

Topic 1

Who am I?



Topic 1 Who am I?

What will students do?

In this topic, students will learn the letters of the alphabet and how they sound at the beginning of words.

Beginning Sounds

ant, boy, cat, dog, egg, frog, girl, hand, igloo, jeans, kite, leaf, man, nine, octopus, pencil, queen, rock, star, tree, umbrella, van, woman, yellow, zebra

Phonics Strategy

Identify, write and pronounce beginning sounds in familiar words.

Engage

- Students hear, repeat and trace the beginning sounds of familiar words.

Explore

- Students hear, repeat and trace the beginning sounds of familiar words.
- Students identify and write the beginning sounds in familiar words.
- Students match words with the same beginning sounds.

Expand

- Students identify and write the beginning sounds in familiar words.
- Students match words with the same beginning sounds.

Why is this strategy important?

When students learn the letters of the alphabet, it is common to learn the sounds with the beginning sounds of words, for example: *a – apple*. Identifying beginning sounds is an initial step in sounding out words.

Lessons Preview

	Pages	Lesson Focus	Teaching Resources
1	6 and 7	Overview / Engage	<ul style="list-style-type: none"> • Audio Track 2 • Construction paper letters
2	8 and 9	Explore	<ul style="list-style-type: none"> • Audio Track 3-5 • Construction paper letters
3	10	Expand	<ul style="list-style-type: none"> • Audio Track 6 • Construction paper letters • Note cards (5 per student) • Rubber bands, paper clips or small bags (1 per student)
4	11	Check Your Understanding	<ul style="list-style-type: none"> • Audio Track 7 • Small mirrors (optional) • Butcher paper • Craft supplies such as crayons, markers and construction paper

Lesson 1

Teaching Resources

Compass Phonics and Spelling Log 1 pages 6, 7 and 60

Audio Track 2

Construction paper letters: Write the letters of the alphabet on half-sheets of construction paper, one half-sheet per letter, for example: A
a. Use markers so that the letters are easy for all the students to see.

Lead in to the Lesson (15 min.)

- Have students look at the pictures on page 6.
Ask: *Who are the kids in the pictures?* Encourage students to answer: *kids / girls / boys / hikers / dancers / students / soccer players.*
- Read the Big Question aloud: *Who am I?* Form small groups and encourage them to answer the question with words or phrases.

Phonics Strategy:

Beginning Sounds (15 min.)

- Have students look at the chart on page 60. Read the title *Beginning Sounds* and the rule aloud.
- Point out the letters and their example words.
- Explain that in this topic, students will learn about the beginning sounds in words.
- Review the letters of the alphabet with the class:
Place the letters in order across the board with some space between each letter. Say the names of the letters for students to repeat. Leave the letters on the board to use later in the lesson.

Engage (20 min.)

1 Listen and repeat. Trace the beginning sounds.

- Form pairs. Encourage students to look at the pictures on page 7.
- Ask: *What pictures do you see? What letters do you see?*
- Play the audio and pause it after the first item. Have students repeat the name of the letter, the beginning sound and the word.
- Play the audio again. Have students listen and repeat the names of the letters, the beginning sounds and the words.
- Play the audio again, pausing the track after each item for students to trace the letters.

✦ Practice the words with a classmate.

- Have students work in pairs again. Tell them to take turns pointing to pictures and words on page 7 for their classmate to say the beginning sound and the word. Do one together as an example.

Take the Lesson Further (10 min.)

- Have students look again at the letters of the alphabet on the board.
- Say words from page 7. Invite volunteers to come to the board and circle the beginning sounds of the words.
- Invite students to say their first name and the letter their name starts with. Encourage them to say the beginning sound of their name. Help as needed.

Know Your Students

Some students may not be as familiar with lowercase letters (*a, b, c*) as they are with uppercase letters (*A, B, C*). In addition, it is common for students in this age group to confuse similar letters, such as *b* and *d*. Their awareness will improve as they see, trace and write the letters.

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1 Listen and repeat. Trace the beginning sounds. 

1



d d dog

2



e e egg

3



f f frog

4



g g girl

5



h h hand

6



i i igloo

7



j j jeans

8



k k kite

9



l l leaf

10



m m man

✦ Practice the words with a classmate.

Lesson 2

Teaching Resources

Compass Phonics and Spelling Log 1 pages 8 and 9

Audio Tracks 3-5

Construction paper letters

Lead in to the Lesson (15 min.)

- Place the construction paper letters on the board in random order.
- Invite volunteers to put the letters in the correct order. Help as needed.
- Say all of the letter names for students to repeat.
- Point to letters from page 7 in random order. Say the sounds of the letters for students to repeat, for example: *D d – duh*. Encourage students to say a word with that beginning sound: *dog*.

Know Your Students

Students may expect the sounds of letters to be the same as the names of the letters. Be clear and say *the name of the letter or the sound*. Use gestures to help students understand: point to your ear when you want them to say the sound.

Explore (40 min.)

1 Listen and repeat. Trace the beginning sounds. 3

- Play the audio. Tell students to point to the pictures and words as they hear them.
- Play the audio again, pausing it after each word. Have students repeat the word.
- Tell students to trace the beginning sounds of the words.
- Play the audio again, pausing it after each word. Have students repeat the words. Elicit the beginning sound of each word.

2 Listen and follow. Circle the beginning sounds of the pink words. 4

- Play the audio. Have students follow along with the chant.
- Point out the pink words. Say: *boy*. Elicit the beginning sound: *buh*. Tell students to circle the letter *b* in *boy*.
- Say the other pink words and elicit the beginning sounds. Have students circle the corresponding letters.

Answers: b, d, c, v, j, m, o

✦ Chant with your classmates. 4

- Play the audio again. Encourage students to chant along.
- Do the chant again. Encourage students to use their arms to form the letters in the chant: *B, D, C, V, J, M, O*.

3 Listen and repeat. Circle the beginning sounds. 5

- Form pairs. Tell them to look at the words in activity 3. Encourage them to say the names of letters they know.
- Play the audio. Have students repeat the words.
- Play the audio again, pausing the track after each word. Have students circle the beginning sounds / letters in the words.

Answers: 1. a, 2. k, 3. i, 4. l, 5. g, 6. e, 7. n, 8. h

✦ Look and write the beginning sounds. Match the words and pictures with the same beginning sounds.

- Have students work again in pairs. Have them say the names of the objects in the pictures. Monitor and help as needed.
- Write *girl* on the board. Tell students to point to the picture of the girl. Elicit the beginning sound / letter: *g*. Have students write *g* on the line. Do the same for the rest of the pictures.
- Have students match the words on the left with the beginning sounds on the right.

Answers: g (girl) – 5, n (nine) – 7, e (egg) – 6, a (ant) – 1, h (hand) – 8, l (leaf) – 4, k (kite) – 2, i (igloo) – 3

Take the Lesson Further (5 min.)

- Say the words and their beginning sounds from page 8, for example: *nine – nuh, nuh – nine*. Have students repeat the words and the beginning sounds.

Explore

1 Listen and repeat. Trace the beginning sounds. 🔊🔊

9



nine octopus



pencil



queen



rock



star



tree



umbrella



van



woman



yellow



zebra

2 Listen and follow. Circle the beginning sounds of the pink words. 🔊🔊

We say **B B** for **boy**!

We say **D D D** for **dog**!

We say **C C C** for **cat**!

We say **V V V** for **van**!

We say **J J J** for **jeans**!

We say **M M M** for **man**!

And we say **O O O**! It's an **octopus**!



➔ Chant with your classmates. 🔊🔊

3 Listen and repeat. Circle the beginning sounds. 🔊🔊

1 animal



2 kid

9

3 is



4 loud



5 good



6 eleven



7 name



8 happy



➔ Look and write the beginning sounds. Match the words and pictures with same beginning sounds.

Expand

1 Listen and repeat. Circle the beginning sounds.  6

1 we

.....



2 us

.....



3 smile

.....



4 zip

.....



5 quiet

.....



6 picture

.....



7 read

.....



8 you

.....



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✦ Write the beginning sounds. Match the words and the pictures with same beginning sounds.

Lesson 3

Teaching Resources

Compass Phonics and Spelling Log 1 page 10

Audio Track 6

Construction paper letters

Note cards (5 per student)

Rubber bands, paper clips or small bags (1 per student)

Lead in to the Lesson (10 min.)

- Place the construction paper letters on the board. Say the names of the letters for students to repeat. Elicit the sounds of some letters.
- Say a sound, for example: *luh*. Have students use their arms to form the corresponding letter.
- Leave the letters on the board to use later in the lesson.

Manage Your Class

If students have too much difficulty identifying the sounds for all the letters, you can make the game easier by saying the names of the letters instead.

Expand (15 min.)

1 Listen and repeat. Circle the beginning sounds. 6

- Form pairs. Tell them to look at the words in activity 1. Have students say the names of letters they know. Encourage them to say the names of the letters that are beginning sounds.
- Play the audio. Have students repeat the words.
- Play the audio again, pausing the track after each word. Have students circle the beginning sounds / letters in the words.

Answers: 1. w, 2. u, 3. s, 4. z, 5. q, 6. p, 7. r, 8. y

✦ Write the beginning sounds. Match the words and the pictures with the same beginning sounds.

- Have students work again in pairs. Tell them to say the names of the objects in the pictures. Monitor and help as needed.
- Write *rock* on the board. Tell students to point to the picture of the rock. Elicit the beginning sound / letter: *r*. Have students write *r* on the line. Do the same for the rest of the pictures.
- Have students match the words on the left with the beginning sounds on the right.

Answers: r (rock) – 7, u (umbrella) – 2, p (pencil) – 6, z (zebra) – 4, y (yellow) – 8, q (queen) – 5, s (star) – 3, w (woman) – 1

Phonics Strategy Review

Beginning Sounds (15 min.)

- Review the phonics strategy with students. Write these words across the board: *ant*, *dog*, *kite*.
- Explain that the beginning sound is the first sound in a word. Elicit the beginning sound for *ant*: *ah*. Invite a volunteer to circle the letter that makes the beginning sound in *ant*: *a*.
- Do the same with *dog* and *kite*.
- Tell students they can start to read words in English by finding the beginning sound.

Take the Lesson Further (15 min.)

- Distribute the note cards.
- Have students choose five words from this topic. Tell them to write one word on each note card.
- Tell students to underline the beginning sounds in the words.
- On the back of each card, have students write the letter that the word begins with. Encourage them to write the uppercase and lowercase letter.
- Have students show their note cards to a classmate. Encourage them to say the words and the beginning sounds.
- Give each student a rubber band, a paper clip or a small bag to keep their note cards together.

Lesson 4

Teaching Resources

Compass Phonics and Spelling Log 1 page 11

Audio Track 7

Construction paper letters

Small mirrors (optional)

Butcher paper

Craft supplies such as crayons, markers and construction paper

Lead in to the Lesson (10 min.)

- Before the lesson, hide the construction paper letters around the classroom.
- Encourage students to find the letters and place them on the board in the correct order.

Manage Your Class

Try to avoid correcting the order of the letters immediately. Instead, encourage students to help one another if any corrections are needed.

Check Your Understanding (30 min.)

1 Listen and repeat. Cross out the word with a different beginning sound. 7

- Play the audio. Have students repeat the first set of words. Pause the track.
- Write the words on the board: *ant, egg, animal*. Invite volunteers to circle the beginning sounds / letters: *a, e, a*. Ask: *Which word has a different beginning sound?* (*egg*) Cross out *egg* on the board. Tell students to cross out *egg* in their books.
- Do the same with the next set of words.
- Play the rest of the track for students to repeat the words and cross out the word with a different beginning sound.

Answers: 1. egg, 2. picture, 3. boy, 4. star, 5. octopus, 6. kite, 7. woman, 8. van

2 Draw a picture of yourself.

- Tell students to draw a picture of themselves in the box. If there are mirrors, distribute them around the class and encourage students to take turns with them. Encourage students to add as much detail as possible to their pictures. Monitor and ask students questions to help them add details: *What color is your hair? What color are your eyes? What clothes do you have on? Are you short or tall? Are you happy or sad?*
- ✦ **Share your picture. Who are you? What are you like?**
 - Form pairs or small groups. Have students take turns answering the questions, saying who they are and what they are like.

Manage Your Class

Some students may think they should describe the things they like. Explain that *What are you like?* means *Describe yourself*.

Know Your Students

- All students will be able draw a picture according to the instructions.
- Most students will be able to say a few words or phrases to describe their picture: *I'm a girl. I'm six years old. I'm a student.*
- Some students will be able to describe themselves and their picture in more detail: *I'm friendly. I'm tall. I'm from Los Angeles.*

Take the Lesson Further

Making Connections: Connect to Me (20 min.)

- Distribute the construction paper letters so that all the letters are used. In the case of a large class, assign pairs to some letters. For a smaller class, allow students to take more than one letter.
- Have students glue the letters onto the butcher paper in the correct order. Monitor and help as needed.
- Tell students to write a word that begins with their letter(s). Encourage them to add their names as examples under the corresponding letters.
- Have students decorate the banner with pictures to illustrate the words and drawings of themselves next to their names.

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Check Your Understanding

1 Listen and repeat. Cross out the word with a different beginning sound. 7

- | | | |
|------------|---------|---------|
| 1 ant | egg | animal |
| 2 boy | book | picture |
| 3 dog | doll | boy |
| 4 star | hand | happy |
| 5 igloo | octopus | is |
| 6 nine | name | kite |
| 7 tree | tall | woman |
| 8 umbrella | van | us |

2 Draw a picture of yourself.



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✦ Share your picture. Who are you? What are you like?