

# MR. BUG'S PHONICS

TEACHER'S BOOK

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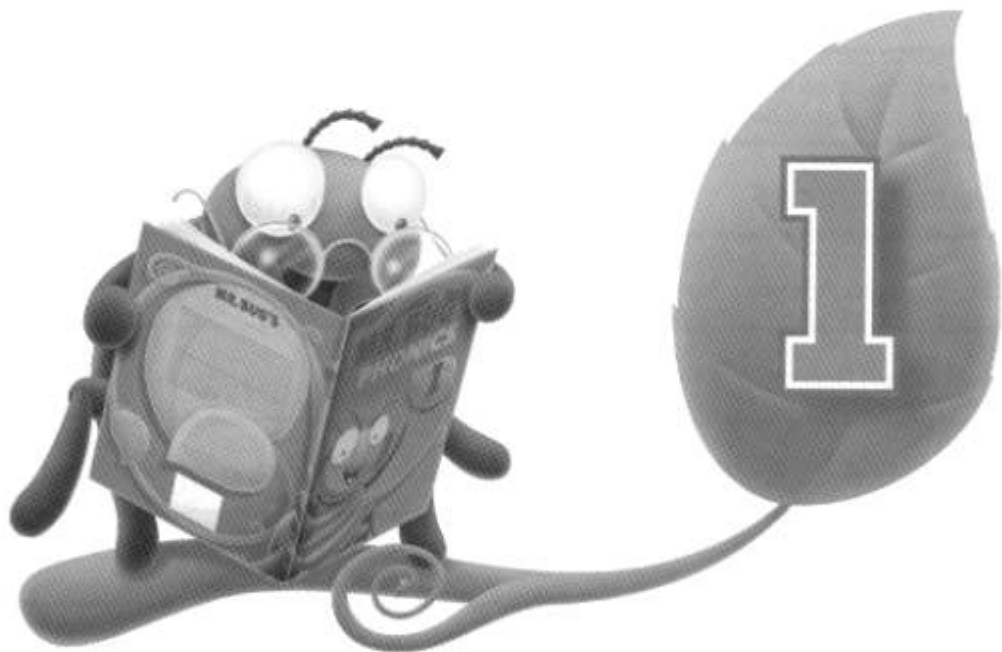
**Gary Apple**  
**Catherine Yang Eisele**  
**Richmond Hsieh**  
**Dina Sun**

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## Introduction

Welcome to *Mr. Bug's Phonics*! This easy-to-use, two-level phonics program is designed for children who are just beginning to learn English. Mr. Bug is a delightful character who guides students through a wealth of fun activities and stories. This Teacher's Book contains step-by-step instructions for using the program components and helpful suggestions for making your English class an exciting and enriching experience for the students.

### What Is Phonics?

Put quite simply, phonics is a method of teaching reading skills by connecting speech patterns to spelling patterns. Speech patterns (or *phonological* patterns) are the sounds that appear over and over again in a spoken language. Spelling patterns (or *orthographic* patterns) are the recurring groups of letters used to represent those sounds. Though countless volumes have been written on the subject, the basic theory of phonics is this: If students learn the sounds represented by the letters, they will be able to pronounce unfamiliar words.

### Why Teach Phonics?

You are probably familiar with the adage, "Give a man a fish, and he eats once. Teach a man to fish, and he eats forever." Teaching a child phonics provides a valuable skill that the child can use for a lifetime. Spoken American English contains roughly forty different sounds. These sounds are represented by the twenty-six letters of the English alphabet. As a child learns how the letters combine to represent the sounds, he or she receives the tools for becoming an independent reader.

## PROGRAM OBJECTIVES

*Mr. Bug's Phonics* is designed for elementary school students just beginning to learn English. Book 1 covers the names and primary sounds of the twenty-six letters of the English alphabet and teaches students how to read and print both uppercase and lowercase forms. Book 2 focuses on more advanced principles such as consonant blends and long vowel sounds. As students participate in the program's many listening, speaking, reading, and writing activities, they will gain an understanding of how different

letters and letter combinations represent sounds. And even at this early age, they will recognize that these sounds form words in a systematic way.

## PROGRAM COMPONENTS

*Mr. Bug's Phonics* is available in both monolingual and bilingual versions. Each version has four main components:

### Student Books

*Mr. Bug's Phonics Book 1* and *Book 2* are attractive, full-color books for students to use in the classroom and at home. Each eighty-page book is filled with beautiful illustrations and engaging activities designed to make learning English fun. At the back of each book are colorful stickers for students to use in activities throughout the lessons. These monolingual worktexts are the foundation of both the monolingual and bilingual versions of *Mr. Bug's Phonics*.

*Mr. Bug's Phonics Book 1* introduces the letters of the alphabet and key words that begin with each letter. The book is divided into nine units, each focusing on two or three letters of the alphabet and the sounds that they represent. Every eight-page unit opens with a lively, full-color illustration. A story to accompany the illustration appears in Teacher's Book 1 and on Cassette 1. The story and illustration introduce the key words for the unit in a memorable context. The following pages in each unit contain a wide range of engaging learning, practice, and review activities, including chants and songs.

*Mr. Bug's Phonics Book 2* is organized into twelve units. It builds on the phonics learned in Book 1 as it introduces blends, digraphs, diphthongs, and long vowels. As in Book 1, the units open with a compelling story and illustration followed by fun practice exercises. In addition, the units contain inviting chants and comic strips that help students gain sentence-level understanding of English grammar and sound patterns.

### Cassettes

Each *Mr. Bug's Phonics* student book has a corresponding cassette. These cassettes contain professional narrations of the delightful stories that begin each unit, as well as directions and models for most of the book's activities, reviews, songs, and chants. On the bilingual version of the cassettes, the stories are read in the students' native language. The instruction lines are also translated into the students'

native language, providing teachers and students with descriptive explanations for each listening task. The monolingual cassettes contain simplified English versions of the stories. The cassettes are very useful in the classroom, particularly for teachers who are non-native speakers of English. In addition, students can use the cassettes individually as a marvelous review tool.

### Teacher's Books

There are two Teacher's Books for each version of the *Mr. Bug's Phonics* program—one for Book 1 and one for Book 2. These Teacher's Books are useful and practical guides that help teachers make optimum use of *Mr. Bug's Phonics*. The Teacher's Books contain step-by-step instructions for teaching every unit, plus the text to all the stories, guidelines for teaching each sound, answer keys to the exercises, and a wealth of creative and educational game ideas. The bilingual Teacher's Books provide the above information, including the story texts, in both languages. The monolingual Teacher's Book, like the monolingual cassette, substitutes simplified English stories for the native language stories.

### Mr. Bug's Phonics Cards

Each *Mr. Bug's Phonics* book has a corresponding set of phonics cards that are used throughout the lessons and in the games described in the Game Idea Bank of each Teacher's Book. These cards are the same for the monolingual and bilingual versions of the program. For Book 1, there are fifty-two cards containing the capital and lowercase letters of the English alphabet. An additional fifty-seven cards contain the letter combinations taught in Book 2.

## TIMING AND PACING

*Mr. Bug's Phonics* is designed to accommodate a wide variety of classroom settings. Whether it is used as the foundation for a phonics course or employed as a supplement to the main English-language curriculum, teachers will discover that *Mr. Bug's Phonics* is a flexible and highly effective program.

Because of the program's modular structure, *Mr. Bug's Phonics* can easily be used for short lessons that target specific letters, sounds, and words. Each unit is divided into self-contained sections that are ideal for brief instruction periods. This modular structure is especially useful for absolute beginners and younger students, whose slower learning pace may prohibit completing an entire unit in one class period.

*Mr. Bug's Phonics* is also well suited for longer instruction periods and classes with older or more advanced students. Each unit advances from concept to concept in a logical, seamless manner and can be covered in one session if the teacher so chooses. The Game Idea Bank and the phonics cards can be used at any point to introduce, review, or extend a lesson.

Wherever and however *Mr. Bug's Phonics* is used, teachers will appreciate the clear focus and multiple dimensions of the lessons. Students will enjoy the wealth of engaging activities; in each unit students listen, speak, point, trace, read, write, chant, and sing. With all this fun activity, learning takes place naturally and enjoyably.

## STORIES, GAMES, CHANTS, AND SONGS

To help make the students' learning experience interesting and fun, *Mr. Bug's Phonics Book 1* includes a rich variety of stories, games, chants, and songs. These playful activities encourage students to participate physically in the lessons and help to foster a creative classroom environment.

### Stories

Each unit of *Mr. Bug's Phonics* begins with a whimsical story told in simple, interactive English. These stories and their corresponding illustrations introduce students to the key words and sounds of the unit. In addition, the stories serve two important affective functions. As students listen to a story, they relax and let go of stresses that might impede their ability to concentrate and learn. At the same time, the stories spark students' imaginations, making them eager to participate actively and creatively in the lesson.

Teachers are encouraged to return to the stories at any point in a lesson for motivation, practice, or review. Many classes enjoy acting out the stories themselves or with puppets as the teacher reads the narration or plays the cassette. Teachers may even wish to videotape the students' production and show it during the next class period, on Parent Night, or at some other event. Students can retell the stories in their own words and/or answer questions about the stories. Children may also enjoy drawing pictures to show another scene from a story or to illustrate "what happened next." In short, the stories offer a wonderful opportunity for creative exploration while reinforcing the target words and sounds of a unit.

## Games

Because playing games is a meaningful and fun way for children to learn English phonics, this Teacher's Book includes a Game Idea Bank. Every game in the Idea Bank can be played using the target letters, sounds, and words from any unit of the book. For this reason, the games are conveniently presented in a separate section rather than interspersed throughout the guide (see pages 8 and 9).

The Game Idea Bank provides useful ideas for a variety of teaching situations. Some games may be played with the entire class, while others are more suited for pairs or small groups. Some of the games are more challenging than others. Many make use of the phonics cards. Some require additional materials such as paper, pencils, and glue.

The games can be used to begin a lesson by reviewing letters and sounds covered in previous lessons. Alternatively, one or more games may be played at the end of a lesson to reinforce skills that were just taught. When teaching a unit over several class periods, teachers can use a game to review the letters currently being studied before continuing the lesson in a new class period. At any point in a lesson, students will look forward to playing games as a fun way of practicing and sharing their expanding phonics skills.

## Chants

The chants in *Mr. Bug's Phonics Book 1* are used to teach and reinforce each letter of the alphabet. These easy-to-learn chants, which are found in Teacher's Book 1 and on Cassette 1, are used in conjunction with the New Words page of each unit. As the students say the chant, they perform fun gestures that reinforce the key words beginning with that letter. The chants can be strung together, so that when students complete Book 1, they can perform one long, lively chant from A to Z.

## Songs

Songs and singing also play a key role in Book 1. Once the students have learned and practiced the target letters for a unit, Mr. Bug leads them in a simple song that incorporates the letter names. The song lyrics appear on the Activities page in each unit of the student book. Next to the lyrics, Mr. Bug demonstrates a physical action such as a wink, wave, or wiggle for students to perform as they sing. The song lyrics can also be found in Teacher's Book 1 and on Cassette 1. As with the chants, the

alphabet songs can be strung together as the class progresses through the book. By the end of Book 1, students will be able to sing an entire song from A to Z. The words to the entire song are printed on page 73 of the Student Book.

## PRONUNCIATION GUIDELINES

There are forty-one speech sounds in American English. These include the twenty-four consonants and seventeen vowels listed below:

### Consonants

9 voiceless: /p/, /t/, /k/, /f/, /s/, /θ/, /ʃ/, /tʃ/, /h/

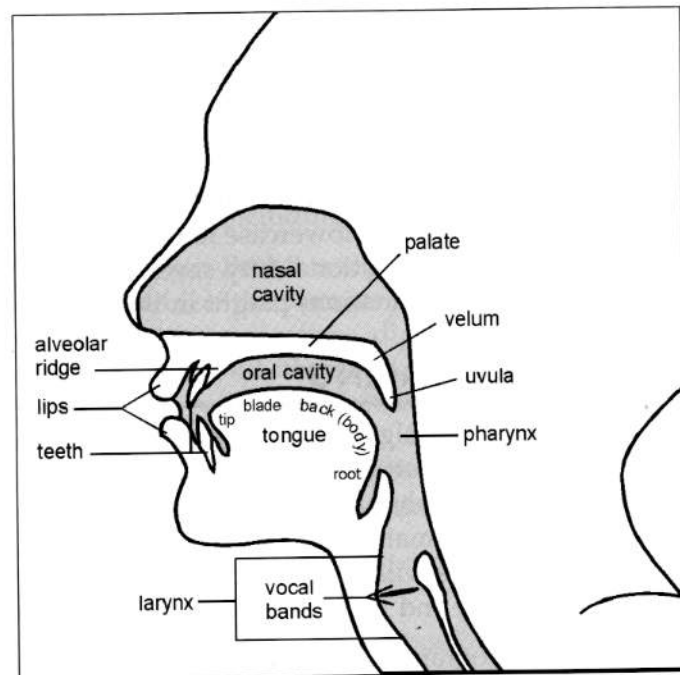
15 voiced: /b/, /d/, /g/, /v/, /z/, /ð/, /ʒ/, /dʒ/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/

### Vowels

14 "simple" vowels: /i/, /ɪ/, /e/, /ɛ/, /æ/, /ɑ/, /ɔ/, /o/, /ʊ/, /u/, /ə/, /ʌ/, /ɚ/, /ɝ/

3 diphthongs: /aɪ/, /aʊ/, /ɔɪ/

The following diagram illustrates the parts of the body used to produce speech. These parts of the body are called the *articulators*.



### Consonant Sounds

Consonant sounds are described in terms of their place of articulation and manner of articulation. The following terms are commonly used to describe place of articulation. Each term refers to one of the articulators labeled in the diagram above.

<i>labial</i>	with the lips
<i>bilabial</i>	with both lips
<i>dental</i>	with the teeth
<i>alveolar</i>	with the alveolar ridge
<i>palatal</i>	with the palate
<i>velar</i>	with the velum
<i>uvular</i>	with the uvula
<i>glottal</i>	with the glottis
<i>lingual</i>	with the tongue (generally not specified)
<i>apical</i>	with the tip of the tongue
<i>laminal</i>	with the blade of the tongue

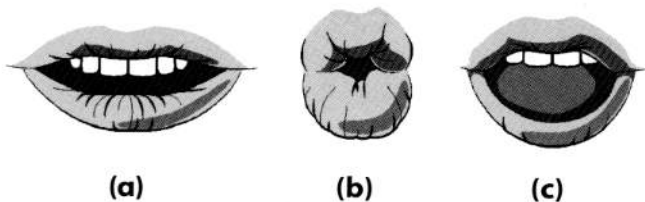
These terms are commonly used to describe the manner of articulation of consonants.

<i>stop</i>	a sound in which the airstream is completely stopped and then released suddenly
<i>fricative</i>	a hissing sound created by the airstream flowing through a very narrow passageway
<i>sibilant</i>	a very intense fricative sound
<i>affricate</i>	a sequence of two sounds, a stop and a fricative, with similar places of articulation
<i>nasal</i>	a sound produced by the airstream flowing through the nasal cavity rather than the oral cavity
<i>lateral</i>	a sound produced by the airstream flowing out of the sides of the mouth while the tongue blocks the center
<i>liquid</i>	a frictionless, melodic sound
<i>glide</i>	a frictionless sound involving movement of the articulators
<i>retroflex</i>	a consonant sound produced with the tongue raised and bent back

A consonant is *voiced* if the vocal bands vibrate during its production. If the vocal bands do not vibrate, the consonant is *voiceless*.

### Vowel Sounds

Lip shape during articulation is an important feature of both consonants and vowels. The lips can be (a) spread, (b) rounded, or (c) unrounded as shown below.



Vowel sounds are generally produced with the oral cavity unblocked. They are described in terms of tongue position: height (high, mid, low) and backness (front, central, back). A diagram showing the proper mouth and tongue position for producing each vowel sound is included in the Teaching Notes section of this guide.

## TEACHING PHONICS

*Mr. Bug's Phonics* provides all the information and activities needed to instruct students in pronouncing the sounds of American English. The following tips may also be helpful to teachers: Mirrors are very useful in a phonics class. By looking in a mirror, students can check various features of their speech production such as lip shapes and tongue positions. Many positions and movements in the mouth cannot be seen in a mirror, however. To illustrate these, you may wish to use a three-dimensional teaching prop:

1. Draw a head and neck in profile on one side of a large box. Exaggerate important articulators such as the teeth and the lips.
2. Cut out the vocal tract.
3. Put a red sock or mitten on your hand. Hold up the box high enough so that you can insert your hand in the bottom of the box and use it to illustrate the proper tongue position for a particular speech sound. You may call the box your magic box and describe yourself as a magician who can demonstrate all the sounds of American English.

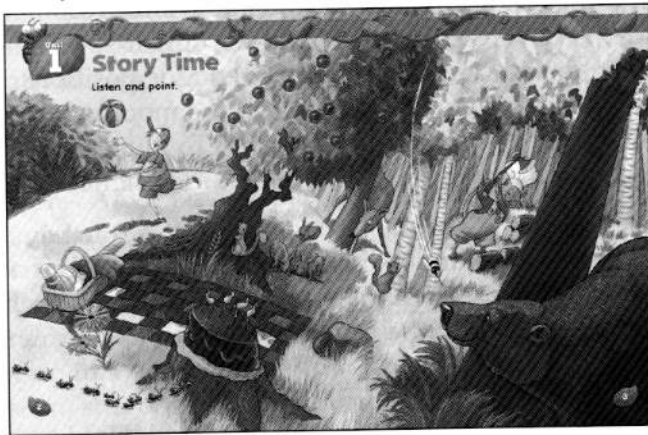
*Mr. Bug's Phonics Book 1* presents the twenty-six letters of the English alphabet and their twenty-three primary sounds: eighteen consonants and five "short vowels." (Note that the letters *c*, *q*, and *x* do not represent distinctive sounds. *C* sounds like either /s/ or /k/, *q* sounds like /kw/, and *x* sounds like /ks/ [or /z/]). Each sound is described in detail in the Teaching Notes section of this Teacher's Book. In addition, diagrams are provided for each short vowel sound.



# Teaching with *Mr. Bug's Phonics Book 1*

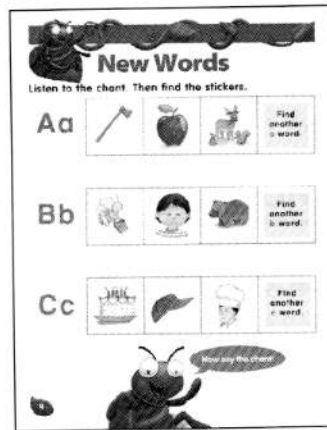
Each unit in *Mr. Bug's Phonics Book 1* includes the following sections: **Story Time**, **New Words**, **Practice**, **Activities**, and **Review**. Below is an overview of these sections and their functions in the classroom. See the Teaching Notes section of this Teacher's Book for a step-by-step guide to teaching each unit of *Mr. Bug's Phonics Book 1*.

## Story Time



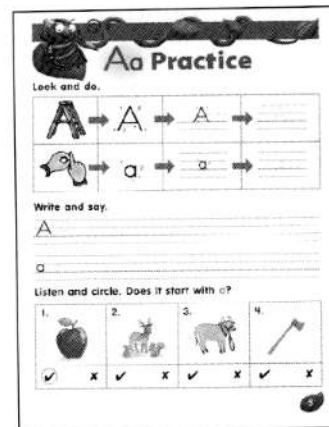
Each unit begins with a colorful, two-page illustration. These illustrations introduce the key words and sounds that will be covered in the rest of the lesson. First the students look at the picture and listen to an entertaining story. (The teacher may either read the story aloud or play it on the cassette.) Next the teacher introduces several key words from the story, asking students to find each key word in the picture. The students then listen to the story again, this time with a pause inserted after each key word. Each time the children hear a key word, they point to the corresponding part of the picture. Finally, the teacher reviews the key words by asking students to locate them in the illustration in a random order.

## New Words



Before beginning this page, the students are introduced to three letters of the alphabet using the phonics cards. The page presents the upper- and lowercase forms of the three letters, followed by illustrations of the key words that begin with those letters. Students practice saying the key words and learn the sound represented by each letter. Next, a chant for each letter is played on the cassette or presented by the teacher. Students match the key words they hear in the chants with the pictures in their book. Students then turn to the back of their books and find stickers representing the three key words that are missing from the New Words page. When the stickers are pasted on the page, the students practice saying the chants and learn appropriate gestures to perform as they chant.

## Practice



A separate practice page is provided for each letter of the alphabet. Each page includes the following sections:

In **Look and do**, the students learn to print the target letters in a careful, step-by-step sequence. The class begins by observing a familiar object that has a shape similar to that of the capital letter. Next the students trace the letter with their fingers and then with a pencil. Finally, they print the capital letter by themselves. The writing practice is then repeated with the lowercase letter. Before students trace and write each lowercase letter, they practice forming its shape with their hands as demonstrated on the page.

In **Write and say**, the students practice writing the upper- and lowercase forms of the letter and saying its sound. Once again, models are provided to help the students form the letters correctly.

Finally, in the **Listen and circle** activity, the students listen to words and decide if they begin with the sound of the letter being practiced.

### Activities



The Activities page provides playful, engaging exercises that reinforce the skills learned in the unit. To begin, the students learn a song that requires them to say the unit letters and perform a physical action such as winking or clapping. Students then complete puzzles in which they must identify the sounds and write the letters that have been taught. Listening, speaking, reading, and writing skills are all incorporated in the fun and varied activities on this page.

### Review



Each unit concludes with a Review page. Teachers may use the phonics cards to determine whether or not students have learned the target letters and sounds of the unit. The students are then encouraged to find stickers for the letters they know and place them on the Review page as a “seal of approval” that documents their progress. Next, the students review a reduced version of the opening illustration and demonstrate their comprehension of the key words in one or more of the following ways: by pointing to the corresponding part of the picture as the teacher says each key word, by answering questions about the story using the key words, or by listening to the story and inserting the key words at the appropriate places. Finally, a space at the bottom of the Review page is provided for the teacher to write words of praise or encouragement to each child.

Teachers may do the Review page individually with students if class size and time permit. Games from the Game Idea Bank in this guide may also be used to extend the review and to go over the target letters and sounds taught in previous units.



## Game Idea Bank

### Alphabet Tracing Relay

Divide the class into two or more teams. Have the teams stand single-file facing the board. Whisper a letter to the last student in each line. Once all the teams have heard the letter, say "Go!" The student at the end of the line must use a finger to trace the letter onto the back of the student in front of him or her. That student then traces the letter onto the back of the next student. The relay continues until the letter reaches the student at the front of the line. He or she then writes the letter on the board. The first team to write the correct letter on the board wins. To continue the game, have the student at the front of the line move to the back, and repeat the activity from the beginning.

### Find-a-Picture

Ask the students to open their books to the New Words page of the unit. Review the words with them, then divide the class into pairs or small groups. Distribute old magazines or catalogs, scissors, paper, and glue to each group. Ask the groups to find pictures or drawings of words taught in the unit. Challenge them to find at least one picture for each letter of the unit. Have them cut out the pictures, glue them on a sheet of paper, and write the letter each object begins with under the picture. When they are finished, invite the groups to present their "posters" to the rest of class. You can extend the activity by creating a bulletin board display of the finished posters.

### Letter Race

This team game uses the upper- and lowercase phonics cards for two letters from the unit. Divide the students into two teams and line them up single-file facing you. Give the first person on one team the lowercase cards; give the first person on the other team the uppercase cards. Explain that you will say a word that begins with one of the two letters. (Use key words from the unit as well as other simple words beginning with the target sounds.) The students with the cards must quickly decide which letter the word begins with and hold up the correct card. The first student to hold up the correct card wins a point for his or her team. The first students give the cards to the next children on their team and

go to the back of the line. Play may continue until a time limit has been reached or until one team wins a certain number of points. Make sure every student has at least one turn. For more variety, switch to a different pair of letters partway through the game.

### Little Riddles

Have the students look at the New Words page of the unit. Ask them to listen as you say a riddle about one of the key words. Then give them a first-person clue about one of the words pictured. (For example, if the word is *key*, your riddle clue might be "You use me to get in.") Ask the students to raise their hands if they know which word you are describing. Choose one student to say the answer. If no one can guess the key word, provide an additional clue ("I am made of metal" or "I fit in a lock"). You may vary the game by inviting students to think of their own riddles to ask a partner or the whole class.

### May I, Mr. Bug?

This phonics game can be played with small groups. Place the phonics cards for the letters taught so far in a paper bag or pillowcase. Ask one member of the group to be Mr. Bug, and have the rest of the children stand at one end of the room with their backs to the wall. Instruct the first student to say, "Mr. Bug, may I take a step?" Have "Mr. Bug" draw a card from the bag and say, "First tell me a word that starts with [the letter picked]." If the student correctly says a word that begins with the letter, he or she takes a step away from the wall. If the student misses, he or she stays in place. Then the next student asks, "Mr. Bug, may I take a step?" Mr. Bug draws a new card, and the game continues until one student reaches the far wall. If you like, have the winner become Mr. Bug and repeat the game.

### "Mr. Bug has . . ."

Have the students turn to the New Words page of the unit, and review the key words with them. Begin the game by saying, "Mr. Bug has a \_\_\_\_," completing the sentence with a word from the unit. (For example, in Unit 5 you might say, "Mr. Bug has a *map*.") Then ask, "What else does Mr. Bug have?" Ask a volunteer to add another object by saying, "Mr. Bug has a map and a \_\_\_\_." (For example, "Mr. Bug has a map and a *nose*.") Have the entire class ask in unison, "What else does Mr. Bug have?" Enlist another volunteer and continue the game. ("Mr. Bug has a map and a nose and a \_\_\_\_.") If a student repeats an object, forgets the order, or

cannot think of another word, the game must start all over. The goal is to use all of the key words in one long sentence. (Point out that key words that are not objects, such as *run* or *under*, are not part of the game.) In Units 3-9 you can vary the activity by having students add key words to the sentence in alphabetical order, one word per letter (for example, "Mr. Bug has an apple, a bee, a cap, a door, an egg, a face, and a goat").

### **Mr. Bug's Bag**

Place the phonics cards (upper- and lowercase) for the letters introduced in the unit in a paper bag or pillowcase. Ask for two volunteers. Tell Volunteer 1 to reach into the bag and choose a card. Volunteer 1 must then say the name of the letter over and over again while Volunteer 2 reaches into the bag and chooses a card. If the card is the same letter, Volunteer 1 can stop saying the letter name. If it is not the same letter, Volunteer 2 must pick again. Volunteer 1 must keep saying the letter name until Volunteer 2 picks the matching card. Invite other pairs of volunteers to play the game. You can vary the activity by having Volunteer 1 say the sound of the letter (rather than its name) until the matching card is picked.

### **Mr. Bug's Post Office**

Tell the class that Mr. Bug has his own post office and he needs them to help deliver the mail. Have the students turn to the New Words page of the unit, and review the words with them. Distribute a blank envelope to each student. Ask them to draw a picture of one of the key words on the envelope. Tell the students to exchange their "letter" with another student in the class. Place three shoe boxes at the front of the classroom and label them with the alphabet letters introduced in the unit. Have each student "deliver" his or her letter by placing it in the box with the letter that corresponds to the picture on the envelope. You may continue the game by having a volunteer collect the envelopes and deliver one to each student. Then repeat the activity.

### **Name the Drawing**

Have the students open their books to the New Words page of the unit. Review the key words with the class. Provide the students with paper and drawing materials, and ask them to draw a picture of one of the key words. When the students are finished, collect their drawings. In front of the class, display one of the drawings and the phonics cards

for the three capital letters taught in the unit. Ask a volunteer to identify which key word is depicted in the drawing and select the card that it begins with. Repeat this with the other drawings. You may vary the game by using the lowercase phonics cards.

### **Turn-and-Match**

This game can be played in pairs or small groups. Use the phonics cards for all the letters the students have learned. Separate the cards into stacks of four or five letters. (For example, one stack may contain all the *A, B, C,* and *D* capital and lowercase cards.) Give each pair or group a stack of cards and have them spread the cards face down on a desk or table. The students will take turns flipping over pairs of cards and trying to match the upper- and lowercase forms of each letter. Each time they turn over a card, they should say the letter name. If they make a match, they take possession of the two cards. If they don't make a match, they turn the cards face down and the next player takes a turn. The game continues until all the cards have been paired off. You may continue the game by having the groups switch stacks of cards.

### **What Am I?**

Ask the students to open their books to the New Words page of the unit. Show the upper- and lowercase phonics cards for the three letters introduced in the unit. Place the six cards face down and have a volunteer choose a card without showing it to anyone. Then have the volunteer secretly choose one of the key words that begins with the letter he or she picked and mime that word. The rest of the class must try to guess which word is being mimed and which letter the volunteer picked.

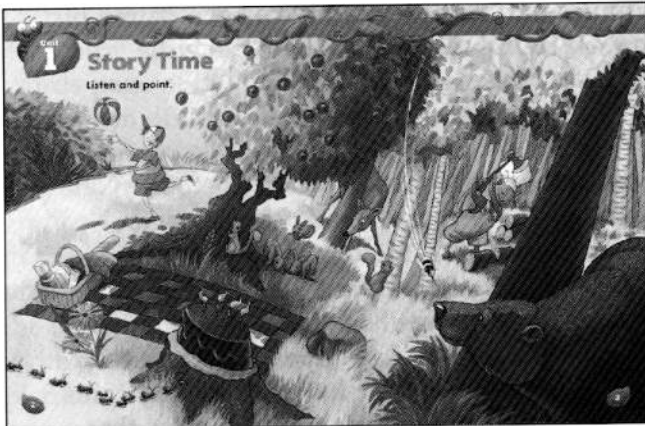
## Aa, Bb, Cc

## OBJECTIVES

1. To say the names and sounds of the letters A, B, and C.
2. To print the uppercase and lowercase forms of A, B, and C.
3. To distinguish the sounds of A, B, and C by listening.
4. To learn the key words: *animals, ant, apple, ax, ball, bear, bee, boy, cake, cap, cat, cook.*

## STORY TIME

(PAGES 2-3)



Book 1 pages 2-3

1. Have the students open their books to pages 2 and 3. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a boy and a cat who go on a picnic that almost turns into a disaster. Read the story aloud or play the recording of the story on the cassette.

A **boy** and a **cat** are having a picnic. The **boy** is playing with a **ball**. He is wearing a baseball **cap**.

The **cat** has an **ax**. She is chopping wood. The wood is for a fire to heat water. The **cat** wants to make some tea.

The **cat** is a good **cook**. She made a chocolate **cake**. The **boy** and the **cat** will eat the **cake**.

Many **animals** are looking at the **cake**. They all want to eat it. Some **ants** want the **cake**. Look at the line of **ants**! A big brown **bear** wants the **cake**, too. He looks hungry!

Who will get the **cake**? A **bee** wants to help the **boy** and the **cat**.

The **bee** stings the **bear** on the nose. Ouch! The **bear** runs away. The **ants** and all the other **animals** run away, too.

The **cat** comes back. She puts down her **ax**. She makes a fire and heats some water for tea.

The **boy** stops playing with his **ball**. He is hot and hungry. He takes off his **cap**.

The **boy** and the **cat** sit under the **apple** tree. They don't know the **bee** helped them. They eat some **cake**. Yum! The **cat** is a very good **cook**. They are so lucky to have the **cake**!

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*boy*). Challenge the students to find the boy in the illustration. Repeat this with the other key words—*cat, ball, cap, ax, cook, cake, animals, ant, bear, bee, apple*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct object in the picture.
4. Hold up your book and ask, "Who can point to the cake?" Invite a volunteer to point to the cake in your book while the other students point to it in their own books. Repeat this with the other key words.

## NEW WORDS

(PAGE 4)

## Letter Recognition

1. Hold up the phonics cards for the capital letters A, B, and C. If your class is large, you may wish

4. Repeat steps 1-3 with the *B* and *C* chants below, having the students find the *ball* and *cat* stickers.

B B B, /b/ /b/ /b/, B, /b/, bee  
 B B B, /b/ /b/ /b/, B, /b/, boy  
 B B B, /b/ /b/ /b/, B, /b/, bear  
 B B B, /b/ /b/ /b/, B, /b/, ball

C C C, /k/ /k/ /k/, C, /k/, cake  
 C C C, /k/ /k/ /k/, C, /k/, cap  
 C C C, /k/ /k/ /k/, C, /k/, cook  
 C C C, /k/ /k/ /k/, C, /k/, cat

5. Say the entire ABC chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*A*, *B*, or *C*) and clap your hands as you say each sound (/æ/, /b/, or /k/). Act out an appropriate gesture for each object name, such as chopping with an *ax* or biting an *apple*. Have the students practice the gestures until they can perform the chant and gestures together.

## Aa PRACTICE (PAGE 5)

### Look and do.

Have students turn to page 5 of their books and look at the picture of the ladder in row 1. Point out that the capital *A* is shaped like an open ladder. On the board, demonstrate how capital *A* is printed. Invite students to use their fingers to trace the capital *A* in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital *A* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *A* over the faint letter in the last box.

Direct students' attention to the lowercase *a* in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase *a* with their own hands. Then proceed as described for capital *A*.

### Write and say.

Have the students use their pencils to trace the faint capital *A*. Tell them to say the name of the letter while they write it. Ask them to write a capital *A* by

themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase *a*.

### Listen and circle.


Does it start with *a*? 

Say the name of each picture or play the cassette. Instruct students to listen for the short *a* sound. Ask them to circle the checkmark if the word begins with the /æ/ sound. If it does not, they should circle the *X*. Read the words one at a time, repeating if students need more time to listen for the sound.

1. apple  X      2. animals  X  
 3. ox  X      4. ax  X

## Bb PRACTICE (PAGE 6)


For the *Bb* Practice, follow the steps described in the *Aa* Practice section.

Answers for *Listen and circle* Activity 

1. bee  X      2. boy  X  
 3. pencil  X      4. ball  X

## Cc PRACTICE (PAGE 7)

For the *Cc* Practice, follow the steps described in the *Aa* Practice section.

Answers for *Listen and circle* Activity 

1. cap  X      2. girl  X  
 3. cook  X      4. cake  X

## ACTIVITIES (PAGE 8)

### Listen and sing.

Have the class open their books to page 8. Point to Mr. Bug on the right side of the page and ask what he is doing (winking). Teach the word *wink*. Invite a volunteer to demonstrate a wink. Have the students listen as you play the following ABC song on the

4. Repeat steps 1-3 with the *B* and *C* chants below, having the students find the *ball* and *cat* stickers.

B B B, /b/ /b/ /b/, B, /b/, bee  
 B B B, /b/ /b/ /b/, B, /b/, boy  
 B B B, /b/ /b/ /b/, B, /b/, bear  
 B B B, /b/ /b/ /b/, B, /b/, ball

C C C, /k/ /k/ /k/, C, /k/, cake  
 C C C, /k/ /k/ /k/, C, /k/, cap  
 C C C, /k/ /k/ /k/, C, /k/, cook  
 C C C, /k/ /k/ /k/, C, /k/, cat

5. Say the entire ABC chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*A*, *B*, or *C*) and clap your hands as you say each sound (/æ/, /b/, or /k/). Act out an appropriate gesture for each object name, such as chopping with an *ax* or biting an *apple*. Have the students practice the gestures until they can perform the chant and gestures together.

## Aa PRACTICE

(PAGE 5)

### Look and do.

Have students turn to page 5 of their books and look at the picture of the ladder in row 1. Point out that the capital *A* is shaped like an open ladder. On the board, demonstrate how capital *A* is printed. Invite students to use their fingers to trace the capital *A* in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital *A* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *A* over the faint letter in the last box.

Direct students' attention to the lowercase *a* in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase *a* with their own hands. Then proceed as described for capital *A*.

### Write and say.

Have the students use their pencils to trace the faint capital *A*. Tell them to say the name of the letter while they write it. Ask them to write a capital *A* by

themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase *a*.

### Listen and circle.

Does it start with *a*?



Say the name of each picture or play the cassette. Instruct students to listen for the short *a* sound. Ask them to circle the checkmark if the word begins with the /æ/ sound. If it does not, they should circle the *X*. Read the words one at a time, repeating if students need more time to listen for the sound.

- |          |                                       |            |                                       |
|----------|---------------------------------------|------------|---------------------------------------|
| 1. apple | <input checked="" type="checkbox"/> X | 2. animals | <input checked="" type="checkbox"/> X |
| 3. ox    | <input checked="" type="checkbox"/> X | 4. ax      | <input checked="" type="checkbox"/> X |

## Bb PRACTICE

(PAGE 6)

For the *Bb* Practice, follow the steps described in the *Aa* Practice section.

Answers for *Listen and circle* Activity



- |           |                                       |         |                                       |
|-----------|---------------------------------------|---------|---------------------------------------|
| 1. bee    | <input checked="" type="checkbox"/> X | 2. boy  | <input checked="" type="checkbox"/> X |
| 3. pencil | <input checked="" type="checkbox"/> X | 4. ball | <input checked="" type="checkbox"/> X |

## Cc PRACTICE

(PAGE 7)

For the *Cc* Practice, follow the steps described in the *Aa* Practice section.

Answers for *Listen and circle* Activity



- |         |                                       |         |                                       |
|---------|---------------------------------------|---------|---------------------------------------|
| 1. cap  | <input checked="" type="checkbox"/> X | 2. girl | <input checked="" type="checkbox"/> X |
| 3. cook | <input checked="" type="checkbox"/> X | 4. cake | <input checked="" type="checkbox"/> X |

## ACTIVITIES

(PAGE 8)

### Listen and sing.



Have the class open their books to page 8. Point to Mr. Bug on the right side of the page and ask what he is doing (winking). Teach the word *wink*. Invite a volunteer to demonstrate a wink. Have the students listen as you play the following ABC song on the

tape. Then play the tape again, inviting the class to sing along and wink whenever the word *wink* appears.

ABC! ABC! If you know these,  
wink, wink, wink!

**Listen and write the letters.**



**Then say the word.**

Direct the students' attention to the illustration and have them identify it in their native language. Tell students you will help them "decode" the English name for this object. They must listen and write the letters you say on the lines provided. Slowly say the letters "C-A-B," or play the recording. Allow time for the students to print the letters. When they are finished, ask them to say the word they have written (*cab*).

**Listen and circle the pictures.**



Which words begin with *b*?

Have the students look at the first group of pictures at the bottom of page 8. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /b/ sound.

- |                |               |
|----------------|---------------|
| 1. duck        | 2. dog        |
| 3. <u>bird</u> | 4. <u>bee</u> |

Which words begin with *c*?

Have the students look at the second group of pictures. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /k/ sound.

- |               |                |
|---------------|----------------|
| 1. <u>cat</u> | 2. <u>car</u>  |
| 3. goat       | 4. <u>cook</u> |

at the back of their books and paste them in the correct places on page 9.

2. Ask the students to look at the illustration on page 9. Use one or more of the following methods to review the key words: *animals, ant, apple, ax, ball, bear, bee, boy, cake, cap, cat, cook*.

a. Say each key word. Have the students point to the correct part of the picture as they hear each word.

b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.

c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *Who baked the cake? (the cat), What did the boy play with? (a ball), and What is the cat holding? (an ax).*

3. Evaluate each student's work on Unit 1 and write your comments in the Teacher's Comments section.

**Notes:**

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

**REVIEW**

**(PAGE 9)**

1. Use the phonics cards to review the names and sounds of *Aa, Bb, and Cc*. Then invite the students to find the *Aa, Bb, and Cc* letter stickers



## Dd, Ee, Ff

## OBJECTIVES

1. To say the names and sounds of the letters *D, E, and F*.
2. To print the uppercase and lowercase forms of *D, E, and F*.
3. To distinguish the sounds of *D, E, and F* by listening.
4. To learn the key words: *dog, donkey, door, duck, egg, elbow, elephant, empty, face, fan, fish, five*.

## STORY TIME

(PAGES 10-11)



Book 1 pages 10-11

1. Have the students open their books to pages 10 and 11. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a wonderful dinner party thrown by an elephant. Read the story aloud or play the recording of the story on the cassette.

**Elephant** is having a dinner party. It is hot. She puts a **fan** on the table.

*Ding dong!* **Elephant** opens the **door**. **Donkey** and **Dog** are here.

But where is **Duck**? **Elephant** invited her, too. Oh, **Duck** stayed home with her **eggs**. She has **five eggs**. She has to sit on them.

**Donkey** and **Dog** sit down near the **fan**. They eat some **fish**. Soon their plates are **empty**.

**Elephant** goes to the kitchen to put more **fish** on the **empty** plates. Ouch! She has burned her **elbow** on the stove.

**Elephant** sits down again. There are tears on her **face**. Her **elbow** hurts.

The **door** opens. Who is it? It's **Duck**! She has some new baby ducklings. How many? Can you count them? One, two, three, four, **five**!

Everyone can eat now. **Elephant** isn't thinking about her **elbow** now. She is very happy to see her friend **Duck**—and her **five** babies!

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*elephant*). Ask the students to find the elephant in the illustration. Repeat this with the other key words—*fan, door, donkey, dog, duck, egg, five, fish, empty, elbow, face*. Use one of the empty plates to illustrate *empty* and the five ducklings to illustrate *five*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct object in the picture.
4. Hold up your book and ask, "Who can point to the donkey?" Invite a volunteer to point to the donkey in your book while the other students point to it in their own books. Repeat this with the other key words.

## NEW WORDS

(PAGE 12)

## Letter Recognition

1. Hold up the phonics cards for the capital letters *D, E, and F*. If your class is large, you may wish to make larger cards or write the letters on the

board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.

- Hold up the phonics cards for the lowercase letters *d*, *e*, and *f*. Tell the class that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *D*, *E*, and *F* phonics cards in a random order. Ask a volunteer to match the uppercase *D* card with the lowercase *d* card. Repeat this for *E*, *e* and *F*, *f*.
- Have the students turn to page 12 of their books. Display the *D*, *d*, *E*, *e*, *F*, and *f* phonics cards at the front of the room. Ask a volunteer to point to the capital *D* phonics card while the rest of the students point to the capital *D* on the left side of page 12. Repeat this with the capital letters *E* and *F* and with all three lowercase forms.

### Word and Sound Recognition

- Direct the students' attention to the first row of pictures on page 12. Each picture represents a key word from the story. Say the name of each object (*donkey*, *duck*, *door*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /d/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /d/ sound is a voiced alveolar stop. It is pronounced by raising the tip of the tongue against the alveolar ridge and then releasing, allowing the air to rush out from the vocal tract. The vocal bands must vibrate to distinguish the sound from its voiceless counterpart /t/.

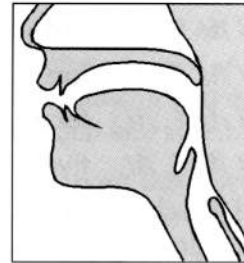
- Repeat step 1 with the second row of pictures: *elephant*, *empty*, *egg*.



The short *e* sound (/ɛ/) is a mid-front vowel as /e/ is. However, /e/ is diphthongized and /ɛ/ is not. The /ɛ/ sound is pronounced with the lips slightly

spread. Compare the tongue height of /ɛ/ with that of the other front vowels. (Front vowels from high to low are /i/, /I/, /e/, /ɛ/, and /æ/.) Compare the /ɛ/ diagram with the diagram for the /æ/ sound.

the /ɛ/  
sound



- Repeat step 1 with the third row of pictures: *fish*, *fan*, *face*.



The /f/ sound is a voiceless labiodental fricative. It is produced by pressing the upper teeth on the lower lip to create friction while permitting the air to flow out from the vocal tract.

### Chant

- Instruct the students to listen as you recite the following chant for the letter *D* or play it on the cassette. As you name each object, have the students point to the picture on page 12 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

D D D, /d/ /d/ /d/, D, /d/, donkey

D D D, /d/ /d/ /d/, D, /d/, duck

D D D, /d/ /d/ /d/, D, /d/, door

D D D, /d/ /d/ /d/, D, /d/, dog

- Have the students identify the word that did not have a picture (*dog*). Ask them to look in the back of their books and find the *dog* sticker. Have them place the *dog* sticker over the box at the end of row 1.
- Have the class say the *D* chant with you slowly, pointing to each object in row 1 as they say its name.
- Repeat steps 1-3 with the *E* and *F* chants below, having the students find the *elbow* and *five* stickers.

E E E, /ɛ/ /ɛ/ /ɛ/, E, /ɛ/, elephant  
 E E E, /ɛ/ /ɛ/ /ɛ/, E, /ɛ/, empty  
 E E E, /ɛ/ /ɛ/ /ɛ/, E, /ɛ/, egg  
 E E E, /ɛ/ /ɛ/ /ɛ/, E, /ɛ/, elbow

F F F, /f/ /f/ /f/, F, /f/, fish  
 F F F, /f/ /f/ /f/, F, /f/, fan  
 F F F, /f/ /f/ /f/, F, /f/, face  
 F F F, /f/ /f/ /f/, F, /f/, five

5. Say the entire DEF chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*D*, *E*, or *F*) and clap your hands as you say each sound (/d/, /ɛ/, or /f/). Act out an appropriate gesture for each key word, such as knocking on a *door* or bending your *elbow*. Have the students practice the gestures until they can perform the chant and gestures together.

### **Dd PRACTICE** (PAGE 13)

#### **Look and do.**

Have students turn to page 13 of their books and look at the picture of the broken cookie in row 1. Point out that the capital *D* is shaped like the broken cookie. On the board, demonstrate how capital *D* is printed. Invite students to use their fingers to trace the capital *D* in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital *D* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *D* over the faint letter in the last box.

Direct students' attention to the lowercase *d* in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase *d* with their own hands. Then proceed as described for capital *D*.

#### **Write and say.**

Have the students use their pencils to trace the faint capital *D*. Tell them to say the name of the letter while they write it. Ask them to write a capital *D* by themselves on the lines provided. Check that they are writing it correctly, then have them continue

writing and saying the letter until they have filled the line. Repeat with lowercase *d*.


#### **Listen and circle.** **Does it start with d?**

Say the name of each picture or play the cassette. Instruct students to listen for the /d/ sound. Ask them to circle the checkmark if the word begins with the /d/ sound. If it does not, they should circle the X. Read the words one at a time, repeating if students need more time to listen for the sound.

1. door  X      2. duck  X  
 3. tent  X      4. donkey  X

### **Ee PRACTICE** (PAGE 14)


For the *Ee* Practice, follow the steps described in the *Dd* Practice section.

Answers for *Listen and circle* Activity 

1. elephant  X      2. empty  X  
 3. apple  X      4. elbow  X

### **Ff PRACTICE** (PAGE 15)

For the *Ff* Practice, follow the steps described in the *Dd* Practice section.

Answers for *Listen and circle* Activity 

1. five  X      2. fan  X  
 3. face  X      4. violin  X

### **ACTIVITIES** (PAGE 16)

#### **Listen and sing.**

Have the class open their books to page 16. Point to Mr. Bug on the right side of the page and ask what he is doing (wiggling). Teach the word *wiggle*. Invite a volunteer to demonstrate wiggling. Have the students listen as you play the following DEF song on the tape. Then play the tape again, inviting the class to sing along and wiggle whenever the word *wiggle* appears.

DEF! DEF! If you know these,  
wiggle, wiggle, wiggle!

**Listen and write the missing *a* or *e*.** 

Have the students look at the word and picture in item 1. Explain that the word is missing either an *a* or an *e*. Ask the class to listen carefully as you say the word *cap* (or play the cassette). Then ask the students to write the missing letter in the word (*a*). When they have done so, invite them to say the word *cap*. Repeat for the other items:

2. bed                      3. pen                      4. cat

**Listen and circle the pictures.** 

Which words begin with *d*?

Have the students look at the first group of pictures at the bottom of page 16. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /d/ sound.

1. doll                      2. donkey  
3. ten                      4. doctor

Which words begin with *f*?

Have the students look at the second group of pictures. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /f/ sound.

1. foot                      2. four  
3. fish                      4. vase

**REVIEW**

**(PAGE 17)**

1. Use the phonics cards to review the names and sounds of *Dd*, *Ee*, and *Ff*. Then invite the students to find the *Dd*, *Ee*, and *Ff* letter stickers at the back of their books and paste them in the correct places on page 17.
2. Ask the students to look at the illustration on page 17. Use one or more of the following methods to review the key words: *dog*, *donkey*,

*door*, *duck*, *egg*, *elbow*, *elephant*, *empty*, *face*, *fan*, *fish*, *five*.

- a. Say each key word. Have the students point to the correct part of the picture as they hear each word.
  - b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.
  - c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *Who burned her elbow?* (*the elephant*), *Who had to sit on her eggs?* (*the duck*), and *How many ducklings hatched?* (*five*).
3. Evaluate each student's work on Unit 2 and write your comments in the Teacher's Comments section.

**Notes:**

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

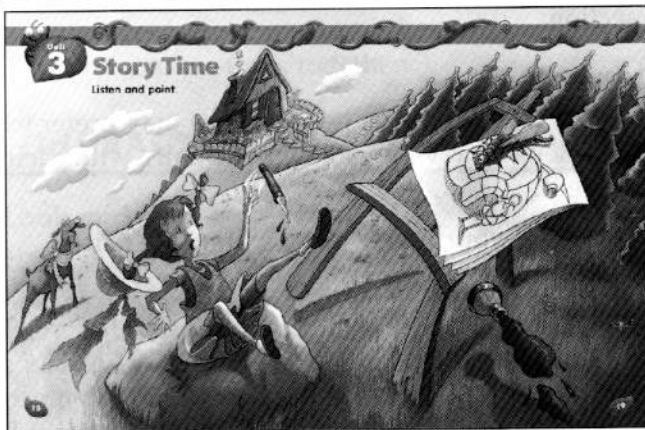
## Gg, Hh, Ii

## OBJECTIVES

1. To say the names and sounds of the letters *G, H, and I*.
2. To print the uppercase and lowercase forms of *G, H, and I*.
3. To distinguish the sounds of *G, H, and I* by listening.
4. To learn the key words: *garden, gate, girl, goat, hand, hat, hill, house, igloo, in, ink, insect*.

## STORY TIME

(PAGES 18-19)



Book 1 pages 18-19

1. Have the students open their books to pages 18 and 19. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a girl and her goat. Read the story aloud or play the recording of the story on the cassette.

A pretty **house** sits on a **hill**.

There is a **garden**. The **garden** has a fence with a **gate**.

A **girl** lives in the **house**. The **girl** goes out of the **house**. She is wearing a **hat**.

The **girl** opens the **gate** and takes the **goat** out of the **garden**. **In** one **hand** she holds some paper. **In** her

other **hand** she holds her pen and a bottle of **ink**.

The **girl** and the **goat** walk down the **hill** to a field. The **goat** starts to eat grass.

The **girl** sits on a rock. She is drawing with her pen and **ink**. She is drawing an **igloo**.

The **girl** does not see a large **insect** that is flying toward her.

Hop! The **insect** lands right on the **igloo**.

Eek! The **girl** screams. She falls off the rock. Her **hat** falls off her head and the **ink** spills. The **insect** flies away.

The **goat** is laughing. A big **girl** is scared of a little **insect**! The **goat** thinks it is very funny. Do you?

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*house*). Challenge the students to find the house in the illustration. Repeat this with the other key words—*hill, garden, gate, girl, hat, goat, in, hand, ink, igloo, insect*. Use the house in the garden to illustrate the word *in*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct object in the picture.
4. Hold up your book and ask, "Who can point to the goat?" Invite a volunteer to point to the goat in your book while the other students point to it in their own books. Repeat this with the other key words.

## NEW WORDS

(PAGE 20)

## Letter Recognition

1. Hold up the phonics cards for the capital letters *G, H, and I*. If your class is large, you may wish

to make larger cards or write the letters on the board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.

2. Hold up the phonics cards for the lowercase letters *g*, *h*, and *i*. Tell the class that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *G*, *H*, and *I* phonics cards in a random order. Ask a volunteer to match the uppercase *G* card with the lowercase *g* card. Repeat this for *H*, *h* and *I*, *i*.
3. Have the students turn to page 20 of their books. Display the *G*, *g*, *H*, *h*, *I*, and *i* phonics cards at the front of the room. Ask a volunteer to point to the capital *G* phonics card while the rest of the students point to the capital *G* on the left side of page 20. Repeat this with the capital letters *H* and *I* and with all three lowercase forms.

### Word and Sound Recognition

1. Direct the students' attention to the first row of pictures on page 20. Each picture represents a key word from the story. Say the name of each object (*goat*, *garden*, *gate*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /g/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /g/ sound is a voiced velar stop. It is pronounced by raising the back of the tongue against the velum and then releasing, allowing the air to rush out from the vocal tract. The vocal bands must vibrate to distinguish the sound from its voiceless counterpart /k/.

2. Repeat step 1 with the second row of pictures: *house*, *hand*, *hat*.



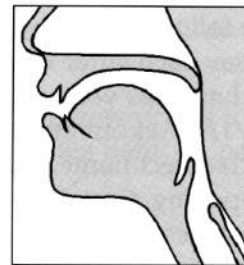
The /h/ sound is a voiceless glottal fricative. It is pronounced by permitting the air to

flow out naturally from the vocal tract while creating some friction in the glottis.

3. Repeat step 1 with the third row of pictures: *ink*, *insect*, *in*.



The short *i* sound (/ɪ/) is a high front vowel. (Front vowels from high to low are /i/, /ɪ/, /e/, /ɛ/, and /æ/.) The /ɪ/ sound is pronounced with the tongue lax; the sides of the tongue are not tensed against the upper teeth as they are for /i/. The tongue position for /ɪ/ is slightly lower than that for /i/. Compare the diagram for the /ɪ/ sound with the diagrams for /æ/ and /ɛ/.



the /ɪ/ sound

### Chant

1. Instruct the students to listen as you recite the following chant for the letter *G* or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 20 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

G G G, /g/ /g/ /g/, G, /g/, goat  
 G G G, /g/ /g/ /g/, G, /g/, garden  
 G G G, /g/ /g/ /g/, G, /g/, gate  
 G G G, /g/ /g/ /g/, G, /g/, girl

2. Have the students identify the word that did not have a picture (*girl*). Ask them to look in the back of their books and find the *girl* sticker. Have them place the *girl* sticker over the box at the end of row 1.
3. Have the class say the *G* chant with you slowly, pointing to each picture in row 1 as they say its name.

4. Repeat steps 1-3 with the *H* and *I* chants below, having the students find the *hill* and *igloo* stickers.

H H H, /h/ /h/ /h/, H, /h/, house

H H H, /h/ /h/ /h/, H, /h/, hand

H H H, /h/ /h/ /h/, H, /h/, hat

H H H, /h/ /h/ /h/, H, /h/, hill

I I I, /i/ /i/ /i/, I, /i/, ink

I I I, /i/ /i/ /i/, I, /i/, insect

I I I, /i/ /i/ /i/, I, /i/, in

I I I, /i/ /i/ /i/, I, /i/, igloo

5. Say the entire *GHI* chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*G*, *H*, or *I*) and clap your hands as you say each sound (/g/, /h/, or /i/). Act out an appropriate gesture for each object name, such as waving your *hand* or opening a *gate*. Have the students practice the gestures until they can perform the chant and gestures together.

## Gg PRACTICE

(PAGE 21)

### Look and do.

Have students turn to page 21 of their books and look at the blocks in row 1. Point out that the blocks are in the shape of a capital letter G. On the board, demonstrate how capital G is printed. Invite students to use their fingers to trace the capital G in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital G in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital G over the faint letter in the last box.

Direct students' attention to the lowercase g in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase g with their own hands. Then proceed as described for capital G.

### Write and say.

Have the students use their pencils to trace the faint capital G. Tell them to say the name of the letter

while they write it. Ask them to write a capital G by themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase g.

### Listen and circle. Does it start with g?

Say the name of each picture or play the cassette. Instruct students to listen for the /g/ sound. Ask them to circle the checkmark if the word begins with the /g/ sound. If it does not, they should circle the X. Read the words one at a time, repeating if students need more time to listen for the sound.

- |           |                                       |         |                                       |
|-----------|---------------------------------------|---------|---------------------------------------|
| 1. garden | <input checked="" type="checkbox"/> X | 2. key  | <input checked="" type="checkbox"/> X |
| 3. girl   | <input checked="" type="checkbox"/> X | 4. gate | <input checked="" type="checkbox"/> X |

## Hh PRACTICE

(PAGE 22)

For the *Hh* Practice, follow the steps described in the *Gg* Practice section.


Answers for *Listen and circle* Activity 

- |         |                                       |        |                                       |
|---------|---------------------------------------|--------|---------------------------------------|
| 1. hand | <input checked="" type="checkbox"/> X | 2. hat | <input checked="" type="checkbox"/> X |
| 3. hill | <input checked="" type="checkbox"/> X | 4. ant | <input checked="" type="checkbox"/> X |

## Ii PRACTICE

(PAGE 23)

For the *Ii* Practice, follow the steps described in the *Gg* Practice section.

Answers for *Listen and circle* Activity 

- |           |                                       |          |                                       |
|-----------|---------------------------------------|----------|---------------------------------------|
| 1. insect | <input checked="" type="checkbox"/> X | 2. in    | <input checked="" type="checkbox"/> X |
| 3. empty  | <input checked="" type="checkbox"/> X | 4. igloo | <input checked="" type="checkbox"/> X |

## ACTIVITIES

(PAGE 24)

### Listen and sing

Have the class open their books to page 24. Point to Mr. Bug on the right side of the page and ask what he is doing (clapping). Teach the word *clap*. Invite a volunteer to demonstrate clapping. Have the students listen as you play the following *GHI* song

on the cassette. Then play the cassette again, inviting the class to sing along and clap whenever the word *clap* appears.

GHI! GHI! If you know these,  
clap, clap, clap!

**Listen and write the missing *a*, *e*, or *i*.** 

Have the students look at the word and picture in item 1. Explain that the word is missing either an *a*, an *e*, or an *i*. Ask the class to listen carefully as you say the word *bat* or play the cassette. Then ask the students to write the missing letter in the word (*a*). When they have done so, invite them to say the word *bat*. Repeat for the other items:

2. pin                      3. sit                      4. net

**Read the words aloud quickly. Then practice with the cassette.** 

Direct the students' attention to Mr. Bug and the three posters he is holding. Ask the students to point to the first poster, and read the four words aloud to them (or play the cassette). Have the students say the words aloud. Repeat this sequence for the words on the other two posters. Then challenge the students to say all the words as quickly as they can. Tell them to use a watch to see how many seconds it takes to say all the words. (You may want to divide the class into pairs and have the students take turns timing each other.) Finally, play the tape and challenge the students to say the words along with the narrator.

b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.

c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *What is in the garden?* (*the house*), *Who walked down the hill?* (*the girl and the goat*), and *What scared the girl?* (*an insect*).

3. Evaluate each student's work on Unit 3 and write your comments in the Teacher's Comments section.

**Notes:**

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

**REVIEW**

**(PAGE 25)**

1. Use the phonics cards to review the names and sounds of *Gg*, *Hh*, and *Ii*. Then invite the students to find the *Gg*, *Hh*, and *Ii* letter stickers at the back of their books and paste them in the correct places on page 25.
2. Ask the students to look at the illustration on page 25. Use one or more of the following methods to review the key words: *garden*, *gate*, *girl*, *goat*, *hand*, *hat*, *hill*, *house*, *igloo*, *in*, *ink*, *insect*.
  - a. Say each key word. Have the students point to the correct part of the picture as they hear each word.



## OBJECTIVES

1. To say the names and sounds of the letters *J, K, and L*.
2. To print the uppercase and lowercase forms of *J, K, and L*.
3. To distinguish the sounds of *J, K, and L* by listening.
4. To learn the key words: *jacket, jar, jeep, juice, key, kitchen, kite, kitten, lake, lamp, leg, lion*.

## STORY TIME

(PAGES 26-27)



Book 1 pages 26-27

1. Have the students open their books to pages 26 and 27. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a lion who babysits for a little kitten. Read the story aloud or play the recording of the story on the cassette.

Mother Cat has to go out. Will **Lion** please take care of **Kitten**? asks Mother Cat.

Mother Cat gets her **jacket**. There is a **key** in the pocket of the **jacket**. The **key** is for the **jeep**. Mother Cat gets in the **jeep**. She starts it with the **key**. She drives away.

**Kitten** is excited. Will **Lion** take her to play by the **lake**? asks **Kitten**.

**Lion** is kind, but very lazy. He turns off his **lamp**. He goes to sleep.

Now, **Kitten** is hungry. In the **kitchen** she finds bread, a **jar** of jam, and some **juice**. Can you see what **Kitten** is doing? What a mess!

Soon **Lion** wakes up and turns on the **lamp**. He goes into the **kitchen**. What does he see? That's right! Jam all over **Kitten**! **Juice** all over the table!

**Kitten** is licking her **leg**. Why? There is jam all over her **leg**! Yum!

Lazy **Lion** will help **Kitten** clean up the mess. Then they can go to the **lake**.

But now **Kitten** wants to go to the park. She has a new **kite**. She wants to run and fly her **kite**.

Don't you think it's a good idea for lazy **Lion** to run and fly a **kite**, too?

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*lion*). Challenge the students to find the lion in the illustration. Repeat this with the other key words—*kitten, jacket, key, jeep, lake, lamp, kitchen, jar, juice, leg, kite*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct object in the picture.
4. Hold up your book and ask, "Who can point to the kite?" Invite a volunteer to point to the kite in your book while the other students point to it in their own books. Repeat this with the other key words.

## NEW WORDS

(PAGE 28)

### Letter Recognition

1. Hold up the phonics cards for the capital letters *J, K, and L*. If your class is large, you may wish to make larger cards or write the letters on the

board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.

- Hold up the phonics cards for the lowercase letters *j*, *k*, and *l*. Tell the class that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *J*, *K*, and *L* phonics cards in a random order. Ask a volunteer to match the uppercase *J* card with the lowercase *j* card. Repeat this for *K*, *k* and *L*, *l*.
- Have the students turn to page 28 of their books. Display the *J*, *j*, *K*, *k*, *L*, and *l* phonics cards at the front of the room. Ask a volunteer to point to the capital *J* phonics card while the rest of the students point to the capital *J* on the left side of page 28. Repeat this with the capital letters *K* and *L* and with all three lowercase forms.

### Word and Sound Recognition

- Direct the students' attention to the first row of pictures on page 28. Each picture represents a key word from the story. Say the name of each object (*jar*, *jacket*, *juice*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /dʒ/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /dʒ/ sound is a voiced alveopalatal affricate. It is pronounced by raising the central part of the tongue against the palate and then releasing, creating friction as the air flows out from the vocal tract. The vocal bands must vibrate to distinguish the sound from its voiceless counterpart /tʃ/.

- Repeat step 1 with the second row of pictures: *kitten*, *key*, *kitchen*.



The /k/ sound is a voiceless velar stop. It is pronounced by raising the back of the tongue against the velum. The air must rush out from the vocal tract without vibrating the vocal bands. Note that this is the same sound taught in Unit 1 for the letter *c*.

- Repeat step 1 with the third row of pictures: *leg*, *lake*, *lion*.



The /l/ sound is a lateral alveolar liquid. In word-initial position, it is pronounced by putting the tip of the tongue down from the alveolar ridge.

### Chant

- Instruct the students to listen as you recite the following chant for the letter *J* or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 28 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

J J J, /dʒ/ /dʒ/ /dʒ/, J, /dʒ/, jar

J J J, /dʒ/ /dʒ/ /dʒ/, J, /dʒ/, jacket

J J J, /dʒ/ /dʒ/ /dʒ/, J, /dʒ/, juice

J J J, /dʒ/ /dʒ/ /dʒ/, J, /dʒ/, jeep

- Have the students identify the word that did not have a picture (*jeep*). Ask them to look in the back of their books and find the *jeep* sticker. Have them place the *jeep* sticker over the box at the end of row 1.
- Have the class say the *J* chant with you slowly, pointing to each picture in row 1 as they say its name.
- Repeat steps 1-3 with the *K* and *L* chants below, having the students find the *kite* and *lamp* stickers.

K K K, /k/ /k/ /k/, K, /k/, kitten

K K K, /k/ /k/ /k/, K, /k/, key

K K K, /k/ /k/ /k/, K, /k/, kitchen

K K K, /k/ /k/ /k/, K, /k/, kite

- L L L, /l/ /l/ /l/, L, /l/, leg  
 L L L, /l/ /l/ /l/, L, /l/, lake  
 L L L, /l/ /l/ /l/, L, /l/, lion  
 L L L, /l/ /l/ /l/, L, /l/, lamp

5. Say the entire JKL chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (J, K, or L) and clap your hands as you say each sound (/dʒ/, /k/, or /l/). Act out an appropriate gesture for each object name, such as turning a key or kicking your leg. Have the students practice the gestures until they can perform the chant and gestures together.

### Jj PRACTICE (PAGE 29)

#### Look and do.

Have students turn to page 29 of their books and look at the picture of the umbrella in row 1. Point out that the handle of the umbrella looks like a capital J. On the board, demonstrate how capital J is printed. Invite students to use their fingers to trace the capital J in the second box. Encourage them to follow the direction shown by the arrow. Then have them use their fingers to trace the capital J in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital J over the faint letter in the last box.

Direct students' attention to the lowercase j in row 2. Point out how the hand is forming the letter. Have the students practice forming a lowercase j with their own hand. Then proceed as described for capital J.

#### Write and say.

Have the students use their pencils to trace the faint capital J. Tell them to say the name of the letter while they write it. Ask them to write a capital J by themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase j.

#### Listen and circle. Does it start with j?


Say the name of each picture or play the cassette. Instruct students to listen for the /dʒ/ sound. Ask them to circle the checkmark if the word begins with

the /dʒ/ sound. If it does not, they should circle the X. Read the words one at a time, repeating if students need more time to listen for the sound.

1. jeep       X      2. jacket       X  
 3. goat       (X)      4. jar       X

### Kk PRACTICE (PAGE 30)

For the Kk Practice, follow the steps described in the Jj Practice section.

Answers for Listen and circle Activity 

1. gate       (X)      2. kitchen       X  
 3. kitten       X      4. kite       X

### Ll PRACTICE (PAGE 31)

For the Ll Practice, follow the steps described in the Jj Practice section.

Answers for Listen and circle Activity 

1. lake       X      2. rain       X  
 3. lion       X      4. leg       X

### ACTIVITIES (PAGE 32)

#### Listen and sing.

Have the class open their books to page 32. Point to Mr. Bug on the right side of the page and ask what he is doing (stomping his foot). Teach the word *stomp*. Invite a volunteer to demonstrate stomping. Have the students listen as you play the following JKL song on the cassette. Then play the cassette again, inviting the class to sing along and stomp whenever the word *stomp* appears.

JKL! JKL! If you know these,  
 stomp, stomp, stomp!

**Listen and circle the pictures.** 

Which words begin with *j*?

Have the students look at the first group of pictures. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /dʒ/ sound.

1. jeep                      2. garden  
3. jet                        4. girl

Which words begin with *l*?

Have the students look at the second group of pictures. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /l/ sound.

1. lamp                      2. lake  
3. rain                       4. rabbit

**Listen and write the missing *g* or *k*.** 

Have the students look at the word and picture in item 1. Explain that the word is missing either a *g* or a *k*. Ask the class to listen carefully as you say the word *kite* or play the cassette. Then ask the students to write the missing letter in the word (*k*). When they have done so, invite them to say the word *kite*. Repeat for the other items:

2. goose                    3. key                    4. kitten

**REVIEW**

**(PAGE 33)**

1. Use the phonics cards to review the names and sounds of *Jj*, *Kk*, and *Ll*. Then invite the students to find the *Jj*, *Kk*, and *Ll* letter stickers at the back of their books and paste them in the correct places on page 33.
2. Ask the students to look at the illustration on page 33. Use one or more of the following methods to review the key words: *jacket*, *jar*, *jeep*, *juice*, *key*, *kitchen*, *kite*, *kitten*, *lake*, *lamp*, *leg*, *lion*.

a. Say each key word. Have the students point to the correct part of the picture as they hear each word.

b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.

c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *Who is in the kitchen?* (*the kitten*), *Who wanted to sleep?* (*the lion*), and *What is Kitten's mother carrying?* (*a jacket*).

3. Evaluate each student's work on Unit 4 and write your comments in the Teacher's Comments section.

**Notes:**

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

## Mm, Nn, Oo

## OBJECTIVES

1. To say the names and sounds of the letters *M*, *N*, and *O*.
2. To print the uppercase and lowercase forms of *M*, *N*, and *O*.
3. To distinguish the sounds of *M*, *N*, and *O* by listening.
4. To learn the key words: *map*, *monkey*, *mother*, *mouse*, *neck*, *nest*, *nose*, *nurse*, *October*, *octopus*, *on*, *ostrich*.

## STORY TIME

(PAGES 34-35)



Book 1 pages 34-35

1. Have the students open their books to pages 34 and 35. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a nice octopus who is also a terrific nurse. Read the story aloud or play the recording of the story on the cassette.

It's **October**. It's time for everyone to have a checkup.

**Nurse Octopus** is here. She came in her car. She was looking at her **map**.

First, she examines a young **mouse**. He is **on** the table.

**Nurse Octopus** looks at his eyes and ears. She measures his height and weight. She takes his temperature. She

writes **on** her paper. She can do eight things at the same time. She has eight hands!

**Mouse's nose** hurts. **Nurse Octopus** tells **Mouse**, "Don't put your **nose** in your books so much. Play outside more. Then your **nose** won't hurt!"

**Mother Ostrich's neck** hurts. **Nurse** says to **Ostrich**, "Don't look at the sky so much! Don't worry about the rain. Then your **neck** won't hurt!"

Little **Monkey's** tail hurts. **Nurse** says, "Your long tail always gets shut in the door. Run faster! Then your tail won't hurt!"

Young Bird says his wings hurt. **Nurse** tells Young Bird, "Your **mother's nest** is too small for you now. Fly away! Make a bigger **nest**. Then your wings won't hurt!"

Finally, she is finished. Everyone feels better. It's time to go. **Nurse Octopus** looks at her **map**, and then gets in her car. As she drives away she says, "I'll see you next **October**!"

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*October*). Challenge the students to find the calendar showing the month of October in the illustration. Explain that the English word for this month is *October*. Repeat this with the other key words—*nurse*, *octopus*, *map*, *mouse*, *on*, *nose*, *mother*, *ostrich*, *neck*, *monkey*, *nest*. Use the mouse *on* the table to illustrate *on*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct object in the picture.
4. Hold up your book and ask, "Who can point to the monkey?" Invite a volunteer to point to the monkey in your book while the other students point to it in their own books. Repeat this with the other key words.

**Letter Recognition**

1. Hold up the phonics cards for the capital letters *M*, *N*, and *O*. If your class is large, you may wish to make larger cards or write the letters on the board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.
2. Hold up the phonics cards for the lowercase letters *m*, *n*, and *o*. Explain that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *M*, *N*, and *O* phonics cards in a random order. Ask a volunteer to match the uppercase *M* card with the lowercase *m* card. Repeat this for *N*, *n* and *O*, *o*.
3. Have the students turn to page 36 of their books. Display the *M*, *m*, *N*, *n*, *O*, and *o* phonics cards at the front of the room. Ask a volunteer to point to the capital *M* phonics card while the rest of the students point to the capital *M* on the left side of page 36. Repeat this with the capital letters *N* and *O* and with all three lowercase forms.

**Word and Sound Recognition**

1. Direct the students' attention to the first row of pictures on page 36. Each picture represents a key word from the story. Say the name of each object (*mouse*, *mother*, *map*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /m/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /m/ sound is a bilabial nasal. It is pronounced by closing the lips and permitting the air stream to flow out of the nasal cavity.

2. Repeat step 1 with the second row of pictures: *nurse*, *nose*, *nest*.

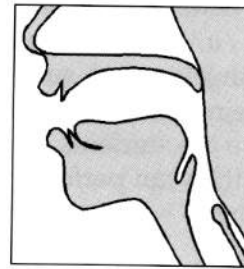


The /n/ sound is an alveolar nasal. It is pronounced by placing the tip of the tongue against the alveolar ridge and permitting the air stream to flow out of the nasal cavity.

3. Repeat step 1 with the third row of pictures: *ostrich*, *octopus*, *on*.



The short *o* sound (/a/) is a low central vowel. The mouth is open wider and the jaw is lowered more than for any other vowel. When teaching students this sound, say "The doctor is going to look at the back of your throat. Say *ah*."



the /a/  
sound

**Chant**

1. Instruct the students to listen as you recite the following chant for the letter *M* or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 36 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

M M M, /m/ /m/ /m/, M, /m/, mouse

M M M, /m/ /m/ /m/, M, /m/, mother

M M M, /m/ /m/ /m/, M, /m/, map

M M M, /m/ /m/ /m/, M, /m/, monkey

2. Have the students identify the word that did not have a picture (*monkey*). Ask them to look in the back of their books and find the *monkey* sticker. Have them place the *monkey* sticker over the box at the end of row 1.
3. Have the class say the *M* chant with you slowly, pointing to each picture as they say its name.
4. Repeat steps 1-3 with the *N* and *O* chants below, having the students find the *neck* and *October* stickers.

N N N, /n/ /n/ /n/, N, /n/, nurse  
 N N N, /n/ /n/ /n/, N, /n/, nose  
 N N N, /n/ /n/ /n/, N, /n/, nest  
 N N N, /n/ /n/ /n/, N, /n/, neck

O O O, /a/ /a/ /a/, O, /a/, ostrich  
 O O O, /a/ /a/ /a/, O, /a/, octopus  
 O O O, /a/ /a/ /a/, O, /a/, on  
 O O O, /a/ /a/ /a/, O, /a/, October

5. Say the entire *MNO* chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*M*, *N*, or *O*) and clap your hands as you say each sound (/m/, /n/, or /a/). Act out an appropriate gesture for each key word, such as touching your *nose* or using your fingers to make *mouse* whiskers. Have the students practice the gestures until they can perform the chant and gestures together.

### Mm PRACTICE

(PAGE 37)

#### Look and do.

Have students turn to page 37 of their books and look at the picture of the mountains in row 1. Point out that the mountains form a capital *M*. On the board, demonstrate how capital *M* is printed. Invite students to use their fingers to trace the capital *M* in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital *M* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *M* over the faint letter in the last box.

Direct students' attention to the lowercase *m* in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase *m* with their own hands. Then proceed as described for capital *M*.

#### Write and say.

Have the students use their pencils to trace the faint capital *M*. Tell them to say the name of the letter while they write it. Ask them to write a capital *M* by themselves on the lines provided. Check that they are writing it correctly, then have them continue

writing and saying the letter until they have filled the line. Repeat with lowercase *m*.

#### Listen and circle.



#### Does it start with m?

Say the name of each picture or play the cassette. Instruct students to listen for the /m/ sound. Ask them to circle the checkmark if the word begins with the /m/ sound. If it does not, they should circle the X. Read the words one at a time, repeating if students need more time to listen for the sound.

1. map  X      2. nurse  X  
 3. mother  X      4. monkey  X

### Nn PRACTICE

(PAGE 38)

For the *Nn* Practice, follow the steps described in the *Mm* Practice section.

Answers for *Listen and circle* Activity

1. nose  X      2. mouse  X  
 3. nest  X      4. neck  X

### Oo PRACTICE

(PAGE 39)

For the *Oo* Practice, follow the steps described in the *Mm* Practice section.

Answers for *Listen and circle* Activity

1. ostrich  X      2. octopus  X  
 3. October  X      4. elephant  X

### ACTIVITIES

(PAGE 40)

#### Listen and sing.



Have the class open their books to page 40. Point to Mr. Bug on the right side of the page and ask what he is doing (waving). Teach the word *wave*. Invite a volunteer to demonstrate waving. Have the students listen as you play the following *MNO* song on the tape. Then play the tape again, inviting the class to sing along and wave whenever the word *wave* appears.

**NEW** MNO! MNO! If you know these,  
wave, wave, wave!

**Listen and write the missing *m* or *n*.** 

Have the students look at the word and picture in item 1. Explain that the word is missing either an *m* or an *n*. Ask the class to listen carefully as you say the word *map* or play the cassette. Then ask the students to write the missing letter in the word (*m*). When they have done so, invite them to say the word *map*. Repeat for the other items:

2. nose            3. nine            4. milk

**Read the words aloud quickly.**   
**Then practice with the cassette.**

Direct the students' attention to Mr. Bug and the four posters he is holding. Ask the students to point to the first poster, and read the three words aloud to them (or play the cassette). Have the students say the words aloud. Repeat this sequence for the words on the other three posters. Then challenge the students to say all the words as quickly as they can. Tell them to use a watch to see how many seconds it takes to say all the words. (You may want to divide the class into pairs and have the students take turns timing each other.) Finally, play the tape and challenge the students to say the words along with the narrator.

**REVIEW**

**(PAGE 41)**

1. Use the phonics cards to review the names and sounds of *Mm*, *Nn*, and *Oo*. Then invite the students to find the *Mm*, *Nn*, and *Oo* letter stickers at the back of their books and paste them in the correct places on page 41.
2. Ask the students to look at the illustration on page 41. Use one or more of the following methods to review the key words: *map*, *monkey*, *mother*, *mouse*, *neck*, *nest*, *nose*, *nurse*, *October*, *octopus*, *on*, *ostrich*.
  - a. Say each key word. Have the students point to the correct part of the picture as they hear each word.
  - b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say

the key word chorally, or call on individual students to say each key word.

c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *Who is on the table?* (*a mouse*), *What kind of animal is the nurse?* (*an octopus*), and *What did the ostrich hurt?* (*her neck*).

3. Evaluate each student's work on Unit 5 and write your comments in the Teacher's Comments section.

**Notes:**

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.



**OBJECTIVES**

1. To say the names and sounds of the letters *P, Q, and R*.
2. To print the uppercase and lowercase forms of *P, Q, and R*.
3. To distinguish the sounds of *P, Q, and R* by listening.
4. To learn the key words: *paper, pen, pencil, pig, queen, question, quilt, quiz, rabbit, rain, red, run*.

**STORY TIME**

(PAGES 42-43)



Book 1 pages 42-43

1. Have the students open their books to pages 42 and 43. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a very unusual quiz. Read the story aloud or play the recording of the story on the cassette.

It is the day of the **Queen's** special **quiz**. The **quiz** has ten **questions**. The prize is a beautiful **red quilt**.

All the animals **run** to the palace. Everyone has a **pencil** or a **pen**. They write on their **quiz papers**.

**Rabbit** and **Pig** are the smartest animals. They want to win! **Rabbit** writes with a **pencil**. **Pig** writes with a **pen**.

The ten **questions** are very difficult! Who will write the correct answers?

Finally, the **quiz** is over. All the animals give their **papers** to the **Queen**.

The winner is **Pig**! She answered all ten **questions** correctly. Everyone is clapping. Poor **Rabbit**. He made one mistake.

**Pig** is very happy. She has a new **quilt**! It's **red**. Can you find anything else in the picture that is **red**?

Suddenly there is loud thunder. It starts to **rain**. It is raining very hard. Everyone wants to **run** home.

But the **Queen** has a surprise. She gives everyone a new umbrella! Isn't that good news?

Now everyone can walk home in the **rain**, happy and dry. And **Pig** is the happiest. She has a new **red quilt** and a new umbrella, too!

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*queen*). Challenge the students to find the queen in the illustration. Repeat this with the other key words—*quiz, question, red, quilt, run, pencil, pen, paper, rabbit, pig, rain*. Use one of the quiz papers to illustrate *quiz*, a question mark to illustrate *question*, the red quilt to illustrate *red*, and the running animals to illustrate *run*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct part of the picture.
4. Hold up your book and ask, "Who can point to the quilt?" Invite a volunteer to point to the quilt in your book while the other students point to it in their own books. Repeat this with the other key words.

**Letter Recognition**

1. Hold up the phonics cards for the capital letters *P*, *Q*, and *R*. If your class is large, you may wish to make larger cards or write the letters on the board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.
2. Hold up the phonics cards for the lowercase letters *p*, *q*, and *r*. Explain that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *P*, *Q*, and *R* phonics cards in a random order. Ask a volunteer to match the uppercase *P* card with the lowercase *p* card. Repeat this for *Q*, *q* and *R*, *r*.
3. Have the students turn to page 44 of their books. Display the *P*, *p*, *Q*, *q*, *R*, and *r* phonics cards at the front of the room. Ask a volunteer to point to the capital *P* phonics card while the rest of the students point to the capital *P* on the left side of page 44. Repeat this with the capital letters *Q* and *R* and with all three lowercase forms.

**Word and Sound Recognition**

1. Direct the students' attention to the first row of pictures on page 44. Each picture represents a key word from the story. Say the name of each object (*pig*, *pencil*, *paper*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /p/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /p/ sound is a voiceless bilabial stop. It is produced by closing one's lips tightly and then releasing, allowing the air to rush out from the vocal tract. The air must rush out without vibrating the vocal bands to distinguish this sound from its voiced counterpart /b/.

2. Repeat step 1 with the second row of pictures: *quilt*, *quiz*, *question*.



The letter *q* represents a blend of two sounds, /kw/. The /k/ sound is a voiceless velar stop. It is pronounced by raising the back of the tongue against the velum. The air must rush out from the vocal tract without vibrating the vocal bands. The /w/ sound is a voiced velar glide pronounced by rounding the lips.

3. Repeat step 1 with the third row of pictures: *red*, *run*, *rain*.



The /r/ sound is a retroflex alveolar liquid. In word-initial position, it is produced with the lips rounded and the tip of the tongue turned from upward position down without touching the alveolar ridge.

**Chant**

1. Instruct the students to listen as you recite the following chant for the letter *P* or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 44 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

P P P, /p/ /p/ /p/, P, /p/, pig

P P P, /p/ /p/ /p/, P, /p/, pencil

P P P, /p/ /p/ /p/, P, /p/, paper

P P P, /p/ /p/ /p/, P, /p/, pen

2. Have the students identify the word that did not have a picture (*pen*). Ask them to look in the back of their books and find the *pen* sticker. Have them place the *pen* sticker over the box at the end of row 1.
3. Have the class say the *P* chant with you slowly, pointing to each picture in row 1 as they say its name.
4. Repeat steps 1-3 with the *Q* and *R* chants below, having the students find the *queen* and *rabbit* stickers.

Q Q Q, /kw/ /kw/ /kw/, Q, /kw/, quilt  
 Q Q Q, /kw/ /kw/ /kw/, Q, /kw/, quiz  
 Q Q Q, /kw/ /kw/ /kw/, Q, /kw/, question  
 Q Q Q, /kw/ /kw/ /kw/, Q, /kw/, queen

R R R, /r/ /r/ /r/, R, /r/, red  
 R R R, /r/ /r/ /r/, R, /r/, run  
 R R R, /r/ /r/ /r/, R, /r/, rain  
 R R R, /r/ /r/ /r/, R, /r/, rabbit

5. Say the entire PQR chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*P*, *Q*, or *R*) and clap your hands as you say each sound (/p/, /kw/, or /r/). Act out an appropriate gesture for each key word, such as writing with a pencil or running in place. Have the students practice the gestures until they can perform the chant and gestures together.

### **Pp PRACTICE** (PAGE 45)

#### **Look and do.**

Have students turn to page 45 of their books and look at the picture of the pan in row 1. Point out that the pan, when standing on its handle, looks like the capital *P*. On the board, demonstrate how capital *P* is printed. Invite students to use their fingers to trace the capital *P* in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital *P* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *P* over the faint letter in the last box.

Direct students' attention to the lowercase *p* in row 2. Point out how the hands are forming the letter. Have the students practice forming a lowercase *p* with their own hands. Then proceed as described for capital *P*.

#### **Write and say.**

Have the students use their pencils to trace the faint capital *P*. Tell them to say the name of the letter while they write it. Ask them to write a capital *P* by themselves on the lines provided. Check that they are writing it correctly, then have them continue

writing and saying the letter until they have filled the line. Repeat with lowercase *p*.

#### **Listen and circle.** **Does it start with p?**

Say the name of each picture or play the cassette. Instruct students to listen for the /p/ sound. Ask them to circle the checkmark if the word begins with the /p/ sound. If it does not, they should circle the X. Read the words one at a time, repeating if students need more time to listen for the sound.

- |         |       |          |       |
|---------|-------|----------|-------|
| 1. bear | √ (X) | 2. pen   | (√) X |
| 3. pig  | (√) X | 4. paper | (√) X |

### **Qq PRACTICE** (PAGE 46)

For the Qq Practice, follow the steps described in the Pp Practice section.

#### **Answers for Listen and circle Activity**

- |          |       |             |       |
|----------|-------|-------------|-------|
| 1. queen | (√) X | 2. girl     | √ (X) |
| 3. quiz  | (√) X | 4. question | (√) X |

### **Rr PRACTICE** (PAGE 47)

For the Rr Practice, follow the steps described in the Pp Practice section.

#### **Answers for Listen and circle Activity**

- |           |       |        |       |
|-----------|-------|--------|-------|
| 1. rabbit | (√) X | 2. red | (√) X |
| 3. lion   | √ (X) | 4. run | (√) X |

### **ACTIVITIES** (PAGE 48)

#### **Listen and sing.**

Have the class open their books to page 48. Point to Mr. Bug on the right side of the page and ask what he is doing (hopping). Teach the word *hop*. Invite a volunteer to demonstrate hopping. Have the students listen as you play the following PQR song on the tape. Then play the tape again, inviting the class to sing along and hop whenever the word *hop* appears.

PQR! PQR! If you know these,  
hop, hop, hop!

**Listen and circle the pictures.** 

Which words begin with *q*?

Have the students look at the first group of pictures. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /kw/ sound.

1. quilt                      2. quiz  
3. gold                        4. goose

Which words begin with *r*?

Have the students look at the second group of pictures. Ask them to listen as you say the word for each picture or play the recording. Instruct them to circle each picture whose name begins with the /r/ sound.

1. lion                        2. rain  
3. run                        4. ring

**Read the words aloud quickly.**   
**Then practice with the cassette.**

Direct the students' attention to Mr. Bug's train and the twelve words written on the cars. Starting with the front car and working toward the caboose, read each word aloud (or play the cassette). Have the students repeat each word after you say it. Then challenge the students to say all the words as quickly as they can. Tell them to use a watch to see how many seconds it takes to say all the words. (You may want to divide the class into pairs and have the students take turns timing each other.) Finally, play the tape and challenge the students to say the words along with the narrator.

**REVIEW** (PAGE 49)

1. Use the phonics cards to review the names and sounds of *Pp*, *Qq*, and *Rr*. Then invite the students to find the *Pp*, *Qq*, and *Rr* letter stickers

at the back of their books and paste them in the correct places on page 49.

2. Ask the students to look at the illustration on page 49. Use one or more of the following methods to review the key words: *paper, pen, pencil, pig, queen, question, quilt, quiz, rabbit, rain, red, run*.
- a. Say each key word. Have the students point to the correct part of the picture as they hear each word.
- b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.
- c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *What is the queen holding? (a quilt), What is the rabbit holding? (a pencil), and What is coming from the cloud? (rain)*.
3. Evaluate each student's work on Unit 6 and write your comments in the Teacher's Comments section.

**Notes:**

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

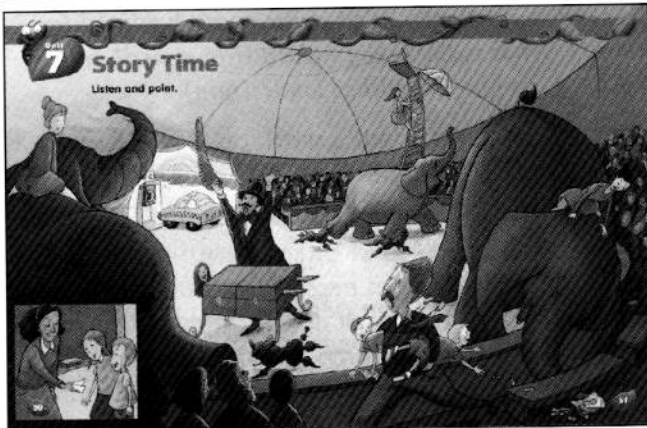
## Ss, Tt, Uu

## OBJECTIVES

1. To say the names and sounds of the letters *S, T, and U*.
2. To print the uppercase and lowercase forms of *S, T, and U*.
3. To distinguish the sounds of *S, T, and U* by listening.
4. To learn the key words: *saw, sea, sit, sun, taxi, teacher, telephone, tent, umbrella, uncle, under, up*.

## STORY TIME

(PAGES 50-51)



Book 1 pages 50-51

1. Have the students open their books to pages 50 and 51. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a special trip to the circus. Read the story aloud or play the recording of the story on the cassette.

David and Annie are going to the circus today! They are good students. Their **teacher** gave them tickets. "Thank you, **Teacher!**" they said.

Their **uncle** calls on the **telephone**. Are they ready? Yes! They go to the circus in a **taxi**. How exciting! A **taxi** ride!

The circus **tent** is near the **sea**. Outside the **sun** is shining. It's a

beautiful day! In the **tent**, people **sit** on benches. David and Annie's **uncle** buys them some peanuts. Then they **sit** on a bench.

The circus begins. Lions and tigers dance. Clowns do tricks. A gymnast climbs **up** a ladder and walks along a wire. She is holding a pink **umbrella**.

The magician has a **saw**. He cuts a lady in half. Then she is in one piece again! Wow!

Suddenly, an elephant runs toward David and Annie! Their **uncle** picks them up. He carries one child **under** each arm. They run away from the elephant.

The elephant stops. It begins to eat. David and Annie's peanuts are **under** the bench! The people clap and cheer. The gymnast waves her **umbrella**. The magician waves his **saw**.

The circus is finished. David, Annie, and their **uncle** walk out of the **tent**. The **sun** is beginning to go down. There is a **telephone** near the **sea**. They call a **taxi** to take them home.

"The circus was wonderful," David says to his **uncle**. "But next time, no peanuts!"

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*teacher*). Challenge the students to find the teacher in the illustration. Repeat this with the other key words—*uncle, telephone, taxi, tent, sea, sun, sit, up, umbrella, saw, under*. Use the woman climbing the ladder to illustrate *up* and the children under their uncle's arms to illustrate *under*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct part of the picture.

- Hold up your book and ask, "Who can point to the telephone in the picture?" Invite a volunteer to point to the telephone in your book while the other students point to it in their own books. Repeat this with the other key words.

## NEW WORDS

(PAGE 52)

### Letter Recognition

- Hold up the phonics cards for the capital letters *S*, *T*, and *U*. If your class is large, you may wish to make larger cards or write the letters on the board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.
- Hold up the phonics cards for the lowercase letters *s*, *t*, and *u*. Explain that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *S*, *T*, and *U* phonics cards in a random order. Ask a volunteer to match the uppercase *S* card with the lowercase *s* card. Repeat this for *T*, *t* and *U*, *u*.
- Have the students turn to page 52 of their books. Display the *S*, *s*, *T*, *t*, *U*, and *u* phonics cards at the front of the room. Ask a volunteer to point to the capital *S* phonics card while the rest of the students point to the capital *S* on the left side of page 52. Repeat this with the capital letters *T* and *U* and with all three lowercase forms.

### Word and Sound Recognition

- Direct the students' attention to the first row of pictures on page 52. Each picture represents a key word from the story. Say the name of each picture (*sun*, *sea*, *sit*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /s/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /s/ sound is a voiceless alveolar sibilant. It is produced by forcing the air through a trough in the middle of the tongue, creating a hissing sound. The air must flow out from the vocal tract without vibrating the vocal bands.

- Repeat step 1 with the second row of pictures: *tent*, *telephone*, *teacher*.

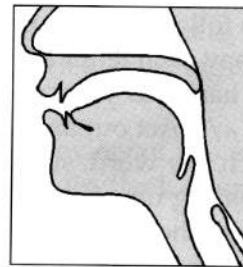


The /t/ sound is a voiceless alveolar stop. It is pronounced by raising the tip of the tongue against the alveolar ridge and then releasing, allowing the air to rush out from the vocal tract. The vocal bands must not vibrate.

- Repeat step 1 with the third row of pictures: *up*, *uncle*, *under*.



The short *u* sound (/ʌ/) is a mid central vowel. It is produced by slightly opening the mouth with the tongue lying relaxed on the floor of the mouth. Compare the diagram for this sound with the /a/ diagram.



the /ʌ/  
sound

### Chant

- Instruct the students to listen as you recite the following chant for the letter *S* or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 52 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

S S S, /s/ /s/ /s/, S, /s/, sun

S S S, /s/ /s/ /s/, S, /s/, sea

S S S, /s/ /s/ /s/, S, /s/, sit

S S S, /s/ /s/ /s/, S, /s/, saw

- Have the students identify the word that did not have a picture (*saw*). Ask them to look in the back of their books and find the *saw* sticker. Have them place the *saw* sticker over the box at the end of row 1.
- Have the class say the *S* chant with you slowly, pointing to each picture in row 1 as they say its name.
- Repeat steps 1-3 with the *T* and *U* chants below, having the students find the *taxi* and *umbrella* stickers.

T T T, /t/ /t/ /t/, T, /t/, tent

T T T, /t/ /t/ /t/, T, /t/, telephone

T T T, /t/ /t/ /t/, T, /t/, teacher

T T T, /t/ /t/ /t/, T, /t/, taxi

U U U, /ʌ/ /ʌ/ /ʌ/, U, /ʌ/, up

U U U, /ʌ/ /ʌ/ /ʌ/, U, /ʌ/, uncle

U U U, /ʌ/ /ʌ/ /ʌ/, U, /ʌ/, under

U U U, /ʌ/ /ʌ/ /ʌ/, U, /ʌ/, umbrella

- Say the entire *STU* chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*S*, *T*, or *U*) and clap your hands as you say each sound (/s/, /t/, or /ʌ/). Act out an appropriate gesture for each key word, such as dialing a *telephone* or holding up an *umbrella*. Have the students practice the gestures until they can perform the chant and gestures together.

## Ss PRACTICE

(PAGE 53)

### Look and do.

Have students turn to page 53 of their books and look at the picture of the snake in row 1. Point out that the snake looks like a capital *S*. On the board, demonstrate how capital *S* is printed. Invite students to use their fingers to trace the capital *S* in the second box. Encourage them to follow the direction shown by the arrow. Then have them use their fingers to trace the capital *S* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *S* over the faint letter in the last box.

Direct students' attention to the lowercase *s* in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase *s* with their own hands. Proceed as described for capital *S*.

### Write and say.

Have the students use their pencils to trace the faint capital *S*. Tell them to say the name of the letter while they write it. Ask them to write a capital *S* by themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase *s*.

### Listen and circle.

Does it start with *s*? 

Say the name of each picture or play the cassette. Instruct students to listen for the /s/ sound. Ask them to circle the checkmark if the word begins with the /s/ sound. If it does not, they should circle the *X*. Read the words one at a time, repeating if students need more time to listen for the sound.

1. sea  X

2. sit  X

3. saw  X

4. zero  X

## Tt PRACTICE

(PAGE 54)

For the *Tt* Practice, follow the steps described in the *Ss* Practice section.

Answers for *Listen and circle* Activity 

1. telephone  X

2. teacher  X

3. door  X

4. taxi  X

## Uu PRACTICE

(PAGE 55)

For the *Uu* Practice, follow the steps described in the *Ss* Practice section.

Answers for *Listen and circle* Activity 

1. umbrella  X

2. uncle  X

3. on  X

4. under  X

## ACTIVITIES

(PAGE 56)

### Listen and sing.

Have the class open their books to page 56. Point to Mr. Bug on the right side of the page and ask what he is doing (jumping). Teach the word *jump*. Invite a volunteer to demonstrate jumping. Have the students listen as you play the following STU song on the cassette. Then play the cassette again, inviting the class to sing along and jump whenever the word *jump* appears.

STU! STU! If you know these,  
jump, jump, jump!

### Listen and write the missing *t* or *d*.

Have the students look at the word and picture in item 1. Explain that the word is missing either a *t* or a *d*. Ask the class to listen carefully as you say the word *tape* or play the cassette. Then ask the students to write the missing letter in the word (*t*). When they have done so, invite them to say the word *tape*. Repeat for the other items:

2. dog                      3. taxi                      4. toys

### Read the words aloud quickly. Then practice with the cassette.

Direct the students' attention to Mr. Bug playing on the playground and the fourteen words written on the jungle gym. Ask the students to point to each word as you read the words aloud from left to right (or play the cassette). Have the students repeat each word after you say it. Then challenge the students to say all the words as quickly as they can. Tell them to use a watch to see how many seconds it takes to say all the words. (You may want to divide the class into pairs and have the students take turns timing each other.) Finally, play the tape and challenge the students to say the words along with the narrator.

## REVIEW

(PAGE 57)

1. Use the phonics cards to review the names and sounds of *Ss*, *Tt*, and *Uu*. Then invite the students to find the *Ss*, *Tt*, and *Uu* letter stickers at the back of their books and paste them in the correct places on page 57.

2. Ask the students to look at the illustration on page 57. Use one or more of the following methods to review the key words: *saw*, *sea*, *sit*, *sun*, *taxi*, *teacher*, *telephone*, *tent*, *umbrella*, *uncle*, *under*, *up*.
  - a. Say each key word. Have the students point to the correct part of the picture as they hear each word.
  - b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.
  - c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *What is the magician holding?* (*a saw*), *Who gave the circus tickets to the children?* (*their teacher*), and *Who took the children to the circus?* (*their uncle*).
3. Evaluate each student's work on Unit 7 and write your comments in the Teacher's Comments section.

### Notes:

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

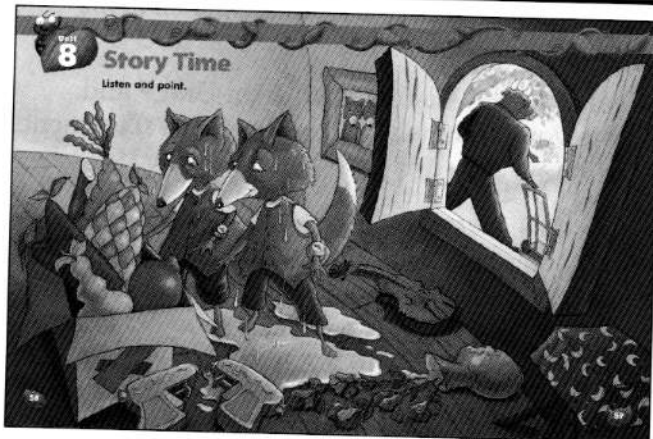


## OBJECTIVES

1. To say the names and sounds of the letters V, W, and X.
2. To print the uppercase and lowercase forms of V, W, and X.
3. To distinguish the sounds of V, W, and X by listening.
4. To learn the key words: *vase, vegetables, vest, violin, watch, water, wet, window, box, fox, ox, six.*

## STORY TIME

(PAGES 58-59)



Book 1 pages 58-59

1. Have the students open their books to pages 58 and 59. Allow them time to look over the illustration. Tell the class that they are going to hear a story about two little foxes who almost get in a *lot* of trouble. Read the story aloud or play the recording of the story on the cassette.

It's a cold day. The little **foxes**, Sally and Luke, are wearing new wool **vests**. The **vests** are very warm.

Sally and Luke also have new **watches**. They really like their new **watches** and **vests**.

Mother **Fox** goes to the store. She leaves Sally and Luke home alone. "Be good!" she tells them.

Do you think they will be good? No! They are playing with their **water** pistols in the house. Now everything is **wet**.

The little **foxes** slip in the **water**. They break a **violin** and a beautiful **vase**.

Sally and Luke look through the **window**. Mother is coming! She will be very angry! Now Sally and Luke are crying.

Suddenly, a big **ox** comes to the door. The **ox** brings them a **box**. Then he goes away.

In the **box** are some strange **vegetables!** How many are there? Let's count: one, two, three, four, five, **six!**

The **six vegetables** are magic! They clean up all the **water**. They fix the **vase** and the **violin**, too.

The **vegetables** jump out the **window** and run away. Mother **Fox** comes home. Sally and Luke are playing quietly. Lucky **foxes!**

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (*fox*). Challenge the students to find the foxes in the illustration. Repeat this with the other key words—*vest, watch, water, wet, violin, vase, window, ox, box, vegetables, six*. Use the dripping foxes to illustrate *wet* and the six vegetables to illustrate *six*.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct part of the picture.
4. Hold up your book and ask, "Who can point to the watch in the picture?" Invite a volunteer to point to the watch in your book while the other students point to it in their own books. Repeat this with the other key words.

**Letter Recognition**

1. Hold up the phonics cards for the capital letters *V*, *W*, and *X*. If your class is large, you may wish to make larger cards or write the letters on the board. Explain that these are three letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Arrange the phonics cards in a different order and invite a volunteer to say the letters in that order. You can repeat this activity a few more times.
2. Hold up the phonics cards for the lowercase letters *v*, *w*, and *x*. Explain that these are the letters in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase *V*, *W*, and *X* phonics cards in a random order. Ask a volunteer to match the uppercase *V* card with the lowercase *v* card. Repeat this for *W,w* and *X,x*.
3. Have the students turn to page 60 of their books. Display the *V*, *v*, *W*, *w*, *X*, and *x* phonics cards at the front of the room. Ask a volunteer to point to the capital *V* phonics card while the rest of the students point to the capital *V* on the left side of page 60. Repeat this with the capital letters *W* and *X* and with all three lowercase forms.

**Word and Sound Recognition**

1. Direct the students' attention to the first row of pictures on page 60. Each picture represents a key word from the story. Say the name of each object (*vest*, *vase*, *violin*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /v/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /v/ sound is a voiced labiodental fricative. It is produced by pressing the upper teeth on the lower lip to create friction as the air flows out from the vocal tract. The vocal bands must vibrate to distinguish this sound from its voiceless counterpart /f/.

2. Repeat step 1 with the second row of pictures: *watch*, *wet*, *window*.



The /w/ sound is a voiced velar glide. It is pronounced by rounding the lips.

3. Repeat step 1 with the third row of pictures: *fox*, *six*, *ox*. Point out, however, that these three words all *end* with the /ks/ sound. You may wish to explain that the letter *x* does not often appear in word-initial position. When it does (as in *xylophone*), it represents the /z/ sound rather than the /ks/ sound.



The letter *x* represents the /ks/ sound, a blend of /k/ and /s/. The /k/ sound is a voiceless velar stop. It is pronounced by raising the back of the tongue against the velum. The /s/ sound is a voiceless alveolar sibilant. It is produced by forcing the air through a trough in the middle of the tongue, creating a hissing sound. For both sounds, the air must rush out from the vocal tract without vibrating the vocal bands.

**Chant** 

1. Instruct the students to listen as you recite the following chant for the letter *V* or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 60 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.

V V V, /v/ /v/ /v/, V, /v/, vest

V V V, /v/ /v/ /v/, V, /v/, vase

V V V, /v/ /v/ /v/, V, /v/, violin

V V V, /v/ /v/ /v/, V, /v/, vegetables

2. Have the students identify the word that did not have a picture (*vegetables*). Ask them to look in the back of their books and find the *vegetables* sticker. Have them place the *vegetables* sticker over the box at the end of row 1.
3. Have the class say the *V* chant with you slowly, pointing to each picture in row 1 as they say its name.

4. Repeat steps 1-3 with the *W* and *X* chants below, having the students find the *water* and *box* stickers.

W W W, /w/ /w/ /w/, W, /w/, watch  
 W W W, /w/ /w/ /w/, W, /w/, wet  
 W W W, /w/ /w/ /w/, W, /w/, window  
 W W W, /w/ /w/ /w/, W, /w/, water

X X X, /ks/ /ks/ /ks/, X, /ks/, fox  
 X X X, /ks/ /ks/ /ks/, X, /ks/, six  
 X X X, /ks/ /ks/ /ks/, X, /ks/, ox  
 X X X, /ks/ /ks/ /ks/, X, /ks/, box

5. Say the entire *VWX* chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (*V*, *W*, or *X*) and clap your hands as you say each sound (/v/, /w/, or /ks/). Act out an appropriate gesture for each key word, such as looking at a *watch* or holding up *six* fingers. Have the students practice the gestures until they can perform the chant and gestures together.

## Vv PRACTICE (PAGE 61)

### Look and do.

Have students turn to page 61 of their books and look at the picture of the compass in row 1. Point out that the opened compass looks like a capital *V*. On the board, demonstrate how capital *V* is printed. Invite students to use their fingers to trace the capital *V* in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital *V* in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital *V* over the faint letter in the last box.

Direct students' attention to the lowercase *v* in row 2. Point out how the fingers are forming the letter. Have the students practice forming a lowercase *v* with their own fingers. Then proceed as described for capital *V*.

### Write and say.

Have the students use their pencils to trace the faint capital *V*. Tell them to say the name of the letter

while they write it. Ask them to write a capital *V* by themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase *v*.

### Listen and circle.

Say the name of each picture or play the cassette. Instruct students to listen for the /v/ sound. Ask them to circle the checkmark if the word begins with the /v/ sound. If it does not, they should circle the *X*. Read the words one at a time, repeating if students need more time to listen for the sound.

1. violin  X      2. vase  X  
 3. vegetables  X      4. fox  X

## Ww PRACTICE (PAGE 62)


For the *Ww* Practice, follow the steps described in the *Vv* Practice section.

Answers for *Listen and circle* Activity 

1. run  X      2. window  X  
 3. water  X      4. wet  X

## Xx PRACTICE (PAGE 63)

For the *Xx* Practice, follow the steps described in the *Vv* Practice section with this exception: In the Listen and circle activity, ask the students to circle the checkmark if the word *ends* with *x*.

Answers for *Listen and circle* Activity 

1. six  X      2. duck  X  
 3. fox  X      4. box  X

## ACTIVITIES (PAGE 64)

### Listen and sing.

Have the class open their books to page 64. Point to Mr. Bug on the right side of the page and ask what

he is doing (shouting). Teach the word *shout*. Invite a volunteer to demonstrate shouting. Have the students listen as you play the following VWX song on the cassette. Then play the cassette again, inviting the class to sing along and shout the word *shout* whenever they say it.

VWX! VWX! If you know these,  
shout, shout, shout!

**Listen and write the missing *f* or *v*.** 

Have the students look at the word and picture in item 1. Explain that the word is missing either an *f* or a *v*. Ask the class to listen carefully as you say the word *van* or play the cassette. Then ask the students to write the missing letter in the word (*v*). When they have done so, invite them to say the word *van*. Repeat for the other items:

2. foot                      3. violin                      4. five

**Read the words aloud quickly.**   
**Then practice with the cassette.**

Direct the students' attention to Mr. Bug and his family riding on the roller coaster. Point out the words written on the roller coaster cars. Read the three words on the first car aloud (or play the cassette). Have the students repeat each word after you say it. Do the same for the words on the other four cars of the roller coaster. Then challenge the students to say all the words as quickly as they can. Tell them to use a watch to see how many seconds it takes to say all the words. (You may want to divide the class into pairs and have the students take turns timing each other.) Finally, play the tape and challenge the students to say the words along with the narrator.

**REVIEW**

**(PAGE 65)**

1. Use the phonics cards to review the names and sounds of *Vv*, *Ww*, and *Xx*. Then invite the students to find the *Vv*, *Ww*, and *Xx* letter stickers at the back of their books and paste them in the correct places on page 65.
2. Ask the students to look at the illustration on page 65. Use one or more of the following methods to review the key words: *vase*, *vegetables*, *vest*, *violin*, *watch*, *water*, *wet*, *window*, *box*, *fox*, *ox*, *six*.

a. Say each key word. Have the students point to the correct part of the picture as they hear each word.

b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.

c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *What is in the box?* (*six vegetables*), *Who is outside the window?* (*an ox*), and *What are the foxes wearing?* (*vests and watches*).

3. Evaluate each student's work on Unit 8 and write your comments in the Teacher's Comments section.

**Notes:**

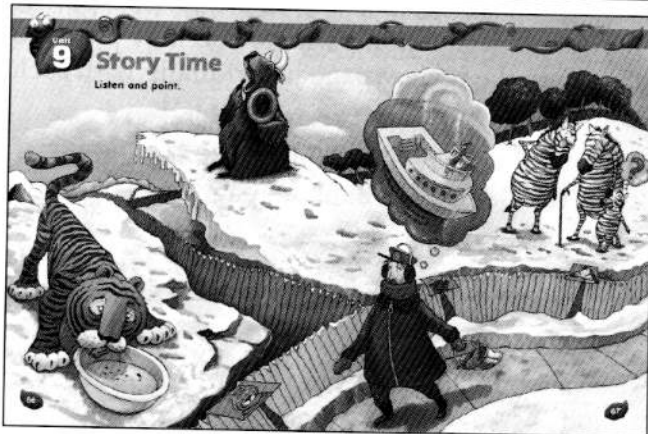
1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit, use games from the Game Idea Bank on pages 8–9 of this guide.

## OBJECTIVES

1. To say the names and sounds of the letters Y and Z.
2. To print the uppercase and lowercase forms of Y and Z.
3. To distinguish the sounds of Y and Z by listening.
4. To learn the key words: *yacht, yak, yawn, young, zebra, zero, zipper, zoo.*

## STORY TIME

(PAGES 66-67)



Book 1 pages 66 and 67

1. Have the students open their books to pages 66 and 67. Allow them time to look over the illustration. Tell the class that they are going to hear a story about a little zebra who asks a lot of questions. Read the story aloud or play the recording of the story on the cassette.

In the **zoo**, a **young zebra** named Zack is asking some old **zebras** a lot of questions. Finally, the old **zebras** say, "Enough! We're tired. We want **zero** questions from you. Please go away!"

Zack walks over to see the **yak**. He asks the **yak** a question. "What is **zero**?"

The **yak yawns** and says, "**Zero** is a circle. **Zero** is round. **Zero** is nothing!"

Zack doesn't understand. He walks over to the tiger. "What is **zero**?" he asks the tiger.

The tiger shows Zack his dish. It's empty. He ate all his food. "I have **zero** food in my dish," he answers.

Zack still doesn't understand. He goes to the zookeeper. "Excuse me. What is **zero**?"

The zookeeper is wearing a heavy coat. It has a big **zipper** in the front. The zookeeper is cold. He pulls the **zipper** up to his neck.

"I'm dreaming about sailing on a **yacht**," says the zookeeper. "The sun is warm and the sea is blue. But I have nothing. **Zero! Zero yacht, zero sun, zero sea!**"

Poor little Zack still doesn't understand. You are very smart students. You have almost finished this book. Can you help the little **zebra**? Do you know what **zero** is?

2. Use the Story Time illustration to introduce the key words. Say the first key word from the story (**zoo**). Have the students look at the different parts of the zoo in the illustration. Then teach the other key words and have the students point to their illustrations on pages 66 and 67—*young, zebra, zero, yak, yawn, zipper, yacht*. Use the young zebra to illustrate *young* and the yawning yak's zero to illustrate *zero*. When students need to point to the **zoo**, have them draw an imaginary circle around the whole picture to show it is a zoo.
3. Ask the students to listen again as you read the story or play the second version of the story on the cassette. Each time you come to a key word, pause and have the students point to the correct part of the picture.
4. Hold up your book and ask, "Who can point to the young animal in the picture?" Stress the key word *young*. Invite a volunteer to point to the

young zebra in your book while the other students point to it in their own books. Repeat this with the other key words.

students?" They should answer, "Yes!" Then you can say, "Yeah!"

- Repeat step 1 with the second row of pictures: *zoo, zipper, zero.*



The /z/ sound is a voiced alveolar sibilant. It is produced by forcing the air through a trough in the middle of the tongue, creating a buzzing sound. The vocal bands must vibrate to distinguish this sound from its voiceless counterpart /s/.

## NEW WORDS

(PAGE 68)

### Letter Recognition

- Hold up the phonics cards for the capital letters Y and Z. If your class is large, you may wish to make larger cards or write the letters on the board. Explain that these are the last two letters of the English alphabet in their capital forms. Say the name of each letter and have the class repeat it. Display the Y and Z phonics cards on a chalk ledge or table and ask a volunteer to pick out the card that is the last letter of the English alphabet (Z).
- Hold up the phonics cards for the lowercase letters y and z. Explain that these are the last two letters of the English alphabet in their lowercase forms. Say the name of each letter and have the class repeat it. On a table top or chalk ledge, display the upper- and lowercase Y and Z phonics cards in a random order. Ask a volunteer to match the uppercase Y card with the lowercase y card. Repeat this for Z and z.
- Have the students turn to page 68 of their books. Display the Y, y, Z, and z phonics cards at the front of the room. Ask a volunteer to point to the capital Y phonics card while the rest of the students point to the capital Y on the left side of page 68. Repeat this with the capital Z and with the lowercase forms of both letters.

### Word and Sound Recognition

- Direct the students' attention to the first row of pictures on page 68. Each picture represents a key word from the story. Say the name of each picture (*yacht, yawn, young*) and have the students repeat it as a group. Point out that all three words begin with the same sound, and pronounce the /j/ sound. Have the class repeat the sound after you. Then call on individuals to say the sound and the name of each object again.



The /j/ sound is a voiced alveopalatal glide. When you teach this sound, ask your students, "Are you the number one

### Chant

- Instruct the students to listen as you recite the following chant for the letter Y or play it on the cassette. As you say each key word in the chant, have the students point to the picture on page 68 that goes with that word. Tell them to listen carefully, because one of the words in the chant does not have a picture.
 

Y Y Y, /j/ /j/ /j/, Y, /j/, yacht  
 Y Y Y, /j/ /j/ /j/, Y, /j/, yawn  
 Y Y Y, /j/ /j/ /j/, Y, /j/, young  
 Y Y Y, /j/ /j/ /j/, Y, /j/, yak
- Have the students identify the word that did not have a picture (*yak*). Ask them to look in the back of their books and find the *yak* sticker. Have them place the *yak* sticker over the box at the end of row 1.
- Have the class say the Y chant with you slowly, pointing to each picture in row 1 as they say its name.
- Repeat steps 1-3 with the Z chant below, having the students find the *zebra* sticker.

Z Z Z, /z/ /z/ /z/, Z, /z/, zoo  
 Z Z Z, /z/ /z/ /z/, Z, /z/, zipper  
 Z Z Z, /z/ /z/ /z/, Z, /z/, zero  
 Z Z Z, /z/ /z/ /z/, Z, /z/, zebra

- Say the entire YZ chant (or play the cassette) and model the following gestures: slap your thighs as you say each letter name (Y or Z) and clap your hands as you say each sound (/j/ or /z/). Act out an appropriate gesture for each key word, such as *yawning* or drawing a *zero* in the air.

Have the students practice the gestures until they can perform the chant and gestures together. As a fun review, you may want to have the students try performing the entire chant from A to Z.

## Yy PRACTICE

(PAGE 69)

### Look and do.

Have students turn to page 69 of their books and look at the picture of the zipper in row 1. Point out that the partly-opened zipper looks like a capital Y. On the board, demonstrate how capital Y is printed. Invite students to use their fingers to trace the capital Y in the second box. Encourage them to follow the order shown by the numbers. Then have them use their fingers to trace the capital Y in the third box. Talk about how it fits on the writing lines. Finally, have students use their pencils to write capital Y over the faint letter in the last box.

Direct students' attention to the lowercase y in row 2. Point out how the two hands are forming the letter. Have the students practice forming a lowercase y with their own hands. Then proceed as described for capital Y.

### Write and say.

Have the students use their pencils to trace the faint capital Y. Tell them to say the name of the letter while they write it. Ask them to write a capital Y by themselves on the lines provided. Check that they are writing it correctly, then have them continue writing and saying the letter until they have filled the line. Repeat with lowercase y.

### Listen and circle.

#### Does it start with y?



Say the name of each picture or play the cassette. Instruct students to listen for the /j/ sound. Ask them to circle the checkmark if the word begins with the /j/ sound. If it does not, they should circle the X. Read the words one at a time, repeating if students need more time to listen for the sound.

1. yak  X

2. yawn  X

3. young  X

4. house  X

## Zz PRACTICE

(PAGE 70)

For the Zz Practice, follow the steps described in the Yy Practice section.

Answers for *Listen and circle* Activity

1. zipper  X

2. sun  X

3. zero  X

4. zebra  X

## ACTIVITIES

(PAGE 71)

### Listen and sing.



Have the class open their books to page 71. Point to Mr. Bug and his friend Lady Bug on the right side of the page and ask what they are doing (giving each other five). Teach the expression *give me five*. Ask two students to demonstrate giving each other five. Have the students listen as you play the following YZ song on the cassette. Then play the cassette again, inviting the students to sing along and give a partner five when they say *give me five*.

Y and Z! Y and Z! If you know these,  
give me five!

At this point you may wish to have the students sing the entire alphabet song from A to Z. The words to the entire song are printed on page 73 of the student book. The song is recorded at the end of Cassette 1.

### Listen and write the missing s or z.



Have the students look at the word and picture in item 1. Explain that the word is missing either an s or a z. Ask the class to listen carefully as you say the word *zebra* or play the cassette. Then ask the students to write the missing letter in the word (z). When they have done so, invite them to say the word *zebra*. Repeat for the other items:

2. sister

3. zipper


4. seven

### Read the words aloud quickly.

#### Then practice with the cassette.



Direct the students' attention to Mr. Bug and all the baby bugs with their balloons. Read the three words on the first balloon or play the cassette. Have the students repeat each word. Do the same with the



words in the other five balloons. Then challenge the students to say all the words as quickly as they can. Tell them to use a watch to see how many seconds it takes to say all the words. (You may want to divide the class into pairs and have the students take turns timing each other.) Finally, play the tape and challenge the students to say the words along with the narrator.

## REVIEW

(PAGE 72)

1. Use the phonics cards to review the names and sounds of Yy and Zz. Then invite the students to find the Yy and Zz letter stickers at the back of their books and paste them in the correct places on page 72.
2. Ask the students to look at the illustration on page 72. Use one or more of the following methods to review the key words: *yacht, yak, yawn, young, zebra, zero, zipper, zoo*.
  - a. Say each key word. Have the students point to the correct part of the picture as they hear each word.
  - b. Read the story or play it on the cassette. Stop after you say each key word. Ask the class to say the key word chorally, or call on individual students to say each key word.
  - c. Ask questions about the story and picture that elicit the key words as answers. Example questions include *What is the zookeeper thinking about? (a yacht)* and *Who asked a lot of questions? (the young zebra)*.
3. Evaluate each student's work on Unit 9 and write your comments in the Teacher's Comments section. If you like, you may use this as a cumulative comments section for Book 1.
3. As part of your overall Book 1 review, students might enjoy performing the entire alphabet song and/or the entire alphabet chant for another class. Alternatively, you could videotape their performance for playback in the next class period, at Parent Night, or at some other class event.
4. The Vocabulary Review on pages 74-76 of the student book provides an illustrated list of all the key words from Book 1. These pages may be a helpful reference in your overall Book 1 review.

### Notes:

1. If your class situation permits, you may prefer to complete the review page individually with each student.
2. To extend your review of this unit and of the entire book, use games from the Game Idea Bank on pages 8-9 of this guide.



# MR. BUG'S PHONICS

*Mr. Bug's Phonics 1* and *2* provide a fun and effective way to teach young children how to read in English.

In each unit, children are introduced to English words through an amusing story. They go on to practice phonics and vocabulary through songs, chants, listening activities, and writing practice. Stickers included at the back of the book reinforce new vocabulary and add to the fun.

*Mr. Bug's Phonics 1* teaches the 26 letters of the English alphabet and their sounds, including an introduction to the short vowel sounds. *Mr. Bug's Phonics 2* focuses on consonant blends, vowel combinations, and long vowel sounds. Both books provide a firm foundation in early reading development.

Each level consists of a Student Book, a Teacher's Book, a Cassette, and Phonics Cards. *Mr. Bug's Phonics Cards 1* shows the upper and lower case letters of the alphabet, and *Mr. Bug's Phonics Cards 2* features consonant blends and vowel combinations.

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