

Teacher's Guide

ABC Adventures

Letters M~Z

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Lesson 1 Mm

[man, map, monkey, moon]
chant, song, and maze activity



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Lesson 2 Nn

[nose, notebook, numbers, nurse]
chant, song, and sticker activity



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Lesson 3 Oo

[octopus, orange, ostrich, owl] chant,
song, and color-and-match activity



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Lesson 4 Mm, Nn, Oo Review

[man, map, monkey, moon, nose, notebook, numbers, nurse,
octopus, orange, ostrich, owl] song, game, and mini-book activity

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Lesson 5 Pp

[panda, pants, piano, play] chant, song,
and find-the-differences picture activity



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Lesson 6 Qq

[queen, question, quiet, quilt]
chant, song, and sticker activity



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Lesson 7 Rr

[rabbit, rain, robot, run]
chant, song, and maze activity



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Lesson 8 Pp, Qq, Rr Review

[panda, pants, piano, play, queen, question, quiet, quilt, rabbit,
rain, robot, run] song, activity sheet, and mini-book activity

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Lesson 9 Ss

[snake, sit, sock, sun]
chant, song, and maze activity



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Lesson 10 Tt

[table, telephone, tiger, two]
chant, song, and sticker activity



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Lesson 11 Uu

[umbrella, umpire, under, up]
chant, song, and coloring activity



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Lesson 12 Ss, Tt, Uu Review

[snake, sit, sock, sun, table, telephone, tiger, two, umbrella, umpire, under, up] song, game, and mini-book activity

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Lesson 13 Vv

[van, vase, vine, violin]
chant, song, and maze activity



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Lesson 14 Ww

[watch, water, whale, window]
chant, song, and sticker activity



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Lesson 15 Xx

[box, fox, ox, xylophone]
chant, song, and coloring activity



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Lesson 16 Yy, Zz

[yak, yoyo, zebra, zoo]
chant, song, and coloring activity



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Note to the Teacher:

Hello! Welcome to **Compass Club ABC Adventures**! As a former teacher myself, I know how demanding a classroom environment can be. Preparing a good lesson is a major part of being an excellent teacher. The more preparation and care that goes into a class, the more everyone will enjoy learning. I hope the ideas and suggestions in this teacher's guide will assist you in preparing for your lessons. There are some notes to help you understand and use the book more effectively. There is also a bank of games and activities that you can choose to use with any lesson.



Flexible lesson scheduling: add or omit suggestions in the lessons from the teacher's guide to make each lesson more suitable for your school's schedule:

Two 30 minute classes	One 60 minute class	Three 30 minute classes
Lesson 1 p.1 (first 30 minutes): • Warm-up (include an extra activity or review to ensure students fully comprehend) • Presentation Lesson 1 p.1 (second 30 minutes): • Review Presentation (include an additional activity from the bank as part of the review to refresh students' memories in a fun and effective way) • Wrap-up	Lesson 1 p.1 (60 minutes): • Warm-up • Presentation • Wrap-up	Lesson 1 p.1 (first 30 minutes): • Warm-up Lesson 1 p.1 (second 30 minutes): • Review Warm-up (include an extra activity to review to help students recall warm-up in an exciting way) • Presentation Lesson 1 p.1 (third 30 minutes): • Review presentation • Wrap-up



Key Feature to Use Throughout the Book:



Next to the directions for each activity, you will notice a unique, fun, and easy-to-understand icon for each set of directions. Since the students who will use this book do not have the ability to read yet, teach them what each icon means as you encounter them. This will help the students to know what kind of outcome they are trying to achieve and through what kind of competency (writing, speaking, etc.). Often the activity may include two things the student should do, but the icon allows students to understand the basic thing that they need to do to complete each activity. Please make sure that students learn what each icon means. After a few times of seeing each icon, ask the students what they mean before beginning each activity to ensure they comprehend what each one means. Use your native language for this part at first, if necessary, and transition to English when appropriate.

Icon key:



Chant



Add the
sticker(s)



Listen



Match



Trace/
write



Color



Sing



Read/find



Play a game/
Do the activity



Activity and Game Bank:

Throughout this teacher's guide, there are suggested activities and games in several lessons. You can use the following bank to switch the suggested activity or game in the lesson with any from this bank that you find suitable and that your students really enjoy. Most activities can be played just for fun or be turned into a competitive game with winners and losers. Also, most of the activities and games can be played individually or on teams.

- ★ **Go get it:** Students line up into two teams. Place all the flashcards around the class. Students stand in a line. The teacher says the word twice so the students hear. The teacher says "Go get it!" The students run and try to grab the card the teacher said and repeat the word. The team with the most cards at the end wins. Review each word collectively at the end.
- ★ **Memory:** Two sets of cards will be mixed and laid flat. Students take turns playing with a friend or on teams. Students can turn over only two cards at a time and they must say the target word on the card (give help if needed). If the cards match the student or team can keep that pair. If they don't match they must turn them back over and they get nothing. The student or team with the most pairs at the end wins.
- ★ **Guess the (hidden) picture:** Have a blank card with a hole and use it to cover a flashcard. Show only part of the picture on the flashcard. Students raise their hands and try to guess the correct word. (Can be played individually or on teams)
- ★ **Describe the picture:** Only the teacher can see the flashcard. The teacher describes what's on the flashcard (color, shape, size, where we might see it, etc.) Students try to guess. In between each guess the teacher gives another hint. (If possible students can also give hints with the teacher's assistance. The teacher should ask the students questions (e.g. "What color is it?" "It's red.")
- ★ **Pictionary:** Divide the class into two teams. A student looks at a flashcard and tries to draw the picture from the flashcard with a time limit (more time for younger students). The student drawing the picture may not speak or write letters or numbers. Other students from the same team then try to guess the target word. If they guess correctly they can role dice or get points (can be played with a game board in the traditional sense if students' level is appropriate).
- ★ **Mime game:** The teacher tells the students that he or she will mime an action for each word. The teacher then mimes what is on the flashcard (e.g. eating an apple, for the word "apple," etc.) Students try to guess which word the teacher is miming. The student who correctly guesses the word then comes to the front of the class, chooses a flashcard, and mimes what's on the flashcard. Continue to take turns.



- ★ **Whisper bridge:** Students form a line at one end of the room. The teacher stands in the middle and holds up a flashcard. Each student comes to the teacher (individually) and whispers the target word into the teacher's ear. If the student is correct they may cross the "bridge," to the other side of the room. If not they must go back and try again.
- ★ **Word order whisper:** Have students spread out and form a circle. The teacher shows two or three flashcards and whispers the words into the student's ear. That student must then whisper the three words into the next student's ear but without showing the flashcards. This continues on until the last student says the three words out loud to the teacher. If they are correct they get a reward. If not they must try again with new words.
- ★ **Fast eyes (quick peek):** The teacher (or student) has a blank flashcard covering the target word flashcard. The teacher (or student) then very quickly shows the card and covers it up again. The students (individually or in teams) must guess the word. If they are correct they get the flashcard and the student who guessed may come do the next flashcard.
- ★ **Point and roll:** The teacher splits the class into a few teams. Place (some or all depending on the level) flashcards on the board. One student at a time comes up to the board. The teacher says different target words and students must point to the correct picture. If correct they can roll dice and get that many points.
- ★ **Sit down and stand up:** The teacher has one full set of flashcards. The students each get one flashcard from the teacher. The teacher then goes through the flashcards and says the target words one by one (without showing them to the students). The student with that flashcard must stand up and wait for the teacher to show the flashcard. If the standing student's flashcard doesn't match the one that the teacher shows, the student is out. If it does match the student is safe. The teacher can order the students to trade or change flashcards.
- ★ **Memory tester:** The teacher places a few (depending on the level) flashcards on the floor in a circle. Students have one minute to memorize the cards. In groups, they have two minutes to say or write as many of the letter/words as they can remember.
- ★ **Memory tester 2:** The teacher places a few flashcards scattered next to one another on a desk and covers them. The teacher uncovers the flashcards and the students have 30 to 45 seconds to memorize all the words on the flashcards (they may ask the teacher if they don't know). Then the teacher covers all the flashcards and removes one before showing the students again. Students must raise their hands quickly and say which card is missing and if correct they can get a point. (Students can also add and remove flashcards instead of the teacher once they learn the game.) Play on teams or individually.

- ★ **14 Clapping master:** Students sit in a circle and the teacher has a stack of flashcards. The teacher shows a flashcard to a student and says the word. The student must break the word down into syllables and say each syllable with a clap. If they are correct, they get a point. If they are wrong, discuss the mistake and move to the next student with the same word until someone gets it right. Students can take over the role of the teacher in this game, to reward correct answers or good behavior.
- ★ **15 Word detective:** Put one set of flashcards on the board and plant another matching set of flashcards (or actual objects) around the room. Chose a word, tell the students what letter it starts with, and make the letter sound. Give other hints including, size, shape, etc. Encourage students to raise their hands and ask questions throughout the game to help them guess e.g. "Does it have long ears?" etc. Students attempt to guess the word until they get it correct. That student gets a point and may assume the role of the teacher (if possible) to reward good behavior, correct answers, etc.
- ★ **16 Hidden picture flashcard game:** Hold a piece of blank paper or plastic in front of a flashcard. Slowly reveal the picture on the flashcard to the students. Students should raise their hands and guess what the picture is. The student who guesses correctly gets a point. You can repeat this or allow students who guess correctly to come to the front of the classroom and slowly reveal the next picture.
- ★ **17 Mime game:** In order to get students to think about target words, have the students sit at their desks or on the floor. Explain to them you have a flashcard, and you are going to move and act out what is on the flashcard without making any sounds and without talking. Students need to try to guess the word on the flashcard based on your actions. If they guess the correct answer, they get a point and they get to come in front of the class (or choose someone else) and mime the next word. You can also add a time limit to the game to make it more exciting. For this you will need to prepare a sand glass with a time of a minute or two, since the students most likely will not know how to read a traditional timer or clock. If students can't guess the word before the time is over, you can show them and talk about what kind of miming they could have thought of.
- ★ **18 Mime dance:** The hybrid CD is full of animated chants and songs. You can ask the students to mimic and mime the movements of some of the animation they see on the hybrid CD. This is especially effective when a target word is a verb. Also, you can come up with your own dance, or ask students to come up with their own, and ask students to mimic and mime your movements or the movements of one of their classmates.



Pedagogical Notes:

Compass Club ABC Adventures utilizes a few key, educational theories which dictate the flow and structure of each lesson. Ideally, by understanding the basic fundamentals of some of these theories, you will be able to more efficiently and enjoyably teach your students. Please see the theories and methodologies references chart if you wish to read more about some of the guiding principles which helped determine the flow and layout of this book.

Analytic phonics (with isolation): This is the fundamental concept that determines the flow of each lesson. The basic idea is that students learn the sound of a letter, through the predisposition of words that all start with the same sound. Students analyze the sound through isolation of the first, single letter sound, identification and recognition of that single letter sound. Students are then able to use analytical skills and logical reasoning to deduce that certain graphemes (**Aa**) have relationships with certain sounds (/æ/). Thus, the flow of each lesson intentionally begins by emphasizing to students the four different words that start with the same letter, and then teaches them the phonetic sound of that letter. Students are more easily able to isolate and recognize the same sound at the beginning of each target word in each lesson.

The analytic phonics approach is coupled with a few other well known and widely accepted theories to bolster the approach and make it more effective. For example, there is a wide variety of different types of artistic, musical, **total physical response (TPR)**, etc.

activities in the book to help cover each type of learning type as explained in Gardner's theory of **Multiple Intelligences**. When students' different learning styles are all accounted for, they are all easily able to follow the guiding concept of analytic phonics.

If you would like to read more about some of the key educational theories that were implemented in this series, please refer to the chart below to read about the scholars that created them.

Theories and methodologies references

- ★ **Analytic phonics / (aka Implicit phonics)** – Mitford M. Matthews PhD. in English: Harvard University
- ★ **Scaffolding** – (Jerome Seymour Bruner PhD. in Psychology: Harvard University)
- ★ **T.P.R. (Total Physical Response)** – (Stephen Krashen PhD. in Linguistics: UCLA)
- ★ **M.I. (Multiple Intelligences)** – (Howard Gardner PhD. in Developmental Psychology: Harvard University)
- ★ **Informative feedback** – (Matthew Peterson PhD. in Visual Neuroscience, UC Berkeley: co-founder, CTO, and Senior Scientist at the Mind Research institute)

