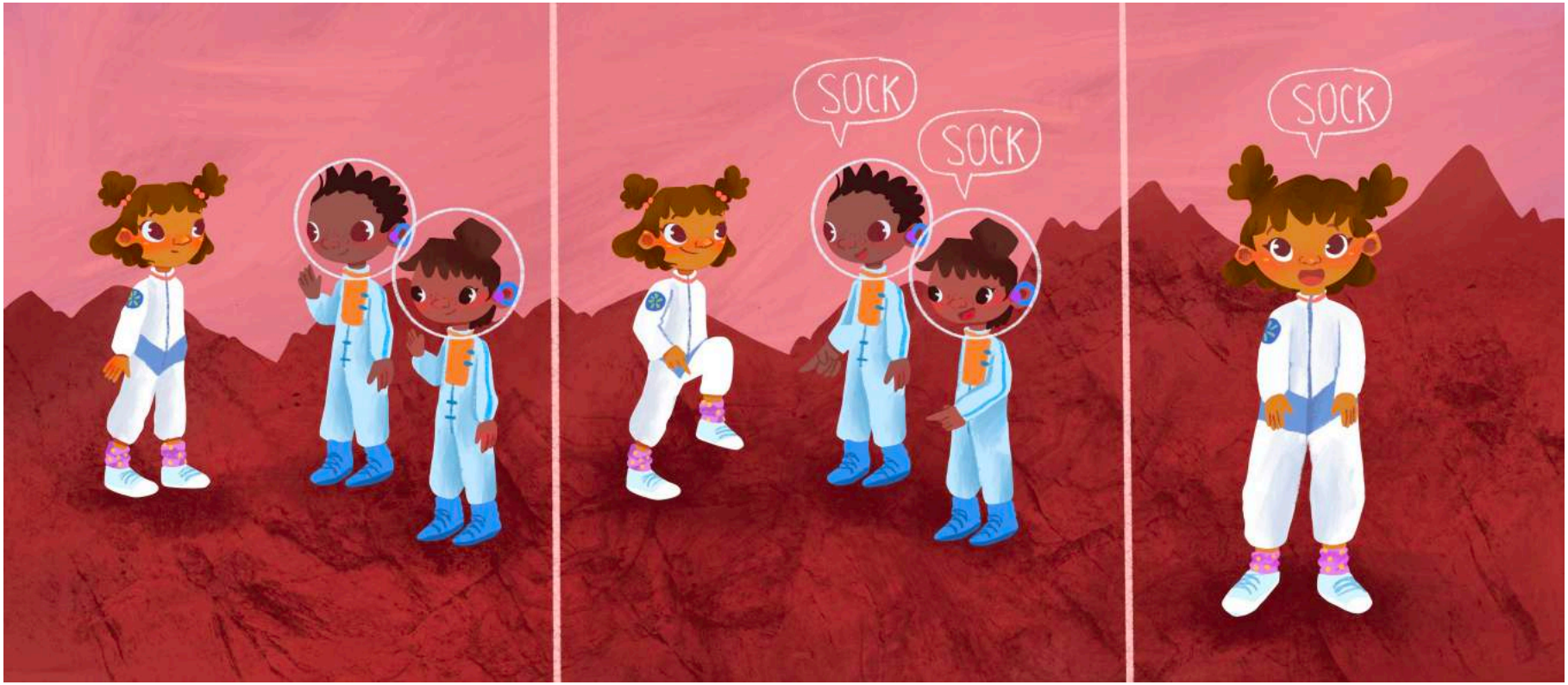
ASTRO
Phonics
Richmond

MISSION

M-D-O-G-C-K-CK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LESSON 7 /m/

Materials
Large cards with the letters of the alphabet

Lesson 7 Introduction **(15 min.)**
- Display the letters *s, a, t, p, i, n*.
- Elicit the sounds.
- Invite volunteers to arrange the letters to form words.
- Then tell students they are going to learn a new sound.
- Display the letter *m*.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the audio for the digital activity.
- Then point to the letter, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /m/, /m/, /m/.

Practice **(10 min.)**
- Display the letter *m* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Form pairs. Have students take turns forming the letter by using their finger on their partner's palm. Encourage students to say the sound while they form the letter.
- Confirm students are forming the letter with their fingers and saying the /m/ sound correctly.

Lesson 7 Presentation **(20 min.)**
- Display the letter *m* and say the sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *map* and point to the letter *m*.
- Then elicit other words that begin with the /m/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *m*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *m* in the words.)

Lesson 7 Activity 1 **(15 min.)**
- Display the letters of the alphabet, including the letter *m*.
- Invite volunteers to point out the letter *m* and say the sound.
- Then display the digital activity.
- Point to each letter and elicit the sounds.
- Play the audio for each letter to confirm the sounds.
- Then point to the activity instructions and read them aloud: *Listen and choose*.
- Guide students to complete the digital activity as a group.
- If time allows, have students do the digital activity again individually or in pairs.

Lesson 7 Activity 2 **(15 min.)**
- Display the letter *m* and elicit the sound.
- Tell students they are going to see and hear some words that begin with the sound /m/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check*.
- Guide students to complete the digital activity as a group.
- Then have students do the digital activity again, in pairs or individually. Encourage them to repeat the words.
- After students have completed the activity, point to the words *mat* and *map*. Invite volunteers to sound out and then blend and say the word.

Lesson 7 Activity 3 **(15 min.)**
- Display the letters *m* and *n* and elicit the sounds.
- Encourage students to recall words that begin with the letters *m* and *n*.
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop*.
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have an /n/ or an /m/ sound in it?* (Answer will depend on the first card displayed in the activity.)
- Point to the two sound categories and demonstrate how to tap on a card and place it in the correct category.
- Guide students to complete the digital activity as a group, or monitor them as they complete it in pairs or individually.

Lesson 7 Chant **(25 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *m* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /m/.
- Point to the instructions in the digital activity and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /m/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /m/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Look at the mouse.*
- Have students point out the mouse in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the word with the sound /m/. (If students don't know a word, but they see an *m* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /m/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

LESSON 8 /d/

Materials
Large cards with the letters of the alphabet

Lesson 8 Introduction (10 min.)
- Display the letter *m* and elicit the sound.
- Then tell students they are going to learn a new sound.
- Display the letter *d*.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the audio for the digital activity.
- Then point to the letter, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /d/, /d/, /d/.

Practice (15 min.)
- Display the letter *d* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Have students practice writing the letter *d* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw a *d* on his or her back and elicit the sound, first from the volunteer and then from the other students.
- Then draw an *m* and elicit the sound. Demonstrate a few more times, randomly drawing an *m* or a *d*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 8 Presentation (20 min.)
- Display the letter *d* and say the sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *dog* and point to the letter *d*.
- Then elicit other words that begin with the /d/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *d*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *d* in the words.)

Lesson 8 Activity 1 (20 min.)
- Display the letters of the alphabet, including the letter *d*.
- Invite volunteers to point out the letter *d* and say the sound.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letter *d*. Continue the activity until everyone (who chooses to) has had the opportunity to find the letter.
- Then display the digital activity and read the instructions aloud: *Look and color the letter d*.
- Guide students to complete the digital activity as a group.
- Then have students do the digital activity again. Encourage them to repeat the /d/ sound when they find and color the letter.

Lesson 8 Activity 2 (15 min.)
- Display the letter *d* and elicit the sound.
- Tell students they are going to see and hear some words that begin with the sound /d/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check*.
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *dog*.
- Invite a volunteer to point out the letter *d* in the word.
- Invite other volunteers to find the letter *d* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 8 Activity 3 (15 min.)
- Display the letters *d*, *p*, and *m* and elicit the sounds.
- Encourage students to recall words that begin with the three sounds.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose the odd one out*.
- Play the audio for the letter. Then point to the pictures and play the audio for each.
- Elicit the word that does not have the same sound as the letter above and select it.
- Guide students to complete the digital activity as a group.
- Then have students do the activity again in pairs or individually. Encourage students to repeat the letter sounds and words.

Lesson 8 Chant **(25 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *d* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /d/.
- Point to the activity instructions and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /d/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /d/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Don't worry, Dad.*
- Have students point out the man (Dad) in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /d/. (If students don't know a word, but they see a *d* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /d/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

LESSON 9 /ɔ/

Materials
Large cards with the letters *m, d, a, i,* and *o*

Lesson 9 Introduction **(10 min.)**
- Display the letter *m* and elicit the sound /m/.
- Then display the letter *d* and elicit the sound /d/.
- Encourage students to recall any words with the /m/ or /d/ sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *o*.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the audio for the digital activity.
- Then point to the letter, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ɔ/, /ɔ/, /ɔ/.

Practice **(10 min.)**
- Display the letter *o* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Form pairs. Have students take turns forming the letter by using their finger on their partner's palm. Encourage students to say the sound while they form the letter.
- Confirm students are forming the letter with their fingers and saying the /ɔ/ sound correctly.

Lesson 9 Presentation **(20 min.)**
- Display the letter *o* and say the sound /ɔ/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *top* and point to the letter *o*.
- Hold up your index finger and ask: *Is the /ɔ/ the first sound? (No. The /t/ is the first sound.)* Then hold up two fingers and ask: *Is the /ɔ/ sound the second sound? (Yes.)* Then hold up three fingers and elicit the third sound in the word. *(The /p/ sound.)*
- Elicit other words with the /ɔ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *o*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no o in the words.)

Lesson 9 Activity 1 **(20 min.)**
- Display the letters *a, i,* and *o*.
- Invite volunteers to point out the letters *a* and *i* and say the sounds /æ/ and /ɪ/. (For the letter *i*, confirm students are saying the sound /ɪ/ and not the word *I*.)
- Then have them point out the letter *o* and say the sound /ɔ/.
- Point to one of the three cards and elicit the sound. Continue randomly pointing to different cards and eliciting the sounds, going faster and faster until students can't keep up.
- Then display the digital activity and read the instructions aloud: *Listen and order*.
- Guide students to complete the digital activity as a group, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 9 Activity 2 **(15 min.)**
- Display the letter *o* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /ɔ/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check*.
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *pot*.
- Invite a volunteer to point out the letter *o* in the word.
- Invite other volunteers to find the letter *o* in the other words.
- Point to each card in turn and ask: *Is the /ɔ/ at the beginning, middle or end of the word?*
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 9 Activity 3 **(15 min.)**

- Display the letter *o* and elicit the sound.
- Encourage students to recall words with the letter *o*.
- Then point to the instructions in the digital activity and read them aloud: *Look, listen and match*.
- Guide students to complete the digital activity as a group.
- Then have students play a few more rounds of the activity in pairs or individually. Encourage students to repeat the words when they turn the cards.

Lesson 9 Chant **(30 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *o* and elicit the sound /ɔ/.
- Explain that they are going to hear a chant with words that have the sound /ɔ/.
- Point to the activity instructions and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /ɔ/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ɔ/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Mom takes a pot*.
- Have students point out the woman (Mom) and pot in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ɔ/. (If students don't know a word, but they see an *o* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ɔ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

LESSON 10 /g/

Materials
Large cards with the letters of the alphabet

Lesson 10 Introduction (10 min.)
- Display the letters *m*, *d*, and o and elicit the sounds /m/, /n/, and /ɔ/.
- Then tell students they are going to learn a new sound.
- Display the letter *g*.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the audio for the digital activity.
- Then point to the letter, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /g/, /g/, /g/.

Practice (15 min.)
- Display the letter *g* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Have students practice writing the letter *g* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw a g on his or her back and elicit the sound, first from the volunteer and then from the other students.
- Then draw an m and elicit the sound. Demonstrate a few more times, randomly drawing an *m* or a *g*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 10 Presentation (20 min.)
- Display the letter *g* and say the sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *goat* and point to the letter *g*.
- Then elicit other words that begin with the /g/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *g*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *g* in the words.)

Lesson 10 Activity 1 (20 min.)
- Display the letters of the alphabet.
- Invite volunteers to point out the letter *g* and say the sound.
- Then have them point out the letters *d*, *p*, *t*, *n*, and *m* in turn, and say the sounds.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letters *d*, *p*, *t*, *n*, *m*, and *g*. Encourage students to say the sounds. Continue the activity until everyone (who chooses to) has had the opportunity to find the letters.
- Then display the digital activity and read the instructions aloud: *Listen and choose*.
- Guide students to complete the digital activity as a group, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 10 Activity 2 (15 min.)
- Display the letter *g* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /g/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check*.
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *goat*.
- Invite a volunteer to point out the letter *g* in the word.
- Invite other volunteers to find the letter *g* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 10 Activity 3 (15 min.)
- Display the letter *g* and elicit the sound.
- Encourage students to recall words that begin with the sound /g/.
- Then point to the instructions in the digital activity and read them aloud: *Listen, look and choose the words with g*.
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there a /g/ in (the word for the picture)?*
- Play the audio for the other pictures, asking if there is a /g/ sound in any of them. Select those that do.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the words.

Lesson 10 Chant **(25 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *g* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /g/.
- Point to the activity instructions and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /g/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /g/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *The goat's in the garden*.
- Have students point out the goat and the garden in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /g/. (If students don't know a word, but they see a *g* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /g/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

LESSON 11 /k/

Materials
Large cards with the letters of the alphabet

Lesson 11 Introduction **(15 min.)**
- Display the letters *m, d, o, g* and elicit the sounds.
- Encourage students to recall any words with the /m/, /d/, /ɔ/, or /g/ sounds.
- Then tell students they are going to learn a new sound.
- Display the letter *c*.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letter, say the sound /k/, and have students repeat it.
- Encourage students to continue repeating the sound: /k/, /k/, /k/.

Practice **(10 min.)**
- Display the letter *c* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Form pairs. Have students take turns forming the letter by using their finger on their partner's palm. Encourage students to say the sound while they form the letter.
- Confirm students are forming the letter with their fingers and saying the /k/ sound correctly.

Lesson 11 Presentation **(15 min.)**
- Display the letter *c* and say the sound /k/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *cat* and point to the letter *c* at the beginning of the word.
- Then elicit other words that begin with the /k/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *c*. (Praise all students' efforts. Please note that /k/ has three spellings—*c, k,* and *ck*. Students may say words with a /k/ sound but not spelled with a *c*. Briefly explain that they are correct about the sound, but the word has a different spelling—one they will learn in future lessons.)

Lesson 11 Activity 1 **(20 min.)**
- Display the letters of the alphabet.
- Invite volunteers to point out the letter *c* and say the sound /k/.
- Then have them point out the letters *d, g,* and *t*, in turn, and say the sounds.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letters *c, d, g,* and *t*. Encourage students to say the sounds. Continue the activity until everyone (who chooses to) has had the opportunity to find the letters.
- Then display the digital activity and read the instructions aloud: *Listen and choose*.
- Guide students to complete the digital activity as a group, or do the first item together and monitor students as they complete the others in pairs or individually.

Lesson 11 Activity 2 **(15 min.)**
- Display the letter *c* and elicit the sound /k/.
- Tell students they are going to see and hear some words with the sound /k/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check*.
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *cat*.
- Invite a volunteer to point out the letter *c* in the word.
- Invite other volunteers to find the letter *c* in the other words. If they don't mention it, point out there are two *c´s* with a /k/ sound in *coconut*.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 11 Activity 3 **(15 min.)**
- Display the letter *c* and elicit the sound /k/.
- Encourage students to recall words that begin with the letter *c*.
- Then point to the instructions in the digital activity and read them aloud: *Look, listen and match*.
- Guide students to complete the digital activity as a group.
- Then have students play a few more rounds of the activity in pairs or individually. Encourage students to repeat the words when they turn the cards.

Lesson 11 Chant **(25 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *c* and elicit the sound /k/.
- Explain that they are going to hear a chant with words that have the sound /k/.
- Point to the activity instructions and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /k/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /k/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Count the candy.*
- Have students point out the candy in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /k/. (If students don't know a word, but they see a *c* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /k/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

LESSON 12 /k/

Materials
Large cards with the letters *m, d, o, g, c,* and *k*

Lesson 12 Introduction **(10 min.)**
- Display the letters *m, d, o, g, c,* and elicit the sounds.
- Then tell students they are going to learn a new letter. (Note: It's not a new sound. The letter *c* also makes a /k/ sound.)
- Display the letter *k*.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the audio for the digital activity.
- Then point to the letter, say the sound /k/, and have students repeat it.
- Encourage students to continue repeating the sound: /k/, /k/, /k/.
- Display the letters *m, d, o, g, c,* and *k*.
- Have students say the sounds for the letters.
- Ask: *Which letters have the /k/ sound? (The c and k.)*
- Invite volunteers to point out the two letters with the /k/ sound.

Practice **(15 min.)**
- Display the letter *k* and demonstrate how to write it by tracing your finger over the shape.
- Invite volunteers to trace the letter.
- Have students practice writing the letter *k* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw a *k* on his or her back and elicit the sound, first from the volunteer and then from the other students Then draw a *t* and elicit the sound. Demonstrate a few more times, randomly drawing a *k* or a *t*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

Lesson 12 Presentation **(20 min.)**
- Display the letter *k* and say the sound /k/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *kite* and point to the letter *k*.
- Then elicit other words that begin with the /k/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letter *k*. If students say /k/ sound words written with a *c*, create two columns to organize words spelled with a *c* and *k* and point out the difference.

Lesson 12 Activity 1 **(15 min.)**
- Display the letters *d, g, k* in a row.
- Point to each letter and elicit the sound.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Then point again to each letter in the row and elicit the sounds.
- Display the digital activity and read the instructions aloud: *Listen and order*.
- Guide students to complete the digital activity as a group.

Lesson 12 Activity 2 **(15 min.)**
- Display the letter *k* and elicit the sound /k/.
- Tell students they are going to see and hear some words with the sound /k/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *kite*.
- Invite a volunteer to point out the letter *k* in the word.
- Invite other volunteers to find the letter *k* in the other words. Point out that the *ck* together in *kick* is also the sound /k/, and they will see more words with the *ck* together in the next lesson.
- Then have students do the digital activity again individually. Encourage them to repeat the words.

Lesson 12 Activity 3 **(15 min.)**

- Display the letter *k* and elicit the sound.
- Encourage students to recall words with the sound /k/ and the letter *k*.
- Then point to the activity instructions and read them aloud: *Listen, look and choose the words with k*.
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there a /k/ in (word for the picture)?*
- Play the audio for the other pictures, asking if there is a /k/ sound in any of them. Select those that do.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the words.

Lesson 12 Chant **(25 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letter *k* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /k/.
- Point to the activity instructions and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /k/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /k/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Kim plays the keyboard*.
- Have students point out the girl (named Kim, and who is on the keyboard) and the keyboard in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /k/. (If students don't know a word, but they see the *k* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /k/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

LESSON 13 /k/

Materials
Large cards with the letters *m, d, o, g, c, k* and *ck*

Lesson 13 Introduction **(15 min.)**
- Display the letters *m, d, o, g, c, k* and elicit the sounds.
- Encourage students to recall any words with the /m/, /d/, /ɔ/, /g/ or /k/ sounds.
- Display the letters *c* and *k*.
- Challenge students to say words with the /k/ sound and point out the correct spelling for the /k/ sound in their words.
- Then tell students they are going to learn another spelling for the /k/ sound.
- Display the card with the letters *ck*.
- Explain that the *c* has a /k/ sound, the *k* has a /k/ sound, and together the *ck* also has a /k/ sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the audio for the digital activity.
- Then point to the letters, say the sounds, and have students repeat them.
- Encourage students to continue repeating the sound: /k/, /k/, /k/.

Practice **(10 min.)**
- Display the letters *ck* and demonstrate how to write them by tracing your finger over the shapes.
- Invite volunteers to trace the letters.
- Form pairs. Have students take turns forming the letters by using their finger on their partner's palm. Encourage students to say the sound while they form the letters.
- Confirm students are forming the letters with their fingers and saying the /k/ sound correctly.

Lesson 13 Presentation **(15 min.)**
- Display the letters *ck* and say the sound /k/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat*.
- Play the digital presentation.
- Have students say the word *truck* and point to the letters *ck* at the end of the word.
- Write or display a three-column chart, with one of the letters (*c, k,* or *ck*) at the top of each column.
- Then elicit other words with the /k/ sound. (The words can be in English or in the students' first language.) Challenge students to say if they're /k/ words are spelled with *c, k,* or *ck*.
- Write or display any correct suggestions and underline the letters *ck*. (Praise all students' efforts even if the suggestions are incorrect. If you think students will find it helpful, write the incorrect suggestions and point out there is no *ck* in the words.)

Lesson 13 Activity 1 **(10 min.)**
- Display the letters *m, d, f, o,* and *ck*.
- Say the sound /k/ and invite volunteers to point out the letters *ck*.
- Then display the digital activity and read the instructions aloud: *Listen, look and color*.
- Guide students to complete the digital activity.

Lesson 13 Activity 2 **(15 min.)**
- Display the letters *ck* and elicit the sound /k/.
- Tell students they are going to see and hear some words with the sound /k/ spelled with *ck*.
- Point to the activity instructions and read them aloud: *Look and say. Then listen and check*.
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *sock*.
- Invite a volunteer to point out the letters *ck* in the word.
- Invite other volunteers to find the letters *ck* in the other words.
- Ask: *Are the letters ck at the beginning, middle or end of the words?* Explain that they will find *ck* at the end of words as in *sock, duck,* and *truck*, or in the middle as in *jacket*; but that they will never find *ck* at the beginning of words.
- Then have students do the digital activity again individually. Encourage them to repeat the words.

Lesson 13 Activity 3 **(15 min.)**

- Say the sound /k/ and elicit the three spellings: *c*, *k*, and *ck*.
- Display the cards with *c*, *k*, and *ck*.
- Point to each card in turn and elicit words with the sound. If students have difficulty recalling words with the /k/ sound or the correct spelling, you can say words with the /k/ sound and invite volunteers to categorize them.
- Then display the digital activity and read the instructions aloud: *Listen and choose the odd one out.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, in pairs or individually.

Lesson 13 Chant **(25 min.)**

- Display the first section of the digital activity and point to the picture.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *ck* and elicit the sound /k/.
- Explain that they are going to hear a chant with words that have the sound /k/.
- Point to the instructions in the digital activity and read them aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /k/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /k/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Where's the duck?*
- Have students point out the duck in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /k/. (If students don't know a word, but they see a *ck* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /k/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

BLENDING 1

Materials
Large cards with the letters *a, p, t, s, i, n, o, d, m, g, c, k,* and *ck*
Large cards with the numbers 1, 2 and 3
Large cards with some words from this list: *pad, pack, pick, pod, tag, tack, tick, sad, sag, sack, sick, sod, sock, nag, nick, nod, dim, dig, dog, dock, map, mat, mad, man, mop, gap, gas, cap, cat, can, cod, cog*
Sets of small cards *a, p, t, s, i, n, o, d, m, g, c, k, ck* (one set per student)

Blending 1 Activity 1 **(20 min.)**
- Display the letters *a, p, t, s, i, n, o, d, m, g, c, k, ck* and elicit the sounds.
- Then arrange the letters to form the word *map*.
- Invite volunteers to sound out the letters and then blend them to say the word *map*.
- Display the large cards with the numbers 1, 2 and 3.
- Place the *m* under number 1, the *a* under number 2, and the *p* under number 3.
- Then say: */æ/ /æ/ map*. Ask: *Is the /æ/ sound 1, 2, or 3?* *(Number 2.)*
- Ask about the /m/ and /p/ sounds. Say: *m, m, map*. Ask: *Is the /m/ sound 1, 2, or 3?* *(Number 1.)* Say: *p, p, map*. Ask: *Is the /p/ sound 1, 2, or 3?* *(Number 3.)*
- Repeat the steps with one or two more words, such as *nod* and *pick*.
- Then display the first part of the digital activity.
- Point to the instructions and read them aloud: *Listen, look and choose*.
- Play the audio.
- Invite volunteers to repeat it (*s, s, sun*).
- Have students identify if the /s/ sound is in position 1, 2 or 3.
- Guide students to complete the rest of the digital activity as a group.
- Then have students do the digital activity again in pairs or individually.

Blending 1 Activity 2 **(15 min.)**
- Display the word *pad*.
- Point to each letter and elicit the sound.
- Guide students to blend the letters to say the word.
- Repeat the steps for the word *tick*.
- Then display the digital activity and read the instructions aloud: *Blend the sounds to read the words.*
- Guide students to complete the digital activity as a group.

Blending 1 Activity 3 **(10 min.)**
- Display the digital activity.
- Point to and read the instructions aloud: *Blend the sounds to read the words*.
- Guide students to complete the first word as a group.
- Then have students do the second and third words individually.

Practice **(30 min.)**
- Display the word *pick*.
- Point to each letter (or pair of letters for *ck*) and elicit the sound.
- Then guide students to blend the letters to say the word *pick*.
- Hand out the small sets of cards with letters.
- Tell students to find the letters *p, i,* and *ck*, and arrange them in the correct order to form the word *pick*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *tap*.
- Then display the cards with the words *pad, pack, pick, pod, tag, tack, tick, sad, sag, sack, sick, sod, sock, nag, nick, nod, dim, dig, dog, dock, map, mat, mad, man, mop, gap, gas, cap, cat, can, cod,* and *cog*.
- Have students create any of the words they choose. Encourage them to sound out the letters and then say the words.

Blending 1 Activity 4 **(20 min.)**
- Display the digital activity.
- Then point to and read the instructions aloud: *Listen and match*.
- Have students complete the digital activity individually.
- Then restart the digital activity and turn over a card.
- Have students say the word.
- Help them identify the individual sounds and then form the word using their small cards.
- Repeat the steps for the rest of the cards in the digital activity.

Blending 1 Activity 5 **(15 min.)**
- Display the digital activity.
- Point to and read the instructions aloud: *Read and choose*.
- Invite volunteers to sound out and then say the first word.
- Then have them select the corresponding picture.
- Guide students to complete the rest of the digital activity individually.

Blending 1 Activity 6 **(20 min.)**

- Display the words *fish, hat, cat, dog, pan, top, duck,* and *sock*, and elicit them.
- Display the digital activity.
- Then point to and read the instructions aloud: *Read and say*.
- Point to the words and have students say them.
- Demonstrate how to record and replay the recordings.
- Then have students complete the activity individually.

PHONEME KEY

Phoneme	Grapheme	Sample word
/s/	s	*sun*
/t/	t	*top*
/p/	p	*pot*
/n/	n	*nine*
/m/	m	*map*
/d/	d	*dog*
/g/	g	*goat*
/k/	c	*cat*
/k/	k	*kite*
/k/	ck	*sock*
/r/	r	*red*
/h/	h	*hat*
/b/	b	*bus*
/f/	f	*fish*
/l/	l	*lamp*
/dʒ/	j	*jump*

Phoneme	Grapheme	Sample word
/v/	v	*van*
/w/	w	*wall*
/ks/	x	*box*
/j/	y	*yam*
/z/	z	*zoo*
/kw/	q	*question*
/tʃ/	ch	*chair*
/ʃ/	sh	*ship*
/θ/	th (voiceless)	*bath*
/ð/	th (voiced)	*feather*
/ŋ/	ng	*sing*
/ŋk/	nk	*Pink*
/æ/	a	*pan*
/ɪ/	i	*fish*
/ɔ/	o	*pot*
/ɛ/	e	*egg*

Phoneme	Grapheme	Sample word
/ʌ/	u	*ugly*
/eɪ/	ai	*train*
/i/	ee	*tree*
/aɪ/	igh	*night*
/oʊ/	oa	*boat*
/u/	oo	*food*
/ʊ/	oo	*book*
/ar/	ar	*car*
/ɔr/	or	*horse*
/ɜr/	ur	*purple*
/aʊ/	ow	*cow*
/ɔɪ/	oi	*point*
/ɪr/	ear	*hear*
/ɛr/	air	*hair*
/ɜr/	ir	*bird*
/ər/	er	*flower*