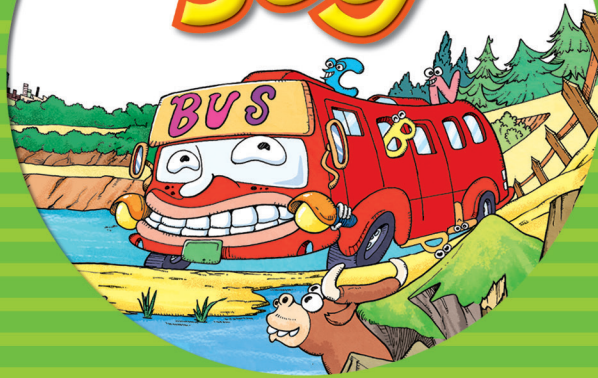


Phonics

Mentor

Joy



Phonics




Mentor

Joy

Teacher's Manual



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Phonics Mentor Joy Series

● Motivation

- This series shows a new way to learn of phonics comparing to an old style of phonics which is in alphabet order.
- This series is to reinforce student's phonics skill by showing the combination vowels and consonants.
- This series does not emphasize the repetition and memorization of same vocabulary.
- When students complete this series, they can understand from vowels and consonants to even sentences.

● Feature

- This series includes useful ways of learning step by step for each book
- This series includes perfect ways of learning to combine vowels and consonant
- Students can read the word when they finished learning Units 1 and 2 of Book 1.
- Students enhance their phonics skill with various and accurate ways of learning of each alphabet sound
- This series has more vocabularies that are not in other phonics books are included.
- Students can distinguish the sound of alphabet by listening practice. In addition, students can read the word correctly by the sound combination of alphabet with reading.
- Students can comprehend for basic level from Sentence Reading.
- Students can learn how to spell from Writing Exercise.
- Students can do basic conversation from an interesting Chant.
- Students can learn vocabulary, phrases, and sentences from Story.
- Students can read the basic reading passage from Reading Bridge.

| Book1 | Book2 | Book3 | Book4 |
|--|---------------------------------|--|--|
| Beginning Consonants Ending Consonants Short Vowel | Double Consonants Long Vowel | Special Consonants Double Vowel | Word Practice 3 (Listening/Reading) |
| Review | Review | Review (Listening/Reading) | Spelling Practice |
| Chant | I can read | I can read | Sentence Practice (Listening/Reading) |
| Story | I can write | I can write | Story Practice |
| | Word Practice 1 | Word Practice 2 (Listening/Reading) | Chant |
| | Chant | Chant | Story |
| | Story | Story | Story |

Components



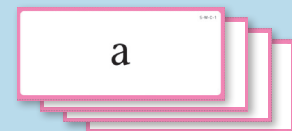
Student Book (1~4)



Teacher's Book (1~4: On-line제공)



Student Book 2CDs (1~4)



Sight Words Card (On-line 제공)

About Joy 1

| Order | Contents |
|-------|--|
| 1 | To say the sound of the word by learning the beginning and ending of consonants. |
| 2 | To say the sound of short vowels |
| 3 | To read the vocabulary correctly by combination of vowels and consonants |
| 4 | To read the vocabulary from other books, not in the student book |
| 5 | To find the picture of the vocabulary by listening |
| 6 | To say the vocabulary in the picture of the student book |
| 7 | To say the sentences from Chant with correct intonation |
| 8 | To find the picture of the vocabulary by listening the Story |
| 9 | Included Sight Word Cards and extra materials |

Unit Format

1 Learning Part

- Students learn the sound of each alphabet on pages 4, 7, 10, 16, 28, 31, 40, 52, 55, 64, 76, 79, 82, 88, 90 and 93.
- Teachers check students can speak the alphabet.

2 Exercise Part

- Students can distinguish the sound of alphabet by Listening.
- Students can read the word by combination vowels and consonants.

3 Review, Chant, Story Part

- Review - To check how much students understand for each Unit.
- Chant - To learn the basic dialog with correct intonation
- Story - To comprehend about the story with the picture

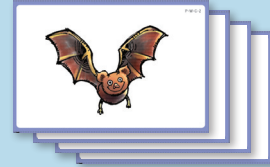
Lesson Planning for 45 Minutes

| Class Activities | Time (minutes) | Reference |
|------------------|----------------|----------------------------|
| Warm-up | 5 | Preparation for lesson |
| Review | 10 | Review the previous lesson |
| Sight Word | 5 | Show sight words cards |
| Student book | 20 | Do main lesson |
| Wrap up | 5 | Wrap up |

Course Planning

| Age | Methods (How) | How many lessons | Reference |
|---------|---------------|------------------|------------------------------------|
| 7 | Unit | 1 | Depends on the class (3-4 lessons) |
| 8 | Unit | 2 | Depends on the class (2-3 lessons) |
| 9 | Unit | 3 | Depends on the class (1-2 lessons) |
| Over 10 | Unit | 4 | Depends on the class |

Components



Pictures Card (On-line 제공)



Sentences Card (On-line 제공)



Sentences Card (On-line 제공)





Pictures & Words Card (On-line 제공)



Unit 1 Consonants Bb, Cc, Tt, Pp, Nn

Beginning Consonants Bb/Cc

1-Track 01
Listen and learn the sounds and letters.

Bb  

bed

Cc  

cat

1-Track 02
Listen and circle the sound you hear.

1. Bb Cc 2. Bb Cc

3. Bb Cc 4. Bb Cc

Phonics_1

Beginning Consonants (pp. 4, 7, 28, 31, 52, 76)



- Have students listen to audio CD.
- Ask students the name and sound of each alphabet in the student book. (If possible, use a whiteboard.)
- Have students work with the practice questions below the student book and check the sound of each alphabet with students.

Teacher Tip



- Be sure to students look at the alphabets on the book while they listen to the audio CD.
- It is better useful to use game. For example, when the teacher says the alphabet, students say its sound. And vice versa.
- When students practice writing, have them write while they hear the sound and alphabet. (It is not good to write a lot for students.)

Beginning Consonants Tt/Pp/Nn



1-Track 05
Listen and learn the sounds and letters.

Tt  

tub

Pp  

panda

Nn  

nest

1-Track 06
Listen and circle the sound you hear.

1. Tt Pp Nn 2. Tt Pp Nn

3. Tt Pp Nn 4. Tt Pp Nn

unit 1

Ending Consonants (pp. 7, 31, 82)


- Have students listen to audio CD and look at the word below the picture.
- Ask students the name and sound of each alphabet in the student book.
- Different from Beginning Consonants, write the word "cab" on the whiteboard. Then read the word saying the sound of the word, for example, /kae/, while underlining the word. And have students repeat the sound of the word.
- For the writing part, read the word slowly and have students pay attention to the last sound of the word.
- Check how much students understand what they have learned with the practice questions.


Teacher Tip


- For writing practice, say the word randomly. It is the way to check how much students learn the word and make the class fun.
- Be careful with the sound difference between the sound of ending "n" and the sound of beginning "n".


Exercise Page


1-Track 03
Listen and circle the beginning sound.


1.  b / c


2.  b / c

3.  b / c


4.  b / c

5.  b / c

6.  b / c

7.  b / c

8.  b / c

9.  b / c

unit 1


Practice Questions for Listening (p. 5)

- Have students distinguish the beginning sound of the picture in the student book.
- If students cannot make it, check whether they know the sound of alphabet b and c.
- The Teacher reads the word with syllables not using the audio CD. For example, if the word is bus, the teacher reads /bus/, /b/, /us/, /bus/.
- Be sure not to write the word on the whiteboard.

Teacher Tip

- When the unit of sound is ended, have students reinforce using the questions, "What is it?" "What is this?"
- For another way, if the teacher says the word, then have students say the beginning sound of the word, such as B, C or /b/, /k/.
- Make the class fun to use some games mentioned above.

1-Track 04
Listen and write the beginning sound.



Phonics_1

Ending Consonants (pp. 7, 31, 82)

- Have students write the beginning sound when they listen to the sound of picture.
- The teachers should use the audio CD along with checking the speed of student's writing.
- If students are difficult to write, they can circle the beginning sound in the picture.

Teacher Tip

- For the best results, teachers control the speed of audio CD depending on the students' ability in the class.
- Teachers can play the audio CD with each word of picture or two or three pictures together.
- It is effective that have students practice in different ways depending on their ability. For example, say the beginning sound, write the beginning sound, and say the name of beginning sound.

1-Track 32
Listen and match the pictures to the beginning sound letters.

unit 3

Practice Questions for Listening (pp. 8, 33, 54, 81)

- Have students match the beginning sound and the picture while they listen to the word.
- Teachers should use the audio CD and control it depending on the students' ability.
- If teachers do not use the audio CD, they read the words with syllables, such as /top/ /t/ /op/ /top/
- For the writing practice, have students write the letter with lower case. Then write the capital letter and lower case letter together.

1-Track 29
Listen and color the pictures with the beginning sound /f/.

Phonics_1



Ending Consonants (pp. 9, 30, 78)



- Have students color the picture of the beginning sound of the word while they listen to the word.
- Teachers should control the speed of audio CD depending on the class.
- Teachers should play the audio CD with a word and then they say the word again. Then have students color the picture.
- Color should not exactly same as in the picture. Students may use different colors or shapes whatever they want.
- Teachers point the same picture with the word from the audio CD, and have students pay attention to the sound of the word instead of spending a lot of times to find the picture.
- Check how much students understand what they have learned with the practice questions.

Unit 2 Short Vowels **Aa, Ii**

Short Vowels **Aa/Ii**

1-Track 17
Listen and learn the sounds and letters.

Aa  

Ii  

1-Track 18
Listen and circle the short vowel sound you hear.

1. Aa Ii

2. Aa Ii

3. Aa Ii

4. Aa Ii

Phonics_1

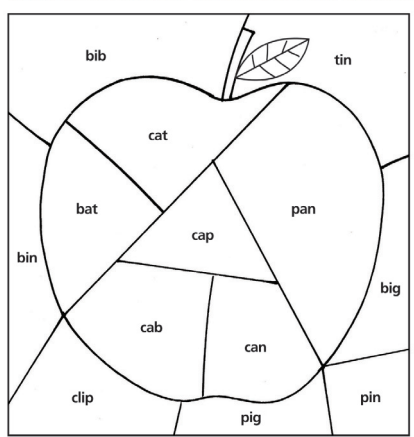
Learning Page (pp. 16, 40, 64)

- Option 1 - Play the audio CD, write A and I on the whiteboard, and say the sound of these two letters.
- Say each syllable to make a sound, for example, /b/, /a/, /t/, /bat/, /p/, /i/, /g/, /pig/. So, emphasize how to make the word's sound, combining vowels and consonants.
- Option 2 - Write A and I on the whiteboard, and say the names of two letters and the word's sound first. Then, play the audio CD.
- Write the word on the whiteboard and say each syllable to make a sound, for example, /b/, /a/, /t/, /bat/, /p/, /i/, /g/, /pig/. So, emphasize how to make the word's sound, combining vowels and consonants.
- After students learn short vowel sounds, ask students the words with short vowel sounds in order to check how much they understand.
- Have students distinguish the short vowels while they listen to the practice questions and check how much they understand.
- Show students how to make the short /a/ vowel sound /a/ with the words apple, bat, and mad.
- Show students how to make the short /i/ vowel sound /i/ with the words igloo, ink, and Indian.
- Make sure the students are not making long vowel sounds.

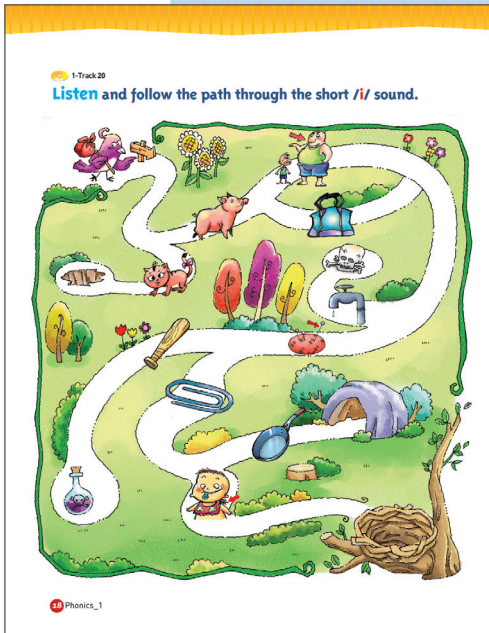
Practice Questions for Listening (pp. 17, 19, 42)

- This is a practice question to distinguish the short vowel sound while students listen to the words.
- Have students color the word if they find the word with a short vowel sound.
- Play the audio CD and have students take their time to find the words in the picture. The word with a short vowel sound is spoken randomly.
- Read the word for students who find the word with a short vowel sound, and ask them what kind of short vowels are in the word.
- If students cannot find the word while listening to the audio CD, point to the words and play the audio CD slowly many times with the words and check whether they can find the words or not.
- For advanced students, play the audio CD with a lot of words all together and have them practice extra words: clap, lap, strap, spin, chin, twin, sick, stick, brick, chick, ring, sting, king, band, grand, sand, drink, wink, back, blank and so on.

1-Track 19
Listen and color the words that have the short /a/ sound red.

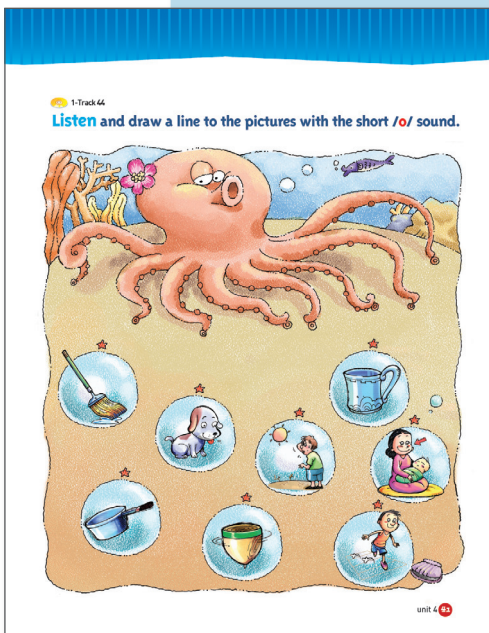


unit 2



Practice Questions for Listening (p. 18)


- This practice is to find the path within the picture by finding short vowel sounds while students listen. Make sure that they distinguish the short vowel sounds within the words.
- Do not play the audio CD all at once. Stop playing the audio CD if students arrive at a point with two ways on the game board in order to make them pay attention.
- At the fork in the road, have students find the picture of the word with short i sound.
- For the maze game, make sure that students don't find the word without listening to the audio CD.





Practice Questions for Listening (pp. 17, 19, 42)


- This practice is to draw a line to the picture with a short vowel sound while students listen.
- This is the last part of the listening practice except for page 41, so teachers play the audio CD with the whole words or half all at once in order to distinguish the short vowel sound.
- If students cannot follow, play the CD word by word.
- In addition, teachers play and stop the CD following by each syllable, for example, /pig/, /p/, /i/, /g/, /pig/.


1-Track 22
Listen and write a or i in each word.


1.  p g

2.  b t

3.  c b

4.  c p

5.  b b

6.  t n


Phonics_1


Practice Questions for Listening (pp. 20, 43, 65, 90)


- This practice is to write the short vowel sound while students listen.
- Write the letters for the short vowels for students on the whiteboard, making sure students pay attention to listening.
- If students do the practice very well, they may write the whole spelling of the picture's word. Teachers can play the word following by each syllable, for example, /pig/, /p/, /i/, /g/, /pig/.
- For more practice, use other words besides the student book. In this case, the vowels and consonants should have been learned before.


My first words with short a

Say the sound of the letters. Then read and write the words.

1. **b - a - t = bat**  bat

2. **c - a - t = cat**  cat

3. **c - a - p = cap**  cap

4. **p - a - n = pan**  pan

unit 2

Practice Questions for Listening (pp. 21, 22, 45, 46, 67)

- This practice is to make a word sound combining a short vowel and consonant from the lesson.
- Teachers should say each vowel and consonant very clearly and then combine, for example, /b/, /a/, /t/, /bat/.
- Have students say and combine, following by teacher's example. Make sure that students do not repeat many times if they don't do well because repetition makes them nervous. Instead, have students listen carefully.

Read the words and draw a line to the matching picture.

1. n - a - p = nap



2. t - i - n = tin



3. t - a - n = tan



4. b - i - b = bib



5. p - a - n = pan



Practice Questions for Listening (p. 18)

- This practice is to combine the short vowels and consonants and to read the words.
- Make sure that students read the words first by themselves. Do not read the words for students if they don't do well.
- Have one student read the word syllable by syllable while students do the practice question. Or walk around the class and ask each student to read two words with the short a and i vowels. Teachers make sure whether students have fully understood or not, and which part of the unit they don't know well.
- If the class is large, write the words from the student book. And have each student read the words and have students solve the problems.
- For more practice, use extra words with the short a and i vowels mentioned above.

REVIEW

1-Track 13

Listen and write the number under the beginning sound.

Bb

Cc

Tt

Pp

Nn

1-Track 14

Listen and circle the pictures with the same ending sound.

b

n

t



unit 1 13

Review (pp. 13, 25, 37, 49, 61, 73, 85, 97)

- This practice is to review what students have learned before.
- In order to check how much they understand, have students try to solve the problems by themselves.
- Explain to students the directions clearly and play the audio CD.
- Slow the pace of the CD if the students are having problems.
- Check how much students understand about the unit. If student need more practice, make extra plans to help students improve.

CHANT

1-Track 15

I have friends B, C, T, P and N.

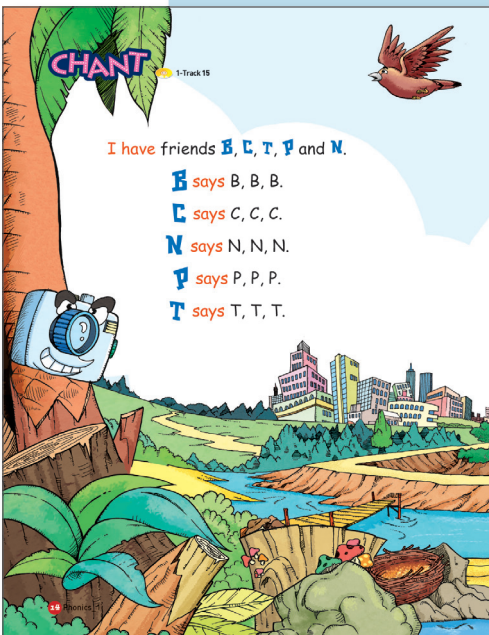
B says B, B, B.

C says C, C, C.

N says N, N, N.

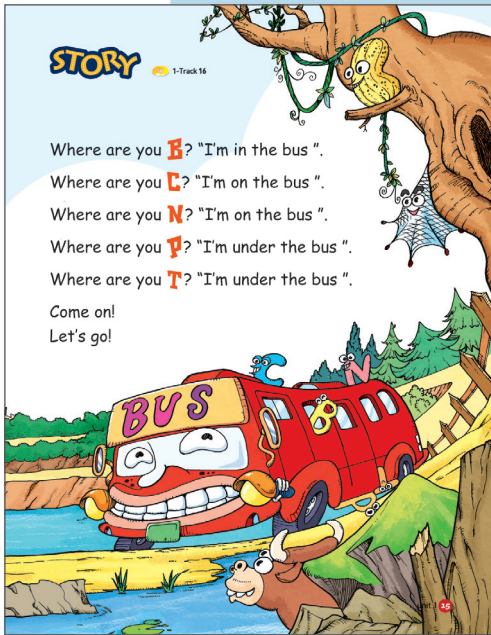
P says P, P, P.

T says T, T, T.



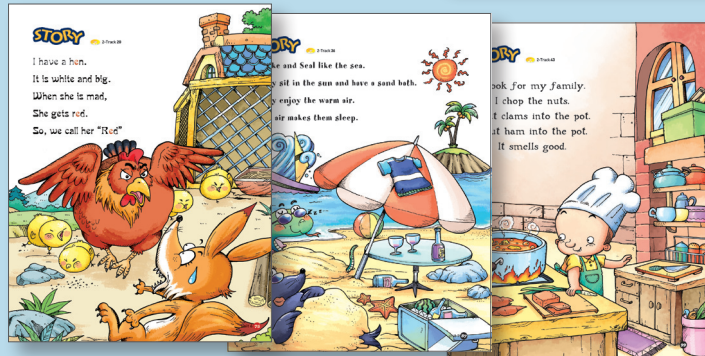
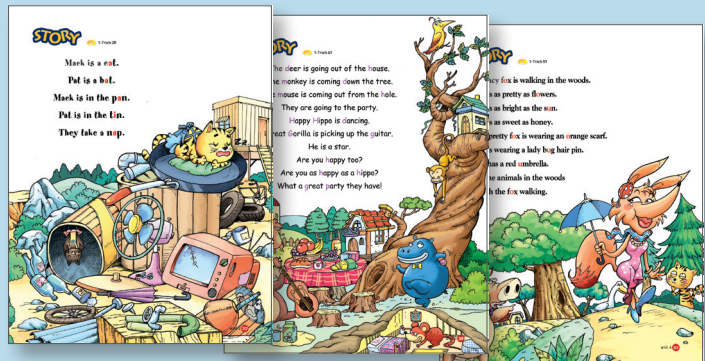
Chant (pp. 13, 26, 38, 50, 62, 74, 86, 98)

- This is for students who cannot read the words of the unit to improve their phonics' reading ability with rhythmical sentences.
- Do not play the CD first. Have students learn the meaning of each word or phrase in different colors. Use some props or act to let the students understand the meaning of the words or phrases.
- For example, say, "I have a pen/marker/cup," holding a pen/marker/cup. Then, have the students say, "You have a pencil/a book/a notebook." Ask students, "What do you have?" Repeat the procedure until the students understand the meaning of the sentences.
- In order to apply to the words they have learned, write the sound of animals in Korean, such as 무무, 오잉크 오잉크, 리빗 리빗 (moo moo, oink oink, and ribbit ribbit). Make sure that the paper is folded.
- Give the folded paper to students and say, "I say me miyao. You say _____," with new words in order to learn the meaning of the word "say."
- Then play the audio CD and chant together.



Story (pp. 15, 27, 39, 51, 63, 75, 87, 99)

- This practice is to improve student's comprehension skills using the words from they have learned.
- Play the audio CD for the whole story.
- Draw a bus on the whiteboard and read, "Where are you B?" Then read, "I'm in the bus," emphasizing "in" when reading the sentence.
- Draw "B" in the bus. Repeat the procedure with other sentences.
- Hand out the stickers to students and say, "Where are you B?" "I'm in the bus." Then, have the students put the stickers on the correct portion of the picture. Check whether they affix the stickers correctly or not.
- Say, "Where are you B?" and have students answer, "I'm in the bus," and put the stickers on the page.
- Repeat the procedure with the other sentences.
- For more practice, if teachers say the words, have students find the picture they have heard.



Recording Script

Unit 1

Consonants **Bb, Cc, Tt, Pp, Nn**

Beginning Consonants **Bb, Cc**

[1-Track 01] Listen and learn the sounds and letters.

B b b bed bed
C c c cat cat

[1-Track 02] Listen and circle the sound you hear.

1. b b bag bag
2. c c car car
3. c c cap cap
4. b b ball ball

[1-Track 03] Listen and circle the beginning sound.

bu bus
cow cow
bear bear
cake cake
bag bag
cap cap
baby baby
candle candle
bug bug

[1-Track 04] Listen and write the beginning sound.

cow cow
bird bird
car car
cap cap
bell bell
baseball baseball
candle candle
baby baby

Beginning Consonants **Tt, Pp, Nn**

[1-Track 05] Listen and learn the sounds and letters.

T t t tub tub
P p p panda panda
N n n nest nest

[1-Track 06] Listen and circle the sound you hear.

1. t t table table
2. p p pizza pizza
3. n n nuts nuts
4. n n nap nap

[1-Track 07] Listen and match the picture to its beginning sound. Then write the letter.

1. top top
2. pot pot
3. nuts nuts
4. tiger tiger
5. nine nine
6. pencil pencil

[1-Track 08] Listen and color the picture to match the color of its beginning sound letter.

piano piano
net net
popcorn popcorn

tire tire
nest nest
tub tub

Ending Consonants **b, t, p, n**

[1-Track 09] Listen and learn the sounds and letters.

B b ca - b cab cab
T t ba - t bat bat
P p ca - p cap cap
N n pe - n pen pen

[1-Track 10] Listen and circle the ending sound you hear.

1. n n hen hen
2. p p cap cap
3. t t goat goat
4. b b web web

[1-Track 11] Listen and color the ending sound.

1. lamp lamp
2. lion lion
3. bat bat
4. tub tub
5. web web
6. cat cat

[1-Track 12] Listen and circle the pictures with the same ending sound.

1. can can - ten ten - bat bat
2. lamp lamp - cat cat - cap cap
3. bat bat - pot pot - pen pen
4. cab cab - goat goat - crab crab
5. tub tub - po pot - net net
6. popcorn popcorn - pen pen - cap cap

[1-Track 13] Listen and write the number under the beginning sound.

baby baby
top top
net net
pizza pizza
camera camera

[1-Track 14] Listen and circle the pictures with the same ending sound.

web web - map map - crab crab - bat bat
loin loin - bib bib - horn horn kite kite
rabbit rabbit - lamp lamp - heart heart - pen pen

[1-Track 15] Chant

Let's Chant
I have friends B, C, T, P, and N.
B says b, b, b.
C says c, c, c.
N says n, n, n.
P says p, p, p.
T says t, t, t.

[1-Track 16] Story

Let's Read
Where are you B?
"I'm in the bus".

Where are you C?
"I'm on the bus".
Where are you N?
"I'm on the bus".

Where are you P?
"I'm under the bus".

Where are you T?
"I'm under the bus".

Come on!
Let's go!

Unit 2

Short Vowels **Aa, Ii**

[1-Track 17] Listen and learn the sounds and letters.

A a a b - a - t b - at bat bat
I i i p - i - g p - ig pig pig

[1-Track 18] Listen and circle the short vowel sound you hear.

1. i i p - in pin pin
2. a a c - at cat cat
3. a a f - an fan fan
4. i i b - it bit bit

[1-Track 19] Listen and color the words that have the short /a/ sound red.

bib bib - cat cat - tin tin - pan pan - big big - pin pin - pig
pig - can can - cap cap - cab cab - clip clip - bin bin - bat bat

[1-Track 20] Listen and follow the path through the short /i/ sound.

cat ca - pig pig → bag bag - big big →
tap tap - pin pin → bat bat - clip clip →
pan pan - bib bib

[1-Track 21] Listen and color the words with the short /a/ sound red. Color the words with the short /i/ sound blue.

pig pig - can can - tap tap - cap cap - pin pin - bat bat -
bib bib

[1-Track 22] Listen and write a or i in each word.

pig p - i - g p - ig pig
bat b - a - t b - at bat
cab c - a - b c - ab cab
cap c - a - p c - ap cap
bib b - i - b b - ib bib
tin t - i - n t - in tin

Review

[1-Track 23] Listen and write a or i.

cat c - a - t c - at cat
bag b - a - g b - ag bag
bib b - i - b b - ib bib
can c - a - n c - an can
clip cl - i - p cl - ip clip
lamb l - am - b l - amb lamb
pan p - a - n p - an pan
big b - ivg b - ig big

[1-Track 24] Chant

Let's Chant
How are you, bat?
How are you, bat?

I'm fine.
I'm fine.

How are you, cat?
How are you, cat?
I'm O.K.
I'm O.K.

How are you, all?
How are you, all?
We're fine.
We're fine.

[1-Track 25] Story

Let's Read
Mack is a cat.
Pat is a bat.
Mack is in the pan.
Pat is in the tin.
They take a nap.

Unit 3

Consonants **Ff, Hh, Dd, Gg, Mm**

Beginning Consonants **Ff, Hh**

[1-Track 26] Listen and learn the sounds and letters.

F f f fan fan
H h h hat hat

[1-Track 27] Listen and circle the sound you hear.

1. f f fin fin
2. h h hop hop
3. h h hand hand
4. f fun fun

[1-Track 28] Listen, circle and write the beginning sound.

1. hair hair
2. hand hand
3. heart heart
4. hug hug
5. farmer farmer
6. fan fan
7. fat fat
8. fish fish

[1-Track 29] Listen and color the pictures with the beginning sound /f/.

horse horse - fox fox - house house - horn horn -
fork fork - fire fire - hammer hammer - frog frog

Beginning Consonants **Dd, Gg, Mm**

[1-Track 30] Listen and learn the sounds and letters.

D d d dog dog
G g g goat goat
M m m monkey monkey

[1-Track 31] Listen and circle the sound you hear.

1. d d doll doll
2. g g gum gum
3. m m mug mug
4. d d donut donut

[1-Track 32] Listen, write and circle the pictures with the same beginning sound.

1. doll doll - dolphin dolphin - mop mop
2. gum gum - mittens mittens - gift gift
3. goose goose - milk milk - mug mug

[1-Track 33] Listen and match the pictures to the beginning sound letters.

desk desk - dish dish - gift gift - grapes grapes - moon moon

Ending Consonants **d, g, m**

[1-Track 34] Listen and learn the sounds and letters.

D d d be - d bed

G g g a - g bag

M m m ha - m ham

[1-Track 35] Listen and circle the ending sound you hear.

1. g g bug bug
2. m m dam dam
3. d d dad dad

[1-Track 36] Listen, color and write the ending sound.

1. pig pig
2. dog dog
3. bag bag
4. gum gum
5. bed bed
6. bird bird
7. mud mud
8. mom mom

[1-Track 37] Listen and find the way with the ending sounds of the pictures.

mad mad - gum gum - hug hug - ham ham - bird bird - dig dig

Review

[1-Track 38] Listen and circle the pictures with the same beginning sound.

dance dance - fin fin - doll doll - duck duck
game game - golf golf - goose goose - mop mop
goat goat - dog dog - mittens mittens - mug mug

[1-Track 39] Listen to the words and write the ending sound.

1. hug hug
2. dad dad
3. gum gum
4. ham ham

[1-Track 40] Chant

Let's Chant
I like the pony horse.
You like the fancy fox.
He likes the ducky duck.
She likes the goofy goose.

[1-Track 41] Story

Let's Read
The deer is going out of the house.
The monkey is coming down the tree.
The mouse is coming out from the hole.
They are going to the party.
Happy Hippo is dancing.
Great Gorilla is picking up the guitar.
He is a star.
Are you happy too?
Are you as happy as a hippo?

What a great party they have!

Unit 4

Short Vowels **Oo, Uu**

[1-Track 42] Listen and learn the sounds and letters.

O o o p - o - t p - ot pot pot

U u u t - um - b t - ub tub tub

[1-Track 43] Listen and circle the short vowel sound you hear.

1. o o h - ot hot hot
2. u u h - ut hut hut
3. o o c - op cop cop
4. u u m - ud mud mud

[1-Track 44] Listen and draw a line to the pictures with the short /o/ sound.

mop mop
pot pot
pup pup
top top
hot hot
mug mug
mom mom
hop hop

[1-Track 45] Listen and color the parts that have the short /u/ sound.

mug mug
hut hut
mom mom
nuts nuts
hop hop
bud bud
mop mop
bug bug

[1-Track 46] Listen and write the vowel sound.

hot hot
mop mop
dot dot
nuts nuts
pup pup
bug bug
tub tub
bud bud
top top

[1-Track 47] Listen and circle the vowel sound.

mug mug
hop hop
pot pot
bug bug
nuts nuts
tub tub
gum gum
dot dot

[1-Track 48] Listen and cross out (X) the picture that has the different vowel sound.

1. rug rug - fox fox - mom mom
2. run run - gum gum - box box
3. mud mud - dot dot - pup pup

Review

[1-Track 49] Listen and color the pictures with the same vowel sound as the letter.

1. a a pan pan - pin pin - hot hot - hut hut
2. i i fin fin - fan fan - mop mop - mat mat
3. o o hop hop - hat hat - map map - man man
4. u u mug mug - cap cap - bin bin - pot pot

[1-Track 50] Chant

Let's Chant
How do I look?
How do I look?
You look like a bug.

How do I look?
How do I look?
You look like a mop.

How do I look?
How do I look?
You look like my uncle.

[1-Track 51] Story

Let's Read
A fancy fox is walking in the woods.
She is as pretty as flowers.
She is as bright as the sun.
She is as sweet as honey.
The pretty fox is wearing an orange scarf.
She is wearing a lady bug hair pin.
She has a red umbrella.
All the animals in the woods watch the fox walking.

Unit 5

Consonants **Jj, Kk, Ll, Rr**

Beginning Consonants **Jj, Kk**

[2-Track 01] Listen and learn the sounds and letters.

J j j jam jam
K k k kite kite

[2-Track 02] Listen and circle the sound you hear.

k k key key
j j jeep jeep
k k king king
j j jacket jacket

[2-Track 03] Listen, circle and write the beginning sound.

kite kite
jeep jeep
kangaroo kangaroo
jeans jeans
jelly jelly
king king

[2-Track 04] Listen and match the pictures to the right beginning sound.

jump jump - kitten kitten - key key - juice juice
jet je - king king - jam jam - kiss kiss

Beginning Consonants **Ll, Rr**

[2-Track 05] Listen and learn the sounds and letters.

L l l lamp lamp
R r r rabbit rabbit

[2-Track 06] Listen and circle the sound you hear.

1. l l lion loin
2. r r robot robot
3. l l lemon lemon
4. r r rat rat

[2-Track 07] Listen and write the beginning sound.

lips lips
raccoon raccoon
lake lake
rat rat
lamb lamb
rub rub
rag rag
log log

[2-Track 08] Listen and find the way with the same beginning sound.

Let's find the way L l l
lemon lemon - lake lake - lion lion - ladder ladder -
lock lock - leaf leaf

Let's find the way R r r
ring ring - rose rose - rug rug - road road -
radio radio - robot robot

[2-Track 09] Listen and draw a line to the matching words.

bad bad
tub tub
fat fat
big big
mad mad
hot hot

Review

[2-Track 10] Listen, write and circle the same beginning sound.

1. r r rug rug - ladder ladder - run run - red red
2. l l lock lock - leaf leaf - robot robo - log log
3. j j juice juice - key key - jump jump - jacket jacket
4. k k kick kick - kite kite - key key - lips lips

[2-Track 11] Chant

Let's Chant
My name is J. I sing j, j.
jelly jam, jelly jet, jelly juice.

My name is K. I sing k, k.
kitty kite, kitty key, kitty king.

MY name is L. I sing l, l.
lilly lake, lilly leaf, lilly lion.

My name is R. I sing r, r.
rosy radio, rosy ring, rosy rug.

[2-Track 12] Story

Let's Read.
King likes jam.
He likes jelly.
He likes juice, too.
He is getting big, big, big.
He is as white as a rabbit.
He is as lazy as a rat.

Unit 6

Short Vowel **E e**

[2-Track 13] Listen and learn the sounds and letters.

E e e j - e - t j - et jet jet
n - e - t n - et net net

[2-Track 14] Listen and circle the short vowel sound you hear

1. e e b - ed bed bed
2. i i h - it hit hit
3. e e l - eg leg leg
4. u u m - ug mug mug

[2-Track 15] Listen and write e if you hear the short /e/ sound.

legs legs
hen hen
tin tin
pup pup
mop mop
red red

[2-Track 16] Listen and throw the balls with the short /e/ sound into the net.

bell bell - top top - legs legs - wet wet - wig wig -
mug mug - hug hug

Review

[2-Track 17] Listen and write the number under the matching picture.

tug tug
rod rod
spin spin
wig wig
fan fan
mad mad
dot dot
play play

[2-Track 18] Listen and write a, i, o, u, or e in each word.

ten t - e - n t - en ten
mug m - u - g m - ug mug
hot h - o - t h - ot hot
wig w - i - g w - ig wig
hat h - a - t h - at hat
pot p - o - t p - ot pot
big b - i - g b - ig big
net n - e - t n - et net
bed b - e - d b - ed bed

[2-Track 19] Chant

Let's Chant
What is your name?
I am E e e.

Where are you from?
I'm from a bed.

Where are you from, E?
I'm from a net.

Where are you from, E?
I'm from a jet, a bell, ten and a pen.

[2-Track 20] Story

Let's Read
I have a hen.
It is white and big.
When she is mad,

She gets red.
So, we call her "Red".

Unit 7

Beginning Consonants **Ss, Vv, Ww, Yy, Qq, Zz**

Beginning Consonants **Ss, Vv, Ww**

[2-Track 21] Listen and learn the sounds and letters.

S s s snake snake
V v v vest vest
W w w window window

[2-Track 22] Listen and circle the sound you hear.

1. s s sun sun
2. v v violin violin
3. w w wig wig
4. s s snow snow

[2-Track 23] Listen and circle the beginning sound.

sleep sleep
snack snack
volcano volcano
vest vest
wallet wallet
wink wink

[2-Track 24] Listen and color the pictures. (/S/=yellow, /V/=green, /W/=blue)

van van - sun sun - witch witch - watermelon watermelon -
vase vase - starfish starfish - wave wave - violin violin -
seal seal

Beginning Consonants **Yy, Qq, Zz**

[2-Track 25] Listen and learn the sounds and letters.

Y y y yellow yellow
Q q q queen queen
Z z z zebra zebra

[2-Track 26] Listen and circle the sound you hear.

1. y y yoyo yoyo
2. z z zoo zoo
3. q q quilt quilt
4. y y yarn yarn

[2-Track 27] Listen, color and write the right beginning sound.

1. yolk yolk
2. queen queen
3. zoo zoo
4. yam yam
5. quarter quarter
6. zebra zebra

[2-Track 28] Listen and draw a line to the same beginning sound.

Y y yam yam - yarn yarn - yawn yawn - Y y
Z z zoo zoo - zipper zipper - zero zero - Z z
Q q quilt quilt - queen queen - quarter quarter - Q q

Ending Consonant **Xx**

[2-Track 29] Listen and learn the sound and letter.

X x x fox fox, box box

[2-Track 30] Listen and circle the ending sound.

1. x x six six

2. t t hot hot
3. g g mug mug
4. x x fox fox

[2-Track 31] Listen and color the ending sound.

1. ox ox
2. bat bat
3. hen hen
4. pig pig
5. fox fox
6. dog dog
7. lion lion
8. ax ax
9. six six

[2-Track 32] Listen and help the man to find his way home through the ending sound /x/.

wig wig - box box - rat rat - fox fox - lips lips -
ox ox - ham ham - six six - moon moon - ax ax

Review

[2-Track 33] Listen and write the number under the right beginning sound.

1. spin spin
2. well well
3. zoo zoo
4. yacht yacht
5. quarter quarter
6. volcano volcano

[2-Track 34] Listen and write the missing letter.

1. ax ax
2. fox fox
3. zebra zebra
4. wallet wallet
5. witch witch
6. zipper zipper
7. yoyo yoyo
8. yarn yarn
9. quilt quilt

[2-Track 36] Chant

Let's Chant
What is this?
Ss, Ss, snake.

What is this?
Vv, Vv, vase.

What is this?
Ww, Ww, watermelon.

What is this?
Yy, Yy, yacht.

What is this?
Qq, Qq, quilt.

What is this?
Zz, Zz, zebra.

What is this?
Xx, Xx, ax.

[2-Track 36] Story

Let's Read

Snake and Seal like the sea.
They sit in the sun and have a sand bath.
They enjoy the warm air.
The air makes them sleep.

Unit 8

Short Vowels Aa, Ii, Oo

[2-Track 37] Listen and circle the pictures with the same vowel sound as the letter.

A a hat hat - pig pig - rat rat
I i pin pin - king king - mug mug
O o hug hug - hot hot - top top
U u fan fan - rug rug - mud mud
E e bed bed - well well - ring ring

[2-Track 38] Listen and write the vowel in each word.

1. web w - e - b w - eb web
2. pink p - i - nk p - ink pink
3. mad m - a - d m - ad mad
4. nuts n - u - ts n - uts nuts
5. wet w - e - t w - et wet
6. mask m - a - sk m - ask mask
7. jug j - u - g j - ug jug
8. hop h - o - p h - op hop
9. pen p - e - n p - en pen
10. big b - i - g b - ig big

Bb vs Vv

[2-Track 39] Listen and circle the right beginning sound.

1. bird bird
2. vest vest
3. van van
4. bag bag
5. ballon ballon
6. baby baby
7. volcano volcano
8. vilon vilon
9. vase vase

Ll vs Rr

[2-Track 40] Listen and draw a line to the right beginning sound.

lock lock
lamb lamb
rat rat
ladder ladder
rock rock
rip rip

[2-Track 41] Listen and connect the words you hear to help the men find the treasure.

milk milk
mop mop
sand sand
hop hop
mug mug
map map
sit sit
pop pop

[2-Track 42] Chant

Let's Chant
What do you say? - ag, - am, - an
What do you say?
I say bag, ham, fan.

What do you say? - it, - ig, - in.
What do you say?
I say sit, big, pin.

What do you say? - op, - ot.
What do you say?
I say hop, hot.

What do you say? - ug, - ut, - ub
What do you say?
I say bug, hut, tub.

What do you say? - en, - et,
What do you say?
I say, men, pet.

[2-Track 43] Story
Let's Read
I cook for my family.
I chop the nuts.
I put clams into the pot.
I put ham into the pot.
It smells good.