

Book  
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# Awesome Phonics Adventures



## The Magic Bell

Intro Unit – Lesson Plans

	<ul style="list-style-type: none"> <li>• Have the songs playing in the background. Give the learners their new books.</li> </ul>
<b>Self-evaluation before the unit</b>	<p>As this may be an unfamiliar process for the learners, you will most likely need to take them through it step by step. The goal should be for the learners to become able to honestly evaluate themselves. Discourage learners from copying each other or comparing their results. This process should help them measure their own progress and should not be considered as grades that cannot change.</p> <ul style="list-style-type: none"> <li>✓ Use the projector with the PowerPoint presentation provided or a larger page printout.</li> <li>✓ Have the learners fill out the date on the left below 'Before the Unit:'</li> <li>✓ Point to the green, yellow and red boxes. Indicate their meanings. Write on the board, 'I can jump.'</li> <li>✓ Jump very high and ask the learners what color. Jump slightly, elicit 'yellow'. Mimic not being able to jump; elicit 'red'.</li> <li>✓ Put an 'a' on the board. Ask the learners to put their hands up if they can read it. Don't have them say it. Just ask them to fill out the appropriate color.</li> <li>✓ Repeat the process for the rest of the items.</li> </ul>

The following procedure can be used to introduce any of the letter sound correlations in the book. Many of the activities can be substituted or changed for variety.

Timing: approx. 20 minutes

<b>Aims</b>	<ul style="list-style-type: none"> <li>• To introduce the basic sound of the letter 'a' /æ/</li> <li>• To give the learners receptive exposure of the sound /æ/</li> <li>• For the learners to practice pronouncing the sound /æ/</li> </ul>
<b>Vocabulary</b>	<p>Before the lesson, put up <b>The 'A' Song</b> poster and <b>The 'S' Song</b> poster on the walls. Consider designating a section of wall to displaying the song posters of the letters you are currently working on. You can rotate this gradually throughout the year.</p> <ul style="list-style-type: none"> <li>✓ <b>Model:</b> Say the 4 vocabulary items clearly as you show the images.</li> <li>✓ <b>Identify:</b> Call the vocabulary items and have the learners point to them. Gradually increase the pace to add challenge and keep the learners engaged.</li> </ul>
<b>Letter Formation</b>	<p><b>Drill vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ Show the cards, model the /æ/ sound, the target vocabulary and have the learners repeat along. Make sure to model the sound clearly and demonstrate the correct mouth position.</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate the stroke order and correct way to write the letter. Ask concept checking questions to make sure the learners are aware of the starting points of lines as well as the correct direction of the strokes.</li> </ul>
<b>The 'A' Song</b>	<p><b>Play the song</b></p> <ul style="list-style-type: none"> <li>✓ Play the song, and have the learners trace the letter on a separate print out.</li> </ul> <p><b>Teach the actions</b></p> <ul style="list-style-type: none"> <li>✓ Use a basic TPR activity to introduce the actions of the song. See the video for reference.</li> </ul> <p><b>Play the song</b></p> <ul style="list-style-type: none"> <li>✓ Point to the vocab items and do the actions for the second part.</li> </ul> <p><b>Find the letter</b></p> <ul style="list-style-type: none"> <li>✓ Have the learners find the little 'a' on the page.</li> </ul> <p><b>Learn the lyrics</b></p> <ul style="list-style-type: none"> <li>✓ Drill chorally first, then drill in smaller groups. Listen carefully for pronunciation errors. Do some individual drilling to correct pronunciation but be very careful not to focus on one learner for too long as they may feel overly pressured or embarrassed.</li> </ul>
<b>Homework</b>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Have the learners Listen to <b>The 'a' Song, The 's' Song, The 't' Song, The 'p' Song</b> and <b>Pat in a Tin</b></li> <li>• Doing listening at home is a nice way to give homework that the learners like and don't feel worried about not understanding.</li> </ul> <p>***Tip: Try to give ahead of schedule the listening you want the learners to do. The repeated exposure will allow you to cut down on receptive tasks done in class and save valuable class time. You may find the learners come to class already knowing the music and being ready to sing.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Give the learners letter tracing/letter formation sheets for letters introduced in class to reinforce their muscle memory and help them to develop better handwriting.</li> </ul> <p>***Tip: Emphasize accuracy when students are doing letter tracing/writing practice. Some students will want to rush through the exercises as fast as possible as they are mechanical in nature but this can do more harm than good. When setting letter tracing homework, demonstrate what is acceptable and what isn't. Let the learners know they will have to redo it if their writing is not neat (within reason).</p>

The procedure here is very similar to the procedure on page 8 for introducing 'a'. In this case, only one activity has been changed to give the learners variety.

If the learners have done the listening in advance, you may want to skip some of the receptive steps. See how the learners respond and adjust accordingly. For larger classes, it is likely that some students will progress at a slower pace. Be careful not to race ahead in the beginning and leave them behind.

<b>Aims</b>	<ul style="list-style-type: none"> <li>To introduce the basic sound of the letter 's' /s/</li> <li>To give the learners receptive exposure of the sound /s/</li> <li>For the learners to practice pronouncing the sound /s/</li> </ul>
<b>Vocabulary</b>	<p>Before the lesson, put up <b>The 'A' Song</b> poster and <b>The 'S' Song</b> poster on the walls.</p> <ul style="list-style-type: none"> <li>✓ <b>Model:</b> Say the 4 vocabulary items clearly as you show the images.</li> <li>✓ <b>Identify:</b> Circle Game (<i>see game glossary</i>)</li> <li>✓ <b>Drill Vocabulary:</b> Show the cards, model the /s/ sound, the target vocabulary and have the learners repeat along. Make sure to model the sound clearly and demonstrate the correct mouth position.</li> </ul>
<b>Letter Formation</b>	<p>Demonstrate the stroke order and correct way to write the letter. Ask concept checking questions to make sure the learners are aware of the starting points of lines as well as the correct direction of the strokes.</p>
<b>The 'S' Song</b>	<p><b>Play the song</b></p> <ul style="list-style-type: none"> <li>✓ Play the song and have the learners trace the letter on a separate print out.</li> </ul> <p><b>Teach the actions</b></p> <ul style="list-style-type: none"> <li>✓ Use a basic TPR activity to introduce the actions of the song. See the video for reference.</li> </ul> <p><b>Play the song</b></p> <ul style="list-style-type: none"> <li>✓ Point to the vocab items and do the actions for the second part.</li> </ul> <p><b>Find the letter</b></p> <ul style="list-style-type: none"> <li>✓ Have the learners find the little 's' on the page.</li> </ul> <p><b>Learn the lyrics</b></p> <ul style="list-style-type: none"> <li>✓ Drill chorally first, then drill in smaller groups. Listen carefully for pronunciation errors. Do some individual drilling to correct pronunciation but be very careful not to focus on one learner for too long as they may feel overly pressured or embarrassed.</li> </ul> <p><b>Sing together</b></p> <ul style="list-style-type: none"> <li>✓ Sing the song as a group.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Same as the homework for page 8.</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to have receptive practice identifying the sounds: /æ/ and /s/</li> <li>• To reinforce letter-sound correspondences 'a' - /æ/ and 's' - /s/</li> </ul>
<b>Activity 1</b>	<ul style="list-style-type: none"> <li>✓ Have the learners write a large letter 'a' on a piece of paper or card and a large letter 's' on a separate piece of paper. If possible, have them use different colored paper.</li> <li>✓ Say random words starting with 'a' or 's' and have the learners race to hold up the appropriate card.</li> <li>✓ Be careful not to use words that start with sounds other than /æ/ or /s/ such as 'airplane' or 'ship'.</li> <li>✓ Have the learners complete the rest of the examples in class.</li> </ul>
<b>Activity 2</b>	<ul style="list-style-type: none"> <li>✓ Make teams of 2. Give each team a mini white board and a marker.</li> <li>✓ Call a word as in activity 1 and have the learners race to write the letter on the white boards and hold it up.</li> <li>✓ Assign points to make the game more exciting. Consider deducting points for poorly written letters.</li> </ul>
<b>Textbook Exercise 1</b>	<ul style="list-style-type: none"> <li>✓ Put the book page on the projector or show an A3 printout of page 10. Using the first example, play the audio and demonstrate how to complete the activity.</li> <li>✓ Complete the second example and pause the audio to check that the learners are doing the exercise correctly. Do two more examples and assign the rest for homework.</li> <li>✓ Even if you have time to finish the exercise in class, consider letting the learner finish at home. Spacing out practice so that it is shorter, but more frequent, leads to better retention.</li> </ul>
<b>Textbook Exercise 2</b>	<ul style="list-style-type: none"> <li>✓ This exercise might be a bit counter-intuitive for the learners so be sure to demonstrate it and to check instructions. Consider leaving the last two examples for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Assign listening of songs introduced so far as review.</li> <li>• Assign listening of new songs to be introduced in the coming weeks as preview.</li> <li>• Assign the rest of the examples for exercises 1 and 2.</li> </ul>

The following is a brief running order for introducing new letters. Feel free to substitute activities for ones that you and your class prefer.

<b>Aims</b>	<ul style="list-style-type: none"> <li>• To introduce the basic sounds of the letters 't' (/t/) and 'p' (/p/).</li> <li>• To give the learners receptive exposure of the sounds /t/ and /p/.</li> <li>• For the learners to have practice pronouncing the sounds /t/ and /p/.</li> <li>• To introduce and practice the correct way to write the letters 't' and 'p'.</li> </ul>
<b>Basic Procedure</b>	<p>It is better to introduce the letters separately.</p> <ol style="list-style-type: none"> <li>1) Model vocabulary and letter sound</li> <li>2) Identify vocabulary</li> <li>3) Drill the letter sounds and vocabulary</li> <li>4) Demonstrate written form</li> <li>5) Introduce TPR actions</li> <li>6) Practice actions with music</li> <li>7) Drill the lyrics</li> <li>8) Sing</li> </ol> <p>You may want to keep to the same activities that were introduced in the previous weeks to build confidence and familiarity with the lesson flow or you can substitute certain activities such as <b>2) identify</b> and <b>3) drill</b></p> <p>See the game glossary for ideas.</p>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Listening: <ul style="list-style-type: none"> <li>○ The 'A' Song</li> <li>○ The 'S' Song</li> <li>○ The 'T' Song</li> <li>○ The 'P' Song</li> <li>○ 'Pat in a Tin'</li> <li>○ The 'I' Song</li> <li>○ The 'N' Song</li> </ul> </li> <li>• Letter tracing / writing sheets: <ul style="list-style-type: none"> <li>○ 't' and 'p'</li> <li>○ Reassign 's' and 'a' if the learners still need practice.</li> </ul> </li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to practice identifying words that begin with the sounds /t/ and /p/</li> <li>• To reinforce letter-sound correspondences 't' - /t/ and 'p' - /p/</li> </ul>
<b>Activity 1</b>	<ul style="list-style-type: none"> <li>✓ Put <b>The 'T' Song</b> poster on the right side of the classroom and <b>The 'P' Song</b> poster on the left.</li> <li>✓ Say random words starting with 't' or 'p' and have the learners race to point at the appropriate wall.</li> <li>✓ Be careful not to use words that start with sounds other than /t/ or /p/. Avoid consonant clusters as well such as 'pl' or 'tr'.</li> <li>✓ If space and time allow, have small groups of learners race to touch the appropriate wall. Consider introducing ways of moving that will slow the learners down and make the activity safer.</li> </ul>
<b>Activity 2</b>	<ul style="list-style-type: none"> <li>✓ Make teams of 2.</li> <li>✓ Give each team a mini white board and a marker.</li> <li>✓ Call a word as in activity 1 and have the learners race to write the letter on the white boards and hold it up.</li> <li>✓ Assign points to make the game more exciting.</li> <li>✓ Consider deducting points for poorly written letters.</li> </ul>
<b>Textbook Exercise 1</b>	<ul style="list-style-type: none"> <li>✓ Put the book page on the projector or show an A3 printout of page 13. Using the first example, play the audio and demonstrate how to complete the activity.</li> <li>✓ Complete the second example and pause the audio to check that the learners are doing the exercise correctly. Do two more examples and assign the rest for homework.</li> <li>✓ Even if you have time to finish the exercise in class, consider letting the learner finish at home. Spacing out practice so that it is shorter, but more frequent, leads to better retention.</li> </ul>
<b>Textbook Exercise 2</b>	<ul style="list-style-type: none"> <li>✓ This exercise might be a bit counter intuitive for the learners, so be sure to demonstrate it and to check instructions.</li> <li>✓ Consider leaving the last two examples for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Assign listening of songs introduced so far as review.</li> <li>• Assign listening of new songs to be introduced in the coming weeks as preview.</li> <li>• Assign the rest of the examples for exercises 1 and 2.</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to become aware of how English letter sounds are blended.</li> <li>• For the learners to have practice sounding out words made up of the letters: 's','a','t',and 'p'</li> </ul>
<b>Demonstrate</b>	<ul style="list-style-type: none"> <li>✓ Put page 14 on the projector or put up an A3 printout of the page.</li> <li>✓ Play the audio and point to the letters as you listen. Point to the individual letters one by one and do a dragging motion below the letters that are blended into words.</li> </ul>
<b>Practice Receptive</b>	<ul style="list-style-type: none"> <li>✓ Repeat the above but this time, have the learners point and drag their fingers as you did in the Demonstrate phase.</li> </ul>
<b>Practice Productive</b>	<ul style="list-style-type: none"> <li>✓ Repeat the above but this time, have the learners pronounce the letters all together as they point and drag their fingers.</li> <li>✓ Drill in smaller sections of the class and/or drill some learners individually to focus in on the sounds they are producing. At this stage, it is a good idea to be strict on pronunciation. Be careful not to single out one learner too much.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Have the learners repeat the same procedure done in class at home.</li> <li>• First, listen and touch. Next listen touch and say.</li> </ul>



<b>Aims</b>	<ul style="list-style-type: none"> <li>for the learners to have receptive practice at identifying blended VC and CVC words made up of: 's', 'a', 't' and 'p'</li> </ul>
<b>Practice 1</b>	<p>This page is best combined in one lesson with page 14. If you have finished the previous lesson on page 14, consider going over it briefly before moving on to the following exercises.</p> <ul style="list-style-type: none"> <li>✓ Put the written words in the exercise on page 15 up around the room or on the whiteboard.</li> <li>✓ Blend a word out loud as follows: 'p' 'a' 't' 'pat' ... 'p' 'a' 't' 'pat'.</li> <li>✓ Give the learners time to search for the word but instruct them not to point.</li> <li>✓ When you say 'Go!', have them point to the word.</li> <li>✓ As they gain confidence, begin to assign points and pick up the pace.</li> <li>✓ It's best to give them at least some time to think so that weaker students don't just follow the crowd.</li> </ul>
<b>Practice 2</b>	<ul style="list-style-type: none"> <li>✓ Put page 15 on the projector.</li> <li>✓ Play the audio for example 1 and demonstrate how to do the activity.</li> <li>✓ Continue with examples 2 and 3.</li> <li>✓ Assign the remaining examples for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Assign the remaining examples from page 15</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to have practice at writing blended VC and CVC words made up of: 's','a','t' and 'p'</li> </ul>
<b>Practice 1</b>	<ul style="list-style-type: none"> <li>✓ Give the learners mini white boards and markers.</li> <li>✓ Using the examples on page 16, write a word with a letter missing on the board.</li> <li>✓ Blend the word out loud a couple of times dragging your finger below the letters.</li> <li>✓ Have the learners write the completed word on their mini whiteboards.</li> <li>✓ Allow the learners to look at the wall posters or their personal letter sound charts for reference as scaffolding.</li> <li>✓ When you feel the learners are ready, raise the level of challenge by having them race to finish writing. Have them turn over their whiteboards and put up their hands once they have finished.</li> <li>✓ Raise the challenge bar by having the learners put away their letter sound charts and increasing point values.</li> </ul>
<b>Practice 2</b>	<p><b>Running dictation</b></p> <ul style="list-style-type: none"> <li>✓ Have the learners make teams of 2 or 3.</li> <li>✓ Assign one student as a 'runner' and the other or others as 'writer'.</li> <li>✓ Write a word at one end of the class where it can't be seen by the seated learners.</li> <li>✓ Have the 'runner' go up and read the word. They have to go back to their team and sound out the word.</li> <li>✓ The first team to write out the word correctly gets a point.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Demonstrate how to complete the exercises on page 16 in class. Assign the rest for homework.</li> <li>Assign page 17 if the learners are ready for the challenge.</li> </ul>

The aim of the **‘Notice’** pages is to introduce a high frequency sight word that may or may not be decodable using the rules of phonics. These words often have a grammatical or discursive function. The goal is not to master the usage of these words, but to help the learners notice them as they read various texts. Their understanding of these words will develop over time with comprehensible input. It is not necessary for the learners to master these words on first exposure.

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learner to develop an awareness of the indefinite article ‘a’.</li> <li>• For the learners to understand and practice applying the rule that the indefinite article ‘a’ is used with nouns and not used with proper nouns or verbs.</li> <li>• For the learners to have practice identifying the indefinite article ‘a’.</li> </ul>
<b>Clarification 1</b>	<ul style="list-style-type: none"> <li>✓ Use the projector to display the top part of page 18 or draw it on the white board.</li> <li>✓ Point to the words and read them for the learners.</li> <li>✓ Demonstrate that these words have the word ‘a’ before them.</li> <li>✓ Demonstrate that the article ‘a’ is pronounced /ə/ and not /æ/ like the letter ‘a’.</li> <li>✓ Have the learners practice saying the words with the articles along with you or the classrooms audio.</li> </ul>
<b>Textbook exercise 1</b>	<b>Promote noticing:</b> Have the learners underline the indefinite article ‘a’ in the sentences in Ex2. Concept check that they are not to underline the ‘a’s embedded in words.
<b>Clarification 2</b>	<ul style="list-style-type: none"> <li>✓ Write 3 columns on the board numbered 1,2 and 3 - one for nouns, one for verbs, and one for proper nouns.</li> <li>✓ Elicit nouns if possible and write them in column 1 along with the article.</li> <li>✓ Next, elicit verbs and write them in the second column.</li> <li>✓ Write an ‘a’ before them, then cross it out with a red marker.</li> <li>✓ Elicit names and write them up in the third column with an ‘a’ crossed out as well.</li> </ul>
<b>Practice 2</b>	<ul style="list-style-type: none"> <li>✓ Say different nouns, proper nouns and verbs while showing visual aids of them.</li> <li>✓ Have the learners say 1, 2 or 3 for which column they belong in. Each time ask “‘a’ or no ‘a’?”</li> </ul>
<b>Exercise 2</b>	✓ Have the learners complete examples 1, 2 and 3. Assign the remaining examples for homework.
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Exercise 2, examples 4 to 9.</li> </ul>

## Self-Assessment – Page 7

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to become better able to evaluate their own progress.</li> <li>• To help instil a “growth mindset” in the learners.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Put page 7 on the projector for everyone to see.</li> <li>✓ Indicate that you are going to fill out the ‘after the unit’ section.</li> <li>✓ Have the learners fill out the date.</li> <li>✓ Draw attention to the <b>I can read: ‘a’</b> square. Ask the learners to put up their hands if they can read it.</li> <li>✓ If they put their hand up right away ask them to color the box in green. If they hesitate, indicate that yellow might be a good option.</li> <li>✓ Concept check that there is no correct answer and that everyone can have a different answer.</li> <li>✓ Follow a similar procedure for the rest of the boxes allowing the learners to do it on their own if they seem ready to do so. They will probably need to be guided through the whole process this time though.</li> </ul> <p>Congratulate everyone on getting better. Ask they why they got better and help them to make the link between practice and improvement.</p> <p>** It may be necessary to use L1 to achieve the aims of this page.</p>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Demonstrate and assign the vocabulary on page 20.</li> <li>• Train your learners to go through the vocabulary self study sequence. This will also allow you to make the best of class time.</li> </ul>