

# Teacher's Guide

# ABC Adventures

Letters A~L

Lucas Foster

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## Note to the Teacher:

Hello! Welcome to **Compass Club ABC Adventures**! As a former teacher myself, I know how demanding a classroom environment can be. Preparing a good lesson is a major part of being an excellent teacher. The more preparation and care that goes into a class, the more everyone will enjoy learning. I hope the ideas and suggestions in this teacher's guide will assist you in preparing for your lessons. There are some notes to help you understand and use the book more effectively. There is also a bank of games and activities that you can choose to use with any lesson.



**Flexible lesson scheduling:** add or omit suggestions in the lessons from the teacher's guide to make each lesson more suitable for your school's schedule:

Two 30 minute classes	One 60 minute class	Three 30 minute classes
<p><b>Lesson 1 p.1 (first 30 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Warm-up</b> (include an extra activity or review to ensure students fully comprehend)</li> <li>• <b>Presentation</b></li> </ul> <p><b>Lesson 1 p.1 (second 30 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Review Presentation</b> (include an additional activity from the bank as part of the review to refresh students' memories in a fun and effective way)</li> <li>• <b>Wrap-up</b></li> </ul>	<p><b>Lesson 1 p.1 (60 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Warm-up</b></li> <li>• <b>Presentation</b></li> <li>• <b>Wrap-up</b></li> </ul>	<p><b>Lesson 1 p.1 (first 30 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Warm-up</b></li> </ul> <p><b>Lesson 1 p.1 (second 30 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Review Warm-up</b> (include an extra activity to review to help students recall warm-up in an exciting way)</li> <li>• <b>Presentation</b></li> </ul> <p><b>Lesson 1 p.1 (third 30 minutes):</b></p> <ul style="list-style-type: none"> <li>• <b>Review presentation</b></li> <li>• <b>Wrap-up</b></li> </ul>



# Key Feature to Use Throughout the Book:



Next to the directions for each activity, you will notice a unique, fun, and easy-to-understand icon for each set of directions. Since the students who will use this book do not have the ability to read yet, teach them what each icon means as you encounter them. This will help the students to know what kind of outcome they are trying to achieve and through what kind of competency (writing, speaking, etc.). Often the activity may include two things the student should do, but the icon allows students to understand the basic thing that they need to do to complete each activity. Please make sure that students learn what each icon means. After a few times of seeing each icon, ask the students what they mean before beginning each activity to ensure they comprehend what each one means. Use your native language for this part at first, if necessary, and transition to English when appropriate.

## Icon key:



Chant



Add the sticker(s)



Listen



Match



Trace/  
write



Color



Sing



Read/find



Play a game/  
Do the activity



## Activity and Game Bank:

Throughout this teacher's guide, there are suggested activities and games in several lessons. You can use the following bank to switch the suggested activity or game in the lesson with any from this bank that you find suitable and that your students really enjoy. Most activities can be played just for fun or be turned into a competitive game with winners and losers. Also, most of the activities and games can be played individually or on teams.

- ★ **Go get it:** Students line up into two teams. Place all the flashcards around the class. Students stand in a line. The teacher says the word twice so the students hear. The teacher says "Go get it!" The students run and try to grab the card the teacher said and repeat the word. The team with the most cards at the end wins. Review each word collectively at the end.
- ★ **Memory:** Two sets of cards will be mixed and laid flat. The student who correctly guesses the word then comes to the front of the class, chooses a flashcard, and mimes what's on the flashcard. Continue to take turns. Students can turn over only two cards at a time and they must say the target word on the card (give help if needed). If the cards match the student or team can keep that pair. If they don't match they must turn them back over and they get nothing. The student or team with the most pairs at the end wins.
- ★ **Guess the (hidden) picture:** Have a blank card with a hole and use it to cover a flashcard. Show only part of the picture on the flashcard. Students raise their hands and try to guess the correct word. (Can be played individually or on teams)
- ★ **Describe the picture:** Only the teacher can see the flashcard. The teacher describes what's on the flashcard (color, shape, size, where we might see it, etc.) Students try to guess. In between each guess the teacher gives another hint. (If possible students can also give hints with the teacher's assistance. The teacher should ask the students questions (e.g. "What color is it?" "It's red.")
- ★ **Pictionary:** Divide the class into two teams. A student looks at a flashcard and tries to draw the picture from the flashcard with a time limit (more time for younger students). The student drawing the picture may not speak or write letters or numbers. Other students from the same team then try to guess the target word. If they guess correctly they can role dice or get points (can be played with a game board in the traditional sense if students' level is appropriate).
- ★ **Mime game:** The teacher tells the students that he or she will mime an action for each word. The teacher then mimes what is on the flashcard (e.g. eating an apple, for the word "apple," etc) Students try to guess which word the teacher is miming. The student who correctly guesses the word then comes to the front of the class, chooses a flashcard, and mimes what's on the flashcard. Continue to take turns.



★ **Whisper bridge:** Students form a line at one end of the room. The teacher stands in the middle and holds up a flashcard. Each student comes to the teacher (individually) and whispers the target word into the teacher's ear. If the student is correct they may cross the "bridge," to the other side of the room. If not they must go back and try again.

★ **Word order whisper:** Have students spread out and form a circle. The teacher shows two or three flashcards and whispers the words into the student's ear. That student must then whisper the three words into the next student's ear but without showing the flashcards. This continues on until the last student says the three words out loud to the teacher. If they are correct they get a reward. If not they must try again with new words.

★ **Fast eyes (quick peek):** The teacher (or student) has a blank flashcard covering the target word flashcard. The teacher (or student) then very quickly shows the card and covers it up again. The students (individually or in teams) must guess the word. If they are correct they get the flashcard and the student who guessed may come do the next flashcard.

★ **Point and roll:** The teacher splits the class into a few teams. Place (some or all depending on the level) flashcards on the board. One student at a time comes up to the board. The teacher says different target words and students must point to the correct picture. If correct they can roll dice and get that many points.

★ **Sit down and stand up:** The teacher has one full set of flashcards. The students each get one flashcard from the teacher. The teacher then goes through the flashcards and says the target words one by one (without showing them to the students). The student with that flashcard must stand up and wait for the teacher to show the flashcard. If the standing student's flashcard doesn't match the one that the teacher shows, the student is out. If it does match the student is safe. The teacher can order the students to trade or change flashcards.

★ **Memory tester:** The teacher places a few (depending on the level) flashcards on the floor in a circle. Students have one minute to memorize the cards. In groups, they have two minutes to say or write as many of the letter/words as they can remember.

★ **Memory tester 2:** The teacher places a few flashcards scattered next to one another on a desk and covers them. The teacher uncovers the flashcards and the students have 30 to 45 seconds to memorize all the words on the flashcards (they may ask the teacher if they don't know). Then the teacher covers all the flashcards and removes one before showing the students again. Students must raise their hands quickly and say which card is missing and if correct they can get a point. (Students can also add and remove flashcards instead of the teacher once they learn the game.) Play on teams or individually.

- ★ **14 Clapping master:** Students sit in a circle and the teacher has a stack of flashcards. The teacher shows a flashcard to a student and says the word. The student must break the word down into syllables and say each syllable with a clap. If they are correct, they get a point. If they are wrong, discuss the mistake and move to the next student with the same word until someone gets it right. Students can take over the role of the teacher in this game, to reward correct answers or good behavior.
- ★ **15 Word detective:** Put one set of flashcards on the board and plant another matching set of flashcards (or actual objects) around the room. Chose a word, tell the students what letter it starts with, and make the letter sound. Give other hints including, size, shape, etc. Encourage students to raise their hands and ask questions throughout the game to help them guess e.g. “Does it have long ears?” etc. Students attempt to guess the word until they get it correct. That student gets a point and may assume the role of the teacher (if possible) to reward good behavior, correct answers, etc.
- ★ **16 Hidden picture flashcard game:** Hold a piece of blank paper or plastic in front of a flashcard. Slowly reveal the picture on the flashcard to the students. Students should raise their hands and guess what the picture is. The student who guesses correctly gets a point. You can repeat this or allow students who guess correctly to come to the front of the classroom and slowly reveal the next picture.
- ★ **17 Mime game:** In order to get students to think about target words, have the students sit at their desks or on the floor. Explain to them you have a flashcard, and you are going to move and act out what is on the flashcard without making any sounds and without talking. Students need to try to guess the word on the flashcard based on your actions. If they guess the correct answer, they get a point and they get to come in front of the class (or choose someone else) and mime the next word. You can also add a time limit to the game to make it more exciting. For this you will need to prepare a sand glass with a time of a minute or two, since the students most likely will not know how to read a traditional timer or clock. If students can't guess the word before the time is over, you can show them and talk about what kind of miming they could have thought of.
- ★ **18 Mime dance:** The hybrid CD is full of animated chants and songs. You can ask the students to mimic and mime the movements of some of the animation they see on the hybrid CD. This is especially effective when a target word is a verb. Also, you can come up with your own dance, or ask students to come up with their own, and ask students to mimic and mime your movements or the movements of one of their classmates.



## Pedagogical Notes:

**Compass Club ABC Adventures** utilizes a few key, educational theories which dictate the flow and structure of each lesson. Ideally, by understanding the basic fundamental of some of these theories, you will be able to more efficiently and enjoyably teach your students. Please see the theories and methodologies references chart if you wish to read more about some of the guiding principles which helped determine the flow and layout of this book.

**Analytic phonics (with isolation):** This is the fundamental concept that determines the flow of each lesson. The basic idea is that students learn the sound of a letter, through the predisposition of words that all start with the same sound. Students analyze the sound through *isolation* of the first, single letter sound, *identification and recognition* of that single letter sound. Students are then able to use *analytical skills and logical reasoning* to deduce that certain graphemes (**Aa**) have relationships with certain sounds (/æ/). Thus, the flow of each lesson intentionally begins by emphasizing to students the four different words that start with the same letter, and then teaches them the phonetic sound of that letter. Students are more easily able to isolate and recognize the same sound at the beginning of each target word in each lesson.

The analytic phonics approach is coupled with a few other well known and widely accepted theories to bolster the approach and make it more effective. For example, there is a wide variety of different types of artistic, musical, **total physical response (TPR)**, etc. activities in the book to help cover each type of learning type as explained in Gardner's theory of **Multiple Intelligences**. When students' different learning styles are all accounted for, they are all easily able to follow the guiding concept of analytic phonics.

If you would like to read more about some of the key educational theories that were implemented in this series, please refer to the chart below to read about the scholars that created them.

### Theories and methodologies references

- ★ **Analytic phonics / (aka Implicit phonics)** – Mitford M. Matthews PhD. in English: Harvard University
- ★ **Scaffolding** – (Jerome Seymour Bruner PhD. in Psychology: Harvard University)
- ★ **T.P.R. (Total Physical Response)** – (Stephen Krashen PhD. in Linguistics: UCLA)
- ★ **M.I. (Multiple Intelligences)** – (Howard Gardner PhD. in Developmental Psychology: Harvard University)
- ★ **Informative feedback** – (Matthew Peterson PhD. in Visual Neuroscience, UC Berkeley: co-founder, CTO, and Senior Scientist at the Mind Research institute)





Objectives

To teach students the four target words that start with the letter Aa, how to recognize and say "/æ/" by using the target words, and the difference between capital and lowercase Aa.

Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Apple: holding and biting and apple. Airplane: Extending your arms out vertically and tilting from side to side, etc.) Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 1. If possible, use the hybrid CD to learn the words and look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to

chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Aa." Explain that there are two ways to write the letter Aa. Review with the "words" part of the hybrid CD, and emphasize the letters next to the pictures of the target words. Then point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (A) and which letter is small (a).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game



Add the stickers in the boxes.





### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words and that they should listen, point, and say each number and word. There is also a sound that matches with each picture to provide context. Play the audio track and pause it after each target word and corresponding sound. Ask the students if they can point to the word that they heard. Ask them what number it is next to. Repeat this until you have finished all four target words.

Now, tell the students that they should

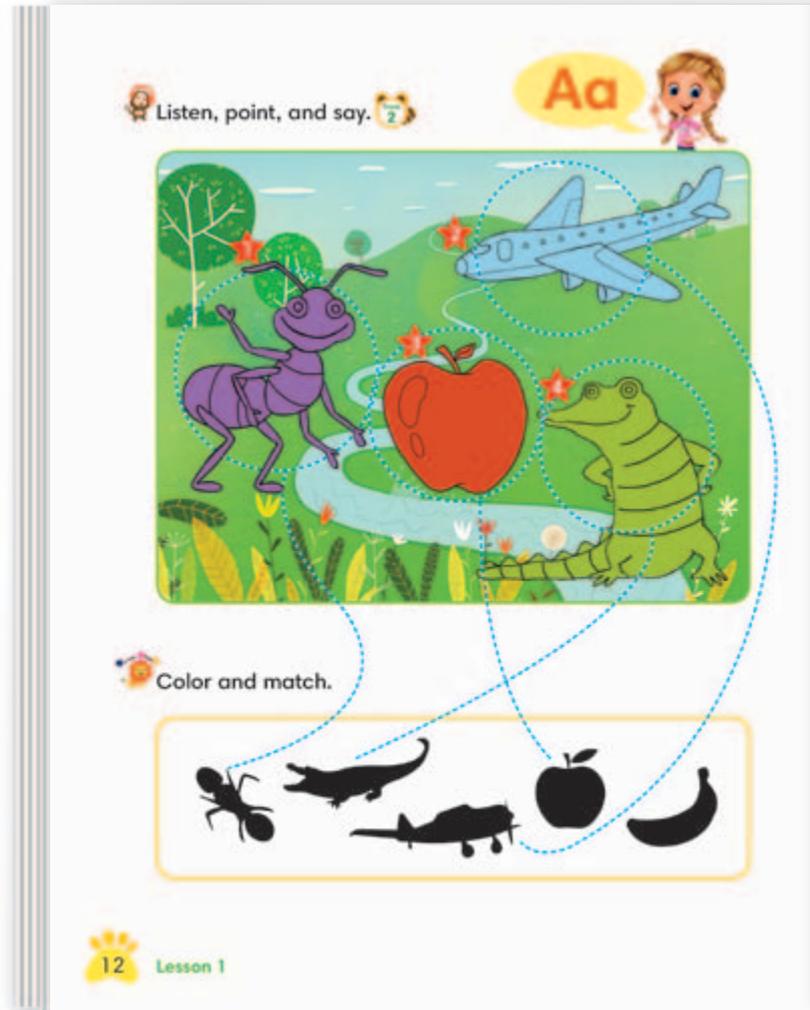
match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. apple = red, ant = brown, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class. Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Aa

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page.

When the students arrive, remind the students that all the target words start with the letter Aa and that it makes the sound /æ/.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (A = triangle shape, a = circle shape). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the

name and sound of the letter.

Ask the students to find the stickers in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity.

Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with that, and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards, tape, string

Special Activities: Walk along and follow a pattern marked on the floor.



### Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all of the target words start with the letter Aa and that it makes the sound /æ/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

### Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step by step numbered, directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

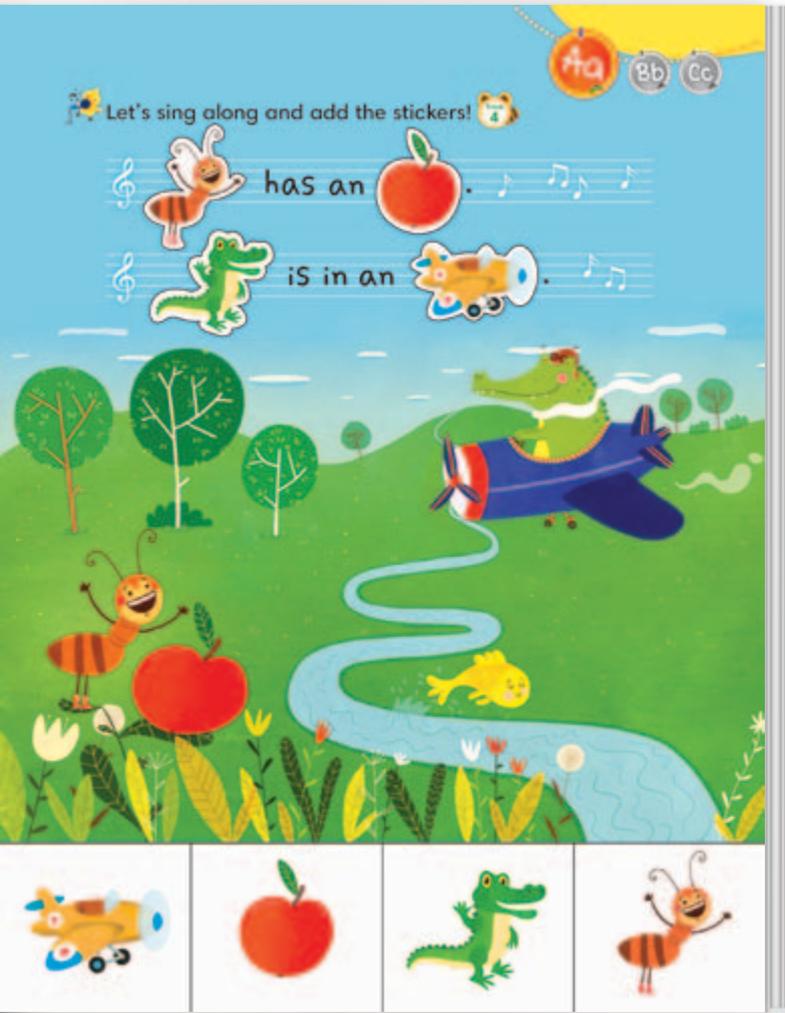
After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

### Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "has" and "in."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD

Special Activities: Mime game, karaoke





Objectives

To teach students the four target words that start with the letter Bb. To teach students how to recognize and say "/b/" by using the target words. To teach students the difference between capital and lowercase Bb.



Lesson 2

Bb

Let's chant!



Add the stickers in the boxes.

Bb Bb B b



Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Banana: peeling and biting a banana. Bird/Bat: Extending your arms out vertically and flapping your arms like wings, etc). Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 2. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant, and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to

chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Bb." Explain that there are two ways to write the letter Bb. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (B) and which letter is small (b).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD  
Special Activities: Mime game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

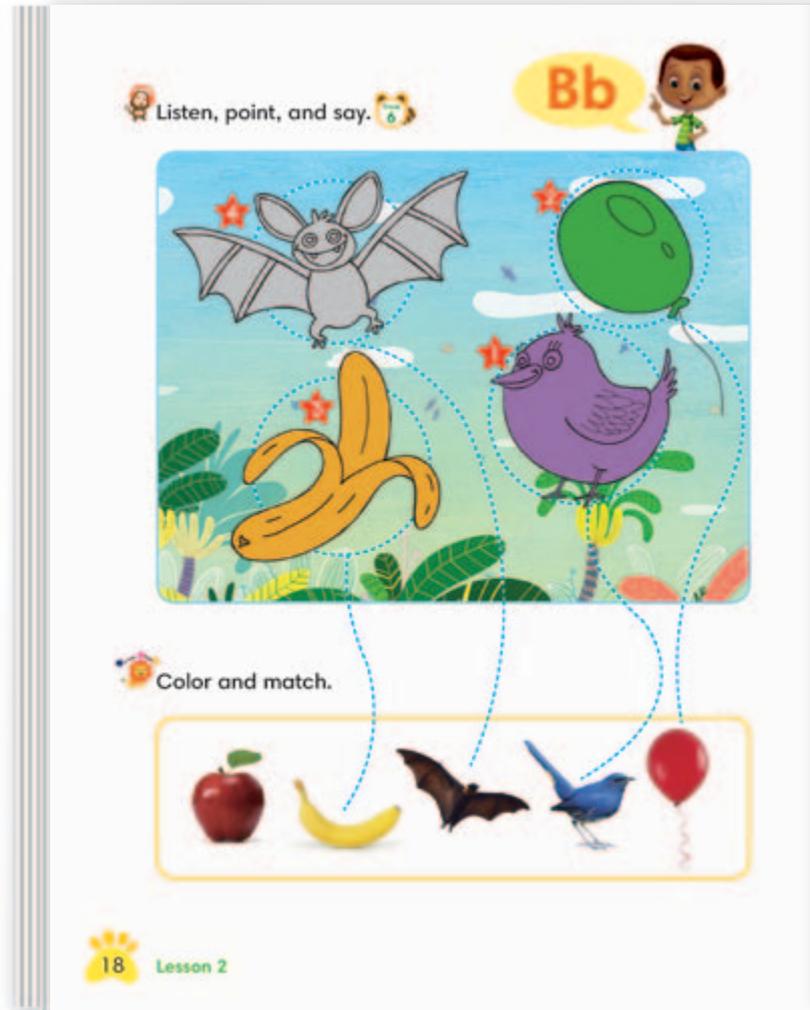
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. banana = yellow, bat = black, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Bb

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page. When the students arrive, remind the students that all the target words start with the letter Bb and that it, makes the sound /b/.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (B = two half circles, b = one half circle). Show the students how to walk along the shape that you have marked on the floor. Have the students run a race, but explain to them that they must not run in a straight direction. Instead they should run along the tape or string you marked the floor with.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat

the audio. Repeat if necessary until the students have gained familiarity with the name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they ran along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with that, and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape race



## Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Bb and that it makes the sound /b/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

## Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

## Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.



20 Lesson 2



### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the go get it game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "has" and "on."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Go get it game, karaoke, mime dance



Warm-up

Before the students arrive in the classroom or school, copy some large pictures of the target words in this unit and cut them into four strips, just like the sticker puzzle on Student Book P. 22. Mix up the pictures, and when the students arrive in the classroom try to (incorrectly) solve one of the picture puzzles. Ask the students "Is this right?" "Why not?" "What should I do?" Work together to solve one or two of the puzzles you made. Invite one or two students up to the board to solve one of the puzzles. Give the students who come up to solve the last puzzle a time limit. Use this as a chance to review the target words from Lesson 1 if you wish.

Practice

Look at the page together as a class. Explain to the students that they will do a puzzle similar to the one that they have just participated in. Tell the students where they can find the stickers for the sticker puzzle in the back of the book. To ensure that students do not incorrectly do the sticker puzzle, you may want to give hints or directions to the class as they solve the puzzle.

After students have completed the puzzle activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.

Add the stickers on the puzzle.



Find in the back of the book. Add your favorite to your poster.

banana

bird

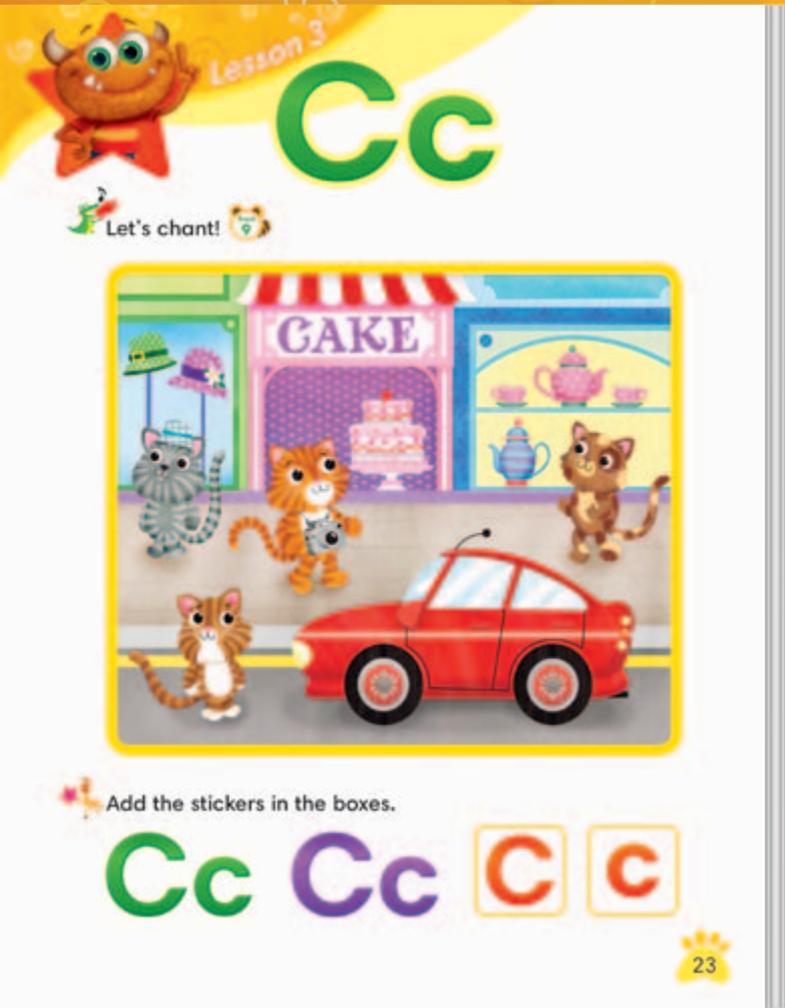
bat

balloon



Objectives

To teach students the four target words that start with the letter Cc. To teach students how to recognize and say "/k/" by using the target words. To teach students the difference between capital and lowercase Cc.



Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Cake: eating cake. Camera: pretending to take pictures, etc), invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 3. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary

until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Cc." Explain that there are two ways to write the letter Cc. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (C) and which letter is small (c).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a partial picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

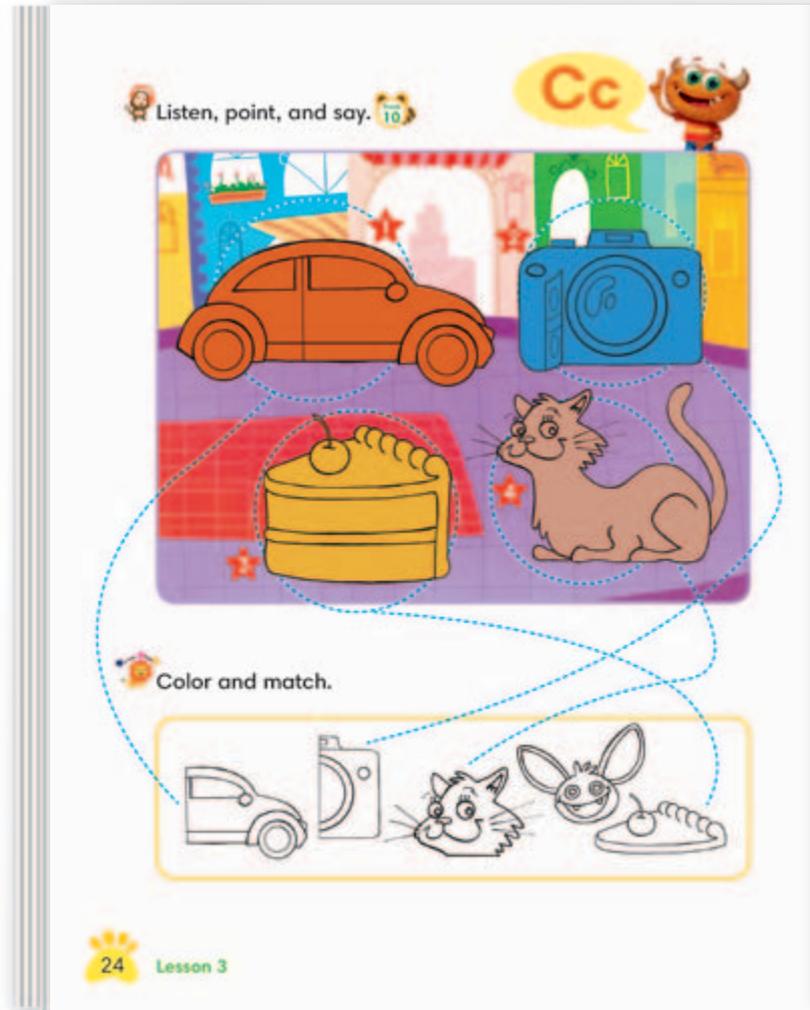
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. car = red, cat = brown, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Cc

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Remind the students that all of the target words start with the letter Cc and that it makes the sound /k/. Make the shape of letter C with your arms and invite students to make the letter shape of the letter C with their arms, too. Play the audio track and ask the students to make the shape of letter C whenever they hear "c" in the audio track. Repeat a few times. Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (C = big circle shape, c = small circle shape). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the

name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with that, and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape walking



## Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Cc and that it makes the sound /k/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

## Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

## Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "has" and "on."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards,

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, draw on the board a connect the dots picture. Show the students that by connecting the dots they can make a picture and then color it in. Show them examples of how to complete a connect the dots picture.

## Practice

Look at the page together as a class. Explain to the students that they will do a connect the dots picture similar to the one that they have just seen.

Ask the students what the picture looks like it will be. Tell them to refer to the example picture in the corner if they need help.

Tell the students that they can color their car any color that they like. Encourage them to think about the colors they will use and why.

After students have completed the activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.

 Trace and color the car.



 Find in the back of the book. Add your favorite to your poster.

  
Car

  
Cake

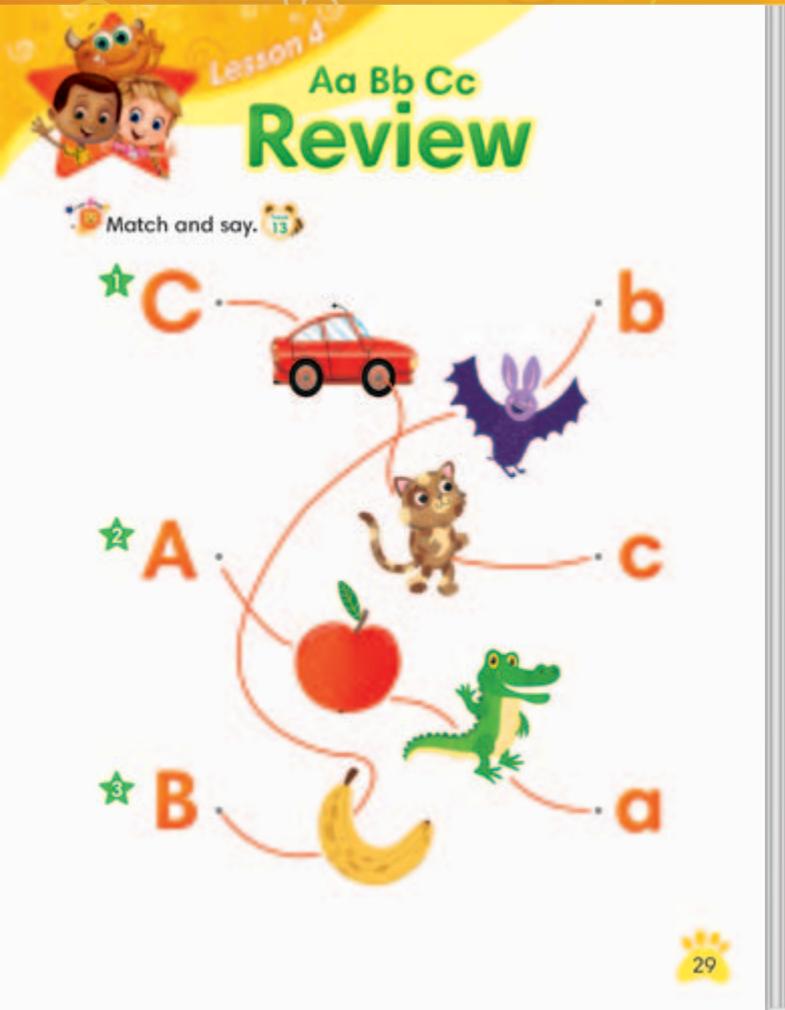
  
Camera

  
Cat



Objectives

To review the four target words that start with the letters Aa, Bb, and Cc. To review how to recognize and say "/æ/" "/b/" and "/k/" by using the target words. To review the difference between capital and lowercase letters in Lessons 1, 2, and 3. To test students' comprehension of the letters, sounds, and words with review activities.



Warm-up

Explain to the students that in this lesson they will practice what they have learned in the previous three lessons. Use flashcards to review with the students the target words from the previous three lessons. Show the students the flashcards and ask them to make a sound and then say the word. If necessary, ask them to repeat after you as you show the card and say the word. Repeat the activity but allow the students to say the words without your assistance. Set aside the flashcards that students have difficulty comprehending for further review.

Practice

Look at the page together as a class. Explain to the students that they must start from the big letter, listen to the audio track, and draw a line to the words that they hear, and draw the last line to

the matching small letter. Do the example together with the students while pausing the audio to ensure that they complete the activity correctly. Do the same for the next letter. Attempt to allow students to complete the last letter without pausing the audio, but play it twice if necessary.

Wrap-up

After completing the activity on the page, play the hidden picture flashcard game with images of all the target words.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Hidden picture flashcard game



### Warm-up

Play the go get it game to review target words with pictures or flashcards. After each round ask the students if they remember what letter each word starts with and what sound it makes.

### Practice

Look at some of the flashcards together as a class. Review the pictures of the target words on the flashcards with students. Write two letters on the board, one correct and one incorrect, for each word. Say the word together and see if students can match each target word with the correct letter. Do this as a comprehension check but assist as needed.

Open the book to page 30. Explain to the students that they will listen to the audio and hear only one of the target words and that they should circle the picture of that word and what letter it starts with. Inform the students that although they usually have two chances to listen to a letter, sound, or word, this time they will only hear it once. Do the first one as an example together and check that students are correctly completing the task. Assist students who need help as necessary. Complete the next two problems and check the answers together.

Listen and circle.



Aa Bb Cc



Aa Bb Cc



Aa Bb Cc

### Wrap-up

Play the memory game or guess game to reinforce cognitive recall and students' comprehension of all the target words, letters, and sounds.

Review which flashcards students have attached to their posters as their favorite flashcards and why they like them.



### Warm-up

Use the hybrid CD to view the page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "has."

Listen to the song again and pause it after hearing each target word. Ask the students to color in the black and white images. Repeat this process until the students have colored all of the black and white illustrations on the song page.

After completing the coloring activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

### ★ Materials & Activities

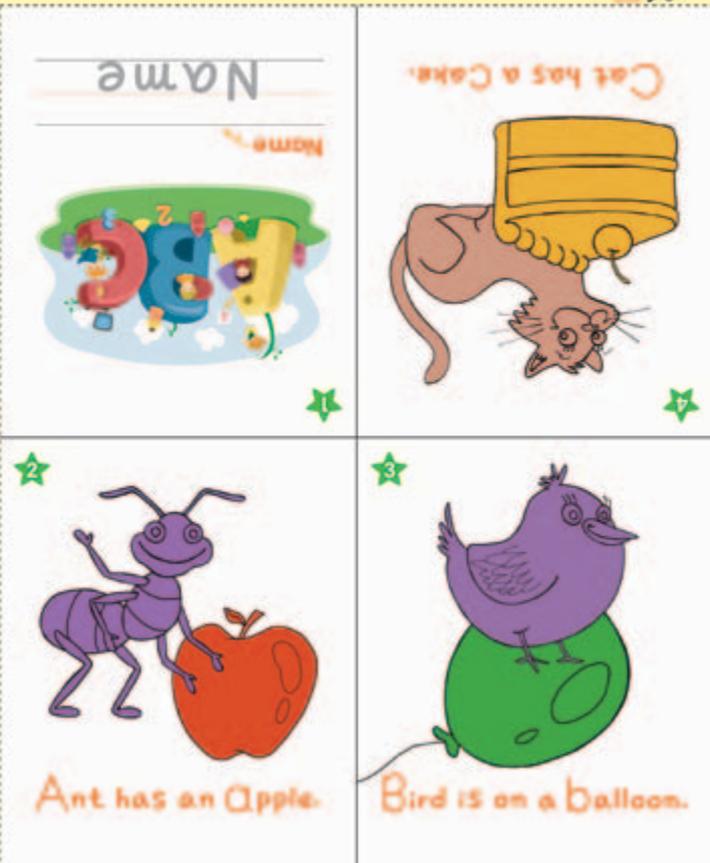
Teaching Materials: Hybrid CD, crayons

Special Activities: Karaoke





Make a mini-book. Read along!



### Warm-up

Prepare a photocopy of these pages before the class.

Use the hybrid CD to play the review song for this lesson again with the students until they demonstrate that they remember the lyrics. Invite the students to sing the song one more time.

### Practice

Use the hybrid CD to show the students the animated story for this review lesson. Point out that the lyrics of the review song and the words in the story are the same. Ask the students if they can read along with the story as it happens on the hybrid CD. Explain to the students that they will make their very own mini-book. Show and tell the students how to color the pictures and trace the letters on the pages of the mini-book. Give the students some time to complete coloring and tracing the letters. While students are working, walk around and offer praise to students who are doing an exceptionally nice job and show the other students their work as an example.

After students are done, use the photocopy of these pages to show the students how to cut the mini-book out of the student book. Distribute scissors to the students and make sure that they are only holding the pages that need to be cut so that they don't accidentally cut and destroy the other pages from the book. Take the time to be absolutely sure that students cut the page properly. Show them how to cut the page out of the student book and assist them as much as possible. After cutting the mini-book out of the student book, show the students how to fold the mini-book.

### Wrap-up

Read the mini-book aloud as a class a few times. Ask the students if they can read any of the pages individually and help them as necessary. Use the hybrid CD to help students recognize which words are which. Offer praise and encouragement to all the students. Complement them on their creative abilities and their ability to "read."

### ★ Materials & Activities

Teaching Materials: Hybrid CD, photocopies of p.33, scissors, crayons

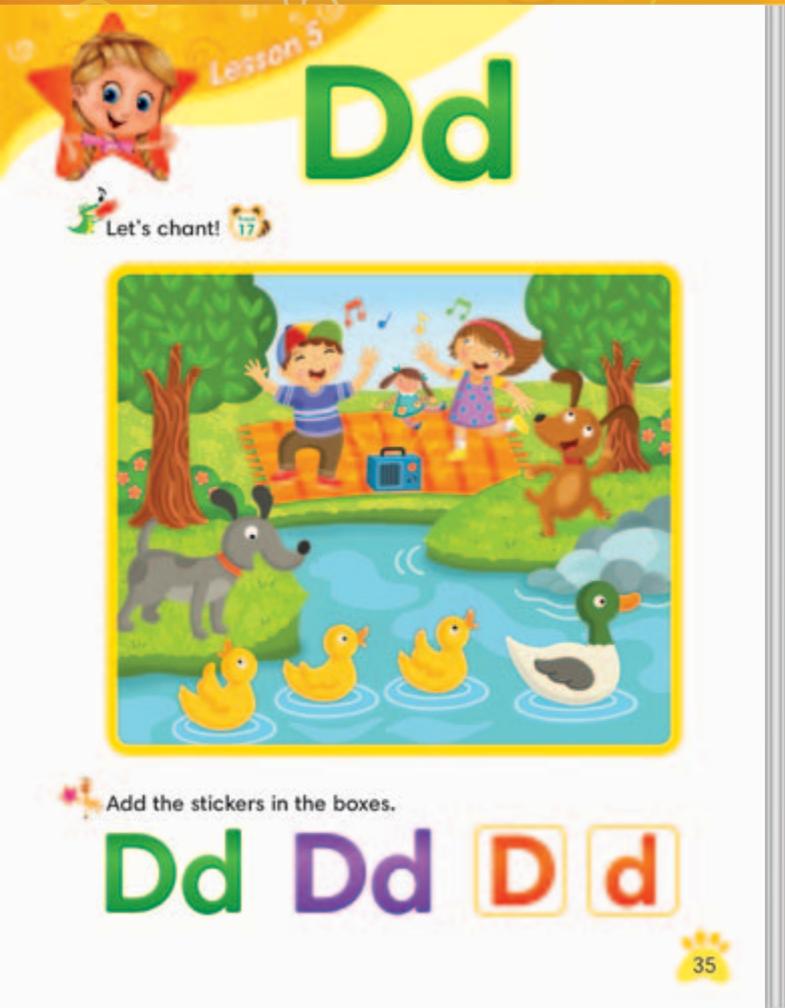
Special Activities: Make a mini-book, reading along





Objectives

To teach students the four target words that start with the letter Dd. To teach students how to recognize and say "/d/" by using the target words. To teach students the difference between capital and lowercase Dd.



Warm-up

Use flashcards to prime and teach the students the target words. Play the guess the (hidden) picture game. Invite some of the students who guess the correct answer to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 5. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Dd." Explain that there are two ways to write the letter Dd. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (D) and which letter is small (d).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: : Guess the (hidden) picture game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words, and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word.

Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

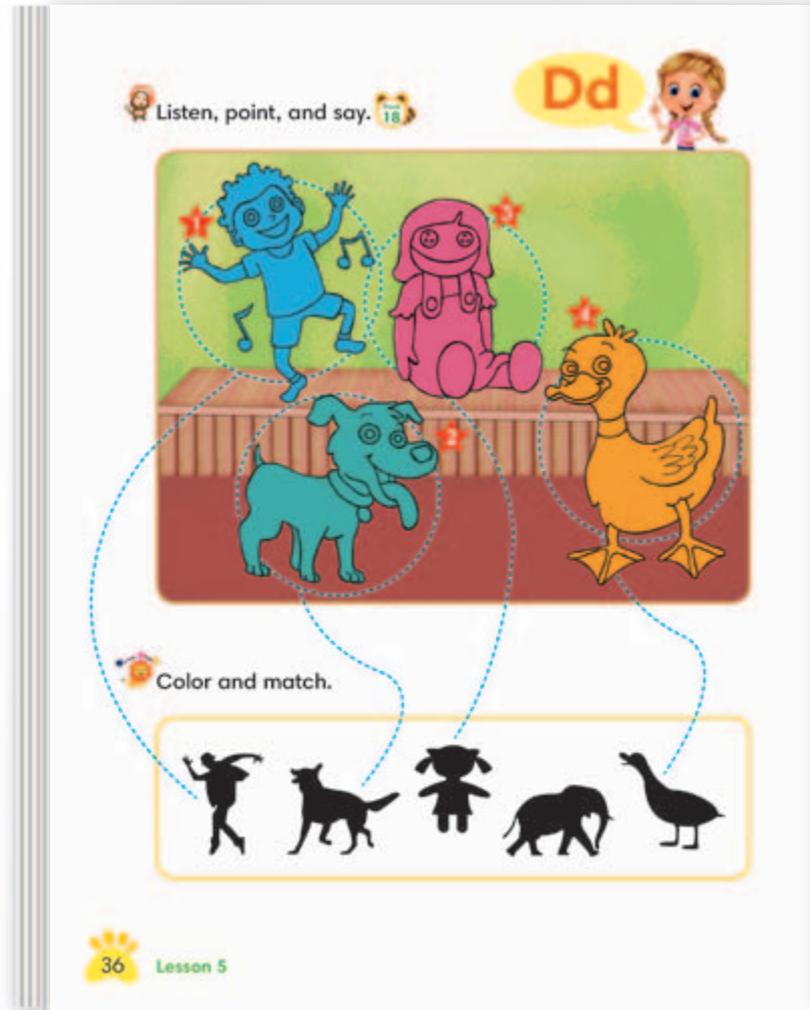
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. dog = brown, duck = yellow, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Dd

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page.

When the students arrive, remind the students that all the target words start with the letter Dd and that it makes the sound /d/. Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (D = half circle, d = circle shape). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the

name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with that, and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Hybrid CD, crayons

Special Activities: Shape walking



## Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Dd and that it makes the sound /d/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

## Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

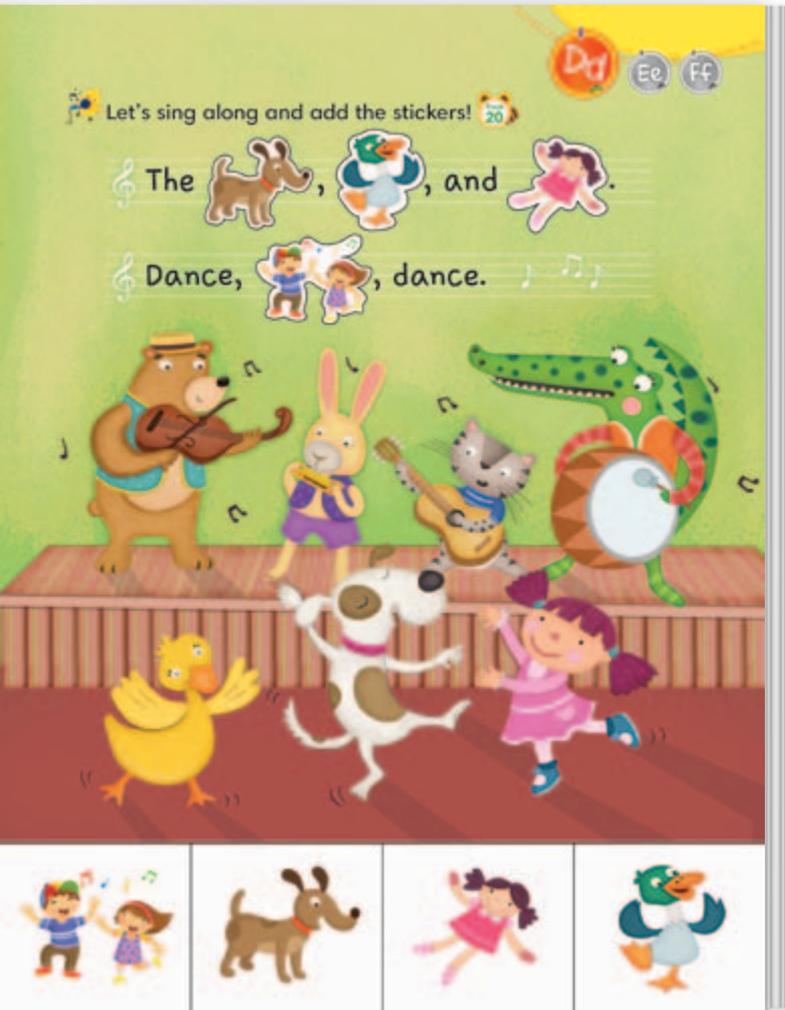
## Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.



38 Lesson 5



### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "the."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, prepare two pictures, objects, etc. that are very similar but have some noticeable differences. Ask the students how the two things are the same. Then ask students how the two things are different. Count how many things are different. Try this with a few pairs of pictures, objects, etc. (It would be ideal to prepare pictures or objects that are of the target words, but if that isn't possible don't worry).

## Practice

Look at the page together as a class. Explain to the students that they will need to look at the two pictures and find seven differences between them. Point to the completed example to help direct them. This page can be completed together as a class or individually. Tell the students that they have a certain amount of time to find all the differences. (Provide extra time if necessary).

After the appropriate amount of time has passed, ask the students to discuss the seven differences between the two pictures.

After students have completed the activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress. Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.

Find the 7 differences.



Find in the back of the book. Add your favorite to your poster.

duck

doll

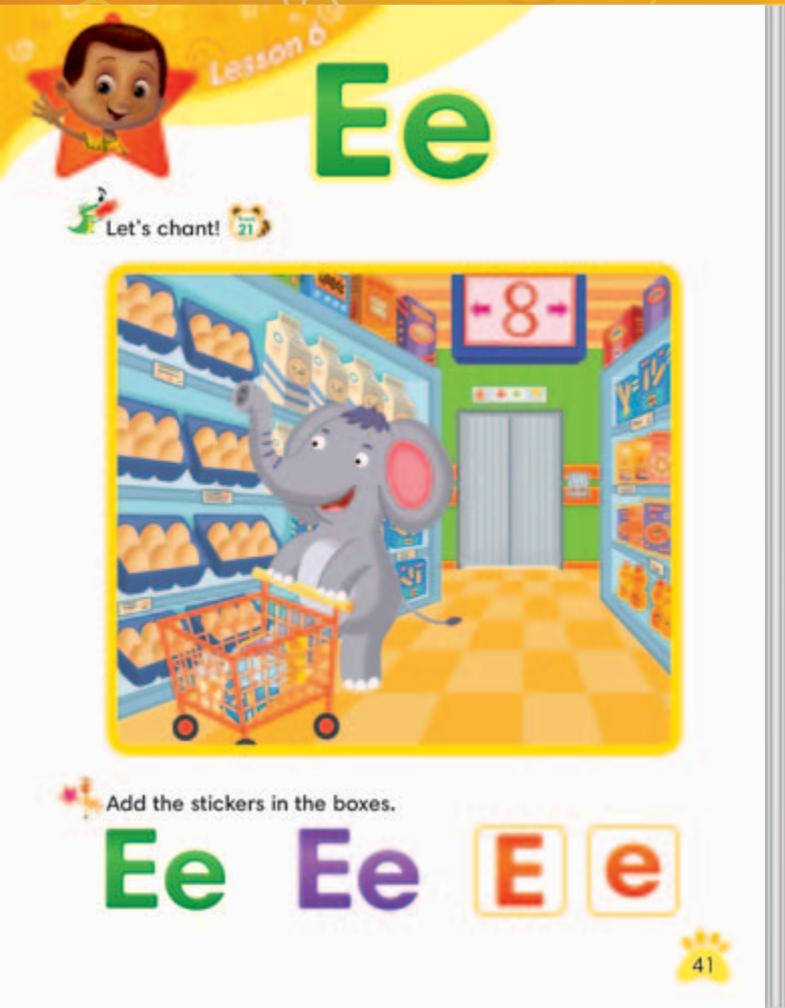
dog

dance



Objectives

To teach students the four target words that start with the letter Ee. To teach students how to recognize and say "/e/" by using the target words. To teach students the difference between capital and lowercase Ee.



Warm-up

Use flashcards to prime and teach the students the target words. Play the guess the (hidden) picture game. Invite some of the students who guess the correct answer to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 6. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?" Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Tell the students to do various TPR actions with their body for each word. For example, squat down and stand up for the word

elevator, show eight fingers for the word eight. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Ee." Explain that there are two ways to write the letter Ee. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (E) and which letter is small (e).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Guess the (hidden) picture game, TPR chant activity



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word.

Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

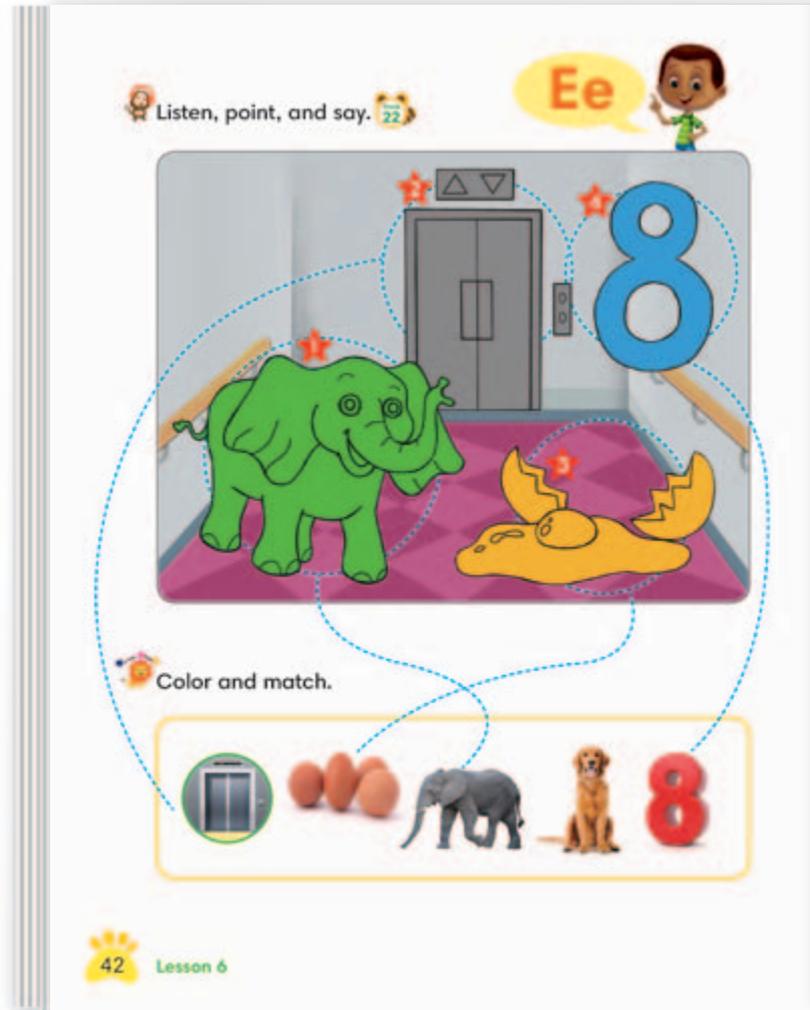
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. eggs = brown, elephant = gray, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.

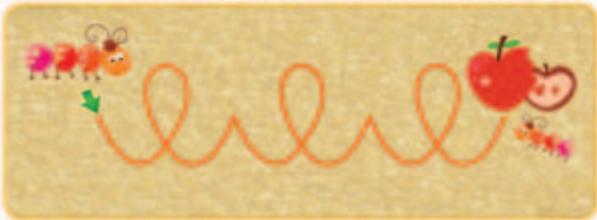




Listen and add the stickers.

Ee

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page.

When the students arrive, remind the students that all the target words start with the letter Ee and that it makes the sound /e/. Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (E = square shapes, e = circle shapes). Show the students how to walk along the shape that you have marked on the floor. Have the students run a race, but explain to them that they must not run in a straight direction. Instead they should run along the tape or string you marked the floor with.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat

the audio. Repeat if necessary until the students have gained familiarity with the name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, crayons

Special Activities: Shape race



Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Ee and that it makes the sound /e/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

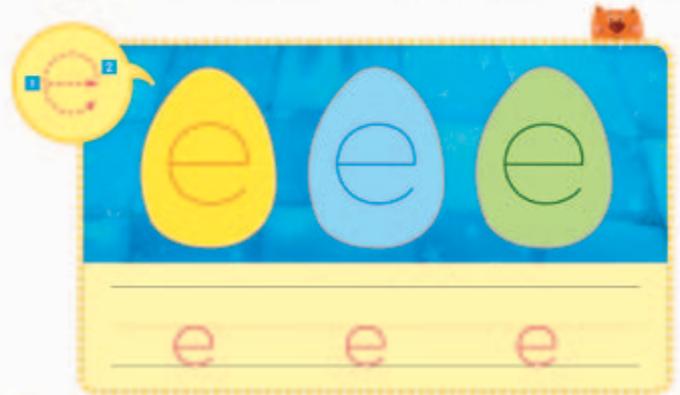
Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "it."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words. Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, set up a maze in the classroom or school. Lay out flashcards of all the target words from this lesson along the way. When the students arrive, ask them to line up and follow you through the maze. Stop along the way and pick up each flashcard and ask the students what each target word is, what letter it starts with, and what sound that letter makes. After reaching the end of the maze, ask the students to sit down at their desks.

## Practice

Look at the page together as a class. Explain to the students that they will do a maze similar to the one that they have just participated in.

Tell the students that they must help the elephant to get to its eight eggs by completing the maze.

After students have completed the maze activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.

Help the elephant find the eggs.



Find in the back of the book. Add your favorite to your poster.

8  
eight

elevator

egg

elephant



Objectives

To teach students the four target words that start with the letter Ff. To teach students how to recognize and say "/f/" by using the target words. To teach students the difference between capital and lowercase Ff.

Warm-up

Use flashcards to prime and teach the students the target words. Play the guess the (hidden) picture game. Invite some of the students who guess the correct answer to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 7. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Ff." Explain that there are two ways to write the letter Ff. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (F) and which letter is small (f).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Guess the (hidden) picture game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words, and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word.

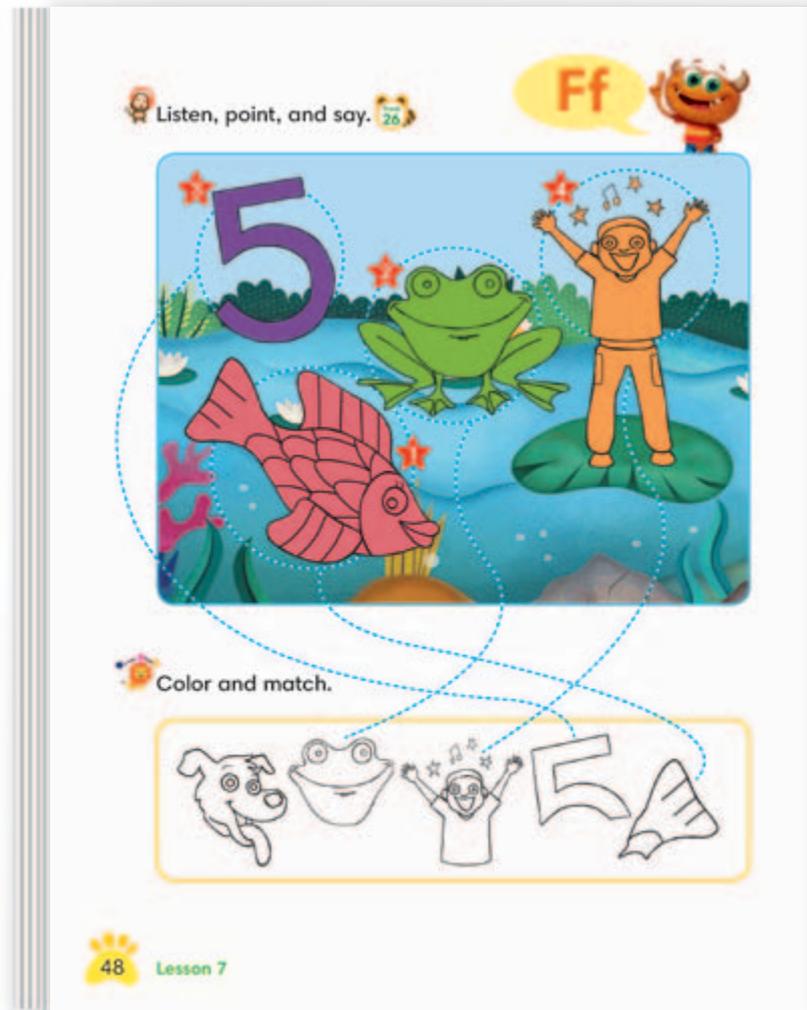
Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. frog = green, fish = yellow, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class. Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Ff

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page. When the students arrive, remind the students that all the target words start with the letter Ff and that it makes the sound /f/.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (F = square shapes, f = round shapes). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the

name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape walking



## Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all of the target words start with the letter Ff and that it makes the sound /f/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

## Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

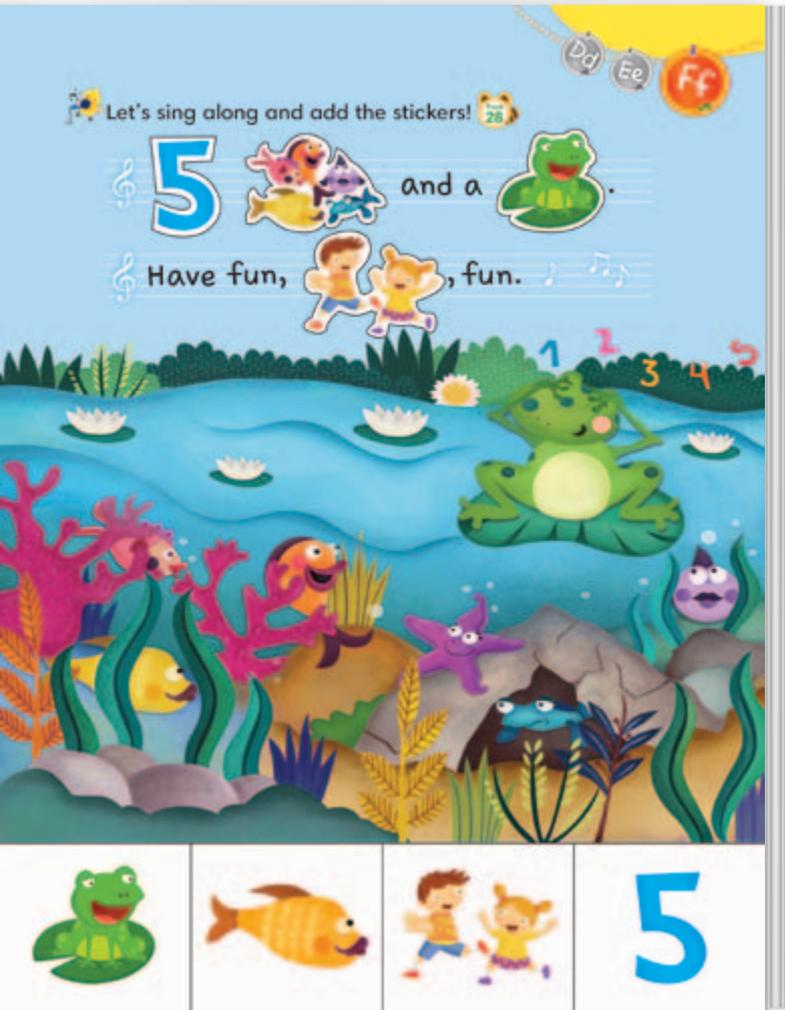
## Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.



50 Lesson 7



### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "have."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, prepare a few enlarged copies of p.52 of the student book. Tell students that today they will color a special kind of picture. Practice counting numbers 1~4. Then explain to the students that each number has a special color that it matches with. Show the students that for a square on p.52 with the number 1, they should color it only with a sky blue crayon. 2 = gray, 3 = black, and 4 = green. Practice coloring a few squares on your enlarged copy. Test the students' knowledge of how to complete the activity. Intentionally choose the wrong color for a number and ask the students if it is correct. Repeat a few times until all the students seem to understand.

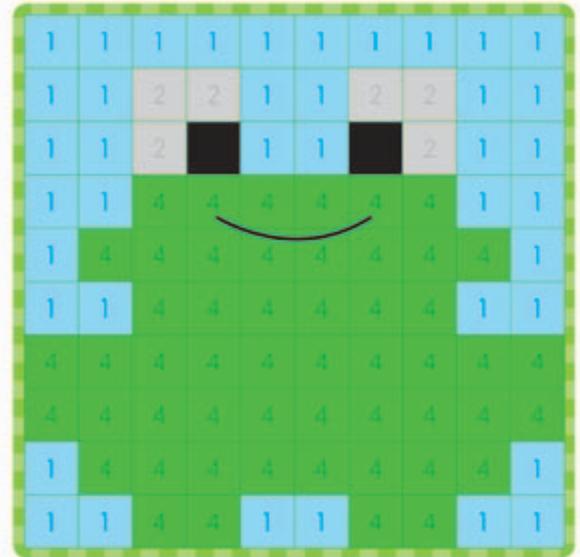
## Practice

Ask the students to open their books to p.52 and look at the picture. Ask them to explain to you how to color this picture. Choose different students to tell you what color should be used for each number. Tell the students to take their time while coloring so that the picture will look beautiful. Ask the students to start coloring the picture. Walk around the class and assist students who need help. Praise students who are doing a great coloring job and show the other students that their work is exceptional. After the students complete the picture, discuss with them about what it is (a frog). Ask them "What color is it?" "What letter does it start with?" "What are some other words that start with this letter?" Direct the students' attention to the flashcards at the bottom of the page and discuss the different target words. Play a flashcard game.

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Color. (1→sky blue, 2→gray, 3→black, 4→green)



Find in the back of the book. Add your favorite to your poster.

5  
five

fun

fish

frog



Objectives

To review the four target words that start with the letters Dd, Ee, and Ff. To review how to recognize and say "/d/ " "/e/" and "/f/" by using the target words. To review the difference between capital and lowercase letters in Lessons 5, 6, and 7. To test students' comprehension of the letters, sounds, and words with review activities.



Warm-up

Explain to the students that in this lesson they will practice what they have learned in the previous three lessons. Use flashcards to review with the students the target words from the previous three lessons. Show the students the flashcards and ask them to repeat after you as you show the card and say the word. Repeat the activity but allow the students to say the words without your assistance. Set aside the flashcards that students have difficulty comprehending for further review.

Practice

Look at the page together as a class. Explain to the students that they must start from the big letter, listen to the audio track, and draw a line to the words that they hear, and draw the last line to the matching small letter. Do the example together with the students while pausing

the audio to ensure that they complete the activity correctly. Do the same for the next letter. Attempt to allow students to complete the last letter without pausing the audio, but play it twice if necessary.

Wrap-up

After completing the activity on the page, play the hidden picture flashcard game with images of all the target words.

★ Materials & Activities

- Teaching Materials: Hybrid CD, flashcards
Special Activities: Hidden picture flashcard game



### Warm-up

Play the go get it game to review target words. After each round, ask the students if they remember what letter each word starts with and what sound it makes.

### Practice

Look at the page together as a class. Review the pictures of the target words with students and see if they can match each target word with the correct letter bellow. Do this as a comprehension check but assist as needed.

Explain to the students that they will listen to the audio and hear only one of the target words, and that they should circle the picture of that word and what letter it starts with. Do the first one as an example together and check that students are correctly completing the task. Assist students who need help as necessary. Complete the next two problems and check the answers together.

### Wrap-up

Play the memory game or guess game to reinforce cognitive recall and students' comprehension of all the target words, letters, and sounds.

Review which flashcards students have attached to their posters as their favorite flashcards and why they like them.

Listen and circle.



5

Dd Ee Ff

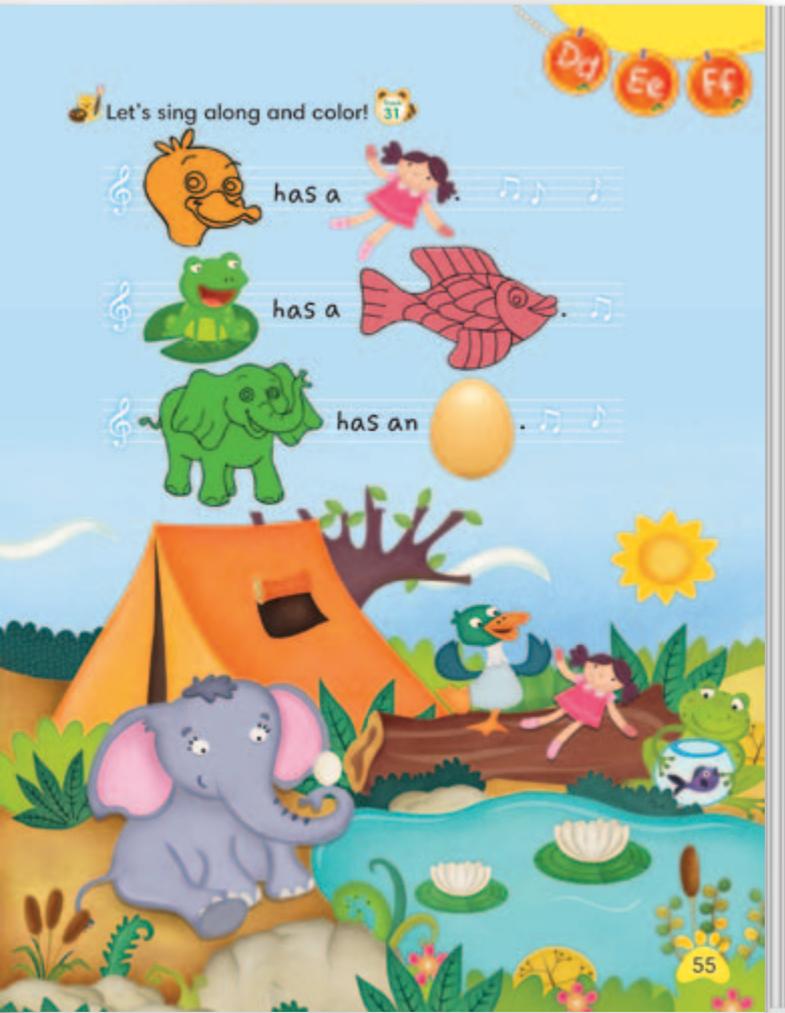


Dd Ee Ff



8

Dd Ee Ff



### Warm-up

Use the hybrid CD to view the page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "has." Listen to the song again and pause it after hearing each target word. Ask the students to color in the black and white images. Repeat this process until the students have colored all of the black and white illustrations on the song page. After completing the coloring activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, crayons

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Complete the “word bat,” from activity sheet 1 and stickers 1, before the students arrive. Make a few photocopies of activity sheet 1 before the students arrive. When students come to the classroom, explain to them that today they will make an art project. Show them your “word bat,” and explain how it is used. Tell the students to follow your lead with each step.

## Practice

Tell the students to tear out activity sheet 1 from the back of the book. Tell them they should color it first. Encourage them to be creative with their coloring and color one of the photocopied versions you prepared before students arrived so that they can follow your lead. When all students are ready, explain that they will now cut out the activity sheet with scissors. Show students how to properly hold scissors. Cut very slowly and carefully, and explain to students that they should cut slowly and carefully like you. Distribute scissors to the students and assist those that need help. Now show them how to cut out the sticker sheet and add the stickers. Explain to students that the stickers are all target words from the previous three lessons and that they may stick them in any order. Some students may also want to draw their own pictures, which is great! Encourage them to draw pictures of the target words from lessons 5, 6, and 7. Help the students thread the sticker sheet through the bottom of the “word bat.”

## Wrap-up

After students have completed constructing their “word bat,” let them play with it and study the target words on it for a while.

Use Activity Sheet 1 and Stickers 1 in the back of the book to make a word bat!

### Step 1

Color and cut.



### Step 2

Cut and add the stickers.



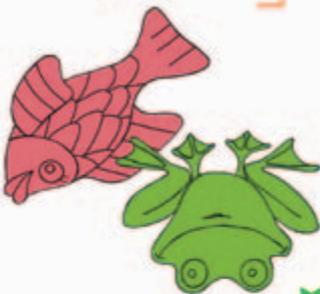
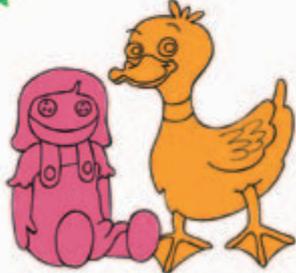
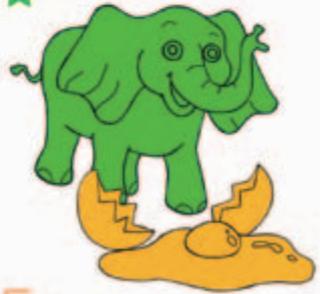
### Step 3

Have fun and study!





Make a mini-book. Read along!

<p>Name _____</p> <p>Name _____</p> 	<p>Frog has a fish.</p> 
 <p>Duck has a doll.</p>	 <p>Elephant has an egg.</p>

### Warm-up

Prepare a photocopy of these pages before the class. Use the hybrid CD to play the review song for this lesson again with the students until they demonstrate that they remember the lyrics. Invite the students to sing the song one more time.

### Practice

Use the hybrid CD to show the students the animated story for this review lesson. Point out that the lyrics of the review song and the words in the story are the same. Ask the students if they can read along with the story as it happens on the hybrid CD.

Explain to the students that they will make their very own mini-book. Show and tell the students how to color the pictures and trace the letters on the pages of the mini-book. Give the students some time to complete coloring and tracing the letters. While students are working, walk around and offer praise to students who are doing an exceptionally nice job and show the other students their work as an example.

After students are done, use the

photocopy of these pages to show the students how to cut the mini-book out of the student book. Distribute scissors to the students and make sure that they are only holding the pages that need to be cut so that they don't accidentally cut and destroy the other pages from the book. Take the time to be absolutely sure that students cut the page properly. Show them how to cut the page out of the student book and assist them as much as possible. After cutting the mini-book out of the student book, show the students how to fold the mini-book.

### Wrap-up

Read the mini-book aloud as a class a few times. Ask the students if they can read any of the pages individually and help them as necessary. Use the hybrid CD to help students recognize which words are which. Offer praise and encouragement to all the students. Complement them on their creative abilities and their ability to "read."

### ★ Materials & Activities

Teaching Materials: Hybrid CD, scissors, crayons

Special Activities: Make a mini-book, reading along





Objectives

To teach students the four target words that start with the letter Gg. To teach students how to recognize and say "/g/" by using the target words. To teach students the difference between capital and lowercase Gg.

Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 9. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Gg." Explain that there are two ways to write the letter Gg. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (G) and which letter is small (g).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.



Let's chant! 33



Add the stickers in the boxes.



★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

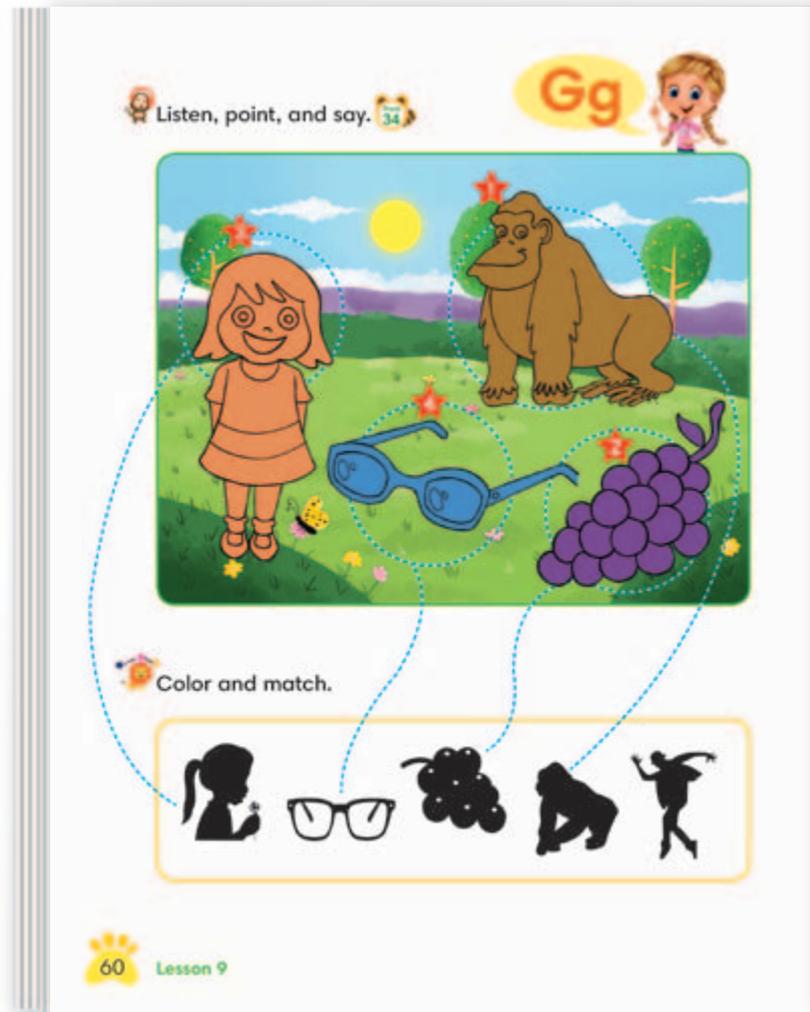
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. grapes = purple, gorilla = brown, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Gg

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page. When the students arrive, remind the students that all the target words start with the letter Gg and that it makes the sound /g/.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (G = circle shape, g = circle shape). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the name and sound of the letter. Ask the

students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity.

Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD

Special Activities: Shape walking



### Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Gg and that it makes the sound /g/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

### Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter. Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in

the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

### Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example.

Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "has" and "some." Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, make photocopies of p.64 of the student book. Draw and color some pictures of two of the target words into the lenses of the glasses. When students arrive in school, put on your glasses frames and start talking to students about what you can see. Use flashcards and hold one of them in front of your face. Say **"I can see a gorilla in my glasses."** **"I can see a girl in my glasses."** Let a student try on your glasses frames and ask them **"What can you see in your glasses?"** Repeat.

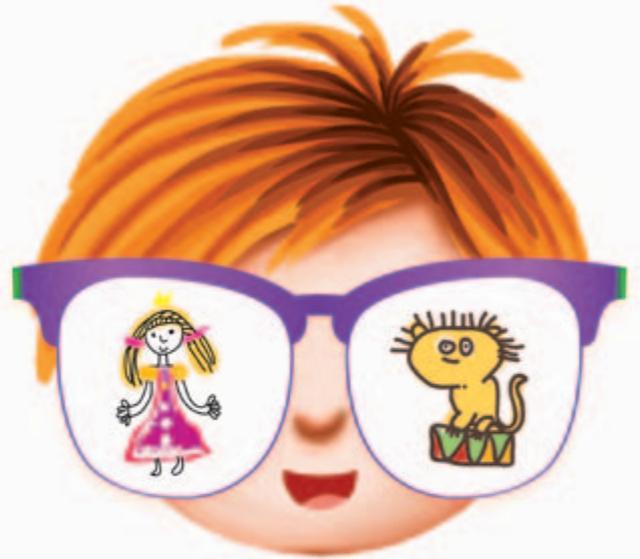
## Practice

After the warm-up activity. Show your finished photocopy of p.64 from the student book. Tell the students what you can see (what you drew and colored) in the glasses. Encourage students to do the same. Give students time to be creative and color nice pictures. Discuss as a class when everyone is finished. Play a flashcard game after sharing.

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress. Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.

Draw and color 2 things you can see in the glasses.



Find in the back of the book. Add your favorite to your poster.

glasses

girl

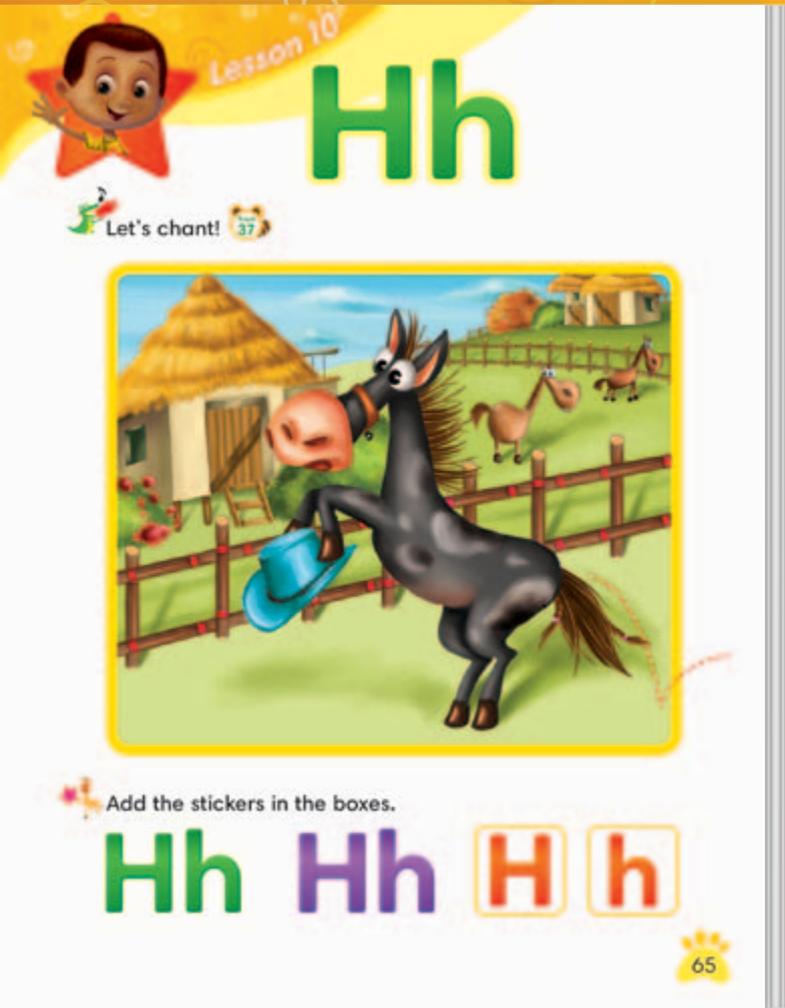
grapes

gorilla



Objectives

To teach students the four target words that start with the letter Hh. To teach students how to recognize and say "/h/" by using the target words. To teach students the difference between capital and lowercase Hh.



Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Hut: pointing your hands together above your head like a roof. Hat: putting on a hat and saying "howdy partner!", etc.) Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 10. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to

chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Hh." Explain that there are two ways to write the letter Hh. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (H) and which letter is small (h).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

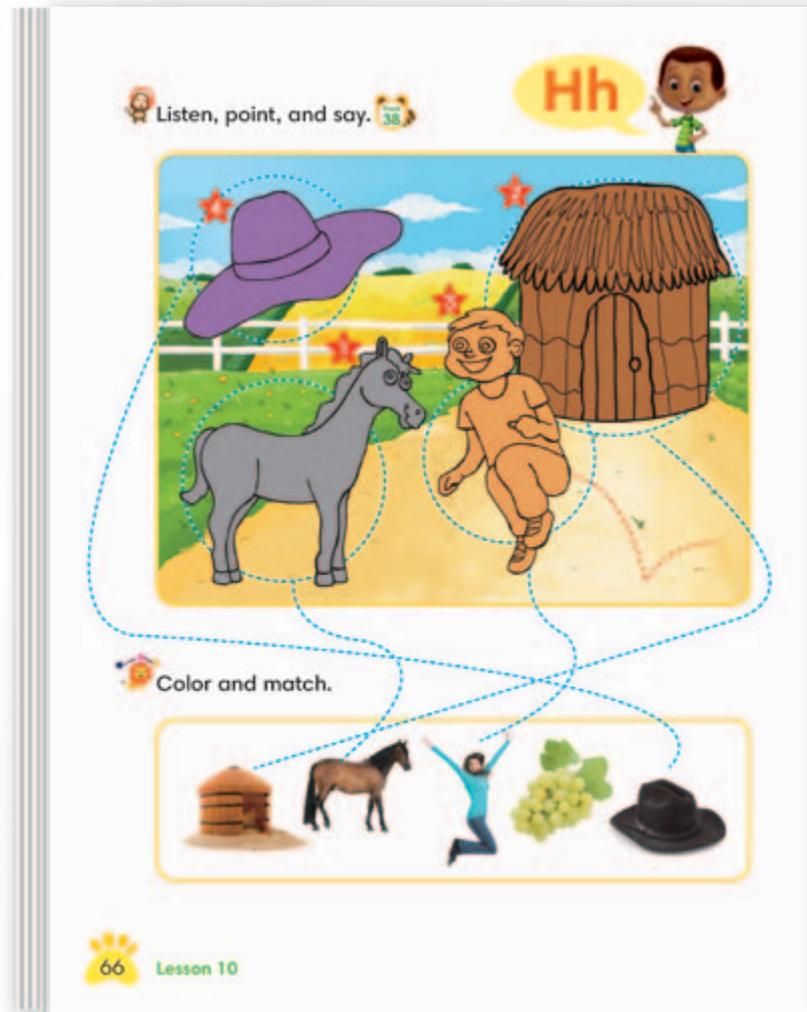
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. hat = blue, horse = black, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.

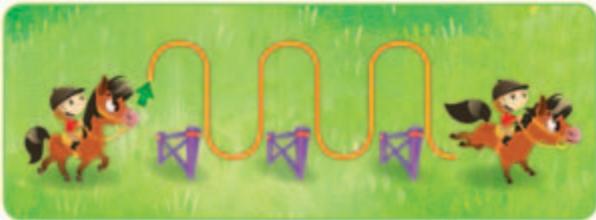




Listen and add the stickers.

Hh

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page. When the students arrive, remind the students that all the target words start with the letter Hh and that it makes the sound /h/.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (H = squares, h = round shapes). Show the students how to walk along the shape that you have marked on the floor. Have the students run a race, but explain to them that they must not run in a straight direction. Instead they should run along the tape or string you marked the floor with.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat

the audio. Repeat if necessary until the students have gained familiarity with the name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they ran along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape race



### Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Hh and that it makes the sound /h/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

### Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

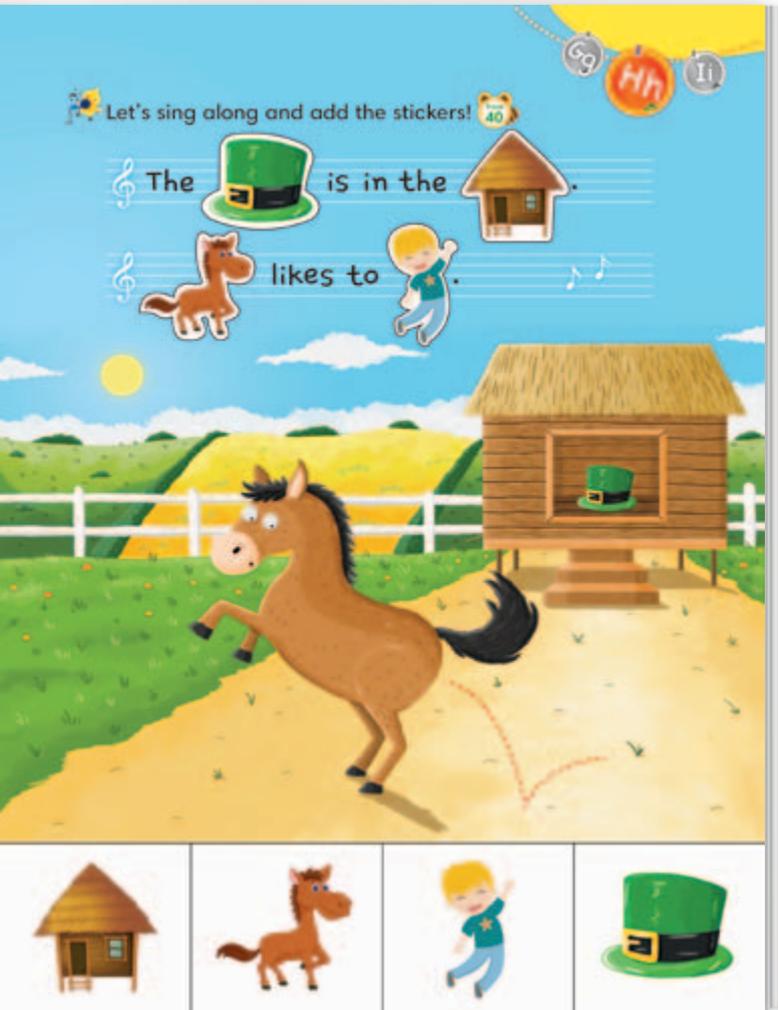
After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

### Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the go get it game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "in" and "likes to." Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Go get it game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, prepare two pictures, objects, etc. that are very similar but have some noticeable differences. Ask the students how the two things are the same. Then ask students how the two things are different. Count how many things are different. Try this with a few pairs of pictures, objects, etc. (It would be ideal to prepare pictures or objects that are of the target words, but if that isn't possible don't worry).

## Practice

Look at the page together as a class. Focus the students' attention on the four pictures in the circles in the yellow field. Explain to the students that they will need to look for and circle these images. Explain that they are hidden in the main image on the page. Look at and point to the completed example to help direct them. Have the students circle the completed example in the main image. This page can be completed together as a class or individually. Tell the students that they have a certain amount of time to find all the pictures. (Provide extra time if necessary). After the appropriate amount of time has passed, ask the students to discuss where the four hidden pictures are in the main image. After students have completed the activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

Find the 4 hidden pictures.



Find in the back of the book. Add your favorite to your poster.

hat

hop

horse

hut

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress. Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.



Objectives

To teach students the four target words that start with the letter li. To teach students how to recognize and say "/i/" by using the target words. To teach students the difference between capital and lowercase li.

Warm-up

Use flashcards to prime and teach the students the target words. Play the guess the (hidden) picture game. Invite some of the students who guess the correct answer to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 11. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "li." Explain that there are two ways to write the letter li. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (l) and which letter is small (i).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Guess the (hidden) picture game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

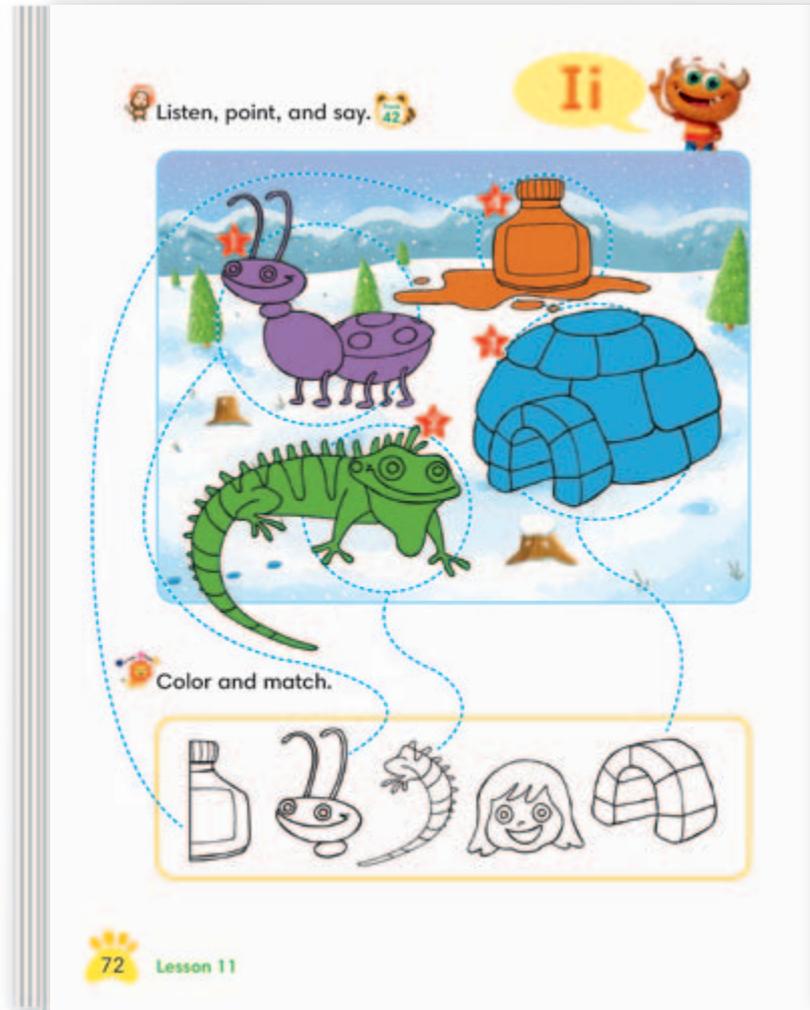
Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. iguana = green, insect = yellow, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class. Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Ii

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive in the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page. When the students arrive, remind the students that all the target words start with the letter li and that it makes the sound /i/.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (I = vertical lines, i = horizontal lines). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the name and sound of the letter. Ask the

students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the student if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape walking



### Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all of the target words start with the letter li and that it makes the sound /li/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

### Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

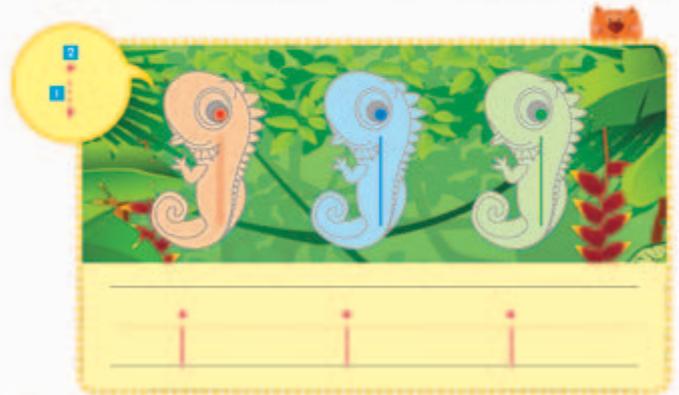
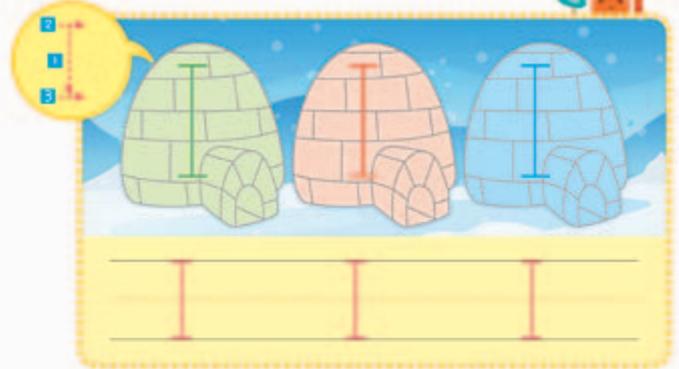
Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

### Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "has."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards,

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, prepare a few enlarged copies of p.76 of the student book. Tell students that today they will color a special kind of picture. Practice counting numbers 1~2. Then explain to the students that each number has a special color that it matches with. Show the students that for a square with the number 1 on p. 76 they should color it only with a sky blue crayon, and for a square with the number 2 they should color it only with a blue crayon. Practice coloring a few squares on your enlarged copy. Test the students' knowledge of how to complete the activity. Intentionally choose the wrong color for a number and ask the students if it is correct. Repeat a few times until all the students seem to understand.

## Practice

Ask the students to open their books to p.76 and look at the picture. Ask them to explain to you how to color this picture. Choose different students to tell you what color should be used for each number. Tell the students to take their time while coloring so that the picture will look beautiful. Ask the students to start coloring the picture. Walk around the class and assist students who need help. Praise students who are doing a great coloring job and show the other students that their work is exceptional. After the students complete the picture, discuss with them about what it is (an igloo). Ask them "What color is it?" "What letter does it start with?" "What are some other words that start with this letter?" Direct the students' attention to the flashcards at the bottom of the page and discuss the different target words. Tell the students to draw and color some of the other target words in the picture around the igloo. Play a flashcard game.

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Color. (1→sky blue, 2→blue)



Find in the back of the book. Add your favorite to your poster.





Objectives

To review the four target words that start with the letters Gg, Hh, and Ii. To review how to recognize and say "/g/" "/h/" and "/i/" by using the target words. To review the difference between capital and lowercase letters in Lessons 9, 10, and 11. To test students' comprehension of the letters, sounds, and words with review activities.



Warm-up

Explain to the students that in this lesson they will practice what they have learned in the previous three lessons. Use flashcards to review with the students the target words from the previous three lessons. Show the students the flashcards and ask them to repeat after you as you show the card and say the word. Repeat the activity but allow the students to say the words without your assistance. Set aside the flashcards that students have difficulty comprehending for further review.

Practice

Look at the page together as a class. Explain to the students that they must start from the big letter, listen to the audio track, and draw a line to the words that they hear and draw the last line to the matching small letter. Do the example

together with the students while pausing the audio to ensure that they complete the activity correctly. Do the same for the next letter. Attempt to allow students to complete the last letter without pausing the audio but play it twice if necessary.

Wrap-up

After completing the activity on the page, play the hidden picture flashcard game with images of all the target words.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Hidden picture flashcard game



### Warm-up

Play the go get it game to review target words. After each round ask the students if they remember what letter each word starts with and what sound it makes.

### Practice

Look at the page together as a class. Review the pictures of the target words with students and see if they can match each target word with the correct letter bellow. Do this as a comprehension check but assist as needed.

Explain to the students that they will listen to the audio and hear only one of the target words, and that they should circle the picture of that word and what letter it starts with. Do the first one as an example together and check that students are correctly completing the task. Assist students who need help as necessary. Complete the next two problems and check the answers together.

### Wrap-up

Play the memory game or guess game to reinforce cognitive recall and students' comprehension of all the target words, letters, and sounds.

Review which flashcards students have attached to their posters as their favorite flashcards and why they like them.

Listen and circle. 46



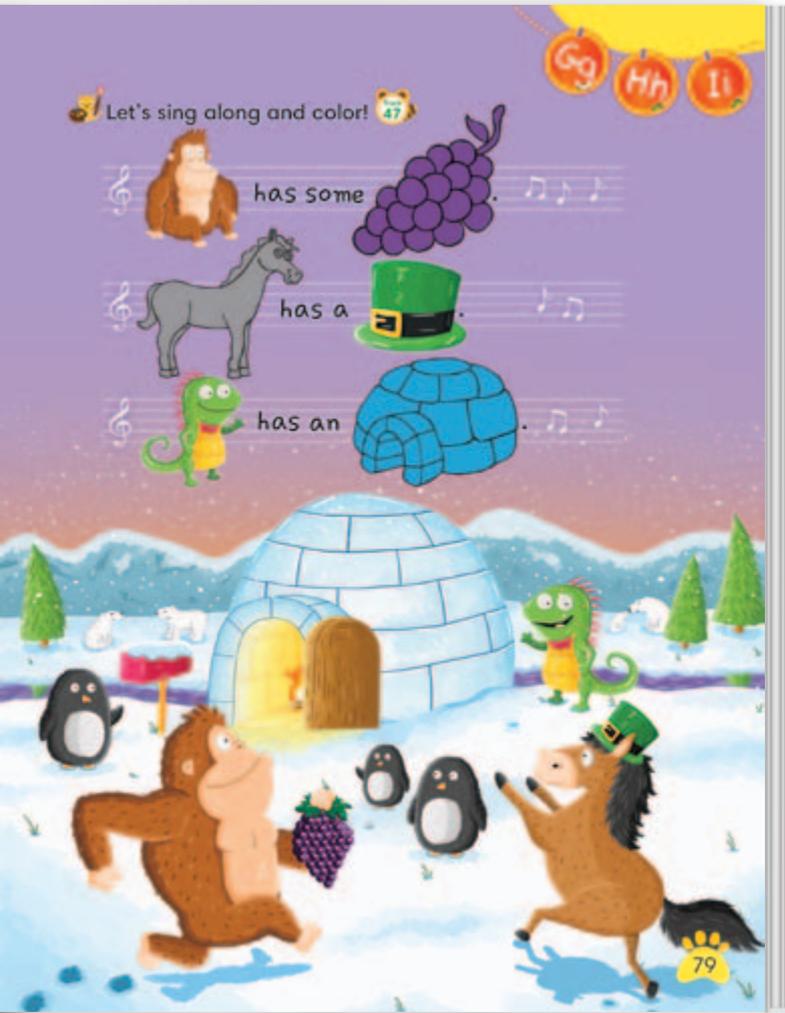
Gg Hh Ii



Gg Hh Ii



Gg Hh Ii



### Warm-up

Use the hybrid CD to view the page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "has" and "some."

Listen to the song again and pause it after hearing each target word. Ask the students to color in the black and white images. Repeat this process until the students have colored all of the black and white illustrations on the song page.

After completing the coloring activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, crayons

Special Activities: Mime game, karaoke



## Warm-up

Prepare one die and several tokens for students to play the board game with. Review all the target words and letters with the students using a chosen method that you think best suits your class. (A game, flashcards, etc.) After reviewing all of the target words, explain the rules of the game and how to play with the entire class. Invite a few students to try as a practice round of the game.

## Practice

After students have reviewed all the words and understand the rules of the game, you should divide the students up into a few teams and play the game together. Offer praise to the winning team and encouragement to the rest of the teams and players.

## Wrap-up

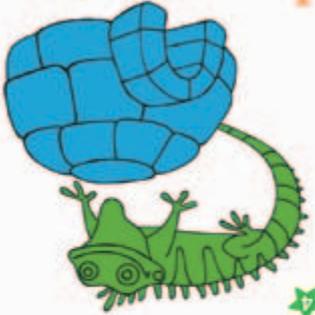
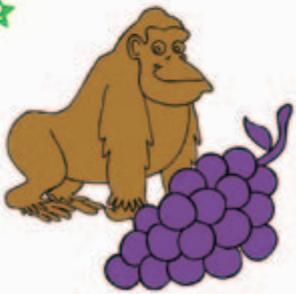
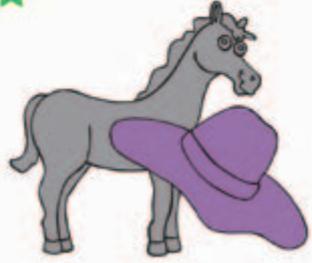
After students have completed the game as a class, tell them to choose a friend to play together with.

Play a game. Get the grapes to the gorilla. Only use G, H, and I words.





Make a mini-book. Read along!

<p>Name _____</p> <p>GH</p>	<p>Iguana has an igloo.</p> 
 <p>Gorilla has some grapes.</p>	 <p>Horse has a hat.</p>

### Warm-up

Prepare a photocopy of these pages before the class. Use the hybrid CD to play the review song for this lesson again with the students until they demonstrate that they remember the lyrics. Invite the students to sing the song one more time.

### Practice

Use the hybrid CD to show the students the animated story for this review lesson. Point out that the lyrics of the review song and the words in the story are the same. Ask the students if they can read along with the story as it happens on the hybrid CD.

Explain to the students that they will make their very own mini-book. Show and tell the students how to color the pictures and trace the letters on the pages of the mini-book. Give the students some time to complete coloring and tracing the letters. While students are working, walk around and offer praise to students who are doing an exceptionally nice job and show the other students as an example.

After students are done, use the

photocopy of these pages to show the students how to cut the mini-book out of the student book. Distribute scissors to the students and make sure that they are only holding the pages that need to be cut so that they don't accidentally cut and destroy the other pages from the book. Take the time to be absolutely sure that students cut the page properly. Show them how to cut the page out of the student book and assist them as much as possible. After cutting the mini-book out of the student book show the students how to fold the mini-book.

### Wrap-up

Read the mini-book aloud as a class a few times. Ask the students if they can read any of the pages individually and help them as necessary. Use the hybrid CD to help students recognize which words are which. Offer praise and encouragement to all the students. Complement them on their creative abilities and their ability to "read."

### ★ Materials & Activities

Teaching Materials: Hybrid CD, scissors, crayons

Special Activities: Make a mini-book, reading along





Objectives

To teach students the four target words that start with the letter Jj. To teach students how to recognize and say "/j/" by using the target words. To teach students the difference between capital and lowercase Jj.

Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Jam: eating bread with jam. Jog: pretending to jog in place, etc.) Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 13. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to

chant along with you. Repeat if necessary until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Jj." Explain that there are two ways to write the letter Jj. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (J) and which letter is small (j).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game



Add the stickers in the boxes.





### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a different picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. jam = red, jet = blue/orange, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.

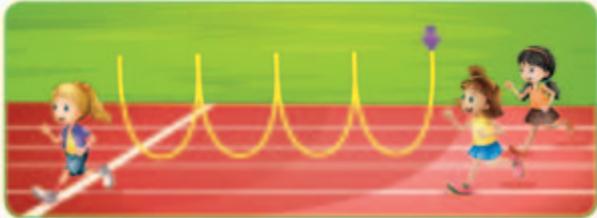
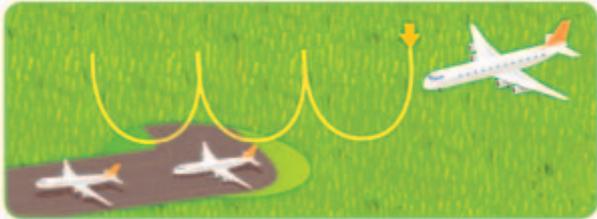




Listen and add the stickers.

Jj

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Remind the students that all of the target words start with the letter Jj and that is makes the sound /j/. Make the shape of letter J with your arms and invite students to make the letter shape of the letter J with their arms, too. Play the audio track and ask the students to make the shape of letter J whenever they hear "j" in the audio track. Repeat a few times. Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (J = big half oval shape, j = small half oval shape). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the

name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape walking



### Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Jj and that it makes the sound /j/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

### Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

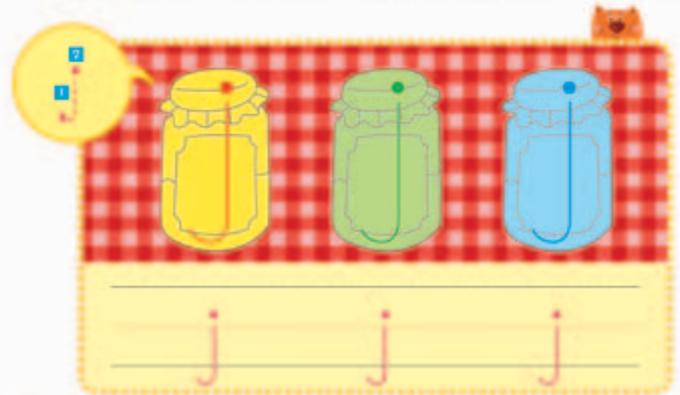
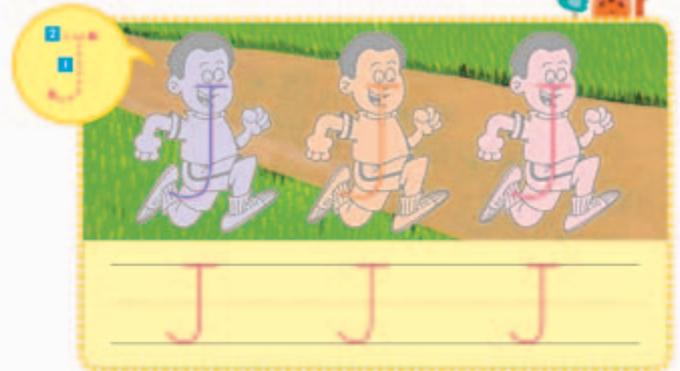
Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

### Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





Let's sing along and add the stickers!

The  has some .

We  under a .



			
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### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "we" and "under."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, prepare some different kinds of jam for students to sample (please be aware of any food allergies your students may have). Allow students to try different types of jam and discuss their favorite flavors. Ask them if they know what kind of fruit their favorite is made from. Ask them what color it is, etc.

## Practice

Look at the page together as a class. Explain to the students that they will color in the jar of jam with their favorite type of jam.

Encourage them to think about the colors they will use and why.

After students have completed the activity, discuss their pictures together. Then ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

 Draw and color your favorite kind of jam.



 Find in the back of the book. Add your favorite to your poster.

 jet

 jar

 jog

 jam

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.



Objectives

To teach students the four target words that start with the letter Kk. To teach students how to recognize and say "/k/" by using the target words. To teach students the difference between capital and lowercase Kk.



Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Kangaroo: jumping around. Key: pretending to unlock a door, etc). Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 14. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary

until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "Kk." Explain that there are two ways to write the letter Kk. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (K) and which letter is small (k).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a partial picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

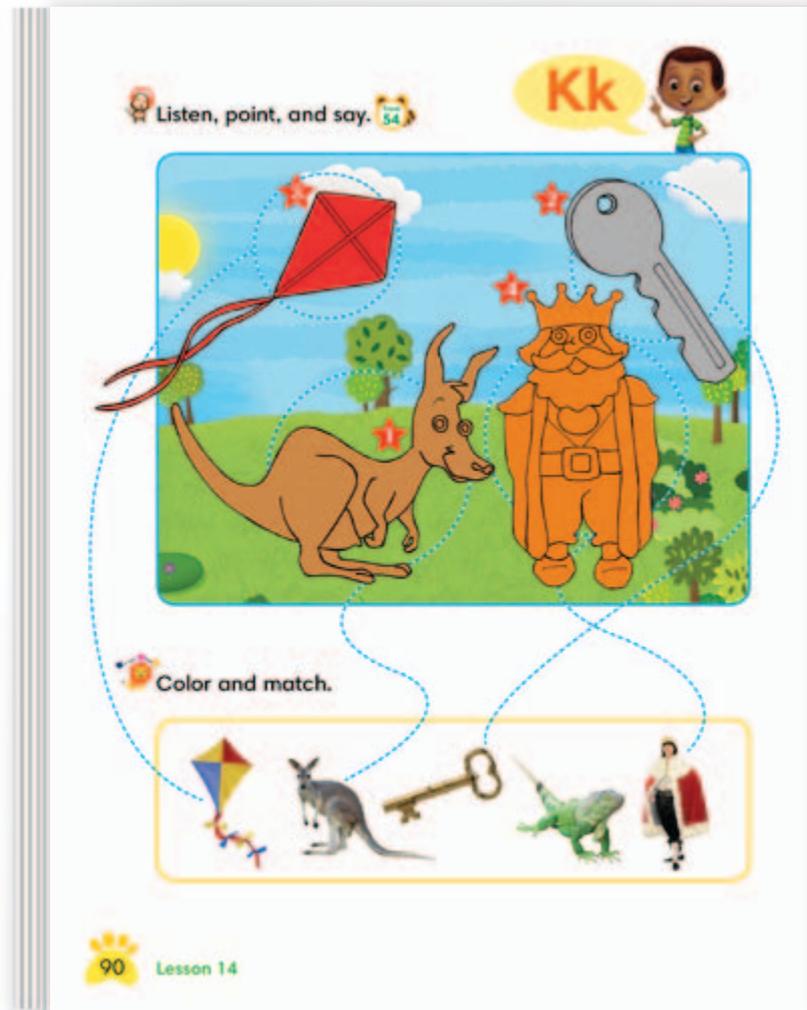
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. kite = red, kangaroo = brown, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.





Listen and add the stickers.

Kk

Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Remind the students that all of the target words start with the letter Kk and that it makes the sound /k/. Make the shape of letter K with your arms and invite students to make the letter shape of the letter K with their arms, too. Play the audio track and ask the students to make the shape of letter K whenever they hear "k" in the audio track. Repeat a few times. Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (K = big zig-zag, k = small zig-zag). Show the students how to walk along the shape that you have marked on the floor. Invite some students to try one by one.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the

name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter just like the shape that they walked along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape walking



Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter Kk and that it makes the sound /k/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "has."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Mime game, karaoke, mime dance



## Warm-up

Before the students arrive in the classroom or school, prepare some kites or pictures of kites. Talk about different shapes, designs, colors, sizes, etc. of different kites.

## Practice

Look at the page together as a class. Explain to the students that they will trace the letters on the boy's shirt and on the kite. Ask the students which k is big (on the kite) and which one is small (on the boy's shirt).

Tell the students that they can color their picture any color that they like. Encourage them to think about the colors they will use and why.

After students have completed the activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

Trace and color the picture.



Find in the back of the book. Add your favorite to your poster.

 Kangaroo

 Key

 Kite

 King

## Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.



Objectives

To teach students the four target words that start with the letter LI. To teach students how to recognize and say "/l/" by using the target words. To teach students the difference between capital and lowercase LI.

Warm-up

Use flashcards to prime and teach the students the target words. Play the mime game. Tell the students that you will mime an action for each word. (Lemon: eating a lemon with a sour face. etc). Invite some of the students to come to the front of the class and play the game.

Practice

Ask the students to look at the illustration on the first page of Lesson 15. If possible, use the hybrid CD to look at the illustration all together. Point to each target word in the illustration and ask the students "What is this?"

Tell the students that they will now learn a chant and encourage them all to listen and watch the chant animation from the hybrid CD. Allow the students to listen and watch, then play the chant again on the hybrid CD and invite the students to chant along with you. Repeat if necessary

until the students have gained familiarity with the target words in the chant.

Wrap-up

After doing the chant all together, explain to the students that all of the target words start with the letter "LI." Explain that there are two ways to write the letter LI. Point to the letters at the bottom of the page and write the letter a few times on the board while noting which letter is big (L) and which letter is small (l).

Ask the students to find the stickers of the big and small letters in the back of the book. Ask students to add the sticker of the big letter in the first (left) box, and then add the sticker of the small letter in the second (right) box. Assist the students as necessary.

★ Materials & Activities

Teaching Materials: Hybrid CD  
Special Activities: Mime game



### Warm-up

Use the hybrid CD to review the target words together as a class with the flashcards. Ask the students if they remember the target words from the previous page. Look at the page in the book and point to different target words and ask students if they know what each word is. Do the chant from the previous page after checking students' comprehension of the target words.

### Practice

Point to the number next to each target word. Explain to the students that they will hear a number and then one of the target words, and that they should listen, point, and say each number and word. Tell the students that they should match one of the pictures with a partial picture of the same word in the box below. Explain that one of the pictures in the box doesn't match with any of the pictures of the target words above.

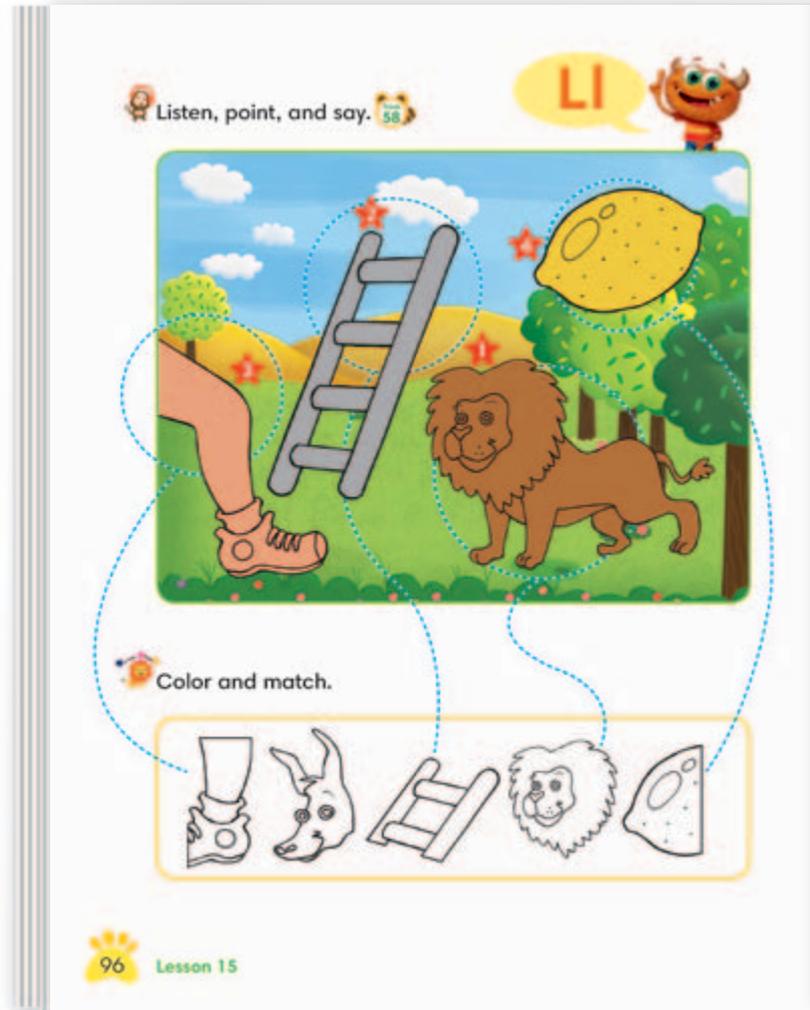
Let students listen to the audio again and do the example, and then pause the track to ensure the students comprehend how to complete the activity on the page. Play the rest of the audio track while pausing it between each word to ensure students have correctly matched each picture.

After completing the matching activity, ask the students to refer to the previous page to get an idea of what color each of the target words are (i.e. lemon = yellow, lion = brown, etc).

### Wrap-up

Allow students to color the pictures of the target words and ask them to share and explain with the class.

Ask students if they can remember what letter each of the target words starts with. Write the big and small letters on the board and ask them what sound the letters make.

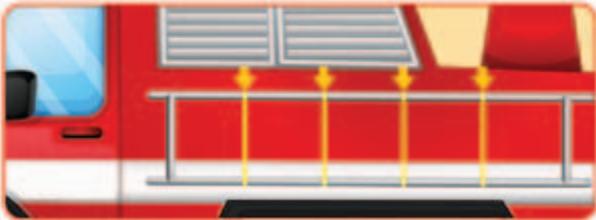
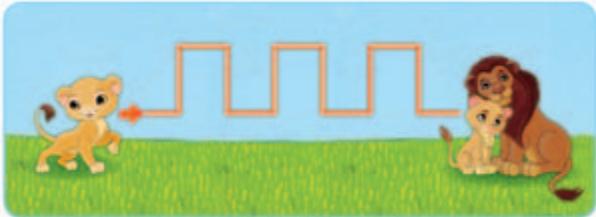




Listen and add the stickers.



Trace each shape 2 times. (Pencil + Crayon)



Warm-up

Before the students arrive to the classroom or school, mark the floor with tape, string, or something else in the same shapes that appear on the page. When the students arrive, remind the students that all the target words start with the letter LI and that it makes the sound //.

Ask the students to look at the shapes of the letters on the page. Ask the students if they can tell what "shape" looks like it is "missing" from the white part of each letter. (L = square shapes, I = vertical lines). Show the students how to walk along the shape that you have marked on the floor. Have the students run a race, but explain to them that they must not run in a straight direction. Instead they should run along the tape or string you marked the floor with.

Practice

Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?" Tell the students that they will now learn the name and sound of the letter and

encourage them all to listen to and repeat the audio. Repeat if necessary until the students have gained familiarity with the name and sound of the letter. Ask the students to find the sticker in the back of the book to fill in the "missing" shape for each letter, just like the shape that they ran along in the warm-up activity. Show the students how to trace the shapes, and then allow the students to practice tracing each shape twice. Ask the students to hold a pencil first and trace the shapes with it and then again with a crayon.

Wrap-up

Find the student(s) who traced the shapes most accurately and offer them encouragement and praise in front of the class. Show their work as an example. Ask students if they remember the name and sound of the letter. Use visual aids as necessary. Ask the students if they remember any of the target words. Use visual aids as necessary. Offer encouragement and praise to students who can answer correctly.

★ Materials & Activities

Teaching Materials: Tape or string, hybrid CD, crayons

Special Activities: Shape race



## Warm-up

Use the hybrid CD to view the letter writing together as a class. Ask the students if they remember the target words from the previous page. Remind the students that all the target words start with the letter **Ll** and that it makes the sound /l/. Ask the students to look at the shapes of the letters on the page. Point to the letters and ask the students "What letter is this?" "What sound does it make?" "Which is big?" "Which is small?"

## Practice

Explain to the students that they will learn how to write the letter first by tracing with a crayon and coloring, and then by writing with a pencil. Do the big letter first, then repeat these directions for the small letter.

Show the students the step-by-step, numbered directions for how to trace and write each letter. Write the letter on the board and ask the students to count along while you make each stroke of each letter. Invite a few students to the front of the class to try to mimic your example.

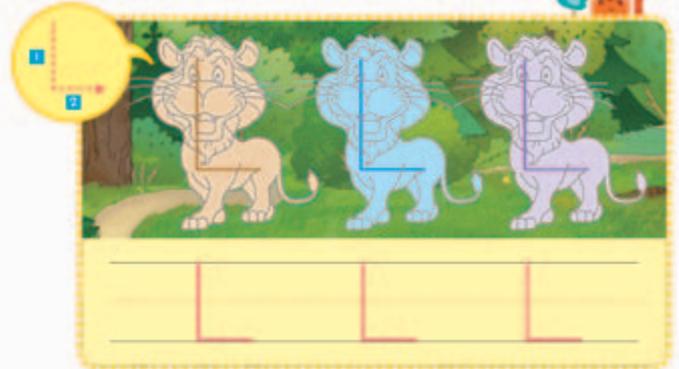
Tell the students to trace the letters in the book with a dark color very slowly and to do their best to trace on the dotted lines that appear within the pictures of the target words on the page. After completing the tracing, tell the students to color the picture of the target words with a light color (so that they can still see their tracing).

After coloring, ask the students if they can write the letter without tracing. Ask them to write with a pencil and to write slowly. Find an exceptional student's handwriting and show it to the class. (Repeat these directions for the small letter.)

## Wrap-up

Offer encouragement and praise to students who traced and/or wrote letters exceptionally well and show their work to the rest of the class as an example. Play the chant from the previous page.

Trace, color, and write.





### Warm-up

Use the hybrid CD to view the song page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the go get it game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the words "has" and "on."

Listen to the song again and pause it after hearing the first target word. Ask the students to find the sticker for that word in the back of the book and to add it to the correct blank. Repeat this process until the students have correctly added all four stickers to the song page.

After completing the sticker activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

Ask the students to mimic a "mime dance," in which you sing and mime the actions of each target word.

### ★ Materials & Activities

**Teaching Materials:** Hybrid CD, flashcards,

**Special Activities:** Go get it game, karaoke, mime dance



Warm-up

Before the students arrive in the classroom or school, copy some large pictures of the target words in this unit and cut them into four strips, just like the sticker puzzle on Student Book p.100. Mix up the pictures, and when the students arrive in the classroom, try to (incorrectly) solve one of the picture puzzles. Ask the students "Is this right?" "Why not?" "What should I do?" Work together to solve one or two of the puzzles you made. Invite one or two students up to the board to solve one of the puzzles. Give the students who come up to solve the last puzzle a time limit.

Practice

Look at the page together as a class. Explain to the students that they will do a puzzle similar to the one that they have just participated in. Tell the students where they can find the stickers for the sticker puzzle in the back of the book. To ensure that students do not incorrectly do the sticker puzzle, you may want to give hints or directions to the class as they solve the puzzle.

After students have completed the puzzle activity, ask them to find the flashcards of the target words in the back of the book for this lesson. Play a game from the list of flashcard games in the beginning of this teacher's guide.

Wrap-up

After completing a flashcard game, explain to the students that they should choose their favorite flashcard from the lesson and give them some time to discuss with their friends and decide which flashcard they like the most. After the decision time is over, tell the students that they will now glue their favorite flashcard to their poster. Explain that the poster is their very own special way to personalize their learning experience while tracking their progress.

Celebrate and discuss the decisions they make and what they have learned in this lesson. Offer praise and encouragement to all the students.

Add the stickers on the puzzle.



Find in the back of the book. Add your favorite to your poster.





Objectives

To review the four target words that start with the letters Jj, Kk, and Ll. To review how to recognize and say "/j/ " "/k/" and "/l/" by using the target words. To review the difference between capital and lowercase letters in Lessons 13, 14, and 15. To test students' comprehension of the letters, sounds, and words with review activities.



Warm-up

Explain to the students that in this lesson they will practice what they have learned in the previous three lessons. Use flashcards to review with the students the target words from the previous three lessons. Show the students the flashcards and ask them to repeat after you as you show the card and say the word. Repeat the activity but allow the students to say the words without your assistance. Set aside the flashcards that students have difficulty comprehending for further review.

Practice

Look at the page together as a class. Explain to the students that they must start from the big letter, listen to the audio track, and draw a line to the words that they hear, and draw the last line to the matching small letter. Do the example together with the students while pausing

the audio to ensure that they complete the activity correctly. Do the same for the next letter. Attempt to allow students to complete the last letter without pausing the audio but play it twice if necessary.

Wrap-up

After completing the activity on the page, play the hidden picture flashcard game with images of all the target words.

★ Materials & Activities

Teaching Materials: Hybrid CD, flashcards

Special Activities: Hidden picture flashcard game



### Warm-up

Play the go get it game to review target words. After each round, ask the students if they remember what letter each word starts with and what sound it makes.

### Practice

Look at the page together as a class. Review the pictures of the target words with students and see if they can match each target word with the correct letter below. Do this as a comprehension check but assist as needed.

Explain to the students that they will listen to the audio and hear only one of the target words, and that they should circle the picture of that word and what letter it starts with. Do the first one as an example together and check that students are correctly completing the task. Assist students who need help as necessary. Complete the next two problems and check the answers together.

### Wrap-up

Play the memory game or guess game to reinforce cognitive recall and students' comprehension of all the target words, letters, and sounds.

Review which flashcards students have attached to their posters as their favorite flashcards and why they like them.

Listen and circle.



Jj Kk Ll



Jj Kk Ll



Jj Kk Ll



### Warm-up

Use the hybrid CD to view the page together as a class. Ask the students if they remember the target words. Point to different target words in the illustration and ask students if they know what each word is. Use flashcards and play the mime game again to review the words.

### Practice

Explain to the students that they will learn a new song. Use the hybrid CD to play the song and show the animation with the lyrics. After listening to the song, attempt to teach the students the conceptual meaning of the word "has."

Listen to the song again and pause it after hearing each target word. Ask the students to color in the black and white images. Repeat this process until the students have colored all of the black and white illustrations on the song page.

After completing the coloring activity, repeat the audio track and invite students to sing along together.

### Wrap-up

After students have become familiar with the song, tell them that they will listen to the music and sing by themselves now.

Play the karaoke version of the song and offer praise to students who sing enthusiastically and can say the target words properly. Offer encouragement to students who sing enthusiastically but who are struggling with the target words.

### ★ Materials & Activities

Teaching Materials: Hybrid CD, crayons

Special Activities: Mime game, karaoke



### Warm-up

Complete the “word camera,” from activity sheet 2 before the students arrive. Make a few photocopies of activity sheet 2 before the students arrive. When students come to the classroom, explain to them that today they will make an art project. Show them your “word camera,” and explain how it is used. Tell the students to follow your lead with each step.

### Practice

Tell the students to tear out activity sheet 2 from the back of the book. Tell them they should color it first. Encourage them to be creative with their coloring, and color one of the photocopied versions you prepared before students arrived so that they can follow your lead. When all students are ready, explain that they will now cut out the activity sheet with scissors. Show students how to properly hold scissors. Cut very slowly and carefully and explain to students that they should cut slowly and carefully like you. Distribute scissors to the students and assist those that need help. Encourage student to “take pictures,” of the target words from Lessons 13, 14, and 15. Tell them to discuss what they have “taken pictures,” of.

### Wrap-up

After students have completed constructing their “word camera,” let them play with it and study the target words with it for a while.

Use Activity Sheet 2 in the back of the book to make a word camera! Then practice saying words with your friends!

#### Step 1

Color.



#### Step 2

Cut.



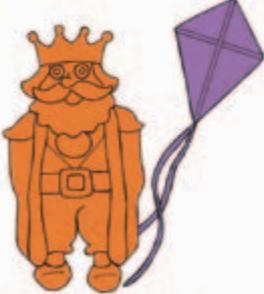
#### Step 3

Play and Study!





Make a mini-book. Read along!

<p>Name _____</p> <p>JKL</p>	<p>Lion has a lemon.</p> 
 <p>The jar has some jam.</p>	 <p>King has a kite.</p>

### Warm-up

Prepare a photocopy of these pages before the class. Use the hybrid CD to play the review song for this lesson again with the students until they demonstrate that they remember the lyrics. Invite the students to sing the song one more time.

### Practice

Use the hybrid CD to show the students the animated story for this review lesson. Point out that the lyrics of the review song and the words in the story are the same. Ask the students if they can read along with the story as it happens on the hybrid CD.

Explain to the students that they will make their very own mini-book. Show and tell the students how to color the pictures and trace the letters on the pages of the mini-book. Give the students some time to complete coloring and tracing the letters. While students are working, walk around and offer praise to students who are doing an exceptionally nice job and show the other students their work as an example.

After students are done, use the

photocopy of these pages to show the students how to cut the mini-book out of the student book. Distribute scissors to the students and make sure that they are only holding the pages that need to be cut so that they don't accidentally cut and destroy the other pages from the book. Take the time to be absolutely sure that students cut the page properly. Show them how to cut the page out of the student book and assist them as much as possible. After cutting the mini-book out of the student book show the students how to fold the mini-book.

### Wrap-up

Read the mini-book aloud as a class a few times. Ask the students if they can read any of the pages individually and help them as necessary. Use the hybrid CD to help students recognize which words are which. Offer praise and encouragement to all the students. Complement them on their creative abilities and their ability to "read."

### ★ Materials & Activities

Teaching Materials: Hybrid CD, scissors, crayons

Special Activities: Make a mini-book, reading along

