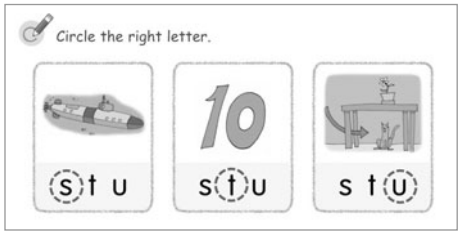
Color the right picture.



- Practice the letter names and sounds. Students color the picture that starts with each letter.
  T: Look at page 75. What letter is this? [pointing at S]
  Ss: It's an S.
  T: Very good! What does the letter S sound like?
  Ss: /s/.
  T: Good! Which picture starts with an S?
  Ss: This picture! The sun!
  T: Excellent! Now, let's all color the sun.
- Continue with T and U.

Page 75

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.
  T: Look at this picture. What is it?
  Ss: It's a sub!
  T: You're right! What does sub begin with?
  Ss: With an S.
  T: Correct! Circle the small s. Now look at the next picture.
- Continue with the next pictures (ten, under).

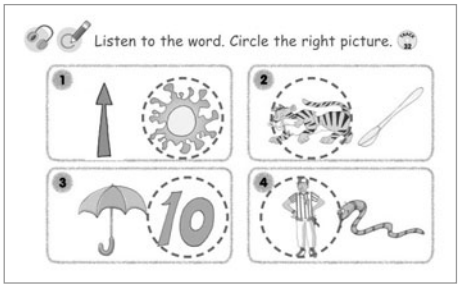
Production

Students will demonstrate understanding of the letters Ss, Tt, Uu (spoken and written) and corresponding words through various activities.

Page 76

Listen to the word. Circle the right picture.

(Track 32)

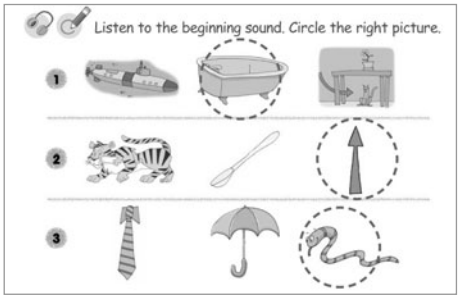


- Listen to CD track 32. Students circle the right picture for each word.
  T: Now, listen to the CD. Are you ready?
  Ss: Yes!
  T: OK! Listen and circle the correct picture.

Transcript: 1. sun 2. tiger 3. ten 4. umpire

Page 76

Listen to the beginning sound. Circle the right picture. (Track 32)

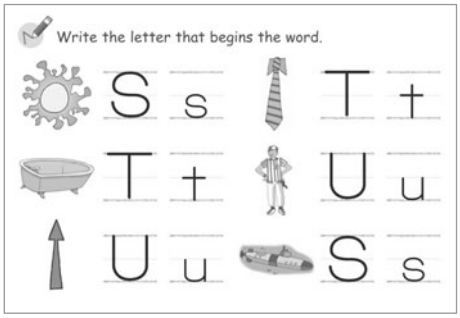


- Listen to CD track 32. Students listen for the beginning letter sound and circle the picture that begins with that sound.
  T: Now, listen to the beginning sound and circle the picture. Ready?
  Ss: Ready!

Transcript: 1. /t/ 2. /u/ 3. /s/

Page 77

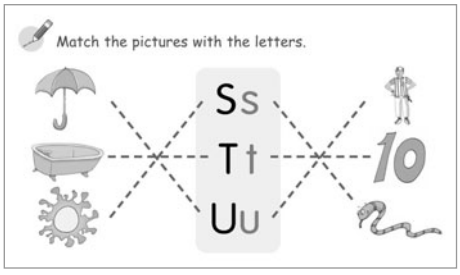
Write the letter that begins the word.



- Look at the pictures on page 77. Students write the letter (big and small) that begins each word.
  T: Look at page 77. Look at the first picture. What is it?
  Ss: It's the sun.
  T: You're right! What does sun start with?
  Ss: With an S.
  T: Very good! Let's write a big S. Now, let's write a small s. Are you finished?
  Ss: Yes!
  T: Please show me your books.
- Have students write the rest of the letters. Check their work.

Page 77

Match the pictures with the letters.



- Look at the pictures on page 77. Students match the pictures with the letters.
  T: Look at the first picture. What is it?
  Ss: It's an umbrella.
  T: Yes! /u/ /u/ umbrella. What does umbrella start with?
  Ss: With a U.
  T: Excellent! Where are the big U and the small u?
  Ss: They're here!
  T: Right! Now, draw a line from umbrella to the letter U. Do you see another word that begins with the /u/ sound?
  Ss: Yes. /u/ /u/ umpire!
  T: Very good! Now, let's draw a line from the letter U to umpire.
- Continue with other pictures.

Additional Activity – Slap the Cards

Materials
Flash Cards 1-B (p. 119-121) sun, sub, spoon, snake, tiger, tub, ten, tie, umbrella, up, under, umpire
Fly swatters (optional)

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

Extension

Listen to and read phrases that bring together words beginning with Ss, Tt, and Uu.

Page 78

Look at the pictures. Read the words with your teacher. (Track 33)

- Talk about the pictures and then listen to CD track 33.
  T: Look at the pictures on page 78. What do you see in the first picture?
  S1: I can see an ant.
  S2: I can see flowers.
  T: Right! How many flowers are there?
  S2: There are two flowers.
  T: Very good! What else do you see?
  S3: I see the sun.
  T: Great! Let's go to the next picture.

Additional Activity – Read Aloud

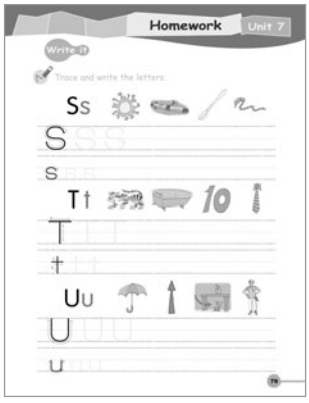
1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase and have students give the number.
3. Have students point to the pictures and read the words by themselves.
4. Say the phrases at random and leave out key words. (Example: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

Wrap Up

Review what students have learned and explain the homework.

Page 79

Trace and write the letters.



- Assign the homework. Do the first example together.
  T: Let's look at page 79. Let's say the sounds and words together. Ready?
  Ss: Yes!
  T & Ss: /s/ /s/ sun, /s/ /s/ sub, /s/ /s/ spoon, /s/ /s/ snake.
  T: Good! Now, look at this. [pointing at big S] Is this a big S or a small s?
  Ss: It's a big S.
  T: Good job! Let's write a big S in our books. Very nice. Now, the rest of this page is homework.

- Review Unit 7 with Flash Cards 1-B (p. 121-123).
  T: Can you remember what this is? [holding up spoon]
  Ss: Yes! It's a spoon.
  T: Wonderful! Repeat after me, everyone. /s/ /s/ spoon, /s/ /s/ sun, /s/ /s/ sub, /s/ /s/ snake.

Additional Homework

1. Have students continue making their own alphabet book. Include the letters and pictures for Ss, Tt, Uu.
2. Have students make a Fun Phrase using words from Unit 7 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! It's time to say good-bye! Bye!
  Ss: Bye!

Sounds Fun! 1 - UNIT 8

Objectives

- Identify and say Vv, Ww, Xx (letter names and sounds).
- Write Vv, Ww, Xx (big and small letters).
- Identify and say words that begin with Vv, Ww, Xx.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: How is everyone today?
  Ss: Fine.
  T: How's the weather today?
  Ss: It's (sunny).
  T: Yes, it is. What can you do on a (sunny) day?
  S1: I can play basketball.
  S2: I can walk in the park.
  T: Wow! We can do a lot of things on a sunny day. Now, let's study! Are you ready?
  Ss: Yeah!
  T: Is everyone here? _____ ? [taking roll-call]
  S1: I'm here.

- Continue with roll-call.

Review

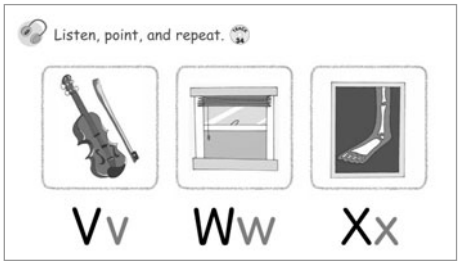
- Review Ss, Tt, Uu from Unit 7. Hold up Flash Cards 1-B (p. 121-23) and review words.
- Draw pictures of the items (Ss, Tt, Uu) on the board and have students identify the word, letter name, and/or initial letter sound.
  Note: *Encourage students to draw items as well.*

Presentation

Introduce letter names and sounds for Vv, Ww, and Xx as well as corresponding words (violin, window, and x-ray).

Page 80

Listen, point, and repeat. (Track 34)



- Talk about the pictures. Introduce letter sounds as well as words (violin, window, x-ray).
  T: Open your books to page 80. Look at the first picture. What do you see? [pointing at violin]
  Ss: I'm not sure.
  T: It's a violin. What sound does violin begin with?
  Ss: /v/.
  T: Excellent. Repeat after me. /v/ /v/ violin.

- Continue with window and x-ray.
  T: Now, let's listen, point, and repeat. Is everyone ready to point?
  Ss: Yes!

- Have students listen to the CD, point at the corresponding pictures, and repeat the words and sounds.

Transcript: V /v/ /v/ violin (repeat)
W /w/ /w/ window (repeat)
X /x/ /x/ x-ray (repeat)

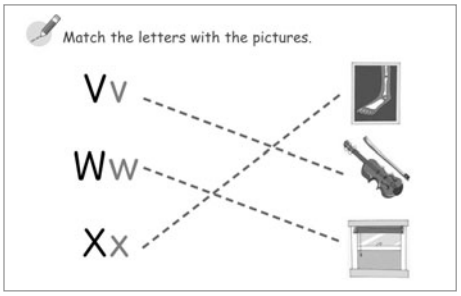
Additional Activity – Show the Cards!

Materials
Flash Cards 1-A (p. 111) Vv, Ww, Xx; Student sets of Flash Cards 1-B (p. 123) violin, window, x-ray

1. Show letter W to students and say /w/.
2. Students show picture card that begins with /w/ (window). Continue with other letters and cards. Gradually show cards faster. Have students hold up cards and repeat sounds and words.
   T: [showing W] /w/ /w/ /w/.
   Ss: [showing window card]
   T: /w/ /w/ window.
   Ss: /w/ /w/ window.

Page 80

Match the letters with the pictures.



- Introduce letter names (V, W, X).
  T: What's this? [pointing at V in book]
  Ss: It's the letter V.
  T: That's right! Which word begins with V?
  Ss: Violin!
  T: Good! Violin begins with the letter V. Let's connect the letters and the pictures.

- Continue matching letters Ww and Xx with the pictures. Check students' work.

Page 81

Trace and write the letters.

- Look at the pictures and review the words and sounds.
  T: Look. I am writing a letter with my finger. [writing the letter V in the air] What letter is this?
  Ss: It's a V.
  T: You're right! Let's write it together. [guiding students to write the letter in the air] Now, write two big Vs and three small Vs in your book.

- Continue with other letters.

Practice

Practice identifying V, W, and X by letter name, as well as words beginning with those letters.

Page 82

Listen, point, and repeat. (Track 35)

- Review words beginning with V, W, and X that were learned earlier (violin, window, x-ray). Introduce additional words (vest, vet, van, wig, wet, watermelon, box, six, ox).
  T: Look on page 82. What's this? [pointing at violin]
  Ss: It's a violin.
  T: Yes. It's a violin. /v/ /v/ violin. And what's this? [pointing at vest] It's a vest. /v/ /v/ vest.
  Ss: /v/ /v/ vest.

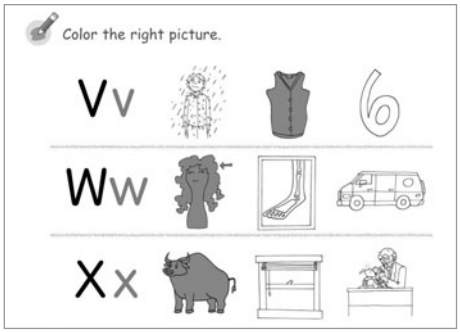
- Continue with other words. Note that box, six, and ox end with the letter X.
  T: Let's listen, point, and repeat. Do you have your finger ready?
  Ss: Yeah!

- Listen to CD track 31. Point to the pictures and repeat the words.

Transcript: V /v/ violin, /v/ vest, /v/ vet, /v/ van;
W /w/ window, /w/ wig, /w/ wet, /w/ watermelon;
X /x/ x-ray, /x/ box, /x/ six, /x/ ox.

Page 83

Color the right picture.

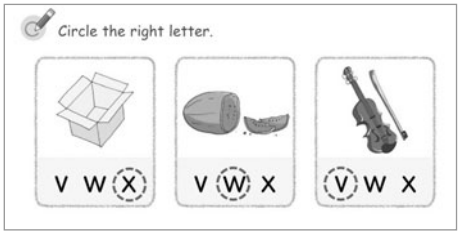


- Practice the letter names and sounds. Students color the picture that starts or ends (in the case of "ox") with each letter.
  T: Look at page 83. What letter is this? [pointing at V]
  Ss: It's a V.
  T: Very good! What does a V sound like?
  Ss: /v/.
  T: Good! Which picture starts with V?
  Ss: This picture! The vest!
  T: Excellent! Color the vest, everyone.

- Continue with W and X.

Page 83

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with or ends with (in the case of "box").
  T: Look at this picture. What is it? [pointing at box]
  Ss: It's a box!
  T: You're right! What letter does box end with?
  Ss: With an X.
  T: Correct! Circle the small x. Now, look at the next picture.

- Continue with the next pictures (watermelon, violin).

Additional Activity – Rock, Scissors, Paper

Materials
Flash Cards 1-B (p. 123) violin, vest, vet, van, window, wig, wet, watermelon, x-ray, box, six, ox

1. Divide class into two teams. Give each student a card.
2. Have one student from each team come forward. Have the two students 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. The student who loses rock, paper, scissors shows his/her card to the winner, and the winner says the word that is on the card. If the winner says the word correctly, he/she gets a point for the team.
4. Continue with the remaining players and cards.
   T: Team 1, stand here. Team 2 stand here. Face each other. Bring your flashcards. [Have first two players come forward.] (S_1) and (S_2), do rock, paper, scissors.
   Ss: 1, 2, 3. [S_1 does paper; S_2 does scissors]
   T: Who lost?
   S_1: I did.
   T: OK, (S_1). Show your card to (S_2). What's on the card?
   S_2: It's a watermelon. /w/ /w/ watermelon.
   T: Well done! Your team gets the point!

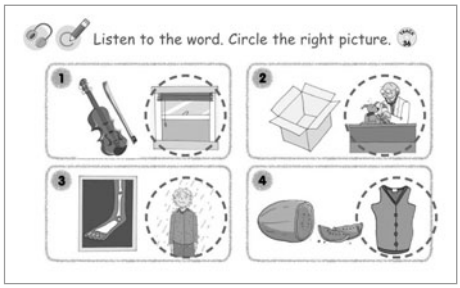
Production

Students will demonstrate understanding of the letters Vv, Ww, Xx (spoken and written) and corresponding words through various activities.

Page 84

Listen to the word. Circle the right picture.

(Track 36)



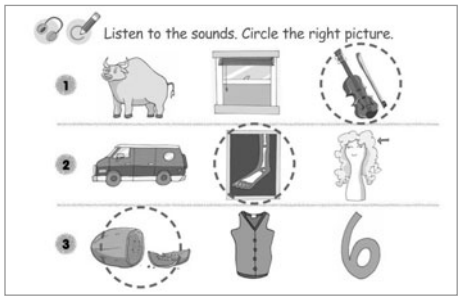
- Listen to CD track 36. Students circle the right picture for each word.
  T: Now, listen to the CD. Are you ready?
  Ss: Yes!
  T: OK! Listen and circle the correct picture.

Transcript: 1. window 2. vet 3. wet 4. vest

Page 84

Listen to the sounds. Circle the right picture.

(Track 36)

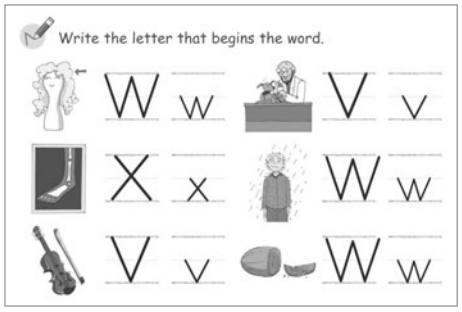


- Listen to CD track 36. Students listen for the letter sound and circle the picture that begins or ends with that sound.
  T: Now, listen to the beginning sound or ending sound and circle the picture. Are you ready?
  Ss: Yeah!

Transcript: 1. /v/ 2. /x / 3. /w/

Page 85

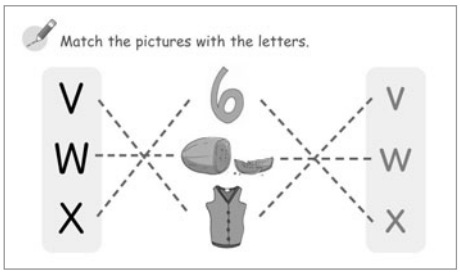
Write the letter that begins the word.



- Look at the pictures on page 85. Students write the letter (big and small) that begins each word.
  T: Look at page 85. Look at the first picture. What is it?
  Ss: It's a wig.
  T: You're right! It' s a wig. What does wig start with?
  Ss: With a W.
  T: Very good! /w/ /w/ wig. Write a big W and a small w in your book. [pausing to let students write] Are you finished?
  Ss: Yes!
  T: Please show me your books.
- Have students write the rest of the letters. Check their work.

Page 85

Match the pictures with the letters.



- Look at the pictures. Students match the pictures with the letters.
  T: Look at the first letter. What is it?
  Ss: It's a V.
  T: Is it a big V or a small v?
  Ss: It's a big V.
  T: Very good. Which picture goes with V?
  Ss: The vest!
  T: Yes! Let's connect the big V and the vest. Which letter is the small v?
  Ss: This one!
  T: That's right! Draw a line from vest to the small v.
- Continue with other pictures, noting that "six" ends with the letter X.

Additional Activity – Catch and Say

Materials
a ball

1. Throw a ball to S_1 and say one of the words with its beginning or ending sound (in the case of box, six, and ox) from Unit 8. (example: wet /w/ /w/ wet).
2. S_1 catches the ball and says another word (starting with V, W, or X). Encourage students to say a new word each time.
   T: I'm going to throw this ball. Catch the ball and then say one of the words that begins or ends with V, W or X and the beginning or ending sound. Are you ready?
   Ss: Yes!
   T: OK! Vet /v/ /v/ vet. [tossing the ball to S_1]
   S_1: box /x/ /x/ box. [tossing the ball to S_2]
   S_2: wig /w/ /w/ wig. [tossing the ball to S_3]

Extension

Students will listen to and read phrases that bring together words beginning with V, W, and X.

Page 86

Look at the pictures. Read the words with your teacher. (Track 37)

- Talk about the pictures and then listen to CD track 37.
  - T: Look at the pictures on page 86. What do you see in the first picture?
  - S1: I see a man.
  - S2: I see a tie.
  - T: How's the weather?
  - S3: It's rainy.
  - T: Look at the tie! Is it dry?
  - S4: No, it's wet.
  - T: Very good! What else do you see?
  - S5: I see a window.
  - S6: I see an umbrella.
  - T: Great! Let's go to the next picture.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase 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: A _____ vest.)

Wrap Up

Review what students have learned and explain the homework.

Page 87

Trace and write the letters.

- Assign the homework. Do the first example together.
  - T: Let's look at page 87. What letter is this? [pointing at V]
  - Ss: It's a V.
  - T: Repeat after me. /v/ /v/ violin. Write a big V in your book. Say the letter as you write. Do you understand your homework?
  - Ss: Yes!

- Review Unit 8 with Flash Cards 1-B (p. 123).
  - T: Can you remember what this is? [holding up vest]
  - Ss: Yes, I can. It's a vest.
  - T: Wonderful! Repeat after me, everyone. /v/ /v/ vest, /v/ /v/ violin, /v/ /v/ van, /v/ /v/ vet.

Additional Homework

1. Have students continue making their own alphabet book. Include the letters and pictures for Vv, Ww, Xx.
2. Have students make a Fun Phrase using words from Unit 8 for a classroom book.

Closing

- Finish class by saying good-bye.
  - T: OK! It's time to say good-bye! Good-bye!
  - Ss: Good-bye!

Sounds Fun! 1 - UNIT 9

Objectives

- Identify and say Yy and Zz (letter names and sounds).
- Write Yy and Zz (big and small letters).
- Identify and say words that begin with Yy and Zz.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students and do roll-call.
  T: Good morning (afternoon/evening), everyone!
  Ss: Good morning (afternoon/evening), Mrs. (Mr./Miss) _____.
  T: What day is it today?
  Ss: It's (Tuesday).
  T: And what's the date today?
  Ss: It's (November 5th).
  T: Very good! Is _____ here today?
  S1: Yes, I'm here.

- Continue with roll-call.

Review

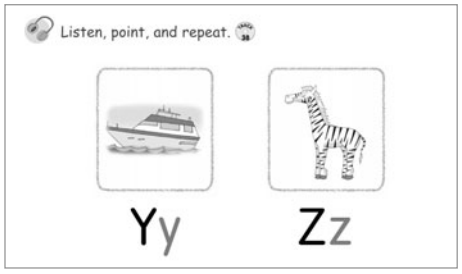
- Sing the ABC song. (CD track 1) Have students clap their hands at Y and Z.
- Review Vv, Ww, and Xx from Unit 8. Hold up Flash Cards 1-B (p. 123) and review words.

Presentation

Introduce letter names and sounds for Yy and Zz as well as corresponding words (yacht and zebra).

Page 88

Listen, point, and repeat. (Track 38)



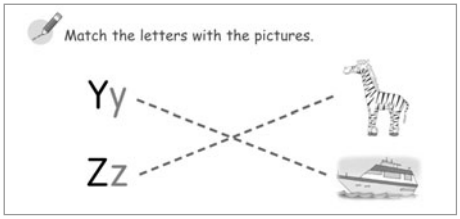
- Talk about pictures. Introduce letter sounds as well as words (yacht, zebra).
  T: Open your books to page 88. Look at the first picture. What do you see? [pointing at yacht]
  Ss: It's a boat.
  T: Very good! It's a big boat! It's called a yacht. /y/ /y/ yacht.
  Ss: /y/ /y/ yacht.
  T: Good! What's this? [pointing at zebra]
  Ss: It's a zebra!
  T: That's correct! /z/ /z/ zebra.
  Ss: /z/ /z/ zebra.
  T: What color is the zebra?
  Ss: It's black and white.
  T: That's right! OK. Now, let's listen, point, and repeat. Is everyone ready?
  Ss: Yes!

- Play CD track 38. Have students listen, point at the corresponding pictures, and repeat the words and sounds.

Transcript: Y /y/ /y/ yacht (repeat)
Z /z/ /z/ zebra (repeat)

Page 88

Match the letters with the pictures.



- Introduce letter names (Y, Z).
  T: What's this? [pointing at Y in book]
  Ss: It's the letter Y.
  T: That's right! Which word begins with Y?
  Ss: Yacht!
  T: Good! Yacht begins with a /y/ sound. Let's connect the letters and the pictures.

- Continue matching Zz with zebra. Check students' work.

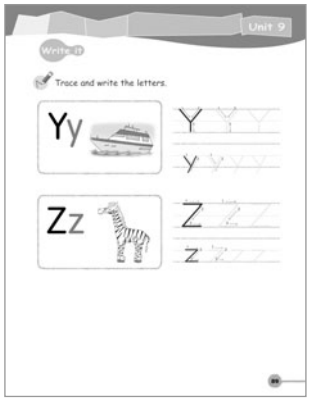
Additional Activity – Listen and Do

Materials
Flash Cards 1-B (yacht, zebra)

1. From their flash cards, have students select either the yacht or the zebra.
2. Have students begin by identifying their card. (/y/ /y/ yacht or /z/ /z/ zebra)
3. Then, call out "yacht" or "zebra" (or /y/ or /z/ sound) and give students instructions to follow. (Example: Tell me a word that starts with B; Hop 5 times; Count to 10, etc.)
   T: OK! Put up your hand. Who has the zebra? And who has the yacht?
   If you have the yacht, stand up and touch your toes three times.
   Ss (with yacht): /y/ /y/ yacht. [touching toes]
   T: Good! Sit down, please. If your card starts with /z/, stand up and sing the ABC song!
   Ss (with zebra): /z/ /z/ zebra. [singing ABC song]

Page 89

Trace and write the letters.



- Look at the pictures and review the words and sounds.
  T: Look at page 89. What is this? [pointing at yacht]
  Ss: It's a yacht.
  T: That's right! It's a /y/ /y/ yacht. What does yacht begin with?
  Ss: With a Y.
  T: Yes! Let's write a big Y. [guiding students to write a Y with their fingers in the air] Great! Write two big Ys and three small Ys in your book.

- Continue with the letter Z.

Practice

Practice identifying Y and Z by letter name, as well as words beginning with those letters.

Page 90

Listen, point, and repeat. (Track 39)

- Review words beginning with Yy and Zz that were learned earlier (yacht, zebra). Introduce additional words (yellow, yak, yarn, zipper, zoo, zero).
  T: Let's turn the page. Look! What's this? [pointing at yacht]
  Ss: It's a yacht!
  T: Yes! And do you know what color this is? [pointing at paintbrush]
  Ss: It's yellow.
  T: That's right! It's yellow. /y/ /y/ yellow.
  Ss: /y/ /y/ yellow.

- Continue with the other words.
  T: Let's listen to the CD. Get your fingers ready to point.

- Listen to CD track 39. Point to the pictures and repeat the words.

Transcript: Y /y/ yacht, /y/ yellow, /y/ yak, /y/ yarn;
Z /z/ zebra, /z/ zipper, /z/ zoo, /z/ zero.

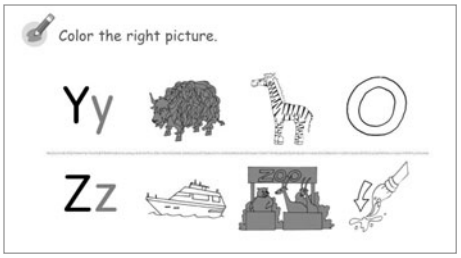
Additional Activity – Whisper Game

Materials
Flash Cards 1-B (p. 125) yacht, yellow, yak, yarn, zebra, zipper, zoo, zero

1. Place flash cards at the front of the class on a desk. Divide students into two teams and have them stand in two lines.
2. Have S1s from each team come forward and whisper one of the words to them. (Example: zipper) Then, S1s return to their team and whisper that word to S2s who whisper that word to S3s, and so on down the line.
3. Have the last student in each line come forward and find the flash card of the word (Example: zipper) and read it to the class. The students that complete the activity first win a point for their team.

Page 91

Color the right picture.

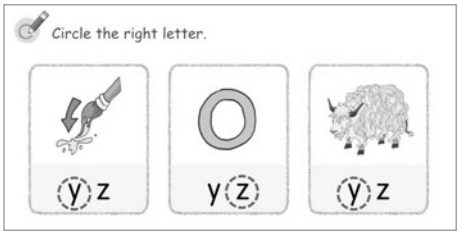


- Practice the letter names and sounds. Students color the picture that starts with each letter.
  T: Look at the first line. Which picture begins with a /y/ sound?
  Ss: The yak! /y/ /y/ yak!
  T: Great! Let's color the yak!

- Continue with Z.

Page 91

Circle the right letter.



- Practice recognizing the letter names and sounds.
- Talk about the pictures on page 91. Students circle the letter that each picture starts with.
  T: Look at this picture. What color is it?
  Ss: It's yellow.
  T: Good! What letter does yellow begin with?
  Ss: With a Y.
  T: Perfect! Circle the small y. Now, look at the next picture.

- Continue with the next pictures (zero, yak).

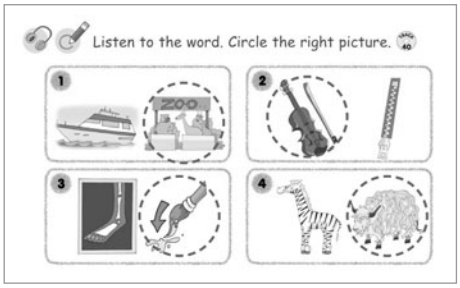
Production

Students will demonstrate understanding of the letters Yy and Zz (spoken and written) and corresponding words through various activities.

Page 92

Listen to the word. Circle the right picture.

(Track 40)

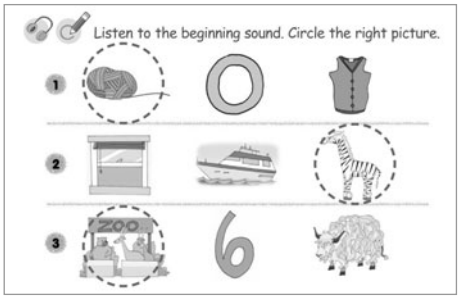


- Listen to CD track 40. Students circle the right picture for each word.
  T: Now, listen to the CD. Are you ready?
  Ss: Yes!
  T: OK! Listen and circle the correct picture.

Transcript: 1. zoo 2. violin 3. yellow 4. yak

Page 92

Listen to the beginning sound. Circle the right picture. (Track 40)

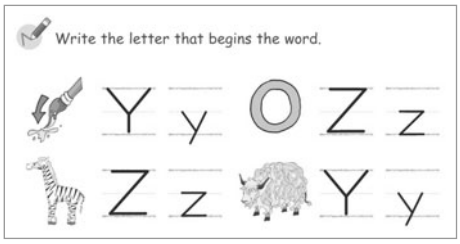


- Listen to CD track 40. Students listen for the beginning letter sound and circle the picture that begins with that sound.
  T: This time, listen to the beginning sound and circle the right picture. Ready?
  Ss: Ready!

Transcript: 1. /y/ 2. /z/ 3. /z/

Page 93

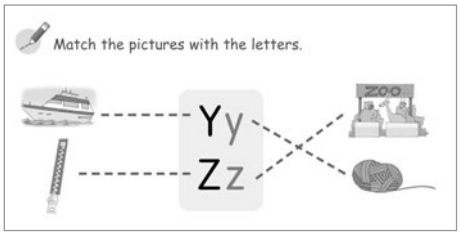
Write the letter that begins the word.



- Look at the pictures on page 93. Students write the letter (big and small) that begins each word.
  - T: Look at page 93. Look at the first picture. What color is this?
  - Ss: It's yellow.
  - T: You're right! It's yellow. What does yellow start with?
  - Ss: With a Y.
  - T: Excellent! Write a big Y and a small y in your book. [pausing to let students write] Are you finished?
  - Ss: Yes!
  - T: Please show me your books.
- Have students write the rest of the letters. Check their work.

Page 93

Match the pictures with the letters.



- Look at the pictures. Students match the pictures with the letters.
  - T: Look at the first picture. What is this? [pointing at yacht]
  - Ss: It's a yacht!
  - T: Good! /y/ /y/ yacht. What does yacht start with?
  - Ss: With a Y.
  - T: Good. Let's draw a line from the yacht to the Yy. What other word begins with the /y/ sound?
  - Ss: Yarn!
  - T: Great! Now, let's draw a line from the Yy to the yarn.
- Continue with the other pictures.

Additional Activity – What's Missing?

Materials
Flash Cards 1-B (p. 125) yacht, yellow, yak, yarn, zebra, zipper, zoo, zero

1. Place the cards on the board. Review with students.
2. Have students close their eyes and remove one of the cards. Have students open their eyes and try to identify which card is missing.
   - T: OK. Close your eyes. [removing the "zoo" card from the board] All right. You can open your eyes. What's missing?
   - S1: Zoo is missing!
   - T: You're right! [returning zoo card to the board] /z/ /z/ zoo.
   - Ss: /z/ /z/ zoo.
   - T: Let's try again! Close your eyes. [removing another card from the board]

Extension

Students will listen to and read phrases that bring together words beginning with Y and Z.

Page 94

Look at the pictures. Read the words with your teacher. (Track 41)

- Talk about the pictures and then listen to CD track 41.
  - T: Look at the pictures on page 94. What do you see in the first picture?
  - S1: I see a yak.
  - T: Yes. What color is the yak?
  - S2: It's yellow.
  - T: That's correct. Is the yak warm?
  - S3: No, it isn't. It's cold.
  - T: Excellent! What do you see in the second picture?

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a phrase 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: A _____ and a submarine.)

Wrap Up

Review what students have learned and explain the homework.

Page 95

Trace and write the letters.

- Assign the homework. Do the first example together.
  T: Let's look at page 95. Let's say the sounds and words together. Ready?
  T & Ss: Yes! /y/ /y/ yacht, /y/ /y/ yellow, /y/ /y/ yak, /y/ /y/ yarn.
  T: That was excellent! Now look at this. [pointing at big Y] Is this a big Y or a small y?
  Ss: It's a big Y.
  T: Good job! Let's write a big Y in our books. Now, the rest of this page is homework.

- Review Unit 9 with Flash Cards 1-B (p. 125).
  T: Can you remember what this is? [holding up zoo]
  Ss: Yes, I can. It's a zoo.

Additional Homework

1. Have students finish their own alphabet book. Include the letters and pictures for Yy, Zz.
2. Have students make a Fun Phrase using words from Unit 9 for a classroom book.

Closing

- Finish class by saying good-bye.
  T: OK! It's time to go home! Put away your books. See you later!
  Ss: See you later!

Sounds Fun! 1 - Review 1-9

Objectives

- Identify and say letter names and sounds from Units 1-9 (Aa-Zz).
- Write letters (big and small) from Units 1-9 (Aa-Zz).
- Identify and say words beginning with letters Aa-Zz from Units 1-9 (apple, ant, ax, alligator, bag, banana, bear, bat, cup, cat, cake, can, dog, dish, duck, dinosaur, elephant, egg, elbow, elevator, fan, fox, frog, fish, goat, gum, gorilla, guitar, hat, hen, house, hill, ink, iguana, igloo, Italy, jeep, jam, jet, jar, kite, key, king, kangaroo, lamp, lion, leg, lemon, moon, monkey, mop, man, nest, nine, nose, net, octopus, ostrich, owl, ox, pig, pen, pizza, pot, queen, question, quiz, quilt, ring, rabbit, rug, rocket, sun, sub, spoon, snake, tiger, tub, ten, tie, umbrella, up, under, umpire, violin, vest, vet, van, window, wig, wet, watermelon, x-ray, box, ox, six, yacht, yellow, yak, yarn, zebra, zipper, zoo, zero).

Greeting

- Greet students using phrases from Units 1-9.

T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening), Mr. (Mrs./Miss) _____ .
T: How's the weather today?
Ss: It's (cloudy).
T: Yes, it is. What's the date today?
Ss: It's Monday, February 17th.
T: Great! OK! Let's take roll call. Is _____ here?
S1: Yes, I am.
T: Are you happy (tired, busy, excited) today, _____ ?
S1: Yes, I am.
T: That's good. (That's too bad.)

- Continue roll-call with students.

Review

- Review Units 1 to 9. Distribute Flash Cards 1-A (p. 111) randomly to students. Have them sing the ABC Song (CD Track 1) and hold up their letters as they are sung.

Additional Activity – Say the Words

Materials
Flash Cards 1-A (p. 111) Aa-Zz

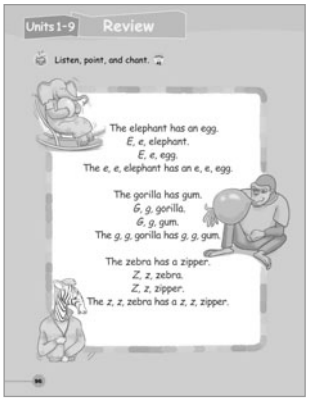
1. Hold up a letter card to S1. (Example: Mm) S1 says the letter, the sound, and two words that start with that letter. (Example: M /m/ monkey, man)
2. Student gets a point for the correct answer.

Note: *Teacher may want to give bonus points to students providing additional words starting with that letter.*

T: What letter is this? [holding up Ss card to S1]
S1: S.
T: Good! What are two words that begin with S?
S1: /s/ /s/ sun and /s/ /s/ spoon.
T: Great! You get one point! (Can you think of any other words that begin with S? You have 10 seconds!)

Page 96

Listen, point, and chant. (Track 42)



- Talk about the pictures on page 96. (elephant, egg, gorilla, gum, zebra, zipper)

T: Now, let's look at page 96. What do you see? [pointing at gorilla]
S1: I see a gorilla.
T: Yes! What does the gorilla have?
S2: The gorilla has gum!
T: Good!

- Continue with other pictures.
- Then, read the words. Listen to CD track 42 and repeat the chant.
- Place Flash Cards 1-B (p. 115-125) on the board and chant pointing to each word (elephant, egg, gorilla, gum, zebra, zipper).

Optional: Extend the chant to include other words and letters from Units 1 - 9.
Example: The rabbit has a ring. /r/ /r/ rabbit. /r/ /r/ ring. The /r/ /r/ rabbit has a /r/ /r/ ring.

Sounds Fun! 1 - Review 1-9

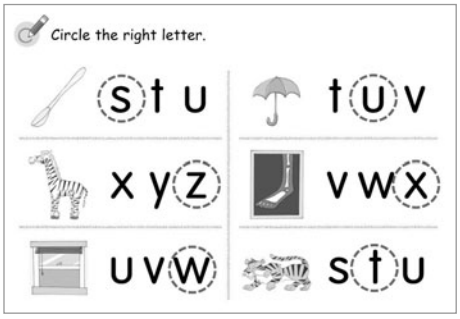
Additional Activity – Memory Match

Materials
Flash Cards 1-A (p. 111) Aa-Zz
Flash Cards 1-B (p. 113-125) apple, bag, cup, dog, elephant, fan, goat, hat, ink, jeep, kite, lamp, moon, nest, owl, pig, queen, ring, sun, tiger, umbrella, violin, window, x-ray, yacht, zebra

1. Place flash cards face down on the table in two separate sections for 1-A and 1-B.
2. S_1 turns over one letter card and one picture card and reads them aloud. If the word on the picture card (Example: goat) starts with the letter on the letter card (Example: Gg), S_1 keeps the cards and tries again.
3. If the two cards don't match, S_1 returns cards to the table and S_2 takes a turn.
4. The student with the most pairs of words wins the game.
   T: Let's play Memory Match. _____, turn over two cards, please.
   S_1: OK.
   T: What are the cards?
   S_1: G and goat.
   T: Does goat start with G?
   S_1: Yes, it does!
   T: Well done! Keep the cards and try again!

Page 97

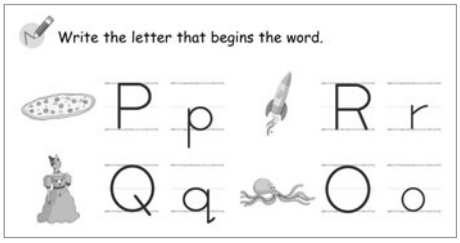
Circle the right letter.



- Talk about the pictures on page 97. Students identify the picture and circle the letter that each word begins with.
  T: Look at page 97. What is this? [pointing at spoon]
  Ss: It's a spoon.
  T: Very good! What letter does spoon begin with?
  Ss: With an S.
  T: Correct! Find the small s and circle it.
- Continue with the next pictures and letters.

Page 97

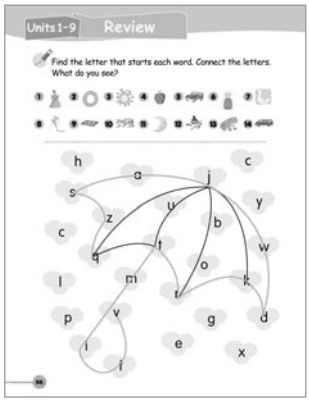
Write the letter that begins the word.



- Look at the pictures. Students write the letter (big and small) that begins each word.
  T: What's this? [pointing at pizza]
  Ss: It's a pizza.
  T: That's right! It's a pizza. What does pizza start with?
  Ss: With a P!
  T: Very good! Let's write a big P and a small p here. Are you finished?
  Ss: Yes!
  T: Please show me your books.
- Continue with the remaining pictures and letters.

Page 98

Find the letter that starts each word. Connect the letters. What do you see?



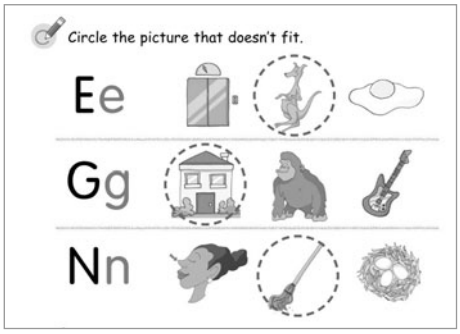
- Look at the pictures at the top of the page. Find the letter that starts each word.
- Connect the letters in order (from 1 to 14). Identify the picture. (an umbrella)
  T: Look at page 98. There's a hidden picture. What do you think it is?
  S_1: I think it's a house.
  T: Let's find out! Look at the first picture. What is it? [pointing at queen]
  Ss: It's a queen.
  T: Good! What letter does queen begin with?
  Ss: Queen begins with a Q.
  T: Yes! Where is the small q in the puzzle?

Ss: Here it is. [pointing at q]
T: Very good. Now, look at number two. What is that picture?
Ss: Zero!
T: Right! It's zero. What does zero start with?
Ss: Z!
T: Excellent. Find the small z in the puzzle and draw a line from q to z.

- Continue with the remaining pictures and letters.

Page 99

Circle the picture that doesn't fit.

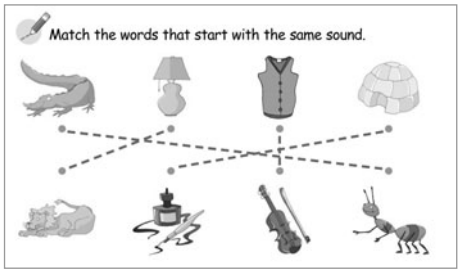


- Talk about the pictures on page 99. Students identify the letter and circle the picture that doesn't start with that letter.
T: Look at page 99. What letter is this? [pointing at E]
Ss: It's an E.
T: Very good! It's a big E and a small e. And what is this? [pointing at elevator]
Ss: It's an elevator.
T: Good! And what is next to the elevator? [pointing at kangaroo]
Ss: It's a kangaroo.
T: And what is this? [pointing at egg]
Ss: It's an egg.
T: Very good! Which word doesn't start with an /e/ sound?
Ss: The kangaroo.
T: Excellent! Circle the kangaroo. What sound does kangaroo start with?
Ss: /k/.
T: Yes. Kangaroo starts with the letter K.

- Continue with the remaining letters and pictures.

Page 99

Match the words that start with the same sound.

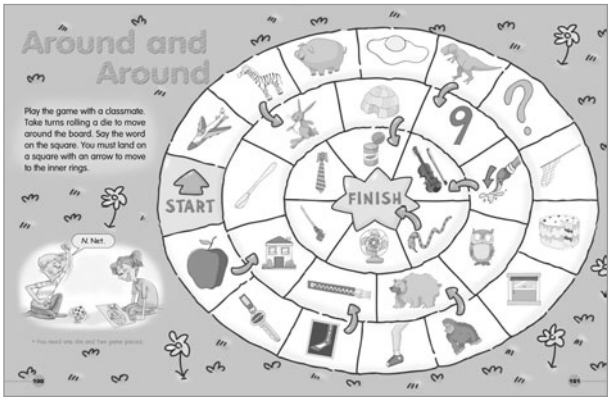


- Identify the words that have the same beginning sound.
T: /i/ /i/ /i/. What letter makes this sound?
Ss: I.
T: Very good! Which two pictures start with an /i/ sound?
Ss: Igloo and ink!
T: Correct! Connect the two pictures that start with /i/.

- Continue with the remaining pictures.

Pages 100-101

Around and Around



Materials
One die and two game pieces per team

- Review the pictures in the book before beginning the game.

- Play the game.
1. Have students play in pairs. Put game pieces on Start. Roll a die and move the number of spaces indicated.
2. Look at the picture and say the beginning sound and the word. Players must land on a square with a pink arrow (and provide the right answer) to move into the inner circles.
3. The first student to get to Finish is the winner.
T: Look at the game on pages 100 and 101.

Ss: OK.
T: We'll play in teams of two. First, one player rolls the die. Let's say I roll a five. I'm on Start, so I move my marker five squares. 1, 2, 3, 4, 5. [pointing at dinosaur square] I look at the picture and I say, "/p/ dinosaur." Is that right?
Ss: No, it isn't. It's /d/ dinosaur.
T: Oops! I'm wrong, so I have to go back five squares. One, two, three, four, five. [moving the marker back to Start]
Ss: Oh, no!
T: But, if I say, "/d/ dinosaur," I am lucky! Can you see the pink arrow? [pointing at arrow by the dinosaur] I can move from dinosaur to number 9. [showing students how the marker moves to the inner circles after landing on an arrow and correctly identifying the letter and word] Do you understand?
Ss: Yes!
T: OK! Let's play!

Pages 102-103

Listen. Read the story with your teacher.

(Track 43)

- Talk about the pictures on pages 102-103 and listen to CD track 43.
  T: Look at pages 102 and 103. It's a story! Look at the pictures. What is the story about?
  S1: A zebra!
  S2: A doctor!
  T: Very good! What do you see in the first picture?
  S3: I see a boy and a zebra.
  T: Great! Where are they?
  S4: They are at the zoo.
  T: What is the zebra eating?
  S5: The zebra is eating pizza and a can.
  T: Yes! Now look at the second picture. What's wrong with the zebra?
  S6: It's sick.

- Continue with the rest of the pictures. Read the story and then listen to the CD track 43.

Additional Activity – Read Aloud

1. Read the phrases first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-8). Read a phrase 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: A vet in a _____ .)
5. Assign students roles and have some act out the story while others read the lines.

Closing

- Finish the class by saying good-bye.
  T: It's time to go home! See you later!
  Ss: See you later!

Sounds Fun! 1 - TEST (Units 1-9)

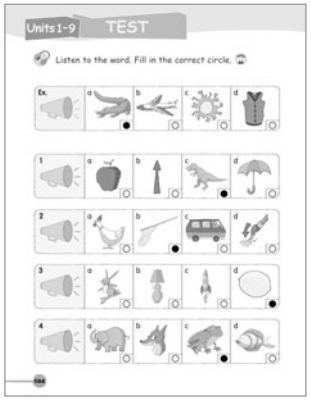
Objectives

- Review Sounds Fun! 1.

Page 104

Listen to the word. Fill in the correct circle.

(Track 44)



- Listen to CD track 44 and fill in the correct circle.
  T: Open your books to page 104. 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: Alligator.
  T: OK. Fill in the circle under alligator. Now, listen to the rest of the words. Are you ready?
  Ss: Yes!

Transcript: Ex. alligator
1. dinosaur 2. net
3. lemon 4. frog

Page 105

Listen to the beginning sound. Fill in the correct circle. (Track 45)

- Listen to CD track 45 and fill in the correct circle.
  T: Turn to page 105. Listen to the beginning sound on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What sound did you hear?
  Ss: /k/
  T: Yes! Look at the four pictures. What word begins with /k/?
  Ss: Kite.
  T: Good! Fill in the circle under kite. Now, listen to the rest of the sounds.

Transcript: Ex. /k/
1. /b/ 2. /z/
3. /l/ 4. /h/

Page 106

Listen to the beginning sound. Write the beginning letters in the box.

Listen to CD 46. Write the beginning letters in the box.

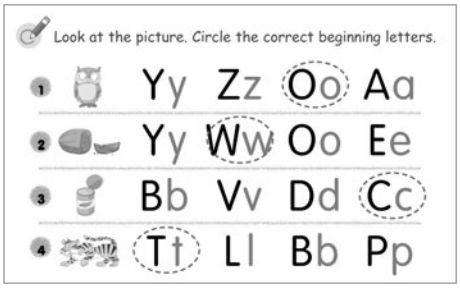
T: Turn to page 106. Listen to the beginning sound on the CD. Then, write the beginning letters in the box. Let's try the example. [listening to example from CD] What sound did you hear?
Ss: /y/ yellow.
T: Excellent. What letter does yellow begin with?
Ss: Y.
T: Good job! Write big and small Y in the box. Now, listen to the rest of the sounds.

Transcript: Ex. /y/ – yellow

1. /g/ – goat	2. /r/ – rug
3. /c/ – can	4. /w/ – wet
5. /e/ – elbow	6. /p/ – pizza
7. /s/ – sun	8. /z/ – zero
9. /f/ – fish	10. /q/ – question

Page 107

Look at the picture. Circle the correct beginning letters.

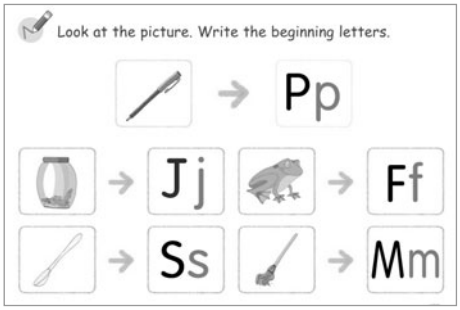


- Circle the right letters.
  T: Now, turn to page 107. Look at the first picture. What is it? [pointing to owl]
  Ss: It's an owl.
  T: That's right! What letter does owl begin with?
  Ss: With an O.
  T: Good! Draw a circle around the big and small O.

- Have students continue with the remaining pictures (watermelon, can, tiger).

Page 107

Look at the picture. Write the beginning letters.



- Write the beginning letters in the box.
  T: Look at this picture. What is it? [pointing to pen]
  Ss: It's a pen.
  T: Good! What letter does pen begin with?
  Ss: With a P.
  T: Yes! Write a big and small P in the box.

- Have students continue with remaining pictures (jar, spoon, frog, mop).

Additional Activity – Say it Together

1. Read a word that students have learned in the previous lesson sound by sound. (Example: Read the word can as /c/ /a/ /n/.)
2. Students listen carefully and say the word as a whole.

Additional Activity – First Sound!

Materials
Flash Cards 1-A (p. 111)

1. Divide the class into teams. Say a sound. (Example: /g/)
2. Have teams take turns saying words that begin with that sound. (Example: gorilla, gum, guitar, goat) Encourage them to say /g/ words beyond those they studied in the book. (Example: green, girl, grandma) .
3. Teams get a point for each correct word they say.

Sounds Fun!

Phonics for Children

Short Vowels

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.)

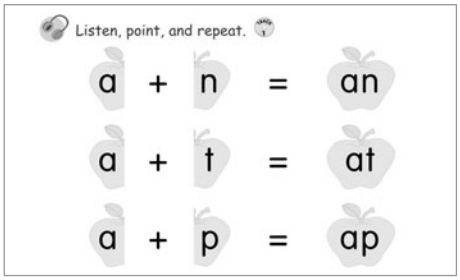
  Note: *Review letter names, initial sounds, and words using instructions from Level 1:*
  T: Point at the letter B.
  T: Point at the letter that makes the sound /m/.
  T: Point at the letter that begins the word "zoo."

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)

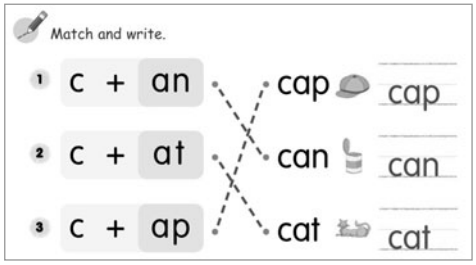
Additional Activity – Sound Together

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

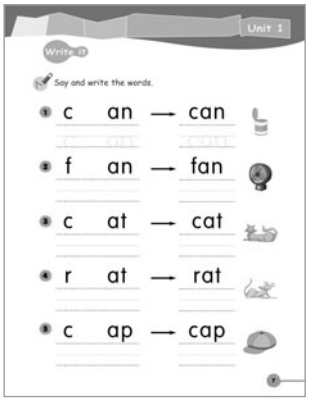
Match and write.



- 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)

- 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!

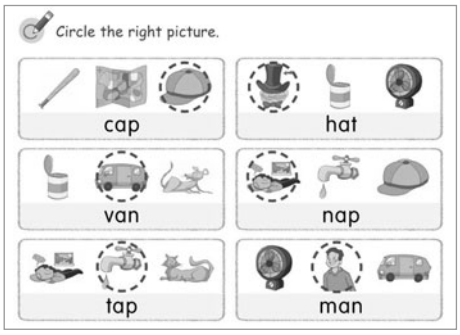
Materials
Flash Cards 1-A (Book 1 p. 111) B, C, F, H, M, N, R, T, V; Flash Cards 2-A (p. 111) /-an/, /-ap/, /-at/; student sets of Flash Cards 2-B (fan, man, can, van, cat, hat, bat, rat, cap, map, nap, tap)

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

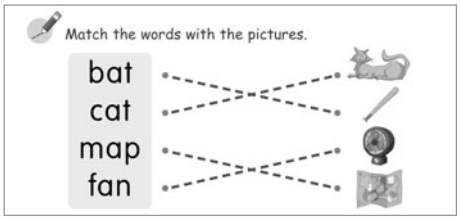
Circle the right picture.



- 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

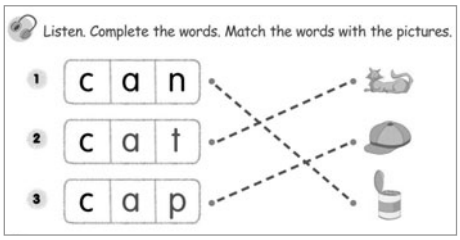
Listen. Circle the word you hear. (Track 3)

- 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)

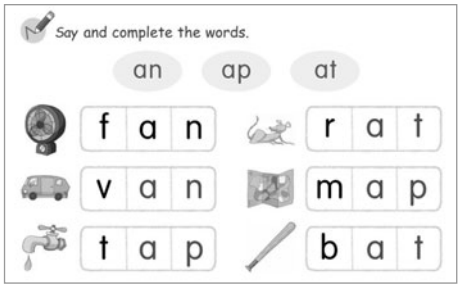


- Listen to CD track 3 and complete the words. Then, match the words with the correct pictures.
  - T: Listen to Number 1. What did you hear?
  - Ss: Can.
  - T: Good! Which picture is a can?
  - Ss: This one. [pointing to can]
  - T: Very good! Draw a line connecting the word can with the picture.

Transcript: 1. can 2. cat 3. cap

Page 11

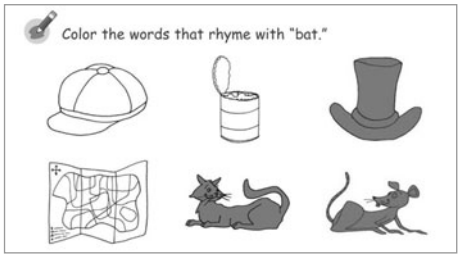
Say and complete the words.



- 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?
  - S1: Hat!
  - S2: Cat!
  - S3: Rat!
  - T: That's right! Hat, cat, and rat rhyme with bat. Color those pictures.

Extension

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

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?
  - S1: I see a cat.
  - S2: I see a rat.
  - S3: I see a fan.
  - T: Good! What else do you see?
  - S4: I see food.
  - T: Excellent! What is the cat doing?
  - S5: It is sleeping.
  - T: Now, let's look at the next picture.

Additional Activity – Read Aloud

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

Additional Activity – Matching Cards with Song

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

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

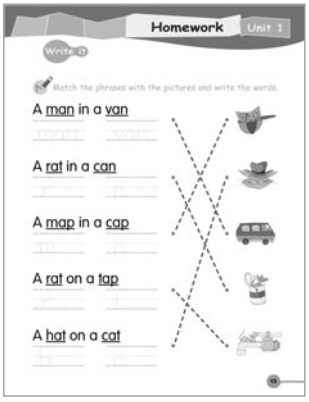
Note: *If wanted, change order and sing the sentences to the tune of "The Farmer and the Dell." Have students help compose new sentences for the song.*

Wrap Up

Review what students have learned and explain the homework.

Page 13

Match the phrases with the pictures and write the words.



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

Additional Homework

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

Closing

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

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. Is _____ here?
  S1: 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.

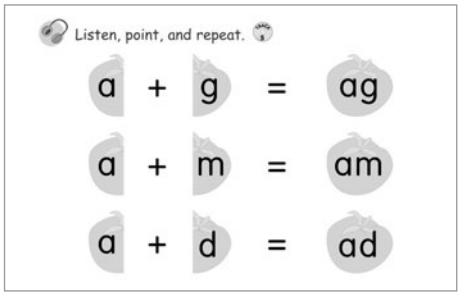
- Continue with the other words, gradually getting faster.

Presentation

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

Page 14

Listen, point, and repeat. (Track 5)



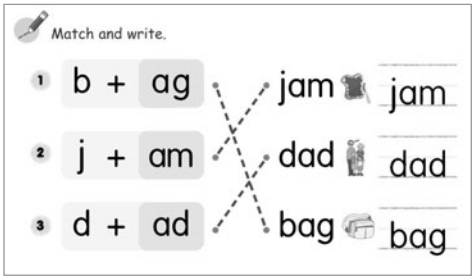
- Review letter sounds and introduce word endings.
  T: Please open your books to page 14. Look at these pictures. [pointing to oranges] What are they?
  Ss: They're oranges.
  T: Yes! Now, look at the letters and repeat the sounds after me. /a/ /g/ /-ag/.
  Ss: /a/ /g/ /-ag/.
  T: Excellent!

- 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.



- 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

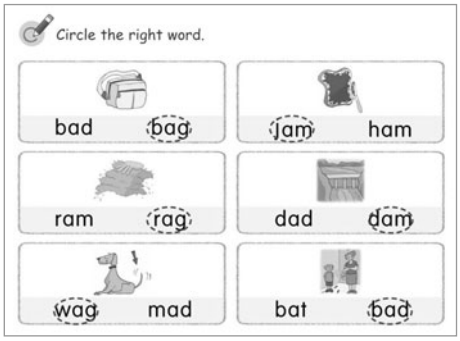
Materials
2 sets of Flash Cards 2-B (bag, rag, wag, tag, ham, ram, dam, jam, dad, mad, bad, sad)

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_1s) come forward. Show one of the cards to them and whisper the word. (Example: jam)
3. S_1s then go back to S_2s at the front of the line and whisper the word to them. S_2s then whisper it to S_3s, 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

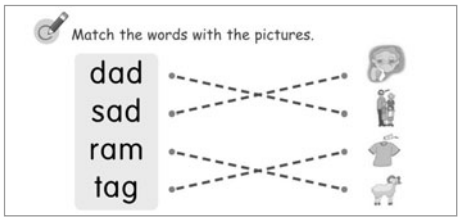
Circle the right word.



- 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.



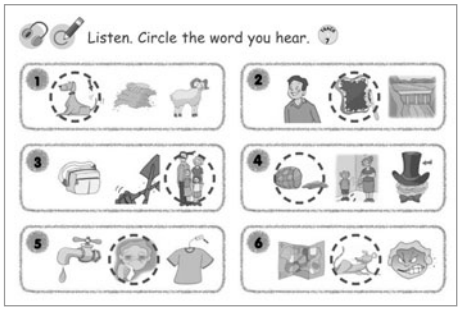
- Practice recognizing and reading words and matching them with the appropriate picture.
  T: Let's read these words together.
  T & Ss: Dad. Sad. Ram. Tag.
  T: Excellent! Which picture has a dad in it?
  S_1: This one! [pointing at second picture]
  T: Very good! Match the word and the picture.
- Continue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



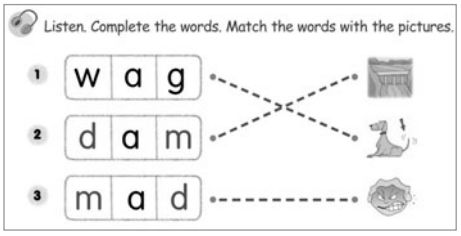
- Listen to CD track 7. Students circle the picture that matches the word they hear.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Wag.
  T: Yes! Which picture matches that?
  Ss: This one. [pointing at dog wagging tail]
  T: Correct! The dog is wagging its tail! Circle the first picture!

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)

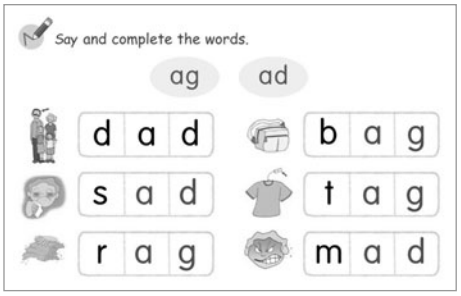


- Listen to CD track 7 and complete the words. Then, match the words with the correct pictures.
  T: Listen to Number 1. What did you hear?
  Ss: Wag.
  T: Good! Which picture is wag?
  Ss: This one. [pointing at dog wagging tail]
  T: Very good! Draw a line connecting the word wag with the picture.

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

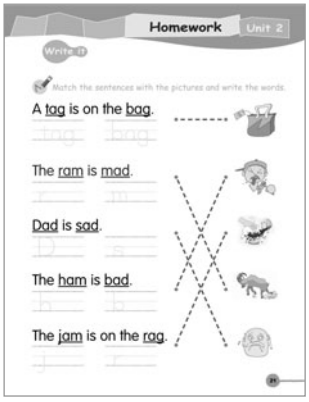
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

Objectives

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

Warm Up

Greet students and prepare for today's lesson.

Greeting

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

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

Review

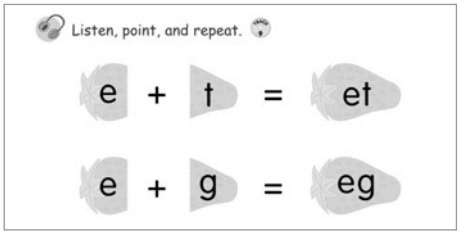
- Review word endings (/-ag/, /-am/, and /-ad/) from Unit 2.
  T: What sounds did we learn last time? Do you remember?
  S1: /-ag/.
  S2: /am/.
  S3: /-ad/.
  T: Excellent! Who remembers one of the words we learned?
  S4: Wag.
  T: Very good! Who can make a sentence with wag?
  S5: My dog wags his tail.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

Presentation

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

Page 22

Listen, point, and repeat. (Track 9)

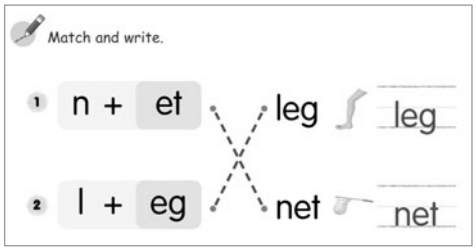


- Review letter sounds and introduce word endings.
  T: Please open your books to page 22. Look at these pictures. [pointing to strawberries] What are they?
  S1: They're strawberries.
  T: Very good! _____, do you like strawberries?
  S2: No, I don't.
  T: Really? I love strawberries. Let's look at the letters. Repeat the sounds after me. /e/ /t/ /-et/.
  Ss: /e/ /t/ /-et/.
  T: Good!

- Continue with /-eg/.
- Then, listen to CD track 9. Have students point at the letters and repeat the sounds.
- Say the sounds randomly, and have students point out the word endings in their book.
  T: Point to /-eg/. [students repeating sound and pointing in book] Point to /-eg/ ... /-et/ ... /-et/ ... /-eg/ ...

Page 22

Match and write.



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

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

- Continue with Number 2.

Page 23

Say and write the words.

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

Additional Activity – Line Up

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

1. Have two students come forward and give them Flash Cards (2-A) with word endings (/-et/ and /-eg/). Give Flash Cards (1-A) to five other students (B, L, N, P, W).
2. Say words and have two students move together to spell them.
   T: OK. Listen carefully. Beg. Beg. [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!

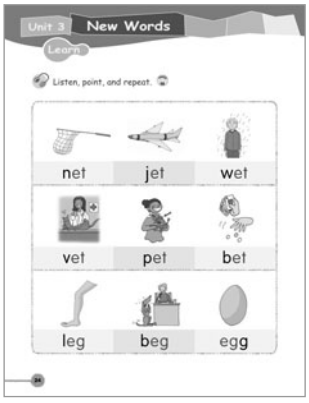
- Try again with other combinations. (leg, net, pet, wet).

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

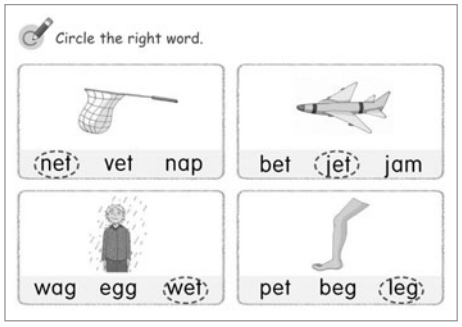
Materials
Flash Cards 2-B (net, jet, wet, vet, pet, bet, leg, beg, egg)

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

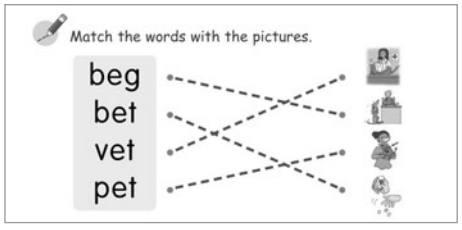
Circle the right word.



- 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.



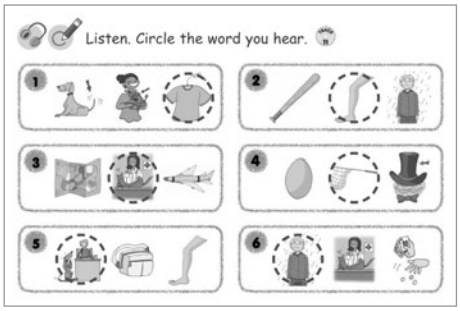
- Practice recognizing and reading the words and matching them with the appropriate picture.
  T: Who wants to read the first word in the box?
  S1: I do!
  T: OK! Go ahead, please.
  S1: Beg!
  T: Very good! Which picture matches the word beg?
  S1: The second picture.
  T: Can you use beg in a sentence?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



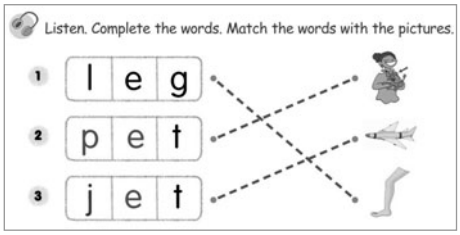
- Listen to CD track 11. Students circle the picture that matches the word they hear.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Tag.
  T: Yes! Which of the pictures has a tag?
  S1: The third one. The T-shirt has a tag.
  T: Yes! You're right! Circle the T-shirt. Now, listen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

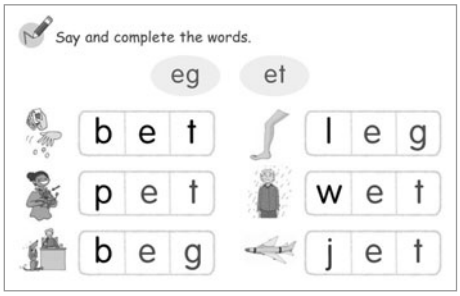


- Listen to CD track 11 and complete the words. Then, match the words with the correct pictures.
  T: Look! Some of the letters for these words are missing. Let's listen to the CD and fill in the boxes. Listen to Number 1. What is the first word?
  Ss: Leg!
  T: Very good! Which picture matches leg?
  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?
  S1: Net!
  S2: Pet!
  S3: Wet!
  S4: Vet!
  T: That's right! Net, pet, vet, and wet rhyme with jet. Color those four pictures.

Additional Activity – Pointer Game

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

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.

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.

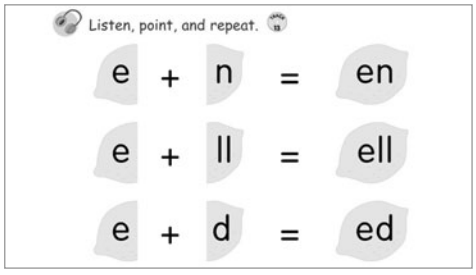
T: What sounds did we learn last time? Do you remember?
S1: /-et/.
S2: /-eg/.
T: Excellent! Who remembers one of the words we learned?
S3: Pet.
T: Very good! Who can make a sentence with pet?
S4: I can. I have a pet.

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.

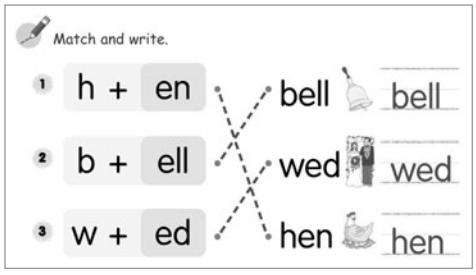
T: Please open your books to page 30. Look at these pictures. [pointing to lemons] What are they?
S1: They're lemons.
T: Very good! Who likes lemons? Raise your hands.
Ss: I do!
T: Me, too! Let's look at the letters. Repeat the sounds after me. /e/ /n/ /-en/.
Ss: /e/ /n/ /-en/.
T: Good!

- 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.

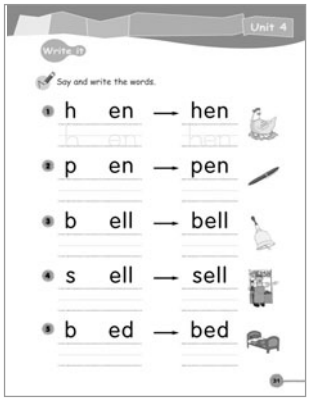
Additional Activity – Read Aloud

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)

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

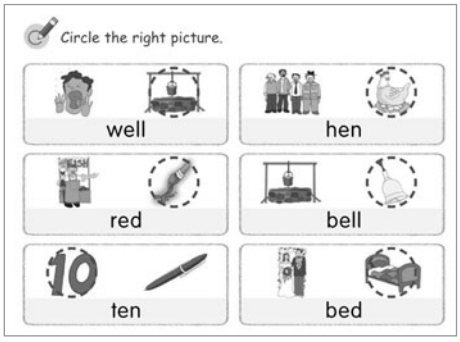
Materials
Two sets of Flash Cards 2-B (hen, pen, men, ten, bell, sell, well, yell, bed, red, wed)

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!

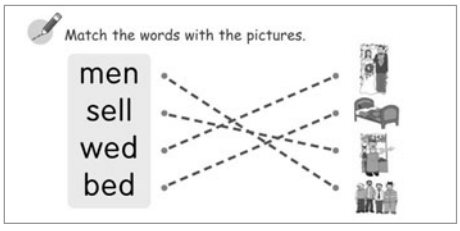
Page 33

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.



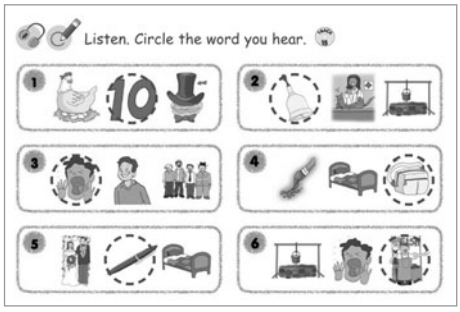
- Practice recognizing and reading the words and matching them with the appropriate picture.
  T: Who wants to read the first word in the box?
  S1: I do!
  T: OK! Go ahead, please.
  S1: Men!
  T: Very good! Which picture matches the word men?
  S1: The last picture. There are four men.
  T: Excellent!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



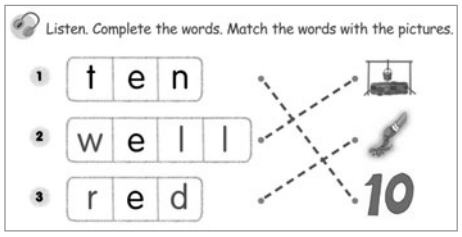
Listen to CD track 15. Students circle the picture that matches the word they hear.
T: Now, listen to Number 1 on the CD. What word did you hear?
Ss: Ten.
T: Yes! Circle the number 10. Now, listen to the rest of the words and circle the correct pictures.

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.*

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



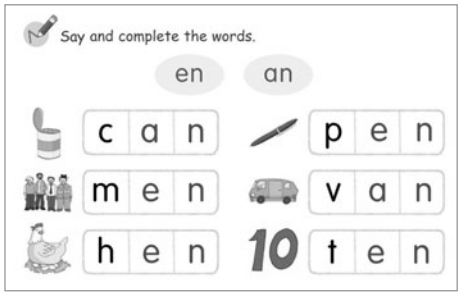
Listen to CD track 15 and complete the words. Then, match the words with the correct pictures.

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.

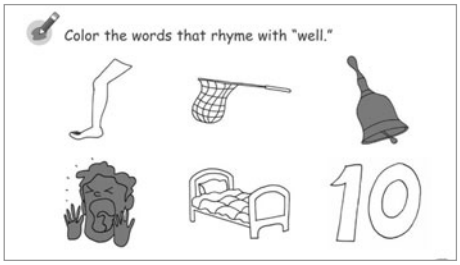


- Look at the pictures and choose the word ending that completes each word.

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

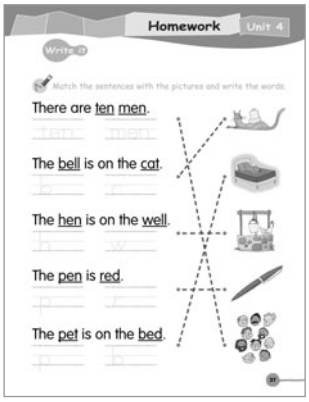
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

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

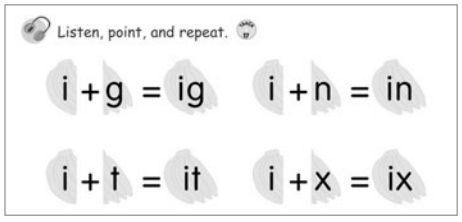
- Review word endings (/-en/, /-ell/, and /-ed/ from Unit 4.
  T: What sounds did we learn last time? Do you remember?
  S1: /-ell/.
  S2: /-ed/.
  S3: /-en/.
  T: Excellent! Who remembers one of the words we learned?
  S3: Ten.
  T: Very good! Who can make a sentence with ten?
  S4: I can! My brother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

Presentation

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

Page 38

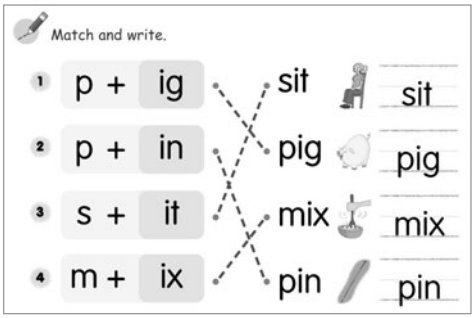
Listen, point, and repeat. (Track 17)



- 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?
  S1: 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?
  S1: I do! /d/ /-ig/. Dig!
- Continue with the other pictures.
- Listen to CD track 18. Point and repeat.

Additional Activity – Memory Match

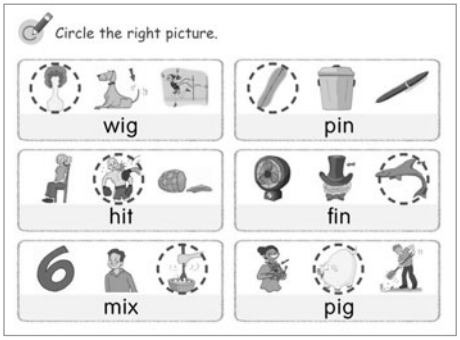
Materials
2 sets of Flash Cards 2-B (pig, dig, wig, big, pin, win, bin, fin, sit, hit, six, mix)

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

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

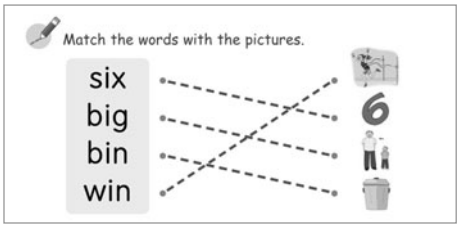
Circle the right picture.



- 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

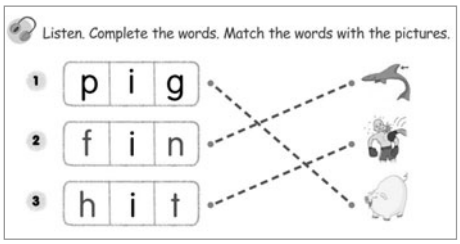
Listen. Circle the word you hear. (Track 19)

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)

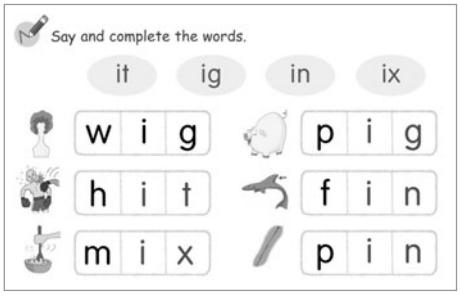


- Listen to CD track 19 and complete the words. Then, match the words with the correct pictures.
  - T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  - Ss: Pig!
  - T: Very good! Which picture matches pig?
  - S1: The last one!
  - T: That's right! Now, draw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

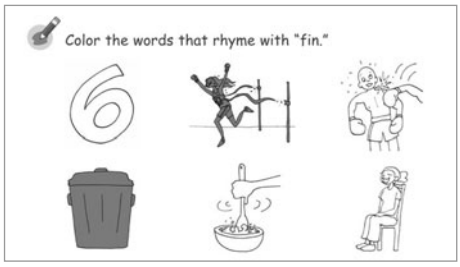
Page 43

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!

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

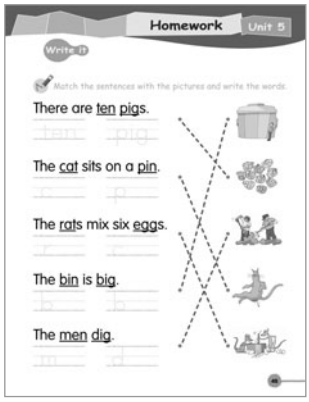
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

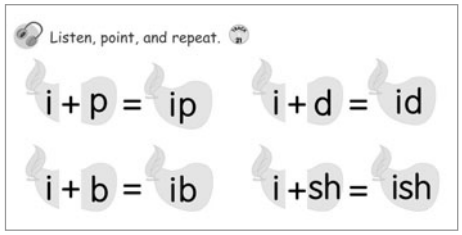
- Review word endings (/-ig/, /-in/, /-it/, and /-ix/) from Unit 5. Look at page 40 and listen to CD track 18. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

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

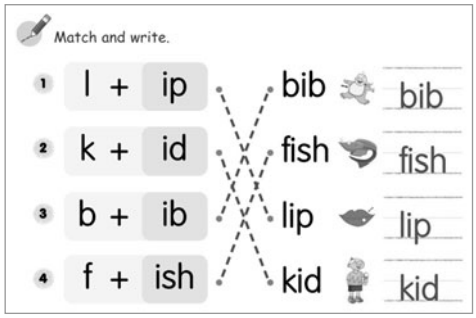
Page 46

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/...

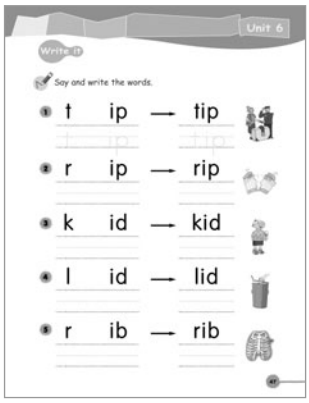
Match and write.



- 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.

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)

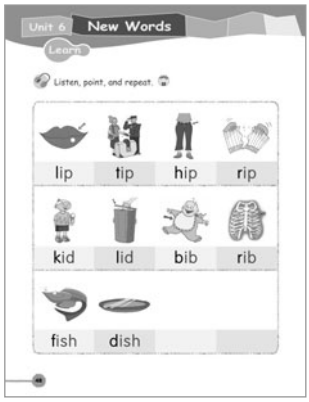
1. Say aloud one of the words from pages 46-47. (Example: fish)
2. Students hold up card with appropriate word ending. (Example: /-ish/) Have students repeat the words and word endings. Gradually show cards faster.

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?

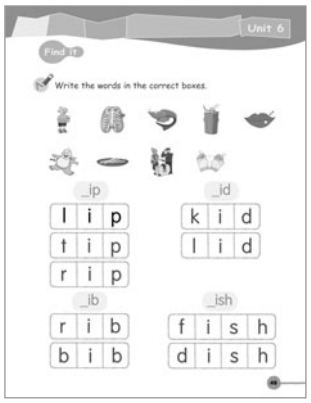
Materials
Flash Cards 2-B (lip, tip, hip, rip, kid, lid, bib, rib, fish, dish)

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.



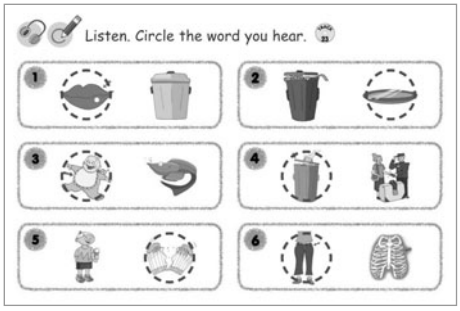
- Practice recognizing the words (through pictures) and reading the words with /-ip/, /-id/, /-ib/, and /-ish/ word endings. Students write the words for each picture in the boxes.
  T: Look at page 49. Look at the first picture. What is it?
  S1: Kid!
  T: Very good! How do you spell kid?
  S1: K-I-D.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

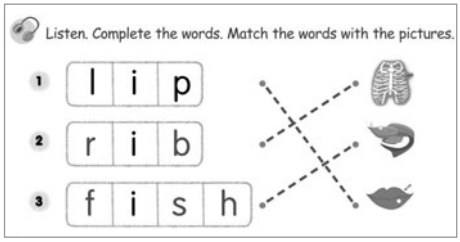
Listen. Circle the word you hear. (Track 23)



- 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)

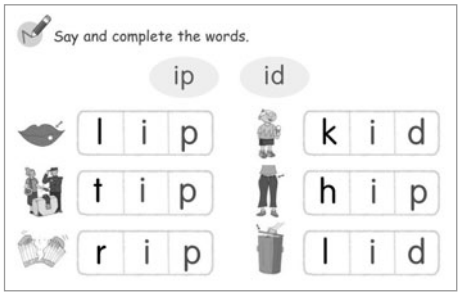


- Listen to CD track 23 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Lip!
  T: Very good! Which picture matches the word lip?
  S1: The last one!
  T: Yes! Now, draw a line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

Transcript: 1. lip 2. rip 3. fish

Page 51

Say and complete the words



- 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

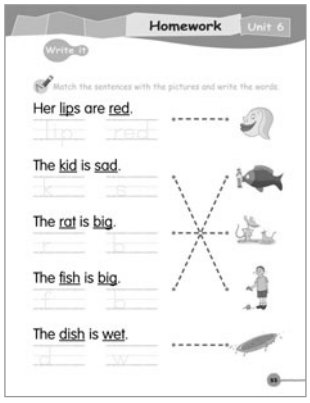
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

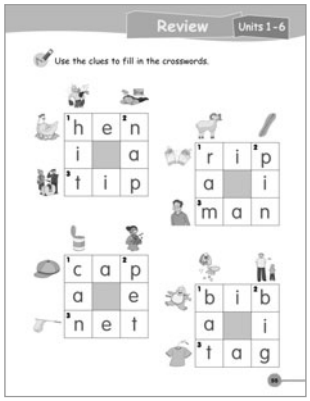
Review the short vowel sounds (/a/, /e/, /i/) and word endings.

- 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!

Page 57

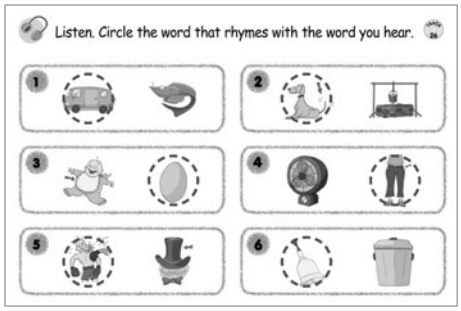
Play tic-tac-toe with a partner. Four in a row wins.

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

T: Look at page 57. I'll show you how to play. I'll go first. I can choose any square. I'll choose this one. [pointing to /-ig/ square] I say, /-ig/, pig, big, dig. Is that right?
Ss: Yes!
T: Good! Then, I can put my X in this square. Now, it's your turn. [pointing at another student] You choose a square and if you are correct, you put an O in that square. We both want to get four squares in a row. If we are the first to do that, we win! Do you understand?
Ss: Yes!
T: OK! Let's play!

Page 58

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



Review word endings and rhyming words.

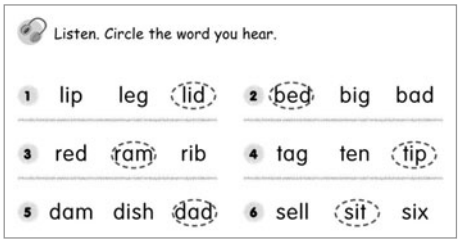
- Have students listen to the CD and circle the word that rhymes with the word they hear.

T: Look at Number 1. What pictures do you see?
S1: Van!
S2: Fish!
T: Very good! Let's listen to the CD. What did you hear?
S3: Man!
T: Which word rhymes with man, van or fish?
Ss: Van!
T: Excellent! Circle the van.

- Listen to CD track 26 and circle remaining pictures.

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

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



Review words containing the word endings that have been learned.

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

T: _____, look at Number 1. What are these three words?
S1: Lip, leg, and lid.
T: Very good! Listen and circle the word you hear. Are you ready?
Ss: Yes!
T: [listening to Number 1 on CD] What did you hear?
Ss: Lid!
T: Excellent! Let's circle the word lid.

- Listen to CD track 26 and circle remaining words.

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

Additional Activity – Whisper Relay

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

1. Divide the students into two teams and have them stand in two lines.
2. Have the first two students from each team (S_1s) come forward. Show one of the cards to them and whisper the word. (Example: jet)
3. S_1s then go back to S_2s at the front of the line and whisper the word to them. S_2s then whisper it to S_3s, and so on down the line.
4. The last student in each line comes forward, writes the word on the board, and reads it aloud. (Example: jet) The first team to successfully complete the relay wins a point.

Page 59

Fill in the circle next to the right sentence.

Read sentences using words that have been learned.

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

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

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

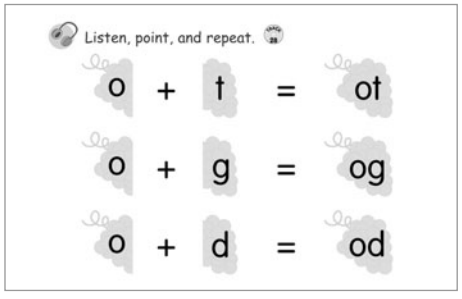
- Review word endings (/-ip/, /-id/, /-ib/, and /-ish/) from Unit 6. Look at page 48 and listen to CD track 22. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

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

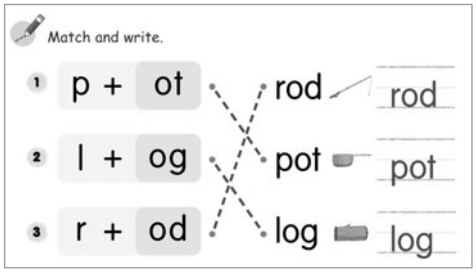
Page 62

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/...

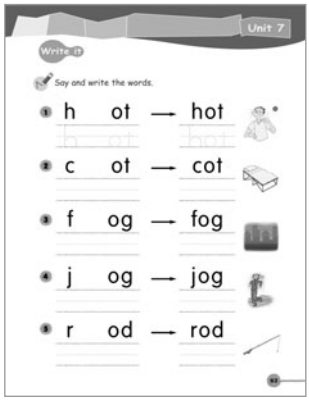
Match and write.



- 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)

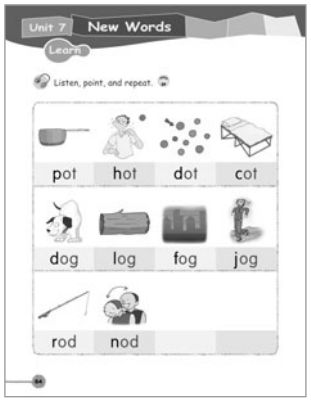
1. Review three word endings and words (/-ot/, pot; /-og/ log; /-od/, rod). Place three picture cards (pot, log, rod) face down around the classroom.
2. Say the word ending and word. (Example: /-ot/, pot). Have students repeat and point out the card. Turn over the card and see if they are correct.
3.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

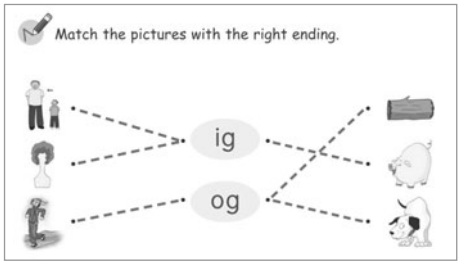
Listen, point, and repeat. (Track 29)



- 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.

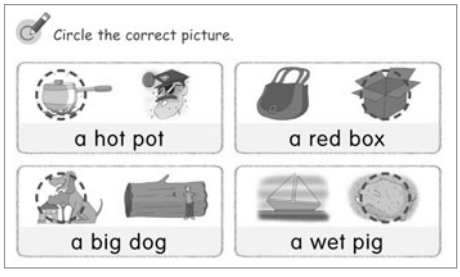
Page 65

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

- Continue with the other pictures and phrases.

Additional Activity – Charades

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

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

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

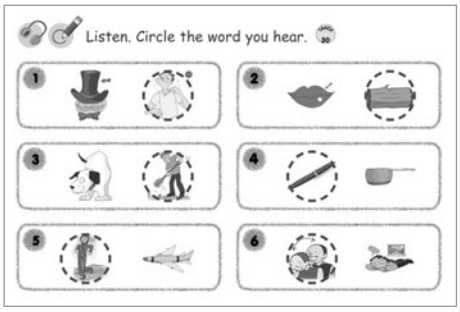
T: Come forward, please. Here is your word. [showing S1 the card for "hot"
S2: [with stop watch] Ready? Go!
S1: [acting out "hot"
Ss from Team A: Is it jog?
S1: [putting thumb down to indicate a wrong answer]
Ss from Team A: Is it hot?
S1: [putting thumb up to indicate a correct answer]
T: OK! Spell the word together.
Ss from Team A: H-O-T. Hot!
T: That's right! _____, how many seconds is that? [asking S2 with stop watch]
S2: That's 10 seconds.
T: Great! Write 10 seconds on the board. Team B. It's your turn!

Production

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

Page 66

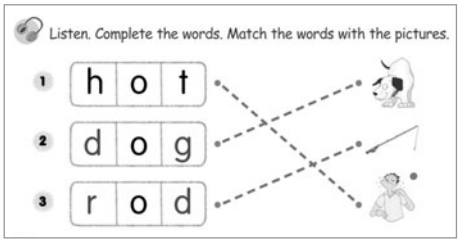
Listen. Circle the word you hear. (Track 30)



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

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

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

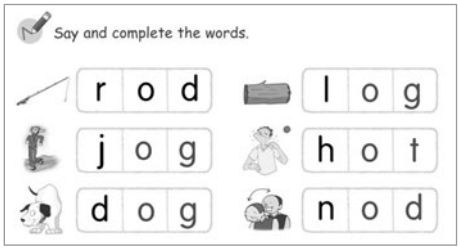


- Listen to CD track 30 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Hot!
  T: Very good! Which picture matches the word hot?
  S1: The last one!
  T: Yes! Now, draw a line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

Transcript: 1. hot 2. dog 3. rod

Page 67

Say and complete the words.



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

Color the words that rhyme with "dot."

- Have students listen and say the words. Color those that rhyme with "dot."
  - T: Look at the pictures. Say each one as I point to it. Ready?
  - Ss: Yes!
  - T: OK. [pointing to words in random order]
  - Ss: Rod, dog, pot, cot, log, hot.
  - T: Very good! Which words rhyme with dot?
  - 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.

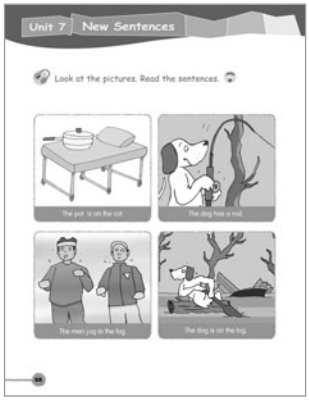
Extension

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')

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

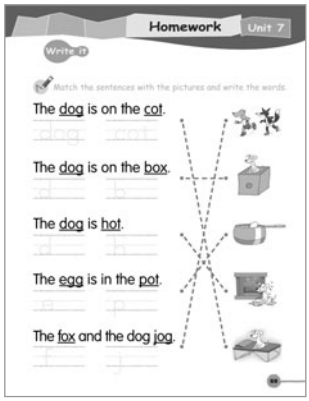
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

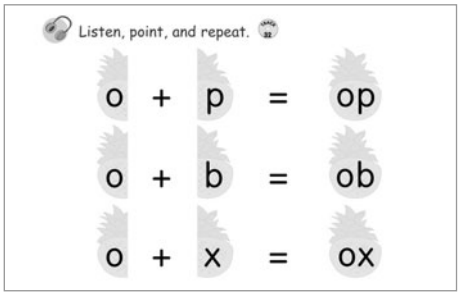
Presentation

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

Page 70

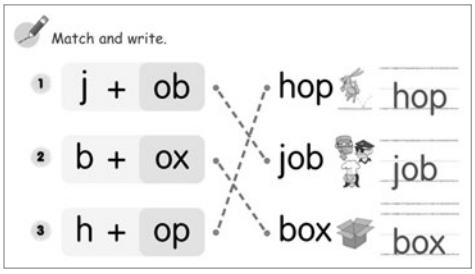
Listen, point, and repeat.

(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/)

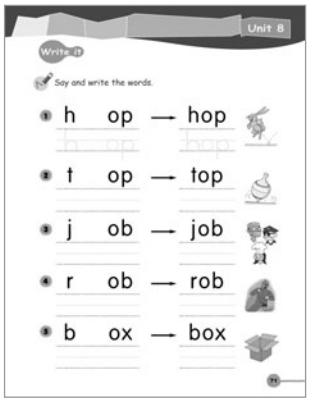
1. Put a flash card in front of each student.
2. Have students listen for the word ending and follow instructions. Give the instructions as a chant and encourage students to respond together.
   T: /-ob/ /-ob/ /-ob/. If you have a card that ends with /-ob/, stand up and clap your hands three times.
   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.

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.



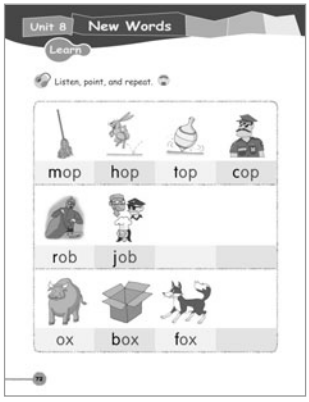
- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
  T: Look at page 71. What is Number 1?
  Ss: /h/ /-op/. Hop!
  T: That's right! Hop! Look at the pink bunny! What is it doing?
  Ss: It's hopping.
  T: Excellent! Let's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

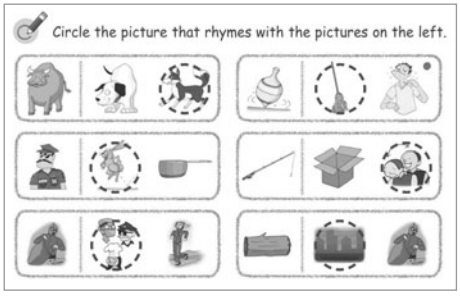


- Review words that were learned earlier. Have students look at pictures and say words they know.
- Sound out new words with word endings /-op/, /-ob/, and /-ox/. Say aloud and confirm the meaning by looking at pictures.
  T: Now, look on page 72. Look at all these pictures! What's this first one?
 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

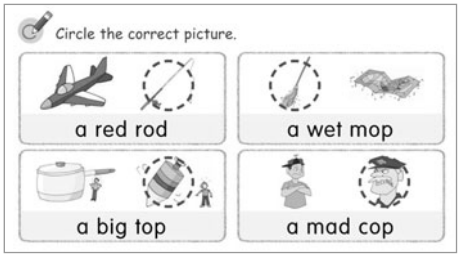
Circle the picture that rhymes with the pictures on the left.



- 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.



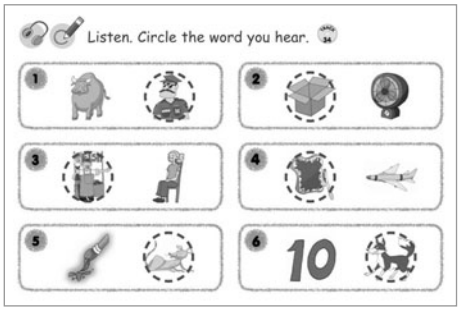
- Practice recognizing the words (through pictures) and reading phrases with /-op/, /-ob/, and /-ox/ word endings. Students circle the picture that represents each phrase.
  T: Look at the first box. Look at the pictures. What is this? [pointing at jet]
  S_1: It's a jet.
  T: Very good! What color is it?
  S_1: It's red.
  T: Yes. And what's this? [pointing at rod]
  S_2: It's a rod.
  T: Excellent! It's a fishing rod. What color is it?
  S_2: It's red.
  T: Very good! _____, please read the phrase under the pictures.
  S_3: A red rod!
  T: Super! Which of these two pictures should we circle?
  S_1: 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

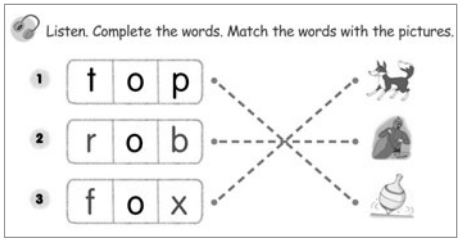
Listen. Circle the word you hear. (Track 34)



- 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)

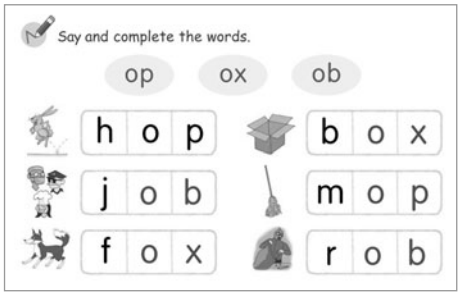


- Listen to CD track 34 and complete the words. Then, match the words with the correct pictures.
  T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  Ss: Top!
  T: Very good! Which picture matches the word top?
  S1: The last one!
  T: Yes! Now, draw a line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

Transcript: 1. top 2. rob 3. fox

Page 75

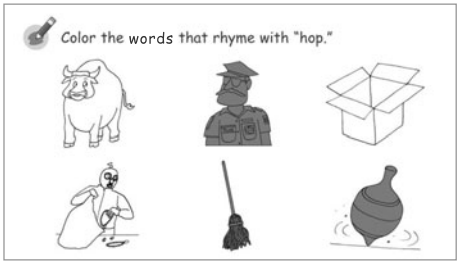
Say and complete the words.



- 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?
  S1: 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?
  S1: Cop!
  S2: Top!
  S3: 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 track 35.
  T: Look at page 76. Look at the first picture. What do you see?
  S1: I see a fox!
  T: What does the fox have?
  S2: It has a mop.
  T: Good! Where is the fox?
  S3: It's in the kitchen.
  T: Very good! Let's look at the next picture.

Additional Activity – Read Aloud

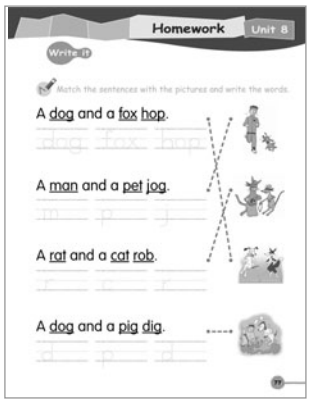
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words.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

Wrap Up

Review what students have learned and explain the homework.

Page 77

Match the sentences with the pictures and write the words.



- Assign the homework. Do the first example together.
  T: Let's look at Number 1 on page 77. _____, please read the first sentence.
  S1: A dog and a fox hop.
  T: Excellent! Let's say it together.
  T & Ss: A dog and a fox hop.
  T: Very good. Let's write dog and fox and hop on the lines. Which picture goes with the sentence?
  Ss: This one! [pointing to third picture]
  T: Good! Draw a line from the sentence to the picture. The rest is homework.

Additional Homework

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

Closing

- Finish the class by saying good-bye.
  T: See you next time.
  Ss: See you!

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

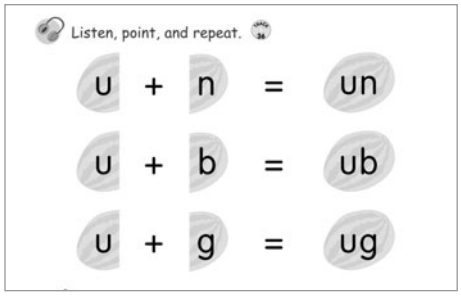
- Review word endings (/-op/, /-ob/, and /-ox/) from Unit 8. Look at page 72 and listen to CD track 33. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

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

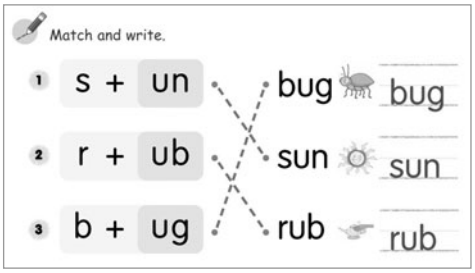
Page 78

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.

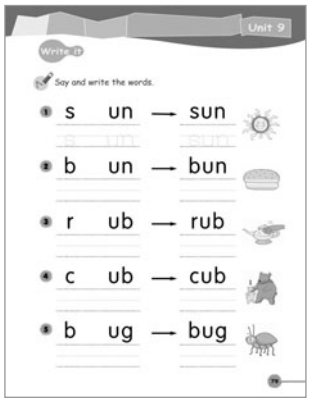
Match and write.



- 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)

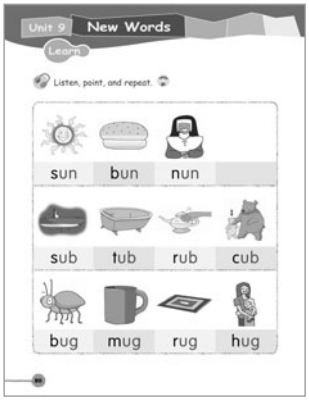
1. Say aloud one of the words from pages 78-79. (Example: bug)
2. Students should listen and hold up the card with the appropriate word ending. (Example: /-ug/) Confirm by showing picture card and word ending card.
3. Have students repeat words and word endings. Gradually show cards faster.
   T: Listen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

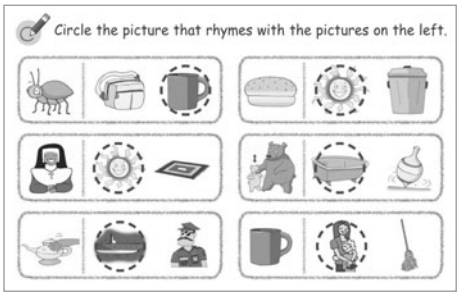
Materials
Flash Cards 2-B (sun, bun, nun, sub, tub, rub, cub, bug, mug, rug, hug); Fly swatters (optional)

1. Divide the students into two teams. Have S1s from each team come forward. Give each student a fly swatter (if available).
2. Say a word. (Example: rug) Students try to be first to slap the card. Have members of the winning team say the word and word ending to win a point. (Example: Rug! /-ug/ Rug!)
3. Continue with the remaining words. Students take turns.
   T: [gesturing to two students] OK! Find the rug.
   S1 of Team A: [swatting picture of rug first]
   T: Good! (S1), what is it?
   S1: Rug! /-ug/ Rug!
   T: Team A. What is it?

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.

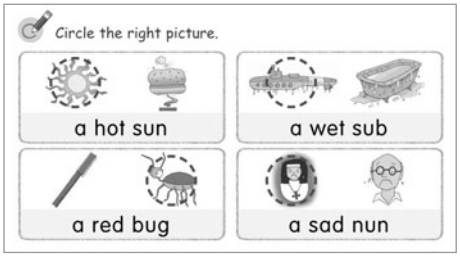


- Practice recognizing the rhyming words (through pictures) with /-un/, /-ub/, and /-ug/ word endings. Students circle the pictures that rhyme with the pictures on the left.
  T: Look at page 81. Look at the first picture. What is it?
  S1: It's a bug.
  T: Very good! And look at the other pictures. 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.

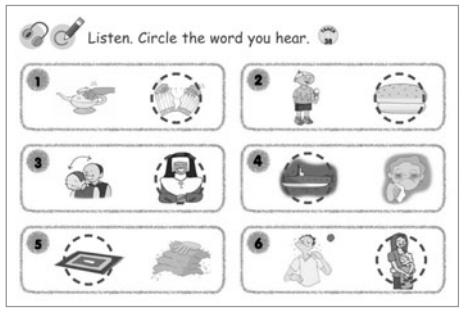
- Continue with the other pictures and phrases.
  T: Super! Which picture should we circle?
  S: This one! The hot sun.

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

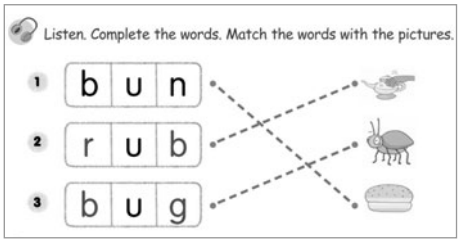
Listen. Circle the word you hear. (Track 38)



- 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.

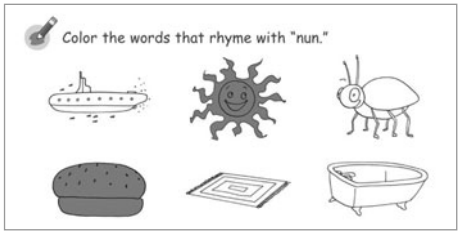
Transcript: 1. bun 2. rub 3. bug

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 S1 get three pictures in a row and calls out BINGO.]

S1: BINGO!

T: OK! What are your three words?

S1: Mug, nun, and bun.

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

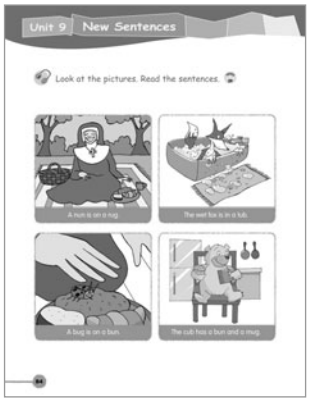
Extension

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

Page 84

Look at the pictures. Read the sentences.

(Track 39)



- Talk about the pictures and then listen to CD track 39.

T: Look at page 84. Look at the first picture. What do you see?

S1: I see a nun!

T: Good! Where is the nun?

S2: She is at a park.

T: Excellent! What is she doing?

S3: She is sitting on a rug!

T: Very good! She is having a picnic. What do you see in the next picture?

Additional Activity – Read Aloud

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.

S1: The nun has a mug.

T: Excellent! Let's say it together.

T & Ss: The nun has a mug.

T: Very good. Let's write nun and mug on the lines. Which picture goes with the sentence?

Ss: This one! [pointing to third picture]

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

Additional Homework

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!

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

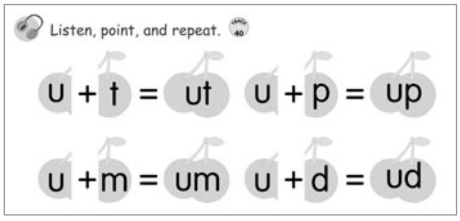
- Review the word endings (/-un/, /-ub/, and /-ug/) from Unit 9. Look at page 80 and listen to CD track 37. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

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

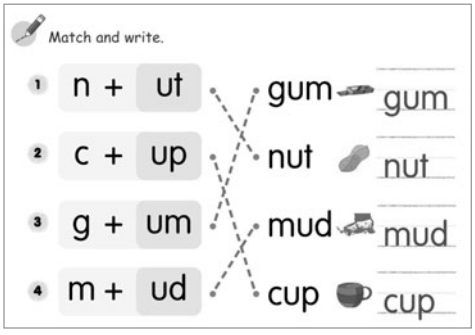
Page 86

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/...

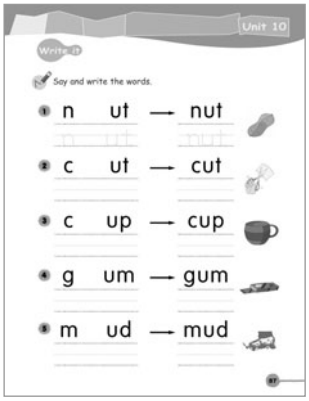
Match and write.



- 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.



- 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)

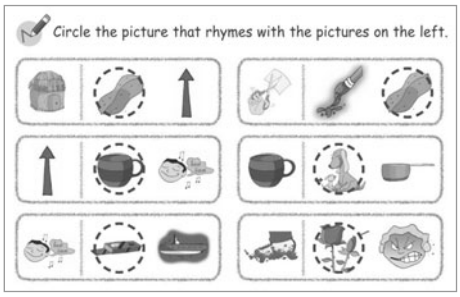
1. Place cards on the board. Review with students.
2. Have students close their eyes. Remove one of the cards. Have students open their eyes and try to identify which card is missing.

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

Page 89

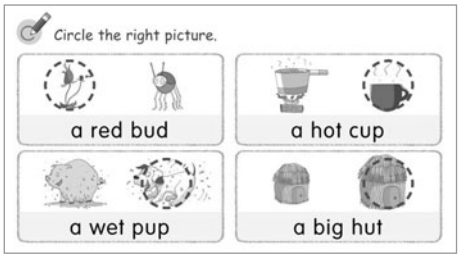
Circle the picture that rhymes with the pictures on the left.



- Practice recognizing the rhyming words (through pictures) with /-ut/, /-up/, /-um/, and /-ud/ word endings. Students circle the pictures that rhyme with the pictures on the left.
  - T: Look at page 89. Look at the first picture. What is it?
  - S1: It's a hut.
  - T: Very good! And look at the other pictures. What's this? [pointing at nut]
  - S1: It's a nut.
  - T: Correct. And look at the arrow next to the nut. Where is it pointing? [pointing at arrow and gesturing up]
  - S2: Up!
  - T: Excellent! Which word rhymes with hut? Nut or up?
  - Ss: Nut!
  - T: Yes! Nut! Hut! Nut rhymes with hut. Circle the nut.
- Continue with the other pictures and word endings.

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

Circle the right picture.



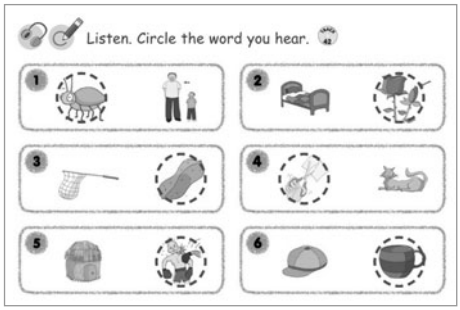
- Practice recognizing words (through pictures) and reading phrases with /-ut/, /-up/, /-um/, and /-ud/ word endings. Students circle the picture that represents each phrase.
  - T: Look at the first box. Look at the pictures. What is this? [pointing at flower bud]
  - S1: It's a (flower) bud.
  - T: Very good! What color is it?
  - S1: It's red.
  - T: Yes. 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

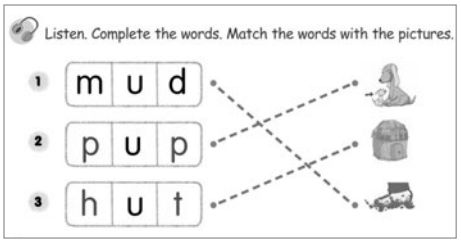
Listen, Circle the word you hear. (Track 42)



- 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

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

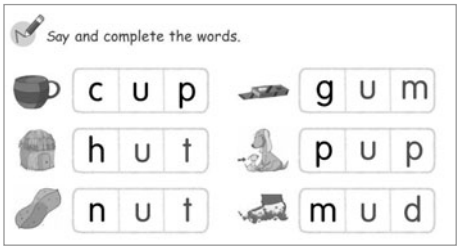


- Listen to CD track 42 and complete the words. Then, match the words with the correct pictures.
  - T: Let's listen to the CD and fill in the boxes. Listen to Number 1. What word did you hear?
  - Ss: Mud!
  - T: Very good! Which picture matches the word mud?
  - S1: The last one!
  - T: Yes! Now, draw a line connecting the word mud with the picture.

Transcript: 1. mud 2. pup 3. hut

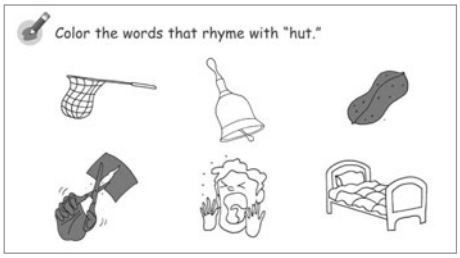
Page 91

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]
  - S1: 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?
  - S1: Nut!
  - S2: 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 S1 and S2 count to three and then form rock, paper, or scissors with their hands.

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

3. If S1 from Team A loses rock, paper, scissors, S1 shows his/her card to the winner (S2 of Team B). S2 says the word that is on the card. If S2 says the word correctly, S2 gets a point for Team B. S2 gets a bonus point for the team if he/she can also say a word that rhymes.
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.] (S1) and (S2), do "rock, paper, scissors."
   - Ss: 1, 2, 3. [S1 makes scissors; S2 makes rock]
   - T: Who lost?

S1: I did.
T: OK. (S1), show your card to (S2). (S2), what's on the card?
S2: Pup.
T: Well done! What word rhymes with pup?
S2: Cup rhymes with pup!
T: Good! Team B gets two points!

Extension

Give each student a piece of paper. Sound out words from Unit 10 one letter at a time. (Example: /p/, /u/, /p/) Students should write each word and draw a simple picture to show what each 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? (the rat)
Is the cat big or small? (big)
What color is the sun? (red)
Where does the rat hop first (second/third)? (into the mud / hut / well)
At the end of the story, who is cool? (the rat)

Page 94

Listen, point, and chant. (Track 44)

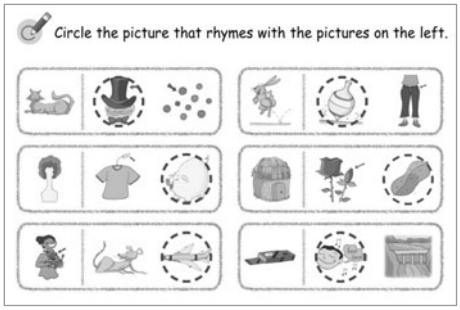
Review the short vowel sounds (/a/, /e/, /i/, /o/, and /u/) and word endings.

- Talk about the pictures on page 94. (sad nun, bun, sun; fat cat, rat, bat; bad rat, mad cat, bat)
  T: Open your books to page 94. What do you see? [pointing at first picture]
  S1: I see a sad nun!
  T: Very good! What is she doing?
  S2: She is eating.
  T: Yes, she is. Is she eating pizza?
  S3: No, she isn't. She is eating a bun.
  T: Very good!

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

Page 95

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



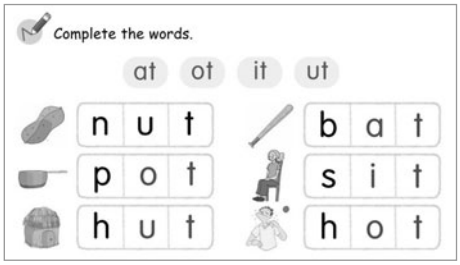
Review the rhyming words (through pictures) with word endings learned in Units 1-10.

- 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

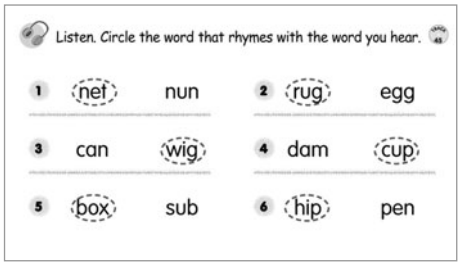
Listen to the word your teacher says. Then try to be the first student to touch the correct card.

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.

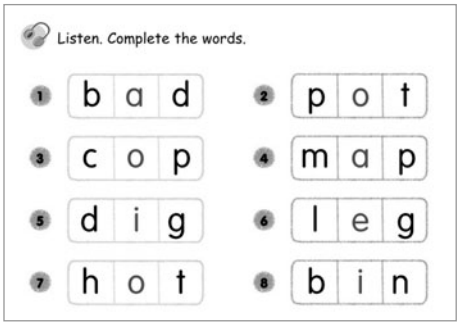
- Have students listen to the CD and circle the word that rhymes with the word they hear.
  - T: Look at Number 1. What words do you see?
  - S1: Net!
  - S2: Nun!
  - T: Very good! Let's listen to the CD. What did you hear?

S3: Bet!
T: Which word rhymes with bet, net or nun?
Ss: Net!
T: Excellent! Circle the word net.

- Listen to CD track 45 and circle remaining words.

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

Listen. Complete the words. (Track 45)



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

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

T: Look! Some of the letters are missing. Let's listen to the CD and fill in the blanks. Listen to Number 1. What word do you hear?
S1: Bad!
T: That's right! /b/ /-ad/. Bad! How do you spell bad?
S2: B-A-D.
T: Great! Write the letter A and make the word bad.

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

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

Additional Activity – Rock, Paper, Scissors

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

1. Place the cards face down on the table. Have students come forward.
2. S1 turns over two cards and reads them aloud. If the words rhyme, the player keeps the cards. (Example: wig/dig) If they don't rhyme, S1 returns the cards to the table (face down) and S2 tries to find a match.
3. Continue until all cards are gone. Student with most matching pairs is the winner.

T: OK! Let's play the game. (S1), turn over two cards, please.
S1: OK!
T: What are they?
S1: Wig and dig.
T: Do those words have the same ending sound?
S1: Yes! /-ig/ wig and /-ig/ dig.
T: You're lucky! Keep the cards! (S2), now it's your turn. [gesturing to next player]

Page 98

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

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

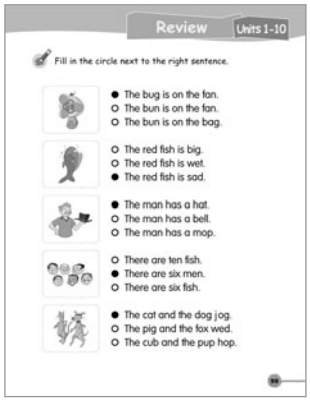
1. Label the five boxes and put Flash Cards 2-A in the correct boxes. (Example: A box = /-an/, /-at/, /-ap/, /-am/, /-ad/)
2. Divide the students into two teams. Have two players come forward. Show two of the cards from Flash Cards 2-B and say them aloud. (Example: /-ig/, pig and /-eg/, leg)
3. Students 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?
S1: A pig!
S2: A leg!

T: Very good! What are the last two letters of pig?
S3: I-G.
T: Excellent! The girl needs to find /-ig/. What does the boy need to find?
S4: /-eg/.
T: That's right! The boy needs to find /-eg/. Now, look at the second picture. Who won?
S5: The girl won!
S: The girl won!
T: Yes, she did. Do you understand this game?
S: Yes.
T: Okay! Let's play!

Page 99

Fill in the circle next to the right sentence.



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.

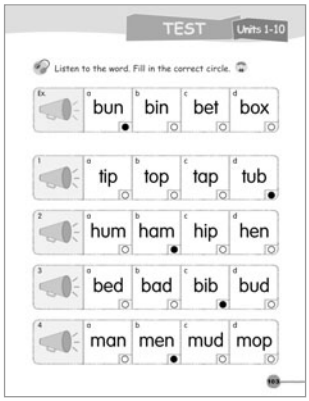
T: Open your books to page 102. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?
Ss: Rob!
T: Yes! Which picture is that? Is it A, B, C, or D?
Ss: It's A.
T: You're right! Fill in the circle under rob. Now, listen 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.

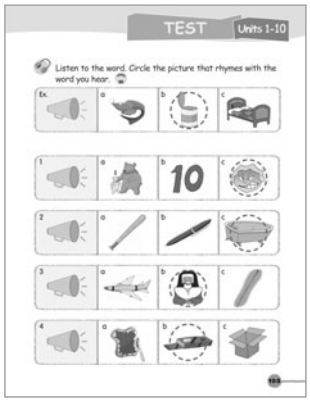
T: Turn to page 104. Listen to the word on the CD. Then, fill in the missing vowel? a, e, i, o, or u. Let's try the example. [listening to example from CD] What word did you hear?
Ss: Nut.
T: Yes! What vowel can you find in the word nut?
S1: The letter U.
T: Yes! Write the letter U! Now, listen to the 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!

Sounds Fun!

Phonics for Children

Long Vowels &
Double Letter Consonants

Sounds Fun! 3 - UNIT 1

Objectives

- Identify and say long vowel sound A in words.
- Identify, say, and read words with long vowel A (following a_e pattern).
- Review words with short vowel A, and identify differences (orally and written) between those with short vowel A and long 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: Please introduce yourself. [demonstrating to students] Hello. My name is Mr. (Mrs./Miss) _____. What's your name? [gesturing towards S1]
  S1: My name is _____.
  T: Nice to meet you.
  S1: Nice to meet you, too.

- Have students take turns introducing themselves and greeting each other.

Review

- Review Sounds Fun! Book 2 (short vowel sounds: /a/, /e/, /i/, /o/, /u/).

Additional Activity – Find the Word Ending

Materials
Flash Cards 2-A (p. 111 from Book 2); Flash Cards 2-B

1. Put 10 word endings (involving the five short vowel sounds /a/, /e/, /i/, /o/, /u/) on the board. (Use Flash Cards 2-A or write them down). Have Flash Cards 2-B (separated by word endings) on a desk so they can be reviewed with students.

   Example:
   /-ad/ (dad, mad, bad, sad); /-am/ (ham, jam, ram, dam);
   /-et/ (net, jet, wet, vet, pet); /-ell/ (bell, yell, sell);
   /-ix/ (six, mix); /-ish/ (fish, dish);
   /-og/ (dog, log, fog, jog); /-op/ (mop, hop, top, cop)
   /-un/ (sun, bun, nun); /-ut/ (hut, nut, cut)

2. Point to a word ending on the board. Say the word ending and a corresponding word. (Example: /-ell/ Bell!) Have students repeat and give another rhyming word. (Example: /-ell/ Bell! Yell!) Confirm the meaning of words by showing Flash Cards 2-B.
   T: OK. Let's review. [pointing at word ending on board] /-ell/ Bell! Who knows another word that ends with /-ell/?
   S1: I do! /-ell/. Bell! Yell!
   T: Great! Let's say it together! [pointing at word ending and confirming meaning with picture cards]
   T & Ss: /-ell/. Bell! Yell!

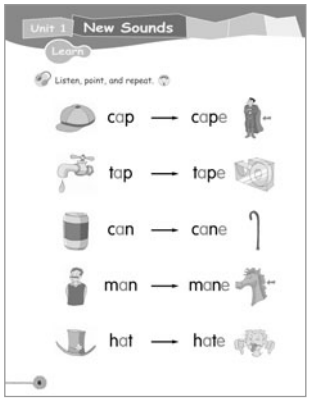
Presentation

Review sound for short vowel A and introduce sound for long vowel A.

Page 6

Listen, point, and repeat.

(track 1)



- Have students look at the pictures and words on the left column of page 6.
  T: [gesturing to pictures in left column] OK! Look at the first picture. What is it?
  Ss: It's a cap!
  T: You're right! Let's read the word. Cap! /a/ /a/ /a/ Cap!
  Ss: /a/ /a/ /a/ Cap!

- Continue with the remaining words. Write the words on the board in a row (cap, tap, can, man, hat).
  T: Now, look at the words in the right column. What's different about the word cap and this second word? [pointing at cape]
  S1: The second word has an E.

T: Excellent! [drawing an arrow from cap on the board and writing the word cape] The E makes a different word. Now, the word is cape. [pointing at cape and emphasizing long vowel A sound] Cape! What is this word?
Ss: Cape!
T: Very good! Listen and repeat. [pointing from cap to cape] Cap! Cape!
Ss: Cap! Cape!
T: Great! Now, let's try another. [pointing at tap on the board] What's this word?
Ss: Tap!
T: And what happens when I add an E? [drawing an arrow and writing tape]
What is this word?
Ss: Tape!
T: Good job!

- Practice with other words and then listen to CD track 1. Have students point and repeat.

Transcript:
(short vowel sound) /a/ /a/ /a/ cap (repeat)
(long vowel sound) /A/ /A/ /A/ cape (repeat)
/a/ /a/ /a/ tap (repeat); /A/ /A/ /A/ tape (repeat)
/a/ /a/ /a/ can (repeat); /A/ /A/ /A/ cane (repeat)
/a/ /a/ /a/ man (repeat); /A/ /A/ /A/ mane (repeat)
/a/ /a/ /a/ hat (repeat); /A/ /A/ /A/ hate (repeat)
Cape, tape, cane, mane, hate!

Additional Activity – Short or Long Vowel A

Materials
Flash Cards 3-A (p. 111) can, cap, hat, man, tap; Flash Cards 3-B (p. 113-127) cane, cape, hate, man, tape

1. Have students turn to page 6. Have them put "1" over left column of words (those with short vowel A sound) and "2" over right column of words (those with long vowel A sound).
2. Say a word. (Example: tape) Have students indicate with 1 or 2 fingers whether they're hearing short or long vowel sounds. (Example: tape = 2 fingers)
3. Confirm their answers by showing the picture card and having them repeat the word.
   T: If you hear the short vowel A sound, show me 1 finger. If I say "cap," show me 1 finger. [gesturing with 1 finger] If you hear the long vowel A sound, then show me 2 fingers. If I say "cape," show me 2 fingers. [gesturing with 2 fingers] Are you ready?
   Ss: Yes!
   T: OK. Listen carefully. Man. Man.
   Ss: [showing 1 finger]
   T: Yes! [showing "man" picture card and having students repeat] Man.
   Ss: Man.

Practice

Practice saying, reading, and writing words with long vowel A, involving a_e pattern.

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 the first word. What is it?
  Ss: Cape.
  T: Good! Let's write cape here. C-A-P-E.
- Continue with the other words.

Note: *The mane is the long hair on the back of a horse's neck.*

Additional Activity – Point and Say!

Materials
Flash Cards 3-B (cape, tape, cake, bake, cane, mane, cave, wave, game, name, gate, hate)

1. Have students turn to page 7. Say one of the words. (Example: cake)
2. Have students point at the word in their book and say it aloud. Confirm by showing picture card.

Note: *Begin by reviewing row by row, so students are initially choosing from four words each time. When ready, have students review eight words and then twelve.*

T: OK. Look at the first row of words. [gesturing in book] Point at cake.

Ss: [pointing at cake] Cake.
T: [holding up picture card] Cake.
Ss: Cake.

3. Distribute the picture cards to students. Call out one of the words and have the student who is holding that card stand up and repeat it. Gradually, increase the speed.

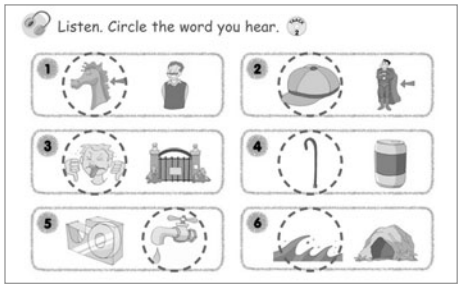
Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving short and long vowel A sounds. Note the use of the a_e pattern in words with the long vowel A sound.

Page 8

Listen. Circle the word you hear.

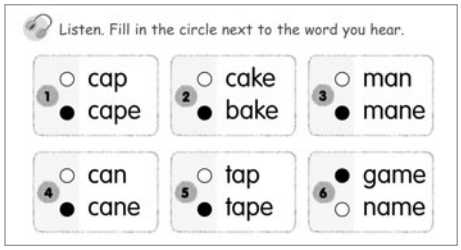
(Track 2)



- Listen to CD track 2. 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: Mane!
  T: Right! Which picture is correct?
  Ss: The first one!
  T: Good job! Circle the first picture.

Transcript: 1. mane 2. cap 3. hate
4. cane 5. tap 6. wave

Listen. Fill in the circle next to the word you hear. (Track 2)

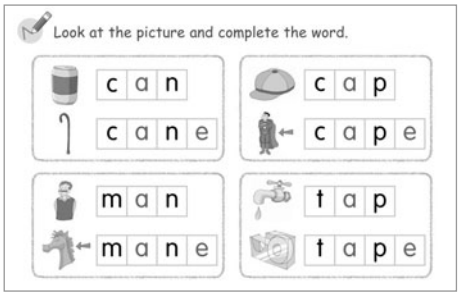


- Listen to CD track 2 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: Cape.
  T: Good! Which word is correct?
  S: The second one!
  T: Great! Fill in the circle next to cape.

Transcript: 1. cape 2. bake 3. mane
4. cane 5. tape 6. game

Page 9

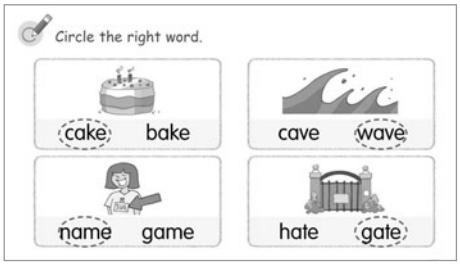
Look at the picture and complete the word.



- Look at the picture. Say the word and complete the word with the correct letter(s).
  T: Look at the first picture. What is this? [pointing at can]
  Ss: It's a can.
  T: Yes! How do you spell can?
  Ss: C-A-N.
  T: Good! Now, look at the picture under can. What is this?
  Ss: It's a cane.
  T: Yes! It's a cane. How do you spell cane?
  Ss: C-A-N-E.

- Continue with the remaining pictures and words.

Circle the right word.

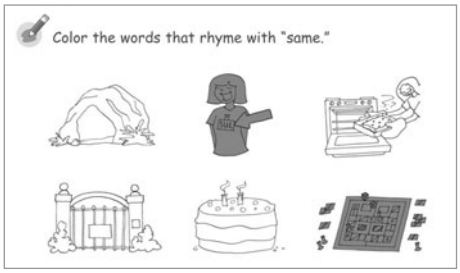


- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is it?
  Ss: It's a cake.
  T: Very good! Which word is correct?

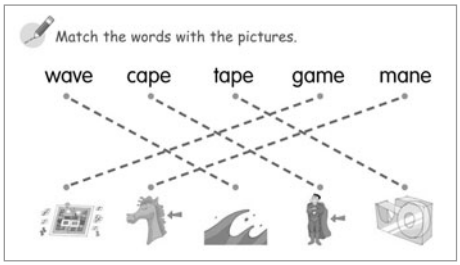
Ss: The first one!
T: Excellent! Circle the correct word.

- Continue with the remaining pictures and words.

Page 10

Color the words that rhyme with "same."

- Have students listen and say the words. Color those that rhyme with "same."
  T: Look at the pictures. Say each one as I point to it. [pointing at pictures in random order]
  Ss: Cake, bake, cave, game, gate, name.
  T: Very good! Which words rhyme with same?
  S1: Name!
  S2: Game!
  T: That's right! Name and game rhyme with same. Color those two pictures.

Match the words with the pictures.



- Read the words and match them with the correct picture.
  T: _____, please read the first word.
  S1: Wave.
  T: Very good! Which picture matches wave?
  S1: This one!
  T: Yes! The third one! Good job! Now, draw a line from the word to the picture.

Page 11

Read the sentences. Check the right picture.

- Have students read the sentence and then choose the picture that best describes it.
  T: Look at page 11. _____, read the first sentence.
  S1: The man has a cape.
  T: Well done! Which picture goes with the sentence? The left picture or the right picture?
  S1: The left one!
  T: Very good! Put a check in the box.

Note: *Teacher may also want to have students think of a sentence for the other picture. Example: The man has a cake.*

Additional Activity – Circle the words!

Materials
Flash Cards 3-A (p. 111) can, cap, hat, man, tap; Flash Cards 3-B (p. 113-127) bake, cane, cave, cape, cake, mane, hate, game, gate, name, tape, wave; 2 markers (for writing on the board)

1. Write short and long vowel A words on the board. (See above list.)
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show a card to the remaining students and have them say the on the card word together. (Example: gate)
4. S1s should try to be the first to find the word on the board and circle it. The fastest S1 gets a point for his or her team.
   T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of gate to other students] Say the word at the count of three. 1...2...3...
   Ss (excluding S1s): Gate.
   S1 of Team B: Here it is. [circling word on board] Gate!
   T: [to students] Is that right?

Ss: Yes! Gate!
T: OK! Team B gets one point! Next two players, please!

Extension

Listen to and create phrases that have the long A vowel sound.

Page 12

Listen. Read the story with your teacher.

(Track 3)

- Talk about the pictures and then listen to CD track 3.
  T: Look at page 12. What do you see in the pictures?
  S1: I see a man.
  T: Yes. The man is wearing a suit. What else is the man wearing?
  S2: He is wearing a cape.
  T: Very good! His name is Dracula. What do you know about Dracula?
  S3: He likes bats.
  T: He likes the moon.
  S4: He is scary!
  T: Yes! What else do you see in the pictures?
  S5: I see clouds and a cave.

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: I hate the _____.)
5. Have a students act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 13

Find the words in the puzzle.

- Assign the homework. Do the first example together.
  T: Let's look at your homework. It's a puzzle! That's fun! What is Number 1? [pointing at picture]
  Ss: It's a cake.
  T: Yes! How do you spell cake?
  Ss: C-A-K-E.
  T: Wonderful! Look! Cake is circled in the puzzle. [pointing out word in puzzle] What is Number 2?
  Ss: It's tape.
  T: Good! Your homework is to find tape and the other words in the puzzle. The words can be horizontal, vertical, or diagonal. [pointing at puzzle and making gestures] Look at the bonus words at the bottom of the page! Try to find the four bonus words, too!
  Ss: OK!

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Sounds Fun! 3 - UNIT 2

Objectives

- Identify and say long vowel sound I in words.
- Identify, say, and read words with long vowel I (following i_e pattern).
- Review words with short vowel I, and identify differences (orally and written) between those with short vowel I and long vowel I.

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 are you today, _____? [gesturing to student]
  S1: I'm great (fine/tired/sick), thanks!
  T: That's good! (That's too bad!) Now, let's take roll-call. Please put up your hand and say, "Here" when I call your name. Is _____here?
  S2: Here!
- Continue with roll-call.

Review

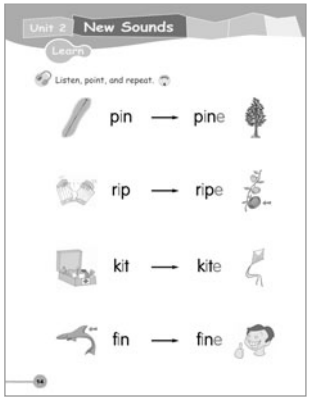
- Review words with short and long vowel sounds from Unit 1. Have students turn to page 6 and listen to CD track 1. Point at and repeat the words.
- Call out the words in random order (involving short and long vowel sounds) and have students point at the words in their book.

Presentation

Review sound for short vowel I and introduce sound for long vowel I.

Page 14

Listen, point, and repeat. (track 4)



- Have students look at the pictures and words on the left column of page 14.
  T: [gesturing to pictures in left column] OK! Look at the first picture. What is it?
  Ss: It's a pin!
  T: You're right! Let's read the word. Pin! /i/ /i/ /i/ Pin!
  Ss: /i/ /i/ /i/ Pin!
- Continue with the remaining words. Write the words on the board in a row.
  T: Now, look at the words in the right column. Let's add an E to these words.
  [drawing an arrow from pin on the board and writing the word pine] The E makes a different word. What is this word? [pointing to pine]
  S1: Pine!
  T: Very good! Pine!
  Ss: Pine!
- Practice with other words and then listen to CD track 4. Have students point and repeat.

Transcript:
(short vowel sound) /i/ /i/ /i/ pin (repeat)
(long vowel sound) /I/ /I/ /I/ pine (repeat)
/i/ /i/ /i/ rip (repeat); /I/ /I/ /I/ ripe (repeat)
/i/ /i/ /i/ kit (repeat); /I/ /I/ /I/ kite (repeat)
/i/ /i/ /i/ fin (repeat); /I/ /I/ /I/ fine (repeat)
Pine, ripe, kite, fine!

Additional Activity – Hop Left or Right!

Materials
Flash Cards 3-A (p. 111) pin, rip, kit, fin; Flash Cards 3-B (p. 113-127) pine, ripe, kite, fine

1. Write the words from page 14 on the board in two columns. Write short vowel words to the left (pin, rip, kit, fin) and long vowel words to the right (pine, ripe, kite, fine).
2. Have students stand in a line. Say one of the words and have them hop to the left or the right, depending if they hear a short vowel sound (hop to the left) or a long vowel sound (hop to the right). Confirm the students' actions by showing picture card and gesturing to the word on the board.

3. If students hop the wrong way, they are out of the game and help the teacher by saying the words.
4. Gradually, increase the speed until only one student is left.
   T: Stand in a line, please. If you hear /i/ as in pin, hop to the left. [demonstrating action] If you hear /I/ as in pine, hope to the right. [demonstrating action] Are you ready? Rip! Rip!
   Ss: [hopping to the left]
   T: Yes! [holding up "rip" picture card and pointing to word] /i/ Rip!
   Ss: /i/ Rip!

Note: *Rather than having students stand in a line, teacher may prefer students to sit at their desk and raise either a left or a right hand when they hear the vowel sounds.*

Practice

Practice saying, reading, and writing words with long vowel I, involving i_e pattern.

Page 15

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 the first word. What is it?
  Ss: Nine.
  T: Good! Let's write nine here. N-I-N-E.
- Continue with the other words.

Note: *A fruit or vegetable that is fully grown and ready to eat is ripe.*

Additional Activity – Speed Game

Materials
Flash Cards 3-A (p. 111) pin, rip, kit, fin; Flash Cards 3-B (p. 113-127) pine, ripe, kite, fine; a stopwatch

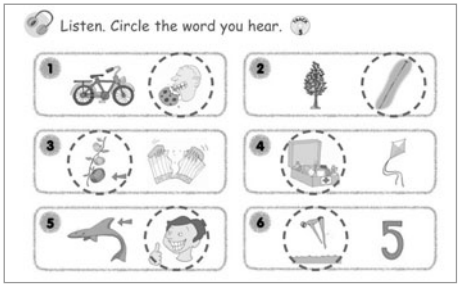
1. Review the cards with students emphasizing short and long vowel I sounds.
2. Write the eight words on the board in a line (kite, pin, rip, fine, ripe, kit, pine, fin) in random order.
3. Have students take turns saying all eight words as clearly and quickly as possible. (Have them repeat words that are not spoken clearly.)
4. Give a student the stopwatch to record the time for each.
   T: Read all eight words on the board as fast as you can. If I can't understand a word, you must say the word again. The student with the fastest time is the winner. _____, you're first.
   S1: [with stopwatch] Ready, set, go!
   S2: Kite, pin, rip, fine, ripe, kit, pine, fin!
   S1: That's 15 seconds!

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving short and long vowel I sounds. Note the use of the i_e pattern in words with the long vowel I sound.

Page 16

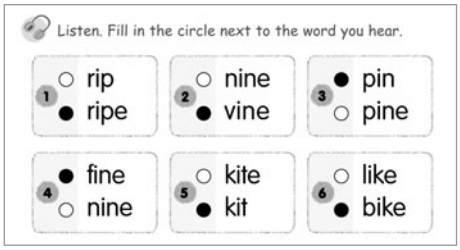
Listen. Circle the word you hear. (Track 5)



- Listen to CD track 5. 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: Bite!
  T: Right! Which picture is correct?
  Ss: The second one!
  T: Good job! Circle the second picture.

Transcript:	1. bite	2. pin	3. ripe
	4. kit	5. fine	6. dive

Listen. Fill in the circle next to the word you hear. (Track 5)

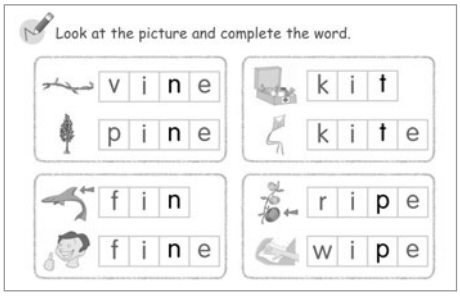


- Listen to CD track 5 and fill in the correct circle.
  T: Now, we need to choose the correct word. Listen to Number 1. What did you hear?
  Ss: Ripe!
  T: Excellent! Which word is correct?
  S: The second one!
  T: Good! Fill in the circle next to ripe.

Transcript:	1. ripe	2. vine	3. pin
	4. fine	5. kit	6. bike

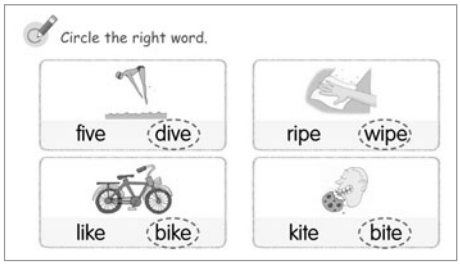
Page 17

Look at the picture and complete the word.



- Look at the picture. Say the word and complete the word with the correct letter(s).
  T: Look at the first picture. What is this? [pointing at vine]
  Ss: It's a vine.
  T: Yes! How do you spell vine?
  Ss: V-I-N-E.
  T: Good!
- Continue with the remaining pictures and words.

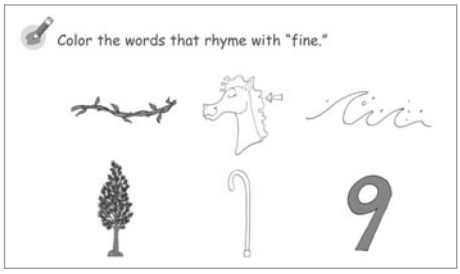
Circle the right word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is this?
  Ss: Dive.
  T: Correct! Which word is dive?
  Ss: The second one.
  T: Excellent! Circle the word dive.
- Continue with the remaining pictures and words.

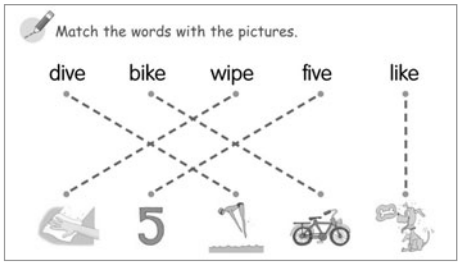
Page 18

Color the words that rhyme with "fine."



- Have students listen and say the words. Color those that rhyme with "fine."
  T: Look at the pictures. Say each one as I point to it. [pointing at pictures in random order]
  Ss: Cane, nine, vine, mane, wave, pine.
  T: Very good! Which words rhyme with fine?
  S1: Nine!
  S2: Pine!
  S3: Vine!
  T: That's right! Nine, pine, and vine rhyme with fine. Color those three pictures.

Match the words with the pictures.



- Read the words and match them with the appropriate picture.
  T: _____, please read the first word.
  S1: Dive.
  T: Very good! Which picture matches dive?
  S1: This one!
  T: Yes! The third one! Good job! Now, draw a line from the word to the picture.

Page 19

Read the sentences. Check the right picture.

- Have students read the sentence and then choose the picture that best describes it.
  T: Look at page 19. _____, read the first sentence.
  S1: There are five kites.
  T: Well done! Which picture goes with the sentence? The left picture or the right picture?
  S1: The right one!
  T: Very good! Put a check in the box.

Note: *Teacher may also want to have students think of a sentence for the other picture.*

  T: Now, look at the picture on the left. Who can make a sentence about this picture?
  S1: I can! There are five capes!
  T: Excellent!

Additional Activity – Speed Game

Materials
Flash Cards 3-B (p. 113-127) nine, pine, fine, vine, like, bike, five, dive, kite, bite, ripe, wipe; a stopwatch

1. Divide the class into two teams. Have S1 from Team A come forward. Show S1 one of the 12 picture cards.
2. S1 uses body gestures to act out the word. (Example: bike) No speaking is allowed.
3. Give S2 a stopwatch. Have S2 record how many seconds it takes for Team A to successfully guess the word. When students give an incorrect guess, S1 gives a "thumbs down." When students give a correct guess, S1 gives a "thumbs up." Have the team members of Team A spell the word together. (Example: B-I-K-E)
4. S2 writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.
   T: Come forward, please. Here is your word. [showing S1 the card for bike]
   S2: [with stop watch] Ready? Go!
   T: What word is this?
   S1: [acting out bike]
   Ss from Team A: Is it dive?
   S1: [putting thumb down to indicate a wrong answer]
   Ss from Team A: Is it bike?
   S1: [putting thumb up to indicate a correct answer]
   T: OK! Spell the word together.
   Ss from Team A: B-I-K-E! Bike!
   T: That's right! _____, how many seconds is that? [asking S2 with stopwatch]
   S2: That's 12 seconds.
   T: Great! Write 12 seconds on the board. Team B. It's your turn!

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

Extension

Listen to and create phrases that have the long I vowel sound.

Page 20

Listen. Read the story with your teacher.

(CD Track 6)

- Talk about the pictures and then listen to CD track 6.
  T: Look at the pictures. What is the boy doing?
  S1: He is riding a bike.
  S2: He is flying a kite.
  T: Very good! What do you like doing?
  S2: I like reading comic books.
  S1: Me, too!
  T: Good! Now, let's listen 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 (1-4). 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: Look out for the _____ tree!)
5. Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 21

Complete the crossword puzzle.

- Assign the homework. Do the first example together.
  T: Let's look at your homework. It's a crossword puzzle! Great! What is Number 1?
  Ss: It's the Number 5.
  T: Yes! How do you spell five?
  Ss: F-I-V-E.
  T: Wonderful! Look at Number 1 on the puzzle! The word five fits in these boxes. F-I-V-E. [pointing out boxes in puzzle] Your homework is to finish the puzzle.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: Good-bye! See you next class!
  Ss: Bye!

Objectives

- Identify and say long vowel sound O in words.
- Identify, say, and read words with long vowel O (following o_e pattern).
- Review words with short vowel O, and identify differences (orally and written) between those with short vowel O and long vowel O.

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: Did you enjoy your breakfast (lunch/dinner) today?
  Ss: Yes!
  T: What did you eat, _____?
  S1: I ate _____ and _____.
  T: How was it?
  S1: It was good (delicious/great).
  T: That's good!

- Continue with roll-call.

Review

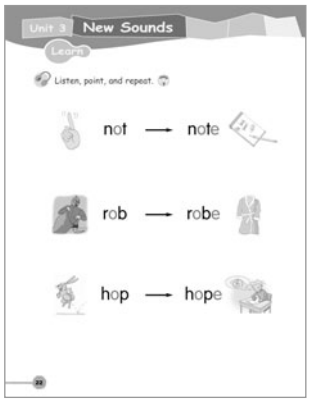
- Review words with short and long vowel sounds from Unit 2. Have students turn to page 14 and listen to CD track 4. Point at and repeat the words.
- Call out the words in random order (involving short and long vowel sounds) and have students point at the words in their book.

Presentation

Review sound for short vowel O and introduce sound for long vowel O.

Page 22

Listen, point, and repeat. (Track 7)



- Have students look at the pictures and words on the left column of page 22.
  T: [gesturing to pictures in left column] OK! Look at the first picture and look at the word. What does it say?
  Ss: Not.
  T: You're right! Let's read the word. Not! /o/ /o/ /o/ Not! [gesturing "not" by waving finger and shaking head]
  Ss: /o/ /o/ /o/ Not!

- Continue with the remaining words. Write the words on the board in a row.
  T: Now, look at the words in the right column. Let's add an E to these words.
  [drawing an arrow from "not" on the board and writing the word "note"] The E makes a different word. What is this word? [pointing to note]
  S1: Note!
  T: Very good! Note!
  Ss: Note!

- Practice with other words and then listen to CD track 7. Have students listen and repeat.

Transcript: (short vowel sound) /o/ /o/ /o/ not (repeat)
(long vowel sound)/O/ /O/ /O/ note (repeat)
/o/ /o/ /o/ rob (repeat); /O/ /O/ /O/ robe (repeat)
/o/ /o/ /o/ hop (repeat); /O/ /O/ /O/ hope (repeat)
Note, robe, hope!

Additional Activity Line Up!

Materials
Flash Cards 3-A (not, rob, hop); Flash Cards 3-B (note, robe, hope)

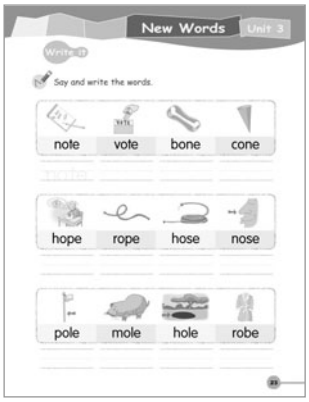
1. Divide the class into teams with three members each. Have one team of three students come forward.
2. Give each student two cards: S_1 (not, note); S_2 (rob, robe); S_3 (hop, hope).
3. Say three words. (Example: robe, hop, note) Have students line up in order, show the correct card, and say the words. If correct, they get one point for their team.
4. Continue with the next team.
   T: Team A, come here please. [asking three students to front of class] Here are your cards. [distributing two cards to each] Listen to the words. Then, stand in order and show your card. Are you ready?
   Ss from Team A: Yes.
   T: Listen carefully. Rob, hop, note. [repeat]
   Ss from Team A: [lining up in order and showing cards] Rob, hop, note.
   T: [to other students] Is that right?
   Ss: Yes!
   T: Great! One point for Team A! Sit down, Team A. Team B, you're next!

Practice

Practice saying, reading, and writing words with long vowel O, involving o_e pattern.

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 the first word. What is it?
  Ss: Note.
  T: Good! Let's write note here. N-O-T-E.
- Continue with the other words.

Note: *A mole is a small animal that usually lives under the ground.*

Additional Activity – Memory Match!

Materials
Flash Cards 3-B (p. 113-127) note, vote, bone, cone, hope, rope, hose, nose, pole, mole

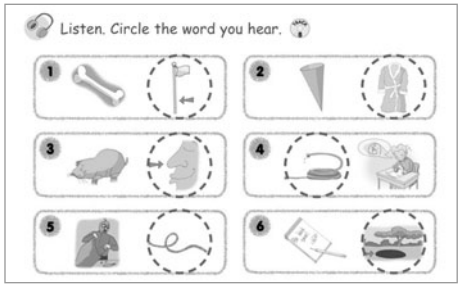
1. Place the picture cards face down on the table. Have students come forward.
2. S_1 turns over two cards and reads them aloud. If the cards rhyme (Example: vote, note), S_1 keeps the two cards. If the picture cards do not rhyme (Example: vote, nose), then S_1 returns the cards to the table (face down) and S_2 tries to find a match.
3. Continue until the cards are gone. The student with the most matching pairs is the winner.
   T: OK! Let's try the game. I turn over one card. What is it? [showing card to students]
   Ss: Vote!
   T: Yes. Vote! Now, I want to find a word that rhymes with vote. I turn over another card. What is it? [showing students]
   Ss: Nose.
   T: That's right. Nose! Does nose rhyme with vote?
   Ss: No, it doesn't.
   T: Right. They don't rhyme, so I put back the cards and it's your turn. [gesturing to S_1] Turn over two cards.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving short and long vowel O sounds. Note the use of the o_e pattern in words with the long vowel O sound.

Page 24

Listen. Circle the word you hear. (Track 8)

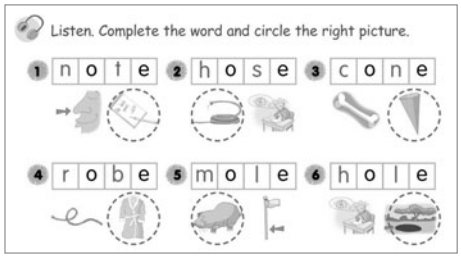


- Listen to CD track 1. Students circle the picture that matches the word they hear.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Pole!
  T: Right! Which picture is correct?
  Ss: The second one!
  T: Good job! Circle the second picture.

Transcript: 1. pole 2. robe 3. nose 4. hose 5. rope 6. hole

Page 24

Listen. Complete the word and circle the right picture. (Track 8)

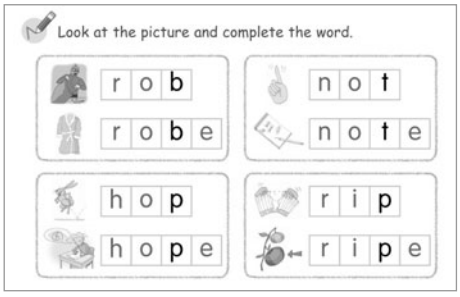


- Listen to CD track 8. Write the missing letters and circle the right picture.
  T: Listen to Number 1. What did you hear?
  Ss: Note!
  T: Excellent! How do you spell note?
  Ss: N-O-T-E!
  T: Good! Which picture is note?
  Ss: The second one!
  T: Good! Circle the second picture.
- Continue with the remaining words and pictures.

Transcript: 1. note 2. hose 3. cone 4. robe 5. mole 6. hole

Page 25

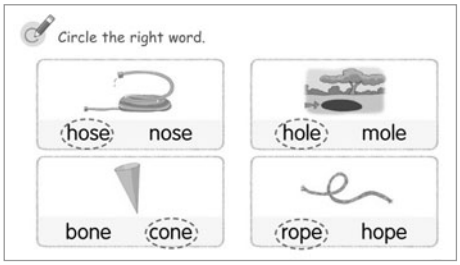
Look at the picture and complete the word.



- Look at the picture. Say the word and write the missing letters.
  T: Look at the first picture. What is this picture?
  Ss: Rob.
  T: Yes! The man is robbing something. How do you spell rob?
  Ss: R-O-B.
  T: Good! Fill in the missing letters.
- Continue with the remaining pictures and words.

Page 25

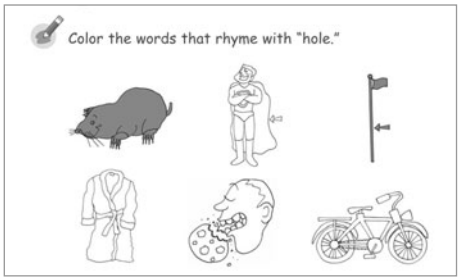
Circle the right word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is it?
  Ss: It's a green hose.
  T: Very good! Which word is correct?
  Ss: The first one!
  T: Excellent! Circle the word hose.
- Continue with the remaining pictures and words.

Page 26

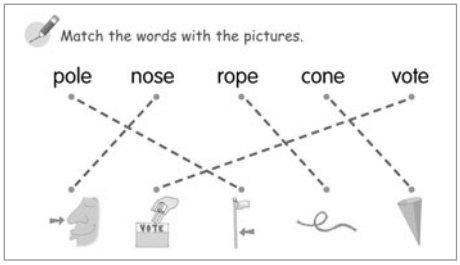
Color the words that rhyme with "hole."



- Have students listen and say the words. Color those that rhyme with "hole."
  - T: Look at the pictures. Say each one as I point to it. [pointing at pictures in random order]
  - Ss: Bike, robe, pole, mole, bite, cape.
  - T: Very good! Which words rhyme with hole?
  - S1: Mole!
  - S2: Pole!
  - T: That's right! Mole and pole rhyme with hole. Color those two pictures.

Page 26

Match the words with the pictures.



- Read the words and match them with the correct picture.
  - T: _____, please read the first word.
  - S1: Pole.
  - T: Very good! Which picture matches pole?
  - S1: This one!
  - T: Yes! The third one! Good job! Now, match the word and the picture.

Page 27

Read the sentences. Check the right picture.

- Have students read the sentence and then choose the picture that best describes it.
  - T: Look at page 27. _____, read the first sentence.
  - S1: The note is on the gate.
  - T: Well done! Which picture goes with the sentence? The left one or the right one?
  - S1: The left one!
  - T: Very good! Put a check in the box. Now, look at the picture on the right. Who can make a sentence about this picture?
  - S1: I can! The bike is blue.

Additional Activity – Word BINGO

Materials
Flash Cards 3-B (p. 113-127) note, vote, bone, cone, hope, rope, hose, nose, pole, mole, hole, robe

1. Have each student fold a piece of paper to make nine squares. Have them write nine of the words from page 23 (one per square).
2. When students are ready, choose one of the 12 cards and call out the word. (Example: hope) If students have that word on their paper, they 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 verify.
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, you can say "BINGO." Are you ready?
   - Ss: Yes.
   - T: OK. [choosing a picture card and setting it aside] The first word is hope.
     Hope. Put a check beside hope.

Ss: [looking at paper and putting a check beside hope if they have it] Hope.
T: The next word is pole. Pole. [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: Rope, pole, and robe.
T: [checking cards] Great! You have a BINGO! Let's play again. This time, put an X beside your word.

Extension

Listen to and create phrases that have the long O vowel sound.

Page 28

Listen. Read the story with your teacher.

(Track 9)

- Talk about the pictures and then listen to CD track 9.
  T: Look at the pictures. What is the mole doing?
  S_1: He is digging a hole.
  T: Very good! Look at the second picture. Is the man happy?
  S_2: No, he isn't. He's mad.
  T: What does the man have?
  S_3: He has a hose.
  T: Yes! He is putting water in the hole. He doesn't like the mole. Now, let's listen 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 (1-4). 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 mole likes _____.)
5. Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 29

Find and circle the word.

- Assign the homework. Do the first example together.
  T: Let's look at your homework. What is the first picture?
  Ss: Vote.
  T: Yes! Someone is voting. How do you spell vote?
  Ss: V-O-T-E.
  T: That's right! Look at the first line. Vote is circled. For your homework, look at the other pictures. Circle the words that match the pictures.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: Good-bye! See you next class!
  Ss: Bye!

Sounds Fun! 3 - UNIT 4

Objectives

- Identify and say long vowel sound U in words.
- Identify, say, and read words with long vowel U (following u_e pattern).
- Review words with short vowel U, and identify differences (orally and written) between those with short and long vowel U.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, _____. What did you do yesterday?
  S1: I played soccer with my friends.
  T: Did you have fun?
  S1: Yes!
  T: That's great!
- Continue with roll-call.

Review

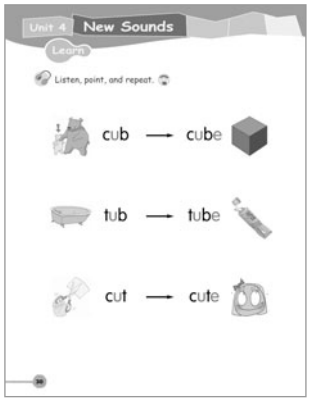
- Review words with short and long vowel sounds from Unit 3. Have students turn to page 22 and listen to CD track 7. Point at and repeat the words.
- Call out the words in random order (involving short and long vowel sounds) and have students point at the words in their book.

Presentation

Review sound for short vowel U and introduce sound for long vowel U.

Page 30

Listen, point, and repeat. (Track 10)



- Have students look at the pictures and words on the left column of page 30.
  T: [gesturing to pictures in left column] OK! Look at the first picture and look at the word. What does it say?
  Ss: Cub!
  T: You're right! Let's read the word. Cub! /u/ /u/ /u/ Cub!
  Ss: /u/ /u/ /u/ Cub!
- Continue with the remaining words. Write the words on the board in a row (cub, tub, cut).
  T: Now, look at the words in the right column. Let's add an E to these words.
  [drawing an arrow from cub on the board and writing the word cube] The E makes a different word. What is this word? [pointing to cube]
  S1: Cube!
  T: Very good! Cube!
  Ss: Cube!
- Practice with other words and then listen to CD track 10. Have students listen and repeat.

Transcript:
(short vowel sound) /u/ /u/ /u/
cub (repeat)
(long vowel sound) /U/ /U/ /U/
cube (repeat)
/u/ /u/ /u/ tub (repeat); /U/ /U/ /U/ tube (repeat)
/u/ /u/ /u/ cut (repeat); /U/ /U/ /U/ cute (repeat)
Cube, tube, cute!

Additional Activity – Show the Cards

Materials
Student sets of Flash Cards 3-A (cub, tub, cut,) and Flash Cards 3-B (cube, tube, cute)

1. Have students place their flash cards in front of them in two columns. Put the words with short vowel U to the left (cub, tub, cut) and the words with long vowel U to the right (cube, tube, cute).
2. Call out one of the words. Have students pick up words with the short vowel sound (Example; cub) with their left hand, and words with the long vowel sound

(Example: cube) with their right hand. Have them hold up the card and say the word aloud. Confirm by showing them the card. Gradually, increase the speed.

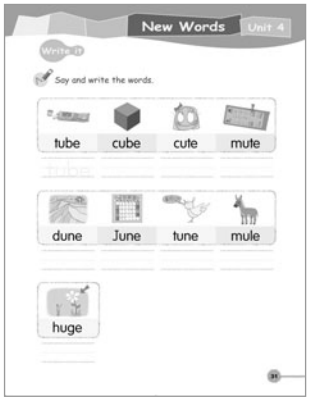
T: OK! Do you have your picture cards?
Ss: Yes!
T: Cub, tub, and cut are at your left. [gesturing direction] Cube, tube, and cute are at your right. [gesturing direction] When I say "Cut," hold up the card with your left hand and say the word. [gesturing] When I say, "Cute," hold up the card with your right hand and say the word. [gesturing] Are you ready?
Ss: Yes!
T: Tube!
Ss: [holding up tube with right hand] Tube!
T: Yes! Tube! [confirming with card]

Practice

Practice saying, reading, and writing words with long vowel U, involving u_e pattern.

Page 31

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 the first word. What is it?
  Ss: Tube.
  T: Good! Let's write tube here. T-U-B-E.
- Continue with other words.

Note: *A mute button (that one might find on a stereo or TV) makes the sound of something quieter or makes it disappear. A dune is a hill made of sand that is found near the sea or in the desert. A mule is an animal that has a donkey and a horse as its parents.*

Additional Activity – Whisper Relay

Materials
2 sets of Flash Cards 3-B (tube, cube, cute, mute, dune, June, tune, mule, huge)

1. Divide the students into two teams and have them stand in two lines. Place the set of 3-B flash cards on a desk in the front of the class. Teacher holds another set of the cards.
2. Have the first two students from each team (S_1s) come forward. Show one of the cards to them and whisper the word. (Example: tune)
3. S_1s then go back to S_2s at the front of the line and whisper the word to them. S_2s then whisper it to S_3s, and so on down the line.
4. The last student in each line comes forward, finds the picture flash card on the desk (Example: tune), and reads it aloud. The first team to successfully complete the relay wins a point.

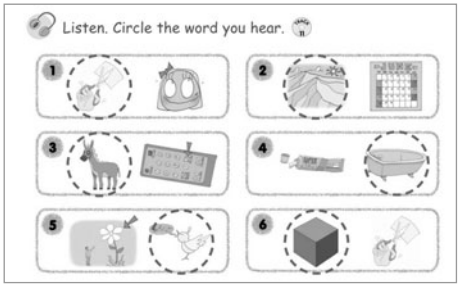
Note: *Teacher may also ask student to write the word on the board.*

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving short and long vowel U sounds. Note the use of the u_e pattern in words with the long vowel U sound.

Page 32

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

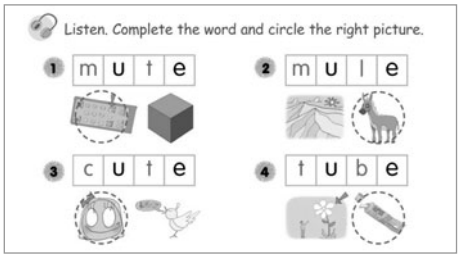


- Listen to CD track 11. Students circle the picture that matches the word they hear.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Cut!
  T: Right! Which picture is correct?
  Ss: The first one!
  T: Good job! Circle the first picture.

Transcript: 1. cut 2. dune 3. mule
4. tub 5. tune 6. cube

Page 32

Listen. Complete the word and circle the right picture. (Track 11)

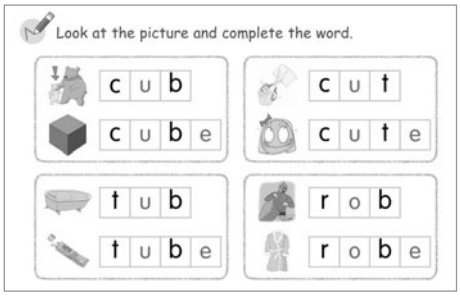


- Listen to CD track 11 and complete the word. Then, circle the correct picture.
  T: Listen to Number 1. What did you hear?
  Ss: Mute!
  T: Excellent! How do you spell mute?
  Ss: M-U-T-E!
  T: Good! Fill in the missing letters. Which picture represents the word mute?
  Ss: The first one!
  T: Yes! It's from a TV! It's a remote control. Circle that first picture.

Transcript: 1. mute 2. mule
3. cute 4. tube

Page 33

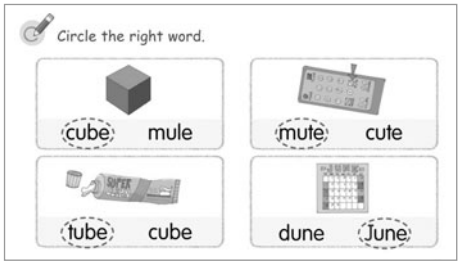
Look at the picture and complete the word.



- Look at the picture. Say the word and complete the word with the correct letter(s).
  T: Look at the first picture. What is it?
  Ss: It's a cub.
  T: Yes! How do you spell cub?
  Ss: C-U-B.
  T: Good! Fill in the missing letters.
- Continue with the remaining pictures and words.

Page 33

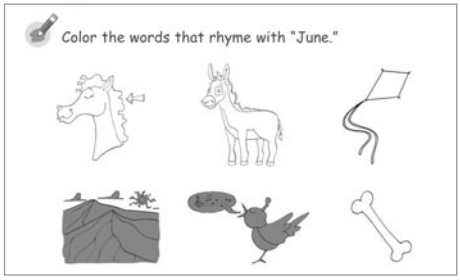
Circle the right word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is it?
  Ss: It's a cube.
  T: Very good! Which word is correct?
  Ss: The first one!
  T: Excellent! Circle the correct word.
- Continue with the remaining pictures and words.

Page 34

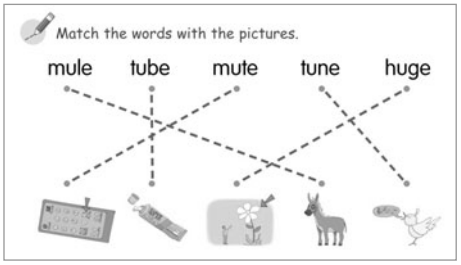
Color the words that rhyme with "June."



- Have students listen and say the words. Color those that rhyme with "June."
  T: Look at the pictures. Say each one as I point to it. [pointing at pictures in random order]
  Ss: Bone, mane, kite, dune, mule, tune.
  T: Very good! Which words rhyme with June?
  S1: Dune!
  S2: Tune!
  T: That's right! Dune and tune rhyme with June. Color those two pictures.

Page 34

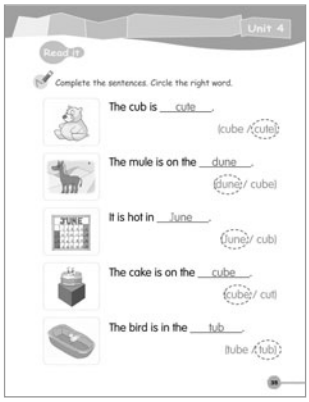
Match the words with the pictures.



- Read the words and match them with the appropriate picture.
  T: _____, please read the first word.
  S1: Mule.
  T: Very good! Which picture matches mule?
  S1: This one!
  T: Yes! The fourth one! Good job! Now, match the word and the picture.

Page 35

Complete the sentences. Circle the right word.



- Have students look at the picture and then choose the word that completes the sentence. Circle that word.
  T: Look at page 35. _____, read the first sentence.
  S1: The cub is _____.
  T: Well done! Which picture goes here? [pointing at the blank space]
  S1: Cute!
  T: Very good! _____, please read the whole sentence.
  S1: The cub is cute.
  T: That's right! Circle cute and write it in your books.

Additional Activity – Tic-Tac-Toe

1. Draw a nine square Tic-Tac-Toe grid on the board. Write nine words from pages 30 or 31 in the squares (cub, tub, cut, tube, cube, cute, mute, dune, June, tune, mule, huge). Number each of the squares.
2. Divide the class into two teams (Team X and Team O). Have teams take turns choosing a numbered square and then saying the word inside that square. (Example: Number 3-tub)
3. If correct, that team gets an X (or O) for the team in that square. The first team to get three squares in a row (horizontally, vertically, or diagonally) wins the game.
   T: OK! Team X! You go first. What square do you want?
   S1 from Team X: Number 5!
   S2 from Team X: Number 3!
   T: OK! Hands up! How many want Number 5? [counting number] 1, 2, 3, 4. How many want Number 3? [counting number] 1, 2, 3, 4, 5, 6. OK! Team X, it's Number 3. What is this word?
   Ss from Team X: Tub!
   T: Yes! You get an X in square 3. Team O, you're next. What square do you want?

Extension

Listen to and create phrases that have the long U vowel sound.

Page 36

Listen. Read the story with your teacher.

(Track 12)

- Talk about the pictures and then listen to CD track 12.
  T: Look at the first picture. What do you see?
  S1: I see a cute red bird.
  T: Very good! Where is the bird?
  S2: It is in a pine tree.
  T: Perfect! Now, let's listen 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 (1-4). 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 baby is in a _____.)
5. Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 37

Write the words in the correct boxes.

- Assign the homework. Do the first example together.
  T: Let's look at the first picture. What is this?
  Ss: It's a dune.
  T: Very good! How do you spell dune?
  Ss: D-U-N-E.
  T: That's right! Where should you write dune?
  S1: Here! Under "-une."
  T: Yes! Your homework is to write the words in the correct places.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: Put everything in your bags. It's time to go. See you next class!
  Ss: Bye!

Sounds Fun! 3 - Review 1-4

Objectives

- Identify and say long vowel sounds from Units 1-4 (A, I, O, and U) and review short vowel sounds.
- Read words from Units 1-4 with long vowel sounds involving patterns (/a_e,/ /i_e/, /o_e/, /u_e/).
- Identify and say words from Units 1-4, including:
  long A (involving /a_e/): cape, tape, cake, bake, cane, mane, cave, wave, game, name, gate, hate;
  long I (involving /i_e/): nine, pine, fine, vine, like, bike, five, dive, kite, bite, ripe, wipe;
  long O (involving /o_e/): note, vote, bone, cone, hope, rope, hose, nose, pole, mole, hole, robe;
  long U (involving /u_e/): rube, cube, cute, mute, dune, June, tune, mule, huge.

Greeting

- Greet students.
  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 1-4?
  Ss: Yes!
  T: OK! Let's get started!

Review

- Review the story on page 36. Have students look at the pictures carefully for 30 seconds. Have them close their books and then ask questions about the pictures.
- Give an example: What color is the bird? (red)
  Other possible questions:
  Which animal is not cute? (mule)
  Where is the bird/ cub/ baby? (in the tree/cave/tub)
  Who is wet? (the baby)
  Who is mad? (the mule)
  Who is happy? (the bird, cub, and baby)
  What color is the tub? (blue)
  Where is the mule? (on the dune)
  It's sunny on the dune. What color is the sun? (red)

Page 38

Listen, point, and chant. (Track 13)

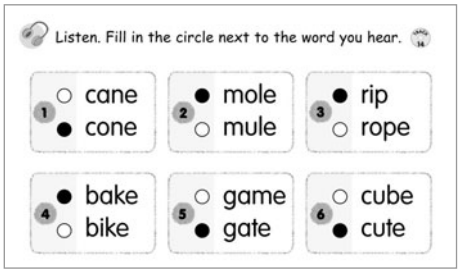
Review long vowel sounds of A, I, O, U and patterns involving /a_e/, /i_e/, /o_e/, and /u_e/.

- Talk about the pictures on page 38. (boy baking a cake, girl climbing a rope)
  T: Open your books to page 38. What do you see? [pointing to first picture]
  S1: I see a boy!
  S2: I see a cake!
  T: Good! Where is the boy?
  S3: He's in the kitchen.
  T: What's he doing?
  S4: He's baking a cake.
  T: What's this? [pointing to oven]
  S5: It's an oven.
  T: Great!

- Continue with the remaining picture. Then, listen to CD track 13 and repeat.
- Write words on the board (Jake, bake, cake; Hope, rope) and chant pointing to each word.

Page 39

Listen. Fill in the circle next to the word you hear. (Track 14)



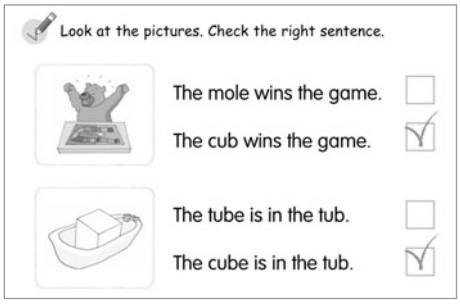
Review the words studied in previous units using long vowel sounds.

- Listen to CD track 14 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: Cone!
  T: Very good! Which word is correct?
  Ss: The second one.
  T: That's right! Fill in the circle next to cone.
- Have students continue with the remaining pictures and words.

Transcript: 1. cone 2. mole 3. rip
4. bake 5. gate 6. cute

Page 39

Look at the pictures. Check the right sentence.

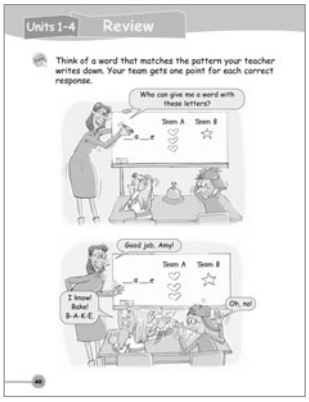


Review the words from Units 1 to 4 in sentences.

- Look at the picture. Choose the sentence that best describes the picture.
  T: _____, please read the first sentence.
  S1: The mole wins the game.
  T: Good! _____, please read the second sentence.
  S2: The cub wins the game.
  T: OK. Is the first sentence correct?
  Ss: No, it isn't.
  T: Why? What's wrong?
  S3: It isn't a mole. It's a cub.
  T: Great! So, is the second sentence correct?
  Ss: Yes, it is!
  T: OK. Put a check beside the second sentence.

Page 40

Think of a word that matches the pattern your teacher writes down. Your team gets one point for each correct response.



Materials
a bell (optional)

1. Divide the class into two teams. Have S1s from each team come forward. Have a bell for students to ring, if possible.
2. Teacher writes a pattern students have studied on the board (_a_e, _i_e, _o_e, or _u_e).
3. S1s try to be first to ring the bell, give a word that matches the pattern and spell it aloud. (Example: _a_e = bake. B-A-K-E)
   T: Look on page 40! Let's play a game! I will give you a pattern and then you have to think of a word. Ring the bell when you know a word.
   Ss: OK.
   T: Let's start. [having S1s from each team come forward] Who can give me a word with these letters? [writing _a_e on the board]
   S1 from Team A: [ringing bell] I know! Bake! B-A-K-E.
   T: Very good! Team A gets one point.

Additional Activity — Alphabet Box Relay

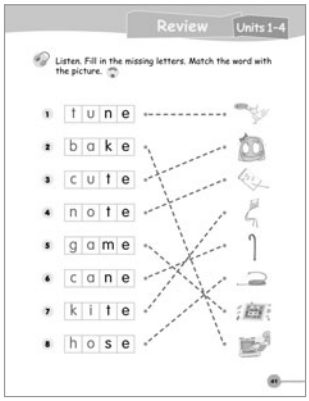
Materials
Two sets of Flash Cards 3-B (assorted cards represented A, I, O, U long vowel sounds); four boxes per team (or pieces of paper) labeled long vowel A, I, O, U

1. Divide the class into two teams. Provide each team with four boxes labeled long vowel A, I, O, U. (If boxes are not available, provide four pieces of paper labeled long vowel A, I, O, U.) Place boxes (pieces of paper) at the front of the class.

2. Place one set of flash cards per team on a desk a short distance from the boxes.
3. Have students line up as two teams. Students from each team take turns selecting one card and placing it in the appropriate box. (Example: S1 places "bike" in long vowel I box.)
4. After S1s complete their turn, they return and tag S2s at the front of their line. S2s then select the next cards and place them in the boxes.
5. Team that finishes first with correct cards in the four boxes is the winner. Check the winning team's work by taking out each card and reviewing long vowel sound and word with the students.
   T: [taking out the card "hope" from long O box] Pointing at box. What sound does long vowel O make?
   Ss: O. [making sound]
   T: Good. And what is this word?
   Ss: Hope.
   T: Is the word hope in the correct box?
   Ss: Yes!

Page 41

Listen. Fill in the missing letters. Match the word with the picture.



Review the patterns that have been learned.

- Look at the words with the missing letters. Complete the words and match them with the pictures.
  T: Look at Number 1. Which picture could it be?
  S1: This one! Tune!
  T: Yes! How do you spell tune?
  Ss: T-U-N-E.
  T: Great! Write the missing letters and match the word with the picture.

Page 42

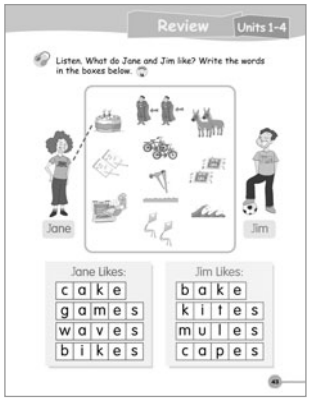
Fill in your bingo card with words from the list. Then play bingo with your classmates. Five in a row wins.

Review word patterns involving /a_e/, /i_e/, /o_e/, and /u_e/.

1. Have students fill in the squares with words from the list. (Use each word only once.)
2. Teacher calls out words (or has students take turns reading the words aloud). If students have that word on their card, they put an X in that square.
3. The first student to have five words in a row (horizontal, vertical, or diagonal) wins. Have that student read the five words aloud so the teacher can check.
   T: Turn to page 42. Look! It's time to play bingo! Look at all these words. Write any of the words on your card. Put a different word in each space. Are you ready?
   Ss: Yes!
   T: _____, please say one of the words.
   S1: Kite!
   T: If you have the word kite on your card, put an X in that square.

Page 43

Listen. What do Jane and Jim like? Write the words in the boxes below.



Review words containing the patterns learned in Units 1-4.

- Have students listen to the CD and write down the items that Jane and Jim like.
  - T: Look at this girl. What is her name?
  - S1: Her name is Jane.
  - T: Good! What does she like?
  - Ss: She likes cake.
  - T: Very good. _____, do you like cake?
  - S1: Yes, I do!
  - T: Me, too! What is the boy's name?
  - Ss: His name is Jim.
  - T: Good. Listen to the CD to find out what Jane and Jim like.

Note: *Don't write down items that Jane and Jim don't like.*

Transcript:
Jim: Hi, Jane.
Jane: Hi, June.
Jim: Jane, do you like cake?
Jane: Yes, I do. Do you like to bake?
Jim: Yes, I do. Do you like to dive?
Jane: No, I don't. Do you like kites?
Jim: Yes, I do. Do you like games?
Jane: Yes, I do. Do you like mules?
Jim: Yes, I do. Do you like waves?
Jane: Yes, I do. Do you like notes?
Jim: No, I don't. Do you like bikes?
Jane: Yes, I do. Do you like capes?
Jim: Yes, I do.

Additional Activity — Speed Game

Materials
Flash Cards 3-B (p. 113-127) assorted cards from Units 1-4; a stopwatch

1. Review the cards with students emphasizing long vowel sounds.
2. Write eight words representing four long vowel sounds on the board in a line. (Example: cake, rope, dive, cute, nine, bone, cave, June)
3. Have students take turns saying all eight words as clearly and quickly as possible. (Have them repeat words that are not spoken clearly.)
4. Give a student a stopwatch to record the time for each.
   - T: Read all eight words on the board as fast as you can. If I can't understand a word, you must say the word again. The student with the fastest time is the winner. _____, you're first.
   - S1: [with stopwatch] Ready, set, go!
   - S2: Cake, rope, dive, cute, nine, bone, cave, June.
   - S1: That's 22 seconds!

Pages 44-45

Listen. Read the story with your teacher.

(Track 17)

Listen to and read sentences that bring together words from Units 1-4.

- Talk about the pictures on pages 44-45 and listen to CD track 17.
  - T: Look at pages 44-45. It's a story! Look at the pictures. What do you see?
  - S1: I see a girl.
  - T: Very good! What is she wearing?
  - S2: She is wearing a red cape.
  - T: Excellent! Is she inside her house?
  - S3: No, she is outside.
  - T: Yes, you're right. What do you see in the picture?
  - S4: I see a cake.

- Continue with the 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: Mr. Fox is _____.) 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's time to say good-bye,
  Say good-bye, say good-bye.
  It's time to say good-bye,
  Good-bye, my friends.

  Good-bye, _____. [pointing out students] Good-bye, _____.
  Good-bye, _____. Good-bye, _____.
  Good-bye, _____. Good-bye, _____.
  It's time to say good-bye.

Sounds Fun! 3 - UNIT 5

Objectives

- Identify and say double letters sounds /sh/ and /ch/.
- Identify, say, and read words with double letters sh and ch.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, everyone. How's the weather today?
  Ss: It's sunny (cloudy/rainy/cold/warm/hot).
  T: Yes! Let's take roll-call. _____?
  S1: I'm here!

- Continue with roll-call.

Review

- Review words with long vowel sounds (A, I, O, U) from Units 1-4.
- Write several words on board (from list below) and have students read and say. Emphasize long vowel sounds.
- Have students come forward. Say words and have students point them out on the board.

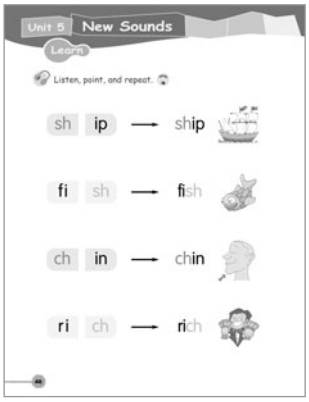
Words from Units 1-4 include:
long A (involving /a_e/): cape, tape, cake, bake, cane, mane, cave, wave, game, name, gate, hate;
long I (involving /i_e/): nine, pine, fine, vine, like, bike, five, dive, kite, bite, ripe, wipe;
long O (involving /o_e/): note, vote, bone, cone, hope, rope, hose, nose, pole, mole, hole, robe;
long U (involving /u_e/): rube, cube, cute, mute, dune, June, tune, mule, huge.

Presentation

Introduce sounds for double letters sh and ch.

Page 46

Listen, point, and repeat. (Track 18)



- Have students look at the pictures and words on page 46 and listen to CD track 18.
  T: OK! Look at the first picture and look at the word. Does anyone know this word? Ship. /sh/ Ship!
  Ss: Ship.
  T: That's right! Let's read the word. /sh/ Ship!
  Ss: /sh/ Ship!

- Continue with the remaining words. Listen to CD track 18. Have students listen and repeat.

Transcript:
/sh/ ship (repeat)
/sh/ /sh/ ship (repeat)
/sh/ fish (repeat)
fish /sh /sh/(repeat)
/ch/ chin (repeat)
/ch/ /ch/ chin (repeat)
/ch/ rich (repeat)
rich /ch/ /ch/ (repeat)
Ship, fish, chin, rich (repeat)

Additional Activity – Guess the Word!

Materials
Student sets of Flash Cards 3-B (ship, fish, chin, rich)

1. Have students listen for /sh/ or /ch/ sounds. The teacher picks one of the four cards and makes one of the two sounds. (Example: Teacher picks up the card for rich and makes the sound /ch/.)
2. Students guess which card teacher has by holding up that card. (Example: If they heard /ch/ correctly, they will hold up either rich or chin.)
3. Teacher shows the actual card and says the word. (Example: Teacher shows card and says, "Rich.") Students repeat.
4. Students get one point for each correct guess. Who is the best at guessing?
   T: OK! Do you have your four cards in front of you?
   Ss: Yes!
   T: I have four cards, too. I am going to pick up one card. I am not going to show you the card, but I will make the sound. Listen carefully. /ch/ /ch/. Try to guess. Which card is it? Hold up your card.
   Ss: [holding up card]
   T: The card is ... rich! /ch/ Rich!
   Ss: /ch/ Rich!
   T: How many are holding the card for rich? Put up your hands. [counting number of students] Very good! You get one point. Let's try again!

Practice

Practice saying, reading, and writing words with double letters sh and ch.

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 the first word. What is it?
  Ss: Shop!
  T: Yes! /sh/ Shop! Let's write shop here. S-H-O-P.
- Continue with the other words.

Note: *When you chop something, you cut it into smaller pieces.*

Additional Activity – Put Them in Order!

Materials
Two sets of Flash Cards 3-B (shop, ship, shell, shave, shine, dish, fish, chop, chin, rich, lunch, bench)

1. Review words with Flash Cards 3-B. Divide the class into two teams. Distribute picture cards to students (one set per team). Students may have more than one card.
2. Say three of the words with the /sh/ or /ch/ sounds. (Example: shave, chin, bench) 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 words from their cards. (Example: shave, chin, bench) That team gets a point.
4. Continue with three new words.
   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: shave, chin, bench. [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: Shave, chin, bench!
   T: Excellent! Team B gets a point!

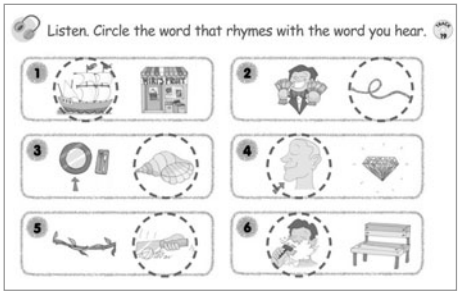
Note: *For added challenge, list four or five words for students.*

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving double letters ch and sh.

Page 48

Listen. Circle the word that rhymes with the word you hear. (Track 19)

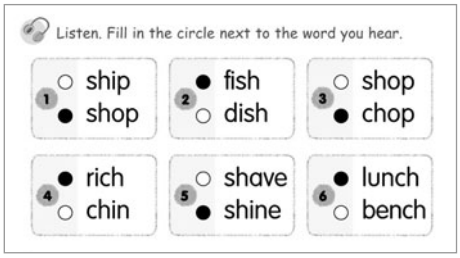


- Listen to CD track 19. Students circle the picture that matches the word they hear.
  T: Look at Number 1. What can you see?
  Ss: I see a ship and a shop.
  T: A ship and a shop. Excellent! Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Lip!
  T: Right! Which word rhymes with lip? Ship or shop?
  Ss: Ship!
  T: Good job! Ship rhymes with lip. Circle the first picture.

Transcript: 1. lip 2. hope 3. bell 4. fin 5. cop 6. cave

Page 48

Listen. Fill in the circle next to the word you hear. (Track 19)

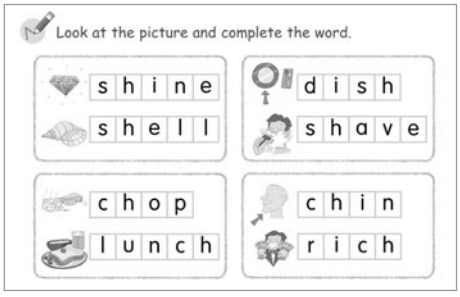


- Listen to CD track 19 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: Shop!
  T: Very good! Which word is shop? The first one or the second one?
  Ss: The second one!
  T: Good! Fill in the circle next to shop.

Transcript: 1. shop 2. fish 3. chop 4. rich 5. shine 6. lunch

Page 49

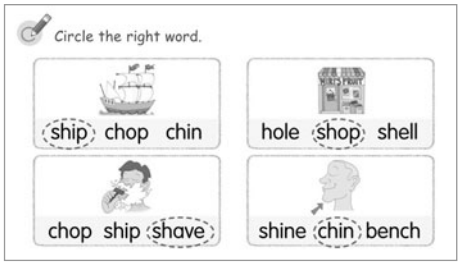
Look at the picture and complete the word.



- Look at the first picture. Say the word and fill in the blanks with the correct letter(s).
  T: Look at the first picture. It's a diamond. Diamonds look shiny. [gesturing the shiny glare of looking at a diamond ring] Diamonds shine. How do you spell shine?
  Ss: S-H-I-N-E.
  T: Good! Fill in the missing letters.
- Continue with remaining pictures and words.

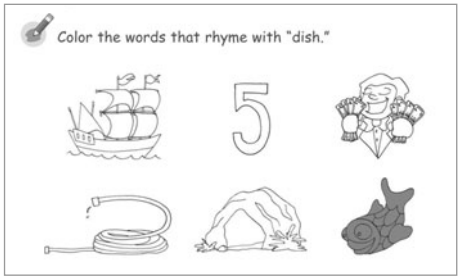
Page 49

Circle the right word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is it?
  Ss: It's a ship.
  T: Very good! Which word is correct?
  Ss: The first one!
  T: Excellent! Circle the word ship.
- Continue with the remaining pictures and words.

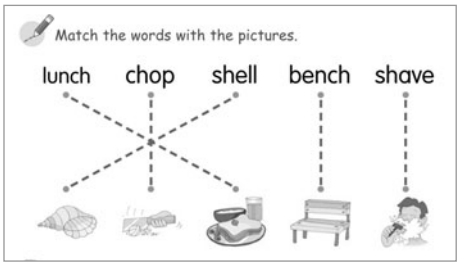
Color the words that rhyme with "dish."



- Have students listen and say the words. Color those that rhyme with "dish."
  T: Look at the pictures. Say each one as I point to it. [pointing at pictures in random order]
  Ss: Rich, cave, five, hose, fish, ship.
  T: Very good! Which word rhymes with dish?
  S1: Fish!
  T: That's right! Fish rhymes with dish. Color the fish.

Page 50

Match the words with the pictures.



- Read the words and match them with the correct picture.
  T: _____, please read the first word.
  S1: Lunch.
  T: Very good! Which picture matches lunch?
  S1: This one!
  T: Yes! What can you see in that picture?
  S2: A sandwich!
  T: Good job! Now, match the word and the picture.

Page 51

Circle and write the words that complete the sentence.

- Have students look at the picture and then choose the words that best complete the sentence.
  T: Look at page 51. _____, read the first sentence.
  S1: The _____ sells _____.
  T: Well done! Which picture goes in the first blank? [pointing at the blank space]
  S2: Shop!
  T: Very good! Circle shop and write it on the line. And which word goes here? [pointing at second space]
  S3: Fish!
  T: Excellent! Circle fish and write it on the line. _____, please read the whole sentence.
  S4: The shop sells fish.
  T: That's right!

- Continue with the remaining letters.

Additional Activity – Picture Charades

Materials
Flash Cards 3-B (shop, ship, shell, shave, shine, dish, fish, chop, chin, rich, lunch, bench); a stopwatch

1. Divide the class into two teams. Have S1 from Team A come forward. Show S1 one of the picture cards. (Example: fish)
2. S1 draws a picture that represents that word.
3. Give S2 a stopwatch. Have S2 record how many seconds it takes for Team A to successfully guess the word. If wanted, also have Team A members spell the word together.
4. S2 writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.
   T: Come forward, please. Here is your word. [showing S1 the card for "fish"]
   S2: [with stop watch] Ready? Go!
   T: What word is it?
   S1: [drawing a picture on the board]
   Ss from Team A: Is it the word shell?
   S1: No, it isn't.
   Ss from Team A: Is it the word fish?
   S1: Yes, it is!
   T: OK! Spell the word together.
   Ss from Team A: F-I-S-H.
   T: That's right! _____, how many seconds is that? [asking S2 with stopwatch]
   S2: That's 15 seconds.
   T: Great! Write 15 seconds on the board. Team B. It's your turn!

Extension

Listen to and create phrases that have the sh and ch sounds.

Page 52

Listen. Read the story with your teacher.

(CD Track 20)

- Talk about the pictures and then listen to CD track 20.
  T: Look at the first picture. Where is the man?
  S1: He is on a ship.
  T: Very good! What does he have in his hand?
  S2: He has a net.
  T: Perfect! Now, look at the second 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: There are no _____ in the net.)
5. Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 53

Listen. Kate is at the store. What does she buy? Circle the things you hear. Then write those words below. (Track 21)

- Assign the homework. Do the first example together.
  T: Let's look at this picture. What's the girl's name?
  S1: Her name is Kate.
  T: Very good! Where is she?
  S2: She's at the shop.
  T: That's right! What's she doing?
  S3: She's shopping.
  T: Yes! For your homework, listen to the CD. Circle the things that Kate buys. Then, write down the words in the spaces below. Let's listen to the first part. What does she buy? [listening to first part of CD track 21]
  S4: A hat!
  T: Yes! She buys a hat. Draw a circle around hat. [pointing at circle around hat] And look at the boxes under the picture. Write "hat" here. [pointing to bottom of page] Your homework is to circle and then write down all the things Kate buys. Do you understand?
  Ss: Yes!

Transcript:
Man: Hello, Kate. How are you today?
Kate: I'm good, thank you.
Man: Wow! Look at all of this! You are buying a lot.
Kate: Yes.
Man: One hat. One fish. One dish. One cake. One game. One rope. One robe.
One kit. One hose.
Is that everything?
Kate: Yes, it is.

Note: *Store is another word for shop. "Five and dime" is the name for a shop (found in North America) where you can buy many cheap things. (In the store name, "five" refers to a five cent coin and "dime" refers to a 10 cent coin.)*

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: It's time to go. See you next class!
  Ss: See you!

Objectives

- Identify and say double letters sounds /th/ and /wh/.
- Identify, say, and read words with double letters th and wh.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.

T: Hi, everyone. How's the weather today?
Ss: It's sunny (cloudy/rainy/cold/warm/hot).
T: What can you do on a sunny day?
S1: I can play outside (walk my dog/play baseball).
T: Yes! We can do a lot of things on sunny days. Now, let's start today's lesson. Are you ready?
Ss: Yes!

Review

- Review words with /sh/ and /ch/ sounds from Unit 5.

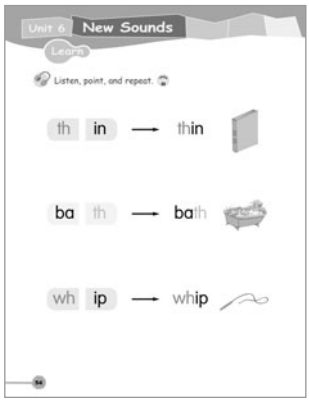
T: Who remembers a word from last class?
S1: I do! Shell!
T: Good! Everyone draw a picture of a shell. Excellent. Show another person your shell. [encouraging students to say "This is my shell" to their partner] What's another word from last class?
S2: Chin!
T: That's right! Now, let's draw a picture of a man with a big chin.

Presentation

Introduce sounds involving double letters th and wh.

Page 54

Listen, point, and repeat. (Track 22)



- Have students look at the pictures and words on page 54 and listen to CD track 22.

T: OK! Look at the first picture and look at the word. Does anyone know this word? Thin. /th/ Thin!
Ss: Thin.
T: That's right! Let's read the word. /th/ Thin!
Ss: /th/ Thin!
T: [pointing at picture] Look at the book. The book is thin. [gesturing "thin" with fingers]

- Continue with the remaining words. Listen to CD track 22. Have students listen and repeat.

Note: *In this exercise, the voiceless form of th is introduced (in thin and bath). The tip of the tongue is placed between the teeth and air is forced through without vibration. (For this voiceless /th/, no vibration will be felt when the hand is placed on the throat.*

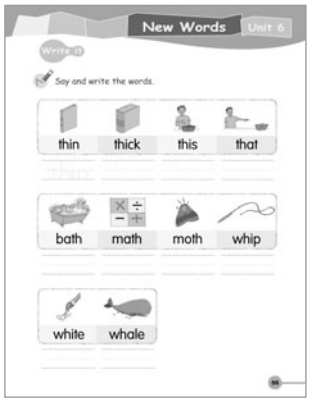
Transcript: /th/ thin (repeat) /th/ /th/ thin (repeat)
/th/ bath (repeat) bath /th/ /th/ (repeat)
/wh/ whip (repeat) /wh/ /wh/ whip (repeat)
Thin, bath, whip (repeat)

Practice

Practice saying, reading, and writing words with double letters th and wh.

Page 55

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 the first word. What is it?
  Ss: Thin!
  T: Good! /th/ Thin! Let's write thin here. T-H-I-N.

- Continue with the other words.

Note: *The voiceless and voiced forms of th are presented in this exercise.*
Voiceless /th/: thin, thick, bath, math
Voiced /th/: this, that
With the voiced /th/, the tip of the tongue is placed between the teeth. The tongue vibrates while air is forced through the front of the tongue. For the voiced /th/, a vibration will be felt when the hand is placed on the throat.

Additional Activity – What's Missing?

Materials
Flash Cards 3-B (p. 113-27) thin, thick, this, that, bath, math, moth, whip, white, whale

1. Place the 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 "bath" card from the board] All right. You can open your eyes. What card is missing?
S1: Bath is missing!
T: You're right! How do you spell bath?
S1: B-A-T-H.
T: Yes! [returning bath to the board] Let's try again! Close your eyes. [removing another card from the board]

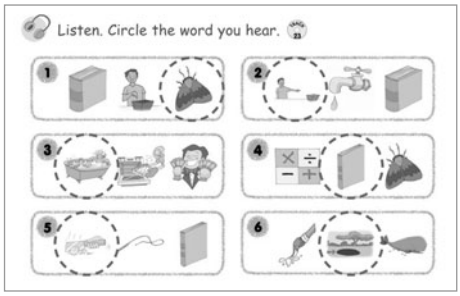
Note: *Teacher may want to give S1 the chance to remove the next card from the board.*

Practice

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving double letters th and wh.

Page 56

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



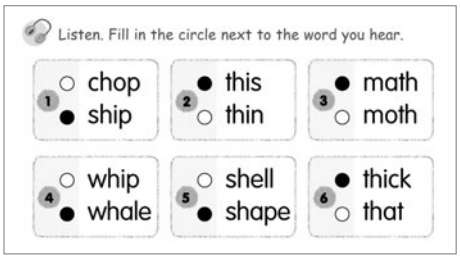
- Listen to CD track 23. Students circle the picture that matches the word they hear.
  T: Look at Number 1. What words do these pictures represent?
  Ss: Thick, this, moth.
  T: Thick, this, moth. Excellent! Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Moth!
  T: Right! Which picture is correct?
  Ss: This one! [pointing to third picture]
  T: Good job! Circle the third picture.

Transcript:

1. moth	2. that	3. bath
4. thin	5. chop	6. hole

Page 56

Listen. Fill in the circle next to the word you hear. (Track 23)

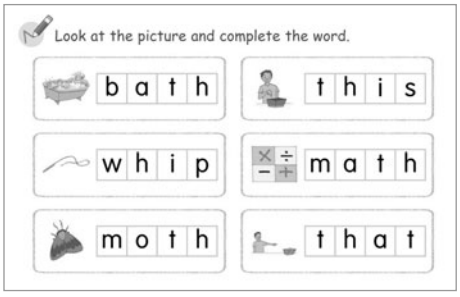


- Listen to CD track 23 and find the correct word.
  T: Listen to Number 1. What did you hear?
  Ss: Ship!
  T: Very good! Which word is ship? The first one or the second one?
  Ss: The second one!
  T: Good! Fill in the circle next to ship.

Transcript: 1. ship 2. this 3. math 4. whale 5. shape 6. thick

Page 57

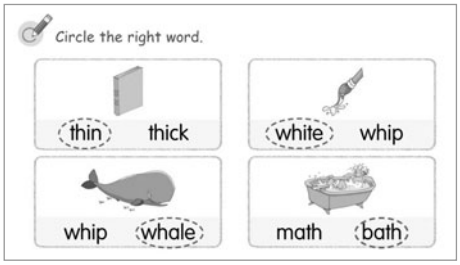
Look at the picture and complete the word.



- Look at the first picture. Say the word and complete the word with the correct letter(s).
  T: Look at the first picture. What is the man doing?
  Ss: He is taking a bath!
  T: Yes, he is! How do you spell bath?
  Ss: B-A-T-H.
  T: Very good! Fill in the missing letters.
- Continue with the remaining pictures and words.

Page 57

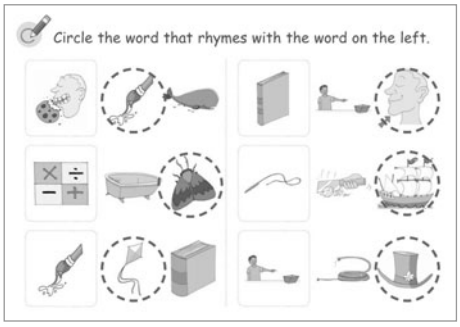
Circle the right word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is it?
  Ss: It's a book.
  T: Very good! Is the book thin or thick?
  Ss: It's thin.
  T: Which word is correct?
  Ss: The first one!
  T: Excellent! Circle the word thin.
- Continue with the remaining pictures and words.

Page 58

Circle the word that rhymes with the word on the left.

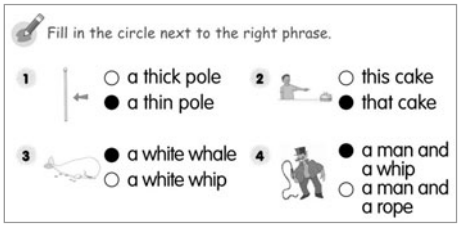


- Practice recognizing rhyming words (through pictures). Students circle the pictures that rhyme with the pictures on the left.
  T: Turn to page 58. Look at the first picture. What word is this?
  S1: Bite
  T: Yes! [pointing at teeth and showing action of biting] We can say he is biting a cookie with his teeth. [showing biting action]
  T: Look at the next picture. What is this?
  S1: It's white paint.
  T: That's right! It's white. And how about this one? What is this?
  S2: It's a whale.
  T: Whale! Excellent! We have bite, white, and whale.

[pointing at pictures] Which word rhymes with bite? White or Whale?
Ss: White!
T: Great! White rhymes with bite! Circle the first picture.

Page 58

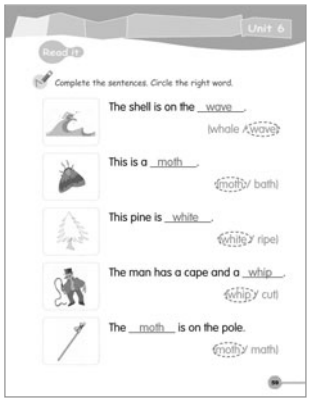
Fill in the circle next to the right phrase.



- Look at the picture and then match it with the correct phrase.
  T: Look at the picture and then read the two phrases. _____, please read the first phrase.
  S1: A thick pole.
  T: Very good! _____, please read the second phrase.
  S2: A thin pole.
  T: Yes! Which one is correct? Is the pole thick or thin?
  Ss: It's thin.
  T: Good job! Fill in the circle next to "a thin pole."

Page 59

Complete the sentences. Circle the right word.



- Have students look at the picture and then choose the word that completes the sentence.
  T: Look at page 59. _____, read the first sentence.
  S1: The shell is on the _____.
  T: Well done! Which word goes in the blank? [pointing at the blank space]
  S2: Wave!
  T: Very good! Circle wave and write it on the line. _____, please read the whole sentence.
  S3: The shell is on the wave.
  T: That's right!

Additional Activity – Charades

Materials
Flash Cards 3-B (p. 113-127) (thin, thick, this, that, bath, math, moth, whip, whip, whale); a stopwatch

1. Divide the class into two teams. Have S1 from Team A come forward. Show S1 one of the picture cards.
2. S1 uses body gestures to act out the word. No speaking is allowed.
3. Give S2 a stopwatch. Have S2 record how many seconds it takes for Team A to successfully guess the word. When students give an incorrect guess, S1 gives a "thumbs down." When students give a correct guess, S1 gives a "thumbs up." If wanted, also have Team A members spell the word together.
4. S2 writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.
   T: Here is your word. [showing S1 the card for "math"]
   S2: [with stopwatch] Ready? Go!
   T: What is the word?
   S1: [acting out "math"]
   Ss from Team A: Is it thick?
   S1: [putting thumb down to indicate a wrong answer]
   Ss from Team A: Is it math?
   S1: [putting thumb up to indicate a correct answer]
   T: Great! Spell the word together.
   Ss from Team A: M-A-T-H! Math!
   T: That's right! _____, how many seconds is that? [asking S2 with stopwatch]
   S2: That's 13 seconds.
   T: Great! Write 13 seconds on the board. Team B. It's your turn!

Extension

Listen to and create phrases that have the th and wh sounds.

Page 60

Listen. Read the story with your teacher.

(Track 24)

- Talk about the pictures and then listen to CD track 24.
  T: Look at the first picture. What can you see?
  S1: I can see a pig and a mule.
  T: Very good! What does the pig have?
  S2: He has a whip.
  T: Yes, he does! Where is the pig?
  T: The pig is on the mule. Now, look at the second 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 mule bites the _____.)

5 Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Additional Activity – Unscramble the Words!

1. Mix up the letters of one of the words from page 55 (thin, thick, this, that, bath, math, moth, whip, white, whale) and write it on the board. (Example: tomh)
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 "tomh" on the board] Unscramble the letters. What is this word?
   S1: I know! It's moth!
   T: [to other students] Is that right? Is it moth?
   Ss: Yes, it is.
   T: OK, (S1). Come forward and write moth on the board.

Wrap Up

Review what students have learned and explain the homework.

Page 60

Find the words in the puzzle.

- Assign the homework. Do the first example together.
  T: Let's look at your homework. It's a puzzle! Look at the pictures. What is the boy in Number 1 saying?
  S1: This is a box.
  T: Yes. He's using the word "this." Who can find "this" in the puzzle? [explaining with gestures that the words could be horizontal, vertical, or diagonal]
  S2: Here it is!
  T: Very good! Your homework is to find all the words in the puzzle.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: It's time to go. See you next time!
  Ss: See you!

Objectives

- Identify and say double letters sounds involving l (/cl/, /fl/, /gl/, /pl/, /bl/, /sl/).
- Identify, say, and read words with double letters involving l (cl, fl, gl, pl, bl, sl).

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, everyone. Did you have a good breakfast (lunch/dinner)?
  Ss: Yes!
  T: What did you eat, _____?
  S1: I ate _____ and _____.
  T: How was it?
  S1: It was delicious (good/great/OK).
  T: That's good!

Review

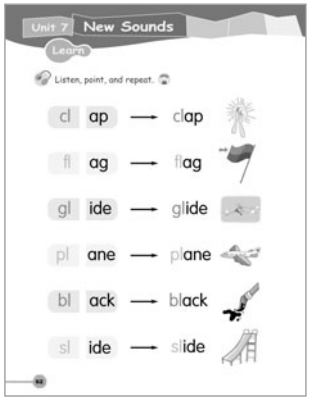
- Review words with /th/ and /wh/ sounds from Unit 6. Have students turn to page 54 and listen to CD track 22. Point at and repeat the words.
- Call out the words in random order and have students point at the words in their book.

Presentation

Introduce sounds for double letters involving l (cl, fl, gl, pl, bl, sl).

Page 62

Listen, point, and repeat. (Track 25)



- Have students look at the pictures and words on page 62 and listen to CD track 25.
  T: OK! Look at the first picture and look at the word. Does anyone know this word? Clap. /cl/ Clap!
  Ss: Clap.
  T: That's right! Let's read the word. /cl/ Clap!
  Ss: /cl/ Clap!

- Continue with the remaining words. Listen to CD track 25. Have students listen and repeat.

Transcript:
/cl/ clap (repeat)
/cl/ /cl/ clap (repeat)
/fl/ flag (repeat)
/fl/ /fl/ flag (repeat)
/gl/ glide (repeat)
/gl/ /gl/ glide (repeat)
/pl/ plane (repeat)
/pl/ /pl/ plane (repeat)
/bl/ black (repeat)
/bl /bl/ black (repeat)
/sl/ slide (repeat)
/sl/ /sl/ slide (repeat)
Clap, flag, glide, plane, black, slide! (repeat)

Additional Activity – Which Word?

Materials
Flash Cards 3-B (p. 113-127) clap, flag, glide, plane, black, slide

1. Have students look at the six words in their books on page 62. Say one of the double letter sounds and words and have students point and repeat. As students become more confident, increase the speed.
   T: When you hear a word, point to the right picture in your book. Then, listen and repeat. Ready? /gl/ /gl/ glide.
   Ss: /gl/ /gl/ glide. [pointing at glide]
   T: Good job!
2. Place the six cards around the room. Say sound and word. Have students point at the card and repeat.
   For added challenge, place the cards face down. (Confirm each time that they have pointed at the correct card.)

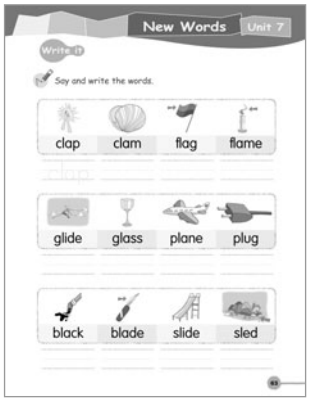
T: Let's put the cards around the room. Flag (plane/slide) is here. [placing cards face down in different locations] Can you remember? Where is the word flag? /fl /fl/ flag.
Ss: [pointing at flag] It's over there. /fl/ /fl/ flag.
T: Is that the flag card? [pointing at card students have indicated] _____, can you turn over that card? Is it flag?
S1: [turning over card] Yes, it is!

Practice

Practice saying, reading, and writing words with double letters involving l (cl, fl, gl, pl, bl, sl).

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 the first picture. What is this person doing?
  S1: She is clapping!
  T: Yes! Write clap in your book. How do we spell clap?
  Ss: C-L-A-P.
- Continue with the other words.

Note: *Glide is a smooth motion, like a bird flying without moving its wings. A blade is the cutting part of a knife. A sled is used for gliding over snow.*

Additional Activity – Rock, Paper, Scissors

Materials
2 sets of Flash Cards 3-B (p. 113-127) clap, clam, flag, flame, glide, glass, plane, plug, black, blade, slide, sled = 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 S1 and S2 count to three and then form rock, paper, or scissors with their hands.
3. If S1 from Team A loses rock, paper, scissors, S1 shows his/her card to the winner (S2 of Team B). S2 says the word that is on the card. If S2 says the word correctly, S2 gets a point for Team B.
4. Continue with remaining students and cards.
   T: Team A, stand here. Team B stand here. Face each other. Bring your picture cards. [Have first two players come forward.] (S1) and (S2), do "rock, paper, scissors."
   Ss: 1, 2, 3. [S1 makes scissors; S2 makes rock]
   T: Who lost?
   S1 from Team A: I did.
   T: OK. (S1), show your card to (S2). (S2), what's on the card?
   S2 from Team B: Glass.
   T: Well done! Team B gets 1 point!

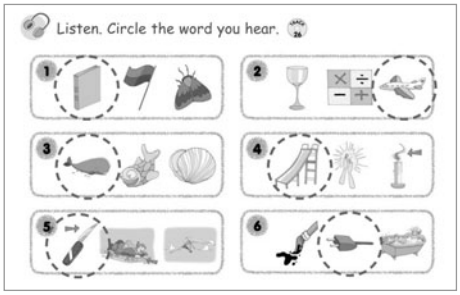
Note: *If students are ready, teacher can ask students to spell the word for a bonus point.*

Practice

Through various activities, students will demonstrate ability to listen for, say, read, and write words with double letters involving l (cl, fl, gl, pl, bl, sl).

Page 64

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

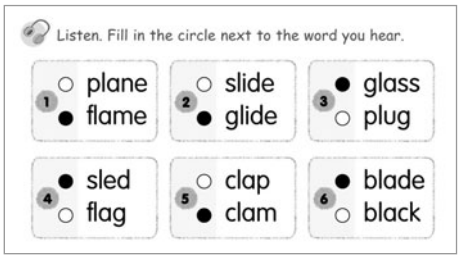


- Listen to CD track 26. Students circle the picture that matches the word they hear.
  T: Look at Number 1. What are these words?
  Ss: Thin, flag, moth.
  T: Thin, flag, moth. Excellent! Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Thin!
  T: Right! Which picture is "thin"?
  Ss: The first one! [pointing to picture]
  T: Good job! Circle the first picture.

Transcript: 1. thin 2. plane 3. whale
4. slide 5. blade 6. plug

Page 64

Listen. Fill in the circle next to the word you hear. (Track 26)

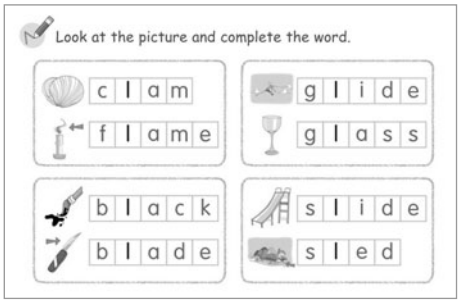


- Listen to CD track 26 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: Flame!
  T: Very good! Which word is flame? The first one or the second one?
  Ss: The second one!
  T: Good! Fill in the circle next to flame.

Transcript: 1. flame 2. glide 3. glass
4. sled 5. clam 6. blade

Page 65

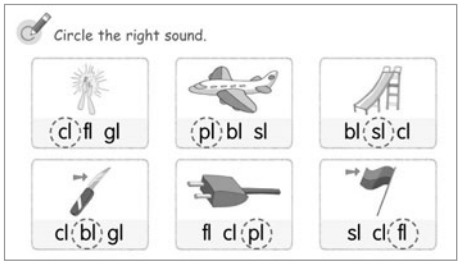
Look at the picture and complete the word.



- Look at the first picture. Say the word and fill in the blanks with the correct letter(s).
  T: Look at the first picture. What is it?
  Ss: It's a clam!
  T: Yes, it is! How do you spell clam?
  Ss: C-L-A-M.
  T: Very good! Fill in the missing letters.
- Continue with the remaining pictures and words.

Page 65

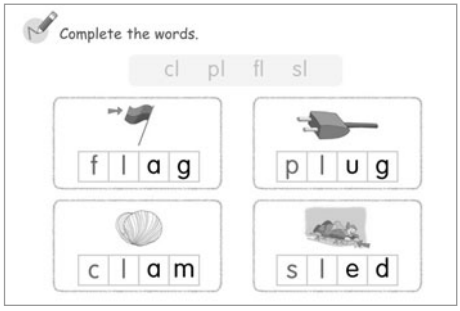
Circle the right sound.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one.
  T: Look at the first picture. What is the first person doing?
  Ss: She is clapping.
  T: Very good! Which sound is correct for clap?
  Ss: The first one, /cl/!
  T: Excellent! Circle /cl/.
- Continue with the remaining pictures and words.

Page 66

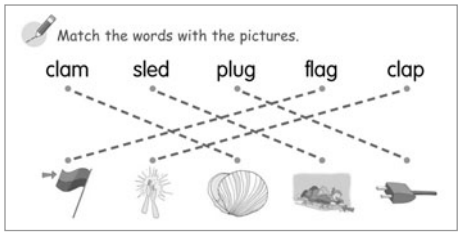
Complete the words.



- Look at the first picture. Say the word and fill in the blanks with the correct letter(s).
  T: Turn to page 66. Look at this first picture. What is on the pole?
  S1: A flag is on the pole.
  T: Good! Which sound goes with flag?
  Ss: /fl/
  T: Very good! How do you spell flag?
  Ss: F-L-A-G.
  T: That's correct. Write the missing letters in the boxes.

Page 66

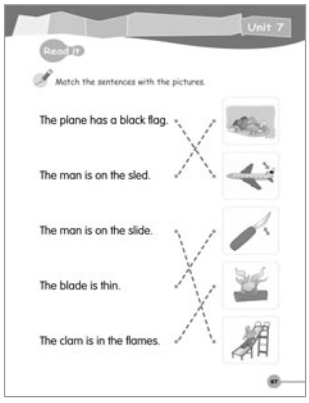
Match the words with pictures.



- Read the words and match them with the correct picture.
  T: _____, please read the first word.
  S1: Clam!
  T: Very good! Which picture matches the word?
  S1: This one!
  T: Yes! The third one! Draw a line matching the word with the picture.

Page 67

Match the sentences with the pictures.



- Have students read the sentence and then choose the picture that matches the description.
  T: Look at page 67. _____, read the first sentence.
  S1: The plane has a black flag.
  T: Well done! Which picture goes with this sentence?
  S2: The second one!
  T: Very good! Connect the sentence with the picture. Who can make another sentence about this picture?
  S3: I can!
  T: OK. Go ahead, _____.
  S3: The plane is blue and gray.
  T: Excellent!

Additional Activity – Circle the Words

Materials
Flash Cards 3-B (p. 113-127) clap, clam, flag, flame, glide, glass, plane, plug, black, blade, slide, sled; 2 markers (for writing on board)

1. Write words on the board. (See above list.)
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show card to remaining students and have them say the word together. (Example: blade)
4. Students try to be first to find the right word on the board and circle it. The winning student gets a point for his or her team.
   T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of blade to other students] Say the word at the count of three. 1... 2... 3...
   Ss (excluding S1s): Blade!
   S1 of Team B: Here it is. [circling word on board] Blade!
   T: [to students] Is that right?
   Ss: Yes! Blade!
   T: OK! Team B gets one point! Next two players, please!

Extension

Listen to and create phrases that have the cl, fl, gl, pl, bl, and sl sounds.

Page 68

Listen. Read the story with your teacher.

(Track 27)

- Talk about the pictures and then listen to CD track 27.
  T: Look at the first picture. What is it?
  S1: It's a ship.
  T: Very good! Does the ship have a flag?
  S2: Yes, it does.
  T: What does the flag have on it?
  S3: The flag has bones on it.
  T: Now, let's listen to the CD.

Additional Activity – Read Aloud

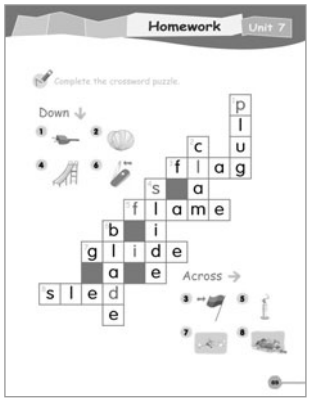
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: It is a bad _____.)
5. Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 69

Complete the crossword puzzle.



- Assign the homework. Do the first example together.
  T: Let's look at your homework. It's a crossword puzzle! What is Number One.
  S1: It is a plug.
  T: Yes. Can you see Number 1 in the puzzle? Plug fits in these boxes. [pointing at puzzle] Your homework is to find all the words in the puzzle.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: It's time to go. See you next time!
  Ss: See you!

Objectives

- Identify and say double letters sounds involving r (/cr/, /fr/, /gr/, /dr/, /br/, /tr/).
- Identify, say, and read words with double letters involving r (cr, fr, gr, dr, br, tr).

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, everyone. What's the date today?
  S1: It's Tuesday, May 4th.
  T: Yes! How's it going, _____?
  T: That's good.

Review

- Review words with double letters sounds involving l (/cl/, /fl/, /gl/, /pl/, /bl/, /sl/) from Unit 7. Have students turn to page 62 and listen to CD track 25. 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 sounds for double letters involving r (cr, fr, gr, dr, br, tr).

Page 70

Listen, point, and repeat. (Track 28)

- Have students look at pictures and words on page 70 and listen to CD track 28.
  T: OK! Look at the first picture and look at the word. Does anyone know this word? Crab. /cr/ Crab!
  Ss: Crab.
  T: That's right! Let's read the word. /cr/ Crab!
  Ss: /cr/ Crab!

- Continue with the remaining words. Listen to CD track 28. Have students listen and repeat.

Transcript:
/cr/ crab (repeat)
/cr/ /cr/ crab (repeat)
/fr/ frog (repeat)
/fr/ /fr/ frog (repeat)
/gr/ grape (repeat)
/gr/ /gr/ grape (repeat)
/dr/ drive (repeat)
/dr/ /dr/ drive (repeat)
/br/ bride (repeat)
/br/ /br/ bride (repeat)
/tr/ truck (repeat)
/tr/ /tr/ truck (repeat)
Crab, frog, grape, drive, bride, truck! (repeat)

Additional Activity – Catch and Say Chain

Materials
Sets of Flash Cards 3-B (p. 113-127) crab, frog, grape, drive, bride, truck = one card per student; a ball

1. Assign words from page 70 to each of the students (including the teacher). Have them place the corresponding card in front of them. Throw ball to S1. The teacher says the letter sound/word that is assigned to him or her. (Example: /dr/ drive)
2. S1 catches the ball and says the letter sound/word that he or she is assigned. (Example: /br/ bride)
   T: I'm going to throw this ball. Catch the ball and then say your letter sound and word. Are you ready?
   Ss: Yes!
   T: OK! /dr/ drive! [tossing the ball to S1]
   S1: /br/ bride! [tossing the ball to S2]
   S2: /fr/ frog! [tossing ball to S3]

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

Example:
S1: /dr/ drive! /br/ bride!
S2: /br/ bride! /fr/ frog!

Practice

Practice saying, reading, and writing words with double letters involving r (cr, fr, gr, dr, br, tr).

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 the first picture. What is this?
  Ss: It's a crab.
  T: Good! /cr/ Crab! Write crab in your book. C-R-A-B.
- Continue with the other words.

Note: *A frame goes around something and holds it in place (like a picture, window, or door frame). People drive a car or truck, but they ride a bike.*

Additional Activity – Whisper Relay

Materials
2 sets of Flash Cards 3-B (crab, crane, frog, frame, grass, grape, drive, dress, bride, brick, truck, trip)

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

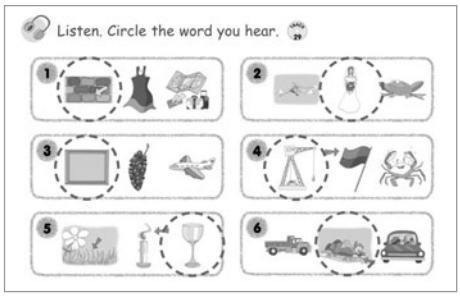
Note: *Teacher may also ask student to write the word on the board.*

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words with double letters involving r (cr, fr, gr, dr, br, tr).

Page 72

Listen. Circle the word you hear. (Track 29)



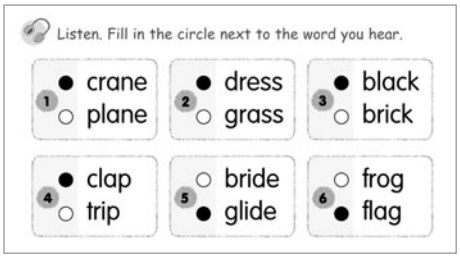
- Listen to CD track 29. Students circle the picture that matches the word they hear.
  T: Listen to Number 1. What did you hear?
  Ss: Brick!
  T: Right! Brick! Which picture is correct?
  Ss: The first one! [pointing to picture]
  T: Good job! Circle the picture of the bricks. Now, let's do Numbers 2 to 6 without stopping the CD.

Transcript:

1. brick	2. bride	3. frame
4. crane	5. glass	6. sled

Page 72

Listen. Fill in the circle next to the word you hear. (Track 29)

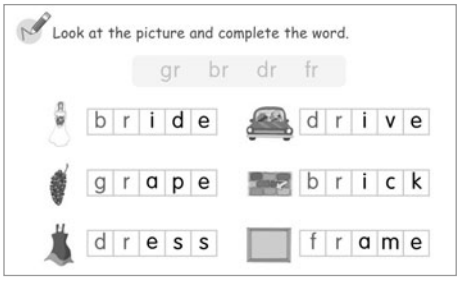


- Listen to CD track 29 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: I heard the word crane!
  T: Very good! Which word is crane?
  Ss: This one!
  T: Good! Fill in the circle next to crane.

Transcript: 1. crane 2. dress 3. black 4. clap 5. glide 6. flag

Page 73

Look at the picture and complete the word.

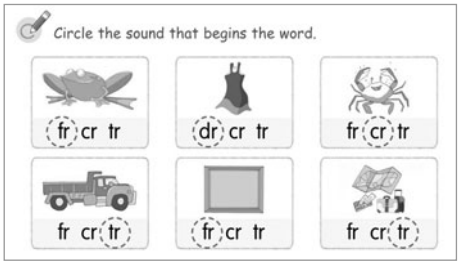


- Look at the first picture. Say the word and complete the word with the correct letter(s).
  T: Look at the first picture. What is it?
  Ss: It's a bride!
  T: Very good! Which sound goes with bride?
  Ss: /br/.
  T: Very good! So, how do you spell bride?
  Ss: B-R-I-D-E.
  T: Yes! Fill in the missing letters.

- Continue with the remaining pictures and words.

Page 73

Circle the sound that begins the word.

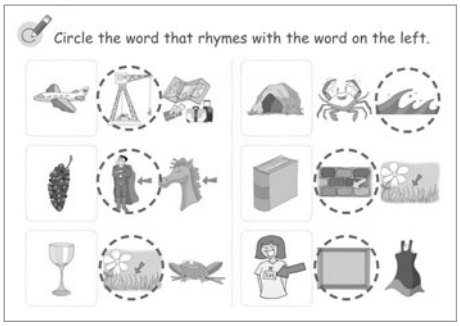


- Look at the picture. Say the word. Then, look at the sounds below the picture. Circle the correct one.
  T: Look at the first picture. What is it?
  Ss: It's a frog.
  T: Very good! Which sound is correct?
  Ss: The first one, /fr/!
  T: Excellent! Circle /fr/.

- Continue with the remaining pictures and words.

Page 74

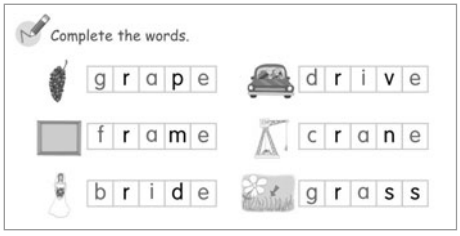
Circle the word that rhymes with the word on the left.



- Practice recognizing rhyming words (through pictures). Students circle the pictures that rhyme with the pictures on the left.
  T: Turn to page 74. Look at this first picture. What is it?
  S1: It's a plane!
  T: Good! What is the picture next to it?
  Ss: It's a crane.
  T: Very good! And how about this one? What is this word?
  Ss: Trip.
  T: Yes! The person is going to take a trip. Which word rhymes with plane? Crane or trip?
  Ss: Crane!
  T: That's correct. Crane rhymes with plane! Circle the picture of the crane.

Page 74

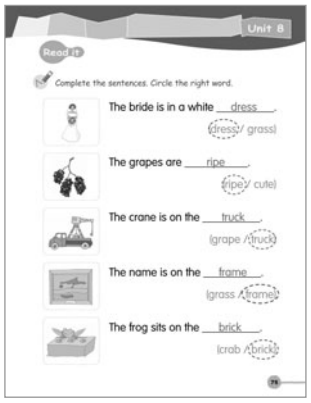
Complete the words.



- Look at the picture. Say the word and complete the word with the correct letter(s).
  - T: Look at the first picture. What are these?
  - Ss: They are grapes.
  - T: Very good! How do you spell the word grape?
  - Ss: G-R-A-P-E.
  - T: Good! Fill in the missing letters. _____, do you like grapes?
  - S1: Yes, I do. They're delicious!

Page 75

Complete the sentences. Circle the right word.



- Look at the picture. Have students choose the best word and complete the sentence.
  - T: Look at page 75. _____, read the first sentence.
  - S1: The bride is in a white _____.
  - T: Well done! Which picture goes in the blank?
  - S2: Dress!
  - T: Very good! Circle the word dress and write it on the line. _____, please read the whole sentence.
  - S3: The bride is in a white dress.
  - T: That's right! Who can make a sentence using the word grass?
  - S3: I can!
  - T: Go ahead, please.
  - S3: I like to play soccer on the grass.
  - T: Well done!

Additional Activity – Pointer Game

Materials
Flash Cards 3-B (p. 113-127) crab, crane, frog, frame, grass, grape, drive, dress, bride, brick, truck, trip; 2 pointers

1. Write the double letters on the board (cr, fr, gr, dr, br, tr).
2. Divide the students into two teams. Have S1s from each team come forward. Give each a pointer.
3. Show a picture card to the remaining students and have them say the word together. (Example: dress)
4. Students try to be first to find the double letters (starting letters for each word) on the board and point at them. The winning student gets a point for his or her team.
   - T: Come forward, please. Here are your pointers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the double letters that start each word on the board and then point at them. [holding up picture card of dress to other students] Say the word at the count of three. 1... 2... 3...
   - Ss (excluding S1s): Dress!
   - S1 of Team B: Here it is. [pointing at dr] /dr/ Dress!
   - T: [to students] Is that right?
   - Ss: Yes! /dr/ Dress!
   - T: OK! Team B gets one point! Next two players, please!

Note: *Teacher may want to have students spell the word as well (for a bonus point).*

Extension

Listen to and create phrases that have the cr, fr, gr, dr, br, and tr sounds.

Page 76

Listen. Read the story with your teacher.

(Track 30)

- Talk about the pictures and then listen to CD track 30.
  T: Look at the first picture. What are these? [pointing at grapes]
  S1: They are grapes.
  T: Very good! Are they ready to eat?
  S2: Yes. they are. They are ripe.
  T: How do you know they are ripe?
  S3: They are purple and shiny.
  T: Well done! Where are the grapes?
  S4: They are on a vine.
  T: Excellent! Now, let's listen to the CD.

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 a student point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The fox sees the _____.)
5. Have students act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 77

Write the words in the correct boxes.

- Assign the homework. Do the first example together.
  T: Let's look at your homework. What's this? [pointing at crab]
  S1: It's a crab.
  T: Yes. How do you spell crab?
  S2: C-R-A-B.
  T: That's right! Where should you write crab?
  S3: Here! Under the box with /cr/.
  T: Yes! That's right! Your homework is to write the words in the correct places.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: It's time to go. See you next time!
  Ss: See you!

Sounds Fun! 3 - UNIT 9

Objectives

- Identify and say double letters sounds involving /ng/, /nt/, /nk/, and /ck/.
- Identify, say, and read words with double letters involving ng, nt, nk, and ck.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, everyone. How are you, _____?
  S1: Great! How are you, Mr. (Mrs./Miss) _____.
  T: I'm fine, thanks! _____, did you have your breakfast (lunch/dinner)?
  S2: Yes, I did.
  T: What did you have?
  S2: _____ and _____.
  T: That sounds good!

Review

- Review words with double letter sounds involving /r/ (/cr/, /fr/, /gr/, /dr/, /br/, /tr/) from Unit 8. Have students turn to page 70 and listen to CD track 28. 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 sounds for double letters involving ng, nt, nk, and ck.

Page 78

Listen, point, and repeat. (Track 31)

- Have students look at the pictures and words on page 78 and listen to CD track 31.
  T: OK! Look at the first picture and look at the word. Does anyone know this word? King. /ng/ King!
  Ss: King.
  T: That's right! Let's read the word. /ng/ King!
  Ss: /ng/ King!

- Continue with the remaining words. Listen to CD track 31. Have students listen and repeat.

Transcript: /ng/ king (repeat) king /ng/ /ng/ (repeat)
/nt/ tent (repeat) tent /nt/ /nt/ (repeat)
/nk/ sink (repeat) sink /nk/ /nk/ (repeat)
/ck/ neck (repeat) neck /ck/ /ck/ (repeat)

Practice

Practice saying, reading, and writing words with double letters involving ng, nt, nk, and ck.

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 the first picture. What is the boy doing?
  Ss: He's singing.
  T: Yes! What's the word?
  Ss: Sing!
  T: Good! /ng/ Sing! Let's write sing together.
  T&Ss: S-I-N-G.
- Continue with other words.

Additional Activity – Put Them in Order

Materials
Two sets of Flash Cards 3-B (sing, ring, plant, tent, ink, pink, drink, bank, tank, neck, lock, sick)

1. Divide the class into two teams. Distribute the picture cards to students (one set per team).
2. Say three of the words. (Example: bank, plant, ring) Have the 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 double letters sound and the word from their cards. (Example: /nk/ bank; /nt/ plant; /ng/ ring) If done correctly, that team gets a point.
4. Continue with three new words.
   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: bank, plant, ring. Bank, plant, ring. [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: /nk/, Bank! /nt/ Plant! /ng/ Ring!
   T: Excellent! Team B gets a point!

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

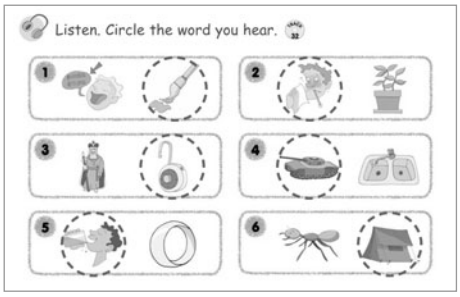
Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving the double letters ng, nt, nk, and ck.

Page 80

Listen. Circle the word you hear.

(Track 32)



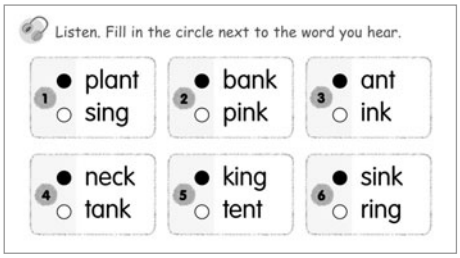
- Listen to CD track 32. Students circle the picture that matches the word they hear.
  T: Listen to Number 1. What did you hear?
  Ss: Pink!
  T: Right! Pink! Which picture is correct?
  Ss: The second one! [pointing to picture]
  T: Good job! Circle the paintbrush with the pink paint.

Transcript: 1. pink 2. sick 3. lock 4. tank 5. drink 6. tent

Page 80

Listen. Fill in the circle next to the word you hear.

(Track 32)

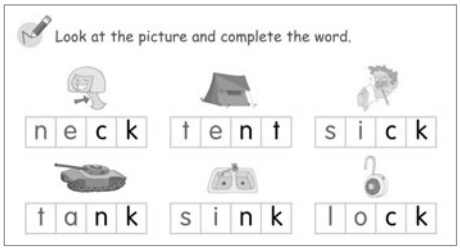


- Listen to CD track 32 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: Plant!
  T: Excellent! Which word is plant?
  Ss: The first one!
  T: Good! Fill in the circle next to plant.

Transcript: 1. plant 2. bank 3. ant 4. neck 5. king 6. sink

Page 81

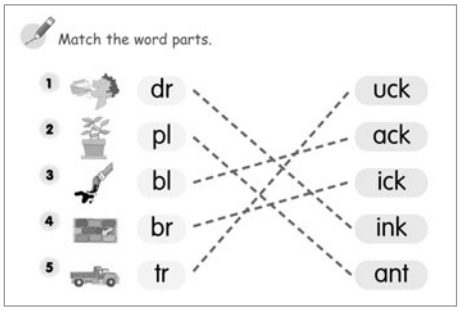
Look at the picture and complete the word.



- Look at the first picture. Say the word and complete the word with the correct letter(s).
  - T: Look at the first picture. What is the arrow pointing to?
  - Ss: It's pointing to her neck.
  - T: Very good! How do you spell neck?
  - Ss: N-E-C-K.
  - T: Very good! Add the two letters to complete the word.
- Continue with the remaining pictures and words.

Page 81

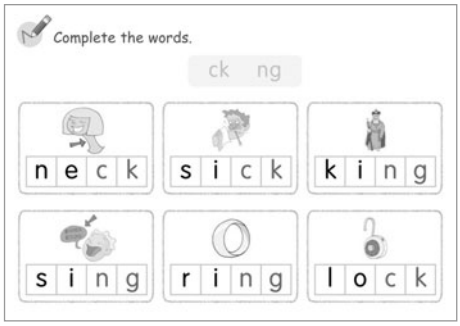
Match the word parts.



- Look at the picture. Say the word. Then, look at the two parts of the words. Match them to form the correct word.
  - T: Look at Number 1. What is the man doing?
  - S1: He's drinking some juice.
  - T: Very good! How do you spell drink?
  - Ss: D-R-I-N-K.
  - T: That's right! Connect /dr/ with /ink/.
- Continue with the remaining pictures and words.

Page 82

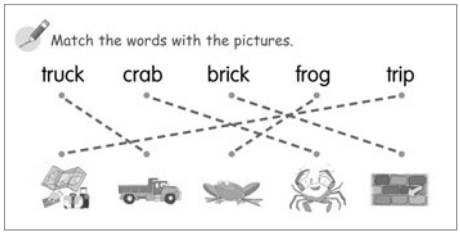
Complete the words.



- Look at the picture. Say the word and complete the word with the correct letter(s).
  - T: Look at the first picture. What is the arrow pointing to?
  - Ss: It's pointing to her neck.
  - T: Very good! Which double letters sound completes the word?
  - Ss: /ck/.
  - T: That's it! /ck/ Neck! Fill in the missing letters.

Page 82

Match the words with the pictures.



- Read the words and match them with the correct picture.
  - T: Look at the first word. What is it?
  - Ss: Truck!
  - T: Very good! Which picture is correct?
  - S: The second one.
  - T: Very good! Connect the word truck with the picture of the blue truck.

Page 83

Look at the pictures. Check the right sentence.

- Have students choose the sentence that best matches each picture.
  - T: Look at the first picture. What do you see?
  - S1: I see a king.
  - T: Yes! What's he doing?
  - S2: He's drinking juice.
  - T: Very good. _____, please read the first sentence.
  - S3: The king drinks a glass of juice.
  - T: Well done! _____, please read the second sentence.
  - S4: The king bites a grape.
  - T: Very good. Which sentence is correct?
  - S5: The first one!
  - T: That's right! Put a check in the correct box.

Additional Activity – Word Bingo

Materials
Flash Cards 3-B (p. 113-127) sing, ring, plant, tent, ink, pink, drink, bank, tank, neck, lock, sick

1. Have each student fold a piece of paper to make nine squares. Have them write nine of the words from page 79 (one per square).
2. When students are ready, choose one of the 12 cards and call out the word. (Example: bank) If students have that word on their paper, they 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 verify.
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, you can say "BINGO." Are you ready?
   - Ss: Yes.
   - T: OK. [choosing a picture card and setting it aside] The first word is bank.
     Bank. Put a check beside bank.
   - Ss: [looking at paper and putting a check beside bank if they have it] Bank. Bank.
   - T: The next word is sing. Sing. [Continue calling out words until S1 get three pictures in a row and calls out BINGO.]
   - S1: BINGO!
   - T: OK! What are your three words?
   - S1: Neck, sing, and tent.
   - T: [checking cards] Great! You have a BINGO! Let's play again. This time, put an X beside your word.

Extension

Listen to and create phrases that have the ng, nt, nk, and ck sounds.

Page 84

Listen. Read the story with your teacher.

(Track 33)

- Talk about the pictures and then listen to CD track 33.
  - T: Look at the first picture. What do you see?
  - S1: I see a king.
  - T: Yes! Where is he?
  - S2: He is in a tent.
  - T: Very good! How is the king?
  - S3: He's sick.
  - T: Yes, you're right.

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 girl likes the _____ .)

5. Have students act out (with gestures) one of the pictures (1-4) from the story. Others guess which picture it is and say the sentence(s).

Additional Activity – Unscramble the Words!

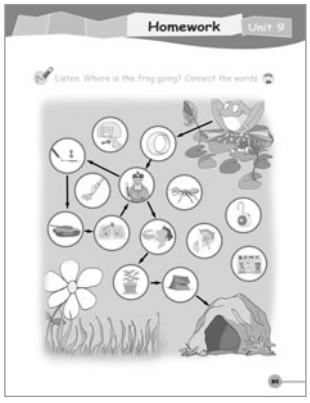
1. Mix up the letters of one of the words from page 79 (sing, ring, plant, tent, ink, pink, drink, bank, tank, neck, lock, sick) and write it on the board. (Example: nipk)
2. Students try to be first to unscramble the word. Then, have them spell the word correctly on the board.
   T: OK! Look at this. [writing "nipk" on the board] Unscramble the letters. What is this word?
   S_1: I know! It's pink!
   T: [to other students] Is that right? Is it pink?
   Ss: Yes, it is.
   T: OK, (S_1). Come forward and write pink on the board.

Wrap Up

Review what students have learned and explain the homework.

Page 85

Listen. Where is the frog going? Connect the words. (Track 34)



- Assign the homework. Do the first example together.
  T: Let's look at your homework. You need to listen to track 34 on your CD. What's this? [pointing at frog]
  Ss: It's a frog.
  T: Yes, it is. What's this? [pointing at cave]
  Ss: It's a cave.
  T: That's right! The frog is going to hop from here [pointing to frog] to here [pointing to cave]. Your homework is to listen to the words and connect them. Let's listen to the first part. [playing CD] What did you hear?
  Ss: Ring!
  T: Very good! Draw a line from the frog to the ring.

Transcript: Ring, ring, king, king, ink, ink, tank, tank, sink, sink, king, king, drink, drink, plant, plant, tent, tent, cave, cave.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: It's time to go. See you next time!
  Ss: See you!

Objectives

- Identify and say double letters sounds involving /sm/, /st/, /sn/, /sk/, and /sw/.
- Identify, say, and read words with double letters involving sm, st, sn, sk, and sw.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hi, everyone. What day is it today?
  Ss: It's Tuesday.
  T: Yes. And how's the weather today?
  Ss: It's sunny (rainy/cloudy/cold/warm/hot).
  T: Great! (That's too bad.) OK! Let's study!

Review

- Review words with double letters sounds involving /ng/, /nt/, /nk/, and /ck/ from Unit 9. Have students turn to page 78 and listen to CD track 31. 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 sounds for double letters involving sm, st, sn, sk, and sw.

Page 86

Listen, point, and repeat. (Track 35)

- Have students look at the pictures and words on page 86 and listen to CD track 35.
  T: OK! Look at the first picture and look at the word. Does anyone know this word? Smile. /sm/ Smile!
  Ss: Smile.
  T: That's right! Let's read the word. /sm/ Smile!
  Ss: /sm/ Smile!

- Continue with remaining words. Listen to CD track 35. Have students listen and repeat.

Transcript:
/sm/ smile (repeat)
/sm/ /sm/ smile (repeat)
/st/ stone (repeat)
/st/ /st/ stone (repeat)
/sn/ snake (repeat)
/sn/ /sn/ snake (repeat)
/sk/ skate (repeat)
/sk/ /sk/ skate (repeat)
/sw/ swim (repeat)
/sw/ /sw/ swim (repeat)
Smile, stone, snake, skate, swim! (repeat)

Additional Activity – What Number is It?

1. Have students number the five sounds/words in the Listen, point, and repeat activity on page 86. (1 = /sm/ smile; 2 = /st/ stone; 3 = /sn/ snake; 4 = /sk/ skate; 5 = /sw/ swim)
2. Say one of the sounds and words (Example: /sk/ skate) and have students hold up the appropriate number of fingers (Example: 4)
3. Say the sound and word again and have students repeat. (Example: /sk/ skate) Gradually, increase the speed.
   T: OK. Listen closely and show me the number. /sk/ Skate!
   Ss: [holding up four fingers]
   T: That's right. /sk/ Skate!
   Ss: /sk/ Skate!
   T: Let's try again. Show me the number. /sw/ Swim!

Practice

Practice saying, reading, and writing words with double letters involving sm, st, sn, sk, and sw.

Page 87

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 the first picture. Is the boy happy?
  Ss: Yes, he is.
  T: Good! How do we know?
  S_1: He is smiling!
  T: Excellent! Let's write smile together.
  T & Ss: S-M-I-L-E.
- Continue with the other words.

Note: *Smoke is the white, gray or black gas that comes from a flame. A stone is a rock. A stove is used for cooking food, and it contains an oven. A skunk is an animal from North America that makes a terrible smell if it is scared. A person who is Swiss is from Switzerland. (The flag of Switzerland is red with a white cross.)*

Additional Activity – Memory Match!

Materials
Flash Cards 3-B (p. 113-127) smile, smell, stone, stop, snake, snack, skate, skunk, swim, Swiss (Note: Take out "smoke" and "stove" so there are two cards for each of the sounds.)

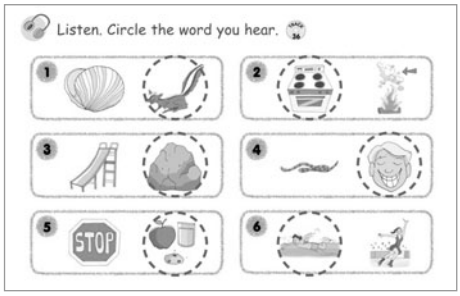
1. Place cards face down on the table. Have students come forward.
2. S_1 turns over two cards and reads them aloud. If cards have the same sound (Example: /st/ stone; /st/ stop), S1 keeps the two cards. If picture cards do not have the same sound (Example: /sm/ smile; /sw/ swim), then S_1 returns the 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 a game. I turn over one card. What is it? [showing students]
   Ss: Stone!
   T: Yes. /st/ Stone! Now, I want to find another word that has the /st/ sound. I turn over another card. What is it? [showing students]
   Ss: Skunk.
   T: That's right. /sk/ Skunk! Do skunk and stone have the same sound?
   Ss: No, they don't.
   T: You're right. They don't. I put back the cards and it's your turn. [gesturing to S_1] Turn over two cards.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving the double letters sm, st, sn, sk, and sw.

Page 88

Listen. Circle the word you hear. (Track 36)



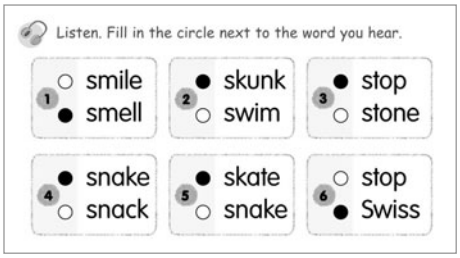
- Listen to CD track 36. Students circle the picture that matches the word they hear.
  T: Listen to Number 1. What did you hear?
  Ss: Skunk!
  T: Right! Skunk! Which picture is correct?
  Ss: The second one!
  T: Good job! Circle the black and white skunk. Now, do the rest by yourselves.

Transcript:

1. skunk	2. stove	3. stone
4. smile	5. snack	6. swim

Page 88

Listen. Fill in the circle next to the word you hear. (Track 36)

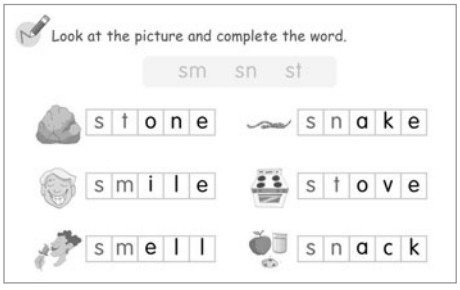


- Listen to CD track 36 and fill in the correct circle.
  T: Listen to Number 1. What did you hear?
  Ss: Smell!
  T: Excellent! Which word is smell?
  Ss: The second one!
  T: Good! Fill in the circle next to the word smell.

Transcript: 1. smell 2. skunk 3. stop
4. snake 5. skate 6. Swiss

Page 89

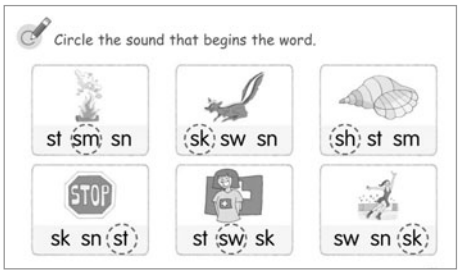
Look at the picture and complete the word.



- Look at the first picture. Say the word and fill in the blanks with the correct letter(s).
  T: Look at the first picture. What is it?
  Ss: It's a stone.
  T: Very good! Which letters are missing? /sm/, /sn/, or /st/?
  Ss: /st/. Stone!
  T: Well done! Fill in the missing letters.
- Continue with the remaining pictures and words.

Page 89

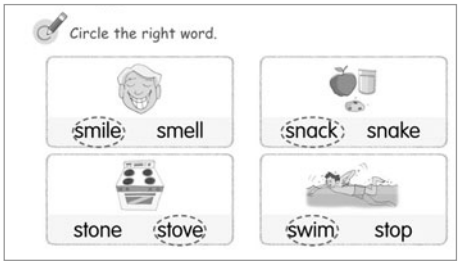
Circle the sound that begins the word.



- Look at the picture. Say the word. Then, circle the sound that begins each word.
  T: Look at the first picture. What do you see above the flame?
  S1: I see smoke!
  T: Very good! Which sound begins the word smoke?
  Ss: /sm/ The second one!
  T: That's right! /sm/ Smoke! Circle the second one.
- Continue with the remaining pictures and words.

Page 90

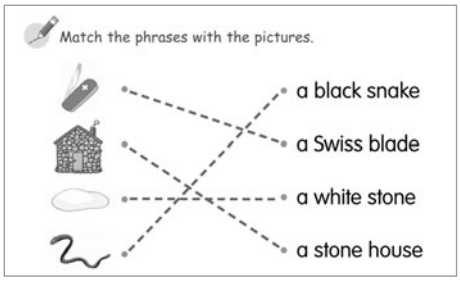
Circle the right word.



- Look at the picture. Identify it and then circle the correct word.
  T: Look at the first picture. What is the man doing?
  Ss: He is smiling.
  T: Very good! Which word is correct?
  Ss: Smile. The first word.
  T: Yes! Circle the word smile. What is the second word? [pointing at smell]
  Ss: Smell!
  T: Who can make a sentence with the word smell?
  S1: I can! Flowers smell good!
  T: Yes! Excellent!

Page 90

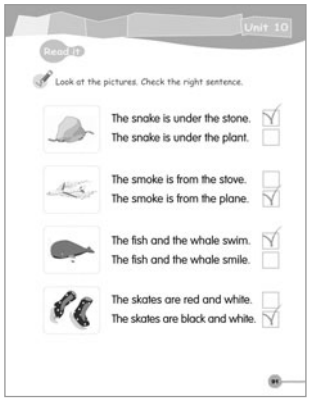
Match the phrases with the pictures.



- Look at the pictures and match them with the correct phrase.
  - T: Look at the first picture. Which phrase matches this first picture?
  - Ss: A Swiss blade.
  - T: That's correct! Connect the picture with the phrase.

Page 91

Look at the pictures. Check the right sentence.



- Have students choose the sentence that best matches each picture.
  - T: Look at the first picture. What do you see?
  - S1: I see a stone.
  - S2: I see a green snake.
  - T: Excellent! Where is the snake?
  - S3: The snake is under the stone.
  - T: Very good! _____, please read the first sentence.
  - S4: The snake is under the stone.
  - T: Well done! _____, please read the second sentence.
  - S5: The snake is under the plant.
  - T: Good! Which sentence is correct?
  - S5: The first one!
  - T: That's right! Put a check in the correct box. Who can draw a picture on the board for the second sentence?
  - S6: I can!
  - T: Great! _____, please draw a picture for the second sentence. The snake is under the plant.

Additional Activity – Charades

Materials
Flash Cards 3-B (p. 113-127) (smile, smell, smoke, stone, stop, stove, snake, snack, skate, skunk, swim, Swiss); a stopwatch

1. Divide the class into two teams. Have S1 from Team A come forward. Show S1 one of the picture cards.
2. S1 uses body gestures to act out the word. No speaking is allowed.
3. Give S2 a stopwatch. Have S2 record how many seconds it takes for Team A to successfully guess the word. When students give an incorrect guess, S1 gives a "thumbs down." When students give a correct guess, S1 gives a "thumbs up." If wanted, also have Team A members spell the word together.
4. S2 writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.
   - T: Here is your word. [showing S1 the card for "snake"]
   - S2: [with stopwatch] Ready? Go!
   - T: What is the word?
   - S1: [acting out "snake"]
   - Ss from Team A: Is it swim?
   - S1: [putting thumb down to indicate a wrong answer]
   - Ss from Team A: Is it snake?
   - S1: [putting thumb up to indicate a correct answer]
   - T: OK! Spell the word together.
   - Ss from Team A: S-N-A-K-E!
   - T: That's right! _____, how many seconds is that? [asking S2 with stop watch]
   - S2: That's 14 seconds.

Extension

Listen to and create phrases that have the sm, st, sn, sk, and sw sounds.

Page 92

Listen. Read the story with your teacher.

(Track 37)

- Talk about the pictures and then listen to CD track 37.
  T: Look at the first picture. What is the girl doing?
  S1: She is skating.
  T: Very good! Where is she? Is she inside or outside?
  S2: She is outside.
  T: Yes, you're right. How do you know that?
  S3: We can see the sky and a mountain.
  T: Excellent! Now, let's listen to the CD.

Note: *In the last picture, Jane has won a gold medal. The Olympic medals are gold, silver, and bronze for first, second, and third place.*

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: Jane is sick, but she _____.)
5. Have a student act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 93

Find and circle the word.

- Assign the homework. Do the first example together.
  T: Let's look at your homework. What is happening in the first picture?
  Ss: The girl is skating.
  T: Very good! How do you spell skate?
  Ss: S-K-A-T-E.
  T: That's right! Next to the picture, look at the letters and circle skate. Your homework is to circle the words that match the pictures.

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

Closing

- Finish class by saying good-bye.
  T: It's time to go. See you next time!
  Ss: See you!

Sounds Fun! 3 - Review 1-10

Objectives

- Identify and say long vowel sounds from Units 1-4 (a, i, o, and u) involving patterns (/a_e/, /i_e/, /o_e/, and /u_e/).
- Identify and say double letters sounds from Units 5-10 (/sh/, /ch/; /th/, /wh/; /cl/, /fl/, /gl/, /pl/, /bl/, /sl/; /cr/, /fr/, /gr/, /dr/, /br/, /tr/; /ng/, /nt/, /nk/, /ck/, /sm/, /st/, /sn/, /sk/, /sw/).
- Read words from Units 1-10 (with the above letters and patterns).
- Identify and say words containing long vowel sounds from Units 1-4, including:
  long A (involving /a_e/): cape, tape, cake, bake, cane, mane, cave, wave, game, name, gate, hate;
  long I (involving /i_e/): nine, pine, fine, vine, like, bike, five, dive, kite, bite, ripe, wipe;
  long O (involving /o_e/): note, vote, bone, cone, hope, rope, hose, nose, pole, mole, hole, robe;
  long U (involving /u_e/): rube, cube, cute, mute, dune, June, tune, mule, huge.
- Identify and say words containing double letters sounds from Units 5-10, including:
  /sh/, /ch/: shop, ship, shell, shave, shine, dish, fish, chop, chin, rich, lunch, bench;
  /th/, /wh/: thin, thick, this, that, bath, moth, math, whip, white, whale;
  /cl/, /fl/, /gl/, /pl/, /bl/, /sl/: clap, clam, flag, flame, glass, glide, plane, plug, black, blade, sled, slide;
  /cr/, /fr/, /gr/, /dr/, /br/, /tr/: crab, crane, frog, frame, grass, grape, drive, dress, bride, brick, truck, trip;
  /ng/, /nt/, /nk/, /ck/: sing, ring, king, plant, tent, ink, sink, pink, drink, tank, bank, lock, sick, neck.

Greeting

- Greet students.
  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

- Review the story on page 92. Have students 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 are the woman's skates? (purple)
  Other possible questions:
  In Picture 2, how many flowers are there? (two)
  Is Jane an American skater? (No, she isn't. She's Swiss.)
  What color is Jane's skating dress? (red)
  In Picture 2, where is Jane sitting? (on the grass)
  What bites Jane? (a snake)
  In Picture 2, is Jane mad or sad? (sad)
  What are people doing in Picture 3? (clapping)
  How does Jane feel in Picture 4? (happy)

Page 94

Listen, point, and chant. (Track 38)

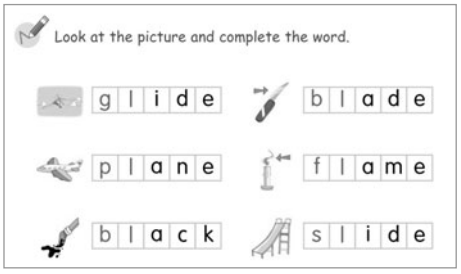
- Talk about the pictures on page 94. (Clams that can't clap and skunks that can't skate.)
  T: Open your books to page 94. What do you see? [pointing at first picture]
  Ss: I see two clams!
  T: Very good! They are trying to clap. Can clams clap?
  Ss: No, they can't.
  T: _____, can you play the guitar?
  S1: No, I can't. I can't play the guitar.
  T: How about you, _____? Can you play the piano?

S2: Yes, I can!
T: Look at the next picture. What do you see? [pointing at skunks]
Ss: I see two skunks.
T: What are they trying to do?
S1: They are trying to skate.
T: Can skunks skate?
Ss: No, they can't.

- Listen to CD track 38 and repeat.
- Place Flash Cards 3-B (clam, clap, skunk, skate) on the board. Say the chant and point to each word as it is spoken.

Page 95

Look at the picture and complete the word.

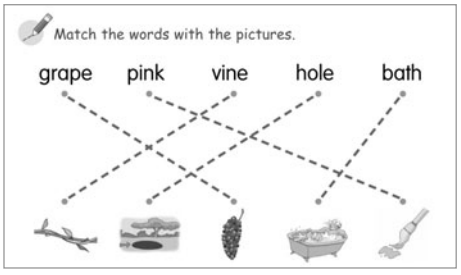


Review words (through pictures) with letter sounds learned in Units 1-10.

- Look at the picture. Identify the item and then complete the word.
  T: Look at the first picture on page 95. Is the man driving a car?
  S1: No, he isn't. He's gliding.
  T: Good! How do you spell the word glide?
  Ss: G-L-I-D-E.
  T: Very good! Now, write the missing letters in the boxes.
- Continue with the other pictures and words.

Page 95

Match the words with the pictures.

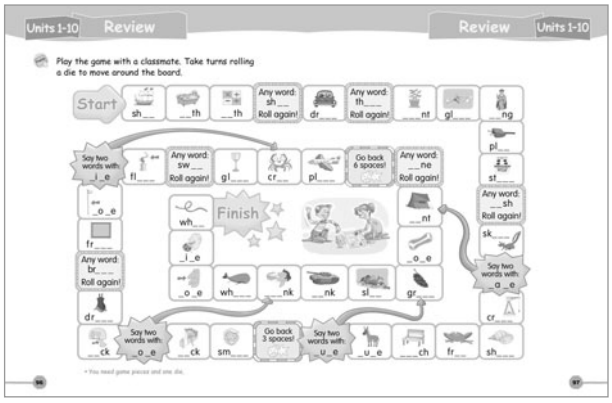


Review the words learned in Units 1-10.

- Have students match the word with the picture.
  T: Look at the first word. What is it? [pointing at grape]
  Ss: Grape.
  T: Good! Which picture matches the word grape?
  Ss: This one. [pointing at picture of grapes]
  T: That's right! Connect the word grape with the picture of grapes.
- Continue with the other words.

Pages 96-97

Play the game with a classmate. Take turns rolling a die to move around the board.



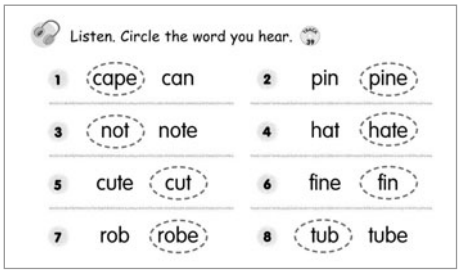
Materials
a die for each pair of students; game pieces for each student

1. Have students work in pairs. Students put their game pieces on Start. They roll the die and move around the board in a continuous clockwise direction, crossing from pages 96 to 97. If they land on an arrow and answer the question correctly, they move ahead.
2. The winning student reaches Finish first.
   T: Do you want to play a board game?
   Ss: Yes!
   T: OK. Look at this picture. [pointing at picture of boy and girl playing game] What number did the boy roll with the die?
   Ss: Six!
   T: Yes! If his game piece is at Start, where does he go?
   S1: Here. [pointing at square saying, "Any word, th_____."]
   T: That's right! Who can think of a word that has five letters and begins with /th/?
   S2: Thick!
   T: Very good! Look! The square says, "Roll again." The boy can roll the die one more time. He is lucky! Then, it's the girl's turn. Do you understand the game?

Ss: Yes!
T: OK! Let's play!

Page 98

Listen. Circle the word you hear. (Track 39)



Review short and long vowels.

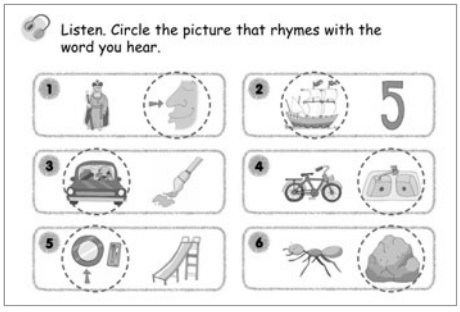
- Have students listen to the CD and circle the word they hear.
  T: Look at Number 1. What did you hear?
  Ss: Cape!
  T: Very good! Which word is correct?
  Ss: The first one.
  T: Good job! Circle the word cape.

- Listen to CD track 39 and circle remaining words.

Transcript: 1. cape 2. pine 3. not
4. hate 5. cut 6. fin
7. robe 8. tub

Page 98

Listen. Circle the picture that rhymes with the word you hear. (Track 39)



Review rhyming words containing the sounds learned in Units 1-10.

- Have students listen to the CD and find the picture that rhymes with the word they hear.
  T: Now, find the picture that rhymes with the word you hear. Let's listen to Number 1. What did you hear?
  Ss: Hose!
  T: Good! Look at the pictures. What is the first picture?
  Ss: It's a king.
  T: Great! What's the second picture?
  Ss: It's a nose.
  T: Which word rhymes with hose? King or nose?
  Ss: Nose rhymes with hose!
  T: That's right! Circle the picture of the nose.

- Listen to CD track 39 and listen for the other words.

Transcript: 1. hose 2. whip 3. five
4. pink 5. fish 6. bone

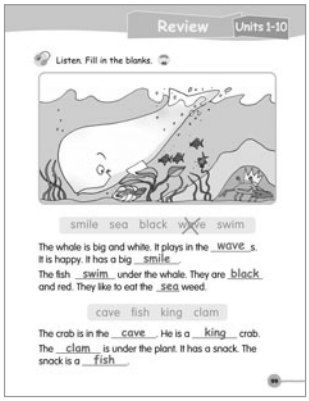
Additional Activity – Speed Game

Materials
Flash Cards 3-A (p. 111) and Flash Cards 3-B = words from Units 1-4 for review of short and long vowel sounds
OR Flash Cards 3-B = words from Units 5-10 for review of double letters sounds;
a stopwatch

1. Write from 8 to 10 words on the board in a line (reviewing words with either short and long vowel sounds OR double letters sounds) in random order.
2. Have students take turns saying the words as clearly and quickly as possible. (Have them repeat words that are not spoken clearly.)
3. Give a student a stopwatch to record the time for each.
   T: Read all the words on the board as fast as you can. If I can't understand a word, you must say the word again. The student with the fastest time is the winner. _____, you're first.
   S1: [with stopwatch] Ready, set, go!
   S2: tape, pin, bike, hole, hop, tune, man, tub [OR dish, thick, glass, chin, whale, bride, ring, snack, clam, trip]
   S1: That's 22 seconds!

Page 99

Listen. Fill in the blanks. (Track 40)



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

- Have students look at the picture. Listen to CD track 40 and fill in the blanks with the missing words.
  - T: Let's look at this picture. What do you see?
  - S1: I see a big whale.
  - T: Good! What color is it?
  - S1: It's white.
  - T: What else do you see?
  - S2: I see a crab.
  - T: Very good! What color is the crab?
  - S3: It's orange and red.
  - T: What is on the crab's head?
  - S5: A crown.
  - T: Now, listen to the CD. Fill in the blanks as you read. Use the words in the blue boxes.

Transcript:
The whale is big and white. It plays in the waves. It is happy. It has a big smile. The fish swim under the whale. They are black and red. They like to eat the seaweed.

The crab is in the cave. He is a king crab. The clam is under the plant. It has a snack. The snack is a fish.

Page 100-101

Listen. Read the story with your teacher. (Track 41)

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 41.
  - T: Look at pages 100-101. It's a story! What do you see in the first picture?
  - S1: A frog!
  - S2: A pig!
  - S3: A crab!
  - T: Do you see any houses?
  - Ss: Yes!
  - T: What kind of houses do you see?
  - S1: I see a brick house.
  - T: Great! What else?
  - S2: I see a log house and a stone house.
  - T: Excellent! Let's listen to the CD.

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 smoke is thick and _____.) Encourage students to fill in the missing word.
5. Assign students roles and have some act out the story while others read the lines.

Additional Activity – Charades

Materials
Flash Cards 3-B (words from Units 1-10); stopwatch

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 stopwatch. 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 S_1 the card for "truck"]
   S_2: [with stopwatch] Ready? Go!
   T: What word is it?
   S_1: [drawing a picture on the board
   Ss from Team A: Is it a frame?
   S_1: No, it isn't.
   Ss from Team B: Is it a brick?
   S_1: No, it isn't.
   Ss from Team A: Is it a truck?
   S_1: Yes, it is!
   T: OK! Spell the word together.
   Ss from Team A: Truck. T-R-U-C-K.
   T: That's right! _____, how many seconds is that? [asking S_2 with stopwatch]
   S_2: That's 20 seconds.
   T: Great! Write 20 seconds on the board. Team B. It's your turn!

Closing

- Finish the class by saying good-bye.

  T: Good job, everyone! See you later!
  Ss: Bye!

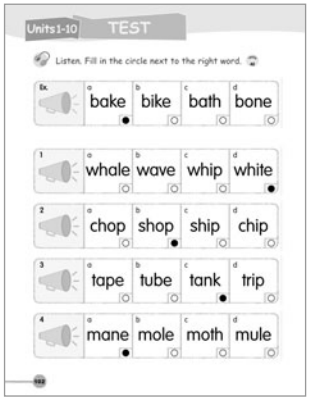
Sounds Fun! 3 - TEST (Units 1-10)

Objectives

- Review Sounds Fun! 3

Page 102

Listen. Fill in the circle next to the right word. (Track 42)



- Listen to CD track 42 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: Bake!
  T: Yes! Which word is that? Is it A, B, C, or D?
  Ss: It's A.
  T: You're right! That's bake. Fill in the circle under bake. Now, listen to the rest of the words. Are you ready?
  Ss: Yes.

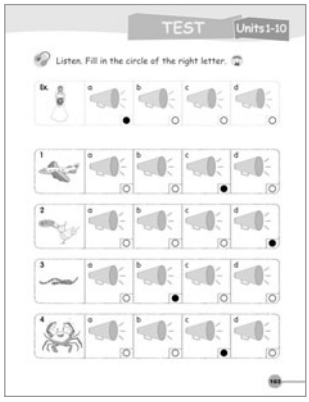
Transcript: Ex. bake

1. white	2. shop
3. tank	4. mane

Page 103

Listen. Fill in the circle of the right letter.

(Track 43)



Transcript:

Ex. a. bride	b. bike	c. cute	d. glide
1. a. frame	b. plant	c. plane	d. truck
2. a. grape	b. June	c. shine	d. tune
3. a. snack	b. snake	c. bake	d. shell
4. a. rich	b. crane	c. crab	d. clap

Page 104

Listen to the word. Fill in the missing letters.

(Track 44)

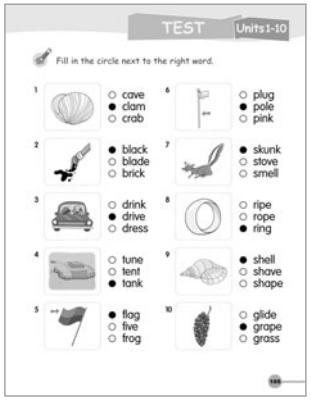
- Listen to CD track 44 and fill in the letters.
  T: Turn to page 104. Listen to the word on the CD. Then, fill in the missing letters. Let's try the example. [listening to example from CD] What word did you hear?
  Ss: Cake!
  T: Yes! How do you spell cake?
  S1: C-A-K-E.
  T: Yes! Write the letters! Now, listen to the rest of the words. Write the letters.

Transcript: Ex. cake

1. mole	2. bake
3. chop	4. mule
5. ship	6. cane
7. ripe	8. trip
9. chin	10. bank

Page 105

Fill in the circle next to the right word.



- Look at the picture. Then, fill in the circle next to the correct word.
  T: Turn to page 105. Look at the picture. Then, circle the word that matches the picture. Let's try Number 1. What is this? [pointing at picture]
  Ss: It's a clam!
  T: Read the words next to the picture. Which word is correct? The first, second, or third one?
  Ss: The second one.
  T: Yes! Fill in the circle next to the clam.

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?
   S1: I know! Crab!
   T: [to other students] Is that right? Is this word crab?
   Ss: Yes, it is.
   T: OK, (S1). Come forward and write crab on the board.

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

Sounds Fun!

Phonics for Children

Similar Sounds

Sounds Fun! 4 - UNIT 1

Objectives

- Identify and say similar sounds involving -ai and -ay.
- Identify, say, and read words with -ai and -ay.

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's your name? [gesturing towards S1]
  S1: My name is _____.
  T: Nice to meet you.
  S1: Nice to meet you, too.

- Have students take turns introducing themselves and greeting each other.

Review

- Review Sounds Fun! Book 3.

Additional Activity — Tic-Tac-Toe

- Review long vowels A, I, O, and U.

1. Draw a nine square Tic Tac Toe grid on the board. Write nine words from Units 1 to 4 of Level 3 in the squares. (Example: cake, game, wave, like, bite, hope, nose, cute, June) Number each of the squares.
2. Divide the class into two teams (Team X and Team O). Have teams take turns choosing a numbered square and then saying the word inside that square. (Example: Number 5-hope.)
3. If correct, that team gets to put their mark in that square. The first team to get three squares in a row (horizontally, vertically, or diagonally) wins the game.
   T: OK! Team X, you go first. What square do you want?
   S1 from Team X: Number 5!
   S2 from Team X: Number 3!
   T: OK! Hands up! How many want Number 3? [counting number] 1, 2, 3, 4. How many want Number 5? [counting number] 1, 2, 3, 4, 5, 6. OK! Team X, it's Number 5. What is this word?
   Ss from Team X: Hope!
   T: Yes! You get an X in square 5. Team O, you're next. What square do you want?

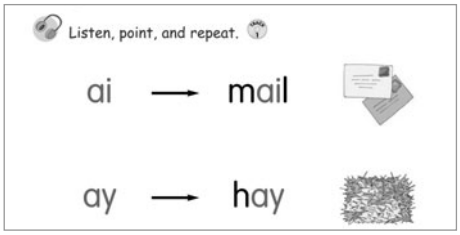
Note: *Play another round of Tic-Tac-Toe reviewing double letters from Units 5-10 of Level 3. Write nine words using words with double letters in the squares. (Example: fish, rich, thick, white, slide, frog, dress, king, skate)*

Presentation

Introduce similar sounds /ai/ and /ay/.

Page 6

Listen, point, and repeat. (Track 1)



- Have students look at the pictures and words on page 6 and listen to CD track 1.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ai/ Mail!
  Ss: /ai/ Mail!
  T: That's right! Let's read together. /ai/ Mail!
  Ss: /ai/ Mail!

- Continue with /ay/. Listen to CD track 1. Have students listen and repeat.

Transcript:

/ai/ mail (repeat)
/ai/ /ai/ mail (repeat)
/ay/ hay (repeat)
/ay/ /ay/ hay (repeat)
Mail, hay! (repeat)

Page 6

Listen and chant. (Track 2)

- Talk about the picture on page 6 and then listen to CD track 2.
  T: What can you see in the picture?
  S1: I see a boy.
  T: Where is the boy?
  S2: He is sitting on a chair.
  T: Is the boy happy?
  S3: No, he isn't. He's sad.
  T: Why is he sad?
  S4: It's raining!
  T: Yes. He's sad because it's raining. Now, let's read the chant together.
- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Additional Activity – Name Chant!

- Have students say chant and review classmates' names by adding another line.
  Rain, rain, go away, come again another day!
  Rain, rain, go away, Bobby [saying name and gesturing towards student] wants to play!

Practice

Practice saying, reading, and writing words involving -ai and -ay.

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 the first word. What is it?
  Ss: Mail.
  T: Good! Let's write mail here. M-A-I-L.
- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Note: *Mail can involve letters and packages.*

Additional Activity – Whisper Relay

Materials
Flash Cards 4-B (p. 113-127) mail, tail, nail, train, chain, rain, May, hay, pray, day, gray, pay

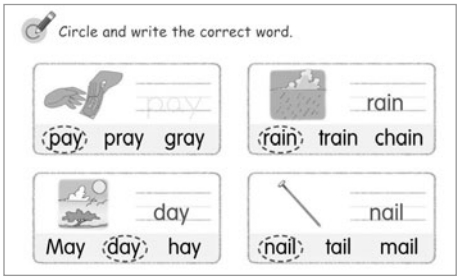
1. Divide the students into two teams and have them stand in two lines. Teacher holds a set of the cards.
2. Have the first two students from each team (S1s) come forward. Show one of the cards to them and whisper the word. (Example: day)
3. S1s then go back to S2s at the front of the line and whisper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

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ai and -ay.

Page 8

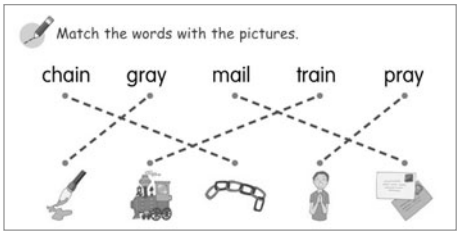
Circle and write the correct word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one. Write the word.
  T: Look at the first picture. What is it?
  Ss: Pay!
  T: Right! Which word is correct?
  Ss: The first one!
  T: Good job! Circle the first word. Now, write the word.
- Continue with the remaining pictures and words.

Page 8

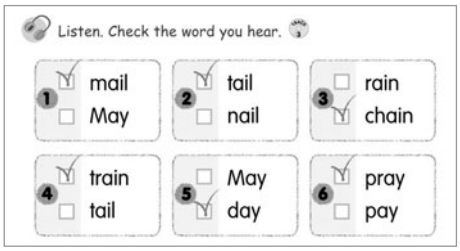
Match the words with the pictures.



- Look at the pictures and match them with the correct word.
  T: Look at the first picture. What color is this?
  Ss: Gray.
  T: Good! How do you spell gray?
  Ss: G-R-A-Y.
  T: Yes! Now, match the picture with the word.

Page 9

Listen. Check the word you hear. (Track 3)

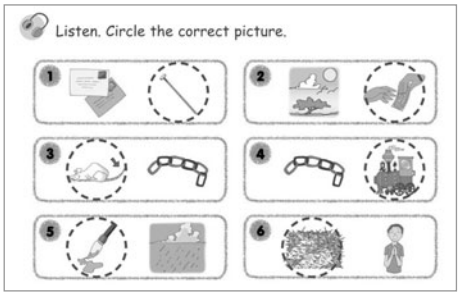


- Listen to CD track 3. Choose the correct word.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Mail!
  T: Great! Put a check mark next to mail.
- Continue with remaining words.

Transcript: 1. mail 2. tail 3. chain 4. train 5. day 6. pray

Page 9

Listen. Circle the correct picture. (Track 3)

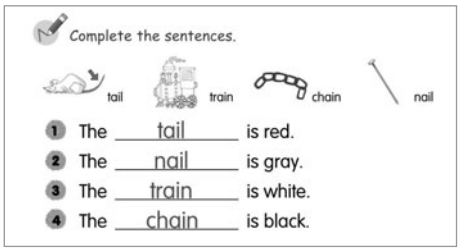


- Listen to CD track 3 and choose the correct picture.
  T: This time, we have to circle the right picture. Listen. What did you hear?
  Ss: Nail!
  T: Correct! Let's circle the nail. Please show me your books. Great!
- Continue with the remaining pictures.

Transcript: 1. nail 2. pay 3. tail 4. train 5. gray 6. hay

Page 10

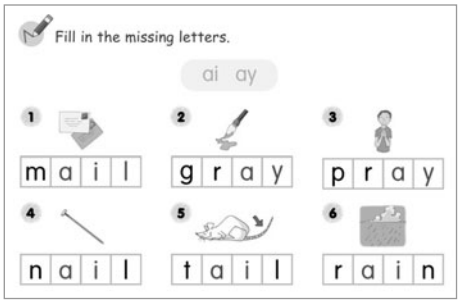
Complete the sentences.



- Write the word that completes each sentence.
  T: Look at page 10. _____, read the first sentence.
  S1: The _____ is red.
  T: Well done! Look at the pictures. What's the answer?
  S1: Tail.
  T: Yes! Write tail in the blank. _____, please read the whole sentence.
  S2: The tail is red.

Page 10

Fill in the missing letters.



- Look at the pictures and complete the words using ai or ay.
  T: Look at the first picture. What is it?
  Ss: Mail.
  T: Very good! Can you spell mail?
  Ss: M-A-I-L.
  T: Good. Write the letters.

Additional Activity — Unscramble the Words!

1. Mix up the letters of one of the words from page 7 (mail, tail, nail, train, chain, rain, May, hay, pray, day, gray, pay) and write it on the board. (Example: anri)
2. Students try to be first to unscramble the word and spell it on the board.
   T: OK! Look at this. [writing "anri" on the board] Unscramble the letters.
   What is this word?
   S1: I know! It's rain!
   T: [to other students] Is that right? Is it rain?
   Ss: Yes, it is.
   T: OK, (S1). Come forward and write rain on the board.

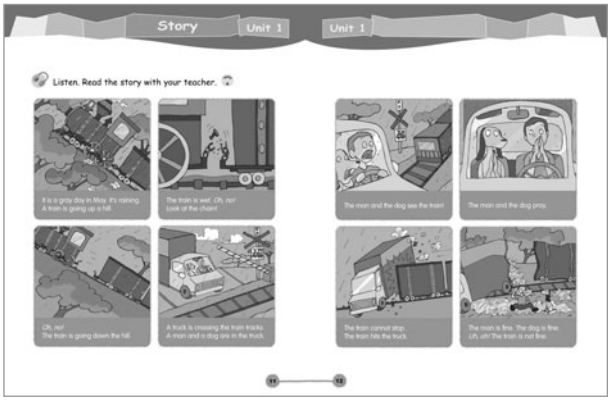
Extension

Listen to and create phrases that have the -ai and -ay sounds.

Pages 11-12

Listen. Read the story with your teacher.

(Track 4)



- Talk about the pictures and then listen to CD track 4.
  T: Look at page 11. What do you see in the first picture?
  S1: I see a train.
  S2: I see trees.
  T: Very good! What's the weather like?
  S3: It's raining.
  T: Yes, it is. OK. Let's listen to the story and read along.

Additional Activity — Read Aloud

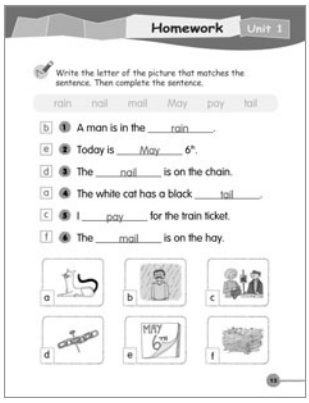
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ai and -ay.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: A _____ is going up a hill.)
5. Number the pictures and have a student act out (with gestures) one of the pictures (1-8) from the story. The other students guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 13

Write the letter of the picture that matches the sentence. Then complete the sentence.



- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  T: Let's look at your homework. _____, please read the first sentence.
  S1: A man is in the rain.
  T: Yes! Look at the pictures. Which picture matches that sentence?
  Ss: B!
  T: Wonderful! Look! B is in the box next to Number 1, and rain is from the words above the sentences. [pointing at book] This is your homework. Fill in the blanks. Match the pictures to the sentences. Do you understand?
  Ss: Yes

Additional Activity — Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Have students read these stories aloud at the beginning of the next class.

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ai, -ay) from Unit 1.
  T: Can you remember what this is? [holding up nail]
  Ss: Yes! It's a nail.
  T: Wonderful! What is this? [holding up tail]
  Ss: It's a tail.
  T: Do you have a tail?
  Ss: No!
  T: What has a tail?
  Ss: A dog has a tail.
  T: Excellent! Now, repeat after me.
  /ai/ /ai/ Nail! (repeat)
  /ai/ /ai/ Tail! (repeat)
- Continue with the other words.

Closing

- Play CD tracks 1 and 2. Have students listen and repeat.
- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Sounds Fun! 4 - UNIT 2

Objectives

- Identify and say similar sounds involving -ee, -ea, and -ey.
- Identify, say, and read words with -ee, -ea, and -ey.

Warm Up

Greet students and prepare for today's lesson.

Greeting

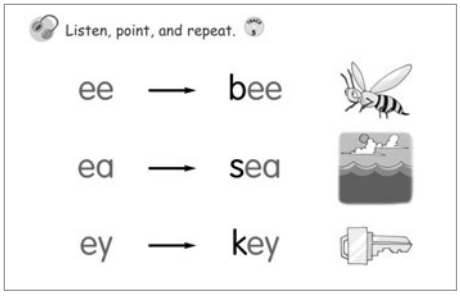
- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: How are you today, _____?
  S1: Pretty good. (I'm fine./So so./Not bad.)
  T: Great! Let's take roll-call first. Please put up your hand and say, "Here" when I call your name. _____?
  S2: [putting up hand] Here!
- Review words with similar sounds /ai/ and /ay/ from Unit 1. Have students turn to page 6 and listen to CD track 1. Point at and repeat the words.

Presentation

Introduce similar sounds /ee/, /ea/, and /ey/.

Page 14

Listen, point, and repeat. (Track 5)



- Have students look at the pictures and words on page 14 and listen to CD track 5.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ee/ Bee!
  Ss: /ee/ Bee!
  T: That's right! Let's read together. /ee/ Bee!
  Ss: /ee/ Bee!
- Continue with /ea/ and /ey/. Listen to CD track 5. Have students listen and repeat.

Transcript:
/ee/ bee (repeat) /ee/ /ee/ bee (repeat)
/ea/ sea (repeat) /ea/ /ea/ sea (repeat)
/ey/ key (repeat) /ey/ /ey/ key (repeat)
Bee, sea, key! (repeat)

Additional Activity – Hop Left or Right

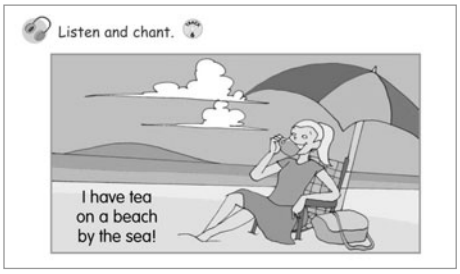
Materials
Flash Cards 4-B (p. 113-127) bee, sea, key, hay, mail, nail

1. Contrast sounds from Unit 1 (/ai/ and /ay/) with sounds from Unit 2 (/ee/, /ea/, and /ey/). Write the words on the board in two columns: words with /ay/ and /ai/ sounds to the left (hay, mail, nail) and those with /ee/, /ea/, and /ey/ sounds to the right (bee, sea, key).
2. Have students stand in a line. Say one of the words and have them hop to the left or the right, depending if they hear the /ay/ and /ai/ sound (hop to the left) or the /ee/, /ea/, /ey/ sound (hop to the right). Confirm the students' actions by showing the right picture card and gesturing to the word on board.
3. If students hop the wrong way, they are out of the game.
4. Gradually, increase the speed until only one student is left.
   T: Stand in a line, please. If you hear /ay/ as in "hay" or /ai/ as in "mail," hop to the left. [demonstrating action] If you hear /ee/ as in "bee," /ea/ as in "sea," or /ey/ as in "key" hop to the right. [demonstrating action] Are you ready? Bee! Bee!
   Ss: [hopping to the right]
   T: Yes! [holding up "bee" picture card and pointing to word on board] /ee/ Bee!
   Ss: /ee/ Bee!

Note: *Rather than having students stand in a line, the teacher may prefer students to sit at their desk and raise either a left or a right hand when they hear the sounds.*

Page 14

Listen and chant. (Track 6)



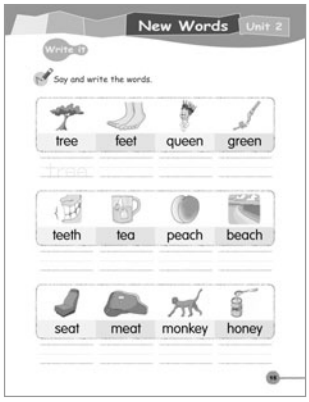
- Talk about the picture on page 14 and then listen to CD track 6.
  T: Look at this picture. What can you see?
  S1: I see a girl.
  T: Good! What is she doing?
  S2: She is drinking.
  T: Very good! She's drinking tea. Where is she?
  S3: She's on the beach.
  T: That's right! Now, let's read the chant together.
- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Practice

Practice saying, reading, and writing words involving -ee, -ea, and -ey.

Page 15

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 the first word. What is it?
  Ss: Tree.
  T: Good! Let's write tree here. T-R-E-E.
- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Note: *The singular form of feet is foot, and the singular form of teeth is tooth.*

Additional Activity – Memory Chain

Materials
Flash Cards 4-B (p. 113-127) bee, tree, feet, queen, green, teeth, sea, tea, peach, beach, seat, meat, key, monkey, honey

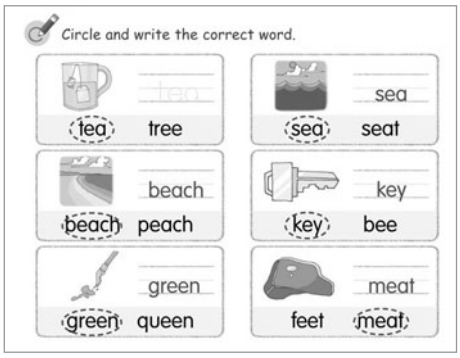
1. Hold up a card to S1 and ask, "What do you see?" S1 responds, "I see (a peach)."
2. Hold up another card to S2 and repeat the question. S2 responds, "I see (a peach) and (teeth). Hold up another card to S3 and repeat the question. S3 responds, "I see (a peach) and (teeth) and (a monkey).
3. Continue with the other cards and students. How many words can the students remember?
   T: Try to remember the words! _____, look at the card. [holding up card of peach] What do you see?
   S1: I see (a peach).
   T: And _____, what do you see? [gesturing at "peach" card on table and holding up teeth card]
   S2: I see (a peach) and (teeth).
   T: And _____, what do you see? [gesturing at cards on table and holding up monkey card]
   S3: I see (a peach) and (teeth) and (a monkey).

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ee, -ea, and -ey.

Page 16

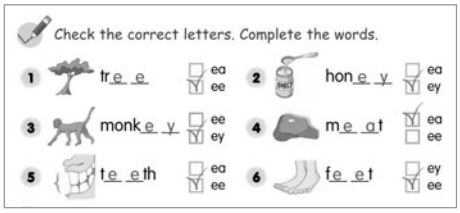
Circle and write the correct word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one. Write the word.
  T: Look at the first picture. What is it?
  Ss: Tea!
  T: Right! Which word is correct?
  Ss: The first one!
  T: Good job! Circle the tea. Now, write the word.
- Continue with the remaining pictures and words.

Page 16

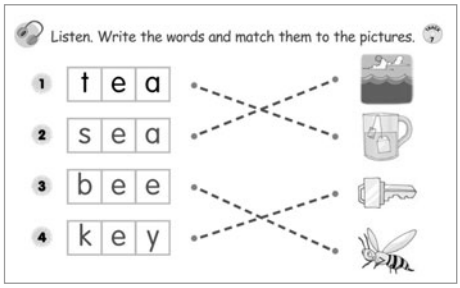
Check the correct letters. Complete the words.



- Look at the picture. Say the word and check the missing letters. Then, complete the word.
  T: Look at the first picture. What is it?
  Ss: It's a tree.
  T: Good! How do you spell tree?
  Ss: T-R-E-E.
  T: That's correct. Now, put a check mark in the box with E-E and complete the word.

Page 17

Listen. Write the words and match them to the pictures. (Track 7)

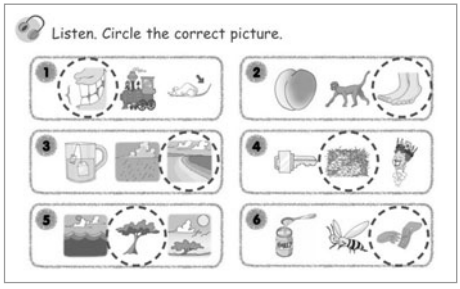


- Listen to CD track 7 and write the word you hear. Then, find the correct picture.
  T: Now, listen to Number 1 on the CD. What word did you hear?
  Ss: Tea!
  T: Great! How do you spell tea?
  Ss: T-E-A.
  T: Excellent. Write tea in the boxes next to Number 1. Which picture goes with tea?
  Ss: This one. [pointing to cup of tea]
  T: That's right! Match the picture to the word.
- Continue with the remaining words.

Transcript: 1. tea 2. sea 3. bee 4. key

Page 17

Listen. Circle the correct picture. (Track 7)



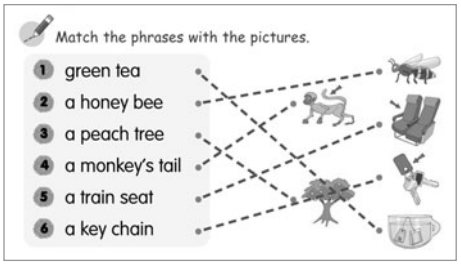
- Listen to CD track 7 and choose the correct picture.
  T: This time, circle the right picture. Listen. What did you hear?
  Ss: Teeth!
  T: Correct! Let's circle the teeth. How many teeth can you see in the picture?
  S1: I can see seven teeth.
  T: Great! Let's do Numbers 2 to 6 without stopping the CD.

• Continue with the remaining pictures.

Transcript: 1. teeth 2. feet 3. beach
4. hay 5. tree 6. pay

Page 18

Match the phrases with the pictures.



• Choose the pictures that match each phrase.
T: Look at page 18. _____, please read Number 1.
S1: Green tea.
T: Well done! Which picture goes with green tea?
S2: This one! [pointing to cup]
T: Yes! Draw a line from the phrase to the picture.

Page 18

Fill in the missing vowels.

• Look at the pictures and complete the words using -ea, -ee, or -ey.
T: Look at the first picture. What is it?
Ss: It's a peach.
T: Very good! Can you spell peach?
Ss: P-E-A-C-H.
T: Good. Write the missing letters in the boxes. Use the letter you see in the orange box. [pointing out -ea, -ee, -ey]

Additional Activity — Line by Line Game

Materials
Flash Cards 4-B (p. l 13-127) bee, tree, feet, queen, green, teeth, sea, tea, peach, beach, seat, meat, key, monkey, honey

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 word together.
T: [drawing first line] Team A, what is it?
S1 from Team A: I think it's meat.
T: No, it isn't. Team B, what do you think it is?
S2 from Team B: I think it's a peach.
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 seat?
T: Yes, it is! [quickly drawing in the extra lines for seat] Team A, what is it?
Ss from Team A: It's a seat!
T: Great! Team A gets 1 point!

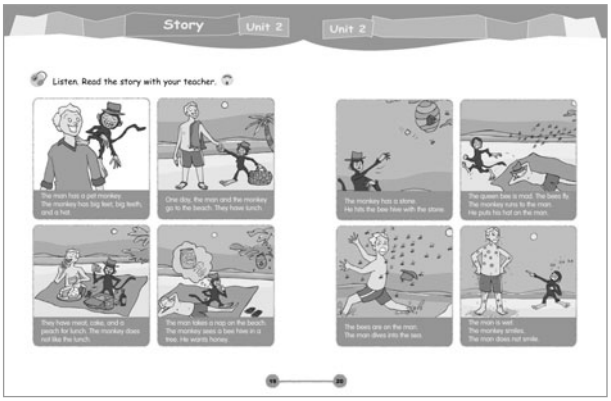
Extension

Listen to and create phrases that have the -ee, -ea and -ey sounds.

Pages 19-20

Listen. Read the story with your teacher.

(Track 8)



• Talk about the pictures and then listen to CD track 8.
T: Look at page 19. Do you see any animals in the first picture?
S1: Yes, I do. I see a monkey!
T: Good! What is on the monkey's head?
S2: A hat is on the monkey's head.
T: Yes! What color is the hat?
S3: It's green.
T: Very good! Does the monkey have small feet?

S4: No! It has big feet.
T: OK! Let's listen to the story and read along.

Additional Activity — Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ea, -ee and -ey.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: The monkey has big _____, big teeth, and a hat.)
5. Number the pictures and have students act out (with gestures) one of the pictures (1-8) from the story. Others guess which picture it is and say the sentence(s)

Wrap Up

Review what students have learned and explain the homework.

Page 21

Write the letter of the picture that matches the sentence. Then complete the sentence.

- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  T: Let's look at your homework. _____, please read the first sentence.
  S1: I bite into a _____.
  T: Yes! Look at the pictures. Which picture has someone biting into something?
  S2: D!
  T: Wonderful! Write D in the square next to Number 1. Now, who can finish the sentence?
  S3: I can! I bite into a peach.
  T: Great! Peach is the correct word. Write peach in the blank. Your homework is to match the pictures to the sentences and fill in the blanks. Do you understand?
  Ss: Yes!

Additional Activity — Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Put students' work together in a classroom book that can be shared by the students.

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ea, -ea, and -ey) from Unit 2.
  T: Can you remember what this is? [holding up card]
  Ss: Yes! It's a tree.
  T: Wonderful! What is this? [holding up card]
  Ss: It's a key.
  T: Excellent! Now, repeat after me, everyone.
  /ee/ /ee/ Tree! (repeat)
  /ey/ /ey/ key!
- Continue with other words.

Closing

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

Objectives

- Identify and say similar sounds involving -ee, -ea, and -ey.
- Identify, say, and read words with -ee, -ea, and -ey.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: What day is it today?
  S1: It's _____.
  T: Right! What month is it?
  S2: It's _____.
  T: Great! Is it summer?
  S3: No, it's fall.
  T: Good! Now, let's start today's lesson. Are you ready?
  Ss: Yeah!

Review

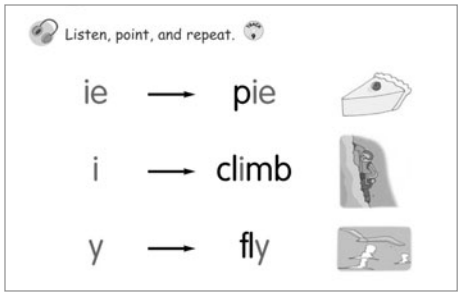
- Review words with similar sounds /ee/, /ea/, and /ey/ from Unit 2. Have students turn to page 14 and listen to CD track 5. Point at and repeat the words.

Presentation

Introduce similar sounds /ie/, /i/, and /y/.

Page 22

Listen, point, and repeat. (Track 9)



- Have students look at the pictures and words on page 22 and listen to CD track 9.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ie/ Pie!
  Ss: /ie/ Pie!
  T: That's right! Let's read together. /ie/ Pie!
  Ss: /ie/ Pie!

- Continue with /i/ and /y/. Listen to CD track 9. Have students listen and repeat.

Transcript:
/ie/ pie (repeat) /ie/ /ie/ pie (repeat)
/i/ climb (repeat) /i/ /i/ climb (repeat)
/y/ fly (repeat) /y/ /y/ fly (repeat)
Pie, climb, fly! (repeat)

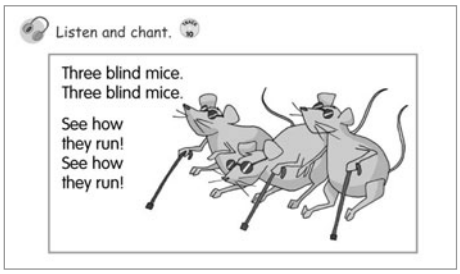
Additional Activity – Tic-Tac-Toe

Materials
Flash Cards 4B (p. 113-127) pie, climb, fly; bee, queen, sea, key; mail, train, hay, gray

1. Contrast sounds from Units 1 (/ai/ and /ay/) and 2 (/ee/, /ea/, and /ey/) with sounds from Unit 3 (/ie/, /i, and /y/). Draw a nine square Tic-Tac-Toe grid on the board. Number each of the squares.
2. Divide the class into two teams (Team X and Team O). Have teams take turns choosing a numbered square. Then, show students one of the cards from Units 1, 2, or 3. Have students say the word.
3. If correct, that team gets to put their mark in that square. The first team to get three squares in a row (horizontally, vertically, or diagonally) wins the game.
   T: OK! Team X! You go first. What square do you want?
   Ss from Team X: Number 6!
   T: OK! Here is your card. What is this word?
   Ss from Team X: Pie!
   T: Yes! Pie. /ie/ Pie! You get an X in square 6. Team O, you're next. What square do you want?

Page 22

Listen and chant. (Track 10)



- Talk about the picture on page 22 and then listen to CD track 10.
  T: Look at this picture. What can you see?
  S_1: I see mice.
  T: Yes! How many mice can you see?
  S_2: Three!
  T: Very good! What are they wearing?
  S_3: They're wearing sunglasses.
  T: That's right! Now, let's read the chant together.

- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Practice

Practice saying, reading, and writing words involving -ie, -i, and -y.

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 the first word. What is it?
  Ss: Pie.
  T: Good! Let's write pie here. P-I-E.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Note: *The plural form of die is dice.*

Additional Activity—Memory Match!

Materials
2 sets of Flash Cards 4-B (p. 113-127) pie, tie, die, kind, climb, blind, fly, cry, sky, spy, my, dry

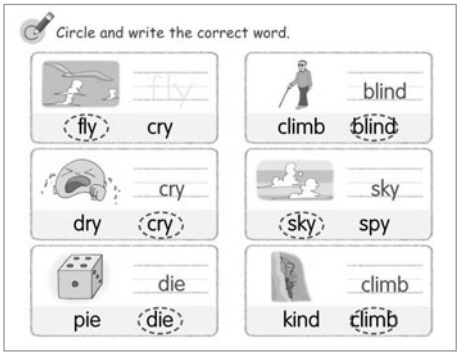
1. Place the cards face down on the table. Have students gather around the table.
2. S_1 turns over two cards and reads them aloud. If the cards are the same, S_1 keeps the two cards. If picture cards are not the same, then S_1 returns the cards to the table (face down) and S_2 tries to find a match.
3. Continue until all the cards are gone. Student with most matching pairs is the winner.
   T: OK! Let's try a game. I turn over one card. What is it? [showing students]
   Ss: Fly!
   T: Yes. /y/ Fly! Now, I want to find the matching card. I turn over another card. What is it? [showing students]
   Ss: Tie.
   T: That's right. They aren't the same, so I put back the cards and it's your turn. [gesturing to S_1] Turn over two cards.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ie, -i, and -y.

Page 24

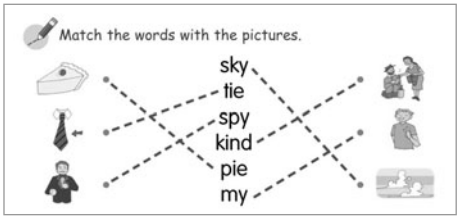
Circle and write the correct word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct word and write it.
  T: Look at the first picture. What word is this?
  Ss: Fly!
  T: Right! Which word is correct?
  Ss: The first one!
  T: Good job! Circle the first word. Now, write the word.
- Continue with the remaining pictures and words.

Page 24

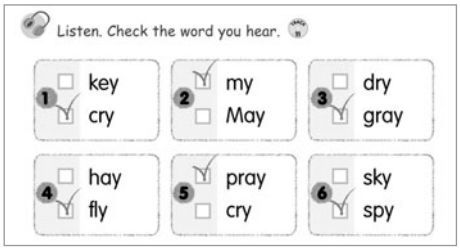
Match the letters with the pictures.



- Look at the pictures and match them with the correct words.
  T: Look at the first picture. What is it?
  Ss: Pie.
  T: Good! How do you spell pie?
  Ss: P-I-E.
  T: That's correct. Now, match the picture with the word.

Page 25

Listen. Check the word you hear. (Track 11)

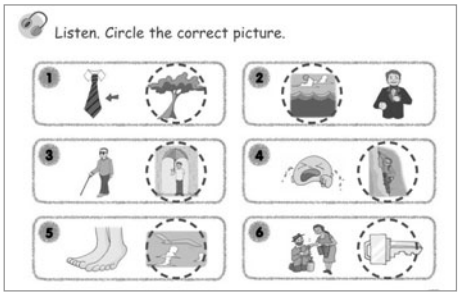


- Listen to CD track 11 and check the word you hear.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Cry!
  T: Right! Which one of these words is cry?
  Ss: The second one.
  T: Good! Put a check mark next to cry.
- Continue with the remaining words.

Transcript: 1. cry 2. my 3. gray
4. fly 5. pray 6. spy

Page 25

Listen. Circle the correct picture.

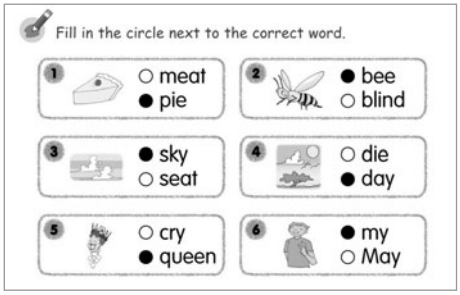


- Listen to CD track 11 and choose the correct picture.
  T: This time, circle the right picture. Listen. What did you hear?
  Ss: Tree!
  T: Correct! Let's circle tree. Please show me your books. Very good, everyone!
- Continue with the remaining pictures.

Transcript: 1. tree 2. sea 3. dry
4. climb 5. sky 6. key

Page 26

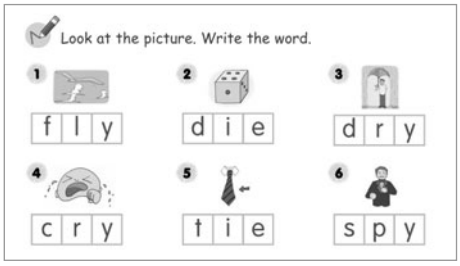
Fill in the circle next to the correct word.



- Look at the picture. Then, fill in the circle next to the correct word.
  T: Look at Number 1. What is this a picture of?
  Ss: It's a pie.
  T: Well done! Fill in the circle next to pie.

Page 26

Look at the picture. Write the word.



- Look at the picture and say the word. Write the letters in the blanks.
  T: Look at the first picture. What is the bird doing?
  S1: It's flying.
  T: Very good! How do you spell fly?
  Ss: F-L-Y.
  T: Good. Now, write fly in the boxes.

Additional Activity – Charades

Materials
Flash Cards 4-B (p. 113-127) (pie, tie, die, kind, climb, blind, fly, cry, sky, spy, my, dry); stopwatch

1. Divide the class into two teams. Have S1 from Team A come forward. Show S1 one of the picture cards.
2. S1 uses body gestures to act out the word. No speaking is allowed.
3. Give S2 a stopwatch. Have S2 record how many seconds it takes for Team A to successfully guess the word. When students give an incorrect guess, S1 gives a "thumbs down." When students give a correct guess, S1 gives a "thumbs up." If wanted, also have Team A members spell the word together.
4. S2 writes on board the number of seconds it took for Team A to guess the word.
5. Team B takes a turn. The team that is able to guess the words in the fewest number of seconds wins.
   T: Here is your word. [showing S1 the card for "sky"]
   S2: [with stopwatch] Ready? Go!
   T: What is the word?
   S1: [acting out "sky"]
   Ss from Team A: Is it fly?
   S1: [putting thumb down to indicate a wrong answer]
   Ss from Team A: Is it sky?
   S1: [putting thumb up to indicate a correct answer]
   T: OK! Spell the word together.
   Ss from Team A: S-K-Y!
   T: That's right! _____, how many seconds is that? [asking S2 with stop watch]
   S2: That's 10 seconds.

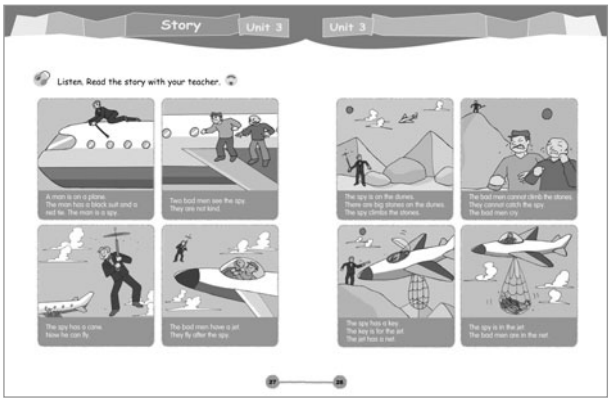
Extension

Listen to and create phrases that have the -ie, -i, and -y sounds.

Pages 27-28

Listen. Read the story with your teacher.

(Track 12)



- Talk about the pictures and then listen to CD track 12.
  T: Look at page 27. What do you see in the first picture?
  S1: I see a plane.
  T: Good! What else do you see?
  S2: I see a man.
  T: Where is the man?
  S3: He's on the plane.
  T: Very good! What does he have in his hand?
  S4: He has a cane.
  T: That's right! Is he wearing a dress?

S5: No, he isn't. He's wearing a suit.
T: Now, let's listen to the story.

Additional Activity – Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ie, -i and -y.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: The _____ has a cane.)
5. Number the pictures and have a student act out (with gestures) one of the pictures (1-8) from the story. The other students guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 29

Fill in the circle next to the correct sentence.

- Assign the homework. Do the first example together.
- Have students look at the picture and then choose the sentence that best describes it. Fill in the circle next to the correct sentence.
  T: Let's look at your homework. _____, please read the first sentence.
  S1: The girl likes the wet towel.
  T: Yes! Does that sentence go with this picture?
  Ss: No, it doesn't.
  T: Good! Now, _____, please read the second sentence.
  S2: The girl likes to cry.
  T: Does that sentence go with this picture?
  Ss: No, it doesn't.
  T: Very good! _____, please read the last sentence.
  S3: The girl likes the dry towel.
  T: Does that sentence go with this picture?
  Ss: Yes, it does.
  T: That's right! Fill in the circle next to the third sentence. Your homework is to find the correct answers. Do you understand your homework?
  Ss: Yes!

Additional Activity – Homework

Have students illustrate the other sentences from the homework page. They should draw simple pictures and write the sentences underneath. (Example: The girl likes the wet towel.)

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ie, -i, and -y) from Unit 3.
  T: Can you remember what this is? [holding up card]
  Ss: Yes! It's the sky.
  T: Wonderful! What is this? [holding up card]
  Ss: It's a tie.
  T: Excellent! Now, repeat after me, everyone.
  /y/ /y/ Sky! (repeat)
  /ie/ /ie/ Tie!
- Continue with the other words.

Closing

- Play CD tracks 9 and 10. Have students listen and repeat.
- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Sounds Fun! 4 - UNIT 4

Objectives

- Identify and say similar sounds involving -oa and -ow.
- Identify, say, and read words with -oa and -ow.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: How are you today, _____?
  S1: I'm great (happy/fine/OK).
  T: That's good

Review

- Review words with similar sounds /ie/, /i/, and /y/ from Unit 3. Have students turn to page 22 and listen to CD track 9. Point at and repeat the words.

Additional Activity – Pass the Ball

Materials
a ball

Have students review the words they learned in Unit 3. Pass the ball from student to student. Have each repeat the word that was said and then add a new word.

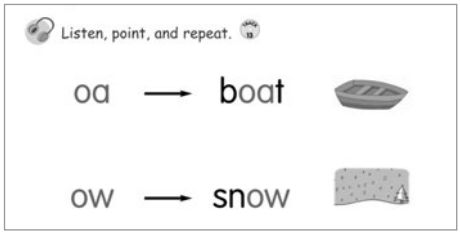
T: OK. I am going to say a word from Unit 3. "Cry." When you catch the ball, say "Cry" and then add a new word from Unit 3. Let's try it! Cry. [tossing ball to S1]
S1: Cry. Sky. [tossing ball to S2]
S2: Sky. Kind. [tossing ball to S3]
S3: Kind. Soap. [tossing ball to S4]

Presentation

Introduce similar sounds /oa/ and /ow/.

Page 30

Listen, point, and repeat. (Track 13)



- Have students look at the picture and words on page 30 and listen to CD track 13.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /oa/ boat!
  Ss: /oa/ Boat!
  T: That's right! Let's read together. /oa/ Boat!
  Ss: /oa/ Boat!

- Continue with /ow/. Listen to CD track 13. Have students listen and repeat.

Transcript:
/oa/ boat (repeat) /oa/ /oa/ boat (repeat)
/ow/ snow (repeat) /ow/ /ow/ snow (repeat)
Boat, snow! (repeat)

Page 30

Listen and chant. (Track 14)

- Talk about the pictures on page 30 and then listen to CD track 14.
  T: Look at this picture. Who and what do you see?
  S1: I see a girl.
  S2: I see a boat.
  T: Where is the girl?

S2: She is in the boat.
T: That's right! Now, let's listen to the chant.

- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Optional: If students are ready, teach them the complete words to the traditional song, "Row, Row, Row Your Boat."

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Presentation

Practice saying, reading, and writing words involving -oa and -ow.

Page 31

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 the first word. What is it?
  Ss: Boat.
  T: Good! Let's write boat here. B-O-A-T.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Additional Activity – Find a Wrong Letter

Materials
Flash Cards 4-B (p. 113-127) boat, goat, coat, road, toast, soap, row, snow, bowl, yellow, pillow, window

1. Write the words from Unit 4 on the board, but sometimes use incorrect spelling. (Example: for "toast", write "towst") Say the word aloud and show the picture card.

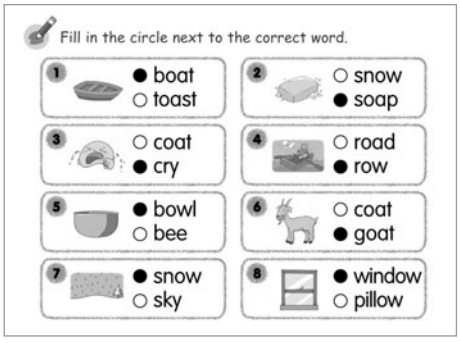
2. Have students say whether or not the word is spelled correctly. If incorrect, have them give you the correct spelling.
   T: The word is toast. [writing "towst" on board and showing students the picture card] Is that right? Put your hands up. How many say the spelling is correct? [wait for response] How many say the spelling is wrong? [wait for response] It is wrong. _____, how do you spell "toast"?
   S1: T-O-A-S-T.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -oa and -ow.

Page 32

Fill in the circle next to the correct word.

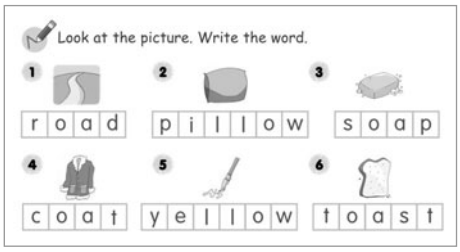


- Look at the picture. Say the word. Then, look at the words and fill in the circle next to the correct one.
  T: Look at the first picture. What is it?
  Ss: A boat!
  T: Right! Which word is boat?
  Ss: The first one!
  T: Good job! Circle the boat.

- Continue with the remaining pictures and words.

Page 32

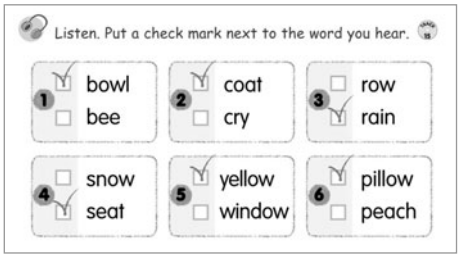
Look at the picture. Write the word.



- Look at the picture and say the word. Then, write the word.
  T: Look at the first picture. What do you see?
  Ss: I see a road.
  T: Good! Can you spell road?
  Ss: R-O-A-D.
  T: Great. Write the word road in the squares.

Page 33

Listen. Put a check mark next to the word you hear. (Track 15)



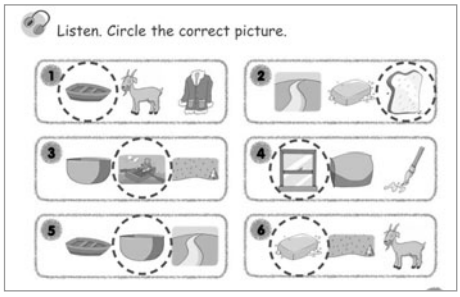
- Listen to CD track 15 and check the word you hear.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Bowl!
  T: Great! Which one of these words is bowl?
  Ss: The first one.
  T: Good! Put a check mark next to bowl.

- Continue with the remaining words.

Transcript: 1. bowl 2. coat 3. rain
4. seat 5. yellow 6. pillow

Page 33

Listen. Circle the correct picture. (Track 15)



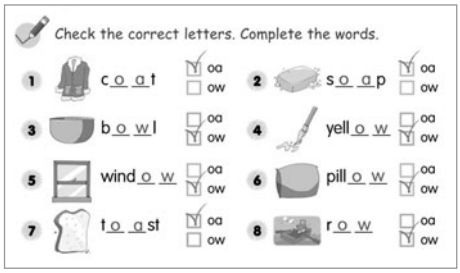
- Listen to CD track 15 and choose the correct picture.
  T: Now, listen to this. What word did you hear?
  Ss: Boat!
  T: Correct! Let's circle boat. Please show me your books. Very good, everyone!

- Continue with the remaining pictures.

Transcript: 1. boat 2. toast 3. row
4. window 5. bowl 6. soap

Page 34

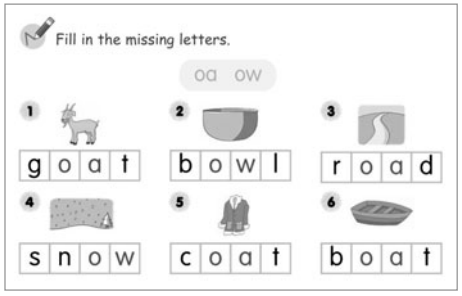
Check the correct letters. Complete the words.



- Look at the picture and say the word. Check the missing letters. Then, complete the word.
  T: Look at Number 1. What is this?
  Ss: It's a coat.
  T: That's right! Can you spell coat?
  Ss: Yes! C-O-A-T.
  T: Very good. Now, check the correct letters and complete the word.

Page 34

Fill in the missing letters.



- Look at the picture and say the word. Write the letters in the squares.
  T: Look at the first picture. What do you see?
  Ss: I see a goat.
  T: Very good! Can you spell goat?
  Ss: Yes. G-O-A-T.
  T: Great. Write down the missing letters.

Additional Activity – Circle the Words

Materials
Flash Cards 4-B (p. 113-127) boat, goat, coat, road, toast, soap, row, snow, bowl, yellow, pillow, window; 2 markers (for writing on board)

1. Write words from Unit 4 on the board.
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show card to remaining students and have them say the word together. (Example: pillow)
4. S1s try to be first to find word on the board and circle it. Winning student get a point for the team.
   T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of pillow to other students] Say the word at the count of three. 1... 2... 3...
   Ss (excluding S1s): Pillow!
   S1 of Team B: Here it is. [circling word on board] Pillow!
   T: [to students] Is that right?
   Ss: Yes! Pillow!
   T: OK! Team B gets one point! Next two players, please!

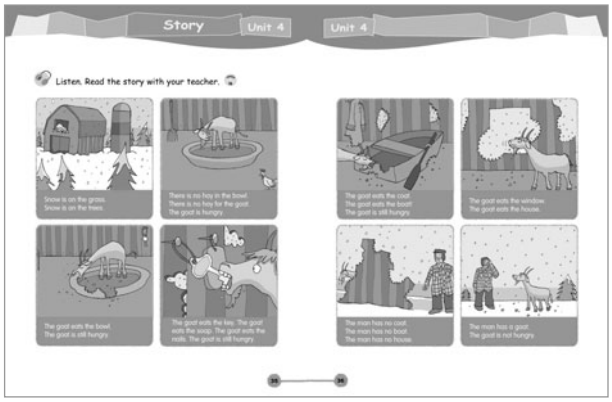
Extension

Listen to and create phrases that have the -oa and -ow sounds.

Pages 35-36

Listen. Read the story with your teacher.

(Track 16)



- Talk about the pictures and then listen to CD track 16.
  T: Look at page 35. What do you see in the first picture?
  S1: I see snow.
  S2: I see trees.
  T: Right! This is a farm. Can you see the barn? [pointing in book]
  Ss: Yes.
  T: How's the weather?
  S3: It's snowing.
  T: Good! Look at the trees. What is on the trees?
  S4: There is snow on the trees.
  T: Yes! Now, let's listen to the story.

Additional Activity – Read Aloud

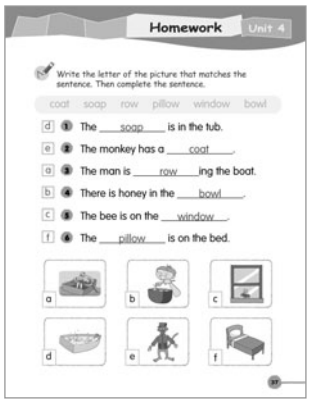
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -oa and -ow.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: There is no hay in the _____.)
5. Number the pictures and have a student act out (with gestures) one of the pictures (1-8) from the story. The other students guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 37

Write the letter of the picture that matches the sentence. Then complete the sentence.



- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  T: Let's look at your homework. _____, read the first sentence.
  S1: The _____ is in the tub.
  T: Find the picture of the tub.
  S2: Here it is! It's Picture D.
  T: Good! What is in the tub?
  Ss: The soap is in the tub.
  T: Great! Write the letter D next to the first sentence. Then, complete the sentence with the word soap. Your homework is to find the correct answers to the other sentences. Do you understand your homework?
  Ss: Yes!

Additional Activity – Homework

Write some additional sentences on the board for students to unscramble at home. Use vocabulary from units 1-4. (Example: queen / The / gray / has / goats / two = The queen has two gray goats.)

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-oa and -ow) from Unit 4.
  T: Can you remember what this is? [holding up card]
  Ss: Yes! It's a goat.
  T: Wonderful! What is this? [holding up card]
  Ss: It's a bowl.
  T: Excellent! Now, repeat after me, everyone.
  /oa/ /oa/ Goat! (repeat)
  /ow/ /ow/ Bowl! (repeat)
- Continue with the other words.

Closing

- Play CD tracks 13 and 14. Have students listen and repeat.
- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Sounds Fun! 4 - UNIT 5

Objectives

- Identify and say similar sounds involving -ui, -ue, and -oo.
- Identify, say, and read words with -ui, -ue, and -oo.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: _____, what did you do yesterday?
  S1: I studied English.
  T: How about you, _____? What did you do?
  S2: I played soccer.
  T: Great! Now, let's start today's lesson. Are you ready?
  Ss: Yes!

Review

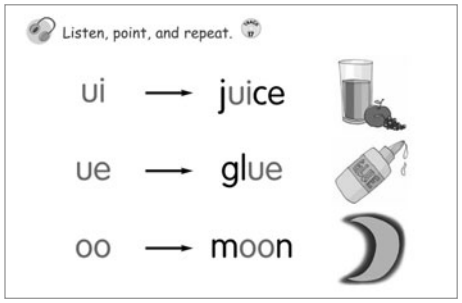
- Review words with similar sounds /oa/ and /ow/ from Unit 4. Have students turn to page 30 and listen to CD track 13. Point at and repeat the words.

Presentation

Introduce similar sounds /oa/ and /ow/.

Page 38

Listen, point, and repeat. (Track 17)



- Have students look at pictures and words on page 38 and listen to CD track 17.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ui/ juice!
  Ss: /ui/ Juice!
  T: That's right! Let's read together. /ui/ Juice!
  Ss: /ui/ Juice!

- Continue with /ue/ and /oo/. Listen to CD track 17. Have students listen and repeat.

Transcript:
/ui/ juice (repeat) /ui/ /ui/ juice (repeat)
/ue/ glue (repeat) /ue/ /ue/ glue (repeat)
/oo/ moon (repeat) /oo/ /oo/ moon (repeat)
Juice, glue, moon! (repeat)

Page 38

Listen and chant. (Track 18)

- Talk about the picture on page 38 and then listen to CD track 18.
  T: Look at this picture. What do you see?
  S1: I see a moon.
  S2: I see stars.
  T: Good! How many stars do you see?
  S2: I see three stars.
  T: Right! Now, look at the man. Where is he?
  S3: He is on the moon.
  T: Yes! What does he have?
  S4: He has a spoon.
  T: Yes. A spoon! Good job. Let's read the chant!

- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Practice

Practice saying, reading, and writing words involving -ui, -ue, and -oo.

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 the first word. What is it?
  Ss: Juice.
  T: Good! Let's write juice here. J-U-I-C-E.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Note: *The plural of foot is feet. In this exercise, two sounds for -oo are included. The long sound of -oo is found in the words moon, spoon, pool, and zoo. The short sound of -oo is found in book, cook, wood, and foot.*

Additional Activity – Word Robot

Materials
2 sets of Flash Cards 4-B (p. 113-127) juice, fruit, suit, glue, blue, Sue, moon, spoon, pool, zoo, book, cook, wood, foot; masking tape

1. Divide the class into two teams. Have one student from each team be a Word Robot.
2. Place the picture cards on a desk in front of each Word Robot. Then get one more student from each team (Ss) to come forward. Give these students some instructions. (Example: Put "cook" on the robot's left foot.) Ss find the word card and tape it to the Word Robot.
3. Have the robot put forth that body part and repeat the word. (Example: cook)
4. When the cards have been placed on the robots, review the words by having individual students call out the words. The robots hold out the body part that the word card is taped to and repeat the word. The robots look like they are dancing.
   T: OK! We have a robot for Team A and another for Team B. Ss come forward. Find the card "cook". Put "cook" on the robot's left foot. Here is your tape. [giving Ss tape to put card onto "robot"]

   Robots from Team A and B: [holding out left foot] Cook!

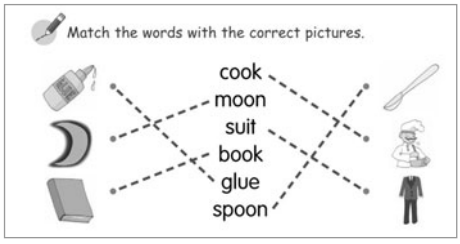
Note: *The teacher could also draw a picture of a person on the board and have students paste the cards onto the body shape on the board (rather than on an actual person).*

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ui, -ue, and -oo.

Page 40

Match the words with the correct pictures.



- Look at the picture. Then, match the picture with the correct word.
  T: Look at the first picture. What is it?
  Ss: It's glue!
  T: Right! How do you spell glue?
  Ss: G-L-U-E.
  T: Good job! Now, match the picture with the word.

- Continue with the remaining pictures and words.

Page 40

Fill in the missing vowels.

- Look at the picture and say the word. Then, write the word.
  T: Look at the first picture. What is it?
  Ss: It's juice.

T: Perfect! Can you spell juice?
Ss: Yes! J-U-I-C-E.
T: Great. Now, write the missing letters.

Additional Activity – Put Them in Order .

Materials
Two sets of Flash Cards 4-B (p. 113-127) juice, fruit, suit, glue, blue, Sue, moon, spoon, pool, zoo, book, cook, wood, foot

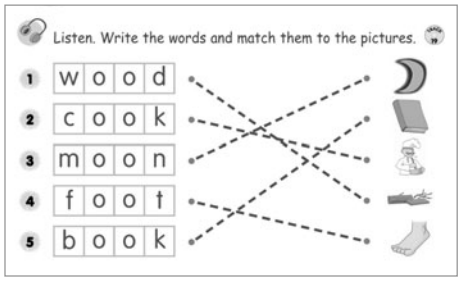
1. Divide the class into two teams. Distribute picture cards to students (one set per team).
2. Say three of the words. (Example: blue, spoon, wood) Have students holding those cards come forward and stand in order with their teammates.
3. The three students who stand in order first, then say the word from their cards. (Example: blue, spoon, wood) If done correctly, that team gets a point.
4. Continue with three new words.

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: blue, spoon, wood. Blue, spoon, wood. [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: Blue, spoon, wood.
T: Excellent! Team B gets a point!

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

Page 41

Listen. Write the words and match them to the pictures. (Track 19)



- Listen to CD track 19. Write the word you hear. Then, draw a line connecting the word to the picture.

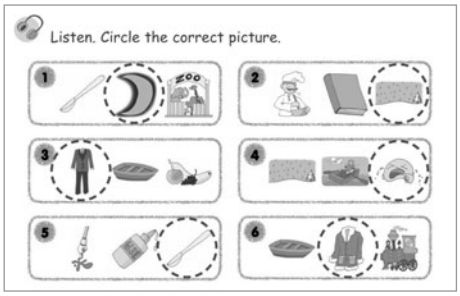
T: Now, listen to Number 1. What word did you hear?
Ss: Wood!
T: Great! How do you spell wood?
Ss: W-O-O-D.
T: Good! Write wood in your book and match the word to the correct picture.

- Continue with the remaining words.

Transcript: 1. wood 2. cook 3. moon
4. foot 5. book

Page 41

Listen. Circle the correct picture.



- Listen to CD track 19 and choose the correct picture.

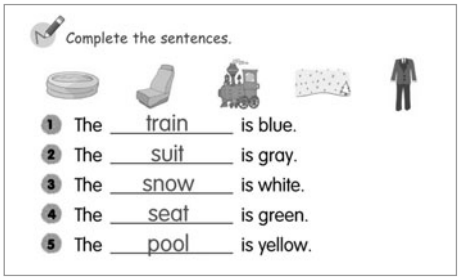
T: Now, listen and circle the correct picture. Let's do the first one together.
What did you hear?
Ss: Moon!
T: Correct! Let's circle the moon. Please show me your books. Very good, everyone!

- Continue with the remaining pictures.

Transcript: 1. moon 2. snow 3. suit
4. cry 5. spoon 6. coat

Page 42

Complete the sentences.

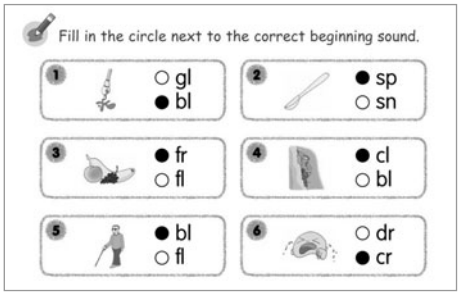


- Write the word that completes each sentence.

T: Look at Number 1. _____, please read the sentence.
S1: The _____ is blue.
T: Good! Look at the pictures. What's the correct answer?
Ss: Train!
T: Excellent. The train is blue. Write train in the blank.

Page 42

Fill in the circle next to the correct beginning sound.



- Look at the picture and say the word. Check the correct beginning sound.
  T: Look at the first picture. What color is the paint?
  Ss: It's blue.
  T: Very good! What's the beginning sound of blue, /gl/ or /bl/?
  Ss: /bl/.
  T: Great. Fill in the circle next to bl.

Additional Activity – Word Bingo

Materials
Flash Cards 4-B (p. 113-127) juice, fruit, suit, glue, blue, Sue, moon, spoon, pool, zoo, book, cook, wood, foot

1. Have each student fold a piece of paper to make nine squares. Have them write nine of the words from page 79 (one per square).
2. When students are ready, choose one of the 14 cards and call out a word. (Example: glue) If students have that word on their paper, they put a check (√) beside it.
3. Continue calling out words until one of the students has checks (√) beside three words (horizontally, vertically, or diagonally). That student calls out "Bingo" and reads aloud the three words so the teacher can verify it.
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, you can say "BINGO." Are you ready?
   Ss: Yes.
   T: OK. [choosing a picture card and setting it aside] The first word is glue.
   Glue. Put a check beside glue.
   Ss: [looking at paper and putting a check beside bank if they have it] Glue. Glue.
   T: The next word is spoon. Spoon. [Continue calling out words until a student get three pictures in a row and calls out BINGO.]
   S1: BINGO!
   T: OK! What are your three words?
   S1: Zoo, book, and spoon.
   T: [checking cards] Great! You have a BINGO! Let's play again. This time, put an X beside your word.

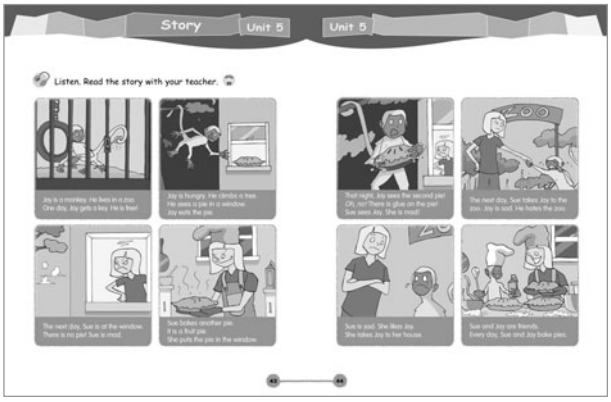
Extension

Listen to and create phrases that have the -ui and -ue, and -oo sounds.

Pages 43-44

Listen. Read the story with your teacher.

(Track 20)



- Talk about the pictures and then listen to CD track 20.
  T: Look at page 43. What do you see in the first picture?
  S1: I see a monkey.
  T: That's right! What does the monkey have in the first picture?
  S2: It has a key.
  T: Very good! Where is the monkey?
  S3: It is in the zoo.
  T: Yes! It's in a cage in the zoo. Uh oh! Look at the second picture. Is the monkey still in the zoo?
  Ss: No!
  T: Right! Now, let's listen to the story.

Additional Activity – Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ui, -ue, and -oo.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: The next day, Sue is at the _____.)
5. Number the pictures and have a student act out (with gestures) one of the pictures (1-8) from the story. The other students guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 45

Write the letter of the picture that matches the sentence. Then complete the sentence.

- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  T: Let's look at your homework. _____, please read the first sentence.
  S1: The glue is on the _____.
  T: Yes! Good job! Now, look at the pictures. Which picture has glue in it?
  Ss: C!
  T: Very good! Now, who can finish the sentence?
  S2: I can! The glue is on the book.
  T: Great! Write the letter C next to the first sentence. Then, complete the sentence with the word "book." Your homework is to find the correct answers to the other sentences. Do you understand your homework?
  Ss: Yes!

Additional Activity – Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Put students' work together in a classroom book that can be shared by the students.

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ui, -ue, and -oo) from Unit 5.
  T: Can you remember what this is? [holding up card]
  Ss: Yes! It's a spoon.
  T: Wonderful! What is this? [holding up card]
  Ss: It's juice.
  T: Excellent! Now, repeat after me, everyone.
  /oo/ /oo/ Spoon! (repeat)
  /ui/ /ui/ Juice! (repeat)
- Continue with the other words.

Closing

- Play CD tracks 17 and 18. Have students listen and repeat.
- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Sounds Fun! 4 - Review 1-5

Objectives

- Identify and say sounds from Units 1-5 (/ai/, /ay/; /ee/, /ea/, /ey/; /ie/, /i/, /y/; /oa/, /ow/; /ui/, /ue/, /oo/).
- Read words from Units 1-5 involving patterns (-ai, -ay; -ee, -ea, -ey; -ie, -i, -y; -oa, -ow; -ui, -ue, -oo).
- Identify and say words from Units 1-5, including:
  /ai/ and /ay/: mail, tail, nail, train, chain, rain, May, hay, pray, day, gray, pay;
  /ee/, /ea/, and /ey/: bee, tree, feet, queen, green, teeth, sea, tea, peach, beach, seat, meat, key, monkey, honey;
  /ie/, /i/, /y/: pie, tie, die, kind, climb, blind, fly, cry, sky, spy, my, dry;
  /oa/, /ow/: boat, goat, coat, road, toast, soap, row, snow, bowl, yellow, pillow, window
  /ui/, /ue/, /oo/: juice, fruit, suit, glue, blue, Sue, moon, spoon, pool, zoo, book, cook, wood, foot.

Greeting

- Greet students.

T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening), Miss (Mrs./Mr.) _____.
T: What day is it today?
Ss: It's _____.
T: Yes, it is! What did you do last Saturday, _____?
S1: I played basketball.
T: Great! How about you, _____?
S2: I went to my grandmother's house.
T: That's nice. OK. Are you ready to review Units 1 to 5?
Ss: Yes!

Review

- Review the story on pages 43-44. Have students study the story and then close their books. Ask them questions about the story.

Example: Jay sees a pie. Where is the pie? (in the window)
There is no pie. How does Sue feel? (mad)
Sue makes a second pie. What does Sue put on the pie? (glue)
Sue takes Jay to the zoo. How does Jay feel? (sad)
What do Jay and Sue do every day? (bake pies)
How does Jay feel at Sue's house? (happy)

Page 46

Listen, point, and chant. (Track 21)

Review sounds and patterns involving (/ai/, /ay/; /ee/, /ea/, /ey/; /ie/, /i/, /y/; /oa/, /ow/; /ui/, /ue/, /oo/).

- Talk about the pictures on page 46. (bee in a peach tree; book under the cook)

T: Open your books to page 46. What do you see? [pointing to first picture]
S1: I see a bee!
S2: I see a peach!
T: Good! Where is the bee?
S3: It's in the tree.
T: Great!

- Continue with the remaining picture. Then, listen to CD track 21 and repeat.
- Write the words on the board (bee, peach tree, book, cook) and chant pointing to each word.

Additional Activity – Circle the Words

Materials
Flash Cards 4-B (p. 113-127) bee, tree, feet, queen, sea, tea, peach, beach, key, monkey, honey, boat, goat, coat, road, row, snow, bowl, yellow;
2 markers (for writing on board)

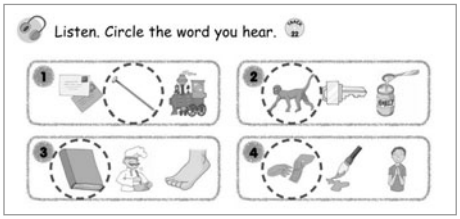
1. Write the words (listed above) on the board.
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show a picture card to the remaining students and have them say the word together. (Example: beach)
4. The S1s try to be first to find word on the board and circle it. The winning student gets a point for his or her team.

T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of beach to other students] Say the word at the count of three. 1... 2... 3...
Ss (excluding S1s): Beach.
S1 of Team B: Here it is. [circling word on board] Beach!
T: [to students] Is that right?

Ss: Yes! Beach!
T: OK! Team B gets one point! Next two players, please!

Page 47

Listen. Circle the word you hear. (Track 22)



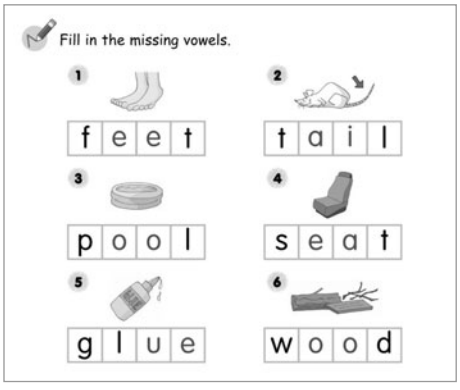
Review the words studied in previous units.

- Listen to CD track 22 and circle the correct picture.
  T: Listen to Number 1. What did you hear?
  Ss: Nail!
  T: Very good! Which word is correct?
  Ss: The second one.
  T: That's right! Circle the word nail.
- Have students continue with the remaining pictures and words.

Transcript: 1. nail 2. monkey 3. book 4. pay

Page 47

Fill in the missing vowels.

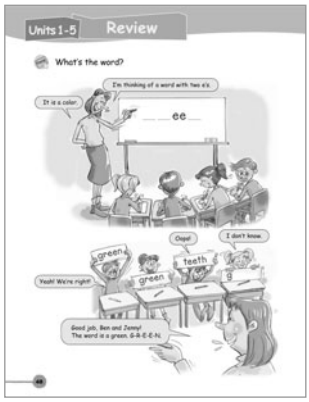


Review the vowel sounds from Units 1 to 5.

- Look at the picture. Say the word and write the missing letters.
  T: Look at the first picture. What are these?
  Ss: They are feet.
  T: Good! How do you spell feet?
  Ss: F-E-E-T.
  T: Great! Now, write the missing letters.

Page 48

What's the word?



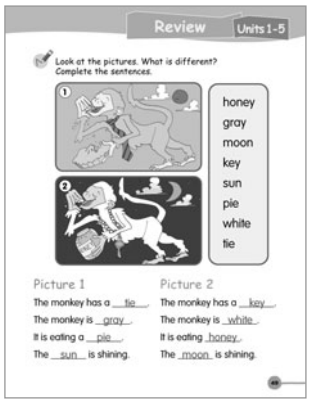
1. Have students take out paper and a pencil. Write a word from Units 1 to 5 on the board. Leave out several letters.
2. Give students a few seconds to try to think of the word and write it down. Provide the students with a hint.
3. Have students display their words. Say the correct word aloud and write it on the board. Students who have guessed correctly get a point.

T: Let's play a word game. You need to write down the word that I am thinking about. I will give you a few hints. Are you ready?
Ss: Yes.
T: OK. [writing down word on board with several letters missing
Example: _ _ ee_] Here is a hint. This word is a color.
S1: One more hint, please.
T: Most trees are this color. OK. Write down the word. [give a few seconds] Show me your answer.
Ss: [holding up paper with their words]
T: Wow! I see some correct answers. The correct answer is green. G-R-E-E-N. [writing letters on board to complete the word] Good job! If you wrote "green," you get 1 point! Are you ready for the next word?
Ss: Yes!

Examples: Monkey (Hints: It's a type of animal. It has a long tail.), juice (We drink this. It is orange, or yellow, or red.), beach (It is next to the sea. We go there on a sunny day.)

Page 49

Look at the pictures. What is different? Complete the sentences.

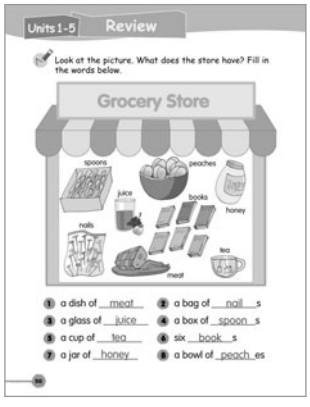


Review the words from Units 1-5.

- Look at the pictures and read the sentences. Complete the sentences with the words from the gray box.
  - T: Look at these two pictures. Are they the same?
  - Ss: No, they're different.
  - T: Good! What does the monkey have around his neck in Picture 1?
  - S1: He has a tie.
  - T: That's right! Let's write tie in the first blank. _____, read that first sentence.
  - S3: The monkey has a tie.
  - T: Good! Now, look at Picture 2. Does the monkey have a tie?
  - S4: No. The monkey has a key.
  - T: Excellent! Finish the sentence from Picture 2.
- Continue with the remaining sentences.

Page 50

Look at the picture. What does the store have? Fill in the words below.



Review the words from Units 1 to 5.

- Have students look at the picture and then complete the phrases.
  - T: Turn to page 50. It's a grocery store. What do you see in the store?
  - S1: I see spoons and nails.
  - S2: I see peaches and books.
  - T: Yes! Look at the phrases. Number 1 says "a dish of _____." Look at the picture. What is on a dish?
  - S3: The meat is on a dish.
  - T: Yes, it is. Who can complete Number 1?
  - S3: I can! A dish of meat.
  - T: Perfect. Write "meat" in the blank.
- Have students complete the other phrases.

Page 51

Play the game with a classmate. Each star on the gameboard is one point.

Materials
paper clip; pencil; Flash Cards 4-B (using words studied in Units 1-5)

1. Divide the class into two teams. Use one gameboard and a set of Flash Cards (involving words from Units 1-5).
2. Set a paper clip on the center of the circle. Hold it in place with a pencil. Have students take turns spinning the paper clip for their team.
3. S1 and S2 from Team A come forward. S1 spins the clip, says the vowel sound, and reads aloud the letters. (Example: We have /oo/. That's O-O.)
4. S2 finds a card with that vowel sound. (Example: Here's a card with /oo/. Pool! P-O-O-L!)
5. If correct, that team scores points (depending on the number of stars for that vowel sound on the gameboard). Team B takes a turn. Team gets an extra turn if paper clip points to "Bonus! Spin Again!"
   - T: Let's play a game. (S1), spin the paper clip! What sound do you have?
   - S1: We have /oo/! That's O-O.

T: OK! (S2), find a card with the sound /oo/. That's O-O.
S2: Here's a card! Pool! P-O-O-L.
T: That's right! Your team gets one point! Team B, it's your turn!

6. Have students play again in pairs of two.

Additional Activity – Rhyming Words

Materials
Flash Cards 4-B (p. 113-125) words from Units 1-5

1. Divide the class into teams. Show students from Team A a flash card. Have students say the word and then say another word that rhymes with it.
2. Teams get points for each rhyming word. (Give students a time limit.)

T: Team A, what is this? [holding up card]
Ss: It's a pie.
T: Very good! What other words rhyme with pie?
S1: Cry!
S2: Fly!
S3: Tie!
T: Very good! Cry, fly, and tie rhyme with pie! That's three words! You get three points!

Additional Activity – Say it Together

Materials
Flash Cards 4-B (p. 113-125) words from Units 1-5

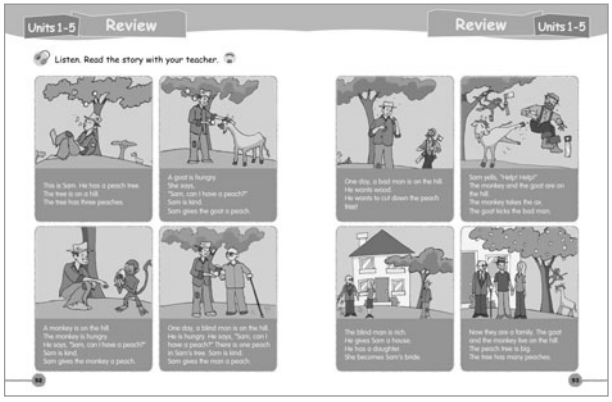
1. Say one of the words that students have learned in Units 1-5 sound by sound. (Example: /p/ /ea/ /ch/.)
2. Have students listen and say the word. (Example: Peach!)
3. Show the flash card for peach and say the word together.

T: Listen to the sounds and tell me the word: /p/ /ea/ /ch/.
Ss: Peach!
T: [showing flash card] Great! Let's say it together!
T & Ss: /p/ /ea/ /ch/ Peach!

Pages 52-53

Listen. Read the story with your teacher.

(CD Track 23)



- Talk about the pictures on pages 52-53 and listen to CD track 23.

T: Look at pages 52-53. It's a story! Look at the first picture. What do you see?
S1: I see a man under a tree.
T: Very good! What kind of tree is it?
S2: It's a peach tree.
T: Perfect! Is the man standing up?
S3: No, he isn't. He's sitting down.
T: Yes, you're right. What else do you see?
S4: I see a gray goat.
T: Now, let's listen to the CD.

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 monkey is hungry. He says, "Sam, can I have a _____.") 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. Teach students a funny way to say good-bye.

T: See you later, alligator!
Ss: In a while, crocodile!
T: Take care, grizzly bear!
Ss: See you soon, silly baboon!

Sounds Fun! 4 - UNIT 6

Objectives

- Identify and say similar sounds involving -au and -aw.
- Identify, say, and read words with -au and -aw.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: Did you enjoy your lunch (breakfast/dinner)?
  Ss: Yes!
  T: What did you eat, _____?
  S1: I ate _____ and _____.
  T: How was it?
  S1: It was delicious (good/OK).

Review

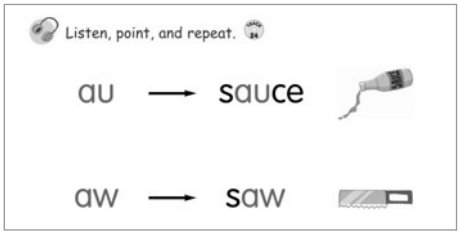
- Review words with similar sounds /ui/, /ue/, and /oo/ from Unit 5. Have students turn to page 38 and listen to CD track 17. Point at and repeat the words.

Presentation

Introduce similar sounds /au/ and /aw/.

Page 54

Listen, point, and repeat. (Track 24)



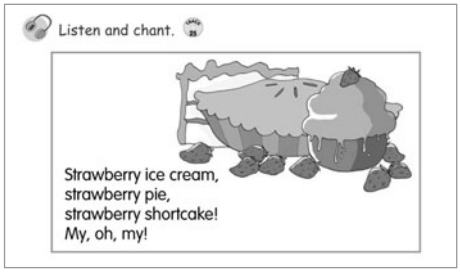
- Have students look at the pictures and words on page 54 and listen to CD track 24.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /au/ sauce!
  Ss: /au/ Sauce!
  T: That's right! Let's read together. /au/ Sauce!
  Ss: /au/ Sauce!

- Continue with /aw/. Listen to CD track 24. Have students listen and repeat.

Transcript:
/au/ sauce (repeat) /au/ /au/ sauce (repeat)
/aw/ saw (repeat) /aw/ /aw/ saw (repeat)
Sauce, saw! (repeat)

Page 54

Listen and chant. (Track 25)



- Talk about the pictures on page 54 and then listen to CD track 25.
  T: Look at this picture. What do you see?
  S1: I see a pie.
  S2: I see cake.
  S3: I see strawberries.
  T: Good! How many strawberries do you see?
  S2: I see nine strawberries.
  T: Right! Now, let's read the chant!

- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry ...) voice.

Practice

Practice saying, reading, and writing words involving -au and -aw pattern.

Page 55

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 the first word. What is it?
  Ss: Sauce.
  T: Good! Let's write sauce here. S-A-U-C-E.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Note: *Gauze is a type of material with holes in it that is often used for tying around a cut or wound. If you haul something, you are pulling something heavy. A paw is an animal's foot that has nails or claws.*

Additional Activity – Whisper Relay

Materials
2 sets of Flash Cards 4-B (p. 113-127) sauce, August, autumn, sausage, gauze, haul, saw, paw, yawn, draw, straw, strawberry

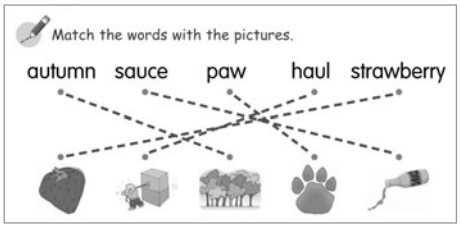
1. Divide the students into two teams and have them stand in two lines. Place the set of 4-B flash cards on a desk in the front of the class. The teacher holds another set of the cards.
2. Have the first two students from each team (S_1s) come forward. Show one of the cards to them and whisper the word. (Example: yawn)
3. S_1s then go back to S_2s at the front of the line and whisper the word to them. S_2s then whisper it to S_3s, and so on down the line.
4. The last student in each line comes forward, finds the picture flash card on the desk (Example: yawn), and reads it aloud. The first team to successfully complete the relay wins a point.

Note: *The teacher may also ask student to write the word on the board.*

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -au and -aw.

Match the words with the pictures.

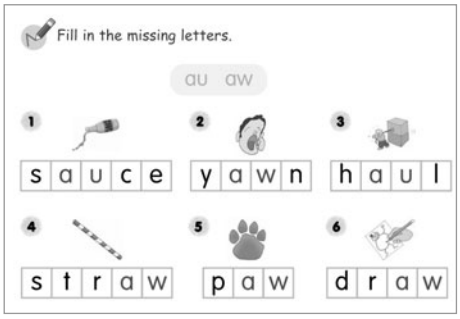


- Look at the picture. Then, match the picture with the correct word.
  T: Look at the first picture. What is it?
  Ss: A strawberry!
  T: Right! How do you spell strawberry?
  Ss: S-T-R-A-W-B-E-R-R-Y.
  T: Good job! Now, match the word with the picture.

- Continue with the remaining pictures and words.

Page 56

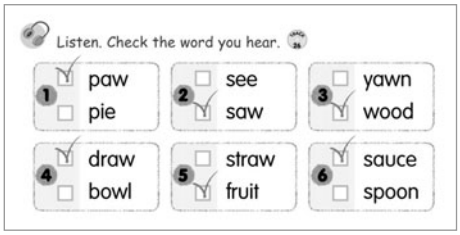
Fill in the missing letters.



- Look at the picture and say the word. Then, write the word.
  T: Look at the first picture. What is it?
  Ss: It's sauce.
  T: Perfect! How do you spell sauce?
  Ss: S-A-U-C-E.
  T: Great. Now, write the missing letters.

Page 57

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

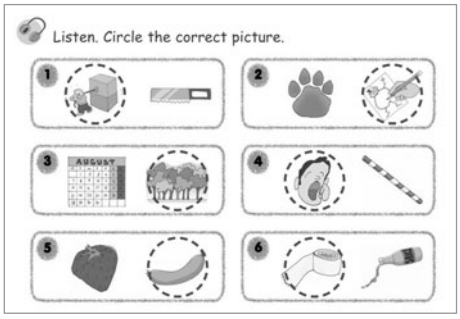


- Listen to CD track 26. Check the word you hear.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Paw!
  T: Great! Which word is paw?
  Ss: The first one.
  T: Good! Put a check mark next to paw in your books.
- Continue with the remaining words.

Transcript: 1. paw 2. saw 3. wood 4. draw 5. fruit 6. sauce

Page 57

Listen. Circle the correct picture.

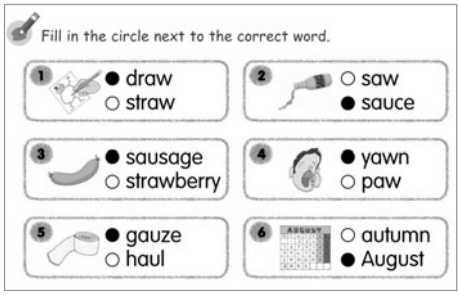


- Listen to CD track 26 and choose the correct picture.
  T: Now, listen and circle the correct picture. Let's do the first one together.
  What did you hear?
  Ss: Haul!
  T: Correct! Circle the right picture. Please show me your books. Very good, everyone!
- Continue with the remaining pictures.

Transcript: 1. haul 2. draw 3. autumn 4. yawn 5. sausage 6. gauze

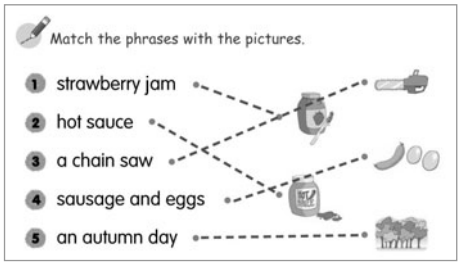
Page 58

Fill in the circle next to the correct word.



- Look at the picture and choose the correct word. Fill in the circle.
  T: Look at Number 1. Which word is correct?
  Ss: Draw!
  T: Good! Fill in the circle next to draw.

Match the phrases with the pictures.



- Read the phrase. Then, choose the correct picture.
  T: _____, please read Number One.
  S1: Strawberry jam.
  T: Very good! _____, which picture is that?
  S2: This one!
  T: Great. Now, everyone draw a line between the phrase and the picture.

Additional Activity – Find a Wrong Letter

Materials
Flash Cards 4-B (p. 113-127) sauce, August, autumn, sausage, gauze, haul, saw, paw, yawn, draw, straw, strawberry

1. Write the words from Unit 6 on the board, but sometimes use incorrect spelling. (Example: for "sausage", write "sawsage") Say the word aloud and show the picture card.
2. Have students say whether or not the word is spelled correctly. If incorrect, have them give you the correct spelling.

T: The word is sausage. [writing "sawsage" on board and showing students the picture card] Is that right? Put your hands up. How many say the spelling is correct? [wait for response] How many say the spelling is wrong? [wait for response] It is wrong. _____, how do you spell "sausage"?
S1: S-A-U-S-A-G-E.

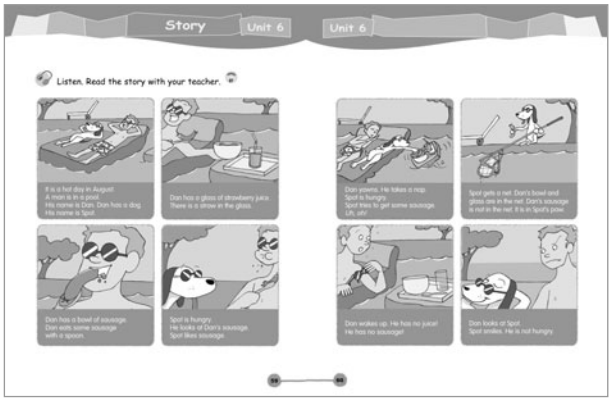
Extension

Listen to and create phrases that have the -au and -aw sounds.

Pages 59 - 60

Listen. Read the story with your teacher.

(Track 27)



- Talk about the pictures and then listen to CD track 27.
  T: Look at page 59. Look at the first picture. Where are they?
  S1: They're in a pool.
  T: Good! Are they swimming?
  S2: No, they aren't.
  T: They're relaxing. What is the man wearing?
  S3: He's wearing sunglasses.
  T: Right! What's next to the man?
  Ss: A dog is next to the man.
  T: Very good! Now, let's listen to the story.

Additional Activity – Find a Wrong Letter

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -au and -aw.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: Dan eats some sausage with a _____.)
5. Number the pictures and have a student act out (with gestures) one of the pictures (1-8) from the story. The other students guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 61

Write the letter of the picture that matches the sentence. Then complete the sentence.

- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  T: Let's look at your homework. _____, please read the first sentence.
  S1: It is a hot day in _____.
  T: Yes! Good job! Now, look at the pictures. Which picture has a hot sun in it?
  Ss: B!
  T: Very good! Now, who can finish the sentence?
  S2: I can! It is a hot day in August.
  T: Great! Write the letter B next to the first sentence. Then, complete the sentence with the word "August." Your homework is to find the correct answers to the other sentences. Do you understand your homework?
  Ss: Yes!

Additional Activity – Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Put students' work together in a classroom book that can be shared by the students.

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-au and -aw) from Unit 6.
  T: Can you remember what this is? [holding up card]
  Ss: Yes! It's sauce.
  T: Wonderful! What is this? [holding up card]
  Ss: It's a saw.
  T: Excellent! Now, repeat after me, everyone.
  /au/ /au/ Sauce! (repeat)
  /aw/ /aw/ Saw!
- Continue with the other words.

Closing

- Play CD tracks 24 and 25. Have students listen and repeat.
- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Objectives

- Identify and say similar sounds involving -oi and -oy.
- Identify, say, and read words with -oi and -oy.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: How is everyone today?
  Ss: Great (Fine/OK)!

Review

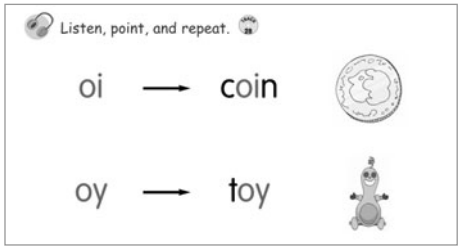
- Review words with similar sounds /au/ and /aw/ from Unit 6.
  T: Can anyone remember a word from last class?
  S1: Strawberry.
  T: Good. Let's make a sentence with strawberries.
  S2: I like to eat strawberries.
  T: Excellent! What's another word from last class?
- Have students turn to page 54 and listen to CD track 24. Point at and repeat the words.

Presentation

Introduce similar sounds /oi/ and /oy/.

Page 62

Listen, point, and repeat. (Track 28)

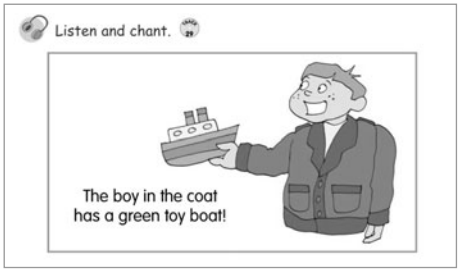


- Have students look at the pictures and words on page 62 and listen to CD track 28.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /oi/ coin!
  Ss: /oi/ Coin!
  T: That's right! Let's read together. /oi/ Coin!
  Ss: /oi/ Coin!
- Continue with /oy/. Listen to CD track 28. Have students listen and repeat.

Transcript:
/oi/ coin (repeat) /oi/ /oi/ coin (repeat)
/oy/ toy (repeat) /oy/ /oy/ toy (repeat)
Coin, toy! (repeat)

Page 62

Listen and chant. (Track 29)



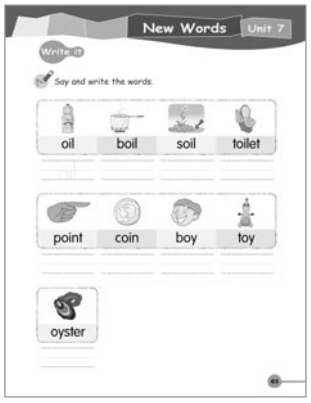
- Talk about the picture on page 62 and then listen to CD track 29.
  T: Look at this picture. What do you see?
  S1: I see a boy.
  T: What is he wearing?
  S2: He is wearing a coat.
  T: Good job! What does he have in his hand?
  S3: He has a boat.
  T: That's right! It's a toy boat. Is it pink?
  S4: No, it isn't. It's green and yellow.
  T: Right! Now, let's read the chant!
- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Practice

Practice saying, reading, and writing words involving -oi and -oy pattern.

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 the first word. What is it?
  Ss: Oil.
  T: Good! Let's write oil here. O-I-L.
- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Additional Activity — What's Missing?

Materials
Flash Cards 4-B (p. 113-127) oil, boil, soil, toilet, point, coin, boy, toy, oyster

1. Place the cards on the board and review them.
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 "point" card from the board] All right. You can open your eyes. What card is missing?
   S1: "Point" is missing!
   T: You're right! How do you spell point?
   S_1: P-O-I-N-T.
   T: Yes! [returning "point" card to the board] Let's try again! Close your eyes. [removing another card from the board] What card is missing?

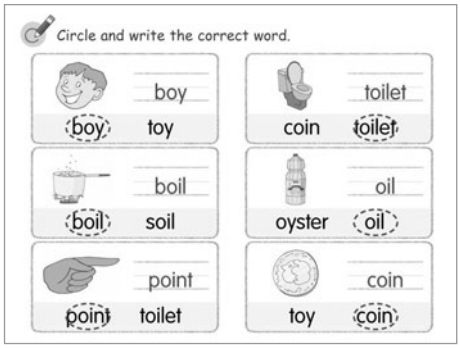
Note: *Teacher may want to give S_1 the chance to remove the next card from the board.*

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -oi and -oy.

Page 64

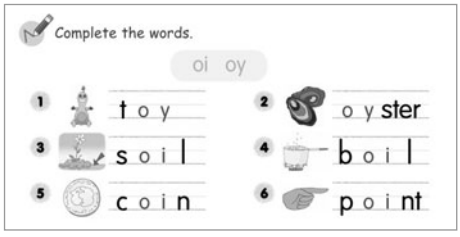
Circle and write the correct word.



- Look at the picture. Then, circle and write the correct word.
  T: Look at the first picture. What is it?
  Ss: A boy!
  T: Right! How do you spell boy?
  Ss: B-O-Y.
  T: Good job! Now, circle and write the word.
- Continue with the remaining pictures and words.

Page 64

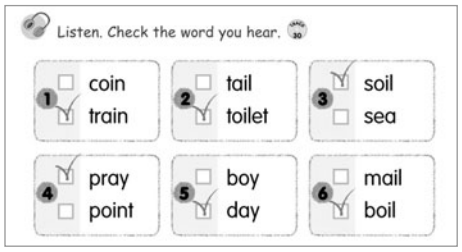
Complete the words.



- Look at the picture and say the word. Then, write the missing letters.
  T: Look at the first picture. What is it?
  Ss: It's a toy.
  T: Perfect! How do you spell toy?
  Ss: T-O-Y.
  T: Great! Now, write the missing letters.

Page 65

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

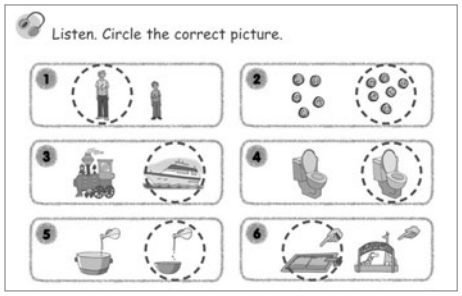


- Listen to CD track 30. Check the word you hear.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Train!
  T: Great! Which word is train?
  Ss: The second one.
  T: Good! Put a check mark next to train.
- Continue with the remaining words.

Transcript: 1. train 2. toilet 3. soil
4. pray 5. day 6. boil

Page 65

Listen. Circle the correct picture.

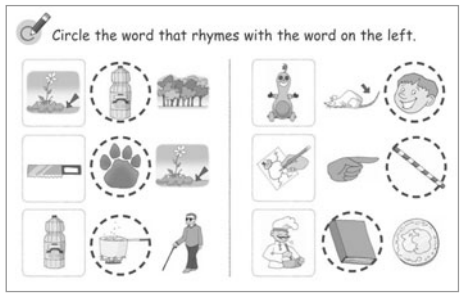


- Listen to CD track 30 and choose the correct picture.
  T: Now, listen and circle the correct picture. Let's do the first one together.
  What did you hear?
  Ss: A big boy!
  T: Very good! Which picture is correct?
  Ss: The first one.
  T: That's right! Let's do the rest of them now.
- Continue with the remaining pictures.

Transcript:
1. a big boy 2. six coins
3. a yacht on the sea 4. a green toilet
5. a small bowl and oil 6. point to the pool

Page 66

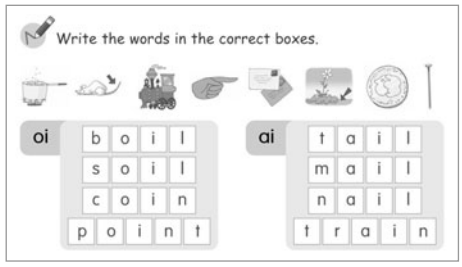
Circle the word that rhymes with the word on the left.



- Look at the picture on the left. Say the word and then circle the picture that rhymes with that word.
  T: Look at this picture. What is it?
  Ss: It's soil.
  T: Good! What is the next picture?
  Ss: It's oil.
  T: That's right! And how about this one? What is it?
  Ss: It's autumn.
  T: Excellent! Which word rhymes with soil? Oil or autumn?
  Ss: Oil!
  T: Great! Soil and oil sound similar. They rhyme! Now, let's circle oil.

Page 66

Write the words in the correct boxes.



- Look at the pictures. Then, write the words in the box next to -oi or -ai.
  T: Look at the first picture. What is it?
  Ss: Boil!
  T: Very good! How do you spell boil?
  Ss: B-O-I-L!
  T: Great. Now, write boil next to -oi.

Additional Activity — Memory Chain

Materials
Flash Cards 4-B (p. 113-127) oil, boil, soil, toilet, point, coin, boy, toy, oyster

1. Hold up a card to S1 and ask, "What do you see?" S1 responds, "I see (soil)."
2. Put "soil" card on table and hold up another card to S2 and repeat the question. S2 responds, "I see (soil) and (a coin).
3. Continue with the other cards and students. How many words can the students remember?
   T: Try to remember the words! _____, look at the card. [holding up card of soil] What do you see?
   S1: I see (soil).
   T: And _____, what do you see? [holding up "coin"card]
   S2: I see (soil) and (a coin).
   T: And _____? What do you see? [holding up "point"card]
   S3: I see (soil) and (a coin) and (point).

Extension

Listen to and create phrases that have the -oi and -oy sounds.

Pages 67-68

Listen. Read the story with your teacher.

(Track 31)

- Talk about the pictures and then listen to CD track 31.
  T: Look at page 67. What do you see in the first picture?
  S1: I see a boy.
  S2: I see a man.
  T: Very good! Where are they?
  S3: They're at the beach.
  T: That's correct! Are they swimming?
  S4: No, they aren't.
  T: Very good! Now, let's listen to the story.

Additional Activity — Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -oi and -oy.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: The boy and his dad are next to a rock. The boy sees _____.)
5. Number the pictures and have a student act out (with gestures) one of the pictures (1-8) from the story. The other students guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 69

Write the letter of the picture that matches the sentence. Then complete the sentence.

- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  T: Let's look at your homework. _____, please read the first sentence.
  S1: The dog is near the _____.
  T: Yes! Good job! Now, look at the pictures. Which picture has a dog in it?
  Ss: D!
  T: Very good! Now, who can finish the sentence?
  S2: I can! The dog is near the toilet!
  T: Great! Write the letter D next to the first sentence. Then, complete the sentence with the word "toilet." Your homework is to find the correct answers to the other sentences. Do you understand your homework?
  Ss: Yes!

Additional Activity — Homework

Have students compose two sentences of their own. Then play a game with these sentences at the beginning of the next class. The teacher will choose the best sentence for each student to use. Each student will take a turn drawing pictures on the board to illustrate his or her sentence. The other students will try to guess the answer.

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-oi and -oy) from Unit 7.
  T: Can you remember what this is? [holding up card]
  Ss: Yes! It's oil.
  T: Wonderful! What is this? [holding up card]
  Ss: It's a toy.
  T: Excellent! Now, repeat after me, everyone.
  /oi/ /oi/ Oil! (repeat)
  /oy/ /oy/ Toy!
- Continue the with other words.

Closing

- Play CD tracks 28 and 29. Have students listen and repeat.
- Finish the class by saying good-bye.
  T: Good-bye! See you later!
  Ss: Bye!

Sounds Fun! 4 - UNIT 8

Objectives

- Identify and say similar sounds involving -ou and -ow.
- Identify, say, and read words with -ou and -ow.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody.
  Ss: Hello, Mr. (Mrs./Miss) _____.
  T: What day is it today?
  Ss: It's _____.
  T: What month is it?
  Ss: It's _____.
  T: What season is it?
  Ss: It's autumn (winter, spring, summer).
  T: Excellent! Now, let's start today's lesson. Are you ready?
  Ss: Yes!

Review

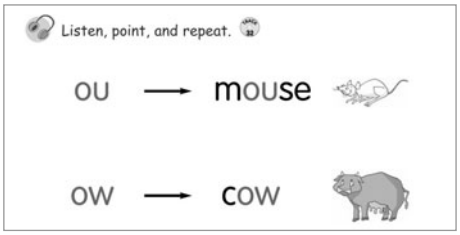
- Review words with similar sounds /oi/ and /oy/ from Unit 7. Have students turn to page 62 and listen to CD track 28. Point at and repeat the words.

Presentation

Introduce similar sounds /ou/ and /ow/.

Page 70

Listen, point, and repeat. (Track 32)

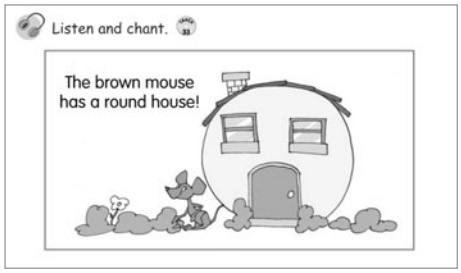


- Have students look at pictures and words on page 70 and listen to CD track 32.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ou/ mouse!
  Ss: /ou/ Mouse!
  T: That's right! Let's read together. /ou/ Mouse!
  Ss: /ou/ Mouse!
- Continue with /ow/. Listen to CD track 32. Have students listen and repeat.

Transcript:
/ou/ mouse (repeat) /ou/ /ou/ mouse (repeat)
/ow/ cow (repeat) /ow/ /ow/ cow (repeat)
Mouse, cow! (repeat)

Page 70

Listen and chant. (Track 33)



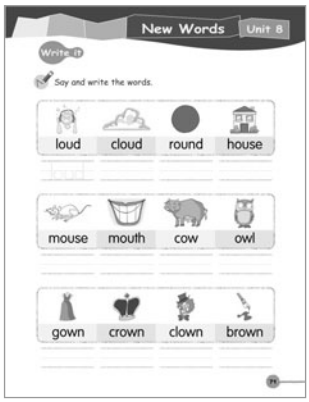
- Talk about the picture on page 70 and then listen to CD track 33.
  T: Look at this picture. What do you see?
  S1: I see a house.
  T: What shape is the house?
  S2: It's round.
  T: Yes! It's round like a circle. What else do you see?
  S3: I see a mouse.
  T: What color is the mouse? Is it white?
  S4: No, it isn't. It's brown.
  T: Right! Now, let's read the chant!
- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Practice

Practice saying, reading, and writing words involving -ou and -ow pattern.

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 the first word. What is it?
  S1: Loud.
  T: Yes! Loud! Let's write loud here. L-O-U-D.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Note: *The plural of mouse is mice.*

Additional Activity – Tic Tac Toe

Materials
Flash Cards 4B (p. 113-127) loud, cloud, round, house, mouse, mouth, cow, owl, gown, crown, clown, brown

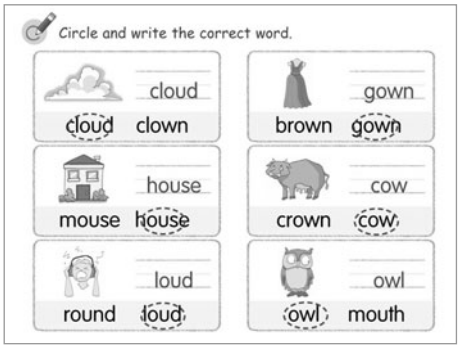
1. Draw a nine square Tic Tac Toe grid on the board. Number each of the squares.
2. Divide the class into two teams (Team X and Team O). Have the teams take turns choosing a numbered square. Then, show the students one of the cards from Unit 8. Have students say the word.
3. If correct, that team gets to put their mark in that square. The first team to get three squares in a row (horizontally, vertically, or diagonally) wins the game.
   T: OK! Team X! You go first. What square do you want?
   Ss from Team X: Number 4!
   T: OK! Here is your card. What is this word?
   Ss from Team X: Cow!
   T: Yes! Cow. /ow/ Cow! You get an X in square 4. Team O, you're next. What square do you want?

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ou and -ow.

Page 72

Circle and write the correct word.

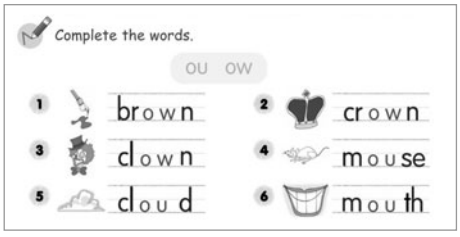


- Look at the picture. Then, circle and write the correct word.
  T: Look at the first picture. What is it?
  Ss: A cloud!
  T: Right! How do you spell cloud?
  Ss: C-L-O-U-D.
  T: Good job! Now, circle and write the word.

- Continue with the remaining pictures and words.

Page 72

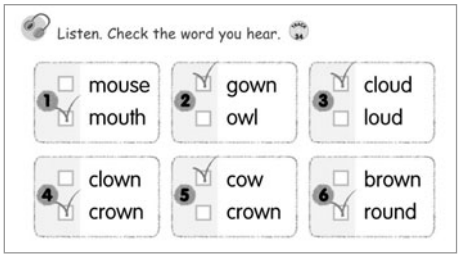
Complete the words.



- Look at the picture and say the word. Then, write the missing letters.
  T: Look at the first picture. What color is it?
  Ss: It's brown.
  T: Very good! How do you spell brown?
  Ss: B-R-O-W-N.
  T: Great! Now, write the missing letters.

Page 73

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

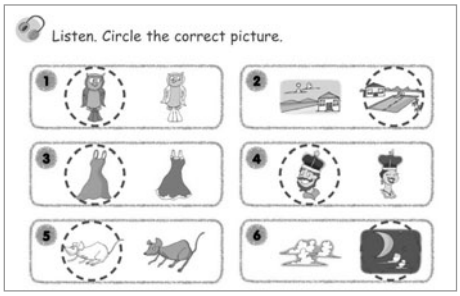


- Listen to CD track 34. Check the word you hear.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Mouth!
  T: Great! How do you spell mouth?
  Ss: M-O-U-T-H.
  T: Excellent! Put a check mark next to mouth. Now, let's do the rest.
- Continue with the remaining words.

Transcript: 1. mouth 2. gown 3. cloud 4. crown 5. cow 6. round

Page 73

Listen. Circle the correct picture.

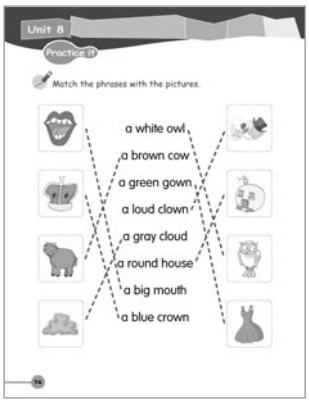


- Listen to CD track 34 and choose the correct picture.
  T: Now, listen and circle the correct picture. Let's do the first one together.
  What did you hear?
  Ss: A brown owl!
  T: Very good! Which picture is correct?
  Ss: The first one!
  T: That's right! Let's do the rest of them now.
- Continue with the remaining pictures.

Transcript:
1. a brown owl
2. a house and a pool
3. a blue gown
4. a king and a crown
5. a white mouse
6. clouds and a moon

Page 74

Match the phrases with the pictures.



- Read the phrases. Then, find the picture that matches the description. Draw a line connecting the phrase and the picture.
  T: Look at the phrases. What does the first line say?
  Ss: A white owl.
  T: Good! Which picture is a white owl?
  Ss: This one!
  T: That's right! Draw a line from the words to the picture.

Additional Activity – Memory Match!

Materials
2 sets of Flash Cards 4-B (p. 113-127) loud, cloud, round, house, mouse, mouth, cow, owl, gown, crown, clown, brown

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 cards are the same, S_1 keeps the two cards. If picture cards are not the same, 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. The student with the most matching pairs is the winner.
   T: OK! Let's try a game. I turn over one card. What is it? [showing students]
   Ss: Cloud!
   T: Yes. /ou/ Cloud! Now, I want to find the matching card. I turn over another card. What is it? [showing students]
   Ss: Crown.
   T: That's right. They aren't the same, so I put back the cards and it's your turn. [gesturing to S_1] Turn over two cards.

Additional Activity – Charades

Materials
Flash Cards 4-B (p. 113-127) loud, cloud, round, house, mouse, mouth, cow, owl, gown, crown, clown, brown; stopwatch

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 uses body gestures to act out the word. No speaking is allowed.
3. Give S_2 a stopwatch. 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.
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: Here is your word. [showing S_1 the card for "clown"]
   S_2: [with stopwatch] Ready? Go!
   T: What is the word?
   S_1: [acting out "clown"]
   Ss from Team A: Is it "mouth"?
   S_1: [putting thumb down to indicate a wrong answer]
   Ss from Team A: Is it "clown"?
   S_1: [putting thumb up to indicate a correct answer]
   T: OK! Spell the word together.
   Ss from Team A: C-L-O-W-N!
   T: That's right! _____, how many seconds is that? [asking S_2 with stop watch]
   S_2: That's 12 seconds.

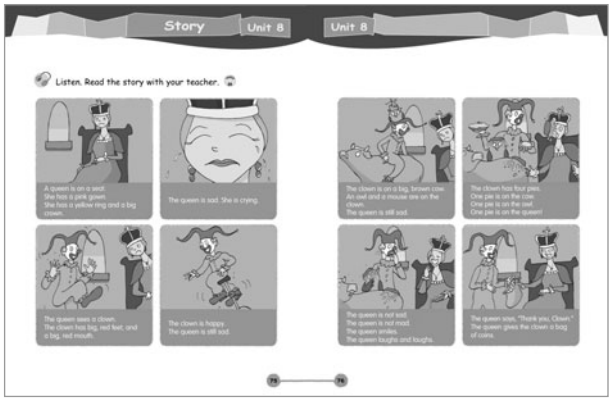
Extension

Listen to and create phrases that have the -ou and -ow sounds.

Pages 75 - 76

Listen. Read the story with your teacher.

(Track 35)



- Talk about the pictures and then listen to CD track 35.
  T: Look at page 75. What do you see in the first picture?
  S_1: I see a queen.
  S_2: I see a crown.
  T: Very good! Where is the crown?
  S_3: It's on the queen's head.
  T: That's correct! Is the queen happy?
  S_4: No, she isn't.
  T: OK! Now, let's listen to the story.

Additional Activity – Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ou and -ow.
3. Have students point to the pictures and read the sentences by themselves.
4. Then have the students read the story backwards. (Example: Coins of bag a clown the gives queen the.)
5. Number the pictures and have students act out (with gestures) one of the pictures (1-8) from the story. Others guess which picture it is and say the sentence(s).

Wrap Up

Review what students have learned and explain the homework.

Page 77

Write the letter of the picture that matches the sentence. Then complete the sentence.

- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  - T: Let's look at your homework. _____, please read the first sentence.
  - S_1: The moon is _____.
  - T: Yes! Good job! Now, look at the pictures. Which picture has a moon in it?
  - Ss: A!
  - T: Very good! Who can finish the sentence?
  - S_2: I can! The moon is round.
  - T: Great! Write the letter A next to the first sentence. Then, complete the sentence with the word "round." Your homework is to find the correct answers to the other sentences. Do you understand your homework?
  - Ss: Yes!

Additional Activity — Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Put students' work together in a classroom book that can be shared by the students.

Review

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ou and -ow) from Unit 8.
  - T: Can you remember what this is? [holding up card]
  - Ss: Yes! It's a mouse.
  - T: Wonderful! What is this? [holding up card]
  - Ss: It's a cow.
  - T: Excellent! Now, repeat after me, everyone.
    /ou/ /ou/ Mouse! (repeat)
    /ow/ /ow/ Cow!
- Continue with the other words.

Closing

- Play CD tracks 32 and 33. Have students listen and repeat.
- Finish the class by saying good-bye.
  - T: Good-bye! See you later!
  - Ss: Bye!

Sounds Fun! 4 - UNIT 9

Objectives

- Identify and say similar sounds involving -ir, -er, and -ur.
- Identify, say, and read words with -ir, -er, and -ur pattern.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.
  T: Hello, everybody. How's the weather today?
  Ss: It's sunny (hot/warm/cold/rainy/windy/cloudy).
  T: Really? And how are you today, _____?
  S1: I'm great (fine/OK/tired).
  T: That's good. (That's too bad.)

Review

- Review words with similar sounds /ou/ and /ow/ from Unit 8. Have students turn to page 70 and listen to CD track 32. Point at and repeat the words.

Additional Activity – Pass the Ball

Materials
a ball (or balloon)

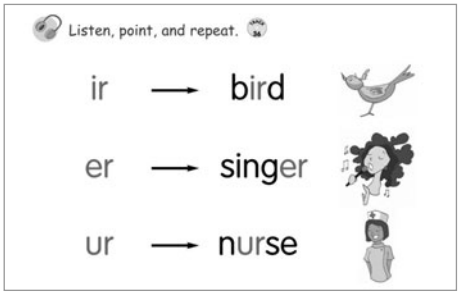
1. Toss a ball (or balloon) to S1 who catches the ball and says a word that was learned in Unit 8. (Example: mouth)
2. S1 then tosses the ball to S2 who says that word and then another word from Unit 8.
   (Example: mouth, round) Continue with other students and words.

Presentation

Introduce similar sounds /ir/, /er/, and /ur/.

Page 78

Listen, point, and repeat. (Track 36)



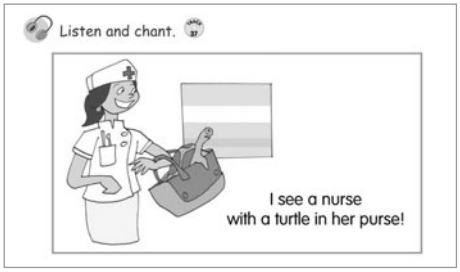
- Have students look at the pictures and words on page 78 and listen to CD track 36.
  T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ir/ bird!
  Ss: /ir/ Bird!
  T: That's right! Let's read together. /ir/ Bird!
  Ss: /ir/ Bird!

- Continue with /er/ and /ur/. Listen to CD track 36. Have students listen and repeat.

Transcript:
/ir/ bird (repeat) /ir/ /ir/ bird (repeat)
/er/ singer (repeat) /er/ /er/ singer (repeat)
/ur/ nurse (repeat) /ur/ /ur/ nurse (repeat)
Bird, singer, nurse! (repeat)

Page 78

Listen and chant. (Track 37)



- Talk about the picture on page 78 and then listen to CD track 37.
  T: What do you see in this picture?
  S1: I see a nurse.
  T: What does she have?
  S2: She has a purse and a turtle.
  T: Yes! Where is the turtle?
  S3: It's in her purse.
  T: Is the turtle green?
  S4: No, it isn't. It's brown.
  T: Right! Now, let's read the chant!

- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Practice

Practice saying, reading, and writing words involving -ir, -er, and -ur.

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 the first word. What is it?
  S1: Bird.
  T: Yes! Bird! Let's write bird here. B-I-R-D.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Additional Activity – Fill in the Missing Letters

Materials
Flash Cards 4-B (p. 113-27) bird, girl, shirt, skirt, singer, teacher, soccer, farmer, nurse, church, purse, turtle

1. Write one of the words from Unit 9 on the board, but leave letters out of the word. (Example: for 'teacher', write '_ea_h_r')
2. Have students guess the word and show the right picture card.
3. Have each student write down the word in his or her notebook.

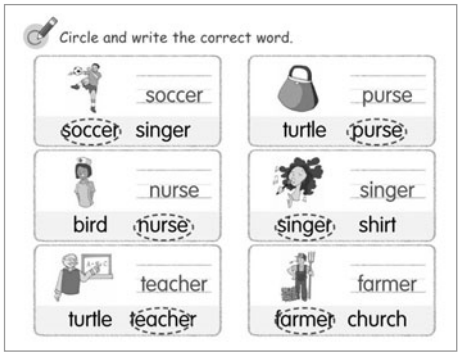
  T: What word is this?
  S1: I know! It's teacher!
  T: Good job! How do we spell teacher everyone?
  Ss: T-E-A-C-H-E-R!
  T: Excellent! Show me your teacher flash card.
  Ss: [Students hold up picture cards]
  T: Ok. Now let's write teacher in our notebooks.

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ir, -er, and -ur.

Page 80

Circle and write the correct word.

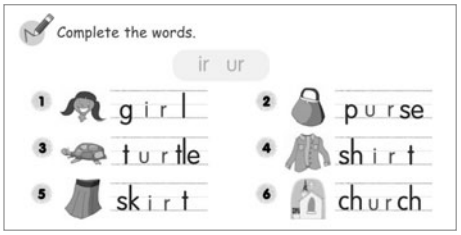


- Look at the picture. Then, circle and write the correct word.
  T: Look at the first picture. What's the boy doing?
  S1: He's playing soccer.
  T: That's right! How do you spell soccer?
  Ss: S-O-C-C-E-R.
  T: Good job! Now, circle and write the word.

- Continue with the remaining pictures and words.

Page 80

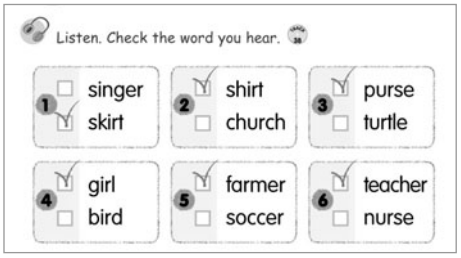
Complete the words.



- Look at the picture and say the word. Then, write the missing letters.
  T: Look at the first picture. What is it?
  Ss: It's a girl.
  T: Very good! How do you spell girl?
  Ss: G-I-R-L.
  T: Great! Now, write the missing letters.

Page 81

Listen, point, and repeat. (Track 38)



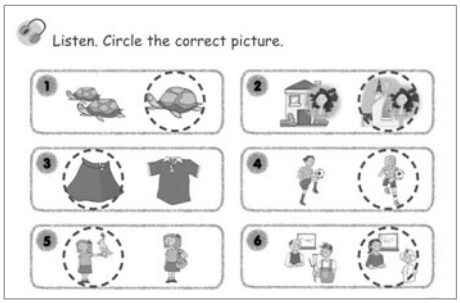
- Listen to CD track 38. Check the word you hear.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Skirt!
  T: Great! Put a check mark next to skirt. Now, let's do the rest without stopping.

- Continue with the remaining words.

Transcript: 1. skirt 2. shirt 3. purse 4. girl 5. farmer 6. teacher

Page 81

Listen. Circle the correct picture.



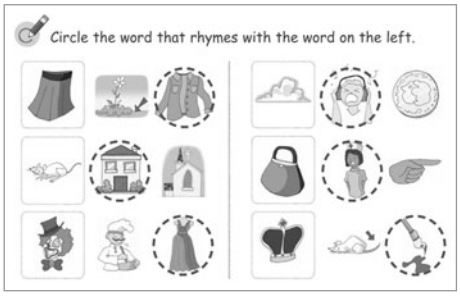
- Listen to CD track 38 and choose the correct picture.
  T: Now, listen and circle the correct picture. Let's do the first one together. What did you hear?
  Ss: A big turtle.
  T: Very good! Which picture is correct?
  Ss: The second one!
  T: That's right! Let's do the rest of them now.

- Continue with the remaining pictures.

Transcript:
1. a big turtle
2. She sings at church.
3. a red skirt
4. She plays soccer.
5. a girl and a bird
6. a nurse and a teacher

Page 82

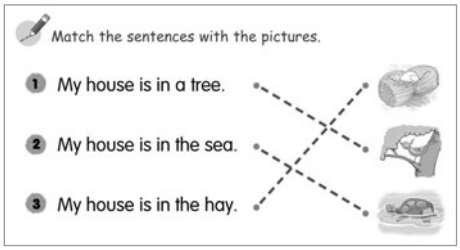
Circle the word that rhymes with the word on the left.



- Look at the picture on the left. Say the word and then circle the picture that rhymes with that word.
  T: Look at the first picture in the purple box. What is it?
  Ss: It's a purple skirt.
  T: Good! Now, what is the next picture?
  Ss: It's soil.
  T: And what's the last picture?
  Ss: It's a shirt.
  T: Very good! Now, listen carefully. Skirt, soil. Skirt, shirt. Which word rhymes with skirt?
  Ss: Shirt!
  T: Great! Everyone circle the shirt.

Page 82

Match the sentences with the pictures.



• Read the sentences. Find the matching picture.
T: Look at Number 1. _____, please read the sentence.
Ss: My house is in a tree.
T: Good! Look at the pictures. What's the answer?
Ss: The bird!
T: Very good! Birds live in trees. What other animals live in trees?
S1: Bees live in trees!
S2: Squirrels live in trees!
T: Excellent!

Additional Activity – Rock, Paper, Scissors

Materials
2 sets of Flash Cards 4-B (p. 113-127) bird, girl, shirt, skirt, singer, teacher, soccer, farmer, nurse, church, purse, turtle = 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 S1 and S2 count to three and then form rock, paper, or scissors with their hands.

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

3. If S1 from Team A loses rock, paper, scissors, S1 shows his or her card to the winner (S2 of Team B). S2 says the word that is on the card. If S2 says the word correctly, S2 gets a point for Team B.
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.] (S1) and (S2), do 'rock, paper, scissors.'
Ss: 1, 2, 3. [S1 makes scissors; S2 makes rock]
T: Who lost?
S1 from Team A: I did.
T: OK. (S1), show your card to (S2). (S2), what's on the card?
S2 from Team B: Skirt.
T: Well done! Team B gets 1 point!

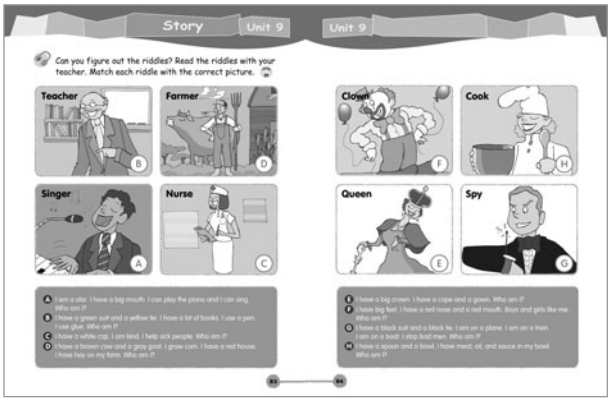
Note: *If students are ready, teacher can ask students to spell the word for a bonus point.*

Extension

Listen to and create phrases that have the -ir, -er and -ur sounds.

Pages 83-84

Can you figure out the riddles? Read the riddles with your teacher. Match each riddle with the correct picture. (Track 39)



• Talk about the pictures and then listen to CD track 39.
T: Look at page 83. What do you see in the first picture?
S1: I see a teacher.
T: Where is he?
S2: He's in a classroom.
T: That's correct! What's behind him?
S3: Some books are behind him.
S4: A white board is behind him.
T: What is he wearing?
S5: He's wearing a green suit and a yellow tie.
T: OK! Now, let's listen to the riddles. Write the correct letter.

Additional Activity – Read Aloud

1. Read aloud the different occupations (teacher, farmer, singer, etc.) and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ir, -er, and -ur.
3. Read the riddles aloud and have students repeat.
4. Say sentences at random and leave out key words.

(Example: I have a big crown. I have a _____ and a gown.)

Wrap Up

Review what students have learned and explain the homework.

Page 85

Write the letter of the picture that matches the sentence. Then complete the sentence.

- Assign the homework. Do the first example together.
- Have students read the sentence and choose the picture that best describes it. Write that letter next to the sentence and then complete the sentence with the correct word.
  - T: Let's look at your homework. _____, please read the first sentence.
  - S1: The _____ is on the cow.
  - T: Yes! Good job! Now, look at the pictures. Which picture has a cow in it?
  - Ss: F!
  - T: Very good! Now, who can finish the sentence?
  - S2: I can! The bird is on the cow.
  - T: Great! Write the letter F next to the first sentence. Then, complete the sentence with the word 'bird.' Your homework is to find the correct answers to the other sentences. Do you understand your homework?
  - Ss: Yes!

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Put students' work together in a classroom book that can be shared by the students.

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ir, -er, and -ur) from Unit 9.
  - T: Can you remember what this is? [holding up card]
  - Ss: Yes! It's a bird.
  - T: Wonderful! What is this? [holding up card]
  - Ss: It's a purse.
  - T: Excellent! Now, repeat after me, everyone.
    /ir/ /ir/ Bird! (repeat)
    /ur/ /ur/ Purse!
- Continue with the other words.

Closing

- Play CD tracks 36 and 37. Have students listen and repeat.
- Finish the class by saying good-bye.
  - T: Good-bye! See you later!
  - Ss: Bye!

Sounds Fun! 4 - UNIT 10

Objectives

- Identify and say similar sounds involving -ar and -or.
- Identify, say, and read words with -ar and -or.

Warm Up

Greet students and prepare for today's lesson.

Greeting

- Greet students.

T: Hello, everybody. It's good to see you! _____, what did you do last weekend?
S1: I went to my grandmother's house.
T: Really? Does she live in this city?
S1: No, she doesn't. She lives in the country.
T: Great. How about you, _____? What did you do?
S2: I went hiking with my family.
T: That's wonderful! Now, let's start today's lesson. Are you ready?
Ss: Yeah!

Review

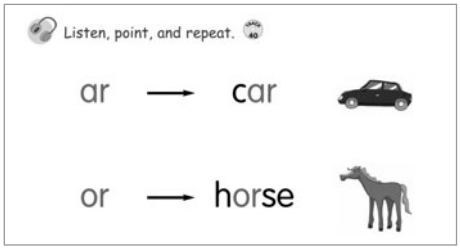
- Review words with similar sounds /ir/, /er/, and /ur/ from Unit 9. Have students turn to page 78 and listen to CD track 36. Point at and repeat the words.

Presentation

Introduce similar sounds /ar/ and /or/.

Page 86

Listen, point, and repeat. (Track 40)



- Have students look at the pictures and words on page 86 and listen to CD track 40.

T: OK! Look at the first picture and look at the word. Does anyone know what it says? It says, /ar/ car!
Ss: /ar/ Car!
T: That's right! Let's read together. /ar/ Car!
Ss: /ar/ Car!

- Continue with /or/. Listen to CD track 40. Have students listen and repeat.

Transcript:
/ar/ car (repeat) /ar/ /ar/ car (repeat)
/or/ horse (repeat) /or/ /or/ horse (repeat)
Car, horse! (repeat)

Additional Activity – Line Up!

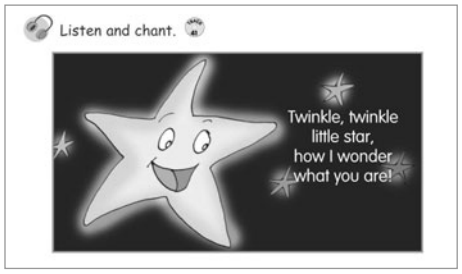
Materials
2 sets of Flash Cards 4-B (p. 113-127) car, horse, singer, church, girl

1. Divide the class into two teams. Have five students from Team A come forward.
2. Review the words from Units 9 and 10 with students involving -ir, -er, -ur, -ar, and -or. Give each student a card: car, horse, singer, church, girl.
3. Say the five words. (Example: horse, church, car, girl, singer) Have students line up in order, show the correct cards, and say the words. If correct, they get one point for their team.
4. Continue with the next team.

T: Team A, come here please. [asking five students to front of class] Here are your cards. [distributing one card to each] Listen to the words. Then, stand in order and show your card. Are you ready?
Ss from Team A: Yes.
T: Listen carefully. Car, horse, singer, church, girl. [repeat]
Ss from Team A: [lining up in order and showing cards] Car, horse, singer, church, girl.
T: [to other students] Is that right?
Ss: Yes!
T: Great! One point for Team A! Sit down, Team A. Team B, you're next!

Page 86

Listen and chant. (Track 41)



- Talk about the picture on page 86 and then listen to CD track 41.
  T: What do you see in this picture?
  S1: I see stars.
  T: Good! How many stars do you see?
  Ss: I see five stars.
  T: Right! Now, look at this star. What color is it?
  Ss: It's yellow.
  T: Great! Is it big or small?
  Ss: It's big!
  T: Good job! It's a big yellow star. Now, let's read the chant!

- Divide the class into teams and have them say the chant to each other. Encourage students to say the chant in different styles by asking them to use a (loud, quiet, happy, scared, sad, angry...) voice.

Note: *If students are ready, teach them the complete song. (Use gestures to help communicate meaning.*
Twinkle, twinkle little star, how I wonder what you are.
Up above the world so high, like a diamond in the sky.
Twinkle, twinkle little star, how I wonder what you are.

Practice

Practice saying, reading, and writing words involving -ar and -or.

Page 87

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 the first word. What is it?
  S1: Arm.
  T: Yes! Arm! Let's write arm here. A-R-M.

- Continue with the other words.
- Say the words in random order and have students point them out in their books. Confirm by holding up Flash Cards 4-B. Have students read and repeat each word.

Additional Activity – Circle the Words

Materials
Flash Cards 4-B (p. 113-127) arm, farm, park, star, car, card, corn, horn, fork, horse, store, short;
2 markers (for writing on board)

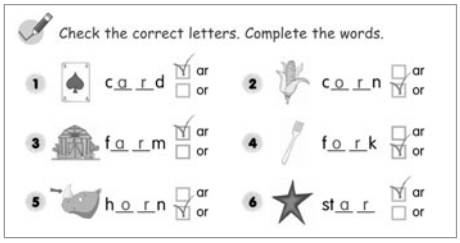
1. Write -ar and -or words on the board. (See above list.)
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show card to remaining students and have them say the word together. (Example: corn)
4. Students try to be first to find word on the board and circle it. Winning student get a point for the team.
   T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of gate to other students] Say the word at the count of three. 1...2...3...
   Ss (excluding S1s): Corn.
   S1 of Team B: Here it is. [circling word on board] Corn!
   T: [to students] Is that right?
   Ss: Yes! Corn!
   T: OK! Team B gets one point! Next two players, please!

Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving -ar and -or.

Page 88

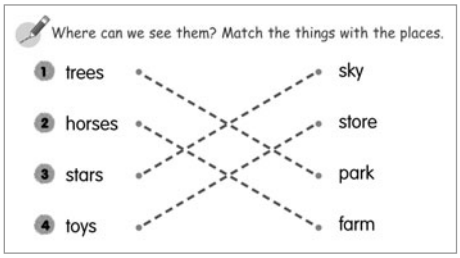
Check the correct letters. Complete the words.



- Look at the picture. Then, circle and write the correct word.
  T: Look at the first picture. What is this?
  S1: It's a card.
  T: Good! How do you spell card?
  Ss: C-A-R-D.

  T: Good job! Now, put a check mark next to the correct letters and complete the words.
- Continue with the remaining pictures and words.

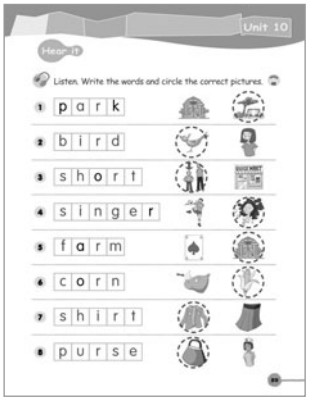
Where can we see them? Match the things with the places.



- Read the items in the left column and the places in the right column. Match the items with the places.
  T: Look at Number 1. What does it say?
  Ss: Trees.
  T: Very good! Where can we see tree? In the sky or in the park?
  Ss: In the park.
  T: Great! Now, draw a line from trees to park.

Page 89

Listen. Write the words and circle the correct pictures. (Track 42)

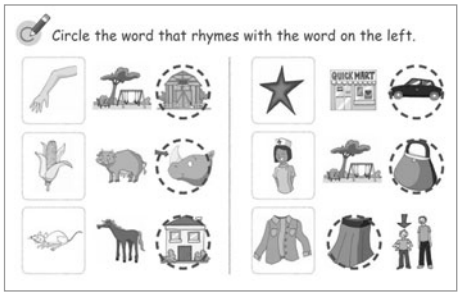


- Listen to CD track 42. Write the word and circle the picture.
  T: Now, listen to Number 1. What word did you hear?
  Ss: Park.
  T: That's right! How do you spell park?
  Ss: P-A-R-K.
  T: Good! Write park in the boxes. Circle the correct picture.
- Continue with the remaining words.

Transcript: 1. park 2. bird 3. short 4. singer 5. farm 6. corn 7. shirt 8. purse

Page 90

Circle the word that rhymes with the word on the left.

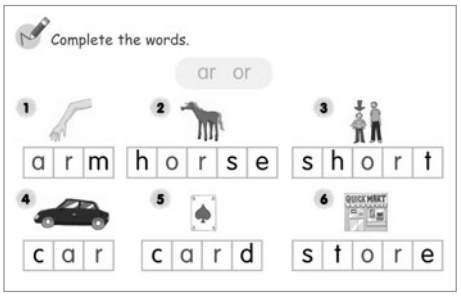


- Look at the picture on the left. Say the word and then circle the picture that rhymes with that word.
  T: Look at the first picture in the purple box. What is it?
  Ss: It's an arm.
  T: Good! Now, what is the next picture?
  Ss: It's a park.
  T: That's right! How about this one? What is it?
  Ss: It's a farm.

T: Excellent! Which word rhymes with arm? Park or farm?
Ss: Farm.
T: Great! Farm rhymes with arm. Now, circle the farm.

Page 90

Complete the words.



- Look at the picture. Say the word and then write the missing letters.
  T: Look at Number 1. What is it?
  Ss: It's an arm.
  T: Perfect! How do you spell arm?
  Ss: A-R-M.
  T: Good! Now, write the missing letters.

Additional Activity – Word BINGO

Materials
Flash Cards 4-B (p. 113-127) arm, farm, park, star, car, card, corn, horn, fork, horse, store, short

1. Have each student fold a piece of paper to make nine squares. Have them write nine of the words from page 87 (one per square).
2. When students are ready, choose one of the 12 cards and call out the word. (Example: hope) If students have that word on their paper, they put a check (✓) beside it.
3. Continue calling out words until one student has checks (✓) beside three words (horizontally, vertically, or diagonally). S1 calls out 'Bingo' and reads aloud the three words so the teacher can verify it.
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, you can say 'BINGO.' Are you ready?
   Ss: Yes.
   T: OK. [choosing a picture card and setting it aside] The first word is store.
   Hope. Put a check beside store.
   Ss: [looking at paper and putting a check beside store if they have it] Store.
   T: The next word is farm. Farm. [Continue calling out words until a student get three pictures in a row and calls out BINGO.]
   S1: BINGO!
   T: OK! What are your three words?
   S1: Farm, card, and short.
   T: [checking cards] Great! You have a BINGO! Let's play again. This time, put an X beside your word.

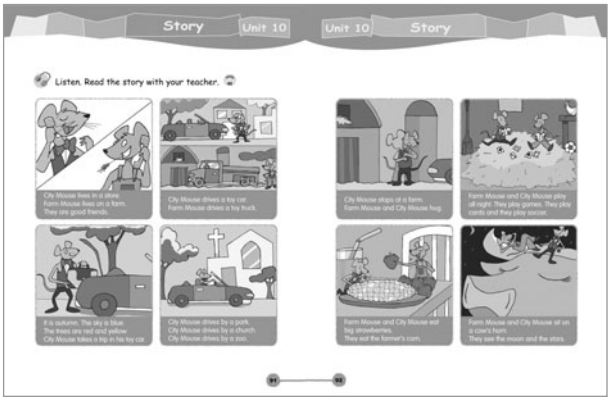
Extension

Listen to and create phrases that have the -ar and -or sounds.

Pages 91-92

Listen. Read the story with your teacher.

(CD Track 43)



- Talk about the pictures and then listen to CD track 43.
  T: Look at page 91. What do you see?
  S1: I see two mice.
  T: Good! What are they doing?
  S2: They are talking.
  T: That's correct! They are talking on the phone. They are friends. Now, let's listen to the story.

Additional Activity – Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Have students circle the words that contain -ar and -or.
3. Have students point to the pictures and read the sentences by themselves.
4. Say sentences at random and leave out key words. (Example: City Mouse drives a toy _____.)

Wrap Up

Review what students have learned and explain the homework.

Page 93

Fill in the circle next to the correct sentence.

- Assign the homework. Do the first example together.
- Have students look at the picture and choose the sentence that best describes it.
  - T: Let's look at your homework. _____, please read the first sentence.
  - S_1: The horse is peach.
  - T: Yes! Does that sentence go with this picture?
  - S_1: No, it doesn't.
  - T: Good job! _____, please read the second sentence.
  - S_2: The horse is short.
  - T: Does that sentence go with this picture?
  - S_2: Yes, it does.
  - T: Very good! _____, please read the last sentence.
  - S3: The house is short.
  - T: Does that sentence go with this picture?
  - S_3: No, it doesn't.
  - T: That's right! So, fill in the circle next to the second sentence. Your homework is to choose the correct answers. Do you understand your homework?
  - Ss: Yes!

Additional Homework

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Put students' work together in a classroom book that can be shared by the students.

Materials
Flash Cards 4-B (p. 113-127)

- Using flash cards, review words and patterns (-ar and -or) from Unit 10.
  - T: Can you remember what this is? [holding up card]
  - Ss: Yes! It's a car.
  - T: Wonderful! What is this? [holding up card]
  - Ss: It's a store.
  - T: Excellent! Now, repeat after me, everyone.
    /ar/ /ar/ Car! (repeat)
    /or/ /or/ Store!
- Continue with the other words.

Closing

- Play CD tracks 40 and 41. Have students listen and repeat.
- Finish the class by saying good-bye.
  - T: Good-bye! See you later!
  - Ss: Bye!

Sounds Fun! 4 - Review 1-10

Objectives

- Identify and say similar sounds from Units 1-10 (/ai/, /ay/; /ee/, /ea/, /ey/; /ie/, /i/, /y/; /oa/, /ow/; /ui/, /ue/, /oo/; /au/, /aw/; /oi/, /oy/; /ou/, /ow/; /ir/, /er/, /ur/; /ar/, /or/
- Read words from Units 1-5 involving patterns (-ai, -ay; -ee, -ea, -ey; -ie, -i, -y; -oa, -ow; -ui, -ue, -oo; -au, -aw; -oi, -oy; -ou, -ow; -ir, -er, -ur; -ar, -or).
- Identify and say words from Units 1-5, including:
  /ai/ and /ay/: mail, tail, train, nail, chain, rain, May, hay, pray, day, gray, pay;
  /ee/, /ea/, and /ey/: bee, tree, feet, queen, green, teeth, sea, tea, peach, beach, seat, meat, key, monkey, honey;
  /ie/, /i/, /y/: pie, tie, die, kind, climb, blind, fly, cry, sky, spy, my, dry;
  /oa/, /ow/: boat, goat, coat, road, toast, soap, row, snow, bowl, yellow, pillow, window;
  /ui/, /ue/, /oo/: juice, fruit, suit, glue, blue, Sue, moon, spoon, pool, zoo, book, cook, wood, foot;
  /au/, /aw/: sauce, August, autumn, sausage, gauze, haul, saw, paw, yawn, draw, straw, strawberry;
  /oi/, /oy/: oil, boil, soil, toilet, point, coin, boy, toy, oyster;
  /ou/, /ow/: loud, cloud, round, house, mouse, mouth, cow, owl, gown, crown, clown, brown;
  /ir/, /er/, /ur/: bird, girl, shirt, skirt, singer, teacher, soccer, farmer, nurse, church, purse, turtle;
  /ar/, /or/: arm, farm, park, star, car, card, corn, horn, fork, horse, store, short.

Greeting

- Greet students.

T: Good morning (afternoon/evening), everybody.
Ss: Good morning (afternoon/evening), Miss (Mrs./Mr.) _____.
T: What did you do yesterday, _____?
S1: I played in the park.
T: Great! Was it fun?
S1: Yes, it was.
T: That's nice. OK. Are you ready to review Units 1 to 10?
Ss: Yes!

Review

- Review the story on pages 91-92. Have students study the story and then close their books. Ask them questions about the story.

Example: What is the city mouse wearing? (a suit, a tie)
What color is the city mouse's car? (purple)
What color is the farm mouse's truck? (blue)
What do the mice eat? (strawberries and corn)
In the last picture, where are the mice? (on the cow's horn)

Page 94

Listen, point, and chant.

(Track 44)

- Review sounds and patterns from Units 1-10.
- Talk about the pictures on page 94. (yellow goat, coat: white whale, sea)

T: Open your books to page 94. What do you see? [pointing to first picture]
S1: I see a goat!
T: Yes! What does he have?
S2: He has a coat.
T: Great! What's this? [pointing to second picture]
S3: It's a whale.
T: Excellent! Now, let's read the chant.

- Listen to CD track 44 and repeat.
- Write the words on the board (coat, yellow, goat, white, whale, sea, see) and chant pointing to each word.

Additional Activity – Find a Wrong Letter

Materials
Flash Cards 4-B (p. 113-127)

1. Write words from Units 1-10 on the board, but sometimes use incorrect spelling. (Example: for 'soccer', write 'soccur') Say the word aloud and show the picture card.
2. Have students say whether or not the word is spelled correctly. If incorrect, have them give you the correct spelling.
   T: The word is soccer. [writing 'soccur' on board and showing students the picture card] Is that right? Put your hands up. How many say the spelling is correct? [wait for response] How many say the spelling is wrong? [wait for response] It is wrong. _____, how do you spell 'soccer'?
   S1: S-O-C-C-E-R.

Page 95

Listen. Circle the word that does not rhyme.

(Track 45)

- Review words studied in previous units.
- Listen to the three words and then circle the picture of the word that does not rhyme.
  T: Let's do Number 1 together. What did you hear?
  Ss: Tree, brown, gown.
  T: Very good! Which word sounds different?
  Ss: Tree.
  T: That's right! Now, circle the tree. Please show me your books. Very good, everyone!
- Have students continue with remaining pictures and words.

Transcript:

1. tree / brown /gown	2. tail /Sue /nail
3. gray /pray /peach	4. arm /tea /sea
5. mouth /spy /sky	6. pie /cloud /tie
7. goat /car /coat	8. blue /glue /farm
9. boy /book /cook	10. mouse /horse /house
11. shirt /spoon /skirt	12. key /corn /horn
13. oil /boil /bowl	14. chain /straw /draw

Additional Activity – Say the Words

1. Divide the students into two teams. Write a sentence on the board. Leave out one word.
2. Have students try to fill in the blank with a rhyming word from Level 4.
3. The first player to successfully say and spell the word wins a point for his or her team.

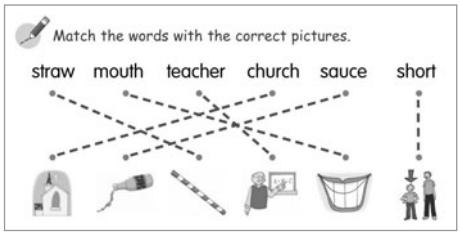
Examples:
1. I saw a clown in a purple _____.
2. There is a mouse in my _____.
3. Look at the boy and his big blue _____.
4. I like to go to the sea and drink hot _____.
5. There is a bee in that _____.
6. I see a goat in a hat and _____.

Answers: 1. gown 2. house 3. toy 4. tea 5. tree 6. coat

Note: *Teacher may want to provide a list of the words (house, toy, tree, coat, gown, tea) and let students choose from those.*

Page 96

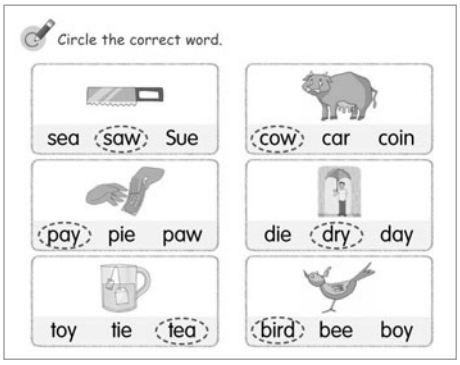
Match the words with the correct pictures.



- Review the words from Units 1-10.
- Read the word. Match the word with the correct picture.
  T: What is this word?
  Ss: Straw.
  T: Good! Which picture is straw?
  Ss: This one!
  T: Good! Now, match the word with the picture.

Page 96

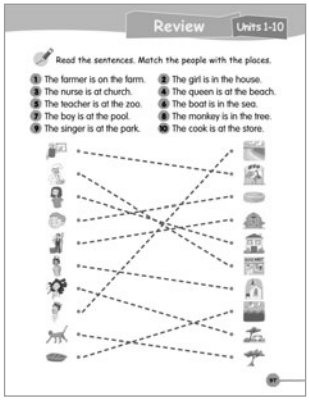
Circle the correct word.



- Review the words from Units 1-10.
- Look at the picture. Say the words and circle the word that matches the picture.
  - T: Look at this picture. What is it?
  - Ss: It's a saw.
  - T: Good. Now, look at the three words. _____, please read the first word.
  - S1: Sea.
  - T: Great. _____, please read the next word.
  - S2: Saw.
  - T: Good. _____, how about the last one?
  - S3: Sue.
  - T: Good job. So, which one matches the picture?
  - Ss: The second one.
  - T: Yes. Circle saw, please.

Page 97

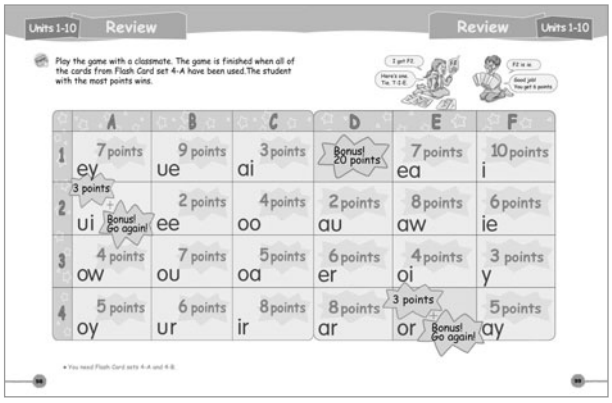
Read the sentences. Match the people with the places.



- Review the words from Units 1-10 in sentences.
- Read the sentences. Then, look at the pictures and match the people (on the left) with the places (on the right).
  - T: Look at all these people. Let's read about them. _____, please read Number 1.
  - S1: The farmer is on the farm.
  - T: Good! Where is the farmer? Can you find him?
  - S2: He's here. [pointing at fifth picture]
  - T: Very good. That's the farmer. Where is the farm?
  - S3: The farm is here! [pointing at barn in fourth picture]
  - T: Excellent! Let's draw a line from the farmer to the farm.
- Continue with the remaining sentences.

Pages 98 - 99

Play the game with a classmate. The game is finished when all of the cards from Flash Card set 4-A have been used. The student with the most points wins.



Materials
Flash Cards 4-A (p. 111); Flash Cards 4-B (p. 113-125)

1. Divide the class into two teams. Place Flash Cards 4-A face down on the table. Place Flash Cards 4-B face up on the table in front of students (face up).
2. S1 from Team A turns over one card (from Flash Cards 4-A) and reads it aloud. (Example: It's F2.) Then, S1 holds up a picture card (from Flash Cards 4-B) that contains that pattern and says it aloud. (Example: for F2, -ie = tie)
3. If correct, S1 gets points for Team A depending on the points on the game board. (Example: F2 = 6 points)
4. S2 chooses a card for Team B. Game continues until all the 4-A cards have been used. The team with the most points wins the game.
   - T: Let's play a game. (S1), turn over a card from the pile. What does it say?
   - S1: F2.
   - T: OK. What is F2? Check the board.
   - S1: It's -ie.
   - T: Find a flash card that has the -ie pattern.
   - S1: Here is one! Tie! T-I-E.
   - T: Good! Let's check the game board. How many points is that?
   - Ss: Six points!

Additional Activity – Memory Match!

Materials
Rhyming words from Flash Cards 4-B (p. 113-127) that could include: mail/tail, train/chain, hay/gray, bee/tree, queen/green, sea/tea, fruit/suit, glue/blue, moon/spoon, book/cook, saw/draw, boil/soil, boy/toy, loud/cloud, clown/brown, shirt/skirt, purse/nurse, arm/farm, corn/horn

1. Place the cards face down on the table. Have students gather around the table.
2. S_1 turns over two cards and reads them aloud. If the cards rhyme, S_1 keeps the two cards. If the picture cards do not rhyme, 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. The student with most matching pairs is the winner.

T: OK! Let's try a game. I turn over one card. What is it? [showing students]
Ss: Train!
T: Yes. /ai/ Train! Now, I want to find the matching card. I turn over another card. What is it? [showing students]
Ss: Chain.
T: That's right. /ai/ Chain. Train and chain rhyme, so I keep the cards. Now, it's your turn. [gesturing to S_1] Turn over two cards.

Additional Activity – Speed Game

Materials
Flash Cards 4-B (p. 113-127) words from Units 1-10; stopwatch

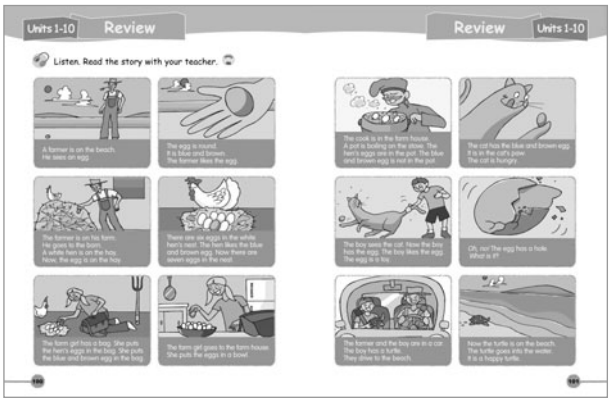
1. Write eight words from Units 1 to 10 on the board in a line. (Example: chain, honey, kind, blue, cook, point, gown, park)
2. Have students take turns saying all eight words as clearly and quickly as possible. (Have them repeat words that are not spoken clearly.)
3. Give a student a stopwatch to record the time for each.

T: Read all eight words on the board as fast as you can. If I can't understand a word, you must say the word again. The student with the fastest time is the winner. _____, you're first.
S_1: [with stopwatch] Ready, set, go!
S_2: Chain, honey, kind, blue, cook, point, gown, park.
S_1: That's 15 seconds!

Pages 100 - 101

Listen. Read the story with your teacher.

(Track 46)



- 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 first picture. What do you see?
S_1: I see a man on the beach.
T: Very good! Who is the man? Is he a singer?
S_2: No, he isn't. He is a farmer.
T: That's correct! What else can you see?
S_3: I can see something on the beach.
T: Yes, you're right. It's an egg. Look at the next picture. What has happened?
S_4: The man has the egg.
T: Yes. The man has the egg in his hand. Now, let's listen to the CD.

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 farm girl goes to the farm house. She puts the eggs in a _____.) 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.Teach your students a good-bye song and sing it together. Use each student's name in the song.

Good-bye, _____!
Good-bye, _____!
I'm glad you came today.

Good-bye, _____!
Good-bye, _____!
We'll see you again (next week).

Sounds Fun! 4 - Review 1-10

Objectives

- Review Sounds Fun! 4

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: Suit!
  - T: Yes! Which word is that? Is it A, B, C, or D?
  - Ss: It's A.
  - T: You're right! Fill in the circle under A. Now, listen to the rest of the words. Are you ready?
  - Ss: Yes.

Transcript: Ex. suit
1. straw 2. cloud
3. blind 4. haul

Page 103

Listen to the word. Fill in the correct circle.

(Track 48)

- Look at the pictures. Listen to CD track 48 and fill in the correct circle.
  - T: Turn to page 103. Look at the pictures. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. What word did you hear?
  - Ss: Queen!
  - T: Yes! Look at the pictures? Which is queen? Is it A, B, C, or D?
  - Ss: A!
  - T: Excellent! Fill in the circle under A. Now, listen to the rest of the words.

Transcript: Ex. queen
1. teeth 2. pie
3. bowl 4. saw

Sounds Fun! 4 - TEST (Units 1-10)

Page 104

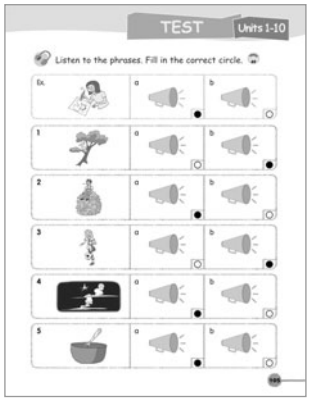
Fill in the missing letters.

- Look at the picture. Think of the word and fill in the letters.
  - T: Turn to page 104. Look at the example. What is the picture?
  - Ss: Mail!
  - T: That's correct! How do you spell mail?
  - Ss: M-A-I-L.
  - T: Yes! Write the letters! Now, look at the rest of the pictures. Write the missing letters.

Page 105

Listen to the phrases. Fill in the correct circle.

(Track 49)



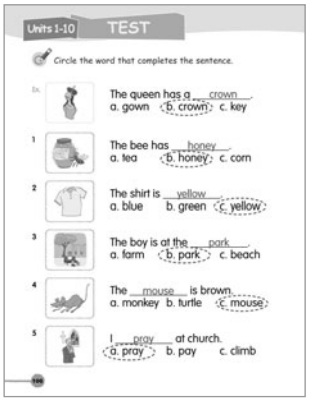
- Look at the picture. Listen to CD track 49 and fill in the circle for the correct phrase.
  - T: Turn to page 105. Look at the picture. Then, listen to the two phrases. Fill in the circle under the correct phrase. Let's try the example. Look at the picture. What do you see?
  - S1: The girl is drawing.
  - T: What is she drawing?
  - S2: She is drawing a mouse.
  - T: Good! Let's listen to the example on the CD. Which phrase is correct? A or B?
  - Ss: A!
  - T: Yes! A girl is drawing. Fill in the circle under A. Now, listen to the other phrases.

Transcript:

Ex. a. a girl is drawing	b. a mouse is drawing
1. a. a bird in a toilet	b. a bird in a tree
2. a. hay and a man	b. honey and a man
3. a. a girl prays	b. a girl plays
4. a. a star and clouds	b. a star and a clown
5. a. a fork and a bowl	b. a spoon and a bowl

Page 106

Circle the word that completes the sentence.



- Look at the picture. Read the sentence. Circle the correct word and then write it in the blank.
  - T: Turn to page 106. Let's do the example together. Look at the picture. What is it?
  - Ss: It's a queen.
  - T: Yes. _____, please read the sentence.
  - S1: The queen has a _____.
  - T: Good. Look at the words. Which word is correct?
  - Ss: B. Crown!
  - T: Yes! _____, please read the complete sentence.
  - S2: The queen has a crown.
  - T: Well done! Circle crown and write the word in the blank.

Additional Activity – What's Missing?

1. Review one of the stories from Sounds Fun 4 with the students. Write out some of the sentences from the story and leave out some key words.
2. List the missing words alongside the sentences (or have them available as flash cards).
3. Have students take turns choosing the appropriate words for each sentence.

Example: (from Units 1-5 Review on pages 52-53.) List the words or have the following flash cards available (goat, house, peach, wood, tree, blind).

1. Sam has a peach _____.
2. Sam gives the goat a _____.
3. The _____is hungry.
4. A _____man is on the hill.
5. A bad man wants _____.
6. The man gives Sam a _____.

Answers: 1. tree; 2. peach; 3. goat; 4. blind; 5. wood; 5. house

Additional Activity – Picture Charades

Materials
Flash Cards 4-B; stopwatch

1. Divide the class into two teams. Have S_1 from Team A come forward. Show S_1 one of the picture cards. (Example: mouse)
2. S_1 draws a picture that represents that word.
3. Give S_2 a stopwatch. 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 S_1 the card for 'mouse']
S_2: [with stop watch] Ready? Go!
T: What word is it?
S_1: [drawing a picture on the board]
Ss from Team A: Is it the word monkey?
S_1: No, it isn't.
Ss from Team A: Is it the word mouse?
S_1: Yes, it is!
T: OK! Spell the word together.
Ss from Team A: M-O-U-S-E.
T: That's right! _____, how many seconds is that? [asking S_2 with stopwatch]
S_2: That's 15 seconds.
T: Great! Write 15 seconds on the board. Team B. It's your turn!

Closing

- Finish the class by saying good-bye.

T: Good job, everyone! We finished the book!
Ss: Yay!
T: It's time to say good-bye!
Ss: Good-bye!
T: See you later!