

Big Step Phonics 2

with Phonics Readers

Teacher's Guide

Unit 1_Short Vowel a

an ap at · man, can, pan, van | map, cap, nap, tap | cat, bat, mat, pat

Objectives	<ul style="list-style-type: none"> • to identify the sound of the short vowel a • to learn the words in the word families: -an, -ap, -at
Materials	<ul style="list-style-type: none"> • B2_U1 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.6~11)	
★Warm Up	<p>Prepare the B2_U1 picture flashcards before class.</p> <p>Introduce the short a sound by using the man picture flashcard.</p> <p>T: (showing the man picture flashcard) Who do you see?</p> <p>S: I see a man.</p> <p>T: Great. (writing "m," "a," and "n" on the board and blending the sounds) /m/, /a/, /n/, man. Man.</p> <p>What is the middle sound of man?</p> <p>S: /a/, /a/</p> <p>T: Good. (pointing to the letter a) /a/, /a/. It's the short vowel a sound.</p> <p>Introduce the -an word family by pointing to the word man.</p> <p>T: (pointing to "an") What letters do you see?</p> <p>S: I see the letters "a" and "n."</p> <p>T: Say the sounds of the letters "a" and "n."</p> <p>S: /a/, /n/</p> <p>T: Good. When we read together, their sounds change a bit. /a/, /n/, /an/.</p> <p>Do the same with the word families -ap and -at.</p> <p>Then, introduce the words in the -an, -ap, and -at word families by using the B2_U1 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.6)	<p>Listen and point. Then listen and repeat. (CD1_T02)</p> <p>Have the students open their books.</p> <p>T: Look at the first column. (pointing to "an") Let's read this word family.</p> <p>S: A, N, /an/.</p> <p>T: Great.</p> <p>Write "m" and "an" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "m," "an," and an arrow) Let's blend the word. (tracing an arrow from the left to right) /m/, /an/, man.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /m/, /an/, man.</p> <p>S: (tracing the arrow under the word) /m/, /an/, man.</p>
★Letters & Sounds (p.7)	<p>Write and say.</p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line.</p>

<p>Answers</p> <p>1. an/van 2. at/bat 3. ap/tap 4. ap/nap 5. an/pan 6. an/can 7. at/pat 8. ap/cap 9. at/mat</p>	<p>(pointing to "an") Let's read this word family. S: A, N, /an/. T: Great. (pointing to the dotted line in "an") What's the sound of a? S: /a/, /a/. S: Good. Trace the letter a. Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD1_T03) Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a van. T: What word family is van in? S: A, N, /an/. T: Good. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /v/, /an/, van, /v/, /an/, van T: What word family is van in? S: A, N, /an/ T: Good. Check the "an." Then, write "an" in the blanks 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>Answers (p.8)</p> <p>1. cap, map, tap 2. bat, cat, pat 3. man, pan, van 4. mat, bat, cat</p> <p>Answers (p.8)</p> <p>1. pan 2. bat 3. tap 4. nap 5. van 6. pat</p>	<p>Say and check the words in the same word family. Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: A, P. T: Read the word family. S: A, P, /ap/. T: Good. Now look at the pictures and say the words in the -ap word family. S: Cap, map, tap. T: Excellent! /c/, /ap/, cap, /m/, /ap/, map, /t/, /ap/, tap. Check the three words. Do the same with the rest of the questions.</p> <p>Listen and circle. Then write. (CD1_T04) Have the students read each word. Play the CD. Have the students draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Pan, cap, pat. T: Good. Now listen to the CD. (playing the CD) A: Pan, pan. T: What did the person say? S: Pan, pan. T: Now, circle the word pan and write it. S: (circling and writing) Do the same with the rest of the questions.</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.

**Option: If you do not have enough time to do the Workbook in your class, ask the students to finish the Workbook at home.*

Answers

A. 1. can, pan / an 2. cap, tap / ap 3. bat, mat / at

B. 1. an/man 2. at/pat 3. at/cat 4. ap/map 5. ap/nap 6. an/van

C. 1. can 2. nap 3. pat 4. tap 5. man 6. bat 7. pan 8. van 9. map 10. cap 11. mat 12. cat

D. 1. man, van 2. bat, cap 3. pan, mat 4. cat, pats

E. can, van, pats

Phonics Readers (PR pp.4~7) Story 1

★Before Reading

Have the students open Big Step Phonics Readers and talk about the pictures.

T: Open your books to page 4. Let's read the title together.

T&S: A Man Goes Camping.

T: What do you see in the picture?

S: I see a man and a van.

T: Good. What is in the van?

S: Nothing. It's empty.

Do the same with the rest of the pictures.

**★While Reading
(CD1_T28)**

Play the CD.

(It is recommended that teachers use the animation on Big Step Phonics 2 Multi-ROM CD 1, which the students will find interesting.)

Then, play the CD again and help the students read the story by 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: A man is getting ready to go camping.

S: (pointing to each word) A man is getting ready to go camping.

T: Good.

Have the students find the words that are in word families -an, -ap, and -at and circle them.

T: Now can you find the words that are in the word families -an, -ap, and -at?

S: Yes. Man, van.

T: Great. Circle the words.

**★After Reading
(Workbook p.7)**

A. Read and match.

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.

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.

B. Read and circle.

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: The man goes swimming.

T: Good. In the story, does the man go swimming?

Answers

A. d, a, c, b

B. 1. False 2. True

3. True

S: No.

T: Great. Circle false.

Do the same with the rest of the questions.

Fun Activity

Pick Me Up!

Place a set of the B2_U1 picture flashcards on the teacher's table to review each word. Have one student come to the front. Show one of the B2_U1 picture flashcards and have him/her pick up the correct word card.

T: (showing the man word flashcard) Let's read this word.

T&S: Man, man.

T: (placing all the flashcards on the desk) S1, come up to the front.

(showing the man picture flashcard) S1, pick up the correct word card.

S1: (picking up the man word flashcard) Man, man.

T: Good. What is the middle sound of man?

S1: /a/, /a/.

T: Great.

Play the activity until all the students have a chance to speak.

Unit 2_Short Vowel a am ad ag · jam, dam, ham, ram | bad, dad, mad, sad | bag, tag, wag, rag

Objectives	<ul style="list-style-type: none"> • to review the sound of the short vowel a • to learn the words in the word families: -am, -ad, -ag
Materials	<ul style="list-style-type: none"> • B2_U2 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.12~17)	
★Review	<p>Write -an, -ap, and -at on the whiteboard and review the short vowel a sound and word families.</p> <p>T: (writing "a" on the board) What's the sound of a?</p> <p>S: /a/, /a/</p> <p>T: Good. It's the short vowel a sound.</p> <p>(writing "n" next to "a") Read this word family.</p> <p>S: /an/, /an/</p> <p>T: Great. (writing "m" in front of "an") Read this word.</p> <p>S: /m/ /an/, man.</p> <p>T: Great.</p> <p>Go over the words can, pan, van, map, cap, nap, tap, cat, bat, mat, and pat.</p>
★Warm Up	<p>Prepare the B2_U2 picture flashcards before class.</p> <p>Introduce the -am word family by pointing to the word man.</p> <p>T: (writing the word man) What's the sound of a?</p> <p>S: /a/ /a/</p> <p>T: Good. It's the short a sound.</p> <p>(erasing "m" and "n" and writing "m" after "a")</p> <p>What letters do you see?</p> <p>S: I see the letters "a" and "m."</p> <p>T: Say the sounds of the letters "a" and "m."</p> <p>S: /a/, /m/</p> <p>T: Good. When we read them together, their sounds change a bit.</p> <p>/a/, /m/, /am/.</p> <p>Do the same with the word families -ad and -ag.</p> <p>Then, introduce the words in the -am, -ad, and -ag word families by using the B2_U2 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.12)	<p>Listen and point. Then listen and repeat. (CD1_T08)</p> <p>Have the students open their books.</p> <p>T: Look at the first column.</p> <p>(pointing to "am") Let's read this word family.</p> <p>S: A, M, /am/.</p> <p>T: Great.</p> <p>Write "j" and "am" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "j," "am," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from the left to right)</p> <p>/j/, /am/, jam.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p>

	<p>A: /j/, /am/, jam. S: (tracing the arrow under the word) /j/, /am/, jam.</p>
<p>★Letters & Sounds (p.13)</p> <p>Answers</p> <p>1. am/ram 2. ad/dad 3. ag/tag 4. ad/mad 5. ad/sad 6. am/dam 7. ag/wag 8. am/ham 9. ag/rag</p>	<p>Write and say. Have the students read the word families and trace the letters and words. T: Look at the first line (pointing to "am") Let's read this word family. S: A, M, /am/. T: Great. (pointing to the dotted line in "am") What's the sound of a? S: /a/, /a/. S: Good. Trace the letter a. Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD1_T09) Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a ram. T: What word family is ram in? S: A, M, /am/. T: Good. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /r/, /am/, ram, /r/, /am/, ram. T: What word family is ram in? S: A, M, /am/. T: Good. Check the "am." Then, write "am" in the blanks 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>Answers (p.14)</p> <p>1. bad, dad, sad 2. jam, ram, ham 3. bag, rag, wag 4. ram, dam, jam</p>	<p>Say and check the words in the same word family. Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: A, D. T: Read the word family. S: A, D, /ad/. T: Good. Now look at the pictures and say the words in the -ad word family. S: Bad, dad, sad. T: Excellent! /b/, /ad/, bad, /d/, /ad/, dad, /s/, /ad/, sad. Check the three words. Do the same with the rest of the questions.</p> <p>Listen and circle. Then write. (CD1_T10) Have the students read each word. Play the CD. Have the students draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Dam, bad, ham.</p>

<p>Answers (p.14)</p> <p>1. dam 2. mad 3. wag 4. sad 5. ram 6. bag</p> <p>Answers (p.15)</p> <p>1. jam 2. tag 3. bad 4. dam 5. mad 6. ham 7. rag 8. dad 9. wag</p> <p>Answers (p.15)</p> <p>-am: jam, dam, ham, ram -ad: bad, dad, mad, sad -ag: bag, tag, wag, rag</p>	<p>T: Good. Now listen to the CD. (playing the CD)</p> <p>A: Dam, dam.</p> <p>T: What did the person say?</p> <p>S: Dam, dam.</p> <p>T: Now circle the word dam and write it.</p> <p>S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p> <p>Circle and write.</p> <p>T: Look at number 1. What do you see?</p> <p>S: I see a bottle of jam.</p> <p>T: Good. Find the word jam and circle it.</p> <p>S: (circling)</p> <p>T: Write the word.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p> <p>Write the words in the same word family.</p> <p>Have the students write the words that are in the word families -am, -ad, and -ag. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.16)</p> <p>Answers</p> <p>1. ham 2. dam 3. tag 4. sad 5. mad 6. wag</p>	<p>Listen and read. Then circle and write. (CD1_T11)</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 boy. S2: I see ham.</p> <p>T: Good. What does the boy have?</p> <p>S: He has ham and jam.</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: Let's buy some ham and jam.</p> <p>T: What did the person say?</p> <p>S: Let's buy some ham and jam.</p> <p>T: Good. Find the word ham.</p> <p>S: (searching)</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 & Chant (p.17)</p>	<p>Read the story and chant along. (CD1_T12~13)</p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&S: Lunch Bag Run.</p> <p>T: What do you see in the picture?</p> <p>S: I see a girl/bag/dam.</p> <p>T: Good. Can you find the words that are in the word families -am, -ad, and -ag?</p> <p>S: Yes. Bag, dam, ham.</p> <p>T: Great.</p>

	<p>Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&S: Where, my, the, run. T: Good. Let's listen to the story. Play the CD and then read the story while the students point to each word. Then, listen to the chant and chant along.</p>
<p>Workbook (pp.8~10)</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 your class, ask the students to finish the Workbook at home.</i></p> <p>Answers</p> <p>A. 1. dam, ham / am 2. bad, dad / ad 3. rag, wag / ag B. 1. ad/sad 2. ag/bag 3. ag/tag 4. am/jam 5. am/ram 6. ad/mad C. 1. bag 2. ham 3. sad 4. jam 5. dad 6. ram 7. mad 8. dam 9. rag 10. wag 11. tag 12. bad D. 1. <u>ham</u>, <u>jam</u> 2. <u>bad</u>, <u>sad</u> 3. <u>mad</u>, <u>ram</u> 4. <u>wags</u> E. bag, dam, ham</p>	
<p>Phonics Readers (PR pp.8~11) Story 2</p>	
<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures. T: Open your books to page 8. Let's read the title together. T&S: An Empty Bag. T: What do you see in the picture? S: I see a boy and a store. T: Good. What does the boy buy? S: He buys ham and jam. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T29)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 2 Multi-ROM CD 1, which the students will find interesting.)</i> Then, play the CD again and help the students read the story by 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: I buy ham and jam at the store. S: (pointing to each word) I buy ham and jam at the store. T: Good. Have the students find the words that are in word families -am, -ad, and -ag and circle them. T: Now can you find the words that are in the word families -am, -ad, and -ag? S: Yes. Ham, jam, bag. T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.11)</p>	<p>A. Read and match. 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. T: Let's read the story in Part A together. S: (reading) T: Find the corresponding picture below and write the letter a.</p>

Answers

A. d, b, a, c

B. 1. False 2. True

3. True

S: (writing)

Do the same with the rest of the story.

B. Read and circle.

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: The boy buys ham and peppers.

T: Good. In the story, does the boy buy ham and peppers?

S: No.

T: Great. Circle false.

Do the same with the rest of the questions.

Fun Activity**Letter Collectors**

Prepare several pieces of blank cards and write the letters a, b, d, g, h, j, m, r, and t on each card. (Make sure to make two d cards). Make two sets for the team game.

Divide the class into two teams. Place two desks at the end of the classroom and put one set of letter cards on each desk.

Have one student from each team come up to the front. Say a word slowly and have them run to their desks.

Then, the students should pick up the correct letter cards to make the word and come back quickly.

T: /m/, /a/, /n/, man.

S1&S2: (running and finding the letters)

S1: (coming back with the m, a, and n cards) /m/, /a/, /n/, man.

Give a point to S1's team. Continue the game until all the students have a chance to play.

The team that has most points wins.

Unit 3_Short Vowel i ig ip in · pig, big, wig, dig | lip, rip, zip, hip | pin, bin, win, fin

Objectives	<ul style="list-style-type: none"> • to identify the sound of the short vowel i • to learn the words in the word families: -ig, -ip, -in
Materials	<ul style="list-style-type: none"> • B2_U3 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.18~23)	
★Warm Up	<p>Prepare the B2_U3 picture flashcards before class.</p> <p>Introduce the short i sound by using the pig picture flashcard.</p> <p>T: (showing the pig picture flashcard) What do you see?</p> <p>S: I see a pig.</p> <p>T: Great. (writing "p," "i," and "g" on the board and blending the sounds)</p> <p>/p/, /i/, /g/, pig. Pig.</p> <p>What is the middle sound of pig?</p> <p>S: /i/, /i/</p> <p>T: Good. (pointing to the letter i) /i/, /i/. It's the short vowel i sound.</p> <p>Introduce the -ig word family by pointing to the word pig.</p> <p>T: (pointing to "ig") What letters do you see?</p> <p>S: I see the letters "i" and "g."</p> <p>T: Say the sounds of the letters "i" and "g."</p> <p>S: /i/, /g/</p> <p>T: Good. When we read together, their sounds change a bit.</p> <p>/i/, /g/, /ig/.</p> <p>Do the same with the word families -ip and -in.</p> <p>Then, introduce the words in the -ig, -ip, and -in word families by using the B2_U3 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.18)	<p>Listen and point. Then listen and repeat. (CD1_T14)</p> <p>Have the students open their books.</p> <p>T: Look at the first column.</p> <p>(pointing to "ig") Let's read this word family.</p> <p>S: I, G, /ig/.</p> <p>T: Great.</p> <p>Write "p" and "ig" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "p," "ig," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from the left to right)</p> <p>/p/, /ig/, pig.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /p/, /ig/, pig.</p> <p>S: (tracing the arrow under the word)</p> <p>/p/, /ig/, pig.</p>

<p>★ Letters & Sounds (p.19)</p> <p>Answers</p> <p>1. in/fin 2. ig/big 3. ig/wig 4. ip/zip 5. in/win 6. ip/rip 7. ig/dig 8. in/pin 9. ip/hip</p>	<p>Write and say.</p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line (pointing to "ig") Let's read this word family.</p> <p>S: I, G, /ig/.</p> <p>T: Great. (pointing to the dotted line in "ig") What's the sound of i?</p> <p>S: /i/, /i/.</p> <p>S: Good. Trace the letter i.</p> <p>Have the students trace the words and read them at the same time.</p>
<p>★ Phonics Words (pp.20~21)</p> <p>Answers (p.20)</p> <p>1. pig, dig, wig 2. pin, win, fin 3. zip, rip, hip 4. wig, dig, big</p>	<p>Listen and check. Then write. (CD1_T15)</p> <p>Have the students look at the pictures and talk about them.</p> <p>T: Look at number 1. (pointing at the fish's fin) What is this?</p> <p>S: It's a fin.</p> <p>T: What word family is fin in?</p> <p>S: I, N, /in/.</p> <p>T: Good.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the word family. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /f/, /in/, fin, /f/, /in/, fin.</p> <p>T: What word family is fin in?</p> <p>S: I, N, /in/</p> <p>T: Good. Check the "in". Then, write "in" in the blanks and trace the rest of the word.</p> <p>Do the same with the rest of the questions.</p> <p>Say and check the words in the same word family.</p> <p>Have the students say the sounds of the word families.</p> <p>Then, have them check the pictures in the same word family.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: I, G.</p> <p>T: Read the word family.</p> <p>S: I, G, /ig/.</p> <p>T: Good. Now look at the pictures and say the words in the -ig word family.</p> <p>S: Pig, dig, wig.</p> <p>T: Excellent! /p/, /ig/, pig, /d/, /ig/, dig, /w/, /ig/, wig.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p> <p>Listen and circle. Then write. (CD1_T16)</p> <p>Have the students read each word.</p> <p>Play the CD. Have the students draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words.</p> <p>S: Fin, lip, wig.</p> <p>T: Good. Now listen to the CD. (playing the CD)</p> <p>A: Lip, lip.</p> <p>T: What did the person say?</p>

<p>Answers (p.20)</p> <p>1. lip 2. pin 3. wig 4. dig 5. rip 6. win</p> <p>Answers (p.21)</p> <p>1. big 2. bin 3. zip 4. fin 5. pig 6. wig 7. lip 8. hip 9. win</p> <p>Answers (p.21)</p> <p>-ig: pig, big, wig, dig -ip: lip, rip, zip, hip -in: pin, bin, win, fin</p>	<p>S: Lip, lip. T: Now circle the word lip and write it. S: (circling and writing) Do the same with the rest of the questions.</p> <p>Circle and write. T: Look at number 1. What do you see? S: I see a cat and a lion T: What does the lion look like? S: The lion is big. T: Good. Find the word big and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p> <p>Write the words in the same word family. Have the students write the words that are in the word families -ig, -ip, and -in. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.22)</p> <p>Answers</p> <p>1. dig 2. wig 3. rip 4. fin 5. zip 6. win</p>	<p>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 pig. T: Good. What is the pig doing? S: The pig is digging a hole. 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: Does the pig dig a hole? T: What did the person say? S: Does the pig dig a hole? T: Good. Find the word dig. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★ Phonics Story & Chant (p.23)</p>	<p>Read the story and chant along. (CD1_T18~19) T: (pointing to the title) Let's read the title together. T&S: At a Big Parade. T: What do you see in the picture? S: I see a pig/duck/cat. T: What are they doing? S: They are marching. T: Good. Can you find the words that are in the word families -ig, -ip, and -in? S: Yes. Pig, wig, fin, bin, hips. T: Great.</p>

	<p>Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&S: On, and, his, come. T: Good. Let's listen to the story. Play the CD and then read the story while the students point to each word. Then, listen to the chant and chant along.</p>
<p>Workbook (pp.12~14)</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 your class, ask the students to finish the Workbook at home.</i></p> <p>Answers</p> <p>A. 1. big, dig / ig 2. rip, hip / ip 3. bin, win / in B. 1. ig/wig 2. ip/zip 3. in/pin 4. in/fin 5. ip/lip 6. ig/pig C. 1. dig 2. zip 3. fin 4. hip 5. wig 6. bin 7. pig 8. rip 9. lip 10. win 11. big 12. pin D. 1. pig, dig 2. wig, bin 3. big, fin 4. zip E. Pig, wig, bin, hips</p>	
<p>Phonics Readers (PR pp.12~15) Story 3</p>	
<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures. T: Open your books to page 12. Let's read the title together. T&S: Pig and Hippo in Summer. T: Who do you see in the picture? S: I see a pig and a hippo. T: How do they feel? S: They are hot. T: Good. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T30)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 2 Multi-ROM CD 1, which the students will find interesting.)</i> Then, play the CD again and help the students read the story by 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: It is a hot, sunny day in summer. S: (pointing to each word) It is a hot, sunny day in summer. T: Good. Have the students find the words that are in word families -ig, -ip, and -in and circle them. T: Now can you find the words that are in the word families -ig, -ip, and -in? S: Yes. Pig. T: Great. Circle the word.</p>
<p>★After Reading (Workbook p.15)</p>	<p>A. Read and match. 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. T: Let's read the story in Part A together. S: (reading)</p>

Answers

A. b, a, c, d

B. 1. True 2. False

3. True

T: Find the corresponding picture below and write the letter a.

S: (writing)

Do the same with the rest of the story.

B. Read and circle.

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: It is hot in summer.

T: Good. In the story, is it hot?

S: Yes.

T: Great. Circle true.

Do the same with the rest of the questions.

Fun Activity**Do the Motion!**

Bring the B2_U1&U2 picture flashcards and review the short vowel **a** sound. Provide one action for the short vowel **a** sound and another action for the short vowel **i** sound. Show a flashcard and have the students do the designated motion.

T: Students, when you hear the short a sound, Jump up high.

When you hear the short i sound, hide behind your chair.

T: (showing the pig picture flashcard)

S: (hiding behind the chair) /i/, /i/, pig.

T: Good.

Eliminate the students who did the wrong motion.

Play the activity until one student is left. He/She is the winner.

Unit 4_Short Vowel i it ix id ib • hit, sit, kit, fit | six, mix, fix | kid, lid | bib, rib

Objectives	<ul style="list-style-type: none"> • to review the sound of the short vowel i • to learn the words in the word families: -it, -ix, -id, -ib
Materials	<ul style="list-style-type: none"> • B2_U4 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.24~29)	
★Review	<p>Write "-ig," "-ip," and "-in" on the whiteboard and review the short vowel i sound and word families.</p> <p>T: (writing "i" on the board) What's the sound of i?</p> <p>S: /i/, /i/</p> <p>T: Good. It's the short vowel i sound. (writing "g" next to "i") Read this word family.</p> <p>S: /ig/, /ig/</p> <p>T: Great. (writing "p" at the front of "ig") Read this word.</p> <p>S: /p/, /ig/, pig.</p> <p>T: Great.</p> <p>Go over the words big, wig, dig, lip, rip, zip, hip, pin, bin, win, and fin.</p>
★Warm Up	<p>Prepare B2_U4 picture flashcards before class.</p> <p>Introduce the -it word family by pointing to the word pig.</p> <p>T: (writing the word pig) What's the sound of i?</p> <p>S: /i/ /i/</p> <p>T: Good. It's the short i sound. (erasing "p" and "g" and writing "t" after "i") What letters do you see?</p> <p>S: I see the letters "i" and "t."</p> <p>T: Say the sounds of the letters "i" and "t."</p> <p>S: /i/, /t/</p> <p>T: Good. When we read together, their sounds change a bit. /i/, /t/, /it/.</p> <p>Do the same with the word families -ix, -id, and -ib.</p> <p>Then, introduce the words in the -it, -ix, -id, and -ib word families by using the B2_U4 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.24)	<p>Listen and point. Then listen and repeat. (CD1_T20)</p> <p>Have the students open their books.</p> <p>T: Look at the first column. (pointing to "it") Let's read this word family.</p> <p>S: I, T, /it/.</p> <p>T: Great.</p> <p>Write "h" and "it" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "h", "it," and an arrow) Let's blend the word. (tracing an arrow from the left to right) /h/, /it/, hit.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p>

	<p>A: /h/, /it/, hit. S: (tracing the arrow under the word) /h/, /it/, hit.</p>
<p>★Letters & Sounds (p.25)</p> <p>Answers 1. ix/mix 2. it/kit 3. ib/rib 4. ix/fix 5. it/sit 6. id/lid 7. it/fit 8. id/kid 9. ib/bib</p>	<p>Write and say. Have the students read the word families and trace the letters and words. T: Look at the first line (pointing to "-it") Let's read this word family. S: I, T, /it/. T: Great. (pointing to the dotted line in "it") What's the sound of i? S: /i/ /i/ S: Good. Trace the letter i. Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD1_T21) Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a girl. T: What is she doing? S: She is mixing. T: Good. What word family is mix in? S: I, X, /ix/. T: Good. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the rhyming words. Then, trace the rest of the word. T: (playing the CD) A: /m/, /ix/, mix, /m/, /ix/, mix. T: What word family is mix in? S: I, X, /ix/ T: Good. Check the "ix." Then, write "ix" in the blanks 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>Answers (p.26) 1. six, fix, mix 2. sit, fit, kit 3. bib, rib, 4. kid, lid</p>	<p>Say and check the words in the same word family. Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: I, X. T: Read the word family. S: I, X, /ix/. T: Good. Now look at the pictures and say the words in the -ix word family. S: Six, fix, mix. T: Excellent! /s/, /ix/, six, /f/, /ix/, fix, /m/, /ix/, mix. Check the words. Do the same with the rest of the questions.</p> <p>Listen and circle. Then write. (CD1_T22) Have the students read each word. Play the CD. Have the students draw a circle around the correct word and write it.</p>

<p>Answers (p.26)</p> <p>1. fix 2. lid 3. rib 4. kit 5. mix 6. hit</p>	<p>T: Look at number 1. Read the words. S: Six, fix, fit. T: Good. Now listen to the CD. (playing the CD) A: Fix, fix. T: What did the person say? S: Fix, fix. T: Now circle the word fix and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>Answers (p.27)</p> <p>1. sit 2. kid 3. fit 4. six 5. bib 6. hit 7. lid 8. rib 9. mix</p>	<p>Circle and write. T: Look at number 1. What do you see? S: I see a boy. T: What is the boy doing? S: He is sitting on the chair. T: Good. Find the word sit and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>Answers (p.27)</p> <p>-it: hit, sit, kit, fit -ix: six, mix, fix -id: kid, lid -ib: bib, rib</p>	<p>Write the words in the same word family. Have the students write the words that are in the word families -it, -ix, -id, and -ib. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.28)</p> <p>Answers</p> <p>1. hit 2. kit 3. fix 4. mix 5. kid 6. rib</p>	<p>Listen and read. Then circle and write. (CD1_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 boy. T: Good. What is the boy doing? S: He is hitting a ball. 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 boy hits the ball far. T: What did the person say? S: The boy hits the ball far. T: Good. Find the word hit. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★ Phonics Story & Chant (p.29)</p>	<p>Read the story and chant along. (CD1_T24~25) T: (pointing to the title) Let's read the title together. T&S: Cookies for a Kid. T: What do you see in the picture? S: I see a man/kid/oven.</p>

	<p>T: Good. Can you find the words that are in the word families -it, -ix, -id, and -ib?</p> <p>S: Yes. Mixes, kit, sit, kid.</p> <p>T: Great.</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) There are some sight words. Let's read them together.</p> <p>T&S: With, now, are, all.</p> <p>T: Good. Let's listen to the story.</p> <p>Play the CD and then read the story while the students point to each word.</p> <p>Then, listen to the chant and chant along.</p>
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Workbook (pp.16~18)

<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 your class, ask the students to finish the Workbook at home.</i></p> <p>Answers</p> <p>A. 1. sit, hit / it 2. six, mix / ix 3. lid, kid / id 4. bib, rib / ib</p> <p>B. 1. it/kit 2. ix/fix 3. id/kid 4. ib/rib</p> <p>C. 1. six 2. hit 3. rib 4. sit 5. fix 6. kit 7. lid 8. fit 9. bib 10. kid 11. mix 12. hit</p> <p>D. 1. <u>hits</u> 2. <u>fix</u>, <u>lid</u> 3. <u>bib</u>, <u>kid</u> 4. <u>six</u>, <u>ribs</u></p> <p>E. mixes, kit, sit, kid</p>

Phonics Readers (PR pp.16~19) Story 4

<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures.</p> <p>T: Open your books to page 16. Let's read the title together.</p> <p>T&S: Fixing the Lid.</p> <p>T: What do you see in the picture?</p> <p>S: I see a girl.</p> <p>T: Good. What is she doing?</p> <p>S: She is thinking about her sister.</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 2 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 by 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: My baby sister's birthday is coming.</p> <p>S: (pointing to each word) My baby sister's birthday is coming.</p> <p>T: Good.</p> <p>Have the students find the words that are in word families -it, -ix, -id, and -ib and circle them.</p> <p>T: Now can you find the words that are in the word families -it, -ix, -id, and -ib?</p> <p>S: Yes. Sit, hippo.</p> <p>T: Great. Circle around the words.</p>
<p>★After Reading (Workbook p.19)</p>	<p>A. Read and match.</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>

Answers

A. c, d, a, b

B. 1. False 2. False

3. True

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.

B. Read and circle.

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: The girl's birthday is coming.

T: Good. In the story, is the girl's birthday coming?

S: No.

T: Great. Circle false.

Do the same with the rest of the questions.

Fun Activity**Looking for Pairs**

Prepare a set of B2_U4 picture flashcards and word flashcards.

Divide the whiteboard into two parts by drawing a line vertically in the middle of the whiteboard.

Tape the picture flashcards on the right face down and the word flashcards on the left face down to review each word.

Have one student come to the front and flip over one card from each part.

If the two cards are the same picture and word cards, he/she can keep the cards and get a point.

T: S1, flip one card from each part.

S1: (flipping one card from the picture part) It's a fin.

(flipping one card from the word part) It says fin.

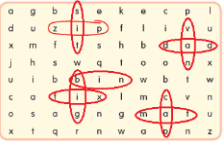
T: Good. You get a point.

If the student flips the wrong pairs, have him/her tape them back.

Play the activity until all of the cards are paired.

Review I_Units 1-4

Objectives	<ul style="list-style-type: none"> • to review the short vowels a and i • to review the word families in Units 1~4: -an, -ap, -at, -am, -ad, -ag, -ig, -ip, -in, -it, -ix, -id, -ib
Materials	<ul style="list-style-type: none"> • B2_U1~U4 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.30~35)	
★Review	<p>Prepare the B2_U1~U4 picture flashcards.</p> <p>Show each card to the students and review the short vowels a and i.</p> <p>T: (showing the man flashcard) What is this? S: It's a man.</p> <p>T: What word family is the man in? S: A, N, /an/.</p> <p>T: Good.</p> <p>Go over the words with the rest of the flashcards.</p>
<p>(p.30)</p> <p>1. kid 2. bat 3. hit 4. nap 5. tag 6. hip</p> <p>Answers</p> <p>1. in/pin 2. ap/ tap 3. ig/wig 4. am/dam 5. id/lid 6. ad/mad</p>	<p>Listen and write a or i. (CD1_T26)</p> <p>T: Look at number 1. Listen to the CD. A: /i/, /i/, kid.</p> <p>T: (stopping the CD) What's the middle sound of kid? S: /i/, /i/</p> <p>T: Great. What letter makes the /i/ sound? S: I.</p> <p>T: Good! Write i and trace the rest of the word. S: (writing and tracing)</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> <p>Listen and match. Then write (CD1_T27)</p> <p>T: Look at number 1. Listen to the CD. A: /p/, /in/, pin.</p> <p>T: (stopping the CD) What word family is pin in? S: I, N, /in/</p> <p>T: Great. Draw a line to "in." S: (drawing)</p> <p>Do the same with the rest of the questions.</p>
<p>(p.31)</p> <p>Answers</p> <p>1. can, pan 2. bag, wag 3. ham, jam 4. mix, six 5. bib, rib 6. rip, lip</p>	<p>Circle and write.</p> <p>T: Look at number 1. What letters do you see? S: I see A and N.</p> <p>T: Read the word family. S: A, N, /an/.</p> <p>T: Good! Find the words that are in the "an" word family. S: Can, pan.</p> <p>T: Great. Circle them and write the words.</p> <p>Do the same with the rest of the questions.</p>
<p>(p.32)</p> <p>Answers</p> <p>1. zip 2. van</p>	<p>Write the words and find them.</p> <p>T: Look at number 1. What do you see?</p>

<p>3. dad 4. fix 5. sit 6. mat 7. bin 8. cap 9. big</p> 	<p>S: I see a boy zipping up a jacket. T: What's the middle sound of zip? S: /i/, /i/. T: Good. Write the i and trace the rest of the word. S: (writing and tracing) T: Now, find zip and circle it in the word search box below. S: (circling) Do the same with the rest of the questions.</p>
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<p>(p.33) Answers 1. dig 2. tap 3. rag 4. bad 5. ram 6. sad 7. win 8. fin 9. fit 10. hit 11. lid 12. can</p>	<p>Circle and write. T: Look at number 1. What do you see? S: I see a boy digging. T: Good. Circle the word dig and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
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<p>(p.34) Answers 1. bat 2. tap 3. tag 4. wig 5. win 6. kid</p>	<p>Read and fill in the blank. T: Look at number 1. Let's read the sentence together. T&S: The ... is next to the blue cap. T: Good. Find the missing word in the word box. S: Bat. T: Great. Write the word in the blank. S: (writing) Do the same with the rest of the questions.</p>
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<p>(p.35) Answers 1. b 2. d 3. a 4. c</p>	<p>Read the stories and match. Talk about the pictures with the students. T: Look at letter a. What do you see in the picture? S: I see a pig, a duck, and a cat. T: What are they doing? S: They are walking in the parade. 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&S: Mr. Pitt mixes the flour and water. He makes shapes with a kit. Now the cookies sit in the oven. They are all ready for his kid. T: Find the correct picture and draw a line to it. S: (drawing)</p>
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Workbook (pp.20~23)

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.

**Option: If you do not have enough time to do the Workbook, ask the students to finish the Workbook at home.*

Answers

- A. 1. an/pan 2. at/bat 3. ap/nap 4. am/dam 5. ag/wag 6. ig/dig 7. it/hit 8. in/fin 9. ib/bib
B. wig - 4 / dad - 6 / fix - 2 / map - 5 / can - 1 / bag - 3
kid - 7 / tap - 11 / rip - 12 / bin - 8 / sit - 10 / ram - 9

C. 1. ham 2. mad 3. rag 4. cat 5. van 6. man 7. big 8. pin 9. kit 10. mix 11. lid 12. rib

D. 1. nap 2. dam 3. wag 4. rip 5. hit 6. mix

Unit 5_Short Vowel o

og ot op · dog, jog, fog, log | pot, hot, dot, cot | cop, hop, top, mop

Objectives	<ul style="list-style-type: none"> • to identify the sound of the short vowel o • to learn the words in the word families: -og, -ot, -op
Materials	<ul style="list-style-type: none"> • B2_U5 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.36~41)	
★Warm Up	<p>Prepare the B2_U5 picture flashcards before class.</p> <p>Introduce the short o sound by using the dog picture flashcard.</p> <p>T: (showing the dog picture flashcard) Who do you see?</p> <p>S: I see a dog.</p> <p>T: Great. (writing "d", "o," and "g" on the board and blending the sounds) /d/, /o/, /g/, dog. Dog.</p> <p>What is the middle sound of dog?</p> <p>S: /o/, /o/</p> <p>T: Good. (pointing to the letter o) /o/, /o/. It's the short vowel o sound.</p> <p>Introduce the -og word family by pointing to the word dog.</p> <p>T: (pointing to "og") What letters do you see?</p> <p>S: I see the letters "o" and "g."</p> <p>T: Say the sounds of the letters "o" and "g."</p> <p>S: /o/, /g/</p> <p>T: Good. When we read together, their sounds change a bit. /o/, /g/, /og/.</p> <p>Do the same with the word families -ot and -op.</p> <p>Then, introduce the words in the -og, -ot, and -op word families by using the B2_U5 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.36)	<p>Listen and point. Then listen and repeat. (CD2_T02)</p> <p>Have the students open their books.</p> <p>T: Look at the first column. (pointing to "og") Let's read this word family.</p> <p>S: O, G, /og/.</p> <p>T: Great.</p> <p>Write "d" and "og" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "d", "og," and an arrow) Let's blend the word. (tracing an arrow from the left to right) /d/, /og/, dog.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /d/, /og/, dog.</p> <p>S: (tracing the arrow under the word) /d/, /og/, dog.</p>
★Letters & Sounds (p.37)	<p>Write and say.</p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line</p>

<p>Answers</p> <p>1. og/jog 2. og/fog 3. op/cop 4. op/top 5. ot/hot 6. ot/cot 7. ot/pot 8. og/log 9. op/mop</p>	<p>(pointing to "og") Let's read this word family. S: O, G, /og/. T: Great. (pointing to the dotted line in "og") What's the sound of o? S: /o/, /o/. S: Good. Trace the letter o. Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD2_T03) Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a girl. T: What is she doing? S: She is jogging. T: What word family is jog in? S: O, G, /og/. T: Good. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /j/, /og/, jog, /j/, /og/, jog. T: What word family is jog in? S: O, G, /og/ T: Good. Check the "og." Then, write "og" in the blanks 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>Answers (p.38)</p> <p>1. pot, hot, cot 2. hop, top, mop 3. dog, jog, log 4. cop, mop, hop</p> <p>Answers (p.38)</p> <p>1. hot 2. jog 3. cot 4. fog 5. top 6. cop</p>	<p>Say and check the words in the same word family. Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: O, T. T: Read the word family. S: O, T, /ot/. T: Good. Now look at the pictures and say the words in the -ot word family. S: Pot, hot, cot. T: Excellent! /p/, /ot/, pot, /h/, /ot/, hot, /c/, /ot/, cot. Check the three words. Do the same with the rest of the questions.</p> <p>Listen and circle. The write. (CD2_T04) Have the students read each word. Play the CD. Have the students draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Cop, hot, mop. T: Good. Now listen to the CD. (playing the CD) A: Hot, hot. T: What did the person say? S: Hot, hot. T: Now circle the word hot and write it.</p>

<p>Answers (p.39)</p> <p>1. log 2. mop 3. dot 4. pot 5. hop 6. dog 7. fog 8. cop 9. cot</p> <p>Answers (p.39)</p> <p>-og: dog, jog, fog, log -ot: pot, hot, dot, cot -op: cop, hop, top, mop</p>	<p>S: (circling and writing) Do the same with the rest of the questions.</p> <p>Circle and write. T: Look at number 1. What do you see? S: I see a log. T: Good. Find the word log and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p> <p>Write the words in the same word family. Have the students write the words that are in the word families -og, -ot, and -op. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.40)</p> <p>Answers</p> <p>1. fog 2. cop 3. log 4. hot 5. mop 6. cot</p>	<p>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 boy. S2: I see a tower clock. T: Good. What's the weather like? S: It is foggy. 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: I can't see the clock in the fog. T: What did the person say? S: I can't see the clock in the fog. T: Good. Find the word fog. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★ Phonics Story & Chant (p.41)</p>	<p>Read the story and chant along. (CD2_T06~07) T: (pointing to the title) Let's read the title together. T&S: A Mystery in the Fog. T: What do you see in the picture? S: I see a boy/log. T: How does he feel? S: He is scared/shocked. T: Good. Can you find the words that are in the word families -og, -ot, and -op? S: Yes. Fog, dog, hopping, log. T: Great. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&S: What, do, see, in.</p>

	<p>T: Good. Let's listen to the story. Play the CD and then read the story while the students point to each word. Then, listen to the chant and chant along.</p>
<p>Workbook (pp.24~26)</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 your class, ask the students to finish the Workbook at home.</i></p> <p>Answers</p> <p>A. 1. fog, log / og 2. cot, dot / ot 3. cop, top / op B. 1. og/dog 2. ot/pot 3. op/mop 4. og/jog 5. ot/hot 6. op/hop C. 1. fog 2. top 3. pot 4. hop 5. log 6. mop 7. hot 8. cot 9. jog 10. cop 11. dot 12. dog D. 1. <u>cop</u>, <u>jog</u> 2. <u>dog</u>, <u>log</u> 3. <u>pot</u>, <u>hot</u> 4. <u>cot</u> E. fog, dog, hopping, log</p>	
<p>Phonics Readers (PR pp.20~23) Story 5</p>	
<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures. T: Open your books to page 20. Let's read the title together. T&S: A Great Cop. T: What do you see in the picture? S: I see a dog. T: Good. What is the dog doing? S: He is jogging. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T28)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 2 Multi-ROM CD 2, which the students will find interesting.)</i> Then, play the CD again and help the students read the story by 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: Dog the Great Cop is always busy. S: (pointing to each word) Dog the Great Cop is always busy. T: Good. Have the students find the words that are in word families -og, -ot, and -op and circle them. T: Now can you find the words that are in the word families -og, -ot, and -op? S: Yes. Dog cop, jog, fog. T: Great. Circle around the words.</p>
<p>★After Reading (Workbook p.27)</p>	<p>A. Read and match. 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. 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. Read and circle.</p>

Answers

A. a, c, d, b

B. 1. False 2. False

3. True

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: Dog is a firefighter.

T: Good. In the story, is the dog a firefighter?

S: No.

T: Great. Circle false.

Do the same with the rest of the questions.

Fun Activity

Write it Down!

Prepare several pieces of blank cards and the B2_U5 picture flashcards.

Divide the class into two teams. Provide half of the blank cards to each team.

Place the picture flashcards face down on the table.

Have one student from each team come to the front and show those two students a picture flashcard.

Then, have them go to their team, say what is on the card, and write down the word on the blank card.

T: One student from each team come to the front.

S1&S2: (coming to the front)

T: I will show you a picture card. You should quietly say what is on the card to your team members.

(picking up a dog flashcard and showing it to S1 & S2)

S1&S2: (whispering to their team members) It's a dog.

Team A: (writing dog and jumping up) Dog, dog.

T: What's the middle sound of dog?

Team A: /o/, /o/.

T: Good job. Team A gets a point.

Play the activity until all of the flashcards are used. The team with more points wins the game.

Unit 6_Short Vowel o ob od ock

• job, cob, rob, sob | nod, pod, rod, cod | sock, rock, lock, knock

Objectives	<ul style="list-style-type: none"> • to review the sound of the short vowel o • to learn the words in the word families: -ob, -od, -ock
Materials	<ul style="list-style-type: none"> • B2_U6 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.42~47)	
★Review	<p>Write "-og," "-ot," and "-op" on the whiteboard and review the short vowel o sound and word families.</p> <p>T: (writing "o" on the board) What's the sound of o?</p> <p>S: /o/, /o/.</p> <p>T: Good. It's the short vowel o sound.</p> <p>(writing "g" next to "o") Read this word family.</p> <p>S: /og/, /og/.</p> <p>T: Great. (writing "d" in front of "og") Read this word.</p> <p>S: /d/ /og/, dog.</p> <p>T: Great.</p> <p>Go over the words jog, fog, log, pot, hot, dot, cot, cop, hop, top, and mop.</p>
★Warm Up	<p>Prepare the B2_U6 picture flashcards before class.</p> <p>Introduce the -ob word family by pointing to the word dog.</p> <p>T: (writing the word dog) What's the sound of o?</p> <p>S: /o/ /o/.</p> <p>T: Good. It's the short o sound.</p> <p>(erasing "d" and "g" and writing "b" after "o")</p> <p>What letters do you see?</p> <p>S: I see the letters "o" and "b."</p> <p>T: Say the sounds of the letters "o" and "b."</p> <p>S: /o/, /b/.</p> <p>T: Good. When we read together, their sounds change a bit.</p> <p>/o/, /b/, /ob/.</p> <p>Do the same with the word families -od and -ock.</p> <p>Then, introduce the words in the -ob, -od, and -ock word families by using the B2_U6 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.42)	<p>Listen and point. Then listen and repeat. (CD2_T08)</p> <p>Have the students open their books.</p> <p>T: Look at the first column.</p> <p>(pointing to "ob") Let's read this word family.</p> <p>S: O, B, /ob/.</p> <p>T: Great.</p> <p>Write "j" and "ob" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "j," "ob," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from the left to right)</p> <p>/j/, /ob/, job.</p>

	<p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /j/, /ob/, job.</p> <p>S: (tracing the arrow under the word)</p> <p>/j/, /ob/, job.</p>
<p>★Letters & Sounds (p.43)</p> <p>Answers</p> <p>1. od/pod 2. ob/cob 3. ock/ rock 4. ob/rob 5. od/rod 6. ock/lock 7. ock/knock 8. ob/sob 9. od/cod</p>	<p>Write and say.</p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line (pointing to "ob") Let's read this word family.</p> <p>S: O, B, /ob/.</p> <p>T: Great. (pointing to the dotted line in "ob") What's the sound of o?</p> <p>S: /o/, /o/.</p> <p>S: Good. Trace the letter o.</p> <p>Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD2_T09)</p> <p>Have the students look at the pictures and talk about them.</p> <p>T: Look at number 1. What do you see?</p> <p>S: I see a pod.</p> <p>T: What word family is pod in?</p> <p>S: O, D, /od/.</p> <p>T: Good.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the rhyming words. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /p/, /od/, pod, /p/, /od/, pod.</p> <p>T: What word family is pod in?</p> <p>S: O, D, /od/.</p> <p>T: Good. Check the "od." Then, write "an" in the blanks and trace the rest of the word.</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.44~45)</p> <p>Answers (p.44)</p> <p>1. rock, sock, knock 2. pod, cod, rod 3. job, cob, sob 4. rod, nod, cod</p>	<p>Say and check the words in the same word family.</p> <p>Have the students say the sounds of the word families.</p> <p>Then, have them check the pictures in the same word families.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: O, C, K.</p> <p>T: Read the word family.</p> <p>S: O, C, K, /ock/.</p> <p>T: Good. Now look at the pictures and say the words in the -ock word family.</p> <p>S: Rock, sock, knock.</p> <p>T: Excellent! /r/, /ock/, rock, /s/, /ock/, sock, /kn/, /ock/, knock.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p> <p>Listen and circle. The write. (CD2_T10)</p> <p>Have the students read each word.</p> <p>Play the CD. Have the students draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words.</p>

<p>Answers (p.44)</p> <p>1. job 2. pod 3. rock 4. nod 5. cob 6. knock</p>	<p>S: Rod, cod, job. T: Good. Now listen to the CD. (playing the CD) A: Job, job. T: What did the person say? S: Job, job. T: Now circle the word job and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>Answers (p.45)</p> <p>1. rob 2. cod 3. sock 4. sob 5. rock 6. rod 7. job 8. nod 9. lock</p> <p>Answers (p.45)</p> <p>-ob: job, cob, rob, sob -od: nod, pod, rod, cod -ock: sock, rock, lock, knock</p>	<p>Circle and write. T: Look at number 1. Who do you see? S: I see a robber. T: Good. Find the word rob and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Sentences (p.46)</p>	<p>Write the words in the same word family. Have the students write the words that are in the word families -ob, -od, and -ock. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.46)</p> <p>Answers</p> <p>1. job 2. cod 3. nod 4. lock 5. rock 6. sob</p>	<p>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 girl. S2: I see a pilot. T: Good. What is the girl thinking about? S: She thinks she wants to be a pilot. 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: My dream job is to be a pilot. T: What did the person say? S: My dream job is to be a pilot. T: Good. Find the word job. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★ Phonics Story & Chant (p.47)</p>	<p>Read the story and chant along. (CD2_T12~13) T: (pointing to the title) Let's read the title together. T&S: A Poor Job. T: What do you see in the picture? S: I see boys/pods/rods. T: How do the boys feel? S: They are sad.</p>

	<p>T: Good. Can you find the words that are in the word families -ob, -od, and -ock? S: Yes. Rock, job, rods, pods. T: Great. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&S: To, two, no, only. T: Good. Let's listen to the story. Play the CD and then read the story while the students point to each word. Then, listen to the chant and chant along.</p>
<p>Workbook (pp.28~30)</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 your class, ask the students to finish the Workbook at home.</i> Answers A. 1. job, cob / ob 2. nod, pod / od 3. lock, rock / ock B. 1. ob/sob 2. od/ cod 3. od/rod 4. ock/sock 5. ock/knock 6. ob/rob C. 1. nod 2. job 3. rock 4. lock 5. pod 6. rob 7. sock 8. cob 9. knock 10. sob 11. rod 12. cod D. 1. <u>cod</u>, <u>rod</u> 2. <u>lock</u>, <u>sock</u> 3. <u>cobs</u>, <u>rock</u> 4. <u>sob</u> E. rock, rods, job, pods</p>	
<p>Phonics Readers (PR pp.24~27) Story 6</p>	
<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures. T: Open your books to page 24. Let's read the title together. T&S: What's Your Job, Bob? T: What do you see in the picture? S: I see a man and a girl. T: Good. What does the man have? S: He has many socks. 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 2 Multi-ROM CD 2, which the students will find interesting.)</i> Then, play the CD again and help the students read the story by 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: Bob lives next door to me. S: (pointing to each word) Bob lives next door to me. T: Good. Have the students find the words that are in word families -ob, -od, and -ock and circle them. T: Now can you find the words that are in the word families -ob, -od, and -ock? S: Yes. Socks. T: Great. Circle the word.</p>
<p>★After Reading (Workbook p.31)</p>	<p>A. Read and match. 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.</p>

Answers

A. c, b, a, d

B. 1. True 2. False

3. True

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.

B. Read and circle.

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: Bob lives next door to the girl.

T: Good. In the story, does the man live next door to the girl?

S: Yes.

T: Great. Circle true.

Do the same with the rest of the questions.

Fun Activity**Say it!**

Prepare a die and the B2_U6 picture flashcards.

Tell the students if the die lands on 1, 3, or 5, it represents 1, and it represents 2 if the die lands on 2, 4, or 6.

Have one student come to the front and write one word family.

Then, have S1 roll the die and say either one or two words in that word family depending on what number the die lands on.

T: (writing -ob on the white board)

(giving a die) Roll the die.

S1: (rolling) It's three.

T: Since it is three, you should say one word in the -ob word family .

S1: /c/, /ob/, cob

Play the activity until all of the students have a chance.

Unit 7_Short Vowel u un ut um ud ub ug

• sun, bun | nut, hut | gum, hum | bud, mud | cub, tub | hug, bug

Objectives	<ul style="list-style-type: none"> • to identify the sound of the short vowel u • to learn the words in the word families: -un, -ut, -um, -ud, -ub, -ug
Materials	<ul style="list-style-type: none"> • B2_U7 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.48~53)	
<p>★Warm Up</p>	<p>Prepare the B2_U7 picture flashcards before class.</p> <p>Introduce the short u sound by using the sun picture flashcard.</p> <p>T: (showing the sun picture flashcard) What do you see? S: I see the sun. T: Great. (writing "s," "u," and "n" on the board and blending the sounds) /s/, /u/, /n/, sun. Sun. What is the middle sound of sun? S: /u/, /u/ T: Good. (pointing to the letter u) /u/, /u/. It's the short vowel u sound.</p> <p>Introduce the -un word family by pointing to the word sun.</p> <p>T: (pointing to "un") What letters do you see? S: I see the letters "u" and "n." T: Say the sounds of the letters "u" and "n." S: /u/, /n/ T: Good. When we read together, their sounds change a bit. /u/, /n/, /un/.</p> <p>Do the same with the word families -ut, -um, -ud, -ub, and -ug.</p> <p>Then, introduce the words in the -un, -ut, -um, -ud, -ub, and -ug word families by using the B2_U7 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
<p>★Unit Introduction (p.48)</p>	<p>Listen and point. Then listen and repeat. (CD2_T14)</p> <p>Have the students open their books.</p> <p>T: Look at the first column. (pointing to "un") Let's read this word family. S: U, N, /un/. T: Great.</p> <p>Write "s" and "un" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "s," "un," and an arrow) Let's blend the word. (tracing an arrow from the left to right) /s/, /un/, sun.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /s/, /un/, sun. S: (tracing the arrow under the word) /s/, /un/, sun.</p>
<p>★Letters & Sounds</p>	<p>Write and say.</p> <p>Have the students read the word families and trace the letters and words.</p>

<p>Answers (p.50)</p> <p>1. cub 2. sun 3. bug 4. hut 5. gum 6. hug</p> <p>Answers (p.51)</p> <p>1. bun 2. mud 3. sun 4. cub 5. hum 6. bud 7. nut 8. tub 9. hug</p> <p>Answers (p.51)</p> <p>-un: sun, bun -ut: nut, hut -um: gum, hum -ud: bud, mud -ub: cub, tub -ug: hug, bug</p>	<p>T: Now circle the word cub and write it. S: (circling and writing) Do the same with the rest of the questions.</p> <p>Circle and write. T: Look at number 1. What do you see? S: I see a bun. T: Good. Find the word bun and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p> <p>Write the words in the same word family. Have the students write the words that are in the word families -un, -ut, -um, -ud, -ub, and -ug. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.52)</p> <p>Answers</p> <p>1. sun 2. bug 3. bud 4. cub 5. gum 6. nut</p>	<p>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 hut. S2: I see the sun. T: Good. Where is the sun? S: It is over the hut. 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 sun is over the hut. T: What did the person say? S: The sun is over the hut. T: Good. Find the word sun. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★ Phonics Story & Chant (p.53)</p>	<p>Read the story and chant along. (CD2_T18~19) T: (pointing to the title) Let's read the title together. T&S: Playing in the Hut. T: What do you see in the picture? S: I see a cub/tub and buns/bugs. T: Good. Can you find the words that are in the word families -un, -ut, -um, -ud, -ub, and -ug? S: Yes. Hut, bugs, tub, buns, nuts. T: Great. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&S: A, play, into, then. T: Good. Let's listen to the story.</p>

	<p>Play the CD and then read the story while the students point to each word. Then, listen to the chant and chant along.</p>
<p>Workbook (pp.32~34)</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 your class, ask the students to finish the Workbook at home.</i></p> <p>Answers</p> <p>A. 1. sun, bun / un 2. nut, hut / ut 3. mud, bud / ud B. 1. um/gum 2. ub/cub 3. ub/tub 4. ug/hug 5. ug/bug 6. um/hum C. 1. bun 2. hum 3. mud 4. cub 5. bug 6. hut 7. bud 8. hug 9. sun 10. gum 11. tub 12. nut D. 1. <u>sun</u>, <u>hut</u> 2. <u>bugs</u>, <u>hugging</u> 3. <u>cubs</u>, <u>humming</u> 4. <u>gum</u>, <u>mud</u> E. hut, bugs, tub, nuts</p>	
<p>Phonics Readers (PR pp.28~31) Story 7</p>	
<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures. T: Open your books to page 28. Let's read the title together. T&S: Two Messy Cubs. T: What do you see in the picture? S: I see two cubs. T: Good. Where are they? S: They are on the playground. 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 2 Multi-ROM CD 2, which the students will find interesting.)</i> Then, play the CD again and help the students read the story by 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: Two cubs play outside all day long. S: (pointing to each word) Two cubs play outside all day long. T: Good. Have the students find the words that are in word families -un, -ut, -um, -ud, -ub, and -ug and circle them. T: Now can you find the words that are in the word families -un, -ut, -um, -ud, -ub, and -ug? S: Yes. Cubs, sun. T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.35)</p>	<p>A. Read and match. 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. 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. B. Read and circle.</p>

Answers

A. a, d, b, c

B. 1. True 2. True

3. False

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: Two cubs play outside all day long.

T: Good. In the story, do the cubs play outside all day long?

S: Yes.

T: Great. Circle true.

Do the same with the rest of the questions.

Fun Activity**Spelling Chain**

Have the students sit in a circle. Provide a piece of A4-sized paper to one of the students.

Then, have S1 say one key word and pass the paper to the student (S2) sitting next to S1.

T: Everyone, sit in a circle, please.

S: (sitting in a circle)

T: (giving a piece of paper to a student)

Say the word and pass it to the student next to you.

S1: /s/, /un/, sun. (passing the paper)

S2: (writing sun) /s/, /un/, sun.

T: Good. Now S2, say the new word and pass it to another student.

S2: /b/, /un/, bun. (passing the paper)

S3: (writing bun) /b/, /un/, bun.

Play the activity until all of the students have a chance to play.

Unit 8_Short Vowel e

en eg ed et • hen, pen, ten | leg, peg, beg | bed, red, wed | net, wet, jet

Objectives	<ul style="list-style-type: none"> • to identify the sound of the short vowel e • to learn the words in the word families: -en, -eg, -ed, -et
Materials	<ul style="list-style-type: none"> • B2_U8 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.54~59)	
★Warm Up	<p>Prepare the B2_U8 picture flashcards before class.</p> <p>Introduce the short e sound by using the hen picture flashcard.</p> <p>T: (showing the hen picture flashcard) What do you see?</p> <p>S: I see a hen.</p> <p>T: Great. (writing "h", "e," and "n" on the board and blending the sounds) /h/, /e/, /n/, hen. Hen.</p> <p>What is the middle sound of hen?</p> <p>S: /e/, /e/</p> <p>T: Good. (pointing to the letter e) /e/, /e/. It's the short vowel e sound.</p> <p>Introduce the -en word family by pointing to the word hen.</p> <p>T: (pointing to "en") What letters do you see?</p> <p>S: I see the letters "e" and "n."</p> <p>T: Say the sounds of the letters "e" and "n."</p> <p>S: /e/, /n/</p> <p>T: Good. When we read together, their sounds change a bit. /e/, /n/, /en/.</p> <p>Do the same with the word families -eg, -ed, and -et.</p> <p>Then, introduce the words in the -en, -eg, -ed, and -et word families by using the B2_U8 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.54)	<p>Listen and point. Then listen and repeat. (CD2_T20)</p> <p>Have the students open their books.</p> <p>T: Look at the first column. (pointing to "en") Let's read this word family.</p> <p>S: E, N, /en/.</p> <p>T: Great.</p> <p>Write "h" and "en" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "h", "en," and an arrow) Let's blend the word. (tracing an arrow from the left to right) /h/, /en/, hen.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /h/, /en/, hen.</p> <p>S: (tracing the arrow under the word) /h/, /en/, hen.</p>
★Letters & Sounds (p.55)	<p>Write and say.</p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line.</p>

<p>Answers</p> <p>1. en/pen 2. ed/red 3. eg/peg 4. ed/wed 5. eg/leg 6. eg/beg 7. et/wet 8. et/jet 9. en/ten</p>	<p>(pointing to "en") Let's read this word family. S: E, N, /en/. T: Great. (pointing to the dotted line in "en") What's the sound of e? S: /e/ /e/. S: Good. Trace the letter e. Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD2_T21) Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a pen. T: What word family is pen in? S: E, N, /en/. T: Good. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /p/, /en/, pen, /p/, /en/, pen. T: What word family is pen in? S: E, N, /en/ T: Good. Check the "en." Then, write "en" in the blanks 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>Answers (p.56)</p> <p>1. bed, wed, red 2. leg, peg, beg 3. ten, pen, hen 4. net, wet, jet</p> <p>Answers (p.56)</p> <p>1. hen 2. bed 3. net 4. beg 5. wet 6. ten</p>	<p>Say and check the words in the same word family. Have the students say the sounds of the word families. Then, have them check the pictures in the same word families. T: Look at number 1. What letters do you see? S: E, D. T: Read the word family. S: E, D, /ed/. T: Good. Now look at the pictures and say the words in the "-ed" word family. S: Bed, wed, red. T: Excellent! /b/, /ed/, bed, /w/, /ed/, wed, /r/, /ed/, red. Check the three words. Do the same with the rest of the questions.</p> <p>Listen and circle. Then write. (CD2_T22) Have the students read each word. Play the CD. Have the students draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Hen, red, jet. T: Good. Now listen to the CD. (playing the CD) A: Hen, hen. T: What did the person say? S: Hen, hen. T: Now circle the word hen and write it. S: (circling and writing) Do the same with the rest of the questions.</p>

<p>Answers (p.57)</p> <p>1. red 2. leg 3. net 4. hen 5. bed 6. jet 7. peg 8. pen 9. wed</p>	<p>Circle and write.</p> <p>T: Look at number 1. What do you see? S: I see a paint tube. T: What color is it? S: It's red. T: Good. Find the word red and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>Answers (p.57)</p> <p>-en: hen, pen, ten -eg: leg, peg, beg -ed: bed, red, wed -et: net, wet, jet</p>	<p>Write the words in the same word family.</p> <p>Have the students write the words that are in the word families -en, -eg, -ed, and -et. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.58)</p> <p>Answers</p> <p>1. wed 2. pen 3. jet 4. bed 5. wet 6. peg</p>	<p>Listen and read. Then circle and write. (CD2_T23)</p> <p>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 a woman. T: Good. What are they doing? S: They are getting married. 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: They plan to wed next winter. T: What did the person say? S: They plan to wed next winter. T: Good. Find the word wed. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★ Phonics Story & Chant (p.59)</p>	<p>Read the story and chant along. (CD2_T24~25)</p> <p>T: (pointing to the title) Let's read the title together. T&S: Bad Net. T: What do you see in the picture? S: I see a girl/sled/net. T: Good. Can you find the words that are in the word families -en, -eg, -ed, and -et. S: Yes. Jet, red, net. T: Great. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&S: Have, goes, very, like. T: Good. Let's listen to the story. Play the CD and then read the story while the students point to each word.</p>

Then, listen to the chant and chant along.

Workbook (pp.36~38)

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.

**Option: If you do not have enough time to do the Workbook in your class, ask the students to finish the Workbook at home.*

Answers

A. 1. pen, hen / en 2. leg, peg / eg 3. bed, wed / ed 4. jet, net / et

B. 1. ed/red 2. et/wet 3. eg/beg 4. en/ten

C. 1. pen 2. bed 3. jet 4. peg 5. net 6. leg 7. ten 8. wed 9. beg 10. wet 11. red 12. hen

D. 1. ten, pens 2. red, jet 3. legs, bed 4. wet

E. jet, red, net

Phonics Readers (PR pp.32~35) Story 8

★Before Reading

Have the students open Big Step Phonics Readers and talk about the pictures.

T: Open your books to page 32. Let's read the title together.

T&S: Ted and the Ten Hens.

T: What do you see in the picture?

S: I see a man and hens.

T: Good. How many hens are there?

S: Ten hens.

Do the same with the rest of the pictures.

★While Reading (CD2_T31)

Play the CD.

(It is recommended that teachers use the animation on Big Step Phonics 2 Multi-ROM CD 2, which the students will find interesting.)

Then, play the CD again and help the students read the story by 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: Ted is a farmer in the village.

S: (pointing to each word) Ted is a farmer in the village.

T: Good.

Have the students find the words that are in word families -en, -eg, -ed, and -et and circle them.

T: Now can you find the words that are in the word families -en, -eg, -ed, and -et?

S: Yes. Ted, ten, hens.

T: Great. Circle the words.

★After Reading (Workbook p.39)

A. Read and match.

Have the students open their workbooks to page 39. 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.

B. Read and circle.

Help the students read each sentence and say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

Answers

- A. c, a, b, d
 B. 1. True 2. True
 3. False

T&S: Ted has ten hens on his farm.

T: Good. In the story, does Ted have ten hens on his farm?

S: Yes.

T: Great. Circle true.

Do the same with the rest of the questions.

Fun Activity**Hit, Read, and Find**

are the B2_U8 picture flashcards & word flashcards and a soft ball.

Tape the flashcards on the whiteboard to review each word.

Move a desk at the end of the classroom and place the picture flashcards on the desk.

Mark a starting line in the middle of the classroom.

Have one student come to the front and stand on the starting line.

Then, give the soft ball to S1 and have S1 throw it at a word on the whiteboard. After that, have S1 run to the desk and pick up the correct picture flashcard and then go back to the front.

T: (marking the start line) This is the starting line.

S1, stand on the starting line and throw this ball. (giving S1 a soft ball)

S1: (standing on the start line, throwing the ball, and hitting the word sun)

(running to the desk and bringing back the sun picture flashcard)

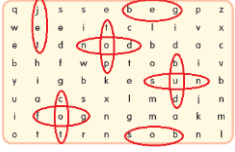
/s/, /un/, sun.

T: Good.

Play the activity until all of the students have a chance to play.

Review II Units 5-8

Objectives	<ul style="list-style-type: none"> to review the short vowels o, u, and i to review the word families in Units 5~8: -og, -ot, -op, -ob, -od, -ock, -un, -ut, -um, -ud, -ub, -ug, -en, -eg, -ed, -et
Materials	<ul style="list-style-type: none"> B2_U5~U8 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.60~65)	
★Review	<p>Prepare the B2_U5~U8 picture/word flashcards. Show each card to the students and review the short vowels o, u, and i. T: (showing the dog flashcard) What is this? S: It's a dog. T: What word family is dog in? S: O, G, /og/. T: Good. Go over the words with the rest of the flashcards.</p>
<p>(p.60)</p> <p>Answers 1. net 2. dot 3. pen 4. bud 5. lock 6. hug</p> <p>Answers 1. od/rod 2. ob/cob 3. ut/nut 4. og/jog 5. um/hum 6. ed/bed</p>	<p>Listen and write o, u, or e. (CD2_T26) T: Look at number 1. Listen to the CD. A: /e/, /e/, net. T: (stopping the CD) What's the middle sound of net? S: /e/, /e/ T: Great. What letter makes the /e/ sound? S: E. T: Good! Write e and trace the rest of the word. S: (writing and tracing) 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>Listen and match. Then write (CD2_T27) T: Look at number 1. Listen to the CD. A: /r/, /od/, rod. T: (stopping the CD) What word family is rod in? S: O, D, /od/. T: Great. Draw a line to "od." S: (drawing) Do the same with the rest of the questions.</p>
<p>(p.61)</p> <p>Answers 1. sun, bun 2. sock, rock 3. peg, leg 4. hen, ten 5. cop, mop 6. cub, tub</p>	<p>Circle and write. T: Look at number 1. What letter do you see? S: I see U and N. T: Read the word family. S: /un/. T: Good! Find the words that are in the "un" word family. S: Sun, bun. T: Great. Circle them and write the words. Do the same with the rest of the questions.</p>
<p>(p.62)</p>	<p>Write the words and find them.</p>

<p>Answers</p> <p>1. fog 2. beg 3. jet 4. bud 5. nod 6. cot 7. sob 8. top 9. sun</p> 	<p>T: Look at number 1. What do you see? S: I see a city in the fog. T: What's the middle sound of fog? S: /o/, /o/. T: Good. Write "o" 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>
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<p>(p.63)</p> <p>Answers</p> <p>1. hot 2. hut 3. job 4. mud 5. wet 6. log 7. rob 8. bug 9. gum 10. pen 11. cod 12. leg</p>	<p>Circle and write.</p> <p>T: Look at number 1. How's the weather? S: It is hot. T: Good. Circle the word hot and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
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<p>(p.64)</p> <p>Answers</p> <p>1. fog 2. mop 3. nod 4. nut 5. jet 6. peg</p>	<p>Read and fill in the blank.</p> <p>T: Look at number 1. Let's read the sentence together. T&S: I can't see the clock in the...! T: Good. Find the missing word in the word box. S: Fog. T: Great. Write the word in the blank. S: (writing) Do the same with the rest of the questions.</p>
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<p>(p.65)</p> <p>Answers</p> <p>1. d 2. c 3. b 4. a</p>	<p>Read the stories and match.</p> <p>Talk about the pictures with the students. T: Look at letter a. What do you see in the picture? S: I see two boys. T: What are they doing? S: They are eating pods. 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&S: What do you see in the fog? Is it a jumping dog? Is it a hopping rabbit? Now I see. It is a standing log. T: Find the correct picture and draw a line to it. S: (drawing)</p>
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Workbook (pp.40~43)

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.
**Option: If you do not have enough time to do the Workbook, ask the students to finish the Workbook at home.*

- Answers
- A. 1. og/fog 2. en/hen 3. od/rod 4. ock/ lock 5. ub/tub 6. um/hum 7. ug/bug 8. eg/peg 9. et/wet
B. ten - 9 bun - 1 jog - 5 cop - 7 net - 6 mud - 4

job - 3 hot - 11 cot - 10 bed - 8 sock - 12 cod - 2

C. 1. rob 2. log 3. knock 4. hut 5. cub 6. top 7. red 8. dot 9. nod 10. wed 11. pen 12. hug

D. 1. log 2. job 3. nod 4. bud 5. nut 6. peg