

# ASTRO Phonics



Richmond





MISSION

**CH-SH-TH-TH-NG-NK**



## LESSON 28 /tʃ/

### Materials

Large cards with the letters *c*, *h*, *ch*, *f*, *h*, *j*, and *y*

Small cards with *c* and *h* (one per student)

### Lesson 28 Introduction 🎧 (10 min.)

- Display the letters *c* and *h*.
- Elicit the sounds /k/ and /h/.
- Explain that some letters, when put together, have a different sound.
- Display the letters *c* and *h* together.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /tʃ/, /tʃ/, /tʃ/.

### Practice 🎧 (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with a *c* on it, while you hold the card with the letter *h*.
- Stand a few steps away from each other.
- Have the volunteer say the /k/ sound, then you say the /h/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /k/ then /h/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /tʃ/ sound together a few times.
- Form pairs. Hand out small cards with a *c* and an *h* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /tʃ/ sound.
- If time allows, students can exchange cards or work in different pairs.

### Lesson 28 Presentation 🎧 (20 min.)

- Display the letters *ch* and say the sound /tʃ/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *beach* and point to the letters *ch*.
- Then elicit other words with the /tʃ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *ch*. (Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 28 Activity 1 🎧 (15 min.)

- Display the letters *f*, *h*, *j*, *y*, and *ch*.
- Invite volunteers to point to the letters and say the sounds /f/, /h/, /dʒ/, /j/, and /tʃ/.
- Then display the digital activity.
- Point to each letter and elicit the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Play the audio for the first section.
- Elicit the letter(s) corresponding to the sound and select the correct option.
- Then guide students to complete the rest of the digital activity as a group or individually.

### Lesson 28 Activity 2 🎧 (15 min.)

- Display the letters *ch* and elicit the sound /tʃ/.
- Tell students they are going to see and hear some words with the sound /tʃ/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then have students do the digital activity again, in pairs or individually. Encourage them to repeat the words.
- Point to each word, in turn, and ask: *Is the /tʃ/ sound at the beginning of the word or at the end?*

### Lesson 28 Activity 3 🎧 (15 min.)

- Display the letters *j* and *ch*. Elicit the sounds /dʒ/ and /tʃ/.
- Encourage students to recall words with the sounds.
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop.*
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have a /tʃ/ or a /dʒ/ sound?* (Answer will depend on the first card displayed in the activity.)
- Point to the two sound categories and demonstrate how to tap on the card and place it in the correct category.
- Guide students to complete the digital activity as a group, or monitor them as they complete it in pairs or individually.

### Lesson 28 Chant 🎧 (25 min.)

- Display the picture in the first part of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *ch* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /tʃ/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /tʃ/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /tʃ/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *The children at the beach.*
- Have students point out the children and the beach in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.

- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /tʃ/. (If students don't know a word, but they see the *ch* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /tʃ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## LESSON 29 /ʃ/

### Materials

Large cards with the letters *s*, *h*, *ch* and *sh*

Large cards with the words *fish* and *ship*

Small cards with *c* and *h* (one per student)

### Lesson 29 Introduction 🗣️ (10 min.)

- Display the letters *s* and *h*.
- Elicit the sounds /s/ and /h/.
- Explain that some letters, when put together, have a different sound.
- Display the letters *s* and *h* together.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ʃ/, /ʃ/, /ʃ/.

### Practice 🗣️ (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with an *s* on it, while you hold the card with the letter *h*.
- Stand a few steps away from each other.
- Have the volunteer say the /s/ sound, then you say the /h/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /s/ then /ʃ/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /ʃ/ sound together a few times.
- Form pairs. Hand out small cards with an *s* and an *h* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ʃ/ sound.
- If time allows, students can exchange cards or work in different pairs.

### Lesson 29 Presentation 🗣️ (20 min.)

- Display the letters *sh* and say the sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *ship* and point to the letters *sh*.
- Then elicit other words with the /ʃ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *sh*. (Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 29 Activity 1 🗣️ (15 min.)

- Display the letters *v*, *s*, *z*, *sh* and elicit the sounds /v/, /s/, /z/, and /ʃ/.
- Then display the digital activity.
- Point to each letter and elicit the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Play the audio at the top of the activity and elicit the corresponding letter(s). If necessary, play the sounds for each letter(s) so students can hear them before choosing one.
- Then guide students to complete the rest of the digital activity as a group or individually.

### Lesson 29 Activity 2 🗣️ (15 min.)

- Display the letters *sh* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /ʃ/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then have students do the digital activity again, in pairs or individually. Encourage them to repeat the words.
- Point to each word and ask: *Is the /ʃ/ sound at the beginning of the word or at the end?*

### Lesson 29 Activity 3 (15 min.)

- Display the words *ship* and *fish*.
- Invite volunteers to point out the *sh* in the words.
- Ask: *Is the /ʃ/ sound at the beginning of the word or at the end?* (At the beginning in *ship*, at the end in *fish*.)
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop.*
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have the /ʃ/ sound at the beginning of the word or at the end?* (Answer will depend on the first card displayed in the activity.)
- Point to the two sound categories and confirm students understand that *-sh* is for words with *sh* at the end and that *sh-* is for words that begin with the sound /ʃ/.
- Then demonstrate how to tap on the card and place it in the correct category.
- Guide students to complete the digital activity as a group, or monitor them as they complete it in pairs or individually.

### Lesson 29 Chant (25 min.)

- Display the picture in the first part of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *sh* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ʃ/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /ʃ/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ʃ/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *She gets dressed for fishing.*

- Have students point out the girl in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ʃ/. (If students don't know a word, but they see the *sh* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ʃ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.





## LESSON 30 /θ/

### Materials

Large cards with the letters *t*, *h*, *ch*, *sh* and *th*

Small cards with *t* and *h* (one per student)

### Lesson 30 Introduction 🗣️ (10 min.)

- Display the letters *t* and *h*.
- Elicit the sounds /t/ and /h/.
- Explain that some letters, when put together, have a different sound.
- Display the letters *t* and *h* together.
- Point to the instructions in the digital activity and read them aloud:  
[Look, listen and repeat.](#)
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /θ/, /θ/, /θ/.

### Practice 🗣️ (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with a *t* on it, while you hold the card with the letter *h*.
- Stand a few steps away from each other.
- Have the volunteer say the /t/ sound, then you say the /h/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /t/ then /h/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /θ/ sound together a few times.
- Form pairs. Hand out small cards with a *t* and an *h* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /θ/ sound.
- If time allows, students can exchange cards or work in different pairs.

### Lesson 30 Presentation 🗣️ (15 min.)

- Display the letters *th* and say the sound.
- Point to the instructions in the digital activity and read them aloud:  
[Look, listen and repeat.](#)
- Play the digital presentation.
- Have students say the word *bath* and then point to the letters *th*.
- Elicit other words with the /θ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *th*. (Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 30 Activity 1 🗣️ (20 min.)

- Display the cards with the letters *ch*, *sh*, and *th*.
- Invite volunteers to point out the *ch* and *sh* and say the sounds.
- Then have them point out the letter *th* and say the sound.
- Point to the *ch* and act out pulling the horn on a train as you say the sound /tʃ/.
- Repeat the steps for *sh* and *th*. (The action for *sh* could be placing a finger to your lips; and the action for *th* could be washing your arms, pretending to be in a bath.)
- Point to one of the three cards and elicit the sounds and corresponding action. Continue randomly pointing to different cards and eliciting the sounds and actions, going faster and faster until students can't keep up.
- Then display the digital activity and read the instructions aloud: [Listen and order.](#)
- Guide students to complete the digital activity as a group, or do the first together and monitor students as they complete the others in pairs or individually.



### Lesson 30 Activity 2 🎧 (15 min.)

- Display the letters *th* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /θ/.  
• Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *throw.*
- Invite a volunteer to point out the letters *th* in the word.
- Invite other volunteers to find the letters *th* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.
- In turn, point to the words and ask: *Is the /θ/ sound at the beginning of the word or at the end?*

### Lesson 30 Activity 3 🎧 (15 min.)

- Display the letters *f* and *th* and elicit the sounds.
- Display the digital activity and read the instructions aloud: *Listen and choose the odd one out.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, in pairs or individually.

### Lesson 30 Chant 🎧 (25 min.)

- Display the picture in the first part of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *th* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /θ/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /θ/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /θ/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Thank you for the help.*
- Have students point out the girl and ask what she is doing in the picture.

- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the word with the sound /θ/. (If students don't know a word, but they see the *th* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /θ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## LESSON 31 /ð/

### Materials

Large cards with the letters *ch*, *sh*, and *th*

### Lesson 31 Introduction 🎧 (10 min.)

- Display the letters *ch*, *sh*, and *th* and elicit the sounds /tʃ/, /ʃ/ and /θ/.
- Tell students they are going to learn a new sound.
- Display the letters *th* and explain that the *th* has two possible sounds.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letter, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ð/, /ð/, /ð/.

### Practice 🎧 (15 min.)

- Display the letters *th*, say the sound /θ/ and act out washing your arms as if you were in the bath. (Students might remember this from Lesson 30 Activity 1.)
- Then point to the letters *th* again but say the sound /ð/ and pretend to mow a lawn.
- Guide students in a few rounds of saying /θ/ and /ð/ and acting out the corresponding movements.
- Then say one of the sounds and have students repeat it and act it out.
- Continue the activity, randomly saying one of the sounds while students repeat and act them out, going faster and faster until students cannot keep up.

### Lesson 31 Presentation 🎧 (20 min.)

- Display the letters *th* and say the sound /ð/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *feather* and then point to the letters *th*.
- Then elicit other words with the /ð/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *th*. (Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 31 Activity 1 🎧 (15 min.)

- Display the letters *th* and elicit the sounds /θ/ and /ð/.
- Then point to the instructions in the digital activity and read them aloud: *Look, listen and match.*
- Guide students to complete the digital activity as a group.
- Then have students play a few more rounds of the activity in pairs or individually. Encourage students to repeat the words when they turn the cards.
- Display the words *bath*, *feather*, *math*, and *brother*.
- Say the words and invite students to identify the words that have the same *th* sound. (*Bath* and *math*, *feather* and *brother*.)

### Lesson 31 Activity 2 🎧 (15 min.)

- Display the letter *th* and elicit the sound /ð/.
- Tell students they are going to see and hear some words with the sound /ð/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and invite volunteers to sound out the word.
- Invite a volunteer to point out the letters *th* in the word.
- Invite other volunteers to find the letters *th* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.
- In turn, point to the words and ask: *Where is the /ð/ sound—at the beginning, in the middle, or at the end of the word?*
- Explain that the /ð/ sound is usually at the beginning or in the middle of the words.

### Lesson 31 Activity 3 (15 min.)

- Display the letters *th*. Elicit the two sounds /θ/ and /ð/.
- Encourage students to recall words that begin with the two sounds.
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop.*
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have a /θ/ or a /ð/ sound?* (Answer will depend on the first card displayed in the activity.)
- Point to the two sound categories and explain that the one on the left (voiced) is for the /ð/ sound and the one on the right (voiceless) is for the sound /θ/.
- Demonstrate how to tap on the card and place it in the correct category.
- Guide students to complete the digital activity as a group.

### Lesson 31 Chant (25 min.)

- Display the picture in the first part of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *th* and elicit the sound /ð/.
- Explain that they are going to hear a chant with words that have the sound /ð/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /ð/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ð/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *My sister loves to play.*
- Have students point out the sister in the picture.

- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ð/. (Note: There aren't any in this line.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ð/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.





## LESSON 32 /ŋ/

### Materials

- Large cards with the letters *m*, *n*, *g*, and *ng*
- Small cards with *n* and *g* (one per student)

### Lesson 32 Introduction 🗣️ (10 min.)

- Display the letters *n* and *g*.
- Elicit the sounds /n/ and /g/.
- Explain that some letters, when put together, the sound changes a little.
- Display the letters *n* and *g* together.
- Point to the instructions in the digital activity and read them aloud:  
*Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ŋ/, /ŋ/, /ŋ/.
- Explain that the *ng* together doesn't have a completely different sound, but the *g* is softer.
- Say /ŋ/ and /g/ a few times to demonstrate the difference.

### Practice 🗣️ (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with an *n* on it, while you hold the card with the letter *g*.
- Stand a few steps away from each other.
- Have the volunteer say the /n/ sound, then you say the /g/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /n/ then /g/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /ŋ/ sound together a few times.
- Form pairs. Hand out small cards with an *n* and a *g* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ŋ/ sound.
- If time allows, students can exchange cards or work in different pairs.

### Lesson 32 Presentation 🗣️ (15 min.)

- Display the letters *ng* and say the sound /ŋ/.
- Point to the instructions in the digital activity and read them aloud:  
*Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *morning* and point to the letters *ng* at the end of the word.
- Then elicit other words with the /ŋ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *ng*. (Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 32 Activity 1 🗣️ (20 min.)

- Display the cards with the letters *m*, *n*, *g*, and *ng*.
- Invite volunteers to point out the *m*, *n*, *g*, and *ng* and say the sounds. Take some time to help students practice and hear the subtle differences in pronunciation among the four sounds.
- Then have them point out the letters *ng* and say the sound.
- Point to one of the four cards and elicit the sound. Continue randomly pointing to different cards and eliciting the sounds, going faster and faster until students can't keep up.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group.
- Then have students do it again, in pairs or individually.

### Lesson 32 Activity 2 🗣️ (15 min.)

- Display the letters *ng* and elicit the sound /ŋ/.
- Tell students they are going to see and hear some words with the sound /ŋ/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *morning*.
- Invite a volunteer to point out the letters *ng* in the word.
- Invite other volunteers to find the letters *ng* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

### Lesson 32 Activity 3 (15 min.)

- Display the letters *n* and *ng*. Elicit the sounds.
- Encourage students to recall words with the letters *n* and *ng*.
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop.*
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have an /n/ or a /ŋ/sound?* (Answer will depend on the first card displayed in the activity.)
- Point to the two sound categories and demonstrate how to tap on the card and place it in the correct category.
- Guide students to complete the digital activity as a group, or monitor them as they complete it in pairs or individually.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ŋ/. (If students don't know a word, but they see the *ng* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ŋ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

### Lesson 32 Chant (25 min.)

- Display the picture in the first part of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *ng* and elicit the sound /ŋ/.
- Explain that they are going to hear a chant with words that have the sound /ŋ/.
- Point to and read the activity instructions aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ŋ/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ŋ/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *I like drawing in the morning.*
- Have students point out the boy and elicit what he's doing in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.



## LESSON 33 /ŋk/

### Materials

Large cards with the letters *n*, *g*, *k*, *ng* and *nk*

Small cards with *n* and *k* (one per student)

### Lesson 33 Introduction 🗣️ (10 min.)

- Display the letters *ng* and *k*.
- Elicit the sounds /ŋ/ and /k/.
- Explain that some letters, when put together, the sound changes a little.
- Display the letters *ng* and *k* together, then remove the *g*.
- Point to the instructions in the digital activity and read them aloud:  
*Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ŋk/, /ŋk/, /ŋk/.
- Explain that the *nk* together doesn't have a completely different sound, but is a blend of *ng* and *k*.
- Say /ŋ/ and /ŋk/ a few times to demonstrate the difference.

### Practice 🗣️ (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with an *n* on it, while you hold the card with the letter *k*.
- Stand a few steps away from each other.
- Have the volunteer say the /ŋ/ sound, then you say the /k/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /ŋ/ then /k/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /ŋk/ sound together a few times.
- Form pairs. Hand out small cards with an *n* and a *k* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ŋk/ sound.
- If time allows, students can exchange cards or work in different pairs.

### Lesson 33 Presentation 🗣️ (20 min.)

- Display the letters *nk* and say the sound /ŋk/.
- Point to the instructions in the digital activity and read them aloud:  
*Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *pink* and point to the letters *nk*.
- Then elicit other words with the /ŋk/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *nk*. (Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 33 Activity 1 🗣️ (15 min.)

- Display the letters *n*, *ng*, and *nk*.
- Invite volunteers to point to the letters and say the sounds.
- Then display the first section of the digital activity.
- Point to the activity instructions and read them aloud: *Listen and order.*
- Then point to each letter (or pair of letters) and elicit the sound.
- Play the audio for the first section and elicit the answer.
- Guide students to complete the rest of the activity or have them complete the rest of it individually.

### Lesson 33 Activity 2 🗣️ (15 min.)

- Display the letters *nk* and elicit the sound /ŋk/.
- Tell students they are going to see and hear some words with the sound /ŋk/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *pink*.
- Invite a volunteer to point out the letters *nk* in the word.
- Invite other volunteers to find the letters *nk* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.
- In turn, point to the words and elicit where the *nk* is in each.



### Lesson 33 Activity 3 🎧 (15 min.)

- Display the letters *nk* and elicit the sound.
- Display the digital activity and read the instructions aloud: *Listen and draw lines*.
- Play the audio for the first item.
- Elicit the word.
- Point to the letters in the first row that correspond to the first sound in the word, and elicit the sound.
- Then elicit the sounds (and letters) that are missing.
- Demonstrate how to link the parts of the word.
- Guide students to complete the rest of the digital activity.
- Then have students do the activity again, in pairs or individually.

### Lesson 33 Chant 🎧 (25 min.)

- Display the picture in the first part of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *nk* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ŋk/.
- Point to and say the activity instructions: *Look and listen*.
- Play the chant.
- Elicit any words with the /ŋk/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ŋk/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *I like to drink pink milk*.

- Have students point out the donkey, monkey, boy, and pink milk.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ŋk/. (If students don't know a word, but they see the *nk* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ŋk/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## BLENDING 4

### Materials

Large cards with the letters *ch, sh, th, ng, nk, o, p, m, a, i, s, t*

Small cards with the letters *ch, sh, th, ng, nk, b, k, e, o, p, m, a, i, s, f, r* (one set per pair of students)

Large cards with some of the words from this list: *shop, math, chip, sing, bath, bank, pink, think, ship, fish, shirt, sheep*

### Blending 4 Activity 1 (20 min.)

- One by one, display the letters *ch, sh, th, ng, nk, o, p, m, a, i, s*, and elicit the sounds.
- Then arrange the letters to form the word *shop*.
- Invite volunteers to sound out the letters and then blend them to say the word *shop*.
- Then display the digital activity.
- Point to the instructions and read them aloud: *Blend the sounds to read the words.*
- Guide students to complete the digital activity as a group.

### Blending 4 Activity 2 (15 min.)

- Display the word *sheep*.
- Point to each letter and elicit the sounds. Explain that two e's together is a sound they will learn soon.
- Then guide students to blend the letters to say the word.
- Display the digital activity and read the instructions aloud: *Blend the sounds to read the words.*
- Guide students to complete the digital activity as a group.

### Blending 4 Activity 3 (20 min.)

- Display the digital activity.
- Then point to and read the instructions aloud: *Read, listen and match.*
- Have students complete the digital activity individually.
- Then restart the digital activity and turn over a card.
- If it's a word, have students sound it out and then say it. If it's a picture card with audio, have students repeat the word.
- Then tell them to use their small cards to form the words in the digital activity.

### Practice (20 min.)

- Display the word *chip*.
- Point to each letter (or pair of letters for the *ch*) and elicit the sounds.
- Then guide students to blend the letters to say the word *chip*.
- Form pairs.
- Hand out the small sets of cards with letters.
- Tell students to find the letters *ch, i*, and *p*, and arrange them in the correct order to form the word *chip*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *math*.
- Then display the cards with words from the materials list.
- Have students create any of the words they choose. Encourage them to sound out the letters and then say the words.

### Blending 4 Activity 4 (20 min.)

- Display the digital activity.
- Then point to and read the instructions aloud: *Read and choose.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, individually or in pairs.

### Blending 4 Activity 5 (20 min.)

- Display the digital activity.
- Point to each word and invite volunteers to sound them out then blend the sounds to say the words.
- Then point to and read the instructions aloud: *Read and say.*
- Demonstrate how to record and replay the recordings.
- Then monitor students as they complete the activity individually.



## TRICKY WORDS 3

### Materials

Large cards with the words *he, we, be, me* and *she; beach, ship, shirt, shell, fish, shorts, bath, throw, math, think, sing, drink, pink, shop, chip, bank*

Large cards with the letters *h, e, w, b, m, sh, ch, th, nk, ng*

Sets of small cards *h, e, w, b, m, sh* (one set per pair of students)

### Tricky Words 3 Introduction 🎧 (20 min.)

- Display the letters *h, e, sh, w, b, m* and elicit the sounds.
- Display the letter *e* and elicit the sound /ε/.
- Explain that some letters are “tricky” and have more than one sound.
- Display the first part of the digital activity.
- Point to the instructions and read them aloud: *Look, listen and repeat.*
- Play the audio and encourage students to repeat the word *he*.
- Explain that this is a tricky word because the *e* doesn’t sound like /ε/.
- Then tell students they are going to learn more words they will see a lot.
- Guide students through the rest of the sections of the activity.
- Display the cards with the words *he, we, be, me* and *she*.
- Point to and say each word.
- Complete the digital activity again as a group or individually.

### Practice 🎧 (15 min.)

- Display the cards with the words *he, we, be, me* and *she*.
- Point to each word in turn and invite volunteers to say them.
- Form pairs. Hand a set of small cards to each.
- Have students take turns forming one of the words while their partners say them.

### Tricky Words 3 Activity 1 🎧 (15 min.)

- Display the words *he, we, be, me* and *she*.
- Invite volunteers to say the words.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Play the audio and encourage students to repeat the word they hear.
- Then point to the two options.
- Play the audio for the answer options in turn and encourage students to repeat the words.

- Play the audio at the top of the activity again, point to the two options and elicit the correct word. (If necessary, play the audio for each word option again.)
- Repeat the steps for the remaining sections of the digital activity.
- Then have students complete the activity again in pairs or individually.

### Tricky Words 3 Activity 2 🎧 (15 min.)

- Display the words *he, we, be, me* and *she*, and elicit them.
- Display the digital activity.
- Then point to and read the instructions aloud: *Read and say.*
- Point to the words and have students say them.
- Then demonstrate how to record and replay the recordings.
- Then have students complete the activity individually.

### Tricky Words 3 Activity 3 🎧 (25 min.)

- Display the words *he, we, be, me* and *she*, and elicit them.
- Display the digital activity.
- Then point to and read the instructions aloud: *Read and choose.*
- Invite volunteers to read the incomplete sentence and answer options.
- Have students read the sentence with both options: *Me is on a red boat. / She is on a red boat.*
- Elicit the correct sentence and demonstrate how to tap on the word and then the space to insert it in the sentence.
- Invite other volunteers to read the completed sentence.
- Guide students to complete the rest of the activity.
- Then have students complete the activity again, in pairs or individually.

### Mission 5 Review 1 🎧 (15 min.)

- Display the letters *ch, sh, th, ng* and *nk*, and elicit their sounds. (Remember there are two sounds for *th*.)
- Then point to each pair of letters in turn and trace the shape of the letter in the air.
- Invite a volunteer to draw a pair of letters in the air and have other students say the sound.
- Continue the activity until everyone (who wants to) has drawn letters in the air.



**Mission 5 Review 2** 🌐 (15 min.)

- Display some of the words students have learned in this mission: *beach, ship, shirt, shell, fish, shorts, bath, throw, math, think, sing, drink, pink, shop, chip, bank.*
- Point to each word in turn and invite volunteers to sound the letters out and then blend and say the words.
- Have students create an action for each, such as suntanning for *beach* and putting on a shirt for *shirt*.
- Practice the actions.
- Then point to a word, have students read it silently and do the corresponding action.
- Continue pointing to words, going faster and faster until students cannot keep up.
- If time allows, invite volunteers to take turns pointing at words while their classmates act them out.



# PHONEME KEY

Phoneme	Grapheme	Sample word
/s/	s	<i>sun</i>
/t/	t	<i>top</i>
/p/	p	<i>pot</i>
/n/	n	<i>nine</i>
/m/	m	<i>map</i>
/d/	d	<i>dog</i>
/g/	g	<i>goat</i>
/k/	c	<i>cat</i>
/k/	k	<i>kite</i>
/k/	ck	<i>sock</i>
/r/	r	<i>red</i>
/h/	h	<i>hat</i>
/b/	b	<i>bus</i>
/f/	f	<i>fish</i>
/l/	l	<i>lamp</i>
/dʒ/	j	<i>jump</i>

Phoneme	Grapheme	Sample word
/v/	v	<i>van</i>
/w/	w	<i>wall</i>
/ks/	x	<i>box</i>
/j/	y	<i>yam</i>
/z/	z	<i>zoo</i>
/kw/	q	<i>question</i>
/tʃ/	ch	<i>chair</i>
/ʃ/	sh	<i>ship</i>
/θ/	th (voiceless)	<i>bath</i>
/ð/	th (voiced)	<i>feather</i>
/ŋ/	ng	<i>sing</i>
/ŋk/	nk	<i>Pink</i>
/æ/	a	<i>pan</i>
/ɪ/	i	<i>fish</i>
/ɔ/	o	<i>pot</i>
/ɛ/	e	<i>egg</i>

Phoneme	Grapheme	Sample word
/ʌ/	u	<i>ugly</i>
/eɪ/	ai	<i>train</i>
/i/	ee	<i>tree</i>
/aɪ/	igh	<i>night</i>
/oʊ/	oa	<i>boat</i>
/u/	oo	<i>food</i>
/ʊ/	oo	<i>book</i>
/ɑr/	ar	<i>car</i>
/ɔr/	or	<i>horse</i>
/ɜr/	ur	<i>purple</i>
/aʊ/	ow	<i>cow</i>
/ɔɪ/	oi	<i>point</i>
/ɪr/	ear	<i>hear</i>
/ɛr/	air	<i>hair</i>
/ɜr/	ir	<i>bird</i>
/ər/	er	<i>flower</i>

