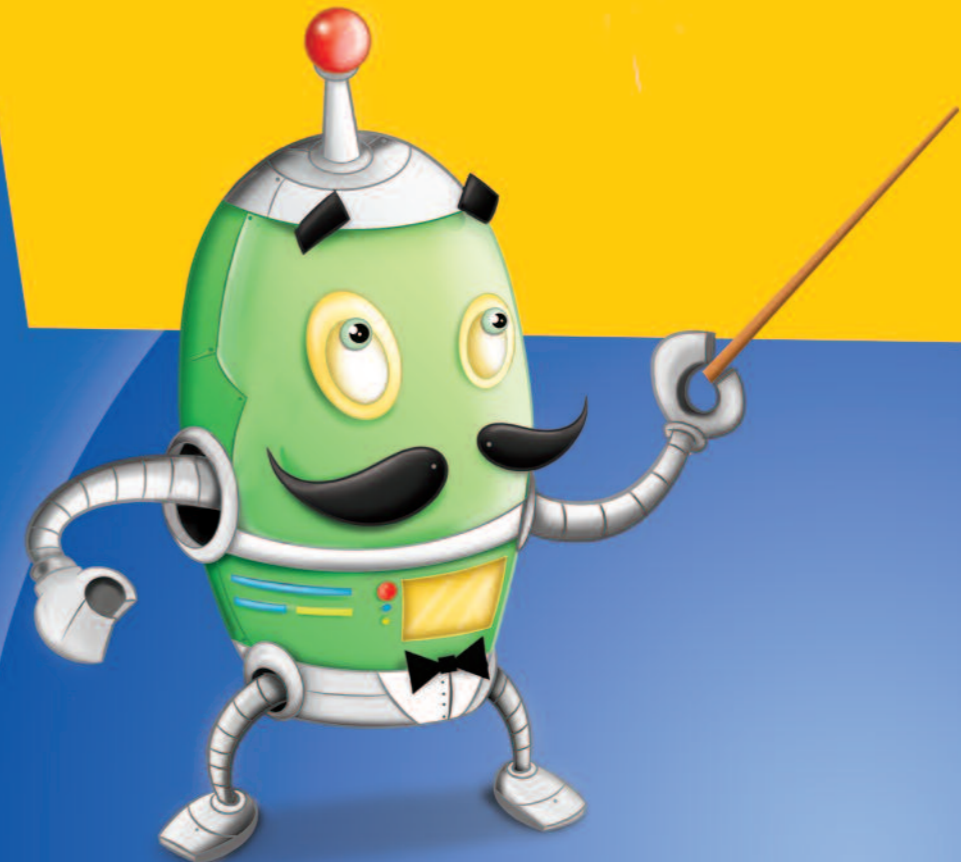


My PHONICS Grade 2

Teacher's Book



i-Learn My Phonics is a 2-level English course designed for young learners in Grades 1 and 2. It introduces young learners to English in a fun, stress-free way, focusing on the sounds of words and the basics of reading.

From Grade 3, students will continue with the 4-skills series, **i-Learn Smart Start** Grades 3, 4 & 5, which fully covers the MOET curriculum.

i-Learn My Phonics
Grade 1

i-Learn My Phonics
Grade 2

i-Learn Smart Start
Grade 3

i-Learn Smart Start
Grade 4

i-Learn Smart Start
Grade 5

Components

- Pupil's Book
- Activity Book
- Class CD
- *My Phonics* Cards
- Teacher's Book
- DIGI MATERIAL
cross-platform application
(iOS, Android, Windows,
MacOSX)

My PHONICS



Grade 2

Teacher's Book

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Jenny Dooley – Virginia Evans

Introduction

i-Learn My Phonics is a five-level course which introduces pupils to the sounds of the English language. It is designed to help pupils connect the sounds (phonemes) to the letters (graphemes) that represent those sounds.

Pupils will develop the art of reading by understanding the English alphabet, associating sounds with letters, blending and segmenting words and decoding frequently used words.

i-Learn My Phonics consists of the following levels:

i-Learn My Phonics Grade 1 & Grade 2 – The Alphabet focus on the sounds the letters of the English alphabet make.

i-Learn My Phonics 2 – Short Vowels focuses on short vowel words that make up the vast majority of the words pupils will encounter in their studies.

i-Learn My Phonics 3 – Long Vowels focuses on the decoding of words with the long vowel sound that end in **-e**.

i-Learn My Phonics 4 – Consonant Blends focuses on consonant clusters and letter blends that can be quite difficult.

i-Learn My Phonics 5 – Letter Combinations covers tricky letter combinations and how to decode and encode words containing them.

i-Learn My Phonics Grade 2

► Components

• Pupil's Book

i-Learn My Phonics Grade 2 covers the letters N – Z. It comprises 13 units which in turn consist of three lessons. Each unit presents a letter of the alphabet and its sound. The letter is then reinforced through the teaching of simple, everyday words. A variety of functional activities, songs and chants help the pupils practise the letters/words in an interesting way.

The **Pupil's Book** also incorporates a variety of appealing additions:

I Story Time

There is an enjoyable story every four units. Each story consolidates the letters and the words covered in the four units as well as provides real language input and opportunities for reading for pleasure. Each story is followed by a fun activity. In the **Teacher's Book**, the teacher can find additional optional activities.

II Review

There is a review lesson every four units. The review lesson consolidates the letters, sounds and words taught in the previous four units through a variety of fun activities.

III Extra Check

This section aims to consolidate the letters/words taught in the course.

IV The Alphabet

This section aims to consolidate the letters of the alphabet taught in the course and to practise the names of the letters.

V Let's play!

The board game at the end of the **Pupil's Book** aims to provide an entertaining way to consolidate the words the pupils have learnt in the course.

How to Play the Board Game:

Divide the pupils into pairs, groups or teams. The pupils take turns throwing the dice. They have to name the vocabulary items on the square they land on. If they land on a *Play Again!* square, they play again. If they land on a *Miss a Turn!* square, they miss their next turn. The winner is the pupil/group/team that reaches *Finish* first.

VI Picture Cards

The picture cards include all the pictures necessary for the presentation and revision of the words in each lesson. In each lesson plan there are suggestions for further use of the picture cards in group or class games/activities.

VII i-Learn My Phonics Grade 2 Certificate

This is filled in upon completion of the course. The aim of this certificate is to reward the pupils, as well as give them a sense of achievement.

• Activity Book

The **Activity Book** is in full colour and comprises thirteen units. Each unit consists of two pages and can be done upon completion of the corresponding unit in the **Pupil's Book**. It aims to consolidate the letters/words that appear in the **Pupil's Book** through various activities, e.g. tracing, colouring, matching, etc.

The **Activity Book** also includes:

I Review

There is a review lesson every four units. The review lesson consolidates the letters, sounds and words taught in the previous four units through a variety

of fun activities.

II Portfolio Activities

These activities are at the back of the **Activity Book**. There is one activity for each unit. These activities aim to consolidate the letters and words of each unit through tracing and colouring.

• Teacher's Book

The **Teacher's Book** provides step-by-step lesson plans. Each lesson plan provides detailed suggestions for presenting, practising and consolidating the new letters and their respective words. There are also further extension activities and games making the **Teacher's Book** a complete and comprehensive guide to teaching young learners. The **Teacher's Book** also includes the **Pupil's Book** pages in reduced form making it easier to be used in the classroom.

• i-Learn My Phonics Cards

The **i-Learn My Phonics Cards** include all the pictures necessary for the presentation and revision of the words in each lesson. In each lesson plan there are suggestions for further use of the phonics cards in group or class games/activities.

• Class CD/Pupil's CD

The **Class CD** includes all the aural activities in the **Pupil's Book**. The **Pupil's CD** includes the new words, songs and stories and can be used by the pupils for home study, providing an excellent opportunity to improve their intonation and maintain their interest in the English language.

• DIGI MATERIAL

Using a cross-platform application (iOS, Android, Windows, MacOSX) **DIGI MATERIAL** provides young learners with the digital tools to learn English in a fun way.

The **DIGI MATERIAL** consists of:

- Sound presentations along with letter tracing
- Animated songs
- Fun interactive activities (colouring, tracing, etc)
- Learning tasks (circle the right letters, listening activities, etc) with automatic feedback
- Interactive games (Pelmanism, mazes, puzzles, letter cubes, etc)
- Picture Dictionary with audio

► Typical Unit Features

The teaching of English should resemble the natural acquisition of the mother tongue: pupils learn in their

native language through having fun and have fun through learning! They pick up sounds and, later on, words to be able to communicate in their social environment. The conditions in our classrooms should promote learning as such. Thus, each lesson follows these steps:

• Beginning the Lesson

This is an integral part of the lesson as pupils get the chance to communicate with their teacher and their classmates. The teacher is also given the opportunity to greet the pupils and create a friendly environment, as well as revise what the pupils have learnt from the previous lessons. During this step the teacher is expected to revise the letter and/or words taught in the previous lesson. This should not be a formal check of homework! The teacher plays a game using visual aids (picture cards) or realia, miming, etc, as a means of ensuring the pupils' progress.

• Presentation & Practice

The teacher should present and practise the new letters/words in a clear and enjoyable way. A pupil's attention span can be very short so the need for a variety of activities arises. The best way to hold their attention is by changing activities every five to ten minutes. However, pupils tend to like what is familiar. Thus, teachers should let a favourite activity go on as long as the pupils are enjoying it. What may seem boring or repetitive to adults is not necessarily the case for pupils.

Presenting/Practising the New Letters/Words:

a) **i-Learn My Phonics Cards:** These illustrate the words which contain the letter sounds to be taught. The teacher uses them to present the new letters/words and drill pupils. The choral repetition of words ensures that all the pupils, shy or not, will say the new letters/words, giving the teacher an excellent opportunity to correct any pronunciation problems while giving the pupils a sense of confidence before they say the letters/words individually.

b) **Picture Cards:** The picture cards are at the back of the **Pupil's Book** for the pupils to cut out and store in an envelope. They are replicas of the pictures presented in the **Pupil's Book**. The corresponding upper and lower case letter is at the back of each card. During the first lesson, spend some time guiding your pupils to cut them out and put them in an envelope (*provide some envelopes if necessary*). Explain to them that they should always have this envelope with them. The **Teacher's Book** provides many suggestions for using these cards in a wide variety of drills and activities. You



Introduction

can also use them to revise and consolidate the letters/words taught in previous lessons.

- c) **Visual Aids:** The respective pictures in the Pupil's Book are used for picture discussion and for further practice of the new letters/words.
- d) **Chants/Songs:** The letter sounds and the corresponding words are practised through upbeat chants. In the next lesson, the pupils consolidate the letters and the words through lively songs. All the songs are set to the tune of traditional songs that make them catchy and easy to sing. Language in the form of songs and chants is more likely to be retained by pupils. In addition, the new letters/words are repeated many times while pupils have fun!

SIGHT WORDS

One of the most effective and powerful reading tools that parents and teachers can help children develop is *sight word recognition*. When a child is able to understand and identify sight words he/she is certain to become an avid reader. Sight words are the most frequently used words and can be found on the **Dolch List**. Sight words are critical to reading not only because they are used so frequently, but also because many of them cannot easily be sounded out or depicted. Following this principle, the pupils will be exposed to sight words gradually throughout the course to help them master the art of reading.

• Ending the Lesson

The lesson should always finish on a high note. Pupils should perceive learning as fun. They will be taught more formally in later years. Our main objective is to infuse them with a sense of happiness and fulfilment. Consequently, *Ending the Lesson* involves:

- a) **My Sound Book:** Pupils make their own sound book that includes the letters of the alphabet. Its purpose is to help the pupils practise saying the sounds of the letters. The fact they are making their own book also gives them a sense of achievement and makes them more responsible. Parents will also be able to check and monitor their children's progress.

How to Make a Sound Book:

During the first lesson, explain to the pupils that they should bring in a dossier which they will have with them at all times and in which they will keep photocopies of the letters of the alphabet you provide them. For the next lesson, bring in

self-adhesive labels, write *My Sound Book* on them and help your pupils stick them onto their dossiers. Give them a photocopy of the first letter, help them punch holes and put it in their dossiers. Tell the pupils they can colour their letters at home and find and glue pictures of items beginning with each letter. Also explain to them that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

- b) **Games/Fun Activities:** The educational value of games is that pupils are motivated to learn the English language naturally while having fun. Games are also important because at this age the sense of being in a social group and obeying rules are not yet fully developed. Thus, games promote social skills.

► Homework

Pupils at this level are too young to be assigned any homework. The presentation, practice and consolidation of the new letters/words should take place in the classroom. Therefore, the teacher is strongly advised to recycle everything learnt on a regular basis. However, if you feel that the pupils can cope with some homework, you can assign some words for copy and dictation each time. Also, if you wish, you can assign the Portfolio Activities at the end of the Activity Book as homework.

Note: The importance of copying lies in the fact that pupils practise putting individual letters together to form a complete word whilst perfecting their handwriting skills. In addition, learning a word or two for dictation enables pupils to remember words as well as improves their spelling.

► The Use of Mother Tongue

Sometimes, especially at the beginning of an early primary course, the use of mother tongue in a language classroom is unavoidable for a number of reasons. First of all, young learners feel secure as they are given some time to adjust to their new environment, the language classroom. Furthermore, instructions of games and other activities are easier and faster to explain in L1.

► How to Avoid Using Mother Tongue

A teacher can employ various means of getting his/her message across without using L1:

- a) **Gestures/Miming:** Pupils always use body language to express themselves. Take advantage of this by

accompanying instructions with gestures, actions and mime to show what you want them to do and/or the meaning of a word.

- b) **Pictures/Realia:** Another powerful way of getting the message across is by using pictures, realia and other visual aids. Do not forget that a picture is worth a thousand words! Our objective here is to instil confidence in the pupils and, thus, gradually enable them to listen to and speak as much English as possible!

► Songs in the Language Classroom

The importance of songs in language learning is not to be underestimated. Their rich language enables young learners' long-term memory to develop and, thus, language is retained by pupils. We all remember songs from our mother tongue and we see pupils 'perform' short plays in our daily encounter with them. Here are some ways to 'animate' the songs:

- a) **TPR Activities:** Have pupils stand up, in a circle preferably. Play the song once and demonstrate the actions. Play the song again. Invite pupils to perform the actions.
- b) **Using prompts:** Every lesson includes a song consolidating the words of the lesson. Ask the pupils to take out their picture cards or hand out other realia. Explain to pupils that they are to show their picture cards, etc every time they hear the corresponding words in the song. Play the song. Pupils listen and perform the activity.

These are just a few suggestions on how to use songs in the language classroom. Be as inventive as you can since pupils love performing!

► Games for Young Learners

The educational value of games has already been explained. Here is a list of the most popular games we have used in this course:

Act It Out

Choose a pupil to come to the front of the classroom. Show him/her a phonics card or whisper a word and have the pupil act it out. The remaining pupils try to guess the correct answer. The first pupil to do so comes to the front of the classroom and the activity continues.

Alphabet Scramble

Divide the class into two teams, A and B. Write the alphabet all over the board, but not in order. Ask a pupil from each team to come to the board. Call out a letter. The pupil that

finds and circles the letter first, wins a point for his/her team. The team with the most points wins the game.

Basketball

Divide the pupils into two teams. Choose a pupil from Team 1. Show him/her a phonics card and elicit the name of the item. If the pupil answers correctly, give him/her a soft ball and have him/her take a shot at the 'basket' /bin. If the pupil gets the ball in the 'basket' /bin then he/she gets a point for his/her team. Continue the game with a pupil from Team 2. The team with the most points is the winner.

Bingo

Prepare some Bingo cards with the words you want to practise and hand them out to the pupils. Each Bingo card should have a different set of words. Provide them with small pieces of paper to cover the words. Say the words or show pictures and have the pupils cover the words on their Bingo cards. The winner is the first pupil whose card is covered and who shouts BINGO!

Chinese Whispers

Whisper a word from the lesson to a pupil. The pupil whispers the word to the pupil sitting next to him/her and so on. The last pupil says the word aloud.

Correct the Teacher

Hold up the phonics cards, one at a time and ask individual pupils to correct your statements.
e.g. Teacher: (*holding the dog phonics card*) *It is a cat!*
Pupil 1: *No! It is a dog! etc*

Draw It

Divide the class into two teams, A and B. Ask two pupils, one from each team, to come to the board. Name a vocabulary item. The pupils quickly draw it. The pupil who finishes first wins a point for his/her team. Continue with the other words and the remaining pupils. The team with the most points wins.

Floor Board Game

Arrange the phonics card in a long line. Designate a starting (*Start*) and finishing (*Finish*) point. Add as many sheets of coloured paper as you wish between the cards to represent *Lose a Turn*, and assign a number, e.g. 5 on the dice to represent *Go back to Start*. Give each pupil a counter. Ask the first pupil to throw the dice and move the designated number of spaces. The pupil must say the word on the phonics card he/she lands on. If the pupil makes a mistake, he/she goes back to his/her original place. The first pupil to reach *Finish* is the winner.

Form a Line

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Put up the phonics cards on the board. Write the respective words on separate pieces of paper. Hand out the pieces of paper to the pupils and ask them to form a line at the front of the board in the same order as the phonics card. Repeat the procedure with another group of pupils.

Guess

Divide the class into two teams, A and B. Ask a pupil to come to the board. Whisper one of the target vocabulary words to him/her. Without speaking, the pupil draws a picture of the word on the board. The first team to guess the word wins a point. Repeat the activity with as many pupils as you think is necessary. The team with the most points wins the game.

Hangman

Choose a word and write the appropriate number of spaces on the board. The pupils take turns guessing a letter. If a pupil guesses correctly, write that letter in the space and give the pupil another turn. If they guess incorrectly, start drawing a hanging man and have the next pupil guess a letter. The pupil who guesses the word is the winner. If you wish, let the winner take your place and repeat the game.

Hot Cards

Have the pupils sit in a circle. Hand out the phonics cards. Play the song. While the song is playing, the pupils pass the phonics cards around. When the song stops, the pupils holding the phonics cards must name them.

Jump

Revise the target vocabulary. Put a line of masking tape on the floor and designate one side *True* and the other *False*. Hold up a phonics card, e.g. *egg* and say: *egg*. The pupils jump on the *True* side. Hold up another phonics card, e.g. *ant* and say: *drum*. The pupils jump on the *False* side. Pupils who end up on the wrong side sit out until the next game.

Letter Writing Race

Ask the pupils to open their notebooks. In two minutes, the pupils write as many, e.g. *Nns* as they can. The winner is the pupil who has written the most.

Memory Game

Put up the phonics cards on the board and ask the pupils to memorise the order in which the items appear. Remove the phonics cards and ask individual pupils to name the items in the correct order. Change the order of the phonics cards and repeat the activity.

Memory Master

Ask the pupils to sit in a circle. Choose one pupil to be the 'Memory Master'. Arrange the phonics card face up

in the middle of the circle. Each pupil chooses a phonics card and says the word, without actually touching the phonics card. After everyone has said their words, the 'Memory Master' must hand the correct phonics card to each pupil.

Name It

Arrange some chairs, back to back, in the middle of the room. Choose phonics cards and place them on the chairs. Play the song. When the music stops the pupils pick up a phonics card and, one at a time, tell you the name of the item pictured on their phonics card. The pupil who gives an incorrect answer is out of the game. Play the game as many times as you think is necessary.

Noughts and Crosses

Draw a large 3x3 grid on the board. Write a number 1-9 on the upper right hand corner of each space. Choose nine phonics cards and stick them face down on each space on the grid. (Make sure to cover the words with a blank piece of paper.) Divide the pupils into two teams, Team X and Team O. Choose a pupil from Team X to go first. The pupil calls out a number to see the phonics card. If he/she names the item pictured correctly, an X is placed in the space. If not the card is placed face down again and a pupil from Team O chooses a number. The team that succeeds in placing three respective marks in a horizontal, vertical, or diagonal row wins the game.

Pass the Phonics Card

Line up the pupils into two teams. Give the first pupil of each team a phonics card. Say: *Go!* The pupils say the corresponding words and pass the phonics card over their heads to the pupils behind them, who say the word and pass the phonics card between their legs to the pupils behind them. The pupils continue to pass the phonics card over their heads and between their legs. The last pupil in each line races to hand their phonics card to the teacher and says the word. The first team to do so wins a point. Continue the game as many times as you think necessary.

Run and Touch

Divide the class into two teams, A and B. Put up the phonics cards on the board. Say one of the words. Two pupils, one from each team, call out the word as they race to touch its corresponding phonics card. The first pupil to touch the phonics card wins a point for his/her team. The team with the most points wins.

Sound and Word

Divide the class into two teams, A and B. Put one of the phonics cards on the board. Ask a pupil from Team A to identify the sound (one point), the picture (one point)

or both (two points). Continue with a pupil from Team B. Write the points for each team on the board. The team with most points wins the game.

Speed Race

Put three chairs in front of the board. Divide the class into three teams, A, B and C. Have a pupil from each team stand up. Put a phonics card on each chair. Call out one of the phonics cards. The pupils standing try to be the first to sit on the chair with the corresponding phonics card. The first pupil to sit on the chair wins a point for his/her team. The team with the most points wins.

Spin the Bottle

Ask the pupils to sit in a circle with a bottle in the middle. Spin the bottle. When it stops, show the pupil it is pointing to the phonics card and elicit its name. If the answer is correct then that pupil can spin the bottle. Repeat with other phonics cards.

Stand and Sit

Tell the pupils to listen for words that begin with e.g. the */n/* sound. Ask the pupils to stand when they hear words beginning with the */n/* sound and sit when they hear words beginning with another sound. Slowly say: e.g. *olive, queen, pony* and *nut*. Repeat the activity by saying the key words quickly to make it more fun.

Step on It

Put the phonics cards in a circle on the floor. Play the song and have the pupils walk around the cards. Stop the music and name an item on one of the cards. The pupils race to step on that phonics card. The first pupil to step on it is the winner. Continue the activity until all phonics cards have been removed.

Throw the Beanbag

Lay out the phonics cards face up on the floor. Choose a pupil and ask him/her to throw the beanbag on one of the phonics cards and name the item pictured. Repeat the procedure with other pupils.

Thumbs Up or Down

Ask the pupils to close their books. Hold up the phonics cards one at a time, and ask them to verify the word you say by putting their thumbs up or down. Encourage the pupils to give the correct answer.

e.g. Teacher: (holding up the apple phonics card)

Ant.

Class: (putting their thumbs down)

Teacher: Good! What it is?

Class: Apple! etc

Yell It Out

Ask the pupils to get into pairs. Have a pair come to the

front of the classroom and face each other with their hands behind their backs. Stick a phonics card onto each pupil's back. Tell the pupils that they have to look at the other pupil's phonics card and be the first to yell out the word. Repeat the activity with the remaining pairs.

You're Out

Hang the phonics cards in the four corners of the room (one phonics card per corner). Choose a pupil to stand in the middle of the classroom with his/her eyes closed and count to ten while the other pupils scramble to one of the four corners. At the count of ten, the pupil in the middle shouts 'STOP' and picks one corner by naming its corresponding phonics card. The pupils in that corner are 'out' and must sit down. Continue the game until everyone has had a turn picking a phonics card.

What is it?

Hold up the phonics cards, one at a time, partly hidden by a sheet of paper. Slowly reveal the phonics card. The pupils try to guess what the phonics card is.

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter, e.g. *Nn* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Nns*. This game can help the pupils understand the link between the letter sounds and words in books.

Which One is Missing?

Scatter the phonics cards face up on the table. Give the pupils a minute to look at them, then have them close their eyes and take away one phonics card. Tell the pupils to open their eyes and name the phonics card that is missing.

Wordscraper

Write a word vertically on the board. Invite a pupil to come to the board and add on another word from the lesson, either vertically or horizontally. Continue until all the words from the lesson are written on the board. If you wish, you can ask the pupils to add words from previous lessons as well.

Unit 1

Lesson 1

Aims

to learn the letter *Nn* /en/ and its sound /n/; to learn three *Nn* words

Vocabulary

- nut, net, nest

Sight Words

- look

Extra materials

- i-Learn My Phonics cards (1-3);
- photocopies of pages from story books

BEGINNING THE LESSON

Revise the letters A-M. Write the letters A to M on the board leaving out a couple of them. Ask the pupils to copy and complete the letters in their notebooks.

1 Listen, point and repeat. Colour. (Track 02)

Pupils' books closed. Show the pupils the *nut* phonics card. Point to it and say: /n/. The pupils repeat after you. Then say: /n/ - nut. The pupils repeat after you. Put the phonics card up on the board. Mime eating nuts and say: /n/ - nut! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *net* (mime catching fish in a net) and *nest* (mime a bird chirping and make sounds).

Write the letter *Nn* on the board next to the phonics cards. Point to it and say: This is the letter /en/. The letter /en/ makes the /n/ sound. The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The

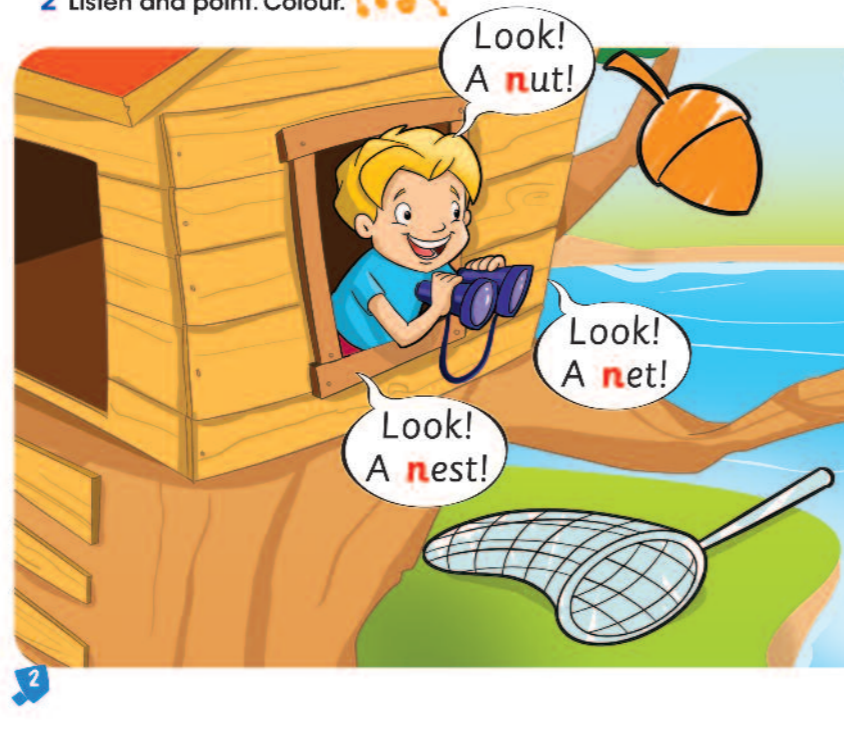
Unit 1 Lesson 1

1 Listen, point and repeat. Colour.

Nn



2 Listen and point. Colour.



Tapescript

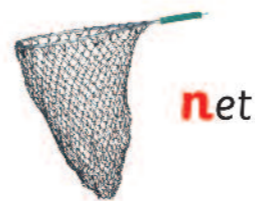
/n/ - nut
/n/ - net
/n/ - nest

This is the letter /en/. The letter /en/ makes the /n/ sound.

2 Listen and point. Colour. (Track 03)

Point to the *nut* and say: Look! A nut! The pupils repeat after you. Follow the same procedure for the *net* and the *nest*. Play the CD. The pupils listen and point to the *nut*, *net* and *nest*.

Say: A nut. Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.



3 Chant and show!



Ask the pupils to colour the *nut*, *net* and *nest* using any colour they like. Go around the classroom asking pupils to name the item they are colouring.

e.g. Teacher: (pointing to the nut) What's this?

Pupil 1: A nut. etc

3 Chant and show! (Track 04)

Put up the *nut*, *net* and *nest* phonics cards on the board. Point to the *nut* and say: /n/ - nut! The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *net* and *nest*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *nut*, *net* and *nest* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*nut*, *net*, *nest*) and encourage the pupils to name the items for you.

e.g. Teacher: /n/
Pupils: nut
Teacher: /n/, /n/, /n/
Pupils: nut! etc

Tapescript

/n/, nut,
/n/, /n/, /n/, nut!
Nut, /n/, /n/, /n/!

/n/, net,
/n/, /n/, /n/, net!
Net, /n/, /n/, /n/!

/n/, nest,
/n/, /n/, /n/, nest!
Nest, /n/, /n/, /n/!

Extension (Optional)

1 Divide the pupils into three groups (*nut*, *net*, *nest*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.

2 Divide the pupils into three groups (*nut*, *net*, *nest*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter *Nn* from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 1

Lesson 2

Aims

to practise the sound of the letter *Nn* and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- nut, net, nest

Sight Words

- look, a, in, and

Extra materials

- *i-Learn My Phonics* cards (1-3)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.
e.g. **Teacher:** (pointing to the nut phonics card) *nut*

Class: (mime eating nuts) /n/ etc

4 Listen. Read along. (Track 05)

Ask: *Can you see the /n/ - nut?* Point to it. Encourage the pupils to point to the picture of the *nut*. Repeat with *net* and *nest*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 1 Lesson 2

4 Listen. Read along.

Nn



Look! A !

Look! A !

Look! A !

Look! A in a !

Look! A and

a in a !

SIGHT WORDS
look a in and

5 Song
(See p.72)



ENDING THE LESSON

Hot Cards

Have the pupils sit in a circle. Hand out the phonics cards to three pupils. Play the song. While the song is playing, the pupils pass the phonics cards around. When the song stops, the pupils holding the phonics cards must name them.

5 Song (Track 06)

(to the tune of 'A Sailor Went to Sea')

Put up the *nut*, *net* and *nest* phonics cards on the board. Point to the *nut* and say: *A nut is in a n, n, net!* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *nut*, *net* and *nest* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the *Tapescript*.)

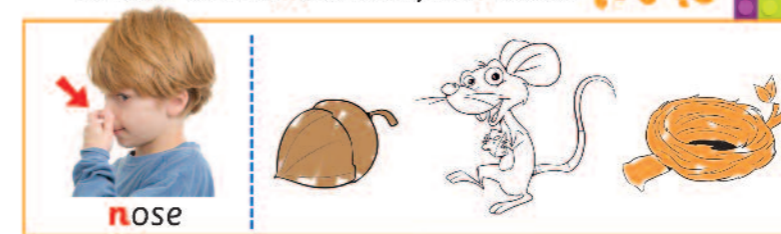
Lesson 3

6 Circle the things that begin with n. Say the n sound.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the n sound. Say the n words.



Lesson 4: Activity Book

Lesson 3

Aims

to practise the letter *Nn* /en/ and its sound /n/ and the corresponding words; to learn an extra *N* word

Vocabulary

- nut, net, nest, nose

Extra materials

- *i-Learn My Phonics* cards (1-4);
- card stock paper

BEGINNING THE LESSON

Letter Writing Race

Ask the pupils to open their notebooks. In two minutes, the pupils write as many *Nns* as they can. The winner is the pupil who has written the most.

Play the song (Track 06) from the previous lesson. The pupils listen and sing along.

6 Circle the things that begin with n. Say the n sound.

Refer the pupils to the picture and elicit the items that begin with *n*. The pupils say the *n* sound and circle the words that begin with *n*. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the n sound. Say the n words. (Track 07)

Show the pupils the *nose* phonics

card. Point to it and say: /n/ - nose. The pupils repeat after you. Point to your nose and say: /n/ - nose! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /n/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter *N* on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Guess

Divide the class into two teams, A and B. Ask a pupil to come to the board. Whisper one of the target vocabulary words to him/her. Without speaking, the pupil draws a picture of the word on the board. The first team to guess the word wins a point. Repeat the activity with as many pupils as you think is necessary. The team with the most points wins the game.

Lesson 4 - Activity Book

(see page 73)

Unit 2

Lesson 1

Aims

to learn the letter Oo /əʊ/ and its sound /v/; to learn three Oo words

Vocabulary

- olive, orange, octopus

Sight Words

- this, is

Extra materials

- i-Learn My Phonics cards (1-7);
- photocopies of pages from story books

BEGINNING THE LESSON

Put up the phonics cards from the previous unit on the board. Write the letters of the words around them in random order. Ask the pupils to write the words in their notebooks.

1 Listen, point and repeat. Colour. (Track 08)

Pupils' books closed. Show the pupils the *olive* phonics card. Point to it and say: /v/. The pupils repeat after you. Then say: /v/ - *olive*. The pupils repeat after you. Put the phonics card up on the board. Mime eating an olive and say: /v/ - *olive*! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *orange* (*mime squeezing an orange*) and *octopus* (*use your arms to imitate the arms of an octopus swimming*).

Write the letter Oo on the board next to the phonics cards. Point to it and say: *This is the letter /əʊ/. The letter /əʊ/ makes the /v/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

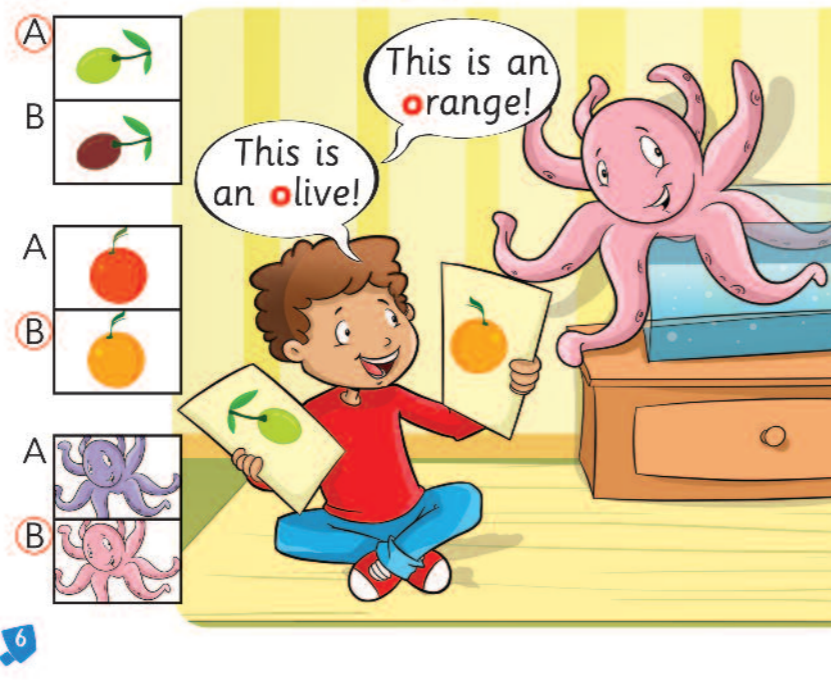
The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter Oo on these pages. You can set a time limit and the winner is the

Unit 2 Lesson 1

1 Listen, point and repeat. Colour.



2 Listen and point. Choose.



pupil/pair/group that has circled the most Oos. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/v/ - *olive*
/v/ - *orange*
/v/ - *octopus*

This is the letter /əʊ/. The letter /əʊ/ makes the /v/ sound.

2 Listen and point. Choose. (Track 09)

Point to the *olive* and say: *This is an olive!* The pupils repeat after you. Follow the same procedure for the *orange* and the *octopus*. Play the CD. The pupils listen and point to the *olive*, *orange* and *octopus*.

Say: *This is an olive!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

Ask the pupils to look at the pairs of pictures on the side and choose the correct one for each corresponding item in the picture. Go around the classroom asking pupils to name the item they are matching.

e.g. Teacher: (*pointing to the olive*)
This is ...

Pupil 1: *an olive!* etc



3 Chant and show!



3 Chant and show! (Track 10)

Put up the *olive*, *orange* and *octopus* phonics cards on the board. Point to the *olive* and say: /v/ - *olive!* The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *orange* and *octopus*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *olive*, *orange* and *octopus* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before

the words (*olive*, *orange*, *octopus*) and encourage the pupils to name the items for you.

e.g. Teacher: /v/
Pupils: *olive*
Teacher: /v/, /v/, /v/
Pupils: *olive!* etc

Tapescript

/v/, *olive*,
/v/, /v/, /v/, *olive!*
Olive, /v/, /v/, /v/!

/v/, *orange*,
/v/, /v/, /v/, *orange!*
Orange, /v/, /v/, /v/!

/v/, *octopus*,
/v/, /v/, /v/, *octopus!*
Octopus, /v/, /v/, /v/!

Extension (Optional)

- 1 Divide the pupils into three groups (*olive*, *orange*, *octopus*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (*olive*, *orange*, *octopus*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (*See the Introduction on how to make a sound book.*) Use a letter stamp or photocopy the letter Oo from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 2

Lesson 2

Aims

to practise the sound of the letter Oo and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- olive, orange, octopus

Sight Words

- this, is, an, with, and

Extra materials

- i-Learn My Phonics cards (5-7)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. Teacher: (pointing to the olive phonics card) *olive*

Class: (mime eating an olive) /v/ etc

4 Listen. Read along. (Track 11)

Ask: Can you see the /v/ - *olive*? Point to it. Encourage the pupils to point to the picture of the *olive*. Repeat with *orange* and *octopus*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 2 Lesson 2

4 Listen. Read along.



This is an .

This is an .

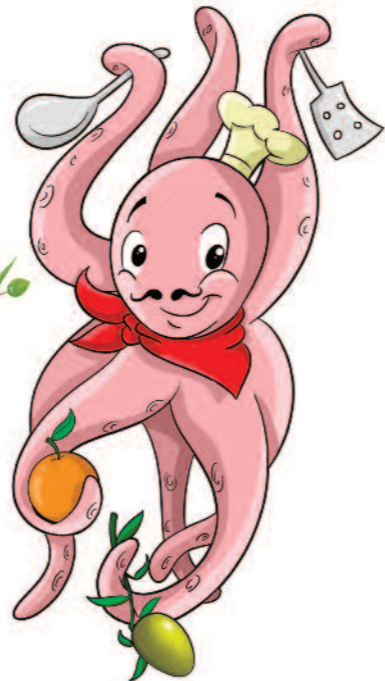
This is an .

This is an with an .

and an .

Sight Words
this is an with and

5 Song
(See p.72)



5 Song (Track 12)

(to the tune of 'Oats, Peas, Beans and Barley Grow')

Put up the *olive*, *orange* and *octopus* phonics cards on the board. Point to the *octopus* and say: *This is Mr Octopus!* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *olive*, *orange* and *octopus* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

Thumbs Up or Down

Ask the pupils to close their books. Hold up the phonics cards from the lesson, one at a time, and ask them to verify the word you say by putting their thumbs up or down. Encourage the pupils to give the correct answer.

e.g. Teacher: (holding up the olive phonics card) *Orange*.

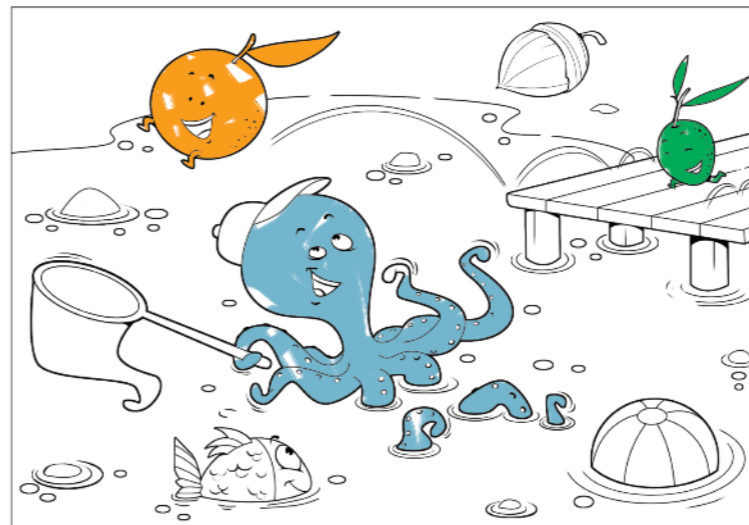
Class: (putting their thumbs down)

Teacher: *Good! What is it?*

Class: *Olive! etc*

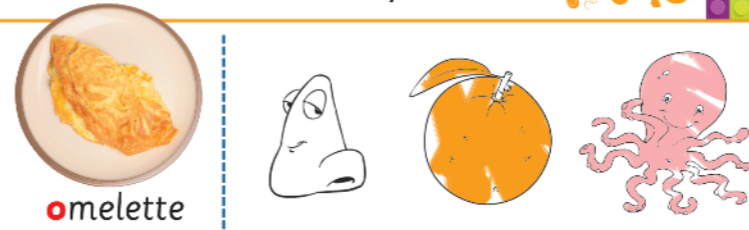
Lesson 3

6 Say the o words. Colour the o words.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the o sound. Say the o words.



Lesson 4: Activity Book

- card stock paper

BEGINNING THE LESSON

Run and Touch

Divide the class into two teams, A and B. Put up the phonics cards on the board. Say one of the words. Two pupils, one from each team, call out the word as they race to touch its corresponding phonics card. The first pupil to touch the phonics card wins a point for his/her team. The team with the most points wins.

Play the song (Track 12) from the previous lesson. The pupils listen and sing along.

6 Say the o words. Colour the o words.

Refer the pupils to the picture. The pupils say all the o words and then

colour them. Ask the pupils to colour them using any colour they like. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the o sound. Say the o words. (Track 13)

Show the pupils the *omelette* phonics card. Point to it and say: /v/ - *omelette*. The pupils repeat after you. Mime cracking and beating eggs and say: /v/ - *omelette!* Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some

time to colour in the pictures of the words that start with the /v/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter O on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Put up the *olive*, *orange*, *octopus*, *omelette* phonics cards on the board, one below the other. Write the words leaving out the vowels in a separate column on the board. Ask a pupil to come to the board and complete a word. Ask another pupil to come to the board and draw a line from the word to the corresponding picture flashcard.

Lesson 4 - Activity Book

(see page 73)

Unit 3

Lesson 1

Aims

to learn the letter *Pp* /pi:/ and its sound /p/; to learn three *Pp* words

Vocabulary

- pen, panda, parrot

Sight Words

- please

Extra materials

- i-Learn My Phonics cards (5-11);
- photocopies of pages from story books

BEGINNING THE LESSON

Put up the phonics cards from the previous unit on the board. Write the first and last letter below each phonics card. Ask individual pupils to come to the board and complete the words. Ask the rest of the class for verification.

1 Listen, point and repeat. Colour. (Track 14)

Pupils' books closed. Show the pupils the *pen* phonics card. Point to it and say: /p/. The pupils repeat after you. Then say: /p/ - *pen*. The pupils repeat after you. Put the phonics card up on the board. Mime writing and say: /p/ - *pen*! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *panda* (mime walking like a panda) and *parrot* (make squawking noises like a parrot).

Write the letter *Pp* on the board next to the phonics cards. Point to it and say: *This is the letter /pi:/. The letter /pi:/ makes the /p/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies

Unit 3 Lesson 1

1 Listen, point and repeat. Colour.

Pp pen

2 Listen and point. Choose.

A pen, please!

A panda, please!

A parrot, please!

of pages from some story books. The pupils search for and circle the letter *Pp* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Pps*. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/p/ - *pen*
/p/ - *panda*
/p/ - *parrot*

This is the letter /pi:/. The letter /pi:/ makes the /p/ sound.

2 Listen and point. Choose. (Track 15)

Point to the *pen* and say: *A pen, please!* The pupils repeat after you. Follow the same procedure for the *panda* and the *parrot*. Play the CD. The pupils listen and point to the *pen, panda* and *parrot*.

Say: *A pen, please!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

panda parrot

3 Chant and show!

P, pen,
P, p, p, pen!
Pen, p, p, p!

Ask the pupils to look at the pairs of pictures on the side and choose the correct one for each corresponding item in the picture. Go around the classroom asking pupils to name the item they are matching.

e.g. *Teacher:* (pointing to the panda) *A ...*

Pupil 1: *panda, please!* etc

3 Chant and show! (Track 16)

Put up the *pen, panda* and *parrot* phonics cards on the board. Point to the *pen* and say: /p/ - *pen!* The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *panda* and *parrot*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *pen, panda* and *parrot* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*pen, panda, parrot*) and encourage the pupils to name the items for you.

e.g. *Teacher:* /p/
Pupils: *pen*
Teacher: /p/, /p/, /p/
Pupils: *pen!* etc

Tapescript

/p/, *pen*,
/p/, /p/, /p/, *pen!*
Pen, /p/, /p/, /p/!

/p/, *panda*,
/p/, /p/, /p/, *panda!*
Panda, /p/, /p/, /p/!

/p/, *parrot*,
/p/, /p/, /p/, *parrot!*
Parrot, /p/, /p/, /p/!

Extension (Optional)

1 Divide the pupils into three groups (*pen, panda, parrot*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.

2 Divide the pupils into three groups (*pen, panda, parrot*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter *Pp* from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 3

Lesson 2

Aims

to practise the sound of the letter *Pp* and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- pen, panda, parrot

Sight Words

- can, I, have, a, please, thank, you

Extra materials

- i-Learn My Phonics* cards (9-11)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. **Teacher:** (pointing to the pen phonics card) pen

Class: (mime writing) /p/ etc

4 Listen. Read along. (Track 17)

Ask: *Can you see the /p/ - pen?* Point to it. Encourage the pupils to point to the picture of the *pen*. Repeat with *panda* and *parrot*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 3 Lesson 2

4 Listen. Read along.

Pp



Can I have a , please?

Can I have a , please?

Can I have a , please?

Thank you!

SIGHT WORDS

can I have a please thank you

5 Song (See p.72)

12

5 Song (Track 18)

(to the tune of 'Polly Put the Kettle On')

Put up the *pen*, *panda* and *parrot* phonics cards on the board. Point to the *pen* and say: *Can I have a pen, please?* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *pen*, *panda* and *parrot* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

Write the words from the lesson with scrambled letters on the board. Ask individual pupils to come to the board, unscramble the letters and write the words.

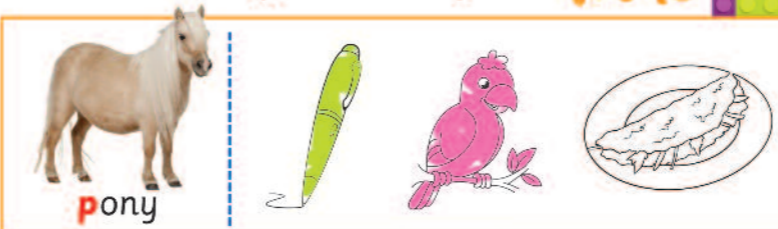
Lesson 3

6 Circle the pictures of the words that begin with the same sound.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the /p/ sound. Say the /p/ words.



Lesson 4: Activity Book

13

Lesson 3

Aims

to practise the letter *Pp* /pi:/ and its sound /p/ and the corresponding words; to learn an extra *P* word

Vocabulary

- pen, panda, parrot, pony

Extra materials

- i-Learn My Phonics* cards (9-12);
- card stock paper

BEGINNING THE LESSON

Hold up the *pen*, *panda* and *parrot* phonics cards, one at a time, and say a word. Ask individual pupils to say *yes* or *no*.

e.g. **Teacher:** (holding up the pen phonics card) pen

Pupil 1: Yes!

Teacher: (holding up the parrot phonics card) panda

Pupil 2: No! etc

Play the song (Track 18) from the previous lesson. The pupils listen and sing along.

6 Circle the pictures of the words that begin with the same sound.

Elicit the names of the items. The pupils circle the pictures of the words that begin with the same sound. Go around the classroom providing any help if necessary.

7 Listen, point and repeat. Colour the pictures of the words that start with the /p/ sound. Say the /p/ words. (Track 19)

Show the pupils the *pony* phonics card. Point to it and say: /p/ - pony. The pupils repeat after you. Mime riding a pony and say: /p/ - pony! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /p/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter *P* on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Chinese Whispers

Whisper a word from the lesson to a pupil. The pupil whispers the word to the pupil sitting next to him/her and so on. The last pupil says the word aloud.

Lesson 4 - Activity Book

(see page 73)

Unit 4

Lesson 1

Aims

to learn the letter Qq /kju:/ and its sound /kw/; to learn three Qq words

Vocabulary

- question, queen, quilt

Sight Words

- ask, is, it, a

Extra materials

- i-Learn My Phonics cards (9-15);
- photocopies of pages from story books

BEGINNING THE LESSON

Put up the phonics cards from the previous unit on the board. Write the initial letter of the word below each phonics card. Ask the pupils to copy and complete the words in their notebooks.

1 Listen, point and repeat. Colour. (Track 20)

Pupils' books closed. Show the pupils the *question* phonics card. Point to it and say: /kw/. The pupils repeat after you. Then say: /kw/ - *question*. The pupils repeat after you. Put the phonics card up on the board. Mime drawing a big question mark with your finger and say: /kw/ - *question!* Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *queen* (mime putting on a tiara) and *quilt* (use your arms to imitate wrapping yourself in a quilt).

Write the letter Qq on the board next to the phonics cards. Point to it and say: *This is the letter /kju:/. The letter /kju:/ makes the /kw/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in

Unit 4 Lesson 1

1 Listen, point and repeat. Colour.



2 Listen and point. Colour.



Tapescript

/kw/ - *question*
/kw/ - *queen*
/kw/ - *quilt*

This is the letter /kju:/. The letter /kju:/ makes the /kw/ sound.

2 Listen and point. Colour. (Track 21)

Point to the teacher and say: *Ask a question!* The pupils repeat after you. Follow the same procedure for the *queen* and the *quilt*. Play the CD. The pupils listen and point to the *question*, *queen* and *quilt*.

Say: *Is it a queen?* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

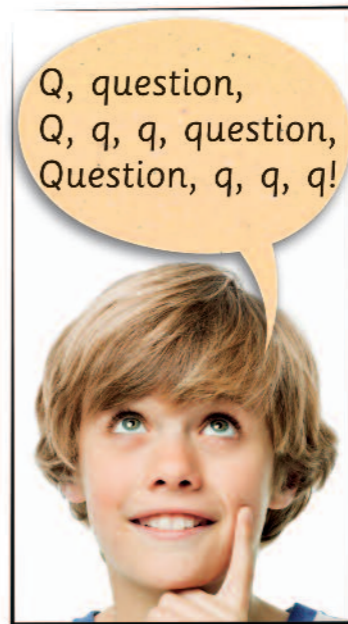
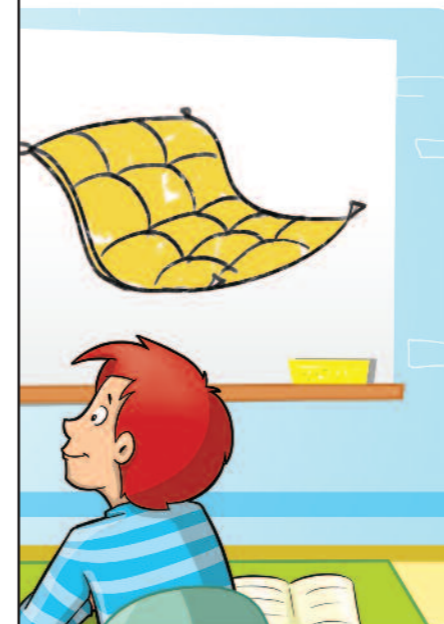


queen



quilt

3 Chant and show!



Ask the pupils to colour the queen and quilt, using any colour they like. Go around the classroom asking pupils to name the item they are colouring.

e.g. Teacher: (pointing to the quilt) What's this?

Pupil 1: A quilt! etc

3 Chant and show! (Track 22)

Put up the *question*, *queen* and *quilt* phonics cards on the board. Point to the *question* and say: /kw/ - *question!* The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *queen* and *quilt*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *question*, *queen* and *quilt* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*question*, *queen*, *quilt*) and encourage the pupils to name the items for you.

e.g. Teacher: /kw/

Pupils: question

Teacher: /kw/, /kw/, /kw/

Pupils: question! etc

Tapescript

/kw/, *question*,
/kw/, /kw/, /kw/, *question!*
Question, /kw/, /kw/, /kw/!

/kw/, *queen*,
/kw/, /kw/, /kw/, *queen!*
Queen, /kw/, /kw/, /kw/!

/kw/, *quilt*,
/kw/, /kw/, /kw/, *quilt!*
Quilt, /kw/, /kw/, /kw/!

Extension (Optional)

1 Divide the pupils into three groups (*question*, *queen*, *quilt*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.

2 Divide the pupils into three groups (*question*, *queen*, *quilt*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter Qq from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 4

Lesson 2

Aims

to practise the sound of the letter Qq and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- question, queen, quilt

Sight Words

- ask, a, the, with, today

Extra materials

- i-Learn My Phonics cards (13-15)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. **Teacher:** (pointing to the question phonics card) question

Class: (mime asking a question by raising their hands) /kw/ etc

4 Listen. Read along. (Track 23)

Ask: *Can you see the /kw/ - question?* Point to it. Encourage the pupils to point to the picture of the *question* mark. Repeat with *queen* and *quilt*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 4 Lesson 2

4 Listen. Read along.



Ask a ?!

Ask the a ?!

Ask the with a ? today!

SIGHT WORDS
ask a the with today

5 Song
(See p.72)

16



5 Song (Track 24)

(to the tune of 'A Hunting We Will Go')

Put up the *question*, *queen* and *quilt* phonics cards on the board. Point to the *quilt* phonics card and say: *A quilt for the queen*. The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *question*, *queen* and *quilt* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

Speed Race

Put three chairs in front of the board. Divide the class into three teams, A, B and C. Have a pupil from each team stand up. Put a phonics card, from the lesson, on each chair. Call out one of the phonics cards. The pupils standing try to be the first to sit on the chair with the corresponding phonics card. The first pupil to sit on the chair wins a point for his/her team. The team with the most points wins.

Lesson 3

6 Circle the right letters.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the q sound. Say the q words.



Lesson 4: Activity Book

17

Lesson 3

Aims

to practise the letter Qq /kju:/ and its sound /kw/ and the corresponding words; to learn an extra Q word

Vocabulary

- question, queen, quilt, quiz

Extra materials

- i-Learn My Phonics cards (13-16);
- card stock paper

BEGINNING THE LESSON

Write *question*, *queen* and *quilt* on the board. Put the *question*, *queen* and *quilt* phonics cards on your desk. Point to one of the words on the board and ask a pupil to pick up the correct phonics cards from your desk.

Repeat the activity with as many pupils as you think is necessary.

Play the song (Track 24) from the previous lesson. The pupils listen and sing along.

6 Circle the right letters.

Elicit the names of the items. The pupils circle the right upper and lower case letters that correspond to each picture. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the q sound. Say the q words. (Track 25)

Show the pupils the *quiz* phonics card. Point to it and say: /kw/ - *quiz*. The

pupils repeat after you. Mime holding a pencil and taking a quiz. Say: /kw/ - *quiz*! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /kw/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter Q on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Bingo

Prepare some Bingo cards with the words you want to practise and hand them out to the pupils. Each Bingo card should have a different set of words. Provide them with small pieces of paper to cover the words. Say the words or show pictures and have the pupils cover the words on their Bingo cards. The winner is the first pupil whose card is covered and who shouts BINGO!

Lesson 4 - Activity Book

(see page 74)

Story Time

Aims

to consolidate the sound of the letters Nn, Oo, Pp and Qq and the corresponding words; to learn and practise reading skills

Vocabulary

- consolidation

Extra materials

- iLearn My Phonics cards (1-16)

BEGINNING THE LESSON

Put up the phonics cards on the board, one at a time. Point to a phonics card, ask a pupil to come to the board and write the upper and lower case of the corresponding letter. Then ask him/her to say the letter and the sound that it makes as well as the word.

1 Listen. Read along. (Track 26)

Tell the pupils that it's story time. Ask them if they like reading stories and what their favourite storybook is, who their favourite storybook character is, etc. Write the following words on the board or prepare some slips of paper with the words on them. You can laminate them for future use.

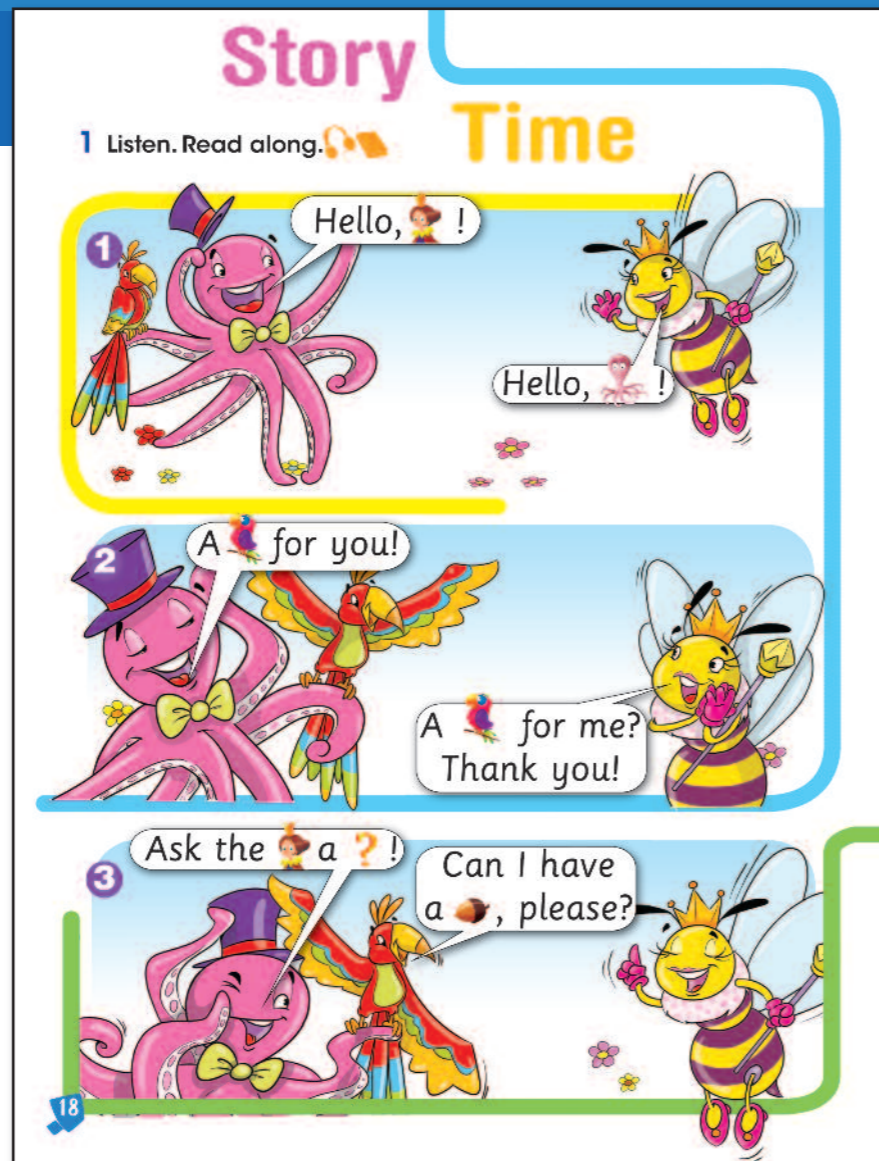
queen octopus parrot
nut nest

Ask pupils to read out the words. Invite guesses, in L1 if necessary, about what they think the story is about. Do not dismiss any ideas.

Ask the pupils to look at the book. Set the scene by asking the pupils questions about what they can see in the pictures.

e.g. Teacher: (pointing to the parrot in picture 1) Look! What's this?

Class: (It's a) parrot!



Teacher: (pointing to the octopus in picture 1) Yes! The parrot is on the ...

Class: octopus! etc

Play the CD and ask the pupils to listen and follow the story in their books, pointing to the pictures of the key words.

Play the CD again pausing for the pupils to repeat, chorally and/or individually. Finally, ask individual pupils to read the story aloud.

Extension (Optional)

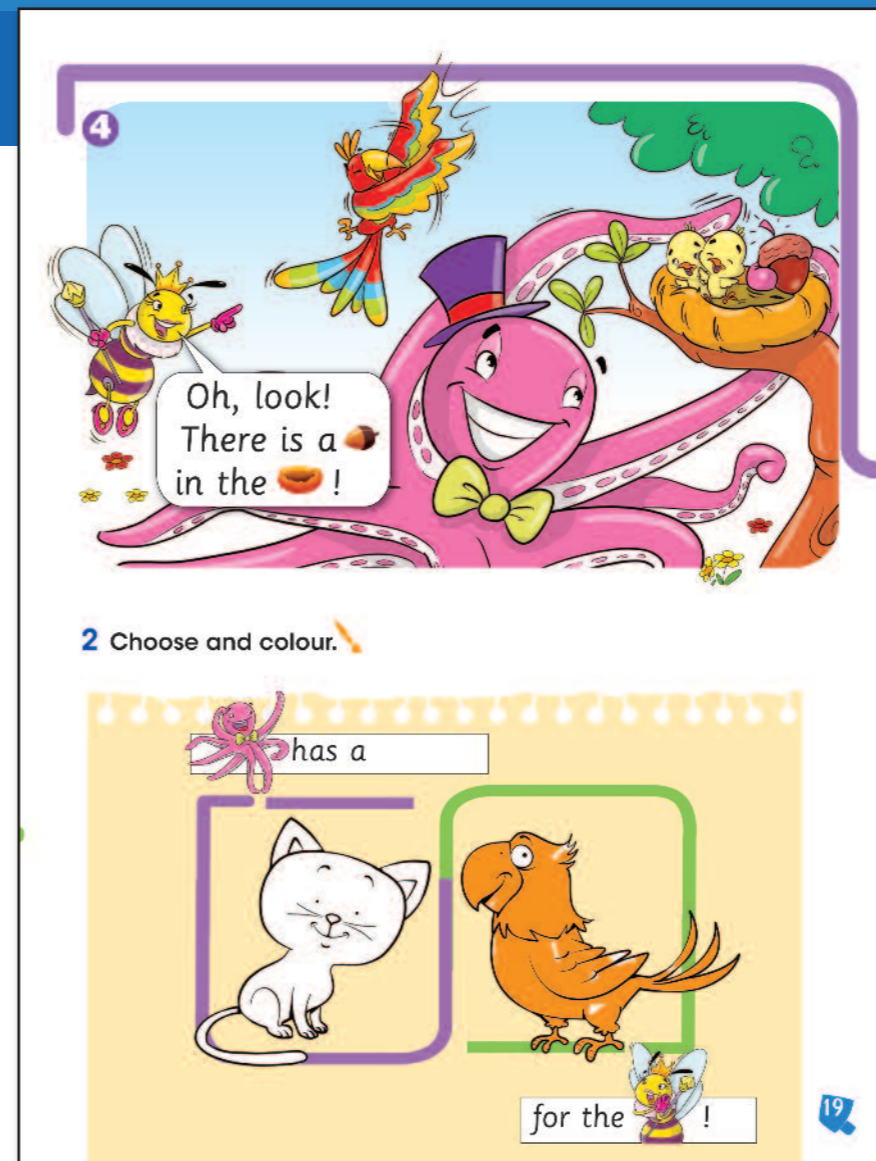
Ask the pupils to read the story again. Then ask them to look at the pictures for a few minutes and close

their books. Say a few sentences (some correct and some incorrect) and ask the pupils to say yes or no. *e.g. Teacher: Ask the queen a question.*

Pupil 1: Yes!

Teacher: There is a net in the nest.

Pupil 2: No! etc



2 Choose and colour.

Point to and elicit the animals. Ask the pupils to say which animal the octopus has for the queen. The pupils then colour that animal. Explain to them that they can use any colour they like.

ENDING THE LESSON

Act Out

Read the sentences in the story. Invite the pupils to mime the key words from the story (*the queen, the octopus, the parrot, the question mark, the nut, the nest*). If you wish, have the pupils come to the front of the classroom and act out the story. Encourage them to have fun as they perform (*e.g. make noises or funny faces as they mime, etc*). Time permitting, you can assign the role of the 'narrator' to a pupil/pupils.

Optional Story Time Activities

- 1 Ask the pupils to change parts or all of the story and present it to the class. *e.g. Hello, !*
- 2 Photocopy the story and the speech bubbles from the photocopiable section, one set per pair. Make sure they are not in the right order. The pupils: 1) put the frames of the story in the right order before they listen to check and/or 2) match the frames to the speech bubbles and listen to check their answers.
- 3 The pupils choose their favourite animal or object from the story and they draw it.



Review 1

(Nn, Oo, Pp, Qq)

BEGINNING THE LESSON

The Reading Tree

Make a simple outline of a tree trunk and branches like the one below:



The tree should be large enough to be read clearly on the wall. It should have 13 branches and each branch should represent a different letter. Prepare some simple cards with the words the pupils have learnt so far (Nn - Qq). If you wish, you can laminate them so that you can use them again and again.

Hand out the cards to various pupils. Ask the pupils to say the initial sound and/or the word before they come and stick it on the corresponding branch. Ask the rest of the class for verification. An optional extension to this activity is to select pupils, one at a time, to remove the cards. The pupils say the sound and/or the words before they remove the cards.

Review 1 (Nn, Oo, Pp, Qq)

1 Match and colour. Say the letter and the sound.



2 Look and tick (✓).



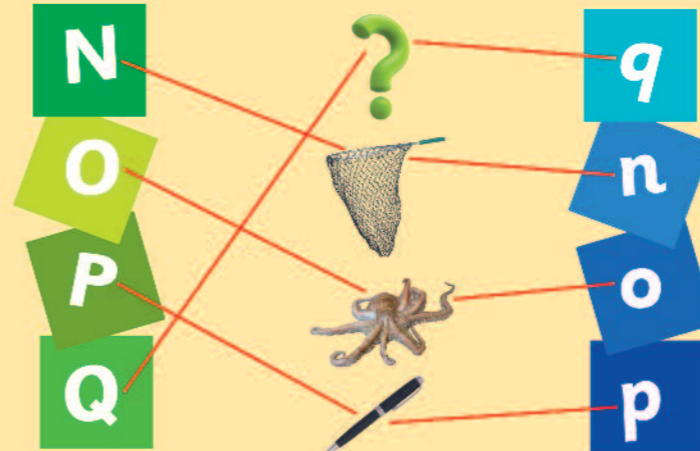
1 Match and colour. Say the letter and the sound.

Explain the activity. Elicit the letters. The pupils match the upper case letters to the lower case ones. Then they say the letter and the sound. Go around the classroom providing any necessary help.

2 Look and tick (✓).

Explain the activity. Elicit the names of the items. The pupils tick the correct letter that corresponds to each picture. Go around the classroom providing any necessary help.

3 Match the letters and the pictures.



4 Listen and choose A or B.



3 Match the letters and the pictures.

Explain the activity. Elicit the letters and the names of the items. The pupils match the upper case and lower case letters. Then they match the pictures to the letters. Go around the classroom providing any necessary help.

4 Listen and choose A or B. (Track 27)

Explain the activity. Elicit the names of the items. Play the CD. The pupils listen and circle the correct picture, A or B. Go around the classroom providing any necessary help.

Tapescript

One - parrot
Two - queen
Three - olive
Four - net

Note: The pupils are now ready to do pages 10-11 in the Activity Book.

Review 1 - Activity Book

(see page 74)

Optional Review Activities

- Snap:** In pairs, the pupils take out their picture cards from Units 1-4. Ask them to shuffle their cards and spread them out equally, face down. The pupils take turns turning over a picture card and putting it in the centre of the table. When two identical picture cards have been turned over, one after the other, the first pupil to shout SNAP or name the item pictured gets all the cards from the centre.
- Whisper Word Race:** Ask the pupils to get into two teams of equal numbers and have them line up in front of the board. Ask the pupils at the end of the line to approach you and whisper a word to them. Have them run back to their lines and whisper the word to the next pupils who then whisper the word down the lines. The last pupil of each line to hear the word runs to the board and writes the word. The first team to write the word on the board correctly wins. Repeat the game.
- Back Writing:** The pupils, in pairs, take turns 'drawing' a letter on their friend's back with their finger. Their friend has to name the sound of the letter.

Unit 5

Lesson 1

Aims
to learn the letter *Rr* /a:/ and its sound /r/; to learn three *Rr* words

Vocabulary
• rabbit, rocket, robot

Sight Words
• here, is, a

Extra materials
• i-Learn My Phonics cards (17-19);
• photocopies of pages from story books

BEGINNING THE LESSON

Guess
Divide the class into two teams, A and B. Ask a pupil to come to the board. Whisper one of the target vocabulary words from Units 1-5 to him/her. Without speaking, the pupil draws a picture of the word on the board. The first team to guess the word wins a point. Repeat the activity with as many pupils as you think is necessary. The team with the most points wins the game.

1 Listen, point and repeat. Colour. (Track 28)

Pupils' books closed. Show the pupils the *rabbit* phonics card. Point to it and say: /r/. The pupils repeat after you. Then say: /r/ - *rabbit*. The pupils repeat after you. Put the phonics card up on the board. Wiggle your hands behind your head to make rabbit's ears and say: /r/ - *rabbit!* Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *rocket* (*mime a rocket blasting off*) and *robot* (*walk in a rigid manner*).

Write the letter *Rr* on the board next to the phonics cards. Point to it and say: *This is the letter /a:/. The letter /a:/ makes the /r/ sound.* The pupils repeat both sounds.

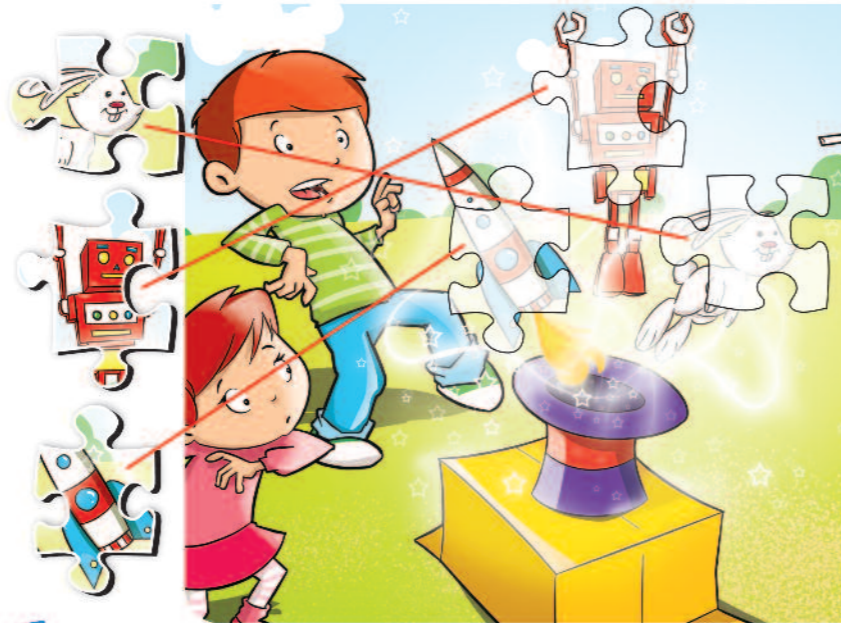
Unit 5 Lesson 1

1 Listen, point and repeat. Colour.

Rr



2 Listen and point. Match.



22

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter *Rr* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Rrs*. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

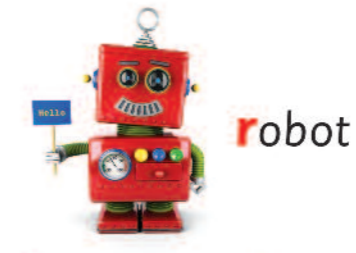
/r/ - rabbit
/r/ - rocket
/r/ - robot

This is the letter /a:/. The letter /a:/ makes the /r/ sound.

2 Listen and point. Match. (Track 29)

Point to the *rabbit* and say: *Here is a rabbit!* The pupils repeat after you. Follow the same procedure for the *rocket* and the *robot*. Play the CD. The pupils listen and point to the *rabbit, rocket* and *robot*.

Say: *Here is a rabbit!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.



3 Chant and show!



23

Ask the pupils to look at the missing puzzle pieces and match them to the actual pieces. Go around the classroom asking pupils to name the items.

e.g. Teacher: (*pointing to the rabbit*) *Here is a ...*

Pupil 1: *rabbit!* etc

3 Chant and show! (Track 30)

Put up the *rabbit, rocket* and *robot* phonics cards on the board. Point to the *rabbit* and say: /r/ - *rabbit!* The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *rocket* and *robot*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *rabbit, rocket* and *robot* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*rabbit, rocket, robot*) and encourage the pupils to name the items for you.

e.g. Teacher: /r/

Pupils: *rabbit*

Teacher: /r/, /r/, /r/

Pupils: *rabbit!* etc

Tapescript

/r/, *rabbit*,
/r/, /r/, /r/, *rabbit!*
Rabbit, /r/, /r/, /r/!

/r/, *rocket*,
/r/, /r/, /r/, *rocket!*
Rocket, /r/, /r/, /r/!

/r/, *robot*,
/r/, /r/, /r/, *robot!*
Robot, /r/, /r/, /r/!

Extension (Optional)

1 Divide the pupils into three groups (*rabbit, rocket, robot*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.

2 Divide the pupils into three groups (*rabbit, rocket, robot*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (*See the Introduction on how to make a sound book.*) Use a letter stamp or photocopy the letter *Rr* from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 5

Lesson 2

Aims

to practise the sound of the letter *Rr* and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- rabbit, rocket, robot

Sight Words

- here, is, a, and, for

Extra materials

- i-Learn My Phonics* cards (17-19)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. Teacher: (pointing to the rabbit phonics card)
rabbit

Class: (wiggling hands behind head) /r/ etc

4 Listen. Read along. (Track 31)

Ask: *Can you see the /r/ - rabbit?* Point to it. Encourage the pupils to point to the picture of the *rabbit*. Repeat with *rocket* and *robot*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 5 Lesson 2

4 Listen. Read along.

Rr




rabbit





rocket





robot

Here is a  .

Here is a  .

Here is a  .

Here is a  and a  .

for Robbie  !

Sight Words
here is a and for

5 Song
(See p.72)

24



5 Song (Track 32)

(to the tune of 'Alice the Camel')

Put up the *rabbit*, *rocket* and *robot* phonics cards on the board. Point to the *rocket* and the *robot* and say: *Here is a rocket for a robot.* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *rabbit*, *rocket* and *robot* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

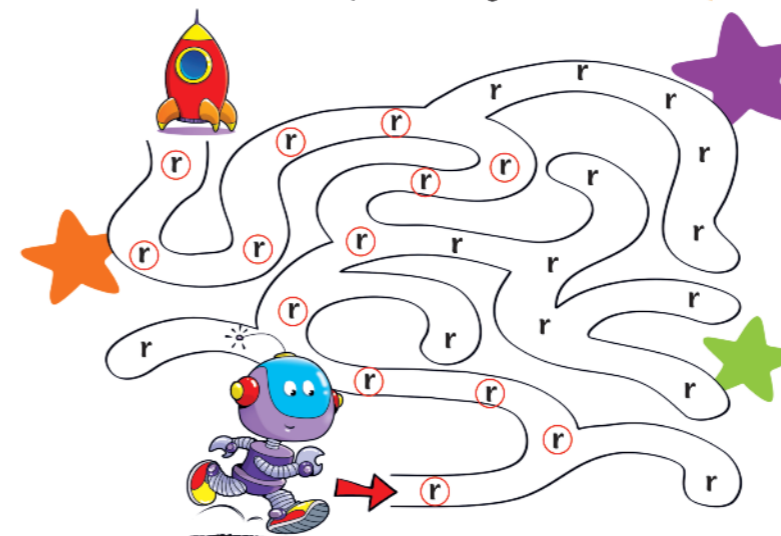
ENDING THE LESSON

Pass the Phonics Card

Line up the pupils into two teams. Give the first pupil of each team a phonics card from the lesson. Say: *Go!* The pupils say the corresponding words and pass the phonics card over their heads to the pupils behind them, who say the word and pass the phonics cards between their legs to the pupils behind them. The pupils continue to pass the phonics card over their heads and between their legs. The last pupil in each line races to hand their phonics card to the teacher and says the word. The first team to do so gets a point. Continue the game as many times as you think necessary.

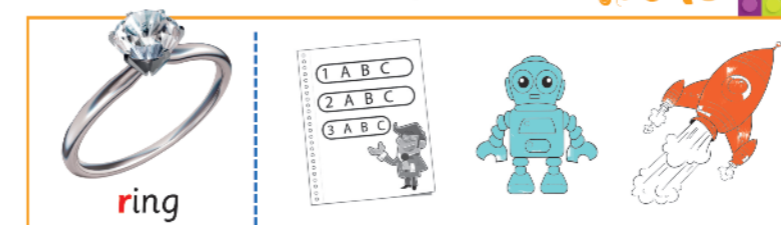
Lesson 3

6 Circle the r letters to help the robot go to the rocket.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the r sound. Say the r words.



Lesson 4: Activity Book

25

Lesson 3

Aims

to practise the letter *Rr* /a:/ and its sound /r/ and the corresponding words; to learn an extra *R* word

Vocabulary

- rabbit, rocket, robot, ring

Extra materials

- i-Learn My Phonics* cards (17-20);
- bottle;
- card stock paper;
- Plasticine™

BEGINNING THE LESSON

Spin the Bottle

Ask the pupils to sit in a circle with a bottle in the middle. Spin the bottle. When it stops, show the pupil it is pointing to the *rabbit* phonics card and elicit its name. If the answer is

correct then that pupil can spin the bottle. Repeat the game with the *robot* and *ring* phonics cards.

Play the song (Track 32) from the previous lesson. The pupils listen and sing along.

6 Circle the r letters to help the robot go to the rocket.

Explain the activity. The pupils circle the correct *r* letters in order for the robot to reach the rocket. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the r sound. Say the r words. (Track 33)

Show the pupils the *ring* phonics card.

Point to it and say: /r/ - ring. The pupils repeat after you. Point to your ring finger and say: /r/ - ring! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /r/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter *R* on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

The pupils make the letter *Rr* (upper and lower case) using Plasticine™.

Lesson 4 - Activity Book

(see page 74)

Unit 6

Lesson 1

Aims

to learn the letter Ss /es/ and its sound /s/; to learn three Ss words

Vocabulary

- sun, star, snake

Sight Words

- look, at, the, help

Extra materials

- i-Learn My Phonics cards (17-23);
- beanbag;
- photocopies of pages from story book

BEGINNING THE LESSON

Throw the Beanbag

Lay out the phonics cards from the previous lesson face up on the floor. Choose a pupil and ask him/her to throw the beanbag on one of the phonics cards and name the item pictured. Repeat the procedure with other pupils.

1 Listen, point and repeat. Colour. (Track 34)

Pupils' books closed. Show the pupils the *sun* phonics card. Point to it and say: /s/. The pupils repeat after you. Then say: /s/ - sun. The pupils repeat after you. Put the phonics card up on the board. Make a big circle in the air and say: /s/ - sun! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *star* (open and close fists to show twinkling stars) and *snake* (say: Hiss, hiss!).

Write the letter Ss on the board next to the phonics cards. Point to it and say: This is the letter /es/. The letter /es/ makes the /s/ sound. The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in

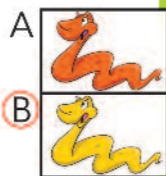
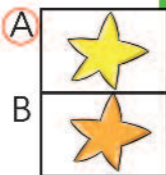
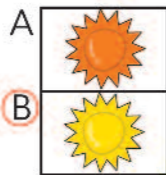
Unit 6 Lesson 1

1 Listen, point and repeat. Colour.

Ss



2 Listen and point. Choose.



26

pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter Ss on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Ss. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/s/ - sun
/s/ - star
/s/ - snake

This is the letter /es/. The letter /es/ makes the /s/ sound.

2 Listen and point. Choose. (Track 35)

Point to the *sun* and say: Look at the sun! The pupils repeat after you. Follow the same procedure for the *star* and the *snake*. Play the CD. The pupils listen and point to the *sun*, *star*, and *snake*.

Say: Look at the sun! Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.



3 Chant and show!



27

Ask the pupils to look at the pair of pictures on the side and choose the correct one for each corresponding item in the picture. Go around the classroom asking pupils to name the items.

e.g. Teacher: (pointing to the sun) Look at the ...

Pupil 1: sun! etc

3 Chant and show! (Track 36)

Put up the *sun*, *star* and *snake* phonics cards on the board. Point to the *sun* and say: /s/ - sun! The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *star* and *snake*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *sun*, *star* and *snake* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*sun*, *star*, *snake*) and encourage the pupils to name the animals for you.

e.g. Teacher: /s/
Pupils: sun
Teacher: /s/, /s/, /s/
Pupils: sun! etc

Tapescript

/s/, sun,
/s/, /s/, /s/ sun!
Sun, /s/, /s/, /s/!

/s/, star,
/s/, /s/, /s/ star!
Star, /s/, /s/, /s/!

/s/, snake,
/s/, /s/, /s/ snake!
Snake, /s/, /s/, /s/!

Extension (Optional)

- 1 Divide the pupils into three groups (*sun*, *star*, *snake*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (*sun*, *star*, *snake*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter Ss from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 6

Lesson 2

Aims

to practise the sound of the letter Ss and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- sun, star, snake

Sight Words

- look, at, the, and, are, in, today

Extra materials

- i-Learn My Phonics cards (21-23)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. **Teacher:** (pointing to the sun phonics card) sun

Class: (making a big circle in the air) /s/ etc

4 Listen. Read along. (Track 37)

Ask: *Can you see the /s/ - sun?* Point to it. Encourage the pupils to point to the picture of the sun. Repeat with star and snake.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom offering any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 6 Lesson 2

4 Listen. Read along.



Look at the ☀!
Look at the ★!
Look at the 🐍!
The ★ and the 🐍
are in the ☀ today!

look at the and are in today

5 Song (See p.72)

28



5 Song (Track 38)

(to the tune of 'The Sun Has Got His Hat On')

Put up the sun, star and snake phonics cards on the board. Point to the sun and say: *The star is in the sun.* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own sun, star and snake picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

Step on It

Put the phonics cards from the lesson in a circle on the floor. Play the song and have the pupils walk around the cards. Stop the music and name an item on one of the cards. The pupils race to step on that phonics card. The first pupil to step on it is the winner. Continue the activity until all phonics cards have been removed.

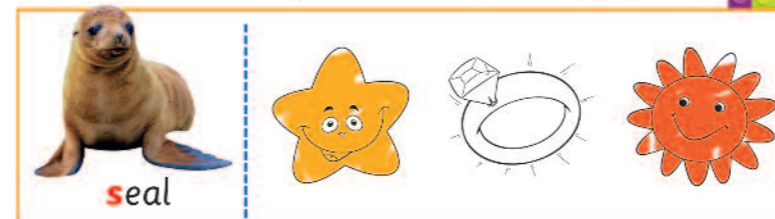
Lesson 3

6 Colour the stars that have Ss in them.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the s sound. Say the s words.



Lesson 4: Activity Book

29

Lesson 3

Aims

to practise the letter Ss /es/ and its sound /s/ and the corresponding words; to learn an extra S word

Vocabulary

- sun, star, snake, seal

Extra materials

- i-Learn My Phonics cards (17-24);
- card stock paper

BEGINNING THE LESSON

Put up the sun, star and snake phonics cards on the board. Write the letters of the words around them in random order. Ask the pupils to write the words in their notebooks.

Play the song (Track 38) from the previous lesson. The pupils listen and sing along.

6 Colour the stars that have the Ss in them.

Point to the stars and the letters and revise the sound. Explain the activity. The pupils colour the stars with Ss in them. Explain to them that they can use any colour they like.

7 Listen, point and repeat. Colour the pictures of the words that start with the s sound. Say the s words. (Track 39)

Show the pupils the seal phonics card. Point to it and say: /s/ - seal. The pupils repeat after you. Clap your hands together while making a high pitch bark. Say: /s/ - seal! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter

and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /s/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter S on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Basketball

Divide the pupils into two teams. Choose a pupil from Team 1. Show him/her a phonics card from Units 5-6, e.g. seal. and elicit the name of the item. If the pupil answers correctly give him/her a soft ball and have him/her take a shot at the 'basket'/bin. If the pupil gets the ball in the 'basket'/bin then he/she gets a point for his/her team. Continue the game with a pupil from Team 2. The team with the most points is the winner.

Lesson 4 - Activity Book

(see page 75)

Unit 7

Lesson 1

Aims
to learn the letter *Tt* /ti:/ and its sound /t/; to learn three *Tt* words

Vocabulary
• tree, tent, tiger

Sight Words
• a, under, help

Extra materials
• *i-Learn My Phonics* cards (21-27);
• photocopies of pages from story books

BEGINNING THE LESSON

Put up the phonics cards from the previous unit on the board. Write the first and last letters of each word below each card. Ask the pupils to complete the missing letters and write the words in their notebooks. Then ask individual pupils to come to the board and write the missing letters.

1 Listen, point and repeat. Colour. (Track 40)

Pupils' books closed. Show the pupils the *tree* phonics card. Point to it and say: /t/. The pupils repeat after you. Then say: /t/ - tree. The pupils repeat after you. Put the phonic card up on the board. Raise your arms over your head like branches and say: /t/ - tree! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *tent* (make a pyramid shape with your arms over your head) and *tiger* (roar).

Write the letter *Tt* on the board next to the phonics card. Point to it and say: *This is the letter /ti:/. The letter /ti:/ makes the /t/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter *Tt* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Tt*s. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this

process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/t/ - tree
/t/ - tent
/t/ - tiger

This is the letter /ti:/. The letter /ti:/ makes the /t/ sound.

2 Listen and point. Colour. (Track 41)

Point to the *tree* and say: *A tree!* The pupils repeat after you. Follow the same procedure for the *tent* and the *tiger*. Play the CD. The pupils listen and point to the *tree*, *tent* and *tiger*.

Unit 7 Lesson 1

1 Listen, point and repeat. Colour.

Tt



2 Listen and point. Colour.



3 Chant and show!



Say: *A tree!* Ask the pupils to point to the corresponding items in the picture. Repeat with the rest of the items in random order.

Ask the pupils to colour the tiger using any colour they like. Go around the classroom asking pupils to name the item they are colouring.
e.g. Teacher: (pointing to the tiger) *A ... under a tent!*
Pupil 1: tiger! etc

3 Chant and show! (Track 42)

Put up the *tree*, *tent* and *tiger* phonics cards on the board. Point to the *tree* and say: /t/ - tree! The pupils repeat after you. Follow the same procedure and present the rest of

the verses and the words, *tent* and *tiger*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *tree*, *tent* and *tiger* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*tree*, *tent*, *tiger*) and encourage the pupils to name the items for you.

e.g. Teacher: /t/
Pupils: tree
Teacher: /t/, /t/, /t/
Pupils: tree! etc

Tapescript

/t/, tree,
/t/, /t/, /t/, tree!
Tree, /t/, /t/, /t/!

/t/, tent,
/t/, /t/, /t/, tent!
Tent, /t/, /t/, /t/!

/t/, tiger,
/t/, /t/, /t/, tiger!
Tiger, /t/, /t/, /t/!

Extension (Optional)

- 1 Divide the pupils into three groups (*tree*, *tent*, *tiger*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (*tree*, *tent*, *tiger*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter *Tt* from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 7

Lesson 2

Aims

to practise the sound of the letter *Tt* and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- tree, tent, tiger

Sight Words

- a, is, under, there

Extra materials

- i-Learn My Phonics* cards (25-27)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter. e.g. *Teacher*: (pointing to the tree phonics card) *tree*

Class: (raising your arms over our head like branches) /t/ etc

4 Listen. Read along. (Track 43)

Ask: *Can you see the /t/ - tree?* Point to it. Encourage the pupils to point to the picture of the *tree*. Repeat with *tent* and *tiger*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Unit 7 Lesson 2

4 Listen. Read along.

Tt



tree





tent



tiger


A  !

A  is under a  !

A  !

A  is under a  !

There is a  under a  !

under a  !

Phonics
a is under there

5 Song
(See p.72)

32



Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

5 Song (Track 44)

(to the tune of 'For He's a Jolly Good Fellow')

Put up the *tree*, *tent* and *tiger* phonics cards on the board. Point to the *tent* and *tree* and say: *The tent is under the tree*. The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *tree*, *tent* and *tiger* picture cards and place them on their desks. Play the

CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

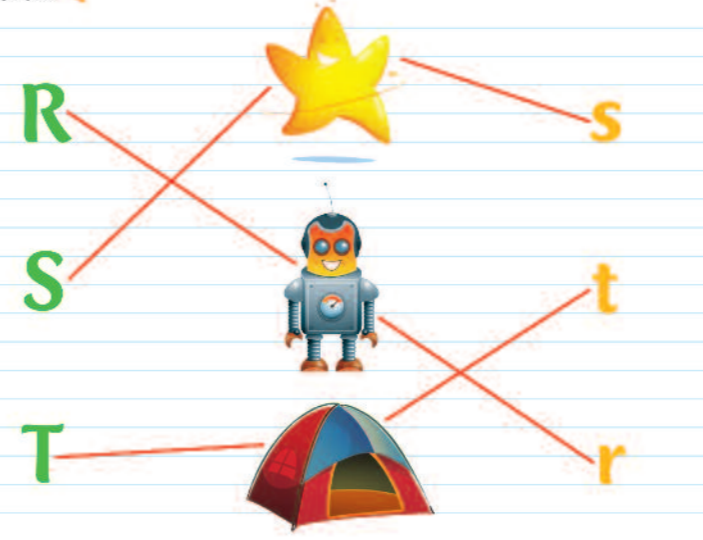
ENDING THE LESSON

Form a Line

Put up the phonics cards from the lesson on the board. Write the respective words on separate pieces of paper. Hand out the pieces of paper to the pupils and ask them to form a line at the front of the board in the same order as the phonics cards. Repeat the procedure with another group of pupils.

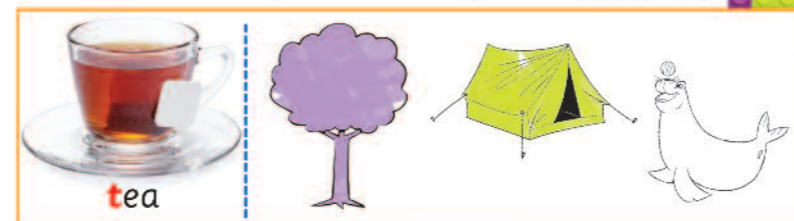
Lesson 3

6 Match.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the /t/ sound. Say the /t/ words.



Lesson 4: Activity Book

33

Lesson 3

Aims

to practise the letter *Tt* /ti:/ and its sound /t/ and the corresponding words; to learn an extra *T* word

Vocabulary

- tree, tent, tiger, tea

Extra materials

- i-Learn My Phonics* cards (17-28);
- card stock paper

BEGINNING THE LESSON

What is it?

Hold up the *tree*, *tent* and *tiger* phonics cards, one at a time, partly hidden by a sheet of paper. The pupils try to guess the name of the item.

e.g. *Teacher*: (showing the tree phonics card which is partly hidden)

Class: tree etc

Play the song (Track 44) from the previous lesson. The pupils listen and sing along.

6 Match.

Point to the letters and revise the sounds. Point to the pictures and elicit the words. Explain the activity. The pupils look at the pictures and match the letters to the pictures. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the /t/ sound. Say the /t/ words. (Track 45)

Show the pupils the *tea* phonics card. Point to it and say: /t/ - tea. The pupils repeat after you. Pretend to drink tea. Say: /t/ - tea! Encourage

the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /t/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter *T* on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Name It

Arrange some chairs, back to back, in the middle of the room. Choose phonics cards from Units 5-7 and place them on the chairs. Play the song from the previous lesson. When the music stops the pupils pick up a phonics card and, one at a time, tell you the name of the item pictured on their phonics cards. The pupil who gives an incorrect answer is out of the game. Play the game as many times as you think is necessary.

Lesson 4 - Activity Book

(see page 75)

Unit 8

Lesson 1

Aims

to learn the letter *Uu* /ju:/ and its sound /ʌ/; to learn three *Uu* words

Vocabulary

- up, umbrella, ugly

Sight Words

- it, is, in, an

Extra materials

- i-Learn My Phonics cards (25-31);
- photocopies of pages from story books

BEGINNING THE LESSON

You're Out

Hang the phonics cards from the previous unit in the four corners of the room (one phonics card per corner). Choose a pupil to stand in the middle of the classroom with his/her eyes closed and count to ten while the other pupils scramble to one of the four corners. At the count of ten, the pupil in the middle shouts 'STOP' and picks one corner by naming its corresponding phonics card. The pupils in that corner are 'out' and must sit down. Continue the game until everyone has had a turn picking a phonics card.

1 Listen, point and repeat. Colour. (Track 46)

Pupils' books closed. Show the pupils the *up* phonics card. Point to it and say: /ʌ/. The pupils repeat after you. Then say: /ʌ/ - *up*. The pupils repeat after you. Put the phonics card up on the board. Point up towards the ceiling and say: /ʌ/ - *up*! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *umbrella* (mime holding an umbrella) and *ugly* (make an ugly face).

Write the letter *Uu* on the board next to the phonics cards. Point to it and say: *This is the letter /ju:/. The letter /ju:/ makes the /ʌ/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter *Uu* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Us*. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words.

Play the CD. The pupils listen, point to and repeat. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/ʌ/ - *up*
/ʌ/ - *umbrella*
/ʌ/ - *ugly*

This is the letter /ju:/. The letter /ju:/ makes the /ʌ/ sound.

2 Listen and point. Colour. (Track 47)

Point to the *umbrella* and say: *It is up in an umbrella!* The pupils repeat after

Unit 8 Lesson 1

1 Listen, point and repeat. Colour.

Uu



2 Listen and point. Colour.



3 Chant and show!



you. Follow the same procedure for *ugly*. Play the CD. The pupils listen and point.

Say: *It is up in an umbrella!* Ask the pupils to point to the corresponding item in the picture. Repeat for *ugly*.

Ask the pupils to colour the umbrella, using any colour they like. Go around the classroom asking pupils to name the item they are colouring.

e.g. Teacher: (pointing to the umbrella) *It is up in an ...*

Pupil 1: *umbrella!* etc

3 Chant and show! (Track 48)

Put up the *up*, *umbrella* and *ugly* phonics cards on the board. Point to the *up* phonics card and say: /ʌ/ - *up*! The pupils repeat after you. Follow the

same procedure and present the rest of the verses and the words, *umbrella*, and *ugly*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *up*, *umbrella* and *ugly* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*up*, *umbrella*, *ugly*) and encourage the pupils to name the items for you.

e.g. Teacher: /ʌ/

Pupils: *up*

Teacher: /ʌ/, /ʌ/, /ʌ/

Pupils: *up!* etc

Tapescript

/ʌ/, *up*,
/ʌ/, /ʌ/, /ʌ/, *up!*
Up, /ʌ/, /ʌ/, /ʌ/!

/ʌ/, *umbrella*,
/ʌ/, /ʌ/, /ʌ/, *umbrella!*
Umbrella, /ʌ/, /ʌ/, /ʌ/!

/ʌ/, *ugly*,
/ʌ/, /ʌ/, /ʌ/, *ugly!*
Ugly, /ʌ/, /ʌ/, /ʌ/!

Extension (Optional)

- 1 Divide the pupils into three groups (*up*, *umbrella*, *ugly*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (*up*, *umbrella*, *ugly*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter *Uu* from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 8

Lesson 2

Aims

to practise the sound of the letter *Uu* and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- up, umbrella, ugly

Sight Words

- it, is, in, an, and, can, you, see

Extra materials

- i-Learn My Phonics* cards (29-31)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the *up*, *umbrella*, *ugly* phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. Teacher: (pointing to the *up* phonics card) *up*

Class: (pointing up towards the ceiling) /ʌ/ etc

4 Listen. Read along. (Track 49)

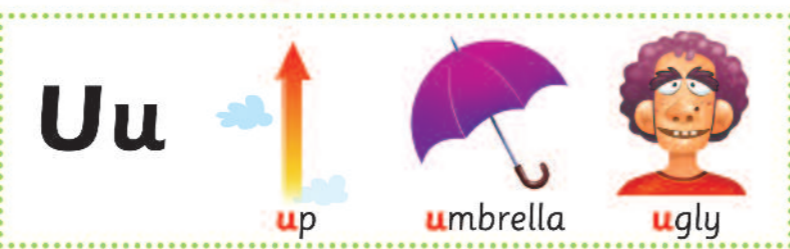
Ask: *Can you see /ʌ/ - up?* Point to it. Encourage the pupils to point to the picture of *up*. Repeat with *umbrella* and *ugly*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Unit 8 Lesson 2

4 Listen. Read along.



It is in an !

It is !

It is and it is

in an !

Can you see?

Sight Words
it is in an and can you see

5 Song (See p.72)

36



Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

5 Song (Track 50)

(to the tune of 'Diddle Diddle Dumpling')

Put up the *up*, *umbrella* and *ugly* phonics cards on the board. Point to the *up* and *umbrella* phonics cards and say: *Up in an umbrella can you see it?* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *up*, *umbrella* and *ugly* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

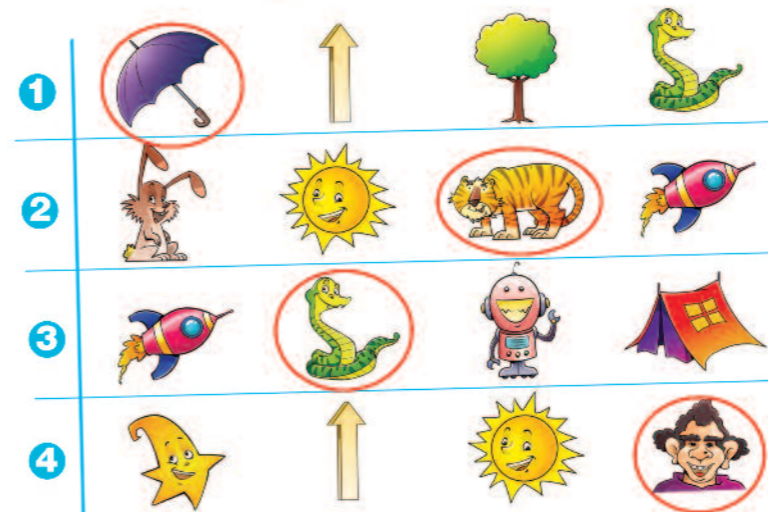
ENDING THE LESSON

Memory Game

Put up the phonics cards from the lesson and ask the pupils to memorise the order in which the items appear. Remove the phonics cards and ask individual pupils to name the items in the correct order. Change the order of the cards and repeat the activity.

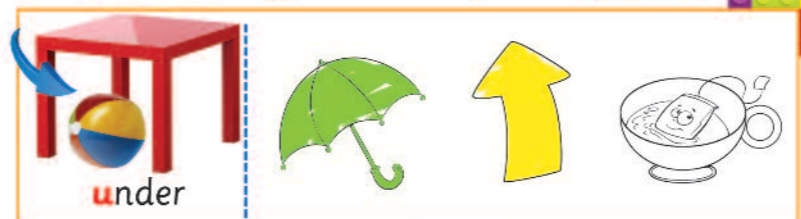
Lesson 3

6 Listen and circle.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the *u* sound. Say the *u* words.



Lesson 4: Activity Book

37

Lesson 3

Aims

to practise the letter *Uu* /ju:/ and its sound /ʌ/ and the corresponding words; to learn an extra *U* word

Vocabulary

- up, umbrella, ugly, under

Extra materials

- i-Learn My Phonics* cards (17-32);
- card stock paper

BEGINNING THE LESSON

Put up the *up*, *umbrella* and *ugly* phonics cards on the board and write the respective words leaving out the vowels. Ask the pupils to copy and complete the missing letters in their notebooks.

Play the song (Track 50) from the

previous lesson. The pupils listen and sing along.

6 Listen and circle. (Track 51)

Point to the pictures and elicit their names. Explain the activity. The pupils listen and circle the pictures.

Tapescript

- One - umbrella
- Two - tiger
- Three - snake
- Four - ugly

7 Listen, point and repeat. Colour the pictures of the words that start with the *u* sound. Say the *u* words. (Track 52)

Show the pupils the *under* phonics

card. Point to it and say: /ʌ/ - *under*. The pupils repeat after you. Point under the desk and say: /ʌ/ - *under*! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /ʌ/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter *U* on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Yell It Out

Ask the pupils to get into pairs. Have a pair come to the front of the classroom and face each other with their hands behind their backs. Stick a phonics card from Units 5-8 onto each pupil's back. Tell the pupils that they have to look at the other pupil's phonics card and be the first to yell out the word. Repeat the activity with the remaining pairs.

Lesson 4 - Activity Book

(see page 76)

Story Time

Aims

to consolidate the sound of the letters Rr, Ss, Tt and Uu and the corresponding words; to learn and practise reading skills

Vocabulary

- consolidation

Extra materials

- iLearn My Phonics Cards (17-32)

BEGINNING THE LESSON

Ask the pupils to stand in a circle. Choose one of the phonics cards from Units 5-8 and pass it around the circle. Say: *Stop!* The pupil holding the flashcard must say the name of the item pictured. Repeat with other phonics cards.

1 Listen. Read along. (Track 53)

Tell the pupils that it's story time. Ask them, in L1 if necessary, if they remember the previous story. If not, you can spend some time going through it. Write the following words on the board or prepare some slips of paper with the words on them. You can laminate them for future use.

snake sun tiger
tree umbrella

Ask pupils to read out the words. Invite guesses, in L1 if necessary, about what they think the story is about. Do not dismiss any ideas.

Ask the pupils to look at the book. Set the scene by asking the pupils questions about what they can see in the pictures.



e.g. **Teacher:** (pointing to the robot in picture 1) Look! What's this?

Class: (It's a) robot!

Teacher: (pointing to the snake in picture 1) The snake is in the ...

Class: sun! etc

Play the CD and ask the pupils to listen and follow the story in their books, pointing to the pictures of the key words.

Play the CD again pausing for the pupils to repeat, chorally and/or individually. Finally, ask individual pupils to read the story aloud.

Extension (Optional)

Say incomplete sentences from the story and ask individual pupils to complete them.

e.g. **Teacher:** The snake is in the ...
Pupil 1: sun. etc

Story Time

1 Listen. Read along.



2 Who's missing? Draw and colour.



2 Who's missing? Draw and colour.

Explain the activity. Point to the umbrella and to the animals and name them. Ask the pupils to say which animal is missing and draw and colour it.

ENDING THE LESSON

Act Out

Read the sentences in the story. Invite the pupils to mime the key words from the story (*the snake, the sun, the tiger, the tree, the umbrella*). If you wish, have the pupils come to the front of the classroom and act out the story. Encourage them to have fun as they perform (e.g. *make noises or funny faces as they mime, etc*). Time permitting, you can assign the role of the 'narrator' to a pupil/pupils.

Optional Story Time Activities

- 1 Ask the pupils to change parts or all of the story and present it to the class.

e.g. Look! The  is under the  !

- 2 Photocopy the story and the speech bubbles from the photocopiable section, one set per pair. Make sure they are not in the right order. The pupils: 1) put the frames of the story in the right order before they listen to check and/or 2) match the frames to the speech bubbles and listen to check their answers.

- 3 The pupils choose their favourite animal or object from the story and they draw it.



Review 2

(Rr, Ss, Tt, Uu)

BEGINNING THE LESSON

The Reading Tree

Refer the pupils to the reading tree on the wall. (For ideas on how to make it, see Review 1.)



Prepare some simple cards with the words the pupils have learnt so far (Rr - Uu). If you wish, you can laminate them so that you can use them again and again.

Hand out the cards to various pupils. Ask the pupils to say the initial sound and/or the word before they come and stick it on the corresponding branch. Ask the rest of the class for verification. An optional extension to this activity is to select pupils, one at a time, to remove the cards. The pupils say the sound and/or the words before they remove the cards.

Review 2 (Rr, Ss, Tt, Uu)

1 Circle the right letters. Say the letter and the sound.

1  r a b t A B T R	2  s n u c S U C N	3  e n s t N T E S	4  u b r l L U B R
---	---	---	---

2 Use the code and colour the picture.

R U T S

1 Circle the right letters. Say the letter and the sound.

Explain the activity. The pupils look at the pictures and circle the corresponding upper case and lower case letters. Then they say the letter and the sound as well as the name of each item pictured. Go around the classroom providing any necessary help.

2 Use the code and colour the picture.

Explain the activity. Ask the pupils to name the items in the picture. The pupils use the code to colour each item according to its initial sound. Go around the classroom providing any necessary help.

3 Say the words. Match the words that begin with the same sound.

4 Listen and tick (✓) the sounds you hear.

1	r	<input type="checkbox"/>	s	<input checked="" type="checkbox"/>	t	<input type="checkbox"/>
2	U	<input checked="" type="checkbox"/>	R	<input type="checkbox"/>	S	<input type="checkbox"/>
3	s	<input type="checkbox"/>	u	<input type="checkbox"/>	r	<input checked="" type="checkbox"/>
4	T	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>	S	<input type="checkbox"/>
5	r	<input type="checkbox"/>	u	<input checked="" type="checkbox"/>	t	<input type="checkbox"/>

3 Say the words. Match the words that begin with the same sound.

Explain the activity. Ask the pupils to name the items. The pupils match the ones that begin with the same sound. Go around the classroom providing any necessary help.

4 Listen and tick (✓) the sounds you hear. (Track 54)

Explain the activity. Elicit the letters and their sounds. Play the CD. The pupils listen and tick the sounds they hear. Go around the classroom providing necessary help.

Tapescript

- One - /s/
- Two - /u/
- Three - /r/
- Four - /t/
- Five - /u/

Note: The pupils are now ready to do pages 20-21 in the Activity Book.

Review 2 - Activity Book

(see page 76)

Optional Review Activities

- Charades:** Have a pupil come to the front of the classroom and whisper a word or show him/her a phonics card from Units 5-8. Ask the pupil to act out the word. The first pupil to guess the word correctly comes to the front and the game continues.
- Jump to the Sound:** Go around the classroom and assign a sound to each pupil. Say a word. The pupil(s) with the corresponding initial sound jump up and say the sound.
e.g. Teacher: rabbit
Pupil: (jumping up) /r/
- The Soft Ball Game:** Bring in a soft ball. Ask the pupils to sit in a circle. Put the phonics cards from Units 5-8 in the centre of the circle. The pupils throw the ball to one another. The pupil catching the ball says the name of one of the phonics cards to the person who threw the ball.

Unit 9

Lesson 1

Aims

to learn the letter Vv /vi:/ and its sound /v/; to learn three Vv words

Vocabulary

- van, vase, violet

Sight Words

- this, is, my, pretty

Extra materials

- i-Learn My Phonics cards (33-35);
- photocopies of pages from story books

BEGINNING THE LESSON

Ask the pupils to take out their own picture cards for the letters Rr, Ss, Tt and Uu. Say one of the words. Ask the pupils to raise their corresponding picture cards. Repeat with the remaining picture cards.

1 Listen, point and repeat. Colour. (Track 55)

Pupils' books closed. Show the pupils the *van* phonics card. Point to it and say: /v/. The pupils repeat after you. Then say: /v/ - *van*. The pupils repeat after you. Put the phonics card up on the board. Mime driving a van and say: /v/ - *van*! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *vase* (*mime arranging flowers in a vase*) and *violet* (*mime smelling a violet*).

Write the letter Vv on the board next to the phonics cards. Point to it and say: *This is the letter /vi:/. The letter /vi:/ makes the /v/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies

Unit 9 Lesson 1

1 Listen, point and repeat. Colour.

Vv



2 Listen and point. Choose.

A B

A B

A B

This is my pretty **van**!

This is my pretty **vase**.

Tapescript

/v/ - *van*
/v/ - *vase*
/v/ - *violet*

This is the letter /vi:/. The letter /vi:/ makes the /v/ sound.

2 Listen and point. Choose. (Track 56)

Point to the *van* and say: *This is my pretty van!* The pupils repeat after you. Follow the same procedure for the *vase* and the *violet*. Play the CD. The pupils listen and point to the *van*, *vase* and *violet*.



3 Chant and show!

And this is my pretty **violet**.

V, van!
V, v, v, van!
Van, v, v, v!

Tapescript

/v/, *van*,
/v/, /v/, /v/, *van*!
Van, /v/, /v/, /v/!

/v/, *vase*,
/v/, /v/, /v/, *vase*!
Vase, /v/, /v/, /v/!

/v/, *violet*,
/v/, /v/, /v/, *violet*!
Violet, /v/, /v/, /v/!

Extension (Optional)

- 1 Divide the pupils into three groups (*van*, *vase*, *violet*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (*van*, *vase*, *violet*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (*See the Introduction on how to make a sound book.*) Use a letter stamp or photocopy the letter Vv from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Say: *This is my pretty van!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

Ask the pupils to look at the pairs of pictures on the side and choose the correct one for each corresponding item. Go around the classroom asking pupils to name the item they are matching.

e.g. *Teacher: (pointing to the van)*
This is my pretty ...

Pupil 1: van! etc

3 Chant and show! (Track 57)

Put up the *van*, *vase* and *violet* phonics cards on the board. Point to the *van* and say: /v/ - *van*! The pupils repeat after you. Follow the same

procedure and present the rest of the verses and the words, *vase* and *violet*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *van*, *vase* and *violet* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*van*, *vase*, *violet*) and encourage the pupils to name the items for you.

e.g. *Teacher: /v/*
Pupils: van
Teacher: /v/, /v/, /v/
Pupils: van! etc

Unit 9

Lesson 2

Aims

to practise the sound of the letter Vv and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- van, vase, violet

Sight Words

- this, is, my, pretty, there, a, in

Extra materials

- i-Learn My Phonics cards (33-35)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. **Teacher:** (pointing to the van phonics card) *van*
Class: (mime driving) /v/ etc

4 Listen. Read along. (Track 58)

Ask: *Can you see the /v/ - van?* Point to it. Encourage the pupils to point to the picture of the *van*. Repeat with *vase* and *violet*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Unit 9 Lesson 2

4 Listen. Read along.

Vv




van





vase




violet

This is my pretty 

This is my pretty 

This is my pretty 

There is a pretty 

in my pretty 

in my pretty  !

SIGHT WORDS
this is my pretty there a in

5 Song (See p.72)



Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

5 Song (Track 59)

(to the tune of 'There is a Hole in the Middle of the Sea')

Put up the *van*, *vase* and *violet* phonics cards on the board. Point to the *van* and say: *There is a v, v, vase in the van*. The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *van*, *vase* and *violet* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

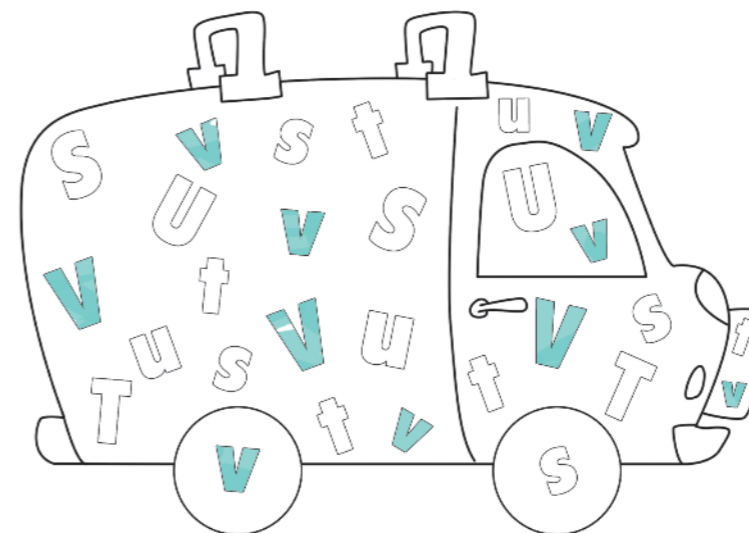
(See p. 72 for the Tapescript.)

ENDING THE LESSON

Ask a pupil to come to the board. Say: *van*. The pupil draws a rough sketch of it on the board. Ask the rest of the class for verification. Repeat with *vase* and *violet*.

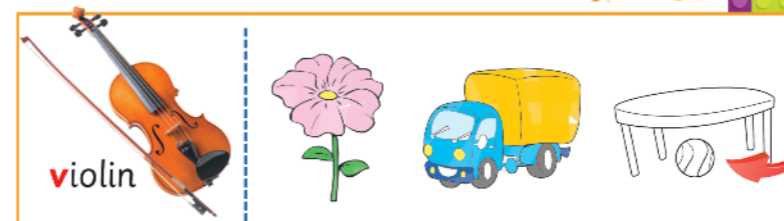
Lesson 3

6 Colour the Vv letters.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the v sound. Say the v words.



Lesson 4: Activity Book

Lesson 3

Aims

to practise the letter Vv /vi:/ and its sound /v/ and the corresponding words; to learn an extra V word

Vocabulary

- van, vase, violet, violin

Extra materials

- i-Learn My Phonics cards (33-36);
- card stock paper

BEGINNING THE LESSON

Say: *van*. Ask a pupil to come to the front of the classroom and mime a corresponding action, e.g. driving. Ask the rest of the class for verification. Repeat with *vase* and *violet*.

Play the song (Track 59) from the previous lesson. The pupils listen and sing along.

6 Colour the Vv letters.

Elicit the letters and the sounds for each. The pupils colour the Vv letters. Explain to them that they can use any colour they like. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the v sound. Say the v words. (Track 60)

Show the pupils the *violin* phonics card. Point to it and say: /v/ - *violin*.

The pupils repeat after you. Mime playing the violin and say: /v/ - *violin!* Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /v/ sound. Check around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter V on the paper. Tell them to decorate their letters so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Ask a pupil to come to the board. Say a word from the lesson, e.g. *van* and tell the pupil to write the word on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.

Lesson 4 - Activity Book

(see page 76)

Unit 10

Lesson 1

Aims

to learn the letter *Ww* /dʌbəljuː/ and its sound /w/; to learn three *Ww* words

Vocabulary

- well, watch, window

Sight Words

- where, is, the

Extra materials

- *i-Learn My Phonics* cards (37-39);
- photocopies of pages from story books

BEGINNING THE LESSON

Write the words *van*, *vase*, *violet*, *violin* with jumbled letters on the board. Ask a pupil to come to the board, unscramble one of the words and write it. Ask the class for verification. Repeat the activity with as many pupils as you think is necessary.

1 Listen, point and repeat. Colour. (Track 61)

Pupils' books closed. Show the pupils the *well* phonics card. Point to it and say: /w/. The pupils repeat after you. Then say: /w/ - *well*. The pupils repeat after you. Put the phonics card up on the board. Mime pulling a bucket out of a well and say: /w/ - *well!* Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *watch* (*mime looking at the time on your wrist*) and *window* (*mime opening a window*).

Write the letter *Ww* on the board next to the phonics cards. Point to it and say: *This is the letter /dʌbəljuː/.* The letter /dʌbəljuː/ makes the /w/ sound. The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter *Ww* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Wws*. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Unit 10 Lesson 1

1 Listen, point and repeat. Colour.



2 Listen and point. Colour.



Tapescript

/w/ - well
/w/ - watch
/w/ - window

This is the letter /dʌbəljuː/. The letter /dʌbəljuː/ makes the /w/ sound.

2 Listen and point. Colour. (Track 62)

Point to the *well* and say: *Where is the well?* The pupils repeat after you. Follow the same procedure for the *watch* and *window*. Play the CD. The pupils listen and point to the *well*, *watch* and *window*.



3 Chant and show!



Say: *Where is the watch?* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

Ask the pupils to colour the *well*, *watch* and *window*, using any colour they like. Go around the classroom asking pupils to name the item they are colouring.

e.g. Teacher: (*pointing to the well*) *What's this?*

Pupil 1: *A well.* etc

3 Chant and show! (Track 63)

Put up the *well*, *watch* and *window* phonics cards on the board. Point to the *well* and say: /w/ - *well!* The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *watch* and

window. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *well*, *watch* and *window* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*well*, *watch*, *window*) and encourage the pupils to name the items for you.

e.g. Teacher: /w/

Pupils: *well*

Teacher: /w/, /w/, /w/

Pupils: *well!* etc

Tapescript

/w/, *well*,
/w/, /w/, /w/, *well!*
Well, /w/, /w/, /w/!

/w/, *watch*,
/w/, /w/, /w/, *watch!*
Watch, /w/, /w/, /w/!

/w/, *window*,
/w/, /w/, /w/, *window!*
Window, /w/, /w/, /w/!

Extension (Optional)

1 Divide the pupils into three groups (*well*, *watch*, *window*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.

2 Divide the pupils into three groups (*well*, *watch*, *window*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (*See the Introduction on how to make a sound book.*) Use a letter stamp or photocopy the letter *Ww* from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Lesson 2

Aims

to practise the sound of the letter *Ww* and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- well, watch, window

Sight Words

- where, is, the, can, you, see

Extra materials

- i-Learn My Phonics Cards* (37-39);
- pieces of paper with individual letters on them

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. **Teacher:** (pointing to the well phonics card) *well*
Class: (mime pulling a bucket from a well) */w/ etc*

4 Listen. Read along. (Track 64)

Ask: *Can you see the /w/ - well?* Point to it. Encourage the pupils to point to the picture of the *well*. Repeat with *watch* and *window*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Unit 10 Lesson 2

4 Listen. Read along.

Ww



Where is the ?

Can you see the ?

Where is the ?

Can you see the ?

Where is the ?

Can you see the ?

Where? Where? Oh, where?

SIGHT WORDS
 where is the can you see

5 Song
 (See p.72)



48

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

5 Song (Track 65) (to the tune of 'Frère Jacques')

Put up the *well*, *watch* and *window* phonics cards on the board. Point to the *well* and say: *Where is the well?* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *well*, *watch* and *window* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

Put the *well*, *watch* and *window* phonics cards on your desk. Say a word, e.g. *well*. Ask a pupil to come, pick up the phonics card, show it to the class and repeat the word. Ask the rest of the class for verification. Repeat with the rest of the picture cards.

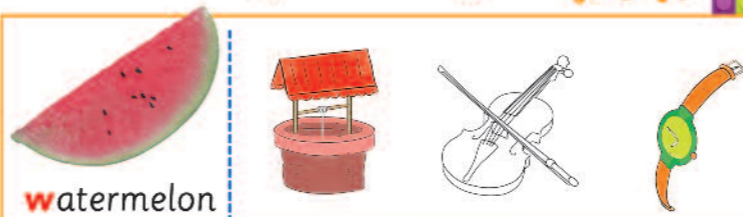
Lesson 3

6 Colour the things that begin with the w sound.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the w sound. Say the w words.



Lesson 4: Activity Book

49

Lesson 3

Aims

to practise the letter *Ww* /dʌbəlju:/ and its sound /w/ and the corresponding words; to learn an extra w word

Vocabulary

- well, watch, window, watermelon

Extra materials

- i-Learn My Phonics cards* (37-40);
- card stock paper

BEGINNING THE LESSON

Letter Writing Race

Ask the pupils to open their notebooks. In two minutes, the pupils write as many *Wws* as they can. The winner is the pupil who has written the most.

Play the song (Track 65) from the previous lesson. The pupils listen and sing along.

6 Colour the things that begin with the w sound.

Refer the pupils to the pictures and elicit the sound and word for each. The pupils colour the items that begin with the /w/ sound. Explain to them that they can use any colour they like. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the w sound. Say the w words. (Track 66)

Show the pupils the *watermelon*

phonics card. Point to it and say: /w/ - *watermelon*. The pupils repeat after you. Mime eating a watermelon and say: /w/ - *watermelon!* Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /w/ sound. Go around the classroom, providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter *W* on the paper. Tell them to decorate their letters so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Memory Game

Put up the *well*, *watch* and *window* phonics cards and ask the pupils to memorise the order in which the items appear. Remove the phonics cards and ask individual pupils to name the items in the correct order. Change the order of the phonics cards and repeat the activity.

Lesson 4 - Activity Book

(see page 77)

Unit 11

Lesson 1

Aims

to learn the letter Xx /eks/ and its sound /ks/; to learn three Xx words

Vocabulary

- ox, box, taxi

Sight Words

- stop, the

Extra materials

- i-Learn My Phonics cards (41-43);
- photocopies of pages from story books

BEGINNING THE LESSON

Write the letter W on the board and elicit its sound. Ask individual pupils to say a word beginning with the /w/ sound. Ask the rest of the class for verification.

1 Listen, point and repeat. Colour. (Track 67)

Pupils' books closed. Show the pupils the ox phonics card. Point to it and say: /ks/. The pupils repeat after you. Then say: /ks/ - ox. The pupils repeat after you. Put the phonics card up on the board. Put your forefingers on the sides of your head, as if you have horns and say: /ks/ - ox! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *box* (*mime a square*) and *taxi* (*mime driving*).

Write the letter Xx on the board next to the phonics cards. Point to it and say: *This is the letter /eks/. The letter /eks/ makes the /ks/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the letter?

The pupils work on their own or in pairs/groups. Hand out photocopies

of pages from some story books. The pupils search for and circle the letter Xx on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Xs. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/ks/ - ox
/ks/ - box
/ks/ - taxi

This is the letter /eks/. The letter /eks/ makes the /ks/ sound.

2 Listen and point. Match. (Track 68)

Point to the ox and say: *Stop the ox!* The pupils repeat after you. Follow the same procedure for the *box* and the *taxi*. Play the CD. The pupils listen and point to the *ox*, *box* and *taxi*.

Say: *Stop the box!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

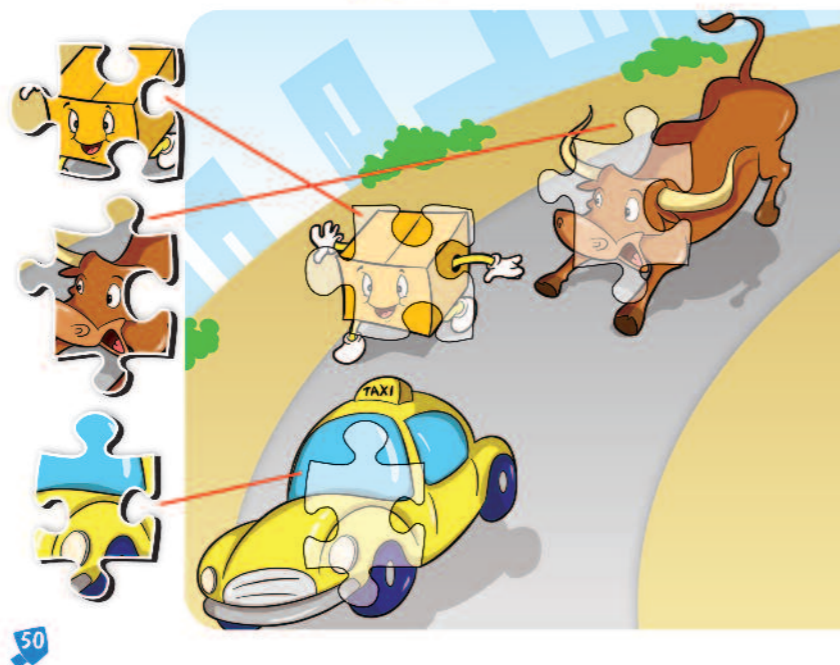
Unit 11 Lesson 1

1 Listen, point and repeat. Colour.

Xx



2 Listen and point. Match.



3 Chant and show!



Ask the pupils to look at the missing puzzle pieces and match them to the picture. Go around the classroom asking pupils to name the item they are matching.

e.g. Teacher: (pointing to the box) Stop the ...

Pupil 1: box! etc

3 Chant and show! (Track 69)

Put up the *ox*, *box* and *taxi* phonics cards on the board. Point to the *ox* and say: /ks/ - ox! The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, *box* and *taxi*. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own *ox*, *box* and *taxi* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (*ox*, *box*, *taxi*) and encourage the pupils to name the items for you.

e.g. Teacher: /ks/

Pupils: ox

Teacher: /ks/, /ks/, /ks/

Pupils: ox! etc

Tapescript

/ks/, ox,
/ks/, /ks/, /ks/, ox!
Ox, /ks/, /ks/, /ks/!

/ks/, box,
/ks/, /ks/, /ks/, box!
Box, /ks/, /ks/, /ks/!

/ks/, taxi,
/ks/, /ks/, /ks/, taxi!
Taxi, /ks/, /ks/, /ks/!

Extension (Optional)

- 1 Divide the pupils into three groups (*ox*, *box*, *taxi*). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (*ox*, *box*, *taxi*). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (*See the Introduction on how to make a sound book.*) Use a letter stamp or photocopy the letter Xx from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 11

Lesson 2

Aims

to practise the sound of the letter Xx and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- ox, box, taxi

Sight Words

- look, the, is, in, a, stop, please

Extra materials

- i-Learn My Phonics cards (41-43)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. Teacher: (pointing to the ox phonics card) ox

Class: (mime horns on their heads) /ks/ etc

4 Listen. Read along. (Track 70)

Ask: *Can you see the /ks/ - ox?* Point to it. Encourage the pupils to point to the picture of the ox. Repeat with box and taxi.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Unit 11 Lesson 2

4 Listen. Read along.



Look! The is in a !

Stop the , please!

Look! The in a is in a !

Stop the , please!

look the is in a stop please

5 Song (See p.72)

52



Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

5 Song (Track 71)

(to the tune of 'Oh, My Darling Clementine')

Put up the ox, box and taxi picture cards on the board. Point to the taxi and say: *Stop the taxi!* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own ox, box and taxi picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

What is it?

Hold up the ox, box and taxi phonics cards, one at a time, partly hidden by a sheet of paper. Ask the pupils to guess what the picture is.

e.g. Teacher: (holding up the ox phonics card partly hidden) *What's this?*

Pupil 1: (It's an) ox! etc

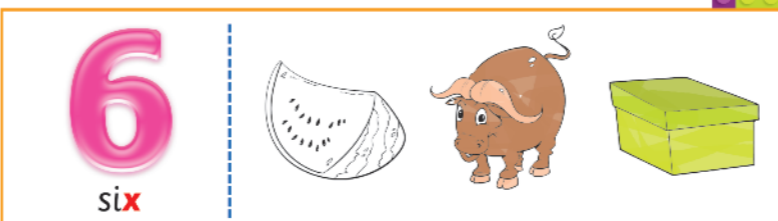
Lesson 3

6 Listen and tick (✓).

1	x	r	2	s	T	3	u	v
		✓		✓				✓
4	X	U	5	w	v	6	R	W
	✓			✓			✓	
7	N	O	8	p	q	9	t	v
	✓			✓			✓	

Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words with the x sound. Say the x words.



Lesson 4: Activity Book

53

Lesson 3

Aims

to practise the letter Xx /eks/ and its sound /ks/ and the corresponding words; to learn an extra x word

Vocabulary

- ox, box, taxi, six

Extra materials

- i-Learn My Phonics cards (41-44);
- card stock paper

BEGINNING THE LESSON

Put up the ox, box and taxi phonics cards on the board. Write the letters of the words around them in random order. Ask individual pupils to come to the board and write the words.

Play the song (Track 71) from the previous lesson. The pupils listen and sing along.

6 Listen and tick (✓). (Track 72)

Refer the pupils to the letters and elicit the sound for each. The pupils listen and tick the sounds they hear. Go around the classroom providing any necessary help.

Tapescript

One - /r/	Six - /r/
Two - /s/	Seven - /n/
Three - /v/	Eight - /kw/
Four - /ks/	Nine - /t/
Five - /w/	

7 Listen, point and repeat. Colour the pictures of the words that start with the x sound. Say the x words. (Track 73)

Show the pupils the six phonics card.

Point to it and say: /ks/ - six. The pupils repeat after you. Mime writing the number 6 and say: /ks/ - six! Encourage the pupils to perform the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /ks/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter X on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Wordscraper

Write OX vertically on the board. Invite a pupil to come to the board and add on another word from the lesson, either vertically or horizontally. Continue until all the X words are written on the board. If you wish, you can ask the pupils to add words from previous lessons as well.

e.g. B O X
T A X I etc

Lesson 4 - Activity Book

(see page 77)

Unit 12

Lesson 1

Aims
to learn the letter Yy /wai/ and its sound /j/; to learn three Yy words

Vocabulary
• yo-yo, yellow, yacht

Sight Words
• yes, I, have, a, it, is

Extra materials
• i-Learn My Phonics cards (41-47);
• photocopies of pages from story books

BEGINNING THE LESSON

Act It Out

Choose a pupil to come to the front of the classroom. Show him/her a phonics card from the previous unit or whisper a word and have the pupil act it out. The remaining pupils try to guess the correct answer. The first pupil to do so comes to the front of the classroom and the activity continues.

1 Listen, point and repeat. Colour. (Track 74)

Pupils' books closed. Show the pupils the yo-yo phonics card. Point to it and say: /j/. The pupils repeat after you. Then say: /j/ - yo-yo. The pupils repeat after you. Put the phonics card up on the board. Mime playing with a yo-yo and say: /j/ - yo-yo! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words *yellow* (point to something yellow) and *yacht* (rock back and forth from foot to foot and make wave sounds).

Write the letter Yy on the board next to the phonics cards. Point to it and say: *This is the letter /wai/. The letter /wai/ makes the /j/ sound.* The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies of pages from some story books. The pupils search for and circle the letter Yy on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Yys. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/j/ - yo-yo
/j/ - yellow
/j/ - yacht

This is the letter /wai/. The letter /wai/ makes the /j/ sound.

2 Listen and point. Colour. (Track 75)

Point to the yo-yo and to the colour yellow and say: *Yes, I have a yo-yo. Yes, it is yellow!* The pupils repeat after you. Follow the same procedure for yacht. Play the CD. The pupils listen and point to the yo-yo, to the colour yellow and to the yacht.

Say: *Yes, I have a yo-yo. Yes, it is yellow!* Ask the pupils to point to the corresponding item in the picture. Repeat with the remaining item.

Unit 12 Lesson 1

1 Listen, point and repeat. Colour.

Yy



yo-yo

2 Listen and point. Colour.



54



yellow



yacht



3 Chant and show!



55

Ask the pupils to colour the yo-yo and the yacht yellow. Go around the classroom asking pupils to name the items they are colouring as well as the colour.

e.g. Teacher: (pointing to the yo-yo) *Yes, I have a ...*

Pupil 1: yo-yo! etc

3 Chant and show! (Track 76)

Put up the yo-yo, yellow and yacht phonics cards on the board. Point to the yo-yo and say: /j/ - yo-yo! The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, yellow and yacht. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own yo-yo, yellow and yacht picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (yo-yo, yellow, yacht) and encourage the pupils to name the items for you.

e.g. Teacher: /j/
Pupils: yo-yo
Teacher: /j/, /j/, /j/
Pupils: yo-yo! etc

Tapescript

/j/, yo-yo,
/j/, /j/, /j/, yo-yo!
Yo-yo, /j/, /j/, /j/!

/j/, yellow,
/j/, /j/, /j/, yellow!
Yellow, /j/, /j/, /j/!

/j/, yacht,
/j/, /j/, /j/, yacht!
Yacht, /j/, /j/, /j/!

Extension (Optional)

1 Divide the pupils into three groups (yo-yo, yellow, yacht). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.

2 Divide the pupils into three groups (yo-yo, yellow, yacht). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter Yy from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 12

Lesson 2

Aims

to practise the sound of the letter Yy and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- yo-yo, yellow, yacht

Sight Words

- I, have, a it, is, too, like, my, and

Extra materials

- i-Learn My Phonics cards (45-47)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the *yo-yo*, *yellow* and *yacht* phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. Teacher: (pointing to the yo-yo phonics card) yo-yo
Class: (mime playing with a yo-yo) /j/ etc

4 Listen. Read along. (Track 77)

Ask: *Can you see the /j/ - yo-yo?* Point to it. Encourage the pupils to point to the picture of the yo-yo. Repeat with *yellow* and *yacht*.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 12 Lesson 2

4 Listen. Read along.

Yy



I have a .

It is .

I have a .

It is , too!

I like my .

and my !

Phonics Build-Up
I have a it is too like my and

5 Song

(See p.72)

56



5 Song (Track 78)

(to the tune of 'Baa Baa Black Sheep')

Put up the *yo-yo*, *yellow* and *yacht* phonics cards on the board. Point to the yo-yo and *yellow* phonics cards and say: *A yellow yo-yo*. The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own *yo-yo*, *yellow* and *yacht* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

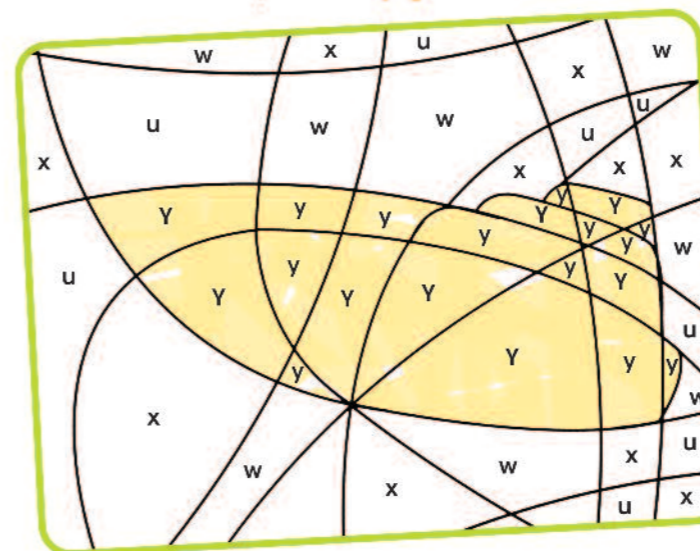
ENDING THE LESSON

Which one is Missing?

Scatter the *yo-yo*, *yellow* and *yacht* phonics cards face up on the table. Give the pupils a minute to look at them, then have them close their eyes and take away one phonics card. Tell the pupils to open their eyes and name the phonics card that is missing.

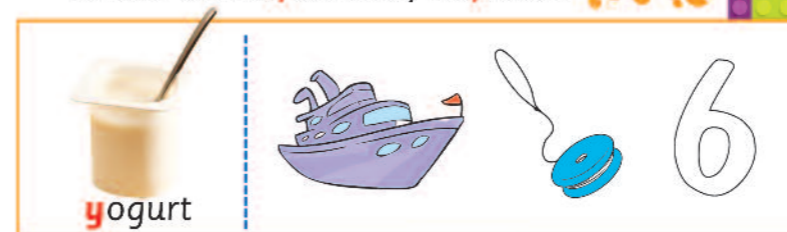
Lesson 3

6 Find and colour the Yy letters.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the y sound. Say the y words.



Lesson 4: Activity Book

57

Lesson 3

Aims

to practise the letter Yy /wai/ and its sound /j/ and the corresponding words; to learn an extra u word

Vocabulary

- yo-yo, yellow, yacht, yogurt

Extra materials

- i-Learn My Phonics cards (33-48);
- card stock paper

BEGINNING THE LESSON

Hold up a phonics card e.g. *yo-yo*, say the word and give it to a pupil. That pupil holds up the phonics card, says the word and hands it to the pupil next to him/her. Repeat the activity for *yellow* and *yacht*.

Play the song (Track 78) from the previous lesson. The pupils listen and sing along.

6 Find and colour the Yy letters.

Point to the letters and elicit their names and sounds. Explain the activity. The pupils find and colour the Yy letters. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the y sound. Say the y words. (Track 79)

Show the pupils the *yogurt* phonics card. Point to it and say: /j/ - yogurt. The pupils repeat after you. Mime

eating yogurt and say: /j/ - yogurt! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /j/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter Y on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Make sure you display their work in the classroom.



ENDING THE LESSON

Memory Master

Ask the pupils to sit in a circle. Choose one pupil to be the 'Memory Master'. Arrange the phonics cards of Units 9-12 face up in the middle of the circle. Each pupil chooses a phonics card and says the word, without actually touching the phonics cards. After everyone has said their words, the 'Memory Master' must hand the correct phonics cards to each pupil.

Lesson 4 - Activity Book

(see page 78)

Unit 13

Lesson 1

Aims

to learn the letter Zz /zed/ and its sound /z/; to learn three Zz words

Vocabulary

- zoo, zebra, zip

Sight Words

- look, a, on, the

Extra materials

- iLearn My Phonics cards (45-51);
- photocopies of pages from story books

BEGINNING THE LESSON

Put up the phonics cards from the previous unit on the board. Write the following letters on the board: g, t, y, r, e, o, c, a, l, w, u. Explain to the pupils that they have to make up words from the given letters. Tell the pupils to refer to the phonics cards for help.

1 Listen, point and repeat. Colour. (Track 80)

Pupils' books closed. Show the pupils the zoo phonics card. Point to it and say: /z/. The pupils repeat after you. Then say: /z/ - zoo. The pupils repeat after you. Put the phonics card up on the board. Mime the sounds of different animals and say: /z/ - zoo! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Follow the same procedure with the words zebra (mime galloping) and zip (mime zipping up).

Write the letter Zz on the board next to the phonics cards. Point to it and say: This is the letter /zed/. The letter /zed/ makes the /z/ sound. The pupils repeat both sounds.

Game (Optional)

Where's the Letter?

The pupils work on their own or in pairs/groups. Hand out photocopies

Unit 13 Lesson 1

1 Listen, point and repeat. Colour.

Zz



2 Listen and point. Colour.



58

of pages from some story books. The pupils search for and circle the letter Zz on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Zs. This game can help the pupils understand the link between the letter sounds and words in books.

Pupils' books open. Point to and elicit the sound of the letter and the words. Play the CD. The pupils listen, point to and repeat the words. The pupils then colour in the letters. Explain to them that they can use any colour they like. During this process, go around the classroom and elicit the letter and the words from individual pupils.

Tapescript

/z/ - zoo
/z/ - zebra
/z/ - zip

This is the letter /zed/. The letter /zed/ makes the /z/ sound.

2 Listen and point. Colour. (Track 81)

Point to the zoo and say: Look! A zoo! The pupils repeat after you. Follow the same procedure for zebra and zip. Play the CD. The pupils listen and point to the zoo, zebra and zip.

Say: Look! A zoo! Ask the pupils to point to the corresponding item in the picture. Repeat with the remaining items.



3 Chant and show!



59

Ask the pupils to colour the zebra and the zip. Go around the classroom asking pupils to name the items they are colouring.

e.g. Teacher: (pointing to the zebra) Look! A ...

Pupil 1: zebra! etc

3 Chant and show! (Track 82)

Put up the zoo, zebra and zip phonics cards on the board. Point to the zoo and say: /z/ - zoo! The pupils repeat after you. Follow the same procedure and present the rest of the verses and the words, zebra and zip. Play the CD. The pupils listen, follow in their books and chant.

Ask the pupils to take out their own zoo, zebra and zip picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

Time permitting, repeat the chant without the CD this time. Keep the rhythm by clapping your hands or snapping your fingers. Pause before the words (zoo, zebra, zip) and encourage the pupils to name the items for you.

e.g. Teacher: /z/
Pupils: zoo
Teacher: /z/, /z/, z/
Pupils: zoo! etc

Tapescript

/z/, zoo,
/z/, /z/, /z/, zoo!
Zoo, /z/, /z/, /z/!

/z/, zebra,
/z/, /z/, /z/, zebra!
Zebra, /z/, /z/, /z/!

/z/, zip,
/z/, /z/, /z/, zip!
Zip, /z/, /z/, /z/!

Extension (Optional)

- 1 Divide the pupils into three groups (zoo, zebra, zip). Each group says the appropriate chant while the rest of the class claps. Ask the groups to show their corresponding picture cards while they chant.
- 2 Divide the pupils into three groups (zoo, zebra, zip). Play the chant again. Each group mimes the corresponding actions.

ENDING THE LESSON

My Sound Book

Ask the pupils to take out their sound books. (See the Introduction on how to make a sound book.) Use a letter stamp or photocopy the letter Zz from the photocopiable section and stamp/glue it on a clean page. Explain to the pupils that they will take the sound book home and their 'homework' is to practise saying the sound with their parents.

Unit 13

Lesson 2

Aims

to practise the sound of the letter Zz and the corresponding words; to learn and practise reading skills; to sing a song

Vocabulary

- zoo, zebra, zip

Sight Words

- this, is, a, in, the, look, at, funny, with

Extra materials

- iLearn My Phonics cards (49-51)

BEGINNING THE LESSON

Ask the pupils to open their sound books, name the letter and say the sound of the letter.

Put up the zoo, zebra and zip phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding action and say the sound of the letter.

e.g. **Teacher:** (pointing to the zoo phonics card) zoo

Class: (miming the sounds of different animals) /z/ etc

4 Listen. Read along. (Track 83)

Ask: *Can you see the /z/ - zoo?* Point to it. Encourage the pupils to point to the picture of the zoo. Repeat with zebra and zip.

Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

Point to and say the sight words. The pupils repeat after you. Time permitting, have some pupils read them aloud.

Unit 13 Lesson 2

4 Listen. Read along.

Zz



This is a .

This is a in the .

Look at the funny with a in the !

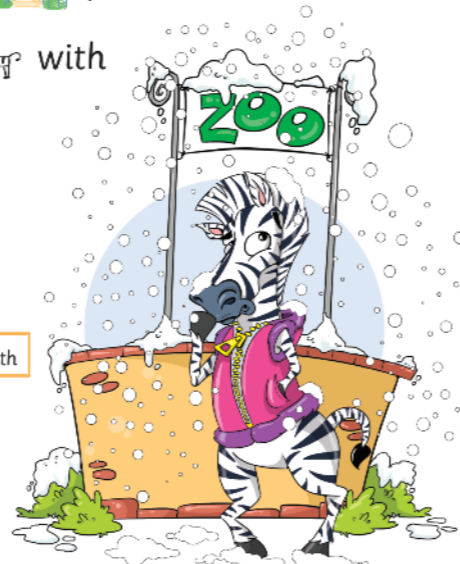
SIGHT WORDS

this is a in the look at funny with

5 Song

(See p.72)

60



5 Song (Track 84)

(to the tune of 'Deep in the Heart of Texas')

Put up the zoo, zebra and zip phonics cards on the board. Point to the zoo and the zebra phonics cards and say: *This is a zebra in a zoo!* The pupils repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own zoo, zebra and zip picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

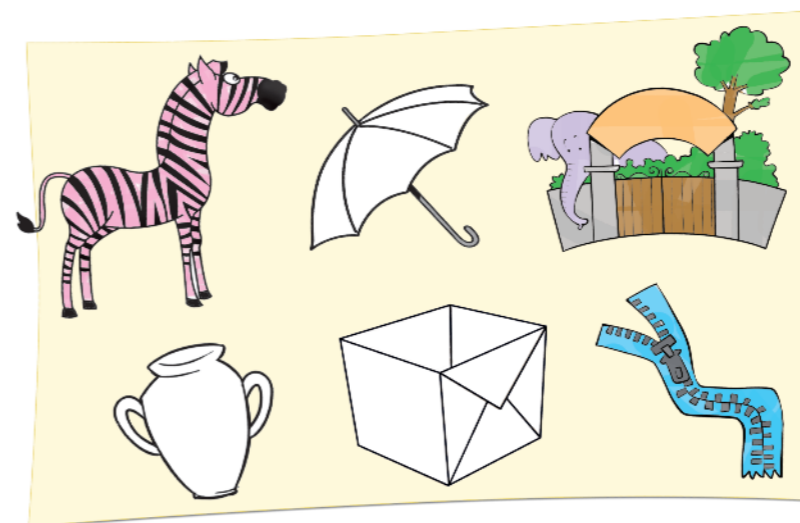
ENDING THE LESSON

Hot Cards

Have the pupils sit in a circle. Hand out the phonics cards to three pupils. Play the song. While the song is playing, the pupils pass the phonics cards around. When the song stops, the pupils holding the phonics cards must name them.

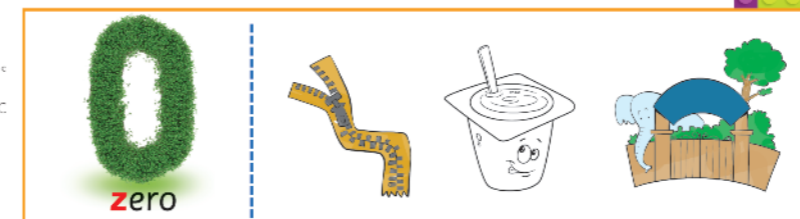
Lesson 3

6 Which ones begin with the z sound? Colour.



Phonics Build-Up

7 Listen, point and repeat. Colour the pictures of the words that start with the z sound. Say the z words.



Lesson 4: Activity Book

61

Lesson 3

Aims

to practise the letter Zz /zed/ and its sound /z/ and the corresponding words; to learn an extra Z word

Vocabulary

- zoo, zebra, zip, zero

Extra materials

- My Phonics cards (1-52);
- bottle;
- card stock paper

BEGINNING THE LESSON

Spin the Bottle

Ask the pupils to sit in a circle with a bottle in the middle. Spin the bottle. When it stops, show the pupil it is pointing to the phonics card and elicit its name. If the answer is correct

then that pupil can spin the bottle. Repeat with other phonics cards.

Play the song (Track 84) from the previous lesson. The pupils listen and sing along.

6 Which ones begin with the z sound? Colour.

Point to the pictures and elicit the names. Explain the activity. The pupils find and colour the pictures with the z sound. Go around the classroom providing any necessary help.

7 Listen, point and repeat. Colour the pictures of the words that start with the z sound. Say the z words. (Track 85)

Show the pupils the zero phonics card. Point to it and say: /z/ - zero. The pupils repeat after you. Make a zero with your thumb and index finger and say: /z/ - zero! Encourage the pupils to do the same. Say the letter. The pupils perform the action and say the letter and the word if they can. Play the CD. The pupils listen, point to and repeat the word.

Point to the pictures and have pupils name them. Allow the pupils some time to colour in the pictures of the words that start with the /z/ sound. Go around the classroom providing any necessary help.

CRAFTWORK (Optional)

Provide the pupils with some card stock paper. Alternatively, ask them to bring some from the previous lesson. Ask the pupils to choose one of the words. Have them draw the letter Z on the paper. Tell them to decorate the letter so that it represents the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



ENDING THE LESSON

Give the pupils phonics cards from Units 1-13. Go through the alphabet and instruct the pupils to hold up the phonics cards that begin with that letter.

Lesson 4 - Activity Book

(see page 78)

Story Time

Aims

to consolidate the sound of the letters Vv, Ww, Xx Yy and Zz and the corresponding words; to learn and practise reading skills

Vocabulary

- consolidation

Extra materials

- i-Learn My Phonics Cards (33-52)

BEGINNING THE LESSON

Choose five phonics cards from Units 9 to 13. Spread them out on your desk. Ask a pupil to come to your desk, give him/her tape and ask him/her to attach the phonics cards on the board in the order you call them out. Choose five different phonics cards and repeat the activity with other pupils.

1 Listen. Read along. (Track 86)

Tell the pupils that it's story time. Ask them, in L1 if necessary, if they remember the previous story. If not, you can spend some time going through it. Write the following words on the board or prepare some slips of paper with the words on them. You can laminate them for future use.

watch yo-yo box
van zebra

Ask pupils to read out the words. Invite guesses, in L1 if necessary, about what they think the story is about. Do not dismiss any ideas.

Ask the pupils to look at the book. Set the scene by asking the pupils questions about what they can see in the pictures.

e.g. Teacher: (pointing to the ox in picture 1) Look! What's this?

Class: (It's an) ox!

Story Time

1 Listen. Read along.



Teacher: (pointing to the watch in picture 1) Yes! The ox has a ...

Class: watch! etc

Play the CD and ask the pupils to listen and follow the story in their books, pointing to the pictures of the key words.

Play the CD again pausing for the pupils to repeat, chorally and/or individually. Finally, ask individual pupils to read the story aloud.

Extension (Optional)

Ask the pupils questions. Elicit their answers.

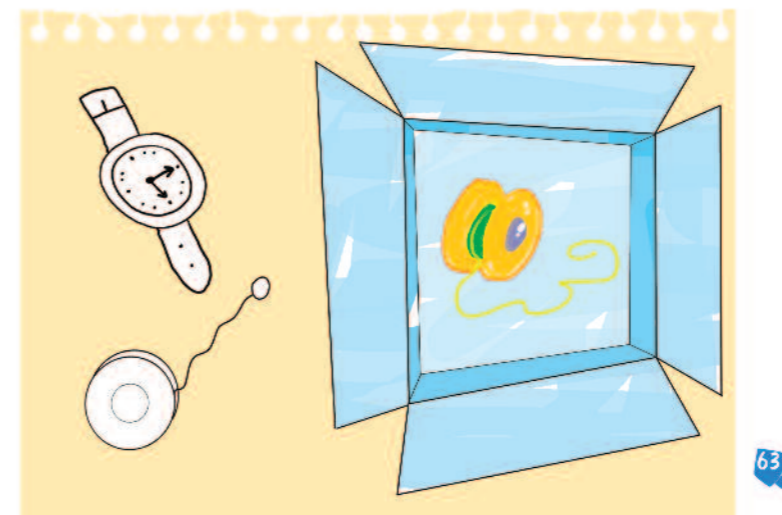
e.g. Teacher: Where is the yo-yo?

Pupil 1: The yo-yo is in the box. etc

4 Look at the funny!



2 What's in the box? Draw and colour.



2 What's in the box? Draw and colour.

Point to and elicit the items. Ask the pupils to choose the correct item and draw it in the box. Explain to them that they can use any colour they like to colour the item.

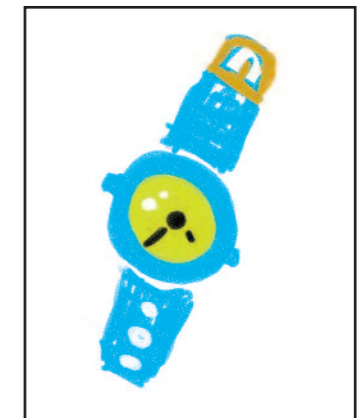
ENDING THE LESSON

Act Out

Read the sentences in the story. Invite the pupils to mime the key words from the story (*the watch, the yo-yo, the box, the van, the zebra*). If you wish, have the pupils come to the front of the classroom and act out the story. Encourage them to have fun as they perform (*e.g. make noises or funny faces as they mime, etc*). Time permitting, you can assign the role of the 'narrator' to a pupil/pupils.

Optional Story Time Activities

- 1 Ask the pupils to change parts or all of the story and present it to the class.
e.g. I like my watch!
- 2 Photocopy the story and the speech bubbles from the photocopiable section, one set per pair. Make sure they are not in the right order. The pupils: 1) put the frames of the story in the right order before they listen to check and/or 2) match the frames to the speech bubbles and listen to check their answers.
- 3 The pupils choose their favourite animal or object from the story and they draw it.



Review 3

(Vv, Ww, Xx, Yy, Zz)

BEGINNING THE LESSON

The Reading Tree

Refer the pupils to the reading tree on the wall. (For ideas on how to make it, see Review 1.)





Prepare some simple cards with the words the pupils have learnt so far (Vv - Zz). If you wish, you can laminate them so that you can use them again and again.


Hand out the cards to various pupils. Ask the pupils to say the initial sound and/or the word before they come and stick it on the corresponding branch. Ask the rest of the class for verification. An optional extension to this activity is to select pupils, one at a time, to remove the cards. The pupils say the sound and/or the words before they remove the cards.


Review 3 (Vv, Ww, Xx, Yy, Zz)

1 What is the beginning sound? Colour. Say the letter and the sound.

1  **V**
Z

2 **X** **W**


3  **Z**
y

4  **Z**
v

2 Look and tick (✓).

1 	2 	3 	4 	5 
W <input type="checkbox"/> v <input checked="" type="checkbox"/>	y <input type="checkbox"/> w <input checked="" type="checkbox"/>	x <input checked="" type="checkbox"/> z <input type="checkbox"/>	v <input type="checkbox"/> y <input checked="" type="checkbox"/>	z <input checked="" type="checkbox"/> w <input type="checkbox"/>

1 What is the beginning sound? Colour. Say the letter and the sound.

Explain the activity. The pupils say the names of the items and their beginning sounds and then colour the corresponding letter. Go around the classroom providing any necessary help. Choose individual pupils to say the letters and the sounds aloud.

2 Look and tick (✓).

Explain the activity. The pupils tick the letters that correspond to the pictures. Go around the classroom providing any necessary help.

3 Say the words. Circle the ones that begin with the same sound.

1 	2 	3 
		
		

4 Listen and circle.

1 			
2 			
3 			
4 			

3 Say the words. Circle the ones that begin with the same sound.

Explain the activity. The pupils say the words for each picture. Then they circle the ones that begin with the same sound. Go around the classroom providing any necessary help.

4 Listen and circle. (Track 87)

Explain the activity. Elicit the names of the items. Play the CD. The pupils listen and circle the correct picture. Go around the classroom providing any necessary help.

Tapescript

One - yellow
Two - ox
Three - watch
Four - van

Note: The pupils are now ready to do pages 32-33 in the Activity Book.

Review 3 - Activity Book

(see page 79)

Optional Review Activities

- Put up some of the phonics cards from Units 9-13 around the room in random order. Write a letter on the board, one at a time, and ask a pupil to find the corresponding phonics card from the ones around the classroom.
- Bingo:** Prepare some Bingo cards with the words you want to practise and hand them out to the pupils. Each Bingo card should have a different set of words. Provide them with small pieces of paper to cover the words. Say the words or show pictures and have the pupils cover the words on their Bingo cards. The winner is the first pupil whose card is covered and who shouts BINGO!
- I-Spy:** Divide the class into two teams, A and B. Put up the phonics cards from Units 9-13 around the classroom. Explain the game. Say a letter. The pupils, in teams, take turns finding an item on the phonics cards that begin with that letter. Each correct answer gets one point. The team with the most points wins.

e.g. Teacher:

I spy with my little eye something beginning with /v/.

Pupil 1 Team A: Van!

Teacher: Correct!
One point for Team A.
etc

Extra Check

BEGINNING THE LESSON

The Reading Tree

Refer the pupils to the reading tree on the wall. (By now all the words are on the tree.)



Ask the pupils, one at a time, to go to the tree and choose a card. They show it to the class and say the sound and/or the word. Ask the rest of the class for verification.

The Soft Ball Game

Bring in a soft ball. Ask the pupils to sit in a circle. Put some phonics cards in the centre of the circle. The pupils throw the ball to one another. The pupil catching the ball says the name of one of the phonics cards to the person who threw the ball.

1 Look and put a tick (✓) or a cross (✗).

Explain the activity. Elicit the letters and the sounds for each. The pupils look at each letter and picture and put a tick or a cross. Go around the classroom providing any necessary help.

Extra Check

1 Look and put a tick (✓) or a cross (✗).

1	Nn		<input checked="" type="checkbox"/>	8	Uu		<input type="checkbox"/>
2	Oo		<input type="checkbox"/>	9	Vv		<input checked="" type="checkbox"/>
3	Pp		<input checked="" type="checkbox"/>	10	Ww		<input checked="" type="checkbox"/>
4	Qq		<input checked="" type="checkbox"/>	11	Xx		<input checked="" type="checkbox"/>
5	Rr		<input type="checkbox"/>	12	Yy		<input checked="" type="checkbox"/>
6	Ss		<input type="checkbox"/>	13	Zz		<input type="checkbox"/>
7	Tt		<input checked="" type="checkbox"/>				

66

Optional Activities

- Put up some of the phonics word cards around the room in random order (make sure the phonics cards of the items in Exercise 1 are included). Write a letter on the board and ask a pupil to look around the classroom and find the corresponding phonics card(s). Repeat the activity.

- Musical letters:** Ask the pupils to sit in a circle. Give some of the pupils phonics cards (make sure the phonics cards of the items in Exercise 1 are included). Play a song from a unit. While the music is playing the pupils pass the phonics cards around. When the song stops, the pupils holding a phonics card tell you the sound of the letter.

2 Match and write.

Nn			Qq
Oo			Pp
Pp			Ss
Qq			Rr
Rr			Nn
Ss			Oo

67

2 Match and write.

Explain the activity. Elicit the letters and the sounds for each. The pupils look at each letter and draw lines to the corresponding pictures. Then they write the upper and lower case letters. Go around the classroom providing any necessary help.

Optional Activities

- Ask the pupils to choose one of the items in Exercise 2 and draw it on a piece of paper. The pupils then show their pictures to their friends who try to guess the item.
- Jump to the Sound:** Go around the classroom and assign a sound to each pupil. Say a word. The pupil(s) with the corresponding initial sound jump up and say the sound.
e.g. Teacher: rabbit
Pupil: (jumping up) /r/

Extra Check

3 Listen and write the letters. Then circle the right pictures. (Track 88)

Explain the activity. Play the CD. The pupils listen to the sounds and write the upper and lower case letters they hear. Then they circle the right picture that corresponds to the letter. Go around the classroom providing any necessary help.

Tapescript

one - /t/ four - /r/
two - /j/ five - /ʌ/
three - /s/ six - /v/

Optional Activities

1 Hold up the phonics cards of the items in Exercise 3. Ask pupils for verification.

e.g. **Teacher:** (holding up the parrot phonics card) Is this a parrot?

Pupil 1: Yes!




Teacher: (holding up the ring phonics card) Is this a net?




Pupil 2: No!




2 The pupils choose an item from Exercise 3 and make it using Plasticine™.




Extra Check




3 Listen and write the letters. Then circle the right pictures.




1 Tt   

2 Yy   

3 Ss   

4 Rr   

5 Uu   

6 Vv   

68

The Alphabet

1 Listen, point and repeat.

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu
Vv Ww Xx Yy Zz

2 Song
(See p.72)

69

The Alphabet

procedure and present the rest of the song. Play the CD. The pupils listen and sing along.

Ask the pupils to take out their own Aa-Zz picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

(See p. 72 for the Tapescript.)

ENDING THE LESSON

Alphabet Scramble

Divide the class into two teams, A and B. Write the alphabet all over the board, but not in order. Ask a pupil from each team to come to the board. Call out a letter. The pupil that finds and circles the letter first, wins a point for his/her team. The team with the most points wins the game.

Aims

to consolidate the sounds of the letters Aa - Zz and the corresponding words

Vocabulary

- consolidation

Extra materials

- slips of paper with a 3-letter word on each

unclear, rewrite the letter yourself. Then, one after the other, the pupils repeat the alphabet.

e.g. **Pupil 1:** A

Pupil 2: B etc

1 Listen, point and repeat. (Track 89)

Point to and elicit the sound of each letter. Then point to the items and elicit their names. Play the CD. The pupils listen, point to and repeat the letters.

2 Song (Track 90)

Write the letters A, B, C, D on the board. Point to them and say: A-B-C-D, say the letters, sing with me! The pupils repeat after you. Follow the same

BEGINNING THE LESSON

On the board, write a letter of the alphabet in lower case and invite a pupil to write the upper case letter next to it. Do this until all the lower and upper case letters are on the board. If any of the pupils' handwriting is

See the *Introduction* for instructions on how to play the board game.

Let's Play!

START

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Play Again!

Miss a Turn!

70

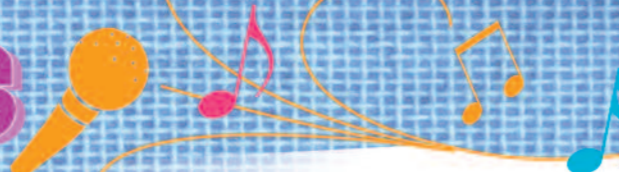
FINISH

21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38

Play Again!

Miss a Turn!

71



Unit 1

A nut is in a n, n, net!
A nut is in a net!
A nut is in a n, n, net!
A nut? Oh, yes, oh, yes!

A nest is in a n, n, net!
A nest is in a net!
A nest is in a n, n, net!
A nest? Oh, yes, oh, yes!

Unit 2

This is Mr Octopus,
This is Mr Octopus
With an olive just for you,
This is Mr Octopus!

This is Mr Octopus,
This is Mr Octopus
With an orange just for you,
This is Mr Octopus!

Unit 3

Can I have a pen, please?
Can I have a pen, please?
Can I have a pen, please?
A pen, please!

Can I have a panda, please?
Can I have a panda, please?
Can I have a panda, please?
A panda, please!

Can I have a parrot, please?
Can I have a parrot, please?
Can I have a parrot, please?
A parrot, please!

Unit 4

A quilt for the queen,
A quilt for the queen,
A quilt for the queen today,
A quilt for the queen!

A question for the queen,
A question for the queen,
A question for the queen today,
A question for the queen!

Unit 5

Here is a rocket for a robot,
Here is a rocket for a robot,
Here is a rocket for a robot,
A rocket, hooray, hooray!

Here is a rabbit for a robot,
Here is a rabbit for a robot,
Here is a rabbit for a robot,
A rabbit, hooray, hooray!

Unit 6

The star is in the sun,
Hip, hip, hip, hooray!
The star is in the sun,
It is in the sun today!

The snake is in the sun,
Hip, hip, hip, hooray!
The snake is in the sun,
It is in the sun today!

Unit 7

The tent is under the tree,
The tent is under the tree,
The tent is under the tree –
The t, t, t, t, tree!

The tiger is under the tent,
The tiger is under the tent,
The tiger is under the tent –
The t, t, t, t, tent!

Unit 8

Up in the umbrella
Can you see?
Up in the umbrella, hee,
hee, hee!

It is ugly, can you see?
Up in the umbrella,
Hee, hee, hee!

Unit 9

There is a v, v, vase in
the van,
There is a v, v, vase in
the van!
There is a vase!
There is a vase!
There is a v, v, vase in
the van!

There is a v, v, violet in
the van,
There is a v, v, violet in
the van!
There is a violet!
There is a violet!
There is a v, v, violet in
the van!

Unit 10

Where is the well?
Where is the well?
Where, where, where?
Where, where, where?
Can you see the well?
Can you see the well?
Where, where, where?
Where, where, where?

Where is the watch?
Where is the watch?
Where, where, where?
Where, where, where?
Can you see the watch?
Can you see the watch?
Where, where, where?
Where, where, where?

Where is the window?
Where is the window?
Where, where, where?
Where, where, where?
Can you see the window?
Can you see the window?
Where, where, where?
Where, where, where?

Unit 11

Stop the taxi!
Stop the taxi!
Stop the taxi with the ox!
The ox is in the taxi!
Stop the taxi with the ox!

Stop the taxi!
Stop the taxi!
Stop the taxi with the box!
The box is in the taxi!
Stop the taxi with the box!

Unit 12

A yellow yo-yo
And a yellow yacht!

I like my yo-yo,
I like my yacht!
A yellow yo-yo,
A yellow yacht!
I like my yo-yo
And I like my yacht!

Unit 13

This is a zebra in a zoo!
Look at the funny zebra!
This is a zebra in a zoo!
Look at the funny zebra!

This is a zebra with a zip!
Look at the funny zebra!
This is a zebra with a zip!
Look at the funny zebra!

The Alphabet

A-B-C-D,
Say the letters,
Sing with me!
A-B-C-D!
A-B-C-D!

E-F-G-H,
Say the letters
On the page!
E-F-G-H!
E-F-G-H!

I-J-K-L-M,
Say the letters,
Point to them!
I-J-K-L-M!
I-J-K-L-M!

N-O-P-Q,
Say the letters,
Touch them, too!
N-O-P-Q!
N-O-P-Q!

R-S-T-U,
Say the letters,
Touch them, too!
R-S-T-U!
R-S-T-U!

V-W-X-Y-Z,
Say the letters,
Go ahead!
V-W-X-Y-Z!
V-W-X-Y-Z!

Activity Book (Key & Instructions)

Unit 1

1 Trace and say.

Write the letter *N* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with *n*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Write the letter Nn. Then tick (✓).

Explain the activity. The pupils write the letters *Nn* in the boxes and then tick the correct pictures that correspond to the letter. Go around the classroom providing any necessary help.

Answer key

1 nut 2 nest

3 Trace and write n.

Explain the activity. The pupils have to trace the lines to reach the dot and then write *n*. Allow the pupils some time to complete the activity. Check the pupils' answers by holding up your book and drawing an imaginary line.

Answer key

1 net 2 nose 3 nut

4 Circle the pictures of the words that begin with the n sound.

Point to the pictures and elicit the names. The pupils circle the pictures of the words that begin with the *n* sound. Go around the classroom providing any necessary help.

Answer key

nose, net, nut, nest

Portfolio

Ask the pupils to go to the Portfolio page for Unit 1. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 2

1 Trace and say.

Write the letter *O* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with *o*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

1 Nn - nut 2 Oo - olive

3 Write the letter Oo. Tick (✓) the pictures of the words that start with the o sound.

Explain the activity. The pupils write the letter *Oo* in the box and tick the pictures that start with the *o* sound. Go around the classroom offering any help if necessary.

Answer key

olive, octopus, orange, omelette

4 Colour the right pictures.

Explain the activity. The pupils look at each letter and colour the corresponding pictures for each. Go

around the classroom providing any necessary help.

Answer key

Oo - octopus, orange
Nn - nest, nut

Portfolio

Ask the pupils to go to the Portfolio page for Unit 2. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 3

1 Trace and say.

Write the letter *P* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with *p*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

1 Nn - nose 3 Pp - panda
2 Oo - octopus

3 Colour the right partner letters.

Explain the activity. The pupils read the letters and colour the ones that have the upper and lower case of the same letter. Explain to them that they can use any colour they like. Allow the pupils some time to complete the activity. Go around the classroom

Activity Book (Key & Instructions)

providing any necessary help.

Answer key

Nn, Pp, Oo

4 Write the letter Pp. Then circle the pictures of the words that start with the p sound.

Explain the activity. The pupils write Pp in the box. Then they circle the pictures of the words that start with the p sound. Go around the classroom providing any necessary help.

Answer key

pen, pony, parrot, panda

Portfolio

Ask the pupils to go to the Portfolio page for Unit 3. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 4

1 Trace and say.

Write the letter Q on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with q. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

- | | |
|---------------|--------------|
| 1 Nn - nest | 3 Pp - pony |
| 2 Oo - orange | 4 Qq - queen |

3 Match.

Explain the activity. The pupils join the dots from the upper case letter to the lower case letter and then to the corresponding picture. Go around the classroom providing any necessary help.

Answer key

Qq - quilt Nn - net
Pp - pen Oo - octopus

4 Tick (✓) the words that start with the q sound.

Explain the activity. The pupils tick the items that start with the q sound. Go around the classroom providing any necessary help.

Answer key

1, 3, 5, 6

Portfolio

Ask the pupils to go to the Portfolio page for Unit 4. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Review 1

1 Look and circle the right pictures.

Elicit the letters and the names of the items. Explain the activity. The pupils circle the correct pictures. Go around the classroom providing any necessary help.

Answer key

n - net, nut, nest
o - orange, octopus, olive
p - parrot, pen, panda
q - quilt, queen, question

2 Circle the beginning sound.

Elicit the names of the items and the

beginning sound. Explain the activity. The pupils circle the beginning sound for each item. Go around the classroom providing any necessary help.

Answer key

1 Oo 2 Nn 3 Qq 4 Pp

3 Write the beginning letter.

Explain the activity. Point to the pictures and elicit the names. The pupils write the upper and lower case beginning letter for each picture in the boxes. Go around the classroom providing any necessary help.

Answer key

2 Oo 3 Pp 4 Qq

4 Colour. Use the key.

Explain the activity. Refer the pupils to the key with the colour for each letter. The pupils use the key and colour the picture accordingly. Allow the pupils some time to colour the picture. Check around the classroom.

Answer key



Unit 5

1 Trace and say.

Write the capital letter R on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with the small letter r. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

1 Pp - parrot 2 Rr - ring

3 Help the rabbit go to the rocket. Follow the r!

Explain the activity. The pupils circle the lower case rs to help the rabbit go to the rocket. Check the pupils' answers by holding up your book and drawing an imaginary line.

Answer key

The pupils follow the lower case rs from the rabbit to the rocket.

4 What are they? Join the dots and colour. Then match.

Explain the activity. Point to the pictures and elicit the names of the items. Read the sentences. The pupils join the dots and colour the pictures. Go around the classroom providing any necessary help.

Answer key

- 1 It is a rocket.
- 2 It is a robot.
- 3 It is a ring.

Portfolio

Ask the pupils to go to the Portfolio page for Unit 5. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 6

1 Trace and say.

Write the capital letter S on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with the small letter s. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

1 Oo - orange 3 Ss - sun
2 Rr - rabbit

3 Say the words. Circle the beginning sound.

Explain the activity. Point to the pictures and elicit their names. The pupils look at the pictures and circle the beginning sound. Go around the classroom providing any necessary help.

Answer key

1 S 3 S 5 r
2 r 4 R 6 S

4 Join the dots and colour. Then choose.

Explain the activity. The pupils follow the numbers and join the dots. Tell them to colour in the star any colour they like. Then they circle the correct sentence. Go around the classroom providing any necessary help.

Answer key: A

Portfolio

Ask the pupils to go to the Portfolio page for Unit 6. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 7

1 Trace and say.

Write the capital letter T on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with the small letter t. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

1 Rr - rocket 3 Tt - tree
2 Ss - snake

3 Write the letter Tt. Tick (✓) the pictures that begin with the t sound.

Explain the activity. Point to the pictures and elicit their names. The pupils write Tt in the box and circle the correct pictures. Go around the classroom providing any necessary help.

Answer key

tiger, tent, tree, tea

Activity Book (Key & Instructions)

4 Choose.

Explain the activity. Ask individual pupils to read the sentences. The pupils look at the picture and choose the correct sentence. Go around the classroom providing any necessary help.

Answer key: 2

Portfolio

Ask the pupils to go to the Portfolio page for Unit 7. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 8

1 Trace and say.

Write the capital letter *U* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with the small letter *u*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

- Rr - robot
- Ss - star
- Tt - tiger
- Uu - umbrella

3 Write the letter **Uu**. Then circle the pictures of the words that begin with the **u** sound.

Explain the activity. Point to the pictures

and elicit their names. The pupils write the letter *Uu* in the box and circle the correct pictures. Go around the classroom providing any necessary help.

Answer key

ugly, up, umbrella, under

4 Draw and colour.

Explain the activity. Read the words. The pupils draw and colour the items in the spaces provided. Go around the classroom providing any necessary help.

Answer key

The pupils draw and colour an umbrella and a tent.

Portfolio

Ask the pupils to go to the Portfolio page for Unit 8. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Review 2

1 Say the words. Colour the pictures beginning with the sound.

Elicit the letters and their sounds. Point to each picture and elicit the name and the beginning sound. Explain the activity. The pupils say the letters and colour the correct pictures. Go around the classroom providing any necessary help.

Answer key

r - rabbit t - tree
s - snake u - umbrella

2 Match.

Explain the activity. Point to the letters and elicit their sound. Point to the pictures and elicit the names. The pupils match each upper case letter

to the lower case letter and then to the correct picture. Go around the classroom providing any necessary help.

Answer key

- Rr - rocket
- Ss - seal
- Tt - tree
- Uu - umbrella

3 Write the beginning letter.

Explain the activity. Elicit the names for each picture. The pupils write the upper and lower case beginning letter for each picture in the boxes. Go around the classroom providing any necessary help.





Answer key

- Ss
- Tt
- Uu

4 Draw.

Explain the activity. Refer the pupils to the upper and lower case letters and elicit their sound. Point to the items and elicit their names. The pupils read the sentences and draw the pictures in the appropriate spaces. Go around the classroom providing any necessary help.

Answer key

	r	s	t	u
R				
S				
T				
U				

Unit 9

1 Trace and say.

Write the letter *V* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with *v*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

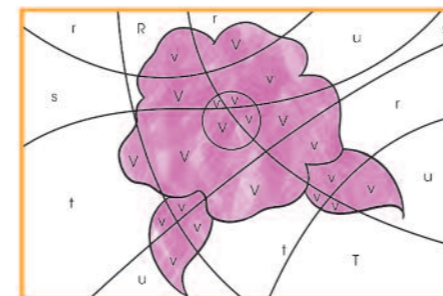
Answer key

- Tt - tea
- Uu - up
- Vv - violin

3 Colour the **V** and the **v**. What is it?

Explain the activity. The pupils find and colour all the letters *Vv*. Explain to them that they can use any colour they like. Then the pupils name the item in the picture. Go around the classroom providing any necessary help.

Answer key



4 Help the violin go to the van. Follow the **V**!

Explain the activity. The pupils circle all the upper case *Vs* to help the violin go to the van. Check the pupils' answers by holding up your book and drawing an imaginary line. Go around the classroom providing any necessary help.

Answer key

The pupils follow the upper case *Vs* from the violin to the van.

Portfolio

Ask the pupils to go to the Portfolio page for Unit 9. Explain the activity.

The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work somewhere in the classroom. The pupils can do this activity at home.

Unit 10

1 Trace and say.

Write the letter *W* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with *w*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Check around the classroom.

Answer key

- Uu - under
- Vv - vase
- Ww - well

3 Write the letter **Ww**. Circle the pictures of the words that start with the **w** sound.

Explain the activity. The pupils write *Ww* in the box and circle the correct pictures. Go around the classroom providing any necessary help.

Answer key

well, window, watermelon, watch

4 Colour the **w** words.

Explain the activity. Elicit the names of the items with the *w* sound. The pupils colour them any colour they like. Go around the classroom providing any necessary help.

Answer key



Portfolio

Ask the pupils to go to the Portfolio page for Unit 10. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Unit 11

1 Trace and say.

Write the letter *X* on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with *x*. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

- Vv - violin
- Ww - watermelon
- Xx - box

3 What is it? Join the dots. Say.

Explain the activity. The pupils join the dots to complete the picture. Then they say what it is. Allow the pupils some time to complete the activity.

Activity Book (Key & Instructions)

Go around the classroom providing any necessary help.

Answer key: taxi

4 What is it? Circle.

Explain the activity. The pupils look at each picture and the words below and circle the correct ones. Go around the classroom providing any necessary help.

Answer key

- | | |
|---------|----------|
| 1 ox | 3 violin |
| 2 watch | 4 six |

Portfolio

Ask the pupils to go to the Portfolio page for Unit 11. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Make sure you display their work somewhere in the classroom. The pupils can do this activity at home.

Unit 12

1 Trace and say.

Write the capital letter Y on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with the small letter y. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

- | | |
|---------------|---------------|
| 1 Vv - vase | 3 Xx - ox |
| 2 Ww - window | 4 Yy - yellow |

3 Say the words. Circle the correct letter.

Explain the activity. Point to the pictures and elicit their names. The pupils look at the pictures, say the words and circle the letter their names begin with.



Answer key

- | | | | |
|-----|-----|-----|-----|
| 1 y | 2 x | 3 w | 4 v |
|-----|-----|-----|-----|

4 Say the sounds. Colour the right shapes.

Explain the activity. Point to the letters and say the sounds. Point to the pictures and elicit their names. The pupils colour the shape that corresponds to the initial letter of each item any colour they like. Go around the classroom providing any necessary help.

Answer key

- | | | |
|---|---|---|
| 1  | 3  | 5  |
| 2  | 4  | 6  |

Portfolio

Ask the pupils to go to the Portfolio page for Unit 12. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Make sure you display their work somewhere in the classroom. The pupils can do this activity at home.

Unit 13

1 Trace and say.

Write the capital letter Z on the board to demonstrate its formation. Point to it and elicit its sound. Then show the formation in the air, taking care when facing the pupils that the letter is formed the correct way for them. Repeat with the small letter z. The pupils then trace the letters. Go around the classroom providing any necessary help. Ask the pupils to say the sound of the letters.

2 Trace and match.

Explain the activity. The pupils trace the letters in the boxes and then draw lines from the letters to the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

- | | |
|---------------|--------------|
| 1 Vv - violin | 4 Yy - yacht |
| 2 Ww - well | 5 Zz - zip |
| 3 Xx - taxi | |

3 Write the letter Zz. Colour the pictures that start with the z sound.

Explain the activity. Point to the pictures and elicit their names. The pupils write the letter Zz in the box and colour the correct pictures. Go around the classroom providing any necessary help.

Answer key

zip, zero, zoo, zebra

4 Look and tick (✓) the correct sound.

Explain the activity. Point to the letters and say the sounds. Point to the pictures and elicit their names. The pupils tick the correct sound for each item. Go around the classroom providing any necessary help.

Answer key

- | | | | |
|-----|-----|-----|-----|
| 1 x | 2 w | 3 y | 4 z |
|-----|-----|-----|-----|

Portfolio

Ask the pupils to go to the Portfolio page for Unit 13. Explain the activity. The pupils trace the letters and colour in the pictures. Then they cut out the page and give it to you. Display their work in the classroom. The pupils can do this activity at home.

Review 3

1 Look and circle the right pictures.

Elicit the letters and their sound. Explain the activity. The pupils look at the letter and circle the corresponding pictures. Go around the classroom providing any necessary help.

Answer key

- v - violet, vase van
w - well, watch, window
x - taxi, box, ox
y - yellow, yacht, yo-yo
z - zebra, zip, zoo

2 Circle the correct sound.

Explain the activity. Elicit the names for each picture and the sounds. The pupils circle the correct sound that corresponds to each picture. Go around the classroom providing any necessary help.

Answer key

- | | | |
|------|------|------|
| 1 Ww | 3 Yy | 5 Vv |
| 2 Xx | 4 Zz | |

3 Write the correct letter.

Explain the activity. Elicit the names for each picture. The pupils write the upper and lower case beginning letter for each picture in the boxes. Go around the classroom providing any necessary help.

Answer key

- | | | |
|------|------|------|
| 1 Vv | 3 Xx | 5 Zz |
| 2 Ww | 4 Yy | |

4 What's next? Write.

Explain the activity. Elicit the items and the order they appear. Then elicit the name of each item that comes next. The pupils write the initial letter of the name of each item in the corresponding space. Go around the classroom providing any necessary help.

Answer key

- | | | |
|------|------|------|
| 1 Vv | 2 Ww | 3 Zz |
|------|------|------|

Photocopiable Material

Nn

Pp

Oo

Qq

Rr

Tt

Ss

Uu

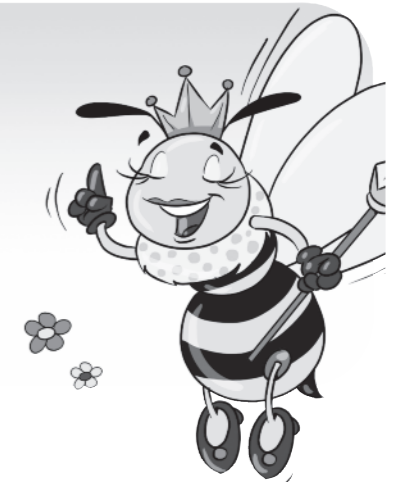
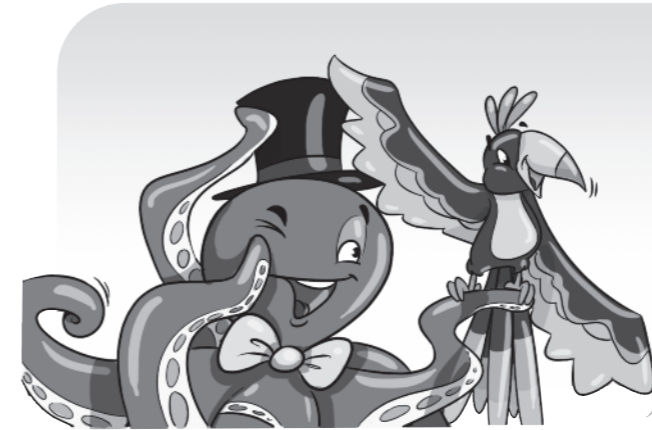
W w

X x

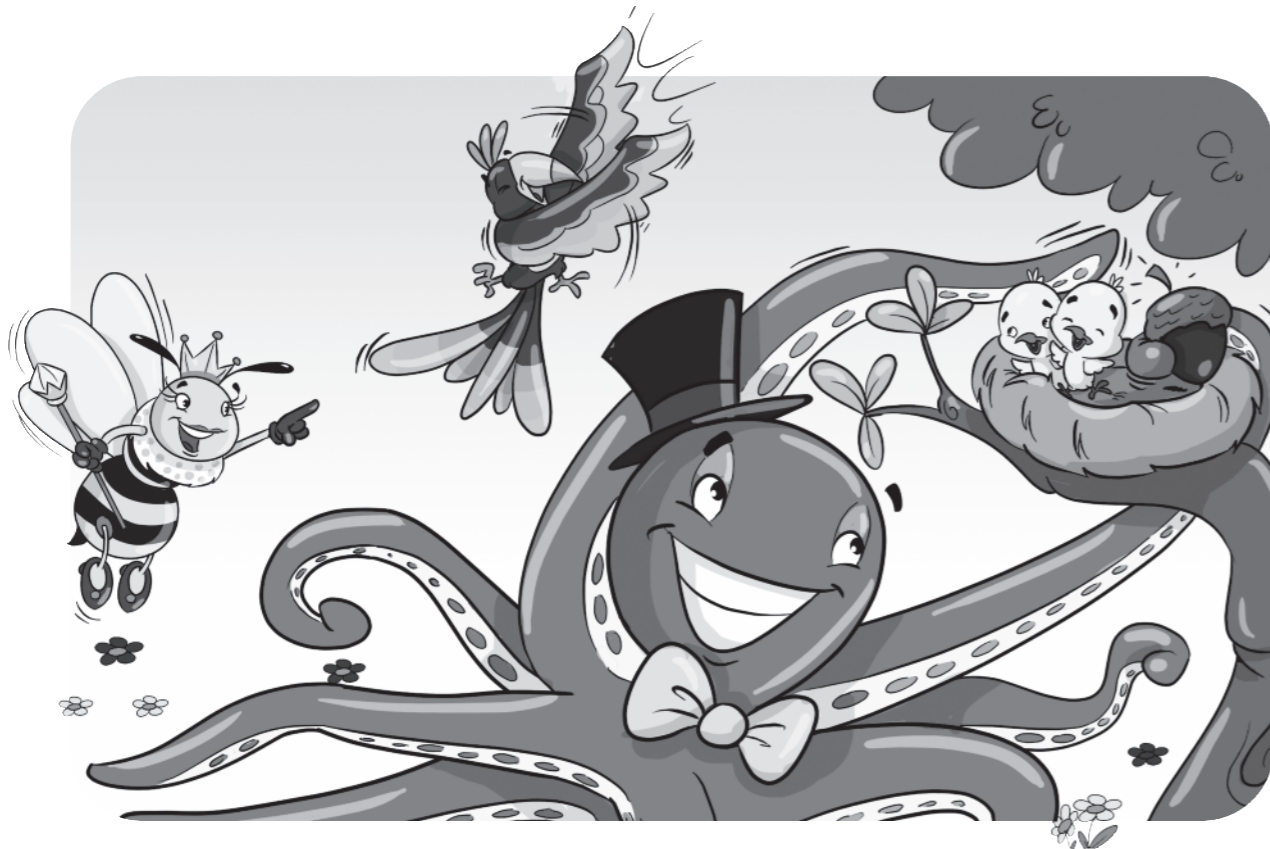
W w

Y y


Z z



My Sound Book




Hello,  !



Hello,  !

A  for you!

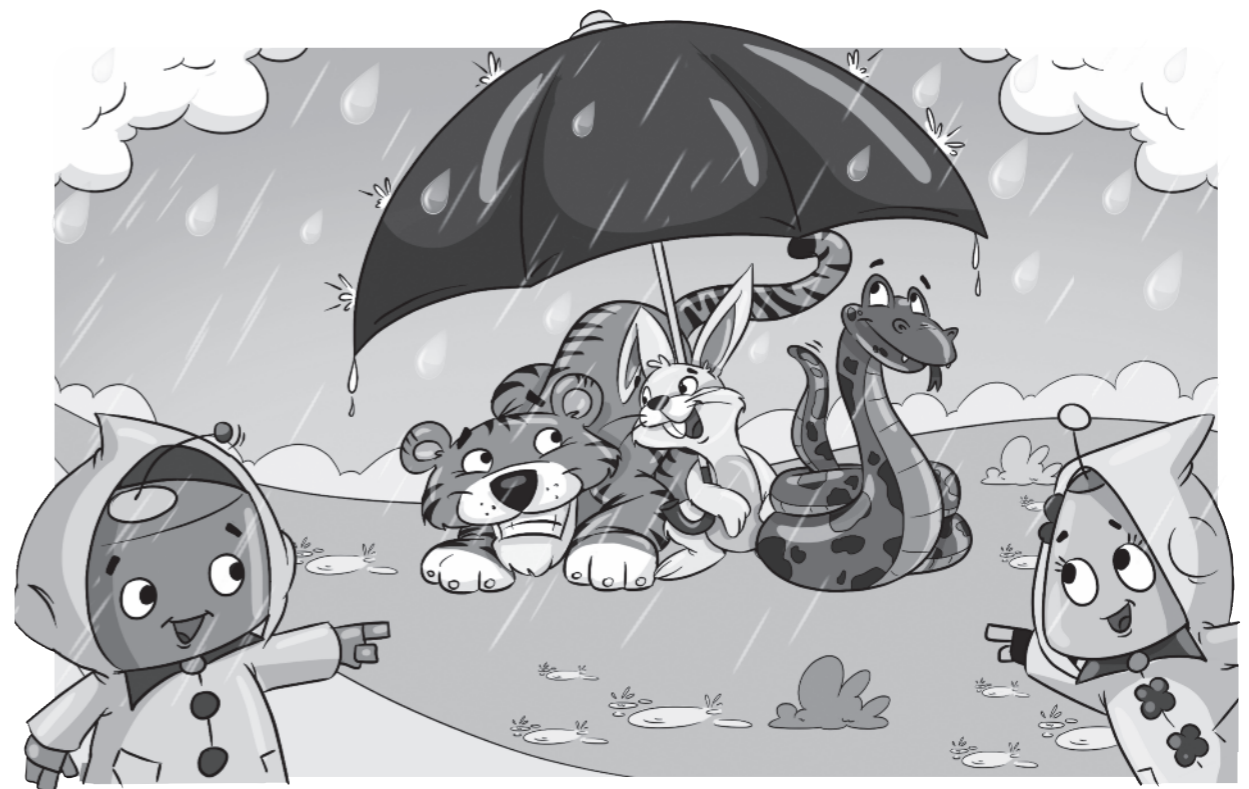
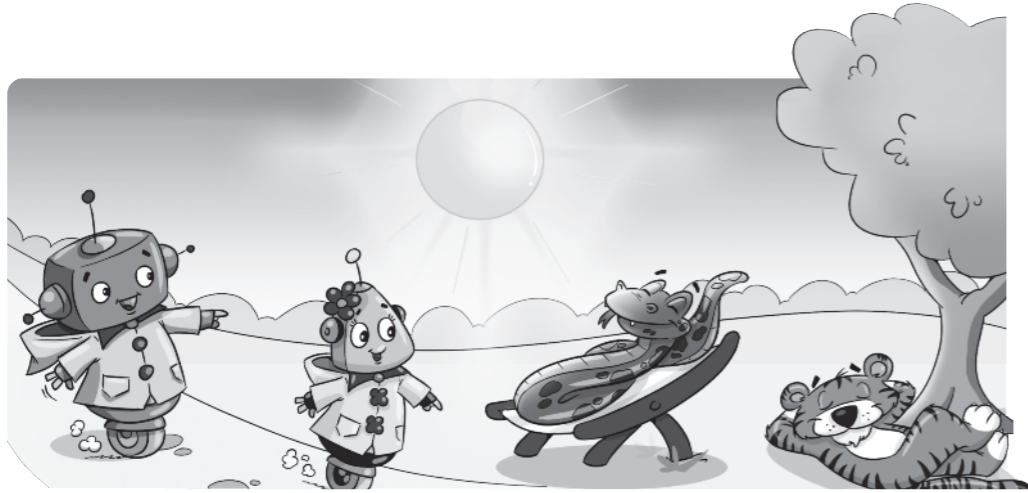
A  for me?
Thank you!

Ask the  a ? !



Can I have
a , please?



Oh, look!
There is a 
in the  !

Story Time



Story Time



Look! The  is in the !

Look! The  is under the !

Oh, no!

Where is the ?

Where is the ?

Look! The  is under an !

The  is under an , too!





Story Time



I like my  !


I like my  !

Oh, no! Where is my  ?

Look! The 
is in the  !

Where is the  ?

The 
is in
the  !

Look at the
funny  !

The 
likes
my  !