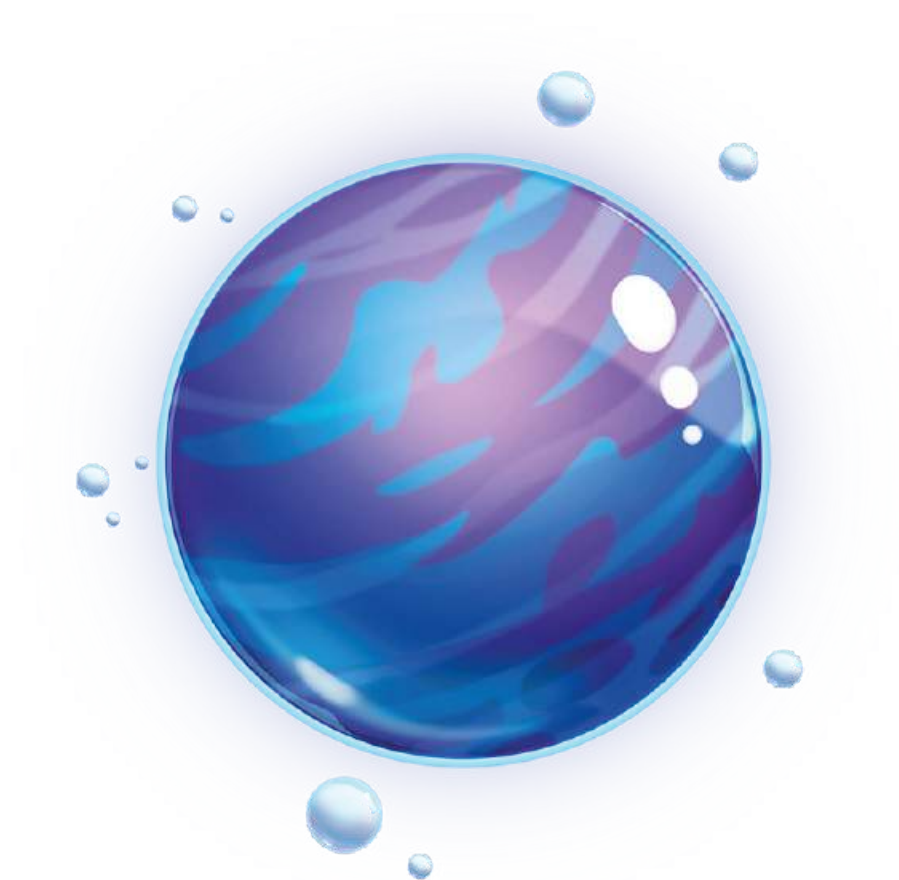


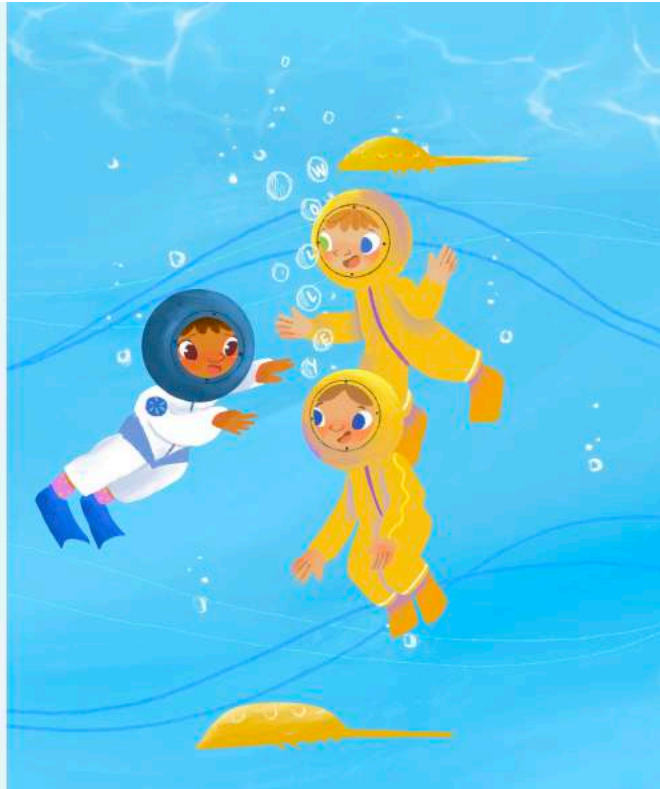
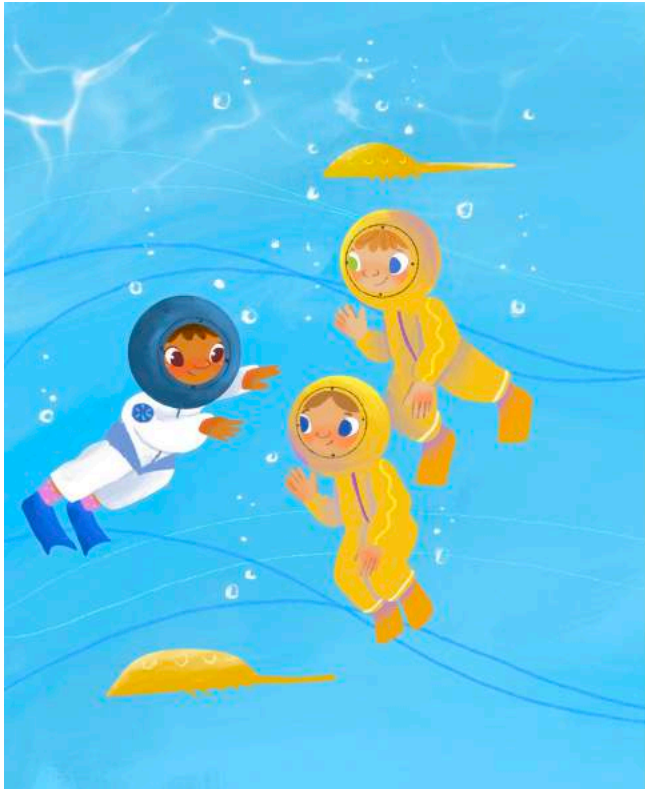
ASTRO Phonics



Richmond



MISSION
J-V-W-X-Y-Z-QU



LESSON 21 /dʒ/

Materials

Large cards with the letters of the alphabet

Lesson 21 Introduction 🎧 (20 min.)

- Display the letters of the alphabet students have learned so far. (Omit q, v, w, x, y, and z.)
- Elicit the sounds.
- Invite volunteers to arrange the letters to form words.
- Then tell students they are going to learn a new sound.
- Display the letter j.
- 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: /dʒ/, /dʒ/, /dʒ/.

Practice 🎧 (10 min.)

- Display the letter j 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 /dʒ/ sound correctly.

Lesson 21 Presentation 🎧 (20 min.)

- Display the letter j 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 jump and point to the letter j.
- Then elicit other words with the /dʒ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter j. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 21 Activity 1 🎧 (10 min.)

- Display the letters i, l, t, and j.
- Say the sound /dʒ/ and invite volunteers to point out the letter j.
- Then display the digital activity and read the instructions aloud: *Listen, look and color.*
- Guide students to complete the digital activity.

Lesson 21 Activity 2 🎧 (15 min.)

- Display the letter j and elicit the sound.
- Tell students they are going to see and hear some words with the sound /dʒ/.
- 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.
- After they have completed it, point to the words jam and jump in the activity. Invite volunteers to sound out and then blend and say the words.

Lesson 21 Activity 3 🎧 (15 min.)

- Display the letter j and elicit the sound.
- Encourage students to recall words that begin with the sound /dʒ/.
- Then point to the activity instructions and read them aloud: *Listen, look and choose the words with j.*
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there a /dʒ/ in (the word for the picture)?*
- Play the audio for the other pictures, asking if there is a /dʒ/ 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 21 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 *j* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /dʒ/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /dʒ/ 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 /dʒ/.
- 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: *Jill goes for a long jog.*
- Point to the girl in the picture and elicit her name. (*Jill.*)
- Invite a volunteer to act out the meaning of *jog*.
- 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 /dʒ/. (If students don't know a word, but they see a *j* 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 /dʒ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 22 /v/

Materials

Large cards with the letters *b*, *f*, *j*, and *v*

Lesson 22 Introduction 🕒 (10 min.)

- Display the letters *b*, *f*, and *j*. Elicit the sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *v*.
- 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: /v/, /v/, /v/.

Practice 🕒 (15 min.)

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

Lesson 22 Presentation 🕒 (20 min.)

- Display the letter *v* 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 *van* and point to the letter *v*.
- Then elicit other words with the /v/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *v*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 22 Activity 1 🕒 (15 min.)

- Display the cards with the letters *b*, *f*, and *v*.
- Invite volunteers to point out the letters *b* and *f* and say the sounds.
- Then have them point out the letter *v* 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 22 Activity 2 🕒 (15 min.)

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

Lesson 22 Activity 3 🕒 (15 min.)

- Display the letters *f* and *v*. Elicit the sounds.
- Encourage students to recall words with the letters *f* and *v*.
- 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 /f/ or a /v/ 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 22 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 v and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /v/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /v/ 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 /v/.
- 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 went on vacation last summer.*
- Invite a volunteer to point out the word with a v.
- Encourage students to say where they like to go on vacation, such as the beach, a forest, a city or a small town (village).
- 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 /v/. (If students don't know a word, but they see a v 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 /v/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 23 /w/

Materials

Large cards with the letters v, w, x, and z

Lesson 23 Introduction 🗣️ (10 min.)

- Display the letter v and elicit the sound /v/.
- Encourage students to recall any words with the /v/ sound.
- Tell students they are going to learn a new sound.
- Display the letter w.
- 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: /w/, /w/, /w/.

Practice 🗣️ (15 min.)

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

Lesson 23 Presentation 🗣️ (15 min.)

- Display the letter w 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 *window* and then have them point to the letter w at the beginning of the word.
- Elicit other words with the /w/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter w. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 23 Activity 1 🗣️ (20 min.)

- Display the letters v, w, x, and z.
- Say the sound /w/ and invite volunteers to point out the card with w.
- Then display the digital activity and read the instructions aloud: *Listen, look and color.*
- Guide students to complete the digital activity.

Lesson 23 Activity 2 🗣️ (15 min.)

- Display the letter w and elicit the sound.
- Tell students they are going to see and hear some words with the sound /w/.
- 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: *window*.
- Invite a volunteer to point out the letters w in the word.
- Invite other volunteers to find the letter w in the other words.
- In turn, point to the words *web* and *wall* in the activity. Invite volunteers to sound out and then blend and say the words. (Point out that two /l/s together have the same sound as one /l/.)
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 23 Activity 3 🗣️ (15 min.)

- Display the letter w and elicit the sound.
- Encourage students to recall words that begin with the sound /w/.
- Then point to the instructions in the digital activity and read them aloud: *Listen, look and choose the words with w.*
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there a /w/ in (the word for the picture)?* (Answer will depend on the first picture displayed in the activity.)
- Play the audio for the other pictures and ask if there is a /w/ 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 23 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 w and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /w/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /w/ 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 /w/.
- 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 watch a spider.*
- Have students point out the girl and the spider.
- 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 /w/. (If students don't know a word, but they see a w 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 /w/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 24 /ks/

Materials

Large cards with the letters of the alphabet

Lesson 24 Introduction 🎧 (10 min.)

- Display the letters v and w and elicit their sounds.
- Tell students they are going to learn a new sound.
- Display the letter x.
- 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: /ks/, /ks/, /ks/.

Practice 🎧 (10 min.)

- Display the letter x 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 /ks/ sound correctly.

Lesson 24 Presentation 🎧 (20 min.)

- Display the letter x 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 x.
- Then point to the f and o in turn and elicit the sounds.
- Invite volunteers to blend the sounds and say the word fox.
- Then elicit other words with the /ks/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter x. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 24 Activity 1 🎧 (15 min.)

- Display the letters of the alphabet, including the letter x.
- Invite volunteers to point out the letter x 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 x. 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 /ks/ sound when they find and color the letter.

Lesson 24 Activity 2 🎧 (15 min.)

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

Lesson 24 Activity 3 🎧 (15 min.)

- Display the letters ck and elicit the sound.
- Then display the letter x and elicit the sound.
- Encourage students to recall words that end with the letters x and ck.
- 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 /ks/ or a /k/ 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 24 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 x and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ks/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ks/ 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 /ks/.
- 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: *Alex is six.*
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Elicit the name of the boy and how old he is.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ks/. (If students don't know a word, but they see an x 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 /ks/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 25 /j/

Materials

Large cards with the letters *h, j, u, v, w, x, and y*

Lesson 25 Introduction 🗣️ (15 min.)

- Display the letters *j, v, w, x* and elicit their sounds.
- Encourage students to recall any words with those sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *y*.
- 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: /j/, /j/, /j/.

Practice 🗣️ (10 min.)

- Display the letter *y* 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 /j/ sound correctly.

Lesson 25 Presentation 🗣️ (15 min.)

- Display the letter *y* and say the sound /j/.
- 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 *yellow* and point to the letter *y* at the beginning of the word.
- Then elicit other words that begin with the /j/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *y*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 25 Activity 1 🗣️ (20 min.)

- Display the cards with the letters *h, j, u, and y*.
- Invite volunteers to point out the letters *h, j, u, and y* and say the sounds. Take some time to help students practice and hear the subtle differences in pronunciation among the four 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 choose.*
- Guide students to complete the digital activity as a group.
- Then have students do it again, in pairs or individually.

Lesson 25 Activity 2 🗣️ (20 min.)

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

Lesson 25 Activity 3 🗣️ (15 min.)

- Display the letter *y* and elicit the sound /j/.
- 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 25 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 y and elicit the sound /j/.
- Explain that they are going to hear a chant with words that have the sound /j/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /j/ 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 /j/.
- 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: *Yes, you, over there.*
- 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 /j/. (If students don't know a word, but they see a y 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 /j/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 26 /z/

Materials

Large cards with the letters *j*, *s*, *v*, *w*, *x*, *y*, and *z*

Lesson 26 Introduction 🗣️ (10 min.)

- Display the letters *j*, *v*, *w*, *x*, *y*, and elicit their sounds.
- Tell students they are going to learn a new sound.
- Display the letter *z*.
- 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: /z/, /z/, /z/.

Practice 🗣️ (15 min.)

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

Lesson 26 Presentation 🗣️ (20 min.)

- Display the letter *z* and say the sound /z/.
- 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 *zebra* and point to the letter *z*.
- Then elicit other words that begin with the /z/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *z*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 26 Activity 1 🗣️ (15 min.)

- Display the letters *v*, *w*, *x*, and *z*.
- Invite volunteers to point out 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 26 Activity 2 🗣️ (15 min.)

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

Lesson 26 Activity 3 🗣️ (15 min.)

- Display the letters *s* and *z*. Elicit the sounds.
- Encourage students to recall words with the letters *s* and *z*.
- 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 /s/ or a /z/ 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 26 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 z and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /z/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /z/ 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 /z/.
- 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 met a zebra at the zoo.*
- Have students point out the zebra and elicit the setting (zoo).
- 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 /z/. (If students don't know a word, but they see a z 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 /z/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 27 /kw/

Materials

Large cards with the letters *g, j, k, v, w, x, y, z*, and *qu*

Lesson 27 Introduction 🎧 (15 min.)

- One by one, display the letters *j, v, w, x, y*, and *z* and elicit the sounds.
- Encourage students to recall any words with these sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *qu* 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 letters, say the sound, and have students repeat them.
- Encourage students to continue repeating the sound: /kw/, /kw/, /kw/.

Practice 🎧 (10 min.)

- Display the letters *j, y*, and *qu*.
- Draw one of them in the air and elicit the sound.
- Invite a volunteer to choose a letter and draw it in the air.
- Have other students say the sound.
- Form pairs. Have students take turns drawing letters in the air and saying their sounds.

Lesson 27 Presentation 🎧 (15 min.)

- Display the letters *qu* and say the sound /kw/.
- 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 *question* and point to the letters *qu* at the beginning of the word.
- Then elicit other words that begin with the /kw/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *qu*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 27 Activity 1 🎧 (10 min.)

- Display the cards with the letters *g, k*, and *qu*.
- Invite volunteers to point to the letters *g, k*, and *qu* and say the sounds.
- 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 27 Activity 2 🎧 (15 min.)

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

Lesson 27 Activity 3 🎧 (15 min.)

- Display the letters *ck, x*, and *qu*, 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 27 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 *qu* and elicit the sound /kw/.
- Explain that they are going to hear a chant with words that have the sound /kw/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /kw/ 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 /kw/.
- 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: *Can I ask a quick question.*
- 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 /kw/. (If students don't know a word, but they see *qu* 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 /kw/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



BLENDING 3

Materials

- Large cards with the letters *z, i, p, v, a, n, w, e, b, j, m, y, k, s, t, x, qu, u, ck,* and *o*
- Large cards with words: *jam, jump, jacket, van, web, wall, walk, box, mix, six, fox, yam, yuck, yak, zip, quick*
- Small cards with *j, a, m, v, e, t, n, s, i, x, z, p, y, m, z, ck, o, w, b, qu,* and *k* (one set per student)

Blending 3 Activity 1 (20 min.)

- Display the letters *z, i, p, v, a, n, w, e, b, j,* and *m* and elicit the sounds.
- Then arrange the letters to form the word *zip*.
- Invite volunteers to sound out the letters and then blend them to say the word *zip*.
- 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 3 Activity 2 (15 min.)

- Display the letters *y, a, k, s, i, x, qu, u, ck, b, o* and elicit the sounds.
- Then arrange the letters to form the word *yak*.
- Invite volunteers to sound out the letters and then blend them to say the word *yak*.
- 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 3 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 the 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 *jam*.
- Point to each letter and elicit the sounds.
- Then guide students to blend the letters to say the word *jam*.
- Hand out the small sets of cards with letters.
- Tell students to find the letters *j, a,* and *m,* and arrange them in the correct order to form the word *jam*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *vet*.
- 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 3 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 3 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 2

Materials

- Large cards with the words *go, into, no, to, I, is, the, jump, jam, van, web, wall, fox, mix, yam, yuck, zebra, zip, zoo, quick, quiet*
- Large cards with the letters *g, i, n, t, o, j, v, w, y, z, qu*
- Sets of small cards *g, i, n, t, o* (one set per pair of students)

Tricky Words 2 Introduction 🗣️ (20 min.)

- Display the letters *g, i, n,* and *t,* and elicit the sounds.
- Display the letter *o* and elicit the sound /ɔ/.
• 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 *no*.
- Explain that this is a tricky word because the *o* doesn’t sound like /ɔ/.
• Then 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 *go*.
- Display the cards with the words *no* and *go*.
- Say the *o* the way it’s pronounced in *no* and *go*. (*It’s pronounced /oʊ/, as in goat.*)
- Explain or elicit that the *o* in *no* and *go* is pronounced the same way, but that it’s tricky because it’s pronounced differently from the /ɔ/ sound they learned previously.
- Go to the third part of the digital activity and play the audio.
- Encourage students to repeat the word *to*.
- Display the cards with the words *no, go* and *to*.
- Point to and say each word.
- Invite volunteers to identify the *o* that sounds different from the other two. (*to.*)
- Go to the fourth part of the digital activity and play the audio.
- Encourage students to repeat the word *into*.
- Display the cards with the words *no, go, to* and *into*.
- Point to and say each word.
- Invite volunteers to categorize the words that have similar *o* sounds.
- Complete the digital activity again as a group or individually.

Practice 🗣️ (10 min.)

- Display the cards with the words *no, go, to,* and *into*.
- 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. (You may decide to leave the large cards with the words on display for students to use as a guide.)

Tricky Words 2 Activity 1 🗣️ (15 min.)

- Display the words *no, go, to* and *into*.
- 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 *no*.
- Then point to the two options.
- Play them 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 2 Activity 2 🗣️ (15 min.)

- Display the words *no, go, to,* and *into*, 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 2 Activity 3 🕒 (25 min.)

- Display the words *go, to, no, into, I, the, and is*, 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: *The cat go on the mat. / The cat is on the mat.*
- 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 4 Review 1 🕒 (15 min.)

- Display the letters *j, v, w, y, z, qu*, and elicit their sounds.
- Then point to each in turn and trace the shape of the letter in the air.
- Invite a volunteer to draw a letter in the air and have other students say the sound.
- Continue the activity until everyone (who wants to) has drawn a letter in the air.

Mission 4 Review 2 🕒 (20 min.)

- Display some of the words students have learned in this mission: *jump, jam, van, web, wall, fox, mix, yam, yuck, zebra, zip, zoo, quick, quiet.*
- 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 jumping in place for *jump* and turning a steering wheel for *van*.
- 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>

