

ASTRO Phonics



Richmond



MISSION
S-A-T-P-I-N



LESSON 1 /s/

Materials

Large cards with the letters of the alphabet

Lesson 1 Introduction 🕒 (10 min.)

- Display the letter s.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.* (You may choose to create gestures for each part of the instruction, such as pointing to your eyes for *look*, cupping your hands behind your ears for *listen* and pointing to your mouth as you say *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: /s/, /s/, /s/.

Practice 🕒 (10 min.)

- Display the letter s and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Form pairs. Have students take turns forming the letter by using their finger on their partner's palm. Encourage students to say the sound while they form the letter.
- Confirm students are forming the letter with their fingers and saying the /s/ sound correctly.

Lesson 1 Presentation 🕒 (20 min.)

- Display the letter s 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 *sun* and point to the letter s.
- Then elicit other words that begin with the /s/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter s. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no s in the words.)

Lesson 1 Activity 1 🕒 (20 min.)

- Display some of the letters of the alphabet, including the letter s.
- Invite volunteers to point out the letter s and say the sound.
- Have students cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letter s. Continue the activity until everyone (who chooses to) has had the opportunity to find the letter s.
- Then display the digital activity and read the instructions aloud: *Look and color the letter s.*
- Guide students to complete the activity.

Lesson 1 Activity 2 🕒 (15 min.)

- Display the letter s and elicit the sound.
- Tell students they are going to see and hear some words that begin with the sound /s/.
- Point to the activity instructions 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, individually or in pairs. Encourage them to repeat the words.

Lesson 1 Activity 3 🕒 (15 min.)

- Display the letter s and elicit the sound.
- Encourage students to recall words that begin with the letter s.
- 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.

Lesson 1 Chant 🎧 (25 min.)

- Display the first section of the digital activity and point to the picture.
- 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 *s* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /s/.
- Point to the instructions in the digital activity and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /s/ 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 /s/.
- 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: *Sam sees his sister.*
- Have students point out who Sam and his sister are 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 /s/ in that line. (If students don't know a word, but they see an *s* in it, have them point it out and you can say it for them.)
- Continue playing the chant, pausing at the end of each 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 /s/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 2 /æ/

Materials

Large cards with the letters of the alphabet

Lesson 2 Introduction 🕒 (10 min.)

- Display the letter *s* and elicit the sound /s/.
- Then tell students they are going to learn a new sound.
- Display the letter *a*.
- 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: /æ/, /æ/, /æ/.

Practice 🕒 (15 min.)

- Display the letter *a* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Have students practice writing the letter *a* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw an *a* on his or her back and elicit the sound, first from the volunteer and then from the other students. Then draw an *s* and elicit the sound. Demonstrate the activity a few more times, randomly drawing an *s* or an *a*, and elicit the corresponding sounds.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 2 Presentation 🕒 (20 min.)

- Display the letter *a* 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 *apple* and point to the letter *a*.
- Then elicit other words that begin with the /æ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *a*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *a* in the words.)

Lesson 2 Activity 1 🕒 (20 min.)

- Display some letters of the alphabet, including the letters *s* and *a*.
- Invite volunteers to point out the letter *s* and say the sound.
- Then have them point out the letter *a* and say the sound.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letters *s* and *a*. Continue the activity until everyone (who chooses to) has had the opportunity to find the letters.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 2 Activity 2 🕒 (15 min.)

- Display the letter *a* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /æ/.
- 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: *apple.*
- Invite a volunteer to point out the letter *a* in the word.
- Invite other volunteers to find the letter *a* in the other words.
- Point to the cards for *cat* and *hat*. Explain that the letter *a* is sometimes in the middle of a word.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 2 Activity 3 🕒 (15 min.)

- Display the letter *a* and elicit the sound.
- Encourage students to recall words with the /æ/ sound.
- 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.

Lesson 2 Chant 🎧 (25 min.)

- Display the first section of the digital activity and point to the picture.
- 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 *a* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /æ/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /æ/ 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 /æ/.
- 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: *There's an apple in my bag.*
- Have students point out the apple and the bag 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 /æ/. (If students don't know a word, but they see an *a* in it, have them point it out and you can say it for them.)
- Continue playing the chant, pausing at the end of each 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 /æ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 3 /t/

Materials

Large cards with the letters *s*, *a*, *t*

Lesson 3 Introduction 🗣️ (10 min.)

- Display the letter *s* and elicit the sound /s/.
- Then display the letter *a* and elicit the sound /æ/.
- Encourage students to recall any words with the /s/ or /æ/ sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *t*.
- 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: /t/, /t/, /t/.

Practice 🗣️ (10 min.)

- Display the letter *t* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Form pairs. Have students take turns forming the letter by using their finger on their partner's palm. Encourage students to say the sound while they form the letter.
- Confirm students are forming the letter with their fingers and saying the /t/ sound correctly.

Lesson 3 Presentation 🗣️ (20 min.)

- Display the letter *t* 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 *tablet* and point to the letter *t* at the beginning of the word.
- Challenge students to find the other *t* in the word.
- Then elicit other words that begin with the /t/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *t*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *t* in the words.)

Lesson 3 Activity 1 🗣️ (20 min.)

- Display the letters *s*, *a*, and *t*.
- Invite volunteers to point out the letters *s* and *a* and say the sounds.
- Then have them point out the letter *t* and say the sound.
- Point to one of the three 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 order.*
- Guide students to complete the digital activity as a group, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 3 Activity 2 🗣️ (15 min.)

- Display the letter *t* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /t/.
- 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: *tap*.
- Invite a volunteer to point out the letter *t* in the word.
- Invite other volunteers to find the letter *t* in the other words.
- Point to the cards and ask: *Is the t at the beginning, middle or end of the word?* (At the beginning for all words, and also at the end in *tablet*.)
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 3 Activity 3 🗣️ (15 min.)

- Display the letters *s*, *a*, and *t*. Elicit the sounds.
- Encourage students to recall words that begin with each sound.
- 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) begin with a /s/, /æ/, or /t/ sound?* (Answer will depend on the first card displayed in the activity.)
- Point to the three sound categories and demonstrate how to tap on a 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 3 Chant 🎧 (30 min.)

- Display the first section of the digital activity and point to the picture.
- 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 *t* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /t/.
- Point to the instructions in the digital activity and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /t/ 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 /t/.
- 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: *Tip, tap on my tablet.*
- Have students point out the tablet 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 /t/. (If students don't know a word, but they see a *t* in it, have them point out the word and you can say it for them.)
- Continue playing the chant, pausing at the end of each 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 /t/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.
- If time allows, assign and practice actions for tapping on a tablet, watching TV, counting to ten, and taking a photo. Then play the audio for the chant and have students act it out.



LESSON 4 /p/

Materials

Large cards with the letters of the alphabet

Lesson 4 Introduction 🎧 (10 min.)

- Display the letters *s*, *a*, and *t* and elicit the sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *p*.
- 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: /p/, /p/, /p/.

Practice 🎧 (15 min.)

- Display the letter *p* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Have students practice writing the letter *p* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw an *p* on his or her back and elicit the sound, first from the volunteer and then from the other students.
- Then draw an *s* and elicit the sound. Demonstrate the activity a few more times, randomly drawing an *s* or a *p*, and elicit the corresponding sounds.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 4 Presentation 🎧 (20 min.)

- Display the letter *p* 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 *pen* and point to the letter *p*.
- Then elicit other words that begin with the /p/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *p*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *p* in the words.)

Lesson 4 Activity 1 🎧 (20 min.)

- Display some of the letters of the alphabet, including *s*, *a*, *t*, and *p*.
- Invite volunteers to point out the letter *p* and say the sound.
- Then have them point out the letters *s*, *a*, and *t*, in turn, and say the sounds.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letters *s*, *a*, *t*, and *p*. Encourage students to say the sounds. Continue the activity until everyone (who chooses to) has had the opportunity to find the letters.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 4 Activity 2 🎧 (15 min.)

- Display the letter *p* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /p/.
- 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: *paint.*
- Invite a volunteer to point out the letter *p* in the word.
- Invite other volunteers to find the letter *p* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 4 Activity 3 🎧 (15 min.)

- Display the letters *s*, *t*, and *p* and elicit the sounds.
- Encourage students to recall words that begin with the three sounds.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose the odd one out.*
- Play the audio for the letter *t*. Then point to the pictures and play the audio for each.
- Elicit the word that does not have a /t/ sound and select it.
- Guide students to complete the digital activity as a group.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the letter sounds and words.

Lesson 4 Chant 🎧 (25 min.)

- Display the first section of the digital activity and point to the picture.
- 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 *p* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /p/.
- Point to and say the activity instructions: *Look and listen*.
- Play the chant.
- Elicit any words with the /p/ 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 /p/.
- 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: *Paper and paint*.
- Have students point out the paper and paint 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 /p/. (If students don't know a word, but they see a *p* in it, have them point out the word and you can say it for them.)
- Continue playing the chant, pausing at the end of each 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 /p/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 5 /ɪ/

Materials

Large cards with the letters *s, a, t, p, i*

Lesson 5 Introduction 🎧 (15 min.)

- One by one, display the letters *s, a, t, p* and elicit the sounds.
- Encourage students to recall any words with the /s/, /æ/, /t/, or /p/ sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *i*.
- 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: /ɪ/, /ɪ/, /ɪ/.

Practice 🎧 (10 min.)

- Display the letter *i* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Form pairs. Have students take turns forming the letter by using their finger on their partner's palm. Encourage students to say the sound while they form the letter.
- Confirm students are forming the letter with their fingers and saying the /ɪ/ sound correctly.

Lesson 5 Presentation 🎧 (15 min.)

- Display the letter *i* and say the sound /ɪ/.
- 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 *insects* and point to the letter *i* at the beginning of the word.
- Then elicit other words that begin with the /ɪ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *i*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *i* in the words.)

Lesson 5 Activity 1 🎧 (20 min.)

- Display the letters *s, a, p, t*, and *i*.
- Invite volunteers to choose letters and say the sounds.
- Point to one of the five 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, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 5 Activity 2 🎧 (15 min.)

- Display the letter *i* and elicit the sound /ɪ/.
- Tell students they are going to see and hear some words with the sound /ɪ/.
- 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: *insects.*
- Invite a volunteer to point out the letter *i* in the word.
- Invite other volunteers to find the letter *i* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 5 Activity 3 🎧 (15 min.)

- Display the letters *a, t, p*, and *i*.
- Invite volunteers to point to the letters and say the sounds.
- Have students cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letter *i*. Continue the activity until everyone (who chooses to) has had the opportunity to find the different letters.
- Then display the digital activity and read the instructions aloud: *Look and color the letter i.*
- Guide students to complete the first section of the digital activity as a group.
- Then guide students to complete the other three sections individually. (Please note that students will be coloring a different letter in each section.)

Lesson 5 Chant 🎧 (25 min.)

- Display the first section of the digital activity and point to the picture.
- 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 *i* and elicit the sound /ɪ/.
- Explain that they are going to hear a chant with words that have the sound /ɪ/.
- Point to the instructions in the digital activity and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ɪ/ 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 /ɪ/.
- 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: *Bill has a little lizard.*
- Have students point out the lizard 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 /ɪ/. (If students don't know a word, but they see an *i* in it, have them point out the word and you can say it for them.)
- Continue playing the chant, pausing at the end of each 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 /ɪ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 6 /n/

Materials

Large cards with the letters *s, a, t, p, i, n*

Lesson 6 Introduction 🗣️ (10 min.)

- Display the letters *s, a, t, p, i*, and elicit the sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *n*.
- 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: /n/, /n/, /n/.

Practice 🗣️ (15 min.)

- Display the letter *n* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Have students practice writing the letter *n* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw a *t* on his or her back and elicit the sound, first from the volunteer and then from the other students.
- Then draw an *n* and elicit the sound. Demonstrate a few more times, randomly drawing a *t* or an *n*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 6 Presentation 🗣️ (20 min.)

- Display the letter *n* and say the sound /n/.
- 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 *numbers* and point to the letter *n*.
- Then elicit other words that begin with the /n/ sound. (The words can be in English or in the students' first language.)

- Write or display any correct suggestions and underline the letter *n*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *n* in the words.)

Lesson 6 Activity 1 🗣️ (20 min.)

- Display the letters *s, a, t, p, i, n* in a row.
- Point to each letter and elicit the sound.
- Tell students to cover their eyes while you change the order of the letters.
- Then point again to each letter in the row and elicit the sound.
- Display the digital activity and read the instructions aloud: *Listen and order.*
- Guide students to complete the digital activity as a group.

Lesson 6 Activity 2 🗣️ (15 min.)

- Display the letter *n* and elicit the sound /n/.
- Tell students they are going to see and hear some words with the sound /n/.
- 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: *numbers*.
- Invite a volunteer to point out the letter *n* in the word.
- Invite other volunteers to find the letter *n* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 6 Activity 3 🗣️ (15 min.)

- Display the letters *s, a, t, p, i, n*, and elicit the sounds.
- Encourage students to recall words that begin with the sounds.
- Then point to the instructions in the digital activity and read them aloud: *Look and color.*
- Guide students to complete the digital activity as a group.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the letter sounds and words as they color.

Lesson 6 Chant 🎧 (25 min.)

- Display the first section of the digital activity and point to the picture.
- 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 *n* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /n/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /n/ 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 /n/.
- 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: *Nick lives at number nine.*
- Have students point out the number nine 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 /n/. (If students don't know a word, but they see the *n* in it, have them point out the word and you can say it for them.)
- Continue playing the chant, pausing at the end of each 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 /n/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



TRICKY WORDS 1

Materials

Large cards with the letters *a, p, t, s, i, n*

Sets of small cards *a, p, t, s, i, n* (one set per student)

Large cards with the words *l, the, is, tap, tan, tip, tin, pat, pan, pin, pit, sit, sap, nap, nit*

Fingerpaints

¼ sheet squares of paper (6 per student)

Tricky Words 1 Introduction 🎧 (20 min.)

- Display the letter *i* and elicit the sound /i/.
- Explain that some letters are “tricky” because have more than one sound.
- Display the first section 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 *l*.
- Confirm students understand the meaning of *l*.
- Tell students they are going to learn another word they will see a lot.
- Go to the second part of the digital activity and play the audio.
- Encourage students to repeat the word *the*.
- Display the card with the word *is*.
- Invite a volunteer to sound it out.
- Explain that this is also a tricky word because the *s* doesn’t sound like /s/.
- Display the third part of the digital activity and play the audio.
- Have students repeat the word *is*.

Practice 🎧 (10 min.)

- Display the cards with the words *l, the* and *is*.
- Form pairs. Have students take turns pointing to the cards and saying the words.

Tricky Words 1 Activity 1 🎧 (15 min.)

- Display the words *l, the* and *is*.
- Invite volunteers to say the words.
- 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 complete the activity again in pairs or individually.

Tricky Words 1 Activity 2 🎧 (15 min.)

- Display the words *l, the* and *is*.
- Point to the words and elicit them.
- Then say one of the words and invite volunteers to point it out.
- Display the digital activity.
- Point to and read the instructions aloud: *Which word do you hear? Listen and choose.*
- Guide students to complete the digital activity as a group.
- Then have students do the digital activity again. Encourage them to repeat the words.

Tricky Words 1 Activity 3 🎧 (15 min.)

- Display the words *l, the*, and *is*, and elicit them.
- Then display the digital activity 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.
- Have students complete the activity individually.

Mission 1 Review 1 🎧 (15 min.)

- Set out fingerpaints and paper for students.
- Display the letters *s, a, t, p, i, n* and elicit the sounds.
- Point to the *s* and trace the shape of the letter.
- Then have students draw an *s* on paper using the fingerpaint.
- Repeat the steps for the remaining letters.
- Encourage students to repeat the sound of the letters while they draw them.



Mission 1 Review 2 🕒 (30 min.)

- Display the word *tap*.
- Point to each letter and elicit the sound.
- Then guide students to blend the letters to say the word *tap*.
- Hand out the small sets of cards with letters. (Or, if their fingerpaint letters are dry, students can use them instead of the cards.)
- Display the word *tap*.
- Then tell students to find the letters *t*, *a*, and *p*, and arrange them in the correct order to form the word *tap*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for the words *tan*, *tip*, *tin*, *pat*, *pan*, *pin*, *pit*, *sit*, *sap*, *nap*, and *nit*. Confirm students know what each word means as they form them.
- Leave all the words on display.
- Say one of the words and have students look at the cards and point out the corresponding one. Continue the activity, saying other words on the cards and having students identify the correct cards.



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>

