

Big Step Phonics 4

with Phonics Readers

Teacher's Guide

Unit 1_I Blends bl, cl, fl, gl, pl

• block, black, blanket | clock, clap, class | flag, flat, flower | glass, glove, glow | plane, plate, plug

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the I blends • to learn the words with the I blends: bl-, cl-, fl-, gl-, pl-
Materials	<ul style="list-style-type: none"> • B4_U1 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.6~11)	
<p>★Warm Up</p>	<p>Prepare the B4_U1 picture flashcards before class.</p> <p>Introduce each word that begins with the I blends by showing the corresponding flashcard.</p> <p>T: (writing "b" and "l" on the board)</p> <p>What is the sound of "b"?</p> <p>S: /b/, /b/.</p> <p>T: What is the sound of "l"?</p> <p>S: /l/, /l/.</p> <p>T: Let's put these two sounds together.</p> <p>/b/, /l/, /bl/.</p> <p>S: /b/, /l/, /bl/.</p> <p>T: (writing "o," "c," and "k" on the board and blending the word)</p> <p>/bl/, /ock/, block.</p> <p>S: /bl/, /ock/, block.</p> <p>T: Good. (pointing to the letters "b" and "l") We call these I blends.</p> <p>(showing the block flashcard) Look at the card. What do you see?</p> <p>S: I see a block.</p> <p>Do the same with the words that begin with other I blends cl, fl, gl, and pl, by using the B4_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>
<p>★Unit Introduction (p.6)</p>	<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 box.</p> <p>(pointing to "bl") Let's read these letters.</p> <p>S: B, L, /bl/.</p> <p>T: Great.</p> <p>Write "bl" and "ock" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "bl," "ock," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/bl/, /ock/, block.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /bl/, /ock/, block.</p> <p>S: (tracing the arrow under the word)</p> <p>/bl/, /ock/, block.</p>
<p>★Letters & Sounds (p.7)</p>	<p>Write and say.</p> <p>Have the students read the I blends and trace the letters and words.</p> <p>T: Look at the first line.</p>

<p>Answers</p> <ol style="list-style-type: none"> 1. fl / flag 2. gl / glow 3. pl / plug 4. bl / black 5. cl / clap 6. fl / flat 7. pl / plate 8. bl / block 9. gl / glove 	<p>(pointing to "bl") What's the sound of B and L? S: /bl/, /bl/. T: Good. Trace the letters B and L. 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 flag. T: What sound does flag begin with? S: /fl/, /fl/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the correct I blend. Then, trace the rest of the word. T: (playing the CD) A: /fl/, /ag/, flag, /fl/, /ag/, flag. T: What sound does flag begin with? S: /fl/. T: Good. Check the F and L. Then, write F and L 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> <ol style="list-style-type: none"> 1. glass, glove, glow 2. clock, clap, class 3. flat, flower, flag 4. plane, plate, plug <p>Answers (p.8)</p> <ol style="list-style-type: none"> 1. clap 2. blanket 3. glove 4. flat 5. plate 6. class 	<p>Say and check the words with the same I blend. Have the students say the sounds of the I blends. Then, have them check the pictures with the same I blend. T: Look at number 1. What letters do you see? S: G, L. T: Read the letters. S: G, L, /gl/. T: Good. Now look at the pictures and say the words with the I blend /gl/. S: Glass, glove, glow. T: Excellent! /gl/, /ass/, glass, /gl/, /ove/, glove, /gl/, /ow/, glow. 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 them draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Clap, glow, glass. T: Good. Now, listen to the CD. (playing the CD) A: Clap, clap. T: What did the person say? S: Clap, clap. T: Now, circle the word clap and write the word. S: (circling and writing) Do the same with the rest of the questions.</p> <p>Circle and write.</p>

<p>Answers (p.9)</p> <p>1. class 2. glow 3. plug 4. blanket 5. clock 6. flag 7. plane 8. flower 9. black</p> <p>Answers (p.9)</p> <p>bl-: block, black, blanket cl-: clock, clap, class fl-: flag, flat, flower gl-: glass, glove, glow pl-: plane, plate, plug</p>	<p>T: Look at number 1. What do you see? S: I see a teacher and students. T: Good. They are in class. Find the word class 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 with the same I blend. Have the students write the words that begin with the I blends bl-, cl-, fl-, gl-, and pl-. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.10)</p> <p>Answers</p> <p>1. block 2. flag 3. black 4. class 5. glove 6. plug</p>	<p>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 a glass. S2: I see some blocks. T: Where are the blocks? S: They are in the glass. 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 blocks are in the glass. T: What did the person say? S: The blocks are in the glass. T: Good. Find the word block. 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.11)</p>	<p>Read the story and chant along. (CD1_T06~07) T: (pointing to the title) Let's read the title together. T&S: The Class Picnic. T: What do you see in the picture? S: I see a vase/basket/blanket and plates/glasses/girls/boys/flowers. T: Good. Can you find the words that begin with the I blends? S: Yes. Blanket, glasses, plates, flowers, and clap. 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: On, the, and, her. 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.4~6)</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 class, ask the students to finish the workbook at home.*

Answers

- A. 1. clap 2. flag 3. block 4. glove 5. plug 6. class
 B. 1. pl / plate 2. bl / block 3. cl / clock 4. gl / glass 5. gl / glow 6. fl / flower
 C. 1. flat 2. flower 3. plane 4. black 5. class 6. flag
 7. glass 8. plate 9. blanket 10. clock 11. glove 12. plug
 D. 1. blocks, glass 2. black, flowers 3. clapping, class 4. plugs
 E. blanket, glasses, flowers, clap

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

<p>★Before Reading</p>	<p>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: Santa's Sled with a Flag. T: What do you see in the picture? S: I see Santa Claus. T: What does he have? S: He has many letters. T: Good. How does he look? S: He looks happy/excited. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T28)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 4 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: Santa has a lot of letters on the plate. S: (pointing to each word) Santa has a lot of letters on the plate. T: Good. Have the students find the words that begin with the I blends. Then, circle them. T: Now, can you find the words that begin with the I blends? S: Yes. Plate and claps. T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.7)</p>	<p>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 have them say if the sentence is true or false.</p>

Answers

A. c, a, d, b

B. 1. True 2. False

3. True

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

T&S: Santa has many letters.

T: Good. In the story, does Santa have many letters?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

Fun Activity**Snap It!**

Prepare five pieces of blank A4-sized paper and write bl, cl, fl, gl, and pl on each piece of paper.

Review the words on the B4_U1 picture flashcards with the students.

Tape the bl, cl, fl, gl, and pl papers to the board.

Divide the class into two teams.

Have one from each team come up and stand in the middle of the class.

Show one of the B4_U1 picture flashcards to the students.

Then, have the students run to the paper with the corresponding **l** blend and snap it.

T: (showing the block picture flashcard) What is the beginning sound?

S1: (running to the bl paper) /bl/, /bl/, block.

T: Good.

Give S1 one point. If S1 can spell the word, give one more point.

Continue the game until all of the students have a chance.

The team with the most points wins the game.

Unit 2_r Blends br, cr, fr, gr, tr

• bread, brush, brick | crab, crayon, crawl | fruit, fry, frame | grape, grass, grill | train, tree, trap

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the r blends • to learn the words with the r blends: br-, cr-, fr-, gr-, tr-
Materials	<ul style="list-style-type: none"> • B4_U2 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.12~17)	
<p>★Warm Up</p>	<p>Prepare the B4_U2 picture flashcards before class.</p> <p>Introduce each word that begins with the r blends by showing the corresponding flashcard.</p> <p>T: (writing "b" and "r" on the board)</p> <p>What is the sound of "b"?</p> <p>S: /b/, /b/.</p> <p>T: What is the sound of "r"?</p> <p>S: /r/, /r/.</p> <p>T: Let's put these two sounds together.</p> <p>/b/, /r/, /br/.</p> <p>S: /b/, /r/, /br/.</p> <p>T: (writing "e," "a," and "d" on the board and blending the word)</p> <p>/br/, /ead/, bread.</p> <p>S: /br/, /ead/, bread.</p> <p>T: Good. (pointing to the letters "b" and "r") We call these r blends.</p> <p>(showing the bread flashcard) Look at the card. What do you see?</p> <p>S: I see some bread.</p> <p>Do the same with the words that begin with the other r blends cr, fr, gr, and tr, by using the B4_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>
<p>★Unit Introduction (p.12)</p>	<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 box.</p> <p>(pointing to "br") Let's read these letters.</p> <p>S: B, R, /br/.</p> <p>T: Great.</p> <p>Write "br" and "ead" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "br," "ead," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/br/, /ead/, bread.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /br/, /ead/, bread.</p> <p>S: (tracing the arrow under the word)</p> <p>/br/, /ead/, bread.</p>
<p>★Letters & Sounds (p.13)</p>	<p>Write and say.</p> <p>Have the students read the r blends and trace the letters and words.</p> <p>T: Look at the first line.</p>

<p>Answers</p> <ol style="list-style-type: none"> 1. fr / fry 2. cr / crayon 3. br / brick 4. gr / grass 5. tr / trap 6. br / brush 7. tr / train 8. gr / grape 9. fr / frame 	<p>(pointing to "br") What's the sound of B and R? S: /br/, /br/. T: Good. Trace the letters B and R. 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 some eggs. T: Yes, somebody is frying eggs. What sound does fry begin with? S: /fr/, /fr/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the correct r blend. Then, trace the rest of the word. T: (playing the CD) A: /fr/, /y/, fry, /fr/, /y/, fry. T: What sound does fry begin with? S: /fr/. T: Good. Check the F and R. Then, write F and R 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> <ol style="list-style-type: none"> 1. bread, brush, brick 2. fruit, frame, fry 3. grass, grape, grill 4. train, trap, tree <p>Answers (p.14)</p> <ol style="list-style-type: none"> 1. brick 2. crayon 3. grass 4. trap 5. frame 6. crab 	<p>Say and check the words with the same r blend. Have the students say the sounds of the r blends. Then, have them check the pictures with the same r blend. T: Look at number 1. What letters do you see? S: B, R. T: Read the letters. S: B, R, /br/. T: Good. Now look at the pictures and say the words with the r blend /br/. S: Bread, brush, brick. T: Excellent! /br/, /ead/, bread, /br/, /ush/, brush, /br/, /ick/, brick. 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 them draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Brick, bread, fry. T: Good. Now, listen to the CD. (playing the CD) A: Brick, brick. T: What did the person say? S: Brick, brick. T: Now, circle the word brick and write the word. S: (circling and writing) Do the same with the rest of the questions.</p>

<p>Answers (p.15)</p> <p>1. grill 2. bread 3. crab 4. train 5. grape 6. tree 7. fry 8. fruit 9. crawl</p> <p>Answers (p.15)</p> <p>br-: bread, brush, brick cr-: crab, crayon, crawl fr-: fruit, fry, frame gr-: grape, grass, grill tr-: train, tree, trap</p>	<p>Circle and write.</p> <p>T: Look at number 1. What do you see? S: I see a grill. T: Good. Find the word grill 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.16)</p> <p>Answers</p> <p>1. train 2. fruit 3. bread 4. grass 5. crab 6. frame</p>	<p>Write the words with the same r blend.</p> <p>Have the students write the words that begin with the r blends, br-, cr-, fr-, gr-, and tr-. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Story & Chant (p.17)</p>	<p>Listen and read. Then circle and write. (CD1_T11)</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 train. T: Good. Does the train run fast or slowly? S2: It runs fast. T: Excellent! Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: The train runs very fast. T: What did the person say? S: The train runs very fast. T: Good. Find the word train. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>Workbook (pp.8~10)</p>	<p>Read the story and chant along. (CD1_T12~13)</p> <p>T: (pointing to the title) Let's read the title together. T&S: Crab the Amazing Baker. T: What do you see in the picture? S: I see a crab/pot and bread/doughnuts. T: Good. Can you find the words that begin with the r blends? S: Yes. Crab, bread, fruit, and fries. 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: Is, he, with, for. 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>

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 class, ask the students to finish the workbook at home.*

Answers

A. 1. bread 2. grass 3. crab 4. tree 5. fry 6. brick

B. 1. cr / crawl 2. fr / frame 3. gr / grill 4. br / brush 5. tr / trap 6. gr / grape

C. 1. fruit 2. crayon 3. brush 4. grill 5. frame 6. trap

7. train 8. brick 9. grape 10. crawl 11. bread 12. crab

D. 1. frying, fruit 2. bread, grapes 3. glass, tree 4. crab, crayons

E. Crab, fruit, fries, bread

Phonics Readers (PR pp.8~11) Story 2

★Before Reading

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: The Hunter's Trap.

T: What do you see in the picture?

S: I see a hunter.

T: What does he have?

S: He has some traps.

T: Good.

Do the same with the rest of the pictures.

**★While Reading
(CD1_T29)**

Play the CD.

(It is recommended that teachers use the animation on Big Step Phonics 4 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 hunter goes to the forest to catch animals.

S: (pointing to each word) A hunter goes to the forest to catch animals.

T: Good.

Have the students find the words that begin with the **r** blends. Then, circle them.

T: Now, can you find the words that begin with the **r** blends?

S: Yes. Trees and grass.

T: Great. Circle the words.

**★After Reading
(Workbook p.11)**

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.

S: (writing)

Do the same with the rest of the story.

B. Read and circle.

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

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

Answers

A. a, b, d, c

B. 1. True 2. False

3. False

T&S: The hunter sets traps under the trees.

T: Good. In the story, does the hunter set traps under the trees?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

Fun Activity**Word Contest**

Prepare small blank cards by folding a piece of blank A4-sized paper and cutting it to 8 pieces.

Make the cards enough to give eight to each student.

Review the words on the B4_U2 picture flashcards with the students.

Make sure to review how to spell each word.

Show one picture flashcard and have the students write the correct word on the card.

Give one point to the students who write the correct spelling.

Continue the game until all the words are reviewed.

The student with the most points is the winner.

Unit 3_s Blends sk, sm, sn, sp, sw

• skate, ski, skunk | smile, smell, smog | snow, snail, snack | spoon, spider, spill | swim, swan, sweater

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the s blends • to learn the words with the s blends: sk-, sm-, sn-, sp-, sw-
Materials	<ul style="list-style-type: none"> • B4_U3 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.18~23)	
★Warm Up	<p>Prepare the B4_U3 picture flashcards before class.</p> <p>Introduce each word that begins with the s blends by showing the corresponding flashcard.</p> <p>T: (writing "s" and "k" on the board)</p> <p>What is the sound of "s"?</p> <p>S: /s/, /s/.</p> <p>T: What is the sound of "k"?</p> <p>S: /k/, /k/.</p> <p>T: Let's put these two sounds together.</p> <p>/s/, /k/, /sk/.</p> <p>S: /s/, /k/, /sk/.</p> <p>T: (writing "a," "t," and "e" on the board and blending the word)</p> <p>/sk/, /ate/, skate.</p> <p>S: /sk/, /ate/, skate.</p> <p>T: Good. (pointing to the letters "s" and "k") We call these s blends.</p> <p>(showing the skate flashcard) Look at the card. Who do you see?</p> <p>S: I see a boy.</p> <p>T: What is the boy doing?</p> <p>S: He is skating.</p> <p>Do the same with the words that begin with the other s blends sm, sn, sp, and sw, by using the B4_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 box.</p> <p>(pointing to "sk") Let's read these letters.</p> <p>S: S, K, /sk/.</p> <p>T: Great.</p> <p>Write "sk" and "ate" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "sk," "ate," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/sk/, /ate/, skate.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /sk/, /ate/, skate.</p> <p>S: (tracing the arrow under the word)</p> <p>/sk/, /ate/, skate.</p>
★Letters & Sounds	Write and say.

<p>(p.19)</p> <p>Answers</p> <ol style="list-style-type: none"> sm / smog sk / skunk sn / snail sw / swim sp / spider sk / ski sp / spoon sm / smile sw / sweater 	<p>Have the students read the s blends and trace the letters and words.</p> <p>T: Look at the first line. (pointing to "sk") What's the sound of S and K?</p> <p>S: /s/, /k/, /sk/.</p> <p>T: Good. Trace the letters S and K.</p> <p>Have the students trace the words and read them at the same time.</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. What do you see?</p> <p>S: I see smog.</p> <p>T: What sound does smog begin with?</p> <p>S: /sm/, /sm/.</p> <p>T: Great.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the correct s blend. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /sm/, /og/, smog, /sm/, /og/, smog.</p> <p>T: What sound does smog begin with?</p> <p>S: /sm/.</p> <p>T: Good. Check the S and M. Then, write S and M 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.20~21)</p> <p>Answers (p.20)</p> <ol style="list-style-type: none"> skate, ski, skunk snack, snow, snail spoon, spill, spider smog, smell, smile <p>Answers (p.20)</p> <ol style="list-style-type: none"> snail 2. smile spider 4. swan snow 6. skunk 	<p>Say and check the words with the same s blend.</p> <p>Have the students say the sounds of the s blends.</p> <p>Then, have them check the pictures with the same s blend.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: S, K.</p> <p>T: Read the letters.</p> <p>S: S, K, /sk/.</p> <p>T: Good. Now look at the pictures and say the words with the s blend /sk/.</p> <p>S: Skate, ski, skunk.</p> <p>T: Excellent! /sk/, /ate/, skate, /sk/, /i/, ski, /sk/, /unk/, skunk.</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 them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words.</p> <p>S: Snack, snail, skate.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: Snail, snail.</p> <p>T: What did the person say?</p> <p>S: Snail, snail.</p> <p>T: Now, circle the word snail and write the word.</p> <p>S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p>

<p>Answers (p.21)</p> <p>1. snow 2. swan 3. ski 4. spill 5. skunk 6. smell 7. skate 8. snack 9. sweater</p> <p>Answers (p.21)</p> <p>sk-: skate, ski, skunk sm-: smile, smell, smog sn-: snow, snail, snack sp-: spoon, spider, spill sw-: swim, swan, sweater</p>	<p>Circle and write.</p> <p>T: Look at number 1. What do you see? S: I see some snow. T: Good. Find the word snow 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 with the same s blend.</p> <p>Have the students write the words that begin with the s blends sk-, sm-, sn-, sp-, and sw-. 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. snail 2. skate 3. skunk 4. sweater 5. spoon 6. Smog</p>	<p>Listen and read. Then circle and write. (CD1_T17)</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 snail. S2: I see some soup. T: What is the snail doing? S: The snail is smelling the soup. 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 snail smells the soup. T: What did the person say? S: The snail smells the soup. T: Good. Find the word snail. 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)</p> <p>T: (pointing to the title) Let's read the title together. T&S: The First Ski Trip. T: What do you see in the picture? S: I see a skunk/scarf/jacket and goggles/ski poles/ski boots. T: Good. Can you find the words that begin with the s blends? S: Yes. Skunk, skiing, snow, and smiles. 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: Goes, use, up, very. 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>

Workbook (pp.12~14)

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 class, ask the students to finish the workbook at home.*

Answers

A. 1. smile 2. swan 3. spill 4. skate 5. snack 6. smog

B. 1. sn / snow 2. sk / ski 3. sk / skunk 4. sm / smell 5. sp / spider 6. sw / sweater

C. 1. swim 2. snail 3. spoon 4. swan 5. snack 6. smile

7. smell 8. skate 9. smog 10. skunk 11. sweater 12. spider

D. 1. snail, smells 2. skunk 3. spider, sweater 4. spoon, snacks

E. Skunk, snow, smiles, skiing

Phonics Readers (PR pp.12~15) Story 3**★Before Reading**

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: Spider's Favorite Season.

T: What do you see in the picture?

S: I see a spider.

T: What is he doing?

S: He is smelling the flower.

T: Good. Can you guess what season it is?

S: I think it is spring.

Do the same with the rest of the pictures.

**★While Reading
(CD1_T30)**

Play the CD.

(It is recommended that teachers use the animation on Big Step Phonics 4 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: Spider, which season do you like?

S: (pointing to each word) Spider, which season do you like?

T: Good.

Have the students find the words that begin with the **s** blends. Then, circle them.

T: Now, can you find the words that begin with the **s** blends?

S: Yes. Spider and smell.

T: Great. Circle the words.

**★After Reading
(Workbook p.15)****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)

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.

Answers

A. c, a, d, b

B. 1. True 2. True

3. False

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

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

T&S: Spider smells flowers in spring.

T: Good. In the story, does the spider smell flowers in spring?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

Fun Activity**Can You Read This?**

Prepare a set of B4_U3 picture flashcards.

Have one student pick a flashcard and have him/her say the word silently.

Then, have the other students guess the word by trying to read his/her lips.

T: Choose a card from the flashcards.

S1: (choosing the skate flashcard)

T: Now say the word silently. Don't make any sounds.

And the rest of the students, you should read S1's lips and guess what the word is.

S1: (silently) Skate, skate.

T: Can you guess the word?

S2: Skate, skate.

Give S1 one point.

Have S2 come up front and start the game again.

Continue the game until all the students have a chance.

Unit 4_More Consonants ch, sh, th, wh

• chair, chin, cheese, peach | shoe, sheep, shell, wash | think, thick, thumb, tooth | whale, wheel, wheat, whistle

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the consonant digraphs • to learn the words with the consonant digraphs: ch, sh, th, wh
Materials	<ul style="list-style-type: none"> • B4_U4 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.24~29)	
<p>★Warm Up</p>	<p>Prepare the B4_U4 picture flashcards before class.</p> <p>Introduce each word that has the consonant digraph by showing the corresponding flashcard.</p> <p>T: (writing "c" and "h" on the board)</p> <p>What is the sound of "c"?</p> <p>S: /c/, /c/.</p> <p>T: What is the sound of "h"?</p> <p>S: /h/, /h/.</p> <p>T: Good. When they get together, they make a new sound: /ch/.</p> <p>Say /ch/, /ch/.</p> <p>S: /ch/, /ch/.</p> <p>T: Excellent!</p> <p>T: (writing "a," "i," and "r" on the board and blending the word)</p> <p>/ch/, /air/, chair.</p> <p>S: /ch/, /air/, chair.</p> <p>T: Good.</p> <p>(showing the chair flashcard) Look at the card. What do you see?</p> <p>S: I see a chair.</p> <p>Do the same with the words that have with the other consonant digraphs sh, th, and wh, by using the B4_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>
<p>★Unit Introduction (p.24)</p>	<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 box.</p> <p>(pointing to "ch") Let's read these letters.</p> <p>S: /ch/, /ch/.</p> <p>T: Great.</p> <p>Write "ch" and "air" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "ch," "air," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/ch/, /air/, chair.</p> <p><i>* Make sure the words, peach, wash, and, tooth have the consonant digraphs at the ends of the words.</i></p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /ch/, /air/, chair.</p> <p>S: (tracing the arrow under the word)</p> <p>/ch/, /air/, chair.</p>

<p>★ Letters & Sounds (p.25)</p> <p>Answers</p> <ol style="list-style-type: none"> 1. ch / chin 2. sh / sheep 3. th / thick 4. wh / wheel 5. ch / cheese 6. sh / wash 7. sh / shell 8. th / tooth 9. wh / whistle 	<p>Write and say.</p> <p>Have the students read the consonant digraphs and trace the letters and words.</p> <p>T: Look at the first line. (pointing to "ch") What's the sound of C and H?</p> <p>S: /ch/, /ch/.</p> <p>T: Good. Trace the letters C and H.</p> <p>Have the students trace the words and read them at the same time.</p> <hr/> <p>Listen and check. Then write. (CD1_T21)</p> <p>Have the students look at the pictures and talk about them.</p> <p>T: Look at number 1. What is the arrow pointing at?</p> <p>S: The girl's chin.</p> <p>T: What sound does chin begin with?</p> <p>S: /ch/, /ch/.</p> <p>T: Great.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the correct consonant digraphs. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /ch/, /in/, chin, /ch/, /in/, chin.</p> <p>T: What sound does chin begin with?</p> <p>S: /ch/.</p> <p>T: Good. Check the C and H Then, write C and H 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.26~27)</p> <p>Answers (p.26)</p> <ol style="list-style-type: none"> 1. shoe, shell, wash 2. chair, peach, chin 3. whale, wheat, wheel 4. thumb, think, tooth <p>Answers (p.26)</p> <ol style="list-style-type: none"> 1. peach 2. sheep 	<p>Say and check the words with the same sound.</p> <p>Have the students say the sounds of the consonant digraphs.</p> <p>Then, have them check the pictures with the same sound.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: S, H.</p> <p>T: Read the letters.</p> <p>S: S, H, /sh/.</p> <p>T: Good. Now look at the pictures and say the words with the /sh/ sound.</p> <p>S: Shoe, shell, wash.</p> <p>T: Excellent! /sh/, /oe/, shoe, /sh/, /ell/, shell, /wa/, /sh/, wash.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p> <hr/> <p>Listen and circle. Then write. (CD1_T22)</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: Cheese, peach, wheel.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: Peach, peach.</p> <p>T: What did the person say?</p> <p>S: Peach, peach.</p> <p>T: Now, circle the word peach and write the word.</p>

<p>3. tooth 4. wheat 5. whale 6. thumb</p> <p>Answers (p.27) 1. shoe 2. chair 3. think 4. thumb 5. whale 6. peach 7. chin 8. wheat 9. sheep</p> <p>Answers (p.27) ch: chair, chin, cheese, peach sh: shoe, sheep, shell, wash th: think, thick, thumb, tooth wh: whale, wheel, wheat, whistle</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 shoe. T: Good. Find the word shoe 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 with the same sound. Have the students write the words that have the consonant digraphs ch, sh, th, and wh. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.28)</p> <p>Answers 1. tooth 2. whale 3. think 4. chair 5. shell 6. wash</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 sheep. T: How many teeth does the sheep have? S2: The sheep has one tooth. 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 sheep has one tooth. T: What did the person say? S: The sheep has one tooth. T: Good. Find the word tooth. 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: A Sad Sheep. T: What do you see in the picture? S: I see a sheep/shoe and peaches/trees/teeth. T: Good. Can you find the words that have the consonant digraphs. S: Yes. Sheep, peach, shoe, chin, and tooth. 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: Take, under, want, so. 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.16~18)	
<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. chin 2. think 3. tooth 4. sheep 5. wheel 6. wash B. 1. th / thumb 2. sh / shell 3. ch / cheese 4. th / thick 5. wh / wheat 6. sh / shoe C. 1. chair 2. tooth 3. peach 4. think 5. cheese 6. whale 7. thumb 8. sheep 9. wash 10. shoe 11. wheel 12. whistle D. 1. <u>s</u>heep, <u>t</u>ooth 2. <u>w</u>hale, <u>w</u>histle 3. <u>t</u>hinks, <u>t</u>humbs 4. <u>w</u>ashing, <u>p</u>each E. peach, Sheep, chin, tooth</p>	
Phonics Readers (PR pp.16~19) Story 4	
★Before Reading	<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: The Tooth Fairy.</p> <p>T: What do you see in the picture?</p> <p>S: I see a girl.</p> <p>T: What does she have?</p> <p>S: She has a tooth.</p> <p>T: Good. How does she look?</p> <p>S: She looks happy/excited.</p> <p>Do the same with the rest of the pictures.</p>
★While Reading (CD1_T31)	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 4 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: Sheila loses her tooth.</p> <p>S: (pointing to each word) Sheila loses her tooth.</p> <p>T: Good.</p> <p>Have the students find the words that have the consonant digraphs. Then, circle them.</p> <p>T: Now, can you find the words that have /ch/, /sh/, /th/, or /wh/.</p> <p>S: Yes. Tooth and thinks.</p> <p>T: Great. Circle the words.</p>
★After Reading (Workbook p.19)	<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> <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>

Answers

A. a, b, d, c

B. 1. True 2. False

3. True

B. Read and circle.

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

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

T&S: Sheila washes her tooth.

T: Good. In the story, does Sheila wash her tooth?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

Fun Activity**Say and Write It Correctly!**

Divide the class into two teams.

Have a student from each team come up front.

Have one student say one consonant digraph and the other student say the corresponding word and its spelling.

T: S1, say a sound from among ch, sh, th, and wh.

S1: /ch/, /ch/.

T: S2, say a word that has the /ch/ sound.

S2: /ch/, /ch/, chin.

T: Can you spell it?

S2: C, H, I, N.

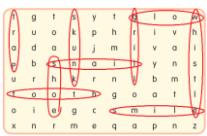
T: Good.

If S2 says the correct word and spelling, give two points for each correctly spelled word.

Continue the game until all of the students have a chance.

Review I_Units 1-4

Objectives	<ul style="list-style-type: none"> • to review the l, r, and s blends and consonant digraphs • to review the sounds in Units 1~4: bl-, cl-, fl-, gl-, pl-, br-, cr-, fr-, gr-, tr-, sk-, sm-, sn-, sp-, sw-, ch, sh, th, wh
Materials	<ul style="list-style-type: none"> • B4_U1~U4 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.30~35)	
★Review	<p>Prepare the B4_U1~U4 picture flashcards.</p> <p>Show each card to the students and review the l, r, and s blends and consonant digraphs.</p> <p>T: (showing the block flashcard) What is this? S: It's a block. T: What sound does block begin with? S: /bl/, /bl/. T: Good.</p> <p>Go over the words with the rest of the flashcards.</p>
<p>(p.30)</p> <p>Answers</p> <p>1. block 2. crab 3. ski 4. shell 5. thick 6. whale</p>	<p>Listen and write. (CD1_T26)</p> <p>T: Look at number 1. Listen to the CD. A: /bl/, /bl/, block. T: (stopping the CD) What sound does block begin with? S: /bl/, /bl/. T: Great. What letters make the /bl/ sound? S: B and L. T: Good! Write B and L. Then, 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>Answers</p> <p>1. ch/chin 2. fr/ fry 3. sw/swan 4. gl/glove 5. sm/smog 6. br/bread</p>	<p>Listen and match. Then write (CD1_T27)</p> <p>T: Look at number 1. Listen to the CD. A: /ch/, /in/, chin. T: (stopping the CD) What sound does chin begin with? S: /ch/, /ch/. T: Great. Draw a line to "ch." S: (drawing) T: Now write the word. S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p>(p.31)</p> <p>Answers</p> <p>1. plane, plug 2. grass, grape 3. train, trap 4. spider, spoon 5. sheep, wash 6. whale, whistle</p>	<p>Circle and write.</p> <p>T: Look at number 1. What letters do you see? S: I see P and L. T: What sounds do they make? S: /pl/, /pl/. T: Good! Find the words that have the l blend /pl/. S: Plane, plug. 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. shoe 2. glow 3. smile 4. grill 5. tooth 6. snail 7. skunk 8. trap 9. whistle</p> 	<p>Write the words and find them.</p> <p>T: Look at number 1. What do you see? S: I see a shoe. T: What sound does shoe begin with? S: /sh/, /sh/. T: Good. Write S and H. Then, trace the rest of the word. S: (writing and tracing) T: Now, find shoe and circle it in the word search box below. S: (circling) Do the same with the rest of the questions.</p>
<p>(p.33)</p> <p>Answers</p> <p>1. crawl 2. flag 3. bread 4. smell 5. swan 6. spoon 7. grass 8. smog 9. blanket 10. sheep 11. tooth 12. snail</p>	<p>Circle and write.</p> <p>T: Look at number 1. What do you see? S: I see a baby crawling. T: Good. Circle the word crawl and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>(p.34)</p> <p>Answers</p> <p>1. flag 2. gloves 3. train 4. skate 5. Smog 6. chair</p>	<p>Read and fill in the blank.</p> <p>T: Look at number 1. Let's read the sentence together. T&S: A is flying in the air. T: Good. Find the missing word in the word box. S: Flag. T: Great. Write the word in the blank. S: (writing) Do the same with the rest of the questions.</p>
<p>(p.35)</p> <p>Answers</p> <p>1. b 2. c 3. a 4. d</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 a crab. T: What is the crab doing? S: He is cutting the bread in half. 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: Sheep takes a nap under the peach tree. Hungry Sheep wants to eat a peach. Suddenly, a flying shoe hits Sheep's chin. Sheep's tooth is broken, so he can't eat the peach. T: Find the correct picture and draw a line to it. S: (drawing)</p>

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. br/bread 2. bl/black 3. sw/swim 4. sp/spider 5. fr/frame 6. fl/flat 7. sn/snail 8. wh/whistle 9. ch/chair

B. class - 8 / brush - 5 / ski - 10 / smile - 1 / glove - 11 / grass - 4

train - 2 / sweater - 12 / thumb - 6 / peach - 3 / plane - 7 / shell - 9

C. 1. glow 2. crawl 3. chin 4. snow 5. fruit 6. clock 7. skate 8. flag 9. tree 10. tooth 11. sheep 12. spill

D. 1. black 2. plug 3. frame 4. sweater 5. whale 6. shell

Unit 5_More Vowels oi, oy

• coin, soil, boil, oil, foil, coil, point | toy, joy, cowboy, oyster, soybean, enjoy, annoy

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the diphthongs • to learn the words with the diphthongs: oi, oy
Materials	<ul style="list-style-type: none"> • B4_U5 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.36~41)	
<p>★Warm Up</p>	<p>Prepare the B4_U5 picture flashcards before class.</p> <p>Introduce the oi word family by explaining that the individual letters make their own sound when they get together.</p> <p>T: (writing "o" and "i" on the board)</p> <p>What is the sound of "o"?</p> <p>S: /o/, /o/.</p> <p>T: What is the sound of "i"?</p> <p>S: /i/, /i/.</p> <p>T: When they get together, they make the /oi/ sound.</p> <p>Say, /o/, /i/, /oi/.</p> <p>S: /o/, /i/, /oi/.</p> <p>T: (writing "c" before "oi" and adding "n" after "oi" on the board; then, blending the word)</p> <p>Let's read this word.</p> <p>T&S: /c/, /oi/, /n/, coin.</p> <p>Do the same with the word family oy.</p> <p>Then, introduce the words in the oi and oy word families by using the B4_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>
<p>★Unit Introduction (p.36)</p>	<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 box.</p> <p>(pointing to "oi") Let's read this word family.</p> <p>S: O, I, /oi/.</p> <p>T: Great.</p> <p>Write "c," "oi," and "n" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "c," "oi," "n," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/c/, /oi/, /n/, coin.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /c/, /oi/, /n/, coin.</p> <p>S: (tracing the arrow under the word)</p> <p>/c/, /oi/, /n/, coin.</p>
<p>★Letters & Sounds (p.37)</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.</p> <p>(pointing to "oi")</p> <p>What letters do you see?</p>

<p>Answers</p> <ol style="list-style-type: none"> oy / enjoy oi / coin oy / toy oi / foil oy / joy oi / coil oi / point oy / oyster oy / soybean 	<p>S: O, I. T: Good. (pointing to the dotted line in "oi") What's the sound of O and I? S: /oi/, /oi/. T: Good. Trace the letters O and I. 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. Who do you see? S: I see a girl. T: What is she doing? S: She is eating an ice cream cone. T: Yes, she is enjoying the ice cream. What word family is enjoy in? S: /oy/, /oy/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the correct word family. Then, trace the rest of the word. T: (playing the CD) A: /en/, /j/, /oy/, enjoy, /en/, /j/, /oy/, enjoy. T: What word family is enjoy in? S: O, Y, /oy/. T: Good. Check the O and Y. Then, write O and Y 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> <ol style="list-style-type: none"> coin, soil, boil toy, joy, cowboy oil, foil, coil soybean, annoy, oyster <p>Answers (p.38)</p> <ol style="list-style-type: none"> boil 2. coin oyster 4. joy soil 6. soybean 	<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 with the same word family. T: Look at number 1. What letters do you see? S: O, I. T: Read the word family. S: O, I, /oi/. T: Good. Now look at the pictures and say the words in the oi word family. S: Coin, soil, boil. T: Excellent! /c/, /oi/, /n/, coin, /s/, /oi/, /l/, soil, /b/, /oi/, /l/, boil. Check the three words. Do the same with the rest of the questions.</p> <p>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: Boil, point, toy. T: Good. Now, listen to the CD. (playing the CD) A: Boil, boil. T: What did the person say? S: Boil, boil. T: Now, circle the word boil and write the word.</p>

<p>Answers (p.39)</p> <p>1. oil 2. cowboy 3. foil 4. annoy 5. enjoy 6. soil 7. point 8. toy 9. boil</p> <p>Answers (p.39)</p> <p>oi: coin, soil, boil, oil, foil, coil, point oy: toy, joy, cowboy, oyster, soybean, enjoy, annoy</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 bottle of oil. T: Good. Find the word oil 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 oi and oy. 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. coin 2. boil 3. oyster 4. toy 5. point 6. enjoy</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 some coins. T: What is the boy doing? S: He is picking up coins. 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: Bob picks up the coins in the soil. T: What did the person say? S: Bob picks up the coins in the soil. T: Good. Find the word coin. 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: The Cowboy's Coin. T: What do you see in the picture? S: I see a cowboy/horse/shovel/coin. T: Good. Can you find the words that are in the word families oi and oy? S: Yes. Cowboy, coins, soil, and foil. 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: One, his, that, just. 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.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 class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. toy 2. foil 3. joy 4. coin 5. enjoy 6. coil B. 1. oi / oil 2. oi / boil 3. oy / cowboy 4. oy / oyster 5. oi/ point 6. oy / annoy C. 1. soil 2. joy 3. boil 4. enjoy 5. foil 6. toy 7. coil 8. coin 9. point 10. oyster 11. cowboy 12. soybean D. 1. <u>coins</u>, <u>soil</u> 2. <u>boiling</u>, <u>oil</u> 3. <u>cowboy</u>, <u>toy</u> 4. <u>enjoying</u> E. coins, soil, foil</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: Joy with No Toys. T: What do you see in the picture? S: I see a boy and his dad. T: Where are they? S: They are at the campsite. T: Good. How do they feel? S: They are happy. 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 4 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: Leo and his dad go camping together. S: (pointing to each word) Leo and his dad go camping together. T: Good. Have the students find the words that are in the word families oi and oy. Then, circle them. T: Now, can you find the words that are in the word families oi and oy? S: Yes. Joy. T: Great. Circle the word.</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)</p>

<p>Answers</p> <p>A. b, c, d, a</p> <p>B. 1. False 2. True</p> <p>3. False</p>	<p>Do the same with the rest of the story.</p> <p>B. Read and circle.</p> <p>Help the students read each sentence and have them say if the sentence is true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&S: Leo and his dad go swimming.</p> <p>T: Good. In the story, do Leo and his dad go camping?</p> <p>S: No.</p> <p>T: Great. Circle False.</p> <p>Do the same with the rest of the questions.</p>
<p>Fun Activity</p>	
<p>Choose a Spot!</p> <p>Prepare some masking tape before class.</p> <p>Divide the class into two spots by using the masking tape.</p> <p>Designate a word family oi or oy, and have the students stand in the middle of the class.</p> <p>Say a word and have the students move to the corresponding spot.</p> <p>T: (taping the masking tape in the middle of the classroom)</p> <p>The right side is the OI spot. The left side is the OY spot.</p> <p>When I say a word, move to the correct spot.</p> <p>Coin, coin.</p> <p>S: (moving to the oi spot)</p> <p>Eliminate the students who are standing in the wrong spot.</p> <p>Continue the game until one student is left.</p>	

Unit 6_More Vowels **OU, OW**

• mouse, cloud, mouth, blouse, count, pouch, couch, ground | cow, crown, clown, owl, brown, town, gown, plow

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the diphthongs • to learn the words with the diphthongs: ou, ow
Materials	<ul style="list-style-type: none"> • B4_U6 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.42~47)	
<p>★Warm Up</p>	<p>Prepare the B4_U6 picture flashcards before class.</p> <p>Introduce the ou word family by explaining that the individual letters make a new sound when they get together.</p> <p>T: (writing "o" and "u" on the board)</p> <p>What is the sound of "o"?</p> <p>S: /o/, /o/.</p> <p>T: What is the sound of "u"?</p> <p>S: /u/, /u/.</p> <p>T: When they get together, they make the /ou/ sound.</p> <p>Say, /o/, /u/, /ou/.</p> <p>S: /o/, /u/, /ou/.</p> <p>T: (writing "m" before "oi" and adding "s" and "e" after "ou" on the board; then, blending the word)</p> <p>Let's read this word.</p> <p>T&S: /m/, /ou/, /se/, mouse.</p> <p>Do the same with the word family ow.</p> <p>Then, introduce the words in the ou and ow word families by using the B4_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>
<p>★Unit Introduction (p.42)</p>	<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 box.</p> <p>(pointing to "ou") Let's read this word family.</p> <p>S: O, U, /ou/.</p> <p>T: Great.</p> <p>Write "m," "ou," and "se" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "m," "ou," "se," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/m/, /ou/, /se/, mouse.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /m/, /ou/, /se/, mouse.</p> <p>S: (tracing the arrow under the word)</p> <p>/m/, /ou/, /se/, mouse.</p>
<p>★Letters & Sounds (p.43)</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.</p> <p>(pointing to "ou")</p> <p>What's the sound of O and U?</p>

<p>Answers</p> <ol style="list-style-type: none"> ow / crown ou / mouse ow / brown ou / cloud ou / count ow / gown ow / owl ou / blouse ou / ground 	<p>S: /ou/, /ou/.</p> <p>T: Good. Trace the letters O and U.</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 crown.</p> <p>T: Good. What word family is crown in?</p> <p>S: /ow/, /ow/.</p> <p>T: Great.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the correct word family. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /cr/, /ow/, /n/, crown, /cr/, /ow/, /n/, crown.</p> <p>T: What word family is crown in?</p> <p>S: /ow/.</p> <p>T: Good. Check the O and W. Then, write O and W 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> <ol style="list-style-type: none"> couch, mouth, mouse cow, clown, town cloud, blouse, count plow, owl, brown 	<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 with the same word family.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: O, U.</p> <p>T: Read the word family.</p> <p>S: O, U, /ou/.</p> <p>T: Good. Now look at the pictures and say the words in the ou word family.</p> <p>S: Couch, mouth, mouse.</p> <p>T: Excellent! /c/, /ou/, /ch/, couch, /m/, /ou/, /th/, mouth, /m/, /ou/, /se/, mouse.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p>
<p>Answers (p.44)</p> <ol style="list-style-type: none"> plow pouch clown blouse town mouth 	<p>Listen and circle. Then write. (CD2_T10)</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: Brown, plow, couch.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: Plow, plow.</p> <p>T: What did the person say?</p> <p>S: Plow, plow,</p> <p>T: Now, circle the word plow and write the word.</p> <p>S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p>
<p>Answers (p.45)</p> <ol style="list-style-type: none"> brown mouth couch clown 	<p>Circle and write.</p> <p>T: Look at number 1. What color is the paint?</p> <p>S: It is brown.</p>

<p>5. town 6. pouch 7. cow 8. ground 9. plow</p> <p>Answers (p.45) ou: mouse, cloud, mouth, blouse, count, pouch, couch, ground ow: cow, crown, clown, owl, brown, town, gown, plow</p>	<p>T: Good. Find the word brown 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>Answers 1. clown 2. blouse 3. cow 4. pouch 5. couch 6. town</p>	<p>Write the words in the same word family. Have the students write the words that are in the word families ou and ow. Monitor the students' work if necessary. Have them present their work as time allows.</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? S: I see a clown. T: What does the clown have? S: He has a crown. 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 clown wants to wear a crown. T: What did the person say? S: The clown wants to wear a crown. T: Good. Find the word clown. 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: Catching the Cloud. T: What do you see in the picture? S: I see a cow/mouse/pouch and clouds/houses. T: Good. Can you find the words that are in the word families ou and ow? S: Yes. Mouse, cloud, ground, brown, cow, town, pouch, and owl. 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, from, in, help. 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.</p>	

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

Answers

- A. 1. cow 2. mouth 3. couch 4. owl 5. plow 6. cloud
 B. 1. ow / crown 2. ou / mouse 3. ow / town 4. ou / pouch 5. ou / ground 6. ow / brown
 C. 1. clown 2. gown 3. mouse 4. town 5. cloud 6. brown
 7. plow 8. count 9. blouse 10. cow 11. couch 12. crown
 D. 1. clown, crown 2. cow, ground 3. owl, pouch 4. town
 E. cloud, brown, town, pouch

Phonics Readers (PR pp.24~27) Story 6

<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: Two Amazing Clowns. T: What do you see in the picture? S: I see a clown. T: What is he wearing? S: He is wearing a crown. T: Good. How does he look? S: He looks happy. 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 4 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: I travel all around town to have shows. S: (pointing to each word) I travel all around town to have shows. T: Good. Have the students find the words that are in the word families ou and ow. Then, circle them. T: Now, can you find the words that are in the word families ou and ow? S: Yes. Town and clown. T: Great. Circle the words.</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. 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 have them say if the sentence is true or false. T: Look at number 1. Let's read the sentence together. T&S: The man is a famous clown. T: Good. In the story, is the man a famous clown?</p>

Answers

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

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

Fun Activity

Spell One by One

Prepare the B4_U6 picture flashcards.

Divide the class into two teams.

Have each team stand in line facing the other team.

Show one picture flashcard and have a student from each team say a letter each to complete the word.

T: (showing the mouse picture flashcard) Can you spell this word?

Team A: Yes, we can.

T: Good. Spell it.

S1 from Team A: M.

S2 from Team A: O.

S3 from Team A: U.

S4 from Team A: S.

S5 from Team A: E, mouse.

T: Good.

Give the team one point if the team spells it correctly.

If the team spells it incorrectly, give the other team a chance to spell it.

Continue the game until all the words on the flashcards are reviewed.

Unit 7_r-Controlled Vowels ar, or

• star, jar, barn, shark, cart, bark, garden, farmer | horse, fork, corn, horn, thorn, torch, cork, store

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the r-controlled vowels • to learn the words with the sounds of the r-controlled vowels: ar, or
Materials	<ul style="list-style-type: none"> • B4_U7 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.48~53)	
<p>★Warm Up</p>	<p>Prepare the B4_U7 picture flashcards before class.</p> <p>Introduce the ar word family by explaining that the sounds get changed when they get together.</p> <p>T: (writing "a" and "r" on the board)</p> <p>What is the sound of "a"?</p> <p>S: /a/, /a/.</p> <p>T: What is the sound of "r"?</p> <p>S: /r/, /r/.</p> <p>T: When an "r" comes after a vowel, the vowel sound changes like this, /ar/, /ar/.</p> <p>Say, /a/, /r/, /ar/.</p> <p>S: /a/, /r/, /ar/.</p> <p>T: Good.</p> <p>(writing "s" and "t" in front of "ar" on the board and blending the word)</p> <p>Let's read this word.</p> <p>T&S: /st/, /ar/, star.</p> <p>Do the same with the word family or.</p> <p>Then, introduce the words in the ar and or word families by using the B4_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 box.</p> <p>(pointing to "ar") Let's read this word family.</p> <p>S: A, R, /ar/.</p> <p>T: Great.</p> <p>Write "st" and "ar" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "st," "ar," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/st/, /ar/, star.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /st/, /ar/, star.</p> <p>S: (tracing the arrow under the word)</p> <p>/st/, /ar/, star.</p>
<p>★Letters & Sounds (p.49)</p>	<p>Write and say.</p> <p>Have the students read the r-controlled vowels and trace the letters and words.</p> <p>T: Look at the first line.</p> <p>(pointing to "ar")</p> <p>What's the sound of A and R?</p>

<p>Answers</p> <ol style="list-style-type: none"> 1. or / corn 2. or / horn 3. ar / cart 4. or / store 5. ar / barn 6. or / horse 7. ar / bark 8. or / torch 9. ar / garden 	<p>S: /ar/, /ar/.</p> <p>T: Good. Trace the letters A and R.</p> <p>Have the students trace the words and read them at the same time.</p> <p>Listen and check. Then write. (CD2_T15)</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 some corn.</p> <p>T: What word family is corn in?</p> <p>S: /or/, /or/.</p> <p>T: Great.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the correct word family. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /c/, /or/, /n/, corn, /c/, /or/, /n/, corn.</p> <p>T: What word family is corn in?</p> <p>S: /or/.</p> <p>T: Good. Check the O and R. Then, write O and R 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.50~51)</p> <p>Answers (p.50)</p> <ol style="list-style-type: none"> 1. shark, barn, jar 2. corn, horse, torch 3. cart, star, garden 4. thorn, cork, horn 	<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 with the same word family.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: A, R.</p> <p>T: Read the word family.</p> <p>S: A, R, /ar/.</p> <p>T: Good. Now look at the pictures and say the words in the ar word family.</p> <p>S: Shark, barn, jar.</p> <p>T: Excellent! /sh/, /ar/, /k/, shark, /b/, /ar/, /n/, barn, /j/, /ar/, jar.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p>
<p>Answers (p.50)</p> <ol style="list-style-type: none"> 1. jar 2. star 3. torch 4. thorn 5. store 6. cart 	<p>Listen and circle. Then write. (CD2_T16)</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: Jar, farmer, barn.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: Jar, jar.</p> <p>T: What did the person say?</p> <p>S: Jar, jar.</p> <p>T: Now, circle the word jar and write the word.</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 thorns.</p>

<p>Answers (p.51) 1. thorn 2. star 3. cork 4. shark 5. horn 6. jar 7. farmer 8. corn 9. fork</p> <p>Answers (p.51) ar: star, jar, barn, shark, cart, bark, garden, farmer or: horse, fork, corn, horn, thorn, torch, cork, store</p>	<p>T: Good. Find the word thorn 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.52)</p> <p>Answers 1. garden 2. corn 3. cart 4. star 5. torch 6. cork</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? S: I see some worms. T: What are the worms doing? S: They are crawling in the garden. 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 worms crawl in the garden. T: What did the person say? S: The worms crawl in the garden. T: Good. Find the word garden. 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: A Busy Farmer. T: What do you see in the picture? S: I see a farmer/cart/fork and stars/hay/corn/wheat. T: Good. Can you find the words that are in the word families ar and or? S: Yes. Farmer, corn, cart, fork, and stars. 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: Has, put, when, done. 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.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.</p>	

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

Answers

- A. 1. jar 2. corn 3. horse 4. star 5. horn 6. bark
 B. 1. ar / shark 2. or / fork 3. or / cork 4. ar / barn 5. or / thorn 6. ar / farmer
 C. 1. torch 2. jar 3. store 4. cart 5. thorn 6. barn
 7. horse 8. horn 9. star 10. bark 11. corn 12. garden
 D. 1. garden 2. sharks, corn 3. stars 4. corks, barn
 E. farmer, cart, fork, stars

Phonics Readers (PR pp.28~31) Story 7

<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: The Corn Hunt. T: What do you see in the picture? S: I see a mouse. T: Where is he? S: He is in the corn field. T: Good. How does he feel? S: He is hungry. 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 4 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: Rat is hungry. S: (pointing to each word) Rat is hungry. T: Good. Have the students find the words that are in the word families ar and or. Then, circle them. T: Now, can you find the words that are in the word families ar and or? S: Yes. Corn. T: Great. Circle the word.</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. Help the students read each sentence and have them say if the sentence is true or false. T: Look at number 1. Let's read the sentence together. T&S: Rat wants to find some food. T: Good. In the story, does Rat want to find some food?</p>

Answers

A. a, d, b, c

B. 1. True 2. True
3. False

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

Fun Activity**Catching the Words**

Bring the B4_U7 picture flashcards to class.

Have two students come to the front and choose one flashcard each.

Then, explain to the two students that they should say the words that they have out loud at the same time.

The other students should catch what two words are said.

T: S1 and S2, come to the front.

Choose one flashcard.

S1: (choosing the star flashcard)

S2: (choosing the horse flashcard)

T: Now you should say each word when I say, "Go!"

S1&S2: Okay.

T: Ready, set, go!

S1: Star.

S2: Horse.

T: Now say what word you hear.

S3: Star and horse.

T: Good.

Give the students who say the words correctly a point.

Continue the game until all words on the B4_U7 picture flashcards are reviewed.

Unit 8_r-Controlled Vowels ir, ur, er

• bird, girl, skirt, shirt, circus | nurse, purse, turkey, church, curtain | tower, ruler, singer, soccer, ladder

Objectives	<ul style="list-style-type: none"> • to identify the sounds of the r-controlled vowels • to learn the words with the sounds of the r-controlled vowels: ir, ur, er
Materials	<ul style="list-style-type: none"> • B4_U8 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.54~59)	
<p>★Warm Up</p>	<p>Prepare the B4_U8 picture flashcards before class.</p> <p>Introduce the ir word family by explaining that the individual letters make one sound when they get together.</p> <p>T: (writing "i" and "r" on the board) What is the sound of "i"?</p> <p>S: /i/, /i/.</p> <p>T: What is the sound of "r"?</p> <p>S: /r/, /r/.</p> <p>T: When an "r" comes after a vowel, the vowel sound changes like this, /ir/, /ir/.</p> <p>Say, /i/, /r/, /ir/.</p> <p>S: /i/, /r/, /ir/.</p> <p>T: Good.</p> <p>(writing "b" in front of and "d" after "ir" on the board and blending the word) Let's read this word.</p> <p>T&S: /b/, /ir/, /d/, bird.</p> <p>Do the same with the word families ur and er.</p> <p>Then, introduce the words in the ir, ur, and er word families by using the B4_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>
<p>★Unit Introduction (p.54)</p>	<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 box. (pointing to "ir") Let's read these letters.</p> <p>S: I, R, /ir/.</p> <p>T: Great.</p> <p>Write "b", "ir", and "d" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "b," "ir," "d," and an arrow) Let's blend the word. (tracing an arrow from left to right) /b/, /ir/, /d/, bird.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /b/, /ir/, /d/, bird.</p> <p>S: (tracing the arrow under the word) /b/, /ir/, /d/, bird.</p>
<p>★Letters & Sounds (p.55)</p>	<p>Write and say.</p> <p>Have the students read the r-controlled vowels and trace the letters and words.</p> <p>T: Look at the first line. (pointing to "ir")</p>

<p>Answers</p> <ol style="list-style-type: none"> er / soccer ur / purse ir / girl er / tower ur / nurse er / ruler ur / turkey ir / circus ir / skirt 	<p>What's the sound of I and R? S: /ir/ /ir/. T: Good. Trace the letters I and R. 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 girl. T: What is she doing? S: She is playing soccer. T: What word family is soccer in? S: /er/, /er/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the correct word family. Then, trace the rest of the word. T: (playing the CD) A: /socc/, /er/, soccer, /socc/, /er/, soccer. T: What word family is soccer in? S: /er/. T: Good. Check the E and R. Then, write E and R 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> <ol style="list-style-type: none"> shirt, girl, skirt singer, soccer, tower purse, church, turkey ruler, ladder, singer <p>Answers (p.56)</p> <ol style="list-style-type: none"> church 2. bird ladder 4. soccer curtain 6. skirt 	<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 with the same word family. T: Look at number 1. What letters do you see? S: I, R. T: Read the word family. S: I, R, /ir/. T: Good. Now look at the pictures and say the words in the ir word family. S: Shirt, girl, skirt. T: Excellent! /sh/, /ir/, /t/, shirt, /g/, /ir/, /l/, girl, /sk/, /ir/, /t/, skirt. 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 them draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Church, circus, nurse. T: Good. Now, listen to the CD. (playing the CD) A: Church, church. T: What did the person say? S: Church, church. T: Now, circle the word church and write the word. S: (circling and writing) Do the same with the rest of the questions.</p>

<p>Answers (p.57)</p> <p>1. purse 2. bird 3. ruler 4. tower 5. curtain 6. girl 7. shirt 8. soccer 9. church</p> <p>Answers (p.57)</p> <p>ir: bird, girl, skirt, shirt, circus ur: nurse, purse, turkey, church, curtain er: tower, ruler, singer, soccer, ladder</p>	<p>Circle and write.</p> <p>T: Look at number 1. What do you see? S: I see a purse. T: Good. Find the word purse 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.</p> <p>Have the students write the words that are in the word families ir, ur, and er. 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. girl 2. bird 3. singer 4. ladder 5. nurse 6. turkey</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 girl. S2: I see some skirts. 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: Will the girl buy a new skirt? T: What did the person say? S: Will the girl buy a new skirt? T: Good. Find the word girl. 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: The Turkey in the Curtains. T: What do you see in the picture? S: I see a girl/turkey/window/frame/telephone and curtains. T: Good. Can you find the words that are in the word families ir, ur, and er? S: Yes. Turkey, girl, and curtains. 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, it, start, around. 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.36~38)</p>	
<p>For each exercise, explain how to do the activity by using number 1.</p>	

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 class, ask the students to finish the workbook at home.*

Answers

- A. 1. purse 2. ruler 3. shirt 4. bird 5. tower 6. nurse
 B. 1. ir / skirt 2. ur / church 3. ir / girl 4. er / soccer 5. er / singer 6. ur / turkey
 C. 1. nurse 2. circus 3. skirt 4. turkey 5. shirt 6. curtain
 7. singer 8. purse 9. ladder 10. bird 11. tower 12. soccer
 D. 1. girl, skirt 2. singer, soccer 3. ladder, tower 4. nurse, purse
 E. turkey, girl, curtains

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

<p>★Before Reading</p>	<p>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: What a Circus! T: What do you see in the picture? S: I see a boy and his grandma. T: What does the grandma have? S: She has circus tickets. T: Good. How does the boy feel? S: He is excited. Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T31)</p>	<p>Play the CD. <i>(It is recommended that teachers use the animation on Big Step Phonics 4 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: The circus comes to our town. S: (pointing to each word) The circus comes to our town. T: Good. Have the students find the words that are in the word families ir, ur, and er. Then, circle them. T: Now, can you find the words that are in the word families ir, ur, and er? S: Yes. Circus. T: Great. Circle the word.</p>
<p>★After Reading (Workbook p.39)</p>	<p>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 have them say if the sentence is true or false. T: Look at number 1. Let's read the sentence together.</p>

<p>Answers A. b, a, d, c B. 1. True 2. False 3. True</p>	<p>T&S: The boy and his grandma go to see the circus. T: Good. In the story, do the boy and his grandma go to see the circus? S: Yes. T: Great. Circle True. Do the same with the rest of the questions.</p>
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Fun Activity

Word Relay

Prepare enough pieces of blank A4-sized paper to give one to a group of four.

Have the students make groups with four students each.

Give a piece of blank paper to each group.

Say a word to the students and have each group write the word.

Then, have each student in a group write a word using a letter in the given word.

Make sure he/she can write the word vertically or horizontally.

It is recommended that you use the words learned in Unit 8.

T: Every group, write the word soccer on your group's paper.

How do you spell it?

Groups: (writing) S, O, C, C, E, R, soccer.

T: Good. Now the first one in each group write a word using a letter in the word soccer.

You can write it vertically or horizontally.

S1 in Group A: (vertically writing shirt using "s") S, H, I, R, T, shirt.

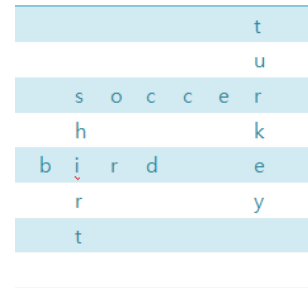
T: Great. Keep working.

S2 in Group A: (horizontally writing bird using "i") B, I, R, D, bird.

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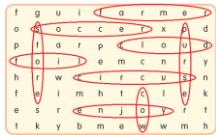
Have the groups keep completing the puzzle.

Continue the game until a group fails to write a new word.



Review II Units 5-8

Objectives	<ul style="list-style-type: none"> • to review the diphthongs and r-controlled vowels • to review the sounds in Units 5~8: oi, oy, ou, ow, ar, or, ir, ur, er
Materials	<ul style="list-style-type: none"> • B4_U5~U8 picture/word flashcards (Downloadable at www.ihappyhouse.co.kr)
Student Book (pp.60~65)	
<p>★Review</p>	<p>Prepare the B4_U5~U8 picture flashcards. Show each card to the students and review the diphthongs and r-controlled vowels. T: (showing the coin flashcard) What is this? S: It's a coin. T: What word family is the coin in? S: /oi/, /oi/. T: Good. Go over the words with the rest of the flashcards.</p>
<p>(p.60)</p> <p>Answers</p> <p>1. joy 2. star 3. ground 4. brown 5. girl 6. coil</p>	<p>Listen and write. (CD2_T26) T: Look at number 1. Listen to the CD. A: /oy/, /oy/, joy. T: (stopping the CD) What vowel sound do you hear? S: /oy/, /oy/. T: Great. What letters make the /oy/ sound? S: O and Y. T: Good! Write O and Y. Then, trace the rest of the word. S: (writing and tracing) Do the same with the rest of the questions. <i>*Option: If you are teaching fast learners, play the CD and have the students write all the answers. Then, check the answers with the students.</i></p>
<p>Answers</p> <p>1. ur/purse 2. ow/crown 3. ou/mouth 4. oi/soil 5. or/horse 6. er/tower</p>	<p>Listen and match. Then write (CD2_T27) T: Look at number 1. Listen to the CD. A: /p/, /ur/, /se/, purse. T: (stopping the CD) What word family is purse in? S: /ur/, /ur/. T: Great. Draw a line to "ur." S: (drawing) T: Now, write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>(p.61)</p> <p>Answers</p> <p>1. toy, oyster 2. barn, cart 3. bird, shirt 4. owl, town 5. fork, horn 6. nurse, church</p>	<p>Circle and write. T: Look at number 1. What letters do you see? S: I see O and Y. T: What sounds do they make? S: /oy/, /oy/. T: Good! Find the words that have the /oy/ sound. S: Toy, oyster. T: Great. Circle them and write the words. Do the same with the rest of the questions.</p>

<p>(p.62)</p> <p>Answers</p> <p>1. soccer 2. purse 3. farmer 4. circus 5. store 6. foil 7. enjoy 8. cow 9. cloud</p> 	<p>Write the words and find them.</p> <p>T: Look at number 1. What do you see? S: I see a girl. T: What is she doing? S: She is playing soccer. T: What word family is soccer in? S: /er/, /er/. T: Good. Write E and R. Then, trace the rest of the word. S: (writing and tracing) T: Now, find shoe and circle it in the word search box below. S: (circling) Do the same with the rest of the questions.</p>
<p>(p.63)</p> <p>Answers</p> <p>1. shark 2. boil 3. mouse 4. gown 5. skirt 6. corn 7. bark 8. count 9. point 10. annoy 11. turkey 12. singer</p>	<p>Circle and write.</p> <p>T: Look at number 1. What do you see? S: I see a shark. T: Good. Circle the word shark and write it. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>(p.64)</p> <p>Answers</p> <p>1. point 2. blouse 3. couch 4. torch 5. bird 6. turkeys</p>	<p>Read and fill in the blank.</p> <p>T: Look at number 1. Let's read the sentence together. T&S: Don't at that person! T: Good. Find the missing word in the word box. S: Point. T: Great. Write the word in the blank. S: (writing) Do the same with the rest of the questions.</p>
<p>(p.65)</p> <p>Answers</p> <p>1. c 2. d 3. a 4. b</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 an owl and a mouse. T: What is the owl doing? S: It is flying. T: Where is the mouse? S: It is on the owl. 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: Cowboy's hobby is collecting coins. One day, he sees a shiny thing in the soil. He rides his horse fast to that place. He digs and gets it! Oh, no! It is just foil. T: Find the correct picture and draw a line to it. S: (drawing)</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, ask the students to finish the workbook at home.*

Answers

A. 1. oi/soil 2. ou/mouth 3. ar/shark 4. oy/annoy 5. ur/purse 6. ow/town 7. or/torch 8. er/ladder 9. ir/bird

B. blouse - 4 coin - 1 circus - 9 fork - 7 turkey - 11 soybean - 12

count - 2 thorn - 8 cowboy - 6 clown - 3 soccer - 10 garden - 5

C. 1. pouch 2. crown 3. toy 4. boil 5. cloud 6. skirt 7. barn 8. ruler 9. store 10. cork 11. horse 12. soybean

D. 1. oyster 2. clown 3. cow 4. cart 5. star 6. ladder