

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

Oxford Phonics World 4

Consonant Blends



Teacher's Book

Kaj Schwermer Julia Chang Craig Wright



OXFORD

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Consonant Blends

Syllabus

Unit 1

bl cl br cr fl gl



bl cl..... black blanket clock club
br cr..... broom bride crab crocodile
fl gl..... fly flag globe glass

Story

Unit 2

fr gr pl sl dr tr



fr gr..... frog Friday green grass
pl sl..... plate play slide sleep
dr tr..... drum dress truck tree

Story

Review 1

Song



Game



Unit 3

sm sn sp sw st



sm sn..... smile smoke snake snow
sp sw..... spoon spot swing swim
st..... stop test stamp fast

Story

Unit 4

sh ch tch ph wh



sh..... shell fish ship brush
ch tch..... chick lunch watch catch
ph wh..... phone dolphin whale white

Story

Review 2

Song



Game



Unit 5

voiced unvoiced

th th ck qu



voiced th..... this that mother father
unvoiced th ... three teeth think bath
ck qu..... duck rocket queen quilt
Story

Unit 6

ng nk nd nt lt mp



ng nk..... king long bank pink
nd nt..... wind hand tent paint
lt mp..... belt adult lamp camp
Story

Review 3

Song



Game



Unit 7

sk sc spr str spl squ



sk sc skunk desk scale school
spr str spray spring string strong
spl squ..... splash splint squid square
Story

Unit 8

soft soft voiced

c g s



soft c rice city ice cream cell phone
soft g giraffe orange giant cage
voiced s..... rose jeans cheese legs
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
- Includes interactive activities with every lesson to use in class

Oxford Phonics World Readers

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

Teaching Techniques

Teaching Phonics

Teaching children to read, write, and speak in a rich, complex language such as English is no easy task. Where does one begin? The first step involves providing students with a basic understanding of the Alphabetic Principle, which is the relationship between the sounds and letters of the English language. English letters are a code for English speech sounds; that is, written letters stand for the sounds of the spoken language. *Oxford Phonics World* has been carefully designed to be flexible enough to accommodate a variety of approaches, with the Alphabetic Principle firmly established as the foundation of the course in Level 1, The Alphabet.

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

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

Teaching Vocabulary

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

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

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

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

Teaching Groups and Pairs

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

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

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

Teaching with Repetition

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

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

Teaching Presentation Lessons

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

For lessons that introduce new sounds, display the Phonics 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; both can be played with any small, soft object such as a beanbag, small stuffed animal, soft ball, or a board eraser. **Version 1:** Students stand or sit in a circle. One student has the beanbag and says a sound from one of the key words, e.g., *bl*, and then tosses, rolls, or slides the beanbag to another student who completes the word, e.g., *ack* (for *black*) or *anket* (for *blanket*). Students cannot repeat the word that was said before theirs. **Version 2:** Line up the Phonics Cards in the front of the room. Students take turns tossing the beanbag onto a card. Students say the name of the card that is closest to where the beanbag lands.

Bingo practices listening and vocabulary. Give every student a three-by-three square grid or have him or her draw one on a piece of paper. Students select nine Student Cards randomly on their Bingo grid with the images face-up. Call out cards from the unit. When a student has one of the cards that you call out, they turn it over or cover it. The first student who turns over or covers three Student Cards in a horizontal, vertical, or diagonal row and shouts *Bingo!* is the winner. Have students reposition their Student Cards or choose new ones and repeat as time permits.

Buzzers practices speaking and vocabulary. Divide students into two teams. A player from each team comes to a central desk at the front, with two “buzzers” on it. Show a Phonics Card. The first student to slap their buzzer and correctly say the 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 a different Phonics Card on each chair. Say the name 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 practices speaking and vocabulary. Divide students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word. Students go back to their groups and silently act the word out for the others to guess. This can also be played as a class.

Down the Line practices vocabulary and speaking. Place shuffled Phonics Cards in a line on the floor. Divide students into two teams. Starting at opposite ends, have a student from each team go down the line of cards, saying each one in a race to get to the other end. If students meet at the same card, have them play **Rock, Paper, Scissors**. The winner says a word that begins with a sound you give them. Then they may proceed with the game. For added challenge, use multiple sets of cards to make the lines longer.

Finish the Word (Buzzers) practices listening and speaking. Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. You say a part of a word that doesn’t include the target blend or digraph, such as *ag*. Students race to slap their buzzer and say the complete word: *flag*.

Hop and Say practices listening and speaking. Have students stand in a line at the front of the class. Give each one a Student Card. When you call a word, students with that card hop forward and repeat the word. Call several different cards. Then have students trade cards and play again.

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

Line Up practices listening and speaking. Give each student one Student Card. Name four cards in any order. Students get into groups of four and line up to match your order. Groups hold up their cards and each student shouts their card’s name. Then students trade cards. Repeat, changing the order each time. For greater challenge, play with Letter Cards and have students line up to spell the word you call.

Make Your Own Story practices reading, writing, and speaking. Give each student a piece of paper. Have them draw four story frames like the story frames in the Student Book. Have them illustrate their own stories and include pictures that represent the key words. Be sure that students do not copy the story directly 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 groups of three or four. Give paper and crayons to each group. Whisper a key word to one

student from each group. Without speaking, students return to their groups and draw a picture of the key word. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.

Pop Up practices listening and speaking. Tell students which phonics sound to listen for and then slowly and clearly say several of the key words, one of which includes the target sound. Students stand when they hear the target sound and sit when a different sound is said. For added challenge, divide the class into teams and assign a different sound to each.

Rhythm Circle practices speaking and vocabulary in a chant like way. 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 then snapping their fingers (*snap, snap*) as they speak. You call out a sound, e.g. /sh/. Students take turns around the circle to say different key words that begin with that sound: *slap, slap, clap, clap, (brush, brush)*, and so on, until you change the sound.

Sound Bee practices listening and speaking. This is a classic spelling bee, but you cue the words with sounds. All students stand. You sound out a word, e.g., /bl/, *ack*, and the first student must say it and spell it correctly: *black, b-l-a-c-k*. If it is incorrect, the student must sit down. Continue around the room with different words. Or play the traditional way: you say the word, and the student spells it. Include new words from the stories and *Now try these!* words.

Spelling Race practices listening, speaking, and writing. Divide the class into three or four teams. Each team lines up facing the board. The first student has a piece of chalk or a marker. Say one of the key words. The first team member in each line races to the board to write the first letter of the word, the second member writes the second letter, and so on, until they've spelled the whole word. The team sounds the word out and then says it. The first team to finish wins. Repeat with the other words.

Teacher's Mistake practices listening and speaking. Show several Phonics Cards and say the name of each. Occasionally, say the wrong name for a card. Students repeat after you if the name is correct. If the name is incorrect, students raise their hands and shout the correct name.

Telephone practices listening and speaking. Have the class form one line. Whisper a different sound and key word to the student at each end, e.g., /ch/, *ick, chick*,

and *wa, /tch/, watch*. Students whisper the sounds and key words along the line. No repeating allowed. When the sounds and key words reach the opposite ends, have the students on the ends say the original sound and key word. This can also be played with sounds only, or words only.

Touch practices listening and speaking. Divide students into groups of five or six and have them stand around a desk. Spread the Student Cards, picture-side up, on the desk in the middle of each group. Model the game for them, saying the name of a card and having students repeat it as they touch the correct Student Card as quickly as possible. Then have one student be the leader and say the next word. Repeat so that each student gets the chance to be the leader.

What's in the Cap? practices listening and speaking. Put several Phonics Cards in a cap (or any other container). Divide students into pairs and arrange the pairs in a circle. Pairs pass the cap. In this version, one partner says a word to guess what the card will be, and the other partner takes a card from the cap and says the word. If the card and guess match, the pair remains standing. If they don't match, the students sit down. To make it easier, students just guess the beginning blend.

Word Builder practices listening, speaking, and spelling. Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, e.g., /dr/, *ess*. 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.

Word Families practices listening and speaking. Play this when reviewing multiple word families. Divide students into groups of three or four. Each group uses a set of shuffled Student Cards. When you say *Go!* students put the Student Cards into separate sound groups. The first group to finish wins. Have the winning group read their cards aloud to check their answers.

Word Trace Relay practices writing. Divide the class into groups of four or five and put them in lines facing the board. 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 on each other's backs down the line. The first student in each line races to the board and writes the word and says it. The first student to do so correctly wins a point for their team. Play until all students have had a chance to be first and last in line.

Lesson 1 Objectives:

- Learn /b/, /bl/, /k/, /kl/ and /c/
- Learn four new key words

Key Words: black, blanket, clock, club

Materials:

Phonics Cards 1–4
CD1 Tracks 03–06

Warm Up

Review and sing the Alphabet Song.

Use Pages 4–5

A. Listen and learn.

Model exercise A. Then play CD1 Track 03.

This is black.	This is a clock.	CD1 03
/b/ /l/ /bl/	/k/ /l/ /kl/	
/b/ /l/ /bl/	/k/ /l/ /kl/	
/b/ ack, black	/k/ ock, clock	
/b/ ack, black	/k/ ock, clock	

Show students how to blend. Write the letter *b* on the board and say the sound: /b/. Then write the letter *l* and say: /l/. Run your finger under the letters *bl* as you say /bl/. Have the class repeat after you. Then write the word *black*. Say: /b/, *ack*, *black*. Then have the class repeat. Do the same for *clock*.

B. Listen, point, and read.

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

- | | |
|-----------------------|-------------------|
| 1. /b/ ack, black | CD1
04 |
| /b/ ack, black | |
| 2. /b/ anket, blanket | |
| /b/ anket, blanket | |
| 3. /k/ ock, clock | CD1
05 |
| /k/ ock, clock | |
| 4. /k/ ub, club | |
| /k/ ub, club | |


Use the key word Phonics Cards to practice the words. Show a card, have

Unit 1

bl cl br cr fl gl


A Listen and learn. disc 1
03

b + **l** = **bl**




black


B Listen, point, and read. disc 1
04

1. 


black

2. 

blanket

3. 

clock

4. 

club

4 Unit 1

the class say the blend, the rest of the word, and then read the entire word: /bl/, *ack*, *black*. Help with the pronunciation of /b/ and /l/ sounds as they can be difficult for some students. Continue with the other words.

C. Listen, read, and match.

Play CD1 Track 05. Have students match the words they hear with the pictures.

- | | | |
|---------------------|-----------------|-------------------|
| 1. clock, clock | 3. club, club | CD1
05 |
| 2. blanket, blanket | 4. black, black | |

Check the answers with the class. Then use the key word Phonics Cards. Hold up two Phonics Cards and sound out one of them such as /kl/, *ock*. The class repeats the sounds as they point to the correct card.

D. Read and check.

Have students do exercise D on their own. When they have finished, check the answers with the class. Then say a key word and have students say the sentence it is in. For further practice, do a quick dictation activity: say a sentence and have students draw a picture of it. For example: *The clock is on the blanket.* Repeat as time permits.

C Listen, read, and match.

disc 1
05

1. clock
club
2. blanket
blue
3. club
blanket
4. clue
black
-

D Read and check.

1. The bee on the bud is yellow and blue.
 The bee on the bud is yellow and black.
2. The kids are in a club.
 The kids are in a cave.
3. Can you see the blue clock?
 Can you see the blue clue?
4. I have a black coat.
 I have a black blanket.

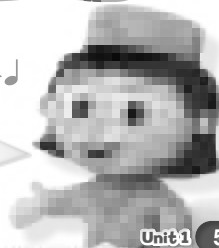


E Listen and chant. Then read.

disc 1
06



Our club has a blue clock
and a black blanket.



Unit 1 5

- Odd One Out.** Display two *bl* and one *cl* 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 begin with the same blend. Then play again with two *cl* cards and one *bl* card.
- 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 blend, such as /kl/. All the students in the circle try to keep the rhythm going while individual students take turns saying a key word that includes the target sound: *slap, slap, clap, clap, (club), (club)*. Have students continue until you change the target sound.
- Sound Bee** (p. 9). All students stand. In this version, you sound out a word, e.g.: /bl/, *ack*, and the first student must say it and spell it correctly: *black, b-l-a-c-k*. If the student is incorrect, he or she must sit down. Continue around the room with different words until only one student is left standing.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 2. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

E. Listen and chant. Then read.

Play CD1 Track 06. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Repeat the chant, and assign a motion to each key word. Have the class repeat the chant, doing the motions each time they hear the words.

Club, clock, black, blanket
Club, clock
Black, blanket
Black, blanket, club, clock
Our club has a blue clock
And a black blanket
Our club has a blue clock and a black blanket.

CD1
06

Lesson 2 Objectives:

- Learn /br/, br, /kr/, and cr
- Learn four new key words

Key Words: broom, bride, crab, crocodile

Materials:

Student Cards 5–8
Letter Cards
CD1 Tracks 07–11

Warm Up

Play **Say It** using the Lesson 1 Phonics Cards.

Use Pages 6–7

A. Listen and learn.

Model exercise A. Then play CD1 Track 07.

This is a broom.	This is a crab.
/b/ /r/ /br/	/k/ /r/ /kr/
/b/ /r/ /br/	/k/ /r/ /kr/
/br/ oom, broom	/kr/ ab, crab
/br/ oom, broom	/kr/ ab, crab

CD1
07

Write the word *broom* on the board and run your fingers under the letters *br* as you say /br/. Then say: /br/, oom, broom. Then have the class repeat. Do the same for *crab*.

B. Listen, point, and read.

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

1. /br/ oom, broom
/br/ oom, broom
2. /br/ ide, bride
/br/ ide, bride
3. /kr/ ab, crab
/kr/ ab, crab
4. /kr/ ocodile, crocodile
/kr/ ocodile, crocodile

CD1
08

Then point to a picture in the book at random and have the class sound out

and say the word, such as: /kr/, *ab*, *crab*. Help with the pronunciation of /b/ and /r/, as they can be difficult for some students. Continue with the other words.

C. Which ones have the same sounds? Listen and circle.

Have students look at the pictures. Then play CD1 Track 09. Have students listen and circle the pictures.

1. crocodile, club, crab
2. broom, black, blanket
3. clock, broom, bride

CD1
09

Check the answers with the class. Then randomly say one of the key words and have students say the other word that has the same sound: *crocodile*–*crab*.

D. Listen and circle. Then write.

Play CD1 Track 10. Have students complete the activity.

1. crab, crab
2. broom, broom
3. black, black
4. crocodile, crocodile
5. clock, clock
6. bride, bride

CD1
10

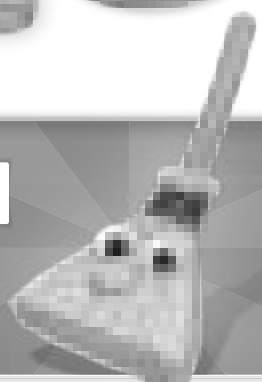
Check the answers with the class. Then invite a student to come the board.

bl cl br cr fl gl

A Listen and learn. disc 1 07

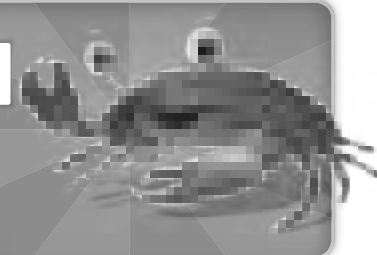
b + r = br

b r o o m





c + r = cr

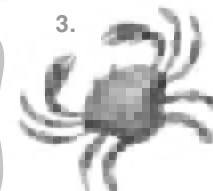
c r a b




B Listen, point, and read. disc 1 08

1. 
broom

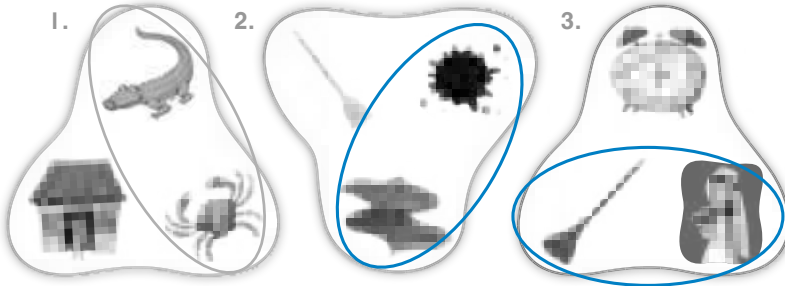
2. 
bride

3. 
crab

4. 
crocodile

6 Unit 1

C Which ones have the same sounds? Listen and circle. disc 1 09



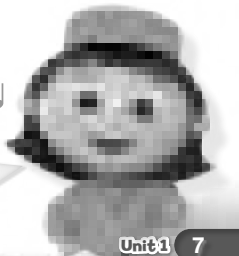
D Listen and circle. Then write. disc 1 10

1. cr ocodile ab	<input type="text" value="crab"/>	2. br oom ide	<input type="text" value="broom"/>
3. bl anket ack	<input type="text" value="black"/>	4. cr ab ocodile	<input type="text" value="crocodile"/>
5. cl ock ub	<input type="text" value="clock"/>	6. br ide oom	<input type="text" value="bride"/>

E Listen and chant. Then read. disc 1 11



The bride wants a broom,
a crab, and a crocodile.



Unit 1 7

- Sound Families** (p. 9). Divide students into teams of three or four. Each team uses a set of shuffled Lesson 1 and Lesson 2 Student Cards. Write these categories on the board: *bl*, *cl*, *br*, and *cr*. When you say *Go!* teams put their cards into the categories. The first team to categorize their words correctly wins. Have students reshuffle their cards at the end of each round. Repeat as time permits.
- Blend Time**. Use Letter Cards *b*, *l*, *c*, *r* to make the blends *bl*, *cl*, *br*, and *cr*. Give each student one card. Play music or a chant from the unit. Students walk around the room. Stop the music and call out a blend and one of the associated key words, e.g.: /*kr*/ as in *crab*. The students with the *c* and *r* cards must find a partner to form a blend. Check that students found the correct partner by having pairs show their cards and say the blend and the word: /*kr*/, *crab*. Repeat with other words. After some time, have students switch cards and play as time permits.
- Tongue Twisters**. Write a tongue twister on the board using the key words, such as: *The bride uses the black broom in the club*. 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. Invite students to create their own.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 3. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

When you say a word, the student repeats it and writes the blend.

E. Listen and chant. Then read.

Play CD1 Track 11. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

CD1 11

Bride, broom, crab, crocodile
 Bride, broom
 Crab, crocodile
 Crab, crocodile, bride, broom
 The bride wants a broom,
 A crab, and a crocodile
 The bride wants a broom, a crab, and
 a crocodile.

Divide the students into groups that correspond to key words in the chant. Have the students in each group stand up and sit down quickly when they hear their word.

Lesson 3 Objectives:

- Learn /fl/, *fl*, /gl/, and *gl*
- Learn four new key words

Key Words: fly, flag, globe, glass

Materials:

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

Warm Up

Play **Pop Up** (p. 9) to review the words learned so far. For added challenge, divide the class into two teams representing l-blends (*bl*, *cl*) and r-blends (*br*, *cr*).

Use Pages 8–9

A. Listen and learn.

Model exercise A. Then play CD1 Track 12.

This is a fly.	This is a globe.
/f/ /l/ /fl/	/g/ /l/ /gl/
/f/ /l/ /fl/	/g/ /l/ /gl/
/fl/ y, fly	/gl/ obe, globe
/fl/ y, fly	/gl/ obe, globe

CD1
12

Show students how to blend by writing the word *fly* on the board and running your fingers under the letters *fl* as you say /fl/. Have students repeat after you. Then say /fl/, y, *fly*, and have the class repeat. Do the same for *globe*.

B. Listen, point, and read.

Play CD1 Track 13. Have students point as they read the words.

1. /fl/ y, fly
/fl/ y, fly
2. /fl/ ag, flag
/fl/ ag, flag


CD1
13

bl cl br cr fl gl

A Listen and learn. disc 1 12


f + l = fl

fly



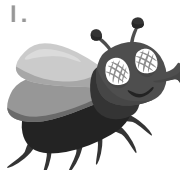
g + l = gl

globe



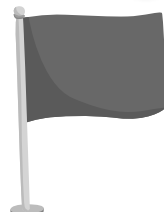
B Listen, point, and read. disc 1 13

1.




fly

2.




flag

3.



globe

4.



glass

8 Unit 1

3. /gl/ obe, globe
/gl/ obe, globe
4. /gl/ ass, glass
/gl/ ass, glass

picture with that sound and write the word. Play CD1 Track 14. Have students repeat the words as they circle the pictures.

- | | |
|-----------------|-----------------|
| 1. flag, flag | 3. glass, glass |
| 2. globe, globe | 4. fly, fly |

CD1
14

Check the answers. Then say one of the words and have students call out its blend.

D. Circle and write.

Model the first one. Point to the letters and say /gl/, *ass*, *glass*. Show students where to circle the word. Then have

Then point to a picture in the book at random and have the class say the blend, the rest of the word, and the name, e.g.: /gl/, *obe*, *globe*. Help students pronounce the /l/ sound. Continue with the other words.

C. Listen and write. Then circle.

Point to the pictures and say the words. Then show students how to circle the

C Listen and write. Then circle.

disc 1
14

1.

2.

3.

4.

D Circle and write.

1. a s g l a s s l y f l i d e 2. b l g f l o b c r e f l y l e

3. g l y o f l a g b r u b a s 4. n k e t f g l o b e c l a g

E Listen and chant. Then read.

disc 1
15



I see a fly on the globe
and a glass on the flag.



Unit 1 9

- Finish the Word (Buzzers)** (p. 8). Divide students into two teams. A player from each team comes to a central desk at the front with two “buzzers” on it. You say the last part of a word, such as *ag*. The students race to slap their buzzers and say the complete word, e.g.: *flag*.
- Line Up** (p. 8). Give each student one *fl* or *gl* Student Card. When you say the four key words in any order, students get into groups of four at the front of the room and line up to match your order. Have each student say his or her word. Then have students trade cards. Repeat as time permits. This can also be played with sets of Letter Cards that correspond to the key words. Students line up to spell the words.
- Telephone** (p. 9). Have the class form one long line. Whisper a different sound and key word to the student at each end, such as /fl/, *y*, *fly* and /gl/, *obe*, *globe*. Students whisper the sounds and key words along the line. No repeating allowed. When the sounds and key words reach the opposite ends, have the students on the ends say the sounds and key words. 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 Level 4 Workbook*, p. 4. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

the students do the activity. After they finish, check their answers. Then write the key words scrambled on the board (such as *g e o b l*) and have four students come to the board to unscramble each one and write it correctly (e.g., *globe*).

E. Listen and chant. Then read.

Play CD1 Track 15. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

I see a fly on the globe
And a glass on the flag
I see a fly on the globe and a glass on the flag.

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, find the Phonics Cards, and then repeat the chant. Students point to the Phonics Cards as they say the chant. Repeat the chant as often as time permits, “hiding” the Phonics Cards in different places each time.

CD1
15

- Fly, globe, glass, flag
- Fly, globe
- Glass, flag
- Glass, flag, fly, globe

Lesson 4 Objectives:

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

New Words: mess, sweep, wipe

Sight Words: their, clean, away, it's

Materials:

Letter Cards

CD1 Tracks 16–17

Warm Up

Play **Teacher's Mistake** (p. 9). Show the picture side of the Phonics Cards and say each word. 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.

Use Pages 10–11

A. Read and write.

Before students do exercise A, point to the word labels and elicit the difference between *l*-blends and *r*-blends. Have students repeat the blend sounds after you. Then have students say each word twice before writing it in the correct column. After students complete the exercise, check the answers. Draw a line down the board and label one side *l* and the other side *r*. Have students take turns coming to the board to write a word in the correct column and underline the *l*-blend or draw a box around the *r*-blend. Leave this on the board.

Now try these! Listen, unscramble, and write.

Have students find the beginning blends in the scrambled *Now try these!* words. Then play CD1 Track 16.

- | | |
|-----------------|-----------------|
| 1. block, block | 4. crane, crane |
| 2. clean, clean | 5. flute, flute |
| 3. brick, brick | 6. glide, glide |

CD1
16

Check the answers with the class. Then elicit which column each word goes in and have students write it on the board. Draw pictures of the words or elicit the pairs that rhyme: *clock*–*block* and *bride*–*glide*.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD1 Track 17. Have the students listen to the story once.

The Club

1. The fly, the crab, and the crocodile are friends. This is their club.
2. Our club is a mess. We need to clean up!
I can use the broom to sweep.
3. I can put away the blanket and put up the flag.
I can wipe the globe with a rag.
4. Now our club is clean!
Look at the clock. It's time to eat!

New words: mess, sweep, wipe

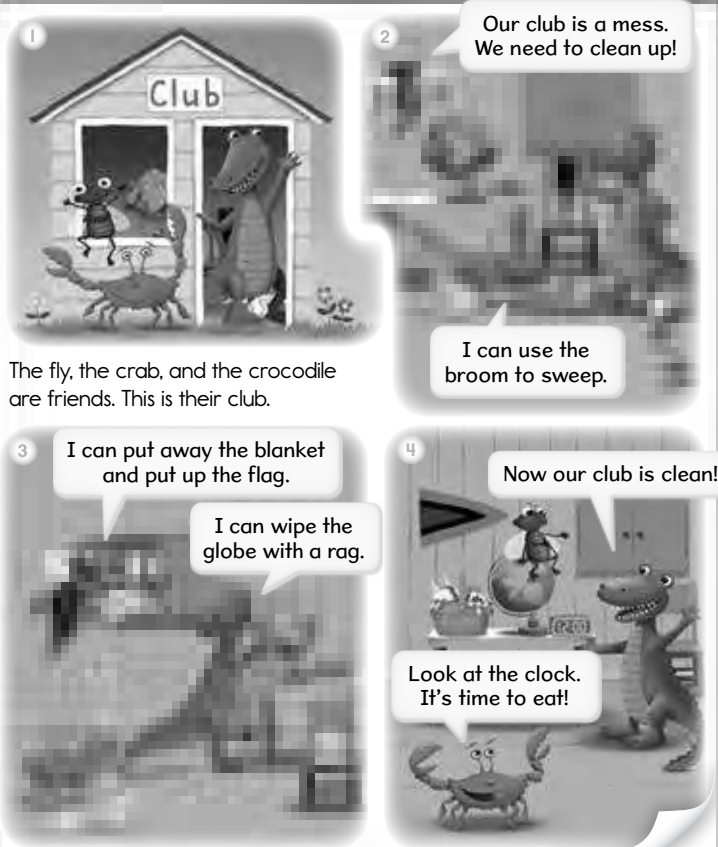
Sight words: their, clean, away, it's

CD1
17

Story

B Look and listen. Read along. disc 1 17

The Club



The fly, the crab, and the crocodile are friends. This is their club.

I can put away the blanket and put up the flag.

I can wipe the globe with a rag.

I can use the broom to sweep.

Now our club is clean!

Look at the clock. It's time to eat!

New words: mess sweep wipe Sight words: their clean away it's

Unit 1 11

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 the 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 fly, crab, and crocodile to three students. Encourage students to have fun while they act out the story. When they are finished, choose different students to act out the story. Repeat as time permits.
- New words.** Point to the new words and pronounce them clearly. Have the students repeat them. Then have the students read the new words by themselves. Read the story once again and have students raise their hands each time they read and hear a new word.
- Sight words.** Read and point to the sight words and have students repeat. Then say a sight word and have students find and say the sentence it is in.

- Picture Game** (p. 8). Divide the class into groups of four and give each some paper and crayons. Whisper a key word from Unit 1 to a student from each group. Without speaking, the student must draw a picture that represents the word for his or her group to guess. For added challenge, say a simple sentence to be illustrated, such as *The fly puts up the flag.*
- Word Builder** (p. 9). Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the unit, such as /br/, oom. 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.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames 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 copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, 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 /fr/, *fr*, /gr/, and *gr*
- Learn four new key words

Key Words: frog, Friday, green, grass

Materials:

Student Cards 13–16
CD1 Tracks 18–21

Warm Up

Quickly review the sounds learned in Unit 1. Show Phonics Cards for these sounds in a random order. Have students call out the words.

Use Pages 12–13

A. Listen and learn.

Model exercise A. Then play CD1 Track 18.

This is a frog.	This is green.	CD1 18
/f/ /r/ /fr/	/g/ /r/ /gr/	
/f/ /r/ /fr/	/g/ /r/ /gr/	
/fr/ og, frog	/gr/ een, green	
/fr/ og, frog	/gr/ een, green	

Show students how to blend by writing the word *frog* on the board and running your fingers under the letters *fr* as you say /f/, /r/, /fr/, and /fr/, *og, frog*. Have students repeat after you. Do the same for *green*.

B. Listen, point, and read.

Play CD1 Track 19. Have students point as they read the words.

- | | |
|----------------------|-----------|
| 1. /fr/ og, frog | CD1
19 |
| /fr/ og, frog | |
| 2. /fr/ iday, Friday | |
| /fr/ iday, Friday | |
| 3. /gr/ een, green | CD1
20 |
| /gr/ een, green | |
| 4. /gr/ ass, grass | |
| /gr/ ass, grass | |

Then say one of the word endings, such as *een*. Have the students point to the picture in their books and say /gr/, *een, green*. Help students with pronunciation of the *f* and *r* sounds if needed. Continue with the other words.

C. Listen, read, and circle.

Play CD1 Track 20. Have students read and circle the words they hear.

1. grass, grass
2. Friday, Friday
3. frog, frog

Point to and say a word from Activity C, such as *frog*. Have students raise their hands and say another word that starts with *fr*, such as /fr/, *Friday*. Repeat with other unused words.

D. Match and write.

Model how to do the activity. Point to the word and the picture, and the trace word, as you say *frog, frog, frog*. Then show students where to write the word. Have students do exercise D on their own, and then check their answers. Do a quick **Sound Bee** (p. 9).

Unit 2

fr gr pl sl dr tr

A Listen and learn. disc 1
18

f + r = fr

 frog

g + r = gr

 green

B Listen, point, and read. disc 1
19

1.

frog

2.

Friday

3.

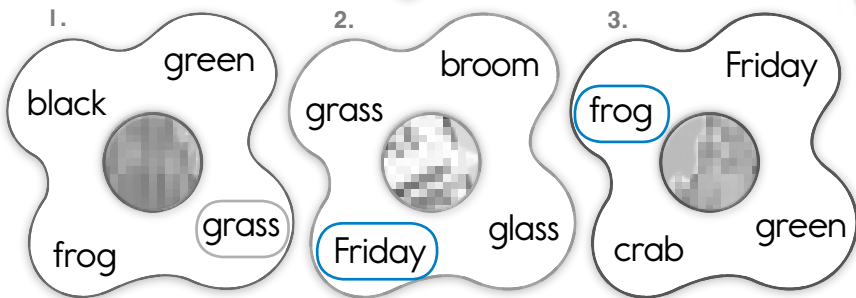
green

4.

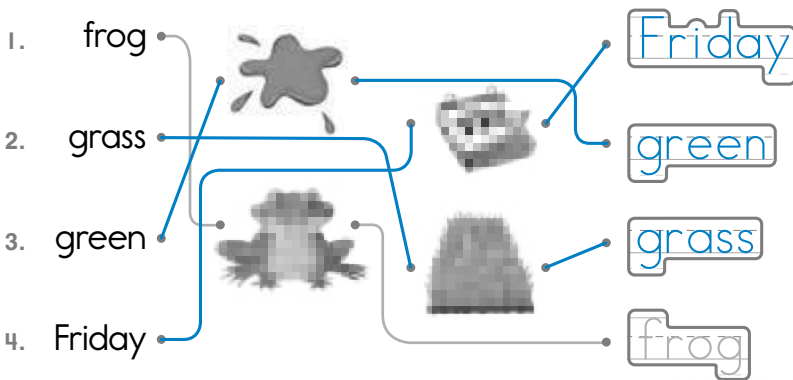
grass

12 Unit 2

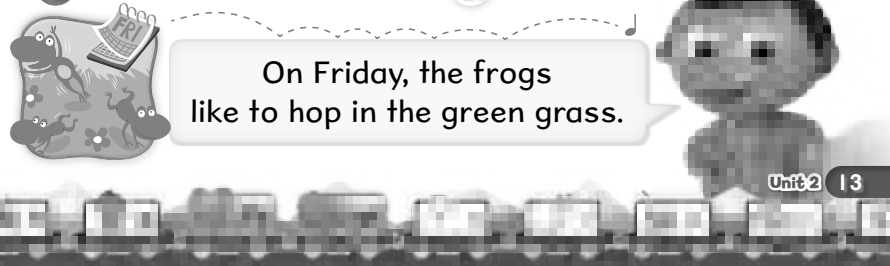
C Listen, read, and circle. disc 1 20



D Match and write.



E Listen and chant. Then read. disc 1 21



1. **Repeat You, Repeat Me.** Have students stand in a circle. Say a *gr* or *fr* 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.
2. **Down the Line** (p. 8). Use the key word 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 proceed with the game.
3. **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 *frog* card should hop forward twice. Continue to call several different cards. Then have students trade cards and play again.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, p. 6. Have students complete this page for homework or in class. See *Teacher's Book* pp. 91–93 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1

E. Listen and chant. Then read.

Play CD1 Track 21. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

Friday frog, green, grass
 Friday, frog
 Green, grass
 Green, grass, Friday, frog
 On Friday the frogs
 Like to hop in the green grass
 On Friday the frogs like to hop in the green grass.

Divide the students into groups of four. Assign one student the word *Friday*, another the word *grass*, and two students the word *frog*. Play the chant again, and have the *Friday* and *grass* students stand up and sit down quickly as their word is said, while the frogs hop when they hear their word. Assign different words and repeat as time permits.

Lesson 2 Objectives:

- Learn /p/, /pl/, /s/, /sl/ and /sl/
- Learn four new key words

Key Words: plate, play, slide, sleep

Materials:

- Phonics Cards 17–20
- Letter Cards
- CD1 Tracks 22–25

Warm Up

Play **Hot Word** (p. 8). Use the *fr* and *gr* 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.

Use Pages 14–15

A. Listen and learn.

Model exercise A. Then play CD1 Track 22.

This is a plate.	This is a slide.
/p/ /l/ /pl/	/s/ /l/ /sl/
/p/ /l/ /pl/	/s/ /l/ /sl/
/pl/ ate, plate	/sl/ ide, slide
/pl/ ate, plate	/sl/ ide, slide

CD1
22

Show students how to blend by writing the word *plate* on the board and running your fingers under the letters *pl* as you say /p/, /l/, /pl/, /pl/, *ate*, *plate*. Have students repeat after you. Do the same for *slide*.

B. Listen, point, and read.

Play CD1 Track 23. Have students point as they read the words.

- | | |
|-------------------|-------------------|
| 1. /p/ ate, plate | |
| /pl/ ate, plate | |
| 2. /p/ ay, play | |
| /pl/ ay, play | |
| 3. /s/ ide, slide | 4. /s/ eep, sleep |
| /sl/ ide, slide | /sl/ eep, sleep |


CD1
23

fr gr pl sl dr tr

A Listen and learn. disc 1 22


p + l = pl

plate




s + l = sl

slide




B Listen, point, and read. disc 1 23

1.



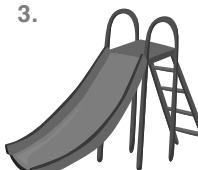
plate

2.




play

3.



slide

4.



sleep

14 Unit 2

Then say one of the word endings, such as *ide*. Have the students point to the picture of the slide in their books and say /s/, *ide*, *slide*. Help with pronunciation of the *l* sound as it can be difficult for some students. Continue with the other words.

C. Listen and match.

Play CD1 Track 24 and have students match the words they hear with the pictures.

- | | |
|-----------------|-----------------|
| 1. slide, slide | 3. sleep, sleep |
| 2. plate, plate | 4. play, play |

CD1
24

Check the answers with the class. To extend the activity, write the word endings on the board (*ay*, *eep*, *ate*, *ide*) and have students come up and write the beginning blend for each. Have students underline the blend letters (*pl* and *sl*) and say the words.

D. Unscramble and write.

Have students do activity D on their own. Check the answers with the class. If time permits, play **Word Builder** (p. 9). Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, such as /pl/, *ate*. Pairs race to be first to

C Listen and match. disc 1 24

1. sl ay

2. pl eep

3. sl ide

4. pl ate

Connections: 1. sl -> slide, 2. pl -> plate, 3. sl -> sleep, 4. pl -> play.

D Unscramble and write.

1. eslpe 2. alept 3. sdeil 4. lyap

E Listen and chant. Then read. disc 1 25

We play on the slide,
and then we go to sleep.

Unit 2 15

- 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. Students say the initial blend and the name of the card that is closest to where the beanbag lands. Repeat so that each student has a turn.
- 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 one letter of the word. Then that student must pass the piece of chalk or their 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.
- 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 groups 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

- Oxford Phonics World Level 4 Workbook*, p. 7. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

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.

E. Listen and chant. Then read.

Play CD1 Track 25. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

We play on the slide,
And then we go to sleep
We play on the slide, and then we go
to sleep.

Then play the chant again and assign key words to different groups of students, 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.

Play, slide, sleep
Play, slide
Slide, sleep
Play, slide, sleep
Sleep, slide, play

CD1
25

Lesson 3 Objectives:

- Learn /dr/, *dr*, /tr/, and *tr*
- Learn four new key words

Key Words: drum, dress, truck, tree

Materials:

- Phonics Cards 21–24
- Student Cards 21–24
- CD1 Tracks 26–29

Warm Up

Play **What's Missing?** Show a set of *pl* and *sl* Phonics Cards. Leave one card out. Students raise their hands to identify the missing card. For added challenge, include cards from the previous lesson.

Use Pages 16–17

A. Listen and learn.

Model exercise A. Then play CD1 Track 26.

This is a drum.	This is a truck.	CD1 26
/d/ /r/ /dr/	/t/ /r/ /tr/	
/d/ /r/ /dr/	/t/ /r/ /tr/	
/dr/ um, drum	/tr/ uck, truck	
/dr/ um, drum	/tr/ uck, truck	

Show students how to blend by writing the word *drum* on the board and running your fingers under the letters *dr* as you say /d/, /r/, /dr/, /dr/, *um*, *drum*. Have students repeat after you. Do the same for *truck*.

B. Listen, point, and read.

Play CD1 Track 27. Have students point as they read the words.


- | | |
|--------------------|---------------|
| 1. /dr/ um, drum | CD1
27 |
| /dr/ um, drum | |
| 2. /dr/ ess, dress | |
| /dr/ ess, dress | |
| 3. /tr/ uck, truck | |
| 4. /tr/ ee, tree | |
| /tr/ uck, truck | /tr/ ee, tree |

fr gr pl sl dr tr

A Listen and learn. disc 1 26

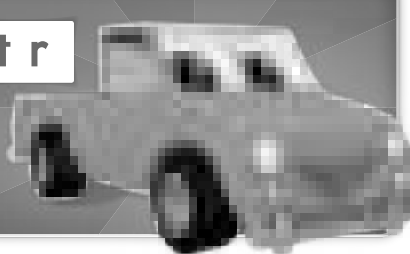
d + r = dr

drum




t + r = tr

truck




B Listen, point, and read. disc 1 27

1.




drum

2.




dress

3.




truck

4.



tree

16 Unit 2



Say a word ending, such as *ess*. Have students point to the picture in their books and say /dr/, *ess*, *dress*.

C. Listen and circle.

Play CD1 Track 28. Have students circle the words they hear and the matching pictures.









- | | | |
|-----------------|---------------|-----------|
| 1. truck, truck | 3. tree, tree | CD1
28 |
| 2. dress, dress | 4. drum, drum | |

As further reinforcement, hold up two target Phonics Cards and say one of the words. The class repeats the word as they point to the correct card.

D. Read and write.

Have students use the pictures to complete the sentences. After students have finished, check the answers with the class. Then divide the class into two teams. Have one student from each team come to the board. Say a simple sentence such as, *We play the drum in a truck* and have the students race to draw that picture on the board. Repeat as time permits.

C Listen and circle. disc 1 28

1. truck drum  
2. green dress  
3. tree truck  
4. bride drum  

D Read and write.

1. The woman likes her blue dress. 
2. I ride in the truck with my dad. 
3. A fox lives under the tree. 
4. She can play her new drum. 

E Listen and chant. Then read. disc 1 29

I put a drum
in the truck by the tree.

E. Listen and read. Then chant.

Play CD1 Track 29. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

CD1
29

Drum, truck, tree
Drum, truck
Truck, tree
Drum, truck, tree
Tree, truck, drum
I put a drum
In the truck by the tree
I put a drum in the truck by the tree.

Divide students into groups of three, each with a target Student Card. Play the chant again. Have students hold up their cards as they chant their words.

- Speed Sounds.** Have the students stand. Assign a target sound (*dr* or *tr*) to each student and have the class listen as you say, in a random order, any of the words covered in Unit 2. Insert a key word with the target sound occasionally. Students must quickly repeat the target sound when they hear it. Students who don't repeat quickly enough must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins.
- Match the Order.** Display the Phonics Cards in a row, picture-up. Have teams of four stand around a desk. Place a set of Student Cards on each desk, word-up, so that students cannot see the pictures. When you say *Go!* the teams arrange their cards to match the order of displayed cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat.
- Sentence Share.** Divide the class into pairs. Say a sentence, such as *He plays the drum under the tree.* Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures. For added challenge, say several sentences at one time.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 8. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 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 and sight words

Key Words: drive, park, Saturday, late

Sight Words: bring, all

Materials:

Student Cards 13–24
CD1 Tracks 30–32

Warm Up

Play **Guess the Next Card**. Show the Unit 2 Student Cards one at a time. Students call out the name of the next card to guess what it will be.

Use Pages 18–19

A. Listen and write.

Play CD1 Track 30. Have students repeat the words that they hear and write them in the correct columns.

green, green	slide, slide
frog, frog	dress, dress
plate, plate	play, play
drum, drum	tree, tree
truck, truck	sleep, sleep
Friday, Friday	grass, grass

CD1
30

Check the answers. Draw a line down the board and label one side *r* and the other side *l*. Have students take turns to come to the board to write a word in the correct column and underline the *l*-blend or draw a box around the *r*-blend. Leave this on the board.

Now try these! Listen and circle.

Play CD1 Track 31. Have students circle the letters to make the words they hear.

1. slow, slow	4. plug, plug
2. frame, frame	5. grape, grape
3. train, train	6. drink, drink

CD1
31

fr gr pl sl dr tr

A Listen and write. disc 1 30

fr gr dr tr **pl sl**

green Friday plate

frog dress slide

drum tree play

truck grass sleep

Now try these! **Listen and circle.** disc 1 31

1. sl ow 2. fl ame 3. pl ain

gr fr tr

4. pl ug 5. dr ape 6. dr ink

sl gr bl

Were you right?

18 Unit 2

Have students come to the board to write the *Now try these!* words in the correct columns. For added practice, say one of the *Now try these!* words and have students say a word from the top part of exercise A that begins with the same blend.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD1 Track 32. Have students listen to the story once.

Happy Frogs

1. The green frogs live in a big tree.
2. On Friday, they drive their truck to the park. They bring a lot of food and plates.
3. Some frogs drum, and some frogs swim. They hop in the grass and play on the slide.
4. On Saturday, all the frogs sleep late!

New words: drive, park, Saturday, late
Sight words: bring, all

CD1
32

Story

B Look and listen. Read along. disc 1 32

Happy Frogs



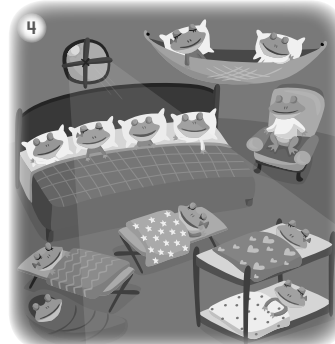
The green frogs live in a big tree.



On Friday, they drive their truck to the park. They bring a lot of food and plates.



Some frogs drum, and some frogs swim. They hop in the grass and play on the slide.



On Saturday, all the frogs sleep late!

New words: drive park Saturday late Sight words: bring all

Unit 2 19

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. 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 a narrator and several frogs to student volunteers. The narrator can pause to give the frogs time to act. Encourage students to have fun while they act out the story. When they are

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

- New Words.** Read and point to the new words and pronounce them clearly. Have the students repeat them. Then have students read the new words by themselves and locate the new words in the text of the story.
- Sight words.** Read and point to the sight words and have students repeat. Then say a sight word and have students find and say the sentence it is in.

- Word List.** Divide the class into pairs. Write the consonant blends from Unit 2 on the board (*fr, gr, pl, sl, dr, and tr*). Have students keep their books closed. Give pairs a minute to write down as many words as they can think of for each blend. The pair with the most correct words wins.
- Spell It.** Divide students into small teams. Each team has a set of key word 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.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames on page 19 in the Student Book. Have them illustrate their own stories and include pictures that represent the key words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 9. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1
- Unit 2 Online Test

Lesson Objectives:

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

Key Words:

black, blanket, clock, club
broom, bride, crab, crocodile
fly, flag, globe, glass
frog, Friday, green, grass
plate, play, slide, sleep
drum, dress, truck, tree

New Words:

mess, sweep, wipe, drive, park,
Saturday, late

Sight Words:

their, clean, away, it's, bring, all

Materials:

Phonics Cards 1–24
Student Cards 1–24
CD1 Track 33

Warm Up

Play **Hot Word** (p. 8). Use the Unit 1 and Unit 2 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 hand.

Use Pages 20–21

A. Look and listen. Sing along.

Play CD1 Track 33. Have students listen to the song.

It's Saturday. It's Saturday.
The kids go to the park and play.
She likes to go on the slide.
He likes to take a truck to ride.

They eat on a blanket on the grass.
He has a plate. She has a glass.
Mom and Dad, can you see
The bride under the big green tree?
(song repeats)

CD1
33

*It's Saturday! Let's go to the park.
Get in the car. Drive the car.
OK, stop.
Let's run and play on the slide.
Put the blanket on the grass.
It's time to eat.
Now clean up.
Let's get in the car and go home.*

Play the song again. Have students sing the words and point to the pictures that represent the key words. Then point to pictures on page 20 in a random order. Have students say the sounds and the word that corresponds to each

picture, such as /sl/, *ide*, *slide*. Continue pointing to pictures around the page as time permits and increase your speed incrementally.

B. Do the puzzle.

Model the first one for the students. Point to the picture of the bride and say the word. Then show students where the word is written.

Elicit the word for each picture, and have the class repeat each word after you. Then have students do the activity on their own. After students have finished, check the answers with the class. If time permits, play a game. Divide students into pairs and give



B Do the puzzle.

1.



2.



3.



4.



5.



6.



7.



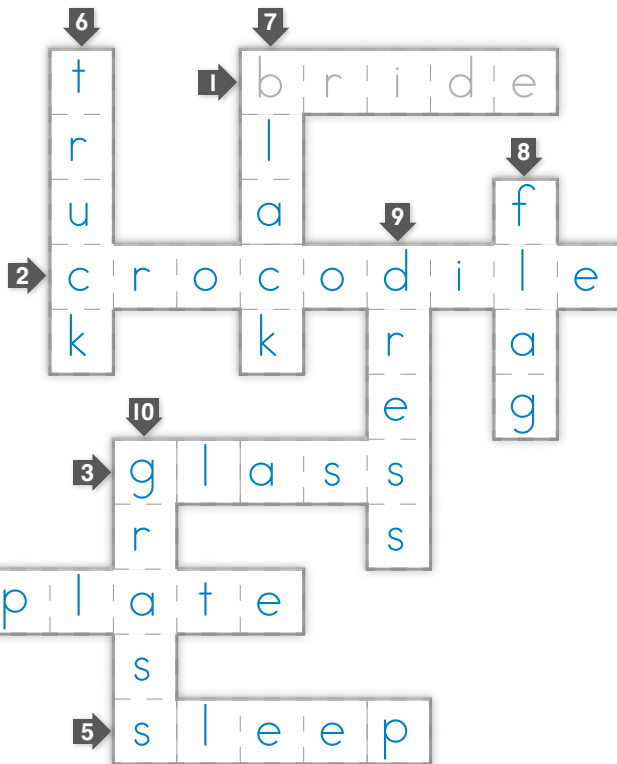
8.



9.



10.



Review 1 21

- 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 on each chair. Say the word on 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 four cards and have four teams compete for one of the four chairs.
- Sound Bee** (p. 9). Have students stand up and 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 standing as long as they spell correctly. Students who spell a word incorrectly must sit down and play from their seats. 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 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 Level 4 Workbook*, pp. 10–11. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- Oxford Phonics World Student Book 4*, 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

each a sheet of paper to write on. Say two words, such as *blanket* and *glass*. Pairs write the words, crossword puzzle style, one across, one down, in any combination that works. Give pairs a little time to write as many combinations as they can. Then invite pairs to write their puzzles on the board for the class to see.

Examples:

g
b l a n k e t
a
s
s

b
g l a s s
a
n
k
e
t

Lesson Objectives:

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

Key Words:

black, blanket, clock, club, broom
 bride, crab, crocodile
 fly, flag, globe, glass
 frog, Friday, green, grass
 plate, play, slide, sleep
 drum, dress, truck, tree

New Words:

mess, sweep, wipe, drive, park,
 Saturday, late

Sight Words:

their, clean, away, it's, bring, all

Materials:

Phonics Cards 1–24
 Student Cards 1–24
 CD1 Track 34

Warm Up

Play **What's Missing**. First review the Unit 1 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 for the Unit 2 cards. For added challenge, play again, combining all the cards for both units.

Use Pages 22–23

C. Listen and circle.

Play CD1 Track 34. Have students listen and circle the blend of the word they hear.

- | | |
|---------------|-----------------|
| 1. play, play | 4. crab, crab |
| 2. drum, drum | 5. tree, tree |
| 3. frog, frog | 6. clock, clock |

CD1
34

To check the answers, have students come to the board, write the whole word, and underline the blend. For further reinforcement, divide the class

bl cl br cr fl gl fr gr pl sl dr tr

C Listen and circle. disc 1 34

1. gl dr pl

2. sl dr br

3. fr br fl

4. gr cl cr

5. gl tr cr

6. cl bl gr

D Match and write.

1. ~~gr~~ ~~obe~~ green globe

2. ~~sl~~ ~~ide~~ slide club

3. ~~bl~~ ~~oom~~ blanket broom

4. ~~Fr~~ ~~iday~~ fly Friday

22 Review 1

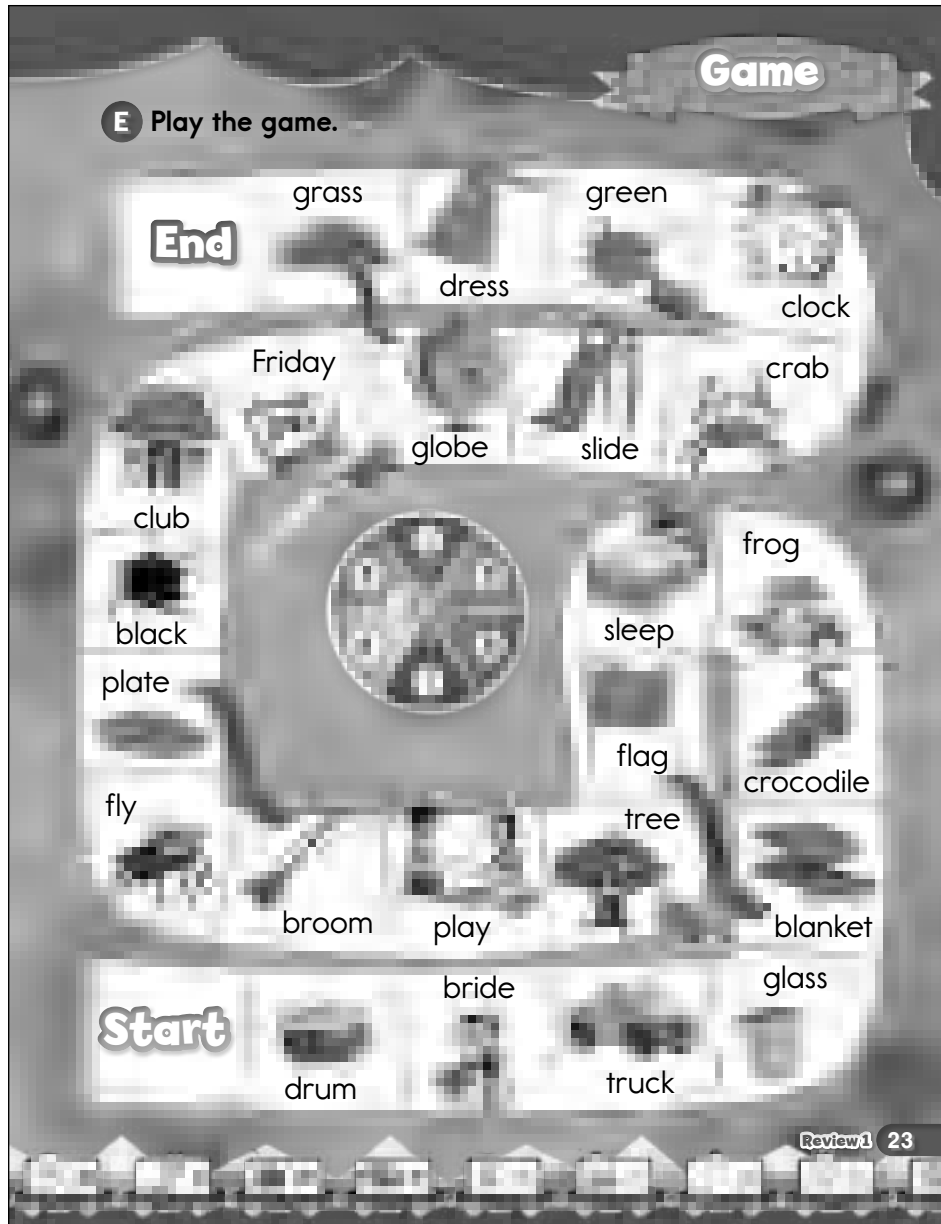
into two teams. Have a student from each team come to the board. Say a word and have students race to be the first to write it and underline the blend.

D. Match and write.

Point to individual pictures and elicit the word. Have the class repeat the word. Continue with all of the pictures in exercise D. Then have students do the activity on their own.

When students are finished, check the answers as a class. For further practice, hold up a Phonics Card and have the class say its blend and the word,

such as /kl/, *clock*. Continue with the other Unit 1 and Unit 2 cards as time permits.



E Play the game.

1. **Finish the Word (Buzzers)** (p. 8). Divide students into two teams. A player from each team comes to a central desk at the front with two “buzzers” on it. You say the last part of a word, such as *ag*. The students race to slap their buzzer and then say the complete word: *flag*.
2. **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.
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 teams to guess. The first team to guess correctly gets a point. For added challenge, say a simple sentence to be illustrated, such as *The fly can sit on the plate*. Repeat as time permits.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, pp. 10–11. Have students complete these pages for homework or in class. See *Teacher’s Book* pp. 91–93 for instructions and the answer key.
2. *Oxford Phonics World Student Book 4*, Picture Dictionary, pp. 84–88. Have students write the Unit 1 and Unit 2 key words beside the corresponding pictures.
3. iTOLS
4. Multi-ROM, disc 1

E. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object. Use a pencil to hold a paperclip over the game board spinner, and model spinning the paperclip for the students. The first student in each pair spins, moves his or her game piece ahead according to the number shown on the spinner, and says the name of the picture. If they can say the name successfully, then they can stay on that square. If not, they must move their game piece back. Then the next student

spins. Students play until one player reaches the end space.

2. Add challenge to the game by using the frogs and slides. If students land on a spot with a frog and say the word successfully, they can “hop” up to the spot where the frog lands. If students land on a spot with a slide, they slide down to the spot at the bottom of the slide. The first student to reach the end of the game board is the winner.

Lesson 1 Objectives:

- Learn /sm/, *sm*, /sn/, and *sn*
- Learn four new key words

Key Words: smile, smoke, snake, snow

Materials:

- Phonics Cards 25–28
- Student Cards 25–28
- CD1 Tracks 35–38

Warm Up

Review the sounds learned so far. Write *bl*, *cl*, *br*, *cr*, *fl*, *gl*, *fr*, *gr*, *pl*, *sl*, *dr*, and *tr* on the board. Divide the class into two teams. Say the name of a sound or a consonant blend. Students try to be the first to raise their hands and say as many words as they can remember that have the sound or blend in it. Write them, or invite students to write them, on the board.

Use Pages 24–25

A. Listen and learn.

Model exercise A. Then play CD1 Track 35.

This is a smile.	This is a snake.
/s/ /m/ /sm/	/s/ /n/ /sn/
/s/ /m/ /sm/	/s/ /n/ /sn/
/sm/ ile, smile	/sn/ ake, snake
/sm/ ile, smile	/sn/ ake, snake

CD1
35

Show students how to blend by writing the word *smile* on the board and running your fingers under the letters *sm* as you say /s/, /m/, /sm/, /sm/, *ile*, *smile*. Have students repeat after you. Do the same for *snake*.

B. Listen, point, and read.

Play CD1 Track 36. Have students point as they read the words.

1. /sm/ ile, smile
/sm/ ile, smile
2. /sm/ oke, smoke
/sm/ oke, smoke
3. /sn/ ake, snake
/sn/ ake, snake
4. /sn/ ow, snow
/sn/ ow, snow

CD1
36

Say one of the word endings, such as *oke*. Have the students point to the picture in their books and say /sm/, *oke*, *smoke*. Continue with the other words. Then point to the pictures in

random order and have students name each one.

C. Listen and number. Then match.

Play CD1 Track 37. Have students listen and number the words and then match them to the pictures.

- | | |
|-----------------|-----------------|
| 1. snake, snake | 3. snow, snow |
| 2. smile, smile | 4. smoke, smoke |

CD1
37


Check the answers with the class. For reinforcement, show the students the four key word Phonics Cards in any order, and then put them down. Have the class say the words in order. Repeat.

Unit 3 | sm sn sp sw st

A Listen and learn. disc 1
35

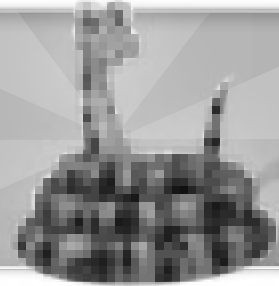
s + m = sm

smile




s + n = sn

snake




B Listen, point, and read. disc 1
36

1.




smile

2.



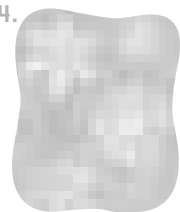
smoke

3.




snake

4.



snow

24 Unit 3



C Listen and number. Then match. disc 1 37

snow 3 smile 2 snake 1 smoke 4



D Write.

~~sn~~ ~~er~~ ~~sm~~ ~~cl~~ ~~ock~~ ~~ow~~ ~~ile~~ ~~ab~~ oke ake

1. <input type="text" value="smoke"/>		2. <input type="text" value="clock"/>	
3. <input type="text" value="smile"/>		4. <input type="text" value="snow"/>	
5. <input type="text" value="crab"/>		6. <input type="text" value="snake"/>	

E Listen and chant. Then read. disc 1 38

The black and yellow snakes smile in the snow.

Unit 3 25

- Touch** (p. 9). Have students play in groups of five or six using the key word Student Cards. 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.
- What's in the Cap?** (p. 9). Put the key word Student Cards in a cap. Put students into pairs and arrange the pairs in a circle. Pairs pass the cap. In this version, one partner says a word to guess what the card will be, and the other partner takes a card from the cap and says the word. If the card and guess match, students *smile* and remain standing. If the guess and card don't match, they sit down. For extra challenge, add the Unit 2 Student Cards. To make it easier, students just guess the beginning blend.
- Sentence Share.** Divide the class into pairs. Say a sentence, such as *The snake doesn't like snow.* 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.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 12. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

D. Write.

Model the first one for students. Point to the picture and say *smoke*. Show students where to cross off the word parts and write them. Have students do the activity on their own. Then check the answers.

E. Listen and chant. Then read.

Play CD1 Track 38. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant. Assign a motion to each key word. Have the class repeat the chant, doing the motions each time they hear the words.

CD1 38

Snake, smile, snow
 Snake, smile
 Smile, snow
 Snake, smile, snow
 Snow, smile, snake
 The black and yellow snakes
 Smile in the snow
 The black and yellow snakes smile in the snow.

Lesson 2 Objectives:

- Learn /sp/, *sp*, /sw/, and *sw*
- Learn four new key words

Key Words: spoon, spot, swing, swim

Materials:

CD1 Tracks 39–42

Warm Up

Play **Scramble**. Divide the class into two teams. Write a scrambled word on the board, such as *n e k a s*. The first team to raise their hands and successfully say the word (*snake*) wins a point.

Use Pages 26–27

A. Listen and learn.

Model exercise A. Then play CD1 Track 39.

This is a spoon.	This is a swing.	CD1 39
/s/ /p/ /sp/	/s/ /w/ /sw/	
/s/ /p/ /sp/	/s/ /w/ /sw/	
/sp/ oon, spoon	/sw/ ing, swing	
/sp/ oon, spoon	/sw/ ing, swing	

Show students how to blend by writing the word *spoon* on the board and running your fingers under the letters *sp* as you say /s/, /p/, /sp/, /sp/, *oon*, *spoon*. Have students repeat after you. Do the same for *swing*.

B. Listen, point, and read.

Play CD1 Track 40. Have students point as they read the words.


- | | |
|--------------------|-------------------|
| 1. /sp/ oon, spoon | CD1
40 |
| /sp/ oon, spoon | |
| 2. /sp/ ot, spot | |
| /sp/ ot, spot | |
| 3. /sw/ ing, swing | |
| /sw/ ing, swing | |
| 4. /sw/ im, swim | |
| /sw/ im, swim | |

sm sn sp sw st

A Listen and learn. disc 1 39

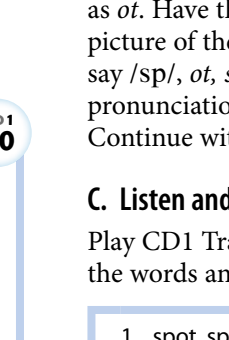
s + p = sp

spoon

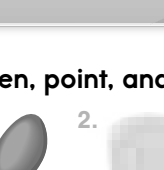



s + w = sw

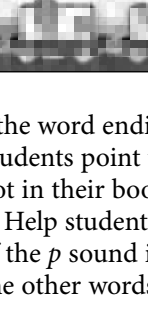
swing

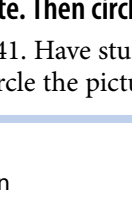


B Listen, point, and read. disc 1 40

1. 
spoon

2. 
spot

3. 
swing

4. 
swim

Then say one of the word endings, such as *ot*. Have the students point to the picture of the spot in their books and say /sp/, *ot*, *spot*. Help students with pronunciation of the *p* sound if needed. Continue with the other words.

C. Listen and write. Then circle.

Play CD1 Track 41. Have students write the words and circle the pictures.

- | | |
|-----------------|-------------------|
| 1. spot, spot | CD1
41 |
| 2. spoon, spoon | |
| 3. swim, swim | |
| 4. swing, swing | |





Check the answers with the class. To extend the activity, write the blends on the board twice: *sp*, *sp*, *sw*, *sw*. Have students come up, finish writing each word, and draw a simple picture.





D. Match and write.





Model the activity by writing the word *spoon* on the board and drawing an outline around it. Then have students do the activity on their own. To check the answers, have several students come to the board and write the words and then outline them to show the shapes of the words.





C Listen and write. Then circle.

disc 1
41




1.    




2.    




3.    




4.    

D Match and write.

1. swim   


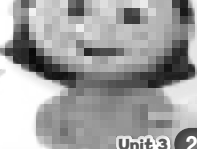
2. swing   

3. spoon   

4. spot   

E Listen and chant. Then read.

disc 1
42

 He swims in the lake and plays on the swing. 

Unit 3 27

- Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a blend, such as *sw*. Students take turns around the circle to say words with that sound, such as *slap, slap, clap, clap, (swim), (swim)*, and so on, until you change the category.
- Do As I Say**. Provide the 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, changing 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.
- Word Outlines**. Divide the class into small teams of three or four. Have a student from one team come to the board and draw the outline of a word. The other teams race to be the first to raise their hands and guess it. If the guess is correct, they get a point. If it's wrong, the team at the board gets a point. If outlining is difficult, help the student at the board by shielding him or her from the class as they write a word, outline it, and then erase the word.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 13. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

E. Listen and chant. Then read.

Play CD1 track 42. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Assign motions to the key words and have the students do the motions as they chant.

CD1
42

Swim, swim, swim, swim
Swim, swim
Swim, swim
Swim, swim, swim, swim
He swims in the lake
And plays on the swing
He swims in the lake and plays on the swing.

Lesson 3 Objectives:

- Learn /st/ and *st*
- Learn four new key words

Key Words: stop, test, stamp, fast

Materials:

- Phonics Cards 33–36
- Student Cards 33–36
- CD1 Tracks 43–46

Warm Up

Play **Guess the Next Card**. Show the *sm*, *sn*, *sp*, and *sw* Student Cards one at a time. Students call out the name of the next card to guess what it will be.

Use Pages 28–29

A. Listen and learn.

Model exercise A. Then play CD1 Track 43.

This is stop.
/s/ /t/ /st/
/s/ /t/ /st/
/st/ op, stop
/st/ op, stop

CD1
43

Show students how to blend by writing the word *stop* on the board and running your fingers under the letters *st* as you say /s/, /t/, /st/, /st/, *op*, *stop*. Have students repeat after you.

B. Listen, point, and read.

Play CD1 Track 44. Have students point as they read the words.

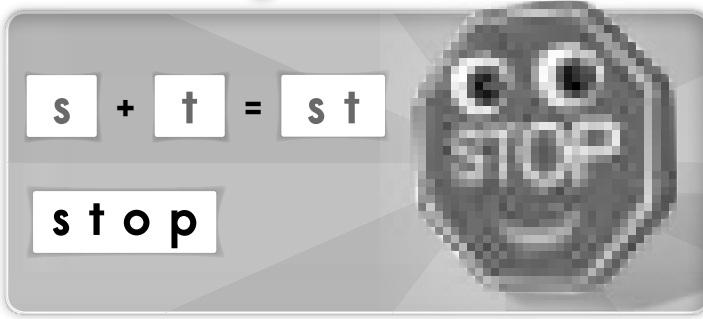
1. /st/ op, stop
/st/ op, stop
2. te /st/, test
te /st/, test
3. /st/ amp, stamp 4. fa /st/, fast
/st/ amp, stamp fa /st/, fast

CD1
44

Then write the non-*st* word parts on the board: *fa*, *amp*, *op*, *te*. Have four students come to the board and


sm sn sp sw st

A Listen and learn. disc 1
43




B Listen, point, and read. disc 1
44

1.



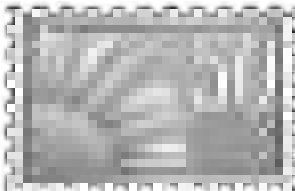
stop

2.




test

3.



stamp

4.



fast

28 Unit 3

write the *st* blend to complete each word. Then elicit from the class where each blend occurs in the word: the beginning or end. Have the students at the board underline the blends.

C. Which ones have the same sounds?

Listen and circle.

Play CD1 Track 45. Have students listen and circle the pictures with the same sounds.

1. smoke, stop, stamp
2. test, snake, stamp
3. stop, slide, fast

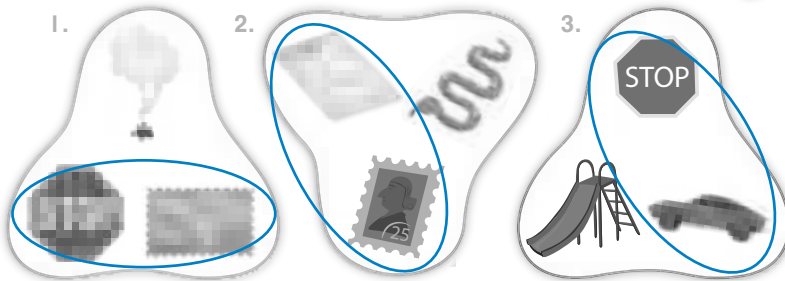
CD1
45

Check the answers with the class. Then say three words, such as *stop*, *snow*, *stamp*. Have students repeat after you and raise their hands when they say the word that doesn't sound the same (*snow*). Repeat with other words.

D. Read and check.

Have students do exercise D on their own and then check the answers with the class. Then say a key word and have students say the sentence it is in. For further practice, do a dictation activity. Say a sentence and have students draw a picture of it or write it. For example: *There is a stamp on the test*. Repeat as time permits.

C Which ones have the same sounds? Listen and circle. disc 1 45



D Read and check.

- That yellow jeep is fast.
 That yellow jeep is sad.
- Mike takes a ride on Friday.
 Mike takes a test on Friday.
- We stop the game in the rain.
 We play the game in the rain.
- She puts a spot on the mail.
 She puts a stamp on the mail.



E Listen and chant. Then read. disc 1 46



I get a red stamp
when I stop my test.



Unit 3 29

- Odd One Out.** Display the Phonics Cards and include one or two cards from the previous unit. Have students say the name of each card aloud and raise their hands when they say the name of a card that doesn't belong. 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, such as *st* and *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 enough, they must sit down and play from their seats. Continue using different target sounds. The last student still standing wins.
- Tongue Twisters.** Write a tongue twister on the board using the key words, such as *Stop fast to stamp that spot*. 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. Invite students to create their own.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 14. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

E. Listen and chant. Then read.

Play CD1 Track 46. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Stamp, stop, test
Stamp, stop
Stop, test
Stamp, stop, test
Test, stop, stamp
I get a red stamp
When I stop my test
I get a red stamp when I stop my test.

CD1
46

Divide students into four groups representing the four key words. Give every student in each group a Student Card with their group's key word. Say the chant again. When they hear their group's key word, students hold their cards high and shout the word. Enhance the activity by giving motions to each group. Repeat as often as time permits.

Lesson 4 Objectives:

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

Key Words: seasons, Fran, vacation, class, outside, tea, stir, summer

Sight Words: I'm

Materials:

Phonics Cards 25–36
Letter Cards
CD1 Tracks 47–48

Warm Up

Play **Pop Up** (p. 9) to review. For added challenge, divide the class into two teams and assign a target sound from Unit 3 to each, such as *sp* or *st*.

Use Pages 30–31

A. Read and write.

Before students do exercise A, point to and say each word and have students repeat. Point to the blend over each column, and say it two times. Students repeat after you. Have students complete exercise A. To check their work, write the column headers *sm*, *sn*, *st*, *sp*, and *sw* on the board. Have students come to the board and write the words in the correct columns. Leave the columns on the board.

Now try these! Listen, unscramble, and write.

Have students find the beginning blends in the scrambled *Now try these!* words. Play CD1 Track 47. Have students repeat the words as they write them.

- CD1 47
1. smell, smell
 2. snail, snail
 3. spell, spell
 4. sweep, sweep
 5. stone, stone
 6. mist, mist

To check the answers, have students write the words on the board in the correct columns. Have students find the word with the blend at the end: *mist*.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD1 Track 48. Have the students listen to the story once.

Seasons

- CD1 48
1. Hi, I'm Fran. In winter, my class takes a big test. Then we go on vacation!

2. We play outside in the snow. Some kids are fast on their skates. My friend and I smile. We make hot tea and stir it with a spoon.
 3. In summer, we play outside in the sun! We swim in the lake and go on the swings.
 4. I like the winter and the summer. What season do you like?
- New words: seasons, Fran, vacation, class, outside, tea, stir, summer,
Sight words: I'm

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

Story

B Look and listen. Read along. disc 1
48

Seasons



Hi, I'm Fran. In winter, my class takes a big test. Then we go on vacation!



We play outside in the snow. Some kids are fast on their skates. My friend and I smile. We make hot tea and stir it with a spoon.



In summer, we play outside in the sun! We swim in the lake and go on the swings.



I like the winter and the summer. What season do you like?

New words: seasons Fran vacation class outside tea stir summer
Sight words: I'm

Unit 3 31

1. **Word Trace Relay** (p. 9). 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. The first person in each line must correctly write the word on the board and say it to win a point for his or her team. Have students change places and repeat as time permits.
2. **Blend Time**. Use Letter Cards to make the blends *sm*, *sn*, *sp*, *sw*, and *st*. (Use multiple letter *s*'s.) Give each student one card. Students walk around the room until the music stops, and then you call out a blend and one of the associated key words, such as /*sn*/ as in *snow*. The students with the *s* and *n* cards must find a partner to form the blend. Have pairs show their cards and say the blend and the word. Repeat with other words. Then have students switch cards and play as time permits.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames on page 31 in the Student Book. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, p. 15. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 3 Online Test

- Read the story for the students. 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 Fran and her classmates. 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 different students to act out the story. Repeat as time permits. You may put students into groups according to which seasons they like.

4. **New words**. Read and point to the new words and pronounce them clearly. Have the students repeat. Then have the students read the new words by themselves. Read through the story again as time permits and have students raise their hands when they read a new word in the story.
5. **Sight words**. Read and point to the sight word and have students repeat. Then say the sight word and have students find and say the sentence it is in.

Lesson 1 Objectives:

- Learn /sh/ and *sh*
- Learn four new key words

Key Words: shell, fish, ship, brush

Materials:

- Phonics Cards 37–40
- Letter Cards
- CD1 Tracks 49–53

Warm Up

Quickly review the blends learned in Units 1–3. Show Phonics Cards for these blends in a random order. Have students call out the words and then the blends.

Use Pages 32–33

A. Listen and learn.

Model exercise A. Then play CD1 Track 49.

This is a shell. What's the beginning sound in shell?
/sh/
That's right: /sh/, shell.

CD1
49

Present the digraph *sh* by writing the word *shell* on the board. Explain that *s* and *h* together form a new sound: /sh/. Have students repeat /sh/. Then say /sh/, *ell*, *shell* and have students repeat.

B. Listen, point, and read.

Play CD1 Track 50. Have students point as they read the words.

- | | |
|--------------------|--------------------|
| 1. /sh/ ell, shell | 3. /sh/ ip, ship |
| /sh/ ell, shell | /sh/ ip, ship |
| 2. fi /sh/, fish | 4. bru /sh/, brush |
| fi /sh/, fish | bru /sh/, brush |

CD1
50

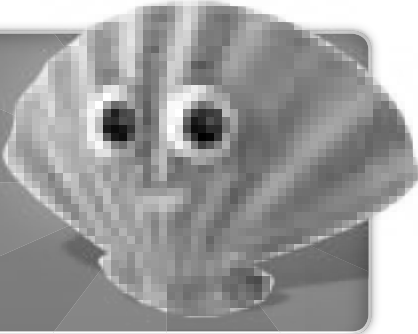
Then say one of the word parts such as *fi*. Have the students point to the picture of the fish in their books and say *fi*, /sh/, *fish*. Continue with the other words.

Unit 4 sh ch tch ph wh

A Listen and learn. disc 1
49


shell

sh



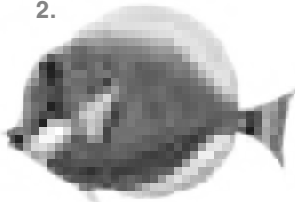
B Listen, point, and read. disc 1
50

1.



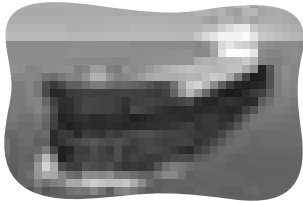
shell

2.




fish

3.




ship

4.



brush

32 Unit 4



C. Listen and circle.

Play CD1 Track 51. Have students complete the activity.

- | | |
|-----------------|-----------------|
| 1. ship, ship | 3. shell, shell |
| 2. brush, brush | 4. fish, fish |

CD1
51

Check the answers with the class. To extend the activity, hold up two Phonics Cards (one *sh* word and one from Unit 3). Say one of the words and have students point to that card. If it's a *sh* word, they should repeat it. Continue with other cards.

D. Listen and match. Then write.

Play CD1 Track 52. Have students complete the activity.

- | | |
|-----------------|-----------------|
| 1. brush, brush | 4. shell, shell |
| 2. stop, stop | 5. fast, fast |
| 3. ship, ship | 6. fish, fish |

CD1
52

Check the answers with the class. If time permits, have students come to the board and write the *sh* words. Then have them outline the entire word and underline the letters *sh*.

C Listen and circle. disc 1 51

1. snow

2. brush fish

3. shell ship

4. test fish

D Listen and match. Then write. disc 1 52

1. fi sh ip bru sh ell brush

2. fa st op te st amp stop

3. bru sh ell fi sh ip ship

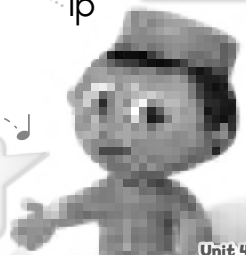
4. fi sh ip bru sh ell shell

5. te st amp fa st op fast

6. bru sh ell fi sh ip fish

E Listen and chant. Then read. disc 1 53

The kids on the ship find a shell and a fish.



Unit 4 33

- Word Builder** (p. 9). Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the unit, such as /sh/, *ip*, *ship*. 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.
- 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 groups and act it out for the others to guess. The first team to guess the correct word wins a point. This can also be played as a class.
- Telephone** (p. 9). Students form one line. Whisper different *sh* words to the students at each end of the line, students whisper the words down the line. When the words reach the opposite ends of the line, students say the word they heard. For variety, divide students into multiple lines. Say a different *sh* word at the end of each line. Students race to quietly pass the word correctly down their line. Repeat as time permits.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 16. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

E. Listen and chant. Then read.

Play CD1 Track 53. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

CD1 53

Ship, shell, fish
 Ship, shell
 Shell, fish
 Ship, shell, fish
 Fish, shell, ship
 The kids on the ship
 Find a shell and a fish
 The kids on the ship find a shell and a fish.

Have students put their heads down while you hide the *sh* Phonics Cards around the room. Then have students stand and repeat the chant. 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 /ch/, *ch*, and *tch*
- Learn four new key words

Key Words: chick, lunch, watch, catch

Materials:

- Phonics Cards 41–44
- Student Cards 41–44
- CD1 Tracks 54–57

Warm Up

Play **Guess the Next Card**. Show the *sh* Student Cards one at a time. Students call out the name of the next card to guess what it will be.

Use Pages 34–35

A. Listen and learn.

Model exercise A. Then play CD1 Track 54.

This is a chick. What's the beginning sound in chick?

/ch/

That's right: /ch/, chick.

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

/ch/

That's right: /ch/, watch.

CD1
54

Present the digraph *ch* by writing the word *chick* on the board. Explain that *c* and *h* together form a new sound: /ch/. Have students repeat /ch/. Then say /ch/, *ick*, *chick* and have students repeat.

B. Listen, point, and read.

Play CD1 Track 55. Have students point as they read the words.

1. /ch/ ick, chick
/ch/ ick, chick
2. lun /ch/, lunch
lun /ch/, lunch
3. wa /ch/, watch 4. ca /ch/, catch
wa /ch/, watch ca /ch/, catch

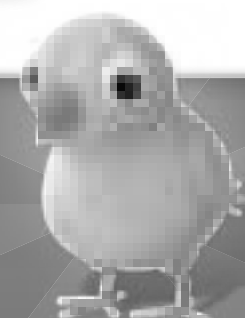
CD1
55

sh ch tch ph wh

A Listen and learn. disc 1 54


chick

ch




watch

tch




B Listen, point, and read. disc 1 55

1.




chick

2.




lunch

3.



watch

4.



catch

34 Unit 4

Explain that in *watch* and *catch* the *t* is silent, so we only say the /ch/ sound. Say *wa*, /ch/, *watch*. Have students repeat. Then randomly point to one of the pictures and have students sound it out and then say it, for example: *lun*, /ch/, *lunch*. Repeat with the other words.

C. Listen and number. Then match.

Play CD1 Track 56. Have students do the activity.

1. chick, chick 3. watch, watch
2. lunch, lunch 4. catch, catch

CD1
56

Check the answers with the class. To reinforce the activity, show the class the key word Phonics Cards in any order and then put them down. Have the class say the words back to you in order. Repeat and increase the speed.

D. Unscramble and write.

Have students do exercise D on their own. Check the answers with the class. Randomly say one of the key words in a sentence. Have the students repeat the sentence and raise their hands as they say the *ch/tch* word. For a challenge, ask students to create their own sentences.

C Listen and number. Then match. disc 1 56

lunch **2** chick **1** catch **4** watch **3**

Diagram showing connections: Lunch (2) connects to the person sitting at a table. Chick (1) connects to the chicken. Catch (4) connects to the ring. Watch (3) connects to the person running.

D Unscramble and write.

1. 2. 3. 4.

thcca hickc lchnu acwht

catch chick lunch watch

E Listen and chant. Then read. disc 1 57



The chick can catch a bug for lunch.



Unit 4 35

- 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 one letter of the word. Then that student must pass their piece of chalk or their marker to the next student, who writes the next letter. The first team to accurately write the word wins a point. Repeat as often as time permits.
- Line Up** (p. 8). Assign each student one *ch* or *tch* Student Card. When you say the four key words in any order, students get into groups of four at the front of the room and line up to match your order. Then each student says their card's word. Have students trade cards and repeat as time permits. This can also be played 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 on 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 Level 4 Workbook*, p. 17. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

E. Listen and chant. Then read.

Play CD1 Track 57. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

CD1 57

Chick, catch, lunch
 Chick, catch
 Catch, lunch
 Chick, catch, lunch
 Lunch, catch, chick
 The chick can catch
 A bug for lunch
 The chick can catch a bug for lunch.

Divide the class into four groups, and give each a key word Phonics Card. Then say the chant again. When the group hears their word, the whole group should stand up and say their word emphatically. Students must sit down quickly when a different word is said in the chant. Repeat and then switch groups and cards.

Lesson 3 Objectives:

- Learn /f/, *ph*, /hw/, and *wh*
- Learn four new key words

Key Words: phone, dolphin, whale, white

Materials:

CD1 Tracks 58–61

Warm Up

Play **Say It**. Show the *sh*, *ch*, and *tch* Phonics Cards and say the words. Put the cards down and have students say them in order. Repeat and increase the speed.

Use Pages 36–37

A. Listen and learn.

Have students try to read the words before you play the CD. Then play CD1 Track 58.

This is a phone. What's the beginning sound in phone?

/f/

That's right: /f/, phone.

This is a whale. What's the beginning sound in whale?

/hw/

That's right: /hw/, whale.

CD1
58

On the board, write the digraphs *ph* and *wh* in the words *phone* and *whale*. Have students repeat the /f/ and /hw/ sounds and then the words: /f/, *one*, *phone* and /hw/, *ale*, *whale*.

B. Listen, point, and read.

Play CD1 Track 59. Have students point as they read the words.


1. /f/ one, phone
/f/ one, phone
2. dol /f/ in, dolphin
dol /f/ in, dolphin

CD1
59

sh ch tch ph wh

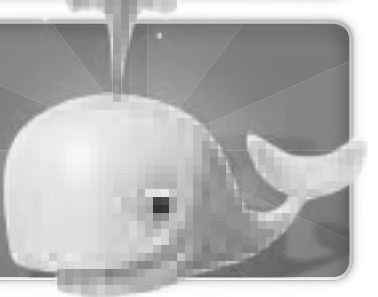
A Listen and learn. disc 1 58

p h o n e



p h


w h a l e



w h

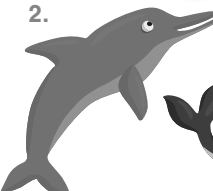
B Listen, point, and read. disc 1 59

1.




phone

2.



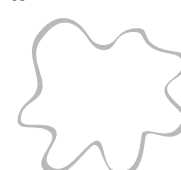
dolphin

3.



whale

4.



white

36 Unit 4

3. /hw/ ale, whale
/hw/ ale, whale
4. /hw/ ite, white
/hw/ ite, white

1. dolphin, dolphin
2. whale, whale
3. phone, phone

CD1
60

Then randomly point to one of the pictures and have students sound it out and then say it: *dol /f/ in, dolphin*. Repeat with the other words.

C. Listen, read, and circle.


Play CD1 Track 60. Have students do the activity.


Check the answers with the class. To extend the activity, write other known words with blends and digraphs on the board. Have students come up and underline the blends or digraphs and say the words.


D. Read and write.

Have students do exercise D on their own and then check the answers with the class. For further writing practice,





C Listen, read, and circle. disc 1 60

1.  watch whale
dolphins swim

2.  fish whale
phone white

3.  white dolphin
phone play

D Read and write.

- Her dress is white 
- The whale is black. 
- Our phone is green. 
- That dolphin is blue. 

E Listen and chant. Then read. disc 1 61



The white whale and the dolphin
like to ride on the waves.



Unit 4 37

- Scramble.** Give each student a piece of paper and something to write with. Write one of the *ph* or *wh* words on the board with the letters scrambled, such as *t h e i w*. Give students a few moments to copy it down. Then erase the word and write another. Do this for all four key words. Then give the class some time to unscramble all the words. Check the answers with the class. For added challenge, gradually decrease the amount of time you give students to unscramble the letters.
- Repeat You, Repeat Me.** Have students get into a circle. Say a *ph* or *wh* 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.
- 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 the word for their team to guess. The first team to guess correctly wins a point. Repeat as time permits.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 18. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 1

have students work in pairs to write new sentences for the key words. Have a few pairs tell the class their sentences.

E. Listen and chant. Then read.

Play CD1 Track 61. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

White, whale, dolphin
White, whale
Whale, dolphin
White, whale, dolphin
Dolphin, whale, white

CD1
61

The white whale and the dolphin
Like to ride on the waves
The white whale and the dolphin like
to ride on the waves.

Play the chant again. Assign key words to different groups of students, and give 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.

Lesson 4 Objectives:

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

Key Words: Brad, family, beach, trains, people

Sight Words: works, them, today

Materials:

Student Cards 37–48
CD1 Tracks 62–64

Warm Up

Review the Unit 4 key words. Have students put their Unit 4 Student Cards on their desks, word side up. Show a Unit 4 Phonics Card, picture-up, to the class. Students race to hold up the matching word card.

Use Pages 38–39

A. Listen and write.

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

shell, shell	lunch, lunch
catch, catch	watch, watch
fish, fish	brush, brush
ship, ship	phone, phone
dolphin, dolphin	chick, chick
white, white	whale, whale

CD1
62

Check the answers with the class. Write the column headings on the board. Then say a word and have a student come up to the board, say the word, and write it in the correct column. Leave the columns on the board.

Now try these! Listen and circle.

Play CD1 Track 63. Have students circle the words they hear.

1. check, check	4. shop, shop
2. whip, whip	5. ditch, ditch
3. phase, phase	6. cash, cash

CD1
63

sh ch tch ph wh

A Listen and write. disc 1 62

sh	ch	tch
shell	lunch	catch
fish	chick	watch
ship		
brush	ph	wh
	dolphin	white
	phone	whale

Now try these! Listen and circle. disc 1 63

1. ch eck 2. cl ip 3. ph ase

 fl wh ch

4. sh op 5. hi tch 6. da sh

 dr di ca

Were you right?

38 Unit 4

Elicit which column on the board each word goes in and have students come to the board to write the words in the correct column. Then elicit which new word rhymes with a word from the first part of exercise A: *whip-ship*.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD1 Track 64. Have the students listen to the story one time.

Dolphin Bay

1. Brad and his family live on Dolphin Bay. They play catch on the beach and look for shells.
2. Brad's mom works on a big ship. She uses a net to catch fish.
3. His dad trains dolphins. People come to see them swim.
4. Brad works on the bay, too. Today, he sees a white whale! It's fun to live on Dolphin Bay.

New words: Brad, family, beach, trains, people

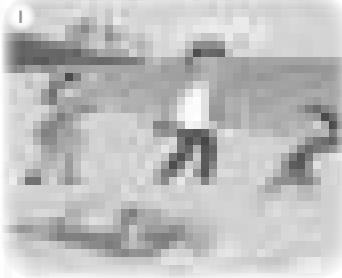
Sight words: works, them, today

CD1
64

Story

B Look and listen. Read along. disc 1 64

Dolphin Bay



Brad and his family live on Dolphin Bay. They play catch on the beach and look for shells.



Brad's mom works on a big ship. She uses a net to catch fish.



His dad trains dolphins. People come to see them swim.



Brad works on the bay, too. Today, he sees a white whale! It's fun to live on Dolphin Bay.

New words: Brad family beach trains people
Sight words: works them today

Unit 4 39

Then play the story again. Have students point to pictures of the vocabulary words that they hear and see in the story. Finally, read the story for the students and then have them 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 Brad and his family and the narrator. Encourage students to have fun while they act out the story. Then change the actors and narrator. Repeat as time permits.
- New words.** Read and point to the new words and have the students repeat them. Then have the students read the new words by themselves. Read the story again and have students raise their hands when they hear a new word.
- Sight words.** Read the sight words and have students repeat. Then say a sight word and have students find and say the sentence it is in.

- Down the Line** (p. 8). Use the Unit 4 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.
- Sound Bee** (p. 9). All students stand. In this version, you sound out a word, such as /f/, *one*, and the first student must say it and spell it correctly: *phone, p-h-o-n-e*. If it is incorrect, the student must sit down. Continue around the room with different words until only one student is left standing.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames on page 39 in the Student Book. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 19. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 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:

smile, smoke, snake, snow
 spoon, spot, swing, swim
 stop, test, stamp, fast
 shell, fish, ship, brush
 chick, lunch, watch, catch
 phone, dolphin, whale, white

New Words:

seasons, Fran, vacation, class, outside,
 tea, stir, summer, Brad, family, beach,
 trains, people

Sight Words:

I'm, works, them, today

Materials:

Student Cards 25–48
 CD1 Track 65

Warm Up

Use the Phonics Cards to review the words from Unit 3 and Unit 4. Sound out one of the words and have students say the word. Show two cards: one that's the word you said and one that's not. Students point to the correct card. Repeat with all of the Unit 3 and Unit 4 key words.

Use Pages 40–41

A. Look and listen. Sing along.

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

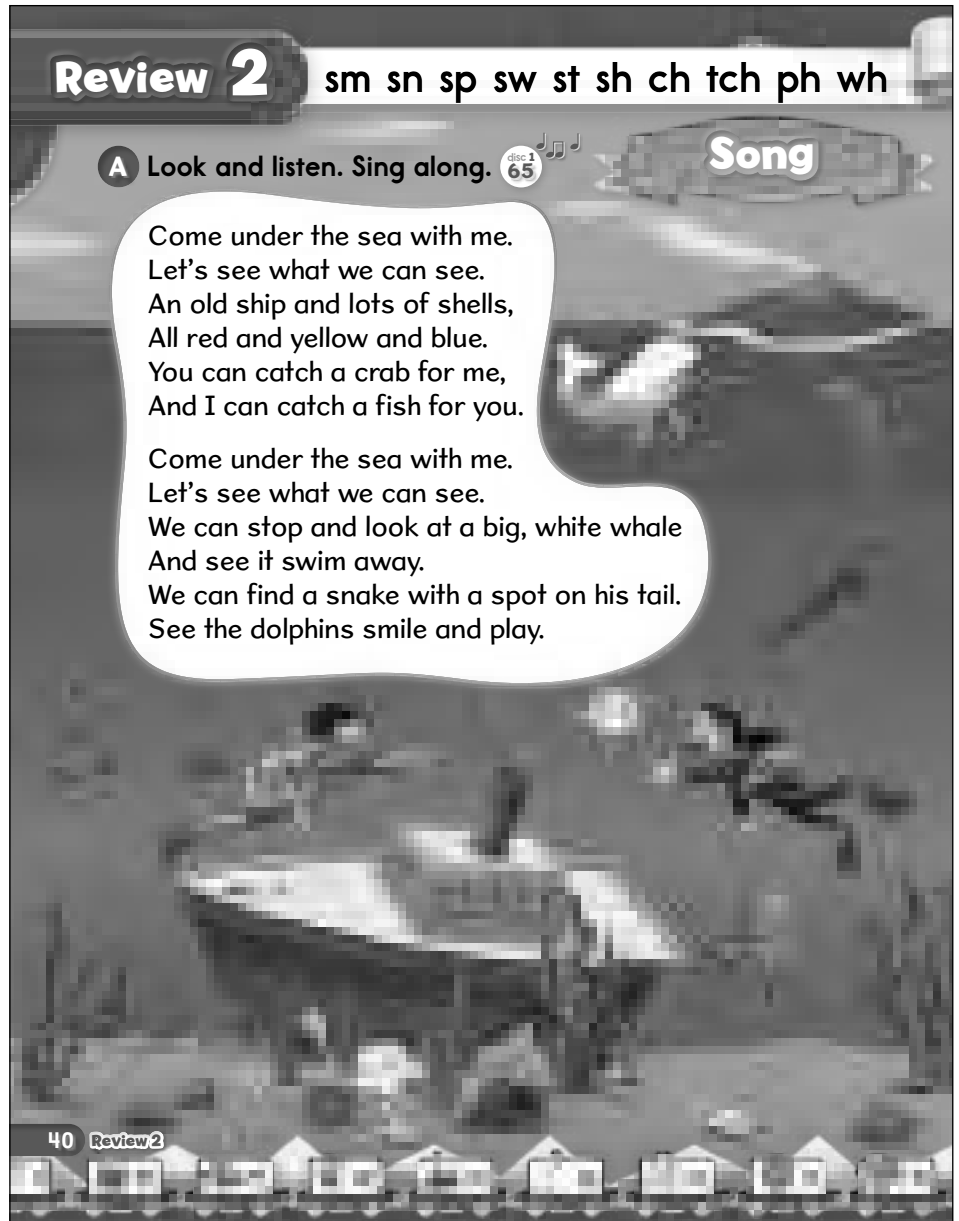
Come under the sea with me.
 Let's see what we can see.
 An old ship and lots of shells,
 All red and yellow and blue.
 You can catch a crab for me,
 And I can catch a fish for you.

CD1
65

Come under the sea with me.
 Let's see what we can see.
 We can stop and look at a big,
 white whale
 And see it swim away.
 We can find a snake with a spot on
 his tail.
 See the dolphins smile and play.
 (song repeats)
Everybody swim in the sea.
Now go under the sea.
Swim, swim, swim!
 Can you catch a crab?
 Can you catch a fish?

Can you see the big, white whale?
 Can you find the octopus?
 Do you see the dolphins?
 OK, let's swim up and sit on the sand.

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. Then point to pictures on page 40 in a random order. Have students say the word that corresponds to each picture. Continue pointing to pictures around the page as time permits and increase your speed.



B Do the puzzle.



x	r	f	y	m	x	m	y	w	g	i	q
a	h	y	e	w	h	a	l	e	k	w	f
s	k	r	r	i	o	l	t	e	s	t	y
t	s	s	u	n	g	i	f	v	n	b	s
w	t	m	t	l	s	p	o	t	a	v	h
a	f	i	s	h	e	f	a	q	k	g	i
t	m	l	m	x	n	d	d	w	e	q	p
c	d	e	c	m	b	s	t	o	p	p	r
h	k	l	h	u	l	s	p	z	c	n	e
c	b	g	q	n	s	w	i	m	s	r	e



- Sound Families** (p. 9). Divide students into teams of three or four. Each team uses a set of shuffled Unit 3 and Unit 4 Student Cards. When you say *Go!* students put the cards into their blend or digraph groups: *sm, sn, sp, sw, st, sh, ch, tch, ph,* and *wh*. The first team to finish wins. Have students shuffle their cards and repeat as time permits.
- Sound 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, but students who spell a word incorrectly must sit down. The last student standing is the winner.
- Bingo** (p. 8). Give students or have them 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. After playing a round, invite a student to call the cards.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher’s Book pp. 91–93 for instructions and the answer key.
- Oxford Phonics World Student Book 4, 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 World Reader, On a Ship*
- Online Midterm Test

B. Do the puzzle.

Model how to do the activity. Point to the pictures and have students say the words. Then students search the puzzle to find the hidden words. Words can be found across or down. After students finish exercise B, check the answers. If time permits, divide students into pairs. Give each pair paper and a pen. Have pairs write *dolphin* across the page and then create a puzzle by branching as many other words as possible from the main word. Letters can only touch if they spell a word. After a few minutes,

stop and compare pairs’ work by having them write their puzzles on the board, for example:

```

w h i t e
h
a s
d o l p h i n
e a
k
s h e l l
    
```

Lesson Objectives::

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

Key Words:

smile, smoke, snake, snow
 spoon, spot, swing, swim
 stop, test, stamp, fast
 shell, fish, ship, brush
 chick, lunch, watch, catch
 phone, dolphin, whale, white

New Words:

seasons, Fran, vacation, class, outside,
 tea, stir, summer, Brad, family, beach,
 trains, people

Sight Words:

I'm, works, them, today

Materials:

Student Cards 25–48
 Letter Cards 25–48
 CD1 Track 66

Warm Up

Divide students into teams of three or four. Make sure each group has a set of Student Cards for Units 3 and 4. Have the students arrange the cards, picture-up, on top of a desk where all the students in the team can see the cards and can have easy access to them. Say one of the blends or digraphs from Units 3 or 4. The first team to hold up a card with that sound, and say the word, wins a point. The team with the most points wins.

Use Pages 42–43

C. Listen and circle.


Play CD1 Track 66. Have students repeat the words they hear as they circle the correct sounds.


- | | |
|-----------------|---------------------|
| 1. chick, chick | 4. catch, catch |
| 2. fast, fast | 5. snow, snow |
| 3. shell, shell | 6. dolphin, dolphin |


CD1
66


sm sn sp sw st sh ch tch ph wh


C Listen and circle. disc 1 66

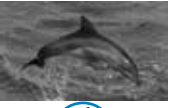
1. 
ch ph sp

2. 
sw st sm



3. 
sh tch ch



4. 
sh sw tch



5. 
wh st sn



6. 
sm ph sp

D Match and write.


1. sm ~~X~~ing  swing  smoke

2. lun ~~X~~ch  brush  lunch

3. wh ~~X~~ite  white  phone

4. st ~~X~~oon  stamp  spoon

42 Review 2



Check the answers with the class. Then have students say words that contain the sounds that weren't used.

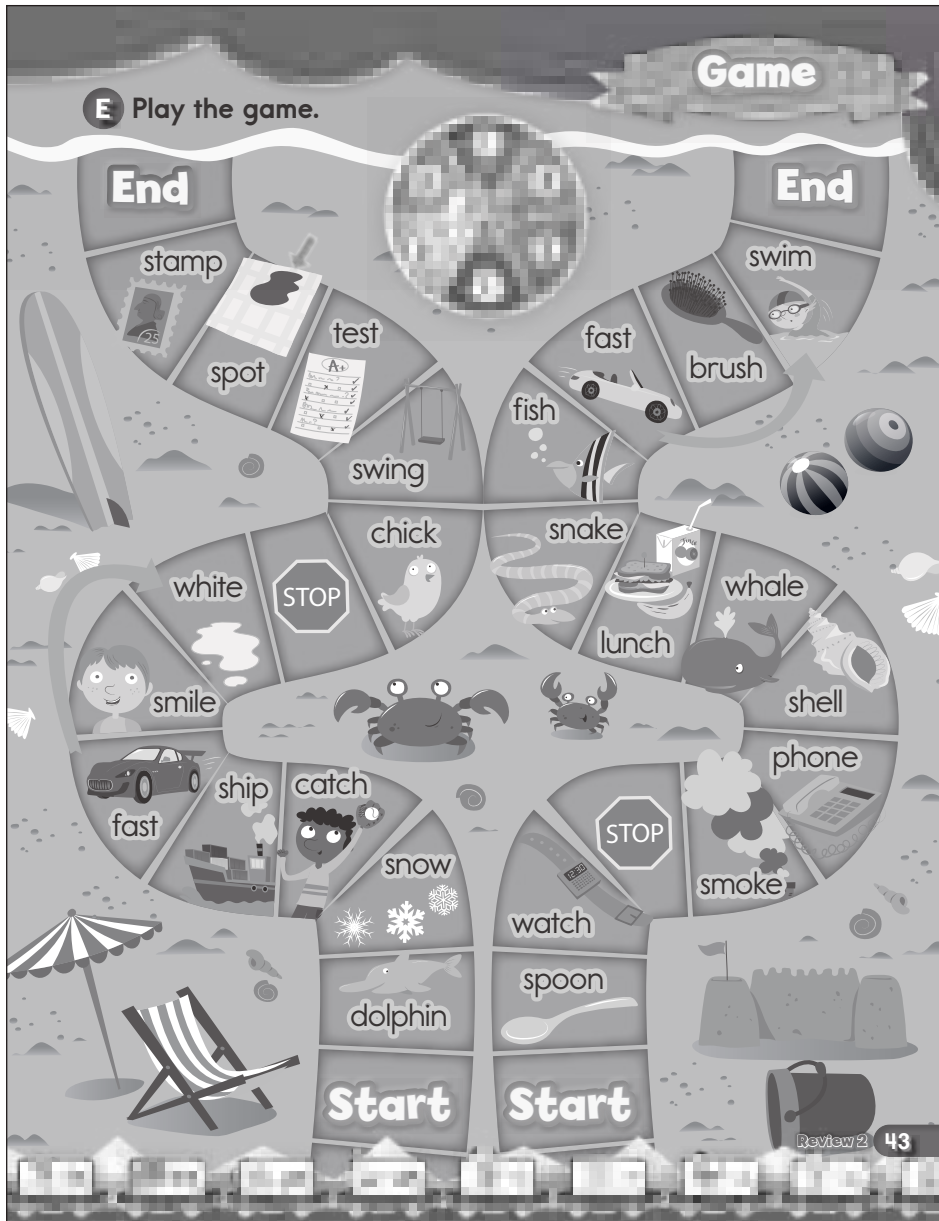
D. Match and write.

Have students match the word halves and write them next to the correct pictures. Check the answers with the class. If time permits, play a game. Divide the class into small teams or pairs. Each team or pair should have a set of Letter Cards. (You can play with single letters or the blends/digraphs.) You say a word, such as *whale*. Students race to be the first to hold up the correct Letter Card(s). Give the first

team a point and play until a team gets five (or more) points.

E. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object. Use a pencil to hold a paperclip over the game board spinner, and model spinning the paperclip for the students. The first student in each pair moves his or her game piece ahead the number of spaces shown on the spinner and says the name of the picture. If they say the name successfully, they can stay on that square. If not, they move



1. **Match the Order.** Display the Phonics Cards in a row, picture-side up. Have teams of four stand around a desk. Place a set of Student Cards on each desk, word-side up, so that students cannot see the pictures. When you say *Go!* each team arranges their cards to match the order of displayed cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat.
2. **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 the cards.
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 the word for their team to guess. The first team to correctly guess the picture gets a point. For added challenge, say a simple sentence to be illustrated, such as *The dolphin swims under the ship.* Repeat until each student has had a chance to draw or as time permits.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, pp. 20–21. Have students complete these pages for homework or in class. See *Teacher's Book* pp. 91–93 for instructions and the answer key.
2. *Oxford Phonics World Student Book 4*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside the corresponding pictures.
3. iTTools
4. Multi-ROM, disc 1
5. *Oxford Phonics World Reader, On a Ship*
6. Online Midterm Test

- back to the square they came from. Then the next student spins. The first student to reach the end space on their side of the game board is the winner.
2. Add challenge to the game by using the stop signs and arrows. If a student lands on a stop sign, he or she must say *stop* and name the picture after the stop sign or lose a turn. If they land on the square for *fast* and say the word successfully, they can follow the arrow and jump two squares ahead. The first student to reach the end of the game board is the winner.

3. In this version, the student has to say the word on the square and say another word that has the same blend/digraph in it. For example, if the student lands on the *smile* spot, the student can say *smile, smoke*. If the student can't name a second word, he or she loses a turn and goes back to the previous square.
4. Play the game with two teams. When a team lands on a spot, they have to create a sentence that uses the word in it. The sentence has to make sense. Monitor teams to be sure all students are participating.

Lesson 1 Objectives:

- Learn /tʰ/ and voiced th
- Learn four new key words

Key Words: this, that, mother, father

Materials:

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

Warm Up

Play **Hot Word** (p. 8) using the Unit 4 Student Cards.

Use Pages 44–45

A. Listen and learn.

Model exercise A. Then play CD2 Track 02.

What's the beginning sound of this?

/tʰ/

That's right: /tʰ/, this.

CD2
02

Present the digraph for *voiced th* by writing the word *this* on the board. Explain that *t* and *h* together form a new sound: /tʰ/. The sound is “voiced.” Have students put their hands on their throats as they say /tʰ/. They should feel a vibration. Point to the letters as you say /tʰ/, *is*, *this* and have students repeat.

B. Listen, point, and read.

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

1. /tʰ/ is, this
/tʰ/ is, this
2. /tʰ/ at, that
/tʰ/ at, that
3. mo /tʰ/ er, mother
mo /tʰ/ er, mother
4. fa /tʰ/ er, father
fa /tʰ/ er, father


CD2
03

Unit 5 voiced unvoiced
th th ck qu

A Listen and learn. disc 2 02

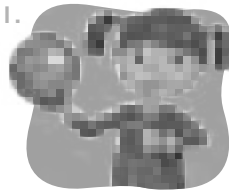
t h i s

t h



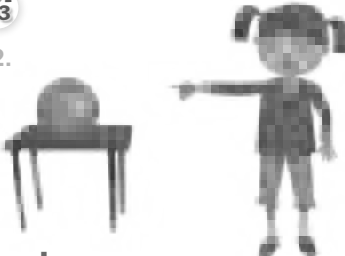
B Listen, point, and read. disc 2 03

1.




this

2.



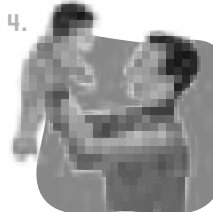
that

3.



mother

4.



father

44 Unit 5

Then point to a picture in the book and have students say the word in chunks: *mo*, /tʰ/, *er*. Make sure students feel the /tʰ/ vibration. Continue with the other words.

C. Listen and circle.

Play CD2 Track 04. Have students circle the words they hear and their pictures.

1. father, father
2. this, this
3. that, that
4. mother, mother









CD2
04

Check the answers. For further practice, say a sentence that has a key word in it, such as *Is this your book?* Students try to be the first to raise their hands and repeat the key word (*this*).

D. Read and check.

Have students complete the exercise. Check the answers with the class. If time permits, divide the class into groups of four. Each group gathers around a desk where you've placed Student Cards for *father* and *mother*, picture-up. You say a sentence using *this* or *that*, such as *This is my mother*.

C Listen and circle. disc 2 04

1. **father** mother  
2. **this** white  
3. this **that**  
4. tree **mother**  

D Read and check.

1. This is my mother.
 This is my father.
2. This is my mother.
 That is my mother.
3. That is my father.
 This is my father.
4. That is my mother.
 That is my father.



E Listen and chant. Then read. disc 2 05



This is my father,
and that is my mother.



Unit 5 45

- Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one a *th* Student Card. When you call a word, the students with that card hop forward and repeat the word. Call several different words. Then have students trade cards and play again.
- 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 toss the beanbag.
- Word Trace Relay** (p. 9). 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. 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.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 22. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

Students point to the *mother* card. If the sentence uses *this*, students step toward the desk; they step back if it uses *that*. Repeat with other sentences.

And that is my mother
This is my father, and that is my mother.

E. Listen and chant. Then read.

Play CD2 Track 05. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Divide students into groups of four and have them stand around a desk. Put a *mother* and *father* Student Card on each desk, picture-up. When students chant *This is my father*, they touch the card. When they say *That is my mother*, they point to the card without touching it.

This, father, that, mother
 This, father
 That, mother
 That, mother, this, father
 This is my father

CD2 05

Lesson 2 Objectives:

- Learn /th/ and unvoiced th
- Learn four new key words

Key Words: three, teeth, think, bath

Materials:

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

Warm Up

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

Use Pages 46–47

A. Listen and learn.

Model exercise A. Then play CD2 Track 06.

This is a three. What's the beginning sound of three?
/th/
That's right: /th/, three.

Present the digraph for *unvoiced th*. Explain that *t* and *h* together sometimes form the unvoiced sound /th/. Have students put their hands on their throats as they say /th/. They should not feel a vibration. Point to the letters as you say /th/, *ree*, *three* and have students repeat.

B. Listen, point, and read.

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

1. /th/ ree, three
/th/ ree, three
2. tee /th/, teeth
tee /th/, teeth
3. /th/ ink, think 4. ba /th/, bath
/th/ ink, think ba /th/, bath

Say one of the word parts, such as *ink*. Have the students point to the picture

in their books and say /th/, *ink*, *think*. Point to the pictures in random order and have students name each one.

C. Listen, read, and match.

Play CD2 Track 08. Have students do the activity.

1. bath, bath 3. three, three
2. think, think 4. teeth, teeth

Check the answers with the class. If time permits, play **Touch** (p. 9). Use the *voiced th* and *unvoiced th* Phonics Cards.


D. Listen and match. Then write.


Play CD2 Track 09. Have students do the activity.


1. bath, bath 4. mother, mother
2. that, that 5. teeth, teeth
3. three, three 6. think, think


Check the answers with the class. Reinforce the lesson with a **Spelling Race** (p. 9). 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.

C Listen, read, and match. disc 2 08

1. bath  2. • this

three •  think

3. three  4. • father

teeth •  teeth

D Listen and match. Then write. disc 2 09

1. ba th er bath

mo th ink

2. tee th at that

fa th er

3. ba th er three

fa th ree

4. mo th er mother

tee th is


5. mo th ree teeth

tee th er


6. fa th ink think

ba th er

E Listen and chant. Then read. disc 2 10



Three kids think
and clean their teeth.



Unit 5 47

- Do As I Say.** Provide the students with actions that correspond to the key words. When you say each word, students do the action and repeat the word. For added challenge, increase the speed and link several words at a time.
- Buzzers** (p. 8). Play in two teams. Show a Phonics Card. The first student to slap their “buzzer” and 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.
- Tongue Twisters.** Write a tongue twister on the board using the key words, such as *Three kids think in the bath*. Have students repeat the tongue twister, starting slowly and then saying it faster and faster. See which student can say it the fastest. Repeat with other tongue twisters. Invite students to create their own.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 23. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 10. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Divide students into groups of three. Give each student a key word Student Card. Students hold up their cards when they chant that word. Have students trade cards and repeat as often as time permits.

CD2 10

Three, think, teeth
 Three, think
 Think, teeth
 Three, think, teeth
 Teeth, think, three
 Three kids think
 And clean their teeth
 Three kids think and clean their teeth.

Lesson 3 Objectives:

- Learn /k/, ck, /kw/, and qu
- Learn four new key words

Key Words: duck, rocket, queen, quilt

Materials:

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

Warm Up

Play **Guess the Next Card**. Show the Lesson 1 and Lesson 2 Student Cards one at a time. Students call out the name of the next card to guess what it will be.

Use Pages 48–49

A. Listen and learn.

Model exercise A. Then play CD2 Track 11.

This is a duck. What's the ending sound of duck?

/k/

That's right: /k/, duck.

This is a queen. What's the beginning sound of queen?

/kw/

That's right: /kw/, queen.

CD2
11

Write the digraphs *ck* and *qu* in the words *duck* and *queen* on the board. Have students repeat the /k/ and /kw/ sounds and then sound out and say the words: *du*, /k/, *duck* and /kw/, *een*, *queen*.

B. Listen, point, and read.

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

1. du /k/, duck
du /k/, duck
2. ro /k/ et, rocket
ro /k/ et, rocket
3. /kw/ een, queen 4. /kw/ ilt, quilt
/kw/ een, queen /kw/ ilt, quilt

CD2
12

voiced th th ck qu unvoiced

A Listen and learn. disc 2 11

duck

ck

queen

qu

B Listen, point, and read. disc 2 12

1. duck
2. rocket
3. queen
4. quilt

48 Unit 5

Elicit each word from the class as you write it on the board, underlining the digraphs. Then make a gesture for each word as you say them. Have the class mimic you. Change gestures quickly. Have students follow.

C. Listen and number. Then match.

Play CD2 Track 13. Have students do the activity.

1. rocket, rocket 3. quilt, quilt
2. duck, duck 4. queen, queen

CD2
13

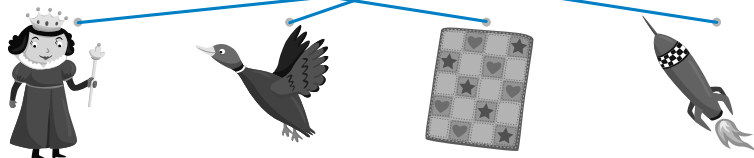
Check the answers with the class. Then quickly show the four Phonics Cards one at a time. Put them down and have the class say the words in order.

D. Circle and write.

Have students do the exercise on their own. When they are finished, check the answers with the class. Then have several students come to the board. Show a Phonics Card and have students race to be the first to write the word. Include all key words and, if time permits, any other key words from previous lessons.

C Listen and number. Then match. disc 2 13

quilt **3** rocket **1** duck **2** queen **4**



D Circle and write.

1 a t h r e c k q u e e n t e 2 r q u d u c k i k n f a e r

queen duck

3 m o t e e q u i l t i s t h 4 u r o c k e t c k a t t h i

quilt rocket

E Listen and chant. Then read. disc 2 14



The duck makes a quilt,
and the queen makes a rocket.



Unit 5 49

- Sentence Share.** Divide the class into pairs. Say a sentence, such as *The duck dives under the quilt.* Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures.
- What's in the Cap?** (p. 9). Put the key word Student Cards in a cap or another container. Divide students into pairs and arrange the pairs in a circle. Pairs pass the cap. In this version, one partner says a word (to guess what the card will be), and the other partner takes a card from the cap and says the word. If they successfully matched, they remain standing. If the word guess and card don't match, they sit down. For extra challenge, add the Lesson 1 and Lesson 2 cards.
- 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 on each chair. Say the word on 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.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 24. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 14. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Duck, quilt, queen, rocket
Duck, quilt
Queen, rocket
Queen, rocket, duck, quilt
The duck makes a quilt
And the queen makes a rocket
The duck makes a quilt, and the queen makes a rocket.

CD2 14

Divide students into groups of four and have each group stand around a desk. Put the Lesson 3 Student Cards, picture-up, on each desk. Play the chant again and have students chant along and point to the cards as they say the words. This time, when students chant the last line, they try to be the first to grab the *duck*, *quilt*, *queen*, and *rocket* cards when those words appear in the chant. Repeat as time permits.

Lesson 4 Objectives:

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

New Words: meet, Dale, loud, quack, love

Sight Words: when, brother, he's, toy, one, two

Materials:

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

Warm Up

Play **Pop Up** (p. 9) to review the key words from Unit 5. Students stand when they hear the target sound and sit when a different sound is said.

Use Pages 50–51

A. Read and write.

Before students do exercise A, point to each column and repeat its key sound two times. Have students repeat. After students complete exercise A, check the answers. Write the column headers *voiced th*, *unvoiced th*, *ck*, and *qu* on the board. Have students come and write the words in the correct column. Leave the columns on the board.

Now try these! Listen, unscramble, and write.

Have students try to unscramble the words before you provide any assistance. Then play CD2 Track 15. Have students repeat the words.

- | | |
|------------|----------|
| 1. brother | 4. math |
| 2. they | 5. socks |
| 3. thin | 6. quiz |

CD2
15

Elicit which column on the board each word goes in. Have students come to the board to write the words in the correct column and underline the digraphs. Help students decide which

voiced th **unvoiced th** **ck**

mother bath duck

that think rocket

this teeth qu

father three queen

quilt

Now try these! Listen, unscramble, and write. disc 2 15 Were you right?

1. orrhbte 2. hyte 3. hnit

brother they thin

4. mhat 5. csok 6. iuqz

math socks quiz

50 Unit 5

th sounds are voiced (*brother, they*) and which are unvoiced (*thin, math*) by saying the words out loud.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD2 Track 16. Have the students listen to the story once.

Meet My Family

- Hi, I'm Dale Duck. That is my father. He likes to bake cakes.
- This is my mother. She likes to make quilts. When she sees a crocodile, she makes a loud quack!

CD2
16

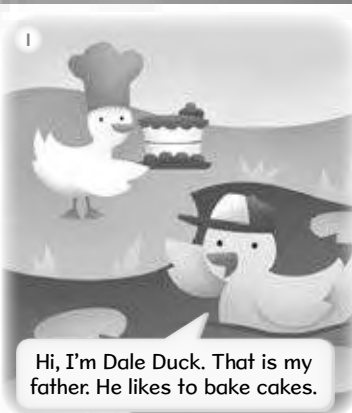
- That is my brother. He's a chick. He takes a bath with his toy rocket.
 - This is my family. One, two, three. I love my family and they love me.
- New words: meet, Dale, loud, quack, love
- Sight words: when, brother, he's, toy, one, two

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.

Story

B Look and listen. Read along. disc 2 16

Meet My Family



New words: meet Dale loud quack love
Sight words: when brother he's toy one two

Unit 5 51

- Finish the Word (Buzzers)** (p. 8). Divide students into two teams. A player from each team comes to a central desk at the front with two "buzzers" on it. In this version, you say the first part of a word, such as *tee*. Then say *blank* or make hand gestures so students know to supply the end of the word. The students race to slap their buzzers and then say the complete word: *teeth*. You can also say the last part of the word for students to supply the beginning digraph, such as *blank, ink* (for *think*).
- Sound Families** (p. 9). Divide students into groups of three or four. Have each group use a set of shuffled Unit 5 Student Cards. When you say *Go!* students put the cards into four groups: *voiced th, unvoiced th, ck, and qu*. The first group 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 them draw four story frames like the story frames on page 51 in the Student Book. Have them illustrate their stories and include pictures that represent the key and new words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 25. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2
- Unit 5 Online Test

- 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 ducks to four students. Encourage students to have fun while they act out the story and to use the Phonics Cards as props. When they are finished, choose four different students to act out the story. Repeat as time permits.
- New words.** Read and point to the new words and have the students repeat them. Then have students read the new words by themselves.

Read through the story again and have students raise their hands when they read a new word.

- Sight words.** Read the sight words and have students repeat. Then say a sight word and have students find and say the sentence it is in.

Lesson 1 Objectives:

- Learn /ng/, /ng/, /nk/, and nk
- Learn four new key words

Key Words: king, long, bank, pink

Materials:

- Phonics Cards 61–64
- Student Cards 61–64
- Letter Cards
- CD2 Tracks 17–20

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 increase the speed.

Use Pages 52–53

A. Listen and learn.

Model exercise A. Then play CD2 Track 17.

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

/ng/

That's right: /ng/, king.

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

/nk/

That's right: /nk/, bank.

Write the words *king* and *bank* on the board, and underline the digraphs *ng* and *nk*. Explain that the two letters together form a new sound. Have students repeat the new sounds and new words.

B. Listen, point, and read.


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

- | | |
|------------------|------------------|
| 1. ki /ng/, king | 3. ba /nk/, bank |
| ki /ng/, king | ba /nk/, bank |
| 2. lo /ng/, long | 4. pi /nk/, pink |
| lo /ng/, long | pi /nk/, pink |

Unit 6 ng nk nd nt lt mp


A Listen and learn. disc 2
17

king



ng


bank



nk


B Listen, point, and read. disc 2
18

1.




king

2.




long

3.




bank

4.



pink

52 Unit 6



Then randomly point to one of the pictures. Have students sound out the word and then say it. Repeat with the other words.

C. Which ones have the same sound? Listen and circle.

Play CD2 Track 19. Have students circle the pictures of the words that include the same digraph.

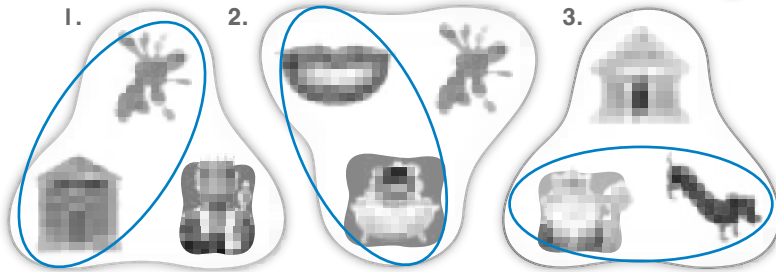
1. pink, bank, king
2. teeth, pink, bath
3. bank, king, long

Check the answers with the class. Then hold up two Phonics Cards (one *ng* or *nk*, and one from Unit 5). Say one of the words and have students point to that card. If it's an *ng* or *nk* word, they should repeat the word. Continue with other cards.

D. Write.

Have students do exercise D on their own. Check the answers with the class. For further practice, write a string of letters on the board, such as *pripinkbanp*. Have a student come up and circle the hidden word (*pink*). Repeat for the other key words.

C Which ones have the same sound? Listen and circle. disc 2 19



D Write.



E Listen and chant. Then read. disc 2 20



The king is at the bank
in a long, pink coat.



Unit 6 53

- Line Up** (p. 8). Divide students into groups of four and give each student in each group one of the key word 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 time permits.
- Spell It.** Divide students into small teams. Each team has a set of key word 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.
- Speed Sounds.** Have the students stand. Assign the target sounds /ng/ and /nk/ and have the class listen as you say, in a random order, any of the words covered so far. Insert the key words occasionally. Students must quickly repeat after you when they hear a key word. If they don't repeat quickly enough, they must sit down and play from their seats. The last person still standing wins.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 26. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 20. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

King, bank, long, pink
King, bank
Long, pink
Long, pink, king, bank
The king is at the bank
In a long pink coat
The king is at the bank in a long pink coat.

CD2
20

Divide students into four groups representing the four key words. Give all the students in each group a Student Card with the group's word on it. 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. Enhance the activity by giving motions to each group. Repeat as often as time permits.

Lesson 2 Objectives:

- Learn /nd/, *nd*, /nt/, and *nt*
- Learn four new key words

Key Words: wind, hand, tent, paint

Materials:

Student Cards 65–68
CD2 Tracks 21–24

Warm Up

Divide students into small groups. Make sure each group has a set of Letter Cards. Call out a key word from any unit and have each group race to spell it.

Use Pages 54–55

A. Listen and learn.

Model exercise A. Then play CD2 Track 21.

This is wind.	This is a tent.
/n/ /d/ /nd/	/n/ /t/ /nt/
/n/ /d/ /nd/	/n/ /t/ /nt/
wi /nd/, wind	te /nt/, tent
wi /nd/, wind	te /nt/, tent

CD2
21

Show students how to blend by writing the word *wind* on the board. Run your fingers under the letters as you say /n/, /d/, /nd/, and *win*, /nd/, *wind*. Have students repeat. Do the same for *tent*.

B. Listen, point, and read.

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

1. wi /nd/, wind	3. te /nt/, tent
wi /nd/, wind	te /nt/, tent
2. ha /nd/, hand	4. pai /nt/, paint
ha /nd/, hand	pai /nt/, paint

CD2
22


Elicit from students where the blend occurs in each word (the end). Point to the pictures in exercise B in a different order and have students name each one. Repeat and increase your speed.

ng nk nd nt lt mp

A Listen and learn. disc 2
21


n + d = nd

w i n d




B Listen, point, and read. disc 2
22

1.



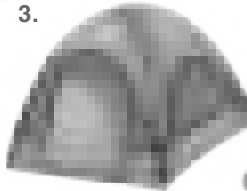
w i n d

2.




h a n d

3.




t e n t

4.



p a i n t

54 Unit 6



C. Listen and write. Then circle.

Play CD2 Track 23. Have students listen, write the words, and circle the correct pictures.

1. tent, tent	3. paint, paint
2. wind, wind	4. hand, hand





CD2
23





Then divide the class into three or four teams. Have a student from each team come to the board. Say a word and have students race to be the first to write it. Repeat with other words.





D. Match and write.





Have students match the words to the pictures and then write the words in the boxes. Then check the answers with the class. If time permits, divide students into pairs. Say one of the key words. Pairs come up with a sentence that uses the word and then raise their hands. When most hands are up, begin to call on the pairs who are ready to say their sentence for the class. Continue until all pairs have had a turn.

C Listen and write. Then circle. disc 2 23



1.    



2.    



3.    



4.    

D Match and write.

1. tent  

2. wind  

3. paint  

4. hand  

E Listen and chant. Then read. disc 2 24



Can you paint a tent by hand?



Unit 6 55

- Down the Line** (p. 8). Use the *nd* and *nt* 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.
- Finish the Word (Buzzers)** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. In this version, you say the last part of a word, such as *nt*. The students race to slap their buzzers and say the complete word, such as *paint*.
- Telephone** (p. 9). Students form one line. Whisper different key words at each end of the line. Students whisper them down the line. When the words reach the other ends of the line, those students say the word they heard. Repeat as time permits.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 27. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 24. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

Assign key words to different groups of students and assign a motion for each word. Play the chant again and encourage students to listen carefully. Have students stand when their group’s key word is said, do their motion, and then sit down before another key word is said. Reassign key word parts to different groups of students and repeat as time permits.

CD2
24

Paint, tent, hand
Paint, tent
Tent, hand
Paint, tent, hand
Hand, tent, paint
Can you paint
A tent by hand
Can you paint a tent by hand?

Lesson 3 Objectives:

- Learn /lt/, lt, /mp/, and mp
- Learn four new key words

Key Words: belt, adult, lamp, camp

Materials:

- Phonics Cards 69–72
- Student Cards 69–72
- Letter Cards
- CD2 Tracks 25–28

Warm Up

Play **What's Missing?** Show a set of *nd* and *nt* Phonics Cards. Leave one card out. Students raise their hands to identify the missing card. For added challenge, include cards from the previous lesson.

Use Pages 56–57

A. Listen and learn.

Model exercise A. Then play CD2 Track 25.

This is a belt.	This is a lamp.
/l/ /t/ /lt/	/m/ /p/ /mp/
/l/ /t/ /lt/	/m/ /p/ /mp/
be /lt/, belt	la /mp/, lamp
be /lt/, belt	la /mp/, lamp

CD2
25

Show students how to blend by writing the word *belt* on the board. Run your fingers under the letters as you say /l/, /t/, /lt/ and *be*, /lt/, *belt*. Have students repeat. Do the same for *lamp*.

B. Listen, point, and read.

Play CD2 Track 26. Have students point and repeat as they hear the words.

1. be /lt/, belt	3. la /mp/, lamp
be /lt/, belt	la /mp/, lamp
2. adu /lt/, adult	4. ca /mp/, camp
adu /lt/, adult	ca /mp/, camp

CD2
26


Show key word Phonics Cards and have the class say the words. Help with the

ng nk nd nt lt mp

A Listen and learn. disc 2
25

l + t = lt

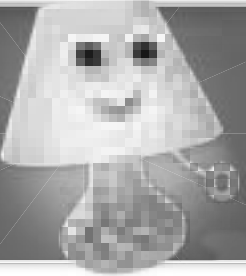
belt




m + p = mp

m + p = mp

lamp

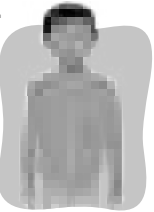


1.




belt

2.




adult

3.




lamp

4.



camp

56 Unit 6



pronunciation of /l/ as some students find it difficult. Continue with the other words.

C. Listen, read, and circle.

Play CD2 Track 27. Have students circle the word they hear.

- adult, adult
- belt, belt
- lamp, lamp

CD2
27

As further reinforcement, hold up two target Phonics Cards, one *lt* and one *mp*. Say one of the blends. The class repeats the sound as they point to the

card that has that blend in it. Then have them say the word. Repeat with other cards.

D. Unscramble and write.

Have students do exercise D on their own. Check the answers with the class. If time permits, play **Word Builder** (p. 9). Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, such as *la*, /mp/. 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 come to the board, write the word, and say it.

C Listen, read, and circle. disc 2 27

1. 2. 3.

D Unscramble and write.

1. tble
belt

2. lapm
lamp

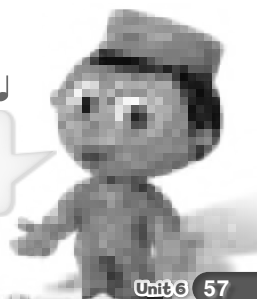
3. pcma
camp

4. taldu
adult

E Listen and chant. Then read. disc 2 28



A man with a belt
brings a lamp to the camp.



Unit 6 57

- Repeat You, Repeat Me.** Have students stand in a circle. Say an *lt* or *mp* 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.
- Spelling Race** (p. 9). Divide the class into three or four teams. Call out a key word. The first student from each team races to the board and writes one letter of the word. Then that student must pass 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 accurately write the word wins a point. Repeat as often as time permits.
- Picture Game** (p. 8). Divide the class into groups of four and give each some paper and crayons. Whisper a key word from Unit 6 to a student from each group. Without speaking, the student must draw a picture that represents the word for their team to guess. For added challenge, say a simple sentence to be illustrated, such as *The adult has a belt.*

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 28. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 28. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

Belt, lamp, camp
Belt, lamp
Lamp, camp
Belt, lamp, camp
Camp, lamp, belt
A man with a belt
Brings a lamp to the camp
A man with a belt brings a lamp to the camp.

CD2
28

Have students put their heads down while you hide multiple sets of the key word 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 chant the words. Repeat as time permits.

Lesson 4 Objectives:

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

New Words: robe, blows

Sight Words: picture, by

Materials:

Phonics Cards 61–72
CD2 Tracks 29–31

Warm Up

Play **Guess the Next Card**. Show the Unit 6 Student Cards one at a time. Students call out the name of the next card to guess what it will be.

Use Pages 58–59

A. Listen and write.

Play CD2 Track 29. Have students repeat the words that they hear and write them in the correct columns.

wind, wind	lamp, lamp
pink, pink	bank, bank
belt, belt	tent, tent
king, king	camp, camp
paint, paint	adult, adult
hand, hand	long, long

CD2
29

Check the answers with the class. Then for further reinforcement, say a blend or digraph sound and have students raise their hands and say a word that contains the sound.

Now try these! Listen and circle.

Play CD2 Track 30. Have students circle the letters to make the words they hear.

1. plant, plant	4. ramp, ramp
2. sing, sing	5. land, land
3. sink, sink	6. melt, melt

CD2
30

ng nk nd nt lt mp

A Listen and write. disc 2 29

Now try these! **Listen and circle.** disc 2 30

1. cha nt
pla nt

2. wi ng
si ng

3. si nk
li

4. ra mp
da

5. ba nd
la nd

6. me lt
pe

Were you right?

58 Unit 6

B. Look and listen. Read along.

- 1. Read along.** Have students point to the pictures and talk about what they see. Then play CD2 Track 31. Have the students listen to the story one time.

My Picture

1. I can paint a picture by hand.
2. I paint grass and a tree. I paint the sky, too. The grass is green, and the sky is blue.
3. I paint a king with a belt and a queen in a long, pink robe. Then I

paint a camp with three tents and a lamp.

4. I paint the wind. It blows the camp. It blows the king and queen, too. Oh, no!

New words: robe, blows
Sight words: picture, by

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

Story

B Look and listen. Read along. disc 2 31

My Picture



I can paint a picture by hand.



I paint grass and a tree. I paint the sky, too. The grass is green, and the sky is blue.



I paint a king with a belt and a queen in a long, pink robe. Then I paint a camp with three tents and a lamp.



I paint the wind. It blows the camp. It blows the king and queen, too. Oh, no!

New words: robe blows Sight words: picture by

Unit 6 59

1. **Charades** (p. 8). Divide students into small groups. Show one student from each group a Phonics Card or whisper a key word to them. Students go back to their groups and act the word out for the others to guess. The first team to guess the correct word wins a point. This can also be played as a class.
2. **Word List**. Divide the class into pairs. Write the consonant blends from Unit 6 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 blend. The pair with the most correct words wins. Students who use *Now try these!* or new words get bonus points.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames on page 59 in the Student Book. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, p. 29. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 6 Online Test

3. **Act it out**. Have students act out the story. Assign the roles of the narrator to a student and have several other students come to the board to draw what the narrator says. Encourage students to have fun. When they are finished, choose a different narrator and artists to act out the story. Repeat as time permits.
4. **New words**. Read and point to the new words and have the students repeat them. Then have the students read the new words by themselves. Read through the story again and have students raise their hands when they read a new word.
5. **Sight words**. Read and point to the sight words and have students repeat. Then say a sight word and have students find and say the sentence it is in.

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:

this, that, mother, father
three, teeth, think, bath
duck, rocket, queen, quilt
king, long, bank, pink
hand, wind, tent, paint
belt, adult, lamp, camp

New Words: meet, Dale, loud, quack,
love, robe, blows

Sight Words: when, brother, he's, toy,
one, two, picture, by

Materials:

Student Cards 49–72
CD2 Track 32

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 that's 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 32. Have students listen to the song one time.

CD2
32

This is a picture of summer camp,
My family, and me.
This is my father. That is my mother.
This is my brother. I'm nine. He's three.
We make our food with a spoon and
a pot.
We use a lamp for light.
We take our big, pink quilt to bed.
And sleep in a tent at night.

(song repeats)

Can you find the spoon?

Can you find the belt?

Can you find the duck?

Can you find the rocket?

Can you find the tent?

Can you find my brother?

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

Then point to pictures on page 60 in a random order. Have students say the sound and the word that corresponds

to each picture. For example, if you point to the tent, students should say *te*, */nt/*, *tent*. Continue pointing to pictures around the page as time permits and increasing your speed incrementally.

Review 3

voiced unvoiced

th th ck qu ng nk nd nt It mp

Song

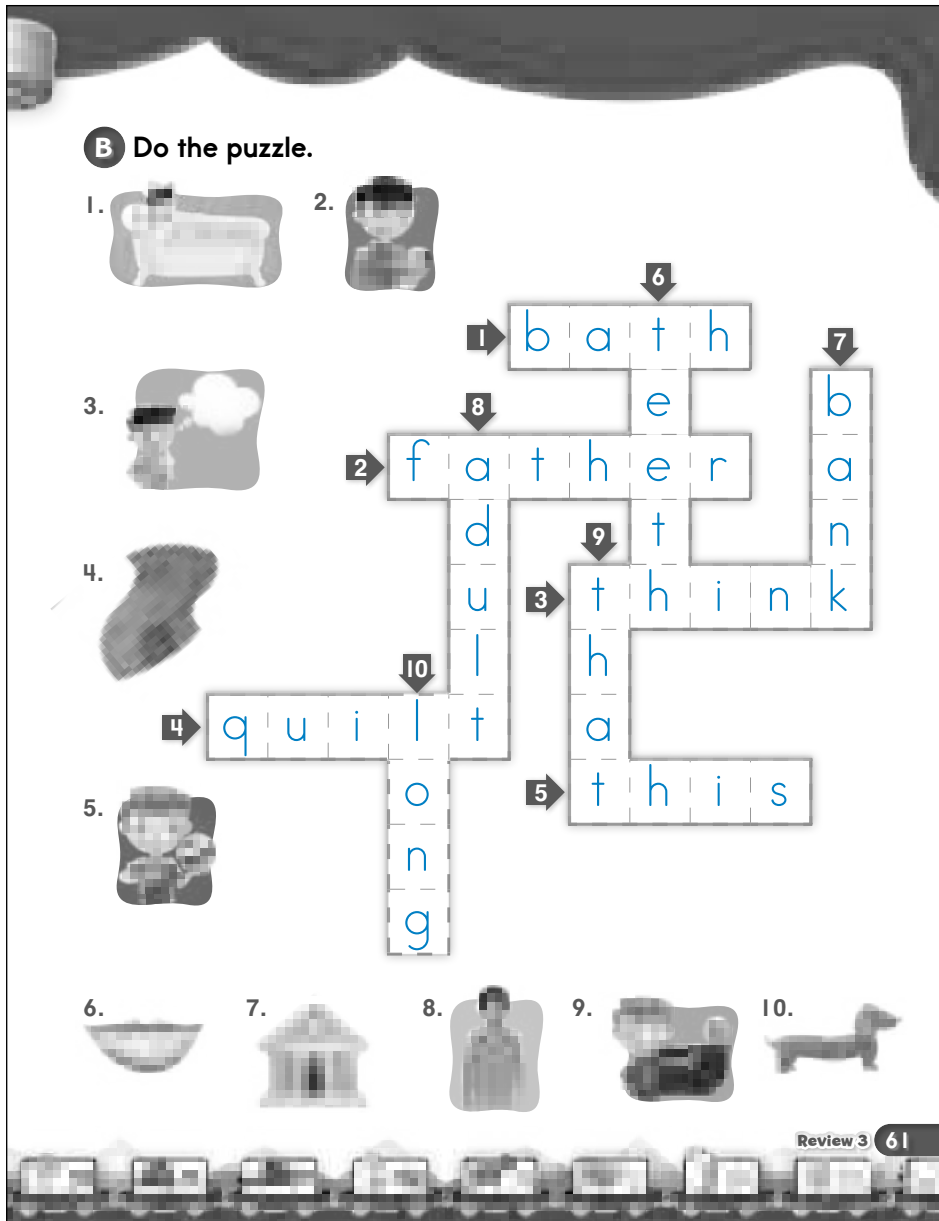
A Look and listen. Sing along. disc 2 32

This is a picture of summer camp,
My family, and me.
This is my father. That is my mother.
This is my brother. I'm nine. He's three.

We make our food with a spoon and a pot.
We use a lamp for light.
We take our big, pink quilt to bed
And sleep in a tent at night.



60
Review 3



B Do the puzzle.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Review 3 61

- Sound Bee** (p. 9). All students stand. In this version, you sound out a word, such as *fa*, /tʰ/, *er*, and the first student must say it and spell it correctly: *father*, *f-a-t-h-e-r*. If it is correct, the student remains standing. If it is incorrect, the student must sit down. Play, using different words, until only one student is left standing.
- Fruit Salad**. Students sit in a circle. Give each student one Unit 5 or Unit 6 Student Card. Call out two of the words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.
- 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. The first student to do this shouts *Bingo!* and wins. After playing a round, invite a student to call the cards. Repeat as time permits.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, pp. 30–31. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- Oxford Phonics World Student Book 4*, 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

B. Do the puzzle.

Model the first one for the students. Point to the picture of the bath and say the word. Then show students where to write the word in the puzzle. Then elicit the name of each picture. Have the class repeat each word after you. Then have students do the activity on their own. After students have finished, check the answers with the class.

If time permits, play a game. Write one of the words on the board, scrambled, such as *l q i t u*. Have a student come to the board to unscramble it (*quilt*). Continue with other words and have different students unscramble them on the board.

Lesson Objectives:

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

Key Words:

this, that, mother, father
three, teeth, think, bath
duck, rocket, queen, quilt
king, long, bank, pink
hand, wind, tent, paint
belt, adult, lamp, camp

New Words: meet, Dale, loud, quack, love, robe, blows

Sight Words: meet, when, brother, he's, toy, one, two, picture, by

Materials:

Phonics Cards 49–72
CD2 Track 33

Warm Up

Play **Scramble**. Divide the class into two teams. Write a scrambled word on the board, such as *k a b n*. The first student to raise his or her hand and successfully say the word (*bank*) wins a point for their team.

Use Pages 62–63

C. Listen and circle.

Play CD2 Track 33. Have students listen and circle the sound of the word they hear.

- | | |
|-------------------|-----------------|
| 1. lamp, lamp | 4. paint, paint |
| 2. rocket, rocket | 5. hand, hand |
| 3. mother, mother | 6. duck, duck |


CD2
33


To check the answers, have students come to the board, write the whole word, and underline the blend or digraph. For further reinforcement, divide the class into two teams. Have a student from each team come to the board. Say a word and have students race to be the first to write it and underline the blend/digraph.


voiced unvoiced


th th ck qu ng nk nd nt lt mp


C Listen and circle. disc 2 33


1.  nk mp lt

2.  nk ck th



3.  th nd nt



4.  qu th nt



5.  nd mp ng

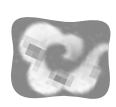

6.  th qu ck

D Match and write.


1. ki ~~X~~ nk  king  pink

2. be ~~X~~ mp  camp  belt

3. qu ~~X~~ een  queen  three

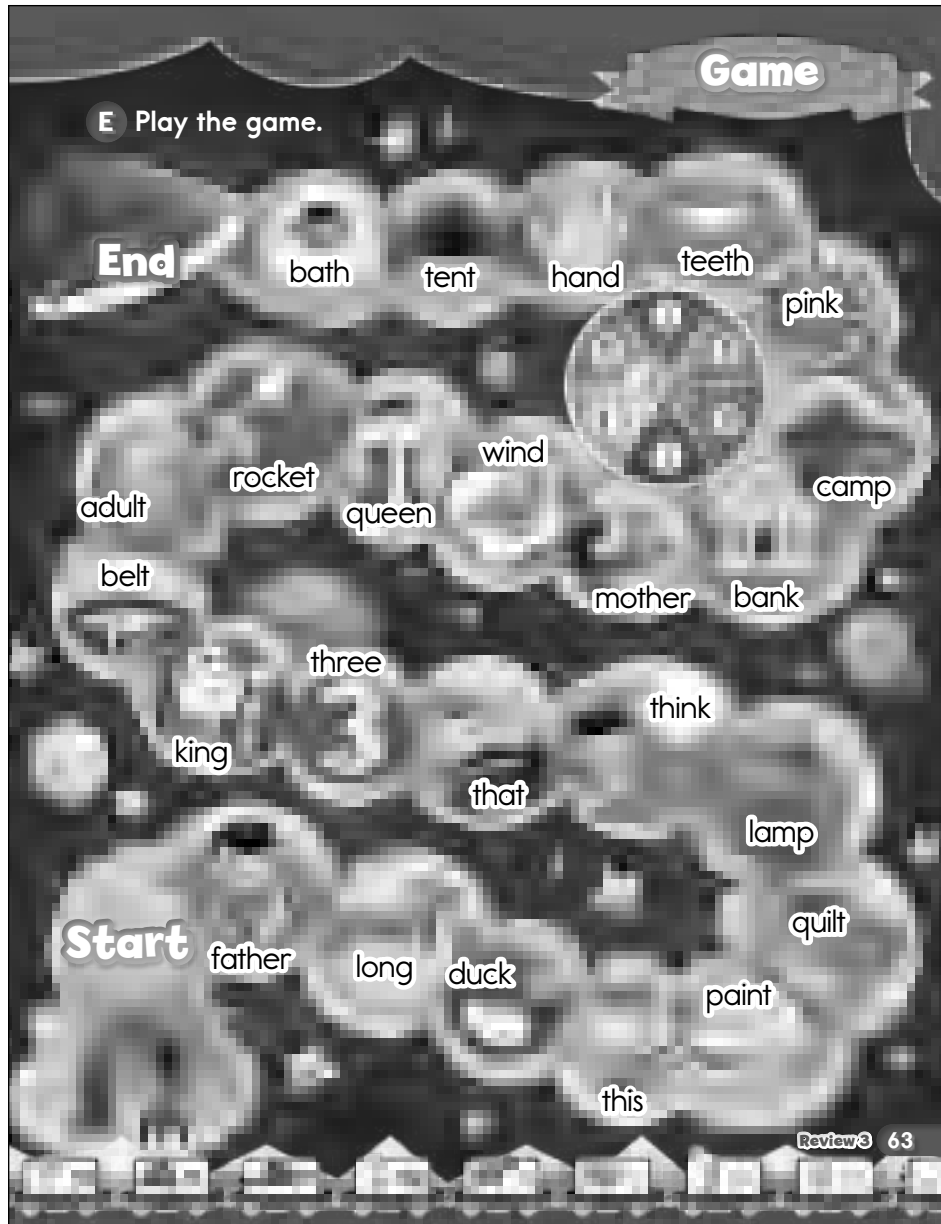
4. wi ~~X~~ nd  wind  tent

62 Review 3



D. Match and write.

Point to individual pictures and elicit the name of the picture. Have the class repeat the name. Continue until you have covered all of the pictures in exercise D. Then have students do the activity on their own. When students are finished, check the answers as a class. For further practice, divide the class into two teams. Say a blend or digraph sound. Students race to raise their hands and say a word that has the sound in it to win a point for their team. Repeat with other new words and play until a team gets ten points.



E Play the game.

1. **Word List.** Divide the class into pairs. Write the digraphs from Unit 5 and Unit 6 on the board and have students close their books. Give students a few minutes to write down as many words as they can think of for each digraph. The pair with the most correct words wins.
2. **Word Trace Relay** (p. 9). Each team sits in a line. Show a Phonics Card to the last student in each line. Using his or her finger, each student traces the word on the back of the student ahead. Students continue down the line. The first person in line must quickly and correctly write the word on the board and say it. The first team to do so wins a point. Have students change places and repeat as time permits.
3. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students watch. Put a different Phonics Card on each chair. Say the word on 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

1. *Oxford Phonics World Level 4 Workbook*, pp. 30–31. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. *Oxford Phonics World Student Book 4, 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

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. The first student in each pair spins, moves his or her game piece ahead according to the number on the spinner, and says the name of the picture. If they can say the name successfully, then they can stay on that square. If not, they must move their game piece back. Then the next student spins. Students play until one reaches the end square.
2. For a more challenging version of this game, play as a class. Divide students into teams of three or four. Each team uses a book to keep track of their own progress. Teams take turns. Every time they land on a square, they have to say the word and use it in a simple but correct sentence, such as *The dog is long* or *This is my ball*.

Lesson 1 Objectives:

- Learn /sk/, sk, and sc
- Learn four new key words

Key Words: skunk, desk, scale, school

Materials:

Phonics Cards 73–76
CD2 Tracks 34–37

Warm Up

Review the key sounds from Unit 5 and Unit 6. Write *voiced th*, *unvoiced th*, *ck*, *qu*, *ng*, *nk*, *nd*, *nt*, *lt*, and *mp* on the board. Divide the class into two teams. Say one of the key sounds. Students try to be the first to raise their hands and say as many words as they can remember that have the sound in it.

Use Pages 64–65

A. Listen and learn.

Model exercise A. Then play CD2 Track 34.

This is a skunk.	This is a scale.
/s/ /k/ /sk/	/s/ /k/ /sk/
/s/ /k/ /sk/	/s/ /k/ /sk/
/sk/ unk, skunk	/sk/ ale, scale
/sk/ unk, skunk	/sk/ ale, scale

CD2
34

Show students how to blend by writing the word *skunk* on the board and running your fingers under the letters *sk* as you say /s/, /k/, /sk/, /sk/, *unk*, *skunk*. Have students repeat after you. Do the same for *scale*.

B. Listen, point, and read.

Play CD2 Track 35. Have students point as they read the words.

1. /sk/ unk, skunk	3. /sk/ ale, scale
/sk/ unk, skunk	/sk/ ale, scale
2. de /sk/, desk	4. /sk/ ool, school
de /sk/, desk	/sk/ ool, school

CD2
35

Explain that in *school* the *h* is silent, so we only say the /sk/ sound. Say /sk/, *ool*, *school*. Have students repeat. Then say one of the word endings: *unk*. Have the students point to the picture in their books and say /sk/, *unk*, *skunk*. Continue with the other words. Point to the pictures in random order and have students name each one.

C. Listen, read, and match.

Play CD2 Track 36. Have students match the word they hear to the picture.

1. school, school	3. desk, desk
2. scale, scale	4. skunk, skunk

CD2
36

Check the answers with the class. For further practice, use the key word Phonics Cards. Show a card, have the class say the blend, the rest of the word, and then read the entire word: /sk/, *ool*, *school*.

D. Read and write.

Have students do the exercise on their own. Check the answers with the class. For further reinforcement, say one of


Unit 7

sk sc spr str spl squ

A Listen and learn. disc 2
34

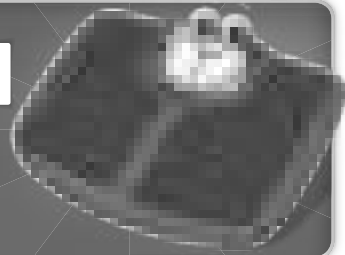
s + k = sk

skunk




s + c = sc

scale




B Listen, point, and read. disc 2
35

1.



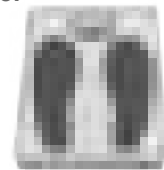
skunk

2.



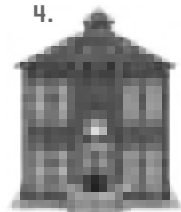
desk

3.




scale

4.




school


64 Unit 7





C Listen, read, and match.

disc 2
36

1. school •  • scale

2. scale •  • duck


3. watch •  • desk


4. school •  • skunk

D Read and write.

1. I use a desk at school. 

2. The man stands on the scale. 

3. This skunk is black and white. 

4. I see my friends at school. 

E Listen and chant. Then read.

disc 2
37



A skunk is under the desk at school.



Unit 7 65

- Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a blend, such as *sk*. Students take turns around the circle to say words with that sound: *slap, slap, clap, clap, (desk), (desk)*, and so on, until you change the category.
- Odd One Out**. Display the key word Phonics Cards and include one or two cards from the previous unit. Have students say the name of each card aloud and raise their hands when they say the name of a card that doesn't belong. Repeat as time permits.
- Sentence Share**. Divide the class into pairs. Say two sentences, such as *The scale is under the desk. The skunk is on the scale*. Pairs write the sentences and quickly draw or sketch them out. Have pairs read the sentences as they show the class their pictures. Repeat with different sentences that use the key words.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 32. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

the words and have students say the sentence it is in. If time permits, divide students into pairs. Give them some time to write four new sentences, one for each key word. Then have pairs say their sentences for the class.

E. Listen and chant. Then read.

Play CD2 Track 37. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Skunk, desk, school
Skunk, desk
Desk, school
Skunk, desk, school
School, desk, skunk
A skunk is under
The desk at school
A skunk is under the desk at school.

CD2
37

Divide the students into groups of three. Then assign a word and a different motion to each group. Students in each group do the motion as they chant. Repeat several times and then switch groups.

Lesson 2 Objectives:

- Learn /spr/, spr, /str/, and str
- Learn three new key words

Key Words: spray, spring, string, strong

Materials:

Phonics Cards 77–80
Student Cards 77–80
CD2 Tracks 38–41

Warm Up

Play **Guess the Next Card**. Show the sk and sc Student Cards one at a time. Students call out the name of the next card to guess what it will be.

Use Pages 66–67

A. Listen and learn.

Model exercise A. Then play CD2 Track 38.

This is spray.	This is string.	CD2 38
/s/ /p/ /r/ /spr/	/s/ /t/ /r/ /str/	
/s/ /p/ /r/ /spr/	/s/ /t/ /r/ /string	
/spr/ ay, spray	/str/ ing, string	
/spr/ ay, spray	/str/ ing, string	

Show students how to blend by writing the word *spray* on the board and running your fingers under the letters as you say /s/, /p/, /r/, /spr/, ay, spray. Have students repeat after you. Do the same for *string*.

B. Listen, point, and read.

Play CD2 Track 39. Have students point as they read the words.


1. /spr/ ay, spray	CD2 39
/spr/ ay, spray	
2. /spr/ ing, spring	
/spr/ ing, spring	
3. /str/ ing, string	
/str/ ing, string	
4. /str/ ong, strong	
/str/ ong, strong	

sk sc spr str spl squ

A Listen and learn. disc 2
38


s + p + r = spr

spray





s + t + r = str


string




B Listen, point, and read. disc 2
39


1. 
spray

2. 
spring

3. 
string

4. 
strong

66 Unit 7



Elicit the way in which the *spr* and *str* blends are different from the blends students already know (they have three letters). Then point to the pictures in exercise B in a different order and have students name each one.

C. Listen and match.

Play CD2 Track 40. Have students match the words halves and then the pictures.

1. strong, strong	3. spray, spray	CD2 40
2. spring, spring	4. string, string	

Check the answers. For further practice, play **Buzzers** (p. 8) to practice the new words.

D. Write.

Have students do the exercise on their own. Then check the answers. For further practice, if time permits, have a writing race. Divide the class into two teams. Have a member from each team come to the board. Say a key word and students race to be the first to write it to win a point for their team. Continue until all students have had a chance to write.

C Listen and match.

disc 2
40

1. str — ay
2. spr — ong
3. spr — ing
4. str — ing

D Write.

sc spr sk str

unk ing ong ale ay

1. strong



2. string



3. skunk



4. spray



5. scale



6. spring



E Listen and chant. Then read.

disc 2
41



In spring, we need string
and a can of bug spray.



Unit 7 67

1. **Touch** (p. 9). Use the key word Student Cards. Have students play in groups of five or six. Say the key words and have students repeat them as they race to touch the cards. Then have a student say a key word. Repeat so that each student gets the chance to be the leader.
2. **What's in the Cap?** (p. 9). Put the key word Student Cards in a cap or other container. Divide students into pairs and arrange the pairs in a circle. Pairs pass the cap. In this version, one partner says a word to guess what the card will be, and the other partner takes a card from the cap and says the word. If the words match, the pair remains standing. If the word guess and card don't match, they sit down. For extra challenge, add the Lesson 1 cards. To make it easier, students just guess the blend.
3. **Charades** (p. 8). Divide students into small teams. Show one student from each group 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

1. *Oxford Phonics World Level 4 Workbook*, p. 33. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 41. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

CD2
41

Spring, string, spray
Spring, string
String, spray
Spring, string, spray
Spray, string, spring
In spring, we need string
And a can of bug spray
In spring, we need string and a can of bug spray.

Say the chant again. Divide the students into three groups: *spring*, *string*, and *spray*. Have students in each group hold up their Student Card when they say the word in the chant. Repeat and then switch groups and cards.

Lesson 3 Objectives:

- Learn /spl/, spl, /skw/, and squ
- Learn four new key words

Key Words: splash, splint, squid, square

Materials:

Phonics Cards 81–84
CD2 Tracks 42–46

Warm Up

Play **Hot Word** (p. 8). Use the *spr* and *str* 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.

Use Pages 68–69

A. Listen and learn.

Model exercise A. Then play CD2 Track 42.

This is a splash.	This is a squid.
/s/ /p/ /l/ /spl/	/s/ /kw/ /squ/
/s/ /p/ /l/ /spl/	/s/ /kw/ /squ/
/spl/ ash, splash	/skw/ id, squid
/spl/ ash, splash	/skw/ id, squid

CD2
42

Show students how to blend by writing the word *splash* on the board and running your fingers under the letters *spl* as you say /s/, /p/, /l/, /spl/, *ash*, *splash*. Have students repeat. Do the same for *squid*. Elicit the way in which the *spl* and *squ* blends are different from many blends students already know (they have three letters).

B. Listen, point, and read.

Play CD2 Track 43. Have students point as they read the words.

1. /spl/ ash, splash
/spl/ ash, splash
2. /spl/ int, splint
/spl/ int, splint


CD2
43

sk sc spr str spl squ

A Listen and learn. disc 2 42


s + p + l = spl

splash

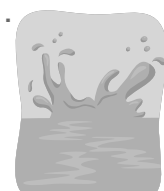


s + qu = squ

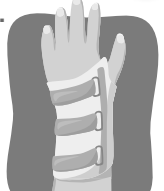
squid



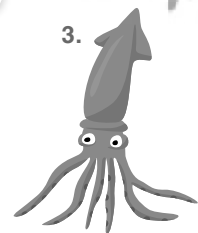
B Listen, point, and read. disc 2 43

1. 

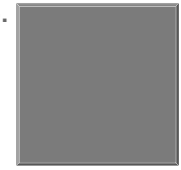
splash

2. 

splint

3. 

squid

4. 

square

68 Unit 7

3. /squ/ id, squid
/squ/ id, squid
4. /squ/ are, square
/squ/ are, square

1. splint, splint
2. square, square
3. squid, squid
4. splash, splash

CD2
44

Point to the pictures in exercise B in a different order and have students name each one. Help with pronunciation of the /l/ sound as needed.

C. Listen and number. Then match.

Play CD2 Track 44. Have students write the number next to the word they hear and match them with the pictures.

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

C Listen and number. Then match. disc 2 44

splint 1 squid 3 splash 4 square 2

D Listen and circle. Then write. disc 2 45

1. **spl** ash int splash 2. **squ** are id squid

3. **str** ong ing strong 4. **spr** ay ing spray

5. **spl** ash int splint 6. **squ** id are square

E Listen and chant. Then read. disc 2 46



Nine big squids
splash and play in the bay.



Unit 7 69

1. **Repeat You, Repeat Me.** Have students get into a circle. Say a key word and do a motion. The next student in the circle repeats your word and motion then adds a new one. Continue and see how long the class can keep the chain going.
2. **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. Students say the blend sound and the name of the card that is closest to where the beanbag lands. Repeat so that each student has a chance to throw the beanbag.
3. **Word Outlines.** Divide the class into teams of three or four. Have a student from one team come to the board and draw the outline of a word. The other teams race to be the first to raise their hands and guess it. If the guess is correct, they get a point. If it is wrong, the team at the board gets a point. If outlining is difficult, help the student at the board by shielding him or her from the class as they write a word, outline it, and then erase the word.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, p. 34. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 2

D. Listen and circle. Then write.

Play CD2 Track 45. Have students circle the word they hear and then write it.

1. splash, splash 4. spray, spray
2. squid, squid 5. splint, splint
3. strong, strong 6. square, square

Squid, splash, squid, splash
Squid, squid
Splash, splash
Squid, squid, splash, splash
Nine big squids
Splash and play in the bay
Nine big squids splash and play in the bay.

E. Listen and chant. Then read.

Play CD2 Track 46. Have students chant along with Conductor Cleo. Each line repeats. Then have students read the chant.

Put students into groups of nine. Assign motions for the words *squid* and *splash*. Have each group act out the chant as they do it. Encourage students to have fun, especially with the last line. Say the chant again.

Lesson 4 Objectives:

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

New Words: bad, teacher, sorry

Sight Words: pretty, jumps, into, can't, picks

Materials:

Student Cards 73–84

Letter Cards

CD2 Tracks 47–48

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 as time permits, increasing the speed.

Use Pages 70–71

A. Read and write.

Before students do exercise A, point to and say each word and have students repeat it. Then point to the blend over each column, say it two times, and have students repeat. Have students complete exercise A, and then check their work. Write the column headers *sk*, *sc*, *spr*, *str*, *spl*, and *squ* on the board. Have students come to the board and write the words under the correct column. Leave the columns on the board.

Now try these! Listen, unscramble, and write.

Have students find the blends in the scrambled words. Play CD2 Track 47. Have students repeat the words as they write them.

- | | |
|-------------------|-------------------|
| 1. skip, skip | 4. street, street |
| 2. scan, scan | 5. split, split |
| 3. sprint, sprint | 6. squeak, squeak |

CD2
47

sk sc spr str spl squ

A Read and write.

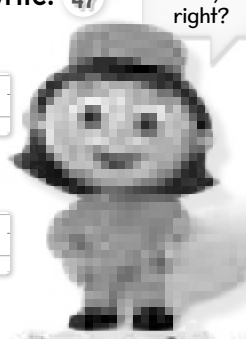
<p>sk</p> <p>desk</p> <p>skunk</p>		<p>sc</p> <p>scale</p> <p>school</p>		<p>spr</p> <p>spray</p> <p>spring</p>	
<p>str</p> <p>strong</p> <p>string</p>		<p>spl</p> <p>splash</p> <p>splint</p>		<p>squ</p> <p>squid</p> <p>square</p>	

Now try these! Listen, unscramble, and write.

1. psik skip	2. casn scan	3. irtspn sprint
4. erttes street	5. stlip split	6. aqksue squeak

disc 2
47

Were you right?



70 Unit 7

Say the *Now try these!* words for the class. Have them repeat. To check the answers, have students write the words on the board in the correct column.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD2 Track 48. Have the students listen to the story once.

A Bad Skunk

1. It's a pretty spring day. The squid kids are in school.
2. A skunk jumps into the sea. Splash! He wants to catch the squids.

CD2
48

3. The kids swim under their desks. They spray black ink. The skunk can't see!

4. The squid teacher is strong. He picks up the skunk and puts him on the grass. The skunk is sorry!

New words: bad, teacher, sorry
Sight words: pretty, jumps, into, can't, picks

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

Story

B Look and listen. Read along. disc 2
48

A Bad Skunk



1 It's a pretty spring day. The squid kids are in school.



2 A skunk jumps into the sea. Splash! He wants to catch the squids!



3 The kids swim under their desks. They spray black ink. The skunk can't see!



4 The squid teacher is strong. He picks up the skunk and puts him on the grass. The skunk is sorry!

New words: bad teacher sorry
Sight words: pretty jumps into can't picks

Unit 7 71

1. **Down the Line** (p. 8). Use several sets of Unit 7 Student Cards. 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** (p. 9). Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson: /spl/, int. 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 an added challenge, include any key words from previous lessons. Repeat as time permits.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames on page 71 in the Student Book. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, p. 35. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 7 Online Test

2. **Paired Reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the skunk and squids to several students. Have one narrator read the whole story, or have different students read each panel as the skunk and squids act it out. Encourage students to have fun. When they are finished, choose 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. Then have the students read the new words by themselves. Read through the story again as time permits, and have students raise their hands when they read a new word in the story.
5. **Sight words.** Read and point to the sight words and have students repeat. Then say a sight word and have students find and say the sentence it is in.

Lesson 1 Objectives:

- Learn the *soft c* sound /s/
- Learn four new key words

Key Words: rice, city, ice cream, cell phone

Materials:

Phonics Cards 85–89
Student Cards 85–89
CD2 Tracks 49–52

Warm Up

Quickly review the blends and digraphs learned so far from Units 5–7. Show four or five Phonics Cards in a random order. Put the cards down and have students call out the words. Repeat with new cards.

Use Pages 72–73

A. Listen and learn.

Model exercise A. Then play CD2 Track 49.

This is rice. What's the ending sound of rice?

/s/

That's right: /s/, rice.

CD2
49

Present the *soft c* sound by writing the word *rice* on the board. Explain that sometimes the letter *c* has a “soft sound” and sounds like the letter *s*. Have students repeat /s/. Then say *ri*, /s/, *rice*, and have students repeat.

B. Listen, point, and read.

Play CD2 Track 50. Have students point as they read the words.

1. ri /s/, rice
ri /s/, rice
2. /s/ ity, city
/s/ ity, city
3. i /s/ cream, ice cream
i /s/ cream, ice cream

CD2
50

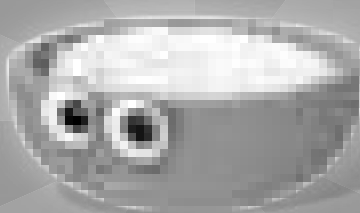
Unit 8

soft c soft g voiced s

disc 2
49

A Listen and learn.


r i c e



c


B Listen, point, and read.

1.



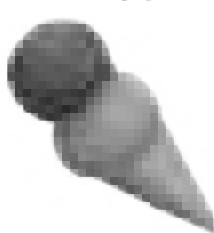
rice

2.




city

3.



ice cream

4.



cell phone

4. /s/ ell phone, cell phone
/s/ ell phone, cell phone

1. clock, ice cream, rice
2. cell phone, cane, city
3. rice, crab, city

CD2
51

Elicit from the class where the *soft c* occurs in the words. Then point to the pictures in exercise B in a different order and have students name each one. Repeat as time permits.

C. Which ones have the same sound? Listen and circle.

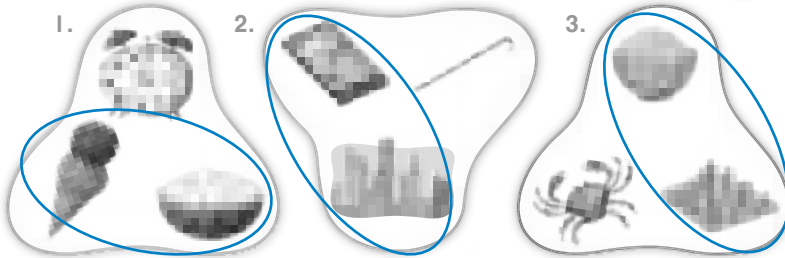
Play CD2 Track 51. Have students complete the activity.

After students have finished, check the answers with the class. If time permits, use the *soft c* and Unit 1 *cr*-blend Phonics Cards. Shuffle them, and hold up two cards. Have the class say the words if a card has the *soft c* sound.

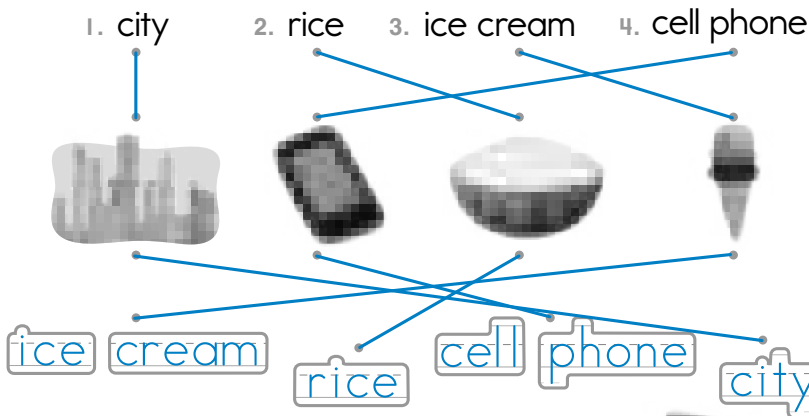
D. Match and write.

Have students do exercise D on their own. Check the answers with the

C Which ones have the same sound? Listen and circle. disc 2 51



D Match and write.



E Listen and chant. Then read. disc 2 52



People in the city
like rice and ice cream.



Unit 8 73

- Telephone** (p. 9). Students form one line. Whisper different *soft c* words at each end of the line. Students whisper them down the line. When the words reach the other ends, the students say the word they heard. Extend the activity by having students form multiple lines. Say a different *soft c* word at the end of each line. Students race to quietly pass the word down their line. Repeat as time permits.
- Speed Sounds**. Have the students stand. Assign the target sound and have the class listen as you say, in a random order, any of the words covered so far (include words with /s/ and *hard c* sounds, like *crab*, *crocodile*, *dress*, *slide*, *test*, and *catch*). Insert *soft c* words occasionally. Students must quickly repeat the word when they hear the target sound. If they don't repeat quickly enough, they must sit down and play from their seats. The last person still standing wins.
- 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 teams to guess. The first team to guess correctly wins a point. Repeat as time permits.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 37. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

class by having students come to the board, write the word, and then draw the outline around it. If time permits, do this activity as a game. Divide the class into two teams. You draw a word outline on the board for teams to guess the word.

E. Listen and chant. Then read.

Play CD2 Track 52. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

City, rice, ice cream
City, rice
Rice, ice cream

CD2
52

City, rice, ice cream
Ice cream, rice, city
People in the city
Like rice and ice cream
People in the city like rice and ice cream.

Divide students into groups of four and have them stand around a desk. Put the three key word Student Cards, picture-up, on the desk (*city*, *rice*, *ice cream*). Play the chant again and have students point to the cards as they say the words.

Lesson 2 Objectives:

- Learn the *soft g* sound /j/
- Learn four new key words

Key Words: giraffe, orange, giant, cage

Materials:

Phonics Cards 89–92
Student Cards 89–92
CD2 Tracks 53–56

Warm Up

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

Use Pages 74–75

A. Listen and learn.

Model exercise A. Then play CD2 Track 53.

This is a giraffe. What's the beginning sound of giraffe?

/j/

That's right: /j/, giraffe.

CD2
53

Present the *soft g* sound by writing the word *giraffe* on the board. Explain that, like *soft c*, sometimes the letter *g* has a “soft sound” and sounds like the letter *j*. Have students repeat /j/. Then say /j/, *iraffe* and have students repeat.

B. Listen, point, and read.

Play CD2 Track 54. Have students point as they read the words.

1. /j/ iraffe, giraffe
/j/ iraffe, giraffe
2. oran /j/, orange
oran /j/, orange

CD2
54

A Listen and learn. disc 2 53

B Listen, point, and read. disc 2 54

1. giraffe

2. orange

3. giant

4. cage

74 Unit 8

3. /j/ iant, giant
/j/ iant, giant
4. ca /j/, cage
ca /j/, cage

1. orange, orange 3. cage, cage
2. giraffe, giraffe 4. giant, giant

CD2
55

Elicit from the class where the *soft g* occurs in the words. Then point to the pictures in exercise B in a different order and have students repeat.

C. Listen, read, and match.



Play CD2 Track 55. Have students match the words they hear to the correct pictures.



Check the answers with the class. Then play **Teacher's Mistake** (p. 9). Show the picture side of the Phonics Cards and say each word. Occasionally, say the wrong word for the card. Students repeat after you if the name is correct. If the name is incorrect, students raise their hands and shout the correct word.

D. Circle and write.

Have students do the exercise on their own. For extra practice, write a key word

C Listen, read, and match. disc 2 55

1. orange • giant •   2. • globe • giraffe

3. orange • cage •   4. • giant • grass

D Circle and write.

gerasirgorcage 1. cage

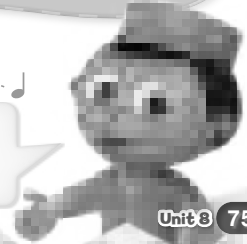
afeogiantlobgr 2. giant

regiagiraffeob 3. giraffe

ncarorangeenar 4. orange

E Listen and chant. Then read. disc 2 56

The giant giraffe eats an orange in the cage.



Unit 8 75

on the board, one letter at a time. Have students raise their hands as soon as they can guess the word. Have the first student come to the board and finish writing the word. Repeat.

The giant giraffe
Eats an orange in the cage
The giant giraffe eats an orange in the cage.

E. Listen and chant. Then read.

Play CD2 Track 56. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

Giant, giraffe, orange, cage
Giant, giraffe
Orange, cage
Orange, cage, giant, giraffe

Divide the class into four groups, and give each a key word Phonics Card. Then say the chant again. When the group hears their word, the whole group should stand up and shout their word. Students must sit down quickly when a different word is said in the chant. Have students trade cards 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 on each chair. Say the word on one of the cards. The students race to be the first to sit on the chair with that card.
- Line Up** (p. 8). Give students one key word 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 his or her card's word. Have students trade cards and repeat as time permits. This can also be played with sets of Letter Cards that correspond to the key words. Students line up to spell the words.
- Sentence Share**. Divide the class into pairs. Say a sentence, such as *The giant eats an orange*. 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.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 38. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

Lesson 3 Objectives:

- Learn the *voiced s* sound /z/
- Learn four new key words

Key Words: rose, jeans, cheese, legs

Materials:

- Phonics Cards 93–96
- Student Cards 93–96
- CD2 Tracks 57–60

Warm Up

Play **Beanbag Toss** (p. 8) using the *soft c* and *soft g* key words.

Use Pages 76–77

A. Listen and learn.

Model exercise A. Then play CD2 Track 57.

This is a rose. What's the ending sound of rose?

/z/

That's right: /z/, rose.

Present the *voiced s* sound by writing the word *rose* on the board. Explain that sometimes the letter *s* has a “voiced sound” and sounds like the letter *z*. Have students repeat /z/. Then say *ro*, /z/ and have students repeat. (Compare *voiced* and *unvoiced s* to *voiced* and *unvoiced th*, if helpful.)

B. Listen, point, and read.

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

1. ro /z/, rose
ro /z/, rose
2. jean /z/, jeans
jean /z/, jeans
3. chee /z/, cheese
chee /z/, cheese
4. leg /z/, legs
leg /z/, legs

Elicit from the class where the *voiced s* occurs in the words. Then point to the pictures in exercise B in a different order and have students repeat.

C. Listen, read, and match.

Play CD2 Track 59. Have students do the exercise.

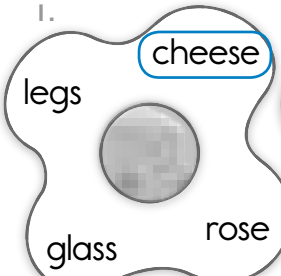
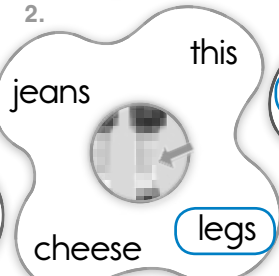
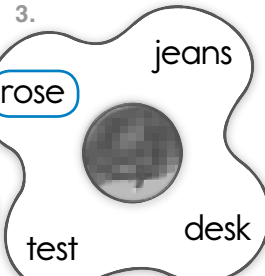
1. cheese, cheese
2. legs, legs
3. rose, rose

Check the answers with the class. Then have all students stand. Say a word from exercise C aloud. If the word you say has a *voiced s* in it, students remain standing and repeat it. If it has an *unvoiced s*, students sit down.

D. Read and check.

Have students do exercise D on their own and then check the answers with the class. For further writing practice, have students work in pairs to write new sentences for the key words. Have a few pairs tell the class their sentences.

C Listen, read, and circle. disc 2 59

1.  2.  3. 

D Read and check.

- She has green jeans.
 She has a green dress.
- The queen wants a skunk.
 The queen wants a rose.
- His legs are long.
 His skates are long.
- The rat likes the slide.
 The rat likes the cheese.



E Listen and chant. Then read. disc 2 60



I have cheese, a red rose,
and jeans on my legs.



Unit 8 77

- Sound Bee** (p. 9). All students stand. In this version, you sound out a word, such as *leg*, /z/, and the first student must say it and spell it correctly: *legs*, *l-e-g-s*. If it is incorrect, the student must sit down. Continue around the room with different words until only one student is left standing.
- Scramble**. Give students a piece of paper and something to write with. Write one of the key words on the board, scrambled, such as *s e a n j*. Give students a few moments to copy it down. Then erase the word and write another. Do this for all four key words. Then give the class some time to unscramble all the words. Check the answers with the class. Rescramble the words and repeat as often as time permits. For added challenge, gradually decrease the time you allow for writing down and unscrambling the words.
- Match the Order**. Display the Phonics Cards in a row, picture-side visible. Have teams of four stand around a desk. Place a set of Student Cards on each desk, word-up, so that students cannot see the pictures. When you say *Go!* each team arranges their cards and tries to match the order of displayed cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 39. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- iTools
- Multi-ROM, disc 2

E. Listen and chant. Then read.

Play CD2 Track 60. Have students chant along with Conductor Clay. Each line repeats. Then have students read the chant.

Cheese, rose, jeans, legs
Cheese, rose
Jeans, legs
Jeans, legs, cheese, rose
I have cheese, a red rose
And jeans on my legs
I have cheese, a red rose, and jeans on my legs.

CD2
60

Have students put their heads down while you hide multiple sets of the key word 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 time permits and hide the Phonics Cards in different places around the room each time.

Lesson 4 Objectives:

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

Key Words: Jim, huge, named

Sight Words: very

Materials:

Phonics Cards 85–96
CD2 Tracks 61–63

Warm Up

Review the Unit 8 key words with a **Spelling Race** (p. 9). Make sure each student has a set of Letter Cards on their desk. Sound out a key word and have students race to put the Letter Cards for that word in order. 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 61. Have students write the words they hear in the correct column. Pause the audio if necessary.

legs, legs	giraffe, giraffe
city, city	cell phone, cell phone
orange, orange	jeans, jeans
cage, cage	ice cream, ice cream
cheese, cheese	rose, rose
rice, rice	giant, giant

Check the answers with the class. Write the column headings on the board. Then say a word and have a student come up to the board, say a word, and write it in the correct column. Leave the columns on the board.

Now try these! Listen and circle.

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

1. gym, gym
2. hands, hands
3. circle, circle

Elicit which column on the board each word goes in and have students come to the board to write the words in the correct columns.

B. Look and listen. Read along.

1. **Read along.** Have students point to the pictures and talk about what they see. Then play CD2 Track 63. Have the students listen to the story.

Jim Giant

1. Jim Giant lives in a city. He has a big cell phone and huge blue jeans.
 2. His lunch is huge, too! Jim eats ten plates of rice, nine oranges, a pot of cheese, and one small ice cream cone.
 3. He has a pet giraffe named Spot. Spot has a long nose and very long legs. He likes to eat roses.
 4. No, Spot! Don't eat that rose!
- New words: Jim, huge, named
Sight words: very

Story

B Look and listen. Read along. disc 2 63

Jim Giant



Jim Giant lives in a city. He has a big cell phone and huge blue jeans.



His lunch is huge, too! Jim eats ten plates of rice, nine oranges, a pot of cheese, and one small ice cream cone.



He has a pet giraffe named Spot. Spot has a long nose and very long legs. He likes to eat roses.



New words: Jim huge named Sight words: very

Unit 8 79

Play the story again and have students point to pictures of the key words. Then have students read the story on their own.

- Paired Reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Assign the roles of Jim Giant, Spot, the woman, and the narrator to four students. Encourage students to have fun while they act out the story. Repeat as time permits with different students.
- New words.** Read and point to the new words and have the students repeat them. Then have the students

read the new words by themselves. Read through the story again and have students raise their hands when they hear a new word.

- Sight words.** Read the sight word and have students repeat. Then say the sight word and have students find and say the sentence it is in.

- Word List.** Divide the class into pairs. Write the sounds from Unit 8 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 sound. The pair with the most correct words wins.
- Charades** (p. 8). Divide students into small teams. Show one student from each group 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. This can also be played as a class.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like the story frames on page 79 in the Student Book. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, p. 40. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and the 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:

skunk, desk, scale, school
 spray, spring, string, strong
 splash, splint, squid, square
 rice, city, ice cream, cell phone
 giraffe, orange, giant, cage
 rose, jeans, cheese, legs

New Words: bad, teacher, sorry, Jim,
 huge, named

Sight Words: pretty, jumps, into, can't,
 picks, very

Materials:

Student Cards 73–96
 CD2 Track 64

Warm Up

Review the Unit 7 and Unit 8 key words. Have students put their Unit 7 and Unit 8 Student Cards on their desks, word-up. Show a Phonics Card, picture-up, to the class. Students race to hold up the matching word card and say the word.

Use Pages 80–81

A. Look and listen. Sing along.

Play CD2 Track 64. Have students listen to the song one time.

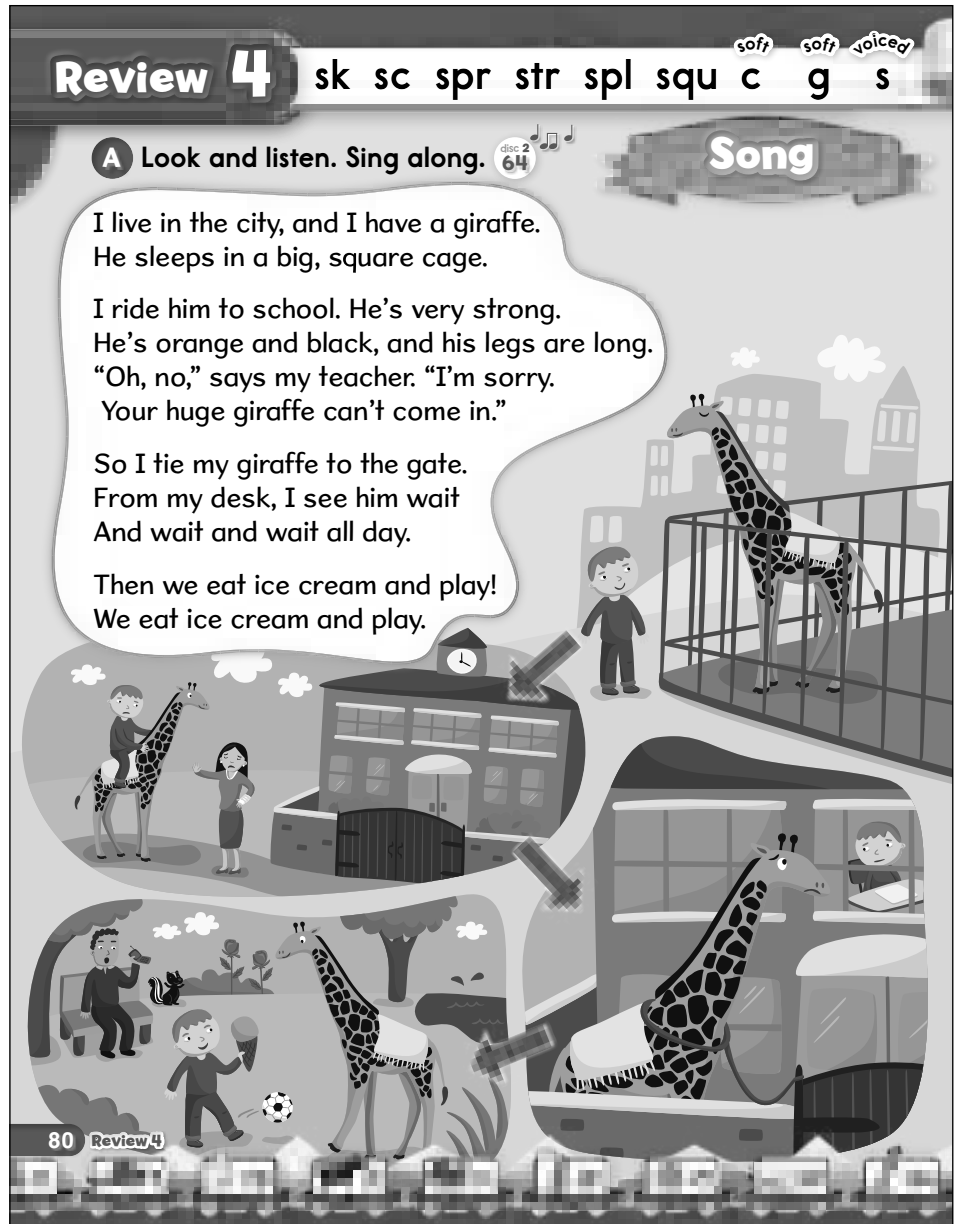
I live in the city, and I have a giraffe.
 He sleeps in a big, square cage.
 I ride him to school. He's very strong.
 He's orange and black, and his legs are long.
 "Oh, no," says my teacher, "I'm sorry.
 Your huge giraffe can't come in."
 So I tie my giraffe to the gate.
 From my desk, I see him wait
 And wait and wait all day.

CD2
64

Then we eat ice cream and play!
 We eat ice cream and play.
 (song repeats)

*Everybody sleep like a giraffe.
 OK, wake up! It's time to go to school.
 Can you walk like a giraffe?
 Good. Let's walk to school.
 Now stand by the gate,
 And wait and wait and wait.
 Good giraffe.
 Let's go! It's time to play!*

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. Then point to pictures on page 80 in a random order. Have students say the sound and the word that corresponds to each picture. For example, if you point to the gate, students should say /g/, ate, gate. Continue pointing to pictures around the page as time permits and increase your speed incrementally.



B Do the puzzle.



g	c	b	h	d	x	r	r	l	o	l	b
y	c	r	v	k	z	m	o	o	y	j	r
p	q	i	c	u	k	l	s	r	g	r	u
s	h	c	v	j	b	j	e	a	n	s	n
k	c	e	l	l	p	h	o	n	e	l	y
i	a	i	g	d	t	m	m	g	f	f	c
t	n	n	n	c	e	l	l	e	g	s	i
b	g	i	a	n	t	t	q	e	i	o	t
p	i	k	c	a	g	e	o	v	b	h	y
u	b	h	f	w	a	i	o	d	e	s	k



Review 4 81

- Speed Sounds.** Have the students stand. Assign a target sound to each student and have them listen as you say, in a random order, any of the words from Unit 7 or Unit 8. Students must quickly repeat after you when they hear their target sound. If they don't repeat quickly enough, they must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins.
- Sound Families** (p. 9). Divide students into teams of three or four. Make sure each team has a set of shuffled Unit 7 and Unit 8 Student Cards. When you say *Go!* students put the cards into their groups: *sk, sc, spr, str, spl, squ, soft c, soft g,* and *voiced s*. The first team to finish wins. Have students shuffle their cards and repeat as time permits.
- Fruit Salad.** Students sit in a circle. Give each student a Unit 7 or Unit 8 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 say *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.

Practice and Components

- Oxford Phonics World Level 4 Workbook*, pp. 42–43. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
- Oxford Phonics World Student Book 4, 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 World Readers, Fun Day at School* and *A Nice Trip*
- Online Final Test

B. Do the puzzle.

Model the exercise. Point to the pictures and have students say the words. Then students complete the exercise on their own. Words can be found across or down. After students finish exercise B, check the answers. If time permits, play a game. Divide students into pairs. Students take turns to write a key word from Unit 7 or Unit 8 for their partners, one letter at a time. The partner tries to guess the word in as few letters as possible. Then they switch roles. Repeat as time permits.

Lesson Objectives:

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

Key Words:

skunk, desk, scale, school
 spray, spring, string, strong
 splash, splint, squid, square
 rice, city, ice cream, cell phone
 giraffe, orange, giant, cage
 rose, jeans, cheese, legs

New Words: bad, teacher, sorry, Jim,
 huge, named

Sight Words: pretty, jumps, into, can't,
 picks, very

Materials:

Class CD2 Track 65

Warm Up

Divide students into teams of three or four. Make sure each team has a set of Student Cards for Units 7 and 8. 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 sounds from Units 7 or 8. The first team to hold up a card with a word that includes that sound and say its name wins a point. The team with the most points wins.

Use Pages 82–83

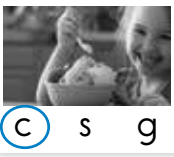
C. Listen and circle.


Play CD2 Track 65. Have students listen and circle the letters that are in the word they hear.


- | | |
|-------------------------|-----------|
| 1. ice cream, ice cream | CD2
65 |
| 2. splash, splash | |
| 3. giraffe, giraffe | |
| 4. spring, spring | |
| 5. skunk, skunk | |
| 6. cheese, cheese | |


sk sc spr str spl squ c g s


C Listen and circle. disc 2 65


1.  c s g

2.  spr sc spl

3.  s g c


4.  spr spl str


5.  c sk squ

6.  g str s


D Match and write.


1. spl — int
squ — id

 squid


 splint


2. sc — ong
str — hool

 strong


 school


3. squ — ale
sc — are

 square

 scale

4. str — ing
spr — ay

 string

 spray

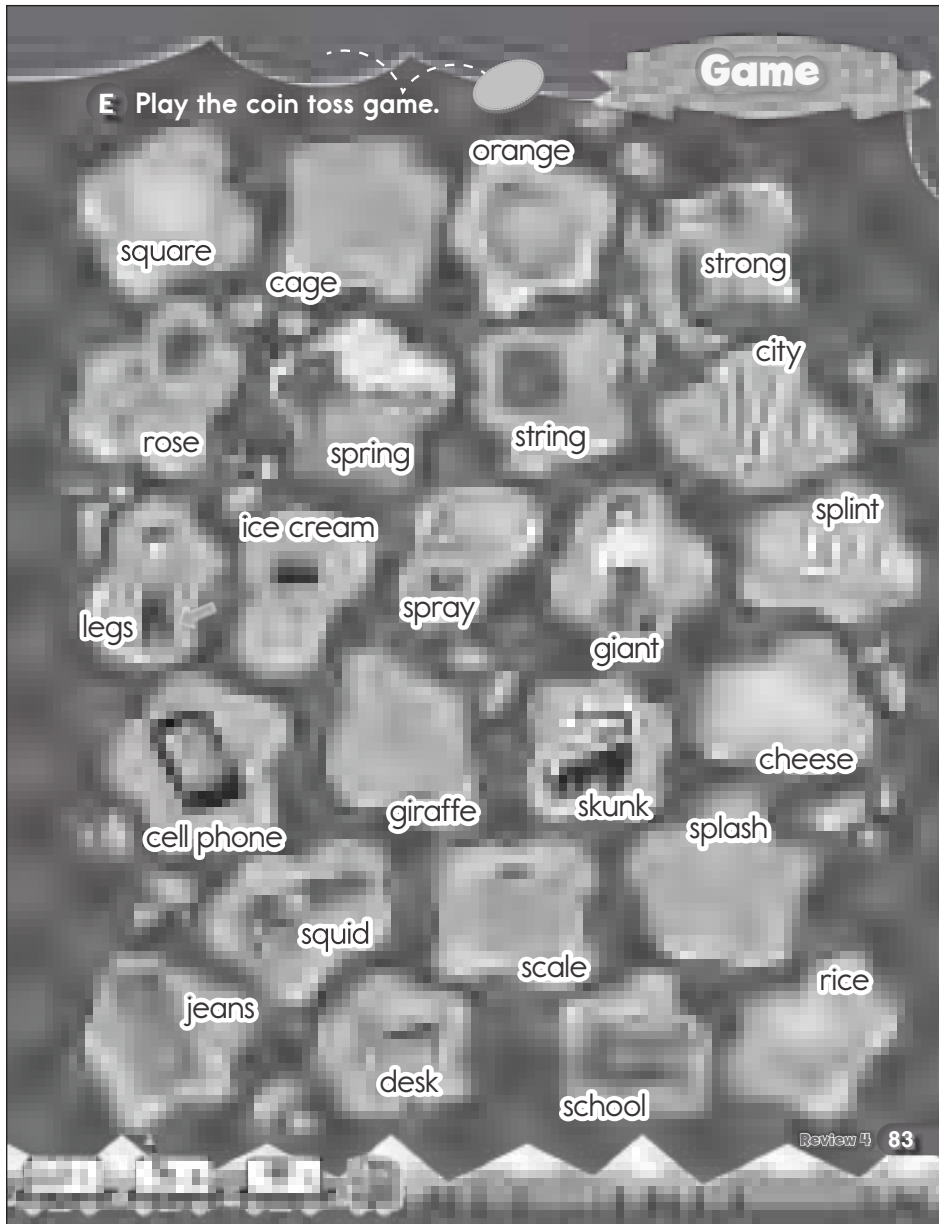
After students finish exercise D, check the answers. Then go back and elicit words for the other letters such as 1. *soft g: giant.*

D. Match and write.

Have students match the word halves and write them next to the correct pictures. Check the answers with the class. Then divide students into pairs. Say one of the words from exercise D. Have pairs think of (or write) a sentence that uses the word. When they are ready, have pairs share their sentences with the class. Repeat with other words, as time permits.

E. Play the coin toss game.

1. Divide the students into pairs. Have each student use a coin or small object as a game piece. Students play **Rock, Paper, Scissors** to determine who goes first. The student who goes first flips his or her game piece onto the game board and says the name of the picture it lands on. If students can say the name successfully, they earn a point. Students then take turns flipping their game pieces and saying the names of the pictures. The first student to earn ten points is the winner.



1. **Word List.** Divide the class into pairs. Write the key sounds from Unit 7 and Unit 8 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 sound. The pair with the most correct words wins.
2. **Spelling Bee** (p. 9). Have students stand and 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.
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 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, such as *The squid has a rose and a cell phone.* Repeat until each student has had a chance to draw or as time permits.

Practice and Components

1. *Oxford Phonics World Level 4 Workbook*, pp. 42–43. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–93 for instructions and the answer key.
2. *Oxford Phonics World Student Book 4, Picture Dictionary*, pp. 84–88. Have students write the Unit 7 and Unit 8 key words beside the corresponding pictures.
3. iTols
4. Multi-ROM, disc 2
5. *Oxford Phonics World Readers, Fun Day at School* and *A Nice Trip*
6. Online Final Test

2. Divide the students into groups of four. In this version of the game, each student hides their board from the other (such as behind a folder). Each student chooses one picture they like and marks it with a pen or paperclip. Then students take turns guessing what their teammates like by asking each other *Do you like the (skunk)?*

If the guess is correct, the student who answered *yes* is out and the first student can ask again. If the answer

is *no*, the answering student takes a turn. The last student still in the game wins.

3. For this version of the game, divide the class into teams. Say a key sound for one of the pictures on the game board, such as /z/, *voiced s*. Students race to be the first to raise their hands and say a word that has that sound and spelling, such as *cheese*. Continue with other words.

Word List

Aa		fast	34	Nn		spot	32
adult	62	father	50	named	84	spray	72
all	24	fish	38	Oo		spring	72
away	16	flag	12	one	56	square	74
Bb		fly	12	orange	80	squid	74
bad	76	Fran	36	outside	36	stamp	34
bank	58	Friday	18	Pp		stir	36
bath	52	frog	18	paint	60	stop	34
beach	44	Gg		park	24	string	72
belt	62	giant	80	people	44	strong	72
black	10	giraffe	80	phone	42	summer	36
blanket	10	glass	12	picks	76	sweep	16
blows	64	globe	12	picture	64	swim	32
Brad	44	grass	18	pink	58	swing	32
bride	12	green	18	plate	20	Tt	
bring	24	Hh		play	20	tea	36
broom	12	hand	60	pretty	76	teacher	76
brother	56	he's	56	Qq		teeth	52
brush	38	huge	84	quack	56	tent	60
by	64	Ii		queen	54	test	34
Cc		ice cream	78	quilt	54	that	50
cage	80	I'm	36	Rr		their	16
camp	62	into	76	rice	78	them	44
can't	76	it's	16	robe	64	think	52
catch	40	Jj		rocket	54	this	50
cell phone	78	jeans	82	rose	82	three	52
cheese	82	Jim	84	Ss		today	44
chick	40	jumps	76	Saturday	24	toy	56
city	78	Kk		scale	70	trains	44
class	36	king	58	school	70	tree	22
clean	16	Ll		seasons	36	truck	22
clock	10	lamp	62	shell	38	two	56
club	10	late	24	ship	38	Vv	
crab	12	legs	82	skunk	70	vacation	36
crocodile	12	long	58	sleep	20	very	84
Dd		loud	56	slide	20	Ww	
Dale	56	love	56	smile	30	watch	40
desk	70	lunch	40	smoke	30	whale	42
dolphin	42	Mm		snake	30	when	56
dress	22	meet	56	snow	30	white	42
drive	24	mess	16	sorry	76	wind	60
drum	22	mother	50	splash	74	wipe	16
duck	54			splint	74	works	44
Ff				spoon	32		
family	44						

Workbook Answer Key

Unit 1, bl cl, page 2

B. Match and say.

- [clock] – clock
- [black] – black
- [club] – club
- [blanket] – blanket

C. Write and color.

- black
- club
- blanket
- clock

Unit 1, br cr, page 3

B. Circle and say.

- broom
- crocodile
- crab
- bride

C. Read, write, and say.

- bride
- broom
- crocodile
- crab

Unit 1, fl gl, page 4

B. Read and circle.

- glass
- flag
- fly
- globe

C. Unscramble, write, and match.

- fly – [fly]
- glass – [glass]
- globe – [globe]
- flag – [flag]

Unit 1, bl cl br cr fl gl, page 5

A. Match, write, and say.

- [blanket] – bl-anket – blanket
- [fly] – fl-y – fly
- [crab] – cr-ab – crab
- [globe] – gl-obe – globe
- [club] – cl-ub – club
- [broom] – br-oom – broom

B. Read and number.

- The bride has a glass.
- Can you see the crocodile?
- The man has a black coat.
- The clock says six.

Unit 2, fr gr, page 6

B. Say and check.

- grass
- Friday
- green
- frog

C. Circle, write, and say.

- green
- frog
- Friday
- grass

Unit 2, pl sl, page 7

B. Say and check.

- plate
- sleep
- slide
- play

C. Read, write, and say.

- slide
- play
- sleep
- plate

Unit 2, dr tr, page 8

B. Write and say.

- drum
- tree
- dress
- truck

C. Unscramble, write, and say.

- truck
- dress
- tree
- drum

Unit 2, fr gr pl sl dr tr, page 9

A. Write.

- Friday
- drum
- green
- truck
- sleep
- play

B. Check and write.

- dr, dress
- pl, plate
- fr, frog
- tr, tree
- gr, grass
- sl, slide

Review 1, pages 10–11

A. Write and say.

- glass
- flag
- dress
- bride
- plate
- black
- green
- truck
- globe
- tree

B. Look at the circled letters in A. Write and say.

He likes to sleep with a blanket.

C. Match, write, and say.

- [fly] – fl-y – fly
- [drum] – dr-um – drum
- [crab] – cr-ab – crab
- [frog] – fr-og – frog
- [club] – cl-ub – club
- [play] – pl-ay – play

D. Read and check.

- The grass is green.
- I can use a broom to clean.
- Can you play on Friday?
- This is a crocodile.

Unit 3, sm sn, page 12

B. Circle, write, and say.

- smoke
- snake
- smile
- snow

C. Read and circle.

- snow
- smoke
- snake
- smile

Unit 3, sp sw, page 13

B. Say and check.

- swim
- swing
- spoon
- spot

C. Read, write, and say.

- swing
- spot
- spoon
- swim

Unit 3, st, page 14

B. Match, write, and say.

- [stop] – stop
- [stamp] – stamp
- [fast] – fast
- [test] – test

C. Circle and say.

- stop
- test
- stamp
- fast

Unit 3, sm sn sp sw st, page 15

A. Match, write, and say.

- [stop] – st-op – stop
- [stamp] – st-amp – stamp
- [snow] – sn-ow – snow
- [swing] – sw-ing – swing
- [smile] – sm-ile – smile
- [spoon] – sp-oon – spoon

B. Read and number.

- [test]
- [smoke]
- [fast]
- [spot]
- [swim]
- [snake]

Unit 4, sh, page 16

B. Read and circle.

- ship
- fish
- shell
- brush

C. Unscramble, write, and say.

- fish
- ship
- brush
- shell

Unit 4, ch tch, page 17

B. Circle and say.

- | | |
|----------|----------|
| 1. chick | 2. catch |
| 3. lunch | 4. watch |

C. Read, write, and say.

- | | |
|----------|----------|
| 1. lunch | 2. chick |
| 3. catch | 4. watch |

Unit 4, ph wh, page 18

B. Write and say.

- | | |
|------------|----------|
| 1. dolphin | 2. white |
| 3. whale | 4. phone |

C. Write and color.

- | | |
|------------|----------|
| 1. phone | 2. whale |
| 3. dolphin | 4. white |

Unit 4, sh ch tch ph wh, page 19

A. Write.

- | | |
|----------|----------|
| 1. watch | 2. white |
| 3. shell | 4. lunch |
| 5. phone | 6. brush |

B. Check and write.

- | | |
|----------------|--------------|
| 1. ch, chick | 2. wh, whale |
| 3. tch, catch | 4. sh, ship |
| 5. ph, dolphin | 6. sh, fish |

Review 2, pages 20–21

A. Write and say.

- | | |
|------------|----------|
| 1. watch | 2. brush |
| 3. smile | 4. spot |
| 5. phone | 6. swim |
| 7. shell | 8. snake |
| 9. dolphin | 10. test |

B. Look at the circled letters in A. Write and say.

The white whale likes to swim in the waves.

C. Match, write, and say.

- [smoke] – sm-oke – smoke
- [swing] – sw-ing – swing
- [stamp] – st-amp – stamp
- [ship] – sh-ip – ship
- [chick] – ch-ick – chick
- [snake] – sn-ake – snake

D. Read and circle.

- | | |
|----------|------------|
| 1. catch | 2. spoon |
| 3. white | 4. dolphin |

Unit 5, voiced th, page 22

B. Match, write, and say.

- | | |
|------------------|----------------------|
| 1. [that] – that | 2. [mother] – mother |
| 3. [this] – this | 4. [father] – father |

C. Read, write, and say.

- | | |
|-----------|-----------|
| 1. This | 2. mother |
| 3. father | 4. That |

Unit 5, unvoiced th, page 23

B. Read and circle.

- | | |
|----------|----------|
| 1. bath | 2. teeth |
| 3. three | 4. think |

C. Unscramble, write, and say.

- | | |
|----------|----------|
| 1. teeth | 2. think |
| 3. three | 4. bath |

Unit 5, ck qu, page 24

B. Say and check.

- | | |
|----------|-----------|
| 1. quilt | 2. rocket |
| 3. queen | 4. duck |

C. Write and color.

- | | |
|----------|-----------|
| 1. queen | 2. rocket |
| 3. quilt | 4. duck |

Unit 5, th th ck qu, page 25

A. Write and say.

- | | |
|---------|-----------|
| 1. bath | 2. queen |
| 3. that | 4. father |
| 5. duck | 6. three |

B. Read, write, and say.

- | | |
|-----------|----------|
| 1. mother | 2. think |
| 3. teeth | 4. quilt |
| 5. rocket | 6. This |

Unit 6, ng nk, page 26

B. Circle and say.

- | | |
|---------|---------|
| 1. king | 2. long |
| 3. bank | 4. pink |

C. Read, write, and say.

- | | |
|---------|---------|
| 1. king | 2. bank |
| 3. pink | 4. long |

Unit 6, nd nt, page 27

B. Match, write, and say.

- | | |
|------------------|--------------------|
| 1. [wind] – wind | 2. [paint] – paint |
| 3. [tent] – tent | 4. [hand] – hand |

C. Read and number.

- The wind is in the trees.
- He has a plate in his hand.
- She has a can of paint.
- A tent is on the grass.

Unit 6, lt mp, page 28

B. Circle, write, and say.

- | | |
|---------|----------|
| 1. belt | 2. camp |
| 3. lamp | 4. adult |

C. Circle and say.

- | | |
|----------|---------|
| 1. adult | 2. camp |
| 3. lamp | 4. belt |

Unit 6, ng nk nd nt lt mp, page 29

A. Write.

- | | |
|---------|----------|
| 1. wind | 2. adult |
| 3. camp | 4. long |
| 5. pink | 6. paint |

B. Check and write.

- | | |
|-------------|-------------|
| 1. lt, belt | 2. nk, bank |
| 3. ng, king | 4. nt, tent |
| 5. mp, lamp | 6. nd, hand |

Review 3, pages 30–31

A. Write and say.

- | | | |
|-----------|------------|-----------|
| 1. quilt | 2. adult | 3. tent |
| 4. three | 5. think | 6. mother |
| 7. long | 8. camp | 9. bank |
| 10. teeth | 11. father | |

B. Look at the circled letters in A. Write and say.

The queen has a pink rocket.

C. Match, write, and say.

- [paint] – pai-nt – paint
- [king] – ki-ng – king
- [wind] – wi-nd – wind
- [duck] – du-ck – duck
- [belt] – be-lt – belt
- [this] – th-is – this

D. Read, write, and say.

- | | |
|---------|---------|
| 1. bath | 2. hand |
| 3. That | 4. lamp |

Unit 7, sk sc, page 32

B. Say and check.

- | | |
|-----------|----------|
| 1. school | 2. skunk |
| 3. desk | 4. scale |

C. Read, write, and say.

- | | |
|-----------|----------|
| 1. school | 2. scale |
| 3. desk | 4. skunk |

Unit 7, spr str, page 33

B. Write and say.

- | | |
|-----------|-----------|
| 1. strong | 2. string |
| 3. spring | 4. spray |

C. Read and circle.

- | | |
|-----------|-----------|
| 1. spray | 2. spring |
| 3. strong | 4. string |

Unit 7, spl squ, page 34

B. Match, write, and say.

1. [splint] – splint
2. [squid] – squid
3. [splash] – splash
4. [square] – square

C. Write and color.

1. square
2. splash
3. squid
4. splint

Unit 7, sk sc spr str spl squ, page 35

A. Match, write, and say.

1. [square] – squ-are – square
2. [scale] – sc-ale – scale
3. [splint] – spl-int – splint
4. [skunk] – sk-unk – skunk
5. [spring] – spr-ing – spring
6. [strong] – str-ong – strong

B. Read, write, and say.

1. squid
2. spray
3. splash
4. strong

Unit 8, soft c, page 36

B. Read and circle.

1. [middle picture]
2. [last picture]
3. [last picture]
4. [middle picture]

C. Read, write, and say.

1. city
2. ice cream
3. rice
4. cell phone

Unit 8, soft g, page 37

B. Say and check

1. orange
2. cage
3. giant
4. giraffe

C. Unscramble, write, and say.

1. orange
2. cage
3. giraffe
4. giant

Unit 8, voiced s, page 38

B. Read and circle.

1. legs
2. cheese
3. rose
4. jeans

C. Circle, write, and say.

1. legs
2. jeans
3. cheese
4. rose

Unit 8, soft c soft g voiced s, page 39

A. Write.

1. orange
2. rose
3. jeans
4. rice
5. city
6. giraffe

B. Check and write.

1. voiced s, cheese
2. soft g, giant
3. soft c, cell phone
4. voiced s, legs
5. soft c, ice cream
6. soft g, cage

Review 4, pages 40–41

A. Write and say.

1. school
2. desk
3. squid
4. jeans
5. skunk
6. strong
7. rice
8. orange
9. splint
10. rose

B. Look at the circled letters in A. Write and say.

The s k n k is on the s c a l e.

C. Match, write, and say.

1. [giant] – g-iant – giant
2. [legs] – leg-s – legs
3. [spray] – spr-ay – spray
4. [city] – c-ity – city
5. [square] – squ-are – square
6. [splash] – spl-ash – splash

D. Read and circle.

1. cell phone
2. string
3. ice cream
4. giraffe

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, lamb
/n/	n ut, kn ife
/p/	p each
/r/	r abbit, w rite, rh ino
/s/	s eal, ca stle
/t/	t urtle
/v/	v iolin, g love
/w/	w olf
/ks/	fo x
/y/	y o-yo
/z/	z ipper, ro se
/ch/	ch ick, w atch
/sh/	sh ell, st ation
/zh/	tr eat ur e
/th/	th ree
/θ/	th is
/hw/	wh ite
/ng/	ki ng
/kw/	qu een

Vowel Sounds	
Symbol	Example
/ā/	a ppe, r ain, b ay
/ē/	b ee, l ea f , c andy, k ey
/ī/	k ite, l igh t , pie , s py
/ō/	h ome, bo at, bo w
/a/	r am
/e/	h en, h ea d
/i/	f ig
/o/	p ot
/u/	b ug
/ə/	p an d a, ch ick e n, p encil, l em o n, s ur p rise
/âr/	ch air, s quar e , pe ar
/ûr/	g irl, n ur s e
/är/	ca r, f arm
/ô/	ba ll, sa uce
/ô/ with r	h orse, ro ar
/oi/	co in, to y
/ou/	m ouse, co w
/ōō/	gl ue, fr uit, n ew, m oon
/yōō/	c ube
/ōō/	bo ok, b ush

Teacher's Notes

Teacher's Notes
