

Main Unit

Have students listen to the words and repeat them. Teachers themselves can also pronounce the words more for students to listen to the exact target sound.

Encourage students to chant along loudly in class. Students should listen to the chant and practice chanting as their homework before class.

Explain to students that the '-an' sound can be combined with other letters.

For more practice, students can make more '-an' words which don't necessarily have meanings. For instance, students can make ban, Dan, fan, etc. to practice the '-an' sound.

UNIT 1

Short Vowel a

-an -ap -at

02 Listen, point, and repeat.





-an

03 Chant along.

Say and trace.

a	+	an	+	can
a	+	an	+	man
a	+	an	+	pan

Unit 1

04 Listen, match, and write.

1 p

2 c

3 m

an



man




05 Listen and circle.

1




2




Have students read the three letters on the very left column and the target sound '-an'.

Then, have them guess what words can be made by combining the letters with the '-an' sound.

Ask students to pronounce the four words first. Then, have them listen to the words and circle the right pictures.

Main Unit

Have students listen to the words and repeat them. Teachers themselves can also pronounce the words more for students to listen to the exact target sound.

Encourage students to chant along loudly in class. Students should listen to the chant and practice chanting as their homework before class.

Explain to students that the '-ap' sound can be combined with other letters.

For more practice, students can make more '-ap' words which don't necessarily have meanings. For instance, students can make bap, fap, gap, etc. to practice the '-ap' sound.

06 Listen, point, and repeat.



07 Chant along.

08 Say and trace.



Look, circle, and write.



09 Listen and number.



Have students look at the pictures and pronounce all the words. Then, ask them to choose one word from the two given words and write it accordingly.

Have students say all the pictures aloud first. Then, have them listen to the words and write the correct number.

Main Unit

the words and repeat them. Teachers themselves can also pronounce the words more for students to listen to the exact target sound.

Encourage students to chant along loudly in class. Students should listen to the chant and practice chanting as their homework before class.

Explain to students that the '-at' sound can be combined with other letters.

For more practice, students can make more '-at' words which don't necessarily have meanings. For instance, students can make dat, gat, fat, etc. to practice the '-at' sound.

Listen, point, and repeat.



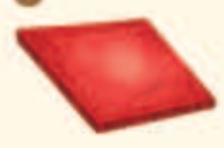
bat **cat** **mat**

Chant along.

Say and trace.

a at bat
a at cat
a at mat

Match and write.

1  b . at mat
m .

2  b . at
d .

3  m . at
c .

Listen and circle.

1 cat can
2 pan lap
3 map mat
4 bat cap

First, have students pronounce the three words at the very left column

Before matching and writing, have students read aloud single letter sounds and the target sound '-at.'

Before listening to the words, have students read out the 8 words.

Main Unit

Before listening to the words, ask students to read out the four single letter sounds first.

Before reading, teachers can ask students some questions about the given pictures.
[Example Questions]
What color is his cap?
What is the bat going to do?

After having a small talk on the pictures, have students read out the three sentences together and teachers can provide some help if needed.

Listen and write.

1  c _ at

2  l _

3  p _

4  b _

Read, circle, and write.

1  A cap is on the man.
(pan / cap)

2  A bat is on the _____.
(lap / can)

3  A _____ is on the mat.
(map / bat)

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Unit 1

Story

Read the story. Then chant along.

The **cat** is on the **mat**.
The **bat** is on the **mat**.
The **cat** has a **pan**.
The **cat** has a **can**.
The **cat** sees the **cap**.
The **cat** sees the **map**.

Quiz

The cat has a  

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Have students read the story aloud and watch a video clip. Students can point at the pictures on the book while chanting the story.

Teachers can read each sentence aloud and students can repeat after it.

To wrap up what they learned, students answer the quiz.

Review Unit

Review 1 Units 1-2

28 Listen and circle.

1

can
bat
yam

2

rag
cap
ram

3

man
bad
tag

29 Listen, circle, and write.

1


pan
-ag
-an

2


-am
-ad

3


-at
-ap

4


-ap
-ad

5


-at
-ag

6


-an
-am

Review 1

Say, match, and write.

1 

2 

3 

4 

5 

-at

-ag

-am

-ap

-ad

(A red dotted line connects the man and child image to the -ad suffix and the word 'dad' in the writing section.)

Before listening to the words, have students read out all the words in pairs or in groups.

Before listening, circling, and writing, have students look at the pictures and read out the words in pairs or in groups.

Before matching and writing the words, have students say the words in pairs or groups.

Review Unit

Before reading the sentences, teachers can ask students some questions about the given pictures.
[Example Questions]
• What do you think he is doing?
• Where do you think the cat is going?

After having a small talk on the pictures, have students read out the five sentences together and teachers can provide some help if needed.

Read, circle, and write.

1  The man has a rag.
(rag / mad)

2  A cat is on the bridge.
(dad / dam)

3  A bat is on the mat.
(cat / bat)

4  The backpack has a tag.
(jam / bag)

5  The dad has a pan.
(pan / can)

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Read the story. Then chant along.

The **man** is on the **mat**.
The **man** sees the **ram**.

The **ram** has a **cap**.
The **ram** has a **bat**.

Who has the ball?

The **cat** has the ball!

The **man** likes the **ram**.
The **man** likes the **cat**.

Quiz

The man sees the



Review 1

Story

Have students read the story aloud and watch a video clip. Students can point at the pictures on the book while chanting the story.

Teachers can read each sentence aloud and students can repeat after it.

To wrap up what they learned, students answer the quiz.

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