

Main Unit

UNIT 1

Consonant Blends

bl-cl-fl-pl-

02 Listen, point, and repeat.

bl-



black



blue

cl-



clap



clam

03 Chant along.

Say, trace, and write.

bl → black

bl → blue

cl → clap

cl → clam

Unit 1

Say, circle, and write.

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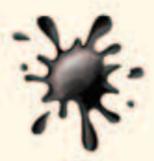
bl- **cl-**

clap
- 

bl- cl-

ue
- 

bl- cl-

am
- 

bl- cl-

ack

04 Listen and circle.

- bl-**
cl-

bl-
cl-

bl-
cl-

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

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

Before saying the words, explain to students that the 'bl-' sound can be combined with other letters.

For more practice, teachers can give several words such as blur, blame, blend, etc. to practice the 'bl-' sound.

Have students read the words first. Then, teachers can ask students to suggest more words that have consonant blend sounds.

Before listening, remind students of the words that have the consonant blend sounds they've learned.

Main Unit

03 Listen, point, and repeat.

fl-

flag flute

pl-

plate plane

05 Chant along.

06 Say, trace, and write.

fl	→	flag
fl	→	flute
pl	→	plate
pl	→	plane

04 Match and write.

1 fl-

•

plate

plane

2 cl-

•

ute

ag

3 pl-

•

ap

am

07 Listen and circle.

1

flag

plate
black

2
clap
plane
flute

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

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

Before saying the words, explain to students that the 'fl-' sound can be combined with other letters.

For more practice, teachers can give several words such as flower, flow, flip, etc. to practice the 'fl-' sound.

Have students read out all the words.

Before listening, have students read all the words.

Main Unit

Before listening, have students read all eight words. Then, give a short time for students to quickly find two words that have the consonant blend sounds they learned.

03 Listen, number, and match.

12

09 Listen and circle.

Before listening, have students say the words first.

04 Say and write.

Before writing, have students read out the four consonant blend sounds. Then, ask them to read out the words.

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Main Unit

Before reading the sentences, teachers can ask students some questions about the given pictures.

[Example Questions]

- Can you tell me which things you can use in the kitchen?
- Have you ever flown a kite before?

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

Read, circle, and write.

1  A clam is in the pan.
(clam / play)

2  Look at the _____ kite.
(flute / blue)

3  She has a _____.
(black / flag)

4  The _____ is in the box.
(plane / blue)

5  They _____ by the lake.
(clap / clam)

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Read the story. Then chant along.

There is a man with a red hat.
He is the king.
He sees the men with **blue** hats.
They play the **flute**.
He sees the men with **black** hats.
They **clap** and wave a big **flag**.



The men wave a big



Unit 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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Review Unit

Review 1
Units 1-2

22 Listen, circle, and match.

1 

2 

3 

4 

- bl-
- cr-
- fl-
- pr-

23 Listen and circle.

1	prince	blue	flag	crown
2	brown	friend	clam	prize
3	frog	flute	plane	bride
4	clap	prize	black	crab

Review 1

Say, circle, and write.

1  friend
friend

3  plate
prince

2  brown
clam

4  crown
flute

Match and write.

1  pr

2  br

3  bl

4  fl

• ag

ack black

• ize

• ide

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

Before listening, have students read out the words in pairs or in groups. Then, ask them which consonant blend sounds they can see in the words.

Before writing, have students read out the four words in pairs or in groups.

Have students read out all the words in pairs or in groups.

Review Unit

Before reading the sentences, teachers can ask students some questions about the given pictures.

[Example Questions]

- What color do you like?
- How do frogs move?

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

 Read, circle, and write.

1



I have a black cat.
(clap / **black**)

2



The _____ is by the lake.
(frog / crab)

3



The kid has a blue _____.
(plane / flag)

4



The prince likes his _____.
(bride / crown)

5



The man has a _____.
(plate / flute)

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Read the story. Then chant along.

Review 1

Story

The **prince** and the **bride** are at the table.

The **prince** has a **brown** crown.

The **bride** has a **blue** crown.

The **prince** likes the **crab** on the **black** plate.

The **bride** likes the **clam** on the **blue** plate.



Quiz

The bride has a **1**  **2**  crown.

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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.