

4



Teacher's Guide

Contents



L-Blends

clap, clam, clip
glue, glove, glass
plum, plate, plane

4



L-Blends

black, blade, block
flag, flute, flame
sled, slip, slide

14



Review 1

22



R-Blends

bride, brick, brake
crab, crack, crane
drum, drag, dress

26



R-Blends

frog, frame, front
grape, grass, grill
trip, trace, truck

36



Review 2 • Board Game 1

44

Reader 4, Story 1

48



S-Blends

smile, smoke, smart
snake, sniff, snack
spin, spice, space

50



S-Blends

ski, skate, skunk
step, stone, stamp
swan, swim, swing

60



Review 3

68



Digraphs

chin, chick, chess
ship, shop, shell
whale, white, wheel

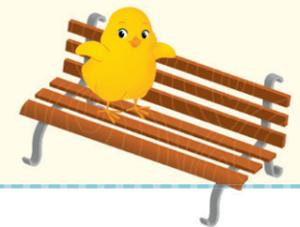
72



Digraphs

bench, lunch, branch
fish, wash, brush
king, long, bang

82



Review 4 • Board Game 2

90

Reader 4, Story 2

94

Warm Up

If meeting students for the first time, ask each student which letter their name starts with. Then ask the class what sound that letter makes. Alternatively, review any previous phonics lessons.

Unit 1 L-Blends

Listen and repeat. 03

L-Blends **cl** **gl** **pl**

c + l → cl
 **c l** **ap**

g + l → gl
 **g l** **ue**

p + l → pl
 **p l** **um**

6 Unit 1

Listen and circle. 04

1. **cl**

2. **gl**

3. **pl**

Listen and check. 05

1. **cl**  

2. **gl**  

3. **pl**  

7

Listen and Circle

Play Track 04. Have the students circle "O" if they hear the correct sound and "X" if the sound is different. Use the DVD-ROM to display the correct answers.

Track 04

1. /k/, /k/
2. /p/, /p/
3. /pl/, /pl/

Listen and Repeat

- 1) Model the letter blends while showing students the phonics cards. Have students repeat. (This is c. It makes the sound /k/. Say /k/. This is l. It makes the sound /l/. Say /l/. Say /k/, /l/, /kl/. These letters are red in your books.)
- 2) Model how to blend the sounds of the letters in the target word. (Say /k/, /l/, /kl/, clap.) Have students repeat.
- 3) Play the short DVD-ROM animation and encourage students to repeat the sounds and words.
- 4) Play Track 03. Have students point and glide their fingers along the words as they say them.

Track 03

- L-Blends /k/, /g/, /p/
- | | |
|----------------|------------------|
| /k/, /l/, /kl/ | /kl/, clap, clap |
| /g/, /l/, /gl/ | /gl/, glue, glue |
| /p/, /l/, /pl/ | /pl/, plum, plum |

Listen and Check

Play Track 05. Have students check the picture that has the sound they hear. Use the DVD-ROM to display the correct answers.

Track 05

1. /k/, plum, clap
2. /g/, glue, clap
3. /pl/, plum, glue

Listen and Repeat

- 1) Show students the DVD-ROM animation to introduce more *l-blend* words. Encourage students to repeat the sounds and words.
- 2) Practice the new words by using the teacher's flashcards. Ask and review the sounds of the letters and model how to blend the sounds into a word. Have students repeat. (This is a plum. This is the word *plum*. What sounds do these letters make? Say /pl/, *plum*.)
- 3) Have students listen to Track 06. Remind them to point to the target word in their books and glide their fingers along it as they read.

Track 06

/kl/, clap /kl/, clam /kl/, clip
 /gl/, glue /gl/, glove /gl/, glass
 /pl/, plum /pl/, plate /pl/, plane

Listen and repeat. 06

 clap	 clam	 clip
 glue	 glove	 glass
 plum	 plate	 plane

Listen and chant. 07



8 Unit 1

Listen and circle. 08

1.  pl gl	2.  cl pl
3.  cl gl	4.  pl cl
5.  gl cl	6.  pl gl

9

Listen and Chant

Play Track 07 or the DVD-ROM chant animation. Play the chant again and have students chant along.

Track 07

T: /kl/, /kl/, /kl/	S: /kl/, /kl/, /kl/	T: glue, glue, glass	S: glue, glue, glass
T: clap, clap, clam	S: clap, clap, clam	T: glue, glove, glass	S: glue, glove, glass
T: clap, clap, clip	S: clap, clap, clip	T: /pl/, /pl/, /pl/	S: /pl/, /pl/, /pl/
T: clap, clam, clip	S: clap, clam, clip	T: plum, plum, plate	S: plum, plum, plate
T: /gl/, /gl/, /gl/	S: /gl/, /gl/, /gl/	T: plum, plum, plane	S: plum, plum, plane
T: glue, glue, glove	S: glue, glue, glove	T: plum, plate, plane	S: plum, plate, plane

Extra Idea Have students start performing the chant normally. Use hand motions to direct the students to lower or raise their voices. For example, hands spread wide apart would mean that the students should chant louder, and hands close together would mean that the students should whisper.

Listen and Circle

Have students listen to Track 08. They should circle the letter combination they hear. Use the DVD-ROM to display the correct answers.

Track 08

- | | | |
|-----------------|-----------------|-----------------|
| 1. glove, glove | 2. plate, plate | 3. clip, clip |
| 4. plane, plane | 5. clam, clam | 6. glass, glass |