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

Oxford Phonics World 2

Short Vowels

Teacher's Book

Kaj Schwermer Julia Chang Craig Wright

OXFORD

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Teacher's Book

Kaj Schwermer Julia Chang Craig Wright

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Short Vowels

Syllabus

Unit 1
short a

a am an

a . . . . . cat ant yak ax
am . . . . . ram jam yam dam
an . . . . . fan man pan can
Story

Unit 2
short a

ad ag ap at

ad ag . . . . . dad pad bag rag
ap . . . . . cap map nap tap
at . . . . . bat rat hat mat
Story

Review 1
Song
Game

Unit 3
short e

e et en ed

e . . . . . web egg vet ten
et . . . . . jet net wet pet
en ed . . . . . hen pen red bed
Story

Unit 4
short i

i ip ib id

i . . . . . hip ink zip in
ip . . . . . lip tip sip rip
ib id . . . . . bib rib kid lid
Story

Review 2
Song
Game

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Unit 5

short i

in ig it ix

in . . . . . pin fin bin win
ig . . . . . fig wig big dig
it ix . . . . . pit hit six mix
Story

Unit 6

short o

o ot op

o . . . . . fox log ox rod
ot . . . . . pot hot cot dot
op . . . . . top mop hop pop
Story

Review 3

Song
Game

Unit 7

short u

u ug ud up

u . . . . . sun up jug hug
ug . . . . . bug rug mug
ud up . . . . . bud mud pup cup
Story

Unit 8

short u

ut ub um un

ut . . . . . nut hut cut
ub um . . . . . cub tub gum hum
un . . . . . bun run fun
Story

Review 4

Song
Game

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Introduction

The Philosophy Behind Oxford Phonics World

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

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

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

Organization

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

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

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

Level 3, **Long Vowel**s, 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.

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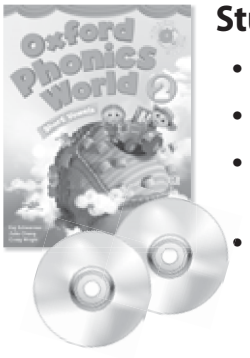
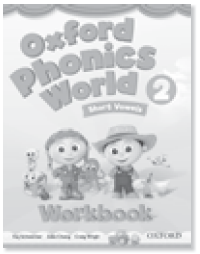
Oxford Phonics World Components



Student Book

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



Workbook

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

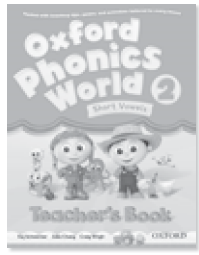
e-Books

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

Phonics Cards

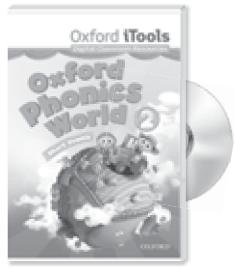
- Convenient landscape format
- Pictures on front, text on back
- Useful for playing games and for presenting vocabulary
- Integrated into every Teacher's Book lesson plan

Teacher's Book



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

iTools



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

Website

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

Oxford Phonics World Readers

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

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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

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

Teaching Presentation Lessons

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

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

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

Teaching Key Words and Sight Words

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

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

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

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

Teaching with Songs and Chants

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

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

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

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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 holds the beanbag, says a key word, and then tosses, rolls, or slides the beanbag to another student who says a different key word. Students cannot repeat the word that was said before theirs. Version 2: Display the Phonics Cards in the front of the room. Students take turns tossing the beanbag at a card. Students say the 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 grid with the images facing upward. Call out key words from the unit(s). When a student has one of the key words that you call out, they turn it over or cover it with a piece of paper. The first student who gets three of their Student Cards in a horizontal, vertical, or diagonal row shouts *Bingo!* and wins. Have students reposition their Student Cards or choose new ones.

Buzzers focuses on speaking and vocabulary. Divide students into two teams. A player from each team comes to a central desk with two "buzzers" on it. Show the picture side of a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.

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

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

Hot Word focuses on speaking. Have students sit in a circle and 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 the class in the order you called. Each group holds up their cards and shouts the corresponding key words. Then students exchange cards. Repeat and change the order each time. This can also be played with Letter Cards in order to practice spelling.

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

Picture Game practices vocabulary, listening, 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 group and draw a picture of the key word you whispered. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.

Pop Up is a fun game that hones students' listening and speaking skills. Tell students which phonics sound to listen for and then slowly and clearly say several of

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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 target sound. Repeat with increasing speed. For added challenge, divide the class into teams and assign a different sound to each team.

Rhyme Time practices listening and speaking. Use pairs of Student Cards that rhyme (e.g., *map-cap* or *nap-tap*). Give each student a card. Play music or a chant from the unit. Students walk around the room until the music stops, then students must find a partner whose card rhymes with theirs. Check students found the correct partner by having pairs say their match aloud. Switch cards and play again.

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 word family, e.g, *am*. Students take turns around the circle to say key words that contain that word family: *slap, slap, clap, clap, (jam),* (*jam*), and so on, until you change the category.

Sound Families focuses on listening and speaking. Put 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 Bee practices spelling, listening, and speaking. Students take turns spelling words from a unit. You can also review several units at once with this game. Include new words from the stories and *Now try these!* words, as well. Have all students stand. Say a word. The first student should attempt to spell it correctly. If the student spells the word incorrectly, then he or she must sit down. Continue around the room with different words. The last student standing wins.

Spelling Race focuses on listening, speaking, and writing. Divide the class into three or four teams. Each team lines up and faces the board. Give the first student in each line 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 and then returns to his or her team. The second student then races to the board and writes the word family to complete the word. The team sounds the word out and then says it. The first team to finish wins.

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

Telephone is a fun, classic game that involves listening and speaking. Have the class form one line. Whisper a different sound and key word to the student at each end: */d/, /ad/, dad* and */b/, /ag/, bag*. Students whisper the sounds and key words along the line without repeating themselves. When the sounds and key words reach the end, have the students on the ends say the original sound and key word. This can also be played with sounds only or words only.

Touch builds listening and speaking skills. Use the target Student Cards for a unit. 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 (jet)* and having everyone repeat you as they try to touch the correct Student Card as quickly as possible. Then, have one student be the leader and say the next word. Repeat so that each student gets the chance to be the leader and say *Touch (jet)*. This game can also be played in time to a chant, especially with students interacting with cards as indicated by the words in the chant.

What's in the Cap? practices listening and speaking. Put the Student Cards in a cap (or any other container). Put students into pairs and 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.

Word Trace Relay practices writing. Divide the class into groups and put them in lines facing the board. Trace a word on the back of the last student in each line without letting the other students see. When you say *Go!* students trace the word down the line. The first student in each line quickly goes to the board to write the word and say 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. Play until all students have had a chance to be first and last.

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Unit 1 short a: a am an

Lesson 1 Objectives:

- Learn *short a*
- Learn four new key words

Key Words: cat, ant, yak, ax

Materials:

Phonics Cards 1–4

CD1 Tracks 03–06

Warm Up

If any students have names that begin with short /a/, greet them, saying *Hello (Adam)*, /a/, /a/, *(Adam)*. If this does not apply to any students, sing and review the Alphabet Song.

Use Pages 4–5

A. Listen and learn.

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

CD1 03

Do you remember the angry apple?
/a/ /a/ This is the /a/ sound.
And this is the letter A.
/a/ apple, angry apple
/a/ apple, angry apple

Have students stand in a circle. Use an apple or another small, soft object and have students toss it to each other, saying /a/ *apple, angry apple* each time.

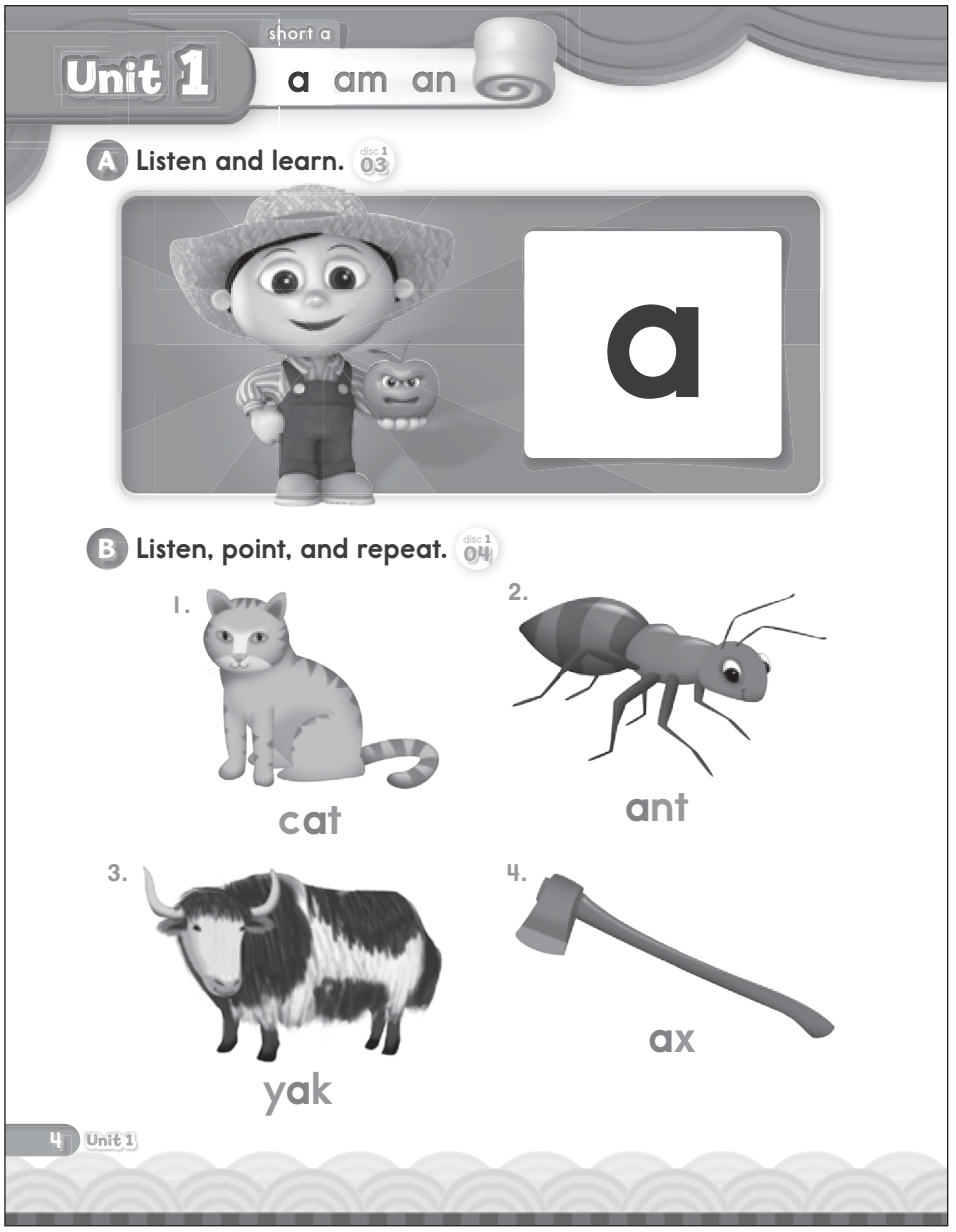
B. Listen, point, and repeat.

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

CD1 04

1. cat, cat
   cat, cat
2. ant, ant
   ant, ant
3. yak, yak
   yak, yak
4. ax, ax
   ax, ax

Point to the pictures in exercise B in a different order and have students sound out and name each one. Show the students that *short a* is in red in each word and can appear in both the first and middle positions. Then act out your own version of one of the key words. Have the class sound out the word as they mime your action,saying (/k/, /a/, /t/). Repeat the word (*cat*) as a class. Then have a student act out a word for the class. Repeat as time permits.



C. Listen and read. Then write.

Model the first one for the class, pointing to the letters as you say the sounds and the word: /a/, /x/, *ax*. Explain the slider to the students and show them how to move their finger along the slider to blend the sounds into words. Play CD1 Track 05. Have students point as they repeat the sounds. Then have students write the words.

CD1 05

1. /a/ /ks/ ax, ax
2. /a/ /n/ /t/ ant, ant
3. /k/ /a/ /t/ cat, cat
4. /y/ /a/ /k/ yak, yak

After students complete exercise C, have them point to the ax and say /a/, /ks/, *ax*. Then use the Phonics Cards. Have students tell you the sounds and words for the pictures on the Phonics Cards.

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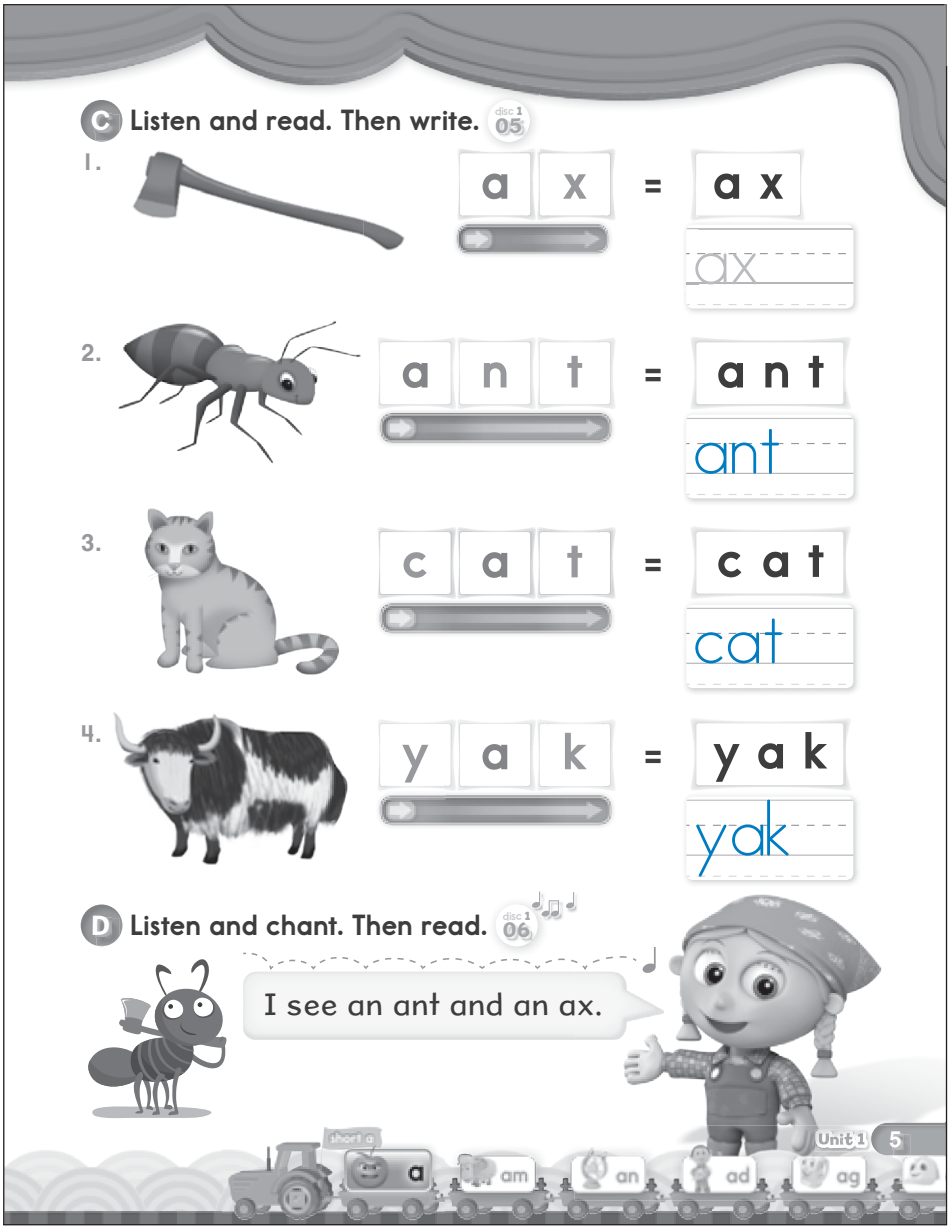

D. Listen and chant. Then read.

Play CD1 Track 06. Have students chant along with Farmer Fran. Each line repeats.

CD1 06

Ant, ant, ant
Ax, ax, ax
Ax, ax, ax, ant, ax
Ant, ant, ax, ax
I see
I see an ant
I see an ant and an ax. (x2)

Divide the students into groups that correspond to each key word in the chant. Play the chant again and have the students in each group perform an action (e.g., acting like an ant, chopping with an ax, etc.) when they say their word. Repeat the chant and assign different words and actions as often as time permits.

1. **Do As I Say.** Provide the students with motions that correspond to the unit's key words. For example, for *ax*, motion using an ax to chop a piece of wood. Have students join you in the motions and practice them until they understand each one. Then have the students watch you. Choose one motion and perform it. Students should imitate the motion and say its key word. As students get better at recognizing the motions, increase your speed. Repeat as time permits.
2. **Beanbag Toss** (p. 8). Display the target Phonics Cards. Students take turns tossing the beanbag (or another soft object) at a specific card and saying the key word of the card that is closest to where the beanbag lands. Have other students in the class repeat the word. Repeat until everyone has had a chance to play.
3. **Picture Game** (p. 8). Divide the class into small teams and give each team some paper and crayons. Whisper a key word to one student from each team. Without speaking, the student must draw the word for his or her team to guess. Each team must start at the same time. The first team to guess correctly wins a point. Repeat until each student has had a chance to draw. The team with the most points wins.

Practice and Components

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

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Unit 1 short a: a am an

Lesson 2 Objectives:

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

Key Words: ram, jam, yam, dam

Materials:

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

Warm Up

Show the class the four *short a* Phonics Cards and say the words. Then show one card at a time but don't say the key word. Students try to be the first to raise their hand and say the key word for the card. If the student is correct, the other students in the class repeat the key word. Repeat as often as time permits with the cards in a different order each time.

Use Pages 6–7

A. Listen and learn.

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

CD1 07

/a/ /m/ am /r/ /am/ ram
/a/ /m/ am /r/ /am/ ram

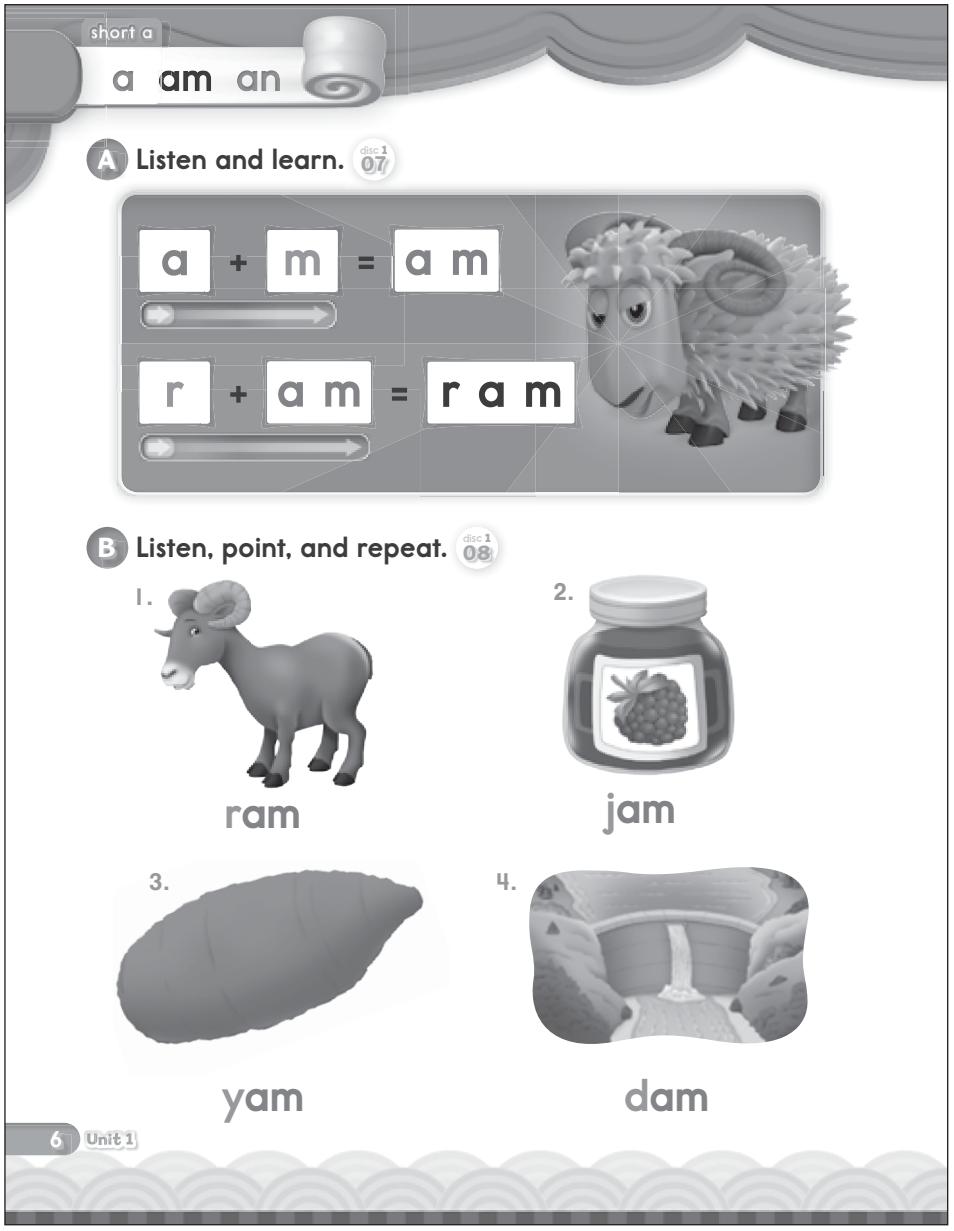
Have students move their fingers on the slider in the presentation box to blend the sounds together. Have students mimic you as you slide your finger on the slider to make *am* and *ram*.

B. Listen, point, and repeat.

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

CD1 08

1. /r/ /am/ ram, ram
   /r/ /am/ ram, ram
2. /j/ /am/ jam, jam
   /j/ /am/ jam, jam
3. /y/ /am/ yam, yam
   /y/ /am/ yam, yam
4. /d/ /am/ dam, dam
   /d/ /am/ dam, dam



Introduce the idea of **word families** (phonograms) to the students. Show the students how the word families in each key word are written in red. Then ask the students to pronounce each word family twice and then the word, e.g., /am/, /am/, *ram*.

C. Listen and circle the ones that rhyme.

Model the first one. Point as you say the names of the three items: *jam, yam, yak*. Then say only the word families: *-am, -am, -ak*. Elicit two rhyming words from the class (*jam, yam*) and have students circle them. Play CD1 Track 09. Have students point as they hear the words. Then have students do the activity.

CD1 09

1. jam, yam, yak
2. dam, ram, cat
3. jam, ax, dam

Check the answers with the class. Then say an *am* word and have students say a rhyming word. Repeat as often as time permits.

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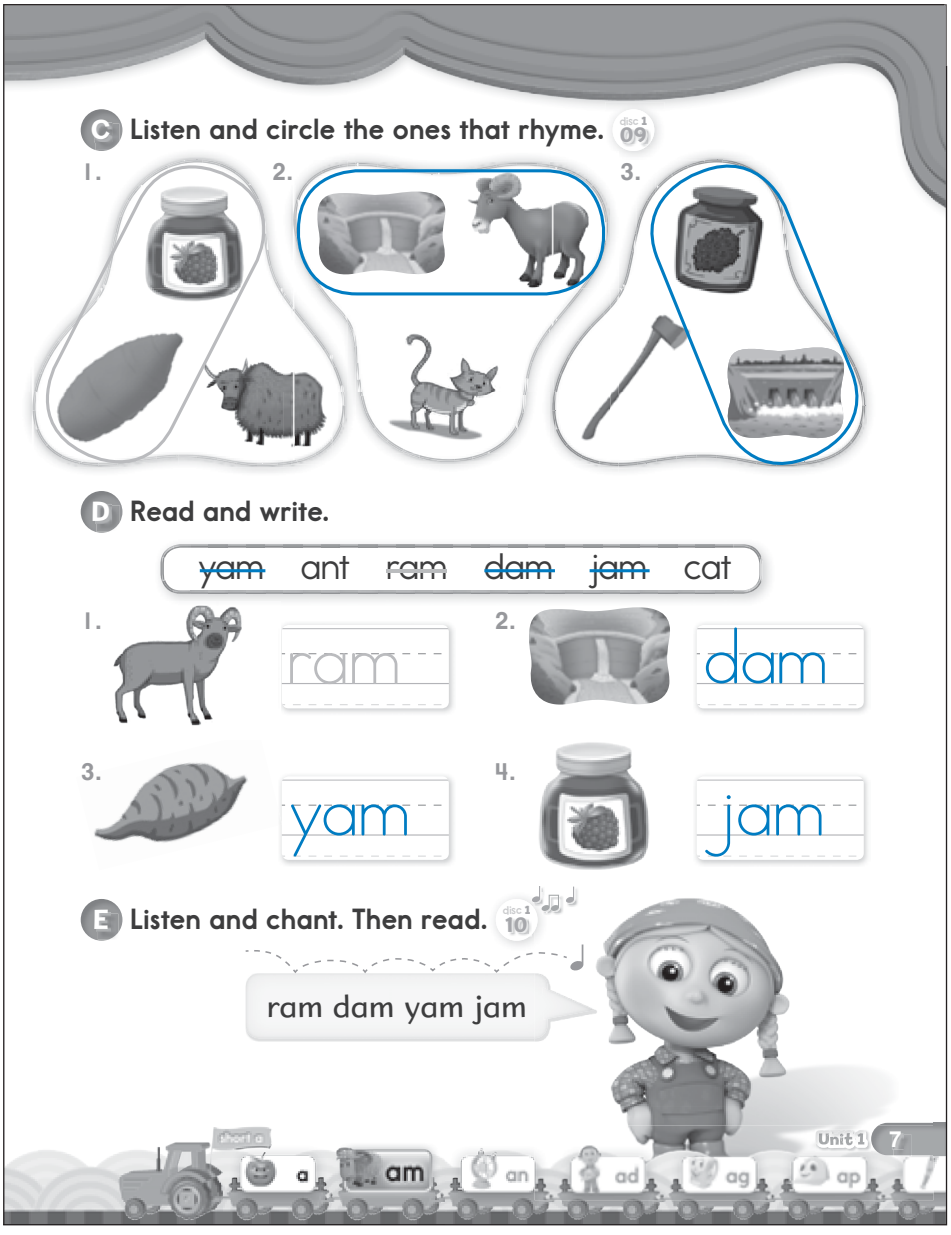

Games and Activities

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. **Line Up** (p. 8). Use as many Letter Cards as it takes to completely spell the key words. Give each student one of the Letter Cards. Then call out a word. The students with the appropriate Letter Cards line up in order to spell the word. Each student holds up his or her card and says their card's sound. Then the group says the word. Repeat the process and say a different word. After several rounds, change cards and play again.
3. **Spelling Race** (p. 9). 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 and then returns to his or her team. The second student then races to the board and writes the word family to complete the word. The team sounds the word out and then says it. The first team to finish wins. The two students go to the end of their line. Repeat with the other key words.

D. Read and write.

Model the first one. Point to the picture of the ram, say *ram*, write it, and cross it out in the word box. Then have students do the activity. After students finish, have them point to the items and say the words. If time permits, have students write the words on the board.

E. Listen and chant. Then read.

Play CD1 Track 10. Have students chant along with Farmer Fran. Each line repeats.

CD1 10

ram, dam, yam, jam
ram, dam, yam, jam
yam, yam, dam, dam
ram, ram, jam, jam
ram, dam, yam, jam

Divide the students into groups of four. Give each student one of the Student Cards for the four key words. Have the students in each group say the chant and hold up their card when they hear their word in the chant. Reassign the cards to different students and repeat the chant as time permits.

Practice and Components

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

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Unit 1 short a: a am an

Lesson 3 Objectives:

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

Key Words: fan, man, pan, can

Materials:

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

Warm Up

Play **Guess the Next Card**. Use the *short a* and *am* Phonics Cards. Have students stand and try to guess the name of each card before you show it. Students who guess correctly remain standing. Students who make a mistake sit down but can still participate. Each round, change the order of the cards. The last student left standing wins.

Use Pages 8–9

A. Listen and learn.

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

CD1 11

/a/ /n/ an /f/ /an/ fan
/a/ /n/ an /f/ /an/ fan

Divide the class into three groups: /a/, /n/, and /f/. Have groups take turns saying their sound. Then have the /a/ and /n/ groups come together to make an /an/ group and say their combined sound. Finally, have the /f/ and /an/ groups come together to say *fan*. Give each group a new sound and repeat.

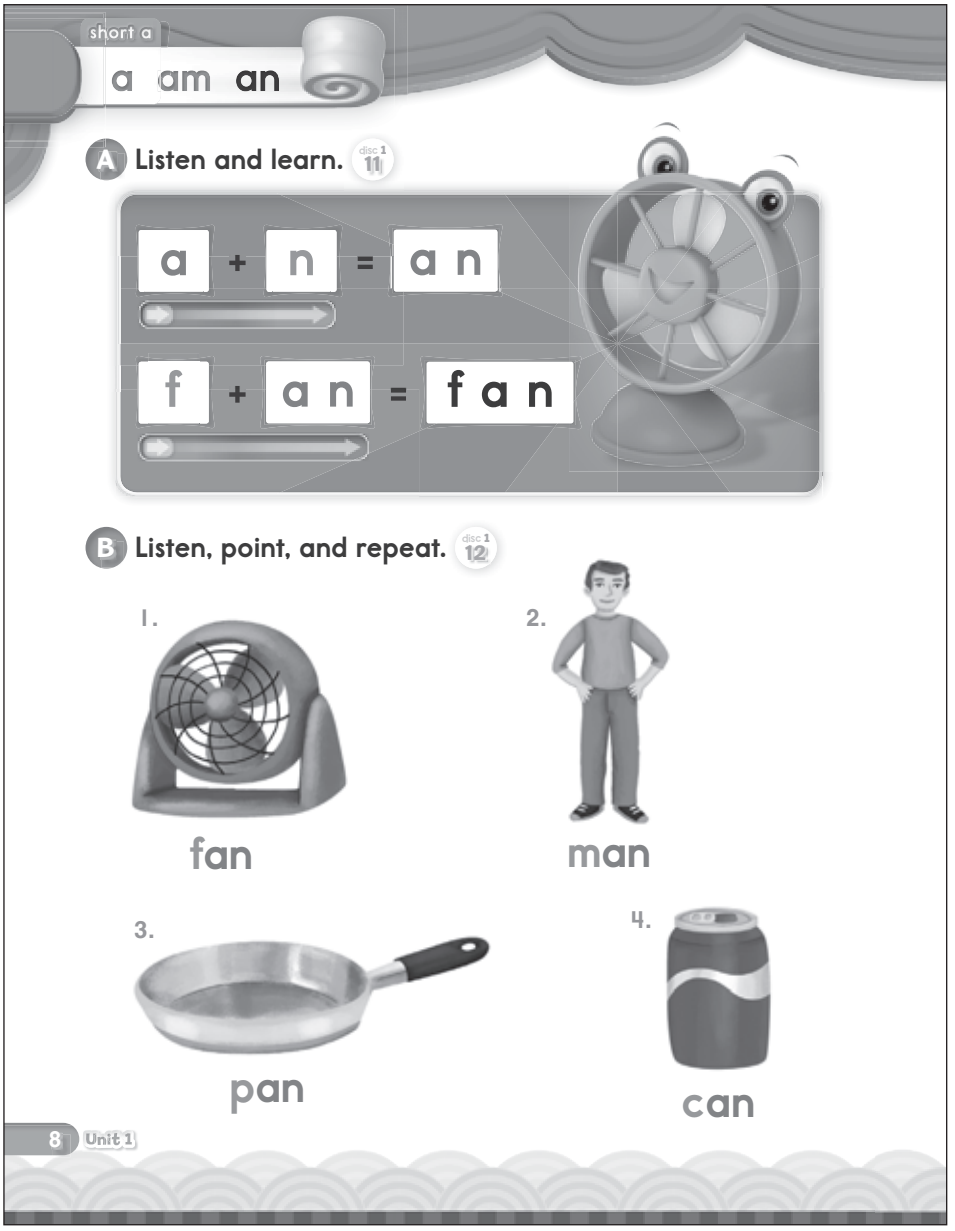
B. Listen, point, and repeat.

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

CD1 12

1. /f/ /an/ fan, fan
   /f/ /an/ fan, fan
2. /m/ /an/ man, man
   /m/ /an/ man, man
3. /k/ /an/ can, can
   /k/ /an/ can, can
4. /p/ /an/ pan, pan
   /p/ /an/ pan, pan

Point to the pictures in exercise B in a different order. Have students say (/f/, /an/, *fan*) and follow you as you point to the pictures at an increasing speed. Assist students with the /f/ and /p/ sounds, as these sounds can be problematic for some speakers.



C. Listen and circle.

Model the first one. Point to the can. Sound out the word, saying /k/, /an/, *can*, and show students how to circle the correct letters to make the word *can*. Play CD1 Track 13. Have students repeat the word as they circle the letters.

CD1 13

1. can, can
2. fan, fan
3. man, man
4. pan, pan

Check the answers by having the class sound out each word aloud. Then say each word and have students repeat.

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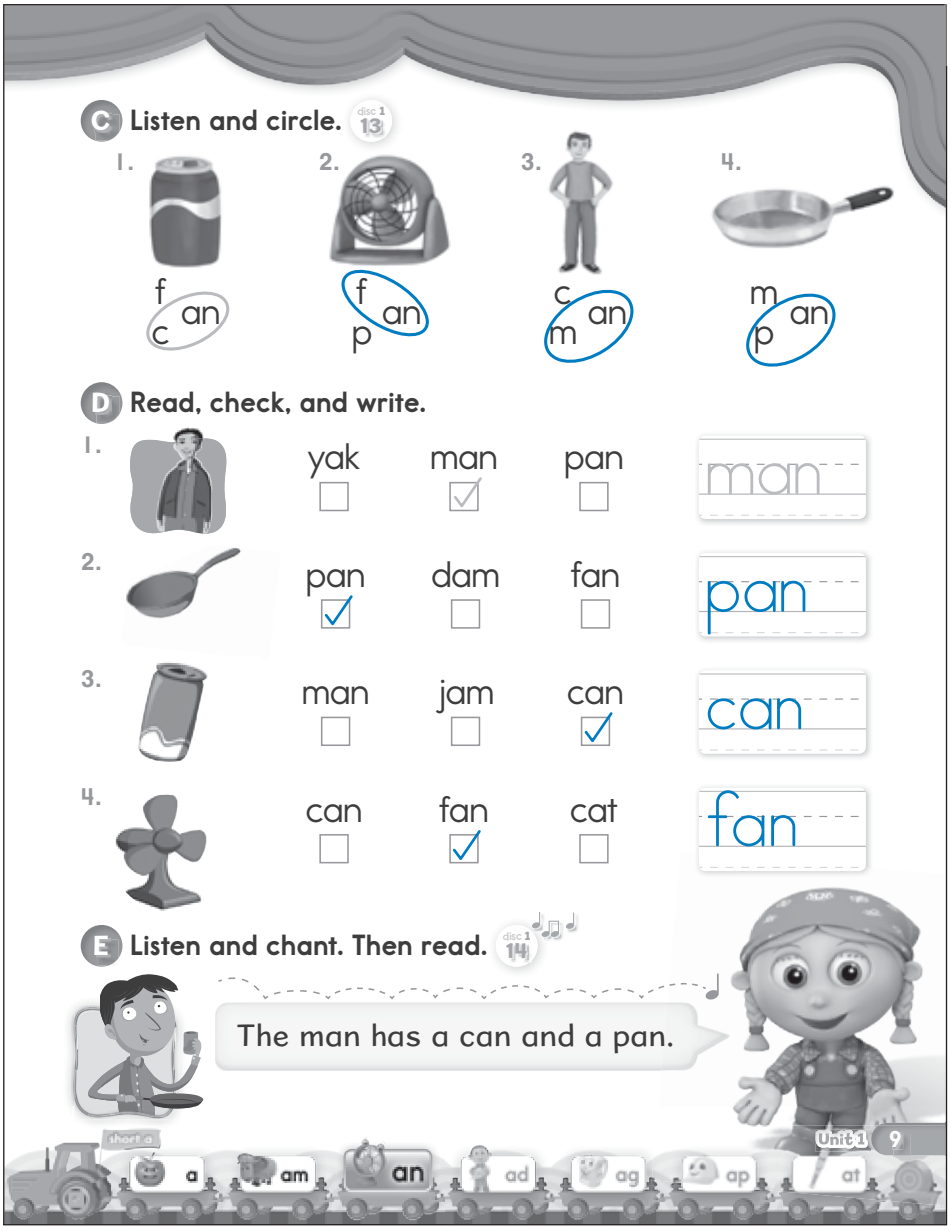

D. Read, check, and write.

Model the first one. Point to the picture and say *man*. Read the three words and show students where to check and write. Then have students do the activity. After they finish, check the answers with the class.

E. Listen and chant. Then read.

Play CD1 Track 14. Have students chant along with Farmer Fran. Each line repeats.

CD1 14

Man, can, pan
Man, can
Can, pan
Man, can, pan
The man
The man has a can
The man has a can and a pan. (x2)

Play the chant again and assign key word parts to different groups of students. Students must listen and stand when it is their group's part of the chant. At the end of the chant, the groups of students should stand and sit down quickly. Reassign key word parts and repeat the chant as time permits.

1. **Buzzers** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two "buzzers" on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous lessons.
2. **Hot Word.** Have students sit in a circle and give one Student Card to each. Play music while the students pass the cards in one direction around the circle. Students stop passing the cards when the music stops and say the word of the card in their hand. Repeat as time permits.
3. **Telephone** (p. 9). Have the class form one long line. Whisper a different sound and key word to the student at each end: e.g., /f/, /an/, *fan* and /m /, /an /, *man*. Students whisper the sounds and key words along the line without repeating themselves. When the sounds and key words reach the ends, have the students on the ends say the original sounds and key words. Change the key words and have different students stand at the ends of the line after each round. Repeat as time permits.

Practice and Components

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

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Unit 1 short a: a am an

Lesson 4 Objectives:

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

Sight Words: with, at, puts, on, for

Materials:

Phonics Cards 1–12
Student Cards 5–12
CD1 Tracks 15–16

Warm Up

Model the Unit 1 sounds for the students and have them repeat the sounds. Then play **Say It** with the Unit 1 Phonics Cards. Show four cards at a time and say their words. Put the cards down and have students say the key words in order. Repeat and increase the speed.

Use Pages 10–11

A. Circle.

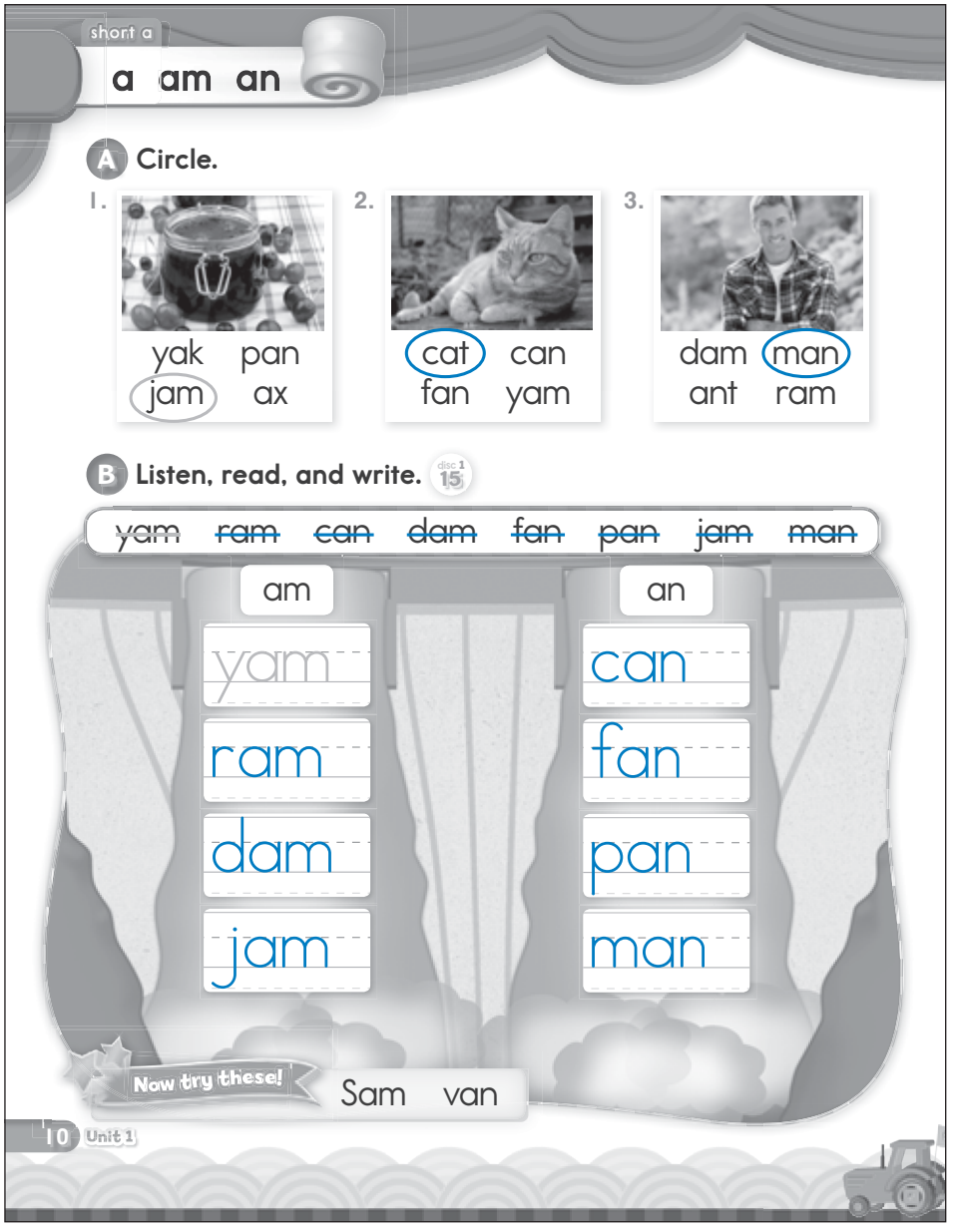
Before students do exercise A, point to each picture and repeat its key sound two times. Students should repeat after you and then say the word. After students complete exercise A, use the pictures as a way to review and encourage student speaking. Point to pictures in exercise A at random and have students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

B. Listen, read, and write.

Explain that students will repeat the words that they hear and write them in the correct column. Show students that there is a column for *am* words and a column for *an* words. Play CD1 Track 15.

CD1 15

yam, yam	fan, fan
ram, ram	pan, pan
can, can	jam, jam
dam, dam	man, man



Now try these!
Sam, van

Show students the *Now try these!* words. Have them try to read the words before you provide any assistance. Then point out the word families (phonograms) *am* and *an* in the two new words, sound them out, and read them for the students. Have students repeat after you. Draw pictures or demonstrate the meaning of the words for the class. Elicit into which column *Sam* and *van* should be placed. Elicit or say a sentence for each, such as *Sam is a man* and *The van is tan.*

C. Look and listen. Read along.

1. **Read along.** Play CD1 Track 16. Have the students listen to the story once.

CD1 16

Ants

1. A man with a van is at the dam.
2. He has a fan, a can, and a yam.
3. The ants want the yam!
4. The man puts jam on the yam for the ants.

Sight words: with, at, puts, on, for

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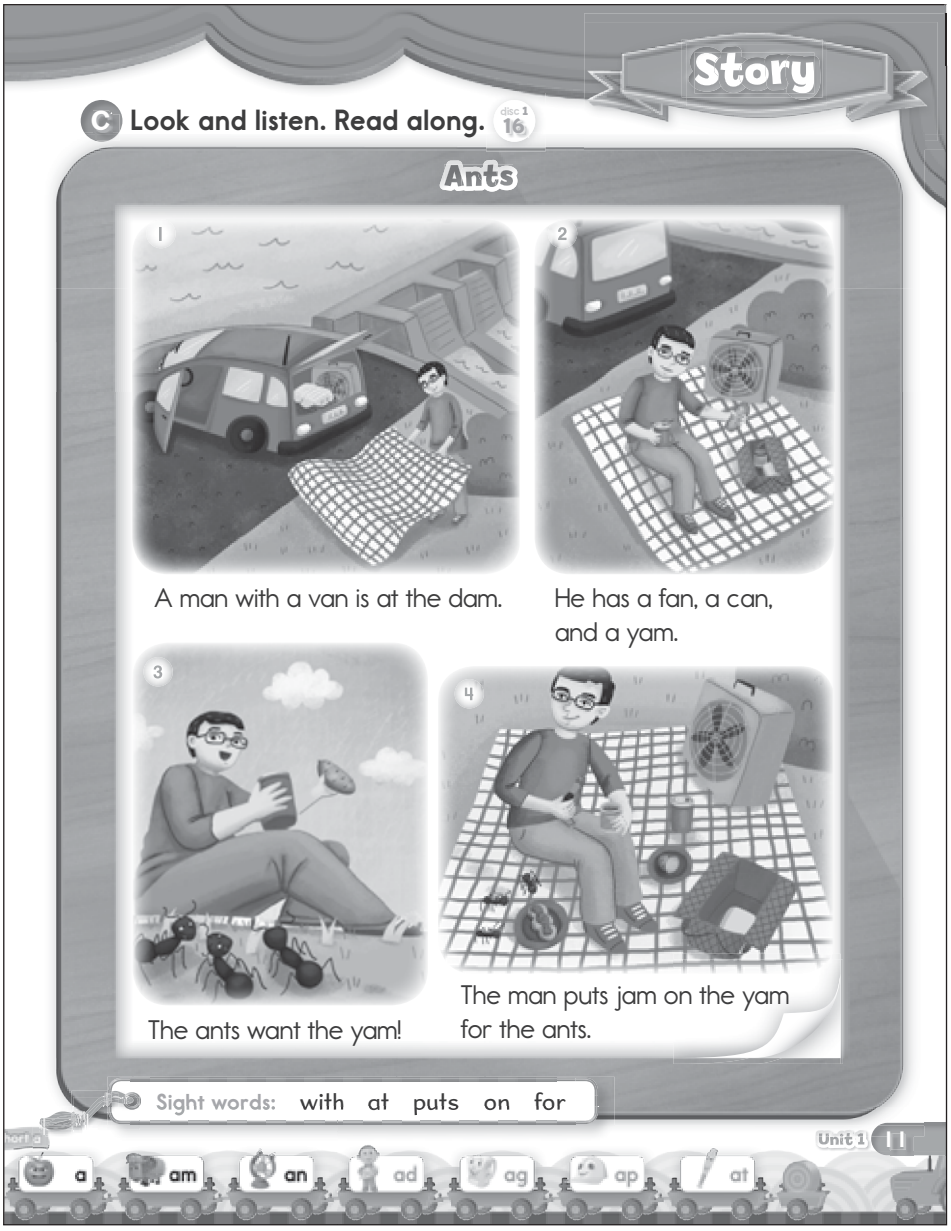

Play the audio again and have students point to pictures of the key words that they hear in the audio and see in the story. Then model reading the story. Finally, have students read the story on their own.

2. **Paired reading.** Have student pairs take turns reading the story sentences.
3. **Act it out.** Have students act out the story. Assign the role of the man to one student. Assign the role of the ants to three other students. Choose a few students to represent the other objects in the story. Encourage students to have fun while they act out the story. When they are finished, choose different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat. Then have the students read the sight words by themselves. Read through the story one final time. This time, have students raise their hands each time they read and hear a sight word.

1. **Sound Families** (p. 9). Divide students into groups of three or four. Give each group a set of shuffled *am* and *an* Student Cards. When you say *Go!* students put the cards into two groups: *am* and *an*. The first group to finish wins. Reshuffle the cards, have students change groups, and repeat the game as time permits.
2. **Tongue Twisters** Write a tongue twister on the board using Unit 1 key words. For example, *The ram on the dam puts jam on the yam.* 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, such as *The cat and the ant put the ax in the pan.*
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 11 in the Student Book. Have them illustrate their stories and include pictures that represent the key words, such as *man* and *ant*. Encourage them to add words to their story. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 5. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and the answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 1 Online Test

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Unit 2 short a: ad ag ap at

Lesson 1 Objectives:

- Learn /ad/, *ad*, /ag/, and *ag*
- Learn four new key words

Key Words: dad, pad, bag, rag

Materials:

Phonics Cards 13–16
Student Cards 13–16
CD1 Tracks 17–20

Warm Up

Play **Match It.** Give each student a set of shuffled Unit 1 Student Cards. Say one of the key words. Students race to hold their card up and repeat after you. Continue until you've said all of the words.

Use Pages 12–13

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 17.

CD1 17

/a/ /d/ ad /a/ /g/ ag
/a/ /d/ ad /a/ /g/ ag
/d/ /ad/ dad /b/ /ag/ bag
/d/ /ad/ dad /b/ /ag/ bag

Put multiple Student Cards for *dad* and *bag* into a bag. Have the class stand in a circle. Give the student next to you the bag. The student draws a card and says the word. Then the class says (/d/, /ad/, *dad*), while passing the bag around. When they are done speaking, students stop passing the bag and the student holding it draws a new card and says the word. The class then says the line for the new card. Repeat as time permits.

B. Listen, point, and repeat.

Play CD1 Track 18. Have students point as they repeat the words.

CD1 18

1. /d/ /ad/ dad, dad
   /d/ /ad/ dad, dad
2. /p/ /ad/ pad, pad
   /p/ /ad/ pad, pad
3. /b/ /ag/ bag, bag
   /b/ /ag/ bag, bag
4. /r/ /ag/ rag, rag
   /r/ /ag/ rag, rag

Point to the pictures in exercise B in a different order and have students name each one. Help with pronunciation.

C. Listen and number.

Play CD1 Track 19. Have students write the number under the correct picture.

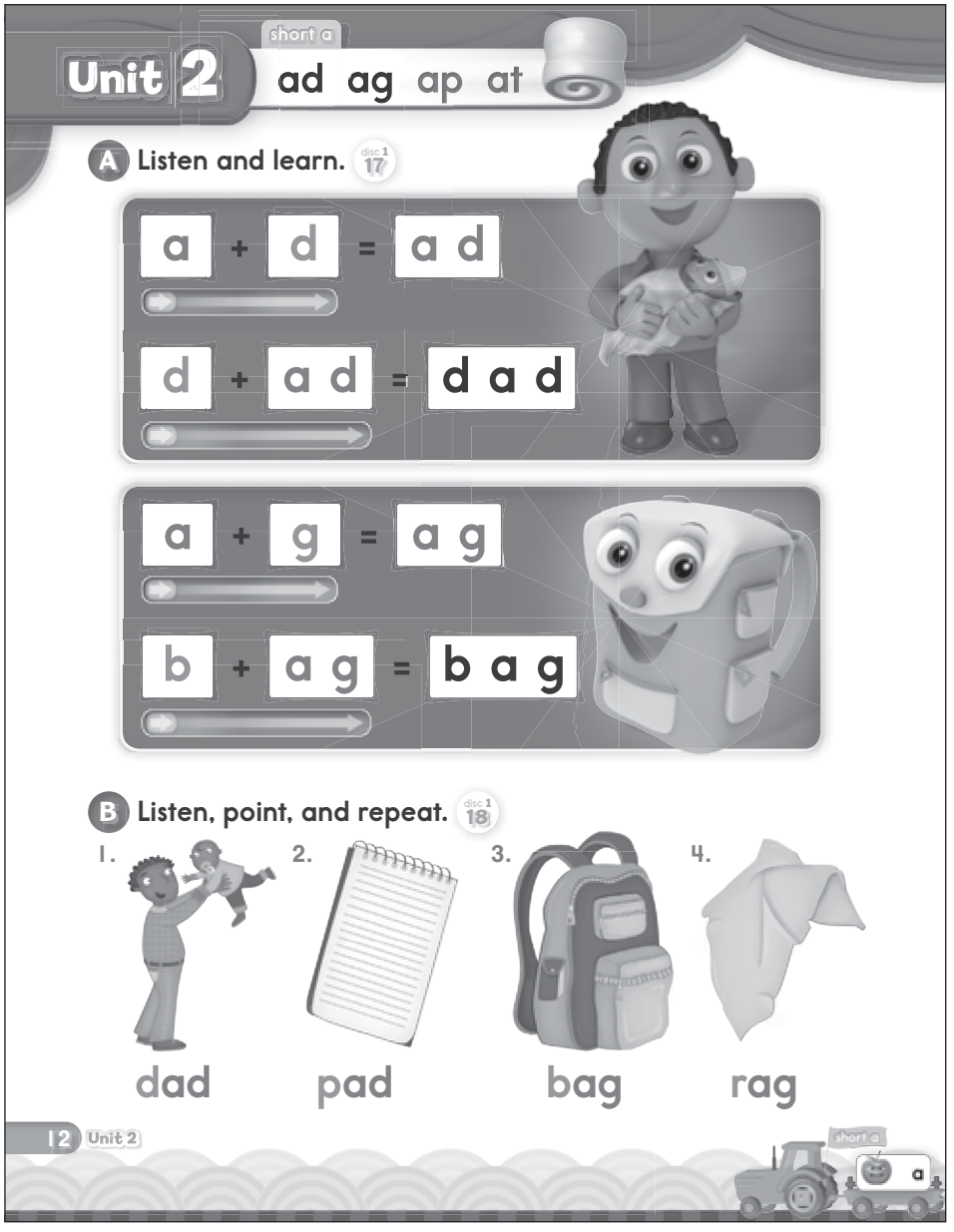
CD1 19

1. bag, bag
2. rag, rag
3. pad, pad
4. dad, dad

Check the answers with the class. Then play **Teacher's Mistake** (p. 9) with the *ad* and *ag* Phonics Cards.

D. Circle and write.

Model how to do the activity. Point to the picture and say *bag*. Then say the letter names aloud, make each letter's sound, and show students how to circle them and write the word. After students have completed exercise D, check their answers. Do a quick



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1. **Odd One Out.** Display the *ad* and *ag* Phonics Cards and include one or two cards from the previous unit. Have students say the word of each card aloud and raise their hands when they say the word of a card that doesn't belong with the *ad* or *ag* cards.
2. **Match the Order.** Divide the class into teams of four and have each team stand around a desk. Place a set of *ad* and *ag* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes for a moment. Display the *ad* and *ag* Phonics Cards, picture-out, at the front of the room. When you say *Go!* the teams open their eyes and try to match the order of their Student Cards with the order of the displayed Phonics Cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat as time permits.
3. **Picture Game** (p. 8). 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 group and draw a picture of the key word you whispered. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.

dictation activity. Spell and sound out the words. Have students write.

E. Listen and chant. Then read.

Play CD1 Track 20. Have students chant along with Farmer Fred. Each line repeats.

CD1 20

Bag, dad, pad, rag
Bag, dad, pad, rag
Dad, dad, rag, rag
Pad, pad, bag, bag
Bag, dad, pad, rag

Then divide the students into groups that correspond to one of the key words in the chant. Have the students in each group perform an action when their word is said in the chant. For example, have the *bag* group of students mime holding a bag when they hear and chant *bag*. Give each group a new action and repeat the chant as often as time permits.

Practice and Components

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

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Unit 2 short a: ad ag ap at

Lesson 2 Objectives:
- Learn /ap/ and *ap*
- Learn four new key words

Key Words: cap, map, nap, tap

Materials:
Phonics Cards 17–20
Student Cards 17–20
CD1 Tracks 21–24

Warm Up

Show the pictures on the *ad* and *ag* Phonics Cards and say the word for each. Then shuffle in four Phonics Cards from a previous unit, but don't let the students see them. Next, show the class the cards. Flip though in a steady rhythm before putting them down on the desk. Every time an *ad* or *ag* card appears, students must try to quickly call out /ad/ or /ag/ and say the word. Shuffle and repeat.

Use Pages 14–15

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 21.

CD1 21

/a/ /p/ ap /k/ /ap/ cap
/a/ /p/ ap /k/ /ap/ cap

Use a real cap or draw a picture of one. Hold it and say /k/, /ap/, *cap*. Then toss it to a student who repeats /k/, /ap/, *cap* and tosses it to another student. Continue around the room.

B. Listen, point, and repeat.

Play CD1 Track 22. Have students point as they repeat the words.

CD1 22

1. /k/ /ap/ cap, cap
   /k/ /ap/ cap, cap
2. /m/ /ap/ map, map
   /m/ /ap/ map, map
3. /n/ /ap/ nap, nap
   /n/ /ap/ nap, nap
4. /t/ /ap/ tap, tap
   /t/ /ap/ tap, tap

Make a gesture for each word as you say it. Have students mimic your gestures and repeat the words. Continue saying words and gesturing. Increase your speed.

C. Listen and circle the ones that rhyme.

Play CD1 Track 23, number 1. Pause and make sure students circled *tap* and *map*. Then play the rest of Track 23.

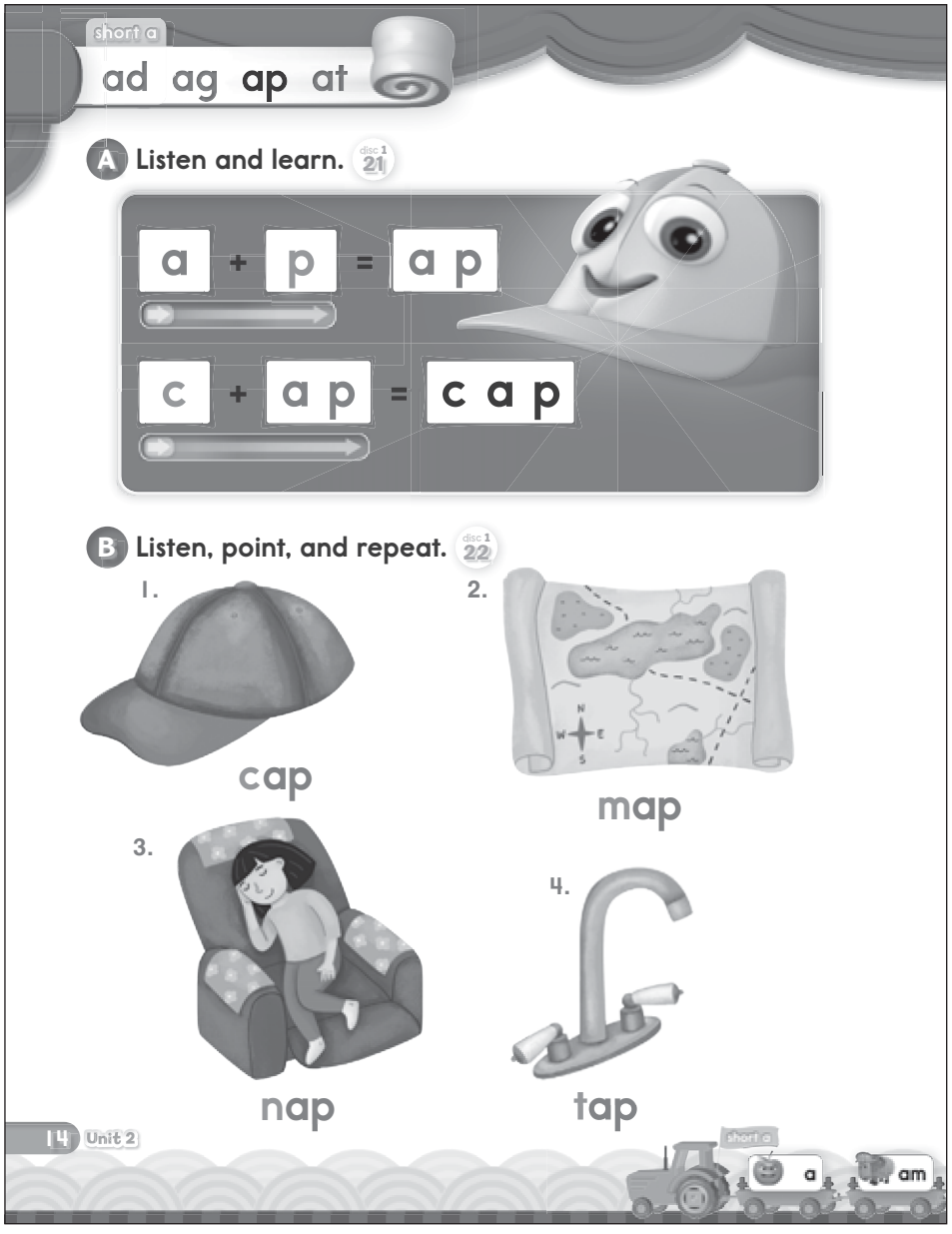
CD1 23

1. ant, tap, map
2. bag, nap, cap
3. map, pan, nap

After students finish, check their answers. Then display the *ap* and some *ad* and *ag* Phonics Cards. Invite students to point to the *ap* cards. Check their answers with the class by saying the names aloud.

D. Read and match. Then write.

Model the first one. Say *tap*, follow the maze, and write *tap*. Then have students complete the exercise. Check



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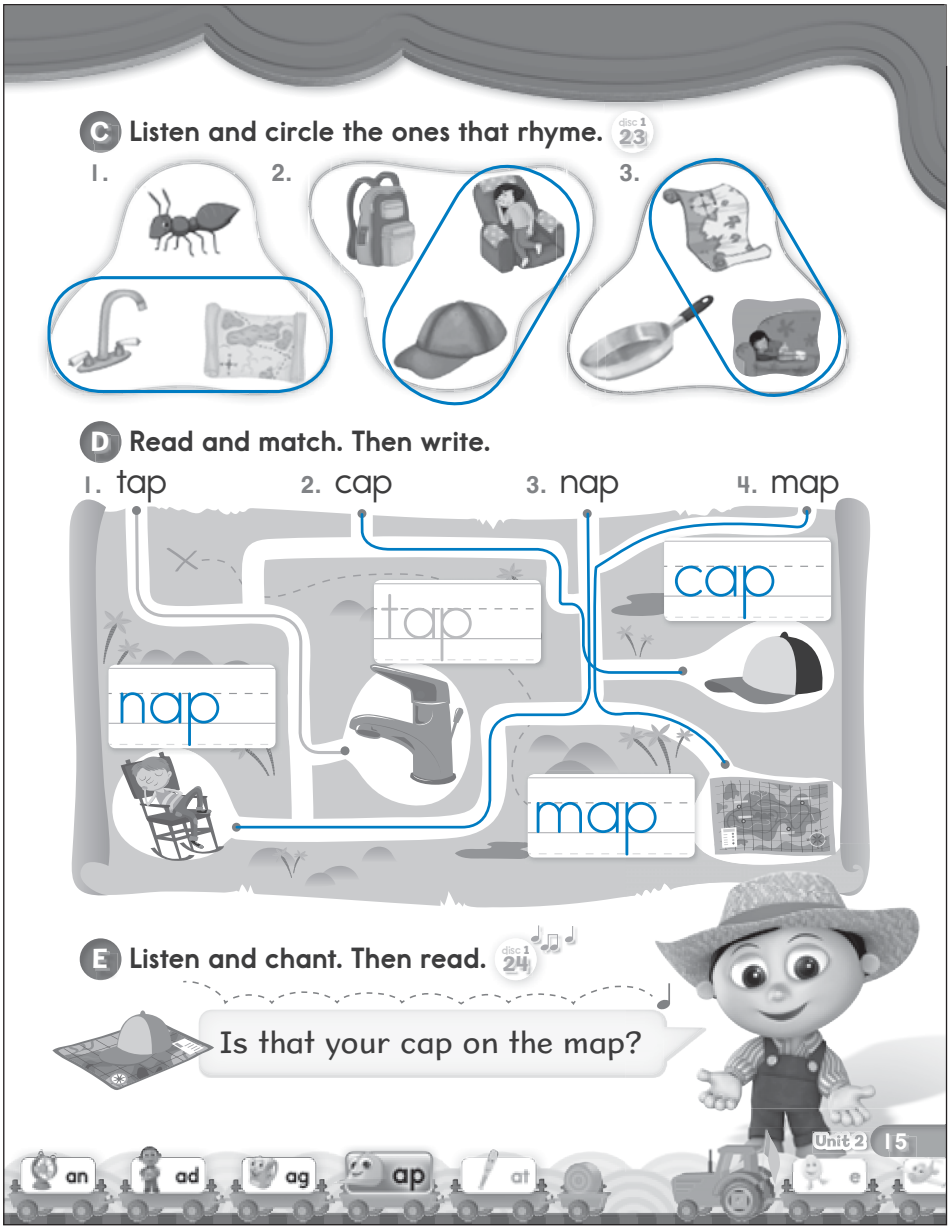

their answers. Finally, have three or four students come to the board. Have them race to write the *ap* words that you say.

E. Listen and chant. Then read.

Play CD1 Track 24. Have students chant along with Farmer Fred. Each line repeats.

CD1 24

Cap, cap, cap
Map, map, map
Map, map, map, cap, map
Cap, cap, map, map
Is that
Is that your cap
Is that your cap on the map? (x2)

Place the students into groups of four around a desk that has four *cap* Student Cards and one *map* Student Card on it. When they get to the last lines, students put one *cap* card on the *map* card. Then play the chant again. Students point to the cards as they chant, making sure they point to another student's *cap* card at the line *Is that your cap on the map?*

1. **What's in the Cap?** (p. 9) Put the *ap* Student Cards in a cap. Put students into pairs, arrange the pairs in a circle, and 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. Then the pair passes the cap to the next pair. For extra challenge, add the *ad* and *ag* cards.
2. **Rhyme Time** (p. 9). Use pairs of *ad*, *ag*, and *ap* Student Cards. Give each student a card. Play music or the chant from exercise E. Students walk around the room. When the music stops, students must find a partner whose card rhymes with theirs, such as *map-cap* or *nap-tap*. Check that students found a correct partner by having pairs say their rhyming words aloud. Have students trade cards and play again.
3. **Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word. Students go back to their teams 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.

Practice and Components

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

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Unit 2 short a: ad ag ap at

Lesson 3 Objectives:

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

Key Words: bat, rat, hat, mat

Materials:

Phonics Cards 21–24
Student Cards 21–24
Letter Cards
CD1 Tracks 25–29

Warm Up

Play **Pop Up** (p. 8). Tell students to listen for a target sound, such as /ap/, and then slowly and clearly say several Unit 2 key words that include and don't include the target sound. Students stand when they hear the target sound and sit when they hear a different target sound.

Use Pages 16–17

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 25.

CD1 25

/a/ /t/ at /b/ /at/ bat
/a/ /t/ at /b/ /at/ bat

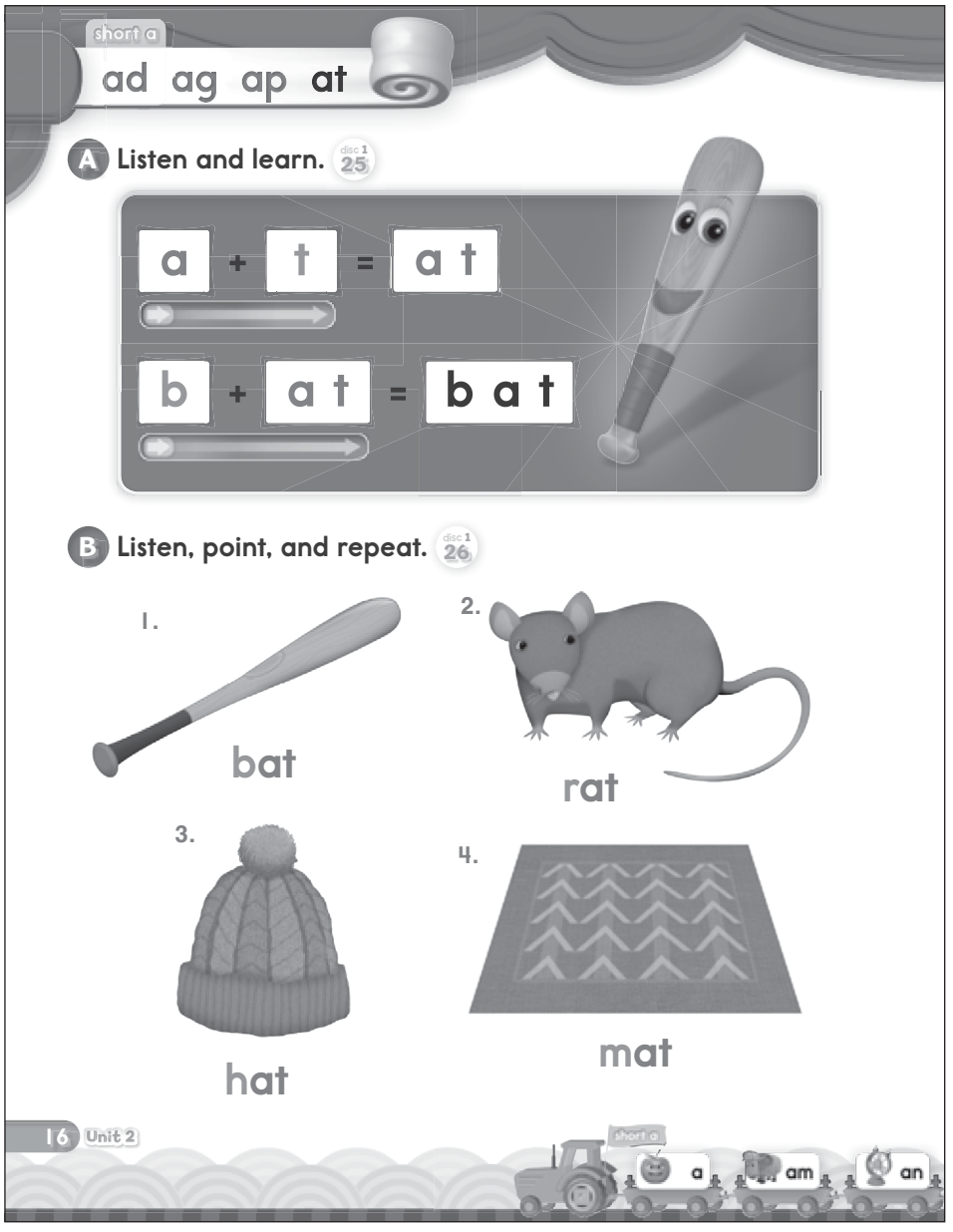
Divide students into groups of four. Groups take turns repeating the presentation and using their arms to mime swinging a bat. Encourage students to have fun acting like baseball players.

B. Listen, point, and repeat.

Play CD1 Track 26. Have students listen and point as they repeat.

CD1 26

1. /b/ /at/ bat, bat
   /b/ /at/ bat, bat
2. /r/ /at/ rat, rat
   /r/ /at/ rat, rat
3. /h/ /at/ hat, hat
   /h/ /at/ hat, hat
4. /m/ /at/ mat, mat
   /m/ /at/ mat, mat



Point to the pictures in exercise B in a different order. Have students sound out and say the words as you point to the pictures with increasing speed.

C. Listen and circle the one that rhymes.

Play CD1 Track 27. Have students point to the words as they hear them. Then have students circle the picture that rhymes with each word.

CD1 27

1. mat, pad, cap, rat
2. hat, bat, yak, can
3. bat, rag, fan, mat
4. rat, ax, hat, ram

After students complete exercise C, check their answers. Then have students close their books. Call out any two key words from the unit and occasionally choose two key words that rhyme. Students raise their hands if the words rhyme and repeat the words.

D. Listen, match, and write.

Model the first one. Say *rat*, show the matching line, and write *rat*. Then play CD1 Track 28. Have students complete the activity on their own.

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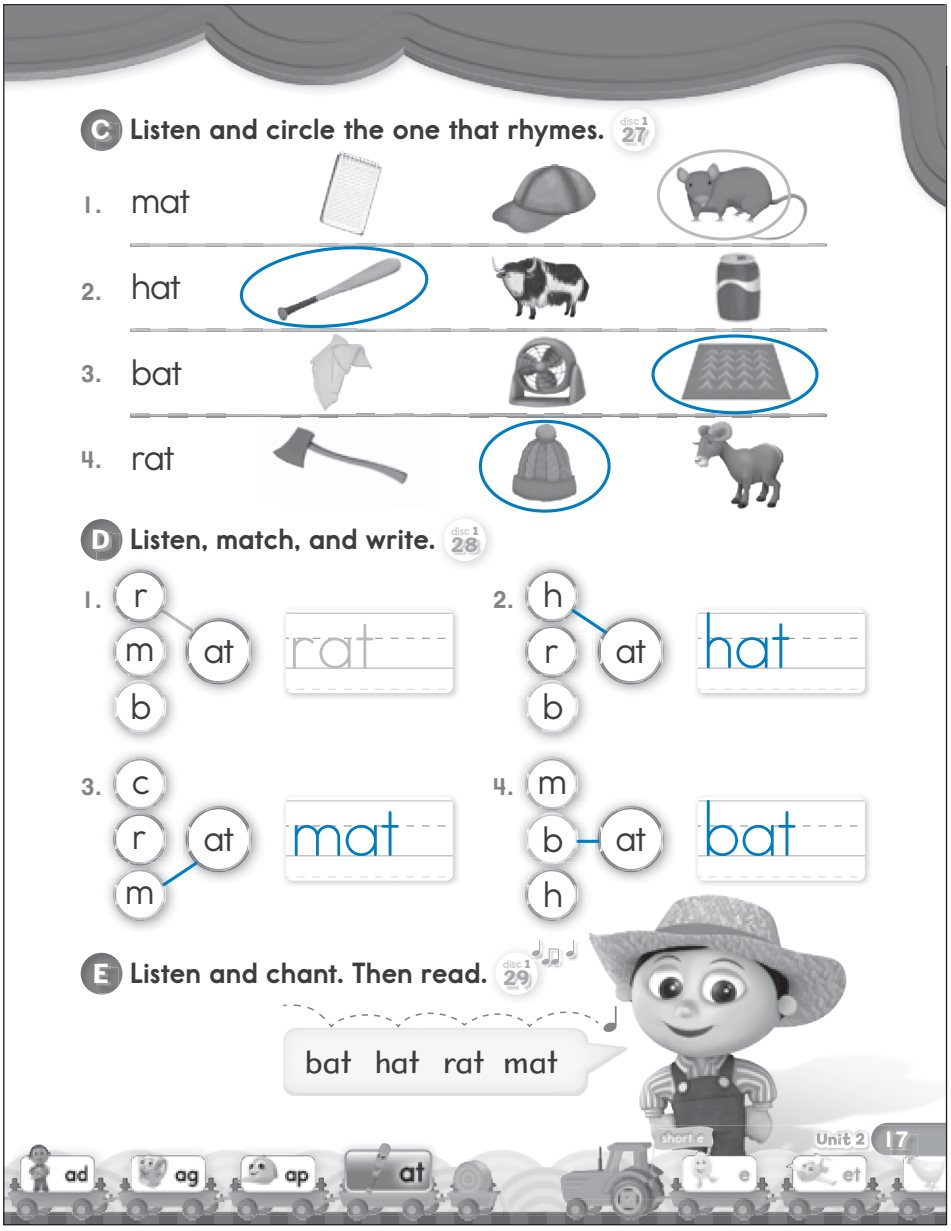

CD1 28

1. rat, rat
2. hat, hat
3. mat, mat
4. bat, bat

After students have finished, have them point to the first one and say *rat*, /r/, /at/, *rat*. Then say a word and elicit the sounds and spelling from the students. If time permits, include other words from previous lessons in the unit and elicit the sounds and spellings from the students. As a review tool, you can recreate this activity on the board and replace the letters and word families (phonograms) with those of Unit 1.

E. Listen and chant. Then read.

Play CD1 Track 29. Have students chant along with Farmer Fred. Each line repeats.

CD1 29

bat, hat, rat, mat
bat, hat, rat, mat
rat, rat, hat, hat
bat, bat, mat, mat
bat, hat, rat, mat

Have students put their *at* Student Cards on their desks. Repeat the chant. This time, have students hold up the corresponding cards during the last lines.

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, picture-up, on each chair. Say the name of one of the cards. The students race to be the first to sit on the chair with that card. For added challenge, use additional cards and chairs.
2. **Spell It.** Put students into small teams of three or four. Give each team a set of *at* Student Cards and a set of Letter Cards. Say one of the key words. Groups race to spell the word with the Letter Cards and find the picture in the Student Cards. The first team to do so and raise their hands wins. Repeat with other key words.
3. **Word Trace Relay** (p. 9). Divide the class into teams of four or five and put them in lines facing the board. Trace a word on the back of the last student in each line without letting the other students see. When you say *Go!* students trace the word on each other's backs, one at a time down the line. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for their team. The first student moves to the back of the line to change the order. Teams play until all students have had a chance to be first and last.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 8. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

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Unit 2 short a: ad ag ap at

Lesson 4 Objectives:

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

Sight Words: day, girl, she, we, use, then, take

Materials:

Phonics Cards 13–24
Student Cards 13–24
CD1 Tracks 30–31

Warm Up

Play **Down the Line** (p. 8) to review the key words from Unit 2.

Use Pages 18–19

A. Circle.

Before students do exercise A, point to each picture and sound it out two times: /b/, /ag/, /b/, /ag/. Students should repeat after you and then say the word: /b/, /ag/, *bag*. Have students do this for all three words in each set before they make their decision.

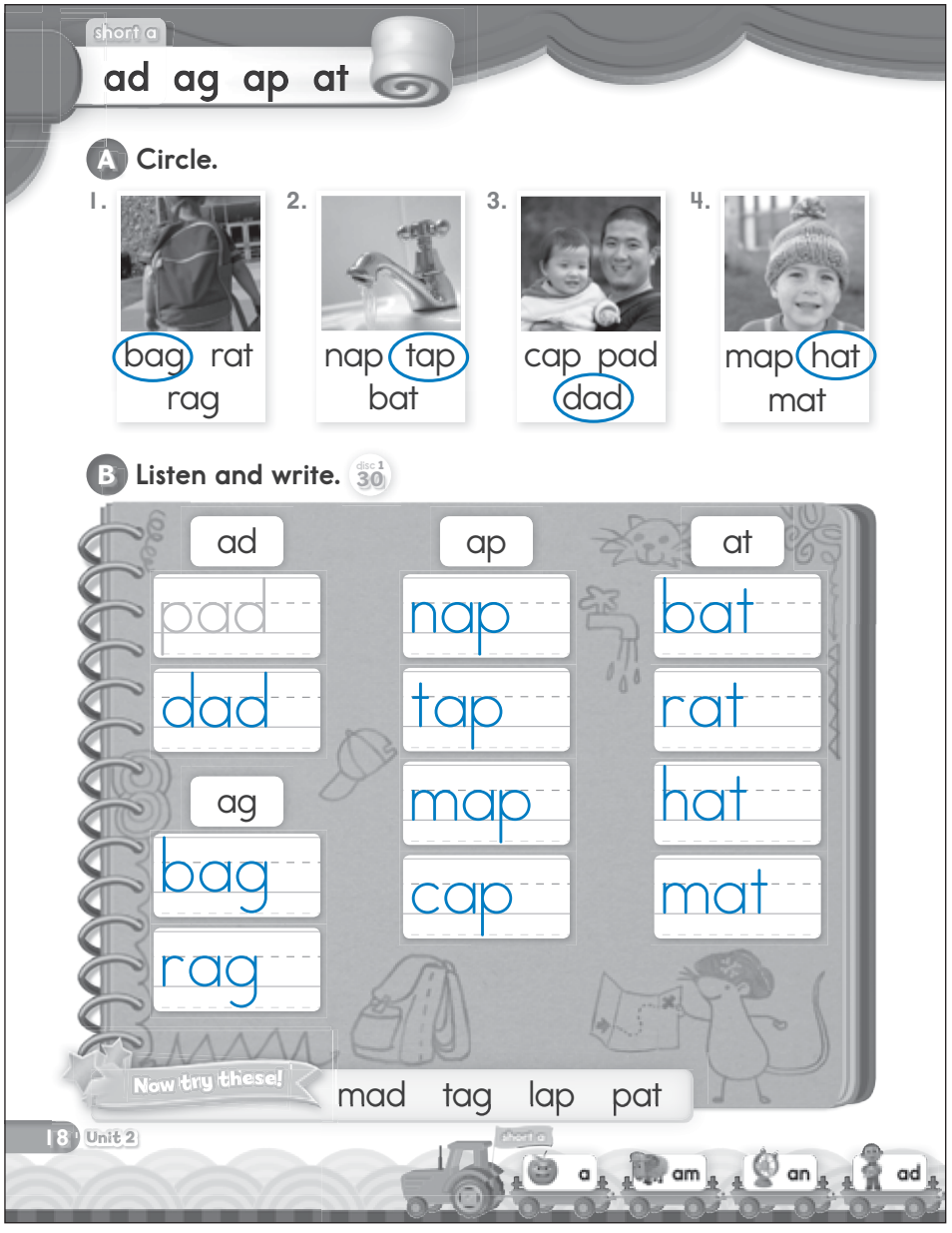
B. Listen and write.

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

CD1 30

pad, pad	rat, rat
bag, bag	map, map
nap, nap	hat, hat
bat, bat	cap, cap
tap, tap	rag, rag
dad, dad	mat, mat
Now try these!	
mad, mad	lap, lap
tag, tag	pat, pat

Write *ad, ag, ap,* and *at* as column headings on the board. Have students tell you the words that they heard. Write the words in the correct columns on the board. Then, have students



check their answers with your answers on the board. Then have the students write the *Now try these!* words in the correct columns on the board. Draw pictures or act out their meanings for students and use them in sentences, e.g., *I can tag the man. He is mad. The cat is on his lap. He can pat the cat.*

C. Look and listen. Read along.

1. **Read along.** Play CD1 Track 31. Have the students listen to the story once.

CD1 31

A Day with Dad

1. This is my dad. He has a hat, a bag, and a map.
2. That is my girl. She has a bat and a cap.
3. At the house, we use the tap.
4. Then we take a nap!

Sight words: day, girl, she, we, use, then, take

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, model reading

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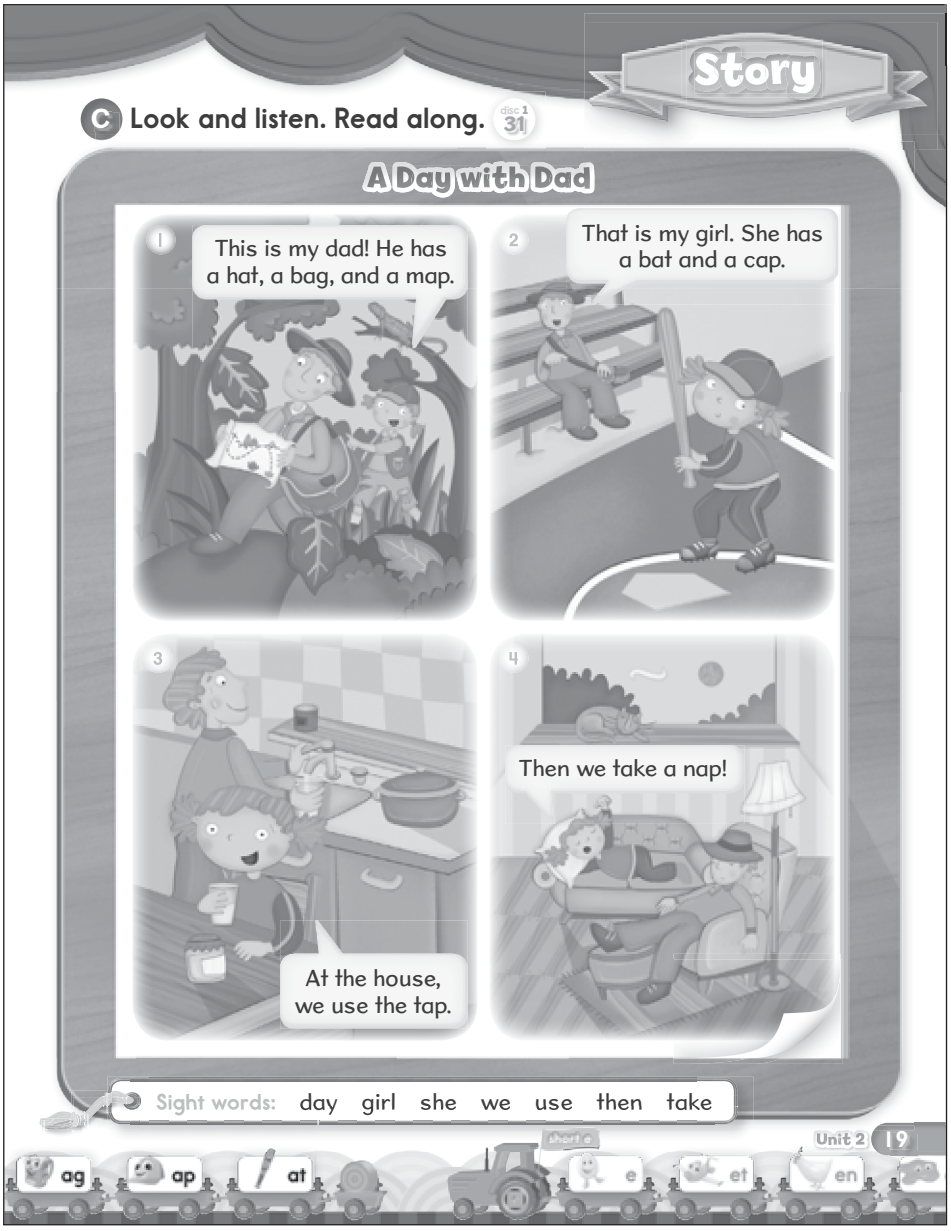

the story and have students read the story on their own.

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 dad and the girl to two student volunteers. Encourage students to have fun while they act out the story. When they are finished, choose two different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have students read the sight words by themselves. Have students locate the sight words in the text of the story. If time permits, read the story aloud one more time. Have students raise their hands when they hear one of the sight words.

1. **Touch** (p. 9). Use the Unit 2 Student Cards. Divide students into groups of five or six and have each group make a circle around a desk. Spread the Student Cards, with their pictures up, on the desk in the middle of each group. Model the game, saying *Touch (map)* and have 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 and say *Touch (hat)*.
2. **Rhythm Circle** (p. 9). Students sit in a circle and keep a simple rhythm as you call out a word family (phonogram), such as *at*. Students take turns around the circle to say words with that sound at the end of their rhythm: *slap, slap, clap, clap, (bat), (bat)*, and so on, until you change the word family.
3. **Sentence Share.** Divide the students into pairs. Say a sentence or two, for example: *The girl has a hat. She takes a nap*. Pairs write the sentences and quickly draw or sketch them out. Have pairs read the sentences as they show their pictures to the class.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 9. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 2 Online Test

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Review 1 short a: a am an ad ag ap at

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:

cat, ant, yak, ax
ram, jam, yam, dam
fan, man, pan, can
dad, pad, bag, rag
cap, map, nap, tap
bat, rat, hat, mat

Sight Words:

with, at, puts, on, day, girl, for, she, we, use, then, take

Materials:

Phonics Cards 1–24
Student Cards 1–24
CD1 Tracks 32–33

Warm Up

Write the word families *am*, *an*, *ad*, *ag*, *ap*, and *at* on the board. Model the sounds for the students and have them repeat after you. Then use the Phonics Cards to review the words from Unit 1 and Unit 2. Show the cards and elicit responses. Explain how all the words are *short a* words.

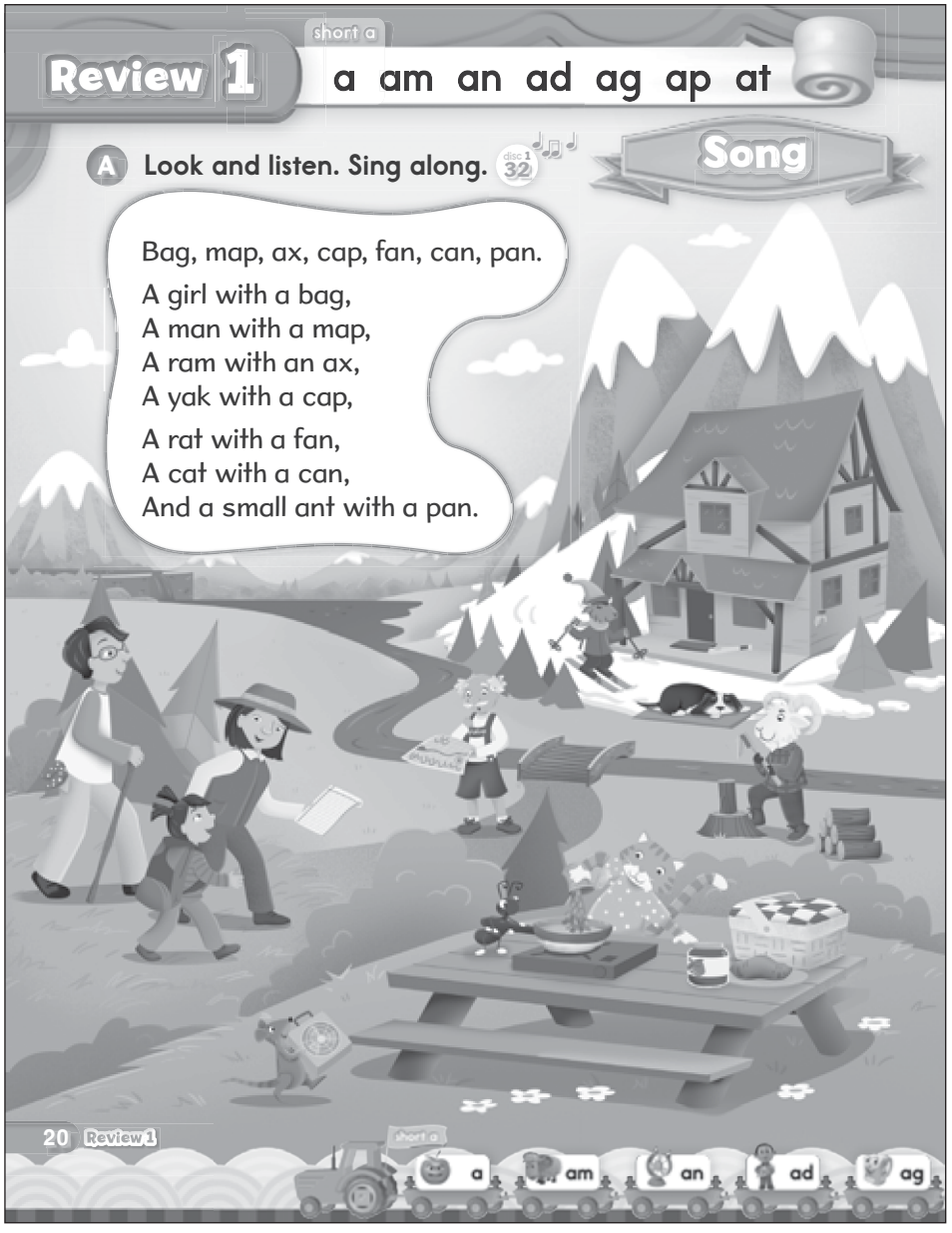
Use Pages 20–21

A. Look and listen. Sing along.

Play CD1 Track 32. Have students listen to the song one time.

CD1 32

Bag, map, ax, cap, fan, can, pan.
A girl with a bag,
A man with a map,
A ram with an ax,
A yak with a cap,
A rat with a fan,
A cat with a can,
And a small ant with a pan.



Circle the pan, circle the yak, circle the bag.

Circle the map, circle the rat, circle the ram.

Play the song again. Have students sing along and point to the pictures that represent the key words. At the end of the song, have students circle the items that the song instructs them to circle. Then point to the people and objects in the picture on page 20 in a random order. Have students say the sound and the word that corresponds to each picture, e.g., /k/, /at/, *cat*.

Continue pointing to pictures around the page as time permits and increase your speed incrementally.

B. Listen and circle the ones that rhyme.

Model the first one for the students. Say the words of all four pictures. Have students repeat after you. Slowly say *map* and *tap* multiple times, circle them, and have students circle them in their Student Books. Then play CD1 Track 33. Have students repeat the words they hear and circle the pictures of words that rhyme.

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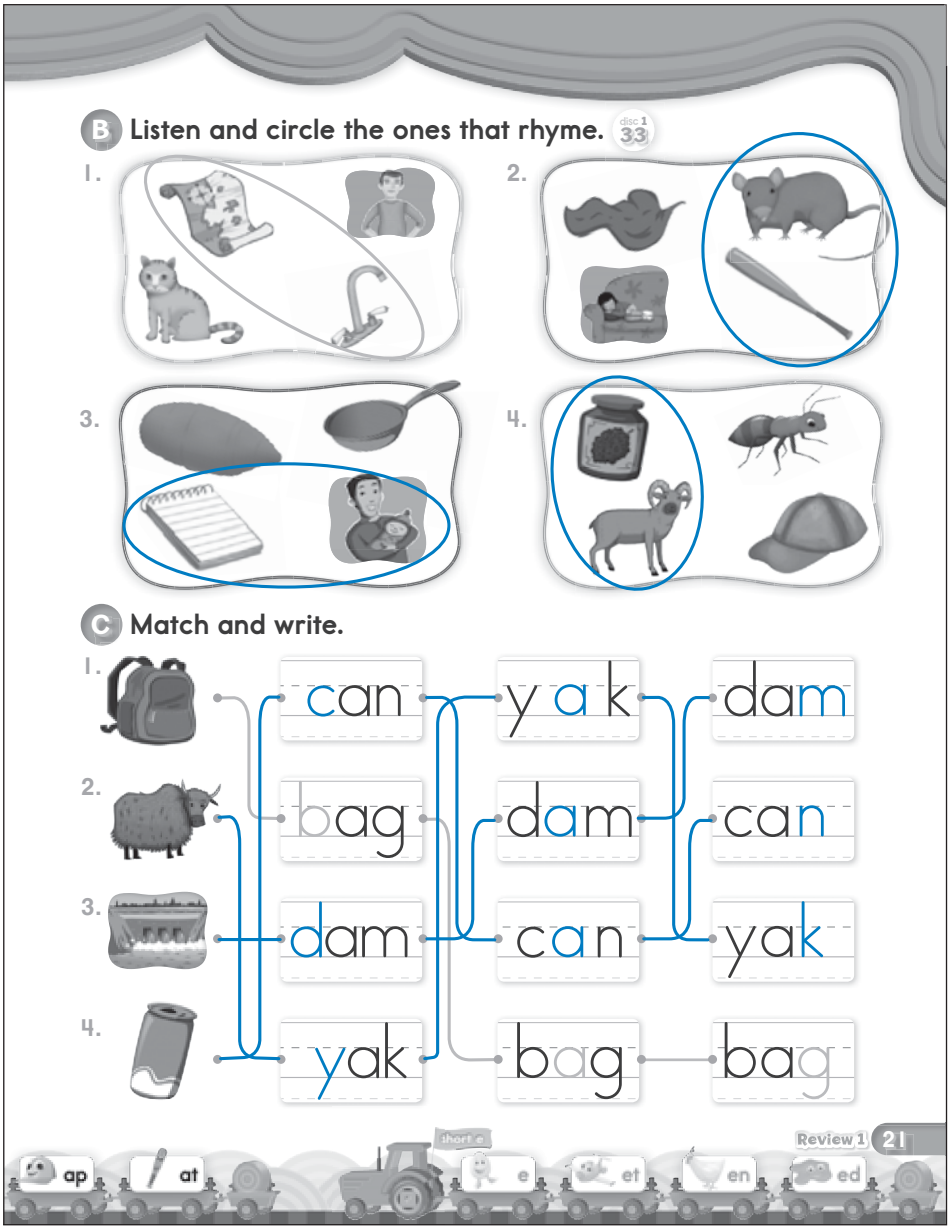

CD1 33

1. map, man, cat, tap
2. rag, rat, nap, bat
3. yam, pan, pad, dad
4. jam, ant, ram, cap

After students finish exercise B, go back to the beginning of the exercise. Point to the pictures in the exercise and have students sound out each picture's word and say it. Have students find other words that rhyme with each other from exercise B, e.g., *cat* and *rat*.

C. Match and write.

Model the first one for the students and show them how to trace the line between each column. After students complete exercise C, have them point to each picture, sound out the word, and say it. Then, use the Phonics Cards for Unit 1 and Unit 2. Have students sound out each word before they say it.

1. **Fruit Salad.** Students sit in a circle. Give each student one Student Card from Unit 1 or 2. Call out two of the words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.
2. **Spelling Bee** (p. 9). Students take turns spelling key words from Unit 1 or Unit 2. Include the sight words from the stories and the *Now try these!* words, as well. Students remain in the spelling bee as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.
3. **Categories.** Put students into pairs. Write categories on the board: *people* (with a drawing of a stick figure), *animals* (with a drawing of a recognizable animal), and *things* (with a drawing of a simple object). Explain what each category means. Then have pairs raise their hands and tell you a word from Unit 1 or Unit 2 and which category it belongs in. Students get a point for each correct answer. If students can spell the word without using their books, they get a bonus point. Repeat until you have categorized each key word from Unit 1 and Unit 2.

Practice and Components

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

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Review 1 short a: a am an ad ag ap at

Lesson Objectives:

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

Key Words:

cat, ant, yak, ax
ram, jam, yam, dam
fan, man, pan, can
dad, pad, bag, rag
cap, map, nap, tap
bat, rat, hat, mat

Sight Words:

with, at, puts, on, for, day, girl, she, we, use, then, take

Materials:

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

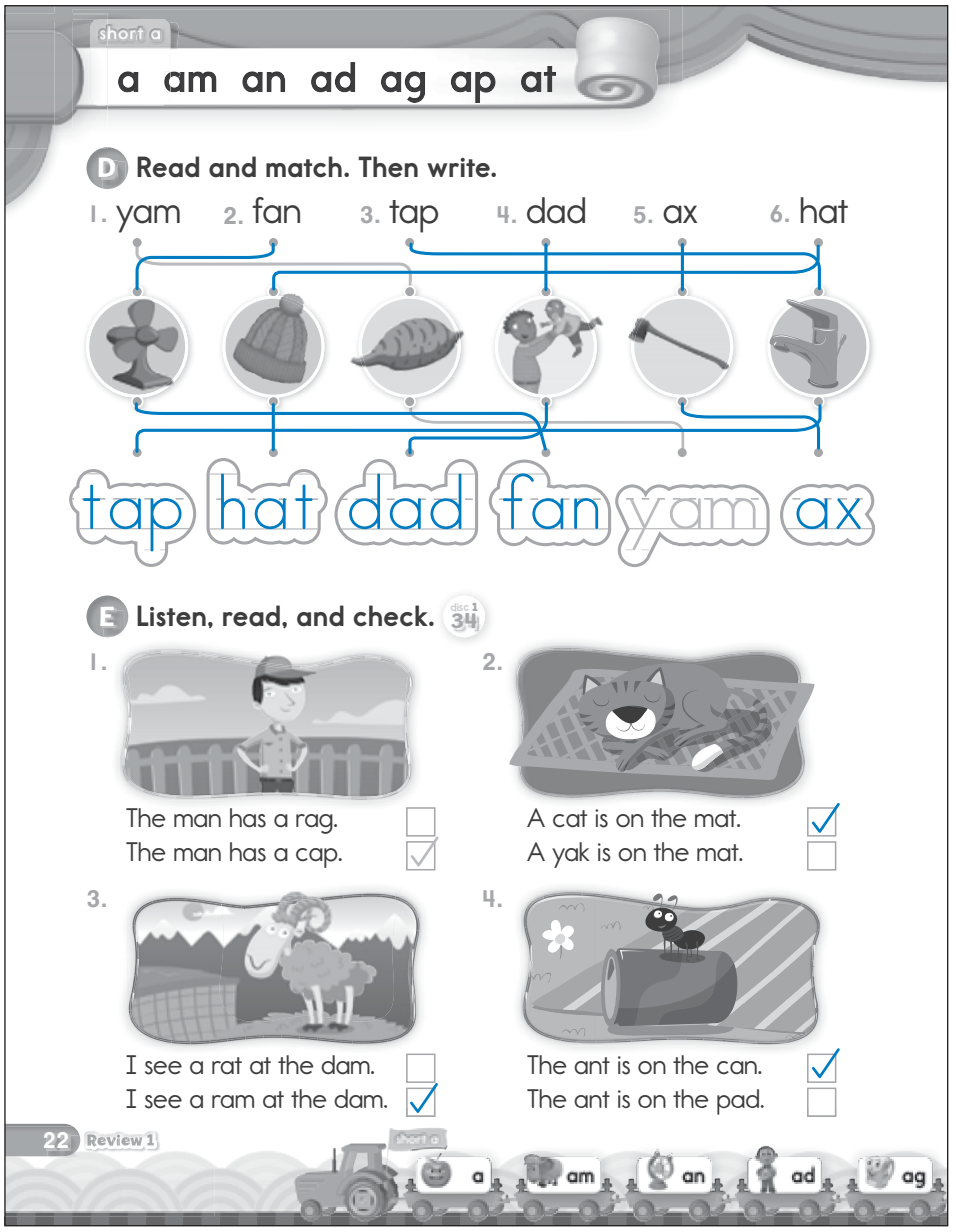
Warm Up

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

Use Pages 22–23

D. Read and match. Then write.

Have students sound out each word and say it as they draw their line. For example, as they draw a line for number 1, have students say /y/, /am/, *yam*, *yam*. After students have completed exercise D, use the pictures as a review tool. Point to a picture and elicit the word of the picture from a student. Then have the class repeat the word. Continue until you have covered all of the pictures in exercise D. If time remains, extend the activity by using the Phonics Cards for Unit 1 and Unit 2. As a class, have students sound out the word on each Phonics Card and then say the word together.



E. Listen, read, and check.

Play CD1 Track 34. Have students listen and check each sentence they hear.

CD1 34

1. The man has a cap.
2. A cat is on the mat.
3. I see a ram at the dam.
4. The ant is on the can.

Extend exercise E using the Unit 1 and Unit 2 Phonics Cards. Purposefully hold the Phonics Cards in an order that allows students to make sentences. For example, place the *ant* Phonics Card on top of the *tap* Phonics Card and help students say *The ant is on the tap*. If this is too difficult, give students a sentence frame to complete by writing an incomplete sentence on the board: *I see a _____ and a _____*. Hold two Phonics Cards near the blanks and have students complete the sentence by saying *I see a (cap) and a (fan)*.

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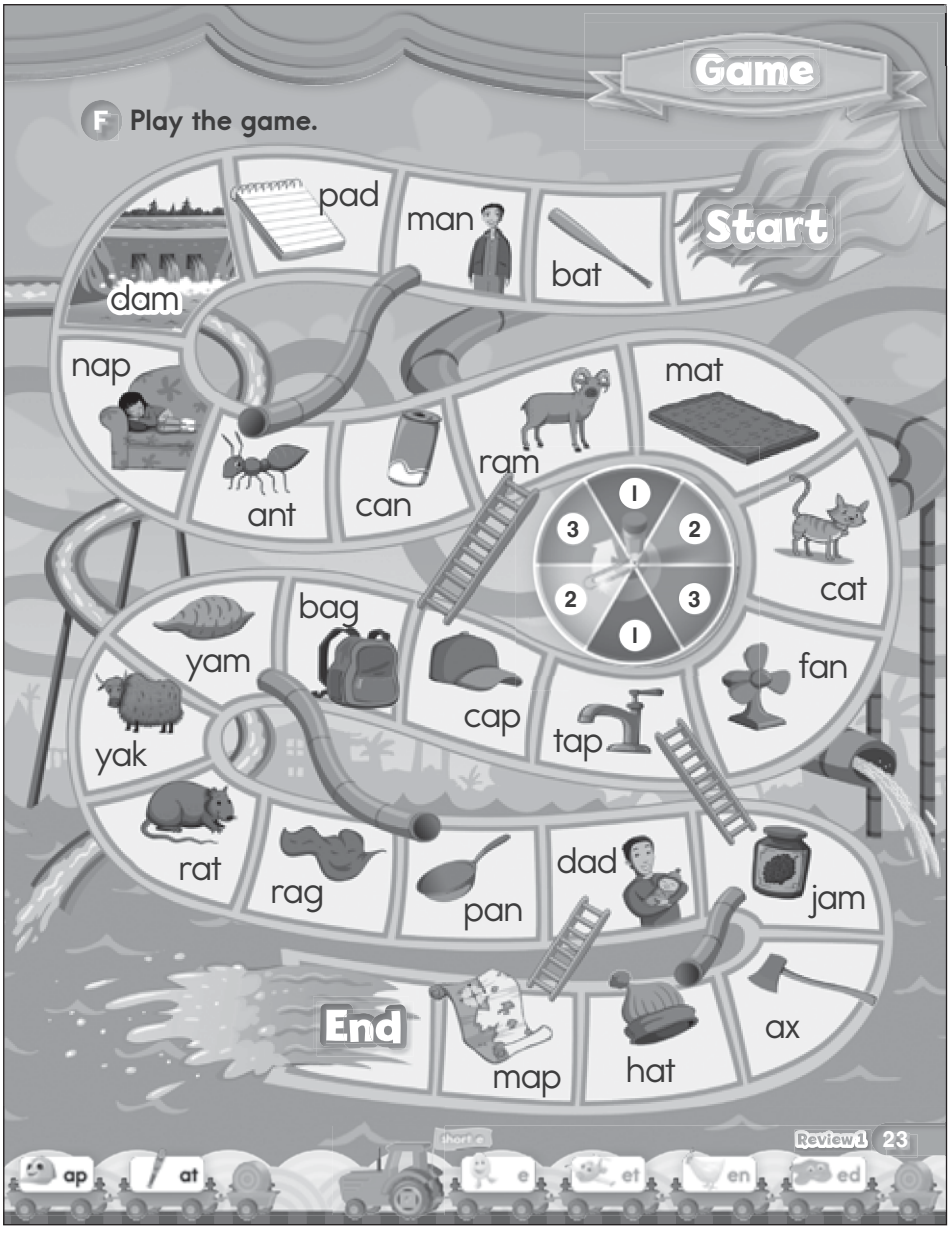

F. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object. Model placing and spinning the paperclip. Have the first student in each pair spin the paperclip, move his or her game piece ahead according to the number on the spinner, and read the word in that space. If they can read the word successfully, then they can stay in that space. If not, they move back. Then the next student spins, and so on.
2. If students do well playing without the chutes and ladders, add challenge to the game by using the chutes and ladders. If students land at the top of a chute, they slide down to the spot where the chute ends. If students land at the bottom of a ladder, they must move back up to the spot at the top of the ladder. The first student to reach the end of the game is the winner.
3. Play the game with groups of students instead of pairs. Divide the students into groups of four or six.

1. **Word List.** Divide the class into pairs. Write the word families (phonograms) from Unit 1 and Unit 2 (*am*, *an*, *ad*, *ag*, *ap*, and *at*) on the board. Give students a few minutes to write down as many words as they can think of for each word. The pair with the most correct words wins.
2. **Picture Game** (p. 8). 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 group and draw a picture of the key word you whispered. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.
3. **Charades** (p. 8). Divide students into teams. Show one student from each team a Phonics Card or whisper a key word. Students go back to their teams and act out the word for the others to guess. This can also be played as a class. Repeat until each student has had a chance to act out a key word.

Practice and Components

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

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Unit 3 short e: e et en ed

Lesson 1 Objectives:

- Learn *short e*
- Learn four new key words

Key Words: web, egg, vet, ten

Materials:

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

Warm Up

Review the sounds from Unit 1 and Unit 2. Write *a*, *am*, *an*, *ad*, *ag*, *ap*, and *at* on the board. Divide the class into two teams. Say a sound or a word family. Students try to be the first to raise their hands and say as many words as they can remember that have the sound or word family in it.

Use Pages 24–25

A. Listen and learn.

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

CD1 35

Do you remember the energetic egg?
/e/ /e/ This is the /e/ sound.
And this is the letter E.
/e/ egg, energetic egg
/e/ egg, energetic egg

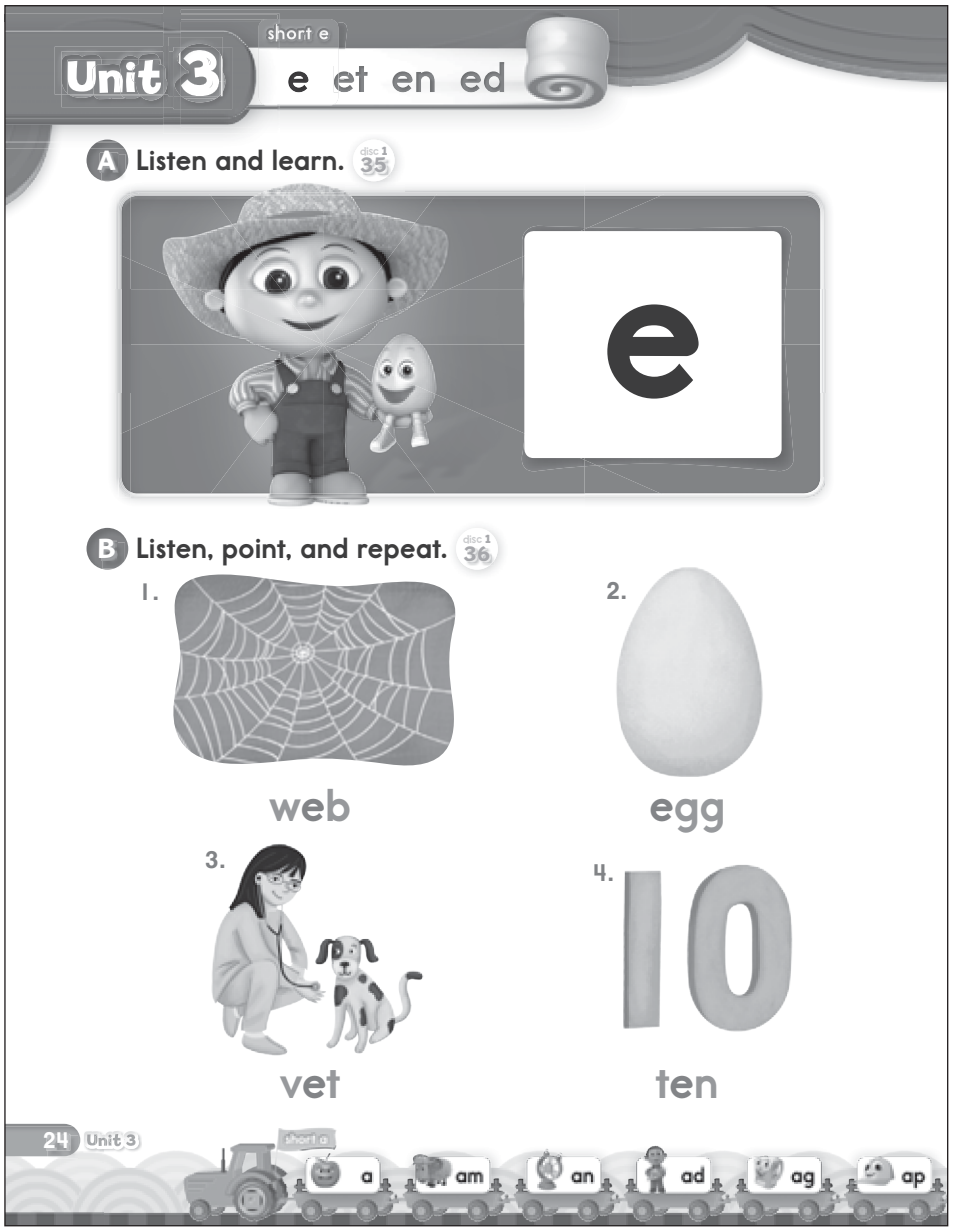
Bring a beanbag or a soft ball to class. Pretend that it's an energetic egg. Say /e/ *egg*, *energetic egg* and toss it to a student. That student repeats after you and tosses it to another student. Continue until everyone has had a turn.

B. Listen, point, and repeat.

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

CD1 36

1. web, web
   web, web
2. egg, egg
   egg, egg
3. vet, vet
   vet, vet
4. ten, ten
   ten, ten



Point to the pictures in exercise B in a different order and have students say the words. Then act out your own version of one of the key words. Have the class say the sound and the word that matches your action. Repeat the word as a class. Then have a student act out a word for the class. Repeat the activity as time permits.

C. Listen and read. Then write.

Play CD1 Track 37. Have students listen and write the words they hear.

CD1 37

1. /e/ /g/ egg, egg
2. /t/ /e/ /n/ ten, ten
3. /w/ /e/ /b/ web, web
4. /v/ /e/ /t/ vet, vet

Then divide the class into teams. Have a student from each team go to the board. Show a different Phonics Card to each team but not to those at the board. Each team spells the word for their writer, who races to spell and say it correctly. Change writers and repeat as time permits.

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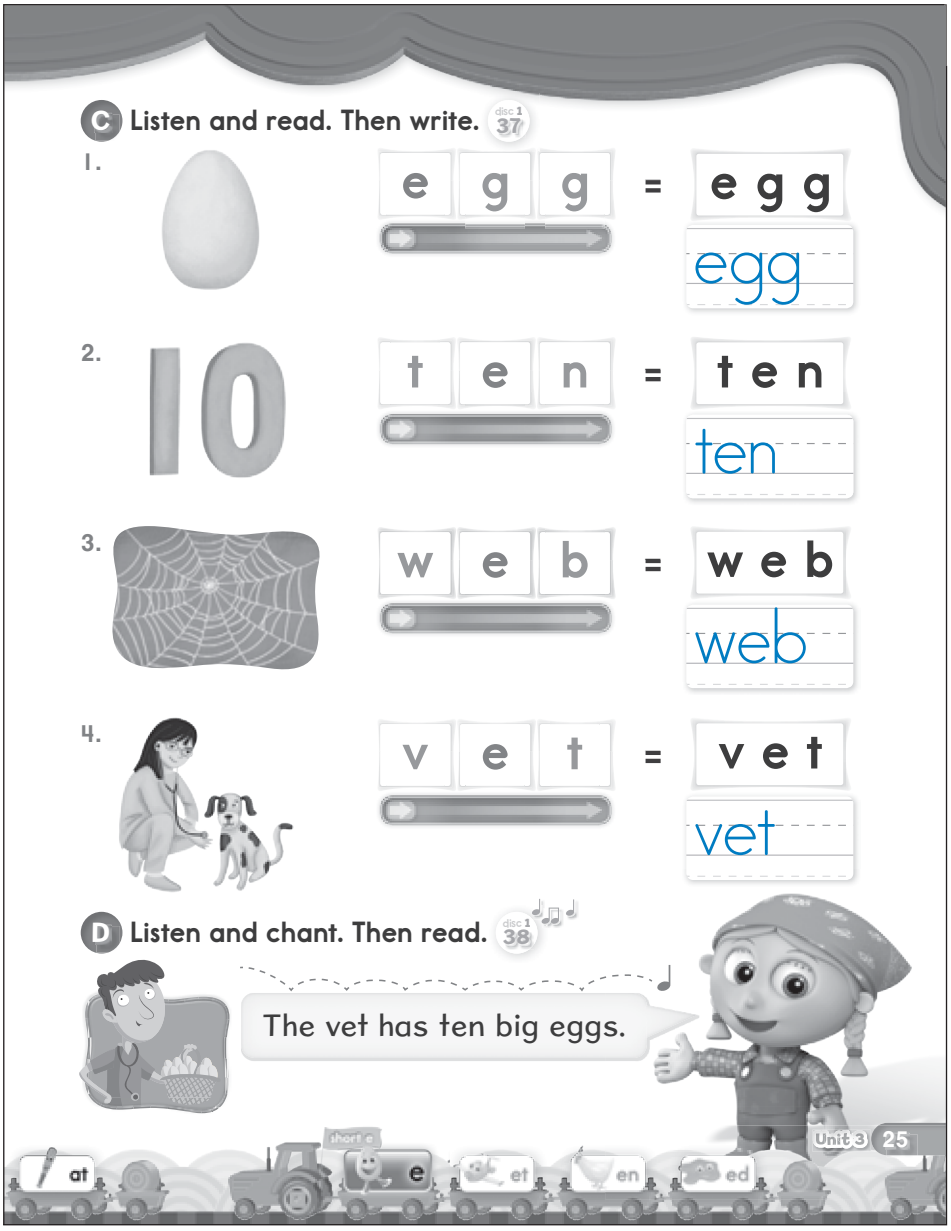

D. Listen and chant. Then read.

Play CD1 Track 38. Have students chant along with Farmer Fran. Each line repeats.

CD1 38

Vet, ten, egg
Vet, ten
Ten, egg
Vet, ten, egg
The vet
The vet has ten
The vet has ten big eggs. (x2)

Divide the students into groups of three and have each group stand around a desk that has the *vet*, *ten*, and *egg* Student Cards on it. Then say the chant as a round. Each group starts to chant after the previous group finishes the first line (*Vet, ten, egg*). Students in each group point to the correct Student Cards as they chant. Repeat several times and have different groups lead and follow each time.

1. **Telephone** (p. 9). Whisper different key words at each end of the line. Students whisper them down the line. When the words reach the ends of the line, the students say which key word they heard. For a variation on this game, split the class into multiple lines. Whisper a different key word to the student at one end of each line. When you say *Go!* students quietly whisper their word down their line. The quickest line wins.
2. **Beanbag Toss** (p. 8). Display the target Phonics Cards at the front of the room. Students take turns tossing the beanbag (or another soft object) at a card. Students say the word of the card that is closest to where the beanbag lands. Repeat so that each student has a turn.
3. **Line Up** (p. 8). Divide students into groups of four and give each student in each group one of the *short e* Student Cards. Then say the four key words in any order and have students race to stand in that order. Change the order and repeat as often as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 12. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

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Unit 3 short e: e et en ed

Lesson 2 Objectives:

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

Key Words: jet, net, wet, pet

Materials:

Phonics Cards 29–32
Student Cards 29–32
CD1 Tracks 39–42

Warm Up

Show the four *short e* Phonics Cards and say the words. Shuffle in four Phonics Cards from previous units, but don't let the students see them. Then show the class one card at a time. Every time a *short e* card appears, students must quickly say /e/ and the word. Shuffle the cards and repeat.

Use Pages 26–27

A. Listen and learn.

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

CD1 39

/e/ /t/ et /j/ /et/ jet
/e/ /t/ et /j/ /et/ jet

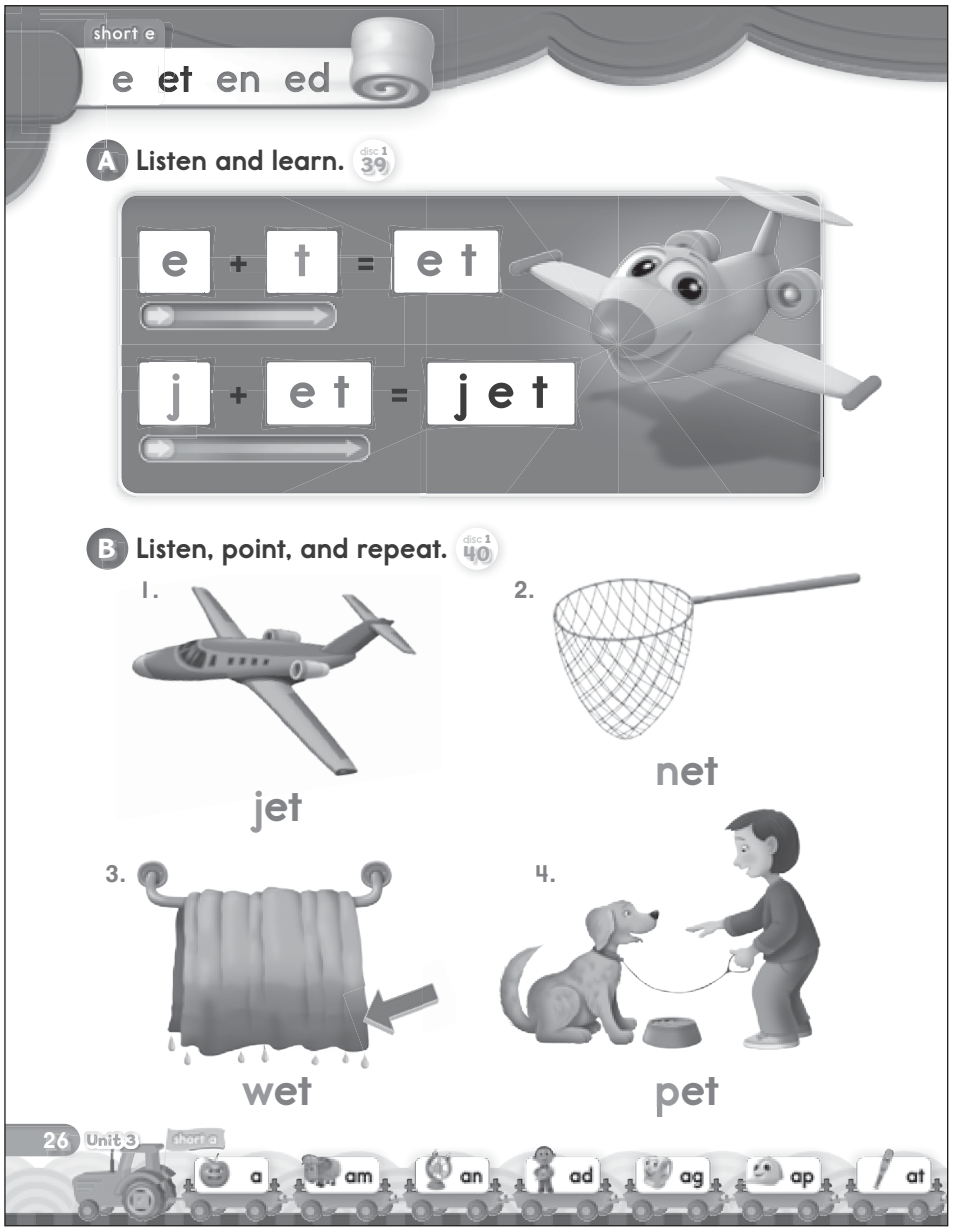
Have a student pretend to be a jet, introduce himself or herself, make a jet noise, and then "fly" to another student, who repeats the introduction. Repeat so that each student gets to "fly."

B. Listen, point, and repeat.

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

CD1 40

1. /j/ /et/ jet, jet
   /j/ /et/ jet, jet
2. /n/ /et/ net, net
   /n/ /et/ net, net
3. /w/ /et/ wet, wet
   /w/ /et/ wet, wet
4. /p/ /et/ pet, pet
   /p/ /et/ pet, pet



Then point to the pictures in exercise B in a different order and have students say the words.

C. Listen and number.

Play CD1 Track 41 and have students do the activity.

CD1 41

1. jet, jet
2. net, net
3. wet, wet
4. pet, pet

After students finish, have them point to each item and say the number and word. Then play **Say It** with the *et* Phonics Cards. Show the cards and say their words. Put the cards down and have students say them in order. Repeat, changing the order of the cards and increasing your speed each round.

D. Read, check, and write.

Have students do exercise D on their own. When they finish, check the answers with the class. Then, point to the words in the exercise in a random order. Select students to sound out each word and then say it. Continue until each student has sounded out and said at least one word. Then play **Word Trace Relay** (p. 9) with the *et* key words. Repeat as often as time permits.

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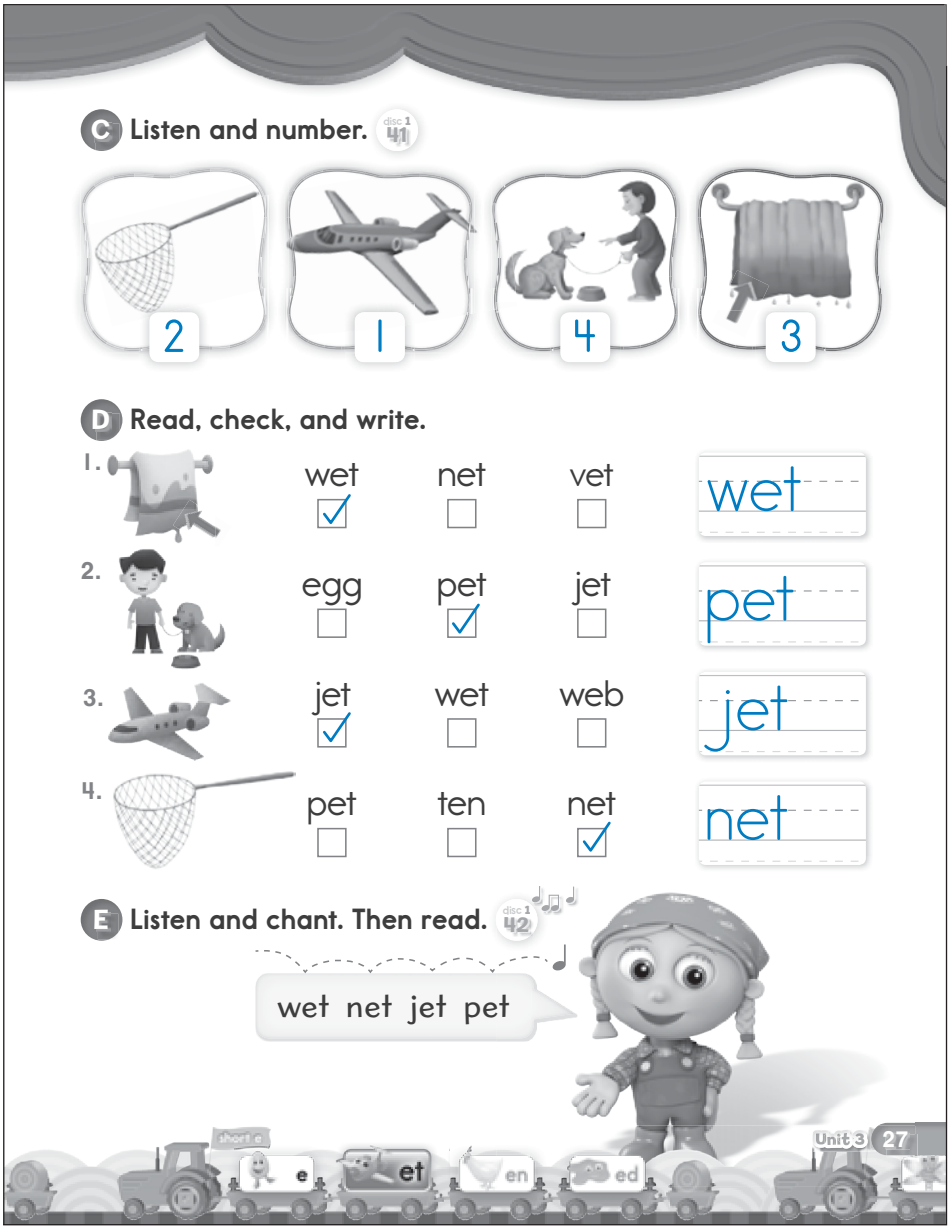

E. Listen and chant. Then read.

Play CD1 Track 42. Have students chant along with Farmer Fran. Each line repeats.

CD1 **42**

Wet, net, jet, pet
Wet, net, jet, pet
Net, net, pet, pet
Jet, jet, wet, wet
Wet, net, jet, pet

Divide students into four groups representing the four key words. Give everyone in each group a Student Card with the group's word on it. Say the chant again. When a group's word occurs in the chant, the students of that group should hold their cards high. Enhance the activity by assigning motions to each group. Repeat the chant as often as time permits.

1. **Do As I Say.** Provide the students with actions that correspond to the key words. When you say a word, students perform the action and repeat after you. For added challenge and fun, have the students come up with their own actions.
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. You can place them with their words facing up or their pictures facing up. Say the word of one of the cards. The students race to be the first to sit on the chair with that card. For added challenge, use additional cards and chairs.
3. **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 target sound, e.g., /et/. 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*, *(net)*, *(net)*. Have students continue until you change the target sound. Include sounds from previous units.

Practice and Components

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

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Unit 3 short e: e et en ed

Lesson 3 Objectives:

- Learn /en/, *en*, /ed/, and *ed*
- Learn four new key words

Key Words: hen, pen, red, bed

Materials:

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

Warm Up

Play **Hot Word.** Use the *short e* and *et* Student Cards. Students sit in a circle and pass the cards around while you play music. When the music stops, students stand and say the word of the card in their hand.

Use Pages 28–29

A. Listen and learn.

Model the presentation from exercise A. Then play CD1 Track 43.

CD1 43

/e/ /n/ en /e/ /d/ ed
/e/ /n/ en /e/ /d/ ed
/h/ /en/ hen /r/ /ed/ red
/h/ /en/ hen /r/ /ed/ red

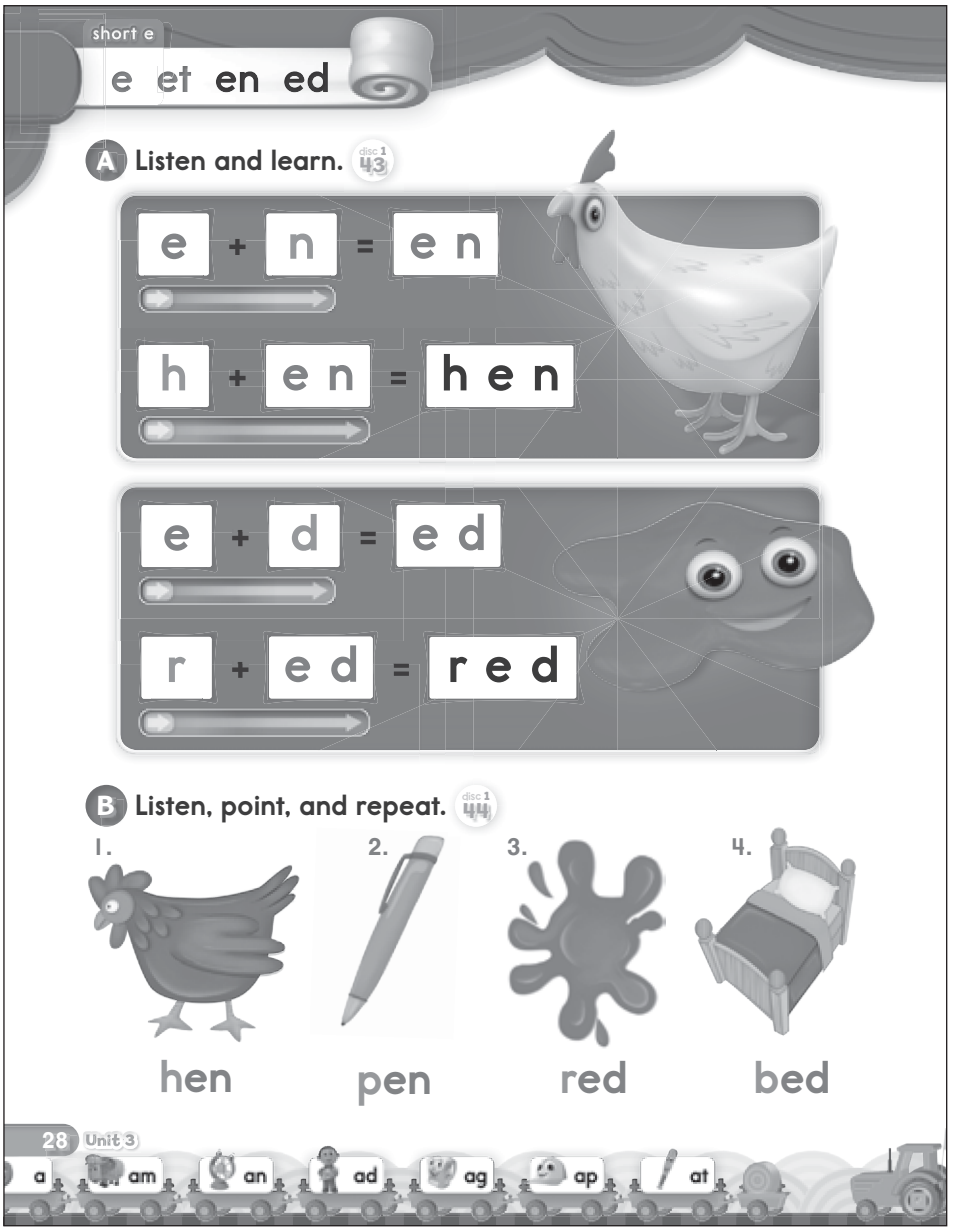
Divide the class into two groups. Assign the word *hen* to one group and the word *red* to the other. Play the presentation audio again and have each group perform a motion (clap, stand up, etc.) each time their word is said.

B. Listen, point, and repeat.

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

CD1 44

1. /h/ /en/ hen, hen
   /h/ /en/ hen, hen
2. /p/ /en/ pen, pen
   /p/ /en/ pen, pen
3. /r/ /ed/ red, red
   /r/ /ed/ red, red
4. /b/ /ed/ bed, bed
   /b/ /ed/ bed, bed



Point to the pictures in exercise B in a different order than in the audio and have students say the words. Then play **Teacher's Mistake** (p. 9).

C. Listen and circle.

Play CD1 Track 45. Have students do the activity.

CD1 45

1. pen, pen
2. bed, bed
3. hen, hen
4. red, red

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

D. Circle and write.

Model the first one for the students. Have students do exercise D on their own. Then write one of the key words on the board. Hold up two Phonics Cards: one card for the word on the board and another card from this unit or a previous unit. Students must point to the correct card and say the word.

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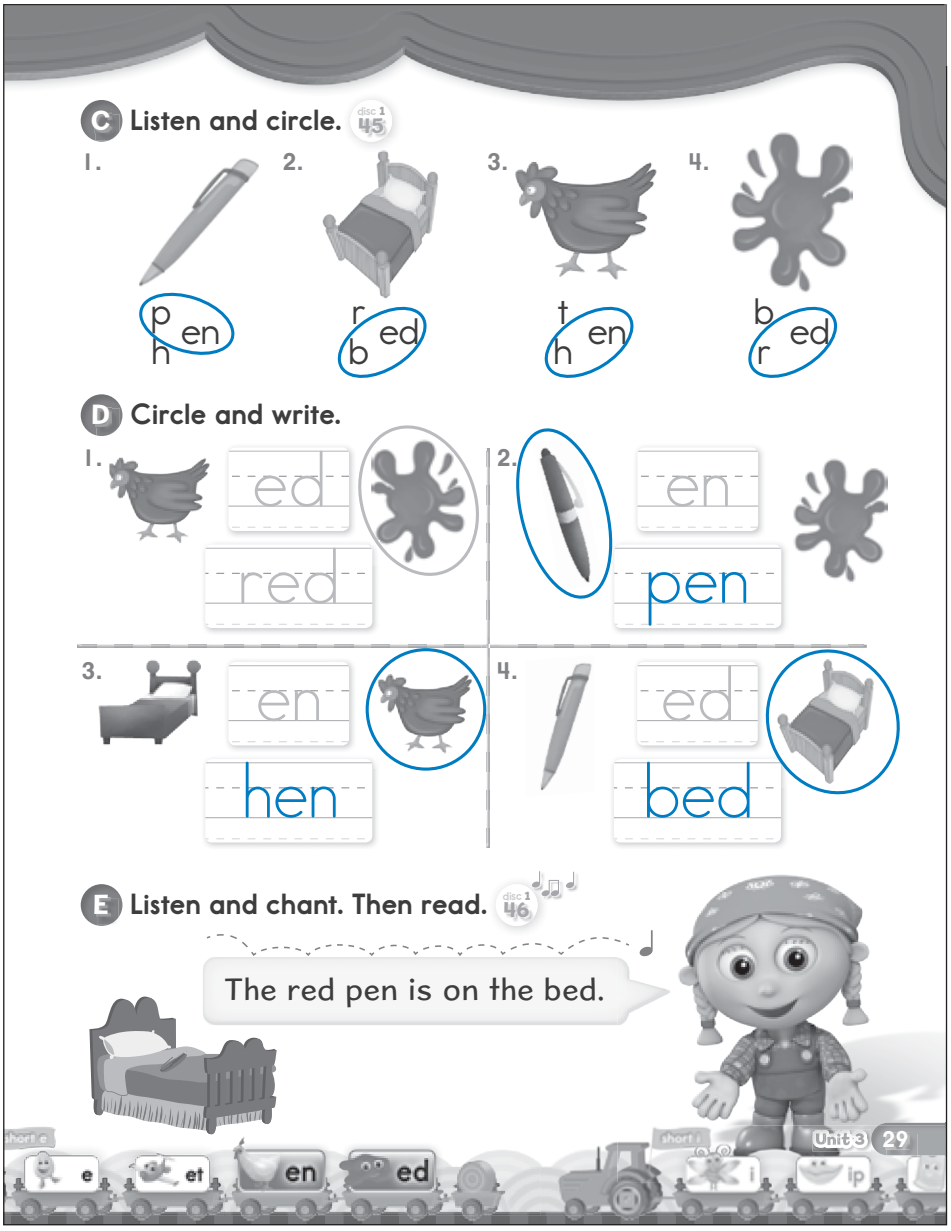

Continue with the rest of the words using new cards.

E. Listen and chant. Then read.

Play CD1 Track 46. Have students chant along with Farmer Fran. Each line repeats.

CD1 46

Red, pen, bed
Red, pen
Pen, bed
Red, pen, bed
The red pen

The red pen is
The red pen is on the bed. (x2)

Have students place the three Student Cards for *red*, *pen*, and *bed* on their desks with the cards' pictures facing up. Play the chant again and have students point to each card as it is said in the chant. Then, as students chant *The red pen is on the bed*, have them put the *red* and *pen* cards on top of the *bed* card. Repeat until each student can accomplish this without difficulty.

1. **Match the Order.** Divide the class into teams of four and have each team stand around a desk. Place a set of *en* and *ed* Student Cards on each desk, picture down, so that students cannot see the pictures. Then have students close their eyes for a moment. Display the *en* and *ed* Phonics Cards, picture-out, at the front of the room. When you say *Go!* the teams open their eyes and try to match the order of their Student Cards with the order of the displayed Phonics Cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat as time permits.
2. **Touch** (p. 9). Use the *en* and *ed* Student Cards. Have students play in groups of five or six. Say the key words and have students repeat after you as they race to touch the cards. Then have one student be the leader. Repeat so that each student gets the chance to be the leader and say *Touch (hen)*.
3. **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 then races to the board and writes the word family to complete the word. The team sounds the word out and then says it. The first team to finish wins. The two students go to the end of their line. Repeat with the other words until each student has had a chance to go to the board at least one time.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 14. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

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Unit 3 short e: e et en ed

Lesson 4 Objectives:

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

Sight Words: oh, in, go, to

Materials:

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

Warm Up

Play **What's Missing?** Show a set of Phonics Cards that focuses on a specific sound. Leave one card out. Students raise their hands to identify the missing card. For added challenge, add in cards from previous units.

Use Pages 30–31

A. Circle.

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

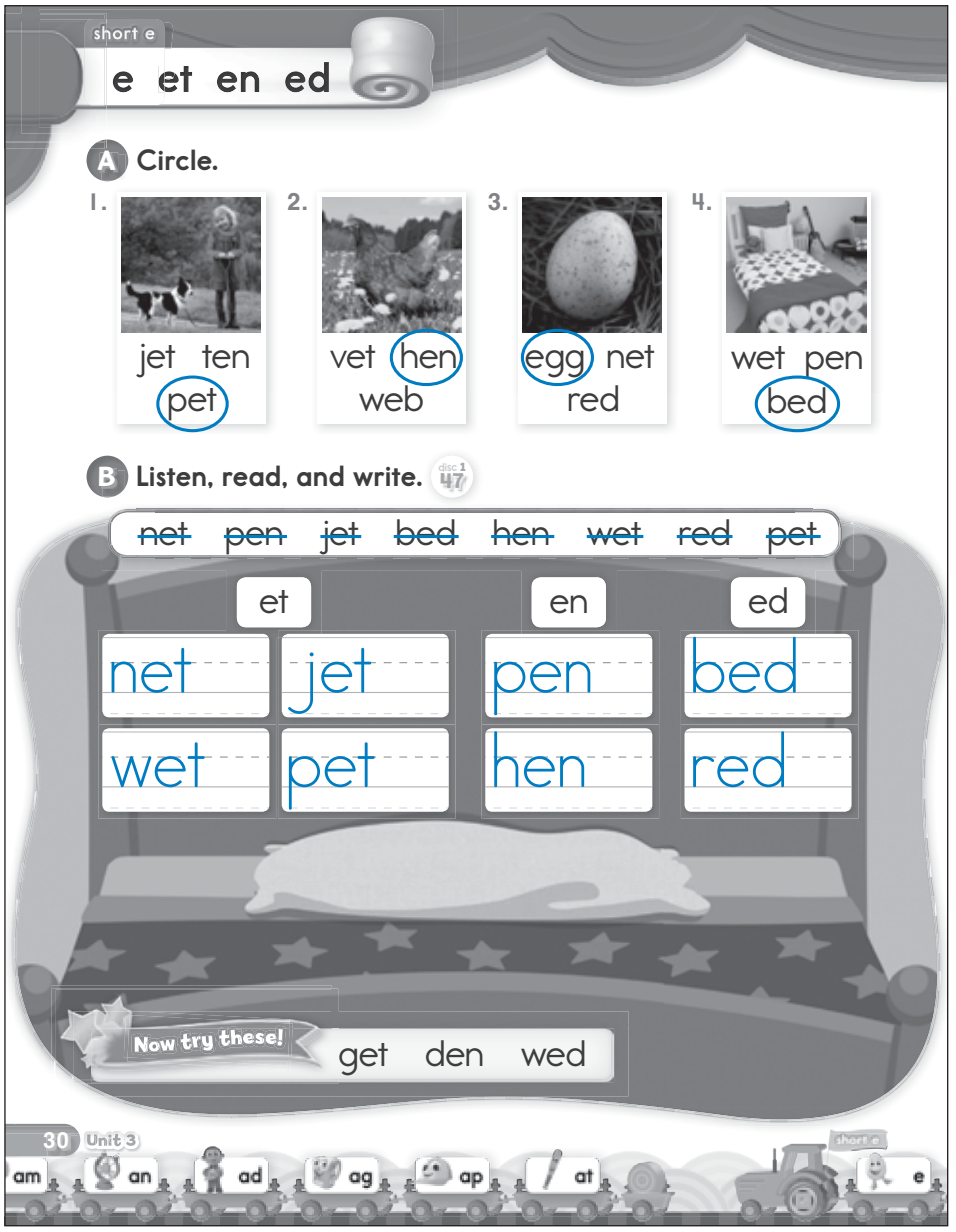
B. Listen, read, and write.

Play CD1 Track 47. Have students repeat the words as they do the activity.

CD1 47

net, net	hen, hen
pen, pen	wet, wet
jet, jet	red, red
bed, bed	pet, pet
Now try these!	
get, get	wed, wed
den, den	

Say the *Now try these!* words for the class. Have students repeat.



Draw pictures or demonstrate the meaning of the words and elicit which column each word goes in. Elicit or say a sentence for each, such as *The pet gets wet* and *The jet is red* and have students repeat after you. Check the answers with the class to make sure that each student has correctly completed the spaces in each column.

C. Look and listen. Read along.

1. **Read along.** Play CD1 Track 48. Have the students listen to the story once.

CD1 48

My Pet Hen

1. The red hen is wet.
2. Oh, no! My pet hen is in bed.
3. We go to the vet.
4. My hen has ten eggs!

Sight words: oh, in, go, to

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

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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 girl, the vet, and the hen. Encourage students to have fun while they act out the story. When they finish, choose different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. Read through the story again as time permits and have students raise their hands when they read a sight word in the story.

1. **Rhyme Time** (p. 9). Use pairs of Unit 3 Student Cards that rhyme (*pet-vet*, *hen-ten*, but not *egg*, as there is no rhyming card). Give each student a card. Play music or a chant from Unit 3. Have students walk around the room until the music stops. Then have students find a partner whose card rhymes with theirs. Check students found a correct partner by having pairs say their rhyming words aloud. Have students trade cards and play again.
2. **Hop and Say** (p. 8). Have students stand in a line at the front of the class and give each one a Unit 3 Student Card. When you call a word, the students with that card hop forward and repeat you. Call out the key words in a random order. Have students trade cards occasionally. If time permits, include cards from previous units.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 31 in the Student Book. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

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

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Unit 4 short i: i ip ib id

Lesson 1 Objectives:

- Learn *short i*
- Learn four new key words

Key Words: hip, ink, zip, in

Materials:

Phonics Cards 37–40
Letter Cards
CD1 Tracks 49–52

Warm Up

Play **Teacher's Mistake** (p. 9) to review the key words from Unit 3. Use the Unit 3 Phonics Cards. Show the cards and say each card's word. Occasionally say the wrong word for a card. Students repeat you if the word is correct. If the word is incorrect, students raise their hand and shout the correct word. If time permits, include key words from Unit 1 and Unit 2.

Use Pages 32–33

A. Listen and learn.

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

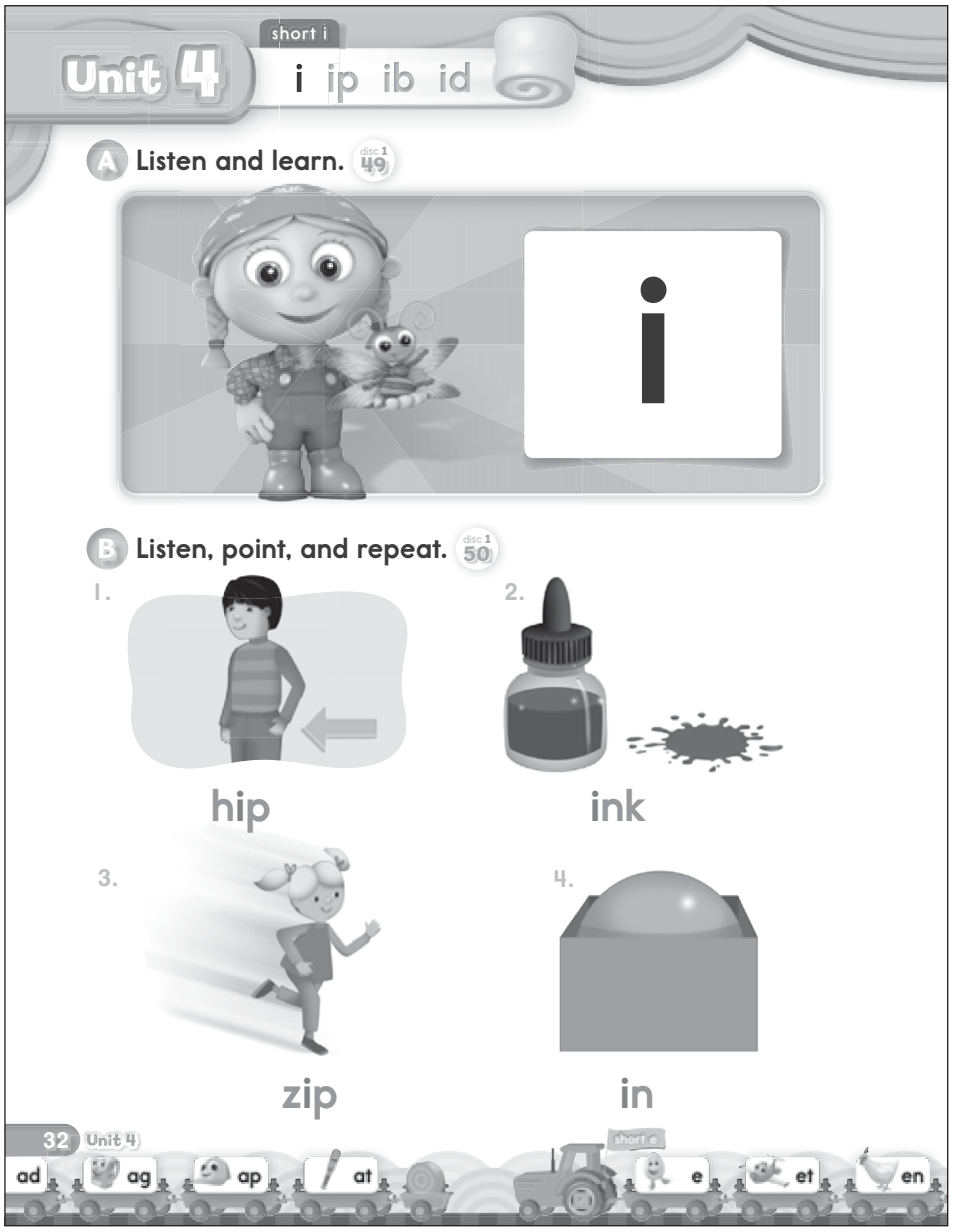
CD1 49

Do you remember the interesting insect?
/i/ /i/ This is the /i/ sound.
And this is the letter I.
/i/ insect, interesting insect
/i/ insect, interesting insect

Have a student pretend to be an interesting insect, move around the room, and make the /i/ sound before stopping to introduce himself or herself as an interesting insect. Other students repeat.

B. Listen, point, and repeat.

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



CD1 50

1. hip, hip
   hip, hip
2. ink, ink
   ink, ink
3. zip, zip
   zip, zip
4. in, in
   in, in

Point to the pictures in exercise B in a different order and say the words. Then play **Beanbag Toss** (p. 8) using a beanbag (or another soft object) to practice the *short i* words.

C. Listen and read. Then write.

Play CD1 Track 51. Have students move their fingers along the sliders as they listen to each word. Then have students write the words.

CD1 51

1. /i/ /n/ in, in
2. /i/ /nk/ ink, ink
3. /h/ /i/ /p/ hip, hip
4. /z/ /i/ /p/ zip, zip

After students have completed exercise C, check their answers. Then have students volunteer to come to the board. Show a Phonics Card picture and have them write the word.

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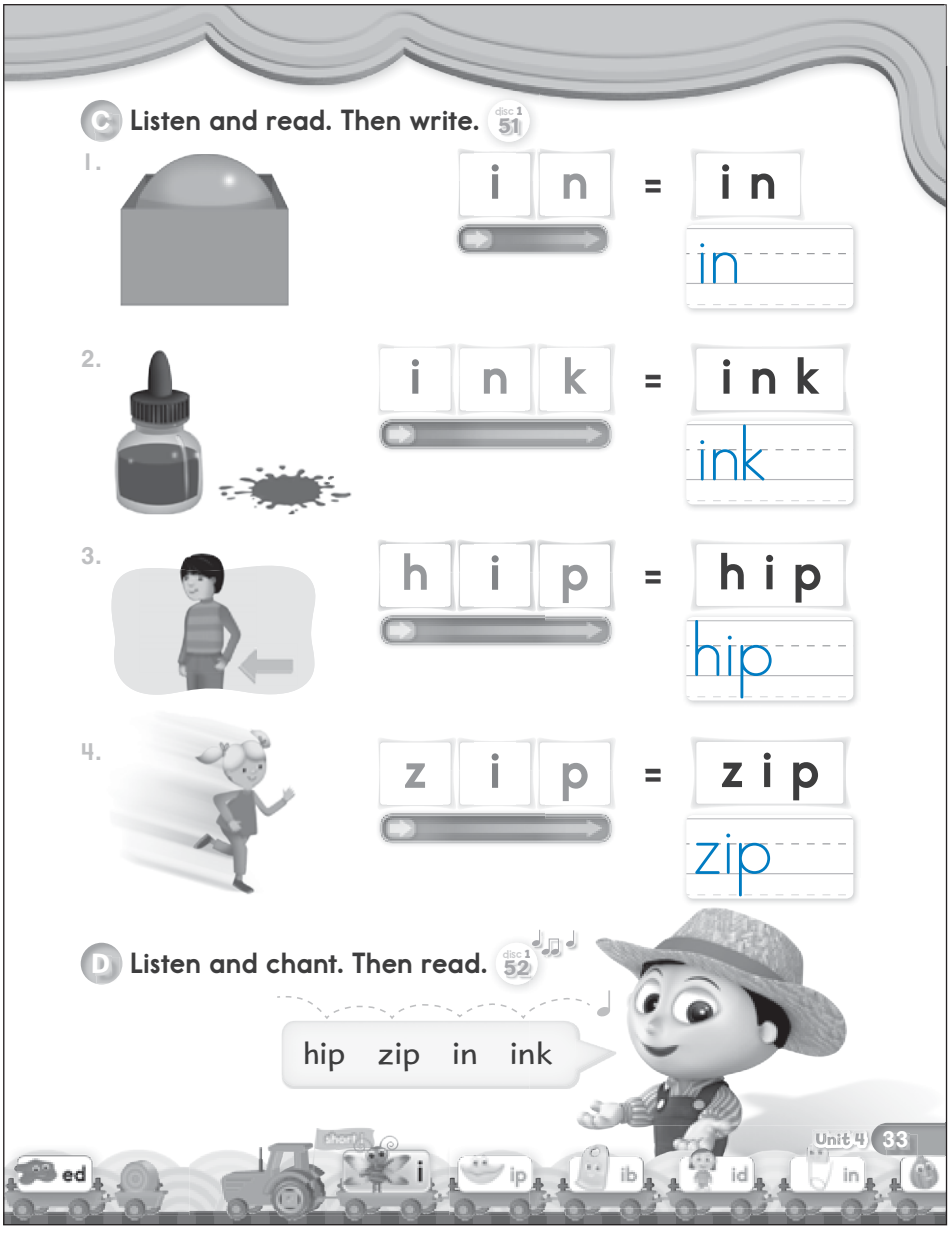

D. Listen and chant. Then read.

Play CD1 Track 52. Have students chant along with Farmer Fred. Each line repeats.

CD1 52

hip, zip, in, ink
hip, zip, in, ink
in, in, zip, zip
hip, hip, ink, ink
hip, zip, in, ink

Assign motions to the key words, e.g., place a hand on a *hip*, *zip* around comically, pretend to jump *in* a box, or spill a bottle of *ink*. Say the chant again and have the class perform the motions as they chant the words. Say the chant faster and faster, but make sure that students still pronounce the key words clearly and correctly each time.

1. **Word Builder.** Put students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson: e.g., /h/, /i/, /p/. Pairs race to be first to spell the word with their Letter Cards and raise their hands. Check the first pair's answer by having them sound out, say, and spell the word aloud. Use the *short i* key words and key words from previous units. Repeat as time permits.
2. **Speed Sounds.** Have the students stand. Assign the target sound /i/ and have the class listen as you say, in a random order, any of the words covered in Unit 1 to Unit 3. Insert the *short i* words occasionally. Students must quickly repeat after you when they hear the target sound. If they don't repeat quickly enough, they must sit down and play from their seats. The last person standing wins.
3. **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 student must draw the word for his or her team to guess. The first team to guess correctly wins a point. Repeat as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 16. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

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Unit 4 short i: i ip ib id

Lesson 2 Objectives:
- Learn /ip/ and *ip*
- Learn four new key words

Key Words: lip, tip, sip, rip

Materials:
Phonics Cards 41–44
Student Cards 41–44
CD1 Tracks 53–56

Warm Up

Review the previous lesson's key words by playing **Guess the Next Card**. Have students stand and try to guess the name of each Phonics Card before you show them the picture. Students who guess correctly remain standing. Students who make a mistake have to sit down but can participate from their seats. Repeat this process with the cards in a different order each round. The last student standing is the winner.

Use Pages 34–35

A. Listen and learn.

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

CD1 53

/i/ /p/ ip /l/ /ip/ lip
/i/ /p/ ip /l/ /ip/ lip

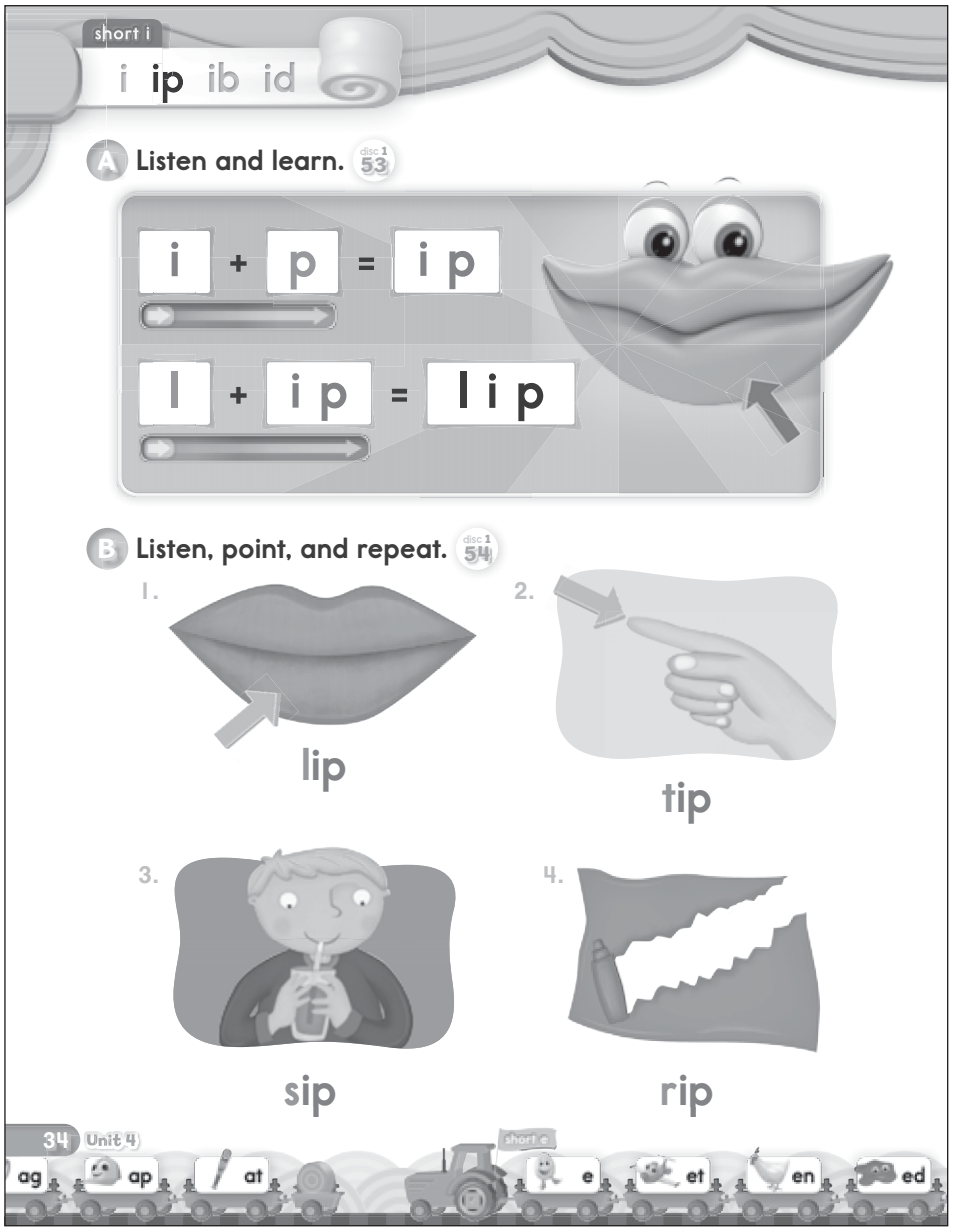
Play the presentation audio again, this time having students point to their lips when they hear the word *lip*.

B. Listen, point, and repeat.

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

CD1 54

1. /l/ /ip/ lip, lip
   /l/ /ip/ lip, lip
2. /t/ /ip/ tip, tip
   /t/ /ip/ tip, tip
3. /s/ /ip/ sip, sip
   /s/ /ip/ sip, sip
4. /r/ /ip/ rip, rip
   /r/ /ip/ rip, rip



Play **What's Missing?** Show three of the *ip* Phonics Cards. Students raise their hands to identify the missing key word. For added challenge, use cards from the previous unit as a way to review.

C. Listen and circle the one that rhymes.

Play CD1 Track 55. Have students do the activity.

CD1 55

1. sip, rip, vet, bat
2. lip, sip, egg, hen
3. rip, in, tip, red
4. tip, mat, ink, lip

After students have completed exercise C, check the answers with the class. As further reinforcement, hold up one of the *ip* Phonics Cards and say the word. Have students hold up a different, but rhyming, Student Card and say the word. Elicit from students the two words from the previous lesson that rhyme: *hip* and *zip*.

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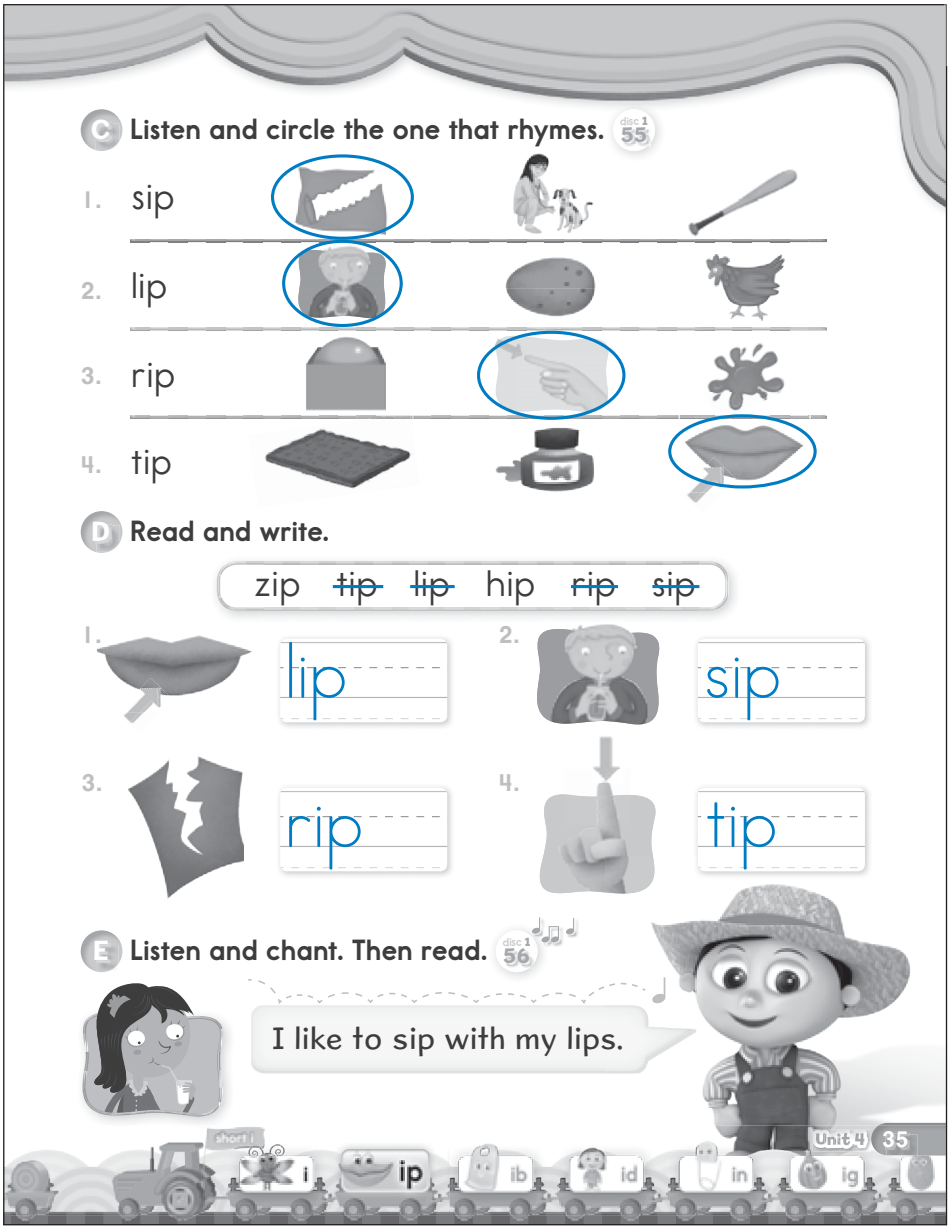

D. Read and write.

After students have completed exercise D, check the answers with the class. Then say one of the key words and have a volunteer come to the board to write it. Repeat as time permits.

E. Listen and chant. Then read.

Play CD1 Track 56. Have students chant along with Farmer Fred. Each line repeats.

CD1 56

Sip, sip, sip
Lip, lip, lip
Lip, lip, lip, sip, lip
Sip, sip, lip, lip
I like
I like to sip
I like to sip with my lips. (x2)

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 actions when they hear their word. Reassign the actions and repeat the chant as time permits.

1. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each student an *ip* Student Card. When you call out a word, the students with that card hop forward and repeat after you. Continue to call out several different words. Then have students change cards and play again. For added challenge, occasionally say a word that does not end in *ip*. (No one should hop forward.)
2. **Spelling Bee** (p. 9). Have students stand. Say an *ip* key word. The first student should attempt to spell it correctly. If the student spells the word incorrectly, then he or she must sit down. Continue around the room with different words from the lesson and words from previous units. The last student standing wins.
3. **Charades** (p. 8). Put students into teams. Show one student from each team a Phonics Card or whisper a key word. Students go back to their teams and act out the word for the others to guess. The first team to correctly guess the word gets a point. This can also be played as a class.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 17. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

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Unit 4 short i: i ip ib id

Lesson 3 Objectives:
- Learn /ib/, ***ib,*** /id/, and ***id***
- Learn four new key words

Key Words: bib, rib, kid, lid

Materials:
Phonics Cards 45–48
Student Cards 45–48
CD1 Tracks 57–60

Warm Up

Play **Pop Up** (p. 8). Tell students which target sound to listen for (/ip/) and then slowly and clearly say several of the Unit 2 and Unit 3 key words. Students stand when they hear the target sound and sit when a different sound is said.

Use Pages 36–37

A. Listen and learn.

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

CD1 57

/i/ /b/ ib /i/ /d/ id
/i/ /b/ ib /i/ /d/ id
/b/ /ib/ bib /k/ /id/ kid
/b/ /ib/ bib /k/ /id/ kid

Make a "bib" out of a sheet of paper. Hand it to a student who introduces himself or herself by saying *I'm a kid. Here's my bib.* That student hands the bib to another student who repeats the introduction. Repeat with all students.

B. Listen, point, and repeat.

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

CD1 58

1. /b/ /ib/ bib, bib
   /b/ /ib/ bib, bib
2. /r/ /ib/ rib, rib
   /r/ /ib/ rib, rib
3. /k/ /id/ kid, kid
   /k/ /id/ kid, kid
4. /l/ /id/ lid, lid
   /l/ /id/ lid, lid

Point to the pictures in exercise B in a different order and have students say the words. Have students say (/k/, /id/, *kid*) and follow you as you point to the pictures at an increasing speed.

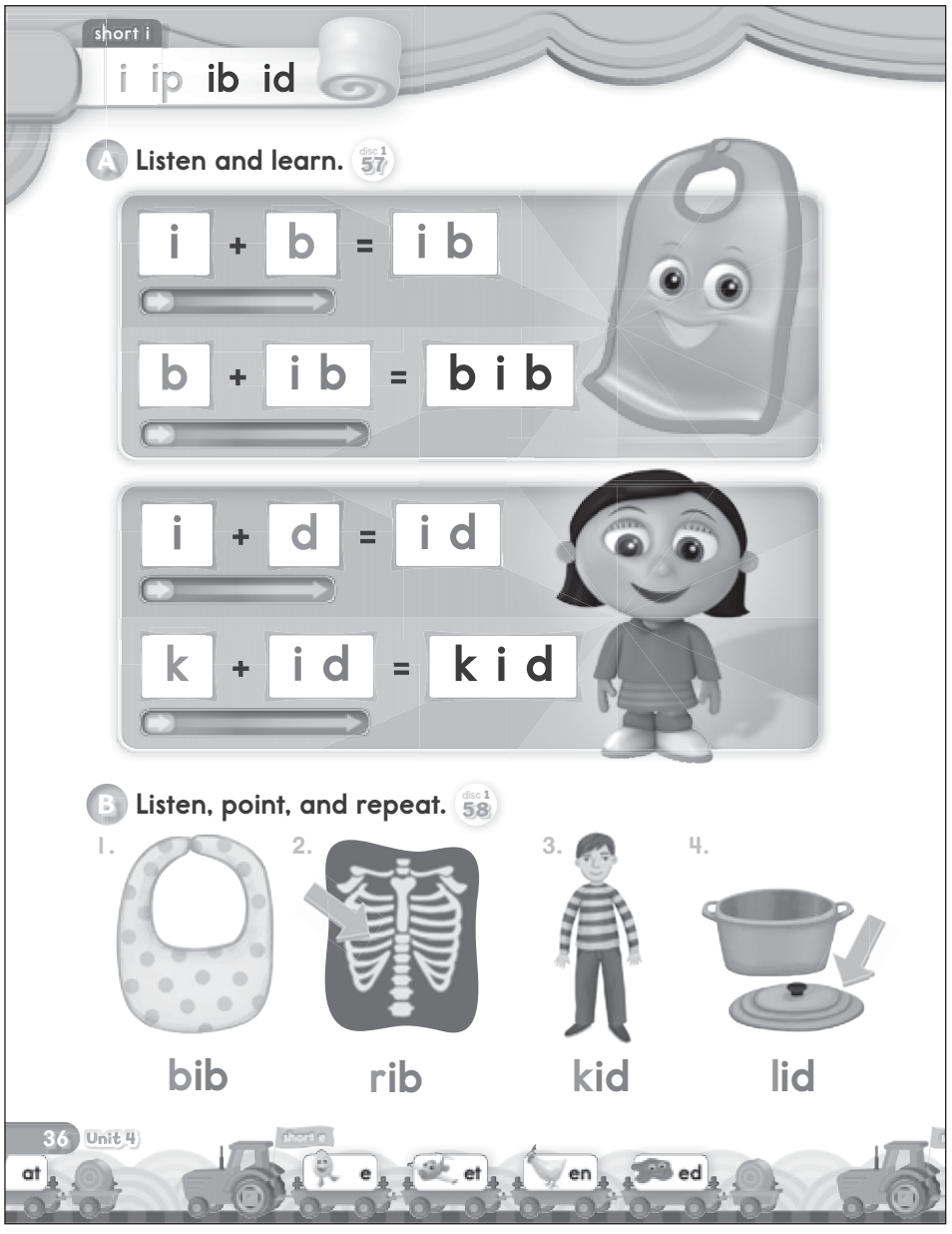
C. Listen and number.

Play CD1 Track 59. Have students write the number under the correct picture.

CD1 59

1. lid, lid
2. kid, kid
3. rib, rib
4. bib, bib

Check the answers with the class. Then play **Say It**. Use the *ib* and *id* Phonics Cards. Show the cards and say their words. Put the cards down and have students say the words in order. Repeat and increase the speed.



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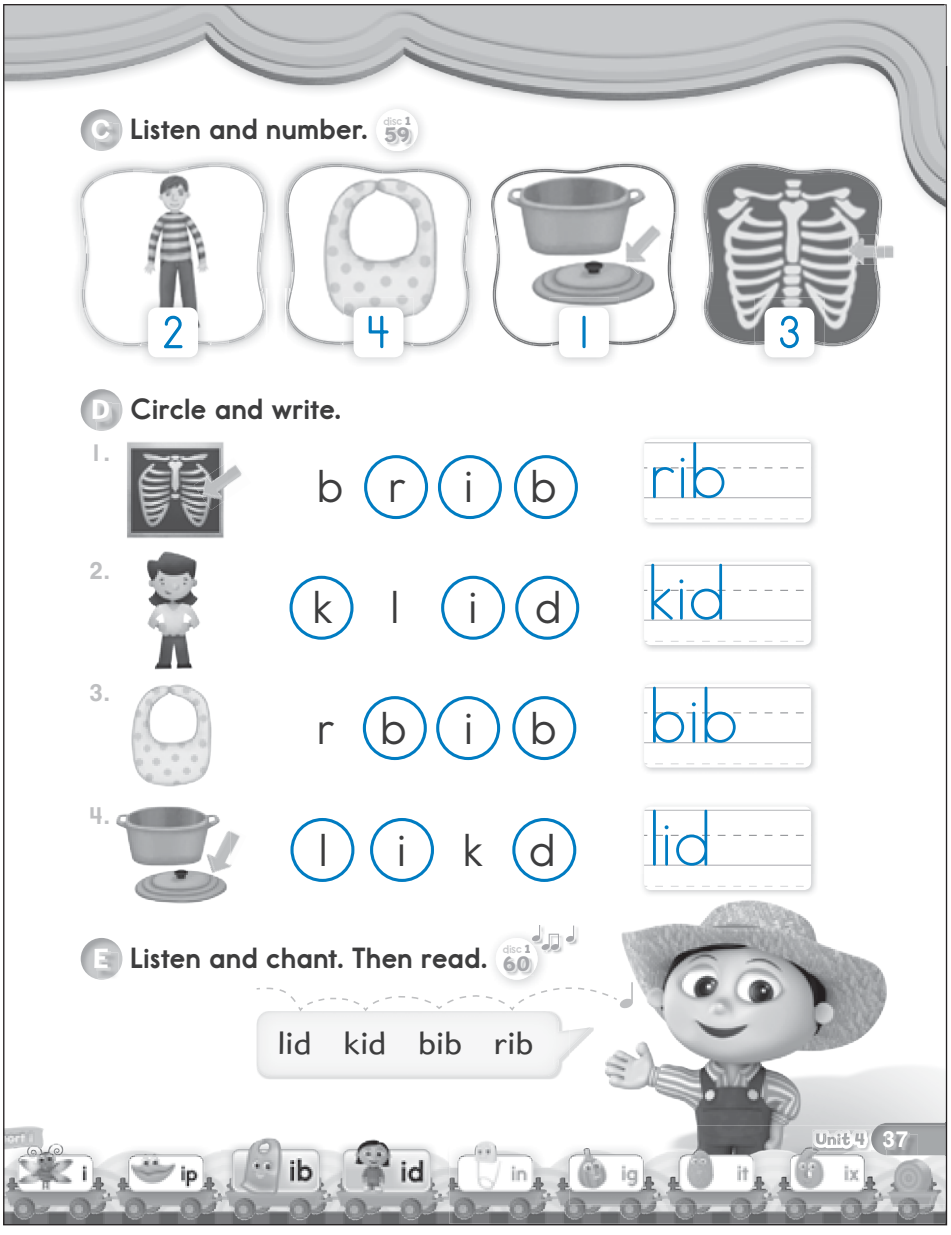

D. Circle and write.

After students have completed exercise D, check their answers. Do a quick dictation activity. Sound out one word at a time. Have students write down each word and spell it back to you.

E. Listen and chant. Then read.

Play CD1 Track 60. Have students chant along with Farmer Fred. Each line repeats.

CD1 60

lid, kid, bib, rib
lid, kid, bib, rib
bib, bib, kid, kid
lid, lid, rib, rib
lid, kid, bib, rib

Then divide the students into groups of four. Give each student an *ib* or *id* Student Card. Students say the chant and show their Student Card when they hear it in the chant. Have students trade cards with other students and repeat the chant as time permits.

1. **Buzzers** (p. 8). Divide students into two teams. Have a player from each team come to a central desk with two "buzzers" on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units. Repeat until each student has had a chance to play or as often as time permits.
2. **Word Trace Relay** (p. 9). Each team sits in a line. Trace a word on the back of the last student in each line. Those students trace the word on the back of the student ahead of them. Students continue down the line. The first student in line races to write the word on the board and say it. The first to do so correctly wins a point for his or her team. Have students change places and repeat until all students have had a chance to be first and last, or as time permits.
3. **Sentence Share.** Divide the class into pairs. Say a sentence, such as: *The kid has a bib* or *The rib is on the lid*. Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures. Repeat as often as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 18. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1

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Unit 4 short i: i ip ib id

Lesson 4 Objectives:

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

Sight Words: can, open, needs

Materials:

Phonics Cards 37–48
Student Cards 37–48
CD1 Tracks 61–62

Warm Up

Play **Match It**. Give each student a set of shuffled Unit 4 Student Cards. Say one of the key words. Students race to hold their card up and repeat after you. Continue until you've said all of the words.

Use Pages 38–39

A. Circle.

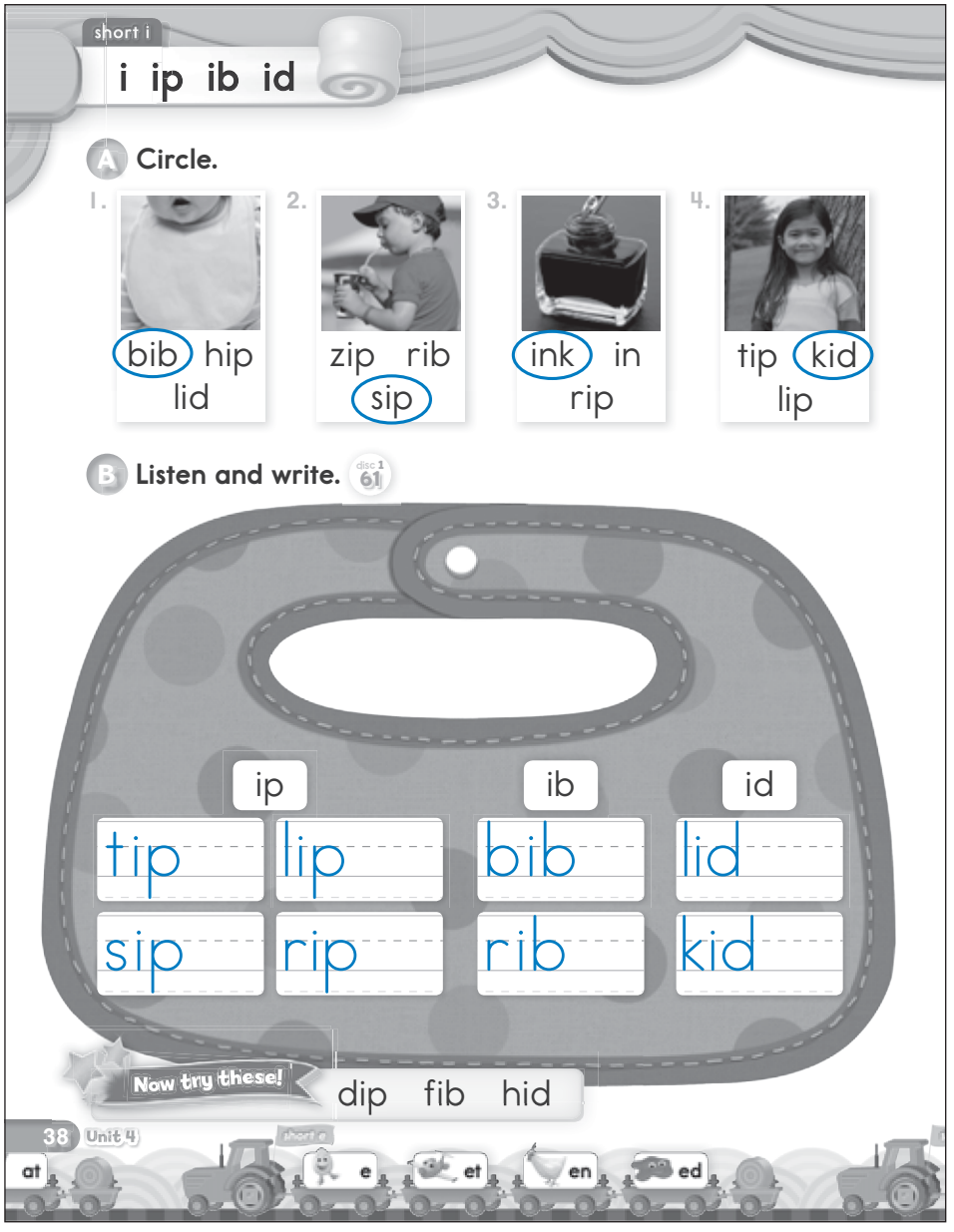
Before students do exercise A, point to each picture and repeat its target sound two times. Students should repeat after you and then say the word. Then have students complete exercise A on their own. After students finish, point to pictures in exercise A at random and have students say each word. Then have students say a rhyming word.

B. Listen and write.

Explain that students will repeat the words that they hear and then write them in the correct columns. Play CD1 Track 61.

CD1 61

tip, tip	lip, lip
bib, bib	sip, sip
lid, lid	rip, rip
kid, kid	rib, rib
Now try these!	
dip, dip	hid, hid
fib, fib	



Check to make sure that students are using the spaces in the columns correctly. Then say the *Now try these!* words for the class. Have them repeat. Draw pictures or demonstrate the meaning of the words for the class. Elicit the column where each *Now try these!* word should be placed.

C. Look and listen. Read along.

1. **Read along.** Play CD1Track 62. Have the students listen to the story once.

CD1 62

The Kid

1. The kid can use ink.
2. He can open a lid.
3. He can sip and zip.
4. This kid needs a bib!

Sight words: can, open, needs

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. Finally, model reading the storyand have students read the story on their own.

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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 boy and mother. Give the students Phonics Cards for the key words and have them hold the cards up when they say each key word in the story. Encourage students to have fun while they act out the story. When they are finished, choose two different students to act out the story. Change the Phonics Cards. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. Read through the story again as time permits and have students raise their hands when they read a sight word in the story.

1. **What's in the Cap?** (p. 9). Put the Unit 4 Student Cards in a cap (or a bag, box, or other container). Have student pairs pass the cap. 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, the pair sits down. For added challenge, include the Unit 3 cards.
2. **Repeat You, Repeat Me.** Arrange the students in a circle. Say a key word and perform a motion. Have the next student in the circle repeat your word and motion and add a new word and motion. Continue and see how long the class can keep the chain going. Encourage students to be silly and dramatic.
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 own stories and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 19. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 1
4. Unit 4 Online Test

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Review 2 short e: e et en ed short i: i ip ib id

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:

web, egg, vet, ten
jet, net, wet, pet
hen, pen, red, bed
hip, ink, zip, in
lip, tip, sip, rip
bib, rib, kid, lid

Sight Words:

oh, in, go, to, can, open, needs

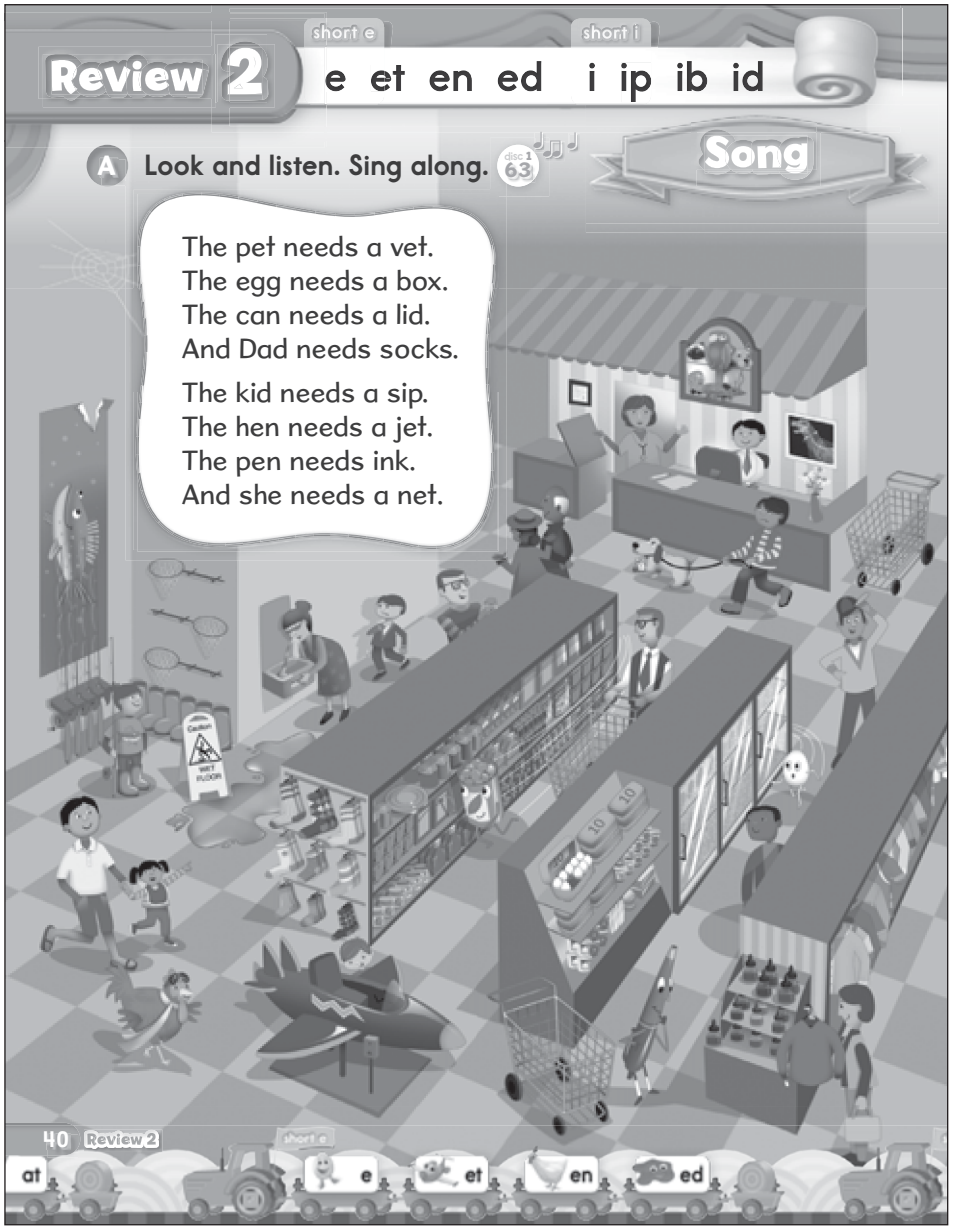
Materials:

Phonics Cards 25–48
Student Cards 25–48
CD1 Tracks 63–64

Warm Up

Write *short e*, *et*, *en*, *ed*, *short i*, *ip*, *ib*, and *id* on the board. Model the sounds and have students repeat. Then use the Phonics Cards to review the words from Unit 3 and Unit 4. Show the cards and elicit responses. Remind students that words with word families (*et, en, ed, ip, ib, id*) are also *short e* and *short i* words.

Use Pages 40–41



A. Look and listen. Sing along.

Play CD1 Track 63. Have students listen to the song one time.

CD1 63

The pet needs a vet.
The egg needs a box.
The can needs a lid.
And Dad needs socks.

The kid needs a sip.
The hen needs a jet.
The pen needs ink.
And she needs a net.

Match can to lid, match hen to jet.
Match kid to sip, match girl to net.
Match pen to ink, match egg to box.
Match pet to vet, match Dad to socks.

Have the students listen to the song again. This time, have students sing along and point to the pictures that represent the key words. Then have students match the items. They can either match them by using their hands to point to two different items or by using their pencils to draw arrows from one item to another item.

B. Listen and circle the ones that rhyme.

Play CD1 Track 64. Have students repeat the words they hear as they circle the correct pictures.

CD1 64

1. hip, hip
   bed, bed
   red, red
   pen, pen
2. kid, kid
   web, web
   lip, lip
   lid, lid
3. wet, wet
   ten, ten
   net, net
   zip, zip
4. bib, bib
   rib, rib
   vet, vet
   in, in

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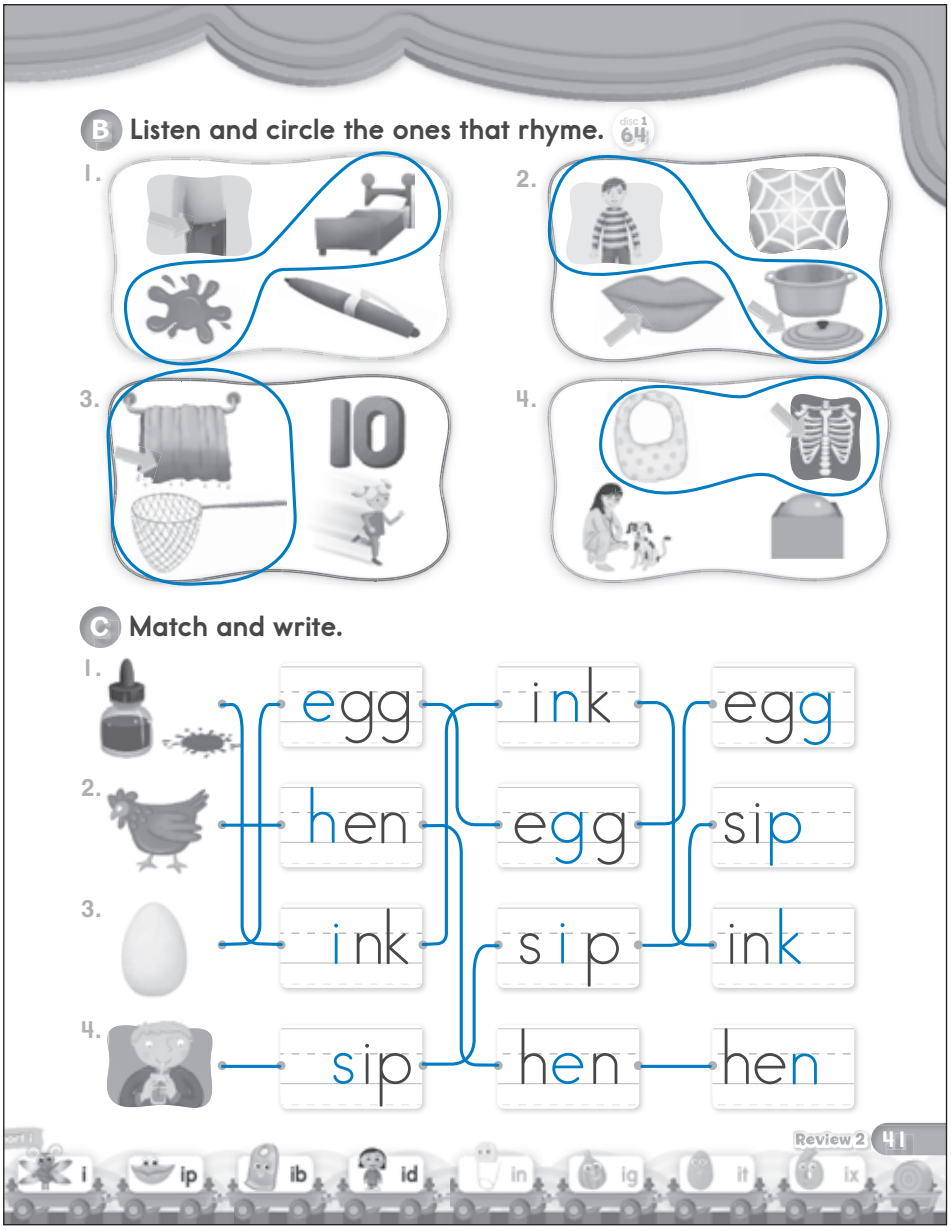

After students finish exercise B, go back to the beginning of the exercise. Point to the other pictures in the exercise and elicit the pictures' word families from the students. Then have students say the full words. Finally, have students find rhymes for them from the other pictures in B; for example: *hip* in number 1 and *lip* in number 2.

C. Match and write.

After students have completed exercise C, check their answers. Then write part of a key word on the board but leave out a letter (z _ p). Students try to guess the word (zip). For added challenge, have a student come to the board, write a key word, and leave out one letter. Students should raise their hands and try to guess the word. Then have students circle the word families in the words on the board.

1. **Sound Families** (p. 9). Divide students into groups of three or four. Give each group a set of shuffled Unit 3 and Unit 4 Student Cards. When you say *Go!* students put the cards into their categories: *short e*, *et*, *en*, *ed*, *short i*, *ip*, *ib*, and *id*. Write these categories on the board for the students to reference. The first group to finish wins. Have students reshuffle their cards at the end of each round. Repeat as time permits.
2. **Spelling Bee** (p. 9). Students take turns spelling words from Unit 3 or Unit 4. Include sight words from the stories and the *Now try these!* words, as well. Students continue to remain in the spelling bee as long as they spell correctly, while students who spell a word incorrectly must sit down. The last student standing wins.
3. **Bingo** (p. 8). Have students make a nine-square grid on a sheet of paper and then place nine of their Unit 3 and Unit 4 Student Cards picture-up in the squares. Call out key words one at a time. Students turn their cards over if they have them and try to get three across in a horizontal, vertical, or diagonal row. Students who get three in a row shout *Bingo!* After playing a round, invite a student to call the cards.

Practice and Components

1. *Oxford Phonics World Workbook 2*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. *Oxford Phonics World Student Book 2*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside their corresponding pictures.
3. iTools
4. Multi-ROM, disc 1
5. Oxford Phonics World Reader, *No Jam!*
6. *Online Midterm Test*

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Review 2 short e: e et en ed short i: i ip ib id

Lesson Objectives:

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

Key Words:

web, egg, vet, ten
jet, net, wet, pet
hen, pen, red, bed
hip, ink, zip, in
lip, tip, sip, rip
bib, rib, kid, lid

Sight Words:

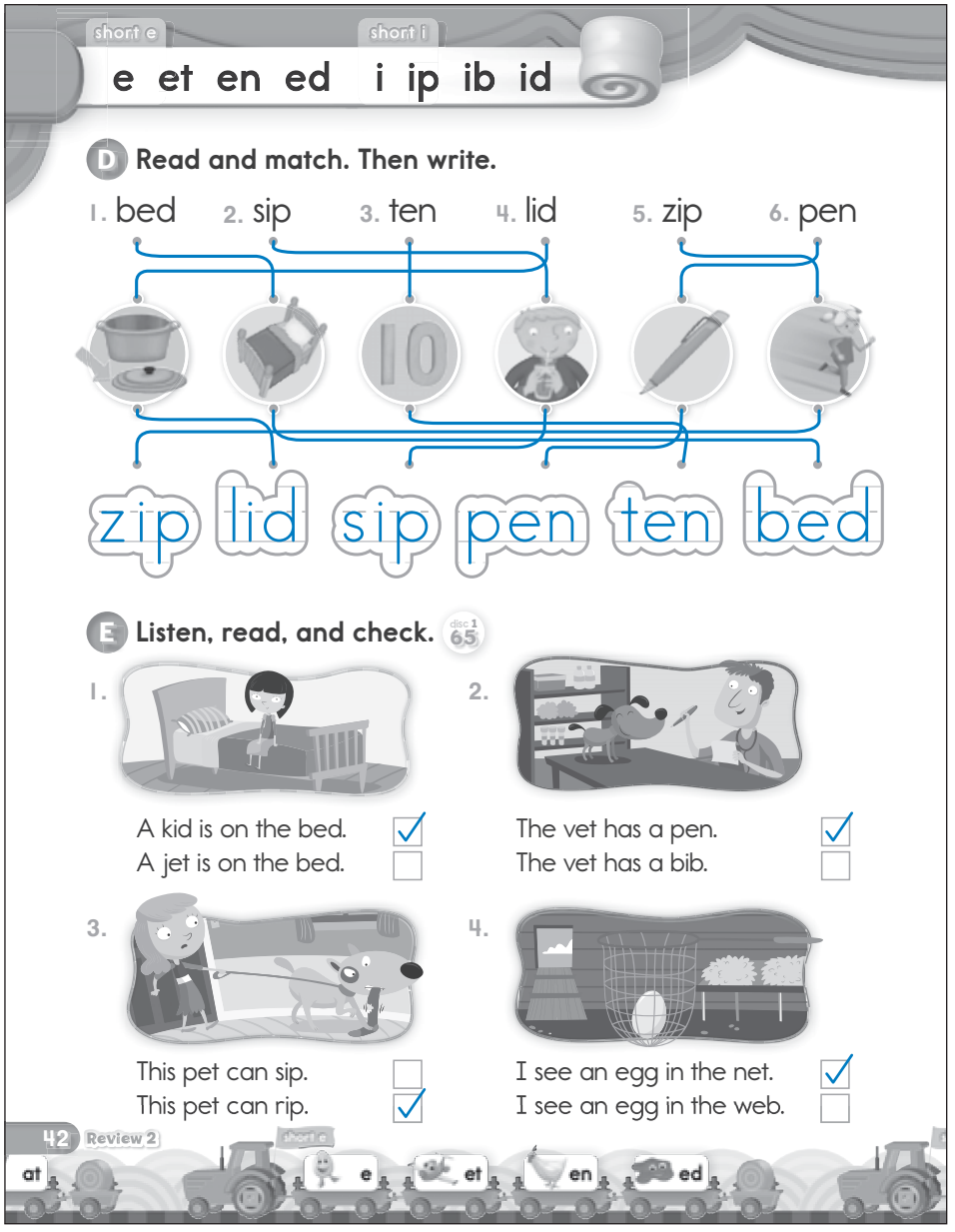
oh, in, go, to, can, open, needs

Materials:

Phonics Cards 25–48
Student Cards 25–48
CD1 Track 65

Warm Up

Divide students into groups of three or four. Give each group a set of Student Cards for Units 3 and 4. Have the students arrange the cards, picture-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 one of the word families from Units 3 or 4. The first team to hold up a card that contains that word family and say the word wins a point. The team with the most points wins.



Use Pages 42–43

D. Read and match. Then write.

Have students sound out each word and say it as they draw their line. After students have completed exercise D, point to individual pictures and elicit the word of each picture from a student. Then have the class repeat the word. Continue until you have covered all of the pictures in exercise D.

E. Listen, read, and check.

Play CD1 Track 65. Have students listen and check the sentence they hear.

CD1 65

1. A kid is on the bed.
2. The vet has a pen.
3. This pet can rip.
4. I see an egg in the net.

Extend exercise E by using the words to create new sentences, e.g., *A jet is on the bed* or *The vet has a bib*. Invite a student to come to the board and draw a picture of the new sentence. Do this for all four sentences. For added fun, have students volunteer to act out any of the sentences in exercise E without saying them. Then have the class guess which sentence the student acted out.

F. Play the game.

1. Divide the students into pairs. Have each student make a game piece or use a small object for one. Pairs take turns spinning the paperclip, each moving his or her game piece ahead the number of spaces shown on the spinner, and saying the word of the

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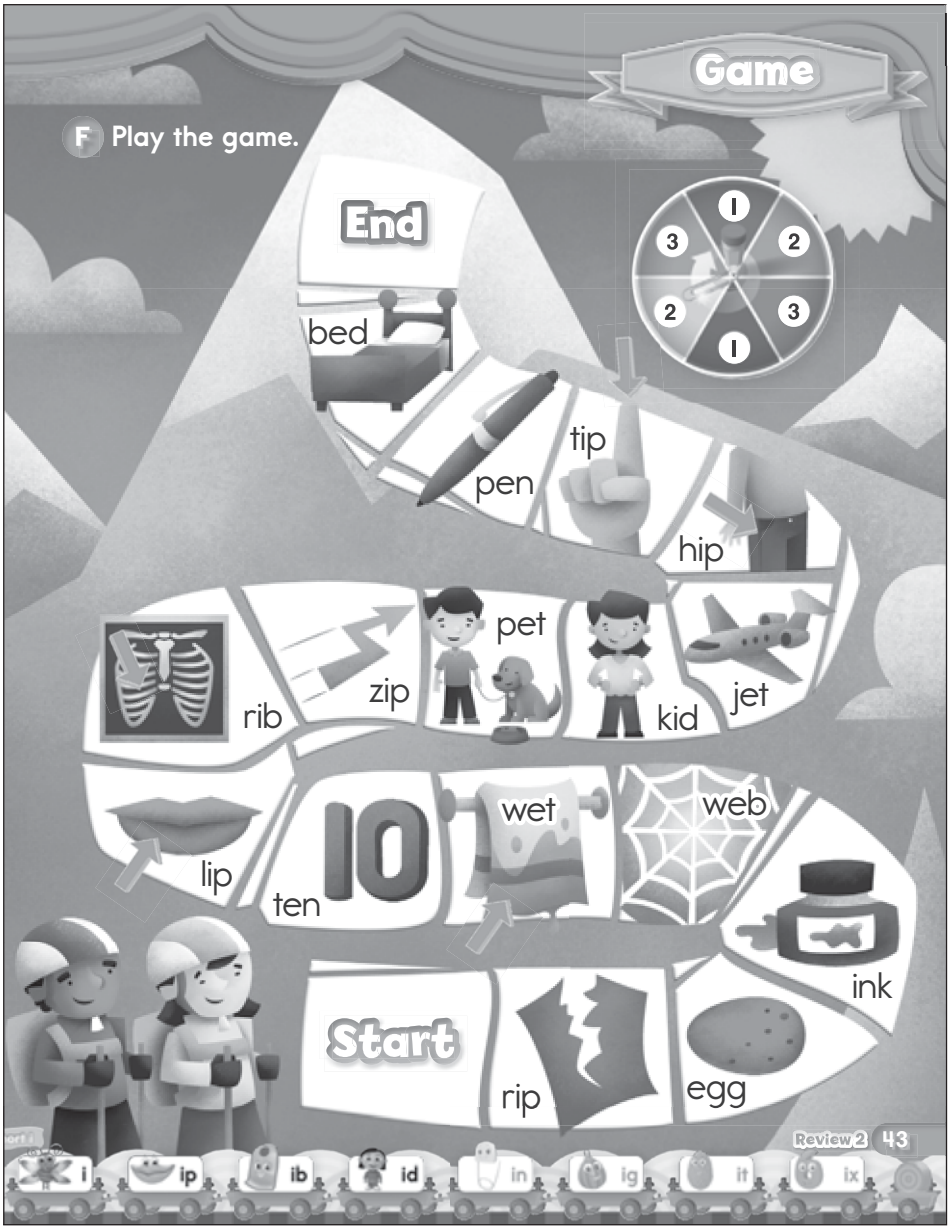

picture. If they can say the word successfully, then they can stay on that space. If not, they go back to the previous space. The first student to reach the end of the game board is the winner.

2. For a variation, divide the Student Cards for Unit 3 and Unit 4 between two students. The first student spins the paperclip and moves the correct number of squares. If the student has the card for the word on that square, he or she puts the card down, says the word, and remains on the square. If the student doesn't have the card, then he or she can trade cards with the other player and lose a turn, or go back to the previous space and try to spin a different word on the next turn. Trading cards can help, but it can also enable the other player to move ahead quickly. The first student to reach the last square wins.

1. **Fruit Salad.** Students sit in a circle. Give each student one Unit 3 or Unit 4 Student Card. Call out two key words from the units. The students holding those cards change seats. Continue calling out words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards.
2. **Word List.** Divide the class into pairs. Write the word families (phonograms) from Unit 3 and Unit 4 on the board. Have students keep their books closed. Give students a few minutes to write down as many words as they can think of for each word family. The pair with the most correct words wins.
3. **Picture Game** (p. 8). Divide the class into small teams of four and give each some paper and crayons. Whisper a word to a student from each team. Without speaking, the student must draw the word for their team to guess. The first team to correctly guess the picture gets a point. For added challenge, say a simple sentence to be illustrated, e.g., *The jet is wet.* Repeat until each student has had a chance to draw or as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 2*, pp. 20–21. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. *Oxford Phonics World Student Book 2*, Picture Dictionary, pp. 84–88. Have students write the Unit 3 and Unit 4 key words beside their corresponding pictures.
3. iTools
4. Multi-ROM, disc 1
5. Oxford Phonics World Reader, *No Jam!*
6. *Online Midterm Test*

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Unit 5 short i: in ig it ix

Lesson 1 Objectives:

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

Key Words: pin, fin, bin, win

Materials:

Phonics Cards 49–52
Student Cards 49–52
Letter Cards
CD2 Tracks 02–06

Warm Up

Use Phonics Cards to review the sounds and words learned in Units 1–4.

Use Pages 44–45

A. Listen and learn.

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

CD2 02

/i/ /n/ in /p/ /in/ pin
/i/ /n/ in /p/ /in/ pin

Show students the *pin* Phonics Card. Then pass around a container with as set of the *in* Student Cards in it. Have students take turns choosing a card. If it is not the *pin* card, they put it back and say *The pin is in*. If they draw the *pin* card, they shout *I have the pin!*

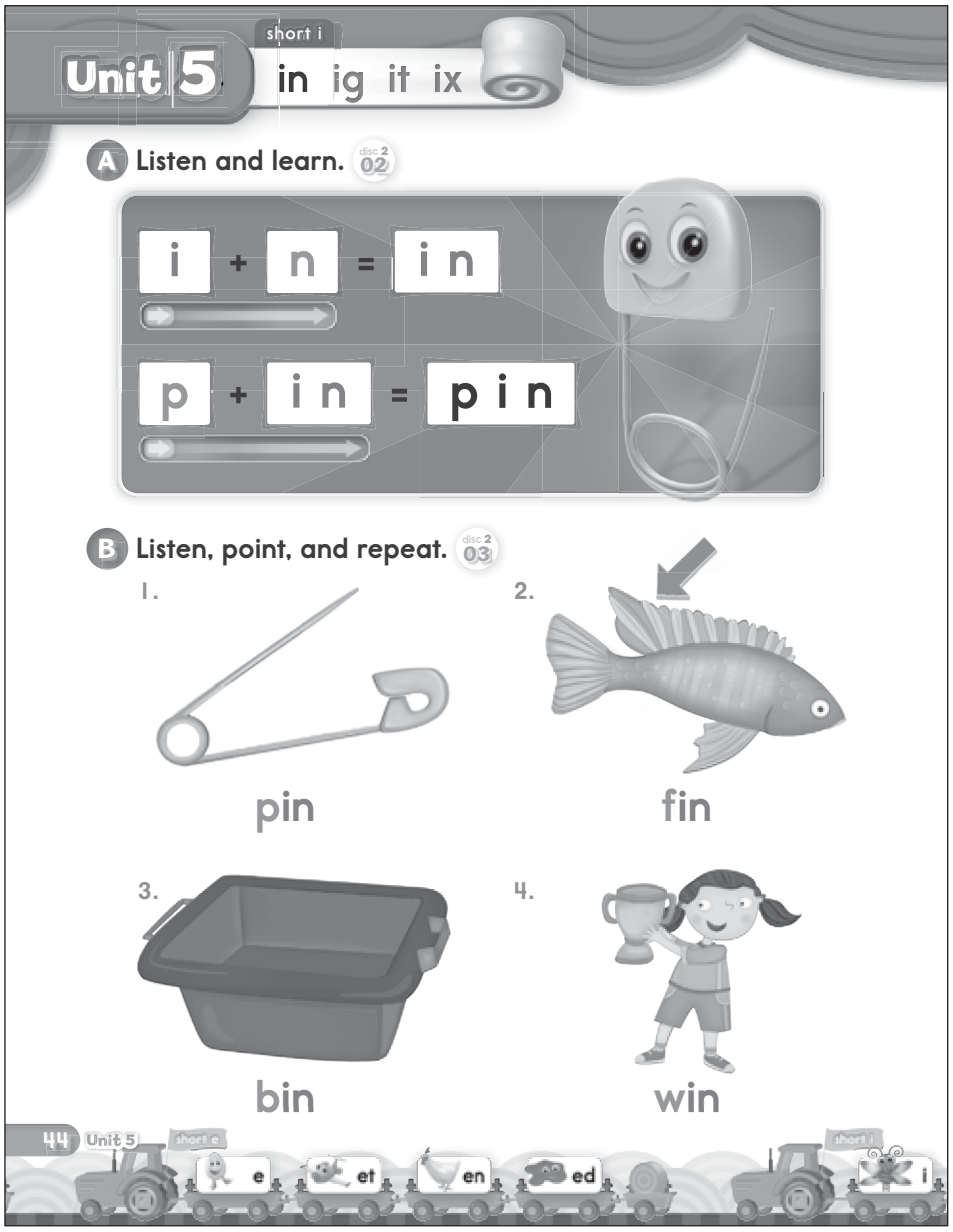
B. Listen, point, and repeat.

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

CD2 03

1. /p/ /in/ pin, pin
   /p/ /in/ pin, pin
2. /f/ /in/ fin, fin
   /f/ /in/ fin, fin
3. /b/ /in/ bin, bin
   /b/ /in/ bin, bin
4. /w/ /in/ win, win
   /w/ /in/ win, win

Then point to the pictures in exercise B in a different order and have students say the words. Repeat and increase your speed.



C. Listen and circle the ones that rhyme.

Play CD2 Track 04. Have students circle the words that rhyme.

CD2 04

1. rip, bin, fin
2. win, jet, bin
3. fin, hip, pin

After students have completed exercise C, check their answers. Point to the pictures in exercise C and have students name each one.

D. Listen, match, and write.

Play CD2 Track 05. Have students match the letter to the word family and write the word on the line.

CD2 05

1. pin, pin
2. win, win
3. fin, fin
4. bin, bin

After students finish, check their answers. Then have two students come to the board. Show them the picture side of a Phonics Card. They write the word as quickly as they can. Repeat with other students and cards.

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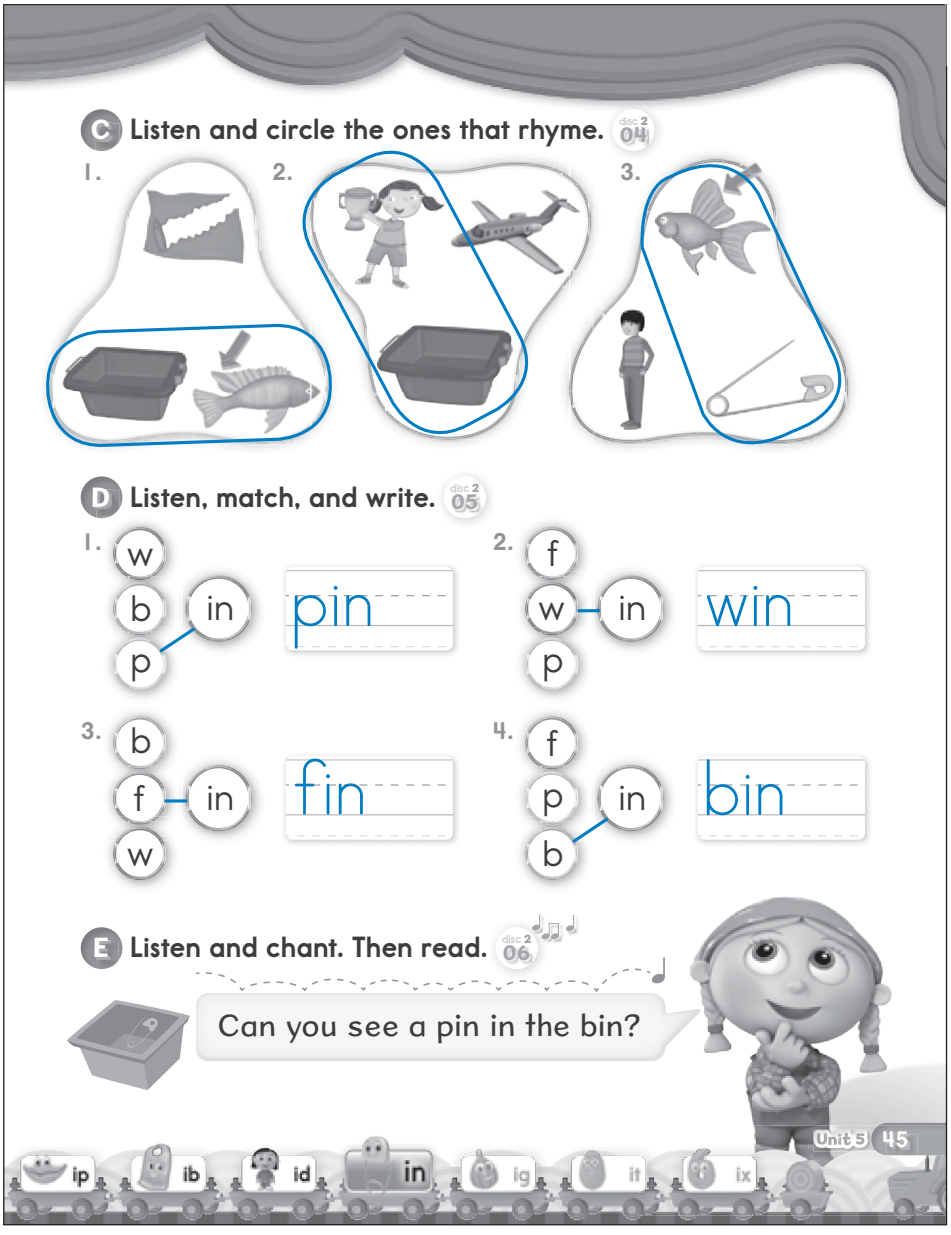

E. Listen and chant. Then read.

Play CD2 Track 06. Have students chant along with Farmer Fran. Each line repeats.

CD2 06

Pin, pin, pin
Bin, bin, bin
Bin, bin, bin, pin, bin
Pin, pin, bin, bin
Can you
Can you see a pin
Can you see a pin in the bin? (x2)

Divide the students into groups of four to six. Groups repeat the chant and pass around a "bin" (a box, a can, or another container) with a set of four *in* Student Cards in it as they chant. Whoever is holding the bin on the last line (*Can you see a pin in the bin?*) draws a card and says *Yes, I can* if it's the *pin* card or *No, I can't* if it's any other card. Repeat the chant as often as time permits.

1. **Odd One Out.** Display the Phonics Cards and include one or two cards from the previous unit. Have students say the word of each card aloud and raise their hands when they say the word of a card that doesn't belong. For added challenge, include Phonics Cards from all units that have been studied so far. Repeat as often as time permits.
2. **Touch** (p. 9). Use the *in* Student Cards. Have students play in groups of five or six. Say the key words and have students repeat after you as they race to touch the cards. Then have one student be the leader. Repeat so that each student gets the chance to be the leader.
3. **Spell It.** Divide students into teams of three or four. Give each team a set of *in* Student Cards and a set of Letter Cards. Have students arrange the Student Cards so that they can only see the sides with pictures. Then say one of the key words. Groups race to spell the word with the Letter Cards and find the picture in the Student Cards. The first team to do so and raise their hands wins a point. Repeat until you have covered all four *in* words. For added challenge, have students use their Letter Cards to spell key words from previous units.

Practice and Components

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

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Unit 5 short i: in ig it ix

Lesson 2 Objectives:
- Learn /ig/ and *ig*
- Learn four new key words

Key Words: fig, wig, big, dig

Materials:
Phonics Cards 53–56
Student Cards 53–56
CD2 Tracks 07–10

Warm Up

Review the *in* Phonics Cards one time. Then act out each of the words for students to guess.

Use Pages 46–47

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 07.

CD2 07

/i/ /g/ ig /f/ /ig/ fig
/i/ /g/ ig /f/ /ig/ fig

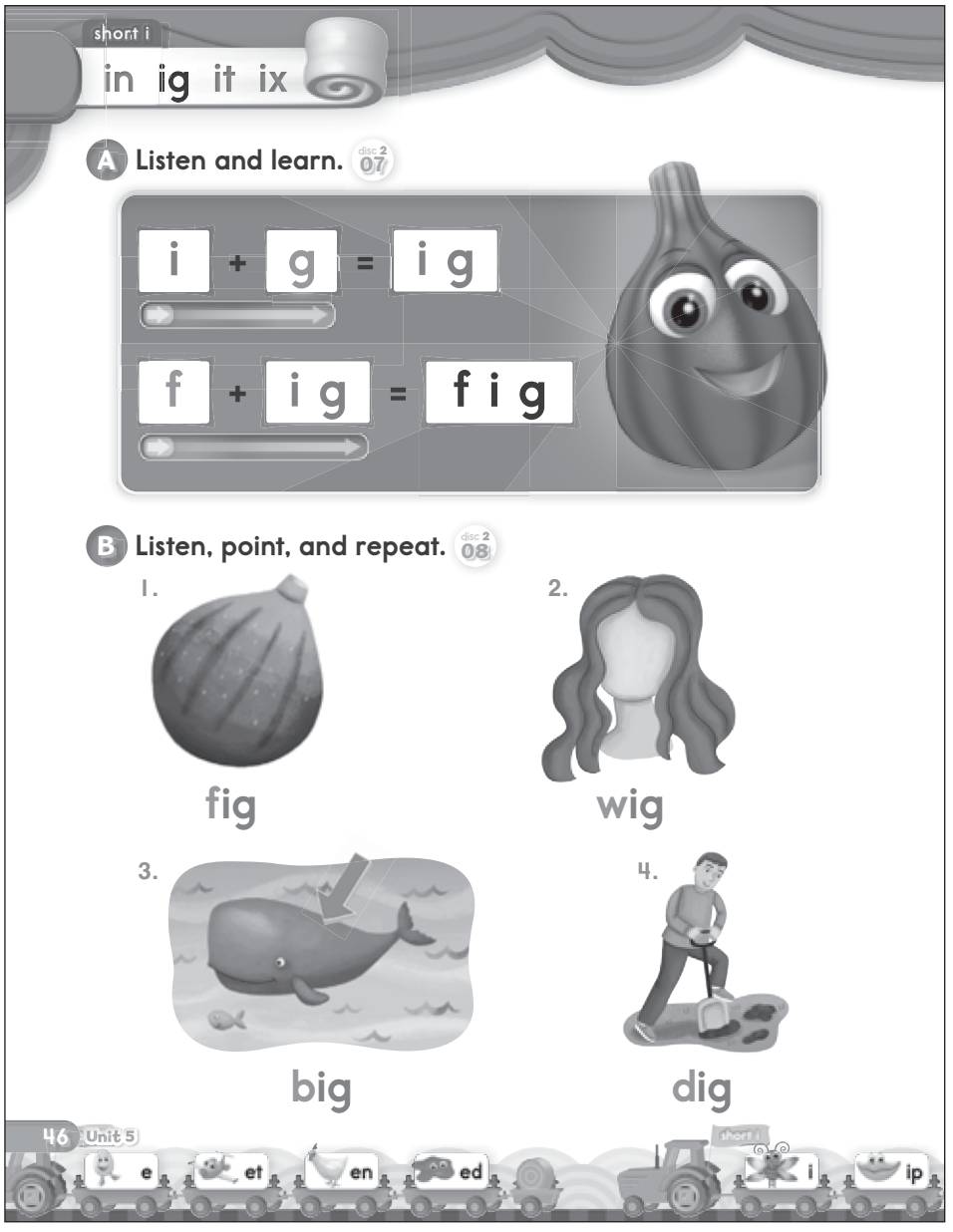
Pass the *fig* Phonics Card around the room. Each student holds it and says /f/, /ig/, *fig* before passing it. If needed, assist with the students' pronunciation of the /f/ sound, as it may be difficult for some students.

B. Listen, point, and repeat.

Play CD2 Track 08. Have students point as they repeat the words.

CD2 08

1. /f/ /ig/ fig, fig
   /f/ /ig/ fig, fig
2. /w/ /ig/ wig, wig
   /w/ /ig/ wig, wig
3. /b/ /ig/ big, big
   /b/ /ig/ big, big
4. /d/ /ig/ dig, dig
   /d/ /ig/ dig, dig



Point to the pictures in exercise B in a different order and have students say the words. Then play **Beanbag Toss** (p. 8) until everyone has had a chance to say one of the key words.

C. Listen and circle.

Play CD2 Track 09. Have students do the activity.

CD2 09

1. fig, fig
2. big, big
3. wig, wig
4. dig, dig

Check the answers with the class. Then, for further reinforcement, sound out a key word. Have students say the word and hold up the correct Student Card.

D. Read and match. Then write.

Have students do the activity on their own. When they are finished, check the answers with the class. If time permits, divide the class into two teams. Have the teams line up in front of the board. Say a key word and have the first student in each line race to the board to write the word. Continue until everyone has had a chance to write.

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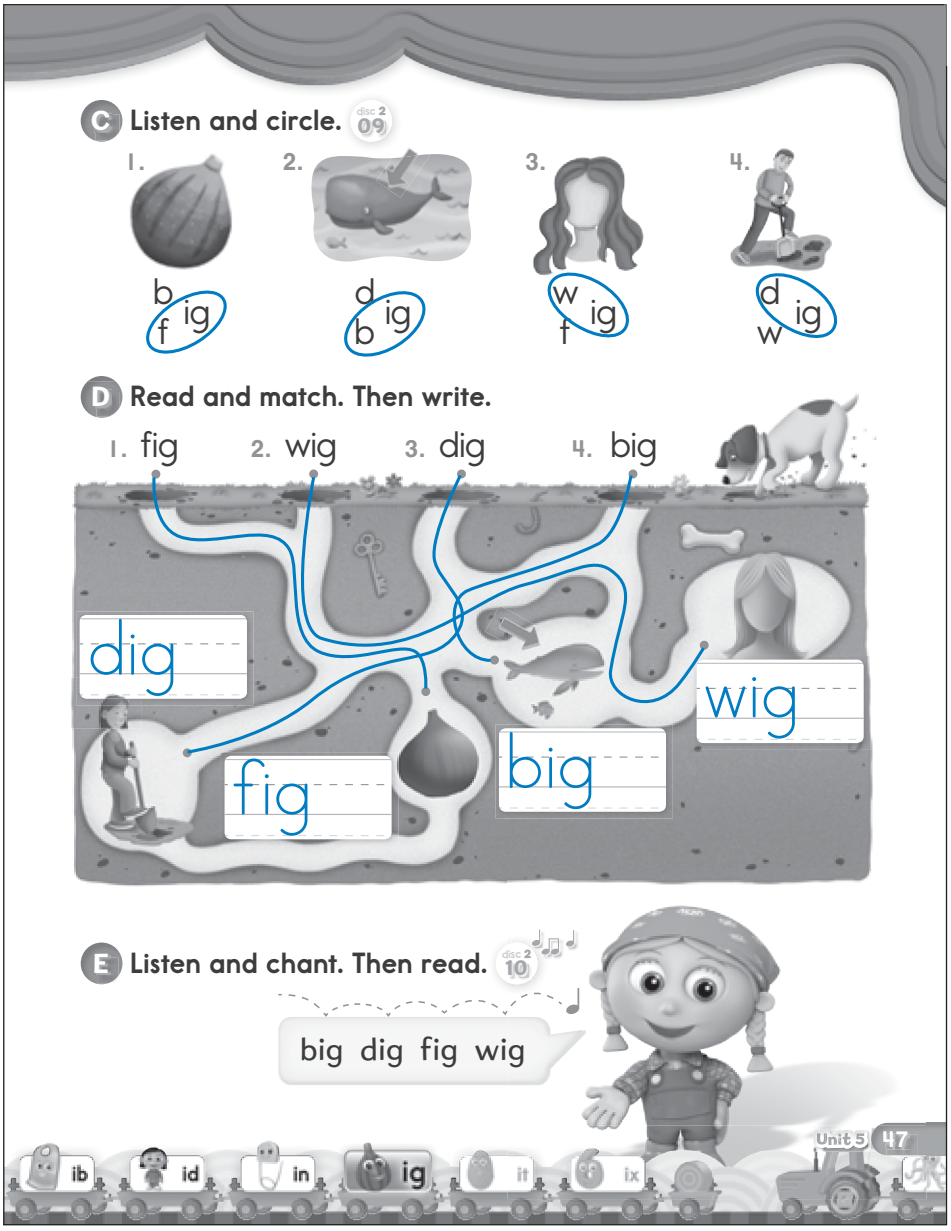

E. Listen and chant. Then read.

Play Class CD2 Track 10. Have students chant along with Farmer Fran. Each line repeats.

CD2 **10**

Big, dig, fig, wig
Big, dig, fig, wig
Dig, dig, wig, wig
Fig, fig, big, big
Big, dig, fig, wig

Divide the students into groups of four and have each group stand around a desk that has the four *ig* Student Cards on it. Then do the chant as a round. Each group starts to chant after the previous group finishes the last word of the first line. Students in each group point to the correct Student Cards as they chant to help them concentrate. Repeat several times.

1. **Line Up** (p. 8). Give students one *ig* Student Card each. When you say the four key words in any order, students get into groups of four at the front of the room and line up to match your order. Then each student says their card's word. Have students trade cards and repeat as time permits.
2. **Buzzers** (p. 8). Play in two teams. Show a Phonics Card. The first student to slap their "buzzer" and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
3. **Telephone** (p. 9). Whisper a different *ig* key word at each end of the line. Students whisper the key words down the line. When the words reach the ends of the line, have those students say the word they heard. Alter the activity by dividing students into multiple lines. Say a different *ig* key word at the end of each line. Students race to whisper their word down their line. Repeat as time permits.

Practice and Components

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

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Unit 5 short i: in ig it ix

Lesson 3 Objectives:
- Learn /it/, *it*, /ix/, and *ix*
- Learn four new key words

Key Words: pit, hit, six, mix

Materials:
Phonics Cards 57–60
Student Cards 57–60
CD2 Tracks 11–14

Warm Up

Play **Guess the Next Card**. Use the *in* and *ig* Phonics Cards. Have students stand and try to guess the word of each Phonics Card before you show them the picture. Students who guess correctly remain standing. Students who make a mistake have to sit down but can participate from their seats. The last student standing wins.

Use Pages 48–49

A. Listen and learn.

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

CD2 11

/i/ /t/ it /i/ /x/ ix
/i/ /t/ it /i/ /x/ ix
/p/ /it/ pit /s/ /ix/ six
/p/ /it/ pit /s/ /ix/ six

Divide students into six groups. Give each group a number from one to six. Have the class count to six, with each group calling out its number in the correct sequence: *one, two, three, four, five, six*. Then have the whole class say /s/, /ix/, *six!*

B. Listen, point, and repeat.

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

CD2 12

1. /p/ /it/ pit, pit
   /p/ /it/ pit, pit
2. /h/ /it/ hit, hit
   /h/ /it/ hit, hit
3. /s/ /ix/ six, six
   /s/ /ix/ six, six
4. /m/ /ix/ mix, mix
   /m/ /ix/ mix, mix

Make a gesture for each word and have the class mimic you. Change gestures quickly as students follow.

C. Listen and circle the one that rhymes.

Play CD 2 Track 13. Have students do the activity.

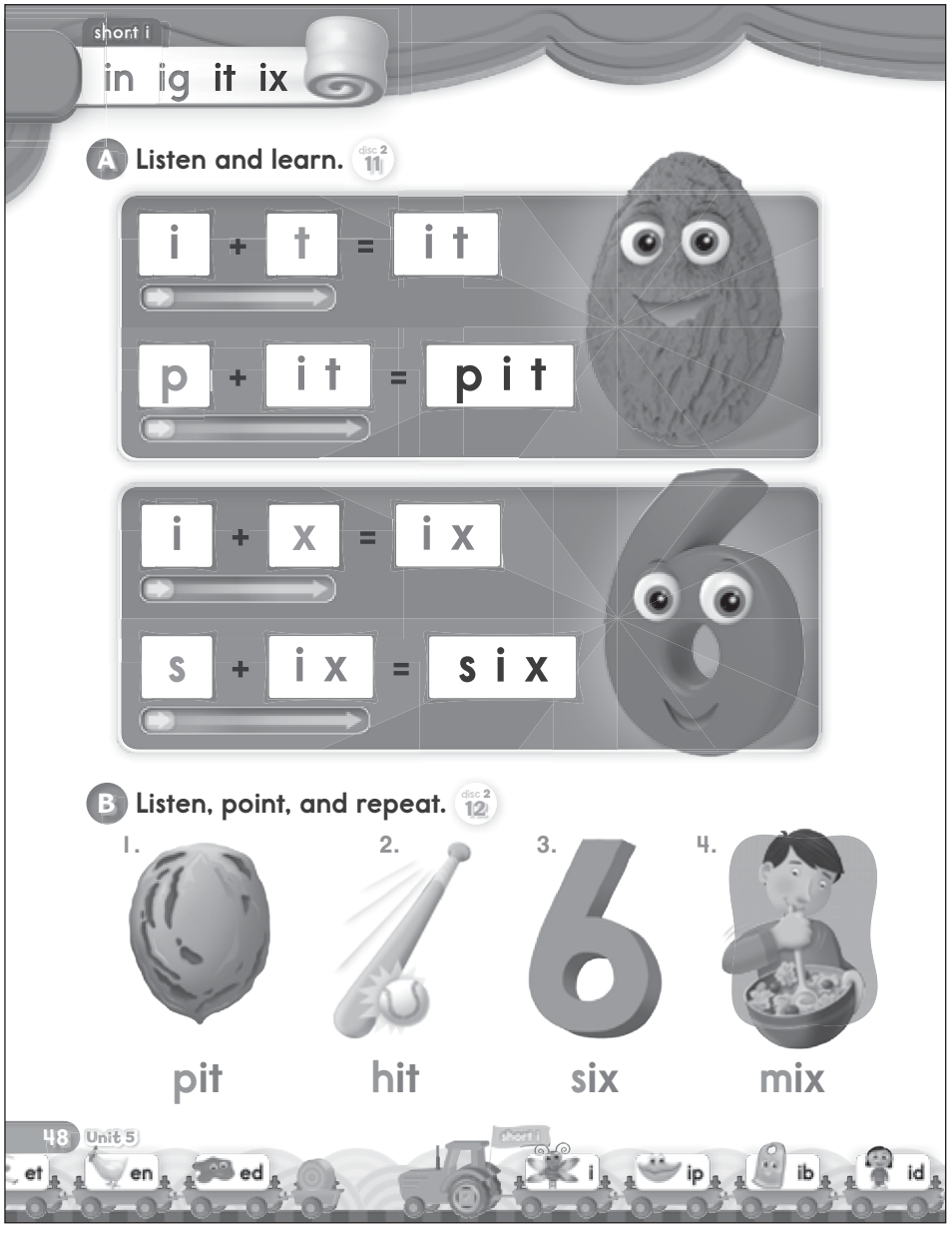
CD2 13

1. six, pit, mix, pin
2. pit, hit, tip, six
3. mix, pet, hit, six
4. hit, mix, win, pit

After students have finished, check the answers with the class.

D. Circle and write.

Have students do exercise D on their own and then check the answers with the class. For further writing practice, write the beginning letter of the key words on the board (*p, h, s, m*) and then invite students to come up and



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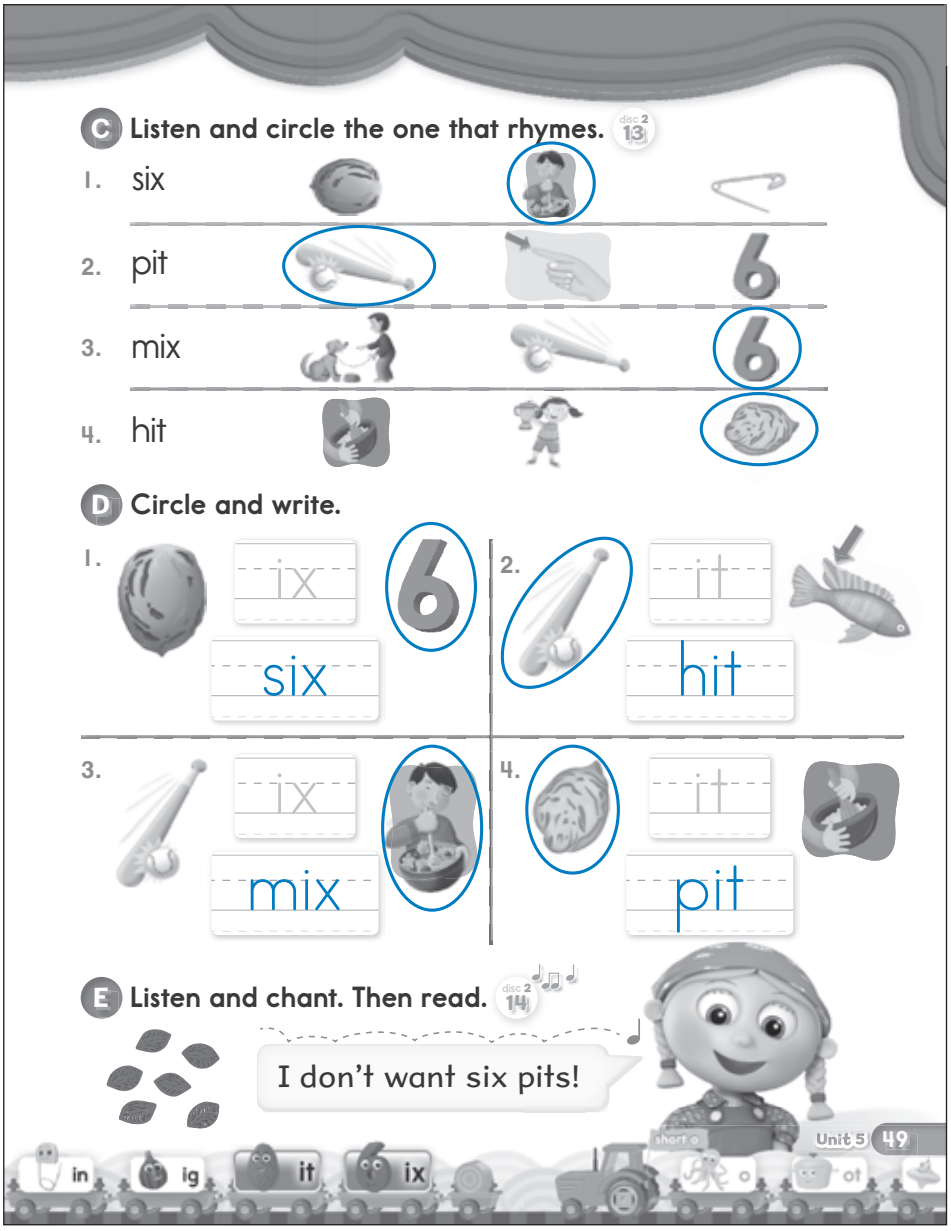

write the word families to complete the words: *pit, hit, six, mix.*

E. Listen and chant. Then read.

Play CD2 Track 14. Have students chant along with Farmer Fran. Each line repeats.

CD2 **14**

Six, six, six
Pit, pit, pit
Pit, pit, pit, six, pit
Six, six, pit, pit
I don't
I don't want
I don't want six pits. (X2)

Have students cover their eyes as you place the Phonics Cards around the room. Make sure the Phonics Cards are partially visible. Then, with eyes open, students stand, search for the Phonics Cards, and repeat the chant. Students should point to the Phonics Cards as they say the chant. Repeat the chant and "hide" the Phonics Cards in different places each time. Then, have the students count the pits in the artwork by the chant. Students should say: *One, two, three, four, five, six. Six pits!*

1. **Do As I Say.** Provide the students with actions that correspond to the *it* and *ix* key words. When you say the word, students do the action and repeat the word. Increase your speed, change the order of the words, and encourage students to have fun while they try to keep up. For added challenge, incorporate key words from previous lessons or units. Repeat as time permits.
2. **Match the Order.** Divide the class into teams of four and have each team stand around a desk. Place a set of Student Cards on each desk, picture-down, so that students cannot see the pictures but can see the words. Then have the students close their eyes. Display the Phonics Cards in a row somewhere in the classroom where the pictures can be easily seen by everyone. When you say *Go!* students open their eyes and teams match their words to the order of the pictures you displayed. The first team to do so raises their hands and says the key words in order. Reshuffle all cards and repeat as time permits.
3. **Beanbag Toss** (p. 8). Students sit on the floor, pass or slide a beanbag (or another soft object) to each other, and take turns saying an *it* or *ix* key word as the beanbag moves. They cannot repeat the word said by the previous student. Encourage students to gradually increase their speed.

Practice and Components

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

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Unit 5 short i: in ig it ix

Lesson 4 Objectives:

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

Sight Words: help, under, thank, now

Materials:

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

Warm Up

Play **Say It**. Use the Unit 5 Phonics Cards. Show the cards and say the words. Put the cards down and have students say the words in the same order. Increase the speed and repeat as time permits.

Using Pages 50–51

A. Circle.

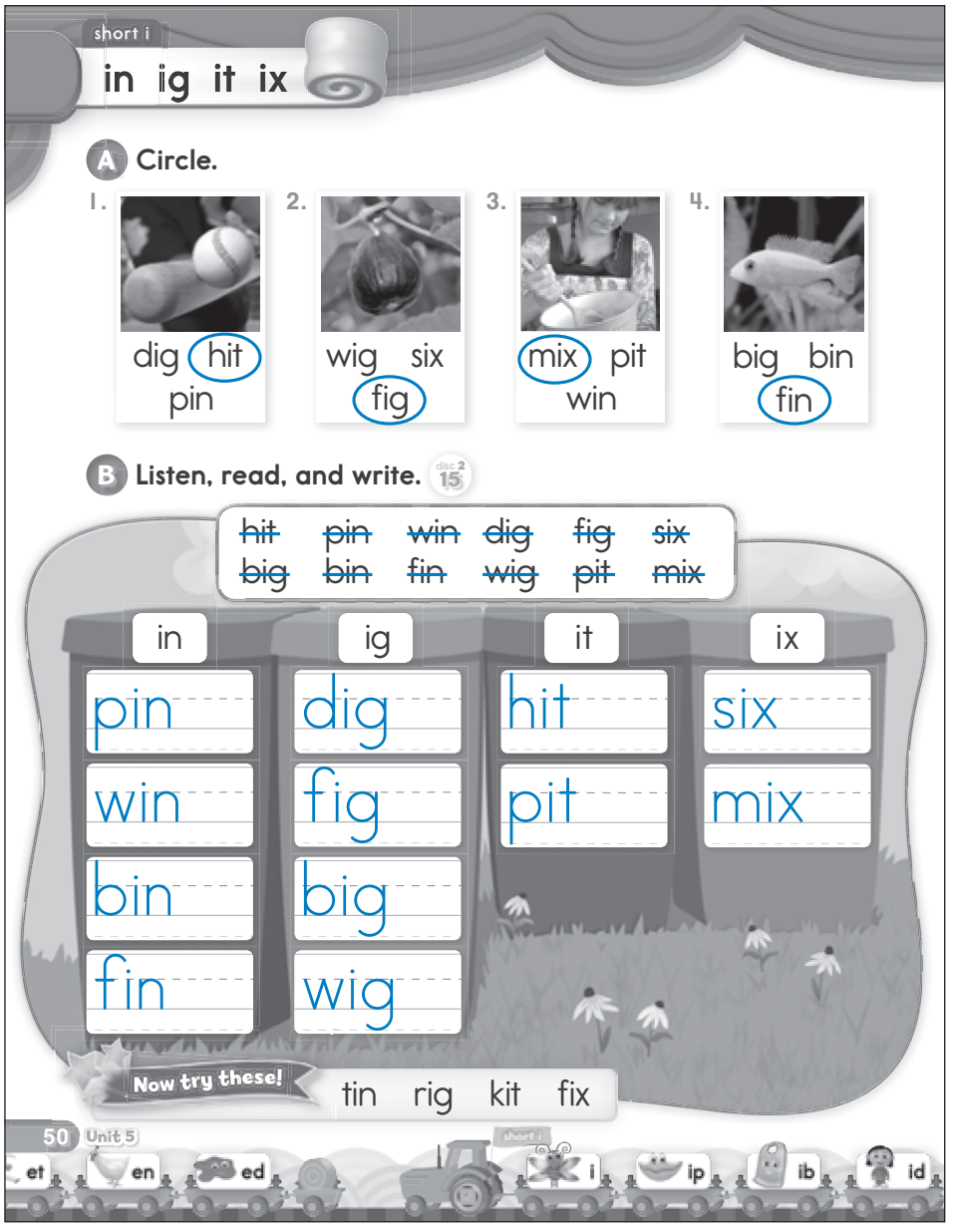
Before students do exercise A, point to each picture and sound it out two times: /h/, /it/, /h/, /it/. Students should repeat after you and then say the word: /h/, /it/, *hit*. Have students do this for each picture before they make their decision. When students are finished, check their answers with the class.

B. Listen, read, and write.

Play CD2 Track 15. Have students repeat the words that they hear as they write them in the correct columns.

CD2 15

hit, hit	big, big
pin, pin	bin, bin
win, win	fin, fin
dig, dig	wig, wig
fig, fig	pit, pit
six, six	mix, mix
Now try these!	
tin, tin	kit, kit
rig, rig	fix, fix



Write *in, ig, it,* and *ix* at the top of four columns on the board. Say one of the *Now try these!* words and have a student come to the board to write it in one of the columns.

C. Look and listen. Read along.

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

CD2 16

Help!

1. Help! My fin is in a net.
2. I can rip it with this pin.
3. I can hit.
   I can dig under the net.
4. Thank you! Now I can win!

Sight words: help, under, thank, now

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

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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 fish, octopus, and crabs to four students. Encourage students to have fun while they act out the story. When they are finished, choose four different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. Read the story again and have students raise their hands each time they come across a sight word in the story.

1. **Sound Families** (p. 9). Divide students into groups of three or four. Have each group use a set of shuffled Unit 5 Student Cards. When you say *Go!* students put the cards into four groups: *in*, *ig*, *it*, and *ix*. The first group to finish wins. Have students shuffle their cards and repeat as often as time permits.
2. **Word Trace Relay** (p. 9). Play in groups of four or five to practice writing the new words from Unit 5.
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. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 25. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 5 Online Test

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Unit 6 short o: o ot op

Lesson 1 Objectives:

- Learn short /o/ and *o*
- Learn four new key words

Key Words: fox, log, ox, rod

Materials:

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

Warm Up

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

Using Pages 52–53

A. Listen and learn.

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

CD2 17

Do you remember the orange octopus?
/o/ /o/ This is the /o/ sound.
This is the letter O.
/o/ octopus, orange octopus
/o/ octopus, orange octopus

Have a student pretend to be an orange octopus and introduce himself or herself to another student. Continue with several more students.

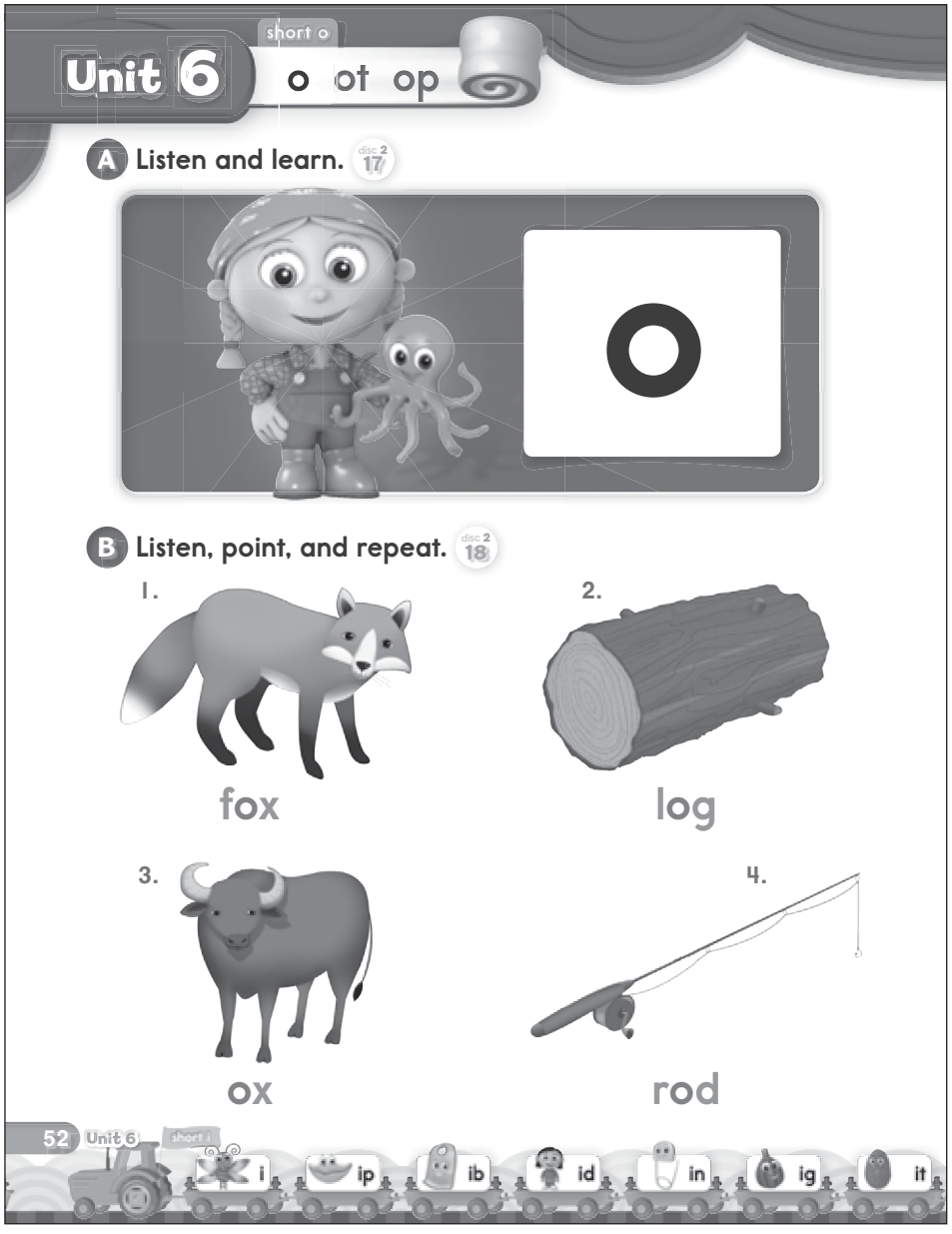
B. Listen, point, and repeat.

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

CD2 18

1. fox, fox
   fox, fox
2. log, log
   log, log
3. ox, ox
   ox, ox
4. rod, rod
   rod, rod

Point to the pictures in exercise B in a different order and have students say the words. Then play **What's Missing?** by showing the class three of the four Phonics Cards. Have students tell you which one is missing. Repeat with a different missing card each time.



C. Listen and read. Then write.

Model the first one for the class, pointing to the letters as you say /o/, /ks/, *ox*. Play CD2 Track 19. Have students move their fingers along the slider as they repeat the sounds. Then have students write the words.

CD2 19

1. /o/ /ks/ ox, ox
2. /l/ /o/ /g/ log, log
3. /r/ /o/ /d/ rod, rod
4. /f/ /o/ /ks/ fox, fox

After students have completed exercise C, have them come to the board and write the words. While the key words are still on the board, erase certain letters in each word and have students tell you which letters are missing. If time permits, use this method to review key words from previous units.

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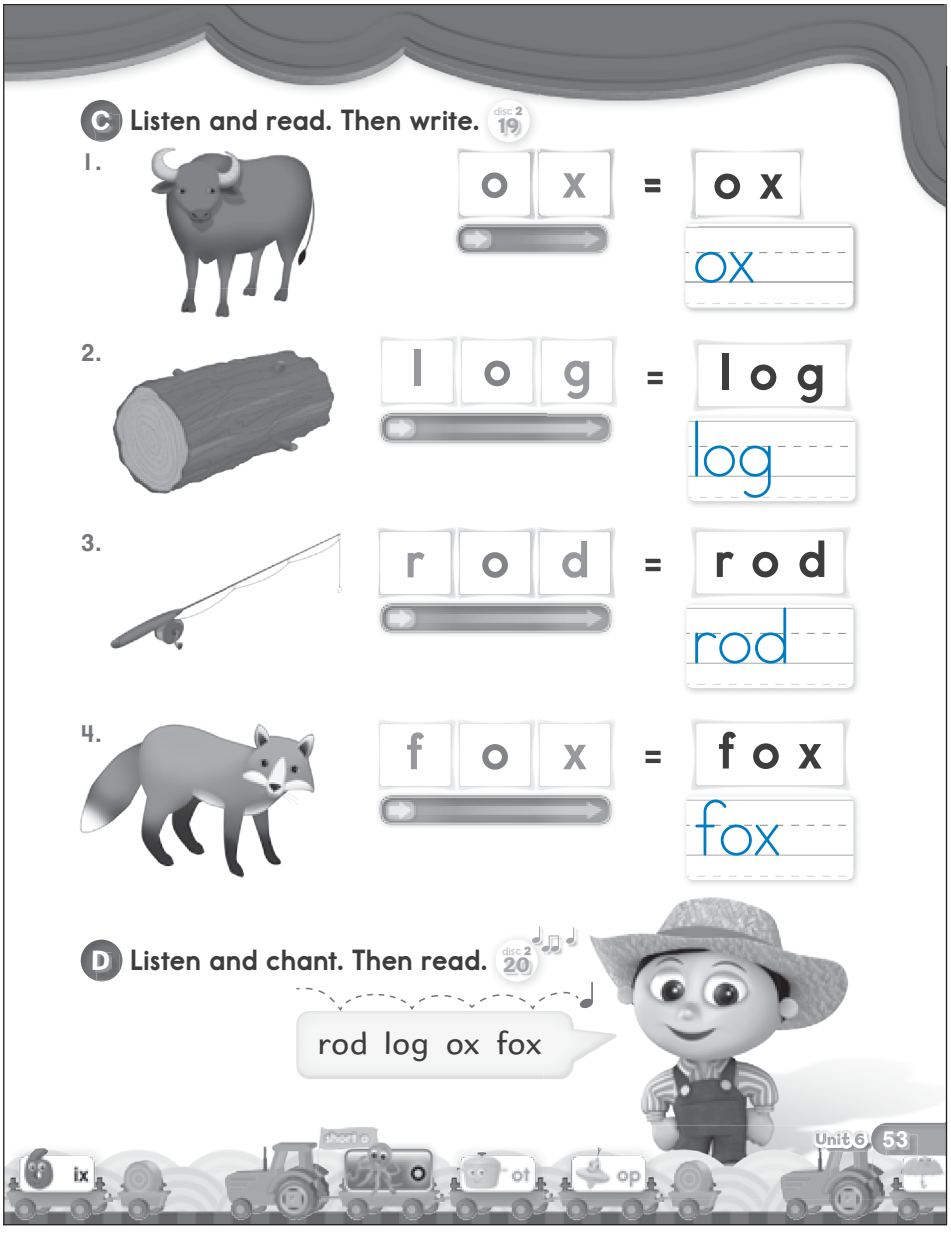

D. Listen and chant. Then read.

Play CD2 Track 20. Have students chant along with Farmer Fred. Each line repeats.

CD2 20

rod, log, ox, fox
rod, log, ox, fox
ox, ox, log, log
rod, rod, fox, fox
rod, log, ox, fox

Divide the students into groups that correspond to one of the key words in the chant. Have the students in each group perform an action when their word is said in the chant. Then reassign the key words to different groups and repeat the chant as often as time permits.

Games and Activities

1. **Match the Order.** Divide the class into teams of four and have each team stand around a desk. Place a set of *short o* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes for a moment. Display the *short o* Phonics Cards, picture-out, at the front of the room. When you say *Go!* the teams open their eyes and try to match the order of their Student Cards with the order of the displayed Phonics Cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat as time permits.
2. **Spelling Race** (p. 9). Divide the class into three or four teams. Call out a word. Have the members of each team race to the board and write one letter of the word at a time, trying to be the first team to complete it.
3. **Charades** (p. 8). Divide students into teams. Show one student from each team a Phonics Card or whisper a key word in his or her ear. Have the students go back to their teams and silently act out the word for the others to guess. The first team to correctly guess the word wins a point. This can also be played as a class. Repeat until each student has had the chance to act out a word at least once.

Practice and Components

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

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Unit 6 short o: o ot op

Lesson 2 Objectives:
- Learn /ot/ and *ot*
- Learn four new key words

Key Words: pot, hot, cot, dot

Materials:
Phonics Cards 65–68
Student Cards 65–68
Letter Cards
CD2 Tracks 21–24

Warm Up

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

Use Pages 54–55

A. Listen and learn.

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

CD2 21

/o/ /t/ ot /p/ /ot/ pot
/o/ /t/ ot /p/ /ot/ pot

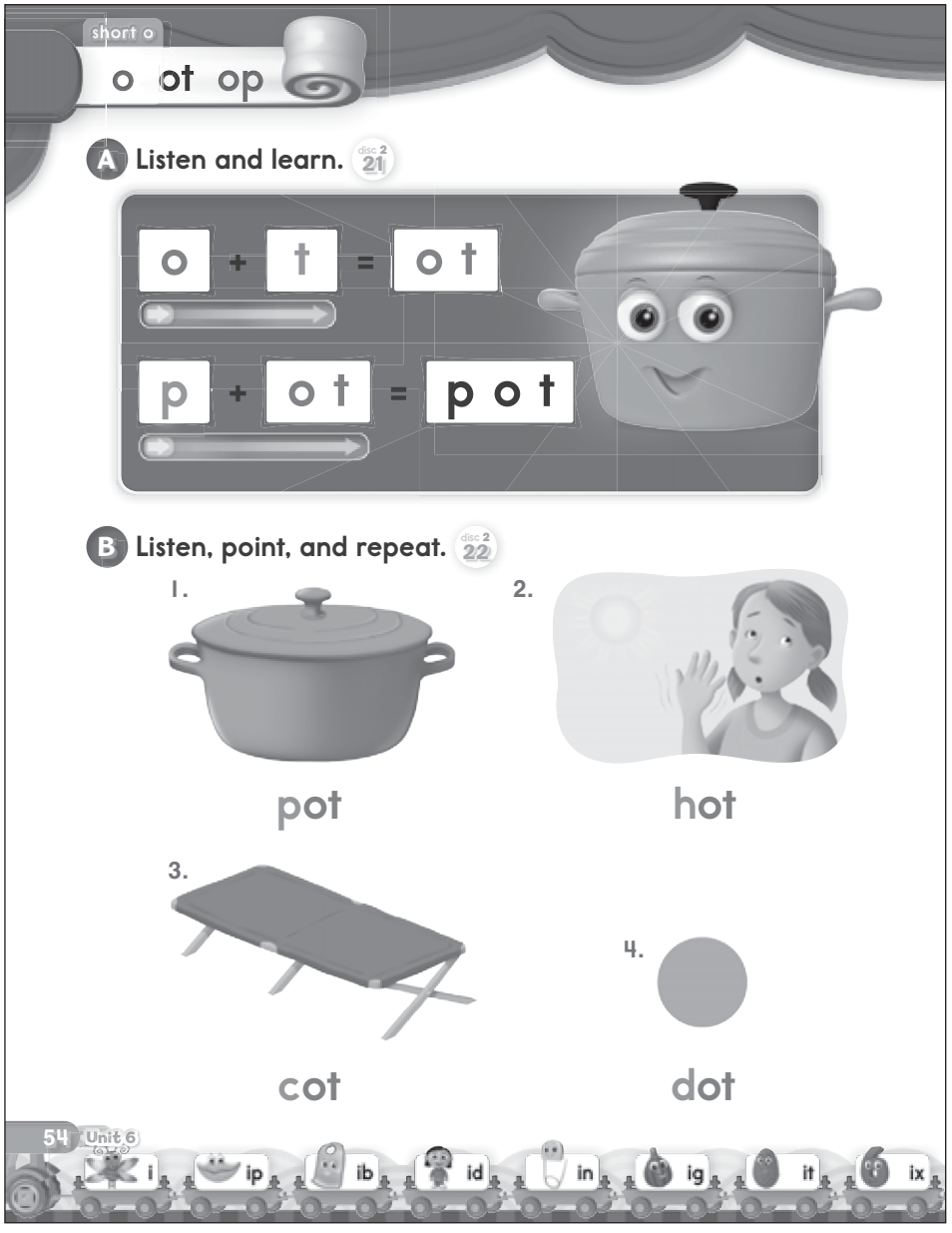
Take the *pot* Phonics Card and pass it to a student. As you do, say /p/, /ot/, *pot*. The student takes the card and says the same thing to the next student. Continue around the room.

B. Listen, point, and repeat.

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

CD2 22

1. /p/ /ot/ pot, pot
   /p/ /ot/ pot, pot
2. /h/ /ot/ hot, hot
   /h/ /ot/ hot, hot
3. /k/ /ot/ cot, cot
   /k/ /ot/ cot, cot
4. /d/ /ot/ dot, dot
   /d/ /ot/ dot, dot



Point to the pictures in a random order and have students name them. Change the order, increase your pointing speed, and repeat as often as time permits.

C. Listen and circle the ones that rhyme.

Play CD2 Track 23. Have students do the activity.

CD2 23

1. fox, pot, dot
2. hot, pot, ox
3. dot, rod, cot

Check the answers with the class. Then show the Phonics Cards for the exercise C key words in a random order. Have students use hand motions to signal if the key words are *ot* words or not.

D. Circle and write.

Have students do the activity. After students have completed exercise D, have them point to each picture, sound out the word, and say the word. If time permits, have students write the words on the board.

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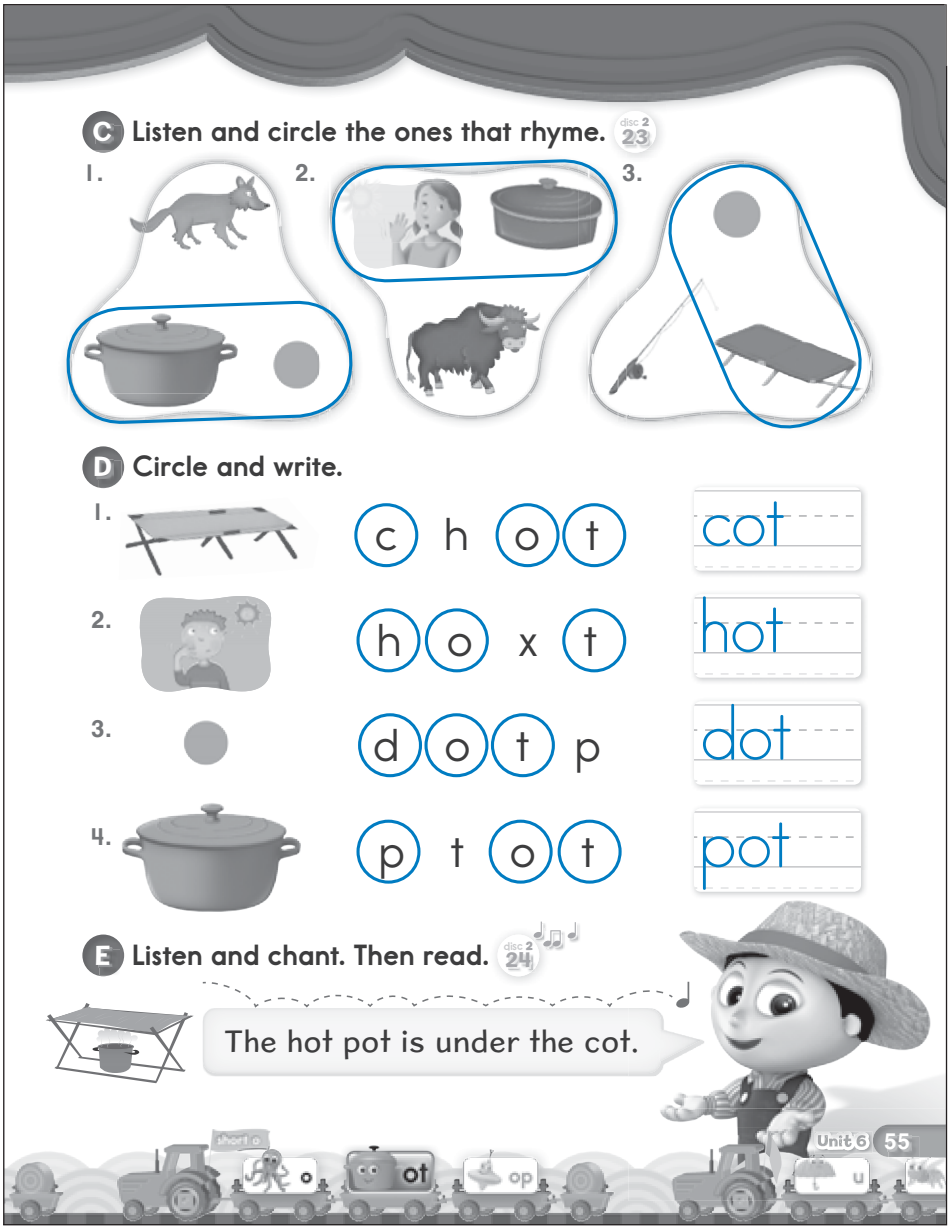

1. **Chair Game** (p. 8). Put two chairs in the center of the room. Divide the class into two teams and have one student from each team stand in the center. The other students gather around to watch. Put a different Phonics Card, picture-up, on each chair. Say the word of one of the cards. The students in the center try to be the first to sit on the chair with that card. For added challenge, use additional cards and chairs.
2. **What's in the Cap?** (p. 9). Put the *ot* Student Cards in a cap, bag, or other container. Put students into pairs and 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 partners are successful, they remain standing. If they are not successful, the pair sits down. The pair then passes the cap to the next pair. Repeat until each pair has had a turn or as often as time permits.
3. **Word Builder.** Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, e.g., /*h*/, /*ot*/. Pairs race to be the first to spell the word with their Letter Cards and raise their hands. Check the first team's answer by having them sound out, say, and spell the word aloud. If time permits, include key words from previous units.

E. Listen and chant. Then read.

Play CD2 Track 24. Have students chant along with Farmer Fred. Each line repeats.

CD2 24

Hot, pot, cot
Hot, pot
Pot, cot
Hot, pot, cot
The hot pot
The hot pot is under
The hot pot is under the cot. (x2)

Point to the picture of the hot pot and the cot and ask *Where is the hot pot?* Elicit responses from the students. Then assign key word parts to different groups of students. Play the chant again and encourage students to listen carefully. Have students stand when their group's key word is said and sit down before another key word is said. At the end of the chant, the groups of students should stand and sit down quickly. Reassign key words to different groups of students and repeat as time permits.

Practice and Components

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

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Unit 6 short o: o ot op

Lesson 3 Objectives:

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

Key Words: top, mop, hop, pop

Materials:

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

Warm Up

Play **Guess the Next Card** with the *short o* and *ot* Phonics Cards. Have students stand and try to guess which card you will show. If they guess incorrectly, they sit down. The last student standing wins.

Using Pages 56–57

A. Listen and learn.

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

CD2 25

/o/ /p/ op
/o/ /p/ op
/t/ /op/ top
/t/ /op/ top

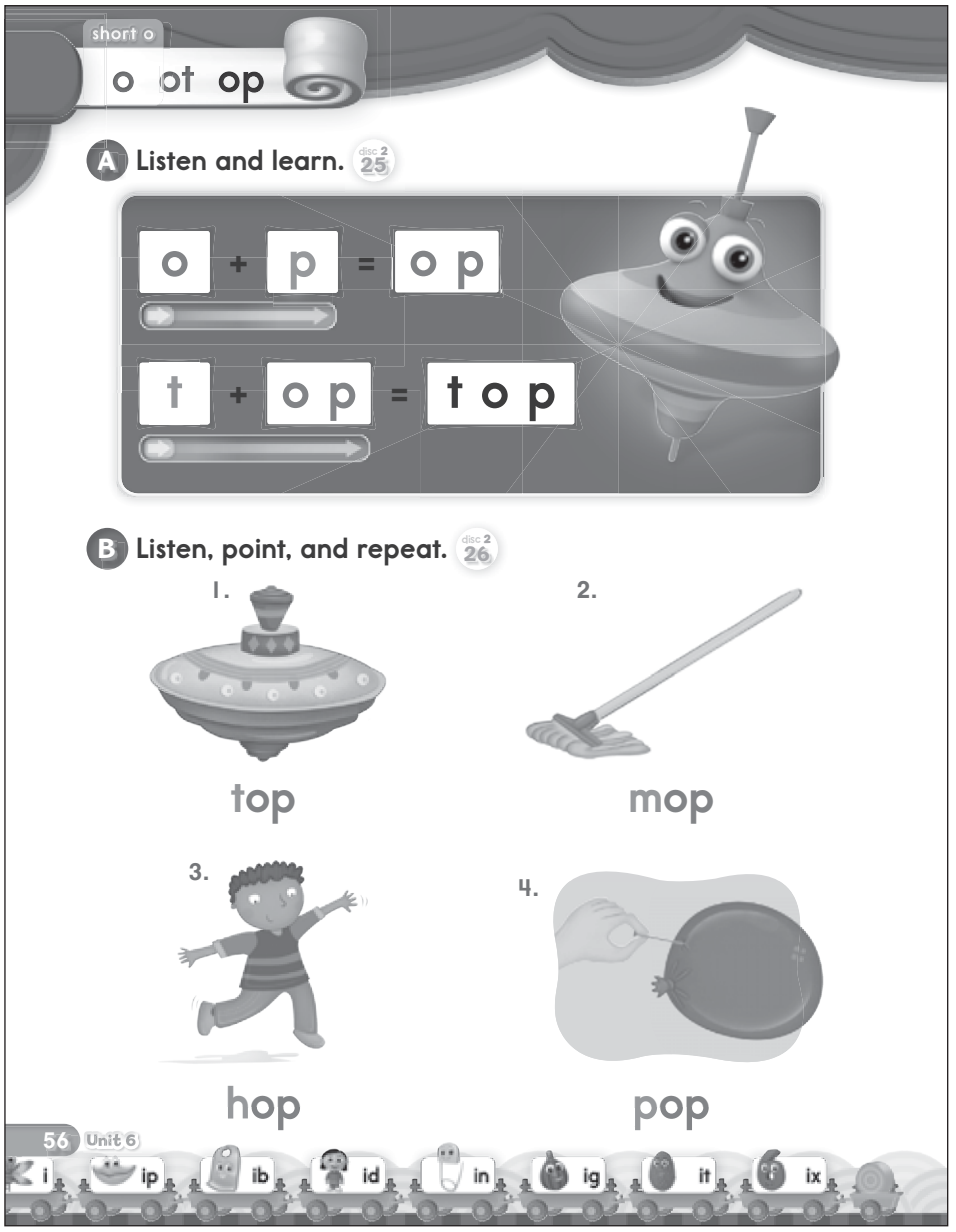
Go around the room and have students repeat the line: /t/, /op/, *top*. Listen closely to their pronunciation, as /p/ can be a difficult sound for some students.

B. Listen, point, and repeat.

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

CD2 26

1. /t/ /op/ top, top
   /t/ /op/ top, top
2. /m/ /op/ mop, mop
   /m/ /op/ mop, mop
3. /h/ /op/ hop, hop
   /h/ /op/ hop, hop
4. /p/ /op/ pop, pop
   /p/ /op/ pop, pop



Point to the pictures in a random order and have students say the words. Then show three *op* Phonics Cards. Have students identify the missing card.

C. Listen and number.

Play CD2 Track 27. Have students write the number under the correct picture.

CD2 27

1. mop, mop
2. pop, pop
3. top, top
4. hop, hop

Check the answers with the class. Then briefly show the four Phonics Cards one at a time. Have the class name the cards in the order you showed them. Repeat and change the order of the cards.

D. Read, check, and write.

Have students do exercise D on their own. Check the answers with the class. For further writing practice, have three or four students come to the board. Say one of the key words. Students race to write the word correctly. If students need help spelling, have the class sound out the word for them.

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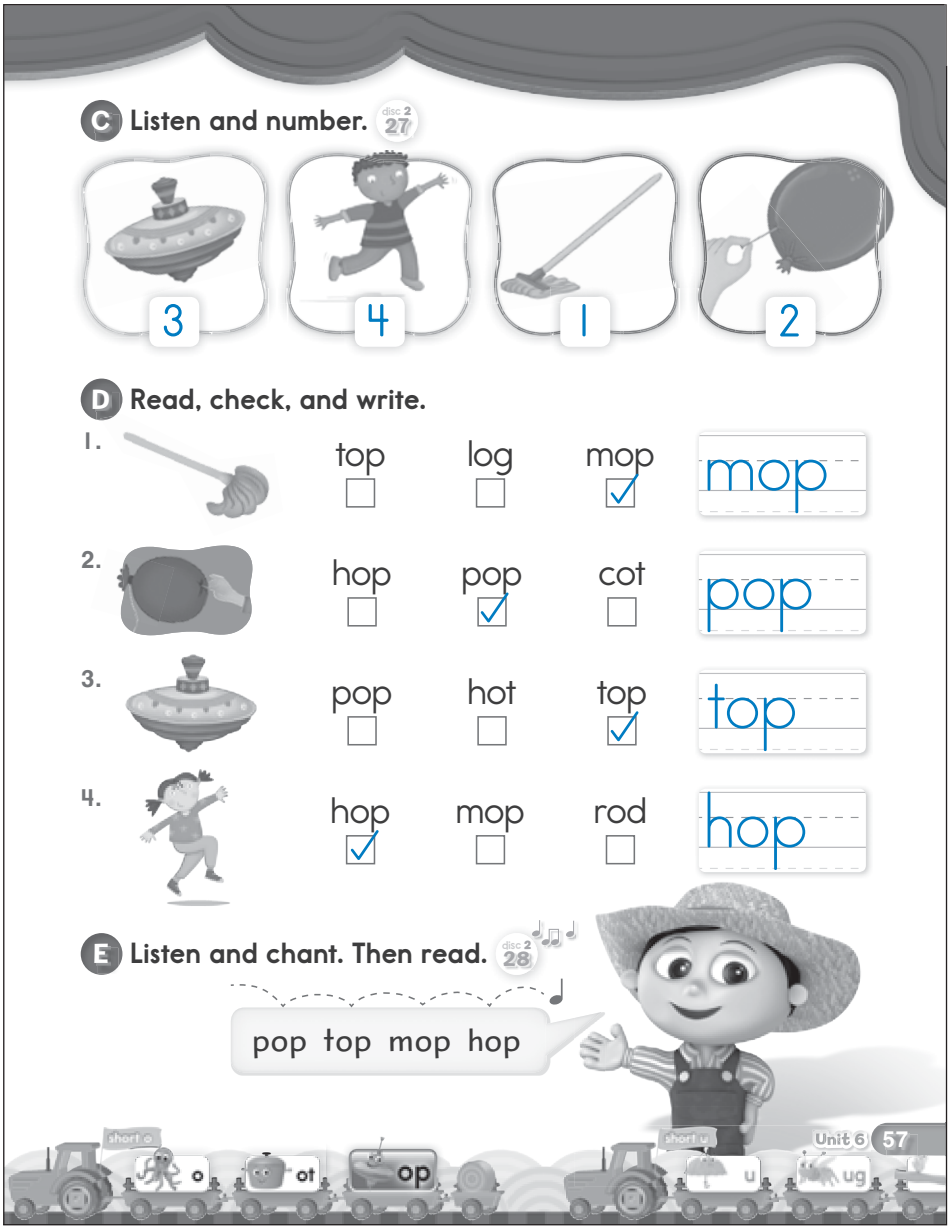

E. Listen and chant. Then read.

Play CD2 Track 28. Have students chant along with Farmer Fred. Each line repeats.

CD2 28

Pop, top, mop, hop
Pop, top, mop, hop
Top, top, hop, hop
Mop, mop, pop, pop
Pop, top, mop, hop

Then divide the students into three groups. Assign a different word (*pop*, *top*, or *mop*) and gesture to each group. Have all students hop on the word *hop*. Say the chant again with students performing their gestures whenever their words are said. Change groups 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 one a Student Card. When you call a key word, the students with that card hop forward and repeat it. Students with a *hop* card should hop forward twice. Continue to call several different cards. Then have students change cards and play again.
2. **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. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
3. **Tongue Twisters.** Write a tongue twister on the board using the key words from Unit 6, for example: *Hop in the hot pot* or *Pop the top in the pot*. Have students repeat the tongue twister after you, starting slowly and then saying it faster and faster. See which student can say it the fastest. Repeat with other tongue twisters.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 28. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

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Unit 6 short o: o ot op

Lesson 4 Objectives:

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

Sight Words: stands, doesn't, too, gets

Materials:

Phonics Cards 61–72
Student Cards 61–72
CD2 Tracks 29–30

Warm Up

Play **Say It**. Use the Unit 6 Phonics Cards. Show the cards and say the words. Put the cards down and have students say the words in order. Repeat, changing the order and increasing the speed.

Use Pages 58–59

A. Circle.

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

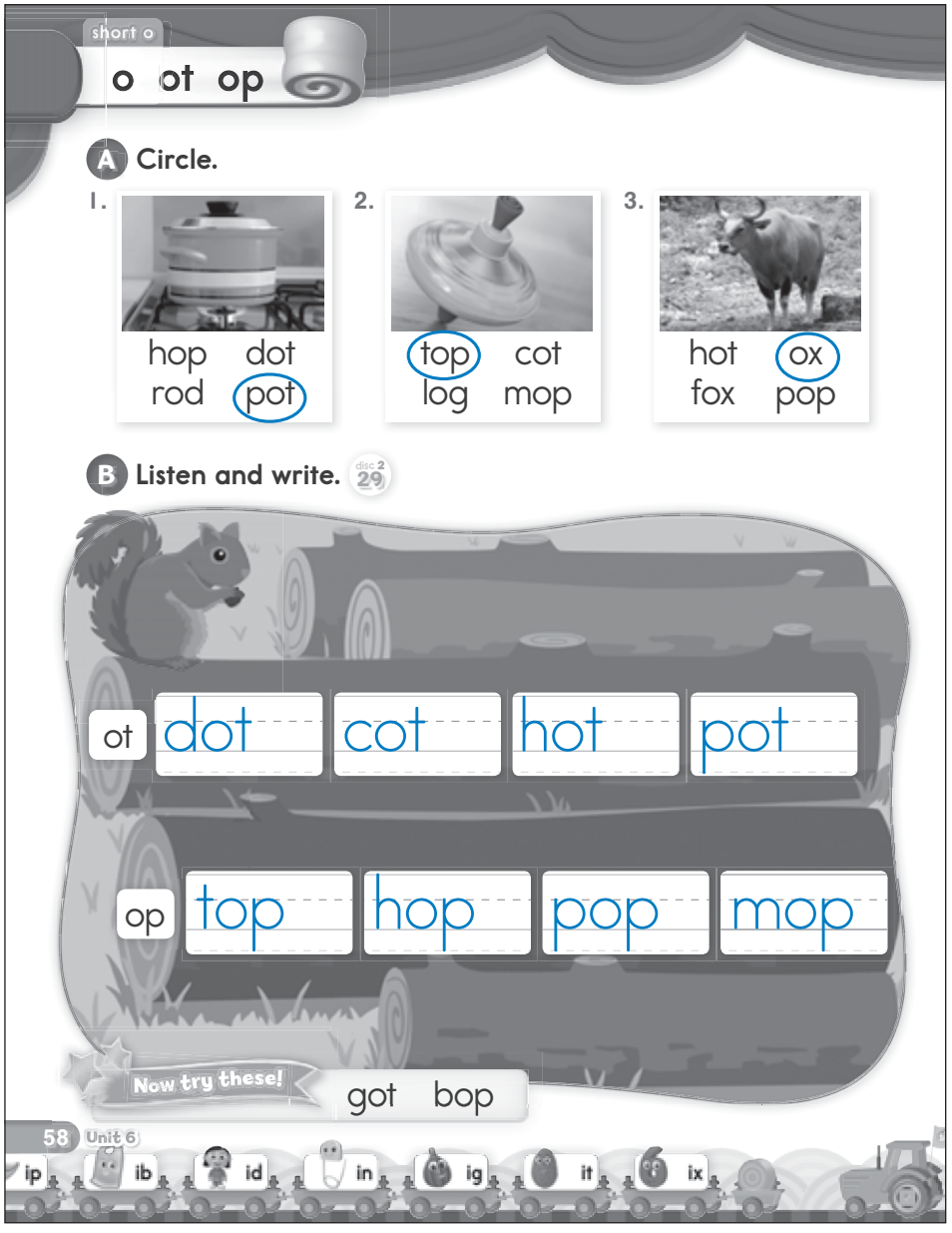
B. Listen and write.

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

CD2 29

top, top	pop, pop
dot, dot	hot, hot
cot, cot	pot, pot
hop, hop	mop, mop
Now try these!	
got, got	bop, bop

To check the answers with the class, have students write the words, including the *Now try these!* words, on the board in *ot* or *op* columns.



C. Look and listen. Read along.

1. **Read along.** Play CD2 Track 30. Have the students listen to the story once.

CD2 30

The Fox

1. The fox has a hot pot.
2. He stands on a log and uses a rod.
3. The fish hops. It doesn't like the rod!
4. The fox hops, too. He gets wet!

Sight words: stands, doesn't, too, gets

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

2. **Paired reading**. Have student pairs take turns reading the story sentences.

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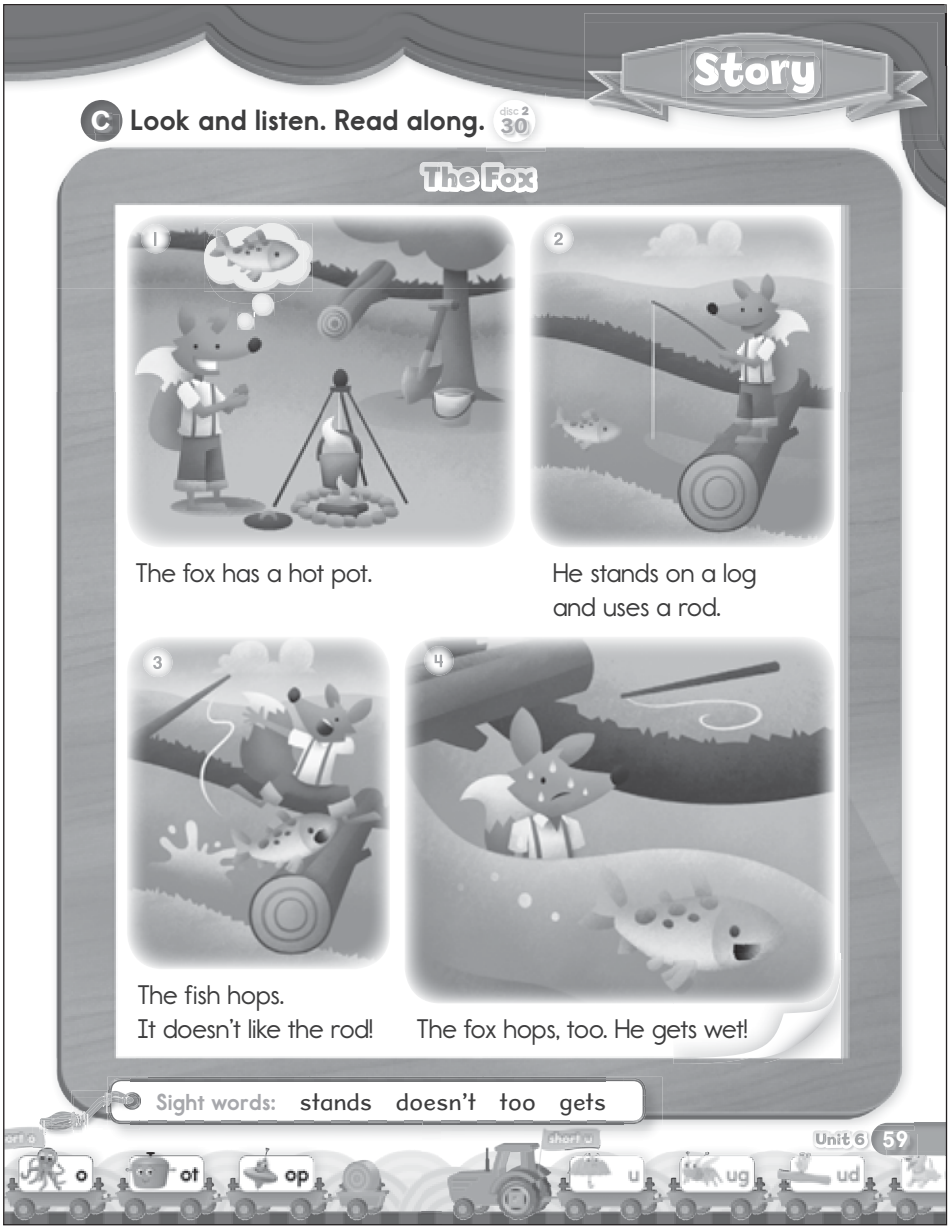

3. **Act it out.** Have students act out the story. Assign the roles of the fox and the fish to two students. Set Phonics Cards for the vocabulary around the room for students to interact with. Encourage students to have fun while they act out the story. When they are finished, choose two different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. Read the story again and have students raise their hands each time they come across a sight word.

1. **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 them illustrate their stories and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.
2. **Sentence Share.** Divide the class into pairs. Provide each pair of students with a piece of paper. Say a sentence using any of the Unit 6 key words, such as: *The ox hops on the top.* Pairs write the sentence and quickly draw it out. Have pairs read the sentence as they show their pictures to the class.
3. **Picture Game** (p. 8). 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 group and draw a picture of the key word you whispered. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 29. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 6 Online Test

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Review 3 short i: in ig it ix short o: o ot op

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:

pin, fin, bin, win
fig, wig, big, dig
pit, hit, six, mix
fox, log, ox, rod
pot, hot, cot, dot
top, mop, hop, pop

Sight Words:

help, under, thank, now, stands, doesn't, too, gets

Materials:

Phonics Cards 49–72
Student Cards 49–72
CD2 Tracks 31–32

Warm Up

Write *in, ig, it, ix, o, ot,* and *op* on the board. Model the sounds for the students and have them repeat after you. Then use the Phonics Cards to review the words from Unit 5 and Unit 6.

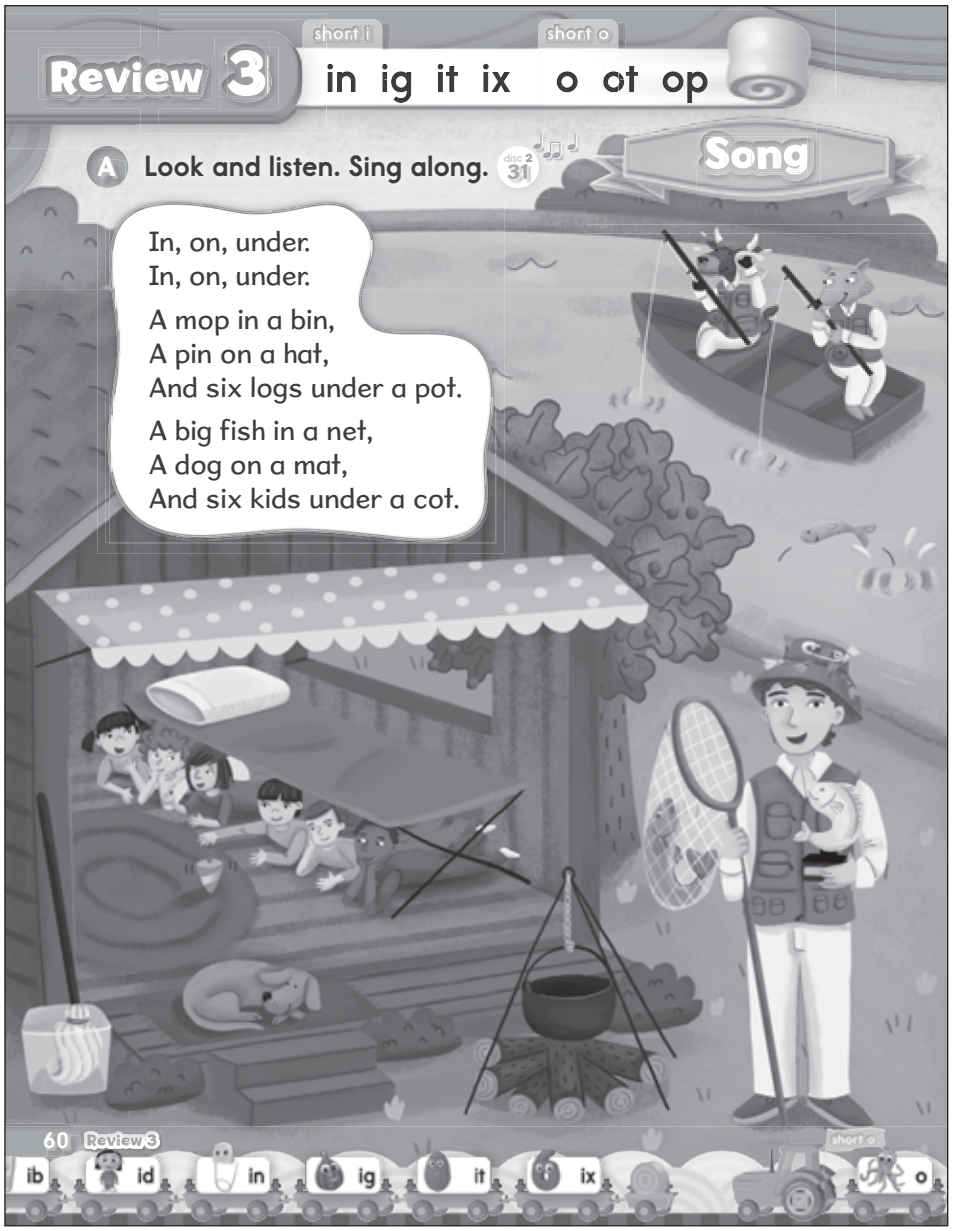
Use Pages 60–61

A. Look and listen. Sing along.

Play CD2 Track 31. Have students listen to the song one time.

CD2 31

In, on, under. In, on, under.
A mop in a bin,
A pin on a hat,
And six logs under a pot.
A big fish in a net,
A dog on a mat,
And six kids under a cot.
(repeat)



Point to the fish in the net.
Point to the mop in the bin.
Point to the kids under the cot.
Point to the dog on the mat.
Point to the pin on the hat.
Point to the logs under the pot.

Have the students listen to the song again, this time singing the words and pointing to the pictures in exercise A that represent the key words. Then point to pictures in a random order. Have students say the corresponding sounds and word. For example, if you point to the net, students should say /n/, /et/, *net*. Continue pointing to pictures around the page as time permits and increasing your speed incrementally.

B. Listen and circle the ones that rhyme.

Play CD2 Track 32. Have students repeat the words they hear and point to and circle the correct pictures.

CD2 32

1. pin, cot, dig, fig
2. mop, fox, pop, wig
3. mix, six, hop, big
4. ox, win, hit, bin

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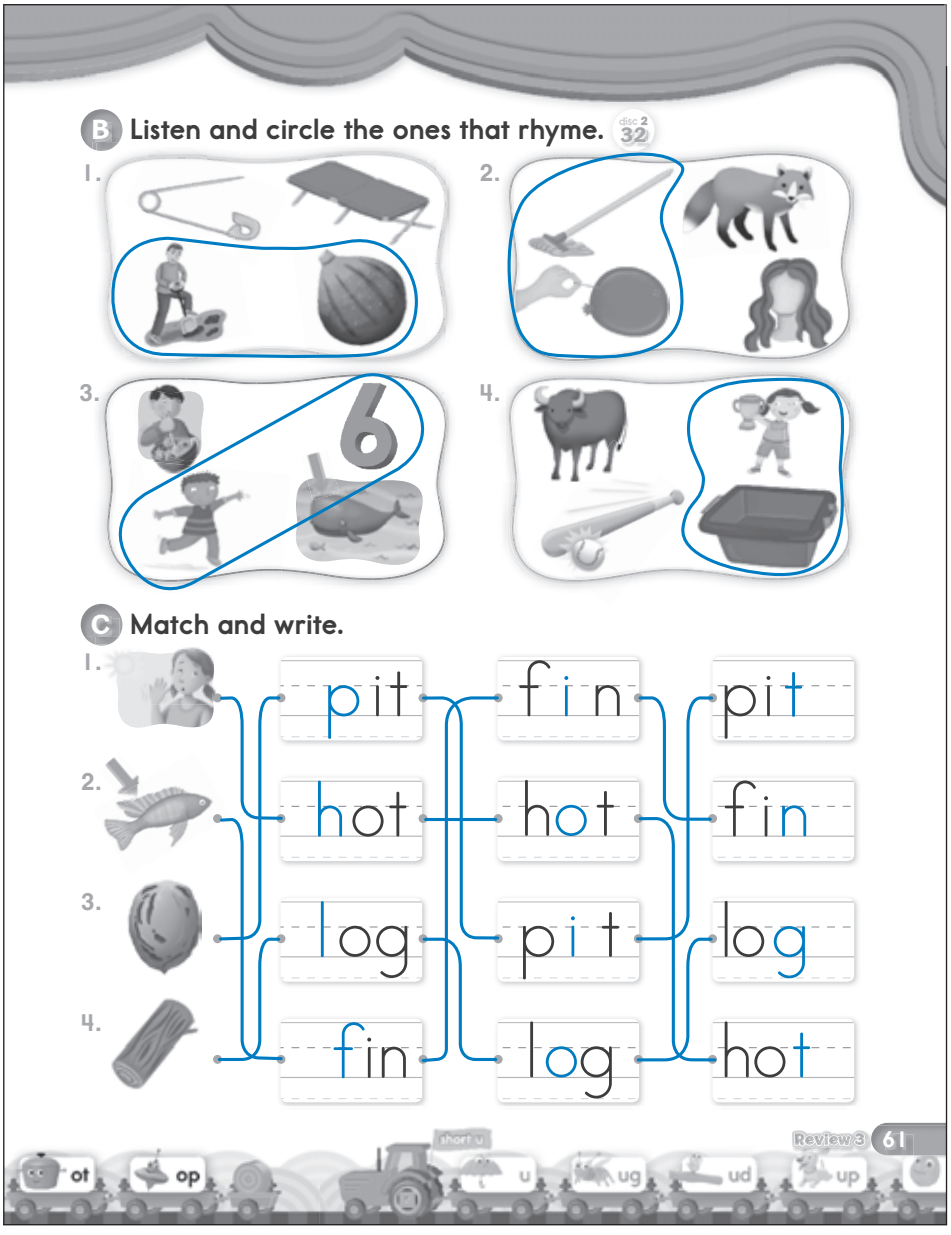

After students finish exercise B, go back to the beginning of the exercise. Point to the other pictures in the exercise and elicit the pictures' sounds and words from the students.

C. Match and write.

After students have completed exercise C, check their answers. Then show two Phonics Cards from Unit 5 and Unit 6. Have students look at the pictures on the Phonics Cards, say the corresponding words, and raise their hands if the words have the same word family. If the two words do not have the same word family, have students shake their heads or say *no*. Continue using different combinations of cards and increase your speed incrementally.

1. **Spelling Bee** (p. 9). Students take turns spelling words from Unit 5 or Unit 6. Include sight words from the stories and the *Now try these!* words, as well. Students remain in the spelling bee as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.
2. **Fruit Salad.** Students sit in a circle. Give each student one Unit 5 or Unit 6 Student Card. Call out two key words from the units. The students holding those cards change seats. Continue calling out words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call out the words.
3. **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 one at a time. Students turn their cards over to see if they have three in a horizontal, vertical, or diagonal row. Students who get three in a row shout *Bingo!* After playing a round, invite a student to call out the words. Repeat as time permits.

Practice and Components

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

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Review 3 short i: in ig it ix short o: o ot op

Lesson Objectives:

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

Key Words:

pin, fin, bin, win
fig, wig, big, dig
pit, hit, six, mix
fox, log, ox, rod
pot, hot, cot, dot
top, mop, hop, pop

Sight Words:

help, under, thank, now, stands, doesn't, too, gets

Materials:

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

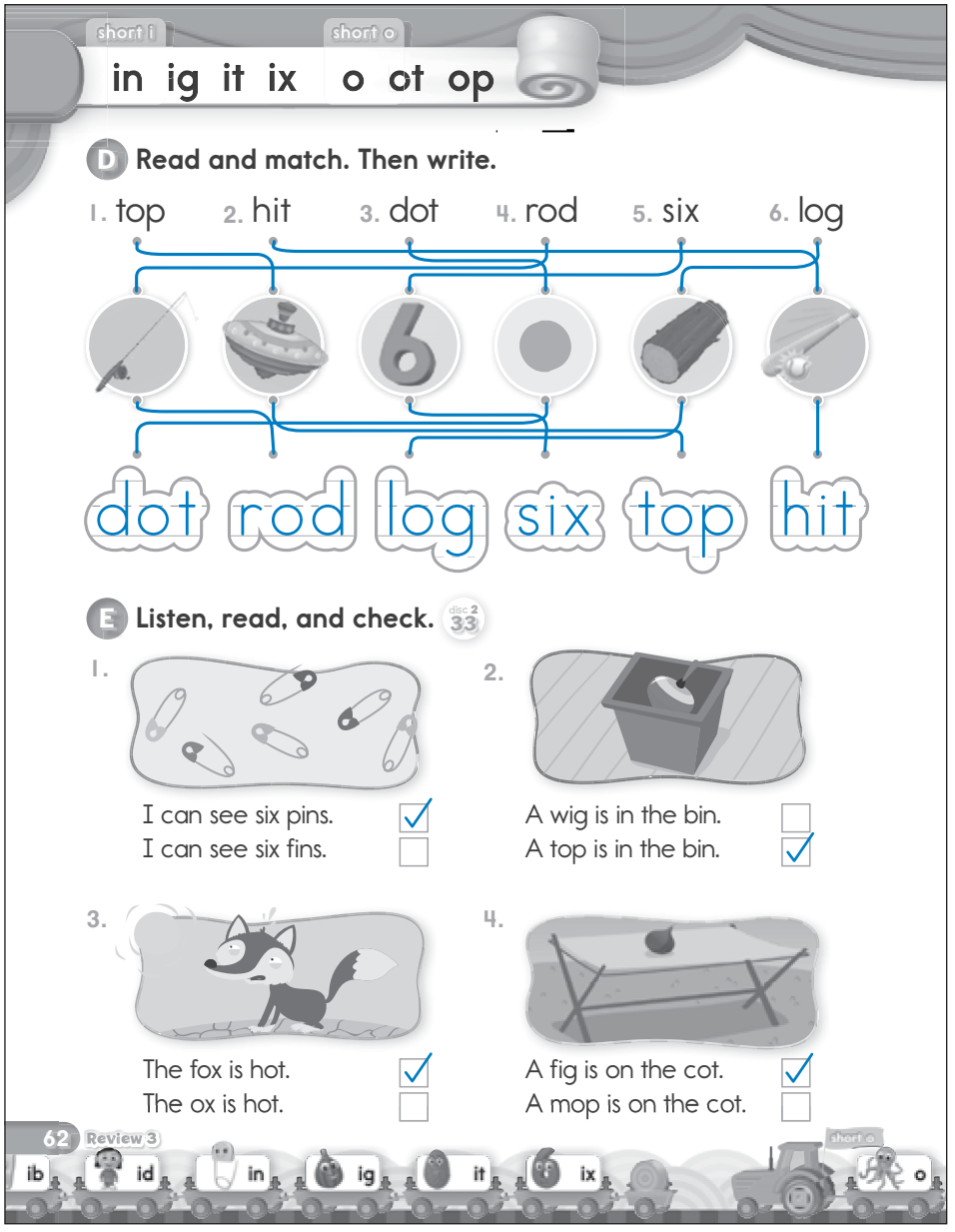
Warm Up

Play **What's Missing**. First show and review the Unit 5 Phonics Cards. Then remove a card, show the cards again, and have students say what's missing. Repeat this process several times and then do the same for the Unit 6 cards. For added challenge, play again and combine all the cards for both units.

Use Pages 62–63

D. Read and match. Then write.

Have students sound out each word and say it as they draw their line. Then have students write the word in the correct space. After students have completed exercise D, point to individual pictures and elicit the correct words from students. Have the class repeat the word each time. Continue until you have covered all of the pictures in exercise D. Extend the game by recreating it on the board with different words and pictures from Unit 5 and Unit 6.



E. Listen, read, and check.

Play CD2 Track 33. Have students listen and check the sentences that they hear.

CD2 33

1. I can see six pins.
2. A top is in the bin.
3. The fox is hot.
4. A fig is on the cot.

Extend exercise E by using Phonics Cards of the key words from Unit 5 and Unit 6. Purposefully use the cards to elicit sentences from the students. For example, if you put the *wig* Phonics Card on top of the *fox* Phonics Card, students should say *The wig is on the fox*. Then write incomplete sentences on the board, have students place Phonics Cards in the blanks, and encourage students to read the sentence, e.g., *The pin is in the bin*.

F. Play the game.

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

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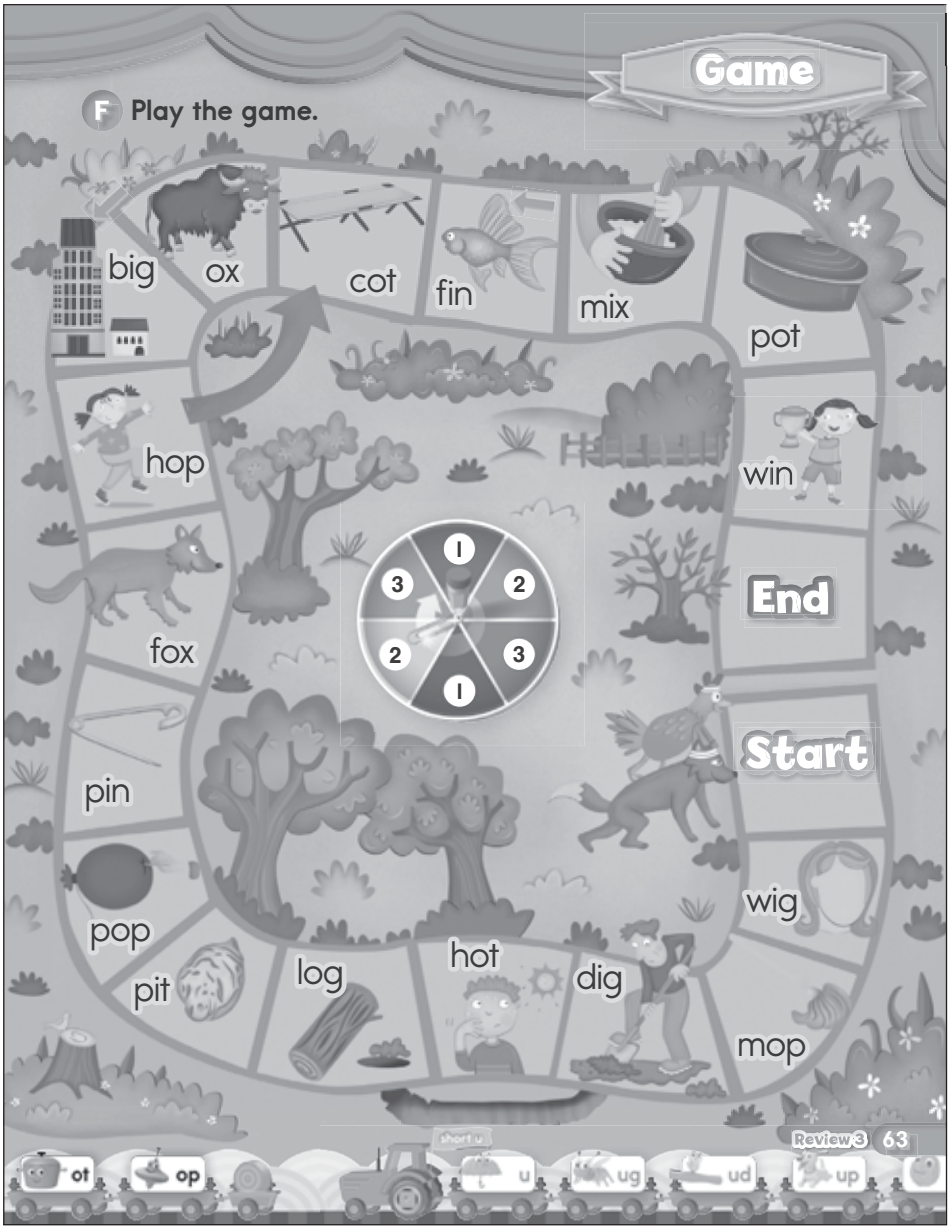

appropriate amount of spaces, and read the word. If they can read the word successfully, then they can stay on that space. If not, they move back. Then the next student spins, and so on. If students land on *dig* and successfully read the word, they can advance through the tunnel to *log*. If students land on *hop* and successfully read the word, they can advance along the arrow to *cot*. The first student to reach the end of the game board wins.

2. Play the game with groups of students instead of pairs. Divide the students into groups of four or six.
3. Play a difficult variation of the game. Divide the class into two teams and have students close their books. Have one book open at the front of the room. Ask a volunteer from one team to come to the front, spin the spinner, and find which space they should go to. Without speaking, the student must mime the word for his team. If his team correctly guesses the word and spells it correctly, the team advances to that spot. Then have a volunteer from the other team try. Repeat until one team wins.

1. **Hot Word** (p. 8). Have students sit in a circle and pass out one Unit 5 or Unit 6 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.
2. **Picture Game** (p. 8). Divide the class into small teams of four and give each some paper and crayons. Whisper a key word from Unit 5 or Unit 6 to a student from each team. Without speaking, the student must draw a picture that represents the word for his or her team to guess. For added challenge, say a simple sentence to be illustrated, e.g., *The ox is in the pit.*
3. **Word List.** Divide the class into pairs. Write the vowel and word families from Unit 5 and Unit 6 on the board. Have students close their books. Give students a few minutes to write down as many words as they can think of for each vowel or word family. The pair with the most correct words wins.

Practice and Components

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

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Unit 7 short u: u ug ud up

Lesson 1 Objectives:

- Learn *short u*
- Learn four new key words

Key Words: sun, up, jug, hug

Materials:

Phonics Cards 73–76

CD2 Tracks 34–37

Warm Up

Play a team game, such as **Charades** (p. 8) or **Match the Order**, to review key words from previous units. Add challenge by using a countdown during the game.

Use Pages 64–65

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 34.

CD2 34

Do you remember the unhappy umbrella?
/u/ /u/ This is the /u/ sound.
This is the letter U.
/u/ umbrella, unhappy umbrella
/u/ umbrella, unhappy umbrella

Do a repetition drill with the sound and language from the audio. Encourage students to emphasize the /u/ sound in *unhappy* and *umbrella*.

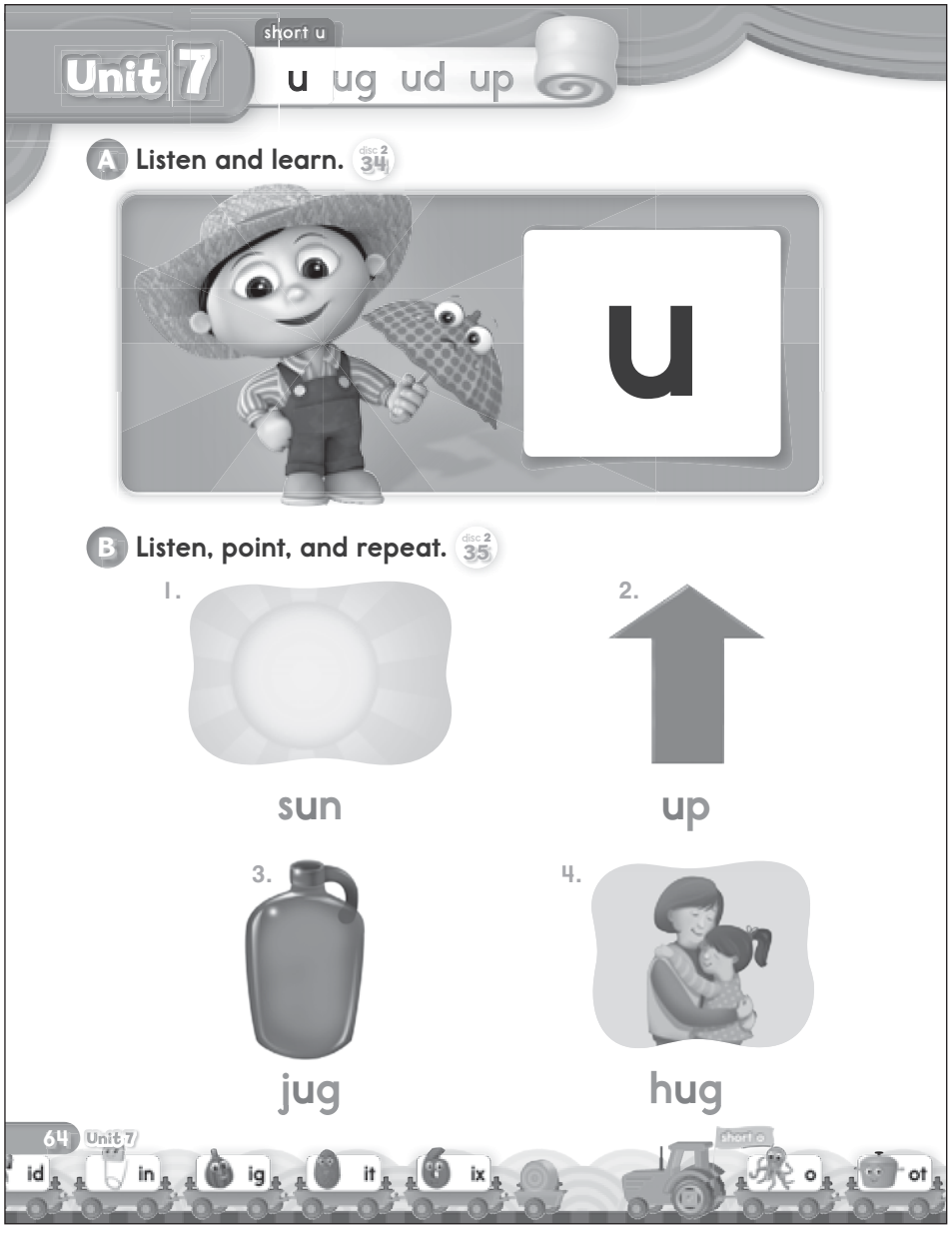
B. Listen, point, and repeat.

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

CD2 35

1. sun, sun
   sun, sun
2. up, up
   up, up
3. jug, jug
   jug, jug
4. hug, hug
   hug, hug

Point to the pictures in a different order and have students say the words. If time permits, put students into four groups and assign a motion to each. Say the words in random order. Students in that group do the motion and repeat the words. After some time, change word assignments and continue.



C. Listen and read. Then write.

Play CD2 Track 36. Have students point as they repeat the sounds. Then have students write the words.

CD2 36

1. /u/ /p/ up, up
2. /h/ /u/ /g/ hug, hug
3. /s/ /u/ /n/ sun, sun
4. /j/ /u/ /g/ jug, jug

Use the Phonics Cards that correspond to the vocabulary. Show the cards' pictures and have students tell you the sounds and words that correspond to each card. Increase the speed at which you show the cards.

D. Listen and chant. Then read.

Play CD2 Track 37. Have students chant along with Farmer Fran. Students should point to the sun and point their fingers in the air as they say the words *sun* and *up*. Each line repeats.

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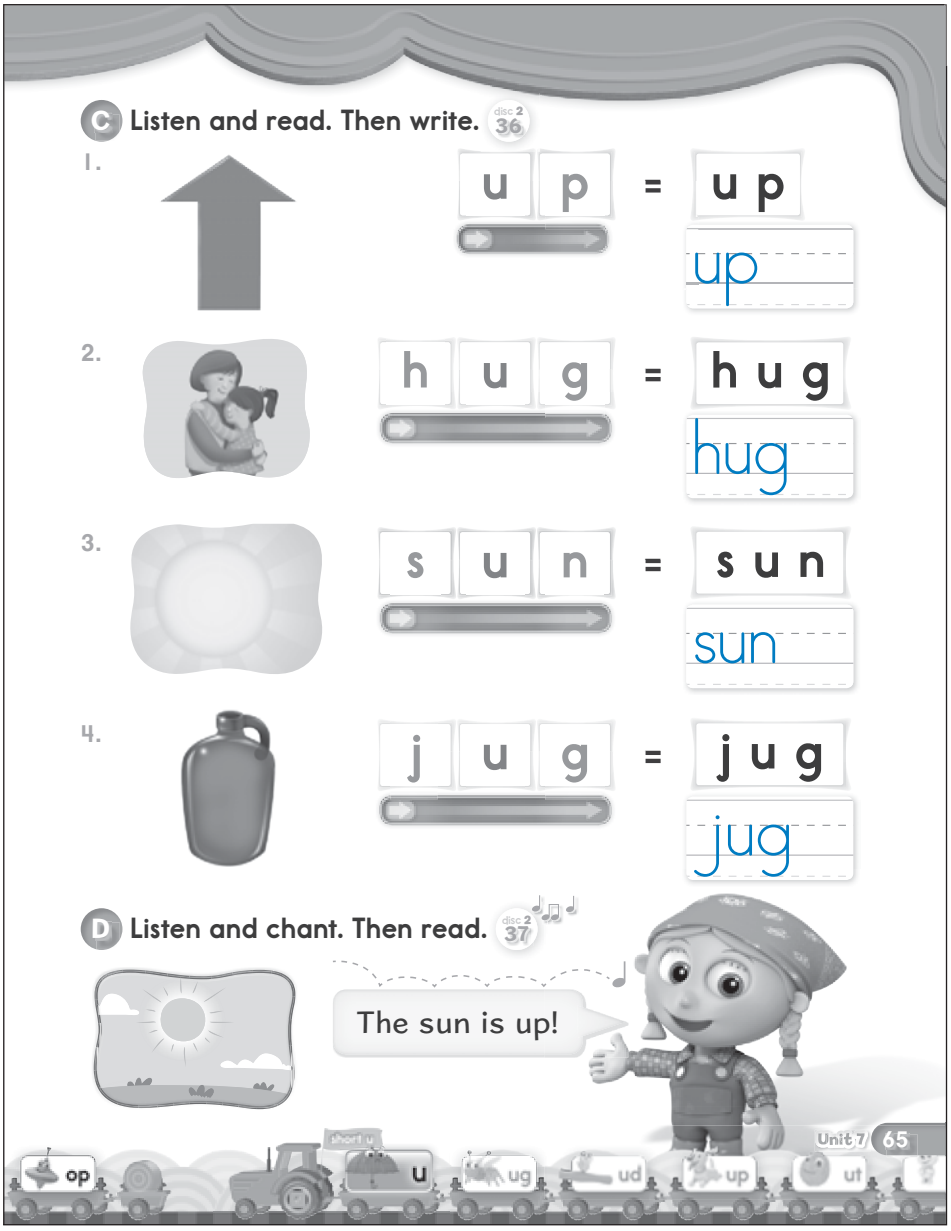

CD2 37

Sun, sun, sun
Up, up, up
Up, up, up, sun, up
Sun, sun, up, up
The sun
The sun is
The sun is up! (x2)

Play **Round and Round**. Small groups of students each start saying the chant at different times. For example, one group starts the chant. When that group finishes the first line, the second group begins the chant. Each group tries to finish without making a mistake. Repeat the chant as often as time permits and change which group starts the chant each time.

1. **Telephone** (p. 9). Whisper different *short u* key words at each end of the line of students. Students whisper them down the line. When the words reach the ends of the line, have those students say the word they heard.Repeat with different key words and students at each end of the line. For an added challenge, play the game with two lines and have students race to pass the words quietly and accurately down the line.
2. **Buzzers** (p. 8). Put students into two teams. Have a player from each team come to a central desk with two "buzzers" on it. Show the picture side of a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
3. **Spelling Race** (p. 9). Divide the class into three or four teams. Call out a key word. The first student from each team races to the board and writes one letter of the word. Then the next student 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 2*, p. 32. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2

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Unit 7 short u: u ug ud up

Lesson 2 Objectives:
- Learn /ug/ and *ug*
- Learn three new key words

Key Words: bug, rug, mug

Materials:
Phonics Cards 77–79
Student Cards 77–79
CD2 Tracks 38–41

Warm Up

Play **Say It**. Show the *short u* Phonics Cards and say the key word for each. Put the cards down and have students say them in order. Change the order and repeat.

Use Pages 66–67

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 38.

CD2 38

/u/ /g/ ug /b/ /ug/ bug
/u/ /g/ ug /b/ /ug/ bug

Have a student pretend to be a bug and move around the room saying /b/, /ug/, *bug*. Other students repeat. Do a **Rhythm Circle** (p. 9) with the word *bug*.

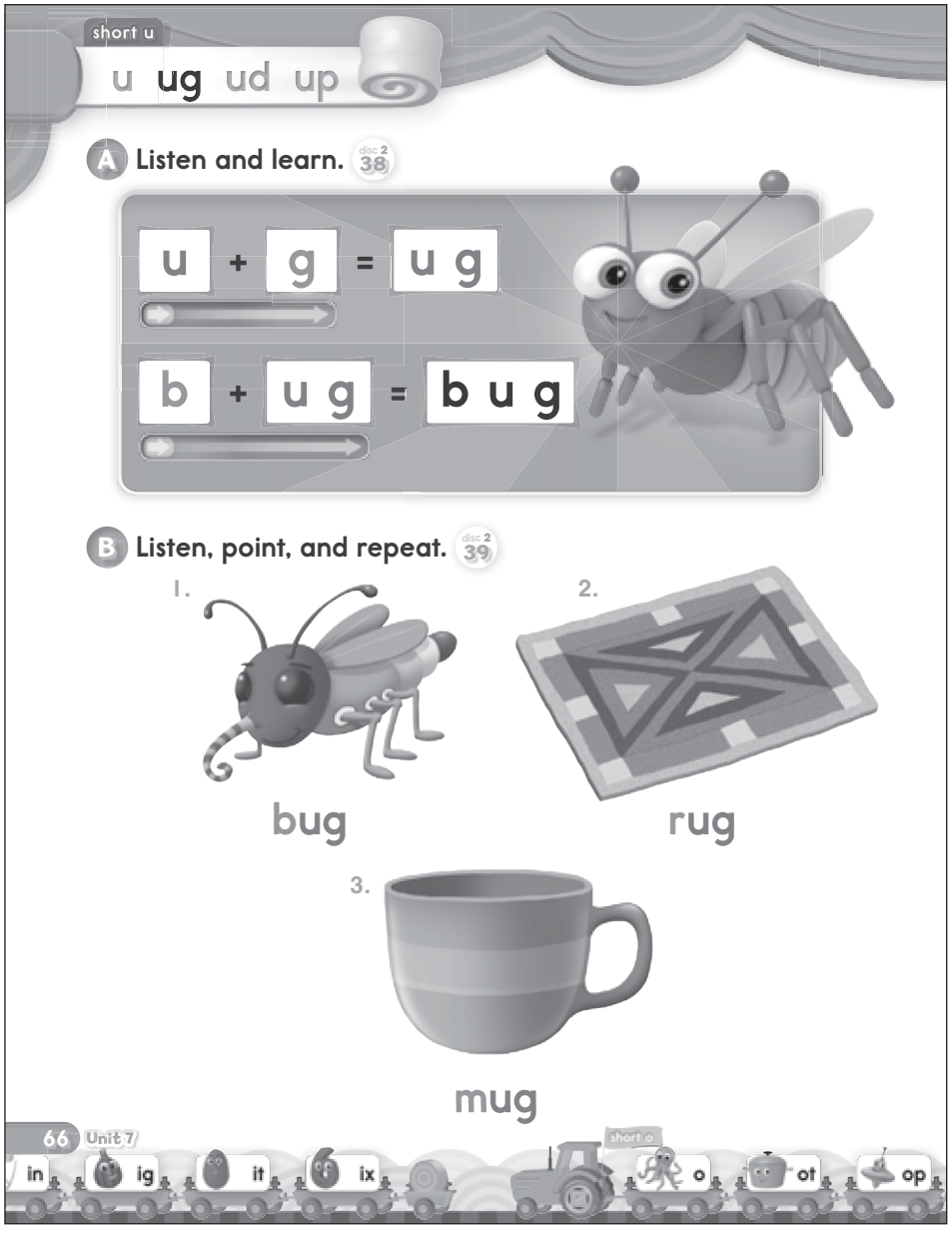
B. Listen, point, and repeat.

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

CD2 39

1. /b/ /ug/ bug, bug
   /b/ /ug/ bug, bug
2. /r/ /ug/ rug, rug
   /r/ /ug/ rug, rug
3. /m/ /ug/ mug, mug
   /m/ /ug/ mug, mug

Point to the pictures in exercise B in a random order and have students say the words. Then draw pictures of each key word on the board, one line at a time. Have students guess the word.



C. Listen and circle.

Play CD2 Track 40. Have students repeat the word as they circle the letters.

CD2 40

1. rug, rug
2. mug, mug
3. bug, bug

Check the answers by having the class sound out each word aloud. Then sound out a word and have the class say the word. Repeat as often as time permits and increase your speed.

D. Read and write.

Have students look at each picture, choose the correct word, and write the word on the line. After students have completed exercise D, have them point to each image and say the sound and word. Make sure students have written the correct words. Extend exercise D by drawing pictures on the board of the words in the word box that were not used. Have students guess the correct word and ask a volunteer to write the word on the board.

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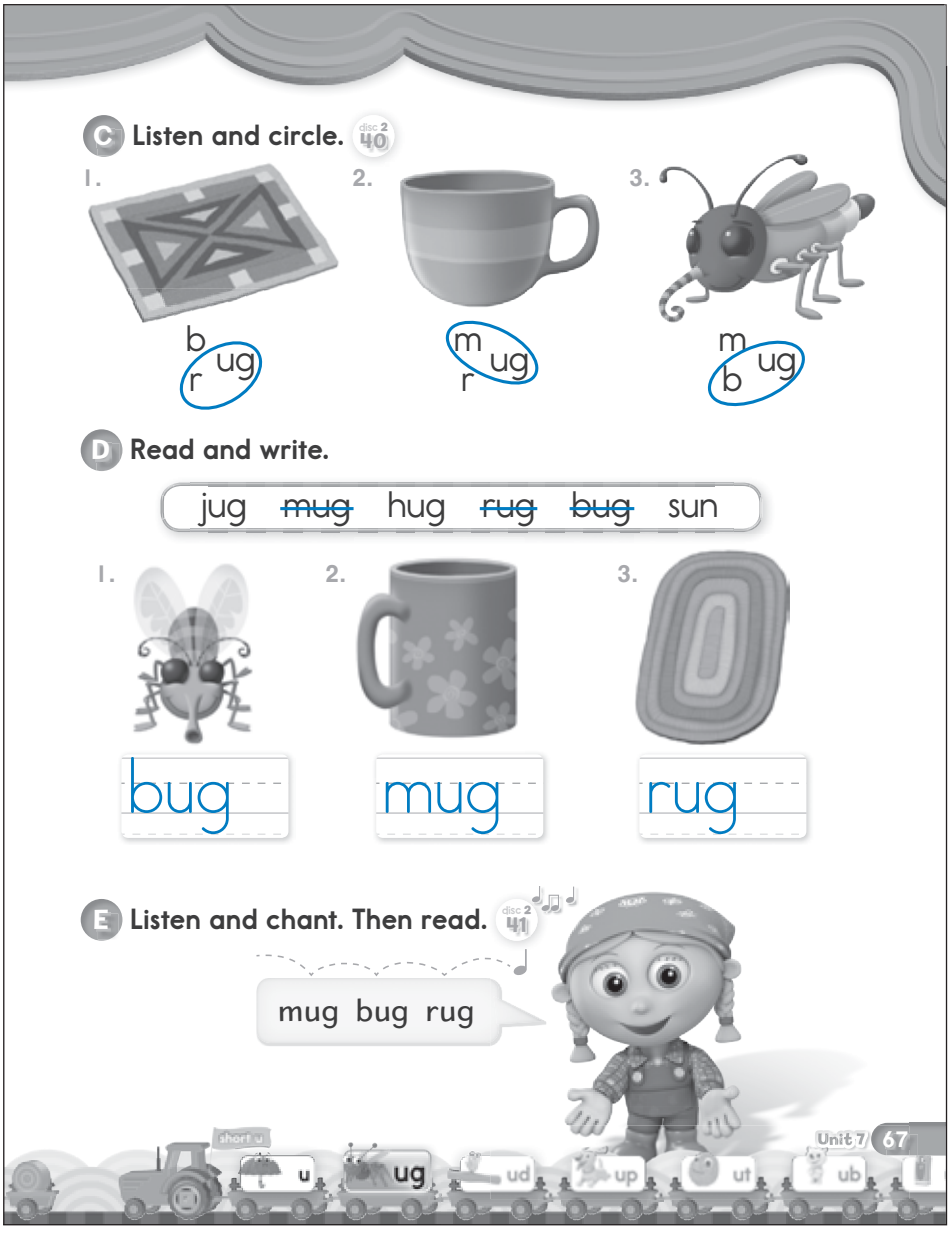

E. Listen and chant. Then read.

Play CD2 Track 41. Have students chant along with Farmer Fran. Each line repeats.

CD2 41

mug, bug, rug
mug, bug, rug
rug, rug, bug, bug
mug, mug
mug, bug, rug

Divide the students into three groups: *mug*, *bug*, and *rug*. Then say the chant again. During the chant, have each group of students stand and say their word emphatically when it occurs. Students must sit down quickly when a different word is said in the chant.

1. **Line Up** (p. 8). Have students choose one of their *ug* Student Cards. When you say the three key words in any order, students get into groups at the front of the room and line up to match your order. Once each group is assembled, ask the students in each group to show their cards, sound out the word, and say it. Have students choose another *ug* Student Card and repeat.
2. **Word Trace Relay** (p. 9). Divide students into teams and have each team sit in a line. Trace a word on the back of the last student in each line. The student traces the word on the back of the student ahead. Students continue down the line. The first person in line must quickly and correctly write the word on the board. The first team to do so wins a point. Then students change places and repeat.
3. **Beanbag Toss** (p. 8). Display the target Phonics Cards. Students take turns tossing the beanbag (or another soft object) at a card. Students say the word of the card that is closest to where the beanbag lands. Repeat so that each student has a turn.

Practice and Components

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

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Unit 7 short u: u ug ud up

Lesson 3 Objectives:
- Learn /ud/, *ud*, /up/, and *up*
- Learn four new key words

Key Words: bud, mud, pup, cup

Materials:
Phonics Cards 80–83
Student Cards 80–83
Letter Cards
CD2 Tracks 42–45

Warm Up

Play **Hot Word** (p. 8). Use the *short u* and *ug* Student Cards. Students sit in a circle and pass the cards around while you play music. When the music stops, students stand and say the word of the card in their hand. Repeat.

Use Pages 68–69

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 42.

CD2 42

/u/ /d/ ud /u/ /p/ up
/u/ /d/ ud /u/ /p/ up
/b/ /ud/ bud /p/ /up/ pup
/b/ /ud/ bud /p/ /up/ pup

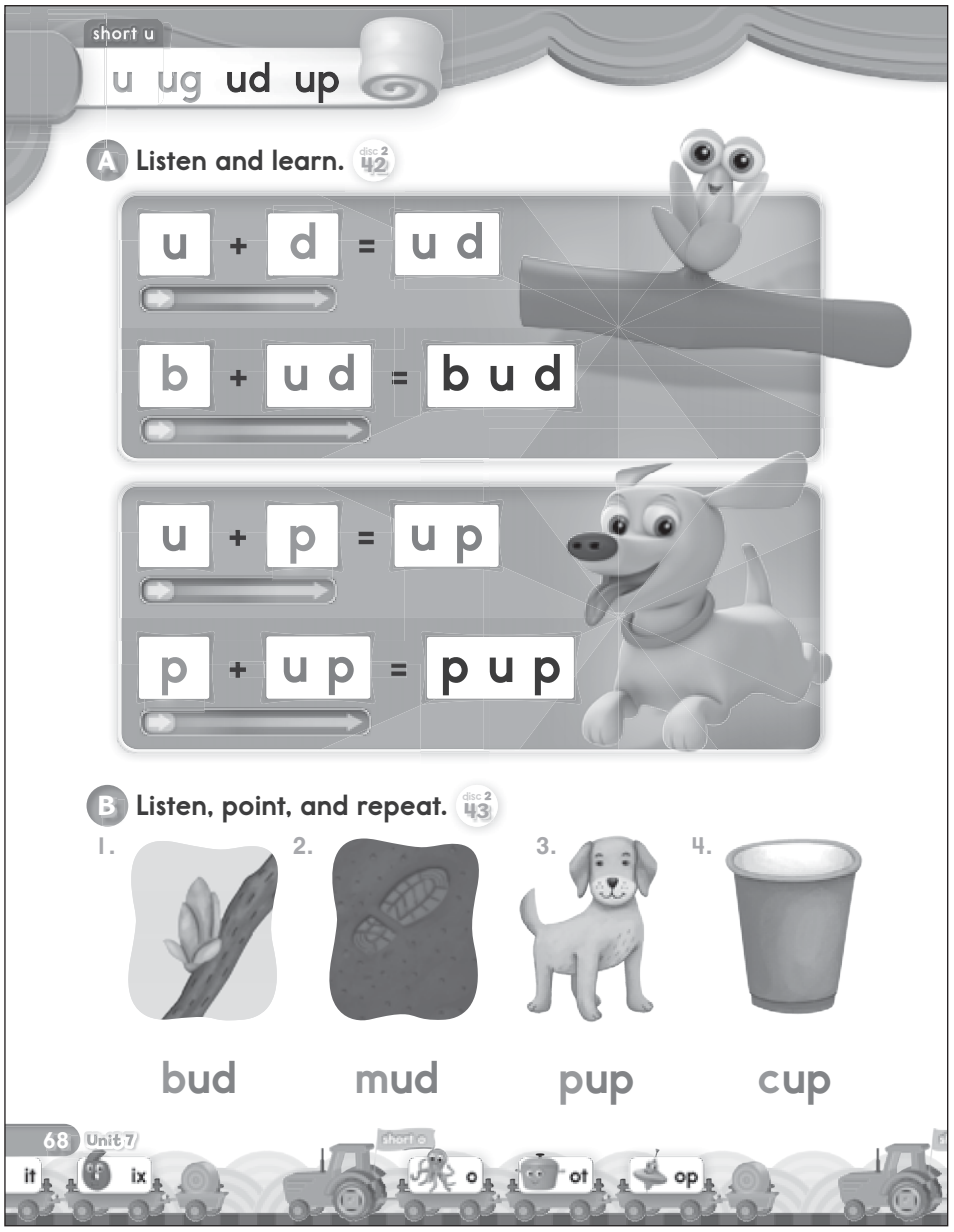
Assign the word *bud* or *pup* to each student. Play the presentation again. Have each group perform a motion (clap, stand, etc.) each time their word is said.

B. Listen, point, and repeat.

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

CD2 43

1. /b/ /ud/ bud, bud
   /b/ /ud/ bud, bud
2. /m/ /ud/ mud, mud
   /m/ /ud/ mud, mud
3. /p/ /up/ pup, pup
   /p/ /up/ pup, pup
4. /k/ /up/ cup, cup
   /k/ /up/ cup, cup



Point to the pictures in a random order and have students say the words. Play **Odd One Out** using the Phonics Cards.

C. Listen and circle the one that rhymes.

Play CD2 Track 44. Have students listen and point as they hear the words.

CD2 44

1. cup, rat, pup, sun
2. bug, hug, ten, mud
3. pup, cup, jug, hat
4. mud, up, bud, pet

Check the answers with the class. Then randomly say one of the *ud* or *up* key words and have students call out a word that rhymes with it.

D. Read and match. Then write.

After students complete exercise D, have them point to the items in the scene and say the words. Then have students volunteer to write the words on the board.

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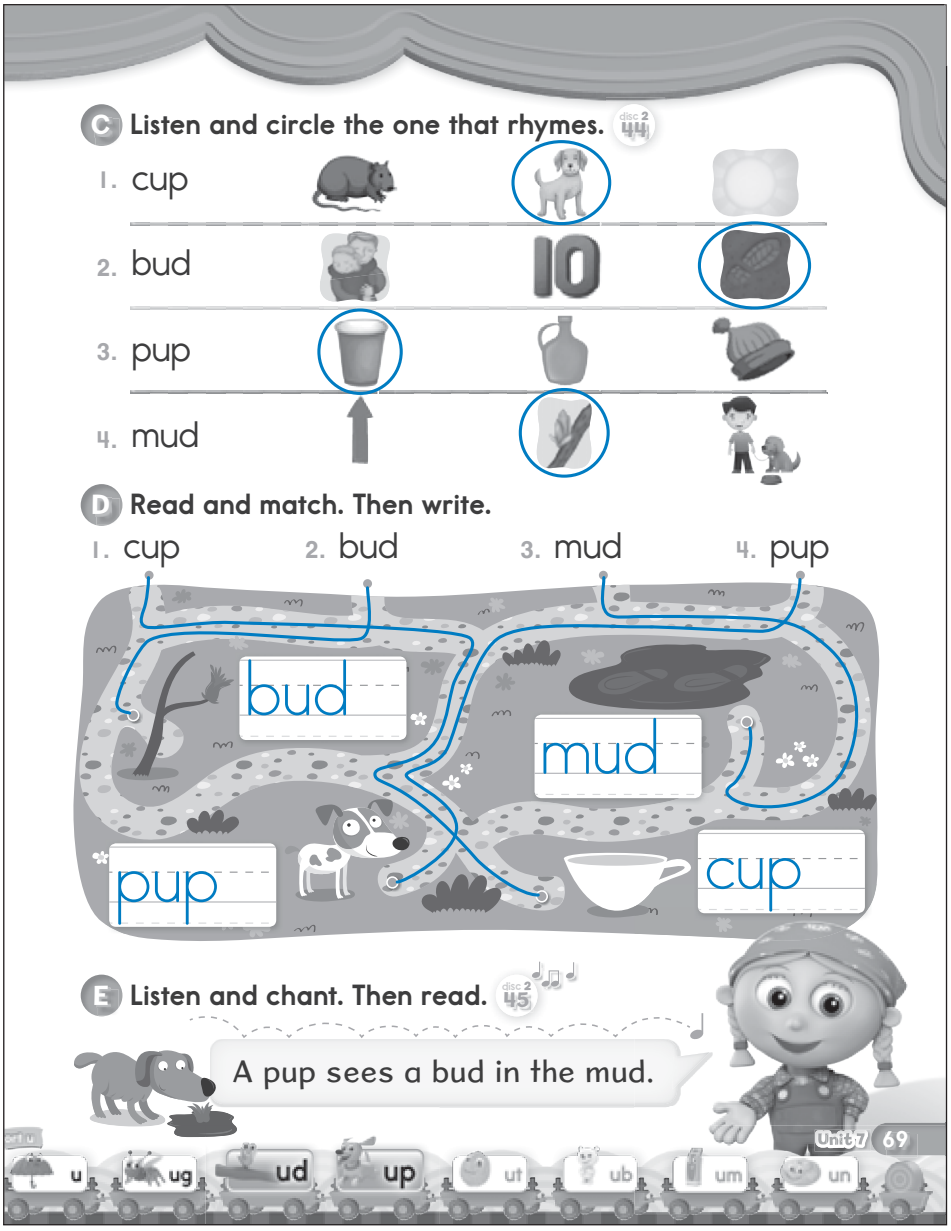

E. Listen and chant. Then read.

Play CD2 Track 45. Have students chant along with Farmer Fran. Each line repeats.

CD2 45

Pup, bud, mud
Pup, bud
Bud, mud
Pup, bud, mud
A pup
A pup sees a bud
A pup sees a bud in the mud. (x2)

Have students sit in a circle and pass Student Cards for the words around the circle in time with the chant. Cue students to stop passing the cards for the last two lines. While they chant the last two lines, each student holds up his or her card when they hear that word in the chant. Reassign the cards and repeat as time permits.

1. **Do As I Say.** Provide the students with actions that correspond to the key words. When you say a key word, students do the action and repeat the word. For added challenge, increase the speed and link several words at a time.
2. **Tongue Twisters.** Write a tongue twister on the board using the key words, for example: *The pup in the mud likes the bud in the cup*. 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.
3. **Word Builder.** Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson: /p/, /up/. 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 key words from previous lessons. Repeat as time permits.

Practice and Components

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

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Unit 7 short u: u ug ud up

Lesson 4 Objectives:

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

Sight Words: there, some, sad, comes, happy

Materials:

Phonics Cards 73–83
CD2 Tracks 46–47

Warm Up

Play **Pop Up** (p. 8) to review. For added challenge, divide the class into three teams for *ug*, *ud*, and *up*.

Use Pages 70–71

A. Circle.

Before students do exercise A, point to each picture and repeat its key sound two times. Students should repeat the sound and then say the word. After students complete exercise A, point to pictures in exercise A at random and have students say each word. Then have students say a word that rhymes with it.

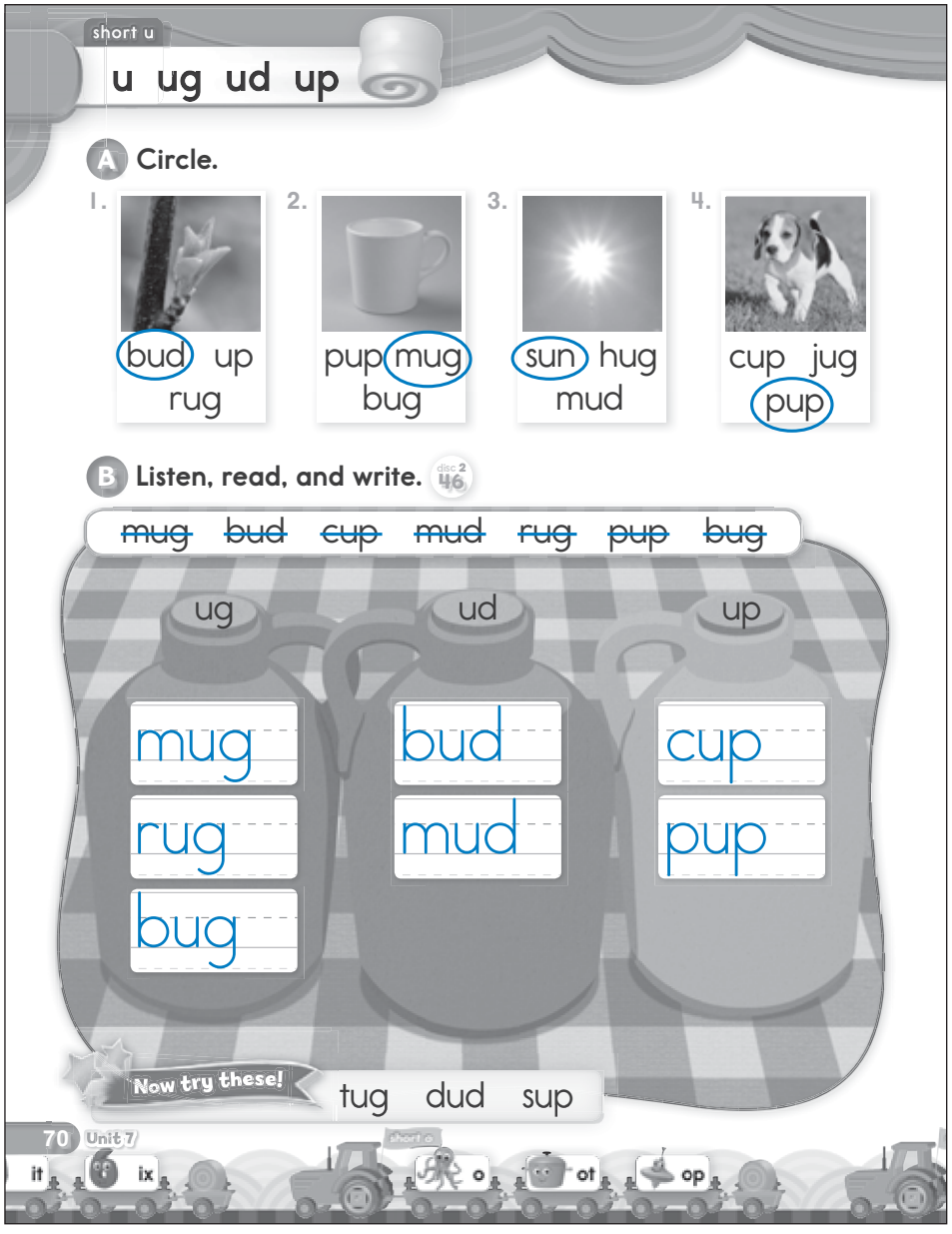
B. Listen, read, and write.

Play CD2 Track 46. Have students repeat the words that they hear and write them in the correct spots.

CD2 46

mug, mug	rug, rug
bud, bud	pup, pup
cup, cup	bug, bug
mud, mud	
Now try these!	
tug, tug	sup, sup
dud, dud	

Say the *Now try these!* words for the class. Have students repeat. Draw pictures or demonstrate the meaning of the words. Elicit where each word would be placed.



C. Look and listen. Read along.

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

CD2 47

The Mud

1. There is some mud. The mud is sad.
2. A pup digs in the mud.
3. A bug puts a pit in the mud.
4. The sun comes up. It is a bud! Now the mud is happy.

Sight words: there, some, sad, comes, happy

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

2. **Paired reading**. Have student pairs take turns reading the story sentences.

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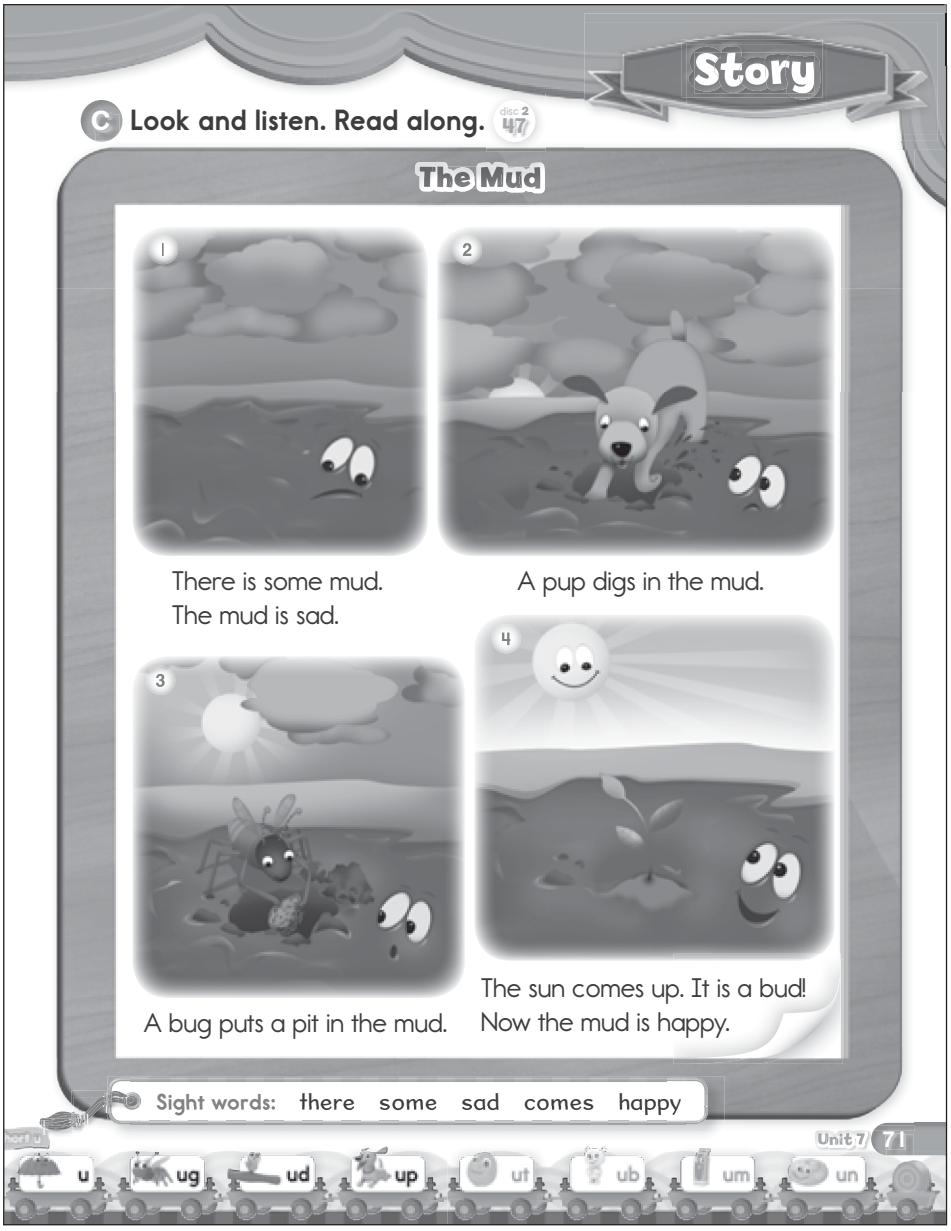

3. **Act it out.** Have students act out the story. Assign the roles of the mud, the pup, the bug, the bud, and the sun to five students. Encourage students to have fun while they act out the story. When they are finished, choose five different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat them. Then have the students read the sight words by themselves. Read the story again and have students raise their hands each time they come across a sight word.

1. **Word Trace Relay** (p. 9). Each team sits in a line. Trace a word on the back of the last student in each line. When you say *Go!* students trace the word on the back of the student ahead of them. Students continue down the line. The first student in each line quickly goes to the board, writes the word, and says it. The first student to do so correctly wins a point for their team. Have students change places and play until each student has been first and last, or as time permits.
2. **Speed Sounds.** Have the students stand. Assign a target sound and have the class listen as you say, in a random order, any of the words covered in Unit 7. Insert a key word with the target sound occasionally. Students must quickly repeat after you when they hear the target sound. If they don't repeat quickly enough, they must sit down and play from their seats. Repeat with different target sounds. The last student still standing wins.
3. **Make Your Own Story** (p. 8). Give each student a piece of paper. Have them draw four story frames like those on page 71 in the Student Book. Have them illustrate their own stories and include pictures that represent the key words. Be sure that students do not directly copy the story from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

1. *Oxford Phonics World Workbook 2*, p. 35. Have students complete this page for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. iTools
3. Multi-ROM, disc 2
4. Unit 7 Online Test

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Unit 8 short u: ut ub um un

Lesson 1 Objectives:

- Learn /ut/ and *ut*
- Learn three new key words

Key Words: nut, hut, cut

Materials:

Phonics Cards 84–86
Student Cards 84–86
Letter Cards
CD2 Tracks 48–52

Warm Up

Use the Phonics Cards from Unit 7. Show the cards and say the words. Occasionally, say the wrong word for a card. Students repeat the word only if it is correct. 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 48.

CD2 48

/u/ /t/ ut /n/ /ut/ nut
/u/ /t/ ut /n/ /ut/ nut

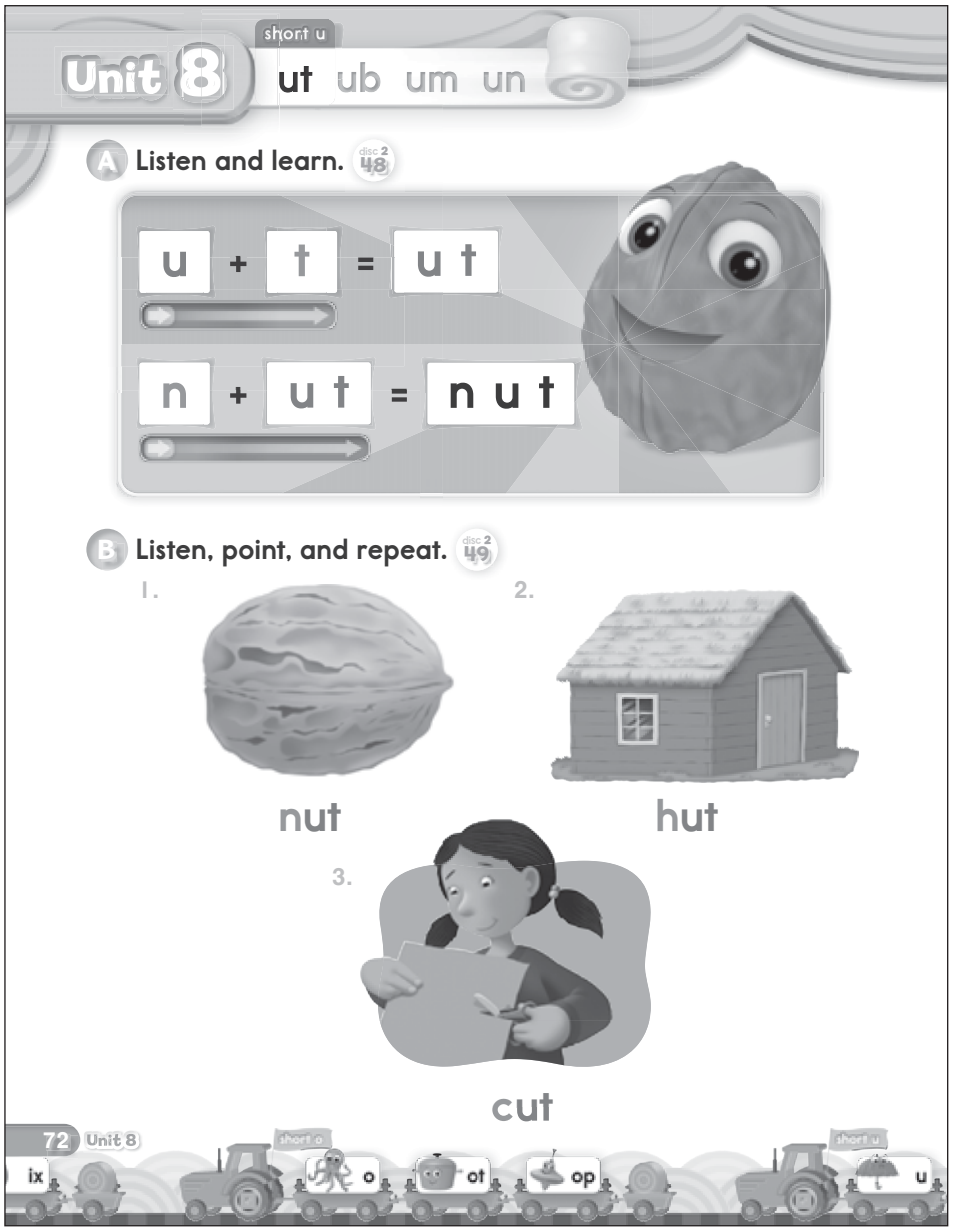
Play **Repeat You, Repeat Me**. Have students get into a circle. Say /n/, /ut/, *nut* and do a motion. The next student in the circle repeats your word and motion and adds a new one. Continue and see how long the class can keep the chain going.

B. Listen, point, and repeat.

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

CD2 49

1. /n/ /ut/ nut, nut
   /n/ /ut/ nut, nut
2. /h/ /ut/ hut, hut
   /h/ /ut/ hut, hut
3. /k/ /ut/ cut, cut
   /k/ /ut/ cut, cut



Point to the pictures in a random order and have students name each one. Then show the students the three Phonics Cards and add an extra one from Unit 7. Students say the words of the cards as you show them and then identify which card doesn't belong.

C. Listen and circle the ones that rhyme.

Play CD 2 Track 50.

CD2 50

1. up, cut, nut, bug
2. cut, hut, mud, pup

After students have finished, check the answers with the class. As further reinforcement, display the corresponding Student Cards. Have students point to the *ut* cards and say the words.

D. Listen, match, and write.

Play CD2 Track 51. Have students listen, connect the correct letters, and write the words on the line.

CD2 51

1. cut, cut
2. nut, nut
3. hut, hut

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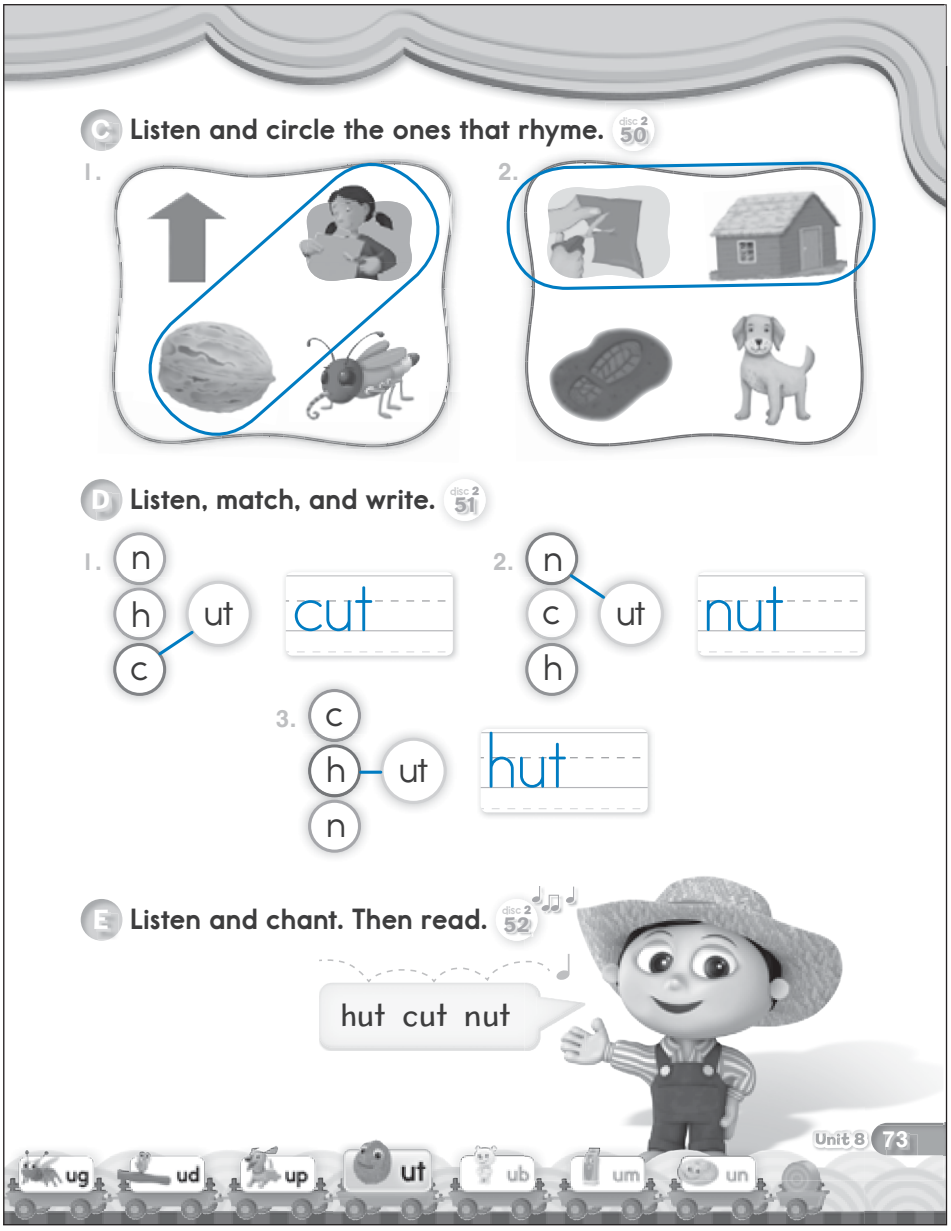

Then have a few students come to the board. Say a word and have students race to be the first to write it. Repeat.

D. Listen and chant. Then read.

Play CD2 Track 52. Have students chant along with Farmer Fred. Each line repeats.

CD2 52

hut, cut, nut
hut, cut, nut
nut, nut, hut, hut
cut, cut
hut, cut, nut

Have students put their heads down while you place the *ut* Phonics Cards around the room. Then have students stand and repeat the chant. As they do, they try to be first to point to each card in time with the chant. Repeat as often as time permits and place the Phonics Cards in different places around the room each time.

1. **Hop and Say** (p. 8). Have students stand in a line at the front of the class. Give each one an *ut* Student Card. When you call out a word, the students with that card hop forward and repeat it. Continue to call out different words. Then have students change cards and play again.
2. **Touch** (p. 9). Use the *ut* Student Cards. Have students play in groups of three or four. Say an *ut* key word and have students repeat it as they race to touch the card. Then have one student be the leader. Repeat so that each student gets the chance to be the leader.
3. **Word Builder.** Divide students into pairs. Give each pair a set of Letter Cards. Sound out one of the words from the lesson, e.g., /h/, /ut/. 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 for each *ut* key word. If time permits, extend the activity by calling out key words from previous units.

Practice and Components

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

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Unit 8 short u: ut ub um un

Lesson 2 Objectives:

- Learn /ub/, *umb,* /um/, and *um*
- Learn four new key words

Key Words: cub, tub, gum, hum

Materials:

Phonics Cards 87–90
Student Cards 87–90
CD2 Tracks 53–56

Warm Up

Review the *ut* key words with a **Rhythm Circle** (p. 9). Students take turns around the circle to say words that begin with that sound, e.g., *slap, slap, clap, clap, (nut), (nut).*

Use Pages 74–75

A. Listen and learn.

Model the presentation from exercise A. Then play CD2 Track 53.

CD2 53

/u/ /b/ ub /u/ /m/ um
/u/ /b/ ub /u/ /m/ um
/k/ /ub/ cub /g/ /um/ gum
/k/ /ub/ cub /g/ /um/ gum

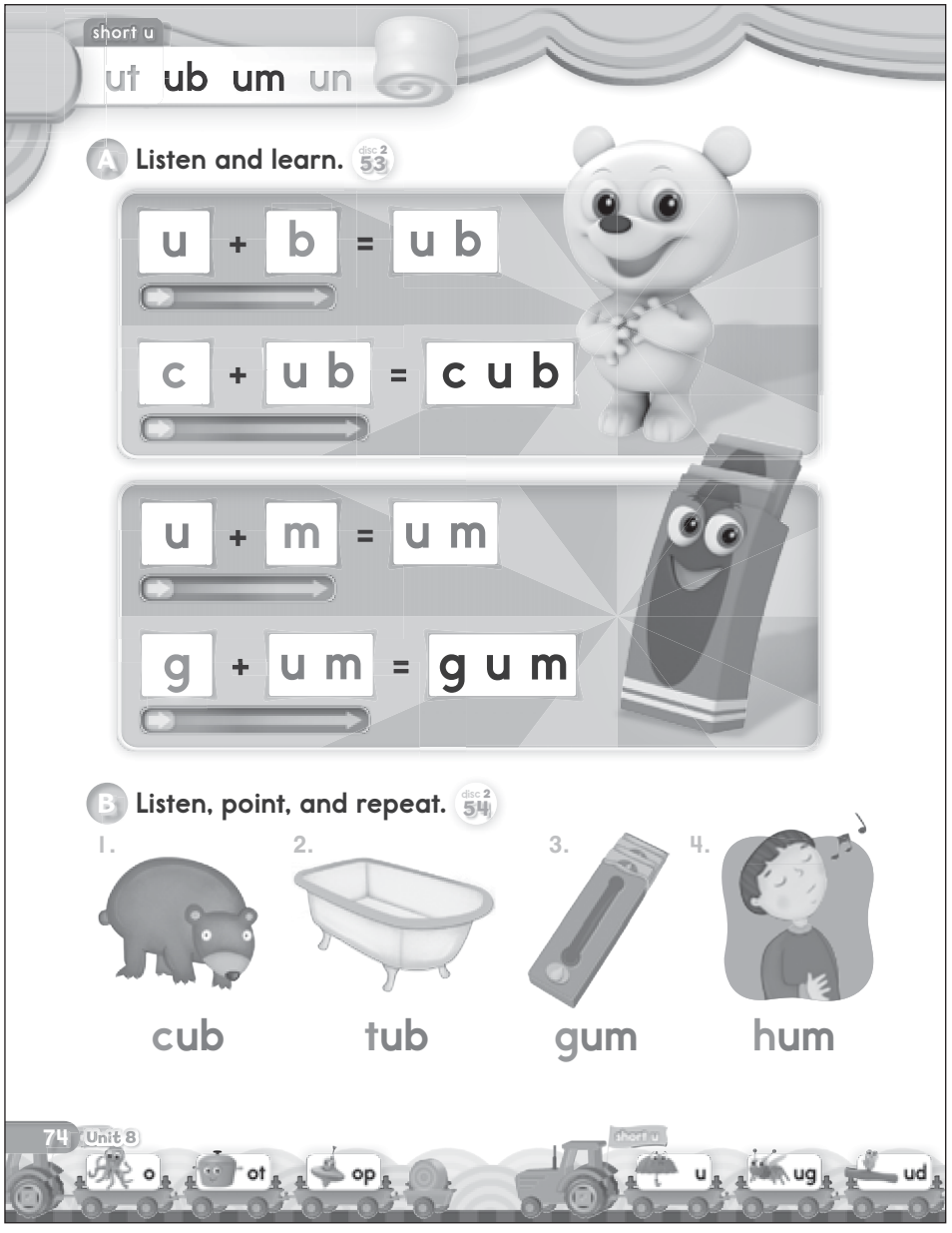
Assign motions to the words *cub* and *gum*. Play the presentation again and have students perform the motions as they hear and say the words.

B. Listen, point, and repeat.

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

CD2 54

1. /k/ /ub/ cub, cub
   /k/ /ub/ cub, cub
2. /t/ /ub/ tub, tub
   /t/ /ub/ tub, tub
3. /g/ /um/ gum, gum
   /g/ /um/ gum, gum
4. /h/ /um/ hum, hum
   /h/ /um/ hum, hum



Make gestures for each word as you sound them out and say them. Have students repeat the words and mimic the gestures. Increase your speed so that the class says the words and performs the gestures quickly.

C. Listen and number.

Play CD2 Track 55. Have students write the number under the correct picture.

CD2 55

1. hum, hum
2. tub, tub
3. cub, cub
4. gum, gum

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

D. Circle and write.

After students have completed exercise D, check their answers. Then do a dictation activity that uses more words from Unit 8 or previous units. Spell and sound out key words and have students

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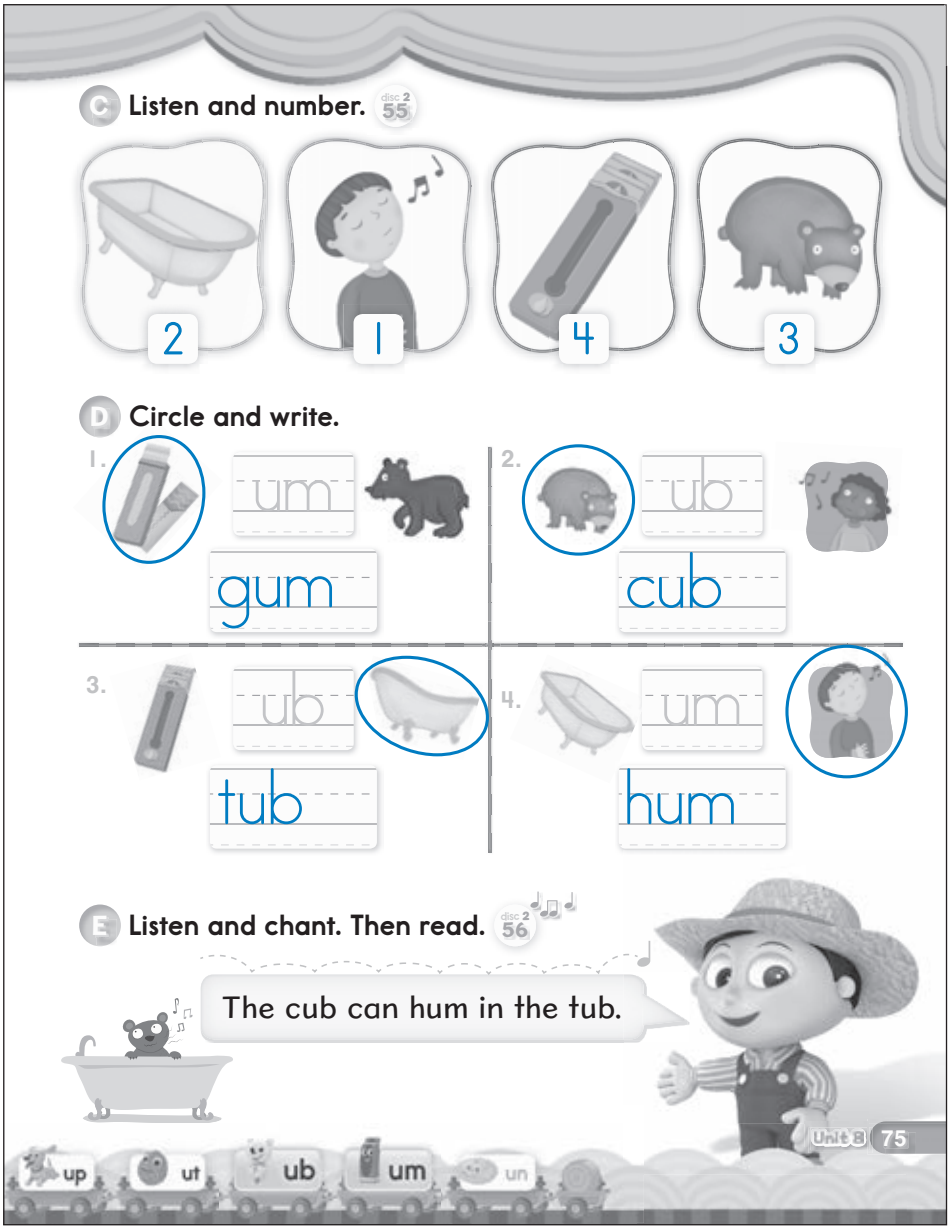

write them down on a piece of paper or on the board. Use the students' writing to look for common spelling errors.

E. Listen and chant. Then read.

Play CD2 Track 56. Have students chant along with Farmer Fred. Each line repeats.

CD2 56

Cub, hum, tub
Cub, hum
Hum, tub
Cub, hum, tub

The cub
The cub can hum
The cub can hum in the tub. (x2)

Then divide the students into groups of four. Give each student an *ub* or *um* Student Card. Students say the chant and show their Student Card when they hear the word in the chant. Repeat as often as time permits and have students trade their cards each time.

1. **Buzzers** (p. 8). Divide students into two teams. A player from each team comes to a central desk with two "buzzers" on it. Show a Phonics Card. The first student to slap their buzzer and say the correct word wins a point for his or her team. If the answer is incorrect, the other player gets a chance to answer. For added challenge, include Phonics Cards from previous units.
2. **Match the Order.** Divide the class into teams of four and have each team stand around a desk. Place a set of *ub* and *um* Student Cards on each desk, picture-down, so that students cannot see the pictures. Then have students close their eyes for a moment. Display the *ub* and *um* Phonics Cards, picture-out, at the front of the room. When you say *Go!* the teams open their eyes and try to match the order of their Student Cards with the order of the displayed Phonics Cards. The first team to do so raises their hands and says the key words. Reshuffle all cards and repeat as time permits.
3. **Sentence Share.** Divide the class into pairs. Say a sentence, such as: *The cub is in the tub*. Pairs write the sentence and quickly draw or sketch it out. Have pairs read the sentence as they show the class their pictures. Repeat with different sentences that use the key words.

Practice and Components

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

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Unit 8 short u: ut ub um un

Lesson 3 Objectives:
- Learn /un/ and *un*
- Learn three new key words

Key Words: bun, run, fun

Materials:
Phonics Cards 91–93
Student Cards 91–93
CD2 Tracks 57–60

Warm Up

Play **Beanbag Toss** (p. 8) using the *ut, ub,* and *um* key words.

Use Pages 76–77

A. Listen and learn.

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

CD2 57

/u/ /n/ un /b/ /un/ bun
/u/ /n/ un /b/ /un/ bun

Have students take turns repeating /b/, /un/, *bun*. Listen closely to check that their pronunciation of the /b/ sound is clear.

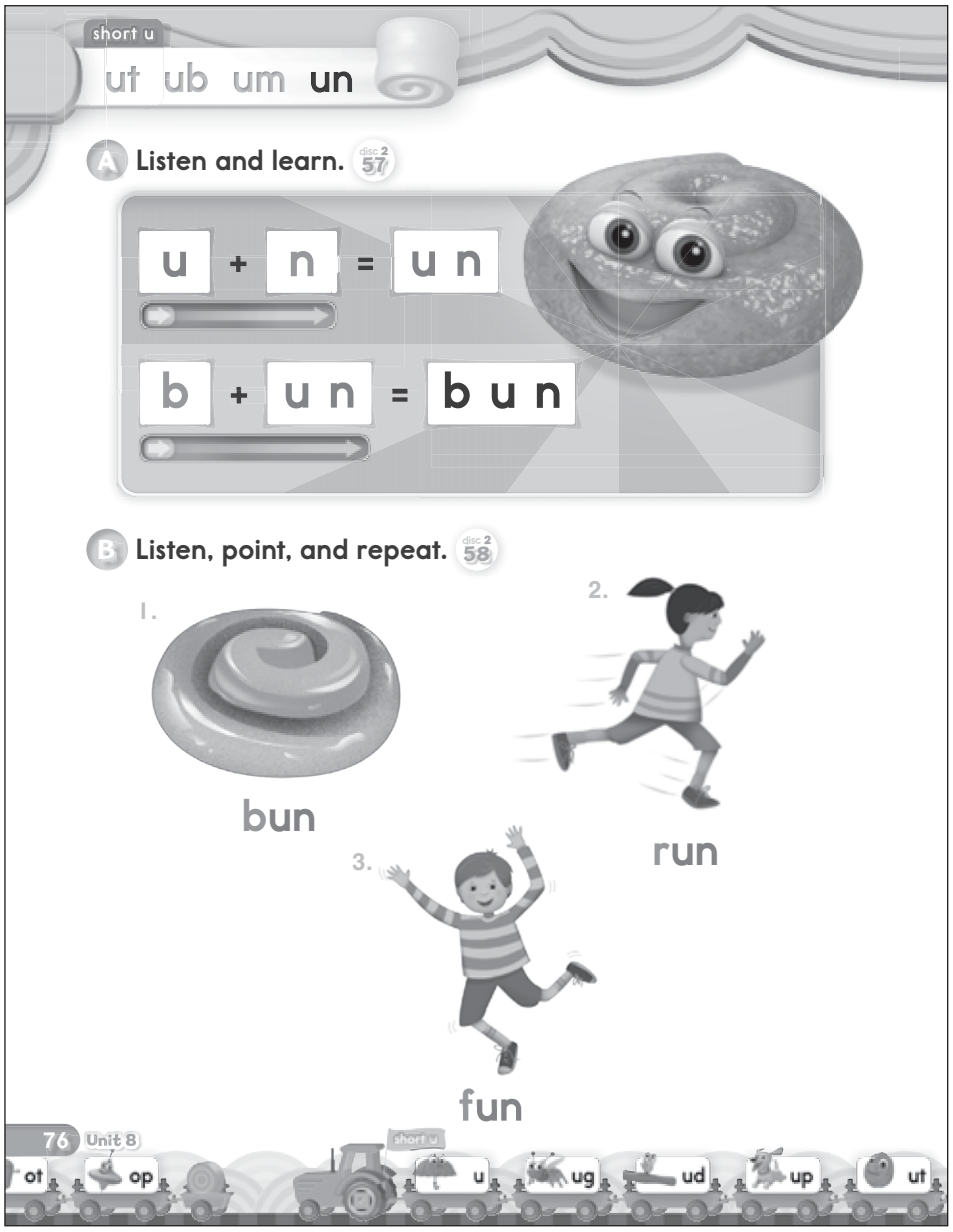
B. Listen, point, and repeat.

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

CD2 58

1. /b/ /un/ bun, bun
   /b/ /un/ bun, bun
2. /r/ /un/ run, run
   /r/ /un/ run, run
3. /f/ /un/ fun, fun
   /f/ /un/ fun, fun

Point to the pictures in exercise B in a random order and elicit the correct key word from the students. Have students say sound out each word, say it, and follow you as you point to the pictures with increasing speed.



C. Listen and circle.

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

CD2 59

1. fun, fun
2. run, run
3. bun, bun

Check the answers by having the class sound out each word aloud. Then, sound out a word and have the class say the word. Repeat with each key word and, if time permits, quickly review key words from previous units.

D. Circle and write.

Have students look at each picture carefully before they choose which letters to circle. After students have written the words on the lines, check the answers with the class. Then have several students come to the board. Show a Phonics Card and have students race to be the first to write the word. Include all three key words and, if time permits, any other key words from previous lessons.

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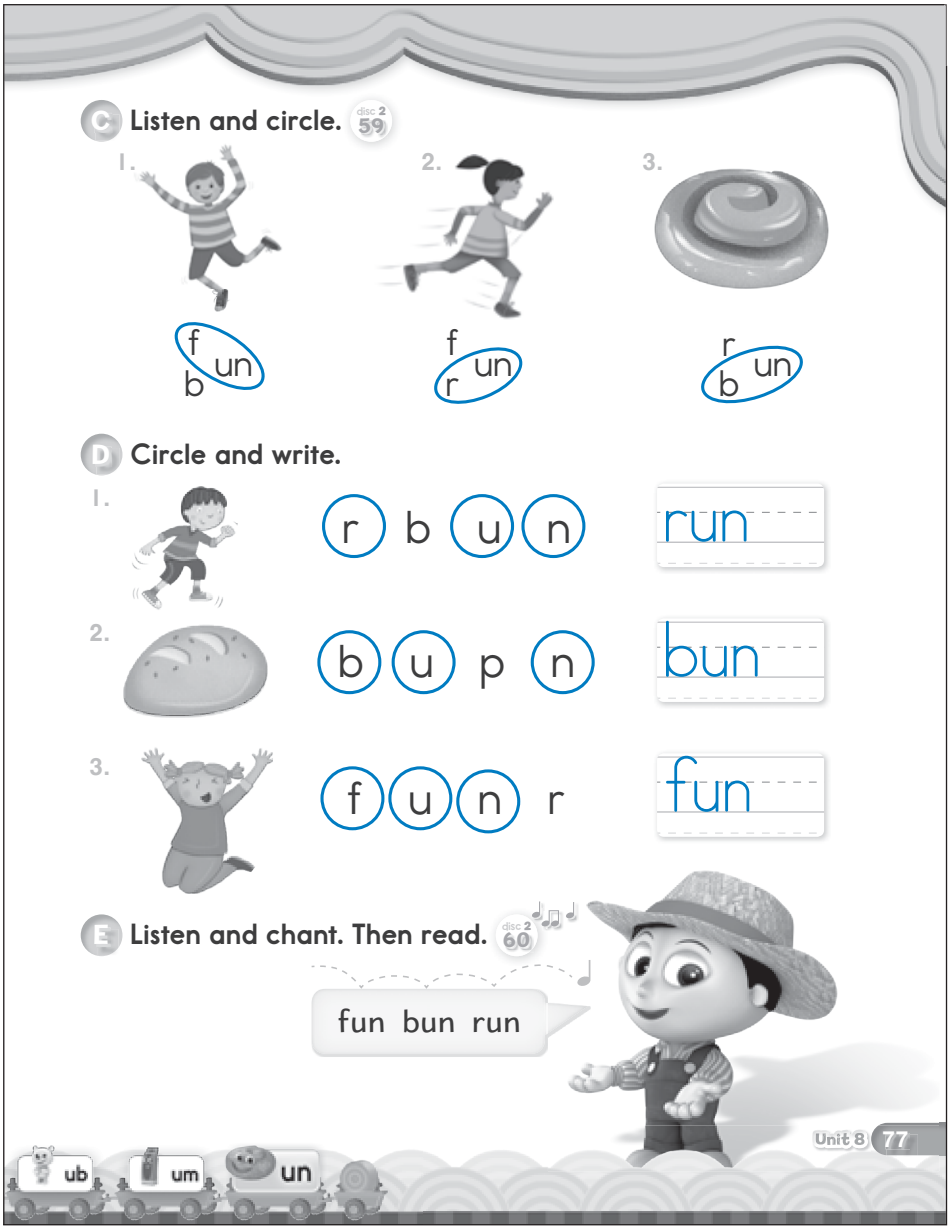

E. Listen and chant. Then read.

Play CD2 Track 60. Have students chant along with Farmer Fred. Each line repeats.

CD2 60

fun, bun, run
fun, bun, run
run, run, fun, fun
bun, bun
fun, bun, run

Then divide students into groups of three. Assign a key word and an associated motion to each group. Say the chant again. All students chant, making their motion when they say their key word during the chant. Assign different key words and motions to different groups and repeat the chant as often as time permits.

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 Cards on each chair, picture up. Say one of the words. Students race to be the first to sit on the chair with that card. For added challenge, use all three cards and have three teams compete for one of the three chairs. If time permits, include Phonics Cards for the *ut, um,* and *um* key words as well.
2. **Down the Line** (p. 8). Review *ut, ub, um,* and *un*. 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. **Picture Game** (p. 8). 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 group and draw a picture of the key word you whispered. The first group to guess correctly wins a point. Repeat until all students have had a turn to draw.

Practice and Components

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

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Unit 8 short u: ut ub um un

Lesson 4 Objectives:

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

Sight Words: are, friends, they, live, make, yum

Materials:

Phonics Cards 84–93
Student Cards 84–93
Letter Cards
CD2 Tracks 61–62

Warm Up

Play **Odd One Out**. Display the Unit 8 Phonics Cards and include one or two cards from previous units. Have students say the word of each card aloud and raise their hands when they say the word of a card that doesn't belong.

Use Pages 78–79

A. Circle.

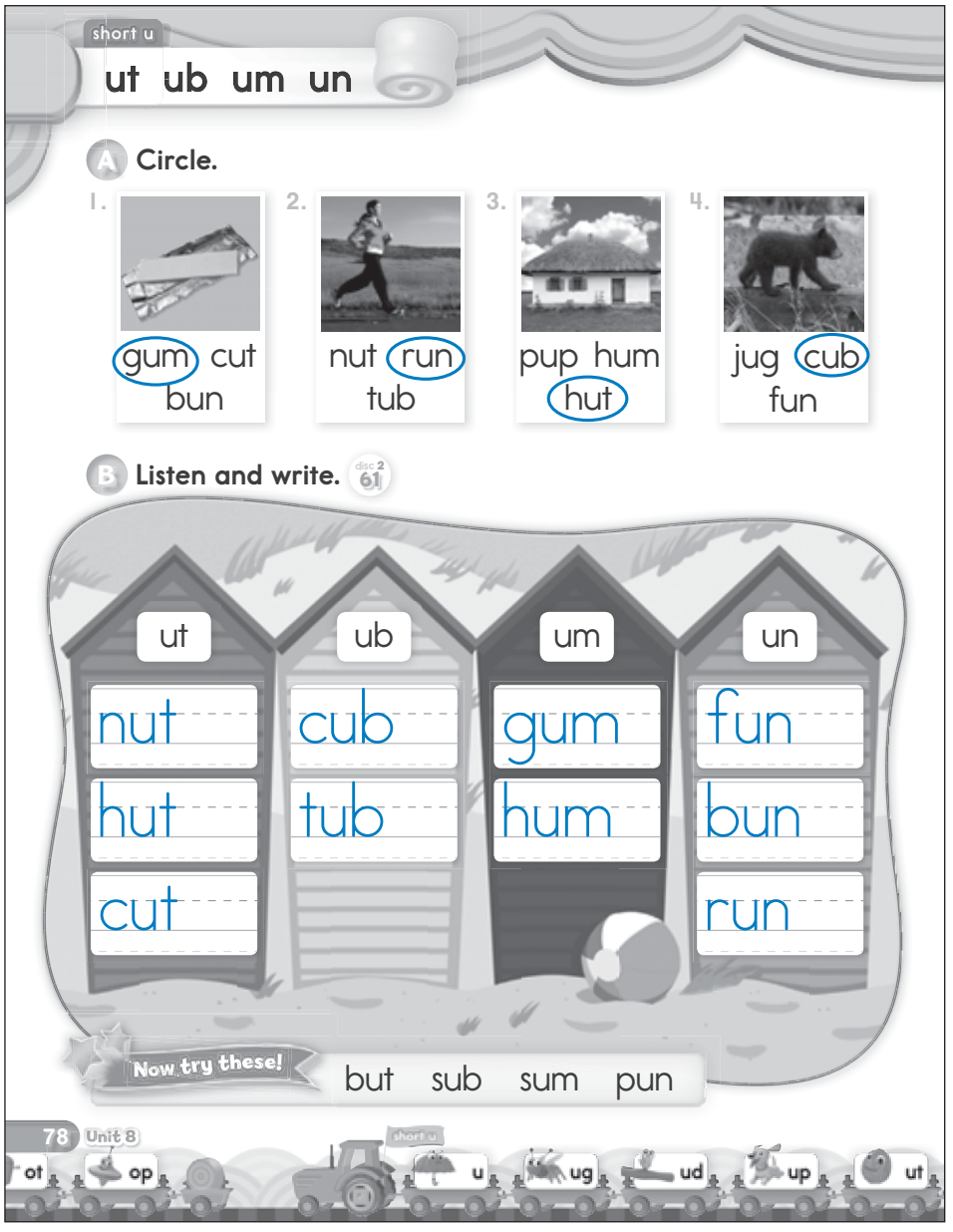
Before students do exercise A, point to each picture and repeat its key sound two times. Students should repeat after you and then say the word. After students complete exercise A, use the pictures to review. Point to pictures in exercise A at random and have students name the picture. Then have students say a word that rhymes with it.

B. Listen and write.

Play CD2 Track 61. Have students repeat the words that they hear and write them in the correct column.

CD2 61

fun, fun	bun, bun
nut, nut	gum, gum
cub, cub	hum, hum
hut, hut	cut, cut
tub, tub	run, run
Now try these!	
but, but	sum, sum
sub, sub	pun, pun



Say the *Now try these!* words for the class. Have them repeat. Draw pictures or demonstrate the meaning of the words for the class. Elicit where each word would be placed.

C. Look and listen. Read along.

1. **Read along.** Play CD2 Track 62. Have the students listen to the story once.

CD2 62

Friends

1. The cub and the pup are friends.
   They live in a hut.
2. I like to make buns.
   I like to run for fun!
3. The cub hums and cuts nuts.
4. I like buns, too! Yum!

Sight words: are, friends, they, live, make, yum

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

2. **Paired reading.** Have student pairs take turns reading the

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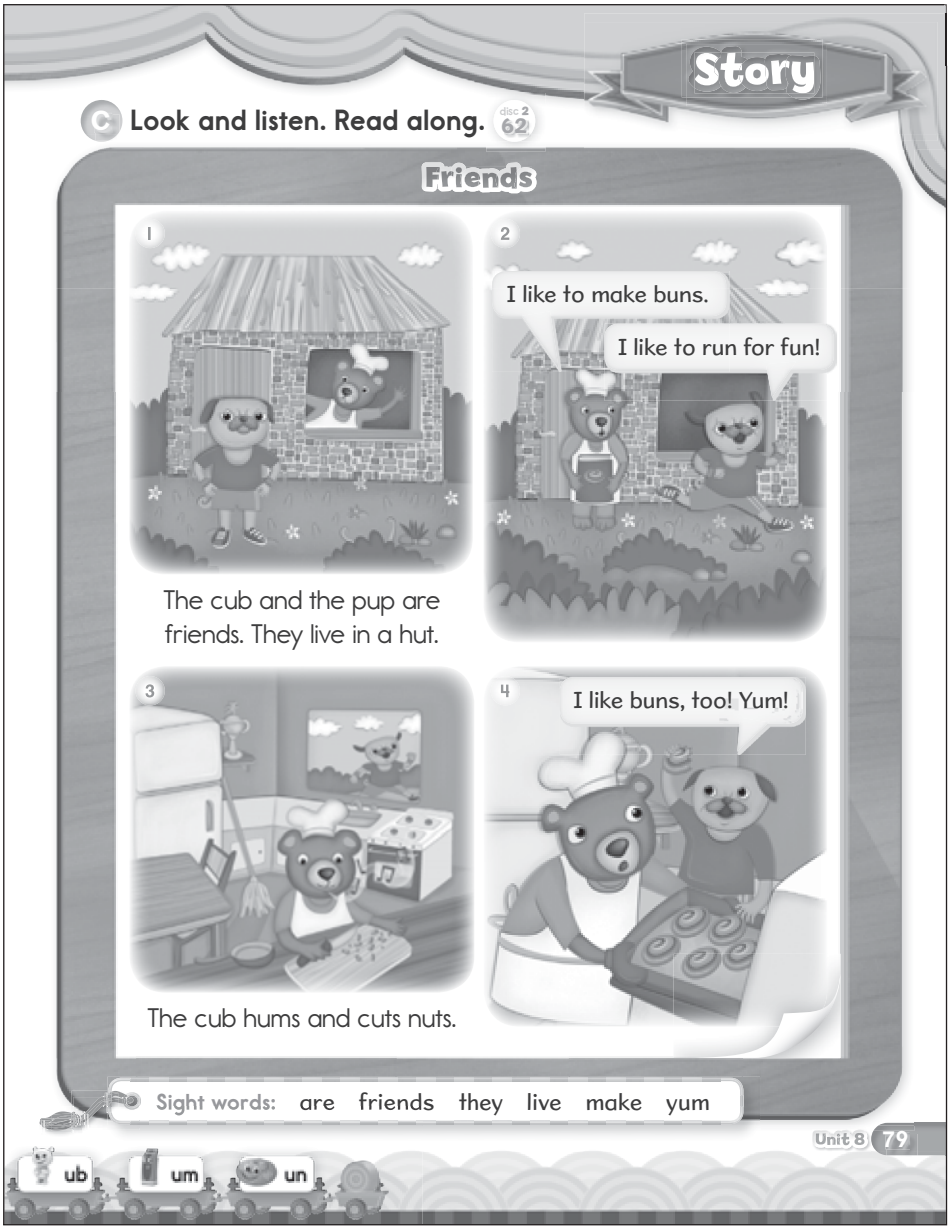

story sentences.

3. **Act it out.** Have students act out the story. Assign the roles of the cub and the pup to two students. Encourage students to have fun while they act out the story. When they are finished, choose two different students to act out the story. Repeat as time permits.
4. **Sight words.** Read and point to the sight words and pronounce them clearly. Have the students repeat after you. Then have the students read the sight words by themselves. Read the story again and have students raise their hands each time they come across a sight word.

1. **Rhyme Time** (p. 9). Use pairs of the Unit 8 Student Cards. Give each student a card. Play music. Students walk around the room. When the music stops, students must find a partner whose card rhymes with theirs, such as *gum-hum*. Check students found a correct partner by having pairs say their match aloud. Switch cards and play again.
2. **Charades** (p. 8). Divide students into small teams. Show one student from each team a Phonics Card or whisper a key word to them. Students go back to their teams and act the word out for the others to guess. The first team to guess the correct word wins a point. This can also be played as a class.
3. **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. Have them illustrate their stories and include pictures that represent the key words. Be sure that students do not directly copy the story directly from the Student Book. When students are finished, encourage them to read their stories to the class.

Practice and Components

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

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Review 4 short u: u ug ud up ut ub um un

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:

sun, up, jug, hug
bug, rug, mug
bud, mud, pup, cup
nut, hut, cut
cub, tub, gum, hum
bun, run, fun

Sight Words:

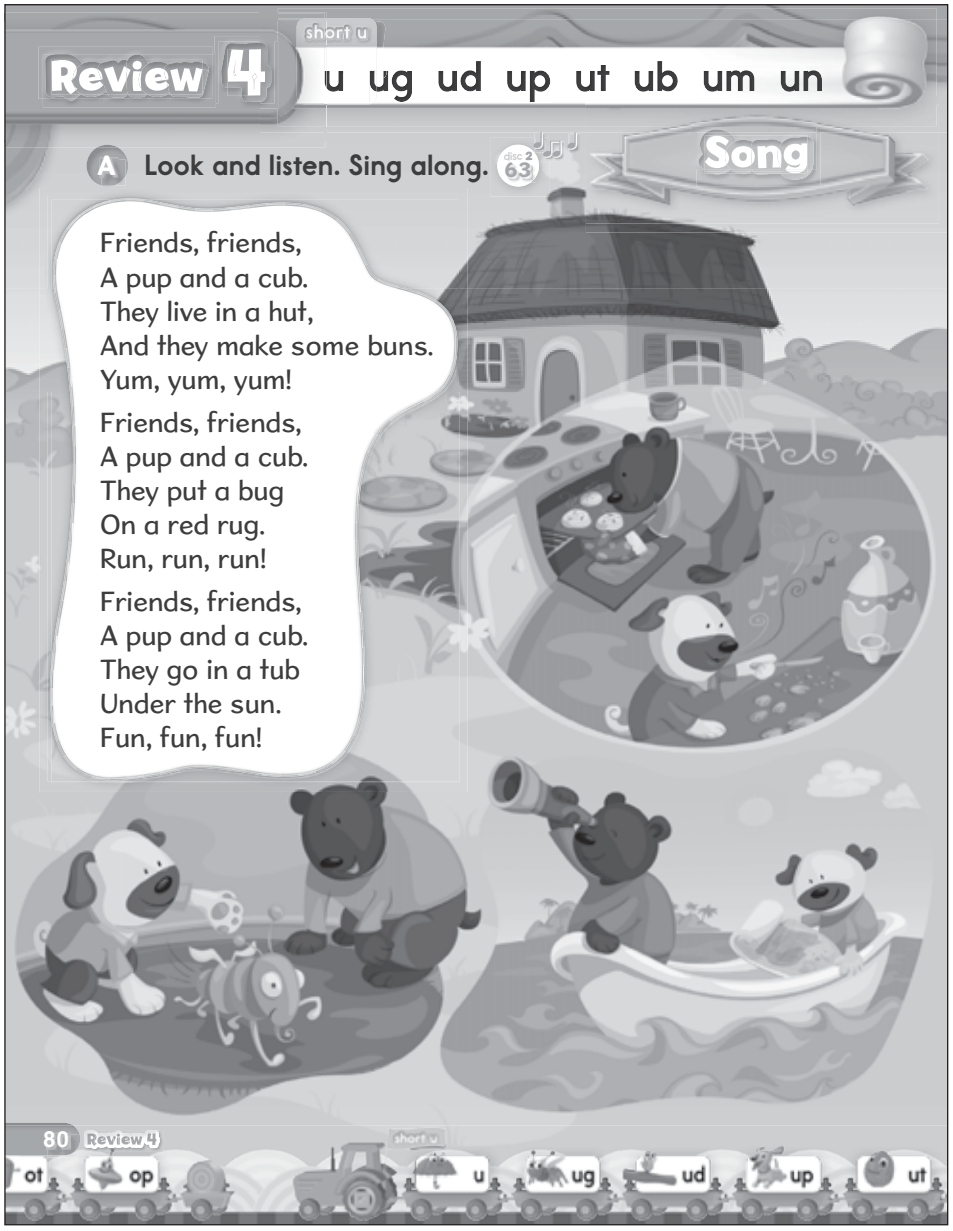
there, some, sad, comes, happy, are, friends, they, live, make, yum

Materials:

Phonics Cards 73–93
Student Cards 73–93
CD2 Tracks 63–64

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. Hold up two Phonics Cards, one that shows the word you said and one that does not. Students point to the correct card. Repeat with all of the Unit 7 and Unit 8 key words and, if time permits, with key words learned previously.



Use Pages 80–81

A. Look and listen. Sing along.

Play CD2 Track 63. Have students listen to the song one time.

CD2 63

Friends, friends,
A pup and a cub.
They live in a hut,
And they make some buns.
Yum, yum, yum!

Friends, friends,
A pup and a cub.
They put a bug
On a red rug.
Run, run, run!

Friends, friends,
A pup and a cub.
They go in a tub
Under the sun.
Fun, fun, fun!

Circle the sun, circle a bun, circle a pup.
Circle the hut, circle the tub, circle the bug.

Have the students listen to the song again, this time singing the words and pointing to the pictures in exercise A that represent the key words. Then point to the pictures in a random order. Have students say the sound and the word that corresponds to each picture. For example, if you point to the pup, students should say /p/, /up/, *pup*. Continue pointing to pictures around the page as time permits and increase your speed incrementally.

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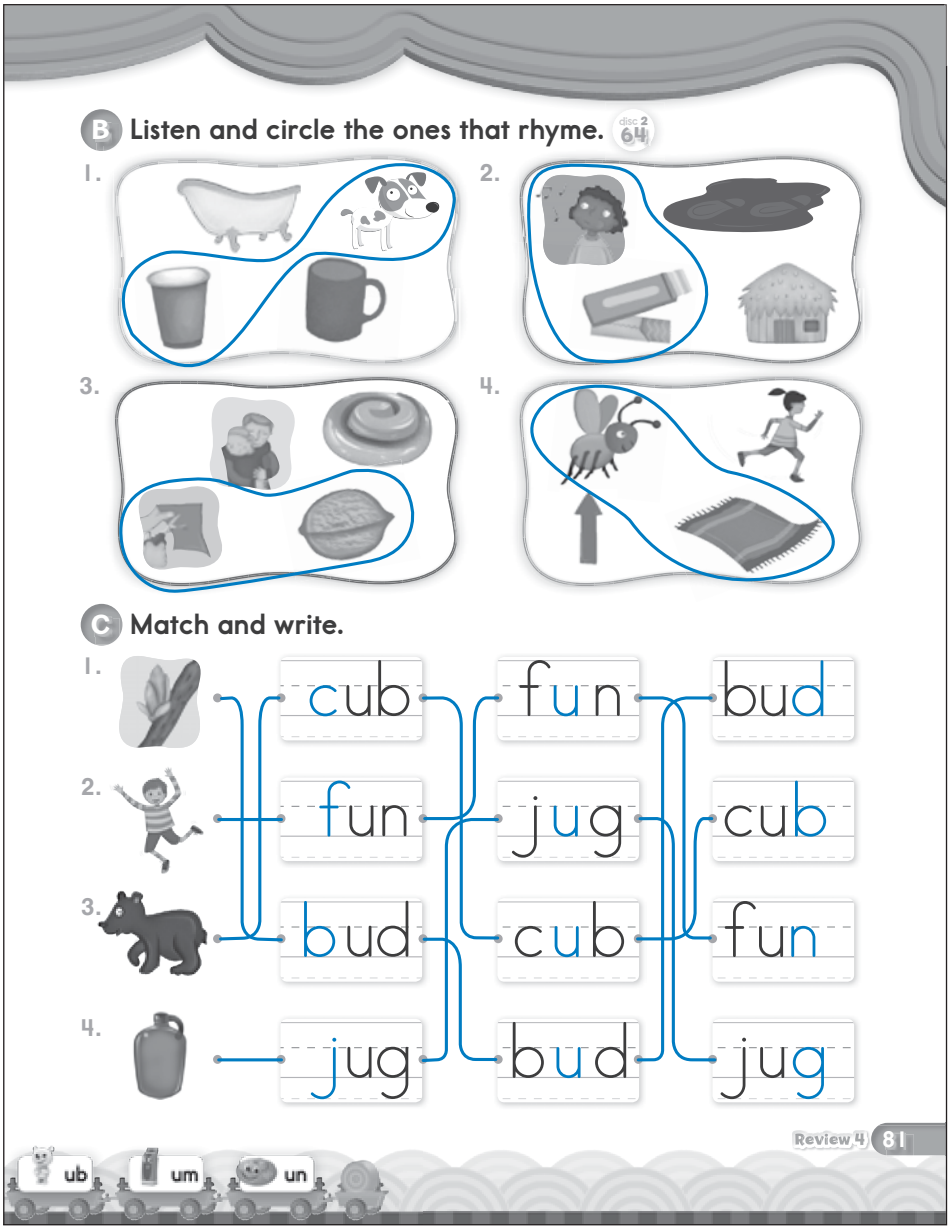

B. Listen and circle the ones that rhyme.

Play CD2 Track 64. Have students repeat the words they hear and circle the correct pictures.

CD2 64

1. tub, pup, cup, mug
2. hum, mud, gum, hut
3. hug, bun, cut, nut
4. bug, run, up, rug

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

C. Match and write.

After students have completed exercise C, use the corresponding Phonics Cards. Assign different sounds to four groups: /ub/, /ud/, /ug/, and /un/. Show the pictures on the cards one at a time. Students stand and say the correct word when their sound matches the Phonics Card in your hands.

1. **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-up, in the squares. Then 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. Students who get three in a row shout *Bingo!* After playing a round, invite a student to call the cards. Students should shuffle their Student Cards or use different Student Cards for each round.
2. **Sound Families** (p. 9). Put students into teams of three or four. Each team uses a set of shuffled Unit 7 and Unit 8 Student Cards. When you say *Go!* students put the cards into their appropriate groups: *short u, ug, ud, up, ut, ub, um,* and *un*. The first team to finish wins.
3. **Picture Game** (p. 8). Divide the class into small teams of four and give each team some paper and crayons. Whisper a word to a student from each team. Without speaking, the student must draw the word for his or her team to guess. The first team to guess the correct word wins a point. Repeat until each student has had a chance to draw.

Practice and Components

1. *Oxford Phonics World Workbook 2,* pp. 40–41. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. *Oxford Phonics World Student Book 2,* Picture Dictionary, pp. 84–88. Have students write the Unit 7 and Unit 8 key words beside their corresponding pictures.
3. iTools
4. Multi-ROM, disc 2
5. Oxford Phonics World Readers, *Fun in the Mud* and *At the Farm*
6. *Online Final Test*

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Review 4 short u: u ug ud up ut ub um un

Lesson Objectives:

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

Key Words:

sun, up, jug, hug
bug, rug, mug
bud, mud, pup, cup
nut, hut, cut
cub, tub, gum, hum
bun, run, fun

Sight Words:

there, some, sad, comes, happy, are, friends, they, live, make, yum

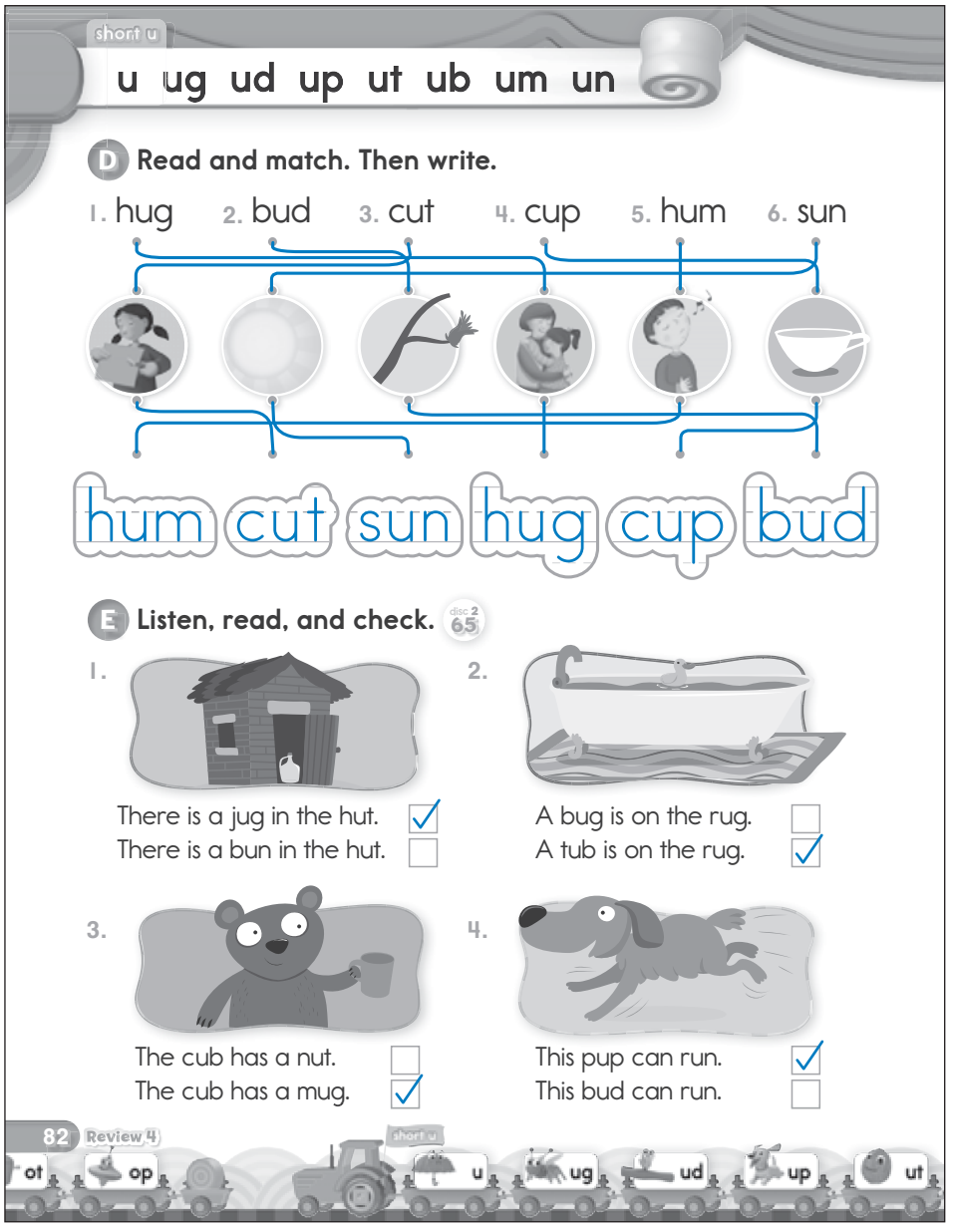
Materials:

Phonics Cards 73–93
Student Cards 73–93
CD2 Track 65

Warm Up

Play **Hot Word** (p. 8). Use the Unit 7 and Unit 8 Student Cards. Students sit in a circle and pass the cards around while you play music. When the music stops, students stand and say the word that corresponds to the card in their hand. Repeat as often as time permits and so that each key word in Unit 7 and Unit 8 is said at least once.

Use Pages 82–83



D. Read and match. Then write.

Have students sound out each word and say it as they draw their line. Then have students find the correct space and write the word. After students have completed exercise D, point to individual pictures and elicit the correct words from students. Have the class repeat the word each time. Continue until you have covered all of the pictures in exercise D. Extend the game by recreating it on the board with different words and pictures from Unit 7 and Unit 8.

E. Listen, read, and check.

Play CD2 Track 65. Have students listen and check the sentence they hear.

CD2 65

1. There is a jug in the hut.
2. A tub is on the rug.
3. The cub has a mug.
4. This pup can run.

Extend the exercise by illustrating the incorrect sentences. Invite a student to come to the board to draw a picture of the sentence: *There is a bun in the hut.* Have the students in the class read the sentence. Repeat with the other three sentences.

F. Play the game.

1. Divide the students into pairs and have each student choose a side of the game board. Have each student make a game piece or use a small object. Model placing and spinning the paperclip for the students. Have the first student in each pair spin the paperclip, move his or her game piece ahead the correct number of spaces as indicated on the spinner, and read the word in that space.

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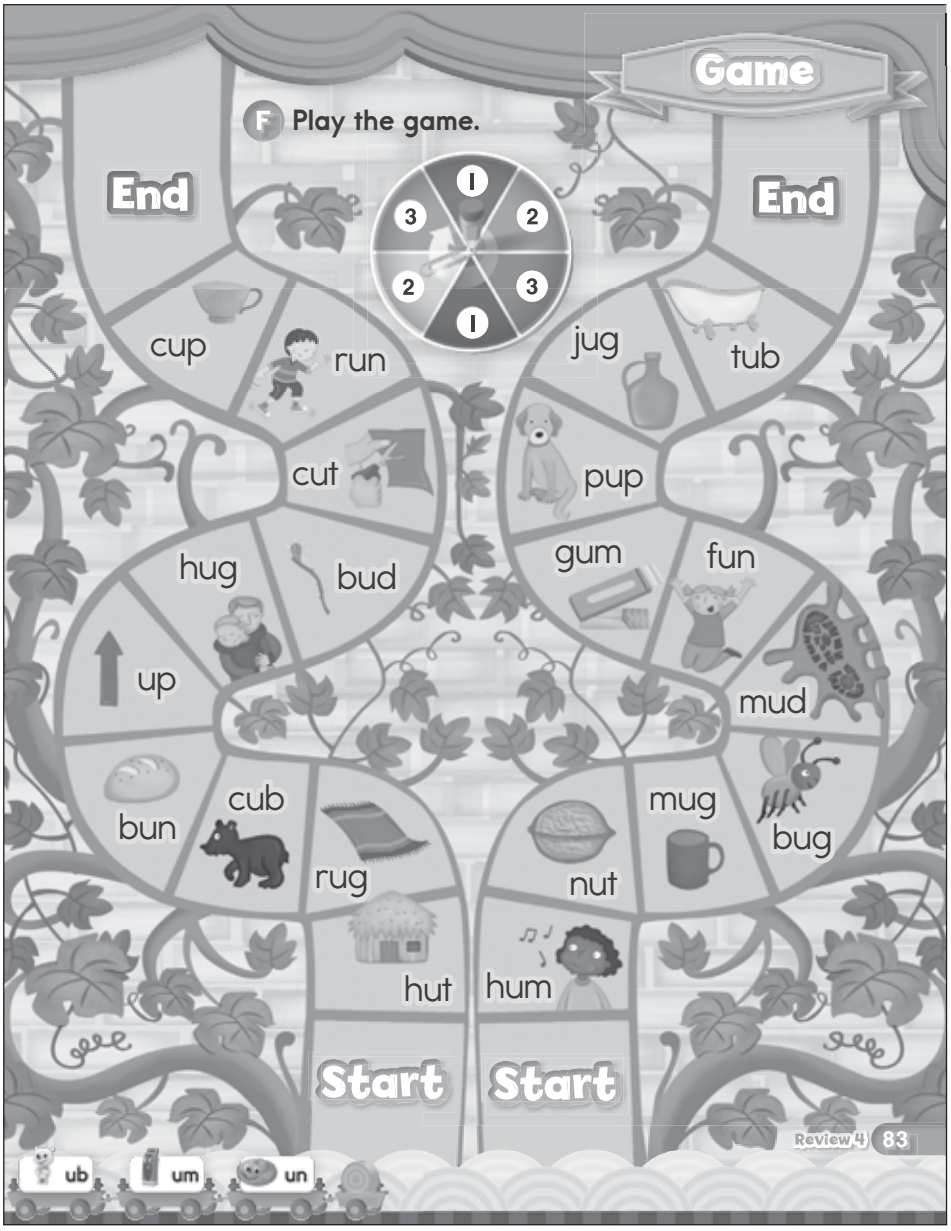

If they can read the word successfully, then they can stay on that space. If not, they move back. Then the next student spins, and so on. The first student to reach the end of the game board is the winner.

2. Play the game with two groups of students instead of pairs. Each group starts on a different side of the game board.
3. Play a difficult variation of the game. Divide the class into two teams and have students close their books. Have one book open at the front of the room. Ask a volunteer from one team to come to the front, spin the spinner, and find which space they should go to. Without speaking, the student must mime the word for his team. If his team correctly guesses the word and spells it correctly, the team advances to that spot. Then have a volunteer from the other team try. Repeat until one team wins.

1. **Spelling Bee** (p. 9). Students take turns spelling words from Unit 7 or Unit 8. Include new words from the stories and the *Now try these!* words, as well. Students remain in the spelling bee as long as they spell correctly. Students who spell a word incorrectly must sit down. The last student standing wins.
2. **Word List.** Divide the class into pairs. Write the word families (phonograms) from Unit 7 and Unit 8 on the board. Have students close their books. Give students a few minutes to write down as many words as they can think of for each word family. The pair with the most correct words wins.
3. **Fruit Salad.** Students sit in a circle. Give each student one Unit 7 or Unit 8 Student Card. Call out two of the key words from the units. The students holding those cards change seats. Continue calling words until all students have changed places. Then call out *Fruit Salad!* Everyone changes seats. For a challenge, allow a student to call the cards. Repeat as often as time permits.

Practice and Components

1. *Oxford Phonics World Workbook 2*, pp. 40–41. Have students complete these pages for homework or in class. See Teacher's Book pp. 91–92 for instructions and answer key.
2. *Oxford Phonics World Student Book 2*, Picture Dictionary, pp. 84–88. Have students write the Unit 7 and Unit 8 key words beside their corresponding pictures.
3. iTools
4. Multi-ROM, disc 2
5. Oxford Phonics World Readers, *Fun in the Mud* and *At the Farm*
6. *Online Final Test*

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Word List

Aa

ant 10
are 84
at 16
ax 10

Bb

bag 18
bat 22
bed 34
bib 42
big 52
bin 50
bud 74
bug 72
bun 82

Cc

can 14, 44
cap 20
cat 10
comes 76
cot 60
cub 80
cup 74
cut 78

Dd

dad 18
dam 12
day 24
dig 52
doesn't 64
dot 60

Ee

egg 30

Ff

fan 14
fig 52
fin 50
for 16
fox 58
friends 84
fun 82

Gg

gets 64
girl 24
go 36
gum 80

Hh

happy 76
hat 22
help 56
hen 34
hip 38
hit 54
hop 62
hot 60
hug 70
hum 80
hut 78

Ii

in 36, 38
ink 38

Jj

jam 12
jet 32
jug 70

Kk

kid 42

Ll

lid 42
lip 40
live 84
log 58

Mm

make 84
man 14
map 20
mat 22
mix 54
mop 62
mud 74
mug 72

Nn

nap 20
needs 44
net 32
now 56
nut 78

Oo

oh 36
on 16
open 44
ox 58

Pp

pad 18
pan 14
pen 34
pet 32
pin 50
pit 54
pop 62
pot 60
pup 74
puts 16

Rr

rag 18
ram 12
rat 22
red 34
rib 42
rip 40
rod 58
rug 72
run 82

Ss

sad 76
she 24
sip 40
six 54
some 76
stands 64
sun 70

Tt

take 24
tap 20
ten 30
thank 56
then 24
there 76
they 84
tip 40
to 36
too 64
top 62
tub 80

Uu

under 56
up 70
use 24

Vv

vet 30

Ww

we 24
web 30
wet 32
wig 52
win 50
with 16

Yy

yak 10
yam 12
yum 84

Zz

zip 38

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Workbook Answer Key

Unit 1, a, page 2

B. Read, check, and write.

1. ax-ax
2. cat-cat
3. yak-yak
4. ant-ant

Unit 1, am, page 3

B. Read, say, and check.

1. yam
2. jam
3. dam
4. ram

C. Do the puzzles.

1. dam
2. yam
3. ram
4. jam

Unit 1, an, page 4

B. Say, circle, and write.

1. an-pan
2. an-man
3. an-fan
4. an-can

C. Find and circle the word.

1. pan
2. man
3. fan
4. can

Unit 1, a am an, page 5

A. Read, say, and check.

1. fan
2. ant
3. ram
4. can
5. cat
6. yam

B. Read, check, and write.

1. yak
2. man
3. dam
4. ax
5. jam
6. pan

Unit 2, ad ag, page 6

B. Read, say, and check.

1. rag
2. dad
3. pad
4. bag

C. Unscramble and write.

1. dad
2. rag
3. bag
4. pad

Unit 2, ap, page 7

B. Say, circle, and write.

1. m-ap-map
2. t-ap-tap
3. n-ap-nap
4. c-ap-cap

Unit 2, at, page 8

B. Read, check, and write.

1. bat-bat
2. rat-rat
3. hat-hat
4. mat-mat

C. Find and circle the word.

1. mat
2. hat
3. rat
4. bat

Unit 2, ad ag ap at, page 9

A. Read, say, and check.

1. rag
2. map
3. mat
4. dad
5. nap
6. rat

B. Unscramble and write.

1. cap
2. bat
3. nap
4. bag
5. dad
6. hat

Review 1, pages 10-11

A. Match the pictures that rhyme.

1. dad-pad
2. tap-nap
3. pan-fan
4. bat-rat
5. bag-rag
6. dam-yam

B. Do the puzzles.

1. fan
2. ant
3. hat
4. cap
5. pad
6. bag
7. ram
8. yak

C. Say, circle, and write.

1. ag-rag
2. ad-pad
3. am-yam
4. an-can
5. ap-map
6. at-bat

D. Read, say, and check.

1. hat
2. dad
3. ram
4. man
5. cap
6. bag

Unit 3, e, page 12

B. Read, check, and write.

1. vet-vet
2. web-web
3. ten-ten
4. egg-egg

Unit 3, et, page 13

B. Read, say, and check.

1. wet
2. net
3. pet
4. jet

C. Do the puzzles.

1. jet
2. net
3. pet
4. wet

Unit 3, en ed, page 14

B. Say, circle, and write.

1. en-pen
2. ed-red
3. ed-bed
4. en-hen

C. Find and circle the word.

1. hen
2. pen
3. red
4. bed

Unit 3, e et en ed, page 15

A. Read, say, and check.

1. bed
2. jet
3. web
4. hen
5. pet
6. red

B. Read, check, and write.

1. pen-pen
2. vet-vet
3. pet-pet
4. hen-hen
5. egg-egg
6. bed-bed

Unit 4, i, page 16

B. Read, check, and write.

1. ink-ink
2. zip-zip
3. in-in
4. hip-hip

Unit 4, ip, page 17

B. Say, circle, and write.

1. l-ip-lip
2. s-ip-sip
3. t-ip-tip
4. r-ip-rip

C. Read, say, and write.

1. You can use your lip to sip.
2. You can use your tip to rip.

Unit 4, ib id, page 18

B. Read, say, and check.

1. kid
2. rib
3. bib
4. lid

C. Do the puzzles.

1. bib
2. rib
3. lid
4. kid

Unit 4, i ip ib id, page 19

A. Read, say, and check.

1. zip
2. rib
3. lid
4. lip
5. tip
6. bib

B. Say, match, and write.

1. lip
2. rib
3. kid
4. in

Review 2, pages 20-21

A. Match the pictures that rhyme.

1. rib-bib
2. vet-pet
3. red-bed
4. kid-lid
5. hen-pen
6. lip-rip

B. Do the puzzles.

1. bib
2. kid
3. hen
4. red
5. web
6. wet
7. rip
8. zip

C. Say, circle, and write.

1. ip-tip
2. e-egg
3. id-lid
4. et-jet
5. en-hen
6. ed-bed

D. Read, say, and write.

1. The pet is on the bed.
2. Use your lip to sip.
3. I see ink in the pen.
4. The jet is on the bed.

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Unit 5, in, page 22

B. Read, check, and write.

1. pin-pin
2. bin-bin
3. win-win
4. fin-fin

C. Do the puzzles.

1. win 2. bin 3. pin 4. fin

Unit 5, ig, page 23

B. Read, say, and check.

1. fig 2. wig 3. dig 4. big

C. Unscramble and write.

1. wig 2. dig 3. big 4. fig

Unit 5, it ix, page 24

B. Say, circle, and write.

1. ix-mix 2. it-hit 3. ix-six 4. it-pit

C. Find and circle the word.

1. pit 2. mix 3. hit 4. six

Unit 5, in ig it ix, page 25

A. Read, say, and check.

1. pit 2. win 3. mix
4. dig 5. wig 6. pin

B. Read, check, and write.

1. fin-fin 2. big-big 3. pit-pit
4. hit-hit 5. win-win 6. six-six

Unit 6, o, page 26

B. Read, check, and write.

1. rod-rod
2. log-log
3. ox-ox
4. fox-fox

Unit 6, ot, page 27

B. Read, say, and check.

1. hot 2. cot 3. dot 4. pot

C. Do the puzzles.

1. dot 2. hot 3. pot 4. cot

Unit 6, op, page 28

B. Say, circle, and write.

1. op-mop
2. op-hop
3. op-top
4. op-pop

C. Find and circle the word.

1. hop 2. top 3. pop 4. mop

Unit 6, o ot op, page 29

A. Read, say, and check.

1. log 2. mop 3. pot
4. ox 5. top 6. hot

B. Say, match, and write.

1. log 2. dot 3. hop
4. rod 5. cot 6. pop

Review 3, pages 30-31

A. Match the pictures that rhyme.

1. fig-wig
2. mix-six
3. win-fin
4. pot-dot
5. pit-hit
6. mop-top

B. Do the puzzles.

1. fig 2. fin 3. bin 4. hit
5. fox 6. six 7. hot 8. hop

C. Say, circle, and write.

1. op-pop 2. ox-ox 3. it-pit
4. in-pin 5. ot-pot 6. ig-big

D. Say, match, and write.

1. hop 2. mix 3. cot
4. rod 5. bin 6. dig

Unit 7, u, page 32

B. Read, check, and write.

1. jug-jug
2. hug-hug
3. sun-sun
4. up-up

Unit 7, ug, page 33

B. Say, circle, and write.

1. b-ug-bug
2. j-ug-jug
3. m-ug-mug
4. r-ug-rug

C. Find and circle the word.

1. hug 2. mug 3. rug 4. bug

Unit 7, ud up, page 34

B. Say, circle, and write.

1. up-pup
2. ud-mud
3. up-cup
4. ud-bud

C. Do the puzzles.

1. mud 2. cup 3. bud 4. pup

Unit 7, u ug ud up, page 35

A. Read, say, and check.

1. cup 2. bug 3. mud
4. up 5. pup 6. rug

B. Read, check, and write.

1. cup-cup
2. bud-bud
3. rug-rug
4. hug-hug
5. sun-sun
6. mug-mug

Unit 8, ut, page 36

B. Read, check, and write.

1. hut-hut 2. nut-nut 3. cut-cut

Unit 8, ub um, page 37

B. Read, say, and check.

1. gum 2. tub 3. cub 4. hum

C. Do the puzzles.

1. hum 2. gum 3. tub 4. cub

Unit 8, un, page 38

B. Read, check, and write.

1. run-run 2. fun-fun 3. bun-bun

C. Say, match, and write.

1. fun 2. bun 3. run

Unit 8, ut ub um un, page 39

A. Read, say, and check.

1. cut 2. cub 3. gum
4. bun 5. fun 6. hut

B. Unscramble and write.

1. run 2. nut 3. hum
4. fun 5. cut 6. cub

Review 4, pages 40-41

A. Match the picture that rhyme.

1. fun-run
2. mud-bud
3. hut-cut
4. tub-cub
5. jug-hug
6. hum-gum

B. Do the puzzles.

1. cut 2. cub 3. hug 4. hum
5. bug 6. bud 7. bun 8. cup

C. Say, circle, and write.

1. up-pup 2. ub-cub 3. un-run
4. ud-bud 5. ug-bug 6. ut-hut

D. Read, say, and write.

1. The cub is in the hut.
2. The tub is on the rug.
3. He can hum and eat a bun.
4. I see a nut in the cup.

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English Sounds Key

Consonant Sounds	
Symbol	**Example**
/b/	**b**ear
/d/	**d**og
/f/	**f**ish, **ph**one
/g/	**g**orilla
/h/	**h**orse
/j/	**j**et
/k/	**k**angaroo, **c**at, du**ck**
/l/	**l**ion
/m/	**m**onkey, la**mb**
/n/	**n**ut, **kn**ife
/p/	**p**each
/r/	**r**abbit, **wr**ite, **rh**ino
/s/	**s**eal, ca**st**le
/t/	**t**urtle
/v/	**v**iolin, glo**ve**
/w/	**w**olf
/ks/	fo**x**
/y/	**y**o-yo
/z/	**z**ipper, ro**s**e
/ch/	**ch**ick, wa**tch**
/sh/	**sh**ell, sta**t**ion
/zh/	trea**s**ure
/th/	**th**ree
/t͟h/	**th**is
/hw/	**wh**ite
/ng/	ki**ng**
/kw/	**qu**een

Vowel Sounds	
Symbol	**Example**
/ā/	t**a**pe, r**ai**n, b**ay**
/ē/	b**ee**, l**ea**f, candy, k**ey**
/ī/	k**i**te, l**igh**t, p**ie**, spy
/ō/	h**o**me, b**oa**t, b**ow**
/a/	r**a**m
/e/	h**e**n, h**ea**d
/i/	f**i**g
/o/	p**o**t
/u/	b**u**g
/ə/	pand**a**, chick**e**n, penc**i**l, lem**o**n, s**u**rprise
/âr/	ch**air**, squ**are**, p**ear**
/ûr/	g**ir**l, n**ur**se
/är/	c**ar**, f**ar**m
/ô/	b**all**, s**au**ce
/ô/ with *r*	h**or**se, r**oar**
/oi/	c**oi**n, t**oy**
/ou/	m**ou**se, c**ow**
/o͞o/	gl**ue**, fr**ui**t, n**ew**, m**oo**n
/yo͞o/	c**u**be
/o͝o/	b**oo**k, b**u**sh

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Teacher's Notes

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