

ASTRO Phonics



Richmond



MISSION
E-U-R-H-B-F-L



LESSON 14 /ɛ/

Materials

Large cards with the letters *a, p, t, s, i, n, o, d, m, g, c, k, ck*, and *e*

Lesson 14 Introduction 🗣️ (20 min.)

- Display the letters *a, p, t, s, i, n, o, d, m, g, c, k, ck*, and elicit the sounds.
- (Note: For *a* and *o*, students have only learned the short vowel sounds /æ/ and /ɔ/ so far.)
- Invite volunteers to arrange the letters to form words.
- Then tell students they are going to learn a new sound.
- Display the letter *e*.
- 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: /ɛ/, /ɛ/, /ɛ/.

Practice 🗣️ (10 min.)

- Point to the letter *e* 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 /ɛ/ sound correctly.

Lesson 14 Presentation 🗣️ (20 min.)

- Display the letter *e* 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 *elephant* and point to the letter *e*.
- Then elicit other words with the /ɛ/ sound. (The words can be in English or in the students' first language.)

- Write or display any correct suggestions and underline the letter *e*. (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 *e* in the words.)

Lesson 14 Activity 1 🗣️ (15 min.)

- Display the letters *o, a, i*, and *e*.
- Invite volunteers to point to and say the sounds.
- Then display the digital activity.
- Point to each letter and elicit the sound.
- Play the audio for each letter to confirm the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group or individually.

Lesson 14 Activity 2 🗣️ (15 min.)

- Display the letter *e* and elicit the sound /ɛ/.
- Tell students they are going to see and hear some words with the sound /ɛ/.
- 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 the words *pet* and *pen* in the activity. Invite volunteers to sound out and then blend and say the words.

Lesson 14 Activity 3 🗣️ (15 min.)

- Display the letter *e* and elicit the sound.
- Encourage students to recall words with the letter *e*.
- 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 14 Chant 🎧 (25 min.)

- Display the picture in the first section 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 e and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ε/.
 - Point to the activity instructions and read them aloud: *Look and listen.*
 - Play the chant.
 - Elicit any words with the /ε/ 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 /ε/.
- 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 open a pack of pens.*
 - Have students point out the pens 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 /ε/. (If students don't know a word, but they see an e 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 /ε/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 15 /ʌ/

Materials

Large cards with the letters of the alphabet

Lesson 15 Introduction 🗣️ (10 min.)

- Display the letter *e*, and elicit the sound /ɛ/.
- Then tell students they are going to learn a new sound.
- Display the letter *u*.
- 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: /ʌ/, /ʌ/, /ʌ/.

Practice 🗣️ (15 min.)

- Display the letter *u* 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 *u* 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 *u* on his or her back and elicit the sound, first from the volunteer and then from other students. Then draw an *e* and elicit the sound. Demonstrate a few more times, randomly drawing an *e* or a *u*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 15 Presentation 🗣️ (20 min.)

- Display the letter *u* 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 *umbrella* and point to the letter *u*.
- Then elicit other words with the /ʌ/ sound. (The words can be in English or in the students' first language.)

- Write or display any correct suggestions and underline the letter *u*. (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 *u* in the words.)

Lesson 15 Activity 1 🗣️ (15 min.)

- Display the letters of the alphabet, including the letter *u*.
- Invite volunteers to point out different letters they know and say the sounds.
- Then have a volunteer point to the letter *u* 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 letter *u*. Continue the activity until everyone (who chooses to) has had the opportunity to find the letter.
- Then display the digital activity and read the instructions aloud: *Listen, look and color.*
- Guide students to complete the digital activity.
- Then have students do the digital activity again. Encourage them to repeat the /ʌ/ sound when they find and color the letter.

Lesson 15 Activity 2 🗣️ (15 min.)

- Display the vowels *a*, *e*, *i*, *o*, and *u*. Point to each in turn and elicit the sounds /æ/, /ɛ/, /ɪ/, /ɔ/, and /ʌ/.
- Point to the letter *u*, and tell students they are going to see and hear some words with the sound /ʌ/.
- Then 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: *umbrella*.
- Invite a volunteer to point out the letter *u* in the word.
- Invite other volunteers to find the letter *u* in the other words.
- Then have students do the digital activity individually. Encourage them to repeat the words.

Lesson 15 Activity 3 🎧 (15 min.)

- Display the vowels *e*, *o*, and *u*. Elicit the sounds /ɛ/, /ɔ/, and /ʌ/.
- Encourage students to recall words with the letters *e*, *o*, and *u*.
- 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 /ɛ/, /ɔ/ or an /ʌ/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 15 Chant 🎧 (25 min.)

- Display the picture in the first section 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 *u* and elicit the sound /ʌ/.
- Explain that they are going to hear a chant with words that have the sound /ʌ/.
- Point to and say the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ʌ/ 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 /ʌ/.
- 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 duck isn't ugly.*
- Have students point out the duck 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 /ʌ/. (If students don't know a word, but they see a *u* 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 /ʌ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 16 /r/

Materials

Large cards with the letters *e, u, r, n, m*

Lesson 16 Introduction 🗣️ (15 min.)

- Display the letters *e* and *u* and elicit the sounds /ɛ/ and /ʌ/.
- Encourage students to recall any words with the /ɛ/ or /ʌ/ sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *r*.
- 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: /r/, /r/, /r/.

Practice 🗣️ (10 min.)

- Point to the letter *r* 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 /r/ sound correctly.

Lesson 16 Presentation 🗣️ (15 min.)

- Display the letter *r* 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 *robot* and then point to the letter *r*.
- Elicit other words with the /r/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *r*. (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 *r* in the words.)

Lesson 16 Activity 1 🗣️ (20 min.)

- Display the cards with the letters *n, m*, and *r*.
- Invite volunteers to point out the *n* and *m* and say the sounds.
- Then have them point out the letter *r* 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 together and monitor students as they complete the others in pairs or individually.

Lesson 16 Activity 2 🗣️ (15 min.)

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

Lesson 16 Activity 3 🗣️ (15 min.)

- Display the letter *r* and elicit the sound.
- Encourage students to recall words that begin with the sound /r/.
- Then point to the instructions in the digital activity and read them aloud: *Listen, look and choose the words with r.*
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there an /r/ in (the word for the picture)?*
- Play the audio for the other pictures and ask if there is an /r/ sound in any of them. Select those that do.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the words.

Lesson 16 Chant 🎧 (25 min.)

- Display the picture in the first section 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 *r* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /r/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /r/ 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 /r/.
- 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 love to read in my room.*
- Have students point out the boy and ask what he 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 words with the sound /r/. (If students don't know a word, but they see an *r* 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 /r/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 17 /h/

Materials

Large cards with the letters of the alphabet

Lesson 17 Introduction 🎧 (10 min.)

- Display the letters *e*, *u*, and *r* and elicit the sounds /ɛ/, /ʌ/ and /r/.
- Then tell students they are going to learn a new sound.
- Display the letter *h*.
- Then display 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: /h/, /h/, /h/.

Practice 🎧 (15 min.)

- Display the letter *h* 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 *h* 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 *h* on his or her back and elicit the sound, first from the volunteer and then from the other students. Then draw an *m* and elicit the sound. Demonstrate a few more times, randomly drawing an *h* or an *m*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 17 Presentation 🎧 (20 min.)

- Display the letter *h* 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 point to the letter *h*.
- Then point to the *a* and *t* in turn and elicit the sounds /æ/ and /t/.
- Invite volunteers to blend the sounds and say the word *hat*.
- Then elicit other words that begin with the /h/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *h*. (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 *h* in the words.)

Lesson 17 Activity 1 🎧 (15 min.)

- Display the letters of the alphabet, including the letter *h*.
- Invite volunteers to point out the letter *h* 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 letter *h*. Continue the activity until everyone (who chooses to) has had the opportunity to find the letter.
- Then display the digital activity and read the instructions aloud: *Listen, look and color.*
- Guide students to complete the digital activity.
- Then have students do the digital activity again. Encourage them to repeat the /h/ sound when they find and color the letter.

Lesson 17 Activity 2 🎧 (15 min.)

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

Lesson 17 Activity 3 🎧 (15 min.)

- Display the letter *h* and elicit the sound.
- Encourage students to recall words with the letter *h*.
- 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 17 Chant 🎧 (25 min.)

- Display the picture in the first section 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 *h* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /h/.
- Point to and say the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /h/ 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 /h/.
- 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: *It's not hot.*
- 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 /h/. (If students don't know a word, but they see an *h* 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 /h/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 18 /b/

Materials

Large cards with the letters *e, u, r, h, d, p, t*, and *b*

Lesson 18 Introduction 🕒 (15 min.)

- Display the letters *e, u, r, h* and elicit the sounds /ɛ/, /ʌ/, /r/ and /h/.
- Encourage students to recall any words with these sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *b*.
- 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: /b/, /b/, /b/.

Practice 🕒 (10 min.)

- Display the letter *b* 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 /b/ sound correctly.

Lesson 18 Presentation 🕒 (15 min.)

- Display the letter *b* and say the sound /b/.
- 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 *bus* and point to the letter *b* at the beginning of the word.
- Then elicit other words that begin with the /b/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *b*. (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 *b* in the words.)

Lesson 18 Activity 1 🕒 (20 min.)

- Display the cards with the letters *d, p, t*, and *b*.
- Invite volunteers to point to the letters and say the sounds. Take some time to help students practice and hear the subtle differences in pronunciation among the letters.
- 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 order.*
- Guide students to complete the digital activity as a group.
- Then have students do it again, in pairs or individually.

Lesson 18 Activity 2 🕒 (15 min.)

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

Lesson 18 Activity 3 🕒 (15 min.)

- Display the letters *b* and *p*. Elicit the sounds.
- Encourage students to recall words that begin with the letters *b* and *p*.
- 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 activity. Ask: *Does (the word for the picture) have a /b/ or a /p/ sound?* (Answer will depend on the first card displayed in the activity.)
- Point to the two 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 18 Chant 🎧 (25 min.)

- Display the picture in the first section 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 *b* and elicit the sound /b/.
- Explain that they are going to hear a chant with words that have the sound /b/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /b/ 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 /b/.
- 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: *Ben is on a big, blue bus.*
- Have students point out the boy (Ben) and the bus 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 /b/. (If students don't know a word, but they see a *b* 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 /b/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 19 /f/

Materials

Large cards with the letters *e, u, r, h, b, s,* and *f*

Lesson 19 Introduction 🗣️ (10 min.)

- Display the letters *e, u, r, h, b,* and elicit the sounds /ɛ/, /ʌ/, /r/, /h/, and /b/.
- Then tell students they are going to learn a new sound.
- Display the letter *f*.
- 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: /f/, /f/, /f/.

Practice 🗣️ (15 min.)

- Display the letter *f* 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 *f* 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 *f* on his or her back and elicit the sound, first from the volunteer and then from the other students. Then draw a *b* and elicit the sound. Demonstrate a few more times, randomly drawing an *f* or a *b*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 19 Presentation 🗣️ (20 min.)

- Display the letter *f* and say the sound /f/.
- 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 *fish* and point to the letter *f*.
- Then elicit other words that begin with the /f/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *f*. (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 *f* in the words.)

Lesson 19 Activity 1 🗣️ (15 min.)

- Display the letters *s, h, b,* and *f*.
- Invite volunteers to point to the letters and say the sounds.
- Then display the digital activity.
- Point to each letter and elicit the sound.
- Play the audio for each letter to confirm the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Guide students to complete the first section of the activity.
- Then have them complete the rest of the digital activity individually.

Lesson 19 Activity 2 🗣️ (15 min.)

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

Lesson 19 Activity 3 🗣️ (15 min.)

- Display the letter *f* and elicit the sound.
- 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 19 Chant 🎧 (25 min.)

- Display the picture in the first section 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 *f* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /f/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /f/ 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 /f/.
- 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: *Meet my fantastic family.*
- Have students point out the family 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 /f/. (If students don't know a word, but they see an *f* 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 /f/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 20 /I/

Materials

Large cards with the letters *e, u, r, h, b, f, i, t* and *l*

Lesson 20 Introduction 🗣️ (15 min.)

- Display the letters *e, u, r, h, b, f, i* and *t* and elicit the sounds /ε/, /ʌ/, /r/, /h/, /b/, /f/, /i/, /t/, and /I/.
- Encourage students to recall any words with these sounds.
- Then tell students they're going to learn a new sound.
- Display the letter *l* and say the sound.
- 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: /I/, /I/, /I/.

Practice 🗣️ (10 min.)

- Display the letters *l, e, u* and *r*.
- Draw one of them in the air and elicit the sound.
- Invite a volunteer to choose a letter and draw it in the air, and have other students say the sound.
- Form pairs. Have students take turns drawing letters in the air and saying the sounds.

Lesson 20 Presentation 🗣️ (15 min.)

- Display the letter *l* and say the sound /I/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students repeat the word *lamp* and point to the letter *l* at the beginning of the word.
- Then elicit other words that begin with the /I/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *l*. (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 *l* in the words.)

Lesson 20 Activity 1 🗣️ (10 min.)

- Display the cards with the letters *l, i*, and *t*.
- Invite volunteers to point to the letters *l, i*, and *t* and say the sounds /I/, /i/, and /t/.
- Then 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.
- Then have students do the activity again in pairs or individually.

Lesson 20 Activity 2 🗣️ (15 min.)

- Display the letter *l* and elicit the sound /I/.
- 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: *leg*.
- Invite a volunteer to point out the letter *l* in the word.
- Invite other volunteers to find the letter *l* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 20 Activity 3 🗣️ (15 min.)

- Display the letter *l* and elicit the sound.
- Encourage students to recall words that begin with the sound /I/.
- Then point to the instructions in the digital activity and read them aloud: *Listen, look and choose the words with l or ll.*
- Explain that two ll's together have the same sound as one l.
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there an /I/ in (the word for the picture)? Is the /I/ sound at the beginning or the end of the word?* (If students cannot hear the /I/ sound at the end of the word, display the word and have students sound out and then blend the letters.)
- Play the audio for the other pictures, asking if there is an /I/ sound in any of them. Select the words that have /I/ sounds.
- Challenge students to say if the /I/ sound is at the beginning or the end of the words.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the words.

Lesson 20 Chant 🎧 (25 min.)

- Display the picture in the first section 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 /l/ and elicit the sound /l/.
- Explain that they are going to hear a chant with words that have the sound /l/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /l/ 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 /l/.
- 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 a lizard in my living room.*
- Have students point out the lizard in the picture. Ask: *Where is the lizard? (In the living room.)*
- 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 /l/. (If students don't know a word, but they see an /l/ 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 /l/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



BLENDING 2

Materials

Large cards with the letters *a, p, t, s, i, n, o, d, m, g, c, k, e, u, r, h, b, f, l, ll*

Large cards with the numbers 1, 2 and 3

Large cards with some of the words from this list: *rap, rat, ran, ram, rag, rack, rip, rim, rot, rod, rock, red, run, rug, hat, had, hip, hit, hid, him, hill, hop, hot, hut, hum, hug, hub, hull, bat, ban, bad, bag, back, bit, bin, bid, big, bib, bill, bog, bus, bun, bud, bug, buck, fat, fan, fad, fit, fin, fig, fill, fog, fob, fun, doll, lap, lack, lip, lit, lid, lick, lot, log, lock, let, led, leg, lug*

Small cards with *a, p, t, s, i, n, o, d, m, g, c, k, e, u, r, h, b, f, l, ll* (one set per student)

Blending 2 Activity 1 (20 min.)

- One by one, display the letters *a, p, t, s, i, n, o, d, m, g, c, k, e, u, r, h, b, f, l*, and elicit the sounds.
- Then arrange the letters to form the word *sun*.
- Invite volunteers to sound out the letters and then blend them to say the word *sun*.
- Display in order the large cards with the numbers 1, 2 and 3.
- Place the *s* under number 1, the *u* under number 2, and the *n* under number 3.
- Then say: */s/ /s/ sun*. Ask: *Is the /s/ sound 1, 2, or 3? (Number 1.)*
- Ask about the */ʌ/* and */n/* sounds. Say: */ʌ/ /ʌ/ sun*. Ask: *Is the /ʌ/ sound 1, 2, or 3? (Number 2.)* Say: *n, n, sun*. Ask: *Is the /n/ sound 1, 2, or 3? (Number 3.)*
- Repeat the steps with one or two more words, such as *bag* and *rug*.
- Then display the first section of the digital activity.
- Point to the instructions and read them aloud: *Listen, look and choose*.
- Play the audio.
- Invite volunteers to repeat it (*s, s, sun*).
- Have students identify if the */s/* sound is in position 1, 2 or 3.
- Guide students to complete the rest of the digital activity as a group.
- Then have students do the digital activity again in pairs or individually.

Blending 2 Activity 2 (15 min.)

- Display the word *hip*.
- Point to each letter and elicit the sounds.
- Then guide students to blend the letters to say the word.
- Repeat the steps for the word *lick*.
- Then 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 2 Activity 3 (10 min.)

- Display the digital activity.
- Point to and read the instructions aloud: *Blend the sounds to read the words*.
- Guide students to complete the first word as a group.
- Then have students do the remaining words individually.

Practice (30 min.)

- Display the word *doll*.
- Point to each letter (or pair of letters for the *ll*) and elicit the sounds.
- Then guide students to blend the letters to say the word *doll*.
- Hand out the small sets of cards with letters.
- Tell students to find the letters *d, o*, and *ll*, and arrange them in the correct order to form the word *doll*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *hat*.
- Then display a few 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 2 Activity 4 (15 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.
- Repeat the steps, turning over all of the cards in the digital activity and having students have form the words with their small cards.

Blending 2 Activity 5 (15 min.)

- Display the digital activity.
- Point to and read the instructions aloud: *Read and choose*.
- Invite volunteers to sound out and then say the first word.
- Then have them select the corresponding picture.
- Monitor students as they complete the rest of the digital activity individually.

Blending 2 Activity 6 🕒 (15 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.



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>

