

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

Oxford Phonics World 3

Long Vowels



Teacher's Book

Kaj Schwermer Julia Chang Craig Wright



OXFORD

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2013

The moral rights of the author have been asserted

First published in 2013

2019 2018 2017 2016 2015

10 9 8 7 6 5 4 3

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

General Manager, American ELT: Laura Pearson

Executive Publishing Manager: Shelagh Speers

Senior Managing Editor: Anne Stribling

Development Editor: Micah White

Art, Design, and Production Director: Susan Sanguily

Design Manager: Lisa Donovan

Senior Designer: Molly K. Scanlon

Designer: Jessica Balaschak

Electronic Production Manager: Julie Armstrong

Production Artist: Elissa Santos

Image Manager: Trisha Masterson

Senior Image Editor: Fran Newman

Production Coordinator: Christopher Espejo

ELT Consultant, Teacher Trainer: Julie Hwang

ISBN: 978 0 19 459630 5 Teacher's Book

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Cover Design: Molly K. Scanlon

The authors and publisher are grateful to those who have given permission to reproduce
the following extracts and adaptations of copyright material:

Illustrations by: Scott Angle: 19, 41, 60; Constanza Basaluzzo: 4 (bot), 5, 16
(bot), 16 (bot), 26 (bot), 34 (bot), 35, 48 (bot), 68, 74 (bot), 83; Robin Boyer: 23,
79; Javier Burgos: 11; Nancy Carlson: 8 (bot), 9, 14 (bot), 15, 31, 36 (top spots),
44 (bot), 45, 56 (bot), 57, 63, 72 (bot), 73; Mattia Cerato: 5 (chant), 9 (chant),
13 (chant), 17 (chant), 20, 25 (chant), 29 (chant), 35 (chant), 45 (chant), 49
(chant), 53 (chant), 57 (chant), 59, 65 (chant), 73 (chant), 75 (chant); Marcus
Cutler: 39, 80; Lalena Fisher: 10, 18, 30, 38, 50, 58, 70, 78; Nathan Jarvis:
6 (bot), 24 (bot), 28 (bot), 29, 52 (bot), 64 (bot), 76 (bot), 77 (mid); Bill Ledger:
4 (top), 5 (mascot), 6 (top), 7 (mascot), 8 (top), 9 (mascot), 12 (top), 13 (mascot),
14 (top), 15 (mascot), 16 (top), 17 (mascot), 24 (top), 25 (mascot), 26 (top),
Rubiks Cube® used by permission of Seven Towns Limited. www.rubiks.com.
www.youcandootherubikscube.com, 27 (mascot), 28 (top), 29 (mascot), 32 (top),
33 (mascot), 34 (top), 35 (mascot), 36 (mascot), 44 (top), 45 (mascot), 46 (top),
47 (mascot), 48 (top), 49 (mascot), 52 (top), 53 (mascot), 54 (top), 55 (mascot),
56 (top), 57 (mascot), 64 (top), 65 (mascot), 66 (top), 67 (mascot), 68 (top), 72
(top), 73 (mascot), 74 (top), 75 (mascot), 76 (top), 77 (mascot); Julissa Mora: 12
(bot), 13, 32 (bot), 43, 46 (bot), 47, 54 (bot), 66 (bot), 67 (mid), 71; Kristin Varner:
40, 51.

We would also like to thank the following for permission to reproduce the following
photographs: 10: (candy cane) Stacey_Newman/istockphoto, (skate) Art Siberia/
istockphoto, (game) Diane Labombarbe/istockphoto, (cupcake) Pinkcandy/
shutterstock.com, (wave) Jarvis Gray/shutterstock.com; 18: (bike) Vaclav
Vorab/shutterstock.com, (hiker) Ermin Gutenberger/istockphoto, (line of
kids) OUP, (lime) OUP, (clock) Photo Talk/istockphoto, (no. 9) Morgan Lane
photography/shutterstock.com, (diver) Photovideostock/istockphoto, (no.
5) Stuart Bur/istockphoto; 22: (wave) Jarvis Gray/shutterstock.com, (game)
Diane Labombarbe/istockphoto, (tree) tomtsyra/shutterstock.com, (cave) Jeff
Gynane/shutterstock.com, (no. 9) Morgan Lane photography/shutterstock.
com, (bike) Vaclav Vorab/shutterstock.com, (kite) Steve Mann/shutterstock.
com, (gate) kavram/shutterstock.com, (no. 5) Stuart Bur/istockphoto, (cupcake)
Pinkcandy/shutterstock.com, (tape) Jiri Hera/shutterstock.com; 30: (cone) M.
Unai Oxmen/shutterstock.com, (Rubik's Cube® used by permission of Seven
Towns Limited. www.rubiks.com. www.youcandootherubikscube.com) Chris
Hutchison/istockphoto, (paint) Gameanna/shutterstock.com; 38: (tape) Jiri
Hera/shutterstock.com, (cupcake) Pinkcandy/shutterstock.com, (mail) OUP,
(tail) Eric Isselee/shutterstock.com; (calendar) Yuriy Kursanov/istockphoto,
(hay) Ozerov Alexander/shutterstock.com; 50: (jeep) Massimiliano Lamagna/
shutterstock.com, (leaf) Cate8211/shutterstock.com, (candy) OUP, (key) J
Freeman/shutterstock.com; 58: (pie) Shawn Talbot/shutterstock.com, (tie) Joel
Calheiros/shutterstock.com, (spy) Richard Peterson/shutterstock.com, (sky)
OUP, (sign) Shah Rohani/shutterstock.com, (night) leungchopan/shutterstock.
com; 62: (leaf) Cate8211/shutterstock.com, (sky) OUP, (pie) Shawn Talbot/
shutterstock.com, (light) Improvize/shutterstock.com, (bee) Vladimir
Sanonov/shutterstock.com, (key) J Freeman/shutterstock.com; 70: (goat)
Glenda M Powers/shutterstock.com, (bow) Natalya Bidyukova/shutterstock.
com; 78: (paint splat) R Gino Santa Maria/shutterstock.com, (glue) Shutswis/
shutterstock.com, (suit) Karkas/shutterstock.com, (shoebox) Alenandr
Vlasyuk/shutterstock.com, (moon) OUP, (boot) OUP.

Music by: Laurie Thain and Gordon Maxwell

Oxford Phonics World 3

Long Vowels

Teacher's Book

Kaj Schwermer Julia Chang Craig Wright

Table of Contents

Syllabus	2
Introduction	4
Components	5
Teaching Techniques	6
Games and Activities	8
Lesson Plans	10
Word List	90
Workbook Answer Key	91
English Sounds Key	93

OXFORD
UNIVERSITY PRESS

Long Vowels

Syllabus

Unit 1

long a

a_e ame ake ate ave 

a_e..... tape cape cane mane

ame ake..... game cake name lake

ate ave..... gate wave skate cave

Story

Unit 2

long i

i_e ime ike ive ine 

i_e..... kite pine ripe fine

ime ike..... lime bike time hike

ive ine..... five nine dive line

Story

Review 1

Song 

Game 

Unit 3

long o

long u

o_e u_e u_e 

o_e..... home bone cone rope

u_e..... cube mute cute mule

u_e..... tube June tune rule

Story

Unit 4

long a

ai ay 

ai..... rain nail tail wait

ay..... bay day say pay

ai ay..... sail mail hay May

Story

Review 2

Song 

Game 



Unit 5

long e

ee ea y ey



ee..... bee feet seed jeep
ea..... leaf eat sea meat
y ey..... candy key happy money

Story

Unit 6

long i

igh ie y



igh..... light night high right
ie..... pie tie lie die
y..... spy sky cry my

Story

Review 3

Song



Game



Unit 7

long o

oa ow



oa..... boat coat soap road
ow..... bow row yellow pillow
oa ow..... goat toad elbow window

Story

Unit 8

long u

ue ui ew oo



ue..... blue glue clue Tuesday
ui ew..... fruit suit new dew
oo..... moon zoo food boot

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.

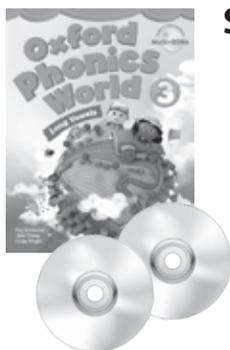
When planning a lesson, try to see the content from students' perspectives in order to help them learn and understand the material more efficiently. Try to anticipate problems they might have. Use clear instructions and allocate time to use the audio support.

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

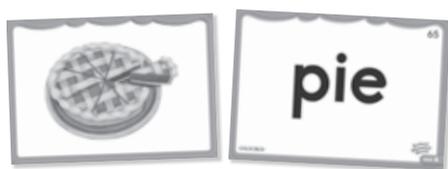


e-Books

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
- Teacher's website: www.oup.com/elt/teacher/opw

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

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 at the front of the room. Students take turns tossing the beanbag toward 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 grids with the images facing upward. Call out key words from the unit(s). When students have one of the key words that you call out, 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. Have students reposition their Student Cards or choose new ones.

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 the picture-side of a Phonics Card. The first student to slap his or her 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.

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 all four cards and have four teams compete for one of the four chairs.

Charades is a classic game that involves speaking and vocabulary practice. Divide students into small groups. Show one student from each group a Phonics Card or whisper a key word to him or her. Students go back to their group and silently act it out for the others to guess. This can also be played as a class.

Down the Line sharpens vocabulary and speaking skills. Place the shuffled Phonics Cards in a line on

the floor with their pictures facing up. 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 make the winner say a word that begins with whichever sound you tell him or her. Then, the game continues. For added challenge, use multiple sets of cards to make the lines longer.

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 after you. Call out the key words in random order. Students trade cards and repeat.

Hot Word focuses on speaking. Have students sit in a circle and pass out one 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.

Line Up provides students with more 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 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. This can also be played with small groups. For added challenge, play with Letter Cards and have students line up to spell a word that you call out.

Make Your Own Story involves reading, writing, and speaking. Give paper and crayons to each student. Have them draw 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 are finished, encourage them to read their stories to the class.

Picture Game practices vocabulary and speaking. Divide the class into small groups. Give paper and crayons to each group. Bring one student away from each group and whisper a key word to him or her. 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.

Pop Up hones students' listening and speaking skills. Tell students which target 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. For added challenge, divide the class into teams and assign a different sound to each.

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, e.g., /ō/. Students take turns around the circle to say key words that have that sound: *slap, slap, clap, clap, (soap), (soap)*, and so on, until you change the sound.

Scramble practices reading, spelling, and writing. Write one of the key words on the board, scrambled, such as, *n e c o*. Have students copy the letters down and then work to unscramble it (*cone*). You can also divide the class into two teams and have one student from each team come to the board. Say a word, scrambled, and have the students compete to unscramble the word and write it.

Sound Families involves listening and speaking. Divide students into groups of three to four. Each group uses a set of shuffled Student Cards. When you say *Go!*, students work to put the student cards into separate sound families that you give them, e.g., *ime, ike, ive, and ime*. The first group to finish wins. Have the winning group read their cards aloud to check their answers.

Spelling Bee practices listening and speaking. Students take turns spelling words from the unit or from several units. Include the new words and sight words from the stories and the *Now try these!* words, as well. Have students stand. Then say a word. The first student tries to spell it. If it is incorrect, the student must sit down. Continue around the room with different words. The last student standing wins.

Spelling Race focuses on listening, speaking, and writing. Divide the class into three or four teams. Each team lines up and faces the board. Give the first student a piece of chalk or a marker. Say one of the key words. The first student in each line races to the board to write the first letter of the word, the second student writes the second letter, the third student writes the third letter, and so on until the word is completed. The team sounds out the word out and then

says it. The first team to finish wins. Repeat with the other words.

Teacher's Mistake involves listening and speaking. Use the Phonics Cards from a unit. Show the cards and say the word of each. Occasionally, say the wrong word. Students repeat after you if the word is correct. If the word is incorrect, students raise their hands and say the correct word.

Telephone is a fun, classic game for listening and speaking. Have the class form one line. Whisper sounds for a key word and the key word to the student at each end, e.g., /r/, /ā/, /n/, *rain* and /n/, /ā/, /l/, *nail*. Students whisper the sounds and key words along the line without repeating themselves. When the sounds and key words reach the other end, have the students on the ends say the sounds and key word aloud. Students at the beginning say if they are correct. This can also be played with only sounds or only key words.

Touch builds listening and speaking skills. Use the Student Cards for a unit or multiple units. 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 (jeep)* and having everyone repeat after 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.

What's in the Cap? practices listening and speaking. Put the Student Cards for a unit in a cap (or any other container). Divide students into pairs. Give the cap or the container to a pair. One partner draws a card and says the word. The other partner must say a word that rhymes. If they are successful, they remain standing. If they are not, they sit down. The pair then passes the cap or container to another pair.

Word Trace Relay provides writing practice. Divide the class into groups of four or five and put them in lines facing the board. With your finger, trace a word on the back of the last student in each line without letting the other students see. When you say *Go!*, students trace the word down the line. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for their team. Bring the first student to the back of the line to change the order and play until all students have had a chance to be first and last.

Unit 1

Long a: a_e ame ake ate ave

Lesson 1 Objectives:

- Learn long a: a_e
- Learn four new key words

Key Words: tape, cape, cane, mane

Materials:

- Phonics Cards 1–4
- Letter Cards
- CD1 Tracks 03–07

Warm Up

If any students have names that have *a_e*, greet them, saying *Hello (Jake)*. Write their names on the board, underlining the *a* and silent *e*. If this does not apply to any students, sing and review the Alphabet Song.

Use Pages 4–5

A. Listen and learn.

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

This is tape. What's the middle sound in the word tape?

/ā/

That's right: /ā/, tape.

CD1
03

Have students stand in a circle. Use a roll of tape, and have students pass it to each other, saying /ā/, *tape*, each time.

B. Listen, point, and read.

Play CD1 Track 04. Have students point as they read and repeat the words.

1. /t/ /ā/ /p/, tape
/t/ /ā/ /p/, tape
2. /k/ /ā/ /p/, cape
/k/ /ā/ /p/, cape
3. /k/ /ā/ /n/, cane
/k/ /ā/ /n/, cane
4. /m/ /ā/ /n/, mane
/m/ /ā/ /n/, mane

CD1
04

Write the word *tape* on the board. Underline the *t* and the *p* and tell students *These are consonants*. Point

long a

Unit 1 a_e ame ake ate ave

A Listen and learn. disc 1 03



t a p e

a _ e

B Listen, point, and read. disc 1 04

1.



tape

2.



cape

3.



cane

4.



mane

4 Unit 1

out they are blue in the Student Book. Then circle the *a* and *e* and say *These letters are vowels*. Show they are red in the book. Map the CVCe pattern by writing the letters CVCe under the word *tape* while saying: *C, consonant, V, vowel, C, consonant, e, silent e*. Explain that CVC plus *silent e* (also known as *magic e*) makes the *a* sound long: /ā/.

C. Listen, point, and read.

Model the first one for the class, pointing to the letters as you say the sounds and words: /t/, /a/, /p/, *tap*; /t/, /ā/, /p/, *tape*. Show that adding *e* to the end of a CVC pattern word, *t-a-p*, makes the vowel *a* long, as in *tape*.

Place a finger over your lips when you point to *e* to remind students to not say /e/. Play CD1 Track 05. Have students point as they read.

- | | |
|--------------|--------------|
| 1. tap, tape | 3. can, cane |
| tap, tape | can, cane |
| 2. cap, cape | 4. man, mane |
| cap, cape | man, mane |

CD1
05

Then use the Phonics Cards. Have students look at the pictures on the Phonics Cards, say the words, and spell them.

C Listen, point, and read.

disc 1
05

- 
t a p

t a p e
- 
c a p

c a p e
- 
c a n

c a n e
- 
m a n

m a n e

D Listen, read, and circle.

disc 1
06

- can cane



- cape cap



- mane man



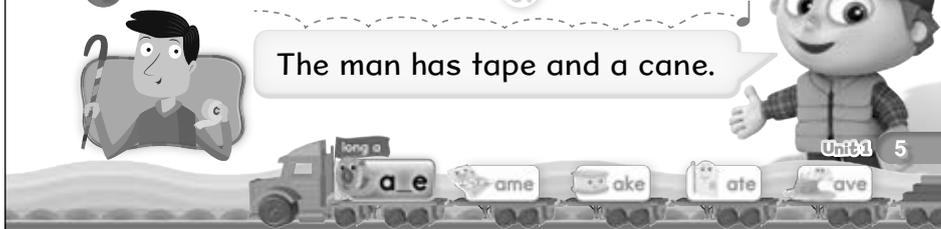
- tap tape




E Listen and chant. Then read.

disc 1
07

The man has tape and a cane.



D. Listen, read, and circle.

Play CD1 Track 06. Have students listen, read, and circle the correct word and picture.

- cane, cane 3. mane, mane
- cape, cape 4. tape, tape

CD1
06

Check the answers with the class. Then point to the exercise D words in a random order. Have students use hand motions to signal if the key words follow the *a_e* pattern or not.

D. Listen and chant. Then read.

Play CD1 Track 07. Have students chant along with Driver Dave. Each line repeats.

Tape, tape
Cane, cane
Cane, cane, tape, cane, tape
Tape, tape, cane, cane
The man
The man has tape
The man has tape and a cane. (x2)

CD1
07

Read the chant and assign motions for each key word. Have students read the chant with motions.

- 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. Use the key word Phonics Cards or the cards for the word pairs in exercise C. Put a different Phonics Card, picture-up, on each chair. Say the name of one of the cards. The students in the center 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.
- Beanbag Toss** (p. 8). Display the target Phonics Cards at the front of the room. Students take turns tossing the beanbag (or another soft object) at a specific card and saying the name of the card that is closest to where the beanbag lands. Have other students in the class repeat the word. Repeat until everyone has had a chance to play.
- Word Builder**. Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first pair answer by having them sound out, say, and spell the word aloud. For added challenge, include *short a* words from exercise C.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 2. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 2 Objectives:

- Learn long a: *ame* and *ake*
- Learn four new key words

Key Words: game, cake, name, lake

Materials:

- Phonics Cards 5–8
- Student Cards 5–8
- CD1 Tracks 08–12

Warm Up

Show the class the four *long a* Phonics Cards and name them. Shuffle in the four *short a* Phonics Cards, but don't show students. Show the class the cards in a steady rhythm. When a *long a* card appears, students quickly call out the *long a* sound and say the word.

Use Pages 6–7

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 08.

This is a game. What's the middle sound in the word game?

/ā/

That's right: /ā/, game.

This is a cake. What's the middle sound in the word cake?

/ā/

That's right: /ā/, cake.

Divide the class into two groups. Each group repeats half of the presentation: *-ame, game* or *-ake, cake*. Repeat several times before switching groups.

B. Listen, point, and read.

Play CD1 Track 09. Have students point as they read and repeat the words.

1. /g/ /ā/ /m/, game
/g/ /ā/ /m/, game
2. /k/ /ā/ /k/, cake
/k/ /ā/ /k/, cake

long a

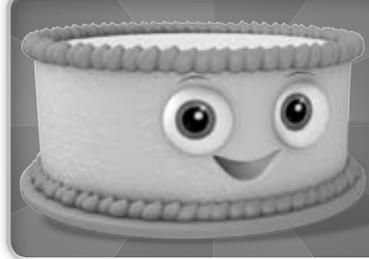
a_e ame ake ate ave

A Listen and learn. disc 1 08



g a m e

a _ e

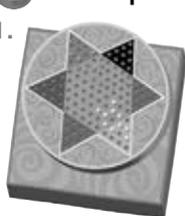


c a k e

a _ e

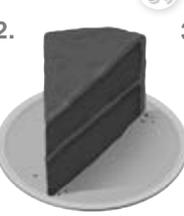
B Listen, point, and read. disc 1 09

1.



game

2.



cake

3.



name

4.



lake

6 Unit 1

3. /n/ /ā/ /m/, name
/n/ /ā/ /m/, name
4. /l/ /ā/ /k/, lake
/l/ /ā/ /k/, lake

1. cape, cape
2. game, game
3. cake, cake
4. name, name
5. lake, lake
6. mane, mane

Remind students of the CVCe pattern for the key words. Then point to the pictures in random order and have students say the words. Increase your pointing speed.

C. Listen and number.

Have students look at the pictures. Then play CD1 Track 10. Have students listen and number the pictures.

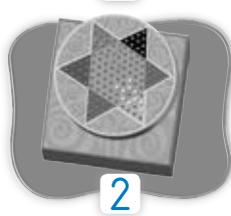
Check the answers with the class. Then randomly say one of the key words and have students point to the word.

D. Listen and write. Then match the words that rhyme.

Play CD1 Track 11. Have students write as they hear the words. Then have students match the words that rhyme.

C Listen and number.

disc 1
10

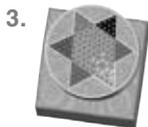


D Listen and write. Then match the words that rhyme.

disc 1
11



lake



game



E Listen and chant. Then read.

disc 1
12

name cake game lake



Unit 1
7

1. lake, lake 3. game, game
2. name, name 4. cake, cake

CD1
11

name, lake, game, cake
name, cake, game, lake

Check the answers with the class.

E. Listen and chant. Then read.

Play CD1 Track 12. Have students chant along with Driver Dave. Each line repeats.

name, cake, game, lake
name, cake, game, lake
name, cake, game, lake

CD1
12

Read the chant and assign motions. Have students read the chant in pairs or small groups with motions. Then divide the students into groups that correspond to one of the key words in the chant. Play the chant. Have the students in each group stand up quickly when their word is said in the chant. Then they sit down. Reassign the key words to different groups and repeat the chant as often as time permits.

- Odd One Out.** Display the two *ake* and one *ame* Phonics Cards. Have students say the name of each card aloud and raise their hands when they say the name of the card that doesn't rhyme. Repeat with all the key words students have learned so far.
- Rhyme Time.** Use pairs of *ame ake*, *ane*, and *ape* Student Cards. Give each student a card. Play music or the chant from exercise E. Students walk around the room. When the music stops, students must find a partner whose card rhymes with theirs, such as *cape-tape* or *game-name*. Check that students found the correct partner by having pairs say their words aloud. Switch cards and play again.
- Spelling Race** (p. 9). Divide the class into three or four teams. Call out a word. Have the members of each team race to the board and write the word, one letter at a time, trying to be the first team to complete it. Repeat as often as time permits and include key words from the previous lesson.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 3. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 3 Objectives:

- Learn long a: *ate* and *ave*
- Learn four new key words

Key Words: gate, wave, skate, cave

Materials:

- Phonics Cards 9–12
- Student Cards 9–12
- CD1 Tracks 13–16

Warm Up

Play **What's Missing?** Show the class three of the four Lesson 2 Phonics Cards. Students raise their hands to identify the missing card. For added challenge, add in cards from Lesson 1.

Use Pages 8–9

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 13.

This is a gate. What's the middle sound in the word gate?

/ā/

That's right: /ā/, gate.

This is a wave. What's the middle sound in the word wave?

/ā/

That's right: /ā/, wave.

CD1
13

Go around the room and have students say: /ā/, *gate* and /ā/, *wave*. Listen closely to their pronunciation and help students as needed.

B. Listen, point, and read.

Play CD1 Track 14. Have students point as they read and repeat the words.

1. /g/ /ā/ /t/, gate
/g/ /ā/ /t/, gate
2. /w/ /ā/ /v/, wave
/w/ /ā/ /v/, wave

CD1
14

3. /s/ /k/ /ā/ /t/, skate
/s/ /k/ /ā/ /t/, skate
4. /k/ /ā/ /v/, cave
/k/ /ā/ /v/, cave

Ask students if each word has a *long a* or *short a* sound and why.

C. Listen and circle the ones that rhyme.

Model the first one. Point to the three pictures, say the words, and show students how to circle the two pictures that rhyme. Play CD1 Track 15. Have students repeat the words as they circle the pictures.

1. gate, tape, skate
2. cave, cake, lake
3. cave, wave, cane

CD1
15

Check the answers by having the class say the rhyming words aloud. Then say one of the words and have students call out a word that rhymes.

D. What's missing? Draw and write.

Model the first one. Point to the picture and say *wave*. Show students where to draw and write. Then have the students do the activity. After they finish, check their answers.

long a

a_e ame ake ate ave

A Listen and learn. disc 1
13



g a t e

a _ e



w a v e

a _ e

B Listen, point, and read. disc 1
14

1.



gate

2.



wave

3.



skate

4.

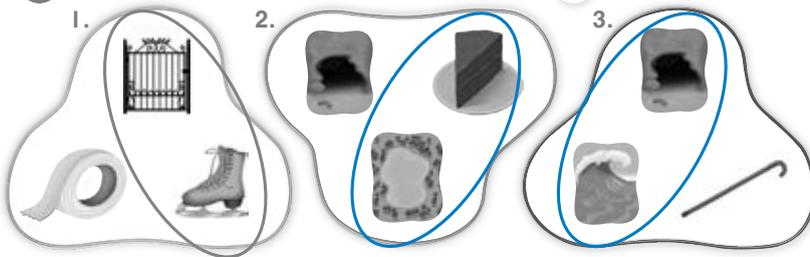


cave

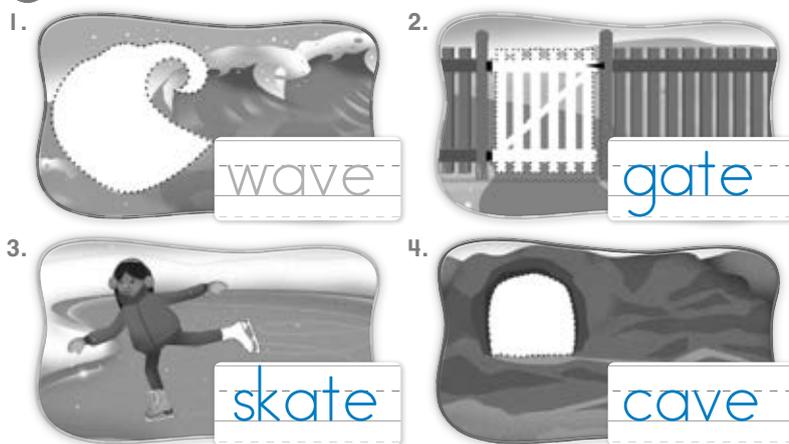
8 Unit 1



C Listen and circle the ones that rhyme. disc 1 15



D What's missing? Draw and write.



E Listen and chant. Then read. disc 1 16



I see a skate in a cave.



E. Listen and chant. Then read.

Play CD1 Track 16. Have students chant along with Driver Dave. Each line repeats.

Skate, skate
 Cave, cave
 Cave, cave, skate, cave, skate
 Skate, skate, cave, cave
 I see
 I see a skate
 I see a skate in a cave. (x2)

CD1
 16

Then have students cover their eyes as you hide the Phonics Cards around the room so they are partially visible. Then, with eyes open, students stand, search for the Phonics Cards, and repeat the chant. Students should point to the Phonics Cards as they say the chant. Repeat the chant and “hide” the Phonics Cards in different places each time. If time permits, write the entire chant on the board and have students read the chant with a partner.

- Buzzers** (p. 8). Put students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show the picture side of a Phonics Card. The first student to slap a 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. If time permits, include Phonics Cards from each lesson studied so far.
- Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one an *ate* or *ave* Student Card. When you call out a word, the students with that card hop forward and repeat the word. Students with the *skate* card should “skate” forward twice. Continue to call several different cards. Then have students change cards and play again.
- Telephone** (p. 9). Have the class form one long line. Whisper a different sound and key word to the student at each end, e.g., /āt/, *gate* and /āv/, *cave*. Students whisper the sounds and key words along the line without repeating themselves. When the sounds and key words reach the ends of the line, have the students on the ends say the original sound and key word. Change the key words and students at the end of the line after each round. Repeat as time permits.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 4. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 4 Objectives:

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

New Words: winter, Kate

Sight Words: her, old, new, look

Materials:

- Phonics Cards 1–12
- Student Cards 1–12
- Letter Cards
- CD1 Tracks 17–18

Warm Up

Write *ame*, *ake*, *ate*, and *ave* on the board. Model the sounds for the students and have them repeat the sounds. Then play **Say It** with the Unit 1 Phonics Cards. Show the cards and say their names. Put the cards down and have students say them in order. Repeat and increase the speed.

Use Pages 10–11

A. Read and write.

Before students do exercise A, point to each picture and repeat its key sound two times. Students repeat and then say the word. Next, students write the words. Check the answers. After students complete exercise A, point to a picture in exercise A at random and have students say its corresponding key word. Then have students say a word that rhymes with it. Repeat as time permits. Next, show students the *Now try these!* words. Have them try to read the words before you provide any assistance. Play CD1 Track 17.

/s/ /ā/ /m/, same
/b/ /ā/ /k/, bake
/l/ /ā/ /t/, late
/l/ /ā/ /n/, lane
Were you right?

CD1
17

Elicit which column in exercise A each word goes in. Then draw pictures or demonstrate the meaning of the words. Elicit or say a sentence for each, such as *You can bake a cake.*

B. Look and listen. Read along.

1. **Read along.** Play CD1 Track 18. Have the students listen to the story once.

Kate's Skates

It is winter. Kate and her dad skate on a lake.

1. My cane is new.
My skates are old.
2. Look. My name is on the gate.
3. Your name is on the cave, too.
4. And your name is on the cake!
New skates!

New words: winter, Kate

Sight words: her, old, new, look

CD1
18

Story

B Look and listen. Read along. disc 1
18

Kate's Skates

It is winter. Kate and her dad skate on a lake.



New words: winter Kate
Sight words: her old new look



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.

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Have students act out the story. Assign the roles of Kate, her dad, and the three other bears to five students. Encourage students to have fun while they act out the story.

When they are finished, choose five different students to act out the story. Repeat as time permits.

- New words and sight words.** Read and point to the new words and sight words. Pronounce them clearly. Have the students repeat the words. Then have the students read the new words and sight words by themselves. Read the story one final time. This time, have students raise their hands each time they read and hear a new word or a sight word.

- Sound Families** (p. 9). Divide students into teams of three or four. Each team uses a set of shuffled Unit 1 Student Cards. When you say *Go!* students sort the cards into the groups: *ake, ame, ane, ate, and ave*. The first team to finish wins.
- Spell It.** Play in pairs. Each pair has a set of Unit 1 Student Cards and a set of Letter Cards. Say one of the key words. Pairs race to spell the word with the Letter Cards and find the picture in the Student Cards. The first pair to do so and raise their hands wins.
- Make Your Own Story** (p. 8). 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 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 3*, p. 5. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1
- Unit 1 Online Test

Lesson 1 Objectives:

- Learn long i: *i_e*
- Learn four new key words

Key Words: kite, pine, ripe, fine

Materials:

- Phonics Cards 13–16
- Student Cards 13–16
- CD1 Tracks 19–22

Warm Up

Play **Teacher's Mistake** (p. 9). Show the Unit 1 Phonics Cards and say the word of each. Occasionally, say the wrong word for the card. Students repeat after you if the word is correct. If the word is incorrect, students raise their hands and shout the correct word.

Use Pages 12–13

A. Listen and learn.

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

This is a kite. What's the middle sound in the word kite?

/i/

That's right: /i/, kite.

CD1
19

Have students pass the *kite* Phonics Card around the room and say /i/, *kite*.

B. Listen, point, and read.

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

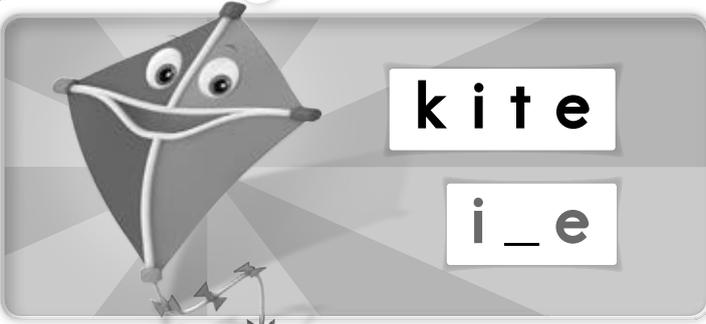
1. /k/ /i/ /t/, kite
/k/ /i/ /t/, kite
2. /p/ /i/ /n/, pine
/p/ /i/ /n/, pine
3. /r/ /i/ /p/, ripe
/r/ /i/ /p/, ripe
4. /f/ /i/ /n/, fine
/f/ /i/ /n/, fine

CD1
20

Review the CVCe pattern with the key words. Remind students that the *e* at the

long i
Unit 2 i_e ime ike ive ine

A Listen and learn. disc 1 19



B Listen, point, and read. disc 1 20

1.



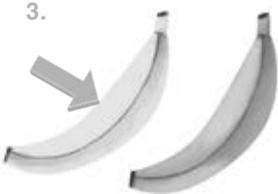
kite

2.



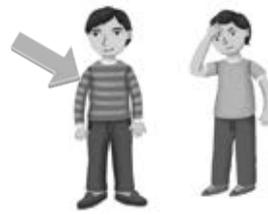
pine

3.



ripe

4.



fine

12 Unit 2



end is silent. Explain that CVC plus *silent e* makes the *i* sound long: /i/.

Point to the pictures in exercise B in a different order and have students say the words. Help with pronunciation.

C. Listen, point, and read.

Play CD1 Track 21. Have students point, read, and repeat as they hear the words.

- | | |
|--------------|--------------|
| 1. kit, kite | 3. rip, ripe |
| kit, kite | rip, ripe |
| 2. pin, pine | 4. fin, fine |
| pin, pine | fin, fine |

CD1
21

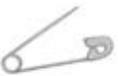
Play **Spelling Race** (p. 9) to practice the words from exercise C.

D. Look and say. Then circle and write.

Model how to do the activity. Point to the picture and say *kite*. Then say the letter sounds aloud for *i* and *i_e*, and show students how to circle them and write the word. After students have completed exercise D, check their answers. Have a quick **Spelling Bee** (p. 9) with the key words students have learned so far.

C Listen, point, and read. disc 1 21

1.  **kit**  **kite**

2.  **pin**  **pine**

3.  **rip**  **ripe**

4.  **fin**  **fine**

D Look and say. Then circle and write.

1.  **i** kite **i_e**

2.  **i** pin **i_e**

3.  **i** fin **i_e**

4.  **i** ripe **i_e**

E Listen and chant. Then read. disc 1 22

 My kite is fine in the pine.



ave long i i_e ime ike ive ine Unit 2 13

E. Listen and chant. Then read.

Play CD1 Track 22. Have students chant along with Driver Dee. Each line repeats.

- CD1 22
- Kite, fine, pine
 - Kite, fine
 - Fine, pine
 - Kite, fine, pine
 - My kite
 - My kite is fine
 - My kite is fine in the pine. (x2)

Read the chant and assign motions. Have students read the chant in pairs or small groups and use the motions. Next, divide the students into teams of three or four and have each team stand around a desk. Put a set of target Student Cards, picture-up, on the desk. Play the chant again, and have students point to the correct card as they say the corresponding key word.

1. **Touch** (p. 9). Use the *i_e* and *short i* Student Cards. Have students play in teams of five or six. Say the key words and have students repeat them 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. **Word Trace Relay** (p. 9). Have students play in teams of four or five. Each team sits in a line. Show a Phonics Card to the last student in each line. Students use their fingers to write the word on the back of the student ahead of them. Students use their fingers to continue down the line. The first person in line must quickly and correctly write the word on the board. The first team to do so wins a point. Have students change places and repeat as time permits.
3. **Picture Game** (p. 8). Divide the class into small teams and give each team some paper and crayons. Whisper a key word to one student from each team. Without speaking, the student must draw the word for his or her team to guess. Each team must start at the same time. The first team to guess correctly wins a point. Repeat until each student has had a chance to draw. The team with the most points wins the game. If time permits, include key words from previous lessons.

Practice and Components

1. *Oxford Phonics World Workbook 3*, p. 6. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1

Lesson 2 Objectives:

- Learn long i: *ime* and *ike*
- Learn four new key words

Key Words: lime, bike, time, hike

Materials:

- Phonics Cards 17–20
- Student Cards 17–20
- Letter Cards
- CD1 Tracks 23–27

Warm Up

Play **Hot Word** (p. 8). Use the *i_e* 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 name of the card in their hands.

Use Pages 14–15

A. Listen and learn.

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

This is a lime. What's the middle sound in the word lime?

/i/

That's right: /i/, lime.

This is a bike. What's the middle sound in the word bike?

/i/

That's right: /i/, bike.

Play **Hot Word** again with the *lime* card. When the music stops, the student says *This is a (lime)*. Ask *What's the middle sound in the word lime?* The student answers /i/. Repeat with the *bike* card.

B. Listen, point, and read.

Play CD1 Track 24. Have students point as they read and repeat the words.

1. /l/ /i/ /m/, lime
/l/ /i/ /m/, lime
2. /b/ /i/ /k/, bike
/b/ /i/ /k/, bike

long i

i_e ime ike ive ine

A Listen and learn. disc 1 23

B Listen, point, and read. disc 1 24

1.

lime

2.

bike

3.

time

4.

hike

14 Unit 2

3. /t/ /i/ /m/, time
/t/ /i/ /m/, time
4. /h/ /i/ /k/, hike
/h/ /i/ /k/, hike

1. hike, hike
2. lime, lime
3. time, time
4. bike, bike

After students complete exercise C, check their answers.

Write the key words on the board. Have students underline the consonants and circle the vowels for the CVCe pattern.

C. Listen and number. Then match.

Play CD1 Track 25, number 1. Pause the audio and model the first example for students. Then play the rest of Track 25.

D. Listen and write.

Play CD1 Track 26. Have students listen and write.

1. I like my bike.
2. What time is it?
3. It is a ripe lime.
4. I like to hike.

C Listen and number. Then match. disc 1 25

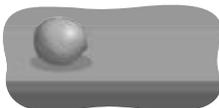
4 bike   time 3

2 lime   hike 1

D Listen and write. disc 1 26

1. I like my  

2. What  is it? 

3. It is a ripe  

4. I like to  

E Listen and chant. Then read. disc 1 27

bike time hike lime



As further reinforcement, say one of the key words. Have a volunteer write it on the board, underline the consonants, and circle the vowels.

E. Listen and chant. Then read.

Play CD1 Track 27. Have students chant along with Driver Dee. Each line repeats.

- Bike, time, hike, lime
- Bike, time, hike, lime
- Bike, hike, time, lime
- Time, hike, lime, bike
- Bike, time, hike, lime

CD1
27

Read the chant and assign motions. Have students read the chant with motions. Then play the chant again and assign each line to a different group of students. Have students chant along and do the motions when it is their group's part of the chant. Reassign the motions and repeat the chant as time permits.

1. **Do As I Say.** Provide students with actions that correspond to the key words. When you say a word, students do the action and repeat the word. For added challenge and fun, have the students come up with their own actions.
2. **Line Up** (p. 8). Divide students into groups of four and give each student in each group one of the *i_e* Student Cards. Then say the four key words in any order and have students race to stand in that order. Change the order and repeat as much as time permits. You can also play a variation of the game using with Letter Cards that correspond to the key words. Have students line up to spell the key word you say.
3. **Charades** (p. 8). Divide students into small groups of four to six. Show one student from each group a Phonics Card or whisper a key word. Students go back to their group and act it out for the others to guess. This can also be played as a class. Repeat as time permits and use students' charades as a way to review the key words learned so far. For added challenge, include words from previous lessons.

Practice and Components

1. *Oxford Phonics World Workbook 3*, p. 7. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1

Lesson 3 Objectives:

- Learn long i: *ive* and *ine*
- Learn four new key words

Key Words: five, nine, dive, line

Materials:

- Phonics Cards 21–24
- Student Cards 21–24
- CD1 Tracks 28–31

Warm Up

Play **Pop Up** (p. 9). Students stand when they hear the target sound and sit when you say a different sound.

Use Pages 16–17

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 28.

This is a five. What's the middle sound in the word five?

/i/

That's right: /i/, five.

This is a nine. What's the middle sound in the word nine?

/i/

That's right: /i/, nine.

Have students stand and count around the room in order from *one* to *ten*. On *five* and *nine*, stop and ask the student *What's the middle sound in the word (five)?* Elicit /i/. Continue around the room as time permits.

B. Listen, point, and read.

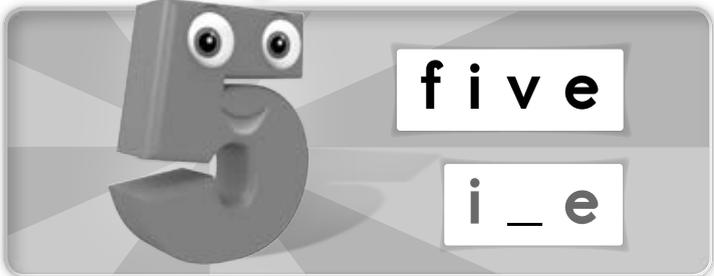
Play CD1 Track 29. Have students point as they read and repeat the words.

1. /f/ /i/ /v/, five
/f/ /i/ /v/, five
2. /n/ /i/ /n/, nine
/n/ /i/ /n/, nine
3. /d/ /i/ /v/, dive
/d/ /i/ /v/, dive

long i

i_e ime ike ive ine

A Listen and learn. disc 1 28



B Listen, point, and read. disc 1 29

1.  five
2.  nine
3.  dive
4.  line

16 Unit 2



4. /l/ /i/ /n/, line
/l/ /i/ /n/, line

Then play **Say It**. Show the Phonics Cards and say the words. Put the cards down and have students say them in order. Repeat and increase the speed.

C. Listen and write.

Play CD1 Track 30. Have students write the words they hear. Pause the CD if necessary.

1. nine, nine
2. dive, dive
3. line, line
4. five, five

Check the answers with the class. To reinforce the CVCe pattern, have students underline the consonants and circle the vowels in exercise C.

D. Read and number.

Model the exercise. Say *A five on a nine*, point to the matching picture, and write *1*. Then have students complete the activity. After students have finished, check the answers with the class. Then have two students come to the board. Say a simple sentence, such as *Five nines in a line*, and have the two students draw that picture on the board. Repeat with other students as time permits.

C Listen and write. disc 1 30

1. 

2. 

3. 

4. 

D Read and number.

- A five on a nine.
- Nine kites in a pine.
- Five bikes in a line.
- A nine on a five.



E Listen and chant. Then read. disc 1 31



The five nines dive in a line.



E. Listen and chant. Then read.

Play CD1 Track 31. Have students chant along with Driver Dee. Each line repeats.

- CD1 31**
- Five, nine
 - Dive, line
 - Line, dive, nine, five
 - Five, nine, dive, line
 - The five
 - The five nines dive
 - The five nines dive in a line. (x2)

Have students read the chant in pairs. Then divide students into groups of five, each with a set of Student Cards, picture-up, on a desk. Play the chant again. Have students point to the correct card as they chant along with the audio.

- Speed Sounds.** Have the students stand. Assign a target sound and have the class listen as you say, in a random order, any of the words covered in Unit 2. Say a key word with the target sound occasionally. Students must quickly repeat the word when they hear the target sound. If they don't repeat quickly, they must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins.
- Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm, such as *slap, slap, clap, clap, snap, snap*, as you call out a sound or a word family, such as *i_e* or *-ine*. All the students in the circle keep the rhythm going while individual students take turns saying a word with the sound: *slap, slap, clap, clap, (line), (line)*. Have students continue until you change the target sound. For added challenge, include sounds from previous units.
- Sentence Share.** Divide the class into pairs. Say a sentence, such as: *The five dives into the nine*. Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 8. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 4 Objectives:

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

New Words: Mike, o'clock, ride, swim, wake up

Materials:

Phonics Cards 13–24
Student Cards 13–24
CD1 Tracks 32–34

Warm Up

Play **Repeat You, Repeat Me**. Students sit in a circle. Say a key word and do a motion. The next student in the circle repeats your word and motion and adds a new one. Try to keep the chain going.

Use Pages 18–19

A. Listen and write.

Play CD1 Track 32. Have students repeat the words that they hear and then write them.

1. /l/ /ī/ /m/, lime
2. /h/ /ī/ /k/, hike
3. /d/ /ī/ /v/, dive
4. /l/ /ī/ /n/, line
5. /b/ /ī/ /k/, bike
6. /t/ /ī/ /m/, time
7. /f/ /ī/ /v/, five
8. /n/ /ī/ /n/, nine

Check the answers with the class. Then divide students into two teams. Write the endings *-ike*, *-ime*, *-ine*, and *-ive* on the board in columns. Say one of the key words from Unit 2 and a student from a team write it in the correct column. If the team member writes it in the correct column, his or her team wins a point. If not, the next team gets to try. Leave the words on the board.

Next, show students the *Now try these!* words. Then play CD2 Track 33.

long i

i_e ime ike ive ine

A Listen and write. disc 1 32



 ike



 ime



 ine



 ive

1
lime

2
hike

3
dive

4
line

5
bike

6
time

7
five

8
nine

Now try these! **Listen, unscramble, and write.** disc 1 33

1. m e i d


2. v i h e


3. k i l e


4. n v i e




Were you right?

18 Unit 2



- CD1 33
- /d/ /ī/ /m/, dime
 - /h/ /ī/ /v/, hive
 - /l/ /ī/ /k/, like
 - /v/ /ī/ /n/, vine
- Were you right?

Have students listen, unscramble the words they hear, and write the words on the lines. Draw pictures or demonstrate the meaning of the words. Elicit or say a sentence for each, such as *I like to bike*.

Then continue the game using the columns on the board with the *Now try these!* words.

B. Look and listen. Read along.

1. **Read along.** Play CD1 Track 34. Have the students listen to the story once.

Wake Up, Mike!

1. My name is Mike. I ride my bike at nine o'clock.
2. I hike up to the pines at ten o'clock.
3. I dive in the lake and swim in waves at five o'clock.
4. It is time to wake up, Mike!

New words: Mike, o'clock, ride, swim, wake up

Story

B Look and listen. Read along. disc 1 34

Wake Up, Mike!

1 My name is Mike. I ride my bike at nine o'clock. 9:00



2 I hike up to the pines at ten o'clock. 10:00



3 I dive in the lake and swim in waves at five o'clock. 5:00



4 It is time to wake up, Mike!



New words: Mike o'clock ride swim wake up

1. **Down the Line** (p. 8). Review the *long i* words. 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 may proceed with the game.
2. **What's in the Cap?** (p. 9). Put the Unit 2 Student Cards in a cap (or another container). Divide students into pairs. Give the cap or the container to a pair. One partner draws a card and says the word (*bike*, for example), and the other partner must say a word that rhymes (*hike*). If they are successful, they remain standing. If they aren't, the pair sits down. The pair then passes the cap or the container to the next pair. For extra challenge, add the Unit 1 cards.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw story frames like those on page 19 in the Student Book. Have students illustrate their own stories and include pictures that represent the 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. Play the story again. Have students point to pictures of the key words that they hear in the audio and see in the story. Read the story for the students and then 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 Mike and his mother to two students. Encourage students to have fun while they act out the story. When they are finished, choose two different students to act out the story. Repeat as time permits.
4. **New words.** Read and point to the new words and pronounce them clearly. Have the students repeat the words. Then, have the students read the new words by themselves. Have students locate the new words in the text of the story.
1. *Oxford Phonics World Workbook 3*, p. 9. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 2 Online Test

Review 1

Long a: a_e Long i: i_e

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:

tape, cape, cane, mane
game, cake, name, lake
gate, wave, skate, cave
kite, pine, ripe, fine
lime, bike, time, hike
five, nine, dive, line

New Words:

winter, Kate, Mike, o'clock, ride, swim,
wake up

Sight Words:

her, old, new, look

Materials:

Phonics Cards 1–24
Student Cards 1–24
CD1 Tracks 35–36

Warm Up

Write *long a, ame, ake, ate, ave, long i, ime, ike, ive, and ine* on the board. Model the sounds and have students repeat. Then show the Phonics Cards and review the words.

Use Pages 20–21

A. Look and listen. Sing along.

Play CD1 Track 35. Have students listen to the song one time.

Look, look! See the friends skate.
He has a jacket. She has a cape.
In the winter, they like to skate.
They can skate on the lake.

Look, look! See the friends hike.
She has a dog. He has a kite.
In the winter, they wake up at nine,
Then the friends hike to the pine.
(song repeats)

CD1
35

Let's skate!

*Skate, skate, skate, skate,
Skate, skate, and point to the gate.
Skate, skate, skate, skate,
Skate, skate, and point to the lake.*

Let's hike!

*Hike, hike, hike, hike,
Hike, hike, and point to the kite.
Hike, hike, hike, hike,
Hike, hike, and point to the pine.*

Play the song again. Have students sing the words and point to the pictures that represent the key words.

B. Listen, circle, and write.

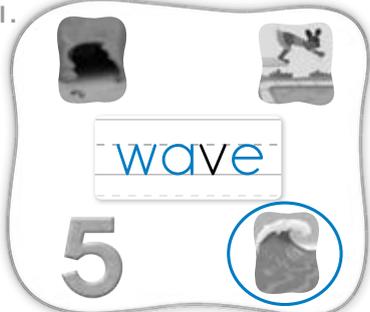
Model the first one for the students. Say the words of all four pictures in the set. Have students repeat each word after you. Then slowly say *wave* and circle the wave picture. Have students circle it in their own Student Books and write the word on the line. Then play CD1 Track 36. Have students complete the exercise.

- | | |
|---------------|---------------|
| 1. wave, wave | 3. line, line |
| 2. bike, bike | 4. game, game |

CD1
36



B Listen, circle, and write. disc 1 36

1. 

2. 

3. 

4. 

C Read and check. Then ask your partner and check.

	You		Your partner	
1. Do you like your bike?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Is it time for bed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Can you bake a cake?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do you have a kite?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

- Sound Families** (p. 9). Divide students into teams of three or four. Give each team a set of shuffled Unit 1 and Unit 2 Student Cards. Write these categories on the board: *long a, ame, ake, ate, ave, long i, ime, ike, ive, and ine*. When you say *Go!* teams put their cards into the correct categories. The first team to finish wins. Have students reshuffle their cards at the end of each round. Repeat as time permits.
- Spelling Bee** (p. 9). Students take turns to spell words from Unit 1 or Unit 2. Include the new words from the stories and the *Now try these!* words, as well. Students remain in the spelling bee as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.
- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of their Unit 1 and Unit 2 Student Cards, picture-up, in the squares. Randomly call out the key words. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. The first student to do this shouts *Bingo!* and wins. After playing a round, invite a student to call the cards.

Practice and Components

- Oxford Phonics World Workbook 3*, pp. 10–11. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 1 and Unit 2 key words beside the corresponding pictures.
- iTools
- Multi-ROM, disc 1

Divide the class into two teams. Have a student from each team come to the board. Say a word from exercise B that wasn't an answer. The first student to correctly write the word wins a point. Continue with other students.

C. Read and check. Then ask your partner and check.

Model the first one for the class. Ask yourself the question aloud, say your answer, and check your answer in the book. Then model the question and answer with a student and check his or her answer. Then divide students into

pairs to do the activity. After students complete exercise C, have some pairs share their answers with the class. Then have pairs come up with two new questions of their own to ask another pair. Have a few pairs share their questions and answers with the class.



Lesson Objectives:

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

Key Words:

tape, cape, cane, mane
game, cake, name, lake
gate, wave, skate, cave
kite, pine, ripe, fine
lime, bike, time, hike
five, nine, dive, line

New Words:

winter, Kate, Mike, o'clock, ride, swim,
wake up

Sight Words:

her, old, new, look

Materials:

Phonics Cards 1–24
Student Cards 1–24
Letter Cards

Warm Up

Divide students into teams of three or four. Give each team a set of shuffled Student Cards for Units 1 and 2. Say one of the sounds from Units 1 and 2. The first team to hold up a card for that sound and say its name gets a point. The team with the most points wins.

Use Pages 22–23

D. Write.

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. Then have students do the activity on their own. After students have finished, check the answers as a class. Write two columns on the board labeled *a_e* and *i_e*. Have students take turns to come to the board to write the answers. See if students can add any other words they know to each column, including the *Now try these!* words (*same, bake, late, lane, dime, hive,*

like, and vine). To reinforce the CVCe pattern, have students underline the consonants and circle the vowels in the words on the board. If time permits, play **Spell It**. Divide students into teams of three or four. Give each team a set of Unit 1 and Unit 2 Student Cards and a set of Letter Cards. Have students arrange the Student Cards so that they can only see the sides with pictures. Then say one of the key words. Groups race to spell the word with the Letter Cards and find the picture in the Student Cards. The first team to do so and raise their hands wins a point. For added challenge, include *short a* and

short i words that aren't spelled with silent *e*, like *tap* and *fin*.

E. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object. 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 according to the number shown on the spinner, and say the name of the picture or read the word he or she lands on. If the student can say the name of the picture or read the



E Play the game.

Game

Start

lake

tape

fine

End

five

4:00

Review 1 23

- word successfully, then he or she stays on that spot. If not, he or she moves back. Then the next student spins. Students play until one player reaches the end.
2. Play a variation of the game. Give each student a letter *e* card. Tell them it's a "magic *e*" card, and it can get them a free turn. Game play is as usual: if a student lands on a spot and correctly says the word, he or she stays on the spot. But if the word on that spot can spell a different

word by removing the silent *e*, then the student puts the *e* card down says the new word. If correct, the student gets to take a second turn. Example: *cane* without the *e* spells *can*. Other examples include: *tape-tap* and *pine-pin*.

1. **Fruit Salad.** Students sit in a circle. Give each student one Unit 1 or Unit 2 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. **Buzzers** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two "buzzers" on it. Show the picture side of a Phonics Card. The first student to slap a buzzer and say the correct answer 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.
3. **Picture Game** (p. 8). Divide the class into teams of four and give each some paper and crayons. Whisper a word to a student from each team. Without speaking, the students must draw the word for their team to guess. The first group to correctly guess the word gets a point. For added challenge, say a simple sentence to be illustrated: *The girl can dive in the lake*. Repeat until each student has had a chance to draw or as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 3*, pp. 10–11. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. *Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 1 and Unit 2 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 1

Lesson 1 Objectives:

- Learn long o: o_e
- Learn four new key words

Key Words: home, bone, cone, rope

Materials:

- Phonics Cards 25–28
- Student Cards 25–28
- CD1 Tracks 37–40

Warm Up

Review the sounds learned so far. Write *ame*, *ake*, *ate*, *ave*, *ime*, *ike*, *ive*, and *ine* on the board. Name one of the sounds. Students race to raise their hands and say words that have the sound in it.

Use Pages 24–25

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 37.

This is a home. What's the middle sound in the word home?

/ō/

That's right: /ō/, home.

Use a beanbag or other soft object. Say /ō/, /ō/, *home*, and toss the beanbag to a student. That student repeats after you and tosses the beanbag to another student. Continue until everyone has had a turn.

B. Listen, point, and read.

Play CD1 Track 38. Have students point as they read and repeat the words.

1. /h/ /ō/ /m/, home
/h/ /ō/ /m/, home
2. /b/ /ō/ /n/, bone
/b/ /ō/ /n/, bone
3. /k/ /ō/ /n/, cone
/k/ /ō/ /n/, cone
4. /r/ /ō/, /p/, rope
/r/ /ō/ /p/, rope

long o
long u

Unit 3

o_e u_e u_e

A Listen and learn. disc 1
37



B Listen, point, and read. disc 1
38

1.



home

2.



bone

3.



cone

4.



rope

24 Unit 3



Point to the pictures in exercise B in a different order and have students name each one. If time permits, divide students into four groups, one for each key word, and assign a motion to each. Say the words in a random order. Students with that key word repeat the word and do the motion. After some time, change word assignments and motions.

C. Write and read. Then draw.

Model the exercise using the first word, *cone*. Elicit why the letters are red (*vowels*) or blue (*consonants*). Remind

students of the CVCe pattern. Show students where to draw. Then have students do the activity. Check answers with the class. If time permits, divide the class into teams. Have a student from each team go to the board. Show a different Phonics Card to each team. Make sure the students drawing can't see it. Each team spells the word for their writer, who races to write and say it correctly. Change writers and repeat.

C Write and read. Then draw.

1.

2.

3.

4.

D Listen and write.

1.

2.

3.

4.

E Listen and chant. Then read.

I hop over the rope at home.

D. Listen and write.

Play CD1 Track 39. Have students listen and write the words.

1. bone, bone 3. home, home
2. rope, rope 4. cone, cone

Check the answers with the class.

E. Listen and chant. Then read.

Play CD1 Track 40. Have students chant along with Driver Dave. Each line repeats.

Home, home
Rope, rope
Rope, rope, home, rope, home
Rope, rope, home, home
I hop
I hop over
I hop over the rope at home. (x2)

Then point to the picture of the boy hopping over the rope in front of his home. Have students stand, hop over an imaginary rope, and say *I hop over the rope at home.*

- Telephone** (p. 9). Have the class form one line. Whisper different key words at each end of the line. Students whisper them down the line. When the words reach the opposite ends of the line, have those students say the word they heard. For a variation on this game, split the class into multiple lines. Whisper a different key word to each student at one end of each line. When you say *Go!* students quietly whisper their word down their line. The quickest line to pass the word correctly wins.

- Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each student an *o_e* Student Card. When you call a word, the students with that card hop forward and repeat the word. Continue to call several different cards. Then have students change cards and play again. For added challenge, occasionally say a word that is not *long o (o_e)*. No one should hop forward.

- Buzzers** (p. 8). Divide students into two teams. Have a player from each team come to a central desk with two buzzers on it. Show a Phonics Card. The first student to slap a 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. Repeat until each student has had a chance to play.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 12. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 2 Objectives:

- Learn long u: u_e
- Learn four new key words

Key Words: cube, mute, cute, mule

Materials:

- Phonics Cards 29–32
- Student Cards 29–32
- CD1 Tracks 41–44

Warm Up

Play **Hot Word** (p. 8). Use a variety of the *long o*, *long a*, and *long i* Student Cards. Students sit in a circle and pass the cards around while you play music. When the music stops, students stand and say the name of the card in their hands. Repeat as often as time permits.

Use Pages 26–27

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 41.

This is a cube. What's the middle sound in the word cube?

/yōō/

That's right: /yōō/, cube.

CD1
41

Bring in a cube (or small box) to class. Pass it around the class as students repeat the presentation. When it ends, the student holding the cube holds it up and say /yōō/, *cube*. Repeat several times.

B. Listen, point, and read.

Play CD1 Track 42. Have students point as they read and repeat the words.

1. /k/ /yōō/ /b/, cube
/k/ /yōō/ /b/, cube
2. /m/ /yōō/ /t/, mute
/m/ /yōō/ /t/, mute
3. /k/ /yōō/ /t/, cute
/k/ /yōō/ /t/, cute

CD1
42

4. /m/ /yōō/ /l/, mule
/m/ /yōō/ /l/, mule

Point to the pictures in exercise B in a random order and have students say the words. Then act out each key word and have students guess the word.

C. Write and read. Then draw.

Have students do exercise C on their own. Check the answers with the class. Use one of the words to elicit examples of the letters that make the CVCe pattern. Then if time permits, draw one of the key words on the board, one line at a time, and have the class guess what

it is. Finally, invite a student to draw for the class. Show the student a Phonics Card to cue the drawing.

D. Listen and write. Then match the words that rhyme.

Play CD1 Track 43 and have students do the activity. Check the answers.

1. cute, cute
2. mule, mule
3. cube, cube
4. mute, mute

CD1
43

After students finish, have them point to each item and say the word. If time permits, write one of the words on the board with the letters scrambled, such

C Write and read. Then draw.

1.

2.

3.

4.

D Listen and write. Then match the words that rhyme.

1. cute mule

2. cube mute

E Listen and chant. Then read.

cute mule mute cube

as *l e m u*. Have students tell you how to unscramble and spell it: *m-u-l-e*

E. Listen and chant. Then read.

Play CD1 Track 44. Have students chant along with Driver Dave. Each line repeats.

Cute, mule, mute, cube
Cute, mule, mute, cube
Cute, mule, mute, cube
Cute, cube, mute, mule
Cute, mule, mute, cube

CD1
44

chant and do the motions. Next, divide students into four groups representing the four key words. Give each student a Student Card with their group's key word. Say the chant again. When a group's word appears in the chant, the students of that group should hold their cards high and shout the word, except for the *mute* group, who should remain silent but hold up their cards. Everyone else looks at them and says *mute*. Enhance the activity by having each group use the motions previously assigned for the words. Repeat as often as time permits.

Assign motions to each key word in the chant. Then have students read the

1. **Beanbag Toss** (p. 8). Display the target Phonics Cards at the front of the room. Students take turns tossing the beanbag (or another soft object) at a card. They say the name of the card that is closest to where it lands. Repeat so that each student has a chance to play.
2. **Match the Order**. Have teams of four each stand around a desk. Place a set of *long u* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes for a moment. Quickly display the *long u* Phonics Cards, picture-out, in a row at the front of the room. When you say *Go!* the students open their eyes and try to match the order of displayed cards. The first team to do so raises their hands and says the key words in the correct order. Reshuffle all cards and repeat.
3. **Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word to them. Students go back to their teams and act it out for the others to guess. The first team to guess the correct word wins a point. Repeat as often as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 3*, p. 13. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1

Lesson 3 Objectives:

- Learn long u: u_e
- Learn four new key words

Key Words: tube, June, tune, rule

Materials:

- Phonics Cards 33–36
- Student Cards 33–36
- Letter Cards
- CD1 Tracks 45–48

Warm Up

Play **Guess the Next Card**. Have students stand. Show the Unit 3 Lesson 1 and Lesson 2 Student Cards one at a time. Students try to guess what the next card will be. Those students who guess correctly continue to stand. Those who guess incorrectly sit down but may continue to guess. The last student standing wins.

Use Pages 28–29

A. Listen and learn.

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

This is a tube. What's the middle sound in the word tube?

/ōo/

That's right: /ōo/, tube.

CD1
45

Pass a tube (toothpaste, lip gloss, etc.) around the classroom. Students should say /ōo/, /ōo/, *tube* when the tube reaches them before passing it along again.

B. Listen, point, and read.

Play CD1 Track 46. Have students point as they read and repeat the words.

1. /t/ /ōo/ /b/, tube
/t/ /ōo/ /b/, tube
2. /j/ /ōo/ /n/, June
/j/ /ōo/ /n/, June

CD1
46

long o long u
o_e u_e u_e

A Listen and learn. CD1 45

B Listen, point, and read. CD1 46

1. tube
2. June
3. tune
4. rule

28 Unit 3 long o

3. /t/ /ōo/ /n/, tune
/t/ /ōo/ /n/, tune
4. /r/ /ōo/ /l/, rule
/r/ /ōo/ /l/, rule

1. tune, tune 3. June, June
2. rule, rule 4. tube, tube

CD1
47

Point to the pictures in a random order and have students name each one. Play **Teacher's Mistake** (p. 9) using the Phonics Cards from Lesson 2 and Lesson 3.

C. Listen and connect.

Play CD1 Track 47. Have students do the activity.

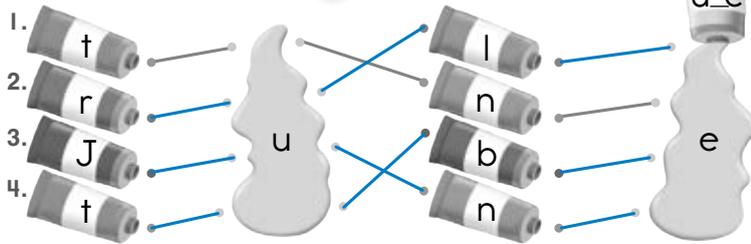
Check the answers with the class. Then say one of the beginning sounds of a key word, such as /r/. Have students raise their hands, say the sound, spell the word, and then say the word in its entirety: /r/, r-u-l-e, rule.

D. Read and write.

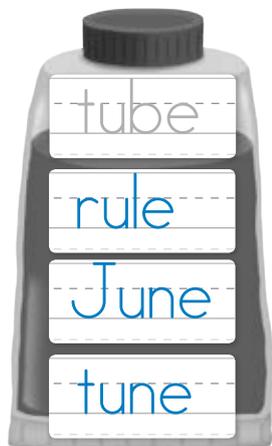
Point to *tube* and *cube* on the page and have students listen to the different u_e sounds as you say them: /ōo/, *tube* and /yōo/, *cube*. If they have trouble, tell them the /yōo/ words were in the

C Listen and connect.

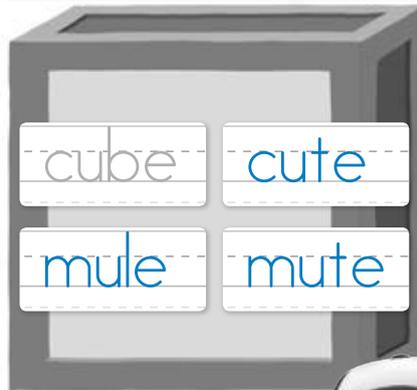
disc 1
47



D Read and write.



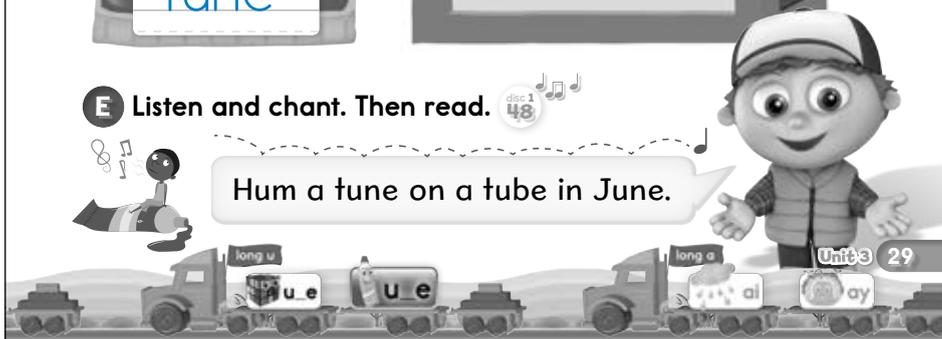
cube tube rule cute
mule June mute tune



E Listen and chant. Then read.

disc 1
48

Hum a tune on a tube in June.



previous lesson and the / \overline{oo} / words are in this lesson. Have students do exercise D on their own. Then have them point to the items and say the words. Ask volunteers to write the words on the board. To reinforce the CVCe pattern, ask them to underline the consonants and circle the vowels.

E. Listen and chant. Then read.

Play CD1 Track 48. Have students chant along with Driver Dave. Each line repeats.

Tune, tube, June
Tune, tube

CD1
48

Tube, June
Tune, tube, June
Hum
Hum a tune
Hum a tune on a tube in June. (x2)

Have students read the chant in pairs. Then have students sit in a circle and pass Student Cards for the words around the circle in time with the chant. When the chant ends, the student holding the *hum* card has to hum a tune. Repeat as often as time permits.

1. **Do As I Say.** Provide the students with actions that correspond to the key words. When you say a word, students do the action and repeat the word. For added challenge, increase the speed and link several words at a time.
2. **Tongue Twisters.** Write a tongue twister on the board using the key words, for example: *The rule in June is no tunes on a tube.* Have students repeat the tongue twister after you, starting slowly and then saying it faster and faster. Have students race to say it the fastest. Repeat with other tongue twisters. Invite students to create their own tongue twisters.
3. **Word Builder.** Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson: /j/, / \overline{oo} /, /n/. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first team's answer by having them sound out, say, and spell the word aloud. Repeat with the other key words from the lesson. For an added challenge, give students only the ending: *une*. Have them say as many words as they can, eg.: *tune, June*. Give points for other real words they may know, e.g.: *dune* and *prune*. Repeat as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 3*, p. 14. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the 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 new words and sight words

New Words: Luke, sand, happy

Sight Words: his, walk, sees, pull

Materials:

Phonics Cards 25–36

CD1 Tracks 49–50

Warm Up

Play **Pop Up** (p. 9) to review. For added challenge, divide the class into three teams: *o_e* (/ō/), *u_e* (/yōō/), and *u_e* (/ōō/).

Use Pages 30–31

A. Read and write.

Before students do exercise A, point to each picture and repeat its key sound two times. Students repeat the sound and then say the word. After students complete exercise A, check their work. Write the column headers *o_e*, *u_e*, and *u_e* on the board. Have students come and write the words in the correct columns. Then have students try to read the *Now try these!* words. Play CD1 Track 49. Have students repeat the words as they do the activity.

/h/ /ō/ /p/, hope
 /d/ /ō/ /m/, dome
 /n/ /ō/ /t/, note
 /j/ /ō/ /k/, joke
 /v/ /ō/ /t/, vote
 Were you right?

CD1
49

Say the *Now try these!* words for the class. Have students repeat. Draw pictures or demonstrate the meaning of the words. Then say a word and have a student come to the board to write it. Have the student underline the consonants and circle the vowels.

B. Look and listen. Read along.

1. **Read along.** Play CD1 Track 50. Have the students listen to the story once.

Luke and the Bone

1. It's June. Luke and his cute mule walk on the sand.
2. Luke sees a bone in the sand. It is a big bone. He has a mule and a rope.
3. Luke and his mule pull the bone with the rope.

CD1
50

4. Luke is at home. He puts the big bone on the cube. Luke and his mule are happy.

New words: Luke, sand, happy

Sight words: his, walk, sees, pull

Then play the story again. Have students point to the pictures of the key words that they hear in the story. Read the story for the students. Then have students read the story on their own.

Story

B Look and listen. Read along. disc 1 50

Luke and the Bone



It's June. Luke and his cute mule walk on the sand.



Luke sees a bone in the sand. It is a big bone. He has a mule and a rope.



Luke and his mule pull the bone with the rope.



Luke is at home. He puts the big bone on the cube. Luke and his mule are happy.

New words: Luke sand happy
Sight words: his walk sees pull



1. **Word Trace Relay** (p. 9). Each team sits in a line. Show a Phonics Card to the last student in each line. Using their fingers, students write the word on the back of the student ahead of them. Students continue down the line. The first student in each line must quickly and correctly write the word on the board. The first team to do so and say it wins a point. Have students change places and repeat as time permits. For added challenge, include words from previous units.
2. **Speed Sounds**. Have the students stand. Assign a target sound and have the class listen as you say, in a random order, any of the words covered in Unit 3. Insert a key word with the target sound occasionally. Students must quickly repeat after you when they hear the target sound. If they don't repeat quickly, they must sit down and play from their seats. Repeat with different target sounds. The last student standing wins.
3. **Make Your Own Story** (p. 8). 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 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.

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 Luke and his mule to two students. Place Phonics Cards around the room, picture-up, as props. Encourage students to have fun while they act out the story. When they are finished, choose two different students to act out the story. Repeat as time permits.

4. **New words and sight words**. Read and point to the new words and sight words. Pronounce them clearly. Have the students repeat the words. Then have the students read the new words and sight words by themselves. Read the story again as time permits and have students raise their hands when they hear a new word or a sight word in the story.

Practice and Components

1. *Oxford Phonics World Workbook 3*, p. 15. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 3 Online Test

Lesson 1 Objectives:

- Learn long a: ai
- Learn four new key words

Key Words: rain, nail, tail, wait

Materials:

- Phonics Cards 37–40
- Student Cards 37–40
- Letter Cards
- CD1 Tracks 51–54

Warm Up

Review the sounds and key words learned in Units 1–3. Show Phonics Cards in a random order. Have students call out the sounds and the words.

Use Pages 32–33

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 51.

Do you remember the /ā/ sound?
This is rain. What's the middle sound in the word rain?

/ā/

That's right: /ā/, rain.

Have students stand in a circle. Use the *a* and *i* Letter Cards, and have students pass the pair of cards to each other, saying /ā/, *rain*, each time.

B. Listen, point, and read.

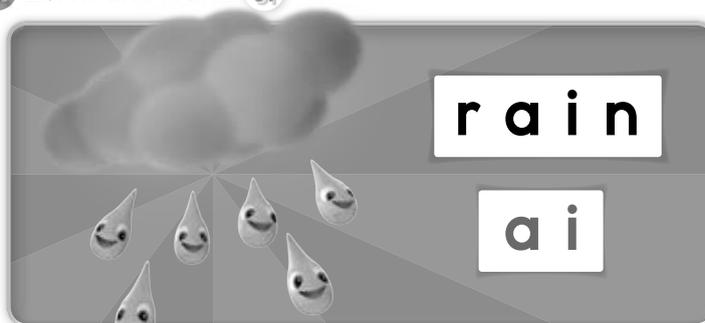
Play CD1 Track 52. Have students point as they read and repeat the words.

1. /r/ /ā/ /n/, rain 3. /t/ /ā/ /l/, tail
/r/ /ā/ /n/, rain /t/ /ā/ /l/, tail
2. /n/ /ā/ /l/, nail 4. /w/ /ā/ /t/, wait
/n/ /ā/ /l/, nail /w/ /ā/ /t/, wait

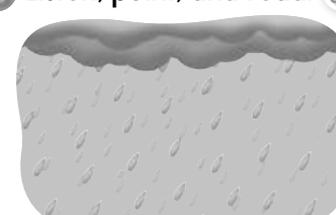
Point out that the pattern of these words is CVVC. The two vowels together, *a* + *i*, make the *long a* sound, /ā/. Then point to the pictures in

long a
Unit 4 ai ay

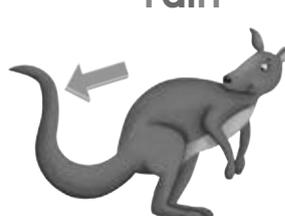
A Listen and learn. disc 1 51



B Listen, point, and read. disc 1 52

1. 
rain

2. 
nail

3. 
tail

4. 
wait

32 Unit 4 ike ive ine long o o.e long u ue

exercise B in a different order and have students say the words.

C. Listen and circle. Then write.

Play CD1 Track 53. Have students complete the activity.

1. I don't like to wait.
2. I can hear the rain.
3. My kangaroo has a tail.

Check the answers. Then have students volunteer to come to the board. Say a sentence using one of the key words. Have students write the word,

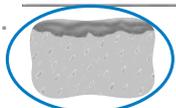
underline the consonants, and circle the vowels.

D. Write and read.

Model the first one for the class. Say the letters and then sound out the word and write it. Have students do the activity on their own. Check the answers. If time permits, play **Spell It**. Divide students into pairs or small teams of three. Each team has a set of *ai* Student Cards and a set of Letter Cards. Say one of the key words. Teams race to spell the word with the Letter Cards and find the picture in the Student Cards. The first team to do so and raise their hands wins.

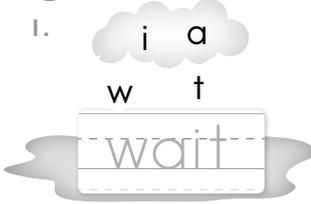
C Listen and circle. Then write. disc 1 53

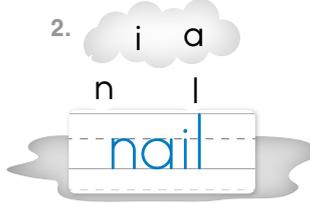
1.    

2.    

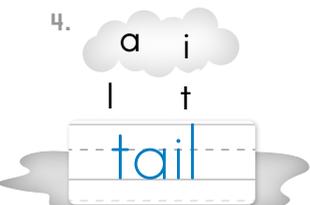
3.    

D Write and read.

1. 

2. 

3. 

4. 

E Listen and chant. Then read. disc 1 54

rain tail wait nail




Unit 4 33

- Odd One Out.** Display the Phonics Cards, picture-out, and include one or two cards from the previous unit. Have students say the word of each card aloud and raise their hands when they say the word of a card that doesn't belong with the *ai* Phonics Cards. For added challenge, include Phonics Cards from all units that have been studied so far. Repeat as time permits.
- Speed Sounds.** Have the students stand. Assign a target sound and have the class listen as you say, in a random order, any of the words covered so far. Insert a key word with the target sound occasionally. Students must quickly repeat the target sound when they hear it. If they don't repeat quickly, they must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins. For added challenge, when you say the word *wait*, make students wait to repeat after you and say nothing until you say *wait* a second time.
- Down the Line** (p. 8). Use the *ai* Student Cards. Include several sets to make the line longer. 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 may proceed with the game.

E. Listen and chant. Then read.

Play CD1 Track 54. Have students chant along with Driver Dee. Each line repeats.

Rain, tail, wait, nail
 Rain, tail, wait, nail
 Rain, wait, tail, nail
 Tail, wait, nail, rain
 Rain, tail, wait, nail

CD1
54

Read the chant again and assign motions for each word. Have students read the chant and practice the motions. Then give key word parts to different groups of students. Have students chant along and perform the action when it is their group's part of the chant. Reassign the actions and repeat the chant as time permits. For added challenge, have students pause after the word *wait*.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 16. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 2 Objectives:

- Learn long a: ay
- Learn four new key words

Key Words: bay, day, say, pay

Materials:

- Phonics Cards 41–44
- Student Cards 41–44
- Letter Cards
- CD1 Tracks 55–59

Warm Up

Review the *ai* 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. Repeat for each word.

Use Pages 34–35

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 55.

This is a bay. What's the ending sound in the word bay?

/ā/

That's right: /ā/, bay.

CD1
55

Say the presentation again, this time having students stand up when they say *bay* and /ā/.

B. Listen, point, and read.

Play CD1 Track 56. Have students point as they read and repeat the words.

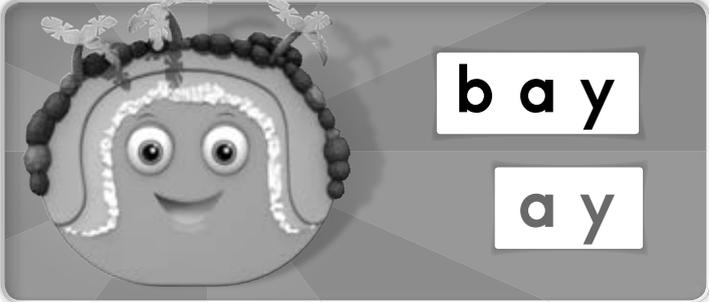
- | | |
|-----------------|-----------------|
| 1. /b/ /ā/, bay | 3. /s/ /ā/, say |
| /b/ /ā/, bay | /s/ /ā/, say |
| 2. /d/ /ā/, day | 4. /p/ /ā/, pay |
| /d/ /ā/, day | /p/ /ā/, pay |

CD1
56

Write the words on the board. Have volunteers come to the board and circle the letters in each word that make the /ā/ sound. Then point to the pictures at random and have the class say the words.

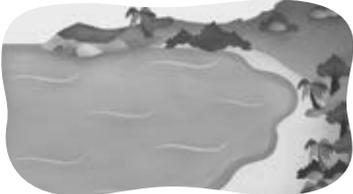
long a
ai ay

A Listen and learn. disc 1 55



B Listen, point, and read. disc 1 56

1.



bay

2.



day

3.



say

4.



pay

34 Unit 4


C. Listen and write. Then match.

Play CD1 Track 57. Have students do the activity.

- | | |
|-------------|-------------|
| 1. say, say | 3. day, day |
| 2. pay, pay | 4. bay, bay |

CD1
57

After students have completed exercise C, check the answers with the class. As further reinforcement, hold up one of the *ay* Phonics Cards and have students say the word and spell it.

D. Listen and write.

Play CD1 Track 58. Have students listen and complete the sentences.

1. I can say my name.
2. It is a hot day.
3. I pay the man on the bus.
4. I can see a wave in the bay.

CD1
58

Check the answers with the class. Then randomly say one of the key words and have students say the sentence from exercise D that has the word in it.

C Listen and write. Then match.

disc 1
57

1. say

2. pay

3. day

4. bay

D Listen and write.

disc 1
58

- I can say my name.
- It is a hot day.
- I pay the man on the bus.
- I can see a wave in the bay.



E Listen and chant. Then read.

disc 1
59

I pay for a day at the bay.



E. Listen and chant. Then read.

Play CD1 Track 59. Have students chant along with Driver Dee. Each line repeats.

Pay, day, bay
Pay, day
Day, bay
Pay, day, bay
I pay
I pay for a day
I pay for a day at the bay. (x2)

CD1
59

Have students read the line of the chant in their Student Book and look at the corresponding picture. Then play the chant again and assign key word parts to different groups of students by giving them actions that correspond to each word. Have students chant along and perform the action when it is their group's part of the chant. Reassign the actions and repeat the chant as time permits.

- Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a word family, such as *ay*. Students take turns around the circle to say words with that sound: *slap, slap, clap, clap, (bay), (bay)*, and so on, until you change the category.
- Line Up** (p. 8). Give students one *ay* Student Card each. 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. Then each student says the word on his or her card. Next, have students trade cards and repeat. If time permits, play the game with sets of Letter Cards that correspond to the key words. Students line up to spell the words.
- 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 word of one of the cards. The students in the center 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.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 17. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 3 Objectives:

- Learn long a: *ai* and *ay*
- Learn four new key words

Key Words: sail, mail, hay, May

Materials:

Phonics Cards 45–48
CD1 Tracks 60–61

Warm Up

Play **Guess the Next Card**. Use the *ai* and *ay* Phonics Cards from Lesson 1 and Lesson 2. Have students stand and try to guess the word and spelling of each Phonics Card before you show them the picture. Students who guess correctly remain standing. Students who guess incorrectly have to sit down but can participate from their seats. The last student standing wins.

Use Pages 36–37

A. Read and say. Then listen and repeat.

Have students try to read the words. Then play CD1 Track 60.

Can you say these words?

- | | |
|---------------|-------------|
| 1. sail, sail | 3. hay, hay |
| sail, sail | hay, hay |
| 2. mail, mail | 4. May, May |
| mail, mail | May, May |

CD1
60

Review and elicit from students the CVVC and CVV patterns for the words. Elicit the spelling of the *long a* sounds: *a + i* and *a + y*. Point out that words that end in the *long a* sound are spelled with *ay*, not *ai*. Then have students say the words as you point to the pictures at an increasing speed.

B. Say and circle the ones that rhyme.

Model the activity, saying the word for each picture aloud. Then have students

long a

ai ay

A Read and say. Then listen and repeat. disc 1
60

Can you say these words?

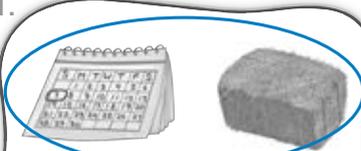
1. 
sail

2. 
mail

3. 
hay

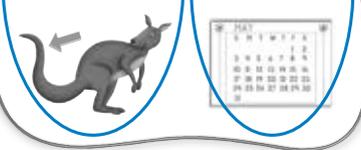
4. 
May

B Say and circle the ones that rhyme.

1. 



2. 



do the activity on their own. Check the answers with the class. For further reinforcement, hold up three Phonics Cards and have students point and name the two that rhyme.

C. Listen and number.

Play CD1 Track 61. Have students write the number under the correct word.

1. mail, mail	5. hay, hay
2. bay, bay	6. sail, sail
3. rain, rain	7. tail, tail
4. say, say	8. May, May

CD1
61

Check the answers with the class. If time permits, put students into teams of four to six and play **Touch** (p. 9). Use all of the Unit 4 Phonics Cards.

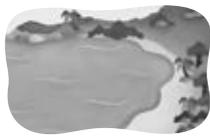
42 Unit 4

© 2020 Oxford University Press
Copying, modification, publication, broadcast, sale or other distribution of the book is prohibited.

C Listen and number. disc 1 61

tail 7	say 4	mail 1	hay 5
bay 2	sail 6	May 8	rain 3

D Look and say. Then circle and write.

1.  ai **ay**
bay

2.  ay **ai**
nail

3.  ay **ai**
mail

4.  ai **ay**
pay

5.  **ai** ay
wait

6.  **ay** ai
May

D. Look and say. Then circle and write.

Have students do exercise D on their own. Remind them to circle the correct *long a* sound and then write the entire word. Check the answers with the class. Next, randomly say the words and have students point to the correct pictures in their Student Books. Have volunteers spell the words. For further writing practice, do a quick dictation activity: sound out the words for students to write down. Have students spell the words back to you. If students have difficulty spelling, have them look in their books to review the words they

have learned. Then remind them of the spelling rule: words that end in a consonant, (CVVC words), take *ai*. Words that end in the *long a* sound take *ay*.

- Scramble** (p. 9). Make sure each student has a piece of paper and something to write with. Write one of the *ai* or *ay* words on the board, scrambled. Give students a few moments to copy the scrambled word. Then erase the word and write another scrambled word. Do this for five words. Give the class a few minutes to unscramble all the words. Check the answers with the class. Repeat as often as time permits. For added challenge, decrease the times allowed for copying and unscrambling the words.
- Spelling Race** (p. 9). Divide the class into three or four teams. Call out a key word. The first member of each team races to the board and writes the first letter of the word. That student then passes their piece of chalk or marker to the next student, who writes the next letter. Continue until one team writes the word. The first team to correctly write the word wins a point. Repeat as often as time permits.
- Sentence Share**. Divide the class into pairs. Say a sentence that includes both *ai* and *ay* words from Unit 4, such as *In May, I sail in the bay or I wait in the rain on the hay*. Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 18. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

Lesson 4 Objectives:

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

New Words: hello, Ray

Sight Words: me

Materials:

- Phonics Cards 37–48
- Student Cards 37–48
- CD1 Tracks 62–64

Warm Up

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 the order that you showed them. Repeat and increase the speed.

Use Pages 38–39

A. Listen and write.

Play CD1 Track 62. Have students write the words they hear. Pause the CD if necessary.

1. /h/ /ā/, hay
2. /k/ /ā/ /k/, cake
3. /m/ /ā/ /l/, mail
4. /t/ /ā/ /p/, tape
5. /t/ /ā/ /l/, tail
6. /m/ /ā/, May

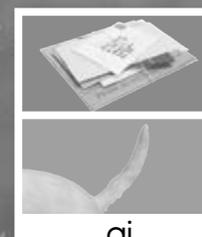
Check the answers. Then write three columns on the board, labeled *a_e*, *ai*, and *ay*. Show the class some Unit 4 Phonics Cards, one at a time, that weren't in exercise A. Have students write the words in the correct columns. Leave the words on the board. Then have students look at the *Now try these!* words and try to unscramble and say the words before you provide any assistance. Play CD1 Track 63. Have students write the words they hear.

long a
ai ay

A Listen and write. disc 1
62



a_e



ai



ay

1 hay

2 cake

3 mail

4 tape

5 tail

6 May

Now try these! disc 1
63 **Listen, unscramble, and write.**

1. a y w
way

2. i n p a
pain

Were you right?



3. t l e a
late

4. m n i a
main

38 Unit 4

1. /w/ /ā/, way
 2. /p/ /ā/ /n/, pain
 3. /l/ /ā/ /t/, late
 4. /m/ /ā/ /n/, main
- Were you right?

Draw pictures or demonstrate the meaning of the words for the class. Elicit which column on the board each word goes in. Elicit or say a sentence for each.

B. Look and listen. Read along.

1. **Read along.** Play CD1 Track 64.

Have the students listen to the story once.

Sail on the Bay

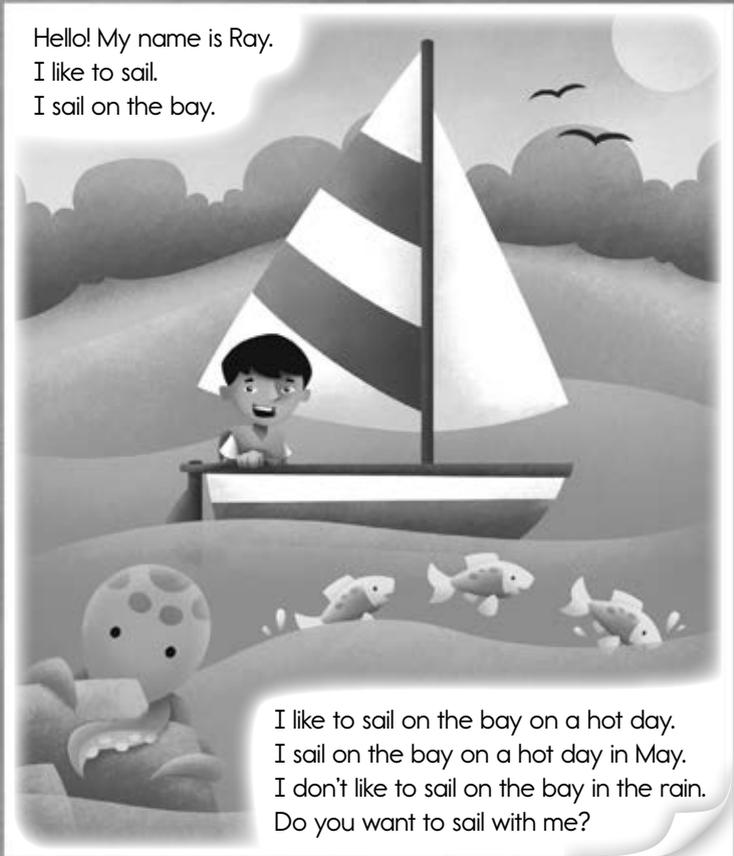
Hello. My name is Ray.
I like to sail.
I sail on the bay.
I like to sail on the bay on a hot day.
I sail on the bay on a hot day in May.
I don't like to sail on the bay in the rain.
Do you want to sail with me?
New words: hello, Ray
Sight words: me

Story

B Look and listen. Read along. disc 1
64

Sail on the Bay

Hello! My name is Ray.
I like to sail.
I sail on the bay.



I like to sail on the bay on a hot day.
I sail on the bay on a hot day in May.
I don't like to sail on the bay in the rain.
Do you want to sail with me?

New words: hello Ray Sight words: me



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

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Assign the role of the boy to a volunteer. Set out Phonics Cards for the key words for the student to hold up as he or she acts out the story. Encourage the student to have fun while acting out the story.

When he or she has finished, choose another student to act out the story. Repeat as time permits.

- New words and sight words.** Read and point to the new words and the sight word. Pronounce them clearly. Have the students repeat the words. Then have the students read the new words and the sight word by themselves. Read the story again as time permits and have students raise their hands when they read a new word or a sight word in the story.

- Word List.** Divide the class into pairs. Write the word families from Unit 4 (*ai* and *ay*) on the board. Have students keep their books closed. Give students a few minutes to write down as many words as they can think of for each word family. The pair with the most correct words wins.
- Rhyme Time.** Use pairs of Unit 4 Student Cards that rhyme. Give each student a card. Play music. Students walk around the room and, when the music stops, must find a partner whose card rhymes with theirs, such as *bay-day*. Have pairs say their match aloud. Switch cards and play again.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have students illustrate their own stories and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. Let students know that they can use more than one frame in their stories. When students are finished, encourage them to read their stories to the class.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 19. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1
- Unit 4 Online Test

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:

home, bone, cone, rope
cube, mute, cute, mule
tube, June, tune, rule
rain, nail, tail, wait
bay, day, say, pay
sail, mail, hay, May

New Words:

Luke, sand, happy, hello, Ray

Sight Words:

his, walk, sees, pull, me

Materials:

Phonics Cards 25–48
Student Cards 25–48
CD1 Tracks 65–66

Warm Up

Play **What's Missing?** First, review the Unit 3 Phonics Cards. Then remove a card, show the cards again, and have students say what's missing. Repeat several times and then do the same with the Unit 4 cards. For added challenge, play again and combine all of the cards.

Use Pages 40–41

A. Look and listen. Sing along.

Play CD1 Track 65. Have students listen to the song one time.

CD1 65

I see Duke, I see Kay.
They sail in May.
They sail in the bay,
In the sun and the rain.
They sail in May.
I see Kay, I see Duke.
They walk in June.
They walk the mule, at 5 o'clock,



A Look and listen. Sing along.

I see Duke, I see Kay.
They sail in May.
They sail in the bay,
In the sun and the rain.
They sail in May.

I see Kay, I see Duke.
They walk in June.
They walk the mule at 5 o'clock,
Pull on the rope, hum a tune.
They walk in June.

Pull on the rope, hum a tune.
They walk in June.
(song repeats)

Let's sail on the waves!
Everybody walk the mule!
Pull on the rope!
Hum a tune!

Have the students listen to the song again, this time singing the words and pointing to the pictures on page 40 that represent the key words.

B. Is the vowel sound long or short?

Listen and draw.

Play CD1 Track 66. Have students listen and draw a long or short line.

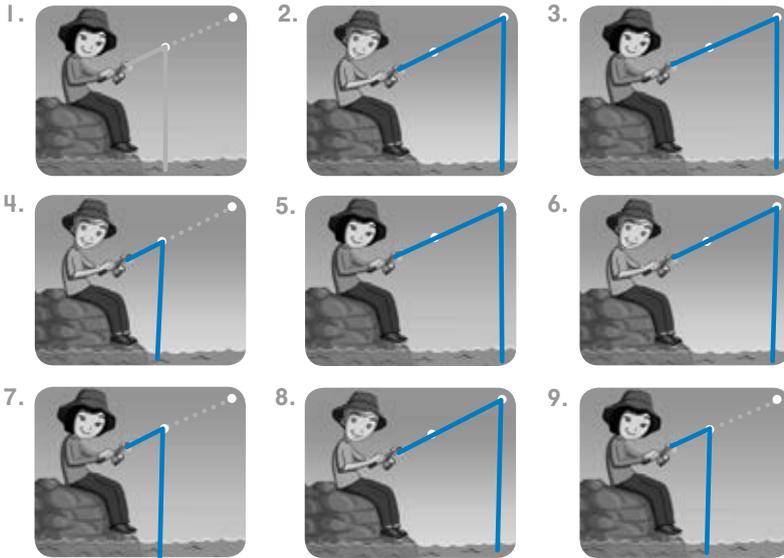
- CD1 66
1. mop, mop
 2. rain, rain
 3. June, June
 4. fun, fun
 5. say, say
 6. home, home
 7. bat, bat
 8. mail, mail
 9. cub, cub

After students finish exercise B, check the answers with the class.

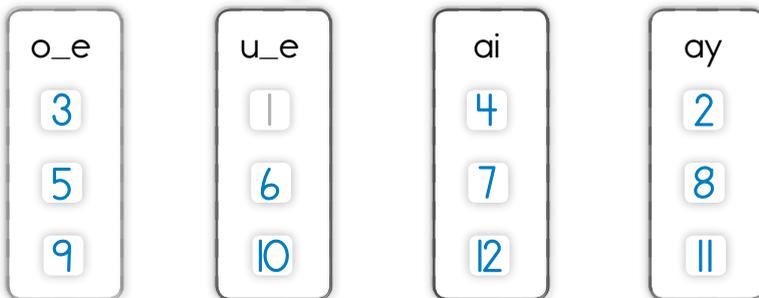
Long a: ai ay

Games and Activities

B Is the vowel sound long or short? Listen and draw. disc 1 66



C Listen and number. disc 1 67



- Fruit Salad.** Students sit in a circle. Give each student one Unit 3 or Unit 4 Student Card. Call out two words from the units. The students holding those cards change seats. Continue calling out words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call out the cards.
- Spelling Bee** (p. 9). Students take turns spelling words from Unit 3 and Unit 4. Include new words from the stories and the *Now try these!* words as well. Students remain in the spelling bee as long as they spell correctly, while students who spell a word incorrectly must sit down. The last student standing is the winner.
- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of their Unit 3 and Unit 4 Student Cards, picture-up, in the squares. Randomly call out the key words. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. The first student to do this shouts *Bingo!* and wins. Repeat as time permits.

Practice and Components

- Oxford Phonics World Workbook 3*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside the corresponding pictures.
- iTools
- Multi-ROM, disc 1
- Oxford Phonics Reader, *At the Bay*
- Online Midterm Test

C. Listen and number.

Play CD1 Track 67. Have students write the numbers in the correct boxes as they hear them.

- | | |
|---------------|----------------|
| 1. mule, mule | 7. nail, nail |
| 2. day, day | 8. pay, pay |
| 3. bone, bone | 9. home, home |
| 4. wait, wait | 10. cube, cube |
| 5. rope, rope | 11. hay, hay |
| 6. rule, rule | 12. mail, mail |

CD1
67

After students have completed the activity, check the answers with the class. If time permits, extend the activity by saying other Unit 3 and Unit 4 words and having students tell you the vowel sound and spell the word. Or have students take turns to come to the board to write the words.

Lesson Objectives:

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

Key Words:

home, bone, cone, rope
cube, mute, cute, mule
tube, June, tune, rule
rain, nail, tail, wait
bay, day, say, pay
sail, mail, hay, May

New Words:

Luke, sand, happy, hello, Ray

Sight Words:

his, walk, sees, pull, me

Materials:

Phonics Cards 25–48
Student Cards 25–48
CD1 Track 68

Warm Up

Divide students into teams of three or four. Give each team a set of Student Cards. Have the students arrange the cards, picture-up, on top of a desk or other surface where all the students in the team can see the cards and can have easy access to them. Say one of the vowel sounds from Unit 3 or Unit 4. The first team to hold up a card with that sound and say its word wins a point. The team with the most points wins.

Use Pages 42–43

D. Listen and circle. Then write.

Play CD1 Track 68. Have students repeat the words they hear before writing the words in their Student Books. Students may need more time to write than is given in the audio track, so, if necessary, pause the track occasionally throughout the exercise.

- | | |
|---------------|---------------|
| 1. rope, rope | 5. pay, pay |
| 2. bay, bay | 6. home, home |
| 3. rain, rain | 7. mule, mule |
| 4. cute, cute | 8. wait, wait |

CD1
68

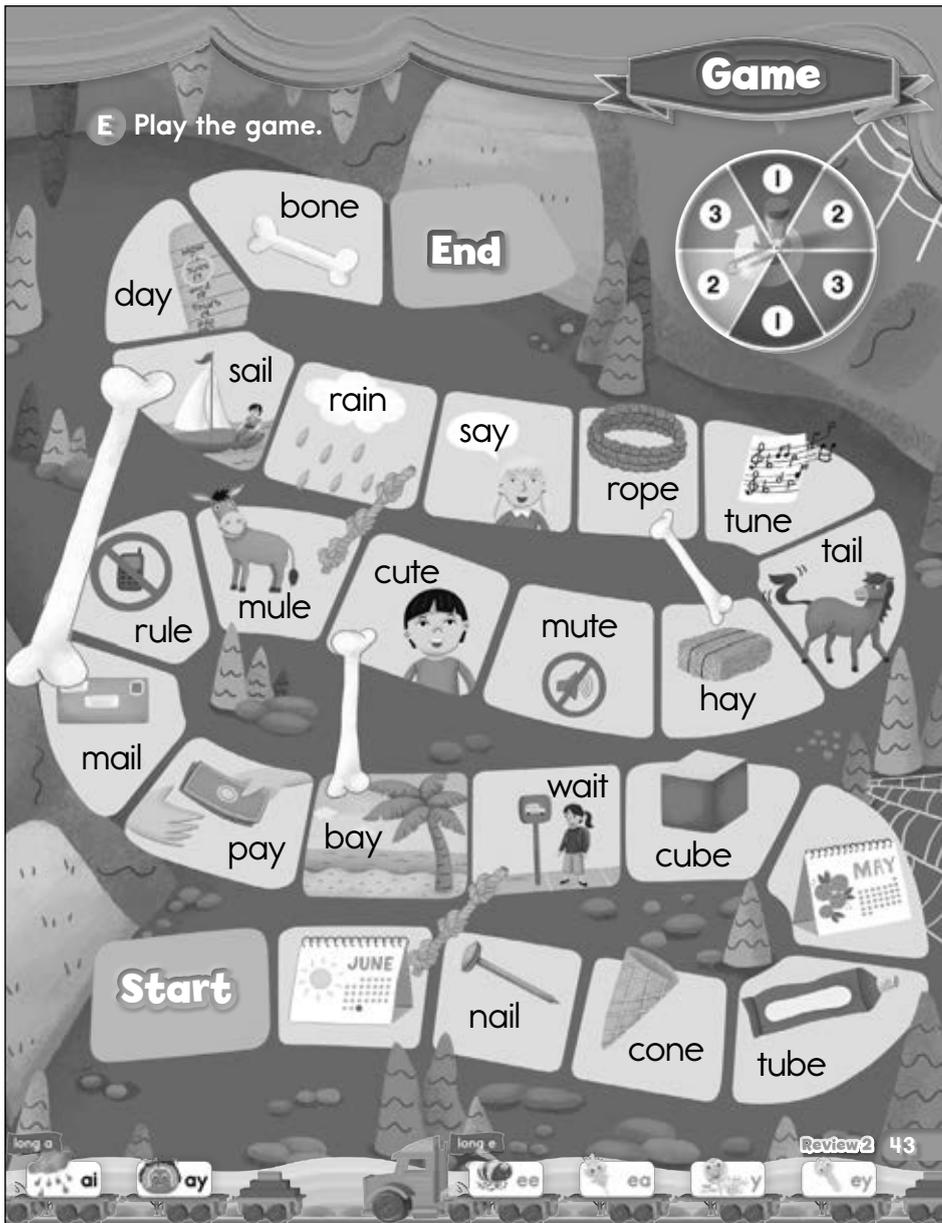
Check the answers with the class. Then go back and review the words of the pictures that weren't circled. Have students come to the board to write the words. Then have other students come to the board and underline the consonants and circle the vowels. You may want to ask students which pattern each word follows—CVCe, CVV, or CVVC.

E. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object. Have the first student in each pair spin a paperclip, move his or her game piece ahead the number of spaces shown on the spinner, and read the word of the picture he or she lands on. If the student can read the word successfully, then he or she stays on that spot. If not, they go back. Then the next student spins. Students play until one player reaches the final space.

Long a: ai ay

Games and Activities



1. **What's in the Cap?** (p. 9). Have students stand in a circle. Put the Unit 3 and Unit 4 Student Cards into a cap or another container. Divide students into pairs and give the container to a pair. One partner draws a card and says the word, and the other partner must say a word that rhymes. If the pair is successful, they remain standing. If they are not successful, they sit down. The pair then passes the cap or container to the next pair.
2. **Word List.** Divide the class into pairs. Write the target sounds from Unit 3 and Unit 4 on the board. Have students keep their books closed. Give pairs a few minutes to write down as many words as they can think of for each sound. The pair with the most correct words wins.
3. **Picture Game** (p. 8). Divide the class into teams of four and give each some paper and crayons. Whisper a word to a student from each team. Without speaking, the student must draw pictures to help their team guess the word. The first team to correctly guess the word gets a point. For added challenge, say a simple sentence to be illustrated: *The mule is on the cube.* Repeat until each student has had a chance to draw or as time permits.

2. If students do well, add challenge to the game by using the bones and ropes. If students land on a spot with the bottom of a rope on it, they move up to the space at the top of the rope. If students land on a spot with the top of a bone on it, they slide down to the space at the bottom of the bone.
3. Play the game with groups of students instead of pairs. Divide the students into teams of four or six.
4. For an added challenge, every time students land on a new space, have them use the word in a sentence. If the sentence is correct, they may stay on that spot. If they cannot use the word correctly in a sentence, they go back.

Practice and Components

1. *Oxford Phonics World Workbook 3*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. *Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 1
5. Oxford Phonics Reader, *At the Bay*
6. Online Midterm Text

Lesson 1 Objectives:

- Learn long e: ee
- Learn four new key words

Key Words: bee, feet, seed, jeep

Materials:

- Phonics Cards 49–52
- Student Cards 49–52
- Letter Cards
- CD2 Tracks 02–05

Warm Up

Play **Teacher's Mistake** (p. 9) to review the Unit 1–4 key words.

Use Pages 44–45

A. Listen and learn.

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

This is a bee. What's the ending sound in the word bee?

/ē/

That's right: /ē/, bee.

Have students take turns buzzing around the classroom like a bee while saying /ē/, /ē/, *I'm a bee!*

B. Listen, point, and read.

Play CD2 Track 03. Have students point as they read and repeat the words.

1. /b/ /ē/, bee
/b/ /ē/, bee
2. /f/ /ē/ /t/, feet
/f/ /ē/ /t/, feet
3. /s/ /ē/ /d/, seed
/s/ /ē/ /d/, seed
4. /j/ /ē/ /p/, jeep
/j/ /ē/ /p/, jeep

Elicit the patterns of the words: CVV and CVVC. Point out that *e + e = long e, /ē/*. Then point to the pictures in exercise B in a different order and have

Unit 5
long e

ee ea y ey

A Listen and learn. disc 2 02



B Listen, point, and read. disc 2 03

1.



bee

2.



feet

3.



seed

4.



jeep



students say the words. Repeat and increase your speed.

C. Listen and write.

Play Class CD2 Track 04. Have students listen and write.

1. seed, seed
2. feet, feet
3. bee, bee
4. jeep, jeep

After students complete exercise C, check the answers with the class. If time permits, play a game of **Scramble** (p. 9). Divide the class into two teams.

Have one student from each team come to the board. Write one of the words on the board, scrambled, such as *e p e j*. The students race to unscramble and write it correctly (*jeep*) to win a point for their team. Continue with other words as time permits.

D. What's missing? Draw and write.

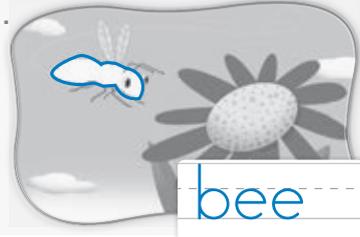
Have students complete the activity. Check the answers with the class. If time permits, divide the class into two teams and play **Picture Game** (p. 8).

C Listen and write.

1.  2.  3.  4. 

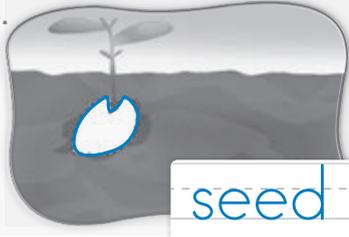
seed feet bee jeep

D What's missing? Draw and write.

1.  bee

2.  jeep

3.  feet

4.  seed

E Listen and chant. Then read.

A seed! A jeep! A bee with feet!

- Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one an *ee* Student Card. When you call a word, the students with that card hop forward and repeat the word. Continue to call several different words. Then have students change cards and play again. For extra fun, have students with the *feet* card hop forward twice when their card is called.
- Touch** (p. 9). Use the *ee* Student Cards. Have students play in groups of five or six. Say the 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 and say a key word.
- Word Builder**. Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson: /s/, /ē/, /d/. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first pair's answer by having them sound out, say, and spell the word aloud. Repeat for each *ee* key word. If time permits, extend the activity by calling out key words from previous units.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 22. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 05. Have students chant along with Driver Dave. Each line repeats.

Seed, jeep
Bee, feet
Seed, jeep, bee, feet
Seed, jeep, bee, feet
A seed!
A seed! A jeep!
A seed! A jeep! A bee with feet! (x2)

CD2
05

Give each key word a motion and assign the motions to groups of students. Have students say the chant again and perform the motions. Then have students put their heads down while you hide the *ee* Phonics Cards around the room. Students stand and read the chant line in their Student Book. As they do, they try to be first to point to each card in time with the chant. Repeat as often as time permits and hide the Phonics Cards in different places around the room each time.

Lesson 2 Objectives:

- Learn long e: ea
- Learn four new key words

Key Words: leaf, eat, sea, meat

Materials:

- Phonics Cards 53–56
- Student Cards 53–56
- CD2 Tracks 06–10

Warm Up

Review the *ee* key words with a **Rhythm Circle** (p. 9).

Use Pages 46–47

A. Listen and learn.

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

This is a leaf. What's the middle sound in the word leaf?

/ē/

That's right: /ē/ leaf.

Pass the leaf Phonics Card around the room and have students say /ē/, leaf.

B. Listen, point, and read.

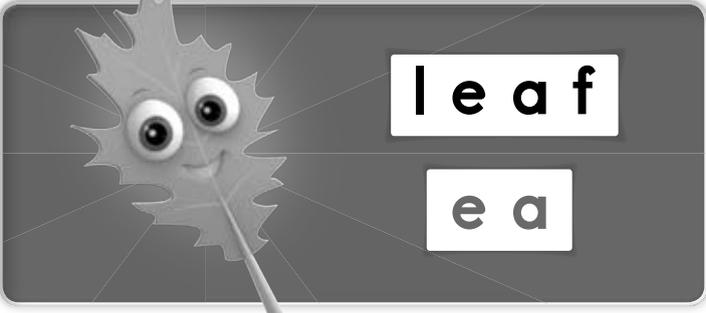
Play CD2 Track 07. Have students point as they read and repeat the words.

- | | |
|----------------------|----------------------|
| 1. /l/ /ē/ /f/, leaf | 3. /s/ /ē/, sea |
| /l/ /ē/ /f/, leaf | /s/ /ē/, sea |
| 2. /ē/ /t/, eat | 4. /m/ /ē/ /t/, meat |
| /ē/ /t/, eat | /m/ /ē/ /t/, meat |

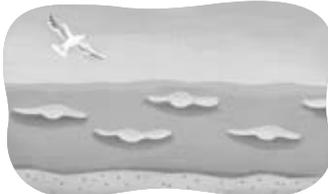
Elicit the patterns of the words: CVVC, VVC, and CVV. Point out that for all of them *e + a = long e, /ē/*. Then play **Teacher's Mistake** (p. 9) to reinforce the key words.

long e
ee ea y ey

A Listen and learn. disc 2 06



B Listen, point, and read. disc 2 07

<p>1.  leaf</p>	<p>2.  eat</p>
<p>3.  sea</p>	<p>4.  meat</p>

46 Unit 5 long u long a

C. Listen and circle. Then write.

Play CD2 Track 08. Have students do the activity on their own.

- | | |
|---------------|-------------|
| 1. leaf, leaf | 3. sea, sea |
| 2. meat, meat | 4. eat, eat |

Check the answers with the class. If time permits, have four students come to the board and write the words. Then have four other students come and underline the consonants and circle the vowels in each word.

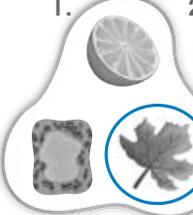
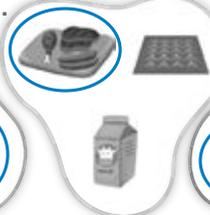
D. Listen and write.

Play CD2 Track 09. Have students listen and complete the sentences.

- I like to eat cake.
- It is a red leaf.
- I dive in the sea.
- The meat is in a pan.

Check the answers with the class. Then say one of the words and have students spell the word out loud.

C Listen and circle. Then write. disc 2 08

1.  2.  3.  4. 

leaf meat sea eat

D Listen and write. disc 2 09

1. I like to eat cake. 

2. It is a red leaf. 

3. I dive in the sea. 

4. The meat is in a pan. 

E Listen and chant. Then read. disc 2 10

sea leaf eat meat



E. Listen and chant. Then read.

Play CD2 Track 10. Have students chant along with Driver Dave. Each line repeats.

CD2 10

Sea, leaf, eat, meat
 Sea, leaf, eat, meat
 Sea, leaf, eat, meat
 Sea, meat, eat, leaf
 Sea, leaf, eat, meat

Have students read the chant line in their Student Books. Then divide the students into groups of four. Give each student a Student Card that represents one of the key words in the chant. Have students say the chant and show their Student Card at the appropriate point in the chant. Repeat as often as time permits and have students trade their cards for different cards each time.

- Match the Order.** Divide the class into teams of four and have each team stand around a desk. Place a set of *ea* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes. Display the *ea* Phonics Cards, picture-out, at the front of the room. When you say *Go!* each team opens their eyes and tries to match the order of displayed cards. The first team to do so raises their hands and says the key words in the correct order. Reshuffle all cards and repeat. For added challenge, include the *ee* cards.
- Buzzers** (p. 8). Play in two teams. Show the picture side of an *ea* Phonics Card. The first student to slap a “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 the *ee* Phonics Cards and cards from the previous lesson.
- Telephone** (p. 9). Students form one line. Whisper different *ea* words at each end of the line. Students whisper them down the line. When each word reaches the end of the line, the students on the end say the word they heard. Alter the activity by placing students in multiple lines. Say a different *ea* word to the students at one end of each line. Students race to quietly pass the word down their line. Repeat as time permits.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 23. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

Lesson 3 Objectives:

- Learn long e: y and ey
- Learn four new key words

Key Words: candy, key, happy, money

Materials:

- Phonics Cards 57–60
- Student Cards 57–60
- CD2 Tracks 11–14

Warm Up

Play **Beanbag Toss** (p. 8) using the *ee* and *ea* key words.

Use Pages 48–49

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 11.

This is candy. What's the ending sound in the word candy?

/ē/

That's right: /ē/, candy.

This is a key. What's the ending sound in the word key?

/ē/

That's right: /ē/, key.

Have students get into two groups, *candy* and *key*, and repeat the presentation in parts. The *candy* group asks the first question for the *key* group to answer. They respond with the third line. Then the *key* group asks the second question.

B. Listen, point, and read.

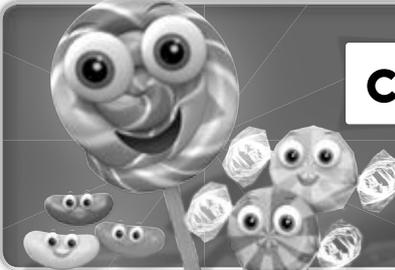
Play CD2 Track 12. Have students point as they read and repeat the words.

1. /k/ /a/ /n/ /d/ /ē/, candy
/k/ /a/ /n/ /d/ /ē/, candy
2. /k/ /ē/, key
/k/ /ē/, key

long e

ee ea y ey

A Listen and learn. disc 2
11



c a n d y

y



k e y

e y

B Listen, point, and read. disc 2
12

1. 

candy

2. 

key

3. 

happy

4. 

money

3. /h/ /a/ /p/ /ē/, happy
/h/ /a/ /p/ /ē/, happy
4. /m/ /ə/ /n/ /ē/, money
/m/ /ə/ /n/ /ē/, money

1. key
2. money
3. happy
4. candy

Check the answers with the class.

D. Look and say. Then circle and write.

Have students look at each picture and say the word before they choose which letters to circle. After students have written the words, check the answers.

C. Listen and number. Then match.

Play CD2 Track 13. Have students do the activity.

C Listen and number. Then match. disc 2 13

3 happy   money 2

1 key   candy 4

D Look and say. Then circle and write.

1. 
 y key
 ey

2. 
 y money
 ey

3. 
 y happy
 ey

4. 
 y candy
 ey

E Listen and chant. Then read. disc 2 14

I have a key, candy, and money.

E. Listen and chant. Then read.

Play CD2 Track 14. Have students chant along with Driver Dave. Each line repeats.

- Key, candy, money
 Key, candy
 Candy, money
 Key, candy, money
 I have
 I have a key
 I have a key, candy, and money. (x2)

CD2
14

Have students read the chant line to their partner. Then divide students into groups of four and have them stand around a desk. Put a set of shuffled *y* and *ey* Student Cards, picture-up, on the desk. Include *ea* cards as distractors for added challenge. Play the chant again and have students chant along. This time, as they chant the last lines, starting with *I have a key*, students try to be the first to grab the *key*, *candy*, and *money* cards. Finally every student who grabbed a card says *I am happy!*

- Do As I Say.** Provide students with actions that correspond to the key words. When you say the word, students do the action and repeat the word. Increase your speed, change the order of the words, and encourage students to have fun while they try to keep up. For added challenge, incorporate key words from previous lessons or units. Repeat as time permits.
- What's in the Cap?** (p. 9). Put the *y* and *ey* key word Student Cards in a cap or another container. Divide students into pairs and arrange the pairs in a circle. Give the cap or container to a pair. In this version, one partner says a word (guessing what the card will be), and the other partner takes a card from the cap and says the word. If the words match, they say *We're happy!* and remain standing. If the words don't match, they pass the cap or container to the next pair of students and sit down.
- 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 word of one of the cards. The students try to be the first to sit on the chair with that card. For added challenge, use additional cards and chairs.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 24. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

Lesson 4 Objectives:

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

Sight Words: play, see

Materials:

- Phonics Cards 49–60
- Student Cards 49–60
- Letter Cards
- CD2 Tracks 15–16

Warm Up

Review the Unit 5 key words with a **Card Race**. Make sure each student has a set of Letter Cards. Sound out a key word and have students race to put the Letter Cards for that word in order. Have them raise their hands when done and see who is first. For a challenge, include key words from previous units and call out the words rather than sounding them out.

Use Pages 50–51

A. Read and write.

Before students do exercise A, point to each picture and repeat its key sound two times. Students repeat after you and then say the word. After students complete exercise A, check the answers. Write the column headers *ee*, *ea*, *y*, and *ey* on the board. Have students come to the board and write the words in the correct columns. Keep the columns on the board. Then show students the *Now try these!* words. Have them try to read the words before you provide any assistance. Then play CD2 Track 15. Have students repeat each word that they hear.

long e

ee ea y ey

A Read and write.

candy leaf jeep key
 sea money bee happy

1



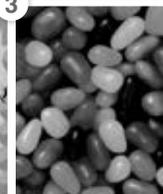
ee

2



ea

3



y

4



ey

jeep

leaf

candy

key

bee

sea

happy

money

Now try these!

see puppy
lead honey pea

Were you right?



50 Unit 5



/s/ /ē/, see
 /p/ /ə/ /p/ /ē/, puppy
 /l/ /ē/ /d/, lead
 /h/ /ə/ /n/ /ē/, honey
 /p/ /ē/, pea
 Were you right?

CD2
15

B. Look and listen. Read along.

- Read along.** Play CD2 Track 16. Have the students listen to the story once.

Bees in the Sea

Two bees play in the sea.

- I like this leaf!
I like this wave!
- I see a key.
I see money.
- I see candy.
I see...
- ... feet!

Sight words: play, see

CD2
16

Story

B Look and listen. Read along. disc 2
16

Bees in the Sea

Two bees play in the sea.

1
I like this leaf!

I like this wave!

2
I see a key.

I see money.

3
I see candy.

I see...

4
...feet!

Sight words: play see



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

- 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 bees to two students. Encourage students to have fun while they act out the

story. Allow the students to use the Phonics Cards as props. When they are finished, choose two different students to act out the story. Repeat as time permits.

- Sight words.** Read and point to the sight words. Pronounce them clearly. Have the students repeat the words. Then have the students read the sight words by themselves. Read the story again as time permits and have students raise their hands when they read a sight word in the story.

- Word Trace Relay** (p. 9). Play in teams of four or five to practice writing the key words from Unit 5. Each team stands in a line. Using your finger, trace a word on the back of the last student in each line. When you say *Go!* students trace the word on the back of the student ahead of them. Students continue down the line. The first student in line must quickly and correctly write the word on the board. The first team to do so wins a point. Have students change places and repeat as often as time permits.
- Sound Families** (p. 9). Divide students into teams of three or four. Have each team use a set of shuffled Unit 5 Student Cards. When you say *Go!* students put the cards into four groups: *ee*, *ea*, *y*, and *ey*. The first team to finish wins. Have students shuffle their cards and repeat as often as time permits.
- Make Your Own Story.** (p. 8). Give each student a piece of paper. Have the students draw story frames like those on page 51 in the Student Book. Students should illustrate their own stories and include pictures that represent the 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 3*, p. 25. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2
- Unit 5 Online Test

Lesson 1 Objectives:

- Learn long i: *igh*
- Learn four new key words

Key Words: light, night, high, right

Materials:

- Phonics Cards 61–64
- Student Cards 61–64
- Letter Cards
- CD2 Tracks 17–21

Warm Up

Play **Say It** with four to six of any of the previously learned Phonics Cards. Show the cards and say their names. Put the cards down and have students say them in order. Repeat and speed up.

Use Pages 52–53

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 17.

Do you remember the /ī/ sound?
This is a light. What's the middle sound in the word light?

/ī/
That's right: /ī/, light.

Have students ask and answer the question in the presentation.

B. Listen, point, and read.

Play CD2 Track 18. Have students point as they read and repeat the words.

- | | |
|-----------------------|-----------------------|
| 1. /l/ /ī/ /t/, light | 3. /h/ /ī/, high |
| /l/ /ī/ /t/, light | /h/ /ī/, high |
| 2. /n/ /ī/ /t/, night | 4. /r/ /ī/ /t/, right |
| /n/ /ī/ /t/, night | /r/ /ī/ /t/, right |

Explain that the letters *igh*, even though they contain two consonants (*g + h*), make the *long i* sound.

long i
Unit 6 igh ie y

A Listen and learn. disc 2
17

B Listen, point, and read. disc 2
18

1.

light

2.

night

3.

high

4.

right

52 Unit 6

C. Listen and circle the ones that rhyme.

Play CD2 Track 19. Have students circle the pictures that rhyme.

- light, right, rat
- bike, high, hike
- right, night, net

Check answers. Then display two *igh* Phonics Cards and a card from a previous lesson. Students say the words of each card and raise their hands when a card doesn't belong.

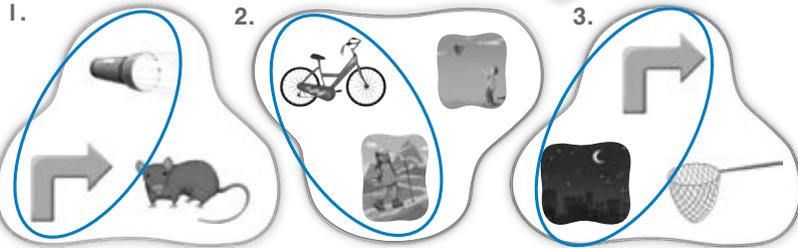
D. Listen, write, and read.

Play CD2 Track 20. Have students do the activity.

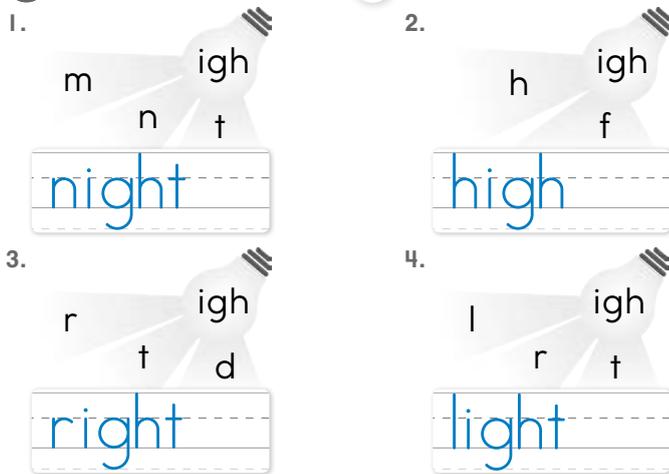
- /n/ /ī/ /t/, night
- /h/ /ī/, high
- /r/ /ī/ /t/, right
- /l/ /ī/ /t/, light

Check the answers with the class. Then write one of the words, scrambled, on the board. Have a volunteer unscramble and write it correctly. Repeat.

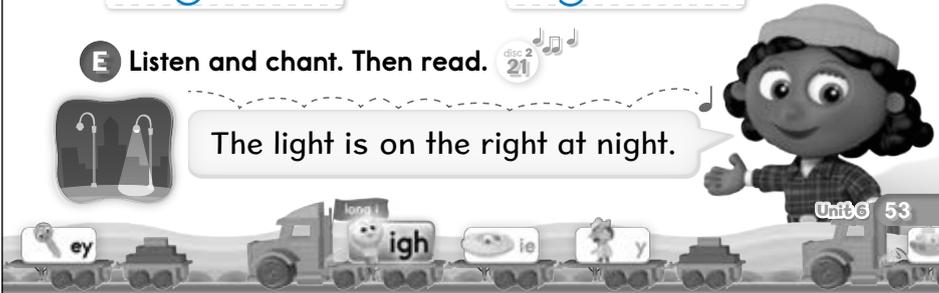
C Listen and circle the ones that rhyme. disc 2 19



D Listen, write, and read. disc 2 20



E Listen and chant. Then read. disc 2 21



E. Listen and chant. Then read.

Play CD2 Track 21. Have students chant along with Driver Dee. Each line repeats.

CD2 21
 Light, right, night
 Light, right
 Right, night
 Light, right, night
 The light
 The light is on the right
 The light is on the right at night. (x2)

Have students read the chant line in their Student Books in pairs. Then divide the students into four groups that correspond to the four 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 the "light" group of students mime turning on a light when they hear and chant "light." Assign new words and actions to each group and repeat the chant as time permits.

- Line Up** (p. 8) Divide students into groups of four and give each student in each group one of the *igh* Student Cards. Then say the four key words in any order and have students race to stand in that order. Change the order and repeat as often as time permits.
- Spell It.** Divide students into teams of three or four. Each team has a set of *igh* Student Cards and a set of Letter Cards. Say one of the key words. Groups race to spell the word with the Letter Cards and find the picture in the Student Cards. The first team to do so and raise their hands wins.
- Charades** (p. 8). Divide students into teams of four or six. Show one student from each team a Phonics Card or whisper a key word in his or her ear. Have students go back to their teams and silently act the word out for the others to guess. The first team to correctly guess the word wins a point. This can also be played as a class. Repeat until each student has had the chance to act out a word at least once.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 26. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

Lesson 2 Objectives:

- Learn long i: *ie*
- Learn four new key words

Key Words: pie, tie, lie, die

Materials:

- Phonics Cards 65–68
- Student Cards 65–68
- Letter Cards
- CD2 Tracks 22–25

Warm Up

Divide students into small teams. Make sure each team has a set of Letter Cards. Call out any key word. Each team races to spell it.

Use Pages 54–55

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 22.

This is a pie. What's the ending sound in the word pie?

/i/

That's right: /i/, pie.

CD2
22

Pass the *pie* Phonics Card to a student and say /p/, /i/, *pie*. The student repeats this process with another student. Continue around the room.

B. Listen, point, and read.

Play CD2 Track 23. Have students point as they read and repeat the words.

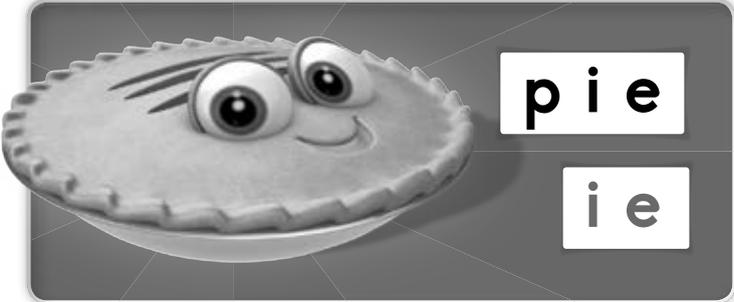
- | | |
|-----------------|-----------------|
| 1. /p/ /i/, pie | 3. /l/ /i/, lie |
| /p/ /i/, pie | /l/ /i/, lie |
| 2. /t/ /i/, tie | 4. /d/ /i/, die |
| /t/ /i/, tie | /d/ /i/, die |

CD2
23

Write the key words on the board. Students underline the consonants and circle the vowels.

long i
igh ie y

A Listen and learn. disc 2
22



B Listen, point, and read. disc 2
23

1.



pie

2.



tie

3.



lie

4.



die

54 Unit 6



C. Listen and connect. Then write.

Play CD2 Track 24. Have students listen, connect the correct letters, and write the words on the lines.

- | | |
|-------------|-------------|
| 1. lie, lie | 3. pie, pie |
| 2. tie, tie | 4. die, die |

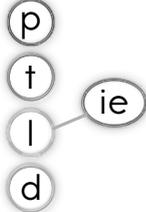
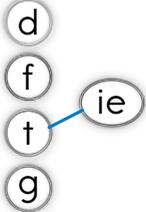
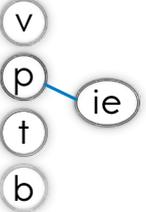
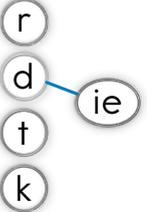
CD2
24

Then have a few students come to the board. Say a word and have students race to be the first to write it. Repeat.

D. Which is on the right? Read and number.

Have students read the numbered sentences and number the correct pictures. Then check the answers with the class. If time permits, do a quick round of **Sentence Share**. Say a few sentences and have students draw a picture. For example: *There is a pie and a tie. The pie is on the right.* Then have students share their sentences with the class. For added challenge, include *igh* words.

C Listen and connect. Then write. disc 2 24

1.  2.  3.  4. 



D Which is on the right? Read and number.

- The die is on the right.
- The pie is on the right.
- The tie is on the right.
- I lie on the right.

 1

 2

 3

 4

E Listen and chant. Then read. disc 2 25

pie tie lie die



Unit 6 55

E. Listen and chant. Then read.

Play CD2 Track 25. Have students chant along with Driver Dee. Each line repeats.

Pie, tie, lie, die
Pie, tie, lie, die
Pie, lie, tie, die
Tie, lie, die, pie
Pie, tie, lie, die

CD2 25

Read the chant and assign motions. Have students read the chant and do the motions. Then assign key words to different groups of students. Play the chant again and encourage students to listen carefully. Have students stand when their group's key word is said and sit down before another key word is said. At the end of the chant, the groups of students should stand and sit down quickly. Reassign key word parts to different groups of students and repeat as often as time permits.

- 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 word of one of the cards. The students in the center 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.
- Speed Sounds**. Have the students stand. Assign the target sound *long i* and have the class listen as you say, in a random order, any of the words learned previously. Insert the *long i* words occasionally. Students must quickly repeat after you when they hear the target sound. If they don't repeat quickly, they must sit down and play from their seats. The last person still standing wins.
- Word Builder**. Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, e.g., /p/, /i/. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first team's answer by having them sound out, say, and spell the word aloud. If time permits, include key words from previous units.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 27. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

Lesson 3 Objectives:

- Learn long i: y
- Learn four new key words

Key Words: spy, sky, cry, my

Materials:

- Phonics Cards 69–72
- Student Cards 69–72
- CD2 Tracks 26–29

Warm Up

Play **Pop Up** (p. 9) to review the *igh* and *ie* key words.

Use Pages 56–57

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 26.

This is a spy. What's the ending sound in the word spy?

/i/

That's right: /i/, spy.

Have students pass the *spy* Phonics Card around the room and whisper /i/, *spy*.

B. Listen, point, and read.

Play CD2 Track 27. Have students point as they read and repeat the words.

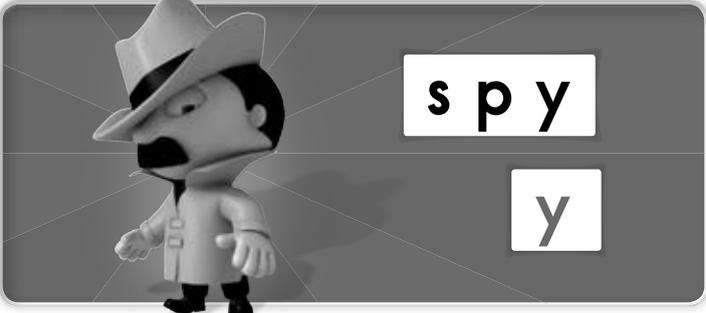
1. /s/ /p/ /i/, spy 3. /k/ /r/ /i/, cry
 /s/ /p/ /i/, spy /k/ /r/ /i/, cry
 2. /s/ /k/ /i/, sky 4. /m/ /i/, my
 /s/ /k/ /i/, sky /m/ /i/, my

Go over the CCV and CV patterns. Write the words *spy* and *my* on the board. Have two students underline the consonants and circle the vowels. Then show three *y* Phonics Cards. Have students identify the missing card. Repeat as time permits.

long i

igh ie y

A Listen and learn. disc 2
26

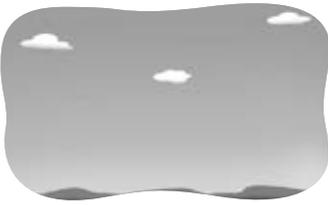


1.



spy

2.



sky

3.



cry

4.



my

56 Unit 6



C. Listen and number.

Play CD2 Track 28. Have students write the numbers under the correct pictures.

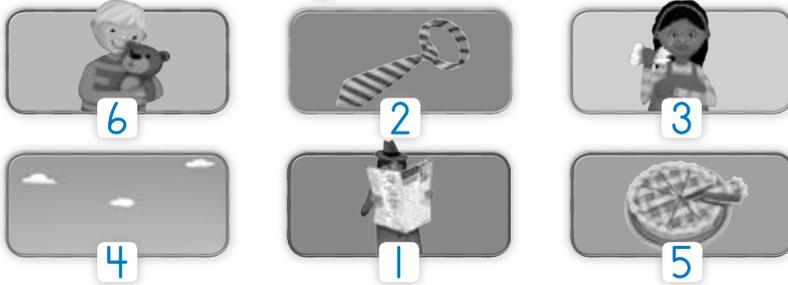
1. spy, spy 4. sky, sky
 2. tie, tie 5. pie, pie
 3. cry, cry 6. my, my

Check the answers. Show the four Phonics Cards and put them down. Have the class say the words in order. Shuffle and repeat.

D. Look and say. Then circle and write.

Have students do exercise D on their own and check their answers. For further practice, write a string of eight letters on the board that include a hidden word, for example: *p i s k y e k y*. Have a student come up and circle the hidden word (*sky*). Repeat for the other words. If time permits, have student pairs write strings of eight letters that have words hidden in them. Each student should try to find his or her partner's hidden words.

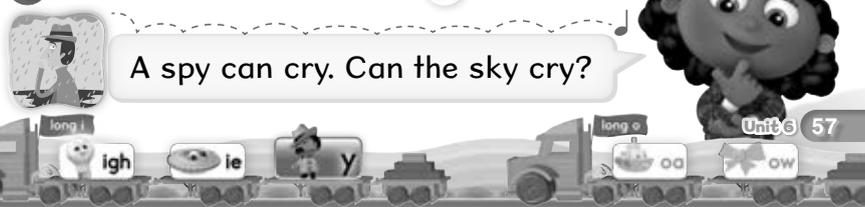
C Listen and number. disc 2 28



D Look and say. Then circle and write.



E Listen and chant. Then read. disc 2 29



E. Listen and chant. Then read.

Play CD2 Track 29. Have students chant along with Driver Dee. Each line repeats.

- CD2 29**
- Spy, cry, sky
 - Spy, cry
 - Cry, sky
 - Spy, cry, sky
 - A spy
 - A spy can cry.
 - A spy can cry. Can the sky cry? (x2)

Assign motions for the key words. Then have students read the chant and do the motions. Have students put their heads down while you hide multiple sets of the Student Cards around the room. Then have students walk around the room trying to find the cards as they repeat the chant. Students should hold up the cards they have when they say the words. Repeat as often as time permits and hide the Student Cards in different places around the room each time.

1. **What's Missing?** Use all of the Unit 6 Phonics Cards. Shuffle them and remove one card, but don't let students see which one. Then flip through the cards and have students say the words. After you put down the last card, students try to be the first to say which card is missing. Remove a different card each time and repeat as often as time permits.
2. **Hot Word** (p. 8) Play a "spy" version of this game. Students sit in a circle and pass the cards around while you play music. When the music stops, students try to guess the word of the card held by the person to their right. Repeat as often as time permits.
3. **Tongue Twisters.** Write a tongue twister on the board using the key words, for example: *I see the spy cry in the sky* or *My spy can eat pie and cry in the light*. Have students repeat the tongue twister after you, starting slowly and then saying it faster and faster. See which student can say it the fastest. Repeat with other tongue twisters.

Practice and Components

1. *Oxford Phonics World Workbook 3*, p. 28. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the 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 a new word and sight words

New Words: bake

Sight Words: let's, our, where, him, find

Materials:

- Phonics Cards 61–72
- Student Cards 61–72
- CD2 Tracks 30–32

Warm Up

Play **Down the Line** (p. 8) to review the key words from Unit 6.

Use Pages 58–59

A. Listen and write.

Play CD2 Track 30. Have students repeat the words that they hear and write them.

- | | |
|-----------------|-----------------|
| 1. pie, pie | 4. tie, tie |
| 2. sky, sky | 5. spy, spy |
| 3. night, night | 6. right, right |

Draw three columns on the board and label them *igh*, *ie*, and *y*. Show the class a Unit 6 Phonics Card that wasn't in exercise A. Have students say the word and which column it belongs in. Have students spell it. Keep the words on the board. Then play CD2 Track 31. Have students repeat and write the words.

- | |
|-----------------------|
| 1. /b/ /i/, by |
| 2. /t/ /r/ /i/, try |
| 3. /s/ /i/, sigh |
| 4. /m/ /i/ /t/, might |

Check the answers. Then have students write the *Now try these!* words in the columns on the board.

B. Look and listen. Read along.

- Read along.** Play CD2 Track 32. Have the students listen to the story once.

The Cub in the Night

- Let's bake a pie for our cute cub. Where is the cub?
- Look at the sky. It's night. Is he fine? Don't cry. I have my light. Let's find him.

- He is high in the pine!
I am fine.
- We like pie!
New words: bake
Sight words: let's, our, where, him, find

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

Story

B Look and listen. Read along. disc 2 32

The Cub in the Night



New words: bake Sight words: let's our where him find



- 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 three bears to three students. Place Phonics Cards around the room, picture-side up, as props. 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.

- New words and sight words.** Read and point to the new word and the sight words. Pronounce them clearly. Have the students repeat the words. Then have the students read the new word and the sight words by themselves. Read the story again and have students raise their hands when they hear a new word or sight word in the story.

- Picture Game** (p. 8). Divide the class into small teams. Give paper and crayons to each team. Whisper a key word to one student from each team. Without speaking, students return to their teams and draw a picture of the key word you whispered. The first team to guess the word correctly wins a point. Repeat until all students have had a turn to draw.
- Word List.** Divide the class into pairs. Write the Unit 6 target spellings for long *i* (*igh, ie, y*) on the board. Have students keep their books closed. Give students a few minutes to write down as many words as they can remember for each target spelling of long *i*. The pair with the most correct words wins.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw story frames like those on page 59 in the Student Book. Students should illustrate their own stories and include pictures that represent the 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 3*, p. 29. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2
- Unit 6 Online Test

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:

bee, feet, seed, jeep
leaf, eat, sea, meat
candy, key, happy, money
light, night, high, right
pie, tie, lie, die
spy, sky, cry, my

New Words: bake

Sight Words: play, see, let's, our, where, him, find

Materials:

Phonics Cards 49–72
Student Cards 49–72
CD2 Tracks 33–34

Warm Up

Use the Phonics Cards to review the words from Unit 5 and Unit 6. Sound out one of the words and have students say the word. Show two Phonics Cards, one of the word you said and one that's not. Students point to the correct card. Repeat with all of the Unit 5 and Unit 6 key words.

Use Pages 60–61

A. Look and listen. Sing along.

Play CD2 Track 33. Have students listen to the song one time.

This is my jeep,
And I have the key.
The sun is high.
Let's go to the sea!
We can swim. We can dive.
Play in the sand.
We can eat apple pie, some candy,
and . . .
Be happy!
(song repeats)

CD2
33

*Everybody swim and dive!
Everybody play in the sand!
Everybody eat apple pie!
Everybody . . . be happy!*

Have the students listen to the song again, sing the words, and point to the pictures on page 60 that represent the key words. Then point to pictures in a random order. Have students say each picture's sound and word. For example, if you point to the sea, students should say /s/, /ē/, sea.

B. Listen, circle, and write.

Play CD2 Track 34. Have students repeat the words they hear and circle the correct pictures.

1. feet, feet 3. lie, lie
2. sky, sky 4. candy, candy

CD2
34

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



B Listen, circle, and write. disc 2 34

1.    
feet

2.    
sky

3.    
lie

4.    
candy

C Read and check. Then ask your partner and check.

	You		Your partner	
1. Is it night?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Are you fine?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Can you see a bee?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do you like pie?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

- Spelling Bee** (p. 9). Students take turns spelling words from Unit 5 and Unit 6. Include new words from the stories and the *Now try these!* words, as well. Students remain in the spelling bee as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.
- Rhyme Time**. Use pairs of Unit 5 and Unit 6 Student Cards with words that rhyme (*eat-meat, sky-pie*). Give each student a card. Play music or a chant from Unit 5 or Unit 6. Have students walk around the room until the music stops. Then have students find a partner whose word rhymes with theirs. Check that students found the correct partner by having pairs say their matches aloud. Switch cards and play again.
- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of their Unit 5 and Unit 6 Student Cards, picture-up, in the squares. Randomly call out the key words. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. Students should shout *Bingo!* when they get three cards in a row. After playing a round, invite a student to call the cards. Repeat as time permits.

Practice and Components

- Oxford Phonics World Workbook 3*, pp. 30–31. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 5 and Unit 6 key words beside the corresponding pictures.
- iTools
- Multi-ROM, disc 2

C. Read and check. Then ask your partner and check.

Have student pairs do the activity. After they have completed exercise C, check the answers with the class. Have several pairs model asking and answering the questions for the class. For added challenge, have students tell the class their partner's answers. For example, *Yes, she is fine. No, she can't see a bee.* Continue having students talk about their partners as time permits.



Lesson Objectives:

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

Key Words:

bee, feet, seed, jeep
leaf, eat, sea, meat
candy, key, happy, money
light, night, high, right
pie, tie, lie, die
spy, sky, cry, my

New Words: bake

Sight Words: play, see, let's, our, where, him, find

Materials:

Phonics Cards 49–72
Student Cards 49–72

Warm Up

Play **Scramble** (p. 9). Divide the class into two teams. Write a scrambled word on the board, e.g., *e p i*. The first team to raise their hands and correctly say the word (*pie*) wins a point. Continue with other key words from Units 5 and Unit 6 as time permits.

Use Pages 62–63

D. Write.

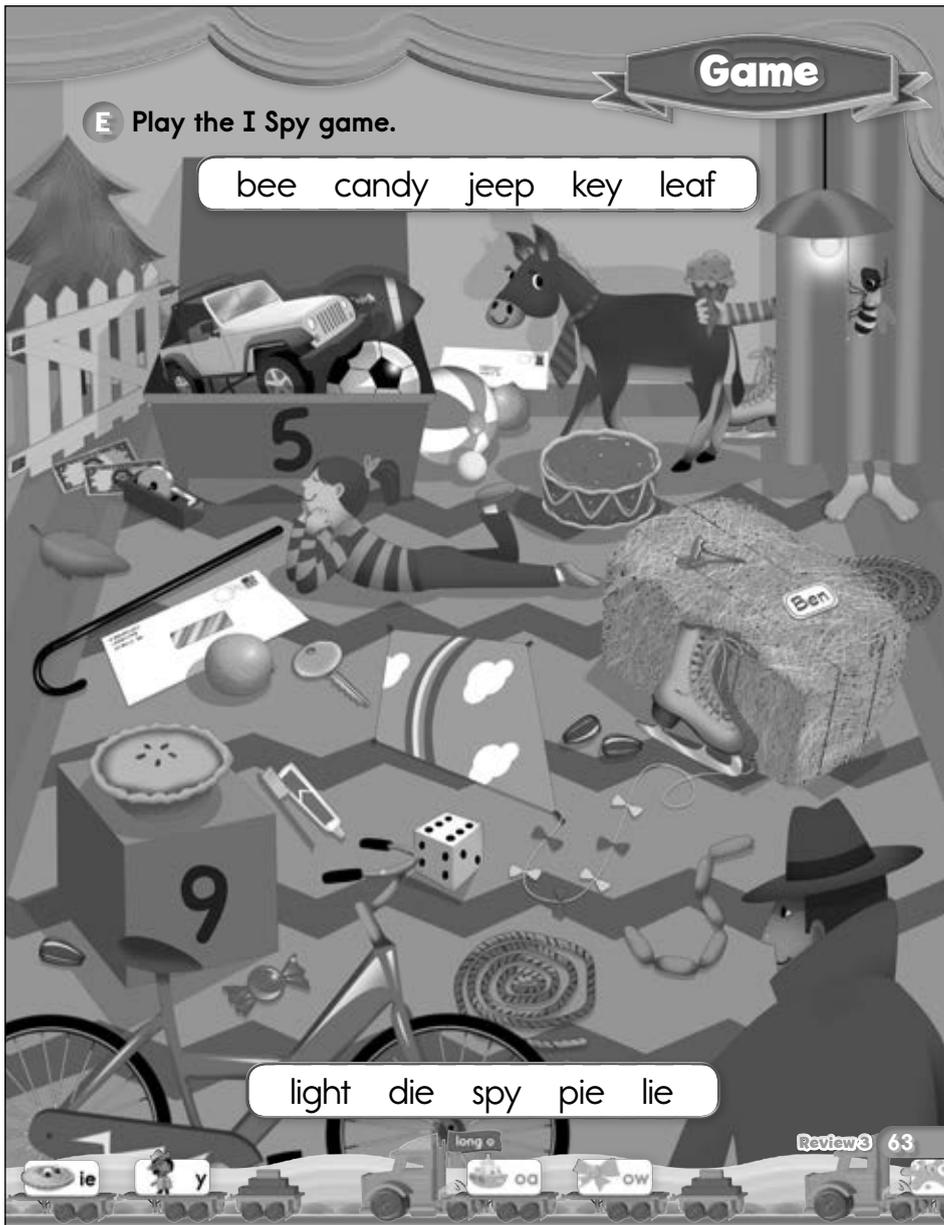
Have students sound out and say the word for each picture. Then have students find the correct space to write the word. After students have completed exercise D, point to individual pictures and elicit the correct words from students. Have the class repeat the word each time. Continue until you have covered all of the pictures in exercise D. To extend the activity, give students a set of Unit 5 and Unit 6 Student Cards. Write one of the vowel sounds on the board. Then have students hold up a card and say and spell the word.

Practice the consonant–vowel patterns from the unit. Call out one of the patterns from the words in the unit: CVVC, CCV, CVV, or CVCCC. Have students say which picture in exercise D matches the pattern. Then have students write each word on the board, underlining the consonants and circling the vowels.

E. Play the I Spy game.

1. Divide the students into pairs. Have students play **Rock, Paper, Scissors** to see who goes first.
2. Play the game with groups of students instead of pairs. Divide the students into groups of four or six.

The first student looks for a picture of a key word on the game board and gives the partner a clue, by saying *I spy something (green)*. The partner guesses what it is and points to it, asking *Is it a (leaf)?* The partner guesses until correct. More clues can be given for help. Then students switch roles and take turns until all key words on the page have been guessed or as time permits.



E Play the I Spy game.

bee candy jeep key leaf

light die spy pie lie

3. Play a different game in pairs. Shuffle and divide the Unit 1–6 Student Cards between each pair. Students then take turns saying a word on one of their cards and trying to find it in the picture. Students set down the card if they make a match. The student who finds the most pictures that match the cards wins.
4. For an added challenge, have pairs give an “I Spy” clue. The partner has to find the correct picture within a given time (less than a minute). You can keep score and have the class

play at the same time. When the partner finds the picture, he or she has to spell the word correctly. If he or she can't find the picture or spell the word correctly, the student who said the word gets a point. Play for as long as time permits.

1. **Word List.** Divide the class into pairs. Write the *long e* and *long i* spelling variations on the board and have students close their books. Give pairs a few minutes to write down as many words as they can think of for *long e* and *long i*. The pair with the most correct words wins.
2. **Down the Line** (p. 8). Place the shuffled Unit 5 and Unit 6 Phonics Cards in a line on the floor with their pictures up. 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 tell them. Then the game continues.
3. **Picture Game** (p. 8). Divide the class into teams of four and give each team some paper and crayons. Whisper a key word from Unit 5 or Unit 6 to a student from each team. Without speaking, the student must draw a picture that represents the word for his or her team to guess. For added challenge, say a simple sentence to be illustrated, e.g., *The spy eats meat at night.*

Practice and Components

1. *Oxford Phonics World Workbook 3*, pp. 30–31. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. *Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 5 and Unit 6 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 2

Lesson 1 Objectives:

- Learn long o: oa
- Learn four new key words

Key Words: boat, coat, soap, road

Materials:

Phonics Cards 73–76
CD2 Tracks 35–38

Warm Up

Play **Touch** (p. 9) to review the key words from previous units. After a few rounds, allow a student to be the leader.

Use Pages 64–65

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 35.

Do you remember the /ō/ sound? CD2
35
This is a boat. What's the middle sound in the word boat?
/ō/
That's right: /ō/, boat.

Toss a beanbag (or other soft object) to a student and say /ō/, /ō/, boat. That student repeats after you and tosses the beanbag to another student. Continue until everyone has had a turn.

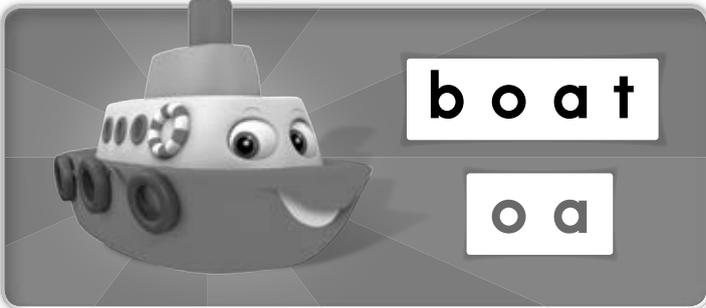
B. Listen, point, and read.

Play CD2 Track 36. Have students point as they read and repeat the words.

1. /b/ /ō/ /t/, boat
/b/ /ō/ /t/, boat
2. /k/ /ō/ /t/, coat
/k/ /ō/ /t/, coat
3. /s/ /ō/ /p/, soap
/s/ /ō/ /p/, soap
4. /r/ /ō/ /d/, road
/r/ /ō/ /d/, road

Unit 7 long o oa ow

A Listen and learn. disc 2
35



B Listen, point, and read. disc 2
36

1.



boat

2.



coat

3.



soap

4.



road



Elicit the CVVC pattern for the new words.

C. Write and match.

Have students do the activity and check the answers with the class.

D. Listen and write. Then work out the answer.

Play CD2 Track 37. Have students write the missing words to complete each sentence.

1. I have a new red coat. CD2
37
2. I use soap in the tub.
3. I ride my bike on the road.
4. I see a big boat in the bay.

Then have students use the circled letters to complete the word in the box. Check the answers with the class. For further reinforcement, write one of the oa words on the board, scrambled. Have students guess the word. Repeat for the other oa words.

C Write and match.

1.  2.  3.  4. 

D Listen and write. Then work out the answer.

disc 2
37

1. I have a new red .

2. I use  in the tub.

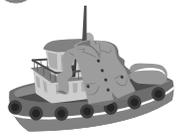
3. I ride my bike on the .

4. I see a big  in the bay.

I like my


E Listen and chant. Then read.

disc 2
38



My soap and coat
are on the boat.



Unit 7 65

E. Listen and chant. Then read.

Play CD2 Track 38. Have students chant along with Driver Dave. Each line repeats.

Soap, coat, boat
Soap, coat
Coat, boat
Soap, coat, boat
My soap
My soap and coat
My soap and coat are on the boat. (x2)

CD2
38

Divide the students into three groups. Assign an *oa* word from the chant and a matching action to each group. Students do their motion when they hear their word in the chant. Repeat several times and then give each group a different key word and motion. Finally, point to the picture to the left of the chant. Have students locate the soap and the coat on the boat as they read the final line of the chant on the Student Book page.

- Beanbag Toss** (p. 8). Display the target Phonics Cards in the front of the room. Students take turns tossing a beanbag (or another soft object) at a card. Students say the word of the card that is closest to where the beanbag lands. Repeat so that each student has a turn.
- Telephone** (p. 9). Students form one line. Whisper different *oa* key words to the students at each end of the line. Students whisper them down the line. When the words reach the other ends of the line, students say the word they heard. Repeat with different key words and students at each end of the line. For added challenge, play the game with two lines and have students race to whisper the words accurately down the line.
- Spelling Race** (p. 9). Divide the class into three or four teams. Call out a key word. The first team member from each team races to the board and writes the first letter of the word. That student passes the chalk or marker to the next student, who writes the next letter. Continue until one team writes the word. The first team to accurately write the word wins a point. Repeat as often as time permits.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 32. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

Lesson 2 Objectives:

- Learn long o: ow
- Learn four new key words

Key Words: bow, row, yellow, pillow

Materials:

Phonics Cards 77–80
Student Cards 77–80
CD2 Tracks 39–43

Warm Up

Play **Hot Word** (p. 8). Students sit in a circle and pass the *oa* Student Cards around while you play music. When the music stops, students stand and say their card's word.

Use Pages 66–67

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 39.

This is a bow. What's the ending sound in the word bow?

/ō/

That's right: /ō/, bow.

CD2
39

Do a **Rhythm Circle** (p. 9) with the word *bow*.

B. Listen, point, and read.

Play CD2 Track 40. Have students point as they read and repeat the words.

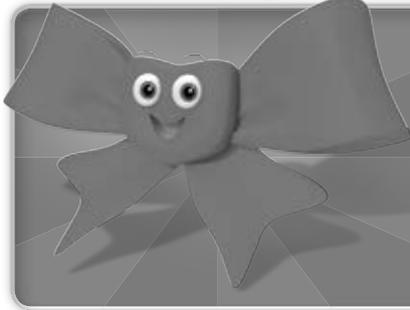
1. /b/ /ō/, bow
/b/ /ō/, bow
2. /r/ /ō/, row
/r/ /ō/, row
3. /y/ /e/ /l/ /ō/, yellow
/y/ /e/ /l/ /ō/, yellow
4. /p/ /i/ /l/ /ō/, pillow
/p/ /i/ /l/ /ō/, pillow

CD2
40

Point out that the *o* and *w* are red in the Student Book. Explain that *o + w = long o*. Then point to the pictures in

long o
oa ow

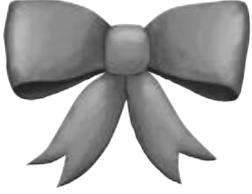
A Listen and learn. disc 2
39



b o w

o w

B Listen, point, and read. disc 2
40

1. 

bow

2. 

row

3. 

yellow

4. 

pillow

66 Unit 7

ee ea y ey long igh ie y

a different order and have students say each word.

C. Listen and circle.

Play CD2 Track 41. Have students circle the words they hear.

1. I can row a boat.
2. I have a bow on my coat.
3. I see a yellow pillow on the bed.
4. The soap is yellow.

CD2
41

Check the answers. Then say a sentence that has an *ow* key word in it, e.g., *I have a yellow coat*. Have students call out the *ow* key word.

D. Listen and write.

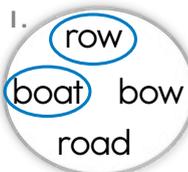
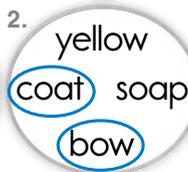
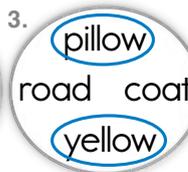
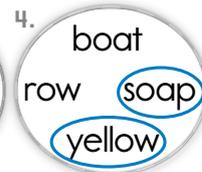
Play CD2 Track 42. Have students complete the sentences.

1. I see a yellow pillow.
2. I have a bow on my coat.
3. The soap is yellow.
4. I can row a boat.

CD2
42

Check the answers with the class. Then point to one of the pictures at random and have students say its sentence. Continue, increasing the speed as you point to the pictures.

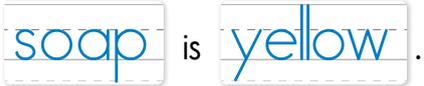
C Listen and circle. disc 2 41

1.  2.  3.  4. 

D Listen and write. disc 2 42

1. I see a  

2. I have a  

3. The  

4. I can  

E Listen and chant. Then read. disc 2 43

pillow row yellow bow



E. Listen and chant. Then read.

Play CD2 Track 43. Have students chant along with Driver Dave. Each line repeats.

Pillow, row, yellow, bow
 Pillow, row, yellow, bow
 Pillow, row, yellow, bow
 Pillow, bow, yellow, row
 Pillow, row, yellow, bow

CD2
43

Give each group a Phonics Card for the group's assigned word. Then say or play the chant again. During the chant, have each group of students pass their card around their group. When they hear their word, the student holding the card should hold it up and the whole group should say their word emphatically. Students must put the card down quickly when a different word is said in the chant.

Have students read the chant line on the Student Book page to their partner. Then divide the students into four groups: *pillow*, *row*, *yellow*, and *bow*.

- Word Trace Relay** (p. 9). Divide students into teams and have each team sit in a line. Show a Phonics Card to the last student in each line. Using a finger, each student writes the word on the back of the student ahead of them. Students continue down the line. The first person in line must quickly and correctly write the word on the board. The first team to do so wins a point. Then students change places and repeat.
- Match the Order**. Divide students into groups of four. Have each team stand around a desk. Place a set of *ow* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes. Display the *ow* Phonics Cards, picture-out, at the front of the classroom. When you say *Go!* the teams open their eyes and try to match the order of displayed cards. The first team to do so raises their hands and says the key words in the correct order. Reshuffle all cards and repeat. For added challenge, include the *oa* Phonics Cards.
- Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word to them. Students go back to their teams and act the word out for the others to guess. The first team to guess the correct word wins a point.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 33. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

Lesson 3 Objectives:

- Learn long o: *oa* and *ow*
- Learn four new key words

Key Words: goat, toad, elbow, window

Materials:

Phonics Cards 81–84
Student Cards 81–84
CD2 Tracks 44–45

Warm Up

Play **What's Missing?** Show the *oa* and *ow* Phonics Cards from the previous two lessons. Leave one card out. Students raise their hands to identify the missing card. For added challenge, add cards from earlier units.

Use Pages 68–69

A. Read and say. Then listen and repeat.

Have students read the words. Then play CD2 Track 44 and have students listen and repeat.

Can you say these words?

- | | |
|---------------|-------------------|
| 1. goat, goat | 3. elbow, elbow |
| goat, goat | elbow, elbow |
| 2. toad, toad | 4. window, window |
| toad, toad | window, window |

Review and elicit the pattern of the first two words (CVVC) and the position of *ow* for the last two words (at the end of the word). Elicit the spelling of the *long o* sounds: *o + a = long o*, and *o + w = long o*. Then have students say the words you as you point to the pictures randomly at an increasing speed.

B. Say and circle the ones that rhyme.

Have students do the activity on their own. Then check the answers with the class. For further reinforcement, hold up three Phonics Cards and have students point to the two that rhyme and say the words.

long o

oa ow

A Read and say. Then listen and repeat. disc 2
44

Can you say these words?

1.



goat

2.



toad

3.



elbow

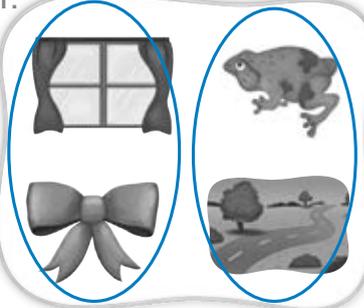
4.



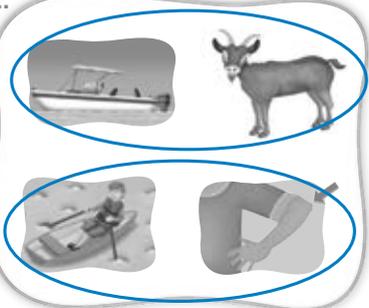
window

B Say and circle the ones that rhyme.

1.



2.



68 Unit 7

ea y ey igh ie y

C. Listen and number.

Play CD2 Track 45. Have students write the number under the correct word.

1. soap, soap
2. window, window
3. toad, toad
4. row, row
5. goat, goat
6. pillow, pillow
7. elbow, elbow
8. road, road

Check the answers with the class. If time permits, divide students into teams of four to six and play **Touch** (p. 9).

D. Look and say. Then circle and write.

Have students do exercise D on their own. Then check the answers with the class. For further writing practice, do a quick dictation activity: sound out the words and have students write them down. Then have students spell the words back to you. If students have difficulty spelling, have them look in their books to review the words they

C Listen and number. disc 2 45

toad 3	row 4	elbow 7	goat 5
pillow 6	soap 1	road 8	window 2

D Look and say. Then circle and write.

1.  2.  3. 

(oa) ow oa (ow) oa (ow)

goat bow elbow

4.  5.  6. 

(oa) ow oa (ow) (oa) ow

toad window road

- Buzzers** (p. 8). Divide students into two teams. Have a player from each team come to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap a buzzer and correctly say the word on the card 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. Repeat until each student has had a chance to play.
- Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one a Student Card. When you call a word, the students with that card hop forward and repeat the word. Students with a *toad* card should hop forward twice. Continue to call several different cards. Then have students change cards and play again.
- Repeat You, Repeat Me**. Have students get into a circle. Say a *long o* 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.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 34. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

have learned. Remind students that words that end in the *long o* sound are spelled with *ow*. For added challenge, have students work in pairs. Have one student in the pair look at pages 68 and 69 of the Student Book and say or sound out a word on those pages. The other student writes the word on a piece of paper. Then the pair checks answers together. Students switch roles and continue as time permits.



Lesson 4 Objectives:

- Review the key words from Unit 7
- Listen to and read a story
- Learn new words and a sight word

New Words: Mom, glad

Sight Words: thinks

Materials:

- Phonics Cards 73–84
- Student Cards 73–84
- Letter Cards
- CD2 Tracks 46–47

Warm Up

Play **Say It**. Use the Unit 7 Phonics Cards. Show the cards and say the associated words. Put the cards down and have students say them in the order that you showed them. Repeat.

Use Pages 70–71

A. Read and write.

Before students do exercise A, point to each picture and repeat its key sound two times. Students repeat the sound and then say the word. After students finish, have them try to name all of the Unit 7 key words missing from exercise A (*coat*, *toad*, *yellow*, and *pillow*). Then play CD2 Track 46. Have students repeat the words that they hear.

1. /m/ /ō/, mow
2. /s/ /ō/ /k/, soak
3. /b/ /ā/ /r/ /ō/, borrow
4. /l/ /ō/ /d/, load
5. /t/ /ō/ /s/ /t/, toast
6. /l/ /ō/, low

Draw pictures or demonstrate the meaning of the words for the class. Elicit which column each word goes in.

B. Look and listen. Read along.

1. **Read along.** Play CD2 Track 47. Have students listen to the story once.

CD2
46

Ben and the Boat

1. Ben is in the tub at home.
 2. He has a goat and a toad in the tub.
 3. Ben, the goat, and the toad are in the soap.
Ben thinks the tub is a boat.
 4. He rows in the soap.
Mom is glad she has her yellow coat!
- New words: Mom, glad
Sight words: thinks

CD2
47

- Play the audio again and have students point to pictures of the key words that they hear. 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 Ben and Mom to two students. Encourage students to have fun while they act out the story. When they are

Story

B Look and listen. Read along. disc 2
47

Ben and the Boat



Ben is in the tub at home. He has a goat and a toad in the tub.



Ben, the goat, and the toad are in the soap. Ben thinks the tub is a boat.



He rows in the soap. Mom is glad she has her yellow coat!

New words: Mom glad Sight words: thinks



finished, choose two different students to act out the story. Repeat as time permits.

- 4. New words and sight words.** Read and point to the new words and the sight word. Pronounce them clearly. Have the students repeat the words. Then have the students read the new words and the sight word by themselves. Read the story again and have students raise their hands each time they hear one of the new words or the sight word in the story.

- 1. Down the Line** (p. 8). Use the Unit 7 Student Cards. Include several sets to make the line longer. 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 may proceed with the game.
- 2. Word Builder.** Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, e.g., /s/, /ō/, /p/. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first pair's answer by having them sound out, say, and spell the word aloud. Repeat with the other key words from the lesson. For added challenge, include any key words from previous lessons. Repeat as often as time permits.
- 3. Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw story frames like those on page 71 in the Student Book. Students should illustrate their own stories and include pictures that represent the 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 3*, p. 35. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2
- Unit 7 Online Test

Lesson 1 Objectives:

- Learn long u: ue
- Learn four new key words

Key Words: blue, glue, clue, Tuesday

Materials:

- Phonics Cards 85–88
- Student Cards 85–88
- CD2 Tracks 48–51

Warm Up

Play **Pop Up** (p. 9) to review the Unit 7 key words.

Use Pages 72–73

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 48.

Do you remember the /oo/ sound?
This is blue. What's the ending sound in the word blue?
/oo/
That's right: /oo/, blue.

CD2
48

Have students take turns pointing to blue things in the classroom as they say /oo/, blue.

B. Listen, point, and read.

Play CD2 Track 49. Have students point as they read and repeat the words.

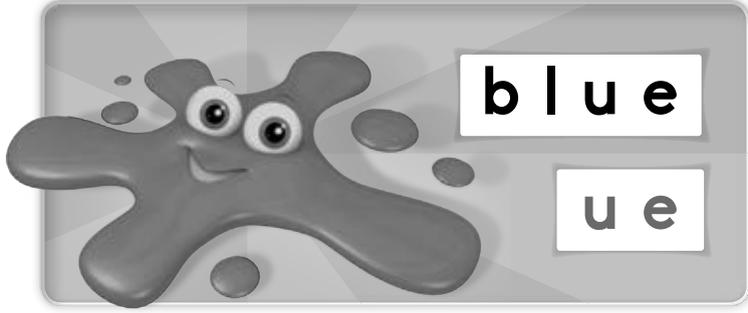
1. /b/ /l/ /oo/, blue
/b/ /l/ /oo/, blue
2. /g/ /l/ /oo/, glue
/g/ /l/ /oo/, glue
3. /k/ /l/ /oo/, clue
/k/ /l/ /oo/, clue
4. /t/ /oo/ /z/ /d/ /ā/, Tuesday
/t/ /oo/ /z/ /d/ /ā/ Tuesday

CD2
49

Point out the CCVV pattern of *blue*.

Unit 8 long u ue ui ew oo

A Listen and learn. disc 2
48



B Listen, point, and read. disc 2
49

1.



blue

2.



glue

3.



clue

4.



Tuesday

The two vowels together *u + e* make the long *u* sound, /oo/. Then point to the pictures in exercise B in a different order and have students name each one.

C. Listen and write. Then match.

Play CD2 Track 50. Have students write the words and match them to the picture.

1. glue, glue 3. clue, clue
2. blue, blue 4. Tuesday, Tuesday

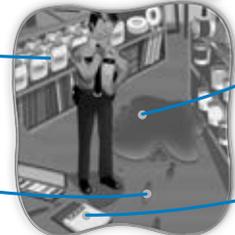
CD2
50

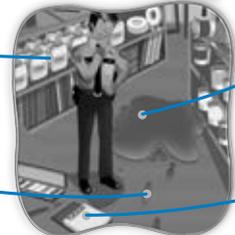
Check the answers. If time permits, play **Scramble** (p. 9). Write one of the key words on the board, scrambled: *e l u c*. Students try to be the first to raise their hands and spell it correctly: *c-l-u-e*. Repeat with other key words.

D. Read and check.

Have students do exercise D on their own and check their answers. Then say a key word and have students say the sentence it is in. Finally, say a sentence and have students draw a picture of it.

C Listen and write. Then match. disc 2 50

1. glue  2. blue

3. clue  4. Tuesday

D Read and check.

1.  My coat is glue.
My coat is blue.

2.  The clue is in the bag.
The glue is in the bag.

3.  I see a blue cube.
I see a blue clue.

4.  It is Tuesday.
It is May.

E Listen and chant. Then read. disc 2 51

  The clue is blue glue on Tuesday.

 Unit 8 73

E. Listen and chant. Then read.

Play CD2 Track 51. Have students chant along with Driver Dee. Each line repeats.

Clue, blue
Glue, Tuesday
Clue, blue, glue, Tuesday
Clue, blue, glue, Tuesday
The clue
The clue is blue glue
The clue is blue glue on Tuesday. (x2)

CD2
51

Have students read the final line of the chant in on the Student Book page. Then divide students into four groups, each representing a key word. Make sure each student has their word's Student Card. Say the chant again. When a group's word appears in the chant, the students in that group hold their cards high and shout the word. Enhance the activity by giving motions to each group. Repeat as often as time permits.

- What's in the Cap?** (p. 9). Put the *ue* Student Cards in a cap (or other container). Divide students into pairs and give the cap or the container to a pair. One partner draws a card and says the word (*blue*, for example), and the other partner must say a word that rhymes (*glue*). If they are successful, they remain standing and pass the cap or container to the next pair. If they aren't successful, they pass the cap or container to the next pair and sit down.
- Speed Sounds.** Have the students stand. Assign the target sound /*oo*/ and have the class listen as you say, in a random order, any of the words covered so far. Insert key words with the /*oo*/ sound occasionally. Students must quickly repeat the target words when they hear them. If they don't repeat quickly, they must sit down and play from their seats. The last person still standing wins.
- Teacher's Mistake** (p. 9). Use the *ue* Phonics Cards. Show the cards and say the word for each. Occasionally, say the wrong word. Students repeat the word if it is correct. If the word is incorrect, students raise their hands and shout the correct word.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 36. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

Lesson 2 Objectives:

- Learn long u: *ui* and *ew*
- Learn four new key words

Key Words: fruit, suit, new, dew

Materials:

- Phonics Cards 89–92
- Student Cards 89–92
- CD2 Tracks 52–56

Warm Up

Play **Charades** (p. 8) to review the *ue* key words.

Use Pages 74–75

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 52.

This is fruit. What's the middle sound in the word fruit?

/oo/

That's right: /oo/, fruit.

This is new. What's the ending sound in the word new?

/oo/

That's right: /oo/, new.

Divide the class into two groups: *fruit* and *new*. Have students say the presentation and stand when saying the part for their group's word.

B. Listen, point, and read.

Play CD2 Track 53. Have students point as they read and repeat.

1. /f/ /t/ /oo/ /t/, fruit
/f/ /t/ /oo/ /t/, fruit
2. /s/ /oo/ /t/, suit
/s/ /oo/ /t/, suit
3. /n/ /oo/, new
/n/ /oo/, new
4. /d/ /oo/, dew
/d/ /oo/, dew

long u
ue ui ew oo

A Listen and learn. disc 2 52

B Listen, point, and read. disc 2 53

1.

fruit

2.

suit

3.

new

4.

dew

Point out that *u + i = long u*, and *e + w = long u*.

C. Listen and circle the ones that rhyme.

Play CD2 Track 54. Have students circle the pictures that rhyme.

1. glue, hay, dew
2. blue, new, bow
3. feet, suit, fruit

Check the answers. Then play **Hot Word** (p. 8).

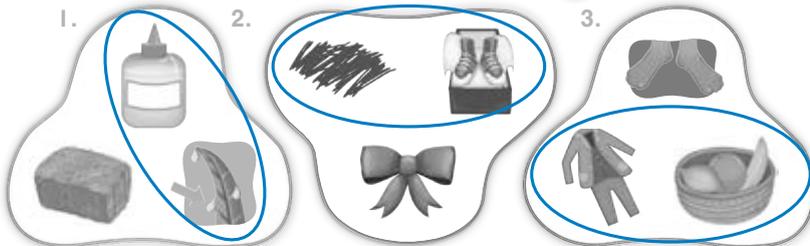
D. Read and write. Then listen to check your answers.

Have students read the incomplete sentences, look at the words in each box, and then complete the sentences. When they have finished, play CD2 Track 55.

1. The new suit is blue.
2. I see dew on the fruit.
3. The glue is new.
4. I eat fruit on Tuesday.

Have students check their answers while listening to the sentences.

C Listen and circle the ones that rhyme. disc 2 54



D Read and write. Then listen to check your answers. disc 2 55

- The new suit is blue. blue
suit
- I see dew on the fruit. dew
fruit
- The glue is new. new
glue
- I eat fruit on Tuesday. Tuesday
fruit

E Listen and chant. Then read. disc 2 56



I eat fruit in my new suit.



Unit 3 75

- 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 word of one of the cards. The students 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.
- Match the Order**. Divide students into teams of four. 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. Then have students close their eyes. Display the Phonics Cards, picture-out, at the front of the classroom. When you say *Go!* the teams open their eyes and try to match the order of the displayed cards. The first team to do so raises their hands and says the key words in the correct order. Reshuffle all cards and repeat.
- Sentence Share**. Divide the class into pairs. Say a sentence using key words, such as *The suit is new*. Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures. Repeat with different sentences that use the key words.

E. Listen and chant. Then read.

Play CD2 Track 56. Have students chant along with Driver Dee. Each line repeats.

- CD2 56
- Fruit, new, suit
 - Fruit, new
 - New, suit
 - Fruit, new, suit
 - I eat
 - I eat fruit
 - I eat fruit in my new suit. (x2)

Divide the students into groups that correspond to the key words in the chant. Have the students in each group perform an action when they hear their word in the chant. Then reassign the key words and repeat as often as time permits. Finally, have students sit in small groups and take turns reading the final line of the chant that appears in the Student Book.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 37. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

Lesson 3 Objectives:

- Learn long u: oo
- Learn four new key words

Key Words: moon, zoo, food, boot

Materials:

Phonics Cards 93–96
Student Cards 93–96
Letter Cards
CD2 Tracks 57–61

Warm Up

Play **Beanbag Toss** (p. 8) using the *ue*, *ui*, and *ew* key words.

Use Pages 76–77

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 57.

This is a moon. What's the middle sound in the word moon?

/oo/

That's right: /oo/, moon.

Have students stand in a circle and toss a beanbag (or other soft object) to each other, saying /oo/, *moon*.

B. Listen, point, and read.

Play CD2 Track 58. Have students point as they read and repeat the words.

1. /m/ /oo/ /n/, moon
/m/ /oo/ /n/, moon
2. /z/ /oo/, zoo
/z/ /oo/, zoo
3. /f/ /oo/ /d/, food
/f/ /oo/ /d/, food
4. /b/ /oo/ /t/, boot
/b/ /oo/ /t/, boot

Elicit the consonant-vowel patterns for each word as you write them on the board. Underline the consonants and circle the vowels. Then make a gesture

long u
ue ui ew oo

A Listen and learn. CD2 57

B Listen, point, and read. CD2 58

1.
moon

2.
zoo

3.
food

4.
boot

76 Unit 8

for each word as you say them. Have the class mimic you. For a challenge, change gestures quickly.

C. Listen and connect.

Play CD2 Track 59. Have students repeat the word as they connect the letters.

1. food
2. zoo
3. moon
4. boot

Check the answers by having students sound out each word aloud. Then sound out a word and have students say the word. Repeat with each key word.

D. Listen and write.

Play CD2 Track 60. Have students repeat the sentences as they write the words. Then check the answers.

1. There is food in the boot.
2. There is a zoo on the moon.

Next, play **Scramble** (p. 9). Say the sounds of a scrambled word: for example, /oo/, /t/, /b/. Students should write down the letters, unscramble the word, and write it correctly: *boot*. Repeat with other key words.

C Listen and connect. disc 2 59

1. 2. 3. 4.

D Listen and write. disc 2 60

1. There is food
in the boot.

2. There is a zoo
on the moon.

E Listen and chant. Then read. disc 2 61

moon zoo food boot



E. Listen and chant. Then read.

Play CD2 Track 61. Have students chant along with Driver Dee. Each line repeats.

Moon, zoo, food, boot
Moon, zoo, food, boot
Food, zoo, moon, boot
Moon, boot, zoo, food
Moon, zoo, food, boot

CD2
61

Then have students put their heads down while you hide multiple sets of Student Cards around the room. Have students walk around the room trying to find the cards as they repeat the chant. Students should hold up the cards they find when they say the words. Repeat as often as time permits and hide the Student Cards in different places around the room each time.

Assign motions to each key word in the chant. Have the students read the chant line in their Student Books and perform the motions as they read.

- Line Up** (p. 8). Divide students into groups of four and give each student in each group one of the oo Student Cards. Then say the four key words in any order and have students race to stand in that order. Change the order and repeat as often as time permits.
- Spell It.** Divide students into small teams of three or four. Give each team a set of oo Student Cards and a set of Letter Cards. Say one of the key words. Teams race to spell the word with the Letter Cards and find the picture in the Student Cards. The first team to do so and raise their hands wins.
- Word Trace Relay** (p. 9). Divide the class into teams. Each team sits in a line. Using your finger, trace a word on the back of the last student in each line. He or she traces the word on the back of the student ahead of them. Students continue down the line. The first person in line must quickly and correctly write the word on the board. The first team to do so wins a point. Have students change places and play until all students have had a chance to be first and last. If time permits, use key words from previous lessons.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 38. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2

Lesson 4 Objectives:

- Review the key words from Unit 8
- Listen to and read a story
- Learn new words and sight words

New Words: gone, woman, lots of

Sight Words: boy, Oh no!

Materials:

Phonics Cards 85–96

Letter Cards

CD2 Tracks 62–64

Warm Up

Review the Unit 8 key words with a **Card Race**. Make sure each student has a set of Letter Cards. Sound out a key word and have students race to spell the word using their Letter Cards. For a challenge, include key words from previous units and call out the words rather than sounding them out.

Use Pages 78–79

A. Listen and write.

Play CD2 Track 62. Have students write the words they hear.

- | | |
|---------------|---------------|
| 1. new, new | 4. suit, suit |
| 2. blue, blue | 5. boot, boot |
| 3. moon, moon | 6. glue, glue |

CD2
62

Check the answers with the class. Then write four columns on the board, labeled *ue*, *ui*, *ew*, and *oo*. Show the class a Unit 8 Phonics Card that wasn't in exercise A (*clue*, *Tuesday*, *fruit*, *dew*, *zoo*, *food*). Have the class say the word, which column it belongs in, and spell it. Leave the columns and words on the board. Then play CD2 Track 63. Have students write the *Now try these!* words they hear.

long u
ue ui ew oo

A Listen and write. disc 2 62

1 new 2 blue 3 moon
4 suit 5 boot 6 glue

Now try these! Listen, unscramble, and write. disc 2 63

1. o l o c cool
2. e t u r true
3. e t s w stew
4. o p l o pool

Were you right?

78 Unit 8

1. /k/ /ōō/ /l/, cool
2. /t/ /r/ /ōō/, true
3. /s/ /t/ /ōō/, stew
4. /p/ /ōō/ /l/, pool

CD2
63

Check answers and elicit which column each word belongs in.

B. Look and listen. Read along.

1. **Read along.** Play CD2 Track 64. Have the students listen to the story once.

Clues at the Zoo

CD2
64

1. It is Tuesday. I am at the zoo. I am looking for clues.
 2. I see a boy in blue boots. He has fruit. Oh no! The fruit is gone.
 3. I see a woman in a new suit. She has fruit, too. Oh no! The fruit is gone.
 4. I see an elephant with lots of food!
- New words: gone, woman, lots of
Sight words: boy, Oh no!

Story

B Look and listen. Read along. disc 2
64

Clues at the Zoo



1
It is Tuesday. I am at the zoo. I am looking for clues.



2
I see a boy in blue boots. He has fruit. Oh no! The fruit is gone.



3
I see a woman in a new suit. She has fruit, too. Oh no! The fruit is gone.



4
I see an elephant with lots of food!

New words: gone woman lots of Sight words: boy Oh no!

Unit 8 79

- Word List.** Divide the class into pairs. Write the *long u* spelling variations (*ue, ui, ew, and oo*) on the board. Have students keep their books closed. Give students a few minutes to write down as many words as they can think of for each spelling variation. Compare answers as a class. The pair with the most correct words wins.
- Word Builder.** Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the unit, e.g., /s/, / \overline{oo} /, /t/. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first pair's answer by having them sound out, say, and spell the word aloud. Repeat with the other key words from the lesson. For added challenge, include any key words from previous lessons. Repeat as time permits.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw story frames like those on page 79 in the Student Book. Students should illustrate their own stories and include pictures that represent the 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.

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

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Have students act out the story. Assign the role of the girl, boy, woman, and elephant 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.

- New words and sight words.** Read and point to the new words and sight words. Pronounce them clearly. Have students repeat the words. Then have students read the new words and sight words by themselves. Read the story again and have students raise their hands each time they hear a new word or a sight word.

Practice and Components

- Oxford Phonics World Workbook 3*, p. 39. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- iTools
- Multi-ROM, disc 2
- Unit 8 Online Test

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:

boat, coat, soap, road
 bow, row, yellow, pillow
 goat, toad, elbow, window
 blue, glue, clue, Tuesday
 fruit, suit, new, dew
 moon, zoo, food, boot

New Words: Mom, glad, gone, woman, lots of

Sight Words: thinks, boy, Oh no!

Materials:

Phonics Cards 73–96
 Student Cards 73–96
 CD2 Tracks 65–67

Warm Up

Show the Phonics Cards to review the key words from Unit 7 and Unit 8. Then sound out one of the words and have students say the word. Show two Phonics Cards, one that's the word you said and one that's not. Students point to the correct card. Repeat with other key words as often as time permits.

Use Pages 80–81

A. Look and listen. Sing along.

Play CD2 Track 65. Have students listen to the song one time.

I row, row, row in my yellow boat.
 Up, up, up to the moon.
 I row in the night, up to the light,
 Up to the moon on Tuesday.
 And in my boat I have lots of fruit,
 A toad, a pillow, and my new blue boots.
 I row, row, row in my yellow boat
 Up to the moon on Tuesday.
 (song repeats)

CD2
65

Row, row, row, row!
Up, up, up, up!
Row, row, row, row!
Up, up, up, up!
Row, row, row, row!
Up, up, up, up!
... and touch the moon.

Have the students listen to the song again, this time singing the words and pointing to the pictures on page 80 that represent the key words.



I row, row, row in my yellow boat,
 Up, up, up to the moon.
 I row in the night, up to the light,
 Up to the moon on Tuesday.
 And in my boat, I have lots of fruit,
 A toad, a pillow, and my new blue boots.
 I row, row, row in my yellow boat,
 Up to the moon on Tuesday.

B Listen and number. Then match. disc 2 66

C Listen and circle. Then write. disc 2 67

Review 4 | 81

B. Listen and number. Then match.

Play CD2 Track 66 and have students do the activity on their own.

- | | |
|-----------------|-------------------|
| 1. boat, boat | 5. yellow, yellow |
| 2. moon, moon | 6. blue, blue |
| 3. fruit, fruit | 7. road, road |
| 4. glue, glue | 8. food, food |

Check the answers with the class. Then point to the images in exercise B at random and have students say the word and spelling for each picture.

C. Listen and circle. Then write.

Play CD2 Track 67. Have students circle the letters they hear and then write the words.

- | | |
|---------------|---------------|
| 1. coat, coat | 4. new, new |
| 2. boot, boot | 5. soap, soap |
| 3. bow, bow | 6. suit, suit |

Then show students other Phonics Cards and have volunteers write the words on the board.

- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine Unit 7 and Unit 8 Student Cards, picture-up, in the squares. Call out key words. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. The first student to get three in a row shouts *Bingo!* Check the winner's answers, have students shuffle their cards, and repeat the game.
- Sound Families** (p. 9). Divide students into small teams. Give each team a set of shuffled Unit 7 and Unit 8 Student Cards. When you say *Go!* teams put the cards into their proper groups: *oa*, *ow*, *ue*, *ui*, *ew*, and *oo*. The first team to finish wins.
- Picture Game** (p. 8). Divide the class into small teams of four and give each team some paper and crayons. Whisper a word to a student from each team. Students draw pictures for their teams to guess. The first team to guess the correct word wins a point. Repeat until each student has had a chance to draw.

Practice and Components

- Oxford Phonics World Workbook 3*, pp. 40–41. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 7 and Unit 8 key words beside the corresponding pictures.
- iTools
- Multi-ROM, disc 2
- Oxford Phonics Readers, A Day with Mom and I Am a Spy!*
- Online Final Test

Lesson Objectives:

- Review the words from Unit 7 and Unit 8
- Play a review game

Key Words:

boat, coat, soap, road
 bow, row, yellow, pillow
 goat, toad, elbow, window
 blue, glue, clue, Tuesday
 fruit, suit, new, dew
 moon, zoo, food, boot

New Words: Mom, glad, gone, woman, lots of

Sight Words: thinks, boy, Oh no!

Materials:

Student Cards 73–96
 CD2 Track 68

Warm Up

Divide students into teams of three or four. Give each team a set of Student Cards for Units 7 and 8. Have the students arrange the cards, picture-up, on top of a desk where all the students in the group can see the cards and have easy access to them. Say one of the sounds or word families from Unit 7 or 8. The first team to hold up a card with that sound and say its word wins a point. The team with the most points wins.

Use Pages 82–83

D. Circle the ones with the same sound. Then write.

Play CD2 Track 68. Have students circle the pictures with the same sound and write the words on the lines.

1. glue, boat, blue
2. boot, moon, pillow
3. suit, road, soap

CD2
68

D Circle the ones with the same sound. Then write. CD2 68

1. glue
blue
2. boot
moon
3. road
soap

E Read and check. Then ask your partner and check.

	You		Your partner	
1. Is a goat blue?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Can you row a boat?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Do you have a new coat?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Is it Tuesday?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

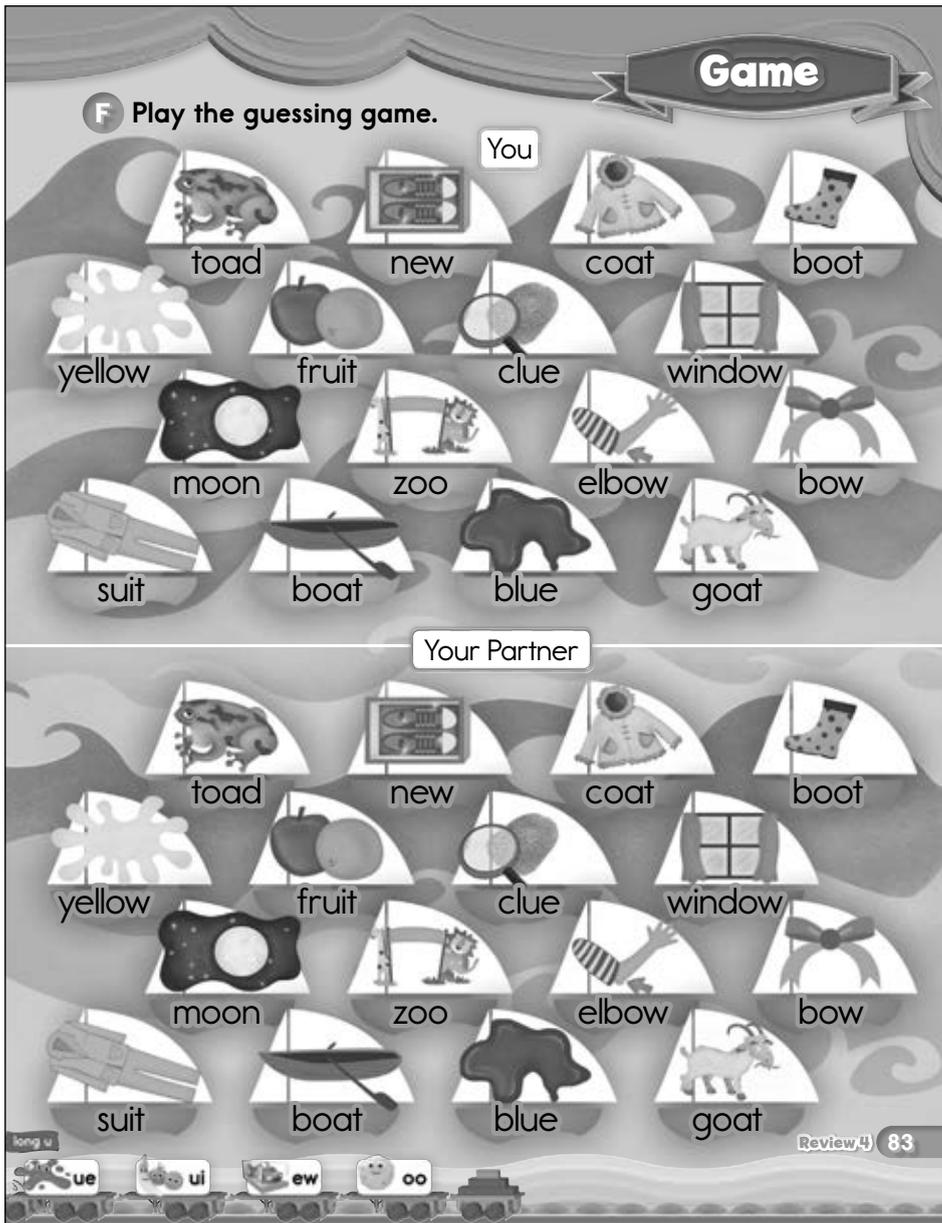
After students finish exercise D, check the answers. Then go back and elicit the words that weren't answers (*boat, pillow, and suit*) and have students say words that rhyme with those.

E. Read and check. Then ask your partner and check.

Have students read the questions and check their own answers in the *You* column. Then have student pairs ask their partners the questions and check the answers in the *Your partner* column. Have a few pairs share their questions and answers.

F. Play the guessing game.

1. Divide the students into pairs. In this version of the game, students hide their boards from their partners (such as behind a folder). Students play using the top board and record their partner's answers on the bottom board. Each student chooses four pictures they like and marks them with a pen or with paperclips. Then students take turns guessing what their partner likes by asking each other questions, e.g., *Do you like the (boat)?*



F Play the guessing game.

You

Your Partner

If the answer is *yes*, the student can ask again. If the answer is *no*, the other student takes a turn. The first one to discover their partner's four favorites wins.

- In a different version of the game, one student has the book open and the other has it closed. The students with open books choose pictures for their partners to spell, e.g. *Spell (toad)*. If the partner spells the word incorrectly, the student who asked gets a point and gives the student another word to spell. If the partner spells it correctly, he or she

gets a point and chooses a word for the partner to spell. The students choosing the words do so with their books open. The students spelling the words do so with their books closed.

- Word List.** Divide the class into pairs. Write the letter combinations from Unit 7 and Unit 8 (*oa, ow, ue, ui, ew, and oo*) on the board. Have students close their books. Give students a few minutes to write down as many words as they can think of for each letter combination. The pair with the most correct words wins.
- Spelling Bee** (p. 9). Students take turns spelling words from Unit 7 and Unit 8. Include new words from the stories and the *Now try these!* words, as well. Students remain in the spelling bee as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.
- Fruit Salad.** Students sit in a circle. Give each student one Unit 7 or Unit 8 Student Card. Call out two key 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. Repeat as often as time permits.

Practice and Components

- Oxford Phonics World Workbook 3*, pp. 40–41. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
- Oxford Phonics World Student Book 3*, Picture Dictionary, pp. 84–88. Have students write the Unit 7 and Unit 8 key words beside the corresponding pictures.
- iTools
- Multi-ROM, disc 2
- Oxford Phonics Readers, A Day with Mom and I Am a Spy!*
- Online Final Test

Word List

Bb

bake	64
bay	40
bee	50
bike	20
blue	78
boat	70
bone	30
boot	82
bow	72
boy	84

Cc

cake	12
candy	54
cane	10
cape	10
cave	14
clue	78
coat	70
cone	30
cry	62
cube	32
cute	32

Dd

day	40
dew	80
die	60
dive	22

Ee

eat	52
elbow	74

Ff

feet	50
find	64
fine	18
five	22
food	82
fruit	80

Gg

game	12
gate	14
glad	76
glue	78
goat	74
gone	84

Hh

happy	36, 54
hay	42
hello	44
her	16
high	58
hike	20
him	64
his	36
home	30

Jj

jeep	50
June	34

Kk

Kate	16
key	54
kite	18

Ll

lake	12
leaf	52
let's	64
lie	60
light	58
lime	20
line	22
look	16
lots of	84
Luke	36

Mm

mail	42
mane	10
May	42

me	44
meat	52
Mike	24
Mom	76
money	54
moon	82
mule	32
mute	32
my	62

Nn

nail	38
name	12
new	16, 80
night	58
nine	22

Oo

o'clock	24
Oh no!	48
old	16
our	64

Pp

pay	40
pie	60
pillow	72
pine	18
play	56
pull	36

Rr

rain	38
Ray	44
ride	24
right	58
ripe	18
road	70
rope	30
row	72
rule	34

Ss

sail	42
sand	36
say	40
sea	52
see	56
seed	50
sees	36
skate	14
sky	62
soap	70
spy	62
suit	80
swim	24

Tt

tail	38
tape	10
thinks	76
tie	60
time	20
toad	74
tube	34
Tuesday	78
tune	34

Ww

wait	38
wake up	24
walk	36
wave	14
where	64
window	74
winter	16
woman	84

Yy

yellow	72
--------	----

Zz

zoo	82
-----	----

Workbook Answer Key

Unit 1, a_e, page 2

B. Say and circle.

1. ane 2. ap 3. ane 4. ap

C. Match.

Each word matches its picture.

Unit 1, ame ake, page 3

A. Read, say, and circle.

1. name 2. lake 3. game

B. Unscramble, write, and say.

1. game 2. cake 3. lake
4. name 5. cape 6. cane

Unit 1, ate ave, page 4

A. Say and circle.

1. ate 2. ave 3. ate 4. ave

B. Write and say.

1. skate 2. wave 3. gate 4. cave

Unit 1, a_e ame ake ate ave, page 5

A. Find the words and underline.

1. mane 2. cake 3. game 4. cave
5. skate 6. name 7. wave 8. tape
9. gate 10. cane

C. Unscramble, write, and say.

1. skate 2. cape 3. tape 4. name

Unit 2, i_e, page 6

B. Match.

Each word matches its picture.

C. Unscramble, write, and say.

1. ripe 2. kite 3. fine 4. pine

Unit 2, ime ike, page 7

A. Read and check.

1. It is a lime. 2. It is a bike.
3. What is the time? 4. I hike to the cave.

B. Write and say.

1. lime 2. hike 3. bike 4. time

Unit 2, ive ine, page 8

A. Match the ones that rhyme.

1. five-dive 2. nine-line
3. bike-hike 4. lime-time

B. Write and say.

1. fine 2. nine 3. line
4. pine 5. dive 6. time

Unit 2, i_e ime ike ive ine, page 9

A. Find the words and underline.

1. bike 2. kite 3. lime 4. pine
5. line 6. hike 7. five 8. time

B. Say, circle, and write.

1. ine-pine 2. ine-fine 3. ite-kite
4. ike-hike 5. ive-dive 6. ime-lime

Review 1, pages 10-11

A. Circle the ones that rhyme.

1. tape-cape 2. lake-cake 3. wave-cave
4. gate-skate 5. game-name

B. Find, circle, and write.

1. dive 2. line 3. lime 4. cane

C. Do the puzzle.

1. bike 2. kite 3. lime
4. line 5. gate 6. tape

D. Write and say.

1. time 2. pine 3. ripe
4. cave 5. mane 6. fine

Unit 3, o_e, page 12

B. Match.

Each word matches its picture.

C. Draw, unscramble, and write.

1. cone 2. home 3. rope 4. bone

Unit 3, u_e, page 13

B. Match

Each word matches its picture.

C. Write and say.

1. cute 2. mule 3. cube 4. mute

Unit 3, u_e, page 14

B. Read and check.

1. This is a tube. 2. I hum a tune.
3. It is June. 4. This is a rule.

C. Unscramble, write, and say.

1. June 2. tube 3. tune 4. rule

Unit 3, o_e u_e u_e, page 15

A. Find the words and underline.

1. home 2. cone 3. June 4. cute
5. mule 6. Tune 7. rope

B. Say and circle.

1. u_e 2. o_e 3. u_e 4. u_e

C. Write and say.

1. tube 2. bone 3. rope 4. June

Unit 4, ai, page 16

B. Read and check.

1. It is rain. 2. It is a nail.
3. It is a tail. 4. I wait.

C. Unscramble, write, and say.

1. nail 2. rain 3. wait 4. tail

Unit 4, ay, page 17

B. Read, say, and check.

1. ay-pay 2. ay-day 3. ay-say 4. ay-bay

C. Write and say.

1. pay 2. say 3. day 4. bay

Unit 4, ai ay, page 18

A. Read, say, and circle.

1. sail 2. mail 3. hay 4. May

B. Write and say.

1. sail 2. hay 3. May 4. mail

Unit 4, ai ay, page 19

A. Find the words and underline.

1. day 2. mail 3. pay 4. hay
5. May 6. sail 7. bay 8. rain

B. Say, circle, and write.

1. ai-sail 2. ay-say 3. ai-rain
4. ai-nail 5. ay-hay 6. ai-wait

Review 2, pages 20-21

A. Find the words and underline.

1. mule 2. home 3. tube 4. June
5. rain 6. rule 7. wait

B. Do the puzzle.

1. cute 2. cube 3. rope 4. rule
5. pay 6. tail 7. tune 8. sail

C. Circle the ones that rhyme.

1. bone-cone 2. say-hay 3. mail-sail
4. cute-mute 5. June-tune

D. Find, circle, and write.

1. cone 2. tail 3. say 4. wait

Unit 5, ee, page 22**B. Match**

Each word matches its picture.

C. Unscramble, write, and say.

1. feet 2. seed 3. bee 4. jeep

Unit 5, ea, page 23**B. Match**

Each word matches its picture.

C. Write and say.

1. sea 2. leaf 3. eat 4. meat

Unit 5, y ey, page 24**B. Say and circle.**

1. y-happy 2. ey-key 3. ey-money 4. y-candy

C. Read and check.

1. I have candy. 2. It is a key.
3. He is happy. 4. I have money.

Unit 5, ee ea y ey, page 25**A. Find the words and underline.**

1. happy 2. feet 3. seed 4. money
5. key 6. sea 7. leaf

B. Say, circle, and write.

1. ee-feet 2. y-happy 3. ea-leaf 4. ey-key

C. Write and say.

1. happy 2. candy 3. meat 4. jeep

Unit 6, igh, page 26**B. Match.**

Each word matches its picture.

C. Unscramble, write, and say.

1. right 2. night 3. high 4. light

Unit 6, ie, page 27**B. Read and check.**

1. It is a die. 2. It is a tie.
3. It is a pie. 4. I lie and wait.

C. Write and say.

1. pie 2. tie 3. lie 4. die

Unit 6, y, page 28**B. Say, circle, and write.**

1. y-spy 2. y-sky 3. y-cry 4. y-my

C. Write and say.

1. spy 2. my 3. cry 4. Sky

Unit 6, igh ie y, page 29**A. Find the words and underline.**

1. night 2. spy 3. light 4. my
5. high 6. tie 7. sky 8. die

B. Match

Each word matches its picture.

C. Unscramble, write, and say.

1. right 2. cry 3. sky 4. tie

Review 3, pages 30-31**A. Do the puzzle.**

1. leaf 2. light 3. high 4. seed
5. feet 6. die 7. eat 8. tie

B. Circle the ones that rhyme.

1. sky-pie 2. eat-meat 3. sea-bee
4. right-night 5. spy-my

C. Write and say.

1. jeep 2. candy 3. spy 4. lie

D. Find, circle, and write.

1. sky 2. sea 3. bee 4. key

Unit 7, oa, page 32**B. Match.**

Each word matches its picture.

C. Unscramble, write, and say.

1. boat 2. coat 3. soap 4. road

Unit 7, ow, page 33**B. Match.**

Each word matches its picture.

C. Write and say.

1. yellow 2. bow 3. row 4. pillow

Unit 7, oa ow, page 34**A. Say and check.**

1. goat 2. toad 3. elbow 4. window

B. Write and say.

1. elbow 2. goat 3. window 4. toad

Unit 7, oa ow, page 35**A. Read and check.**

1. I have a yellow pillow. 2. I see a goat.
3. It is my elbow. 4. It is a boat.

B. Unscramble, write, and say.

1. road 2. soap 3. row 4. pillow

Unit 8, ue, page 36**B. Match.**

Each word matches its picture.

C. Write and say.

1. blue 2. Tuesday 3. glue 4. clue

Unit 8, ui ew, page 37**B. Say and circle.**

1. ui-fruit 2. ui-suit 3. ew-new 4. ew-dew

C. Unscramble, write, and say.

1. new 2. suit 3. dew 4. fruit

Unit 8, oo, page 38**B. Read and check.**

1. It is a zoo. 2. I eat food.
3. It is a boot. 4. It is the moon.

C. Write and say.

1. zoo 2. moon 3. food 4. boot

Unit 8, ue ui e woo, page 39**A. Find the words and underline.**

1. glue 2. moon 3. boot 4. dew
5. new 6. suit 7. fruit 8. food

B. Match.

Each word matches its picture.

C. Unscramble, write, and say.

1. clue 2. fruit 3. boot 4. dew

Review 4, pages 40-41**A. Find, circle, and write.**

1. moon 2. bow 3. coat 4. fruit

B. Write and say.

1. new 2. toad 3. zoo 4. goat

C. Circle the ones that rhyme.

1. suit-fruit 2. goat-coat
3. elbow-pillow 4. glue-clue

D. Do the puzzle.

1. soap 2. suit 3. Tuesday
4. elbow 5. window 6. dew

English Sounds Key

Consonant Sounds	
Symbol	Example
/b/	b ear
/d/	d og
/f/	f ish, ph one
/g/	g orilla
/h/	h orse
/j/	j et
/k/	k angaroo, c at, d uck
/l/	l ion
/m/	m onkey, l amb
/n/	n ut, kn ife
/p/	p each
/r/	r abbit, w rite, rh ino
/s/	s eal, c astle
/t/	t urtle
/v/	v iolin, g love
/w/	w olf
/ks/	f ox
/y/	y o-yo
/z/	z ipper, r ose
/ch/	ch ick, w atch
/sh/	sh ell, st ation
/zh/	tr eatse
/th/	th ree
/tʃ/	th is
/hw/	wh ite
/ng/	ki ng
/kw/	qu een

Vowel Sounds	
Symbol	Example
/ā/	t ape, r ain, b ay
/ē/	b ee, l eaf, c andy, k ey
/ī/	k ite, l ight, pie , s py
/ō/	h ome, bo at, bo w
/a/	r am
/e/	h en, h ead
/i/	f ig
/o/	p ot
/u/	b ug
/ə/	p anda, ch icken, p encil, l emon, s urprise
/âr/	ch air, s quare, pe ar
/îr/	g irl, n urse
/âr/	c ar, f arm
/ô/	b all, s auce
/ô/ with r	h orse, r oar
/oi/	c oin, t oy
/ou/	m ouse, c ow
/ōō/	gl ue, f ruit, n ew, m oon
/yōō/	c ube
/ōō/	b ook, b ush

Teacher's Notes

Teacher's Notes

Teacher's Notes
