

# Big Step Phonics 1

with Phonics Readers

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## Teacher's Guide

# Unit 1\_Aa Bb Cc

• apple, ant, alligator, ambulance | boy, bear, bell, bike | cat, car, cup, cake

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Aa, Bb, Cc</li> <li>• to learn the sounds of the letters: Aa, Bb, Cc</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U1 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.6~11)</b>	
<b>★Warm Up</b>	<p>Prepare the B1_U1 picture flashcards before class.</p> <p>Introduce one word that begins with Aa, Bb, and Cc by showing each flashcard.</p> <p>T: (showing the apple flashcard) Look at the card. What do you see? S: I see an apple. T: That's right. It is an apple. /a/, /a/, apple. Can you say the beginning sound of apple? S: /a/, /a/.</p> <p>T: Good. (writing the letters A and a on the whiteboard) This is a big A, and this is a small a. Aa makes the /a/ sound.</p> <p>Do the same with the letters Bb and Cc.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U1 picture flashcards before class.</p> <p>Write the letters Aa on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing A) It's a big A. (writing a) It's a small a. What letters are these? S: Big A and small a. T: Good. Aa makes the /a/ sound. What's the sound of Aa? S: /a/, /a/.</p> <p>Do the same with Bb and Cc.</p> <p>Introduce the Aa words by using the flashcards and then tape them under the letter Aa.</p> <p>T: (showing the apple flashcard) What do you see? S: I see an apple. T: Yes. What's the beginning sound of apple? S: /a/, /a/, A. T: Good job. (taping the apple card under the letter Aa on the whiteboard)</p> <p>Do the same with the rest of the B1_U1 flashcards.</p>
<b>★Unit</b> Introduction (p.6)	<p><b>Listen and point. Then listen and repeat. (CD1_T02)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully. A: A, /a/, /a/.</p> <p>T: (stopping the CD and pointing to the letters Aa) What letter do you see? S: I see a big A and a small a. T: Great. What's the sound of Aa? S: /a/, /a/.</p> <p>T: Good! Now, let's listen to some words that begin with the /a/ sound. A: /a/, /a/, apple.</p>

	<p>T: (stopping the CD) Point to the apple picture. S: (pointing) When the students finish pointing to each Aa word, play the CD again and have them repeat after each word. Do the same with the letters Bb and Cc.</p> <p><b>Write and say.</b> Write the letters Aa, Bb, and Cc on the board to show the students how to write them. T: (writing the letter A) What letter is this? S: It's a big A. T: That's right. This is a big A. This is how you write a big A. (tracing the big A) One, two, three. Do the same with a small a. T: What is the sound of Aa? S: /a/, /a/. T: Great. Now, write a big A and a small a in your book. S: (writing)</p>
<p>★ Letters &amp; Sounds (p.7)</p> <p>Answers 1. Aa 2. Bb 3. Cc</p> <p>Answers 1. a/apple 2. c/cup 3. b/bike 4. c/car 5. b/bell 6. c/cake 7. a/ambulance 8. b/boy 9. a/alligator</p>	<p><b>Circle the correct letter pairs.</b> Have the students look at the picture and circle the beginning letters. T: Look at number 1. What do you see? S: I see an ant. T: What's the beginning letter of ant? S: /a/, /a/, A. T: Great. Find the big A and the small a and circle them. S: (circling) Do the same with the letters Bb and Cc.</p> <p><b>Listen and check. Then write. (CD1_T03)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see an apple. T: What's the beginning sound of apple? S: /a/, /a/, A. T: Good. Play the CD. Have the students listen to the CD and check the answer. Have them check and write the beginning letter. Then, have them trace the rest of the word. T: (playing the CD) A: /a/ /a/ apple, /a/ /a/ apple T: What's the beginning letter of apple? S: /a/ /a/ A. T: Good. Check the letter a. Then, write a small a in the blank and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.8~9)</p>	<p><b>Say and check the words with the same beginning sound.</b> Have the students say the sound of each letter and its sound. Then, have them check the pictures with the same beginning sound. T: Look at number 1. What letter is it? S: It is Bb.</p>

Answers (p.8)

1. boy, bike, bear
2. alligator, ant, apple
3. cup, car, cake
4. bell, bike, boy

Answers (p.8)

1. bell 2. alligator
3. apple 4. car
5. cake 6. bear

Answers (p.9)

Answers (p.9)

Answers may vary.

★Phonics

Sentences (p.10)

Answers

1. car 2. bike
3. bell 4. cat
5. ambulance
6. apple

T: Good. What's the sound of Bb?

S: /b/, /b/

T: Great. Now, look at the pictures and say the words with a /b/ sound.

S: Boy, bike, bear.

T: Excellent! /b/ /b/ boy, /b/ /b/ bike, /b/ /b/ bear.

Check the three words.

Do the same with the rest of the questions.

**Listen and circle. Then write. (CD1\_T04)**

Have the students read each word.

Play the CD. Have them draw a circle around the correct word and write it.

T: Look at number 1. Read the words.

S: Car, bell, ant.

T: Good. Now, listen to the CD. (playing the CD)

A: Bell, bell.

T: What did the person say?

S: Bell, bell.

T: Now, circle the word bell and write it.

S: (circling and writing)

Do the same with the rest of the questions.

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.

T: Look at number 1. Read the word.

S: Boy, boy.

T: Good. Find the picture of a boy and draw a line to it. Then, write the word.

S: (drawing a line and writing)

Do the same with the rest of the questions.

**Draw and write your own word.**

Have the students draw the words that begin with Aa, Bb, and Cc.

Monitor the students' work if necessary.

Have them present their work as time allows.

**Listen and read. Then circle and write. (CD1\_T05)**

Have the students look at the picture and talk about it.

T: Look at number 1. What do you see in the picture?

S1: I see an ant.

S2: I see a car.

T: Good. Where is the ant?

S: The ant is on the car.

T: Good.

Play the CD. Have the students circle the correct word and write it.

T: Now, listen to the CD. (playing the CD)

A: The ant is on a car.

T: What did the person say?

S: The ant is on a car.

T: Good. Find the word car.

S: (looking)

	<p>T: Circle the word and write it.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.11)</p>	<p><b>Read the story and chant along. (CD1_T06~07)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: The Bears' Apple.</p> <p>T: What do you see in the picture?</p> <p>S: I see an alligator and apples/bears.</p> <p>T: Good. Can you find the words that begin with Aa, Bb, or Cc?</p> <p>S: Yes. Alligator, apple, bears.</p> <p>T: Great. Let's listen to the story.</p> <p>Play the CD and then read the story as the students point to each word.</p> <p>Then, listen to the chant and chant it.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) In the story, there are some sight words. Let's read them together.</p> <p>T&amp;S: An, see, he, they.</p>
<p><b>Workbook (pp.4~6)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. apple, alligator / Aa 2. boy, bell / Bb 3. cake, cat / Cc</p> <p>B. 1. Cc / cup 2. Aa / ant 3. Cc / car 4. Bb / bear 5. Aa / apple 6. Bb / bike</p> <p>C. 1. cat 2. boy 3. ambulance 4. bike 5. apple 6. car 7. cup 8. bell 9. alligator 10. ant 11. bear 12. cake</p> <p>D. 1. <u>a</u>nt, <u>c</u>ar 2. <u>b</u>ear, <u>b</u>ike 3. <u>c</u>at, <u>b</u>ell 4. <u>b</u>oy, <u>a</u>mbulance</p> <p>E. alligator, bears, apple</p>	
<p><b>Phonics Readers (pp.4~7) Story 1</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures.</p> <p>T: Open the book to page 4. Let's read the title together.</p> <p>T&amp;S: The Big Bell.</p> <p>T: What do you see in the picture?</p> <p>S: I see a cat and an ant.</p> <p>T: Good. What are the cat and the ant doing?</p> <p>S: They are riding a bike.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T28)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 1, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: An ant and a cat ride a bike.</p> <p>S: (pointing to each word) An ant and a cat ride a bike.</p> <p>T: Good.</p>

	<p>Have the students find the words that begin with Aa, Bb, or Cc and circle them.</p> <p>T: Now, can you find the words that begin with Aa, Bb, or Cc?</p> <p>S: Yes. Ant, cat, bike, bell.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.7)</p> <p><b>Answers</b></p> <p>A. a, d, c, b</p> <p>B. 1. True 2. False 3. True</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 7. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: An ant and a cat ride a bike.</p> <p>T: Good. In the story, do the ant and a cat ride a bike?</p> <p>S: Yes.</p> <p>T: Great. Circle true.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>Listen and Show</b></p> <p>Prepare several pieces of blank cards. Give 3 blank cards to each student and have him/her write Aa, Bb, and Cc, on each. Say a word and have the students pick up the card that has the same beginning letter.</p> <p>T: When you hear apple, pick up the Aa card and show it to me.</p> <p>Are you ready?</p> <p>/a/, /a/, ambulance.</p> <p>S: (picking up the Aa card) Ambulance begins with Aa.</p> <p>Do the same with other words.</p>	

## Unit 2\_Dd Ee Ff

• dog, doll, duck, deer | egg, elf, elbow, elephant | fish, fan, face, frog

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Dd, Ee, Ff</li> <li>• to learn the sounds of the letters: Dd, Ee, Ff</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U2 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.12~17)</b>	
<b>★Warm Up</b>	<p>Prepare the B1_U2 picture flashcards before class.</p> <p>Introduce one word that begins with Dd, Ee, and Ff by showing each flashcard.</p> <p>T: (showing the dog flashcard) Look at the card. What do you see? S: I see a dog. T: That's right. It is a dog. /d/, /d/, dog. Can you say the beginning sound of dog? S: /d/, /d/.</p> <p>T: Good. (writing the letters D and d on the whiteboard) This is a big D, and this is a small d. Dd makes the /d/ sound.</p> <p>Do the same with the letters Ee and Ff.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U2 picture flashcards before class.</p> <p>Write the letters Dd on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing D) It's a big D. (writing d) It's a small d. What letters are these? S: Big D and small d. T: Good. Dd makes the /d/ sound. What's the sound of Dd? S: /d/, /d/.</p> <p>Do the same with Ee and FF.</p> <p>Introduce the Dd words by using the flashcards and then tape them under the letter Dd.</p> <p>T: (showing the dog flashcard) What do you see? S: I see a dog. T: Yes. What's the beginning sound of dog? S: /d/, /d/, D. T: Good job. (taping the dog card under the letter Dd on the whiteboard) Do the same with the rest of the B1_U2 flashcards.</p>
<b>★Unit</b> Introduction (p.12)	<p><b>Listen and point. Then listen and repeat. (CD1_T08)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully. A: D, /d/, /d/.</p> <p>T: (stopping the CD and pointing to the letters Dd) What letter do you see? S: I see a big D and a small d. T: Great. What's the sound of Dd? S: /d/, /d/.</p> <p>T: Good! Now, let's listen to some words that begin with the /d/ sound. A: /d/, /d/, dog.</p>

	<p>T: (stopping the CD) Point to the dog picture.                  S: (pointing)                  When the students finish pointing to each Dd word, play the CD again and have them repeat after each word.                  Do the same with the letters Ee and Ff.</p> <p><b>Write and say.</b>                  Write the letters Dd, Ee, and Ff on the board to show the students how to write them.                  T: (writing the letter D) What letter is this?                  S: It's a big D.                  T: That's right. This is a big D. This is how you write a big D.                  (tracing the big D) One, two.                  Do the same with the small d.                  T: What is the sound of Dd?                  S: /d/, /d/.                  T: Great. Now, write a big D and a small d in your book.                  S: (writing)</p>
<p>★ Letters &amp; Sounds (p.13)</p> <p>Answers                  1. Dd 2. Ee 3. Ff</p> <p>Answers                  1. d/deer 2. e/egg                  3. f/frog 4. e/elbow                  5. f/fan 6. d/duck                  7. e/elf 8. d/doll                  9. f/face</p>	<p><b>Circle the correct letter pairs.</b>                  Have the students look at the picture and circle the beginning letters.                  T: Look at number 1. What do you see?                  S: I see a dog.                  T: What's the beginning letter of dog?                  S: /d/, /d/, D.                  T: Great. Find the big D and the small d and circle them.                  S: (circling)                  Do the same with the letters Ee and Ff.</p> <p><b>Listen and check. Then write. (CD1_T09)</b>                  Have the students look at the pictures and talk about them.                  T: Look at number 1. What do you see?                  S: I see a deer.                  T: What's the beginning sound of deer?                  S: /d/, /d/, D.                  T: Good.                  Play the CD. Have the students listen to the CD and check the answer.                  Have them check and write the beginning letter. Then, have them trace the rest of the word.                  T: (playing the CD)                  A: /d/ /d/ deer, /d/ /d/ deer.                  T: What's the beginning letter of deer?                  S: /d/, /d/, D.                  T: Good. Check the letter d. Then, write a small d in the blank and trace the rest of the word.                  Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.14~15)</p>	<p><b>Say and check the words with the same beginning sound.</b>                  Have the students say the sound of each letter and its sound.                  Then, have them check the pictures with the same beginning sound.                  T: Look at number 1. What letter is it?                  S: It is Dd.</p>



Answers (p.14)

1. dog, doll, duck
2. face, frog, fish
3. elf, egg, elbow
4. fan, face, frog

Answers (p.14)

1. duck 2. fan
3. elephant 4. fish
5. egg 6. deer

Answers (p.15)



Answers (p.15)

Answers may vary.

★Phonics

Sentences (p.16)

Answers

1. deer 2. egg
3. elbow 4. fan
5. doll 6. face

T: Good. What's the sound of Dd?

S: /d/, /d/.

T: Great. Now, look at the pictures and say the words with a /d/ sound.

S: Dog, doll, duck.

T: Excellent! /d/ /d/ dog, /d/ /d/ doll, /d/ /d/ duck.

Check the three words.

Do the same with the rest of the questions.

**Listen and circle. Then write. (CD1\_T10)**

Have the students read each word.

Play the CD. Have them draw a circle around the correct word and write it.

T: Look at number 1. Read the words.

S: egg, duck, fan.

T: Good. Now, listen to the CD. (playing the CD)

A: Duck, duck.

T: What did the person say?

S: Duck, duck.

T: Now, circle the word duck and write it.

S: (circling and writing)

Do the same with the rest of the questions.

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.

T: Look at number 1. Read the word.

S: Frog, frog.

T: Good. Find the picture of a frog and draw a line to it. Then, write the word.

S: (drawing a line and writing)

Do the same with the rest of the questions.

**Draw and write your own word.**

Have the students draw the words that begin with Dd, Ee, and Ff.

Monitor the students' work if necessary.

Have them present their work as time allows.

**Listen and read. Then circle and write. (CD1\_T11)**

Have the students look at the picture and talk about it.

T: Look at number 1. What do you see in the picture?

S1: I see a dog.

S2: I see a deer.

T: Good. Do you think they are friends? Do they look close?

S: Yes.

T: Good.

Play the CD. Have the students circle the correct word and write it.

T: Now, listen to the CD. (playing the CD)

A: The dog and the deer are friends.

T: What did the person say?

S: The dog and the deer are friends.

T: Good. Find the word deer.

S: (looking)

	<p>T: Circle the word and write it.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.17)</p>	<p><b>Read the story and chant along. (CD1_T12~13)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: My New Friend.</p> <p>T: What do you see in the picture?</p> <p>S: I see a dog/frog/doll/girl/Christmas tree.</p> <p>T: Good. Can you find the words that begin with Dd, Ee, or Ff?</p> <p>S: Yes. Frog, doll, dog.</p> <p>T: Great. Let's listen to the story.</p> <p>Play the CD and then read the story as the students point to each word.</p> <p>Then, listen to the chant and chant it.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) In the story, there are some sight words. Let's read them together.</p> <p>T&amp;S: Is, in, a, have.</p>
<p><b>Workbook (pp.8~10)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. dog, duck / Dd 2. elephant, egg / Ee 3. frog, fish / Ff</p> <p>B. 1. Ff / fish 2. Ee / elf 3. Dd / doll 4. Dd / dog 5. Ee / elbow 6. Ff / face</p> <p>C. 1. duck 2. elf 3. fan 4. frog 5. deer 6. elephant 7. dog 8. fish 9. face 10. egg 11. elbow 12. doll</p> <p>D. 1. <u>e</u>lephant, <u>e</u>gg 2. <u>e</u>lf, <u>e</u>lbow 3. <u>f</u>an 4. <u>f</u>rog, <u>d</u>oll</p> <p>E. frog, doll, Dog</p>	
<p><b>Phonics Readers (pp.8~11) Story 2</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures.</p> <p>T: Open the book to page 8. Let's read the title together.</p> <p>T&amp;S: Elephant's Restaurant.</p> <p>T: What do you see in the picture?</p> <p>S: I see an elephant, a restaurant, a table, and a chair.</p> <p>T: Good. Where is the elephant?</p> <p>S: He is in front of the restaurant.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T29)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 1, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: Elephant is a good cook. He has a restaurant.</p> <p>S: (pointing to each word) Elephant is a good cook. He has a restaurant.</p> <p>T: Good.</p>

	<p>Have the students find the words that begin with Dd, Ee, or Ff and circle them.</p> <p>T: Now, can you find the words that begin with Dd, Ee, or Ff?</p> <p>S: Yes. Elephant.</p> <p>T: Great. Circle the word.</p>
<p>★After Reading (Workbook p.11)</p> <p><b>Answers</b></p> <p>A. b, d, c, a</p> <p>B. 1. True 2. False 3. True</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 11. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: Elephant is a good cook.</p> <p>T: Good. In the story, is Elephant a good cook?</p> <p>S: Yes.</p> <p>T: Great. Circle true.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>Listen and Hit</b></p> <p>Give each student a piece of paper (recycled, newspaper, anything colored) to make a paper ball. Draw three separate big circles and write Dd, Ee, and Ff in each circle on the whiteboard. Have the students throw their paper ball at the same beginning sound letter when they hear the word.</p> <p>T: When you hear dog, throw your paper ball at Dd on the whiteboard.</p> <p>Are you ready? /f/, /f/, frog.</p> <p>S: (throwing the paper ball at Ff on the ball) Frog begins with Ff.</p> <p>Do the same with the other words.</p>	

## Unit 3\_Gg Hh li

• goat, gum, gift, gorilla | hat, hen, horse, house | ink, igloo, insect, iguana

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Gg, Hh, li</li> <li>• to learn the sounds of the letters: Gg, Hh, li</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U3 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.18~23)</b>	
<b>★Warm Up</b>	<p>Prepare the B1_U3 picture flashcards before class.</p> <p>Introduce one word that begins with Gg, Hh, and li by showing each flashcard.</p> <p>T: (showing the goat flashcard) Look at the card. What do you see?</p> <p>S: I see a goat.</p> <p>T: That's right. It is a goat.</p> <p>    /g/, /g/, goat. Can you say the beginning sound of goat?</p> <p>S: /g/, /g/.</p> <p>T: Good. (writing the letters G and g on the whiteboard)</p> <p>    This is a big G, and this is a small g. Gg makes the /g/ sound.</p> <p>Do the same with the letters Hh and li.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U3 picture flashcards before class.</p> <p>Write the letters Gg on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing G) It's a big G.</p> <p>    (writing g) It's a small g.</p> <p>    What letters are these?</p> <p>S: Big G and small G.</p> <p>T: Good. Gg makes the /g/ sound.</p> <p>    What's the sound of Gg?</p> <p>S: /g/, /g/.</p> <p>Do the same with Hh and li.</p> <p>Introduce the Gg words by using the flashcards and then tape them under the letter Gg.</p> <p>T: (showing the goat flashcard) What do you see?</p> <p>S: I see a goat.</p> <p>T: Yes. What's the beginning sound of goat?</p> <p>S: /g/, /g/, G.</p> <p>T: Good job. (taping the goat card under the letter Gg on the whiteboard)</p> <p>Do the same with the rest of the B1_U3 flashcards.</p>
<b>★Unit</b> Introduction (p.18)	<p><b>Listen and point. Then listen and repeat. (CD1_T14)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully.</p> <p>A: G, /g/, /g/.</p> <p>T: (stopping the CD and pointing to the letters Gg) What letter do you see?</p> <p>S: I see a big G and a small g.</p> <p>T: Great. What's the sound of Gg?</p> <p>S: /g/, /g/.</p> <p>T: Good! Now, let's listen to some words that begin with the /g/ sound.</p> <p>A: /g/, /g/, goat.</p>

	<p>T: (stopping the CD) Point to the goat picture.                  S: (pointing)                  When the students finish pointing to each Gg word, play the CD again and have them repeat after each word.                  Do the same with the letters Hh and li.</p> <p><b>Write and say.</b>                  Write the letters Gg, Hh, and li on the board to show the students how to write them.                  T: (writing the letter G) What letter is this?                  S: It's a big G.                  T: That's right. This is a big G. This is how you write a big G.                  (tracing the big G) One, two.                  Do the same with the small g.                  T: What is the sound of Gg?                  S: /g/, /g/.                  T: Great. Now, write a big G and a small g in your book.                  S: (writing)</p>
<p>★ Letters &amp; Sounds (p.19)</p> <p>Answers                  1. Gg 2. Hh 3. li</p> <p>Answers                  1. g/gum 2. h/hat                  3. i/ink 4. h/hen                  5. h/house 6. g/gift                  7. i/iguana 8. g/gorilla                  9. i/igloo</p>	<p><b>Circle the correct letter pairs.</b>                  Have the students look at the picture and circle the beginning letters.                  T: Look at number 1. What do you see?                  S: I see a goat.                  T: What's the beginning letter of goat?                  S: /g/, /g/ G.                  T: Great. Find the big G and the small g and circle them.                  S: (circling)                  Do the same with the letters Hh and li.</p> <p><b>Listen and check. Then write. (CD1_T15)</b>                  Have the students look at the pictures and talk about them.                  T: Look at number 1. What do you see?                  S: I see gum.                  T: What's the beginning sound of gum?                  S: /g/, /g/, G.                  T: Good.                  Play the CD. Have the students listen to the CD and check the answer.                  Have them check and write the beginning letter. Then, have them trace the rest of the word.                  T: (playing the CD)                  A: /g/ /g/ gum, /g/ /g/ gum                  T: What's the beginning letter of gum?                  S: /g/, /g/, G.                  T: Good. Check the letter g. Then, write a small g in the blank and trace the rest of the word.                  Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.20~21)</p>	<p><b>Say and check the words with the same beginning sound.</b>                  Have the students say the sound of each letter and its sound.                  Then, have them check the pictures with the same beginning sound.                  T: Look at number 1. What letter is it?                  S: It is li.</p>

Answers (p.20)

1. igloo, ink, insect
2. gum, gorilla, gift
3. hen, horse, house
4. ink, insect, iguana

Answers (p.20)

1. gorilla 2. horse
3. insect 4. goat
5. ink 6. hen

Answers (p.21)

Answers (p.21)

Answers may vary.

★Phonics

Sentences (p.22)

Answers

1. gum 2. gift
3. hat 4. ink
5. igloo 6. house

T: Good. What's the sound of li?

S: /i/, /i/.

T: Great. Now, look at the pictures and say the words with a /i/ sound.

S: Igloo, ink, insect.

T: Excellent! /i/ /i/ igloo, /i/ /i/ ink, /i/ /i/ insect.

Check the three words.

Do the same with the rest of the questions.

**Listen and circle. Then write. (CD1\_T16)**

Have the students read each word.

Play the CD. Have them draw a circle around the correct word and write it.

T: Look at number 1. Read the words.

S: hat, igloo, gorilla.

T: Good. Now, listen to the CD. (playing the CD)

A: Gorilla, gorilla.

T: What did the person say?

S: Gorilla, gorilla.

T: Now, circle the word gorilla and write it.

S: (circling and writing)

Do the same with the rest of the questions.

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.

T: Look at number 1. Read the word.

S: Hat, hat.

T: Good. Find the picture of a hat and draw a line to it. Then, write the word.

S: (drawing a line and writing)

Do the same with the rest of the questions.

**Draw and write your own word.**

Have the students draw the words that begin with Gg, Hh, and li.

Monitor the students' work if necessary.

Have them present their work as time allows.

**Listen and read. Then circle and write. (CD1\_T17)**

Have the students look at the picture and talk about it.

T: Look at number 1. What do you see in the picture?

S1: I see a goat.

S2: I see gum.

T: Good. What is the goat doing?

S: The goat is chewing gum.

T: Good.

Play the CD. Have the students circle the correct word and write it.

T: Now, listen to the CD. (playing the CD)

A: The goat is chewing gum.

T: What did the person say?

S: The goat is chewing gum.

T: Good. Find the word gum.

S: (looking)

	<p>T: Circle the word and write it.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.23)</p>	<p><b>Read the story and chant along. (CD1_T18~19)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: The Small Insect.</p> <p>T: What do you see in the picture?</p> <p>S: I see a(n) goat/iguana/insect/horse/apple/cup/hat.</p> <p>T: Good. Can you find the words that begin with Gg, Hh, or Ii?</p> <p>S: Yes. Goat, insect, hat, horse, iguana.</p> <p>T: Great. Let's listen to the story.</p> <p>Play the CD and then read the story as the students point to each word.</p> <p>Then, listen to the chant and chant it.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) In the story, there are some sight words. Let's read them together.</p> <p>T&amp;S: Look, to, it, no.</p>
<p><b>Workbook (pp.12~14)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. gum, gift / Gg 2. hen, horse / Hh 3. igloo, insect / Ii</p> <p>B. 1. Hh / hen 2. Gg / gum 3. Ii / ink 4. Gg / goat 5. Ii / insect 6. Hh / house</p> <p>C. 1. gift 2. igloo 3. hat 4. iguana 5. gorilla 6. horse 7. goat 8. hen 9. gum 10. house 11. ink 12. insect</p> <p>D. 1. goat, gum 2. hen, hat 3. horse, ink 4. insects, igloo</p> <p>E. insect, goat, horse, iguana</p>	
<p><b>Phonics Readers (pp.12~15) Story 3</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures.</p> <p>T: Open the book to page 12. Let's read the title together.</p> <p>T&amp;S: Go Hiking.</p> <p>T: What do you see in the picture?</p> <p>S: I see a goat, a gorilla, and a backpack.</p> <p>T: Good. What are they doing?</p> <p>S: They are going somewhere.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T30)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 1, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: Gorilla and Goat go hiking. They bring two hats and some snacks.</p> <p>S: (pointing to each word) Gorilla and Goat go hiking. They bring two hats and some snacks.</p> <p>T: Good.</p>

	<p>Have the students find the words that begin with Gg, Hh, or Ii and circle them.</p> <p>T: Now, can you find the words that begin with Gg, Hh, or Ii?</p> <p>S: Yes. Gorilla, goat, hat.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.15)</p> <p><b>Answers</b> A. b, a, c, d B. 1. False 2. True 3. True</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 15. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: Gorilla and Goat go swimming.</p> <p>T: Good. In the story, do Gorilla and Goat go swimming?</p> <p>S: No.</p> <p>T: Very Good. In the story, where do Gorilla and Goat go?</p> <p>S: They go hiking.</p> <p>T: Great. So the sentence is wrong. Circle false.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>Pick and Say</b></p> <p>Prepare three balls and write Gg, Hh, and Ii on each ball. Put them in the bag.</p> <p>Choose one student to get a ball from the bag and have him/her say the word that begins with the letter on the ball.</p> <p>T: There are three balls: Gg, Hh, and Ii. Get a ball from the bag.</p> <p>Then, say the word that begins with the letter on it.</p> <p>S: (getting a ball) Hh. /h/, /h/, hat.</p> <p>Continue this activity until one student fails to say the word that begins with the letter.</p>	

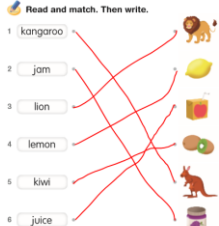


## Unit 4\_Jj Kk Ll

• jam, jeep, juice, jacket | king, kiwi, koala, kangaroo | lion, lip, leg, lemon

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Jj, Kk, Ll</li> <li>• to learn the sounds of the letters: Jj, Kk, Ll</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U4 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.24~29)</b>	
<b>★Warm Up</b>	<p>Prepare the B1_U4 picture flashcards before class.</p> <p>Introduce one word that begins with Jj, Kk, and Ll by showing each flashcard.</p> <p>T: (showing the jam flashcard) Look at the card. What do you see? S: I see jam. T: That's right. It is jam. /j/, /j/, jam. Can you say the beginning sound of jam? S: /j/, /j/.</p> <p>T: Good. (writing the letters J and j on the whiteboard) This is a big J, and this is a small j. Jj makes the /j/ sound.</p> <p>Do the same with the letters Kk and Ll.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U4 picture flashcards before class.</p> <p>Write the letters Jj on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing J) It's a big J. (writing j) It's a small j. What letters are these? S: Big J and small j. T: Good. Jj makes the /j/ sound. What's the sound of Jj? S: /j/, /j/.</p> <p>Do the same with Kk and Ll.</p> <p>Introduce the Jj words by using the flashcards and then tape them under the letter Jj.</p> <p>T: (showing the jam flashcard) What do you see? S: I see jam. T: Yes. What's the beginning sound of jam? S: /j/, /j/, J. T: Good job. (taping the jam card under the letter Jj on the whiteboard) Do the same with the rest of the B1_U4 flashcards.</p>
<b>★Unit Introduction (p.24)</b>	<p><b>Listen and point. Then listen and repeat. (CD1_T20)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully. A: J, /j/, /j/.</p> <p>T: (stopping the CD and pointing to the letters Jj) What letter do you see? S: I see a big J and a small j. T: Great. What's the sound of Jj? S: /j/, /j/.</p> <p>T: Good! Now, let's listen to some words that begin with the /j/ sound. A: /j/, /j/, jam.</p>

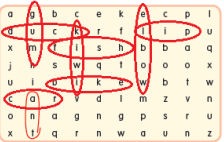
	<p>T: (stopping the CD) Point to the jam picture. S: (pointing) When the students finish pointing to each Jj word, play the CD again and have them repeat after each word. Do the same with the letters Kk and Ll.</p> <p><b>Write and say.</b> Write the letters Jj, Kk, and Ll on the board to show the students how to write them. T: (writing the letter J) What letter is this? S: It's a big J. T: That's right. This is a big J. This is how you write a big J. (tracing the big J) One, two. Do the same with the small j. T: What is the sound of Jj? S: /j/, /j/. T: Great. Now, write a big J and a small j in your book. S: (writing)</p>
<p>★ Letters &amp; Sounds (p.25)</p> <p>Answers 1. Jj 2. Kk 3. Ll</p> <p>Answers 1. j/jeep 2. k/koala 3. l/lip 4. k/king 5. l/leg 6. j/juice 7. l/lion 8. k/kangaroo 9. j/jacket</p>	<p><b>Circle the correct letter pairs.</b> Have the students look at the picture and circle the beginning letters. T: Look at number 1. What do you see? S: I see jam. T: What's the beginning letter of jam? S: /j/, /j/, J. T: Great. Find the big J and the small j and circle them. S: (circling) Do the same with the letters Kk and Ll.</p> <p><b>Listen and check. Then write. (CD1_T21)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a jeep. T: What's the beginning sound of jeep? S: /j/, /j/, J. T: Good. Play the CD. Have the students listen to the CD and check the answer. Have them check and write the beginning letter. Then, have them trace the rest of the word. T: (playing the CD) A: /j/ /j/ jeep, /j/ /j/ jeep. T: What's the beginning letter of jeep? S: /j/, /j/, J. T: Good. Check the letter j. Then, write a small j in the blank and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.26~27)</p>	<p><b>Say and check the words with the same beginning sound.</b> Have the students say the sound of each letter and its sound. Then, have them check the pictures with the same beginning sound. T: Look at number 1. What letter is it? S: It is Ll.</p>

<p>Answers (p.26)</p> <ol style="list-style-type: none"> <li>lion, leg, lip</li> <li>jeep, juice, jam</li> <li>king, kiwi, kangaroo</li> <li>leg, lion, lemon</li> </ol>	<p>T: Good. What's the sound of L?</p> <p>S: /l/, /l/.</p> <p>T: Great. Now, look at the pictures and say the words with a /l/ sound.</p> <p>S: Lion, leg, lip.</p> <p>T: Excellent! /l/ /l/ lion, /l /l/ leg, /l/ /l/ lip.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p>
<p>Answers (p.26)</p> <ol style="list-style-type: none"> <li>king 2. lip</li> <li>juice 4. kiwi</li> <li>lemon 6. jacket</li> </ol>	<p><b>Listen and circle. Then write. (CD1_T22)</b></p> <p>Have the students read each word.</p> <p>Play the CD. Have them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words.</p> <p>S: Leg, jeep, king.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: King, king.</p> <p>T: What did the person say?</p> <p>S: King, king.</p> <p>T: Now, circle the word king and write it.</p> <p>S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p>
<p>Answers (p.27)</p> <p>Read and match. Then write.</p> 	<p><b>Read and match. Then write.</b></p> <p>Have the students read each word and match it with the correct picture. Then, have them write it.</p> <p>T: Look at number 1. Read the word.</p> <p>S: Kangaroo, kangaroo.</p> <p>T: Good. Find the picture of a kangaroo and draw a line to it. Then, write the word.</p> <p>S: (drawing a line and writing)</p> <p>Do the same with the rest of the questions.</p>
<p>Answers (p.27)</p> <p>Answers may vary.</p>	<p><b>Draw and write your own word.</b></p> <p>Have the students draw the words that begin with Jj, Kk, and Ll.</p> <p>Monitor the students' work if necessary.</p> <p>Have them present their work as time allows.</p>
<p>★Phonics</p> <p>Sentences (p.28)</p> <p>Answers</p> <ol style="list-style-type: none"> <li>king 2. jam</li> <li>lemon 4. kangaroo</li> <li>juice 6. lip</li> </ol>	<p><b>Listen and read. Then circle and write. (CD1_T23)</b></p> <p>Have the students look at the picture and talk about it.</p> <p>T: Look at number 1. What do you see in the picture?</p> <p>S1: I see a king.</p> <p>S2: I see a jeep.</p> <p>T: Good. What is the king doing?</p> <p>S: The king is driving a jeep.</p> <p>T: Good.</p> <p>Play the CD. Have the students circle the correct word and write it.</p> <p>T: Now, listen to the CD. (playing the CD)</p> <p>A: Can the king drive a jeep?</p> <p>T: What did the person say?</p> <p>S: Can the king drive a jeep?</p> <p>T: Good. Find the word king.</p> <p>S: (looking)</p>

	<p>T: Circle the word and write it.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.29)</p>	<p><b>Read the story and chant along. (CD1_T24~25)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: My Fruit Juice.</p> <p>T: What do you see in the picture?</p> <p>S: I see a girl and kiwis/lemons.</p> <p>T: Good. Can you find the words that begin with Jj, Kk, or Ll?</p> <p>S: Yes. Kiwi, lemon, juice.</p> <p>T: Great. Let's listen to the story.</p> <p>Play the CD and then read the story as the students point to each word.</p> <p>Then, listen to the chant and chant it.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) In the story, there are some sight words. Let's read them together.</p> <p>T&amp;S: I, want, let, and.</p>
<p><b>Workbook (pp.16~18)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. jeep, juice / Jj 2. kangaroo, koala / Kk 3. lion, lemon / Ll</p> <p>B. 1. Kk / koala 2. Jj / jacket 3. Kk / king 4. Jj / jam 5. Ll / lion 6. Ll / leg</p> <p>C. 1. jeep 2. lip 3. kiwi 4. juice 5. king 6. lemon 7. lion 8. jam 9. koala 10. leg 11. jacket 12. kangaroo</p> <p>D. 1. <u>l</u>ing, <u>j</u>eepest 2. <u>l</u>ion <u>l</u>emon 3. <u>j</u>uice, <u>j</u>acket 4. <u>k</u>oala, <u>j</u>am</p> <p>E. Juice, kiwis, lemons</p>	
<p><b>Phonics Readers (pp.16~19) Story 4</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures.</p> <p>T: Open the book to page 16. Let's read the title together.</p> <p>T&amp;S: The Jungle Trip.</p> <p>T: What do you see in the picture?</p> <p>S: I see a koala, a kangaroo, and a jeep.</p> <p>T: Good. Where are they doing?</p> <p>S: They are driving a jeep.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T31)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 1, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: Koala takes Kangaroo to the jungle. They ride in a jeep to go there.</p> <p>S: (pointing to each word) Koala takes Kangaroo to the jungle. They ride in a jeep to go there.</p> <p>T: Good.</p>

	<p>Have the students find the words that begin with Jj, Kk, or Ll and circle them.</p> <p>T: Now, can you find the words that begin with Jj, Kk, or Ll?</p> <p>S: Yes. Koala, kangaroo, jeep, jungle.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.19)</p> <p><b>Answers</b></p> <p>A. d, b, a, c</p> <p>B. 1. True 2. False 3. True</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 19. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: Koala and Kangaroo go to the jungle.</p> <p>T: Good. In the story, do Gorilla and Goat go to the jungle?</p> <p>S: Yes.</p> <p>T: Great. Circle true.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>Memory Chain</b></p> <p>Say the letters from Aa to Ll and have a student (S1) say a word that begins with each letter. Then, have the student (S2) next to S1 say the previous word and S2's own word.</p> <p>T: /k/, /k/, Kk.</p> <p>S1: /k/, /k/, kangaroo.</p> <p>S2: /k/, /k/, kangaroo, /k/, /k/, kiwi.</p> <p>Keep playing the activity until a student fails to memorize all the words. Continue the game until one student is left.</p>	

# Review I Units 1-4

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• to review the letters and sounds of Aa~Ll by using the flashcards for Units 1~4</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• B1_U1~U4 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<p><b>Student Book (pp.30~35)</b></p>	
<p>★Review</p>	<p>Prepare the B1_U1~U4 flashcards.          Show each card to the students and review the beginning letter and sound of each word.          T: (showing the apple card) What do you see?          S: I see an apple.          T: What's the beginning sound of apple?          S: /a/, /a/, A.          T: Good. Write a big A and a small a in the air.          S: (writing)</p>
<p>(p.30)</p> <p>Answers</p> <p>1. Dd 2. Aa          3. Ee 4. Hh          5. Ll 6. Gg          7. Kk 8. Ii</p>	<p><b>Listen and match. Then write. (CD1_T26)</b>          T: Look at number 1. Listen to the CD.          A: /d/, /d/, dog.          T: (stopping the CD) What's the beginning sound of dog?          S: /d/, /d/.          T: Great. What letter makes a /d/ sound?          S: Dd.          T: Good! Draw a line to Dd.          S: (drawing)          Do the same with the rest of the questions.  <i>*Option:</i> If you are teaching fast learners, play the CD and have the students write all the answers.          Then, check the answers with the students.</p>
<p>(p.31)</p> <p>Answers</p> <p>1. bear, bell          2. fish, face          3. juice, jeep          4. cake, cup          5. elephant, elf          6. alligator, ambulance</p>	<p><b>Circle and draw your own word.</b>          T: Look at number 1. What letter do you see?          S: I see a big B and a small b.          T: What's the sound of Bb?          S: /b/ /b/          T: Good! Find the words that begin with a /b/ sound.          S: bear, bell.          T: Great. Circle them and draw one more word with a /b/ sound.          Do the same with the rest of the questions.</p>
<p>(p.32)</p> <p>Answers</p> <p>1. ant 2. bike          3. car 4. fish          5. gum 6. elbow          7. kiwi 8. duck          9. lip</p> 	<p><b>Write the words and find them.</b>          T: Look at number 1. What do you see?          S: I see an ant.          T: What's the beginning letter of a?          S: Aa.          T: Good. Write an a and trace the rest of the word.          S: (writing and tracing)          T: Now, find ant and circle it in the word search box below.          S: (circling)          Do the same with the rest of the questions.</p>

<p><b>(p.33)</b></p> <p>Answers</p> <p>1. lion 2. ambulance 3. iguana 4. jacket 5. koala 6. house</p>	<p><b>Listen and circle. Then write the word. (CD1_T27)</b></p> <p>T: Look at number 1. What do you see? S: I see a cat, a lion, and a duck. T: Listen to the CD. (playing the CD) A: Lion, lion. T: What did you hear? S: Lion, lion. T: Good. Circle the word and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
<p><b>(p.34)</b></p> <p>Answers</p> <p>1. apple 2. elbow 3. face 4. gift 5. igloo 6. kangaroo</p>	<p><b>Read and fill in the blank.</b></p> <p>T: Look at number 1. Let's read the sentence together. T&amp;S: The ant eats an... T: Good. Find the missing word in the word box. S: Apple. T: Great. Write the word in the blank. S: (writing) Do the same with the rest of the questions.</p>
<p><b>(p.35)</b></p> <p>Answers</p> <p>1. c 2. d 3. b 4. a</p>	<p><b>Read the stories and match.</b></p> <p>Talk about the pictures with the students. T: Look at letter a. What do you see in the picture? S: I see a girl/a gift. T: What is in the box? S: A dog is in the box. Do the same with the rest of the pictures. Read each chant with the students and have them match it with the correct picture. T: Look at number 1. Let's read the chant together. T&amp;S: I'm hot. I'm thirsty.     Juice, juice, I want to drink it.     Let's put kiwis and lemons in it.     Shake, shake! Let's drink it. T: Find the correct picture and draw a line to it. S: (drawing)</p>
<p><b>Workbook (pp.20~23)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1. Then, have the students complete the exercise by themselves. After that, check the answers with the students. <i>*Option: If you do not have enough time to do the workbook, tell the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. c / cat 2. h / hen 3. k / kiwi 4. e / elf 5. c / cup 6. i / insect 7. j / jeep 8. l / leg 9. g / goat B. frog - 4 bike - 1 deer - 3 kangaroo - 5 jacket - 2 ambulance - 11     face - 6 car - 12 elephant - 7 lion - 9 gorilla - 8 house - 10 C. 1. elbow 2. gift 3. igloo 4. king 5. lemon 6. alligator 7. fish 8. duck 9. horse 10. jam 11. bear 12. cat D. 1. bike 2. cat 3. deer 4. fan 5. house 6. lip</p>	

# Unit 5\_Mm Nn Oo

· man, map, milk, mug | nest, nail, nose, nut | octopus, orange, olive, ostrich

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Mm, Nn, Oo</li> <li>• to learn the sounds of the letters: Mm, Nn, Oo</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U5 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.36~41)</b>	
<b>★Warm Up</b>	<p>Prepare the B1_U5 picture flashcards before class.</p> <p>Introduce one word that begins with Mm, Nn, and Oo by showing each flashcard.</p> <p>T: (showing the man flashcard) Look at the card. What do you see?</p> <p>S: I see a man.</p> <p>T: That's right. He is a man.</p> <p>/m/, /m/, man. Can you say the beginning sound of man?</p> <p>S: /m/, /m/.</p> <p>T: Good. (writing the letters M and m on the whiteboard)</p> <p>This is a big M, and this is a small m. Mm makes the /m/ sound.</p> <p>Do the same with the letters Nn and Oo.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U5 picture flashcards before class.</p> <p>Write the letters Mm on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing M) It's a big M.</p> <p>(writing m) It's a small m.</p> <p>What letters are these?</p> <p>S: Big M and small m.</p> <p>T: Good. Mm makes the /m/ sound.</p> <p>What's the sound of Mm?</p> <p>S: /m/, /m/.</p> <p>Do the same with Nn and Oo.</p> <p>Introduce the Mm words by using the flashcards and then tape them under the letter Mm.</p> <p>T: (showing the man flashcard) What do you see?</p> <p>S: I see a man.</p> <p>T: Yes. What's the beginning sound of man?</p> <p>S: /m/, /m/, M.</p> <p>T: Good job. (taping the man card under the letter Mm on the whiteboard)</p> <p>Do the same with the rest of the B1_U5 flashcards.</p>
<b>★Unit</b> Introduction (p.36)	<p><b>Listen and point. Then listen and repeat. (CD2_T02)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully.</p> <p>A: M, /m/, /m/.</p> <p>T: (stopping the CD and pointing to the letters Mm) What letter do you see?</p> <p>S: I see a big M and a small m.</p> <p>T: Great. What's the sound of Mm?</p> <p>S: /m/, /m/.</p> <p>T: Good! Now, let's listen to some words that begin with the /m/ sound.</p> <p>A: /m/, /m/, man.</p>



	<p>T: (stopping the CD) Point to the man picture. S: (pointing) When the students finish pointing to each Mm word, play the CD again and have them repeat after each word. Do the same with the letters Nn and Oo.</p> <p><b>Write and say.</b> Write the letters Mm, Nn, and Oo on the board to show the students how to write them. T: (writing the letter M) What letter is this? S: It's a big M. T: That's right. This is a big M. This is how you write a big M. (tracing the big J) One, two, three, four. Do the same with the small m. T: What is the sound of Mm? S: /m/, /m/. T: Great. Now, write a big M and a small m in your book. S: (writing)</p>
<p>★ Letters &amp; Sounds (p.37)</p> <p><b>Answers</b> 1. Mm 2. Nn 3. Oo</p> <p><b>Answers</b> 1. m/mug 2. n/nose 3. o/olive 4. m/map 5. m/man 6. n/nut 7. n/nail 8. o/orange 9. o/octopus</p>	<p><b>Circle the correct letter pairs.</b> Have the students look at the picture and circle the beginning letters. T: Look at number 1. What do you see? S: I see milk. T: What's the beginning letter of milk? S: /m/, /m/, M. T: Great. Find the big M and the small m and circle them. S: (circling) Do the same with the letters Nn and Oo.</p> <p><b>Listen and check. Then write. (CD2_T03)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a mug. T: What's the beginning sound of mug? S: /m/, /m/, M. T: Good. Play the CD. Have the students listen to the CD and check the answer. Have them check and write the beginning letter. Then, have them trace the rest of the word. T: (playing the CD) A: /m/ /m/ mug, /m/ /m/ mug. T: What's the beginning letter of mug? S: /m/, /m/, M. T: Good. Check the letter m. Then, write a small m in the blank and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.38~39)</p>	<p><b>Say and check the words with the same beginning sound.</b> Have the students say the sound of each letter and its sound. Then, have them check the pictures with the same beginning sound. T: Look at number 1. What letter is it? S: It is Oo.</p>

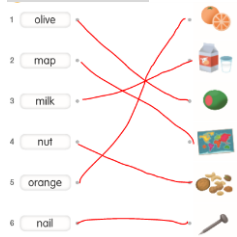
Answers (p.38)

1. olive, orange, octopus
2. nail, nest, nose
3. milk, mug, map
4. octopus, orange, ostrich

Answers (p.38)

1. map 2. nose
3. octopus 4. milk
5. olive 6. nest

Answers (p.39)



Answers (p.39)

Answers may vary.

★Phonics  
Sentences (p.40)

Answers

1. milk 2. nest
3. nail 4. map
5. orange 6. olive

T: Good. What's the sound of Oo?

S: /o/, /o/.

T: Great. Now, look at the pictures and say the words with an /o/ sound.

S: Olive, orange, octopus.

T: Excellent! /o/ /o/ olive, /o/ /o/ orange, /o/ /o/ octopus.

Check the three words.

Do the same with the rest of the questions.

**Listen and circle. Then write. (CD2\_T04)**

Have the students read each word.

Play the CD. Have them draw a circle around the correct word and write it.

T: Look at number 1. Read the words.

S: Olive, nest, map.

T: Good. Now, listen to the CD. (playing the CD)

A: Map, map.

T: What did the person say?

S: Map, map.

T: Now, circle the word map and write it.

S: (circling and writing)

Do the same with the rest of the questions.

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.

T: Look at number 1. Read the word.

S: Olive, olive.

T: Good. Find the picture of an olive and draw a line to it. Then, write the word.

S: (drawing a line and writing)

Do the same with the rest of the questions.

**Draw and write your own word.**

Have the students draw the words that begin with Mm, Nn, and Oo.

Monitor the students' work if necessary.

Have them present their work as time allows.

**Listen and read. Then circle and write. (CD2\_T05)**

Have the students look at the picture and talk about it.

T: Look at number 1. What do you see in the picture?

S1: I see a man.

S2: I see milk.

T: Good. What is the man doing?

S: The man is drinking milk.

T: Good.

Play the CD. Have the students circle the correct word and write it.

T: Now, listen to the CD. (playing the CD)

A: The man is drinking some milk.

T: What did the person say?

S: The man is drinking some milk.

T: Good. Find the word milk.

S: (looking)

	<p>T: Circle the word and write it.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.41)</p>	<p><b>Read the story and chant along. (CD2_T06~07)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: A Nail in the Mug</p> <p>T: What do you see in the picture?</p> <p>S: I see a man/nail/map/.</p> <p>T: Good. Can you find the words that begin with Mm, Nn, or Oo?</p> <p>S: Yes. Man, milk, mug, map, nail.</p> <p>T: Great. Let's listen to the story.</p> <p>Play the CD and then read the story as the students point to each word.</p> <p>Then, listen to the chant and chant it.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) In the story, there are some sight words. Let's read them together.</p> <p>T&amp;S: The, into his, in.</p>
<p><b>Workbook (pp.24~26)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. man, mug / Mm 2. nut, nail / Nn 3. ostrich, octopus / Oo</p> <p>B. 1. Nn / nut 2. Mm / milk 3. Nn / nest 4. Oo / orange 5. Mm / map 6. Oo / olive</p> <p>C. 1. orange 2. man 3. nail 4. nose 5. mug 6. olive 7. octopus 8. nut 9. map 10. nest 11. ostrich 12. milk</p> <p>D. 1. <u>n</u>ails, <u>m</u>ug 2. <u>o</u>strich <u>m</u>ap 3. <u>n</u>uts, <u>n</u>est 4. <u>o</u>ctopus, <u>o</u>lives</p> <p>E. man, milk, map, mug</p>	
<p><b>Phonics Readers (pp.20~23) Story 5</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures.</p> <p>T: Open the book to page 20. Let's read the title together.</p> <p>T&amp;S: The Treasure Map.</p> <p>T: What do you see in the picture?</p> <p>S: I see a man/map/tree/hat.</p> <p>T: Good. What is the man doing?</p> <p>S: The man is catching the map.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T28)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 2, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: A man finds a map on the road. "Oh, it's a treasure map," he says.</p> <p>S: (pointing to each word) A man finds a map on the road. "Oh, it's a treasure map," he says.</p> <p>T: Good.</p>

	<p>Have the students find the words that begin with Mm, Nn, or Oo and circle them.</p> <p>T: Now, can you find the words that begin with Mm, Nn, or Oo?</p> <p>S: Yes. Man, map.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.27)</p> <p><b>Answers</b></p> <p>A. c, d, b, a</p> <p>B. 1. True 2. True 3. False</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 27. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: A man finds a map on the road.</p> <p>T: Good. In the story, does a man find a map on the road?</p> <p>S: Yes.</p> <p>T: Great. Circle true.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>Phonics Jumping Game</b></p> <p>Write Mm, Nn, and Oo on separate pieces of paper and stick them on the floor. Prepare the B2_U5 picture flashcards. When the teacher shows the picture flashcard, the students go to the beginning letter of the picture and stand on it. The teacher can call out the word from Mm, Nn, or Oo instead of showing the card.</p> <p>T: I will show you a flashcard.</p> <p>When you see the card, you need to move to the correct beginning letter and stand on it.</p> <p>Are you ready? (showing the octopus card)</p> <p>S: (standing on Oo on the floor.) Octopus begins with Oo.</p> <p>Do the same with the other words.</p>	

# Unit 6\_Pp Qq Rr

• pig, piano, pizza, pot | queen, quiet, quilt, question | rabbit, run, robot, rose

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Pp, Qq, Rr</li> <li>• to learn the sounds of the letters: Pp, Qq, Rr</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U6 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.42~47)</b>	
<b>★Warm Up</b>	<p>Prepare the B1_U6 picture flashcards before class.</p> <p>Introduce one word that begins with Pp, Qq, and Rr by showing each flashcard.</p> <p>T: (showing the man flashcard) Look at the card. What do you see? S: I see a pig. T: That's right. It is a pig. /p/, /p/, pig. Can you say the beginning sound of pig? S: /p/, /p/.</p> <p>T: Good. (writing the letters P and p on the whiteboard) This is a big P, and this is a small p. Pp makes the /p/ sound.</p> <p>Do the same with the letters Qq and Rr.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U6 picture flashcards before class.</p> <p>Write the letters Pp on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing P) It's a big P. (writing p) It's a small p. What letters are these? S: Big P and small p. T: Good. Pp makes the /p/ sound. What's the sound of Pp? S: /p/, /p/.</p> <p>Do the same with Qq and Rr.</p> <p>Introduce the Pp words by using the flashcards and then tape them under the letter Pp.</p> <p>T: (showing the pig flashcard) What do you see? S: I see a pig. T: Yes. What's the beginning sound of pig? S: /p/, /p/, P. T: Good job. (taping the pig card under the letter Pp on the whiteboard) Do the same with the rest of the B1_U6 flashcards.</p>
<b>★Unit</b> Introduction (p.42)	<p><b>Listen and point. Then listen and repeat. (CD2_T08)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully. A: P, /p/, /p/.</p> <p>T: (stopping the CD and pointing to the letters Pp) What letter do you see? S: I see a big P and a small p. T: Great. What's the sound of Pp? S: /p/, /p/.</p> <p>T: Good! Now, let's listen to some words that begin with the /p/ sound. A: /p/, /p/, pig.</p>

	<p>T: (stopping the CD) Point to the pig picture.                  S: (pointing)                  When the students finish pointing to each Pp word, play the CD again and have them repeat after each word.                  Do the same with the letters Qq and Rr.</p> <p><b>Write and say.</b>                  Write the letters Pp, Qq, and Rr on the board to show the students how to write them.                  T: (writing the letter P) What letter is this?                  S: It's a big P.                  T: That's right. This is a big P. This is how you write a big P.                  (tracing the big P) One, two.                  Do the same with the small p.                  T: What is the sound of Pp?                  S: /p/, /p/.                  T: Great. Now, write a big P and a small p in your book.                  S: (writing)</p>
<p>★ Letters &amp; Sounds (p.43)</p> <p>Answers</p> <p>1. Pp 2. Qq 3. Rr</p> <p>Answers</p> <p>1. p/pizza 2. p/pot                  3. r/rose 4. q/quiet                  5. p/piano 6. r/run                  7. r/robot 8. q/quilt                  9. q/question</p>	<p><b>Circle the correct letter pairs.</b>                  Have the students look at the picture and circle the beginning letters.                  T: Look at number 1. What do you see?                  S: I see a pig.                  T: What's the beginning letter of pig?                  S: /p/, /p/, P.                  T: Great. Find the big P and the small p and circle them.                  S: (circling)                  Do the same with the letters Qq and Rr.</p> <p><b>Listen and check. Then write. (CD2_T09)</b>                  Have the students look at the pictures and talk about them.                  T: Look at number 1. What do you see?                  S: I see pizza.                  T: What's the beginning sound of pizza?                  S: /p/, /p/, P.                  T: Good.                  Play the CD. Have the students listen to the CD and check the answer.                  Have them check and write the beginning letter. Then, have them trace the rest of the word.                  T: (playing the CD)                  A: /p/ /p/ pizza, /p/ /p/ pizza.                  T: What's the beginning letter of pizza?                  S: /p/, /p/, P.                  T: Good. Check the letter p. Then, write a small p in the blank and trace the rest of the word.                  Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.44~45)</p>	<p><b>Say and check the words with the same beginning sound.</b>                  Have the students say the sound of each letter and its sound.                  Then, have them check the pictures with the same beginning sound.                  T: Look at number 1. What letter is it?                  S: It is Rr.</p>

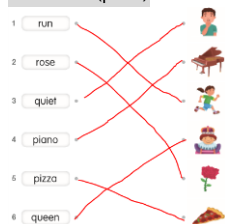
Answers (p.44)

1. rabbit, robot, run
2. piano, pot, pig
3. quiet, queen, question
4. pizza, pig, piano

Answers (p.44)

1. rose 2. queen
3. piano 4. quiet
5. pot 6. robot

Answers (p.45)



Answers (p.45)

Answers may vary.

★Phonics

Sentences (p.46)

Answers

1. rabbit 2. pizza
3. piano 4. queen
5. run 6. quilt

T: Good. What's the sound of Rr?

S: /r/, /r/.

T: Great. Now, look at the pictures and say the words with an /r/ sound.

S: Rabbit, robot, run.

T: Excellent! /r/ /r/ rabbit, /r/ /r/ robot, /r/ /r/ run.

Check the three words.

Do the same with the rest of the questions.

**Listen and circle. Then write. (CD2\_T10)**

Have the students read each word.

Play the CD. Have them draw a circle around the correct word and write it.

T: Look at number 1. Read the words.

S: Pig, rose, question

T: Good. Now, listen to the CD. (playing the CD)

A: Rose, rose.

T: What did the person say?

S: Rose, rose.

T: Now, circle the word rose and write it.

S: (circling and writing)

Do the same with the rest of the questions.

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.

T: Look at number 1. Read the word.

S: Run, run.

T: Good. Find the picture of run and draw a line to it. Then, write the word.

S: (drawing a line and writing)

Do the same with the rest of the questions.

**Draw and write your own word.**

Have the students draw the words that begin with Pp, Qq, and Rr.

Monitor the students' work if necessary.

Have them present their work as time allows.

**Listen and read. Then circle and write. (CD2\_T11)**

Have the students look at the picture and talk about it.

T: Look at number 1. What do you see in the picture?

S1: I see a rabbit.

T: Good. Where is the rabbit?

S: The rabbit is in the basket.

T: Good.

Play the CD. Have the students circle the correct word and write it.

T: Now, listen to the CD. (playing the CD)

A: Look at the cute rabbit.

T: What did the person say?

S: Look at the cute rabbit.

T: Good. Find the word rabbit.

S: (looking)

T: Circle the word and write it.

	<p>S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.47)</p>	<p><b>Read the story and chant along. (CD2_T12~13)</b> T: (pointing to the title) Let's read the title together. T&amp;S: The Robot Cook T: What do you see in the picture? S: I see a robot/queen/prince and pizza/pineapple. T: Good. Can you find the words that begin with Pp, Qq, or Rr? S: Yes. Queen, pizza, robot. T: Great. Let's listen to the story. Play the CD and then read the story as the students point to each word. Then, listen to the chant and chant it. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) In the story, there are some sight words. Let's read them together. T&amp;S: Some, make, us, but.</p>
<p><b>Workbook (pp.28~30)</b></p> <p>For each exercise, explain how to do the activity by using number 1. Then, have the students complete the exercise by themselves. After that, check the answers with the students. <i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p><b>Answers</b> A. 1. pizza, pig / Pp 2. quiet, question / Qq 3. rabbit, rose / Rr B. 1. Pp / piano 2. Rr / rabbit 3. Rr / robot 4. Qq / queen 5. Qq / quilt 6. Pp / pot C. 1. pig 2. quiet 3. pizza 4. question 5. piano 6. robot 7. rose 8. run 9. quilt 10. queen 11. pot 12. rabbit D. 1. pizza 2. queen, rose 3. run 4. robot, quilt E. queen, Robot, pizza</p>	
<p><b>Phonics Readers (pp.24~27) Story 6</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures. T: Open the book to page 24. Let's read the title together. T&amp;S: The Friendly Race T: What do you see in the picture? S: I see a pig, a rabbit, an ant, a snail, and a cat. T: Good. What are the pig and rabbit doing? S: The pig and rabbit are ready to run. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T29)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 2, which the students will find interesting.)</i> Then, play the CD again and help the students read the story while pointing to each word. T: (playing the CD) Listen to the whole story. S: (listening) T: (playing the CD) Listen to the story again and read the lines while pointing to each word. A: Pig and Rabbit are in a race. They both want to win the prize. S: (pointing to each word) Pig and Rabbit are in a race. They both want to win the prize. T: Good. Have the students find the words that begin with Pp, Qq, or Rr and circle them.</p>



	<p>T: Now, can you find the words that begin with Pp, Qq, or Rr?                  S: Yes. Pig, rabbit.                  T: Great. Circle the words.</p>
<p>★After Reading                  (Workbook p.31)</p> <p>Answers                  A. c, d, a, b                  B. 1. True 2. False                  3. True</p>	<p><b>A. Read and match.</b>                  Have the students open their workbooks to page 31. Help the students read the story.                  Then, have the students match the sentences with the correct pictures.                  T: Let's read the story in Part A together.                  S: (reading)                  T: Find the corresponding picture below and write the letter a.                  S: (writing)                  Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b>                  Help the students read each sentence and have them say if the sentences are true or false.                  T: Look at number 1. Let's read the sentence together.                  T&amp;S: Pig and Rabbit are in a race.                  T: Good. In the story, are Pig and Rabbit in a race?                  S: Yes.                  T: Great. Circle true.                  Do the same with the rest of the questions.</p>

**Fun Activity**

**Whisper Game**

Stick all of the B3\_U6 flashcards on the whiteboard. Divide the class into two teams. Have each team stand in a line. At the back of the classroom, the teacher whispers a word to the first student on each team, and then they whisper to the last student in each line. The last student who finds the correct flashcard on the whiteboard and says the word gets a point.

T: (whispering) /r/, /r/, rabbit.

S1: (whispering) /r/, /r/, rabbit.

S2: (whispering) /r/, /r/, rabbit.

.  
 .  
 .

S at last: (hearing the word and picking up the rabbit picture flashcard) /r/, /r/, rabbit.

Continue the game until all the flashcards are gone from the whiteboard.

## Unit 7\_Ss Tt Uu Vv

• snake, sun, sock, sink | tiger, tomato, tent, turtle | umbrella, up, under, umpire | violin, vase, vest, vet

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Ss, Tt, Uu, Vv</li> <li>• to learn the sounds of the letters: Ss, Tt, Uu, Vv</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U7 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.48~53)</b>	
<p>★Warm Up</p>	<p>Prepare the B1_U7 picture flashcards before class.</p> <p>Introduce one word that begins with Ss, Tt, Uu, and Vv by showing each flashcard.</p> <p>T: (showing the man flashcard) Look at the card. What do you see?</p> <p>S: I see a snake.</p> <p>T: That's right. It is a snake.</p> <p>/s/, /s/, snake. Can you say the beginning sound of snake?</p> <p>S: /s/, /s/.</p> <p>T: Good. (writing the letters S and s on the whiteboard)</p> <p>This is a big S, and this is a small s. Ss makes the /s/ sound.</p> <p>Do the same with the letters Tt, Uu, and Vv.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U7 picture flashcards before class.</p> <p>Write the letters Ss on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing S) It's a big S.</p> <p>(writing s) It's a small s.</p> <p>What letters are these?</p> <p>S: Big S and small s.</p> <p>T: Good. Ss makes the /s/ sound.</p> <p>What's the sound of Ss?</p> <p>S: /s/, /s/.</p> <p>Do the same with Tt, Uu, and Vv.</p> <p>Introduce the Ss words by using the flashcards and then tape them under the letter Ss.</p> <p>T: (showing the snake flashcard) What do you see?</p> <p>S: I see a snake.</p> <p>T: Yes. What's the beginning sound of snake?</p> <p>S: /s/, /s/, S.</p> <p>T: Good job. (taping the snake card under the letter Ss on the whiteboard)</p> <p>Do the same with the rest of the B1_U7 flashcards.</p>
<p>★Unit Introduction (p.48)</p>	<p><b>Listen and point. Then listen and repeat. (CD2_T14)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully.</p> <p>A: S, /s/, /s/.</p> <p>T: (stopping the CD and pointing to the letters Ss) What letter do you see?</p> <p>S: I see a big S and a small s.</p> <p>T: Great. What's the sound of Ss?</p> <p>S: /s/, /s/.</p> <p>T: Good! Now, let's listen to some words that begin with the /s/ sound.</p>

	<p>A: /s/, /s/, snake.  T: (stopping the CD) Point to the snake picture.  S: (pointing)  When the students finish pointing to each Ss word, play the CD again and have them repeat after each word.  Do the same with the letters Tt, Uu, and Vv.</p>
	<p><b>Write and say.</b>  Write the letters Ss, Tt, Uu, and Vv on the board to show the students how to write them.  T: (writing the letter S) What letter is this?  S: It's a big S.  T: That's right. This is a big S. This is how you write a big S.  (tracing the big S) One.  Do the same with the small s.  T: What is the sound of Ss?  S: /s/, /s/.  T: Great. Now, write a big S and a small s in your book.  S: (writing)</p>
<p>★Letters &amp; Sounds (p.49)</p> <p>Answers  1. Ss 2. Tt 3. Uu 4. Vv</p> <p>Answers  1. u/under 2. v/vest  3. t/tent 4. s/sink  5. v/vase 6. s/sock  7. v/violin  8. u/umbrella  9. t/turtle</p>	<p><b>Circle the correct letter pairs.</b>  Have the students look at the picture and circle the beginning letters.  T: Look at number 1. What do you see?  S: I see a snake.  T: What's the beginning letter of snake?  S: /s/, /s/, S.  T: Great. Find the big S and the small s and circle them.  S: (circling)  Do the same with the letters Tt, Uu, and Vv.</p>
	<p><b>Listen and check. Then write. (CD2_T15)</b>  Have the students look at the pictures and talk about them.  T: Look at number 1. What do you see?  S: I see under.  T: What's the beginning sound of under?  S: /u/, /u/, U.  T: Good.  Play the CD. Have the students listen to the CD and check the answer.  Have them check and write the beginning letter. Then, have them trace the rest of the word.  T: (playing the CD)  A: /u/ /u/ under, /u/ /u/ under.  T: What's the beginning letter of under?  S: /u/, /u/, U.  T: Good. Check the letter u. Then, write a small u in the blank and trace the rest of the word.  Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.50-51)</p>	<p><b>Say and check the words with the same beginning sound.</b>  Have the students say the sound of each letter and its sound.  Then, have them check the pictures with the same beginning sound.  T: Look at number 1. What letter is it?</p>

Answers (p.50)

1. tomato, tent, turtle
2. vase, violin, vest
3. up, umpire, umbrella
4. sock, sun, snake

Answers (p.50)

1. sun 2. tiger
3. vet 4. umbrella
5. vest 6. sock

Answers (p.51)



Answers (p.51)

Answers may vary.

★Phonics

Sentences (p.52)

S: It is Tt.  
 T: Good. What's the sound of Tt?  
 S: /t/, /t/.  
 T: Great. Now, look at the pictures and say the words with a /t/ sound.  
 S: Tomato, tent, turtle.  
 T: Excellent! /t/ /t/ tomato, /t/ /t/ tent, /t/ /t/ turtle.  
 Check the three words.  
 Do the same with the rest of the questions.

**Listen and circle. Then write. (CD2\_T16)**

Have the students read each word.  
 Play the CD. Have them draw a circle around the correct word and write it.  
 T: Look at number 1. Read the words.  
 S: Sun, tent, up.  
 T: Good. Now, listen to the CD. (playing the CD)  
 A: Sun, sun.  
 T: What did the person say?  
 S: Sun, sun.  
 T: Now, circle the word sun and write it.  
 S: (circling and writing)  
 Do the same with the rest of the questions.

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.  
 T: Look at number 1. Read the word.  
 S: Umpire, umpire.  
 T: Good. Find the picture of umpire and draw a line to it. Then, write the word.  
 S: (drawing a line and writing)  
 Do the same with the rest of the questions.

**Draw and write your own word.**

Have the students draw the words that begin with Ss, Tt, Uu, and Vv.  
 Monitor the students' work if necessary.  
 Have them present their work as time allows.

**Listen and read. Then circle and write. (CD2\_T17)**

Have the students look at the picture and talk about it.  
 T: Look at number 1. What do you see in the picture?  
 S1: I see a boy.  
 S2: I see a vest.  
 T: Good. What is the boy wearing?  
 S: He is wearing a vest.  
 T: Good.  
 Play the CD. Have the students circle the correct word and write it.  
 T: Now, listen to the CD. (playing the CD)  
 A: Are you wearing a vest?  
 T: What did the person say?  
 S: Are you wearing a vest?  
 T: Good. Find the word vest.

<p>Answers</p> <p>1. vest 2. umpire 3. vase 4. turtle 5. sink 6. tiger</p>	<p>S: (looking) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.53)</p>	<p><b>Read the story and chant along. (CD2_T18~19)</b> T: (pointing to the title) Let's read the title together. T&amp;S: The Poor Umpire. T: What do you see in the picture? S: I see a(n) tiger/tent/snake/sock/umpire. T: Good. Can you find the words that begin with Ss, Tt, Uu, or Vv? S: Yes. Sock, snake, tiger, tent, umpire. T: Great. Let's listen to the story. Play the CD and then read the story as the students point to each word. Then, listen to the chant and chant it. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) In the story, there are some sight words. Let's read them together. T&amp;S: And, see, in, he.</p>
<p><b>Workbook (pp.32~34)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1. Then, have the students complete the exercise by themselves. After that, check the answers with the students. <i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. snake, sock / Ss 2. tomato, tent / Tt 3. umbrella, up / Uu 4. vest, violin / Vv B. 1. Ss / sock 2. Tt / tent 3. Uu / under 4. Vv / vase C. 1. snake 2. tiger 3. up 4. violin 5. sun 6. vest 7. tomato 8. sink 9. umpire 10. umbrella 11. vet 12. turtle D. 1. <u>v</u>est 2. <u>u</u>mpire, <u>t</u>ent 3. <u>s</u>ock, <u>s</u>ink 4. <u>t</u>urtle E. snake, sock, tent, umpire</p>	
<p><b>Phonics Readers (pp.28~31) Story 7</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures. T: Open the book to page 28. Let's read the title together. T&amp;S: Toby Goes Shopping. T: What do you see in the picture? S: I see a turtle and a violin. T: Good. What are the turtle doing? S: The turtle is playing the violin. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T30)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 2, which the students will find interesting.)</i> Then, play the CD again and help the students read the story while pointing to each word. T: (playing the CD) Listen to the whole story. S: (listening) T: (playing the CD) Listen to the story again and read the lines while pointing to each word. A: Toby the Turtle has a concert tomorrow. He plays the violin. S: (pointing to each word) Toby the Turtle has a concert tomorrow. He plays the violin.</p>

	<p>T: Good.</p> <p>Have the students find the words that begin with Ss, Tt, Uu, or Vv and circle them.</p> <p>T: Now, can you find the words that begin with Ss, Tt, Uu, or Vv?</p> <p>S: Yes. Turtle, violin.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.35)</p> <p><b>Answers</b> A. d, c, a, b B. 1. False 2. True 3. True</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 35. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: Toby the Turtle plays the piano.</p> <p>T: Good. In the story, does Toby the Turtle play the piano?</p> <p>S: No.</p> <p>T: Great. Toby the Turtle plays the violin in the story so circle false.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>What's Missing?</b></p> <p>Prepare the B1_U7 flashcards.</p> <p>Stick one card on the whiteboard and write the word under the card leaving out the target letter, such as ___ase (vase.)</p> <p>Have a student come to the front of class and write the missing letter in the blank.</p> <p>T: (pointing to the umbrella flashcard and the word _ mbrella) Here are a picture flashcard and its name.</p> <p>But some letters are missing. You should write the missing letter.</p> <p>(pointing to the umbrella card) What is it?</p> <p>S1: It's an umbrella. (writing u under the umbrella card) /u/, /u/, umbrella.</p> <p>Do the same with the other words.</p>	

# Unit 8\_Ww Xx Yy Zz

• wolf, web, water, wagon | box, six, fox, ox | yo-yo, yogurt, yellow, yard | zoo, zebra, zero, zigzag

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the letters: Ww, Xx, Yy, Zz</li> <li>• to learn the sounds of the letters: Ww, Xx, Yy, Zz</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B1_U8 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.54~59)</b>	
<p>★Warm Up</p>	<p>Prepare the B1_U8 picture flashcards before class.</p> <p>Introduce one word that begins with Ww, Yy, and Zz or ends with Xx by showing each flashcard.</p> <p>T: (showing the wolf flashcard) Look at the card. What do you see? S: I see a wolf. T: That's right. It is a wolf. /w/, /w/, wolf. Can you say the beginning sound of wolf? S: /w/, /w/.</p> <p>T: Good. (writing the letters W and w on the whiteboard) This is a big W, and this is a small w. Ww makes the /w/ sound.</p> <p>Do the same with the letters Xx, Yy, and Zz.</p> <p><b>* Alternate Approach</b></p> <p>Prepare the B1_U8 picture flashcards before class.</p> <p>Write the letters Ww on the whiteboard and say the letters' name and their sound.</p> <p>T: Look at the letters here. (writing W) It's a big W. (writing w) It's a small w. What letters are these? S: Big W and small w. T: Good. Ww makes the /w/ sound. What's the sound of Ww? S: /w/, /w/.</p> <p>Do the same with Xx, Yy, and Zz.</p> <p>Introduce the Ww words by using the flashcards and then tape them under the letter Ww.</p> <p>T: (showing the wolf flashcard) What do you see? S: I see a wolf. T: Yes. What's the beginning sound of wolf? S: /w/, /w/, W. T: Good job. (taping the wolf card under the letter Ww on the whiteboard)</p> <p>Do the same with the rest of the B1_U8 flashcards.</p>
<p>★Unit Introduction (p.54)</p>	<p><b>Listen and point. Then listen and repeat. (CD2_T20)</b></p> <p>Have the students open their books.</p> <p>Play the CD and have the students listen to the words.</p> <p>Then, have the students repeat after the CD.</p> <p>T: (playing the CD) Listen carefully. A: W, /w/, /w/.</p> <p>T: (stopping the CD and pointing to the letters Ww) What letter do you see? S: I see a big W and a small w. T: Great. What's the sound of Ww? S: /w/, /w/.</p> <p>T: Good! Now, let's listen to some words that begin with the /w/ sound.</p>

	<p>A: /w/, /w/, wolf.  T: (stopping the CD) Point to the wolf picture.  S: (pointing)  When the students finish pointing to each Ww word, play the CD again and have them repeat after each word.  Do the same with the letters Xx, Yy, and Zz.</p> <p><b>Write and say.</b>  Write the letters Ww, Xx, Yy, and Zz on the board to show the students how to write them.  T: (writing the letter W) What letter is this?  S: It's a big W.  T: That's right. This is a big W. This is how you write a big W.  (tracing the big w) One, two, three, four.  Do the same with the small w.  T: What is the sound of Ww?  S: /w/, /w/.  T: Great. Now, write a big W and a small w in your book.  S: (writing)</p>
<p>★Letters &amp; Sounds (p.55)</p> <p>Answers  1. Ww 2. Xx 3. Yy 4. Zz</p> <p>Answers  1. y/yogurt 2. w/water  3. z/zero 4. x/box  5. x/ox 6. w/web  7. z/zoo 8. w/wagon  9. y/yellow</p>	<p><b>Circle the correct letter pairs.</b>  Have the students look at the picture and circle the beginning letters.  T: Look at number 1. What do you see?  S: I see a wolf.  T: What's the beginning letter of wolf?  S: /w/, /w/, W.  T: Great. Find the big W and the small w and circle them.  S: (circling)  Do the same with the letters Xx, Yy, and Zz.</p> <p><b>Listen and check. Then write. (CD2_T21)</b>  Have the students look at the pictures and talk about them.  T: Look at number 1. What do you see?  S: I see yogurt.  T: What's the beginning sound of yogurt?  S: /y/, /y/, Y.  T: Good.  Play the CD. Have the students listen to the CD and check the answer.  Have them check and write the beginning letter. Then, have them trace the rest of the word.  T: (playing the CD)  A: /y/ /y/ yogurt, /y/ /y/ yogurt.  T: What's the beginning letter of yogurt?  S: /y/, /y/, Y.  T: Good. Check the letter y. Then, write a small y in the blank and trace the rest of the word.  Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.56-57)</p>	<p><b>Say and check the words with the same beginning sound.</b>  Have the students say the sound of each letter and its sound.  Then, have them check the pictures with the same beginning or ending sound.  T: Look at number 1. What letter is it?</p>



Answers (p.56)

1. yellow, yard, yogurt
2. wolf, web, wagon
3. zero, zigzag, zoo
4. box, six, ox

S: It is Yy.  
 T: Good. What's the sound of Yy?  
 S: /y/, /y/.  
 T: Great. Now, look at the pictures and say the words with a /y/ sound.  
 S: Yellow, yard, yogurt.  
 T: Excellent! /y/ /y/ yellow, /y/ /y/ yard, /y/ /y/ yogurt.  
 Check the three words.  
 Do the same with the rest of the questions.

**Listen and circle. Then write. (CD2\_T22)**

Have the students read each word.  
 Play the CD. Have them draw a circle around the correct word and write it.  
 T: Look at number 1. Read the words.  
 S: Yard, wolf, zoo.  
 T: Good. Now, listen to the CD. (playing the CD)  
 A: Wolf, wolf.  
 T: What did the person say?  
 S: Wolf, wolf.  
 T: Now, circle the word wolf and write it.  
 S: (circling and writing)  
 Do the same with the rest of the questions.

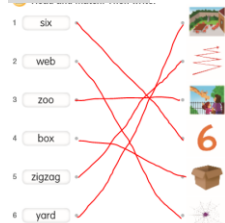
Answers (p.56)

1. wolf 2. yo-yo
3. six 4. fox
5. water 6. zero

**Read and match. Then write.**

Have the students read each word and match it with the correct picture. Then, have them write it.  
 T: Look at number 1. Read the word.  
 S: Six, six.  
 T: Good. Find the picture of six and draw a line to it. Then, write the word.  
 S: (drawing a line and writing)  
 Do the same with the rest of the questions.

Answers (p.57)



**Draw and write your own word.**

Have the students draw the words that begin with Ww, Yy, and Zz or end with Xx.  
 Monitor the students' work if necessary.  
 Have them present their work as time allows.

Answers (p.57)

Answers may vary.

★Phonics

Sentences (p.58)

**Listen and read. Then circle and write. (CD2\_T23)**

Have the students look at the picture and talk about it.  
 T: Look at number 1. What do you see in the picture?  
 S1: I see a zebra.  
 T: Good. Where is the zebra?  
 S: The zebra is in the zoo.  
 T: Good.  
 Play the CD. Have the students circle the correct word and write it.  
 T: Now, listen to the CD. (playing the CD)  
 A: There is a zebra in the zoo.  
 T: What did the person say?  
 S: There is a zebra in the zoo.  
 T: Good. Find the word zebra.  
 S: (looking)

Answers

1. zebra 2. yogurt
3. wagon 4. yo-yo
5. web 6. six

	<p>T: Circle the word and write it.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.59)</p>	<p><b>Read the story and chant along. (CD2_T24-25)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: The Strange Zoo.</p> <p>T: What do you see in the picture?</p> <p>S: I see a zebra/wig/zoo/wolf/box/fox.</p> <p>T: Good. Can you find the words that begin with Ww, Yy, or Zz or end with Xx?</p> <p>S: Yes. Zebra, box, wolf, yogurt, fox, ox.</p> <p>T: Great. Let's listen to the story.</p> <p>Play the CD and then read the story as the students point to each word.</p> <p>Then, listen to the chant and chant it.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) In the story, there are some sight words. Let's read them together.</p> <p>T&amp;S: The, live, eat, with.</p>
<p><b>Workbook (pp.36~38)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. wolf, web / Ww 2. ox, six / Xx 3. yo-yo, yellow / Yy 4. zoo, zebra / Zz</p> <p>B. 1. Ww / web 2. Zz / zebra 3. Xx / six 4. Yy / yo-yo</p> <p>C. 1. water 2. yard 3. fox 4. yogurt 5. zero 6. wagon 7. zoo 8. box 9. yellow 10. wolf 11. zigzag 12. ox</p> <p>D. 1. <u>z</u>ebra, <u>z</u>oo 2. <u>y</u>ogurt 3. <u>y</u>o-<u>y</u>o 4. <u>s</u>ix</p> <p>E. zebra, box, yogurt, fox</p>	
<p><b>Phonics Readers (pp.32~35) Story 8</b></p>	
<p>★Before Reading</p>	<p>Have the students open Phonics Readers and talk about the pictures.</p> <p>T: Open the book to page 32. Let's read the title together.</p> <p>T&amp;S: Yo-Yo Friends.</p> <p>T: What do you see in the picture?</p> <p>S: I see an ox, a truck, zebras, and boxes.</p> <p>T: Good. What are the zebras doing?</p> <p>S: The zebras are moving the boxes.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T31)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 1 Multi-ROM CD 2, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: Zebra moves to a new house. Ox lives next door.</p> <p>S: (pointing to each word) Zebra moves to a new house. Ox lives next door.</p> <p>T: Good.</p>

	<p>Have the students find the words that begin with Ww, Yy or Zz, or end with Xx and circle them.</p> <p>T: Now, can you find the words that begin with Ww, Yy, or Zz or end with Xx?</p> <p>S: Yes. Zebra, ox.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.39)</p> <p><b>Answers</b></p> <p>A. b, a, d, c</p> <p>B. 1. False 2. True 3. True</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 35. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentences are true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: Ox moves to a new house.</p> <p>T: Good. In the story, does Ox move to a new house?</p> <p>S: No.</p> <p>T: Great. Zebra moves to a new house in the story so circle false.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Fun Activity</b></p>	
<p><b>Find the Big and Small Letters</b></p> <p>Prepare two sets of 28 blank cards and write Mm~Zz on the cards. Make sure to write each big and small letter on a different card. Divide your class into two teams. On different tables, spread the cards.</p> <p>Select the students who are going to find the big and small letter cards when they hear a word. The student who finds both cards faster gets a point for his/her team. Continue playing the game until one team gets all the cards from the table.</p>	

## Review II Units 5-8

<b>Objectives</b>	• to review the letters and sounds of Mm~Zz by using the flashcards for Units 5~8
<b>Materials</b>	• B1_U5~U8 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a> )
<b>Student Book (pp.60~65)</b>	
★Review	<p>Prepare the B1_U5~U8 flashcards.</p> <p>Show each card to the students and review the beginning and ending letter and sound of each word.</p> <p>T: (showing the man card) What do you see?</p> <p>S: I see a man.</p> <p>T: What's the beginning sound of man?</p> <p>S: /m/, /m/, M.</p> <p>T: Good. Write a big M and a small m in the air.</p> <p>S: (writing)</p>
(p.60)	<p><b>Listen and match. Then write. (CD2_T26)</b></p> <p>T: Look at number 1. Listen to the CD.</p> <p>A: /t/, /t/, tiger.</p> <p>T: (stopping the CD) What's the beginning sound of tiger?</p> <p>S: /t/, /t/</p> <p>T: Great. What letter makes a /t/ sound?</p> <p>S: Tt.</p> <p>T: Good! Draw a line to Tt.</p> <p>S: (drawing)</p> <p>Do the same with the rest of the questions.</p> <p><i>*Option:</i> If you are teaching fast learners, play the CD and have the students write all the answers. Then, check the answers with the students.</p>
Answers	
1. Tt 2. Mm 3. Rr 4. Ww 5. Qq 6. Uu 7. Ss 8. Zz	
(p.61)	<p><b>Circle and draw your own word.</b></p> <p>T: Look at number 1. What letter do you see?</p> <p>S: I see a big N and a small n.</p> <p>T: What's the sound of Nn?</p> <p>S: /n/, /n/.</p> <p>T: Good! Find the words that begin with an /n/ sound.</p> <p>S: Nose, nail.</p> <p>T: Great. Circle them and draw one more word with a /b/ sound.</p> <p>Do the same with the rest of the questions.</p>
Answers	
1. nose, nail 2. yo-yo, yellow 3. olive, octopus 4. vet, vest 5. ox, box 6. piano, pig	
(p.62)	<p><b>Write the words and find them.</b></p> <p>T: Look at number 1. What do you see?</p> <p>S: I see a man.</p> <p>T: What's the beginning letter of man?</p> <p>S: Mm.</p> <p>T: Good. Write an m and trace the rest of the word.</p> <p>S: (writing and tracing)</p> <p>T: Now, find man and circle it in the word search box below.</p> <p>S: (circle)</p> <p>Do the same with the rest of the questions.</p>
Answers	
1. man 2. robot 3. wolf 4. queen 5. pizza 6. tent 7. zebra 8. fox 9. under	

<p><b>(p.63)</b></p> <p>Answers</p> <p>1. yogurt 2. pot 3. orange 4. nut 5. sink 6. vase</p>	<p><b>Listen and circle. Then write the word. (CD2_T27)</b></p> <p>T: Look at number 1. What do you see? S: I see a violin, a map, and yogurt. T: Listen to the CD. (playing the CD) A: Yogurt, yogurt. T: What did you hear? S: Yogurt, yogurt. T: Good. Circle the word and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
<p><b>(p.64)</b></p> <p>Answers</p> <p>1. milk 2. queen 3. piano 4. tiger 5. wagon 6. zebra</p>	<p><b>Read and fill in the blank.</b></p> <p>T: Look at number 1. Let's read the sentence together. T&amp;S: The man is drinking some... T: Good. Find the missing word in the word box. S: Milk. T: Great. Write the word in the blank. S: (writing) Do the same with the rest of the questions.</p>
<p><b>(p.65)</b></p> <p>Answers</p> <p>1. a 2. d 3. b 4. c</p>	<p><b>Read the stories and match.</b></p> <p>Talk about the pictures with the students. T: Look at letter a. What do you see in the picture? S: I see a man, a map, a mug, and a nail. T: What is the man doing? S: The man is drinking. Do the same with the rest of the pictures. Read each chant with the students and have them match it with the correct picture. T: Look at number 1. Let's read the chant together. T&amp;S: The man is hot and thirsty. He pours the milk into the mug. He sees his new map while drinking. Oh, no! A nail is in the mug. T: Find the correct picture and draw a line to it. S: (drawing)</p>
<p><b>Workbook (pp.40~43)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1. Then, have the students complete the exercise by themselves. After that, check the answers with the students. <i>*Option: If you do not have enough time to do the workbook, tell the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. r / robot 2. y / yo-yo 3. m / milk 4. z / zoo 5. w / web 6. p / piano 7. s / sink 8. n / nest 9. u / umbrella B. violin - 3 mug - 1 pot - 2 octopus - 6 wagon - 11 queen - 9 nose - 7 rabbit - 4 zebra - 10 tomato - 5 box - 8 yogurt - 12 C. 1. rose 2. six 3. turtle 4. map 5. quiet 6. snake 7. under 8. yard 9. vase 10. ostrich 11. question 12. zigzag D. 1. orange 2. rabbit 3. quilt 4. vase 5. yogurt 6. web</p>	