

SECOND  
EDITION

Children's Phonics for Reading

# SOUNDS GREAT

Teacher's Guide



TEACHER'S GUIDE

# FOREWORD

*Sounds Great, Second Edition* is a six-book phonics series especially designed to aid young learners of English in their acquisition of the English language. The series consists of six Student Books with full-color illustrations to engage learners. A variety of activities in each Student Book work to develop letter and sound recognition and provide multiple means of learning, practicing, and retaining new concepts.

In addition, teachers will find even more ways to help students practice their English skills with the *Sounds Great, Second Edition* Workbooks. These Workbooks provide additional support and give ample opportunities for students who need or desire more practice writing and reading the new letters and sounds.

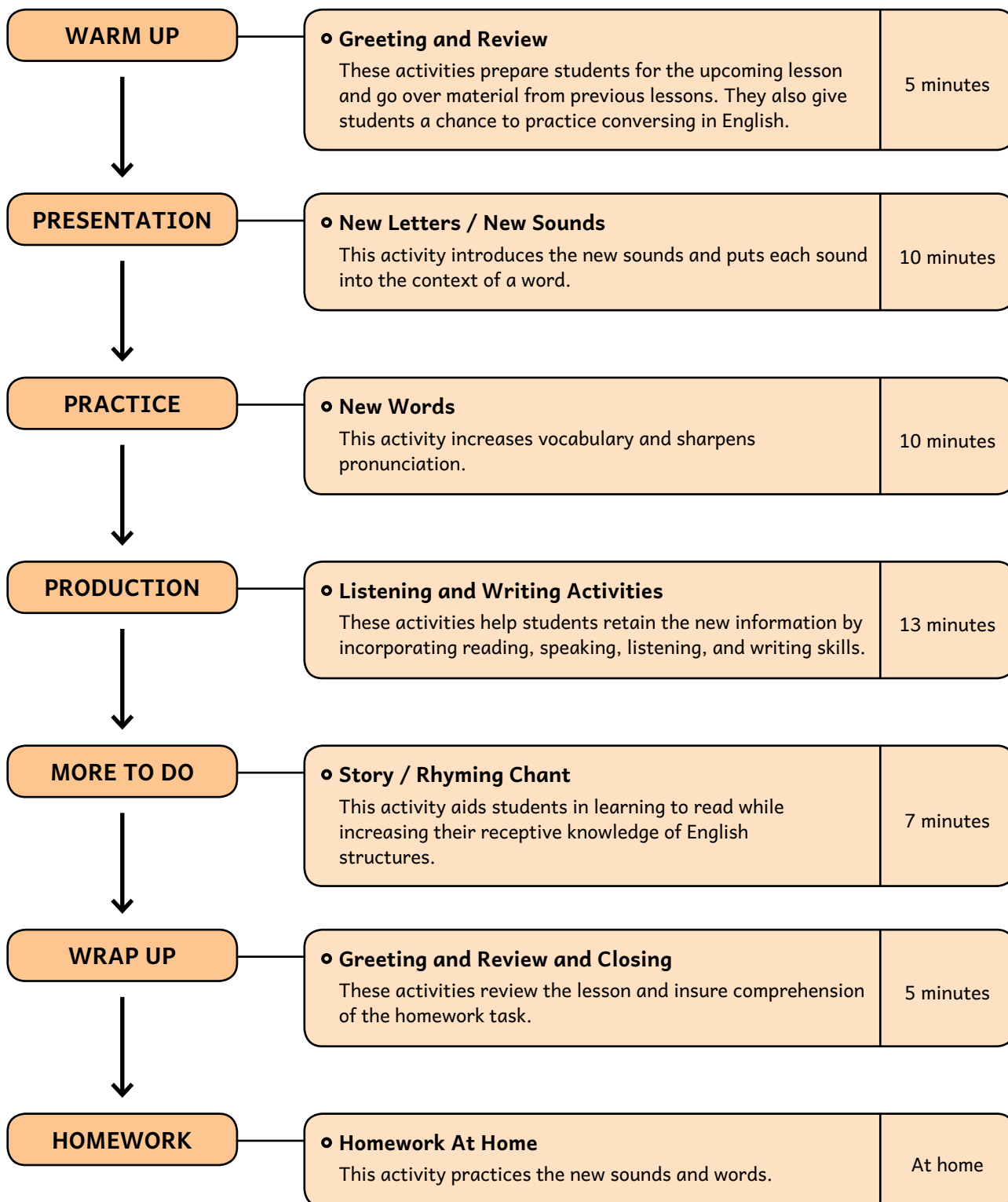
Each unit of *Sounds Great, Second Edition* contains audio tracks and videos to make the learning experience more engaging and effective. These are accessible by using the QR codes throughout the book. Students and teachers can simply scan the QR code to conveniently stream the audio tracks and videos on their devices.

The final component of *Sounds Great, Second Edition* is the *Sounds Great Readers*. Carefully controlled, these readers provide fun stories and remarkable illustrations. With twenty four stories, these readers provide students with the ability to see the letters and words they just learned incorporated into fun and exciting stories they are sure to enjoy over and over. Twenty amazing illustrators lend their talents in bringing the twenty four original tales to color and life.



# PREFACE

## Teaching Flow



# HOW TO USE THIS BOOK

The *Sounds Great* Teacher's Guide is the accompanying resource for teachers using the *Sounds Great* series in their classrooms.

## Preface

The *Sounds Great* Teacher's Guide is divided into seven categories. Teachers will find these categories represented for each book in the series. The teaching flow presented within the Teacher's Guide allows for a full 50 minutes of instruction per lesson.

Category	Description	Page
Introduction	Introduction to the series and the Teacher's Guide.	1
Phonics	Activities for introducing and practicing letter sounds.	2
New Words	Activities for introducing and practicing new vocabulary words.	3
Warm-Up	Activities for warming up students before the main lesson.	4
Story	Activities for reading and discussing the story.	5
Rhyming Chant	Activities for practicing rhyming words and chants.	6
Homework	Activities for practicing skills at home.	7

## A whole series table of contents

A whole series table of contents is provided for teachers to quickly find the level and book they need.

Book	Page Range
Book 1	7 - 18
Book 2	19 - 30
Book 3	31 - 42
Book 4	43 - 54
Book 5	55 - 66
Book 6	67 - 78

## Contents for each book

Teachers can also find the contents for each book and level.

Here, the contents of each student book are shown under their specific heading. Each book includes three preliminary activities for an introduction to the book. In addition, each book's table of contents includes headings for "New Letters and Sounds," "New Words," "Warm-Up," "Story," "Rhyming Chant," and "Homework" as well as the directions for their respective activities. Lastly, these individual table of contents also list where to find the two reviews and test for the book.

Activity	Page
Introduction	7
Phonics	8
New Words	9
Warm-Up	10
Story	11
Rhyming Chant	12
Homework	13
Review	14
Test	15

## Sample unit

The Teacher's Guide provides one unit (usually from Unit 1) as a sample for each book in order to give teachers helpful tips and suggestions. For consistency, the units throughout each book generally contain the same types of activities in order to allow students to become familiar with them and maintain their focus on language acquisition. For this reason, only a single unit from each book is provided in the Teacher's Guide.

**Listen, point, and repeat.**

**Additional Activities**

- Which word?  
Materials: Flash cards for (ant, bear, and cat)



## Additional activities

Many of the exercises within the *Sounds Great* series are teachable in different ways. For this purpose, the Teacher's Guide provides a variety of options for teaching lessons. These guides can be used for practically any unit with some modification.

1. Review letter names and pictures. Have students take out their letter cards and picture cards. Call out a letter name and have them hold it up. Then, review the initial sounds and words with the picture cards.

T: Show me the letter (A). [Students hold up letter (A).]  
 Show me what starts with (A).  
 [Students hold up (ant).]  
 T: That's right! (/a/ /a/ ant) (holding (ant) and the letter (B) holding (bear)).  
 Ss: [repeating actions] (/b/ /b/ bear) and the letter (B).

2. When students are ready, call out a series of letters and have them put their letter cards in order on their desk.

**2. Which Word?**  
**Materials:** Flash Cards

1. Have students look at the three pictures in their books on page (8). Say one of the words and initial sounds and have students point and repeat. As students become more confident, increase the speed.

T: When you hear a word, point to the right picture in your book. Then, listen and repeat. Ready? (/a/ /a/ ant).  
 Ss: (/a/ /a/ ant). [pointing at ant]  
 T: Good job!

2. Place the three cards around the room. Say a word and sound. Have students point at the card and repeat. For added challenge, place the cards face down. (Confirm each time that they have pointed at the correct card.)  
 T: Let's put the cards around the room. The (bear) is here. [placing cards face down in different locations] Now, can you remember? Where is the (cat)? (/c/ /c/ cat).

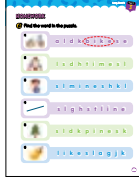
## Changed format

In some cases, activities change format within a single book. For example, in Book 3 of the series, there are four different types of homework activities. Teachers can expect to see suggestions for instruction of all four formats.

boxes in puzzle] Your homework is to finish the puzzle.

**NOTE** This pertains to Unit 3 only, as an example, and should be adjusted accordingly for each similar unit.

**Find the word in the puzzle.**




Assign the homework. Do the first example together.

T: Let's look at your homework. What is the first picture?  
 Ss: (Bike).  
 T: Yes! It's a (bike). How do you spell (bike)?  
 Ss: (B-I-K-E).  
 T: That's right! Look at the first line, (Bike) is circled. For your homework, look at the other pictures. Circle the words that match the pictures.

**NOTE** This pertains to Unit 3 only, as an example, and should be adjusted accordingly for each similar unit.

**Write the words in the correct boxes.**



Assign the homework. Do the first example together.


T: Let's look at the first picture. What is this?  
 Ss: It's (dive).  
 T: Very good! How do you spell (dive)?

## Review, test

Following Units 4 and 8 of each book, a short review is provided. At the end of each book, teachers will find a cumulative test to assess student's progress.


Review and test pages are represented in the Teacher's Guide as well. Teachers can follow along with the scripted dialogue provided as well as modify it to fit their individual style.

**REVIEW 2**  
**Listen, point, and repeat.**



Refer to the activity 'Listen, point, and repeat' on P8.

**Listen and write the letter that begins the word.**



Refer to the activity 'Listen and write the letter that begins the word' on P14.

It is the intention of Compass Publishing© to provide as much variation in strategy for teachers using *Sounds Great*. Answer keys, transcripts, and flash cards are all available through our website [www.compasspub.com](http://www.compasspub.com).

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## SOUNDS GREAT 1

**NOTE** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

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- ABC Song
- Phonics Chant

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- Match the pictures that have the same sound. .... 16
- Listen, then write and circle the word you hear. .... 16
- Connect to the correct pictures and partner letter. .... 16

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- Look at the picture. Write the beginning letters. .... 18

# SOUNDS GREAT 1

## WARM UP

Greet students and prepare for today's lesson.

### Greeting

- Greet students.  
T: Good (morning / afternoon) everyone. My name is (Mr. / Mrs. / Miss) \_\_\_\_\_.  
Ss: Good (morning / afternoon) (Mr. / Mrs. / Miss) \_\_\_\_\_.
- Identify students and take attendance.  
T: Is \_\_\_\_\_ here today?  
Ss: Yes, I am.
- Listen to the ABC song. **Track 02**  
T: Can you sing the ABC song?  
Ss: Yes, I can.  
T: Terrific! Let's sing the ABC song together. Ready?  
Ss: Yeah!

### Additional Activity

**Point to / show the letters.**

**Materials:** Flash cards (Aa – Zz), pointer

1. Put flash cards Aa – Zz on the board.
2. Have a student who is more familiar with the letters of the alphabet come forward.
3. Play track 2. Student points to the letters on the cards as the others watch, listen to the ABC song, and sing along.  
T: Look at the board. It's the alphabet! [point to letters] A, B, C! Who can point to the letters while we sing the song?  
Ss: I can!  
T: Great! Come up here, please. You can use the pointer. [give student the pointer] Let's sing!

**NOTE** *It is not expected that all the students will be familiar with all of the letters at this point. Encourage students by telling them that by the end of Book 1, they will be familiar with all the letters, pictures, and sounds.*

### Extension Activity - Phonics Chant **Track 03**

**Materials:** Phonics Chant flash cards (Aa – Zz), pointer

\*\*This activity can be presented in the same way as the alphabet cards. Its purpose is to expose children to the pictures and words associated with each letter in the book.\*\*

**NOTE** *This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.*

### Review

- T: Look at this. What letter is this? [writing letter on the board]  
Ss: It's (an A).  
T: Is it a big (A) or a small (a)?  
Ss: It's a big (A).

T: Good job! What word begins with the letter (A)?

S1: (Apple)!

S2: (Ant)!

T: Excellent! What does (an A) sound like?

Ss: (/a/).

- Continue with the other letters.

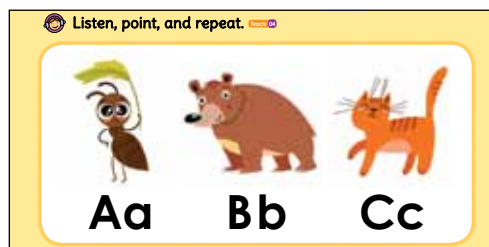
## PRESENTATION

Introduce letter names and sounds for (Aa, Bb, and Cc), as well as the corresponding words (ant, bear, cat, etc.).

## NEW LETTERS AND SOUNDS

**NOTE** *This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.*

### Listen, point, and repeat.



- Talk about the pictures. Introduce the letter sounds (/a/ /b/ /c/) as well as the words (ant, bear, cat).  
T: Open your books to page (8). What do you see? [point at (ant)]  
Ss: (An ant)!  
T: That's right! We can see (an ant). (Ant) begins with the sound (/a/). What else can you see? [point at (bear)]  
Ss: (A bear)!  
T: Wonderful! We can see (a bear). (Bear) begins with the sound (/b/).  
■ Continue with (/c/ cat).  
■ Listen to track (4) and point to each picture. Listen again and repeat.

### Additional Activities

#### 1. Which Word?

**Materials:** Flash cards for (ant, bear, and cat)

1. Have students look at the three pictures in their book on page (8). Say one of the words and initial sounds. Then, have students point and repeat. As students become more confident, increase the speed.  
T: When you hear a word, point to the correct picture. Then, repeat the word. Ready? (/c/ /c/ cat).  
Ss: (/c/ /c/ cat). [point at (cat)]  
T: Good job!
2. Place the flash cards in different locations around the room. Say a word and sound. Have students point to the card and repeat.

### 2. What Number is It?

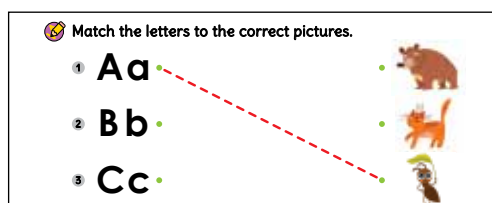
1. Have students number the three pictures (1-3) in the 'Listen, point, and repeat.' activity. (1. ant, 2. bear, 3. cat)
2. Say one of the sounds (Example: /a/) or words (example: ant) and have students hold up the appropriate number of fingers (Example: 1).
3. Say the word and sound and have students repeat. Gradually increase speed.  
T: OK. Listen closely and show me the number. (/b/ /b/ /b/)  
Ss: [holding up two fingers]  
T: That's right! It's a bear. (/b/ /b/ bear).  
Ss: (/b/ /b/ bear).  
T: Listen again. (cat, cat, cat).  
Ss: [holding up three fingers]  
T: Great! It's a (cat). (/c/ /c/ cat).  
Ss: (/c/ /c/ cat).

### 3. Show the Cards!

**Materials:** Flash cards

1. Show letter (A) to students and say (/a/).
2. Students show the picture card that begins with (/a/). (ant).
- Continue with the other letters and cards. Gradually show cards faster. Have students repeat sounds and words.  
T: [showing A] (/a/ /a/ /a/).  
Ss: [showing (ant) card]  
T: (/a/ /a/ ant.)  
Ss: (/a/ /a/ ant.)

### Match the letters to the correct pictures.



- Introduce the letter names (A, B, C).  
T: Now, let's look at this letter. [point at (Aa) in book]  
What is it?  
Ss: It's (an A).  
T: Very good! Which word begins with the (/a/) sound?  
Ss: (Ant)!  
T: That's right. (Ant) begins with the letter (A). (/a/ /a/ ant). Let's draw a line from the letter (A) to the (ant).
- Continue matching letters (B) and (C) to the pictures. Check students' work.  
T: Show me your books. Very good, everyone!

### Additional Activities

#### 1. Put them in order

**Materials:** Flash cards

1. Review letter names and pictures. Have students take out their letter cards and picture cards. Call out a letter name and have them hold it up. Then, review the initial sounds and words with the picture cards.  
T: Show me the letter (A). [Students hold up letter (A).]  
Show me what starts with (A).  
[Students hold up (ant)]  
T: That's right! (/a/ /a/ ant) [holding (ant) and the letter (B) holding (bear)].  
Ss: [repeating actions] (/b/ /b/ bear) and the letter (B).
2. When students are ready, call out a series of letters and have them put their letter cards in order on their desk.

### 2. Which Word?

**Materials:** Flash Cards

1. Have students look at the three pictures in their books on page (8). Say one of the words and initial sounds and have students point and repeat. As students become more confident, increase the speed.  
T: When you hear a word, point to the right picture in your book. Then, listen and repeat. Ready? (/a/ /a/ ant).  
Ss: (/a/ /a/ ant). [pointing at ant]  
T: Good job!
2. Place the three cards around the room. Say a word and sound. Have students point at the card and repeat. For added challenge, place the cards face down. (Confirm each time that they have pointed at the correct card.)  
T: Let's put the cards around the room. The (bear) is here. [placing cards face down in different locations] Now, can you remember? Where is the (cat)? (/c/ /c/ cat).  
Ss: [pointing at the (cat)] It's over there. (/c/ /c/ cat).  
T: Is that the (cat)? [pointing at card students have indicated] \_\_\_\_\_, can you turn over that card? Is it the (cat)?  
S1: [turning over card] Yes, it is! It's the (cat).

**NOTE** In addition, teacher can place the three letter cards (Aa, Bb, Cc) around the room and encourage students to remember the location of these as well. Call out "the letter (C)" and have students point at the appropriate card.

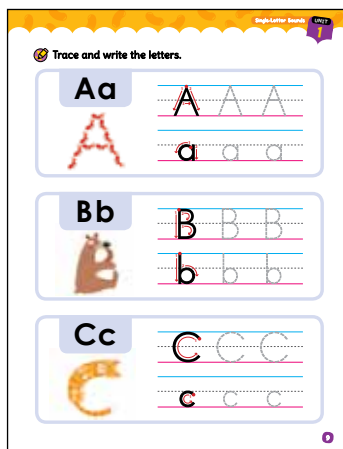
### 3. What Number is It?

1. Have students number the three pictures and three letters (1-6) in the 'Listen, point, and repeat' activity on page (8).
2. Say one of the words (/a/ /a/ ant) or one of the letters (the letter Aa) and have students hold up the appropriate number of fingers (ant = 2; the letter A = 5). Gradually, say the words and letters faster.



# SOUNDS GREAT 1

## Trace and write the letters.



- Introduce how to write letters (Aa, Bb, and Cc).
- Have students look at the letters and pictures in their book. Say the names and words aloud and have students repeat.
  - T: Look at page (9). What letter do you see on the first line? [point at (A)]
  - Ss: (A).
  - T: That's right! It's a big (A) and a small (a). [write both letters on the board so students can recognize the big (A) and the small (a)] What picture do you see? [point at (ants) in the shape of the letter (A)]
  - Ss: Those are (ants)!
- Have students repeat the letter names and say the corresponding words. (A: ant, B: bear, C: cat)
- Write the letters (big and small) on the board, demonstrating stroke order. Have students write the letters in the air with their fingers.
  - T: Now, I am going to write a big /A/ on the board. Can you write it with your finger in the air?
  - Ss: Yes!
  - T: This is how you write the big (A). 1, 2, 3 [guide students by writing on the board and clearly showing stroke order] Excellent! Let's do it as fast as we can. Good. Now, do it slowly.
- Continue with the other letters (big and small).
- Have students write the letters in their books.
  - T: Now, let's write a big (A) in our books. One, two, three! Wow! You did a great job! Now let's try a small (a).

### PRACTICE

Practice identifying (Aa, Bb, and Cc) by letter name, as well as words beginning with those letters.

## NEW WORDS

**NOTE** This pertains to Unit 1 only, as an example, and should be adjusted accordingly for each following unit.

## Listen, point, and repeat.



- Review the words beginning with (A, B, C) that were learned earlier (ant, bear, cat). Introduce additional words (apple, angry, alligator, baby, book, bird, cup, cut, cookie).
  - T: Look at page (10). What is this? [point to (ant)]
  - Ss: It's (an ant)!
  - T: Yes! (ant) begins with the letter (A). Do you know what this picture is? [point to (apple)]
  - Ss: Yes, it's (an apple).
  - T: That's right! (apple, /a/ /a/ apple).
  - Ss: (/a/ /a/ apple).
- Continue with the other words.
  - T: Excellent! Now, listen to the audio. Point to each word, then repeat it. Are you ready?
- Listen to track (7) and repeat the words again.

### Additional Activities

#### 1. The Word Game

**Materials:** Two medium-sized balls or bean bags  
Flash cards

1. Put the flash cards for Unit 1 around the room (visible to all students).
2. Have the class make a circle around you.
3. Say one of the 12 words. (Example: /b/ book) Then toss the ball to a student. The student with the ball can look around the room at the flash cards to find another word that begins with the same letter. The student tosses the ball back to the teacher, then says their word.
4. Continue until all the students have had a chance to say a word. Alternate between the three target letters.
  - T: [talking to S1] Can you say another word that begins with (/a/ /a/), like (ant)? [toss ball to student]
  - S1: [holding ball] (/a/ /a/ apple). [toss ball back]