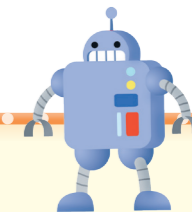


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Teacher's Guide

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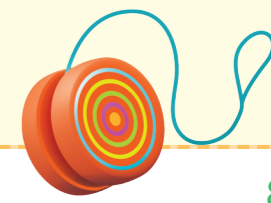
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Songs for the Alphabet

Warm Up

Play Track 03 or the DVD-ROM animation and sing *The Phonics Song*. Play Track 04 and sing *The Alphabet Song*.

Track 03

I love ABCs. I can sing The Phonics Song. Yeah!

A says /a/, apple, apple.
 B says /b/, bed, bed.
 C says /k/, cat, cat.
 D says /d/, dad, dad.
 E says /e/, egg, egg.
 F says /f/, fish, fish.

I can read. I can say. And I can sing the phonics song. Yeah!

G says /g/, girl, girl.
 H says /h/, horse, horse.
 I says /i/, igloo, igloo.
 J says /j/, jet, jet.
 K says /k/, king, king.
 L says /l/, lion, lion.

I can read. I can say. And I can sing the phonics song. Yeah!

M says /m/, mom, mom.
 N says /n/, nine, nine.
 O says /o/, ox, ox.
 P says /p/, pig, pig.
 Q says /k/, queen, queen.
 R says /r/, rose, rose.

I can read. I can say. And I can sing the phonics song. Yeah!





S says /s/, sun, sun.
 T says /t/, turtle, turtle.
 U says /u/, umbrella, umbrella.
 V says /v/, van, van.
 W says /w/, wolf, wolf.
 X says /ks/, box, box.

Y says /y/, yo-yo, yo-yo.
 Z says /z/, zebra, zebra.

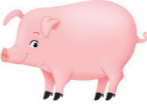





I love ABCs. I can sing The Phonics Song.

Songs for the Alphabet

Listen and sing along.   The Alphabet Song

Aa 	Bb 	Cc 
Dd 	Ee 	Ff 
Gg 	Hh 	Ii 
Jj 	Kk 	Ll 
Mm 	Nn 	Oo 



Pp 	Qq 	Rr 
Ss 	Tt 	Uu 
Vv 	Ww 	Xx 
Yy 	Zz 	



Track 04

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,
 (Rap) A, B, C, D, E, F, G, H, I, J, K, L, M, N,
 O, P,
 Q, R, S, T, U, and V, W, X, Y, and Z
 (Rap) Q, R, S, T, U, and V, W, X, Y, and Z
 Now I know my ABCs. Next time won't
 you sing with me?

Extra Idea If meeting students for the first time, ask each student to say his or her name. If the class has some exposure to the alphabet, ask them to identify the first letter of each student's name. If not, preview the alphabet by identifying the first letter of each student's name and displaying the matching phonics card. (What letter does *Ben* start with? It starts with *b*. This is *b*.)

Unit 1 Aa Bb Cc

● Listen, repeat, and trace. 05

8 Unit 1

● Trace and say.

● Match and say.

1. B 2. A 3. C

9

Listen, Repeat, and Trace

- 1) Model the /a/ sound while showing students the a letter card. Have students repeat. (This is a. It makes the sound /a/. Say /a/.)
- 2) Use the teacher's flashcards to introduce the target words. Model how to blend the target letter with the rest of the word. (This is an apple. Say /a/, apple.) Have students repeat.
- 3) Play Track 05. Have students point their fingers at the letters and pictures as they say the sounds and words.
- 4) Play the DVD-ROM animation and encourage students to repeat the sounds and words. Model each letter's strokes by writing the letters on the board. Ask the students to use their fingers to trace the letters in their books.

Track 05

Letter A, /a/ /a/ apple
 Letter B, /b/ /b/ bed
 Letter C, /k/ /k/ cat

Trace and Say

Have students use their pencils to trace the letters. Remind them to start their first stroke from the dot. Encourage them to count each stroke aloud.

Match and Say

Have students draw lines to match the capital and lowercase letters. Ask them to say the sound of each letter. Then have them identify the pictures attached to the lowercase letters and what letter each word starts with. Use the DVD-ROM to display the correct answers.