

Children's Phonics for Reading



Teacher's Guide

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 Compass  
Publishing

# Foreword

*Sounds Great* is a five-book phonics series especially designed to aid young learners of English in their acquisition of the English language. The series consists of five student books with full-color illustrations to engage learners. A variety of activities in each student book works to develop letter and sound recognition, as well as to provide multiple means of learning, practicing, and retaining new concepts.

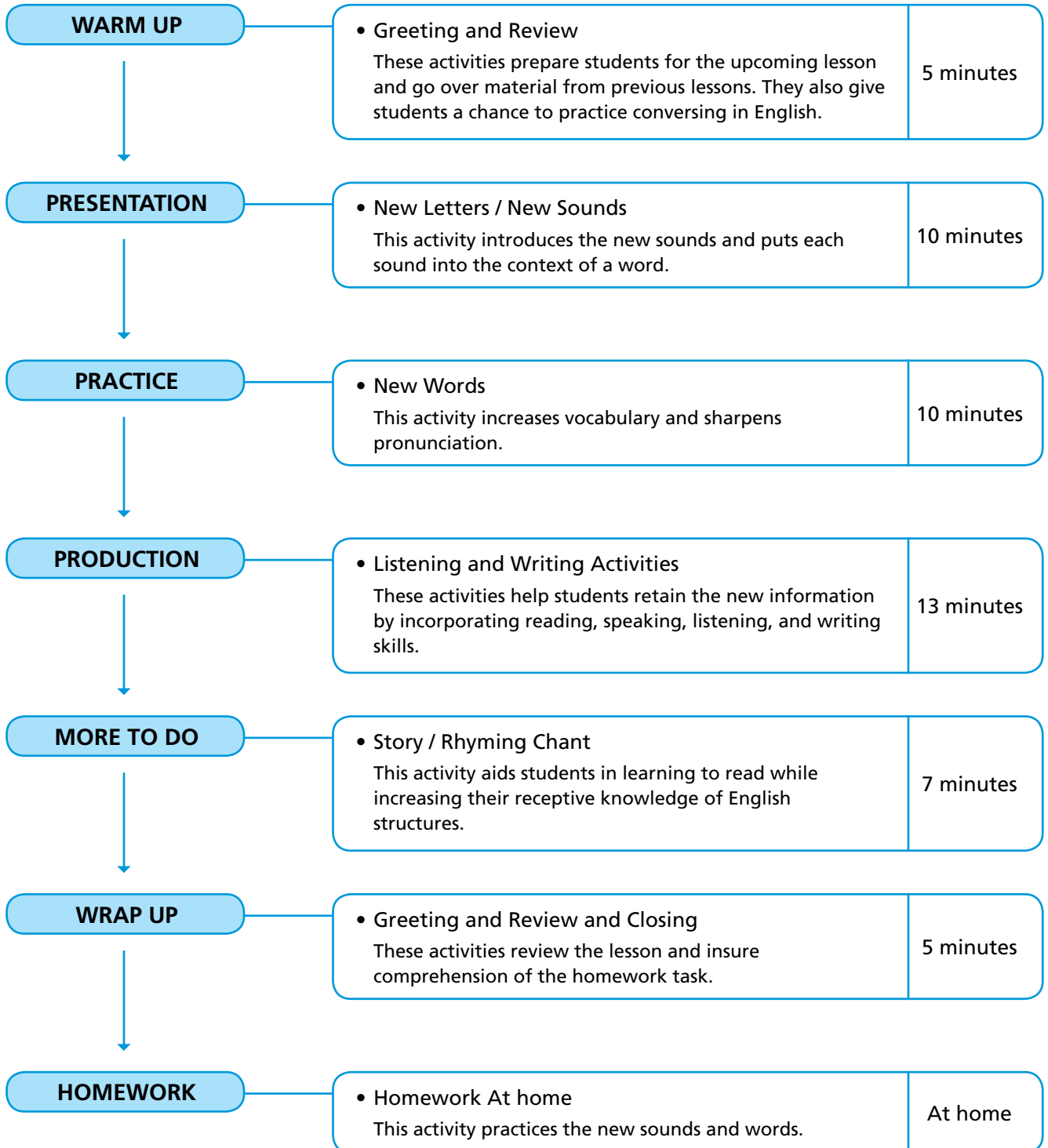
In addition, teachers will find even more ways to help students practice their English skills with the *Sounds Great* workbooks. These workbooks provide additional support and gives sample opportunities for students who need or desire more practice writing and reading the new letters and sounds.

As a special feature of *Sounds Great*, the Hybrid Audio/CD-ROM – CD-ROM allows children the chance to further their learning experiences in a whole new way. The Hybrid CD contains both the audio tracks for each unit of *Sounds Great*, as well as an interactive component. Students can work and learn in the comfort of their homes with the Hybrid CD. Each unit of the series is represented on the Hybrid CD and offers fun and informative activities to help students better achieve their learning goals.

The final component of *Sounds Great* is the *Sounds Great* Reader Series. Carefully controlled, these readers provide fun stories and remarkable illustrations. With twenty titles, the Reader Series provides students with the ability to see the letters and words they just learned incorporated into fun and exciting stories they are sure to enjoy over and over. Sixteen amazing illustrators lend their talents in bringing the twenty original tales to color and life.

# Preface

## Teaching Flow

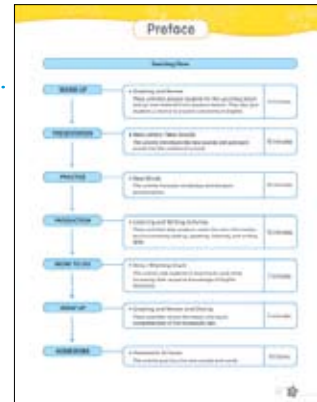


# How to use this book

The Sounds Great Teacher's Guide is the accompanying resource for teachers using the Sounds Great series in their classrooms.

## Preface

The Sounds Great Teacher's Guide is divided into seven categories. Teachers will find these categories represented for each book in the series. The teaching flow presented within the teacher's guide allows for a full 50 minutes of instruction per lesson.



## A whole series table of contents

A whole series table of contents is provided for teachers to quickly find the level and book they need.



## Contents for each book

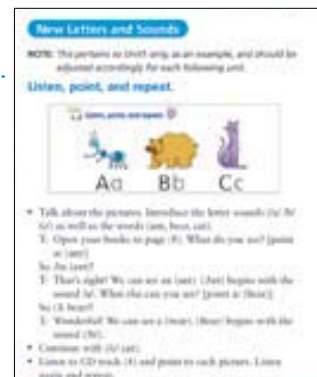
– Teachers can also find the contents for each book and level.

Here, the contents of each student book are shown under their specific heading. Each book includes three preliminary activities for an introduction to the book. In addition, each book's table of contents includes headings for "New Letters and Sounds" "New Words" "Warm-Up" "Story" "Rhyming Chant" and "Homework" as well as the directions for their respective activities. Lastly, these individual table of contents also list where to find the two reviews and test for the book.



## Sample unit

The teacher's guide provides one unit (usually from unit one) as a sample for each book in order to give teacher's helpful tips and suggestions. For consistency, the units throughout each book generally contain the same types of activities in order to allow students to become familiar with them and maintain their focus on language acquisition. For this reason, only a single unit from each book is provided in the teacher's guide.



## Additional activities

Many of the exercises within the Sounds Great series are teachable in different ways. For this purpose, the teacher's guide provides a variety of options for teaching lessons. These guides can be used for practically any unit with some modification.

**Additional Activities**

**1. Put them in order**  
Materials: Flash Cards

- Review letter names and pictures. Have students take out their letter cards and picture cards. Call out a letter name and have them hold it up. Then, review the initial sounds and words with the picture cards.
  - Show me the letter (A). (Students hold up letter (A).) Show me what name card (A). (Students hold up (ant).)
  - That's right! (A) (A) (ant) (holding (ant)) and the letter (A) holding (ant).
- When students are ready, call out a series of letters and have them put their letter cards in order on their desk.
  - Prepare (a-c-e-i) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

**2. Which Word?**  
Materials: Flash Cards


- Have students look at the three pictures in their books on page 26. Say one of the words and initial sounds and have students point and repeat. As students become more confident, increase the speed.
  - When you hear a word, point to the right picture in your book. Then, listen and repeat. (ant) (A) (ant). (A) (ant). (ant) (A) (ant). (ant) (A) (ant).
- Place the three cards around the room. Say a word and sound. Have students point to the card and repeat. For added challenge, place the cards face down. (Confirm each time that they have pointed to the correct card.)
  - Let's put the cards around the room. The first (A) is here. (Placing cards face down in different locations) Now, can you remember? Where is the card? (A) (A) (ant).

## Changed format

In some cases, activities change format within a single book. For example, in book 3 of the series, there are four different types of homework activities. Teachers can expect to see suggestions for instruction of all four formats.

**NOTE:** This picture is used only as an example, and should be adjusted accordingly for each student card.

**Find the word in the puzzle.**



• Assign the homework. Do the first example together.


T: Let's look at your homework. What is the first picture? (A car).

T: Yes! It's a (car). How do you spell (car)? (C-A-R).

T: That's right! Look at the first row. (Car) is circled. For your homework, look at the other pictures. Circle the words that match the pictures.

**NOTE:** This picture is used only as an example, and should be adjusted accordingly for each student card.

**Write the words in the correct boxes.**



• Assign the homework. Do the first example together.


T: Let's look at the first picture. What is that?

## Review, test

Following units 4 and 8 of each book, a short review is provided. At the end of each book, teachers will find a cumulative test to assess student's progress. Review and test pages are represented in the teacher's guide as well. Teachers can follow along with the scripted dialogue provided as well as modify it to fit their individual style.


**Review 2**

**Listen, point, and repeat.**



• Refer to the activity: Listen, point, and repeat. (see P6)

**Listen and write the beginning letters.**



• Refer to the activity: Listen and write the beginning letters. (see P14)

It is the intention of Compass Publishing© to provide as much variation in strategy for teachers using Sounds Great. Answer keys, transcripts, and flashcards are all available through our website [www.compasspub.com](http://www.compasspub.com).

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# Contents

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- ABC Song
- Phonics Chant

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- Listen, then write and circle the word you hear. .... 16
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- Look at the picture. Write the beginning letters. .... 18



# Sounds Great 1

## Warm Up

Greet students and prepare for the day's lesson.

## Greeting

- Greet students  
T: Good (morning / afternoon) everyone. My name is (Mr. / Ms) \_\_\_\_\_.  
Ss: Good (morning / afternoon) (Mr. / Ms) \_\_\_\_\_.
- Identify students and take attendance.  
T: Is \_\_\_\_\_ here today?  
Ss: Yes, I am.
- Listen to the ABC song. 🎧 Track 2  
T: Can you sing the ABC song?  
Ss: Yes, I can.  
T: Terrific! Let's sing the ABC song together. Ready?  
Ss: Yeah!

## Additional Activity

Point to / show the letters.

**Materials:**

Flash cards (Aa – Zz), Hybrid CD

1. Put flash cards Aa – Zz on the board.
2. Have a student who is more familiar with the letters of the alphabet to come forward.
3. Play CD track 2. Student points to the letters on the cards as the others watch, listen to the ABC song, and sing along.  
T: Look at the board. It's the alphabet! [point to letters] A, B, C! Who can point to the letters while we sing the song?  
Ss: I can!  
T: Great! Come up here, please. You can use the pointer. [give student the pointer] Let's sing!

**NOTE:** *It is not expected that all the students will be familiar with all of the letters at this point. Encourage students by telling them that by the end of book 1, they will be familiar with all the letters, pictures, and sounds.*

## Extension Activity – Phonics Chant 🎧 Track 3

**Materials:**

Phonics Chant flash cards (Aa – Zz), pointer

\*\*If using the hybrid CD, this activity can be run through a projector\*\*

\*\*This activity can be presented in the same way as the alphabet cards. Its purpose is to expose children to the pictures and words associated with each letter in the book.\*\*

**NOTE:** *This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.*

## Review

- T: Look at this. What letter is this? [writing letter on the board]  
Ss: It's an (A).

- T: Is it a big (A) or a small (a)?  
Ss: It's a big (A).  
T: Good job! What word begins with the letter (A)?  
S1: (Apple)!  
S2: (Ant)!  
T: Excellent! What does an (A) sound like?  
Ss: (/a/).  
• Continue with the other letters.

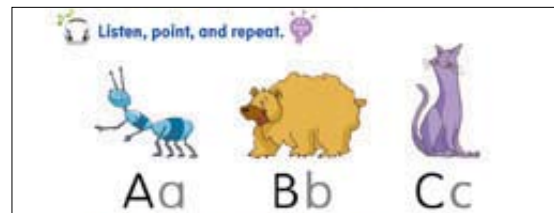
## Presentation

Introduce letter names and sounds for (Aa, Bb, and Cc), as well as the corresponding words (ant, bear, cat, etc).

## New Letters and Sounds

**NOTE:** *This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.*

## Listen, point, and repeat.



- Talk about the pictures. Introduce the letter sounds (/a/ /b/ /c/) as well as the words (ant, bear, cat).  
T: Open your books to page (8). What do you see? [point at (ant)]  
Ss: An (ant)!  
T: That's right! We can see an (ant). (Ant) begins with the sound /a/. What else can you see? [point at (bear)]  
Ss: (A bear)!  
T: Wonderful! We can see a (bear). (Bear) begins with the sound (/b/).  
• Continue with (/c/ cat).  
• Listen to CD track (4) and point to each picture. Listen again and repeat.

## Additional Activities

### 1. Which word?

**Materials:** Flash cards for (ant, bear, and cat)

1. Have students look at the three pictures in their book on page (8). Say one of the words and initial sounds. Then, have students point and repeat. As students become more confident, increase the speed.  
T: When you hear a word, point to the correct picture. Then, repeat the word. Ready? (/c/ /c/ cat).  
Ss: (/c/ /c/ cat). [point at (cat)]  
T: Good job!



- Place the flash cards in different locations around the room. Say a word and sound. Have students point to the card and repeat.

## 2. What number is it?

- Have students number the three pictures (1-3) in the Listen, point, and repeat activity. (1. ant, 2. bear, 3. cat)
- Say one of the sounds (Example: /a/) or words (ant) and have students hold up the appropriate number of fingers (Example: 1).
- Say the word and sound and have students repeat. Gradually increase speed.
 

T: OK. Listen closely and show me the number. (/b//b//b/)  
 Ss: [holding up two fingers]  
 T: That's right! It's a bear. (/b/ /b/ bear).  
 Ss: (/b/ /b/ bear).  
 T: Listen again. (cat, cat, cat).  
 Ss: [holding up three finger]  
 T: Great! It's a (cat). (/c/ /c/ cat).  
 Ss: (/c/ /c/ cat).

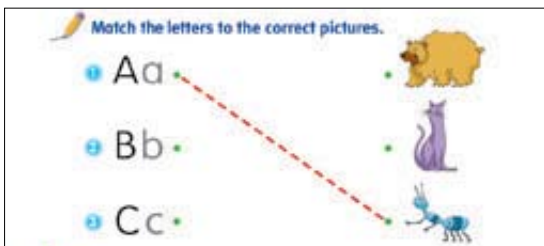
## 3. Show the Cards!

Materials: Flash Cards

- Show letter (A) to students and say /a/.
- Students show picture card that begins with /a/ (ant).
- Continue with other letters and cards. Gradually show cards faster. Have students repeat sounds and words.
 

T: [showing A] /a/ /a/ /a/.  
 Ss: [showing (ant) card]  
 T: /a/ /a/ ant.  
 Ss: /a/ /a/ ant.

## Match the letters to the correct pictures.



- Introduce the letter names (A,B,C).
 

T: Now, let's look at this letter. [point at (Aa) in book]  
 What is it?  
 Ss: It's an (A).  
 T: Very good! Which word begins with the (/a/) sound?  
 Ss: (Ant)!  
 T: That's right. (Ant) begins with the letter (A). (/a/ /a/ ant). Let's draw a line from the letter (A) to the (ant).
- Continue matching letters (B) and (C) to the pictures. Check student's work.
 

T: Show me your books. Very good, everyone!

## Additional Activities

### 1. Put them in order

Materials: Flash Cards

- Review letter names and pictures. Have students take out their letter cards and picture cards. Call out a letter name and have them hold it up. Then, review the initial sounds and words with the picture cards.
 

T: Show me the letter (A). [Students hold up letter (A).]  
 Show me what starts with (A).  
 [Students hold up (ant).]  
 T: That's right! (/a/ /a/ ant) [holding (ant) and the letter (B) holding (bear)].  
 Ss: [repeating actions] (/b/ /b/ bear) and the letter (B).
- When students are ready, call out a series of letters and have them put their letter cards in order on their desk.

### 2. Which Word?

Materials: Flash Cards

- Have students look at the three pictures in their books on page (8). Say one of the words and initial sounds and have students point and repeat. As students become more confident, increase the speed.
 

T: When you hear a word, point to the right picture in your book. Then, listen and repeat. Ready? (/a/ /a/ ant).  
 Ss: (/a/ /a/ ant). [pointing at ant]  
 T: Good job!
- Place the three cards around the room. Say a word and sound. Have students point at the card and repeat. For added challenge, place the cards face down. (Confirm each time that they have pointed at the correct card.)
 

T: Let's put the cards around the room. The (bear) is here. [placing cards face down in different locations] Now, can you remember? Where is the (cat) ? (/c/ /c/ cat).  
 Ss: [pointing at the (cat)] It's over there. (/c/ /c/ cat).  
 T: Is that the (cat)? [pointing at card students have indicated] \_\_\_\_\_, can you turn over that card? Is it the (cat)?  
 S1: [turning over card] Yes, it is! It's the (cat).

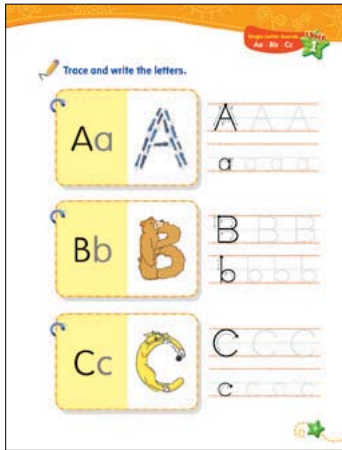
**NOTE:** In addition, teacher can place the three letter cards (Aa, Bb, Cc) around the room and encourage students to remember the location of these as well. Call out "the letter (C)" and have students point at the appropriate card.

### 3. What Number is it?

- Have students number the three pictures and three letters (1-6) in the 'Listen, point, and repeat activity' on page (8).
- Say one of the pictures (/a/ /a/ ant) or one of the letters (the letter A) and have students hold up the appropriate number of fingers (ant = 2; the letter A =5). Gradually, say the words and letters faster.

# Sounds Great 1

## Trace and write the letters.



- Introduce how to write letters (Aa, Bb, and Cc) <big and small letters>.
- Have students look at the letters and pictures in their book. Say the names and words aloud and have students repeat.  
T: Look at page (9). What letter do you see on the first line? [point at (A)]  
Ss: (A).  
T: That's right! It's a big (A) and a small (a). [write both letters on the board so students can recognize the big (A) and the small (a)] What picture do you see? [point at (ants) in the shape of the letter (A)]  
Ss: Those are (ants)!
- Have students repeat the letter names and say the corresponding words. (A: ant, B: bear, C: cat)
- Write the letters (big and small) on the board, demonstrating stroke order. Have students write the letters in the air with their fingers.  
T: Now, I am going to write a big /A/ small /a/ on the board. Can you write it with your finger in the air?  
Ss: Yes!  
T: This is how you write the big (A). 1, 2, 3 [guide students by writing on the board and clearly showing stroke order] Excellent! Let's do it as fast as we can. Good. Now, do it slowly.
- Continue with the other letters (big and small).
- Have students write the letters in their books.  
T: Now, let's write a big (A) in our books. One, two, three! Wow! You did a great job! Now let's try a small (a).

### Practice

Practice identifying (Aa, Bb, and Cc) by letter name, as well as words beginning with those letters.

### New Words

**NOTE:** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

## Listen, point, and repeat.



- Review the words beginning with (A, B, C) that were learned earlier (ant, bear, cat). Introduce additional words (apple, angry, alligator, baby, book, bird, cup, cut, cookie).  
T: Look at page (10). What is this? [point to (ant)]  
Ss: It's an (ant)!  
T: Yes! (ant) begins with the letter (A). Do you know what this picture is? [point to (apple)]  
Ss: Yes, it's an (apple).  
T: That's right! (apple, /a/ /a/ apple).  
Ss: (/a/ /a/ apple).
- Continue with the other words.  
T: Excellent! Now, listen to the CD. Point to each word, then repeat it. Are you ready?
- Listen to CD track (6)

### Additional Activities

#### 1. The Word Game

**Materials:** Two medium-sized balls or bean bags  
Flash cards

1. Put the flash cards for unit 1 around the room (visible to all students).
2. Have the class make a circle around you.
3. Say one of the 12 words. (Example: /b/ book) Then toss the ball (bean bag) to a student. The student with the ball can look around the room at the flash cards to find another word that begins with the same letter. The student tosses the ball (bean bag) back to the teacher, then says their word.
4. Continue until all the students have had a chance to say a word. Alternate between the three target letters.  
T: [talking to S1] Can you say another word that begins with (/a/ /a/ like ant)? [toss ball to student]  
S1: [holding ball] (/a/ /a/ apple). [toss ball back]  
T: [catching ball] Very good! [look at next student] Can you say another word that begins with (/c/ /c/ like cut)? [toss ball to student]  
S2: [holding ball] (/c/ /c/ cat). [toss ball back]  
T: [catching ball] That's it!

**NOTE:** Students may say words that aren't from the unit, but still begin with the correct letter. For this activity, they should begin with the unit words, and move to others if needed or desired.

**2. Body Alphabet**  
Materials: Flash Cards

1. Divide the students into two teams. Have S1 from Team A come forward. Show S1 letter (Aa, Bb, Cc).
2. S1 tries to make the shape of that letter (big or small) with his/her body. Team members guess the letter. (Example: Is it a small (a)?)
3. Then, other team members say the words that start with that letter. (Example: ant, apple, angry, alligator )
4. Continue with Team B and a new letter.

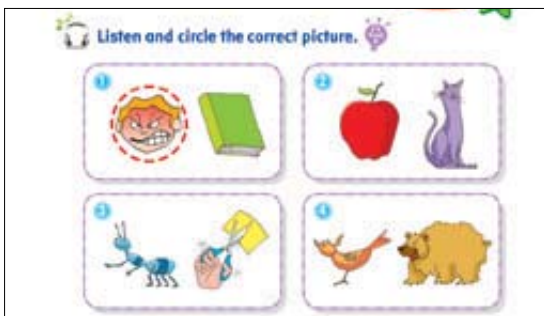
**3. Memory Match**  
Materials: Flash Cards

1. Place the flash cards face down on the table.
2. Have S1 turn over two cards and read both words aloud. If the two words start with the same sound (example: ant, apple), S1 keeps the cards and tries again.
3. If the two words don't have the same sound, return those cards to the table. S2 takes a turn.
4. The student with the most pairs of words wins the game.

**Production**

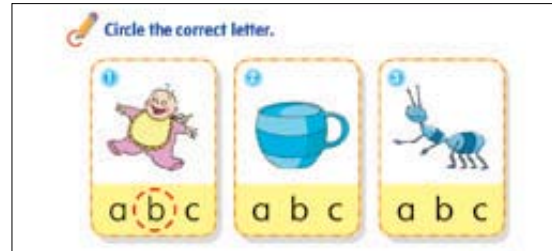
Students should demonstrate an understanding of letters (Aa, Bb, and Cc) (spoken and written) and the corresponding words through various activities.

**Listen and circle the correct picture.**



- Listen to the CD track (8). Students circle the correct picture for each word.  
T: Listen to the words and circle the correct picture. Listen to number 1. What word do you hear?  
Ss: Angry. [point at (angry)]  
T: That's right! Circle the (angry) picture.

**Circle the correct letter.**



- Practice recognizing the letter names and sounds.
- Talk about the pictures. Students circle the letter that each picture starts with.  
T: What is this? [point to (baby)]  
Ss: It's a (baby)!  
T: Excellent! (Baby) starts with a (B). (/b/ /b/ baby). Circle the small (b).  
• Continue with the next pictures (cup and ant).

**Wrap-Up**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

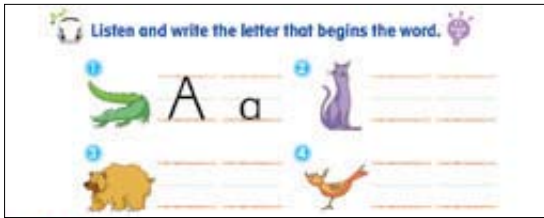
**Listen to the beginning sound. Circle the correct picture.**



- Listen to CD track (9). Students circle the correct picture for each beginning sound.  
T: This time, listen to the beginning sound and circle the correct picture. Are you ready?  
Ss: Yes!  
T: Listen to number 1. What sound do you hear?  
Ss: (/c/).  
T: That's right! Look at the pictures. Which picture begins with (/c/)?  
Ss: This one. [point at (cookie)]  
T: Yes. Very good. Cookie begins with (/c/). Circle the (cookie).

# Sounds Great 1

Listen and write the letter than begins the word.



- Look at the pictures on page (12). Students write the letter (big and small) that begins each word.  
T: Look at the next activity on this page. What it this?  
[point to (alligator)]  
Ss: It's an (alligator).  
T: Very good. It's an (alligator). What does (alligator) start with?  
Ss: With an (A).  
T: That's right! Trace the big (A) with your pencils.  
[Demonstrate by writing (A) on the board and tracing the letter with the correct strokes.] Now trace the small (a). Are you finished?  
Ss: Yes!  
T: OK! What's next to the alligator? [point to (cat)]  
Ss: It's a (cat).
- Have students write the rest of the letters.  
T: Are you finished?  
Ss: Yes!  
T: Great! Please show me your books.
- Check students' answers.

## Additional Activities

### 1. ABC Hangman

**Materials:** Flash cards for unit  
Chart of the alphabet  
Chalk board or giant note pad  
Chalk or marker

- Review (Aa, Bb, Cc) by having students look at the flash cards and take turns giving letters to spell the words.
- Draw a hangman picture on the board or paper. Show the students the flash card of the picture without the word. Draw blanks for the students to fill in if they guess the correct letter. Explain the rules.  
T: What is this? < point to (cat)>  
Ss: A (cat)!  
T: Very good. We're going to play a game that will help us learn to spell the word (CAT). Has anyone ever played hangman before?  
Ss: Yes, I have.  
T: Great, you can help me explain the rules. I will show the class a picture, then you have to guess the letters that spell the word.  
Ss: If you guess a wrong letter, the man starts going to the hang man thing.

T: That's right. You are trying to save the man by guessing the correct letters. Does everyone understand?

Ss: Yes!

T: OK, let's play.

- Play the game with different words from the unit.

## 2. Song: What Word Begins with B?

**Materials:** Flash Cards

1. Review (Aa, Bb, Cc) by distributing picture cards to students. Teach song (to the tune of "London Bridges"). Guide students by holding up a letter card (A, B, C) and choosing a word for the first verse. The student whose word is chosen then selects a letter and word for the second verse of the song.  
T & Ss: [teacher holds up (B) card] What word begins with (B), begins with (B), begins with (B)? What word begins with (B)?  
T: (/b/ /b/ bat). [S1 with bat holds up card and then chooses a letter card]  
T & Ss: [S1 holding up (A) card] What word begins with (A), begins with (A), begins with (A)?  
What word begins with (A)?

## 3. Listen and Do!

**Materials:** Flash Cards

1. Distribute the cards to students. Have students listen for the initial sound, letter name, or word and follow your instructions. Give instructions as a chant and encourage students to respond.  
T: (/a/ /a/ /a/). If you have a card that starts with (/a/), stand up and touch your nose. Ss with cards starting with A: [standing up touching nose] (/a/ /a/ /a/).  
T: (bear. bear. bear.) If you have the card bear, stand up and count to 10.  
S with bear card: [standing up] (bear. bear. bear.) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
2. Continue with a variety of instructions. Prompt students as needed. (Example: clap your hands, walk to the door, jump 3 times, close your book, say "hello," etc.)

## 4. Slap the Cards

**Materials:** Flash Cards  
Fly swatters (optional)

1. Divide the students into two teams. Have S1s from each team come forward. Give each student a fly swatter (if available).
2. Say a word. (Example: cat ) Students try to be first to slap the card. Have members of the winning team say the word and initial sound to win a point. (Example:/c/ /c/ cat)
3. Continue with the remaining words. Students take turns.

## 5. Catch and Say

Materials: a ball

- Throw a ball to S1 and say one of the words with its beginning or ending sound (in the case of ant, apple, angry, and alligator) from Unit (1). (example:/a/ /a/ ant).
- S1 catches the ball and says another word (starting with B, C). Encourage students to say a new word each time.
 

T: I'm going to throw this ball. Catch the ball and then say one of the words that begins or ends with B, C and the beginning or ending sound. Are you ready?

Ss: Yes!

T: OK! (bear/b/ /b/ bear). [tossing the ball to S1]

S1:(cat /c/ /c/ cat). [tossing the ball to S2]

S2:(apple /a/ /a/ apple). [tossing the ball to S3]

### More to do

Students will listen to and read phrases that bring together the words beginning with the letters (Aa, Bb, and Cc).

### Story

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

#### Listen to the story.



- Talk about the pictures and listen to the CD track (6).
 

T: Look at the pictures on page (13). What do you see in the pictures?

S1:(A cookie)!

S2:(A baby)!

T: Very good. What can we tell by the picture of the baby here ? (point to the last frame)

S1:(He's sad).

S2:(He's angry).

T: That's right. We see (a cookie and a baby), and we can see that the (baby gets angry). Now, let's listen to the CD.

- Have students listen and point at the phrases first, as they listen to the CD. Then have them repeat them.

### Additional Activity

#### Read Aloud

- Read the phrases from the story first and have students repeat while pointing to the pictures.
- Number the pictures (1-4). Read a phrase and have the students give the number.
 

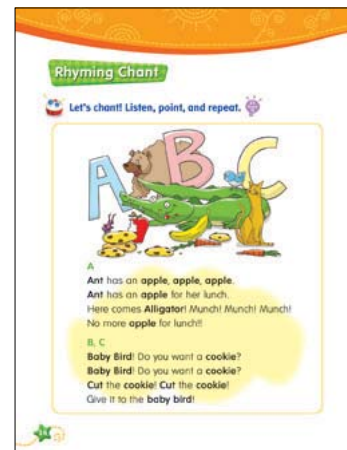
T: (A baby and no cookie).

Ss: Number (3).
- Have students point to the pictures and read the phrases by themselves.
- Have students practice reading the story to a partner. They can read the whole story, or take turns alternating after each phrase.
- Say the phrases at random and leave out key words. (Example: A \_\_\_\_\_ and a cookie.) Encourage students to fill in the missing word.

### Rhyming Chant

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

#### Let's chant! Listen, point, and repeat.



- Have students look at the picture and listen to the fun rhyming chant on the CD track (7).
- Have students point at the words they learned from the unit at the song plays.
- Allow students to act out different parts of the chant. (Example: imitating an alligator munching an apple by using their arms as the jaws of the animal)



# Sounds Great 1

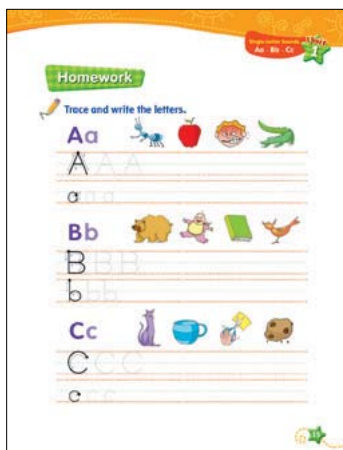
## Review and Homework

Review what students have learned and explain their homework

## Homework

**NOTE:** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

Trace and write the letters.



- Assign the homework. Do the first example together.  
T: Let's look at page (15). Let's say the sounds and words together. Ready?  
Ss: Yes! (/a/ /a/ ant, /a/ /a/ apple, /a/ /a/ angry...)  
[continue with the remaining pictures]  
T: Excellent job! Now, look at this letter. Is it a big (A), or a small (a)?  
Ss: It's a big (A).  
T: Yes! Let's write a big (A) in our books. Now, the rest of this page is homework.

## Additional Homework

- Have students start their own alphabet book. Have them include one page for each letter. Write the big and small letters at the top of each page. Draw pictures for each letter and (if students are ready) have them include the written words. (Begin with the words they have learned in each unit.)
- Have students compose their own Fun Phrase. Have them include words they have learned in the unit. Include pictures and written words (if students are ready). Put together in a classroom book that can be shared by the students.

## Closing

- Finish the class by saying good-bye.  
T: Let's all say good-bye to each other. Good-bye! (See you later!)  
Ss: Good-bye! (Bye!)

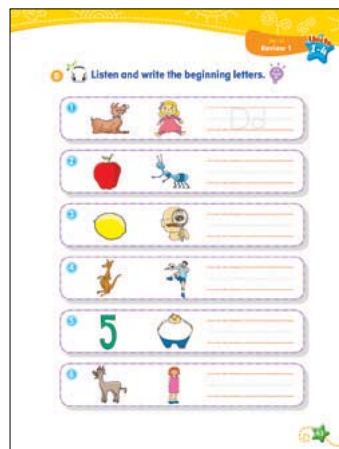
## Review 1

Listen, point, and repeat.



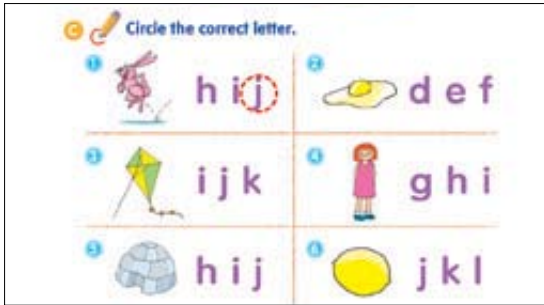
- Refer to the activity 'Listen, point, and repeat.' on P8.

Listen and write the beginning letters.



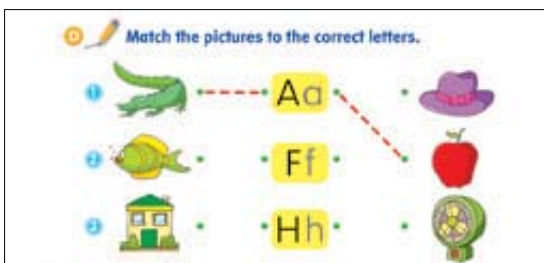
- Look at the pictures on page (41). Students write the letter (big and small) that begins each word.  
T: Look at the picture. What is this? [point to dog]  
Ss: It's a dog.  
T: Very good. It's a dog. What does dog start with?  
Ss: With a D  
T: Good! And what is next to the dog? [point to doll]  
Ss: It's a doll.  
T: Very good. It's a doll. What does doll start with?  
Ss: With a D  
T: That's right! Write the big (D) with your pencils.  
[Demonstrate by writing (A) on the board] Now write the small (a). Are you finished?  
Ss: Yes!  
T: Great!
- Continue with the remaining pictures.

Circle the correct letter.



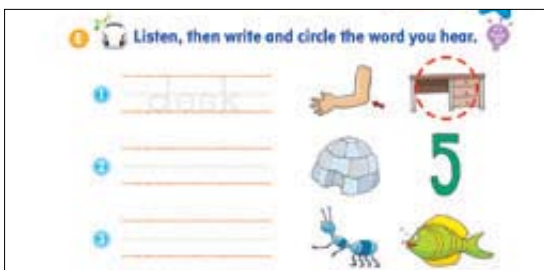
- Refer to the activity 'Circle the correct letter.' on P11.

Match the pictures to the correct letters.



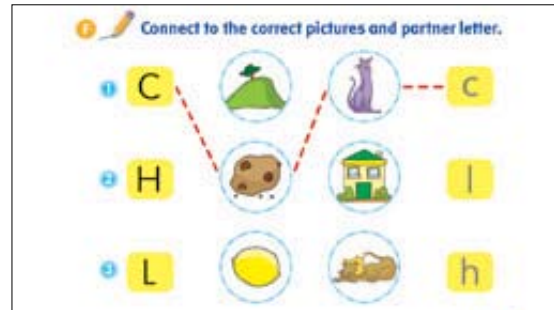
- Look at the pictures. Students match the pictures with the letters.  
T: Look at the first picture. What is it?  
Ss: It's an alligator.  
T: Good! /a/ /a/ alligator. What does alligator start with?  
Ss: With an A.  
T: Yes! Let's draw a line from the alligator to the A. What other word starts with A?  
Ss: Apple starts with A.  
T: Very good! Draw a line from A to the apple.
- Continue with the remaining pictures.

Listen, then write and circle the word you hear.



- T: Turn to page 43. Listen to the word on the CD. Then, write the word you hear. Let's try the example.  
[listening to example from CD] What word did you hear?  
Ss: Desk  
T: Great! Write the word 'desk', and then circle the 'desk' picture.  
Now, listen to the rest of the words. Are you ready?  
Ss: Yes!

Connect to the correct pictures and partner letter.



- Look at the pictures. Students match the letters with the pictures.  
T: Look at the second picture. What is it?  
Ss: It's a cookie.  
T: OK! What is the beginning letter of cookie?  
Ss: It's a C.  
T: Good job! /c/ /c/ cookie. What other word starts with C?  
Ss: Cat starts with C.  
T: Very good! Let's match cookie and cat with the big C and small c.
- Continue with remaining pictures.

Review 2

Listen, point, and repeat.

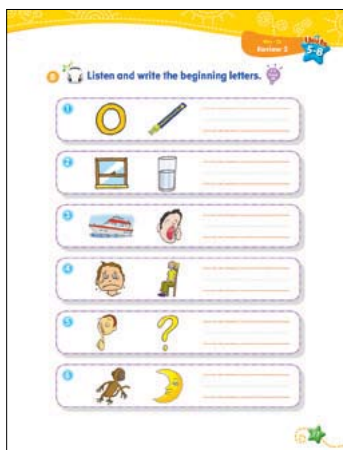


- Refer to the activity 'Listen, point, and repeat.' on P8.



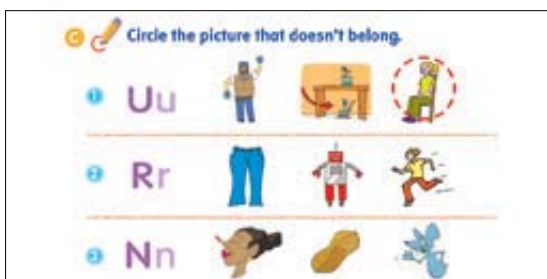
# Sounds Great 1

Listen and write the beginning letters.



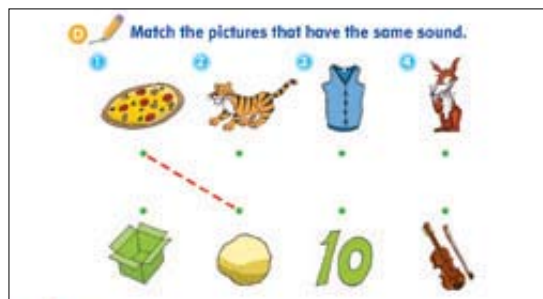
- Refer to the activity 'Listen and write the beginning letter.' on P14.

Circle the picture that doesn't belong.



- Talk about the pictures on page 78. Students identify the letter and circle the picture that doesn't start with that letter.  
T: Look at page 78. What letter is this? [pointing at U]  
Ss: It's an U.  
T: Very good! It's a big U and a small u. And what is this? [pointing at umpire]  
Ss: It's an umpire.  
T: Good! And what is next to the umpire? [pointing at under]  
Ss: It's under  
T: And what is this? [pointing at sit]  
Ss: It's sit.  
T: Very good! Which word doesn't start with an /u/ sound?  
Ss: The sit.  
T: Excellent! Circle the sit. What sound does sit start with?  
Ss: /s/.  
T: Yes. sit starts with the letter S.
- Continue with the remaining letters and pictures.

Match the pictures that have the same sound.



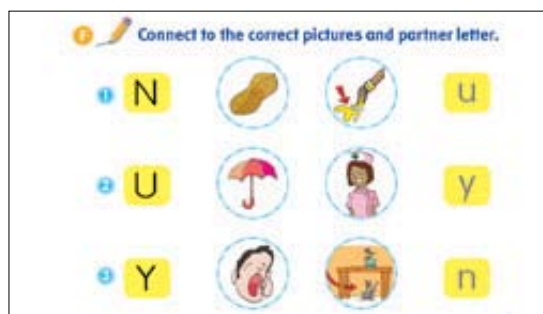
- Identify the words that have the same beginning sound.  
T: /p/ /p/ /p/. What letter makes this sound?  
Ss: P.  
T: Very good! Which two pictures start with a /p/ sound?  
Ss: Pizza and Potato!  
T: Correct! Connect the two pictures that start with /p/.  
• Continue with the remaining pictures.

Listen, then write and circle the word you hear.



- Refer to the activity 'Listen, then write and circle the word you hear.' on P15.

Connect to the correct pictures and partner letter.



- Refer to the activity 'Connect to the correct pictures and partner letter.' on P15.

Test

Listen to the word. Fill in the correct circle.



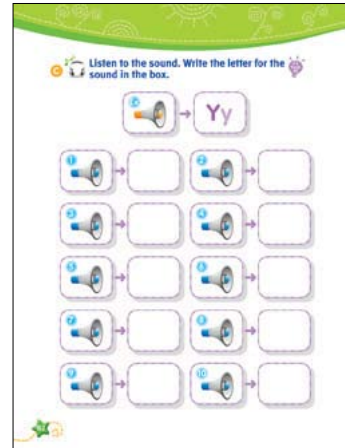
- Listen to CD track 40 and fill in the correct circle.  
T: Open your books to page 80. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: Alligator.  
T: OK. Fill in the circle under alligator. Now, listen to the rest of the words. Are you ready?  
Ss: Yes!

Listen to the beginning sound. Fill in the correct circle.



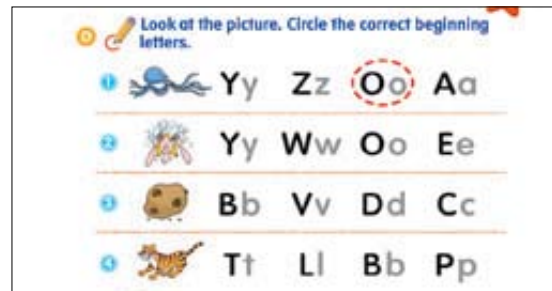
- Listen to CD track 41 and fill in the correct circle.  
T: Turn to page 81. Listen to the beginning sound on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What sound did you hear?  
Ss: /k/  
T: Yes! Look at the four pictures. What word begins with /k/?  
Ss: Kite.  
T: Good! Fill in the circle under kite. Now, listen to the rest of the sounds.

Listen to the sound. Write the letter for the sound in the box.



- Listen to CD 42. Write the letters for the sound in the box.  
T: Turn to page 82. Listen to the sound on the CD. Then, write the letters for the sound in the box. Let's try the example. [listening to example from CD] What sound did you hear?  
Ss: /y/ yo-yo.  
T: Excellent. What letter does yo-yo begin with?  
Ss: Y.  
T: Good job! Write big and small Y in the box. Now, listen to the rest of the sounds.

Look at the picture. Circle the correct beginning letters.



- T: Now, turn to page 83. Look at the first picture. What is it? [pointing to octopus]  
Ss: It's an octopus.  
T: That's right! What letter does octopus begin with?  
Ss: With an O.  
T: Good! Draw a circle around the big and small O.  
• Have students continue with the remaining pictures.

# Sounds Great 1

Look at the picture. Write the beginning letters.



- Write the beginning letters in the box.  
T: Look at this picture. What is it? [pointing to pizza]  
Ss: It's a pizza.  
T: Good! What letter does pizza begin with?  
Ss: With a P.  
T: Yes! Write a big and small P in the box.
- Have students continue with remaining pictures.

## Additional Activities

### 1. Say it Together!

1. Read a word that students have learned in the previous lesson sound by sound. (Example: Read the word cat as /c/ /a/ /t/.)
2. Students listen carefully and say the word as a whole.

### 2. First Sound!

1. Divide the class into teams. Say a sound. (Example: /g/)
2. Have teams take turns saying words that begin with that sound. (Example: goat, good, girl, gorilla) Encourage them to say /g/ words beyond those they studied in the book. (Example: green, gum, grandma).
3. Teams get a point for each correct word they say.

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- Phonics Chant

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- Listen and circle the word you hear. .... 26
- Use the clues to fill in the puzzles. .... 26
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# Sounds Great 2

## Warm Up

Greet students and prepare for today's lesson.

### Greeting

- Greet students  
T: Hello, everybody. My name is Mr. (Mrs./Miss) \_\_\_\_\_.  
Ss: Hello, Mr. (Mrs./Miss) \_\_\_\_\_.  
T: What day is it today?  
Ss: It's \_\_\_\_\_.  
T: Good! Let's take roll-call. When I call your name, answer "Here."  
Is \_\_\_\_\_ here?  
S1: Here
- Continue with roll-call.

### Additional Activity – What's Your Name?

**Materials:**  
paper (for students to make name cards)

- Have students take a piece of paper and fold it in three to make a name card they can display on their desk. Ask students to write their first names on the cards. If students are ready, have them include a picture of something that begins with the same letter as their name. (Example: Tom / tiger) Provide help as needed.
  - Ask students to introduce themselves. If possible, have them say something about the item they have drawn.  
T: [talking to S1] My name's Miss (Mr./Mrs.) \_\_\_\_\_. What's your name?  
S1: My name's Tom. /t/ /t/ Tom. This is a tiger. /t/ /t/ tiger. [pointing out name and picture on their card]  
T: Hello, Tom. Do you like tigers?  
S1: Yes, I do!
  - After students have introduced themselves, review their names and items.  
T: Let's try and remember everybody's name.  
T & Ss: [gesturing at students] This is Tom. /t/ /t/ Tom. /t/ /t/ tiger. This is Jenny. /j/ /j/ Jenny. /j/ /j/ jam.
- Continue with the remaining students.

### Review

- Review the letters of the alphabet (as learned in Book 1). Write letters on the board in random order. Have students take turns coming forward and pointing at the letters. (Teacher may focus on big and/or small letters.)

**NOTE:** Review letter names, initial sounds, and words using instructions from Level 1:

- T: Point at the letter B.
- T: Point at the letter that makes the sound /m/.
- T: Point at the letter that begins the word "zoo."

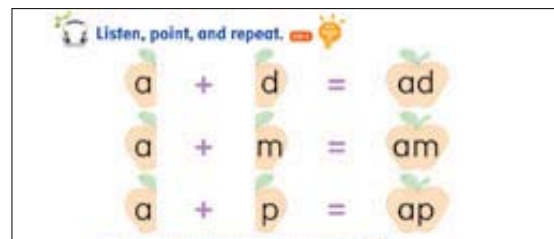
## Presentation

Introduce short vowel /a/ and word endings /-ad/, /-am/, /-ap/, and form words.

## New Sounds

**NOTE:** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

### Listen, point, and repeat.



- Review the letter sounds and introduce word endings.  
T: Please open your books to page (6). Look at this. [pointing at (apple)] What is it?  
Ss: It's an (apple).  
T: You're right. Now, what letter is on this half of the (apple)?  
Ss: The letter (A).  
T: Yes. And what is this sound? [pointing at (A)]  
Ss: (/a/).  
T: Good! And what letter is this?  
Ss: The letter (D).  
T: Great! And let's say the sound. [pointing at (D)]  
T & Ss: (/d/).  
T: Now, let's put the two sounds together. /a/ /d/.../-ad/.  
Ss: /a/ /d/.../-ad/.  
T: Excellent.
- Continue with /-am/ and /-ap/.
- Then, listen to CD track (2). Have students point at the letters and repeat the sounds.

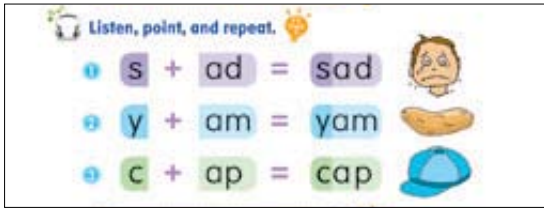
### Additional Activity- Sound Together

**Materials:** paper

- Show the letter flash cards (A,D,M, and P).
- Have students say the individual sounds (as learned in Book 1). (Example: /a/, /d/, /m/, /p/)
- Put the flash cards together and have students say the sounds together. (Example: /a/ /d/ /-ad/; /a/ /m/ /-am/; /a/ /p/ /-ap/)



## Listen, point, and repeat.



- Put the initial sounds together with word endings to form words.
 

T: Look at number 1. What letter is this? [pointing at (S)]  
 Ss: It's the letter (S).  
 T: Yes. What sound does it make?  
 Ss: (/s/).  
 T: And look at this word ending. [pointing at (-ad/)] What sound does it make?  
 Ss: (-ad/).  
 T: Excellent! What sound do they make together? (/s/ /ad/. Sad!)  
 Ss: (/s/ /ad/. Sad)!
- Continue with Numbers 2 and 3.

## Say and write the words.



- Look at the letters and say the sounds. Say and read the word.
- Write the word and confirm the meaning by looking at the picture.
 

T: Look at Number 1. What letter is this? [pointing at (J)]  
 Ss: It's a (J).  
 T: Very good. What sound does it make?  
 Ss: (/j/).  
 T: And what sound does this make? [pointing at (-am/)]  
 Ss: (-am/).  
 T: Excellent! Let's put them together.  
 T & Ss: (/j/ /am/. Jam)!
- Continue with the other words.

### Additional Activity - Read Aloud

Materials: Flash Cards

- Show letter (J) to students and say (/j/). Then, show and say word ending (-am/).
- Students repeat initial sound and word ending and say the word sad while holding up the appropriate picture card.
- Continue with other initial sounds and word endings to form map, bad, etc. Gradually show cards faster.
 

T: [showing (J) and (-am/)] (/j/ /-am/).  
 Ss: [showing picture card of sad] (/j/ /-am/). (Jam).  
 T: (/j/ /-am/). (Jam). Let's try another.

### New Words

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

## Listen, point, and repeat.



Review the words that were learned earlier. Have students look at pictures and say words they know.

- Sound out new words with word endings /-ad/, /-am/, /-ap/. Say aloud and confirm meaning by looking at pictures.
 

T: Let's turn the page. Look on page (8). What do you see?  
 S1: I see a (dad)!  
 S2: I see a (yam)!  
 S3: I see a (cap)!

T: Great! Look at the first picture. What's this? [pointing at (sad)]  
 Ss: It (sad).  
 T: Yes! Let's read. [pointing at word] (/s//-ad/. Sad)!  
 Ss: (/s//-ad/. Sad)!
- Continue with other pictures.
- Listen to CD track (6). Point and repeat.

**NOTE:** A cap is considered a kind of hat. It most often has a curved part sticking out in front (as with a baseball cap).

# Sounds Great 2

## Additional Activities

### 1. Show the Picture Cards!

Materials: Flash Cards

1. Have students place their picture cards in front of them. Teacher has letter card and word endings (/ -ad/, / -am/, and / -ap/).  
Teacher has letter card and word endings (/ -ad/, / -am/, and / -ap/).
  2. Show one of the letters a long side a word endings.  
Say the sounds. (Example: /s/, / -ad/)
  3. Have students respond by putting the sounds together, saying the word, and holding up the correct picture card. (Example: /s/ / -ad/. Sad!)
- T: OK! Do you have your picture cards?  
Ss: Yes!  
T: I'll hold up a letter and one of the word endings. Listen to the sound. Then, tell me the word and show me the picture. Do you understand?  
Ss: Yes!  
T: [holding up S and -ad] (/s/, / -ad/).  
Ss: [holding up cap card] (/c/ / -ap/. Cap!)  
T: Yes! (Cap)! Very good. Let's try again.

**NOTE:** Teacher may want to begin by having students hold six picture cards. Then, gradually increase the number to 12.

### 2. Simon Says

1. Review words from previous units with students. Have them listen and do gestures for each.
  2. Explain the game to students. (If the teacher says "Simon says" before giving a command, then students do it. If the teacher does not say "Simon says" before the command, then students do not do the action. Those students who do the action by mistake are out of the game.)
  3. Gradually give instructions faster and faster until only one student remains.
- T: Let's play a game called "Simon Says." If I say "Simon says "(ram)," then you need to make the (ram) face we practiced. If I don't say "Simon says" before the word (ram), then you don't do the action. Do you understand?  
Ss: Yes.  
T: OK. Listen carefully. Simon says, "(nap)." [students do action] Simon says, "(sad)." [action] Simon says, "(bad)." [action] Stand up. [a few students standing up] Oh, no! You stood up! I didn't say "Simon says."

### 3. Whisper Relay

Materials: Flash Cards

1. Divide the students into two teams and have them stand in two lines. Place one set of flash cards on a desk in the front of the class. Hold the other set of cards.
2. Have the first two students from each team (S1s) come forward. Show one of the cards to them and whisper the word. (Example: jam)

3. S1s then go back to S2s at the front of the line and whisper the word to them. S2s then whisper it to S3s, and so on down the line.
4. The last student in each line comes forward, finds the picture flash card on the desk (Example: jam), and reads it aloud. The first team to successfully complete the relay wins a point.

**NOTE:** Teacher may also ask student to write the word on the board.

### 4. Guessing Game

Materials: Flash Cards

1. Review the cards with the students.
  2. Choose one of the cards. Cover most of the card, allowing students a small glimpse of the picture. Give students the chance to guess what it is. Answers will vary.
  3. Show more of the card and allow students to continue guessing. Eventually, show them the whole card to confirm their guesses.
- T: [showing a glimpse of one of the cards] What word do you think this is?  
S1: I think it's (sad).  
S2: I think it's (bad).  
S3: I think it's a (map).  
T: How many think it's (sad)? [having students put up their hands and counting] 1, 2, 3, 4, 5. How many don't know? 1, 2, 3.  
T: [showing more of the card] OK! How about now? What do you think it is?

## Production

Through various activities, students will demonstrate the ability to listen for say, read, and write words with short vowel (/a/) and word endings (/ -ad/, / -am/, / -ap/).

### Circle and write.

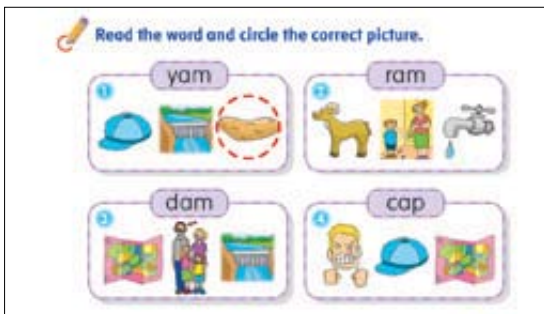


- Practice recognizing the words (through pictures) and reading the words with (/ -ad/, / -am/, and / -ap/) word endings. Students circle the word that represents each picture and write it.  
T: Look at the pictures on page (9). [pointing at (dam) in first box] What is the first word?  
Ss: (Dam)!  
T: Very good. Is this a picture of (dam)?  
Ss: No, it isn't.



- T: What is the second word?  
 Ss: (Jam)!  
 T: Is this a picture of (Jam)?  
 Ss: Yes, it is.  
 T: Excellent! Circle the second word, and write it.
- Continue with the other pictures and words.

**Read the word and circle the correct picture.**



- Practice recognizing the words (through pictures) and reading the words with (/ -ad/, / -am/, and / -ap/) 3 word endings. Students circle the picture that represents each word.  
 T: Look at the pictures on page 9. [pointing at the first box] What can you see?  
 Ss: I can see (a cap, a dam, and a yam).  
 T: Look at the word. What does it say?  
 Ss: (Yam).  
 T: Good! Which picture is correct?  
 Ss: This one. [pointing at (yam)]  
 T: Great! Circle the (yam)!
- Continue with the other pictures and words.

**Wrap-Up**

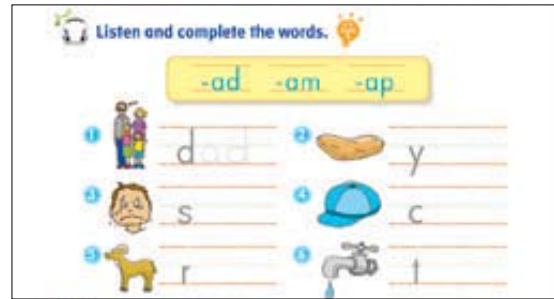
**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen and circle the picture you hear.**



- Listen to CD track (7). Students circle the picture that matches the word they hear.  
 T: Now, listen to Number 1 on the CD. What word did you hear?  
 Ss: (Mad).  
 T: Yes! Circle the (mad)!

**Listen and complete the words.**



- Look at the pictures and choose the word ending that completes each word.  
 T: Look at page 10. Look at the first picture. [pointing at (dad)] What is it?  
 Ss: It's (dad).  
 T: Very good! And what's this? [pointing at (yam)]  
 Ss: It's a (yam).  
 T: Correct! How do you spell (yam)?  
 Ss: Y-A-M.  
 T: Perfect! Put (/ -am/) in the boxes next to the letter (y).
- Have students complete the remaining words.

**More to do**  
 Listen to and read the words ending with (-ad, -am, -ap).

**Story**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen to the story.**



- Talk about the pictures and then listen to CD track (9).  
 T: Look at page (11). What do you see in the first picture?  
 S1: I see a (ram).  
 S2: I see a (cookie).  
 T: Good! What about the next picture? What can you see?

# Sounds Great 2

S3:I see jam.

T: Excellent! Now, look at the next picture. What do you see?

- Have students listen and point at the phrases first, as they listen to the CD. Then have them repeat them.

## Additional Activities

### 1. Read Aloud

1. Read the sentences first. Then have students repeat after you while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: The \_\_\_\_ has a cookie.) Encourage students to fill in the missing word.

### 2. Matching Cards with Song

Materials: Flash Cards

1. Read the sentences on page (11). Emphasize each of the words with the (/ -ad/, / -am/, and / -ap/) word endings.
2. Have students hold up the appropriate word ending with they hear it. (Example: The ram [holding up / -am/] has a cookie.)

**NOTE:** If wanted, change order and sing the sentences to the tune of "The Farmer and the Dell." Have students help compose new sentences for the song.

## Rhyming Chant

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Let's chant! Listen, point, and repeat.



- Have students look at the picture and listen to the fun rhyming chant on the CD track (10).
- Have students point at the words they learned from the unit at the song plays.

- Allow students to act out different parts of the chant. (Example: showing facial expression ('sad') when they hear or say 'I'm so sad'.)

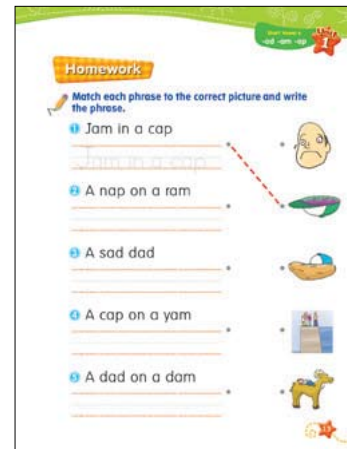
## Review and Homework

Review what students have learned and explain the homework.

## Homework

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Match each phrase to the correct picture and write the phrase.



- Assign the homework. Do the first example together. T: Let's look at Number 1 on page (13). Please read the phrase in Number 1. S1:(Jam in a cap). T: Very good! Everybody, let's read Number 1 together. T & Ss: (Jam in a cap). T: Great! Let's write the phrase here. [pointing to space] Excellent! Which picture goes with (Jam in a cap)? S2:This one! [pointing to picture of (green cap)]. T: Good! Now, draw a line from the phrase to the picture.
- Have students complete the other phrases for homework.

## Additional Homework

1. Have students make their own dictionary with one page for each word ending. Write the word ending at the top of each page. (Example: -ad) Write each word involving that word ending (Example: dad) and include a picture. Begin with words they have learned in each unit.)
2. Have students compose their own New Sentence including words learned in the unit. Include pictures and written words. Put them together in a classroom book that can be shared by the students.

## Closing

- Finish the class by saying good-bye.  
T: Let's all say good-bye to each other.  
Good-bye! (See you later!)  
Ss: Good-bye! (Bye!)

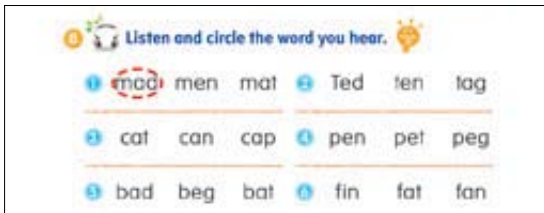
## Review 1

### Listen and circle the picture you hear.



- Refer to the activity 'Listen and circle the picture you hear.' on P23.

### Listen and circle the word you hear.



Review words containing the word endings that have been learned.

- Have students listen to the CD and circle the word they hear.  
T: Look at Number (1). What are these three words?  
S1: (mad, men, mat)!  
T: Very good! Listen and circle the word you hear. Are you ready?  
Ss: Yes!  
T: [listening to Number 1 on CD] What did you hear?  
S2: (Mad)!  
T: Excellent! Let's circle the word (mad).
- Listen to CD track 39 and circle remaining words

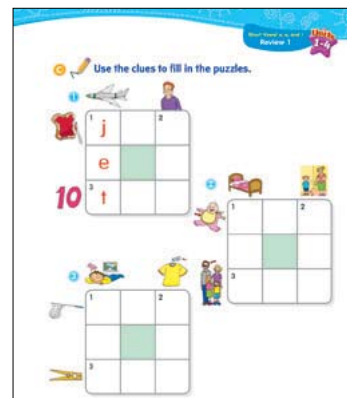
### Additional Activity – Whisper Relay

Materials: Flash Cards

1. Divide the students into two teams and have them stand in two lines.

2. Have the first two students from each team (S1s) come forward. Show one of the cards to them and whisper the word. (Example: mad)
3. S1s then go back to S2s at the front of the line and whisper the word to them. S2s then whisper it to S3s, and so on down the line.
4. The last student in each line comes forward, writes the word on the board, and reads it aloud. (Example: mad) The first team to successfully complete the relay wins a point.

### Use the clues to fill in the puzzles.



- Review words studied in previous units.
- Look at the pictures and guide students to fill in the crossword.  
T: Look at this first picture. [pointing at (jet) next to Number 1] What is it?  
Ss: It's a (jet).  
T: Very good! How do you spell (jet)?  
Ss: (J-E-T).  
T: That's right! Let's write (jet) vertical here.
- Have students continue with the remaining pictures and words.

### Circle the picture that rhymes with picture on the left.



- Practice recognizing the rhyming words (through pictures) with (/ad/, /am/, and /ap/) word endings. Students circle the pictures that rhyme with the pictures on the left.  
T: Look at page 40. Look at the first picture. What is it?  
S1: It's a (net).  
T: Very good! And look at the other pictures. What's this? [pointing at (pet)]

# Sounds Great 2

S2: It's a (pet).

T: Correct. And what is next to the (pet)? [pointing at (dam)]

S3: It's a (dam).

T: Yes! Which word rhymes with (net)? (pet) or (dam)?

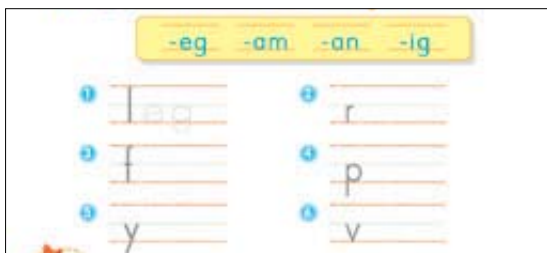
S4: (Pet)!

T: Yes! (Net)! (Pet)! (Pet) rhymes with (net). Circle the (pet).

- Continue with the other pictures and word endings.

**NOTE:** Recall words from earlier units

## Listen and complete the words.



- Listen to CD track 40 and choose the word ending that completes each word.

T: Look at page 40. Let's listen to the CD. Listen to Number 1. What word did you hear?

Ss: (Leg)!

T: Very good! How do you spell (leg)?

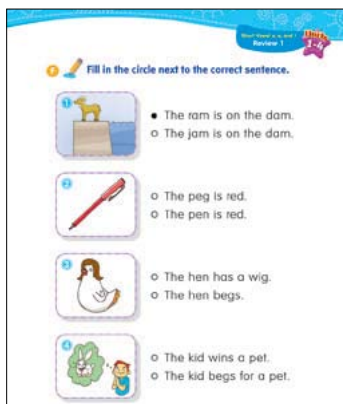
Ss: L-E-G

T: Perfect! Put (/eg/) in the boxes next to the letter (l).

Now, let's listen to the CD.

- Have students complete the remaining words.

## Fill in the circle next to the correct sentence.



Read sentences using words that have been learned.

- Have students look at the picture and then choose the sentence that best describes it.

T: Let's look at this first picture. What do you see?

S1: I see a (ram).

S2: I see a (dam).

T: Very good! \_\_\_\_\_, please read the first sentence.

S3: (The ram is on the dam).

T: Great! \_\_\_\_\_, please read the second sentence.

S4: (The jam is on the dam).

T: Good job! Which sentence goes with the picture?

S5: The first sentence.

T: You're right! Fill in the circle next to the first sentence. Who wants to draw a picture of this sentence on the board?

S6: I do!

**NOTE:** After completing the activity, review the sentences with the students' drawings on the board.

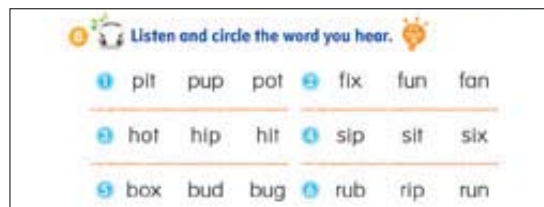
## Review 2

### Listen and circle the picture you hear.



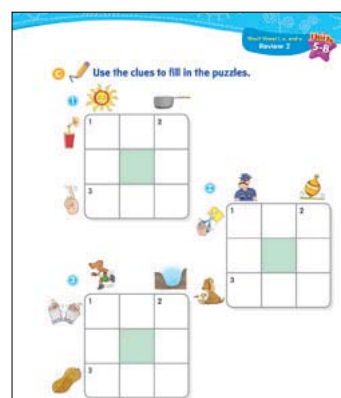
- Refer to the activity 'Listen and circle the picture you hear.' on P23.

### Listen and circle the word you hear.



- Refer to the activity 'Listen and circle the word you hear.' on P25.

### Use the clues to fill in the puzzles.





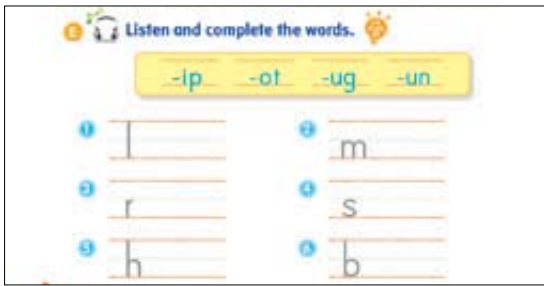
- Refer to the activity 'Use the clues to fill in the puzzles.' on P25.

**Circle the picture that rhymes with picture on the left.**



- Refer to the activity 'Circle the picture that rhymes with picture on the left.' on P25.

**Listen and complete the words.**



- Refer to the activity 'Listen and complete the words.' on P26.

**Fill in the circle next to the correct sentence.**



- Refer to the activity 'Fill in the circle next to the correct sentence.' on P26.

**Test**

**Listen to the word. Fill in the correct circle.**



- Listen to CD track 40 and fill in the correct circle.
  - T: Open your books to page 78. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?
  - Ss: (Sip)!
  - T: Yes! Which picture is that? Is it A, B, C, or D?
  - Ss: It's (A).
  - T: You're right! Fill in the circle under (sip). Now, listen to the rest of the words. Are you ready?
  - Ss: Yes.

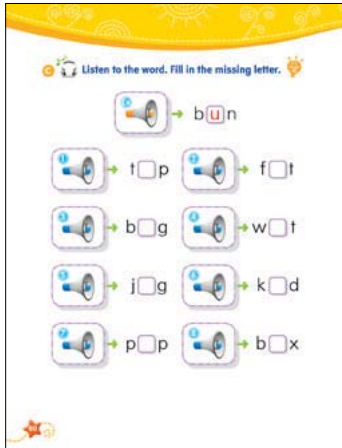
**Listen to the word. Fill in the correct circle.**



- Listen to CD track 41 and fill in the correct circle.
  - T: Turn to page 79. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?
  - Ss: (Bug)!
  - T: Yes! Which word is bun? Is it A, B, C, or D?
  - Ss: It's (C).
  - T: Excellent! Fill in the circle under bun. Now, listen to the rest of the words.

# Sounds Great 2

## Listen to the word. Fill in the missing letter.



- Listen to CD track 42 and write in the vowel.  
T: Turn to page 80. Listen to the word on the CD. Then, fill in the missing vowel? a, e, i, o, or u. Let's try the example. [listening to example from CD] What word did you hear?  
S1: (Bun).  
T: Yes! What vowel can you find in the word (bun)?  
S2: The letter (U).  
T: Yes! Write the letter (U)! Now, listen to the rest of the words. Write the letters.

## Listen to the word. Circle the picture that rhymes with the word you hear.



- Have students listen to the CD and circle the word that rhymes with the word they hear.  
T: Turn to page 81. Listen to the word on the CD. Then, circle the picture that rhymes with the word you hear. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: (Cut)!  
T: Yes! Now, what are the pictures in the example?  
Ss: (Nut, pin, run)!  
T: Which word rhymes with (cut)?

Ss: (Nut)!  
T: That's correct! (cut) rhymes with (nut). Draw a circle around the (nut). Now, listen to the rest of the words.

### Additional Activities

#### 1. Rhyming Words

Review the word endings with students. Hold up word endings and ask questions.

- Examples: [holding up /-ad/ sad] What rhymes with sad and starts with /b/? (bad)  
[holding up /-am/ card] What words rhyme with yam? (jam, dam)  
[holding up /-ap/ card] Can you make a word with /-ap/? (cap, map)

#### 2. Say it Together

- Have students sound out letters to make words.  
T: I'm going to say a word in parts. Listen carefully and say the word. (/s/ /a/ /d/)  
Ss: (Sad)!  
T: Good job!

**NOTE:** Teacher may want to do activity as a song or chant.

As a chant:

T: /s/ /a/ /d/; /s/ /a/ /d/  
What word is (/s/ /a/ /d/)?

Ss: Sad!

As a song: (to the tune of "This is the way we brush our teeth")

T: What word is /s/ /a/ /d/, /s/ /a/ /d/, /s/ /a/ /d/?  
What word is /s/ /a/ /d/?

Ss: It is (sad)!

# Contents

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- Phonics Chant

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# Sounds Great 3

## Warm Up

Greet students and prepare for today's lesson.

### Greeting

- Greet students  
T: Hello, everybody. My name is Mr. (Mrs./Miss) \_\_\_\_\_.  
Ss: Hello, Mr. (Mrs./Miss) \_\_\_\_\_.  
T: Please introduce yourself. [demonstrating to students]  
Hello. My name is Mr. (Mrs./Miss) \_\_\_\_\_.  
What's your name? [gesturing towards S1]  
S1: My name is \_\_\_\_\_.  
T: Nice to meet you.  
S1: Nice to meet you, too.
- Have students take turns introducing themselves and greeting each other.

### Review

- Review Book 2 (short vowel sounds: /a/, /e/, /i/, /o/, /u/).

#### Additional Activity – Find the Word Ending

Materials: Flash Cards

- Put 10 word endings (involving the five short vowel sounds /a/, /e/, /i/, /o/, /u/) on the board. (Use Flash Cards or write them down). Have Flash Cards (separated by word endings) on a desk so they can be reviewed with students.

Example:

/-ad/ (sad, dad, bad, mad)    /-am/ (yam, jam, dam, ram)

/-ed/ (bed, red, wed, Ted)    /-eg/ (peg, egg, leg, beg)

/-ib/ (bib, rib)    /-id/ (kid, lid)

/-og/ (dog, log, fog, jog)    /-op/ (mop, hop, cop, top)

/-ub/ (sub, tub, rub, cub)    /-ug/ (bug, mug, rug, hug)

- Point to a word ending on the board. Say the word ending and a corresponding word. (Example: /-ad/ Sad!) Have students repeat and give another rhyming word. (Example: /-ad/ Sad! Dad!) Confirm the meaning of words by showing Flash Cards.

T: OK. Let's review. [pointing at word ending on board]  
/-ad/ Sad! Who knows another word that ends with /-ad/?

S1: I do! /-ad/ Sad! Dad!

T: Great! Let's say it together! [pointing at word ending and confirming meaning with picture cards]

T & Ss: /-ad/ Sad! Dad!

## Presentation

Review sound for short vowel A and introduce sound for long vowel A.

## New Sounds

**NOTE:** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

### Listen, point, and repeat.



- Put the initial sounds together with word endings to form words.  
T: Look at number 1. What letter is this? [pointing at (C)]  
Ss: It's the letter (C).  
T: Yes. What sound does it make?  
Ss: (/c/).  
T: And look at this word ending. [pointing at (/ake/)]  
What sound does it make?  
Ss: (/ake/).  
T: Excellent! What sound do they make together? (/c/ /ake/). Cake!  
Ss: (/c/ /ake/. Cake)!
- Continue with Numbers 2 and 3.

### Listen, point, and repeat.



- Have students look at the pictures and words on the left column of page 6.  
T: [gesturing to pictures in left column] OK! Look at the first picture. What is it?  
Ss: It's a (tap)!  
T: You're right! Let's read the word. (Tap)! (/a/ /a/ /a/ Tap)!  
Ss: (/a/ /a/ /a/ Tap)!
- Continue with the remaining words. Write the words on the board in a row (tap, cap).  
T: Now, look at the words in the right column. What's different about the word (tap) and this second word? [pointing at (tape)]  
S1: The second word has an (E).  
T: Excellent! [drawing an arrow from (tap) on the board and writing the word (tape)] The E makes a different word. Now, the word is (tape). [pointing at (tape) and emphasizing long vowel A sound] (Tape)! What is this word?  
Ss: (Tape)!

T: Very good! Listen and repeat. [pointing from (tap) to (tape)] (Tap! Tape!)  
 Ss: (Tap! Tape!)  
 T: Great! Now, let's try another. [pointing at (cap) on the board] What's this word?  
 Ss: (Cap!)  
 T: And what happens when I add an E? [drawing an arrow and writing tape] What is this word?  
 Ss: (Cape!)  
 T: Good job!

**Additional Activities**

**1. Short or Long Vowel A**  
 Materials: Flash Cards

- Have students turn to page 6. Have them put "1" over left column of words (those with short vowel A sound) and "2" over right column of words (those with long vowel A sound).
- Say a word. (Example: tape) Have students indicate with 1 or 2 fingers whether they're hearing short or long vowel sounds. (Example: tape = 2 fingers)
- Confirm their answers by showing the picture card and having them repeat the word.  
 T: If you hear the short vowel A sound, show me 1 finger.  
 If I say "(tap)," show me 1 finger. [gesturing with 1 finger]  
 If you hear the long vowel A sound, then show me 2 fingers. If I say "(tape)," show me 2 fingers. [gesturing with 2 fingers] Are you ready?  
 Ss: Yes!  
 T: OK. Listen carefully. (Cap, Cap).  
 Ss: [showing 1 finger]  
 T: Yes! [showing "(cap)" picture card and having students repeat] (Cap).  
 Ss: (Cap).

**2. Hop Left or Right!**  
 Materials: Flash Cards

- Write the words from page (6) on the board in two columns. Write short vowel words to the left (tap, cap) and long vowel words to the right (tape, cape).
- Have students stand in a line. Say one of the words and have them hop to the left or the right, depending if they hear a short vowel sound (hop to the left) or a long vowel sound (hop to the right). Confirm the students' actions by showing picture card and gesturing to the word on the board.
- If students hop the wrong way, they are out of the game and help the teacher by saying the words.
- Gradually, increase the speed until only one student is left.  
 T: Stand in a line, please. If you hear (/a/) as in (tap), hop to the left. [demonstrating action] If you hear (/A/) as in (tape), hope to the right. [demonstrating action] Are you ready? (Tap! Tap!)  
 Ss: [hopping to the left]

T: Yes! [holding up "(tap)" picture card and pointing to word] (/a/ tap!)  
 Ss: (/a/ tap!)

**Note:** Rather than having students stand in a line, teacher may prefer students to sit at their desk and raise either a left or a right hand when they hear the vowel sounds.

**3. Line Up!**  
 Materials: Flash Cards

- Divide the class into teams with three members each. Have one team of three students come forward.
- Give each student two cards: S1 (tap, tape); S2 (cap, cape).
- Say three words. (Example: tape, tap, cape) Have students line up in order, show the correct card, and say the words. If correct, they get one point for their team.
- Continue with the next team.  
 T: Team A, come here please. [asking three students to front of class] Here are your cards. [distributing two cards to each] Listen to the words. Then, stand in order and show your card. Are you ready?  
 Ss from Team A: Yes.  
 T: Listen carefully. (Tape, tap, cape). [repeat]  
 Ss from Team A: [lining up in order and showing cards]  
 Tape, tap, cape.  
 T: [to other students] Is that right?  
 Ss: Yes!  
 T: Great! One point for Team A! Sit down, Team A. Team B, you're next.

**Practice**

Practice saying, reading, and writing words with long vowel A, involving \_a\_ e pattern.

**New Words**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen to the words first. Then, say and write.**



# Sounds Great 3

- Look at the letters and say the sounds. Listen and read the word.
- Write the word and confirm the meaning by looking at the picture.  
T: Look at the first word. What is it?  
Ss: (Cake).  
T: Good! Let's write (cake) here. (C-A-K-E).
- Continue with the other words.
- Listen to CD track (6). Point and repeat.

## Additional Activity

Point and Say!

1. Have students turn to page (7). Say one of the words.  
(Example: cake)
2. Have students point at the word in their book and say it aloud. Confirm by showing picture card.  
**NOTE:** Begin by reviewing row by row, so students are initially choosing from four words each time. When ready, have students review eight words and then twelve.  
T: OK. Look at the first row of words. [gesturing in book]  
Point at (cake).  
Ss: [pointing at (cake)] (Cake).  
T: [holding up picture card] (Cake).  
Ss: (Cake).
3. Distribute the picture cards to students. Call out one of the words and have the student who is holding that card stand up and repeat it. Gradually, increase the speed.

## Production

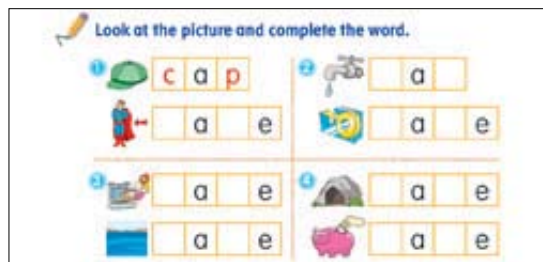
Through various activities, students will demonstrate ability to listen for, say, read, and write words involving short and long vowel (A) sounds. Note the use of the (\_a\_e) pattern in words with the long vowel A sound.

## Listen and circle the word you hear.



- Listen to CD track (7). Students circle the picture that matches the word they hear.  
T: Now, listen to Number 1 on the CD. What word did you hear?  
Ss: (Dave)!  
T: Right! Which picture is correct?  
Ss: The first one!  
T: Good job! Circle the first picture.

## Look at the picture and complete the word.



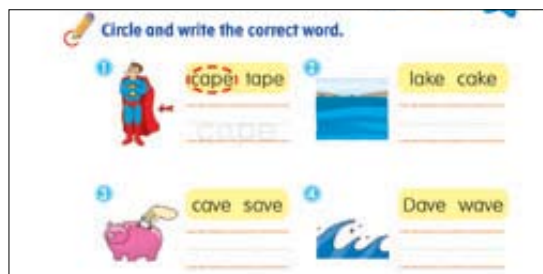
- Look at the picture. Say the word and complete the word with the correct letter(s).  
T: Look at the first picture. What is this? [pointing at (cap)]  
Ss: It's a (cap).  
T: Yes! How do you spell (cap)?  
Ss: (C-A-P).  
T: Good! Now, look at the picture under can. What is this?  
Ss: It's a (cape).  
T: Yes! It's a (cape). How do you spell (cape)?  
Ss: (C-A-P-E).
- Continue with the remaining pictures and words.

## Additional Activity

Circle the words!

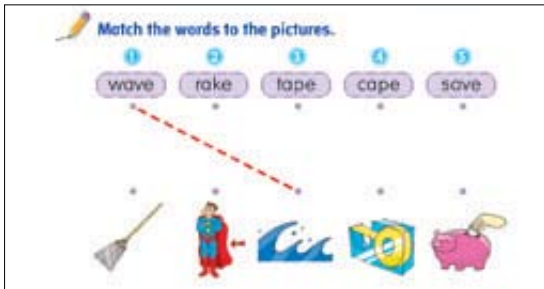
1. Write short and long vowel A words on the board.
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show a card to the remaining students and have them say the on the card word together. (Example: tape)
4. S1s should try to be the first to find the word on the board and circle it. The fastest S1 gets a point for his or her team.  
T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of (tape) to other students] Say the word at the count of three. 1...2...3...  
Ss (excluding S1s): (Tape).  
S1 of Team B: Here it is. [circling word on board] (Tape)!  
T: [to students] Is that right?  
Ss: Yes! (Tape)!  
T: OK! Team B gets one point! Next two players, please!

## Circle and write the correct word.



- Look at the picture. Say the word. Then, look at the words below the picture. Circle the correct one and write it.  
T: Look at the first picture. What is it?  
Ss: It's a (cape).  
T: Very good! Which word is correct?  
Ss: The first one!  
T: Excellent! Circle the correct word and write it
- Continue with the remaining pictures and words.

**Match the words with the pictures.**



- Read the words and match them with the correct picture.  
T: \_\_\_\_\_, please read the first word.  
S1: (Wave).  
T: Very good! Which picture matches wave?  
S1: This one!  
T: Yes! The third one! Good job! Now, draw a line from the word to the picture.

**Wrap-Up**

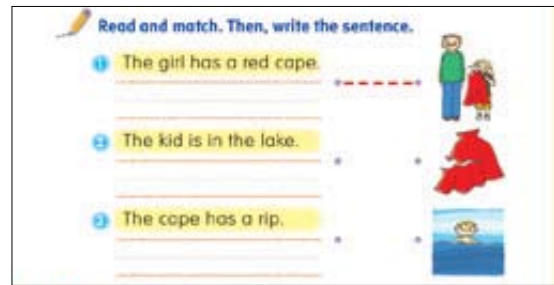
**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen and circle the picture you hear.**



- Listen to CD track (8). Students circle the picture that matches the word they hear.  
T: Now, listen to Number 1 on the CD. What word did you hear?  
Ss: (Tape)!  
T: Right! Which picture is correct?  
Ss: The third one!  
T: Good job! Circle the third picture

**Read and match. Then, write the sentence.**



- Look at the pictures and match them with the correct phrase.  
T: Look at the first picture. Which phrase matches this first picture?  
Ss: (The girl has a red cape).  
T: That's correct! Connect the picture with the phrase.
- Have students read the sentence and then choose the picture that best describes it.

**More to do**

Listen to and create phrases that have the long (A) vowel sound.

**Story**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen to the story.**



- Talk about the pictures and then listen to CD track (9).  
T: Look at page (11). What do you see in the pictures?  
S1: I see a (cake).  
T: Yes. (Pam and Dave bake a cake). What else do you see?  
S2: I see (lake).  
T: Very good! (Where do they bake a cake)?  
S3: (They are in a cave)



# Sounds Great 3

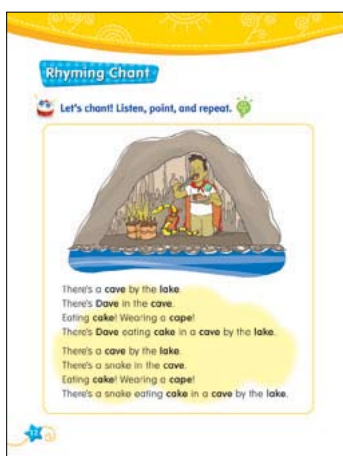
## Additional Activity – Read Aloud

1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: Pam and Dave \_\_\_\_\_ a cake.)
5. Have students act out (with gestures) one of the pictures (1-4) from the story. The other students should guess which picture it is and say the sentence(s).

## Rhyming Chant

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Let's chant! Listen, point, and repeat.



- Have students look at the picture and listen to the fun rhyming chant on the CD track (10).
- Have students point at the words they learned from the unit at the song plays.
- Allow students to act out different parts of the chant. (Example: acting eating cake when they hear this part.)

## Homework

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each similar unit.

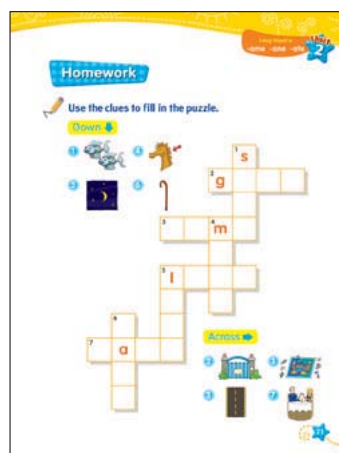
Find the words in the puzzle.



- Assign the homework. Do the first example together.
  - T: Let's look at your homework. It's a puzzle! That's fun! What is Number 1? [pointing at picture]
  - Ss: It's (Dave).
  - T: Yes! How do you spell (Dave)?
  - Ss: (D-A-V-E).
  - T: Wonderful! Look! (Dave) is circled in the puzzle. [pointing out word in puzzle] What is Number 2?
  - Ss: It's (tape).
  - T: Good! Your homework is to find (tape) and the other words in the puzzle. The words can be horizontal, vertical, or diagonal. [pointing at puzzle and making gestures] Try to find the rest of the words, too!
  - Ss: OK!

**NOTE:** This pertains to Unit2 only, as an example, and should be adjusted accordingly for each similar unit.

Use the clues to fill in the puzzle.



- Assign the homework. Do the first example together.
  - T: Let's look at your homework. It's a crossword puzzle! Great! What is Number 1?
  - Ss: It's (same).

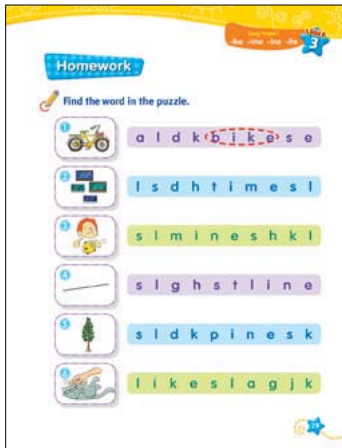
T: Yes! How do you spell (same)?

Ss: (S-A-M-E).

T: Wonderful! Look at Number 1 on the puzzle! The word (same) fits in these boxes. (S-A-M-E). [pointing out boxes in puzzle] Your homework is to finish the puzzle.

**NOTE:** This pertains to Unit3 only, as an example, and should be adjusted accordingly for each similar unit.

**Find the word in the puzzle.**



- Assign the homework. Do the first example together.

T: Let's look at your homework. What is the first picture?

Ss: (Bike).

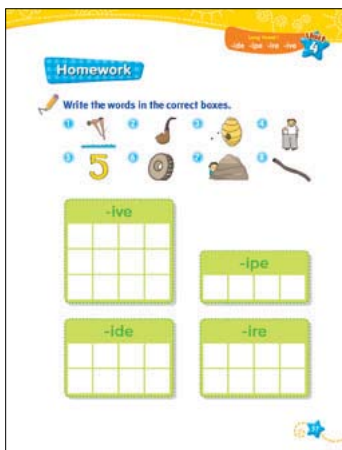
T: Yes! It's a (bike). How do you spell (bike)?

Ss: (B-I-K-E).

T: That's right! Look at the first line. (Bike) is circled. For your homework, look at the other pictures. Circle the words that match the pictures.

**NOTE:** This pertains to Unit3 only, as an example, and should be adjusted accordingly for each similar unit.

**Write the words in the correct boxes.**



- Assign the homework. Do the first example together.

T: Let's look at the first picture. What is this?

Ss: It's (dive).

T: Very good! How do you spell (dive)?

Ss: (D-I-V-E).

T: That's right! Where should you write (dive)?

S1: Here! Under '(-ive).'

T: Yes! Your homework is to write the words in the correct places.

**Additional Homework**

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

**Closing**

- Finish the class by saying good-bye.

T: Good-bye! See you later!

Ss: Bye!

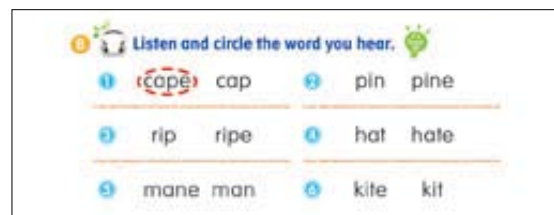
**Review 1**

**Listen and circle the picture you hear.**



- Refer to the activity 'Listen and circle the picture you hear.' on P32.

**Listen and circle the word you hear.**



Review the words studied in previous units using long vowel sounds.

- Listen to CD track (39) and circle the correct word.

T: Listen to Number 1. What did you hear?

Ss: (Cape)!

# Sounds Great 3

T: Very good! Which word is correct?

Ss: The first one.

T: That's right! Circle the correct word.

- Have students continue with the remaining words.

## Listen. Circle the picture that rhymes with the word you hear.



- Listen to CD track (40). Students circle the picture that matches the word they hear.

T: Look at Number 1. What can you see?

Ss: I see (hate) and a (game).

T: (Hate) and a (game).Excellent! Now, listen to Number 1 on the CD. What word did you hear?

Ss: (Same)!

T: Right! Which word rhymes with (same)? (Hate or game)?

Ss: (Game)!

T: Good job! (Game) rhymes with (same). Circle the second picture.

## Look and read. Check the correct sentence.



- Have students choose the sentence that best matches each picture.

T: Look at the first picture. What do you see?

S1: I see a (line).

T: Yes! What else do you see?

S2: I see his (mane).

T: Very good. Does he like it?

S3: Yes, he does.

T: Good job! \_\_\_\_\_, please read the first sentence.

S4: (The lion likes his mane).

T: Well done! \_\_\_\_\_, please read the second sentence.

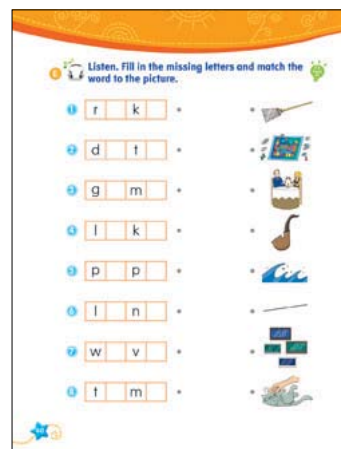
S4: (The lion hates his mane).

T: Very good. Which sentence is correct?

S5: The first one!

T: That's right! Put a check in the correct box.

## Listen. Fill in the missing letters and match the word to the pictures.



T: Look at the first picture. What is this? [pointing at (rake)]

S1: It's a (rake).

T: Yes! How do you spell (rake)?

S2: (R-A-K-E).

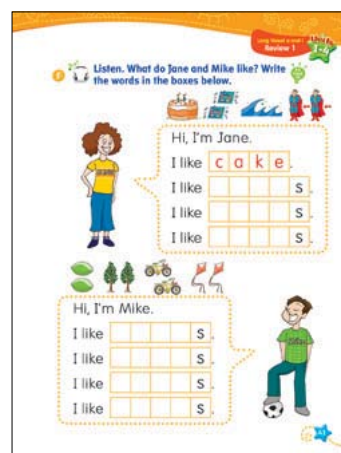
T: Great! Which picture matches (rake)?

S3: The first one!

T: Yes! The first one! Good job! Now, draw a line from the word to the picture.

- Continue with the remaining pictures and words.

## Listen. What do Jane and Mike like? Write the words in the boxes below.



Review words containing the patterns learned in Units 1-4.

- Have students listen to the CD and write down the items that Jane and Mike like.



T: Look at this girl. What is her name?  
 S1: Her name is Jane.  
 T: Good! What does she like?  
 Ss: She likes (cake).  
 T: Very good. \_\_\_\_\_, do you like (cake)?  
 S1: Yes, I do!  
 T: Me, too! What is the boy's name?  
 Ss: His name is Mike.  
 T: Good. Listen to the CD to find out what Jane and Mike like.

**Review 2**

**Listen and circle the picture you hear.**

- Refer to the activity 'Listen and circle the picture you hear.' on P32.

**Listen and circle the word you hear.**

- Refer to the activity 'Listen and circle the word you hear.' on P35.

**Listen. Circle the picture that rhymes with the word you hear.**

- Refer to the activity 'Listen. Circle the picture that rhymes with the word you hear.' on P36.

**Look and read. Check the correct sentence.**

- Refer to the activity 'Look and read. Check the correct sentence.' on P36.

**Listen. Fill in the missing letters and match the word to the pictures.**

- Refer to the activity 'Listen. Fill in the missing letters and match the word to the pictures.' on P36.

**Listen. What do Rose and Luke like? Write the words in the boxes below.**

- Refer to the activity 'Listen. What do Jane and Mike like? Write the words in the boxes below.' on P36.

# Sounds Great 3

## Test

Listen to the word. Fill in the correct circle.



- Listen to CD track 42 and fill in the correct circle.  
T: Open your books to page 78. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: (Save)!  
T: Yes! Which picture is that? Is it A, B, C, or D?  
Ss: It's (A).  
T: You're right! Fill in the circle under (save). Now, listen to the rest of the words. Are you ready?  
Ss: Yes.

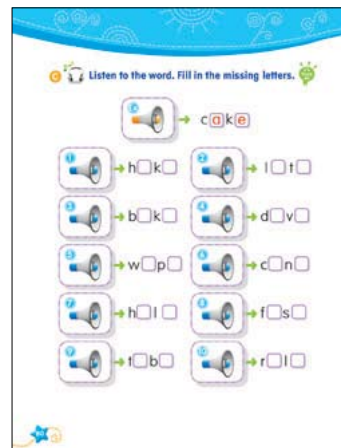
Listen to the word. Fill in the correct circle.



- Listen to CD track 43 and fill in the correct circle.  
T: Open your books to page (79). Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: (Cake)!  
T: Yes! Which word is that? Is it A, B, C, or D?  
Ss: It's A.

- T: You're right! That's (cake). Fill in the circle under (cake).  
Now, listen to the rest of the words. Are you ready?  
Ss: Yes.

Listen to the word. Fill in the missing letters.



- Listen to CD track 44 and fill in the letters.  
T: Turn to page 80. Listen to the word on the CD. Then, fill in the missing letters. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: (Cake)!  
T: Yes! How do you spell cake?  
S1: (C-A-K-E).  
T: Yes! Write the letters! Now, listen to the rest of the words. Write the letters.

Listen to the word. Circle the picture that rhymes with the word you hear.



- Refer to the activity 'Listen. Circle the picture that rhymes with the word you hear.' on P36.

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# Sounds Great 4

## Warm Up

Greet students and prepare for today's lesson.

## Greeting

- Greet students.

T: Hi, everyone. How's the weather today?

Ss: It's sunny (cloudy/rainy/cold/warm/hot).

T: Yes! Let's take roll-call. \_\_\_\_\_?

S1: I'm here!

- Continue with roll-call.

## Review

- Review words with long vowel sounds (A, E, I, O, U) from book 3.
- Write several words on board and have students read and say. Emphasize long vowel sounds.
- Have students come forward. Say words and have students point them out on the board.

## Presentation

Introduce sounds for double letters bl, cl, and fl.

## New Sounds

**NOTE:** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen, point, and repeat.**



- Have students look at the pictures and words on page (6) and listen to CD track (2).

T: Please open your books to page (6). Look at this.

[pointing at (apple)] What is it?

Ss: It's an (apple).

T: You're right. Now, what letter is on this half of the (apple)?

Ss: The letter (B).

T: Yes. And what is this sound? [pointing at (B)]

Ss: (/b/).

T: Good! And what letter is this?

Ss: The letter (L).

T: Great! And let's say the sound. [pointing at (L)]

T & Ss: (/l/).

T: Now, let's put the two sounds together. /b/ /l/.../bl/.

Ss: /b/ /l/.../bl/.

T: Excellent. Look at this word ending. [pointing at (-ack/)] What sound does it make?

Ss: (/ack/).

T: Excellent! What sound do they make together? (/b/ /ack/. Black)!

Ss: (/bl/ /ack/. Black)!

- Then, listen to CD track (3). Have students point at the letters and repeat the sounds.

## Additional Activity – Guess the Word!

**Materials:** Flash Cards

- Have students listen for (/bl/) or (/cl/) sounds. The teacher picks one of the four cards and makes one of the two sounds. (Example: Teacher picks up the card for black and makes the sound /bl/.)
- Students guess which card teacher has by holding up that card. (Example: If they heard /bl/ correctly, they will hold up either black or blow.)
- Teacher shows the actual card and says the word. (Example: Teacher shows card and says, "Black.") Students repeat.
- Students get one point for each correct guess. Who is the best at guessing?

T: OK! Do you have your four cards in front of you?

Ss: Yes!

T: I have four cards, too. I am going to pick up one card. I am not going to show you the card, but I will make the sound. Listen carefully. /b/ /bl/. Try to guess. Which card is it? Hold up your card.

Ss: [holding up card]

T: The card is ... black! /b/ /bl/ Black!

Ss: /b/ Black!

T: How many are holding the card for black? Put up your hands. [counting number of students] Very good! You get one point. Let's try again!

**NOTE:** This pertains to Unit 6 only, as an example, and should be adjusted accordingly for each similar unit.

**Listen, point, and repeat.**



- Have students look at the pictures and words on page (50) and listen to CD track (9).  
T: OK! Look at the first picture and look at the word.  
Does anyone know this word? (Ant. /nt/ Ant)!  
Ss: (Ant).  
T: That's right! Let's read the word. (/nt/ Ant)!  
Ss: (/nt/ Ant)!
- Continue with the remaining words. Listen to CD track (9). Have students listen and repeat.

## Practice

Practice saying, reading, and writing words with double letters bl, cl, and fl.

## New Words

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen to the words first. Then, say and write.**



- Listen and write the word and confirm the meaning by looking at the picture.  
T: Listen, and look at the first word. What did you hear?  
Ss: (Black)!  
T: Yes! (/bl/ Black)! Let's write (black) here. B-L-A-C-K.
- Continue with the other words.

## Additional Activity – Put Them in Order!

1. Review words with Flash Cards. Divide the class into two teams. Distribute picture cards to students (one set per team). Students may have more than one card.
2. Say three of the words with the (/bl/, /cl/, or /fl/) sounds. (Example: black, clap, flag) Have students holding those cards come forward and stand in order with their teammates.
3. The three students who stand in order first, then say the words from their cards. (Example: black, clap, flag) That team gets a point.

4. Continue with three new words.

T: Listen for the words. If you have the card with that word, come to the front and stand in order. Are you ready?

Ss: Yes.

T: OK. These are the words: black, clap, flag.

[Students with those cards come forward and stand in order with their teammates.]

Ss from Team B: We're ready!

T: OK, Team B. What are your words?

Ss from Team B: black, clap, flag!

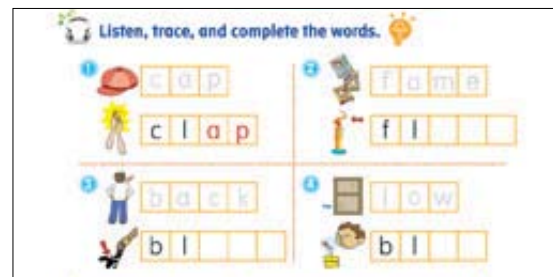
T: Excellent! Team B gets a point!

**NOTE:** For added challenge, list four or five words for students.

## Production

Through various activities, students will demonstrate ability to listen for, say, read, and write words involving double letters bl, cl, and fl.

**Listen, trace, and complete the words.**

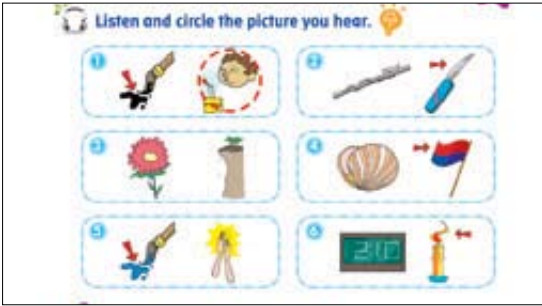


- Look at the first picture. Say the word and fill in the blanks with the correct letter(s).  
T: Look at the first picture. What is it?  
Ss: It's a cap!  
T: Yes, it is! How do you spell cap?  
Ss: C-A-P.  
T: Very good! Trace the words. Look at the words below.  
What is it?  
Ss: It's clap  
T: How do you spell clap?  
Ss: C-L-A-P  
T: Excellent! How are 'cap' and 'clap' are different?  
Ss: Clap adds 'l'  
T: Perfect! What sound does 'CL' make?  
Ss: It sounds /cl/.
- Continue with the remaining pictures and words.



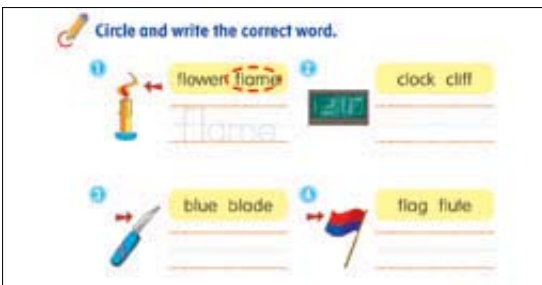
# Sounds Great 4

## Listen and circle the picture you hear.



- Listen to CD track (7). Students circle the picture that matches the word they hear.  
T: Now, listen to Number 1 on the CD. What word did you hear?  
Ss: (Blow).  
T: Right! Which picture is “blow”?  
Ss: The second one! [pointing to picture]  
T: Good job! Circle the second picture.

## Circle and write the correct word.

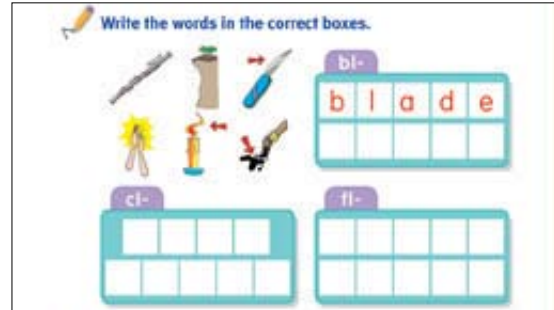


- Look at the picture. Say the word. Then, look at the words next to the picture. Circle the correct one.  
T: Look at the first picture. What is it?  
Ss: It's (flame).  
T: Which word is correct?  
Ss: The second one!  
T: Excellent! Circle the word (flame), and write it here.
- Continue with the remaining pictures and words.

## Wrap-Up

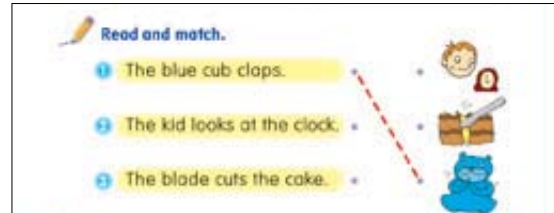
**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

## Write the words in the correct boxes.



- T: Let's look at the pictures. What's this? [pointing at blade]  
S1: It's a (blade).  
T: Yes. How do you spell (blade)?  
S2: B-L-A-D-E.  
T: That's right! Where should you write (blade)?  
S3: Here! Under the box with /bl/.  
T: Yes! That's right! Write the words in the correct places.

## Read and match.



- Have students read the sentence and then choose the picture that matches the description.  
T: Look at page (10). \_\_\_\_\_, read the first sentence.  
S1: (The blue cub claps).  
T: Well done! Which picture goes with this sentence?  
S2: The third one!  
T: Very good! Connect the sentence with the picture.  
Who can make another sentence about this picture?  
S3: I can!  
T: OK. Go ahead, \_\_\_\_\_.

## Additional Activity – Circle the Words

- Write words on the board.
- Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
- Show card to remaining students and have them say the word together. (Example: blade)
- Students try to be first to find the right word on the board and circle it. The winning student gets a point for his or her team.

T: Come forward, please. Here are your markers.  
[gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of blade to other students]  
Say the word at the count of three. 1... 2... 3...

Ss (excluding S1s): Blade!

S1 of Team B: Here it is. [circling word on board] Blade!

T: [to students] Is that right?

Ss: Yes! Blade!

T: OK! Team B gets one point! Next two players, please!

**More to do**

Listen to and create phrases that have the bl, cl, and fl sounds.

**Story**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Listen to the story.**



- Talk about the pictures and then listen to CD track (8).

T: Look at the first picture. What do you see?

S1: I see clams.

T: Very good! How many clams do you see?

S2: There are three clams.

T: Perfect! What else do you see?

**Additional Activity – Read Aloud**

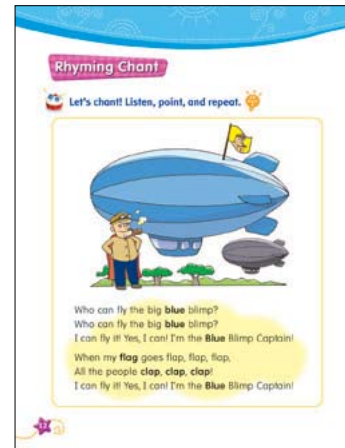
1. Read the sentences first and have students repeat them while pointing to the pictures.
2. Number the pictures (1-4). Read a sentence and have students give the number.
3. Have students point to the pictures and read the sentences by themselves.
4. Say the sentences at random and leave out key words. (Example: Three clams \_\_\_\_\_ a flute.)
5. Have a student act out (with gestures) one of the pictures

(1-4) from the story. The other students should guess which picture it is and say the sentence(s).

**Rhyming Chant**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Let's chant! Listen, point, and repeat.**



- Have students look at the picture and listen to the fun rhyming chant on the CD track (9).
- Have students point at the words they learned from the unit at the song plays.
- Allow students to act out different parts of the chant.

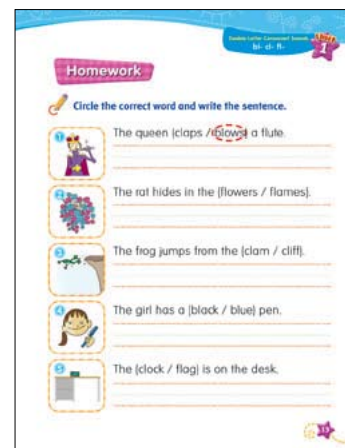
**Review and Homework**

Review what students have learned and explain the homework.

**Homework**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

**Circle the correct word and write the sentence.**

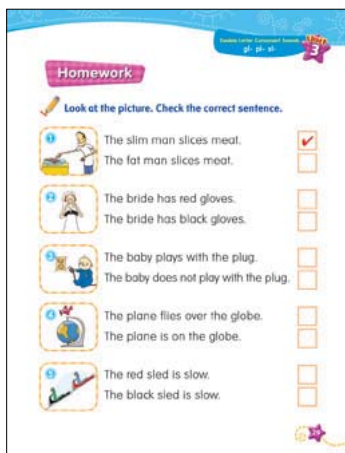


# Sounds Great 4

- Have students look at the picture and then choose the correct word.  
T: Look at page 13. \_\_\_\_\_, read the first sentence.  
S1:(The queen \_\_\_\_\_ a flute)  
T: Great! What is she doing with flute?  
S2:She is blowing it.  
T: Very good! Circle the word (blow) and write it on the line. \_\_\_\_\_, please read the whole sentence.  
S3:(The queen blows a flute).  
T: That's right! Who can make a sentence using the word 'clap'?  
S3:I can!  
T: Go ahead, please.

**NOTE:** This pertains to Unit3 only, as an example, and should be adjusted accordingly for each similar unit.

Look at the picture. Check the correct sentence.



- Look at the picture. Choose the sentence that best describes the picture.  
T: \_\_\_\_\_, please read the first sentence.  
S1:(The slim man slices meat).  
T: Good! \_\_\_\_\_, please read the second sentence.  
S2:(The fat man slices meat).  
T: OK. Is the first sentence correct?  
Ss: Yes, it is!  
T: Good job! What's wrong with second sentence?  
S3:The man is slim, not fat.  
T: OK. Put a check beside the first sentence.

## Additional Homework

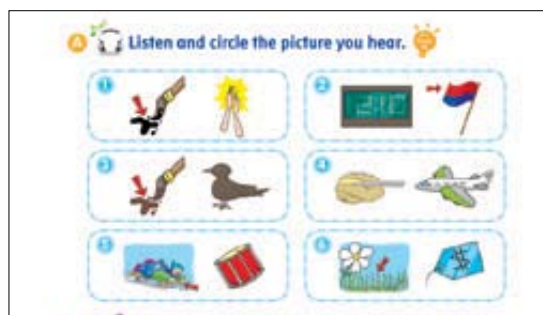
Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Then encourage them to put several pictures and sentences together to make a story at the beginning of the next class. Put students' work together in a classroom book that can be shared by the students.

## Closing

- Finish the class by saying good-bye.  
Optional: Teach students "The Good-bye Song" (to the tune of London Bridges)  
T & Ss: It's time to say good-bye,  
Say good-bye, say good-bye.  
It's time to say good-bye,  
Good-bye, my friends.  
Good-bye, \_\_\_\_\_. [pointing out students]  
Good-bye, \_\_\_\_\_.  
Good-bye, \_\_\_\_\_. Good-bye, \_\_\_\_\_.  
Good-bye, \_\_\_\_\_. Good-bye, \_\_\_\_\_.  
It's time to say good-bye.

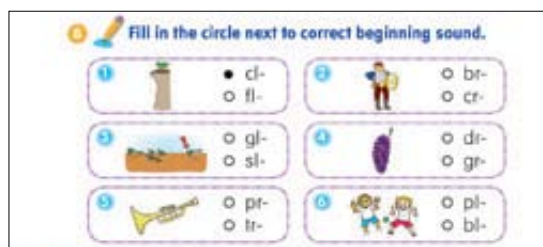
## Review 1

Listen and circle the picture you hear.



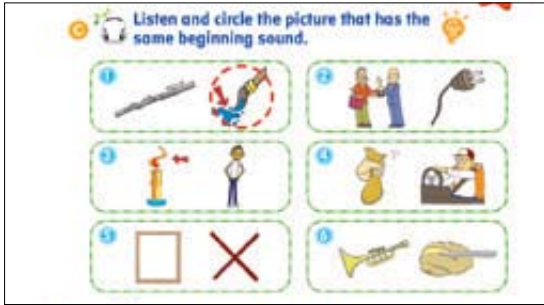
- Refer to the activity 'Listen and circle the picture you hear.' on P42.

Fill in the circle next to correct beginning sound.



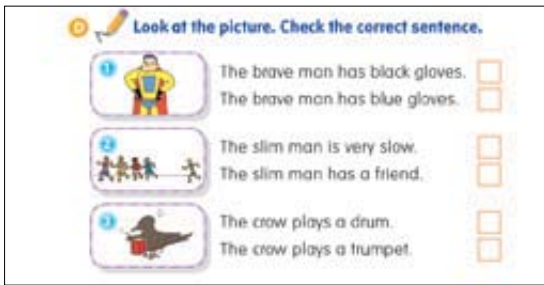
- Look at the picture. Say the word. Then, look at the sounds next to the picture. Fill in the correct one.  
T: Look at the first picture. What is it?  
Ss: It's a cliff.  
T: Very good! Which sound is correct?  
Ss: The first one, /cl/!  
T: Excellent! Fill in the circle next to /cl/.
- Continue with the remaining pictures and words.

**Listen and circle the picture that has the same beginning sound.**



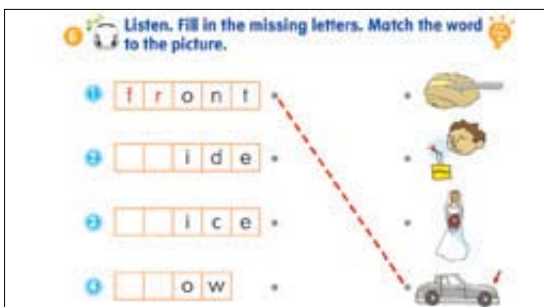
- Listen to CD track 35. Students circle the picture that matches the word they hear.  
T: Look at Number 1. What can you see?  
Ss: I see a flute and blue.  
T: A flute and blue. Excellent! Now, listen to Number 1 on the CD. What word did you hear?  
Ss: Blade!  
T: Right! Which word has the same beginning sound with blade? Flute or blue?  
Ss: Blue!  
T: Good job! Circle the second picture.

**Look at the picture. Check the correct sentence.**



- Refer to the activity 'Look at the picture. Check the correct sentence.' on P44.

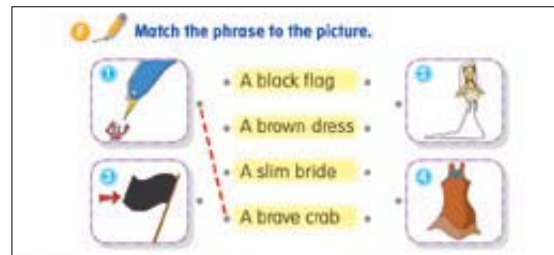
**Listen. Fill in the missing letters. Match the word to the picture.**



Review the patterns that have been learned.

- Look at the words with the missing letters. Listen, and complete the words. Then, match them with the pictures.  
T: Listen to number 1. What did you hear?  
S1: Front!  
T: Great. How do you spell 'front'?  
S2: F-R-O-N-T  
T: Great! Write the missing letters. Which picture could it be?  
S3: Last one!

**Match the phrase to the picture.**



- Have students read the phrase and then choose the picture.  
T: Look at page 40. \_\_\_\_\_, read the first phrase.  
S1: A black flag.  
T: Well done! Which picture goes with this sentence?  
S2: The third one!  
T: Very good! Connect the phrase with the picture.  
Who can make another phrase about this picture?  
S3: I can!  
T: OK. Go ahead, \_\_\_\_\_.

**Look at the pictures. What is different? Complete the sentences.**



- Look at the pictures and read the sentences. Complete the sentences with the words from the yellow box.  
T: Look at these two pictures. Are they the same?  
S1: No, they're different.  
T: Good! What does the crab have in Picture 1?  
S2: He has a flower.



# Sounds Great 4

T: That's right! Let's write flower in the first blank. \_\_\_\_\_, read that first sentence.

S3: The crab has a flower.

T: Good! Now, look at Picture 2. Does the crab have a flower?

S4: No. The crab has a flag.

T: Excellent! Finish the sentence from Picture 2.

- Continue with the remaining sentences.

## Review 2

### Listen and circle the picture you hear.

4 Listen and circle the picture you hear.

- Refer to the activity 'Listen and circle the picture you hear.' on P44.

### Fill in the circle next to correct beginning sound.

5 Fill in the circle next to correct beginning sound.

1 <input type="radio"/> sn- <input type="radio"/> st-	2 <input type="radio"/> sm- <input type="radio"/> th-
3 <input type="radio"/> sh- <input type="radio"/> ch-	4 <input type="radio"/> th- <input type="radio"/> sh-
5 <input type="radio"/> sw- <input type="radio"/> ph-	6 <input type="radio"/> ch- <input type="radio"/> wh-

- Refer to the activity 'Fill in the circle next to correct beginning sound.' on P44.

### Listen and circle the picture that has the same double-letter sound.

6 Listen and circle the picture that has the same double-letter sound.

- Refer to the activity 'Listen and circle the picture that has the same beginning sound.' on P45.

### Look at the picture. Check the correct sentence.



- Refer to the activity 'Look at the picture. Check the correct sentence.' on P45.

### Listen. Fill in the missing letters. Match the word to the picture.

7 Listen. Fill in the missing letters. Match the word to the picture.

1 r i _ _	
2 _ _ a k e	
3 c l o _ _	
4 _ _ o v e	

- Refer to the activity 'Listen. Fill in the missing letters. Match the word to the picture' on P45.

### Match the phrase to the picture.

8 Match the phrase to the picture.

1	• A pink whale	3
	• A thin king	4
2	• A white tank	
	• A sick fish	

- Refer to the activity 'Match the phrase to the picture.' on P45.



## Look at the pictures. What is different? Complete the sentences.

Look at the pictures. What is different?  
Complete the sentences.

ship pink tank cloth smoke photo snow white

**Picture 1**  
The swan is driving a \_\_\_\_\_  
The swan is \_\_\_\_\_  
It is holding a \_\_\_\_\_  
There is \_\_\_\_\_ in the air.

**Picture 2**  
The swan is driving a \_\_\_\_\_  
The swan is \_\_\_\_\_  
It is holding a \_\_\_\_\_  
There is \_\_\_\_\_ in the air.

- Refer to the activity 'Look at the pictures. What is different? Complete the sentences.' on P45.

### Test

## Listen to the word. Fill in the correct circle.

Listen to the word. Fill in the correct circle.

1 a clap b cake c crane d cone

2 a goat b game c grab d glove

3 a shop b chop c ship d chip

4 a snow b sweet c smoke d slice

5 a tank b tube c truck d thumb

- Listen to CD track 36 and fill in the correct circle.  
T: Open your books to page 78. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: Clap!  
T: Yes! Which word is that? Is it A, B, C, or D?  
Ss: It's A.  
T: You're right! That's clap. Fill in the circle under (clap).  
Now, listen to the rest of the words. Are you ready?  
Ss: Yes.

## Listen to the word. Fill in the missing letters.

Listen to the word. Fill in the missing letter.

1   ow

2  ap  mu

3 si    ab

4  ue  wa

5  in  ip

6  um   us

- Listen to CD track 37 and fill in the letters.  
T: Turn to page 79. Listen to the word on the CD. Then, fill in the missing letters. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: Slow!  
T: Yes! How do you spell slow?  
S1: S-L-O-W.  
T: Yes! Write the letters! Now, listen to the rest of the words. Write the letters.

## Listen to the word. Fill in the correct circle.

Listen to the word. Fill in the correct circle.

1 a b c d

2 a b c d

3 a b c d

4 a b c d

5 a b c d

- Look at the picture. Listen to CD track 38 and fill in the circle.  
T: Turn to page 80. Look at the picture. Then, listen to the four words. Fill in the circle under the correct word. Let's try the example. Look at the picture. What do you see?  
S1: There are two girls.  
T: Who are they?  
S2: They are friends.  
T: Good! Let's listen to the example on the CD. Which word is correct? A, B, C, or D?  
S3: A!  
T: Yes! Friend. Fill in the circle under A.

# Sounds Great 4

Fill in the circle next to the correct word.

Fill in the circle next to the correct word.

1  <input type="radio"/> frame <input checked="" type="radio"/> frog <input type="radio"/> flute	2  <input type="radio"/> snip <input type="radio"/> stove <input type="radio"/> stone
3  <input type="radio"/> black <input type="radio"/> bath <input type="radio"/> brave	4  <input type="radio"/> clam <input type="radio"/> crane <input type="radio"/> cliff
5  <input type="radio"/> price <input type="radio"/> photo <input type="radio"/> press	6  <input type="radio"/> thick <input type="radio"/> trumpet <input type="radio"/> teeth
7  <input type="radio"/> wash <input type="radio"/> white <input type="radio"/> whale	8  <input type="radio"/> grass <input type="radio"/> grab <input type="radio"/> graph
9  <input type="radio"/> drive <input type="radio"/> dress <input type="radio"/> drum	10  <input type="radio"/> play <input type="radio"/> plug <input type="radio"/> prize

- Look at the picture. Then, fill in the circle next to the correct word.  
T: Turn to page 81. Look at the picture. Then, circle the word that matches the picture. Let's try Number 1.  
What is this? [pointing at picture]  
Ss: It's a frog!  
T: Read the words next to the picture. Which word is correct? The first, second, or third one?  
Ss: The second one.  
T: Yes! Fill in the circle next to the frog.

# Contents

## Sounds Great 5

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

- Greeting
- ABC Song
- Phonics Chant

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### New Words

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### Rhyming Chant

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- Where can we see them? Match the things to the correct place. .... 55
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- Listen. Write the word and circle the correct picture. .... 56
- Listen. Circle the picture that rhymes with the word you hear. .... 56
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### Test

- Listen to the word. Fill in the correct circle. .... 56
- Listen to the word. Fill in the missing letters. .... 57
- Listen to the word. Fill in the correct circle. .... 57
- Listen to the phrases. Fill in the correct circle. .... 57

# Sounds Great 5

## Warm Up

Greet students and prepare for today's lesson.

## Greeting

- Greet students.  
T: Hello, everybody. My name is Mr. (Mrs./Miss) \_\_\_\_\_.  
Ss: Hello, Mr. (Mrs./Miss) \_\_\_\_\_.  
T: What's your name? [gesturing towards S1]  
S1: My name is \_\_\_\_\_.  
T: Nice to meet you.  
S1: Nice to meet you, too.
- Have students take turns introducing themselves and greeting each other.

## Review

- Review Book 4.

## Additional Activity – Tic-Tac-Toe

- Review the words that Students learned.
- 1. Draw a nine square Tic Tac Toe grid on the board. Write nine words from Units 1 to 4 of Level 3 in the squares. (Example: cake, game, wave, like, bite, hope, nose, cute, June) Number each of the squares.
- 2. Divide the class into two teams (Team X and Team O). Have teams take turns choosing a numbered square and then saying the word inside that square. (Example: Number 5-hope.)
- 3. If correct, that team gets to put their mark in that square. The first team to get three squares in a row (horizontally, vertically, or diagonally) wins the game.  
T: OK! Team X, you go first. What square do you want?  
S1 from Team X: Number 5!  
S2 from Team X: Number 3!  
T: OK! Hands up! How many want Number 3? [counting number] 1, 2, 3, 4. How many want Number 5? [counting number] 1, 2, 3, 4, 5, 6. OK!  
Team X, it's Number 5. What is this word?  
Ss from Team X: Hope!  
T: Yes! You get an X in square 5. Team O, you're next. What square do you want?

## Presentation

Introduce similar sounds /ai/ and /ay/.

## New Sounds

- NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

## Listen, point, and repeat.



- Have students look at the pictures and words on page 6 and listen to CD track (2).  
T: OK! Look at the first picture and look at the word.  
Does anyone know what it says?  
It says, (/ai/ /ai/ /ai/)  
Ss: (/ai/ /ai/ /ai/)  
T: (/m/-/ai/-/l/-/mail/).  
Ss: (/m/-/ai/-/l/-/mail/).  
T: That's right! Let's read together. (/ai/ /ai/ /ai/)  
(/m/-/ai/-/l/-/mail/).  
Ss: (/ai/ /ai/ /ai/) (/m/-/ai/-/l/-/mail/).
- Continue with /ay/. Listen to CD track (2). Have students listen and repeat.

## Practice

Practice saying, reading, and writing words involving /-ai/ and /-ay/.

## New Words

- NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

## Listen to the words first. Then, say and write.



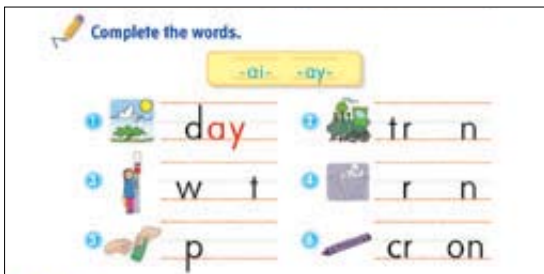
- Listen and write the word and confirm the meaning by looking at the picture.  
T: Listen, and look at the first word. What did you hear?  
Ss: (Mail)!
- Continue with the other words.  
T: Yes! (/ai//ai/ Mail)! Let's write (mail) here. M-A-I-L.

## Listen and circle the picture you hear.



- Listen to CD track (5) and choose the correct picture.  
T: This time, we have to circle the correct picture. Listen. What did you hear?  
Ss: (Mail)!
- Continue with the remaining pictures.  
T: Correct! Let's circle the (mail). Please show me your books. Great!

## Complete the words.



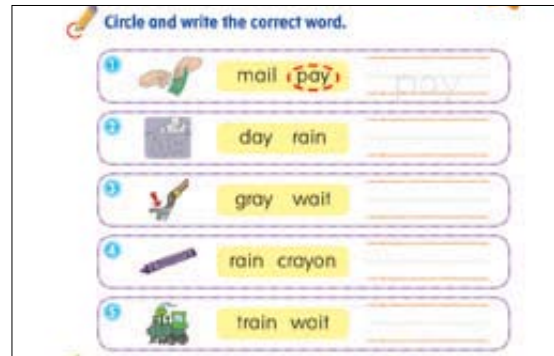
- Look at the pictures and complete the words using /-ai/ or /-ay/.  
T: Look at the first picture. What is it?  
Ss: (Day)
- Continue with remaining words.  
T: Very good! Can you spell (Day)?  
Ss: D-A-Y.
- Continue with remaining words.  
T: Good. Write the letters.

### Additional Activity – Unscramble the Words!

1. Mix up the letters of one of the words from page (7). (mail, wait, train, rain, day, pay, gray, crayon) and write it on the board. (Example: anri)
2. Students try to be first to unscramble the word and spell it on the board.

- Continue with remaining words.  
T: OK! Look at this. [writing "anri" on the board] Unscramble the letters. What is this word?  
S1: I know! It's rain!
- Continue with remaining words.  
T: [to other students] Is that right? Is it rain?  
Ss: Yes, it is.
- Continue with remaining words.  
T: OK, (S1). Come forward and write rain on the board.

## Circle and write the correct word.



- Look at the picture. Say the word. Then, look at the words next to the picture. Circle the correct one. Write the word.  
T: Look at the first picture. What is it?  
Ss: (Pay)!
- Continue with remaining pictures and words.  
T: Right! Which word is correct?  
Ss: The second one!
- Continue with remaining pictures and words.  
T: Good job! Circle the second word. Now, write the word.

## Listen and check the word you hear.



- Listen to CD track 3. Choose the correct word.  
T: Now, listen to Number 1 on the CD. What word did you hear?  
Ss: (Train)!
- Continue with remaining words.  
T: Great! Put a check mark next to (train).

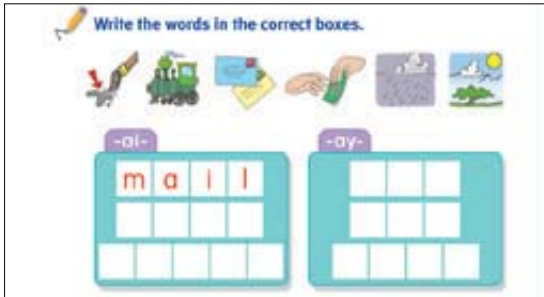


# Sounds Great 5

## Wrap-Up

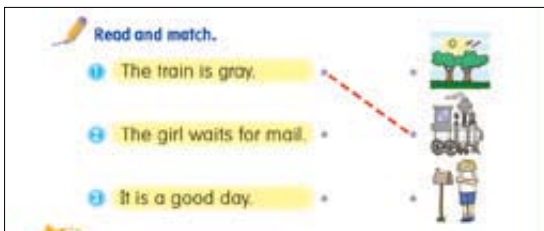
**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Write the words in the correct boxes.



- T: Let's look at the pictures. What's this? [pointing at mail]  
S1: It's (mail).  
T: Yes. How do you spell (mail)?  
S2: M-A-I-L-.  
T: That's right! Where should you write (mail)?  
S3: Here! Under the box with (-ai-).  
T: Yes! That's right! Write the words in the correct places.

## Read and match.



- Have students read the sentence and then choose the picture that matches the description.  
T: Look at page (10). \_\_\_\_\_, read the first sentence.  
S1: (The train is gray).  
T: Well done! Which picture goes with this sentence?  
S2: The second one!  
T: Very good! Connect the sentence with the picture.  
Who can make another sentence about this picture?  
S3: I can!  
T: OK. Go ahead, \_\_\_\_\_.

## More to do

Listen to and create phrases that have the /-ai/,-ay/ sounds.

## Story

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Listen to the story.



- Talk about the pictures and then listen to CD track (7).  
T: Look at the first picture. What do you see?  
S1: I see girls.  
T: Very good! What are they doing?  
S2: They are waiting for something.  
T: Perfect! What do you think they are waiting for?  
S3: Train!  
T: Great!

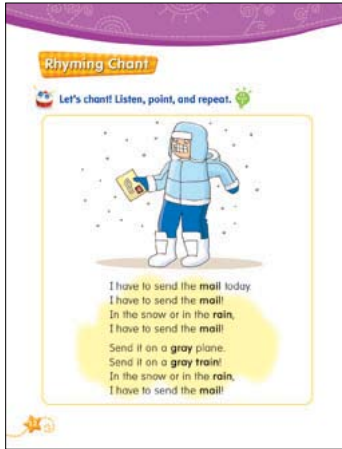
## Additional Activity – Read Aloud

- Read the sentences first and have students repeat them while pointing to the pictures.
- Have students circle the words that contain /-ai/ and /-ay/.
- Have students point to the pictures and read the sentences by themselves.
- Say the sentences at random and leave out key words. (Example: It is a \_\_\_\_\_ day.)
- Number the pictures and have a student act out (with gestures) one of the pictures from the story. The other students guess which picture it is and say the sentence(s).

**Rhyming Chant**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Let's chant! Listen, point, and repeat.



- Have students look at the picture and listen to the fun rhyming chant on the CD track (8).
- Have students point at the words they learned from the unit at the song plays.
- Allow students to act out different parts of the chant.

**Review and Homework**

Review what students have learned and explain the homework.

**Homework**

**NOTE:** This pertains to Unit1 only, as an example, and should be adjusted accordingly for each following unit.

Fill in the blanks with the correct words and write the sentences.



- Assign the homework. Do the first example together.
- Have students look at the picture and then choose the correct word from the box.
  - T: Let's look at your homework. \_\_\_\_\_, please read the first sentence.
  - S1: The man is waiting for a \_\_\_\_\_.
  - T: Great! What is he waiting for? Choose the word from the box above.
  - Ss: train!
  - T: Wonderful! Write the word 'train' in the blank and write the full sentence on the line.1, [pointing at book] This is your homework. Fill in the blank and write it on the line. Do you understand?
  - Ss: Yes

**Additional Homework**

Have students compose their own sentence using the words they have learned in the unit. Include pictures and written words. Encourage them to put several pictures and sentences together to make a story. Have students read these stories aloud at the beginning of the next class.

**Closing**

- Play CD tracks 1 and 2. Have students listen and repeat.
- Finish the class by saying good-bye.
  - T: Good-bye! See you later!
  - Ss: Bye!

**Review 1**

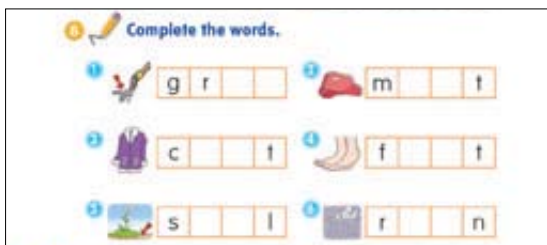
Listen and circle the picture you hear.



- Refer to the activity 'Listen and circle the picture you hear.' on P51.

# Sounds Great 5

## Complete the words.



Review the vowel sounds from Units 1 to 4.

- Look at the picture. Say the word and write the missing letters.

T: Look at the first picture. What is this?

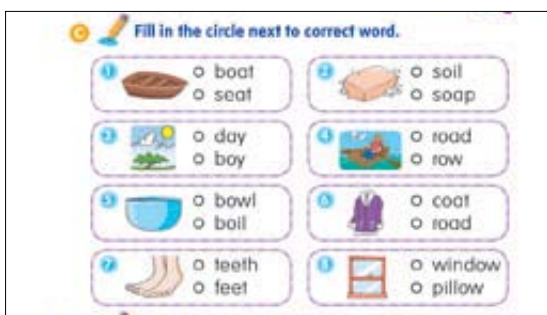
Ss: It's gray.

T: Good! How do you spell gray?

Ss: G-R-A-Y.

T: Great! Now, write the missing letters.

## Fill in the circle next to correct word.



- Look at the picture and choose the correct word. Fill in the circle.

T: Look at Number 1. What is it?

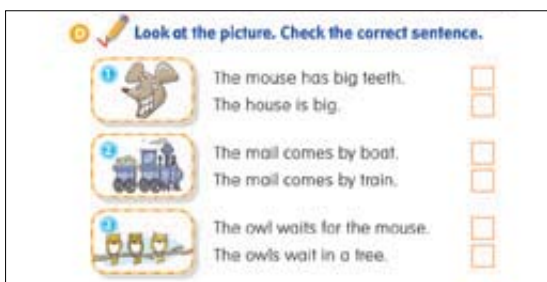
Ss: It's a boat.

T: Great! Which word is correct? First or second word?

Ss: First one!

T: Good! Fill in the circle next to boat.

## Look at the picture. Check the correct sentence.



- Look at the picture. Choose the sentence that best describes the picture.

T: \_\_\_\_\_, please read the first sentence.

S1: The mouse has big teeth.

T: Good! \_\_\_\_\_, please read the second sentence.

S2: The house is big.

T: OK. Is the first sentence correct?

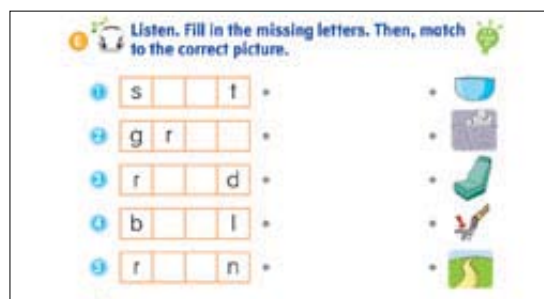
Ss: Yes, it is!

T: Good job! What's wrong with second sentence?

S3: It's a mouse, not house.

T: OK. Put a check beside the first sentence.

## Listen. Fill in the missing letter. Then, match to the correct picture.



- Listen to CD track 31. Write the word and match the picture.

T: Now, listen to Number 1. What word did you hear?

Ss: Seat

T: That's right! How do you spell seat?

Ss: S-E-A-T.

T: Good! Write seat in the box. Which picture is seat?

Ss: The third one!

T: Great! Match the picture.

- Continue with the remaining words.

## Listen. Circle the picture that rhymes with the word you hear.



- Listen to CD track 32. Students circle the picture that matches the word they hear.

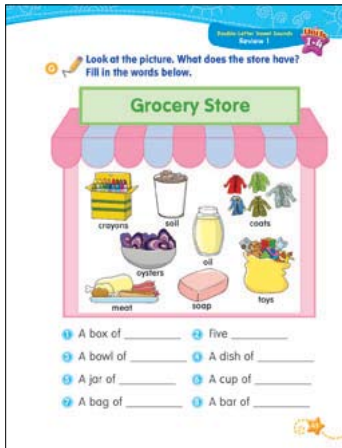
T: Look at Number 1. What can you see?

Ss: I see a tree and a seat.

T: A tree and a seat. Excellent! Now, listen to Number 1 on the CD. What word did you hear?

Ss: Green!  
 T: Right! Which word rhymes with green? A tree or a seat?  
 Ss: A tree  
 T: Good job! A tree rhymes with green. Circle the correct picture.

Look at the picture. What does the store have?  
 Fill in the words below.



Review the words from Units 1 to 4.

- Have students look at the picture and then complete the phrases.  
 T: Turn to page 41. It's a grocery store. What do you see in the store?  
 S1: I see crayons and soil.  
 S2: I see coats and oil.  
 T: Yes! Look at the phrases. Number 1 says "A box of \_\_\_\_\_."  
 Look at the picture. What is in a box?  
 S3: The crayons in a box.  
 T: Yes, it is. Who can complete Number 1?  
 S4: I can! A box of crayons.  
 T: Perfect. Write "crayons" in the blank.
- Have students complete the other phrases.

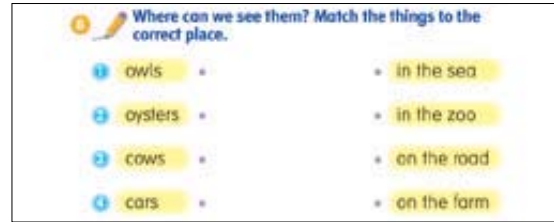
**Review 2**

Listen and circle the picture you hear.



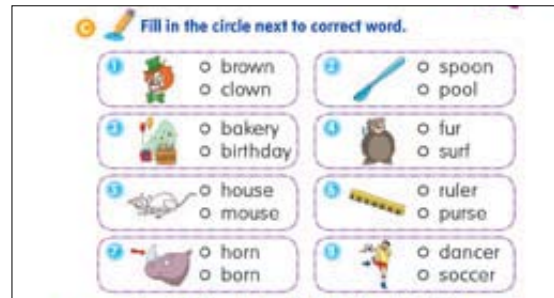
- Refer to the activity 'Listen and circle the picture you hear.' on P51.

Where can we see them? Match the things to the correct places.



- Read the items in the left column and the places in the right column. Match the items with the places.  
 T: Look at Number 1. What does it say?  
 Ss: Owls.  
 T: Very good! Where can we see owls? In the sea or in the zoo?  
 Ss: In the zoo.  
 T: Great! Now, draw a line from owls to zoo.

Fill in the circle next to correct word.



- Refer to the activity 'Fill in the circle next to correct word.' on P54.

Look at the picture. Fill in the blank with the correct word.



- Refer to the activity 'Fill in the blanks with the correct words and write the sentences.' on P53.



# Sounds Great 5

**Listen. Write the word and circle the correct picture.**

- Listen to CD track 30. Write the word and circle the picture.  
T: Now, listen to Number 1. What word did you hear?  
Ss: Dancer.  
T: That's right! How do you spell dancer?  
Ss: D-A-N-C-E-R.  
T: Good! Write dancer in the boxes. Which picture is correct? First or second? Circle the correct picture.
- Continue with the remaining words.

**Listen. Circle the picture that rhymes with the word you hear.**

- Refer to the activity 'Listen. Circle the picture that rhymes with the word you hear.' on P56.

**Listen and fill in the blanks.**

Complete sentences using words that have been learned in Units 5-8.

- Have students look at the picture. Listen to CD track 32 and fill in the blanks with the missing words.  
T: Let's look at this picture. What do you see?  
S1: I see a mouse.  
T: Good! Where does the mouse play?  
S2: In the pool.  
T: What does the mouse wear?  
S3: It wears a brown shirt.  
T: What else do you see?  
S4: I see an owl.  
T: Very good! What does the owl have?  
S5: It has a soccer ball.  
T: Great! Now, listen to the CD. Fill in the blanks as you read. Use the words in the green boxes.

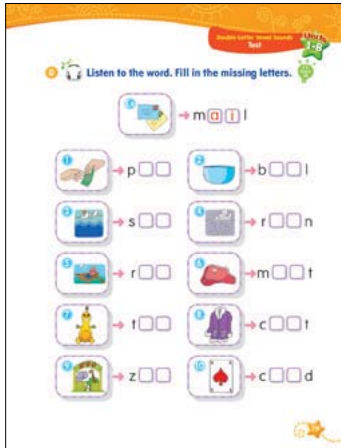
## Test

**Listen to the word. Fill in the correct circle.**

- Listen to CD track 33 and fill in the correct circle.  
T: Open your books to page 78. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: Soil!  
T: Yes! Which word is that? Is it A, B, C, or D?  
Ss: It's A.  
T: You're right! That's clap. Fill in the circle under soil. Now, listen to the rest of the words. Are you ready?  
Ss: Yes.

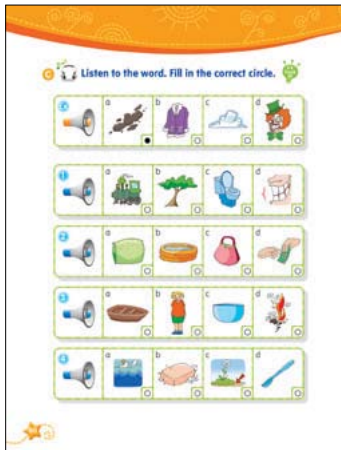


Listen to the word. Fill in the missing letters.



- Look at the picture. Listen to the word and fill in the missing letters.  
T: Turn to page 79. Look at the example and listen it.  
What is the picture?  
Ss: Mail!  
T: That's correct! How do you spell mail?  
Ss: M-A-I-L.  
T: Yes! Write the letters! Now, look at the rest of the pictures.

Listen to the word. Fill in the correct circle.



- Listen to CD track 42 and fill in the correct circle.  
T: Open your books to page 80. Listen to the word on the CD. Then, fill in the correct circle. Let's try the example. [listening to example from CD] What word did you hear?  
Ss: Dirt!  
T: Yes! Which picture is that? Is it A, B, C, or D?  
Ss: It's A.  
T: You're right! Fill in the circle under dirt. Now, listen to the rest of the words. Are you ready?  
Ss: Yes.

Listen to the phrases. Fill in the correct circle.



- Look at the picture. Listen to CD track 49 and fill in the circle for the correct phrase.  
T: Turn to page 81. Look at the picture. Then, listen to the two phrases. Fill in the circle under the correct phrase.  
Let's try the example. Look at the picture. What do you see?  
S1: The man is waiting.  
T: What is he waiting for?  
S2: He is waiting for the train.  
T: Good! Let's listen to the example on the CD. Which phrase is correct? A or B?  
Ss: A!  
T: Yes! Wait for the train. Fill in the circle under A. Now, listen to the other phrases.