

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

# Oxford Phonics World 5

Letter Combinations



## Teacher's Book

Kaj Schwermer Julia Chang Craig Wright



OXFORD

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## Letter Combinations

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Kaj Schwermer   Julia Chang   Craig Wright

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# Letter Combinations

## Syllabus

### Unit 1

ar ir ur er or 

ar ..... car farm park star  
ir ur ..... bird girl nurse purple  
er or ..... teacher sister doctor tractor

**Story**

### Unit 2

ou ow oi oy oo u 

ou ow ..... mouse house cow brown  
oi oy ..... coin soil toy boy  
oo u ..... book foot bush pull

**Story**

### Review 1

Song 

Game 

### Unit 3

au aw all wa or oar 

au aw ..... sauce August prawn draw  
all wa ..... ball tall water walk  
or oar ..... horse fork roar board

**Story**

### Unit 4

are air ea ear ear eer 

are air ..... square share chair hair  
ea ear ..... bread head bear pear  
ear eer ..... ear clear deer cheer

**Story**

### Review 2

Song 

Game 





## Unit 5

a e i o u

a..... acorn baby elevator lady  
e i..... he she tiger child  
o u..... cold hotel uniform music

**Story**

## Unit 6

schwa

a e i o u o

a..... panda gorilla banana umbrella  
e i o u..... chicken pencil lemon surprise  
o..... monkey love son honey

**Story**

## Review 3

Song

Game

## Unit 7

silent letters

kn wr mb e rh st

kn wr..... knife knee write wrong  
mb e..... lamb comb glove live  
rh st..... rhino rhubarb whistle castle

**Story**

## Unit 8

ture sure tion sion ous ful

ture sure..... picture nature treasure measure  
tion sion..... station competition television excursion  
ous ful..... famous dangerous beautiful helpful

**Story**

## Review 4

Song

Game

# Introduction

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## 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 + MP3 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

## Phonics Cards

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



## Website

- Student and Parent website: [www.oup.com/elt/oxfordphonicsworld](http://www.oup.com/elt/oxfordphonicsworld)
- Teacher's website: [www.oup.com/elt/teacher/oxfordphonicsworld](http://www.oup.com/elt/teacher/oxfordphonicsworld)

## 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 the 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



## Oxford Phonics World Readers

- Engage young children
- Match the *Oxford Phonics World* syllabus
- Have end-of-story activities to reinforce new vocabulary and comprehension
- Story audio downloadable from the website
- Some titles available with audio and animation for your iPad® or Android™ tablet



# 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, and both can be played with any small, soft object such as a beanbag, a stuffed animal, a soft ball, or a board eraser. Version 1: Students stand or sit on the floor in a circle. One student has the beanbag, says a key word, and then tosses, rolls, or slides the beanbag to another student who says a different key word. Students cannot repeat the word that was said before theirs. Version 2: Display the Phonics Cards in the front of the room. Students take turns to toss 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. Have each student draw a three-by-three square grid on a piece of paper. Students select nine of their Student Cards and place them randomly on their bingo grids with the images facing upward. Call out key words from the unit(s). When students have one of the key words that you call out, they turn it over or cover it with a piece of paper. The first student who gets three of their Student Cards in a horizontal, vertical, or diagonal row shouts *Bingo!* and wins. Have students reposition their Student Cards or choose new ones.

**Buzzers** focuses on speaking and vocabulary. Divide students into two teams. A player from each team comes to a central desk with two “buzzers” on it. Show a Phonics Card. The first student to slap his or her buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units. As a variation on the original game, don’t show a Phonics Card. Instead, say part of a key word that does not include the target sound, such as *squ-*. Students should race to slap their buzzer and say the complete word, such as *square*.

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

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

**Down the Line** sharpens vocabulary and speaking skills. Place the shuffled Phonics Cards in a line on the floor with their pictures facing up. Divide students into two teams. Have a student from each team start at opposite ends and go down the line of cards, saying each card’s word in a race to get to the other end. If students meet at the same card, have them play **Rock, Paper, Scissors** and make the winner say a word that begins with whichever sound you tell him or her. Then, the game continues. For added challenge, use multiple sets of cards to make the lines longer.

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

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

**Line Up** provides students with more listening and speaking practice. Give each student one of the Student Cards. Then say a unit’s key words in any order. The students form groups at the front of class in the order you called. Each group holds up their cards and shouts the corresponding key words. Then students exchange cards. Repeat and change the order each time. This can also be played with small groups. For added challenge, play with Letter Cards and have students line up to spell a word that you call out.

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

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



**Pop Up** hones students' listening and speaking skills. Tell students which target sound to listen for and then slowly and clearly say several of the key words, one of which includes the target sound. Students stand when they hear the target sound and sit when they hear a different sound. Repeat with increasing speed. For added challenge, divide the class into teams and assign a different sound to each.

**Rhythm Circle** is a way to practice speaking and vocabulary in the form of a chant. Students sit in a circle and keep a simple rhythm by slapping their hands on their thighs (*slap, slap*), clapping their hands (*clap, clap*), and snapping their fingers (*snap, snap*) at the same time as they speak. To play, call out a sound, e.g., */all/*. Students take turns around the circle to say key words that have that sound: *slap, slap, clap, clap, (tall), (tall)*, and so on, until you change the sound.

**Sound Bee** is a variation on a classic spelling bee and focuses on phonemic awareness, spelling, and speaking. Have all students stand. Sound out a word, such as */b/ /ear/*, and have a student attempt to say and spell the word: *bear, b-e-a-r*. If incorrect, the student must sit down. Continue around the room with different words. Include new words and sight words from the stories and the *Now try these!* words, as well.

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

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

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

**Telephone** is a fun, classic game for listening and speaking. Have the class form one line. Whisper sounds for a key word and the key word to the student at each end, e.g., */h/ /ou/ /s/*, *house* and */k/ /oi/ /n/*, *coin*. Students whisper the sounds and key words down the line without repeating themselves. When the sounds and key words reach each end, have the students on the ends say the sounds and key word aloud. Students at the beginning say if they are correct. This can also be played with only sounds or only key words.

**Touch** builds listening and speaking skills. Use the Student Cards for a unit or multiple units. Have students get into groups of five or six and make a circle around a desk. Spread the Student Cards, pictures up, on the desk in the middle of each group. Model the game for them, saying *Touch (purple)* and having everyone repeat after you as they try to touch the correct Student Card as quickly as possible. Then, have one student be the leader and say the next word. Repeat so that each student gets the chance to be the leader.

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

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

# Unit 1

ar ir ur er or

## Lesson 1 Objectives:

- Learn /är/ and *ar*
- Learn four new key words

**Key Words:** car, farm, park, star

## Materials:

Phonics Cards 1–4  
CD1 Tracks 03–06

## Warm Up

Sing and review the Alphabet Song.

## Use Pages 4–5

### A. Listen and learn.

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

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

/är/

That's right: /är/, car.

Write the word *car* on the board. Circle the letters *ar* in *car*. Explain that the vowel *a* is an r-controlled vowel. That means that when the letter *r* follows the vowel *a*, *r* makes the letter *a* sound different than short *a* or long *a*. Then write *cap* and *cape* on the board and say the words. Point to each of the three words as you say and contrast the sounds: /a/, /ä/, and /är/. Have the class repeat.

### B. Listen, point, and read.

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

- |                   |                   |
|-------------------|-------------------|
| 1. c /är/, car    | 3. p /är/ k, park |
| c /är/, car       | p /är/ k, park    |
| 2. f /är/ m, farm | 4. st /är/, star  |
| f /är/ m, farm    | st /är/, star     |

Use the Phonics Cards to practice the words. Show a card. Have the class sound out the word and then say the entire word. Help students with the

pronunciation of /är/. Continue with the other words.

### C. Listen, point, and read.

Play CD1 Track 05. Have students point to the pictures as they read the words.

- |              |                |
|--------------|----------------|
| 1. cap, car  | 3. pan, park   |
| 2. fan, farm | 4. stamp, star |

Check the students' pronunciation. Then use one of the Phonics Cards and one of the /a/ cards (*cap*, *fan*, *pan*, *stamp*). Hold up the two cards and say one of their sounds: /a/ or /är/.

Students repeat the sound and say the word of the card with that sound as they point to the correct card. Repeat with the other cards.


### D. Say, match, and write.

Point out the outlines of words and model the first example (*farm*) with the students. Then have students do exercise D on their own. When they have finished, check the answers with the class. Then play **Teacher's Mistake** (p. 9) using the Phonics Cards.

Unit 1

ar ir ur er or

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




c a r

a r


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

1.




car

2.




farm

3.



park









4.



star





4
Unit 1





## C Listen, point, and read. disc 1 05

1.  cap  car
2.  fan  farm
3.  pan  park
4.  stamp  star

## D Say, match, and write.

star car park farm

1.    

## E Listen and chant. Then read. disc 1 06

There's a car at the farm  
and a star in the park.

Unit 1 5

## E. Listen and chant. Then read.

Play CD1 Track 06. Have students chant along with Pilot Penny. Each line repeats.

Car, farm, star, park  
Car, farm  
Star, park  
Star, park, car, farm  
There's a car at the farm  
And a star in the park  
There's a car at the farm, and a star in the park.

CD1  
06

Have the students read the chant on their own. Then have students cover their eyes as you hide the Phonics Cards around the room so they are partially visible. Hide the cards in pairs: *car-farm* and *star-park*. Then, with eyes open, students stand, search for the Phonics Cards, and then repeat the chant. Students should point to the Phonics Cards as they say the chant. Repeat the chant and "hide" the Phonics Cards in different places each time.

1. **Odd One Out.** Display two /är/ and one /a/ Phonics Cards. Have students say each card's word aloud and raise their hands when they say the word that doesn't have the /är/ sound. Then play again with different cards.
2. **Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm, such as *slap, slap, clap, clap, snap, snap*, as you call out a sound, e.g., /är/. 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, (farm), (farm)*. Have students continue until you change the target sound. Include /a/ and /ä/. If necessary, review words with those sounds before you play.
3. **Speed Sounds.** Have the students stand. Assign the target sound /är/ and have the class listen as you say, in a random order, any of the key words covered so far in previous levels. Insert a key word with the target sound occasionally. Students must quickly repeat the word when they hear the target sound. If they don't repeat it quickly enough, they must sit down and play from their seats. Repeat with different target sounds. The last student standing wins.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 2. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1



# Unit 1

ar ir ur er or

## Lesson 2 Objectives:

- Learn /ûr/, *ir*, and *ur*
- Learn four new key words

**Key Words:** bird, girl, nurse, purple

## Materials:

Phonics Cards 5–8  
Student Cards 5–8  
CD1 Tracks 07–10

## Warm Up

Play **What's Missing?** Show a set of *ar* Phonics Cards. Leave one card out. Students raise their hands to identify the missing card. Repeat with a different missing card each time.

## Use Pages 6–7

### A. Listen and learn.

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

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

/ûr/

That's right: /ûr/, bird.

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

/ûr/

That's right: /ûr/, nurse.

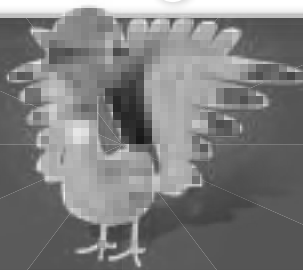
Write *bird* on the board. Explain that the vowel *i* in *bird* is an r-controlled vowel that sounds like /ûr/. Circle the letters *ir*. Have students compare the sound /ûr/ to the /i/ sound in *pin* and the /î/ sound in *pine*. Then do the same for *nurse*, using *tub* and *tube* to compare the sounds for the letter *u*.

### B. Listen, point, and read.

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


ar ir ur er or

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



bird


ir




nurse

ur


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

1. 


bird

2. 

girl

3. 

nurse

4. 

purple

1. b /ûr/ d, bird

b /ûr/ d, bird

2. g /ûr/ l, girl

g /ûr/ l, girl

3. n /ûr/ se, nurse

n /ûr/ se, nurse

4. p /ûr/ ple, purple

p /ûr/ ple, purple

Then have students sound out and read each key word on their own.

### C. Say, read, and circle.

Have students complete the activity on their own and check the answers with the class. Then say one of the key words randomly. Have students point to the word and read it aloud. Repeat as time permits.





### D. Listen and write. Then number.

Play CD1 Track 09. Have students complete the activity.

1. The nurse has a purple hat.
2. The girl wants to be a nurse.
3. This is a purple bird.

Check the answers with the class. Then invite two students to come the board. When you say a key word, the students repeat it and write the word. Repeat with other key words as time permits.

## C Say, read, and circle.

1.  girl  
glue
2.  nurse  
nose
3.  bird  
bed
4.  purple  
pillow

## D Listen and write. Then number.

1. The nurse has a purple hat.
2. The girl wants to be a nurse.
3. This is a purple bird.



## E Listen and chant. Then read.



The girl takes her purple bird to the nurse.



## E. Listen and chant. Then read.

Play CD1 Track 10. Have students chant along with Pilot Penny. Each line repeats.

Girl, purple, bird, nurse  
Girl, purple  
Bird, nurse  
Bird, nurse, girl, purple  
The girl takes  
Her purple bird to the nurse  
The girl takes her purple bird to the nurse.

CD1  
10

Have students read the final line of the chant in the book. Then divide students into three groups: *girl*, *bird*, and *nurse*. Have each group stand together at the front of the room. Say the chant again and have groups hop when they say their word. As they chant, students act out the last two sentences, the “girls” go and find partners from the “bird” group and take them over to a third student in the “nurse” group.

1. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each student a Student Card. When you call out a key word, the students with that card hop forward and repeat after you. Continue to call out several different key words. Then have students change cards and play again.
2. **Down the Line** (p. 8). Use the Lesson 1 and Lesson 2 Phonics 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.
3. **Sound Bee** (p. 9). All students stand. In this version, you sound out a word: p, /ûr/, *ple*. The first student must try to say it and spell it correctly: *purple*, *p-u-r-p-l-e*. 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

1. *Oxford Phonics World Workbook 5*, p. 3. Have students complete this page for homework or in class. See Teacher’s Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

# Unit 1

ar ir ur er or

## Lesson 3 Objectives:

- Learn /ər/, er, and or
- Learn four new key words

**Key Words:** teacher, sister, doctor, tractor

## Materials:

Phonics Cards 9–12  
Student Cards 9–12  
CD1 Tracks 11–14

## Warm Up

Play **Guess the Next Card**. Show the Lesson 1 and Lesson 2 Phonics Cards one at a time. Then shuffle the cards. Students try to guess which card you will show. Repeat as time permits.

## Use Pages 8–9

### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 11.

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

/ər/

That's right: /ər/, teacher.

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

/ər/

That's right: /ər/, doctor

Ask students what the letters *er* sound like at the end of *teacher* (/ər/). Remind students that the letter *r* makes the vowel *e* sound different. Unlike /e/ in *jet* or /ē/ in *bee*, *er* has its own sound. Have students repeat /ər/. Do the same for *doctor*.


### B. Listen, point, and read.

Play CD1 Track 12. Have students point as they repeat the words.

1. teach /ər/, teacher  
teach /ər/, teacher


ar ir ur er or

**A Listen and learn.** disc 1 11



t e a c h e r

e r

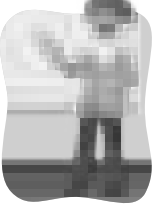


d o c t o r

o r

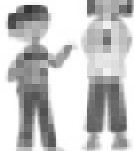
**B Listen, point, and read.** disc 1 12

1.




teacher

2.




sister

3.



doctor

4.



tractor

2. sist /ər/, sister  
sist /ər/, sister
3. doct /ər/, doctor  
doct /ər/, doctor
4. tract /ər/, tractor  
tract /ər/, tractor

1. I want to go to the doctor.
2. I'm listening to my teacher.
3. I am looking for my sister.
4. I am looking for my tractor.

Check answers. Then say a key word. Have students say its target sound.

### D. Circle and write.

After students do the activity, have them write the answers on the board.

Then point to a picture in the book at random and have students sound out the word and say it: *tract*, /ər/, *tractor*. Continue with the other words

### C. Listen and connect.

Play CD1 Track 13. Have students do the activity.



## C Listen and connect. disc 1 13

1. doctor  
nurse
2. desk  
teacher
3. sister  
mother
4. tractor  
farm

## D Circle and write.

1. teach er  
or  
teacher
2. tract er  
or  
tractor
3. doct er  
or  
doctor
4. sist er  
or  
sister

## E Listen and chant. Then read. disc 1 14



The teacher, the doctor, and  
my sister ride a tractor.



Unit 1 9

## E. Listen and chant. Then read.

Play CD1 Track 14. Have students chant along with Pilot Penny. Each line repeats.

Teacher, doctor, sister, tractor  
Teacher, doctor  
Sister, tractor  
Sister, tractor, teacher, doctor  
The teacher, the doctor  
And my sister ride a tractor  
The teacher, the doctor, and my sister  
ride a tractor.

CD1  
14

Have students sit with a partner and take turns reading the final line of the chant. Then divide the students into groups of four. Have groups stand around a desk. Give each student one of the four Student Cards. Students do the chant again, without showing their cards until the last line. During the last line, students put their card down when they say their word.

1. **Telephone** (p. 9). Have the class form one long line. Whisper a sound and key word to the student at each end, e.g., /ər/, *doctor* and /ər/, *sister*. Students whisper the sounds and key words down the line without repeating themselves. When the sounds and key words reach each end, have the students on the ends say the original sound and key word. Change the key words and students at the end of the line after each round. Include sounds and words from Lesson 1 and Lesson 2 and repeat as time permits.
2. **Word Trace Relay** (p. 9). Have each team sit in a line. Show a Phonics Card to the last student in each line. With their fingers, students write the word on the back of the student ahead of them. Students continue down the line. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for his or her team. Have students change places and repeat as time permits. For added challenge, include key words from previous units.
3. **Beanbag Toss** (p. 8). Display the target Phonics Cards at the front of the room. Students take turns tossing a beanbag (or another soft object) at a card and saying the word of the card that is closest to where the beanbag lands. Repeat so that each student has a turn.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 4. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

# Unit 1

ar ir ur er or

## Lesson 4 Objectives:

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

**New Words:** race, slow, tire, dirt, answer

**Sight Words:** from, who, will

## Materials:

CD1 Tracks 15–17

## Warm Up

Review the Unit 1 key words. Have students put their Unit 1 Student Cards on their desks, word-side up. Then show a Unit 1 Phonics Card, picture-side out. Students race to hold up the matching Student Card and say the word.

## Use Pages 10–11

### A. Listen, circle, and write.

Before students do exercise A, explain they will complete the word with one of the r-controlled vowels and an r. Have them say the word of each picture. Then play CD1 Track 15 and have students do the activity.


- |                     |                   |
|---------------------|-------------------|
| 1. park, park       | 6. girl, girl     |
| 2. teacher, teacher | 7. farm, farm     |
| 3. nurse, nurse     | 8. doctor, doctor |
| 4. bird, bird       | 9. purple, purple |
| 5. sister, sister   |                   |


Then have students try to find the r-controlled vowels in the *Now try these!* words and read them aloud on their own. Play CD1 Track 16.


- |                   |                 |
|-------------------|-----------------|
| 1. shirt, shirt   | 4. shark, shark |
| 2. hurt, hurt     | 5. actor, actor |
| 3. finger, finger | 6. dirt, dirt   |
- Were you right?


**ar ir ur er or**


**A Listen, circle, and write.** disc 1 15


1.   
ar er  
park


2.   
er ar  
teacher


3.   
ar ur  
nurse


4.   
ar ir  
bird

5.   
er ar  
sister

6.   
ir ar  
girl

7.   
ar ur  
farm

8.   
or ar  
doctor

9.   
ar ur  
purple

**Now try these!** **Read.**

1. shirt	2. hurt	3. finger
4. shark	5. actor	6. dirt

Were you right?

disc 1 16

Check the answers with the class. Then say one of the words and have a student tell you how to spell it.

### B. Look and listen. Read along.

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

#### The Race

There is a race from the park to the farm.

A girl and her sister race in a tractor. The tractor is blue. The tractor is slow, but it has big, black tires.

A teacher and a doctor race in a car. The car is red. The car is fast.

The road from the park to the farm is a dirt road with lots of mud.

Who will win?

New words: race, slow, tire, dirt, answer

Sight words: from, who, will

## Story

**B Look and listen. Read along.** disc 1 17

### The Race

There is a race from the park to the farm.



A girl and her sister race in a tractor. The tractor is blue. The tractor is slow, but it has big, black tires.

A teacher and a doctor race in a car. The car is red. The car is fast.



The road from the park to the farm is a dirt road with lots of mud.

Answer: The bird

Who will win?

New words: race slow tires dirt answer  
Sight words: from who will

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 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 narrator, the girl and her sister, the teacher, and the doctor. Encourage the students to have fun as they act out the story. Repeat with different students.

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

- Picture Game** (p. 8). Divide the class into teams of four and give each some paper and crayons. Whisper a key word from Unit 1 to a student from each team. 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, e.g., *The bird is on the car.*
- Scramble.** Divide the class into two or more teams. Write a scrambled word on the board: *d r b i*. The first team to raise their hands and correctly say the word *bird* wins a point. As a variation, incorporate the Unit 1 Student Cards by requiring teams to find the correct Student Card along with unscrambling the scrambled word. Repeat with all the key words from Unit 1 as often as time permits.
- Make Your Own Story** (p. 8). Give each student a piece of paper, and have them draw story frames like those on page 11 in the Student Book. Then have the students 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 Workbook 5*, p. 5. 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 1 Online Test

### Lesson 1 Objectives:

- Learn /ou/, *ou*, and *ow*
- Learn four new key words

**Key Words:** mouse, house, cow, brown

### Materials:

Phonics Cards 13–16  
Student Cards 13–16  
CD1 Tracks 18–21

### Warm Up

Show the Unit 1 Phonics Cards in a random order. Have students call out the words.

### Use Pages 12–13

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 18.

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

/ou/

That's right: /ou/, mouse.

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

/ou/

That's right: /ou/, cow.

Present the diphthong /ou/. Explain that the sound of *ou* changes as it is said. Say *mouse*. Have students listen for /ou/ to change from beginning to end and watch the shape of your mouth change. Say it twice. First, draw out the sounds: /oouu/. Next, say it normally: /ou/. Have students repeat. Do the same for /ou/, *cow*.

#### B. Listen, point, and read.

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

1. m /ou/ se, mouse  
m /ou/ se, mouse
2. h /ou/ se, house  
h /ou/ se, house
3. c /ou/, cow  
c /ou/, cow
4. br /ou/ n, brown  
br /ou/ n, brown

Use the Phonics Cards to practice the words. Show a card, have the class sound out the word, and then say the complete word.

#### C. Read and connect.

Model the first example for the class. Then have students do activity C. Check the answers with the class. Then write a key word on the board, one letter at a time. Have students raise their hands to try to be the first to guess it.

#### D. Listen, unscramble, and write.

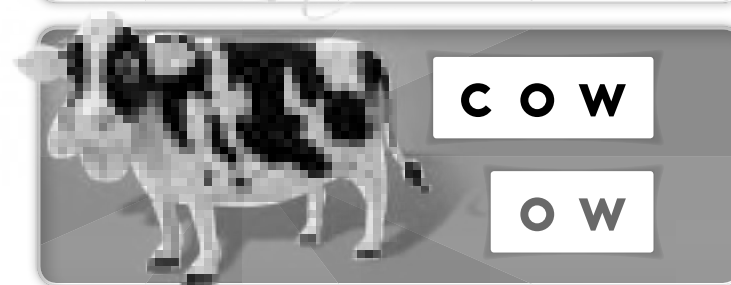
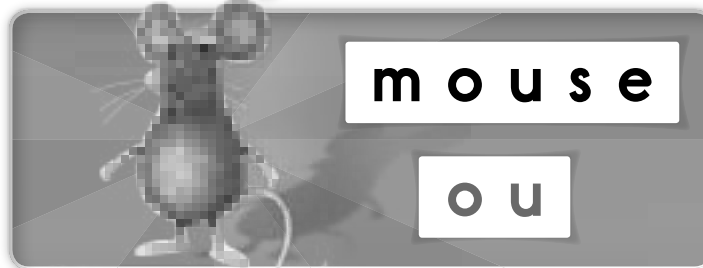
Play CD1 Track 20. Have students write the words they hear.

1. house, house
2. mouse, mouse
3. brown, brown
4. cow, cow

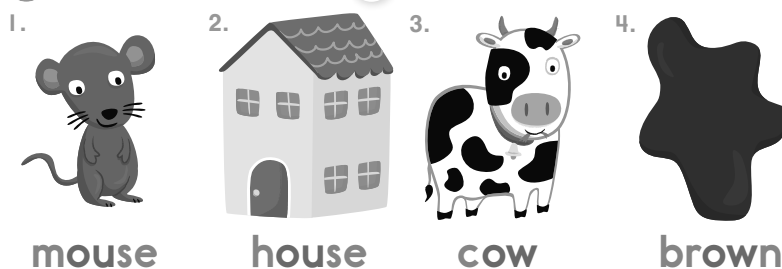
## Unit 2

ou ow oi oy oo u

### A Listen and learn. disc 1 18



### B Listen, point, and read. disc 1 19



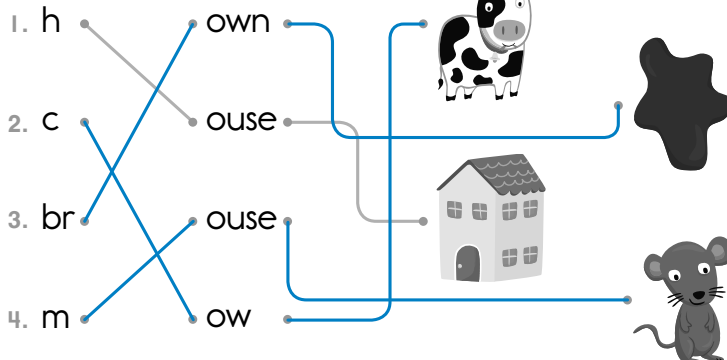
12 Unit 2

CD1 19

CD1 20

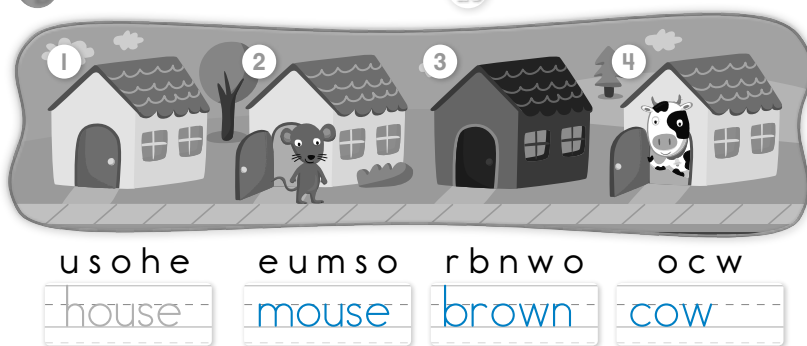


## C Read and connect.



## D Listen, unscramble, and write.

disc 1  
20



## E Listen and chant. Then read.

disc 1  
21



The mouse and the cow  
live in a brown house.



Unit 2 | 3

If time permits, divide students into pairs. Say one of the key words. Have pairs write a sentence that uses the word and then raise their hands to share it with the class. Repeat with other words.

## E. Listen and chant. Then read.

Play CD1 Track 21. Have students chant along with Pilot Peter. Each line repeats.

Mouse, cow, brown, house  
Mouse, cow  
Brown, house  
Brown, house, mouse, cow

CD1  
21

The mouse and the cow  
Live in a brown house  
The mouse and the cow live in a  
brown house.

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 they hear their group's key word, do their motion, and then sit down before another key word is said. Reassign words and motions and repeat. Then have students read the final line of the chant.

1. **Line Up** (p. 8). Divide students into groups of four and give each student in each group one of the Student Cards from this lesson. Then say the four key words in any order and have students race to stand in that order and display their Student Cards. Change the order and repeat as often as time permits.
2. **Buzzers** (p. 8). In this variation of the game, divide students into two teams. A player from each team comes to a central desk with two "buzzers" on it. Say the first part of a word, such as *m* or /m/. The students race to slap their buzzers and then say and spell the complete word: *mouse*, m-o-u-s-e.
3. **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 his or her piece of chalk to the next student, who writes the next letter. Continue until one team writes the word. The first team to accurately write the word wins a point. Repeat as often as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 6. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

## Lesson 2 Objectives:

- Learn /oi/, oi, and oy
- Learn four new key words

**Key Words:** coin, soil, toy, boy

## Materials:

Phonics Cards 17–20  
Student Cards 17–20  
Letter Cards  
CD1 Tracks 22–26

## Warm Up

Divide students into small groups and give each group a set of Letter Cards. Call out a key word from any previous lesson and have each group race to spell it.

## Use Pages 14–15

### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 22.

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

/oi/

That's right: /oi/, coin.

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

/oi/

That's right: /oi/, toy.

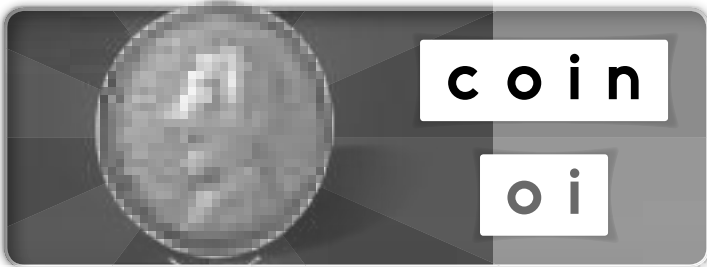

Present the diphthong /oi/. Say *coin*. Have students listen to the way /oi/ changes from beginning to end and watch the way your mouth changes. Say /oi/ twice. First, draw out the sounds: /ooii/. Then, say it normally: /oi/. Have students repeat. Do the same for /oi/, *boy*.

### B. Listen, point, and read.

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


ou ow oi oy oo u

**A Listen and learn.** disc 1 22


**B Listen, point, and read.** disc 1 23

1.




coin

2.




soil

3.



toy

4.



boy

14 Unit 2

1. c /oi/ n, coin

c /oi/ n, coin

2. s /oi/ l, soil

s /oi/ l, soil

3. t /oi/, toy

t /oi/, toy

4. b /oi/, boy

b /oi/, boy

Show the class a Phonics Card. Have the class sound out the word and then say it. Repeat this for each key word.

### C. Listen and circle the ones with the same vowel sound.

Play CD1 Track 24 and have students do the activity.

1. coin, soil, cup

2. toy, boy, cow

3. car, boy, coin

Check the answers with the class.

### D. Listen and write.

Play CD1 Track 25. Have students write the words they hear.

1. A little coin.

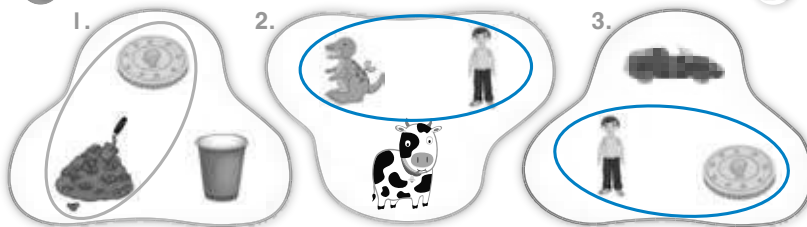
2. A big boy.

3. The soil is brown.

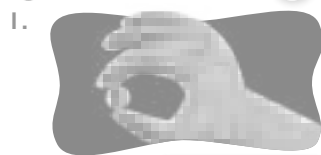
4. The toy is red.

Check the answers. Then say a sentence from the exercise and have students

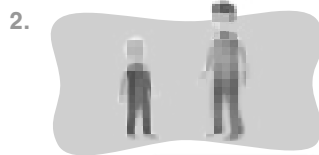
## C Listen and circle the ones with the same vowel sound. disc 1 24



## D Listen and write. disc 1 25



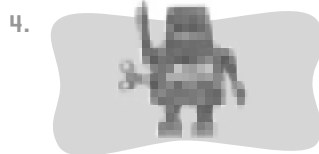
A little coin.



A big boy.



The soil is brown.



The toy is red.

## E Listen and chant. Then read. disc 1 26



The boy can see a toy and a coin in the soil.



Unit 2 15

point to the picture and repeat the sentence. Ask questions about the pictures, such as: *Who is big?* Students give short answers: *The boy.*

### E. Listen and chant. Then read.

Play CD1 Track 26. Have students chant along with Pilot Peter. Each line repeats.

Boy, toy, coin, soil  
Boy, toy  
Coin, soil  
Coin, soil, boy, toy  
The boy can see a toy

CD1  
26

And a coin in the soil.

The boy can see a toy and a coin in the soil.

Then play the chant again and assign key word parts to different groups of students by giving them actions that correspond to each word. Have students chant along and perform the action when it is their group's part of the chant. Reassign the actions and repeat the chant as often as time permits. Then have students sit in pairs. Each student should read the final line of the chant in the book.

1. **Bingo** (p. 8). Have each student draw a three-by-three square grid on a piece of paper. Students select nine of their Student Cards and place them randomly on their bingo grids with the images facing upward. Call out key words from the unit(s). When students have one of the key words that you call out, they turn it over or cover it with a piece of paper. The first student who gets three of their Student Cards in a horizontal, vertical, or diagonal row shouts *Bingo!* and wins. Have students reposition their Student Cards or choose new ones. Repeat as time permits.
2. **What's in the Cap?** (p. 9). Put the Student Cards in a cap (or another container). Divide students into pairs and arrange the pairs in a circle. Give the cap to a pair. One partner draws a card and says the word, and the other partner must say a word that rhymes. If they are successful, they remain standing. If they aren't successful, they sit down. The pair then passes the cap to the next pair. For extra challenge, add the Lesson 1 cards or cards from Unit 1.
3. **Sentence Share**. Divide the class into pairs. Say a sentence, such as: *The boy plays with the toy.* Pairs write the sentence and quickly draw or sketch it out. Have pairs read their sentences as they show the class their pictures.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 7. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 3 Objectives:

- Learn /ōō/, oo, and u
- Learn four new key words

**Key Words:** book, foot, bush, pull

### Materials:

Phonics Cards 21–24  
Student Cards 21–24  
Letter Cards  
CD1 Tracks 27–29

### Warm Up

Play **Say It** with any of the previously learned Phonics Cards. Show the cards and say their words. Put the cards down and have students say them in order. Repeat and increase the speed.

### Use Pages 16–17

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 27.

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

/ōō/

That's right: /ōō/, book.

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

/ōō/

That's right: /ōō/, bush.

Explain that /ōō/ makes one sound. Say /ōō/, *book*. Have students repeat after you. Explain that sometimes the vowel *u* sounds like /ōō/ in *bush*. Contrast the sounds in *bush*, *tub*, and *tube*.

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

Play CD1 Track 28. Have students point as they read the words.

- |                   |                    |
|-------------------|--------------------|
| 1. b /ōō/ k, book | 3. b /ōō/ sh, bush |
| b /ōō/ k, book    | b /ōō/ sh, bush    |
| 2. f /ōō/ t, foot | 4. p /ōō/ ll, pull |
| f /ōō/ t, foot    | p /ōō/ ll, pull    |

ou ow oi oy oo u

**A Listen and learn.** disc 1 27

**B Listen, point, and read.** disc 1 28

1. **book**

2. **foot**

3. **bush**

4. **pull**

Use the Phonics Cards to practice the words. Show a card. Have the class sound out the word and then say the entire word. Continue with the other words as time permits.

#### C. Say, circle, and write.


Have students do the activity. Then have three students come to the board. Say a word and have students race to be the first to write it. Repeat this activity as often as time permits.


#### D. Say, connect, and write.


Model the first example for the class. Then have students complete activity D. After students have finished, check the answers with the class. If time permits, divide students into pairs. Say one of the key words. Have pairs think of 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 sentences for the class. Continue until all pairs have had a turn.




## C Say, circle, and write.


1.  u oo  
bush


2.  u oo  
foot


3.  oo u  
book


4.  oo u  
pull

## D Say, connect, and write.

1.  f u d  
h oo t  
foot

2.  b oo sh  
v u ch  
bush

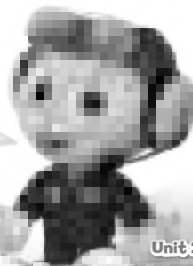
3.  b u r  
p oo ll  
pull

4.  d oo k  
b u g  
book

## E Listen and chant. Then read.



I pull a book from a bush with my foot.



Unit 2 17

## E. Listen and chant. Then read.

Play CD1 Track 29. Have students chant along with Pilot Peter. Each line repeats.

Pull, book, bush, foot  
Pull, book  
Bush, foot  
Bush, foot, pull, book  
I pull a book  
From a bush with my foot  
I pull a book from a bush with my foot.

CD1  
29

Have volunteers throughout the class read the final line of the chant in the book. Then divide students into four groups and assign one of the key words to each group. Make sure all the students in each group have the Student Card that corresponds to their word. Then play the chant again. Have students hold up their card as they chant their word. Reassign different key words to the groups and repeat the chant and activity as often as time permits.

1. **Spell It.** Divide students into small teams and make sure that each team has a set of 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 corresponding picture in the Student Cards. The first team to raise their hands and say the word wins a point. Repeat as often as time permits.
2. **Line Up** (p. 8). Divide students into groups of four and give each student in each group one of the Student Cards from this lesson. 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.
3. **Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word to them. Students go back to their 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.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 8. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. 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

**New Words:** join, flip, soft

**Sight Words:** cold, only

## Materials:

Letter Cards

CD1 Tracks 30–32

## Warm Up

Review the Unit 2 key words with a **Rhythm Circle** (p. 9). Students take turns around the circle saying the *ou*, *ow*, *oi*, *oy*, *oo*, and *u* words, e. g., *slap*, *slap*, *clap*, *clap*, (*house*), (*house*).

## Use Pages 18–19

### A. Listen, circle, and write.

Play CD1 Track 30. Have students circle the letters and write the words that they hear.

- |               |                 |
|---------------|-----------------|
| 1. coin, coin | 4. brown, brown |
| 2. pull, pull | 5. boy, boy     |
| 3. book, book | 6. house, house |


Then check the answers. Have students come to the board to write the words and circle the key vowel sounds. Leave the words on the board. Then have students attempt the *Now try these!* words. Play CD1 Track 31. Have students circle the letters they hear and use them to write the words.

- |               |               |
|---------------|---------------|
| 1. look, look | 3. soy, soy   |
| 2. join, join | 4. town, town |
- Were you right?

Check the answers with the class. Have students come to the board to write the words next to the words from Activity A that rhyme: *look–book*, *join–coin*, *soy–boy*, and *town–brown*. Point out


## ou ow oi oy oo u

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

1. 


oi oo ou

coin

2. 


ow u oy

pull

3. 


oo oi ou

book

4. 


u oi ow

brown

5. 

oo ou oy

boy

6. 

ou u oy

house

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

1. oo ou oy

look

2. u oi ow

join


3. oy ou oo

soy

4. u ow oi

town

Were you right?



that words that sound alike will often be spelled alike.

### 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 the students listen to the story once.

#### A Cow in the House

A boy and a mouse play with toys in a farm house. It is cold outside. A brown cow wants to join the boy and the mouse in the house.

- Hello, brown cow.  
Hello, boy. Hello, mouse. The soil and the bushes are cold. Can I sleep in your house?
- We only have two beds.  
Let's flip a coin.  
Okay.
- This book is good.  
This bed is soft.  
My foot is cold!

New words: join, flip, soft  
Sight words: cold, only

24

Unit 2

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## Story

### B Look and listen. Read along. disc 1 32

#### A Cow in the House

A boy and a mouse play with toys in a farm house. It is cold outside. A brown cow wants to join the boy and the mouse in the house.



New words: join flip soft Sight words: cold only

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

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of the narrator, the boy, the cow, and the mouse. Encourage students to have

fun when they read their parts. Repeat with different students.

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

1. **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, e.g., /s/, /oi/, /l/. 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.
2. **Word List.** Divide the class into pairs. Write the target letter and letter combinations from Unit 2 on the board (*ou, ow, oi, oy, oo* and *u*). Have students keep their books closed. Give pairs a minute to write down as many words as they can think of for each letter or letter combination. The pair with the most correct words wins.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper, and have them draw story frames like those on page 19 in the Student Book. Then have the students illustrate their own stories and include pictures that represent the key words. Be sure that students do not copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 1
4. Unit 2 Online Test

# Review 1

ar ir ur er or ou ow oi oy oo u

## 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:

car, farm, park, star  
bird, girl, nurse, purple  
teacher, sister, doctor, tractor  
mouse, house, cow, brown  
coin, soil, toy, boy  
book, foot, bush, pull

## New Words:

race, slow, fire, dirt, answer, join,  
flip, soft

## Sight Words:

from, who, will, cold, only

## Materials:

Phonics Cards 1–24  
Student Cards 1–24  
CD1 Tracks 33–34

## Warm Up

Play **Pop Up** (p. 9) to review the Unit 1 and Unit 2 key words.

## Use Pages 20–21

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

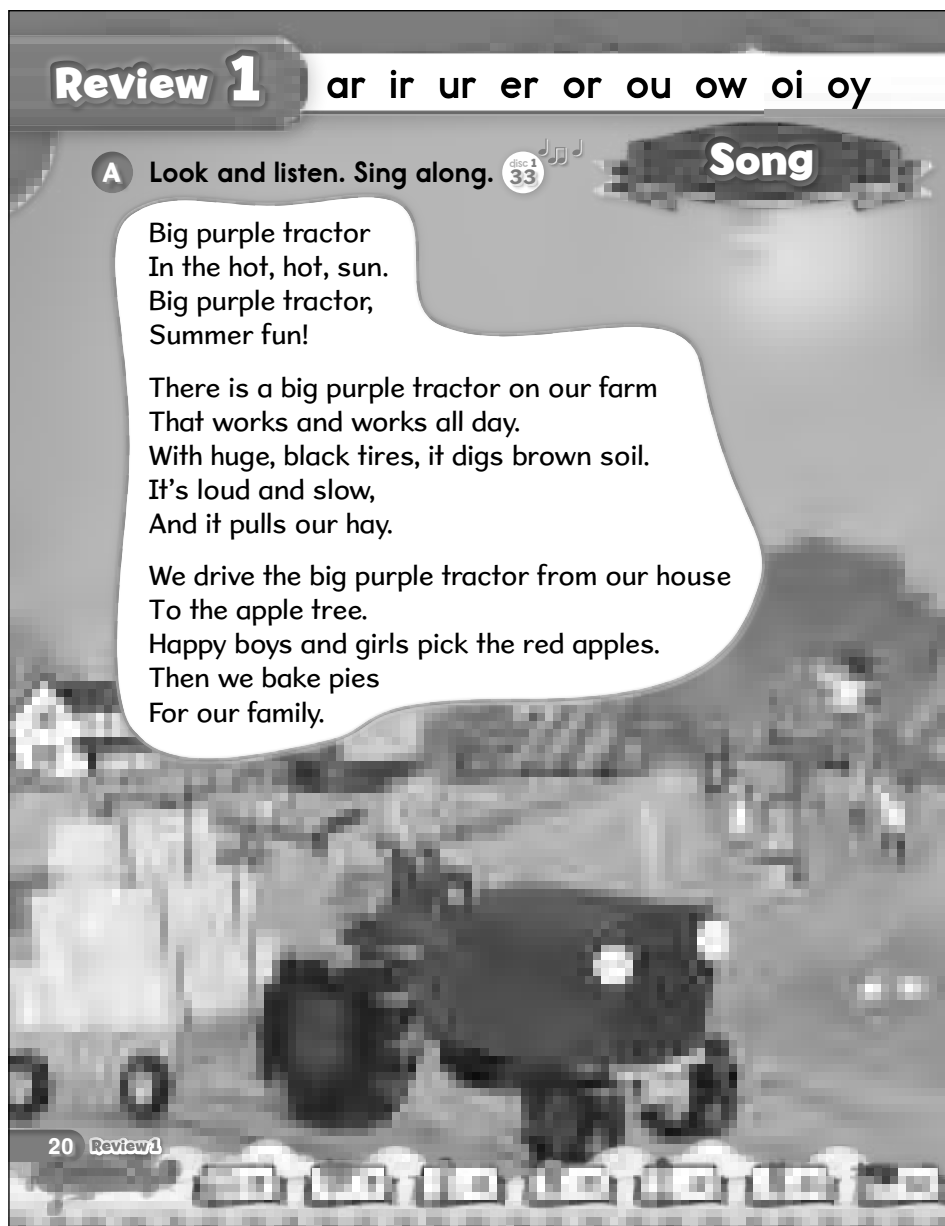
Play CD1 Track 33. Have students listen to the song one time.

Big purple tractor  
In the hot, hot, sun.  
Big purple tractor,  
Summer fun!  
There is a big purple tractor on our  
farm  
That works and works all day.  
With huge, black tires, it digs brown  
soil.  
It's loud and slow, and it pulls our hay.  
We drive the big purple tractor from  
our house  
To the apple tree.

CD1  
33

Happy boys and girls pick the red  
apples.  
Then we bake pies for our family.  
(song repeats)  
*Boys drive the tractor, now stop.*  
*Girls drive the tractor, now stop.*  
*Boys pick apples . . . give the apples to*  
*the girls.*  
*Now, girls pick apples . . . give the apples*  
*to the boys.*  
*Now, everybody drive the tractor home!*

Play the song again. Have students sing the words and point to the pictures that represent the key words. Then point to different items on page 20 in a random order. Have students say the sound and the word that corresponds to the each item you point to, e.g., /ər/, tractor. Continue pointing to items around the page as time permits and increase your speed incrementally.













oo u

## B Listen, circle, and write.





CD1 34

1.    





foot

2.    

park

3.    

mouse

4.    

boy

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

	You		Your partner	
1. Are you in a house?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Do you have a coin in your bag?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Can you see a park from your window?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Are you a boy or a girl?	<input type="checkbox"/> Boy	<input type="checkbox"/> Girl	<input type="checkbox"/> Boy	<input type="checkbox"/> Girl

Review 1 21

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

Play CD1 Track 34. Have students do the activity on their own.

1. foot, foot    3. mouse, mouse  
2. park, park    4. boy, boy

CD1 34

Check the answers with the class. Then point to the other pictures in the exercise. Have students sound out, say, and spell each word.

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

Model the first one for the students. Read the question and mark your answer. Then have students do the portion of the activity that applies to themselves. After they've finished, divide students into pairs. Have partners take turns asking and answering. Then have pairs tell the class about their partner, e.g., *She is not in a house. She has a coin in her bag.*

- Touch** (p. 9). Divide the class into two teams. Have one student from each team come to a desk. In this version, students listen for sounds. Put two Phonics Cards with different sounds on the desk, such as *bird* and *car*. Place the cards word-side up. Then say one of the sounds: /är/. Students should race to slap the *car* card. Repeat with new sounds and cards.
- Sound Bee** (p. 9). Students take turns spelling words from Unit 1 or Unit 2. Include the new words and sight words from the stories and the *Now try these!* words, as well. Students remain in the game as long as they spell correctly. Students who spell a word incorrectly must sit down.
- 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-side up, in the squares. Randomly call out the key words. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. Students who get three cards in a row shout *Bingo!* and win. After playing a round, invite a student to call the cards. Repeat the game as often as time permits.

## Practice and Components

- Oxford Phonics World Workbook 5*, 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 5*, 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

### Lesson Objectives:

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

### Key Words:

car, farm, park, star  
bird, girl, nurse, purple  
teacher, sister, doctor, tractor  
mouse, house, cow, brown  
coin, soil, toy, boy  
book, foot, bush, pull

### New Words:

race, slow, fire, dirt, answer, join,  
flip, soft

### Sight Words:

from, who, will, cold, only

### Materials:

Student Cards 11–24

### Warm Up

Play **Scramble**. Divide the class into two teams. Write a scrambled word on the board, e.g., *n o c i*. The first team to raise their hands and successfully say the word (*coin*) wins a point.

### Use Pages 22–23

#### D. Say and circle.

Have students say the word for each picture and then find the words in the puzzle. Check the answers with the class, pointing to the locations of the words in the book. Have the students spell the words aloud.









#### E. Find four more words in the puzzle.

##### Circle and write.

Point to the pictures and elicit the words. Then have students find the words for the pictures in the puzzle. After students are finished, check the answers as a class by having students say the sentences. For extra practice, divide students into pairs. Have pairs come up with two new sentences using

ar ir ur er or ou ow oi oy oo u

#### D Say and circle.

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

#### E Find four more words in the puzzle. Circle and write.

1. The girl has a coin.



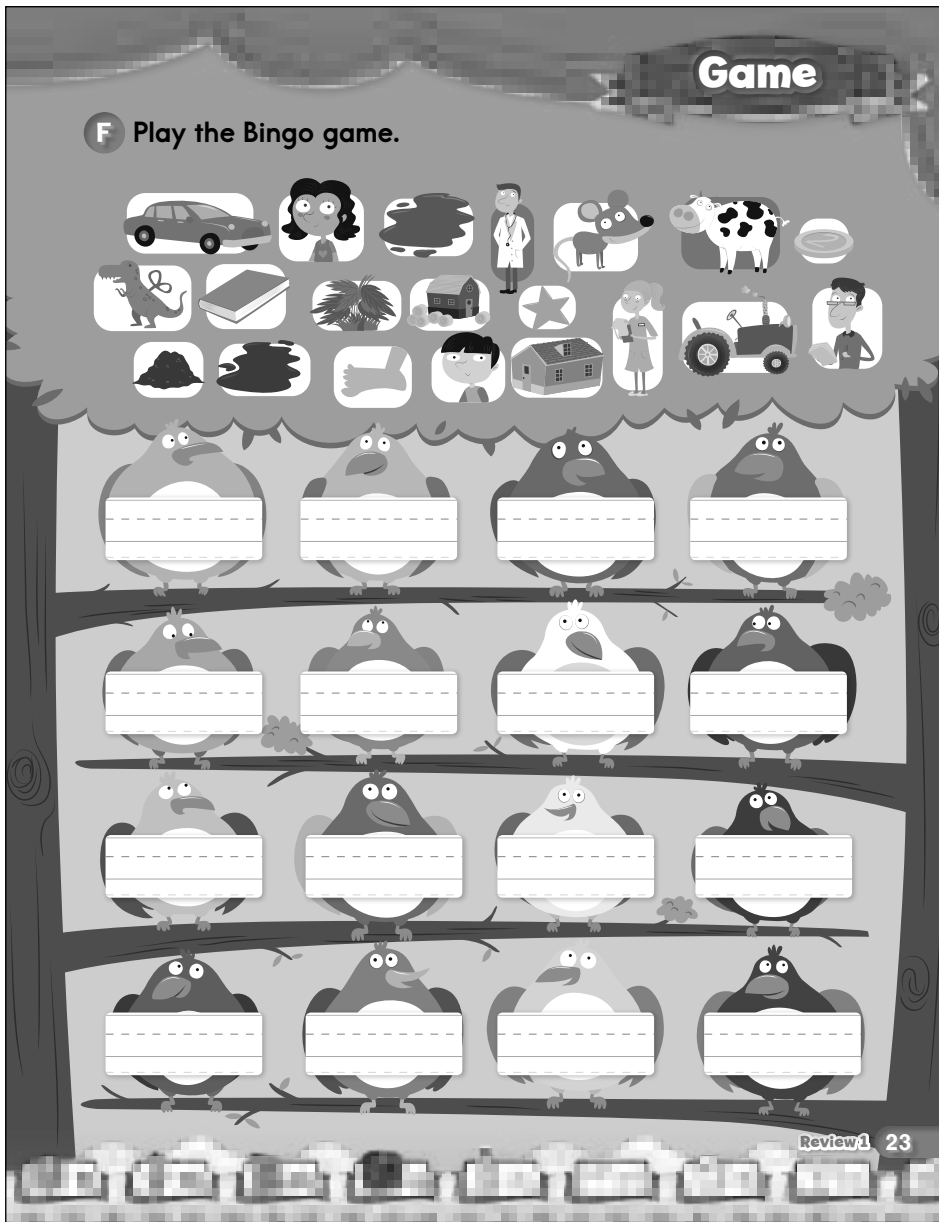
2. I want a toy car.



any of the words from the puzzle. Then have pairs tell the class their sentences.

#### F. Play the Bingo game.

1. Have students look at the twenty pictures on the tree, and then write sixteen of the words underneath the birds, in any order. They can only use each word once. When they are finished, call out the words randomly and have the students mark them off. The first student to get four across, down, or diagonally shouts *Bingo!* and wins. For added challenge, have a student call out the words.
2. For a more challenging version, have students set up the board as usual. Then, instead of calling words, say a sentence that contains one of the words. Students must listen carefully and identify which key word you said in your sentence. Then they must mark off that word on their game boards. Repeat until a student shouts *Bingo!* and wins.
3. For another challenging version, have students set up the board as usual. Then, instead of calling words, say and spell a sound, such as /ōō/, o-o. Students who have written *foot* or *book* can cross one,



and only one, of the *oo* words off for that turn. Be sure to keep track of sounds you've said so you can check the winner's answers. Play the game as often as time permits.

1. **Fruit Salad.** Students sit in a circle. Give each student a Unit 1 or Unit 2 Student Card. Call out two of the words. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.
2. **Spelling Race** (p. 9). Divide the class into three or four teams. Each team lines up and faces the board. 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. When the word is complete, the team sounds out the word and then says it. The first team to do so correctly wins. Repeat with the other words.
3. **Picture Game** (p. 8). Divide the class into small teams and give each team some paper and crayons. Whisper a key word to a student from each team. Without speaking, the students must draw a picture that represents the key word. The first team to correctly guess the word gets a point. For added challenge, say a simple sentence to be illustrated: *The boy has a coin.* Repeat until each student has had a chance to draw.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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 5*, Picture Dictionary, pp. 84–88. Have students write the Unit 1 and Unit 2 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 1

### Lesson 1 Objectives:

- Learn /ô/, *au*, and *aw*
- Learn four new key words

**Key Words:** sauce, August, prawn, draw

### Materials:

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

### Warm Up

Quickly review the r-controlled vowels, digraphs, and diphthongs learned so far from Units 1–2. Show a number of Phonics Cards in a random order. Put the cards down, picture-side up, and have students call out the words in the same order. Repeat with new cards.

### Use Pages 24–25

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 35.

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

/ô/

That's right: /ô/, sauce.

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

/ô/

That's right: /ô/, prawn.

Explain that the vowel digraph, *au*, even though it is made from two vowels, makes one sound: /ô/, as in *sauce*. Have students repeat after you. Do the same for the letter combination *aw* in *prawn*.

#### B. Listen, point, and read.

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

1. s /ô/ ce, sauce  
s /ô/ ce, sauce
2. /ô/ gust, August  
/ô/ gust, August
3. pr /ô/ n, prawn  
pr /ô/ n, prawn
4. dr /ô/, draw  
dr /ô/, draw

Use the Phonics Cards to practice the words. Show a card. Then have the class sound out the word and say it.

#### C. Listen and circle.


Play CD1 Track 37. Have students circle the vowel digraph and picture for the word they hear.

1. sauce, sauce
2. brown, brown
3. draw, draw
4. prawn, prawn
5. house, house
6. August, August

Check the answers with the class. Then show the students two Phonics Cards (one *au* or *aw*, and one other combination). Say an /ô/ word. Have the class repeat and point to the card.

Unit 3 au aw all wa or oar


Listen and learn. 35





s a u c e


a u

Listen, point, and read. 36

1.  sauce

2.  August

3.  prawn

4.  draw

30













Unit 3

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## C Listen and circle.

disc 1  
37

1.  au  
aw 
2.  aw  
ow 
3.  oi  
aw 
4.  ow  
aw 
5.  au  
ou 
6.  Au  
Ou 

## D Circle and write.

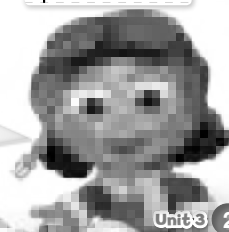
1.  ou  
au   
sauce
2.  ou  
au   
mouse
3.  ow  
aw   
draw
4.  ow  
aw   
brown
5.  Au  
Ou   
August
6.  aw  
au   
prawn

## E Listen and chant. Then read.

disc 1  
38



I draw and eat prawns  
with sauce in August.



Unit 3 25

## D. Circle and write.

Have students do the activity on their own. To check the answers, have students write the words on the board and circle the key letter combinations.

## E. Listen and chant. Then read.

Play CD1 Track 38. Have students chant along with Pilot Penny. Each line repeats.

Draw, prawn, sauce, August  
Draw, prawn  
Sauce, August

CD1  
38

Sauce, August, draw, prawn

I draw and eat prawns

With sauce in August

I draw and eat prawns with sauce in August.

CD1  
38

Divide students into groups of four and have them stand around a desk. Put the four key word Student Cards on the desk. Play the chant again and have students point to the cards as they say the words. Then call on student volunteers to read the final line of the chant in their Student Book.

1. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each student a Student Card. When you call a word, the students with that card hop forward and repeat the word. Continue to call several different words. Then have students trade cards and play again. For added challenge, say a key word in a sentence.
2. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather around to watch. Put a different Phonics Cards on each chair. Say the name of one of the cards. The students try to be the first to sit on the chair with that card.
3. **Picture Game** (p. 8). Divide the class into groups of four and give each some paper and crayons. Whisper a word to a student from each group. Without speaking, the student must draw a picture that represents the word. The first team to correctly guess the word wins a point. Repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 12. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 2 Objectives:

- Learn /ôl/, *all*, /wô/, and *wa*
- Learn four new key words

**Key Words:** ball, tall, water, walk

### Materials:

Phonics Cards 29–32

Student Cards 29–32

CD1 Tracks 39–41

### Warm Up

Review the *au* and *aw* key words with a **Rhythm Circle** (p. 9). Students take turns around the circle to say the key words, e.g., *slap, slap, clap, clap, (sauce), (sauce)*.

### Use Pages 26–27

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 39.

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

/ôl/

That's right: /ôl/, ball.

This is water. What's the beginning sound in the word water?

/wô/

That's right: /wô/, water.

CD1  
39

Present *all*. Point out that the letter combination *all* sounds like /ôl/. Circle the letters *all* in *ball*. Say /ôl/ and have students repeat after you. Do the same for /wô/, *water* and have students repeat.

#### B. Listen, point, and read.

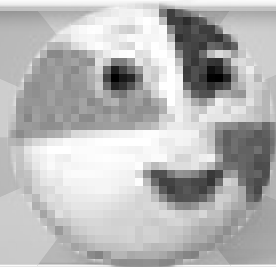
Play CD1 Track 40. Have students point as they read the words.

- |                 |                    |
|-----------------|--------------------|
| 1. b /ôl/, ball | 3. /wô/ ter, water |
| b /ôl/, ball    | /wô/ ter, water    |
| 2. t /ôl/, tall | 4. /wô/ lk, walk   |
| t /ôl/, tall    | /wô/ lk, walk      |

CD1  
40

## au aw all wa or oar

**A Listen and learn.** disc 1 39




b a l l

a l l


**B Listen, point, and read.** disc 1 40

1.




ball

2.




tall

3.



water

4.



walk

Use the Phonics Cards to practice the words. Show a card. Then have students sound out the word and say it. Help students with pronunciation of /ôl/ and /wô/ sounds as they can be problematic. Continue with the other words.

#### C. Connect and write.

Have students do the activity on their own. Check the answers with the class. To extend the activity, draw outlines of the key word images on the board.

Have students come up, draw inside the outline, and write the word beside the drawing.

#### D. Read and number.

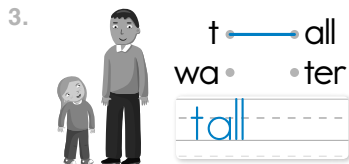
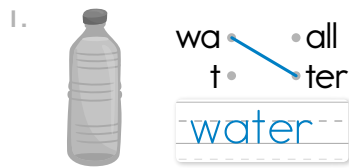
Have students do the activity on their own. Check the answers with the class. Then divide students into pairs and have each pair think of two new sentences using the key words. Have students tell the class their sentences or have them write them on the board.

32

Unit 3

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## C Connect and write.



## D Read and number.

- I see a ball in the water.
- The tall man has a ball.
- I like to walk in the water.
- The tall girl can walk very fast.



## E Listen and chant. Then read.



The tall boy can walk  
with a ball in the water.



Unit 3 27

## E. Listen and chant. Then read.

Play CD1 track 41. Have students chant along with Pilot Penny. Each line repeats.

Tall, walk, ball, water  
Tall, walk  
Ball, water  
Ball, water, tall, walk  
The tall boy can walk  
With a ball in the water  
The tall boy can walk with a ball in the water.

CD1  
41

Assign motions to the key words and have students do the motions as they repeat the chant. For extra fun, bring a ball to class and have students stand in a circle. Have students toss the ball around the circle as they chant. The student holding the ball when the last line begins can keep the ball and act out the sentence *The tall boy can walk with a ball in the water*. Repeat as time permits. Finally, have students sit in small groups and take turns reading the final line of the chant.

- Do As I Say.** Provide the students with actions that correspond to the key words. When you say the word, students perform the action and repeat the word. Increase your speed, change the order of the words, and encourage students to have fun while they try to keep up. For added challenge, incorporate key words from previous lessons or units. Repeat as time permits.
- Telephone** (p. 9). Whisper different key words at each end of the line. Students whisper the words down the line. See if they are correct by the time they reach the other end. Alter the activity by placing students into multiple lines. Say a different key word at the end of each line. Students race to whisper their word down their line. Repeat as time permits.
- Sound Bee** (p. 9). Sound out a word: /wô/, ter. The first student must say it and spell it correctly: water, w-a-t-e-r. If the student spells it incorrectly, the student must sit down. Continue around the room with different words until only one student is left standing.

## Practice and Components

- Oxford Phonics World Workbook 5*, p. 13. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

## Lesson 3 Objectives:

- Learn /ôr/, *or*, and *oar*
- Learn four new key words

**Key Words:** horse, fork, roar, board

## Materials:

Phonics Cards 33–36

Student Cards 33–36

CD1 Tracks 42–45

## Warm Up

Play **Guess the Next Card**. Show the *all* and *wa* Phonics Cards one at a time. Shuffle the cards. Have students guess which card you will show next.

## Use Pages 28–29

### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 42.

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

/ôr/

That's right: /ôr/, horse.

This is a roar. Do you remember the /ôr/ sound? What's the ending sound in the word roar?

/ôr/

That's right: /ôr/, roar.

Explain that the vowel *o* is r-controlled and has its own sound: /ôr/. Say the sound and have students repeat. Do the same for the r-controlled digraph *oar*.


### B. Listen, point, and read.

Play CD1 Track 43. Have students point as they read the words.

- |                     |                    |
|---------------------|--------------------|
| 1. h /ôr/ se, horse | 3. r /ôr/, roar    |
| h /ôr/ se, horse    | r /ôr/, roar       |
| 2. f /ôr/ k, fork   | 4. b /ôr/ d, board |
| f /ôr/ k, fork      | b /ôr/ d, board    |


au aw all wa or oar

**A Listen and learn.** disc 1 42



## horse

or




## roar

oar


**B Listen, point, and read.** disc 1 43

1.




horse

2.



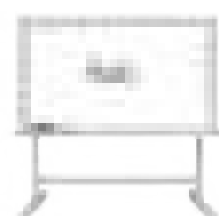
fork

3.



roar

4.



board

Point to a picture in the book and have the class sound out the word and say it together.

### C. Listen and connect. What does the horse want?

Play CD1 Track 44. Have students listen and connect the pictures.

- Start at the horse.  
 Draw a line to the car.  
 Draw a line to roar.  
 Draw a line to the sauce.

- Draw a line to the ball.  
 Draw a line to the fork.  
 Draw a line to the board.  
 Draw a line to the water.

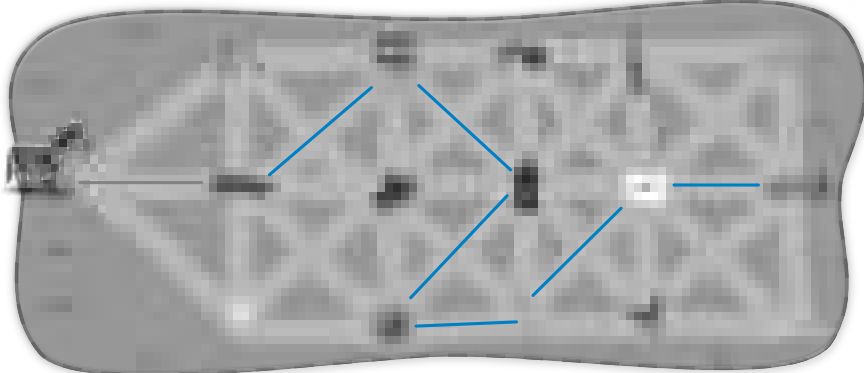
Check the answers with the class.

### D. Find, circle, and write.

Have students do exercise D on their own and then check the answers with the class. For further practice, do a dictation activity. Say a sentence with a key word in it and have students raise their hands when you say the key word.

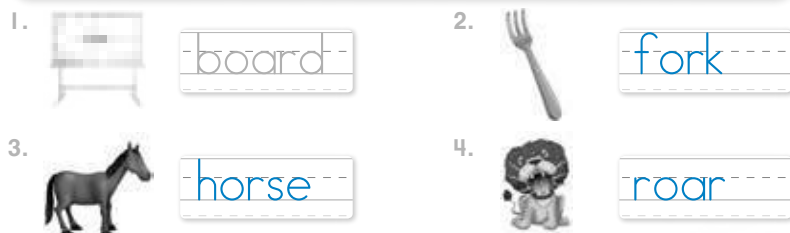


## C Listen and connect. What does the horse want? disc 1 44



## D Find, circle, and write.

n p fork h d roar w b o a r d g j horse f



## E Listen and chant. Then read. disc 1 45



I draw a horse and a fork  
on the board and roar!



Unit 3 29

## E. Listen and chant. Then read.

Play CD1 Track 45. Have students chant along with Pilot Penny. Each line repeats.

Horse, fork, board, roar  
Horse, fork  
Board, roar  
Board, roar, horse, fork  
I draw a horse and a fork  
On the board and roar  
I draw a horse and a fork on the board  
and roar!

CD1  
45

Have students read the final line of the chant to a partner and then switch roles. Then divide students into four lines, each facing the board. Give the first student in each line a Phonics Card. Say the chant again and have the students pass their cards down the lines. When the cards reach the last students in line, have them go to the board and draw what is on their card. Those students can then act out the chant. Switch cards and repeat.

1. **Beanbag Toss** (p. 8). Display the target Phonics Cards in the front of the room. Students take turns tossing a beanbag (or another soft object) at a card. Students should say the word on the card that is closest to where the beanbag or object lands. Repeat so that each student has a chance to speak.
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 may proceed with the game.
3. **Sentence Share**. Divide the class into pairs. Say a sentence, such as: *The horse eats with a fork.* Pairs write the sentence and quickly draw it. Have pairs read the sentence as they show the class their pictures. Repeat with different sentences that use the key words.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 14. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

## Lesson 4 Objectives:

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

**New Words:** oar, beach, cook

**Sight Words:** goodbye

## Materials:

Phonics Cards 25–36

CD1 Tracks 46–48

## Warm Up

Play **Say It**. Use the Unit 3 Phonics Cards. Show the cards and say the words. Put the cards down and have students say them in the order that you showed them. Repeat as time permits.

## Use Pages 30–31

### A. Listen, circle, and write.

Play CD1 Track 46. Have students do the activity.

- |                 |                   |
|-----------------|-------------------|
| 1. fork, fork   | 6. August, August |
| 2. tall, tall   | 7. draw, draw     |
| 3. sauce, sauce | 8. walk, walk     |
| 4. water, water | 9. ball, ball     |
| 5. roar, roar   |                   |


Check the answers with the class. Write the letter combinations in columns on the board. Then say a word and have a student come up to the board and write it in the correct column. Have students read the *Now try these!* words aloud on their own. Then play CD1 Track 47. Have students read the words.


- |                     |               |
|---------------------|---------------|
| 1. wall, wall       | 4. saw, saw   |
| 2. sport, sport     | 5. wand, wand |
| 3. laundry, laundry | 6. oar, oar   |
| Were you right?     |               |


Have students write the words on the board under the correct columns.


## au aw all wa or oar


**A Listen, circle, and write.** disc 1 46


1.   
all or ow  
fork


2.   
or aw all  
tall


3.   
all ou au  
sauce


4.   
au wa oar  
water

5.   
oar oy or  
roar

6.   
All Ou Au  
August

7.   
aw wa all  
draw

8.   
ar wa aw  
walk

9.   
or all ou  
ball

**Now try these! Read.**

1. wall 2. sport 3. laundry  
4. saw 5. wand 6. oar

Were you right?

disc 1 47

### 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.

#### The Prawn in the Water

1. It is August. My brother and sister play with a ball and an oar on the beach. I walk in the water with a net.
2. The fish are too fast, but the prawn is slow. I catch the prawn in my net.

3. My mother can cook the prawn, and I can eat it with sauce and a fork.
4. Look! This prawn has brothers and sisters. It likes to play in the water, just like me. Goodbye, prawn.

New words: oar, beach, cook  
Sight words: goodbye

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

## Story

**B** Look and listen. Read along. disc 1 48

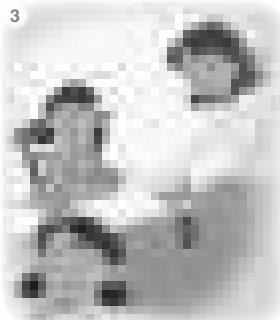
### The Prawn in the Water



1 It is August. My brother and sister play with a ball and an oar on the beach. I walk in the water with a net.



2 The fish are too fast, but the prawn is slow. I catch the prawn in my net!



3 My mother can cook the prawn, and I can eat it with sauce and a fork.



4 Look! This prawn has brothers and sisters. It likes to play in the water, just like me. Goodbye, prawn.



New words: oar beach cook Sight words: goodbye

Unit 3 31

- 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 girl and her mother, brother, and sister. Place Phonics Cards, picture-side up, around the room 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.
- New words and sight words.** Read and point to the new words and the sight word. Pronounce them

clearly. Have the students repeat them. Then have the students read the new words and the sight word by themselves. Read through the story again as time permits and have students raise their hands when they read one of the new words or the sight word in the story.

- Word List.** Divide students into pairs. Write the Unit 3 letter combinations (*au, aw, all, wa, or, oar*) 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 letter combination. The pair with the most correct words wins.
- Charades** (p. 8). Divide students into teams. Show one student from each team a Phonics Card or whisper a key word to him or her. Students go back to their team 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.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw story frames like those on page 31 in the Student Book. Have them illustrate their own stories and include pictures that represent the key words. Be sure that students do not copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

- Oxford Phonics World Workbook 5*, 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.
- iTools
- Multi-ROM, disc 1
- Unit 3 Online Test

### Lesson 1 Objectives:

- Learn /â/ , are, and air
- Learn four new key words

**Key Words:** square, share, chair, hair

### Materials:

Phonics Cards 37–40

Student Cards 37–40

CD1 Tracks 49–52

### Warm Up

Review the letter combinations learned so far in Units 1–3. Show the Phonics Cards from these units in a random order. Have students call out the words and target sounds.

### Use Pages 32–33

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 49.

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

/â/

That's right: /â/ , square.

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

/â/

That's right: /â/ , chair.

Explain that sometimes the r-controlled vowel *a* sounds like /â/. Have students repeat as you compare /â/ in *square* to /â/ in *car*. Then do the same for the r-controlled digraph *ai* in *chair*. Compare with the *ai* sound in *sail*.

#### B. Listen, point, and read.

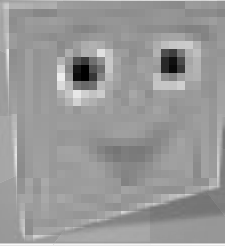
Play CD1 Track 50. Have students point as they read the words.

- |                     |                   |
|---------------------|-------------------|
| 1. squ /â/ , square | 3. ch /â/ , chair |
| squ /â/ , square    | ch /â/ , chair    |
| 2. sh /â/ , share   | 4. h /â/ , hair   |
| sh /â/ , share      | h /â/ , hair      |

Unit 4

are air ea ear ear eer

**A Listen and learn.** disc 1 49




square

are


**B Listen, point, and read.** disc 1 50

1.




square

2.




share

3.



chair

4.



hair

Then say the first part of one of the words. Have the students point to the picture of the word in their books, sound out the word, and say the word. Continue with the other words.

#### C. Listen and draw squares.

Play CD1 Track 51. Have students complete the activity.

- Draw a square around the chair.  
 Draw a square around share.  
 Draw a square around the book.  
 Draw a square around the mouse.

- Draw a square around the square.  
 Draw a square around the park.  
 Draw a square around the hair.  
 Draw a square around the teacher.

Check the answers with the class.

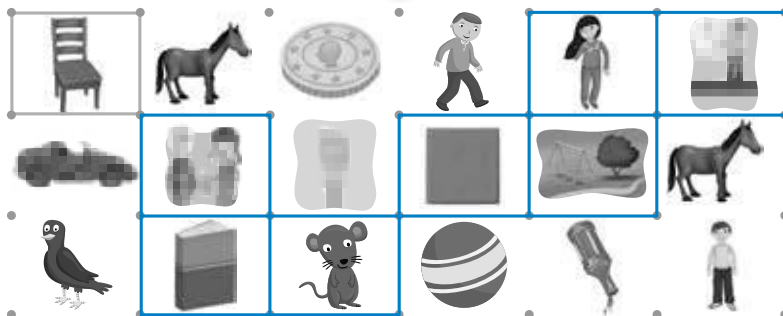
#### D. Read and number.

Have students do the activity on their own. Check the answers with the class by having student volunteers read each sentence and show the correct picture for each sentence to the class. Then have other students practice reading the sentences out loud.



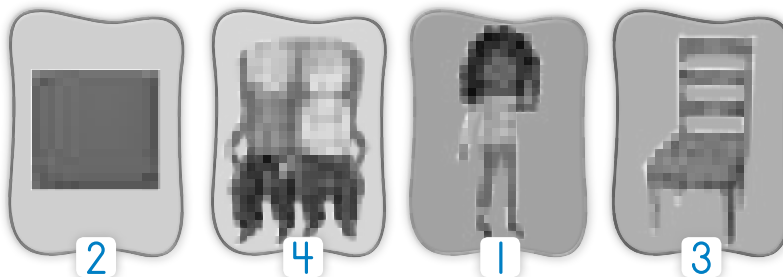
## C Listen and draw squares.

disc 1  
51



## D Read and number.

1. The girl has long hair.
2. The square is blue.
3. This is my blue chair.
4. We like to share a chair.

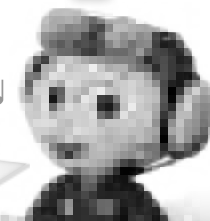


## E Listen and chant. Then read.

disc 1  
52



We share a big square  
chair and brush our hair.



Unit 4 33

## E. Listen and chant. Then read.

Play CD1 Track 52. Have students chant along with Pilot Peter. Each line repeats.

Share, square, chair, hair  
Share, square  
Chair, hair  
Chair, hair, share, square  
We share a big square chair  
And brush our hair  
We share a big square chair and brush  
our hair.

CD1  
52

Divide the students into groups of four. Then assign a key 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. When students are finished, have them practice reading the final line of the chant with a partner or in small groups.

1. **Odd One Out.** Display the Phonics Cards or place them on the board and include one or two cards from the previous unit. Have students say the word for each card aloud and raise their hands when they say the word for a card that doesn't belong. Repeat as time permits.
2. **Touch** (p. 9). Use the Student Cards. Have students play in groups of five or six. Say the key words and have students repeat the words 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.
3. **What's in the Cap?** (p. 9). Put the Student Cards in a cap or another container. Divide students into pairs and arrange the pairs in a circle. Give the cap or container to one pair. In this version, one partner says a key word, and the other partner takes a card from the cap and says the word. If they successfully matched, they remain standing. If the guessed word and card don't match, they sit down and pass the cap to the next pair of students.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 16. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

### Lesson 2 Objectives:

- Learn /e/, ea, /â/ and ear
- Learn four new key words

**Key Words:** bread, head, bear, pear

### Materials:

Phonics Cards 41–44  
Student Cards 41–44  
Letter Cards  
CD1 Tracks 53–56

### Warm Up

Play **Guess the Next Card**. Show the *are* and *air* Phonics Cards one at a time. Students guess what card they will see next.

### Use Pages 34–35

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 53.

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

/e/

That's right: /e/, bread.

This is a bear. Do you remember the /â/ sound? What's the ending sound in the word bear?

/â/

That's right: /â/, bear.

Explain that the vowel digraph *ea* sounds like /e/, as in *bread*. The vowel digraph *ear* is r-controlled and sounds like /â/, as in *bear*. Have the class repeat the sounds.

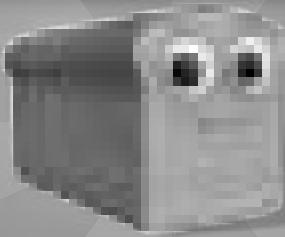
#### B. Listen, point, and read.

Play Class CD1 Track 54. Have students point as they read the words.

- |                    |                  |
|--------------------|------------------|
| 1. br /e/ d, bread | 3. b /â/ r, bear |
| br /e/ d, bread    | b /â/ r, bear    |
| 2. h /e/ d, head   | 4. p /â/ r, pear |
| h /e/ d, head      | p /â/ r, pear    |


are air ea ear ear eer

**A Listen and learn.** disc 1 53



bread

ea




bear

ear


**B Listen, point, and read.** disc 1 54

1.




bread

2.



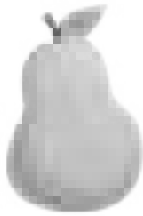
head

3.



bear

4.



pear

Then randomly say one of the target sounds, such as /â/. Have students say a word with that sound: *bear* or *pear*. Alternate between the two target sounds and have students say the corresponding key words.

#### C. Listen, write, and match.

Play CD1 Track 55. Have students do the activity.

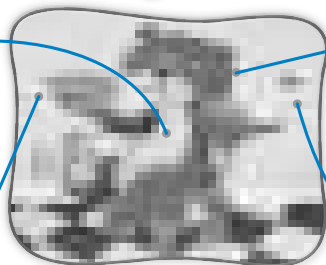
- |               |                 |
|---------------|-----------------|
| 1. bear, bear | 3. bread, bread |
| 2. head, head | 4. pear, pear   |

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

#### D. Look at the picture in Activity C and write.

Have students do the activity on their own. Then check the answers with the class. Randomly say one of the sentences in activity D. Have students repeat the sentence and raise their hands as they say the key word. Have students try to use the words in their own sentences.

## C Listen, write, and match. disc 1 55



1. bear

2. head

3. bread

4. pear

## D Look at the picture in Activity C and write.

- pear head bread bear
- The bear is on a chair.
  - The bear has a big head.
  - The pear is yellow.
  - The mouse is eating the bread.

## E Listen and chant. Then read. disc 1 56



The bear has a pear  
and bread on his head.



Unit 4 35

## E. Listen and chant. Then read.

Play CD1 Track 56. Have students chant along with Pilot Peter. Each line repeats.

Bear, pear, bread, head  
Bear, pear  
Bread, head  
Bread, head, bear, pear  
The bear has a pear  
And bread on his head  
The bear has a pear and bread on  
his head.

CD1  
56

Say the chant again. Divide the students into four groups. Give each student in each group a Student Card for one of the key words: *bear*, *pear*, *bread*, and *head*. Have students in each group hold up their cards when they say the word in the chant. Repeat and then switch groups and cards. Finally, have students take turns reading the final line of the chant in the Student Book.

- Word Trace Relay** (p. 9). Each team sits in a line. Show a Phonics Card to the last student in each line. With their finger, students write the word on the back of the student ahead of them. Students continue down the line. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for his or her team. Have students change places and repeat as time permits. For added challenge, include key words from previous units.
- 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 to guess it. If the guess is correct, they get a point. If it is wrong, the drawing team gets a point. If outlining is difficult, help the drawing student by shielding him or her from the class as they write a word, outline it, and then erase the word from inside the outline.
- 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. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first team's answer by having them sound out, say, and spell the word aloud. Repeat with the other key words from the lesson. For an added challenge, include any key words from previous lessons. Repeat as time permits.

## Practice and Components

- Oxford Phonics World Workbook 5*, p. 17. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
- iTools
- Multi-ROM, disc 1

### Lesson 3 Objectives:

- Learn /ēɪr/, *ear*, and *eer*
- Learn four new key words

**Key Words:** ear, clear, deer, cheer

### Materials:

Phonics Cards 45–48

Student Cards 45–48

CD1 Tracks 57–60

### Warm Up

Play **Say It**. Show the previous lesson's Phonics Cards. Put the cards down and have students say the words in order. Repeat and increase the speed.

### Use Pages 36–37

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 57.

This is an ear. What sound do you hear in the word ear?

/ēɪr/

That's right: /ēɪr/.

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

/ēɪr/

That's right: /ēɪr/, deer.

Say *ear* and *deer*. Have students repeat the /ēɪr/ sound from both words. Elicit if they sound the same or different (the same). Explain that *bear* and *clear* both have the letters *ear*, but they are pronounced differently.

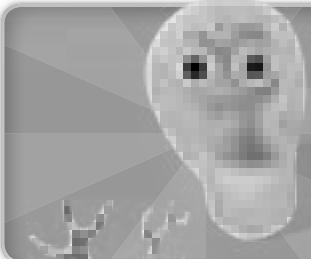
#### B. Listen, point, and read.

Play CD1 Track 58. Have students point as they read the words.


- |                    |                    |
|--------------------|--------------------|
| 1. /ēɪr/, ear      | 3. d /ēɪr/, deer   |
| /ēɪr/, ear         | d /ēɪr/, deer      |
| 2. cl /ēɪr/, clear | 4. ch /ēɪr/, cheer |
| cl /ēɪr/, clear    | ch /ēɪr/, cheer    |

are air ea ear ear eer

**A Listen and learn.** disc 1 57



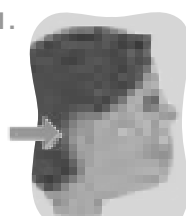
e a r



d e e r

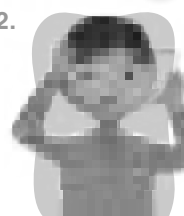
**B Listen, point, and read.** disc 1 58

1.




ear

2.




clear

3.



deer

4.



cheer

Use the Phonics Cards to practice the words. Show a card. Then have the class sound out the word and say it. Repeat for each key word.

#### C. Listen and number.

Play CD1 Track 59. Have students do the activity.

- |                   |                 |
|-------------------|-----------------|
| 1. ear, ear       | 5. deer, deer   |
| 2. square, square | 6. board, board |
| 3. clear, clear   | 7. cheer, cheer |
| 4. chair, chair   | 8. bear, bear   |

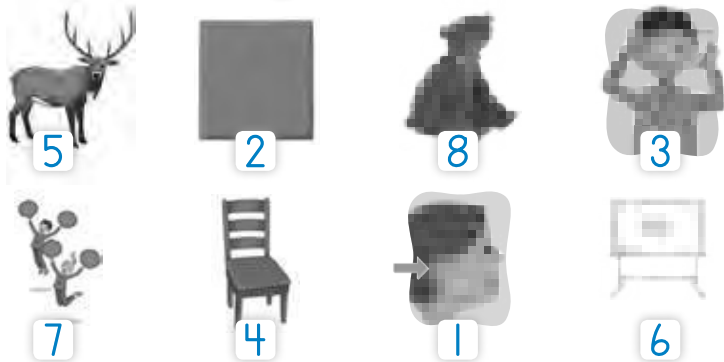
Check the answers with the class. To extend the activity, spell a key word: *c-h-e-e-r*. Have students raise their hands to try to be the first to pronounce it correctly.

#### D. Unscramble and write.

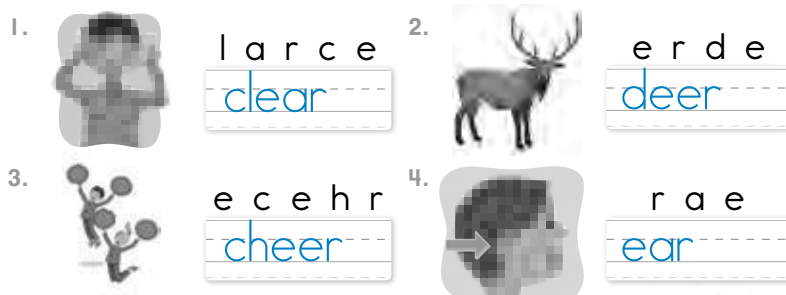
Have students do activity D on their own. Then check the answers with the class. If time permits, play **Teacher's Mistake** (p. 9) to practice the *ear* and *eer* key words and any other previously learned key words.



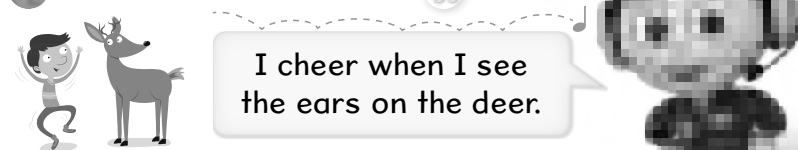
## C Listen and number.



## D Unscramble and write.



## E Listen and chant. Then read.



## E. Listen and chant. Then read.

Play CD1 Track 60. Have students chant along with Pilot Peter. Each line repeats.

Cheer, ear, deer  
Cheer, ear  
Ear, deer  
Cheer, ear, deer  
Deer, ear, cheer  
I cheer when I see  
The ears on the deer  
I cheer when I see the ears on  
the deer.

CD1  
60

Have students read the final line of the chant in the Student Book. Then have students put their heads down while you hide multiple sets of the Student Cards for the key words used in the chant. After you have finished hiding the cards, have students walk around the room and try to find and collect the cards as they repeat the chant. Students should hold up the cards they have found when they say the words. Have the class cheer when the deer cards are held up. Repeat as time permits.

1. **Scramble.** Make sure students have a piece of paper and something to write with. Write one of the key words on the board, scrambled: *r h e c e*. 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, decrease the amount of time that you show the each word on the board and the amount of time students have to unscramble the word.
2. **Repeat You, Repeat Me.** Have students form a circle. Say a key word and do a motion. The next student in the circle repeats your word and motion and adds a new one. Continue and see how long the class can keep the chain going.
3. **Sound Bee** (p. 9). Students take turns spelling the *ear* and *eer* words that you say. Students continue to remain in the game as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 18. Have students complete this page for homework or in class. See Teacher's Book pp. 91–93 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

## Lesson 4 Objectives:

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

**New Words:** short, fight

**Sight Words:** both, must, give

## Materials:

Student Cards 37–48

CD1 Tracks 61–63

## 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-side out, to the class. Students race to hold up the matching Student Card and say the word.

## Use Pages 38–39

### A. Listen, circle, and write.

Play CD1 Track 61. Have students do the activity.

- |                   |                 |
|-------------------|-----------------|
| 1. bear, bear     | 4. bread, bread |
| 2. square, square | 5. cheer, cheer |
| 3. clear, clear   | 6. chair, chair |


Check the answers with the class. Have students come up to the board, write the words, and circle the key sounds. Then have students try the *Now try these!* words. Play CD1 Track 62. Have students circle the letters they hear and then write the words.


- |                 |                     |
|-----------------|---------------------|
| 1. care, care   | 3. weather, weather |
| 2. steer, steer | 4. near, near       |
- Were you right?


Check the answers with the class. Have students come to the board to write the words and circle the key sounds. If time permits, play **Scramble**. Divide students into pairs. Then write one of the Activity A or *Now try these!* words


## are air ea ear ear eer


**A Listen, circle, and write.** disc 1 61


1.   
air ear  
b

2.   
ea are  
squ

3.   
ear air  
cl

4.   
ear ea  
br d

5.   
are eer  
ch

6.   
ea air  
ch

**Now try these!** **Listen, circle, and write.** disc 1 62

1. eer are  
                    

3. are ea

2. eer air  
                    

4. are ear

Were you right?

**38 Unit 4**

u au aw all wa or oar are air

on the board, scrambled: *e s r e t*. Have pairs raise their hands to guess the word (*steer*).

### 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 63. Have the students listen to the story once.

#### Clark and Clare Start to Share

1. This is Clare, and that is Clark. Clare has small ears and long hair. Clark has a big head and short hair.
2. Clark has some bread. Clare has a pear. Clark wants the pear, and Clare wants some bread.

3. Clare and Clark have a bear. They both want the bear. Mother says, "Don't fight! You must share."
  4. Clark and Clare sit on a chair. They share the chair, the bear, the bread, and the pear. Mother gives a cheer.
- New words: short, fight  
Sight words: both, must, give

Then 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. Then have students read the story on their own.

## Story

**B Look and listen. Read along.** disc 1 63

### Clark and Clare Start to Share



1 This is Clare, and that is Clark. Clare has small ears and long hair. Clark has a big head and short hair.



2 Clark has some bread. Clare has a pear. Clark wants the pear, and Clare wants some bread.



3 Clare and Clark have a bear. They both want the bear. Mother says, "Don't fight! You must share."



4 Clark and Clare sit on a chair. They share the chair, the bear, the bread, and the pear. Mother gives a cheer.

New words: short fight Sight words: both must gives

Unit 4 39

1. **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.
2. **Sound Families** (p. 9). Divide students into groups of three or four. Have each group use a set of shuffled Unit 4 Student Cards. When you say *Go!* students put the cards into six sound and spelling groups: *are*, *air*, *ea*, *ear* (*short e*), *ear* (*long e*), and *eer*. The first group to finish wins. Have students shuffle their cards and repeat as often as time permits.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those 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 from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the roles of Clare, Clark, their mother, and the narrator. Encourage students to have fun while they act out the story. Then change the actors and the narrator. Repeat as time permits.
4. **New words and sight words.** Read and point to the new words and sight words. Pronounce them clearly. Have the students repeat after you. Then have the students read the new words and sight words by themselves. Read through the story again as time permits and have students raise their hands when they read a new word or a sight word in the story.

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 1
4. 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:

sauce, August, prawn, draw  
ball, tall, water, walk  
fork, horse, roar, board  
square, share, hair, chair  
head, bread, bear, pear  
ear, clear, deer, cheer

### New Words:

oar, beach, cook, short, fight

### Sight Words:

goodbye, both, must, give

### Materials:

Phonics Cards 25–48  
Student Cards 25–48  
CD1 Tracks 64–65

### Warm Up

Use the Phonics Cards to review the key words from Unit 3 and Unit 4. Sound out one of the words and have students say the word. Show two Phonics Cards: one that is for 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.

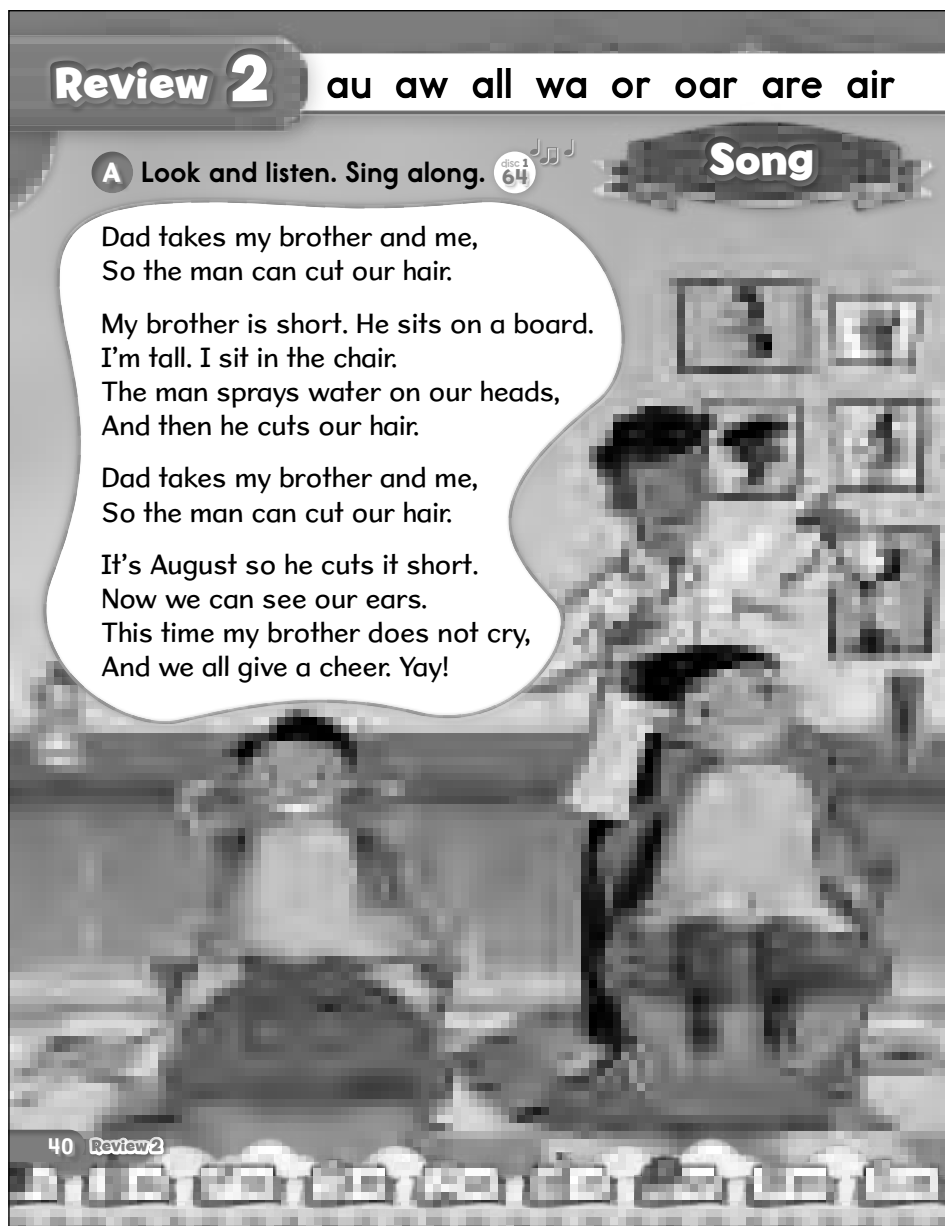
Play CD1 Track 64. Have students listen to the song one time.

Dad takes my brother and me,  
So the man can cut our hair.  
My brother is short. He sits on a board.  
I'm tall. I sit in the chair.  
The man sprays water on our heads,  
And then he cuts our hair.  
Dad takes my brother and me,  
So the man can cut our hair.

CD1  
64

It's August so he cuts it short.  
Now we can see our ears.  
This time my brother does not cry,  
And we all give a cheer. Yay!  
(song repeats)  
*Be tall.*  
*Be short.*  
*Spray the water.*  
*Cut your hair.*  
*Touch your ears.*  
*Give a cheer.*  
*Yay!*

Have the students listen to the song again. This time, have students sing and point 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.





### ea ear ear eer

#### B Listen and circle. disc 1 65

1. sauce horse square head
2. ball bear hair walk
3. chair prawn cheer draw
4. deer clear August water
5. roar share ear fork
6. bread bear prawn tall

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

	You		Your partner	
1. Are you tall?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Do you walk to school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Can you draw a horse?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Can a bear drink water?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do you eat bread with a fork?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Review 2 41

#### B. Listen and circle.

Play CD1 Track 65. Have students do the activity.

1. sauce and square, sauce and square
2. bear and hair, bear and hair
3. cheer and draw, cheer and draw
4. clear and water, clear and water
5. roar and fork, roar and fork
6. bread and prawn, bread and prawn

CD1  
65

Check the answers with the class.

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

Have students do exercise D on their own and then check the answers with the class. Then have students work in pairs to write new questions for any four key words from Unit 3 or Unit 4. Have pairs ask and answer their questions with another pair.

1. **Sound Families** (p. 9). Divide students into groups of three or four. Each group uses a set of shuffled Unit 3 and Unit 4 Student Cards. When you say *Go!* students put the cards into their word family groups: *au*, *aw*, *all*, etc. The first group to finish wins. Have students shuffle their cards and repeat as time permits.
2. **Speed Sounds**. Have the students stand. Assign a target sound to each student. Have the class listen as you say any of the words covered in Unit 3 or Unit 4. Insert a key word with the target sound occasionally. Students must quickly repeat the word when they hear the target sound. If they don't repeat quickly enough, they must sit down and play from their seats. Repeat with different target sounds. The last student standing wins.
3. **Buzzers** (p. 8). Put 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 a key word sound, such as /eer/. (Spell it, too, to make the game more challenging.) The players race to slap their buzzers and then say a word with the sound: *deer*. Then show the appropriate Phonics Card to the class. Have the class repeat the word.

### Practice and Components

1. *Oxford Phonics World Workbook 5*, 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 5*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 1
5. *Oxford Phonics World Reader, The Painter is in Town*
6. Online Midterm Test

### Lesson Objectives:

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

### Key Words:

sauce, August, prawn, draw  
ball, tall, water, walk  
fork, horse, roar, board  
square, share, hair, chair  
head, bread, bear, pear  
ear, clear, deer, cheer

### New Words:

oar, beach, cook, short, fight

### Sight Words:

goodbye, both, must, give

### Materials:

Student Cards 25–48  
CD1 Track 66

### Warm Up

Put students into groups of three or four. Each group should use a set of Student Cards for Units 3 and 4. Have the students arrange the cards, face-up, on top of a desk or other surface where all the students in the group can see the cards and can have easy access to them. Say (or spell) one of the key sounds from Units 3 or 4. The first team to hold up a card with that sound and say its word wins a point. The team with the most points wins.

### Use Pages 42–43

#### D. Listen, read, and write.

Play CD1 Track 66. Have students do the activity.

1. I can draw a ball.
2. The bear has a big head.
3. I share a pear with my sister.
4. The horse jumps over a wall.

Check the answers with the class. If time permits, copy the four sentences

### au aw all wa or oar are air ea ear

**D Listen, read, and write.**

1. I can draw a ball.
2. The bear has a big head.
3. I share a pear with my sister.
4. The horse jumps over a wall.

**E Look, write, and match.**

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

1. 6 15 18 11  
fork

2. 19 17 21 1 18 5  
square

3. 23 1 20 5 18  
water

4. sauce  
19 1 21 3 5

5. bread  
2 18 5 1 4

6. hair  
8 1 9 18

ball

draw

bear

head

share

pear

wall

horse

on the board, but leave out a word in each: 1. I can draw a \_\_\_\_\_. 2. The bear has a big \_\_\_\_\_. 3. I share a \_\_\_\_\_ with my sister. 4. The horse jumps over the \_\_\_\_\_. Give students a piece of paper and a pencil. Have them copy one of the sentences and fill in the blank with a key word from Unit 3 or Unit 4. Then have them draw a picture of their sentence. Have students read their sentences and show their pictures to the class.

#### E. Look, write, and match.

Show students how to use the code by filling in the first two letters: *f*, *o*. Then

have students do the activity on their own. Check the answers with the class. If time permits, put students into pairs. On a piece of paper, have students use the code to write the numbers of a key word (but not a key word from exercise E). Then have students trade papers with a partner and guess the words.

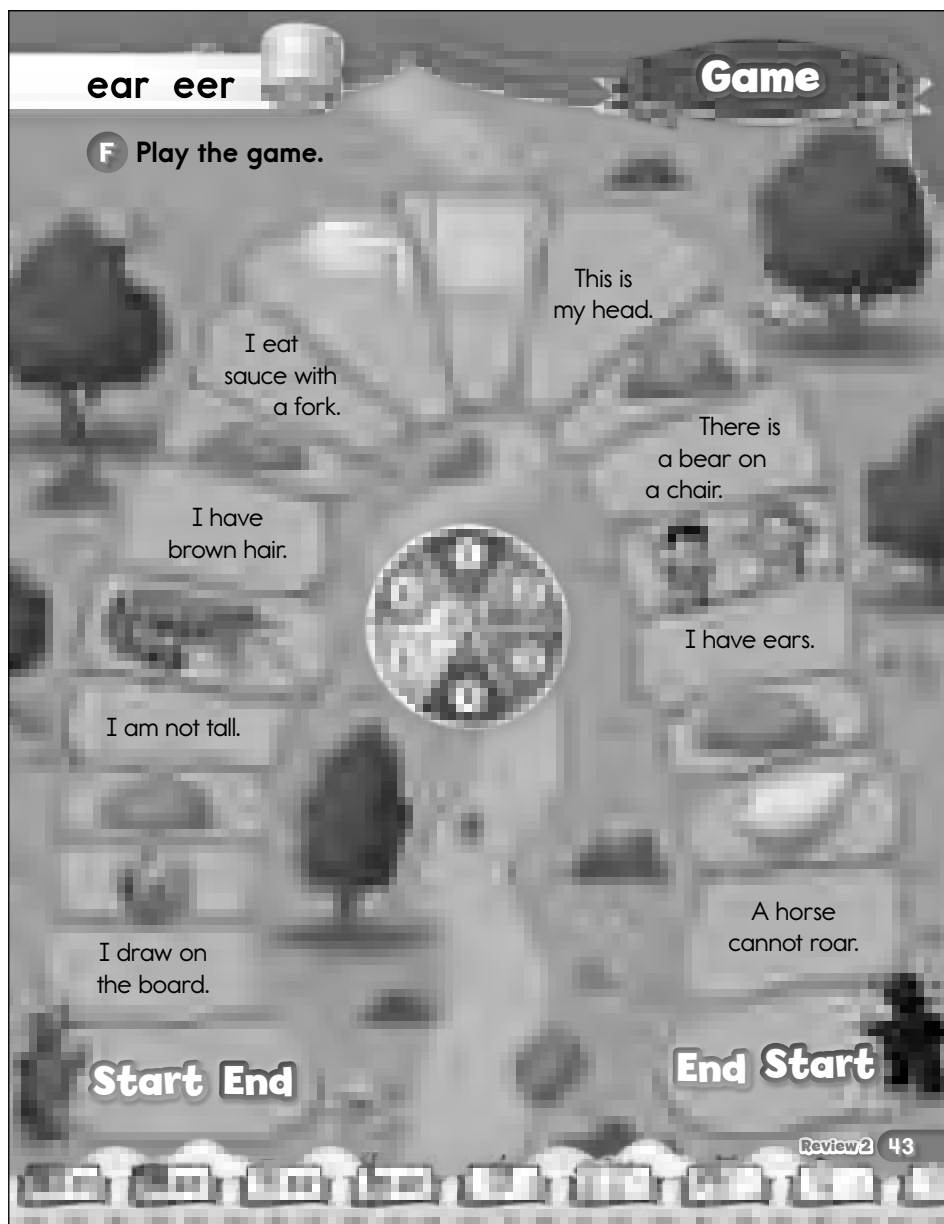
#### F. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object. Each partner puts his or her piece on one side of the board and attempts to get to the other side. Have the first student in

48

Review 2

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each pair spin a paperclip, move his or her game piece ahead the number of spaces shown on the spinner, and say the word for the picture or read the sentence. If they can say the word or sentence successfully, then they can stay on that square. If not, they move back to the square they came from. Students who land on a spot with a picture of a rock must return to the spot they came from and lose a turn. Then the next student spins, and so on. The first student to reach the end of the game board wins.

2. If students play with ease, add challenge to the game. In this version, the student has to say the word on the square and use it in a sentence. The sentence has to make sense. For spots with sentences, the student just has to say the sentence. If the student can't say a sentence, the student loses a turn and goes back to the previous spot.

1. **Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of their Unit 3 and Unit 4 Student Cards, picture-side up, in the squares. Randomly call out the key words. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. Students shout *Bingo!* if they get three in a row.
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 added challenge, allow a student to call the cards.
3. **Picture Game** (p. 8). Divide the class into small teams and give each team some paper and crayons. Whisper a word to a student from each team. Without speaking, the student must draw the word for his or her team to guess. The first team to correctly guess the picture gets a point. For added challenge, say a simple sentence to be illustrated: *The bear sits on the chair.*

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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 5*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 1
5. *Oxford Phonics World Reader, The Painter is in Town*
6. Online Midterm Test

## Lesson 1 Objectives:

- Learn /ā/ and *a*
- Learn four new key words

**Key Words:** acorn, baby, elevator, lady

## Materials:

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

## Warm Up

Play **Hot Word** (p. 8) to review any key words from Unit 1 to Unit 4.

## Use Pages 44–45

### A. Listen and learn.

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

This is an acorn. Do you remember the /ā/ sound? What's the beginning sound in the word acorn?

/ā/

That's right: /ā/, acorn.

Explain that the vowel *a* can have the *long a* sound, /ā/, in words, such as at the beginning of the word *acorn*. Say /ā/, *acorn*. Have students repeat.


### B. Listen, point, and read.

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

1. /ā/ corn, acorn  
/ā/ corn, acorn
2. b /ā/ by, baby  
b /ā/ by, baby
3. elev /ā/ tor, elevator  
elev /ā/ tor, elevator
4. l /ā/ dy, lady  
l /ā/ dy, lady

Unit 5 a e i o u


A Listen and learn. disc 2 02




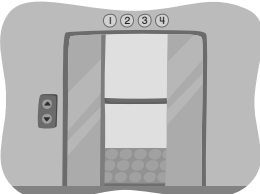
acorn


a

B Listen, point, and read. disc 2 03

1.  acorn

2.  baby

3.  elevator

4.  lady

Explain *open* and *closed syllables*. Open syllables do not end in a consonant. Closed syllables do. Have students clap out the syllables. Explain to students that the vowels in the open syllables are long: ā-corn, bā-by, el-ev-vā-tor, lā-dy.

### C. Look, read, and circle.

Have students look at the picture, read the words, and circle the word that matches the picture. After students do the activity, check their answers with the class. If time permits, have students put the four Student Cards on their desks, word-side up. Show the picture side of a Phonics Card to the class.

Students should race to hold up the correct Student Card and say the word.

### D. Listen, unscramble, and write.

Play CD2 Track 04. Have students unscramble and write the words they hear.

1. lady, lady
2. baby, baby
3. acorn, acorn

Check the answers with the class. If time permits, play **Word Builder** (p. 9). Have pairs use Letter Cards to spell the words you say.

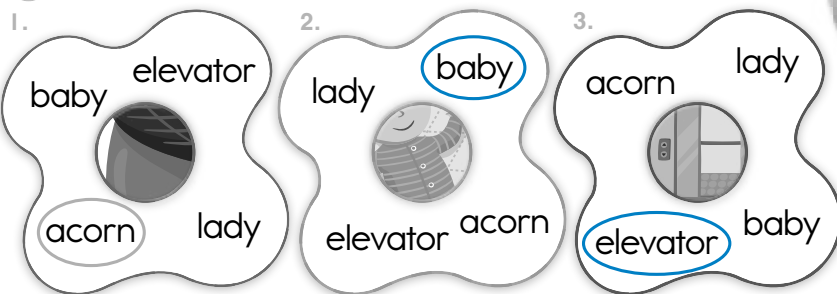
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Unit 5

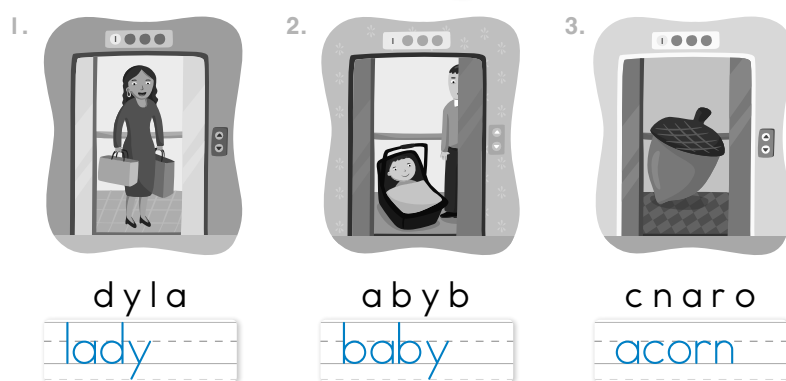
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## C Look, read, and circle.



## D Listen, unscramble, and write.



## E Listen and chant. Then read.



The lady and her baby  
have a big acorn.



Unit 5 45

## E. Listen and chant. Then read.

Play CD2 Track 05. Have students chant along with Pilot Penny. Each line repeats.

Lady, baby, acorn  
Lady, baby  
Baby, acorn  
Lady, baby, acorn  
Acorn, baby, lady  
The lady and her baby  
Have a big acorn  
The lady and her baby have a big acorn.

CD2  
05

Have student pairs read the final line of the chant from their Student Books to each other. Then divide the students into groups of four. Assign a key word to each student. Play the chant again and have students stand up and sit down quickly as their word is said. Assign different words to the students and repeat as often as time permits.

1. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each student a Student Card. When you call out a key word, the students with that card hop forward and repeat the word. Continue to call several different words. Then have students trade cards and play again. Repeat as often as time permits.
2. **Repeat You, Repeat Me**. Have students get into a circle. Say a key word and do a motion that corresponds to the key word. The next student in the circle repeats your word and motion and adds a new word and motion. Continue and see how long the class can keep the chain going.
3. **Down the Line** (p. 8). Use the 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 contains /ā/. Then they may proceed with the game.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

## Lesson 2 Objectives:

- Learn /ē/, e, /ī/, and i
- Learn four new key words

**Key Words:** he, she, tiger, child

## Materials:

Phonics Cards 53–56  
Student Cards 53–56  
Letter Cards  
CD2 Tracks 06–08

## Warm Up

Play **Beanbag Toss** (p. 8). Display the Phonics Cards from the previous lesson. Have students toss a beanbag or another soft item toward the cards. Students sound out and say the key word of the card that is closest to where the beanbag lands.

## Use Pages 46–47

### A. Listen and learn.

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

He is a boy. Do you remember the /ē/ sound? What's the ending sound in the word he?

/ē/

That's right: /ē/, he.

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

/ī/

That's right: /ī/, tiger.



Explain that the vowels *e* and *i* can have the long vowel sound in words, such as *he* and *tiger*. Say /ē/, *he* and /ī/, *tiger*. Have students repeat.

### B. Listen, point, and read.

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

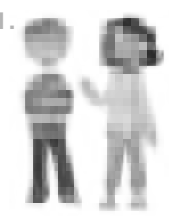
a e i o u

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

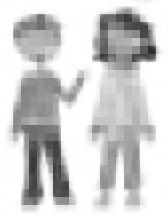
**B Listen, point, and read.** disc 2 07

1.




he she

2.



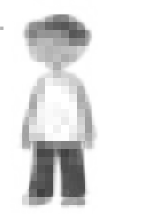
she

3.



tiger

4.



child

- |                |                     |
|----------------|---------------------|
| 1. h /ē/, he   | 3. t /ī/ ger, tiger |
| h /ē/, he      | t /ī/ ger, tiger    |
| 2. sh /ē/, she | 4. ch /ī/ ld, child |
| sh /ē/, she    | ch /ī/ ld, child    |

Use the Phonics Cards to practice the words. Review open and closed syllables as students sound out the key words. Open your hand wide to indicate an open syllable. Close your hand to indicate a closed syllable.

### C. Say and circle.

Have students say the long vowel sound, name the pictures, and circle the

picture that has the same long vowel sound and spelling. After students have completed the activity, check the answers with the class.

### D. Say, match, and write.

Have students say the name of the picture, find the word outline and match it to the picture, and then write the word. After students have completed the activity, check the answers with the class. Then have 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 Say and circle.

1. e



2. i



3. e



4. i

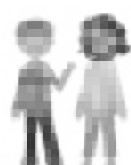


## D Say, match, and write.

1.



2.



3.



4.



he

child

she

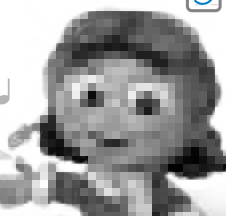
tiger

## E Listen and chant. Then read.

disc 2 08



He has a tiger,  
and she has a child.



Unit 5 47

## E. Listen and chant. Then read.

Play CD2 Track 08. Have students chant along with Pilot Penny. Each line repeats.

He, tiger, she, child  
He, tiger  
She, child  
She, child, he, tiger  
He has a tiger  
And she has a child  
He has a tiger, and she has a child.

CD2 08

students into groups of four. Have students stand around a desk and make sure each student has one of the four Student Cards in front of him or her on the desk. Play the chant again and have students point to the cards as they say the words. On the last line, *He has a tiger, and she has a child*, have students with the *tiger* card and the *child* card give them to the *he* and *she* cardholders (respectively). Repeat as often as time permits and have students trade their cards each time.

Have students read the final line of the chant in the Student Book. Then divide

1. **Buzzers** (p. 8). Play in two teams. Show a Phonics Card. The first student to slap the “buzzer” in front of him or her and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
2. **Teacher’s Mistake** (p. 9). Show the Phonics Cards, picture-out, from the lesson and say the word for each. Occasionally, say the wrong word for the card in your hands. Students repeat after you if the word is correct. If the word is incorrect, students raise their hands and shout the correct word. Repeat as often as time permits and include previously learned key words and Phonics Cards.
3. **Charades** (p. 8). Divide students into groups of four to six. Show one student from each group a Phonics Card or whisper a key word. Students go back to their groups and act out the word 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 units.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

## Lesson 3 Objectives:

- Learn /ō/, o, /yōō/, and u
- Learn four new key words

**Key Words:** cold, hotel, uniform, music

## Materials:

Phonics Cards 57–60

Student Cards 57–60

CD2 Tracks 9–12

## Warm Up

Play **What's Missing?** Show the set of *e* and *i* Phonics Cards. Leave one card out. Students raise their hands and identify the missing card.

## Use Pages 48–49

### A. Listen and learn.

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

He is cold. Do you remember the /ō/ sound? What's the middle sound in the word cold?

/ō/

That's right: /ō/, cold.

This is a uniform. Do you remember the /yōō/ sound? What's the beginning sound in the word uniform?

/yōō/

That's right: /yōō/, uniform.

Explain that the vowels *o* and *u* can have the long vowel sound in words, such as *cold* and *uniform*. Say /ō/, *cold* and /yōō/, *uniform* and have students repeat.

### B. Listen, point, and read.

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

1. c /ō/ ld, cold
- c /ō/ ld, cold

a e i o u

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

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

1.   
**cold**

2.   
**hotel**

3.   
**uniform**

4.   
**music**

2. h /ō/ tel, hotel  
h /ō/ tel, hotel
3. /yōō/ niform, uniform  
/yōō/ niform, uniform
4. m /yōō/ sic, music  
m /yōō/ sic, music

Show each Phonics Card and have students sound out the word, e.g., /k/ /ō/ /ld/, *cold*. Make sure students say the long vowel sound.

### C. Listen and connect.

Play CD2 Track 11. Have students do the activity.

1. I am going to a hotel.
2. I am listening to music.
3. I am wearing a uniform.
4. I am cold.

Check the answers with the class. Then flip through the four Phonics Cards quickly. Put them down and have the class say the words in order. Shuffle the cards and repeat.

### D. Circle and write.


Have students do the activity on their own. Check the answers with the class. Then have several students come to the




## C Listen and connect.

- 
  - hot
  - hotel
- 
  - music
  - mouse
- 
  - farm
  - uniform
- 
  - cold
  - coat


## D Circle and write.

- 

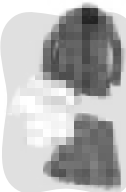
h u tel  
o

hotel
- 

m u sic  
o

music
- 

c u ld  
o

cold
- 

u niform  
o

uniform

## E Listen and chant. Then read.



I wear my uniform and  
play music in the hotel.



Unit 5 49

board. Show a Phonics Card and have students race to write the word. Include all key words and, if time permits, any other key words from previous lessons.

## E. Listen and chant. Then read.

Play CD2 Track 12. Have students chant along with Pilot Penny. Each line repeats.

Uniform, music, hotel  
Uniform, music  
Music, hotel  
Uniform, music, hotel  
Hotel, music, uniform

CD2  
12

I wear my uniform  
And play music in the hotel  
I wear my uniform and play music in  
the hotel.

Have students read the final line of the chant in their Student Books. Then divide students into groups of three. Each student in a group should have a Student Card for *uniform*, *music*, or *hotel*. Play the chant again. Have each student hold up their card as they chant their word. Then have students switch cards. Repeat as often as time permits.

1. **Match the Order.** Have teams of four stand around a desk. Place a set of *o* and *u* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes for a moment. Quickly display the *o* and *u* Phonics Cards, picture-out, in a row at the front of the room. When you say *Go!* the students open their eyes and try to match the order of displayed cards. The first team to do so raises their hands and says the key words in the correct order. Reshuffle all cards and repeat.
2. **Speed Sounds.** Have the students stand. Assign a target sound (/ō/ or /yōō/) to each student and have the class listen as you say, in a random order, any of the words covered in Unit 5. Insert a key word with the target sound occasionally. Students must quickly repeat the word when they hear the target sound. If they don't repeat quickly enough, they must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins.
3. **Sentence Share.** Divide the class into pairs. Say a sentence, such as: *I hear music in the hotel.* Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentences as they show the class their pictures. Repeat with different sentences that use the key words from this lesson or previous lessons.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

## Lesson 4 Objectives:

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

**New Words:** shopping, wearing, dirty, can't, soda

**Sight Words:** sit, drink

## Materials:

Phonics Cards 49–60

Student Cards 49–60

CD2 Tracks 13–15

## Warm Up

Play **Guess the Next Card**. Show the Unit 5 Phonics Cards one at a time. Shuffle the cards. Students guess what card you will show next.

## Use Pages 50–51

### A. Listen, circle, and write.

Play CD2 Track 13. Have students complete the activity.

- |               |                     |
|---------------|---------------------|
| 1. baby, baby | 4. uniform, uniform |
| 2. he, he     | 5. tiger, tiger     |
| 3. cold, cold | 6. acorn, acorn     |


Check the answers. Then say a Unit 5 target sound and have students say any key word with that sound. Then Play CD2 Track 14. Have students unscramble and write the *Now try these!* words as they listen.

- |                 |                       |
|-----------------|-----------------------|
| 1. zebra, zebra | 3. kind, kind         |
| 2. soda, soda   | 4. computer, computer |
- Were you right?

Have four students come to the board, write one of the *Now try these!* words, and circle the long vowel in the word. Repeat with other students and other words.


## a e i o u

**A Listen, circle, and write.** disc 2 13

1. 


a e

baby

2. 


e i

he

3. 


o u

cold

4. 


o u

uniform

5. 

i a

tiger

6. 

e a

acorn

**Now try these! Listen, unscramble, and write.** disc 2 14

1. e b a z r

zebra

2. o d s a

soda

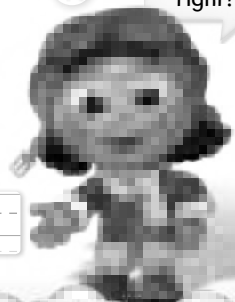
3. i d k n

kind

4. t o c e r p m u

computer

Were you right?



### 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 15. Have the students listen to the story once.

#### The Lady and the Dog

- A lady is shopping with her baby cat. She is wearing her new gold acorn pin. She sees a dog. It is wearing a dirty uniform. "I don't like dogs," she thinks. "They are dirty."
- Oh no! She can't find her acorn pin!

- She takes the elevator up. She likes the music in the elevator. She sees the dog. The dog has her acorn pin!
- The lady sits and drinks cold soda. "I like dogs," she thinks. "They are kind."

New words: shopping, wearing, dirty, can't, soda

Sight words: sit, drink

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

56

Unit 5

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## Story

**B Look and listen. Read along.** disc 2  
15

### The Lady and the Dog

1



A lady is shopping with her baby cat. She is wearing her new gold acorn pin. She sees a dog. It is wearing a dirty uniform. "I don't like dogs," she thinks. "They are dirty."

2



Oh, no! She can't find her acorn pin!

3



She takes the elevator up. She likes the music in the elevator. She sees the dog. The dog has her acorn pin!

4



The lady sits and drinks cold soda. "I like dogs," she thinks. "They are kind."

New words: shopping wearing dirty can't soda  
Sight words: sits drinks

Unit 5 51

1. **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 first part of a word, such as *la-*. The students race to slap the buzzer in front of them and then say the complete word: *lady*. You can also say the last part of the word for students to supply the beginning. Repeat so that every student has the chance to play at least once.
2. **Word List**. Divide the class into pairs. Write the long vowels from Unit 5 on the board (*a, e, i, o, and u*). Have students keep their books closed. Give pairs a minute to write down as many words as they can think of for each long vowel. The pair with the most correct words wins.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 51 in the Student Book. Students should illustrate their own stories and include pictures that represent the key words, new words, and sight words. Be sure that students do not copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

2. **Paired reading**. Have student pairs take turns reading the story sentences.
3. **Act it out**. Have students act out the story. Assign the roles of the lady, the dog, the cat, and the narrator. Encourage students to have fun while they act out the story and to use the key word Phonics Cards as props. When they are finished, choose four different students to act out the story. Repeat as often as time permits.
4. **New words and sight words**. Read and point to the new words and the sight words. Pronounce them clearly. Have the students repeat the words. Then have the students read the new words and the sight words by themselves. Read the story again and have students raise their hands when they hear a new word or a sight word.

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2
4. Unit 5 Online Test

### Lesson 1 Objectives:

- Learn /ə/ and schwa a
- Learn four new key words

**Key Words:** panda, gorilla, banana, umbrella

### Materials:

Phonics Cards 61–64  
CD2 Tracks 16–19

### Warm Up

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

### Use Pages 52–53

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 16.

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

/ə/

That's right: /ə/, panda.

Write *panda* and circle the last *a*.

Explain that the vowel *a* can sound like /ə/. Say *PAN-da*. Elicit which syllable or part has the accent or sounds stronger: *pan* or *da* (pan). Explain that the *schwa a* in the second part of the word sounds like /ə/ because it is in the unaccented part of the word.

#### B. Listen, point, and read.

Play CD2 Track 17. Have students point as they read the words.

1. pand /ə/, panda  
pand /ə/, panda
2. gorill /ə/, gorilla  
gorill /ə/, gorilla
3. banan /ə/, banana  
banan /ə/, banana

schwa

# Unit 6

a e i o u

**A Listen and learn.** disc 2 16

p a n d a

a

**B Listen, point, and read.** disc 2 17

1.

panda

2.

gorilla

3.

banana

4.

umbrella

4. umbrell /ə/, umbrella  
umbrell /ə/, umbrella

1. banana, panda, pan
2. umbrella, girl, gorilla
3. gorilla, banana, pear

Write the four key words on the board. Display the Phonics Cards, picture-out, and have students sound out the words. Then have students come to the board and circle the letters that make the /ə/ sound.

#### C. Listen and circle the ones with the same ending sound.

Play CD2 Track 18. Have students circle the pictures that sound the same.

Check the answers with the class. Then, hold up two Phonics Cards (one *short* or *long a* Phonics Card and one *schwa a* Phonics Card). Say one of the key words and have students point to the correct card. Do this activity by showing the picture-side or word-side of the cards.

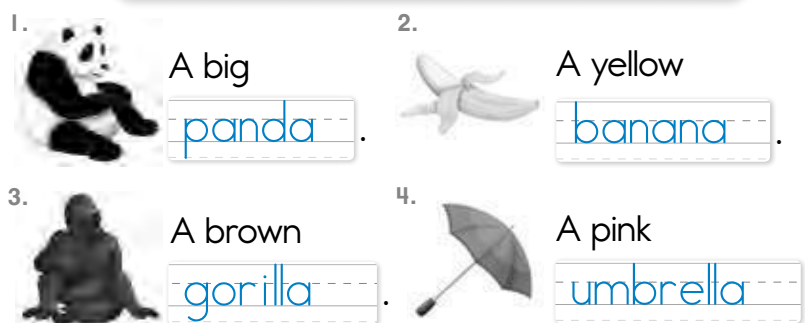


## C Listen and circle the ones with the same ending sound. disc 2 18



## D Look and write.

banana gorilla umbrella panda



## E Listen and chant. Then read. disc 2 19



A gorilla and a panda eat a banana under an umbrella.



Unit 6 53

## D. Look and write.

Have students do exercise D on their own. Check the answers with the class. Then say a sentence that uses one or more key words. Have students draw a picture of it. For example: *The panda eats a banana.* After students draw their pictures, have them write the sentence near their pictures.

## E. Listen and chant. Then read.

Play CD2 Track 19. Have students chant along with Pilot Peter. Each line repeats.

Gorilla, panda, banana, umbrella

Gorilla, panda

Banana, umbrella

Banana, umbrella, gorilla, panda

A gorilla and a panda

Eat a banana under an umbrella

A gorilla and a panda eat a banana under an umbrella.

Have students read the final line of the chant. Then assign motions for the key words. Repeat the chant and do the motions.

1. **Beanbag Toss** (p. 8). Display the *schwa a* Phonics Cards at the front of the room. Students take turns tossing the beanbag or another soft object toward the cards. Students say the name of the card that is closest to where the beanbag lands. Once students have practiced the *schwa a* cards a few times, incorporate Phonics Cards from previous units. For added challenge, have students toss the beanbag from farther away each time.
2. **Scramble**. Give students a piece of paper and something to write with. Write one of the key words on the board, scrambled: *n a p a d*. 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, decrease the times you give students to write the words down and unscramble them.
3. **Speed Sounds**. Have the students stand. Say, in a random order, any of the words covered so far. Insert the *schwa a* key words occasionally. Students must quickly repeat after you when they hear a key word with 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.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

### Lesson 2 Objectives:

- Learn /ə/ and schwa e, i, o, u
- Learn four new key words

**Key Words:** chicken, pencil, lemon, surprise

### Materials:

Phonics Cards 65–68  
CD2 Tracks 20–24

### Warm Up

Play **Charades** (p. 8) to review the key words learned so far.

### Use Pages 54–55

#### A. Listen and learn.

Model the presentation from exercise A.  
Then play CD2 Track 20.

This is a chicken. Do you hear the /ə/ sound in the word chicken? Say /ə/.

/ə/

That's right: /ə/, chicken.

This is a pencil. Do you hear the /ə/ sound in the word pencil? Say /ə/.

/ə/

That's right: /ə/, pencil.

This is a lemon. Do you hear the /ə/ sound in the word lemon? Say /ə/.

/ə/

That's right: /ə/, lemon.

This is a surprise. Do you hear the /ə/ sound in the word surprise? Say /ə/.

/ə/


That's right: /ə/, surprise.

Explain that all vowels can have the sound. Point out that the words each have two syllables, and the schwa sound in each is in the unaccented syllable. Say: *CHI-ken*, *PEN-cil*, *LE-mon*, *sur-PRISE*. Have students repeat after you.

schwa

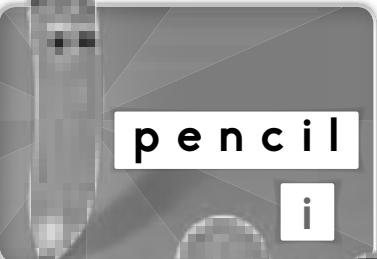
a e i o u o

**A Listen and learn.** disc 2 20



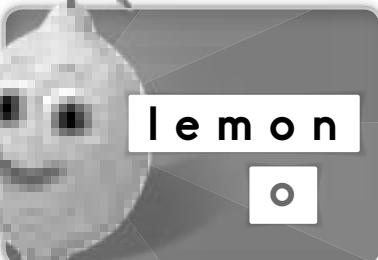
chicken

e




pencil

i



lemon


o




surprise

u


**B Listen, point, and read.** disc 2 21

1. 


chicken

2. 

pencil

3. 

lemon

4. 

surprise

#### B. Listen, point, and read.

Play CD2 Track 21. Have students point as they read the words.

1. chick /ə/ n, chicken  
chick /ə/ n, chicken
2. penc /ə/ l, pencil  
penc /ə/ l, pencil
3. lem /ə/ n, lemon  
lem /ə/ n, lemon
4. s /ə/ rprise, surprise  
s /ə/ rprise, surprise

Show the Phonics Cards to the class and have students sound out the key

words. Help with pronunciation if needed.

#### C. Listen and circle the schwa sound.

Play CD2 Track 22. Have students listen and circle the letter that represents the schwa sound in each word.

1. chicken, chicken
2. surprise, surprise
3. pencil, pencil
4. lemon, lemon

Have students come to the board and write the words and circle the letter.

## C Listen and circle the schwa sound. disc 2 22

1. chicken 2. surprise 3. pencil 4. lemon

## D Listen and write. Then number. disc 2 23

1. Surprise! It's a tiger!
2. I can draw a chicken with my pencil.
3. I have a lemon and a pencil.
4. The gift is a surprise.



## E Listen and chant. Then read. disc 2 24



A lemon, a chicken, and a pencil. What a surprise!



Unit 6 55

## D. Listen and write. Then number.

Play CD2 Track 23. Have students complete the activity on their own.

1. Surprise! It's a tiger!
2. I can draw a chicken with my pencil.
3. I have a lemon and a pencil.
4. The gift is a surprise.

Check the answers with the class. For further practice, have pairs come up with four new sentences for the words.

## E. Listen and chant. Then read.

Play CD2 Track 24. Have students

chant along with Pilot Peter. Each line repeats.

Lemon, chicken, pencil, surprise  
Lemon, chicken  
Pencil, surprise  
Pencil, surprise, lemon, chicken  
A lemon, a chicken  
And a pencil. What a surprise!  
A lemon, a chicken, and a pencil.  
What a surprise!

Have students read the final line of the chant with a partner or in small groups.

1. **Word Trace Relay** (p. 9). Divide the class into teams of four or five and put the teams in lines facing the board. Using your finger, trace a word on the back of the last student in each line without letting the other students see. When you say *Go!* students trace the word down the line of students. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for his or her team. Move the first student to the back of the line to change the order and play until all students have had a chance to be first and last in line. For added challenge, include words from previous units.
2. **Buzzers** (p. 8). Play this variation of the original game. Divide students into two teams. A player from each team comes to a central desk at the front with two "buzzers" on it. Say a part of a key word, such as *lem-*. The students race to slap the buzzer in front of them and then say the complete word: *lemon*. Repeat as often as time permits and use as many key words as possible.
3. **Sound Bee** (p. 9). Students take turns to spell the schwa *a*, *e*, *i*, *o*, and *u* key words learned so far. Students remain in the game as long as they spell correctly. Students who spell a word incorrectly must sit down. Include words from previous units if time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

### Lesson 3 Objectives:

- Learn /ə/ and *schwa* o
- Learn four new key words

**Key Words:** monkey, love, son, honey

### Materials:

Phonics Cards 69–72  
Student Cards 69–72  
Letter Cards  
CD2 Tracks 25–27

### Warm Up

Play **Pop Up** (p. 9) to review the key words from the first two lessons of Unit 6.

### Use Pages 56–57

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 25.

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

/ə/

That's right: /ə/, monkey.

Remind students that /ə/ can be an *o* in the unaccented syllable, as in LE-mon, but sometimes it occurs in the accented syllable, as in MON-key. Have students sound out MON-key and then say the word. If the concept of accented syllables is difficult, contrast the incorrect mon-KEY with the correct MON-key for your students to hear the difference.

#### B. Listen, point, and read.

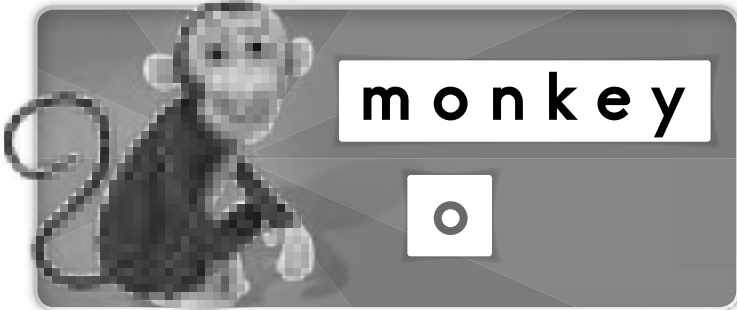
Play Class CD2 Track 26. Have students point and repeat as they hear the words.

1. m /ə/ nkey, monkey  
m /ə/ nkey, monkey
2. l /ə/ ve, love  
l /ə/ ve, love

schwa


a e i o u o

**A Listen and learn.** disc 2 25




**B Listen, point, and read.** disc 2 26

1.



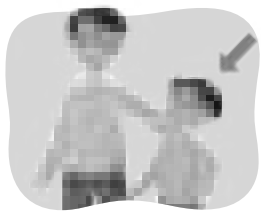
monkey

2.



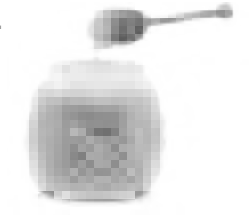
love

3.



son

4.



honey

3. s /ə/ n, son  
s /ə/ n, son
4. h /ə/ ney, honey  
h /ə/ ney, honey

Help students sound out the words and place the accent on the correct syllables: MON-key, LOVE, SON, HO-ney. Point out that the accented syllables all have the /ə/ sound.

#### C. Read and connect.

Have students connect the letters to complete the words, read the words,

and then connect them to the correct pictures. After students have completed the activity, check the answers with the class. Then show the class a Phonics Card picture and have them say and spell the key word.

#### D. Say, connect, and write.

Have students connect the letters to create words and write the words on the lines. After they finish, check their answers. Then write the key words scrambled on the board, e.g., *e v o l*. Have four students come to the board to unscramble each one and write it correctly. If time permits, repeat this



## C Read and connect.

1. l onkey  
2. s ove  
3. m oney  
4. h on

## D Say, connect, and write.

1. s a n  
z o m  
son

2. m o ney  
n oo nkey  
monkey

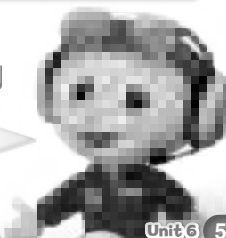
3. l o b  
r u ve  
love

4. h u ney  
f o nkey  
honey

## E Listen and chant. Then read.



My son loves monkeys,  
and he loves honey.



Unit 6 57

process with the words scrambled differently or with previously learned words from other lessons or units.

## E. Listen and chant. Then read.

Play CD2 Track 27. Have students chant along with Pilot Peter. Each line repeats.

Son, love, monkey, honey  
Son, love  
Monkey, honey  
Monkey, honey, son, love  
My son loves monkeys

CD2  
27

And he loves honey  
My son loves monkeys, and he  
loves honey.

Have students read the final line of the chant from their Student Books. Then have students put their heads down while you hide multiple sets of Student Cards around the room. Play the chant again. Students should walk around the room and try to find the cards as they repeat the chant. Students hold up the cards they have found when they say the words. Repeat as time permits and hide the cards in different places each time.

1. **Line Up** (p. 8). Divide students into groups of four. Each student in a group should have a different Student Card from the lesson. When you say the four key words in any order, the groups of students line up to match your order. Have each student say his or her word. Then have students trade cards. Repeat as time permits. As a variation, play this game with sets of Letter Cards that correspond to the key words. Students line up to spell the words.
2. **Telephone** (p. 9). Have the class form one long line. Whisper a different key word to the student at each end, e.g., *monkey* and *honey*. Students whisper the key words along the line. No repeating allowed. When the key words reach the opposite ends, have the students on the ends say the original key word. Change the key words and the students at the ends of the line after each round. Repeat as time permits.
3. **Picture Game** (p. 8). Divide the class into small teams and give each team some paper and crayons. Whisper a key word from Unit 6 to a student from each team. 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, e.g., *The monkey loves honey*. The first team to correctly guess the word or the sentence wins a point. Repeat as often as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

## Lesson 4 Objectives:

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

**New Words:** Mr., stall, selling, hiccups

**Sight Words:** goes, every

## Materials:

Phonics Cards 61–72

Letter Cards

CD2 Tracks 28–29

## Warm Up

Play **Teacher's Mistake** (p. 9). Show the Phonics Cards, picture-out, and say each word. Occasionally, say the wrong word. Students repeat after you if the word is correct. If the word is incorrect, students raise their hands and shout the correct word. Or you can say the word with the accent on the wrong syllable for students to correct.

## Use Pages 58–59

### A. Say, circle, and write.

Have students do the activity and check the answers with the class. Then divide the class into two teams. Have a student from each team come to the board. Say a word. Have students write it and circle the schwa letter. Finally, have students try to read the *Now try these!* words. Play Class CD2 Track 28.


1. bandanna, bandanna
  2. seven, seven
  3. dove, dove
  4. octopus, octopus
  5. money, money
  6. magnet, magnet
- Were you right?


After students have listened to the correct pronunciation of the *Now try these!* words, have them read the words again and point to the letters that make the schwa sound. Help students with their pronunciation as needed.


schwa


a e i o u o


**A Say, circle, and write.**


1.  a o  
love


2.  o a  
gorilla


3.  i e  
pencil


4.  a e  
banana

5.  a o  
lemon

6.  o a  
honey

7.  e u  
surprise

8.  e o  
chicken

9.  a o  
monkey


**Now try these! Read.**

1. bandanna 2. seven 3. dove

4. octopus 5. money 6. magnet

Were you right?

CD2 28



### 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 29. Have the students listen to the story once.

#### Mr. Monkey Gets a Surprise!

Mr. Monkey goes to Mr. Panda's juice stall every day. Today, Mr. Panda is selling banana juice and lemon juice with honey.

1. Mr. Monkey gives a cheer. "I love banana juice!" he says.

2. Mr. Monkey drinks lots of banana juice. Oh, no! Mr. Monkey has hiccups! "I don't love hiccups!" he says. "Hiccup!"
3. Mr. Gorilla and his son roar at Mr. Monkey. They give him a surprise.
4. The surprise stops Mr. Monkey's hiccups. "Thank you," says Mr. Monkey. "I love surprises!"

New Words: Mr., stall, selling, hiccups  
Sight Words: goes, every

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

## Story

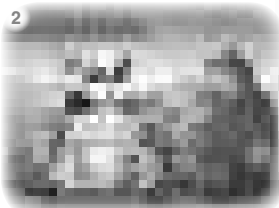
### B Look and listen. Read along. disc 2 29

#### Mr. Monkey Gets a Surprise!

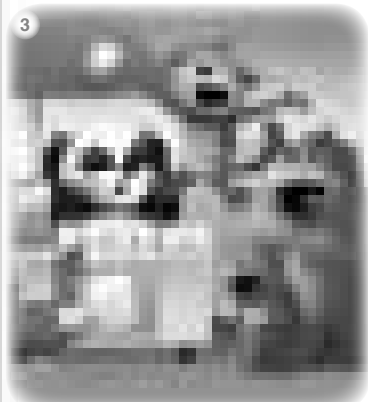
Mr. Monkey goes to Mr. Panda's juice stall every day. Today, Mr. Panda is selling banana juice and lemon juice with honey.



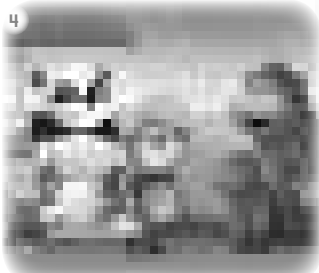
Mr. Monkey gives a cheer.  
"I love banana juice!" he says.



Mr. Monkey drinks lots of banana juice. Oh, no! Mr. Monkey has hiccups!  
"I don't love hiccups!" he says. "Hiccup!"



Mr. Gorilla and his son roar at Mr. Monkey. They give him a surprise.



The surprise stops Mr. Monkey's hiccups. "Thank you," says Mr. Monkey. "I love surprises!"

New words: Mr. stall selling hiccups  
Sight words: goes every

Unit 6 59

1. **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 name of one of the cards. The students in the center try to be the first to sit on the chair with that card. For added challenge, use four cards and have four teams compete for one of the four chairs.
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 unit, e.g., *chick*, /ə/, *n*. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first team's answer by having them sound out, spell, and say the word aloud e.g., *chick*, /ə/, /n/, *c-h-i-c-k-e-n*, *chicken*.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 59 in the Student Book. Have students illustrate their own stories and include pictures that represent the key words, new words, and sight words. Be sure that students do not copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

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 the narrator, Mr. Monkey, Mr. Gorilla and his son, and Mr. Panda to five students. Encourage students to have fun as they act out the story.
4. **New words and sight words**. Read and point to the new words and the sight words. Pronounce them clearly. Have students repeat the words. Then have students read the new words and the sight words by themselves. Read the story again as time permits and have students raise their hands when they hear a new word or a sight word in the story.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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

## 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:

baby, elevator, lady, acorn  
he, she, tiger, child  
hotel, cold, music, uniform  
umbrella, gorilla, banana, panda  
chicken, pencil, lemon, surprise  
monkey, love, honey, son

## New Words:

shopping, wearing, dirty, can't, soda,  
Mr., stall, selling, hiccups

## Sight Words:

sit, drink, goes, every

## Materials:

Phonics Cards 49–72  
Student Cards 49–72  
CD2 Tracks 30–31

## Warm Up

Use the Phonics Cards to review the words from Unit 5 and Unit 6. Sound out a word and have students say it. Show two Phonics Cards (one that is for the word you said). 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.

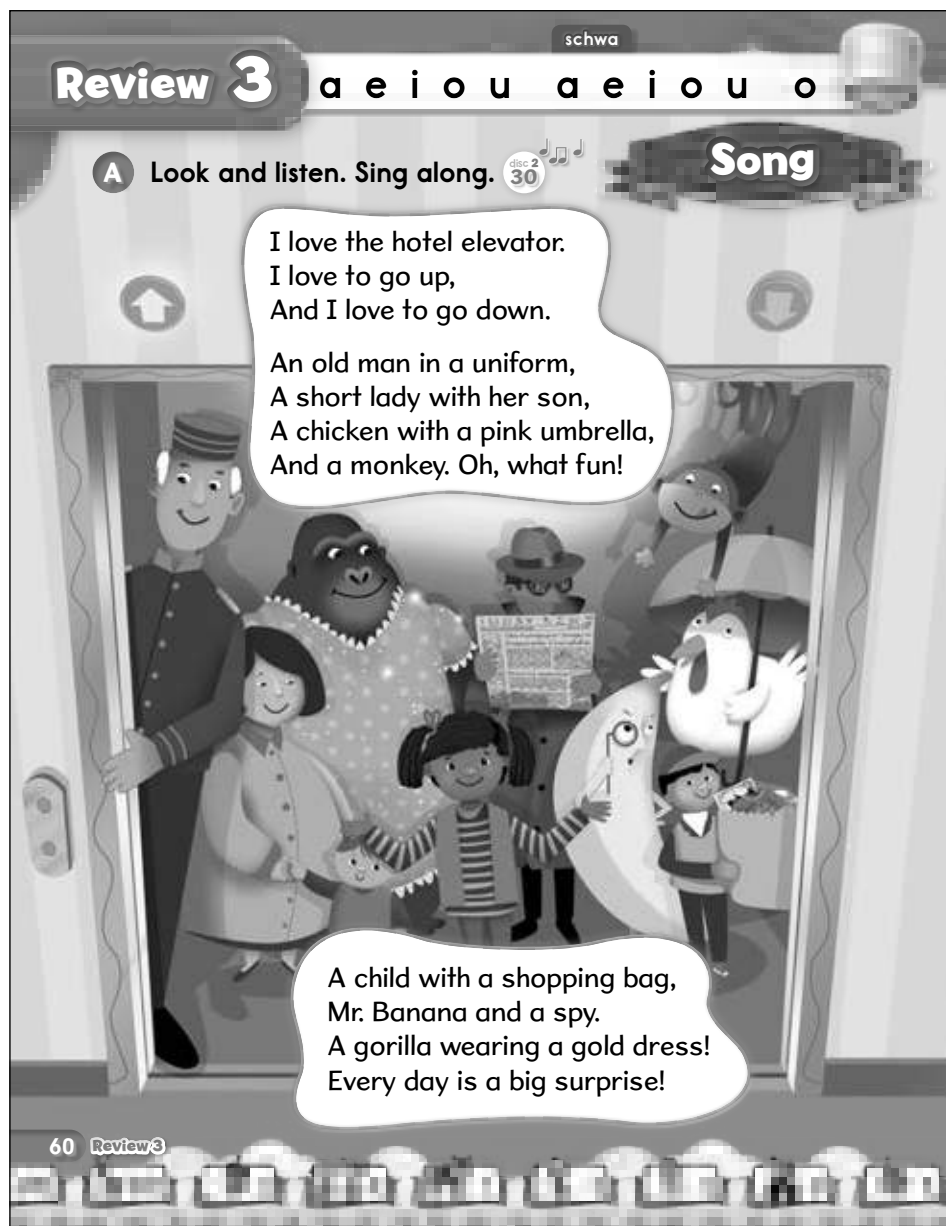
Play CD2 Track 30. Have students listen to the song one time.

I love the hotel elevator.  
I love to go up,  
And I love to go down.  
An old man in a uniform,  
A short lady with her son,  
A chicken with a pink umbrella,  
And monkey. Oh, what fun!

CD2  
30

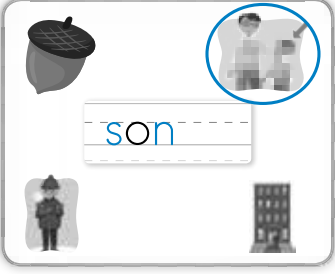
A child with a shopping bag,  
Mr. Banana and a spy.  
A gorilla wearing a gold dress!  
Every day is a big surprise!  
(song repeats)  
*Get in the hotel elevator.*  
*Smile at the people.*  
*Ride the elevator up.*  
*Can you catch the monkey?*  
*Do not touch the gorilla.*  
*Now, ride the elevator down.*  
*Oh, no! The elevator will not open!*  
*What a big surprise!*


Play the song again. Have students sing the words and point to the pictures that represent the key words. Then point to the pictures on page 60 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 increasing your speed incrementally.

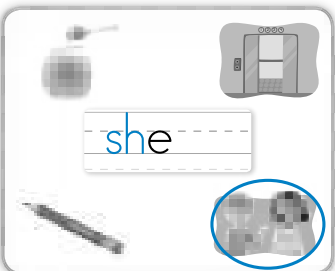


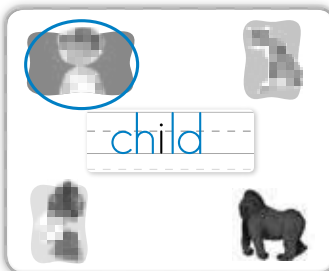


## B Listen, circle, and write. disc 2 31

1.  son

2.  lemon

3.  she

4.  child

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

	You	Your partner
1. Do you have a school uniform?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Is it cold in winter in your city?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Do you like surprises?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Is there an elevator in your school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Review 3 61

## B. Listen, circle, and write.

Play CD2 Track 31. Have students listen, circle the picture, and write the word.

1. son, son      3. she, she  
2. lemon, lemon      4. child, child

CD2 31

Check the answers with the class. Then point to the other pictures in the activity and have the class spell the words for those pictures. Use the Phonics Cards to have students practice their spelling of any Unit 5 or 6 words that are not covered here. Show the picture-side of each card and elicit

the word. Then have a student spell the word.

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

Model the first one for the students. Read the question and mark your answer. Then have students do the activity themselves. After they've finished, divide students into pairs. Have partners take turns asking and answering. Then have pairs tell the class about their partners, e.g., *She has a school uniform.* If time permits, have pairs come up with two more questions to ask another pair. Questions must use a key word from Unit 5 or Unit 6.

- 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 to guess it. If the guess is correct, they get a point. If it's wrong, the drawing team gets a point. If outlining is difficult, help the student whose turn it is by shielding him or her from the class as he or she writes a word, outlines it, and then erases the word.
- 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 key words from the two units. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. The first student to get three in a row shouts *Bingo!* and wins that round. After playing a round, invite a student to call the cards. Repeat as often as time permits.

## Practice and Components

- Oxford Phonics World Workbook 5*, 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 5*, 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

## Lesson Objectives:

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

## Key Words:

baby, elevator, lady, acorn  
he, she, tiger, child  
hotel, cold, music, uniform  
umbrella, gorilla, banana, panda  
chicken, pencil, lemon, surprise  
monkey, love, honey, son

## New Words:

shopping, wearing, dirty, can't, soda,  
Mr., stall, selling, hiccups

## Sight Words:

sit, drink, goes, every

## Materials:

Phonics Cards 49–72

## Warm Up

Play **Scramble**. Divide the class into two teams. Write a scrambled word on the board, e.g., *l i g a r l o*. The first team to raise their hands and successfully say the word (*gorilla*) wins a point. Repeat with other key words from Unit 5 and Unit 6.

## Use Pages 62–63

### D. Say and circle.

Have students say the words for the pictures and look for the words in the puzzle. Then check the answers. For further reinforcement, divide the class into two teams. Have a student from each team come to the board. Show a Phonics Card picture and have students race to be the first to write the word.

### E. Find four more words in the puzzle.





#### Circle and write.

Point to individual pictures and elicit the words from a student.

schwa



a e i o u a e i o u o

**D Say and circle.**



	g	o	r	i	l	a	p
	a	l	e	m	o	n	c
	b	m	h	o	n	e	y
	a	u	t	i	g	e	r
	b	s	l	o	v	e	c
	y	i	l	a	d	y	o
	t	c	h	o	t	e	l
	b	a	n	a	n	a	d

**E Find four more words in the puzzle. Circle and write.**

1. I love this hotel.

2. I drink tea with honey and lemon.

62 Review 3

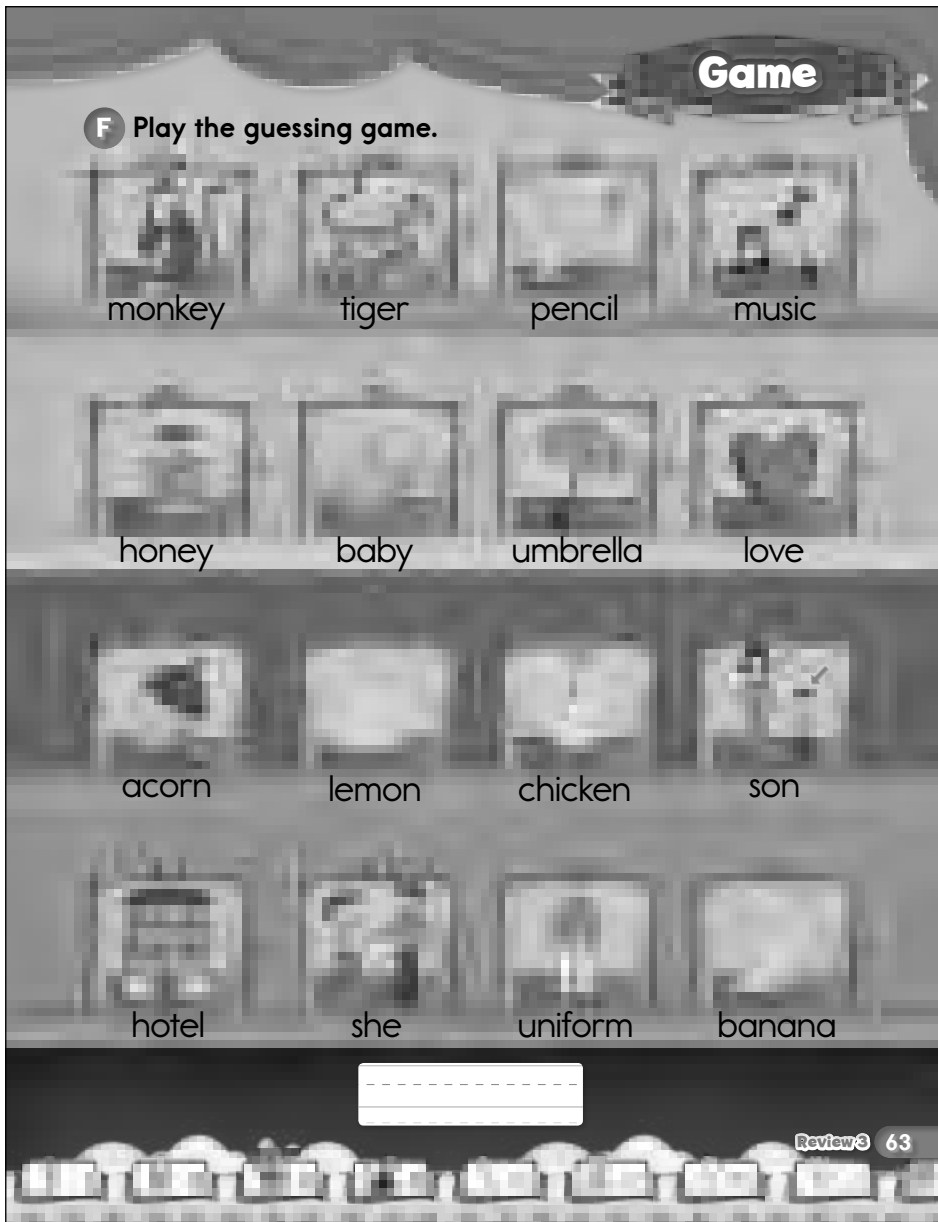
Have the class repeat the word.

Continue until you have covered all of the pictures in exercise D. Then have students do the activity on their own.

After students are finished, check the answers as a class. For further practice, divide the class into two teams. Say a schwa letter and its sound, e.g., *Letter e sounds like /ə/*. Students race to raise their hands and say a word that has the sound and letter in it to win a point for their team. Repeat with other schwa words and play until a team gets ten points.

### F. Play the guessing game.

1. Divide the students into pairs. Have each student hide their book from their partner and choose a picture. Students write the word for their choice on the line at the bottom of the game board. Have students take turns guessing their partner's word by asking: *Is your word \_\_\_?* and answering *Yes, it is.* or *No, it isn't.* Students take turns guessing. The first one to do so correctly wins.



2. Play a more challenging version of this game. Students play in pairs and mark a choice for each of the four lines. Students start at the bottom and must guess their partner's word before they can get to the top. The first student to guess their partner's word on the top line (blue) wins.
3. In the most challenging version of the game, students play in pairs and choose one of the items without letting their partner see. Students take turns asking questions about the word in order to guess their partner's word, e.g., *Can you eat it?* *Yes. Is it yellow? Yes. Is it a lemon?* *No. Is it a banana? Yes.*

1. **Buzzers** (p. 8). Divide students into two teams. Show a Phonics Card. The first student to slap the "buzzer" in front of him or her and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units. Repeat until each student has had a chance to play at least once or as often as time permits.
2. **Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word to him or her. Students go back to their teams and act it out for the others to guess. The first team to guess the correct word wins a point. This can also be played as a class.
3. **Word Trace Relay** (p. 9). Each team sits in a line. Show a Phonics Card to the last student in each line without letting any of the other students see the card. The students at the end of each line use their fingers to write the word on the back of the students ahead of them. Students continue down the line. The first person in line goes to the board, writes the word, and says it. The first team to do so correctly wins a point. Have students change places and repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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 5*, Picture Dictionary, pp. 84–88. Have students write the Unit 5 and Unit 6 key words beside the corresponding pictures.
3. iTools
4. Multi-ROM, disc 2

### Lesson 1 Objectives:

- Learn silent k in *kn* and silent w in *wr*
- Learn four new key words

**Key Words:** knife, knee, write, wrong

### Materials:

Phonics Cards 73–76

CD2 Tracks 32–35

### Warm Up

Review the key words from Unit 5 and Unit 6. Show the Phonics Cards, picture-out, in a random order. Have students call out the key words.

### Use Pages 64–65

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 32.

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

/n/

That's right: /n/, knife. Can you hear the /k/ sound in knife?

No.

That's right, the *k* is silent, knife.

This boy can write. What's the beginning sound in write?

/r/

That's right: /r/ write. Can you hear the /w/ sound in write?

No.

That's right, the *w* is silent, write.

Explain that in the letter combination *kn*, the *k* is silent, so we only say the /n/ sound. Say /n/, *ife*, *knife*. Have students repeat after you. Do the same for the silent letter *w* in *wr* and have students repeat after you.

#### B. Listen, point, and read.

Play CD2 Track 33. Have students point as they read the words.

- |                   |                   |
|-------------------|-------------------|
| 1. /n/ ife, knife | 3. /r/ ite, write |
| /n/ ife, knife    | /r/ ite, write    |
| 2. /n/ ee, knee   | 4. /r/ ong, wrong |
| /n/ ee, knee      | /r/ ong, wrong    |

Point to the pictures randomly and have the class say the words. Elicit the silent letters for each.

#### C. Match and write.

Have students do the activity. To check the answers, say a word and have a student write it on the board and circle the silent letter (*k* or *w*).

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

Play CD2 Track 34. Have students listen and write the words.

1. I cut fruit with a knife.
2. This word is wrong.
3. This is my right knee.
4. I write my name with a pencil.

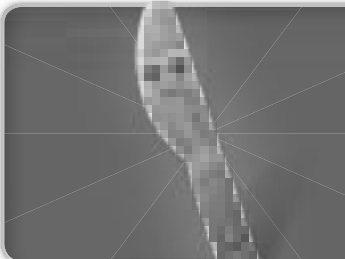
Check the answers with the class. Ask *What do you do on your knees?* (kneel)

Unit 7

silent letters


kn wr mb e rh st

A Listen and learn. disc 2 32



knife


kn




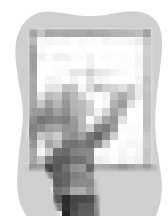
write


wr

B Listen, point, and read. disc 2 33

1.  knife

2.  knee

3.  write

4.  wrong



## C Match and write.



1. write 2. knee 3. knife 4. wrong

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

disc 2  
34

1. I cut fruit with a **k n i f e**.  
 2. This word is **w r o n g**.  
 3. This is my right **k n e e**.  
 4. I **w r i t e** my name with a **p e n c i l**.

What do you do on your knees?

**k n e e l**

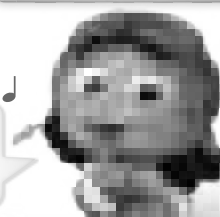


## E Listen and chant. Then read.

disc 2  
35



It's wrong to play with a knife on your knee.



Unit 7 65

## E. Listen and chant. Then read.

Play CD2 Track 35. Have students chant along with Pilot Penny. Each line repeats.

Wrong, knife, knee,  
 Wrong, knife  
 Knife, knee  
 Wrong, knife, knee  
 Knee, knife, wrong  
 It's wrong to play  
 With a knife on your knee  
 It's wrong to play with a knife on your knee.

CD2  
35

Have students read the final line of the chant from the Student Book with a partner. Then divide students into groups of three. Assign a word and a different motion to each group and then play the chant again. Students in each group do the motion as they chant. Repeat several times and then switch groups.

1. **Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word to him or her. Students go back to their teams and act out the word 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. **Spelling Race** (p. 9). Divide the class into three or four teams. Call out a key word. The first team member from each team races to the board and writes the first letter of the word. Then that student passes his or her piece of chalk or marker to the next student, who writes the next letter. Continue until one team writes the word. The first team to correctly write the word wins a point. Repeat the game as often as time permits.
3. **Telephone** (p. 9). Have the class form one long line. Whisper different key words to the student at each end of the line. Students whisper them down the line. When the words reach the opposite ends of the line, the end students say the word aloud. Alter the activity by placing students into multiple lines. Say a different key word at the end of each line. Students race to quietly pass their word down the line. Repeat as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

### Lesson 2 Objectives:

- Learn silent b in *mb* and silent e
- Learn four new key words

**Key Words:** lamb, comb, glove, live

### Materials:

Phonics Cards 77–80  
Student Cards 77–80  
Letter Cards  
CD2 Tracks 36–39

### Warm Up

Play **Guess the Next Card**. Show the *kn* and *wr* Phonics Cards one at a time. Shuffle the cards. Students guess which card you will show next.

### Use Pages 66–67

#### A. Listen and learn.

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

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

/m/

That's right: /m/. lamb. Can you hear the /b/ sound in lamb? No.

That's right, the *b* is silent, lamb.

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

/v/

That's right: /v/. glove. Can you hear the /e/ sound in glove?

No.

That's right: the *e* is silent, glove.

Explain that in the letter combination *mb*, the *b* is silent, so we only say /m/. Say *la*, /m/, *lamb*. Have students repeat after you. Do the same for the silent letter *e*. Point out that sometimes the *silent e* doesn't make the vowel long.


#### B. Listen, point, and read.

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

silent letters

kn wr mb e rh st

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




l a m b

m b


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

1.




lamb

2.




comb

3.



glove

4.



live

1. la /m/, lamb

2. co /m/, comb

3. glo /v/, glove

4. li /v/, live

CD2 37

1. live, live

2. comb, comb

3. glove, glove

4. lamb, lamb

CD2 38

Point to the pictures randomly and have the class say the words. Elicit the silent letters for each.

#### C. Listen and circle the silent letter.

Then match.

Play CD2 Track 38. Have students do the activity.

Check the answers. For further practice, play **Sound Bee** (p. 9) to practice the new key words.

#### D. Read and write.

Have students do the activity on their own. Then check the answers. If time permits, divide students into pairs. Have pairs write their own sentences for the key words.

72

Unit 7

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## C Listen and circle the silent letter. Then match.

disc 2  
38

1. live

2. comb

3. glove

4. lamb



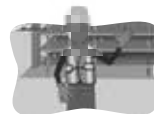
## D Read and write.

1. I wear a glove on my hand.

2. A lamb is a baby sheep.

3. I live in this house.

4. I have a comb for my hair.



## E Listen and chant. Then read.

disc 2  
39



I live with a lamb, a comb, and a glove.



Unit 7 67

## E. Listen and chant. Then read.

Play CD2 Track 39. Have students chant along with Pilot Penny. Each line repeats.

Live, lamb, comb, glove

Live, lamb

Comb, glove

Comb, glove, live, lamb

I live with a lamb

A comb and a glove

I live with a lamb, a comb, and a glove.

CD2  
39

Have students read the final line of the chant from their Student Books. Then divide the students into groups of four and have each group stand around a desk. Give each group a set of the *mb* and *silent e* Student Cards to place picture-up on the desk in front of them. Have students chant along as you play the audio again. During the last line (*I live with a lamb, a comb, and a glove*), have students try to grab the cards as they chant the key words. Repeat as often as time permits.

1. **Word Trace Relay** (p. 9). Each team sits in a line. Show a Phonics Card to the last student in each line without letting any of the other students see it. The students at the end of each line use their fingers to write the word on the back of the students ahead of them. Students continue down the line. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for his or her team. Have students change places and repeat as time permits.

2. **Line Up** (p. 8). Give each student a 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 his or her card's word. Then have each student trade cards with another student. 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.

3. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather around to watch. Put a different Phonics Card on each chair. Say the name of one of the cards. The students in the center try to be the first to sit on the chair with that card. For added challenge, use all four cards and have four teams compete for one of the four chairs.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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

### Lesson 3 Objectives:

- Learn silent h in *rh* and silent t in *st*
- Learn four new key words

**Key Words:** rhino, rhubarb, whistle, castle

### Materials:

Phonics Cards 81–84  
CD2 Tracks 40–43

### Warm Up

Play **Hot Word** (p. 8) to review the *mb* and *silent e* key words.

### Use Pages 68–69

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 40.

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

/r/

That's right, /r/ rhino. Can you hear the /h/ sound in rhino?

No.

That's right: the *h* is silent, rhino.

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

/s/

That's right: /s/ whistle. Can you hear the /t/ sound in whistle?

No.

That's right, the *t* is silent, whistle.

Help students with their pronunciation as they repeat *rhino* and *whistle*.

#### B. Listen, point, and read.

Play CD2 Track 41. Have students point as they read the words.

1. /r/ ino, rhino

/r/ ino, rhino

2. /r/ ubarb, rhubarb

/r/ ubarb, rhubarb

3. whi /s/ le, whistle

whi /s/ le, whistle

4. ca /s/ le, castle

ca /s/ le, castle

Have students tell you which letters are silent.

#### C. Listen and circle the silent letter.

Then match.

Play CD2 Track 42. Have students do the activity.

1. whistle, whistle

2. rhubarb, rhubarb

3. rhino, rhino

4. castle, castle

Check the answers with the class. If time permits, have the class spell each word aloud, one letter at a time, but clap instead of saying the silent letter: *w-h-i-s-(clap)-l-e, whistle*.

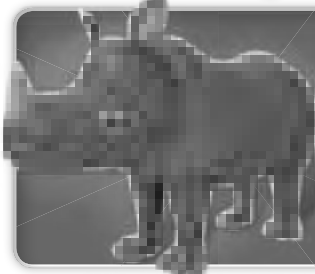
#### D. Find, circle, and write.

Have students do exercise D on their own. Check the answers with the class. Then have two to four students come to the board and stand with their backs against it. Show an *rh* or *st* Phonics Card, picture-out. Students at the board

silent letters

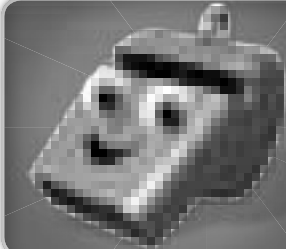
kn wr mb e rh st

A Listen and learn. disc 2 40



rhino

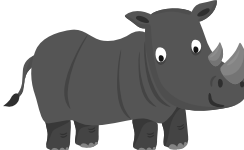
rh





whistle

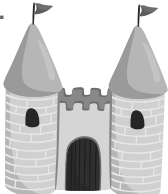
st

B Listen, point, and read. disc 2 41

1.  rhino

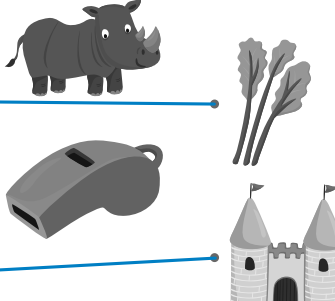
2.  rhubarb

3.  whistle

4.  castle







## C Listen and circle the silent letter. Then match. disc 2 42

1. whis(t)le
  2. r(h)ubarb
  3. r(h)ino
  4. c a s(t)le
- 

## D Find, circle, and write.

fcastleymrhubarborwhistlexrhinow

1.  rhubarb
2.  whistle
3.  rhino
4.  castle

## E Listen and chant. Then read. disc 2 43



The rhino in the castle  
has rhubarb and a whistle.



Unit 7 69

should turn, pick up a piece of chalk or a marker, and see who can spell the word the fastest. Repeat until all students have had a chance to play.

## E. Listen and chant. Then read.

Play CD2 Track 43. Have students chant along with Pilot Penny. Each line repeats.

Rhino, castle, rhubarb, whistle  
Rhino, castle  
Rhubarb, whistle  
Rhubarb, whistle, rhino, castle  
The rhino in the castle

CD2  
43

Has rhubarb and a whistle.  
The rhino in the castle has rhubarb  
and a whistle.

Have students sit in small groups and read the final line of the chant from their Student Books. One student should start by reading the line. When he or she finishes, the next student should read it, and so on. Then divide the class into four groups. Assign a key word and a corresponding motion to each group. Play the chant again and have each group perform their motion when their key word is said in the chant.

1. **Scramble.** Give students a piece of paper and something to write with. Write one of the *rh* or *st* key words on the board, scrambled, e.g., *o h i r n*. Students copy the scrambled word onto their paper. Then have students try to unscramble it. After some time, erase the word and write another. Do this for all four key words. Check the answers with the class. For added challenge, decrease the amount of time you give students to write the words and unscramble them. For added challenge, include words from previous lessons or units.

2. **Picture Game** (p. 8). Divide the class into teams of four and give each team some paper and crayons. Whisper a word to a student from each team. Without speaking, those students must draw a picture that represents the word for their teams to guess. The first team to guess correctly wins a point. Repeat as often as time permits.

3. **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 and adds a new one. Continue and see how long the class can keep the chain going.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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

### Lesson 4 Objectives:

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

**New Words:** Henry, fight, dragon, hear, tame

**Sight Word:** here

### Materials:

Student Cards 73–84

Letter Cards

CD2 Tracks 44–45

### Warm Up

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

### Use Pages 70–71

#### A. Read and write.

Before students do exercise A, point to each word and say it. Students should repeat after you. After students complete exercise A, have them name the silent letters in each word. Then have students try to read the *Now try these!* words. Remind students that these words will have letter combinations that sound similar to those in the key words. After students have tried to read the words, play CD2 Track 44. Have students read along.

1. know, know    4. come, come  
2. wrap, wrap    5. listen, listen  
3. thumb, thumb  
Were you right?

Ask the students which words they read correctly before listening to the word. Then have students say which letter is silent in each of the words.

silent letters

kn wr mb e rh st

**A Read and write.**

~~comb~~ ~~rhino~~ ~~wrong~~ ~~live~~ ~~knee~~ ~~glove~~  
~~write~~ ~~whistle~~ ~~lamb~~ ~~rhubarb~~ ~~castle~~ ~~knife~~

mb	wr	kn
comb	wrong	knee
lamb	write	knife
st	rh	e
whistle	rhino	live
castle	rhubarb	glove

**Now try these!**    **Read.**    Were you right?

1. know    2. wrap    3. thumb  
4. come    5. listen

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#### B. Look and listen. Read along.

1. **Read along.** Play CD2 Track 45. Have the students listen to the story once.

##### The Comb and the Dragon

1. I am Henry. I live in a castle. My father is the king. He can fight dragons with his knife.
2. I hear the whistle. A dragon is here! The king's men don't like dragons.
3. I put on my glove. I don't have a knife, but I have a comb. The dragon is on its knees.

4. I comb the dragon's hair. The dragon is as tame as a lamb. All the king's men are wrong. Dragons are good, not bad.

New words: Henry, fight, dragon, hear, tame

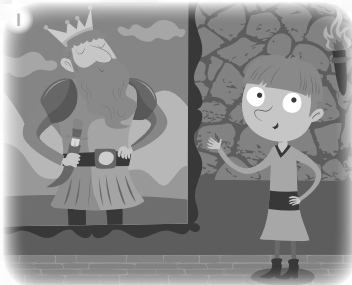
Sight word: here

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 the students read the story on their own.

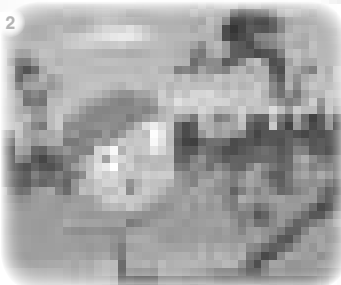
## Story

**B** Look and listen. Read along. disc 2 45

### The Comb and the Dragon



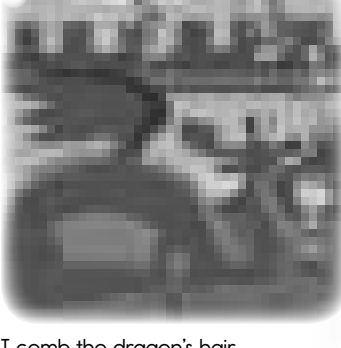
I am Henry. I live in a castle.  
My father is the king. He can fight  
dragons with his knife.



I hear the whistle. A dragon is here!  
The king's men don't like dragons.



I put on my glove. I don't have  
a knife, but I have a comb.  
The dragon is on its knees.



I comb the dragon's hair.  
The dragon is as tame as a lamb.  
All the king's men are wrong.  
Dragons are good, not bad!

New words: Henry fight dragon hear tame  
Sight words: here

Unit 7 71

- Paired reading.** Have student pairs take turns reading the story sentences.
- Act it out.** Have students act out the story. Assign the roles of Henry, his father, the dragon, and the king's men to six students. Encourage students to have fun while they act out the story. When they are finished, choose six different students to act out the story. Repeat as often as time permits.
- New words and sight word.** Read and point to the new words and the sight word. Pronounce them clearly. Have the students repeat the words. Then have the students read the new words and the sight word by themselves. Read the story again as time permits and have students raise their hands when they read a new word or the sight word in the story.

- Down the Line** (p. 8). Use the Unit 7 Student Cards. Include several sets to make the line longer. If students meet at the same card at the same time, have them play **Rock, Paper, Scissors**, and have the winner say a word that begins with a sound you give them. Then, they may proceed with the game.
- Sound Bee** (p. 9). Have all students stand. In this version, sound out a word, e.g., /r/, *ino*. The first student must say it and spell it correctly: *rhino*, *r-h-i-n-o*. If it is incorrect, the student must sit down. Continue around the room with different words until only one student is left standing. Include key words from previous lessons and units as a way to review.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 71 in the Student Book. Students should illustrate their own story and include pictures that represent the key words, new words, and sight word. Be sure that students do not copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

- Oxford Phonics World Workbook 5*, 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.
- iTools
- Multi-ROM, disc 2
- Unit 7 Online Test

### Lesson 1 Objectives:

- Learn the word endings *ture* and *sure*
- Learn four new key words

**Key Words:** picture, nature, treasure, measure

### Materials:

Phonics Cards 85–88  
Student Cards 85–88  
CD2 Tracks 46–49

### Warm Up

Use the Phonics Cards from Unit 7 and play **Teacher's Mistake** (p. 9). Show the cards, picture-out, and say the key word for each. Students repeat the word if it is correct. Occasionally, say the wrong key word for a card. If the word is incorrect, students raise their hands and say the correct word.

### Use Pages 72–73

#### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 46.

This is a picture. What is the ending sound in the word picture?

/chər/

That's right: /chər/, picture.

This is treasure. What is the ending sound in the word treasure?

/zhər/

That's right: /zhər/, treasure.


Point out that when students see *ture*, they know it will sound like /chər/. Have students say *picture* and make sure they make the /ch/ sound. The same is true for the words ending *sure*, which sounds like /zhər/. Have students say *treasure* and make sure they make the /zh/ sound.

#### B. Listen, point, and read.

Play CD2 Track 47. Have students point as they read the words.

### Unit 8 ture sure tion sion ous ful


**A Listen and learn.** disc 2  
46




picture

ture


**B Listen, point, and read.** disc 2  
47

1. 


picture

2. 

nature

3. 

treasure

4. 

measure

72 Unit 8

1. pic /chər/, picture  
pic /chər/, picture
2. na /chər/, nature  
na /chər/, nature
3. trea /zhər/, treasure  
trea /zhər/, treasure
4. mea /zhər/, measure  
mea /zhər/, measure

CD2  
47

#### C. Listen and number. Then write.

Play CD2 Track 48. Have students number the pictures and write the words.

1. picture, picture	3. treasure, treasure
2. measure, measure	4. nature, nature

CD2  
48

Show students that the two syllables in each word are different colors. Have one half of the class say *pic* and the other half say /chər/. Repeat with all of the key words.

Check the answers with the class. Then show the Phonics Cards. First, show a card, picture-out, and have the students say the word. Then flip the card around. Have one half of the students say the first syllable and the other half of the

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Unit 8

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## C Listen and number. Then write.

disc 2  
48



2

measure



1

picture



4

nature

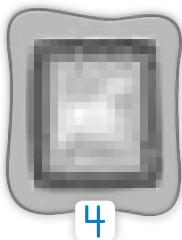


3

treasure

## D Read and number.

1. I measure the knife.
2. The treasure is in the castle.
3. I like to read books about nature.
4. This is a picture of a lamb.



4



1



2



3

## E Listen and chant. Then read.

disc 2  
49



I measure the picture  
of the treasure.



Unit 8 73

students say the final syllable. Repeat with all the words.

## D. Read and number.

Have students do exercise D. Check the answers. Then say a key word and have students read the sentence it is in.

## E. Listen and chant. Then read.

Play CD2 Track 49. Have students chant along with Pilot Peter. Each line repeats.

Measure, picture, treasure  
Measure, picture  
Picture, treasure

CD2  
49

Measure, picture, treasure  
Treasure, picture, measure  
I measure the picture  
Of the treasure  
I measure the picture of the treasure.

Have students read the final line of the chant in their Student Books with a partner. Then play the chant again. Have students point to the appropriate parts of the picture on the bottom of page 73 as they chant.

1. **Touch** (p. 9). Use the *ture* and *sure* Student Cards. Have students play in groups of five or six around a desk. Say the key words and have students repeat after you as they race to touch the cards. Then have one student be the leader. Repeat so that each student gets the chance to be the leader at least once.
2. **What's in the Cap?** (p. 9). Put the Student Cards in a cap (or other container). Divide students into pairs. Pairs pass the cap, one partner draws a card and says the word (*measure*, for example), and the other partner must say the word with the same ending (*treasure*). If they are successful, they remain standing and pass the cap or container to the next pair. If they are not successful, the pair passes the cap or container to the next pair and sits down.
3. **Sentence Share**. Divide the class into pairs. Say a sentence, such as: *This is a picture of nature*. 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. Or allow students to write and illustrate their own sentences.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, p. 36. 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

## Lesson 2 Objectives:

- Learn the word endings *tion* and *sion*
- Learn four new key words

**Key Words:** station, competition, television, excursion

## Materials:

Phonics Cards 89–92  
CD2 Tracks 50–54

## Warm Up

Divide the class into two teams. Write a scrambled word on the board, e.g., *r u e c i t p*. The first team to raise their hand and say the word (*picture*) wins a point.

## Use Pages 74–75

### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 50.

This is a station. What is the ending sound in the word station?

/shən/

That's right: /shən/, station.

This is a television. What is the ending sound in the word television?

/zhən/

That's right: /zhən/, television.

Point out that the word endings *tion* and *sion* are always pronounced /shən/ and /zhən/. Help students pronounce /sh/ for *station* and /zh/ for *television*.

### B. Listen, point, and read.

Play CD2 Track 51. Have students point as they read the words.

1. sta /shən/, station  
sta /shən/, station
2. competi /shən/, competition  
competi /shən/, competition
3. televi /zhən/, television  
televi /zhən/, television

4. excur /zhən/, excursion  
excur /zhən/, excursion

Point to the pictures and have students say the words. Then have students close their books. Say the beginning of one of the key words and have students say the appropriate ending. Repeat with all four key words.

### C. Listen and connect. Where are they going?

Play Class CD2 Track 52. Have students listen and connect the words.


Start at the children.

- Draw a line to the word competition.
- Draw a line to the word nature.
- Draw a line to the word picture.
- Draw a line to the word television.
- Draw a line to the word measure.
- Draw a line to the word treasure.
- Draw a line to the word station.
- Draw a line to the station.

Check the answers with the class.

## ture sure tion sion ous ful

**A Listen and learn.** disc 2 50




**s t a t i o n**

**t i o n**


**B Listen, point, and read.** disc 2 51

1.




**s t a t i o n**

2.




**c o m p e t i t i o n**

3.



**t e l e v i s i o n**

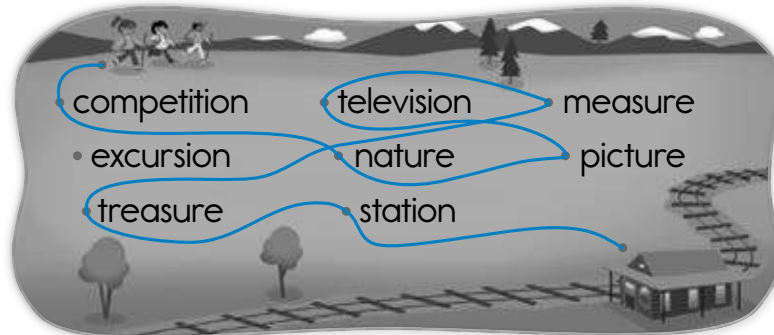
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**e x c u r s i o n**

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## C Listen and connect. Where are they going? disc 2 52



## D Listen and write. disc 2 53

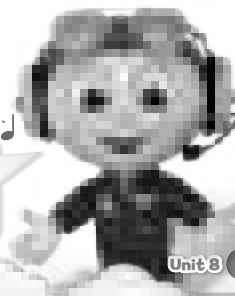
~~station~~ ~~competition~~ ~~television~~ ~~excursion~~

1. It is a competition to find the treasure.
2. There is a competition on television.
3. I see a picture of a train station.
4. It is a school excursion.

## E Listen and chant. Then read. disc 2 54



I watch the competition on television.



Unit 8 75

### D. Listen and write.

Play CD2 Track 53. Have students listen and complete the sentences.

1. It is a competition to find the treasure.
2. There is a competition on television.
3. I see a picture of a train station.
4. It is a school excursion.

Check the answers with the class. Then play **Pop Up** (p. 9) to review the key words. Include words from previous lessons if time permits.

### E. Listen and chant. Then read.

Play CD2 Track 54. Have students chant along with Pilot Peter. Each line repeats.

Competition, competition  
Television, television  
Competition, television  
Television, competition  
I watch  
I watch the competition  
I watch the competition on television.

Have students read the final line of the chant.

1. **Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a word ending, such as /shən/ or /zhən/. Students take turns around the circle to say words with that sound: *slap, slap, clap, clap, (television), (television)*, and so on, until you change the category. If time permits, include the word endings from Lesson 1.
2. **Do As I Say**. Provide the students with actions that correspond to the key words. When you say a word, students perform the corresponding action and repeat the word. For added challenge, increase your speed and change the order of the words. Repeat as often as time permits.
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 to guess it. If their guess is correct, they get a point. If it's wrong, the drawing team gets a point. Play until all students have had a chance to come to the board or as often as time permits.

## Practice and Components

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

## Lesson 3 Objectives:

- Learn the word endings *ous* and *ful*
- Learn four new key words

**Key Words:** famous, dangerous, beautiful, helpful

## Materials:

Phonics Cards 93–96  
Student Cards 93–96  
CD2 Tracks 55–58

## Warm Up

Play **Beanbag Toss** (p. 8) using the *ture*, *sure*, *tion*, and *sion* key words.

## Use Pages 76–77

### A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 55.

He is famous. What is the ending sound in the word famous?

/əs/.

That's right: /əs/, famous.

The flowers are beautiful. What is the ending sound in the word beautiful?

/fəl/.

That's right: /fəl/, beautiful.

Have students say /əs/, /əs/, *famous* and /fəl/, /fəl/, *beautiful*.


### B. Listen, point, and read.

Play CD2 Track 56. Have students point as they read the words.

1. fam /əs/, famous  
fam /əs/, famous
2. danger /əs/, dangerous  
danger /əs/, dangerous
3. beauti /fəl/, beautiful  
beauti /fəl/, beautiful
4. help /fəl/, helpful  
help /fəl/, helpful


ture sure tion sion ous ful

**A Listen and learn.** disc 2 55



f a m o u s


o u s




b e a u t i f u l

f u l


**B Listen, point, and read.** disc 2 56

1. 


famous

2. 

dangerous

3. 

beautiful

4. 

helpful

76 Unit 8

Have students close their books. Then show the Phonics Cards, one at a time. Using your hand, cover up the word ending. Have students spell and say the word ending and then the word. Repeat with all the key words.

### C. Listen and connect.

Play CD2 Track 57. Have students do the activity. Tell them that they will draw two lines for each number. Monitor and assist the students as they listen and complete the activity.

1. The crocodile is dangerous. The nurse is helpful.
2. The treasure is beautiful. The tiger is dangerous.
3. The doctor is famous. The picture is beautiful.


When students are finished, check the answers with the class.



### D. Circle and write.



Have students do the activity on their own. Then have student volunteers offer the answers to the class.




## C Listen and connect. disc 2 57





- crocodile — helpful — 

nurse — dangerous — 
- treasure — beautiful — 

tiger — dangerous — 
- doctor — beautiful — 

picture — famous — 

## D Circle and write.

-  fam ous  
ful  
famous
-  help ous  
ful  
helpful
-  danger ous  
ful  
dangerous
-  beauti ous  
ful  
beautiful

## E Listen and chant. Then read. disc 2 58

The famous singer is beautiful and helpful.

### E. Listen and chant. Then read.

Play CD2 Track 58. Have students chant along with Pilot Peter. Each line repeats.

Famous, beautiful, helpful  
Famous, beautiful  
Beautiful, helpful  
Famous, beautiful, helpful  
Helpful, beautiful, famous  
The famous singer  
Is beautiful and helpful  
The famous singer is beautiful and helpful.

CD2  
58

Have students read the final line of the chant from the Student Book. Then place students into four groups, each representing a key word. Give the students in each group a Student Card for their key word. Play 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.

1. **Odd One Out.** Display the Phonics Cards or place them on the board and include one or two cards from the previous unit. Have students say the word for each card aloud and raise their hands when they say the word for 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.
2. **Speed Sounds.** Have the students stand. Assign a target word ending, e.g., *ful*, and say, in a random order, any of the words covered in Unit 8. Insert a key word with the target sound occasionally. Students must quickly repeat the word when they hear the target sound. If they don't repeat quickly enough, they must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins.
3. **Tongue Twisters.** Write a tongue twister on the board using the key words; for example: *Beautiful treasure, dangerous tiger*. 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

1. *Oxford Phonics World Workbook 5*, 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.
2. iTools
3. Multi-ROM, disc 2

## Lesson 4 Objectives:

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

**New Words:** climb, across, bridge

## Materials:

Phonics Cards 85–96

Letter Cards

CD2 Tracks 59–61

## Warm Up

Review the Unit 8 key words 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. For added challenge, include key words from previous units and call out the words rather than sounding them out.

## Use Pages 78–79

### A. Listen, circle, and write.


Play CD2 Track 59. Have students circle the word endings and write the words they hear.


1. television, television
2. picture, picture
3. dangerous, dangerous
4. station, station
5. treasure, treasure
6. beautiful, beautiful


Check the answers with the class. For further practice, say one of the word endings. Have students say the other word from the lesson that has that ending, e.g., *dangerous–famous*. Then have students choose the correct word endings for the *Now try these!* words. Play CD2 Track 60. Have students circle the word ending that they think is correct.


## ture sure tion sion ous ful


**A Listen, circle, and write.** disc 2 59


1.   
tion sion  
television

2.   
ture sure  
picture

3.   
ful ous  
dangerous

4.   
tion sion  
station

5.   
sure ture  
treasure

6.   
ful ous  
beautiful

**Now try these!** disc 2 60


1. sure ture  
culture

2. ture sure  
pleasure

3. tion sion  
action

4. sion tion  
vision

Were you right?



78 Unit 8
CD2 59
CD2 60
CD2 61

1. culture, culture
  2. pleasure, pleasure
  3. action, action
  4. vision, vision
- Were you right?

Check the answers with the class.

### B. Look and listen. Read along.

1. **Read along.** Play CD2 Track 61.  
Have the students listen to the story.

### The Beautiful Treasure

Kelly is famous. She is on television.

1. Kelly is at the station with a picture. She wants the box in the picture.
2. Kelly has a snake. Kelly and her snake like nature. They climb mountains. They walk across a bridge.
3. They swing across a river. There are crocodiles in the river. It is dangerous. Kelly's snake is helpful!
4. They go into a cave. Kelly can see the box. There is treasure in the box. The treasure is beautiful!

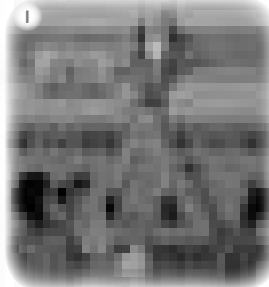
New Words: climb, across, bridge

## Story

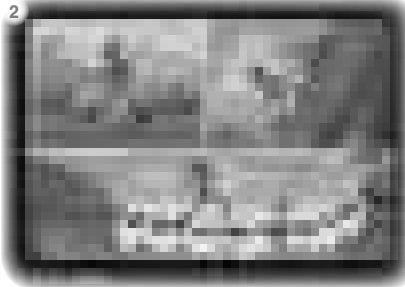
### B Look and listen. Read along. disc 2 61

#### The Beautiful Treasure

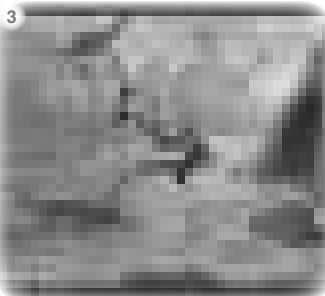
Kelly is famous. She is on television.



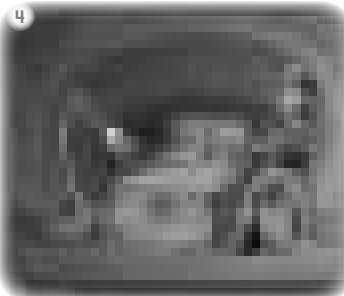
Kelly is at the station with a picture. She wants the box in the picture.



Kelly has a snake. Kelly and her snake like nature. They climb mountains. They walk across a bridge.



They swing across a river. There are crocodiles in the river. It is dangerous. Kelly's snake is helpful!



They go into a cave. Kelly can see the box. There is treasure in the box. The treasure is beautiful!

New words: climb across bridge

Unit 8 79

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

- Paired reading.** Have student pairs take turns reading the story sentences
- Act it out.** Have students act out the story. Assign the roles of Kelly and the snake to two students. Encourage students to have fun as they act out the story. When they are finished, choose two different students to act out the story. Repeat as time permits.
- New words.** Read the new words and have the students repeat after you. Then have students read the new words by themselves. Read the story again and have students raise their hands when they read a new word.

- Line Up** (p. 8). Divide students into small groups and make sure that each group has a complete set of Letter Cards on a desk in front of them. Call out a key word. Students in each group race to find all the letters needed to spell the key word and line up in front of the classroom with the letters in the correct order. The first group to line up with the letters in the correct order wins a point. Repeat as often as time permits and include any previously learned key words as review.
- Word Trace Relay** (p. 9). Each team sits in a line. Show a Phonics Card to the last student in each line. Using their fingers, students write the word on the back of the students ahead of them. Students continue down the line. The first person in line to correctly write the word on the board and say it wins a point for his or her team. Have students change places and repeat as time permits. For added challenge, include words from previous units.
- Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 79 in the Student Book. Students illustrate their own stories and include pictures that represent the key words and new words. Be sure that students do not copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

## Practice and Components

- Oxford Phonics World Workbook 5*, 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
- 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:

knife, knee, write, wrong  
lamb, comb, glove, live  
rhino, rhubarb, whistle, castle  
picture, nature, treasure, measure  
station, competition, television,  
excursion  
famous, dangerous, beautiful, helpful

## New Words:

Henry, fight, dragon, hear, tame, climb,  
across, bridge

## Sight Word: here

## Materials:

Student Cards 73–96  
CD2 Tracks 62–63

## Warm Up

Show the Phonics Cards to review the key words from Unit 7 and Unit 8. Then sound out one of the words and have students say the word. Show two Phonics Cards (one that's the word you said and one that's not). Students point to the correct card. Repeat with all of the Unit 7 and Unit 8 key words and, if time permits, with any key word in the book.

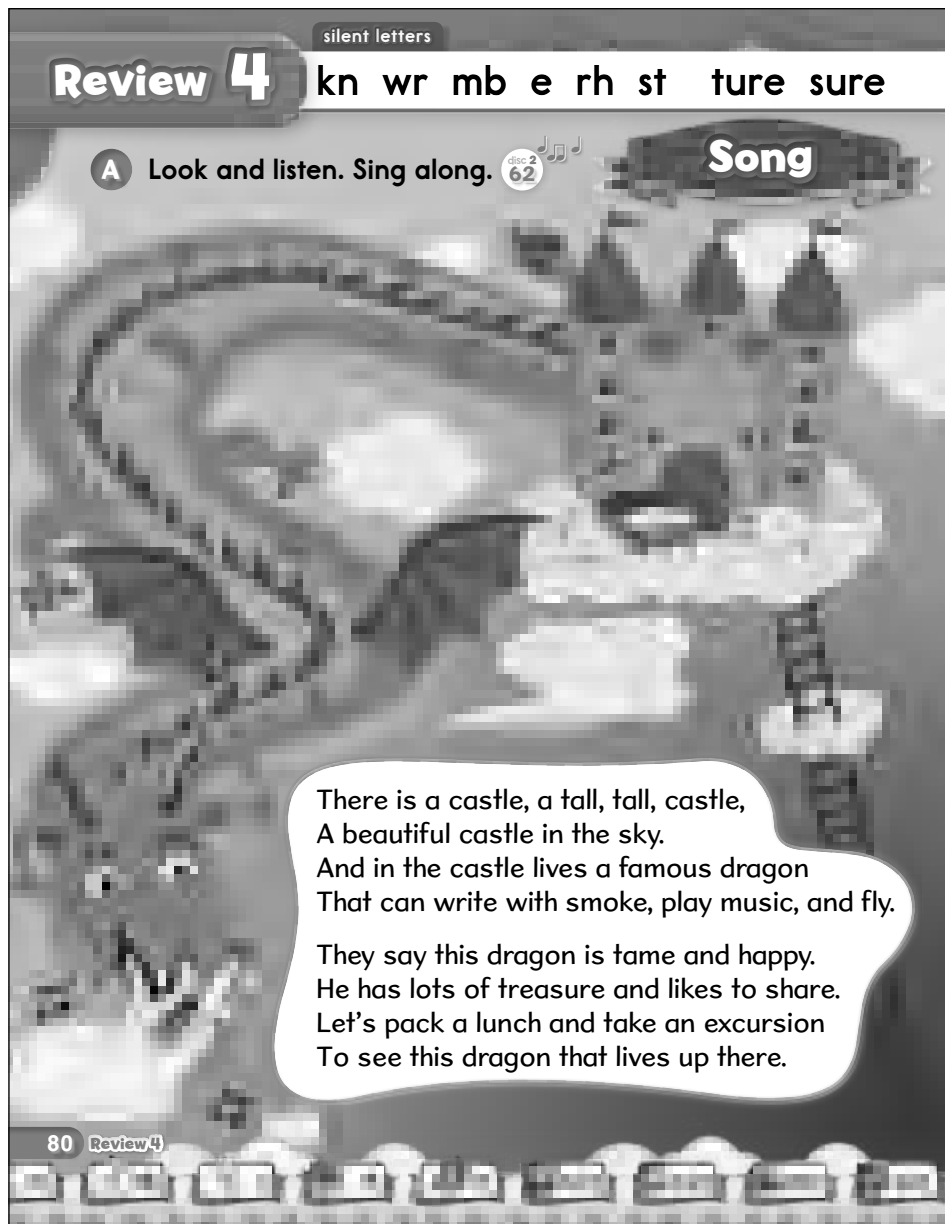
## Use Pages 80–81

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

Play CD2 Track 62. Have students listen to the song one time.

There is a castle, a tall, tall, castle,  
A beautiful castle in the sky.  
And in the castle lives a famous  
dragon  
That can write with smoke, play  
music, and fly.

CD2  
62



silent letters

## Review 4

kn wr mb e rh st ture sure

A Look and listen. Sing along.

disc 2  
62

## Song

There is a castle, a tall, tall, castle,  
A beautiful castle in the sky.  
And in the castle lives a famous dragon  
That can write with smoke, play music, and fly.

They say this dragon is tame and happy.  
He has lots of treasure and likes to share.  
Let's pack a lunch and take an excursion  
To see this dragon that lives up there.

They say this dragon is tame  
and happy.  
He has lots of treasure and likes  
to share.  
Let's pack a lunch and take an  
excursion  
To see this dragon that lives up there.  
(song repeats)  
*Let's take an excursion! Fly up!*  
*Can you see the castle?*  
*Point to the treasure.*  
*Now let's write and draw with smoke in*  
*the sky.*  
*Use your hand.*  
*Draw a castle in the sky.*

*Write "dragon."*  
*Now . . . blow all the smoke away.*

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 the pictures in a random order. Have students say the sound and the word that corresponds to the each picture. For example, if you point to the castle, students should say *ca*, /s/, *le*, *castle*. Continue pointing to pictures around the page as time permits and increase your speed incrementally. For added challenge, ask students to name the



### tion sion ous ful

#### B Listen and circle. disc 2 63

- |              |           |             |           |
|--------------|-----------|-------------|-----------|
| 1. comb      | rhino     | glove       | wrong     |
| 2. station   | picture   | whistle     | helpful   |
| 3. famous    | knife     | lamb        | castle    |
| 4. dangerous | knee      | measure     | write     |
| 5. live      | rhubarb   | competition | glove     |
| 6. knife     | dangerous | wrong       | excursion |

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

	You		Your partner	
1. Do you like nature?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Can you blow a whistle?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Do you live in a castle?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do you like television?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Are you a helpful child?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Review 4 81

silent letter, word ending, or suffix for each word.

#### B. Listen and circle.

Play CD2 Track 63. Have students listen and circle the words they hear.

- rhino and wrong, rhino and wrong
- station and whistle, station and whistle
- knife and lamb, knife and lamb
- measure and write, measure and write
- rhubarb and glove, rhubarb and glove

- dangerous and excursion, dangerous and excursion

Check the answers with the class.

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

Model the first one for the students. Read the question and mark your answer. Then have students do the activity for themselves. After they've finished, divide students into pairs. Have partners take turns to ask and answer. Then have pairs tell the class about their partner, e.g., *She likes nature. She cannot blow a whistle.*

- Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and place nine of their Unit 7 and Unit 8 Student Cards, picture-side up, in the squares. The call out key words at random. Students turn those cards over if they have them, trying to get three across in a horizontal, vertical, or diagonal row. If a student gets three cards in a row, he or she shouts *Bingo!* and wins. After playing a round, invite a student to call the cards. Students should shuffle their Student Cards or use other Student Cards for each round.
- Sound Families** (p. 9). Divide students into small groups. Each group uses a set of shuffled Unit 7 and Unit 8 Student Cards. When you say *Go!* students put the cards into their appropriate groups: *kn, wr, mb, e, rh, st, ture, sure, tion, sion, ous, and ful.* The first group to finish wins. Have students shuffle their cards and repeat as time permits.
- Sound Bee** (p. 9). Students take turns spelling words from Unit 7 or Unit 8. Include new words, the sight word, and the *Now try these!* words. Students continue to remain in the game as long as they spell correctly, but students who spell a word incorrectly must sit down. The last student standing wins.

### Practice and Components

- Oxford Phonics World Workbook 5*, pp. 40–41. 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 5*, 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, I Love the City! and Dawn's Hiccups*
- Online Final Test

## Lesson Objectives:

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

## Key Words:

knife, knee, write, wrong  
lamb, comb, glove, live  
rhino, rhubarb, whistle, castle  
picture, nature, treasure, measure  
station, competition, television,  
excursion  
famous, dangerous, beautiful, helpful

## New Words:

Henry, fight, dragon, hear, tame, climb,  
across, bridge

## Sight Word: here

## Materials:

Phonics Cards 73–96  
Student Cards 73–96  
CD2 Track 64

## Warm Up

Divide students into groups of three or four. Make sure each group has a set of Student Cards for Units 7 and 8. Have the students arrange the cards, picture-side up, on top of a desk or other surface where all the students in the group can see the cards and reach them. Say one of the target sounds from Unit 7 or 8. The first team to hold up a card that represents that sound and say the word wins a point. The team with the most points wins.

## Use Pages 82–83

### D. Listen, read, and write.

Play CD2 Track 64. Have students listen and complete the sentences.

1. I can write my name.
2. The king lives in a castle.
3. I cut the fruit with my knife.
4. That picture is beautiful.

CD2  
64

silent letters

kn wr mb e rh st ture sure tion sion

**D Listen, read, and write.** CD2 64

~~knife~~ ~~write~~ ~~beautiful~~ ~~castle~~

- I can write my name.
- The king lives in a castle.
- I cut the fruit with my knife.
- That picture is beautiful.

**E Look, write, and match.**

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

1. 13 5 1 19 21 18 5

measure

2. 18 8 9 14 15

rhino

3. 19 20 1 20 9 15 14

station

4. television  
20 5 12 5 22 9 19 9 15 14

5. glove  
7 12 15 22 5

6. dangerous  
4 1 14 7 5 18 15 21 19

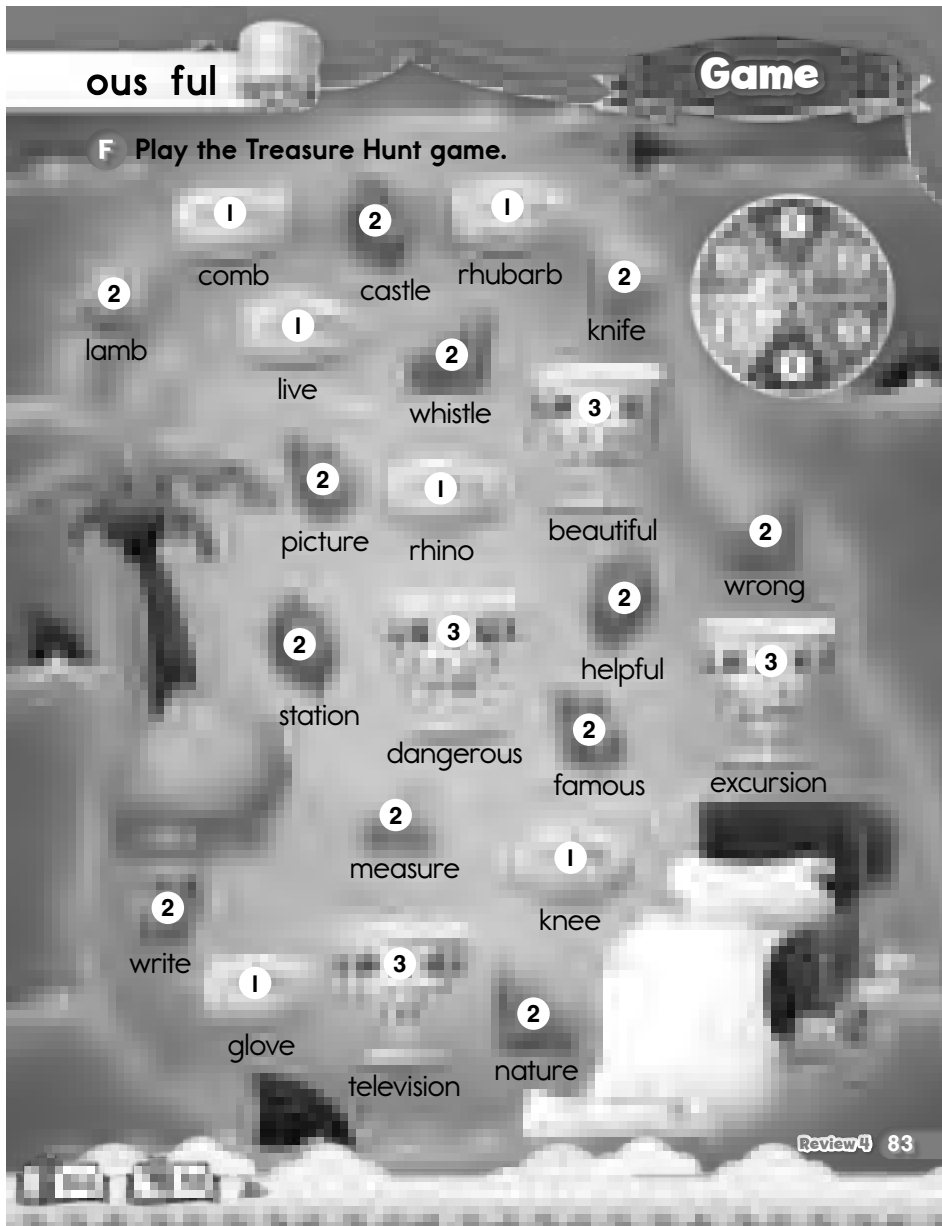
After students finish exercise D, check the answers. Then divide students into pairs and have them write and illustrate a sentence using any of the key words.

### E. Look, write, and match.

Have students use the code to write the letters on the blanks and then match the words to the pictures. Check the answers with the class. For extra practice, have pairs use the code to write four words. Then pairs trade papers with another pair and race to see who can figure out the words first. Repeat as often as time permits.

### F. Play the Treasure Hunt game.

1. Divide the students into pairs. In this version of the game, each student starts with their game piece on the palm tree. They spin the spinner (using a pencil to spin a paper clip) and see what number they get: 1, 2, or 3. From the palm tree, they can move to any spot with that number that is adjacent. For example, from the palm tree, they have to spin a 1 (*live*) or a 2 (*lamb*, *picture*, *station*, *write*). Students take turns moving their game pieces and saying the words. If the student can't say the word, he or she has to go



back to his or her starting space. The first student to reach the treasure chest is the winner.

- In a more challenging version of the game, students have to use the word in a sentence to progress. Monitor students to make sure their sentences are correct.
- For this version of the game, divide the class into four teams. Have each team play as described in 1. But have them keep track of their words and write them down. When one team reaches the treasure chest, the game stops. Finally, all teams get a few minutes to write a story, using their words from the game.

- Charades** (p. 8). Put students into small teams. Show one student from each team a Phonics Card or whisper a key word to him or her. Students go back to their teams and act out the word for the others to guess. The first team to guess the correct word wins a point. This can also be played as a class. Review the key words from any unit.
- Picture Game** (p. 8). Divide the class into teams of four and give each team some paper and crayons. Whisper a word to a student from each team. Without speaking, the students must draw a picture that represents the word for their teams to guess. The first team to correctly guess the picture gets a point. For added challenge, say a simple sentence to be illustrated: *The rhino eats rhubarb.* Repeat until each student has had a chance to draw or as time permits.
- Fruit Salad**. Students sit in a circle. Give each student one Unit 7 or Unit 8 Student Card. Call out two key words. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For added challenge, allow a student to call the cards. Repeat as often as time permits.

### Practice and Components

- Oxford Phonics World Workbook 5*, pp. 40–41. 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 5*, 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*, *I Love the City!* and *Dawn's Hiccups*
- Online Final Test

# Word List

## Aa

acorn	50
across	84
answer	16
August	30

## Bb

baby	50
ball	32
banana	58
beach	36
bear	40
beautiful	82
bird	12
board	34
book	22
both	44
boy	20
bread	40
bridge	84
brown	18
bush	22

## Cc

can't	56
car	10
castle	74
chair	38
cheer	42
chicken	60
child	52
clear	42
climb	84
coin	20
cold	24
cold	54
comb	72
competition	80
cook	36
cow	18

## Dd

dangerous	82
deer	42
dirt	16

dirty	56
doctor	14
dragon	76
draw	30
drink	56

## Ee

ear	42
elevator	50
every	64
excursion	80

## Ff

famous	82
farm	10
fight	44, 76
flip	24
foot	22
fork	34
from	16

## Gg

girl	12
give	44
glove	72
goes	64
goodbye	36
gorilla	58

## Hh

hair	38
he	52
head	40
hear	76
helpful	82
Henry	76
here	76
hiccups	64
honey	62
horse	34
hotel	54
house	18

## Jj

join	24
------	----

## Kk

knee	70
knife	70

## Ll

lady	50
lamb	72
lemon	60
live	72
love	62

## Mm

measure	78
monkey	62
mouse	18
Mr.	64
music	54
must	44

## Nn

nature	78
nurse	12

## Oo

oar	36
only	24

## Pp

panda	58
park	10
pear	40
pencil	60
picture	78
prawn	30
pull	22
purple	12

## Rr

race	16
rhino	74
rhubarb	74
roar	34

## Ss

sauce	30
selling	64

share	38
she	52
shopping	56
short	44
sister	14
sit	56
slow	16
soda	56
soft	24
soil	20
son	62
square	38
stall	64
star	10
station	80
surprise	60

## Tt

tall	32
tame	76
teacher	14
television	80
tiger	52
tire	16
toy	20
tractor	14
treasure	78

## Uu

umbrella	58
uniform	54

## Ww

walk	32
water	32
wearing	56
whistle	74
who	16
will	16
write	70
wrong	70



# Workbook Answer Key

## Unit 1, ar, page 2

### B. Match.

- |              |              |
|--------------|--------------|
| 1. star-star | 2. park-park |
| 3. car-car   | 4. farm-farm |

### C. Unscramble, write, and say.

1. farm 2. star 3. car 4. park

## Unit 1, ir ur, page 3

### B. Say and circle.

1. ur 2. ir 3. ur 4. ir

### C. Write and say.

1. bird 2. nurse 3. girl 4. purple

## Unit 1, er or, page 4

### B. Read and circle.

- |                    |                    |
|--------------------|--------------------|
| 1. teacher-teacher | 2. sister-sister   |
| 3. doctor-doctor   | 4. tractor-tractor |

### C. Read, write, and say.

1. teacher 2. sister 3. tractor 4. doctor

## Unit 1, ar ir ur er or, page 5

### A. Find the words and circle.

1. car 2. star 3. doctor 4. nurse  
5. sister 6. tractor 7. park

### B. Say and circle.

1. ur 2. or 3. ir 4. ar

### C. Match, write, and say.

- |                             |                     |
|-----------------------------|---------------------|
| 1. tractor-tract-or-tractor | 2. park-pa-rk -park |
| 3. star-st-ar-star          | 4. bird-bi-rd-bird  |

## Unit 2, ou ow, page 6

### B. Match.

- |                |                |
|----------------|----------------|
| 1. mouse-mouse | 2. brown-brown |
| 3. cow-cow     | 4. house-house |

### C. Write and say.

1. mouse 2. cow 3. brown 4. house

## Unit 2, oi oy, page 7

### B. Say and check.

1. soil 2. boy 3. coin 4. toy

### C. Unscramble, write, and say.

1. coin 2. toy 3. boy 4. soil

## Unit 2, oo u, page 8

### B. Match.

- |              |              |
|--------------|--------------|
| 1. pull-pull | 2. book-book |
| 3. foot-foot | 4. bush-bush |

### C. Write and say.

1. book 2. bush 3. foot 4. pull

## Unit 2, ou ow oi oy oo u, page 9

### A. Find the words and circle.

- |          |         |         |
|----------|---------|---------|
| 1. pull  | 2. book | 3. soil |
| 4. house | 5. toy  | 6. cow  |

### B. Read and circle.

- |                |              |
|----------------|--------------|
| 1. mouse-mouse | 2. toy-toy   |
| 3. bush-bush   | 4. soil-soil |
| 5. brown-brown | 6. book-book |

## Review 1, pages 10–11

### A. Do the puzzle.

- |            |         |          |          |
|------------|---------|----------|----------|
| 1. house   | 2. cow  | 3. foot  | 4. mouse |
| 5. tractor | 6. coin | 7. brown | 8. book  |

### B. Look at the circled letters in Activity A. Unscramble and write.

My sister has a new car.

### C. Find and write the words.

1. toy 2. mouse 3. girl 4. doctor

### D. Find 3 more words in the puzzle and write.

There is a bird and a star in the bush.

## Unit 3, au aw, page 12

### B. Match.

- |                  |                |
|------------------|----------------|
| 1. August-August | 2. prawn-prawn |
| 3. draw-draw     | 4. sauce-sauce |

### C. Unscramble, write, and say.

1. sauce 2. August 3. prawn 4. draw

## Unit 3, all wa, page 13

### B. Read and circle.

- |                |              |
|----------------|--------------|
| 1. walk-walk   | 2. ball-ball |
| 3. water-water | 4. tall-tall |

### C. Write and say.

1. water 2. walk 3. tall 4. ball

## Unit 3, or oar, page 14

### B. Match, write, and say.

- |                       |                       |
|-----------------------|-----------------------|
| 1. roar-ro-ar-roar    | 2. fork-fo-rk-fork    |
| 3. horse-ho-rse-horse | 4. board-bo-ard-board |
| 5. ball-ba-ll-ball    | 6. water-wa-ter-water |

## Unit 3, au aw all wa or oar, page 15

### A. Find the words and circle.

- |          |          |          |
|----------|----------|----------|
| 1. sauce | 2. water | 3. board |
| 4. fork  | 5. tall  | 6. prawn |

### B. Say and circle.

1. or 2. or 3. all 4. aw 5. Au 6. all

### C. Write and say.

1. draw 2. sauce 3. walk 4. prawn

## Unit 4, are air, page 16

### B. Match.

- |                |                  |
|----------------|------------------|
| 1. share-share | 2. chair-chair   |
| 3. hair-hair   | 4. square-square |

### C. Read, write, and say.

- |                   |                        |
|-------------------|------------------------|
| 1. It's a square. | 2. She has black hair. |
| 3. It's a chair.  | 4. They share a chair. |

## Unit 4, ea ear, page 17

### B. Say and circle.

- |             |             |
|-------------|-------------|
| 1. ea-bread | 2. ear-pear |
| 3. ea-head  | 4. ear-bear |

### C. Unscramble, write and say.

1. bread 2. bear 3. head 4. pear

## Unit 4, ear eer, page 18

### B. Match.

- |                |                |
|----------------|----------------|
| 1. deer-deer   | 2. ear-ear     |
| 3. cheer-cheer | 4. clear-clear |

### C. Check and write.

1. clear 2. deer 3. cheer 4. ear

## Unit 4, are air ea ear eer, page 19

### A. Find the words and circle.

- |         |          |          |
|---------|----------|----------|
| 1. hair | 2. ear   | 3. share |
| 4. pear | 5. cheer | 6. bear  |

**B. Match.**

1. ear-ear    2. are-share    3. air-chair  
4. ea-bread    5. eer-deer    6. ear-clear

**C. Write.**

1. cheer    2. square    3. chair    4. clear

**Review 2, pages 20–21****A. Do the puzzle.**

1. head    2. board    3. bear    4. chair  
5. share    6. hair    7. cheer    8. clear

**B. Look at the circled letters in Activity A. Unscramble and write.**

The deer has a big ear.

**C. Find and write the words.**

1. horse    2. water    3. prawn    4. bread

**D. Find 3 more words in the puzzle and write.**

The girl can draw a ball and a fork.

**Unit 5, a, page 22****B. Match.**

1. baby-baby    2. lady-lady  
3. acorn-acorn    4. elevator-elevator

**C. Read, write, and say.**

1. The lady is shopping.  
2. The baby is sitting.  
3. It is an elevator.  
4. I can see an acorn.

**Unit 5, e i, page 23****B. Match.**

1. tiger-tiger    2. he-he  
3. child-child    4. she-she

**C. Say, circle, and write.**

1. i-child    2. e-she    3. e-he    4. i-tiger

**Unit 5, o u, page 24****B. Read and circle.**

1. uniform-uniform    2. cold-cold  
3. music-music    4. hotel-hotel

**C. Write and say.**

1. uniform    2. cold    3. music    4. hotel

**Unit 5, a e i o u, page 25****A. Find the words and circle.**

1. baby    2. he    3. child  
4. cold    5. uniform    6. acorn

**B. Say and check.**

1. baby    2. he    3. child    4. cold

**C. Unscramble, write, and say.**

1. uniform    2. lady    3. hotel    4. music

**Unit 6, a, page 26****B. Match.**

1. gorilla-gorilla    2. banana-banana  
3. panda-panda    4. umbrella-umbrella

**C. Read, write, and say.**

1. The gorilla is walking.  
2. I eat a banana.  
3. It's a panda.  
4. I have an umbrella.

**Unit 6, e i o u, page 27****B. Say and circle.**

1. e-chicken    2. i-pencil  
3. o-lemon    4. u-surprise

**C. Unscramble, write, and circle the schwa sound.**

1. surprise-u    2. lemon-o  
3. pencil-i    4. chicken-e

**Unit 6, o, page 28****B. Match and say.**

1. love-lo-ve    2. honey-hon-ey  
3. son-s-on    4. monkey-mon-key

**C. Write and say.**

1. love    2. honey    3. monkey    4. son

**Unit 6, a e i o u o, page 29****A. Find the words and circle.**

1. love    2. honey    3. lemon  
4. panda    5. son    6. pencil

**A. Read and circle.**

1. monkey-monkey    2. pencil-pencil  
3. chicken-chicken    4. banana-banana  
5. umbrella-umbrella    6. love-love

**Review 3, pages 30–31****A. Do the puzzle.**

1. acorn    2. cold    3. umbrella  
4. surprise    5. monkey    6. music  
7. lemon    8. he

**B. Look at the circled letters in Activity A. Unscramble and write.**

The panda likes honey.

**C. Find and write the words.**

1. child    2. uniform    3. tiger    4. lady

**D. Find 3 more words in the puzzle and write.**

The gorilla loves her baby.

**Unit 7, kn wr, page 32****B. Match.**

1. knee-knee    2. wrong-wrong  
3. knife-knife    4. write-write

**C. Write, say, and circle the silent letter.**

1. wrong-w    2. write-w  
3. knee-k    4. knife-k

**Unit 7, mb e, page 33****B. Say and check.**

1. comb    2. glove    3. lamb    4. live

**C. Read, write, and say.**

1. It's a glove.    2. This is my comb.  
3. I live here.    4. This is a lamb.

**Unit 7, rh st, page 34****B. Circle and say.**

1. rhubarb    2. whistle    3. rhino    4. castle

**C. Write, say, and circle the silent letter.**

1. rhubarb-h    2. castle-t  
3. whistle-t    4. rhino-h

**Unit 7, kn wr mb e rh st, page 35****A. Find the word and circle.**

1. knee    2. write    3. comb  
4. glove    5. castle    6. knife

**B. Read and circle.**

1. knife-knife    2. wrong-wrong  
3. lamb-lamb    4. live-live  
5. whistle-whistle    6. rhubarb-rhubarb

## Unit 8, ture sure, page 36

### B. Match.

- |                    |                      |
|--------------------|----------------------|
| 1. nature-nature   | 2. measure-measure   |
| 3. picture-picture | 4. treasure-treasure |

### C. Unscramble, write, and say.

- |             |            |
|-------------|------------|
| 1. picture  | 2. measure |
| 3. treasure | 4. nature  |

## Unit 8, tion sion, page 37

### B. Read and check.

1. It's a competition.
2. I can see a station.
3. I watch television
4. They are on a school excursion.

### C. Write and say.

- |                |               |
|----------------|---------------|
| 1. station     | 2. television |
| 3. competition | 4. excursion  |

## Unit 8, ous ful, page 38

### B. Match.

1. helpful-helpful
2. beautiful-beautiful
3. famous-famous
4. dangerous-dangerous

### C. Unscramble, write, and say.

- |              |              |
|--------------|--------------|
| 1. beautiful | 2. famous    |
| 3. helpful   | 4. dangerous |

## Unit 8, ture sure tion sion ous ful, page 39

### A. Say and circle.

1. ous 2. ful 3. tion 4. tion 5. sure 6. ture

### B. Write and say.

- |              |               |            |
|--------------|---------------|------------|
| 1. beautiful | 2. excursion  | 3. measure |
| 4. famous    | 5. television | 6. picture |

## Review 4, pages 40–41

### D. Do the puzzle.

- |                |              |           |
|----------------|--------------|-----------|
| 1. knife       | 2. station   | 3. famous |
| 4. competition | 5. dangerous | 6. live   |
| 7. whistle     | 8. comb      |           |

### B. Look at the circled letters in Activity A.

#### Unscramble and write.

I can see a picture of a castle.

### C. Find and write the words.

- |             |            |
|-------------|------------|
| 1. treasure | 2. glove   |
| 3. lamb     | 4. rhubarb |

### D. Find 3 more words in the puzzle and write.

There is a rhino on its knee at the station.

# English Sounds Key

Consonant Sounds	
Symbol	Example
/b/	<b>b</b> ear
/d/	<b>d</b> og
/f/	<b>f</b> ish, <b>ph</b> one
/g/	<b>g</b> orilla
/h/	<b>h</b> orse
/j/	<b>j</b> et
/k/	<b>k</b> angaroo, <b>c</b> at, <b>duck</b>
/l/	<b>l</b> ion
/m/	<b>m</b> onkey, <b>lamb</b>
/n/	<b>n</b> ut, <b>kn</b> ife
/p/	<b>p</b> each
/r/	<b>r</b> abbit, <b>w</b> rite, <b>rh</b> ino
/s/	<b>s</b> eal, <b>cast</b> le
/t/	<b>t</b> urtle
/v/	<b>v</b> iolin, <b>glove</b>
/w/	<b>w</b> olf
/ks/	<b>fox</b>
/y/	<b>y</b> o-yo
/z/	<b>z</b> ipper, <b>rose</b>
/ch/	<b>ch</b> ick, <b>watch</b>
/sh/	<b>sh</b> ell, <b>station</b>
/zh/	<b>treasure</b>
/th/	<b>th</b> ree
/tʰ/	<b>this</b>
/hw/	<b>white</b>
/ng/	<b>king</b>
/kw/	<b>queen</b>

Vowel Sounds	
Symbol	Example
/ā/	<b>tape</b> , <b>rain</b> , <b>bay</b>
/ē/	<b>bee</b> , <b>leaf</b> , <b>candy</b> , <b>key</b>
/ī/	<b>kite</b> , <b>light</b> , <b>pie</b> , <b>spy</b>
/ō/	<b>home</b> , <b>boat</b> , <b>bow</b>
/a/	<b>ram</b>
/e/	<b>hen</b> , <b>head</b>
/i/	<b>fig</b>
/o/	<b>pot</b>
/u/	<b>bug</b>
/ə/	<b>panda</b> , <b>chicken</b> , <b>pencil</b> , <b>lemon</b> , <b>surprise</b>
/âr/	<b>chair</b> , <b>square</b> , <b>pear</b>
/ûr/	<b>girl</b> , <b>nurse</b>
/är/	<b>car</b> , <b>farm</b>
/ô/	<b>ball</b> , <b>sauce</b>
/ô/ with r	<b>horse</b> , <b>roar</b>
/oi/	<b>coin</b> , <b>toy</b>
/ou/	<b>mouse</b> , <b>cow</b>
/ōō/	<b>glue</b> , <b>fruit</b> , <b>new</b> , <b>moon</b>
/yōō/	<b>cube</b>
/ōō/	<b>book</b> , <b>bush</b>



# Teacher's Notes

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