

Herald

NEW EDITION

Phonics

Short Vowels

2

Student Book

Teacher's Guide



The Korea Herald | The Junior Herald

HERALD ACADEMY

Scope and Sequence

Level 1 Single Letter

UNIT 1	Aa,Bb,Cc
UNIT 2	Dd,Ee,Ff
	Review 1
UNIT 3	Gg,Hh,Ii
UNIT 4	Jj,Kk,Ll
	Review 2
UNIT 5	Mm,Nn,Oo
UNIT 6	Pp,Qq,Rr
	Review 3
UNIT 7	Ss,Tt,Uu,Vv
UNIT 8	Ww,Xx,Yy,Zz
	Review 4, Final Review/Test

Level 2 Short Vowels

UNIT 1	Short Vowel a
UNIT 2	Short Vowel a
	Review 1
UNIT 3	Short Vowel i
UNIT 4	Short Vowel i
	Review 2
UNIT 5	Short Vowel e
UNIT 6	Short Vowel o
	Review 3
UNIT 7	Short Vowel u
UNIT 8	Short Vowel u
	Review 4, Final Review/Test

Level 3 Long Vowels

UNIT 1	Long Vowel a
UNIT 2	Long Vowel a
	Review 1
UNIT 3	Long Vowel i
UNIT 4	Long Vowel i
	Review 2
UNIT 5	Long Vowel o
UNIT 6	Long Vowel o
	Review 3
UNIT 7	Long Vowel u
UNIT 8	Long Vowel e
	Review 4, Final Review/Test

Level 4 Consonant and Vowel Blends

UNIT 1	L-blends bl, cl, fl, gl
UNIT 2	R-blends br, cr, dr, fr
	Review 1
UNIT 3	Diagrams sh, ch
UNIT 4	Diagrams th, ng, nk
	Review 2
UNIT 5	Diphthongs ai, ay, oa, ow
UNIT 6	Diphthongs oi, oy, ou, ow
	Review 3
UNIT 7	Long and Short oo
UNIT 8	R-controlled Vowels ar, or, ir, er
	Review 4, Final Review/Test



Contents

Unit 110

Short Vowel a

at cat, bat, fat
an pan, man, fan
ap cap, map, tap

Unit 218

Short Vowel a

ag bag, tag, wag
am ham, jam, Sam
ad dad, sad, mad

Review 126

Unit 1 ~ Unit 2

Unit 330

Short Vowel i

ig pig, big, wig
ip hip, rip, zip
ix six, mix, fix

Unit 438

Short Vowel i

in pin, bin, fin, win
it sit, hit
id kid, lid

Review 246

Unit 3 ~ Unit 4



Unit 550

Short Vowel **e**

ed bed, red, Ted

et net, wet, jet

en hen, ten, pen

Unit 658

Short Vowel **o**

og log, jog, fog

op hop, mop

ot hot, pot

ox box, fox

Review 366

Unit 5 ~ Unit 6

Unit 770

Short Vowel **u**

un sun, bun, run

ut cut, nut, hut

ud bud, mud

Unit 878

Short Vowel **u**

ub tub, cub, sub

ug bug, hug, mug

um gum, hum

Review 486

Unit 7 ~ Unit 8

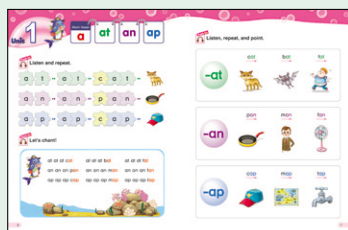
Final Review90

Final Test94



Unit Components

Student Book



► Sound and Word

New target sounds are introduced with chanting.

► Key Words

Three key words for each letter are introduced with pictures.

► Listening

Students practice identifying key words.

► Read & Write

Students master target sounds and write key words.



► Checkup 1

Students further their understanding of key words.

► Checkup 2

Students use pictures to read and master key words.



► Picture Reading

Students use sight words to read a story.

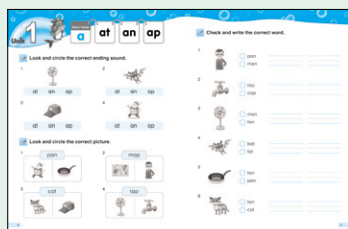
► Writing

Students practice writing target sounds and key words.



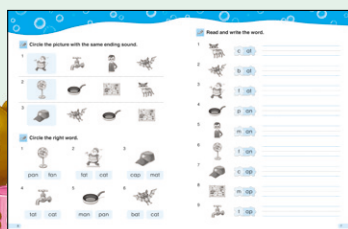
The review provides practice of the materials from the previous two units.

Workbook



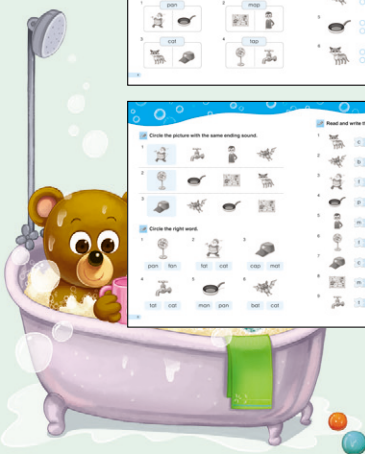
► Students further their study of target sounds and key words.

► Students identify and write key words.



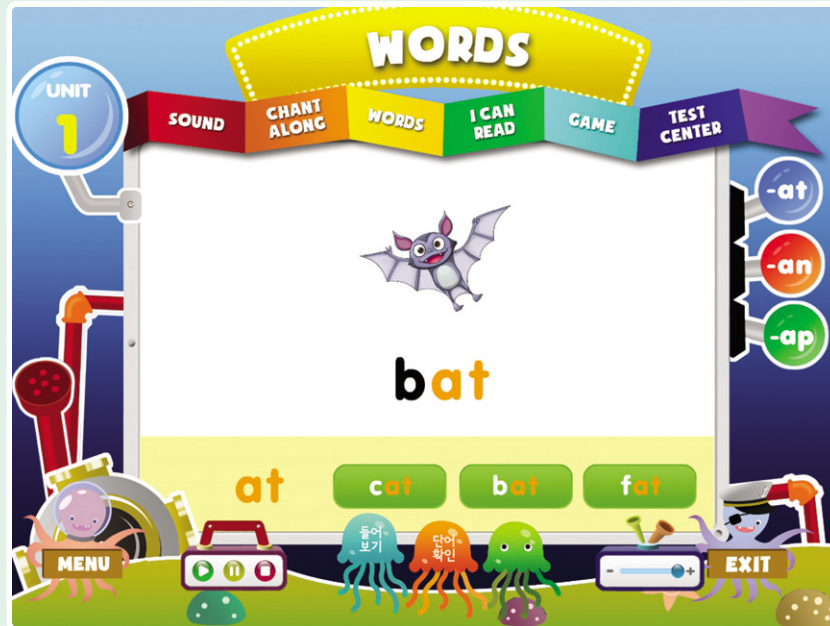
► Target sounds are studied, along with the mastering of key words.

► Students refine reading and writing key words.



Introduction of the Multimedia CD

Main Menu



SOUND

Students learn the target sounds and words.

CHANT ALONG

Students practice target sounds and words through lively chants.

WORDS

Students listen and repeat keywords with the target sounds.

I CAN READ

Students read a story with the key words and practice them in a song.

GAME

Students play games using the target letters, sounds, and words.

TEST CENTER

Students check their learning with a short test made of listening and reading questions.



Phonics2 Activities and Games

Chants:

Divide class into groups or individual students. Assign a line to each group and take turns chanting.

Divide class. Each group starts the chant at a different time. Each group tries to finish without messing up.

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

~extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant.

Have students choose a flashcard for one key word in the chant. Have them sit in a circle and pass around the cards in time with the chant. On the second time, cue students to stop passing the cards. The students with the correct cards hold them up when they hear the word in the chant. Repeat as time permits.

Divide the class into three groups, one for each target letter. Have them choose an action to perform such as clapping hands or turning in a circle. Play the chant. When they hear a word with their target letter in the chant, they chant and perform their action. Have groups change words and actions if time permits.

You can also divide the class into six groups, one for each key word in the chant.

Games:

Alphabet Game: Divide the class into teams. Give each team a set of word cards. Each team has to alphabetize the cards. The fastest team wins. Have other teams check the winner's cards to make sure they are correct. Have students read the cards in alphabetical order.

Beanbag Toss 1: Have students sit or stand in a circle. One student has a beanbag or any small, soft object. The student says a key word then tosses or rolls the beanbag to another student. The next student has to say another key word. You cannot repeat a key word.

Beanbag Toss 2: Tape or place flashcards on the board or floor. Have students take turns throwing a beanbag at the flashcards. Have students say the word of the card that is closest to where the beanbag hit.

Bingo: Have each student draw a three-by-three square on a piece of paper. Students choose eight key words that they learned. The middle square is a free space. Call out key words learned from the student book. When a student has a matching word, they put a marker or draw a dot on the square. The first student to get three in a row shouts "Bingo". You can get rows horizontally, vertically, or diagonally. Have the winner read their three key words to check.

Buzzer Beat: Divide students into two teams. A player from each team comes up. Put two "buzzers" on the desk. Show a target letter card. The first student to slap their "buzzer" and say a key word with the target letter wins a point. If the answer is wrong, the other student gets a chance to answer. Repeat until all students have a chance to play.

Charades: Divide students into teams. Show one student from each team a flashcard or whisper a key word into their ear. Have students silently act out the word. Team members have to guess what the word is. No words or sounds can be used. This game can also be played as a class.

Chair Challenge: Arrange chairs in a circle with the backs facing in. Have one less chair than the number of students playing. If the class is big, divide students into two groups. Have students walk around the circle of chairs. Choose a target letter. Call out a list of key words. Students have to sit in an empty chair when they hear a word that starts with the target letter. The student left without a chair leaves the game. Continue the game until only one student is left.

Copy My Actions: Make up actions to go with the unit's key words. Practice the actions with the students. Make sure they understand each one. Then, have them watch you. Perform one of the motions. Have students imitate the motion and call out its key word. Change motions and move the game along quickly. You can also choose a student to act out the first motion.

Fruit Salad: Have students sit in a circle. Give each student a flashcard. Call out one or two of the words on the flashcards. The students holding those cards change seats. Continue calling key words until all students have changed seats. Then call out "Fruit Salad!" Everyone has to change seats. You can also allow a student to call out the words.

Gesture Addition: Assign a gesture to a key word. Do the gesture, say the word, then say a student's name. The student has to repeat your gesture and word, add his or her own gesture and word, then say another student's name. That student has to repeat the first two gestures and words and then add a third. See how long the class can keep the chain going.

Activity: Guess the Picture: Take one flashcard and show the picture to students. Show only a small fraction of the picture. Have students guess what the word is. With each wrong answer, show a little more of the picture. When they guess correctly, ask them what the beginning letter is. Continue with the rest of the key words.

Hide and Seek: Ask students to put their heads down and close their eyes. Hide several key word flashcards around the room. Then have the students look for the cards. When a student finds one, have them say the sound and key word. Continue until all the cards have been found.

Hot Word: Have students sit in a circle. Give a flashcard to each student. Play music. Have students pass the cards around the circle. Stop passing when the music stops. Students have to read the word of the card in their hands. Continue playing as time allows.

Activity: I Spy: Hold up a picture flashcard with the side away from students. Describe the picture. Tell what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.

Letter Mime: Divide the class into teams. Whisper a target letter to one student from each team. The students go back to their teams and silently mime the shape of the letters with their bodies. The first team to guess correctly wins a point. Review key words that start with the winning team's letter. For added challenge, use previous units' target letters.

Letter Picking: Put target letter cards in an envelope or bag. Divide the class into teams. Have one student from each team pick a letter card. The student has to say the name of the letter and give a word beginning with that letter. If the student is correct, the team gets a point. Continue until every student has participated.

Letter Tracing: Divide students into teams. Have them line up and face the board. With your finger, trace a set of target letters on the back of the last student. When you say "Go", the students trace the letters down the line. The first student in each line goes to the board and writes the target letters. The team wins a point if the letters are correct. Bring the first person to the back of the line to change the order and start again.

Line Shuffle: Divide students into teams. Place flashcards in a line on the floor. A student from each team starts at opposite ends of the line. Have each student go down the line and say each card's word in a race to get to the other end. When the students meet, have them play rock, paper, scissors. The winner has to say a word that begins with the target letter you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

Line Up: Give each student a flashcard with a key word. Say a unit's key words in random order. The students have to line up in groups in the order they were called. Each group holds up their cards and shouts their key word. The students exchange cards and play again. Repeat and change the order each time.

Matching: Put capital and lowercase letter cards face down on a table. On the other half of the table, put picture flashcards that correspond to the target letters. Have students turn over one letter card and find the picture that matches and has that beginning letter. Students can keep the cards or put them back and mix them up again for the next student.

Memory: Divide students into pairs or small groups. Each pair or group should have two sets of flashcards. Place the cards facedown on a desk. Students take turns flipping the cards and saying their words. If the words match, the student keeps the cards. Students can reshuffle and play again if time allows.

Missing Card: Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the beginning letter. Continue the game using the same flashcards or new ones.

Picture Race: Divide the class into small groups. Give each group a piece of paper and writing utensils. Bring one student away from each group. Whisper a key word to each student. Without speaking, have the students return to their group and draw a picture of the key word. The first team to guess correctly wins a point. Repeat until all students have a chance to draw.

Activity: Rock, Paper, Scissors: Divide students into groups of two or three. Have them play rock, paper, scissors. The loser has to say a key word from the unit. Continue to the next round. Students who lose a round cannot say a key word that was said in the previous rounds. Encourage students to increase speed.

Rhythm Clap: Have students sit in a circle. Help students keep a simple rhythm by hitting their thighs (hit, hit), clapping their hands (clap, clap), and snapping their fingers (snap, snap). Call out a target letter or sound. Students go around the circle and take turns saying key words that begin with that sound or letter. Ex: hit, hit, clap, clap, (ant), (ant). Continue until you change the sound or target letter.

Sound Families: Put students into small groups. Give each group a set of shuffled flashcards. The students have to put the cards into groups based on same sounds or target letters. The first team to finish wins. Have the winners read the key words.

Activity: Stand Up: Give each student a flashcard and have them hold them up. Call out one letter or word and have the students who have that word or a word beginning with that letter stand up. Continue for the remaining flashcards until all students have had a chance to stand up.

Step Up: Write letters on separate sheets of paper. Put them on the floor. Call out target letters or key words and have students step on the correct paper. Students can come up in groups or one by one or in pairs. Allow every student to participate.

Tap It: Write letters on board or print A4 sheets with target letters. Have two students stand on starting line. Have them run up to the board and tap the correct target letter when you say “a, a, apple” or “apple”. The student who won stays for the next round. Continue until all students have participated.

(review unit) **Teacher’s Mistake:** Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.

Telephone: Divide the class into teams. Have them stand in straight lines. Whisper a different sound, target letter, and/or key word to the first student. The student has to whisper it to the next person. The last student has to say the original sound, target letter, and/or key word. The teams that get it correct get a point. Or the first team to guess correctly gets a point. Rotate students to change the order and repeat several times.

Touch: Divide students into groups of about five. Have them make a circle around a desk. Spread at least six student cards face up on the desk. Model the game for them. Say “Touch (ant)” and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

Word Hop: Have students stand in a line across the front or back of the classroom. Give each student a flashcard. When you call out a word, the students with that card hop forward and repeat you. Pick the words randomly. Students can trade cards throughout the game. The winner has to reach the other end of the classroom.

Word Puzzle: Write word puzzles on the board using key words. Or have copies of them on paper for each student. Have each student write the answer separately or take turns raising their hands to answer. Read the answers out loud and discuss them.

ex: oat (answer is g – goat)

h
g
i

Writing Race: Divide the class into teams. Have one student from each team come to the board. Give them 15 seconds to write the target letters. The student who writes the most legibly wins a point. Repeat until all students have had a turn.

Divide students into groups and have them stand. Show students a few (3-4) flashcards of the key words. Put the cards down and have students say them in the order they were shown. Repeat with a different order and a little faster. You can also add another flashcard. Students who make a mistake have to sit down, but they can participate in their seats. The group with the most students left standing wins.

Activity: Missing Card: Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the beginning letter. Continue the game using the same flashcards or new ones.

Activity: Odd One Out: Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.

Activity: Divide the class in three groups for Pp, Qq, Rr. All students start standing. When you say a key word or letter sound, the groups that are not related to that letter sit down. The person to sit down last in each group is out. The other people stand back up and the next round begins. Continue until one student is left standing.

Activity: Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.

Review and model the writing of the four target letters. Have several students come up to the board. Say a Unit 7 key word and occasionally one from a previous unit. Students race to write the partner letters quickly (capital and lowercase).

Activity: Show the picture side of a flashcard. Have two or three students race to the board and write the correct partner letters. Repeat with different cards and different students.

~Extend the activity by having a Writing Race. Call up 2-3 students at a time and see who can write the letters 5 times on the board. (Change the number of letters accordingly.)

Letter Pictures: Give students a piece of paper. Have them write one of the target letters on the paper. Draw around the letter to make a picture that is related to the target letter.

Activity: Have students stand. Assign a target sound or letter. Say target sounds or letters in random order. Insert the target sound/letter occasionally. Students have to quickly repeat the target sound/letter when they hear it. If they don't repeat it quickly enough, they must sit down and play from their seats. The last student standing wins.



Lesson 1 Objectives:

- Target Sounds: -at, -an, -ap
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

- at: cat, bat, fat
- an: pan, man, fan
- ap: cap, map, tap

Materials:

Student Book	p. 6 ~ 7
Workbook	p. 4
Flashcards	01 ~ 07
Audio CD	Tracks 2 ~ 4

Warm Up

Greet any students with short A names, such as Andrew. Practice saying the sound together /a/. Review and sing the Alphabet Song (no track).

Presentation

■ Listen and repeat.

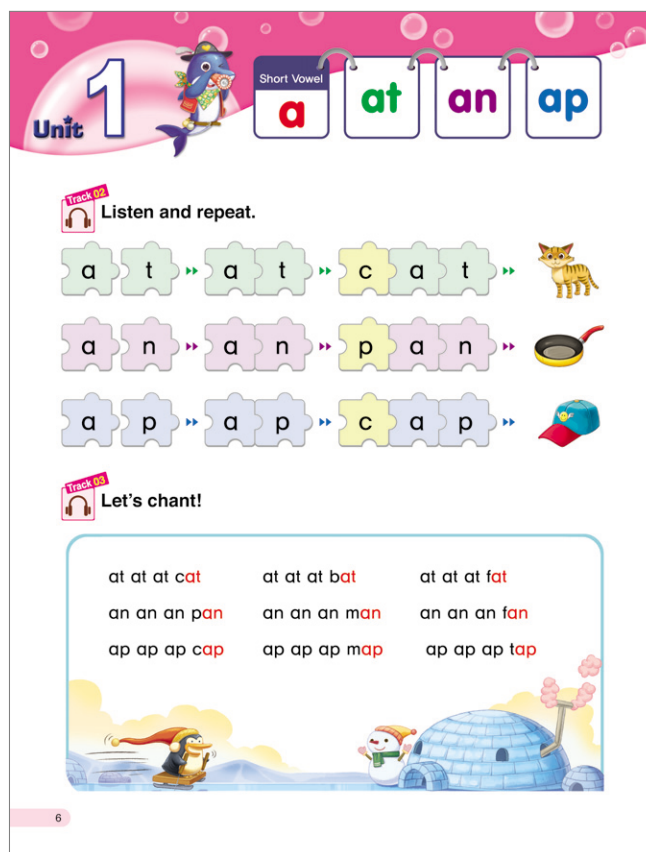
Listen and repeat.

Direct students to the top of p.6. Write “a + t” and “at” on the board. Review the letter sounds and why their combination makes “at”. Do the same with “an” and “ap”.

Play the track and have students listen and repeat.

Script

a t at at c-at cat cat.
a n an an p-an pan pan.
a p ap ap c-ap cap cap.



■ Let's Chant!








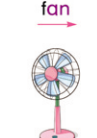


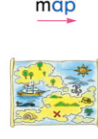

Listen to the track. Encourage students to chant loudly.

Script

at at at cat at at at bat at at at fat
an an an pan an an an man an an an fan
ap ap ap cap ap ap ap map ap ap ap tap

Divide class into groups or individual students. Assign a line to each group and take turns chanting.

Track 04 Listen, repeat, and point.

7

Activity

Show the class the unit's key words and say them together. Then show one card at a time. Students have to be the first to raise their hands and say the key word. If they are correct, the class repeats the word. If they are wrong, another student gets a chance.

Wrap Up

Hide and Seek: Ask students to put their heads down and close their eyes. Hide several key word flashcards around the room. Then have the students look for the cards. When a student finds one, have them say the sound and key word. Continue until all the cards have been found.

Homework:

Workbook p. 4

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

at c-at cat cat.
 b-at bat bat.
 f-at fat fat.
 an p-an pan pan.
 m-an man man.
 f-an fan fan.
 ap c-ap cap cap.
 m-ap map map.
 t-ap tap tap.

Then point to the pictures in random order and have the students say each one.

Lesson 2 Objectives:

- Target Sounds: -at, -an, -ap
- * recognize key words from Lesson 1.
- * practice writing target sounds.

Key Words:

- at: cat, bat, fat
- an: pan, man, fan
- ap: cap, map, tap

Materials:

Student Book	p. 8 ~ 9
Workbook	p. 5
Flashcards	01 ~ 09
Audio CD	Track 5

Warm Up

Review short A sounds. Write at, an, ap on the board. Encourage students to chant them.

Presentation

■ Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script

- No. 1. cap, cap.
- No. 2. fan, fan.
- No. 3. pan, pan.
- No. 4. fat, fat.
- No. 5. bat, bat.
- No. 6. tap, tap.


Track 05 Listen and circle.










8

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Activity

Stand Up: Give each student a flashcard and have them hold them up. Call out a target sound or word and have the students who have that stand up. Continue for the remaining flashcards until all students have had a chance to stand up.

 **Look and circle. Then write.**

<p>1</p>  <p>-ap -at</p> <p>bat</p>	<p>2</p>  <p>-ap -at</p> <p>c</p>	<p>3</p>  <p>-an -ap</p> <p>m</p>
<p>4</p>  <p>-at -an</p> <p>p</p>	<p>5</p>  <p>-an -ap</p> <p>t</p>	<p>6</p>  <p>-at -ap</p> <p>c</p>
<p>7</p>  <p>-ap -an</p> <p>m</p>	<p>8</p>  <p>-at -an</p> <p>f</p>	<p>9</p>  <p>-an -at</p> <p>f</p>

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Wrap Up

Beanbag Toss 1: Have students sit or stand in a circle. One student has a beanbag or any small, soft object. The student says a key word then tosses or rolls the beanbag to another student. The next student has to say another key word. You cannot repeat a key word.

Homework:

Workbook p. 5

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 3 Objectives:

- Target Sounds: -at, -an, -ap
- * review the key words.
- * fully understand key words and target sounds.

Key Words:

- at: cat, bat, fat
- an: pan, man, fan
- ap: cap, map, tap

Materials:

Student Book	p. 10 ~ 11
Workbook	p. 6
Flashcards	01 ~ 09
Audio CD	

Warm Up


Activity: Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.


Presentation


Look and circle.


Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.


Look and circle.


1  map cap fan

2  pan tap fat

3  man bat tap

4  cat man map


5  pan fat cap


6  tap cat pan


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Activity


Missing Card: Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the target sound. Continue the game using the same flashcards or new ones.


 **Look and read. Then circle and write.**

- 

The cat is on the _____.
☒ map ☐ pan
- 

I see a _____.
☒ bat ☐ cap
- 

The cat is _____.
☒ fat ☐ tap
- 

The cap is on the _____.
☐ bat ☒ fan
- 

The man has a _____.
☐ fan ☒ cap

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Wrap Up

Fruit Salad: Have students sit in a circle. Give each student a flashcard. Call out one or two of the words on the flashcards. The students holding those cards change seats. Continue calling key words until all students have changed seats. Then call out “Fruit Salad!” Everyone has to change seats. You can also allow a student to call out the words.

Homework:

Workbook p. 6

■ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description. Check answers together. Read the full sentence. If time allows, practice reading the other answer choices.

Lesson 4 Objectives:

- Target Sounds: -at, -an, -ap
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- at: cat, bat, fat
- an: pan, man, fan
- ap: cap, map, tap

Materials:

Student Book	p. 12 ~ 13
Workbook	p. 7
Flashcards	01 ~ 09
Audio CD	Track 6

Warm Up

Activity: Quick Speak: Pick about four key word cards. Show them to students and say them in a row. Put the cards down and have students repeat the words. Switch up the order and increase speed.

Presentation

■ I Can Read!


Have students turn to p.12. Listen to the track and follow along.



Script

Look at the bat!
The bat is on the cat.
Look at the man!
The man has a pan.
Look at the cap!
The cap is on the map.

Divide the class into three groups, one for each target sound. Have them choose an action to perform such as clapping hands or turning in a circle. Play the chant. When they hear a word with their target sound in the chant, they chant and perform their action. Have groups change sounds and actions if time permits.

 Trace and write.

-at

 cat

 bat

 fat

-an

 pan

 man

 fan

-ap

 cap

 map

 tap

13

Wrap Up

Buzzer Beat: Divide students into two teams. A player from each team comes up. Put two “buzzers” on the desk. Show a target sound card. The first student to slap their “buzzer” and say a key word with the target sound wins a point. If the answer is wrong, the other student gets a chance to answer. Repeat until all students have a chance to play.

Homework:

Workbook p. 7

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

Activity

Call up several students. Say a key word or target sound and give them 15 seconds to write them as many times as they can on the board. Continue until all students have participated.



Lesson 5 Objectives:

- Target Sounds: -ag, -am, -ad
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

- ag: bag, tag, wag
- am: ham, jam, Sam
- ad: dad, sad, mad

Materials:

Student Book	p. 14 ~ 15
Workbook	p. 8
Flashcards	10 ~ 18
Audio CD	Tracks 7 ~ 9

Warm Up

Write a tongue twister with Unit 1 key words on the board. Have students practice saying them. Try to say them faster and faster.

Ex: The fat cat and fat bat have a cap and a map. The man with the pan and the fan wears a cap.

Presentation

Listen and repeat.

Direct students to the top of p.14. Write “a + g” and “ag” on the board. Review the letter sounds and why their combination makes “ag”. Do the same with “am” and “ad”.

Play the track and have students listen and repeat.

Script

a g ag ag b-ag bag bag.
a m am am h-am ham ham.
a d ad ad d-ad dad dad.



Let's Chant!

Listen to the track. Encourage students to chant loudly.


Script

at at at cat at at at bat at at at fat
an an an pan an an an man an an an fan
ap ap ap cap ap ap ap map ap ap ap tap

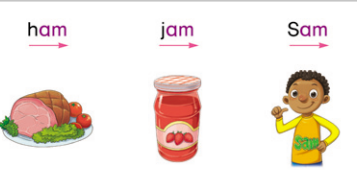
Divide class into three groups. Each group starts the chant at a different time. Each group tries to finish without messing up.

Track 08 Listen, repeat, and point.

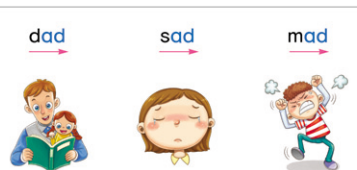
-ag



-am



-ad



15

Activity

Divide the class in three groups for ag, am, ad. All students start standing. When you say a key word, the groups that are not related to that word sit down. The person to sit down last in each group is out. The other people stand back up and the next round begins. Continue until one student is left standing.

Wrap Up

Copy My Actions: Make up actions to go with five or six of the unit's key words. Practice the actions with the students. Make sure they understand each one. Then, have them watch you. Perform one of the motions. Have students imitate the motion and call out its key word. Change motions and move the game along quickly. Student who perform the wrong action are out. The last student left is the winner. You can also choose a student to act out the first motion.

Homework:

Workbook p. 8

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

ag b-ag bag bag.
t-ag tag tag.
w-ag wag wag.
am h-am ham ham.
j-am jam jam.
S-am Sam Sam.
ad d-ad dad dad.
s-ad sad sad.
m-ad mad mad.

Then point to the pictures in random order and have the students say each one.

Lesson 6 Objectives:

- Target Sounds: -ag, -am, -ad
- * recognize key words from Lesson 5.
- * practice writing target sounds.

Key Words:

- ag: bag, tag, wag
- am: ham, jam, Sam
- ad: dad, sad, mad

Materials:

Student Book	p. 16 ~ 17
Workbook	p. 9
Flashcards	10 ~ 18
Audio CD	Track 10

Warm Up

Pop Up: Tell students a target sound to listen for. Say a list of key words. Have one include the target sound. Students stand up when they hear the target sound. They sit down when a word doesn't have the target sound. Repeat with increasing speed. For an added challenge, divide the class into groups and assign a different target sound to each group.

Presentation

■ Listen and circle.

Highlight the target letters. Have students practice writing them in the air together. Listen to the track. Have students point to each picture and repeat the word.


Script










- No. 1. sad, sad.
- No. 2. ham, ham.
- No. 3. wag, wag.
- No. 4. jam, jam.
- No. 5. tag, tag.
- No. 6. dad, dad.

Track 10 Listen and circle.

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Review and model the writing of the target sounds and words. Have several students come up to the board. Say a Unit 2 key word and occasionally one from Unit 1. Students race to write the words.

 **Look and circle. Then write.**

1  -am -ag j	2  -ag -ad d	3  -am -ag w
4  -ag -ad t	5  -ag -ad m	6  -am -ag h
7  -am -ad s	8  -ad -ag b	9  -am -ad S

17

Wrap Up

Tap It: Write letters on board or print A4 sheets with target sounds or key words. Have two students stand on starting line. Have them run up to the board and tap the correct paper when you say “a m, am” or “a m, am, ham”. The student who won stays for the next round. Continue until all students have participated.

Homework:

Workbook p. 9

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 7 Objectives:

- Target Sounds: -ag, -am, -ad
- * review the key words.
- * fully understand key words and target sounds.

Key Words:

- ag: bag, tag, wag
- am: ham, jam, Sam
- ad: dad, sad, mad

Materials:

Student Book	p. 18 ~ 19
Workbook	p. 10
Flashcards	10 ~ 18
Audio CD	

Warm Up

Step Up: Write target sound letters on separate sheets of paper. Put them on the floor. Call out target sounds or key words and have students step on the correct paper. Students can come up in groups or one by one or in pairs. Allow every student to participate.


Presentation

Look and circle.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.


Look and circle.

1




bag
dad
Sam

2




mad
Sam
tag

3




jam
bag
sad

4




wag
mad
ham

5



sad
tag
jam

6



dad
ham
bag

18

Activity

Writing Race: Divide the class into teams. Have one student from each team come to the board. Say a key word from the unit. Give the students 15 seconds to write the key word as many times as they can. The student who writes the most times legibly wins a point. Repeat until all students have had a turn.



Look and read. Then circle and write.

1



The boy eats _____.

wag ham

2



I love my _____.

dad jam

3



I have a green _____.

mad bag

4



The girl looks _____.

sad Sam

5



The man sees a _____ on the cap.

tag mad

19

Wrap Up

Memory: Divide students into pairs or small groups. Each pair or group should have two sets of flashcards. Place the cards facedown on a desk. Students take turns flipping the cards and saying their words. If the cards match, the student keeps the cards. If the cards don't match, they are re-flipped for the next turn. Students can reshuffle and play again if time allows.

Homework:

Workbook p. 10

■ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description.

Check answers together. Read the full sentence.

If time allows, practice reading the other answer choices.

Lesson 8 Objectives:

- Target Sounds: -ag, -am, -ad
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- ag: bag, tag, wag
- am: ham, jam, Sam
- ad: dad, sad, mad

Materials:

Student Book	p. 20 ~ 21
Workbook	p. 11
Flashcards	10 ~ 18
Audio CD	Track 11

Warm Up

Show the flashcard pictures for four to five cards from Unit 2. Say the word for each one. Then shuffle in four cards from Unit 1. Show the students one card at a time. Every time an -ag, -am, or -ad card shows up, the students have to quickly say the target sound and word. They don't say anything for words from Unit 1.

Presentation

■ I Can Read!

Have students turn to p.20. Listen to the track and follow along.

Script

This is a tag.
The tag is on the bag.
This is a ham.
The ham is on the jam.
This is my dad.
My dad is mad.



Extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant. Do this several times.

Activity

Rock, Paper, Scissors: Divide students into groups of two or three. Have them play rock, paper, scissors. The loser has to say a key word from the unit. Continue to the next round. Students who lose a round cannot say a key word that was said in the previous rounds. Encourage students to increase speed.



Trace and write.

-ag

 bag

 tag

 wag

-am

 ham

 jam

 Sam

-ad

 dad

 sad

 mad

21

Wrap Up

Box Talks: Put student cards into a box or any other container. Put students into pairs. One student from a pair draws a card and says the word. The partner must say a word that rhymes (has the same ending sound). If they are correct, they can stay. If they are wrong, they go back to their seats. The pair passes the box to the next pair.

Homework:

Workbook p. 11

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

Review 1

Unit 1~2

Lesson 9 Objectives:

- Target Sounds: -at, -an, -ap, -ag, -am, -ad
- * review the target sounds and key words from Units 1 and 2.

Key Words:

- at: cat, bat, fat
- an: pan, man, fan
- ap: cap, map, tap
- ag: bag, tag, wag
- am: ham, jam, Sam
- ad: dad, sad, mad

Materials:

Student Book	p. 22 ~ 23
Workbook	p. 12 ~ 13
Flashcards	01 ~ 18
Audio CD	Tracks 12 ~ 13

Warm Up

Line Up: Give each student a letter flashcard. Say a unit's key word. The students have to line up in order to spell the word. Each group holds up their cards and shouts the key word. The students exchange cards and play again. Repeat and change the key word each time.

Presentation

■ Listen and circle the correct picture.

Turn on the track and have students circle the picture that matches.

Script


- No. 1. bag, bag.
- No. 2. cap, cap.
- No. 3. fat, fat.
- No. 4. Sam, Sam.


Check answers together.
Write the words on the board.


Review 1


Unit 1~2

Track 12 Listen and circle the correct picture.

1 

2 

3 

4 

Track 13 Listen to the word and circle the correct ending rhyme.

1 ad ag at 2 an am ap

3 at ap am 4 an ad ag

■ Listen to the word and circle the correct rhyme.

Turn on the track and have students circle the target sound that matches the word.

Script

- No. 1. wag, wag.
- No. 2. pan, pan.
- No. 3. cat, cat.
- No. 4. sad, sad.

Check answers together. Write the words on the board.

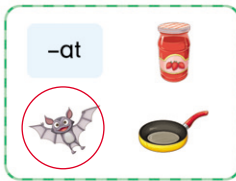
Activity

Have students stand. Assign a target sound or word. Say target sounds or key words in random order. Insert the target sound/word occasionally. Students have to quickly repeat the target sound/word when they hear it. If they don't repeat it quickly enough, they must sit down and play from their seats. The last student standing wins.

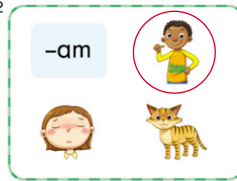


Circle the correct picture with the same ending rhyme.

1



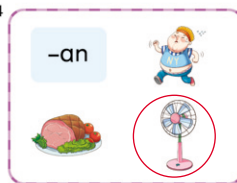
2



3



4



5



6



23

Wrap Up

Line Shuffle: Divide students into teams. Place flashcards in a line on the floor. A student from each team starts at opposite ends of the line. Have each student go down the line and say each card's word in a race to get to the other end. When the students meet, have them play rock, paper, scissors. The winner has to say a word that includes the target sound you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

Homework:

Workbook p. 12 ~ 13

Circle the correct picture with the same ending rhyme.

Have students look at each group's pictures. Circle the picture that has the target sound.

Check answers together. Write the words on the board.

Lesson 10 Objectives:

- Target Sounds: -at, -an, -ap, -ag, -am, -ad
- * review writing target sounds and key words.
- * practice listening and identifying rhyming words.

Key Words:

- at: cat, bat, fat
- an: pan, man, fan
- ap: cap, map, tap
- ag: bag, tag, wag
- am: ham, jam, Sam
- ad: dad, sad, mad

Materials:

Student Book	p. 24 ~ 25
Workbook	p. 14 ~ 15
Flashcards	01 ~ 18
Audio CD	Tracks 14 ~ 15

Warm Up

Rhyme Partner: Have pairs of cards that rhyme, for example, “cap-map”. Give each student a card. Play some music or a chant from the unit. Have students walk or dance around. When the music stops, they have to rush to find a student with a card that rhymes with their card. Pairs should say their match aloud. Switch cards and play again.








Presentation

■ Listen and complete the word.

Listen to the track. Have students fill in the space and write the word they hear.

Track 1 Listen and complete the word.

-at -ag -an -am -ap -ad

1  cat	2  s	3  w
4  t	5  b	6  p
7  f	8  f	9  j

24

Script





- No. 1. cat, cat.
- No. 2. sad, sad.
- No. 3. wag, wag.
- No. 4. tap, tap.
- No. 5. bag, bag.
- No. 6. pan, pan.
- No. 7. fan, fan.
- No. 8. fat, fat.
- No. 9. jam, jam.

Check the answers together.
Write the answers on the board.

Activity

Odd One Out: Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.

Track 15 Listen and check the picture with the same ending rhyme.

1		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	
2		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	
4		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
5		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
6		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

25

Wrap Up

Spelling Bee: Divide the class into two teams. Students from each team take turns spelling key words from one or several units. If a student spells a word incorrectly, the student on the other team can attempt to spell it. Students who misspell words should sit down. The team with the last student left wins.

Homework:

Workbook p. 14 ~ 15

■ Listen and check the picture with the same ending rhyme.

Turn on the track. Have students listen and write the ending sound of the word on the line. Then check the picture that is correct.

Script

- No. 1. Sam.
- No. 2. cat.
- No. 3. man.
- No. 4. cap.
- No. 5. mad.
- No. 6. tag.

Check answers together. Write answers on the board.



Lesson 11 Objectives:

- Target Sounds: -ig, -ip, -ix
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

- ig: pig, big, wig
- ip: hip, rip, zip
- ix: six, mix, fix

Materials:

Student Book	p. 26 ~ 27
Workbook	p. 16
Flashcards	19 ~ 27
Audio CD	Tracks 16 ~ 18

Warm Up

Greet any students with short I names, such as Billy. Practice saying the sound together /i/.

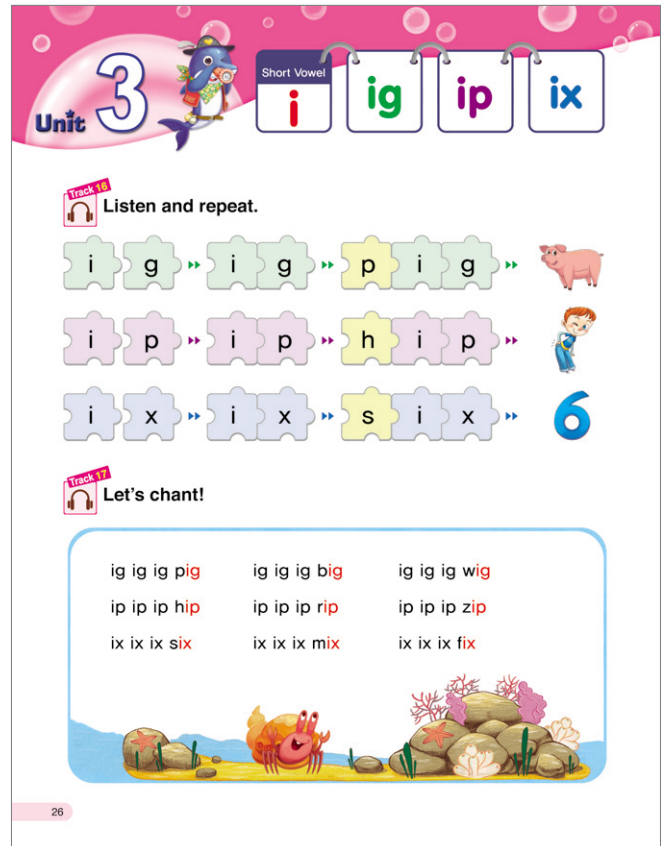
Presentation

Listen and repeat.

Direct students to the top of p.26. Write “i + g” and “ig” on the board. Review the letter sounds and why their combination makes “ig”. Do the same with “ip” and “ix”. Play the track and have students listen and repeat.

Script

i g ig ig p-ig pig pig.
i p ip ip h-ip hip hip.
i x ix ix s-ix six six.



Let's Chant!



Listen to the track. Encourage students to chant loudly.

Script

ig ig ig pig ig ig ig big ig ig ig wig
ip ip ip hip ip ip ip rip ip ip ip zip
ix ix ix six ix ix ix mix ix ix ix fix

Have students choose a flashcard for one key word in the chant. Have them sit in a circle and pass around the cards in time with the chant. On the second time, cue students to stop passing the cards. The students with the correct cards hold them up when they hear the word in the chant. Repeat as time permits.

Track 18 Listen, repeat, and point.

27

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

ig p-ig pig pig.
 b-ig big big.
 w-ig wig wig.
 ip h-ip hip hip.
 r-ip rip rip.
 z-ip zip zip.
 ix s-ix six six.
 m-ix mix mix.
 f-ix fix fix.

Then point to the pictures in random order and have the students say each one.

Activity

Guess the Picture: Take one flashcard and show the picture to students. Show only a small fraction of the picture. Have students guess what the word is. With each wrong answer, show a little more of the picture. When they guess correctly, ask them what the beginning letter is. Continue with the rest of the key words.

Wrap Up

Touch: Divide students into groups of about five. Have them make a circle around a desk. Spread at least six cards face up on the desk. Model the game for them. Say “Touch (cap)” and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

Homework:

Workbook p. 16

Lesson 12 Objectives:

- Target Sounds: -ig, -ip, -ix
- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

- ig: pig, big, wig
- ip: hip, rip, zip
- ix: six, mix, fix

Materials:

Student Book	p. 28 ~ 29
Workbook	p. 17
Flashcards	19 ~ 27
Audio CD	Track 19

Warm Up

Review short I sounds. Write ig, ip, ix on the board. Encourage students to chant them.

Presentation

Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script

- No. 1. mix, mix.
- No. 2. big, big.
- No. 3. zip, zip.
- No. 4. fix, fix.
- No. 5. wig, wig.
- No. 6. rip, rip.


Track 19 Listen and circle.










28

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Activity

Group Spelling: Put students into groups of three or four. Give each group a set of Unit 3 flashcards and a set of letter cards. Say one of the key words. Groups have to spell the word with the letter cards and find the picture in the unit's flashcards. Repeat with other key words.

 **Look and circle. Then write.**

1  -ig -ip b	2  -ix -ig s	3  -ix -ip h
4  -ix -ig m	5  -ip -ig p	6  -ix -ip z
7  -ip -ig w	8  -ip -ig r	9  -ix -ig f

29

Wrap Up

Hot Potato: Have students sit in a circle. Give a flashcard to each student. Play music. Have students pass the cards around the circle. Stop passing when the music stops. Students have to read the word of the card in their hands. Continue playing as time allows.

Homework:

Workbook p. 17

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 13 Objectives:

- Target Sounds: -ig, -ip, -ix
- * review key words.
- * fully understand key words and target sounds.

Key Words:

- ig: pig, big, wig
- ip: hip, rip, zip
- ix: six, mix, fix

Materials:

Student Book	p. 30 ~ 31
Workbook	p. 18
Flashcards	19 ~ 27
Audio CD	

Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 3. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

Presentation

Look and circle.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.

1

wig

mix

fix

2

pig

six

hip

3

mix

zip

big

4

wig

rip

fix

5

big

mix

zip

6


six


hip


pig


Activity


Teacher's Mistake: Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.

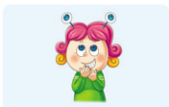
 **Look and read. Then circle and write.**

- 

Can you _____ up?
☒ zip ☐ pig
- 

My dad can _____ a car.
☐ big ☒ fix
- 

The man has _____ pigs.
☒ six ☐ wig
- 

They _____ the eggs.
☒ mix ☐ hip
- 

The kid has a funny _____.
☐ rip ☒ wig

31

Wrap Up

Teamwork Spelling: Divide the class into teams. Have one student from each team go up to the board to be the writer. Show a different Phonics card to each team, but not to the writers at the board. Each team spells their word for the writer. The writer must spell it correctly and say the word before the other team does. You can also give teams a set of letter cards and students can spell out the word using the cards.

Homework:

Workbook p. 18

▪ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description. Check answers together. Read the full sentence. If time allows, practice reading the other answer choices.

Lesson 14 Objectives:

- Target Sounds: -ig, -ip, -ix
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- ig: pig, big, wig
- ip: hip, rip, zip
- ix: six, mix, fix

Materials:

Student Book	p. 32 ~ 33
Workbook	p. 19
Flashcards	19 ~ 27
Audio CD	Track 20

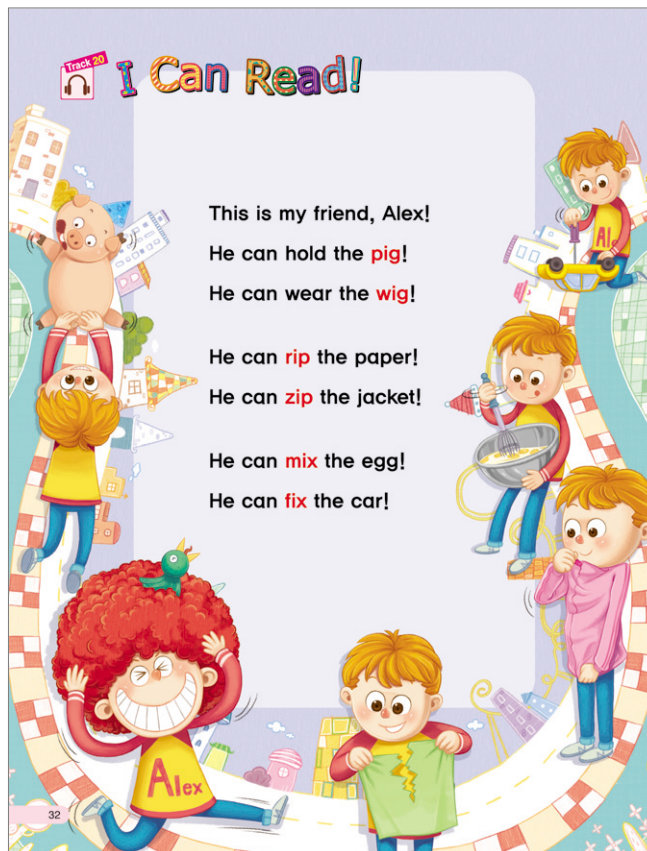
Warm Up

Divide the class into pairs or small groups. Write the target sounds on the board from Unit 3: ig, ip, ix. Give students a few minutes to write down as many words as they can think of for sound. Do not let them look at their books. The pair with the most correct words wins.

Presentation

■ I Can Read!


Have students turn to p.32. Listen to the track and follow along.



Script

This is my friend, Alex!
He can hold the pig!
He can wear the wig!
He can rip the paper!
He can zip the jacket!
He can mix the egg!
He can fix the car!

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

 Trace and write.

-ig

	ig
	big
	wig

-ip

	hip
	rip
	zip

-ix

	six
	mix
	fix

33

Wrap Up

Spelling Relay: Divide the class into two or more teams. Each team lines up and faces the board. Say one of the key words. The first student in each team races to the board and writes the first letter, then returns to their team. The second student runs up and writes the second letter. Continue until the word is written completely. The last student returns to the team and the entire team has to say the word. The first team to write the word and say it together wins.

Homework:

Workbook p. 19

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

Activity

Show the picture side of a flashcard. Have two or three students race to the board and write the correct word. Repeat with different cards and different students.

Unit 4



Short Vowel

i

in

it

id

Lesson 15 Objectives:

- Target Sounds: -in, -it, -id
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

- in: pin, bin, fin, win
- it: sit, hit
- id: kid, lid

Materials:

Student Book	p. 34 ~ 35
Workbook	p. 20
Flashcards	28 ~ 35
Audio CD	Tracks 21 ~ 23

Warm Up

Review Unit 3 target sounds and key words. Write ig, ip, ix on the board. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

Presentation

■ Listen and repeat.

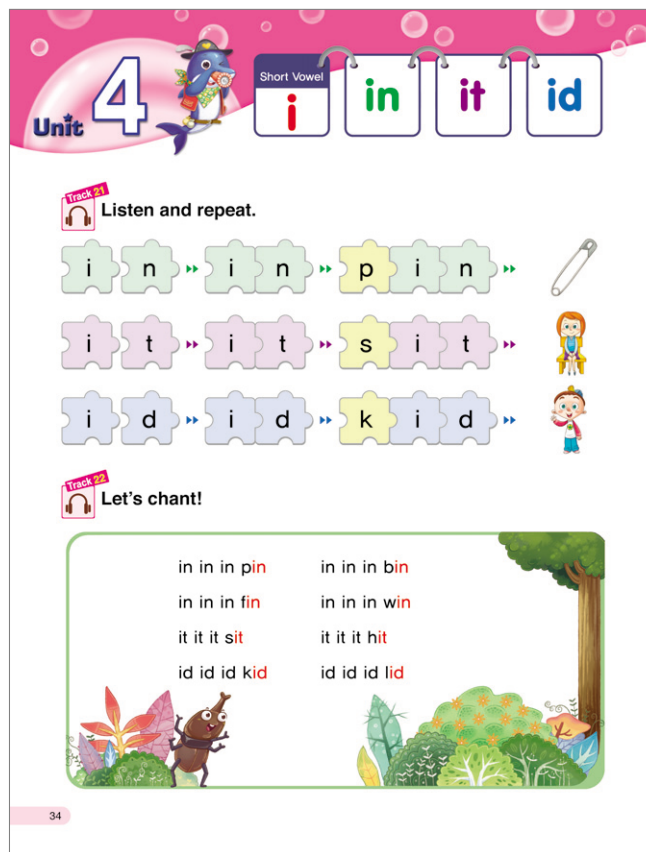
Direct students to the top of p.34. Write “i + n” and “in” on the board. Review the letter sounds and why their combination makes “in”.

Do the same with “it” and “id”.

Play the track and have students listen and repeat.

Script

i n in in p-in pin pin.
i t it it s-it sit sit.
i d id id k-id kid kid.



Unit 4

Short Vowel

i

in

it

id

Track 21 Listen and repeat.

i n in in p-in pin pin

i t it it s-it sit sit

i d id id k-id kid kid

Track 22 Let's chant!

in in in pin	in in in bin
in in in fin	in in in win
it it it sit	it it it hit
id id id kid	id id id lid

■ Let's Chant!

Listen to the track. Encourage students to chant loudly.


Script

in in in pin in in in bin
in in in fin in in in win
it it it sit it it it hit
id id id kid id id id lid

Divide the class into eight groups, one for each key word. Have them choose an action that describes the word. Play the chant. When they hear their word in the chant, they chant and perform their action. Have groups change sounds and actions if time permits.

Track 23 Listen, repeat, and point.

-in







-it




-id




35

Activity

I Spy: Hold up a picture flashcard with the side away from students. Describe the picture. Tell what the target sound is, what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.

Wrap Up

Matching Order: Divide the class into teams of three or four. Give each team in, it, and id flashcards. Put the cards facedown on the desk. Then have the students close their eyes. Display a set of flashcards in the front of the room. When you say "Start!" the teams hurry to flip their cards over and match the order that you have. The first team to finish raises their hands and says the key words. Switch the order and number of cards each time.

Homework:

Workbook p. 20

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

in p-in pin pin.
 b-in bin bin.
 f-in fin fin.
 w-in win win.
 it s-it sit sit.
 h-it hit hit.
 id k-id kid kid.
 l-id lid lid.

Then point to the pictures in random order and have the students say each one.

Lesson 16 Objectives:

- Target Sounds: -in, -it, -id
- * recognize key words from Lesson 15.
- * practice writing target sounds.

Key Words:

- in: pin, bin, fin, win
- it: sit, hit
- id: kid, lid

Materials:

Student Book	p. 36 ~ 37
Workbook	p. 21
Flashcards	28 ~ 35
Audio CD	Track 24

Warm Up

Activity: Odd One Out: Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.

Presentation

■ Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script


- No. 1. sit, sit.
- No. 2. bin, bin.
- No. 3. win, win.
- No. 4. hit, hit.
- No. 5. kid, kid.
- No. 6. fin, fin.









Track 24 Listen and circle.

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Activity

Quick Speak: Pick about four key word cards. Show them to students and say them in a row. Put the cards down and have students repeat the words. Switch up the order and increase speed.

 **Look and circle. Then write.**

1		<input checked="" type="radio"/> -in <input type="radio"/> -it	2		<input type="radio"/> -it <input checked="" type="radio"/> -id
	b			k	
3		<input checked="" type="radio"/> -it <input type="radio"/> -in	4		<input checked="" type="radio"/> -in <input type="radio"/> -it
	h			p	
5		<input type="radio"/> -id <input checked="" type="radio"/> -in	6		<input checked="" type="radio"/> -id <input type="radio"/> -it
	w				
7		<input checked="" type="radio"/> -it <input type="radio"/> -in	8		<input type="radio"/> -id <input checked="" type="radio"/> -in
	s			f	

37

Wrap Up

Bingo: Have each student draw a three-by-three square on a piece of paper. Students choose eight key words that they learned. The middle square is a free space. Call out key words learned from the student book. When a student has a matching word, they put a marker or draw a dot on the square. The first student to get three in a row shouts “Bingo”. You can get rows horizontally, vertically, or diagonally. Have the winner read their three key words to check.

Homework:

Workbook p. 21

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 17 Objectives:

- Target Sounds: -in, -it, -id
- * review key words.
- * fully understand key words and target sounds.

Key Words:

- in: pin, bin, fin, win
- it: sit, hit
- id: kid, lid

Materials:

Student Book	p. 38 ~ 39
Workbook	p. 22
Flashcards	28 ~ 35
Audio CD	

Warm Up

Activity: Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.

Presentation

Look and circle.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.

Look and circle.

1

hit

fin

lid

2

fin

sit

kid

3

win

hit

bin

4

sit

bin

lid

5

fin

kid

sit

6

pin

hit


kid


38


Activity


Sound Families: Put students into small groups. Give each group a set of shuffled flashcards. The students have to put the cards into groups based on same sounds. The first team to finish wins. Have the winners read the key words.


42


 **Look and read. Then circle and write.**

- 

She can _____ a ball.
 fin hit
- 

The _____ is very sad.
kid sit
- 

The cats _____ on the mat.
sit bin
- 

The pan has a _____.
 hit lid
- 

I can _____ the game.
win kid

39

Wrap Up

Gesture Addition: Assign a gesture to a key word. Do the gesture, say the word, then say a student's name. The student has to repeat your gesture and word, add his or her own gesture and word, then say another student's name. That student has to repeat the first two gestures and words and then add a third. See how long the class can keep the chain going.

Homework:

Workbook p. 22

▪ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description. Check answers together. Read the full sentence. If time allows, practice reading the other answer choices.

Lesson 18 Objectives:

- Target Sounds: -in, -it, -id
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- in: pin, bin, fin, win
- it: sit, hit
- id: kid, lid

Materials:

Student Book	p. 40 ~ 41
Workbook	p. 23
Flashcards	28 ~ 35
Audio CD	Track 25

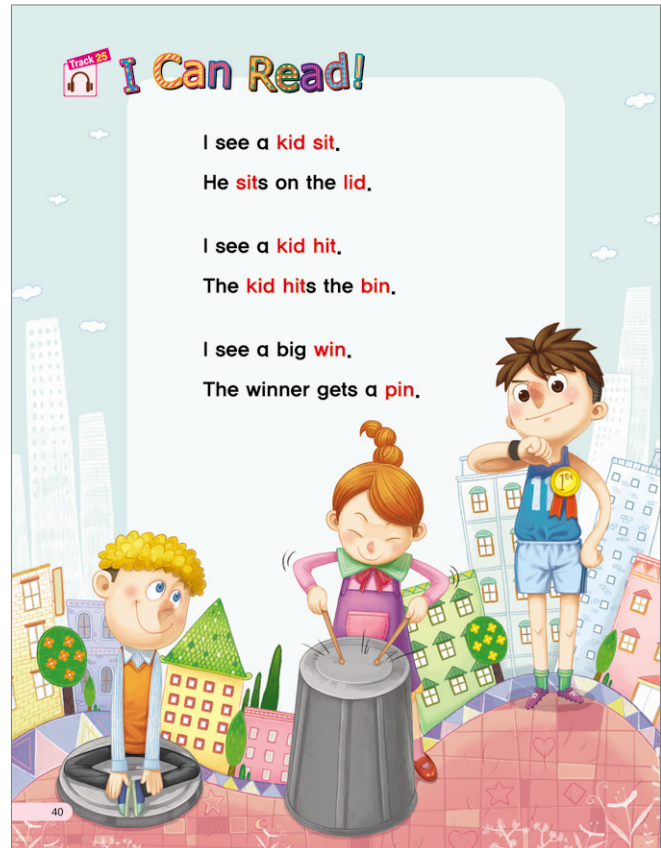
Warm Up

Missing Card: Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and target sound. Continue the game using the same flashcards or new ones.

Presentation

■ I Can Read!


Have students turn to p.40. Listen to the track and follow along.



Script

I see a kid sit.
He sits on the lid.
I see a kid hit.
The kid hits the bin.
I see a big win.
The winner gets a pin.

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says. Ex: Place the kid card on the sit card. Then place the kid card on the lid card. Continue for the other cards in the chant.

 Trace and write.

-in



pin



bin



fin



win

-it



sit



hit

-id



kid



lid

41

Wrap Up

Telephone: Divide the class into teams. Have them stand in straight lines. Whisper a different target sound or key word to the first student. The student has to whisper it to the next person. The last student has to say the original sound or key word. The teams that get it correct get a point. Or the first team to guess correctly gets a point. Rotate students to change the order and repeat several times.

Homework:

Workbook p. 23

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

Extend the activity by having a Writing Race. Call up 2-3 students at a time and see who can write the words 5 times on the board.

Review 2

Unit 3~4

Lesson 19 Objectives:

- Target Sounds: -ig, -ip, -ix, -in, -it, -id
- * review the target sounds and key words from Units 3 and 4.

Key Words:

- ig: pig, big, wig
- ip: hip, rip, zip
- ix: six, mix, fix
- in: pin, bin, fin, win
- it: sit, hit
- id: kid, lid

Materials:

Student Book	p. 42 ~ 43
Workbook	p. 24 ~ 25
Flashcards	19 ~ 35
Audio CD	Tracks 26 ~ 27

Warm Up

Review the short I phonics words. Act out each of the words together and chant them.

Presentation

- **Listen to the sound and circle the correct picture.**
Turn on the track and have students circle the picture that matches.

Script

- No. 1. lid, lid.
- No. 2. hit, hit.
- No. 3. win, win.
- No. 4. six, six.

Check answers together. Write the words on the board.

Review 2

Unit 3~4

Track 26 Listen and circle the correct picture.

1

2

3

4

Track 27 Listen to the word and circle the correct ending rhyme.

1

in

id

ig

2

ip

ig

it

3

it

ix

in

4

ix

ip

id

- **Listen to the word and circle the correct ending rhyme.**

Turn on the track and have students circle the target sound that matches the word.

Script

- No. 1. kid, kid.
- No. 2. zip, zip.
- No. 3. fin, fin.
- No. 4. mix, mix.

Check answers together. Write the words on the board.

Activity

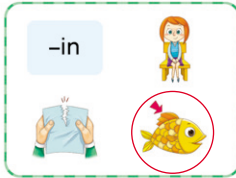
Group Spelling: Put students into groups of three or four. Give each group a set of Unit 3 flashcards and a set of letter cards. Say one of the key words. Groups have to spell the word with the letter cards and find the picture in the unit's flashcards. Repeat with other key words.

46



Circle the correct picture with the same ending rhyme.

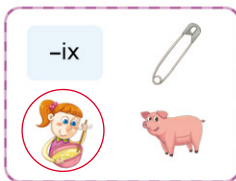
1



2



3



4



5



6



43

Wrap Up

Chair Challenge: Arrange chairs in a circle with the backs facing in. Have one less chair than the number of students playing. If the class is big, divide students into two groups. Have students walk around the circle of chairs. Choose a target sound. Call out a list of key words. Students have to sit in an empty chair when they hear a word that includes the target sound. The student left without a chair leaves the game. Continue the game until only one student is left.

Homework:

Workbook p. 24 ~ 25

Activity

Sound Families: Put students into small groups. Give each group a set of shuffled flashcards. The students have to put the cards into groups based on same sounds or target letters. The first team to finish wins. Have the winners read the key words.

Circle the correct picture with the same ending rhyme.

Have students look at each group's pictures. Circle the picture that has the target sound.

Check answers together. Write the words on the board.

Lesson 20 Objectives:

- Target Sounds: -ig, -ip, -ix, -in, -it, -id
- * review writing target sounds and key words.
- * practice listening and identifying rhyming words.

Key Words:

-ig: pig, big, wig
 -ip: hip, rip, zip
 -ix: six, mix, fix
 -in: pin, bin, fin, win
 -it: sit, hit
 -id: kid, lid

Materials:

Student Book	p. 44 ~ 45
Workbook	p. 26 ~ 27
Flashcards	19 ~ 35
Audio CD	Tracks 28 ~ 29


Warm Up

Rhyme Picking warm up: Put target sound cards in an envelope or bag. Pick a card from the bag. Have students say the sound and give a word that includes that sound. Repeat until all target sounds have been picked.

Presentation


■ Listen and complete the word.

Listen to the track. Have students fill in the space and write the word they hear.

 Listen and complete the word.


-ip -it -in -id -ig -ix

1




pig

2




l

3




h

4




f

5




p

6




f

7




h

8



r

9



m

44

Script





















- No. 1. pig, pig.
 No. 2. lid, lid.
 No. 3. hip, hip.
 No. 4. fix, fix.
 No. 5. pin, pin.
 No. 6. fin, fin.
 No. 7. hit, hit.
 No. 8. rip, rip.
 No. 9. mix, mix.

Check the answers together.
 Write the answers on the board.

Activity

Missing Card: Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the target sound. Continue the game using the same flashcards or new ones.

Track 26 Listen and check the picture with the same ending rhyme.

1		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
2		<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
3		<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
6		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

45

Wrap Up

Rhythm Clap: Have students sit in a circle. Help students keep a simple rhythm by hitting their thighs (hit, hit), clapping their hands (clap, clap), and snapping their fingers (snap, snap). Call out a target letter or sound. Students go around the circle and take turns saying key words that begin with that sound or letter. Ex: hit, hit, clap, clap, (ant), (ant). Continue until you change the sound or target letter.

Homework:

Workbook p. 26 ~ 27

■ Listen and check the picture with the same ending rhyme.

Turn on the track. Have students listen and write the ending sound of the word in the line. Then check the picture that is correct.

Script

- No. 1. wig.
- No. 2. lid.
- No. 3. mix.
- No. 4. rip.
- No. 5. bin.
- No. 6. fix.

Check answers together. Write answers on the board.



Lesson 21 Objectives:

- Target Sounds: -ed, -et, -en
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

- ed: bed, red, Ted
- et: net, wet, jet
- en: hen, ten, pen

Materials:

Student Book	p. 46 ~ 47
Workbook	p. 28
Flashcards	36 ~ 44
Audio CD	Tracks 30 ~ 32

Warm Up

Greet any students with short E names, such as Jess. Practice saying the sound together /e/.

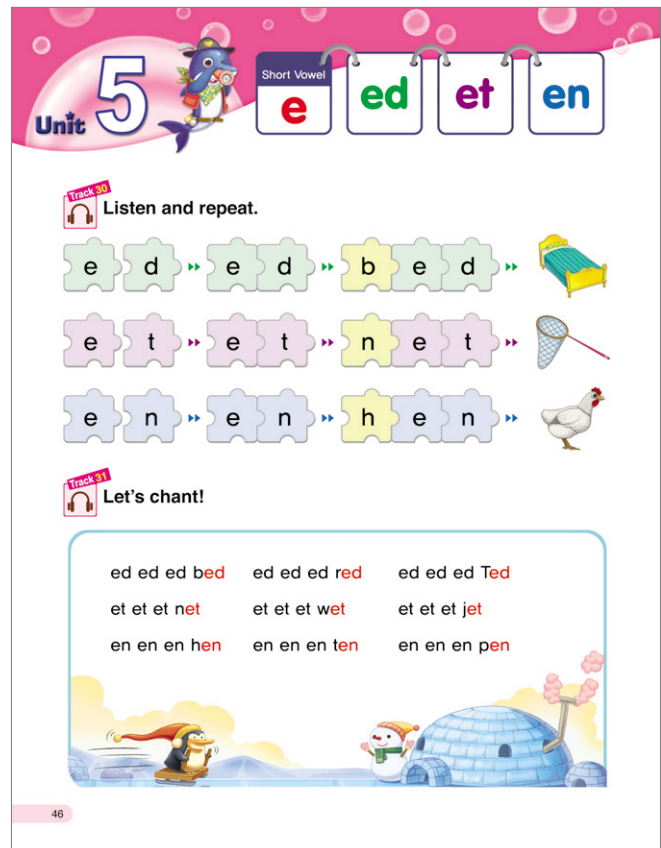
Presentation

■ Listen and repeat.

Direct students to the top of p.46. Write “e + d” and “ed” on the board. Review the letter sounds and why their combination makes “ed”. Do the same with “et” and “en”.
Play the track and have students listen and repeat.

Script

e d ed ed b-ed bed bed.
e t et et n-et net net.
e n en en h-en hen hen.



■ Let's Chant!

Listen to the track. Encourage students to chant loudly.

Script

ed ed ed bed ed ed ed red ed ed ed Ted
et et et net et et et wet et et et jet
en en en hen en en en ten en en en pen

Extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant.

Track 32 Listen, repeat, and point.

-ed

bed →



red →



Ted →



-et

net →



wet →



jet →



-en

hen →



ten →



pen →



47

Activity

Divide the class in three groups for ed, et, en. All students start standing. When you say a key word, the groups that are not related to that word sit down. The person to sit down last in each group is out. The other people stand back up and the next round begins. Continue until one student is left standing.

Wrap Up

Charades: Divide students into teams. Show one student from each team a flashcard or whisper a key word into their ear. Have students silently act out the word. Team members have to guess what the word is. No words or sounds can be used. This game can also be played as a class.

Homework:

Workbook p. 28

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

ed b-ed bed bed.
 r-ed red red.
 T-ed Ted Ted.
 et n-et net net.
 w-et wet wet.
 j-et jet jet.
 en h-en hen hen.
 t-en ten ten.
 p-en pen pen.

Then point to the pictures in random order and have the students say each one.

Lesson 22 Objectives:

- Target Sounds: -ed, -et, -en
- * recognize key words from Lesson 21.
- * practice writing target sounds.

Key Words:

- ed: bed, red, Ted
- et: net, wet, jet
- en: hen, ten, pen

Materials:

Student Book	p. 48 ~ 49
Workbook	p. 29
Flashcards	36 ~ 44
Audio CD	Track 33

Warm Up

Review short E sounds. Write ed, et, en on the board.
Encourage students to chant them.

Presentation

■ Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script

- No. 1. ten, ten.
- No. 2. wet, wet.
- No. 3. red, red.
- No. 4. jet, jet.
- No. 5. bed, bed.
- No. 6. hen, hen.

Track 33 Listen and circle.


1. 2. 3. 4. 5. 6.










48

Call randomly on students to answer the questions.
Repeat the answer and have the entire class read together.
If time allows, read and repeat the other answer choices.

Activity

Stand Up: Give each student a flashcard and have them hold them up. Call out a target sound or word and have the students who have that stand up. Continue for the remaining flashcards until all students have had a chance to stand up.

 **Look and circle. Then write.**

1  -et -en n	2  -en -ed b	3  -en -et t
4  -en -ed h	5  -et -ed w	6  -et -ed T
7  -ed -en r	8  -et -ed j	9  -ed -en p

49

Wrap Up

Tracing Race: Divide students into teams. Have them line up and face the board. With your finger, trace a set of target sound letters on the back of the last student. When you say “Go”, the students trace the letters down the line. The first student in each line goes to the board and writes the target letters. The team wins a point if the letters are correct. Bring the first person to the back of the line to change the order and start again.

Homework:

Workbook p. 29

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 23 Objectives:

- Target Sounds: -ed, -et, -en
- * review key words.
- * fully understand key words and target sounds.

Key Words:

-ed: bed, red, Ted
 -et: net, wet, jet
 -en: hen, ten, pen

Materials:

Student Book	p. 50 ~ 51
Workbook	p. 30
Flashcards	36 ~ 44
Audio CD	


Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 5. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

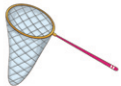
Presentation

Look and match.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.


 Look and circle.

1




bed
net
ten

2




Ted
ten
jet

3




hen
red
wet

4




net
pen
bed

5



Ted
ten
hen

6





jet
red
bed


50


Activity


Show the flashcard pictures for four to five cards from Unit 5. Say the word for each one. Then shuffle in four cards from Unit 4. Show the students one card at a time. Every time an -ed, -et, or -en card shows up, the students have to quickly say the target sound and word. They don't say anything for words from Unit 4.


 **Look and read. Then circle and write.**

- 

She has a _____ pen.
 wet red
- 

I am _____ years old.
 pen ten
- 

The man has a _____.
hen net
- 

Ted is very _____.
 bed wet
- 

He is sleeping on the _____.
bed jet

51

Wrap Up

Beanbag Toss 2: Tape or place flashcards on the board or floor. Have students take turns throwing a beanbag at the flashcards. Have students say the word of the card that is closest to where the beanbag hit.

Homework:

Workbook p. 30

▪ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description. Check answers together. Read the full sentence. If time allows, practice reading the other answer choices.

Lesson 24 Objectives:

- Target Sounds: -ed, -et, -en
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- ed: bed, red, Ted
- et: net, wet, jet
- en: hen, ten, pen

Materials:

Student Book	p. 52 ~ 53
Workbook	p. 31
Flashcards	36 ~ 44
Audio CD	Track 34

Warm Up

Activity: Have students stand. Assign a target sound or word. Say target sounds or key words in random order. Insert the target sound/word occasionally. Students have to quickly repeat the target sound/word when they hear it. If they don't repeat it quickly enough, they must sit down and play from their seats. The last student standing wins.

Presentation

■ I Can Read!

Have students turn to p.52. Listen to the track and follow along.



Script

I have a bed.
It's a red bed.
Look at the hen!
The hen is on my bed.
Look at wet Ted.
He is on my bed.
Now, my bed is wet.

Divide class into groups or individual students. Assign a line to each group and take turns chanting.



Trace and write.

-ed

	bed
	red
	Ted

-et

	net
	wet
	jet

-en

	hen
	ten
	pen

53

Wrap Up

Word Hop: Have students stand in a line across the front or back of the classroom. Give each student a flashcard. When you call out a word, the students with that card hop forward and repeat you. Pick the words randomly. Students can trade cards throughout the game. The winner has to reach the other end of the classroom.

Homework:

Workbook p. 31

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

Activity: Show the picture side of a flashcard. Have two or three students race to the board and write the correct target sound or word. Repeat with different cards and different students.



Lesson 25 Objectives:

- Target Sounds: -og, -op, -ot, -ox
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

-og: log, jog, fog
 -op: hop, mop
 -ot: hot, pot
 -ox: box, fox

Materials:

Student Book	p. 54 ~ 55
Workbook	p. 32
Flashcards	45 ~ 53
Audio CD	Tracks 35 ~ 37

Warm Up

Greet any students with short O names, such as Oscar. Practice saying the sound together /o/.

Presentation

■ Listen and repeat.

Direct students to the top of p.54. Write “o + g” and “og” on the board. Review the letter sounds and why their combination makes “og”. Do the same with “op”, “ot”, and “ox”.

Play the track and have students listen and repeat.

Script

o g og og l-og log log.
 o p op op h-op hop hop.
 o t ot ot h-ot hot hot.
 o x ox ox b-ox box.



■ Let's Chant!










Listen to the track. Encourage students to chant loudly.

Script

og og og log og og og jog og og og fog
 op op op hop op op op mop
 ot ot ot hot ot ot ot pot
 ox ox ox box ox ox ox fox

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

Track 37 Listen, repeat, and point.

-og	log 	jog 	fog 
-op	hop 	mop 	
-ot	hot 	pot 	
-ox	box 	fox 	

55

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

og l-og log log.
j-og jog jog.
f-og fog fog.
op h-op hop hop.
m-op mop mop.
ot h-ot hot hot.
p-ot pot pot.
ox b-ox box.
f-ox fox fox.

Then point to the pictures in random order and have the students say each one.

Activity

Have each student use their target sound cards and put them face down on one side of their desks. On the other half of the table, put picture flashcards that correspond to the target letters. Have students turn over one target sound card and find the picture that matches. Continue until all the sound cards have been used.

Wrap Up

Copy My Actions: Make up actions to go with the unit's key words. Practice the actions with the students. Make sure they understand each one. Then, have them watch you. Perform one of the motions. Have students imitate the motion and call out its key word. Change motions and move the game along quickly. Student who perform the wrong action are out. The last student left is the winner. You can also choose a student to act out the first motion.

Homework:

Workbook p. 32

Lesson 26 Objectives:

- Target Sounds: -og, -op, -ot, -ox
- * recognize key words from Lesson 25.
- * practice writing target sounds.

Key Words:

- og: log, jog, fog
- op: hop, mop
- ot: hot, pot
- ox: box, fox

Materials:

Student Book	p. 56 ~ 57
Workbook	p. 33
Flashcards	45 ~ 53
Audio CD	Track 38

Warm Up

Review short O sounds. Write og, op, ot, ox on the board. Encourage students to chant them.

Presentation

■ Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script

- No. 1. fox, fox.
- No. 2. hop, hop.
- No. 3. log, log.
- No. 4. hot, hot.
- No. 5. pot, pot.
- No. 6. mop, mop.


Track 38 Listen and circle.










56

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Activity

Hide and Seek: Ask students to put their heads down and close their eyes. Hide several key word flashcards around the room. Then have the students look for the cards. When a student finds one, have them say the sound and key word. Continue until all the cards have been found.

 **Look and circle. Then write.**

1  -ot -og p	2  -ox -op f	3  -op -og l
4  -ox -ot h	5  -og -op j	6  -ot -op m
7  -ox -og f	8  -op -ot h	9  -ox -og b

57

Wrap Up

Bingo: Have each student draw a three-by-three square on a piece of paper. Students choose eight key words that they learned. The middle square is a free space. Call out key words learned from the student book. When a student has a matching word, they put a marker or draw a dot on the square. The first student to get three in a row shouts “Bingo”. You can get rows horizontally, vertically, or diagonally. Have the winner read their three key words to check.

Homework:

Workbook p. 33

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 27 Objectives:

- Target Sounds: -og, -op, -ot, -ox
- * review key words.
- * fully understand key words and target sounds.

Key Words:

- og: log, jog, fog
- op: hop, mop
- ot: hot, pot
- ox: box, fox

Materials:

Student Book	p. 58 ~ 59
Workbook	p. 34
Flashcards	45 ~ 53
Audio CD	

Warm Up

Write a tongue twister with Unit 6 key words on the board. Have students practice saying them. Try to say them faster and faster. Ex: I hop on the mop and jump in the hot pot. I jog on a log in the fog. The mop and the fox are in the box.


Presentation

Look and circle.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together.


Look and circle.

1




fog
box
mop

2




hot
mop
jog

3




box
hop
fog

4




jog
hop
hot

5



mop
fog
jog

6





hot
hop
box


58

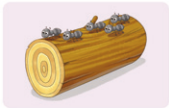
If time allows, read the other answer choices.


Show the class a unit's key words and say them together. Then show one card at a time. Students have to be the first to raise their hands and say the key word. If they are correct, the class repeats the word. If they are wrong, another student gets a chance.


 **Look and read. Then circle and write.**

- 

The pot is very _____.
 box hot
- 

I _____ in the morning.
jog mop
- 

There are five ants on the _____.
 pot log
- 

The _____ is running.
fox fog
- 

Can you _____ over the box?
hop jog

59

Wrap Up

Rhythm Clap: Have students sit in a circle. Help students keep a simple rhythm by hitting their thighs (hit, hit), clapping their hands (clap, clap), and snapping their fingers (snap, snap). Students go around the circle and take turns saying key words with the short O sound from Unit 6. Ex: hit, hit, clap, clap, (hot), (hot). Continue until you say all the key words in Unit 6. You can also add Unit 5 words.

Homework:

Workbook p. 34

▪ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description. Check answers together. Read the full sentence. If time allows, practice reading the other answer choices.

Lesson 28 Objectives:

- Target Sounds: -og, -op, -ot, -ox
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

-og: log, jog, fog
-op: hop, mop
-ot: hot, pot
-ox: box, fox

Materials:

Student Book	p. 60 ~ 61
Workbook	p. 35
Flashcards	45 ~ 53
Audio CD	Track 39

Warm Up

Write -og, -op, -ot, -ox on the board. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given.

Presentation

■ I Can Read!

Have students turn to p.60. Listen to the track and follow along.




Script

The boys like to jog.
They jog in the fog.
The girls like to hop.
They hop on the log.
The fox is hot.
The fox is in the box.

Divide class. Each group starts the chant at a different time. Each group tries to finish without messing up.

Activity

I Spy: Hold up a picture flashcard with the side away from students. Describe the picture. Tell what the target sound is, what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.

 Trace and write.

-og  log
 jog
 fog

-op  hop
 mop

-ot  hot
 pot

-ox  box
 fox

61

Wrap Up

Beanbag Toss 1: Have students sit or stand in a circle. One student has a beanbag or any small, soft object. The student says a key word then tosses or rolls the beanbag to another student. The next student has to say another key word. You cannot repeat a key word.

Homework:

Workbook p. 35

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

~extend the activity: Review and model the writing of the target sounds. Have several students come up to the board. Say a Unit 6 key word and occasionally one from a previous unit. Students race to write the word.

Review 3

Unit 5~6

Lesson 29 Objectives:

- Target Sounds: -ed, -et, -en, -og, -op, -ot, -ox
- * review the target sounds and key words from Units 5 and 6.

Key Words:

- ed: bed, red, Ted
- et: net, wet, jet
- en: hen, ten, pen
- og: log, jog, fog
- op: hop, mop
- ot: hot, pot
- ox: box, fox

Materials:

Student Book	p. 62 ~ 63
Workbook	p. 36 ~ 37
Flashcards	36 ~ 53
Audio CD	Tracks 40 ~ 41

Warm Up

Write ed, et, en, og, op, ot, ox on the board. Model the sounds for the students and have them repeat after you. Use the Phonics cards to review the words from Units 5 and 6.

Presentation

■ Listen and circle the correct picture.

Turn on the track and have students circle the picture that matches.

Script


- No. 1. hot, hot.
- No. 2. bed, bed.
- No. 3. mop, mop.
- No. 4. hen, hen.


Check answers together. Write the words on the board.


Review 3


Unit 5~6

Track 40 Listen and circle the correct picture.

1 

2 

3 

4 

Track 41 Listen to the word and circle the correct ending rhyme.

1 ed en **et**

2 **og** op ot

3 et **ot** op

4 **ox** en og

■ Listen to the word and circle the correct rhyme.

Turn on the track and have students circle the target sound that matches the word.

Script

- No. 1. net, net.
- No. 2. fog, fog.
- No. 3. pot, pot.
- No. 4. box, box.

Check answers together. Write the words on the board.

Activity

Box Talks: Put student cards into a box or any other container. Put students into pairs. One student from a pair draws a card and says the word. The partner must say a word that rhymes (has the same ending sound). If they are correct, they can stay. If they are wrong, they go back to their seats. The pair passes the box to the next pair.



Circle the correct picture with the same ending rhyme.

1



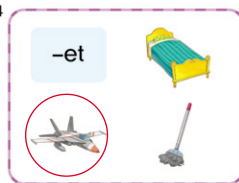
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3



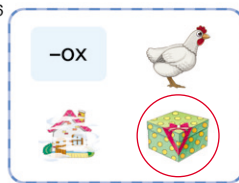
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5



6



63

Wrap Up

Alphabet Game: Divide the class into teams. Give each team a set of word cards from Units 5 and 6. Each team has to alphabetize the cards. The fastest team wins. Have other teams check the winner's cards to make sure they are correct. Have students read the cards in alphabetical order.

Homework:

Workbook p. 36 ~ 37

Circle the correct picture with the same ending rhyme.

Have students look at each group's pictures. Circle the picture that has the target sound.

Check answers together. Write the words on the board.

Lesson 30 Objectives:

- Target Sounds: -ed, -et, -en, -og, -op, -ot, -ox
- * review writing target sounds and key words.
- * practice listening and identifying rhyming words.

Key Words:

-ed: bed, red, Ted
 -et: net, wet, jet
 -en: hen, ten, pen
 -og: log, jog, fog
 -op: hop, mop
 -ot: hot, pot
 -ox: box, fox

Materials:

Student Book	p. 64 ~ 65
Workbook	p. 38 ~ 39
Flashcards	36 ~ 53
Audio CD	Tracks 42 ~ 43


Warm Up

Pop Up: Tell students a target sound to listen for. Say a list of key words. Have one include the target sound. Students stand up when they hear the target sound. They sit down when a word doesn't have the target sound. Repeat with increasing speed. For an added challenge, divide the class into groups and assign a different target sound to each group.

Presentation


■ Listen and complete the word.

Listen to the track. Have students fill in the space and write the word they hear.

 **Listen and complete the word.**


-ed -et -en -og -op -ot -ox

1




box

2




p

3




m

4




T

5




j

6




r

7




j

8



t

9



h

64

Script










- No. 1. box, box.
 No. 2. pen, pen.
 No. 3. mop, mop.
 No. 4. Ted, Ted.
 No. 5. jet, jet.
 No. 6. red, red.
 No. 7. jog, jog.
 No. 8. ten, ten.
 No. 9. hot, hot.

Check answers together.
 Write answers on the board.

Activity

Guess the Picture: Take one flashcard and show the picture to students. Show only a small fraction of the picture. Have students guess what the word is. With each wrong answer, show a little more of the picture. When they guess correctly, ask them what the target sound is. Continue with the rest of the key words.

Track 45 Listen and check the picture with the same ending rhyme.

1		_____			
2		_____			
3		_____			
4		_____			
5		_____			
6		_____			

65

Wrap Up

Fruit Salad: Have students sit in a circle. Give each student a flashcard. Call out one or two of the words on the flashcards. The students holding those cards change seats. Continue calling key words until all students have changed seats. Then call out “Fruit Salad!” Everyone has to change seats. You can also allow a student to call out the words.

Homework:

Workbook p. 38 ~ 39

■ Listen and check the picture with the same ending rhyme.

Turn on the track. Have students listen and write the sound of the word on the line. Then check the picture that is correct.

Script

- No. 1. bed.
- No. 2. jet.
- No. 3. jog.
- No. 4. fox.
- No. 5. hop.
- No. 6. ten.

Check answers together. Write answers on the board.



Lesson 31 Objectives:

- Target Sounds: -un, -ut, -ud
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words.

Key Words:

- un: sun, bun, run
- ut: cut, nut, hut
- ud: bud, mud

Materials:

Student Book	p. 66 ~ 67
Workbook	p. 40
Flashcards	54 ~ 61
Audio CD	Tracks 44 ~ 46

Warm Up

Greet any students with short U names, such as Summer or August. Practice saying the sound together /u/.

Presentation

■ Listen and repeat.

Direct students to the top of p.66. Write “u + n” and “un” on the board. Review the letter sounds and why their combination makes “un”. Do the same with “ut” and “ud”.

Play the track and have students listen and repeat.

Script

u n un un s-un sun sun.
u t ut ut c-ut cut cut.
u d ud ud b-ud bud bud.

Unit 7

Short Vowel

u

un

ut

ud

Track 44 Listen and repeat.

u n un s un sun sun.

u t ut c ut cut cut.

u d ud b ud bud bud.

Track 45 Let's chant!

un un un sun un un un bun un un un run
ut ut ut cut ut ut ut nut ut ut ut hut
ud ud ud bud ud ud ud mud

■ Let's Chant!




Listen to the track. Encourage students to chant loudly.




Script



un un un sun un un un bun un un un run
ut ut ut cut ut ut ut nut ut ut ut hut
ud ud ud bud ud ud ud mud

Have students choose a flashcard for one key word in the chant. Have them sit in a circle and pass around the cards in time with the chant. On the second time, cue students to stop passing the cards. The students with the correct cards hold them up when they hear the word in the chant. Repeat as time permits.

Track 46 Listen, repeat, and point.

-un	sun →	bun →	run →
			

-ut	cut →	nut →	hut →
			

-ud	bud →	mud →
		

67

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

un s-un sun sun.
 b-un bun bun.
 r-un run run.
 ut c-ut cut cut.
 n-ut nut nut.
 h-ut hut hut.
 ud b-ud bud bud.
 m-ud mud mud.

Then point to the pictures in random order and have the students say each one.

Activity

Quick Speak: Pick about four key word cards. Show them to students and say them in a row. Put the cards down and have students repeat the words. Switch up the order and increase speed.

Wrap Up

Matching Order: Divide the class into teams of three or four. Give each team un, ut, and ud flashcards. Put the cards facedown on the desk. Then have the students close their eyes. Display a set of flashcards in the front of the room. When you say "Start!" the teams hurry to flip their cards over and match the order that you have. The first team to finish raises their hands and says the key words. Switch the order and number of cards each time.

Homework:

Workbook p. 40

Lesson 32 Objectives:

- Target Sounds: -un, -ut, -ud
- * recognize key words from Lesson 31.
- * practice writing target sounds.

Key Words:

- un: sun, bun, run
- ut: cut, nut, hut
- ud: bud, mud

Materials:

Student Book	p. 68 ~ 69
Workbook	p. 41
Flashcards	54 ~ 61
Audio CD	Track 47

Warm Up

Review short U sounds. Write un, up, ud on the board. Encourage students to chant them.

Presentation

■ Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script

- No. 1. nut, nut.
- No. 2. mud, mud.
- No. 3. bun, bun.
- No. 4. hut, hut.
- No. 5. run, run.
- No. 6. bud, bud.


Track 47 Listen and circle.









68

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Activity

Divide the class in three groups for un, ut, ud. All students start standing. When you say a key word, the groups that are not related to that word sit down. The person to sit down last in each group is out. The other people stand back up and the next round begins. Continue until one student is left standing.

 **Look and circle. Then write.**

1		<input checked="" type="radio"/> -ut <input type="radio"/> -un	2		<input type="radio"/> -ud <input checked="" type="radio"/> -un
	c			r	
3		<input checked="" type="radio"/> -ud <input type="radio"/> -un	4		<input checked="" type="radio"/> -ud <input type="radio"/> -ut
	b			m	
5		<input type="radio"/> -un <input checked="" type="radio"/> -ud	6		<input type="radio"/> -ud <input checked="" type="radio"/> -ut
	s			h	
7		<input checked="" type="radio"/> -ut <input type="radio"/> -un	8		<input checked="" type="radio"/> -un <input type="radio"/> -ud
	n			b	

69

Wrap Up

Rhyme Partner: Have pairs of cards that rhyme, for example, “cap-map”. Give each student a card. Play some music or a chant from the unit. Have students walk or dance around. When the music stops, they have to rush to find a student with a card that rhymes with their card. Pairs should say their match aloud. Switch cards and play again.

Homework:

Workbook p. 41

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 33 Objectives:

- Target Sounds: -un, -ut, -ud
- * review key words.
- * fully understand key words and target sounds.

Key Words:

- un: sun, bun, run
- ut: cut, nut, hut
- ud: bud, mud

Materials:

Student Book	p. 70 ~ 71
Workbook	p. 42
Flashcards	54 ~ 61
Audio CD	


Warm Up


Divide the class into pairs or small groups. Write the target sounds on the board from Unit 7: un, ut, ud. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.

Presentation


Look and circle.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.



Look and circle.

1



bun
mud
nut

2



bud
cut
sun

3



sun
hut
mud

4


run
cut
bud

5


mud
nut
sun


6



bun
hut
bud


70


Activity

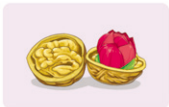
Missing Card: Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the target sound. Continue the game using the same flashcards or new ones.


 **Look and read. Then circle and write.**

- 

He runs in the _____.
sun mud
- 

The boy is in the _____.
run hut
- 

I can _____ the bun.
cut mud
- 

The _____ is in the nut.
bud hut
- 

The _____ s are in the pan.
nut bun

71

Wrap Up

Line Shuffle: Divide students into teams. Place flashcards in a line on the floor. A student from each team starts at opposite ends of the line. Have each student go down the line and say each card's word in a race to get to the other end. When the students meet, have them play rock, paper, scissors. The winner has to say a word that includes the target sound you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

Homework:

Workbook p. 42

▪ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description. Check answers together. Read the full sentence. If time allows, practice reading the other answer choices.

Lesson 34 Objectives:

- Target Sounds: -un, -ut, -ud
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- un: sun, bun, run
- ut: cut, nut, hut
- ud: bud, mud

Materials:

Student Book	p. 72 ~ 73
Workbook	p. 43
Flashcards	54 ~ 61
Audio CD	Track 48

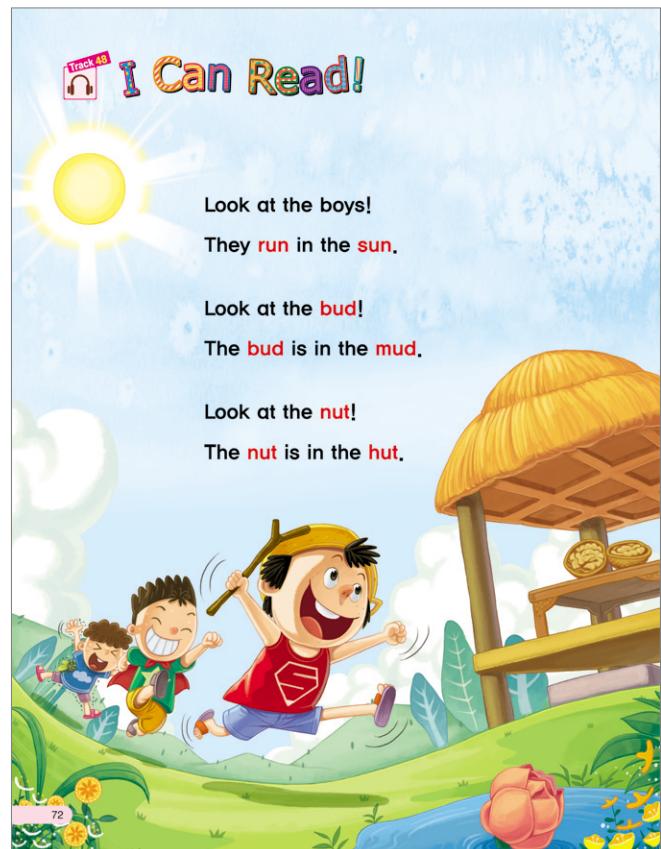
Warm Up

Hot Potato: Have students sit in a circle. Give a flashcard to each student. Play music. Have students pass the cards around the circle. Stop passing when the music stops. Students have to read the word of the card in their hands. Continue playing as time allows.

Presentation

■ I Can Read!

Have students turn to p.72. Listen to the track and follow along.



Script


Look at the boys!
They run in the sun.
Look at the bud!
The bud is in the mud.
Look at the nut!
The nut is in the hut.

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on or around other cards as the chant says.




Trace and write.

-un

 sun

 bun

 run

-ut

 cut

 nut

 hut

-ud

 bud

 mud

73

Wrap Up

Line Up: Give each student a letter flashcard. Say a unit's key word. The students have to line up in order to spell the word. Each group holds up their cards and shouts the key word. The students exchange cards and play again. Repeat and change the key word each time.

Homework:

Workbook p. 43

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.
Go over the spellings together. Write the key words on the board.

~extend the activity: Show the picture side of a flashcard. Have two or three students race to the board and write the correct key word. Repeat with different cards and different students.



u

ub

ug

um

Lesson 35 Objectives:

- Target Sounds: -ub, -ug, -um
- * learn the target sounds.
- * learn new words with the target sounds.
- * practice speaking and reading the target sounds and new words

Key Words:

- ub: tub, cub, sub
- ug: bug, hug, mug
- um: gum, hum

Materials:

Student Book	p. 74 ~ 75
Workbook	p. 44
Flashcards	62 ~ 69
Audio CD	Tracks 49 ~ 51

Warm Up

Review Unit 7 key words. Act out each of the words together and chant them.

Presentation

■ Listen and repeat.

Direct students to the top of p.74. Write “u + b” and “ub” on the board. Review the letter sounds and why their combination makes “ub”. Do the same with “ug” and “um”.

Play the track and have students listen and repeat.

Script

u b ub ub t-ub tub tub.
u g ug ug b-ug bug bug.
u m um um g-um gum gum.

■ Let's Chant!


Listen to the track. Encourage students to chant loudly.


Script



ub ub ub tub ub ub ub cub ub ub ub sub
ug ug ug bug ug ug ug hug ug ug ug mug
um um um gum um um um hum

Divide class into groups or individual students. Assign a line to each group and take turns chanting.

Track 81 Listen, repeat, and point.

-ub	tub	cub	sub
			

-ug	bug	hug	mug
			

-um	gum	hum
		

75

Activity

Odd One Out: Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.

Wrap Up

Touch: Divide students into groups of about five. Have them make a circle around a desk. Spread at least six cards face up on the desk. Model the game for them. Say "Touch (gum)" and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

Homework:

Workbook p. 44

■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

Script

ub t-ub tub tub.
 c-ub cub cub.
 s-ub sub sub.
 ug b-ug bug bug.
 h-ug hug hug.
 m-ug mug mug.
 um g-um gum gum.
 h-um hum hum.

Then point to the pictures in random order and have the students say each one.

Lesson 36 Objectives:

- Target Sounds: -ub, -ug, -um
- * recognize key words from Lesson 35.
- * practice writing target sounds.

Key Words:

- ub: tub, cub, sub
- ug: bug, hug, mug
- um: gum, hum

Materials:

Student Book	p. 76 ~ 77
Workbook	p. 45
Flashcards	62 ~ 69
Audio CD	Track 52

Warm Up

Write the target sounds on the board from Unit 8: ub, ug, um. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books.

Presentation

Listen and circle.

Listen to the track. Have students circle the picture that matches.

Script

- No. 1. sub, sub.
- No. 2. hug, hug.
- No. 3. gum, gum.
- No. 4. tub, tub.
- No. 5. mug, mug.
- No. 6. cub, cub.


Track 52 Listen and circle.









76

Call randomly on students to answer the questions. Repeat the answer and have the entire class read together. If time allows, read and repeat the other answer choices.

Activity

Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.

 **Look and circle. Then write.**

1	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ug</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ub</div> </div>	2	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ub</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-um</div> </div>
b		c	
3	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ub</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-um</div> </div>	4	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-um</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ug</div> </div>
g		m	
5	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ub</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ug</div> </div>	6	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-um</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ug</div> </div>
s		h	
7	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ug</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-um</div> </div>	8	 <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ub</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px;">-ug</div> </div>
h		t	

77

Wrap Up

Memory: Divide students into pairs or small groups. Each pair or group should have two sets of flashcards. Place the cards facedown on a desk. Students take turns flipping the cards and saying their words. If the cards match, the student keeps the cards. If the cards don't match, they are re-flipped for the next turn. Students can reshuffle and play again if time allows.

Homework:

Workbook p. 45

■ Look and circle. Then write.

Have students circle the correct target sound, then write the letters on the space provided.

Walk around the class to make sure students are doing the work correctly.

Check the answers together. Chant the sounds and key words. Write the answers on the board. Review letter writing if needed. Read each letter sound and word.

Lesson 37 Objectives:

- Target Sounds: -ub, -ug, -um
- * review key words.
- * fully understand key words and target sounds.

Key Words:

- ub: tub, cub, sub
- ug: bug, hug, mug
- um: gum, hum

Materials:

Student Book	p. 78 ~ 79
Workbook	p. 46
Flashcards	62 ~ 69
Audio CD	

Warm Up

Hot Potato: Have students sit in a circle. Give a flashcard to each student. Play music. Have students pass the cards around the circle. Stop passing when the music stops. Students have to read the word of the card in their hands. Continue playing as time allows.

Presentation

Look and circle.

Have students look at each question. Read the answer choices and choose the one that matches the picture. Check answers together. Say the answer together. If time allows, read the other answer choices.

Look and circle.

1

gum

mug

tub

2

cub

hug

hum

3

sub

gum

mug

4

hum

sub

bug

5

mug

gum

sub

6

bug

hum

tub

78

Activity

Rock, Paper, Scissors: Divide students into groups of two or three. Have them play rock, paper, scissors. The loser has to say a key word from the unit. Continue to the next round. Students who lose a round cannot say a key word that was said in the previous rounds. Encourage students to increase speed.



Look and read. Then circle and write.

1



I see a _____ in the mug.

sub bug

2



I like to _____ my dad.

hug gum

3



We hum in the _____.

bug sub

4



The _____ is in the tub.

cub mug

5



Two bugs _____ in the nut.

hum tub

79

Wrap Up

Buzzer Beat: Divide students into two teams. A player from each team comes up. Put two “buzzers” on the desk. Show a target sound card. The first student to slap their “buzzer” and say a key word with the target sound wins a point. If the answer is wrong, the other student gets a chance to answer. Repeat until all students have a chance to play.

Homework:

Workbook p. 46

▪ Look and read. Then circle and write.

Have students look at the questions. Circle the correct answer that finishes the picture description.

Check answers together. Read the full sentence.

If time allows, practice reading the other answer choices.

Lesson 38 Objectives:

- Target Sounds: -ub, -ug, -um
- * use sight words to read a chant.
- * practice writing key words with target sounds.

Key Words:

- ub: tub, cub, sub
- ug: bug, hug, mug
- um: gum, hum

Materials:

Student Book	p. 80 ~ 81
Workbook	p. 47
Flashcards	62 ~ 69
Audio CD	Track 53

Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 8. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

Presentation

■ I Can Read!

Have students turn to p.80. Listen to the track and follow along.



Script

The cub is in the tub.
He has a mug. He's happy.
The bug is in the mug.
He has some gum. He's happy.
I am in the sub.
I hum with Mom. I'm happy.

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says.



Trace and write.

-ub



tub



cub



sub

-ug



bug



hug



mug

-um



gum



hum

81

Wrap Up

Spelling Relay: Divide the class into two or more teams. Each team lines up and faces the board. Say one of the key words. The first student in each team races to the board and writes the first letter, then returns to their team. The second student runs up and writes the second letter. Continue until the word is written completely. The last student returns to the team and the entire team has to say the word. The first team to write the word and say it together wins.

Homework:

Workbook p. 47

Trace and write.

Look at each target sound. Say them together.
Have students trace the letters for each target word, then write them two times on the lines.

Go over the spellings together. Write the key words on the board.

~Extend the activity by having a Writing Race. Call up 2-3 students at a time and see who can write the words 5 times on the board.

Review 4

Unit 7~8

Lesson 39 Objectives:

- Target Sounds: -un, -ut, -ud, -ub, -ug, -um
- * review the target sounds and key words from Units 7 and 8.

Key Words:

-un: sun, bun, run
 -ut: cut, nut, hut
 -ud: bud, mud
 -ub: tub, cub, sub
 -ug: bug, hug, mug
 -um: gum, hum

Materials:

Student Book	p. 82 ~ 83
Workbook	p. 48 ~ 49
Flashcards	54 ~ 69
Audio CD	Tracks 54 ~ 55

Warm Up

Review Unit 7 and 8 target sounds and key words. Write -un, -ut, -ud, -ub, -ug, -um on the board. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds occasionally.

Presentation

■ Listen and circle the correct picture.

Turn on the track and have students circle the picture that matches.

Script

- No. 1. bug, bug.
 No. 2. tub, tub.
 No. 3. sun, sun.
 No. 4. mud, mud.


Check answers together. Write the words on the board.

Review 4


Unit 7~8

Track 54 Listen and circle the correct picture.


1




2



3



4



Track 55 Listen to the word and circle the correct ending rhyme.

1

um

un

ub

2

ub

ug

ut

3

ud

ut

ug

4

un

ud

um

■ Listen to the word and circle the correct rhyme.

Turn on the track and have students circle the target sound that matches the word.

Script

No. 1. hum, hum.
 No. 2. nut, nut.
 No. 3. mug, mug.
 No. 4. bud, bud.

Check answers together. Write the words on the board.

Activity

Step Up: Write target sound letters on separate sheets of paper. Put them on the floor. Call out target sounds or key words and have students step on the correct paper. Students can come up in groups or one by one or in pairs. Allow every student to participate.

86

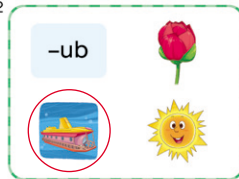


Circle the correct picture with the same ending rhyme.

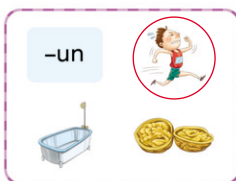
1



2



3



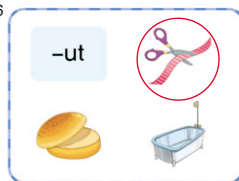
4



5



6



83

Wrap Up

Spelling Bee: Divide the class into two teams. Students from each team take turns spelling key words from one or several units. If a student spells a word incorrectly, the student on the other team can attempt to spell it. Students who misspell words should sit down. The team with the last student left wins.

Homework:

Workbook p. 48 ~ 49

■ Circle the correct picture with the same ending rhyme.

Have students look at each group's pictures. Circle the picture that has the target sound.

Check answers together. Write the words on the board.

Lesson 40 Objectives:

- Target Sounds: -un, -ut, -ud, -ub, -ug, -um
- * review writing target sounds and key words.
- * practice listening and identifying rhyming words.

Key Words:

-un: sun, bun, run
 -ut: cut, nut, hut
 -ud: bud, mud
 -ub: tub, cub, sub
 -ug: bug, hug, mug
 -um: gum, hum

Materials:

Student Book	p. 84 ~ 85
Workbook	p. 50 ~ 51
Flashcards	54 ~ 69
Audio CD	Tracks 56 ~ 57

Warm Up


Write a tongue twister with Unit 7 and 8 key words on the board. Have students practice saying them. Try to say them faster and faster.

Ex: A cub on a sub likes cut nuts and buds.
 A bug hums in a mug with gum.

Presentation


■ Listen and complete the word.

Listen to the track. Have students fill in the space and write the word they hear.

 Listen and complete the word.


-ub -ud -ut -ug -un -um		
----------------------------------------	--	--

1




gum

2




n

3




m

4




b

5




c

6




h

7




h

8



r

9



t

84

Script

























- No. 1. gum, gum.
 No. 2. nut, nut.
 No. 3. mud, mud.
 No. 4. bun, bun.
 No. 5. cub, cub.
 No. 6. hum, hum.
 No. 7. hug, hug.
 No. 8. run, run.
 No. 9. tub, tub.

Check answers together. Write answers on the board.

Activity

Teacher's Mistake: Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.

Track 97 Listen and check the picture with the same ending rhyme.

1		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
2		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	
4		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
5		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	
6		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	

85

Wrap Up

Teamwork Spelling: Divide the class into teams. Have one student from each team go up to the board to be the writer. Show a different Phonics card to each team, but not to the writers at the board. Each team spells their word for the writer. The writer must spell it correctly and say the word before the other team does. You can also give teams a set of letter cards and students can spell out the word using the cards.

Homework:

Workbook p. 50 ~ 51

■ Listen and check the picture with the same ending rhyme.

Turn on the track. Have students listen and write the ending sound of the word on the line. Then check the picture that is correct.

Script

- No. 1. hum.
- No. 2. bug.
- No. 3. sub.
- No. 4. mud.
- No. 5. nut.
- No. 6. bun.

Check answers together. Write answers on the board.

Final Review

Lesson 41 Objectives:

- * review key words from Units 1-8.
- * review listening to key words from Units 1-8.

Materials:

Student Book	p. 86 ~ 87
Workbook	p. 52 ~ 53
Flashcards	01 ~ 69
Audio CD	Track 58

Warm Up

Hide and Seek: Ask students to put their heads down and close their eyes. Hide several key word flashcards around the room. Then have the students look for the cards. When a student finds one, have them say the sound and key word. Continue until all the cards have been found.

Presentation

■ Listen and circle the correct letter.


Have students listen to the track and circle the letter that matches with the picture.


Script


No. 1.	a. wig	b. log	c. bug
No. 2.	a. map	b. rip	c. mop
No. 3.	a. red	b. sad	c. mud
No. 4.	a. hug	b. wag	c. fog
No. 5.	a. hop	b. cap	c. zip
No. 6.	a. bun	b. man	c. bin
No. 7.	a. map	b. hip	c. mop
No. 8.	a. pan	b. run	c. hen


Check the answers together. Write the key word on the board. Chant the words to the answers. If time allows, go over the words of the other answer choices.


Track 58 Listen and circle the correct letter.


1  a b c


2  a b c


3  a b c

4  a b c

5  a b c

6  a b c


7  a b c

8  a b c


86



Activity


Have students stand. Assign a target sound or word. Say target sounds or key words in random order. Insert the target sound/word occasionally. Students have to quickly repeat the target sound/word when they hear it. If they don't repeat it quickly enough, they must sit down and play from their seats. The last student standing wins.



 **Read aloud and choose the correct picture.**


- 1

fan   
- 2

hop   
- 3

hit   
- 4

mix   6
- 5

bat   
- 6

jet   

87

Wrap Up

Tap It: Write letters on board or print A4 sheets with target sounds or key words. Have two students stand on starting line. Have them run up to the board and tap the correct paper when you say “i p ip” or “ip h-ip hip”. The student who wins stays for the next round. Continue until all students have participated.

Homework:

Workbook p. 52 ~ 53

■ Read aloud and choose the correct picture.

Look at the word and circle the correct picture that matches.

Check answers together. Write the answers on the board. Say the words together. If time allows, write and say the other key words.

Lesson 42 Objectives:

- * review writing key words from Units 1-8.
- * fully understand key words from Units 1-8.

Materials:

Student Book	p. 88 ~ 89
Workbook	p. 54 ~ 55
Flashcards	01 ~ 69
Audio CD	Tracks 59 ~ 60

Warm Up

I Spy: old up a picture flashcard with the side away from students. Describe the picture. Tell what the target sound is, what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.

Presentation

■ Listen and write the ending rhyme.

Have students listen to the track and write the correct target sounds.

Script

Example. wag, tag, bag.

No.1. run, sun, bun.

No.2. wet, jet, net.


No.3. wig, pig, big.




No.4. cap, tap, map.

No.5. bin, win, pin.




Check answers together. Write the answers on the board. Chant the sounds and words together.

1. un
2. et
3. ig
4. ap
5. in




 **Listen and write the ending rhyme.**

ex.    ag




1


2






3







4





5













88

Activity

Group Spelling: Put students into groups of three or four. Give each group a set of about eight flashcards and a set of letter cards. Say one of the key words. Groups have to spell the word with the letter cards and find the picture in the flashcards. Repeat with other key words.

Track Up Listen and complete the words.

1  r _ d	2  l _ d
3  h _ p	4  t _ b
5  f _ g	6  h _ m
7  l _ g	8  m _ d

89

Wrap Up

Box Talks: Put student cards into a box or any other container. Put students into pairs. One student from a pair draws a card and says the word. The partner must say a word that rhymes (has the same ending sound). If they are correct, they can stay. If they are wrong, they go back to their seats. The pair passes the box to the next pair.

Homework:

Workbook p. 54 ~ 55

■ Listen and complete the words.

Have students listen to the track and write the correct target sounds to finish the words.

Script

- No. 1. red, red.
- No. 2. lid, lid.
- No. 3. hip, hip.
- No. 4. tub, tub.
- No. 5. fog, fog.
- No. 6. ham, ham.
- No. 7. log, log.
- No. 8. mud, mud.

Check answers together. Write the answers on the board and chant the words and sounds. Encourage students to study the spellings.

- | | |
|------|------|
| 1. e | 5. o |
| 2. i | 6. a |
| 3. i | 7. o |
| 4. u | 8. u |

Final Test

Final Test

Track 61 Listen to the word and circle the right picture.

ex.   

1.   

2.   

3.   


4.   


92


Script


Track 61
ex) bat, bat.
No. 1. tag, tag.
No. 2. fix, fix.
No. 3. hit, hit.
No. 4. wet, wet.

Track 62 Listen and circle.





ex.  cap bag **fat**





5.  fan bat **pan**





6.  **win** bin wig





7.  sit **hip** hit

Track 63 Listen and check.

ex.    

8.    

9.    

10.    

93

Script

Track 62
ex) fat, fat.
No. 5. pan, pan.
No. 6. win, win.
No. 7. hip, hip.

Script

Track 63
ex) kid, kid.
No. 8. fin, fin.
No. 9. red, red.
No. 10. run, run.







Listen and check.

ex.	-an	①	② ✓	③
11	-ip	①	②	③ ✓
12	-et	① ✓	②	③
13	-ud	① ✓	②	③



Look at the picture. Then listen and check.

ex.		①	② ✓	③
14		① ✓	②	③
15		①	②	③ ✓
16		① ✓	②	③

94



Check the picture with the same rhyme.

ex.



17



18



19



20



21



95

Script


Track 64

ex) 1. mad, mad 2. fan, fan 3. cap, cap
 No. 11. 1. wag, wag 2. hit, hit 3. rip, rip
 No. 12. 1. jet, jet 2. fix, fix 3. wig, wig
 No. 13. 1. mud, mud 2. bun, bun 3. gum, gum

Script

Track 65

ex) 1. hut 2. mop 3. tub
 No. 14. 1. pot 2. tap 3. fin
 No. 15. 1. mix 2. hit 3. cut
 No. 16. 1. bud 2. hut 3. net

 Look and write.

ex.



bat

22



23



24



25



26




27



28



96

 Look, circle and write.

ex.



I like to _____ my _____.

mug hug dad mad

29



The man sees a _____ on the _____.

bag tag cap map

30



The _____ is _____ years old.

kid lid ten tap

31



Two _____ s sit in the _____.

big bug net nut

32



The boy _____ s in the _____.

sit hit tub hut

97

Script

- 22. fan
- 23. rip
- 24. tub
- 25. fin
- 26. bed
- 27. pot
- 28. hut



Circle the ending letters and complete the word.

1



-at -an -ap

f

2



-at -an -ap

m

3



-at -an -ap

t

4



-at -an -ap

p



Check the correct word.

1



- ☐ man
☐ bat

2



- ☐ cap
☐ fan

3



- ☐ cat
☐ pan

4



- ☐ fat
☐ map



Circle the ending letters and complete the word.

1



-am -ag -ad

t

2



-ag -ap -ad

d

3



-am -ad -at

S

4



-ap -ag -am

w



Check the correct word.

1



- ☐ jam
☐ fan

2



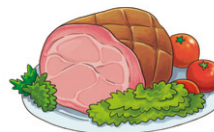
- ☐ bag
☐ sad

3



- ☐ mad
☐ tap

4

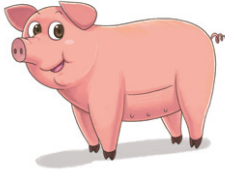


- ☐ man
☐ ham



Circle the ending letters and complete the word.

1



-ig -ix -ip

p

2



-ip -ig -ix

m

3



-ix -ip -ig

z

4



-ig -ip -ix

s



Check the correct word.

1



- ☐ six
- ☐ wig
- ☐ hip

2



- ☐ fix
- ☐ pig
- ☐ rip

3



- ☐ big
- ☐ rip
- ☐ mix

4



- ☐ mix
- ☐ hip
- ☐ big



Choose the ending letters and complete the word.

in

id

it

1



h

2



w

3



l

4

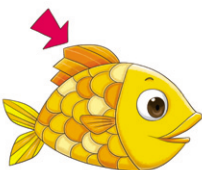


b



Check the correct word.

1



- ☐ fix
- ☐ pin
- ☐ fin

2



- ☐ sit
- ☐ hit
- ☐ six

3



- ☐ hip
- ☐ kid
- ☐ pig

4



- ☐ pin
- ☐ lid
- ☐ bin



Choose the ending letters and complete the word.

ed

et

en

1



W

2



t

3



T

4



r



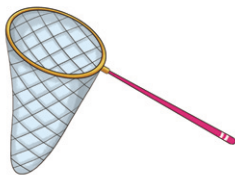
Write the missing letters.

1



b d

2



ne

3



j

4



h



Choose the ending letter and complete the word.

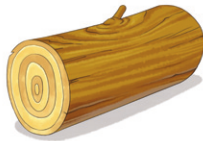
og

op

ot

ox

1



h _ _ t

2



f _ _ x

3



m _ _ p

4



p _ _ t



Write the missing letters.

1



h _ _ t

2



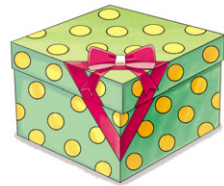
h _ _ t

3



j _ _ g

4



b _ _ t



Write the ending letters for the picture.

1



m

2



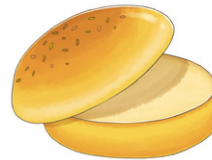
r

3



h

4



b



Look and write the correct word.

1



2



3



4



sun

nut

bud

cut



Write the ending letters for the picture.

1



t

2



g

3



h

4



m



Look and write the correct word.

1



2



3



4



cub

hum

bug

sub

Unit 1

- | | | |
|----------|-------|-------|
| A | 1 at | 2 an |
| | 3 ap | 4 an |
| B | 1 bat | 2 cap |
| | 3 cat | 4 map |

Unit 2

- | | | |
|----------|-------|-------|
| A | 1 ag | 2 ad |
| | 3 am | 4 ag |
| B | 1 jam | 2 sad |
| | 3 mad | 4 ham |

Unit 3

- | | | |
|----------|-------|-------|
| A | 1 ig | 2 ix |
| | 3 ip | 4 ix |
| B | 1 wig | 2 fix |
| | 3 rip | 4 big |

Unit 4

- | | | |
|----------|-------|-------|
| A | 1 it | 2 in |
| | 3 id | 4 in |
| B | 1 fin | 2 sit |
| | 3 kid | 4 pin |

Unit 5

- | | | |
|----------|---------------|---------------|
| A | 1 et | 2 en |
| | 3 ed | 4 ed |
| B | 1 bed | 2 ne <u>t</u> |
| | 3 je <u>t</u> | 4 he <u>n</u> |

Unit 6

- | | | |
|----------|---------------|---------------|
| A | 1 og | 2 ox |
| | 3 op | 4 ot |
| B | 1 ho <u>t</u> | 2 ho <u>p</u> |
| | 3 jo <u>g</u> | 4 bo <u>x</u> |

Unit 7

- | | | |
|----------|-------|-------|
| A | 1 ud | 2 un |
| | 3 ut | 4 un |
| B | 1 bud | 2 sun |
| | 3 cut | 4 nut |

Unit 8

- | | | |
|----------|-------|-------|
| A | 1 ub | 2 um |
| | 3 ug | 4 ug |
| B | 1 hum | 2 sub |
| | 3 cub | 4 bug |