



# **Teacher's Guide**

**For 8 and 12 weeks Curriculum**

**[English Version]**



# Teacher's Guide for 8 weeks 30mins/class. 3classes/week



## A. Syllabus

Week	Class	Unit		Week	Class	Unit	
1	1	1	Short <i>a</i>	5	13	7	Long <i>o</i>
	2				14		
	3	2	Short <i>i</i>		15	8	Long <i>u</i>
2	4			6	16		
	5	3	Short <i>e &amp; o</i>		17	9	<i>l</i> & <i>r</i> Blends
	6				18		
3	7	4	Short <i>u</i>	7	19	10	Consonant Blends & Digraphs
	8				20		
	9	5	Long <i>a</i>		21	11	Vowel Blends & Diphthongs
4	10			8	22		
	11	6	Long <i>i</i>		23	12	<i>r</i> -Controlled Vowels
	12				24		

## B. Lesson Plan: Brief

\*Sample Lesson Plan written for Class 1, Unit 1. Short *a*

Minutes	Activity	Materials	PPT_Slide Number
3	Role Call / Check Homework	Writing Worksheet (Unit1), Vocab Practice (Unit1)	
5	Step 1: Learn	Target Word Card_Big (Unit1)	
2	Sing Along	PPT (Unit1)	Slide 2
6	Step 2: Practice the Sounds	PPT (Unit1)	Slides 3, 4
2	Sing Along	PPT (Unit1)	Slide 2
6	Step 3: Practice the Words	PPT (Unit1)	Slides 5, 6
6	Step 4: Practice the Sentences	PPT (Unit1)	Slides 7, 8

\*Sample Lesson Plan written for Class 2, Unit 1. Short *a*

Minutes	Activity	Materials	PPT_Slide Number
2	Role Call		
10	Step 5: Read	PPT (Unit1), Sight Word Card (Unit1)	Slide 9
12	Step 6: After Reading	PPT (Unit1)	Slides 10, 11, 12
4	Step 7: Expand	PPT (Unit1)	Slide 13
2	Homework	Workbook (Unit1), Writing Worksheet (Unit2), Vocab Practice (Unit2)	

## C. Lesson Plan: Semi-Detailed

\*Sample Lesson Plan written for Class 1, Unit 1. Short a

Time	Content	Key Teaching Points
3 min.	Role Call / Check Homework	<ul style="list-style-type: none"> <li>- Check <i>Writing Worksheet</i> for unit 1.</li> <li>- Check <i>Vocabulary Practice</i> for unit 1.</li> </ul>
5 min.	Step 1: Learn	<ul style="list-style-type: none"> <li>- Pass out the <i>Target Word Cards_Big</i> to students and quiz them on the words and sounds.</li> <li>- Ask students to identify a few of the words/sounds by calling out a word/sound and having students point to the corresponding one on their card.</li> <li>- Ask students to say the words/sounds by pointing to a word/sound and having students read it aloud.</li> </ul>
2 min.	Sing Along [PPT Slide 2]	<ul style="list-style-type: none"> <li>- Tell students to listen to the first song one time, and then play the track.</li> <li>- Ask students to point to each word as the song mentions it.</li> </ul>
6 min.	Step 2: Practice the Sounds [PPT Slide 3-4]	<ul style="list-style-type: none"> <li>- [Slide 3] Play the track and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 3] Play the rest of the track and check student responses.</li> <li>- [Slide 4] Review number 1 as a class by having students say the 'am' sound and the two words circled in red.</li> <li>- [Slide 4] Give students time to complete numbers 2 and 3 independently or with a partner, then check student responses.</li> </ul>
2 min.	Sing Along [PPT Slide 2]	<ul style="list-style-type: none"> <li>- Tell students to listen to the second song one time, and then play the track.</li> <li>- Ask students to point to each word as the song mentions it.</li> </ul>
6 min.	Step 3: Practice the Words [PPT Slide 5-6]	<ul style="list-style-type: none"> <li>- [Slide 5] Play the track and ask students to check that <b>bag</b> is the correct answer.</li> <li>- [Slide 5] Play the rest of the track and check student responses.</li> <li>- [Slide 6] Play number one on track.</li> <li>- [Slide 6] Ask students to check that <b>cap</b> is the correct answer for number one. Tell students that the word <b>map</b> rhymes because it has the same end sound.</li> <li>- [Slide 6] Play the rest of the track and check student responses.</li> </ul>
6 min.	Step 4: Practice the Sentences [PPT Slides 7-8]	<ul style="list-style-type: none"> <li>- [Slide 7] Play the track and ask students to check that <b>bag</b> is the correct answer.</li> <li>- [Slide 7] Play the rest of the track and check student responses.</li> <li>- [Slide 8] Ask students what word the picture for number one represents. Read the sentence starter and ask students to check that <b>cap</b> is the correct answer.</li> <li>- [Slide 8] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>

\*Sample Lesson Plan written for Class 2, Unit 1. Short a

Time	Content	Key Teaching Points
2 min.	Role Call	
10 min.	Step 5: Read [PPT Slide 9]	<ul style="list-style-type: none"> <li>- Pass out the <i>Sight Word Cards</i> to students.</li> <li>- Ask students to identify a few of the words by calling out a word and having students</li> </ul>

Time	Content	Key Teaching Points
		<p>point to the corresponding word on their card.</p> <ul style="list-style-type: none"> <li>- Ask students to say the words by pointing to a word and having students read the word aloud.</li> <li>- Ask students to look at the pictures and predict what the story is about.</li> <li>- Tell students that they will listen to the story and that they should follow along as the track plays.</li> </ul>
12 min.	Step 6: After Reading [PPT Slides 10-12]	<ul style="list-style-type: none"> <li>- [Slide 10] Read the question for number one and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 10] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> <li>- [Slide 11] Read the question for number one and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 11] Give students time to complete number two independently or with a partner, then check student responses.</li> <li>- [Slide 12] Ask students to look at the picture for letter <b>a</b> and have them read each of the sentences below the pictures. Have students check that <b>“Dad can’t find his cat.”</b> is the correct answer.</li> <li>- [Slide 12] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
4 min.	Step 7: Expand [PPT Slide 13]	<ul style="list-style-type: none"> <li>- For activity A, Play the track and ask students to follow along and repeat the words they hear.</li> <li>- For activity B, ask students to think about the ending sound <b>“ad”</b> and check that <b>bad</b> is a word that ends with the same sound. Have students say the word <b>“bad.”</b></li> <li>- As a class or in pairs, have students come up with words that end in the given letters. Ask students to say the words they come up with.</li> </ul>
2 min.	Homework	<ul style="list-style-type: none"> <li>- Assign workbook pages for unit 1, as well as <i>Writing Worksheet</i> and <i>Vocabulary Practice</i> for unit 2.</li> </ul>

## D. Lesson Plan: Detailed

\*Sample Lesson Plan written for Class 1, Unit 1. Short a

3 min.	Role Call / Check Homework
Please pull out your Writing Worksheet and Vocabulary Practice for unit 1. (Go through the answers as a class before moving on to the first step below.)	
5 min.	Step 1: Learn
Let’s look at the word cards. First, I will read the words and you need to show me the correct card. (Read the sound “ad” aloud and give students time to locate the correct card to show you and do this for all the short a sound combinations). Now, I will show you a card. But you have to read the word aloud to me. (Show/point to the picture for	

“sad” and call on students at random to read the word aloud. This could be done chorally.)

2 min.

Sing Along

Now, let's listen to a song. We'll listen once, and then sing along. Try to point to the words as you hear them in the song.

6 min.

Step 2: Practice the Sounds

Let's move on. Listen to the speaker for activity A. Is **b** the correct answer for number 1? Now, try to do the rest on your own.

[Answers] 1. an (b) 2. at (a) 3. am (c) 4. ag (b)

Now, let's try activity B. We need to find the pictures showing words with the same ending sound. What words are circled in number 1? Do they have the same ending sound as "am"?

[Answers] 1. am (jam and ham) 2. ap (cap and map) 3. ad (dad and sad)

2 min.

Sing Along

OK, let's listen to another song. We'll listen once, and then sing along. Try to point to the words as you hear them in the song.

6 min.

Step 3: Practice the Words

Now, we're going to listen to the speaker read some words. For activity A, we need to circle the letters that make the word. Let's listen to first one. What letters spell the word "bag"?

[Answers] 1. bag 2. cat 3. man 4. can 5. jam 6. sad

Let's listen to another speaker for activity B. We'll write the word and find a rhyming word for the given word. Remember, rhyming words have the same ending sounds.

[Answers] 1. cap / map 2. rag / bag 3. ham / jam 4. dad / sad 5. bat / cat 6. map / cap

6 min.

Step 4: Practice the Sentences

Now we'll listen to a speaker for activity A. We'll write the word that is spoken and look for the picture of that word. Let's listen to the example first. The speaker said the word "bag" and that word matches to picture **b**. Try to do the rest on your own as the speaker reads.

[Answers] 1. This is a bag. / b 2. This is a dad. / a 3. This is your map. / d 4. This is your rag. / c

Take a look at activity B. We are given a picture and need to fill in blanks to complete the word and the sentence. What is the picture given for number 1? The ending sound is "ap," and the word is "cap." Let's read the completed sentence together. "That is my cap." Now, try to do the rest on your own.

[Answers] 1. cap / That is my cap. 2. cat / That is my cat. 3. bat / That is not my bat. 4. can / That is not my can.

\*Sample Lesson Plan written for Class 2, Unit 1. Short a

2 min.

Role Call

Greetings.

10 min.

Step 5: Read

Before we look at the story, let's practice reading sight words. These sight words are in the story. First, I will call out one of the words, and you will need to point to the word on the card. (Call out the word "in" and allow students time to locate the word on their cards. Walk around the room to check that they are pointing to the correct word; help as needed. Continue with the rest of the words.) Now, I will point to the words and you will tell me what the words says. (Point to the word "a" and either have students read chorally or call on a random student each time. Continue with the

rest of the words)

OK. Let's look at the pictures and try to guess what the story will be about? (Give students a minute or two to share their ideas). Now, let's listen to the story. Follow along with your finger as you listen.

12 min.

#### Step 6: After Reading

What a good story. Did you like it? Let's answer some question about the story. For activity A, I'll read the first question as an example. "What is the story mainly about? Finding a bat or finding a cat?" It was mainly about finding a cat. Now, try to answer the rest of the questions on your own.

[Answers] 1. What is the story mainly about? (b)      2. \_\_\_\_\_ looks at the map. (b)  
3. The man sees a \_\_\_\_\_. (b)      4. Dad's cat is under the \_\_\_\_\_. (b)

For activity B, we need to think about who said what. For example, Dad said "No, that is a bat." He did not say, "Is that your cat?" Complete number two on your own.

[Answers] 1. Dad (b)      2. the man (a)

For activity C, you'll need to match the picture to the correct sentence and put the sentence in the correct order. Think back to the story. What was the first thing that happened? In the beginning, Dad can't find his cat. That matches with picture a and is written in for number 1. Work on the rest of the activity on your own. If you need extra help, turn to your partner.

[Answers] 1. (a) Dad can't find his cat. 2. (b) Is that your cat? 3. (d) This is not the cat. 4. (c) The cat is under the cap!

4 min.

#### Step 7: Expand

We're going to listen to a speaker one more time. As you listen, point to the word and repeat the word aloud. We'll do this together.

[Answers] 1. bad      2. fan      3. hat      4. lap

In activity B, we need to come up with new words with the given ending sound. For example, the word "bad" has the ending sound "ad" like the words "dad" and "sad." What new words can you think of with the ending sounds "an," "at," and "ap"? If you need help, please refer to the activity A.

[Answers] ad / bad      an / fan      at / hat      ap / lap

2 min.

#### Homework

For your homework, please complete the workbook pages for unit 1. I would also like for you to complete the unit 2 Writing Worksheet and Vocabulary Practice.

## A. Syllabus

Week	Class	Unit		Week	Class	Unit	
1	1	1	Short a	5	9	8	Long u
	2	2	Short i		10	Review 2	
2	3	3	Short e & o	6	11	9	/ & r Blends
	4	4	Short u		12	10	Consonant Blends & Digraphs
3	5	Review 1		7	13	11	Vowel Blends & Diphthongs
	6	5	Long a		14	12	r-Controlled Vowels
4	7	6	Long i	8	15	Review 3	
	8	7	Long o		16	Final Test	

## B. Lesson Plan: Brief

\*Sample Lesson Plan written for Class 1, Unit 1. Short a

Minutes	Activity	Materials	PPT_Slide Number
5	Role Call / Check Homework	Writing Worksheet (Unit1), Vocab Practice (Unit1)	
5	Step 1: Learn	PPT (Unit1)	Slide 1
6	Step 2: Practice the Sounds	PPT (Unit1)	Slides 3, 4
6	Step 3: Practice the Words	PPT (Unit1)	Slides 5, 6
6	Step 4: Practice the Sentences	PPT (Unit1)	Slides 7, 8
5	Step 5: Read	PPT (Unit1)	Slide 9
10	Step 6: After Reading	PPT (Unit1)	Slides 10, 11, 12
4	Step 7: Expand	PPT (Unit1)	Slide 13
3	Homework	Workbook (Unit1), Writing Worksheet (Unit2), Vocab Practice (Unit2)	

\*Sample Lesson Plan written for Class 5, Review 1.

Minutes	Activity	Materials	PPT_Slide Number
3	Role Call / Check Homework	Workbook (Unit2)	
6	Unit Tests	Unit Test (Unit 1-4)	
4	Review Test	Review Test 1	
13	Game 1.	PPT (Unit 01&02_Practices and Games)	Slides 15-30
13	Game 1.	PPT (Unit 03&04_Practices and Games)	Slides 15-32
8	Game 3.	PPT (Unit 01&02_Practices and Games)	Slides 35-36
Extra	Game 2.	PPT (Unit 03&04_Practices and Games)	Slides 33-34
Extra	Craft Activity	Extra Activities	
3	Homework	Writing Worksheet (Unit5), Vocab Practice (Unit5)	

## C. Lesson Plan: Semi-Detailed

\*Sample Lesson Plan written for Class 1, Unit 1. Short a

Time	Content	Key Teaching Points
5 min.	Role Call / Check Homework	<ul style="list-style-type: none"> <li>- Check <i>Writing Worksheet</i> for unit 1.</li> <li>- Check <i>Vocabulary Practice</i> for unit 1.</li> </ul>
5 min.	Step 1: Learn [PPT Slide 1]	<ul style="list-style-type: none"> <li>- Have students listen to the track and point to each letter, sound, and word as it is given.</li> <li>- Play the track.</li> </ul>
6 min.	Step 2: Practice the Sounds [PPT Slide 3-4]	<ul style="list-style-type: none"> <li>- [Slide 3] Play the track and ask students to check that b is the correct answer.</li> <li>- [Slide 3] Play the rest of the track and check student responses.</li> <li>- [Slide 4] Review number 1 as a class by having students say the 'am' sound and the two words circled in red.</li> <li>- [Slide 4] Give students time to complete numbers 2 and 3 independently or with a partner, then check student responses.</li> </ul>
6 min.	Step 3: Practice the Words [PPT Slide 5-6]	<ul style="list-style-type: none"> <li>- [Slide 5] Play the track and ask students to check that bag is the correct answer.</li> <li>- [Slide 5] Play the rest of the track and check student responses.</li> <li>- [Slide 6] Play number one on track.</li> <li>- [Slide 6] Ask students to check that cap is the correct answer for number one. Tell students that the word map rhymes because it has the same end sound.</li> <li>- [Slide 6] Play the rest of the track and check student responses.</li> </ul>
6 min.	Step 4: Practice the Sentences [PPT Slides 7-8]	<ul style="list-style-type: none"> <li>- [Slide 7] Play the track and ask students to check that bag is the correct answer.</li> <li>- [Slide 7] Play the rest of the track and check student responses.</li> <li>- [Slide 8] Ask students what word the picture for number one represents. Read the sentence starter and ask students to check that cap is the correct answer.</li> <li>- [Slide 8] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
5 min.	Step 5: Read [PPT Slide 9]	<ul style="list-style-type: none"> <li>- Ask students to look at the pictures and predict what the story is about.</li> <li>- Tell students that they will listen to the story and that they should follow along as the track plays.</li> </ul>
10 min.	Step 6: After Reading [PPT Slides 10-12]	<ul style="list-style-type: none"> <li>- [Slide 10] Read the question for number one and ask students to check that b is the correct answer.</li> <li>- [Slide 10] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> <li>- [Slide 11] Read the question for number one and ask students to check that b is the correct answer.</li> <li>- [Slide 11] Give students time to complete number two independently or with a partner, then check student responses.</li> <li>- [Slide 12] Ask students to look at the picture for letter a and have them read each of the sentences below the pictures. Have students check that "Dad can't find his cat." is the correct answer.</li> </ul>

Time	Content	Key Teaching Points
		- [Slide 12] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.
4 min.	Step 7: Expand [PPT Slide 13]	<ul style="list-style-type: none"> <li>- For activity A, Play the track and ask students to follow along and repeat the words they hear.</li> <li>- For activity B, ask students to think about the ending sound “ad” and check that bad is a word that ends with the same sound. Have students say the word “bad.”</li> <li>- As a class or in pairs, have students come up with words that end in the given letters. Ask students to say the words they come up with.</li> </ul>
3 min.	Homework	- Assign workbook pages for unit 1, as well as <i>Writing Worksheet</i> and <i>Vocabulary Practice</i> for unit 2.

## D. Lesson Plan: Detailed

\*Sample Lesson Plan written for Class 1, Unit 1. Short a

5 min.	Role Call / Check Homework
Please pull out your Writing Worksheet and Vocabulary Practice for unit 1. (Go through the answers as a class before moving on to the first step below.)	
5 min.	Step 1: Learn
Let's look at the pictures. Point to the letters, sounds, and words as you hear them. (Play the track for this activity)	
6 min.	Step 2: Practice the Sounds
Let's move on. Listen to the speaker for activity A. Is <b>b</b> the correct answer for number 1? Now, try to do the rest on your own. [Answers] 1. an (b)    2. at (a)    3. am (c)    4. ag (b) Now, let's try activity B. We need to find the pictures showing words with the same ending sound. What words are circled in number 1? Do they have the same ending sound as "am"? [Answers] 1. am (jam and ham)    2. ap (cap and map)    3. ad (dad and sad)	
6 min.	Step 3: Practice the Words
Now, we're going to listen to the speaker read some words. For activity A, we need to circle the letters that make the word. Let's listen to first one. What letters spell the word "bag"? [Answers] 1. bag    2. cat    3. man    4. can    5. jam    6. sad Let's listen to another speaker for activity B. We'll write the word and find a rhyming word for the given word. Remember, rhyming words have the same ending sounds. [Answers] 1. cap / map    2. rag / bag    3. ham / jam    4. dad / sad    5. bat / cat    6. map / cap	
6 min.	Step 4: Practice the Sentences
Now we'll listen to a speaker for activity A. We'll write the word that is spoken and look for the picture of that word. Let's listen to the example first. The speaker said the word "bag" and that word matches to picture <b>b</b> . Try to do the rest on your own as the speaker reads. [Answers] 1. This is a <u>bag</u> . / b    2. This is a <u>dad</u> . / a    3. This is your <u>map</u> . / d    4. This is your <u>rag</u> . / c Take a look at activity B. We are given a picture and need to fill in blanks to complete the word and the sentence.	

What is the picture given for number 1? The ending sound is “ap,” and the word is “cap.” Let’s read the completed sentence together. “That is my cap.” Now, try to do the rest on your own.

[Answers] 1. cap / That is my cap. 2. cat / That is my cat. 3. bat / That is not my bat. 4. can / That is not my can.

5 min.

Step 5: Read

Let’s look at the pictures and try to guess what the story will be about? (Give students a minute or two to share their ideas). Now, let’s listen to the story. Follow along with your finger as you listen.

10 min.

Step 6: After Reading

What a good story. Did you like it? Let’s answer some question about the story. For activity A, I’ll read the first question as an example. “What is the story mainly about? Finding a bat or finding a cat?” It was mainly about finding a cat. Now, try to answer the rest of the questions on your own.

[Answers] 1. What is the story mainly about? (b) 2. \_\_\_\_\_ looks at the map. (b)  
3. The man sees a \_\_\_\_\_. (b) 4. Dad’s cat is under the \_\_\_\_\_. (b)

For activity B, we need to think about who said what. For example, Dad said “No, that is a bat.” He did not say, “Is that your cat?” Complete number two on your own.

[Answers] 1. Dad (b) 2. the man (a)

For activity C, you’ll need to match the picture to the correct sentence and put the sentence in the correct order. Think back to the story. What was the first thing that happened? In the beginning, Dad can’t find his cat. That matches with picture a and is written in for number 1. Work on the rest of the activity on your own. If you need extra help, turn to your partner.

[Answers] 1. (a) Dad can’t find his cat. 2. (b) Is that your cat? 3. (d) This is not the cat. 4. (c) The cat is under the cap!

4 min.

Step 7: Expand

We’re going to listen to a speaker one more time. As you listen, point to the word and repeat the word aloud. We’ll do this together.

[Answers] 1. bad 2. fan 3. hat 4. lap

In activity B, we need to come up with new words with the given ending sound. For example, the word “bad” has the ending sound “ad” like the words “dad” and “sad.” What new words can you think of with the ending sounds “an,” “at,” and “ap”? If you need help, please refer to the activity A.

[Answers] ad / bad an / fan at / hat ap / lap

3 min.

Homework

For your homework, please complete the workbook pages for unit 1. I would also like for you to complete the unit 2 Writing Worksheet and Vocabulary Practice.

## A. Syllabus

Week	Class	Unit		Week	Class	Unit	
1	1	Single Letter		7	19	7	Long o
	2				20		
	3				1	Short a	21
4	2	Short i	22				
5			23	Review 2			
6			24				
3	7	3	Short e & o	9	25	9	l & r Blends
	8				26		
	9	4	Short u		27	10	Consonant Blends & Digraphs
10	10			28			
11		Review 1		29	11	Vowel Blends & Diphthongs	
12				30			
5	13	5	Long a	11	31	12	r-Controlled Vowels
	14				32		
	15	6	Long i		33	Review 3	
16	12			34			
17		Midterm Test		35	Final Test		
18				36			

## B. Lesson Plan: Brief

\*Sample Lesson Plan written for Class 3, Unit 1. Short a

Minutes	Activity	Materials	PPT_Slide Number
3	Role Call / Check Homework	Writing Worksheet (Unit1), Vocab Practice (Unit1)	
5	Step 1: Learn	Target Word Card_Big (Unit1)	
2	Sing Along	PPT (Unit1)	Slide 2
6	Step 2: Practice the Sounds	PPT (Unit1)	Slides 3, 4
2	Sing Along	PPT (Unit1)	Slide 2
6	Step 3: Practice the Words	PPT (Unit1)	Slides 5, 6
6	Step 4: Practice the Sentences	PPT (Unit1)	Slides 7, 8

\*Sample Lesson Plan written for Class 4, Unit 1. Short a

Minutes	Activity	Materials	PPT_Slide Number
2	Role Call		
10	Step 5: Read	PPT (Unit1), Sight Word Card (Unit1)	Slide 9

12	Step 6: After Reading	PPT (Unit1)	Slides 10, 11, 12
4	Step 7: Expand	PPT (Unit1)	Slide 13
2	Homework	Workbook (Unit1), Writing Worksheet (Unit2), Vocab Practice (Unit2)	

\*Sample Lesson Plan written for Class 11, Review 1.

Minutes	Activity	Materials	PPT_Slide Number
3	Role Call / Check Homework	Workbook (Unit2)	
5	Unit Tests	Unit Test (Unit 1-4)	
3	Review Test	Review Test 1	
13	Game 1.	PPT (Unit 01&02_Practices and Games)	Slides 15-30
6	Game 3.	PPT (Unit 03&04_Practices and Games)	Slides 35-36

\*Sample Lesson Plan written for Class 12, Review 1.

Minutes	Activity	Materials	PPT_Slide Number
2	Role Call		
13	Game 1.	PPT (Unit 03&04_Practices and Games)	Slides 15-32
13	Game 2.	PPT (Unit 01&02_Practices and Games)	Slides 31-32
Extra	Craft Activity	Extra Activities	
2	Homework	Writing Worksheet (Unit5), Vocab Practice (Unit5)	

### C. Lesson Plan: Semi-Detailed

\*Sample Lesson Plan written for Class 3, Unit 1. Short a

Time	Content	Key Teaching Points
5 min.	Role Call / Check Homework	<ul style="list-style-type: none"> <li>- Check <i>Writing Worksheet</i> for unit 1.</li> <li>- Check <i>Vocabulary Practice</i> for unit 1.</li> </ul>
5 min.	Step 1: Learn	<ul style="list-style-type: none"> <li>- Pass out the <i>Target Word Cards_Big</i> to students and quiz them on the words and sounds.</li> <li>- Ask students to identify a few of the words/sounds by calling out a word/sound and having students point to the corresponding one on their card.</li> <li>- Ask students to say the words/sounds by pointing to a word/sound and having students read it aloud.</li> </ul>
2 min.	Sing Along [PPT Slide 2]	<ul style="list-style-type: none"> <li>- Tell students to listen to the first song one time, and then play the track.</li> <li>- Ask students to point to each word as the song mentions it.</li> </ul>
6 min.	Step 2: Practice the Sounds [PPT Slide 3-4]	<ul style="list-style-type: none"> <li>- [Slide 3] Play the track and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 3] Play the rest of the track and check student responses.</li> <li>- [Slide 4] Review number 1 as a class by having students say the 'am' sound and the two words circled in red.</li> <li>- [Slide 4] Give students time to complete numbers 2 and 3 independently or with a</li> </ul>

Time	Content	Key Teaching Points
		partner, then check student responses.
2 min.	Sing Along [PPT Slide 2]	<ul style="list-style-type: none"> <li>- Tell students to listen to the second song one time, and then play the track.</li> <li>- Ask students to point to each word as the song mentions it.</li> </ul>
6 min.	Step 3: Practice the Words [PPT Slide 5-6]	<ul style="list-style-type: none"> <li>- [Slide 5] Play the track and ask students to check that <b>bag</b> is the correct answer.</li> <li>- [Slide 5] Play the rest of the track and check student responses.</li> <li>- [Slide 6] Play number one on track.</li> <li>- [Slide 6] Ask students to check that <b>cap</b> is the correct answer for number one. Tell students that the word <b>map</b> rhymes because it has the same end sound.</li> <li>- [Slide 6] Play the rest of the track and check student responses.</li> </ul>
6 min.	Step 4: Practice the Sentences [PPT Slides 7-8]	<ul style="list-style-type: none"> <li>- [Slide 7] Play the track and ask students to check that <b>bag</b> is the correct answer.</li> <li>- [Slide 7] Play the rest of the track and check student responses.</li> <li>- [Slide 8] Ask students what word the picture for number one represents. Read the sentence starter and ask students to check that <b>cap</b> is the correct answer.</li> <li>- [Slide 8] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
10 min.	Step 5: Read [PPT Slide 9]	<ul style="list-style-type: none"> <li>- Pass out the <i>Sight Word Cards</i> to students.</li> <li>- Ask students to identify a few of the words by calling out a word and having students point to the corresponding word on their card.</li> <li>- Ask students to say the words by pointing to a word and having students read the word aloud.</li> <li>- Ask students to look at the pictures and predict what the story is about.</li> <li>- Tell students that they will listen to the story and that they should follow along as the track plays.</li> </ul>
10 min.	Step 6: After Reading [PPT Slides 10-12]	<ul style="list-style-type: none"> <li>- [Slide 10] Read the question for number one and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 10] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> <li>- [Slide 11] Read the question for number one and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 11] Give students time to complete number two independently or with a partner, then check student responses.</li> <li>- [Slide 12] Ask students to look at the picture for letter <b>a</b> and have them read each of the sentences below the pictures. Have students check that “<b>Dad can’t find his cat.</b>” is the correct answer.</li> <li>- [Slide 12] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
3	Step 7: Expand	<ul style="list-style-type: none"> <li>- For activity A, Play the track and ask students to follow along and repeat the words</li> </ul>

Time	Content	Key Teaching Points
min.	[PPT Slide 13]	<p>they hear.</p> <ul style="list-style-type: none"> <li>- For activity B, ask students to think about the ending sound “<b>ad</b>” and check that <b>bad</b> is a word that ends with the same sound. Have students say the word “<b>bad.</b>”</li> <li>- As a class or in pairs, have students come up with words that end in the given letters. Ask students to say the words they come up with.</li> </ul>
3 min.	Homework	<ul style="list-style-type: none"> <li>- Assign workbook pages for unit 1, as well as <i>Writing Worksheet</i> and <i>Vocabulary Practice</i> for unit 2.</li> </ul>

\*Sample Lesson Plan written for Class 4, Unit 1. Short a

Time	Content	Key Teaching Points
2 min.	Role Call	
10 min.	Step 5: Read [PPT Slide 9]	<ul style="list-style-type: none"> <li>- Pass out the <i>Sight Word Cards</i> to students.</li> <li>- Ask students to identify a few of the words by calling out a word and having students point to the corresponding word on their card.</li> <li>- Ask students to say the words by pointing to a word and having students read the word aloud.</li> <li>- Ask students to look at the pictures and predict what the story is about.</li> <li>- Tell students that they will listen to the story and that they should follow along as the track plays.</li> </ul>
12 min.	Step 6: After Reading [PPT Slides 10-12]	<ul style="list-style-type: none"> <li>- [Slide 10] Read the question for number one and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 10] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> <li>- [Slide 11] Read the question for number one and ask students to check that <b>b</b> is the correct answer.</li> <li>- [Slide 11] Give students time to complete number two independently or with a partner, then check student responses.</li> <li>- [Slide 12] Ask students to look at the picture for letter <b>a</b> and have them read each of the sentences below the pictures. Have students check that “<b>Dad can’t find his cat.</b>” is the correct answer.</li> <li>- [Slide 12] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
4 min.	Step 7: Expand [PPT Slide 13]	<ul style="list-style-type: none"> <li>- For activity A, Play the track and ask students to follow along and repeat the words they hear.</li> <li>- For activity B, ask students to think about the ending sound “<b>ad</b>” and check that <b>bad</b> is a word that ends with the same sound. Have students say the word “<b>bad.</b>”</li> <li>- As a class or in pairs, have students come up with words that end in the given letters.</li> </ul>

Time	Content	Key Teaching Points
		Ask students to say the words they come up with.
2 min.	Homework	- Assign workbook pages for unit 1, as well as <i>Writing Worksheet</i> and <i>Vocabulary Practice</i> for unit 2.

## D. Lesson Plan: Detailed

\*Sample Lesson Plan written for Class 3, Unit 1. Short a

3 min.	Role Call / Check Homework
Please pull out your Writing Worksheet and Vocabulary Practice for unit 1. (Go through the answers as a class before moving on to the first step below.)	
5 min.	Step 1: Learn
Let's look at the word cards. First, I will read the words and you need to show me the correct card. (Read the sound "ad" aloud and give students time to locate the correct card to show you and do this for all the short a sound combinations). Now, I will show you a card. But you have to read the word aloud to me. (Show/point to the picture for "sad" and call on students at random to read the word aloud. This could be done chorally.)	
2 min.	Sing Along
Now, let's listen to a song. We'll listen once, and then sing along. Try to point to the words as you hear them in the song.	
6 min.	Step 2: Practice the Sounds
Let's move on. Listen to the speaker for activity A. Is <b>b</b> the correct answer for number 1? Now, try to do the rest on your own. <b>[Answers]</b> 1. an (b)    2. at (a)    3. am (c)    4. ag (b) Now, let's try activity B. We need to find the pictures showing words with the same ending sound. What words are circled in number 1? Do they have the same ending sound as "am"? <b>[Answers]</b> 1. am (jam and ham)    2. ap (cap and map)    3. ad (dad and sad)	
2 min.	Sing Along
OK, let's listen to another song. We'll listen once, and then sing along. Try to point to the words as you hear them in the song.	
6 min.	Step 3: Practice the Words
Now, we're going to listen to the speaker read some words. For activity A, we need to circle the letters that make the word. Let's listen to first one. What letters spell the word "bag"? <b>[Answers]</b> 1. bag    2. cat    3. man    4. can    5. jam    6. sad Let's listen to another speaker for activity B. We'll write the word and find a rhyming word for the given word. Remember, rhyming words have the same ending sounds. <b>[Answers]</b> 1. cap / map    2. rag / bag    3. ham / jam    4. dad / sad    5. bat / cat    6. map / cap	
6 min.	Step 4: Practice the Sentences
Now we'll listen to a speaker for activity A. We'll write the word that is spoken and look for the picture of that word. Let's listen to the example first. The speaker said the word "bag" and that word matches to picture <b>b</b> . Try to do the rest on your own as the speaker reads.	

[Answers] 1. This is a bag. / b    2. This is a dad. / a    3. This is your map. / d    4. This is your rag. / c

Take a look at activity B. We are given a picture and need to fill in blanks to complete the word and the sentence. What is the picture given for number 1? The ending sound is “ap,” and the word is “cap.” Let’s read the completed sentence together. “That is my cap.” Now, try to do the rest on your own.

[Answers] 1. cap / That is my cap. 2. cat / That is my cat. 3. bat / That is not my bat. 4. can / That is not my can.

\*Sample Lesson Plan written for Class 4, Unit 1. Short a

2 min.	Role Call
Greetings.	
10 min.	Step 5: Read
<p>Before we look at the story, let’s practice reading sight words. These sight words are in the story. First, I will call out one of the words, and you will need to point to the word on the card. (Call out the word “in” and allow students time to locate the word on their cards. Walk around the room to check that they are pointing to the correct word; help as needed. Continue with the rest of the words.) Now, I will point to the words and you will tell me what the words says. (Point to the word “a” and either have students read chorally or call on a random student each time. Continue with the rest of the words)</p> <p>OK. Let’s look at the pictures and try to guess what the story will be about? (Give students a minute or two to share their ideas). Now, let’s listen to the story. Follow along with your finger as you listen.</p>	
12 min.	Step 6: After Reading
<p>What a good story. Did you like it? Let’s answer some question about the story. For activity A, I’ll read the first question as an example. “What is the story mainly about? Finding a bat or finding a cat?” It was mainly about finding a cat. Now, try to answer the rest of the questions on your own.</p> <p>[Answers] 1. What is the story mainly about? (b)    2. _____ looks at the map. (b)  3. The man sees a _____. (b)    4. Dad’s cat is under the _____. (b)</p> <p>For activity B, we need to think about who said what. For example, Dad said “No, that is a bat.” He did not say, “Is that your cat?” Complete number two on your own.</p> <p>[Answers] 1. Dad (b)    2. the man (a)</p> <p>For activity C, you’ll need to match the picture to the correct sentence and put the sentence in the correct order. Think back to the story. What was the first thing that happened? In the beginning, Dad can’t find his cat. That matches with picture a and is written in for number 1. Work on the rest of the activity on your own. If you need extra help, turn to your partner.</p> <p>[Answers] 1. (a) Dad can’t find his cat. 2. (b) Is that your cat? 3. (d) This is not the cat. 4. (c) The cat is under the cap!</p>	
4 min.	Step 7: Expand
<p>We’re going to listen to a speaker one more time. As you listen, point to the word and repeat the word aloud. We’ll do this together.</p> <p>[Answers] 1. bad    2. fan    3. hat    4. lap</p> <p>In activity B, we need to come up with new words with the given ending sound. For example, the word “bad” has the ending sound “ad” like the words “dad” and “sad.” What new words can you think of with the ending sounds “an,” “at,” and “ap”? If you need help, please refer to the activity A.</p> <p>[Answers] ad / bad    an / fan    at / hat    ap / lap</p>	

2 min.	Homework
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For your homework, please complete the workbook pages for unit 1. I would also like for you to complete the unit 2 Writing Worksheet and Vocabulary Practice.

### A. Syllabus

Week	Class	Unit		Week	Class	Unit	
1	1	Single Letter		7	13	7	Long <i>o</i>
	2	1	Short <i>a</i>		14	8	Long <i>u</i>
2	3	2	Short <i>i</i>	8	15	PPT: More Practices & Games	
	4	PPT: More Practices & Games			16	Review 2	
3	5	3	Short <i>e</i> & <i>o</i>	9	17	9	<i>l</i> & <i>r</i> Blends
	6	4	Short <i>u</i>		18	10	Consonant Blends & Digraphs
4	7	PPT: More Practices & Games		10	19	PPT: More Practices & Games	
	8	Review 1			20	11	Vowel Blends & Diphthongs
5	9	5	Long <i>a</i>	11	21	12	<i>r</i> -Controlled Vowels
	10	6	Long <i>i</i>		22	PPT: More Practices & Games	
6	11	PPT: More Practices & Games		12	23	Review 3	
	12	Midterm Test			24	Final Test	

### B. Lesson Plan: Brief

\*Sample Lesson Plan written for Class 2, Unit 1. Short a

Minutes	Activity	Materials	PPT_Slide Number
5	Role Call / Check Homework	Writing Worksheet (Unit1), Vocab Practice (Unit1)	
5	Step 1: Learn	PPT (Unit1)	Slide 1
6	Step 2: Practice the Sounds	PPT (Unit1)	Slides 3, 4
6	Step 3: Practice the Words	PPT (Unit1)	Slides 5, 6
6	Step 4: Practice the Sentences	PPT (Unit1)	Slides 7, 8
5	Step 5: Read	PPT (Unit1)	Slide 9
10	Step 6: After Reading	PPT (Unit1)	Slides 10, 11, 12
4	Step 7: Expand	PPT (Unit1)	Slide 13
3	Homework	Workbook (Unit1), Writing Worksheet (Unit2), Vocab Practice (Unit2)	

\*Sample Lesson Plan written for Class 4, PPT: More Practices & Games

Minutes	Activity	Materials	PPT_Slide Number
3	Role Call / Check Homework	Workbook (Unit2)	
2	Review Unit 1 Step 1	PPT (Unit 01&02_Practices and Games)	Slide 1
7	Unit 1 More Practices	PPT (Unit 01&02_Practices and Games)	Slides 2-7
2	Review Unit 2 Step 1	PPT (Unit 01&02_Practices and Games)	Slide 8
7	Unit 2 More Practices	PPT (Unit 01&02_Practices and Games)	Slides 9-14
13	Game 1.	PPT (Unit 01&02_Practices and Games)	Slides 15-30

13	Game 1.	PPT (Unit 03&04_Practices and Games)	Slides 15-32
Extra	Game 3.	PPT (Unit 01&02_Practices and Games)	Slides 33-34
3	Homework	Writing Worksheet (Unit3), Vocab Practice (Unit3)	

### C. Lesson Plan: Semi-Detailed

\*Sample Lesson Plan written for Class 2, Unit 1. Short a

Time	Content	Key Teaching Points
5 min.	Role Call / Check Homework	<ul style="list-style-type: none"> <li>- Check <i>Writing Worksheet</i> for unit 1.</li> <li>- Check <i>Vocabulary Practice</i> for unit 1.</li> </ul>
5 min.	Step 1: Learn [PPT Slide 1]	<ul style="list-style-type: none"> <li>- Have students listen to the track and point to each letter, sound, and word as it is given.</li> <li>- Play the track.</li> </ul>
6 min.	Step 2: Practice the Sounds [PPT Slide 3-4]	<ul style="list-style-type: none"> <li>- [Slide 3] Play the track and ask students to check that b is the correct answer.</li> <li>- [Slide 3] Play the rest of the track and check student responses.</li> <li>- [Slide 4] Review number 1 as a class by having students say the 'am' sound and the two words circled in red.</li> <li>- [Slide 4] Give students time to complete numbers 2 and 3 independently or with a partner, then check student responses.</li> </ul>
6 min.	Step 3: Practice the Words [PPT Slide 5-6]	<ul style="list-style-type: none"> <li>- [Slide 5] Play the track and ask students to check that bag is the correct answer.</li> <li>- [Slide 5] Play the rest of the track and check student responses.</li> <li>- [Slide 6] Play number one on track.</li> <li>- [Slide 6] Ask students to check that cap is the correct answer for number one. Tell students that the word map rhymes because it has the same end sound.</li> <li>- [Slide 6] Play the rest of the track and check student responses.</li> </ul>
6 min.	Step 4: Practice the Sentences [PPT Slides 7-8]	<ul style="list-style-type: none"> <li>- [Slide 7] Play the track and ask students to check that bag is the correct answer.</li> <li>- [Slide 7] Play the rest of the track and check student responses.</li> <li>- [Slide 8] Ask students what word the picture for number one represents. Read the sentence starter and ask students to check that cap is the correct answer.</li> <li>- [Slide 8] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
5 min.	Step 5: Read [PPT Slide 9]	<ul style="list-style-type: none"> <li>- Ask students to look at the pictures and predict what the story is about.</li> <li>- Tell students that they will listen to the story and that they should follow along as the track plays.</li> </ul>
10 min.	Step 6: After Reading [PPT Slides 10-12]	<ul style="list-style-type: none"> <li>- [Slide 10] Read the question for number one and ask students to check that b is the correct answer.</li> <li>- [Slide 10] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> <li>- [Slide 11] Read the question for number one and ask students to check that b is the</li> </ul>

Time	Content	Key Teaching Points
		<p>correct answer.</p> <ul style="list-style-type: none"> <li>- [Slide 11] Give students time to complete number two independently or with a partner, then check student responses.</li> <li>- [Slide 12] Ask students to look at the picture for letter a and have them read each of the sentences below the pictures. Have students check that “Dad can’t find his cat.” is the correct answer.</li> <li>- [Slide 12] Give students time to complete numbers 2-4 independently or with a partner, then check student responses.</li> </ul>
4 min.	Step 7: Expand [PPT Slide 13]	<ul style="list-style-type: none"> <li>- For activity A, Play the track and ask students to follow along and repeat the words they hear.</li> <li>- For activity B, ask students to think about the ending sound “ad” and check that bad is a word that ends with the same sound. Have students say the word “bad.”</li> <li>- As a class or in pairs, have students come up with words that end in the given letters. Ask students to say the words they come up with.</li> </ul>
3 min.	Homework	<ul style="list-style-type: none"> <li>- Assign workbook pages for unit 1, as well as <i>Writing Worksheet</i> and <i>Vocabulary Practice</i> for unit 2.</li> </ul>

## D. Lesson Plan: Detailed

\*Sample Lesson Plan written for Class 2, Unit 1. Short a

5 min.	Role Call / Check Homework
Please pull out your Writing Worksheet and Vocabulary Practice for unit 1. (Go through the answers as a class before moving on to the first step below.)	
5 min.	Step 1: Learn
Let’s look at the pictures. Point to the letters, sounds, and words as you hear them. (Play the track for this activity)	
6 min.	Step 2: Practice the Sounds
Let’s move on. Listen to the speaker for activity A. Is <b>b</b> the correct answer for number 1? Now, try to do the rest on your own.	
[Answers] 1. an (b)    2. at (a)    3. am (c)    4. ag (b)	
Now, let’s try activity B. We need to find the pictures showing words with the same ending sound. What words are circled in number 1? Do they have the same ending sound as “am”?	
[Answers] 1. am (jam and ham)    2. ap (cap and map)    3. ad (dad and sad)	
6 min.	Step 3: Practice the Words
Now, we’re going to listen to the speaker read some words. For activity A, we need to circle the letters that make the word. Let’s listen to first one. What letters spell the word “bag”?	
[Answers] 1. bag    2. cat    3. man    4. can    5. jam    6. sad	
Let’s listen to another speaker for activity B. We’ll write the word and find a rhyming word for the given word. Remember, rhyming words have the same ending sounds.	
[Answers] 1. cap / map    2. rag / bag    3. ham / jam    4. dad / sad    5. bat / cat    6. map / cap	

6 min.	Step 4: Practice the Sentences
<p>Now we'll listen to a speaker for activity A. We'll write the word that is spoken and look for the picture of that word. Let's listen to the example first. The speaker said the word "bag" and that word matches to picture <b>b</b>. Try to do the rest on your own as the speaker reads.</p> <p><b>[Answers]</b> 1. This is a <u>bag</u>. / b    2. This is a <u>dad</u>. / a    3. This is your <u>map</u>. / d    4. This is your <u>rag</u>. / c</p> <p>Take a look at activity B. We are given a picture and need to fill in blanks to complete the word and the sentence. What is the picture given for number 1? The ending sound is "ap," and the word is "cap." Let's read the completed sentence together. "That is my cap." Now, try to do the rest on your own.</p> <p><b>[Answers]</b> 1. <u>cap</u> / That is my <u>cap</u>. 2. <u>cat</u> / That is my <u>cat</u>. 3. <u>bat</u> / That is not my <u>bat</u>. 4. <u>can</u> / That is not my <u>can</u>.</p>	
5 min.	Step 5: Read
<p>Let's look at the pictures and try to guess what the story will be about? (Give students a minute or two to share their ideas). Now, let's listen to the story. Follow along with your finger as you listen.</p>	
10 min.	Step 6: After Reading
<p>What a good story. Did you like it? Let's answer some question about the story. For activity A, I'll read the first question as an example. "What is the story mainly about? Finding a bat or finding a cat?" It was mainly about finding a cat. Now, try to answer the rest of the questions on your own.</p> <p><b>[Answers]</b> 1. What is the story mainly about? (b)    2. _____ looks at the map. (b)  3. The man sees a _____. (b)    4. Dad's cat is under the _____. (b)</p> <p>For activity B, we need to think about who said what. For example, Dad said "No, that is a bat." He did not say, "Is that your cat?" Complete number two on your own.</p> <p><b>[Answers]</b> 1. Dad (b)    2. the man (a)</p> <p>For activity C, you'll need to match the picture to the correct sentence and put the sentence in the correct order. Think back to the story. What was the first thing that happened? In the beginning, Dad can't find his cat. That matches with picture a and is written in for number 1. Work on the rest of the activity on your own. If you need extra help, turn to your partner.</p> <p><b>[Answers]</b> 1. (a) Dad can't find his cat. 2. (b) Is that your cat? 3. (d) This is not the cat. 4. (c) The cat is under the cap!</p>	
4 min.	Step 7: Expand
<p>We're going to listen to a speaker one more time. As you listen, point to the word and repeat the word aloud. We'll do this together.</p> <p><b>[Answers]</b> 1. bad    2. fan    3. hat    4. lap</p> <p>In activity B, we need to come up with new words with the given ending sound. For example, the word "bad" has the ending sound "ad" like the words "dad" and "sad." What new words can you think of with the ending sounds "an," "at," and "ap"? If you need help, please refer to the activity A.</p> <p><b>[Answers]</b> ad / bad    an / fan    at / hat    ap / lap</p>	
3 min.	Homework
<p>For your homework, please complete the workbook pages for unit 1. I would also like for you to complete the unit 2 Writing Worksheet and Vocabulary Practice.</p>	