

Herald

NEW EDITION

Phonics

Single Letters

1

Teacher's Guide



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

Aa ant, apple, alligator

Bb bear, bus, book

Cc cat, cup, car

Unit 218

Dd dog, doll, desk

Ee elephant, egg, elbow

Ff fish, frog, fox

Review 126

Aa ~ Ff

Unit 330

Gg goat, girl, gorilla

Hh horse, hen, ham

Ii iguana, insect, igloo

Unit 438

Jj jam, jet, juice

Kk koala, king, key

Ll lion, lemon, lamp

Review 246

Gg ~ Ll



Unit 550

Mm monkey, mouse, map

Nn nest, nose, net

Oo octopus, owl, orange

Unit 658

Pp pig, pizza, pen

Qq queen, quiet, quilt

Rr rabbit, rose, robot

Review 366

Mm ~ Rr

Unit 770

Ss seal, sun, snake

Tt tiger, turtle, tree

Uu umbrella, up, under

Vv van, violin, vest

Unit 878

Ww wolf, web, watch

Xx ox, box, six

Yy yo-yo, yacht, yogurt

Zz zebra, zoo, zipper

Review 486

Ss ~ Zz

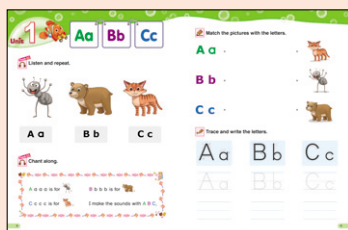
Final Review90

Final Test94



Unit Components

Student Book



► Letter, Sound, and Word

New target letters are introduced with key word pictures.

► Practice 1

Student match letters with key words and practice writing target letters.

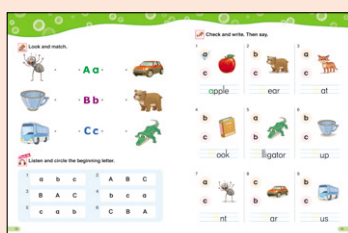


► Key Words

Three key words for each letter are introduced with pictures.

► Practice 2

Students practice identifying the target letters and words.



► Checkup 1

Students listen and match target letters and key words.

► Checkup 2

Students identify and write target letters.



► Picture Reading

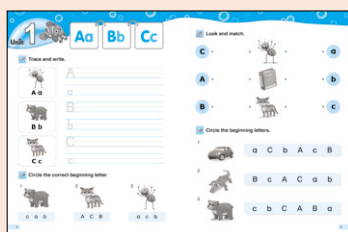
Students use sight words to read a story.

► Writing

Students practice and refine writing target letters.

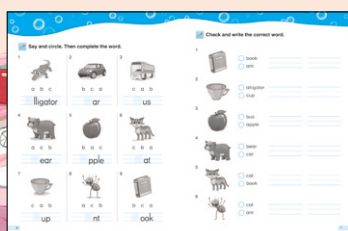
The review provides practice of the materials from the previous two units.

Workbook



► Students further their understanding of writing target letters.

► Students fully identify target letters.



► Key words are studied, along with full spellings.

► Understanding of key words is reinforced.



Introduction of the Multimedia CD



Main Menu



SOUND

Students learn the target letters and sounds.

CHANT ALONG

Students practice target letters and sounds 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.



Phonics1 *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.

(first)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.

~Extend the activity by playing Body Letters. Divide the class into groups of four or more. Whisper J, K, or L to one student from each group. The students have to silently mime the shape of the letter with their bodies. The other group members try to guess the letter. The first team to guess correctly wins a point. Assign different letters to different students and repeat.

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.

Unit 1



Aa

Bb

Cc

Lesson 1 Objectives:

- Target Letters: Aa, Bb, Cc
- Target Sounds: /a/ /b/ /c/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Aa /a/: ant
Bb /b/: bear
Cc /c/: cat

Materials:

Student Book	p. 8~9
Workbook	p. 4
Flashcards	01, 04, 07
Audio CD	Tracks 1~3

Warm Up

Play the Alphabet Song Track 1.
Listen and sing along.
Greet any students whose names begin with A, B, or C. Emphasize the beginning letter.
Introduce the target letters by writing them on the board. Ask students if they know what they are.
Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words.
Have the students listen to the track and repeat the sounds.

Script

A. a a ant. a a ant.
B. b b bear. b b bear.
C. c c cat. c c cat.

Unit 1

Aa Bb Cc

Track 02 Listen and repeat.

A a B b C c

Track 03 Chant along.

A a a a is for ant. B b b b is for bear. C c c c is for cat. I make the sounds with A B C.

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


■ Chant along.


Listen to the track. Play it several times and have students chant with the CD.


Script


A a a a is for ant.
B b b b is for bear.
C c c c is for cat.
I make the sounds with a b c.




Extend the activity by dividing the class into groups or individual students. Assign a line to each group and take turns chanting. Repeat until all students have participated.


 Match the pictures with the letters.

A a 

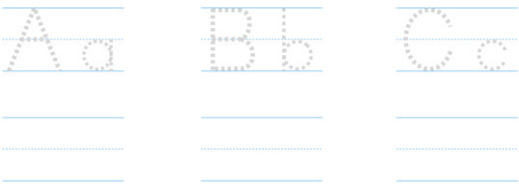
B b 

C c 

 Trace and write the letters.

A a **B b** **C c**



9

■ **Match the pictures with the letters.**

Read the letters together.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly. Go over the answers together and say the letters and words.

■ **Trace and write the letters.**

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up each student and have them write Aa, Bb, or Cc on the board. Repeat until all students have had a chance to write on the board.

Wrap Up

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.

Homework:

Workbook p. 4

Lesson 2 Objectives:

- Target Letters: Aa, Bb, Cc
- Target Sounds: /a/ /b/ /c/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Aa /a/: ant, apple, alligator

Bb /b/: bear, bus, book

Cc /c/: cat, cup, car

Materials:

Student Book	p. 10 ~ 11
Workbook	p. 5
Flashcards	01 ~ 09
Audio CD	Tracks 4 ~ 5

Warm Up

Review the letters and sounds of Aa, Bb, Cc using flashcards.

Review the three key words.

Presentation

■ Listen, repeat, and point.

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.

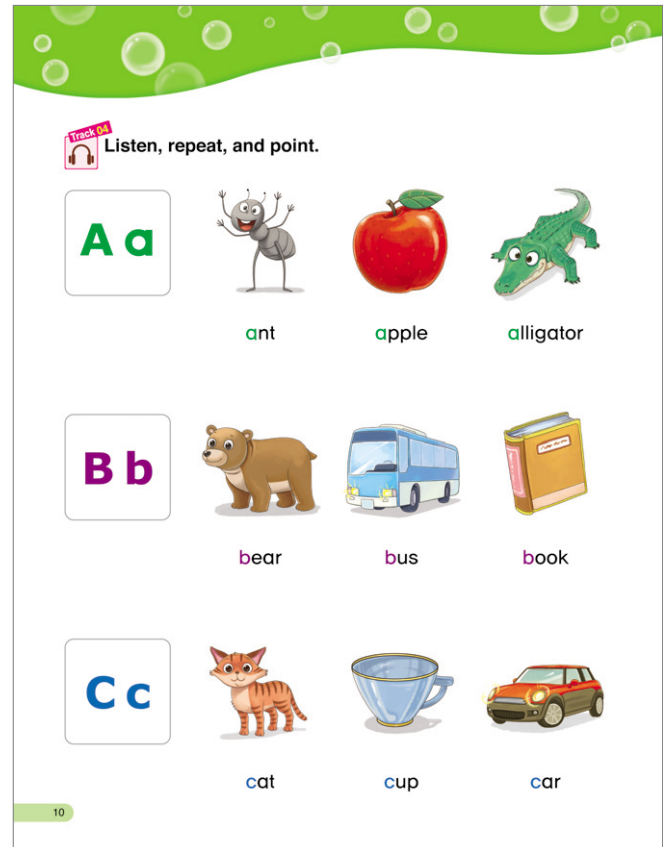
Script

A a. a a ant. a a apple. a a alligator.

B b. b b bear. b b bus. b b book.

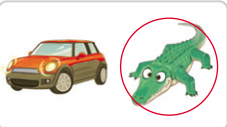

C c. c c cat. c c cup. c c car.

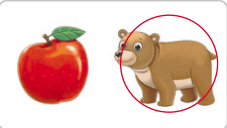
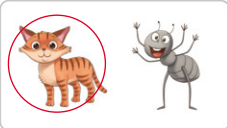
Then point to the pictures in random order and have the students say each one.






Extend the activity by dividing the class into three groups, one for each target letter. Have each group decide on a group action, for example, clapping hands or doing the Superman pose. Use the flashcards to hold up one key word at the time. The group that matches with the key word needs to do their group action and chant the word together. Change groups and repeat several times.

Track Up Listen and circle the correct picture.

1  2 

3  4 

Circle the correct beginning letter.

1  2  3 

a b **c** b **a** c c **b** a

11

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.11.

Have students find the correct letter for the key words.

Check the work together. Have students call out the key word for each question.

Wrap Up

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.

Homework:

Workbook p. 5

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

No. 1. alligator, alligator.

No. 2. cup, cup.

No. 3. bear, bear.

No. 4. cat, cat.

Check the work together. Go over all of the answer choices.

Lesson 3 Objectives:

- Target Letters: Aa, Bb, Cc
- Target Sounds: /a/ /b/ /c/

- * review the key words for Aa, Bb, Cc.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Aa /a/: ant, apple, alligator
 Bb /b/: bear, bus, book
 Cc /c/: cat, cup, car

Materials:

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

Warm Up

Review the nine key words from Lesson 2.
 Use flash cards to go over each word.

Presentation

■ Look and match.

Before you begin, go over the key word for each picture.
 Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
 Go around the room and make sure students are doing it properly. Check the answers together.

■ Listen and circle the beginning letter.

Write the target letters on the board. Chant the sounds for Aa, Bb, Cc.
 Listen to the track. Have students circle the correct beginning letter.
 Check the answers together.

Look and match.

Listen and circle the beginning letter.

1	a b c	2	A B C
3	B A C	4	b c a
5	c a b	6	C B A


Script




























- No. 1. apple, apple.
 No. 2. cat, cat.
 No. 3. bus, bus.
 No. 4. alligator, alligator.
 No. 5. book, book.
 No. 6. car, car.

Check the answers together.

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.

 Check and write. Then say.

1    apple	2    ear	3    at
4    ook	5    lligator	6    up
7    nt	8    ar	9    us

13

Wrap Up

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

Homework:

Workbook p. 6

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 4 Objectives:

- Target Letters: Aa, Bb, Cc
- Target Sounds: /a/ /b/ /c/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Aa /a/: ant, apple, alligator
Bb /b/: bear, bus, book
Cc /c/: cat, cup, car

Materials:

Student Book	p. 14 ~ 15
Workbook	p. 7
Flashcards	01 ~ 09
Audio CD	Track 7

Warm Up

Review the nine key words.
Use flash cards or refer to student book p.10.

Presentation

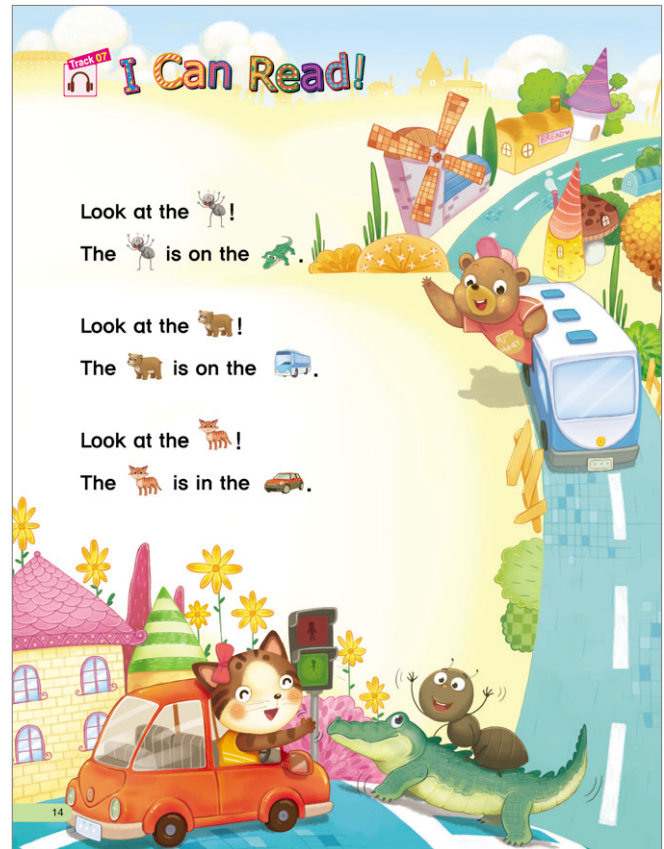
■ I Can Read!

Point to each sight word. Have students read them together.

Listen to the chant and follow along.

Script

Look at the ant!
The ant is on the alligator.
Look at the bear!
The bear is on the bus.
Look at the cat!
The cat is in the car.



Go through the class and have each student read one line. Continue until all students have had a chance to read.

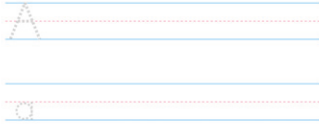
Divide the class into six groups. Give each a flashcard with a key word from the chant. Play the chant again. Students stand when they hear their word. Trade cards and repeat.



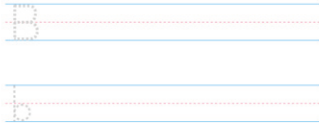
Trace and write.



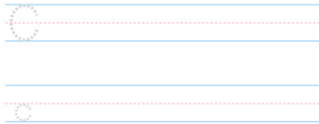
Aa



Bb



Cc



15

Wrap Up

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.

Homework:

Workbook p. 7

Trace and write.

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Unit 2



Dd

Ee

Ff

Lesson 5 Objectives:

- Target Letters: Dd, Ee, Ff
- Target Sounds: /d/ /e/ /f/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Dd /d/: dog
Ee /e/: elephant
Ff /f/: fish

Materials:

Student Book	p. 16 ~ 17
Workbook	p. 8
Flashcards	10, 13, 16
Audio CD	Tracks 8 ~ 9

Warm Up

Greet any students whose names begin with D, E, or F. Emphasize the beginning letter. Introduce the target letters by writing them on the board. Ask students if they know what they are. Explain the names of the letters and their sounds.

Presentation

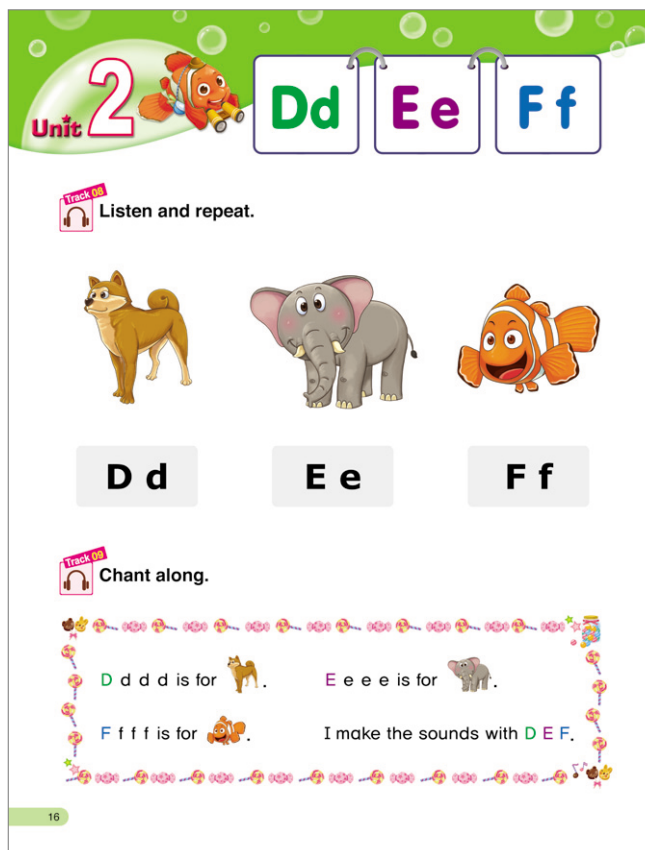
■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words. Have the students listen to the track and repeat the sounds.

Script

D. d d dog. d d dog.
E. e e elephant. e e elephant.
F. f f fish. f f fish.

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




■ Chant along.


Listen to the track. Play it several times and have students chant with the CD.


Script


D d d d is for dog.
E e e e is for elephant.
F f f f is for fish.
I make the sounds with d e f.


Extend the activity by playing Name Chant. 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. Repeat until all students have participated. Students will have to pay attention in case their name is called next.

 Match the pictures with the letters.

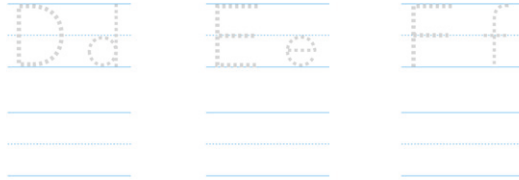
D d 

E e 

F f 

 Trace and write the letters.

D d **E e** **F f**



17

Wrap Up

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.

Homework:

Workbook p. 8

■ Match the pictures with the letters.

Read the letters together.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly.

Go over the answers together and say the letters and words.

Lesson 6 Objectives:

- Target Letters: Dd, Ee, Ff
- Target Sounds: /d/ /e/ /f/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Dd /d/: dog, doll, desk

Ee /e/: elephant, egg, elbow

Ff /f/: fish, frog, fox

Materials:

Student Book	p. 18 ~ 19
Workbook	p. 9
Flashcards	10 ~ 18
Audio CD	Tracks 10 ~ 11

Warm Up

Review the letters and sounds of Dd, Ee, Ff using flashcards.

Review the three key words.

Presentation

■ Listen, repeat, and point.

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.

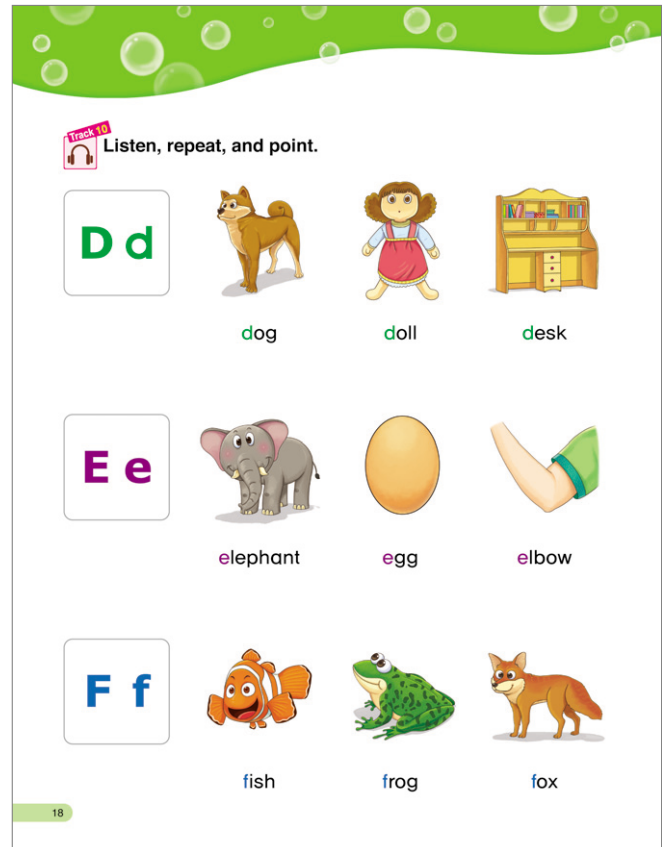
Script

Dd. d d dog. d d doll. d d desk.

Ee. e e elephant. e e egg. e e elbow.


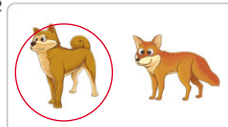
Ff. f f fish. f f frog. f f fox.


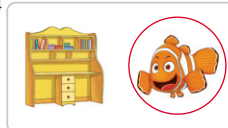
Then point to the pictures in random order and have the students say each one.






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.

Track 1 Listen and circle the correct picture.

1  2 

3  4 

Circle the correct beginning letter.

1  2  3 

d e **f** f **e** d e **d** f

19

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.19. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

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. 9

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. frog, frog.
- No. 2. dog, dog.
- No. 3. elbow, elbow.
- No. 4. fish, fish.

Check the work together. Go over all of the answer choices.

Lesson 7 Objectives:

- Target Letters: Dd, Ee, Ff
- Target Sounds: /d/ /e/ /f/

- * review the key words for Dd, Ee, Ff.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Dd /d/: dog, doll, desk
 Ee /e/: elephant, egg, elbow
 Ff /f/: fish, frog, fox

Materials:

Student Book	p. 20~21
Workbook	p. 10
Flashcards	10~18
Audio CD	Track 12

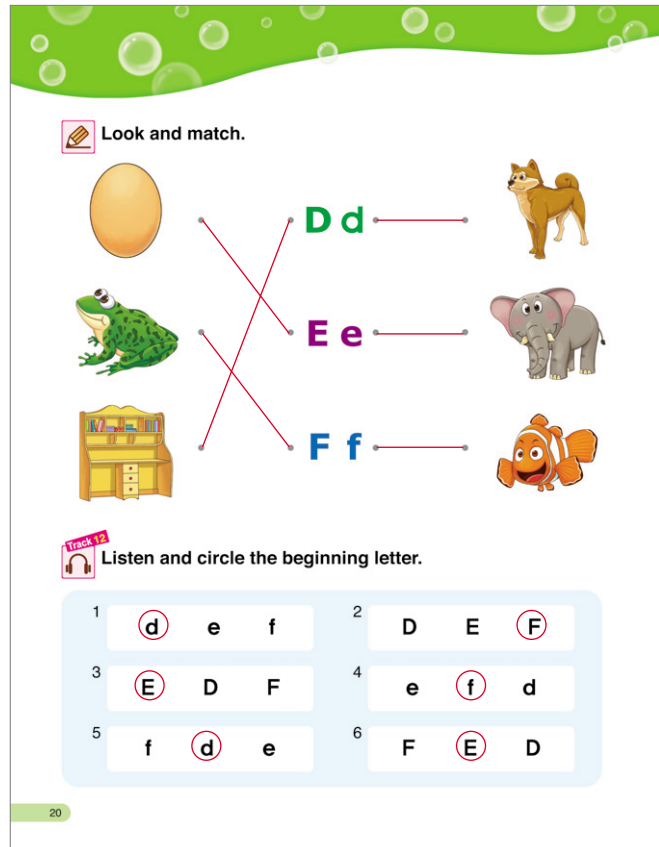
Warm Up

Review the nine key words from Lesson 6. Use flash cards to go over each word.
 Write the words on the board. Have students read each key word.

Presentation

■ Look and match.

Before you begin, go over the key word for each picture.
 Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
 Go around the room and make sure students are doing it properly.
 Check the answers together.



The page contains two main activities. The first, 'Look and match', shows three letters (Dd, Ee, Ff) in the center. To the left are three pictures: an egg, a frog, and a desk. To the right are three pictures: a dog, an elephant, and a fish. Lines connect the egg to 'Ee', the frog to 'Ff', and the desk to 'Dd'. The second activity, 'Listen and circle the beginning letter', consists of six boxes numbered 1 to 6. Each box contains three letters. In box 1, 'd' is circled. In box 2, 'F' is circled. In box 3, 'E' is circled. In box 4, 'f' is circled. In box 5, 'd' is circled. In box 6, 'E' is circled.


■ Listen and circle the beginning letter.



























Write the target letters on the board. Chant the sounds for Dd, Ee, Ff.
 Listen to the track. Have students circle the correct beginning letter.

Script

- No. 1. doll, doll.
- No. 2. fox, fox.
- No. 3. egg, egg.
- No. 4. frog, frog.
- No. 5. desk, desk.
- No. 6. elephant, elephant.

Check the work together.

 Check and write. Then say.

1    esk	2    ish	3    gg
4    rog	5    og	6    bow
7    lephant	8    ox	9    oll

21

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. 10

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 8 Objectives:

- Target Letters: Dd, Ee, Ff
- Target Sounds: /d/ /e/ /f/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Dd /d/: dog, doll, desk
 Ee /e/: elephant, egg, elbow
 Ff /f/: fish, frog, fox

Materials:

Student Book	p. 22 ~ 23
Workbook	p. 11
Flashcards	10 ~ 18
Audio CD	Track 13

Warm Up

Review the nine key words.
 Use flash cards or refer to student book p.18.

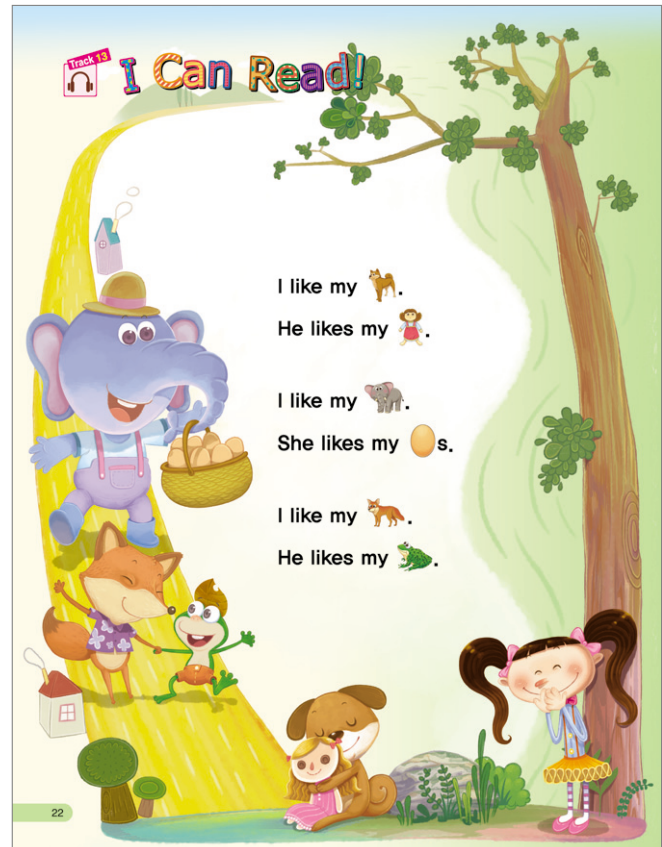
Presentation

■ I Can Read!

Point to each sight word. Have students read them together.
 Listen to the chant and follow along.


Script


I like my dog!
 He likes my doll.
 I like my elephant!
 She likes my eggs.
 I like my fox!
 He likes my frog!



Go through the class and have each student read one line. Continue until all students have had a chance to read.


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.

 **Trace and write.**




D d

Tracing lines for uppercase D and lowercase d.



E e

Tracing lines for uppercase E and lowercase e.



F f

Tracing lines for uppercase F and lowercase f.

23

Wrap Up

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.

Homework:

Workbook p. 11

Trace and write.

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Review 1

Unit 1~2

Lesson 9 Objectives:

- Target Letters: Aa, Bb, Cc, Dd, Ee, Ff
- Target Sounds: /a/ /b/ /c/ /d/ /e/ /f/

* review the target letters and key words from Units 1 and 2.

* review writing target letters.

Key Words:

Aa /a/: ant, apple, alligator

Bb /b/: bear, bus, book

Cc /c/: cat, cup, car

Dd /d/: dog, doll, desk

Ee /e/: elephant, egg, elbow

Ff /f/: fish, frog, fox

Materials:

Student Book	p. 24 ~ 25
Workbook	p. 12 ~ 13
Flashcards	01 ~ 18
Audio CD	Tracks 14 ~ 15

Warm Up

Write Aa, Bb, Cc, Dd, Ee, Ff on the board.
Have students repeat the letters after you.
Use flashcards to review key words from Units 1 and 2.

Presentation

■ Listen to the sound and circle the correct picture.

Go through the pictures and chant the key words.
Turn on the track and have students circle the correct picture.

Script

- No. 1. a, a.
No. 2. c, c.
No. 3. f, f.


Check the answers together.
Chant the sound and matching picture.

Review 1


Unit 1~2

Track 14 Listen to the sound and circle the correct picture.


1



2




3




Track 15 Listen to the word and circle the beginning letter.

1



2



3

4

24

■ Listen to the word and circle the beginning letter.

Model the target letter sounds and have students repeat.

Listen to the word and have students circle the correct beginning letter.

Script

- No. 1. bear, bear.
No. 2. car, car.
No. 3. elbow, elbow.
No. 4. fish, fish.

Check the answers together.

Write the words for each answer on the board so students can understand the answer.

 Circle the beginning letter for the picture and write it.

1  Aa
Bb

 Aa

2  Ee
Cc

3  Bb
Cc

4  Bb
Dd

5  Dd
Ee

6  Cc
Dd

25

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 begins with the target letter you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

Homework:

Workbook p. 12 ~ 13

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.

Circle the beginning letter for the picture and write it.

Have students circle the correct beginning target letters, then write them on the lines.

Go through the class and make sure students are doing the work properly.

Check answers together. Chant the key word and write the correct target letters on the board.

Go through each letter and the steps for writing them.

Lesson 10 Objectives:

- Target Letters: Aa, Bb, Cc, Dd, Ee, Ff
- Target Sounds: /a/ /b/ /c/ /d/ /e/ /f/

- * review matching target letters and key words.
- * review understanding of target beginning letters and sounds of words.

Key Words:

Aa /a/: ant, apple, alligator
 Bb /b/: bear, bus, book
 Cc /c/: cat, cup, car
 Dd /d/: dog, doll, desk
 Ee /e/: elephant, egg, elbow
 Ff /f/: fish, frog, fox

Materials:

Student Book	p. 26 ~ 27
Workbook	p. 14 ~ 15
Flashcards	01 ~ 18
Audio CD	Track 16

Warm Up

Review key words from Units 1 and 2.





















Presentation

- **Listen and check the picture with the same beginning sound.**

Read the given words together. Talk about the sounds they make.

Listen to the track. Have students write the beginning target letter in the blank and check the picture that starts with the same beginning letter.

Track 16 Listen and check the picture with the same beginning sound.

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


Script

- No. 1. apple.
 No. 2. car.
 No. 3. elephant.
 No. 4. bus.
 No. 5. fox.


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 beginning letter. Continue the game using the same flashcards or new ones.


 Write the beginning letter and trace.


a b c d e f


1 
f sh

2 
og

3 
up

4 
us

5 
lligator

6 
lephant

27

Wrap 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.

Homework:

Workbook p. 14 ~ 15

■ Write the beginning letter and trace.

Look at each lowercase target letter. Write them on the board. Have students write the letters in the air. Have students write the correct beginning letter for each question. Remind students that each letter is used once. Check the answers together.

Unit 3



Gg

Hh

Ii

Lesson 11 Objectives:

- Target Letters: Gg, Hh, Ii
- Target Sounds: /g/ /h/ /i/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Gg /g/: goat

Hh /h/: horse

Ii /i/: iguana

Materials:

Student Book	p. 28 ~ 29
Workbook	p. 16
Flashcards	19, 22, 25
Audio CD	Tracks 17 ~ 18

Warm Up

Greet any students whose names begin with G, H, or I. Emphasize the beginning letter.

Introduce the target letters by writing them on the board. Ask students if they know what they are.

Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words.

Have the students listen to the track and repeat the sounds.

Script

G. g g goat. g g goat.
H. h h horse. h h horse.
I. i i iguana. i i iguana.

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

Unit 3


Gg


Hh


Ii

Track 17

Listen and repeat.








G g


H h


I i

Track 18

Chant along.

G g g g is for .

H h h h is for .

I i i i is for .

I make the sounds with G H I.


■ Chant along.


Listen to the track. Play it several times and have students chant with the CD.


Script


G g g g is for goat.
H h h h is for horse.
I i i i is for iguana.
I make the sounds with g h i.


Extend the activity by playing Round and Round. Divide the class into small groups of students. Have one group start the chant first. Each group starts the chant at different times and tries to finish without making a mistake.

 Match the pictures with the letters.


G g 

H h 

I i 

 Trace and write the letters.

G g **H h** **I i**



29

Wrap Up

Touch 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.

Homework:

Workbook p. 16

■ Match the pictures with the letters.

Read the letters on the left column.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly.

Go over the answers together and say the letters and words.

■ Trace and write the letters.

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up each student and have them write Gg, Hh, or Ii on the board. Repeat until all students have had a chance to write on the board.

Lesson 12 Objectives:

- Target Letters: Gg, Hh, Ii
- Target Sounds: /g/ /h/ /i/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Gg /g/: goat, girl, gorilla

Hh /h/: horse, hen, ham

Ii /i/: iguana, insect, igloo

Materials:

Student Book	p. 30 ~ 31
Workbook	p. 17
Flashcards	19 ~ 27
Audio CD	Tracks 19 ~ 20

Warm Up

Review the letters and sounds of Gg, Hh, Ii using flashcards.


Review the three key words.


Presentation


■ Listen, repeat, and point.

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.


Listen, repeat, and point.







goat




girl




gorilla







horse




hen




ham

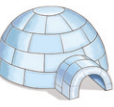




iguana



insect



igloo

30

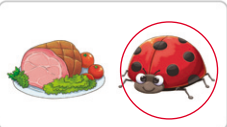
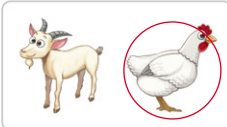
Script


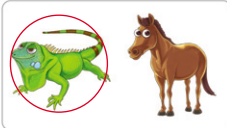
G g. g g goat. g g girl. g g gorilla.
H h. h h horse. h h hen. h h ham.
I i. i i iguana. i i insect. i i igloo.

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




Go through the key words and make a gesture for each one. Encourage students to be silly and creative.

Track 30 Listen and circle the correct picture.

1  2 

3  4 

Circle the correct beginning letter.

1  2  3 

h i **g** **i** g h g **h** i

31

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.31. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

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. 17

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. insect, insect.
- No. 2. hen, hen.
- No. 3. girl, girl.
- No. 4. iguana, iguana.

Check the work together. Go over all of the answer choices.

Lesson 13 Objectives:

- Target Letters: Gg, Hh, Ii
- Target Sounds: /g/ /h/ /i/

- * review the key words for Gg, Hh, Ii.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Gg /g/: goat, girl, gorilla
Hh /h/: horse, hen, ham
Ii /i/: iguana, insect, igloo

Materials:

Student Book	p. 32 ~ 33
Workbook	p. 18
Flashcards	19 ~ 27
Audio CD	Track 21

Warm Up

Review the nine key words from Lesson 12. Use flash cards to go over each word.

Presentation

Look and match.

Before you begin, go over the key word for each picture.
Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
Go around the room and make sure students are doing it properly.
Check the answers together.

Look and match.

Track 21 Listen and circle the beginning letter.

1	g h i	2	H G I
3	G I H	4	h i g
5	i g h	6	I H G

Listen and circle the beginning letter.


Write the target letters on the board. Chant the sounds for Gg, Hh, Ii.










Listen to the track. Have students circle the correct beginning letter.

Script

- No. 1. hen, hen.
- No. 2. gorilla, gorilla.
- No. 3. goat, goat.
- No. 4. iguana, iguana.
- No. 5. horse, horse.
- No. 6. insect, insect.

Check the answers together.

 Check and write. Then say.

1  g i irl	2  h i igloo	3  g h ham
4  g h horse	5  g i gorilla	6  h i insect
7  h i iguana	8  g h goat	9  h i hen

33

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 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.

Homework:

Workbook p. 18

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Go through the class. Hold up a target letter for each student. The target letter can be capital or lowercase. Have each student say the target letter then give a word that starts with that letter.

Lesson 14 Objectives:

- Target Letters: Gg, Hh, Ii
- Target Sounds: /g/ /h/ /i/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Gg /g/: goat, girl, gorilla
Hh /h/: horse, hen, ham
Ii /i/: iguana, insect, igloo

Materials:

Student Book	p. 34 ~ 35
Workbook	p. 19
Flashcards	19 ~ 27
Audio CD	Track 22

Warm Up

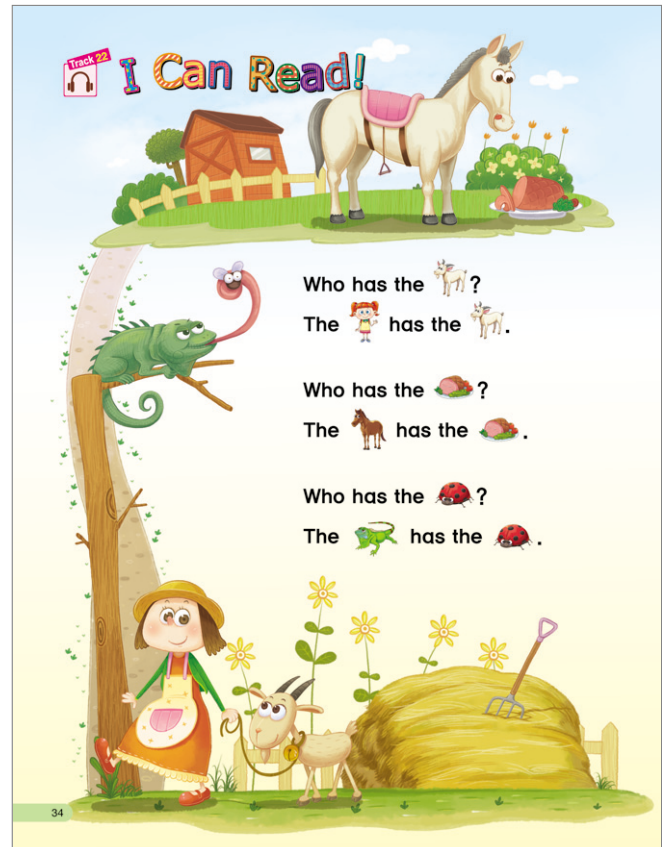
Review the nine key words. Use flash cards or refer to student book p.30.



Presentation


■ I Can Read!




Point to each sight word. Have students read them together.

Listen to the chant and follow along.



Who has the  ?
The  has the .

Who has the  ?
The  has the .

Who has the  ?
The  has the .

Script

Who has the goat?
The girl has the goat.
Who has the ham?
The horse has the ham.
Who has the insect?
The iguana has the insect.

Go through the class and have each student read one line. Continue until all students have had a chance to read.



Trace and write.



G g

G

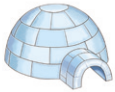
g



H h

H

h



I i

I

i

35

Wrap Up

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.

Homework:

Workbook p. 19

Trace and write.

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Unit 4



Jj

Kk

Ll

Lesson 15 Objectives:

- Target Letters: Jj, Kk, Ll
- Target Sounds: /j/ /k/ /l/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Jj /j/: jam
Kk /k/: koala
Ll /l/: lion

Materials:

Student Book	p. 36 ~ 37
Workbook	p. 20
Flashcards	28, 31, 34
Audio CD	Tracks 23 ~ 24

Warm Up

Greet any students whose names begin with J, K, or L. Emphasize the beginning letter.

Introduce the target letters by writing them on the board. Ask students if they know what they are. Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words.
Have the students listen to the track and repeat the sounds.

Script

J. j j jam. j j jam.
K. k k koala. k k koala.
L. l l lion. l l lion.

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


■ Chant along.


Listen to the track. Play it several times and have students chant with the CD.


Script


J j j j is for jam.
K k k k is for koala.
L l l l is for lion.
I make the sounds with j k l.


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

 Match the pictures with the letters.

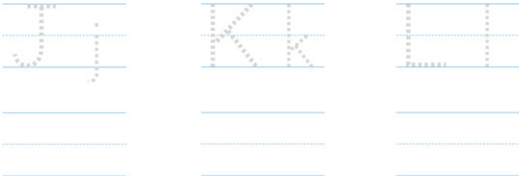
J j 

K k 

L l 

 Trace and write the letters.

J j **K k** **L l**



37

Extend the activity by playing Body Letters. Divide the class into groups of four or more. Whisper J, K, or L to one student from each group. The students have to silently mime the shape of the letter with their bodies. The other group members try to guess the letter. The first team to guess correctly wins a point. Assign different letters to different students and repeat.

Wrap Up

Touch: Divide students into groups of about five. Have them make a circle around a desk. Spread six flashcards face up on the desk, three for the target letters and three for the key words. Model the game for them. Say “Touch (K)” and have the students repeat you as they touch the correct card. Increase speed each time. Have one student be the leader and say the next letter or word. Give each student a chance to be the leader.

Homework:

Workbook p. 20

■ Match the pictures with the letters.

Read the letters on the left column.

Have students draw a line from the letters to the matching picture.

Check students’ work to see that it is done correctly.

Go over the answers together and say the letters and words.

■ Trace and write the letters.

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up each student and have them write Jj, Kk, or Ll on the board. Repeat until all students have had a chance to write on the board.

Lesson 16 Objectives:

- Target Letters: Jj, Kk, Ll
- Target Sounds: /j/ /k/ /l/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Jj /j/: jam, jet, juice

Kk /k/: koala, king, key

Ll /l/: lion, lemon, lamp

Materials:

Student Book	p. 38 ~ 39
Workbook	p. 21
Flashcards	28 ~ 36
Audio CD	Tracks 25 ~ 26

Warm Up

Review the letters and sounds of Jj, Kk, Ll using flashcards.

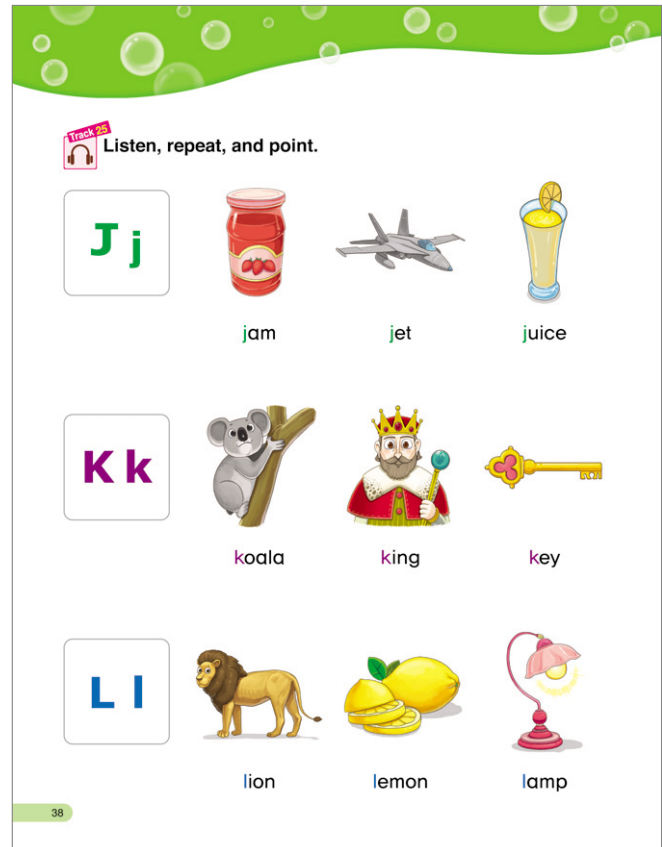
Review the three key words.

Presentation

■ Listen, repeat, and point.

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

J j. j j jam. j j jet. j j juice.


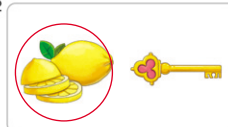
K k. k k koala. k k king. k k key.


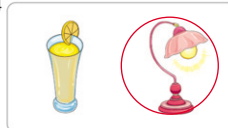
L l. l l lion. l l lemon. l l lamp.

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




Extend the activity by drawing Alphabet Pictures. Give each student a piece of paper. Have them write J, K, or L on the paper. Draw around the letter to make a picture that matches with the target letter. For example, J can be part of a spoon with jam on it.

Track 20 Listen and circle the correct picture.

1  2 

3  4 

Circle the correct beginning letter.

1  2  3 

k l j l j k j k l

39

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.39. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

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. 21

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. king, king.
- No. 2. lemon, lemon.
- No. 3. jet, jet.
- No. 4. lamp, lamp.

Check the work together. Go over all of the answer choices.

Lesson 17 Objectives:

- Target Letters: Jj, Kk, Ll
- Target Sounds: /j/ /k/ /l/

- * review the key words for Jj, Kk, Ll.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Jj /j/: jam, jet, juice
 Kk /k/: koala, king, key
 Ll /l/: lion, lemon, lamp

Materials:

Student Book	p. 40 ~ 41
Workbook	p. 22
Flashcards	28 ~ 36
Audio CD	Track 27

Warm Up

Review the nine key words from Lesson 16.
 Use flash cards to go over each word.

Presentation

■ Look and match.

Before you begin, go over the key word for each picture.
 Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
 Go around the room and make sure students are doing it properly. Check the answers together.

■ Listen and circle the beginning letter.

Write the target letters on the board. Chant the sounds for Jj, Kk, Ll.
 Listen to the track. Have students circle the correct beginning letter.

Look and match.

Listen and circle the beginning letter.

1	j	k	l	2	J	K	L
3	K	L	J	4	k	l	j
5	l	j	k	6	L	J	K


Script

- No. 1. key, key.
 No. 2. juice, juice.
 No. 3. lemon, lemon.
 No. 4. koala, koala.
 No. 5. lion, lion.
 No. 6. jam, jam.

Check the answers together.

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.

 **Check and write. Then say.**

<p>1</p> <p>k ✓ j</p> <p>king</p>	<p>2</p> <p>✓j j</p> <p>lamp</p>	<p>3</p> <p>k ✓j</p> <p>jet</p>
<p>4</p> <p>✓j k</p> <p>lion</p>	<p>5</p> <p>✓j l</p> <p>jam</p>	<p>6</p> <p>j ✓k</p> <p>key</p>
<p>7</p> <p>l ✓j</p> <p>juice</p>	<p>8</p> <p>✓k l</p> <p>koala</p>	<p>9</p> <p>j ✓j</p> <p>lemon</p>

41

Wrap Up

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.

Homework:

Workbook p. 22

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 18 Objectives:

- Target Letters: Jj, Kk, Ll
- Target Sounds: /j/ /k/ /l/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Jj /j/: jam, jet, juice
Kk /k/: koala, king, key
Ll /l/: lion, lemon, lamp

Materials:

Student Book	p. 42 ~ 43
Workbook	p. 23
Flashcards	28 ~ 36
Audio CD	Track 28

Warm Up

Review the nine key words. Use flash cards or refer to student book p.38.

Presentation

■ I Can Read!

Point to each sight word. Have students read them together.
Listen to the chant and follow along.



Script

Look at the girl!
She has jam and juice.
Look at the koala!
He has a key.
Look at the lion!
He has a lamp.
They are all on the jet.

Go through the class and have each student read one line. Continue until all students have had a chance to read.

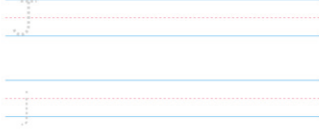
Assign each student to a target letter. Have them make a gesture for their letter. Listen to the chant again. Have students make their gesture when a word with their target letter is heard. Chant along and perform the gestures.



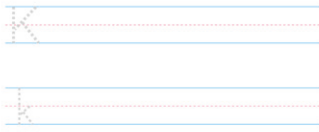
Trace and write.



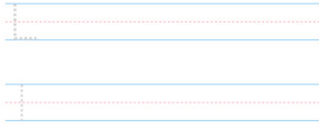
J j



K k



L l



43

Wrap Up

Writing Race: Divide the class into teams. Have one student from each team come to the board. Give them 30 seconds to write the target letters. The student who writes the most legibly wins a point. Repeat until all students have had a turn.

Homework:

Workbook p. 23

■ Trace and write.

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Review 2

Unit 3~4

Lesson 19 Objectives:

- Target Letters: Gg, Hh, Ii, Jj, Kk, Ll
- Target Sounds: /g/ /h/ /i/ /j/ /k/ /l/

* review the target letters and key words from Units 3 and 4.

* review writing target letters.

Key Words:

Gg /g/: goat, girl, gorilla
 Hh /h/: horse, hen, ham
 Ii /i/: iguana, insect, igloo
 Jj /j/: jam, jet, juice
 Kk /k/: koala, king, key
 Ll /l/: lion, lemon, lamp

Materials:

Student Book	p. 44 ~ 45
Workbook	p. 24 ~ 25
Flashcards	19 ~ 36
Audio CD	Tracks 29 ~ 30

Warm Up

Write Gg, Hh, Ii, Jj, Kk, Ll on the board. Have students repeat the letters after you.

Use flashcards to review key words from Units 3 and 4.

Presentation

■ Listen to the sound and circle the correct picture.

Go through the pictures and chant the key words. Turn on the track and have students circle the correct picture.

Script

No. 1. i, i.
 No. 2. j, j.
 No. 3. l, l.

Check the answers together.
 Chant the sound and matching picture.

Review 2

Unit 3~4

Track 29 Listen to the sound and circle the correct picture.

1

2

3

Track 30 Listen to the word and circle the beginning letter.

1

G g J j I i L l

2

3

4

H h I i K k G g

■ Listen to the word and circle the beginning letter.

Model the target letter sounds and have students repeat.


Listen to the word and have students circle the correct beginning letter.

Script


No. 1. girl, girl.
 No. 2. lemon, lemon.
 No. 3. hen, hen.
 No. 4. key, key.

Check the answers together.

Write the words for each answer on the board so students can understand the answer.


 Circle the beginning letter for the picture and write it.

1




Gg
Hh

2




Jj
 Kk

3




Hh
Ii

4




Kk
 Ll

5



Ii
 Jj

6



Gg
 Ll

45

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. 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 beginning letter for the picture and write it.

Have students circle the correct beginning target letters, then write them on the lines.

Go through the class and make sure students are doing the work properly.

Check answers together. Chant the key word and write the correct target letters on the board.

Go through each letter and the steps for writing them.

Lesson 20 Objectives:

- Target Letters: Gg, Hh, Ii, Jj, Kk, Ll
- Target Sounds: /g/ /h/ /i/ /j/ /k/ /l/

- * review matching target letters and key words.
- * review understanding of target beginning letters and sounds of words.

Key Words:

Gg /g/: goat, girl, gorilla
 Hh /h/: horse, hen, ham
 Ii /i/: iguana, insect, igloo
 Jj /j/: jam, jet, juice
 Kk /k/: koala, king, key
 Ll /l/: lion, lemon, lamp

Materials:

Student Book	p. 46 ~ 47
Workbook	p. 26 ~ 27
Flashcards	19 ~ 36
Audio CD	Track 31

Warm Up

Review key words from Units 3 and 4.





















Presentation

- **Listen and check the picture with the same beginning sound.**

Read the given words together. Talk about the sounds they make.

Listen to the track. Have students write the beginning target letter in the blank and check the picture that starts with the same beginning letter.

Track 31 Listen and check the picture with the same beginning sound.

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

46


Script

- No. 1. gorilla.
 No. 2. lion.
 No. 3. juice.
 No. 4. key.
 No. 5. ham.







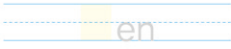
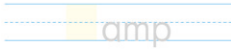




Check the answers together.
 Write the answers on the board.

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.

 Write the beginning letter and trace.

g h i ~~j~~ k l

1		2	
			
3		4	
			
5		6	
			

47

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

■ Write the beginning letter and trace.

Look at each lowercase target letter. Write them on the board. Have students write the letters in the air. Have students write the correct beginning letter for each question. Remind students that each letter is used once. Check the answers together.

Unit 5



Mm

Nn

Oo

Lesson 21 Objectives:

- Target Letters: Mm, Nn, Oo
- Target Sounds: /m/ /n/ /o/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Mm /m/: monkey
Nn /n/: nest
Oo /o/: octopus

Materials:

Student Book	p. 48 ~ 49
Workbook	p. 28
Flashcards	37, 40, 43
Audio CD	Tracks 32 ~ 33

Warm Up

Greet any students whose names begin with M, N, or O. Emphasize the beginning letter.
Introduce the target letters by writing them on the board. Ask students if they know what they are.
Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words.
Have the students listen to the track and repeat the sounds.

Script

M. m m monkey. m m monkey.
N. n n nest. n n nest.
O. o o octopus. o o octopus.

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

Unit 5

Mm Nn Oo

Track 32 Listen and repeat.

M m N n O o

Track 33 Chant along.

M m m m is for monkey. N n n n is for nest. O o o o is for octopus. I make the sounds with M N O.

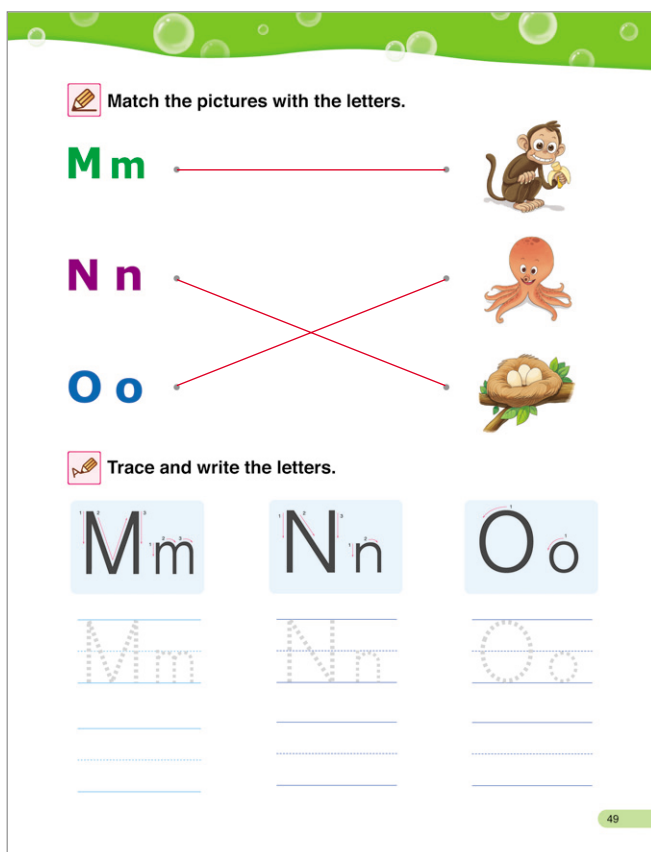
■ Chant along.

Listen to the track. Play it several times and have students chant with the CD.

Script

M m m m is for monkey.
N n n n is for nest.
O o o o is for octopus.
I make the sounds with m n o.

Extend the activity by dividing the class into groups or individual students. Assign a line to each group and take turns chanting.



Extend the activity by playing Body Letters. Divide the class into groups of four or more. Whisper J, K, or L to one student from each group. The students have to silently mime the shape of the letter with their bodies. The other group members try to guess the letter. The first team to guess correctly wins a point. Assign different letters to different students and repeat.

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 words match, the student keeps the cards. Students can reshuffle and play again if time allows.

Homework:

Workbook p. 28

■ Match the pictures with the letters.

Read the letters on the left column.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly.

Go over the answers together and say the letters and words.

■ Trace and write the letters.

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up each student and have them write Mm, Nn, or Oo on the board. Repeat until all students have had a chance to write on the board.

Lesson 22 Objectives:

- Target Letters: Mm, Nn, Oo
- Target Sounds: /m/ /n/ /o/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Mm /m/: monkey, mouse, map
 Nn /n/: nest, nose, net
 Oo /o/: octopus, owl, orange

Materials:

Student Book	p. 50 ~ 51
Workbook	p. 29
Flashcards	37 ~ 45
Audio CD	Tracks 34 ~ 35

Warm Up

Review the letters and sounds of Mm, Nn, Oo using flashcards.

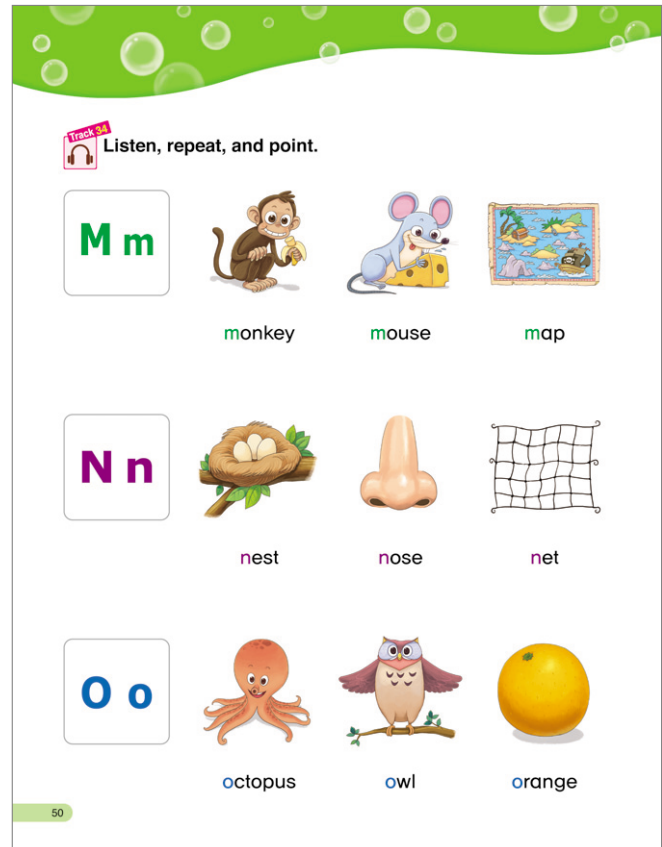
Review the three key words.

Presentation

■ Listen, repeat, and point.

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

M m. m m monkey. m m mouse. m m map.
 N n. n n nest. n n nose. n n net.
 O o. o o octopus. o o owl. o o orange.

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

Activity



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.

Track 51 Listen and circle the correct picture.

1  2 

3  4 

Circle the correct beginning letter.

1  2  3 

o n m m o n n m o

51

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.51. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

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. 29

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. orange, orange.
- No. 2. net, net.
- No. 3. map, map.
- No. 4. nose, nose.

Check the work together. Go over all of the answer choices.

Lesson 23 Objectives:

- Target Letters: Mm, Nn, Oo
- Target Sounds: /m/ /n/ /o/

- * review the key words for Mm, Nn, Oo.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Mm /m/: monkey, mouse, map
 Nn /n/: nest, nose, net
 Oo /o/: octopus, owl, orange

Materials:

Student Book	p. 52 ~ 53
Workbook	p. 30
Flashcards	37 ~ 45
Audio CD	Track 36

Warm Up

Review the nine key words from Lesson 22.
 Use flash cards to go over each word.

Presentation

■ Look and match.

Before you begin, go over the key word for each picture.
 Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
 Go around the room and make sure students are doing it properly. Check the answers together.

■ Listen and circle the beginning letter.

Write the target letters on the board. Chant the sounds for Mm, Nn, Oo.
 Listen to the track. Have students circle the correct beginning letter.

Look and match.

Illustrations of a nest, a mouse, an owl, a monkey, an octopus, and a nose. Lines connect the nest to 'Nn', the mouse to 'Mm', and the owl to 'Oo'. The monkey, octopus, and nose are not connected to any letter.

Track 36 Listen and circle the beginning letter.

1	<input checked="" type="radio"/> m	n	o	2	M	N	<input checked="" type="radio"/> O
3	<input checked="" type="radio"/> N	O	M	4	<input checked="" type="radio"/> o	m	n
5	o	n	<input checked="" type="radio"/> m	6	<input checked="" type="radio"/> N	M	O


Script










- No. 1. map, map.
 No. 2. owl, owl.
 No. 3. nose, nose.
 No. 4. orange, orange.
 No. 5. mouse, mouse.
 No. 6. nest, nest.

Check the answers together.

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.

 Check and write. Then say.

1  n range	2  n ap	3  n nose
4  n nest	5  m octopus	6  o mouse
7  m monkey	8  m net	9  n owl

53

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. 30

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 24 Objectives:

- Target Letters: Mm, Nn, Oo
- Target Sounds: /m/ /n/ /o/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Mm /m/: monkey, mouse, map
Nn /n/: nest, nose, net
Oo /o/: octopus, owl, orange

Materials:

Student Book	p. 54 ~ 55
Workbook	p. 31
Flashcards	37 ~ 45
Audio CD	Track 37

Warm Up

Review the nine key words. Use flash cards or refer to student book p.50.

Presentation

■ I Can Read!

Point to each sight word. Have students read them together.
Listen to the chant and follow along.



Script

There is a mouse.
The mouse is on the map.
There is a nest.
The nest is on the net.
There is an owl.
The owl is on the orange.

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

 **Trace and write.**



M m

M m



N n

N n



O o

O o

55

▪ **Trace and write.**

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Extend the activity by having a Writing Race. Call up 2-3 students at a time and see who can write the letters 10 times on the board. (Change the number of letters accordingly.)

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 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.

Homework:

Workbook p. 31

Unit 6



Pp

Qq

Rr

Lesson 25 Objectives:

- Target Letters: Pp, Qq, Rr
- Target Sounds: /p/ /q/ /r/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Pp /p/: pig
Qq /q/: queen
Rr /r/: rabbit

Materials:

Student Book	p. 56 ~ 57
Workbook	p. 32
Flashcards	46, 49, 52
Audio CD	Tracks 38 ~ 39

Warm Up

Greet any students whose names begin with P, Q, or R. Emphasize the beginning letter. Introduce the target letters by writing them on the board. Ask students if they know what they are. Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words. Have the students listen to the track and repeat the sounds.

Script

P. p p pig. p p pig.
Q. q q queen. q q queen.
R. r r rabbit. r r rabbit.

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


■ Chant along.


Listen to the track. Play it several times and have students chant with the CD.


Script


P p p p is for pig.
Q q q q is for queen.
R r r r is for rabbit.
I make the sounds with p q r.


Extend the activity by playing Round and Round. Divide the class into small groups of students. Have one group start the chant first. Each group starts the chant at different times and tries to finish without making a mistake.

 Match the pictures with the letters.


P p 

Q q 

R r 

 Trace and write the letters.

P p **Q q** **R r**



57

Wrap Up

Letter Mime: Divide the class into teams. Whisper P, Q, or R 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.

Homework:

Workbook p. 32

■ Match the pictures with the letters.

Read the letters on the left column.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly.

Go over the answers together and say the letters and words.

■ Trace and write the letters.

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up two or three students and have them write Pp, Qq, or Rr on the board. Encourage them to write quickly and legibly. Repeat until all students have had a chance to write on the board.

Lesson 26 Objectives:

- Target Letters: Pp, Qq, Rr
- Target Sounds: /p/ /q/ /r/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Pp /p/: pig, pizza, pen

Qq /q/: queen, quiet, quilt

Rr /r/: rabbit, rose, robot

Materials:

Student Book	p. 58 ~ 59
Workbook	p. 33
Flashcards	46 ~ 54
Audio CD	Tracks 40 ~ 41

Warm Up

Review the letters and sounds of Pp, Qq, Rr using flashcards.

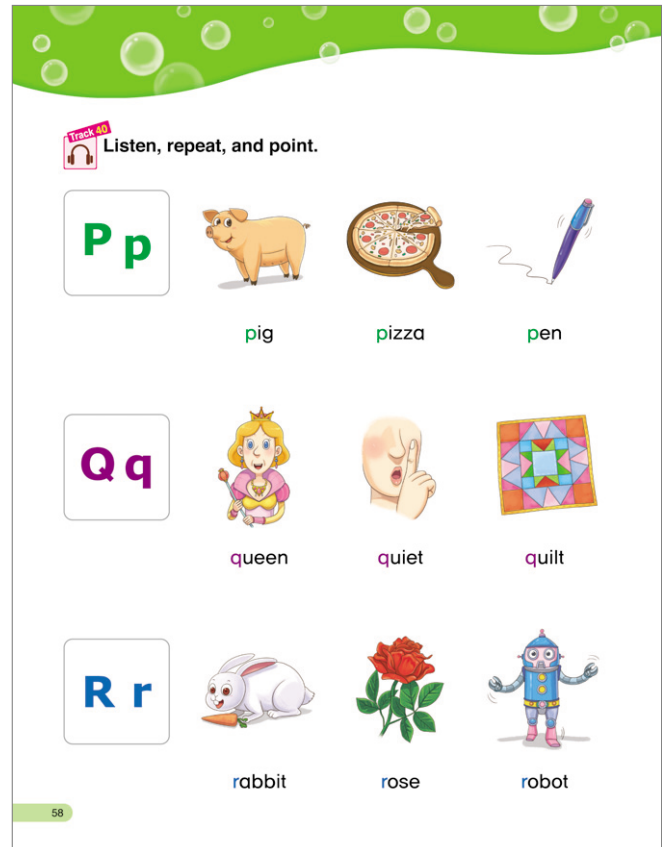
Review the three key words.

Presentation

■ Listen, repeat, and point.

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


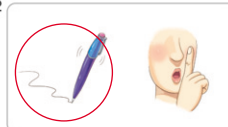
P p. p p pig. p p pizza. p p pen.
Q q. q q queen. q q quiet. q q quilt.
R r. r r rabbit. r r rose. r r robot.

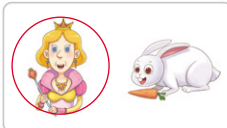

Then point to the pictures in random order and have the students say each one.


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.

Track 4 Listen and circle the correct picture.

1  2 

3  4 

 Circle the correct beginning letter.

1  2  3 

☒ r p q q ☒ p r p ☒ q r

59

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.59. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

Wrap Up

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.

Homework:

Workbook p. 33

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. pig, pig.
- No. 2. quiet, quiet.
- No. 3. rabbit, rabbit.
- No. 4. quilt, quilt.

Check the work together. Go over all of the answer choices.

Lesson 27 Objectives:

- Target Letters: Pp, Qq, Rr
- Target Sounds: /p/ /q/ /r/

- * review the key words for Pp, Qq, Rr.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Pp /p/: pig, pizza, pen
 Qq /q/: queen, quiet, quilt
 Rr /r/: rabbit, rose, robot

Materials:

Student Book	p. 60 ~ 61
Workbook	p. 34
Flashcards	46 ~ 54
Audio CD	Track 42

Warm Up

Review the nine key words from Lesson 26.
 Use flash cards to go over each word.

Presentation

■ Look and match.

Before you begin, go over the key word for each picture.
 Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
 Go around the room and make sure students are doing it properly. Check the answers together.

■ Listen and circle the beginning letter.

Write the target letters on the board. Chant the sounds for Pp, Qq, Rr.
 Listen to the track. Have students circle the correct beginning letter.


Script








- No. 1. rose, rose.
 No. 2. pen, pen.
 No. 3. pizza, pizza.
 No. 4. queen, queen.
 No. 5. robot, robot.
 No. 6. quiet, quiet.

Check the answers together.

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.

 Check and write. Then say.

1  ose	2  ueen	3  izza
4  ig	5  obot	6  uilt
7  uiet	8  en	9  abbit

61

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. 34

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 28 Objectives:

- Target Letters: Pp, Qq, Rr
- Target Sounds: /p/ /q/ /r/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Pp /p/: pig, pizza, pen
 Qq /q/: queen, quiet, quilt
 Rr /r/: rabbit, rose, robot

Materials:

Student Book	p. 62 ~ 63
Workbook	p. 35
Flashcards	46 ~ 54
Audio CD	Track 43

Warm Up

Review the nine key words. Use flash cards or refer to student book p.58.

Presentation

■ I Can Read!

Point to each sight word. Have students read them together.

Listen to the chant and follow along.





Who has the ?
 The has the .
 Who has the ?
 The has the .
 Who has the ?
 The has the .

Script

Who has the pizza?
 The pig has the pizza.
 Who has the quilt?
 The queen has the quilt.
 Who has the rose?
 The rabbit has the rose.


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.

 **Trace and write.**




P p

Tracing lines for uppercase P and lowercase p.



Q q

Tracing lines for uppercase Q and lowercase q.



R r

Tracing lines for uppercase R and lowercase r.

63

▪ **Trace and write.**

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

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.

Wrap Up

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.

Homework:

Workbook p. 35

Review 3

Unit 5~6

Lesson 29 Objectives:

- Target Letters: Mm, Nn, Oo, Pp, Qq, Rr
- Target Sounds: /m/ /n/ /o/ /p/ /q/ /r/

* review the target letters and key words from Units 5 and 6.

* review writing target letters.

Key Words:

Mm /m/: monkey, mouse, map

Nn /n/: nest, nose, net

Oo /o/: octopus, owl, orange

Pp /p/: pig, pizza, pen

Qq /q/: queen, quiet, quilt

Rr /r/: rabbit, rose, robot

Materials:

Student Book	p. 64 ~ 65
Workbook	p. 36 ~ 37
Flashcards	37 ~ 54
Audio CD	Tracks 44 ~ 45

Warm Up

Write Mm, Nn, Oo, Pp, Qq, Rr on the board.
Have students repeat the letters after you.
Use flashcards to review key words from Units 5 and 6.

Presentation

■ Listen to the sound and circle the correct picture.

Go through the pictures and chant the key words.
Turn on the track and have students circle the correct picture.

Script

- No. 1. o, o.
No. 2. q, q.
No. 3. n, n.

Check the answers together.
Chant the sound and matching picture.

Review 3

Unit 5~6

Track 44 Listen to the sound and circle the correct picture.

1

2

3

Track 45 Listen to the word and circle the beginning letter.

1

2

3

4

■ Listen to the word and circle the beginning letter.

Model the target letter sounds and have students repeat.

Listen to the word and have students circle the correct beginning letter.

Script


- No. 1. pig, pig.
No. 2. mouse, mouse.
No. 3. octopus, octopus.
No. 4. queen, queen.

Check the answers together.


Write the words for each answer on the board so students can understand the answer.

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.


 Circle the beginning letter for the picture and write it.

1




Mm
Nn

2




Pp
Qq

3




Oo
 Nn

4




Qq
Rr

5



Oo
Pp

6



Mm
 Rr

65

Wrap Up

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.

Homework:

Workbook p. 36 ~ 37

■ Circle the beginning letter for the picture and write it.

Have students circle the correct beginning target letters, then write them on the lines.

Go through the class and make sure students are doing the work properly.

Check answers together. Chant the key word and write the correct target letters on the board.

Go through each letter and the steps for writing them.

Lesson 30 Objectives:

- Target Letters: Mm, Nn, Oo, Pp, Qq, Rr
- Target Sounds: /m/ /n/ /o/ /p/ /q/ /r/

- * review matching target letters and key words.
- * review understanding of target beginning letters and sounds of words.

Key Words:

Mm /m/: monkey, mouse, map
 Nn /n/: nest, nose, net
 Oo /o/: octopus, owl, orange
 Pp /p/: pig, pizza, pen
 Qq /q/: queen, quiet, quilt
 Rr /r/: rabbit, rose, robot

Materials:

Student Book	p. 66 ~ 67
Workbook	p. 38 ~ 39
Flashcards	37 ~ 54
Audio CD	Track 46

Warm Up

Review key words from Units 5 and 6.





Presentation





- **Listen and check the picture with the same beginning sound.**





Read the given words together. Talk about the sounds they make.





Listen to the track. Have students write the beginning target letter in the blank and check the picture that starts with the same beginning letter.





Track 46 Listen and check the picture with the same beginning sound.

1  ☐  ☒  ☐ 

2  ☐  ☒  ☐ 

3  ☐  ☒  ☐ 

4  ☐  ☐  ☒ 

5  ☐  ☒  ☐ 

66


Script

- No. 1. pen.
 No. 2. map.
 No. 3. queen.
 No. 4. rabbit.
 No. 5. nest.



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



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.



 Write the beginning letter and trace.



m n o p q r



1  

2  

3  

4  

5  

6  

67

Wrap Up

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.

Homework:

Workbook p. 38 ~ 39

■ Write the beginning letter and trace.

Look at each lowercase target letter. Write them on the board. Have students write the letters in the air. Have students write the correct beginning letter for each question. Remind students that each letter is used once. Check the answers together.



Ss

Tt

Uu

Vv

Lesson 31 Objectives:

- Target Letters: Ss, Tt, Uu, Vv
- Target Sounds: /s/ /t/ /u/ /v/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Ss /s/: seal
Tt /t/: tiger
Uu /u/: umbrella
Vv /v/: van

Materials:

Student Book	p. 68 ~ 69
Workbook	p. 40
Flashcards	55, 58, 61, 64
Audio CD	Tracks 47 ~ 48

Warm Up

Greet any students whose names begin with S, T, U, or V. Emphasize the beginning letter.
Introduce the target letters by writing them on the board. Ask students if they know what they are.
Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words.

Have the students listen to the track and repeat the sounds.

Script

S. s s seal. s s seal.
T. t t tiger. t t tiger.
U. u u umbrella. u u umbrella.
V. v v van. v v van.

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

Unit 7

Ss Tt Uu Vv

Track 47 Listen and repeat.

Ss Tt Uu Vv

Track 48 Chant along.

S s s s is for seal. T t t t is for tiger.
U u u u is for umbrella. V v v v is for van.
I make the sounds with S T U V.


■ Chant along.


Listen to the track. Play it several times and have students chant with the CD.


Script


S s s s is for seal.
T t t t is for tiger.
U u u u is for umbrella.
V v v v is for van.
I make the sounds with s t u v.


Extend the activity. Give each student four flashcards, one for each target letter. When the letter and word is played in the chant, have students hold up and chant the correct letter and word.


 Match the pictures with the letters.

S s 

T t 

U u 

V v 

 Trace and write the letters.

S s **T t** **U u** **V v**

(Tracing lines and blank writing lines follow for each letter pair)

69

Wrap Up

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.

Homework:

Workbook p. 40

■ Match the pictures with the letters.

Read the letters on the left column.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly.

Go over the answers together and say the letters and words.

■ Trace and write the letters.

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up each student and have them write Ss, Tt, Uu, or Vv on the board. Repeat until all students have had a chance to write on the board.

Lesson 32 Objectives:

- Target Letters: Ss, Tt, Uu, Vv
- Target Sounds: /s/ /t/ /u/ /v/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Ss /s/: seal
Tt /t/: tiger
Uu /u/: umbrella
Vv /v/: van

Materials:

Student Book	p. 70 ~ 71
Workbook	p. 41
Flashcards	55 ~ 66
Audio CD	Tracks 49 ~ 50

Warm Up

Review the letters and sounds of Ss, Tt, Uu, Vv using flashcards.


Review the three key words.













Presentation

■ Listen, repeat, and point.

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.

 Listen, repeat, and point.

Ss	 seal	 sun	 snake
Tt	 tiger	 turtle	 tree
Uu	 umbrella	 up	 under
Vv	 van	 violin	 vest

Script

S s. s s seal. s s sun. s s snake.

T t. t t tiger. t t turtle. t t tree.

U u. u u umbrella. u u up. u u under.



V v. v v van. v v violin. v v vest.



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



Activity



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.

Track 50 Listen and circle the correct picture.





1  

2  

3  

4  

Circle the correct beginning letter.

1  2  3  4 

u v **s** t s **t** u v v t s **u** t **v** u s

71

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.71. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

Wrap Up

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.

Homework:

Workbook p. 41

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. sun, sun.
No. 2. tiger, tiger.
No. 3. umbrella, umbrella.
No. 4. vest, vest.

Check the work together. Go over all of the answer choices.

Lesson 33 Objectives:

- Target Letters: Ss, Tt, Uu, Vv
- Target Sounds: /s/ /t/ /u/ /v/

- * review the key words for Gg, Hh, Ii.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Ss /s/: seal, sun, snake
 Tt /t/: tiger, turtle, tree
 Uu /u/: umbrella, up, under
 Vv /v/: van, violin, vest

Materials:

Student Book	p. 72 ~ 73
Workbook	p. 42
Flashcards	55 ~ 66
Audio CD	Track 51

Warm Up

Review the nine key words from Lesson 32.
 Use flash cards to go over each word.

Presentation

Look and match.

Before you begin, go over the key word for each picture.
 Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.
 Go around the room and make sure students are doing it properly. Check the answers together.

Listen and circle the beginning letter.

Write the target letters on the board. Chant the sounds for Ss, Tt, Uu, Vv.
 Listen to the track. Have students circle the correct beginning letter.

Look and match.

Track 51 Listen and circle the beginning letter.

1	v	t	u	2	V	T	S
3	U	S	V	4	t	s	v
5	s	t	v	6	S	T	V


Script










- No. 1. up, up.
- No. 2. tree, tree.
- No. 3. vest, vest.
- No. 4. violin, violin.
- No. 5. seal, seal.
- No. 6. snake, snake.

Check the answers together.

Activity

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).

 Check and write. Then say.

1 s  u mbrella	2 t  v urtle	3 u  s eal
4 v  u nder	5 v  u est	6 t  s iger
7 v  t ree	8 s  u un	9 v  u an

73

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. 42

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 34 Objectives:

- Target Letters: Ss, Tt, Uu, Vv
- Target Sounds: /s/ /t/ /u/ /v/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Ss /s/: seal, sun, snake
 Tt /t/: tiger, turtle, tree
 Uu /u/: umbrella, up, under
 Vv /v/: van, violin, vest

Materials:

Student Book	p. 74 ~ 75
Workbook	p. 43
Flashcards	55 ~ 66
Audio CD	Track 52

Warm Up

Review the nine key words. Use flash cards or refer to student book p.70.

Presentation

■ I Can Read!

Point to each sight word. Have students read them together.

Listen to the chant and follow along.



Where is the snake?

The snake is on the seal.

Where is the turtle?

The turtle is on the tiger.

Where is the umbrella?

The umbrella is under the desk.

Where is the violin?

The violin is on the vest.

Script

Where is the snake?

The snake is on the seal.

Where is the turtle?

The turtle is on the tiger.

Where is the umbrella?

The umbrella is under the desk.

Where is the violin?

The violin is on the vest.

Extend the activity by having 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. Encourage them to sing along. 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.

 **Trace and write.**



Ss

S s



Tt

T t



Uu

U u



Vv

V v

75

▪ **Trace and write.**

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Activity

Allow several students to come up to the board. Call out a target letter. Give them 15 seconds to write the partner letters as many times as they can. The winner is the student with the most (and legible) letters written.

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 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.

Homework:

Workbook p. 43

Unit 8



Lesson 35 Objectives:

- Target Letters: Ww, Xx, Yy, Zz
- Target Sounds: /w/ /ks/ /y/ /z/

- * learn the target letters and sounds.
- * learn new words that start with the target letter and sounds.
- * practice speaking, reading, and writing the target letters, sounds, and new words.

Key Words:

Ww /w/: wolf
Xx /ks/: ox
Yy /y/: yo-yo
Zz /z/: zebra

Materials:

Student Book	p. 76 ~ 77
Workbook	p. 44
Flashcards	67, 70, 73, 76
Audio CD	Tracks 53 ~ 54

Warm Up

Greet any students whose names begin with W, X, Y, or Z. Emphasize the beginning letter. Introduce the target letters by writing them on the board. Ask students if they know what they are. Explain the names of the letters and their sounds.

Presentation

■ Listen and repeat.

Point to each letter and picture. Practice saying the letters and words. Have the students listen to the track and repeat the sounds.

Script

W. w w wolf. w w wolf.
X. x x ox. x x ox.
Y. y y yo-yo. y y yo-yo.
Z. z z zebra. z z zebra.

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




■ Chant along.

Listen to the track. Play it several times and have students chant with the CD.





Script


W w w w is for wolf.
X x x x is for ox.
Y y y y is for yo-yo.
Z z z z is for zebra.
I make the sounds with w x y z.

Extend the activity: 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.

 Match the pictures with the letters.

Ww Xx Yy Zz

 Trace and write the letters.

Ww Xx Yy Zz

Ww Xx Yy Zz

77

Wrap 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 the beginning letter. Continue the game using the same flashcards or new ones. (Can also be played using target letter cards.)

Homework:

Workbook p. 44

■ Match the pictures with the letters.

Read the letters on the left column.

Have students draw a line from the letters to the matching picture.

Check students' work to see that it is done correctly.

Go over the answers together and say the letters and words.

■ Trace and write the letters.

Model the writing of the letters on the board. Show students the correct way and order. Say each step aloud as you write them.

Have students try on their own. Walk around and help any students who are struggling.

Call up each student and have them write Ww, Xx, Yy, or Zz on the board. Repeat until all students have had a chance to write on the board.

Lesson 36 Objectives:

- Target Letters: Ww, Xx, Yy, Zz
- Target Sounds: /w/ /ks/ /y/ /z/

- * learn 2 new words for each target letter.
- * practice speaking and reading the target letters, sounds, and words.

Key Words:

Ww /w/: wolf, web, watch

Xx /ks/: ox, box, six

Yy /y/: yo-yo, yacht, yogurt

Zz /z/: zebra, zoo, zipper

Materials:

Student Book	p. 78 ~ 79
Workbook	p. 45
Flashcards	67 ~ 78
Audio CD	Tracks 55 ~ 65

Warm Up

Review the letters and sounds of Ww, Xx, Yy, Zz using flashcards.

Review the three key words.













Presentation

■ Listen, repeat, and point.

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.

Track 55 Listen, repeat, and point.

Ww			
	wolf	web	watch
Xx			
	ox	box	six
Yy			
	yo-yo	yacht	yogurt
Zz			
	zebra	zoo	zipper

78

Script

W w. w w wolf. w w web. w w watch.

X x. x x ox. x x box. x x six.

Y y. y y yo-yo. y y yacht. y y yogurt.

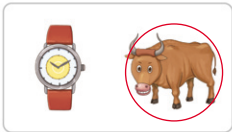

Z z. z z zebra. z z zoo. z z zipper.


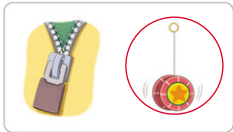
Then point to the pictures in random order and have the students say each one.

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.

Track 50 Listen and circle the correct picture.

1  2 

3  4 

Circle the correct beginning or ending letter.

1  2  3  4 

w x y z x w z y y x z w z x y w

79

■ **Circle the correct beginning letter.**

Draw students' attention to the bottom of p.79. Have students find the correct letter for the key words. Check the work together. Have students call out the key word for each question.

Wrap Up

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.

Homework:

Workbook p. 45

■ **Listen and circle the correct picture.**

Listen to the track and have students circle the picture that matches.

Script

- No. 1. ox, ox.
- No. 2. zoo, zoo.
- No. 3. wolf, wolf.
- No. 4. yo-yo, yo-yo.

Check the work together. Go over all of the answer choices.

Lesson 37 Objectives:

- Target Letters: Ww, Xx, Yy, Zz
- Target Sounds: /w/ /ks/ /y/ /z/

- * review the key words for Gg, Hh, Ii.
- * match target letters with key words.
- * fully grasp the capital and lowercase forms of target letters.
- * look at the spellings of key words.

Key Words:

Ww /w/: wolf, web, watch
 Xx /ks/: ox, box, six
 Yy /y/: yo-yo, yacht, yogurt
 Zz /z/: zebra, zoo, zipper

Materials:

Student Book	p. 80 ~ 81
Workbook	p. 46
Flashcards	67 ~ 78
Audio CD	Track 57

Warm Up

Review the nine key words from Lesson 36.
 Use flash cards to go over each word.

Presentation

■ Look and match.

Before you begin, go over the key word for each picture.

Have student draw a line from each picture to the matching beginning letter. Each letter should have two lines connecting to two pictures.

Go around the room and make sure students are doing it properly. Check the answers together.

■ Listen and circle the beginning letter.

Write the target letters on the board. Chant the sounds for Ww, Xx, Yy, Zz.

Listen to the track. Have students circle the correct beginning letter.

Look and match.

Activity page showing a matching exercise. On the left, there are six images: a bowl of yogurt, a zoo, a watch, a bull (ox), a yo-yo, and a spider web. In the center, there are four letters: Xx, Ww, Zz, and Yy. On the right, there are six images: a spider web, the number 6, a zipper, a ship (yacht), a bull (ox), and a zebra. Lines connect the images to the letters: Xx to the ox and six; Ww to the web and watch; Zz to the zipper and zebra; Yy to the yacht and yogurt.

Track 57 Listen and circle the beginning or ending letter.

1	w	x	y	2	Y	Z	W
3	Z	X	W	4	x	w	y
5	y	z	w	6	Z	W	Y

Script

- No. 1. six, six.
 No. 2. web, web.
 No. 3. zipper, zipper.
 No. 4. yogurt, yogurt.
 No. 5. yacht, yacht.
 No. 6. zoo, zoo.

Check the answers together.

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.

 **Check and write. Then say.**

<p>1</p> <p>x</p> <p>y</p> <p>o</p> 	<p>2</p> <p>w</p> <p>z</p> <p>oo</p> 	<p>3</p> <p>w</p> <p>y</p> <p>alf</p> 
<p>4</p> <p>v</p> <p>w</p> <p>acht</p> 	<p>5</p> <p>w</p> <p>x</p> <p>bo</p> 	<p>6</p> <p>y</p> <p>z</p> <p>ebra</p> 
<p>7</p> <p>w</p> <p>v</p> <p>o-yo</p> 	<p>8</p> <p>w</p> <p>z</p> <p>eb</p> 	<p>9</p> <p>x</p> <p>y</p> <p>ogurt</p> 

81

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. 46

■ Check and write. Then say.

Have students check the correct beginning letter for each word.

Then, write the letter on the lines below.

Make sure all students have finished before checking the answers together.

Read and repeat each word several times.

Lesson 38 Objectives:

- Target Letters: Ww, Xx, Yy, Zz
- Target Sounds: /w/ /ks/ /y/ /z/

- * use sight words to read a chant.
- * practice writing target letters in both capital and lowercase form.

Key Words:

Ww /w/: wolf, web, watch
Xx /ks/: ox, box, six
Yy /y/: yo-yo, yacht, yogurt
Zz /z/: zebra, zoo, zipper

Materials:

Student Book	p. 82 ~ 83
Workbook	p. 47
Flashcards	67 ~ 78
Audio CD	Track 58

Warm Up

Review the nine key words. Use flash cards or refer to student book p.78.

Presentation

■ I Can Read!

Point to each sight word. Have students read them together.


Listen to the chant and follow along.






Script




Look at the wolf!
The wolf has a watch.
Look at the yo-yo!
The yo-yo is on the yacht.
Look at the ox!
The ox is in the box.
Look at the zebra!
The zebra is in the zoo.

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.



 **Trace and write.**



W w

X x


Y y

Z z

83

▪ **Trace and write.**

Go over the steps of writing the target letters. Have students trace the given letters then write by themselves. Have each student write the letters at least 5 times.

Activity

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. Ex: W can become a wolf's teeth, Z can be the neck and body of a zebra, X can be the edges of a box, etc.

Wrap Up

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.

Homework:

Workbook p. 47

Review 4

Unit 7~8

Lesson 39 Objectives:

- Target Letters: Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Target Sounds: /s/ /t/ /u/ /v/ /w/ /ks/ /y/ /z/

* review the target letters and key words from Units 7 and 8.

* review writing target letters.

Key Words:

Ss /s/: seal, sun, snake

Tt /t/: tiger, turtle, tree

Uu /u/: umbrella, up, under

Vv /v/: van, violin, vest

Ww /w/: wolf, web, watch

Xx /ks/: ox, box, six

Yy /y/: yo-yo, yacht, yogurt

Zz /z/: zebra, zoo, zipper

Materials:

Student Book	p. 84 ~ 85
Workbook	p. 48 ~ 49
Flashcards	55 ~ 78
Audio CD	Tracks 59 ~ 60

Warm Up

Write Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz on the board.
Have students repeat the letters after you.
Use flashcards to review key words from Units 7 and 8.

Presentation

■ Listen to the sound and circle the correct picture.

Go through the pictures and chant the key words.
Turn on the track and have students circle the correct picture.

Script

- No. 1. v, v.
No. 2. z, z.
No. 3. w, w.

Check the answers together.
Chant the sound and matching picture.

Review 4

Unit 7~8

Track 59 Listen to the sound and circle the correct picture.

1

2

3

Track 60 Listen to the word and circle the beginning or ending letter.

1

Y y S s V v W w

2

3

4

T t U u X x Z z

■ Listen to the word and circle the beginning letter.

Model the target letter sounds and have students repeat.

Listen to the track and have students circle the correct beginning or ending letter.

Script

- No. 1. snake, snake.
No. 2. watch, watch.
No. 3. tiger, tiger.
No. 4. ox, ox.

Check the answers together.

Write the words for each answer on the board so students can understand the answer.

 Circle the beginning or ending letter for the picture and write it.


1  Uu
Ww

2  Vv
Yy

3  Tt
Xx

4  Ss
Zz

5  Xx
Yy

6  Ww
Zz

85

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. 48 ~ 49

Activity

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 you, 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.

■ Circle the beginning letter for the picture and write it.

Have students circle the correct beginning target letters, then write them on the lines.

Go through the class and make sure students are doing the work properly.

Check answers together. Chant the key word and write the correct target letters on the board.

Go through each letter and the steps for writing them.

Lesson 40 Objectives:

- Target Letters: Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz
- Target Sounds: /s/ /t/ /u/ /v/ /w/ /ks/ /y/ /z/

- * review matching target letters and key words.
- * review understanding of target beginning letters and sounds of words.

Key Words:

Ss /s/: seal, sun, snake

Tt /t/: tiger, turtle, tree

Uu /u/: umbrella, up, under

Vv /v/: van, violin, vest

Ww /w/: wolf, web, watch

Xx /ks/: ox, box, six

Yy /y/: yo-yo, yacht, yogurt

Zz /z/: zebra, zoo, zipper

Materials:

Student Book	p. 86 ~ 87
Workbook	p. 50 ~ 51
Flashcards	55 ~ 78
Audio CD	Track 61

Warm Up

Review key words from Units 7 and 8.





















Presentation

- **Listen and check the picture with the same beginning sound.**

Read the given words together. Talk about the sounds they make.

Listen to the track. Have students write the beginning target letter in the blank and check the picture that starts with the same beginning letter.

Track 61 Listen and check the picture with the same beginning sound.

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


Script

- No. 1. under.
 No. 2. zoo.
 No. 3. sun.
 No. 4. yo-yo.
 No. 5. tree.


Check the answers together.
 Write the 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.


 Write the beginning or ending letter and trace.


t u v w x y


1 
u mbrella

2 
_ est

3 
_ acht

4 
_ o _

5 
_ urtle

6 
_ atch

87

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. 50 ~ 51

■ Write the beginning letter and trace.

Look at each lowercase target letter. Write them on the board. Have students write the letters in the air. Have students write the correct beginning letter for each question. Remind students that each letter is used once. Check the answers together.

Final Review

Lesson 41 Objectives:

- * review key words from Units 1~8.
- * review writing beginning and ending target letters.
- * review sounds from Units 1~8.

Materials:

Student Book	p. 88 ~ 89
Workbook	p. 52 ~ 53
Flashcards	01 ~ 78
Audio CD	Tracks 62 ~ 63

Warm Up

Sing the Alphabet Song. Discuss any difficult target letters.

Call out random target letters. Have students write them on a piece of paper. Check each one by having students hold up their paper.

Presentation

■ Listen to the sound and circle the right picture.

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

Script

- No. 1. n, n.
- No. 2. r, r.
- No. 3. f, f.
- No. 4. l, l.
- No. 5. h, h.
- No. 6. u, u.

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

Final Review

Track 62 Listen to the sound and circle the right picture.

1				
2				
3				
4				
5				
6				

88

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.

Track 89 Listen to the word and write the missing letter.

1  _ _ _ nake	2  _ _ _ ogurt
3  bo _ _ _	4  _ _ _ ueen
5  _ _ _ orse	6  _ _ _ at
7  _ _ _ am	8  _ _ _ ose

89

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. 52 ~ 53

■ Listen to the word and write the missing letter.

Have students listen to the track and write the correct letter.

Script

- No. 1. snake, snake.
- No. 2. yogurt, yogurt.
- No. 3. box, box.
- No. 4. queen, queen.
- No. 5. horse, horse.
- No. 6. cat, cat.
- No. 7. jam, jam.
- No. 8. nose, nose.

Check answers together. Write the letters on the board. Go over the correct way to write the letters. Chant the sounds and words.

Lesson 42 Objectives:

- * review key words from Units 1~8 .
- * review writing partner target letters.

Materials:

Student Book	p. 90 ~ 91
Workbook	p. 54 ~ 55
Flashcards	01 ~ 78
Audio CD	Track 64

Warm Up

Sing the Alphabet Song.

Activity


Begin to draw a picture of a key word 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


Circle the correct word for the picture.

Have students look at each picture and choose the correct word.

Check answers together. Chant the sounds and words of the answers. If time allows, chant the sound and words of the other answer choices.


 Circle the correct word.

1




zipper
watch

2




sun
car

3




goat
king

4




alligator
elephant

5




rose
lion

6




juice
igloo

7



yacht
owl

8











up
van

90

Activity

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.

Track 64 Listen to the word and write the beginning letter.

1 	2 
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>
3 	4 
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>
5 	6 
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>
7 	8 
<u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u>

91

Wrap Up

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.

Homework:

Workbook p. 54 ~ 55

■ Listen to the word and write the beginning or ending letter.

Have students listen to the track and write the correct pair of target letters.

Script

- No. 1. bear, bear.
- No. 2. jet, jet.
- No. 3. violin, violin.
- No. 4. ham, ham.
- No. 5. robot, robot.
- No. 6. map, map.
- No. 7. elbow, elbow.
- No. 8. zoo, zoo.

Check answers together. Write the target letters on the board and chant the letters and sounds.

Write the key words on the board. Encourage students to study the spellings.

Final Test

Final Test

Track 84 Listen to the word and check the right picture.

ex. 

1. 

2. 

3. 

4. 


94


■ Listen to the word and check the right picture.


Script


ex) car, car.
 No. 1. doll, doll.
 No. 2. gorilla, gorilla.
 No. 3. zoo, zoo.
 No. 4. octopus, octopus.

Track 85 Listen and circle.



ex.  Dd Gg **Kk**



5.  **Ff** Ll Pp



6.  Ss **Yy** Tt



7.  Zz **Qq** Rr

Track 86 Listen and check.

ex.  

8.  

9.  

10.  

95

■ Listen and circle.

Script


ex) k, k.
 No. 5. f, f.
 No. 6. y, y.
 No. 7. q, q.


■ Listen and check


Script


ex) n, n, nest.
 No. 8. s, s, snake.
 No. 9. g, g, goat.
 No. 10. z, z, zebra.


Listen and write the correct beginning letter.

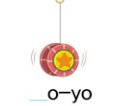
ex.  fox


11  orse


12  et


13  us


14  izza


15  o-yo


16  obot

17  nt




18  nake




19  onkey



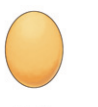
20  iger




21  og

Check the picture with the right beginning letter.

ex.  Tt  Gg  Cc

22  Gg  Pp  Mm


23  Yy  Aa  Ff

24  Zz  Ii  Bb

■ Listen and write the correct beginning letter.

Script

ex) fox, fox.
 No. 11. horse, horse.
 No. 12. jet, jet.
 No. 13. bus, bus.
 No. 14. pizza, pizza.
 No. 15. yo-yo, yo-yo.
 No. 16. robot, robot.
 No. 17. ant, ant.
 No. 18. snake, snake.
 No. 19. monkey, monkey.
 No. 20. tiger, tiger.
 No. 21. dog, dog.

 Look at the picture. Circle the correct beginning letter.

ex.



Ee

Nn

Ss

25



Tt

Vv

Ww

26



Jj

Ll

Ii

27



Ww

Yy

Dd

28



Kk

Qq

Pp

29



Mm

Oo

Rr

98

 Write the beginning or ending letter.

ex.



bear

30



up

31



ueen

32



olf

33



ouse

34



rog

35



bo

36



oo

37



an

38



mbrella

99



Circle the beginning letter and write the word.

1



a b c

ear

2



b e c

up

3



c d a

lligator

4



a c b

us



Check the correct word.

1



- ☐ car
☐ dog

2



- ☐ egg
☐ apple

3



- ☐ ant
☐ cat

4

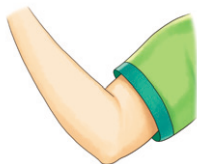


- ☐ bear
☐ book



Circle the beginning letter and write the word.

1



d c e

Elbow

2



f e d

Fish

3



d e f

Doll

4



b d e

Desk



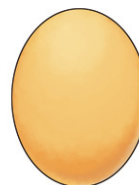
Check the correct word.

1



- ☐ fish
☐ dog

2



- ☐ egg
☐ apple

3



- ☐ fox
☐ car

4



- ☐ frog
☐ elephant



Circle the beginning letter and write the word.

1



i h g

en

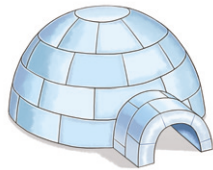
2



f g h

orilla

3



i c h

gloo

4



h g i

orse



Check the correct word.

1



- ☐ girl
- ☐ iguana
- ☐ frog

2



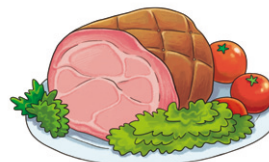
- ☐ car
- ☐ horse
- ☐ goat

3



- ☐ hen
- ☐ elbow
- ☐ insect

4



- ☐ ham
- ☐ igloo
- ☐ girl



Choose the beginning letter and write the word.

j e k c l g

1



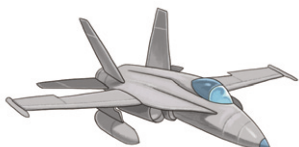
oala

2



ion

3



et

4



am



Check the correct word.

1



- ☐ lemon
- ☐ gorilla
- ☐ lamp

2



- ☐ elbow
- ☐ juice
- ☐ horse

3



- ☐ king
- ☐ horse
- ☐ key

4



- ☐ hen
- ☐ apple
- ☐ lemon



Choose the beginning letter and write the word.

a

o

m

k

g

n

1



est

2



range

3



wl

4



ap



Check the correct word.

1



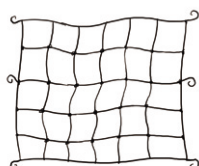
- ☐ key
- ☐ mouse
- ☐ nose

2



- ☐ octopus
- ☐ girl
- ☐ iguana

3



- ☐ cup
- ☐ net
- ☐ jam

4



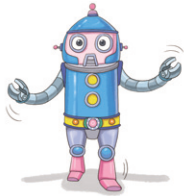
- ☐ frog
- ☐ monkey
- ☐ koala



Choose the beginning letter and write the word.

q i r l p h

1



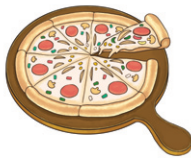
obot

2



uiet

3



izza

4

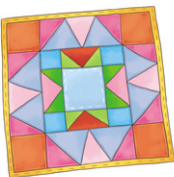


ueen



Look and write the correct word.

1



2



3



4



rose

pen

quilt

rabbit



Complete the word.

1



nder

2



iolin

3



ree

4



an

5



urtle

6



nake



Look and write the correct word.

1



2



3



4



vest

umbrella

seal

tiger



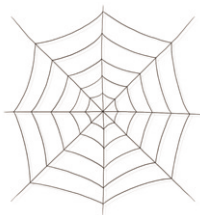
Complete the word.

1



ogurt

2



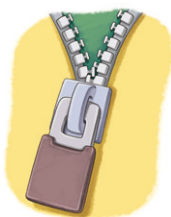
eb

3



bo

4



ipper

5



acht

6



olf



Look and write the correct word.

1



2



3



4



six

yo-yo

zebra

watch

Unit 1

- A** 1 bear 2 cup
3 alligator 4 bus
- B** 1 car 2 apple
3 cat 4 book

Unit 2

- A** 1 elbow 2 fish
3 doll 4 desk
- B** 1 dog 2 egg
3 fox 4 elephant

Unit 3

- A** 1 hen 2 gorilla
3 igloo 4 horse
- B** 1 girl 2 goat
3 insect 4 ham

Unit 4

- A** 1 koala 2 lion
3 jet 4 jam
- B** 1 lamp 2 juice
3 king 4 lemon

Unit 5

- A** 1 nest 2 orange
3 owl 4 map
- B** 1 nose 2 octopus
3 net 4 monkey

Unit 6

- A** 1 robot 2 quiet
3 pizza 4 queen
- B** 1 quilt 2 pen
3 rabbit 4 rose

Unit 7

- A** 1 under 2 violin
3 tree 4 yan
5 turtle 6 snake
- B** 1 umbrella 2 tiger
3 seal 4 vest

Unit 8

- A** 1 yogurt 2 web
3 box 4 zipper
5 yacht 6 wolf
- B** 1 zebra 2 six
3 watch 4 yo-yo