



D



R

E

T

Go, Go!

Phonics



Teacher's Guide



W

G

B

Book 2

K

P



S



 Clue & Key

Go, Go!
Phonics

Teacher's Guide

Book 2

**Learning
Focus**

- ★ Students will learn how to recognize and spell sets of rhyming words /ap/ and /am/.
- ★ Students will learn that rhyming words sound the same at the end.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Family

- How many family members do you have? (Answer: I have four family members.)
- Who are they? (Answer: My family members are my father, mother, younger sister, and me.)

3. Review of the previous unit Materials: Flashcards

a. Remind the students what they've learned in the last lesson.

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

We learned about the letters W, X, Y, and Z.

What sound does the letter 'W' stand for? (ask about X, Y, and Z)

Tell me the words that begin with W, X, Y, and Z.

(Write them down on the board) watch, wolf, web, fox, box, six, yo-yo, yellow, yacht, zebra, zero

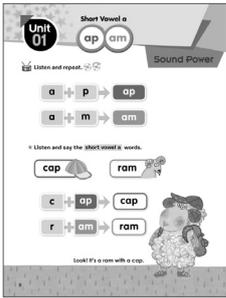
That's great.

Can you repeat after me?

Let's move on.

Presentation

1. Teach the Short Vowel 'a' sounds /ap/ and /am/.



[Sounds /ap/ & /am/]

a + p = ap

a + m = am

[Chant]

What is the sound of short vowel 'a'?

Say /a/ /a/ /a/ /a/ /a/ /a/.

a, p, ap

a, m, am

c, ap, cap, cap

r, am, ram, ram

Short vowel 'a' makes cap and ram!

2. Teach the Short Vowel 'a' words.

c + ap = cap

r + am = ram

3. Read the sentence on page 8 and explain what the words mean.

🗨️ Look at this picture.

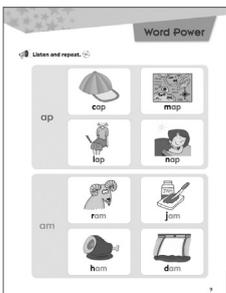
This is a ram (Point to the ram picture) and it wears a cap. (Point to the cap picture.)

Do you know what ram and cap mean? (Explain what the words mean with the picture.)

Let's look at the sentence below. The sentence is 'Look! It's a ram with a cap.'

Please, repeat after me. 'Look! It's a ram with a cap.'

4. Teach more Short Vowel 'a' words.



[Short Vowel 'a' words]

/ap/ - cap, map, lap, nap

/am/ - ram, jam, ham, dam

5. Flashcards Game

- a. Divide the class into even teams. (5 to 6 students is plenty.)
- b. Line up the teams on the floor.
- c. The person at the front of the team needs to have a pencil and a piece of paper.
- d. Make and practice the actions. The actions need to be the same for everyone. Practice them first.
 - * Tapping their shoulder means 'Repeat again.'
 - * Nodding their head means 'Okay, continue.'
- e. When everyone is ready, the teacher shows a different flashcard to the last person on every team.
- f. The student at the back of the row needs to draw the word, letter by letter onto the back of the person in front of them.
 - * example: c, a, p
- g. First draw the 'c'. If the student knows the letter, they should nod their head. If they are unsure, then they need to tap their shoulder so the student can "re-write" it on their back. Continue until the word is done, then that student in turn draws the word onto the back of the person in front of them.
- h. When the word reaches the person at the front of the line, they need to write it onto the paper.
- i. Compare the words to see which team got the entire word correct, very close, etc.
- j. Then let the front student move to the back. Keep it going.
- k. The team with the most correct answers wins the game.

Ⓣ Let's divide the class into (even) teams.

The person at the front of the team needs to have a pencil and a piece of paper.

We need two actions in this game. Let's practice the actions.

Tapping the shoulder means 'Repeat again.' and nodding your head means 'Okay, continue.' Let's practice the action first.

I'm going to show a flashcard to the last person of every team.

The student at the back of each row has to draw the word, letter by letter, onto the back of the person in front of you.

For example, if it's a cap, draw c, a and p. When you know the letter, then nod your head, when you're unsure, then tap your shoulder so that the person behind you can rewrite the letter. When the word reaches the person in the front of the line, they need to write it onto the paper.

The team with correct answer wins the game.

Is it clear?

OK, let's get started!

Practice

1. Do the **Listening Power**, **Writing Power**, and **Reading Power** pages with students.

The image shows three worksheets from a practice book. The first worksheet, labeled '10-11', is titled 'Listening Power' and contains two sections: 'Listen, match, and write' and 'Listen and choose. Then color'. The second worksheet, labeled '12', is titled 'Writing Power' and contains a section 'Read aloud and match. Then write'. The third worksheet, labeled '13', is titled 'Reading Power' and contains a section 'Read and write C or X'. Each worksheet includes various illustrations and word cards related to the words 'ram', 'nap', 'dam', 'cap', 'jam', and 'map'.

Listening Power Script

Listen, match, and write.

- ① ram, ram ② nap, nap ③ dam, dam ④ cap, cap
 ⑤ jam, jam ⑥ map, map

Listen and choose. Then color.

- ① /ap/, cap ② /ap/, lap ③ /am/, jam

Listen and circle. Then put on the right stickers.

- ① ham, ham ② dam, dam ③ map, map ④ ram, ram

2. Activity - 'Sorting'

Materials: Book2_Unit1_Teacher's Materials, 4 Paper cups

- Cut out the word cards from 'Book2_Unit1_Teacher's Materials' and make two sets of these word cards.
- Divide the class into two teams.
- Shuffle the cards and give one set of the word cards to each team.
- Make sure they don't touch the cards until you say 'Start!'
- Each team gets two cups. Before you give them out, write down /ap/ on one of the cups, and /am/ on the other one.
- Students must sort and put the word cards that end with /ap/ into the /ap/ cup and /am/ cards into the /am/ cup.
- Whoever finishes first and is correct wins the game.
- Read aloud each word and have the students repeat.

Ⓣ We're going to play the 'Sorting' game.

Let's divide the class into two teams.

Here are two cups for each team. (Give them out).

/ap/ is written on this cup, and /am/ is written on the other cup.

I'm going to give out a set of word cards to each team.

When I say 'Start!', you have to sort and put the word cards into the correct cup. Do it as quickly as you can and make sure you put the word cards into the correct one. Whoever finishes first and is perfectly correct wins the game.

Is it clear?

Are we all ready?

Start!

Well done, everyone!
Let's read the words aloud together.

3. Story Time



The ram goes camping today.
He has a cap.
And he has a map.
He has a ham sandwich.
He has some apple jam.
Oh, he takes a nap now.

1) Before Reading

a. Talk about the pictures

- Ⓣ - Who is in the picture? (Answer: The ram is in the picture.)
- Where is the ram? (Answer: The ram is in the forest. / in the mountain.)
- What is the ram doing? (Answer: The ram is going camping.)
- Does the ram look happy? (Answer: Yes, it does.)

b. Learn about Sight Words.

: he, has, a

2) During Reading

- a. Underline the words that we've learned.
: ram, cap, map, ham, jam, nap
- b. Check the students' understanding of the new words.
- c. Read the story with an active and loud voice.
- d. Let the students repeat the sentences after the teacher.
- e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

- Ⓣ - What was the ram doing? (Answer: He went camping.)
- What did the ram have? (Answer: He has a cap, a map, a ham sandwich, and some apple jam.)
- What did the ram do at the camping? (Answer: He took a nap.)

b. Check 'True or False'.

Ⓣ Let's read the sentence.

'The ram goes camping with a cap.'

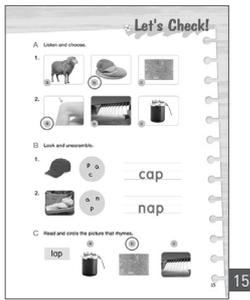
Is it true or false? The answer is true.

That's right.

Let's read the sentence together. 'The ram goes camping with a cap.'

Wrap-up

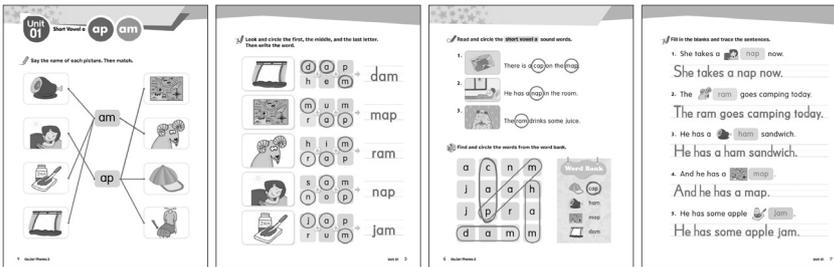
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
1. ham, ham
 2. lap, lap

2. Let the students do the *Workbook* pages 4~7.



3. Extra Worksheet

Materials: Book2_Unit1_Extra Worksheet

- Have the students use the words from the box to fill in the blanks for the /ap/ word family.
- Check the answers.

🕒 Here is a worksheet for you.

Please use the words from the box to fill in the blanks for the /ap/ word family.

Let's check the answers together.

Learning
Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /an/, /at/, and /ag/.
- ★ Students will learn that rhyming words sound the same at the end.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Extended Family

- Do you have a cousin? (Answer: Yes, I have two cousins.)
- Do you have an aunt or an uncle? (Answer: I have an aunt, but I don't have an uncle.)

[Other words: grandfather, grandmother, grandparents, etc.]

3. Review of the previous unit Materials: A dice

- Prepare a dice (or make a big dice with hardboard) and write down /am/ and /ap/ on each side.
- Call out each student to come out and students roll the dice and say a word that ends with the sound shown on the cube. Each student gets a turn.

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

What sounds did we learn? Yes, we learned about /am/ and /ap/.

Here is a dice and it has /am/ and /ap/ written on each side.

How does /am/ sound? How does /ap/ sound?

Roll the dice and say a word that ends with the sound shown on the cube.

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

(Paul), can you come out and roll the dice?

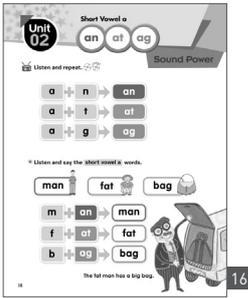
It's /ap/. Can you think of a word that ends with /ap/?

That's right!

Who wants to volunteer next?

Presentation

1. Teach the Short Vowel 'a' sounds /an/, /at/, and /ag/.



[Sounds /an/, /at/ & /ag/]

a + n = an

a + t = at

a + g = ag

[Chant]

What is the sound of short vowel 'a'?

Say /a/ /a/ /a/ /a/ /a/ /a/.

a, n, an

a, t, at

a, g, ag

m, an, man, man

f, at, fat, fat

b, ag, bag, bag

Short vowel 'a' makes man, fat and bag!

2. Teach the Short Vowel 'a' words.

m + an = man

f + at = fat

b + ag = bag

3. Read the sentence on page 16 and explain what the words mean.

🕒 Look at this picture.

There is a man (Point to the man picture.) and he is fat. (Point to his body.)

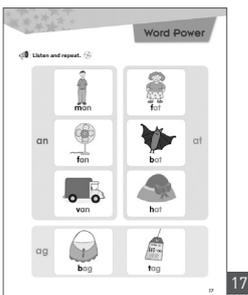
What does he have? (Answer: He has a bag.) (Point to the bag.)

Is it big or small? (Answer: It's big.)

Let's look at the sentence below. The sentence is 'The fat man has a big bag'

Please repeat after me. 'The fat man has a big bag'

4. Teach more Short Vowel 'a' words.



[Short Vowel 'a' words]

/an/ - man, fan, van

/at/ - fat, bat, hat

/ag/ - bag, tag

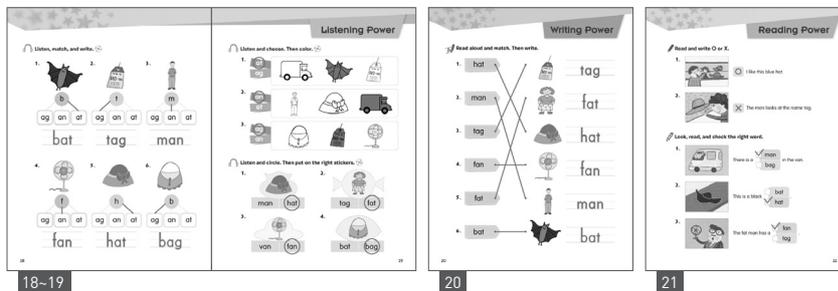
5. Flashcards Game

- Stick the flashcards on the students' backs. One student gets one word on his/her the back.
- Make sure the students don't see their own card.
- Have the students mingle around the classroom and look at the rest of the cards on their friends' back.
- They cannot speak but just mingle.
- Have the students sit on their chair and teacher asks question like this; 'Where is the van?' (Answer is 'It's on Jennifer.')
- And take the 'van' card off Jennifer's back and give it to the student who said the correct answer.
- The student with the most cards wins the game.

- ① I'm going to stick a word card on your back.
 Please don't look at the word card while I stick it onto your back.
 Now, stand up and mingle around and look at your friends' backs.
 Try to memorize who has which word.
 Don't speak as you walk around.
 Now, sit on your chair.
 Where is the 'van'? Who has the word card 'van'?
 Yes, that's right, here is the 'van' card for you. (Keep going.)

Practice

- Do the *Listening Power*, *Writing Power*, and *Reading Power* pages with students.



Listening Power Script

Listen, match, and write.

- | | | | |
|------------|------------|------------|------------|
| ① bat, bat | ② tag, tag | ③ man, man | ④ fan, fan |
| ⑤ hat, hat | ⑥ bag, bag | | |

Listen and choose. Then color.

- | | | |
|-------------|-------------|-------------|
| ① /at/, bat | ② /an/, van | ③ /ag/, tag |
|-------------|-------------|-------------|

Listen and circle. Then put on the right stickers.

- | | | | |
|------------|------------|------------|------------|
| ① hat, hat | ② fat, fat | ③ fan, fan | ④ bag, bag |
|------------|------------|------------|------------|

2. Activity - 'Raise the Flag'. Materials: Four flags

- a. Prepare four flags. Write /an/ on two flags and /at/ on the other two.
- b. Divide the class into two.
- c. Take one student from each team.
- d. Give them two flags each. (Make sure they get both /an/ and /at/ flags.)
- e. The teacher says a word and whoever raises the correct flag wins the game. For example, when you say 'fat', the student who raises the /at/ flag first wins the game.
- f. All students get a turn.
- g. Play again with /at/ and /ag/ flags or /an/ and /ag/ flags.
- h. WORD LIST: man, fan, can, fat, bat, hat, bag, tag (You can add some more if you want.)

④ We're going to play 'Raise the flag' game now.

I'm going to divide you into two groups.

One student from each team will come to the front and will get two flags.

One flag has /an/ and the other has /at/ written on it.

When I say a word, you listen carefully and raise the correct flag quickly.

For example, if I say 'fat', whoever raises the /at/ flag first wins.

Is it clear?

OK, let's begin.

3. Story Time



The fat man has a van.
 What's in there?
 There is a big bag.
 What's in there?
 There is a fan.
 There is a hat and a mat, too.
 Oh, no! His van is gone!

1) Before Reading

- a. Talk about the pictures

- ④ - Who is in the picture? (Answer: There is a man.)
 - What does the man have? (Answer: He has a van.)
 - What's in the van? (Answer: There is a bag.)
 - Let's find out what's in the bag.

- b. Learn about Sight Words.

: there, is

2) During Reading

- a. Underline the words that we've learned.
 : fat, man, van, hat, bag, mat
- b. Check the students' understanding of the new words.
- c. Read the story with an active and loud voice.
- d. Let the students repeat the sentences after the teacher.
- e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

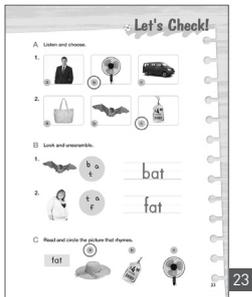
- Ⓣ - What did the man have? (Answer: He had a van.)
- What was in the van? (Answer: There was a bag)
- Was the bag big or small? (Answer: It was big.)
- What did you find in the bag? (Answer: There was a fan, a hat, and a mat.)
- What happened to the van? (Answer: It's gone.)

b. Check 'True or False'.

- Ⓣ Let's read the sentence.
'A tag is in the bag.'
Is it true or false? The answer is false.
Why is the sentence false?
That's right. A tag is not in the bag.
If so, what is in the bag? A hat and a mat is in the bag.
Excellent!

Wrap-up

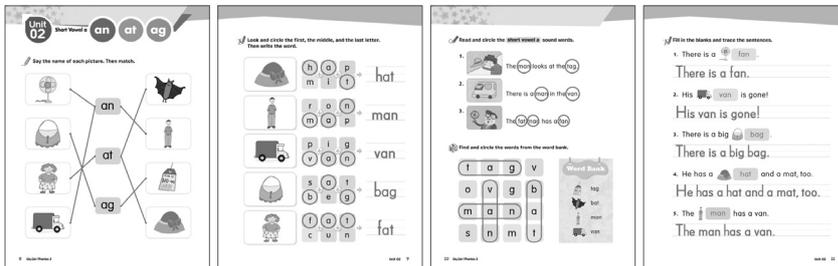
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
1. fan, fan
2. tag, tag

2. Let the students do the *Workbook* pages 8~11.



3. Extra Worksheet

Materials: Book2_Unit2_Extra Worksheet

- a. Have the students use the letters in the box to fill in the blanks for the /at/ word family.
- b. Check the answers.

Ⓟ Here is a worksheet for you.

Please use the letters in the box to fill in the blanks for the /at/ word family.

Let's check the answers together.

Learning
Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /en/ and /et/.
- ★ Students will learn that rhyming words sound the same at the end.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Birthday

- When is your birthday? (Answer: My birthday is 7th of February.)
- When were you born? (Answer: I was born in 2005.)

3. Review of the previous unit Materials: Flashcards from Unit2

a. Show the flashcards with the letters covered and ask the students what they are.

Ⓣ Let's review what we have learned in the last lesson.

What sounds did we learn? Yes, we learned about /an/, /at/, and /ag/.

I'm going to show you the flashcards from the previous unit.

Put your hand up if you know what it is.

What is this picture?

That's right.

Can you say that again?

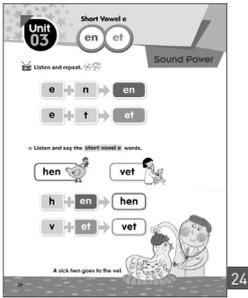
Be careful with your pronunciation.

That's great.

What's the next one?

Presentation

1. Teach the Short Vowel 'e' sounds /en/ and /et/.



[Sounds /en/ & /et/]

e + n = en

e + t = et

[Chant]

What is the sound of short vowel 'e'?

Say /e/ /e/ /e/ /e/ /e/ /e/.

e, n, en

e, t, et

h, en, hen, hen

v, et, vet, vet

Short vowel 'e' makes hen and vet!

2. Teach the Short Vowel 'e' words.

h + en = hen

v + et = vet

3. Read the sentence on page 24 and explain what the words mean.

🕒 Look at this picture.

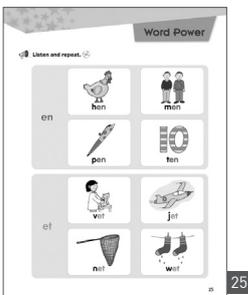
This is a hen (Point to the hen picture) and it looks sick. (make your face sick.)

Do you know who this is? (Answer: Yes, he's a vet.)

Let's look at the sentence below. The sentence is 'A sick hen goes to the vet'

Please, repeat after me. 'A sick hen goes to the vet'

4. Teach more Short Vowel 'e' words.



[Short Vowel 'e' words]

/en/ - hen, men, pen, ten

/et/ - vet, jet, net, wet

5. Flashcards Game

- Make two teams and stand one student from each team in front of the board, facing away from it.
- Place a flashcard picture on the board and the students have to explain that word to their team member.
- The first student out of the two standing in front of the board to guess the word wins a point for his/her team.
- Students take turns and everyone gets a chance to stand in front of the board.
- Add some more words if you need more cards. (wet, set, let, met, net, get, bet, yet, Ben, then, when, amen)

Ⓣ We're going to play the game now.

I'm going to divide you into two groups.

One student from each team will come to the front, facing away from the board.

I'm going to place a flashcard on the board and the students have to explain the word to your team member.

The first student out of the two standing in front of the board to guess the word wins a point for his/her team.

Is it clear?

OK, let's begin.

Practice

- Do the *Listening Power*, *Writing Power*, and *Reading Power* pages with students.

The image shows three pages of practice exercises. Page 26-27 (Listening Power) includes activities like 'Listen, match, and write', 'Listen and choose. Then color', and 'Listen and circle. Then put on the right stickers'. Page 28 (Writing Power) includes 'Read aloud and match. Then write'. Page 29 (Reading Power) includes 'Read and write O or X' and 'Look, read, and check the right word'.

Listening Power Script

Listen, match, and write.

- | | | | |
|------------|------------|------------|------------|
| ① pen, pen | ② jet, jet | ③ wet, wet | ④ ten, ten |
| ⑤ hen, hen | ⑥ vet, vet | | |

Listen and choose. Then color.

- | | | |
|-------------|-------------|-------------|
| ① /en/, hen | ② /en/, men | ③ /et/, jet |
|-------------|-------------|-------------|

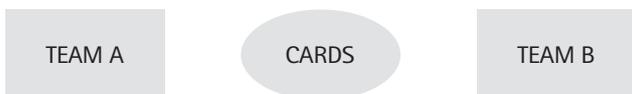
Listen and circle. Then put on the right stickers.

- | | | | |
|------------|------------|------------|------------|
| ① pen, pen | ② wet, wet | ③ vet, vet | ④ ten, ten |
|------------|------------|------------|------------|

2. Activity - 'Complete the Word'

Materials: Book2_Unit3_Teacher's Materials

- Cut out the word cards from 'Book2_Unit3_Teacher's Materials' and put them down on the middle of the class.
- Divide the class into two teams and students sit on the floor like this;



- Take one student from each team and have the pair do rock-scissors-paper. The one who wins takes a card from the floor and goes back to their group.
- Students take turns to come out and do rock-scissors-paper to get a card from the floor. They have to choose the card to complete a word. For example, if one student chose 'p', then the next student has to get /en/ card to make a word 'pen'.
- In order to do this, team members have to talk to each other to choose the correct word card.
- The team with the most words wins the game.
- After the game, you can ask students if they can come up with more words with /en/ and /et/.

T We're going to plays the 'Complete the Word' game.

Let's divide the class into two teams.

Sit down on the floor with your team members.

Here are some word cards for you to choose.

Please send out one student from each team.

Do rock-scissors-paper and the one who wins will get a chance to choose one card.

When you go back to your team, tell your friends which card you chose so that the next person knows what to choose.

Try to make up a complete word using these word cards.

The team with the most words wins the game.

Got it?

OK, let's begin.

3. Story Time



The vet has a hen.
The hen helps the vet.
"Can you buy ten pens for me?"
"Okay."
It's rainy outside.
The hen gets wet.
Poor hen! She has a cold.
Now the vet helps the hen.

1) Before Reading

a. Talk about the pictures.

- Ⓣ - Who is in the picture? (Answer: There is a hen, a dog, and a vet in the picture.)
- What do you think the hen is doing? (Answers will vary.)
- What's the weather like in the third picture? (Answer: It's raining.)
- Let's find out what happens to the hen.

b. Learn about Sight Words.

: for, help, get

2) During Reading

a. Underline the words that we've learned.

: vet, hen, ten, pen, get, wet

b. Check the students' understanding of the new words.

c. Read the story with an active and loud voice.

d. Let the students repeat the sentences after the teacher.

e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

- Ⓣ - Who did you see in the story? (Answer: There was a hen, a dog, and a vet.)
- What did the vet tell the hen to do? (Answer: He asked the hen to buy ten pens for him.)
- How was the weather outside? (Answer: It was rainy.)
- What happened to the hen? (Answer: She had a cold.)

b. Check 'True or False'.

Ⓣ Let's read the sentence.

'The vet needs 10 pens.'

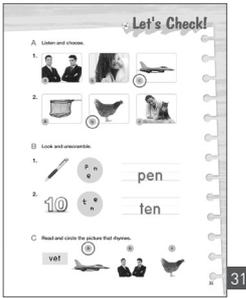
Is it true or false? The answer is true.

That's right.

Let's read the sentence together. 'The vet needs 10 pens.'

Wrap-up

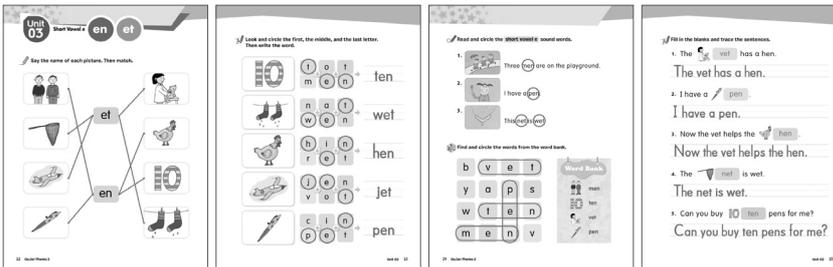
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
- jet, jet
 - hen, hen

2. Let the students do the *Workbook* pages 12~15.



3. Extra Worksheet

Materials: Book2_Unit3_Extra Worksheet

- Have the students cut out the pictures and paste them in the correct box.
- Check the answers.

Ⓣ Let's review what we have learned.

What sound have we learned?

Can you remember?

Yes, it was /en/ and /et/.

Here is a worksheet for you.

Cut out the pictures and paste them in the correct box.

Now, let's check the answer together.

Well done, everyone!

Learning Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /ell/, /ed/ and /eg/.
- ★ Students will learn that rhyming words sound the same at the ends. (Except egg for 'eg'.)
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Fruit

- What kind of fruits do you like? (Answer: I like watermelon.)
[Other words: strawberry, orange, apple, grape, pear, peach, etc.]

3. Review of the previous unit

- a. Write down hen, men, pen, ten, vet, jet, net, and wet on the board.
- b. Ask each student to come out and the teacher shouts a word. Students have to touch the correct word.

Ⓣ Let's review what we learned in the last lesson.

We've learned about /en/ and /et/ in the previous lesson.

Please one student will come out and listen to the teacher.

I'm going to shout a word and you have to touch the correct word.

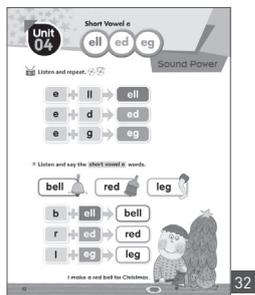
(Jessica), can you please come out first?

Are you ready? The word is... "hen"!

That's right. (Add some more words to match the number of your students)

Presentation

1. Teach the Short Vowel 'e' sounds /ell/, /ed/, and /eg/.



[Sounds /ell/, /ed/ & /eg/]

e + ll = ell

e + d = ed

e + g = eg

[Chant]

What is the sound of the short vowel 'e'?

Say /e/ /e/ /e/ /e/ /e/ /e/.

e, ll, ell

e, d, ed

e, g, eg

b, ell, bell, bell

r, ed, red, red

l, eg, leg, leg

Short vowel 'e' makes bell, red, and leg!

2. Teach the Short Vowel 'e' words.

b + ell = bell

r + ed = red

l + eg = leg

3. Read the sentence on page 32 and explain what the words mean.

Ⓣ Look at this picture.

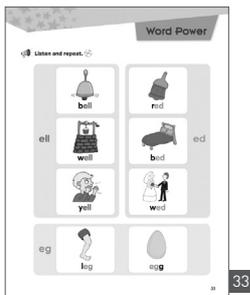
There is a Christmas tree (Point to the tree picture.) and a bell. (Point to the bell picture.)

What color is the bell? (Answer: It is red.)

Let's look at the sentence below. The sentence is 'I make a red bell for Christmas.'

Please, repeat after me. 'I make a red bell for Christmas.'

4. Teach more Short Vowel 'e' words.



[Short Vowel 'e' words]

/ell/ - bell, well, yell

/ed/ - red, bed, wed

/eg/ - leg, egg

5. Flashcards Game

- Spread out the flashcards on the floor and have the students stand at one end of the room.
- Teacher shouts out a card and the students have to find the card and jump on it.
- The first student to do this wins a point.
- Variation: Make two teams for a relay race.

- ① I'm going to spread these flashcards on the floor and you all have to stand at the back of the room.
When I shout out a word, what you have to do is to find the card and jump on it.
The one who jumps on the card first gets a point.
You win the game if you get the most points.
Is it clear?
OK, let's get started!

Practice

1. Do the **Listening Power**, **Writing Power**, and **Reading Power** pages with students.

The image shows three sample pages from a workbook. The first page, 'Listening Power' (pages 34-35), contains two sections: 'Listen, match and write' with a grid of words (well, bed, leg) and 'Listen and choose. Then color' with a grid of words (egg, bed, bell). The second page, 'Writing Power' (page 36), has a section 'Read aloud and match. Then write' with a grid of words (egg, wed, red, yell, leg, bell) and lines connecting them. The third page, 'Reading Power' (page 37), has a section 'Read and write O or X' with a grid of words (egg, wed, red, yell, leg, bell) and a section 'Look, read, and check the right word' with a grid of words (egg, wed, red, yell, leg, bell).

Listening Power Script

Listen, match, and write.

- ① well, well ② bed, bed ③ leg, leg ④ yell, yell
- ⑤ wed, wed ⑥ red, red

Listen and choose. Then color.

- ① /eg/, leg ② /ell/, yell ③ /ed/, wed

Listen and circle. Then put on the right stickers.

- ① red, red ② bell, bell ③ egg, egg ④ well, well

2. **Activity - 'Make a Snake with Words'**

- Write down /ell/, /ed/, & /eg/ on the board.
- Line up your students in one line and ask each student to come out to the board and write down one word under /ell/, /ed/ or /eg/ section.
- Students choose just one sound and write down a word below each sound.
- Students take turns and they can come out repeatedly if they have more ideas. If they have no more than 1 idea, they can go back to their seat.
- Go through each word at the end of the game.

- ① We will play a 'Make a Snake with Words' game today.
It's very simple and easy.
I'm going to write down /ell/, /ed/, & /eg/ on the board.
You will all get a turn.

Line up in one line and each student takes turns to come out and write down one word under what I wrote.

You will make a long snake with each sound.

Is it clear? Let's go.

Let's read aloud every word.

Can you all repeat after me?

/ell/	/ed/	/eg/
yell	red	leg
well	bed	egg
bell	wed	beg
sell	fed	
shell		
tell		

3. Story Time



Today is Christmas.
Mom makes egg salads for us.
We make red bells for a Christmas tree.
Dad gives a present to us.
"Wow! It's a new bed." We yell for joy.

1) Before Reading

a. Talk about the pictures

- Ⓣ - What is mommy doing in the picture? (Answer: She is cooking.)
- What do you think she is doing? (Answer: She is making something with eggs.)
- What are the kids doing? (Answer: They are brushing the bell with red paint.)
- What did the kids feel like? (Answer: They look happy.)

b. Learn about Sight Words.

: make, we, give

2) During Reading

- Underline the words that we've learned.
: egg, red, bell, bed, yell
- Check the students' understanding of the new words.
- Read the story with an active and loud voice.
- Let the students repeat the sentences after the teacher.
- Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

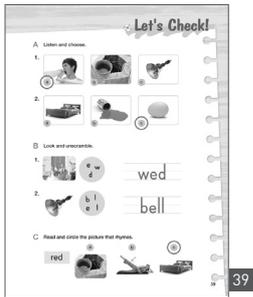
- Ⓣ - What did mommy make? (Answer: She made egg salad.)
- What did the kids make? (Answer: They made red bells for a Christmas tree.)
- What did the kids get for a Christmas present? (Answer: They got a new bed.)
- How did they feel about it? (Answer: They were really happy.)
- How did you know that? (Answers will vary.)

b. Check 'True or False'.

- Ⓣ Let's read the sentence.
'The present is a new bell.'
Is it true or false? The answer is false.
Then, let's correct the sentence.
'The present is a new bed.'
That's right.

Wrap-up

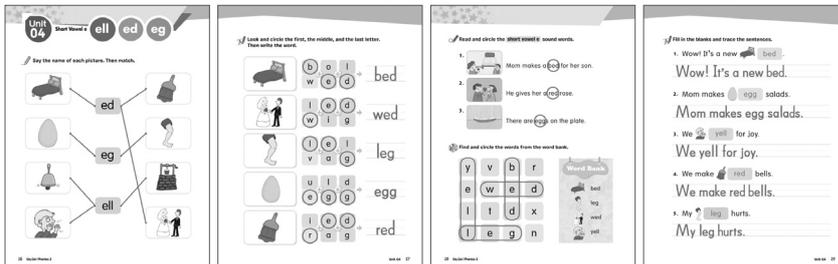
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
1. yell, yell
2. egg, egg

2. Let the students do the *Workbook* pages 16~19.



3. **Extra Worksheet**

Materials: Book2_Unit4_Extra Worksheet

- a. Have the students trace the words and draw a line from the dot to the star while saying each word.
b. Check the answers.

- Ⓣ Let's review what we have learned today.
What sound have we learned? Can you remember?
Yes, it was /ell/, /ed/ and /eg/.
Here is a worksheet for you.
Trace the words first.
Draw a line from the dot to the star while saying each word.
Now, please repeat after me.
'tell, fell, sell, yell, red, bed, egg, leg'
That's good.
Let's read the words aloud together.

Learning Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /ig/ and /in/.
- ★ Students will learn that rhyming words sound the same at the end.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Vegetable

- What kind of vegetables do you like? (Answer: I like cucumber.)
[Other words: cabbage, carrot, radish, onion, green onion, etc.]

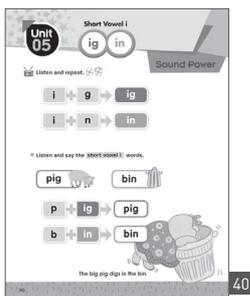
3. Review of the previous unit

- a. Have the students open their notebook.
- b. Dictate the words from page 33. (bell, well, yell, red, bed, wed, leg, egg)
- c. Check the answers together.

- Ⓢ Let's review what we have learned in the last lesson.
We're going to do a word dictation.
Please open your notebook and write down what I say.
Let's check the answers together.

Presentation

1. Teach the Short Vowel 'i' sounds /ig/ and /in/.



[Sounds /ig/ & /in/]

i + g = ig

i + n = in

[Chant]

What is the sound of short vowel 'i'?

Say /i/ /i/ /i/ /i/ /i/ /i/.

i, g, ig

i, n, in

p, ig, pig, pig

b, in, bin, bin

Short vowel 'i' makes pig and bin!

2. Teach the Short Vowel 'i' words.

p + ig = pig

b + in = bin

3. Read the sentence on page 40 and explain what the words mean.

Ⓢ Look at this picture.

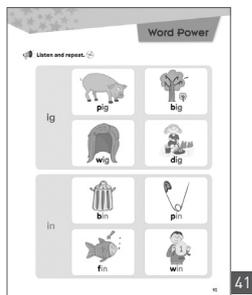
This is a pig (Point to the pig picture.) that digs in the bin. (Point to the bin picture.)

Is this pig big or small? (Answer: It's big.)

Let's look at the sentence below. The sentence is 'The big pig digs in the bin.'

Please, repeat after me. 'The big pig digs in the bin.'

4. Teach more Short Vowel 'i' words.



[Short Vowel 'i' words]

/ig/ - pig, big, wig, dig

/in/ - bin, pin, fin, win

5. Flashcards Game

- Place flashcards on the floor in a winding manner.
- Each card represents a stepping stone in the river, as students must say the words in order to step on it and cross the river!
- As they repeat stepping on the flashcards, it will help them memorize the words and they can also practice their pronunciation.
- Go through each word before they start.

Ⓢ There are flashcards on the floor.

Each represents a stepping stone in the river.

What you have to do is to say the word as you step on it and cross the river!

In order to do this, you must know how to read each word.

Before we start, let's go through each word.

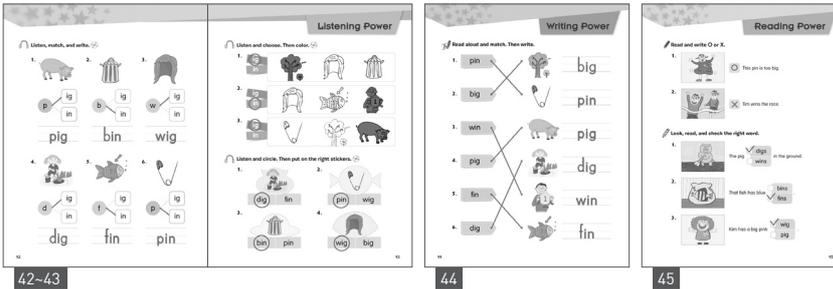
Please repeat after me.

OK, now I think we're ready to play.

Let's begin.

Practice

1. Do the *Listening Power*, *Writing Power*, and *Reading Power* pages with students.



Listening Power Script

Listen, match, and write.

- ① pig, pig ② bin, bin ③ wig, wig ④ dig, dig
 ⑤ fin, fin ⑥ pin, pin

Listen and choose. Then color.

- ① /ig/, big ② /in/, win ③ /ig/, pig

Listen and circle. Then put on the right stickers.

- ① dig, dig ② pin, pin ③ bin, bin ④ wig, wig

2. Activity - 'Four Corners'

- Choose four flashcards and hang a flashcard in all 4 corners of the room.
- One student is chosen to stand in the middle with his/her eyes closed and counts to ten while the other students scramble to one of the four corners.
- At the count of ten, the student in the middle shouts 'STOP!' and picks one corner by naming its corresponding flashcard. The students in that corner are out and must sit down.
- Continue the game until only one student remains.
- Repeat this game with different flashcards if time allows.

- ① We're going to play the 'Four Corners' game now.

I will hang these four flashcards in all four corners of the room.

One student will be chosen to stand in the middle with eyes closed and she/he will count to ten. While she/he is doing this, the rest of you all have to scramble to one of the four corners.

At the count of ten, the student in the middle will shout 'STOP!' and pick one corner by naming its corresponding flashcard.

The students in that corner are out and must sit down.

Is that clear?

Who wants to volunteer to stand in the middle?

Thank you.

OK, let's get started!

3. Story Time



Piggy is a big pig.
She always wears a pink ribbon.
She digs in a pink bin.
She finds a pink wig.
And she finds a pink pin.
The big pig Piggy loves pink!

1) Before Reading

a. Talk about the pictures

- Ⓣ - Who is in the picture? (Answer: There is a pig.)
- What color is Piggy? (Answer: It is pink.)
- What is she doing? (Answer: She is digging in a bin.)
- What is she holding? (Answer: She is holding a wig and a pin.)
- Let's think about why Piggy is happy at the end.

b. Learn about Sight Words.

: she, pink, find

2) During Reading

- a. Underline the words that we've learned.
: big, pig, dig, bin, wig, pin
- b. Check the students' understanding of the new words.
- c. Read the story with an active and loud voice.
- d. Let the students repeat the sentences after the teacher.
- e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

- Ⓣ - Who did you see in the story? (Answer: We saw a pig.)
- What does she always wear? (Answer: She always wears a pink ribbon.)
- What did she do? (Answer: She dug in a pink bin.)
- What did she find? (Answer: She found a pink wig and a pink pin.)
- What color did Piggy love? (Answer: She loves pink.)

b. Check 'True or False'.

- Ⓣ Let's read the sentence.
'Piggy is a pink pig.'
Is it true or false? The answer is false.
Then, let's correct the sentence.
'Piggy finds a pink wig.'
That's right.

Wrap-up

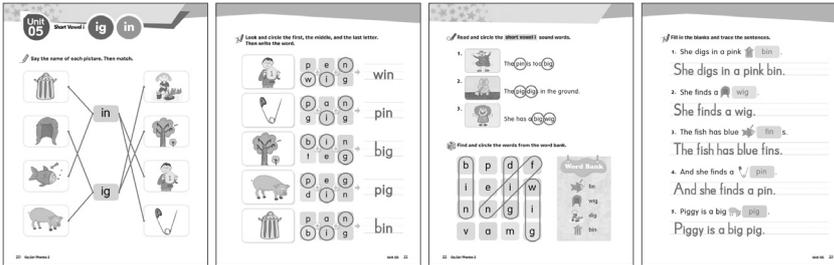
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
 1. dig, dig
 2. fin, fin

2. Let the students do the *Workbook* pages 20~23.



3. Extra Worksheet

Materials: Book2_Unit5_Extra Worksheet

- Have the students match the rhyming words.
- Check the answers.

- Ⓣ Let's review what we have learned in the previous lessons (Unit 1-5).
 What sound have we learned? Can you remember?
 Here is a worksheet for you.
 Match the rhyming word pictures from left to the right.
 Now, let's check the answer together.
 (cap-map, bag-tag, fan-man, pen-hen, red-bed, bin-pin, well-bell)
 Well done, everyone!

Review 1

1. Review Activity

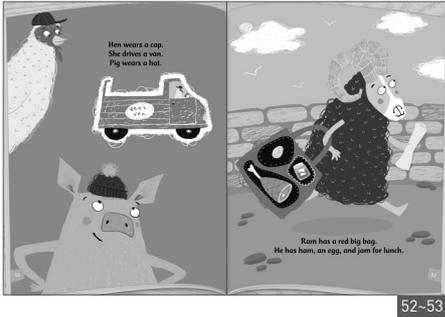
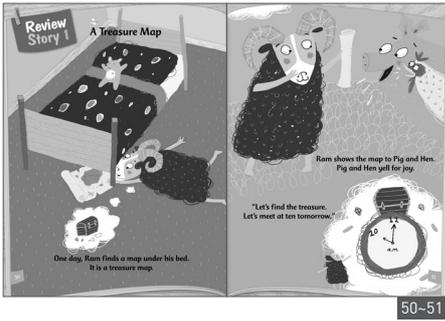
- Review the words from Unit 1-5.
- Randomly select 10-20 flashcards from Unit 1-5 and have the letters covered.
- Hold up the card and show it to the students and have the students shout out a word.
- Go through each word together.

- ① I am going to show you some flashcards.
Please shout out a word if you know what it is.
Are you ready?
Well done, everyone!
Let's read the words out aloud together.

2. Do the Review 1 pages 48-49.

- Circle the right word for the picture.
 - Look at the each picture first.
 - Read the three words under the picture.
 - Circle the word same with the picture.
- Fill in the blank with the given letters.
 - Say the letters in the balloon.
 - Go through the picture of each number.
 - Name of the picture, and then fill in the blank with the given letters.
- Circle the one that rhymes with the picture.
 - Go through the picture of each number.
 - Say the three pictures' name on the right in order.
 - Circle the one that rhymes with the left picture.

Review Story 1



A Treasure Map

One day, Ram finds a map under his bed.

It is a treasure map.

Ram shows the map to Pig and Hen.

Pig and Hen yell for joy.

"Let's find the treasure.

Let's meet at ten tomorrow."

Hen wears a cap.

She drives a van.

Pig wears a hat.

Ram has a red big bag.

He has ham, an egg, and jam for lunch.

It's ten o'clock.

"Let's get in my van."

"Let's go!"

"Oops, my! My map!"

1. Before Reading

a. Talk about the title.

- Ⓣ - Can you read the title? (Answer: A Treasure Map)
- What do you think this story is about? (Answers will vary.)

b. Talk about the picture.

- Ⓣ - What kind of animals can you see in this story? (Answer: We can see a ram, a pig, and a hen.)
- What is Ram doing on page 50? (Answer: Ram finds a map under the map.)
- What time does the clock say? (Answer: It says 10 o'clock.)
- Who is driving a van? (Answer: Hen drives a van.)
- What is in Ram's bag? (Answer: There is an egg, a jam, and a ham in his bag.)
- What happens to the map? (Answer: It's flying away.)
- Let's find out what happens to Ram.

2. During Reading

- a. Underline the words that we've learned.
: ram, map, bed, pig, hen, yell, cap, van, hat, big, bag, red, egg, ha, jam, ten, get
- b. Learn about Sight Words.
: one, day, find, under, at, for, wear, drive, o'clock
- c. Read the story with an active and loud voice.

3. After Reading

- a. Let the student repeat the sentences after the teacher.
- b. Ask 'Comprehension Questions' to check if the students understood the story well.

- Ⓟ - What did Ram find under his bed? (Answer: He found a map.)
- Who did he show the map to? (Answer: He showed the map to Pig and Hen.)
- What did Hen wear? (Answer: Hen wore a cap.)
- What did Pig wear? (Answer: The pig wore a hat.)
- What color was Ram's bag? (Answer: It was red.)
- What did he have for lunch? (Answer: He had ham, an egg, and jam.)
- What time did they get in the van? (Answer: They got in the van at 10 o'clock.)
- What happened to the map? (Answer: It flew away.)

Learning
Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /it/, /ip/ and /ix/.
- ★ Students will learn that rhyming words sound the same at the ends.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Flowers

- What kind of flowers do you like? (Answer: I like rose.)
[Other words: tulip, lily, Daisy, etc.]

3. Review of the previous unit

- Start writing a list of words students have learned in the previous lessons (Randomly choose 15-20 words from Unit 1-5 containing pig, big, wig, dig, bin, pin, fin, and win) on the board.
- Divide students into two teams.
- Take one student from each team and give them a marker or pointer of some sort.
- Speak out a word from Unit 5 on the board. (pig, big, wig, dig, bin, pin, fin, win)
- Students have to run to the board and touch the word you said.

Ⓢ 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 come out and listen to what I say.

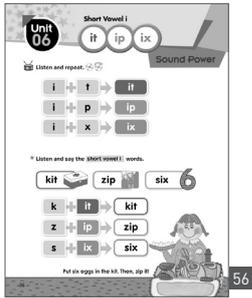
You have to run to the board and touch the word I said.

Did you get it?

OK, let's get started.

Presentation

1. Teach the Short Vowel 'i' sounds /it/, /ip/ and /ix/.



[Sounds /it/, /ip/ & /ix/]

i + t = it

i + p = ip

i + x = ix

[Chant]

What is the sound of short vowel 'i'?

Say /i/ /i/ /i/ /i/ /i/ /i/.

i, t, it

i, p, ip

i, x, ix

k, it, kit, kit

z, ip, zip, zip

s, ix, six, six

Short vowel 'i' makes kit, zip and six!

2. Teach the Short Vowel 'i' words.

k + it = kit

z + ip = zip

s + ix = six

3. Read the sentence on page 56 and explain what the words mean.

① Look at this picture.

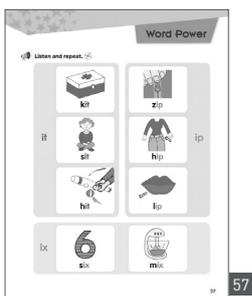
There are eggs (Point to the egg picture.) in the kit. (Point to the kit picture.)

How many eggs are there? (Answer: There are six.)

Let's look at the sentence below. The sentence is 'Put six eggs in the kit. Then, zip it'.

Please, repeat after me. 'Put six eggs in the kit. Then, zip it'.

4. Teach more Short Vowel 'i' words.



[Short Vowel 'i' words]

/it/ - kit, sit, hit

/ip/ - zip, hip, lip

/ix/ - six, mix

5. Flashcards Game

- Put a piece of sticky tape across the middle of the floor or draw an imaginary line dividing the room.
- Designate one side as 'right' and the other side as 'wrong'.
- Line up the students on the line, hold up a flashcard and say a word.
- For example, when you hold up 'zip' card, you can say either 'zip' or 'hip' or something that is wrong but sounds similar.
- If the students think you said the word that matches the flashcard, they should jump to the 'right' side, otherwise they should jump to the 'wrong' side.
- Students who make a mistake should sit out the game until the next round.
- The one who remains in the end wins the game.

T We're going to play the game.

I'm going to draw an imaginary line dividing the room.

This half of the room is the 'right' side, and this half of the room is the 'wrong' side.

I'm going to hold up a flashcard and say a word.

If you think I said the word that matches the flashcard, then you should jump to the 'right' side, otherwise jump to the 'wrong' side.

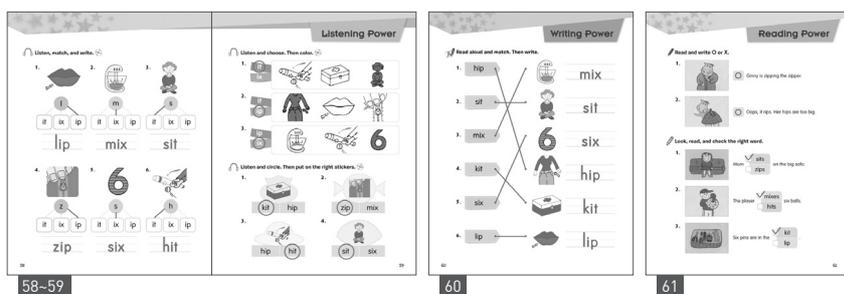
If you make a mistake, you should sit out the game until the next round.

Is that clear?

OK, let's begin!

Practice

- Do the *Listening Power*, *Writing Power*, and *Reading Power* pages with students.



Listening Power Script

Listen, match, and write.

- | | | | |
|------------|------------|------------|------------|
| ① lip, lip | ② mix, mix | ③ sit, sit | ④ zip, zip |
| ⑤ six, six | ⑥ hit, hit | | |

Listen and choose. Then color.

- | | | |
|-------------|-------------|-------------|
| ① /it/, sit | ② /ip/, hip | ③ /ix/, six |
|-------------|-------------|-------------|

Listen and circle. Then put on the right stickers.

- | | | | |
|------------|------------|------------|------------|
| ① kit, kit | ② zip, zip | ③ hit, hit | ④ sit, sit |
|------------|------------|------------|------------|

2. Activity - 'Make a Word'

Materials: Index cards, A box

- Prepare three index cards and write down /it/, /ip/, and /ix/ on each card.
- Put them in a box.
- Students take turns and come up to the front and pick one card from the box without looking.
- They have to say one word that matches the rhyming family to the card in 5 seconds.
- For example, if she/he chose /it/ card, she/he has to say a word that ends with /it/ such as 'kit'.
- The teacher count 5 seconds as soon as they pick up a card from the box.
- Make sure every student gets a chance.

Ⓣ We will play the 'Make a Word' game now.

There are three index cards in this box and they have /it/, /ip/, and /ix/ written on them.

You will have to come up to the front and pick one card from the box without looking.

You have to say one word that matches the rhyming family to the card in 5 seconds.

For example, if you chose /it/ card, you have to say a word that ends with /it/ such as 'kit'.

Is it clear?

Let's begin.

3. Story Time



My little sister likes cooking.
She has a kit for cooking.
She sits on the little chair.
"Let's mix six eggs and water!"
"Where is the water?"
Uh-oh! She hits the table.
Her lips are red now.

1) Before Reading

- Talk about the pictures.

- Ⓣ - What is she doing in the picture? (Answer: She is cooking.)
- How many eggs does she have? (Answer: She has six eggs.)
 - What is she doing in third picture? (Answer: She is looking for something.)
 - How does she look like in fourth picture? (Answer: She looks sick.)
 - Let's find out what happens to her.

- Learn about Sight Words.

: little, like, where

2) During Reading

- Underline the words that we've learned.
: kit, sit, mix, six, lip
- Check the students' understanding of the new words.
- Read the story with an active and loud voice.
- Let the students repeat the sentences after the teacher.
- Let the students read the story by themselves.

3) After Reading

- Ask 'Comprehension Questions' to check if the students understood the story well.

- Ⓣ - What did she have for cooking? (Answer: She had a kit.)
- What did she sit on? (Answer: She sat on the little chair.)
- What did she do with the eggs? (Answer: She put the eggs into the bowl.)
- Why did she put the eggs into the bowl? (Answer: She wanted to mix the eggs with water.)
- Did she mixed the eggs and water? (Answer: No, she didn't.)
- What happened to her? (Answer: She hit her lips on the table for picking up the water bottle.)
- What happened to her lips? (Answer: Her lips were red.)

- Check 'True or False'.

- Ⓣ Let's read the sentence.
'She has six eggs.'
Is it true or false? The answer is true.
That's right.

Wrap-up

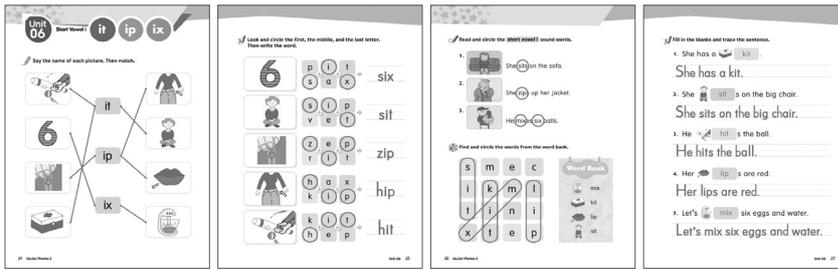
- Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
- kit, kit
 - hip, hip

2. Let the students do the *Workbook* pages 24~27.



3. **Extra Worksheet**

Materials: Book2_Unit6_Extra Worksheet

- Have the students fill in the flower petals to make a Word Family Flower. They can add more petal shapes with the same rhyming words if possible.
- Check the answers.

Ⓣ What sound have we learned? Can you remember?

Yes, it was /it/, /ip/ and /ix/.

Here is a worksheet for you.

There are three petal shapes for each sound.

Fill in the flower petals to make a Word Family Flower.

You can add more petal shapes with more rhyming words if possible.

Now, can you show your flowers to me?

That's awesome.

Learning
Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /og/ and /op/.
- ★ Students will learn that rhyming words sound the same at the end.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Animals

- What kind of animals do you like? (Answer: I like elephant.)
[Other words: monkey, rabbit, tiger, lion, hippo, giraffe, turtle, etc.]

3. Review of the previous unit

- a. Have the students open their notebooks.
- b. Read these sentences and ask your students to draw pictures.
There is a girl sitting on a chair.
She has red lips.
She is mixing six eggs with water.
- c. Ask your students to hold up their pictures to check the answers.

Ⓢ Let's review Unit 6.

Open your notebook please.

I'm going to read some sentences.

Draw pictures as you hear these sentences.

There is a girl sitting on a chair.

She has red lips.

She is mixing six eggs with water.

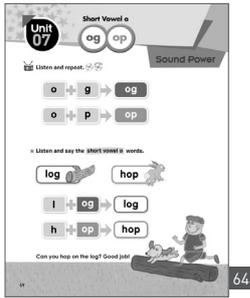
Are you done?

Now, lift up your pictures and show me.

Excellent!

Presentation

1. Teach the Short Vowel 'o' sounds /og/ and /op/.



[Sounds /og/ & /op/]

o + g = og

o + p = op

[Chant]

What is the sound of short vowel 'o'?

Say /o/ /o/ /o/ /o/ /o/ /o/.

o, g, og

o, p, op

l, og, log, log

h, op, hop, hop

Short vowel 'o' makes log and hop!

2. Teach the Short Vowel 'o' words.

l + og = log

h + op = hop

3. Read the sentence on page 64 and explain what the words mean.

🗎 Look at this picture.

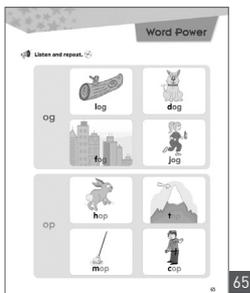
This is a log (Point to the log picture.) and the boy and a dog are hopping on it. (Point to the boy and a dog picture.)

Can you hop like them? (Answers will vary.)

Let's look at the sentence below. The sentence is 'Can you hop on the log? Good job!'

Please, repeat after me. 'Can you hop on the log? Good job!'

4. Teach more Short Vowel 'o' words.



[Short Vowel 'o' words]

/og/ - log, dog, fog, jog

/op/ - hop, top, mop, cop

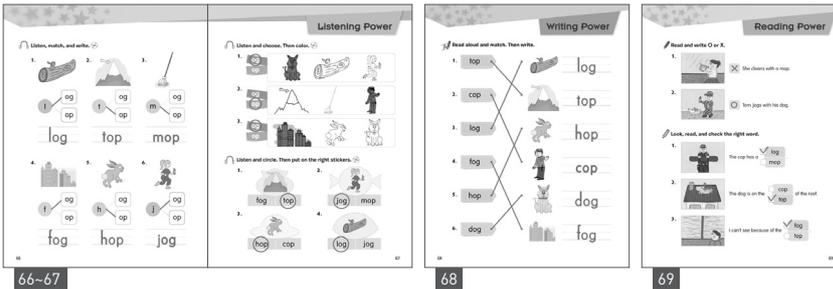
5. Flashcards Game

- Have a student come up to the front and show him/her a flashcard.
- That student should draw it on the board.
- Students have to put their hand up if they know what it is and come up to the front and write down the word on the board. If they spell it correctly, they get a point.
- This can also be played in teams.

- ① One of you will come up to the front and will show him/her a flashcard. Then she/he will draw it on the board. What you have to do is to guess what it is and put your hand up if you know what it is. Then you have to come up to the front and write the word on the board. If you can spell it correctly, you get a point. Is it clear? Who wants to volunteer for drawing a picture? Thank you.

Practice

- Do the **Listening Power**, **Writing Power**, and **Reading Power** pages with students.



Listening Power Script

Listen, match, and write.

- | | | | |
|------------|------------|------------|------------|
| ① log, log | ② top, top | ③ mop, mop | ④ fog, fog |
| ⑤ hop, hop | ⑥ jog, jog | | |

Listen and choose. Then color.

- | | | |
|-------------|-------------|-------------|
| ① /og/, dog | ② /op/, cop | ③ /og/, fog |
|-------------|-------------|-------------|

Listen and circle. Then put on the right stickers.

- | | | | |
|------------|------------|------------|------------|
| ① top, top | ② jog, jog | ③ hop, hop | ④ log, log |
|------------|------------|------------|------------|

2. Activity - 'Basketball Card Line-Up'

Materials: A few sets of /og/ and /op/ cards, 2 baskets, 2 balls.

- a. Prepare a few index cards, 2 baskets, and 2 balls.



- b. Write down either /og/ or /op/ on each card.
c. Place 2 lines of mixed of /og/ and /op/ cards and 2 baskets in the end.
d. You need 2 players and a basket far away.
e. Students have to shoot the basket to win.
f. To step forward, they have to step on the card and say the word that matches with the card.
g. To shoot the basket from far away is hard so the players need to say the card's matching word and make their way closer and closer to the basket. When they feel that they can throw and score the basket, they make their attempt.
h. The one who hit the basket wins.

🗣️ We're going to play 'Basketball Card Line-Up' now.

Here are two lines of mixture of /og/ and /op/ cards and I put 2 baskets in the end.

You start from here and you have to make your attempt to hit the basket with this ball.

To shoot the basket from far away is hard, so you need step on the card and say the word that matches with the card.

That way, you can make your way closer and closer to the basket.

When you feel that you can throw the ball and score the basket, you can make your attempt.

The one who scores the basket wins.

Is that clear?

Who wants to go first?

3. Story Time



Tommy likes his dog, Dodo.
He jogs with his dog.
He hops on the log with Dodo.
They play on the top of the logs.
Ouch! He and his dog fall off the logs.

1) Before Reading

a. Talk about the pictures

- Ⓣ - What are the boy and the dog doing? (Answer: They are running/jogging.)
- What can you see in the second picture? (Answer: There is a log.)
- What are they doing? (Answer: They are hopping on the log.)
- What are they doing after that? (Answer: They are playing on the top of the logs.)
- Let's find out what happens to these two.

b. Learn about Sight Words.

: with, on

2) During Reading

a. Underline the words that we've learned.

: dog, jog, hop, log, top

b. Check the students' understanding of the new words.

c. Read the story with an active and loud voice.

d. Let the students repeat the sentences after the teacher.

e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

- Ⓣ - Who did you see in the story? (Answer: We saw Tommy and Dodo.)
- What were they doing? (Answer: They were jogging.)
- What did they do when they saw a log? (Answer: They hopped on the log and played on the top of the logs.)
- What happened to them? (Answer: They fell off the logs.)

b. Check 'True or False'.

Ⓣ Let's read the sentence.

'The boy's name is Dodo.'

Is it true or false? The answer is false.

Then, let's correct the sentence.

'The boy's name is Tommy.'

That's right.

Wrap-up

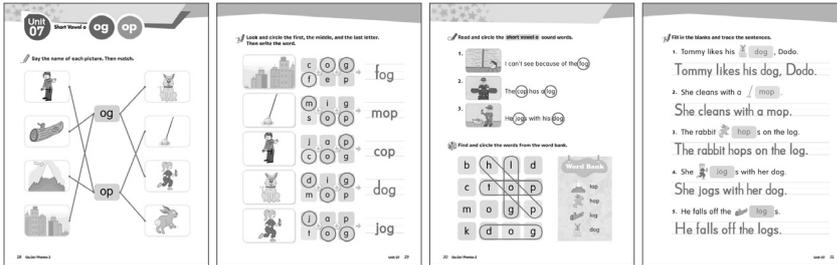
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
- fog fog
 - top, top

2. Let the students do the *Workbook* pages 28~31.



3. Extra Worksheet

Materials: Book2_Unit7_Extra Worksheet

- Have the students fill in the missing letter.
- Check the answers.

- Ⓣ What sound have we learned today?
 Here is a worksheet for you.
 There is one letter missing in each word.
 Fill in the missing letter.
 Now, let's check the answers together.
 (log, dog, fog, jog, hop, top, mop, cop)
 Well done, everyone!

Learning Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /ox/, /ot/, and /od/.
- ★ Students will learn that rhyming words sound the same at the ends.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Height

- How tall are you? (Answer: I am 120 centimeters tall.)

3. Review of the previous unit

- a. Write down 9 words from Unit 7 but with wrong spelling.
eg. lug, doog, pog, jeg, hup, toq, moq, cap.
- b. Divide the class into two.
- c. Then have one of each team come up to the board and correct the wrong spelling of each word. Whoever is faster and correct gets a point.

Ⓟ There are words from unit 7 but they have the wrong spelling.

I'm going to divide you into two teams.

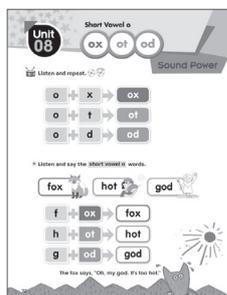
One student of each team will come up to the board and correct the wrong spelling of each word.

Whoever is faster and correct gets a point.

Is it clear? OK, let's get started.

Presentation

1. Teach the Short Vowel 'o' sounds /ox/, /ot/ and /od/.



[Sounds /ox/, /ot/ & /od/]

o + x = ox

o + t = ot

o + d = od

[Chant]

What is the sound of short vowel 'o'?

Say /o/ /o /o /o/ /o/ /o/ /o/.

o, x, ox

o, t, ot

o, d, od

f, ox, fox, fox

h, ot, hot, hot

g, od, god, god

Short vowel 'o' makes fox, hot, and god!

2. Teach the Short Vowel 'o' words.

f + ox = fox

h + ot = hot

g + od = god

3. Read the sentence on page 72 and explain what the words mean.

Ⓣ Look at this picture.

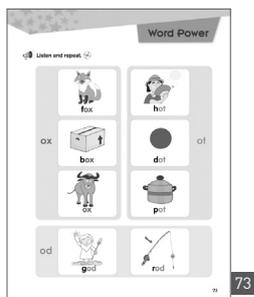
There is a fox (Point to the fox picture.) and the sun. (Point to the sun picture.)

What's the weather like? (Answer: It is sunny.)

Let's look at the sentence below. The sentence is 'The fox says, "Oh, my god. It's too hot."'

Please, repeat after me. 'The fox says, "Oh, my god. It's too hot."'

4. Teach more Short Vowel 'o' words.



[Short Vowel 'o' words]

/ox/ - fox, box, ox

/ot/ - hot, dot, pot

/od/ - god, rod

5. Flashcards Game

- Prepare several sets of flashcards and place all the flashcards around the classroom.
- Students have to go around the classroom and collect the flashcards as many as they can.
- Students come back to their place after collecting the cards.
- Then, the teacher says "Give me a (fox)".
- The student with the (fox) flashcard should approach the teacher and hand it to you.
- The student with the most cards wins the game.

① I'm going to place several flashcards on the floor.

When I say 'Start!', you need to go around the room and collect as many cards as you can.

Once you have collected the flashcards, I will say 'Give me a (fox),' and you have to come and hand it to me if you have (fox) card.

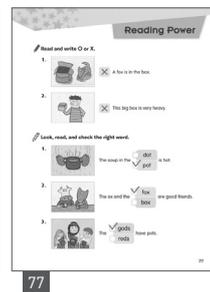
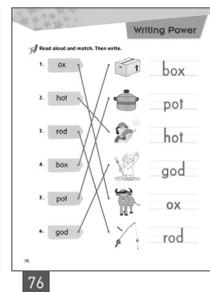
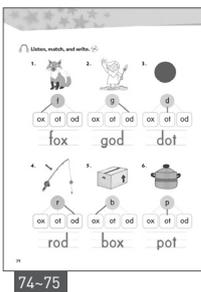
The student with the most cards wins the game.

Is that clear?

OK, ready, start!

Practice

1. Do the *Listening Power*, *Writing Power*, and *Reading Power* pages with students.



Listening Power Script

Listen, match, and write.

- ① fox, fox ② god, god ③ dot, dot ④ rod, rod
 ⑤ box, box ⑥ pot, pot

Listen and choose. Then color.

- ① /ox/, box ② /ot/, rod ③ /od/, hot

Listen and circle. Then put on the right stickers.

- ① ox, ox ② pot, pot ③ god, god ④ dot, dot

2. Activity - 'Question Chain'

- Have the students sit in a circle.
- The teacher says one of the sounds from /ox/, /ot/, or /od/ to the student next to you.
- The student has to answer with the words that end with the same sound.
- Then the student has to do the same thing to the person next to him/her.
- Continue around the circle.
- It helps to use a ball to pass around as the questions are being asked and answered.
- Make sure every student gets a chance to participate.

① We're going to play the 'Question Chain' game.

I'm going to say one sound from /ox/, /ot/ or /od/ to a student next to me.

Listen carefully and say one word that ends with the same sound.

For example, if I say /ox/ you have to say one word that ends with /ox/ like fox.

And then you do the same thing to the person next to you.

We will continue around the circle.

Is that clear?

Let's begin.

3. Story Time



Cox is an ox.
He has a long rod.
Rob is a fox.
He has a pot.
The pot has dots.
Cox and Rob, what are you doing?
"We are fishing!"
Oh, my god. The pot is full of fish.

1) Before Reading

a. Talk about the pictures

- ① - Who is in the picture? (Answer: There is an ox and fox.)
- What does the ox have? (Answer: He has a long rod.)
- What does the fox have? (Answer: He has a pot.)
- What are the ox and the fox doing? (Answer: They are fishing.)
- Let's find out what happens to them.

b. Learn about Sight Words.

: has, what, you

2) During Reading

- a. Underline the words that we've learned.
: cox, ox, rod, pot, dot, god
- b. Check the students' understanding of the new words.
- c. Read the story with an active and loud voice.
- d. Let the students repeat the sentences after the teacher.
- e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

- ① - What was the name of the ox? (Answer: His name was Cox.)
- What was the name of the fox? (Answer: His name was Rob.)
- What did Cox have? (Answer: He had a long rod.)
- What did Rob have? (Answer: He had a pot.)
- What were they doing? (Answer: They were fishing.)
- Did they catch lots of fish? (Answer: Yes, the pot was full of fish.)

b. Check 'True or False'.

Ⓣ Let's read the sentence.

'Rob is an ox.'

Is it true or false? The answer is false.

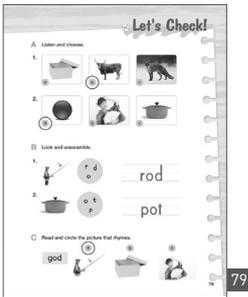
Let's correct the sentence then.

'Rob is a fox.' or 'Cox is an ox.'

That's right.

Wrap-up

1. Do the *Let's Check* page.



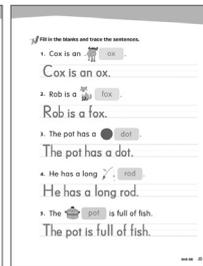
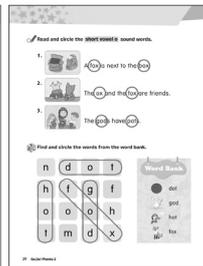
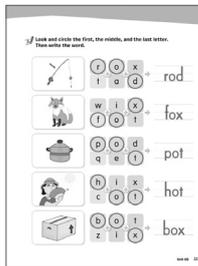
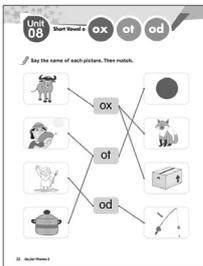
Let's Check Script

A. Listen and choose.

1. ox, ox

2. dot, dot

2. Let the students do the *Workbook* pages 32~35.



3. **Extra Worksheet**

Materials: Book2_Unit8_Extra Worksheet

a. Have the students find the wrong pictures that does not end with the same sound and put an X on it.

b. Check the answers.

Ⓣ Here is a worksheet for you.

Find the wrong pictures that does not end with the same sound and put X on it.

Let's check the answers together.

That's awesome.

Learning
Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /un/ and /ug/.
- ★ Students will learn that rhyming words sound the same at the end.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Weight

- How much do you weigh? (Answer: I weigh about 30 kilograms.)

3. Review of the previous unit

- a. Write down /ox/, /ot/, and /od/ on the board like this;

ox, ot, od

- b. Get your students to stand at the back of the class and clear a runway to the board.
- c. Say one word from page 73 and have students run to the correct ending sound.
- d. You can also give students a second chance to make their minds up by shouting 'last chance'.
- e. Try to encourage them to make individual decisions.

Ⓢ Look at the board.

There are three ending sounds we learned in the last lesson.

Let's stand at the back of the class and clear a runway to the board.

I'm going to say one word from last unit and you have to run to the correct ending sound and stand in front of the letter.

Is it clear?

Ok, are you ready?

'Fox'. Run!

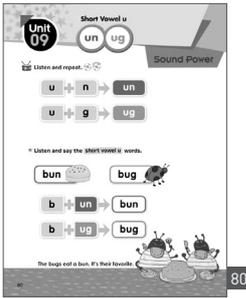
Last chance for you.

The next word is...

Did you all enjoy the game?

Presentation

1. Teach the Short Vowel 'u' sounds /un/ and /ug/.



[Sounds /un/ & /ug/]

u + n = un

u + g = ug

[Chant]

What is the sound of short vowel 'u'?

Say /u/ /u/ /u/ /u/ /u/ /u/.

u, n, un

u, g, ug

b, un, bun, bun

b, ug, bug, bug

Short vowel 'u' makes bun and bug!

2. Teach the Short Vowel 'u' words.

b+ un = bun

b + ug= bug

3. Read the sentence on page 80 and explain what the words mean.

🕒 Look at this picture.

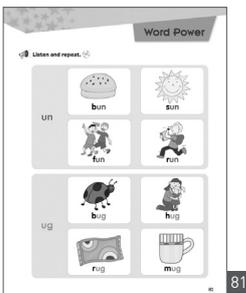
These are bugs (Point to the bug picture.) and they are eating a bun. (Point to the bun picture.)

Do you think they like the bun? (Answers: Yes, I do. / No, I don't.)

Let's look at the sentence below. The sentence is 'The bugs eat a bun. It's their favorite.'

Please, repeat after me. 'The bugs eat a bun. It's their favorite.'

4. Teach more Short Vowel 'u' words.



[Short Vowel 'u' words]

/un/ - bun, sun, fun, run

/ug/ - bug, hug, rug, mug

2. Activity - 'Spell It'

- Line up the students.
- The teacher says a word from page 81 and asks the first student of the line to spell it on the board.
- The game continues until someone makes a mistake—that is, misspell a word or come up with a wrong word, and then she/he is out.
- The last one remaining in the game is the winner.

Ⓢ Please line up in one line.

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

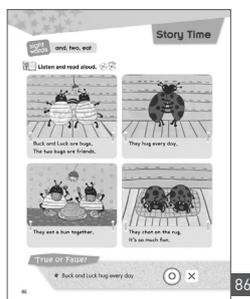
This game will continue until someone makes a mistake.

The last one remaining in the game is the winner.

Is that clear?

Now, Let's start.

3. Story Time



Buck and Luck are bugs.
The two bugs are friends.
They hug every day.
They eat a bun together.
They chat on the rug.
It's so much fun.

1) Before Reading

- Talk about the pictures-

- Ⓢ - What can you see in the picture? (Answer: There are two bugs.)
- What are they doing? (Answer: They are hugging each other.)
 - What are they eating? (Answer: They are eating a bun.)
 - Where are they sitting on? (Answer: They are sitting on the rug.)
 - Let's find out what happens to these two.

- Learn about Sight Words.

: and, two, eat

2) During Reading

- Underline the words that we've learned.
: bug, hug, bun, rug
- Check the students' understanding of the new words.
- Read the story with an active and loud voice.
- Let the students repeat the sentences after the teacher.
- Let the students read the story by themselves.

3) After Reading

- Ask 'Comprehension Questions' to check if the students understood the story well.

- ① - Who did you see in the story? (Answer: We saw two bugs.)
- What were their names? (Answer: They were Buck and Luck.)
- What did they do every day? (Answer: They hugged each other every day.)
- What did they eat? (Answer: They ate a bun.)
- What did they do on the rug? (Answer: They chatted on the rug.)

b. Check 'True or False'.

- ① Let's read the sentence.
'Buck and Luck hug every day.'
Is it true or false? The answer is true.
That's right.

Wrap-up

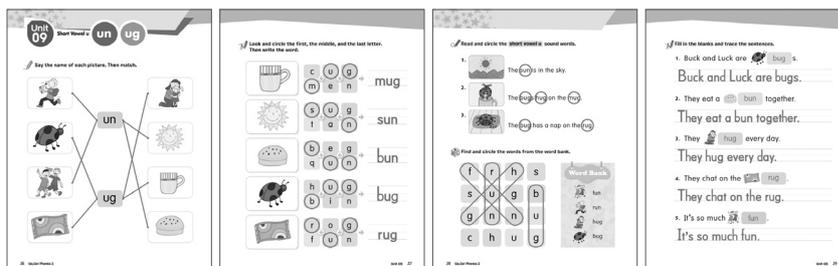
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
1. mug, mug
2. run, run

2. Let the students do the *Workbook* pages 36~39.



3. **Extra Worksheet**

Materials: Book2_Unit9_Extra Worksheet

- a. Have the students match the pictures to the correct rhyming family.
- b. Check the answers.

- ① Here is a worksheet for you.
There are some pictures that end with either /un/ or /ug/.
Match the pictures to the correct rhyming family.
Now, let's check the answers together. (bun, rug, mug, sun, run, bug)
Well done, everyone!
Now, let's move on to the next unit.

Learning
Focus

- ★ Students will learn how to recognize and spell sets of rhyming words /ut/, /ub/ and /ud/.
- ★ Students will learn that rhyming words sound the same at the ends.
- ★ Students will become familiar with short vowel spelling patterns.

Warm-up

1. Sing a song before the class begins.

2. Open the class with 'Topic Questions.'

Today's Topic: Body

- How many fingers do you have? (Answer: I have 10 fingers.)
- How many feet do you have? (Answer: I have two feet.)

[Other words: head, arms, legs, toes, eyes, ears, nose, mouth, shoulder, etc.]

3. Review of the previous unit

Materials: Flashcards from Unit 9

- a. After drilling all of the vocabulary from Unit 9 on the flashcards, teacher shuffles and places all of the flashcards on the board in one line.
- b. Give the students 10 seconds to memorize the order of the flashcards.
- c. Ask students to close their eyes and then change the order of the cards.
- d. Have the students open their eyes and if they know the answer, they have to come to the board and re-place the flashcards to the initial order.
- e. The one who replaces the cards correctly first wins the game.

Ⓣ Here are flashcards from the previous unit.

Let's read the words together first.

Now, I'm going to place all of these cards on the board and you will be given 10 seconds to memorize the order of the cards.

And close your eyes.

When you open your eyes, please come to the board if you can remember the initial order.

Place the flashcards in the initial order.

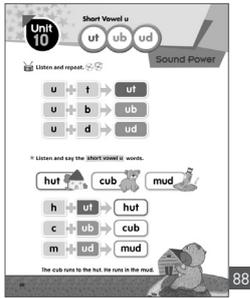
The one who replaces the cards correctly first wins the game.

Is it clear?

OK, let's get started.

Presentation

1. Teach the Short Vowel 'u' sounds /ut/, /ub/, and /ud/.



[Sounds /ut/, /ub/ & /ud/]

u + t = ut

u + b = ub

u + d = ud

[Chant]

What is the sound of short vowel 'u'?

Say /u/ /u/ /u/ /u/ /u/ /u/.

u, t, ut'

u, b, ub

u, b, ub

h, ut, hut, hut

c, ub, cub, cub

m, ud, mud, mud

Short vowel 'u' makes hut, cub, and mud!

2. Teach the Short Vowel 'u' words.

h + ut = hut

c + ub = cub

m + ud = mud

3. Read the sentence on page 88 and explain what the words mean.

🗨️ Look at this picture.

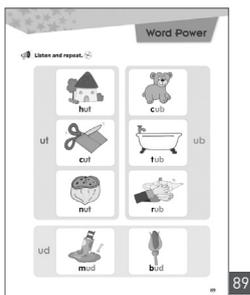
There is a cub (Point to the cub picture.) and a hut. (Point to the hut picture.)

What is the cub doing? (Answer: The cub is running.)

Let's look at the sentence below. The sentence is 'The cub runs to the hut. He runs in the mud.'

Please, repeat after me. 'The cub runs to the hut. He runs in the mud.'

4. Teach more Short Vowel 'u' words.



[Short Vowel 'u' words]

/ut/ - hut, cut, nut

/ub/ - cub, tub, rub

/ud/ - mud, bud

5. Flashcards Game

- The teacher holds a flashcard with the picture facing towards him/her.
- The teacher quickly shows it to the students for a quick peek.
- The student who guesses the card has to put his/her hand up and come up to the front and write the word on the board.
- If the word is correct, she/he gets a point.

Ⓡ I will quickly show you the card one by one for a quick peek.

When you can guess what it is, please put your hand up.

The first student who puts their hand up gets a chance to come up to the front and write the word down on the board.

If the word is correct, you get a point.

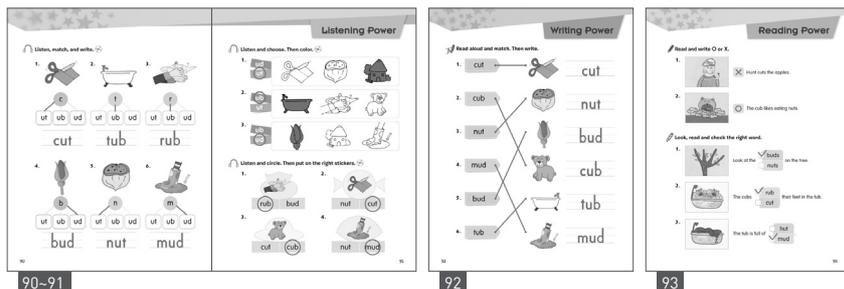
Is that clear?

OK, ready?

Let's get started.

Practice

- Do the *Listening Power*, *Writing Power*, and *Reading Power* pages with students.



Listening Power Script

Listen, match, and write.

- | | | | |
|------------|------------|------------|------------|
| ① cut, cut | ② tub, tub | ③ rub, rub | ④ bud, bud |
| ⑤ nut, nut | ⑥ mud, mud | | |

Listen and choose. Then color.

- | | | |
|-------------|-------------|-------------|
| ① /ut/, hut | ② /ub/, tub | ③ /ud/, bud |
|-------------|-------------|-------------|

Listen and circle. Then put on the right stickers.

- | | | | |
|------------|------------|------------|------------|
| ① rub, rub | ② cut, cut | ③ cub, cub | ④ mud, mud |
|------------|------------|------------|------------|

- Activity - 'Jump Rope'** Materials: A rope, Flashcards, A box

- You need a rope for this game.
- Have students stand behind each other in a line.
- Hold a rope at a height that the students should be able to jump over. (Have a student hold the other end.)

- d. On the other side of the rope, spread out flashcards and a box.
- e. Call out the name of one of the flashcards to the first student.
- f. She/he has to jump over the rope, pick up the correct flashcard and put it in the box.
- g. For other rounds you can hold the rope down low, so students have to crawl or roll under.
- h. Make sure every student gets a chance.

Ⓣ We're going to play the 'Jump Rope' game.

Please stand behind each other in a line.

(Jennifer) and I will spin this rope and there will be some flashcards and a box.

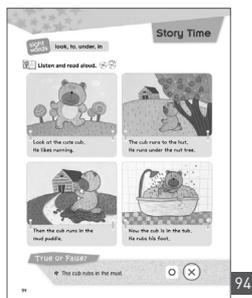
When I call out the name of one of the flashcards to the first student, you have to jump over the rope, pick up the correct flashcard and put it in the box.

And we will take turns so everyone will get a chance.

Is that clear?

OK, let's begin.

3. Story Time



Look at the cute cub.
He likes running.
The cub runs to the hut.
He runs under the nut tree.
Then the cub runs in the mud puddle.
Now the cub is in the tub.
He rubs his foot.

1) Before Reading

- a. Talk about the pictures

- Ⓣ - Who is in the picture? (Answer: There is a cub.)
- What is he doing? (Answer: He is running.)
 - Where is he going to? (Answer: He is going to the hut.)
 - Where is he in the last picture? (Answer: He is in the tub.)
 - Let's find out what happens to the cub.

- b. Learn about Sight Words.

: look, to, under, in

2) During Reading

- a. Underline the words that we've learned.
: cub, hut, nut, mud, puddle, tub
- b. Check the students' understanding of the new words.
- c. Read the story with an active and loud voice.
- d. Let the students repeat the sentences after the teacher.
- e. Let the students read the story by themselves.

3) After Reading

a. Ask 'Comprehension Questions' to check if the students understood the story well.

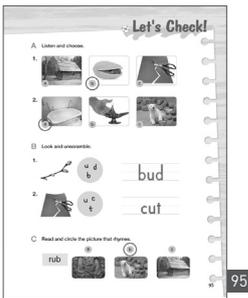
- Ⓣ - Who did you see in the story? (Answer: We saw a cute cub.)
- What did he liked to do? (Answer: He liked to run.)
- Where was he running to? (Answer: He was running to the hut.)
- Why was he in the tub? (Answer: He had to have a bath.)

b. Check 'True or False'.

- Ⓣ Let's read the sentence.
'The cub rubs in the mud.'
Is it true or false? The answer is false.
Let's correct the sentence then.
'The cub runs in the mud.'
That's right.

Wrap-up

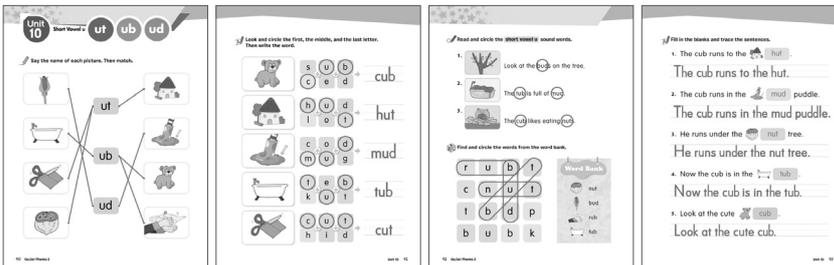
1. Do the *Let's Check* page.



Let's Check Script

- A. Listen and choose.
1. nut, nut
 2. tub, tub

2. Let the students do the *Workbook* pages 40~43.



3. Extra Worksheet

Materials: Book2_Unit10_Extra Worksheet

- a. Have the students write four words that rhyme with the given sound in the circle.
- b. Check the answers.

Ⓟ Here are a worksheet for you.

Think of some words we've already learned.

Write down four words that rhyme with the given sound in the circle.

Now, let's check the answers together.

Well done, everyone!

Review 2

1. Review Activity

- Review the words from Unit 6-10.
- Randomly select 20-25 flashcards from Unit 6-10 and have the letters covered.
- Spread them out on the floor.
- When teacher says "Go!" students runs and collects the cards.
- Have each student come out to the front and hold up the card and say the word.

- Ⓣ Here are some flashcards from previous units.
When I say "Go!", you have to run and collect the cards.
Are you ready?
"Go!"
Now, go back to your seat.
(Kelly), please come out to the front and read out aloud your cards.
Well done!
Who wants to go next?

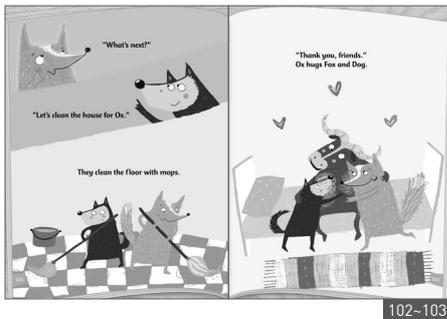
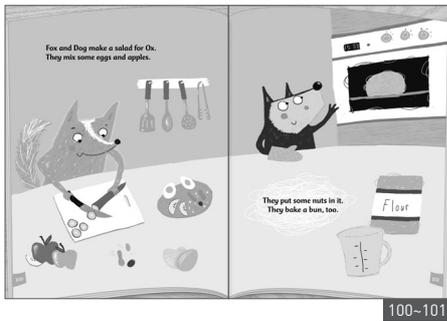
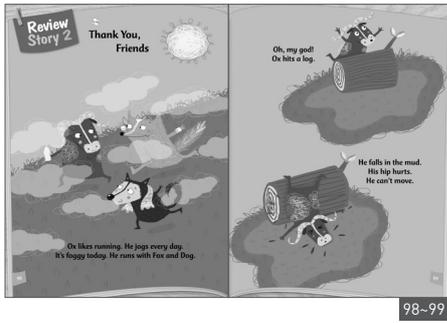
2. Do the Review 2 on pages 96~97.

The image shows two pages of a review worksheet. Page 96 (left) contains two sections: A. Circle the right word for the picture, and B. Fill in the blank with the given letters. Page 97 (right) contains section C. Circle the one that rhymes with the picture. Each section has numbered items with pictures and word options.

- A. Circle the right word for the picture.**
- Look at the each picture first.
 - Read the three words under the picture.
 - Circle the word same with the picture.
- B. Fill in the blank with the given letters.**
- Say the letters in the balloon.
 - Go through the picture of each number.
 - Name of the picture, and then fill in the blank with the given letters.

- C. Circle the one that rhymes with the picture.
- Go through the picture of each number.
 - Say the three pictures' name on the right in order.
 - Circle the one that rhymes with the left picture.

Review Story 2



Thank You, Friends

Ox likes running. He jogs every day.
It's foggy today. He runs with Fox and Dog.
Oh, my god! Ox hits a log.
He falls in the mud. His hip hurts.
He can't move.
Fox and Dog make a salad for Ox.
They mix some eggs and apples.
They put some nuts in it.
They bake a bun, too.
"What's next?"
"Let's clean the house for Ox."
They clean the floor with mops.
"Thank you, friends."
Ox hugs Fox and Dog.

1. Before Reading

- Talk about the title.

- ① - Can you read the title? (Answer: Thank You, Friends)
- What do you think this story is about? (Answers will vary.)

b. Talk about the picture.

- Ⓣ - Where are they? (Answer: They are in the field.)
- What are they doing in the field? (Answer: They are running.)
- How is the weather? (Answer: It's sunny.)
- What happens to Ox? (Answer: He hits a log and then falls in the mud.)
- What are Fox and Dog doing on pages 100~101? (Answer: They are cooking.)
- What are Fox and Dog doing on page 102? (Answer: They are mopping on the floor.)
- Do they look happy? (Answer: Yes, they look happy.)

2. During Reading

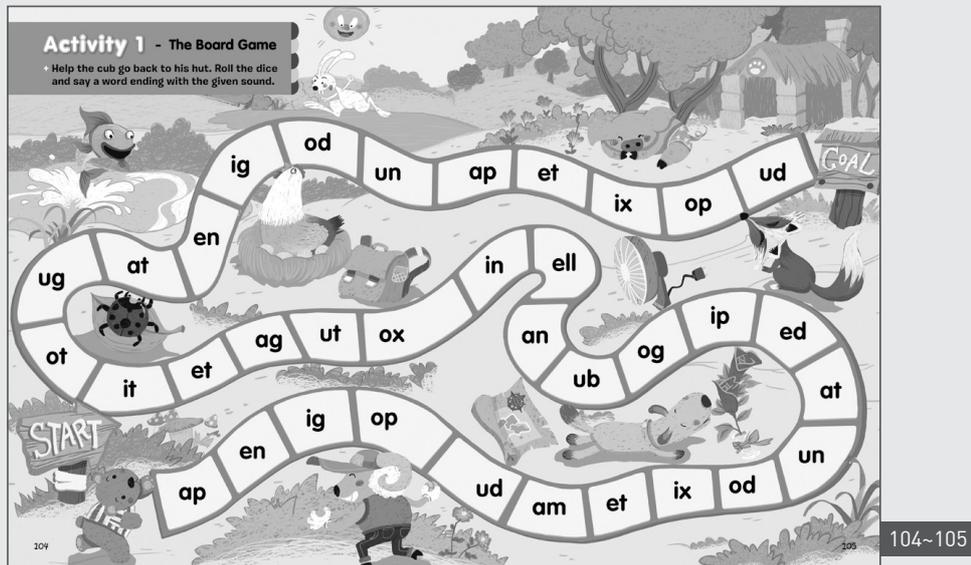
- a. Underline the words that we've learned.
: ox, jog, foggy, fox, dog, log, god, mud, hip, mix, egg, put, nut, bun, mop, hug
- b. Learn about Sight Words.
: like, every, day, with, in, they, next, what, clean, floor, thank, you
- c. Read the story with an active and loud voice.

3. After Reading

- a. Let the student repeat the sentences after the teacher.
 - b. Ask 'Comprehension Questions' to check if the students understood the story well.
- Ⓣ - What did Ox like to do? (Answer: He liked running.)
 - Who did Ox run with? (Answer: He ran with Fox and Dog.)
 - What happened to Ox? (Answer: He hit a log and fell in the mud. His hip hurt.)
 - What did Fox and Dog make Ox? (Answer: They made a salad.)
 - How did they make the salad? (Answer: They mixed some eggs and apples and put some nuts in it.)
 - What else did they make? (Answer: They baked a bun.)
 - What did they do after cooking? (Answer: They cleaned the house with mops.)

Activity 1 - The Board Game

- Help the cub go back to his hut. Roll the dice and say a word ending with the given sound.



- Pair the students up.
- There is a cub who wants to go back to his hut.
- Students have to roll the dice and move the marker the corresponding number shown on the dice.
- They have to say a word ending with the given sound.

Words

/ap/ – cap, map, lap, nap

/en/ – hen, men, pen, ten

/ig/ – pig, big, wig, dig

/op/ – hop, top, mop, cop

/ud/ – mud, bud

/am/ – ram, jam, ham, dam

/et/ – vet, jet, net, wet

/ix/ – six, mix

/od/ – god, rod

/un/ – bun, sun, fun, run

/at/ – fat, bat, hat

/ed/ – red, bed, wed

/ip/ – zip, hip, lip

/og/ – log, dog, fog, jog

/ub/ – cub, tub, rub

/an/ – man, fan, van

/ell/ – bell, well, yell

/in/ – bin, pin, fin, win

/ox/ – fox, box, ox

/ut/ – hut, cut, nut

/ag/ – bag, tag

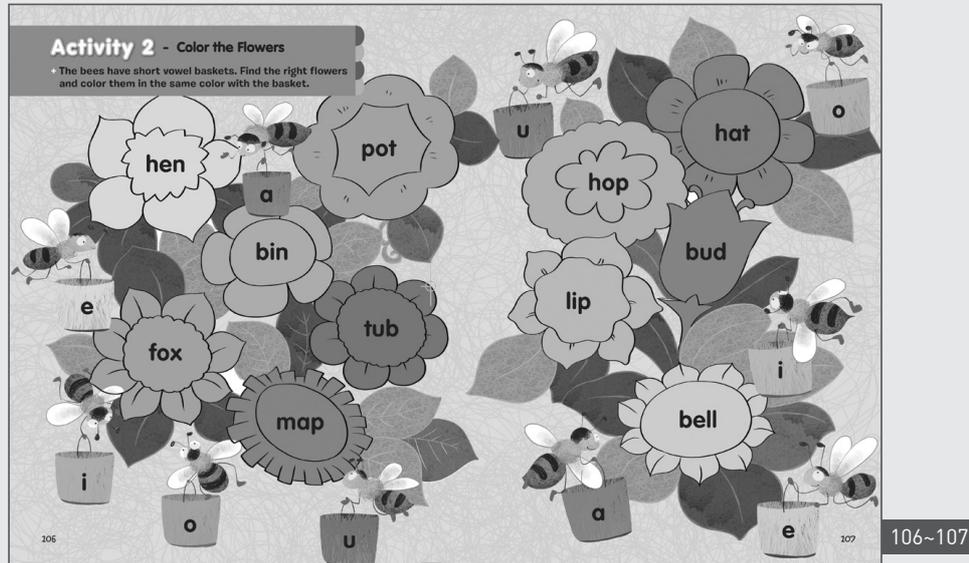
/it/ – kit, sit, hit

/ot/ – hot, dot, pot

/ug/ – bug, hug, rug, mug

Activity 2 - Color the Flowers

- The bees have short vowel baskets. Find the right flowers and color them in the same color with the basket.



- The bees have short vowel baskets with different colors.
- Students have to find the right flowers and color them in the same color with the basket.
- Check the answers together.

Words

- Short Vowel /a/** – Color the red.
hat, map
- Short Vowel /e/** – Color the yellow.
hen, bell
- Short Vowel /i/** – Color the green.
bin, lip
- Short Vowel /o/** – Color the blue.
fox, pot, hop
- Short Vowel /u/** – Color the purple.
tub, bud

ram

dam

nap

cap

map

jam

clap

Sam

lap

exam

snap

spam

tap

wrap

ham

ram

dam

nap

cap

map

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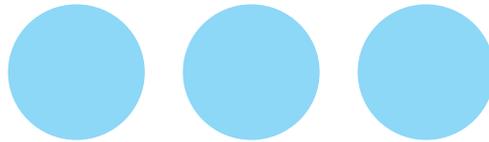
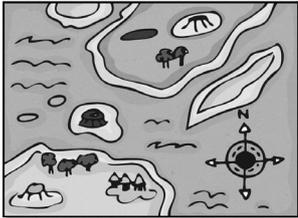
h

v



/ap/ Family

Directions : Use the words from the box to fill in the blanks for the /ap/ word families.

cap**nap****map****lap**

Word family

Directions : Use the letters below to fill in the blanks for the /at/ word family.

b h c f r



● at



● at



● at



● at



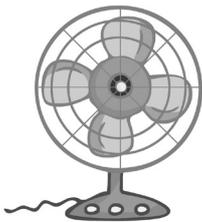
● at

Directions : Use the letters below to fill in the blanks for the "an" word family.

p v f m c



● an



● an



● an



● an



● an



Find the family

Directions : Cut the pictures and paste in the correct box.

wet

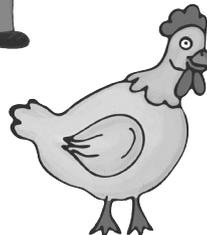
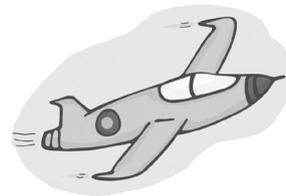
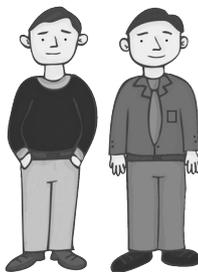
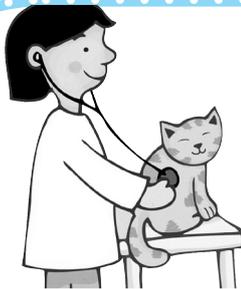
men

vet

jet

pen

hen



Tracing and saying

Directions : Trace the words and draw a line from the dot (●) to the star (★) while saying each word.

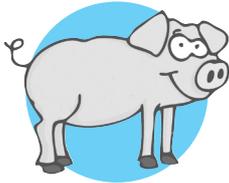
A blue vertical rectangular area containing a white zigzag path. The path starts at a black dot at the top, goes down-right to a white dot, then up-right to a black dot, then down-left to a white dot, then up-right to a black dot, and finally down-left to a black star at the bottom. Four white ovals containing the words 'tell', 'fell', 'sell', and 'yell' are placed along the path.

A blue vertical rectangular area containing a white zigzag path. The path starts at a black dot at the top, goes down-right to a white dot, then up-right to a black dot, then down-left to a white dot, then up-right to a black dot, and finally down-left to a black star at the bottom. Four white ovals containing the words 'red', 'bed', 'egg', and 'leg' are placed along the path.



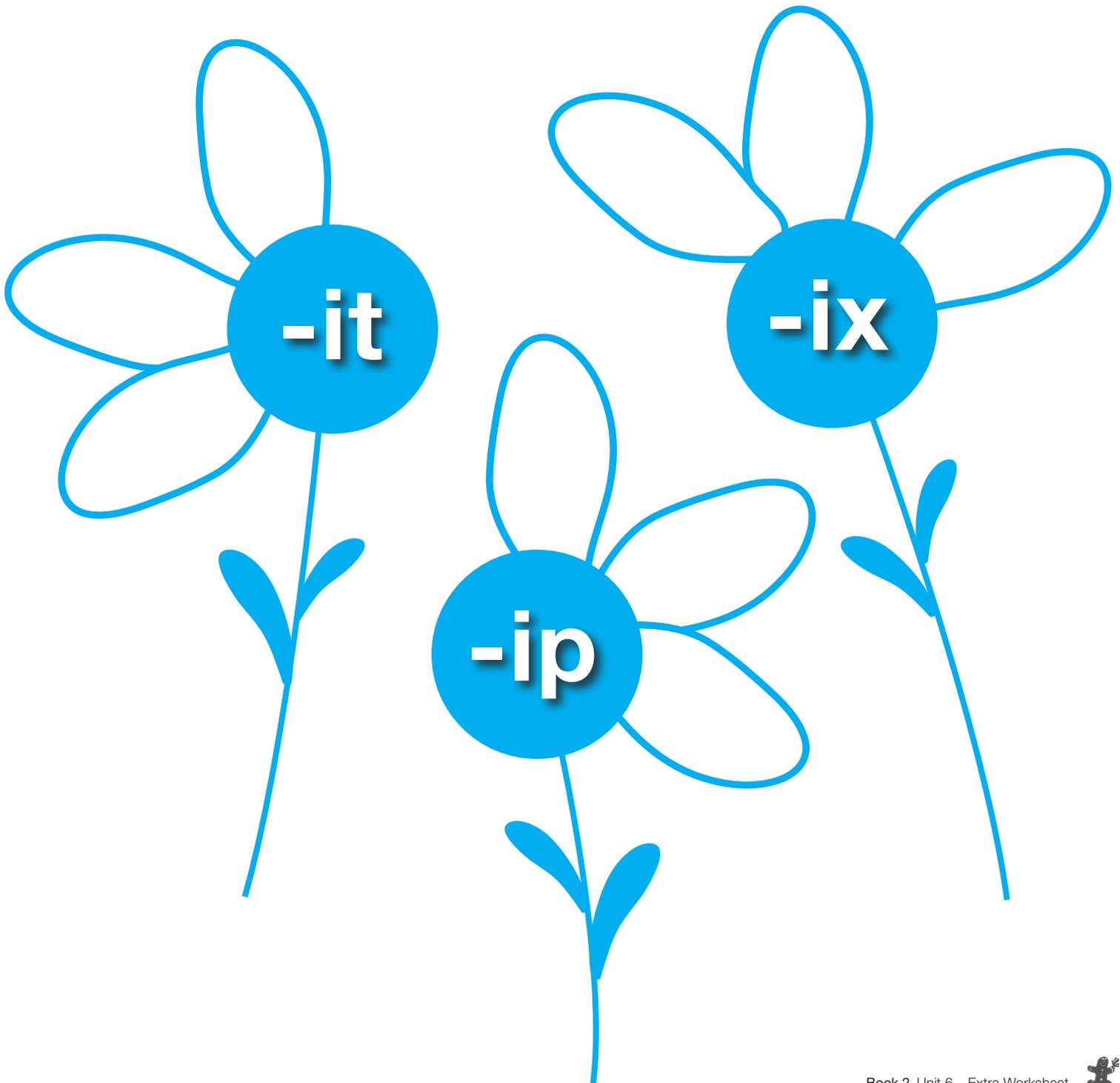
Match the rhyming words

Directions : Match the rhyming words.



Make a flowers

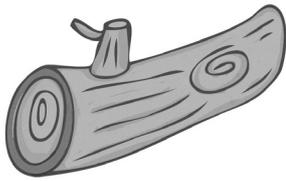
Directions : There are three petal shapes that are blank. Please fill in the petal to make a Word Family Flower. You can add more petal shapes with the same rhyming words if possible.



Fill in the missing letters

Directions : Fill in the missing letters.

1



● og

2



do ●

3



f ● g

4



j ● g

5



h ● p

6



to ●

7



m ● p

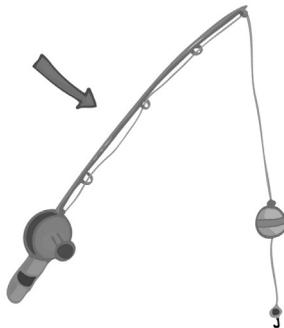
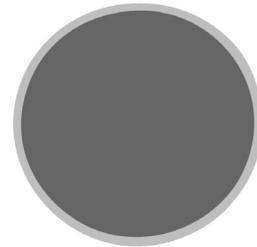
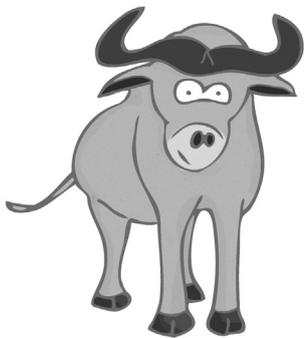
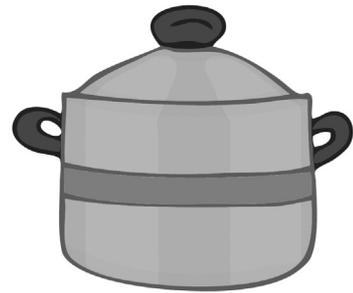
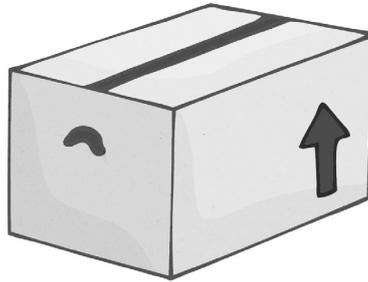
8



● op

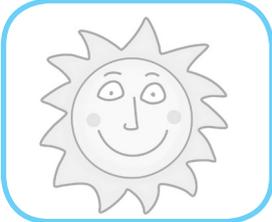
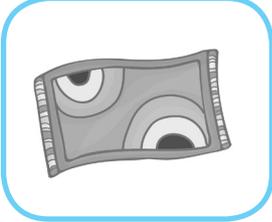
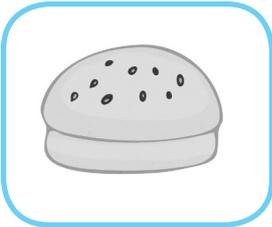
Find the wrong pictures

Directions : Find the wrong pictures that does not end with the same sound and put X on it.



Match the rhyming family

Directions : Match the pictures to the correct rhyming family.

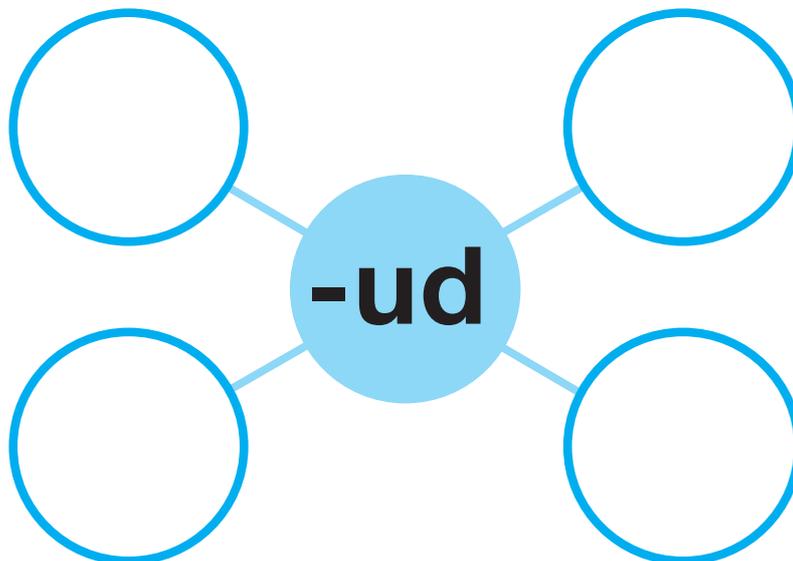
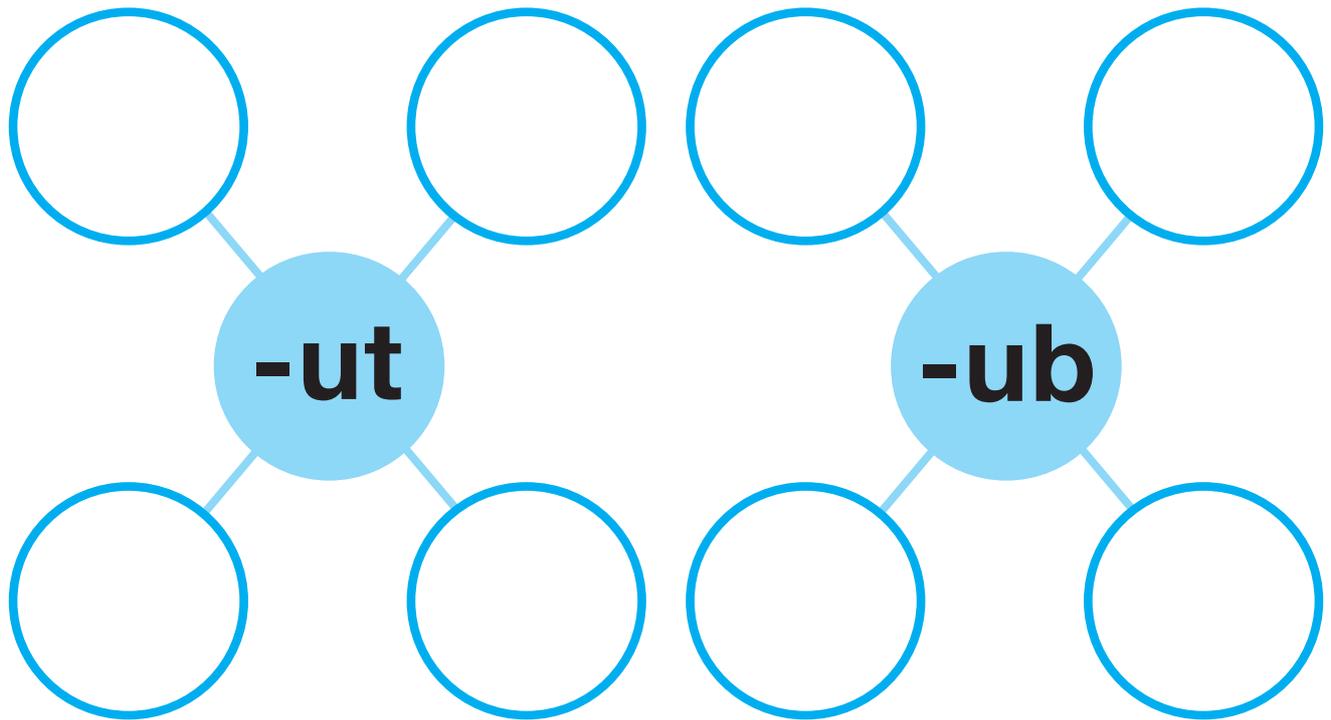


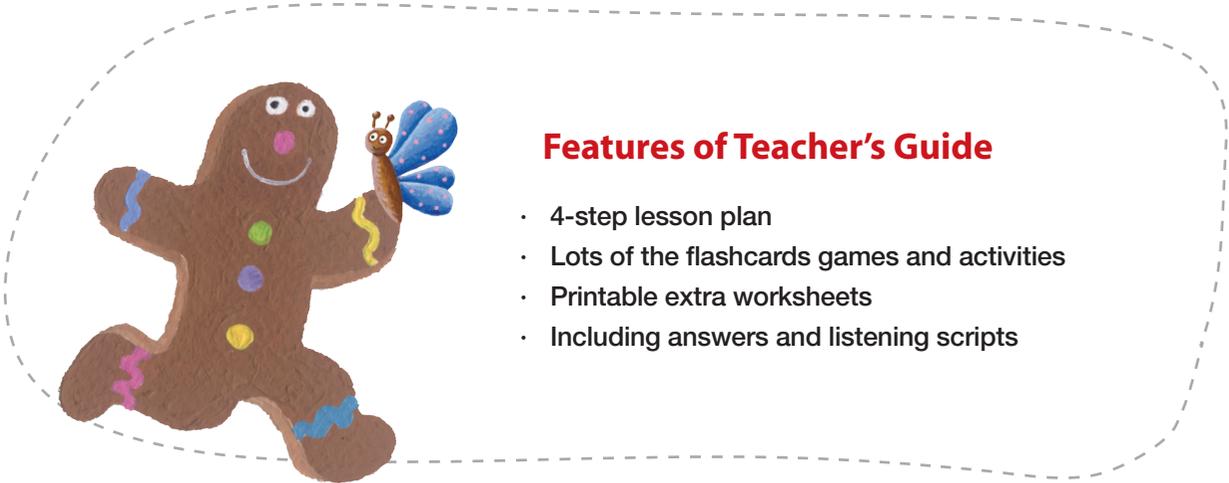
• un

• ug

Write words that rhyme

Directions : Write four words that rhyme with the given sound in the circle.





Features of Teacher's Guide

- 4-step lesson plan
- Lots of the flashcards games and activities
- Printable extra worksheets
- Including answers and listening scripts

Go, Go! Phonics Series



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