






LESSON GUIDE			
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STARTER UNIT 1: I LIKE SCHOOL

Lesson 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Match the vocabulary words with pictures 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Step 1: Picture Walk <ul style="list-style-type: none"> Where do you think the girl is going? What is she carrying? 	<ul style="list-style-type: none"> What do you think are in her schoolbag? Who is this? What is this? 	Step 2: Storytelling 1 Step 3: Group Echo Reading (with student's storybook) (optional)
REVISION: Vocabulary Words	ACTIVITY 1: Vocabulary: I Like School Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 2: Pair Them Up Divide students into 2 groups. Each group takes turns to pair up the pictures with words. Record their scores and the group with the higher scores wins.
CLASSROOM PRACTICE: Workbook p3-4	HOME PRACTICE: Assessment Book p1-3	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Echo read the story Learn the alphabets: a to c 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Do you like to go to school?</i> <i>Who is this?</i> 	<ul style="list-style-type: none"> <i>What is this? What is it used for?</i> <i>What do you have in your schoolbag?</i> <i>What do you have in your pencil box?</i> 	Step 4: Group Echo Reading (with student's storybook)
REVISION: Vocabulary Words	ACTIVITY 1: ABC Song A B C D E F G, H I J K L M N O P, Q R S T U V, W X Y and Z Now I know my ABCs Next time won't you sing with me?	ACTIVITY 2: Trace the letters: a to c Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p10-12	HOME PRACTICE: Assessment Book p7-10	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Identify vocabulary words • Listen to instructions and act on them 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Step 2: Storytelling 1 (optional)	<i>Step 3: Storytelling 2 (refer to 2 for questions)</i>	<i>Step 5: Group Shadow Reading</i>
REVISION: Vocabulary Words	ACTIVITY 1: Complete the pattern Divide students into 2 groups. Look at the pattern and name the picture cards starting from the left. Each group takes turns to complete the pattern. Record their scores and the group with the higher score wins.	ACTIVITY 2: Listening: I Like School Turn to Workbook p7. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.
CLASSROOM PRACTICE: Workbook p5-6	HOME PRACTICE: Assessment Book p4-6	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 2.2

OBJECTIVES: <ul style="list-style-type: none"> Echo or Shadow read with Variations Tell friends and record down what is in one's schoolbag Learn the alphabets: d to f 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Start with group reading if necessary Step 3: Storytelling 2 (refer to.2 for questions)	<i>Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)</i>	REVISION: Vocabulary Words
ACTIVITY 1: Speaking: Read and Say Turn to Workbook p8. Invite students introduce one thing in their schoolbag: <ul style="list-style-type: none"> Hello, I am ... This is my ... 	ACTIVITY 2: Writing: Draw and Write Turn to Workbook p9. Draw and write down an item that is introduced in the speaking activity. ACTIVITY 4: Trace the letters: d to f Invite one student at a time to trace the letters with their pointer and middle fingers.	ACTIVITY 3: ABC Song A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now I know my ABCs Next time won't you sing with me?
CLASSROOM PRACTICE: Workbook p13-15	HOME PRACTICE: Assessment Book p11-14	CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn the beginning letter sounds: /a/ to /f/ 		MATERIALS: <ul style="list-style-type: none"> *Phonics Book 1 * For schools that have purchased Phonics Book 1
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Start with group reading if necessary <i>Step 6: Paired Reading</i>	REVISION: Vocabulary Words	ACTIVITY 1: Letter Sounds Select the letter sounds /a/ to /f/. Sing the letter sound songs and learn words that begin with each letter sound.
ACTIVITY 2: Letter Bubbles; Letter Stars Select the letter sounds /a/ to /f/. Listen carefully and click the correct letter sound. (To make the activity easier, select 2 letter sounds at a time for practice.)	ACTIVITY 3: Match the Beginning Sounds Select the letter sounds /a/ to /f/. Listen carefully and match the correct letter sounds to the pictures. (To make the activity easier, select 3 letter sounds at a time for practice.)	ACTIVITY 4: Fill in the Sound Select the letter sounds /a/ to /f/. Listen carefully and click the correct letter sound. (To make the activity easier, select 2 letter sounds at a time for practice.)
CLASSROOM PRACTICE: Phonics Book 1: p3-10	HOME PRACTICE: Review letter sounds Phonics Book 1: p3, 7	CLOSING: Step 6: Paired Reading (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn the beginning letter sounds: /g/ to /l/ 		MATERIAL: *Phonics Book 1 * For schools that have purchased Phonics Book 1
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Start with group reading if necessary <i>Step 6: Individual Reading</i>	REVISION: Vocabulary Words	ACTIVITY 1: Letter Sounds Select the letter sounds /g/ to /l/. Sing the letter sound songs and learn words that begin with each letter sound.
ACTIVITY 2: Letter Bubbles; Letter Stars Select the letter sounds /g/ to /l/. Listen carefully and click the correct letter sound. (To make the activity easier, select 2 letter sounds at a time for practice.)	ACTIVITY 3: Match the Beginning Sounds Select the letter sounds /g/ to /l/. Listen carefully and match the correct letter sounds to the pictures. (To make the activity easier, select 3 letter sounds at a time for practice.)	ACTIVITY 4: Fill in the Sound Select the letter sounds /g/ to /l/. Listen carefully and click the correct letter sound. (To make the activity easier, select 2 letter sounds at a time for practice.)
CLASSROOM PRACTICE: Phonics Book 1: p11-18	HOME PRACTICE: Review letter sounds Phonics Book 1: p11, 15	CLOSING: Step 6: Individual Reading (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn the beginning letter sounds /m/ to /r/ 		MATERIAL: *Phonics Book 1 * <i>For schools that have purchased Phonics Book 1</i>
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Start with group reading if necessary <i>Record reading</i>	REVISION: <i>Vocabulary Words</i>	ACTIVITY 1: Letter Sounds Select the letter sounds /m/ to /r/. Sing the letter sound songs and learn words that begin with each letter sound.
ACTIVITY 2: Letter Bubbles; Letter Stars Select the letter sounds /m/ to /r/. Listen carefully and click the correct letter sound. (To make the activity easier, select 2 letter sounds at a time for practice.)	ACTIVITY 3: Match the Beginning Sounds Select the letter sounds /m/ to /r/. Listen carefully and match the correct letter sounds to the pictures. (To make the activity easier, select 3 letter sounds at a time for practice.)	ACTIVITY 4: Fill in the Sound Select the letter sounds /m/ to /r/. Listen carefully and click the correct letter sound. (To make the activity easier, select 2 letter sounds at a time for practice.)
CLASSROOM PRACTICE: Phonics Book 1: p19-26	HOME PRACTICE: Review letter sounds Phonics Book 1: p19, 21, 23	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 1: I LIKE SCHOOL

Lesson 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn the beginning letter sounds /s/ to /z/ 		MATERIAL: <ul style="list-style-type: none"> * Phonics Book 1 * <i>For schools that have purchased Phonics Book 1</i>
TUNING-IN: Sing-a-long: I spy with my eyes something I can carry My bag (<i>my bag</i>), my bag, that's right! I spy with my eyes something I can read My book (<i>my book</i>), my book, that's right!	I spy with my eyes something I can write with My pencil (<i>my pencil</i>), my pencil, that's right! I spy with my eyes someone I can play with My friend (<i>my friend</i>), my friend, that's right!	I spy with my eyes someone I can learn from My teacher (<i>my teacher</i>), my teacher, that's right!
READING: Start with group reading if necessary <i>Record reading</i>	REVISION: <i>Vocabulary Words</i>	ACTIVITY 1: Letter sounds /s/ to /z/ Sing the letter sound song and words that begin with the letter sound.
ACTIVITY 2: Letter bubbles/ Letter stars /s/ to /z/ Select at least 2 letter sounds for practice. Listen carefully and click the correct letter sound.	ACTIVITY 3: Match the beginning sounds /s/ to /z/ Select at least 3 letter sounds for practice. Listen carefully and match the correct letter sounds to the pictures.	ACTIVITY 4: Fill in the sound /s/ to /z/ Select at least 2 letter sounds for practice. Listen carefully and click the correct letter sound.
CLASSROOM PRACTICE: Phonics Book 1: p27-34	HOME PRACTICE: Review letter sounds Phonics Book 1: p27, 31 Phonics Book 1: p35-40 (revision)	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Pronounce the vocabulary words Match the vocabulary words with pictures 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Step 1: Picture Walk <ul style="list-style-type: none"> Can you name the parts of his face? 	<ul style="list-style-type: none"> Name the animal. Where are their eyes? ... ears, ... mouths,... nose,...hands? Can you look at your friends' eyes? ...ears, ... mouths ... nose, ...hands? Can you describe them? 	Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
ACTIVITY 1: Vocabulary: Where Is My Tail? Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 2: Matching Pictures with Words Divide students into 2 groups. Each group takes turns to match the pictures with words. Record their scores and the group with the higher score wins.	ACTIVITY 3: Listen and Identify Divide students into 2 groups. Each group takes turns to identify the picture/ word. Record their scores and the group with the higher score wins.
CLASSROOM PRACTICE: Workbook p21-22	HOME PRACTICE: Assessment Book p15-17	CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Echo read the story Learn the alphabets: g to i 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> What do we use our eyes for? ears, ... mouths ... nose, ...hands ...? 	<ul style="list-style-type: none"> Can you describe the animals' tails? Why do you think we do not have tails? Name animals with tails. 	Step 4: Group Echo Reading
REVISION: Vocabulary Words	ACTIVITY 1: ABC Song A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now I know my ABCs Next time won't you sing with me?	ACTIVITY 2: Trace the letters: g to i Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p28-30	HOME PRACTICE: Assessment Book p21-24	CLOSING: Step 4: Group Echo Reading (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Identify vocabulary words • Listen to instructions and act on them 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Step 2: Storytelling 1 (optional) <i>Step 3: Storytelling 2 (refer to lesson 2 for questions)</i> <i>Step 5: Group Shadow Reading</i>		
REVISION: Vocabulary Words	ACTIVITY 1: What is Missing? Divide students into 2 groups. Each group takes turns to identify the missing part/ item. Record their scores and the group with the higher score wins.	ACTIVITY 2: Listening: Listen and Draw Turn to Workbook p25. Listen to the instructions and complete the face. Click 'Show Me' to reveal the answers.
CLASSROOM PRACTICE: Workbook p23-24	HOME PRACTICE: Assessment Book p18-20	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Tell friends and record down one's body part • Learn the alphabets: j to l 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Start with group reading if necessary Step 3: Storytelling 2 (refer to lesson 2 for questions) <i>Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)</i>	REVISION: <i>Vocabulary Words</i>	ACTIVITY 1: Speaking: Say and Respond Turn to Workbook p26. Invite students say and respond: <ul style="list-style-type: none"> • We have ... • I have ...
ACTIVITY 2: Writing: Draw and Write Turn to Workbook p27. Draw and write down a body part one has.	ACTIVITY 3: ABC Song A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now I know my ABCs Next time won't you sing with me?	ACTIVITY 4: Trace the letters: j to l Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p31-33	HOME PRACTICE: Assessment Book p25-28	CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn the short vowel /a/ family: /ab/, /ag/, /an/, /ap/, /at/ 		MATERIALS: <ul style="list-style-type: none"> *Phonics Book 1 * For schools that have purchased Phonics Book 1
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Start with group reading if necessary <i>Step 6: Paired Reading</i>		
ACTIVITY 1: Short vowels /a/ <i>Click the top-left corner letters to listen to the sound eg. /ab/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner.</i> Example: Say /ab/. Then say 'cab'. ... /ab/ ... jab ... /ab/ ... crab, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 2: Complete the Words (revision for /a/) Select all sounds in short vowel /a/ family for revision. Listen to each word carefully. Figure out what is the beginning sound (look at the picture for a clue). Click and drag the correct short vowel sound.
CLASSROOM PRACTICE: Phonics Book 1: p43-47	HOME PRACTICE: Phonics Book 1: p48	CLOSING: Step 6: Paired Reading (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn the short vowel /e/ family: /ed/, /eg/, /en/, /et/ 		MATERIALS: <ul style="list-style-type: none"> *Phonics Book 1 * For schools that have purchased Phonics Book 1
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Start with group reading if necessary <i>Step 6: Individual reading</i>		REVISION: Short vowel /a/
ACTIVITY 1: Short Vowel /e/ Click the top-left corner letters to listen to the sound eg. /ed/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /ed/. Then say 'bed'. ... /ed/ ... red ... /ed/ ... shred, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 2: Complete the Words (revision for /e/) Select all sounds in short vowel /e/ family for revision (include one short /a/ vowel sound because the game needs the selection of at least 5 words). Listen to each word carefully. Figure out what is the beginning sound (look at the picture for a clue). Click and drag the correct short vowel sound.
CLASSROOM PRACTICE: Phonics Book 1: p49-52	HOME PRACTICE: Phonics Book 1: p53	CLOSING: Step 6: Individual reading (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn the short vowel /i/ family: /id/, /ig/, /in/, /ip/, /it/ 		MATERIALS: *Phonics Book 1 * For schools that have purchased Phonics Book 1
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose To smell a rose	I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Start with group reading if necessary Record reading		REVISION: Short vowel /a/, short vowel /e/
ACTIVITY 1: Short vowel /i/ Click the top-left corner letters to listen to the sound eg. /id/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /id/. Then say 'kid'. ... /id/ ... lid, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 2: Complete the Words (revision for /i/) Select all sounds in short vowel /i/ family for revision. Listen to each word carefully. Figure out what is the beginning sound (look at the picture for a clue). Click and drag the correct short vowel sound.
CLASSROOM PRACTICE: Phonics Book 1: p54-58	HOME PRACTICE: Phonics Book 1: p59-60	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 2: WHERE IS MY TAIL?

Lesson 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn the short vowel /o/ family: /ob/, /od/, /og/, /op/, /ot/ Learn the short vowel /u/ family: /ub/, /ug/, /un/, /up/, /ut/ 		MATERIALS: *Phonics Book 1 <i>* For schools that have purchased Phonics Book 1</i>
TUNING-IN: Sing-a-long: I have two eyes I have two ears I have a nose	To smell a rose I have two hands I have two feet	I have a mouth So I can speak "I love you"
READING: Start with group reading if necessary <i>Record reading</i>	ACTIVITY 1: Short vowel /o/ Click the top-left corner letters to listen to the sound eg. /ob/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /ob/. Then say 'cob'. ... /ob/ ... sob ... /ob/ ... knob, etc <i>Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.</i>	
ACTIVITY 2: Complete the Words (revision for /o/) Select all sounds in short vowel /o/ family for revision. Listen to each word carefully. Figure out what is the beginning sound (look at the picture for a clue). Click and drag the correct short vowel sound.	ACTIVITY 3: Short Vowel /u/ Click at the top left corner letter to listen to the sound eg. /ub/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /ub/. Then say 'cub'. ... /ub/ ... tub ... /ub/ ... scrub, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 4: Complete the Words (revision for /u/) Select all sounds in short vowel /u/ family for revision. Listen to each word carefully. Figure out what is the beginning sound (look at the picture for a clue). Click and drag the correct short vowel sound.
CLASSROOM PRACTICE: Phonics Book 1: p61-65 (short vowel /o/) Phonics Book 1: p67-71 (short vowel /u/)	HOME PRACTICE: Phonics Book 1: p66 (short vowel /o/) Phonics Book 1: p72 (short vowel /u/)	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Pronounce the vocabulary words Match the vocabulary words with pictures Order the vocabulary words 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What games or activities can you see here?</i> 	<ul style="list-style-type: none"> <i>What does the girl want to do?</i> <i>Would you want to do it too? Why?</i> 	Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
ACTIVITY 1: Vocabulary: Fun in the Park Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 2: Let's Match Divide students into 2 groups. Each group takes turns to match the pictures with words. Record their scores and the group with the higher score wins.	ACTIVITY 3: Complete the Pattern Divide students into 2 groups. Each group takes turns to identify the picture/ word. Record their scores and the group with the higher score wins.
CLASSROOM PRACTICE: Workbook p39-41	HOME PRACTICE: Assessment Book p31-32	CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

STARTER UNIT 3: FUN IN THE PARK

Lesson 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Echo read the story Learn the alphabets: m to o 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Do you like to go to a park?</i> <i>What can you do at a park?</i> 	<ul style="list-style-type: none"> <i>Do you have a park near your house?</i> <i>How often do you go to a park?</i> <i>What must we do in order to play safely at a park?</i> 	Step 4: Group Echo Reading
REVISION: Vocabulary Words	ACTIVITY 1: ABC Song A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now I know my ABCs Next time won't you sing with me?	ACTIVITY 2: Trace the Letters: m to o Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p48-50	HOME PRACTICE: Assessment Book p35-38	CLOSING: Step 4: Group Echo Reading (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Identify the vocabulary words • Listen to instructions and act on them 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to lesson 2 for questions) Step 5: Group Shadow Reading		
REVISION: Vocabulary Words	ACTIVITY 1: Listen and Shop Divide students into 2 groups. Each group takes turns to pair up the pictures and words. Record their scores and the group with the higher score wins.	ACTIVITY 2: Listening: Fun in the Park Turn to Workbook p45. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.
CLASSROOM PRACTICE: Workbook p42-44	HOME PRACTICE: Assessment Book p33-34	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 2.2

OBJECTIVES: <ul style="list-style-type: none"> Echo or Shadow read with Variations Tell friends and record down what one wants to do at a park Learn the alphabets: p to r 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Start with group reading if necessary Step 3: Storytelling 2 (refer to questions on.2) Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	REVISION: Vocabulary Words	ACTIVITY 1: Speaking: Read and Say Turn to Workbook p46. Invite students to say and respond: <ul style="list-style-type: none"> I want to ... I want to play on the ... I want to play in the
ACTIVITY 2: Writing: Draw and Write Turn to Workbook p47. Draw and write down an activity one wants to do at a park.	ACTIVITY 3: ABC Song A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now I know my ABCs Next time won't you sing with me?	ACTIVITY 4: Trace the Letters: p to r Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p51-53	HOME PRACTICE: Assessment Book p39-42	CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn the l-blends: /bl/, /cl/, /fl/, /gl/, /pl/, /sl/ 		MATERIALS: *Phonics Book 1 * <i>For schools that have purchased Phonics Book 1</i>
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Start with group reading if necessary Step 6: Paired Reading		ACTIVITY 2: Whack a Mole (L Blends) Select at least 2 sounds. Listen to each word carefully. Figure out what is the beginning blend sound (look at the picture for a clue). Click the correct l-blend sound.
ACTIVITY 1: Blends (L Blends) Click the top-left corner letters to listen to the sound eg. /bl/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /bl/. Then say 'black'. ... /bl/ ... blanket ... /bl/ ... blouse, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 3: Complete the words (L Blends) Select at least 2 sounds. Listen to each word carefully. Figure out what is the beginning blend sound. Click the correct blend sound.
CLASSROOM PRACTICE: Phonics Book 1: p75-76	HOME PRACTICE: Review the words Phonics Book 1: p75-76	CLOSING: Step 6: Paired Reading (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn the r-blends: /br/, /cr/, /dr/, /fr/, /gr/, /tr/ 		MATERIALS: *Phonics Book 1 * <i>For schools that have purchased Phonics Book 1</i>
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Start with group reading if necessary <i>Step 6: Individual Reading</i>	REVISION: <i>l-blends</i>	ACTIVITY 2: Whack a Mole (R Blends) Select at least 2 sounds for practice. Listen to each word carefully. Figure out what is the beginning blend sound (look at the picture for a clue). Click the correct l-blend sound.
ACTIVITY 1: Blends (R Blends) Click the top-left corner letters to listen to the sound eg. /br/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /br/. Then say 'bread'. ... /br/ ... brown ... /br/ ... brush, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 3: Complete the Words (R Blends) Select at least 2 sounds for practice. Listen to each word carefully. Figure out what is the beginning blend sound. Click the correct blend sound.
CLASSROOM PRACTICE: Phonics Book 1: p77	HOME PRACTICE: Review the words Phonics Book 1: p77	CLOSING: Step 6: Individual reading (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn the s-blends: /sc/, /sk/, /sm/, /sn/, /sp/, /st/, /sw/ 		MATERIALS: *Phonics Book 1 * For schools that have purchased Phonics Book 1
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Start with group reading if necessary <i>Record reading</i>	REVISION: <i>l-blends, r-blends</i>	ACTIVITY 2: Whack a Mole (S Blends) Select at least 2 sounds for practice. Listen to each word carefully. Figure out what is the beginning blend sound (look at the picture for a clue). Click the correct l-blend sound.
ACTIVITY 1: Blends (S Blends) Click the top-left corner letters to listen to the sound eg. /sc/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /sc/. Then say 'scale'. ... /sc/ ... scarf ... /sc/ ... school, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 3: Complete the Words (S Blends) Select at least 2 sounds for practice. Listen to each word carefully. Figure out what is the beginning blend sound. Click the correct blend sound.
CLASSROOM PRACTICE: Phonics Book 1: p78 (S Blends) Phonics Book 1: p79-80 (final blends, revision)	HOME PRACTICE: Review the words Phonics Book 1: p78-80	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 3: FUN IN THE PARK

Lesson 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn the digraphs: /ch/, /ph/, /sh/, /th/, /wh/ 		MATERIALS: *Phonics Book 1 * <i>For schools that have purchased Phonics Book 1</i>
TUNING-IN: Sing-a-long: I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk	I want to sing, sing, sing I want to play, play, play	Throughout the day, day, day I want to have fun in the park
READING: Review reading if necessary <i>Record reading</i>	REVISION: <i>l-blends, r-blends, s-blends</i>	ACTIVITY 2: Match the Digraphs Select at least 2 letter sounds for practice. Listen carefully and match the correct digraph sounds to the pictures.
ACTIVITY 1: Digraphs Click the top-left corner letters to listen to the sound eg. /ch/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /ch/. Then say 'chair'. ... /ch/ ... chick ... /ch/ ... cheese, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 3: Complete the Words (Digraphs) Select at least 2 sounds for practice. Listen to each word carefully. Figure out what is the beginning digraph sound. Click the correct digraph.
CLASSROOM PRACTICE: Phonics Book 1: p81-88 (digraphs) Phonics Book 1: p90-104 (revision: short vowel word families with blends and digraphs)	HOME PRACTICE: Review digraphs Phonics Book 1: p81-82, 85-86, 87	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Pronounce the vocabulary words Match the vocabulary words with pictures Order the vocabulary words 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you see out here?</i> <i>How does this creature behave? What sound does it make?</i> <i>Do you think it likes to come out in the day or at night?</i> 		Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
ACTIVITY 1: Vocabulary: Good Morning, Goodnight Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 2: Matching Pictures with Words Divide students into 2 groups. Each group takes turns to match the pictures with words. Record their scores and the group with the higher score wins.	ACTIVITY 3: Memory Game Divide students into 2 groups. Each group takes turns to remember the positions of the pictures/ words. Reorder the pictures back into the original sequence. Record their scores and the group with the higher score wins.
CLASSROOM PRACTICE: Workbook p59-61	HOME PRACTICE: Assessment Book p43-46	CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Echo read the story Learn the alphabets: s to v 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>What kind of animals can you see in the day?</i> <i>What kind of animals can you see at night?</i> <i>Some animals find food in the day and sleep at night, while others find food at night and sleep in the day. Why do you think this is so?</i> Step 4: Group Echo Reading		REVISION: Vocabulary Words
ACTIVITY 1: ABC Song (Extended Version) A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard my ABC Tell me what you think of me?	A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard our ABC Let us hear your ABC All together sing with me Let us try our ABC	ACTIVITY 2: Trace the Letters: s to v Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p70-73	HOME PRACTICE: Assessment Book p51-55	CLOSING: Step 4: Group Echo Reading (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Identify the vocabulary words • Listen to instructions and act on them 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to lesson 2 for questions) Step 5: Group Shadow Reading		
REVISION: Vocabulary Words	ACTIVITY 1: Listen and Identify Divide students into 2 groups. Each group takes turns to click on the correct picture/ word. Record their scores and the group with the higher scores wins.	ACTIVITY 2: Listening: Good Morning, Goodnight Turn to Workbook p65. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.
CLASSROOM PRACTICE: Workbook p62-64	HOME PRACTICE: Assessment Book p47-50	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 2.2

OBJECTIVES: <ul style="list-style-type: none"> Echo or Shadow read with Variations (eg. girls vs boys, 1 student vs all students) Tell friends and record down what animal one can see in the day or at night. Learn the alphabets: w to z 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Start with group reading if necessary Step 3: Storytelling 2 (refer to questions on.2) Step 4 & 5: Group Echo/ Shadow Reading with Variations REVISION: Vocabulary Words	ACTIVITY 1: Speaking: Read and Say Turn to Workbook p66 & 69 (finger puppets). Invite students to say and respond with the finger puppets: What do you see out here? <ul style="list-style-type: none"> I see a ... Good morning, ... What do you see out there? <ul style="list-style-type: none"> I see a ... Good night, ... 	ACTIVITY 2: Writing: Draw and Write Turn to Workbook p67. Draw and write down an animal that can be seen in the day or at night.
ACTIVITY 3: ABC Song (Extended Version) A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard my ABC Tell me what you think of me?	A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard our ABC Let us hear your ABC All together sing with me Let us try our ABC	ACTIVITY 4: Trace the Letters: w to z Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p74-77	HOME PRACTICE: Assessment Book p56-60	CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn long /a/ vowel: /ai/, /ay/, /a-e/ Learn long /e/ vowel: /ea/, /ee/, /e-e/ 		MATERIALS: *Phonics Book 2 * <i>For schools that have purchased Phonics Book 2</i>
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Start with group reading if necessary <i>Step 6: Paired Reading</i>	ACTIVITY 2: Complete the Words (long vowel /a/) <i>Select at least 2 sounds. Listen to each word carefully. Figure out what is the long /a/ sound. Click the correct long vowel sound.</i>	ACTIVITY 3: Unscramble the Words (long vowel /a/) Select at least 2 sounds. Listen to each word carefully. Spell the word.
ACTIVITY 1: Long Vowel /a/ Click at the top-left corner letter to listen to the sound eg. /a/. Listen and invite students to say the sound. Explain to the students that for long vowels, the letter sound and the letter name sound exactly the same. Listen to the words and invite students to say the words in this manner. Example: Say /a/. Then say 'April'. ... /a/ ... apron ... /a/ ... angel, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 4: Long Vowel /e/ Repeat activities 1-3 for long vowel /e/.
CLASSROOM PRACTICE: Phonics Book 2: p3-9 (long vowel /a/) Phonics Book 2: p10-15 (long vowel /e/)	HOME PRACTICE: Phonics Book 2: p4, 6, 8 (long /a/ reading) Phonics Book 2: p11, 13 (long /e/ reading) Phonics Book 2: p16-18 (revision: long /a/ and /e/)	CLOSING: Step 6: Paired Reading (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn long /i/ vowel: /y/, /ie/, /igh/, /i-e/ 		MATERIALS: *Phonics Book 2 * <i>For schools that have purchased Phonics Book 2</i>
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Start with group reading if necessary Step 6: Individual Reading	REVISION: <i>long vowels /a/ and /e/</i>	ACTIVITY 2: Complete the Words (long vowel /i/) Select at least 2 sounds. Listen to each word carefully. Figure out what is the long /i/ sound. Click the correct long vowel sound.
ACTIVITY 1: Long Vowel /i/ Click at the top-left corner letter to listen to the sound eg. /i/. Listen and invite students to say the sound. Explain to the students that for long vowels, the letter sound and the letter name sound exactly the same. Listen to the words and invite students to say the words in this manner.	Example: Say /i/. Then say 'iron'. ... /i/ ... island ... /i/ ... icicle, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 3: Unscramble the Words (long vowel /i/) Select at least 2 sounds. Listen to each word carefully. Spell the word.
CLASSROOM PRACTICE: Phonics Book 2: p19-26 (long vowel /i/)	HOME PRACTICE: Phonics Book 2: p20, 22, 24 (long /i/ reading)	CLOSING: Step 6: Individual reading (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn long vowel /o/: /oa/, /oe/, /ow/, /o-e/ 		MATERIALS: *Phonics Book 2 * For schools that have purchased Phonics Book 2
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Start with group reading if necessary <i>Record reading</i>	REVISION: <i>long vowels /a/, /e/, /i/</i>	ACTIVITY 2: Complete the Words (long vowel / o/) Select at least 2 sounds. Listen to each word carefully. Figure out what is the long /o/ sound. Click the correct long vowel sound.
ACTIVITY 1: Long Vowel /o/ Click at the top-left corner letter to listen to the sound eg. /o/. Listen and invite students to say the sound. Explain to the students that for long vowels, the letter sound and the letter name sound exactly the same. Listen to the words and invite students to say the words in this manner. Example: Say /o/. Then say 'oval'. ... /o/ ... old ... /o/ ... ocean Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 3: Unscramble the Words (long vowel /o/) Select at least 2 sounds. Listen to each word carefully. Spell the word.
CLASSROOM PRACTICE: Phonics Book 2: p27-34 (long vowel /o/)	HOME PRACTICE: Phonics Book 2: p28, 30, 32 (long /o/ reading) Phonics Book 2: p35-38 (revision: long /i/ and /o/)	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 4: GOOD MORNING, GOODNIGHT

Lesson 4.2

OBJECTIVES: <ul style="list-style-type: none">Record readingLearn long vowel /u/: /ue/, /ew/, /u-e/Learn long vowel /oo/: /ui/, /ue/, /ew/, /u-e/		MATERIALS: <ul style="list-style-type: none">*Phonics Book 2* <i>For schools that have purchased Phonics Book 2</i>
TUNING-IN: Sing-a-long: What do you see out there today? I see a bunny coming out to play. What do you see out there today?	I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright.	What do you see out there tonight? I see my mommy hugging me tight.
READING: Start with group reading if necessary <i>Record reading</i>	ACTIVITY 2: Complete the Words (long vowel /u/) <i>Select at least 2 sounds. Listen to each word carefully. Figure out what is the long /u/ sound. Click the correct long vowel sound.</i>	ACTIVITY 3: Unscramble the Words (long vowel /u/) Select at least 2 sounds. Listen to each word carefully. Spell the word.
REVISION: long vowels /a/, /e/, /i/, & /o/		
ACTIVITY 1: Long vowel /u/ Click at the top-left corner letter to listen to the sound eg. /u/. Listen and invite students to say the sound. Explain to the students that for long vowels, the letter sound and the letter name sound exactly the same. Listen to the words and invite students to say the words in this manner. Example: Say /u/. Then say ‘ukelele’. ... /u/ ... unicorn ... /u/ ... unicycle, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 4: Long Vowel (Special Sounds) Repeat activity 1 for long vowel /oo/.
CLASSROOM PRACTICE: Phonics Book 2: p39-44 (long vowel /u/) Phonics Book 2: p45-47 (long vowel /oo/)	HOME PRACTICE: Phonics Book 2: p40, 42 (long /u/ reading) Phonics Book 2: p45, 47 (long /oo/ reading) Phonics Book 2: p48-52 (revision: all long vowel sounds)	CLOSING: Review reading if necessary (with student’s storybook)

STARTER UNIT 5: FOOD WE LIKE

Lesson 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Pronounce the vocabulary words Match the vocabulary words with pictures Order the vocabulary words 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>Can you name these food?</i> <i>What kind of food do you like to eat?</i> <i>Do you like to eat bread? (... rice, ... noodles, ... fish, ... chicken,beef, ... cabbage, ... carrots, ... peas, ice cream, ... sweets, ... jello?) Why?</i> 		Step 2: Storytelling 1 Step 4: Group Echo Reading (To introduce echo reading. It is all right if the students do not echo all the words.)
ACTIVITY 1: Vocabulary: Food We Like Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 2: Matching Pictures with Words Divide students into 2 groups. Each group takes turns to match the pictures with words. Record their scores and the group with the higher score wins.	ACTIVITY 3: Memory Game Divide students into 2 groups. Each group takes turns to remember the positions of the pictures/ words. Reorder the pictures back into the original sequence. Record their scores and the group with the higher score wins.
CLASSROOM PRACTICE: Workbook p83-85	HOME PRACTICE: Assessment Book p61-64	CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

STARTER UNIT 5: FOOD WE LIKE

Lesson 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Echo read the story Review the alphabet letters: uppercase and lowercase letters 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>What kind of food do you like to eat? Why?</i> <i>How does it taste like?</i> <i>What kind of food do you not like to eat? Why?</i> <i>What does it taste like?</i> Step 4: Group Echo Reading		REVISION: Vocabulary Words
ACTIVITY 1: ABC Song (Extended Version) A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard my ABC Tell me what you think of me?	A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard our ABC Let us hear your ABC All together sing with me Let us try our ABC	ACTIVITY 2: Trace the Letters: a to z Review the letters that the students have difficulty writing. Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p92-93, 95-96, 98-99	HOME PRACTICE: Assessment Book p67-70	CLOSING: Step 4: Group Echo Reading (with student's storybook)

STARTER UNIT 5: FOOD WE LIKE

Lesson 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Identify the vocabulary words • Listen to instructions and act on them 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to lesson 2 for questions) Step 5: Group Shadow Reading		
REVISION: Vocabulary Words	ACTIVITY 1: Listen and Shop Divide students into 2 groups. Each group takes turns to match the correct picture and word. Record their scores and the group with the higher scores wins.	ACTIVITY 2: Listening: Food We Like Turn to Workbook p89. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.
CLASSROOM PRACTICE: Workbook p86-88	HOME PRACTICE: Assessment Book p65-66	CLOSING: Step 4: Group Shadow Reading (with student's storybook)

STARTER UNIT 5: FOOD WE LIKE

Lesson 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Tell friends and record down what food one likes and does not like to eat • Review the alphabet letters: uppercase and lowercase letters 		MATERIALS: Workbook Assessment Book
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Step 2: Storytelling 1 Step 3: Storytelling 2 (refer to questions on.2) Step 4 & 5: Group Echo/ Shadow Reading with Variations (<i>eg. girls vs boys, 1 student vs all students</i>)	REVISION: Vocabulary Words	ACTIVITY 2: Writing: Draw and Write Turn to Workbook p91. Draw and write down one kind of food one likes to eat, and one kind of food that one does not like to eat.
	ACTIVITY 1: Speaking: Read and Say Turn to Workbook p90. Invite students to say: <ul style="list-style-type: none"> • I like to eat ... • But I do not like to eat ... 	
ACTIVITY 3: ABC Song (Extended Version) A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard my ABC Tell me what you think of me?	A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now you've heard our ABC Let us hear your ABC All together sing with me Let us try our ABC	ACTIVITY 4: Trace the Letters: a to z Review the letters that the students have difficulty writing. Invite one student at a time to trace the letters with their pointer and middle fingers.
CLASSROOM PRACTICE: Workbook p94, 97, 100	HOME PRACTICE: Assessment Book p71-74 Assessment Book p75-85 (practice writing words)	CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

STARTER UNIT 5: FOOD WE LIKE

Lesson 3.1

OBJECTIVES: <ul style="list-style-type: none">Paired readingLearn soft and hard /c/ and /g/		MATERIALS: *Phonics Book 2 * <i>For schools that have purchased Phonics Book 2</i>								
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!								
READING: Start with group reading if necessary Step 6: Paired Reading	ACTIVITY 2: Listen and Shoot <i>Select hard and soft /c/ sounds. Identify the pictures that starts with the hard or soft /c/ sound.</i>	ACTIVITY 3: Hard and Soft Sounds /g/ Repeat activities 1-2 for hard and soft /g/.								
ACTIVITY 1: Hard and Soft Sounds /c/ Click at the top-left corner letter to listen to the hard and soft /c/ sounds eg. /c/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner.	Example: <table><tr><td>hard /c/</td><td>soft /c/</td></tr><tr><td>Say /c/. Then say ‘cat’.</td><td>Say /c/. Then say ‘cent’.</td></tr><tr><td>... /c/ ... cow</td><td>... /c/ ... circle</td></tr><tr><td>... /c/ ... cup</td><td>... /c/ ... cycle, etc</td></tr></table>	hard /c/	soft /c/	Say /c/. Then say ‘cat’.	Say /c/. Then say ‘cent’.	... /c/ ... cow	... /c/ ... circle	... /c/ ... cup	... /c/ ... cycle, etc	Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.
hard /c/	soft /c/									
Say /c/. Then say ‘cat’.	Say /c/. Then say ‘cent’.									
... /c/ ... cow	... /c/ ... circle									
... /c/ ... cup	... /c/ ... cycle, etc									
CLASSROOM PRACTICE: Phonics Book 2: p55-56 (hard and soft /c/) Phonics Book 2: p58-59 (hard and soft /g/)	HOME PRACTICE: Review the words Phonics Book 2: p57 (hard and soft /c/) Phonics Book 2: p60 (hard and soft /g/)	CLOSING: Step 6: Paired Reading (with student’s storybook)								

STARTER UNIT 5: FOOD WE LIKE

Lesson 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn silent letters: /b/, /e/, /h/, /k/ 		MATERIALS: *Phonics Book 2 * <i>For schools that have purchased Phonics Book 2</i>
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Start with group reading if necessary	<i>Step 6: Individual Reading</i>	REVISION: <i>hard and soft /c/, /g/</i>
ACTIVITY 1: Silent Letters Click 'Yes' to show word. Listen to the words and highlight to students that the ending letter is silent. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	ACTIVITY 2: Spot the Word (Silent Letters) Select at least 2 sounds. Listen to each word carefully. Figure out which word has the silent letter. Click the correct word.	ACTIVITY 3: Unscramble the Words (Silent Letters) Select at least 2 sounds. Listen to each word carefully. Spell the word.
CLASSROOM PRACTICE: Phonics Book 2: p61, 63, 65, 67	HOME PRACTICE: Review the words Phonics Book 2: p62, 64, 66, 68	CLOSING: Step 6: Individual reading (with student's storybook)

STARTER UNIT 5: FOOD WE LIKE

Lesson 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn diphthongs: /ou/, /ow/, /oi/, /oy/ 		MATERIALS: <ul style="list-style-type: none"> *Phonics Book 2 * <i>For schools that have purchased Phonics Book 2</i>
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Start with group reading if necessary <i>Record reading</i>	REVISION: <i>silent letters</i>	ACTIVITY 2: Fill in the Sound (Diphthongs) Select at least 2 sounds. Listen to each word carefully (look at the picture for a clue) and select the missing diphthong.
ACTIVITY 1: Diphthongs (ou & ow; oi & oy) Click at the top-left corner letters to listen to the sound eg. /ou/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner. Example: Say /ou/. Then say 'house'. ... /ou/ ... mouse ... /ou/ ... cloud, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		ACTIVITY 3: Complete the Words (Diphthongs) Select at least 2 sounds. Listen to each word carefully and select the missing diphthong.
CLASSROOM PRACTICE: Phonics Book 2: p69-72 (/ou/ & /ow/) Phonics Book 2: p73-74 (/oi/ & /oy/)	HOME PRACTICE: Phonics Book 2: p71-72 (/ou/ and /ow/) Phonics Book 2: p75-76 (/oi/ and /oy/)	CLOSING: Review reading if necessary (with student's storybook)

STARTER UNIT 5: FOOD WE LIKE

Lesson 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn r-controlled vowels: /er/, /ir/, /ur/, /ar/, /or/ 		MATERIALS: *Phonics Book 2 <i>* For schools that have purchased Phonics Book 2</i>
TUNING-IN: Sing-a-long: I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas	But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens	I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!
READING: Start with group reading if necessary Record reading REVISION: <i>diphthongs</i>	ACTIVITY 1: r-controlled Vowels Learn the r-controlled vowels in this order: /er/, /ar/, /ir/, /ur/, /or/. <i>Click at the top left-corner letters to listen to the sound eg. /er/. Listen and invite students to say the sound. Listen to the words and invite students to say the words in this manner.</i>	Example: Say /er/. Then say 'tiger'. ... /er/ ... singer ... /er/ ... finger, etc Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.
HOME PRACTICE: <i>Phonics Book 2: p82-84 (revision: r-controlled vowels)</i>	ACTIVITY 2: Listen and Shoot (r-controlled Vowels) Do not choose these sounds together because they sound the same (er, ir, ur). Select these combination of sounds for practice:	ar, er ar, ir or, ur Identify the picture that starts with the r-controlled vowel.
CLASSROOM PRACTICE: Phonics Book 2: p77-81 (r-controlled vowels) Phonics Book 2: p85-96 (revision: all sounds)- Teacher read out the sentence in the correct order. Example p85 & 86: Say: "Cross the road with care." Students cut and rearrange the word strips in order.		CLOSING: Review reading if necessary (with student's storybook)