

Packed with teaching tips, games, and activities tailored to every lesson

# Oxford Phonics World 1

The Alphabet



## Teacher's Book

Kaj Schwermer Julia Chang Craig Wright



OXFORD

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# The Alphabet

## Syllabus

### Unit 1

Aa Bb Cc 

Aa..... apple ax ant alligator  
Bb..... bear bird bed banana  
Cc..... cat cup car computer  
**Story**

### Unit 2

Dd Ee Ff 

Dd..... dog desk doll duck  
Ee..... egg elbow envelope elephant  
Ff..... fish fan farm fork  
**Story**

### Review 1

Song 

Game 

### Unit 3

Gg Hh Ii 

Gg..... gorilla goat gift girl  
Hh..... horse hat house hot dog  
Ii..... insect ink igloo iguana  
**Story**

### Unit 4

Jj Kk Ll 

Jj..... jet jam juice jacket  
Kk..... kangaroo key king kite  
Ll..... lion lamp leaf lemon  
**Story**

### Review 2

Song 

Game 



## Unit 5

Mm Nn Oo



Mm..... monkey milk money mouse

Nn..... nut net nest nose

Oo..... octopus ox olive ostrich

## Unit 6

Pp Qq Rr



Pp..... peach pen panda pineapple

Qq..... queen quiz quilt question

Rr..... rabbit rose rice robot

**Story**

Review 3

Song

Game

## Unit 7

Ss Tt Uu Vv



Ss..... seal sun soap socks

Tt..... turtle tent tiger teacher

Uu..... umbrella up uncle umpire

Vv..... van vet vest violin

**Story**

## Unit 8

Ww Xx Yy Zz



Ww..... wolf web water watch

Xx..... fox box six wax

Yy..... yo-yo yak yogurt yacht

Zz..... zipper zero zoo zebra

**Story**

Review 4

Song

Game

# Introduction

## The Philosophy Behind Oxford Phonics World

*Oxford Phonics World* is a five-level literacy course created by teachers and designed for children learning English for the first time. This series combines a fun, fresh, flexible, and easy-to-teach approach to literacy instruction with a proven classroom methodology that motivates children by helping them discover and strengthen the connections between sounds (phonemes) and the letter or groups of letters (graphemes) that represent those sounds.

Students using the series will be empowered with skills of phonological awareness, the knowledge of the English alphabet, an understanding of sound–symbol correspondences, the abilities of blending and segmenting, and the capability to recognize common irregular words and their spellings by sight.

A friendly cast of Phonics Friends and a diverse array of engaging activities help make the experience of learning English enjoyable, effective, and memorable. By utilizing the language learned in words, sentences, and memorable songs, chants, and stories, students will not only have fun, but will build and strengthen their motivation and confidence every step of the way.

## Organization

*Oxford Phonics World* has been carefully structured to provide students with the skills and confidence they need to progress smoothly and seamlessly through the levels.

**Level 1, The Alphabet**, focuses on the 26 letters of the English alphabet. This level gives beginner students a comprehensive introduction to the written form and sound of each letter.

**Level 2, Short Vowels**, builds on the alphabet learned in Level 1 by introducing students to the concepts of short vowels and blending letters together to create words.

**Level 3, Long Vowels**, introduces different spelling variations of long vowel sounds and the concept that two or more letters can combine to represent a single sound. This will further students' abilities to decode and encode a wide range of words.

**Level 4, Consonant Blends**, teaches consonant clusters, consonant digraphs, and irregular spellings. These concepts often present challenges for students,

and this level has been designed to help students master these combinations.

**Level 5, Letter Combinations**, covers the remaining sounds of English, such as diphthongs, the schwa sound and its variations, and silent letters.

Throughout the series, the units are based on a consistent format to help teachers and students become familiar with the sequence of tasks and features of each unit. Each lesson of a unit begins with a presentation of target sounds and letters and is followed by a variety of practice activities that culminate in a form of production. A combined lesson ends each unit with production activities and a story that provides students with the chance to apply what they have learned. Each story introduces a set of sight and new words. A review unit occurs after every two units and includes a song, various review exercises, and a game for students to use their newly acquired skills in an interactive, fun, and engaging way.

## Lesson Planning Guidelines

Each lesson should include a review of any previously learned letters and sounds. Teachers should explicitly present new material, such as sounds, letters or letter combinations, and key words. This should be followed by open book time, where teachers provide assistance as students work on the activities and practice the new material with the help of the audio CD. Finally, each lesson ends with a speech production activity.

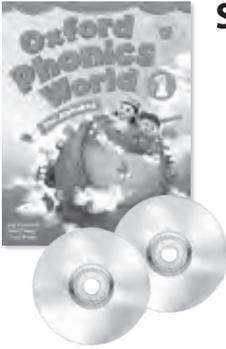
When planning a lesson, try to see the content from students' perspectives in order to help them learn and understand the material more efficiently. Try to anticipate problems they might have. Use clear instructions and allocate time to use the audio support.

## Pacing and Time Guidelines

Approximately 10% of class time should be spent on Warm Up activities, 30% of class time should focus on the presentation of new material, 40% of class time should involve open-book practice, and 20% of class time should concentrate on student application and speech production through songs, chants, stories, and games.

By completing *Oxford Phonics World*, students will gain a well-rounded understanding of phonics that will not only serve as a strong foundation for their English education, but will enable them to successfully confront and complete their main course books.

# Oxford Phonics World Components



## Student Book

- Eight carefully-structured units
- Four review units
- Colorful and engaging artwork captures students' interest
- Two Multi-ROMs (CD-ROM + audio CD) provide take-home interactive games and audio support that includes all listening activities and clear pronunciation
- Includes Student Cards for use in games



## Workbook

- Activities reinforce Student Book lessons
- Activities are suitable for use in class or as homework
- Includes Letter Cards



## e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.

## Phonics Cards

- Convenient landscape format
- Pictures on front, text on back
- Useful for playing games and for presenting vocabulary
- Integrated into every Teacher's Book lesson plan



## Teacher's Book

- Includes an introduction with a description of the course and its teaching methodology
- Provides tips for teaching different aspects of the lessons
- Details the games and activities used in the lesson plans
- Lesson plans contain teaching suggestions for every element of each Student Book and a consistent, step-by-step approach designed to help students learn effectively
- Offers ideas for more games and activities



## iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector/computer
- Teacher can project Student Book and Workbook pages and play audio files
- Includes interactive activities with every lesson to use in class



## Website

- Student and Parent website: [www.oup.com/elt/oxfordphonicsworld](http://www.oup.com/elt/oxfordphonicsworld)
- Teacher's website: [www.oup.com/elt/teacher/opw](http://www.oup.com/elt/teacher/opw)
- Includes interactive activities with every lesson to use in class

## Oxford Phonics World Readers

- Engage young readers
- Match the *Oxford Phonics World* syllabus

# Teaching Techniques

## Teaching Phonics

Teaching children to read, write, and speak in a rich, complex language such as English is no easy task.

Where does one begin? The first step involves providing students with a basic understanding of the Alphabetic Principle, which is the relationship between the sounds and letters of the English language. English letters are a code for English speech sounds; that is, written letters stand for the sounds of the spoken language. *Oxford Phonics World* has been carefully designed to be flexible enough to accommodate a variety of approaches, with the Alphabetic Principle firmly established as the foundation of the course in Level 1, The Alphabet.

Developing phonemic awareness—the understanding that a word is made up of discrete sounds—is an important learning task for students before they learn to read. Being able to listen to, identify, and isolate the sounds of the English language is crucial, as is the ability to clearly produce the sounds. The skills of listening and speaking are especially important in countries where students are learning English as a foreign language and many of the sounds are completely new to them.

When teaching phonics, kinesthetic learning—a learning style in which the student uses physical actions and the senses of touch, sight, and hearing—is particularly useful for students. Many children learn best by doing rather than seeing. The act of writing itself is a powerful way of helping students strengthen and internalize the relationships between sounds and letters. Dictation activities, with students placing appropriate words in sentences, are also effective ways of combining all five elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) into a single activity. Working with the sounds and letters alone, however, is insufficient. The ultimate goal of skilled reading is comprehension, and introducing language in a meaningful context is important. Therefore, *Oxford Phonics World* includes vocabulary, stories, chants, and songs that have been carefully chosen as interesting and meaningful for English learners.

## Teaching Vocabulary

The key purpose of phonics teaching is to enable students to decode (understand phoneme-grapheme relationships) and encode (spell) words. Words are the building blocks of English, and having a good

vocabulary is essential for every student. The problems most students have with words are comprehension and retention.

The best way to teach vocabulary comprehension is to teach words by providing context. Pointing to a picture of the word and using it in a sentence will help convey its meaning. Students can then infer or guess the meaning of the word.

Having good decoding and encoding skills will enable students to become independent readers and will increase their vocabulary retention. Knowing how to decode words means that students don't have to memorize whole words and their spellings. If they forget a word, they can look at the word and sound it out. The more this process is repeated, the larger a student's vocabulary will be.

## Teaching Groups and Pairs

People tend to learn more by doing things themselves rather than being told about them. Working with students in small groups and pairs is an effective way to maximize opportunities for students to speak and interact with each other as well as with the teacher. Small group and pair work will also allow you to monitor students for accurate pronunciation and provide them with valuable feedback.

With large classes, it may be useful to start off introducing target language with the whole class working together so that you can clearly model for the whole class. Then, when students feel comfortable enough, you can divide the class into two groups that will interact. When these two groups are successful, you can divide the class into even smaller groups and, eventually, pairs. Playful, fast-paced activities are particularly effective for small groups and pairs of students.

Whether students are working together as a class or are working in small groups or pairs, keep the principle of “learning by doing” in mind as you plan your activities.

## Teaching with Repetition

The more we hear, say, and read a word, the more familiar we will be with it. To help young students learn new words, teachers should provide them with many opportunities to experience the words in a multisensory way. Students should hear the words

(both from the teacher and the audio support), say the words, read the words, and write the words. This need for repetition does not, however, mean that teachers should have students mindlessly repeat words or write and read lists of words. The vocabulary—or key words, as they are referred to throughout *Oxford Phonics World*—should be woven throughout a class period at different intervals.

## Teaching Presentation Lessons

Each lesson in *Oxford Phonics World* begins with a presentation of that lesson's target language. There are two main types of presentation lessons.

For lessons that introduce new sounds, display the Phonics Friend card containing the target sound and spelling. Then have students produce that sound. Use this time to ensure that students' pronunciation is clear. Finally, introduce the letter or group of letters that stand for that sound.

For lessons that focus on blending skills, first introduce the key word. Next, segment the key word, clearly pronouncing each of the individual sounds within the word (/r/ /a/ /m/). Then say the key word again and blend the sounds together, sliding your finger under the word (/ram/). Finally, say the key word naturally.

## Teaching Key Words and Sight Words

For Levels 2-5, after presenting the lesson's target sound and letter combination, write the first key word in Activity B on the board and model reading the word by saying the sounds out loud. Show students the Phonics Card for that word. Then ask the students to read the word, running their fingers under the word in their book. Praise them for their attempts and correct the students' pronunciation if necessary.

Then play the Audio CD. Students listen, point to the pictures as they hear the corresponding words, and repeat the words they hear in the audio.

Finally, point to the pictures randomly and ask the students to say the words.

Sight words are high-frequency words found on the Dolch List. The Dolch List includes the most common 220 words and 95 nouns used in children's books. They are best taught in the context of the stories in *Oxford Phonics World*.

## Teaching with Songs and Chants

Children love movement, melody, and rhythm, and it is difficult to imagine a children's lesson without music. Songs and chants can bring language to life and help students work with new sounds and words in a fun and engaging way. Every lesson in *Oxford Phonics World* includes a unique chant. These chants have been carefully constructed to be meaningful as well as to contain key words from the lesson. When introducing a chant, have students listen to and chant the entire sentence (or say the words for the pictures in Level 1). Then, after the audio, build the sentence incrementally from the beginning. Finally, ask students to read the chant aloud as a group and as individuals.

Each review unit in *Oxford Phonics World* contains a unique song written by award-winning songwriter Laurie Thain and musician Gordon Maxwell. These songs are accompanied by a full-page illustration containing the key words mentioned in the song. There are numerous ways to use these songs, and the chants mentioned above, to enhance your lessons and build student comprehension.

- Young children love to move around. When introducing songs or chants, start with one or two simple actions or movements that students can do as they sing or chant.
- Having a special ending to a song can make all the difference between a truly memorable experience or one that is quickly forgotten. Try to think of fun and creative ways to begin or end a song or chant. An interesting gesture or sound effect at the beginning or end of a song or chant can help make the experience that much more memorable for students.
- Change the lyrics to include your students' names, encourage students to find substitute words, or simply give them a choice as to what extent they want to get involved in the song or chant.
- You may want to alternate quieter activities with more dynamic ones in order to add variety and a change of pace. Take time to think of how the song fits into the overall lesson itself. Try to think of creative ways to act out songs and repeat them throughout the levels. Students may enjoy making up additional verses to the songs and "tongue twister" chants. Encourage their creativity!

# Games and Activities

**Alphabet Game** reviews alphabetical order. Divide the class into teams and separate the teams. Give each team a set of shuffled Student Cards with one word each from the target section of the alphabet. Each team should have a different set of words that represent the alphabet. When you say *Go!* teams race to alphabetize their cards. The first team to finish wins. Then, have teams go around the room and check that the other groups ordered their cards correctly.

**Beanbag Toss** provides speaking and vocabulary practice. There are two versions, and both can be played with any small, soft object such as a beanbag, a stuffed animal, a soft ball, or a board eraser. Version 1: Students stand or sit on the floor in a circle. One student has the beanbag, says a key word, and then tosses, rolls, or slides the beanbag to another student who says a different key word. Students cannot repeat the word that was said before theirs. Version 2: Display the Phonics Cards in the front of the room. Students take turns tossing the beanbag at a card. Students say the word of the card that is closest to where the beanbag lands.

**Bingo** practices listening and vocabulary. Have each student draw a three-by-three square grid on a piece of paper. Students select nine of their Student Cards and place them randomly on their bingo grid with the images facing upward. Call out key words from the unit(s). When a student has a matching card, they turn it over or cover it with a piece of paper. The first student who gets three of their Student Cards in a horizontal, vertical, or diagonal row shouts *Bingo!* and wins.

**Buzzers** focuses on speaking and vocabulary. Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap their buzzer and say (*apple*) wins a point. If the answer is incorrect, the other player gets a chance to answer.

**Chair Game** practices listening and vocabulary. Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather around to watch. Put two different Phonics Cards, pictures up, on the chairs. Say a key word of one of the cards. Students try to be the first to sit on the chair with that card. For added challenge, use additional cards and chairs.

**Charades** is a classic game that involves speaking and vocabulary practice. Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word. Students silently act it out for their team to guess. This can also be played as a class.

**Concentration** focuses on vocabulary recognition and speaking. Divide students into pairs. Each pair should use two sets of Student Cards. Have pairs shuffle their cards and turn them over on a desk, on the floor, or on another surface, so that the pictures are down. Students take turns flipping two cards and saying their words. When a student matches two pictures, he or she says the word and their partner repeats. The student who matched the cards keeps them. Have students reshuffle and repeat if they clear the cards.

**Do As I Say** practices vocabulary and speaking. Provide the students with motions that correspond to the unit’s key words. For example, for “apple,” mime picking an apple from a tree and eating it. Have students join you in the motions and practice them until they understand each one. Then, have them watch you. Choose one motion and perform it. Students should imitate the motion and say its key word. Change motions and increase your speed incrementally.

**Down the Line** sharpens vocabulary and speaking skills. Place shuffled Phonics Cards in a line on the floor. Divide students into two teams. Have a student from each team start at opposite ends and go down the line of cards, saying each card’s word in a race to get to the other end. If students meet at the same card, have them play **Rock, Paper, Scissors** and have the winner say a word that begins with a sound you provide them. Then, the game continues.

**Hop and Say** builds listening and speaking skills. Have students stand in a line at the front of the class and give each one a Student Card. When you call a word, the students with that card hop forward and repeat you. Call out the key words in a random order. Have students trade cards occasionally.

**Hot Word** focuses on speaking. Have students sit in a circle and give a Student Card to each student. Play music. While you do, the students pass the cards in one direction around the circle. Students stop passing the cards when the music stops. Have students say the word of the card in their hands. Repeat as time permits.

**Letter Trace Relay** helps students practice writing and speaking. Divide the class into teams and put them in lines facing the board. With your finger, trace a set of partner letters on the back of the last student in each line. When you say *Go!* students trace the letters down the line. The first student in each line goes to the board, writes the letters, and says the name of the letters. The first team to do this correctly wins a point. Bring the first student to the back of the line to change the order.

**Line Up** provides students with listening and speaking practice. Give each student one of the Student Cards. Then say a unit's key words in any order. The students form groups at the front of the class in the order you called. Each group holds up their cards and shouts the corresponding key words. Then students exchange cards. Repeat and change the order each time.

**Make Your Own Story** involves reading, writing, and speaking. Give each student a piece of paper. Have them draw four story frames like those in the Student Book. Have them illustrate their own story and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. When students finish, encourage them to read their stories to the class.

**Picture Game** practices vocabulary, listening, and speaking. Divide the class into small teams. Give paper and crayons to each team. Bring one student away from each team and whisper a key word to him or her. Without speaking, students return to their team and draw a picture of the key word you whispered. The first team to guess correctly wins a point. Repeat until all students have had a turn to draw.

**Pop Up** builds listening and speaking skills. Tell students which phonics sound to listen for and then slowly and clearly say several of the key words, one of which includes the target sound. Students stand when they hear the target sound and sit when a different sound is said. Repeat with increasing speed.

**Rhythm Circle** is a way to practice speaking and vocabulary in the form of a chant. Students sit in a circle and keep a simple rhythm by slapping their hands on their thighs (*slap, slap*), clapping their hands (*clap, clap*), and snapping their fingers (*snap, snap*) at the same time as they speak. To play, call out a sound or a letter. Students take turns around the circle saying key words

that begin with that sound or letter: *slap, slap, clap, clap, (cat), (cat)*, until you change the category.

**Sound Families** practices alphabetical order. Put students into small teams. Each team uses a set of shuffled Student Cards. When you say *Go!*, students work to put the student cards into separate groups that represent the correct letter and sound. The first team to finish wins and says the words.

**Teacher's Mistake** involves listening and speaking. Use the Phonics Cards from a unit or more than one unit. Show the cards and say the word for each. Occasionally, say the wrong word. Students repeat you if the word is correct. If the word is incorrect, students raise their hand and correct you by shouting the correct word.

**Telephone** is a fun, classic game for listening and speaking. Have the class form one line. Whisper a different sound and key word to the student at each end, e.g., /k/, /k/, *cup* and /k/, /k/, *computer*. Students whisper the sounds and key words along the line without repeating themselves. When the sounds and key words reach the end, have the students on the ends say the original sound and key word.

**Touch** builds listening and speaking skills. Use a unit's target Student Cards. Have students get into groups of five or six and make a circle around a desk. Spread the Student Cards, pictures up, on the desk in the middle of each group. Model the game for them, saying *Touch (banana)* and having everyone repeat you as they try to touch the correct Student Card as quickly as possible. Then, have one student be the leader and say the next word. Repeat so that each student gets the chance to be the leader and say *Touch (banana)*. This game can also be played in time to a chant, especially with students giving or taking cards as indicated by the words, e.g., *I have a (hat)*, or *Is that your (car)?*

**What's on My Back?** is a fun drawing game to practice vocabulary and speaking. Divide the class into pairs. Have one student in each pair use their fingertip or a paperclip to draw a picture of a key word on their partner's back. The partner tries to guess the key word. If he or she is correct, the two students switch roles. For an added challenge, give the class a time limit. Pairs should try to draw and guess the key words as quickly as they can.

### Lesson 1 Objectives:

- Learn /a/ and Aa
- Learn four Aa key words

**Key Words:** apple, ax, ant, alligator

### Materials:

Phonics Cards 1–5  
CD1 Tracks 03–06

### Warm Up

Greet any students with /a/ names, saying *Hello Alice, /a/, /a/, Alice*, so that students understand they will be focusing on the /a/ sound. If this does not apply to any students, sing and review the Alphabet Song.

### Use Pages 4–5

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 03.

CD1 03  
Hi, I'm an angry apple.  
/a/ /a/ This is the /a/ sound.  
This is the letter A.  
/a/ /a/ angry apple  
/a/ /a/ angry apple  
What's the beginning sound?  
/a/  
What letter is this?  
A

Show the *Angry Apple* Phonics Friend card. Have a student pretend to be an angry apple and introduce himself or herself. Other students repeat. Continue with several more students.

#### B. Listen, point, and repeat.

Play CD1 Track 04. Have students point as they hear the words.

**Unit 1**
**Aa Bb Cc**

**A Listen and repeat.** disc 1 03

Aa

angry apple

**B Listen, point, and repeat.** disc 1 04

1.

2.

3.

4.

4 Unit 1

- CD1 04
- |                 |                         |
|-----------------|-------------------------|
| 1. apple, apple | 3. ant, ant             |
| 2. ax, ax       | 4. alligator, alligator |
| ax, ax          | alligator, alligator    |

Point to the pictures in a different order and have students name them.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C on their own. Then have students come to the board to practice writing the letters.

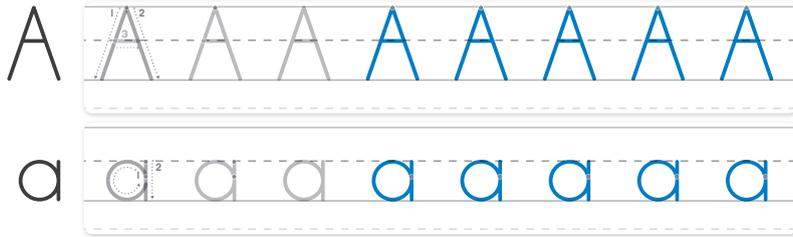
#### D. Listen. Then write Aa or cross it out.

Play CD1 Track 05.

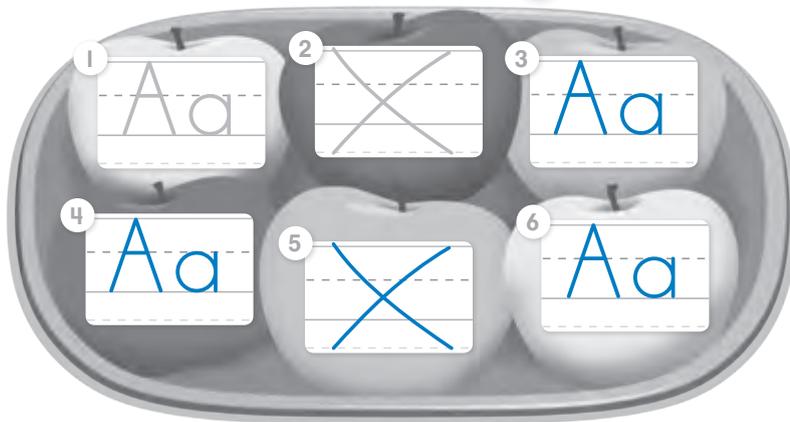
- CD1 05
- |                         |             |
|-------------------------|-------------|
| 1. ant, ant             | 5. cup, cup |
| 2. bear, bear           | 6. ax, ax   |
| 3. apple, apple         |             |
| 4. alligator, alligator |             |

After students complete exercise D, have them point to the apples and say /a/, /a/, *apple*. Use the Phonics Cards that correspond to the vocabulary. Have students tell you the names of the pictures on the Phonics Cards.

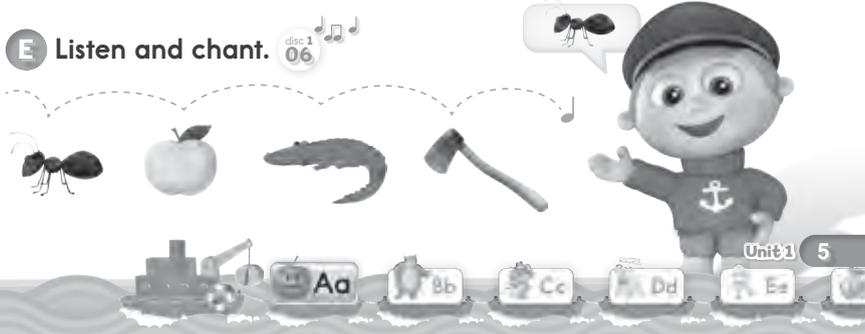
## C Trace, write, and say.



## D Listen. Then write Aa or cross it out. disc 1 05



## E Listen and chant. disc 1 06



### E. Listen and chant.

Play CD1 Track 06. Have students point to each image as they chant. Each line repeats.

ant, /a/, /a/, ant  
apple, /a/, /a/, apple  
alligator, /a/, /a/, alligator  
ax, /a/, /a/, ax  
ant, apple, alligator, ax (x2)

CD1  
06

Divide students into four groups, one for each key word in the chant, and have them perform an action when their word is said. For example, have the “apple” group of students clap their hands when they hear and chant “apple.” Have each group change words and actions often as time permits.

1. **Say It.** Divide students into groups and have them stand. Have students watch carefully as you show them Phonics Cards of the key words. Put the cards down and have students say them in the order that they were shown. Repeat this process with the cards in a different order and gradually pick up speed. Students who make a mistake should sit down but can participate from their seats. The group that has the most students left standing wins.
2. **Beanbag Toss** (p. 8). Display the target Phonics Cards at the front of the room. Students take turns tossing a beanbag (or another soft object) at a card. Students say the name of the card that is closest to where the beanbag lands.
3. **Do As I Say** (p. 8). Provide the students with motions that correspond to the unit’s key words. For example, for “apple,” mime picking an apple from a tree and eating it. Have students join you in the motions and practice each one until they understand them. Then have them watch you. Choose one motion and perform it. Students should imitate the motion and say its key word. Change motions and increase speed as students say the key words.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 2. Have students complete this page for homework or in class. See Teacher’s Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 2 Objectives:

- Learn /b/ and Bb
- Learn four Bb key words

**Key Words:** bear, bird, bed, banana

### Materials:

- Phonics Cards 6–10
- Student Cards 5–8
- CD1 Tracks 07–09

### Warm Up

Have one student choose an Aa Phonics Card and display it. The first student to say the key words gets to choose the next card.

### Use Pages 6–7

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 07.

Hello, I'm a big bear.  
 /b/ /b/ This is the /b/ sound.  
 This is the letter B.  
 /b/ /b/ big bear  
 /b/ /b/ big bear  
 What's the beginning sound?  
 /b/  
 What letter is this?  
 B

CD1  
07

Show the *Big Bear* Phonics Friend card. Then divide the class into three groups. Have each group repeat one part of the opening dialogue: /b/, bear, or big bear. Switch parts and repeat.

#### B. Listen, point, and repeat.

Play CD1 Track 08. Have students point as they hear the words.

- |               |                   |
|---------------|-------------------|
| 1. bear, bear | 3. bed, bed       |
| bear, bear    | bed, bed          |
| 2. bird, bird | 4. banana, banana |
| bird, bird    | banana, banana    |

CD1  
08

Aa Bb Cc

**A Listen and repeat.** disc 1  
07



big bear

**B Listen, point, and repeat.** disc 1  
08

1.



2.



3.



4.



6 Unit 1

Point to the pictures in a different order and have students name them. Have students create gestures for the words and show them to the class.

#### C. Trace, write, and say.

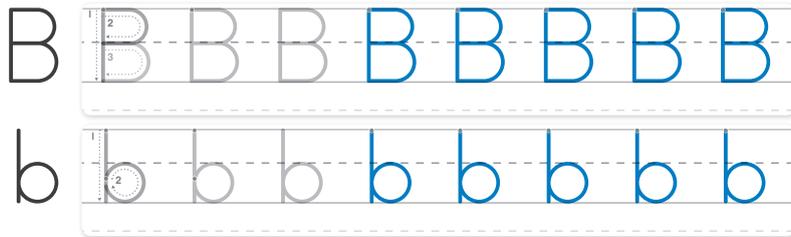
Model writing the partner letters and have students do exercise C on their own. Then divide the class into teams. Say one of the Bb key words. Students quickly write the partner letters *Bb* on the board. The first student to finish

(legibly) wins. Occasionally say an Aa key word to keep students listening.

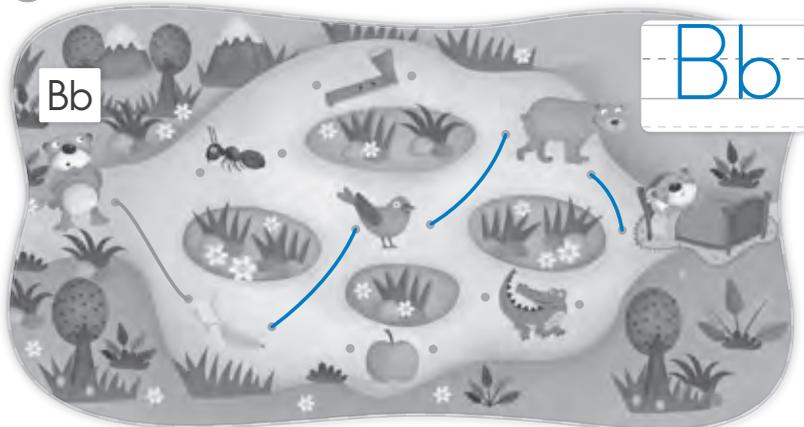
#### D. Connect. Then write Bb.

Say /b/ and bear and name the first two items on the split path. Model how to connect items. Then have students finish connecting the /b/ pictures and write *Bb*. After students have completed exercise D, have them point to the /b/ items and say /b/, /b/, bear, /b/, /b/, banana, and so on.

## C Trace, write, and say.



## D Connect. Then write Bb.



## E Listen and chant.

disc 1  
09



Unit 1 7

### E. Listen and chant.

Play CD1 Track 09. Have students point to each image as they chant. Each line repeats.

bed, /b/, /b/, bed  
bear, /b/, /b/, bear  
banana, /b/, /b/, banana  
bird, /b/, /b/, bird  
bed, bear, banana, bird (x2)

CD1  
09

Divide students into groups of four. Have each group stand around a desk and put a set of Student Cards for the four key words, picture side up, on it. Have the students in each group say the chant and point to the correct card. During the last line, students race to grab a card when its key word is said in the chant. Repeat the chant as often as time will allow.

1. **Find and Say.** Ask students to put their heads down and close their eyes. Hide individual Phonics Cards around the classroom. Then have students quietly find the cards. When a student finds a card, he or she should say the sound and then the word. Have the rest of the class repeat the sound and the word. Students continue to look for the other three Phonics Cards as long as time permits.
2. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one a Bb Student Card. When you call a word, the students with that card hop forward and repeat the word. Call out the key words in a random order. Then have students change cards and play again.
3. **Line Up** (p. 9). Give each student a Bb Student Card. Say the key words in any order. The students form groups at the front of the class in the same order as the words you called. The members of each group hold up their cards and shout the associated word. Then students exchange cards. Repeat and change the order each time.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 3. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 3 Objectives:

- Learn /k/ and Cc
- Learn four Cc key words

**Key Words:** cat, cup, car, computer

### Materials:

- Phonics Cards 11–15
- Student Cards 9–12
- CD1 Tracks 10–12

### Warm Up

Play **Match It**. Give each student a set of shuffled Aa and Bb Student Cards. Say one of the key words. Students race to hold the correct card up and repeat after you. Review all the words.

### Use Pages 8–9

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 10.

Hi, I'm a cool cat.  
/k/ /k/ This is the /k/ sound.  
This is the letter C.  
/k/ /k/ cool cat  
/k/ /k/ cool cat  
What's the beginning sound?  
/k/  
What letter is this?  
C

CD1  
10

Show the *Cool Cat* Phonics Friend card. Then do a **Rhythm Circle** (p. 9) with the words *cool* and *cat*.

#### B. Listen, point, and repeat.

Play CD1 Track 11. Have students point as they hear the words.

- |             |                       |
|-------------|-----------------------|
| 1. cat, cat | 3. car, car           |
| cat, cat    | car, car              |
| 2. cup, cup | 4. computer, computer |
| cup, cup    | computer, computer    |

CD1  
11

Aa Bb Cc

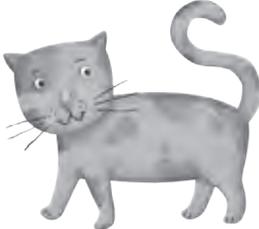
**A Listen and repeat.** disc 1  
10



cool cat

**B Listen, point, and repeat.** disc 1  
11

1.



2.



3.



4.



8 Unit 1

Point to the pictures in a different order and have students name them. Then play **Odd One Out**. Display the Cc Phonics Cards. Include one or two cards from previous units. Have the class say the name of each card aloud. Then repeat the names and have students raise their hands when you say the name of a card that doesn't belong.

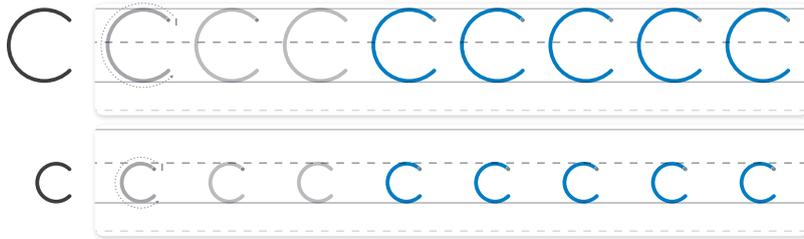
#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C.

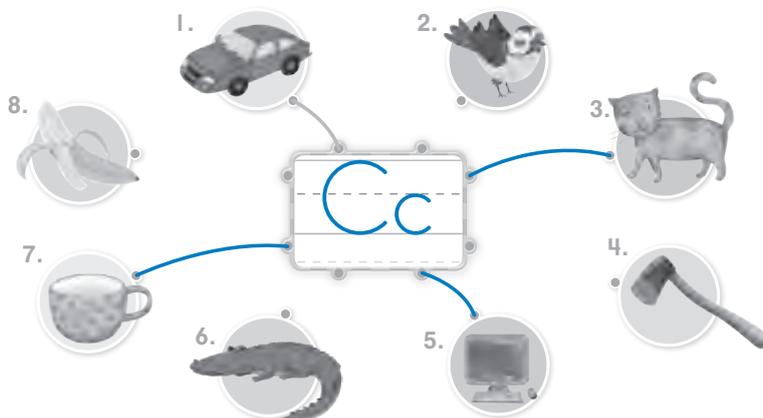
#### D. Write Cc. Then match.

Model the first one for the class. Say /k/, /k/, *car* and show students where to draw the line. Then have students do the activity on their own. After students have completed exercise D, have them point to each item and say the sound and word. Make sure students have matched the correct items.

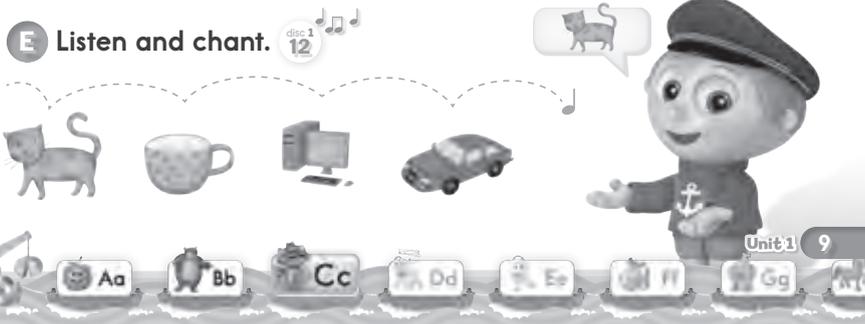
## C Trace, write, and say.



## D Write Cc. Then match.



## E Listen and chant.



### E. Listen and chant.

Play CD1 Track 12. Have students point to each image as they chant. Each line repeats.

cat, /k/, /k/, cat  
 cup, /k/, /k/, cup  
 computer, /k/, /k/, computer  
 car, /k/, /k/, car  
 cat, cup, computer, car (x2)

CD1  
12

Divide students into teams of four and have them line up near the front of the classroom. Display the Cc Phonics Cards. Say the target sound twice and one of the key words: /k/, /k/, *car*. The first student in each line races to the board to touch the *car* Phonics Card and says: /k/, /k/, *car*. If the student does this correctly, their team gets a point. If not, the second student to the card gets a chance. Repeat as time permits. The team with the most points wins.

1. **Hot Word** (p. 8). Have students sit in a circle and give a Cc Student Card to each. Play music while the students pass the cards in one direction around the circle. When the music stops, go around the circle and have students say the word of the card they're holding. Repeat as often as time permits.
2. **Repeat You, Repeat Me** (p. 9). Assign a gesture to each of the four key words. Do a gesture, say the word, and then say a student's name. That student repeats your gesture and word, adds his or her own gesture and word, and then says another student's name. That student imitates the previous two actions and words and adds his or her own. See how long the class can keep the chain going.
3. **Telephone** (p. 9). Have the class form one line. Whisper a different Cc key word to the student at each end. Students whisper the key words down the line without repeating themselves. When the key words reach the ends of the line, have the students on the ends say the sound and key word they heard.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 4. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 4 Objectives:

- Review the key words from Unit 1
- Listen to and read a story
- Learn sight words

**Sight Words:** an, a, it, is

### Materials:

- Phonics Cards 1–15
- Student Cards 1–12
- CD1 Tracks 13–14

### Warm Up

Play **Pop Up** (p. 9) to review. For an added challenge, divide the class into three teams: team Aa, team Bb, and team Cc.

### Use Pages 10–11

#### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word. After students complete exercise A, use the pictures as a way to review and encourage student participation. Point to pictures in exercise A at random and have students name each one.

#### B. Listen and circle.

Play CD1 Track 13. Have students repeat the words they hear and point to the pictures in their books.

1. bird, bird
2. car, car
3. apple, apple

Use the Phonics Cards for the key words that were not included in exercise B. Show the students a Bb Phonics Card. Have them say the word and then bring their focus back to the pictures in exercise B. For example, use the *banana* Phonics Card and say /b/, /b/, *banana*. Then point to number 1 in

### Aa Bb Cc

**A** Which ones begin with the same sound? Circle.

1.

2.

3.

**B** Listen and circle. disc 13

1.

C B A  
b a c

2.

A B C  
a c b

3.

B A C  
c b a

**C** Write.

1.

2.

3.

4.

exercise B and say /b/, /b/, *bird*. Repeat as time permits.

#### C. Write.

Before the students write partner letters for each picture, have them point at the picture, say its initial sound twice, and then say the word. Model this for them. For number 1, say /k/, /k/, *cat*. Then have the students do this on their own. After the exercise, show Phonics Cards for other key words and have students come to the board and write the correct partner letters for each card.

#### D. Look and listen. Read along.

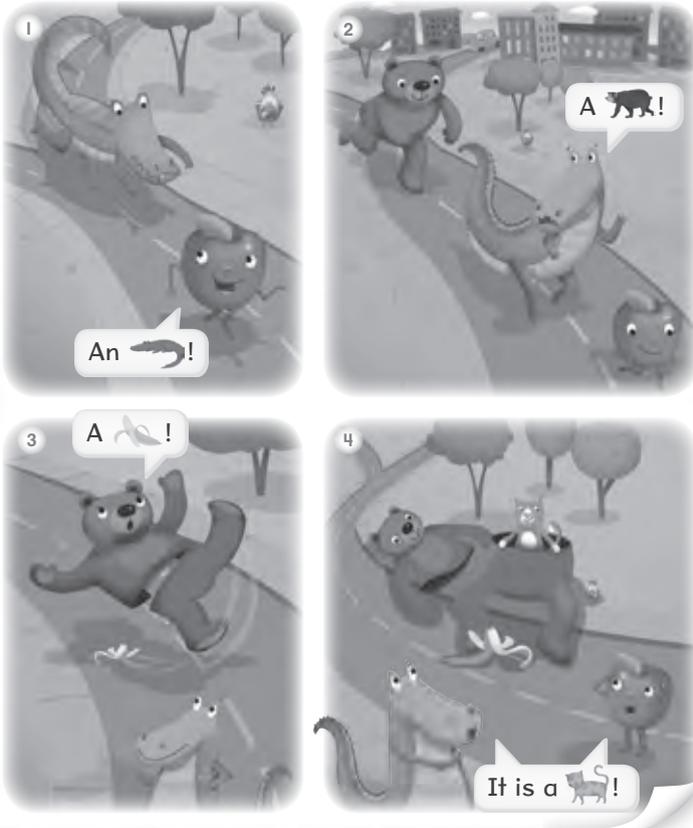
1. **Read along.** Play CD1 Track 14. Have students listen to the story once.

1. An alligator!
  2. A bear!
  3. A banana!
  4. It is a cat!
- Sight words: an, a, it, is

Play the story again and have students point to the pictures of the key words that they hear and see in the story. Then read the story for the students. Finally, have each student read the story on their own.

## Story

D Look and listen. Read along. disc 1  
14



Sight words: an a it is

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Unit 1 11

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Have students act out the story. Assign the roles of the apple, the alligator, the bear, and the cat to four students. Encourage students to have fun while they act out the story. When they are finished, choose four different students to act out the story. Repeat as time permits.
- Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Circulate the room and make sure they are pointing to the correct words as they read.

- Touch** (p. 9). Model the game, saying *touch* (computer). Have students repeat as they touch the correct Student Card as quickly as possible. Then have one student be the leader and say the next word. Repeat so that each student gets the chance to be the leader.
- What's on My Back?** (p. 9). Divide the class into pairs. Have one student in each pair use their fingertip or a paperclip to draw a picture of one of the key words on their partner's back. The partner tries to guess the key word. If they are correct, the two students switch roles. If they are incorrect, they continue guessing. For an added challenge, give the class a time limit. Pairs should try to draw and guess the key words as quickly as they can in order to see how many correct answers they can get before time runs out.
- Make Your Own Story** (p. 9). Give each student a piece of paper. Have them draw four story frames like those on page 11 in the Student Book. Have them illustrate their own stories and include pictures that represent the Aa, Bb, and Cc key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 5. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1
- Unit 1 Online Test

### Lesson 1 Objectives:

- Learn /d/ and Dd
- Learn four Dd key words

**Key Words:** dog, desk, doll, duck

### Materials:

- Phonics Cards 16–20
- Student Cards 13–16
- CD1 Tracks 15–18

### Warm Up

Play **Teacher's Mistake** (p. 9). Use the Phonics Cards from the previous unit.

### Use Pages 12–13

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 15.

CD1 15  
Hello, I'm a dizzy dog.  
/d/ /d/ This is the /d/ sound.  
This is the letter D.  
/d/ /d/ dizzy dog  
/d/ /d/ dizzy dog  
What's the beginning sound?  
/d/  
What letter is this?  
D

Have students take turns pretending to be dizzy dogs and introducing themselves. Have each student hold the *Dizzy Dog* Phonics Friend card as they pretend.

#### B. Listen, point, and repeat.

Play CD1 Track 16. Have students point as they hear the words.

- CD1 16
- |               |               |
|---------------|---------------|
| 1. dog, dog   | 3. doll, doll |
| dog, dog      | doll, doll    |
| 2. desk, desk | 4. duck, duck |
| desk, desk    | duck, duck    |

Point to the pictures in a random order and have students name them.

**Unit 2**
**Dd Ee Ff**

**A Listen and repeat.** CD1 15

Dd

dizzy dog

**B Listen, point, and repeat.** CD1 16

1.

2.

3.

4.

12 Unit 2

#### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C.

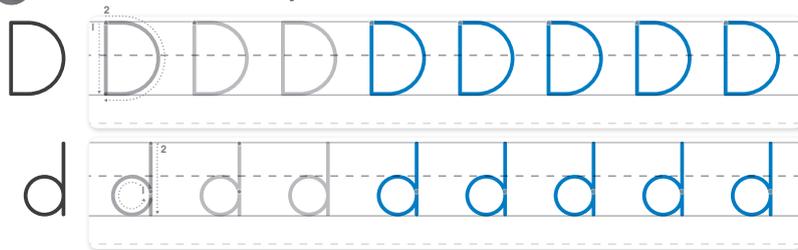
#### D. Which ones begin with the d sound? Listen and circle.

Play CD1 Track 17.

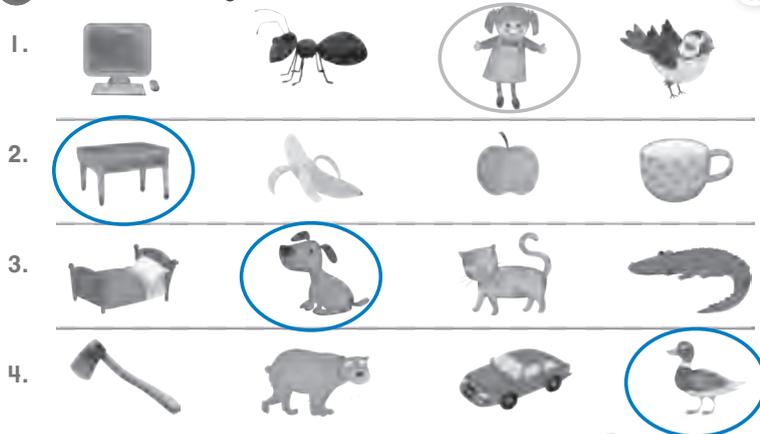
- CD1 17
- computer, computer  
ant, ant  
doll, doll  
bird, bird

- desk, desk  
banana, banana  
apple, apple  
cup, cup
- bed, bed  
dog, dog  
cat, cat  
alligator, alligator
- ax, ax  
bear, bear  
car, car  
duck, duck

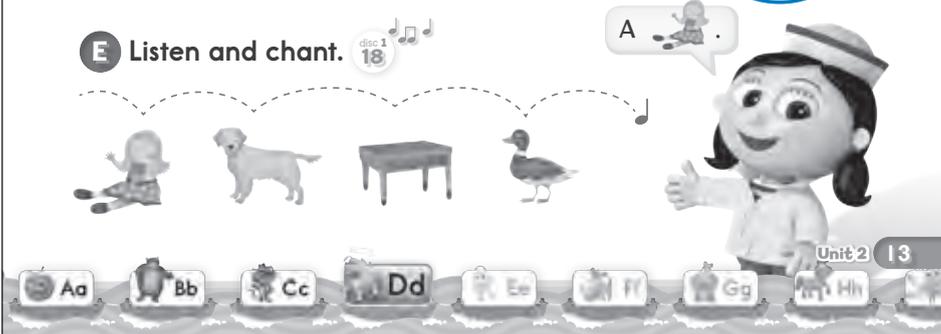
## C Trace, write, and say.



## D Which one begins with the d sound? Listen and circle.



## E Listen and chant.



Choose four Phonics Cards, only one of which begins with /d/. Have the class name the cards and raise their hands when they say the names of the Dd cards.

doll, dog, desk, duck (x2)  
A doll. A dog.  
A desk. A duck.

### E. Listen and chant.

Play CD1 Track 18. Have students point to each image as they chant. Each line repeats.

doll, /d/, /d/, doll  
dog, /d/, /d/, dog  
desk, /d/, /d/, desk  
duck, /d/, /d/, duck

CD1  
18

Divide students into four groups and give each group a word from the chant. Have the students in each group perform an action when their word is said in the chant. For example, have the “doll” group of students mime holding a doll when they hear and chant *doll*. Then have the groups switch roles. Repeat as often as time allows.

- What Do You Have?** Shuffle the Dd and Bb Student Cards. Give each student a card. Then say either /d/ or /b/. If you say /d/, all students with a Dd Student Card should stand and take turns telling the class which card they have.
- Match the Order.** Display the Dd Phonics Cards. Divide the class into teams of four and have each team stand around a desk. Place a set of Dd Student Cards on each desk, pictures down, so that students cannot see the pictures. When you say *Go!* the team flips over their cards and tries to match the order of the displayed cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat.
- What's the Letter?** Divide the class into teams of four or more. Whisper A, B, C, or D to a student from each team. The students go back to their teams and silently mime the shape of the letters with their bodies. The first team to correctly guess the letter wins a point. Assign different letters to different students and repeat. Use students' responses to review the key words for each letter.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 6. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

### Lesson 2 Objectives:

- Learn /e/ and Ee
- Learn four Ee key words

**Key Words:** egg, elbow, envelope, elephant

### Materials:

Phonics Cards 21–25  
CD1 Tracks 19–22

### Warm Up

Play a team game, such as **Charades** (p. 8) or **Picture Game** (p. 9), to review the key words from previous lessons.

### Use Pages 14–15

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 19.

Hi, I'm an energetic egg.  
/e/ /e/ This is the /e/ sound.  
This is the letter E.  
/e/ /e/ energetic egg  
/e/ /e/ energetic egg  
What's the beginning sound?  
/e/  
What letter is this?  
E

CD1  
19

Hold the *Energetic Egg* Phonics Friend card. Have students say *energetic egg*.

#### B. Listen, point, and repeat.

Play CD1 Track 20. Have students point as they hear the words.

1. egg, egg  
egg, egg
2. elbow, elbow  
elbow, elbow

CD1  
20

3. envelope, envelope  
envelope, envelope
4. elephant, elephant  
elephant, elephant

Point to the pictures in a different order and have students name them. Increase your pointing speed, and repeat.

#### C. Trace, write, and say.

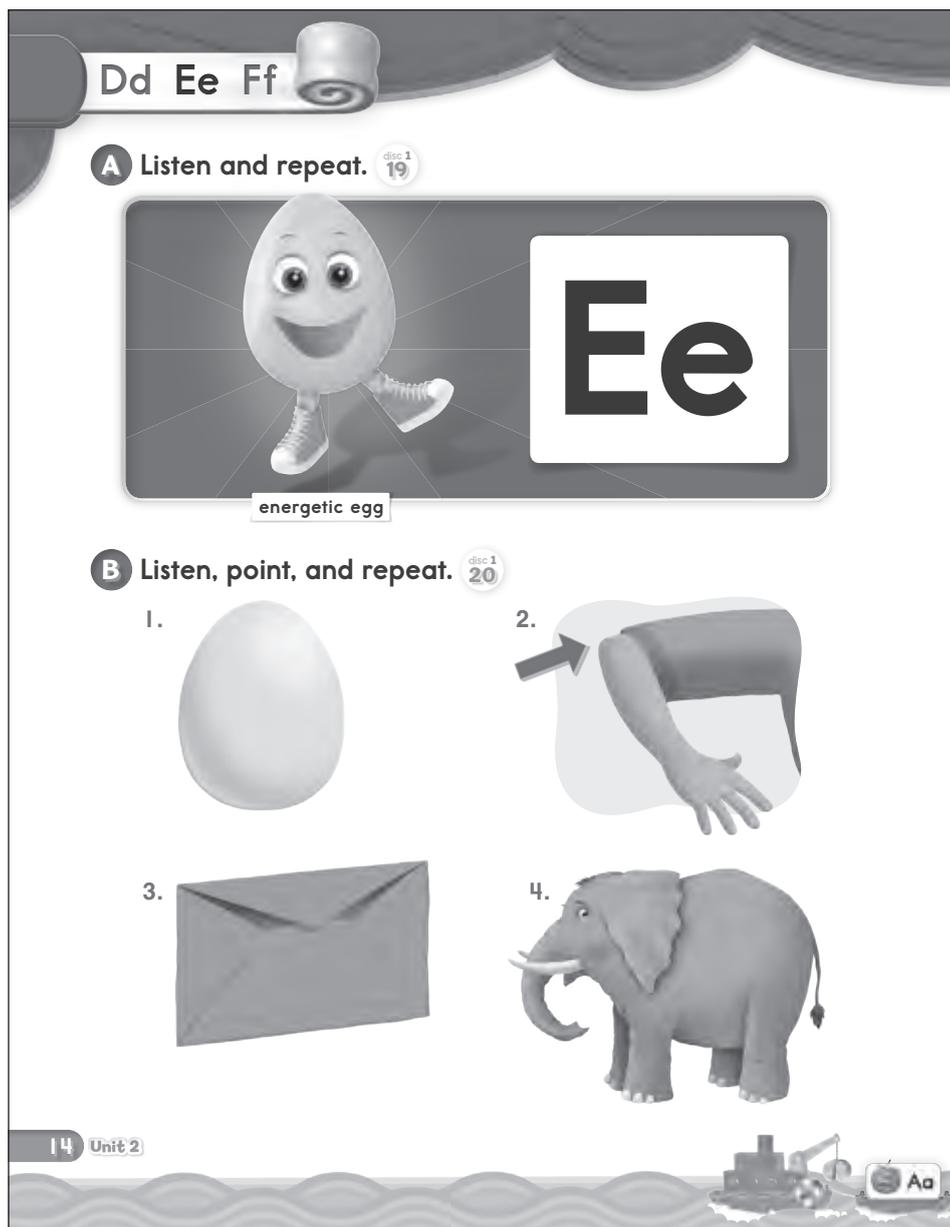
Model the writing and have students do exercise C. Assist students with stroke order.

#### D. Listen. Then write Ee or cross it out.

Play CD1 Track 21. Make sure students cross out number 1, *duck*, then continue.

1. duck, duck
2. elbow, elbow
3. egg, egg
4. ax, ax
5. elephant, elephant
6. desk, desk
7. computer, computer
8. envelope, envelope

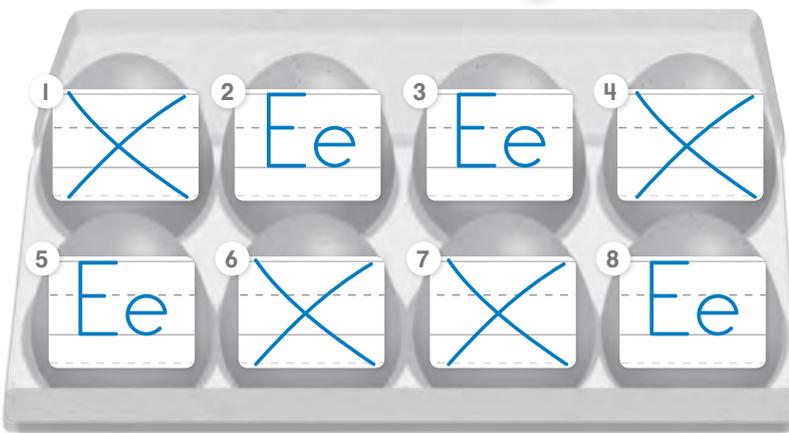
CD1  
21



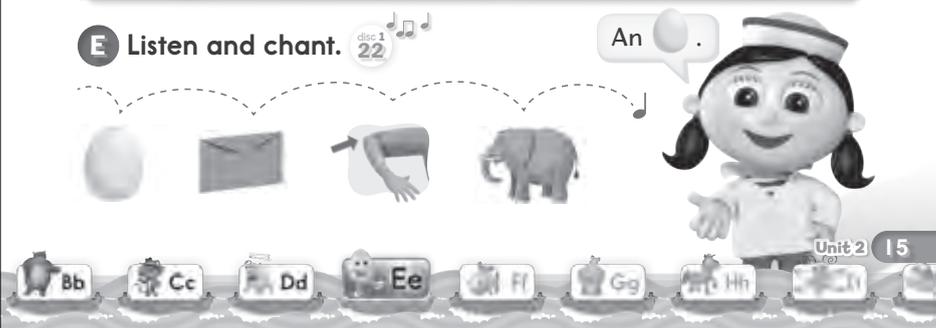
## C Trace, write, and say.



## D Listen. Then write Ee or cross it out.



## E Listen and chant.



Check answers. Then read the Ee Phonics Cards in a random order. Have students raise their hands when they hear an Ee key word.

### E. Listen and chant.

Play CD1 Track 22. Have students point to each image as they chant. Each line repeats.

egg, /e/, /e/, egg  
 envelope, /e/, /e/, envelope  
 elbow, /e/, /e/, envelope  
 elephant, /e/, /e/, elephant  
 egg, envelope, elbow, elephant (x2)  
 An egg. An envelope.  
 An elbow. An elephant.

Divide the class into four groups and give each an Ee key word. Play the chant again. Students stand when they hear their word. Reassign the words and repeat as time permits.

- Writing Race.** Divide the class into teams. Have one student from each team come to the board. Say *Go!* and give the students 30 seconds to write Ee as many times as they can. The student who writes the most partner letters (legibly) wins a point for their team. Repeat until every student has had a turn.
- Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center as other students watch. Put a different Phonics Card on each chair. Say the name of one of the cards. The two students race to be the first to sit on the chair with that card. For added challenge, use all four cards and have four teams compete for one of the four chairs.
- Rock, Paper, Scissors.** Students count *1! 2! 3!* and show one of three hand gestures: rock (a fist), scissors (two fingers extended like scissors), and paper (a flat palm). Rock beats scissors, paper covers rock, scissors cut paper. Whoever does not win each round says a key word from the lesson. They cannot say the word that was said in the previous round. Encourage students to play quickly.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 7. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

### Lesson 3 Objectives:

- Learn /f/ and Ff
- Learn four Ff key words

**Key Words:** fish, fan, farm, fork

### Materials:

- Phonics Cards 26–30
- Student Cards 21–24
- CD1 Tracks 23–25

### Warm Up

Using the Phonics Cards, play **Guess the Next Card** to review Dd and Ee key words. Have students stand and guess which card you will show. If they guess correctly, they continue standing. The last student standing wins.

### Use Pages 16–17

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 23.

CD1 23  
Hello, I'm a funny fish.  
/f/ /f/ This is the /f/ sound.  
This is the letter F.  
/f/ /f/ funny fish  
/f/ /f/ funny fish  
What's the beginning sound?  
/f/  
What letter is this?  
F

Display the *Funny Fish* Phonics Friend card and have students introduce themselves as funny fish. Listen closely to their pronunciation, as some students may find /f/ difficult to pronounce.

#### B. Listen, point, and repeat.

Play CD1 Track 24. Have students point as they hear the words.

Dd Ee Ff

**A Listen and repeat.** disc 1 23



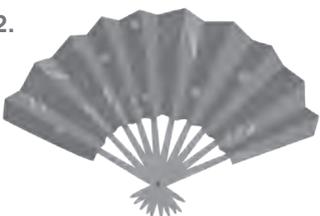
Ff

**B Listen, point, and repeat.** disc 1 24

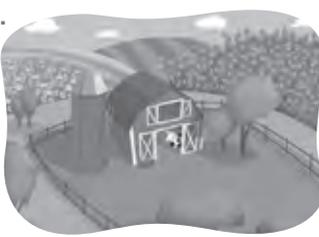
1.



2.



3.



4.



16 Unit 2




- CD1 24
- |               |               |
|---------------|---------------|
| 1. fish, fish | 3. farm, farm |
| fish, fish    | farm, farm    |
| 2. fan, fan   | 4. fork, fork |
| fan, fan      | fork, fork    |

Point to the pictures in a different order and have students name them. Then show three Ff Phonics Cards. Have students identify the missing card.

#### C. Trace, write, and say.

Model the writing and have students do exercise C. Then have students come to the board in pairs, write *F* or *f*, and then draw a picture of an appropriate

key word, e.g., *F* as the parts of a fan or *f* as a fish's fin. After pairs complete their drawings, the class names the letter and the picture that each pair drew. Repeat as time permits.

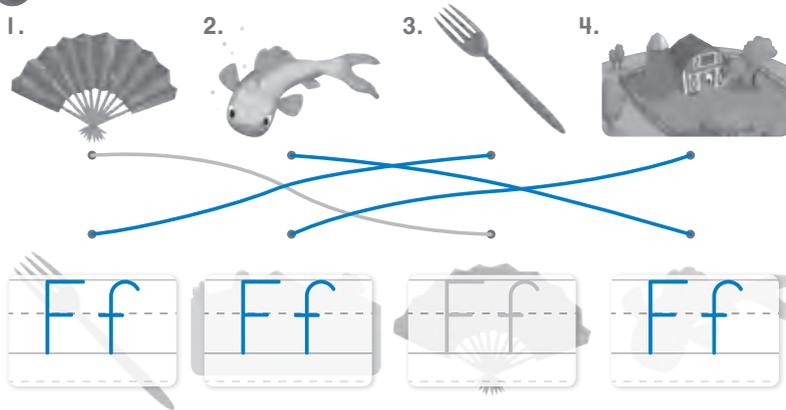
#### D. Match and write.

Model the activity for the class. Then have students finish the activity on their own. Have students point to the fan and say *fan*, /f/, /f/, *fan*. Then point to all the images and elicit the word and /f/ sound in the same way.

## C Trace, write, and say.



## D Match and write.



## E Listen and chant.

disc 1  
25

It is a .



### E. Listen and chant.

Play CD1 Track 25. Have students point to each image as they chant. Each line repeats.

farm, /f/, /f/, farm  
 fan, /f/, /f/, fan  
 fork, /f/, /f/, fork  
 fish, /f/, /f/, fish  
 farm, fan, fork, fish (x2)  
 It is a farm. It is a fan.  
 It is a fork. It is a fish.

CD1  
25

Divide students into four groups and give each group a key word from the chant. Give each group a minute to create a unique action or gesture that they can do while standing or sitting. Play the chant again and have students perform their actions when their word is said in the chant. Then have students choose a new action. Repeat as often as time permits.

- Touch** (p. 9). Use the Ff Student Cards. Have students play in groups of five or six. Say the Ff key words and have students repeat after you as they race to touch the cards. Then have a student say the words. Repeat so that each student gets the chance to be the leader.
- Buzzers** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap the buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
- Picture Game** (p. 9). Divide the class into groups of three or four. Give paper and crayons to each group. Whisper a key word to one student from each group. Without speaking, students return to their groups and draw a picture of the key word you whispered. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 8. Have students complete this page for homework or in class. See Teacher’s Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

## Lesson 4 Objectives:

- Review the key words from Unit 2
- Listen to and read a story
- Learn sight words

**Sight Words:** I, see, have

## Materials:

Phonics Cards 16–30

Student Cards 13–24

CD1 Tracks 26–28

## Warm Up

Play **Down the Line** (p. 8) to review Dd, Ee, and Ff. If students meet at the same card at the same time, have them play Rock, Paper, Scissors and have the winner say a word that begins with a sound you give them. Then they proceed with the game.

## Use Pages 18–19

### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word, e.g., /f/, /f/, *farm*. Have students do this for each picture in each set before they make their decision.

### B. Listen and circle.

Play CD1 Track 26. Have students repeat the sounds and words they hear and circle the correct letters.

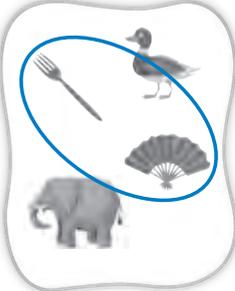
1. farm, farm
2. duck, duck
3. elephant, elephant

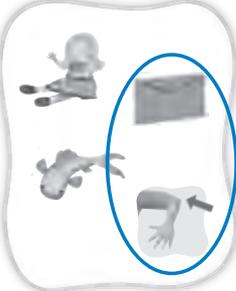
Then point to the pictures in a random order and have the class say the letter sounds and the words.

## Dd Ee Ff

**A** Which ones begin with the same sound? Circle.

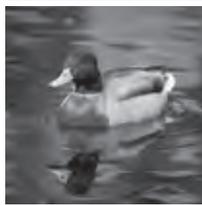
1. 

2. 

3. 

**B** Listen and circle. disc 1 26

1.   
D F E  
e f d

2.   
E D F  
d f e

3.   
F D E  
e d f

**C** Listen and write. disc 1 27

1. 

2. 

3. 

4. 





### C. Listen and write.

Play CD1 Track 27. Have students repeat the sounds that they hear and write the correct letters.

1. egg, egg
2. fan, fan
3. doll, doll
4. elbow, elbow

### D. Look and listen. Read along.

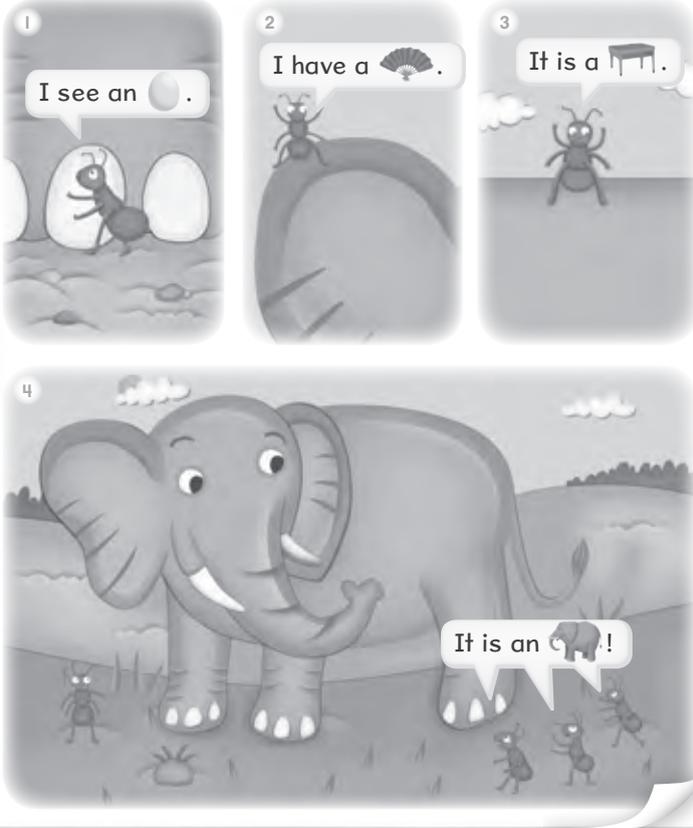
1. **Read along.** Play CD1 Track 28. Have students listen to the story once.

1. I see an egg.
  2. I have a fan.
  3. It is a desk.
  4. It is an elephant!
- Sight words: I, see, have

Play the story again. Have students point to the pictures of the key words that they hear in the audio and see in the story. Then read the story for the students. Finally, have each student read the story on their own.

## Story

**D** Look and listen. Read along. disc 1 28



Sight words: I see have

Unit 2 | 9

- Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a letter, e.g., *D*. Students take turns saying words that begin with that letter's sound: *slap, slap, clap, clap, (dog), (dog)*, and so on, until you change the category.
- Sound Families** (p. 9). Divide students into groups of three or four. Each group uses a set of shuffled Unit 2 Student Cards. When you say *Go!* students race to put the cards into three groups: *Dd*, *Ee*, and *Ff*.
- Letter Trace Relay** (p. 9). Divide the class into groups of four or five and have them stand in lines. Trace a set of partner letters on the back of the last student in each line without letting the other students see. When you say *Go!* students trace the partner letters down the line. The first student in each line quickly goes to the board and writes the letter pair and says the name and sound of the letters. The first student to do so correctly wins a point for their team. Have the first student go to the end of the line and play until all students have had a chance to be first and last.

## Practice and Components

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Have students act out the story. Assign the roles of ants in each of the four picture frames to four students. Encourage students to have fun while they act out the story. When they are finished, choose four different students to act out the story. Repeat as time permits.
- Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Go around the room and make sure they are pointing to the correct words as they read.
- Oxford Phonics World Workbook 1**, p. 9. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1
- Unit 2 Online Test

## Lesson Objectives:

- Review the words from Unit 1 and Unit 2
- Listen to and sing a song that uses the words from Unit 1 and Unit 2

## Key Words:

apple, ax, ant, alligator  
bear, bird, bed, banana  
cat, cup, car, computer  
dog, desk, doll, duck  
egg, elbow, envelope, elephant  
fish, fan, farm, fork

## Sight Words:

an, a, it, is, I, see, have

## Materials:

Phonics Cards 1–30  
Student Cards 1–24  
CD1 Tracks 29–30

## Warm Up

Write *Aa*, *Bb*, *Cc*, *Dd*, *Ee*, and *Ff* on the board. Model the sounds for the students and have them repeat. Then use the Phonics Cards to review the words from Unit 1 and Unit 2.

## Use Pages 20–21

### A. Look and listen. Sing along.

Play CD1 Track 29. Have students listen to the song one time.

An apple, an egg, a bird,  
a cat, a duck

It is a farm.

A farm, a farm

It is a farm.

A farm, a farm

It is a farm.

An apple, an egg, a bird, a cat, a duck

It is a farm.

(repeat)

*Touch an apple, touch an egg, touch the bird.*

*Touch the cat, touch a duck, touch the farm.*

Have the students listen to the song again. This time, have them sing the words and point to the pictures in their books that represent the key words. Then point to the pictures in a random order. Have students say the sound and the word that corresponds to each picture. For example, if you point to one of the ants on the fence, students should say /a/, /a/, *ant*. Continue pointing to pictures around the page

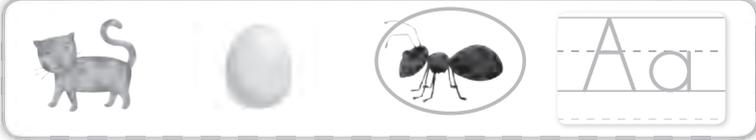
as time permits. Increase your speed incrementally. Finally, have students look for the hidden letters throughout the artwork on the song page. Have the student show the hidden letter to the class, say its sound twice, and say one of that letter's key words, e.g., *D*, /d/, /d/, *duck*.

### B. Listen, circle, and write.

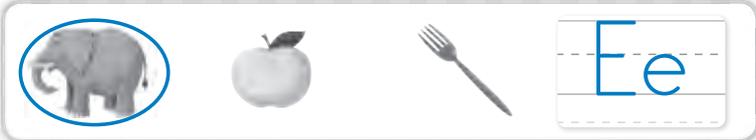
Play CD1 Track 30. Have students repeat the words they hear, point to and circle the correct picture, and write the correct partner letters.

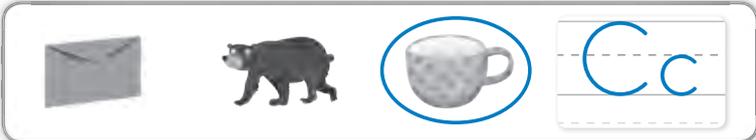


**B Listen, circle, and write.** disc 1 30

1. 

2. 

3. 

4. 

5. 

6. 

- Fruit Salad.** Students sit in a circle. Give each student one Student Card from Unit 1 or 2. Call out two of the words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.
- Bingo** (p. 8). Call out key words from Unit 1 and Unit 2. The first student who turns over or covers three of their Student Cards in a horizontal, vertical, or diagonal row and yells *Bingo!* is the winner. Then have students shuffle their Student Cards or choose new ones. Repeat as often as time permits.
- Concentration** (p. 8). Pairs of students use two sets of Unit 1 and Unit 2 Student Cards. Have pairs shuffle their cards and place them picture down on a desk. Students alternate turning over two cards and saying their names. When a student matches two pictures, he or she says the word and their partner repeats the word. The student who matched the cards keeps those cards. When no cards remain on the desk, have students reshuffle and repeat.

## Practice and Components

- Oxford Phonics World Workbook 1*, pp. 10–11. Have students complete these pages for homework or in class. See Teacher's Book, pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

- CD1 30
- ant, ant
  - fan, fan
  - elephant, elephant
  - cup, cup
  - duck, duck
  - banana, banana

or three students come to the board. Show the picture side of a Phonics Card from Unit 1 or Unit 2 to the students at the board. When you say *Go!* students must race to write the correct partner letters on the board. Repeat with different cards and different students as often as time permits.

After students finish exercise B, check their answers. Then go back to the beginning of the exercise. Point to the other pictures in the exercise and elicit the pictures' initial sounds and names from the students. Extend the writing component of exercise B by having two

## Lesson Objectives:

- Review the words from Unit 1 and Unit 2
- Play a review game

## Key Words:

apple, ax, ant, alligator  
bear, bird, bed, banana  
cat, cup, car, computer  
dog, desk, doll, duck  
egg, elbow, envelope, elephant  
fish, fan, farm, fork

## Sight Words:

an, a, it, is, I, see, have

## Materials:

Phonics Cards 1–30  
Student Cards 1–24  
CD1 Track 31

## Warm Up

Divide students into small groups and give each group a set of Student Cards for Units 1 and 2. Say a sound from /a/ to /f/. The first team to hold up a card showing a picture of a word that starts with that sound and say the word wins a point. The team with the most points wins.

## Use Pages 22–23

### C. Listen. Do you hear the same sound? Draw 😊 or ☹️.

Play CD1 Track 31. Have students repeat the words they hear. Encourage the students to smile when the words begin with the same sound and frown when the words begin with a different sound.

1. cool car, cool car
2. big egg, big egg
3. energetic fork, energetic fork
4. angry ant, angry ant
5. funny banana, funny banana
6. dizzy duck, dizzy duck

CD1  
31

## Aa Bb Cc Dd Ee Ff

**C Listen. Do you hear the same sound? Draw 😊 or ☹️.** disc 1  
31

1.  😊

2.  ☹️

3.  ☹️

4.  😊

5.  ☹️

6.  😊

**D Match and say.**

1. C

2. F

3. B

4. D

5. A

6. E

a

f

e

c

b

d

22 Review 1



Extend exercise C using Phonics Cards from Unit 1 and Unit 2. Combine some adjectives and key words that have different initial sounds, e.g., *energetic computer*, and some with the same initial sound, e.g., *dizzy duck*. Have students smile if the initial sounds are the same and frown if the initial sounds are different.

### D. Match and say.

Have students pronounce the sounds and words as they connect them in exercise D. For example, as they draw a line for number 1, have students say /k/, *cat*, *computer*, /k/. After students

have completed exercise D, use the exercise as a review tool. Point to an individual picture and elicit the word from a student. Then have the class repeat the word. Continue until you have covered all of the pictures in exercise D.

### E. Play the game.

1. Divide the students into pairs. Have each student make or choose a small game piece. Model placing and spinning the paperclip for the students. Have the first student in each pair spin the paperclip, move his or her game piece ahead to the



**E** Play the game.

- first picture that represents the partner letters on the spinner, and say the word for that picture. If they can say the word successfully, they stay on that square. If not, they move back. Then the next student spins, and so on. The first student to reach the end of the game board is the winner.
2. Play the game with groups of five or six students instead of pairs.
  3. Play another variation of the game. Divide the class into six groups.

Assign each group one of the sounds associated with the game. Spin the paper clip on the spinner and say the sound that it lands on. If the student group assigned to that sound can identify the first picture in the game that matches that sound, then they proceed. Then spin the paper clip again. Continue playing until one group completes the game board.

1. **Alphabet Game** (p. 8). Divide the class into four teams and have them gather in different corners of the classroom. Give each team a set of shuffled Student Cards with one word from each set beginning with a letter from A to F. Each team should have a different set of words. When you say *Go!* teams race to put their cards in alphabetical order. The first team to finish wins. Then have teams go around the room and check that the other groups ordered their cards correctly.
2. **Letter Pictures**. Pairs of students take turns drawing pictures of the A to F key words that incorporate the target letter into each, e.g., a small apple with a outline in the shape of the letter *a*, or a cat with eyes made from the letters *C* and *c*. After pairs complete their drawings, the class names the picture. Repeat until everyone has had a turn to draw.
3. **Charades** (p. 8). Divide students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word to them. Students go back to their group and act it out for the others to guess. This can also be played as a class.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, pp. 10–11. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

## Lesson 1 Objectives:

- Learn /g/ and Gg
- Learn four Gg key words

**Key Words:** gorilla, goat, gift, girl

## Materials:

Phonics Cards 31–35  
CD1 Tracks 32–35

## Warm Up

Review the sounds from Unit 1 and Unit 2 by having students identify various Phonics Cards.

## Use Pages 24–25

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 32.

CD1 32  
Hi, I'm a good gorilla.  
/g/ /g/ This is the /g/ sound.  
This is the letter G.  
/g/ /g/ good gorilla  
/g/ /g/ good gorilla  
What's the beginning sound?  
/g/  
What letter is this?  
G

Pass the *Good Gorilla* Phonics Friend card around the class. Then do a repetition drill with the sound and words from the audio.

### B. Listen, point, and repeat.

Play CD1 Track 33. Have students point as they hear the words.

- CD1 33
- |                     |               |
|---------------------|---------------|
| 1. gorilla, gorilla | 3. gift, gift |
| gorilla, gorilla    | gift, gift    |
| 2. goat, goat       | 4. girl, girl |
| goat, goat          | girl, girl    |

Then point to the pictures in exercise B in a random order and have students name each one.

## Unit 3 Gg Hh Ii

**A Listen and repeat.** disc 1 32



Gg

good gorilla

**B Listen, point, and repeat.** disc 1 33

1.



2.



3.



4.



24 Unit 3



### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Have a **Writing Race** on the board.

### D. Which ones begin with the g sound? Listen and circle.

Play CD1 Track 34.

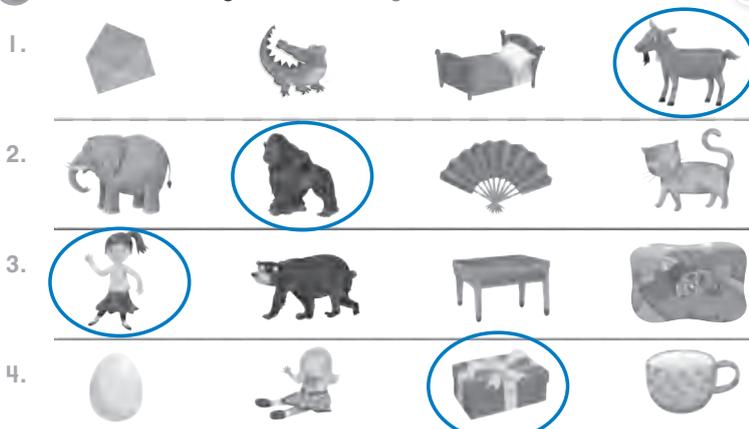
- CD1 34
1. envelope, envelope  
alligator, alligator  
bed, bed  
cup, cup

2. elephant, elephant  
gorilla, gorilla  
fan, fan  
cat, cat
3. girl, girl  
bear, bear  
desk, desk  
farm, farm
4. egg, egg  
doll, doll  
gift, gift  
cup, cup

## C Trace, write, and say.



## D Which one begins with the g sound? Listen and circle. disc 1 34



## E Listen and chant. disc 1 35



Extend the activity by using the Phonics Cards from this unit and the previous units. Choose four cards, only one of which begins with /g/. Have students identify each card and raise their hands when they say the names of the Gg cards. Repeat.

### E. Listen and chant.

Play CD1 Track 35. Have students point to each image as they chant. Each line repeats.

CD1 35  
 gorilla, /g/, /g/, gorilla  
 girl, /g/, /g/, gorilla  
 gift, /g/, /g/, gift  
 goat, /g/, /g/, goat  
 gorilla, girl, gift, goat (x2)  
 I see a gorilla. I see a girl.  
 I see a gift. I see a goat.

Play **Round and Round**. Small groups of students each start saying the chant at different times. Each group tries to finish without making a mistake.

1. **Telephone** (p. 9). Have the class form one line. Whisper a different Gg key word to the student at each end. Students whisper the words down the line without repeating themselves. When the key words reach the ends of the line, have the students on the ends say the key words they heard. Repeat as often as time permits.
2. **Repeat You, Repeat Me**. Assign motions to the four key words. Do the motion, say the word, and then say a student's name. That student repeats your gesture and word, adds another gesture and word, and says another student's name. That student imitates the previous two actions and words and adds his or her own. See how long the class can keep the chain going.
3. **Picture Game** (p. 9). Divide the class into groups of four and give each group paper and crayons. Whisper a word to a student from each group. Without speaking, the student must draw a picture representing the word for their team to guess. Teams get a point if they guess the correct word. Repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 12. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 2 Objectives:

- Learn /h/ and Hh
- Learn four Hh key words

**Key Words:** horse, hat, house, hot dog

### Materials:

- Phonics Cards 36–40
- Student Cards 29–32
- CD1 Tracks 36–39

### Warm Up

Play **Say It**. Use the Gg Phonics Cards. Show the cards and say the words. Put the cards down and have students say the words in the same order. Shuffle, repeat, and increase the speed.

### Use Pages 26–27

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 36.

CD1 36  
Hello, I'm a happy horse.  
/h/ /h/ This is the /h/ sound.  
This is the letter H.  
/h/ /h/ happy horse  
/h/ /h/ happy horse  
What's the beginning sound?  
/h/  
What letter is this?  
H

Display the *Happy Horse* Phonics Friend card. Then have students pretend to be happy horses and introduce themselves.

#### B. Listen, point, and repeat.

Play CD1 Track 37. Have students point as they hear the words.

- CD1 37
- |                 |                     |
|-----------------|---------------------|
| 1. horse, horse | 3. house, house     |
| horse, horse    | house, house        |
| 2. hat, hat     | 4. hot dog, hot dog |
| hat, hat        | hot dog, hot dog    |

Gg Hh Ii

**A Listen and repeat.** disc 1 36



Hh

happy horse

**B Listen, point, and repeat.** disc 1 37

1. 

2. 

3. 

4. 

26 Unit 3






Point to the pictures in exercise B in a random order and have students name each one. Then play **What's Missing?** Display three of the four Phonics Cards where everyone can see them. When students have decided which card is missing, they raise their hands, identify the missing card, and say its beginning sound.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Then play **What's on My Back?** (p. 9).

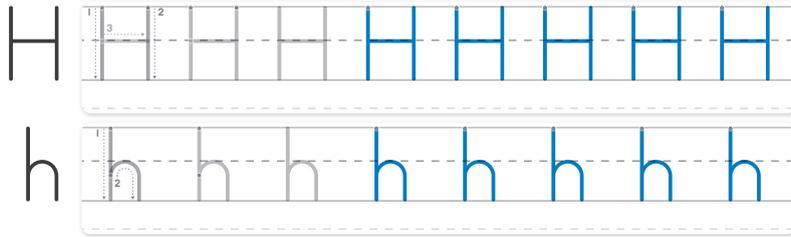
#### D. Listen and write. Then match.

Model the first one for the students. Then play CD1 Track 38 and have students do the activity

- CD1 38
- |                 |                     |
|-----------------|---------------------|
| 1. hat, hat     |                     |
| 2. goat, goat   | 5. hot dog, hot dog |
| 3. house, house | 6. horse, horse     |
| 4. elbow, elbow |                     |

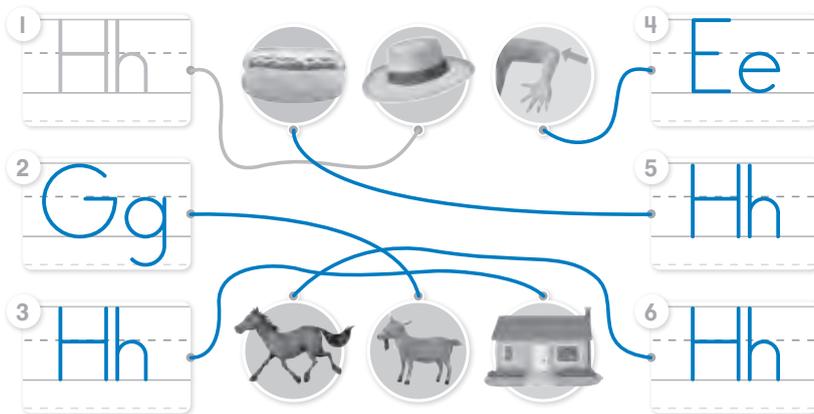
After students have completed exercise D, have them point to each item and say the sound and word. Then display

## C Trace, write, and say.



## D Listen and write. Then match.

disc 1  
38



## E Listen and chant.

disc 1  
39



the Hh Phonics Cards and a few Gg Phonics Cards on the board and draw a writing guide beneath each. Invite students to come up to the board and write the letters. Have the whole class say the sound and word for each.

### E. Listen and chant.

Play CD1 Track 39. Have students point to each image as they chant. Each line repeats.

CD1  
39

hat, /h/, /h/, hat  
house, /h/, /h/, house  
hot dog, /h/, /h/, hot dog  
horse, /h/, /h/, horse  
hat, house, hot dog, horse (x2)  
It is a hat. It is a house.  
It is a hot dog. It is a horse.

Say the chant again. Have students use their Hh Student Cards and hold the appropriate ones up when they hear the word in the chant.

1. **Buzzers** (p. 8). Put students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
2. **Find and Say**. Ask students to put their heads down so they cannot see what you are doing. Hide the Hh Phonics Cards around the classroom. Then ask students to quietly find the cards. When a student finds a card, he or she should say the sound and then the word. Have the rest of the class repeat the sound and the word. Then students continue to look for the other Phonics Cards.
3. **Line Up** (p. 9). Students each get one Hh Student Card. When you say the four key words in any order, students get into groups of four at the front of the room and line up to match your order. Repeat as often as time permits and change the order each time.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 13. Have students complete this page for homework or in class. See Teacher’s Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 3 Objectives:

- Learn /i/ and Ii
- Learn four Ii key words

**Key Words:** insect, ink, igloo, iguana

### Materials:

- Phonics Cards 41–45
- Student Cards 33–36
- CD1 Tracks 40–42

### Warm Up

Play a team game, such as **Charades** (p. 8) or **Picture Game** (p. 9), to review any key words from previous lessons. Add challenge by using a countdown during the game.

### Use Pages 28–29

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 40.

Hi, I'm an interesting insect.  
/i/ /i/ This is the /i/ sound.  
This is the letter I.  
/i/ i/ interesting insect  
/i/ /i/ interesting insect  
What's the beginning sound?  
/i/  
What letter is this?  
I

CD1  
40

Show the *Interesting Insect* Phonics Friend card. Then divide the class into two groups. Assign one of the following words to each group: *interesting* and *insect*. Play the dialogue again. Have each group perform a motion, such as clapping or standing, each time their word is said.

#### B. Listen, point, and repeat.

Play CD1 Track 41. Have students point as they hear the words.

Gg Hh Ii

**A Listen and repeat.** disc 1  
40



Ii

interesting insect

**B Listen, point, and repeat.** disc 1  
41

1. 

2. 

3. 

4. 

28 Unit 3







- CD1  
41
- |                   |                   |
|-------------------|-------------------|
| 1. insect, insect | 3. igloo, igloo   |
| insect, insect    | igloo, igloo      |
| 2. ink, ink       | 4. iguana, iguana |
| ink, ink          | iguana, iguana    |

Point to the pictures in exercise B in a random order and have students name each one. Then begin to draw a picture of one of the key words on the board, one line at a time. Have students raise their hands and try to guess the word and say the sound.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Then play **Letter Trace Relay** (p. 9).

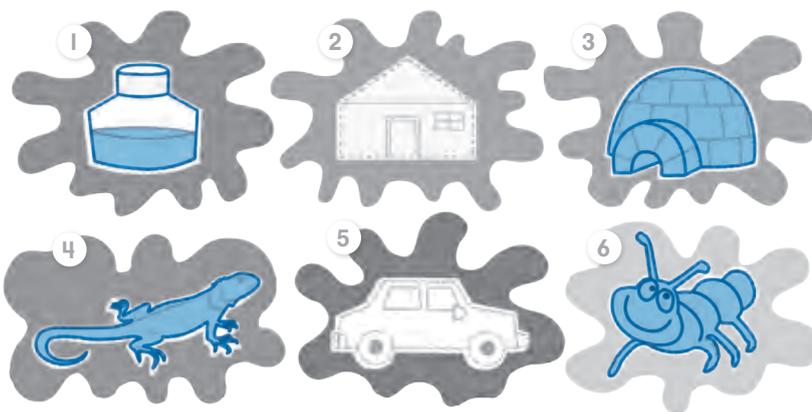
#### D. Which ones begin with the i sound? Trace and color.

Model the first one for the class. Say /i/, /i/, *ink* and show students where to trace. Make sure they understand they should only color the /i/ pictures. Then have the students do the activity on their own. When they are finished, check their answers.

## C Trace, write, and say.



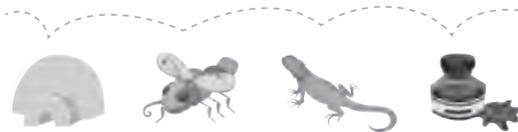
## D Which ones begin with the i sound? Trace and color.



## E Listen and chant.

disc 1  
42

I have an .



Unit 3 29

### E. Listen and chant.

Play CD1 Track 42. Have students point to each image as they chant. Each line repeats.

igloo, /i/, /i/, igloo  
 insect, /i/, /i/, insect  
 iguana, /i/, /i/, iguana  
 ink, /i/, /i/, ink  
 igloo, insect, iguana, ink (x2)  
 I have an igloo. I have an insect.  
 I have an iguana. I have Ink.

CD1  
42

Have students choose one of their Hh Student Cards, sit in a circle, and pass the cards around the circle in time with the chant. Cue students to stop passing the cards for the last two lines. At that point, only those students with the correct cards hold them up and say the last parts of the chant. For example, the students with an *igloo* card will hold their card up when the chant says *I have an igloo*. Then they will lower their cards. Repeat as time permits.

1. **What Do You Have?** Have students sit in a circle. Give each one an Ii Student Card. When you say the sound and a key word, those students with that card stand up and repeat. After a few rounds, have students trade cards and repeat.
2. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one an Ii Student Card. When you call a word, the students with that card hop forward and repeat after you. Continue to call several different cards. Then have students change cards and play again.
3. **What's the Letter?** Divide the class into teams of four or more. Whisper *G*, *H*, or *I* to a student from each team. The students go back to their teams and silently mime the shape of the letters with their bodies. The first team to correctly guess the letter wins a point for their team. Review the key words associated with that letter. For added challenge, review *A* to *F*, too.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 14. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

## Lesson 4 Objectives:

- Review the key words from Unit 3
- Listen to and read a story
- Learn sight words

**Sight Words:** want, this, my

## Materials:

- Phonics Cards 31–45
- Student Cards 25–36
- CD1 Tracks 43–44

## Warm Up

Play **Pop Up** (p. 9) to review the sounds and key words from Unit 3.

## Use Pages 30–31

### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word, e.g., /h/, /h/, *hat*. Have students do this for each picture in each set before they make their decision.

### B. Listen and circle.

Play CD1 Track 43. Have students repeat the words that they hear and circle the correct letters.

1. girl, girl
2. ink, ink
3. horse, horse

CD1  
43

Have students put their Unit 3 Student Cards on their desks. Show the students the Phonics Card corresponding to exercise B, number 1: *girl*. Have them say its beginning sound and the word. Then have students find a different /Gg/ card in their Student Cards, saying /g/, /g/, (*gorilla*). Repeat with other words.

## Gg Hh Ii

**A** Which ones begin with the same sound? Circle.

1. 

2. 

3. 

**B** Listen and circle. disc 1  
43

1.   
I G H  
g h i

2.   
G I H  
i h g

3.   
H G I  
h i g

**C** Write.

1. 

2. 

3. 

4. 

30 Unit 3



### C. Write.

Before the students write partner letters for each picture, have them point at the picture and say its initial sound twice and then the word. Model this for them. For number 1, say /i/, /i/, *insect*. Then have the students do this and complete the exercise.

### D. Look and listen. Read along.

1. **Read along.** Play CD1 Track 44. Have the students listen to the story once.

1. I see an iguana.  
I want a hot dog!
2. This is a bear.
3. It is a gorilla.  
I want my bear!
4. I want a gorilla!  
Sight words: want, this, my

CD1  
44

Play the story again. Have students point to pictures of the key words in their books when they hear them. Read the story for the students. Then have students read the story on their own.

## Story

**D** Look and listen. Read along. disc 1



Sight words: want this my

Unit 3 31

1. **Touch** (p. 9). Use the Unit 3 Student Cards. Have students play in groups of five or six. Say the Unit 3 words and have students repeat after you as they race to touch the cards. Then have one student be the leader. Repeat so that each student gets the chance to be the leader.
2. **Down the Line** (p. 8). Place the shuffled Gg, Hh, and Ii Phonics Cards in a line on the floor. Divide students into two teams. Have a student from each team start at opposite ends and go down the line of cards, naming each one in a race to get to the other end.
3. **Make Your Own Story** (p. 9). Give each student a piece of paper. Have them draw four story frames like those on page 31 in the Student Book. Have them illustrate their own stories and include pictures that represent the Gg, Hh, and Ii key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 15. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 3 Online Test

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the kids to two students and the roles of the hotdog seller, bear, iguana, and gorilla to other students. You play the adult. Encourage students to have fun while they act out the story. When they are finished, choose different students to act out the story. Repeat as time permits.

4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Go around the room and make sure they are pointing to the correct words as they read.

## Lesson 1 Objectives:

- Learn /j/ and Jj
- Learn four Jj key words

**Key Words:** jet, jam, juice, jacket

## Materials:

- Phonics Cards 46–50
- Student Cards 37–40
- CD1 Tracks 45–47

## Warm Up

Divide the class into three teams, each with a letter: G, H, or I. All students begin by standing. When you say a letter sound or a key word, the groups that do not correspond to that letter or sound sit down. The last student to sit from each group is out. Continue in this way, eliminating students. The last student standing is the winner.

## Use Pages 32–33

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 45.

CD1 45

Hello, I'm a jumbo jet.  
 /j/ /j/ This is the /j/ sound.  
 This is the letter J.  
 /j/ /j/ jumbo jet  
 /j/ /j/ jumbo jet  
 What's the beginning sound?  
 /j/  
 What letter is this?  
 J

Show the *Jumbo Jet* Phonics Friend card to the class. Then play the audio again. Have students move around the room and pretend they are jets. When you stop the audio, students must find a partner and introduce themselves, saying *Hello, I'm a jumbo jet*. Continue for several more rounds. Encourage students to “fly” around the room.

## Unit 4 Jj Kk Ll

**A Listen and repeat.** disc 1 45



Jj

jumbo jet

**B Listen, point, and repeat.** disc 1 46

1.



2.



3.



4.



32 Unit 4

Aa Bb Cc Dd Ee Ff

### B. Listen, point, and repeat.

Play CD1 Track 46. Have students point as they hear the words.

- CD1 46
- |             |                   |
|-------------|-------------------|
| 1. jet, jet | 3. juice, juice   |
| jet, jet    | juice, juice      |
| 2. jam, jam | 4. jacket, jacket |
| jam, jam    | jacket, jacket    |

Point to the pictures in exercise B in a different order and have students name each. Then play **Match It**. Give each student one of the Jj Student Cards. Say one of the key words. Students race to hold their card up and repeat after you.

### C. Trace, write, and say.

After students complete exercise C, have several students come to the board. Give them half a minute to write Jj, neatly, as many times as they can. Repeat as time permits.

### D. Connect. Then write Jj.

After students complete exercise D, check their answers. Then hold up the corresponding Phonics Cards, one at a time. Have students raise their hands if the cards begin with /j/.

## C Trace, write, and say.



## D Connect. Then write Jj.



## E Listen and chant.

disc 1  
47

I want



## E. Listen and chant.

Play CD1 Track 47. Have students point to each image as they chant. Each line repeats.

juice, /j/, /j/, juice  
jacket, /j/, /j/, jacket  
jam, /j/, /j/, jam  
jet, /j/, /j/, jet  
juice, jacket, jam, jet (x2)  
I want juice. I want a jacket.  
I want jam. I want a jet.

CD1  
47

Have each student choose one Jj Student Card. Say the chant again, this time with each student saying only the word for their card. Afterwards, have students exchange their cards. Repeat using the new cards.

- What's Missing?** Display three Phonics Cards from the lesson. Students raise their hands to identify the missing key word. Shuffle the cards and repeat. For added challenge, also include cards from the previous unit.
- Match the Order.** Display the Phonics Cards in a row. Divide the class into teams of four and have each team stand around a desk. Place a set of Student Cards on each desk, picture down, so that students cannot see the pictures. When you say *Go!* the team flips over their cards and matches the order of cards on display. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat as time permits.
- Picture Game** (p. 9). Divide the class into groups of four and give each some paper and crayons. Whisper a word to a student from each group. Without speaking, the student must draw a picture representing the word for their team to guess. Repeat so that all students have a chance to draw.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 16. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

### Lesson 2 Objectives:

- Learn /k/ and Kk
- Learn four Kk key words

**Key Words:** kangaroo, key, king, kite

### Materials:

- Phonics Cards 51–55
- Student Cards 41–44
- CD1 Tracks 48–51

### Warm Up

Play **Teacher’s Mistake** (p. 9) to review the key words learned in previous lessons.

### Use Pages 34–35

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 48.

Hi, I’m a kicking kangaroo.  
/k/ /k/ This is the /k/ sound.  
This is the letter K.  
/k/ /k/ kicking kangaroo  
/k/ /k/ kicking kangaroo  
What’s the beginning sound?  
/k/  
What letter is this?  
K

CD1  
48

Hold the *Kicking Kangaroo* Phonics Friend card and model a kangaroo’s hop, saying /k/, /k/, *kangaroo*. Have students mimic you.

#### B. Listen, point, and repeat.

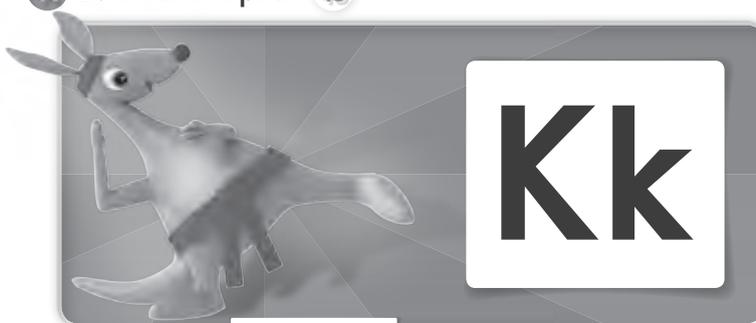
Play CD1 Track 49. Have students point as they hear the words.

1. kangaroo, kangaroo  
kangaroo, kangaroo
2. key, key  
key, key
3. king, king  
king, king
4. kite, kite  
kite, kite

CD1  
49

Jj Kk Ll

**A Listen and repeat.** disc 1 48



kicking kangaroo

**B Listen, point, and repeat.** disc 1 49

1. 
2. 
3. 
4. 

34 Unit 4









Play **Do As I Say** (p. 8). Provide the students with motions that correspond to the key words of the unit. Say the sounds and words and have students repeat after you and use the motions.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Use student writing to review the /k/ sound and the key words.

#### D. Listen. Then write Kk or cross it out.

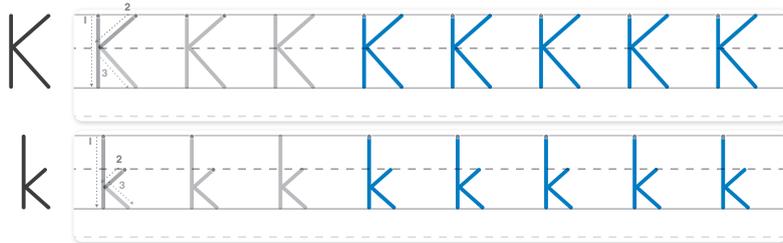
Play CD1 Track 50.

1. juice, juice
2. kite, kite
3. kangaroo, kangaroo
4. house, house
5. key, key
6. fork, fork
7. jacket, jacket
8. king, king

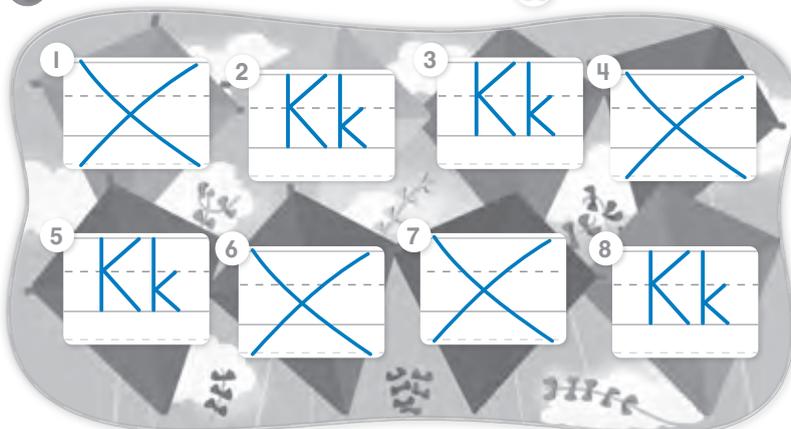
CD1  
50

After students complete exercise D, check the answers with the class.

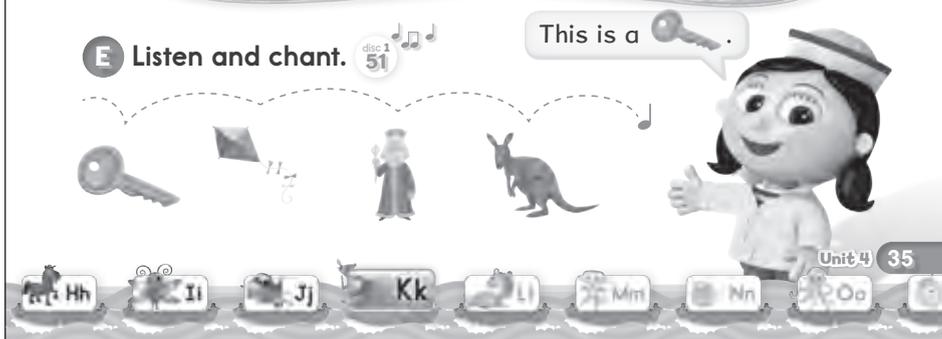
## C Trace, write, and say.



## D Listen. Then write Kk or cross it out.



## E Listen and chant.



### E. Listen and chant.

Play CD1 Track 51. Have students point to each image as they chant. Each line repeats.

key, /k/, /k/, key  
 kite, /k/, /k/, kite  
 king, /k/, /k/, king  
 kangaroo, /k/, /k/, kangaroo  
 key, kite, king, kangaroo (x2)  
 This is a key. This is a kite.  
 This is a king. This is a kangaroo.

CD1  
51

Divide students into four groups and assign a different key word to each group. Each student must have their group's corresponding Student Card. Students must listen and hold up their cards when it is their group's part of the chant. Repeat as time permits and have students trade Student Cards so that they have a different key word each time.

1. **Rock, Paper, Scissors.** Have students play with a partner and play as many rounds as time permits. Whoever does not win each round has to say a key word from the lesson. They cannot say the word that was said in the previous round.
2. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather round to watch. Put a different Phonics Cards on each chair. Say the name of one of the cards. Students should try to be the first to sit on the chair with that card. For added challenge, use all four cards and have four teams compete for one of the four chairs.
3. **Letter Pictures.** Pairs of students take turns drawing pictures of the Kk key words on the board. The pictures should incorporate the target letter into each, e.g., a king whose crown is the shape of the letter k or a kangaroo posed like the letter K. After pairs complete their drawings, the class names the pictures. Repeat until everyone has had a turn to draw.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 17. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 3 Objectives:

- Learn /l/ and Ll
- Learn four Ll key words

**Key Words:** lion, lamp, leaf, lemon

### Materials:

- Phonics Cards 56–60
- Student Cards 45–48
- CD1 Tracks 52–54

### Warm Up

Have a **Beanbag Toss** (p. 8). Use the /j/ and /k/ sounds and key words throughout the game.

### Use Pages 36–37

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD1 Track 52.

Hello, I'm a lazy lion.  
 /l/ /l/ This is the /l/ sound.  
 This is the letter L.  
 /l/ /l/ lazy lion  
 /l/ /l/ lazy lion  
 What's the beginning sound?  
 /l/  
 What letter is this?  
 L

CD1  
52

Pass the *Lazy Lion* Phonics Friend card around the room. Have students pretend to be lazy lions and introduce themselves to each other as they pass the card.

#### B. Listen, point, and repeat.

Play CD1 Track 53. Have students point as they hear the words.

- |               |                 |
|---------------|-----------------|
| 1. lion, lion | 3. leaf, leaf   |
| lion, lion    | leaf, leaf      |
| 2. lamp, lamp | 4. lemon, lemon |
| lamp, lamp    | lemon, lemon    |

CD1  
53

Jj Kk Ll

**A Listen and repeat.** disc 1 52



lazy lion

**B Listen, point, and repeat.** disc 1 53

1.



2.



3.



4.



36 Unit 4

Point to the pictures in exercise B in a random order and have students name each one. Have students say /l/, /l/, (*leaf*) and follow you as you point to the pictures at an increasing speed.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Then have several students come to the board. Say a Unit 4 key word and occasionally one from a previous unit. Students race to write the partner letters quickly.

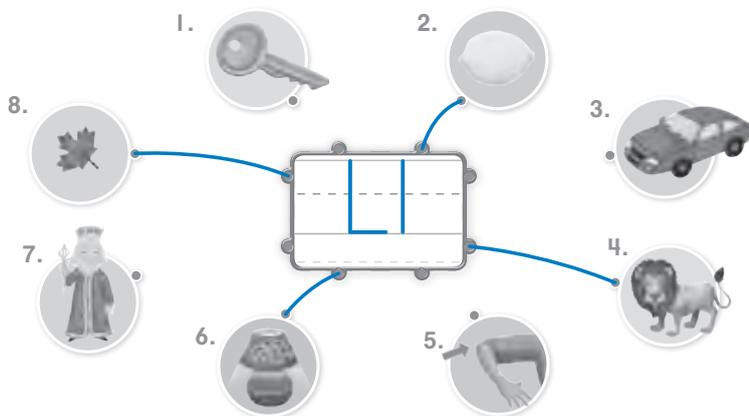
#### D. Write Ll. Then match.

Model the activity for the class. Have students complete exercise D. Then check their answers by pointing to the images and eliciting the sounds and key words from the students. For extra practice, have students come to the board to write partner letters when you say any sound covered so far.

## C Trace, write, and say.



## D Write Ll. Then match.



## E Listen and chant.

disc 1  
54

This is my .



## E. Listen and chant.

Play CD1 Track 54. Have students point to each image as they chant. Each line repeats.

lemon, /l/, /l/, lemon  
lamp, /l/, /l/, lamp  
leaf, /l/, /l/, leaf  
lion, /l/, /l/, lion  
lemon, lamp, leaf, lion (x2)  
This is my lemon. This is my lamp.  
This is my leaf. This is my lion.

CD1  
54

Then divide students into groups of four and have each group stand around a desk. Put a set of Student Cards, picture up, on each desk. Students say the chant and, during the final two lines, race to grab as many cards as they can. For example, when *This is my lemon* is said, students race to grab the *lemon* Student Card.

1. **Telephone** (p. xx). Have the class form one line. Whisper a different Ll key word to the student at each end. Students whisper the words down the line without repeating themselves. When the key words reach the ends of the line, have the students on the ends say the key words they heard. You can add challenge by placing students into a number of smaller lines and making the game into a race.
2. **Simon Says**. In this version, assign motions to each Ll key word and have students stand. Students must perform the motion and repeat after you when you say an Ll key word. Students should do nothing for any non-Ll key words you say. Students who make a mistake must sit down, and the last student standing is the winner.
3. **Line Up** (p. 9). Divide students into groups of four and give each member of the group a different Ll Student Card. When you say the four key words in any order, the students in each group line up to match your order. Reassign the student cards and repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 18. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

## Lesson 4 Objectives:

- Review the key words from Unit 4
- Listen to and read a story
- Learn sight words

**Sight Words:** that, like, the, and

## Materials:

- Phonics Cards 46–60
- Student Cards 37–48
- CD1 Tracks 55–57

## Warm Up

Write *Jj*, *Kk*, and *Ll* on the board. Model the sounds for the students and have them repeat. Then play **Say It**. Use the Unit 4 Phonics Cards. Show the cards and say the words. Put the cards down and have students say them in order. Repeat and increase the speed.

## Use Pages 38–39

### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word, e.g., /k/, /k/, *kite*. Have students do this for each picture in each set before they make their decision. Check answers when students are finished.

### B. Listen and circle.

Play CD1 Track 55. Have students repeat the words that they hear and circle the correct letters.

1. key, key
2. jet, jet
3. lion, lion

Point to the pictures out of order and have the class say the sounds and the words. Then play **Repeat You, Repeat Me**. Say a key word and do a motion. The next student in the circle repeats your word and motion and adds a new one. Continue and see how long the class can keep the chain going.

## Jj Kk Ll

**A** Which ones begin with the same sound? Circle.

1.

2.

3.

**B** Listen and circle. disc 1 55

1.

K
L
J

I
k
j

2.

J
K
L

k
I
j

3.

L
J
K

j
I
k

**C** Listen and write. disc 1 56

1.

2.

3.

4.

38 Unit 4

Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh

### C. Listen and write.

Play CD1 Track 56. Have students repeat the sounds they hear and write the correct letters.

1. king, king
2. lemon, lemon
3. kangaroo, kangaroo
4. jacket, jacket

Check the answers with the class. Extend the activity by inviting a few students to the board at a time. Say a Unit 4 key word and have students write the partner letters on the board.

### D. Look and listen. Read along.

1. **Read along.** Play CD1 Track 57. Have the students listen to the story once.

1. That is a kite.  
That is a jet.
2. That is a leaf.
3. I like the jet and the kite.  
I like the leaf.
4. I like my hat!  
Sight words: that, like, the, an

## Story

**D** Look and listen. Read along. disc 1 57



Sight words: that like the and

Unit 4 39

1. **Hot Word** (p. 8). Give each student a Jj, Kk, or Ll Student Card. Students sit in a circle and pass the cards around while you play music. When the music stops, students stand and say their card's sound and word.
2. **Charades** (p. 8). Divide students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word to them. Students go back to their group and act it out for the others to guess. Teams that guess correctly get a point. This can also be played as a class. Add a time limit to each round to increase the challenge and excitement of the game.
3. **Letter Trace Relay** (p. 9). Divide students into groups of four or five to practice writing the letters Jj, Kk, and Ll. Play with single letters or partner letters. Add challenge and excitement by slowly decreasing the amount of time for each round. Use the letters that students write on the board or on paper to review the sounds and key words from Unit 4.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 19. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 4 Online Test

Then play the story again. Have students point to the pictures of the key words that they hear in the audio and see in the story. Then read the story for the students. Finally, have each student read the story on their own.

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the two children and the woman in the hat. Set Phonics Cards for the story's key words around the room and have students point to them as they act out the story. Encourage students to
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Go around the room and make sure they are pointing to the correct words as they read.

have fun while they act out the story. When they are finished, choose different students to act out the story. Change the location of the Phonics Cards. Repeat as time permits.

## Lesson Objectives:

- Review the words from Unit 3 and Unit 4
- Listen to and sing a song that uses the words from Unit 3 and Unit 4

## Key Words:

gorilla, goat, gift, girl  
 horse, hat, house, hot dog  
 insect, ink, igloo, iguana  
 jet, jam, juice, jacket  
 kangaroo, key, king, kite  
 lion, lamp, leaf, lemon

## Sight Words:

want, this, my, that, like, the, and

## Materials:

Phonics Cards 31–60  
 Student Cards 25–48  
 CD1 Tracks 58–59

## Warm Up

Write *Gg*, *Hh*, *Ii*, *Jj*, *Kk*, and *Ll* on the board. Model the sounds and have students repeat. Then use the Phonics Cards to review the words from Unit 3 and Unit 4.

## Use Pages 40–41

### A. Look and listen. Sing along.

Play CD1 Track 58. Have students listen to the song one time.

I see a lion. I see a goat.  
 I see a horse and a kangaroo.  
 I see a duck. I see an insect.  
 This is my birthday.  
 I have a cup. I want juice.  
 I want an apple and a hot dog, too.  
 I have a hat. I have a gift.  
 This is my birthday.  
 Happy birthday.  
 Happy birthday!

*Touch the lion, touch the gift, touch the kangaroo.*

CD1  
58

*Touch a hat, touch the insect, touch the juice.*

Have the students listen to the song again, sing the words, and point to the pictures on page 40 of the Student Book that represent the key words. If time permits, have the students recreate the scene on page 40. In groups of nine, students each take a Student Card (duck, horse, iguana, lion, girl, gorilla, goat, kangaroo, and insect) and line up around a desk in the same order as the animals shown around the table

on page 40. For added challenge, put the other Student Cards on the desk as shown on the table (gift, jet, kite, jam, lemon). Play the song again and have students point to each item as they sing. Finally, have students look for the hidden letters throughout the artwork on the song page. Have the student show the hidden letter to the class, say its sound twice, and say one of that letter's key words, e.g., *K*, /k/, /k/, *kite*.

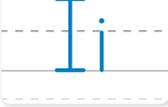


## B Listen, circle, and write. disc 1 59

1.    

2.    

3.    

4.    

5.    

6.    

- Sound Families** (p. 9). Divide students into groups of three or four. Each group uses a set of shuffled Unit 3 and Unit 4 Student Cards. When you say *Go!* students put the cards into six groups: Gg, Hh, Ii, Jj, Kk, and Ll. The first group to finish wins. Shuffle and repeat as often as time permits.
- Concentration** (p. 8). Have students play in pairs using two sets of the Gg to Ll Student Cards. Students take turns trying to match two pictures and say the word. When students finish matching the cards, have them shuffle their cards and play again as often as time permits.
- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of the Gg to Ll Student Cards, pictures up, on the squares. Randomly call out the key words. Students turn over the matching cards in their grids, trying to get three across in a horizontal, vertical, or diagonal row. Students who do this shout *Bingo!* After playing a round, invite a student to call the cards. Repeat the game as often as time permits.

## Practice and Components

- Oxford Phonics World Workbook 1*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 1
- Oxford Phonics World Reader, What I Want*
- Online Midterm Test*

## B. Listen, circle, and write.

Play CD1 Track 59. Have students repeat the words they hear, point to and circle the correct picture, and write the correct partner letters.

- |               |                     |
|---------------|---------------------|
| 1. jet, jet   | 4. igloo, igloo     |
| 2. lamp, lamp | 5. gorilla, gorilla |
| 3. key, key   | 6. hat, hat         |

CD1  
59

and elicit the pictures' initial sounds and names from the students. If time permits, have students write the partner letters on the board.

After students finish exercise B, go back to the beginning of the exercise. Point to the other pictures in the exercise

### Lesson Objectives:

- Review the words from Unit 3 and Unit 4
- Play a review game

### Key Words:

gorilla, goat, gift, girl  
horse, hat, house, hot dog  
insect, ink, igloo, iguana  
jet, jam, juice, jacket  
kangaroo, key, king, kite  
lion, lamp, leaf, lemon

### Sight Words:

want, this, my, that, like, the, and

### Materials:

Phonics Cards 31–60  
Student Cards 25–48  
CD1 Track 60

### Warm Up

Divide students into groups of three or four. Each group should use a set of Student Cards for Units 3 and 4. Say one of the sounds from either unit. The first team to hold up a card beginning with that sound and say the word wins a point. The team with the most points wins.

### Use Pages 42–43

#### C. Listen. Do you hear the same sound? Draw 😊 or ☹️.

Play CD1 Track 60. Have students repeat the key words they hear. Encourage the students to smile when the words begin with the same sound and frown when the words do not begin with the same sound.

- |               |                       |
|---------------|-----------------------|
| 1. jumbo jet  | 4. kicking goat       |
| 2. good horse | 5. happy king         |
| 3. lazy lemon | 6. interesting iguana |

Extend exercise C with the Phonics Cards of the key words from Unit 3 and

## Gg Hh Ii Jj Kk Ll

**C Listen. Do you hear the same sound? Draw 😊 or ☹️.**

1.  😊

2.  ☹️

3.  😊

4.  ☹️

5.  ☹️

6.  😊

**D Match and say.**

1. G

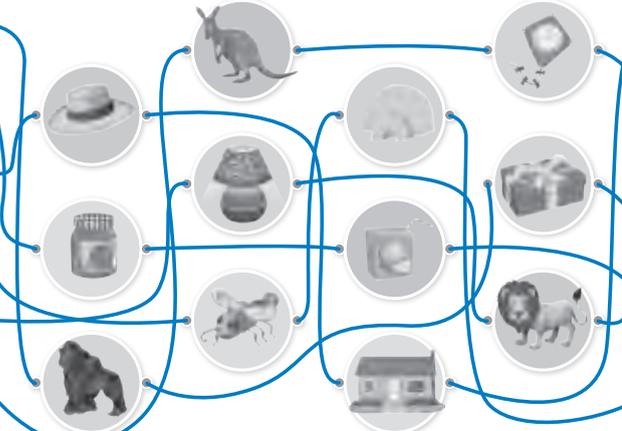
2. J

3. H

4. I

5. L

6. K



h

k

l

g

j

i

42 Review 2

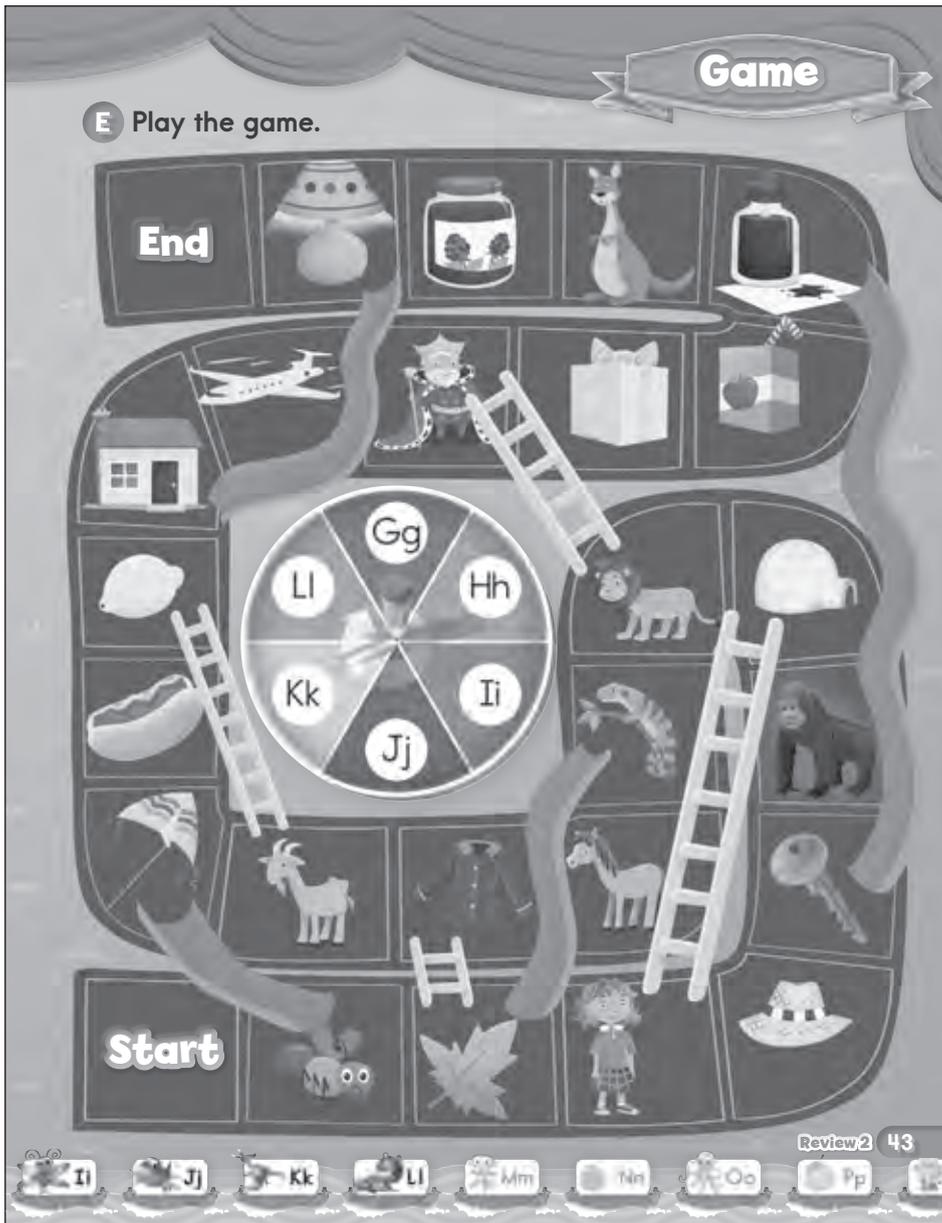
Aa Bb Cc Dd Ee Ff Gg Hh

Unit 4. Combine some adjectives and key words that have different initial sounds, e.g., *fast jet*, and some with the same initial sound, e.g., *gorgeous gorilla*. Have students smile if the words begin with the same sound, and frown if they begin with different sounds.

#### D. Match and say.

Have students pronounce the sounds and say the words as they connect the letters and pictures. For example, as they draw the line for number 1, have

students say /g/, *gorilla*, *gift*, /g/. After students have completed exercise D, use the pictures within the exercise as a review tool. Point to each picture and elicit the word from a student. Then have the class repeat the word. Continue until you have covered all of the pictures in exercise D.



## E Play the game.

### E. Play the game.

1. Divide the students into pairs. Have each student make or choose a small game piece. Model placing and spinning the paper clip for the students. Have the first student in each pair spin the paperclip, move his or her game piece ahead to the first picture that represents the partner letters on the spinner, and say the name of the picture. If they can say the name successfully, they stay on that square. If not, they move back. Then the next student spins,

and so on. The first student to reach the end wins.

2. Use the chutes and ladders. If students land on a space with a ladder, they climb to the space the ladder leads to. If students land on a space with a chute, they slide to a lower space. If they can successfully say the picture's word, they can stay in the new space.
3. Play the game with groups of students instead of pairs. Divide the students into groups of four or six.

1. **Fruit Salad.** Students sit in a circle. Give each student one Unit 3 or Unit 4 Student Card. Call out two of the words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.
2. **Alphabet Game** (p. 8). Divide the class into four teams and have them gather in different corners of the classroom. Give each team a set of shuffled Student Cards with one word from each set beginning with a letter from A to L. Each team should have a different set of words. When you say *Go!* teams race to put their cards in alphabetical order. The first team to finish wins. Then have teams go around the room and check that the other groups ordered their cards correctly.
3. **Picture Game** (p. 9). Divide the class into small groups of four and give each some paper and crayons. Whisper a word to a student from each group. Without speaking, the students must draw the words for their teams to guess. Teams that guess correctly get a point. Repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1
4. *Oxford Phonics World Reader, What I Want*
5. *Online Midterm Test*

## Lesson 1 Objectives:

- Learn /m/ and Mm
- Learn four Mm key words

**Key Words:** monkey, milk, money, mouse

## Materials:

- Phonics Cards 61–65
- Student Cards 49–52
- CD2 Tracks 02–05

## Warm Up

Write the partner letters *Aa* to *Ll* on the board. Have students tell you key words for each letter.

## Use Pages 44–45

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 02.

Hi, I'm a merry monkey.  
/m/ /m/ This is the /m/ sound.  
This is the letter M.  
/m/ /m/ merry monkey  
/m/ /m/ merry monkey  
What's the beginning sound?  
/m/  
What letter is this?  
M

CD2  
02

Hold the *Merry Monkey* Phonics Friend card out so all students can clearly see it. Have students pretend to be merry monkeys and introduce themselves.

### B. Listen, point, and repeat.

Play CD2 Track 03. Have students point as they hear the words.

1. monkey, monkey  
monkey, monkey
2. milk, milk  
milk, milk
3. money, money  
money, money

CD2  
03

**Unit 5**
Mm Nn Oo

**A Listen and repeat.** disc 2  
02

Mm

merry monkey

**B Listen, point, and repeat.** disc 2  
03

1.

2.

3.

4.

44 Unit 5

Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh
Ii

4. mouse, mouse  
mouse, mouse

Point to the pictures in exercise B in a different order and have students name each one. If time permits, play **Odd One Out**. Display the Mm Phonics Cards and include one or two cards from previous units. Have students say the word for each card aloud and raise their hands when a card doesn't belong.

### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Then have a **Writing Race**. Teams compete

to see who can write the most partner letters (legibly) on the board before time is up.

### D. Listen and write. Then match.

Play CD2 Track 04 and have the students complete the activity on their own.

1. monkey, monkey
2. milk, milk
3. insect, insect
4. kangaroo, kangaroo
5. money, money
6. mouse, mouse

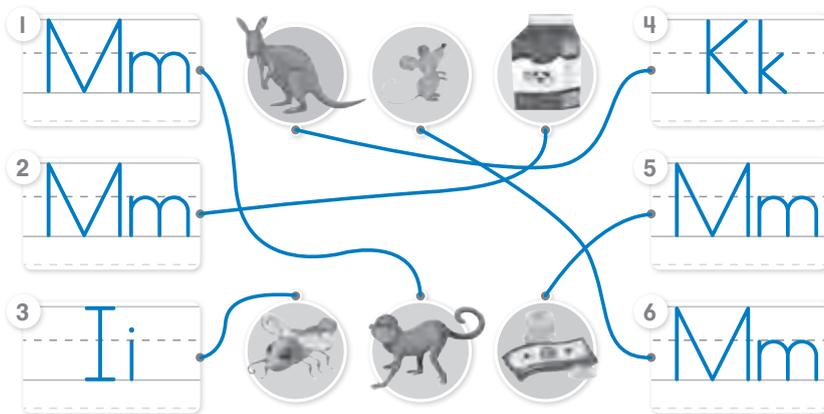
CD2  
04

## C Trace, write, and say.



## D Listen and write. Then match.

disc 2  
04



## E Listen and chant.

disc 2  
05

I like the .



Unit 5 45

After students complete exercise D, have them point to the Mm pictures and say /m/, /m/, (*mouse*). Then use the Phonics Cards for the key words from this unit and the previous units. Have two students come to the board. Show them a card and have them race to write the partner letters on the board and say the word as quickly as they can.

### E. Listen and chant.

Play CD2 Track 05. Have students point to each image as they chant. Each line repeats.

CD2  
05

mouse, /m/, /m/, mouse  
 money, /m/, /m/, money  
 milk, /m/, /m/, milk  
 monkey, /m/, /m/, monkey  
 mouse, money, milk, monkey (x2)  
 I like the mouse. I like the money.  
 I like the milk. I like the monkey.

Divide students into four groups and assign each group a key word in the chant. Have them perform an action when their word is said in the chant.

1. **Buzzers** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
2. **Hop and Say** (p. 8). Have students stand in a line. Give each one an Mm Student Card. When you call a word, the students with that card hop forward and repeat after you. Call several different cards. Then have students change cards and play again.
3. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather around to watch. Put a different Phonics Card, picture up, on each chair. Say the name of one of the cards and have students race to be the first to sit on the chair with that card. For added challenge, use all four cards and have four teams compete for one of the four chairs.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 22. Have students complete this page for homework or in class. See Teacher’s Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

### Lesson 2 Objectives:

- Learn /n/ and Nn
- Learn four Nn key words

**Key Words:** nut, net, nest, nose

### Materials:

- Phonics Cards 66–70
- Student Cards 53–56
- CD2 Tracks 06–08

### Warm Up

Combine Mm Phonics cards with cards from previous units and show them one at a time to the class. When an Mm card appears, students say /m/ and the key word. Shuffle and repeat.

### Use Pages 46–47

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 06.

CD2 06  
Hello, I'm a noisy nut.  
/n/ /n/ This is the /n/ sound.  
This is the letter N.  
/n/ /n/ noisy nut  
/n/ /n/ noisy nut  
What's the beginning sound?  
/n/  
What letter is this?  
N

Show students the *Noisy Nut* Phonics Friend card and then play **Repeat You, Repeat Me**. Have students stand in a circle. Have a student pretend to be a noisy nut by introducing him or herself, and making a noise. The next student imitates the noise, introduces himself or herself, and adds a new noise. Go around the circle in this way.

#### B. Listen, point, and repeat.

Play CD2 Track 07. Have students point as they hear the words.

Mm Nn Oo

**A Listen and repeat.** disc 2 06



**B Listen, point, and repeat.** disc 2 07

1.



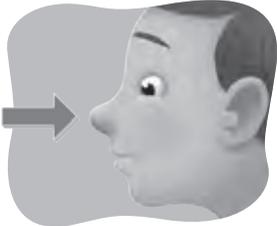
2.



3.



4.



46 Unit 5

Bb Cc Dd Ee Ff Gg Hh Ii Jj

- CD2 07
- |             |               |
|-------------|---------------|
| 1. nut, nut | 3. nest, nest |
| nut, nut    | nest, nest    |
| 2. net, net | 4. nose, nose |
| net, net    | nose, nose    |

Point to the pictures in exercise B in a different order and have students name each one. Act out your own version of the key words. Have the class mimic your actions and repeat the words.

#### C. Trace, write, and say.

Model writing the partner letters. Point out that Mm and Nn are different: M and m have two humps, but N and n have only one. Then have students do exercise C.

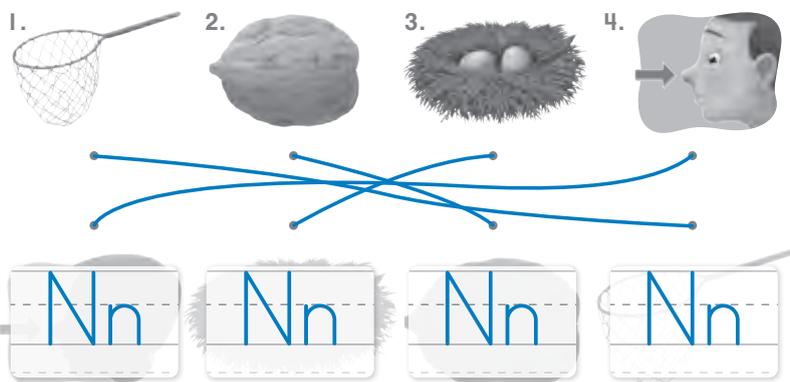
#### D. Match and write.

After students complete exercise D, check their answers. Then have them point to each item and say the sound and word.

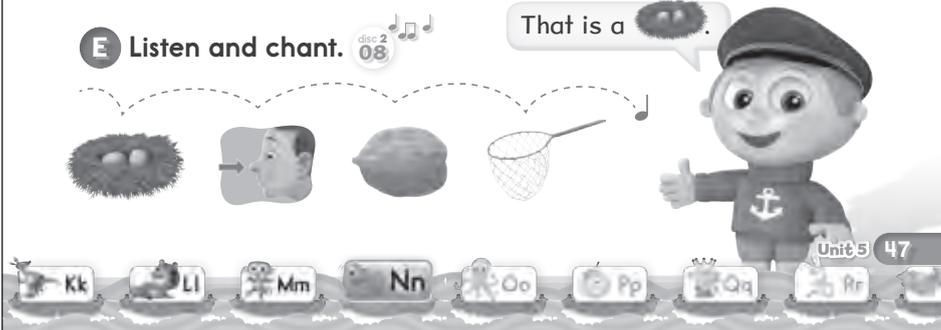
## C Trace, write, and say.



## D Match and write.



## E Listen and chant.



### E. Listen and chant.

Play CD2 Track 08. Have students point to each image as they chant. Each line repeats.

nest, /n/, /n/, nest  
 nose, /n/, /n/, nose  
 nut, /n/, /n/, nut  
 net, /n/, /n/, net  
 nest, nose, nut, net (x2)  
 That is a nest. That is a nose.  
 That is a nut. That is a net.

CD2  
08

Divide students into groups and have each group stand around a desk that has the four Nn Student Cards on it. Then say the chant in rounds. Each group starts to chant after the previous group finishes the first line (*nest, /n/, /n/, nest*). Students in each group point to the correct Student Cards as they chant the last two lines. Repeat several times or as often as time permits.

1. **Line Up** (p. 9). Give each student one Nn Student Card. When you say the four key words in any order, students get into groups of four and line up to match your order. Have students change cards and repeat.
2. **Down the Line** (p. 8). Place the shuffled Mm and Nn Phonics Cards, pictures up, in a line on the floor. Divide students into two teams. Have a student from each team start at opposite ends and go down the line of cards, naming each one in a race to get to the other end. When students meet at the same card, have them play **Rock, Paper, Scissors**. The loser says a word that begins with a sound you tell them. Then they may proceed with the game.
3. **Telephone** (p. 9). Have the class form one line. Whisper a different Nn key word to the student at each end. Students whisper the words down the line without repeating themselves. When the key words reach the ends of the line, have the students on the ends say the key words they heard. For a challenge, divide students into multiple smaller lines. Repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 23. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

## Lesson 3 Objectives:

- Learn /o/ and Oo
- Learn four Oo key words

**Key Words:** octopus, ox, olive, ostrich

## Materials:

- Phonics Cards 71–75
- Student Cards 57–60
- CD2 Tracks 09–11

## Warm Up

Play **Hot Word** (p. 8). Use the Mm and Nn Student Cards. Have students sit in a circle and pass the cards around while you play music. When the music stops, students stand and say the key word for the card in their hands.

## Use Pages 48–49

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 09.

Hi, I'm an orange octopus.  
/o/ /o/ This is the /o/ sound.  
This is the letter O.  
/o/ /o/ orange octopus  
/o/ /o/ orange octopus  
What's the beginning sound?  
/o/  
What letter is this?  
O

Have students repeat the dialogue and use their arms to act like octopuses as you hold the *Orange Octopus* Phonics Friends card for the students to see.

### B. Listen, point, and repeat.

Play CD2 Track 10. Have students point as they hear the words.

1. octopus, octopus  
octopus, octopus
2. ox, ox  
ox, ox

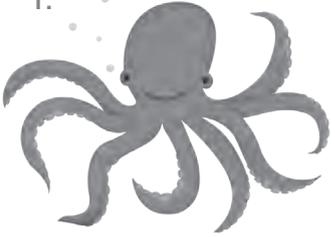
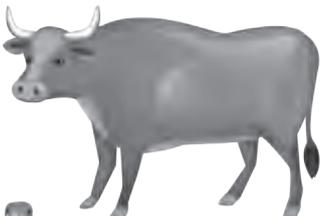
Mm Nn Oo

**A Listen and repeat.** disc 2 09



orange octopus

**B Listen, point, and repeat.** disc 2 10

1. 
2. 
3. 
4. 

48 Unit 5

Cc Dd Ee Ff Gg Hh Ii Jj Kk

3. olive, olive  
olive, olive
4. ostrich, ostrich  
ostrich, ostrich

pairs complete their drawings, the class names the picture. Repeat until everyone has had a turn to draw.

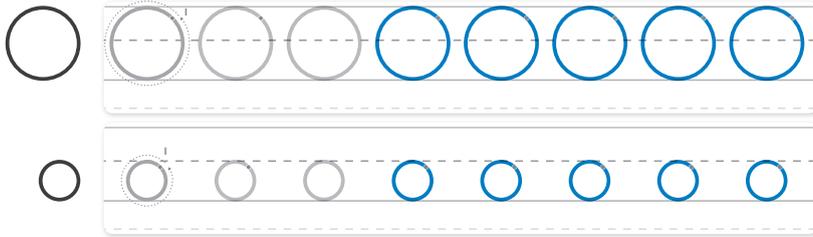
### D. Which ones begin with the o sound? Trace and color.

Model the exercise for the class. Say /o/, /o/, ox and show students where to trace. Then have students do the activity on their own. Make sure they only color the tentacles for the Oo words.

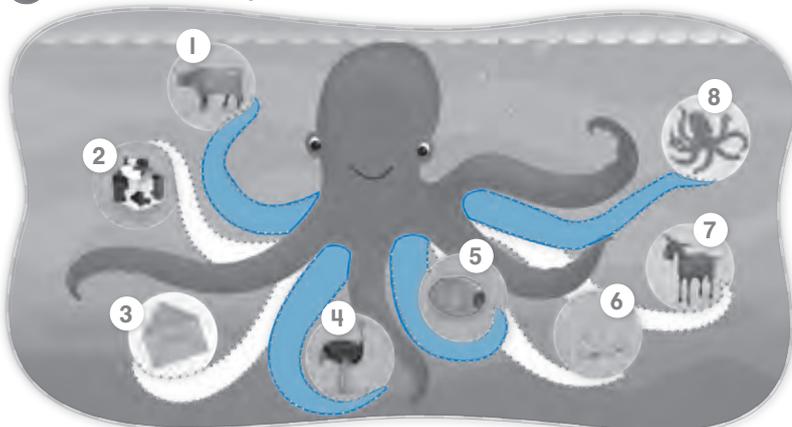
### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C. Then play **Letter Pictures**. Student pairs take turns drawing pictures of the key words that incorporate the letter O or o. After

## C Trace, write, and say.



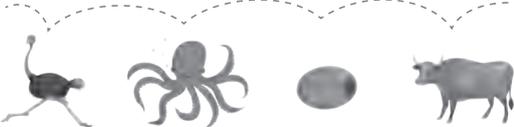
## D Which ones begin with the o sound? Trace and color.



## E Listen and chant.

disc 2  
11

I see the 



Unit 5 49

1. **Do As I Say** (p. 8). Provide students with actions that correspond to the key words. When you say the word, students do the action and repeat after you.
2. **Match the Order**. Display various Phonics Cards. Divide the class into teams of four and have each team stand around a desk. Place a set of Student Cards on each desk, pictures down, so that students cannot see the pictures. When you say *Go!* the team flips over their cards and tries to match the order of the displayed cards. The first team to finish raises their hands and says the key words. Reshuffle all cards and repeat as time permits.
3. **Touch** (p. 9). Use the Unit 5 Student Cards. Have students play in groups of five or six. Say the Unit 5 words and have students repeat after you as they race to touch the cards. Then have a student be the leader. Repeat so that each student gets the chance to be the leader.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 24. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

## E. Listen and chant.

Play CD2 Track 11. Have students point to each image as they chant. Each line repeats.

ostrich, /o/, /o/, ostrich  
 octopus, /o/, /o/, octopus  
 olive, /o/, /o/, olive  
 ox, /o/, /o/, ox  
 ostrich, octopus, olive, ox (x2)  
 I see the ostrich. I see the octopus.  
 I see the olive. I see the ox.

CD2  
11

Have students cover their eyes as you hide the Phonics Cards around the room. The pictures on the cards should be partially visible. Then, with eyes open, students stand and repeat the chant. They turn and point to the cards when they say the last lines of the chant: *I see the (ostrich)*. Repeat as time permits.

## Lesson 4 Objectives:

- Review the key words from Unit 5
- Listen to and read a story
- Learn sight words

**Sight Words:** no, yes, your

## Materials:

- Phonics Cards 61–75
- Student Cards 49–60
- CD2 Tracks 12–13

## Warm Up

Play **What's Missing?** Show three Phonics Cards that begin with the same sound. Students raise their hands to identify the missing card. For added challenge, review previous units.

## Use Pages 50–51

### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word, e.g., /o/, /o/, *olive*. Have students do this for each picture in each set before they make their decision.

### B. Listen and circle.

Play CD2 Track 12. Have students repeat the words that they hear and circle the correct letters.

1. nest, nest
2. monkey, monkey
3. octopus, octopus

Then play **Sound Families** (p. 9). Put students in groups of three or four. Each group uses a set of shuffled Unit 5 Student Cards. When you say *Go!* students put the cards into three groups: Mm, Nn, and Oo. The first group to finish wins.

## Mm Nn Oo

**A** Which ones begin with the same sound? Circle.

1.

2.

3.

**B** Listen and circle. disc 2 12

1.

M O N  
o n m

2.

M N O  
n o m

3.

O M N  
m n o

**C** Write.

1.

2.

3.

4.

50 Unit 5

Cc Dd Ee Ff Gg Hh Ii Jj Kk

### C. Write.

Model the first example, saying /n/, /n/, *nose*. Have students repeat this pattern for every example and then do the written exercise. After the exercise, show Phonics Cards for other key words and have students come to the board and write the correct partner letters for each card.

### D. Look and listen. Read along.

1. **Read along.** Play CD2 Track 13. Have the students listen to the story once.

1. This is my nut.  
That is my nut!
2. No, it is my nut.  
It is a monkey!
3. Yes, it is your nut.  
Is that your olive?
4. No, it is your olive!

Play the story again. Have students point to the pictures of the vocabulary words that they hear and see in the story. Then read the story for the students. Finally, have each student read the story on their own.

## Story

**D** Look and listen. Read along. disc 2 13



Sight words: no yes your

Unit 5 51

- Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a letter or a sound, e.g., N or /n/. Students take turns around the circle to say words that begin with that letter or sound: *slap, slap, clap, clap, (nest), (nest)*, and so on, until you change the category and the rhythm.
- What's the Letter?** Divide the class into teams of four or more. Whisper M, N, or O to a student from each team. The students go back to their teams and silently make the shapes of the letters with their bodies. Their teammates should guess by shouting the letter name and sound. The first team to guess correctly wins a point. Use each round as a way to review a key word for each letter.
- Make Your Own Story** (p. 9). Give each student a piece of paper. Have them draw four story frames like those on page 51 in the Student Book. Have them illustrate their own stories and include pictures that represent the Mm, Nn, and Oo words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Have three students act out the story. Assign the roles of the mice and the monkey. Encourage students to have fun while they act out the story. When they are finished, choose three different students to act out the story. Repeat as time permits.

- Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Go around the room and make sure they are pointing to the correct words as they read.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 25. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2
- Unit 5 Online Test

## Lesson 1 Objectives:

- Learn /p/ and Pp
- Learn four Pp key words

**Key Words:** peach, pen, panda, pineapple

## Materials:

Phonics Cards 76–80  
Student Cards 61–64  
CD2 Tracks 14–17

## Warm Up

Play **Teacher's Mistake** (p. 9) to review the key words from Unit 5.

## Use Pages 52–53

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 14.

Hello, I'm a pink peach.  
/p/ /p/ This is the /p/ sound.  
This is the letter P.  
/p/ /p/ pink peach  
/p/ /p/ pink peach  
What's the beginning sound?  
/p/  
What letter is this?  
P

CD2  
14

Play the audio again as students pass the *Pink Peach* Phonics Friend card in a circle. When the audio stops, the student with the card says /p/, /p/, *pink peach*.

### B. Listen, point, and repeat.

Play CD2 Track 15. Have students listen and point as they hear the words.

1. peach, peach  
peach, peach
2. pen, pen  
pen, pen

CD2  
15

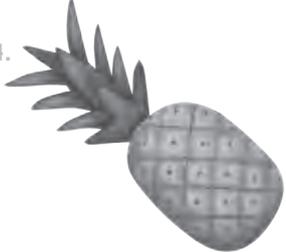
## Unit 6 Pp Qq Rr

**A Listen and repeat.** disc 2 14



pink peach

**B Listen, point, and repeat.** disc 2 15

1. 
2. 
3. 
4. 

52 Unit 6

Dd
Ee
Ff
Gg
Hh
Ii
Jj
Kk
Ll

3. panda, panda  
panda, panda
4. pineapple, pineapple  
pineapple, pineapple

Point to the pictures in exercise B in a random order and have students name each one. Then play **Beanbag Toss** (p. 8) to practice the Pp key words.

### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C.

### D. Which ones begin with the p sound?

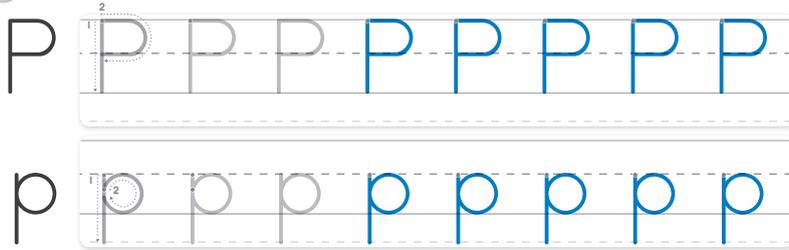
#### Listen and circle.

Play CD2 Track 16. Have students circle each image as they hear its name. Then check students' answers.

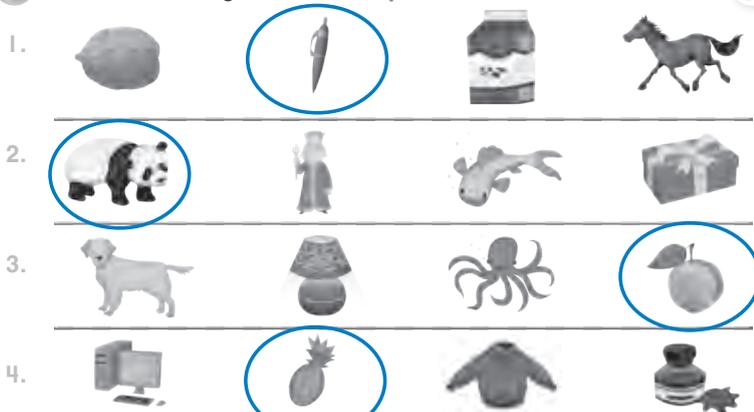
1. nut, nut  
pen, pen  
milk, milk  
horse, horse
2. panda, panda  
king, king  
fish, fish  
gift, gift

CD2  
16

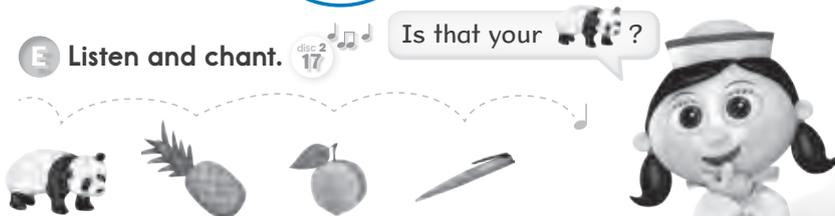
## C Trace, write, and say.



## D Which one begins with the p sound? Listen and circle. disc 2 16



## E Listen and chant. disc 2 17



- Say it.** Divide students into groups and have them stand. Have students watch carefully as you show them Phonics Cards of the key words. Put the cards down and have students say them in the order that they were shown. Repeat this process with the cards in a different order and gradually pick up speed. Students who make a mistake should sit down but can participate from their seats. The group that has the most students left standing wins.
- Speed Sounds.** Have the students stand. Assign the target sound /p/ and have the class listen as you say, in a random order, any of the sounds covered so far: /a/ to /o/. Insert the target sound /p/ occasionally. Students must quickly repeat after you when they hear the target phrase. If they don't repeat it quickly enough, they must sit down and play from their seats. The last person standing wins.
- Picture Game** (p. 9). Divide the class into groups of four and give each some paper and crayons. Whisper a word to a student from each group. Without speaking, the student must draw the word for their team to guess. Repeat so that each student has a chance to draw.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 26. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

- dog, dog  
lamp, lamp  
octopus, octopus  
peach, peach
- computer, computer  
pineapple, pineapple  
jacket, jacket  
ink, ink

- panda, /p/, /p/, panda  
pineapple, /p/, /p/, pineapple  
peach, /p/, /p/, peach  
pen, /p/, /p/, pen  
panda, pineapple, peach, pen (x2)  
Is that your panda? Is that your pineapple?  
Is that your peach? Is that your pen?

## E. Listen and chant.

Play CD2 Track 17. Have students point to each image as they chant. Each line repeats.

Have four to six students each put a Student Card on a desk. Repeat the chant with students saying the words for their card. During the last two lines, the other students ask the student with the (panda) card *Is that your (panda)?*

### Lesson 2 Objectives:

- Learn /q/ and Qq
- Learn four Qq key words

**Key Words:** queen, quiz, quilt, question

### Materials:

- Phonics Cards 81–85
- Student Cards 65–68
- CD2 Tracks 18–20

### Warm Up

Play **Guess the Next Card**. Have students stand and try to guess what Phonics Card you are holding before you show it to them. Students who guess correctly continue to stand. The last student standing is the winner.

### Use Pages 54–55

#### A. Listen and repeat.

Model the dialogue from exercise. Then play CD2 Track 18.

Hi, I'm a quiet queen.  
/q/ /q/ This is the /q/ sound.  
This is the letter Q.  
/q/ /q/ quiet queen  
/q/ /q/ quiet queen  
What's the beginning sound?  
/q/  
What letter is this?  
Q

CD2  
18

Show the *Quiet Queen* Phonics Friend card. Then pass the card to a student. As you do, whisper *I'm a quiet queen*. The student takes the card and whispers the same thing to the next student. Go around the room in this way.

#### B. Listen, point, and repeat.

Play CD2 Track 19. Have students point as they hear the words.

1. queen, queen  
queen, queen
2. quiz, quiz  
quiz, quiz
3. quilt, quilt  
quilt, quilt
4. question, question  
question, question

CD2  
19

Play **What's Missing?** Students raise their hands to identify the missing Phonics Card in a set.

#### C. Trace, write, and say.

Model the writing of the partner letters. Point out how q is like a backwards p and have students do exercise C. Then have students come to the board to model their writing in front of the class.

#### D. Match and write.

After students complete exercise D, check answers with the class. As further reinforcement, hold up one of the Qq Phonics Cards and say the word. Have students hold up their matching Student Card and repeat the word.

Pp Qq Rr

**A Listen and repeat.** disc 2 18

quiet queen

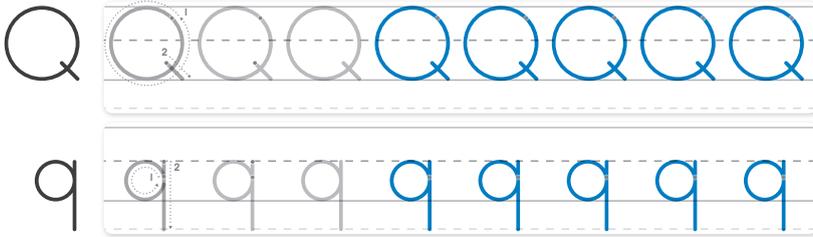
**B Listen, point, and repeat.** disc 2 19

1. 2. 3. 4.

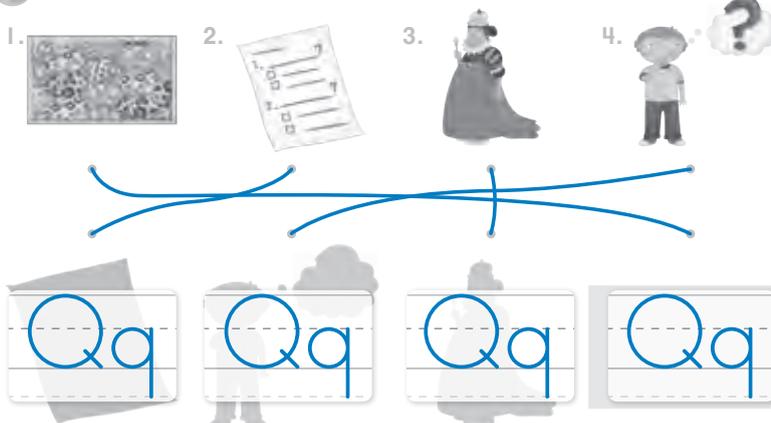
54 Unit 6

Ee Ff Gg Hh Ii Jj Kk Ll Mm

## C Trace, write, and say.



## D Match and write.



## E Listen and chant.



Is this a ?



## E. Listen and chant.

Play CD2 Track 20. Have students point to each image as they chant. Each line repeats.

quilt, /q/, /q/, quilt  
 question, /q/, /q/, question  
 quiz, /q/, /q/, quiz  
 queen, /q/, /q/, queen  
 quilt, question, quiz, pen (x2)  
 Is this a quilt? Is this a question?  
 Is this a quiz? Is this a queen?

CD2  
20

Then play the chant again and assign key word parts to different groups of students by giving them actions corresponding to each word. Have students chant along and perform the action when it is their group's part of the chant.

- Find and Say.** Ask students to close their eyes. Hide the Qq Phonics Cards around the classroom. Then ask students to quietly find the cards. When a student finds a card, he or she should say the sound and then the word. Have the rest of the class repeat the sound and the word. Then students continue to look for the other three Phonics Cards. Repeat as time permits.
- Concentration** (p. 8). Have students play in pairs using pairs of their Qq Student Cards. Students take turns trying to match two pictures and say the word. Have students shuffle their cards and repeat as often as time permits.
- Charades** (p. 8). Divide students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word to them. Students go back to their groups and act it out for the others to guess. Groups that guess correctly get a point. This can also be played as a class. Repeat as time permits.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 27. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

### Lesson 3 Objectives:

- Learn /r/ and Rr
- Learn four Rr key words

**Key Words:** rabbit, rose, rice, robot

### Materials:

- Phonics Cards 86–90
- Student Cards 69–72
- CD2 Tracks 21–23

### Warm Up

Play a team game, such as **Alphabet Game** (p. 8) or **Charades** (p. 8), to review key words from previous lessons. Add challenge and excitement by using a countdown for any key word identification.

### Use Pages 56–57

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 21.

CD2 21

Hello, I'm a racing rabbit.  
/r/ /r/ This is the /r/ sound.  
This is the letter R.  
/r/ /r/ racing rabbit  
/r/ /r/ racing rabbit  
What's the beginning sound?  
/r/  
What letter is this?  
R

Show the *Racing Rabbit* Phonics Friend card. Have a student pretend to be a racing rabbit and “race” around the room making the /r/ sound before introducing himself or herself. Other students repeat. Help students with the /r/ sound, as it can be difficult for some speakers.

#### B. Listen, point, and repeat.

Play CD2 Track 22. Have students point as they hear the words.

Pp Qq Rr

**A Listen and repeat.** disc 2 21



racing rabbit

**B Listen, point, and repeat.** disc 2 22

1.



2.



3.



4.



56 Unit 6

Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn

- CD2 22
- |                   |                 |
|-------------------|-----------------|
| 1. rabbit, rabbit | 3. rice, rice   |
| rabbit, rabbit    | rice, rice      |
| 2. rose, rose     | 4. robot, robot |
| rose, rose        | robot, robot    |

Point to the pictures in exercise B in a different order and have students name each one. Then play **Pop Up** (p. 9).

#### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C on their own. Then have several students come to the board. Say a key word from

this unit and occasionally one from a previous unit. Students race to write the correct partner letters quickly.

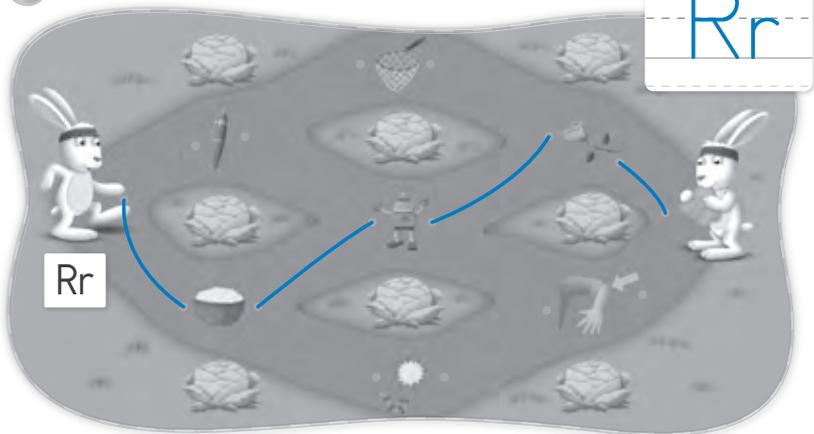
#### D. Connect. Then write Rr.

Model the first one for the class and have students complete the activity. Then check their answers. Point to the images and elicit the sounds and key words. For extra practice, have students close their eyes and try to remember the order of the Rr words on the path.

## C Trace, write, and say.



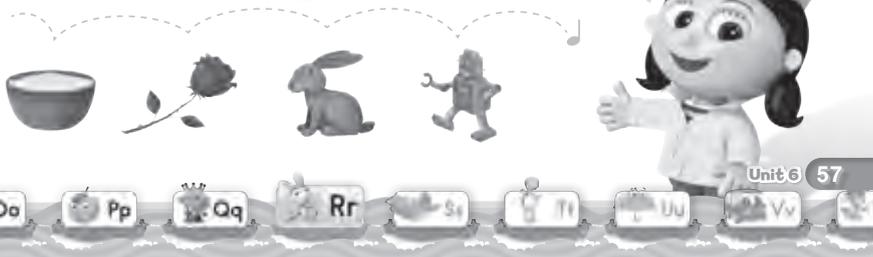
## D Connect. Then write Rr.



## E Listen and chant.

disc 2  
23

That is your .



### E. Listen and chant.

Play CD2 Track 23. Have students point to each image as they chant. Each line repeats.

rice, /r/, /r/, rice  
 rose, /r/, /r/, rose  
 rabbit, /r/, /r/, rabbit  
 robot, /r/, /r/, robot  
 rice, rose, rabbit, robot (x2)  
 That is your rice. That is your rose.  
 That is your rabbit. That is your robot.

CD2  
23

Then place the students into groups of four. Give each student an Rr Student Card. Students say the chant and show their Student Cards when they chant its name. During the last four lines, the other students point to a classmate's card and say *That is your (rice)*.

1. **Buzzers** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
2. **What Do You Have?** Have students sit in a circle. Give each one an Rr Student Card. When you say the sound and a key word, the students with that card stand up and repeat. After a few rounds, have students trade cards.
3. **What's on My Back?** (p. 9). Divide the class into pairs. Have one student in each pair use their fingertip or a paperclip to draw a picture of one of the key words on their partner's back. The partner tries to guess the key word. If they are correct, the two students switch roles. If they are incorrect, they continue guessing. For an added challenge, give the class a time limit. Pairs should try to draw and guess the key words as quickly as they can in order to see how many correct answers they can get before time runs out. Repeat until all students have had a turn at the end of the line.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 28. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

## Lesson 4 Objectives:

- Review the key words from Unit 6
- Listen to and read a story
- Learn sight words

**Sight Words:** am, small, big

## Materials:

Phonics Cards 76–90  
CD2 Tracks 24–26

## Warm Up

Write *Pp*, *Qq*, and *Rr* on the board. Model the sounds and have students repeat. Then play **Say It**. Show the Unit 6 Phonics Cards and say the words. Put the cards down and have students say the words in order. Repeat and increase the speed.

## Use Pages 58–59

### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word, e.g., /r/, /r/, *rose*. Have students do this for each picture in each set before they make their decision.

### B. Listen and circle.

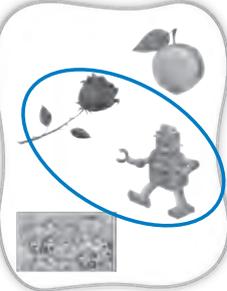
Play CD2 Track 24. Have students repeat the sounds and words that they hear and circle the correct letters.

1. panda, panda
2. rose, rose
3. quilt, quilt

Point to the pictures out of order and have the class say the beginning sounds and the words. Then show the class a Phonics Card. Have students raise their hands and try to be the first to say its beginning sound. Repeat with more cards.

## Pp Qq Rr

**A** Which ones begin with the same sound? Circle.

1. 

2. 

3. 

**B** Listen and circle. disc 2  
24

1.   
P Q R  
p r q

2.   
Q P R  
p q r

3.   
R P Q  
q r p

**C** Listen and write. disc 2  
25

1. 

2. 

3. 

4. 

58 Unit 6

Ff Gg Hh Ii Jj Kk Ll Mm Nn

### C. Listen and write.

Play CD2 Track 25. Have students repeat the sounds that they hear and write the correct letters.

1. quiz, quiz
2. peach, peach
3. robot, robot
4. pineapple, pineapple

Check the answers with the class. Then have students practice writing the letters from Unit 6 on the board.

### D. Look and listen. Read along.

1. **Read along.** Play CD2 Track 26. Have the students listen to the story once.

1. I am the queen. I want a rose.
  2. That is a small panda.  
That is a big robot.
  3. I have the rose!
  4. I like my rose!
- Sight words: an, small, big

Play the story again. Have students point to pictures of the key words that they hear and see in the story.

## Story

D Look and listen. Read along. disc 2 26



Sight words: am small big

Unit 6 59

1. **Make Your Own Story** (p. 9). Give each student a piece of paper. Have them draw four story frames like those on page 59 in the Student Book. Have them illustrate their own stories and include pictures that represent Pp, Qq, and Rr words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.
2. **Repeat You, Repeat Me.** Stand in a circle with the students. Say a key word and do a motion. Have the next student in the circle repeat your word and motion and add a new one. Continue and see how long the class can keep the chain going. Encourage students to be silly and dramatic.
3. **Letter Trace Relay** (p. 9). Play in groups of four or five to practice writing the letters or partner letters from Pp to Rr.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 29. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 6 Online Test

Then read the story for the students. Finally, have students read the story on their own.

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the panda, queen, and robot. Set Phonics Cards for the key words around the room for students to interact with. Encourage students to have fun while they act out the story. When they are finished, choose three

different students to act out the story and rearrange the Phonics Cards. Repeat as time permits.

4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have students read the sight words by themselves. Point to objects around the classroom to demonstrate the meaning of *small* and *big*. Then have students point to big objects and small objects throughout the room.

## Lesson Objectives:

- Review the words from Unit 5 and Unit 6
- Listen to and sing a song that uses the words from Unit 5 and Unit 6

## Key Words:

monkey, milk, money, mouse  
nut, net, nest, nose  
octopus, ox, olive, ostrich  
peach, pen, panda, pineapple  
queen, quiz, quilt, question  
rabbit, rose, rice, robot

## Sight Words:

no, yes, your, am, small, big

## Materials:

Phonics Cards 61–90  
Student Cards 49–72  
CD2 Tracks 27–28

## Warm Up

Write *Mm*, *Nn*, *Oo*, *Pp*, *Qq*, and *Rr* on the board. Model the sounds for the students and have them repeat. Then use the Phonics Cards to review the words from Unit 5 and Unit 6.

## Use Pages 60–61

### A. Look and listen. Sing along.

Play CD2 Track 27. Have students listen to the song one time.

Question, question, I have a question.

Is that your net?

Yes, it is.

Is that your peach?

Yes, it is.

Is that your ox?

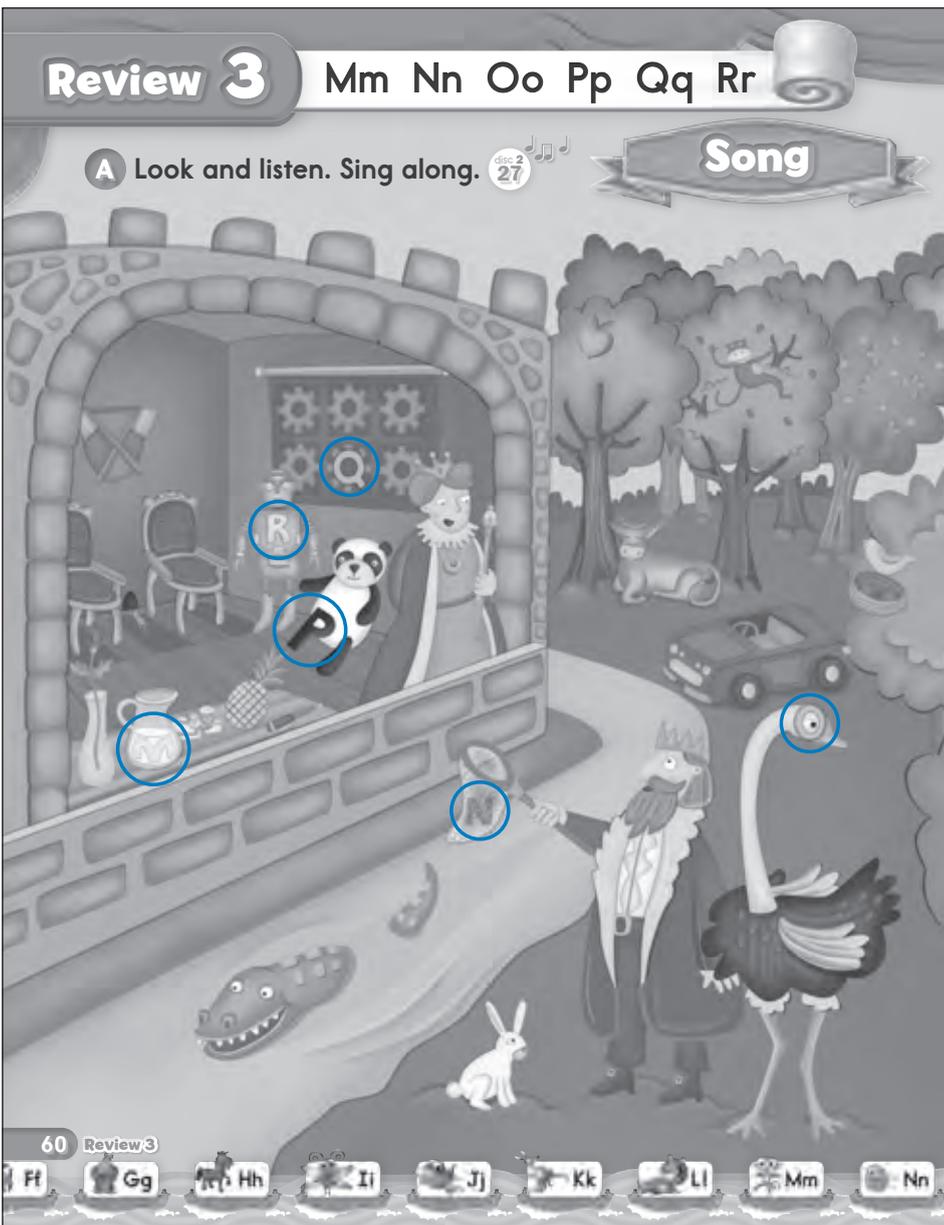
Yes, it is.

Is that your small car?

No!

Question, question, I have a question.

Is that your milk?



Yes, it is.

Is that your rose?

Yes, it is.

Is that your quilt?

Yes, it is.

Is that your big alligator?

No!

*Touch the rose, touch the peach, touch the quilt.*

*Touch the net, touch the milk, touch the ox.*

Have the students listen to the song again, this time singing the words and pointing to the pictures in their books that represent the key words. Then point to the pictures in random order. Have students say the sound and the word that corresponds to the each picture. For example, if you point to king, students should say /k/, /k/, *king*. Continue pointing to pictures around the page as time permits, increasing your speed incrementally. Finally, have students look for the hidden letters throughout the artwork on the song page. Have a student show the hidden

## B Listen, circle, and write. disc 2 28

1.  Nn

2.  Rr

3.  Oo

4.  Pp

5.  Qq

6.  Mm

- Letter Pictures.** Pairs of students take turns drawing pictures of the Mm to Rr key words that incorporate the target letter into each. For example, a letter N that is part of a net or an O as the outline of an olive. After pairs complete their drawings, the class names the picture. Repeat until everyone has had a turn to draw.
- Fruit Salad.** Students sit in a circle. Give each student one Unit 5 or Unit 6 Student Card. Call out two of the words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For added challenge, allow a student to call the cards.
- Charades** (p. 8). Put students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word to them. Students go back to their group and act it out for the others to guess. Groups that guess correctly get a point. This can also be played as a class. Repeat as often as time permits.

## Practice and Components

- Oxford Phonics World Workbook 1*, pp. 30–31. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

letter to the class, say its sound twice, and say one of that letter's key words, e.g., M, /m/, /m/, *milk*.

## B. Listen, circle, and write.

Play CD2 Track 28. Have students repeat the words they hear, point to and circle the correct picture, and write the correct partner letters.

- CD2 28
- net, net
  - rabbit, rabbit
  - olive, olive
  - pen, pen
  - queen, queen
  - mouse, mouse

After students finish exercise B, go back to the beginning of the exercise. Point to the other pictures in the exercise and elicit the words' initial sounds and names from the students.

## Lesson Objectives:

- Review the words from Unit 5 and Unit 6
- Play a review game

## Key Words:

monkey, milk, money, mouse  
nut, net, nest, nose  
octopus, ox, olive, ostrich  
peach, pen, panda, pineapple  
queen, quiz, quilt, question  
rabbit, rose, rice, robot

## Sight Words:

no, yes, your, am, small, big

## Materials:

Phonics Cards 61–90  
Student Cards 49–72  
CD2 Track 29

## Warm Up

First review the Mm, Nn, and Oo Phonics Cards. Then play **Teacher's Mistake** (p. 9) with those sets of cards. Next, review the Pp, Qq, and Rr Phonics Cards and play again. For added challenge, play again and use all the cards.

## Use Pages 62–63

### C. Listen. Do you hear the same sound? Draw ☺ or ☹.

Play CD2 Track 29. Have students repeat the words they hear. Encourage the students to smile and frown according to whether the initial sounds are the same or different.

1. noisy ostrich
2. quiet nut
3. merry mouse
4. orange quilt
5. racing robot
6. pink panda

CD2  
29

**Mm Nn Oo Pp Qq Rr**

**C Listen. Do you hear the same sound? Draw ☺ or ☹.**

1.  ☹

2.  ☹

3.  ☺

4.  ☹

5.  ☺

6.  ☺

**D Match and say.**

1. P

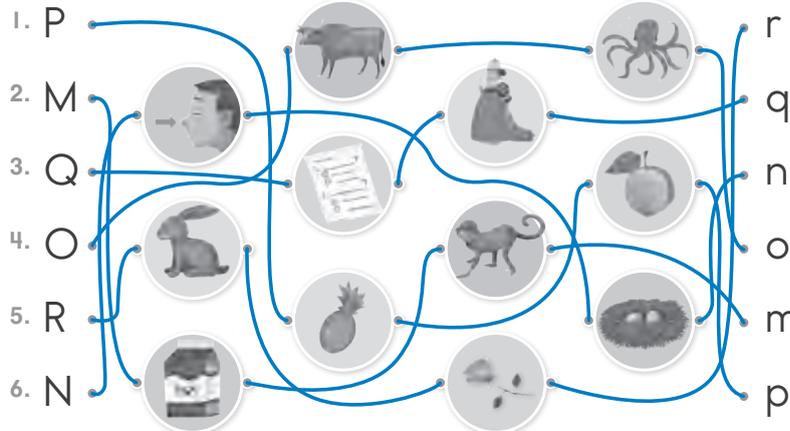
2. M

3. Q

4. O

5. R

6. N



r

q

n

o

m

p

62 Review 3

Extend exercise C by using Phonics Cards of the key words from Unit 5 and Unit 6. Combine some adjectives and key words that have different initial sounds, e.g., *busy nest*, and some with the same initial sounds, e.g., *quiet queen*. Have students smile if the initial sounds are the same and frown if the initial sounds are different.

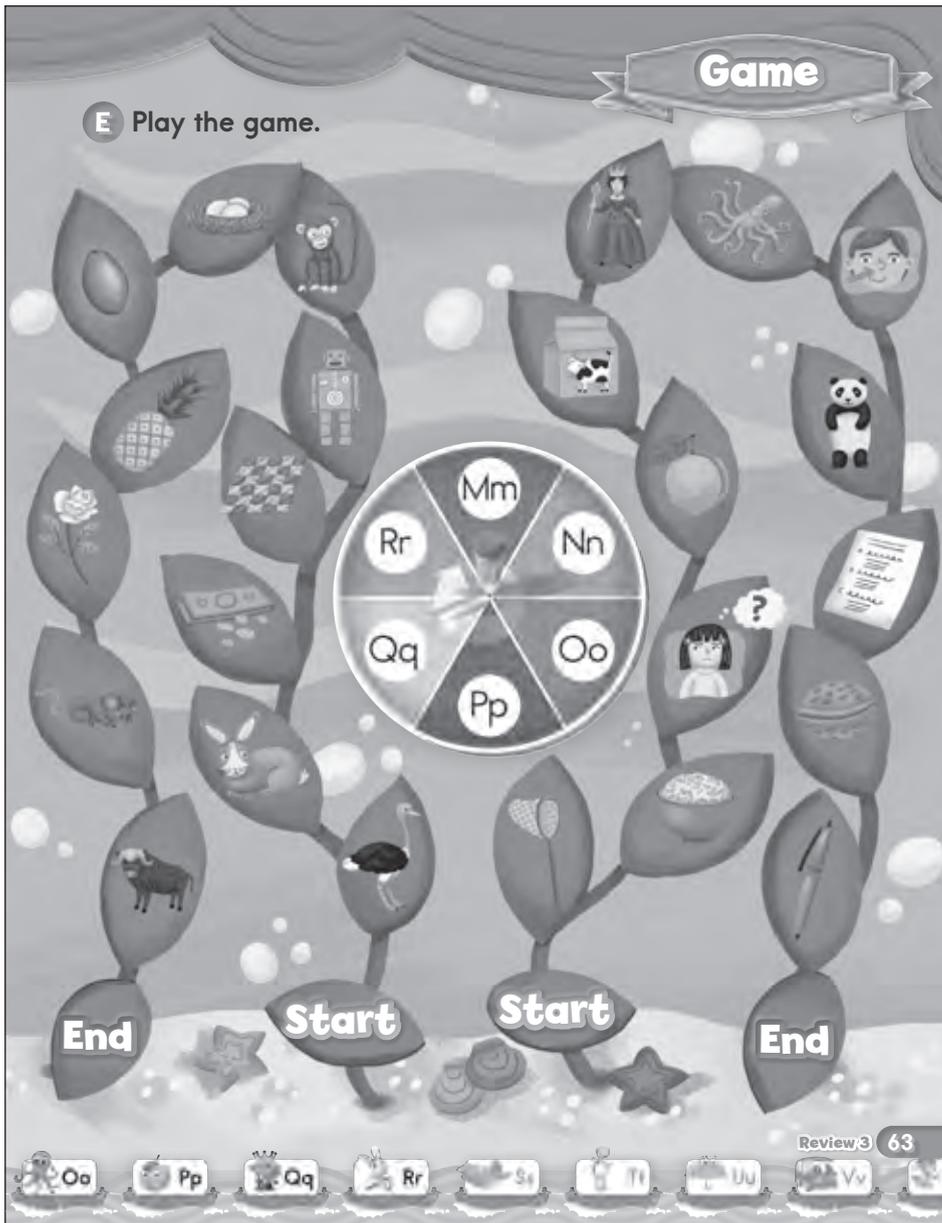
### D. Match and say.

Have students pronounce the sounds and words as they connect them in exercise D. For example, as they draw the line for number 1, have students say /p/, *pineapple*, *peach*, /p/. After

students complete exercise D, use the pictures as a review tool. Point to individual pictures and elicit the word. Then have the class repeat the word. Continue until you have covered all of the pictures in exercise D.

### E. Play the game.

1. Divide the students into pairs. Have each student make or choose a small game piece. Each student chooses a side of the board. Have the first student in each pair spin a paperclip, move his or her game piece ahead to the first picture that represents the partner letters on the spinner, and



## E Play the game.

- say the word. If they say the word successfully, they stay on that leaf. If not, they move back. Then the next student spins, and so on. The first student to reach the end wins.
2. Play a more advanced variation of the game. Divide the Mm to Rr Student Cards between two students, so each student gets two cards for each letter. The first student spins the paper clip on the spinner, says the letter sound it lands on, and moves his or her piece. If the student's spins lands on Rr, he or she

moves to the first Rr spot, the rabbit. If the student has the card with a rabbit on it, he or she can put the card down, say *rabbit*, and remain on the spot. If the student doesn't have the card, he or she can trade cards with the other player and lose a turn or go back to the previous space (in this case, Start) and try to spin a different word on the next turn. The object is to get to the end as quickly as possible. Trading cards can help, but it can also enable the other player to move ahead quickly.

1. **Concentration** (p. 8). Have students play in pairs using the Unit 5 and Unit 6 Student Cards. Students take turns trying to match two pictures and say the word. Have students shuffle their cards and repeat as often as time permits.
2. **Alphabet Game** (p. 8). Divide the class into four teams and have them gather in different corners of the classroom. Give each team a set of shuffled Student Cards that represent words starting with the letters from A to R so each team has a different set of words that represent the alphabet (from A to R). When you say *Go!* teams race to put their cards in alphabetical order. The first team to finish wins. Then have teams go around the room and check that the other groups ordered their cards correctly.
3. **Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of the Mm to Rr Student Cards in the squares, pictures up. Randomly call out the key words. Students turn over any matching cards, trying to get three across in a horizontal, vertical, or diagonal row. Students should shout *Bingo!* if they get three cards in a row. After playing a round, invite a student to call the cards.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, pp. 30–31. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

### Lesson 1 Objectives:

- Learn /s/ and Ss
- Learn four Ss key words

**New Words:** seal, sun, soap, socks

### Materials:

- Phonics Cards 91–95
- Student Cards 73–76
- CD2 Tracks 30–32

### Warm Up

Review the alphabet learned so far. Ask the class for the letter names and sounds from A to R and write them on the board. Then point to each letter and elicit a word for each. Act out words if students need a hint.

### Use Pages 64–65

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 30.

CD2 30

Hi, I'm a super seal.  
 /s/ /s/ This is the /s/ sound.  
 This is the letter S.  
 /s/ /s/ super seal  
 /s /s/ super seal  
 What's the beginning sound?  
 /s/  
 What letter is this?  
 S

Show the *Super Seal* Phonics Friend card. Then have a student pretend to be a super seal and “fly” around the classroom while making the /s/ sound and stopping to introduce himself or herself to another student, saying *I'm a super seal*. The next student then flies around and makes an introduction.

#### B. Listen, point, and repeat.

Play CD2 Track 31. Have students point as they hear the words.

Unit 7    Ss Tt Uu Vv

**A Listen and repeat.** disc 2 30



Ss

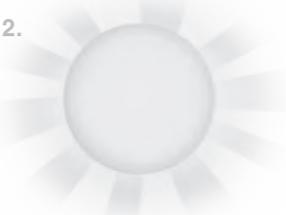
super seal

**B Listen, point, and repeat.** disc 2 31

1.



2.



3.



4.



64 Unit 7

Gg Hh Ii Jj Kk Ll Mm Nn Oo

- CD2 31
- |               |                |
|---------------|----------------|
| 1. seal, seal | 3. soap, soap  |
| seal, seal    | soap, soap     |
| 2. sun, sun   | 4. socks, sock |
| sun, sun      | socks, socks   |

Point to the pictures in exercise B in a different order and have students name each one. If time permits, put students into four groups and assign a word to each group. Have the groups stand when you say that group's key word.

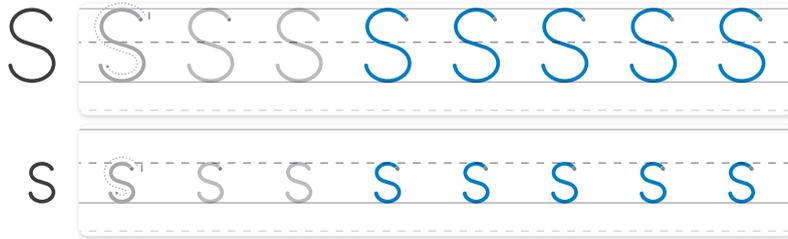
#### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C. Then have students come to the board to model their writing in front of the class. Encourage students to make the /s/ sound as they write. Use student writing to review /s/ and the key words.

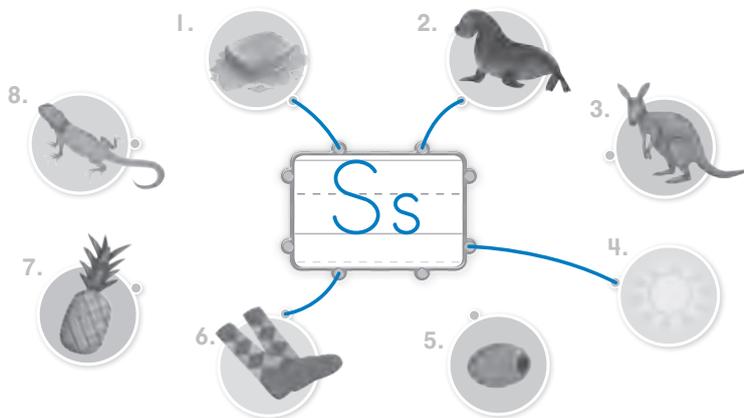
#### D. Write Ss. Then match.

As students do activity D, have them point to the eight pictures and say their beginning sounds and the words.

## C Trace, write, and say.



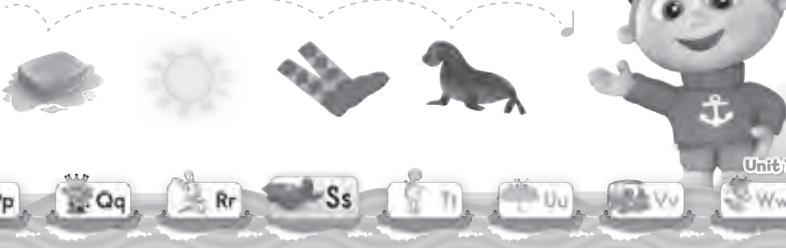
## D Write Ss. Then match.



## E Listen and chant.

disc 2  
32

I see the .



## E. Listen and chant.

Play CD2 Track 32. Have students point to each image as they chant. Each line repeats.

CD2  
32

soap, /s/, /s/, soap  
 sun, /s/, /s/, sun  
 socks, /s/, /s/, socks  
 seal, /s/, /s/, seal  
 soap, sun, socks, seal (x2)  
 I see the soap. I see the sun.  
 I see the socks. I see the seal.

Divide the students into four groups and give each group one of the key words in the chant. Have the students in each group perform an action when their word is said in the chant. For example, have one group of students pretend to wash their hands when they hear and chant *soap*. Then reassign the words and actions and repeat the chant as often as time permits.

1. **Touch** (p. 9). Use the Ss Student Cards. Have students play in groups of five or six. Say the Ss key words and have students repeat after you as they race to touch the cards. Then have one student be the leader. Repeat so that each student gets the chance to be the leader.
2. **Match the Order**. Display the Phonics Cards. Divide the class into teams of four and have each team stand around a desk. Place a set of Student Cards on each desk, pictures down, so that students cannot see the pictures. When you say *Go!* the team flips over their cards and tries to match the order of the displayed cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat as often as time permits.
3. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one an Ss Student Card. When you call a word, the students with that card hop forward and repeat after you. Continue to call several different cards. Then have students change cards and play again.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 32. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

### Lesson 2 Objectives:

- Learn /t/ and Tt
- Learn four Tt key words

**Key Words:** turtle, tent, tiger, teacher

### Materials:

- Phonics Cards 96–100
- Student Cards 77–80
- CD2 Tracks 33–35

### Warm Up

Review the Ss Phonics Cards one time, showing the cards and eliciting the words. Then put the cards down and act out one of the words for students to guess what it is. Perform actions for each word.

### Use Pages 66–67

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 33.

Hello, I'm a tall turtle.  
/t/ /t/ This is the /t/ sound.  
This is the letter T.  
/t/ /t/ tall turtle  
/t/ /t/ tall turtle  
What's the beginning sound?  
/t/  
What letter is this?  
T

Show the *Tall Turtle* Phonics Friend card. Then show students how to be a tall turtle (stand up straight), how to be the letter T (hold their arms out to the sides), and how to be the /t/ sound (open and close their hands like mouths while whispering /t/). Repeat the dialogue and have students gesture.

#### B. Listen, point, and repeat.

Play CD2 Track 34. Have students point as they hear the words.

Ss Tt Uu Vv

**A Listen and repeat.** disc 2 33



**B Listen, point, and repeat.** disc 2 34

1.



2.



3.



4.



66 Unit 7

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

**CD2 34**

- turtle, turtle  
turtle, turtle
- tent, tent  
tent, tent
- tiger, tiger  
tiger, tiger
- teacher, teacher  
teacher, teacher

Point to the pictures in exercise B in a different order and have students name each one. Then draw the pictures on the board, one line at a time, and have students guess the word.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C. Then have a **Writing Race**. Teams compete to see who can write the most partner letters (legibly) on the board before time is up.

#### D. Which ones begin with the t sound? Trace and color.

Model the first example for the class. Say /t/, /t/, *tiger* and ask students if they should trace the picture. Then have students do the activity on their own, making sure they only trace and color the pictures of Tt words.

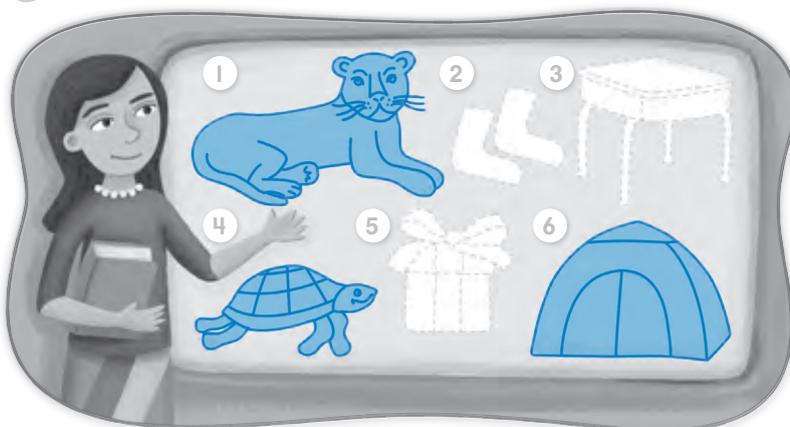
72 Unit 7

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## C Trace, write, and say.



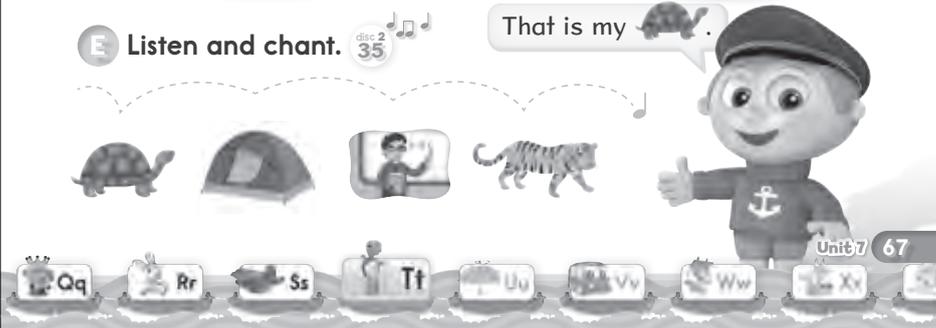
## D Which ones begin with the t sound? Trace and color.



## E Listen and chant.

disc 2  
35

That is my .



### E. Listen and chant.

Play CD2 Track 35. Have students point to each image as they chant. Each line repeats.

turtle, /t/, /t/, turtle  
tent, /t/, /t/, tent  
teacher, /t/, /t/, teacher  
tiger, /t/, /t/, tiger  
turtle, tent, teacher, tiger (x2)  
That is my turtle. That is my tent.  
That is my teacher. That is my tiger.

CD2  
35

Divide students into groups of four. Have each group stand around a desk on which you have placed the Tt Student Cards. Each student chooses one of the Student Cards in front of them as “theirs.” The students in each group say the chant and point to the correct card when the word is chanted. During the last two lines, students chant only the sentence for the card they chose. For example, students who chose the *turtle* card point and chant *That is my turtle.*

1. **Line Up** (p. 9). Students each get one Tt Student Card. When you say the four key words in any order, students get into groups of four and line up to match your order. Repeat as often as time permits and encourage students to move quickly.
2. **What's the Letter?** Divide the class into teams of four or more. Whisper S or T to a student from each team. The students must go back to their teams and silently make the shapes of the letters with their bodies. Their teammates guess the letter name and sound. The first team to guess correctly and say a corresponding key word wins a point. Repeat as often as time permits.
3. **Down the Line** (p. 8). Students compete in two teams to be the fastest to say the names of the Ss and Tt Phonics Cards. If students meet at the same card, have them play **Rock, Paper, Scissors** and the winner says a word that begins with whichever sound you tell them. Then they may proceed with the game.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 33. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

### Lesson 3 Objectives:

- Learn /u/ and Uu
- Learn four Uu key words

**Key Words:** umbrella, up, uncle, umpire

### Materials:

- Phonics Cards 101–105
- Student Cards 81–84
- CD2 Tracks 36–39

### Warm Up

Play **Hot Word** (p. 8) to review the Ss and Tt key words.

### Use Pages 68–69

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 36.

Hi, I'm an unhappy umbrella.  
/u/ /u/ This is the /u/ sound.  
This is the letter U.  
/u/ /u/ unhappy umbrella  
/u/ /u/ unhappy umbrella  
What's the beginning sound?  
/u/  
What letter is this?  
U

CD2  
36

Show students the *Unhappy Umbrella* Phonics Friend card. Have students chant /u/, /u/, *unhappy umbrella* as they pass the card around. After the card has made it around the classroom, stop the chant and ask *What's the beginning sound? What letter is this?*

#### B. Listen, point, and repeat.

Play CD2 Track 37. Have students point as they hear the words.

1. umbrella, umbrella  
umbrella, umbrella
2. up, up  
up, up
3. uncle, uncle  
uncle, uncle
4. umpire, umpire  
umpire, umpire

Point to the pictures in exercise B in a random order and have students name each one.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C.

#### D. Listen and write. Then match.

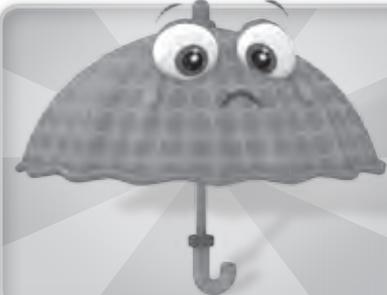
Play CD2 Track 38. Have students listen and write the letters.

1. uncle, uncle
2. umpire, umpire
3. up, up
4. juice, juice
5. umbrella, umbrella
6. teacher, teacher

CD2  
38

Ss Tt Uu Vv

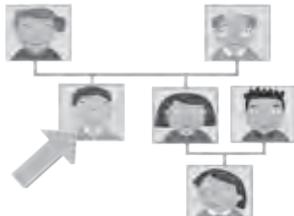
**A Listen and repeat.** disc 2 36



unhappy umbrella



**B Listen, point, and repeat.** disc 2 37

- 
- 
- 
- 

68 Unit 7



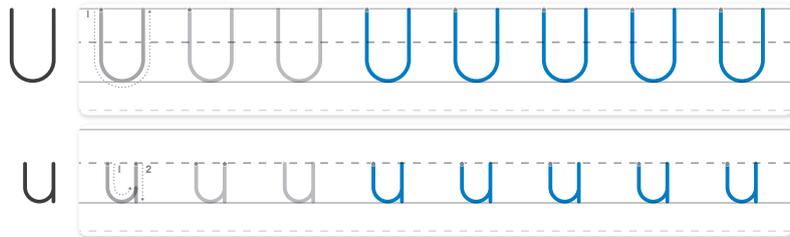




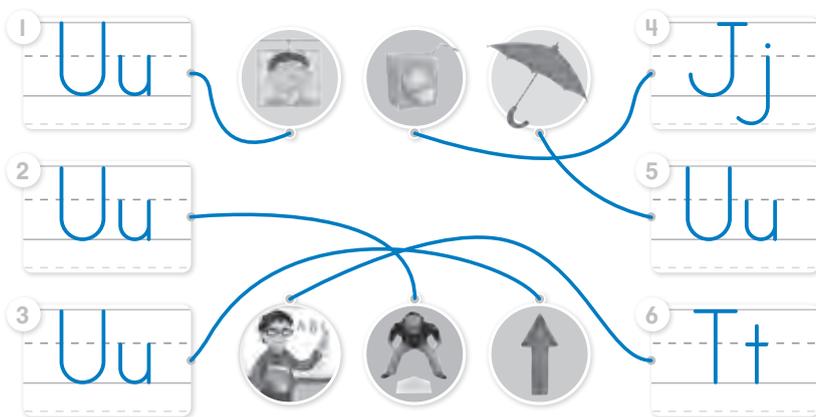




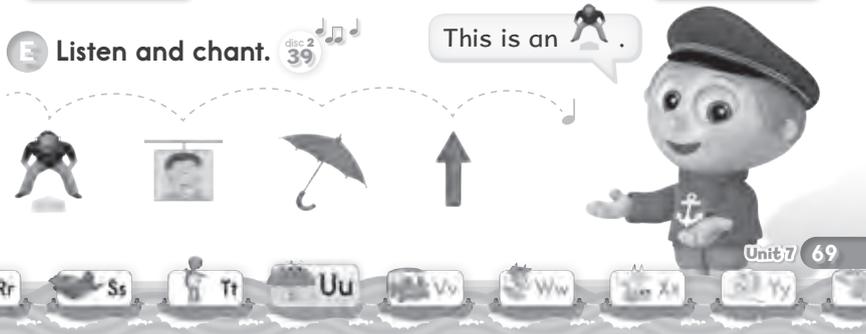
## C Trace, write, and say.



## D Listen and write. Then match. disc 2 38



## E Listen and chant. disc 2 39



Then play the audio again and have students draw lines to match the letters to the correct pictures. Check the answers with the class.

### E. Listen and chant.

Play CD2 Track 39. Have students point to each image as they chant. Each line repeats.

umpire, /u/, /u/, umpire  
uncle, /u/, /u/, uncle  
umbrella, /u/, /u/, umbrella  
up, /u/, /u/, up

CD2  
39

umpire, uncle, umbrella, up (x2)  
This is an umpire. This is an uncle.  
This is an umbrella. This is up.

Have students sit in a circle and pass the Uu Student Cards around the circle in time with the chant. Cue students to stop passing the cards for the last two lines. At that point, only students with the cards that match the chant hold them up and say *This is (an umpire)*. Repeat as time permits.

1. **Do As I Say** (p. 8). Provide the students with actions that correspond to the key words. When you say the word, students do the action and repeat after you. For added challenge, increase the speed and link several words at a time. Repeat as often as time permits.
2. **Telephone** (p. 9). Whisper different Uu key words at each end of the line. Students whisper them down the line without repeating themselves. When the key words reach the ends of the line, have the students on the ends say the key words they heard.
3. **Buzzers** (p. 8). Use the Ss, Tt, and Uu Phonics Cards. Put students into two teams. A player from each team comes to a central desk with two "buzzers" on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. Repeat as often as time permits and shuffle the cards.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 34. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

### Lesson 4 Objectives:

- Learn /v/ and Vv
- Learn four Vv key words

**Key Words:** van, vet, vest, violin

### Materials:

- Phonics Cards 106–110
- Student Cards 85–88
- CD2 Tracks 40–43

### Warm Up

Assign each student a letter: S, T, or U. Review by having students make those letter shapes with their bodies and say a key word for that letter.

### Use Pages 70–71

#### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 40.

Hello, I'm a violet van.  
/v/ /v/ This is the /v/ sound.  
This is the letter V.  
/v/ /v/ violet van  
/v/ /v/ violet van  
What's the beginning sound?  
/v/  
What letter is this?  
V

CD2  
40

Give the *Violet Van* Phonics Friend card to a student. Have the student say /v/, /v/, violet van and pass the card to another student. Repeat until the card has made it to each student.

#### B. Listen, point, and repeat.

Play CD2 Track 41. Have students point as they hear the words.

- |             |                   |
|-------------|-------------------|
| 1. van, van | 3. vest, vest     |
| van, van    | vest, vest        |
| 2. vet, vet | 4. violin, violin |
| vet, vet    | violin, violin    |

CD2  
41

Ss Tt Uu Vv

**A Listen and repeat.** disc 2  
40



**B Listen, point, and repeat.** disc 2  
41

1. 
2. 
3. 
4. 

70 Unit 7

Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr

Point to the pictures in exercise B in a different order and have students name each one.

#### C. Trace, write, and say.

Model the writing of the partner letters and have students do exercise C.

#### D. Which one begins with the v sound? Listen and circle.

Play CD2 Track 42. Have students point as they hear the words.

1. money, money  
sun, sun  
hot dog, hot dog  
vest, vest
2. tent, tent  
violin, violin  
bed, bed  
lemon, lemon
3. van, van  
envelope, envelope  
umpire, umpire  
leaf, leaf

CD2  
42

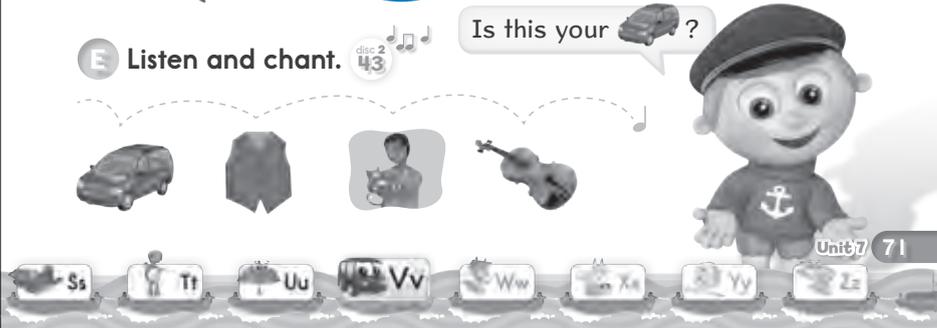
## C Trace, write, and say.



## D Which one begins with the v sound? Listen and circle.



## E Listen and chant.



4. girl, girl  
vet, vet  
jet, jet  
seal, seal

vet, /v/, /v/, vet  
violin, /v/, /v/, violin  
van, vest, vet, violin (x2)  
Is this your van? Is this your vest?  
Is this your vet? Is this your violin?

After students complete the activity, check their answers with the class.

### E. Listen and chant.

Play CD2 Track 43. Have students point to each image as they chant. Each line repeats.

van, /v/, /v/, van  
vest, /v/, /v/, vest

CD2  
43

Have groups of four to six students stand around a desk. Each student puts one of the Student Cards, picture up, on the desk. Say the chant again. This time, have students point and say the word for their card. During the last two lines, the other students ask *Is this your (van)?* and touch that student's card.

- Letter Trace Relay** (p. 9). Divide students into groups of four or five to practice writing the letters or partner letters Ss, Tt, Uu, and Vv.
- What Do You Have?** Give each student a Uu or Vv Student Card. When you say the sound and a key word, the students with that card stand up and repeat the sound and the key word. After a few rounds, have students trade cards.
- Find and Say.** Have students put their heads down while you hide the lesson 4 Phonics Cards throughout the classroom. Then ask students to quietly find the cards. When a student finds a card, he or she should say the sound and then the word. Have the rest of the class repeat the sound and the word. Then students continue to look for the other three Phonics Cards. Repeat as time permits. For added challenge, hide Phonics Cards from other units throughout the room.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 35. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

## Lesson 5 Objectives:

- Review the key words from Unit 7
- Listen to and read a story
- Learn sight words

**Sight Words:** he, do, you, don't

## Materials:

Phonics Cards 91–110

Student Cards 73–88

CD2 Tracks 44–45

## Warm Up

Play **Pop Up** (p. 9). Divide the class into four groups: Ss, Tt, Uu, and Vv. Say key words from previous units and from Unit 7. Students in each group stand when they hear their target sound and sit when they hear a different sound.

## Use Pages 72–73

### A. Which ones begin with the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and then say the word, e.g., /t/, /t/, *turtle*. Have students do this for each picture in each set before they make their decision. Then have students complete exercise A.

### B. Listen and circle.

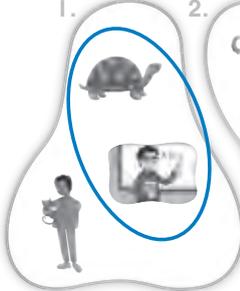
Play CD2 Track 44. Have students repeat the words that they hear and circle the correct letters.

1. violin, violin
2. seal, seal
3. umbrella, umbrella
4. tiger, tiger

Then play **What's Missing?** Students raise their hands to identify the missing Phonics Card in a set of cards that begin with the same sound.

## Ss Tt Uu Vv

**A Which ones begin with the same sound? Circle.**

1. 

2. 

3. 

4. 

**B Listen and circle.** disc 2  
44

1.   
S V U  
u s v

2.   
S T V  
t s v

3.   
T S U  
u s t

4.   
U T V  
v t u

**C Write.**

1. 

2. 

3. 

4. 

72 Unit 7

Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr

### C. Write.

Before students write partner letters for each picture, have them point to the picture and say its sound twice and then the word, e.g., /u/, /u/, *up*. After students have completed exercise C, show Phonics Cards for other key words and have pairs of students come to the board and race to write the correct partner letters for each.

### D. Look and listen. Read along.

1. **Read along.** Play CD2 Track 45. Have the students listen to the story once.

- CD2  
45

  1. The sun is up!
  2. Hi, this is my uncle. He is a vet.
  3. Do you have a cat?  
No, I don't.  
What is that?
  4. It is a small tiger!  
Sight words: hi, he, do, you, don't

Play the story again and have students point to pictures of the key words that they hear and see in the story. Then read the story for the students. Finally, have students read the story on their own.

## Story

D Look and listen. Read along. disc 2  
45



Sight words: hi he do you don't

Unit 7 73

1. **Sound Families** (p. 9). Divide students into groups of three or four. Have each group use a set of shuffled Unit 7 Student Cards. When you say *Go!* students put the cards into four groups: Ss, Tt, Uu, and Vv. The first group to finish wins. Have students reshuffle their cards and repeat as time permits.
2. **Picture Game** (p. 9). Divide the class into groups of four and give each some paper and crayons. Whisper a word to a student from each group. Without speaking, the student must draw the word for their team to guess. The first team to guess the correct word gets a point. Repeat until each student has had a chance to draw.
3. **Make Your Own Story** (p. 9). Give each student a piece of paper. Have them draw four story frames like those on page 73 in the Student Book. Have them illustrate their own stories and include pictures that represent Ss, Tt, Uu, and Vv words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the uncle and the two girls to three students. Encourage students to have fun while they act out the story. When they are finished, choose three different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Circulate the room and make sure they are pointing to the correct words as they read.

1. *Oxford Phonics World Workbook 1*, p. 36. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 7 Online Test

## Lesson 1 Objectives:

- Learn /w/ and Ww
- Learn four Ww key words

**Key Words:** wolf, web, water, watch

## Materials:

- Phonics Cards 111–115
- Student Cards 89–92
- CD2 Tracks 46–49

## Warm Up

Use the Phonics Cards from the previous unit. Show the cards and say each word. Occasionally, say the wrong word. Have students correct you.

## Use Pages 74–75

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 46.

Hi, I'm a wise wolf.  
 /w/ /w/ This is the /w/ sound.  
 This is the letter W.  
 /w/ /w/ wise wolf  
 /w/ /w/ wise wolf  
 What's the beginning sound?  
 /w/  
 What letter is this?  
 W

CD2  
46

Show the *Wise Wolf* Phonics Friend card. Point out the wolf's book and mortarboard and say *wise wolf*. Have students say *Hi, I'm a wise wolf*.

### B. Listen, point, and repeat.

Play CD2 Track 47. Have students point to the pictures as they hear the words.

- |               |                 |
|---------------|-----------------|
| 1. wolf, wolf | 3. water, water |
| 2. web, web   | 4. watch, watch |
| wolf, wolf    | water, water    |
| web, web      | watch, watch    |

CD2  
47

Point to the pictures in exercise B in a

## Unit 8 Ww Xx Yy Zz

**A Listen and repeat.** disc 2  
46



Ww

**B Listen, point, and repeat.** disc 2  
47

1. 

2. 

3. 

4. 

74 Unit 8

Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr
Ss

random order and have students name each one.

### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C. Then have several students come to the board. Give them a set amount of time to write *Ww*, neatly, as many times as they can. Repeat as time permits.

### D. Listen. Then write Ww or cross it out.

Play CD2 Track 48. Students write the partner letters for *Ww* words.

1. water, water
2. teacher, teacher
3. wolf, wolf
4. web, web
5. gorilla, gorilla
6. watch, watch

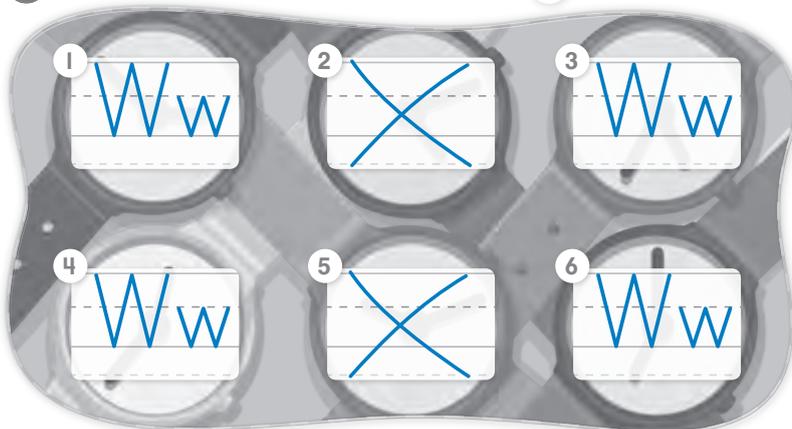
CD2  
48

After students complete exercise D, display six Phonics Cards, including the four *Ww* cards and two cards from other units. Have students tell you the words for the pictures on the Phonics Cards and raise their hands if the word begins with /w/.

## C Trace, write, and say.



## D Listen. Then write Ww or cross it out. disc 2 48



## E Listen and chant. disc 2 49

Do you see a  ?



### E. Listen and chant.

Play CD2 Track 49. Have students point to each image as they chant. Each line repeats.

web, /w/, /w/, web  
 watch, /w/, /w/, watch  
 water, /w/, /w/, water  
 wolf, /w/, /w/, wolf  
 web, watch, water, wolf (x2)  
 Do you see a web? Do you see  
 a watch?  
 Do you see water? Do you see a wolf?

CD2  
49

Have students put their heads down while you hide the Ww Phonics Cards around the room. Make sure that the cards' pictures are visible. Then have students stand, repeat the chant, and try to locate the Phonics Cards. When they get to the last lines, they point to the cards hidden around the room and ask the four questions at the end of the chant. Repeat the chant as often as time permits.

- Letter Pictures.** Pairs of students take turns coming to the board and drawing pictures of the Ww key words that incorporate the target letter. After each pair finishes drawing, the class names the picture. Repeat until everyone has had a turn to draw.
- Match the Order.** Display the Ww Phonics Cards. Divide the class into teams of four and have each team stand around a desk. Place a set of Ww Student Cards on each desk, picture down, so that students cannot see the pictures. When you say *Go!* the team flips over their cards and tries to match the order of the displayed cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat. For added challenge, include Ss to Vv cards.
- Speed Sounds.** Have the students stand. Assign the target sound /w/ and have the class listen as you say, in a random order, words beginning with any of the sounds covered from /a/ to /w/. Say Ww key words occasionally. Students must quickly repeat after you when they hear the target words. If they don't repeat quickly enough, they must sit down and play from their seats. The last person standing wins.

## Practice and Components

- Oxford Phonics World Workbook 1*, p. 37. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

## Lesson 2 Objectives:

- Learn /x/ and Xx
- Learn four Xx key words

**Key Words:** fox, box, six, wax

## Materials:

- Phonics Cards 116–120
- Student Cards 93–96
- CD2 Tracks 50–52

## Warm Up

Review the Ww key words with a **Rhythm Circle** (p. 9).

## Use Pages 76–77

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 50.

Hello, I'm a fox in a box.  
 /x / /x / This is the /x / sound.  
 This is the letter X.  
 /x / /x / fox in a box  
 /x / /x / fox in a box  
 What's the ending sound?  
 /x /  
 What letter is this?  
 X

Put the *Fox in a Box* Phonics Friend card into a box. Then have students speak along with the audio and pass the box. When you stop the audio, the class stops speaking and the student holding the box takes out the card, holds it up, and says *fox in a box!* Repeat.

### B. Listen, point, and repeat.

Play CD2 Track 51. Have students point as they hear the words.

- |             |             |
|-------------|-------------|
| 1. fox, fox | 3. six, six |
| fox, fox    | six, six    |
| 2. box, box | 4. wax, wax |
| box, box    | wax, wax    |

## Ww Xx Yy Zz

**A Listen and repeat.** disc 2 50

**B Listen, point, and repeat.** disc 2 51

1.

2.

3.

4.

76 Unit 8

Point to the pictures in exercise B in a random order and have students name each one. Write the key words on the board. Invite students to circle the letter x in each word. Ask students *Where is the letter x?* Help them find the letter at the end of the word.

### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C. Then have students come to the board to write the partner letters. Use the students' writing to review the /x/ sound and the Xx key words.

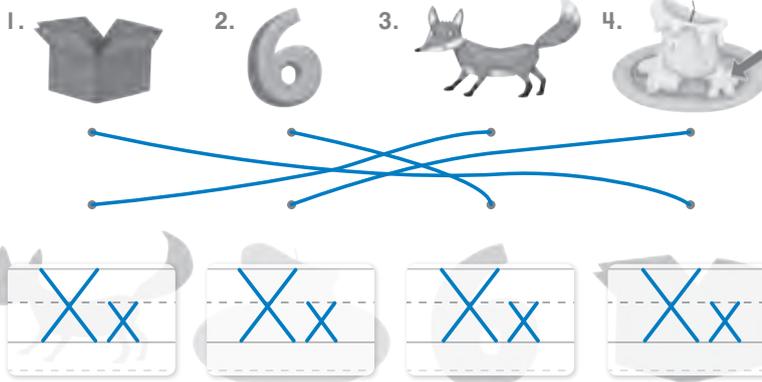
### D. Match. Then write Xx.

Have students point to each picture in the top row and say /x/, /x/, (*box*). Then have students match the pictures to the bottom row, saying the names aloud. After students finish, check answers with the class. For more practice, have students put their Xx Student Cards on their desks. Show the Xx Phonics Cards one at a time. Students find and hold up the matching Student Card and say the word.

## C Trace, write, and say.



## D Match. Then write Xx.



## E Listen and chant.

disc 2  
52

Do you see the ?



Unit 8 77

### E. Listen and chant.

Play CD2 Track 52. Have students point to each image as they chant. Each line repeats.

box, /x/, /x/, box  
wax, /x/, /x/, wax  
fox, /x/, /x/, fox  
six, /x/, /x/, six  
box, wax, fox, six (x2)  
Do you see the box? Do you see  
the wax?  
Do you see the fox? Do you see  
the six?

CD2  
52

Have students keep their Xx Student Cards on their desks. Repeat the chant. This time, have students hold up the appropriate cards during the last lines. Repeat the chant and this activity as often as time permits.

1. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one an Xx Student Card. When you call out a word, the students with that card hop forward and repeat after you. Call out several different words. Then have students change cards and play again.
2. **Beanbag Toss** (p. 8). Students sit on the floor in a circle. Have one student toss, pass, or slide a soft object (like a beanbag) to another student and say a Ww or Xx key word. Then have that student say a different key word and pass the object to another student. Continue until each student has had a chance to pass the object at least once. Encourage students to say a different word than was previously said each time they pass the ball.
3. **Rock, Paper, Scissors**. Have students play with a partner as many rounds as time permits. Whoever does not win each round has to say a key word from the lesson. Students cannot say the word that was said in the previous round.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 38. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

## Lesson 3 Objectives:

- Learn /y/ and Yy
- Learn four Yy key words

**Key Words:** yo-yo, yak, yogurt, yacht

## Materials:

- Phonics Cards 121–125
- Student Cards 97–100
- CD2 Tracks 53–56

## Warm Up

Divide the class into two teams: W and X. Have students sit and show them a Phonics Card. Each team stands when you show a card that stands for their letter. Students then say the word. Repeat as time permits.

## Use Pages 78–79

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 53.

Hi, I'm a yellow yo-yo.  
/y/ /y/ This is the /y/ sound.  
This is the letter Y.  
/y/ /y/ yellow yo-yo  
/y/ /y/ yellow yo-yo  
What's the beginning sound?  
/y/  
What letter is this?  
Y

Show the *Yellow Yo-Yo* Phonics Friend card to the class. Have students practice saying *yellow yo-yo*.

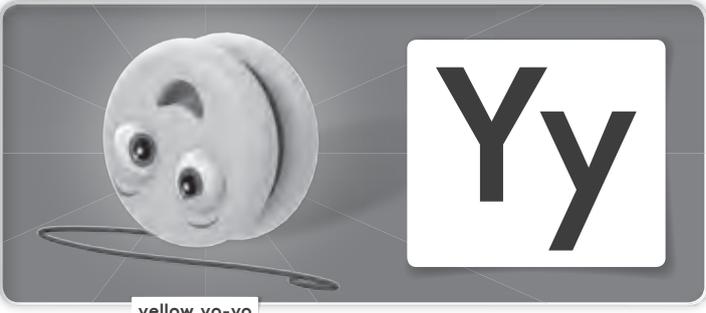
### B. Listen, point, and repeat.

Play CD2 Track 54. Have students listen and point as they hear the words.

1. yo-yo, yo-yo  
yo-yo, yo-yo
2. yak, yak  
yak, yak

## Ww Xx Yy Zz

**A Listen and repeat.** disc 2 53



yellow yo-yo

**B Listen, point, and repeat.** disc 2 54

1. 
2. 
3. 
4. 

78 Unit 8

Mm Nn Oo Pp Qq Rr Ss Tt Uu

3. yogurt, yogurt  
yogurt, yogurt
4. yacht, yacht  
yacht, yacht

Point to the pictures in exercise B in a random order and have students name each one. Have students say /y/, /y/, (*yogurt*) and follow you as you point to the pictures with increasing speed.

### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C. Then have students come to the board in pairs,

write Y or y, and then incorporate the letter into a picture of one of the key words. Repeat.

### D. Listen and write. Then match.

Play CD2 Track 55. Have students point as they hear the words.

1. kite, kite
2. water, water
3. yogurt, yogurt
4. yak, yak
5. yacht, yacht
6. yo-yo, yo-yo

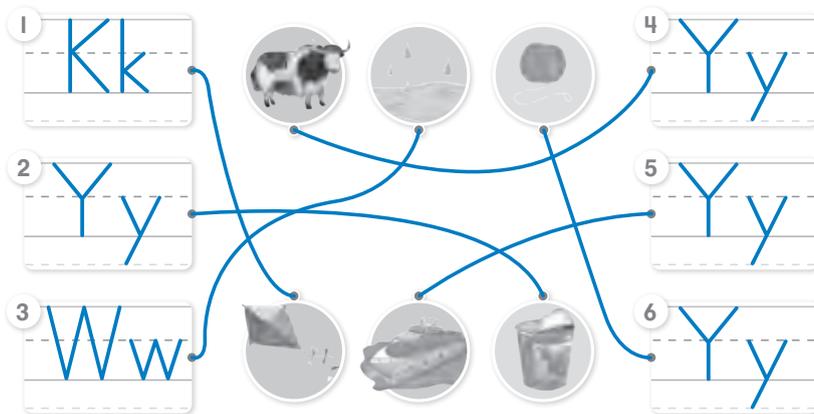
Check the answers with the class. If time permits, mix key words from other units with the key words in exercise D and have students repeat them after you.

## C Trace, write, and say.



## D Listen and write. Then match.

disc 2  
55



## E Listen and chant.

disc 2  
56

I don't have a



## E. Listen and chant.

Play CD2 Track 56. Have students point to each image as they chant. Each line repeats.

yo-yo, /y/, /y/, yo-yo

yak, /y/, /y/, yak

yogurt, /y/, /y/, yogurt

yacht, /y/, /y/, yacht

yo-yo, yak, yogurt, yacht (x2)

I don't have a yo-yo. I don't have a yak.

I don't have yogurt. I don't have a yacht.

CD2  
56

Divide students into groups of four. Give each student a Yy Student Card so that the four key words are represented equally throughout the class. Students say the chant and show their Student Cards when they hear the word. During the last four lines, the students who don't have a (yak) card point to their classmates' cards, saying *I don't have a (yak)*.

1. **Repeat You, Repeat Me.** Sit in a circle with the students. Say a key word and do a motion. The next student in the circle repeats your word and motion and adds a new word and motion. Continue and see how long students can keep the chain going without making a mistake. For added challenge, include the Ww and Xx key words.
2. **What's on My Back?** (p. 9). Divide the class into pairs. Have one student in each pair use their fingertip or a paperclip to draw a picture of one of the key words on their partner's back. The partner tries to guess the key word. If they are correct, the two students switch roles. If they are incorrect, they continue guessing. For an added challenge, give the class a time limit. Pairs should try to draw and guess the key words as quickly as they can in order to see how many correct answers they can get before time runs out.
3. **Concentration** (p. 8). Have students play in pairs using pairs of the Ww, Xx, and Yy Student Cards. Students take turns trying to match two pictures and say the word. Have students shuffle their cards and repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 39. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

## Lesson 4 Objectives:

- Learn /z/ and Zz
- Learn four Zz key words

**Key Words:** zipper, zero, zoo, zebra

## Materials:

Phonics Cards 126–130  
Student Cards 101–104  
CD2 Tracks 57–59

## Warm Up

Play a team game, such as **Down the Line** (p. 8) or **What's the Letter?** to review key words from previous lessons.

## Use Pages 80–81

### A. Listen and repeat.

Model the dialogue from exercise A. Then play CD2 Track 57.

Hello, I'm a zigzag zipper.  
/z/ /z/ This is the /z/ sound.  
This is the letter Z.  
/z/ /z/ zigzag zipper  
/z/ /z/ zigzag zipper  
What's the beginning sound?  
/z/  
What letter is this?  
Z

CD2  
57

Show the *Zigzag Zipper* Phonics Friend card. Then have students look around and find as many zippers on bags or pencil cases as they can, saying *I'm a zigzag zipper!*

### B. Listen, point, and repeat.

Play CD2 Track 58. Have students point as they hear the words.

- |                   |                 |
|-------------------|-----------------|
| 1. zipper, zipper | 3. zoo, zoo     |
| zipper, zipper    | zoo, zoo        |
| 2. zero, zero     | 4. zebra, zebra |
| zero, zero        | zebra, zebra    |

CD2  
58

Ww Xx Yy Zz

**A Listen and repeat.** disc 2  
57



zigzag zipper

**B Listen, point, and repeat.** disc 2  
58

1.



2.



3.



4.



80 Unit 8

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Point to the pictures in exercise B in a random order and have students name each one. Then play **Guess the Next Card** as you flip through the Phonics Cards again.

### C. Trace, write, and say.

Model writing the partner letters and have students do exercise C. Then have several students come to the board at a time. Show a Phonics Card to these students and have them write the partner letters on the board. Have the class try to guess the word on the Phonics Card.

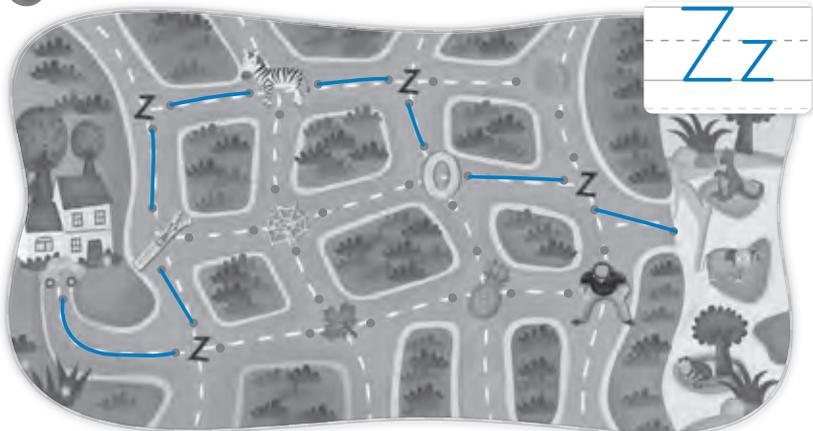
### D. Connect. Then write Zz.

Have students say the sound and word for each picture as they complete the maze. Then have them point to each Zz picture and say the sound and word to check their answers. Then show two Phonics Cards at a time: one Zz card and one Ww, Xx, or Yy card. Have students point out the Zz card and say the word.

## C Trace, write, and say.



## D Connect. Then write Zz.



## E Listen and chant.

disc 2  
59

Do you want a ?



Unit 8 81

1. **What Do You Have?** Students sit in a circle. Give each one a Zz Student Card. When you say the sound and a key word, the students with that card stand up and repeat after you. After a few rounds, have students trade cards. Repeat as often as time permits.
2. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather around to watch. Put a different Phonics Card, picture up, on each chair. When you name one of the cards, the students race to be the first to sit on the chair with that card. For added challenge, use all four cards and have four teams compete for one of the four chairs.
3. **Charades** (p. 8). Divide students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word to them. Students go back to their groups and act out the word for the others to guess. The first group to guess the word wins a point. This can also be played as a class. Repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 40. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

## E. Listen and chant.

Play CD2 Track 59. Have students point to each image as they chant. Each line repeats.

zebra, /z/, /z/, zebra  
 zoo, /z/, /z/, zoo  
 zero, /z/, /z/, zero  
 yacht, /z/, /z/, zipper  
 zebra, zoo, zero, zipper (x2)  
 Do you want a zebra? Do you want  
 a zoo?  
 Do you want a zero? Do you want  
 a zipper?

CD2  
59

Divide the students into groups of four. Make sure each student has their four Zz Student Cards available. Students say the chant and show their cards when they hear the words. During the last four lines, the students trade cards with each other, chanting *Do you want a (zebra)?*

## Lesson 5 Objectives:

- Review the key words from Unit 8
- Listen to and read a story
- Learn sight words

**Sight Words:** has, what

## Materials:

- Phonics Cards 111–130
- Student Cards 89–104
- CD2 Tracks 60–62

## Warm Up

Write *Ww*, *Xx*, *Yy*, and *Zz* on the board. Model the sounds and have students repeat after you. Then play **Say It**. Use the Unit 8 Phonics Cards. Display the cards and say the words. Then put the cards down and have students say the words in the order of the displayed cards. Repeat, increase the speed, and change the card order.

## Use Pages 82–83

### A. Which ones have the same sound? Circle.

Before students do exercise A, point to each picture and repeat its initial sound two times. Students should repeat after you and say the word. Have students do this for each set before they make their decision. Then have students complete exercise A.

### B. Listen and circle.

Play CD2 Track 60. Have students repeat the words that they hear and circle the correct letters.

- |                 |                 |
|-----------------|-----------------|
| 1. fox, fox     | 3. web, web     |
| 2. zebra, zebra | 4. yacht, yacht |

Then point to the pictures in a random order and have the class say the letter sounds and the words. If time permits, say four target words to the class, in order, from *W* to *Z*. Students repeat the sequence.

## Ww Xx Yy Zz

**A** Which ones have the same sound? Circle.

1. 

2. 

3. 

4. 

**B** Listen and circle. disc 2 60

1.   
Z W X  
W Z X

2.   
Z Y X  
X Z Y

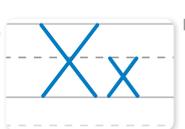
3.   
Y W Z  
Y Z W

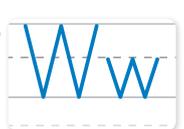
4.   
W X Y  
Y W X

**C** Listen and write. disc 2 61

1. 

2. 

3. 

4. 

82 Unit 8

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

### C. Listen and write.

Play CD2 Track 61. Have students repeat the sounds that they hear and write the correct letters.

- |                   |               |
|-------------------|---------------|
| 1. zero, zero     | 3. six, six   |
| 2. yogurt, yogurt | 4. wolf, wolf |

Check the answers with the class. Then have students come to the board in pairs. Show a Phonics Card from Unit 8 or say one of the key words. Have students race to write the correct partner letters and say the sound and the word. Repeat with different students.

### D. Look and listen. Read along.

1. **Read along.** Play CD2 Track 62. Have the students listen to the story once.

- That fox has a box.  
That wolf has a watch.
  - That zebra has a zipper.  
That yak has a yo-yo.
  - What do you have?
  - I have an umbrella!
- Sight words: has, what

## Story

**D** Look and listen. Read along. disc 2 62



Sight words: has what

Unit 8 83

1. **Sound Families** (p. 9). Divide students into groups of three or four. Give each group a set of shuffled Unit 8 Student Cards. When you say *Go!* students put the cards into four groups: Ww, Xx, Yy, and Zz. The first group to finish wins.
2. **Down the Line** (p. 8). Students compete in two teams to be the fastest to say the names of Unit 8 Phonics Cards. For added challenge, include Phonics Cards from previous units.
3. **Make Your Own Story** (p. 9). Give each student a piece of paper. Have them draw four story frames like those on page 83 in the Student Book. Have them illustrate their own stories and include pictures that represent the Ww, Xx, Yy, and Zz words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, p. 41. Have students complete this page for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 8 Online Test

Play the story again and have students point to pictures of the key words that they hear and see in the story. Then read the story for the students. Finally, have each student read the story on their own.

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the characters to volunteers. Encourage students to have fun while they act out the story. When they are

finished, assign the roles to different students. Repeat as time permits.

4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. If time permits, have the students read the story aloud and point to each sight word as they read. Go around the room and make sure they are pointing to the correct words as they read.

## Lesson Objectives:

- Review the words from Unit 7 and Unit 8
- Listen to and sing a song that uses the words from Unit 7 and Unit 8

## Key Words:

seal, sun, soap, socks  
 turtle, tent, tiger, teacher  
 umbrella, up, uncle, umpire  
 van, vet, vest, violin  
 wolf, web, water, watch  
 fox, box, six, wax  
 yo-yo, yak, yogurt, yacht  
 zipper, zero, zoo, zebra

## Sight Words:

he, do, you, don't, has, what

## Materials:

Phonics Cards 91–130  
 Student Cards 73–104  
 CD2 Tracks 63–64

## Warm Up

Write *Ss, Tt, Uu, Vv, Ww, Xx, Yy,* and *Zz* on the board. Model the sounds and have students repeat. Then use the Phonics Cards to review the words from Unit 7 and Unit 8.

## Use Pages 84–85

### A. Look and listen. Sing along.

Play Class CD2 Track 63. Have students listen to the song one time.

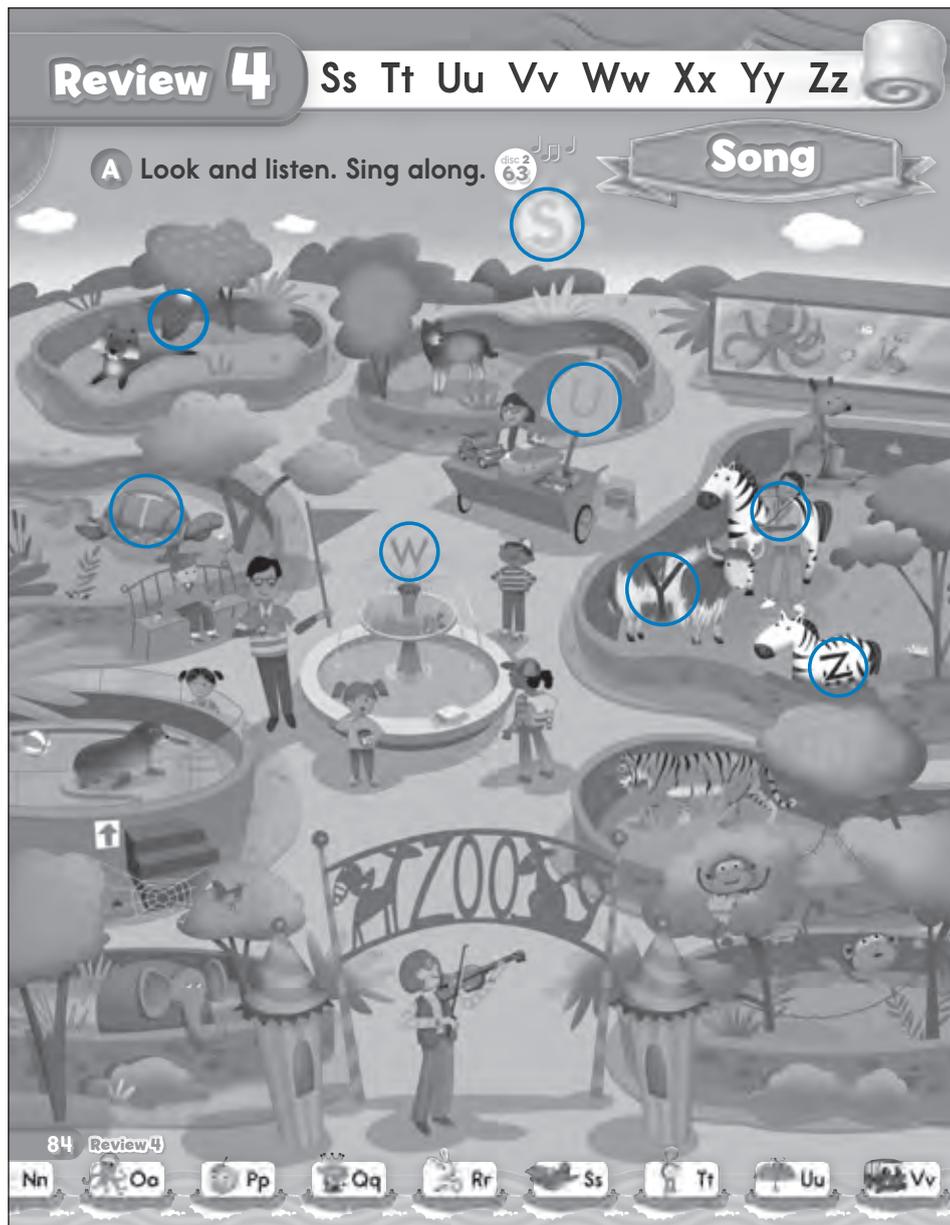
A seal and a turtle  
 A wolf and a tiger, too  
 A fox and a zebra  
 A yak and a kangaroo  
 Do you see the umbrella? Yes, I do.  
 Do you see the violin? Yes, I do.  
 Do you want a yo-yo? Yes, I do.  
 I like the zoo.  
 I like the zoo.

CD2  
63

*Touch the seal, touch the tiger.  
 Touch the violin, touch the wolf.  
 Touch the fox, touch the umbrella.  
 Touch the zebra, touch the yak.*

Have the students listen to the song again, this time singing the words and pointing to the pictures in their books that represent the key words. Then point to pictures on page 84 in a random order. Have students say the sound and the word that corresponds to the each picture. For example, if

you point to the fountain, students should say /w/, /w/, *water*. Continue pointing to pictures around the page as time permits, increasing your speed incrementally. Finally, have students look for the hidden letters throughout the artwork on the song page. Have a student show the hidden letter to the class, say its sound twice, and say one of that letter's key words, e.g., *Z, /z/, /z/, zebra*.



**B Listen, circle, and write.** disc 2 64

1. Ss

2. Tt

3. Yy

4. Xx

5. Vv

6. Zz

7. Uu

8. Ww

Review 4 85

## B. Listen, circle, and write.

Play CD2 Track 64. Have students repeat the words they hear, point to and circle the correct picture, and write the correct partner letters.

- |                 |                 |
|-----------------|-----------------|
| 1. soap, soap   | 5. van, van     |
| 2. tiger, tiger | 6. zero, zero   |
| 3. yak, yak     | 7. uncle, uncle |
| 4. box, box     | 8. wolf, wolf   |

CD2  
**64**

After students finish exercise B, go back to the beginning of the exercise. Point to the other pictures in the exercise and elicit the initial or final (in the case of *box*) sounds and names from the students.

- Writing Race.** Make sure each student has a piece of paper and a pencil or pen. When you say *Go!* students race to write the entire alphabet from A to Z. The first one to finish raises his or her hand. Letters must be legible. If your class needs extra support, write the alphabet on the board or display the Phonics Cards in order from A to Z.
- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of their Ss to Zz Student Cards, picture up, in the squares. Randomly call out the key words. Students turn over their matching cards, trying to get three across in a horizontal, vertical, or diagonal row. The first student to get three in a row yells *Bingo!* After playing a round, invite a student to call the cards. Repeat as time permits.
- Fruit Salad.** Students sit in a circle. Give each student one Unit 7 or Unit 8 Student Card. Call out two of the words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards. Have students occasionally trade cards and repeat as time permits.

## Practice and Components

- Oxford Phonics World Workbook 1*, pp. 42–43. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
- iTools
- Multi-ROM, disc 2
- Oxford Phonics World Readers, Rabbit's House* and *The Picnic*
- Online Final test*

### Lesson Objectives:

- Review the words from Unit 7 and Unit 8
- Play a review game

### Key Words:

seal, sun, soap, socks  
 turtle, tent, tiger, teacher  
 umbrella, up, uncle, umpire  
 van, vet, vest, violin  
 wolf, web, water, watch  
 fox, box, six, wax  
 yo-yo, yak, yogurt, yacht  
 zipper, zero, zoo, zebra

### Sight Words:

he, do, you, don't, has, what

### Materials:

Phonics Cards 91–130  
 Student Cards 73–104  
 CD2 Track 65

### Warm Up

Divide students into pairs. Give each pair a set of shuffled Student Cards for Unit 7 and Unit 8. When you say *Go!* pairs race to put the cards into eight groups according to letter and in alphabetical order (according to their target letter). Pairs raise their hands when they are done.

### Use Pages 86–87

### C. Listen. Do you hear the same sound?

Draw 😊 or ☹️.

Play CD2 Track 65. Have students repeat the words they hear. Encourage the students to smile when the words begin with the same target sound and frown when the words do not begin with the same target sound.

- |                      |                 |
|----------------------|-----------------|
| 1. violet fox        | 6. zigzag zebra |
| 2. tall teacher      | 7. ugly watch   |
| 3. wise violin       | 8. super soap   |
| 4. yellow yacht      |                 |
| 5. umbrella in a box |                 |

CD2  
65

Extend exercise C using Phonics Cards from Unit 7 and Unit 8. Combine some adjectives and key words that start with different target sounds, e.g., *silly zipper*, and some that start with the same target sounds, e.g., *vivid vest*. Have students smile if the initial sounds are the same and frown if the initial sounds are different.

### D. Match and say.

Have students pronounce the sounds and words as they connect them in exercise D. For example, as they draw

the line for number 1, have students say /u/, *uncle*, *umpire*, /u/. After students have completed exercise D, use the exercise as a review tool. Point to individual pictures and elicit the word from a student. Then have the class repeat the word. Continue until you have covered all of the pictures in exercise D.



## E Play the game.

### E. Play the game.

1. Divide students into pairs. Have each student make or choose a small game piece. Model placing and spinning the paperclip for the students. Have the first student in each pair spin the paperclip, move his or her game piece ahead to the first picture that represents the partner letters on the spinner, and say the name of the picture. If they say the name successfully, they stay on that square. If not, they move back. Then the next student spins, and so on. The first student to reach the end wins.

2. Play the game with groups of students instead of pairs. Divide the students into groups of four or six.
3. Play another variation of the game. Divide the class into eight groups. Assign each group one sound. Spin the paper clip and say the sound it lands on. If the group for that sound can identify the first picture in the game that matches that sound, then they proceed. Then spin the paper clip again. Continue playing until one group completes the game board.

1. **Concentration** (p. 8). Have students play in pairs using pairs of the Ss to Zz Student Cards. Students take turns trying to match two pictures and say the word. Have students shuffle their cards and repeat as time permits.
2. **Picture Game** (p. 9). Divide the class into groups of four and give each some paper and crayons. Whisper a word to a student from each group. Without speaking, the student must draw the word for their team to guess. Teams that guess correctly get a point. Repeat until every student has had a chance to draw.
3. **Alphabet Game** (p. 8). Divide the class into four teams and have them gather in different corners of the classroom. Give each team a set of shuffled Student Cards with one word each from A–Z so each team has a different set of words that represent the alphabet. When you say *Go!* teams race to put their cards in alphabetical order. The first team to finish wins. Then have teams go around the room and check that the other groups ordered their cards correctly.

## Practice and Components

1. *Oxford Phonics World Workbook 1*, pp. 42–43. Have students complete these pages for homework or in class. See Teacher's Book pp. 95–96 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. *Oxford Phonics World Readers, Rabbit's House* and *The Picnic*
5. *Online Final test*

# Word List

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## Aa

a	16
alligator	10
am	64
an	16
and	44
ant	10
apple	10
ax	10

## Bb

banana	12
bear	12
bed	12
big	64
bird	12
box	82

## Cc

car	14
cat	14
computer	14
cup	14

## Dd

desk	18
do	78
dog	18
doll	18
don't	78
duck	18

## Ee

egg	20
elbow	20
elephant	20
envelope	20

## Ff

fan	22
farm	22
fish	22
fork	22
fox	82

## Gg

gift	30
girl	30
goat	30
gorilla	30

## Hh

has	88
hat	32
have	24
he	78
horse	32
hot dog	32
house	32

## Ii

I	24
igloo	34
iguana	34
ink	34
insect	34
is	16
it	16

## Jj

jacket	38
jam	38
jet	38
juice	38

## Kk

kangaroo	40
key	40
king	40
kite	40

## Ll

lamp	42
leaf	42
lemon	42
like	44
lion	42

## Mm

milk	50
------	----

money	50
monkey	50
mouse	50
my	36

## Nn

nest	52
net	52
no	56
nose	52
nut	52

## Oo

octopus	54
olive	54
ostrich	54
ox	54

## Pp

panda	58
peach	58
pen	58
pineapple	58

## Qq

queen	60
question	60
quilt	60
quiz	60

## Rr

rabbit	62
rice	62
robot	62
rose	62

## Ss

seal	70
see	24
six	82
small	64
soap	70
socks	70
sun	70

## Tt

teacher	72
tent	72
that	44
the	44
this	36
tiger	72
turtle	72

## Uu

umbrella	74
umpire	74
uncle	74
up	74

## Vv

van	76
vest	76
vet	76
violin	76

## Ww

want	36
watch	80
water	80
wax	82
web	80
what	88
wolf	80

## Yy

yacht	84
yak	84
yes	56
yogurt	84
you	78
your	56
yo-yo	84

## Zz

zebra	86
zero	86
zipper	86
zoo	86

# Workbook Answer Key

## Unit 1, Aa, page 2

B. Circle the pictures beginning with the *a* sound.

1. apple 3. alligator 5. ax 6. ant

## Unit 1, Bb, page 3

B. Write Bb. Then match.

1. bed 2. bear 3. banana 5. bird

C. Say. Then write Bb or cross it out.

1. Bb 2. X 3. Bb 4. Bb

## Unit 1, Cc, page 4

B. Circle the pictures beginning with the *c* sound.

1. cup 2. car 4. computer 6. cat

## Unit 1, Aa Bb Cc, page 5

A. Say. Then circle the beginning sound.

1. b 2. c 3. a 4. c 5. a  
6. b 7. b 8. a 9. c

B. Trace and match.

1. A-ant-a 2. B-bed-b 3. C-cup-c

## Unit 2, Dd, page 6

B. Circle the pictures beginning with the *d* sound.

1. dog 2. desk 4. doll 6. duck

## Unit 2, Ee, page 7

B. Which one begins with the *e* sound?  
Match and write.

1. Ee-egg-Ee 2. Ee-elbow-Ee  
3. Ee-envelope-Ee 4. Ee-elephant-Ee

C. Say. Then write Ee or cross it out.

1. Ee 2. X 3. Ee 4. Ee

## Unit 2, Ff, page 8

B. Write Ff. Then match.

1. fork 3. fish 4. farm 6. fan

## Unit 2, Dd Ee Ff, page 9

A. Which ones begin with the sound?  
Write ✓.

1. duck 2. elephant 3. farm  
4. elbow 5. fish 6. desk  
7. fork 8. doll 9. envelope

B. Draw the shapes and write.

1.  $\triangle$ -Ff 2.  $\square$ -Ee 3.  $\bigcirc$ -Dd  
4.  $\square$ -Ee 5.  $\bigcirc$ -Dd 6.  $\triangle$ -Ff

## Review 1, pages 10-11

A. Say. Then circle the beginning sound.

1. a 2. c 3. e 4. d 5. b  
6. f 7. e 8. d 9. b

B. Say and match.

1. A-apple-a 2. B-banana-b 3. C-cup-c  
4. D-doll-d 5. E-envelope-e 6. F-fork-f

C. Write, say, and connect in A-B-C order.

Aa, Bb, Cc, Dd, Ee, Ff

D. Look and write.

1. C 2. b 3. F 4. a  
5. d 6. c 7. D 8. B  
9. e 10. f 11. E 12. A

## Unit 3, Gg, page 12

B. Circle the pictures beginning with the *g* sound.

1. girl 2. gift 3. goat 5. gorilla

C. Say. Then write Gg or cross it out.

1. Gg 2. Gg 3. X 4. Gg

## Unit 3, Hh, page 13

B. Write Hh. Then match.

1. hot dog 2. hat 3. horse 6. house

## Unit 3, Ii, page 14

B. Circle the pictures beginning with the *i* sound.

2. insect 3. ink 4. iguana 6. igloo

## Unit 3, Gg Hh Ii, page 15

A. Say. Then circle the beginning sound.

1. g 2. i 3. h 4. i 5. h  
6. g 7. h 8. g 9. i

B. Trace and match.

1. G-goat-g 2. H-horse-h 3. I-insect-i

## Unit 4, Jj, page 16

B. Which ones begin with the *j* sound?  
Match and write.

1. Jj-jet-Jj 2. Jj-jacket-Jj  
3. Jj-juice-Jj 4. Jj-jam-Jj

## Unit 4, Kk, page 17

B. Circle the pictures beginning with the *k* sound.

1. kite 3. king 4. kangaroo 6. key

## Unit 4, Ll, page 18

B. Write Ll. Then match.

1. lion 3. lemon 5. lamp 6. leaf

C. Say. Then write Ll or cross it out.

1. Ll 2. X 3. Ll 4. Ll

## Unit 4, Jj Kk Ll, page 19

A. Which ones begin with the sound?  
Write ✓.

1. jam 2. king 3. leaf  
4. lemon 5. kangaroo 6. jet  
7. kite 8. jacket 9. lamp

B. Draw the shapes and write.

1.  $\square$ -Kk 2.  $\bigcirc$ -Jj 3.  $\triangle$ -Ll  
4.  $\triangle$ -Ll 5.  $\bigcirc$ -Jj 6.  $\square$ -Kk

## Review 2, pages 20-21

A. Say. Then circle the beginning sound.

1. g 2. j 3. h 4. g 5. l  
6. i 7. i 8. k 9. h

B. Say and match.

1. G-girl-g 2. H-house-h 3. I-iguana-i  
4. J-juice-j 5. K-kite-k 6. L-lemon-l

C. Write, say, and connect in G-H-I order.  
Gg, Hh, Ii, Jj, Kk, Ll

D. Say and write.

1. leaf-Ll 2. igloo-li 3. gift-Gg  
4. key-Kk 5. house-Hh 6. jam-Jj

## Unit 5, Mm, page 22

B. Circle the pictures beginning with the *m* sound.

1. monkey 2. money  
4. mouse 6. milk

## Unit 5, Nn, page 23

B. Which ones begin with the *n* sound?  
Match and write.

1. Nn-nut-Nn 2. Nn-nest-Nn  
3. Nn-nose-Nn 4. Nn-net-Nn

## Unit 5, Oo, page 24

### B. Write Oo. Then match.

- |            |            |
|------------|------------|
| 1. ostrich | 3. olive   |
| 5. ox      | 6. octopus |

### C. Say. Then write Oo or cross it out.

1. Oo 2. X 3. Oo 4. Oo

## Unit 5, Mm Nn Oo, page 25

### A. Say. Then circle the beginning sound.

1. o 2. m 3. n 4. n 5. o  
6. m 7. o 8. n 9. m

### B. Connect, trace, and write.

1. M-m-milk-Mm 2. N-n-nut-Nn  
3. O-o-octopus-Oo

## Unit 6, Pp, page 26

### B. Which ones begin with the p sound?

Match and write.

1. Pp-pineapple-Pp 2. Pp-pen-Pp  
3. Pp-peach-Pp 4. Pp-panda-Pp

### C. Say. Then write Pp or cross it out.

1. Pp 2. Pp 3. X 4. Pp

## Unit 6, Qq, page 27

### B. Circle the pictures beginning with the q sound.

2. queen 3. quilt  
5. quiz 6. question

## Unit 6, Rr, page 28

### B. Write Rr. Then match.

1. rose 2. rice 4. robot 5. rabbit

## Unit 6, Pp Qq Rr, page 29

### A. Which ones begin with the sound? Write ✓.

1. rice 2. pen 3. queen  
4. quilt 5. rose 6. panda  
7. peach 8. question 9. robot

### B. Trace and match.

1. P-pineapple-p 2. Q-quiz-q  
3. R-rabbit-r

## Review 3, pages 30-31

### A. Say. Then circle the beginning sound.

1. n 2. r 3. p 4. o 5. q  
6. m 7. n 8. p 9. r

### B. Say and match.

- |                 |              |
|-----------------|--------------|
| 1. M-mouse-m    | 2. N-net-n   |
| 3. O-olive-o    | 4. P-panda-p |
| 5. Q-question-q | 6. R-rose-r  |

### C. Write, say, and connect in M-N-O order.

Mm, Nn, Oo, Pp, Qq, Rr

### D. Look and write.

1. m 2. P 3. o 4. Q  
5. R 6. p 7. N 8. r  
9. O 10. q 11. n 12. M

## Unit 7, Ss, page 32

### B. Circle the pictures beginning with the s sound.

2. sun 3. soap 4. socks 5. seal

### C. Say. Then write Ss or cross it out.

1. X 2. Ss 3. Ss 4. Ss

## Unit 7, Tt, page 33

### B. Write Tt. Then match.

1. tent 2. teacher 4. tiger 6. turtle

## Unit 7, Uu, page 34

### B. Circle the pictures beginning with the u sound.

1. up 3. umbrella 5. umpire 6. uncle

## Unit 7, Vv, page 35

### B. Which ones begin with the v sound? Match and write.

1. Vv-vet-Vv 2. Vv-vest-Vv  
3. Vv-van-Vv 4. Vv-violin-Vv

### C. Say. Then write Vv or cross it out.

1. X 2. Vv 3. Vv 4. Vv

## Unit 7, Ss Tt Uu Vv, page 36

### A. Say. Circle the beginning sound. Trace. Then write.

1. sun-s-Ss 2. up-u-Uu  
3. tent-t-Tt 4. violin-v-Vv

### B. Draw the shapes and write.

1. ♡-Uu 2. △-Vv 3. ○-Ss  
4. □-Tt 5. □-Tt 6. △-Vv

## Unit 8, Ww, page 37

### B. Write Ww. Then match.

2. water 3. wolf 5. web 6. watch

### C. Say. Then write Ww or cross it out.

1. Ww 2. Ww 3. X 4. Ww

## Unit 8, Xx, page 38

### B. Circle the pictures ending with the x sound.

1. fox 2. box 4. wax 6. six

## Unit 8, Yy, page 39

### B. Which ones begin with the y sound? Match and write.

1. Yy-yogurt-Yy 2. Yy-yak-Yy  
3. Yy-yo-yo-Yy 4. Yy-yacht-Yy

### C. Say. Then write Yy or cross it out.

1. Yy 2. Yy 3. Yy 4. X

## Unit 8, Zz, page 40

### B. Circle the pictures beginning with the z sound.

1. zipper 3. zebra 4. zoo 5. zero

## Unit 8, Ww Xx Yy Zz, page 41

### A. Which ones begin or end with the sound? Write ✓.

1. zero 2. box 3. web  
4. yak 5. water 6. zebra  
7. wax 8. yacht 9. fox

### B. Connect, trace, and write.

1. W-wolf-Ww 2. X-six-Xx  
3. Y-yak-Yy 4. Z-zipper-Zz

## Review 4, page 42

### A. Say. Then circle the beginning or ending sound.

1. t 2. w 3. z 4. t 5. u  
6. x 7. s 8. v 9. y

### B. Say and match.

1. S-soap-s 2. T-tent-t  
3. U-umbrella-u 4. V-vest-v  
5. W-wolf-w 6. X-box-x  
7. Y-yo-yo-y 8. Z-zero-z

### C. Write, say, and connect in S-T-U order.

Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

### D. Say and write.

1. web-Ww 2. soap-Ss  
3. up-Uu 4. vest-Vv  
5. zero-Zz 6. yogurt-Yy  
7. six-Xx 8. tent-Tt