

Skyline Phonics Book 2 Lesson Plan  
Lesson 1

Unit 1 Long Vowel a	Unit 1 (SB pp. 2-3)	Materials
Objectives	<ol style="list-style-type: none"> <li>Students will be able to identify, vocalize, and write the target words that follow the long-vowel-a rules—V-C-e, ai and ay.</li> <li>Students will be able to identify, vocalize, and write twenty new words that contain the target words that follow the long-vowel-a rules—V-C-e, ai and ay</li> </ol>	SB2 pp. 2-3, WB2 p. 2, Audio files, Unit 1 Flashcards <i>Game 1</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	<ol style="list-style-type: none"> <li>Greeting &amp; learn students' name.</li> <li>Warm-up Play <i>Game 1</i> with students.</li> </ol>	Game Package
Introduction and Practice (15 minutes)	<p><b>Introduction</b> <b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>Introduce the long-vowel-a sounds and rules to students.</li> <li>Play <i>Track 01</i> and have students listen and repeat several times while pointing to each word along with their corresponding picture words.</li> <li>Pair up students. Have them point to each word and the corresponding picture words and take turns chanting the sound pattern.  <i>S1: ↑/e /↓ /e/    ↑ake, ↓ake, ↑bake, ↓bake</i>  <i>S2: ↑/e /↓ /e/    ↑ake, ↓ake, ↑cake, ↓cake</i>  <i>S1: ↑/e /↓ /e/    ↑ain ↓ain,    ↑gain, ↓gain</i>  <i>S2: ↑/e /↓ /e/    ↑ay, ↓ay,    ↑bay, ↓bay</i></li> <li>Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen, repeat and compare.</b></p> <ul style="list-style-type: none"> <li>Compare the sound and spelling rules between long vowel a and short vowel a.</li> <li>Play <i>Track 02</i> and have students listen and repeat several times while pointing to short-vowel-a and long-vowel-a words along with their corresponding picture words.</li> <li>Pair up students. Have them point to each word and the corresponding picture words and take turns chanting the sound pattern.  <i>S1: ↑-at ↓-at ↑rat, ↓rat, ↑-ate ↓-ate ↑rate, ↓rate</i>  <i>S2: ↑-ap ↓-ap ↑tap, ↓tap, ↑-ape ↓-ape ↑tape, ↓tape</i></li> </ul> <p><b>Listen and circle.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 03</i> and have students circle the words they hear. Check students' answers altogether.</li> </ul>	<p>SB 2 p. 2 <i>Track 01</i></p> <p>SB 2 p. 3 <i>Track 02</i></p> <p>SB2 p. 3 <i>Track 03</i></p>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 1 Flashcards
Homework	Homework - Workbook 2: p. 2	WB2 p. 2 <i>Tracks 01~03</i>

Lesson 2

Unit 1 Long Vowel a	Unit 1 (SB pp. 4-5)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target words that follow the long-vowel-a rules—V-C-e, ai, and ay. 2. Students will be able to identify, vocalize, and write twenty new words that contain the target words that follow the long-vowel-a rules—V-C-e, ai and ay.	SB2 pp. 4-5, WB2 p. 3, Audio files, Unit 1 Flashcard <i>Game 2</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 2</i> with students. Review homework. (Workbook 2: p. 2)	Game Package
Introduction and Practice (15 minutes)	Practice <b>Listen and check.</b> - Play <i>Track 04</i> and have students check the words they hear. Check students' answers altogether.  <b>Listen and circle.</b> - Play <i>Track 05</i> and have students circle the words they hear. Check students' answers altogether.  <b>Listen and write.</b> - Play <i>Track 06</i> and have student listen and write the words they hear.  <b>Listen, write and circle.</b> - Play <i>Track 07</i> and have student listen to the sound, write the words they hear and circle the picture that represents the word they hear.	SB 2 p.4 <i>Track 04</i>  SB 2 p.4 <i>Track 05</i>  SB 2 p. 5 <i>Track 06</i>  SB2 p. 5 <i>Track 07</i>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 1 Flashcards
Homework	Homework - Workbook 2: p. 3	WB2 p. 3 <i>Tracks 04~05</i>

Lesson 3

Unit 2 Long Vowel e	Unit 2 (SB pp. 6-7)	Materials
Objectives	<ol style="list-style-type: none"> <li>Students will be able to identify, vocalize, and write the target words that follow the long-vowel-e rules—e, ea and ee.</li> <li>Students will be able to identify, vocalize, and write nineteen new words that contain the target words that follow the long-vowel-a rules—e, ea and ee.</li> </ol>	SB2 pp. 6-7, WB2 p. 4, Audio files, Unit 2 Flashcards <i>Game 3</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 3</i> with students. Review homework. (Workbook 2: p. 3)	Game Package
Introduction and Practice (15 minutes)	<p>Introduction</p> <p><b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>Introduce the long-vowel-e sounds and rules to students.</li> <li>Play <i>Track 08</i> and have students listen and repeat several times while pointing to each word along with their corresponding picture words.</li> <li>Pair up students. Have them point to each word and the corresponding picture words and take turns chanting the sound pattern.  <i>S1: ↑i /↓ i/ ↑he, ↓he</i>  <i>S2: ↑i /↓ i/ ↑me, ↓me</i>  <i>S1: ↑i /↓ i/ ↑ead ↓ead, ↑bead, ↓bead</i>  <i>S2: ↑i /↓ i/ ↑eet, ↓eet, ↑feet, ↓feet</i></li> <li>Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen, repeat and compare.</b></p> <ul style="list-style-type: none"> <li>Compare the sound and spelling rules between long vowel e and short vowel e.</li> <li>Play <i>Track 09</i> and have students listen and repeat several times while pointing to short-vowel-e and long-vowel-e words along with their corresponding picture words.</li> <li>Pair up students. Have them point to each word and the corresponding picture words and take turns chanting the sound pattern.  <i>S1: ↑-et ↓-et ↑wet, ↓wet, ↑-e ↓-e ↑we, ↓we</i>  <i>S2: ↑-et ↓-et ↑bet, ↓bet, ↑-eat ↓-eat ↑beat, ↓beat</i></li> </ul> <p><b>Listen and circle.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 10</i> and have students circle the words they hear. Check students' answers altogether.</li> </ul>	<p>SB2 p. 6 <i>Track 08</i></p> <p>SB2 p. 7 <i>Track 09</i></p> <p>SB2 p. 7 <i>Track 10</i></p>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 2 Flashcards
Homework	Homework - Workbook 2: p. 4	WB2 p. 4 <i>Tracks 06~08</i>

Lesson 4

Unit 2 Long Vowel e	Unit 2 (SB pp. 8-9)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target words that follow the long-vowel-e rules—e, ea and ee. 2. Students will be able to identify, vocalize, and write nineteen new words that contain the target words that follow the long-vowel-a rules—e, ea and ee.	SB2 pp. 8-9, WB2 p. 5, Audio files, Unit 2 Flashcards <i>Game 4</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 4</i> with students. Review homework. (Workbook 2: p. 4)	Game Package
Introduction and Practice (15 minutes)	Practice <b>Listen and check.</b> - Play <i>Track 11</i> and have students check the words they hear. Check students' answers altogether.  <b>Listen and circle.</b> - Play <i>Track 12</i> and have students circle the words they hear. Check students' answers altogether.  <b>Listen and write.</b> - Play <i>Track 13</i> and have student listen and write the words they hear.  <b>Listen, write and circle.</b> - Play <i>Track 14</i> and have student listen to the sound, write the words they hear and circle the picture that represents the word they hear.	SB 2 p. 8 <i>Track 11</i>  SB 2 p. 8 <i>Track 12</i>  SB 2 p. 9 <i>Track 13</i>  SB2 p. 9 <i>Track 14</i>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 2 Flashcards
Homework	Homework - Workbook 2: p. 5	WB2 p. 5 <i>Tracks 09~10</i>



Lesson 6

Unit 3 Long Vowel i	Unit 3 (SB pp. 12-13)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target words that follow the long-vowel-i rules—V-C-e, ie, i, igh and y. 2. Students will be able to identify, vocalize, and write nineteen new words that contain the target words that follow the long-vowel-i rules—V-C-e, ie, i, igh and y.	SB2 pp. 12-13, WB2 p. 7, Audio files, Unit 3 Flashcards <i>Game 6</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 6</i> with students. Review homework. (Workbook 2: p. 6)	Game Package
Introduction and Practice (15 minutes)	Practice <b>Listen and check.</b> - Play <i>Track 18</i> and have students check the words they hear. Check students' answers altogether.  <b>Listen and circle.</b> - Play <i>Track 19</i> and have students circle the words they hear. Check students' answers altogether.  <b>Listen and write.</b> - Play <i>Track 20</i> and have student listen and write the words they hear.  <b>Listen, write and circle.</b> - Play <i>Track 21</i> and have student listen to the sound, write the words they hear and circle the picture that represents the word they hear.	SB 2 p. 12 <i>Track 18</i>  SB 2 p. 12 <i>Track 19</i>  SB 2 p. 13 <i>Track 20</i>  SB2 p. 13 <i>Track 21</i>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 3 Flashcards
Homework	Homework - Workbook 2: p. 7	WB2 p. 7 <i>Tracks 14~16</i>

## Lesson 7

Unit 4 Long Vowel o	Unit 4 (SB pp. 14-15)	Materials
Objectives	<ol style="list-style-type: none"> <li>Students will be able to identify, vocalize, and write the target words that follow the long-vowel-o rules—V-C-e, oa, ow and oe.</li> <li>Students will be able to identify, vocalize, and write twenty new words that contain the target words that follow the long-vowel-o rules—V-C-e, oa, ow and oe.</li> </ol>	SB2 pp. 14-15, WB2 p. 8, Audio files, Unit 4 Flashcards <i>Game 7</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 7</i> with students. Review homework. (Workbook 2: p. 7)	Game Package
Introduction and Practice (15 minutes)	<p><b>Introduction</b> <b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>Introduce the long-vowel-o sounds and rules to students.</li> <li>Play <i>Track 22</i> and have students listen and repeat several times while pointing to each word along with their corresponding picture words.</li> <li>Pair up students. Have them point to each word and the corresponding picture words and take turns chanting the sound pattern.  <i>SI:</i> ↑/ o / ↓ / o /    ↑<i>ome</i> ↓<i>ome</i>, ↑<i>home</i>, ↓<i>home</i>  <i>S2:</i> ↑/ o / ↓ / o /    ↑<i>ose</i> ↓<i>ose</i>    ↑<i>nose</i>, ↓<i>nose</i>  <i>SI:</i> ↑/ o / ↓ / o /    ↑<i>oat</i> ↓<i>oat</i>, ↑<i>boat</i>, ↓<i>boat</i>  <i>S2:</i> ↑/ o / ↓ / o /    ↑<i>ow</i>, ↓<i>ow</i>; ↑<i>blow</i>, ↓<i>blow</i></li> <li>Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen, repeat and compare.</b></p> <ul style="list-style-type: none"> <li>Compare the sound and spelling rules between long vowel o and short vowel o.</li> <li>Play <i>Track 23</i> and have students listen and repeat several times while pointing to short-vowel-o and long-vowel-o words along with their corresponding picture words.</li> <li>Pair up students. Have them point to each word and the corresponding picture and take turns chanting the sound pattern.  <i>SI:</i> ↑-<i>op</i> ↓-<i>op</i> ↑<i>hop</i>, ↓<i>hop</i>, ↑-<i>ope</i> ↓-<i>ope</i> ↑<i>hope</i>, ↓<i>hope</i>  <i>S2:</i> ↑-<i>ot</i> ↓-<i>ot</i> ↑<i>cot</i>, ↓<i>cot</i>, ↑-<i>oat</i> ↓-<i>oat</i> ↑<i>coat</i>, ↓<i>coat</i></li> </ul> <p><b>Listen and circle.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 24</i> and have students circle the words they hear. Check students' answers altogether.</li> </ul>	<p>SB2 p. 14 <i>Track 22</i></p> <p>SB2 p. 15 <i>Track 23</i></p> <p>SB2 p. 15 <i>Track 24</i></p>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 4 Flashcards
Homework	Homework - Workbook 2: p. 8	WB2 p. 8 <i>Tracks 17~19</i>

Lesson 8

Unit 4 Long Vowel o	Unit 4 (SB pp. 16-17)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target words that follow the long-vowel-o rules—V-C-e, oa, ow and oe. 2. Students will be able to identify, vocalize, and write twenty new words that contain the target words that follow the long-vowel-o rules—V-C-e, oa, ow and oe.	SB2 pp. 16-17, WB2 p. 9, Audio files, Unit 4 Flashcards <i>Game 8</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 8</i> with students. Review homework. (Workbook 2: p. 8)	Game Package
Introduction and Practice (15 minutes)	Practice <b>Listen and check.</b> - Play <i>Track 25</i> and have students check the words they hear. Check students' answers altogether.  <b>Listen and circle.</b> - Play <i>Track 26</i> and have students circle the words they hear. Check students' answers altogether.  <b>Listen and write.</b> - Play <i>Track 27</i> and have student listen and write the words they hear.  <b>Listen, write and circle.</b> - Play <i>Track 28</i> and have student listen to the sound, write the words they hear and circle the picture that represents the word they hear.	SB 2 p. 16 <i>Track 25</i>  SB 2 p. 16 <i>Track 26</i>  SB 2 p. 17 <i>Track 27</i>  SB2 p. 17 <i>Track 28</i>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 4 Flashcards
Homework	Homework - Workbook 2: p. 9	WB2 p. 9 <i>Tracks 20~21</i>





Lesson 10

Unit 5 Long Vowel u	Unit 5 (SB pp. 20-21)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target words that follow the long-vowel-u rules—V-C-e, ew, ue, oo and ou. 2. Students will be able to identify, vocalize, and write twenty new words that contain the target words that follow the long-vowel-u rules—V-C-e, ew, ue, oo and ou.	SB2 pp. 20-21, WB2 p. 11, Audio files, Unit 5 Flashcards <i>Game 10</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Play <i>Game 10</i> with students. Review homework. (Workbook 2: p. 10)	Game Package
Introduction and Practice (15 minutes)	Practice <b>Listen and check.</b> - Play <i>Track 32</i> and have students check the words they hear. Check students' answers altogether.  <b>Listen and circle.</b> - Play <i>Track 33</i> and have students circle the words they hear. Check students' answers altogether.  <b>Listen and write.</b> - Play <i>Track 34</i> and have student listen and write the words they hear.  <b>Listen, write and circle.</b> - Play <i>Track 35</i> and have student listen to the sound, write the words they hear and circle the picture that represents the word they hear.	SB 2 p. 20 <i>Track 32</i>  SB 2 p. 20 <i>Track 33</i>  SB 2 p. 21 <i>Track 34</i>  SB2 p. 21 <i>Track 35</i>
Wrap-up (15 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them chant the letters and say the picture-words.	Unit 5 Flashcards
Homework	Homework - Workbook 2: p. 11	WB2 p. 11 <i>Tracks 25~27</i>

Test 1

Test 1: Units 1~5	Units 1~5 (SB pp. 22-23)	Materials
Objectives	Students will consolidate their ability to identify, vocalize, and write the target long vowel words covered in Units 1-5.	SB2 pp. 22-23 WB2 pp. 12-13
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (5 minutes)	Warm-up Review homework. (Workbook 2: p. 11)	
Test (40 minutes)	<p>Review</p> <ul style="list-style-type: none"> <li>- Go over flashcards 1~98. Play <i>Game 5 with students</i>.</li> </ul> <p><b>Listen and check.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 36</i> and have students listen and check the correct words.</li> </ul> <p><b>Listen and circle.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 37</i> and have students listen and circle the correct words.</li> </ul> <p><b>Listen and circle the word with the same vowel sound.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 38</i> and have students listen and circle the word with the same vowel sound.</li> </ul> <p><b>Listen and write the missing sound.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 39</i> and have students listen and complete the word.</li> </ul>	<p>SB 2 p.22 <i>Track 36</i></p> <p>SB 2 p.22 <i>Track 37</i></p> <p>SB 2 p.23 <i>Track 38</i></p> <p>SB 2 p.23 <i>Track 39</i></p>
Homework	Homework - Workbook 2: pp. 12-13	WB2 pp. 12-13 <i>Tracks 28~31</i>

Lesson 11

Unit 6 bl, cl, fl	Unit 6 (SB pp. 24-25)	Materials
Objectives	<ol style="list-style-type: none"> <li>Students will be able to identify, vocalize, and write the target consonant blends <i>bl</i>, <i>cl</i> and <i>fl</i>.</li> <li>Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>bl</i>, <i>cl</i> and <i>fl</i>.</li> </ol>	SB2 pp. 24-25, WB2 pp. 14-15, Audio files, Unit 6 Flashcards <i>Game 11</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 11</i> with students. Review homework. (Workbook 2: pp. 12-13)	Game Package
Introduction and Practice (25 minutes)	<p>Introduction</p> <p><b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>Introduce the consonant blends <i>bl</i>, <i>cl</i> and <i>fl</i> to students.</li> <li>Play <i>Track 40</i> and have students listen and repeat several times while pointing to <i>bl</i>, <i>cl</i> and <i>fl</i> along with their corresponding picture words.</li> <li>Pair up students. Have them point to <i>bl, cl</i> and <i>fl</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑bl, bl ↓bl ↑black ↓black</i> <i>S2: ↑cl, cl ↓cl ↑clam ↓clam</i></li> <li>Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen and check.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 41</i> and have students listen and check the correct consonant blends. Check students' answers altogether.</li> </ul> <p><b>Listen, write and match.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 42</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.</li> </ul>	SB2 p. 24 <i>Track 40</i>  SB2 p. 25 <i>Track 41</i>  SB2 p. 25 <i>Track 42</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 6 Flashcards
Homework	Homework - Workbook 2: pp. 14-15	WB2 pp. 14-15 <i>Tracks</i> 32~36

Lesson 12

Unit 7 gl, pl, sl	Unit 7 (SB pp. 26-27)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target consonant blends <i>gl</i> , <i>pl</i> and <i>sl</i> . 2. Students will be able to identify, vocalize, and write eleven new words that contain the target consonant blends <i>gl</i> , <i>pl</i> and <i>sl</i> .	SB2 pp. 26-27, WB2 pp. 16-17, Audio files, Unit 7 Flashcards Game 12
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 12</i> with students. Review homework. (Workbook 2: pp. 14-15)	Game Package
Introduction and Practice (25 minutes)	Introduction <b>Listen and repeat.</b> - Introduce the consonant blends <i>gl</i> , <i>pl</i> and <i>sl</i> to students. - Play <i>Track 43</i> and have students listen and repeat several times while pointing to <i>gl</i> , <i>pl</i> and <i>sl</i> along with their corresponding picture words. - Pair up students. Have them point to <i>gl</i> , <i>pl</i> and <i>sl</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑gl, gl ↓gl ↑glad ↓glad</i> <i>S2: ↑pl, pl ↓pl ↑plan ↓plan</i> - Listen to students' pronunciation and guide them if necessary. <b>Listen and check.</b> - Play <i>Track 44</i> and have students listen and check the correct consonant blends. Check students' answers altogether. <b>Listen, write and match.</b> - Play <i>Track 45</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.	SB2 p. 26 <i>Track 43</i>  SB2 p. 27 <i>Track 44</i>  SB2 p. 27 <i>Track 45</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 7 Flashcards
Homework	Homework - Workbook 2: pp. 16-17	WB2 pp. 16-17 <i>Tracks</i> 37~41

Lesson 13

Unit 8 br, cr, dr	Unit 8 (SB pp. 28-29)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target consonant blends <i>br</i> , <i>cr</i> and <i>dr</i> . 2. Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>br</i> , <i>cr</i> and <i>dr</i> .	SB2 pp. 28-29, WB2 pp. 18-19, Audio files, Unit 8 Flashcards <i>Game 13</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 13</i> with students. Review homework. (Workbook 2: pp. 16-17)	Game Package
Introduction and Practice (25 minutes)	Introduction <b>Listen and repeat.</b> - Introduce the consonant blends <i>br</i> , <i>cr</i> and <i>dr</i> to students. - Play <i>Track 46</i> and have students listen and repeat several times while pointing to <i>br</i> , <i>cr</i> and <i>dr</i> along with their corresponding picture words. - Pair up students. Have them point to <i>br</i> , <i>cr</i> and <i>dr</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑br, br ↓br ↑brass ↓brass</i> <i>S2: ↑cr, cr ↓cr ↑crab ↓crab</i> - Listen to students' pronunciation and guide them if necessary. <b>Listen and check.</b> - Play <i>Track 47</i> and have students listen and check the correct consonant blends. Check students' answers altogether. <b>Listen, write and match.</b> - Play <i>Track 48</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.	SB2 p. 28 <i>Track 46</i>  SB2 p. 29 <i>Track 47</i>  SB2 p. 29 <i>Track 48</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 8 Flashcards
Homework	Homework - Workbook 2: pp. 18-19	WB2 pp. 18-19 <i>Tracks 42~46</i>

Lesson 14

Unit 9 gr, pr, tr	Unit 9 (SB pp. 30-31)	Materials
Objectives	<p>1. Students will be able to identify, vocalize, and write the target consonant blends <i>gr</i>, <i>pr</i> and <i>tr</i>.</p> <p>2. Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>gr</i>, <i>pr</i> and <i>tr</i>.</p>	SB2 pp. 30-31, WB2 pp. 20-21, Audio files, Unit 9 Flashcards <i>Game 14</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 14</i> with students. Review homework. (Workbook 2: pp. 18-19)	Game Package
Introduction and Practice (25 minutes)	<p>Introduction</p> <p><b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>- Introduce the consonant blends <i>gr</i>, <i>pr</i> and <i>tr</i> to students.</li> <li>- Play <i>Track 49</i> and have students listen and repeat several times while pointing to <i>gr</i>, <i>pr</i> and <i>tr</i> along with their corresponding picture words.</li> <li>- Pair up students. Have them point to <i>gr</i>, <i>pr</i> and <i>tr</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑gr, gr ↓gr ↑grab ↓grab</i> <i>S2: ↑pr, pr ↓pr ↑press ↓press</i></li> <li>- Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen and check.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 50</i> and have students listen and check the correct consonant blends. Check students' answers altogether.</li> </ul> <p><b>Listen, write and match.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 51</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.</li> </ul>	<p>SB2 p. 30 <i>Track 49</i></p> <p>SB2 p. 31 <i>Track 50</i></p> <p>SB2 p. 31 <i>Track 51</i></p>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 9 Flashcards
Homework	Homework - Workbook 2: pp. 20-21	WB2 pp. 20-21 <i>Tracks 47~51</i>

Test 2

Test 2: Units 1~9	Units 1~9 (SB pp. 32-33)	Materials
Objectives	1. Students will consolidate their ability to identify, vocalize, and write the target long vowels and consonant blends covered in Units 1-9. 2. Students will consolidate their ability to identify, vocalize, and write the words that begin with the target long vowels and consonant blends covered in Units 1-9.	SB2 pp. 32-33, WB2 pp. 22-23, Audio files
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Review homework. (Workbook 2: pp. 20-21)	
Introduction (35 minutes)	Review - Go over flashcards 1~144.  Review - Play <b>Game 10~12</b> and practice identifying all the long-vowel and consonant-blend words covered in Units 1~9.  <b>Listen and check.</b> - Play <i>Track 52</i> and have students listen and check the correct word.  <b>Listen and circle.</b> - Play <i>Track 53</i> and have students listen and circle the correct word.  <b>Listen and circle the word with the same beginning sound.</b> - Play <i>Track 54</i> and have students listen and circle the word with the same beginning sound.  <b>Listen and write the missing sound.</b> - Play <i>Track 55</i> and have students listen and complete the word.	SB 2 p. 32 <i>Track 52</i>  SB 2 p. 32 <i>Track 53</i>  SB 2 p. 33 <i>Track 54</i>  SB 2 p. 33 <i>Track 55</i>
Homework	Homework - Workbook 2: pp. 22-23	WB2 pp. 22-23 <i>Tracks 52~55</i>



Lesson 15

Unit 10 <i>sm, sn, sw</i>	Unit 10 (SB pp. 34-35)	Materials
Objectives	<ol style="list-style-type: none"> <li>Students will be able to identify, vocalize, and write the target consonant blends <i>sm, sn</i> and <i>sw</i>.</li> <li>Students will be able to identify, vocalize, and write eleven new words that contain the target consonant blends <i>sm, sn</i> and <i>sw</i>.</li> </ol>	SB2 pp. 34-35, WB2 pp. 24-25, Audio files, Unit 10 Flashcards <i>Game 15</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 15</i> with students. Review homework. (Workbook 2: pp. 22-23)	Game Package
Introduction and Practice (25 minutes)	Introduction <b>Listen and repeat.</b> <ul style="list-style-type: none"> <li>Introduce the consonant blends <i>sm, sn</i> and <i>sw</i> to students.</li> <li>Play <i>Track 56</i> and have students listen and repeat several times while pointing to <i>sm, sn</i> and <i>sw</i> along with their corresponding picture-words.</li> <li>Pair up students. Have them point to <i>sm, sn</i> and <i>sw</i> and the corresponding picture words and take turns chanting the sound pattern.  <i>S1: ↑sm, sm ↓sm ↑smell ↓smell</i>  <i>S2: ↑sn, sn ↓sn ↑snack ↓snack</i></li> <li>Listen to students' pronunciation and guide them if necessary.</li> </ul> <b>Listen, number and write the beginning letters.</b> <ul style="list-style-type: none"> <li>Play <i>Track 57</i> and have students listen and number the picture-word that matches the sound they hear. Complete the words with the correct beginning letters. Check students' answers altogether.</li> </ul> <b>Listen, write and match.</b> <ul style="list-style-type: none"> <li>Play <i>Track 58</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.</li> </ul>	SB2 p. 34 <i>Track 56</i>  SB2 p. 35 <i>Track 57</i>  SB2 p. 35 <i>Track 58</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 10 Flashcards
Homework	Homework <ul style="list-style-type: none"> <li>Workbook 2: pp. 24-25</li> </ul>	WB2 pp. 24-25 <i>Tracks 56~61</i>

Lesson 16

Unit 11 sk, sp, st	Unit 11 (SB pp. 36-37)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target consonant blends <i>sk</i> , <i>sp</i> and <i>st</i> . 2. Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>sk</i> , <i>sp</i> and <i>st</i> .	SB2 pp. 36-37, WB2 pp. 26-27, Audio files, Unit 11 Flashcards <i>Game 16</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 16</i> with students. Review homework. (Workbook 2: pp. 24-25)	Game Package
Introduction and Practice (25 minutes)	Introduction <b>Listen and repeat.</b> - Introduce the consonant blends <i>sk</i> , <i>sp</i> and <i>st</i> to students. - Play <i>Track 59</i> and have students listen and repeat several times while pointing to <i>sk</i> , <i>sp</i> and <i>st</i> along with their corresponding picture words. - Pair up students. Have them point to <i>sk</i> , <i>sp</i> and <i>st</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑sk, sk ↓sk ↑skin ↓skin</i> <i>S2: ↑sp, sp ↓sp ↑spill ↓spill</i> - Listen to students' pronunciation and guide them if necessary. <b>Listen, number and write the beginning letters.</b> - Play <i>Track 60</i> and have students listen and number the picture-word that matches the sound they hear. Complete the words with the correct beginning letters. Check students' answers altogether. <b>Listen, write and match.</b> - Play <i>Track 61</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.	SB2 p. 36 <i>Track 59</i>  SB2 p. 37 <i>Track 60</i>  SB2 p. 37 <i>Track 61</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 11 Flashcards
Homework	Homework - Workbook 2: pp. 26-27	WB2 pp. 26-27 <i>Tracks 62~67</i>

Lesson 17

Unit 12 scr, spr, str	Unit 12 (SB pp. 38-39)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target consonant blends <i>scr</i> , <i>spr</i> and <i>str</i> . 2. Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>scr</i> , <i>spr</i> and <i>str</i> .	SB2 pp. 38-39, WB2 pp. 28-29, Audio files, Unit 12 Flashcards <i>Game 17</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 17</i> with students. Review homework. (Workbook 2: pp. 26-27)	Game Package
Introduction and Practice (25 minutes)	Introduction <b>Listen and repeat.</b> <ul style="list-style-type: none"> <li>- Introduce the consonant blends <i>scr</i>, <i>spr</i> and <i>str</i> to students.</li> <li>- Play <i>Track 62</i> and have students listen and repeat several times while pointing to <i>scr</i>, <i>spr</i> and <i>str</i> along with their corresponding picture words.</li> <li>- Pair up students. Have them point to <i>scr</i>, <i>spr</i> and <i>str</i> and the corresponding picture words and take turns chanting the sound pattern.  <i>S1: ↑scr, scr ↓scr ↑script ↓script</i>  <i>S2: ↑spr, spr ↓spr ↑spring ↓spring</i></li> <li>- Listen to students' pronunciation and guide them if necessary.</li> </ul> <b>Listen, number and write the beginning sound.</b> <ul style="list-style-type: none"> <li>- Play <i>Track 63</i> and have students listen and number the picture-word that matches the sound they hear. Complete the words with the correct beginning letters. Check students' answers altogether.</li> </ul> <b>Listen, write and match.</b> <ul style="list-style-type: none"> <li>- Play <i>Track 64</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.</li> </ul>	SB2 p. 38 <i>Track 62</i>  SB2 p. 39 <i>Track 63</i>  SB2 p. 39 <i>Track 64</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 12 Flashcards
Homework	Homework <ul style="list-style-type: none"> <li>- Workbook 2: pp. 28-29</li> </ul>	WB2 pp. 28-29  <i>Tracks 68~73</i>

Lesson 18

Unit 13 mp, ng, nk	Unit 13 (SB pp. 40-41)	Materials
Objectives	<ol style="list-style-type: none"> <li>Students will be able to identify, vocalize, and write the target consonant blends <i>mp</i>, <i>ng</i> and <i>nk</i>.</li> <li>Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>mp</i>, <i>ng</i> and <i>nk</i>.</li> </ol>	SB2 pp. 40-41, WB2 pp. 30-31, Audio files, Unit 13 Flashcards <i>Game 18</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 18</i> with students. Review homework. (Workbook 2: pp. 28-29)	Game Package
Introduction and Practice (25 minutes)	<p>Introduction</p> <p><b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>Introduce the consonant blends <i>mp</i>, <i>ng</i> and <i>nk</i> to students.</li> <li>Play <i>Track 65</i> and have students listen and repeat several times while pointing to <i>mp</i>, <i>ng</i> and <i>nk</i> along with their corresponding picture words.</li> <li>Pair up students. Have them point to <i>mp</i>, <i>ng</i> and <i>nk</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑mp, mp ↓mp ↑camp ↓camp</i> <i>S2: ↑ng, ng ↓ng ↑king ↓king</i></li> <li>Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen, number and write the ending sound.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 66</i> and have students listen and number the picture-word that matches the sound they hear. Complete the words with the correct ending letters. Check students' answers altogether.</li> </ul> <p><b>Listen, write and match.</b></p> <ul style="list-style-type: none"> <li>Play <i>Track 67</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.</li> </ul>	SB2 p. 40 <i>Track 65</i>  SB2 p. 41 <i>Track 66</i>  SB2 p. 41 <i>Track 67</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 13 Flashcards
Homework	Homework - Workbook 2: pp. 30-31	WB2 pp. 30-31 <i>Tracks 74~79</i>

Test 3

Test 3: Units 10~13	Units 10~13 (SB pp. 42-43)	Materials
Objectives	1. Students will consolidate their ability to identify, vocalize, and write the target consonant blends covered in Units 10-13. 2. Students will consolidate their ability to identify, vocalize, and write the words that begin with the target consonant blends covered in Units 10-13.	SB2 pp. 42-43, WB2 pp. 32-33, Audio files
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Review homework. (Workbook 2: pp. 30-31)	
Introduction (35 minutes)	Review - Go over flashcards 145~191.  Review - Play <b>Game 15~17</b> and practice identifying all the consonant-blend words covered in Units 10~13.  <b>Listen and check.</b> - Play <i>Track 68</i> and have students listen and check the correct word.  <b>Listen and circle.</b> - Play <i>Track 69</i> and have students listen and circle the correct word.  <b>Listen and circle the word with the same beginning sound.</b> - Play <i>Track 70</i> and have students listen and circle the word with the same beginning sound.  <b>Listen and circle the word with the same ending sound.</b> - Play <i>Track 71</i> and have students listen and circle the word with the same ending sound.  <b>Listen and write the missing sound.</b> - Play <i>Track 72</i> and have students listen and complete the word.	SB 2 p. 42 <i>Track 68</i>  SB 2 p. 42 <i>Track 69</i>  SB 2 p. 43 <i>Track 70</i>  SB 2 p. 43 <i>Track 71</i>  SB 2 p. 43 <i>Track 72</i>
Homework	Homework - Workbook 2: pp. 32-33	WB2 pp. 32-33 <i>Tracks 80~83</i>

Lesson 19

Unit 14 ch, sh, tch	Unit 14 (SB pp. 44-45)	Materials
Objectives	<ol style="list-style-type: none"> <li>1. Students will be able to identify, vocalize, and write the target consonant blends <i>ch</i>, <i>sh</i> and <i>tch</i>.</li> <li>2. Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>ch</i>, <i>sh</i> and <i>tch</i>.</li> </ol>	SB2 pp. 44-45, WB2 pp. 34-35, Audio files, Unit 14 Flashcards <i>Game 19</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 19</i> with students. Review homework. (Workbook 2: pp. 32-33)	Game Package
Introduction and Practice (25 minutes)	<p>Introduction</p> <p><b>Listen and repeat.</b></p> <ul style="list-style-type: none"> <li>- Introduce the consonant blends <i>ch</i>, <i>sh</i> and <i>tch</i> to students.</li> <li>- Play <i>Track 73</i> and have students listen and repeat several times while pointing to <i>ch</i>, <i>sh</i> and <i>tch</i> along with their corresponding picture words.</li> <li>- Pair up students. Have them point to <i>ch</i>, <i>sh</i> and <i>tch</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: ↑/tʃ/ /tʃ/ ↓/tʃ/ ↑change ↓change</i> <i>S2: ↑/ʃ/ /ʃ/ ↓/ʃ/ ↑ship ↓ship</i></li> <li>- Listen to students' pronunciation and guide them if necessary.</li> </ul> <p><b>Listen, number and write the missing sound.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 74</i> and have students listen and number the picture-word that matches the sound they hear. Complete the words with the correct ending letters. Check students' answers altogether.</li> </ul> <p><b>Listen, write and match.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 75</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.</li> </ul>	<p style="text-align: center;">SB2 p. 44 <i>Track 73</i></p> <p style="text-align: center;">SB2 p. 45 <i>Track 74</i></p> <p style="text-align: center;">SB2 p. 45 <i>Track 75</i></p>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 14 Flashcards
Homework	Homework - Workbook 2: pp. 34-35	WB2 pp. 34-35 <i>Tracks</i> 84~88

Lesson 20

Unit 15 ce, ci, cy; ge, gi, gy	Unit 15 (SB pp. 46-47)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target consonant blends <i>ce, ci, cy</i> and <i>ge, gi, gy</i> . 2. Students will be able to identify, vocalize, and write twelve new words that contain the target consonant blends <i>ce, ci, cy</i> and <i>ge, gi, gy</i> .	SB2 pp. 46-47, WB2 pp. 36-37, Audio files, Unit 15 Flashcards <i>Game 20</i>
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Play <i>Game 20</i> with students. Review homework. (Workbook 2: pp. 34-35)	Game Package
Introduction and Practice (25 minutes)	Introduction <b>Listen and repeat.</b> - Introduce the consonant blends <i>ce, ci, cy</i> and <i>ge, gi, gy</i> to students. - Play <i>Track 76</i> and have students listen and repeat several times while pointing to <i>ce, ci, cy</i> and <i>ge, gi, gy</i> along with their corresponding picture words. - Pair up students. Have them point to <i>ce, ci, cy</i> and <i>ge, gi, gy</i> and the corresponding picture words and take turns chanting the sound pattern. <i>S1: /s/ /s/, /s/    ↑race   ↓race</i> <i>S2: /dʒ/ /dʒ/, /dʒ/    ↑cage   ↓cage</i> - Listen to students' pronunciation and guide them if necessary. <b>Listen, number and write the missing sound.</b> - Play <i>Track 77</i> and have students listen and number the picture-word that matches the sound they hear. Complete the words with the correct beginning or ending letters. Check students' answers altogether. <b>Listen, write and match.</b> - Play <i>Track 78</i> and have students listen and write the words they hear. Then match the word with the picture. Check students' answers altogether.	SB2 p. 46 <i>Track 76</i>  SB2 p. 47 <i>Track 77</i>  SB2 p. 47 <i>Track 78</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Unit 15 Flashcards
Homework	Homework - Workbook 2: pp. 36-37	WB2 pp. 36-37 <i>Tracks</i> 89~92

Test 4

Test 4: Units 10~15	Units 10~15 (SB pp. 48-49)	Materials
Objectives	1. Students will consolidate their ability to identify, vocalize, and write the target consonant blends covered in Units 10-15. 2. Students will consolidate their ability to identify, vocalize, and write the words that begin with the target consonant blends covered in Units 10-15.	SB2 pp. 48-49, WB2 pp. 38-40, Audio files
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (10 minutes)	Warm-up Review homework. (Workbook 2: pp. 36-37)	
Introduction (35 minutes)	Review - Go over flashcards 145~215.  Review - Play <b>Game 18~20</b> and practice identifying all the consonant-blend words covered in Units 10~15.  <b>Listen and check.</b> - Play <i>Track 79</i> and have students listen and check the correct word.  <b>Listen and circle.</b> - Play <i>Track 80</i> and have students listen and circle the correct word.  <b>Listen and circle the word with the same beginning sound.</b> - Play <i>Track 81</i> and have students listen and circle the word with the same beginning sound.  <b>Listen and circle the word with the same ending sound.</b> - Play <i>Track 82</i> and have students listen and circle the word with the same ending sound.  <b>Listen and write the missing sound.</b> - Play <i>Track 83</i> and have students listen and complete the word.	SB 2 p. 48 <i>Track 79</i>  SB 2 p. 48 <i>Track 80</i>  SB 2 p. 49 <i>Track 81</i>  SB 2 p. 49 <i>Track 82</i>  SB 2 p. 49 <i>Track 83</i>
Homework	Homework - Workbook 2: pp. 38-40	WB2 pp. 38-40 <i>Tracks 93~98</i>



Review

Review Units 1-15	Review (SB pp. 50-51)	Materials
Objectives	1. Students will be able to identify, vocalize, and write the target long vowels and consonant blends covered in Units 1~15. 2. Students will be able to identify, vocalize, and write twelve new words that contain the target long vowels and consonant blends covered in Units 1~15.	SB2 pp. 50-51, Audio files, flashcards 1-215
Procedure /Activity Time	Activity	Teaching Materials
Warm-up (15 minutes)	Warm-up Review homework. (Workbook 2: pp. 38-40)	Game Package
Practice (25 minutes)	Review Play <b>Game 20</b> with students. Use flashcards 1~215.  <b>Listen and circle.</b> - Play <i>Track 84</i> and have students listen and circle the correct beginning consonant, vowel, and ending consonants. Check students' answers altogether. - - <b>Listen and check.</b> - Play <i>Track 85</i> and have students listen and check the word they hear. Check students' answers altogether.  <b>Listen and unscramble the letters.</b> - Play <i>Track 86</i> and have students listen and unscramble the words. Check students' answers altogether.	SB2 p. 50 <i>Track 84</i>  SB2 p. 50 <i>Track 85</i>  SB2 p. 51 <i>Track 86</i>
Wrap-up (10 minutes)	Wrap-up Show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words.	Flashcards 1~215

Final Test

Final Test: Units 1~15	Units 1~15 (SB pp. 52-55)	Materials
Objectives	Students will consolidate their ability to identify, vocalize, and write the target long vowels and consonant blends that covered in Units 1-15.	SB2 pp. 52-55, Audio files
Procedure /Activity Time	Activity	Teaching Materials
Test (45 minutes)	<p>Review</p> <ul style="list-style-type: none"> <li>- Go over all Units 1~15 flashcards—show students the picture side of the corresponding flashcards and have them say the phonetic chant and the words. Play Game 20 with students.</li> </ul> <p><b>Listen and circle.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 87</i> and have students listen and circle the words they hear.</li> </ul> <p><b>Listen and write the missing sound.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 88</i> and have students listen and fill in the missing letters.</li> </ul> <p><b>Listen and check.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 89</i> and have students listen and check the words they hear.</li> </ul> <p><b>Listen and number.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 90</i> and have students listen and number the pictures/words in the correct order.</li> </ul> <p><b>Listen and fill in the missing letters</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 91</i> and have students listen and fill in the missing letter of the word.</li> </ul> <p><b>Listen and unscramble the letters.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 92</i> and have students listen and put the letters of each word in the correct order.</li> </ul> <p><b>Listen and write.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 93</i> and have students listen and write the words they hear.</li> </ul> <p><b>Listen, write and match.</b></p> <ul style="list-style-type: none"> <li>- Play <i>Track 94</i> and have students listen and write the words they hear. Then match the word with the picture.</li> </ul>	<p>SB 2 p.52 <i>Track 87</i></p> <p>SB 2 p.52 <i>Track 88</i></p> <p>SB 2 p.53 <i>Track 89</i></p> <p>SB 2 p.53 <i>Track 90</i></p> <p>SB 2 p.54 <i>Track 91</i></p> <p>SB2 p.54 <i>Track 92</i></p> <p>SB 2 p.55 <i>Track 93</i></p> <p>SB2 p.55 <i>Track 94</i></p>