






Teacher's Book

Welcome to Phonics Explorers!

 Hello, young explorer! Are you ready for an exciting adventure into the world of sounds and letters? Meet your two new friends who will guide you on this journey—Lexi the Letter Scout and Finn the Sound Seeker!

 Lexi the Letter Scout is always on the lookout for new letters and sounds. With her magical phonics map, she can spot hidden words and tricky sounds. She loves rhyming, singing, and helping you remember the special rules of phonics!

 Finn the Sound Seeker is an expert at listening carefully to words. With his special phonics magnifying glass, he can break words into sounds and put them back together again. He's always up for a challenge and loves playing word-building games!

Together, Lexi and Finn will take you on an amazing journey where you'll discover letters, blend sounds, and unlock the secrets of reading and spelling. So grab your explorer's gear and let's get started—there's a whole world of words waiting for you!

 Are you ready? Let's go!

*Lexi & Finn* is an educational resource grounded in evidence-based practice and designed to support learners—particularly those with dyslexia and other learning differences—in acquiring English as a second or foreign language through a structured, multisensory approach.

The methodology underpinning this book is informed by my postgraduate research thesis titled “**Dyslexia and the Multisensory Method of Teaching English as a Second/Foreign Language.**” The program follows a carefully sequenced progression that aligns with the principles of structured literacy and phonological development, adapted to the specific needs of Greek-speaking learners.

The instructional sequence is organized into four key stages:

1. **Short vowels**, which form the phonological foundation of English;
2. **Consonants with phonological and orthographic similarities to Greek**, facilitating cross-linguistic transfer;
3. **Digraphs**, which often present decoding challenges for EFL learners;
4. **Long vowels**, introduced once the foundational patterns are secure.

This progression is delivered through a **multisensory instructional framework**, engaging visual, auditory, kinesthetic, and tactile modalities. The integration of storytelling, hands-on activities, repetition, and scaffolded practice ensures that learners develop strong phonological awareness, decoding strategies, and increased confidence in language use.

*Lexi & Finn* represents a synthesis of pedagogical theory, linguistic research, and practical classroom application. It is designed not only to teach but also to empower—all children deserve access to literacy, and this program strives to make that access equitable, structured, and joyful.

## Components

### 1. *Student’s Book*

The *Lexi & Finn* student’s book is designed to develop early reading and phonological skills through a research-based, structured, and multisensory approach. It includes four carefully sequenced units:

1. **Short vowels**,
2. **Consonants shared between Greek and English**,
3. **Digraphs**, and
4. **Long vowels**.

Each unit contains fully illustrated stories featuring the characters Lexi and Finn, followed by a variety of phonics-based activities that support decoding, spelling, and

vocabulary development. Activities are designed to engage students through movement, sound, and visual cues, offering repeated exposure to target sounds and patterns.

The book places emphasis on the **phonological representation of English sounds**, supporting students with dyslexia and other language-based learning differences in learning how to read and write with confidence.

**2. Flashcards:** *the book is accompanied by flashcards*

### **3. Teacher's Book**

The Teacher's Book offers a complete year-long lesson plan designed for weekly sessions of approximately 45 minutes. It is structured yet flexible, allowing for differentiated instruction based on student needs.

It includes:

- A detailed lesson plan with clear learning objectives
- A materials and phoneme checklist for each lesson
- Suggestions for multisensory extensions and inclusive strategies

### **4. Other Resources**

Story-based certificate “You are an amazing phonics explorer!”

## **Teaching Techniques**

### **1. Classroom Management Strategies**

Teaching phonics to young learners—especially those with dyslexia—requires a structured yet flexible classroom environment that nurtures attention, predictability, and positive engagement. Here are some strategies tailored to *Lexi & Finn*:

- **Create a Structured Yet Inviting Setting:**  
Organize the space to reduce distractions and promote focus. Use clearly labeled areas, color-coded visuals, and consistent displays to help students feel oriented and secure.
- **Establish Predictable Routines:**  
Begin every lesson with a clear warm-up and consistent transitions. Visual schedules and simple signals help maintain flow and reduce anxiety.
- **Foster Language Through Visuals:**  
Support comprehension with color-coded flashcards, real-life images, phoneme posters, and character illustrations from *Lexi & Finn* to reinforce meaning and memory.

- **Balance Energy and Focus:**  
Alternate seated tasks with movement-based activities. Encourage standing phoneme games, stretching breaks, or story dramatization to keep learners energized and attentive.
- **Encourage Peer Interaction:**  
Pair or group students for games, echo reading, and sound sorting. Social learning supports oral language and builds confidence.

## 2. Multisensory Phonics Approach

The *Lexi & Finn* program is grounded in the principles of **multisensory structured language education (MSLE)**. Every lesson integrates multiple pathways to support learners' brain development and memory formation. Core strategies include:

- **Visual Engagement:**  
Letter-sound cards, illustrated story cues, and color-coded grapheme systems help students visualize patterns in English.
- **Auditory Processing:**  
Sound drills, chants, echo games, and targeted listening activities strengthen phoneme-grapheme connections.
- **Kinesthetic Involvement:**  
Tracing letters in sand, forming them with body movements, or jumping on phoneme mats builds muscle memory linked to letter shapes and sounds.
- **Tactile Reinforcement:**  
Clay modeling, magnetic letter boards, and textured cards help encode learning through hands-on experiences.
- **Multi-modal Learning:**  
Each session blends story, action, voice, and craft to create deeply rooted learning moments—especially critical for students with dyslexia.
- **Targeted Repetition and Spiral Review:**  
Cumulative practice and revisiting core elements in new contexts ensures retention and mastery.

## 3. Teaching Young Language Learners with Lexi & Finn

- **Connect With Their World:**  
Introduce language through meaningful characters, familiar themes, and relatable scenarios. Children learn best when they feel emotionally engaged.
- **Promote Oral Production:**  
Songs, chants, and question-answer routines help children build confidence and fluency. Encourage verbal play with rhymes and sound games.
- **Use Play With Purpose:**  
Transform every phoneme into a story, puzzle, or movement. Fun is not a break from learning—it's the vehicle for it.

- **Be Consistent, Yet Flexible:**  
Recognize each child's learning profile. Offer scaffolding, celebrate small wins, and allow multiple ways to demonstrate understanding.
- **Extend Language Beyond the Lesson:**  
Suggest home practice activities, like short retellings, listening to audio stories, or using home-made flashcards with family.

#### 4. Interactive Notebook Method

The *Lexi & Finn* program integrates **interactive phonics notebooks** as a core element of learning. These notebooks serve both as working spaces and as personalized learning portfolios.

- The **left-hand pages** are used for hands-on phonics practice (e.g., letter cutting, sound sorting, or vocabulary building).
- The **right-hand pages** include story-based responses, sound hunts, or phoneme maps created by the students.

#### How It Works:

- Students cut out and color letters from their personal booklet.
- They glue them into their notebook after practicing the phoneme in context.
- Kinesthetic activities such as shaping letters with dough or air-writing reinforce memory.
- Teachers may guide students in sound-symbol mapping, using visual and auditory cues to connect meaning and form.
- Over time, each notebook becomes a multisensory record of progress, reinforcing self-esteem and recall.

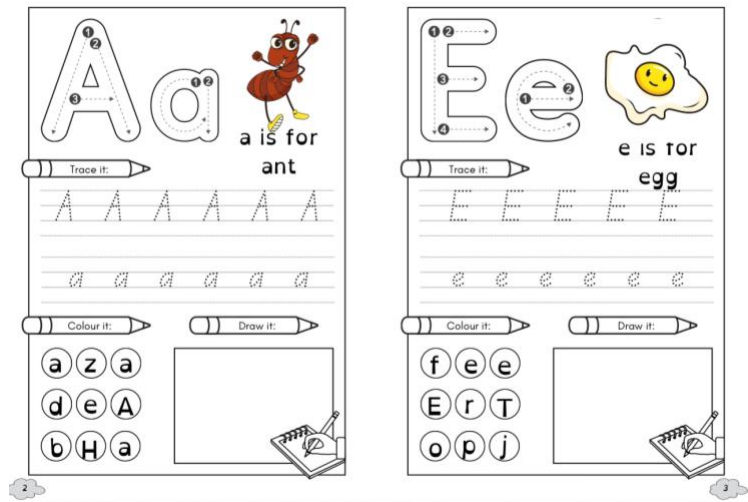
#### 5. General Teaching Notes

- Begin each lesson with a quick review of previously taught sounds.
- Use **manipulatives** (e.g., felt letters, mini whiteboards, flashcards) to revise the target phoneme.
- For homework:
  - Ask students to trace or copy the letter in a phonics notebook.
  - Encourage them to find objects or words from home that begin with the target sound.
- Show **mouth formation** and pronunciation cues for each sound (refer to the Phonics Articulation Chart on p.36).
- At the end of each lesson, students may **decorate and personalize** their phoneme page as part of ownership and reflection.

## Lesson: Aa – Ant

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook



Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises on page 2

Stage 4: Word Association: Show the flashcard or object for 'ant' and related words.

Stage 5:

Notebook Activity: Cut from the appendix (Student's book page 65) and paste the letter into the interactive notebook. Trace letter Aa and write 'ant' into the sand tray. Form the letter Aa with playdough and walk around the classroom looking for objects that start with 'a'.

## Lesson: Ee – Egg

Materials Needed:

- Flashcards
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

A a

B b

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter

Stage 2:

Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 3

Stage 4: Word Association: Show the flashcard or object for 'egg' and related words.

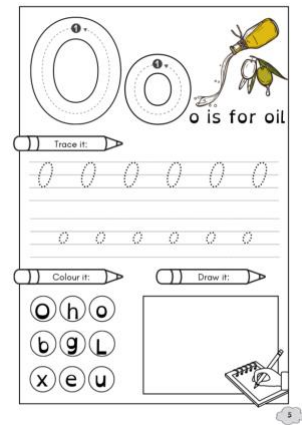
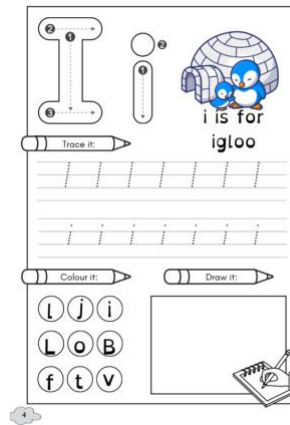
Stage 5:

Notebook Activity: Cut from the appendix (page 69) and paste the letter into the interactive notebook. Trace and write 'egg'.

## Lesson: Ii – Igloo

Materials Needed:

- Flashcards
- Salt or sand
- sand tray
- scissors
- glue
- worksheets
- interactive notebook



Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 4

Stage 4: Word Association: Show the flashcard or object for 'igloo' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 73) and paste the letter into the interactive notebook. Trace and write 'igloo'. Trace Ii in a salt or sand tray, then freeze like an igloo when hearing /i/ words.

## Lesson: Oo – Oil

Materials Needed:

- Flashcards
- Orange yarn
- sand tray
- scissors
- glue
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 5

Stage 4: Word Association: Show the flashcard or object for 'oil' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 79) and paste the letter into the interactive notebook. Outline Oo with orange yarn and open/close arms like circles to reinforce the shape.



## Lesson: Uu – Umbrella

Materials Needed:

- Flashcards
- sand tray
- scissors
- glue
- interactive notebook

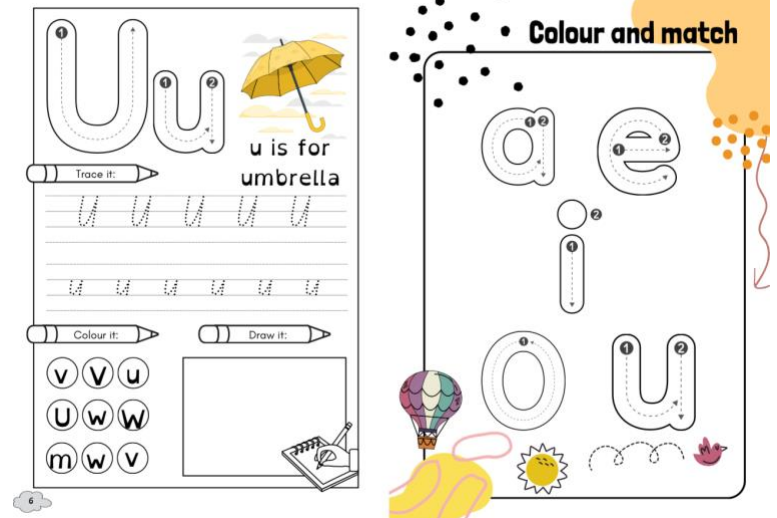
Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 6

Stage 4: Word Association: Show the flashcard or object for 'umbrella' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 85), colour , and paste the letter into the interactive notebook. Trace and write 'umbrella'.



## Revision 1

Trace the letters and focus on the fact that these are the vowels

## 🎮 Game: “Vowel Hop & Match”

### 🎯 Objective:

To correctly identify and sort words by their short vowel sounds: **a, e, i, o, u**.

### 🧠 Skills Practiced:

- Phonemic awareness
- Sound discrimination
- Vocabulary building
- Multisensory learning (movement + sound)

### 📦 Materials Needed:

- Word cards with simple CVC words (e.g., *bat, pen, sit, dog, cup*)
- 5 large paper vowel cards labeled **A, E, I, O, U** (placed on the floor or table)
- Optional: vowel mats, plastic hoops, or colored bowls

### 👣 How to Play:

1. **Spread out the five vowel cards** on the floor or a large table.

2. **Shuffle the word cards** and place them in a stack.
3. **One by one**, a student picks a word card, reads it out loud (with support if needed), and **identifies the short vowel sound** (e.g., *sit* → short **i**).
4. The student then:
  - **Hops** or **runs** to the correct vowel card and **places the word under it**.
  - Says the vowel sound aloud (e.g., “/i/ like in *sit*”).
5. Play continues until all the words are sorted.

## Lesson: Tt – Tin

Materials Needed:

- Flashcards
- Finger paints
- scissors
- glue
- interactive notebook

Stage 1: Warm-up:

Welcome students with 'Hello Song'. Introduce the letter.

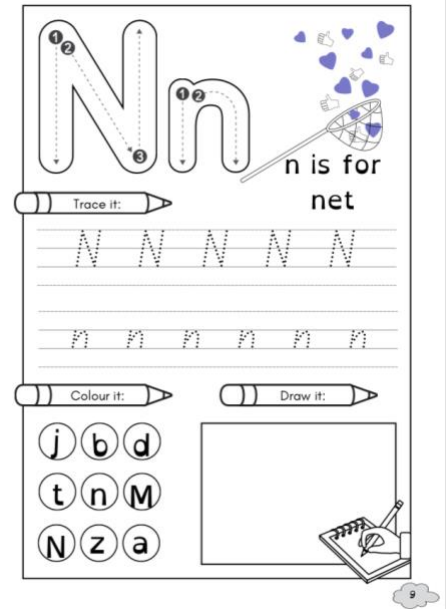
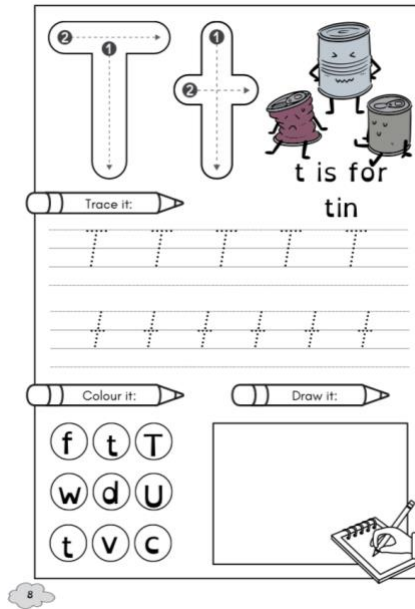
Stage 2: Phonics

Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 8

Stage 4: Word Association: Show the flashcard or object for 'tin' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 83) and paste the letter into the interactive notebook. Trace Tt using toothbrush painting and tap rhythm sticks for every /t/ word that teacher says.



## Lesson: Nn – Net

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 9

Stage 4: Word Association: Show the flashcard or object for 'net' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 77) and paste the letter into the interactive notebook. Make the letter Nn with noodles. Trace and write 'net'. Nod your head when you hear /n/.

## Lesson: Ss – Sun

Materials Needed:

- Flashcards
- sequins
- scissors
- glue
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Introduce the letter.

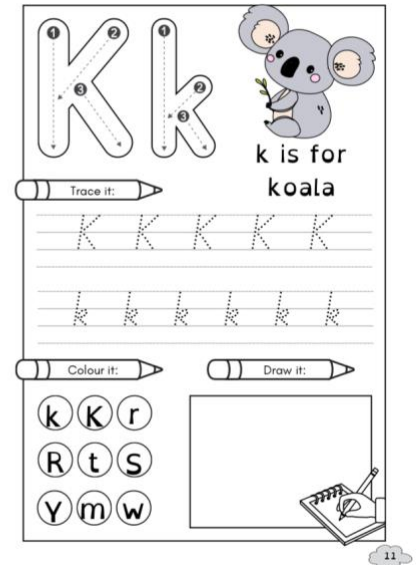
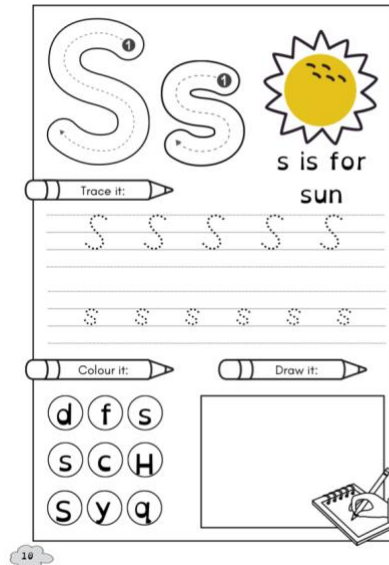
Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 10

Stage 4: Word Association: Show the flashcard or object for 'sun' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 83) and paste the letter into the interactive notebook. Stick sequins on the letter Ss. Trace and write 'sun'.

Game: Slither like a snake when hearing /s/ sounds.



## Lesson: Kk – Koala

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 11

Multisensory Practice: Kick a soft ball toward targets with the letter Kk and trace it with crayons.

Stage 4: Word Association: Show the flashcard or object for 'koala' and related words.

Stage 5: Notebook Activity: Cut and paste the letter or pattern into the interactive notebook. Trace and write 'koala'.

Game: Place flashcards with letters around the class and ask students to kick a soft ball toward targets with the letter Kk.

## Lesson: Mm – Map

Materials Needed:

- Flashcards
- macaroni
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up:

Welcome students with 'Hello Song'. Introduce the letter.

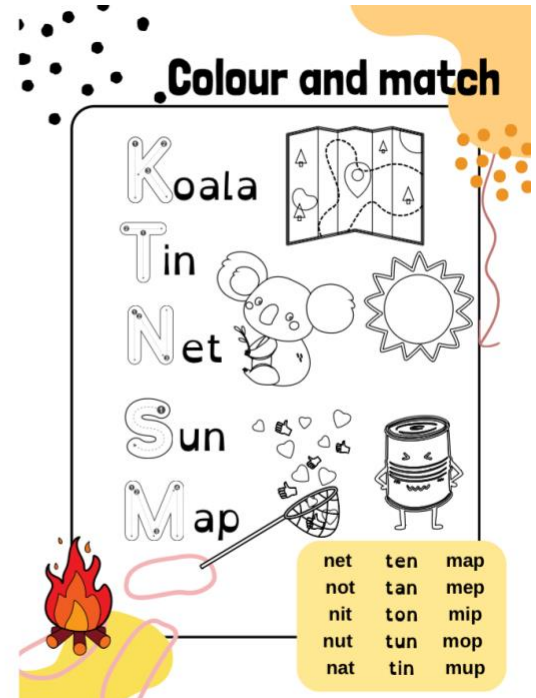
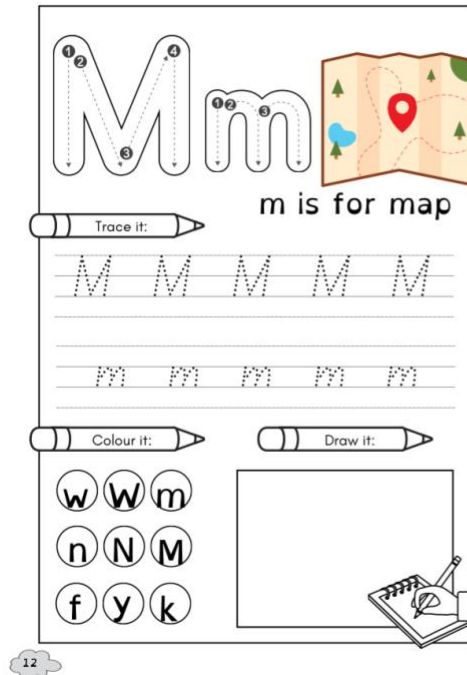
Stage 2: Phonics

Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 12

Stage 4: Word Association: Show the flashcard or object for 'map' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 77) and paste the letter into the interactive notebook. Use macaroni to form Mm and march around the room saying /m/ words. Trace and write 'map'.



## Revision 2

Trace the letters and match them to the correct picture

Ask the students to read the words and the pseudo-words to ensure that they recognize the letters and they can read them

## Lesson: Pp – Pen

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Introduce the letter.

Stage 2: Phonics Awareness:

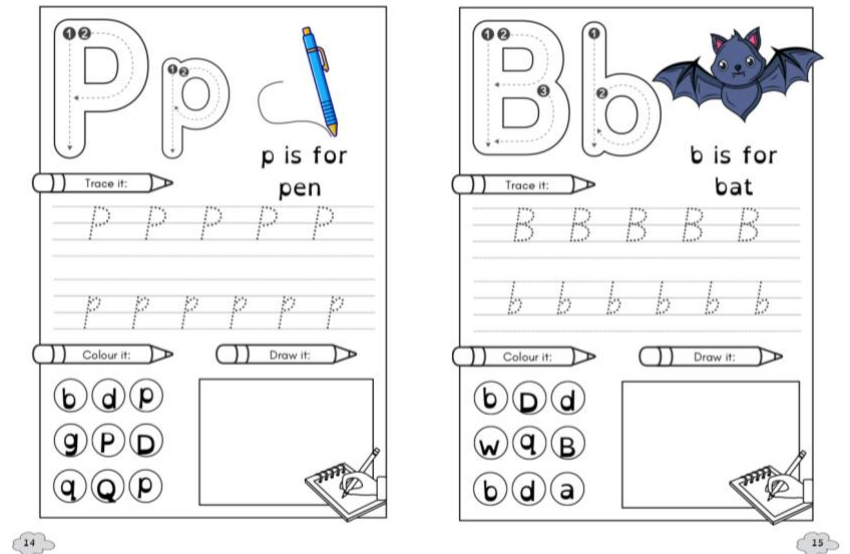
Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 14

Multisensory Practice:

Stage 4: Word Association: Show the flashcard or object for 'pen' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 79) and paste the letter into the interactive notebook. Paint the letter Pp with a pom-pom. Trace and write 'pen'.



## Lesson: Bb – Bat

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter b.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 15

Stage 4: Word Association: Show the flashcard or object for 'bat' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 65) and paste the letter or pattern into the interactive notebook. Trace and write 'bat'.

Game: Bounce a soft ball saying 'b' words.

## Lesson: Cc – Cat

Materials Needed:

- Flashcards
- Buttons
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Introduce the letter

Stage 2: Phonics Awareness:

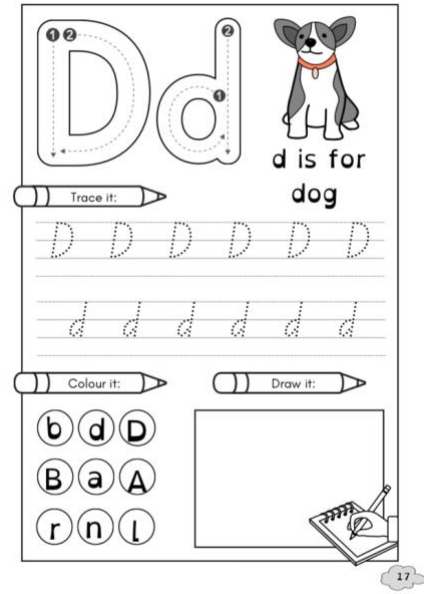
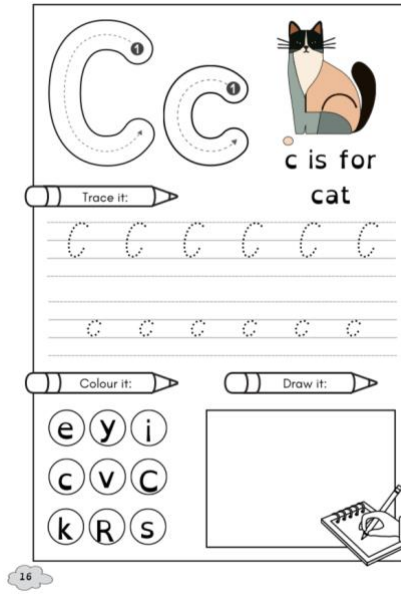
Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 16

Stage 4: Word Association: Show the flashcard or object for 'cat' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 67) and paste the letter into the interactive notebook . Create the letter Cc using buttons Trace and write 'cat'.

Game: play a 'catch the cat' sound game.



## Lesson: Dd – Dog

Materials Needed:

- Flashcards
- Drum
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 17

Stage 4: Word Association: Show the flashcard or object for 'dog' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 67) and paste the letter or pattern into the interactive notebook. Trace and write 'dog'. Drum the sound /d/ while tracing the letter Dd with a finger in sand.

Optional Activity: Play a sound sorting game, puppet talk, or movement activity.



## Lesson: Ff – Fig

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up:

Welcome students with 'Hello Song'. Introduce the letter.

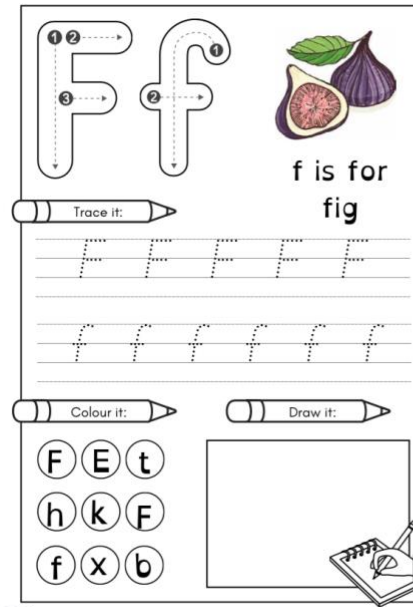
Stage 2: Phonics

Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

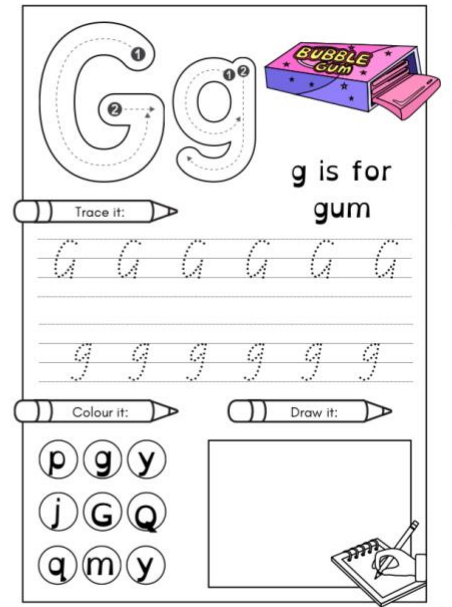
Stage 3: Ask students to do exercises page 18

Stage 4: Word Association: Show the flashcard or object for 'fig' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 69) and paste the letter into the interactive notebook. Paste feathers to form the letter Ff. Trace and write 'fig'.



18



19

## Lesson: Gg – Gum

Materials Needed:

- Flashcards
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 19

Stage 4: Word Association: Show the flashcard or object for 'gum' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 71) and paste the letter into the interactive notebook. Trace and write 'gum'.

Game: chew imaginary gum while saying the sound.



### Revision 3

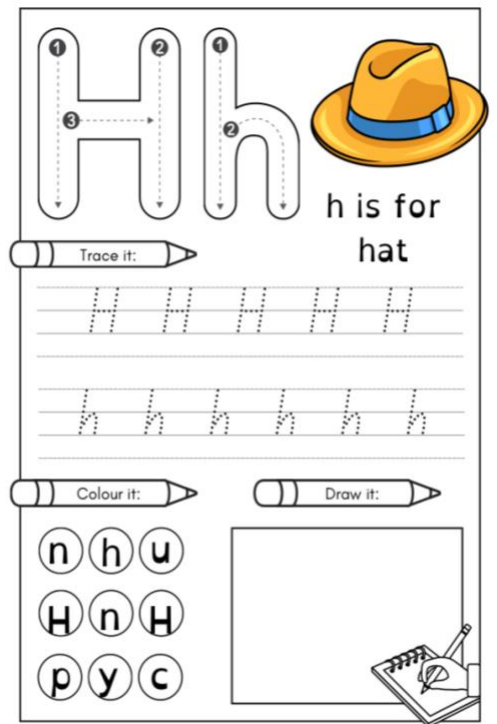
Trace the letters and match them to the correct picture

Ask the students to read the words and the pseudo-words to ensure that they recognize the letters and they can read them

### Lesson: Hh – Hat

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook



Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 21

Stage 4: Word Association: Show the flashcard or object for 'hat' and related words.

Stage 5: Notebook Activity: Cut from the appendix(page 71) and paste the letter into the interactive notebook. Trace and write 'hat'.

Game: Hop in letter Hh shapes made on the floor and high-five each time you say a word with 'h'.

## Lesson: Jj – Jam

Materials Needed:

- Flashcards
- Jelly beans
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up:

Welcome students with 'Hello Song'. Introduce the letter

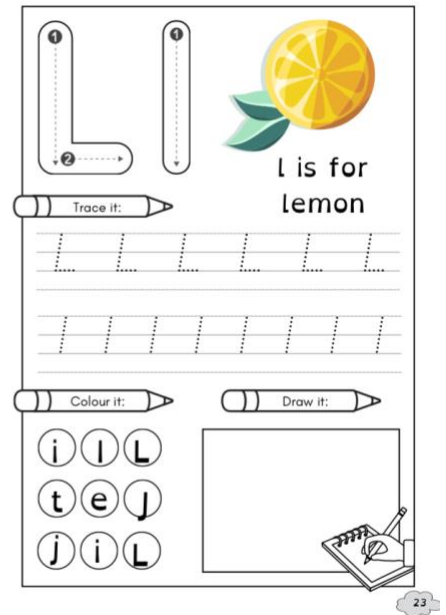
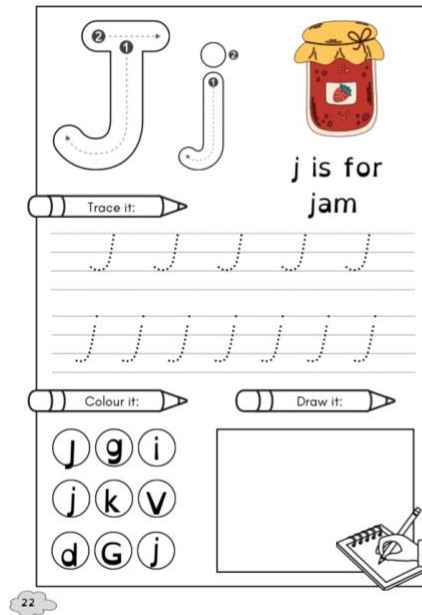
Stage 2: Phonics

Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 22

Stage 4: Word Association: Show the flashcard or object for 'jam' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 73) and paste the letter into the interactive notebook. Trace and write 'jam'. Make the letter Jj with jelly beans and jump each time a word starts with /j/.



## Lesson: Ll – Lemon

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 23

Stage 4: Word Association: Show the flashcard or object for 'lemon' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 75) and paste the letter into the interactive notebook. Trace and write 'lemon'.

Optional Activity: make some lemonade!

## Materials (per group of 4–5 students):

- 2–3 lemons 🍋
- 1 jug
- Plastic cups 🥤
- Small plastic knife (if age-appropriate) or pre-cut lemon slices
- Spoon
- Water bottle (cold)
- Sugar or honey
- Optional: Ice cubes or mint leaves

## 👉 Steps (with simple verbs and actions):

1. **Wash** the lemons 🍋
2. **Cut** the lemons in half 🔪 (*teacher/assistant can help*)
3. **Squeeze** the lemons into the jug 🍋
4. **Add** 2–3 spoons of sugar 🍬
5. **Pour** water into the jug 💧
6. **Mix** well with a spoon 🥄
7. **Taste** and say: "Yum!" or "More sugar!" 😊
8. **Pour** into cups and **share** with friends 🥤

## 🌸 Optional Language Support:

- Label the materials with flashcards (e.g. “lemon,” “jug,” “spoon”)
- Use action cards for verbs (cut, squeeze, mix, taste)
- Practice speaking:
  - “Can I have a cup?”
  - “I like lemonade!”
  - “It’s sweet/sour.”

## 📖 Bonus:

Sing a fun chant while mixing:

*"Lemon, lemon, squeeze and mix,  
Water, sugar – just a bit!  
Stir it up and have a taste,  
Lemonade – no time to waste!"*

## Lesson: Qq – Queen

Materials Needed:

- Flashcards
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Introduce the letter .

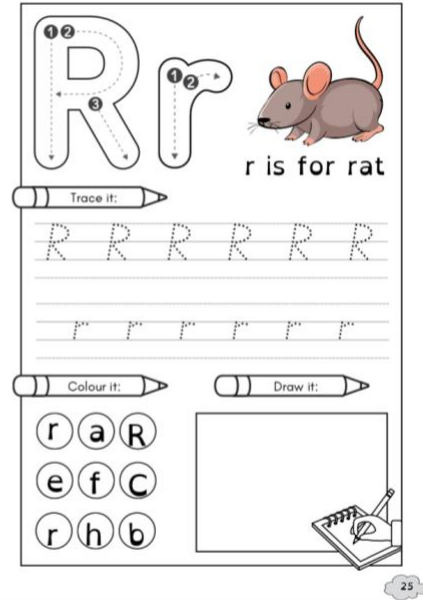
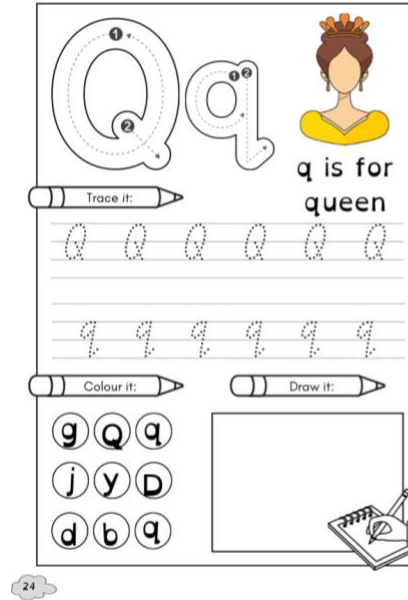
Stage 2: Phonics Awareness:

Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 24

Stage 4: Word Association: Show the flashcard or object for 'queen' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 81) and paste the letter into the interactive notebook. Trace and write 'queen'. Use a 'quiet voice' to say /kw/ as they trace Qq with a feather or soft brush.



## Lesson: Rr – Rat

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter or pattern using Lexi or Finn puppet.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 25

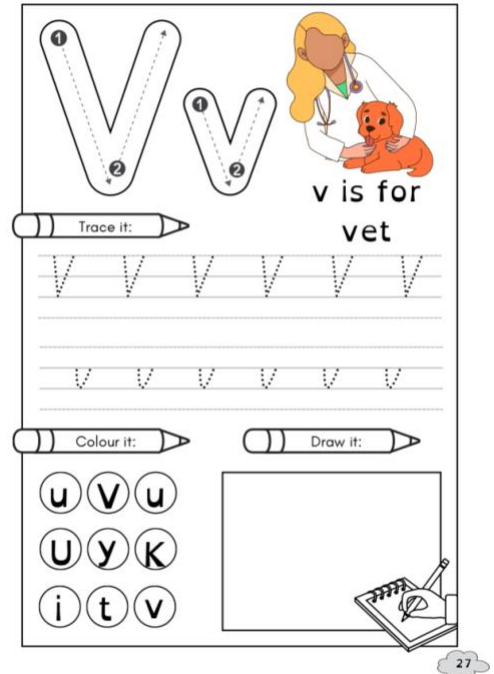
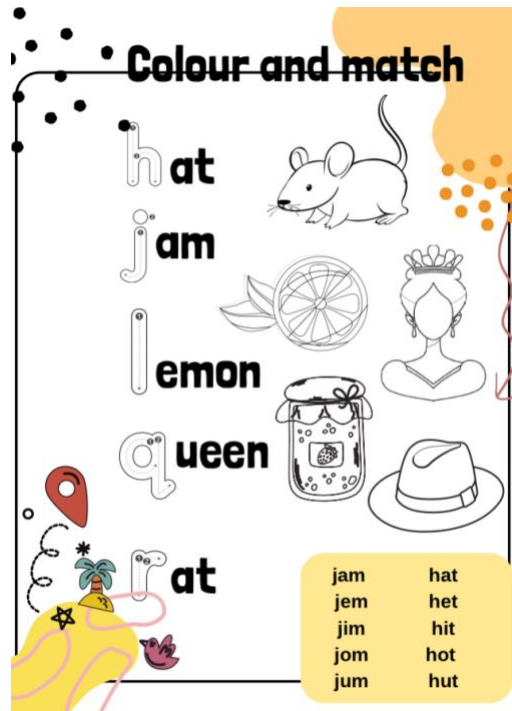
Multisensory Practice: Create the letter Rr with ribbons and roar like a rat each time they see a word with 'r'.

Stage 4: Word Association: Show the flashcard or object for 'rat' and related words.

Stage 5: Notebook Activity: Cut and paste the letter or pattern into the interactive notebook. Trace and write 'rat'.

#### Revision 4

Trace the letters and match them to the correct picture  
Ask the students to read the words and the pseudo-words to ensure that they recognize the letters and they can read them



#### Lesson: Vv – Vet

Materials Needed:

- Flashcards
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter .

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 27

Stage 4: Word Association: Show the flashcard or object for 'vet' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 85) and paste the letter or pattern into the interactive notebook. Trace and write 'vet'.

## Lesson: Ww – Web

### Materials Needed:

- Flashcards
- yarn
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

### Stage 1: Warm-up:

Welcome students with 'Hello Song'. Introduce the letter .

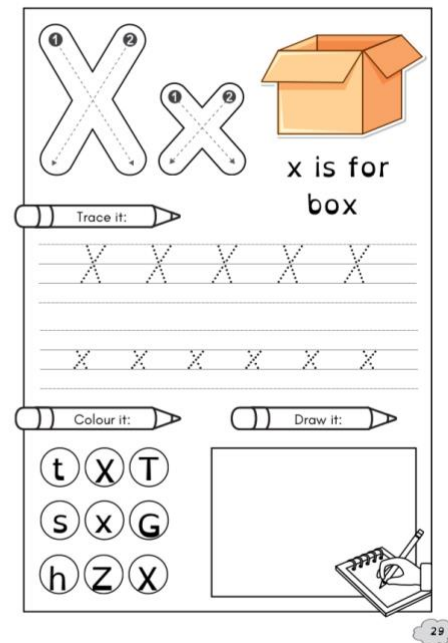
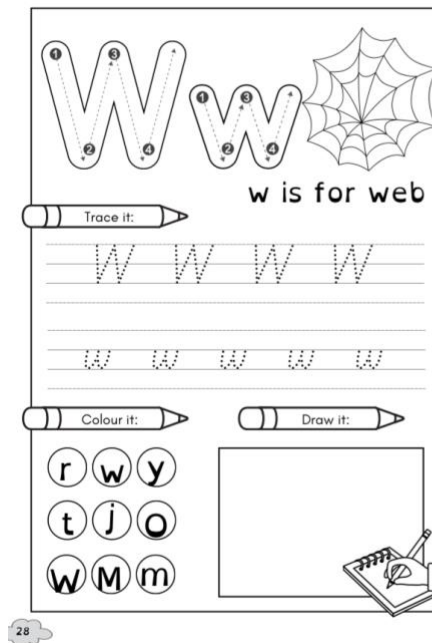
### Stage 2: Phonics

Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 28

Stage 4: Word Association: Show the flashcard or object for 'web' and related words.

Stage 5: Notebook Activity: Cut from the appendix and paste the letter or pattern into the interactive notebook. Trace and write 'web'.




### Optional:

### **The Web of Friendship – Classroom Activity**

 **Age group:** 6+

 **Goals:**

- Build classroom connection and trust
- Practice speaking and listening
- Strengthen vocabulary for feelings, qualities, and compliments
- Create a visual “web” of friendship

 **Ideal for:** Start-of-term bonding, SEL lessons, anti-bullying activities, inclusive classrooms

 **What you need:**

- A **ball of yarn or string**
- A **circle of chairs** or sitting in a circle on the floor
- Optional: name tags or photo cards
- Optional: sentence starters on the board or printed

### Steps:

1. **Sit in a circle.**
2. The teacher starts by **holding the yarn**, saying:  
  
“I pass the web to someone I’m thankful for / someone who makes me smile / someone who helped me last week...”
3. Holding the end of the string, the teacher **tosses** the ball to another student, creating a strand of the “web.”
4. The next student holds their part of the string and does the same:  
  
“I pass it to Maria because she shared her markers with me.”
5. This continues until **everyone is connected** and a web is formed in the center.

### Lesson: Xx – Box

#### Materials Needed:

- Flashcards
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 29

Stage 4: Word Association: Show the flashcard or object for 'box' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 87) and paste the letter or pattern into the interactive notebook. Trace and write 'box'.



## Lesson: Yy – Yo-yo

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'.

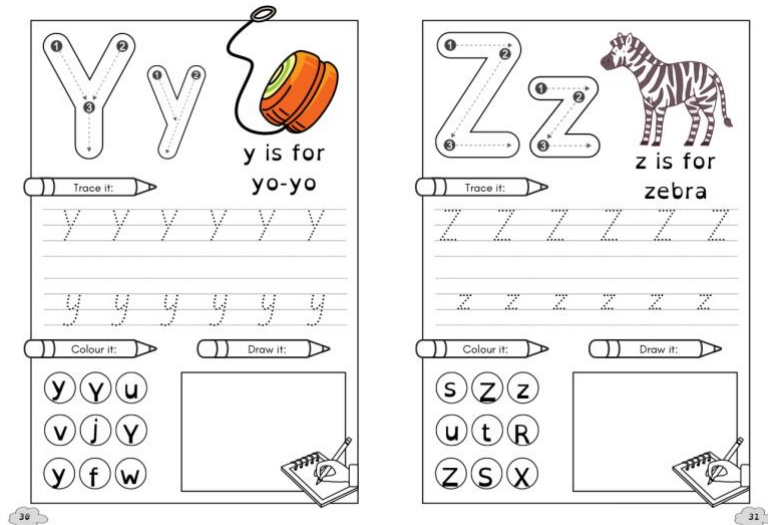
Introduce the letter

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 30

Stage 4: Word Association: Show the flashcard or object for 'yo-yo' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 89) and paste the letter or pattern into the interactive notebook. Trace and write 'yo-yo'.



## Lesson: Zz – Zebra

Materials Needed:

- Flashcards
- Playdough
- sand tray
- scissors
- glue
- worksheets
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'. Introduce the letter

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 31

Stage 4: Word Association: Show the flashcard or object for 'zebra' and related words.

Stage 5: Notebook Activity: Cut from the appendix (page 89) and paste the letter or pattern into the interactive notebook. Trace and write 'zebra'.



## Revision 5 -alphabet p.33-39

Students listen to the whole alphabet in order and complete the exercises pages 33-39

**Colour and match**

Vet Web box Yo-yo Zebra

vat	bax	wab
vet	bex	web
vlt	bix	wib
vot	box	wob
vut	but	wub

**FILL THE MISSING LETTER**

A B .....  
 ..... E ..... G H I  
 J ..... L ..... N .....  
 P ..... R S ..... U  
 V ..... X ..... Z

**Trace the LETTERS!**

a b c d e  
 f g h i j  
 k l m n o  
 p q r s t  
 u v w x y  
 z

**Trace the letters**

Aa Bb Cc Dd Ee  
 Ff Gg Hh Ii Jj  
 Kk Ll Mm Nn Oo  
 Pp Qq Rr Ss Tt  
 Uu Vv Ww Xx  
 Yy Zz

**Circle the correct answer**

A a o c	N t m n
B w b a	O o u c
C x d c	P q o p
D d o p	Q p q x
E q e s	R e r t
F f t z	S s h u
G g p r	T f t w
H y h l	U u o a
I i j x	V w y v
J g o j	W v w t
K m l k	X x v e
L k l n	Y u y q
M m n w	Z z d b

**Let's Match Lowercase and Uppercase Letters**

A d  
 D a  
 F f  
 B c  
 C b

E p  
 M e  
 P m  
 O n  
 N r  
 R o

K u  
 T v  
 V t  
 W k  
 U z  
 Z w

## Lesson: Digraph Sh p.40

Materials Needed:

- playdough
- sand tray
- Glue
- Shells

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Introduce the letter

Stage 2: Phonics Awareness:

Practice the sound in isolation and in words. Use mouth position demonstration.

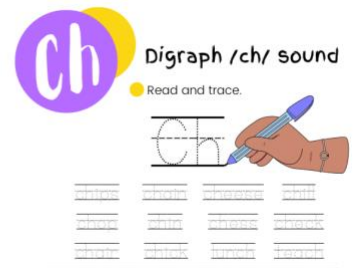
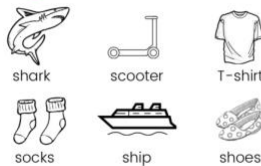
Stage 3: Ask students to do exercises page 40

Stage 4: Multisensory Practice:

Shape 'sh' with shells on glue and 'shhh' like a quiet sea wave. Trace 'sh' in the tray or shape it with playdough  
Trace and write 'shark'.



Read and colour the 'sh' words.



Read and circle the 'ch' words.



## Lesson: Digraph ch p.41

Materials Needed:

- chalk
- black paper
- interactive notebook

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 41

Stage 4: Multisensory Practice: Trace 'ch' with chalk on black paper and chant words like 'chair', 'chick', 'cheese'.

Optional Activity: Play a sound sorting game, puppet talk, or movement activity.

## Lesson: Th – Thumb

Materials Needed:

- thread
- sand tray
- Scissors
- Glue
- Worksheets
- interactive notebook

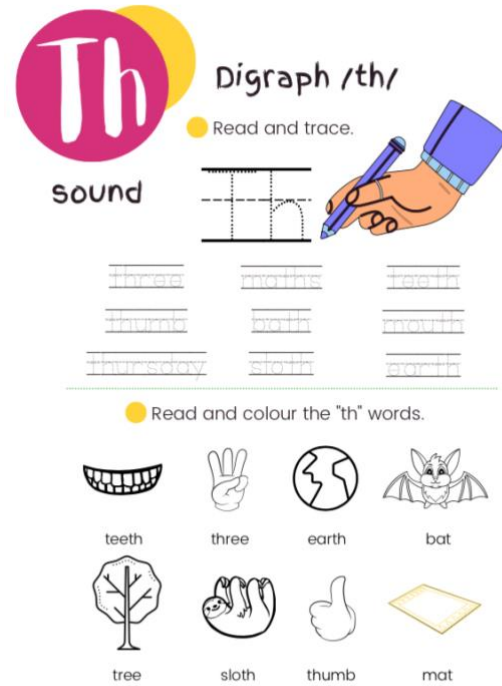
Stage 1: Warm-up: Welcome students with 'Hello Song'.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

Stage 3: Ask students to do exercises page 42

Stage 4: Multisensory Practice: Form 'th' with thread and stick pictures of 'three', 'thumb', and 'teeth'. Trace 'th' in the tray or shape it with playdough

Optional Activity: Play a sound sorting game, puppet talk, or movement activity.



**Th** Digraph /th/

Read and trace.

sound

three, thine, teeth, thumb, both, mouth, Thursday, stuff, north

Read and colour the "th" words.

teeth, three, earth, bat, tree, sloth, thumb, mat

## Lesson: Long a p.43-46

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Stage 2: Phonics Awareness: Practice the sound in isolation and in words. Use mouth position demonstration.

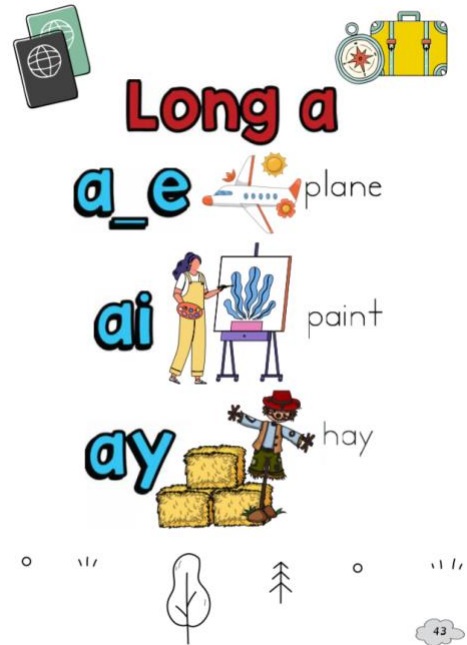
Stage 3: Ask students to listen and repeat the words on page 43-We explain that in this form 'a' uses its long voice.

Stage 4: Ask to write and draw the words on page 44 while they read aloud the words. You can also read the words and ask them to repeat after you

Stage 5: Fluency grid -ask the students to read the words in horizontal or vertical order

Do the same pages 45-46

Optional Activity: Play a sound sorting game, puppet talk, or movement activity.



Read it	Write it	Draw it
cake	.....	
lake	.....	
bake	.....	
plane	.....	

Fluency Grid - long a - a\_e

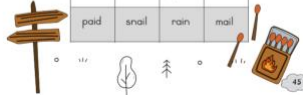
cake	make	race	game
game	race	make	cake
race	cake	game	make
make	cake	race	game



Read it	Write it	Draw it
paint	.....	
rain	.....	
air	.....	
nail	.....	

Fluency Grid - long a - ai

paid	mail	rain	snail
mail	snail	rain	paid
rain	mail	paid	snail
paid	snail	rain	mail



Read it	Write it	Draw it
hay	.....	
say	.....	
bay	.....	
gray	.....	

Fluency Grid - long a - ay

ray	stay	tray	spray
tray	ray	stay	spray
stay	tray	ray	spray
tray	ray	spray	stay



## Lesson: Long e p.47-51

The same as in long a

Multisensory Practice: Draw long vowel patterns on kites and fly them while reading words aloud.

### ✂ Preparation

#### 1. Materials Needed:

- Paper or cardstock to draw and cut out kite shapes
- Markers or crayons
- String or yarn (optional – for a flying effect)
- Tape or a stick for each kite (optional)
- Word cards or a word list for each vowel pattern



Read it Write it Draw it

team		
tea		
beach		
clean		
bean		

Sound Cards

t e a m	t e a
b e a c h	b e a n
t r e a t	e a r
e a t	c l e a n

Flitncy Grid - long e - ee

beef	bee	sweet	tree
sweet	beef	bee	tree
bee	sweet	tree	beef
tree	beef	sweet	bee

Read it Write it Draw it

feet		
tree		
breeze		
bee		
cheese		

Sound Cards

p i e c e	s m o o t h i e
c o o k i e	c h i e f
s h i e l d	t h i e f
f i e l d	m o v i e

Flitncy Grid - long e - ey

honey	money	key	valley
money	valley	honey	key
honey	key	valley	money
key	honey	valley	money

### Optional

### ✂ Instructions

#### 1. Draw and Decorate Kites:

- Each child draws a **kite shape**.
- On each kite, they write a **long vowel pattern**, such as:
  - **ea** (as in *team*)
  - **ee** (as in *feet*)
  - **ie** (as in *smoothie*)
  - **ey** (as in *honey*)
- Decorate the kites with drawings or stickers.

## **2. Match Words to Kites:**

- Give the children word cards or read aloud words that include long vowel patterns.
- The children must **"fly"** the correct kite (hold it up high, walk around, or pretend it's flying) **when they hear or see a word** with the matching pattern.
  - E.g., if you say *feet*, the child flies the **ee** kite.
  - For *honey*, they fly the **ey** kite.

## **3. Read Aloud Together:**

- Encourage children to say the words **out loud** with you. This reinforces phonemic awareness and pronunciation.
- You can even turn it into a game: "Who can fly the correct kite the fastest?"

## Lesson: Long i p.52-55

The same as in long a

### Optional

#### Activity: "Long I Sound Spy"

#### Objective:

To help children **recognize long "i" words** with various spelling patterns ( **i\_e**, **igh**, **y**, **ie**) through a **scavenger hunt** style game that promotes movement, reading, and phonics awareness.

#### Materials Needed:

- Word cards with long "i" words (see list below)
- Sticky tack or tape
- Magnifying glass or cardboard "spy glasses" (optional)
- A clipboard or "spy notebook" for checking off words

#### Sample Long "i" Word Cards:


##### Pattern Example Words


**i\_e**      bike, slide, kite  
**igh**      light, night, high  
**y**          cry, fly, my  
**ie**          pie, tie, die


#### How to Play:


1. **Hide the word cards** around the classroom or home (on walls, furniture, under tables).
2. Give each child a magnifying glass (real or pretend) and a **"Long I Spy Mission Sheet"** (with boxes for each spelling pattern).
3. As they find each card, they must:
  - **Read the word aloud**
  - **Identify the spelling pattern** (and check the correct box)
  - **Sort the word into the correct column** on a sorting mat or their spy notebook

**Long i**


**i\_e**  lime

**igh**  light

**ie**  pie

**y**  cry

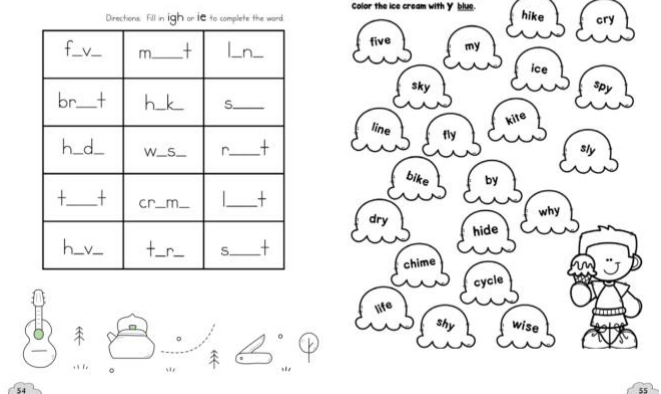
fire	kite	mice
lime	knife	die
pie	tie	tied
fried	high	light
night	thigh	bright
cry	cycle	sky
spy	fly	



Directions: Fill in igh or ie to complete the word.

f_v_	m_t_	l_n_
br_t_	h_k_	s_
h_d_	w_s_	r_t_
t_t_	cr_m_	l_t_
h_v_	t_r_	s_t_

Color the ice cream with **i\_e** pink.  
Color the ice cream with **y** blue.





## Extra Challenge:


- Ask the children to **write a silly sentence or story** using at least 3 of the words they found.
- Use movement: "Tiptoe to a word with *igh*" or "Fly like a superhero to a word ending in *y*."

## Lesson: Long o p.56-59

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Stage 2: Ask students to listen and repeat the words on page 57-We explain that in this form 'o' uses its long voice.


Stage 3: Ask students to colour the picture according to the instructions

Stage 4:  BINGO: Long "O" Sound Edition – Instructions

### Objective:

Be the first to get 4 words in a row—horizontally, vertically, or diagonally!

### How to Play:

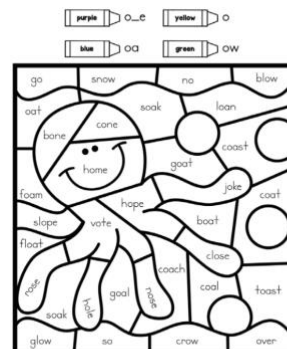
1. Each player gets a **BINGO board** (like the one in the image).
2. The teacher or caller has a set of matching word cards or a master list.
3. The caller **calls out one word at a time** (e.g., "toast").
4. If the word is on your board, **mark it** (with a chip, coin, or pencil).
5. The first player to mark **four in a row** (up/down/diagonal) shouts "**BINGO!**"
6. The caller **checks the words** to make sure they were called.
7. If correct, the player wins! 



### Word List

Long o

o_e	oa	o	ow
bone	oat	go	snow
cone	boat	so	blow
home	coal	no	grow
hope	coat	rosy	crow
slope	coach	bonus	tow
robe	float	piano	bow
joke	toast	total	glow
note	foam	omit	know
stove	goat	gold	mow
vote	soak	comb	flow
rose	loan	donut	show
hole	cloak	yogurt	bowl
globe	coast	focus	yellow
nose	goal	over	below
broke	moat	oval	row
close	soap	pony	low



## BINGO

coat	grow	hole	know
home	nose	bow	coach
toast	stove	foam	glow
slope	go	comb	so





## Extra activity

### ✳ Activity: “Long O Word Hopscotch”

#### Objective:

To help children recognize and read **long “o” words** with different spelling patterns (e.g., **o**, **oa**, **ow**, **o\_e**) through movement and repetition.

#### Materials Needed:

- Sidewalk chalk (for outdoor play) **or** masking tape and paper (for indoors)
- Marker
- A list of long “o” words (see sample list below)

#### Set-Up:

1. **Draw a hopscotch grid** with 6–8 squares.
2. In each square, write one **long “o” word**, each using a different spelling pattern.

Examples:

- **go** (o)
- **boat** (oa)
- **snow** (ow)
- **home** (o\_e)
- **rope, coat, low, no**

#### How to Play:

1. The child throws a small object (stone, beanbag) onto a square.
2. They hop through the grid and pause to **read the word aloud** in the square where the object landed.
3. Challenge: ask them to **identify the spelling pattern** (e.g., “That’s *oa*!”).
4. Repeat until all squares have been read.

#### Variation: Word Sort Hop

After playing hopscotch:

- Give the child cards with more **long “o” words**.
- Ask them to **sort the cards by spelling pattern** and match them to the hopscotch squares or categories:
  - **oa** → boat, coat
  - **ow** → snow, grow
  - **o\_e** → rope, home
  - **o** → go, so

## Lesson: Long u p.60-62

Stage 1: Warm-up: Welcome students with 'Hello Song'.

Stage 2: Ask students to listen and repeat the words on page 60-We explain that in this form 'u' uses its long voice.

Stage 3: Ask students to colour (page 61) the picture according to the instructions

Stage 4: 🎵 BINGO: Long "u"  
Sound Edition – see Bingo long 'o'



## BINGO

cube	few	fuel	fruit
huge	grew	argue	juice
June	flew	true	suit
prune	threw	clue	cruise



## PHONICS

### Letter    Phonic Sound

A	/æ/ as in <b>ant</b>
B	/b/ as in <b>bat</b>
C	/k/ as in <b>cat</b>
D	/d/ as in <b>dog</b>
E	/e/ as in <b>egg</b>
F	/f/ as in <b>fish</b>
G	/g/ as in <b>gift</b>
H	/h/ as in <b>hat</b>
I	/ɪ/ as in <b>igloo</b>
J	/dʒ/ as in <b>jam</b>
K	/k/ as in <b>kite</b>
L	/l/ as in <b>lion</b>
M	/m/ as in <b>map</b>
N	/n/ as in <b>net</b>
O	/ɒ/ as in <b>octopus</b>
P	/p/ as in <b>pen</b>
Q	/kw/ as in <b>queen</b>
R	/r/ as in <b>robot</b>
S	/s/ as in <b>sun</b>
T	/t/ as in <b>tent</b>
U	/ʌ/ as in <b>umbrella</b>
V	/v/ as in <b>van</b>
W	/w/ as in <b>window</b>
X	/ks/ as in <b>box</b>
Y	/j/ as in <b>yoyo</b>
Z	/z/ as in <b>zebra</b>