

**Teaching  
Guide 2**

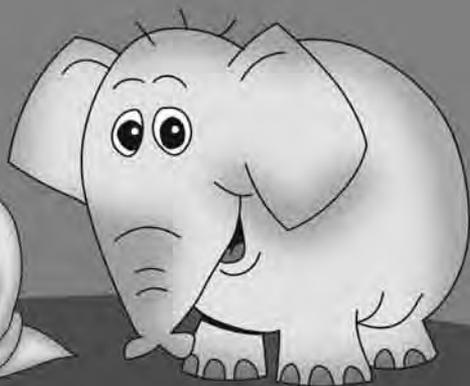
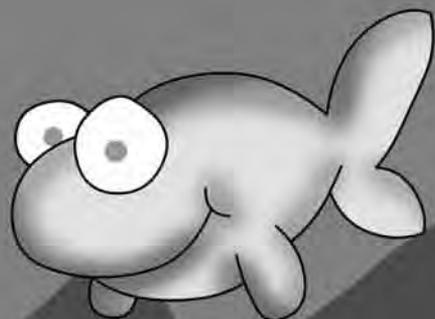
# ENGLISH

**Ending Consonant Sounds**

**Vowel Sounds**

**Beginning, Ending, and Vowel Sounds**

**SUE GILBERT**



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## Introduction

Given that no two students are alike in the way they learn, and no two teachers are alike in the way they teach, it would be impossible to provide a set of definitive plans for any lesson. The lesson plans in this teaching guide are therefore exactly as the title states—guides. The material and suggestions they contain will, I hope, help teachers to deliver their lessons effectively, but only if modified by the teachers' own knowledge and understanding of their students' interests, strengths, and weaknesses.

This crucial early stage of a child's education forms the basis for their learning throughout life. If the time spent in the classroom is fun, and success is reinforced through praise, students will be eager and active learners. As well as verbal praise, make sure that students' books are collected regularly and plenty of positive feedback is given through the use of stickers, stars, smiley faces, etc.

At the same time, any problems that are not addressed at this stage may affect future learning adversely, so make sure that potential problems are identified early and that remedial action is taken when and where necessary. Although each of the lessons is intended to take one 35–40 minute period, please be flexible as far as timing is concerned and only move on from one topic to the next when you are certain that no misunderstandings remain. A little extra time spent on learning the basics at this stage will ensure steady progress through the later stages.

The book is full of illustrations of objects that should be familiar to the students. Encourage them to talk about these objects in either English or their first language and share their ideas. Suggestions for discussion have been provided for the early topics only, but maintain this activity throughout and use it as a means to reinforce target vocabulary. Similarly, explanations and instructions given in English can be repeated in the students' first language when necessary to reinforce understanding.

A list of materials is given for each lesson plan so that these can be prepared in advance. Please ensure that the relevant details of any flashcards or other visual aids are large enough and clear enough to be seen by the students sitting furthest away from the teacher. When small items are used, make it clear to the students that they should not be placed in the mouth, nose, ears, etc. and always collect all the materials at the end of the lesson.

Students work at different rates and to accommodate this, suggestions are made for students who finish the work ahead of the others to colour some of the pictures in the textbook. Colouring is an excellent way to develop the fine motor skills and hand-eye coordination needed for writing, so encourage students who do not have time to colour in class to take their books home and do this for homework.

I hope that both teachers and students will enjoy using the Excel English series and that a lot of excellent learning will be the result.

# Ending Consonant Sounds

## What's in this section?

Once the children are familiar with the beginning sounds of words, they can then move on to the ending sounds. In this section, the children will learn to

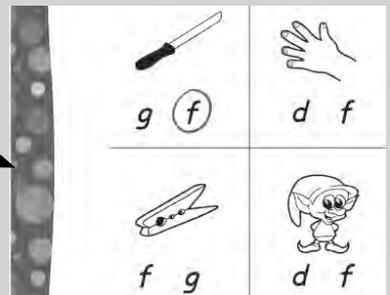
- understand the relationship between letters and their sounds.
- hear and recognize the ending sounds of words.

Learning these skills is essential for children to develop their abilities in reading and comprehension later.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the teacher reads out the instructions for each activity, and then perform the tasks in the correct sequence.

## Who's hiding?

Freddy the fox is hiding somewhere inside the border of every double page. Can the child find where he is?



# Vowel and consonant sounds (Pages 2–5)

## Teaching Objectives

- to revise the letters of the alphabet
- to help students match phonic sounds to their written forms

## Learning Outcomes

Students should be able to

- recognize the letters of the English alphabet and the phonic sound represented by each.
- correctly match a phonic sound to its written form.

## Lesson 1 Page 2 Vowel sounds (1)

### Materials required

- Large flashcards of vowels *a, e, i, o, u*
- Blu-tack or similar adhesive material

### Introduction

Use the flash cards to revise the vowel sounds. Show the *a* card and ask the students to tell you the sound it represents. Draw attention to the shape of the mouth as the sound is pronounced.

Repeat this for the other four vowels. Fix the cards on the board (or write the letters) and as you point to them ask the students to repeat the sound.

### Student Activity

Ask the students to open their books at page 2 and read the exercise with them.

For further practice, call out a selection of words (see below) beginning with the vowel sounds and ask the students to point on the page to the vowel that begins the word. At this stage the students do not need to know the meanings of the words; the task is to recognise the sound and relate it to the correct letter.

*a* – ant, amber, add, axe, ash, ankle, America

*e* – egg, exit, enter, eraser, end, edge

*i* – in, ill, ink, inch, index, instrument, instruction

*o* – ox, object, officer, October, optician, odd, olive

*u* – upstairs, under, unkind, umpire, uncle, understand,

### Recapitulation

Ask individual students to tell you a word beginning with the vowel you indicate.

## Lesson 2 Pages 3-5 Vowel and consonant sounds (1) and (2)

### Materials required

- Large alphabet chart or flashcard for each consonant
- Blu-tack or similar adhesive material

### Introduction

Revise the consonants using the alphabet chart or flashcards.  
Ask students to tell you the sound that begins his/her name.

### Student Activity

Ask the students to open their books at pages 3–5 and read the exercises on each page with them.

Make sure that the letters *v* and *w* are pronounced correctly. *V* (as in *very*) is pronounced with the upper teeth over the lower lip; *w* (as in *wish*) is pronounced with the lips forward.

### Recapitulation

Play a team game:

Divide the class into two or more teams and draw a column on the board for each team.  
Ask a member of each team to come to the board and write the letter that you say.  
Give points for neatness and accuracy rather than for speed.

## Learning the ending sounds *b*, *d*, *f*, *g* (Pages 6–15)

### Teaching Objectives

- to help students hear and recognize the sound at the end of a word
- to help students match the end sound to its written form
- to help students identify two words that end with the same sound
- to help students to write the letters *b*, *d*, *f*, and *g* by tracing.

### Learning Outcomes

Students should be able to

- hear and recognize the sound at the end of a word.
- match an end sound to its written form.
- identify two words that end with the same sound.
- begin to write the letters *b*, *d*, *f*, and *g* by tracing.

## Lesson 3 Pages 6–7 Learning the ending sounds b, d, f, g (1)

### Materials required

- Alphabet chart
- Flash cards of vocabulary items from pages 6–7

### Introduction

Quickly revise the phonic alphabet using the chart.

Use the flashcards to teach/revise the vocabulary. Ask the students to repeat the beginning sound of each word. Then, say a few words and ask individual students to repeat the beginning sounds.

Explain that you now want the students to listen to the sound at the end of the word you say. Begin with an easy example such as *dress*, and stress the final *s* sound. Show the flashcards of the new words again and ask the students to tell you the ending sound of each word. Then move to words that end with the target sounds (*b*, *d*, *f*, and *g*) such as *rob*, *head*, *life*, and *leg*, making sure to stress the final sound.

### Student Activity

Ask the students to open their books at pages 6–7. Look at the first exercise and ask the students to identify the objects shown. Ask them to identify and sound the target letter and then ask why a circle has been drawn around the club. They should be able to explain that it is because the word ends with *b*. Ask the students to say the *b* sound and to notice how their lips/teeth/tongue/mouth move as they do this.

As a class, say the names of the other objects shown and identify and circle the web and crab.

Continue to work as a class to complete the second exercise on page 6. Identify the items and the target sound before the students draw the circles around the bed, bird, and bread.

Again, ask the students to be aware of how their lips/teeth/tongue/mouth move to make the target sound.

Ask the students to look at page 7 and make sure that they are familiar with all the vocabulary items and the target sound in each exercise and how it is formed.

Give the students a set amount of time to complete the exercises on page 7 and then check their work as a class. Students who finish before the others can colour the circled items.

### Recapitulation

Look back at pages 6 and 7 and ask the students to say the names of the circled objects, stressing the final sound.

## Lesson 4 Pages 8–9 Learning the ending sounds b, d, f, g (2)

### Materials required

- Flash cards of vocabulary items from pages 8–9

## Introduction

Use the flashcards to teach/revise the vocabulary. Ask the students to repeat the final sound of each word.

Write the letters *b*, *c*, *d*, and *f* on the board and practise saying them and noting the different ways in which the mouth moves to make each of them.

## Student Activity

Ask the students to open their books at pages 8–9. Look at the example and ask the students to name the object shown. Ask them to sound the two letters shown. They should be able to explain that the *f* has been circled because it is the final sound of the word knife. Do the next exercise (wand) with the students.

Before the students complete the rest of the exercises on page 8, go over the vocabulary (tub, peg, elf, frog, club, bread, leaf).

Check their work and go over the vocabulary on page 9 (knob, shelf, flag, bed, wig, band, bib, dog, web) before the students complete the task.

## Recapitulation

Play this game:

Explain that you are going to pronounce two words.

The students must listen carefully and if the two words end in the same sound, they must put their hands together. If they end in different sounds, they should hold their hands apart.

Observation of the pupils will enable the teacher to identify any student(s) having difficulty with this. NOTE – If the difficulty persists, despite extra help, it might be worth recommending to the parents that the child has a hearing check.

## Lesson 5 Pages 10-11 Learning the ending sounds

### *b, d, f, g* (3)

## Materials required

- Flash cards of vocabulary from pages 10–11
- A large sheet of card divided into four sections, each headed with one of the target letters in a different colour
- Blu-tack or similar adhesive material

## Introduction

Use the flashcards to teach/revise the vocabulary. Ask the students to repeat the final sound of each word.

Write the letter *g* on the board and ask the children to say its sound. Explain that you are going to say three words, and they must listen carefully and decide which word ends with *g*. Tell them that you will say the words twice before they have to answer. Say groups of familiar words such as apple, big, banana; book, pen, sing.

Repeat the exercise for each of the other target sounds.

## Student Activity

Ask the students to open their books at pages 10–11. Ask the students to read the first letter *i*, *e*, *b* and then read the examples, fish, elephant, tub. Ask them to listen carefully and decide which word ends with *b*. Tell them that you will say the words twice before they have to answer.

Check that they are familiar with all the items shown on both pages and identify the target sound for each exercise before giving the students a set amount of time to complete the exercises on the two pages. Check their work as a class.

## Recapitulation

Fix the prepared sheet of card on the board. Explain to the students that you are going to make a poster of words ending with *b*, *d*, *f*, and *g*.

Divide the class into two teams and give the students a minute or two to think of some words. They can use their textbooks to help them. Take turns to ask a student from each team to suggest a word for the column you indicate. Write the words on the card, using, if possible, a different colour for the target sound in each word. (This will normally be the final letter except for words such as knife, where the *f* should be highlighted.)

Display the poster in the classroom.

## Lesson 6 Pages 12–13 Learning the ending sounds *b*, *d*, *f*, *g* (4)

### Materials required

- Flash cards of vocabulary from pages 12–13
- Class set of Worksheet 1

### Introduction

Use the flashcards to teach/revise the vocabulary. Ask the students to repeat the final sound of each word.

Write a large *b* on the board and trace over it with your finger. As you trace it, say how you are moving your finger e.g. down, halfway up, round to the (door/wall/window etc.)

Ask the students to trace a large *b* in the air, repeating your oral instructions as they do so, and making the sound *b* when they finish.

Ask them to trace a smaller *b* on the table in front of them, again repeating the instructions and sound.

Do the same for the other letters.

## Student Activity

Ask the students to open their books at pages 12–13. Look at the example to explain the task.

First, identify the target sound and then say the name of each item in the row, pointing out that the two items that end with that sound have been circled.

Explain that the task involves three steps:

1. identifying the final sound
2. finding and circling the two items that end with that sound
3. tracing over the letter at the end of the row

Before the students complete the rest of the exercises independently, check that they are familiar with the vocabulary and letters on both pages. Give the students a set amount of time to complete the task and check their work as a class.

## Recapitulation

Give each student a copy of Worksheet 1 to complete in class.

Make a display of the neatest examples.

## Lesson 7 Pages 14–15 Learning the ending sounds b, d, f, g (5)

### Materials required

- Flash cards of vocabulary from pages 14–15
- Extra flashcards organized in pairs so that some pairs end with the same sound and others with different sounds, e.g. bed/bird, web/leaf
- Class set of flashcards showing a tick on one side and a cross on the other, or pairs of cards, one showing a tick and the other a cross

### Introduction

Use the flashcards to teach/revise the vocabulary if necessary. Ask the students to repeat the final sound of each word.

Draw a large tick and a large cross on the board and ask the students to draw each sign in the air with their forefinger. Elicit their response that the symbols can be used to mean yes and no.

Ask the students some simple questions and ask them to reply by making the appropriate sign in the air. For example, 'Is the sun shining today?', 'Is it raining?', 'Is this pencil blue?', etc.

Finally ask 'Do the words bib and knob end with the same sound?' and 'Do the words leaf and dog end with the same sound?' You may wish to practise this a few more times.

### Student Activity

Ask students to open their books at pages 14–15. Look at the example and explain that the activity is the same as what they just did, but this time they will be working in the book and circling the tick or the cross. Work through the second example as a class.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. Before the students complete the rest of the exercises independently, check that they are familiar with the vocabulary on both pages. Give the students a set amount of time to complete the task and check their work as a class.

## Recapitulation

Give each student a small flashcard and point out that there is a tick on one side and a cross on the other (or give a pair of flashcards). Explain that you are going to show them a pair of picture flashcards. They must look at the items, and if they end with the same sound, hold up the card that shows the tick; if the words end with different sounds, they should show the cross.

Show the students the pairs of picture flashcards you have prepared. Encourage them to say the words quietly and be aware of the movements of their mouth to help them decide if the ending sounds are the same or different.

## Learning the ending sounds *k*, *l*, *m*, *n*, *p* (Pages 16–25)

### Teaching Objectives

- to help students hear and recognize the sound at the end of a word
- to help students match the end sound to its written form
- to help students identify two words that end with the same sound
- to help students to write the letters *k*, *l*, *m*, *n*, and *p* by tracing

### Learning Outcomes

Students should be able to

- hear and recognise the sound at the end of a word.
- match the end sound to its written form.
- identify two words that end with the same sound.
- begin to write the letters *k*, *l*, *m*, *n*, and *p* by tracing.

## Lessons 8–12 Pages 16–25 Learning the ending sounds *k*, *l*, *m*, *n*, *p* (1), (2), (3), (4), and (5)

### Materials required

- Class set of Worksheet 2

Lesson plans for these lessons should follow the pattern for lessons 3 - 7 above, substituting Worksheet 2 for Worksheet 1.

## Learning the ending sounds *r*, *s*, *t*, *v*, *x* (Pages 26–35)

### Teaching Objectives

- to help students hear and recognize the sound at the end of a word
- to help students match the end sound to its written form
- to help students identify two words that end with the same sound
- to help students to write the letters *r*, *s*, *t*, *v*, and *x* by tracing

## Learning Outcomes

Students should be able to

- hear and recognise the sound at the end of a word.
- match the end sound to its written form.
- identify two words that end with the same sound.
- begin to write the letters *r, s, t, v,* and *x* by tracing.

## Lessons 13–17 Pages 26–35 Learning the ending sounds *r, s, t, v, x* (1), (2), (3), (4), and (5)

### Materials required

- Class set of Worksheet 3

Lesson plans for these lessons should follow the pattern for lessons 3–7 above, substituting Worksheet 3 for Worksheet 1. Make sure that the letter *v* is pronounced correctly whenever it occurs.

## Learning all ending sounds (Pages 36–45)

### Teaching Objectives

- to help students hear and recognize the sound at the end of a word
- to help students match the end sound to its written form
- to help students identify two words that end with the same sound
- to help students to write the letters *b, f, l, m, n, t, v,* and *d* by tracing

## Learning Outcomes

Students should be able to

- hear and recognize the sound at the end of a word.
- match the end sound to its written form.
- identify two words that end with the same sound.
- begin to write the letters *b, f, l, m, n, t, v,* and *d* by tracing.

## Lesson 18–22 Pages 36–45 Learning all ending sounds (1), (2), (3), (4), and (5)

### Materials required

- Class set of Worksheet 4

Lesson plans for these lessons should follow the pattern for lessons 3–7 above, substituting Worksheet 4 for Worksheet 1. Before each lesson, review the target letters and vocabulary for the given pages.

# Writing the ending letters (Pages 46–47)

## Teaching Objectives

- to help the students write the letters *b, d, f, g, k, l, m, n, p, r, s, t, v,* and *x* by tracing

## Learning Outcomes

Students should be able to:

- trace with a reasonable degree of accuracy the letters *b, d, f, g, k, l, m, n, p, r, s, t, v,* and *x*

## Lesson 23 Pages 46–47 writing the ending letters

### Materials required

- A large alphabet chart
- A selection of articles whose names end with some of the target letters e.g. bead, box, doll, pot, bag, etc.
- Class set of Worksheet 5

### Introduction

Begin by pointing to letters on the alphabet chart and asking students to sound the letter. Next, show the students one of the items you have prepared and ask them to tell you the ending sound. Ask the students if they can see anything else in the classroom that ends with the same sound; you can include a window, chart, table, book, pen, pencil, etc.

Ask a student to come to the board and point to the letter on the chart.

### Student Activity

Ask the students to open their books at pages 46–47.

Look at all the items pictured, naming them and identifying the ending sound of each. As they make each sound, ask the students to trace over the highlighted letter with their forefinger.

Explain the task and give the students a set amount of time to complete the exercises on the two pages. Students who finish the work early can begin to work on Worksheet 5.

### Recapitulation

Play a team game:

Divide the class into teams.

Put out all the items you have brought to the class and remind students of the other objects they referred to in the introductory activity. When you point to a letter on the chart, a member of each team should come to the front and select or indicate an object that ends with that sound.

# Vowel Sounds

## What's in this section?

In this section, the children will explore the relationship between vowels and their sounds. They will learn to

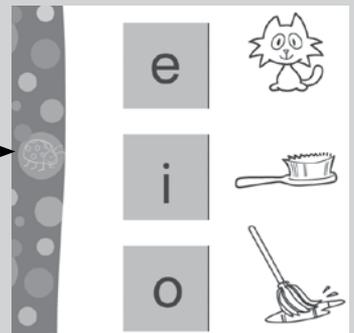
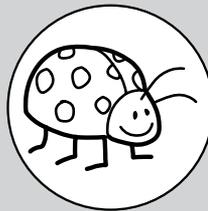
- listen for the sound of vowels at the beginning of words.
- recognize vowel sounds in the middle of words.
- recognize words that rhyme.

Understanding vowel sounds is essential for children to develop their abilities in reading and comprehension.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the instructions for each activity are read out, and then perform the tasks in the correct sequence.

### Who's hiding?

Layla the ladybug is hiding somewhere inside the border of every double page. Can the children find where she is?



# Vowel and consonant sounds (Pages 50–53)

## Teaching Objectives

- to revise vowel and consonant sounds, both oral and written

## Learning Outcomes

Students should be able to

- pronounce all vowels and consonants clearly and correctly.
- match a given sound to its written form.

## Lesson 24 Pages 50–53 Vowel and consonant sounds (1) and (2)

The purpose of this lesson is revision; since the pages are the same as pages 2–5 they can be taught following the same plan.

It is important for the work that follows on rhyming, that the vowels are pronounced correctly and distinctly. To ensure that the vowels sounds are correct, emphasize again the shape of the mouth as each is pronounced.

# Matching up rhyming words (Pages 54–57)

## Teaching Objectives

- to teach the meaning of the term rhyme and the concept of rhyming
- to help students to match words of one syllable, shown in picture form, that rhyme

## Learning Outcomes

Students should be able to

- supply orally a word that rhymes with a given word.
- match words of one syllable, shown in picture form, that rhyme.

## Lesson 25 Pages 54–57 Matching up rhyming words (1) and (2)

## Materials required

- Flashcards for all vocabulary items illustrated on pages 54–57
- Flashcards or pictures of cat, hat, bat, and man, pan, fan
- Blu-tack or similar adhesive material
- Sets of rhyming cards (see Resource Sheet 1)

## Introduction

Use the flashcards to revise/teach all vocabulary. Make sure that the words are pronounced correctly, particularly the vowel sounds, since this will be important for identifying rhyme. If necessary, ask each student in turn to pronounce the word.

Introduce the concept of rhyme by displaying the flashcards of the cat and the hat. As you point to each picture, ask the students to name it. Ask what they notice about the sound of the two words. The students should be able to recognize that they make the same sound. Introduce the word rhyme: when two words sound alike, we say that they rhyme.

Now add the picture of the bat to the display, say all three words as a class, and ask the students whether the three words rhyme. Repeat the activity using the man/pan/fan cards. Ask the students if they can think of any other word that rhymes with these. They may suggest can/Dan/ran/tan/van, but accept any other rhymes, even if it is not a true English word e.g. gan/han

Ask the students if they can think of a word that rhymes with bed. If necessary give them a clue by pointing to your head, or something that is red, but accept any other possibilities e.g. dead, lead, fed, etc.

## Student Activity

Ask the students to open their books at pages 54–55, look at the first set of pictures, and name the object shown in each picture. Look at the two objects that are joined by the line and establish that they are joined because the words rhyme. Complete the exercise by drawing in the other two lines.

Make sure that the students are confident about all the vocabulary on pages 54–55. Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class. As each pair is matched, say the rhyming words and ask for suggestions of other words that also rhyme with that pair.

Continue with the work on pages 56–57 if there is time, or complete it as part of the next lesson.

## Recapitulation

Play a rhyming card game:

Divide the students into groups of four and give each group a set of the cards made from resource sheet 1.

Demonstrate that the cards should be placed on the desk, face down in 6 rows of 4.

The first student should turn over a card and leave it lying face up in its place.

S/he should say the name of the object shown on the card.

S/he should then turn over a second card in the same way.

If the items shown on the card are **not** rhyming, the cards should be turned back in their original positions and the next student has a turn.

If the two cards show rhyming words, the student takes the pair of cards, leaving spaces on the table where they had been placed, and the next student has a turn.

Before the students begin to play, choose a group to demonstrate the activity to the rest of the class.

# Learning about rhyming words (Pages 58–65)

## Teaching Objectives

- to help students to match words of one syllable, shown in picture form, that rhyme

## Learning Outcomes

Students should be able to

- match words of one syllable, shown in picture form, that rhyme.

## Lesson 26 Pages 58–61 Learning about rhyming words (1) and (2)

### Materials required

- A selection of rhyming and non-rhyming pairs of flashcards

### Introduction

Draw a large tick and a large cross on the board and ask students to recall that they stand for yes and no respectively.

Explain that you are going to show the students some pairs of flashcards.

The students must look at the cards and, if the two items shown on the flashcards rhyme, the students should put their hands up in the air and if they do not rhyme, they should hold their arms out to the sides (or whichever visual signals you prefer).

Repeat the activity several times and observe the students carefully to identify any child that seems to be experiencing difficulty with the task.

### Student Activity

Ask the students to open their books at pages 58–59.

Look at the example and establish that the tick has been circled because the words well and shell rhyme.

Complete the second exercise, circling the cross this time because bed and book do not rhyme. Before the students complete the remaining exercises, make sure that they are familiar with the items shown.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class before asking them to complete the work on pages 60–61.

### Recapitulation

Ask the students to stand. Go round the class asking each child to supply a word that rhymes with the one you give them. Once they have done so, they should sit down.

If any child fails to do so, allow them a few seconds to think while you move on to the next two or three students, and then return for a response. Do not leave the child standing until the end of the round since this can cause embarrassment.

## **Lesson 27** Pages 62–65 Learning about rhyming words (3) and (4)

### **Materials required**

- Flashcards for any new vocabulary items illustrated on pages 62–65
- Sets of rhyming cards

### **Introduction**

Use the flashcards to teach any new vocabulary items. Ask the students to repeat the new words, making sure that pronunciation is correct. As each new word is taught, ask a student to suggest a word that rhymes with it.

### **Student Activity**

Ask the students to open their books at pages 62–63. Explain that the exercises are the same as those they did on pages 54–57, but this time there are no dotted lines to help them.

Work through the first exercise as a class and check all vocabulary before giving the students a set amount of time to complete the exercises on the two pages. Check their work and then ask them to continue with the exercises on pages 64–65.

### **Recapitulation**

Play the rhyming card game again, but put the students into different groups.

## **Learning vowel sounds (Pages 66–73)**

### **Teaching Objectives**

- to help students pronounce the short vowel sounds correctly
- to help students distinguish aurally and orally, one vowel sound from another
- to help students match, aurally and orally, short vowel sounds
- to help students produce the correct vowel sound when shown its written form

### **Learning Outcomes**

Students should be able to

- pronounce the short vowel sounds correctly.
- distinguish aurally and orally, one short vowel sound from another.
- match aurally and orally short vowel sounds.
- produce the correct short vowel sound when shown its written form.

## Lesson 28 Page 66 Learning vowel sounds (1)

### Materials required

- Flashcards of a and e (or write them on the board)
- Flashcards of pictures of a cat and a bell
- Blu-tack or similar adhesive material
- The a and e cards taken from the set of vowel cards for each student made using Resource Sheet 2

### Introduction

To avoid confusion, do not attempt to teach all the vowel sounds in the same lesson. If necessary, take a whole lesson to teach one sound only.

Use the flashcards to revise the short vowel sounds: show the students the a flashcard and ask them to make the sound it represents. Encourage the children to open their mouths wide to do this and make them aware of the shape of the mouth and the sound produced.

Fix the picture of the cat on the board; ask a student to tell you the beginning sound; ask another student to tell you the ending sound. Say the word clearly and ask if the students can hear the middle sound. At this stage not everybody may be able to do so, but repeat the word, stressing the a sound as you do so.

Ask the students if they can think of any other words with the a sound in the middle. As a clue, ask them to think of words that rhyme with cat (hat, mat, chat, rat, fat, sat, bat, flat, etc.). Use the bell flashcard and repeat this process to teach the e sound. Again, exaggerate the pronunciation and make sure the students are aware of the shape of the mouth when they make the sound. Practise changing from a to e so that they can experience how the shape of the mouth changes as they change the sound.

Other words that rhyme with bell – cell/sell, dell, fell, gel, knell, quell, tell, well, yell; accept any other nonsense words that rhyme.

### Student Activity

Ask the students to open their books at pages 66.

Ask the students to look at the letter in the centre of the first exercise and make the sound it represents.

Explain that to complete this exercise they must listen very carefully to the sound in the middle of each word shown in the pictures and if it is an a, they should circle the picture.

Work through the exercise, starting with the hat. Stress the vowel sounds when you pronounce each word and ask the students whether it should be circled or not.

Work through the second exercise with the students in the same way.

## Recapitulation

Give each student the two vowel cards showing a and e.

Explain that you are going to say some words and that they must hold up the card that shows the vowel sound in the word you say. You will say each word twice.

Practise by saying only the vowel sounds, and then include whole words.

Observe the students carefully to identify any students experiencing difficulty and ensure that help and further practice are provided later. If the difficulties persist, it may be worth suggesting that the child's hearing is checked.

## Lesson 29 Page 67-68 Learning vowel sounds (1) and (2)

*If necessary, these three vowel sounds can be taught in two lessons or take a whole lesson to teach one sound only.*

### Materials required

- Flashcards showing the vowels *i*, *o*, and *u* (or write them on the board)
- Flashcards of pictures of fish, mop, and jug
- Blu-tack or similar adhesive material
- The *i*, *o*, and *u* cards taken from the set of vowel cards for each student made using Resource Sheet 2

### Introduction

Teach these vowel sounds as in the previous lesson.

Words that rhyme with fish include dish and wish, but accept any other rhyming nonsense words.

Words that rhyme with mop include bop, cop, fop, hop, lop, pop, sop, slop, stop, shop, top, etc.

Words that rhyme with jug include bug, chug, dug, glug, hug, lug, mug, plug, rug, slug, shrug, etc.

### Student Activity

Ask the students to open their books at page 67.

Complete the exercises for the vowels taught (as far as *u* on page 68) as in the previous lesson, working through each exercise as a whole class activity.

### Recapitulation

Use the three new vowel cards as in the previous lesson.

## Lesson 30 Page 68-69 Learning vowel sounds (2)

### Materials required

- Flashcards showing the vowels *a*, *e*, and *o* (or write them on the board)

### Introduction

This lesson should be seen as consolidation of the previous learning.

Use the vowel flashcards to practise the sounds and ask students for examples of words that contain the targeted sound.

## Student Activity

Ask the students to open their books at pages 68–69 of the textbook.

Check that the students are confident of the vocabulary items shown on the page by pronouncing with them the names of all the items and identifying the vowel sound of each. Explain that the students are going to complete the three exercises, working independently this time.

Give the students a set amount of time to complete the three exercises and then check their work as a class.

## Recapitulation

Repeat the activity from the previous lesson, using all 5 vowel cards. Make sure students keep the cards spread out on their desks and have enough time to find the correct card after hearing each word.

## Lesson 31 Page 70–73 Learning vowel sounds (3) and (4)

### Materials required

- Flashcards of new vocabulary items from these pages
- Vocabulary cards made using Resource Sheet 3, at least one for each student
- Large sheet of card (poster sized) divided into five columns, each headed by one of the vowels
- Glue

### Introduction

Go round the class asking each student in turn to give you a word that rhymes with the one you say. Make sure that all the short vowel sounds are practised.

### Student Activity

Ask the students to open their books at pages 70 and work out what the task is going to be. They should be familiar by now with the use of the tick and cross to indicate yes or no. Stress that this time they have to answer the question ‘Do the two words have the same sound in the middle?’

Work through the example and the second exercise before giving the students a set amount of time to complete the exercises on pages 70–71 and then check their work as a class before asking them to complete the work on pages 72–73.

### Recapitulation

Explain to the students that they are going to play a team game and help you make a vowel sounds chart.

Give each child one of the vocabulary cards. If there is time, ask them to colour the picture on the card.

Fix the large sheet of card on a board where the students can reach it and point out the five columns and their vowel headings. When the game begins, the first student in each team must bring their card to the front, and glue it to the chart, in the correct column. If the student is correct, s/he returns to their seat and the next student in the team comes to add their card to the display.

While students are waiting for their turn, they can check with their partner whether they have identified the correct sound. Alternatively, (and far less structured, though much more fun) students can move around the classroom saying their vowel sound and identifying others whose word has the same sound. They form five groups, and each group makes a smaller poster for its given sound

## Learning letters for vowel sounds (Pages 74–85)

### Teaching Objectives

- to help students to recognize the short vowel sound in a single syllable word
- to help students match a vowel sound to its written form

### Learning Outcomes

Students should be able to

- match a short vowel sound to its written form.
- correctly recognize the vowel sound in a single syllable word.

## Lesson 32 Pages 74–77 Learning letters for vowel sounds (1) and (2)

### Materials required

- Flashcards of new items of vocabulary on pages 74–77
- Flashcards of the five vowel sounds
- Blu-tack or similar adhesive material
- Sets of student vowel cards

### Introduction

Use the flashcards to teach/revise unfamiliar vocabulary. Give each student a set of the five small vowel cards (made from Resource Sheet 2). Using the large vowel flashcards, revise the five short vowel sounds.

Ask the students to place the five vowel cards on the desk in front of them. Explain that when you say a word (twice) the students should hold up the card that shows the vowel sound in that word. Choose words that represent all five vowel sounds.

### Student Activity

Ask the students to open their books at pages 74–75.

Look at the example and establish that a tick has been placed in the e box because the word pen contains the e sound. If necessary, ask the students to trace the shape of the tick with their forefinger. Complete the second exercise as a class.

Before the students start to work independently, look at all the illustrations on the two pages and ask individual students to name each item shown; a second student should identify the vowel sound.

Give the students a set amount of time to complete the exercises on the two pages and then check their work as a class before asking them to complete the work on pages 76–77.

## Recapitulation

Without speaking, show the students familiar classroom items (hand, head, leg, pin, shelf, belt, sock, bag, pen, doll, mug, cup, pot, etc.) or mime actions (hug, swim, run, brush, skip, wink, mop, lock, fan, kiss, kick, sing, hop, jump, hit, drum, cut, bat, etc.) and ask them to use their small flashcards again to show the correct vowel sound.

## Lesson 33 Pages 78–81 Learning letters for vowel sounds (3) and (4)

### Introduction

Write the five vowels on the board and revise them by pointing to them in a random order and asking individual students to tell you a word that contains that vowel sound.

### Student Activity

Ask the students to open their books at pages 78–79. Look at the example and ask the students to say the vowel sound shown at the start of the line. Then ask the students to point to each picture in turn and say its name, and decide whether or not it contains the a sound. Establish that the picture of the band has been circled because it contains the a vowel sound.

Ask the students to look at the second exercise and identify the target vowel sound. Then work through the exercise together. Before the students begin to work independently, identify the target vowel sound for each exercise on the two pages.

Give the students a set amount of time to complete the exercises and then check their work as a class before asking them to complete the work on pages 80–81.

## Recapitulation

Point to one of the vowels on the board and ask individual students to point to an object or mime an action that contains that vowel sound. If necessary, give them hints.

## Lesson 34 Page 82-85 Learning letters for vowel sounds (5) and (6)

### Materials required

- A selection of vocabulary flashcards (make sure all the vowel sounds are represented)
- Plasticine or similar material

### Introduction

Divide the class into two teams.

Divide the board into two and write the five vowels on each side. Hold up a flashcard and ask the class to say the name of the item shown. Ask a student from each team to come to the board and circle the vowel sound contained in that word. Give points for each correct answer. Repeat this so that all the students have a turn.

### Student Activity

Ask the students to open their books at pages 82–83. Explain that the exercise is the same as the work they have just been doing on the board, but this time they must draw the circles in their books. Look at the example and then work together through the second exercise.

Give the students a set amount of time to complete the exercises on all four pages, and stress that if anybody is uncertain about a word, they should ask you for help. Check their work as a class.

### Recapitulation

Ask the students to use the Plasticine, rolled into long 'snakes', to make the vowel letters.

## Writing vowel sounds (Pages 86–93)

### Teaching Objectives

- to practise further matching a vowel sound to its written form
- to help students write the five vowels by tracing

### Learning Outcomes

Students should be able to

- match a vowel sound to its written form.
- write the five vowels by tracing.

## Lesson 35 Page 86-89 Writing vowel sounds (1) and (2)

### Materials required

- A class set of vowel writing practice whiteboards made using Resource sheet 4
- A board marker for each student
- An eraser/tissues, pieces of kitchen roll for each student
- Resource Sheet 4 – vowel writing practice whiteboard

## Introduction

Before the class begins, write the five vowels on the board, with arrows to show how each letter is formed (as on the worksheet). Give each student a vowel writing practice whiteboard, marker, and eraser. Explain that now as they can recognize the vowels so well, they are going to learn to write them.

Ask the students to watch as you write the first vowel, a, on the board, below the one you have already written. As you write it, give the verbal instructions for the pen strokes.

Then, ask the students to look at their whiteboards and use their finger to trace the first a, saying the instructions as they do so. Repeat this two or three times and then ask the students to use their markers to trace over the dotted letters. Repeat this for the other four vowels.

## Student Activity

Ask the students to open their books at pages 86–87. Look at the example and ask the students to identify the vowel at the end of the line. Ask them to explain why the two pictures have been circled. Ask them to look, independently at all the pictures and letters on the two pages and ask if there is anything they are not sure about. Since it is unlikely that they will admit to uncertainty, ask a few questions to check that they are confident about the vocabulary and vowels.

Explain that they have to do two things:

1. Circle two pictures that have the same vowel sound as the one shown as a letter at the end of the row
2. Trace over the letter

Give the students a set amount of time to complete the exercises on the two pages. While they are working, walk round and check that there are no problems.

Depending on time and ability, continue with the exercises on pages 88–89, or do this in the next lesson.

## Recapitulation

Clean the whiteboards (it may be necessary to dampen the tissues lightly) and continue the writing practice.

## Lesson 36 Pages 90–93 Writing vowel sounds (3) and (4)

### Materials required

- Class set of Worksheet 6

## Introduction

Briefly revise writing the vowels by standing with your back to the students and tracing one of the vowels in the air. As you do so, repeat the verbal instructions and ask the students to copy your movements. Ask the students to tell you which of the vowels you have written.

Depending on the success or otherwise of the previous lesson, you may wish to use the whiteboards again to do this activity. You could ask the students to turn the boards over and practise each vowel on the plain side.

## Student Activity

Ask the students to open their books at pages 90–91. Explain that they are going to trace over the vowel sounds again, but this time the vowel is written as part of a whole word. Point out that when the word begins with a vowel sound, as in egg, the vowel sound is written first and when the vowel sound is in the middle of the word, it is written in the middle. In addition, point out that this time the letters are smaller, so more care will be needed to trace the letters neatly.

Check that the students know all the vocabulary before giving them a set amount of time to complete the exercises on the two pages. Check their work as a class. As you do so you may wish to refer to the words to revise the beginning and ending sounds of the words shown. Ask them to complete the work on pages 92–93, or do this in another lesson if there is not enough time.

## Recapitulation

Give each student a copy of Worksheet 6 to complete.

# Recognizing vowel sounds (Pages 94–95)

## Teaching Objectives

- to practise further matching a vowel sound to its written form

## Learning Outcomes

Students should be able to

- correctly match a vowel sound to its written form.

## Lesson 37 Pages 94–95 Learning vowel sounds (1)

## Materials required

- Drawing paper
- Coloured pencils or crayons

## Student Activity

This activity is the same as that on pages 82–83 and can be taught in the same way

## Recapitulation

Give each student a sheet of drawing paper and coloured pencils or crayons and ask them to make a pattern using the vowel letters.

Alternatively, or additionally in an art lesson, they could do potato printing patterns of the vowels. Display their patterns in the classroom.

The pages that follow provide valuable revision and consolidation of all that has been learned so far. Teaching objectives and learning outcomes are specified below, along with ideas for recapitulation activities and worksheets.

Lesson plans can be adapted from those given above in Section 1 and 2 in order to teach these lessons in the manner that best addresses your students' interests, abilities, strengths, and weaknesses. Since all the exercises will be familiar to the students, encourage independent activity when appropriate.

# Beginning, Ending, and Vowel Sounds

## What's in this section?

In the previous sections of this series, children learned about beginning sounds, ending sounds and vowel sounds of words in detail. This section consolidates and revises the children's knowledge in these areas. Here the children will

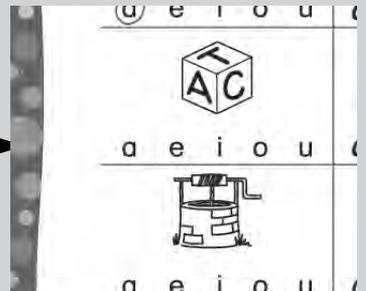
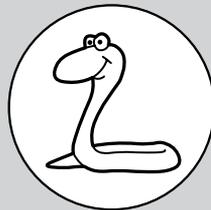
- understand further the relationship between letters and their sounds.
- practise writing letters to match sounds.
- identify sounds at the beginning, middle, and ending of words.

Learning these skills is essential for children to develop their abilities in reading and comprehension later.

The teacher will need to work actively with the children for each activity so they understand what they are expected to do on each page. The children will listen as the teacher reads out the instruction for each activity, and then perform the tasks in the correct sequence.

### Who's hiding?

Sebastian the snake is hiding somewhere inside the border of every double page. Can the child find where he is?



# Vowel and consonant sounds (Pages 98–101)

## Teaching Objectives

- to revise the letters of the alphabet
- to help students match phonic sounds to their written forms

## Learning Outcomes

Students should be able to

- recognise the letters of the English alphabet and the phonic sound represented by each.
- correctly match a phonic sound to its written form.

## Lesson 38 Pages 98–101 Vowel and consonant sounds (1) and (2)

### Materials required

- Set of alphabet flashcards

### Recapitulation

Hold up one of the alphabet flashcards, chosen at random. Ask a student to tell you the name of the letter and an object that begins with that letter. Repeat this for every student in the class.

## Learning beginning sounds (Pages 102–111) Writing beginning sounds (Pages 112–113)

### Teaching Objectives

- to help students hear and recognize the sound at the beginning of a word
- to help students match the beginning sound to its written form
- to help students identify two words that begin with the same sound
- to help students to write letters by tracing

### Learning Outcomes

Students should be able to

- hear and recognize the sound at the beginning of a word.
- match a beginning sound to its written form.
- identify two words that begin with the same sound.
- begin to write letters by tracing.

**Lessons 39 to 44** Pages 102-113 Vowel and consonant sounds (1), (2), (3), (4), and (5), and Writing beginning sounds

### Recapitulation Activities

Divide the students into small groups to play I-Spy

Ask students to complete beginning sounds Worksheets 7, 8, and 9

## **Learning ending sounds (Pages 114-123)** **Writing ending sounds (Pages 124-125)**

### Teaching Objectives

- to help students hear and recognize the sound at the end of a word
- to help students match the end sound to its written form
- to help students identify two words that end with the same sound
- to help students to write ending letters by tracing

### Learning Outcomes

Students should be able to

- hear and recognize the sound at the end of a word.
- match an end sound to its written form.
- identify two words that end with the same sound.
- begin to write ending letters by tracing.

**Lesson 45-50** Pages 114-125 Learning ending sounds (1), (2), (3), (4), and (5), and Writing ending sounds

### Materials required

- Set of alphabet flashcards
- Class set of Worksheets 10 and 11

### Recapitulation

Hold up one of the alphabet flashcards, chosen at random. Ask a student to tell you the name of the letter and an object that ends with that letter. Repeat this for every student in the class.

Ask students to complete ending sounds Worksheets 10 and 11.

# Learning vowel sounds (Pages 126–139)

## Writing vowel sounds (Pages 140–143)

### Teaching Objectives

- to help students to recognize the short vowel sound in a single syllable word
- to help students match a vowel sound to its written form
- to help students write the vowel in a cvc word by tracing

### Learning Outcomes

Students should be able to

- match a short vowel sound to its written form.
- correctly recognize the vowel sound in a single syllable word.
- write the vowel in a cvc word by tracing.

**Lesson 51 to 59** Pages 126–139 Learning vowel sounds (1), (2), (3), (4), (5), (6), and (7) Pages 140–143 Writing vowel sounds (1) and (2)

### Materials required

- Set of vowel flashcards
- Set of consonant flashcards
- Class set of Worksheets 12, 13, and 14

### Recapitulation

Hold up one of the alphabet flashcards, chosen at random. Ask a student to say the sound and name an object that contains that sound. Repeat this for every student in the class.

Vary the above activity by holding up a vowel and a consonant flashcard either as a beginning or an ending sound; ask the students for words that contain the given vowel and begin/end with the chosen consonant.

Ask students to complete Worksheets 12, 13, and 14.

# Assessment

On reaching the end of the book, students could complete one or all of the Assessment Sheets entitled Beginning sounds, Ending sounds, Vowel sounds, and Words that rhyme. Do not give them all on the same day if you think it might lead to confusion.

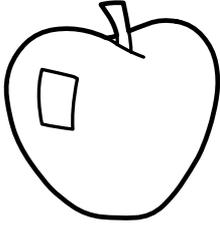
Before each assessment, revise the sounds and their written forms thoroughly. Make it clear to the students that this is not a test – it is your way of checking that you have taught them well. Make sure that the students understand the task and as they work, walk around the room to check that they know what they are doing.

Students who finish the assessment early can colour the pictures. Use the results to assess teaching and learning and to identify any students who may need extra support. Make sure that extra teaching and practice is given at this stage.

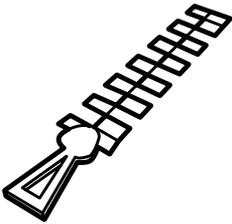
# Assessment Sheet 1A

## Beginning sounds

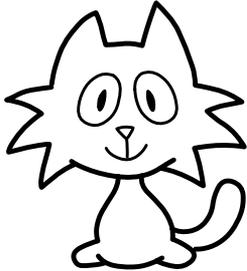
1. Draw a line from each object below to the letter that shows its beginning sound.
2. Trace over the letters.



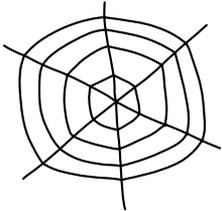
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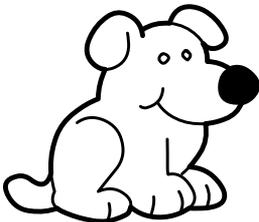
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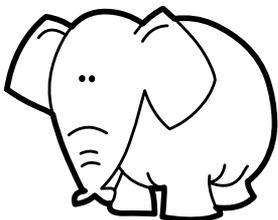


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# Assessment Sheet 1B

## Beginning sounds

1. Draw a line from each object below to the letter that shows its beginning sound.
2. Trace over the letters.



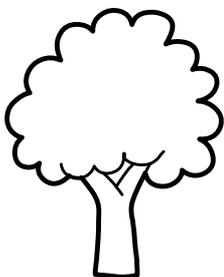
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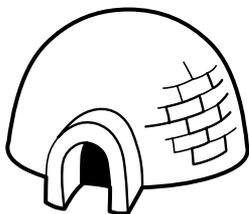
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e



h



u

# Assessment Sheet 1C

## Beginning sounds

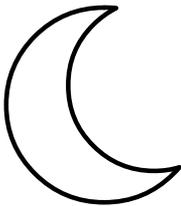
1. Draw a line from each object below to the letter that shows its beginning sound.
2. Trace over the letters.



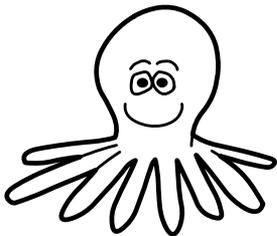
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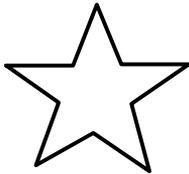
# Assessment Sheet 2A

## Ending sounds

1. Draw a line from each letter to the object that has that ending sound.
2. Trace over the letters.



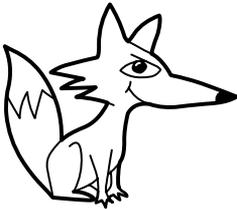
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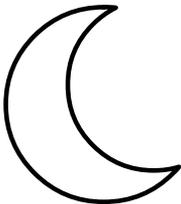
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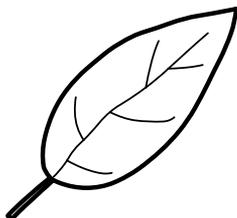
# Assessment Sheet 2B

## Ending sounds

1. Draw a line from each letter to the object that has that ending sound.
2. Trace over the letters.



l



k



b



f



g

# Assessment Sheet 2C

## Ending sounds

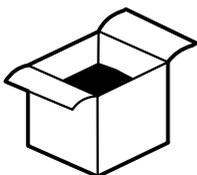
1. Draw a line from each letter to the object that has that ending sound.
2. Trace over the letters.



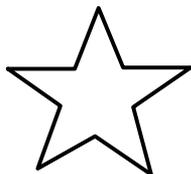
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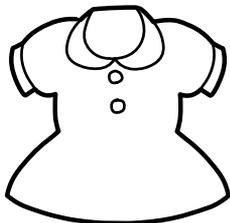
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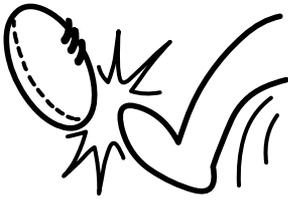


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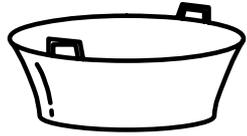
# Assessment Sheet 3

## Vowel sound

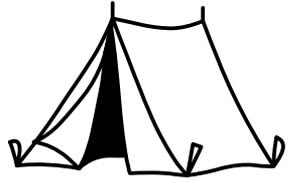
1. Draw a circle round the correct vowel sound.



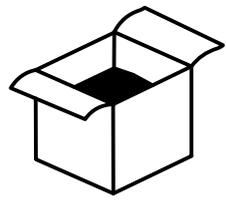
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a e i o u



a e i o u



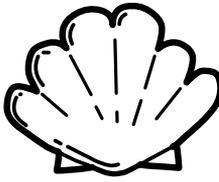
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a e i o u



a e i o u

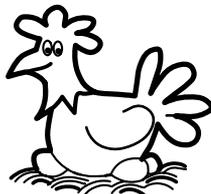
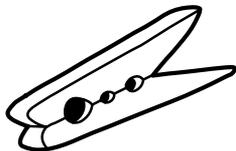
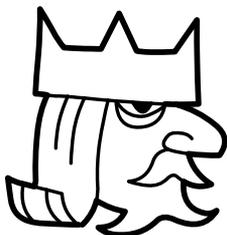
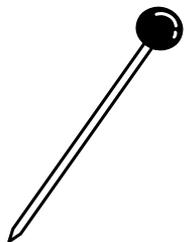
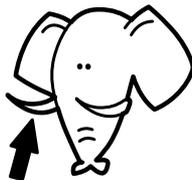
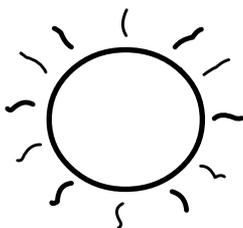
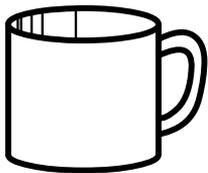
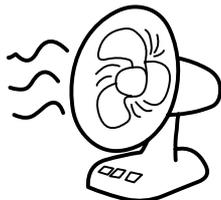
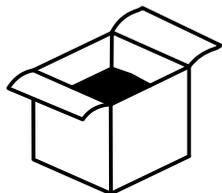


a e i o u



a e i o u

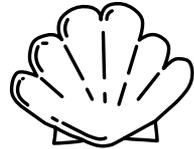
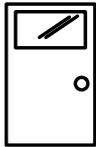
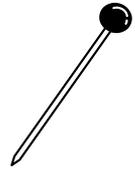
2. Write the correct vowel.



# Assessment Sheet 4

## Rhyming words

Draw lines and match the pictures of rhyming words.



# Worksheet 1

Copy a set of sheets for each student in the class.

<b>b</b>	b					
<b>d</b>	d					
<b>f</b>	f					
<b>g</b>	g					
<b>b</b>	b					
<b>d</b>	d					
<b>f</b>	f					
<b>g</b>	g					
<b>b</b>	b					
<b>d</b>	d					
<b>f</b>	f					
<b>g</b>	g					

# Worksheet 2

Copy a set of sheets for each student in the class.

<b>k</b>	k					
<b>l</b>	l					
<b>m</b>	m					
<b>n</b>	n					
<b>k</b>	k					
<b>l</b>	l					
<b>m</b>	m					
<b>n</b>	n					
<b>k</b>	k					
<b>l</b>	l					
<b>m</b>	m					
<b>n</b>	n					

# Worksheet 3

Copy a set of sheets for each student in the class.

<b>r</b>						
<b>s</b>						
<b>t</b>						
<b>v</b>						
<b>x</b>						
<b>r</b>						
<b>s</b>						
<b>t</b>						
<b>v</b>						
<b>x</b>						
<b>r</b>						
<b>s</b>						
<b>t</b>						
<b>v</b>						
<b>x</b>						

# Worksheet 4

Copy a set of sheets for each student in the class.

<b>b</b>	b					
<b>f</b>	f					
<b>l</b>	l					
<b>m</b>	m					
<b>n</b>	n					
<b>t</b>	t					
<b>v</b>	v					
<b>d</b>	d					
<b>b</b>	b					
<b>f</b>	f					
<b>l</b>	l					
<b>m</b>	m					
<b>n</b>	n					
<b>t</b>	t					
<b>v</b>	v					
<b>d</b>	d					

# Worksheet 5

Copy a set of sheets for each student in the class.

<b>b</b>	b					
<b>d</b>	d					
<b>f</b>	f					
<b>g</b>	g					
<b>k</b>	k					
<b>l</b>	l					
<b>m</b>	m					
<b>n</b>	n					
<b>p</b>	p					
<b>r</b>	r					
<b>s</b>	s					
<b>t</b>	t					
<b>v</b>	v					
<b>x</b>	x					

# Worksheet 6

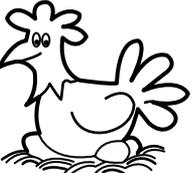
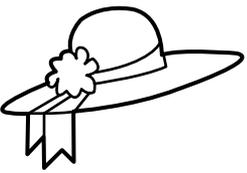
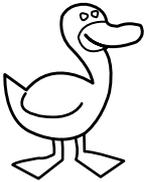
Copy a set of sheets for each student in the class.

# Worksheet 7

## Beginning letters

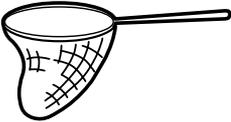
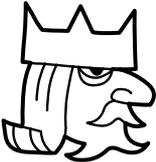
1. Write the beginning letter in the first box.
2. Draw another object that begins with the same letter in the last box.  
You can use your book to help you.

b			
			
			
			
			
			

# Worksheet 8

## Beginning letters

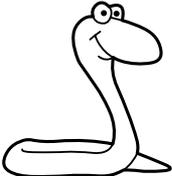
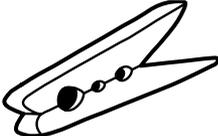
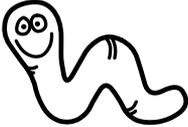
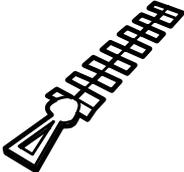
1. Write the beginning letter in the first box.
2. Draw another object that begins with the same letter in the last box.  
You can use your book to help you.

b			
			
			
			
			
			

# Worksheet 9

## Beginning letters

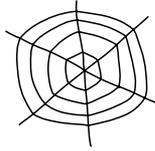
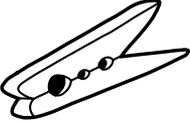
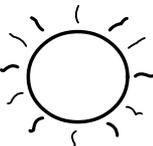
1. Write the beginning letter in the first box.
2. Draw another object that begins with the same letter in the last box.  
You can use your book to help you.

b			
			
			
			
			
			

# Worksheet 10

## Ending letters

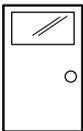
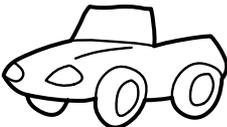
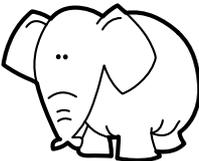
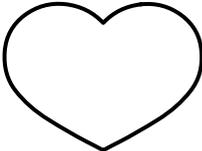
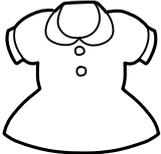
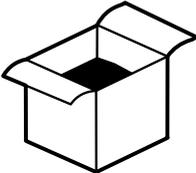
1. Write the ending letter in the first box.
2. Draw another object that ends with the same letter in the last box.  
You can use your book to help you.

b			
			
			
			
			
			
			

# Worksheet 11

## Ending letters

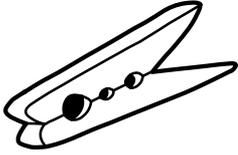
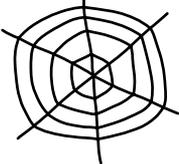
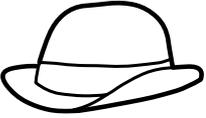
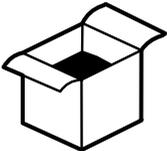
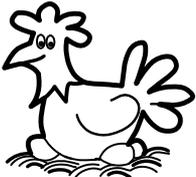
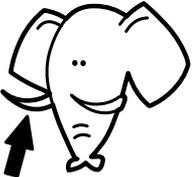
1. Write the ending letter in the first box.
2. Draw another object that ends with the same letter in the last box.  
You can use your book to help you.

b			
			
			
			
			
			
			

# Worksheet 12

## Vowel sounds

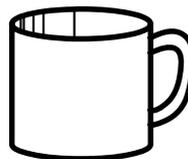
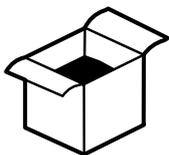
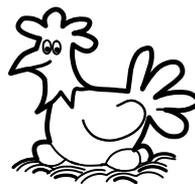
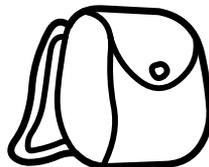
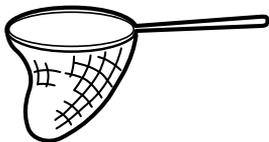
1. Write the vowel in the first box.
2. Draw another object that has same vowel in the last box.  
You can use your book to help you.

e			
			
			
			
			
			

# Worksheet 13

## Vowel sounds

Draw lines to match the pictures of objects that have the same vowel sounds



# Worksheet 14

## Vowel sounds

1. Write a word that rhymes with the given word.
2. Draw a picture for your word in the last box.  
You can use your book to help you.

man		
hop		
hen		
man		
shell		
dish		
sing		

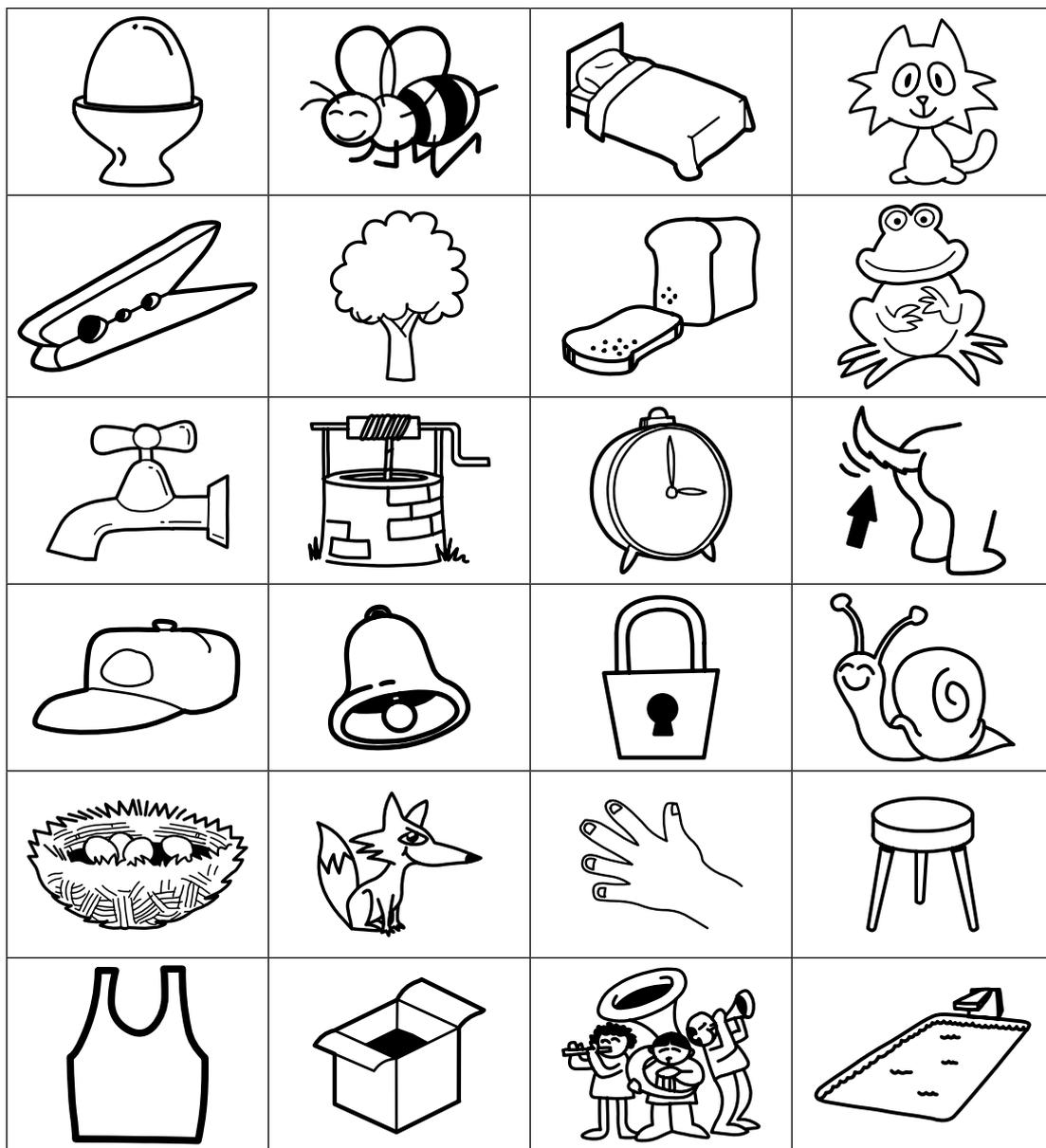
# Resource Sheet 1

## Rhyming cards

Copy this sheet on to good quality paper or card, and cut each sheet to make a set of twenty-four rhyming cards.

To separate the sets easily, you could copy each set on to different coloured paper or card. If this is not available, draw a different design on the back of each set (e.g. cross, circle, triangle).

Use rubber bands or envelopes to keep sets together.



## Resource Sheet 2

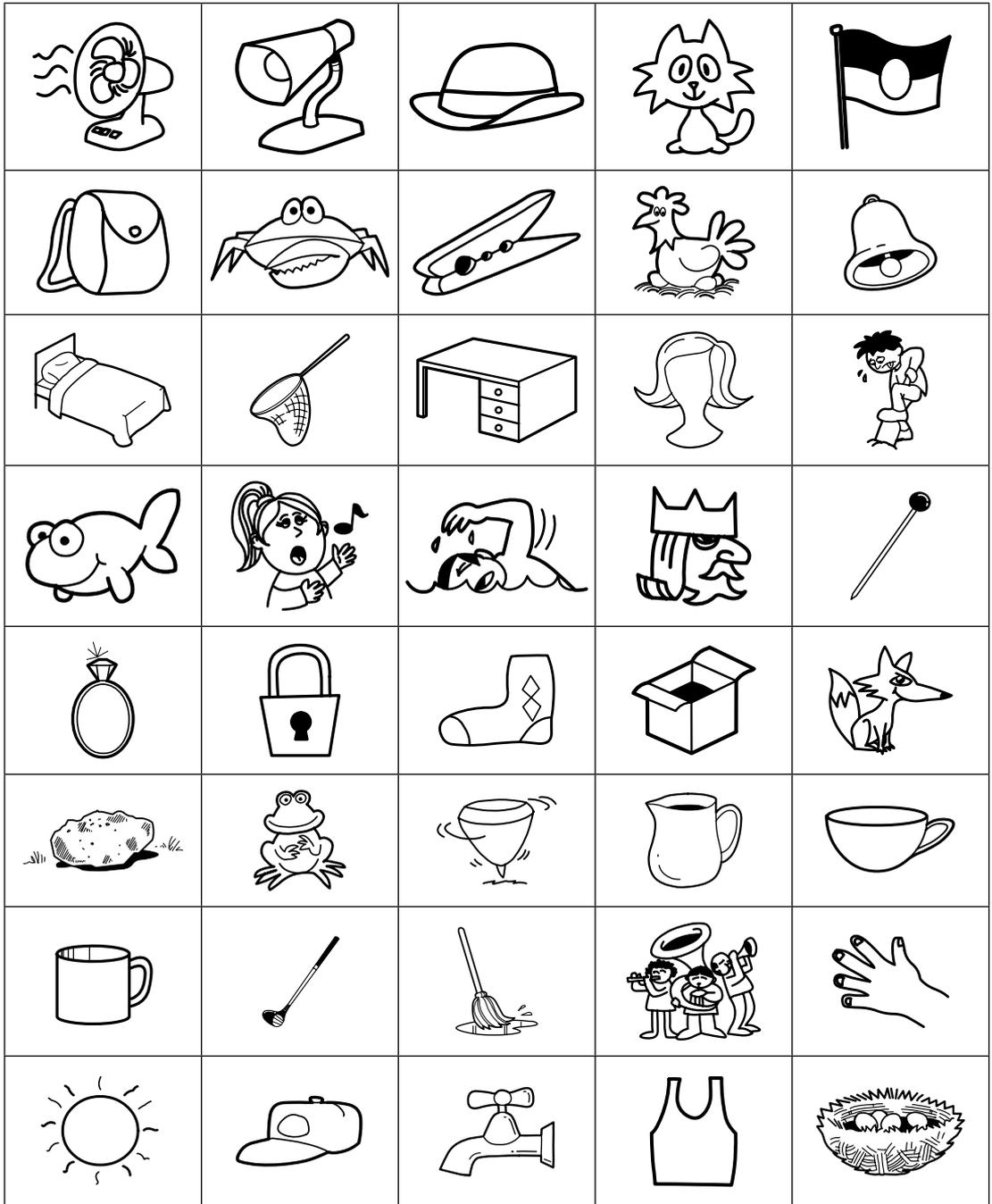
Photocopy the sheet as many times as necessary on good quality paper or thin card, and cut it to make a set of five vowel cards for each student.

It is probably easiest to store the cards in one-vowel sets in envelopes (i.e. five sets only) so that the relevant vowels can be distributed as required.

a	e	i	o	u
a	e	i	o	u
a	e	i	o	u
a	e	i	o	u
a	e	i	o	u
a	e	i	o	u

# Resource Sheet 3

Photocopy these pages on good quality paper or thin card and cut them so that there is at least one card for each member of the class.



## Resource Sheet 4

Photocopy a class set of this sheet on to plain white paper. Put each sheet into a clear A4 size plastic sleeve so that students can write on the plastic as if on a whiteboard.

a	a	a	a
e	e	e	e
i	i	i	i
o	o	o	o
u	u	u	u