

First Step in Phonics

**A Classroom
Teacher's Guide**

5

Learning
Focus

- ☆ Students will be able to read and pronounce the L-blends of /bl/, /fl/, and /pl/.
- ☆ Students will become familiar with L-blend words through related activities and games.

Introduction**1. Greet the students.****2. Sing the ABC song together.****3. Talk about the day, weather, and their feelings.**

(Ask and answer the questions in complete sentences.)

- ① - How is the weather? (→ It's sunny. / It's cloudy.)
- How are you today? (→ I'm fine. / Very well, thank you. / I'm all right. / So, so.)
- What day is it today? (→ It's Monday. / It's Wednesday.)

4. Review the previous unit.

Remind the students what they learned in the last lesson.

- ① Can you remember the words we learned in the last lesson?
We learned about the long vowel sound /o_e/.
Tell me the words that you can remember.
(Write them down on the board.)
hole, mole, home, dome, nose, rose
That's great.
Can you repeat after me?
Let's move on.

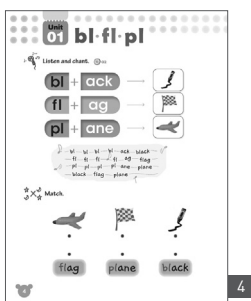
5. Introduce today's lesson.

Teach the L-blends /bl/, /fl/, and /pl/.

- 1) Pronounce /bl/, /fl/, and /pl/ clearly.
- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds of L-blends /bl/, /fl/, & /pl/]

/b/ + /l/ = /bl/

/f/ + /l/ = /fl/

/p/ + /l/ = /pl/

1. Teach the L-blends /bl/, /fl/, and /pl/.

2. [Listen and chant.]

Track 02

Listen and chant.

/bl/, /bl/, /bl/, /bl/, /ack/, black

/fl/, /fl/, /fl/, /fl/, /ag/, flag

/pl/, /pl/, /pl/, /pl/, /ane/, plane

black, flag, plane

3. [Match.]

- 1) Ask the students what the pictures are and what the words on page 4 are.
- 2) Have the students match the pictures with the correct words.

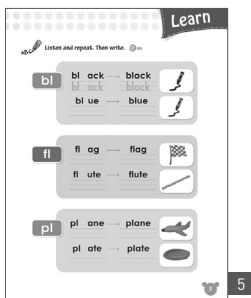
4. Teach the L-blends /bl/, /fl/, and /pl/.

/b/ + /ack/ = black

/f/ + /ag/ = flag

/p/ + /ane/ = plane

5. Teach more L-blends /bl/, /fl/, and /pl/.



[L-blends /bl/, /fl/, and /pl/ words]

/bl/ - black, blue

/fl/ - flag, flute

/pl/ - plane, plate

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 03

Listen and repeat. Then write.

/b/

/b/, /ack/, black, black, /b/, /ack/, black, black

/b/, /ue/, blue, blue, /b/, /ue/, blue, blue

/f/

/f/, /ag/, flag, flag, /f/, /ag/, flag, flag

/f/, /ute/, flute, flute, /f/, /ute/, flute, flute

/p/

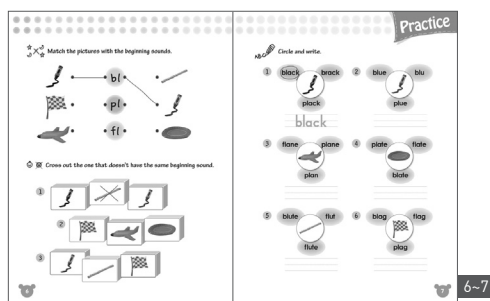
/p/, /ane/, plane, plane, /p/, /ane/, plane, plane

/p/, /ate/, plate, plate, /p/, /ate/, plate, plate

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Task 1

* Do the [Practice] pages with the students.



1. [Match the pictures with the beginning sounds.]

- 1) Ask the students what the pictures are.
- 2) Have the students match the pictures with the beginning sounds.
- 3) Ask the students to spell the words.

2. [Cross out the one that doesn't have the same beginning sound.]

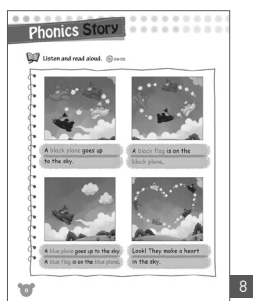
- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that has the different beginning sound.

3. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

Task 2

* Do [Phonics Story] with the students.



Track 04-05

Listen and read aloud.

A black plane goes up to the sky.

A black flag is on the black plane.

A blue plane goes up to the sky.

A blue flag is on the blue plane.

Look! They make a heart in the sky.

1. Before Reading

Talk about the picture.

- ① - What is in the picture? (→ There are planes.)
- How many planes are in the sky in the first picture? (→ There are 4 planes.)
- Have you ever flown on a plane? (→ Yes, I have. / No, I haven't.)
- Where did you go by plane? (→ I went to China by plane.)

2. During Reading

- 1) Read the words that the students have learned out loud.
black, plane, flag, blue
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

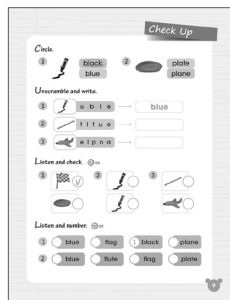
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - What does the black plane do? (→ The black plane goes up in the sky.)
- Which plane has a black flag? (→ The black plane has a black flag.)
- Which plane has a blue flag? (→ The blue plane has a blue flag.)
- What do the planes make in the sky? (→ They make a heart in the sky.)

Check Up

* Do the [Check Up] page.



Track 06-07

Listen and check.

1. flag, flag

2. blue, blue

3. flute, flute

Listen and number.

1. ① black, black

③ blue, blue

② plane, plane

④ flag, flag

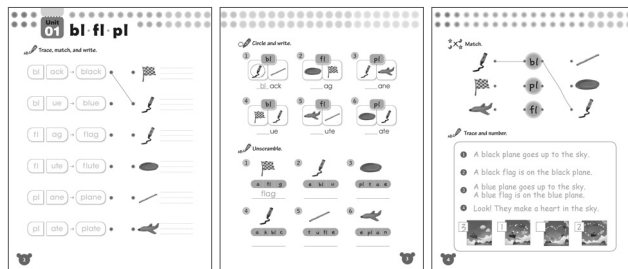
2. ① flute, flute

③ flag, flag

② plate, plate

④ blue, blue

Have the students do pages 2-4 in the workbook.



Reinforcement

1. Prepare a paper die prior to class.
2. Write down different phonics blends on each side of a die such as "bl", "fl", and "pl". You should use the same blend twice as the die has six sides.
3. Divide the class into groups of five.
4. Have the groups take turns rolling the die and saying out loud a word which starts with the blend the die lands on. For example, if the side with bl is shown, the student of a turn should say "/bl/, black."
5. Let the teammates help the "it" student of a turn if she/he finds it difficult to think of a word.
6. Continue until all the students have participated.

Learning
Focus

- ☆ Students will be able to read and pronounce the R-blends of /dr/, /pr/, and /tr/.
- ☆ Students will become familiar with R-blend words through related activities and games.

Introduction

1. Greet the students.

2. Sing the ABC song together.

3. Talk about the day, weather, and their feelings.

(Ask and answer the questions in complete sentences.)

4. Review the previous unit.

1) Write down /bl/, /fl/, and /pl/ with blanks on the board like this.

bl_____, bl_____, bl_____, fl_____, fl_____, fl_____, pl_____, pl_____,
pl_____

2) Divide the class into two teams.

3) Give one team a blue whiteboard marker and the other team a red marker.

4) The teams should line up on either side of the board with the students in front holding the markers.

5) Call out a word from page 5 (You can add some more words), and the students in front have to run to the board and write the word.

6) The student who writes it correctly first gets a point.

7) The team with more points at the end wins.

Ⓣ Here are some words with blanks.

I'm going to divide you into two teams, and you will each get a whiteboard marker.

Line up on either side of the board with the students in front holding the marker.

I'm going to call out a word. Then, you have to go to the board and write the word in the blank.

The team with more points at the end wins.

Is that clear?

Let's start.

5. Introduce today's lesson.


Teach the R-blends /dr/, /pr/, and /tr/.

1) Pronounce /dr/, /pr/, and /tr/ clearly.


2) Have the students repeat the sounds after you.

Presentation


*** Do the [Learn] pages with the students.**




02 dr-pr-tr



Listen and chant.




dr + **ess**




dress

pr + **ince**




prince


tr + **uck**




truck




dr pr tr dr pr tr dr pr tr
 -e- -e- -e- -e- -e- -e- -e- -e-
 dress prince truck




Match.







dress




prince



truck





10

[Sounds of R-blends /dr/, /pr/, & /tr/]

/d/ + /r/ = /dr/

/p/ + /r/ = /pr/

/t/ + /r/ = /tr/

- 1. Teach the R-blends /dr/, /pr/, and /tr/.**

- 2. [Listen and chant.]**

Track 08

Listen and chant.

/dr/, /dr/, /dr/, /dr/, /ess/, dress

/pr/, /pr/, /pr/, /pr/, /ince/, prince

/tr/, /tr/, /tr/, /tr/, /uck/, truck

dress, prince, truck

- ### 3. [Match.]

- 1) Ask the students what the pictures are and what the words on page 10 are.
- 2) Have the students match the pictures with the correct words.

- 4. Teach the R-blends /dr/, /pr/, and /tr/.**



/dr/ + /ess/ = dress







/pr/ + /ince/ = prince

/tr/ + /uck/ = truck

- 5. Teach more R-blends /dr/, /pr/, and /tr/.**

Learn

 Listen and repeat. Then write. 

| | | |
|-----------|--------------------|---|
| dr | dr ess → dress |  |
| | dr agon → dragon |  |
| pr | pr ince → prince |  |
| | pr ize → prize |  |
| tr | tr uck → truck |  |
| | tr umpet → trumpet |  |

[R-blends /dr/, /pr/, and /tr/ words]

/dr/ - dress, dragon

/pr/ - prince, prize

/tr/- truck, trumpet

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 09

Listen and repeat. Then write.

/dr/

/dr/, /ess/, dress, dress, /dr/, /ess/, dress, dress

/dr/, /agon/, dragon, dragon, /dr/, /agon/, dragon, dragon

/pr/

/pr/, /ince/, prince, prince, /pr/, /ince/, prince, prince

/pr/, /ize/, prize, prize, /pr/, /ize/, prize, prize

/tr/

/tr/, /uck/, truck, truck, /tr/, /uck/, truck, truck

/tr/, /umpet/, trumpet, trumpet, /tr/, /umpet/, trumpet, trumpet

Task 1

* Do the [Practice] pages with the students.

1. [Circle the pictures with the matching beginning sounds.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle the pictures with the matching beginning sounds.
- 3) Ask the students to spell the words.

2. [Cross out the one that doesn't have the same beginning sound.]

- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that has the different beginning sound.

3. [Listen and circle. Then write.]

- 1) Read six words.
- 2) Have the students repeat them after you.
- 3) Ask the students what the pictures are.
- 4) Have the students listen and circle the pictures.
- 5) Have the students write the words.

Track 10

Listen and circle. Then write.

1. dress, dress

2. trumpet, trumpet

3. prince, prince

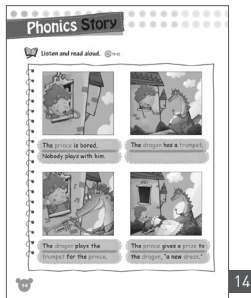
4. prize, prize

5. dragon, dragon

6. truck, truck

Task 2

* Do [Phonics Story] with the students.



Track 11-12

Listen and read aloud.

The prince is bored.

Nobody plays with him.

The dragon has a trumpet.

The dragon plays the trumpet for the prince.

The prince gives a prize to the dragon, "a new dress."

1. Before Reading

Talk about the picture.

- ① - Who do you think he is? (→ I think he is a prince or a king.)
- Why is that? (→ Because he wears a crown.)
- What can you see in the second picture besides the prince? (→ I can see a dragon.)
- What is the prince doing in the third picture? (→ He is listening to music.)

2. During Reading

- 1) Read the words that the students have learned out loud.
prince, dragon, trumpet, prize, dress
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

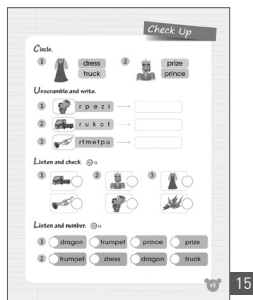
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - Why is the prince bored? (→ Because nobody plays with him.)
- What does the dragon have? (→ She has a trumpet.)
- What is the dragon doing for the prince?
(→ She is playing the trumpet for the prince.)
- What does the prince give to the dragon? (→ He gives a prize to the dragon.)
- What is the prize? (→ It is a new dress.)

Check Up

* Do the [Check Up] page.



Track 06-07

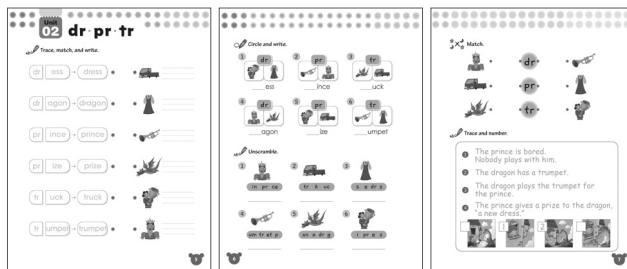
Listen and check.

1. truck, truck
2. prize, prize
3. dragon, dragon

Listen and number.

1. ① trumpet, trumpet ③ prize, prize
② dragon, dragon ④ prince, prince
2. ① truck, truck ③ dragon, dragon
② dress, dress ④ trumpet, trumpet

Have the students do pages 5-7 in the workbook.



Reinforcement

1. Write down the following words on the board.
 - dress, dragon, prince, prize, truck, trumpet
2. Divide the class into groups of five.
3. Have the first group stand at the back of the classroom.
4. Tell the students that if they know the answer, they should run to the board and touch the word. However, they should say the word out loud to get a point.
5. Read the following clues one at a time for different groups.
 - My sister likes wearing this.
 - It is an animal like a big lizard. It has wings and claws.
 - He is the son of the king or queen of a country.
 - It is a reward for doing good work.
 - It is used to carry heavy things. It has four wheels.
 - It is a musical instrument. You need to blow this to make a sound.

Tip Encourage the students to come up to give clues to others for the next round.

Learning
Focus

- ☆ Students will be able to read and pronounce the S-blends of /sm/, /sn/, and /sw/.
- ☆ Students will become familiar with S-blend words through related activities and games.

Introduction**1. Greet the students.****2. Sing the ABC song together.****3. Talk about the day, weather, and their feelings.**

(Ask and answer the questions in complete sentences.)

4. Review the previous unit.

- 1) Prepare a die (or make a big die with hardboard) and write down /dr/, /pr/, or /tr/ on each side.
- 2) Have each student go to the front. The students should roll the die and say a word that has the sound shown on the cube.
- 3) Each student gets a turn.

Ⓟ Let's review what we learned in the last lesson.

What sounds did we learn? Yes, we learned about R-blends.

Here is a die. It has /dr/, /pr/, or /tr/ written on each side.

Roll the die. Then, say a word that has the sound shown on the cube.

We will take turns, so please wait for your turn.

(Joe), can you come here and roll the die?

It's /tr/. Can you think of a word that has /tr/?

That's right!

Who wants to go next?

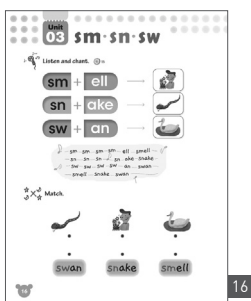
5. Introduce today's lesson.

Teach the S-blends /sm/, /sn/, and /sw/.

- 1) Pronounce /sm/, /sn/, and /sw/ clearly.
- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds of S-blends /sm/, /sn/, and /sw/]

/s/ + /m/ = /sm/

/s/ + /n/ = /sn/

/s/ + /w/ = /sw/

1. Teach the S-blends /sm/, /sn/, and /sw/.

2. [Listen and chant.]

Track 15

Listen and chant.

/sm/, /sm/, /sm/, /sm/, /ell/, smell

/sn/, /sn/, /sn/, /sn/, /ake/, snake

/sw/, /sw/, /sw/, /sw/, /an/, swan

smell, snake, swan

3. [Match.]

- 1) Ask the students what the pictures are and what the words on page 16 are.
- 2) Have the students match the pictures with the correct words.

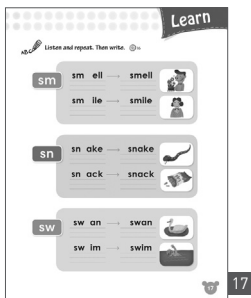
4. Teach the S-blends /sm/, /sn/, and /sw/.

/sm/ + /ell/ = smell

/sn/ + /ake/ = snake

/sw/ + /an/ = swan

5. Teach more the S-blends /sm/, /sn/, and /sw/.



[S-blends /sm/, /sn/ and /sw/ words]

/sm/ - smell, smile

/sn/ - snake, snack

/sw/ - swan, swim

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 16

Listen and repeat. Then write.

/sm/

/sm/, /ell/, smell, smell, /sm/, /ell/, smell, smell

/sm/, /ile/, smile, smile, /sm/, /ile/, smile, smile

/sn/

/sn/, /ake/, snake, snake, /sn/, /ake/, snake, snake

/sn/, /ack/, snack, snack, /sn/, /ack/, snack, snack

/sw/

/sw/, /an/, swan, swan, /sw/, /an/, swan, swan

/sw/, /im/, swim, swim, /sw/, /im/, swim, swim

Task 1

* Do the [Practice] pages with the students.

1. [Match the pictures with the beginning sounds.]

- 1) Ask the students what the pictures are.
- 2) Have the students match the pictures with the beginning sounds.
- 3) Ask the students to spell the words.

2. [Cross out the one that doesn't have the same beginning sound.]

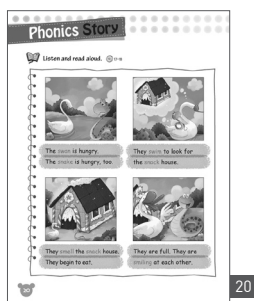
- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that has the different beginning sound.

3. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

Task 2

* Do [Phonics Story] with the students.



Track 17-18

Listen and read aloud.
 The swan is hungry.
 The snake is hungry, too.
 They swim to look for the snack house.
 They smell the snack house.
 They begin to eat.
 They are full.
 They are smiling at each other.

1. Before Reading

Talk about the picture.

- ① - What animal can you see in the pictures? (→ I can see a swan and a snake.)
- Which animal do you like, the swan or the snake?
 (→ I like the swan. / I like the snake.)
- Why do you like the swan/snake? (→ Because it is beautiful.)
- What are they thinking? (→ They are thinking about the house.)

2. During Reading

- 1) Read the words that the students have learned out loud.
 swan, snake, swim, snack, smell, smile
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

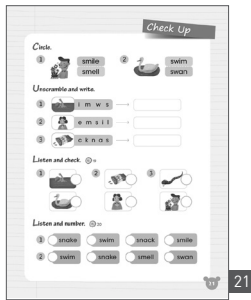
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - Who is hungry? (→ The swan and the snake are hungry.)
- What are they looking for? (→ They are looking for the snack house.)
- How do they go to the snack house? (→ They swim to the snack house.)
- How do they find the snack house? (→ They smell it.)
- What do they do after they eat it? (→ They smile at each other.)

Check Up

* Do the [Check Up] page.



Track 19-20

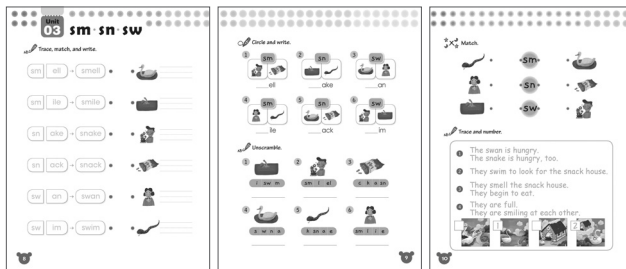
Listen and check.

1. swan, swan
2. snack, snack
3. snake, snake

Listen and number.

1. ① snake, snake ③ swim, swim
2. ② snack, snack ④ smile, smile
3. ① smell, smell ③ swim, swim
4. ② swan, swan ④ snake, snake

Have the students do pages 8-10 in the workbook.



Reinforcement

1. Prepare words strips using the words below and put them in the hat.
- smell, smile, snake, snack, swan, swim, black, flag, plate
2. Say each word aloud and clearly and have the students repeat.
3. Distribute pieces of paper with a bingo grid (3x3) to every student.
4. Tell the students to write the word in each box freely.
5. After they have filled out the bingo grid, pick a word from the hat and say it aloud.
6. Have the students write an "X" over the word called by the teacher.
7. The first student who has three X's (vertically, horizontally, or diagonally) in a row is the winner.

Learning
Focus

- ☆ Students will be able to read and pronounce ending blends of /ng/, /nk/, and /nt/.
- ☆ Students will become familiar with ending blend words through related activities and games.

Introduction

1. Greet the students.
2. Sing the ABC song together.
3. Talk about the day, weather, and their feelings.
(Ask and answer the questions in complete sentences.)
4. Review the previous unit.
 - 1) Write down smell, smile, snake, snack, swan, and swim on the board.
 - 2) Ask each student to go to the front and then to say a word. The students have to touch the correct word.
 - Ⓟ Let's review what we learned in the last lesson.
We learned about S-blends in the previous lesson.
Please come to the front and listen to me
I'm going to say a word. Then, you have to touch the correct word.
(Renee), can you please come here first?
 - Ⓢ Snack!
 - Ⓟ That's right. (Add some more words to match the number of your students.)
5. Introduce today's lesson.

Teach the ending blends of /ng/, /nk/, and /nt/.

 - 1) Pronounce /ng/, /nk/, and /nt/ clearly.
 - 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.

04 ng-nk-nt

Listen and chant. @

ki + ng → king
i + nk → ink
te + nt → tent

Match.

king, ink, tent

22

[Sounds of ending blends /ng/, /nk/, & /nt/]

/n/ + /g/ = /ng/

/n/ + /k/ = /nk/

/n/ + /t/ = /nt/

1. Teach the ending blends of /ng/, /nk/, and /nt/.

2. [Listen and chant.]

Track 21

Listen and chant.

/ng/, /ng /, /ng /, /ki/, /ng /, king

/nk/, /nk/, /nk/, /i/, /nk/, ink

/nt/, /nt/, /nt/, /te/, /nt/, tent

king, ink, tent

3. [Match.]

- 1) Ask the students what the pictures are and what the words on page 22 are.
- 2) Have the students match the pictures with the correct words.

4. Teach the ending blends of /ng/, /nk/, and /nt/.

/ki/ + /ng/ = king

/i/ + /nk/ = ink

/te/ + /nt/ = tent

5. Teach more ending blends of /ng/, /nk/, and /nt/.

Learn

Listen and repeat. Then write. @

ng: ki ng → king, ri ng → ring
nk: i nk → ink, pi nk → pink
nt: te nt → tent, pla nt → plant

23

[ending blends of /ng/, /nk/, and /nt/]

/ng/ - king, ring

/nk/ - ink, pink

/nt/ - tent, plant

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 22

Listen and repeat. Then write.

/ng/

/ki/, /ng/, king, king, /ki/ /ng/ king, king

/ri/, /ng/, ring, ring, /ri/ /ng/ ring, ring

/nk/

/i/, /nk/, ink, ink, /i/, /nk/, ink, ink

/pi/, /nk/, pink, pink, /pi/, /nk/, pink, pink

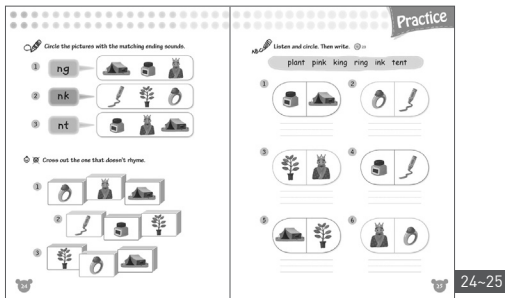
/nt/

/te/, /nt/, tent, tent, /te/, /nt/, tent, tent

/pla/, /nt/, plant, plant, /pla/, /nt/, plant, plant

Task 1

* Do the [Practice] pages with the students.



1. [Circle the pictures with the matching ending sounds.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle the pictures with the matching ending sounds.
- 3) Ask the students to spell the words.

2. [Cross out the one that doesn't rhyme.]

- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that does not rhyme.

3. [Listen and circle. Then write.]

- 1) Read six words.
- 2) Have the students repeat them after you.
- 3) Ask the students what the pictures are.
- 4) Have the students listen and circle the pictures.
- 5) Have the students write the words.

Track 23

Listen and circle. Then write.

1. tent, tent

2. pink, pink

3. king, king

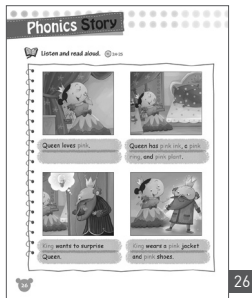
4. ink, ink

5. plant, plant

6. ring, ring

Task 2

* Do [Phonics Story] with the students.



Track 24-25

Listen and read aloud.

Queen loves pink.

Queen has pink ink, a pink ring, and a pink plant.

King wants to surprise Queen.

King wears a pink jacket and pink shoes.

1. Before Reading

Talk about the picture.

- ① - Who do you think she is? (→ I think she is Queen.)
- What color is her dress? (→ Her dress is pink.)
- What is your favorite color?
(→ My favorite color is blue [yellow, red, white, purple, pink].)
- Who do you think the man in the third picture is? (→ I think he is King.)

2. During Reading

- 1) Read the words that the students have learned out loud.
pink, ink, ring, plant, king,
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

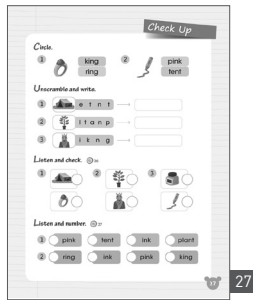
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - Who loves pink? (→ Queen loves pink.)
- What does Queen have? (→ She has pink ink, a pink ring, and a pink plant.)
- What does King want to do? (→ He wants to surprise Queen.)
- What does King do to surprise her? (→ He wears a pink jacket and pink shoes.)

Check Up

* Do the [Check Up] page.



Track 19-20

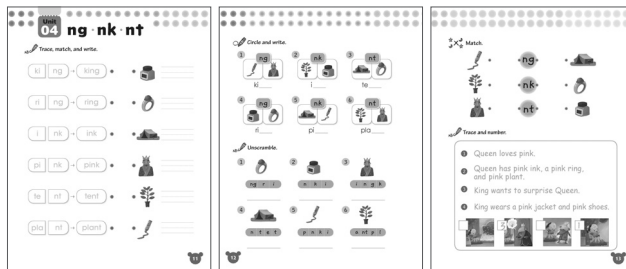
Listen and check.

1. ring, ring
2. plant, plant
3. pink, pink

Listen and number.

1. ① tent, tent ③ ink, ink
2. ① ring, ring ④ plant, plant
- ② ink, ink ③ king, king
- ④ pink, pink

Have the students do pages 11-13 in the workbook.



Reinforcement

1. Write down ng, nk and nt on a different piece of paper.
2. Tape each piece of paper to the floor.
3. Call out the word including one of the ending blends (e.g. king!).
4. Have the students stand on the corresponding blend.
5. Invite the students to come up to call out a word containing one of the ending blends above.

Learning
Focus

- ☆ Students will be able to read and pronounce the digraphs of /ch/, /sh/, and /th/.
- ☆ Students will become familiar with digraph words through related activities and games.

Introduction**1. Greet the students.****2. Sing the ABC song together.****3. Talk about the day, weather, and their feelings.**

(Ask and answer the questions in complete sentences.)

4. Review the previous unit.

- 1) Have the students open their notebooks.
- 2) Dictate the words from page 23 (king, ring, ink, pink, tent, plant).
- 3) Check the answers together.

Ⓟ Let's review what we learned in the last lesson.

We're going to do some word dictation.

Please open your notebooks and write down what I say.

Let's check the answers together.

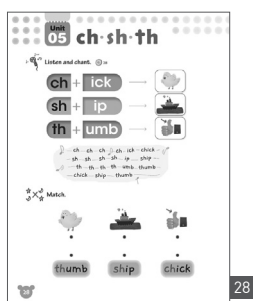
5. Introduce today's lesson.

Teach the digraphs of /ch/, /sh/, and /th/.

- 1) Pronounce /ch/, /sh/, and /th/ clearly.
- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds of digraphs of /ch/, /sh/, & /th/]

/c/ + /h/ = /ch/

/s/ + /h/ = /sh/

/t/ + /h/ = /th/

1. Teach the digraphs of /ch/, /sh/, and /th/.

2. [Listen and chant.]

Track 28

Listen and chant.

/ch/, /ch/, /ch/, /ch/, /ick/, chick

/sh/, /sh/, /sh/, /sh/, /ip/, ship

/th/, /th/, /th/, /th/, /umb/ thumb

chick, ship, thumb

3. [Match.]

- 1) Ask the students what the pictures are and what the words on page 28 are.
- 2) Have the students match the pictures with the correct words.

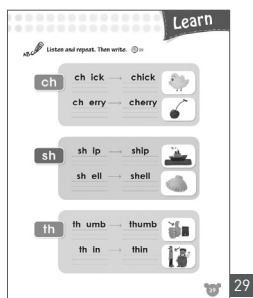
4. Teach the digraphs of /ch/, /sh/, and /th/.

/ch/ + /ick/ = chick

/sh/ + /ip/ = ship

/th/ + /umb/ = thumb

3. Teach more digraphs of /ch/, /sh/, and /th/.



[digraphs of /ch/, /sh/, and /th/ words]

/ch/ - chick, cherry

/sh/ - ship, shell

/th/ - thumb, thin

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 29

Listen and repeat. Then write.

/ch/

/ch/, /ick/, chick, chick, /ch/, /ick/, chick, chick

/ch/, /erry/, cherry, cherry, /ch/, /erry/, cherry, cherry

/sh/

/sh/, /ip/, ship, ship, /sh/, /ip/, ship, ship

/sh/, /ell/, shell, shell, /sh/, /ell/, shell, shell

/th/

/th/, /umb/, thumb, thumb, /th/, /umb/, thumb, thumb

/th/, /in/, thin, thin, /th/, /in/, thin, thin

Task 1

* Do the [Practice] pages with the students.

1. [Match the pictures with the beginning sounds.]

- 1) Ask the students what the pictures are.
- 2) Have the students match the pictures with the beginning sounds.
- 3) Ask the students to spell the words.

2. [Cross out the one that doesn't have the same beginning sound.]

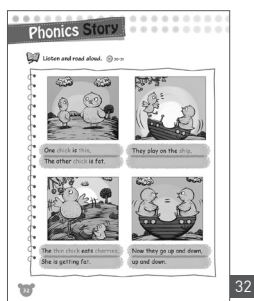
- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that has the different beginning sound.

3. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

Task 2

* Do [Phonics Story] with the students.



Track 30-31

Listen and read aloud.
 One chick is thin.
 The other chick is fat.
 They play on the ship.
 The thin chick eats cherries.
 She is getting fat.
 Now they go up and down, up and down.

1. Before Reading

Talk about the picture.

- ① - What animals can you see? (→ I can see chicks.)
- What are they doing in the second picture? (→ They are playing seesaw.)
- Do you like playing seesaw? (→ Yes, I do. / No, I don't.)
- Do you like going on the rides in an amusement park? (→ Yes, I do. / No, I don't.)
- What is the best ride? (→ The best ride is the rollercoaster.)

2. During Reading

- 1) Read the words that the students have learned out loud.
 chick, thin, ship, cherry
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

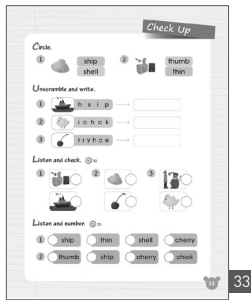
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - Who is in the pictures? (→ There are a thin chick and a fat chick.)
- What are they playing on? (→ They are playing on a ship.)
- What does the thin chick eat? (→ She eats cherries.)
- Is she getting fat or thin? (→ She is getting fat.)

Check Up

* Do the [Check Up] page.



Track 32-33

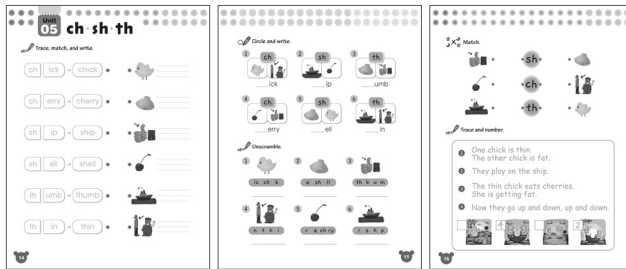
Listen and check.

1. ship, ship
2. cherry, cherry
3. thin, thin

Listen and number.

- | | |
|-------------------|------------------|
| 1. ① shell, shell | ③ ship, ship |
| ② thin, thin | ④ cherry, cherry |
| 2. ① chick, chick | ③ ship, ship |
| ② cherry, cherry | ④ thumb, thumb |

Have the students do pages 14-16 in the workbook.



Reinforcement

1. Say aloud the key words in the lesson by stressing the digraphs (ch, sh, th) and have the students repeat after you.
2. Depending upon the number of students, divide the class into three, four, or five teams.
3. Offer the students a definition of each key word and ask the students to guess which word is being described. For example, if the answer is ship, you could say "It is a large boat."
4. Tell each group of students that they need to give an answer to the teacher. If they are correct, they win a point for their team. If not, they lose a point.
5. Notify the students of the following rules before starting.

Rules of the game

- If you know the answer, you should knock your hand on the desk, but don't shout out the word.
- If you say an incorrect answer you will lose a point.
- You don't get a point for calling out an answer without knocking your hand on the desk first.

Review for Unit 01-05

* Do the [Review] on pages 34-38.

34-35

36-37

38

1. [Listen and repeat.]

- 1) Ask the students what the pictures on pages 34-35 are before they listen to the CD.
- 2) Listen to the CD and repeat the words.
- 3) Ask the students to spell the words.

Track 34

Listen and repeat.

/b/, black, black, blue, blue
 /f/, flag, flag, flute, flute
 /p/, plane, plane, plate, plate
 /d/, dress, dress, dragon, dragon
 /pr/, prize, prize, prince, prince
 /tr/, truck, truck, trumpet, trumpet
 /sm/, smile, smile, smell, smell
 /sn/, snake, snake, snack, snack
 /sw/, swim, swim, swan, swan
 /ng/, king, king, ring, ring
 /nk/, ink, ink, pink, pink
 /nt/, plant, plant, tent, tent
 /ch/, cherry, cherry, chick, chick
 /sh/, ship, ship, shell, shell
 /th/, thumb, thumb, thin, thin

2. [Read the words quickly.]

- 1) Sound /ng/, /nt/, /nk/, /sh/, /ch/, /th/, /sn/, /sm/, /sw/, /fl/, /bl/, /pl/, /tr/, /pr/ and /dr/.
- 2) Have the students repeat the sounds after you.
- 3) Read the words.
- 4) Have the students read the words quickly.

3. [Write the words.]

- 1) Read the words in the yellow word box.
- 2) Have the students read the words.
- 3) Have the students write the words below.

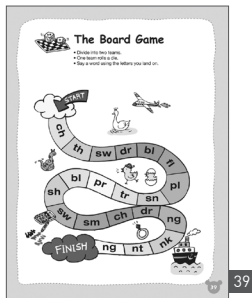
4. [Find and circle the words. Then match.]

- 1) Ask the students what the pictures are.
- 2) Ask the students to spell the words.
- 3) Have the students find and circle the words.
- 4) Have the students match the picture and the correct words.

5. [Check the correct pictures.]

- 1) Say the phrases or sentences above the pictures.
- 2) Have the students repeat the phrases or sentences.
- 3) Ask the students what the pictures are.
- 4) Have the students check the correct pictures.

* Do [Activity] on page 39.



1. [The Board game]

- 1) Divide the students into two teams.
- 2) One team rolls the die.
- 3) The students have to say a word by using the letters where the marker stops.
- 4) When a student does not say the word well, the rest of the class should help the student.
- 5) Go through the glossary (page 80) before playing the game.
- 6) The person who gets to FINISH first wins the game.

Learning
Focus

- ☆ Students will be able to read and pronounce the long vowel sounds /ai/ and /ay/.
- ☆ Students will be able to learn that /ai/ and /ay/ are the same sound.
- ☆ Students will become familiar with long vowel spelling patterns.

Introduction

1. Greet the students.

2. Sing the ABC song together.

3. Talk about the day, weather, and their feelings.

(Ask and answer the questions in complete sentences.)

4. Review the previous unit.

- 1) Start writing a list of words the students learned in the previous lessons. (Randomly choose 15-20 words from Units 1-5, but be sure to write chick, cherry, ship, shell, thumb, and thin on the board.)
- 2) Divide the students into two teams.
- 3) Take one student from each team and give each one a marker or pointer of some sort.
- 4) Call out a word from Unit 5 on the board. (chick, cherry, ship, shell, thumb, and thin)
- 5) The students have to run to the board and touch the word you say.

Ⓟ Let's review the previous units.

I'm going to write down some words on the board.

Let's divide the class into two teams.

One student from each team will have to go to the front and listen to what I say.

You have to run to the board and touch the word I say.

Do you get it?

Okay. Let's get started.

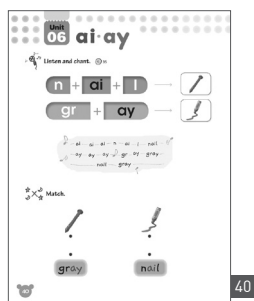
5. Introduce today's lesson.

Teach the long vowel "a" sounds /ai/ and /ay/ sounds.

- 1) Pronounce /ai/ and /ay/ clearly.
- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds /ai/ & /ay/]

/a/ + /i/ = /ai/

/a/ + /y/ = /ay/

1. Teach the long vowel “a” sounds /ai/ and /ay/ sounds.

2. [Listen and chant.]

Track 35

Listen and chant.

/ai/, /ai/, /ai/ /n/, /ai/, /l/, nail

/ay/, /ay/, /ay/ /gr/, /ay/, gray

nail, gray

3. [Match.]

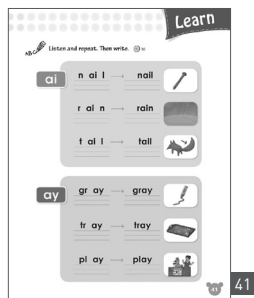
- 1) Ask the students what the pictures are and what the words on page 40 are.
- 2) Have the students match the pictures with the correct words.

4. [Teach the long vowel /ai/ and /ay/ words.]

/n/ + /ai/ + /l/ = nail

/gr/ + /ay/ = gray

5. [Teach more long vowel /ai/ and /ay/ words.]



[long vowel /ai/ and /ay/ words]

/ai/ - nail, rain, tail

/ay/- gray, tray, play

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 36

Listen and repeat. Then write.

/ai/

/n/, /ai/, /n/, nail, nail, /n/, /ai/, /l/, nail, nail

/r/, /ai/, /n/, rain, rain, /r/, /ai/, /n/, rain, rain

/t/, /ai/, /l/, tail, tail, /t/, /ai/, /l/, tail, tail

/ay/

/gr/, /ay/, gray, gray, /gr/, /ay/, gray, gray

/tr/, /ay/, tray, tray, /tr/, /ay/, tray, tray

/pl/, /ay/, play, play, /pl/, /ay/, play, play

Task 1

* Do the [Practice] pages with the students.

1. [Circle.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle the picture.

2. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.

3. [Listen and circle. Then write.]

- 1) Read six words.
- 2) Have the students repeat them after you.
- 3) Ask the students what the pictures are.
- 4) Have the students listen and circle the pictures.
- 5) Have the students write the words.

Track 37

Listen and circle. Then write.

1. nail, nail

2. gray, gray

3. tail, tail

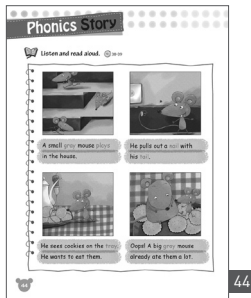
4. tray, tray

5. play, play

6. rain, rain

Task 2

* Do [Phonics Story] with the students.



Track 38-39

Listen and read aloud.

A small gray mouse plays in the house.

He pulls out a nail with his tail.

He sees cookies on the tray.

He wants to eat them.

Oops! A big gray mouse already ate them a lot.

1. Before Reading

Talk about the pictures.

- ① - What animal can you see in the first picture? (→ I can see a mouse.)
- Is it small or big? (→ It is small.)
- What is he doing in the first picture? (→ He is running.)
- What can you see in the fourth picture? (→ I can see two mice and cookies.)

2. During Reading

- 1) Read the words that the students have learned out loud.
gray, play, nail, tail, tray
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

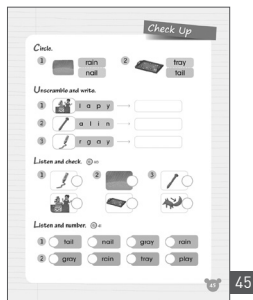
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - Where does the small gray mouse play?
(→ The small gray mouse plays in the house.)
- What does he do with his tail? (→ He pulls out a nail with his tail.)
- What does he see on the tray? (→ He sees cookies on it.)
- Who ate them before him? (→ A big mouse already ate them a lot.)

Check Up

* Do the [Check Up] page.



Track 40-41

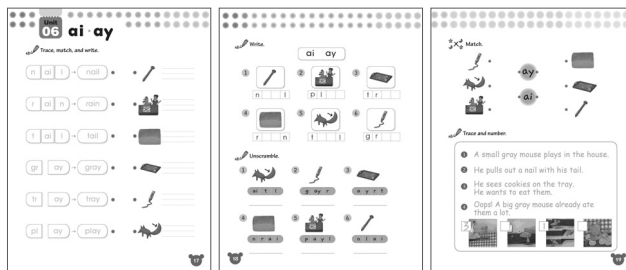
Listen and check.

1. play, play
2. rain, rain
3. tail, tail

Listen and number.

1. ① nail, nail ③ rain, rain
- ② tail, tail ④ gray, gray
2. ① tray, tray ③ gray, gray
- ② rain, rain ④ play, play

Have the students do pages 17-19 in the workbook.



Reinforcement

1. Prior to class, prepare two identical sets of word cards. Each set should contain ten cards. Write down all the key words from Unit 5 and some words from Unit 6 on each card (e.g. nail, rain, tail, gray, tray, play, chick, ship, thumb, thin)
2. Mix the word cards and place them on the table.
3. Divide the class into two teams.
4. Have one student from each team choose two cards on the table and ask the rest of the students on the same team to read out loud each word that is shown.
5. If he/she selects two cards that match, the team gets a point.
6. Continue this game until all the cards have been matched.

Learning
Focus

- ☆ Students will be able to read and pronounce the diphthongs /oi/ and /oy/.
- ☆ Students will become familiar with diphthong words through related activities and games.

Introduction**1. Greet the students.****2. Sing the ABC song together.****3. Talk about the day, weather, and their feelings.**

(Ask and answer the questions in complete sentences.)

4. Review the previous unit.

- 1) Write down 6 words from Unit 6 but with the wrong spellings.

e.g. neil, reni, teiy, grai, trei, plai

- 2) Divide the class into two teams.

- 3) Then have one member of each team go to the board and correct the spelling of each word. Whoever is faster and correct gets a point.

Ⓟ There are words from unit 6, but they have the wrong spellings.

I'm going to divide you into two teams.

One student from each team will go to the board and correct the spelling of each word.

Whoever is faster and correct gets a point.

Is that clear? Okay. Let's get started.

5. Introduce today's lesson.

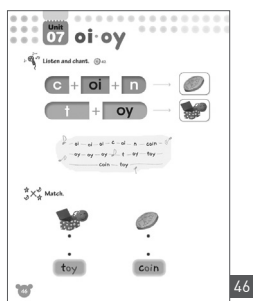
Teach the diphthongs /oi/ and /oy/.

- 1) Pronounce /oi/ and /oy/ clearly.

- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds of diphthongs /oi/ & /oy/]

/o/ + /i/ = /oi/

/o/ + /y/ = /oy/

1. Teach the long vowel “o” sounds /oi/ and /oy/ sounds.

2. [Listen and chant.]

Track 42

Listen and chant.

/oi/, /oi/, /oi/, /c/, /oi/, /n/, coin

/oy/, /oy/, /oy/, /t/, /oy/, toy

coin, toy

3. [Match.]

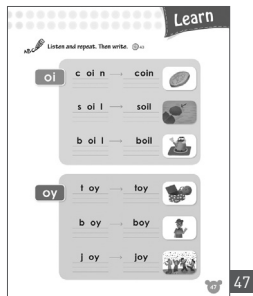
- 1) Ask the students what the pictures are and what the words on page 46 are.
- 2) Have the students match the pictures with the correct words.

4. Teach some diphthong /oi/ and /oy/ words.

/c/ + /oi/ + /n/ = coin

/t/ + /oy/ = toy

5. Teach more diphthong /oi/ and /oy/ words.



[Diphthong /oi/ and /oy/ words]

/oi/ - coin, soil, boil

/oy/ - toy, boy, joy

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 43

Listen and repeat. Then write.

/oi/

/c/, /oi/, /n/, coin, coin, /c/, /oi/, /n/, coin, coin

/s/, /oi/, /l/, soil, soil, /s/, /oi/, /l/, soil, soil

/b/, /oi/, /l/, boil, boil, /b/, /oi/, /l/, boil, boil

/oy/

/t/, /oy/, toy, toy, /t/, /oy/, toy, toy

/b/, /oy/, boy, boy, /b/, /oy/, boy, boy

/j/, /oy/, joy, joy, /j/, /oy/, joy, joy

Task 1

* Do the [Practice] pages with the students.

Circle

1 boy 2 toy 3 coin

Cross out the one that doesn't rhyme.

1 boy 2 toy 3 coin

Practice

Circle and write.

1 boy 2 soil 3 joy 4 coin 5 soil 6 boy

Cross out the one that doesn't rhyme.

1 boy 2 soil 3 boy

48-49

1. [Circle.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle the pictures.

2. [Cross out the one that doesn't rhyme.]

- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that does not rhyme.

3. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

Task 2

* Do [Phonics Story] with the students.



Track 44-45

Listen and read aloud.

May I have this toy?

Yes, you may.

May I play with soil?

Yes, you may.

May I use this coin?

Yes, you may.

You are a good boy.

1. Before Reading

Talk about the pictures.

- ① - Who do you think they are? (→ I think they are a mom and her son.)
- What is she doing? (→ She is sitting.)
- How many people are there in the fourth picture?
(→ There are three people.)
- Where are they? (→ They are outside the house.)

2. During Reading

- 1) Read the words that the students have learned out loud.
toy, soil, coin, boy
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

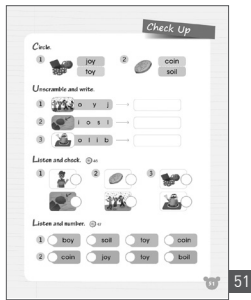
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - What does the boy have? (→ He has a toy, soil, and a coin.)
- Whom does the boy ask? (→ He asks his mom.)
- Is he a good boy or a bad boy? (→ He is a good boy.)

Check Up

* Do the [Check Up] page.



Track 46-47

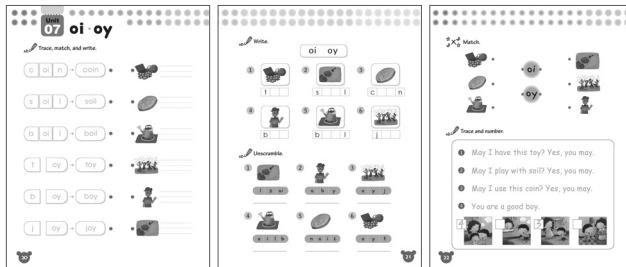
Listen and check.

1. boy, boy
2. coin, coin
3. boil, boil

Listen and number.

- | | |
|---------------|--------------|
| 1. ① boy, boy | ③ soil, soil |
| ② toy, toy | ④ coin, coin |
| 2. ① joy, joy | ③ boil, boil |
| ② coin, coin | ④ toy, toy |

Have the students do pages 20-22 in the workbook.



Reinforcement

1. Divide the students into groups of five.
2. Give each group a sheet of paper and a pencil.
3. Write a word containing a target diphthong of the lesson such as coin or toy.
4. Tell each group of students to decide who starts first.
5. Inform them that the first student should write down a word that rhymes with the word written on the board and then pass the paper to the next student.
6. Every group member is asked to write down a rhyming word. However, if someone finds it difficult to think of a word, other group members should share the answer.
7. Provide another word for the next round and repeat the procedure.
8. After the activity, have each group put their work on the board and read out the words all together.

Learning
Focus

- ☆ Students will be able to read and pronounce the diphthongs /ou/ and /ow/.
- ☆ Students will become familiar with diphthong words through related activities and games.

Introduction

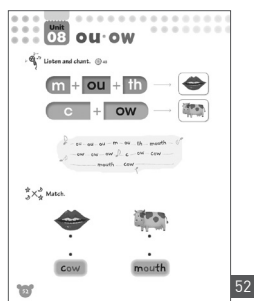
1. Greet the students.
2. Sing the ABC song together.
3. Talk about the day, weather, and their feelings.
(Ask and answer the questions in complete sentences.)
4. Review the previous unit.
 - 1) Have the students open their notebooks.
 - 2) Read these sentences and ask your students to draw pictures.
The boy has soil in his hand.
There are coins in my toy box.
Water boils in a pot.
 - 3) Ask your students to hold up their pictures to check the answers.
 - 4) Have the students describe their pictures.
 - Ⓟ Let's review Unit 7.
 - Open your notebooks, please.
 - I'm going to read some sentences.
 - Draw pictures as you hear these sentences.
 - The boy has soil in his hand.
 - There are coins in my toy box.
 - Water boils in a pot.
 - Are you done?
 - Now, lift up your pictures and show me.
 - Can you describe your pictures?
 - Excellent!
5. Introduce today's lesson.

Teach the diphthongs /ou/ and /ow/.

 - 1) Pronounce /ou/ and /ow/ clearly.
 - 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds of diphthongs /ou/ & /ow/]

/o/ + /u/ = /ou/

/o/ + /w/ = /ow/

1. Teach the diphthongs /ou/ and /ow/.

2. [Listen and chant.]

Track 48

Listen and chant.

/ou/, /ou/, /ou/, /m/, /ou/, /th/, mouth

/ow/, /ow/, /ow/, /c/, /ow/ cow

mouth, cow

3. [Match.]

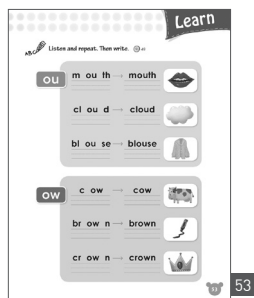
- 1) Ask the students what the pictures are and what the words on page 52 are.
- 2) Have the students match the pictures with the correct words.

4. Teach diphthong /ou/ and /ow/ words.

/m/ + /ou/ + /th/ = mouth

/c/ + /ow/ = cow

5. Teach more diphthong /ou/ and /ow/ words.



[Diphthong /ou/ & /ow/ words]

/ou/ - mouth, cloud, blouse

/ow/- cow, brown, crown

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 49

Listen and repeat. Then write.

/ou/

/m/, /ou/, /th/, mouth, mouth, /m/, /ou/, /th/, mouth, mouth

/cl/, /ou/, /d/, cloud, cloud, /cl/, /ou/, /d/, cloud, cloud

/bl/, /ou/, /se/, blouse, blouse, /bl/, /ou/, /se/, blouse, blouse

/ow/

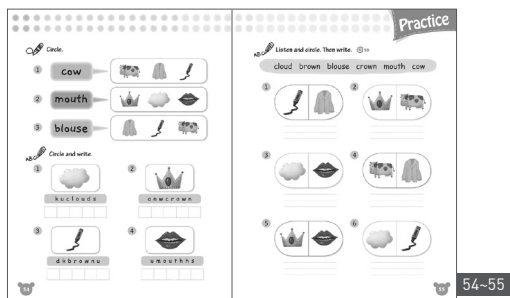
/c/, /ow/, cow, cow, /c/, /ow/, cow, cow

/br/, /ow/, /n/, brown, brown, /br/, /ow/, /n/, brown, brown

/cr/, /ow/, /n/, crown, crown, /cr/, /ow/, /n/, crown, crown

Task 1

* Do the [Practice] pages with the students.



1. [Circle.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle the pictures.

2. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

3. [Listen and circle. Then write.]

- 1) Read six words.
- 2) Have the students repeat them after you.
- 3) Ask the students what the pictures are.
- 4) Have the students listen and circle the pictures.
- 5) Have the students write the words.

Track 50

Listen and circle. Then write.

1. brown, brown

2. cow, cow

3. mouse, mouse

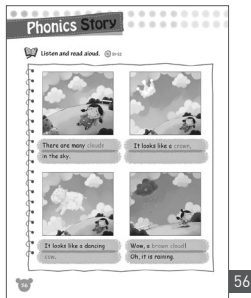
4. blouse, blouse

5. crown, crown

6. cloud, cloud

Task 2

* Do [Phonics Story] with the students.



Track 51-52

Listen and read aloud.
There are many clouds in the sky.
It looks like a crown.
It looks like a dancing cow.
Wow, a brown cloud!
Oh, it is raining.

1. Before Reading

Talk about the pictures.

- ① - Where is the girl? (→ She is on the hill. She is on the field.)
- What is she doing? (→ She is lying down.)
- What is she looking at? (→ She is looking at the clouds and the sky.)

2. During Reading

- 1) Read the words that the students have learned out loud.
cloud, crown, cow, brown
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

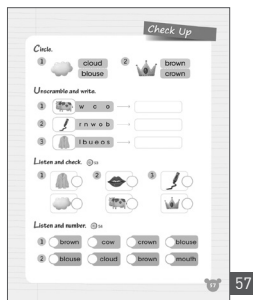
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - What is in the sky? (→ There are many clouds in the sky.)
- What do the clouds look like? (→ They look like a crown and a dancing cow.)
- Is it sunny or rainy at the end? (→ It is rainy.)
- What does the cloud look like when it is raining? (→ It looks like a brown cloud.)

Check Up

* Do the [Check Up] page.



Track 53-54

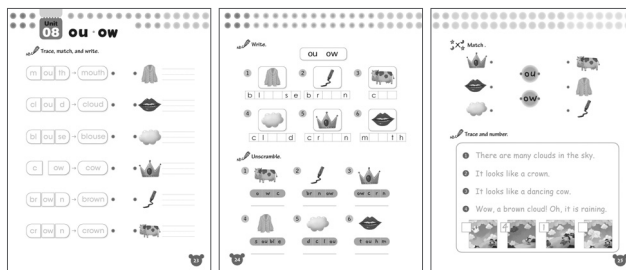
Listen and check.

1. cloud, cloud
2. mouth, mouth
3. crown, crown

Listen and number.

1. ① cow, cow ③ crown, crown
2. ① mouth, mouth ④ blouse, blouse
2. ① mouth, mouth ③ brown, brown
2. ② cloud, cloud ④ blouse, blouse

Have the students do pages 23-25 in the workbook.



Reinforcement

1. Prepare a simple story with the words the students have learned from the previous lessons as well as Unit 8.

The story (Teacher's version)

There is a princess. She is wearing a pink blouse. She has a pretty mouth.
There is a brown cow. The cow is wearing a black crown.
There are many clouds in the sky.
The princess and the cow look at the blue clouds together.
She says, "Oh, the cloud looks like a crown!"

2. Make a handout for the students. In the student's handout, all the target diphthongs in the lesson should be removed.

The story (Student's version)

There is a princess. She is wearing a pink bl____se. She has a pretty m____th.
There is a br____n c____. The c____ is wearing a black cr____n.
There are many cl____ds in the sky.
The princess and the c____ look at the blue cl____ds together.
She says, "Oh, the cl____d looks like a cr____n!"

3. Distribute the handout to each student.
4. Encourage them to fill in the blanks as they listen to the story.
5. Read out the story clearly by pausing at certain spots.

Learning
Focus

- ★ Students will be able to recognize and spell sets of words with the R-controlled vowels /ar/, /or/, and /ur/.
- ★ Students will become familiar with R-controlled patterns.
- ★ Students will understand that a vowel makes a special sound when it is followed by an R.

Introduction

1. Greet the students.

2. Sing the ABC song together.

3. Talk about the day, weather, and their feelings.

(Ask and answer the questions in complete sentences.)

4. Review the previous unit.

- 1) Have the students line up.
- 2) Say a word from page 53 and ask the first student in line to spell it on the board.
- 3) The game continues until someone makes a mistake by misspelling a word or coming up with the wrong word, and then the student is out.
- 4) The last student remaining in the game is the winner.

Ⓟ Please get in a line.

I will say a word, and then you have to spell it on the board.

This game will continue until someone makes a mistake.

The last student remaining in the game is the winner.

Is that clear?

Now, let's start.

5. Introduce today's lesson.

Teach the R-controlled vowels /ar/, /or/, and /ur/.

- 1) Pronounce /ar/, /or/, and /ur/ clearly.
- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.

1. Teach the R-controlled vowels /ar/, /or/, and /ur/.

[Sounds /ar/, /or/, & /ur/]

/a/ + /r/ = /ar/

/o/ + /r/ = /or/

/u/ + /r/ = /ur/

2. [Listen and chant.]

Track 55

Listen and chant.

/ar/, /ar/, /ar/ /c/, /ar/, /d/, card

/or/, /or/, /or/ /h/, /or/, /se/, horse

/ur/, /ur/, /ur/ /n/, /ur/, /se/, nurse

card, horse, nurse

3. [Match.]

- 1) Ask the students what the pictures are and what the words on page 58 are.
- 2) Have the students match the pictures with the correct words.

4. Teach the R-controlled vowel /ar/, /or/, and /ur/ words.

/c/ + /ar/ + /d/ = card

/h/ + /or/ + /se/ = horse

/n/ + /ur/ + /se/ = nurse

5. Teach more R-controlled vowel /ar/, /or/, and /ur/ words.

[R-controlled vowel /ar/, /or/, and /ur/ words]

/ar/ - card, arm

/or/ - horse, corn

/ur/ - nurse, purple

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 56

Listen and repeat. Then write.

/ar/

/c/, /ar/, /d/, card, card, /c/, /ar/, /d/, card, card

/ar/, /m/, arm, arm, /ar/, /m/, arm, arm

/or/

/h/, /or/, /se/, horse, horse, /h/, /or/, /se/, horse, horse

/c/, /or/, /n/, corn, corn, /c/, /or/, /n/, corn, corn

/ur/

/n/, /ur/, /se/, nurse, nurse, /n/, /ur/, /se/, nurse, nurse

/p/, /ur/, /ple/, purple, purple, /p/, /ur/, /ple/, purple, purple

Task 1

* Do the [Practice] pages with the students.

Match the pictures with the middle sounds.

1)

2)

3)

Cross out the one that doesn't have the same middle sound.

1)

2)

3)

Practice

1)

2)

3)

60-61

1. [Match the pictures with the middle sounds.]

- 1) Ask the students what the pictures are.
- 2) Have the students match the pictures with the middle sounds.
- 3) Ask the students to spell the words.

2. [Cross out the one that doesn't have the same middle sound.]

- 1) Ask the students what the pictures are.
- 2) Have the students cross out the word that does not have the same middle sound.

3. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

Task 2

* Do [Phonics Story] with the students.



Track 57-58

Listen and read aloud.
 What can I do for you?
 I want a corn.
 What can I do for you?
 I want purple cards.
 What can I do for you?
 I want a horse.
 Merry Christmas!

1. Before Reading

Talk about the pictures.

- ① - Where is the girl? (→ She is on the hill. She is on the field.)
- Who can you see in the first picture? (→ I can see a boy and Santa Claus.)
- Have you ever seen Santa? (→ Yes, I have. / No, I haven't.)
- What Christmas gift did you get from Santa Claus?
 (→ I got a toy [a book, a cell phone, a computer].)
- Do you like Christmas? (→ Yes, I do.)
- Why do you like Christmas? (→ Because I can get many presents that day.)

2. During Reading

- 1) Read the words that the students have learned out loud.
 corn, purple, card, horse
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

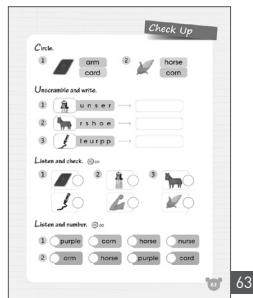
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - What does Santa Claus want? (→ He wants some corn, purple cards, and a horse.)
- Why does he want them? (→ Because he wants to give them to kids.)
- What does he say to the kids? (→ He says, "Merry Christmas.")

Check Up

* Do the [Check Up] page.



Track 59-60

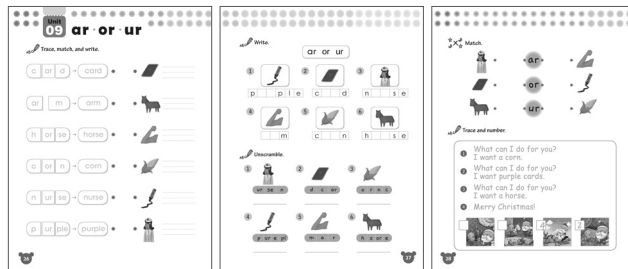
Listen and check.

1. card, card
2. arm, arm
3. corn, corn

Listen and number.

- | | |
|---------------------|------------------|
| 1. ① purple, purple | ③ horse, horse |
| ② nurse, nurse | ④ corn, corn |
| 2. ① horse, horse | ③ card, card |
| ② arm, arm | ④ purple, purple |

Have the students do pages 26-28 in the workbook.



Reinforcement

1. Bring a children's newspaper or magazine to the class. Alternatively, you could simply photocopy certain parts of the paper or magazine.
2. Pair up the students and provide each pair a paper or magazine.
3. Give each pair 10 minutes and ask them to find and circle the words that include R-controlled vowels (e.g. ar, or, ur).

The possible words

ar: car, far, star, yard, card, arm, farm, charm, barn, yarn, cart, mart, part

or: torch, horse, corn, cord, fork, pork, storm, born, thorn, port

ur: fur, blur, curl, burn, turn, nurse, purse, purple, hurt

4. Inform them that the pair can get extra points if they find the words with diphthongs they have learned from the previous lesson such as "ou", "or", and "ow".
5. Award the pair that finds the most words with the assigned forms.
6. Invite each pair to compare and share the words they have found with another pair.

Learning
Focus

- ☆ Students will be able to recognize and spell sets of words with the R-controlled vowels /er/ and /ir/.
- ☆ Students will become familiar with R-controlled patterns.
- ☆ Students will understand that a vowel makes a special sound when it is followed by an R.

Introduction

1. Greet the students.
2. Sing the ABC song together.
3. Talk about the day, weather, and their feelings.
(Ask and answer the questions in complete sentences.)
4. Review the previous unit.
 - 1) Write down /ar/, /or/, and /ur/ on the board like this:
“ar”, “or”, “ur”
 - 2) Get your students to stand at the back of the class. Then, clear a way to the board.
 - 3) Say one word from page 59 and have the students run to the correct sound.
 - 4) You can also give the students a second chance to make their minds up by saying,
“Last chance.”
 - 5) Try to encourage them to make individual decisions.
 - Ⓟ Look at the board.
There are the three ending sounds we learned in the last lesson.
Let’s stand at the back of the class. Then, clear a way to the board.
I’m going to say one word from the last unit. Then, you have to run to the correct sound and stand in front of the letter.
Is that clear?
Okay. Are you ready?
Card. Run!
Last chance.
The next word is...
Did you all enjoy the game?

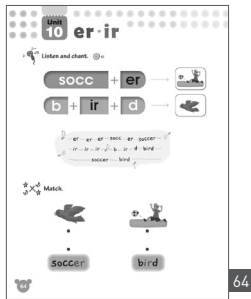
5. Introduce today's lesson.

Teach the R-controlled vowels /er/ and /ir/.

- 1) Pronounce /er/ and /ir/ clearly.
- 2) Have the students repeat the sounds after you.

Presentation

* Do the [Learn] pages with the students.



[Sounds /er/ & /ir/]

/e/ + /r/ = /er/

/i/ + /r/ = /ir/

1. Teach the R-controlled vowels /ar/, /or/, and /ur/.

2. [Listen and chant.]

Track 61

Listen and chant.

/er/, /er/, /er/, /socc/, /er/, soccer

/ir/, /ir/, /ir/, /b/, /ir/, /d/, bird

soccer, bird

3. [Match.]

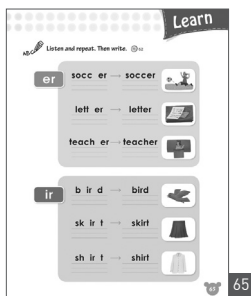
- 1) Ask the students what the pictures are and what the words on page 64 are.
- 2) Have the students match the pictures with the correct words.

4. Teach the R-controlled vowel /er/ and /ir/ words.

/socc/ + /er/ = soccer

/b/ + /ir/ + /d/ = bird

5. Teach more R-controlled vowel /er/ and /ir/ words.



[R-controlled vowel /er/ and /ir/ words]

/er/ - soccer, letter, teacher

/ir/ - bird, skirt, shirt

- 1) Listen to the CD and repeat the words.
- 2) Have the students write the words.

Track 62

Listen and repeat. Then write.

/er/

/socc/, /er/ soccer, soccer, /socc/, /er/, soccer, soccer

/lett/, /er/ letter, letter, /lett/, /er/, letter, letter

/teach/, /er/, teacher, teacher, /teach/, /er/, teacher, teacher

/ir/

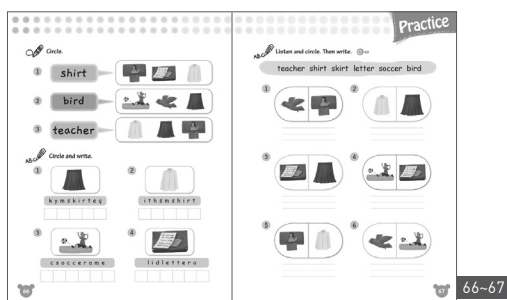
/b/, /ir/, /d/, bird, bird, /b/, /ir/, /d/, bird, bird

/sk/, /ir/, /t/, skirt, skirt, /sk/, /ir/, /t/, skirt, skirt

/sh/, /ir/, /t/, shirt, shirt, /sh/, /ir/, /t/, shirt, shirt

Task 1

* Do the [Practice] pages with the students.



1. [Circle.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle the pictures.

2. [Circle and write.]

- 1) Ask the students what the pictures are.
- 2) Have the students circle and write the words.
- 3) Have the students read the words aloud while looking at the pictures.

3. [Listen and circle. Then write.]

- 1) Read six words.
- 2) Have the students repeat them after you.
- 3) Ask the students what the pictures are.
- 4) Have the students listen and circle the pictures.
- 5) Have the students write the words.

Track 63

Listen and circle. Then write.

- | | |
|-----------------|---------------------|
| 1. bird, bird | 4. letter, letter |
| 2. shirt, shirt | 5. teacher, teacher |
| 3. skirt, skirt | 6. soccer, soccer |

Task 2

* Do [Phonics Story] with the students.



Track 64-65

Listen and read aloud.

What do you want to be, Brian?
I want to be a teacher.
What do you want to be, Nina?
I want to be a dancer.
What do you want to be, Tom?
I want to be a soccer player.
What do you want to be, Ms White?
I want to be a bird.

1. Before Reading

Talk about the pictures.

- ① - Where are the people? (→ They are in the classroom.)
- What are they doing? (→ They are talking the class.)
- Who are they? (→ They are students and a teacher.)
- What do you want to be in the future?
(→ I want to be a doctor [a teacher, a pilot, a president].)

2. During Reading

- 1) Read the words that the students have learned out loud.
teacher, soccer, bird
- 2) Read the story with an active and loud voice.
- 3) Have the students repeat the sentences after you.
- 4) Have the students read the story by themselves.

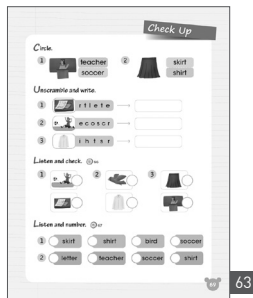
3. After Reading

Ask comprehension questions to check that the students understood the story.

- ① - What does Brian want to be? (→ He wants to be a teacher.)
- What does Nina want to be? (→ She wants to be a dancer.)
- What does Tom want to be? (→ He wants to be a soccer player.)
- What does Ms White want to be? (→ She wants to be a bird.)

Check Up

* Do the [Check Up] page.



Track 66-67

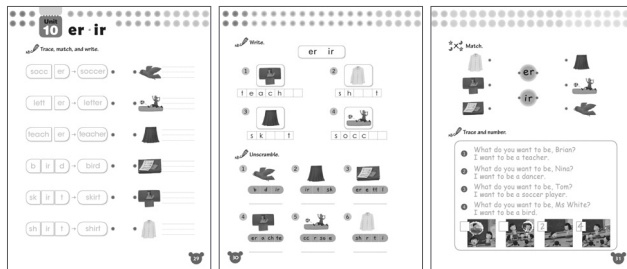
Listen and check.

1. letter, letter
2. bird, bird
3. skirt, skirt

Listen and number.

- | | |
|---------------------|--------------------|
| 1. ① shirt, shirt | ③ soccer, soccer |
| ② skirt, skirt | ④ bird, bird |
| 2. ① letter, letter | ③ teacher, teacher |
| ② soccer, soccer | ④ shirt, shirt |

Have the students do pages 29-31 in the workbook.



Reinforcement

1. Prepare a handout for a collage. List R-controlled vowels on the top of the collage paper such as “er”, “ir”, “ar”, “or”, and “ur”.
2. Put the students into pairs and provide a magazine to each pair.
3. Have the students cut out the pictures from magazines. The picture should be related to ‘R-controlled vowels’. For example, it could be a picture of a bird or the picture of soccer players.
4. Tell them to write down the words related to the pictures.
5. Encourage each pair to present their work to the class.

Tip You could let the students draw pictures of corresponding objects instead of using a magazine.

Review for Unit 06-10

* Do the [Review] on pages 70-74.

REVIEW

Listen and repeat.

ai ay oi oy

ou ow er ir

Find the words quickly.

mouth - blouse - cloud - brown - cow - crown
 try - joy - boy - soil - coin - boil
 tail - nail - rain - gray - tray - play
 arm - card - nurse - purple - corn - horse
 bird - skirt - shirt - soccer - teacher - letter

70-71

Write the words.

letter skirt tail mouth
 cloud rain bird soccer
 nail shirt blouse teacher

oi er

tail

ir ou

Find and circle the words. Then match.

72-73

Check the correct pictures.

Three cats

A gray boy

One's tail

A purple bird

The teacher has a coat

The horse and a corn

The bag seems a corn

He plays with tail

74

1. [Listen and repeat.]

- 1) Ask the students what the pictures on pages 70-71 are before they listen to the CD.
- 2) Listen to the CD and repeat the words.
- 3) Ask the students to spell the words.

Track 68

/ai/, rain, rain, nail, nail, tail, tail
 /ay/, tray, tray, gray, gray, play, play
 /oi/, coin, coin, soil, soil, boil, boil
 /oy/, toy, toy boy, boy, joy, joy
 /ou/, cloud, cloud, blouse, blouse, mouth, mouth
 /ow/, cow, cow, brown, brown, crown, crown
 /er/, soccer, soccer, letter, letter, teacher, teacher
 /ir/, bird, bird, skirt, skirt, shirt, shirt
 /ar/, card, card, arm, arm
 /or/, horse, horse, corn, corn
 /ur/, nurse, nurse, purple, purple

2. [Read the words quickly.]

- 1) Sound /ou/, /ow/, /oy/, /oi/, /ai/, /ay/, /ar/, /ur/, /or/, /ir/ and /er/.
- 2) Have the students repeat the sounds after you.
- 3) Read the words.
- 4) Have the students read the words quickly.

3. [Write the words.]

- 1) Read the words in the yellow word box.
- 2) Have the students read the words.
- 3) Have the students write the words below.

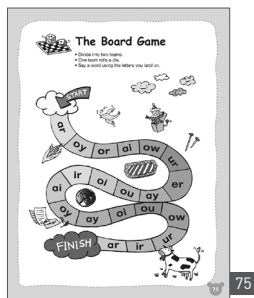
4. [Find and circle the words. Then match.]

- 1) Ask the students what the pictures are.
- 2) Ask the students to spell the words.
- 3) Have the students find and circle the words.
- 4) Have the students match the picture and the correct words.

5. [Check the correct pictures.]

- 1) Say the phrases or sentences above the pictures.
- 2) Have the students repeat the phrases or sentences.
- 3) Ask the students what the pictures are.
- 4) Have the students check the correct pictures.

* Do [Activity] on page 75.

































1. [The Board game]

- 1) Divide the students into two teams.
- 2) One team rolls the die.
- 3) The students have to say a word by using the letters where the marker stops.
- 4) When a student does not say the word well, the rest of the class should help the student.
- 5) Go through the glossary (page 80) before playing the game.
- 6) The person who gets to FINISH first wins the game.

* Do word [Review] on pages 76-79.































Word Review

Read and write the words.

| | | | |
|--|---|---|--|
|  black |  blue |  snake |  snack |
|  flag |  flute |  swan |  swim |
|  plane |  plate |  king |  ring |
|  dress |  dragon |  ink |  pink |
|  prince |  prize |  tent |  plant |
|  truck |  trumpet |  chick |  cherry |
|  smell |  smile |  ship |  shell |
| | |  thumb |  thin |

76-77

Read and write the words.

| | | | |
|---|---|---|---|
|  nail |  rain |  blouse |  cow |
|  tail |  gray |  brown |  crown |
|  tray |  play |  card |  arm |
|  coin |  soil |  horse |  corn |
|  boil |  toy |  nurse |  purple |
|  boy |  joy |  soccer |  letter |
|  mouth |  cloud |  teacher |  bird |
| | |  skirt |  shirt |

78-79

[Read and write the words.]

- 1) Ask the students what pictures there are.
- 2) Write the words.