

**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)



**NHÀ XUẤT BẢN**  
**ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH**

  
**Express Publishing**


# My PHONICS

## Grade 1

### Teacher's Book



**NHÀ XUẤT BẢN**  
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# My PHONICS Grade 1

## Teacher's Book

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# Introduction

**i-Learn My Phonics Grade 1** 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 Grade 1** 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 Grade 1 – 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 Grade 1 – Long Vowels** focuses on the decoding of words with the long vowel sound that end in *-e*.

**i-Learn My Phonics Grade 1 – Consonant Blends** focuses on consonant clusters and letter blends that can be quite difficult.

**i-Learn My Phonics Grade 1 – Letter Combinations** covers tricky letter combinations and how to decode and encode words containing them.

## i-Learn My Phonics Grade 1 Components

- **Pupil's Book**

**i-Learn My Phonics Grade 1 1a** covers the letters A – M. 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 1 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 Grade 1 Cards**

The **i-Learn My Phonics Grade 1 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 Grade 1 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



# Introduction

Book provides many suggestions for using these cards in a wide variety of drills and activities. You 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



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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

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 in 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 the 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



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Tell the pupils to listen for words that begin with a specific sound, 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 key words: 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.

**e.g.**      *B E A R*

*B E E D etc*

# Unit 1

## Lesson 1

### Aims

to learn the letter Aa /eɪ/ and its sound /æ/; to learn three Aa words

### Vocabulary

- ant, apple, alligator

### Sight Words

- a, an

### Extra materials

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

## BEGINNING THE LESSON

Greet the pupils. Say: *Hello, I'm (Mrs Rich).* Invite them to respond by saying *hello*.

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

**Pupils' books closed.** Show the pupils the *ant* phonics card. Point to it and say: /æ/. The pupils repeat after you. Then say: /æ/ - *ant*. The pupils repeat after you. Put the phonics card up on the board. Wiggle your fingers above the elbow as if ants are crawling on you and say: /æ/, *ant!* 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 *apple* (mime eating one) and *alligator* (use your hands to make the opening of an alligator's mouth).

Write the letter Aa on the board next to the phonics cards. Point to it and say: *This is the letter /eɪ/. The letter /eɪ/ makes the /æ/ 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

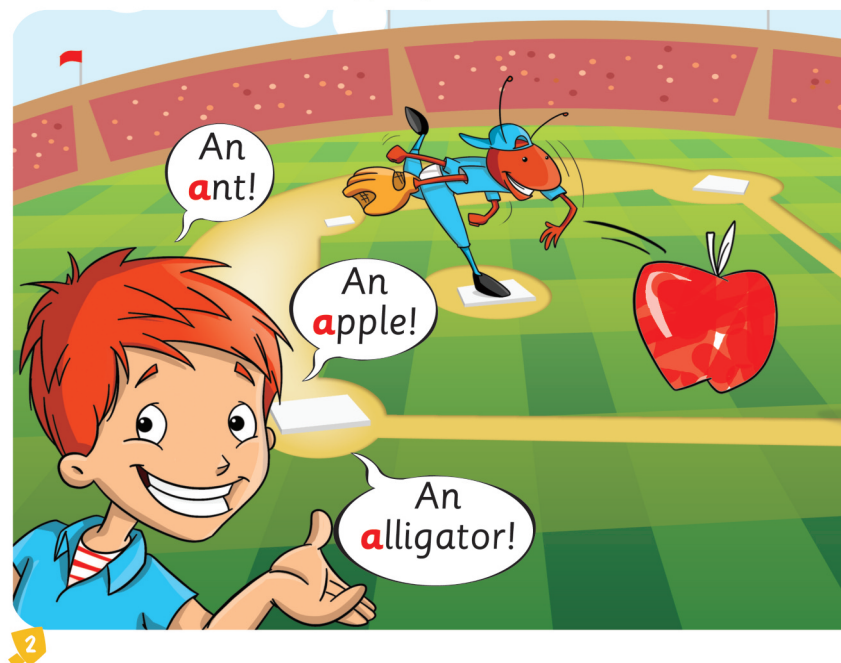
## Unit 1 Lesson 1

### 1 Listen, point and repeat. Colour.

# Aa



### 2 Listen and point. Colour.



### Tapescript

/æ/ - ant  
/æ/ - apple  
/æ/ - alligator

*This is the letter /eɪ/. The letter /eɪ/ makes the /æ/ sound.*

### 2 Listen and point. Colour. (Track 03)

Point to the ant and say: *An ant!* The pupils repeat after you. Follow the same procedure for the *apple* and the *alligator*. Play the CD. The pupils listen and point to the *ant*, *apple* and *alligator*.

Say: *an apple.* 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 apple, using any colour they like. Go around the classroom, asking pupils to name the item they are colouring.

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

**Pupil 1:** *An apple.* etc

### 3 Chant and show! (Track 04)

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

Ask the pupils to take out their own *ant*, *apple*, *alligator* 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 (*ant*, *apple*, *alligator*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /æ/

**Pupils:** ant

**Teacher:** /æ/, /æ/, /æ/

**Pupils:** ant! etc

### Tapescript

/æ/, ant,  
/æ/, /æ/, /æ/, ant!  
Ant, /æ/, /æ/, /æ/!

/æ/, apple,  
/æ/, /æ/, /æ/, apple!  
Apple, /æ/, /æ/, /æ/!

/æ/, alligator,  
/æ/, /æ/, /æ/, alligator!  
Alligator, /æ/, /æ/, /æ/!

### Extension (Optional)

1 Divide the pupils in three groups (*ant*, *apple*, *alligator*). 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 in three groups (*ant*, *apple*, *alligator*). 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 Aa 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 Aa and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- ant, apple, alligator

### Sight Words

- an, for, 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 actions and say the sound of the letter. e.g. **Teacher:** (pointing to the ant) ant

**Class:** (wiggling their fingers above the elbows as if ants are crawling on them) /æ/ etc

## 4 Listen. Read along. (Track 05)

Ask: Can you see the /æ/ - ant? Point to it. Encourage the pupils to point to the picture of the ant. Repeat with apple and alligator.

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.

## 5 Song (Track 06)

(to the tune of 'Pop Goes the Weasel')

Put up the ant, apple and alligator phonics cards on the board. Point to the ant and say: A for ant! 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 ant, apple, alligator 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.)

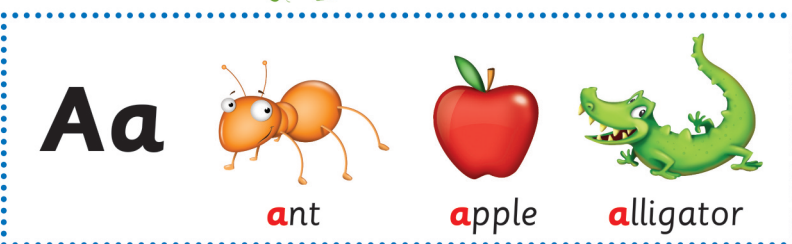
## ENDING THE LESSON

### Which One is Missing?

Scatter the 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.

## Unit 1 Lesson 2

### 4 Listen. Read along.



An  !

An  !

An  !

An  for an   
and an  !

**SIGHT WORDS**  
an for and

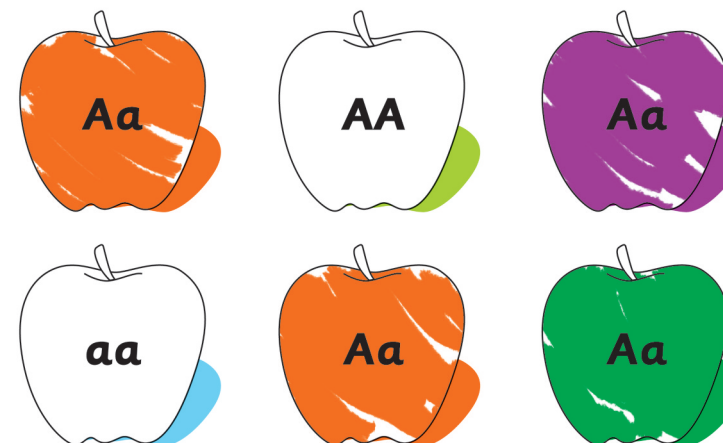
**5 Song**  
(See p. 72)

4



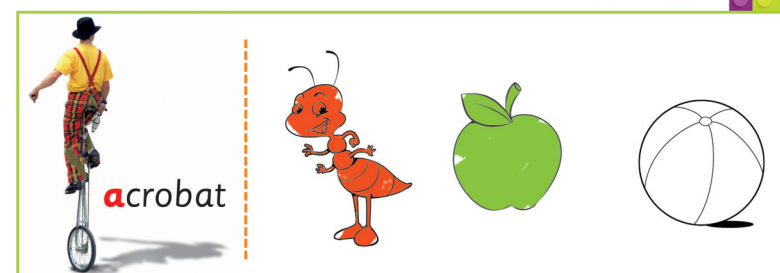
## Lesson 3

### 6 Colour the apples that have Aa in them.



## Phonics Build-Up

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



Lesson 4: Activity Book

5

## Lesson 3

### Aims

to practise the letter Aa /eɪ/ and its sound /æ/ and the corresponding words; to learn an extra A word

### Vocabulary

- ant, apple, alligator, acrobat

### Extra materials

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

## BEGINNING THE LESSON

Ask the pupils to open their notebooks. Explain the game. In two minutes, the pupils write as many Aas 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 Colour the apples that have Aa in them.

Have the pupils colour the apples that have Aa in them. Explain that they can use any colour they like.

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

Show the pupils the acrobat phonics card. Point to it and say: /æ/ - acrobat. The pupils repeat after you. Mime trying to keep your balance and say: /æ/, acrobat! 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 /æ/ 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 A 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

### Hunt

Hide the phonics cards around the classroom. Divide the class into two teams, A and B. Write the following on the board for each team:

A	B
ant	apple
acrobat	alligator

Play the song (Track 06) from the previous lesson. In teams, the pupils have to 'hunt' for the phonics cards depicting the words in their column. As they find them, they cross out the word on the board. The first team to find all its words before the end of the song is the winner.

## Lesson 4 - Activity Book

(see page 73)



# Unit 2

## Lesson 1

**Aims**  
to learn the letter *Bb* /bi:/ and its sound /b/; to learn three *Bb* words

### Vocabulary

- ball, bed, bee

### Sight Words

- look, a

### Extra materials

- i-Learn My Phonics cards (5-7);
- photocopies of pages from story books

## BEGINNING THE LESSON

Say: /æ/. Ask individual pupils to say a word beginning with the /æ/ sound from the previous unit.

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

Pupils' books closed. Show the pupils the *ball* phonics card. Point to it and say: /b/. The pupils repeat after you. Then say: /b/ - *ball*! The pupils repeat after you. Put the phonics card up on the board. Imitate bouncing a ball and say: /b/, *ball*! 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 *bed* (*mime sleeping*) and *bee* (*use your arms to imitate bee wings while buzzing*).

Write the letter *Bb* on the board next to the phonics cards. Point to it and say: *This is the letter /bi:/. The letter /bi:/ makes the /b/ 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 *Bb* on these pages. You can set a time limit and the winner is the pupil/

## Unit 2 Lesson 1

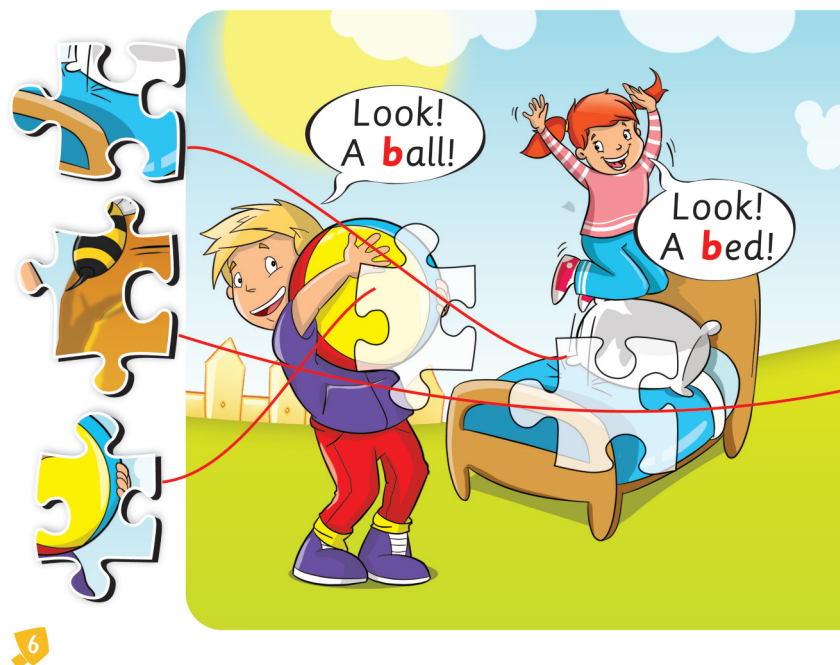
### 1 Listen, point and repeat. Colour.

**Bb**



**ball**

### 2 Listen and point. Match.



### Tapescript

/b/ - *ball*  
/b/ - *bed*  
/b/ - *bee*

*This is the letter /bi:/. The letter /bi:/ makes the /b/ sound.*

### 2 Listen and point. Match. (Track 09)

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

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



**bed**



**bee**

### 3 Chant and show!



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

**e.g. Teacher:** (*pointing to the first puzzle piece*) *Look!*

**Pupil 1:** *A bed!* etc

### 3 Chant and show! (Track 10)

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

Ask the pupils to take out their own

*ball*, *bed*, *bee* 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 (*ball*, *bed*, *bee*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /b/

**Pupils:** *ball*

**Teacher:** /b/, /b/, /b/

**Pupils:** *ball!* etc

### Tapescript

/b/, *ball*,  
/b/, /b/, /b/, *ball*!  
*Ball*, /b/, /b/, /b/!

/b/, *bed*,  
/b/, /b/, /b/, *bed*!  
*Bed*, /b/, /b/, /b/!

/b/, *bee*,  
/b/, /b/, /b/, *bee*!  
*Bee*, /b/, /b/, /b/!

### Extension (Optional)

- Divide the pupils in three groups (*ball*, *bed*, *bee*). 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.
- Divide the pupils in three groups (*ball*, *bed*, *bee*). 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 *Bb* 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 *Bb* and the corresponding words; to learn and practise reading skills; to sing a song

**Vocabulary**  
• ball, bed, bee

**Sight Words**  
• look, at, the, with, on

**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 actions and say the sound of the letter.

**e.g. Teacher:** (pointing to the ball) *ball*

**Class:** (imitating bouncing a ball) */b/ etc*

## 4 Listen. Read along. (Track 11)

Ask: *Can you see the /b/ - ball?* Point to it. Encourage the pupils to point to the picture of the ball. Repeat with *bed* and *bee*.

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.

## 5 Song (Track 12)

(to the tune of 'The Wheels on the Bus')

Put up the *ball*, *bed* and *bee* phonics cards on the board. Point to the bee and say: *The bee on the bed goes buzz, buzz, buzz!* 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 *ball*, *bed*, *bee* 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. Give 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.

## Unit 2 Lesson 2

### 4 Listen. Read along.



Look!

Look at the !

Look at the !

Look at the with the on the !

**SIGHT WORDS**  
look at the with on

**5 Song**  
(See p. 72)



8

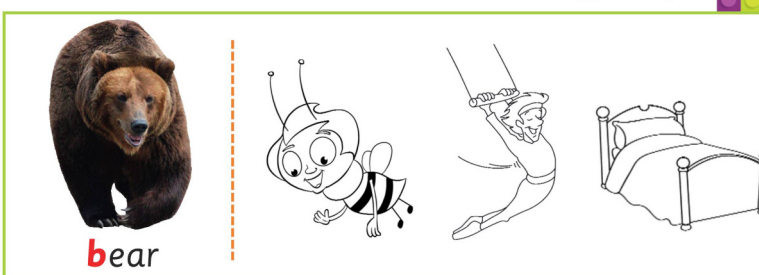
## Lesson 3

### 6 Circle the things that begin with the b sound.



## Phonics Build-Up

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



Lesson 4: Activity Book

9

## Lesson 3

**Aims**  
to practise the letter *Bb* /bi:/ and its sound /b/ and the corresponding words; to learn an extra *B* word

**Vocabulary**  
• ball, bed, bee, bear

**Extra materials**  
• i-Learn My Phonics cards (5-8);  
• card stock paper

## BEGINNING THE LESSON

Ask a pupil to come to the board. Show him/her a phonics card from the previous lesson without allowing the other pupils to see it. The pupil silently mimes an action related to the phonics card for the other pupils to guess the word. Repeat the activity with other pupils.

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

## 6 Circle the pictures of the words that start with the b sound.

Elicit the pictures. The pupils circle the pictures that start with the /b/ sound.

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

Show the pupils the *bear* phonics card. Point to it and say: */b/ - bear*. The pupils repeat after you. Mime growling like a bear and say: */b/, bear!* 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 /b/ 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 *B* 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

Mime various actions associated with the words from the lesson while eliciting the words, e.g. *ball* (mime bouncing a ball), *bed* (mime sleeping) and *bee* (use your arms to imitate bee wings while buzzing). Then say a word and ask the pupils to mime the corresponding action.

## Lesson 4 - Activity Book

(see page 73)



# Unit 3

## Lesson 1

**Aims**  
to learn the letter Cc /si:/ and its sound /k/; to learn three Cc words

**Vocabulary**  
• cat, carrot, clock

**Sight Words**  
• I, am, a

**Extra materials**  
• i-Learn My Phonics cards (9-11);  
• photocopies of pages from story books

## BEGINNING THE LESSON

Write the words from the previous unit on the board (*ball, bed, bee, bear*). Ask a pupil to come to the board. Point to the first word and ask the pupil to say it. Ask the rest of the class for verification. Repeat the activity with other pupils.

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

Pupils' books closed. Show the pupils the *cat* phonics card. Point to it and say: /k/. The pupils repeat after you. Then say: /k/ - *cat*. The pupils repeat after you. Put the phonics card up on the board. Imitate meowing like a cat, making 'claws' with your hands and say: /k/, *cat*! 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 *carrot* (mime eating one) and *clock* (use your arms to imitate moving hands of a clock while making a tick tock sound).

Write the letter Cc on the board next to the phonics cards. Point to it and say: *This is the letter /si:/. The letter /si:/ makes the /k/ 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 Cc on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Ccs. 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

/k/ - *cat*  
/k/ - *carrot*  
/k/ - *clock*

*This is the letter /si:/. The letter /si:/ makes the /k/ sound.*

### 2 Listen and point. Choose. (Track 15)

Point to the cat and say: *I am a cat!* The pupils repeat after you. Follow the same procedure for the *carrot* and the *clock*. Play the CD. The pupils listen and point to the *cat*, *carrot* and *clock*.

Say: *I am a cat.* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

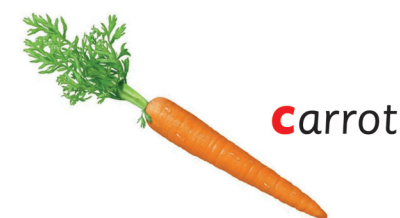
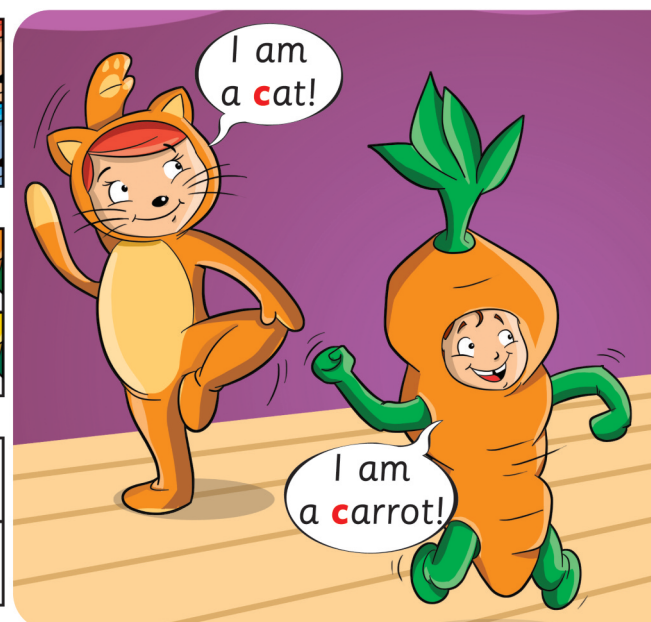
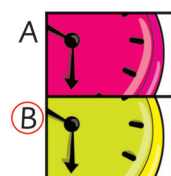
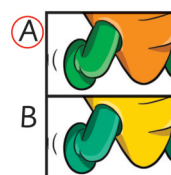
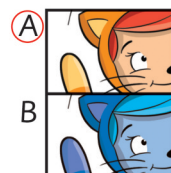
## Unit 3 Lesson 1

### 1 Listen, point and repeat. Colour.

Cc



### 2 Listen and point. Choose.



### 3 Chant and show!



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 cat) *I am ...*

**Pupil 1:** *a cat!* etc

### 3 Chant and show! (Track 16)

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

Ask the pupils to take out their own *cat*, *carrot* and *clock* 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 (*cat*, *carrot*, *clock*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /k/  
**Pupils:** *cat*  
**Teacher:** /k/, /k/, /k/  
**Pupils:** *cat!* etc

### Tapescript

/k/, *cat*,  
/k/, /k/, /k/, *cat!*  
*Cat*, /k/, /k/, /k/!  
  
/k/, *carrot*,  
/k/, /k/, /k/, *carrot!*  
*Carrot*, /k/, /k/, /k/!  
  
/k/, *clock*,  
/k/, /k/, /k/, *clock!*  
*Clock*, /k/, /k/, /k/!

### Extension (Optional)

- 1 Divide the pupils in three groups (*cat*, *carrot*, *clock*). 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 in three groups (*cat*, *carrot*, *clock*). 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 Cc 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 Cc and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- cat, carrot, clock

### Sight Words

- a, with, I, am, on

### 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 actions and say the sound of the letter.

e.g. **Teacher:** (pointing to the cat) cat

**Class:** (imitating meowing) /k/ etc

## 4 Listen. Read along. (Track 17)

Ask: Can you see the /k/ - cat? Point to it. Encourage the pupils to point to the picture of the cat. Repeat with carrot and clock.

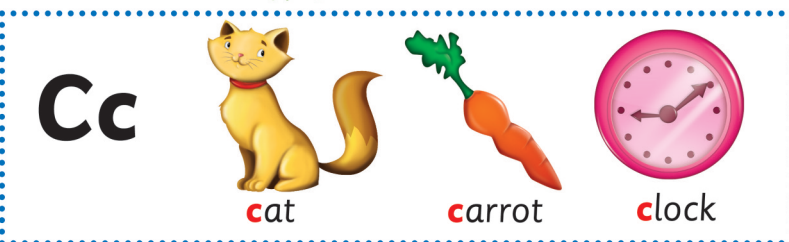
Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

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.



A cat !

A cat with a carrot !

I am a cat with a carrot !

A clock !

I am a cat with a carrot

on a clock !

**SIGHT WORDS**  
a with I am on

**5 Song**  
(See p.72)

12



## 5 Song (Track 18)

(to the tune of 'Hickory Dickory Dock')

Put up the cat, carrot and clock phonics cards on the board. Point to the clock and say: Tickety, tickety, tock! 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 cat, carrot and clock picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

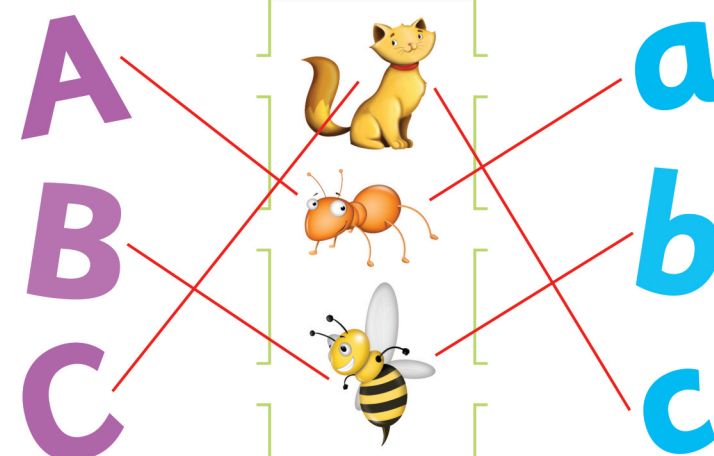
(See p. 72 for the Tapescript.)

## ENDING THE LESSON

Ask the pupils to form pairs. One pupil mimes an action corresponding to one of the words from the lesson and the other one says the word. Then they swap roles.

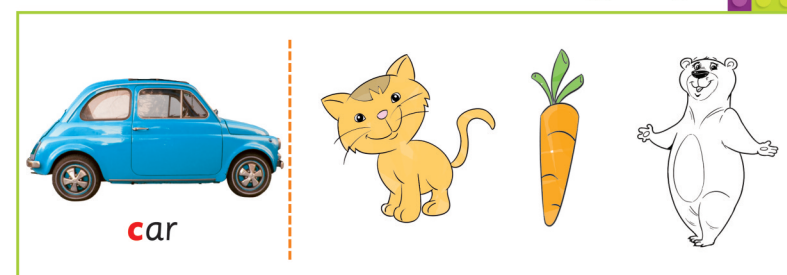
## Lesson 3

### 6 Match.



## Phonics Build-Up

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



Lesson 4: Activity Book

13

## Lesson 3

### Aims

to practise the letter Cc /si:/ and its sound /k/ and the corresponding words; to learn an extra C word

### Vocabulary

- cat, carrot, clock, car

### Extra materials

- i-Learn My Phonics cards (9-11);
- card stock paper

## BEGINNING THE LESSON

Ask three pupils to come to the board. Give each pupil one of the phonics cards from the previous lesson. Say: clock, cat, carrot. The pupils line up at the front of the class in the order you called. Each pupil then holds up their corresponding phonics card and

says the word aloud. Repeat the activity with other pupils.

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

## 6 Match.

Elicit the letters and the pictures. The pupils match the upper case letters to their corresponding picture and lower case letters. Check around the classroom.

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

Show the pupils the car phonics card. Point to it and say: /k/ - car. The pupils

repeat after you. Mime driving and sounding like a car (e.g. Vroom!) and say: /k/, car! 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 /k/ 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 C 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

### 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 the most points wins the game.

## Lesson 4 - Activity Book

(see page 73)



# Unit 4

## Lesson 1

### Aims

to learn the letter Dd /di:/ and its sound /d/; to learn three Dd words

### Vocabulary

- dog, drum, dragon

### Sight Words

- it, is, a

### Extra materials

- iLearn My Phonics cards (13-15);
- photocopies of pages from story books

## BEGINNING THE LESSON

Write the letters taught so far on the board (a, b, c). Ask three pupils to come to the front of the classroom. One pupil faces the board while the other two are behind him/her in single file. The pupil at the end of the line draws one of the letters with their finger on the back of the pupil in front of him/her. The letter is passed on in this way until it reaches the pupil facing the board, who then writes the letter on the board. Repeat the activity with other pupils.

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

**Pupils' books closed.** Show the pupils the dog phonics card. Point to it and say: /d/. The pupils repeat after you. Then say: /d/ - dog. The pupils repeat after you. Put the phonics card up on the board. Imitate barking like a dog and say: /d/, dog! 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 drum (mime playing one) and dragon (use your hands to imitate fire coming out of your mouth while roaring).

Write the letter Dd on the board next to the phonics cards. Point to it and say: This is the letter /di:/. The letter

/di:/ makes the /d/ 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 Dd on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Dds. 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

/d/ - dog  
/d/ - drum  
/d/ - dragon

This is the letter /di:/. The letter /di:/ makes the /d/ sound.

### 2 Listen and point. Colour. (Track 21)

Point to the dog and say: It is a dog! The pupils repeat after you. Follow the same procedure for the drum and the dragon. Play the CD. The pupils listen and point to the dog, drum and dragon.

## Unit 4 Lesson 1

### 1 Listen, point and repeat. Colour.

Dd



dog

### 2 Listen and point. Colour.



14

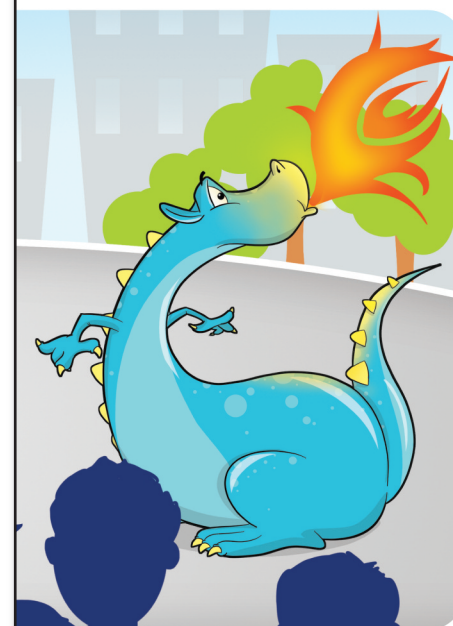


drum



dragon

### 3 Chant and show!



D, dog,  
D, d, d, dog!  
Dog, d, d, d!

15

Say: It is a dog. 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 drum, using any colour they like. Go around the classroom, asking pupils to name the items they are colouring.

e.g. Teacher: (pointing to the drum) It is ...

Pupil 1: a drum! etc

### 3 Chant and show! (Track 22)

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

Ask the pupils to take out their own dog, drum and dragon 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 (dog, drum, dragon) and encourage the pupils to name the items for you.

e.g. Teacher: /d/  
Pupils: dog  
Teacher: /d/, /d/, /d/  
Pupils: dog! etc

### Tapescript

/d/, dog,  
/d/, /d/, /d/, dog!  
Dog, /d/, /d/, /d/!  
  
/d/, drum,  
/d/, /d/, /d/, drum!  
Drum, /d/, /d/, /d/!  
  
/d/, dragon,  
/d/, /d/, /d/, dragon!  
Dragon, /d/, /d/, /d/!

### Extension (Optional)

- 1 Divide the pupils in three groups (dog, drum, dragon). 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 in three groups (dog, drum, dragon). 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 Dd 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 *Dd* and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- dog, drum, dragon

### Sight Words

- it, is, a, with, on

### Extra materials

- iLearn 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 actions and say the sound of the letter.

e.g. **Teacher:** (pointing to the dog) dog

**Class:** (imitating barking) /d/ etc

## 4 Listen. Read along. (Track 23)

Ask: *Can you see the /d/ – dog?* Point to it. Encourage the pupils to point to the picture of the dog. Repeat with *drum* and *dragon*.

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.

## 5 Song (Track 24)

(to the tune of 'Aiken Drum')

Put up the *dog*, *drum* and *dragon* phonics cards on the board. Point to the dragon and say: *It is a dragon with a drum, Boom, boom, boom!* 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 *dog*, *drum* and *dragon* 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

### 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

## Unit 4 Lesson 2

### 4 Listen. Read along.

**Dd**



dog



drum



dragon

It is a !

It is a !

It is a with a !

It is a on a with a !

**SIGHT WORDS**  
it is a with on

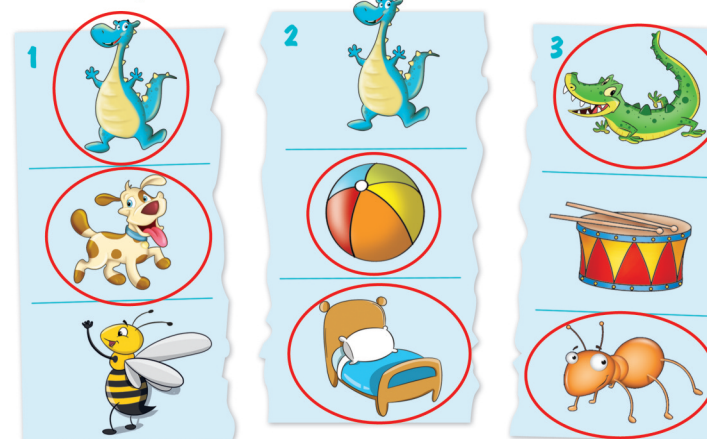
**5 Song**  
(See p.72)

16



## 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 d sound. Say the d words.



Lesson 4: Activity Book

17

## Lesson 3

### Aims

to practise the letter *Dd* /di:/ and its sound /d/ and the corresponding words; to learn an extra *D* word

### Vocabulary

- dog, drum, dragon, doll

### Extra materials

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

## BEGINNING THE LESSON

Put the *dog*, *drum* and *dragon* phonics cards on the board. Write the words for each on separate pieces of paper. Hand out the pieces of paper to three pupils and ask them to stand

next to the corresponding phonics card. Repeat with other pupils.

Play the song (Track 24) 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 pictures. The pupils circle the pictures of the words that begin with the same sound. Check around the classroom.

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

Show the pupils the *doll* phonics card. Point to it and say: /d/ – doll. The pupils repeat after you. Mime holding a small doll and say: /d/, doll! 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 /d/ 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 *D* 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

### 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.

## Lesson 4 - Activity Book

(see page 74)



# Story Time

## Aims

to consolidate the sound of the letters Aa, Bb, Cc and Dd and the corresponding words; to learn and practise reading skills

## Vocabulary

- consolidation

## Extra materials

- i-Learn My Phonics cards (1-16)

## BEGINNING THE LESSON

### 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 on the board. The team with the most points wins the game.

### 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 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.

ant bed dog cat

clock dragon drum

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.

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.

# Story Time

## 1 Listen. Read along.



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

**Class:** (It's a) dog!

**Teacher:** (pointing to the bed in picture 1) Yes! The dog is on the ...

**Class:** bed! etc

### 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:** The dog is on the bed.

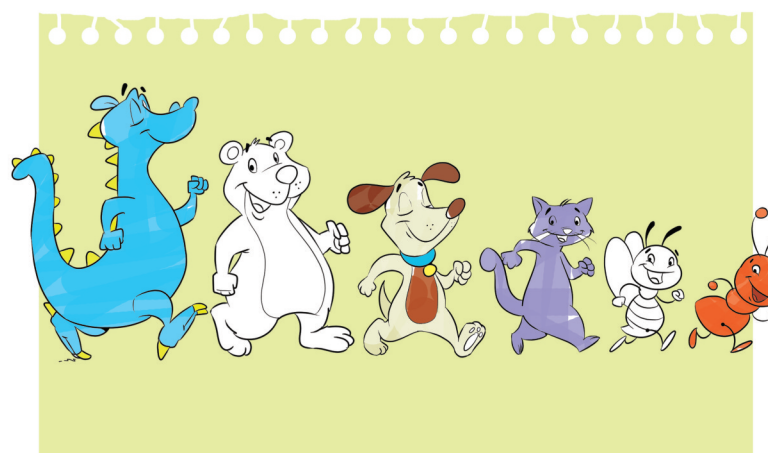
**Pupil 1:** Yes!

**Teacher:** The dragon is on the clock.

**Pupil 2:** No! etc



## 2 Which animals are in the story? Colour.



## 2 Which animals are in the story? Colour.

Point to and elicit the animals. Ask the pupils to say which animals appear in the story. The pupils then colour those animals. 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 dog, the bed, the ant, the cat, the clock, the dragon, the drum). 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

- Ask pupils to change parts or all of the story and present it to the class.  
e.g. Look at the ! It is on the .
- 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.
- Pupils choose their favourite animal or object from the story and they draw it.



# Review 1

## (Aa, Bb, Cc, Dd)

### BEGINNING THE LESSON

#### The Reading Tree

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

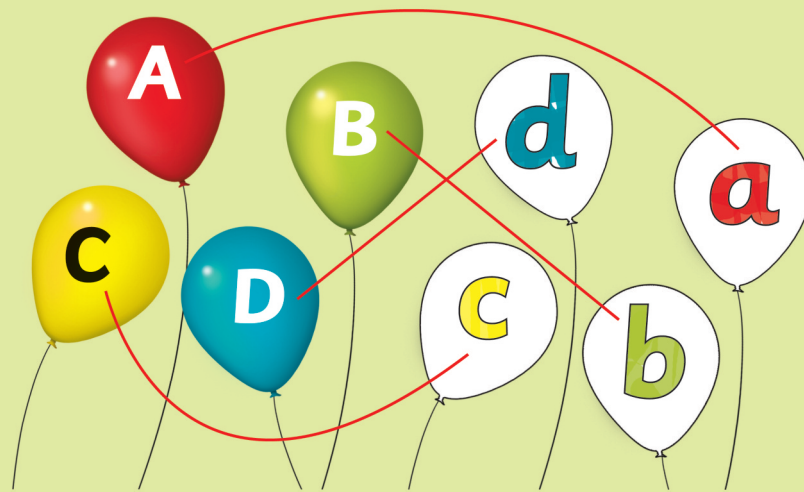


The tree should be large enough to be read clearly on the wall. It should have 13 branches and each branch should represent a different letter. Prepare some simple cards with the words the pupils have learnt so far (Aa - Dd). If you wish, you can laminate them so that you can use them again and again.

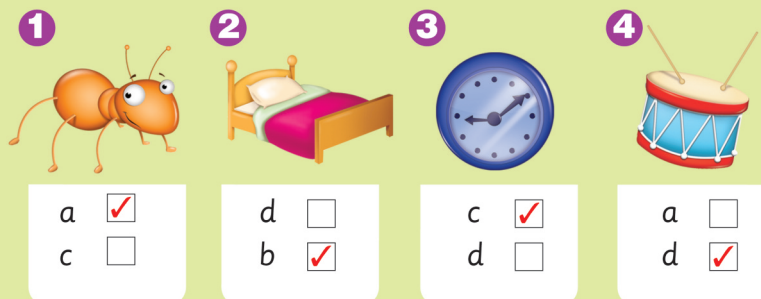
Hand out the cards to various pupils. Ask the pupils to say the initial sound and/or the word before they come and stick it on the corresponding branch. Ask the rest of the class for verification. An optional extension to this activity is to select pupils, one at a time, to remove the cards. The pupils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

### Review 1 (Aa, Bb, Cc, Dd)

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



2 Look and tick (✓).



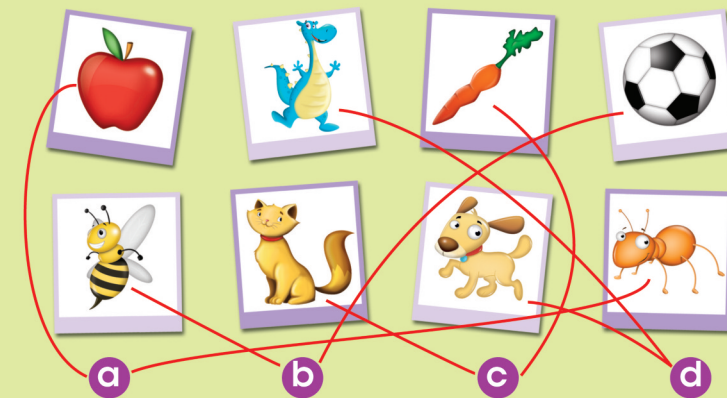
1 Match and colour. Say the letter and the sound.

Explain the activity. The pupils match the upper case letters to the lower case ones. Then they say the letter and the sound. Explain to them that they can use any colour they like. Go around the classroom providing any necessary help.

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. Draw lines to match.



4 Listen and circle.



3 Say the words. Draw lines to match.

Explain the activity. The pupils say the words for each picture. Then they match the pictures that begin with the same letter. Finally they match the pictures to the corresponding letter. Go over the example and allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

4 Listen and circle. (Track 27)

Explain the activity. Elicit the pictures. The pupils listen and circle the correct picture. Go around the classroom providing any necessary help.

#### Tapescript

One  
apple

Two  
bee

Three  
clock

Four  
drum

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

- Bingo:** Write the words the pupils have learnt in the units on the board. Ask the pupils to choose any five and copy them in their notebooks. Make sure they haven't all chosen the same five words. Call out one word after another as you point to it. Any pupil who has the word can cross it off. The winner is the first pupil whose card is covered and who shouts BINGO!
- How's your memory?:** Write the words the pupils have learnt in the units on the board. Start the game by choosing one of the words, e.g. apple. Say: *Apple*. Then ask a pupil beside you to add to the list, e.g. *Apple, cat*. This continues around the class and the list gets longer and longer.
- Get in line:** Ask three pupils to come to the front of the classroom. Hand out three phonics cards of the words the pupils have learnt. Name the items. The pupils get in line. Ask the rest of the class for verification. Repeat with some more groups of pupils and different sets of phonics cards.



# Unit 5

## Lesson 1

### Aims

to learn the letter Ee /i:/ and its sound /e/; to learn three Ee words

### Vocabulary

- egg, elf, elephant

### Sight Words

- hello

### Extra materials

- iLearn My Phonics cards (17-19);
- photocopies of pages from story books

## BEGINNING THE LESSON

Revise the words from Units 1-4. Make two columns on the board. Write letters *a*, *b*, *c* and *d* in one column and *all*, *ppl*, *ragon* and *arrot* in a second column. Ask the pupils to match the letters in column one to those in the column two and make four words. Have the pupils write the words in their notebooks. Then choose individual pupils to come to the board, draw lines and say the words.

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

**Pupils' books closed.** Show the pupils the *egg* phonics card. Point to it and say: /e/. The pupils repeat after you. Then say: /e/ - egg. The pupils repeat after you. Put the phonics card up on the board. Mime cracking open an egg and say: /e/, egg! 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 *elf* (squat on the floor and put your index fingers on either side of your head like little pointed ears) and *elephant* (mime an elephant by putting your arm in front of your face and swinging it up and down). Write the letter *Ee* on the board next

to the phonics card. Point to it and

say: *This is the letter Ee /i:/. The letter Ee /i:/ makes the /e/ 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 *Ee* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Ees*. 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 and

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

### Tapescript

- /e/ - egg
- /e/ - elf
- /e/ - elephant

*This is the letter Ee /i:/. The letter Ee /i:/ makes the /e/ sound.*

### 2 Listen and point. Match. (Track 29)

Point to the egg and say: *Hello, egg!* The pupils repeat after you. Follow

## Unit 5 Lesson 1

### 1 Listen, point and repeat. Colour.

Ee



### 2 Listen and point. Match.



22

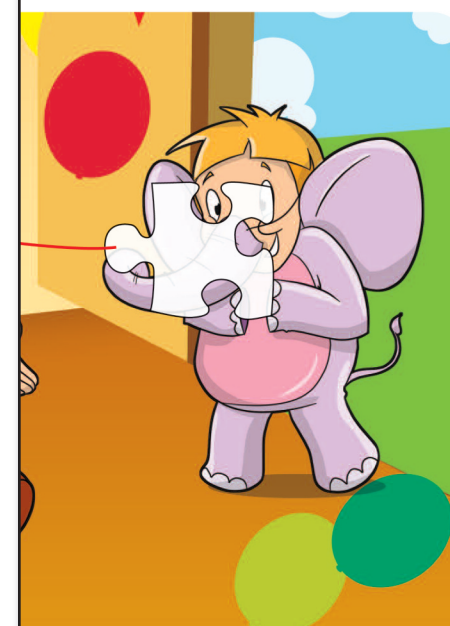


elf



elephant

### 3 Chant and show!



23

the same procedure for the *elf* and the *elephant*. Play the CD. The pupils listen and point to the *egg*, *elf* and *elephant*.

Say: *Hello, egg!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order. Then individual pupils read the words while pointing to the corresponding picture.

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

**e.g. Teacher:** (pointing to the egg) *Hello, ...*

**Pupil 1:** *egg!* etc

### 3 Chant and show! (Track 30)

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

Ask the pupils to take out their own *egg*, *elf* and *elephant* 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 (*egg*, *elf*, *elephant*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /e/,

**Pupils:** *egg,*

**Teacher:** /e/, /e/, /e/

**Pupils:** *egg!* etc

### Tapescript

/e/, egg,  
/e/, /e/, /e/, egg!  
Egg, /e/, /e/, /e/!

/e/, elf,  
/e/, /e/, /e/, elf!  
Elf, /e/, /e/, /e/!

/e/, elephant,  
/e/, /e/, /e/, elephant!  
Elephant, /e/, /e/, /e/!

### Extension (Optional)

1 Divide the pupils in three groups (*egg*, *elf*, *elephant*). 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 in three groups (*egg*, *elf*, *elephant*). 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 *Ee* 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 Ee and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- egg, elf, elephant

### Sight Words

- an, hello

### 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 actions and say the sound of the letter.

**e.g. Teacher:** (pointing to the egg) egg

**Class:** (miming cracking open an egg) /e/ etc

## 4 Listen. Read along. (Track 31)

Ask: *Can you see the /e/ - egg?* Point to it. Encourage the pupils to point to the picture of the egg. Repeat with *elf* and *elephant*.

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 the pupils 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.

## 5 Song (Track 32)

(to the tune 'Mary Had a Little Lamb')

Put up the egg, elf and elephant phonics cards on the board. Point to the elf and say: *The elf is with an elephant.* 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 egg, elf and elephant 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 on the board. Write the respective words on separate pieces of paper. Hand out the pieces of paper to the children and ask them to line up in front of the board in the same order as the phonics cards. Repeat the procedure with another group of pupils.

## Unit 5 Lesson 2

### 4 Listen. Read along.

Ee



egg



elf



elephant

An ! Hello, !

An ! Hello, !

An ! Hello, !

Hello, hello, hello!

SIGHT WORDS  
an hello

5 Song  
(See p.72)

24

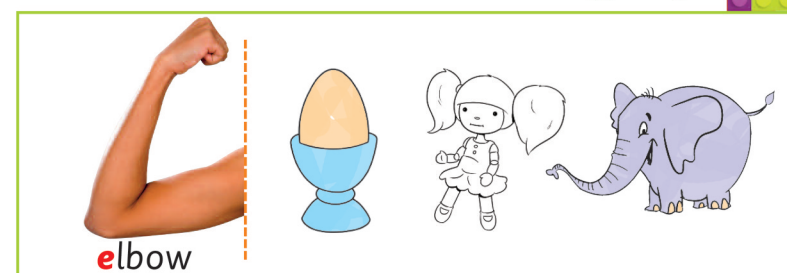
## Lesson 3

### 6 Listen and tick (✓).

1	a	e	2	B	D	3	c	d
		✓			✓		✓	
4	A	C	5	e	b	6	B	A
	✓			✓			✓	

## Phonics Build-Up

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



Lesson 4: Activity Book

25

## Lesson 3

### Aims

to practise the letter Ee /i:/ and its sound /e/ and the corresponding words; to learn an extra E word

### Vocabulary

- egg, elf, elephant, elbow

### Extra materials

- i-Learn My Phonics cards (17-20)
- card stock paper

## BEGINNING THE LESSON

Put up the egg, elf and elephant phonics cards on the board. Write the first and last letter of each word, e.g. e \_ g below each phonics card. Ask the pupils to find the letters and write the words in their notebooks. Then ask individual pupils to come to the board, fill in the missing letters and say the words.

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

## 6 Listen and tick (✓). (Track 33)

Point to the letters and revise the sounds. Explain the activity. Play the CD. The pupils listen and tick the correct letter sound.

### Tapescript

One	Three	Five
/e/	/k/	/e/
Two	Four	Six
/d/	/æ/	/b/

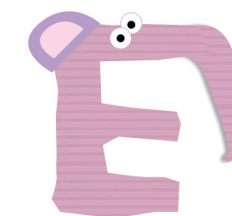
## 7 Listen, point and repeat. Colour the pictures of the words that start with the e sound. Say the e words. (Track 34)

Show the pupils the *elbow* phonics card. Point to it and say: /e/ - elbow. The pupils repeat after you. Point to your elbow and say: /e/ - elbow! 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 /e/ 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 E 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

### Jump

Revise the vocabulary of Units 1-5. 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.

Lesson 4 - Activity Book

(see page 74)



# Unit 6

## Lesson 1

**Aims**  
to learn the letter *Ff* /ef/ and its sound /f/; to learn three *Ff* words

**Vocabulary**  
• fox, fish, frog

**Sight Words**  
• my, funny

**Extra materials**  
• i-Learn My Phonics cards (17-23);  
• photocopies of pages from story books

## BEGINNING THE LESSON

Revise the words from the previous unit. Put up the *egg*, *elf*, *elephant*, and *elbow* phonics cards on the board. Write the letters of each word in jumbled order around the phonics cards. Ask the pupils to write the words in their notebooks. Ask individual pupils to come to the board and write the words.

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

**Pupils' books closed.** Show the pupils the *fox* phonics card. Point to it and say: /f/. The pupils repeat after you. Then say: /f/ - fox. The pupils repeat after you. Put the phonics card up on the board. Mime a long pointy snout and a bushy tail and say: /f/, fox! 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 *fish* (pretend to catch a fish with a fishing rod) and *frog* (say: croak, croak).

Write the letter *Ff* on the board next to the phonics cards. Point to it and say: This is the letter *Ff* /ef/. The letter *Ff* /ef/ makes the /f/ 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 *Ff* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Ffs*. 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 and repeat. The pupils then colour in the letters. Explain to them that they can use any colour they like. Provide any necessary help. During this process, go around the classroom and elicit the letter and the words from individual pupils.

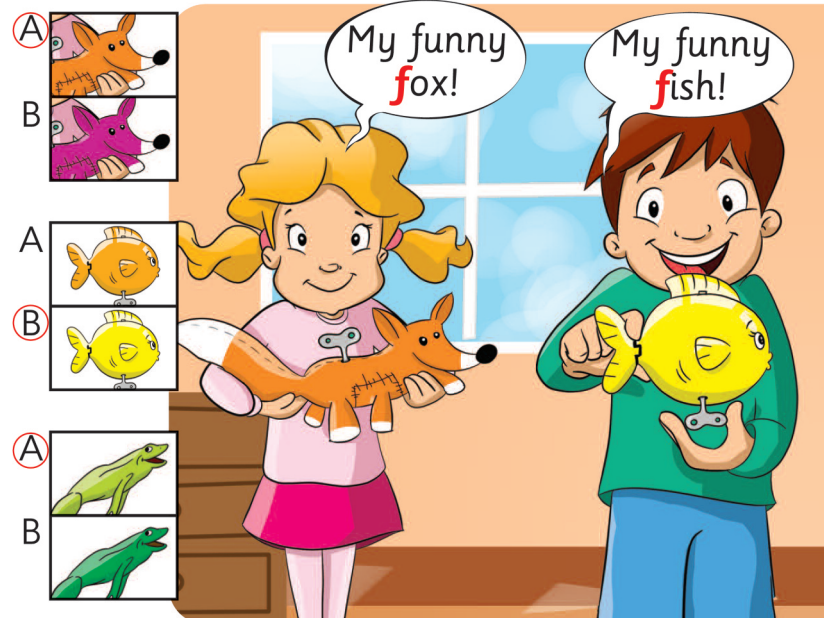
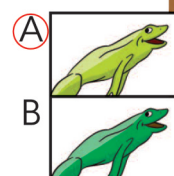
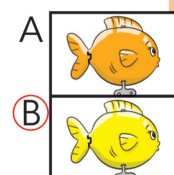
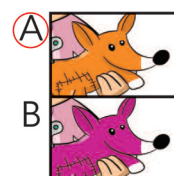
## Unit 6 Lesson 1

### 1 Listen, point and repeat. Colour.

**Ff**



### 2 Listen and point. Choose.



26

### Tapescript

/f/ - fox  
/f/ - fish  
/f/ - frog

This is the letter *Ff* /ef/. The letter *Ff* /ef/ makes the /f/ sound.

### 2 Listen and point. Choose. (Track 36)

Point to the *fox* and say: My funny, fox! The pupils repeat after you. Follow the same procedure for the *fish* and the *frog*. Play the CD. The pupils listen and point to the *fox*, *fish*, and *frog*.

Say: My funny, fox! Ask the pupils to point to the corresponding animal in the picture. Repeat with the rest of the animals in random order. Then individual pupils read the words



### 3 Chant and show!



27

### Tapescript

/f/, fox,  
/f/, /f/, /f/, fox!  
Fox, /f/, /f/, /f/!

/f/, fish,  
/f/, /f/, /f/, fish!  
Fish, /f/, /f/, /f/!

/f/, frog,  
/f/, /f/, /f/, frog!  
Frog, /f/, /f/, /f/!

### Extension (Optional)

- 1 Divide the pupils in three groups (*fox*, *fish*, *frog*). 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 in three groups (*fox*, *fish*, *frog*). 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 *Ff* 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.

while pointing to the corresponding picture.

Ask the pupils to look at the pair of pictures on the side and choose the correct one for each corresponding animal. Go around the classroom asking pupils to name the animals.  
e.g. Teacher: (pointing to the fox)

My funny, ...

Pupil 1: fox! etc

### 3 Chant and show! (Track 37)

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

Ask the pupils to take out their own *fox*, *fish* and *frog* 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 (*fox*, *fish*, *frog*) and encourage the pupils to name the animals for you.

e.g. Teacher: /f/

Pupils: fox

Teacher: /f/, /f/, /f/

Pupils: fox! etc



# Unit 6

## Lesson 2

### Aims

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

### Vocabulary

- fox, fish, frog

### Sight Words

- my, funny, and, are, with

### 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 actions and say the sound of the letter.

e.g. **Teacher:** (pointing to the fox) fox

**Class:** (miming a long pointy snout and a bushy tail) /f/ etc

## 4 Listen. Read along. (Track 38)

Ask: *Can you see the /f/ – fox?* Point to it. Encourage the pupils to point to the picture of the fox. Repeat with *fish* and *frog*.

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.

## 5 Song (Track 39)

(to the tune of 'Five Little Speckled Frogs')

Put up the *fox*, *fish* and *frog* phonics cards on the board. Point to the *frog* and say: *Frank is a funny frog*. 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 *fox*, *fish* and *frog* 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

### 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 a phonics card and elicit its name. If the answer is correct then that pupil can spin the bottle. Repeat with other phonics cards.

## Unit 6 Lesson 2

### 4 Listen. Read along.



My funny fox !  
My funny fish !  
My funny frog !  
My funny fish and  
my funny frog  
are with my funny fox !

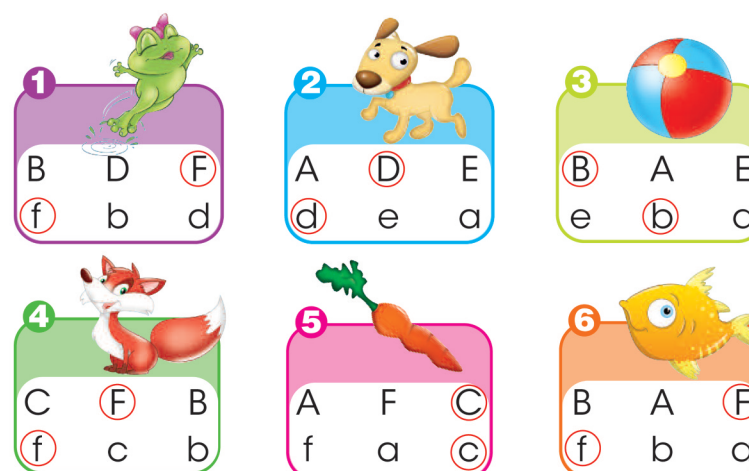
**SIGHT WORDS**  
my funny and are with

**5 Song**  
(See p. 72)

28

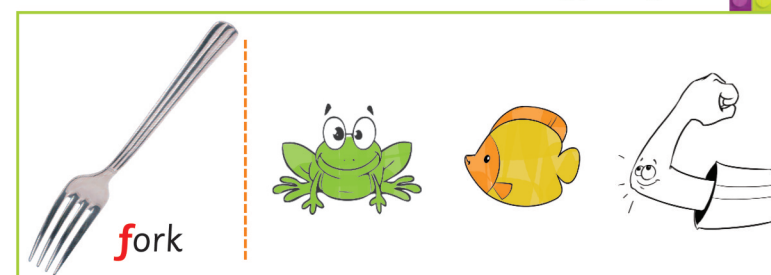
## Lesson 3

### 6 Circle the right letters.



## Phonics Build-Up

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



Lesson 4: Activity Book

29

## Lesson 3

### Aims

to practise the letter *Ff* /ef/ and its sound /f/ and the corresponding words; to learn an extra *F* word

### Vocabulary

- fox, fish, frog, fork

### Extra materials

- i-Learn My Phonics cards (1-24);
- card stock paper

## BEGINNING THE LESSON

Put up the *fox*, *fish* and *frog* phonics cards on the board. Write the words in a column in random order. Ask individual pupils to come to the board and match the phonics cards to the words by drawing lines.

Play the song (Track 39) from the

previous lesson. The pupils listen and sing along.

## 6 Circle the right letters.

Point to the pictures and elicit the names of the items. Point to the letters and revise the sounds. Explain the activity. The pupils look at the pictures and circle the corresponding letters.

## 7 Listen, point and repeat. Colour the pictures of the words that start with the f sound. Say the f words. (Track 40)

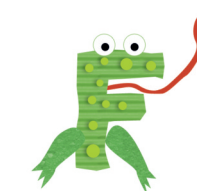
Show the pupils the *fork* phonics card. Point to it and say: /f/ – fork. The pupils repeat after you. Pretend to use a fork and eat. Say: /f/ – fork! Encourage the pupils to do the same. Say the letter. The pupils perform the action

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 /f/ 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 *F* 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

### Noughts and Crosses

Draw a large 3x3 grid on the board. Write a number 1-9 in 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 pictured item 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.

## Lesson 4 - Activity Book

(see page 75)



# Unit 7

## Lesson 1

**Aims**  
to learn the letter Gg /dʒi:/ and its sound /g/; to learn three Gg words

**Vocabulary**  
• glass, goat, garden

**Sight Words**  
• look, at, the, my

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

## BEGINNING THE LESSON

Revise the words from the previous unit. Put up the *fox*, *fish*, *frog* and *fork* phonics cards on the board. Write the first and last letters of each word below each phonics card. Ask the pupils to fill in 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 41)

**Pupils' books closed.** Show the pupils the *glass* phonics card. Point to it and say: /g/. The pupils repeat after you. Then say: /g/ - *glass*. The pupils repeat after you. Put the phonics card up on the board. Mime drinking from a glass and say: /g/, *glass*! 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 *goat* (say: *Meh-eh-eh! Meh-eh-eh!*) and *garden* (pretend picking and smelling flowers).

Write the letter Gg on the board next to the phonics cards. Point to it and say: *This is the letter Gg /dʒi:/*. The letter Gg /dʒi:/ makes the /g/ 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 Gg on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most Ggs. 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 and repeat. The pupils then colour in the letters. Explain to them that they can use any colour they like. Provide any necessary help. During this process, go around the classroom and elicit the letter and the words from individual pupils.

## Unit 7 Lesson 1

### 1 Listen, point and repeat. Colour.

# Gg



glass

### 2 Listen and point. Colour.



30

### Tapescript

/g/ - glass  
/g/ - goat  
/g/ - garden

*This is the letter Gg /dʒi:/. The letter Gg /dʒi:/ makes the /g/ sound.*

### 2 Listen and point. Colour. (Track 42)

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

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



goat



garden

### 3 Chant and show!



31

### Tapescript

/g/, glass,  
/g/, /g/, /g/, glass!  
Glass, /g/, /g/, /g/!

/g/, goat,  
/g/, /g/, /g/, goat!  
Goat, /g/, /g/, /g/!

/g/, garden,  
/g/, /g/, /g/, garden!  
Garden, /g/, /g/, /g/!

### Extension (Optional)

- 1 Divide the pupils in three groups (*glass*, *goat*, *garden*). 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 in three groups (*glass*, *goat*, *garden*). 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 Gg from the photocopyable 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.

individual pupils read the words while pointing to the corresponding picture.

Ask the pupils to colour the glass and the goat, using any colour they like. Go around the classroom, asking pupils to name the items they are colouring.

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

**Pupil 1:** *glass!* etc

### 3 Chant and show! (Track 43)

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

Ask the pupils to take out their own *glass*, *goat* and *garden* 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 (*glass*, *goat*, *garden*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /g/  
**Pupils:** *glass*  
**Teacher:** /g/, /g/, /g/  
**Pupils:** *glass!* etc



# Unit 7

## Lesson 2

### Aims

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

### Vocabulary

- glass, goat, garden

### Sight Words

- look, at, the, with, in my

### 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 actions and say the sound of the letter.  
e.g. **Teacher:** (pointing to the glass): glass

**Class:** (miming drinking from a glass) /g/ etc

## 4 Listen. Read along. (Track 44)

Ask: *Can you see the /g/ – glass?* Point to it. Encourage the pupils to point to the picture of the glass. Repeat with *goat* and *garden*.

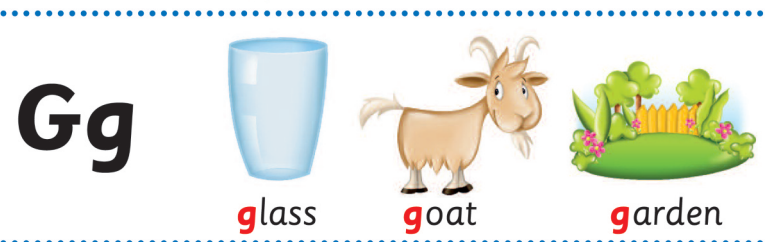
Play the CD. Have the pupils listen to the story once. Play the CD again. The pupils listen and point to the pictures of the key words when they hear them in the story.

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 7 Lesson 2

### 4 Listen. Read along.



Look at the !  
Look at the !  
Look at the with  
the in my !

**SIGHT WORDS**  
look at the with in my

**5 Song**  
(See p.72)

32



## 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.

## 5 Song (Track 45)

(to the tune of 'Down in the Valley')

Put up the *glass*, *goat* and *garden* phonics cards on the board. Point to the garden and say: *Look at my garden!* 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 *glass*, *goat* and *garden* 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.)

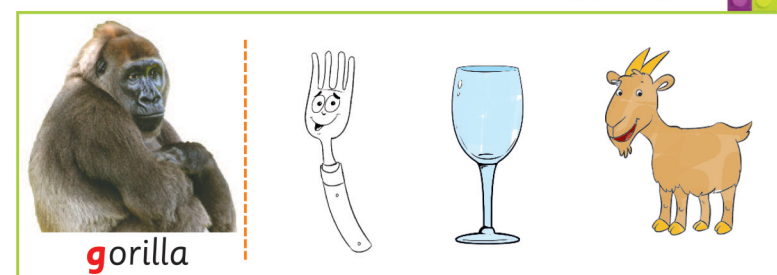
## Lesson 3

### 6 Circle the letters Gg. Say the g sound.



## Phonics Build-Up

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



Lesson 4: Activity Book

33

## Lesson 3

### Aims

to practise the letter Gg /dʒi:/ and its sound /g/ and the corresponding words; to learn an extra G word

### Vocabulary

- glass, goat, garden, gorilla

### Extra materials

- i-Learn My Phonics cards (25-28);
- card stock paper

## BEGINNING THE LESSON

Put the *glass*, *goat* and *garden* phonics cards on your desk. Ask a pupil to come to your desk, give him/her blu-tack and tell him/her to attach the phonics cards to the board in the order you call them out. Repeat the activity with other pupils.

Play the song (Track 45) from the previous lesson. The pupils listen and sing along.

## 6 Circle the letters Gg. Say the g sound.

Point to the letters and revise the sounds. Explain the activity. The pupils look at the picture and circle the letters Gg.

## 7 Listen, point and repeat. Colour the pictures of the words that start with the g sound. Say the g words. (Track 46)

Show the pupils the *gorilla* phonics card. Point to it and say: /g/ – *gorilla*. The pupils repeat after you. Mime pounding your fists on your chest. Say: /g/ – *gorilla*! 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 /g/ 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 G 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. 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 75)



# Unit 8

## Lesson 1

**Aims**  
to learn the letter *Hh* /heitf/ and its sound /h/; to learn three *Hh* words

**Vocabulary**  
• hat, hen, hippo

**Sight Words**  
• a, with

**Extra materials**  
• iLearn My Phonics cards (25-31);  
• photocopies of pages from story books

## BEGINNING THE LESSON

Revise the words from the previous unit. Show the pupils phonics cards 25-28, one at a time, and ask for verification.

**e.g. Teacher:** (showing the glass phonics card) Is it a glass?

**Pupil 1:** Yes.

**Teacher:** (showing the garden phonics card) Is it a goat?

**Pupil 2:** No. etc

## 1 Listen, point and repeat. Colour. (Track 47)

**Pupils' books closed.** Show the pupils the *hat* phonics card. Point to it and say: /h/. The pupils repeat after you. Then say: /h/ - *hat*. The pupils repeat after you. Put the phonics card up on the board. Mime putting on a hat and say: /h/, *hat*! 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 *hen* (say: *Cluck, cluck!*) and *hippo* (act like a hippo, e.g. mime being large and opening your mouth.).

Write the letter *Hh* on the board next to the phonics cards. Point to it and say: *This is the letter Hh /heitf/. The*

*letter Hh /heitf/ makes the /h/ 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 *Hh* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Hhs*. 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 and repeat. The pupils then colour in

the letters. Explain to them that they can use any colour they like. Provide any necessary help. During this process, go around the classroom and elicit the letter and the words from individual pupils.

### Tapescript

/h/ - *hat*  
/h/ - *hen*  
/h/ - *hippo*

*This is the letter Hh /heitf/. The letter Hh /heitf/ makes the /h/sound.*

## 2 Listen and point. Colour. (Track 48)

Point to the hen with the hat and say: *A hen with a hat!* The pupils

## Unit 8 Lesson 1

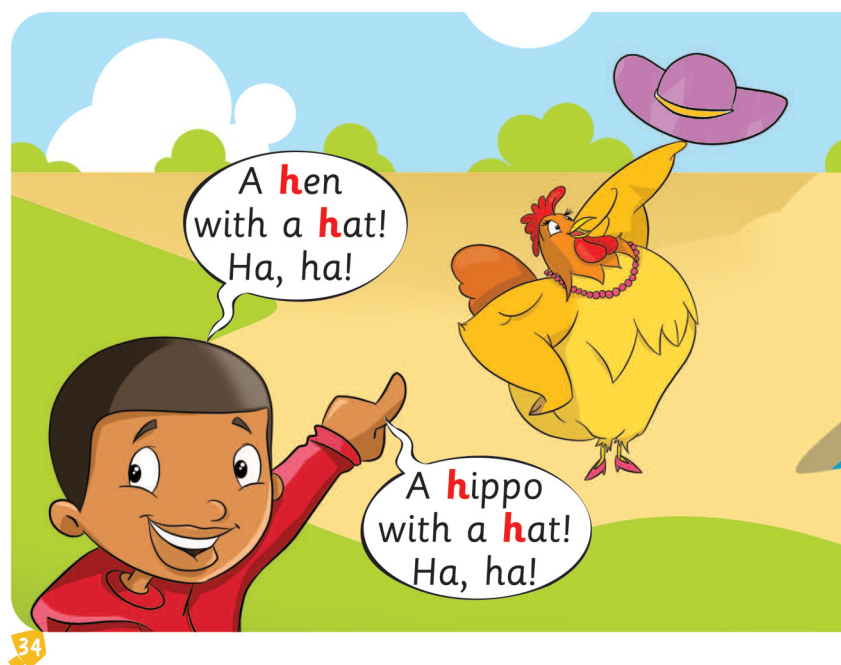
### 1 Listen, point and repeat. Colour.

**Hh**



**hat**

### 2 Listen and point. Colour.

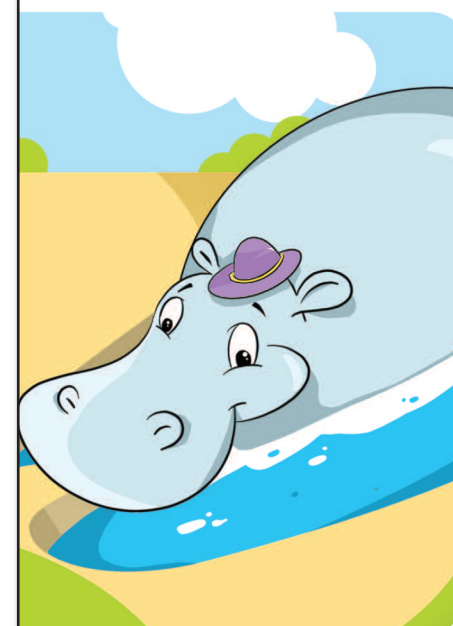


**hen**



**hippo**

### 3 Chant and show!



repeat after you. Follow the same procedure for the *hippo* with the *hat*. Play the CD. The pupils listen and point to the *glass*, *goat* and *garden*.

Say: *A hen with a hat!* Ask the pupils to point to the corresponding items in the picture. Repeat with the rest of the items in random order. Then individual pupils read the words while pointing to the corresponding picture.

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

**e.g. Teacher:** (pointing to the hen) *A hen with a ...*

**Pupil 1:** *hat!* etc

## 3 Chant and show! (Track 49)

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

Ask the pupils to take out their own *hat*, *hen* and *hippo* 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 (*hat*, *hen*, *hippo*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /h/,  
**Pupils:** *hat*,  
**Teacher:** /h/, /h/, /h/  
**Pupils:** *hat!* etc

### Tapescript

/h/, *hat*,  
/h/, /h/, /h/, *hat!*  
*Hat*, /h/, /h/, /h/!

/h/, *hen*,  
/h/, /h/, /h/, *hen!*  
*Hen*, /h/, /h/, /h/!

/h/, *hippo*,  
/h/, /h/, /h/, *hippo!*  
*Hippo*, /h/, /h/, /h/!

### Extension (Optional)

1 Divide the pupils in three groups (*hat*, *hen*, *hippo*). 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 in three groups (*hat*, *hen*, *hippo*). 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 *Hh* 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 *Hh* and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- hat, hen, hippo

### Sight Words

- a, happy, my

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

**e.g. Teacher:** (pointing to the hat):  
hat

**Class:** (miming putting on a hat) /h/ etc

## 4 Listen. Read along. (Track 50)

Ask: *Can you see the /h/ - hat?* Point to it. Encourage the pupils to point to the picture of the *hat*. Repeat with *hen* and *hippo*.

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.

## 5 Song (Track 51)

(to the tune of 'Head, Shoulders, Knees and Toes')

Put up the *hat*, *hen* and *hippo* phonics cards on the board. Point to the hippo and say: *There is a hippo with a hat!* 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 *hat*, *hen* and *hippo* 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.)

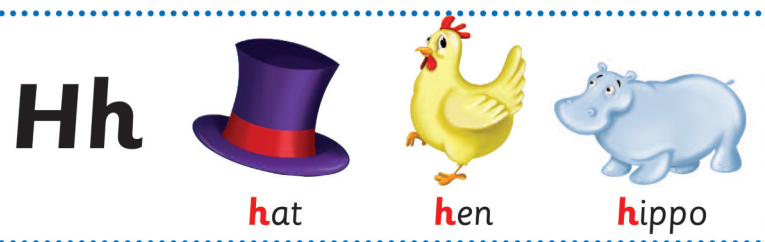
## ENDING THE LESSON

### 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.

## Unit 8 Lesson 2

### 4 Listen. Read along.



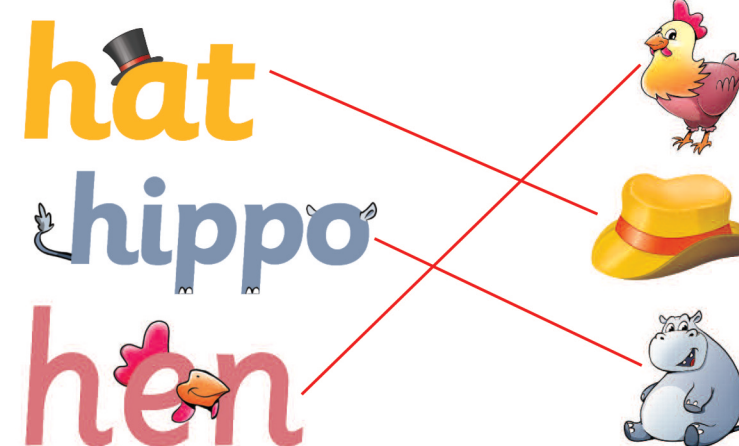
**SIGHT WORDS**  
a happy with

**5 Song**  
(See p. 72)

36

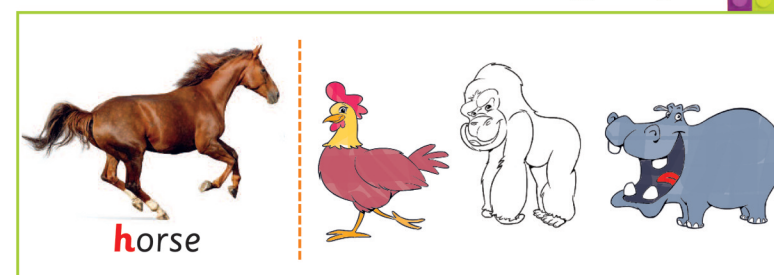
## Lesson 3

### 6 Say the words. Match.



## Phonics Build-Up

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



Lesson 4: Activity Book

37

## Lesson 3

### Aims

to practise the letter *Hh* /heitf/ and its sound /h/ and the corresponding words; to learn an extra *H* word

### Vocabulary

- hat, hen, hippo, horse

### Extra materials

- i-Learn My Phonics cards (29-32)
- card stock paper

## BEGINNING THE LESSON

Put up the *hat*, *hen* and *hippo* 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 51) from the previous lesson. The pupils listen and sing along.

## 6 Say the words. Match.

Point to the letter *h* in *hat* and revise the sound. Point to the words and ask the pupils to read them aloud. Point to the pictures and elicit their names. Explain the activity. The pupils say the words and match them to the pictures.

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

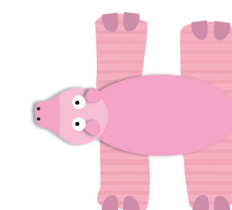
Show the pupils the *horse* phonics card. Point to it and say: /h/ - horse. The pupils repeat after you. Mime galloping and neighing like a horse:

Say: /h/ - horse! 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 /h/ 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 *H* 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

### Memory Game

Revise the vocabulary of Units 1-8. Put up any four 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.

Lesson 4 - Activity Book

(see page 76)



# Story Time

## Aims

to consolidate the sound of the letters Ee, Ff, Gg and Hh and the corresponding words; to learn and practise reading skills

## Vocabulary

- consolidation

## Extra materials

- i-Learn My Phonics cards (17-32)

## BEGINNING 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 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.

### 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.

hippo elf garden

fish frog

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 elf in picture 1) Look! What's this?

**Class:** (It's an) elf!

**Teacher:** (pointing to the hat in picture 1) A happy hippo with a ...

**Class:** hat! 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.

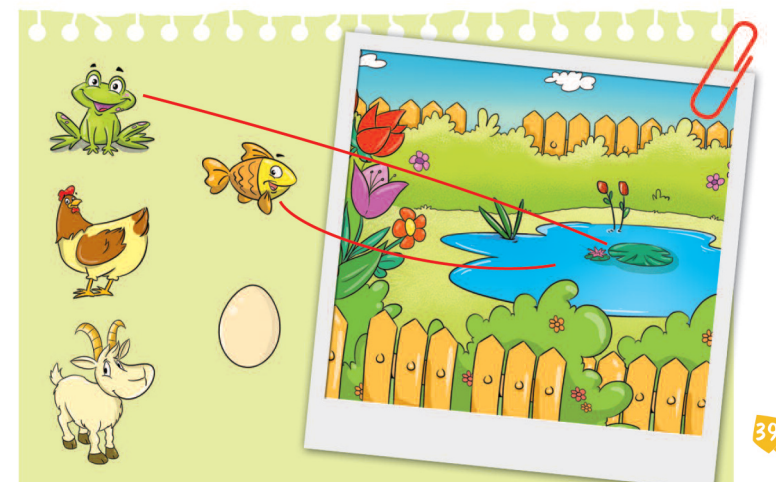
Play the CD again pausing for the pupils to repeat, chorally and/or individually. Finally, ask individual pupils to read the story aloud.

## Story Time

### 1 Listen. Read along.



### 2 What is in the hippo's garden? Draw lines.



### Extension (Optional)

Read out a few sentences from the story and ask the pupils to complete them.

**e.g. Teacher:** Look at my ...

**Class:** garden! etc

**Note:** If you wish, have the pupils close their books during this activity.

### 2 What is in the hippo's garden? Draw lines.

Explain the activity. Ask the pupils to draw lines from the items to the hippo's garden. Then ask individual pupils to name the items.

### Optional Story Time Activities

- 1 Ask 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 Pupils choose their favourite animal or object from the story and they draw it.





# Review 2

## (Ee, Ff, Gg, Hh)

### 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 (Ee - Hh). 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 (Ee, Ff, Gg, Hh)

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

1 	2 	3 	4 
e f g h	e f g h	e f g h	e f g h
G H E F	E G F H	E G F H	H E G F

2 Use the code and colour the pictures.

e
h
g
f










1 Circle the right letters. Say the letters 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 pictures.

Explain the activity. Ask the pupils to name the items. 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. Cross the odd one out.

1 		
2 		
3 		

4 Listen and tick (✓).

1 

yes ☒ no ☐

2 

yes ☐ no ☒

3 

yes ☒ no ☐

3 Say the words. Cross the odd one out.

Explain the activity. Ask the pupils to name the items. The pupils say the words for each picture and cross out the one that has a different initial sound. Go around the classroom providing any necessary help.

4 Listen and tick (✓).  
(Track 54)

Explain the activity. Elicit the names of the items in each picture. The pupils listen and tick yes or no. Go around the classroom providing any necessary help.

#### Tapescript

One  
an elephant

Two  
a goat

Three  
a hen

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

1 Repeat it if it is true: Show a phonics card and say a sound. If the sound is correct, the pupils repeat it. If it is not correct, they should remain silent.

e.g. Teacher: (showing the frog phonics card) /f/

Pupils: /f/

Teacher: (showing the garden phonics card) /e/

Pupils: (the pupils remain silent)

2 Draw the picture: Divide the pupils into teams. The teams take it in turns to send a pupil to the board. As they come forward, give them a phonics card from the words they have learnt. They try to illustrate it so that their team can identify it. If their team recognises the word, they get one point. The team with the most points wins.

3 Kim's game: Pin up on the board some phonics cards of some of the words the pupils have learnt. Ask them to look at them for a minute before they close their eyes. Remove a phonics card. Ask a pupil to name the word.



# Unit 9

## Lesson 1

### Aims

to learn the letter *li* /aɪ/ and its sound /ɪ/; to learn three *li* words

### Vocabulary

- ink, igloo, iguana

### Sight Words

- oh no, my

### Extra materials

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

## BEGINNING THE LESSON

### 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.

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

Pupils' books closed. Show the pupils the *ink* phonics card. Point to it and say: /ɪ/. The pupils repeat after you. Then say: /ɪ/ - *ink*. The pupils repeat after you. Put the phonics card up on the board. Imitate writing with a pen and say: /ɪ/, *ink!* 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 *igloo* (mime being cold) and *iguana* (make a lizard's head with your hand and move it left and right quickly).

Write the letter *li* on the board next to the phonics cards. Point to it and say: *This is the letter /aɪ/. The letter /aɪ/ makes the /ɪ/ 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 *li* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *li*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

/ɪ/ - *ink*  
/ɪ/ - *igloo*  
/ɪ/ - *iguana*

*This is the letter /aɪ/. The letter /aɪ/ makes the /ɪ/ sound.*

### 2 Listen and point. Choose. (Track 56)

Point to the girl and the ink and say: *Oh no! My ink.* The pupils repeat after you. Follow the same procedure for the *igloo* and the *iguana*. Play the CD. The pupils listen and point to the *ink*, *igloo* and *iguana*.

Say: *Oh no! My ink.* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.

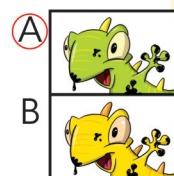
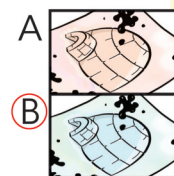
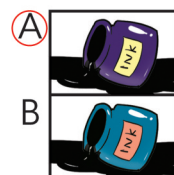
## Unit 9 Lesson 1

### 1 Listen, point and repeat. Colour.

li



### 2 Listen and point. Choose.



42



igloo



iguana

### 3 Chant and show!



43

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 ink) *Oh no! My ...*

*Pupil 1:* *ink!* etc

### 3 Chant and show! (Track 57)

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

Ask the pupils to take out their own *ink*, *igloo* and *iguana* 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 (*ink*, *igloo*, *iguana*) and encourage the pupils to name the items for you.

e.g. *Teacher:* /ɪ/

*Pupils:* *ink*

*Teacher:* /ɪ/, /ɪ/, /ɪ/

*Pupils:* *ink!* etc

### Tapescript

/ɪ/, *ink*,  
/ɪ/, /ɪ/, /ɪ/, *ink!*  
*Ink*, /ɪ/, /ɪ/, /ɪ/!

/ɪ/, *igloo*,  
/ɪ/, /ɪ/, /ɪ/, *igloo!*  
*Igloo*, /ɪ/, /ɪ/, /ɪ/!

/ɪ/, *iguana*,  
/ɪ/, /ɪ/, /ɪ/, *iguana!*  
*Iguana*, /ɪ/, /ɪ/, /ɪ/!

### Extension (Optional)

- 1 Divide the pupils into three groups (*ink*, *igloo*, *iguana*). 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 (*ink*, *igloo*, *iguana*). 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 *li* 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 9

## Lesson 2

### Aims

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

### Vocabulary

- ink, igloo, iguana

### Sight Words

- here, is, my, in, with

### 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 actions and say the sound of the letter.

e.g. **Teacher:** (pointing to the ink) *ink*

**Class:** (imitating writing) */i/* etc

## 4 Listen. Read along. (Track 58)

Ask: *Can you see the /i/ - ink?* Point to it. Encourage the pupils to point to the picture of the ink. Repeat with *igloo* and *iguana*.

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 9 Lesson 2

### 4 Listen. Read along.



Here is my !

Here is my !

Here is my !

Here is my in

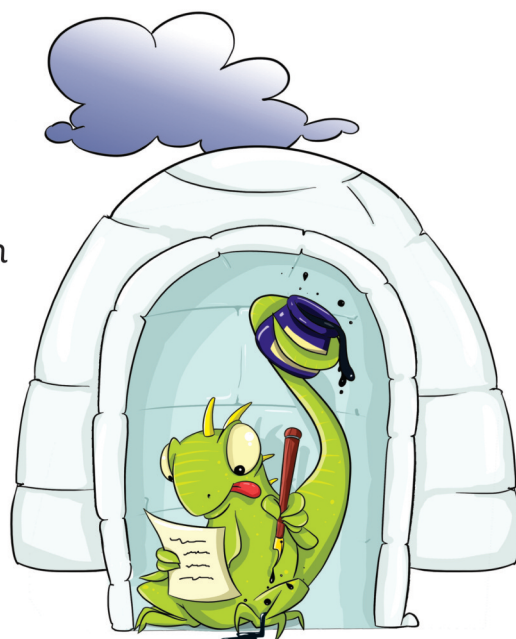
my

with my .

**SIGHT WORDS**  
here is my in with

### 5 Song (See p.72)

44



## 5 Song (Track 59)

(to the tune of 'Five Little Ducks')

Put up the *ink*, *igloo* and *iguana* phonics cards on the board. Point to the igloo and say: *Here is my igloo!* 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 *ink*, *igloo* and *iguana* picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

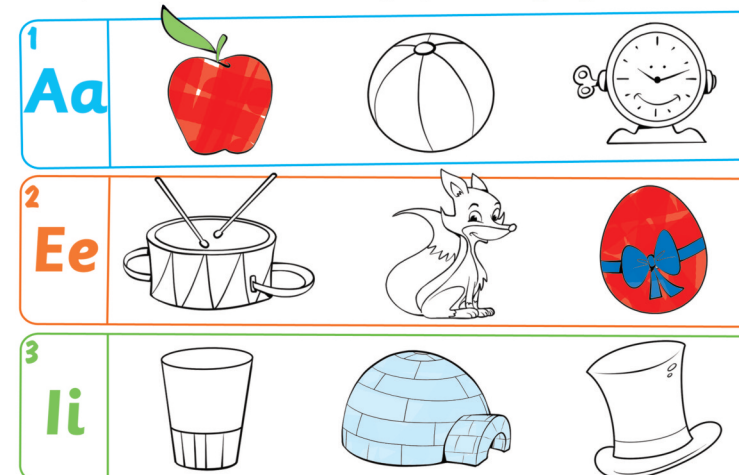
(See p. 72 for the Tapescript.)

## ENDING THE LESSON

Put up the phonics cards on the board. Say: *igloo*. Ask a pupil to come to the board and point to the corresponding phonics card. Ask the rest of the class for verification. Repeat with *ink* and *iguana*.

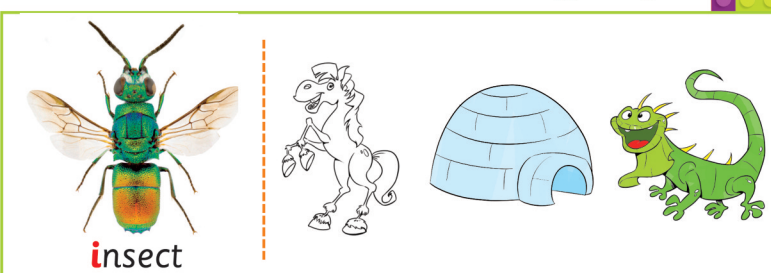
## Lesson 3

### 6 Say the sounds. Colour the right pictures.



## Phonics Build-Up

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



## Lesson 4: Activity Book

45

## Lesson 3

### Aims

to practise the letter *li* /ai/ and its sound /i/ and the corresponding words; to learn an extra *i* word

### Vocabulary

- ink, igloo, iguana, insect

### Extra materials

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

## BEGINNING THE LESSON

### Form a Line

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.

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

## 6 Say the sounds. Colour the right pictures.

Elicit the letters and the sounds for each. Then refer the pupils to the pictures. The pupils say the sounds for each letter and colour the pictures which correspond to each letter/sound. 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 *i* sound. Say the *i* words. (Track 60)

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

insect crawling up your arm and say: */i/, insect!* 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 */i/* 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 *i* on the paper. Tell them to decorate the letter so that it represents of the word they have chosen. When they finish, they present their letters to the class. Display their work in the classroom.



## ENDING THE LESSON

### Stand and sit

Tell the pupils that you will say various words from previous lessons. Tell the pupils to stand up whenever they hear words with the */i/* sound, and to sit down when they hear a different sound. To make it fun, start off slowly and then gradually increase speed.

## Lesson 4 - Activity Book

(see page 76)



# Unit 10

## Lesson 1

**Aims**  
to learn the letter *Jj* /dʒeɪ/ and its sound /dʒ/: to learn three *Jj* words

**Vocabulary**  
• jam, jelly, juice

**Sight Words**  
• I, like, yum

**Extra materials**  
• i-Learn My Phonics cards (33-39);  
• photocopies of pages from story books

## BEGINNING THE LESSON

Place the phonics cards from the previous lesson on your desk (*ink, igloo, iguana, insect*). Say a word, e.g. *ink*. Ask a pupil to come to your desk, pick up the correct phonics card, show it to the class and repeat the word. Repeat with the remaining phonics cards.

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

**Pupils' books closed.** Show the pupils the *jam* phonics card. Point to it and say: /dʒ/. The pupils repeat after you. Then say: /dʒ/ - *jam*. The pupils repeat after you. Put the phonics card up on the board. Imitate eating jam and say: /dʒ/, *jam!* 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 *jelly* (*mime holding a plate of jelly that jiggles*) and *juice* (*imitate drinking*).

Write the letter *Jj* on the board next to the phonics cards. Point to it and say: *This is the letter /dʒeɪ/. The letter /dʒeɪ/ makes the /dʒ/ 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 *Jj* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Jjs*. 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.

Jj



jam

### 2 Listen and point. Colour.



46

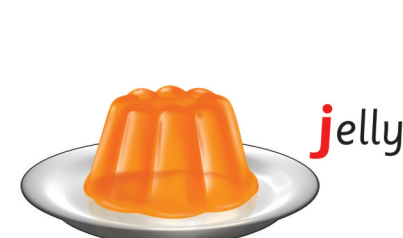
### Tapescript

/dʒ/ - jam  
/dʒ/ - jelly  
/dʒ/ - juice

*This is the letter /dʒeɪ/. The letter /dʒeɪ/ makes the /dʒ/ sound.*

### 2 Listen and point. Colour. (Track 62)

Point to the boy and the jam and say: *I like jam. Yum!* The pupils repeat after you. Follow the same procedure for the *jelly* and *juice*. Play the CD. The pupils listen and point to the *jam, jelly* and *juice*. Say: *I like jam. Yum!* Ask the pupils to point to the corresponding item in the picture. Repeat with the rest of the items in random order.



jelly



juice

### 3 Chant and show!



J, jam!  
J, j, j, jam!  
Jam, j, j, j!

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

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

**Pupil 1:** Jam. etc

### 3 Chant and show! (Track 63)

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

Ask the pupils to take out their own *jam, jelly* and *juice* 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 (*jam, jelly, juice*) and encourage the pupils to name the items for you.

e.g. **Teacher:** /dʒ/

**Pupils:** jam

**Teacher:** /dʒ/, /dʒ/, /dʒ/

**Pupils:** jam! etc

### Tapescript

/dʒ/, jam,  
/dʒ/, /dʒ/, /dʒ/, jam!  
Jam, /dʒ/, /dʒ/, /dʒ/!

/dʒ/, jelly,  
/dʒ/, /dʒ/, /dʒ/, jelly!  
Jelly, /dʒ/, /dʒ/, /dʒ/!

/dʒ/, juice,  
/dʒ/, /dʒ/, /dʒ/, juice!  
Juice, /dʒ/, /dʒ/, /dʒ/!

### Extension (Optional)

1 Divide the pupils into three groups (*jam, jelly, juice*). 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 (*jam, jelly, juice*). 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 *Jj* 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 10

## Lesson 2

### Aims

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

### Vocabulary

- jam, jelly, juice

### Sight Words

- I, like, too

### Extra materials

- i-Learn My Phonics cards (37-39)

## 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 actions and say the sound of the letter.

e.g. Teacher: (pointing to the jam)  
jam

Class: (imitating eating)  
/dʒ/ etc

## 4 Listen. Read along. (Track 64)

Ask: Can you see the /dʒ/ - jam? Point to it. Encourage the pupils to point to the picture of the jam. Repeat with jelly and juice.

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 10

### Lesson 2

#### 4 Listen. Read along.

Jj



jam



jelly



juice

I like . Yum!

I like . Yum!

I like , too. Yum!

, , .

Yum, yum, yum!

SIGHT WORDS  
I like too

5 Song  
(See p.72)

48



## 5 Song (Track 65)

(to the tune of 'Apples and Bananas')

Put up the jam, jelly and juice phonics cards on the board. Point to the jelly and say: Oh, jelly is yum, yum, yum! 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 jam, jelly and juice picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding picture cards.

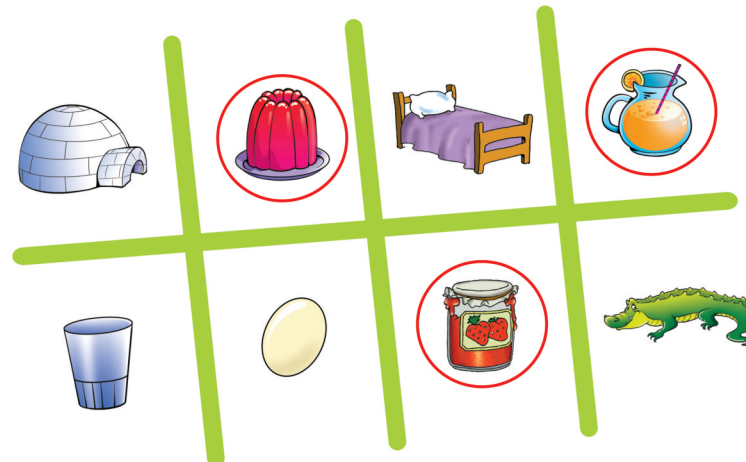
(See p. 72 for the Tapescript.)

## ENDING THE LESSON

Put up one of the phonics cards on the board and invite the pupils to come to the board and write the word. Repeat the activity with other pupils.

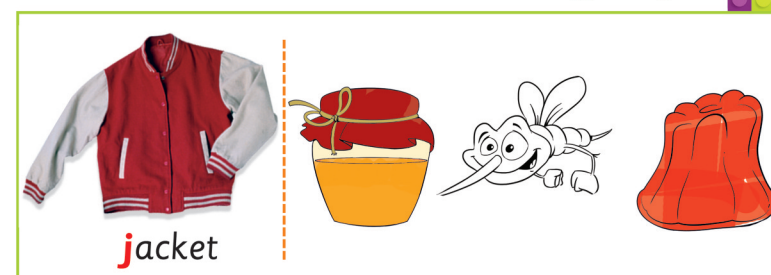
### Lesson 3

#### 6 Circle the things that begin with the j sound.



## Phonics Build-Up

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



Lesson 4: Activity Book

49

## Lesson 3

### Aims

to practise the letter Jj /dʒeɪ/ and its sound /dʒ/ and the corresponding words; to learn an extra J word

### Vocabulary

- jam, jelly, juice, jacket

### Extra materials

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

## BEGINNING THE LESSON

Hold up the phonics cards from the previous lesson, one at a time, and say the word. Ask individual pupils to say yes or no.

Play the song (Track 65) from the

previous lesson. The pupils listen and sing along.

## 6 Circle the things that begin with the j sound.

Refer the pupils to the pictures and elicit the sound and word for each. The pupils circle the items that begin with the /dʒeɪ/ sound.

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

Show the pupils the jacket phonics card. Point to it and say: /dʒ/ - jacket. The pupils repeat after you. Mime putting on a jacket and say:

/dʒ/, jacket! 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 /dʒ/ 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 J 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 JAM 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 J words are written on the board. If you wish, you can ask the pupils to add words from previous lessons as well.

e.g. J  
J A C K E T  
M etc

## Lesson 4 - Activity Book

(see page 77)



# Unit 11

## Lesson 1

### Aims

to learn the letter Kk /keɪ/ and its sound /k/; to learn three Kk words

### Vocabulary

- kite, kitten, koala

### Sight Words

- the, has, a, fly

### Extra materials

- i-Learn My Phonics cards (37-43);
- photocopies of pages from story books

## BEGINNING THE LESSON

Put up the *jam*, *jelly*, *juice* and *jacket* 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.

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

Pupils' books closed. Show the pupils the *kite* phonics card. Point to it and say: /k/. The pupils repeat after you. Then say: /k/ - *kite*. The pupils repeat after you. Put the phonics card up on the board. Imitate flying a kite and say: /k/, *kite*! 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 *kitten* (*mime meowing*) and *koala* (*use your arms to imitate hugging a tree*).

Write the letter Kk on the board next to the phonics cards. Point to it and say: *This is the letter /keɪ/. The letter /keɪ/ makes the /k/ 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 Kk on these pages. You can set a

time limit and the winner is the pupil/pair/group that has circled the most Kks. 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

/k/ - kite  
/k/ - kitten  
/k/ - koala

*This is the letter /keɪ/. The letter /keɪ/ makes the /k/ sound.*

### 2 Listen and point. Choose. (Track 68)

Point to the kitten and say: *The kitten has a kite! Fly the kite!* The pupils repeat after you. Follow the same procedure for the *koala*. Play the CD. The pupils listen and point to the *kite*, *kitten* and *koala*.

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

## Unit 11

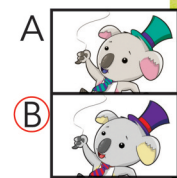
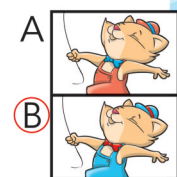
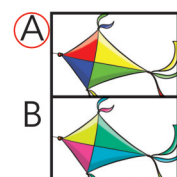
### Lesson 1

#### 1 Listen, point and repeat. Colour.

# Kk



#### 2 Listen and point. Choose.



50



#### 3 Chant and show!



51

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 kite*)  
*The kitten has ...*

**Pupil 1:** *a kite!* etc

### 3 Chant and show! (Track 69)

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

Ask the pupils to take out their own *kite*, *kitten* and *koala* 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 (*kite*, *kitten*, *koala*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /k/  
**Pupils:** *kite*  
**Teacher:** /k/, /k/, /k/  
**Pupils:** *kite!* etc

### Tapescript

/k/, *kite*,  
/k/, /k/, /k/, *kite!*  
*Kite*, /k/, /k/, /k/!

/k/, *kitten*,  
/k/, /k/, /k/, *kitten!*  
*Kitten*, /k/, /k/, /k/!

/k/, *koala*,  
/k/, /k/, /k/, *koala!*  
*Koala*, /k/, /k/, /k/!

### Extension (Optional)

- 1 Divide the pupils in three groups (*kite*, *kitten*, *koala*). 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 in three groups (*kite*, *kitten*, *koala*). 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 Kk 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 Kk and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- kite, kitten, koala

### Sight Words

- look, at, the, has, a, fly

### 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 actions and say the sound of the letter.

e.g. Teacher: (pointing to the kite)  
kite

Class: (imitating flying a kite)  
/k/ etc

## 4 Listen. Read along. (Track 70)

Ask: Can you see the /k/ - kite? Point to it. Encourage the pupils to point to the picture of the kite. Repeat with kitten and koala.

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.

## 5 Song (Track 71)

(to the tune of 'Oh, Susanna')

Put up the kite, kitten and koala phonics cards on the board. Point to the koala and say: The koala has a kitten! 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 kite, kitten and koala picture cards and place them on their desks. Play the CD again. The pupils listen and hold up the corresponding phonics cards.

(See p. 72 for the Tapescript.)

## ENDING THE LESSON

### Form a Line

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.

## Unit 11 Lesson 2

### 4 Listen. Read along.



Look at the .

The has a .

The has a .

Fly the , !

SIGHT WORDS  
look at the has a fly

5 Song  
(See p. 72)

52

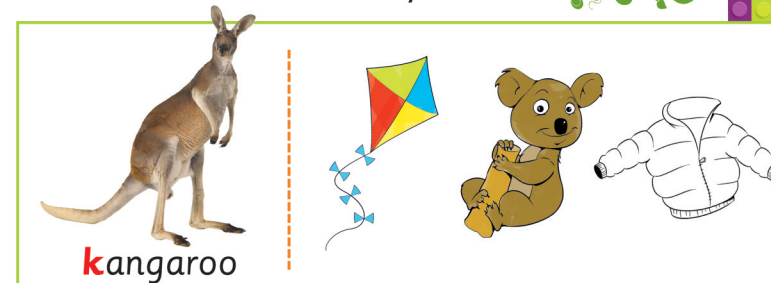
## Lesson 3

### 6 How many words that start with the k sound can you see? Circle, point and say.



## Phonics Build-Up

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



Lesson 4: Activity Book

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## Lesson 3

### Aims

to practise the letter Kk /keɪ/ and its sound /k/ and the corresponding words; to learn an extra K word

### Vocabulary

- kite, kitten, koala, kangaroo

### Extra materials

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

## BEGINNING THE LESSON

Put up the kite, kitten and koala phonics cards on the board. Write their words in a column in random order. Ask individual pupils to come to the board and match the words to the phonics cards by drawing lines. Ask the rest of the class for verification.

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

## 6 How many words that start with the k sound can you see? Circle, point and say.

Refer the pupils to the pictures and elicit the word for each. The pupils circle, point to and say the items that start with the /k/ sound.

## 7 Listen, point and repeat. Colour the pictures of the words that start with the k sound. Say the k words. (Track 72)

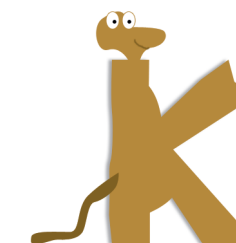
Show the pupils the kangaroo phonics card. Point to it and say: /k/ - kangaroo. The pupils repeat after you. Mime hopping like a kangaroo and

say: /k/, kangaroo! 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 /k/ 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 K 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

### 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.

## Lesson 4 - Activity Book

(see page 77)



# Unit 12

## Lesson 1

### Aims

to learn the letter *Ll* /eɪ/ and its sound /l/; to learn three *Ll* words

### Vocabulary

- lemon, lion, lollipop

### Sight Words

- look, a, and

### Extra materials

- iLearn My Phonics cards (41-47);
- photocopies of pages from story books

## BEGINNING THE LESSON

Put the *kite*, *kitten*, *koala* and *kangaroo* phonics cards on the board. Mime one of them and invite a pupil to come to the board, point to the correct phonics card and say the word. Ask the rest of the class for verification. Continue with the remaining phonics cards.

### 1 Listen, point and repeat. Colour. (Track 73)

Pupils' books closed. Show the pupils the *lemon* phonics card. Point to it and say: /l/. The pupils repeat after you. Then say: /l/ - *lemon*. The pupils repeat after you. Put the phonics card up on the board. Imitate eating a sour lemon and say: /l/, *lemon*! 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 *lion* (mime roaring) and *lollipop* (imitate licking a lollipop).

Write the letter *Ll* on the board next to the phonics cards. Point to it and say: *This is the letter /eɪ/. The letter /eɪ/ makes the /l/ 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 *Ll* on these pages. You can set a time limit and the winner is the pupil/pair/group that has circled the most *Ll*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

/l/ - *lemon*  
/l/ - *lion*  
/l/ - *lollipop*

*This is the letter /eɪ/. The letter /eɪ/ makes the /l/ sound.*

### 2 Listen and point. Colour. (Track 74)

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

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

## Unit 12 Lesson 1

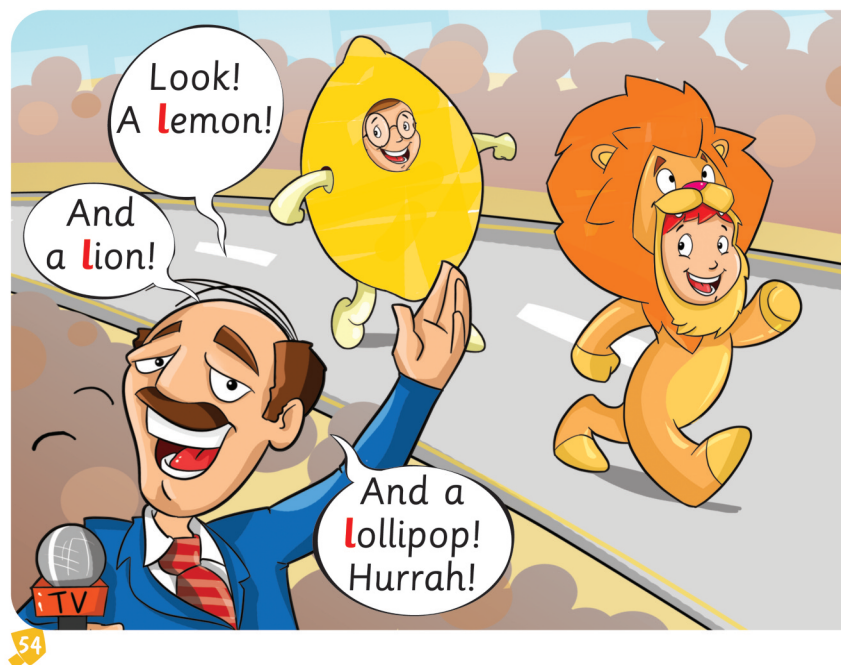
### 1 Listen, point and repeat. Colour.

Ll



lemon

### 2 Listen and point. Colour.

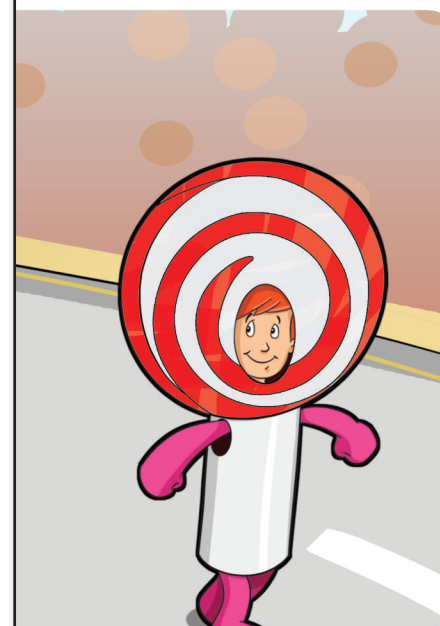


lion



lollipop

### 3 Chant and show!



L, lemon!  
L, l, l, lemon!  
Lemon, l, l, l!

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

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

**Pupil 1:** *A lemon.* etc

### 3 Chant and show! (Track 75)

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

Ask the pupils to take out their own *lemon*, *lion* and *lollipop* 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 (*lemon*, *lion*, *lollipop*) and encourage the pupils to name the items for you.

**e.g. Teacher:** /l/

**Pupils:** *lemon*

**Teacher:** /l/, /l/, /l/

**Pupils:** *lemon!* etc

### Tapescript

/l/, *lemon*,  
/l/, /l/, /l/, *lemon*!  
*Lemon*, /l/, /l/, /l/!

/l/, *lion*,  
/l/, /l/, /l/, *lion*!  
*Lion*, /l/, /l/, /l/!

/l/, *lollipop*,  
/l/, /l/, /l/, *lollipop*!  
*Lollipop*, /l/, /l/, /l/!

### Extension (Optional)

- 1 Divide the pupils in three groups (*lemon*, *lion*, *lollipop*). 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 in three groups (*lemon*, *lion*, *lollipop*). 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 *Ll* from the photocopyable 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 *l* and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- lemon, lion, lollipop

### Sight Words

- who, has, a, the

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

**e.g. Teacher:** (pointing to the lemon) *lemon*

**Class:** (imitating eating a sour lemon) /l/ etc

## 4 Listen. Read along. (Track 76)

Ask: *Can you see the /l/ - lemon?* Point to it. Encourage the pupils to point to the picture of the lemon. Repeat with *lion* and *lollipop*.

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.

## 5 Song (Track 77)

(to the tune of 'The Animals Went in Two by Two')

Put up the *lemon*, *lion* and *lollipop* phonics cards on the board. Point to the *lion* and say: *The lion has a lollipop, hurrah, hurrah!* 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 *lemon*, *lion* and *lollipop* 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 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.

## Unit 12 Lesson 2

### 4 Listen. Read along.

**ll**



lemon



lion



lollipop

Who has a ?

The has a .

Who has a ?

The has a .

**SIGHT WORDS**  
who has a the

**5 Song**  
(See p.72)

56



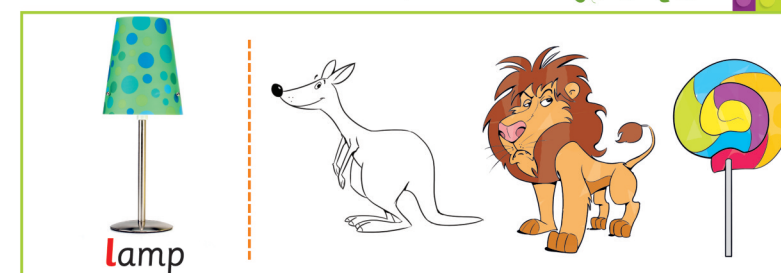
## Lesson 3

### 6 Say the words. Circle the right letters.

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2	L	A	E	<input type="radio"/> K
3	i	j	<input type="radio"/> l	g
4	A	G	<input type="radio"/> J	I
5	g	a	l	<input type="radio"/> i
6	<input type="radio"/> L	B	C	D

## Phonics Build-Up

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



Lesson 4: Activity Book

57

## Lesson 3

### Aims

to practise the letter *l* /e/ and its sound /l/ and the corresponding words; to learn an extra *L* word

### Vocabulary

- lemon, lion, lollipop, lamp

### Extra materials

- i-Learn My Phonics cards (45-48);
- card stock paper

## BEGINNING THE LESSON

Put the *lemon*, *lion* and *lollipop* phonics cards 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.

Play the song (Track 77) from the previous lesson. The pupils listen and sing along.

## 6 Say the words. Circle the right letters.

Refer the pupils to the pictures and elicit the word for each. The pupils then circle the right letters that correspond to each picture.

## 7 Listen, point and repeat. Colour the pictures of the words that start with the *l* sound. Say the *l* words. (Track 78)

Show the pupils the *lamp* phonics card. Point to it and say: /l/ - *lamp*. The pupils repeat after you. Mime turning on a lamp and reading a

book and say: /l/, *lamp*! 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 /l/ 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 *L* 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

Ask the pupils to close their books. Choose one of the phonics cards from the lesson, e.g. *lion*, and invite a pupil to come to the board and mime it. The rest of the class tries to guess the word.

## Lesson 4 - Activity Book

(see page 78)



# Unit 13

## Lesson 1

### Aims

to learn the letter *Mm* /em/ and its sound /m/; to learn three *Mm* words

### Vocabulary

- moon, mouse, milk

### Sight Words

- can, you, see, the

### Extra materials

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

## BEGINNING THE LESSON

Put up the phonics cards from the previous lesson on the board. Below each one, write the first and last letters and ask individual pupils to come to the board and complete the words.

### 1 Listen, point and repeat. Colour. (Track 79)

Pupils' books closed. Show the pupils the *moon* phonics card. Point to it and say: /m/. The pupils repeat after you. Then say: /m/ - moon. The pupils repeat after you. Put the phonics card up on the board. Imitate looking at the sky and say: /m/, moon! 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 *mouse* (use your hands to mime big ears while squeaking) and *milk* (imitate drinking).

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

### Game (Optional)

#### Where's the Letter?

The pupils work on their own or in

## Unit 13

### Lesson 1

#### 1 Listen, point and repeat. Colour.



#### 2 Listen and point. Colour.



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### Tapescript

- /m/ - moon
- /m/ - mouse
- /m/ - milk

This is the letter /em/. The letter /em/ makes the /m/ sound.

### 2 Listen and point. Colour. (Track 80)

Point to the moon and say: Can you see the moon? The pupils repeat after you. Follow the same procedure for the *mouse* and the *milk*. Play the CD. The pupils listen and point to the *moon*, *mouse* and *milk*.

Say: the moon. 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!



59

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

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

Pupil 1: The moon. etc

### 3 Chant and show! (Track 81)

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

Ask the pupils to take out their own *moon*, *mouse* and *milk* 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 (*moon*, *mouse*, *milk*) and encourage the pupils to name the items for you.

e.g. Teacher: /m/

Pupils: moon

Teacher: /m/, /m/, /m/

Pupils: moon! etc

### Tapescript

/m/, moon,  
/m/, /m/, /m/, moon!  
Moon, /m/, /m/, /m/!

/m/, moue,  
/m/, /m/, /m/, mouse!  
Mouse, /m/, /m/, /m/!

/m/, milk,  
/m/, /m/, /m/, milk!  
Milk, /m/, /m/, /m/!

### Extension (Optional)

- Divide the pupils in three groups (*moon*, *mouse*, *milk*). 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.
- Divide the pupils in three groups (*moon*, *mouse*, *milk*). 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 *Mm* 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 *Mm* and the corresponding words; to learn and practise reading skills; to sing a song

### Vocabulary

- moon, mouse, milk

### Sight Words

- can, you, see, the, on, with, some

### Extra materials

- i-Learn 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 phonics cards on the board. Name the items, one at a time. The pupils mime the corresponding actions and say the sound of the letter.

e.g. **Teacher:** (pointing to the moon) moon

**Class:** (imitating looking at the sky) /m/ etc

## 4 Listen. Read along. (Track 82)

Ask: *Can you see the /m/ - moon?* Point to it. Encourage the pupils to point to the picture of the moon. Repeat with *mouse* and *milk*.

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.

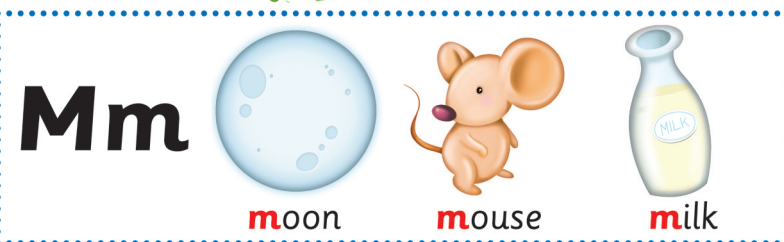
Read the story. The pupils follow in their books. Then they work in pairs. One reads while the other one checks and then they swap roles. Go around the classroom providing any necessary help.

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.



Can you see the ?

Can you see the ?

Can you see the ?

Can you see the on the with some ?

**SIGHT WORDS**  
can you see the on with some

#### 5 Song (See p.72)

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## 5 Song (Track 83)

(to the tune of 'In a Cottage in a Wood')

Put up the *moon*, *mouse* and *milk* phonics cards on the board. Point to the mouse and say: *Mandy Mouse is on the moon!* 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 *moon*, *mouse* and *milk* 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

### 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.

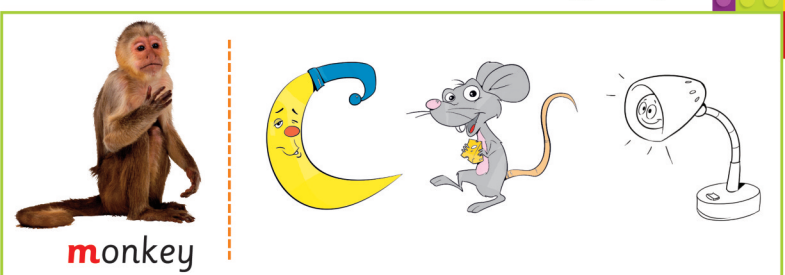
### Lesson 3

#### 6 Listen and circle yes or no.



## Phonics Build-Up

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



## Lesson 4: Activity Book

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## Lesson 3

### Aims

to practise the letter *Mm* /em/ and its sound /m/ and the corresponding words; to learn an extra *M* word

### Vocabulary

- moon, mouse, milk, monkey

### Extra materials

- i-Learn My Phonics cards (49-52);
- card stock paper

## BEGINNING THE LESSON

### Which One is Missing?

Scatter the *moon*, *mouse* and *milk* 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.

Play the song (Track 83) from the previous lesson. The pupils listen and sing along.

## 6 Listen and circle yes or no. (Track 84)

Refer the pupils to the pictures and elicit the word for each. Play the CD. The pupils listen and circle *yes* or *no* for each picture.

### Tapescript

One mouse	Three kitten	Five jelly
Two lollipop	Four moon	Six milk

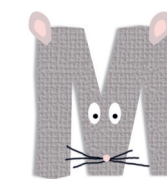
## 7 Listen, point and repeat. Colour the pictures of the words that start with the *m* sound. Say the *m* words. (Track 85)

Show the pupils the *monkey* phonics card. Point to it and say: /m/ - *monkey*. The pupils repeat after you. Put one hand on top of your head and the other underneath your armpit scratching and say: /m/, *monkey*! 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 /m/ 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 *M* 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 work in pairs. One pupil takes out his/her own *moon*, *mouse*, *milk*, *monkey* picture cards and shows each one to the other pupil who has to say the word.

## Lesson 4 - Activity Book

(see page 78)



# Story Time

## Aims

to consolidate the sound of the letters *li, Ji, Kk, Ll* and *Mm* and the corresponding words; to learn and practise reading skills

## Vocabulary

- consolidation

## Extra materials

- iLearn My Phonics cards (33-52)

## BEGINNING THE LESSON

### 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 a many times as you think necessary.

### 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.

mouse igloo lion lollipop  
kitten kite moon

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 jelly in picture 1) Look! What's this?

**Class:** (It's) jelly!

**Teacher:** (pointing to the igloo in picture 1) Yes! The jelly is in the ...

**Class:** igloo! 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)

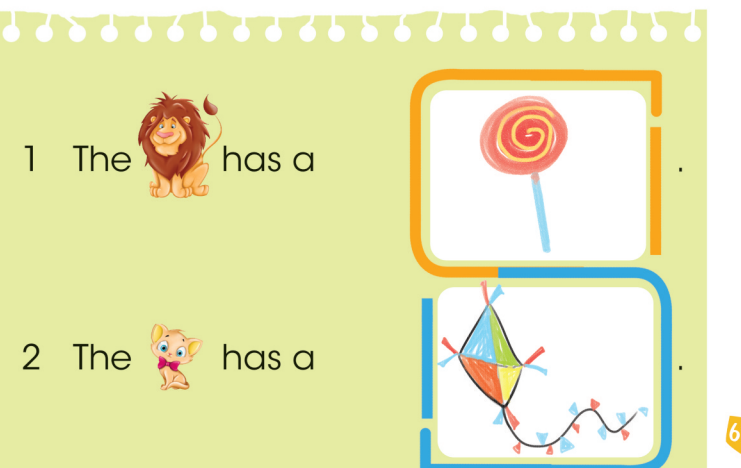
Say one of the words from the lesson, e.g. *lollipop*. Ask a pupil to come to the board and draw its shape. Ask the rest of the class for verification.

## Story Time

### 1 Listen. Read along.



### 2 Read and draw.



### 2 Read and draw.

Point to the sentences and elicit the animals in each. Ask the pupils to say what each animal has, according to the story. The pupils then draw those items. Explain to them that they can use any colour they like.

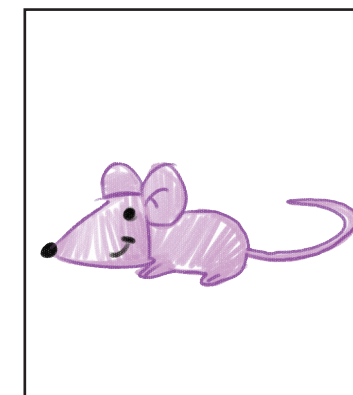
## ENDING THE LESSON

**Act out:** Read the sentences in the story. Invite the pupils to mime the key

words from the story (*the igloo, the jelly, the lion, the lollipop, the kitten, the kite, the mouse, the moon*). 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 pupils to change parts or all of the story and present it to the class.  
**e.g.** Here is my !
- 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 Pupils choose their favourite animal or object from the story and they draw it.



# Review 3

(Ii, Jj, Kk, Ll, Mm)

## 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 (Ii – Mm). If you wish, you can laminate them so that you can use them again and again.

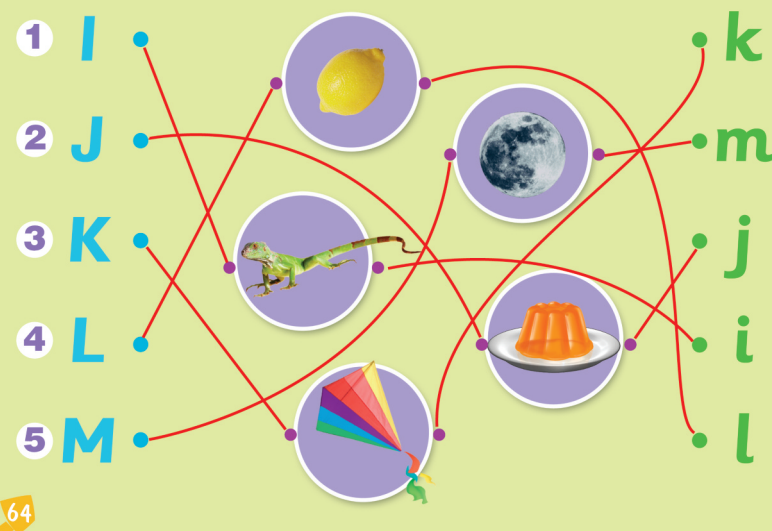
Hand out the cards to various pupils. Ask the pupils to say the initial sound and/or the word before they come and stick it on the corresponding branch. Ask the rest of the class for verification. An optional extension to this activity is to select pupils, one at a time, to remove the cards. The pupils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

## Review 3 (Ii, Jj, Kk, Ll, Mm)

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



2 Match the letters and the pictures.



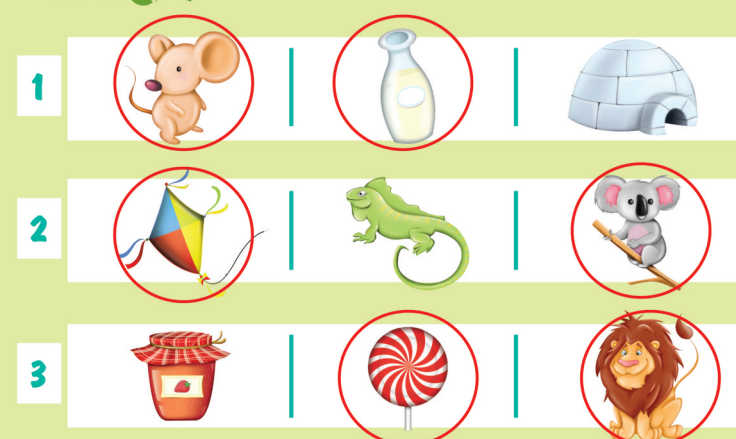
1 Circle the right letters. Say the letters and the sound.

Explain the activity. The pupils look at each picture and circle the correct corresponding letter for each. Go around the classroom providing any necessary help.

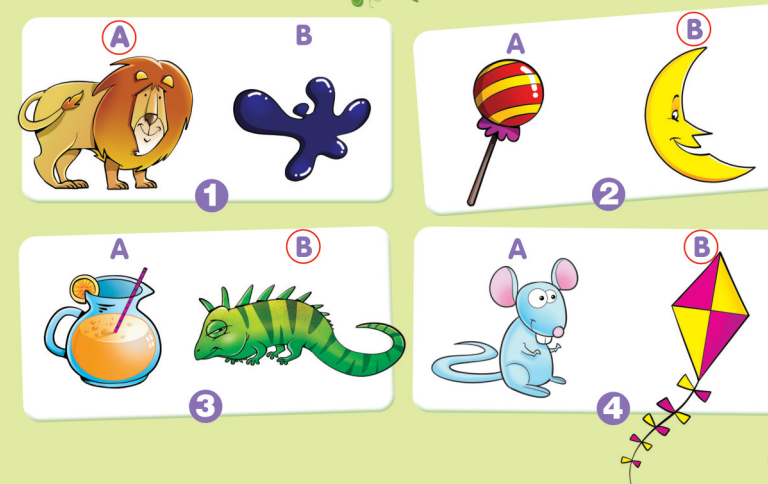
2 Match the letters and the pictures.

Explain the activity. The pupils draw lines from the upper case letters that correspond to the pictures to the lower case letters. Go around the classroom providing any necessary help.

3 Say the words. Circle the ones that begin with the same sound.



4 Listen and choose A or B.



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 choose A or B. (Track 87)

Explain the activity. Elicit the pictures. The pupils listen and circle A or B. Go around the classroom providing any necessary help.

### Tapescript

One  
Look! A lion!

Two  
Look! The moon!

Three  
Look! An iguana!

Four  
Look! A kite!

**Note:** The pupils are now ready to do pages 32-33 in the Activity Book.

Review 3 - Activity Book

(see page 78)

### Optional Review Activities

- Back writing:** The pupils are in pairs. They take it in turn to 'draw' a letter on their friend's back. Their friend has to name the sound of the letter.
- Jump to the sound:** Go around the class and assign a sound to each pupil. Say a word. The pupil(s) with the corresponding initial sound jump(s) up and say(s) the sound.  
e.g. Teacher: Moon  
Pupil: (jumping up) /m/
- Chinese Whispers:** Whisper a word to a pupil. The pupil whispers it to the next pupil and on it goes. The last pupil says the word.



# 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 pupils 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





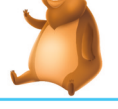

Bring in a soft ball. Pupils are in a circle. In the centre of the circle put some of the phonics cards. Pupils throw the ball to one another. Whoever receives the ball has to name a word from the phonics cards to the person who threw it to them.

## 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 Aa  ✓	8 Hh  ✓
2 Bb  ✗	9 Ii  ✓
3 Cc  ✓	10 Jj  ✗
4 Dd  ✓	11 Kk  ✓
5 Ee  ✗	12 Ll  ✗
6 Ff  ✓	13 Mm  ✗
7 Gg  ✗	

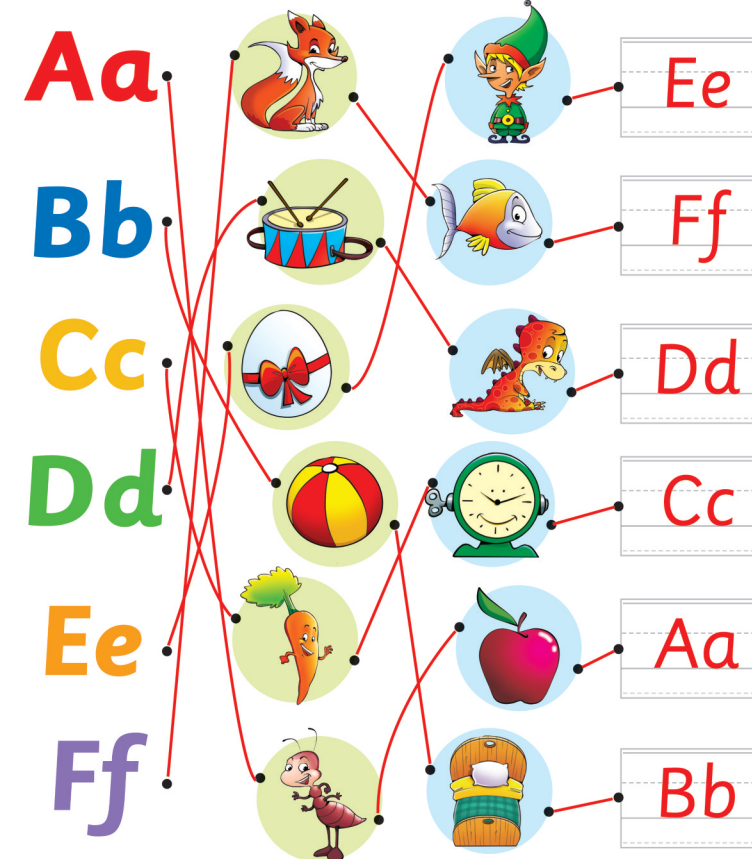
66

### Optional Activities

- Pin up some of the phonics word cards around the room in random order (make sure the phonics cards of the items in activity 1 are in them). Write a letter on the board, one at a time, and ask a child to find the corresponding phonics card from the ones around the room.

- Musical letters:** Pupils sit in a circle. Give some of the pupils some phonics cards (make sure the phonics cards of the items in activity 1 are in them). Play a song from a unit. While the music is playing, 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.



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### 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 for each letter. Go around the classroom providing any necessary help.

### Optional Activities

- Ask pupils to choose one of the items in Activity 2 to draw on a piece of paper. Pupils then show their pictures to their friends who try to guess the item.

- Hold up the phonics cards of the items in activity 2. Ask pupils for verification.

e.g. **Teacher:** (holding up the ? phonics card) Is this a ...?

**Pupil 1:** Yes.

**Teacher:** (holding up the ? phonics card) Is this a ...?

**Pupil 2:** No.



# Extra Check

## 3 Listen and write the letters. Then circle the right pictures. (Track 88)

Explain the activity. The pupils listen to the recording 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  
/g/

Two  
/d/

Three  
/e/

Four  
/ɪ/

Five  
/m/


Six  
/k/

### Optional Activities

- 1 Pupils use any of the items in activity 3 and make them using plasticine.
- 2 Put some of the phonics cards on the board. Write the respective words on separate slips of paper. Hand out the pieces of paper to the pupils and ask them to line up at the front of the class in the same order as the phonics cards. Repeat with another group of children.

## Extra Check

### 3 Listen and write the letters. Then circle the right pictures.

1	Gg			
2	Dd			
3	Ee			
4	Ii			
5	Mm			
6	Kk			

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# The Alphabet

## 1 Listen, point and repeat.



2 Song  
(See p.72)



### Aims

to consolidate the sounds of the letters Aa - Mm and the corresponding words

### Vocabulary

- consolidation

### Extra materials

- two sets of 13 cards (A-M), one set with upper case, the other with lower case

**Teacher:** Correct! The letter /eɪ/ makes the sound ...

**Class:** /æ/!

Then ask individual pupils which words begin with the letter A. Alternatively, ask individual pupils to write them on the board. Continue the activity with the remaining letters.

## 1 Listen, point and repeat. (Track 89)

Point to and elicit the sound of each letter and the pictures. 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-

# The Alphabet

*D! Say the letters, sing with me!* 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 Aa-Mm 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

### Before going into class

Prepare two sets of 13 cards (A-M), one set with upper case, the other with lower case.

Hand out the upper and lower case letter cards to the pupils. Ask the pupils to find their letter partner.

### Extension (Optional)

- 1 Allocate two areas in the classroom, one for the upper case letters (e.g. left side of the room) and one for the lower case letters (e.g. right side of the room). Shuffle the upper and lower case letter cards and hand them out to the pupils. Play the song (Track 90). When the music stops, the pupils look at their letter cards and go to the corresponding allocated area in the classroom.
- 2 Shuffle the upper and lower case letter cards and hand them out to the pupils. Starting with the letter A, the pupils come to the front of the classroom, one by one, matching the upper case letters with the lower case letters.

## BEGINNING THE LESSON

Write the letter A on the board and revise/ elicit the sound from the pupils.

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

**Class:** A (/eɪ/)



See the *Introduction* for instructions on how to play the board game.

# Let's Play!







## Unit 1

A for ant  
And apple, too,  
A for alligator!  
An ant for you,  
An apple, too,  
And an alli-alligator!

## Unit 2

The bee on the bed goes  
Buzz, buzz, buzz,  
Buzz, buzz, buzz,  
Buzz, buzz, buzz!  
The bee on the bed goes  
Buzz, buzz, buzz,  
Buzz, buzz, buzz!

The ball on the bed goes  
Boing, boing, boing,  
Boing, boing, boing,  
Boing, boing, boing!  
The ball on the bed goes  
Boing, boing, boing,  
Boing, boing, boing!

## Unit 3

Tickety, tickety, tock!  
I am a cat on a clock!  
I have a carrot on the clock,  
Tickety, tickety, tock!

## Unit 4

It is a dragon with a drum,  
Boom, boom-boom!  
Boom, boom-boom!  
It is a dragon with a drum,  
Boom-boom,  
Boom-boom,  
Boom-boom!

It is a dragon with a dog,  
Bow, wow-wow!  
Bow, wow-wow!  
It is a dragon with a dog,  
Bow-wow, wow-wow,  
Wow-wow!

## Unit 5

The elf is with an elephant,  
Elephant, elephant!  
The elf is with an elephant,  
An ele-elephant!

Hello, elf and elephant,  
Elephant, elephant!  
Hello, elf and elephant,  
I am Mister Egg!

## Unit 6

Frank is a funny frog,  
Frank is a funny frog,  
Frank is a funny little frog,  
Croak, croak!

Fin is a funny fish,  
Fin is a funny fish,  
Fin is a funny little fish,  
Bloop, bloop!

Fog is a funny fox,  
Fog is a funny fox,  
Fog is a funny little fox,  
Yap, yap!

## Unit 7

Look at my garden,  
Look at the goat!  
A goat in my garden,  
A g, g, g, goat!

Look at my garden,  
Look at the glass!  
A glass in my garden,  
A g, g, g, glass!

## Unit 8

There is a hippo with a hat,  
With a hat!  
There is a hippo with a hat,  
With a hat!  
A happy hippo  
With a ha-ha-happy hat!  
There is a hippo with a hat,  
With a hat!

There is a hen with a hat,  
With a hat!  
There is a hen with a hat,  
With a hat!  
A happy hen  
With a ha-ha-happy hat!  
There is a hen with a hat,  
With a hat!

## Unit 9

Here is my igloo,  
Here is my ink!  
Here is my igloo,  
Here is my ink!  
Here's my iguana  
With my ink –  
My iguana with my i-i-ink!

## Unit 10

Oh, jelly is yum, yum, yum!  
Jolly, jolly, jelly!  
Oh, jelly is yum, yum, yum!  
Jolly, jolly, jelly!

Oh, jam is yum, yum, yum!  
Jolly, jolly, jam!  
Oh, jam is yum, yum, yum!  
Jolly, jolly, jam!

Oh, juice is yum, yum, yum!  
Jolly, jolly, juice!  
Oh, juice is yum, yum, yum!  
Jolly, jolly, juice!

## Unit 11

The koala has a kitten  
And the kitten has a kite!  
The koala has a kitten  
And the kitten has a kite!  
K, k, kitten,  
Fly your k, k, kite!  
The koala has a kitten  
And the kitten has a kite!

## Unit 12

The lion has a lollipop,  
hurrah, hurrah!  
The lion has a lollipop,  
hurrah, hurrah!  
The lion has a lollipop,  
The lion has a lemon, too!  
A lemon and a lollipop,  
Just for me and you!

## Unit 13

Mandy Mouse  
Is on the moon!  
Mandy Mouse  
Is on the moon!  
Mandy Mouse  
Is on the moon  
With some m, m, milk!

## 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!

# Activity Book (Key & Instructions)

## Unit 1

### 1 Trace and say.

Write the letter A 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 a. 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 Aa. Then tick (✓).

Explain the activity. The pupils write the letters Aa 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 ant 2 acrobat

### 3 Trace and write a.

Explain the activity. The pupils have to trace the lines to reach the dot and then write a. 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 ant 3 apple  
2 alligator

### 4 Circle the pictures of the words that begin with the a sound.

Point to and elicit the pictures. The pupils circle the pictures of the words that begin with the a sound. Go around the classroom providing any necessary help.

#### Answer key

The pupils circle the acrobat, ant, apple and alligator.

## 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 B 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 b. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

#### Answer key

1 Aa – ant 2 Bb – bed

### 3 Colour the right pictures.

Explain the activity. The pupils colour the pictures that correspond to each letter. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

#### Answer key

Aa – apple, ant  
Bb – bed, ball

### 4 What is it? Colour the Bb letters and say.

Explain the activity. The pupils find the shapes that have the letters Bb

and then colour them. Then they say what appears in the picture. Go around the classroom providing any necessary help.

## 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 C 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 c. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

#### Answer key

1 A – apple 3 C – clock  
2 B – bee

### 3 Write the letter Cc. Colour the pictures that start with the c sound.

Explain the activity. The pupils write the letter Cc in the box and colour the pictures that start with the c sound. Explain to them that they can use any colour they like. Allow the pupils some time to complete the





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activity. Go around the classroom providing any necessary help.

## Answer key

The pupils colour the cat, car, carrot and clock.

### 4 Say the sounds. Trace the right shape.

Explain the activity. The pupils say the sounds for each letter and trace the correct corresponding shape for each picture. Go around the classroom providing any necessary help.

## 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 *D* 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 *d*. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

## Answer key

- |                |             |
|----------------|-------------|
| 1 Aa – acrobat | 3 Cc – car  |
| 2 Bb – bear    | 4 Dd – doll |

### 3 What are they? Join the dots and colour. Then match.

Explain the activity. The pupils join the dots to complete the pictures and colour them. Explain to them that they can use any colour they like. Then the pupils match the pictures to the correct sentences below. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

## Answer key

- 1 It is a drum.
- 2 It is a dog.
- 3 It is a dragon.

### 4 Tick (✓) the words that start with the *d* sound.

Explain the activity. The pupils tick the items that start with the *d* sound. Go around the classroom providing any necessary help.

## Answer key

The pupils tick items 1, 3, 4 and 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 Say the words. Circle the beginning sound.

Elicit the word for the first picture and the beginning sound. Explain the activity. The pupils say the words and circle the beginning sound for each. Go around the classroom providing any necessary help.

## Answer key

- |     |     |     |
|-----|-----|-----|
| 1 a | 4 a | 7 b |
| 2 c | 5 c | 8 d |
| 3 d | 6 b | 9 b |

### 2 What's next? Write.

Explain the activity. Read the letters in the first item and elicit what comes next. The pupils read the letters and write the correct letter in the boxes. Go around the classroom providing any necessary help.

## Answer key

- 1 B      2 C      3 D

### 3 Write the beginning letter.

Explain the activity. Elicit the words 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 Bb | 3 Cc |
| 2 Dd | 4 Aa |

### 4 Draw.

Explain the activity. Refer the pupils to the upper and lower case letters in the grid as well as the sentences below it. The pupils read the sentences and draw the corresponding items in the correct box of the grid. Allow the pupils some time to draw the pictures. Go around the classroom providing any necessary help.

## Unit 5

### 1 Trace and say.

Write the capital letter *E* 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 *e*. 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. Point to each letter and elicit its name and its sound. Point to the pictures and elicit their names. The pupils trace the letters. Then they match the letters to the pictures. Go around the classroom providing any necessary help.

## Answer key

- 1 Aa – acrobat
- 2 Ee – elbow

### 3 What is it? Colour the *Ee* letters and say.

Explain the activity. The pupils find and colour the letters. Explain to them that they can use any colour they like.

### 4 Help the *elf* go to the elephant. Follow the *e*!

Explain the activity. The pupils draw lines to join all the *es*. Allow the pupils some time to complete the activity. Check the pupils' answers by holding up your book and drawing an imaginary line.

## 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 *F* 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 *f*. 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. Point to each letter and elicit its name and its sound. Point to the pictures and elicit their names. The pupils trace the letters. Then they match the letters to the pictures. Go around the classroom providing any necessary help.

## Answer key

- |               |            |
|---------------|------------|
| 1 Cc – carrot | 3 Ff – fox |
| 2 Ee – elf    |            |

### 3 Which one begins with the *f* sound? Write.

Explain the activity. Point to the pictures and elicit their names. The pupils look at the pictures and write *Ff* under the ones whose names begin with the *f* sound. Go around the classroom providing any necessary help.

## Answer key

- |        |        |
|--------|--------|
| 1 frog | 3 fox  |
| 2 fish | 4 fork |

### 4 What is it? Circle and say.

Explain the activity. Point to the pictures and elicit their names. The pupils look at the pictures and circle the correct words. Go around the classroom providing any necessary help.

## Answer key

- |        |        |
|--------|--------|
| 1 fox  | 3 bee  |
| 2 frog | 4 drum |

## 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 *G* 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 *g*. 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. Point to each letter and elicit its name and its sound. Point to the pictures and elicit their names. The pupils trace the letters. Then they match the letters to the pictures. Go around the classroom providing any necessary help.

## Answer key

- 1 Ee – elephant
- 2 Ff – fish
- 3 Gg – glass

### 3 Write the letter *Gg*. Tick (✓) the pictures that begin with the *g* sound.

Explain the activity. Point to the pictures and elicit their names. The pupils write the letter *Gg* in the space provided. Then they look at the pictures and tick the ones whose names begin with the *g* sound.

## Answer key

The pupils tick the gorilla, the goat and the glass.

### 4 What is it? Colour the *Gg* letters and say.

Explain the activity. The pupils look at the picture, colour the letters and say the letter and the sound. Go around the classroom providing any necessary help.



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## 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 *H* 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 *h*. 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. Point to each letter and elicit its name and its sound. Point to the pictures and elicit their names. The pupils trace the letters. Then they match the letters to the pictures. Go around the classroom providing any necessary help.

#### Answer key

- |             |                |
|-------------|----------------|
| 1 Ee – egg  | 3 Gg – gorilla |
| 2 Ff – frog | 4 Hh – hat     |

### 3 Which are the right hats for the hens? Colour.

Explain the activity. Point to each letter and elicit its name and its sound. The pupils look at the hens and colour the corresponding letters using any colours they like.

#### Answer key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 H | 2 F | 3 E | 4 G |
|-----|-----|-----|-----|

### 4 Circle the pictures of the words that start with the same sound.

Explain the activity. Point to the pictures and elicit the names of the items. The pupils look at the pictures at the left and circle the pictures that start with the same sound. Go around the classroom providing any necessary help.

#### Answer key

- |                         |
|-------------------------|
| 1 elephant, egg, elbow  |
| 2 hat, hen, hippo       |
| 3 gorilla, garden, goat |
| 4 fork, fish, frog      |

## 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 Tick (✓) the right pictures.

Elicit the letters and their sounds. Point to each picture and elicit the word and the beginning sound. Explain the activity. The pupils say the letters and tick the pictures whose names begin with corresponding letter. Go around the classroom providing any necessary help.

#### Answer key

- |            |         |
|------------|---------|
| 1 elephant | 3 goat  |
| 2 fox      | 4 hippo |

### 2 Match.

Explain the activity. Point to the letters and elicit their sound. Point to the pictures and elicit the words. The pupils match each upper case letter to the picture whose name begins with that letter and then to the lower case letter. Go around the classroom providing any necessary help.

#### Answer key

- |              |
|--------------|
| Ee – elbow   |
| Ff – frog    |
| Gg – gorilla |
| Hh – horse   |

### 3 Write the beginning sound.

Explain the activity. Elicit the words 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 Ee | 3 Gg |
| 2 Hh | 4 Ff |

### 4 Use the code and write the letters. Say the sounds.

Explain the activity. Refer the pupils to the upper and lower case letters and their corresponding symbol. The pupils look at the symbols and write the letters. Then they say the sounds. Go around the classroom providing any necessary help.

#### Answer key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 3 G | 5 E | 7 H |
| 2 h | 4 e | 6 f | 8 g |

## Unit 9

### 1 Trace and say.

Write the letter *I* 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 *i*. 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 to the correct pictures that correspond to each letter. Go

around the classroom providing any necessary help.

#### Answer key

- |            |              |
|------------|--------------|
| 1 Aa – ant | 3 li – igloo |
| 2 Ee – egg |              |

### 3 Write the letter *li*. Colour the pictures that start with the *i* sound

Explain the activity. The pupils write the letter *li* in the box and then they colour the pictures that start with the *i* sound. Explain to them that they can use any colour they like. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

#### Answer key

The pupils colour the ink, the igloo and the iguana.

### 4 Draw. Colour.

Explain the activity. Refer the pupils to the sentence at the bottom of the page. The pupils draw and colour their own ink inside an igloo. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

#### Answer key

The pupils draw and colour ink inside an igloo.

## 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 in the classroom. The pupils can do this activity at home.

## Unit 10

### 1 Trace and say.

Write the letter *J* 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 *j*. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

#### Answer key

- |                |            |
|----------------|------------|
| 1 Gg – gorilla | 3 Jj – jam |
| 2 li – insect  |            |

### 3 Say the words. Circle the correct letter.

Explain the activity. The pupils look at the pictures and say the words for each. Then they circle the correct letter. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

#### Answer key

- |     |     |     |
|-----|-----|-----|
| 1 j | 2 h | 3 i |
|-----|-----|-----|

### 4 Say the sounds. Colour the right shape.

Explain the activity. The pupils say the sounds for each picture. Then they colour the right shape for each picture using any colour they like. Go around the classroom providing any necessary help.

#### Answer key

- |            |           |
|------------|-----------|
| ink – △    | jelly – ☆ |
| iguana – △ | jam – ☆   |
| juice – ☆  | igloo – △ |

## 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 *K* 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 *k*. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

#### Answer key

- |               |              |
|---------------|--------------|
| 1 li – ink    | 3 Kk – koala |
| 2 Jj – jacket |              |

### 3 Colour the right pictures.

Explain the activity. The pupils look at the letters on the left and colour the right picture for each using any colour they like. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

#### Answer key

The pupils colour the igloo, the iguana, the koala, the kangaroo, the juice and the jelly.

### 4 Look and put a tick (✓) or a cross (x).

Explain the activity. The pupils look at each picture, read the words and



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put a tick or a cross accordingly. 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 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. Display their work in the classroom. The pupils can do this activity at home.

## Unit 12 ●●●

### 1 Trace and say.

Write the letter *L* 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 *I*. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

## Answer key

- li – iguana
- Jj – jelly
- Kk – kangaroo
- Ll – lion

### 3 Which ones begin with the I sound? Circle. Then write the letter Ll.

Explain the activity. The pupils elicit the word for each picture. Then they circle the ones that begin with the /I/ sound and write *Ll* in the box.

Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

## Answer key

The pupils circle the lollipop, the lion, the lamp and the lemon.

### 4 Draw and colour.

Explain the activity. The pupils read the words and draw and colour the items accordingly. Go around the classroom providing any necessary help.

## Answer key

The pupils draw and colour a lemon and a lollipop using any colours they like.

## 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. Display their work in the classroom. The pupils can do this activity at home.

## Unit 13 ●●●

### 1 Trace and say.

Write the letter *M* 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 *m*. 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 to the correct pictures that correspond to each letter. Go around the classroom providing any necessary help.

## Answer key

li – insect  
Jj – juice  
Kk – kitten  
Ll – lamp  
Mm – monkey

### 3 Draw Mark's path to his friends. Circle the letters he finds on his way. Say the sounds.

Explain the activity. The pupils circle the letters that lead to Mark's friends. Allow the pupils some time to complete the activity. Go around the classroom providing any necessary help.

## Answer key

I, j, k, M, I, J, K

### 4 Choose and colour.

Explain the activity. The pupils read the words and colour the pictures that correspond to them. Explain to them that they can use any colour they like. Go around the classroom providing any necessary help.

## Answer key

The pupils colour a mouse, a dragon and a kitten.

## 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 Colour the right letters.

Elicit the word for the first picture and the beginning sound. Explain the activity. The pupils colour the right letters with the beginning sound for each. Go around the classroom providing any necessary help.

## Answer key

1 i	3 j	5 i
2 k	4 l	6 m

### 2 Tick (✓) the right picture.

Explain the activity. Read the letters in the first item and elicit which picture corresponds to it. The pupils read the letters and tick the correct picture. Go around the classroom providing any necessary help.

## Answer key

1 ink	4 lion
2 jam	5 milk
3 kitten	

### 3 Write the beginning letter.

Explain the activity. Elicit the words 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 li	3 Kk	5 Jj
2 Ll	4 Mm	

### 4 What's next? Write.

Explain the activity. Refer the pupils to the pictures and the sounds they begin with. The pupils look at the order of the pictures and write the upper and lower case letter of the sound that follows. Go around the classroom providing any necessary help.

## Answer key

1 Ll	2 Jj	3 Ll
------	------	------

**Photocopiable Material**



Aa

Cc

Bb

Dd

Ee

Gg

Ff

Hh



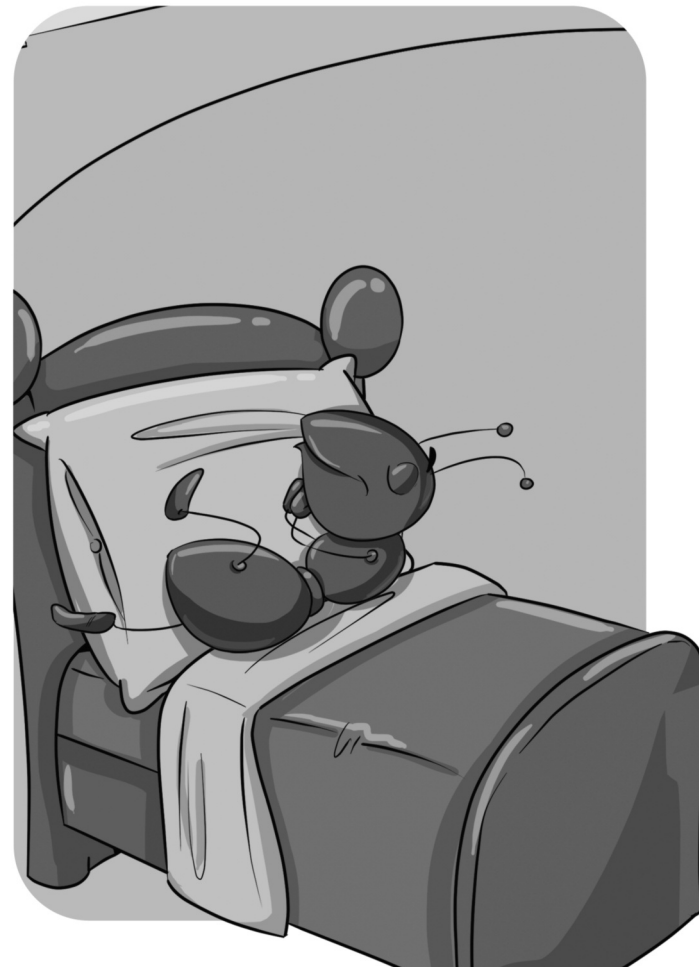
I i

K k

J j

L l



Mm









# Story Time



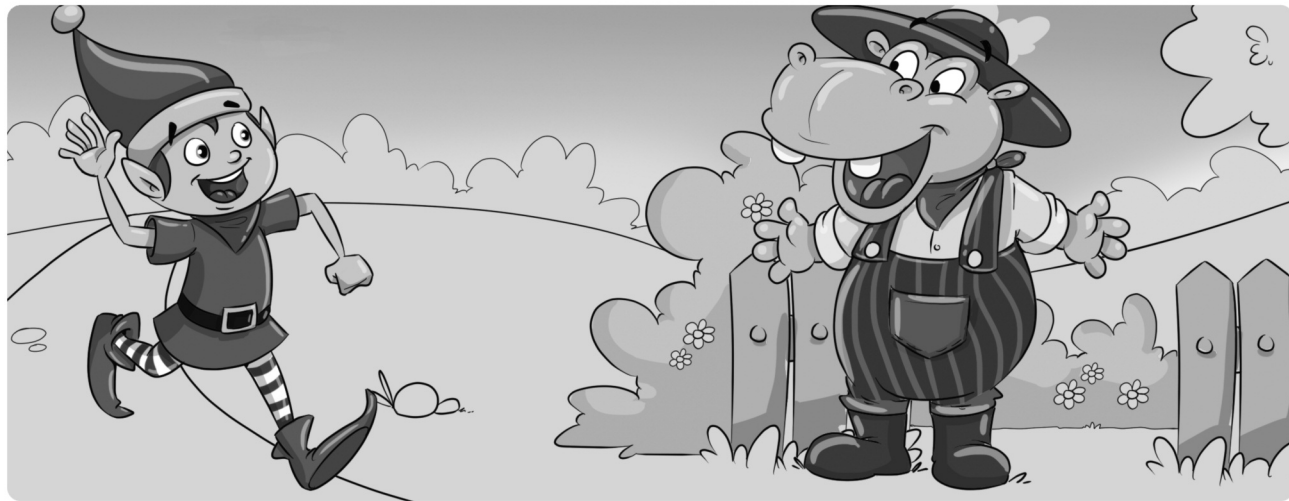
Look at the  !  
It is on the  .

Look at the  !  
It is on the  ,  
too!

Look at the  !  
It is on the  !

Look! A  with a  !

# Story Time





# Story Time

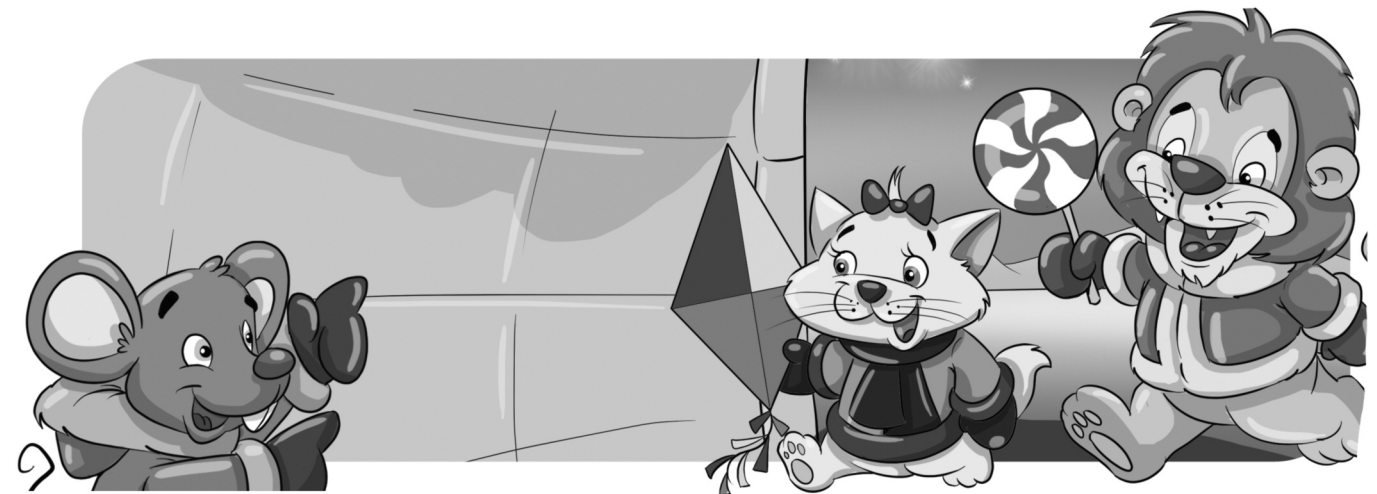
Hello,  !

Hello  !

Look at my  !

Oh, a  ! Oh, a  !

It is a funny  !



# Story Time




Here is my  !

I like  ! Yum!

The  has a  !  
The  has a  !

Fly the  !

Can you  
see the  ?

Oh, look! The  is  
on the  !