

LITTLE EFL PHONICS 1

Teacher's Manual



LITTLE EFL PHONICS 1

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Progress Test 80



Introduction



1. What is phonics?

Phonics is simply the system of relationships between letters and sounds in English. When children learn that the letter “B” makes the sound of /b/, and the word “bat” makes the sound of /bat/, they are learning phonics. They are learning to associate letters and letter combinations with the sounds they represent.

2. Why should children learn phonics?

Learning phonics will help children learn to read and spell. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children decode words as they read. Knowing phonics will also help children know which letters to use as they write words. Thus, the solid foundation of phonics will lead children to be successful in reading and writing.



3. Little Phonics Skills Chart

Stages		Goals
Book 1	Single Letters (Aa ~ Nn)	<ul style="list-style-type: none"> Children can recognize the letters of the alphabet by their sounds. Children learn words in groups that begin with a specific sound.
Book 2	Single Letters (Oo ~ Zz)	<ul style="list-style-type: none"> Children can articulate these words and write their beginning letters in upper and lower cases.
Book 3	Beginning Sounds Ending Sounds Vowels	<ul style="list-style-type: none"> Children recognize, read and write the beginning sound of a three letter word. Children recognize, read and write the ending sound of a three letter word. Children recognize, read and write the short vowel sound of a three letter word.
Book 4	Two Letter Combinations Three Letter Combinations	<ul style="list-style-type: none"> Children recognize, read and write any two letter combinations of short vowels and consonants. Children recognize, read and write any three letter combinations of short vowels and consonants.



4. Goals of Little Phonics 1

- Children recognize the letters "Aa~Nn" by the sounds "/a~/~n/."
- Children learn words that begin with the sounds "/a~/~n/." They can articulate the words and write the beginning letters in both uppercase and lowercase.

Aa



Hh



Bb



Ii



Cc



Jj



Dd



Kk



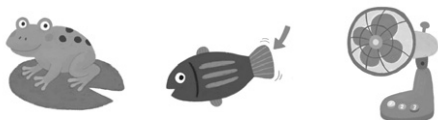
Ee



Ll



Ff



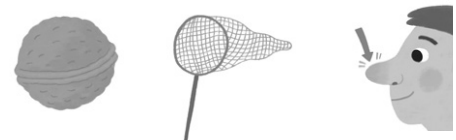
Mm



Gg

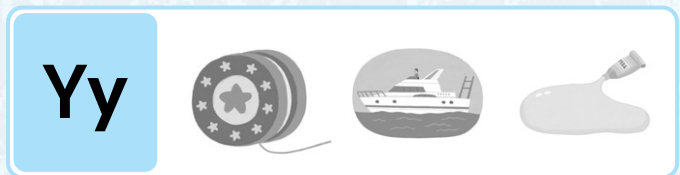
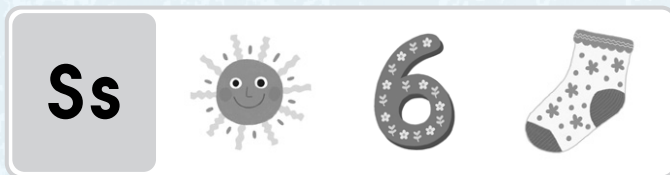
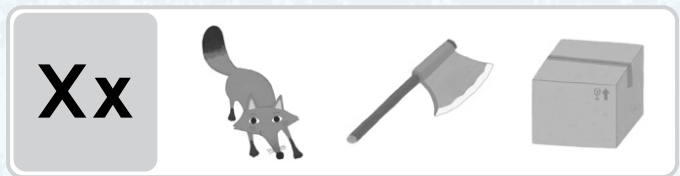
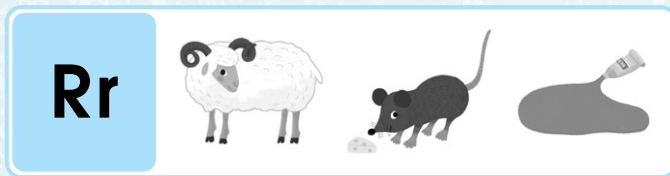
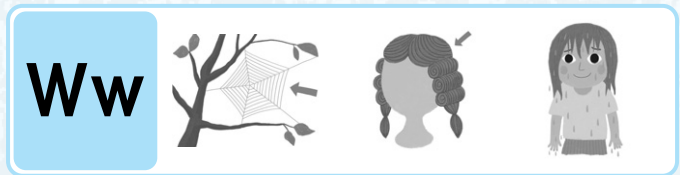
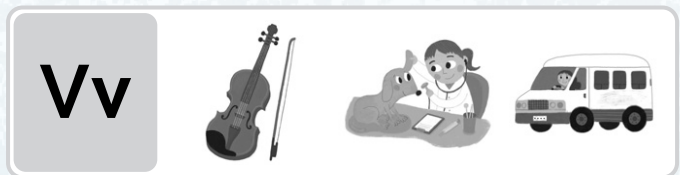
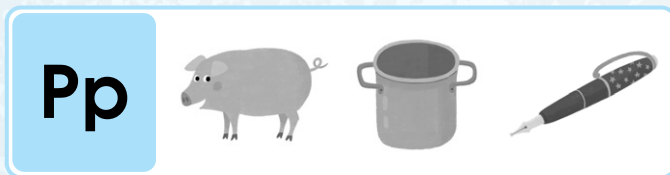
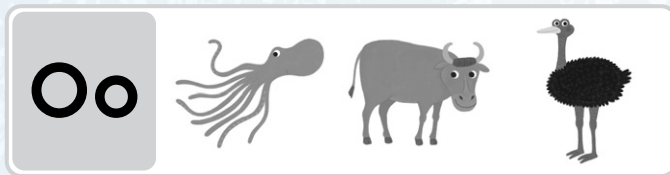


Nn



5. Goals of Little Phonics 2

- Children recognize the letters “Oo~Zz” by the sounds “/o~/z/”.
- Children learn words that begin with the sounds “/o~/z/” except for the sound /x/. They can articulate the words and write the beginning letters in both uppercase and lowercase.
- Children learn words that end with the sound /x/. They can articulate the words and write the ending letters in both uppercase and lowercase.



Note to Teachers

Memorizing the spelling of words is not the objective of this book. Fulfilling the goals stated above will be sufficient at this stage. In fact, the reason for learning phonics is to be able to read and write words eventually without memorizing the spelling.

6. Goals of Little Phonics 3

- Children recognize, read and write the **beginning** sound of a three letter word.
- Children recognize, read and write the **ending** sound of a three letter word.
- Children recognize, read and write the short **vowel** sound of a three letter word.



c a t

Beginning Sounds

Short Vowels

Ending Sounds

Unit 1

- L1** b • v
- L2** p • f
- L3 Review:** b • v • p • f
- L4** d • t
- L5** c • s
- L6 Review:** d • t • c • s

Unit 5

- L1** a • e (1)
- L2** i • o • u (1)
- L3 Review 1:** a • e • i • o • u
- L4** a • e (2)
- L5** i • o • u (2)
- L6 Review 2:** a • e • i • o • u

Unit 3

- L1** b • p
- L2** d • t
- L3 Review:** b • p • d • t
- L4** m • n
- L5** g • t
- L6 Review:** m • n • g • t

Unit 2

- L1** l • r
- L2** m • n
- L3 Review:** l • r • m • n
- L4** h • w
- L5** b • j
- L6 Review:** h • w • b • j

Unit 4

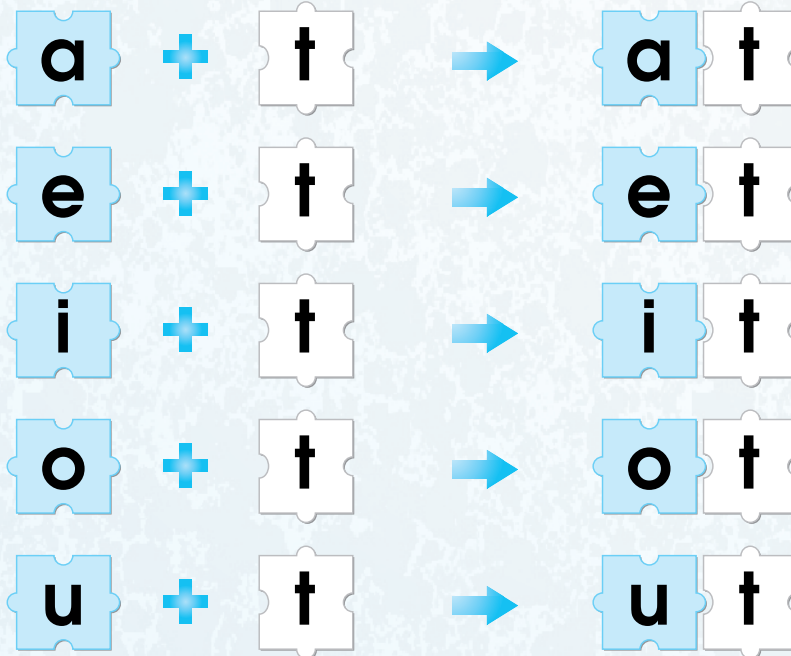
- L1** p • t
- L2** n • g
- L3 Review:** p • t • n • g
- L4** t • n
- L5** g • x
- L6 Review:** t • n • g • x

7. Goals of Little Phonics 4

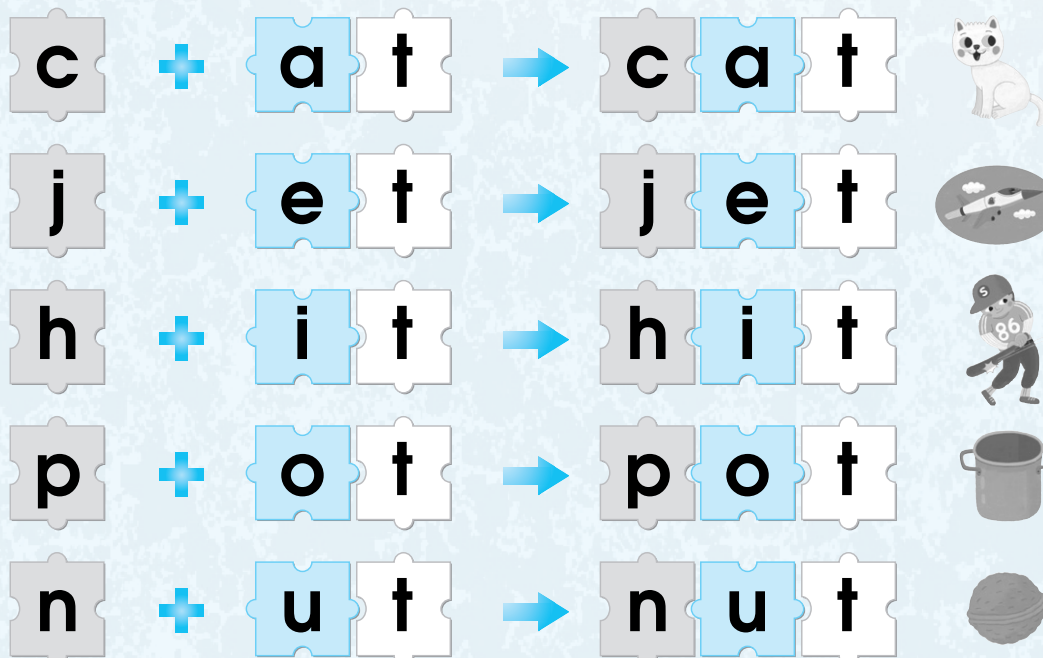
- Children recognize, read and write any two letter combinations of short vowels and consonants.
- Children recognize, read and write any three letter combinations of short vowels and consonants.



Two Letter Combinations (Vowel + Consonant)



Three Letter Combinations (Consonant + Vowel + Consonant)



Unit 1

Aa • Bb • Cc

Lesson 1 Aa

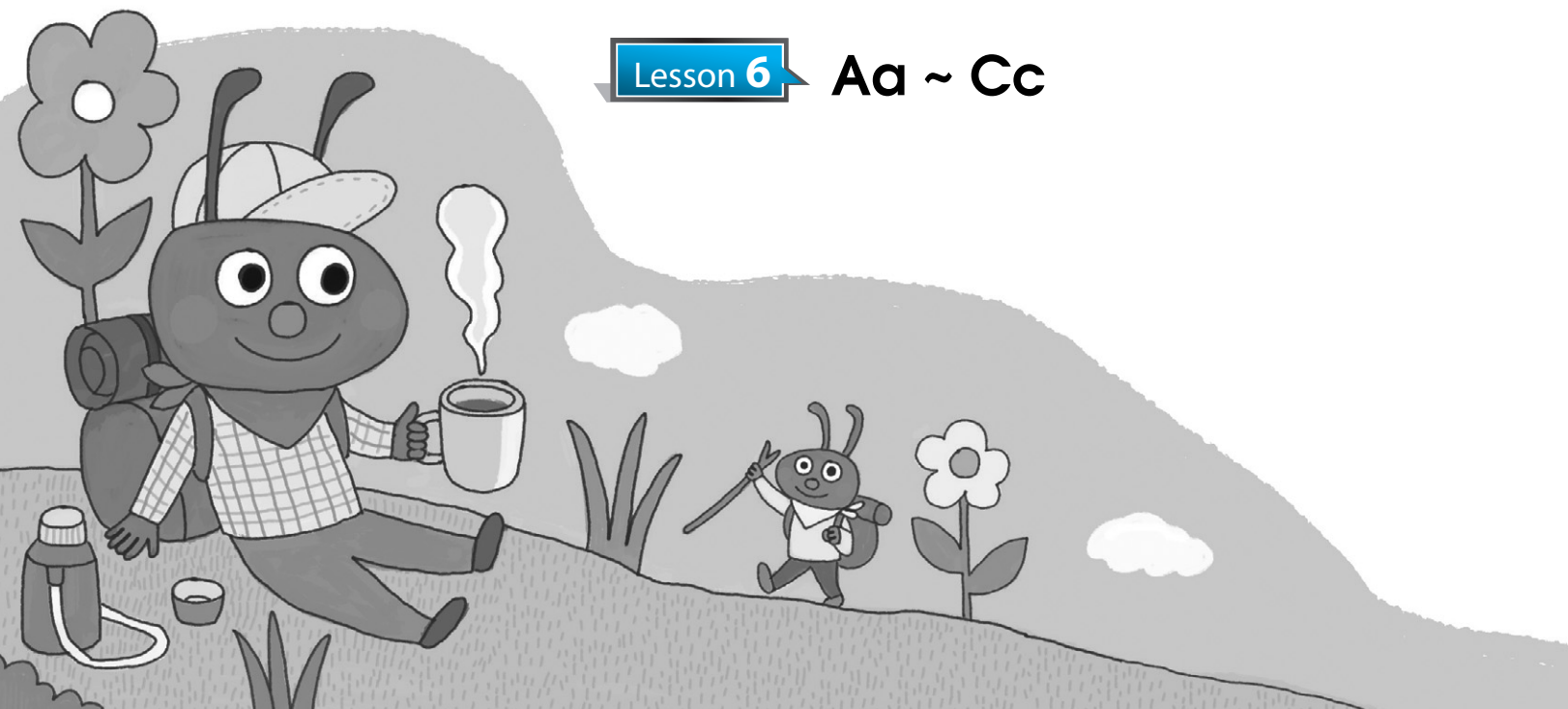
Lesson 2 Bb

Lesson 3 Cc

Lesson 4 Aa ~ Cc

Lesson 5 Aa ~ Cc

Lesson 6 Aa ~ Cc

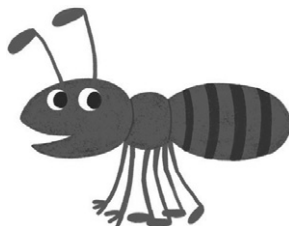


Target Sounds and Words

Aa



apple



ant



album

Bb



bag

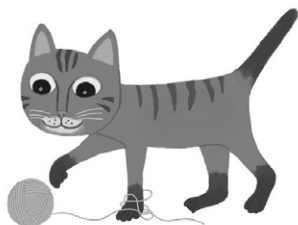


bus



bed

Cc



cat



cup



cap



Lesson 1

Aa

Objectives

- Children will recognize the letter "Aa" by the sound /a/.
- Children will learn three words that start with the /a/ sound: apple, ant, album.
- Children will write the letters "A" and "a."

Warm Up

- Greet children.
- Introduce yourself and have children tell their names to the class.

1. Listen, point and repeat. (Track 1)

- Ask children to open their books to page 8 or put the flashcards (Aa / apple / ant / album) on the table or up on the board.
- Play the CD (Track 1).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /a/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Aa / Aa / apple
- 2 Aa / Aa / ant
- 3 Aa / Aa / album
- 4 Aa / apple / Aa / album
- 5 Aa / ant / apple / Aa
- 6 ant / album / Aa / Aa
- 7 Aa / apple / Aa / ant
- 8 ant / album / apple / Aa / Aa
- 9 Aa / album / Aa / ant / apple
- 10 apple / Aa / Aa / ant / album / Aa

2. Trace and say.

- Draw the children's attention to the bottom of page 8.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "A" and "a" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

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3. Let's clap chant. (Track 2)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 9.
- Play the CD (Track 2) and do the clap chant.
- Have children repeat the activity if necessary.

4. Connect the dots. Color and say the words.

- Ask children to turn to page 10.
- Have children complete the drawings by connecting the dots in order.
- Have children color the completed pictures.

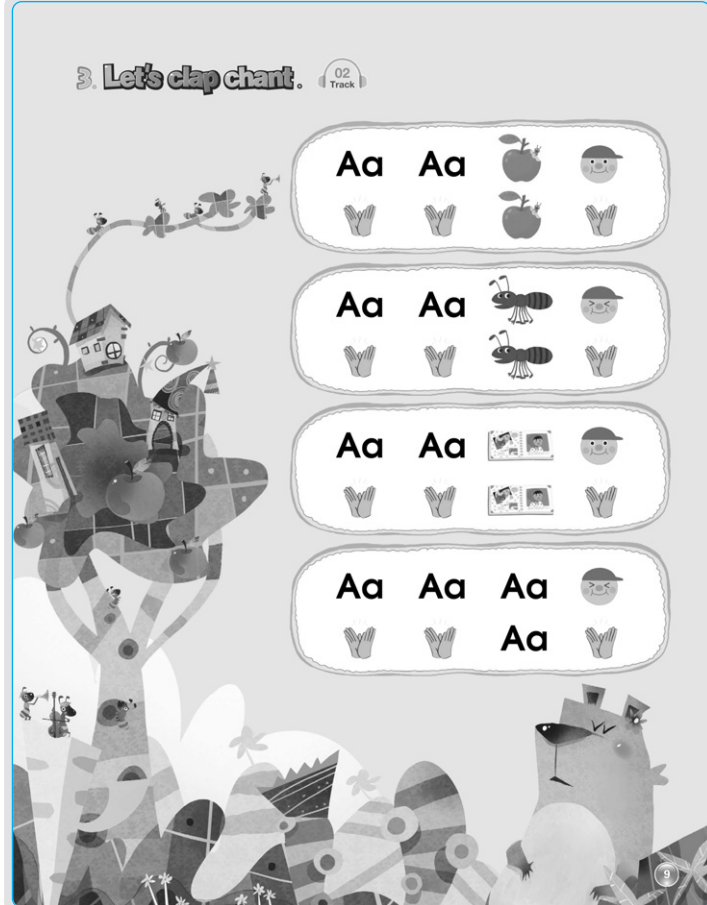
5. Trace and write.



- Draw the children's attention to the bottom of page 10.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.





More Writing Practice



- Go to page 110 in the appendix for more writing practice.
- This section can be done either in class or at home.





3. Let's clap chant. 02 Track









Aa Aa  


   





Aa Aa  

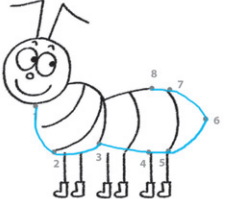
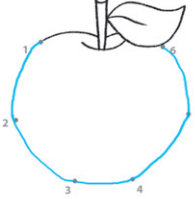
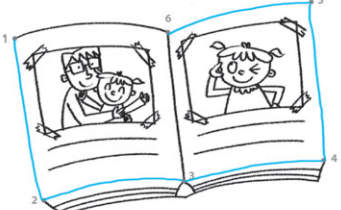
Aa Aa  


Aa Aa Aa 

4. Connect the dots. Color and say the words.



5. Trace and write.



>> Go to page 110 for more writing practice.

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Lesson 2

Bb

Objectives

- Children will recognize the letter "Bb" by the sound /b/.
- Children will learn three words that start with the /b/ sound: bus, bag, bed.
- Children will write the letters "B" and "b."

Warm Up/Review

- Greet children.
- Write on the board the letters "A" and "a" and have children say the words that begin with the sound /a/.

1. Listen, point and repeat. (Track 3)

- Ask children to open their books to page 11 or put the flashcards (Bb / bus / bag / bed) on the table or up on the board.
- Play the CD (Track 3).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /b/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Bb / Bb / bus
- 2 Bb / Bb / bag
- 3 Bb / Bb / bed
- 4 bus / bed / Bb / Bb
- 5 Bb / bag / Bb / bus
- 6 Bb / Bb / bed / bag
- 7 Bb / bus / bag / Bb
- 8 bed / bag / Bb / Bb / bus
- 9 Bb / Bb / bus / bag / bed
- 10 bag / bus / bed / Bb / Bb / Bb

2. Trace and say.

- Draw the children's attention to the bottom of page 11.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "B" and "b" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Lesson 2 Bb

1. Listen, point and repeat. (Track 3)

2. Trace and say.

Unit 1 Lesson 2 11

3. Let's clap chant. (Track 4)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 12.
- Play the CD (Track 4) and do the clap chant.
- Have children repeat the activity if necessary.

4. Find and color the "Bb" letters.

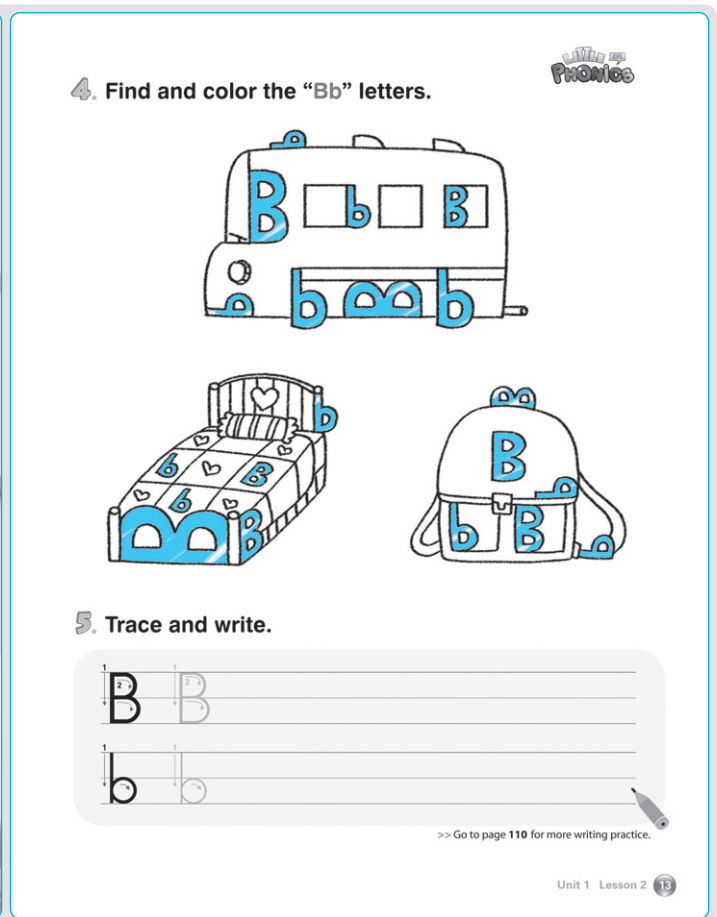
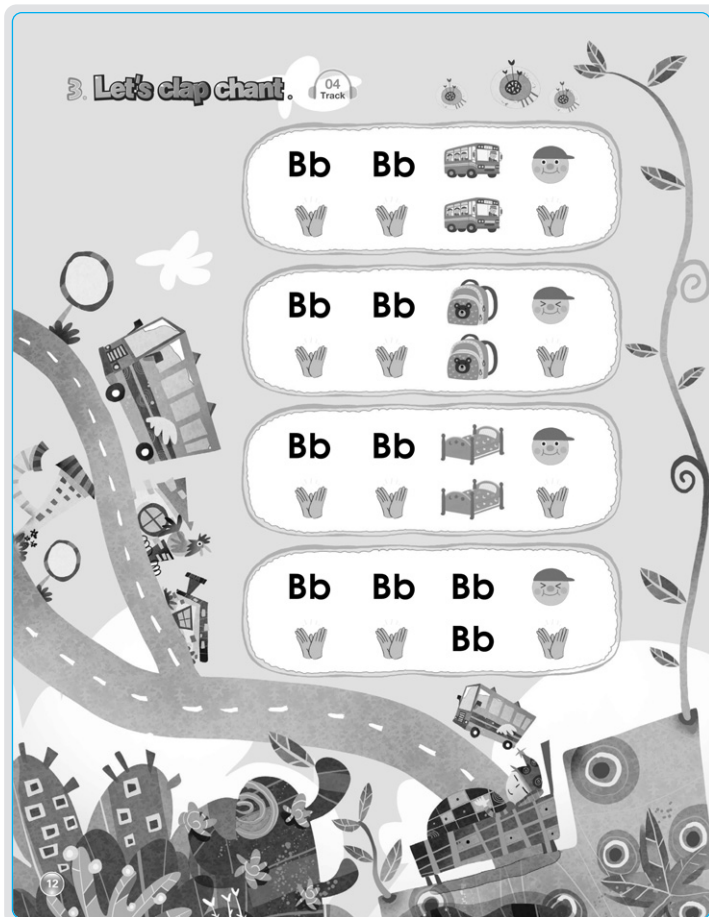
- Ask children to turn to page 13.
- Have children find and color the "Bb" letters in the picture.
- Go around the class and have children say the sound and words.
- Pay attention to the children's articulation and guide them if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 13.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 110 in the appendix for more writing practice.
- This section can be done either in class or at home.





Lesson 3

Cc

Objectives

- Children will recognize the letter "Cc" by the sound /k/.
- Children will learn three words that start with the /k/ sound: cat, cup, cap.
- Children will write the letters "C" and "c."

Warm Up/Review

- Greet children.
- Write on the board the letters "B" and "b" and have children say the words that begin with the sound /b/.

1. Listen, point and repeat. (Track 5)

- Ask children to open their books to page 14 or put the flashcards (Cc / cat / cup / cap) on the table or up on the board.
- Play the CD (Track 5).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /k/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Cc / Cc / cat
- 2 Cc / Cc / cup
- 3 Cc / Cc / cap
- 4 Cc / cap / cat / Cc
- 5 Cc / cup / Cc / cap
- 6 Cc / Cc / cat / cup
- 7 cat / Cc / cap / Cc
- 8 cup / Cc / cat / cap / Cc
- 9 Cc / Cc / cap / cup / cat
- 10 cap / cup / cat / Cc / Cc / Cc

2. Trace and say.

- Draw the children's attention to the bottom of page 14.
- Write each letter in the air with the children as sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "C" and "c" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

1. Listen, point and repeat. 05 Track 1

2. Trace and say.

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3. Let's clap chant. (Track 6)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 15.
- Play the CD (Track 6) and do the clap chant.
- Have children repeat the activity if necessary.

4. Follow the maze and say the "Cc" words.

- Ask children to turn to page 16.
- Have children follow the maze and say the "Cc" words as they pass them.
- Pay attention to the children's articulation and guide them if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 16.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 111 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Let's clap chant. 



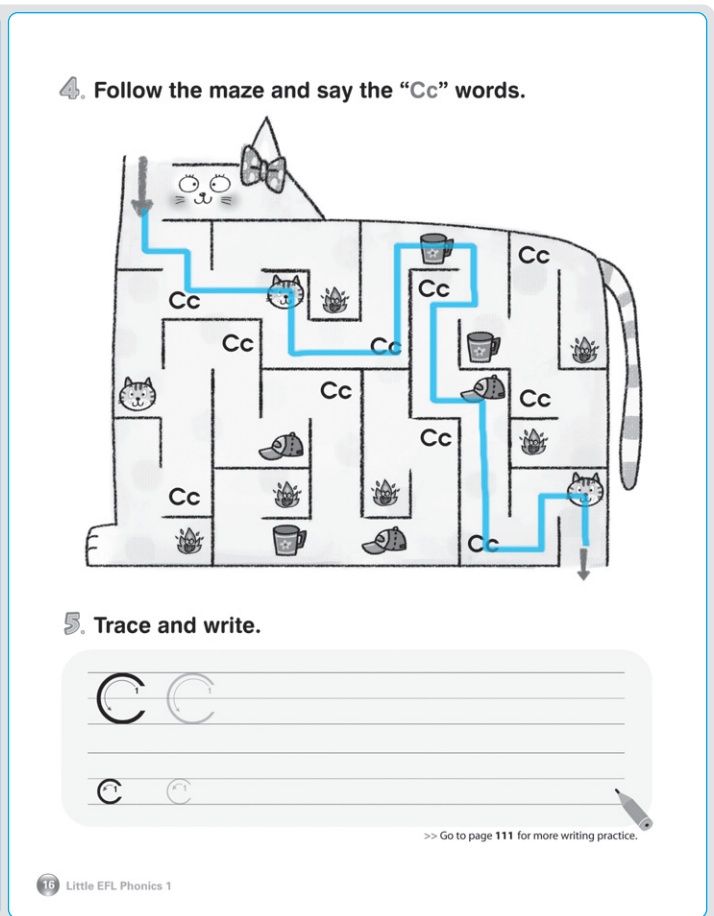
Cc Cc  
   

Cc Cc  
   


Cc Cc  
   

Cc Cc Cc 
   

4. Follow the maze and say the "Cc" words.



5. Trace and write.



>> Go to page 111 for more writing practice.

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Lesson 4

Aa ~ Cc

Objectives

- Review "Aa ~ Cc."
- Children will solidify their knowledge of the sounds /a/, /b/ and /k/.
- Children will develop a clear articulation of the words introduced in Unit 1: apple, ant, album, bus, bag, bed, cat, cup and cap.

Warm Up

- Greet children.
- Write on the board the letters "Aa ~ Cc" and have children say the words that begin with the sounds /a~/~k/.

1. Let's clap chant. (Tracks 2, 4, 6)

- Ask children to open their books to page 9.
- Play the CD (Track 2) and do the clap chant.
- Ask children to turn their books to page 12.
- Play the CD (Track 4) and do the clap chant.
- Ask children to turn their books to page 15.
- Play the CD (Track 6) and do the clap chant.

2. Listen and write the numbers. (Track 7)

- Ask children to turn their books to page 17.
- Play the CD (Track 7).
- Have children listen and write the numbers in the order they hear the words.
- Check the answers after children have finished.
- Make sure children recognize and articulate the sounds (/a/, /b/, /k/) and are able to say the words that begin with those sounds.

<Script>

Number 1 bag / bag

Number 2 cap / cap

Number 3 apple / apple

Number 4 bus / bus


Number 5 album / album

Number 6 cat / cat

Number 7 cup / cup

Number 8 ant / ant










Number 9 bed / bed



Lesson 4 Aa ~ Cc

1. Let's clap chant. 02 Track 04 Track 06 Track
 >> Go to pages 9, 12 and 15 and clap chant.

2. Listen and write the numbers. 07 Track

Aa	3 	8 	5 
Bb	4 	1 	9 
Cc	6 	7 	2 

Unit 1 Lesson 4 17

3. Color the pictures with the correct letters.

- Ask children to turn their books to page 18.
- Have children color the picture with the correct letters in each row.
- Ask them to sound out the letter and the word.
- Go around the class and give help if necessary.

4. Match.

- Draw the children's attention to the bottom of page 18.
- Do number 1 together as an example.
- Have children match the letters with the picture.
- Encourage children to sound out the letters and the word as they draw lines.
- Go around the class and give help if necessary.

5. Trace the correct letters.

- Ask children to turn their books to page 19.
- Do number 1 together as an example.
- Have children trace the correct letters under each picture.
- Go around the class and give help if necessary.










6. Trace and write.

- Draw the children's attention to the bottom of page 19.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.




More Writing Practice

- Go to page 111 in the appendix for more writing practice.
- This section can be done either in class or at home.


3. Color the pictures with the correct letters.

Aa 	Ab 	Ac 
Ba 	Bb 	Bc 
Ca 	Cb 	Cc 

4. Match.

1 A	c	
2 B	a	
3 C	b	

5. Trace the correct letters.

1 	2 	3 
Aa Bb Cc	Aa Bb Cc	Aa Bb Cc
4 	5 	6 
Aa Bb Cc	Aa Bb Cc	Aa Bb Cc

6. Trace and write.

ABC

abc

>> Go to page 111 for more writing practice.



Lesson 5

Aa ~ Cc

Objectives

- Review "Aa ~ Cc."
- Children will solidify their knowledge of the sounds /a/ ~ /k/.
- Children will develop a clear articulation of the words introduced in Unit 1: apple, ant, album, bus, bag, bed, cat, cup and cap.

Warm Up

- Greet children.
- Write on the board the letters "Aa ~ Cc" and have children say the words that begin with the sounds /a/~ /k/.

1. Listen and circle the picture. (Track 8)

- Ask children to open their books to page 20.
- Play the CD (Track 8).
- Have children listen and circle the correct picture.
- Repeat the CD if necessary.

<Script>

Number 1 album / album

Number 2 bus / bus

Number 3 cap / cap

2. Listen and circle the letter. (Track 9)

- Draw the children's attention to the bottom of page 20.
- Play the CD (Track 9).
- Have children listen and circle the correct letter.

<Script>

Number 1 Bb / Bb


Number 2 Aa / Aa

Number 3 Cc / Cc

Number 4 Bb / Bb










Number 5 Aa / Aa

Number 6 Cc / Cc



Lesson 5 Aa ~ Cc

1. Listen and circle the picture. 08 Track

1 	1 	1 
2 	2 	2 
3 	3 	3 

2. Listen and circle the letter. 09 Track

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

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3. Color and say.

- Ask children to turn their books to page 21.
- Have children color each picture using the given color codes.
- Go around the class and ask children to say the words.
- Listen to the children's articulation of the words and guide them if necessary.

4. Write the correct letters.







- Ask children to turn their books to page 22.
- Do number 1 together as an example. Write "A" and "a" together in the air as you sound out /a/ and say 'apple.'
- Encourage them to articulate the word correctly, and write the initial letters (both uppercase and lower case).
- Go around the class and give help if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 22.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.



4. Write the correct letters.

1  Aa	2  Cc
3  Aa	4  Bb
5  Cc	6  Bb

5. Trace and write.

ABC
abc



Lesson 6

Aa ~ Cc

Objectives

- Review "Aa ~ Cc."
- Children will solidify their knowledge of the sounds /a/-/k/.
- Children will develop a clear articulation of the words introduced in Unit 1: apple, ant, album, bus, bag, bed, cat, cup and cap.

Warm Up

- Greet children.
- Play the CD (Tracks 2, 4, 6) and do the clap chants. Encourage children to do the chants by memory.

1. Listen and number. Match and color. (Track 10)

- Ask children to open their books to page 23.
- Play the CD (Track 10).
- Have children listen and write the numbers in the order they hear the words.
- Repeat the CD if necessary.
- Do number 1 together as an example. Encourage children to say the word 'ant' first and sound out /a/ as they draw a line to "A."
- Have children color each picture and draw a line to the correct letter. The top three pictures need to be matched with the uppercase letters and the bottom three pictures with the lowercase letters.
- Make sure children match the uppercase letters with correct lowercase letters as well.

<Script>

- Number 1 ant / ant
- Number 2 bed / bed
- Number 3 album / album
- Number 4 bag / bag
- Number 5 cap / cap
- Number 6 cup / cup

2. Write the partner letters.

- Ask children to turn their books to page 24.
- Do the first one together as an example. Have children say the sound /a/ and write the letter "A" together.
- Have children do the rest by themselves.
- Go around the class and give help if necessary.

3. Write Aa, Bb, or Cc.

- Ask children to turn their books to page 25.
- Have children say each word and write the correct initial letters (both uppercase and lower case).
- Do number 1 together as an example. Have children say the word 'bag' and write the letters "B" and "b" in the air together. Encourage them to say the sound /b/ as they write.
- Listen to the children's articulation of the words and guide them if necessary.

4. Trace and write.

- Draw the children's attention to the bottom of page 25.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.

2. Write the partner letters.

24

3. Write Aa, Bb or Cc.

1 Bb

2 Cc

3 Cc

4 Aa

5 Bb

6 Aa

4. Trace and write.

ABC
abc

Unit 1 Lesson 6 25

Lesson 1 Dd

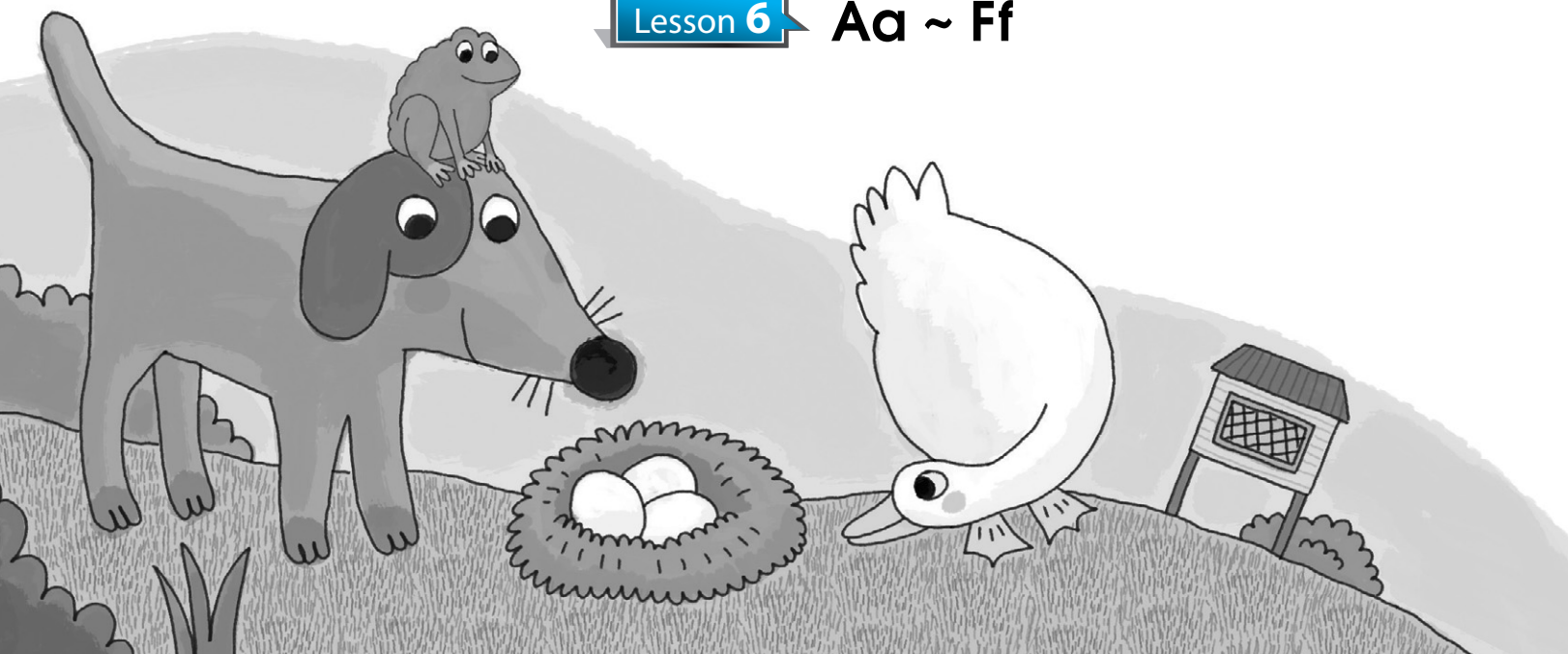
Lesson 2 Ee

Lesson 3 Ff

Lesson 4 Dd ~ Ff

Lesson 5 Aa ~ Ff

Lesson 6 Aa ~ Ff

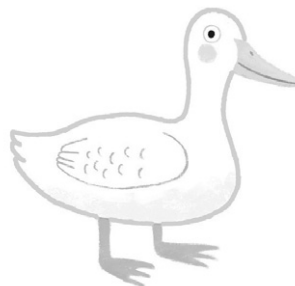


Target Sounds and Words

Dd



dog

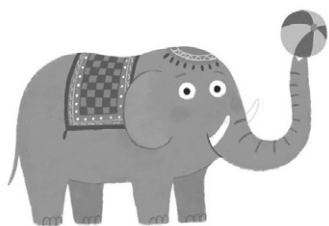


duck



desk

Ee



elephant



egg

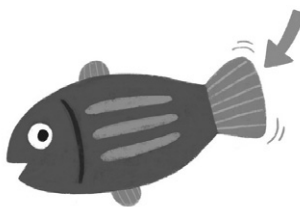


elbow

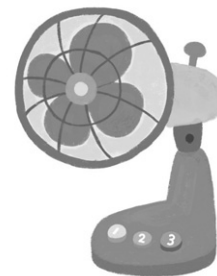
Ff



frog



fin



fan



Lesson 1

Dd

Objectives

- Children will recognize the letter "Dd" by the sound /d/.
- Children will learn three words that start with the /d/ sound: dog, duck, desk.
- Children will write the letters "D" and "d."

Warm Up/Review

- Greet children.
- Write on the board "Aa", "Bb" and "Cc" and have children say the words that begin with each sound.

1. Listen, point and repeat. (Track 11)

- Ask children to open their books to page 28 or put the flashcards (Dd / dog / duck / desk) on the table or up on the board.
- Play the CD (Track 11).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /d/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Dd / Dd / dog
- 2 Dd / Dd / duck
- 3 Dd / Dd / desk
- 4 duck / dog / Dd / Dd
- 5 Dd / desk / duck / Dd
- 6 dog / Dd / desk / Dd
- 7 Dd / duck / Dd / desk
- 8 dog / Dd / duck / desk / Dd
- 9 desk / dog / duck / Dd / Dd
- 10 Dd / duck / desk / Dd / dog / Dd

2. Trace and say.

- Draw the children's attention to the bottom of page 28.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "D" and "d" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Lesson 1 Dd

1. Listen, point and repeat.

2. Trace and say.

28 Little EFL Phonics 1

3. Let's clap chant. (Track 12)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 29.
- Play the CD (Track 12) and do the clap chant.
- Have children repeat the activity if necessary.

4. Trace, color and say.




- Ask children to turn to page 30.
- Have children complete the drawings by tracing the dotted lines.
- Have children color the completed pictures.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.





5. Trace and write.








- Draw the children's attention to the bottom of page 30.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.





More Writing Practice







- Go to page 112 in the appendix for more writing practice.
- This section can be done either in class or at home.

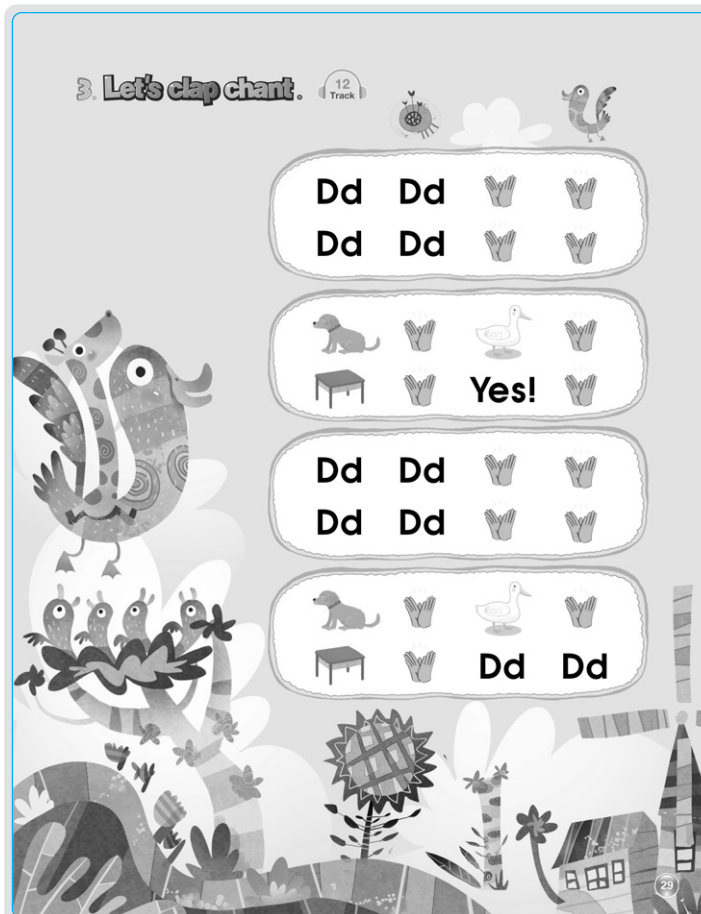
3. Let's clap chant.   

Dd Dd  
Dd Dd  

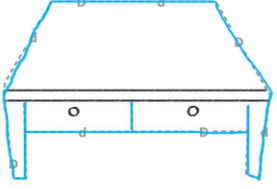
   
  Yes! 

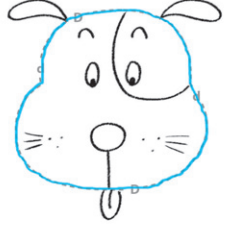

Dd Dd  
Dd Dd  

   
  Dd Dd





4. Trace, color and say.




 

5. Trace and write.





>> Go to page 112 for more writing practice.

 Little EFL Phonics 1



Lesson 2

Ee

Objectives

- Children will recognize the letter "Ee" by the sound /e/.
- Children will learn three words that start with the /e/ sound: elephant, egg, elbow.
- Children will write the letters "E" and "e."

Warm Up/Review

- Greet children.
- Write on the board the letters "D" and "d" and have children say the words that begin with the sound /d/.

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

- Ask children to open their books to page 31 or put the flashcards (Ee / elephant / egg / elbow) on the table or up on the board.
- Play the CD (Track 13).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /e/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Ee / Ee / elephant
- 2 Ee / Ee / egg
- 3 Ee / Ee / elbow
- 4 Ee / egg / elephant / Ee
- 5 elbow / elephant / Ee / Ee
- 6 egg / Ee / Ee / elbow
- 7 Ee / elephant / Ee / egg
- 8 elephant / Ee / elbow / egg / Ee
- 9 Ee / Ee / egg / elbow / elephant
- 10 Ee / elbow / Ee / elephant / Ee / egg

2. Trace and say.

- Draw the children's attention to the bottom of page 31.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "E" and "e" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Unit 2 Lesson 2 31

3. Let's clap chant. (Track 14)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 32.
- Play the CD (Track 14) and do the clap chant.
- Have children repeat the activity if necessary.

4. Find and circle the hidden pictures.

- Ask children to turn to page 33.
- Have children find and circle the hidden pictures of the "Ee" words: 5 eggs, 3 elephants and 2 elbows.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 33.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 112 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Let's clap chant. 14 Track

Ee Ee

Ee Ee

Yes!

Ee Ee

Ee Ee

Ee Ee

4. Find and circle the hidden pictures. Little Phonics

5. Trace and write.

1 2 3 4

1 2

>> Go to page 112 for more writing practice.

Unit 2 Lesson 2 33



Lesson 3

Ff

Objectives

- Children will recognize the letter "Ff" by the sound /f/.
- Children will learn three words that start with the /f/ sound: frog, fin, fan.
- Children will write the letters "F" and "f."

Warm Up/Review

- Greet children.
- Write on the board the letters "E" and "e" and have children say the words that begin with the sound /e/.

1. Listen, point and repeat. (Track 15)

- Ask children to open their books to page 34 or put the flashcards (Ff / frog / fin / fan) on the table or up on the board.
- Play the CD (Track 15).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /f/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Ff / Ff / frog
- 2 Ff / Ff / fin
- 3 Ff / Ff / fan
- 4 frog / fan / Ff / Ff
- 5 fin / Ff / frog / Ff
- 6 Ff / fan / fin / Ff
- 7 fan / Ff / Ff / frog
- 8 Ff / fin / frog / Ff / fan
- 9 frog / fan / Ff / fin / Ff
- 10 Ff / Ff / Ff / fin / frog / fan

2. Trace and say.

- Draw the children's attention to the bottom of page 34.
- Write each letter in the air with the children as sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "F" and "f" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Lesson 3 Ff

1. Listen, point and repeat. (15 Track)

2. Trace and say.

34 Little EFL Phonics 1

3. Let's clap chant. (Track 16)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 35.
- Play the CD (Track 16) and do the clap chant.
- Have children repeat the activity if necessary.

4. Color and say the "Ff" words.


- Ask children to turn to page 36.
- Have children find and color the "Ff" words.
- Have children say the words that they have colored.
- Pay attention to the children's articulation and guide them if necessary.

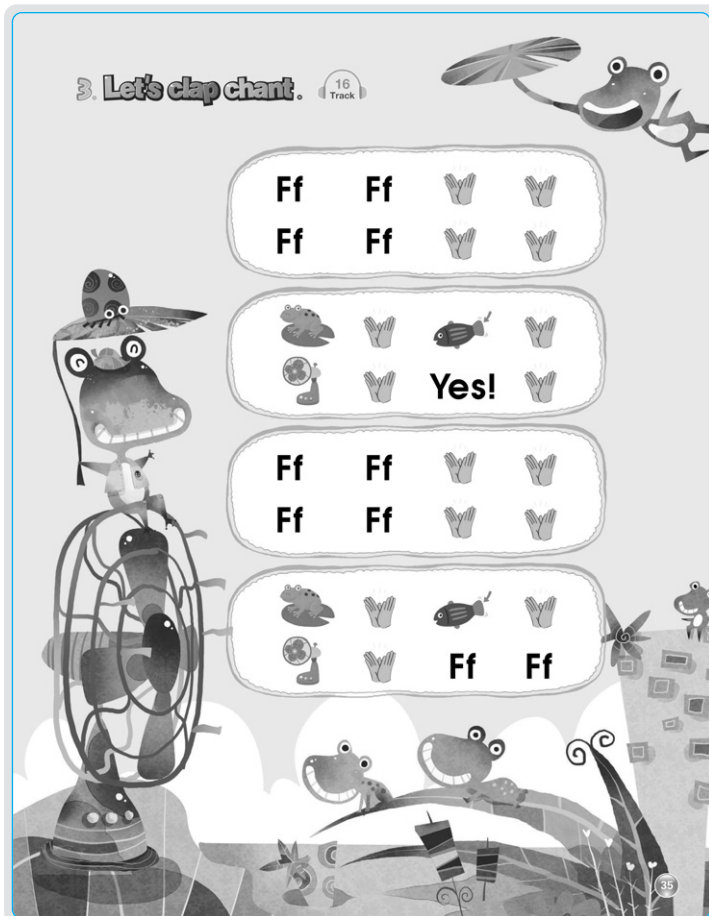
5. Trace and write.





- Draw the children's attention to the bottom of page 36.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.








More Writing Practice





- Go to page 113 in the appendix for more writing practice.
- This section can be done either in class or at home.







3. Let's clap chant. 








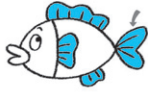



Ff	Ff		
Ff	Ff		

			
		Yes!	




Ff	Ff		
Ff	Ff		

			
		Ff	Ff

4. Color and say the "Ff" words.

5. Trace and write.

		
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>> Go to page 113 for more writing practice.

36 Little EFL Phonics 1



Lesson 4

Dd ~ Ff

Objectives

- Review “Dd ~ Ff.”
- Children will solidify their knowledge of the sounds /d/, /e/ and /f/.
- Children will develop a clear articulation of the words introduced in Unit 2: dog, duck, desk, elephant, egg, elbow, frog, fin and fan.

Warm Up

- Greet children.
- Write on the board the letters “Dd~ Ff” and have children say the words that begin with the sounds /d~/ /f/.

1. Let’s clap chant. (Tracks 12, 14, 16)

- Ask children to open their books to page 29.
- Play the CD (Track 12) and do the clap chant.
- Ask children to turn their books to page 32.
- Play the CD (Track 14) and do the clap chant.
- Ask children to turn their books to page 35.
- Play the CD (Track 16) and do the clap chant.

2. Listen and write the numbers. (Track 17)

- Ask children to open their books to page 37.
- Play the CD (Track 17).
- Have children listen and write the numbers in the order they hear the words.
- Check the answers after children have finished.
- Make sure children recognize and articulate the sounds (/d/, /e/, /f/) and are able to say the words that begin with those sounds.

<Script>

Number 1 dog / dog

Number 2 elephant / elephant

Number 3 egg / egg

Number 4 elbow / elbow

Number 5 duck / duck

Number 6 fan / fan

Number 7 fin / fin

Number 8 desk / desk

Number 9 frog / frog

Lesson 4 Dd ~ Ff

1. Let’s clap chant. (12 Track, 14 Track, 16 Track)
 >> Go to pages 29, 32 and 35 and clap chant.

2. Listen and write the numbers. (17 Track)

Unit 2 Lesson 4 37

3. Color the pictures with the correct letters.

- Ask children to turn their books to page 38.
- Have children color the picture with the correct letters in each row.
- Ask them to sound out the letter and the word.
- Go around the class and give help if necessary.

4. Match.

- Draw the children's attention to the bottom of page 38.
- Do number 1 together as an example.
- Have children match the letters with the picture.
- Encourage children to sound out the letters and the word as they draw lines.
- Go around the class and give help if necessary.

5. Trace the correct letters.

- Ask children to turn their books to page 39.
- Do number 1 together as an example.
- Have children trace the correct letters under each picture.
- Go around the class and give help if necessary.










6. Trace and write.

- Draw the children's attention to the bottom of page 39.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.




More Writing Practice

- Go to page 113 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Color the pictures with the correct letters.


Fe 	Ff 	Fd 
Ee 	Ef 	Ed 
De 	Df 	Dd 

4. Match.

1 D	f	
2 E	e	
3 F	d	


5. Trace the correct letters.

1




Dd Ee Ff

2




Dd Ee Ff

3



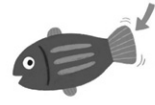
Dd Ee Ff

4




Dd Ee Ff

5



Dd Ee Ff

6



Dd Ee Ff

6. Trace and write.

DEF

def

>> Go to page 113 for more writing practice.



Lesson 5

Aa ~ Ff

Objectives

- Review "Aa ~ Ff."
- Children will solidify their knowledge of the sounds /a/ ~ /f/.
- Children will develop a clear articulation of the words introduced in Units 1 and 2: apple, ant, album, bus, bag, bed, cat, cup, cap, dog, duck, desk, elephant, egg, elbow, frog, fin and fan.

Warm Up

- Greet children.
- Write on the board any three letters from "Aa ~ Ff" and have children say the words that begin with those sounds.

1. Listen and color the picture. (Track 18)

- Ask children to open their books to page 40.
- Play the CD (Track 18).
- Have children listen and color the correct picture.
- Repeat the CD if necessary.

<Script>

Number 1 elbow / elbow

Number 2 bus / bus

Number 3 desk / desk

Number 4 fan / fan

2. Listen and color the letter. (Track 19)

- Draw the children's attention to the bottom of page 40.
- Play the CD (Track 19).
- Have children listen and color the correct letter.

<Script>

Number 1 Ee / Ee

Number 2 Dd / Dd

Number 3 Cc / Cc

Number 4 Bb / Bb

Number 5 Aa / Aa

Number 6 Ff / Ff

Lesson 5 Aa ~ Ff

1. Listen and color the picture. (18 Track)

1 2 3 4 5 6

2. Listen and color the letter. (19 Track)

1 2 3 4 5 6

40 Little EFL Phonics 1

3. Circle the correct letters.

- Ask children to turn their books to page 41.
- Have children look at the pictures and circle the correct letters (both uppercase and lowercase).
- Go around the class and ask children to sound out the letters and say the words.
- Listen to the children's articulation of the words and guide them if necessary.

4. Draw and write.

- Ask children to turn their books to page 42.
- Have children trace the dotted pictures and write the initial sound letters (both uppercase and lowercase).
- Encourage them to articulate the words correctly.
- Go around the class and give help if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 42.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.

3. Circle the correct letters.

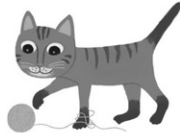
Little EFL
Phonics

1



B D F b d f

2



A C E a c e

3



D E F d e f

4



A B E a b e

5



C D F c d f

6

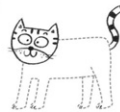


A B E a b e

Unit 2 Lesson 5 41

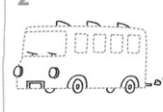
4. Draw and write.

1



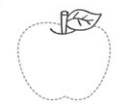
Cc

2



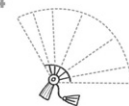
Bb

3



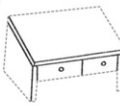
Aa

4



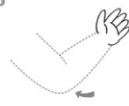
Ff

5



Dd

6



Ee

5. Trace and write.



42 Little EFL Phonics 1



Lesson 6

Aa ~ Ff

Objectives

- Review **Aa ~ Ff**.
- Children will solidify their knowledge of the sounds /a/ ~ /f/.
- Children will develop a clear articulation of the words introduced in Units 1 and 2: apple, ant, album, bus, bag, bed, cat, cup, cap, dog, duck, desk, elephant, egg, elbow, frog, fin and fan.

Warm Up

- Greet children.
- Write on the board any three letters from "**Aa ~ Ff**" and have children say the words that begin with those sounds.

1. Listen and number. Match and color.

(Track 20)

- Ask children to open their books to page 43.
- Play the CD (Track 20).
- Have children listen and write the numbers in the order they hear the words.
- Repeat the CD if necessary.
- Have children color each picture and draw a line to the correct letters.
- Do number 1 together as an example. Encourage children to say the word '**bag**' first and sound out /b/ as they draw a line to "**Bb**."

<Script>

Number 1 bag / bag

Number 2 elephant / elephant

Number 3 frog / frog

Number 4 cup / cup

Number 5 ant / ant

Number 6 dog / dog


2. Write the partner letters.

- Ask children to turn their books to page 44.
- Do the first one together as an example. Have children say the sound /a/ and write the letter "a" together.
- Have children do the rest by themselves.
- Go around the class and give help if necessary.


3. Choose and write.

- Ask children to turn their books to page 45.
- Have children say each word and write the correct initial letters (both uppercase and lower case).
- Do number 1 together as an example. Have children say the word 'album' and write the letters "A" and "a" in the air together. Encourage them to say the sound /a/ as they write.
- Listen to the children's articulation of the words and guide them if necessary.


2. Write the partner letters.



A a B b C c



D d E e F f




A a B b C c


44


3. Choose and write.


Picture Phonics


Aa Bb Cc Dd Ee Ff


1  Aa


2  Cc


3  Ee


4  Aa

5  Ff

6  Ee

7  Dd

8  Bb

9  Cc

Unit 2 Lesson 6 45

Lesson 1 Gg

Lesson 2 Hh

Lesson 3 Ii

Lesson 4 Gg ~ Ii

Lesson 5 Dd ~ Ii

Lesson 6 Aa ~ Ii



Target Sounds and Words

Gg



gorilla

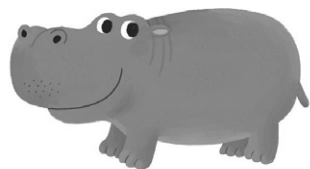


glass



goat

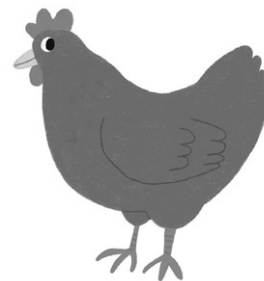
Hh



hippo



hat

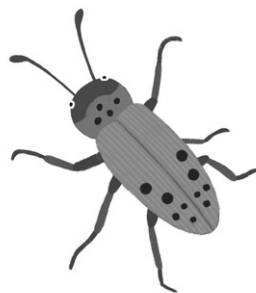


hen

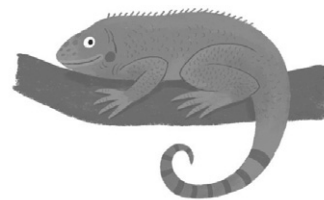
Ii



igloo



insect



iguana



Lesson 1

Gg

Objectives

- Children will recognize the letter "Gg" by the sound /g/.
- Children will learn three words that start with the /g/ sound: gorilla, glass, goat.
- Children will write the letters "G" and "g."

Warm Up/Review

- Greet children.
- Write on the board "Dd", "Ee" and "Ff" and have children say the words that begin with each sound.

1. Listen, point and repeat. (Track 21)

- Ask children to open their books to page 48 or put the flashcards (Gg / gorilla / glass / goat) on the table or up on the board.
- Play the CD (Track 21).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /g/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Gg / Gg / gorilla
- 2 Gg / Gg / glass
- 3 Gg / Gg / goat
- 4 Gg / glass / Gg / gorilla
- 5 goat / gorilla / Gg / Gg
- 6 gorilla / Gg / glass / Gg
- 7 Gg / Gg / glass / goat
- 8 Gg / goat / Gg / gorilla / glass
- 9 glass / gorilla / goat / Gg / Gg
- 10 Gg / gorilla / Gg / goat / Gg / glass

2. Trace and say.

- Draw the children's attention to the bottom of page 48.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "G" and "g" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

3. Let's clap chant. (Track 22)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 49.
- Play the CD (Track 22) and do the clap chant.
- Have children repeat the activity if necessary.

4. Complete the pictures. Say the words.

- Ask children to turn to page 50.
- Have children complete the drawings by finishing the second half of each picture.
- Have children color the completed pictures.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 50.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 114 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Let's clap chant. 



Gg Gg



Gg Gg



Gg Gg



Gg Gg



4. Complete the pictures. Say the words.



5. Trace and write.



>> Go to page 114 for more writing practice.

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Lesson 2

Hh

Objectives

- Children will recognize the letter "Hh" by the sound /h/.
- Children will learn three words that start with the /h/ sound: hat, hen, hippo.
- Children will write the letters "H" and "h."

Warm Up/Review

- Greet children.
- Write on the board the letters "G" and "g" and have children say the words that begin with the sound /g/.

1. Listen, point and repeat. (Track 23)

- Ask children to open their books to page 51 or put the flashcards (Hh / hat / hen / hippo) on the table or up on the board.
- Play the CD (Track 23).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /h/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Hh / Hh / hippo
- 2 Hh / Hh / hat
- 3 Hh / Hh / hen
- 4 hat / hippo/ Hh / Hh
- 5 hen / Hh / hat / Hh
- 6 Hh / hippo / hen / Hh
- 7 hippo / Hh / Hh / hat
- 8 Hh / hen / hippo / Hh / hat
- 9 hat / Hh / Hh / hen / hippo
- 10 hen / hippo / Hh / hat / Hh / Hh

2. Trace and say.

- Draw the children's attention to the bottom of page 51.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "H" and "h" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Lesson 2 Hh

1. Listen, point and repeat. (Track 23)

2. Trace and say.

Unit 3 Lesson 2 51

3. Let's clap chant. (Track 24)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 52.
- Play the CD (Track 24) and do the clap chant.
- Have children repeat the activity if necessary.

4. Color and say the "Hh" words.

- Ask children to turn to page 53.
- Have children color the drawings of the "Hh" words.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 53.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 114 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Let's clap chant. 



Hh Hh    

Hh Hh    

Hh Hh    

   **Hh Hh**

4. Color and say the "Hh" words. 



5. Trace and write.



>> Go to page 114 for more writing practice.

Unit 3 Lesson 2 **53**



Lesson 3

Ii

Objectives

- Children will recognize the letter “li” by the sound /i/.
- Children will learn three words that start with the /i/ sound: igloo, iguana, insect.
- Children will write the letters “I” and “i.”

Warm Up/Review

- Greet children.
- Write on the board the letters “H” and “h” and have children say the words that begin with the sound /h/.

1. Listen, point and repeat. (Track 25)

- Ask children to open their books to page 54 or put the flashcards (li / igloo / iguana / insect) on the table or up on the board.
- Play the CD (Track 25).
- Have children listen, point and repeat.
- Listen to the children’s articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /i/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 li / li / igloo
- 2 li / li / insect
- 3 li / li / iguana
- 4 li / iguana / li / insect
- 5 insect / igloo / li / li
- 6 igloo / li / li / iguana
- 7 li / li / insect / igloo
- 8 iguana / li / insect / li / igloo
- 9 igloo / iguana / insect / li / li
- 10 li / insect / li / igloo / li / iguana

2. Trace and say.

- Draw the children’s attention to the bottom of page 54.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write “I” and “i” in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

3. Let's clap chant. (Track 26)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 55.
- Play the CD (Track 26) and do the clap chant.
- Have children repeat the activity if necessary.

4. Color the spaces with "I" blue and "i" yellow.


- Ask children to turn to page 56.
- Have children find the spaces with "I" and color them blue.
- Have children find the spaces with "i" and color them yellow.
- Ask children what pictures the colored spaces make. Have them say the words.
- Pay attention to the children's articulation and guide them if necessary.

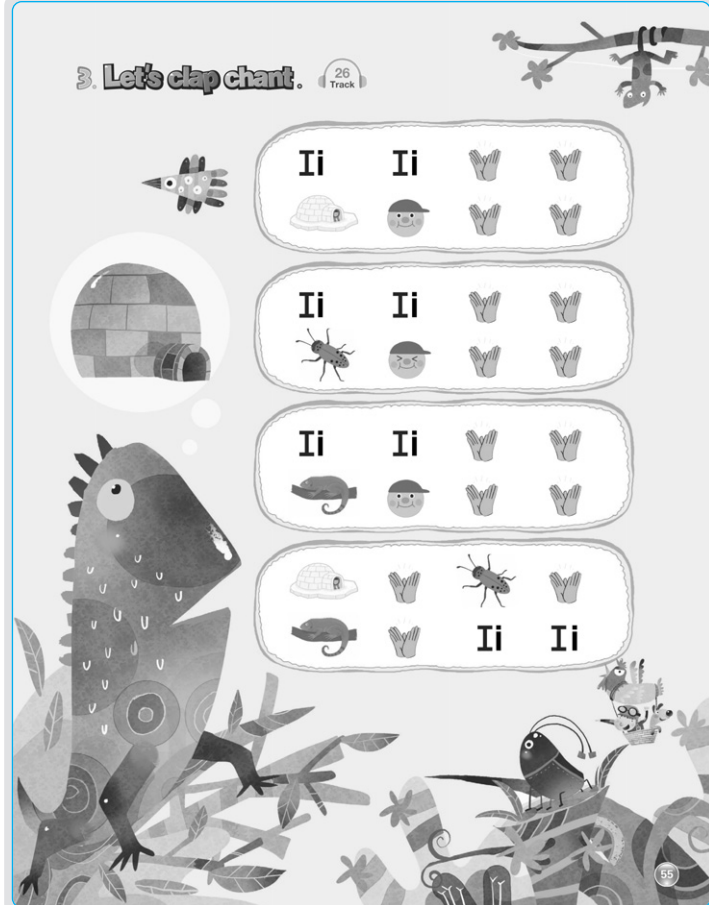
5. Trace and write.



- Draw the children's attention to the bottom of page 56.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.





More Writing Practice



- Go to page 115 in the appendix for more writing practice.
- This section can be done either in class or at home.





3. Let's clap chant.  26 Track









Ii Ii  



   

Ii Ii  

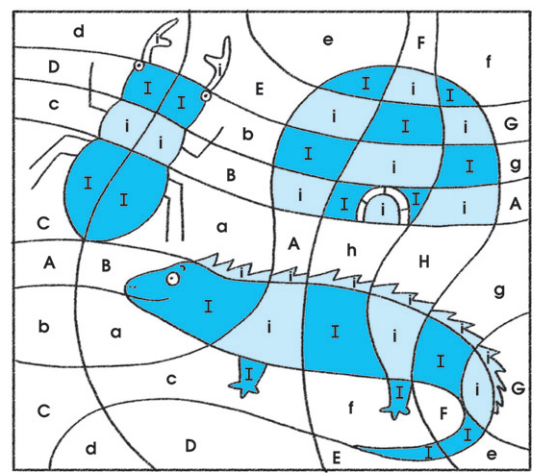
   

Ii Ii  

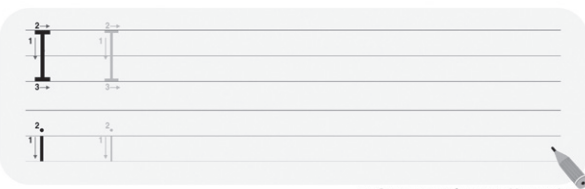
   

  **Ii Ii**


4. Color the spaces with "I" blue and "i" yellow.



5. Trace and write.



>> Go to page 115 for more writing practice.

 Little EFL Phonics 1



Lesson 4

Gg ~ Ii

Objectives

- Review "Gg ~ Ii."
- Children will solidify their knowledge of the sounds /g/, /h/ and /i/.
- Children will develop a clear articulation of the words introduced in Unit 3: gorilla, glass, goat, hat, hen, hippo, igloo, iguana, and insect.

Warm Up

- Greet children.
- Write on the board the letters "Gg ~ Ii" and have children say the words that begin with the sounds /g~/i/.

1. Let's clap chant. (Tracks 22, 24, 26)

- Ask children to open their books to page 49.
- Play the CD (Track 22) and do the clap chant.
- Ask children to turn their books to page 52.
- Play the CD (Track 24) and do the clap chant.
- Ask children to turn their books to page 55.
- Play the CD (Track 26) and do the clap chant.

2. Listen and write the numbers. (Track 27)

- Ask children to turn their books to page 57.
- Play the CD (Track 27).
- Have children listen and write the numbers in the order they hear the words.
- Check the answers after children have finished.
- Make sure children recognize and articulate the sounds (/g/, /h/, /i/) and are able to say the words that begin with those sounds.

<Script>

Number 1 hat / hat

Number 2 goat / goat

Number 3 igloo / igloo

Number 4 insect / insect


Number 5 hen / hen

Number 6 gorilla / gorilla

Number 7 hippo / hippo










Number 8 iguana / iguana

Number 9 glass / glass



1. Let's clap chant. 22 Track 24 Track 26 Track
 >> Go to pages 49, 52 and 55 and clap chant.

2. Listen and write the numbers. 27 Track

Gg	6 	9 	2 
Hh	7 	1 	5 
Ii	3 	4 	8 

Unit 3 Lesson 4 57

3. Match and color.

- Ask children to turn their books to page 58.
- Have children match the pictures with the correct letters.
- Have children color the pictures.
- Go around the class and give help if necessary.

4. Circle the correct picture.

- Draw the children's attention to the bottom of page 58.
- Do number 1 together as an example.
- Encourage children to sound out the letter as they circle the correct picture.
- Go around the class and give help if necessary.

5. Color the beginning letters.

- Ask children to turn their books to page 59.
- Have children look at each picture and color the correct beginning letters (uppercase and lowercase).
- Go around the class and give help if necessary.

6. Trace and write.

- Draw the children's attention to the bottom of page 59.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 115 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Match and color.

1 **Gg**

2 **Hh**

3 **Ii**

4. Circle the correct picture.

1 **Gg** **Gg**

2 **Hh** **Ii**

5. Color the beginning letters.

1 **G H I g h i**

2 **G H I g h i**

3 **G H I g h i**

4 **G H I g h i**

6. Trace and write.

GHI

g h i

>> Go to page 115 for more writing practice.

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Unit 3 Lesson 4 59



Lesson 5

Dd ~ Ii

Objectives

- Review "Dd ~ Ii."
- Children will solidify their knowledge of the sounds /d/ ~ /i/.
- Children will develop a clear articulation of the words introduced in Unit 2 and Unit 3: dog, duck, desk, elephant, egg, elbow, frog, fin, fan, gorilla, glass, goat, hat, hen, hippo, igloo, iguana and insect.

Warm Up

- Greet children.
- Write on the board any three letters from "Dd ~ Ii" and have children say the words that begin with those sounds.

1. Listen and circle the picture. (Track 28)

- Ask children to open their books to page 60.
- Play the CD (Track 28).
- Have children listen and circle the correct picture.
- Repeat the CD if necessary.

<Script>

Number 1 duck / duck

Number 2 fin / fin

Number 3 hen / hen

2. Listen and circle the letter. (Track 29)

- Draw the children's attention to the bottom of page 60.
- Play the CD (Track 29).
- Have children listen and circle the correct letter.

<Script>

Number 1 Ff / Ff


Number 2 Ee / Ee

Number 3 Gg / Gg

Number 4 Hh / Hh






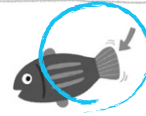



Number 5 Ii / Ii

Number 6 Dd / Dd



Lesson 5 Dd ~ Ii

1. Listen and circle the picture. 28 Track

1 		
2 		
3 		

2. Listen and circle the letter. 29 Track

1 D F H	2 e g i
3 E G I	4 d f h
5 G H I	6 d e f

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3. Circle the correct picture.

- Ask children to turn their books to page 61.
- Have children sound out each letter and circle the correct picture.
- Go around the class and ask children to say the words.
- Listen to the children's articulation of the words and guide them if necessary.

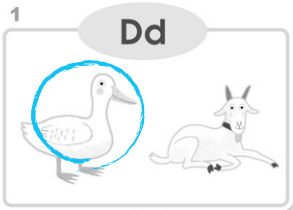
4. Color and write.

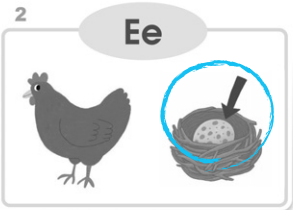
- Ask children to turn their books to page 62.
- Do number 1 together as an example. Write "E" and "e" together in the air as you sound out /e/.
- Have children color each picture using the given color codes. Encourage them to articulate the word correctly and write the initial sound letters (both uppercase and lower case).
- Go around the class and give help if necessary.

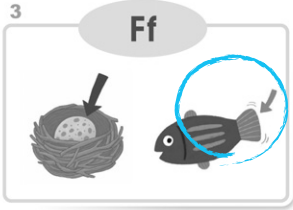
5. Trace and write.


- Draw the children's attention to the bottom of page 62.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.

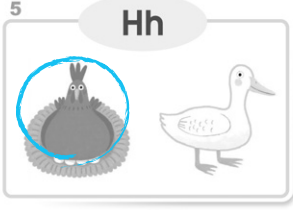
3. Circle the correct picture.

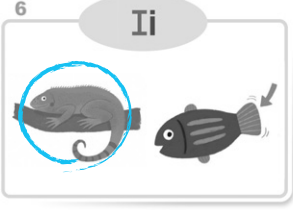
1 Dd


2 Ee


3 Ff


4 Gg



5 Hh



6 Ii


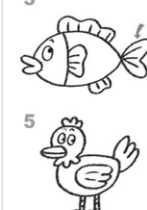
Unit 3 Lesson 5 61

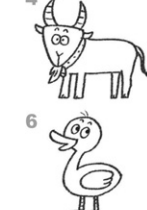
4. Color and write.


Dd Ee Ff Gg Hh Ii

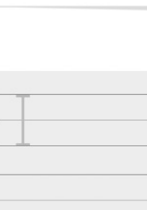
1


2


3


4


5


6


5. Trace and write.

DEF GHI
def ghi

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Lesson 6

Aa ~ Ii

Objectives

- Review "Aa ~ Ii."
- Children will solidify their knowledge of the sounds /a/~/i/.
- Children will develop a clear articulation of the words introduced in Units 1, 2 and 3: apple, ant, album, bus, bag, bed, cat, cup, cap, dog, duck, desk, elephant, egg, elbow, frog, fin, fan, gorilla, glass, goat, hat, hen, hippo, igloo, iguana, and insect.

Warm Up

- Greet children.
- Write on the board any three letters from "Aa ~ Ii" and have children say the words that begin with those sounds.

1. Listen and number. Match and color.

(Track 30)

- Ask children to open their books to page 63.
- Play the CD (Track 30).
- Have children listen and write the numbers in the order they hear the words.
- Repeat the CD if necessary.
- Have children color each picture and draw a line to the correct letters.
- Do number 1 together as an example. Encourage children to say the word 'bed' first and sound out /b/ as they draw a line to "Bb."

<Script>

Number 1 bed / bed

Number 2 fan / fan

Number 3 cap / cap

Number 4 gorilla / gorilla

Number 5 desk / desk

Number 6 elbow / elbow

Number 7 hippo / hippo

Number 8 igloo / igloo

Lesson 6 Aa~Ii

1. Listen and number. Match and color. (30 Track)

3 6 1 5

Bb Cc Dd Ee

Ff Gg Hh Ii

7 2 4 8

63

2. Write the partner letters.

- Ask children to turn their books to page 64.
- Do number 1 together as an example. Have children say the sound /a/ and write the letter "a" together in the air.
- Have children do the rest by themselves.
- Go around the class and give help if necessary.

3. Choose and write.

- Ask children to turn their books to page 65.
- Have children say each word and write the correct initial letters (both uppercase and lower case).
- Do number 1 together as an example. Have children say the word 'cap' and write the letters "C" and "c" in the air together. Encourage them to say the sound /k/ as they write.
- Listen to children's articulation of the words and guide them if necessary.


2. Write the partner letters.


64


3. Choose and write.


PHONICS


Aa Bb Cc Dd Ee Ff Gg Hh Ii


1  Cc


2  Ee


3  Ii


4  Aa

5  Hh

6  Ff

7  Bb

8  Dd

9  Gg

Unit 3 Lesson 6 65

Unit 4

Jj • Kk • Ll

Lesson 1 Jj

Lesson 2 Kk

Lesson 3 Ll

Lesson 4 Jj ~ Ll

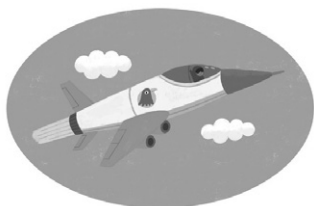
Lesson 5 Gg ~ Ll

Lesson 6 Dd ~ Ll



Target Sounds and Words

Jj



jet



jam

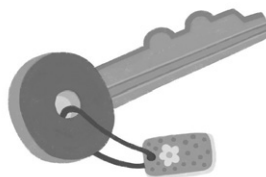


jacket

Kk



king

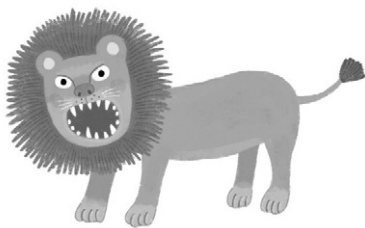


key

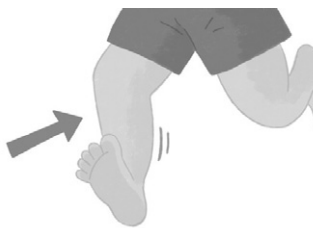


kite

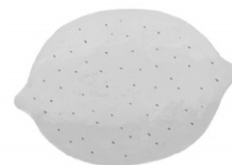
Ll



lion



leg



lemon



Lesson 1

Jj

Objectives

- Children will recognize the letter "Jj" by the sound /j/.
- Children will learn three words that start with the /j/ sound: jet, jam, jacket.
- Children will write the letters "J" and "j."

Warm Up/Review

- Greet children.
- Write on the board "Gg", "Hh" and "Ii" and have children say the words that begin with each sound.

1. Listen, point and repeat. (Track 31)

- Ask children to open their books to page 68 or put the flashcards (Jj / jet / jam / jacket) on the table or up on the board.
- Play the CD (Track 31).
- Have children listen, point and repeat.
- Listen to the children's articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /j/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Jj / Jj / jet
- 2 Jj / Jj / jam
- 3 Jj / Jj / jacket
- 4 jacket / Jj / Jj / jet
- 5 jam / jet / Jj / Jj
- 6 Jj / jacket / jam / Jj
- 7 Jj / jet / Jj / jacket
- 8 jacket / jam / Jj / jet / Jj
- 9 Jj / Jj / jet / jacket / jam
- 10 Jj / Jj / jet / jam / jacket / Jj

2. Trace and say.

- Draw the children's attention to the bottom of page 68.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write "J" and "j" in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Lesson 1 Jj

1. Listen, point and repeat. (31 Track)

2. Trace and say.

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3. Let's clap chant. (Track 32)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 69.
- Play the CD (Track 32) and do the clap chant.
- Have children repeat the activity if necessary.

4. Match, color and say.


- Ask children to turn to page 70.
- Have children follow the dotted lines to get to the first half of the pictures.
- Have children match and color the second half of the pictures.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.

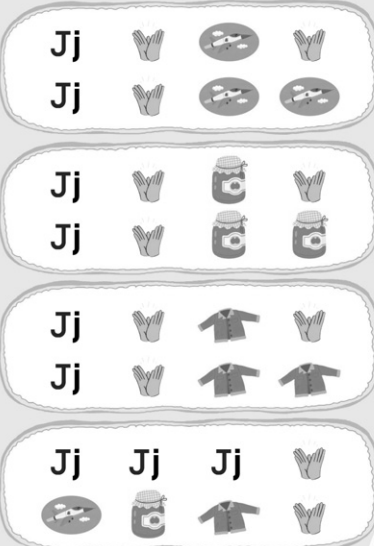





5. Trace and write.
























- Draw the children's attention to the bottom of page 70.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.

More Writing Practice

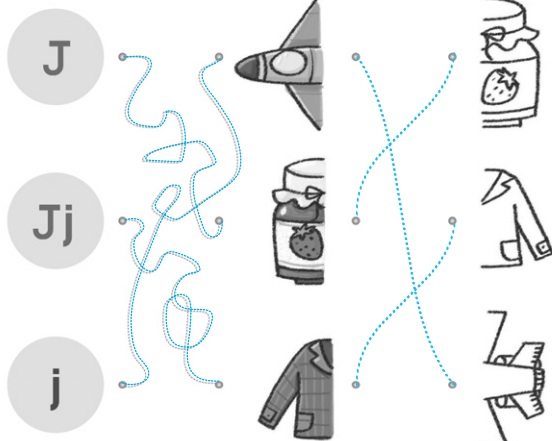
- Go to page 116 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Let's clap chant. 




Jj			
Jj			
Jj			
Jj			
Jj			
Jj			
Jj	Jj	Jj	
			

4. Match, color and say.



5. Trace and write.



>> Go to page 116 for more writing practice.

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Lesson 2

Kk

Objectives

- Children will recognize the letter “Kk” by the sound /k/.
- Children will learn three words that start with the /k/ sound: king, key, kite.
- Children will write the letters “K” and “k.”

Warm Up/Review

- Greet children.
- Write on the board the letters “J” and “j” and have children say the words that begin with the sound /j/.

1. Listen, point and repeat. (Track 33)

- Ask children to open their books to page 71 or put the flashcards (Kk / king / key / kite) on the table or up on the board.
- Play the CD (Track 33).
- Have children listen, point and repeat.
- Listen to the children’s articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /k/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Kk / Kk / king
- 2 Kk / Kk / key
- 3 Kk / kk / kite
- 4 Kk / Kk / key / king
- 5 kite / Kk / Kk / king
- 6 Kk / key / kite / Kk
- 7 king / kite / Kk / Kk
- 8 Kk / Kk / king / key / kite
- 9 kite / Kk / king / Kk / key
- 10 Kk / Kk / key / kite / king / Kk

2. Trace and say.

- Draw the children’s attention to the bottom of page 71.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write “K” and “k” in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

1. Listen, point and repeat. (33 Track)

2. Trace and say.

Unit 4 Lesson 2 71

3. Let's clap chant. (Track 34)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 72.
- Play the CD (Track 34) and do the clap chant.
- Have children repeat the activity if necessary.

4. Color and say.


- Ask children to turn to page 73.
- Have children color the drawings of the "Kk" words and letters.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.

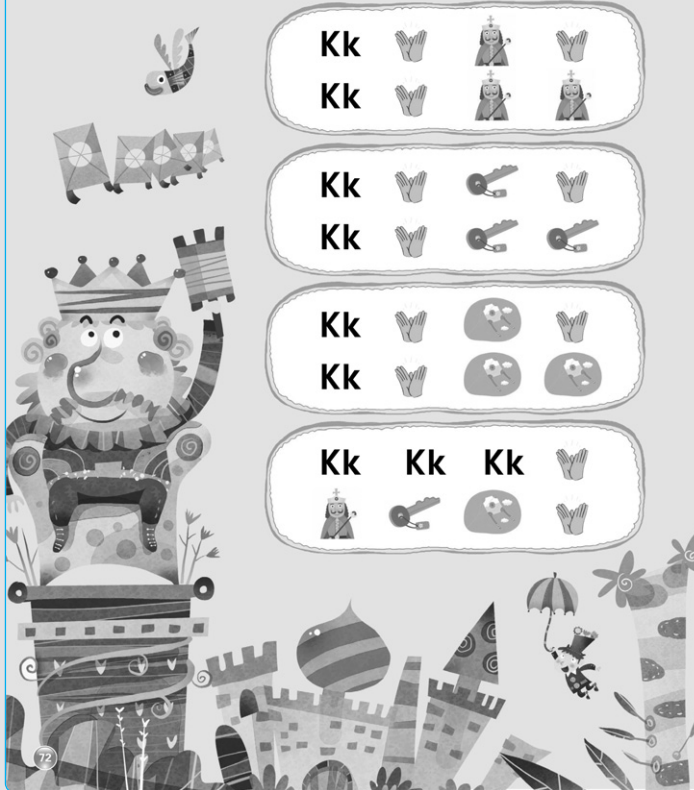
5. Trace and write.




- Draw the children's attention to the bottom of page 73.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.




More Writing Practice




- Go to page 116 in the appendix for more writing practice.
- This section can be done either in class or at home.




3. Let's clap chant.  34 Track









Kk   


Kk   





Kk   


Kk   


Kk   

Kk   



Kk **Kk** **Kk** 

4. Color and say. 



5. Trace and write.

>> Go to page 116 for more writing practice.

Unit 4 Lesson 2 **73**



Lesson 3

LI

Objectives

- Children will recognize the letter “LI” by the sound /l/.
- Children will learn three words that start with /l/ sound: lion, leg, lemon.
- Children will write the letters “L” and “I.”

Warm Up/Review

- Greet children.
- Write on the board the letters “K” and “k” and have children say the words that begin with the sound /k/.

1. Listen, point and repeat. (Track 35)

- Ask children to open their books to page 74 or put the flashcards (LI / lion / leg / lemon) on the table or up on the board.
- Play the CD (Track 35).
- Have children listen, point and repeat.
- Listen to the children’s articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /l/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 LI / LI / lion
- 2 LI / LI / leg
- 3 LI / LI / lemon
- 4 lemon / leg / LI / LI
- 5 lion / LI / lemon / LI
- 6 LI / leg / lion / LI
- 7 LI / LI / leg / lemon
- 8 leg / lemon / LI / lion / LI
- 9 lion / LI / lemon / LI / leg
- 10 lemon / LI / LI / LI / lion / leg

2. Trace and say.

- Draw the children’s attention to the bottom of page 74.
- Write each letter in the air with the children as sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write “L” and “I” in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

1. Listen, point and repeat. 35 Track

2. Trace and say.

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3. Let's clap chant. (Track 36)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 75.
- Play the CD (Track 36) and do the clap chant.
- Have children repeat the activity if necessary.

4. Follow the maze and say the "LI" words.


- Ask children to turn to page 76.
- Have children follow the maze and say the "LI" words as they pass them.
- Pay attention to the children's articulation and guide them if necessary.

5. Trace and write.


- Draw the children's attention to the bottom of page 76.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.


More Writing Practice



- Go to page 117 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Let's clap chant.  36 Track






LI   



LI   


LI   

LI   

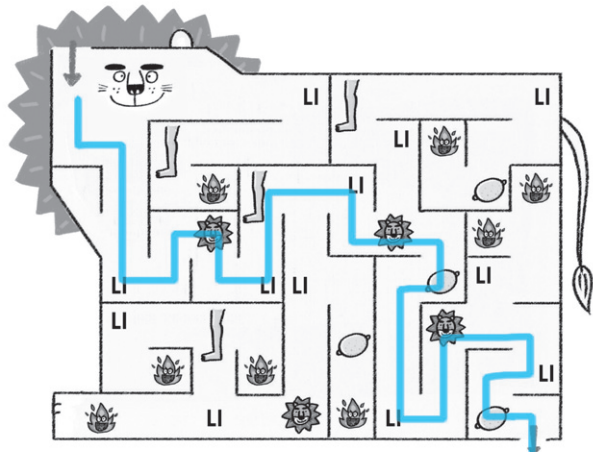
LI   

LI   


LI  LI  LI 


4. Follow the maze and say the "LI" words.



5. Trace and write.



>> Go to page 117 for more writing practice.



76 Little EFL Phonics 1



Lesson 4

Jj ~ Ll

Objectives

- Review “Jj ~ Ll.”
- Children will solidify their knowledge of the sounds /j/, /k/ and /l/.
- Children will develop a clear articulation of the words introduced in Unit 4: jet, jam, jacket, king, key, kite, lion, leg and lemon.

Warm Up

- Greet children.
- Write on the board the letters “Jj ~ Ll” and have children say the words that begin with the sounds /j~/ /l/.

1. Let’s clap chant. (Tracks 32, 34, 36)

- Ask children to open their books to page 69.
- Play the CD (Track 32) and do the clap chant.
- Ask children to turn their books to page 72.
- Play the CD (Track 34) and do the clap chant.
- Ask children to turn their books to page 75.
- Play the CD (Track 36) and do the clap chant.

2. Listen and write the numbers. (Track 37)

- Ask children to open their books to page 77.
- Play the CD (Track 37).
- Have children listen and write the numbers in the order they hear the words.
- Check the answers after children have finished.
- Make sure children recognize and articulate the sounds (/j/, /k/, /l/) and are able to say the words that begin with those sounds.

<Script>

Number 1 jet / jet

Number 2 leg / leg

Number 3 jacket / jacket

Number 4 key / key

Number 5 lemon / lemon

Number 6 king / king

Number 7 lion / lion

Number 8 jam / jam

Number 9 kite / kite

Lesson 4 Jj ~ Ll

1. Let's clap chant. 32 Track 34 Track 36 Track
 >> Go to pages 69, 72 and 75 and clap chant.

2. Listen and write the numbers. 37 Track

Unit 4 Lesson 4 77

3. Match and color.

- Ask children to turn their books to page 78.
- Have children match the pictures with the correct letters.
- Have children color the pictures.
- Go around the class and give help if necessary.

4. Circle the correct picture.

- Draw the children's attention to the bottom of page 78.
- Have children look at the letters and find the correct pictures. Encourage them to sound out the letters and the words.
- Go around the class and give help if necessary.

5. Color the correct letters.

- Ask children to turn their books to page 79.
- Have children look at each picture and color the correct letters (both uppercase and lowercase).
- Go around the class and give help if necessary.

6. Trace and write.

- Draw the children's attention to the bottom of page 79.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.

More Writing Practice

- Go to page 117 in the appendix for more writing practice.
- This section can be done either in class or at home.

3. Match and color.

4. Circle the correct picture.

5. Color the correct letters.

6. Trace and write.

>> Go to page 117 for more writing practice.

78 Little EFL Phonics 1
Unit 4 Lesson 4 79



Lesson 5

Gg ~ Ll

Objectives

- Review "Gg ~ Ll."
- Children will solidify their knowledge of the sounds /g/ ~ /l/.
- Children will develop a clear articulation of the words introduced in Unit 3 and Unit 4: gorilla, glass, goat, hat, hen, hippo, igloo, iguana, insect, jet, jam, jacket, king, key, kite, lion, leg and lemon.

Warm Up

- Greet children.
- Write on the board any three letters from "Gg ~ Ll" and have children say the words that begin with those sounds.

1. Listen and color the picture. (Track 38)

- Ask children to open their books to page 80.
- Play the CD (Track 38).
- Have children listen and color the correct picture.
- Repeat the CD if necessary.

<Script>

Number 1 lemon / lemon

Number 2 insect / insect

Number 3 hat / hat

Number 4 kite / kite

2. Listen and color the letter. (Track 39)

- Draw the children's attention to the bottom of page 80.
- Play the CD (Track 39).
- Have children listen and color the correct letter.

<Script>

Number 1 Ll / Ll

Number 2 Jj / Jj

Number 3 Hh / Hh

Number 4 li / li

Number 5 Kk / Kk

Number 6 Gg / Gg

3. Circle the correct letters.

- Ask children to turn their books to page 81.
- Have children look at the pictures and circle the correct letters (both uppercase and lowercase).
- Go around the class and ask children to say the words.
- Listen to the children's articulation of the words and guide them if necessary.


4. Draw and write.

- Ask children to turn their books to page 82.
- Do number 1 together as an example. Have children draw the picture by tracing the dotted line. Ask them to write "L" and "l" as they sound out /l/.
- Have children do the rest by themselves.
- Go around the class and give help if necessary.


5. Trace and write.

- Draw the children's attention to the bottom of page 82.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.


3. Circle the correct letters.

1 


I (J) L i (j) l

2 


G (H) K g (h) k

3 


G J (K) g j (k)

4 

H (I) L h (i) l

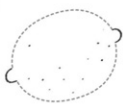



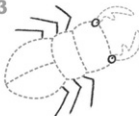





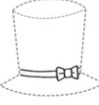

5 

J K (L) j k (l)

6 

(G) H I (g) h i

4. Draw and write.

1 		2 	
3 		4 	
5 		6 	

5. Trace and write.

G H I J K L

g h i j k l

Unit 4 Lesson 5 81

82 Little EFL Phonics 1



Lesson 6

Dd ~ Ll

Objectives

- Review "Dd ~ Ll."
- Children will solidify their knowledge of the sounds /d/~l/.
- Children will develop a clear articulation of the words introduced in Units 2, 3 and 4: dog, duck, desk, elephant, egg, elbow, frog, fin, fan, gorilla, glass, goat, hat, hen, hippo, igloo, iguana, insect, jet, jam, jacket, king, key, kite, lion, leg and lemon.

Warm Up

- Greet children.
- Write on the board any three letters from "Dd ~ Ll" and have children say the words that begin with those sounds.

1. Listen and number. Color and match.

(Track 40)

- Ask children to open their books to page 83.
- Play the CD (Track 40).
- Have children listen and write the numbers in the order they hear the words.
- Repeat the CD if necessary.
- Have children color the pictures and match them with the correct letters.
- Do number 1 together as an example. Encourage children to say the word 'goat' first and sound out /g/ as they draw a line to "Gg."

<Script>

- Number 1 goat / goat
- Number 2 frog / frog
- Number 3 king / king
- Number 4 lion / lion
- Number 5 iguana / iguana
- Number 6 elephant / elephant
- Number 7 jet / jet
- Number 8 hen / hen

Lesson 6 Dd ~ Ll

1. Listen and number. Color and match. (40 Track)

6 1 8 2

Ee Ff Gg Hh

Ii Jj Kk Ll

3 7 5 4

2. Write the partner letters.

- Ask children to turn their books to page 84.
- Have children write missing uppercase letters or lowercase letters as they sound them out.
- Go around the class and give help if necessary.

3. Choose and write.

- Ask children to turn their books to page 85.
- Have children say each word and write the correct initial letters (both uppercase and lower case).
- Do number 1 together as an example. Have children say the word 'hen' and write the letters "H" and "h" in the air together. Encourage them to say the sound /h/ as they write.
- Listen to children's articulation of the words and guide them if necessary.

2. Write the partner letters.

84

3. Choose and write.

Write the Phonics

Dd Ee Ff Gg Hh Ii Jj Kk Ll

- Hh
- Gg
- Ll
- Ii
- Dd
- Ee
- Kk
- Jj
- Ff

Unit 4 Lesson 6 85

Unit 5

Mm • Nn

Lesson 1 Mm

Lesson 2 Nn

Lesson 3 Mm ~ Nn

Lesson 4 Jj ~ Nn

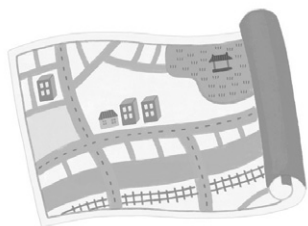
Lesson 5 Gg ~ Nn

Lesson 6 Aa ~ Nn



Target Sounds and Words

Mm



map

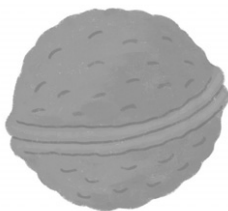


man

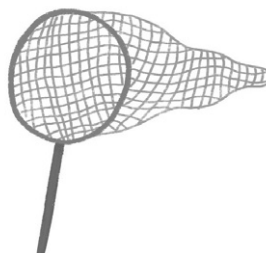


mop

Nn



nut



net



nose



Lesson 1

Mm

Objectives

- Children will recognize the letter “Mm” by the sound /m/.
- Children will learn three words that start with the /m/ sound: map, man, mop.
- Children will write the letters “M” and “m.”

Warm Up/Review

- Greet children.
- Write on the board the letters “Jj” ~ “Li” and have children say the words that begin with each sound.

1. Listen, point and repeat. (Track 41)

- Ask children to open their books to page 88 or put the flashcards (Mm / map / man / mop) on the table or up on the board.
- Play the CD (Track 41).
- Have children listen, point and repeat.
- Listen to the children’s articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /m/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Mm / Mm / map
- 2 Mm / Mm / man
- 3 Mm / Mm / mop
- 4 Mm / map / mop / Mm
- 5 man / Mm / Mm / mop
- 6 Mm / Mm / map / man
- 7 mop / Mm / map / Mm
- 8 map / man / mop / Mm / Mm
- 9 Mm / map / mop / Mm / man
- 10 Mm / man / Mm / mop / Mm / map

2. Trace and say.

- Draw the children’s attention to the bottom of page 88.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write “M” and “m” in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

3. Let's clap chant. (Track 42)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 89.
- Play the CD (Track 42) and do the clap chant.
- Have children repeat the activity if necessary.

4. Find and circle the hidden pictures.

- Ask children to turn to page 90.
- Have children find and circle the hidden pictures as they say the words.
- Pay attention to the children's articulation and guide them if necessary.


5. Trace and write.


- Draw the children's attention to the bottom of page 90.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.


More Writing Practice


- Go to page 118 in the appendix for more writing practice.
- This section can be done either in class or at home.


3. Let's clap chant. 



Mm Mm 



Mm 

Mm Mm 

Mm 

Mm Mm 


Mm 

 x2  x2

 x2 Mm Mm

89

4. Find and circle the hidden pictures.



5. Trace and write.

M M

m m

>> Go to page 118 for more writing practice.

90 Little EFL Phonics 1



Lesson 2

Nn

Objectives

- Children will recognize the letter “Nn” by the sound /n/.
- Children will learn three words that start with the /n/ sound: nut, net, nose.
- Children will write the letters “N” and “n.”

Warm Up/Review

- Greet children.
- Write on the board the letters “M” and “m” and have children say the words that begin with the sound /m/.

1. Listen, point and repeat. (Track 43)

- Ask children to open their books to page 91 or put the flashcards (Nn / nut / net / nose) on the table or up on the board.
- Play the CD (Track 43).
- Have children listen, point and repeat.
- Listen to the children’s articulation of the words and guide them if necessary.

Extension

- Have one of the children be the teacher and call out the sound /n/ and the words in any order.
- Ask other children to listen, point and repeat.

<Script>

- 1 Nn / Nn / nut
- 2 Nn / Nn / net
- 3 Nn / Nn / nose
- 4 nose / Nn / Nn / nut
- 5 net / nose / Nn / Nn
- 6 Nn / nut / Nn / net
- 7 Nn / Nn / nut / nose
- 8 nut / net / Nn / nose / Nn
- 9 Nn / nut / Nn / nose / net
- 10 nose / nut / Nn / Nn / net / Nn

2. Trace and say.

- Draw the children’s attention to the bottom of page 91.
- Write each letter in the air with the children as you sound it out.
- Repeat this several times to make sure they understand the order.
- Have children trace and write “N” and “n” in their books as they sound out the letter.
- Go around the class and encourage children to write the letters in the correct way.

Unit 5 Lesson 2 91

3. Let's clap chant. (Track 44)

- The goal of this activity is to let children enjoy themselves and have fun while doing the chant. Thus, it is all right if children do not follow the chant perfectly at the beginning as long as they enjoy the rhythm and do their best articulating the words.
- Ask children to turn to page 92.
- Play the CD (Track 44) and do the clap chant.
- Have children repeat the activity if necessary.

4. Color and say the "Nn" words.


- Ask children to turn to page 93.
- Have children color the drawings of the "Nn" words.
- Go around the class and have children say the words.
- Pay attention to the children's articulation and guide them if necessary.


5. Trace and write.



- Draw the children's attention to the bottom of page 93.
- Have children write each letter by themselves silently.
- Go around the class and give help if necessary.




More Writing Practice



- Go to page 118 in the appendix for more writing practice.
- This section can be done either in class or at home.




3. Let's clap chant.  44 Track








Nn Nn  





Nn   



Nn Nn  


Nn   

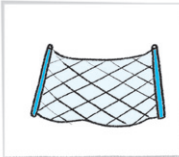








Nn Nn  

Nn   


  x2   x2

  x2 **Nn Nn**


4. Color and say the "Nn" words. 

5. Trace and write.



>> Go to page 118 for more writing practice.

Unit 5 Lesson 2 



Lesson 3

Mm ~ Nn

Objectives

- Review "Mm ~ Nn."
- Children will solidify their knowledge of the sounds /m/ and /n/.
- Children will develop a clear articulation of the words introduced in Unit 5: map, man, mop, nut, net and nose.

Warm Up/Review

- Greet children.
- Write on the board the letters "N" and "n" and have children say the words that begin with the sound /n/.

1. Let's Clap chant. (Tracks 42, 44)

- Ask children to open their books to page 89.
- Play the CD (Track 42) and do the clap chant.
- Ask children to turn their books to page 92.
- Play the CD (Track 44) and do the clap chant.

2. Listen and write the numbers. (Track 45)

- Ask children to open their books to page 94.
- Play the CD (Track 45).
- Have children listen and write the numbers in the order they hear the words.
- Check the answers after children have finished.
- Make sure children recognize and articulate the sounds (/m/, /n/) and are able to say the words that begin with those sounds.

<Script>

Number 1 nut / nut

Number 2 mop / mop

Number 3 man / man

Number 4 nose / nose

Number 5 net / net

Number 6 map / map

3. Complete the picture and circle the correct letters.

- Ask children to turn their books to page 95.
- Have children complete the pictures by tracing the dotted lines and coloring the second halves.
- Have children circle the correct letters.
- Go around the class and give help if necessary.

4. Circle the correct picture.

- Draw the children's attention to the bottom of page 95.
- Have children look at the letters and circle the correct pictures. Encourage them to sound out the letters and the words.
- Go around the class and give help if necessary.

5. Trace the correct letters.

- Ask children to turn their books to page 96.
- Have children look at each picture and trace the correct letters.
- Go around the class and give help if necessary.

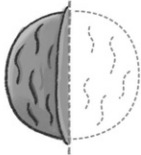
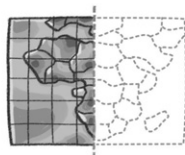
6. Trace and write.

- Draw the children's attention to the bottom of page 96.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.

More Writing Practice




- Go to page 119 in the appendix for more writing practice.
- This section can be done either in class or at home.

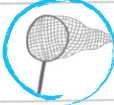


3. Complete the picture and circle the correct letters.




1  2 




M **N** m **n** M N **m** n

4. Circle the correct picture.




1 **Mm**   

2 **Nn**   




3 **Mm**   

4 **Nn**   

5. Trace the correct letters.

1  2  3 

Mm Nn Mm **Nn** **Mm** Nn

4  5  6 

Mm Nn Mm **Nn** **Mm** Nn

6. Trace and write.

M N

m n

>> Go to page 119 for more writing practice.



Lesson 4

Jj ~ Nn

Objectives

- Review "Jj ~ Nn."
- Children will solidify their knowledge of the sounds /j/ ~ /n/.
- Children will develop a clear articulation of the words introduced in Unit 4 and Unit 5: jet, jam, jacket, king, key, kite, lion, leg, lemon, map, man, mop, nut, net and nose.

Warm Up

- Greet children.
- Write on the board any three letters from "Jj ~ Nn" and have children say the words that begin with those sounds.

1. Listen and circle the picture. (Track 46)

- Ask children to open their books to page 97.
- Play the CD (Track 46).
- Have children listen and circle the correct picture.
- Repeat the CD if necessary.

<Script>

Number 1 key / key

Number 2 map / map

Number 3 net / net

2. Listen and circle the letter. (Track 47)

- Draw the children's attention to the bottom of page 97.
- Play the CD (Track 47).
- Have children listen and circle the correct letter.

<Script>

Number 1 Ll / Ll

Number 2 Mm / Mm

Number 3 Jj / Jj

Number 4 Nn / Nn

Number 5 Kk / Kk

Number 6 Jj / Jj

Lesson 4 Jj ~ Nn

1. Listen and circle the picture. (46 Track)

1.

2.

3.

2. Listen and circle the letter. (47 Track)

1. K L M

2. k l m

3. J L N

4. j l n

5. K M N

6. j k m

Unit 5 Lesson 4 97

3. Circle the correct picture.

- Ask children to turn their books to page 98.
- Have children look at the letters and circle the correct pictures. Encourage them to sound out the letters and the words.
- Go around the class and give help if necessary.

4. Color and write.

- Ask children to turn their books to page 99.
- Have children color the pictures according to the given color codes.
- Have them write the correct letters (both uppercase and lowercase).
- Go around the class and give help if necessary.

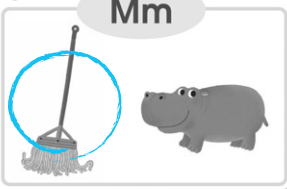
5. Trace and write.

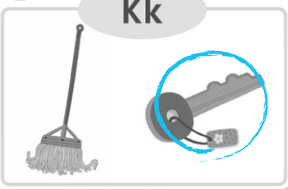
- Draw the children's attention to the bottom of page 99.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.


More Writing Practice

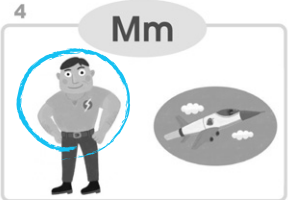
- Go to page 119 in the appendix for more writing practice.
- This section can be done either in class or at home.

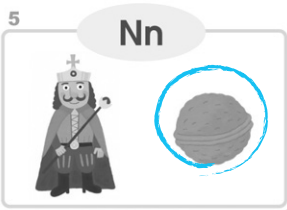
3. Circle the correct picture.

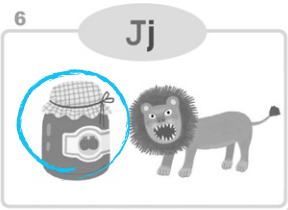
1 **Mm** 

2 **Kk** 

3 **Ll** 

4 **Mm** 



5 **Nn** 



6 **Jj** 


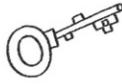
4. Color and write.



Jj **Kk** **Ll** **Mm** **Nn**

1  **Nn** 2  **Mm**

3  **Jj** 4  **Nn**

5  **Ll** 6  **Kk**

5. Trace and write.

J K L M N
j k l m n

>> Go to page 119 for more writing practice.



Lesson 5

Gg ~ Nn

Objectives

- Review "Gg ~ Nn."
- Children will solidify their knowledge of the sounds /g/ ~ /n/.
- Children will develop a clear articulation of the words introduced in Units 3, 4, and 5: gorilla, glass, goat, hat, hen, hippo, igloo, iguana, insect, jet, jam, jacket, king, key, kite, lion, leg, lemon, map, man, mop, nut, net and nose.

Warm Up

- Greet children.
- Write on the board any three letters from "Gg ~ Nn" and have children say the words that begin with those sounds.

1. Listen and color the picture. (Track 48)

- Ask children to open their books to page 100.
- Play the CD (Track 48).
- Have children listen and color the correct pictures.
- Repeat the CD if necessary.

<Script>

Number 1 lemon / lemon

Number 2 hen / hen

Number 3 goat / goat

Number 4 mop / mop

2. Listen and color the letter. (Track 49)

- Draw the children's attention to the bottom of page 100.
- Play the CD (Track 49).
- Have them listen and color the correct letters.

<Script>

Number 1 Mm / Mm

Number 2 Gg / Gg

Number 3 Ll / Ll

Number 4 Kk / Kk

Number 5 Jj / Jj

Number 6 Nn / Nn

3. Match and write the numbers.

- Ask children to turn their books to page 101.
- Have children match the letters with the pictures and write the numbers accordingly.
- Go around the class and ask children to say the words.
- Listen to the children's articulation of the words and guide them if necessary.


4. Draw and write.



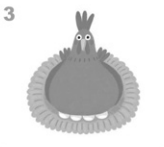




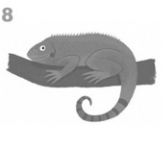
- Ask children to turn their books to page 102.
- Have children draw the pictures by tracing the dotted lines. Have them write the letters (both uppercase and lowercase).
- Go around the class and give help if necessary.

5. Trace and write.

- Draw the children's attention to the bottom of page 102.
- Have children write each letter by themselves silently.
- Make sure children write each letter in the correct order.
- Go around the class and give help if necessary.


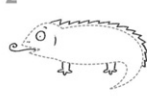
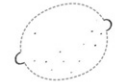



3. Match and write the numbers.



Gg 2	1 	2 
Hh 3	3 	4 
Ii 8	5 	6 
Jj 1	7 	8 
Kk 5		
Ll 6		
Mm 7		
Nn 4		

Unit 5 Lesson 5 101


4. Draw and write.

1  Hh	2  Ii
3  Ll	4  Nn
5  Kk	6  Mm

5. Trace and write.

G H I J K L M N

g h i j k l m n



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Lesson 6

Aa ~ Nn

Objectives

- Review "Aa ~ Nn."
- Children will solidify their knowledge of the sounds /a/~ /n/.
- Children will develop a clear articulation of the words introduced in Units 1~5: apple, ant, album, bus, bag, bed, cat, cup, cap, dog, duck, desk, elephant, egg, elbow, frog, fin, fan, gorilla, glass, goat, hat, hen, hippo, igloo, iguana, insect, jet, jam, jacket, king, key, kite, lion, leg, lemon, map, man, mop, nut, net and nose.

Warm Up

- Greet children.
- Write on the board any three letters from "Aa ~ Nn" and have children say the words that begin with those sounds.

1. Listen and number. Match and color.

(Track 50)

- Ask children to open their books to page 103.
- Play the CD (Track 50).
- Have children listen and write the numbers in the order they hear the words.
- Repeat the CD if necessary.
- Have children color the pictures and draw lines to the correct letters.
- Do number 1 together as an example. Encourage children to say the word 'bus' first and sound out /b/ as they draw a line to "Bb."

<Script>

Number 1 bus / bus

Number 2 gorilla / gorilla

Number 3 cat / cat

Number 4 fin / fin

Number 5 apple / apple

Number 6 hippo / hippo

Number 7 duck / duck

Number 8 egg / egg

Lesson 6 Aa~Nn

1. Listen and number. Match and color. (50 Track)

1 5 7 3

2 4 8 6

Aa Bb Cc Dd

Ee Ff Gg Hh

103

2. Write the missing letters.

- Ask children to open their books to page 104.
- Have children write the missing letters (both uppercase and lowercase) as they sound them out.
- Go around the class and give help if necessary.

2. Write the missing letters.

Start → Aa → Bb → Ee → Dd → Cc → Ff → Gg → Hh → Kk → Jj → Ii → Ll → Mm → Nn










3. Choose and write.

- Ask children to turn their books to page 105.
- Have children say each word and write the correct initial letters (both uppercase and lowercase).
- Do number 1 together as an example. Have children say the word 'kite' and write the letters "K" and "k" in the air together. Encourage them to say the sound /k/ as they write.
- Listen to children's articulation of the words and guide them if necessary.

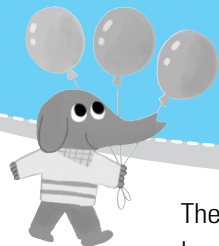
3. Choose and write.

Little Phonics

Ff Gg Hh Ii Jj Kk Ll Mm Nn

1		2		3	
	Kk		Nn		Ff
4		5		6	
	Ii		Mm		Jj
7		8		9	
	Gg		Ll		Hh

Unit 5 Lesson 6 105



Progress Test

The progress test can be used to assess the children's understanding and mastery of the lessons in the book. There are twenty questions on the test, each of which is worth five points.

Part I: Listening

1~4 Listen and circle the correct letter(s). (Track 51)

- Ask children to open their books to page 106.
- Play the CD (Track 51).
- Do the example question together.
- Have children listen and circle the correct letter(s).

<Script>

- Example Cc / Cc
 Number 1 Gg / Gg
 Number 2 li / li
 Number 3 Nn / Nn
 Number 4 Aa / Aa

5~8 Listen and circle the correct picture. (Track 52)

- Ask children to turn to page 107.
- Play the CD (Track 52).
- Do the example question together.
- Have children listen and circle the correct picture.

<Script>

- Example Mm / Mm
 Number 5 Bb / Bb
 Number 6 Jj / Jj
 Number 7 Ee / Ee
 Number 8 Kk / Kk

Progress Test

1~4 Listen and circle the correct letter(s). 51 Track

ex) 1 C F L

1. 1 B D G

2. 1 Ee Ii Jj

3. 1 k m n

4. 1 a h i

106 Little EFL Phonics 1

Part I: Listening

5~8 Listen and circle the correct picture. 52 Track

ex) 1 2 3

5. 1 2 3

6. 1 2 3

7. 1 2 3

8. 1 2 3

Progress Test 107

Part II: Reading and Writing

9~12 Circle the correct beginning letter(s).

- Ask children to turn to page 108.
- Do the example question together.
- Have children look at the picture on the left and circle the correct beginning letter(s).

13~20 Write the beginning letters.

- Ask children to turn to page 109.
- Do the example question together.
- Have children look at the picture and write the correct beginning letters (both uppercase and lowercase).

Goals of Little Phonics 1


- Children recognize the letters "Aa ~ Nn" by the sounds "/a~/n/."
- Children learn words that begin with the sounds "/a~/n/." They can articulate the words and write the beginning letters in both uppercase and lowercase.


For Your Information


- The children's test performance should reflect whether they have had any difficulty achieving the goals stated above or not.
- Determine which lessons should be reviewed before moving on to the next level.


Part II: Reading and Writing


9~12 Circle the correct beginning letter(s).

ex)  1 Aa 2 Ee 3 **Ii**


9.  1 **d** 2 b 3 m


10.  1 Jj 2 Nn 3 **Li**


11.  1 C 2 **H** 3 G


12.  1 Kk 2 **Ff** 3 Cc


13~20 Write the beginning letters.


ex)  Aa


13.  Ff


14.  Bb


15.  Kk

16.  Cc

17.  Jj

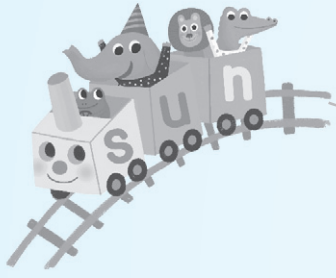
18.  Mm

19.  Dd

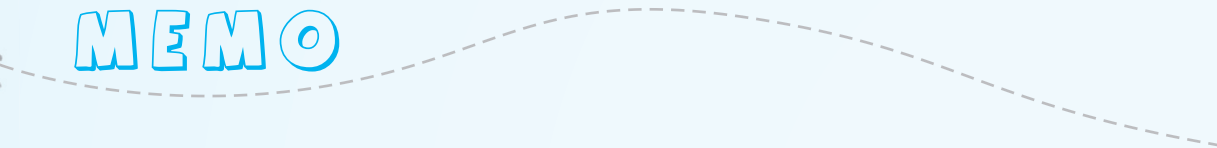
20.  Nn

108 Little EFL Phonics 1

Progress Test 109



MEMO





LITTLE EFL PHONICS 1

