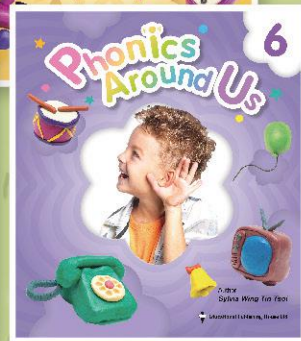
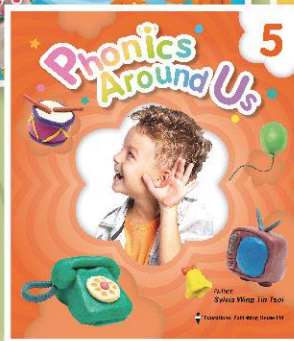
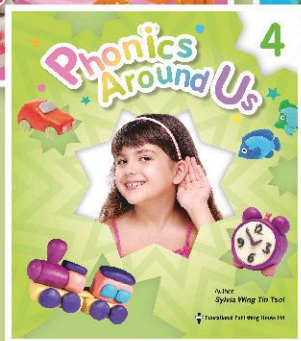
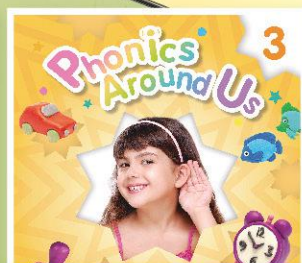
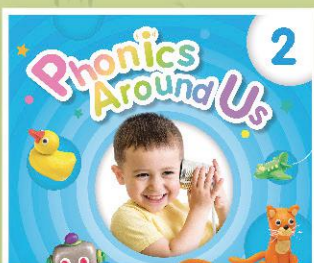


# Phonics Around Us



Educational Publishing House



# Sounds around us



- Develop children's awareness of **sounds in the environment**
- Action cues** help children **remember the sounds**

Book 1

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

## Bb

Action Cue: A girl clapping her hands.

4

Book 1

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

## Ff

Action Cue: A girl clapping her hands.

12

Book 1

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

## Gg

Action Cue: A girl clapping her hands.

14

Book 2

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Pp

Action Cue: A girl clapping her hands.

6

Book 2

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Rr

Action Cue: A girl clapping her hands.

10

Book 2

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Tt

Action Cue: A girl clapping her hands.

14

- From sounds to words to sentences

Children learn through these processes:

Book 3

## Pp

3 use the sounds to read individual words

panda popcorn

pig pen

Action Cue: A girl clapping her hands.

Peggy Pig has popcorn.

8 9

1 learn sounds from the environment

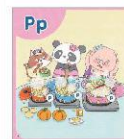
2 practise the action cues to become familiar with the sounds

4 link the words to form sentences

5 repeat the sounds and words in the stories

6 practise and memorise the sentences through songs and chants

### Story



Characters: Cody Cat, Peggy Pig and Polly Panda

The animals have some pumpkins, potatoes and corn.

'I like popcorn best. Let's make popcorn,' says Cody Cat. He makes popcorn in a small pot. /p/, /p/, /p/. 'The popcorn is ready,' says Cody Cat.

Polly Panda makes popcorn in a bigger pot. /p/, /p/, /p/. 'The popcorn is ready,' says Polly Panda.

Peggy Pig makes popcorn in the biggest pot. /p/, /p/, /p/. Pal Pal 'Oh, my pen is in the pot!' says Peggy Pig.

'Let's share our popcorn,' say Cody Cat and Polly Panda.

\*\*Items in the picture with /p/: panda, popcorn, pig, pen, pot\*, pumpkin\*, potato\*, cap\*

3) **Sing the phonics song** Ask pupils to form pairs and sing the phonics song 'Peggy Pig Has Popcorn' with you and do the actions several times.

Peggy Pig Has Popcorn  
(Tune: If You Are Happy And You Know It)

Peggy Pig has popcorn. /p/, /p/, /p/.  
(Face your partner and clap hands with him/her. Then, turn to the front and do the Action Cue of /p/.)

Peggy Pig has popcorn. /p/, /p/, /p/.  
(Face your partner and clap hands with him/her. Then, turn to the front and do the Action Cue of /p/.)

Peggy pig has popcorn. /p/, /p/, /p/, /p/, /p/.  
(Run on the spot. Then, do the Action Cue of /p/.)

Peggy Pig has popcorn. /p/, /p/, /p/.  
(Face your partner and clap hands with him/her. Then, turn to the front and do the Action Cue of /p/.)





# Story-based



- Interesting and creative **stories** to enrich children's **reading experience**
- Captivating **core characters** to engage children and build their sense of belonging
- Similar storylines** in different levels to help children **recall the sounds** learned before

Book 1

hidden vocabulary: cake, cap, car

target vocabulary

cat cup

- Words are **recycled** throughout the series
- New '**hidden words**' are added to build up vocabulary

Book 4

recycled vocabulary

target vocabulary

cat cup

cake cow

The cake is cold. The milk is hot.

hidden vocabulary: car, carrot, corn, cap

- Mini stories** to enhance children's reading skills and **consolidate** what children have learned

Book 5

Mini story

Read the story. Say the sentences.

1 Cut ten nuts. Cut three oranges.

2 Cut a yellow mango. Cut a red apple.

3 Put in the popcorn. Put in the yoghurt.

4 It is yummy.

# Multi-sensory approach



## Visual

- Attractive **illustrations** to arouse children's learning interests
- Photos** to illustrate the target vocabulary

jam jump

## Kinesthetic

- Action cues** to help children remember the target letter sounds better

Ff Ll

## Auditory

- Posters** of sounds made by real objects to arouse students' interest and facilitate learning

Phonics Sounds Around Us

- Various **songs** and **chants** make English learning interesting and effective
- Same melodies for K1, different melodies for K2 and K3

Listen, listen. Listen, listen.

What is it? What is it?

It is all around us. It is all around us.

A, a, a. A, a, a.

(Tune: Are You Sleeping?)

## Tactile

- Stickers** of learned vocabulary for revision

Uu

umbrella uncle

under up

Hold up the umbrella.





# Teacher's Guide (English and Chinese)



Detailed teaching procedures and suggestions for the activities

Class-based learning arrangements based on children's learning abilities

## Core Session

## Activity Fun

### English version

**T t**

**Target Sounds** [t]/[ʈ]

**Learning Objectives**

- develop awareness of letter sounds
- associate the letter 't' with /t/
- identify /t/ through listening
- practise saying /t/ through activities
- do the Action Cue for /t/
- match the words 'tap', 'tin', 'top' and 'taps'
- listen to say the words 'tap', 'tin', 'top' and 'taps'
- learn to read and say the sentence: 'Tommy Tiger uses some tins.'
- sing a song to practise saying /t/ and the sentence: 'Tommy Tiger uses some tins.'
- develop shared reading skills

**Language Items**

Letter: T t  
Sound: /t/

Words: tap, top, tin, tin, top, taps

Sentence: Tommy Tiger uses some tins.

**Resources**

- Listening Activities Book 3 & Big Book 3
- Workbook CD-ROM 3
- Teacher's Resources CD-ROM
- Letter Cards: T t
- Phonics Cards: tap, tiger, ball, tin, top, 'taps'
- Sticky Notes: Tommy Tiger uses some tins.
- Listening Activities Book 3 audio clip

**Story**

Characters: Tommy Tiger, Cody Cat and Father Tiger

Tommy Tiger and Cody Cat play with their toys.

Look! The water is dripping from the tap. Cody Cat says: 'Look! The water is dripping from the tap. Tommy Tiger. They find ten small tins. They put them under the tap.

Let's collect the water! Tommy Tiger says: 'Look! The water is dripping from the tap. Cody Cat says: 'Look! The water is dripping from the tap. Tommy Tiger. They find ten small tins. They put them under the tap.

Let's collect the water! Tommy Tiger says: 'Look! The water is dripping from the tap. Cody Cat says: 'Look! The water is dripping from the tap. Tommy Tiger. They find ten small tins. They put them under the tap.

Let's collect the water! Tommy Tiger says: 'Look! The water is dripping from the tap. Cody Cat says: 'Look! The water is dripping from the tap. Tommy Tiger. They find ten small tins. They put them under the tap.

**T t**

**学习目标**

- 发展对字母声音的意识
- 将字母 't' 与 /t/ 联系起来
- 通过听力识别 /t/
- 通过活动练习说 /t/
- 将单词 'tap', 'tin', 'top' 和 'taps' 配对
- 听并说出单词 'tap', 'tin', 'top' 和 'taps'
- 学习阅读并说出句子: 'Tommy Tiger uses some tins.'
- 唱一首歌来练习说 /t/ 和句子: 'Tommy Tiger uses some tins.'
- 发展共享阅读技能

**语言项目**

字母: T t  
声音: /t/

单词: tap, top, tin, tin, top, taps

句子: Tommy Tiger uses some tins.

**资源**

- 《听力活动书3》和《大书3》
- 《练习册CD-ROM 3》
- 《教师资源CD-ROM》
- 字母卡片: T t
- 《音素卡片: tap, tiger, ball, tin, top, 'taps'》
- 《便签纸: Tommy Tiger uses some tins.》
- 《听力活动书3》音频剪辑

**故事**

角色: Tommy Tiger, Cody Cat 和 Father Tiger

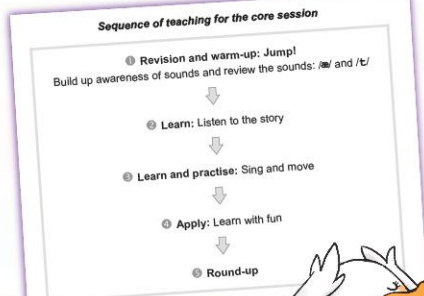
Tommy Tiger 和 Cody Cat 在玩他们的玩具。

看! 水龙头正在滴水。Cody Cat 说: '看! 水龙头正在滴水。Tommy Tiger。他们找到了十个小罐子。他们把罐子放在水龙头下面。'

让我们收集水! Tommy Tiger 说: '看! 水龙头正在滴水。Cody Cat 说: '看! 水龙头正在滴水。Tommy Tiger。他们找到了十个小罐子。他们把罐子放在水龙头下面。'

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### 1 Revision and warm-up: Jump!

**Build up awareness of sounds and review the sounds: /a/ and /t/** Hold up the Letter Cards one after the other to review the sounds with pupils. Put the Letter Cards on the wall. Divide pupils into pairs. Ask the pairs to take turns to stand under the wall. Whisper to a pupil in the pair /a/ or /t/. He/She then says the sound aloud and the other pupil jumps to touch the corresponding letter on the wall. After that, ask the pupils in the pair to swap roles.

**Resources**

- Letter Cards: A a, T t

\*\* Auditory and visual learning\*\*

### 2 Listen to the story

**1) Introduce the story, make predictions, practise saying /t/**

Hold up the Big Book. Draw pupils' attention to the animals and the tap. Ask pupils to say what happens to the tap, say /t/ and do the Action Cue (Phonics Sounds Around Us). Point to the tins and the tail of Father Tiger. Encourage pupils to make predictions.

**Resources**

- Big Book 3
- Phonics Cards: tap, tiger, ball, tin, top, 'taps'

T: Children, who is in the picture? (S: Cody Cat, Tommy Tiger and Father Tiger.)

T: The tap is dripping. What sound does it make? (Encourage pupils to say /t/ and do the Action Cue.)

T: What are Cody Cat and Tommy Tiger holding? (S: (Some) tins.) Can they hold the water? (Accept different answers.)

T: Now, let's listen to the story and see what happens.

### 3 Sing and move

**Tommy Tiger Uses Some Tins**  
(Tune: Mary Had a Little Lamb)

Tommy Tiger uses some tins.  
(Use your hands to mime the claws of a tiger. Turn to the left and to the right repeatedly.)

Uses some tins, uses some tins.  
(Use your hands to mime the claws of a tiger. Jump and squat down repeatedly.)

Tommy Tiger uses some tins.  
(Use your hands to mime the claws of a tiger. Turn to the left and to the right repeatedly.)

/t/, /t/, /t/, /t/, /t/.

(Do the Action Cue of /t/.)

### 4 Learn with fun: sound blending

**Distinguish between letter sounds, practise saying /t/ and sound blending**

**A challenging walk** Hold up the Letter Cards one after the other to review the sounds with pupils. Put the sticky notes on the floor, leaving some space between the letters (as shown in the picture below). Ask pupils to take turns to come to the front. Ask them to step on any three letters one after the other, e.g. l-a-s, s-a-l, l-a-t. Remind pupils to step on 'a' in the middle and say the sounds when they step on the letters. When each pupil finished stepping on the letters, guide them to blend the three letters they have stepped on.

**Resources**

- Letter Cards: A a, S s, T t
- Sticky notes with 'a', 's' and 't' written them separately

\*\* Auditory learning\*\*

s t  
a  
t s

**Activity Fun**

These suggested activities are for reinforcing what pupils have learned in the core session. Teachers may create a class-based learning arrangement based on pupils' learning abilities.

**Listening activities (about 10 minutes)** \*\*Auditory and visual learning\*\*

**Objectives**

- Practise saying /b/ and /p/
- Identify /b/ and /p/ through listening
- Review the words that start with /b/ and /p/
- Develop awareness of the beginning sounds of words and listening skills

**Resources**

- Letter Cards: B b, P p
- Phonics Cards: ball, boy, bus, bun, book, bear, panda popcorn, pig, pen, pot, pumpkin, potato\*
- Listening Activities Book 3
- Teacher's Resources CD-ROM

**1) Review the sounds: /b/ and /p/** Hold up the Letter Cards and the corresponding Phonics Cards one after the other to review the sounds and the words with pupils. If time allows, shuffle all the Phonics Cards and ask pupils to match the Letter Cards with the corresponding Phonics Cards.

**2) Listening activities** Ask pupils to turn to page 9 of their Listening Activities Books. Play the audio clip and ask pupils to listen carefully and circle the correct pictures.

**3) Round-up** Play the audio clip again. Stop at each question to check the answer with pupils. Ask them to name each picture by using /b/, ... or /p/, ...



Fun-filled interactive contexts for children to enjoy phonics learning

Build up children's confidence in speaking English

## Mini-drama

**Mini-drama**

This Mini-drama aims to encourage pupils to practise saying the target sound(s) in context and build up their confidence in speaking English while enjoying the fun of acting. Teachers may refer to the following suggested script and create their own mini-drama scripts based on pupils' learning progress.

**Sounds reviewed:** /p/, /b/

**Characters:** Narrator (teacher), Cody Cat, Peggy Pig, Polly Panda, The class

**Props:** A big pot, a medium pot and a small pot, some popcorn, three spoons, a pan, pumpkins or a picture of pumpkins, potatoes or a picture of potatoes, corn or a picture of corn

**Script:**

Narrator: (S: Cody Cat holds a small pot and a spoon.)  
Molly: Polly Panda holds a medium pot and a spoon, a white cloth and the food.  
Holly: Peggy Pig holds a big pot and a spoon.

Narrator: The animals are cooking. They have some pumpkins, potatoes and corn.  
Cody Cat: (Holds up the pumpkins.) I love pumpkins.  
Holy Panda: (Holds up the potatoes.) I love potatoes.  
Peggy Pig: (Holds up the corn.) I love corn.  
Cody Cat & Polly Panda: I like popcorn best. Let's make popcorn.  
Peggy Pig: Hooray!  
Narrator: Cody Cat makes popcorn in a small pot.  
(Cody Cat pretends to stir the popcorn in the pot using the spoon.)

The class: /p/, /p/, /p/, /p/, /p/.

Cody Cat: (Holds up the medium pot and shows the popcorn. Pretend to taste it.) Well! The popcorn is ready. I love popcorn.  
Narrator: Polly Panda makes popcorn in a bigger pot.  
(Polly Panda pretends to stir the popcorn in the pot using the spoon.)

The class: /p/, /p/, /p/, /p/, /p/.

Polly Panda: (Holds up the medium pot and shows the popcorn. Pretend to taste it.) Well! The popcorn is ready. I love popcorn.  
Narrator: Peggy Pig makes popcorn in the biggest pot.  
(Peggy Pig pretends to stir the popcorn in the pot using the spoon.)

The class: /p/, /p/, /p/, /p/, /p/.

Polly Panda: (Holds up the biggest pot and shows the popcorn out the pan in the pot.) Oh, my pan is in the pot!  
Narrator: Peggy Pig starts to cry.  
(Peggy Pig pretends to cry.)

Cody Cat & Polly Panda: Don't be sad. Let's share our popcorn.  
(The class sings the phonics song 'Peggy Pig Has Popcorn'.)

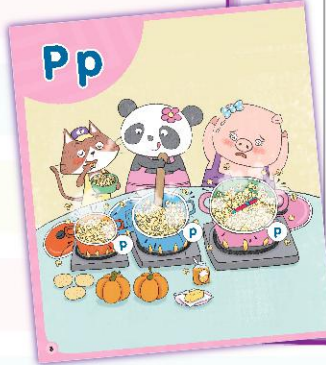
Peggy Pig has popcorn. /p/, /p/, /p/.

Peggy Pig has popcorn. /p/, /p/, /p/.

Peggy Pig has popcorn. /p/, /p/, /p/.

Peggy Pig has popcorn. /p/, /p/, /p/.

Peggy Pig has popcorn. /p/, /p/, /p/.





# Teaching Resources CD-ROM



Handy teaching materials to facilitate lesson preparation

## Story Pictures: for storytelling in class



## Sentence Cards: for learning of sentence patterns



## Character Templates: for participating in interactive role-plays



## Phonics Cards: for learning of target vocabulary



## Letter Cards: for learning of the alphabet and letter sounds



## Listening Activities Books: for access of audios files and answers



# e-Book DVD-ROM



Interactive resources to make learning and teaching more interesting

## Animations (English and Chinese)



## Action Cue Videos



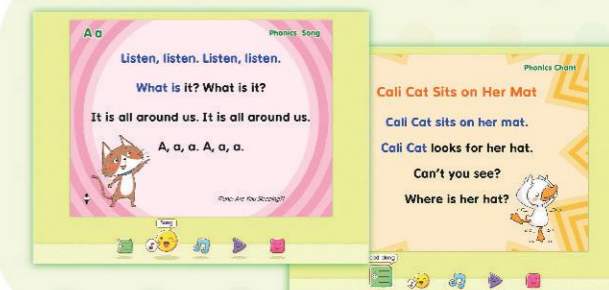
## Phonics Videos



## Phonics Games



## Songs and Chants



## LIST OF COMPONENTS

- Pupil's Books 1-6
- Listening Activities Books 3-6
- Teacher's Guides (English and Chinese) 1-6
- Big Books 1-6
- Story Pictures 1-6
- Song/Chant Sheets 1-6
- Mini-drama Scripts 3-6
- Sentence Cards 3-6
- Phonics Cards
- Letter Cards
- Phonics Sounds Around Us Posters
- Character Templates
- e-Book DVD-ROMs 1-6
- Teaching Resources CD-ROM



# Sounds arrangement



With reference to the **UK Phonics Curriculum**

Letter sounds, blends (**rhymes** & **consonant blends**), **digraphs** and **long vowels** are introduced to children progressively

Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Aa	Nn	Ss	Cc	Vv	ai
Bb	Oo	Aa	Kk	Ww	ee
Cc	Pp	Tt	Ee	Xx	ie
Dd	Qu qu	Pp	Uu	Yy	oa
Ee	Rr	Ii	Rr	Zz	long oo
Ff	Ss	Bb	Hh	Qu qu	short oo
Gg	Tt	Mm	Ll	ch	sp
Hh	Uu	Dd	Oo	sh	st
Ii	Vv	Ff	Nn	th	cl
Jj	Ww	Gg	Jj	ng	fl
Kk	Xx	at	et	ip	cr
Ll	Yy	am	op	en	gr
Mm	Zz	ig	un		

- rhymes
- consonant blends
- digraphs
- long vowels

## K1 (Books 1 and 2):

- develop awareness of the **basic letter sounds**
- identify letter sounds through listening
- learn to say **simple words**

## K2 (Books 3 and 4):

- review the letter sounds
- develop **sound blending skills (rhymes)**
- develop awareness of **sentence structures**
- develop awareness of **rhyming words**
- participate in interactive **role-plays**

## K3 (Books 5 and 6):

- review the letter sounds
- develop sound blending skills (**rhymes, consonant blends**)
- develop awareness of **digraphs and long vowels**
- develop awareness of sentence structures
- develop awareness of rhyming words
- participate in interactive **role-plays**