

# Herald

NEW EDITION

# Phonics

Long Vowels

## Teacher's Guide

# 3

Student Book



The Korea Herald | The Junior Herald

HERALD ACADEMY

# Scope and Sequence

Level 1 Single Letter	
UNIT 1	Aa,Bb,Cc
UNIT 2	Dd,Ee,Ff
	Review 1
UNIT 3	Gg,Hh,Ii
UNIT 4	Jj,Kk,Ll
	Review 2
UNIT 5	Mm,Nn,Oo
UNIT 6	Pp,Qq,Rr
	Review 3
UNIT 7	Ss,Tt,Uu,Vv
UNIT 8	Ww,Xx,Yy,Zz
	Review 4, Final Review/Test

Level 2 Short Vowels	
UNIT 1	Short Vowel a
UNIT 2	Short Vowel a
	Review 1
UNIT 3	Short Vowel i
UNIT 4	Short Vowel i
	Review 2
UNIT 5	Short Vowel e
UNIT 6	Short Vowel o
	Review 3
UNIT 7	Short Vowel u
UNIT 8	Short Vowel u
	Review 4, Final Review/Test

Level 3 Long Vowels	
UNIT 1	Long Vowel a
UNIT 2	Long Vowel a
	Review 1
UNIT 3	Long Vowel i
UNIT 4	Long Vowel i
	Review 2
UNIT 5	Long Vowel o
UNIT 6	Long Vowel o
	Review 3
UNIT 7	Long Vowel u
UNIT 8	Long Vowel e
	Review 4, Final Review/Test

Level 4 Consonant and Vowel Blends	
UNIT 1	L-blends bl, cl, fl, gl
UNIT 2	R-blends br, cr, dr, fr
	Review 1
UNIT 3	Diagrams sh, ch
UNIT 4	Diagrams th, ng, nk
	Review 2
UNIT 5	Diphthongs ai, ay, oa, ow
UNIT 6	Diphthongs oi, oy, ou, ow
	Review 3
UNIT 7	Long and Short oo
UNIT 8	R-controlled Vowels ar, or, ir, er
	Review 4, Final Review/Test



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## Unit 1 .....10

### Long Vowel **a**

**ake** bake, cake, lake

**ase** vase, case

**ave** cave, wave

**age** cage, page

## Unit 2 .....18

### Long Vowel **a**

**ame** game, name

**ape** cape, tape

**ane** cane, lane

**ate** date, gate, late

## Review 1 .....26

Unit 1 ~ Unit 2

## Unit 3 .....30

### Long Vowel **i**

**ike** bike, hike

**ite** bite, kite

**ive** five, dive

**ide** hide, ride

## Unit 4 .....38

### Long Vowel **i**

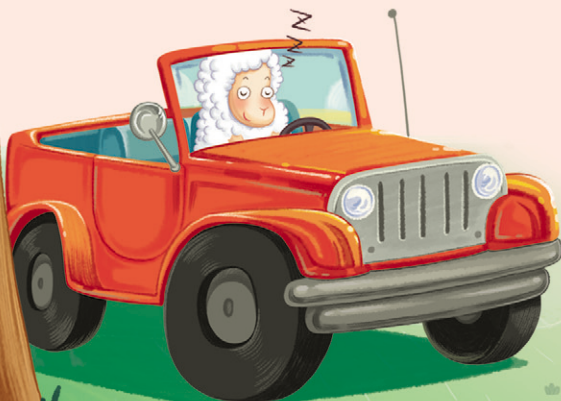
**ine** pine, nine, vine, line

**ipe** wipe, pipe

**ice** dice, mice, rice

## Review 2 .....46

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**Unit 5** .....50

**Long Vowel o**

**ose** hose, rose, nose, pose

**ope** rope, hope

**ote** note, vote

**Unit 6** .....58

**Long Vowel o**

**ole** hole, mole, pole

**ome** dome, home

**one** bone, cone, stone

**Unit 7** .....70

**Long Vowel u**

**ute** cute, mute

**ube** cube, tube

**une** dune, tune, June

**ule** mule

**Unit 8** .....78

**Long Vowel e**

**ee** bee, tree

sheep, jeep, sleep

**ea** sea, tea

read, meat, beach

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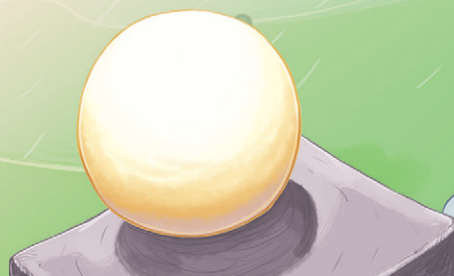
Unit 5 ~ Unit 6

**Review 4** .....86

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**Final Review** .....90

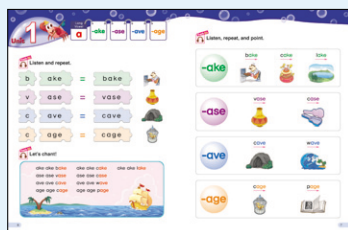
**Final Test** .....94





# Unit Components

## Student Book

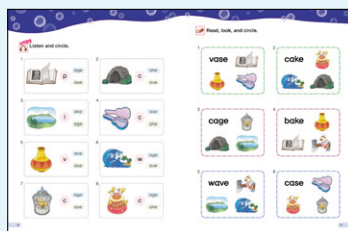


### ► Sound and Word

New target sounds are introduced with chanting.

### ► Key Words

2~4 key words for each letter are introduced with pictures.

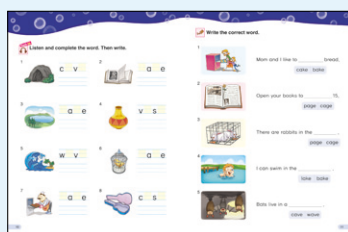


### ► Listening

Students practice identifying key words.

### ► Read & Circle

Students master target sounds and key words.



### ► Checkup 1

Students further their understanding of key words.

### ► Checkup 2

Students use pictures to read and master key words.



### ► Picture Reading

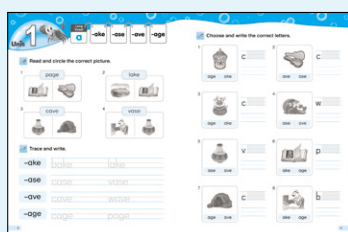
Students use sight words to read a story.

### ► Writing

Students practice writing target sounds and key words.

The review provides practice of the materials from the previous two units.

## Workbook



► Students further their study of target sounds and key words.

► Students identify and write key words.



► Target sounds are studied, along with the mastering of key words.

► Students refine reading and writing key words.

# Introduction of the Multimedia CD



## Main Menu



### SOUND

Students learn the target sounds and words.

### LET'S CHANT

Students practice target sounds and words through lively chants.

### WORDS

Students listen and repeat keywords with the target sounds.

### I CAN READ

Students read a story with the key words and practice them in a song.

### GAME

Students play games using the target letters, sounds, and words.

### TEST CENTER

Students check their learning with a short test made of listening and reading questions.



# Phonics3 *Activities and Games*

## **Chants:**

Divide class into groups or individual students. Assign a line to each group and take turns chanting.

Divide class. Each group starts the chant at a different time. Each group tries to finish without messing up.

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

~extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant.

Have students choose a flashcard for one key word in the chant. Have them sit in a circle and pass around the cards in time with the chant. On the second time, cue students to stop passing the cards. The students with the correct cards hold them up when they hear the word in the chant. Repeat as time permits.

Divide the class into three groups, one for each target letter. Have them choose an action to perform such as clapping hands or turning in a circle. Play the chant. When they hear a word with their target letter in the chant, they chant and perform their action. Have groups change words and actions if time permits.

You can also divide the class into six groups, one for each key word in the chant.

## **Games:**

**Alphabet Game:** Divide the class into teams. Give each team a set of word cards. Each team has to alphabetize the cards. The fastest team wins. Have other teams check the winner's cards to make sure they are correct. Have students read the cards in alphabetical order.

**Beanbag Toss 1:** Have students sit or stand in a circle. One student has a beanbag or any small, soft object. The student says a key word then tosses or rolls the beanbag to another student. The next student has to say another key word. You cannot repeat a key word.

**Beanbag Toss 2:** Tape or place flashcards on the board or floor. Have students take turns throwing a beanbag at the flashcards. Have students say the word of the card that is closest to where the beanbag hit.

**Bingo:** Have each student draw a three-by-three square on a piece of paper. Students choose eight key words that they learned. The middle square is a free space. Call out key words learned from the student book. When a student has a matching word, they put a marker or draw a dot on the square. The first student to get three in a row shouts "Bingo". You can get rows horizontally, vertically, or diagonally. Have the winner read their three key words to check.

**Buzzer Beat:** Divide students into two teams. A player from each team comes up. Put two "buzzers" on the desk. Show a target letter card. The first student to slap their "buzzer" and say a key word with the target letter wins a point. If the answer is wrong, the other student gets a chance to answer. Repeat until all students have a chance to play.

**Charades:** Divide students into teams. Show one student from each team a flashcard or whisper a key word into their ear. Have students silently act out the word. Team members have to guess what the word is. No words or sounds can be used. This game can also be played as a class.

**Chair Challenge:** Arrange chairs in a circle with the backs facing in. Have one less chair than the number of students playing. If the class is big, divide students into two groups. Have students walk around the circle of chairs. Choose a target letter. Call out a list of key words. Students have to sit in an empty chair when they hear a word that starts with the target letter. The student left without a chair leaves the game. Continue the game until only one student is left.

**Copy My Actions:** Make up actions to go with the unit's key words. Practice the actions with the students. Make sure they understand each one. Then, have them watch you. Perform one of the motions. Have students imitate the motion and call out its key word. Change motions and move the game along quickly. You can also choose a student to act out the first motion.

**Fruit Salad:** Have students sit in a circle. Give each student a flashcard. Call out one or two of the words on the flashcards. The students holding those cards change seats. Continue calling key words until all students have changed seats. Then call out "Fruit Salad!" Everyone has to change seats. You can also allow a student to call out the words.



**Gesture Addition:** Assign a gesture to a key word. Do the gesture, say the word, then say a student's name. The student has to repeat your gesture and word, add his or her own gesture and word, then say another student's name. That student has to repeat the first two gestures and words and then add a third. See how long the class can keep the chain going.

**Activity: Guess the Picture:** Take one flashcard and show the picture to students. Show only a small fraction of the picture. Have students guess what the word is. With each wrong answer, show a little more of the picture. When they guess correctly, ask them what the beginning letter is. Continue with the rest of the key words.

**Hide and Seek:** Ask students to put their heads down and close their eyes. Hide several key word flashcards around the room. Then have the students look for the cards. When a student finds one, have them say the sound and key word. Continue until all the cards have been found.

**Hot Word:** Have students sit in a circle. Give a flashcard to each student. Play music. Have students pass the cards around the circle. Stop passing when the music stops. Students have to read the word of the card in their hands. Continue playing as time allows.

**Activity: I Spy:** Hold up a picture flashcard with the side away from students. Describe the picture. Tell what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.

**Letter Mime:** Divide the class into teams. Whisper a target letter to one student from each team. The students go back to their teams and silently mime the shape of the letters with their bodies. The first team to guess correctly wins a point. Review key words that start with the winning team's letter. For added challenge, use previous units' target letters.

**Letter Picking:** Put target letter cards in an envelope or bag. Divide the class into teams. Have one student from each team pick a letter card. The student has to say the name of the letter and give a word beginning with that letter. If the student is correct, the team gets a point. Continue until every student has participated.

**Letter Tracing:** Divide students into teams. Have them line up and face the board. With your finger, trace a set of target letters on the back of the last student. When you say "Go", the students trace the letters down the line. The first student in each line goes to the board and writes the target letters. The team wins a point if the letters are correct. Bring the first person to the back of the line to change the order and start again.

**Line Shuffle:** Divide students into teams. Place flashcards in a line on the floor. A student from each team starts at opposite ends of the line. Have each student go down the line and say each card's word in a race to get to the other end. When the students meet, have them play rock, paper, scissors. The winner has to say a word that begins with the target letter you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

**Line Up:** Give each student a flashcard with a key word. Say a unit's key words in random order. The students have to line up in groups in the order they were called. Each group holds up their cards and shouts their key word. The students exchange cards and play again. Repeat and change the order each time.

**Matching:** Put capital and lowercase letter cards face down on a table. On the other half of the table, put picture flashcards that correspond to the target letters. Have students turn over one letter card and find the picture that matches and has that beginning letter. Students can keep the cards or put them back and mix them up again for the next student.

**Memory:** Divide students into pairs or small groups. Each pair or group should have two sets of flashcards. Place the cards facedown on a desk. Students take turns flipping the cards and saying their words. If the words match, the student keeps the cards. Students can reshuffle and play again if time allows.

**Missing Card:** Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the beginning letter. Continue the game using the same flashcards or new ones.

**Picture Race:** Divide the class into small groups. Give each group a piece of paper and writing utensils. Bring one student away from each group. Whisper a key word to each student. Without speaking, have the students return to their group and draw a picture of the key word. The first team to guess correctly wins a point. Repeat until all students have a chance to draw.

**Activity: Rock, Paper, Scissors:** Divide students into groups of two or three. Have them play rock, paper, scissors. The loser has to say a key word from the unit. Continue to the next round. Students who lose a round cannot say a key word that was said in the previous rounds. Encourage students to increase speed.

**Rhythm Clap:** Have students sit in a circle. Help students keep a simple rhythm by hitting their thighs (hit, hit), clapping their hands (clap, clap), and snapping their fingers (snap, snap). Call out a target letter or sound. Students go around the circle and take turns saying key words that begin with that sound or letter. Ex: hit, hit, clap, clap, (ant), (ant). Continue until you change the sound or target letter.

**Sound Families:** Put students into small groups. Give each group a set of shuffled flashcards. The students have to put the cards into groups based on same sounds or target letters. The first team to finish wins. Have the winners read the key words.

**Activity: Stand Up:** Give each student a flashcard and have them hold them up. Call out one letter or word and have the students who have that word or a word beginning with that letter stand up. Continue for the remaining flashcards until all students have had a chance to stand up.

**Step Up:** Write letters on separate sheets of paper. Put them on the floor. Call out target letters or key words and have students step on the correct paper. Students can come up in groups or one by one or in pairs. Allow every student to participate.

**Tap It:** Write letters on board or print A4 sheets with target letters. Have two students stand on starting line. Have them run up to the board and tap the correct target letter when you say “a, a, apple” or “apple”. The student who won stays for the next round. Continue until all students have participated.

(review unit) **Teacher’s Mistake:** Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.

**Telephone:** Divide the class into teams. Have them stand in straight lines. Whisper a different sound, target letter, and/or key word to the first student. The student has to whisper it to the next person. The last student has to say the original sound, target letter, and/or key word. The teams that get it correct get a point. Or the first team to guess correctly gets a point. Rotate students to change the order and repeat several times.

**Touch:** Divide students into groups of about five. Have them make a circle around a desk. Spread at least six student cards face up on the desk. Model the game for them. Say “Touch (ant)” and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

**Word Hop:** Have students stand in a line across the front or back of the classroom. Give each student a flashcard. When you call out a word, the students with that card hop forward and repeat you. Pick the words randomly. Students can trade cards throughout the game. The winner has to reach the other end of the classroom.

**Word Puzzle:** Write word puzzles on the board using key words. Or have copies of them on paper for each student. Have each student write the answer separately or take turns raising their hands to answer. Read the answers out loud and discuss them.

ex:  oat (answer is g – goat)

h  
g  
i

**Writing Race:** Divide the class into teams. Have one student from each team come to the board. Give them 15 seconds to write the target letters. The student who writes the most legibly wins a point. Repeat until all students have had a turn.

Divide students into groups and have them stand. Show students a few (3-4) flashcards of the key words. Put the cards down and have students say them in the order they were shown. Repeat with a different order and a little faster. You can also add another flashcard. Students who make a mistake have to sit down, but they can participate in their seats. The group with the most students left standing wins.

**Activity: Missing Card:** Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the beginning letter. Continue the game using the same flashcards or new ones.

**Activity: Odd One Out:** Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.

**Activity:** Divide the class in three groups for Pp, Qq, Rr. All students start standing. When you say a key word or letter sound, the groups that are not related to that letter sit down. The person to sit down last in each group is out. The other people stand back up and the next round begins. Continue until one student is left standing.

**Activity:** Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.

Review and model the writing of the four target letters. Have several students come up to the board. Say a Unit 7 key word and occasionally one from a previous unit. Students race to write the partner letters quickly (capital and lowercase).

**Activity:** Show the picture side of a flashcard. Have two or three students race to the board and write the correct partner letters. Repeat with different cards and different students.

~Extend the activity by having a Writing Race. Call up 2-3 students at a time and see who can write the letters 5 times on the board. (Change the number of letters accordingly.)

**Letter Pictures:** Give students a piece of paper. Have them write one of the target letters on the paper. Draw around the letter to make a picture that is related to the target letter.

**Activity:** Have students stand. Assign a target sound or letter. Say target sounds or letters in random order. Insert the target sound/letter occasionally. Students have to quickly repeat the target sound/letter when they hear it. If they don't repeat it quickly enough, they must sit down and play from their seats. The last student standing wins.



# Unit 1



Long Vowel

a

-ake

-ase

-ave

-age

## Lesson 1 Objectives:

- Target Sounds: -ake, -ase, -ave, -age
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

-ake: bake, cake, lake  
-ase: vase, case  
-ave: cave, wave  
-age: cage, page

## Materials:

Student Book	p. 6 ~ 7
Workbook	p. 4
Flashcards	01 ~ 09
Audio CD	Tracks 2 ~ 4

## Warm Up

Greet any students with long A names, such as Kate. Practice saying the sound together /a/. Review and sing the Alphabet Song (no track).

## Presentation

### ■ Listen and repeat.

Direct students to the top of the page. Write -ake, -ase, -ave, -age on the board. Discuss the letter sounds and practice saying the long A sounds together several times.

Play the track and have students listen and repeat.

### Script

ake ake b-ake bake bake.  
ase ase v-ase vase vase.  
ave ave c-ave cave cave.  
age age c-age cage cage.

Unit 1

Long Vowel a

-ake -ase -ave -age

Track 02 Listen and repeat.

b ake = bake

v ase = vase

c ave = cave

c age = cage

Track 03 Let's chant!

ake ake bake ase ase vase ave ave cave age age cage

ake ake cake ase ase case ave ave wave age age page

ake ake lake

### ■ Let's Chant!

Listen to the track. Encourage students to chant loudly.

### Script










ake ake bake ase ase vase ave ave cave age age cage

ake ake cake ase ase case ave ave wave age age page

ake ake lake

~extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant.

**Track 04** Listen, repeat, and point.

<b>-ake</b>	bake 	cake 	lake 
<b>-ase</b>	vase 	case 	
<b>-ave</b>	cave 	wave 	
<b>-age</b>	cage 	page 	

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## Activity

Show the class a unit's key words and say them together. Then show one card at a time. Students have to be the first to raise their hands and say the key word. If they are correct, the class repeats the word. If they are wrong, another student gets a chance.

## Wrap Up

**Word Hop:** Have students stand in a line across the front or back of the classroom. Give each student a flashcard. When you call out a word, the students with that card hop forward and repeat you. Pick the words randomly. Students can trade cards throughout the game. The winner has to reach the other end of the classroom.

## Homework:

Workbook p. 4

### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

### Script

ake	b-ake bake bake.
ake	c-ake cake cake.
ake	l-ake lake lake.
ase	v-ase vase vase.
ase	c-ase case case.
ave	c-ave cave cave.
ave	w-ave wave wave.
age	c-age cage cage.
age	p-age page page.

Then point to the pictures in random order and have the students say each one.

## Lesson 2 Objectives:

- Target Sounds: -ake, -ase, -ave, -age
- \* recognize key words from Lesson 1.
- \* practice key words listening and reading.

## Key Words:

- ake: bake, cake, lake
- ase: vase, case
- ave: cave, wave
- age: cage, page

## Materials:

Student Book	p. 8 ~ 9
Workbook	p. 5
Flashcards	01 ~ 09
Audio CD	Track 5

## Warm Up

Review the long A phonics words from Lesson 1.  
Act out each of the words together and chant them.

## Presentation

### ■ Listen and circle.

Have students listen to the track and circle the correct ending sound.

### Script

- No. 1. page, page.
- No. 2. cave, cave.
- No. 3. lake, lake.
- No. 4. case, case.
- No. 5. vase, vase.
- No. 6. wave, wave.
- No. 7. cage, cage.
- No. 8. cake, cake.

Check answers together. Write the key words on the board. Try reading the wrong answers, too.

**Track 05 Listen and circle.**

**1**  
  

p
age

p
ase

**2**  
  

c
ake

c
ave

**3**  
  

l
ake

l
age

**4**  
  

c
ase

c
ake

**5**  
  

v
ave

v
ase

**6**  
  

w
age

w
ave

**7**  
  

c
age

c
ase

**8**  
  

c
age

c
ake

## Activity

**Pop Up:** Tell students a target sound to listen for. Say a list of key words. Have one include the target sound. Students stand up when they hear the target sound. They sit down when a word doesn't have the target sound. Repeat with increasing speed. For an added challenge, divide the class into groups and assign a different target sound to each group.



 **Read, look, and circle.**

1

**vase**





2

**cake**





3

**cage**





4

**bake**





5

**wave**





6

**case**





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## Wrap Up

**Sound Families:** Put students into small groups. Give each group a set of shuffled flashcards. The students have to put the cards into groups based on same sounds. The first team to finish wins. Have the winners read the key words.

## Homework:

Workbook p. 5

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

### Lesson 3 Objectives:

- Target Sounds: -ake, -ase, -ave, -age
- \* practice writing target sounds.
- \* enhance understanding of key words.

### Key Words:

- ake: bake, cake, lake
- ase: vase, case
- ave: cave, wave
- age: cage, page

### Materials:

Student Book	p. 10 ~ 11
Workbook	p. 6
Flashcards	01 ~ 09
Audio CD	Track 6

### Warm Up

Divide students into groups of three or four.  
Give each group a set of cards for Unit 1.  
Say one of the sounds. The first group to hold up  
a card for the sound and say the word wins a point.

### Presentation









- **Listen and complete the word. Then write.**

Have students listen to the track and fill in the blanks  
with vowels to finish the key words.

#### Script

- No. 1. cave, cave.
- No. 2. page, page.
- No. 3. lake, lake.
- No. 4. vase, vase.
- No. 5. wave, wave.
- No. 6. wave, wave.
- No. 7. bake, bake.
- No. 8. case, case.


**Track 6** Listen and complete the word. Then write.


-  c \_ v \_
-  \_ a \_ e \_
-  \_ a \_ e \_
-  v \_ s \_
-  w \_ v \_
-  \_ a \_ e \_
-  \_ a \_ e \_
-  c \_ s \_


Check answers together. Write the answers on the board.

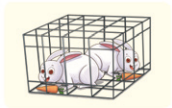
### Activity


**Guess the Picture:** Take one flashcard and show the picture to students. Show only a small fraction of the picture. Have students guess what the word is. With each wrong answer, show a little more of the picture. When they guess correctly, ask them what the beginning letter is. Continue with the rest of the key words.


 **Write the correct word.**

- 

Mom and I like to \_\_\_\_\_ bread.  
 cake bake
- 

Open your books to \_\_\_\_\_ 15.  
page cage
- 

There are rabbits in the \_\_\_\_\_.  
 page cage
- 

I can swim in the \_\_\_\_\_.  
lake bake
- 

Bats live in a \_\_\_\_\_.  
cave wave

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## Wrap Up

**Matching Order:** Divide the class into teams of three or four. Give each team in, it, and id flashcards. Put the cards facedown on the desk. Then have the students close their eyes. Display a set of flashcards in the front of the room. When you say “Start!” the teams hurry to flip their cards over and match the order that you have. The first team to finish raises their hands and says the key words. Switch the order and number of cards each time.

## Homework:

Workbook p. 6

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.



## Lesson 4 Objectives:

- Target Sounds: -ake, -ase, -ave, -age
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

-ake: bake, cake, lake  
-ase: vase, case  
-ave: cave, wave  
-age: cage, page

## Materials:

Student Book	p. 12 ~ 13
Workbook	p. 7
Flashcards	01 ~ 09
Audio CD	Track 7

## Warm Up

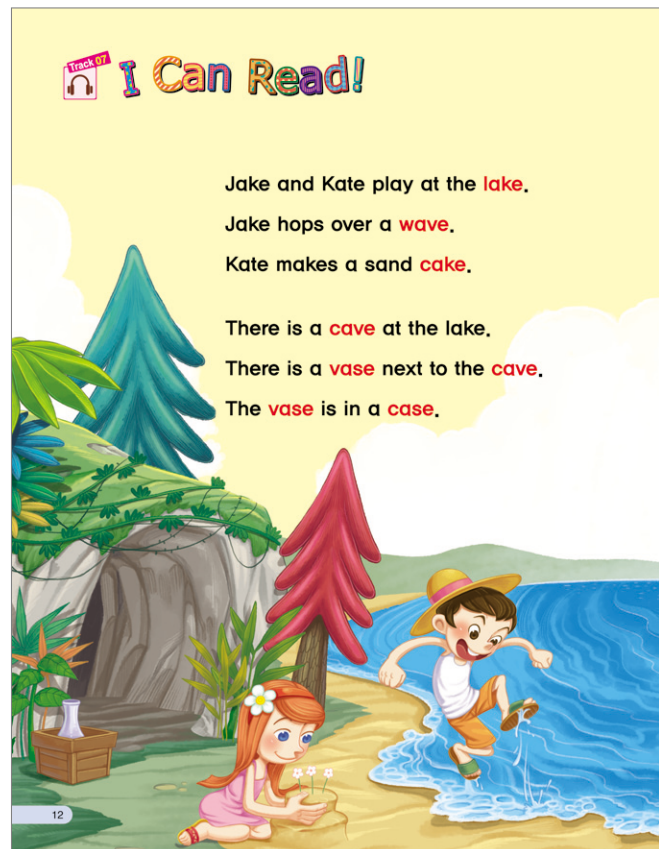
Write a tongue twister with Unit 1 key words on the board. Have students practice saying them. Try to say them faster and faster.

Ex: Jake bakes a cake by the lake. The wave comes over the page in the cage.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.



### Script

Jake and Kate play at the lake.  
Jake hops over a wave.  
Kate makes a sand cake.

There is a cave at the lake.  
There is a vase next to the cave.  
The vase is in a case.

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

 **Look and circle. Then write.**

1  page <u>bake</u>	2  <u>case</u> cave
3  <u>page</u> cage	4  <u>cake</u> case
5  vase <u>wave</u>	6  cave <u>cage</u>
7  case <u>lake</u>	8  <u>cave</u> vase

13

## Wrap Up

**Fruit Salad:** Have students sit in a circle. Give each student a flashcard. Call out one or two of the words on the flashcards. The students holding those cards change seats. Continue calling key words until all students have changed seats. Then call out “Fruit Salad!” Everyone has to change seats. You can also allow a student to call out the words.

## Homework:

Workbook p. 7

### ▪ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Unit 2



## Lesson 5 Objectives:

- Target Sounds: -ame, -ape, -ane, -ate
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

- ame: game, name
- ape: cape, tape
- ane: cane, lane
- ate: date, gate, late

## Materials:

Student Book	p. 14 ~ 15
Workbook	p. 8
Flashcards	10 ~ 18
Audio CD	Tracks 8 ~ 10

## Warm Up

Review Unit 1 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation

### ■ Listen and repeat.

Direct students to the top of the page. Write -ame, -ape, -ane, -ate on the board. Discuss the letter sounds and practice saying the long A sounds together several times.

Play the track and have students listen and repeat.

### Script

ame ame g-ame game game.  
ape ape c-ape cape cape.  
ane ane c-ane cane cane.  
ate ate d-ate date date.

Track 08 Listen and repeat.

g ame = game

c ape = cape

c ane = cane

d ate = date

Track 08 Let's chant!

ame ame game ame ame name  
ape ape cape ape ape tape  
ane ane cane ane ane lane  
ate ate date ate ate gate ate ate late

### ■ Let's Chant!










Listen to the track. Encourage students to chant loudly.

### Script

ame ame game ame ame game  
ame ame name ame ame name  
ape ape cape ape ape cape  
ape ape tape ape ape tape  
ane ane cane ane ane cane  
ane ane lane ane ane lane  
ate ate date ate ate date  
ate ate gate ate ate gate  
ate ate late ate ate late

~extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant.

**Track 10** Listen, repeat, and point.

<b>-ame</b>	game 	name 	
<b>-ape</b>	cape 	tape 	
<b>-ane</b>	cane 	lane 	
<b>-ate</b>	date 	gate 	late 

15

## Activity

Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.

## Wrap Up

**Hot Potato:** Have students sit in a circle. Give a flashcard to each student. Play music. Have students pass the cards around the circle. Stop passing when the music stops. Students have to read the word of the card in their hands. Continue playing as time allows.

## Homework:

Workbook p. 8

### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

### Script

ame	g-ame game game.
ame	n-ame name name.
ape	c-ape cape cape.
ape	t-ape tape tape.
ane	c-ane cane cane.
ane	l-ane lane lane.
ate	d-ate date date.
ate	g-ate gate gate.
ate	l-ate late late.

Then point to the pictures in random order and have the students say each one.



## Lesson 6 Objectives:

- Target Sounds: -ame, -ape, -ane, -ate
- \* recognize key words from Lesson 5.
- \* practice key words listening and reading.

## Key Words:

- ame: game, name
- ape: cape, tape
- ane: cane, lane
- ate: date, gate, late

## Materials:

Student Book	p. 16 ~ 17
Workbook	p. 9
Flashcards	10 ~ 18
Audio CD	Track 11

## Warm Up

Review the long A phonics words from Lesson 2. Act out each of the words together and chant them.

## Presentation


### ■ Listen and circle.


Have students listen to the track and circle the correct ending sound.


### Script


- No. 1. tape, tape.
- No. 2. cane, cane.
- No. 3. game, game.
- No. 4. date, date.
- No. 5. late, late.
- No. 6. cape, cape.
- No. 7. gate, gate.
- No. 8. lane, lane.


**Track 11** Listen and circle.


1

t
ate  
ape


2

c
ame  
ane


3

g
ape  
ame

4

d
ate  
ape

5

l
ane  
ate

6

c
ane  
ape

7

g
ate  
ape

8

l
ame  
ane

16

Check answers together. Write the key words on the board. Try reading the wrong answers, too.


## Activity


**I Spy:** Hold up a picture flashcard with the side away from students. Describe the picture. Tell what the target sound is, what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.

 **Read, look, and circle.**

1


**lane**





2

**name**


3

**tape**





4


**date**





5


**cane**






6

**late**





17

## Wrap Up

**Copy My Actions:** Make up actions to go with the unit's key words. Practice the actions with the students. Make sure they understand each one. Then, have them watch you. Perform one of the motions. Have students imitate the motion and call out its key word. Change motions and move the game along quickly. Student who perform the wrong action are out. The last student left is the winner. You can also choose a student to act out the first motion.

## Homework:

Workbook p. 9

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

## Lesson 7 Objectives:

- Target Sounds: -ame, -ape, -ane, -ate
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ame: game, name
- ape: cape, tape
- ane: cane, lane
- ate: date, gate, late

## Materials:

Student Book	p. 18 ~ 19
Workbook	p. 10
Flashcards	10 ~ 18
Audio CD	Track 12

## Warm Up

Review Unit 2 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation









### ■ Listen and complete the word. Then write.

Have students listen to the track and fill in the blanks with vowels to finish the key words.

### Script

- No.1. late, late.
- No.2. cane, cane.
- No.3. name, name.
- No.4. cape, cape.
- No.5. gate, gate.
- No.6. lane, lane.
- No.7. tape, tape.
- No.8. date, date.


**Track 12** Listen and complete the word. Then write.


-  a e
-  c n
-  n m
-  a e
-  a e
-  l n
-  t p
-  a e


Have students listen to the track and fill in the blanks with vowels to finish the key words.


## Activity


**Odd One Out:** Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.


 **Write the correct word.**

- 

Hi, my \_\_\_\_\_ is Tom.  
lane name
- 

What's the \_\_\_\_\_ today?  
date tape
- 

She wears a red \_\_\_\_\_.  
cane cape
- 

Wake up! You are \_\_\_\_\_.  
late name
- 

My grandfather has a \_\_\_\_\_.  
gate cane

19

## Wrap Up

**Rhyme Picking:** Put target sound cards in an envelope or bag. Divide the class into teams. Have one student from each team pick a card. The student has to say the sound and give a word that includes that sound (rhymes). If the student is correct, the team gets a point. Continue until every student has participated.

## Homework:

Workbook p. 10

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.



## Lesson 8 Objectives:

- Target Sounds: -ame, -ape, -ane, -ate
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

- ame: game, name
- ape: cape, tape
- ane: cane, lane
- ate: date, gate, late

## Materials:

Student Book	p. 20 ~ 21
Workbook	p. 11
Flashcards	10 ~ 18
Audio CD	Track 13

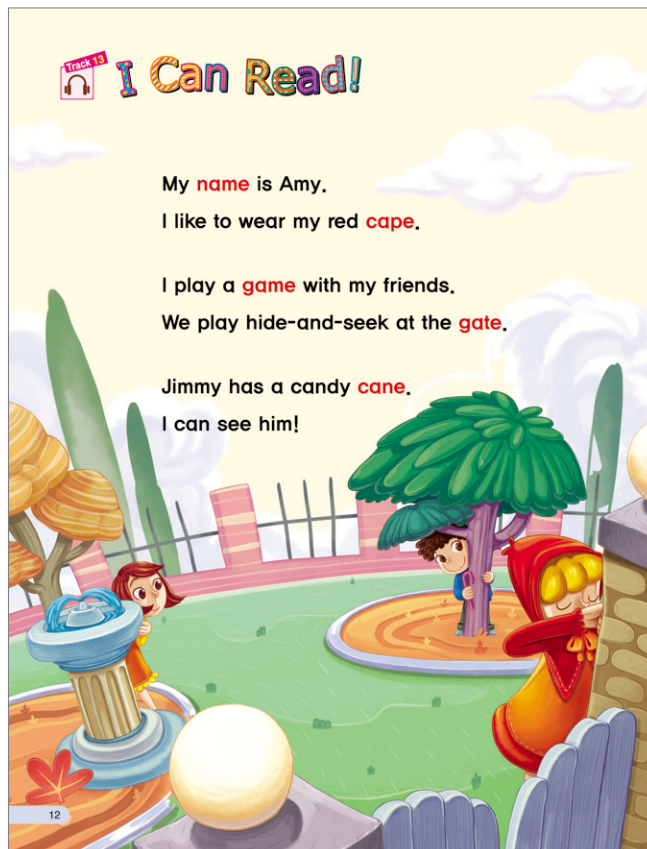
## Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 2. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.



### Script

My name is Amy.  
I like to wear my red cape.  
I play a game with my friends.  
We play hide-and-seek at the gate.  
Jimmy has a candy cane.  
I can see him!

~extend the activity by having students use their flashcards with the chant. Play the chant again. Have students hold up the correct cards when they hear the word in the chant.

 **Look and circle. Then write.**

1  game <u>cane</u>	2  <u>late</u> cape
3  name <u>cape</u>	4  gate <u>game</u>
5  <u>date</u> tape	6  cane <u>lane</u>
7  <u>tape</u> gate	8  name <u>gate</u>

21

## Wrap Up

**Memory:** Divide students into pairs or small groups. Each pair or group should have two sets of flashcards. Place the cards facedown on a desk. Students take turns flipping the cards and saying their words. If the cards match, the student keeps the cards. If the cards don't match, they are re-flipped for the next turn. Students can reshuffle and play again if time allows.

## Homework:

Workbook p. 11

### ■ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Review 1

## Unit 1~2

### Lesson 9 Objectives:

- Target Sounds: -ake, -ase, -ave, -age  
-ame, -ape, -ane, -ate

\* review the target sounds and key words from Units 1 and 2.

### Key Words:

- ake: bake, cake, lake
- ase: vase, case
- ave: cave, wave
- age: cage, page
- ame: game, name
- ape: cape, tape
- ane: cane, lane
- ate: date, gate, late

### Materials:

Student Book	p. 22 ~ 23
Workbook	p. 12 ~ 13
Flashcards	01 ~ 18
Audio CD	Tracks 14 ~ 15

### Warm Up

**Line Up:** Give each student a letter flashcard. Say a unit's key word. The students have to line up in order to spell the word. Each group holds up their cards and shouts the key word. The students exchange cards and play again. Repeat and change the key word each time.

### Presentation

#### ■ Listen and check the correct word.

Turn on the track and have students check the word that matches.

#### Script

- No. 1. lake, lake.
- No. 2. cave, cave.
- No. 3. tape, tape.
- No. 4. cane, cane.
- No. 5. gate, gate.
- No. 6. name, name.

Check answers together.  
Write the words on the board.

### Review 1

#### Unit 1~2

**Track 14** Listen and check the correct word.

1 lake ☒  
late ☐

2 cape ☐  
cave ☒


3 page ☐  
tape ☒

4 cane ☒  
case ☐


5 bake ☐  
gate ☒

6 name ☒  
lane ☐


**Look and match.**

1 


- vase
- case

2 

- tape
- cape

3 

- late
- date

4 

- cage
- page

22

#### ■ Look and match.







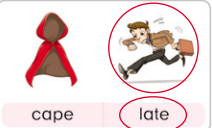

Have students look at the picture and choose the correct word for the picture.

Check answers together. Write the words on the board.

### Activity

Show the flashcard pictures for four to five cards from Unit 2. Say the word for each one. Then shuffle in four cards from Unit 1. Show the students one card at a time. Every time Unit 2 card shows up, the students have to quickly say the target sound and word. They don't say anything for words from Unit 1.

**Track 18** Listen and circle the correct word and picture.

1	 bake <u>date</u>	2	 gate <u>game</u>
3	 cave <u>cane</u>	4	 name <u>lane</u>
5	 <u>wave</u> lake	6	 <u>cake</u> cage
7	 cape <u>late</u>	8	 tape <u>case</u>

23

## Wrap Up

**Box Talks:** Put student cards into a box or any other container. Put students into pairs. One student from a pair draws a card and says the word. The partner must say a word that rhymes (has the same ending sound). If they are correct, they can stay. If they are wrong, they go back to their seats. The pair passes the box to the next pair.

## Homework:

Workbook p. 12 ~ 13

### ■ Listen and circle the correct word and picture.

Listen to the track. Have students circle the correct word and picture.

#### Script

- No. 1. date, date.
- No. 2. game, game.
- No. 3. cane, cane.
- No. 4. lane, lane.
- No. 5. wave, wave.
- No. 6. cake, cake.
- No. 7. late, late.
- No. 8. case, case.

Check answers together. Write the words on the board.

## Lesson 10 Objectives:

- Target Sounds: -ake, -ase, -ave, -age  
-ame, -ape, -ane, -ate
- \* review writing target sounds and key words.
- \* practice listening and identifying rhyming words.

## Key Words:

-ake: bake, cake, lake  
-ase: vase, case  
-ave: cave, wave  
-age: cage, page  
-ame: game, name  
-ape: cape, tape  
-ane: cane, lane  
-ate: date, gate, late

## Materials:

Student Book	p. 24 ~ 25
Workbook	p. 14 ~ 15
Flashcards	01 ~ 18
Audio CD	Track 16


## Warm Up


**Activity: Stand Up:** Give each student a flashcard and have them hold them up. Call out a target sound or word and have the students who have that stand up. Continue for the remaining flashcards until all students have had a chance to stand up.


## Presentation

- **Unscramble the word and write the correct number.**


Have students look at the picture and build up the word the long vowel “a” sound.

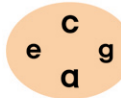
 **Unscramble the word and write the correct number.**

① 


1 


\_\_\_\_\_ ☐

② 


2 


\_\_\_\_\_ ☐

③ 


3 

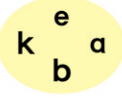
\_\_\_\_\_ ☐

④ 


4 

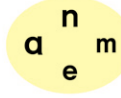
\_\_\_\_\_ ☐

⑤ 

5 

\_\_\_\_\_ ☐

⑥ 

6 

\_\_\_\_\_ ☐

24

Check answers together.  
Write answers on the board.

### Answer


- cane - 3
- cage - 5
- vase - 1
- date - 2
- bake - 4
- name - 6


## Activity


**Odd One Out:** Display the unit's flashcards to the class. Include one or two cards from previous units. Have the class say the word on each card together. Have students raise their hands when you bring up a card that doesn't belong in this unit.





**Track 18** Listen, complete, and match the words.

1  

2  

3  

4  

5  

25

## Wrap Up

**Beanbag Toss 2:** Tape or place flashcards on the board or floor. Have students take turns throwing a beanbag at the flashcards. Have students say the word of the card that is closest to where the beanbag hit.

## Homework:

Workbook p. 14 ~ 15

### ■ Listen complete, and match the words.

Turn on the track. Have students fill in the blank and match the correct picture and ending sound.

#### Script

- No. 1. lane, lane.
- No. 2. bake, bake.
- No. 3. game, game.
- No. 4. cape, cape.
- No. 5. date, date.

Check answers together. Write answers on the board.

# Unit 3



## Lesson 11 Objectives:

- Target Sounds: -ike, -ite, -ive, -ide
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

- ike: bike, hike
- ite: bite, kite
- ive: five, dive
- ide: hide, ride

## Materials:

Student Book	p. 26 ~ 27
Workbook	p. 16
Flashcards	19 ~ 26
Audio CD	Tracks 17 ~ 19

## Warm Up

Review the sounds learned so far. Divide students into groups of three or four. Give each group a set of cards for Unit 1 and 2. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation

### ■ Listen and repeat.

Direct students to the top of the page. Write -ike, -ite, -ive, -ide on the board. Discuss the letter sounds and practice saying the long I sounds together several times.

Play the track and have students listen and repeat.

### Script

ike ike b-ike bike bike.  
ite ite b-ite bite bite.  
ive ive f-ive five five.  
ide ide h-ide hide hide.

ike ike **bike**      ike ike **hike**  
ite ite **bite**      ite ite **kite**  
ive ive **five**      ive ive **dive**  
ide ide **hide**      ide ide **ride**

### ■ Let's Chant!









Listen to the track. Encourage students to chant loudly.

### Script

ike ike bike      ike ike bike  
ike ike hike      ike ike hike  
ite ite bite      ite ite bite  
ite ite kite      ite ite kite  
ive ive five      ive ive five  
ive ive dive      ive ive dive  
ide ide hide      ide ide hide  
ide ide ride      ide ide ride

Divide class. Each group starts the chant at a different time. Each group tries to finish without messing up.

**Track 18** Listen, repeat, and point.

<b>-ike</b>	bike 	hike 
<b>-ite</b>	bite 	kite 
<b>-ive</b>	five 	dive 
<b>-ide</b>	hide 	ride 

27

#### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

#### Script

ike b-ike bike bike.

ike h-ike hike hike.

ite b-ite bite bite.

ite k-ite kite kite.

ive f-ive five five.

ive d-ive dive dive.

ide h-ide hide hide.

ide r-ide ride ride.

Then point to the pictures in random order and have the students say each one.

#### Activity

**Stand Up:** Give each student a flashcard and have them hold them up. Call out a target sound or word and have the students who have that stand up. Continue for the remaining flashcards until all students have had a chance to stand up.

#### Wrap Up

**Picture Race:** Divide the class into small groups. Give each group a piece of paper and writing utensils. Bring one student away from each group. Whisper a key word to each student. Without speaking, have the students return to their group and draw a picture of the key word. The first team to guess correctly wins a point. Repeat until all students have a chance to draw.

#### Homework:

Workbook p. 16

## Lesson 12 Objectives:

- Target Sounds: -ike, -ite, -ive, -ide
- \* recognize key words from Lesson 11.
- \* practice key words listening and reading.

## Key Words:

-ike: bike, hike  
 -ite: bite, kite  
 -ive: five, dive  
 -ide: hide, ride

## Materials:

Student Book	p. 28 ~ 29
Workbook	p. 17
Flashcards	19 ~ 26
Audio CD	Track 20

## Warm Up

Divide the class into pairs or small groups. Write the target sounds on the board from Unit 3. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.

## Presentation

### ■ Listen and circle.

Have students listen to the track and circle the correct ending sound.

### Script

No. 1. dive, dive.  
 No. 2. ride, ride.  
 No. 3. hike, hike.  
 No. 4. hide, hide.  
 No. 5. kite, kite.  
 No. 6. bite, bite.  
 No. 7. five, five.  
 No. 8. bike, buke.

**Track 20** Listen and circle.

1

d    ite  
         ive

2

r    ive  
         ide

3

h    ike  
         ide

4

h    ite  
         ide

5

k    ite  
         ike

6

b    ive  
         ite

7

f    ide  
         ive

8

b    ike  
         ite

28

Check answers together. Write the key words on the board. Try reading the wrong answers, too.

## Activity

**Missing Card:** Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the target sound. Continue the game using the same flashcards or new ones.

 **Read, look, and circle.**

1

**bike**




2

**ride**




3

**bite**




4

**dive**




5

**hide**




6

**kite**




29

## Wrap Up

**Charades:** Divide students into teams. Show one student from each team a flashcard or whisper a key word into their ear. Have students silently act out the word. Team members have to guess what the word is. No words or sounds can be used. This game can also be played as a class.

## Homework:

Workbook p. 17

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.



## Lesson 13 Objectives:

- Target Sounds: -ike, -ite, -ive, -ide
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ike: bike, hike
- ite: bite, kite
- ive: five, dive
- ide: hide, ride

## Materials:

Student Book	p. 30 ~ 31
Workbook	p. 18
Flashcards	19 ~ 26
Audio CD	Track 21

## Warm Up

Review Unit 3 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation









### ■ Listen and complete the word. Then write.

Have students listen to the track and fill in the blanks with vowels to finish the key words.

### Script

- No. 1. ride, ride.
- No. 2. dive, dive.
- No. 3. hide, hide.
- No. 4. bike, bike.
- No. 5. five, five.
- No. 6. hike, hike.
- No. 7. bite, bite.
- No. 8. kite, kite.


**Track 21** Listen and complete the word. Then write.


-  r \_ d \_
-  \_ i \_ e \_
-  \_ i \_ e \_
-  b \_ k \_
-  f \_ v \_
-  \_ i \_ e \_
-  \_ i \_ e \_
-  k \_ t \_

Check answers together. Write the answers on the board.


## Activity

**Rock, Paper, Scissors:** Divide students into groups of two or three. Have them play rock, paper, scissors. The loser has to say a key word from the unit. Continue to the next round. Students who lose a round cannot say a key word that was said in the previous rounds. Encourage students to increase speed.


 **Write the correct word.**

- 


He is ready to \_\_\_\_\_.

five dive
- 


Can you \_\_\_\_\_ a horse?

ride hide
- 

My father and I fly a \_\_\_\_\_.

bite kite
- 

I like to ride a \_\_\_\_\_.

bike hike
- 

My dogs like to \_\_\_\_\_.

hide dive

31

## Wrap Up

**Line Up:** Give each student a letter flashcard. Say a unit's key word. The students have to line up in order to spell the word. Each group holds up their cards and shouts the key word. The students exchange cards and play again. Repeat and change the key word each time.

## Homework:

Workbook p. 18

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.

## Lesson 14 Objectives:

- Target Sounds: -ike, -ite, -ive, -ide
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

-ike: bike, hike  
-ite: bite, kite  
-ive: five, dive  
-ide: hide, ride

## Materials:

Student Book	p. 32 ~ 33
Workbook	p. 19
Flashcards	19 ~ 26
Audio CD	Track 22

## Warm Up

Divide the class into pairs or small groups. Write the target sounds on the board from Unit 3. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.



I have **five** little dogs.

One likes to **bite**.  
He **bites** a **kite**.

One likes to **jump**.  
He **jumps** on the **bike**.

One likes to **dive**.  
He **dives** into the **mud**.

Two like to **hide**.  
They **hide** when I get angry.

### Script

I have five little dogs.


One likes to bite.  
He bites a kite.







One likes to jump.  
He jumps on the bike.

One likes to dive.  
He dives into the mud.

Two like to hide.  
They hide when I get angry.

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says.

 **Look and circle. Then write.**

1  hike <u>hide</u>	2  <u>bite</u> kite
3  <u>kite</u> dive	4  bike <u>hike</u>
5  <u>ride</u> hide	6  bite <u>bike</u>
7  five <u>dive</u>	8  <u>five</u> hide

33

## Wrap Up

**Spelling Relay:** Divide the class into two or more teams. Each team lines up and faces the board. Say one of the key words. The first student in each team races to the board and writes the first letter, then returns to their team. The second student runs up and writes the second letter. Continue until the word is written completely. The last student returns to the team and the entire team has to say the word. The first team to write the word and say it together wins.

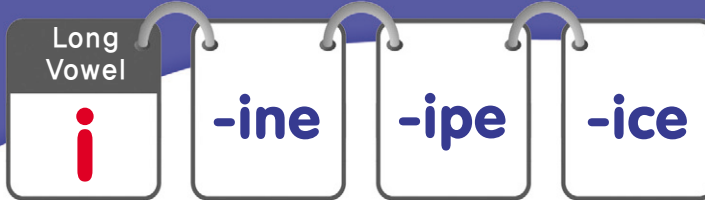
## Homework:

Workbook p. 19

### ▪ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Unit 4



## Lesson 15 Objectives:

- Target Sounds: -ine, ipe, ice
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

- ine: pine, nine, vine, line
- ipe: wipe, pipe
- ice: dice, mice, rice

## Materials:

Student Book	p. 34 ~ 35
Workbook	p. 20
Flashcards	27 ~ 35
Audio CD	Tracks 23 ~ 25

## Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 3. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation

### ■ Listen and repeat.

Direct students to the top of the page. Write -ine, -ipe, -ice on the board. Discuss the letter sounds and practice saying the long I sounds together several times.

Play the track and have students listen and repeat.

### Script

ine ine p-ine pine pine.  
ipe ipe w-ipe wipe wipe.  
ice ice d-ice dice dice.

Unit 4

Long Vowel i

-ine -ipe -ice

Track 23 Listen and repeat.

p ine = pine

w ipe = wipe

d ice = dice

Track 24 Let's chant!

ine ine pine ine ine nine ine ine vine ine ine line  
ipe ipe wipe ipe ipe pipe ice ice dice ice ice mice ice ice rice

### ■ Let's Chant!

Listen to the track. Encourage students to chant loudly.


### Script

ine ine pine ine ine pine  
ine ine nine ine ine nine  
ine ine vine ine ine vine  
ine ine line ine ine line  
ipe ipe wipe ipe ipe wipe  
ipe ipe pipe ipe ipe pipe  
ice ice dice ice ice dice  
ice ice mice ice ice mice  
ice ice rice ice ice rice


Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.




**Track 25** Listen, repeat, and point.




pine




nine




vine




line







wipe




pipe







dice



mice



rice



35

## Activity

**Quick Speak:** Pick about four key word cards. Show them to students and say them in a row. Put the cards down and have students repeat the words. Switch up the order and increase speed.

## Wrap Up

**Touch:** Divide students into groups of about five. Have them make a circle around a desk. Spread at least six cards face up on the desk. Model the game for them. Say “Touch (pine)” and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

## Homework:

Workbook p. 20

### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

### Script

ine p-ine pine pine.

ine n-ine nine nine.

ine v-ine vine vine.

ine l-ine line line.

ipe w-ipe wipe wipe.

ipe p-ipe pipe pipe.

ice d-ice dice dice.

ice m-ice mice mice.

ice r-ice rice rice.

Then point to the pictures in random order and have the students say each one.

## Lesson 16 Objectives:

- Target Sounds: -ine, -ipe, -ice
- \* recognize key words from Lesson 15.
- \* practice key words listening and reading.

## Key Words:

- ine: pine, nine, vine, line
- ipe: wipe, pipe
- ice: dice, mice, rice

## Materials:

Student Book	p. 36 ~ 37
Workbook	p. 21
Flashcards	27 ~ 35
Audio CD	Track 26

## Warm Up

Review Unit 4 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation

### ■ Listen and circle.

Have students listen to the track and circle the correct ending sound.

### Script

- No. 1. dice, dice.
- No. 2. vine, vine.
- No. 3. pipe, pipe.
- No. 4. wipe, wipe.
- No. 5. pine, pine.
- No. 6. rice, rice.
- No. 7. nine, nine.
- No. 8. mice, mice.

**Track 26** Listen and circle.

1

2

3

4

5

6

7


8

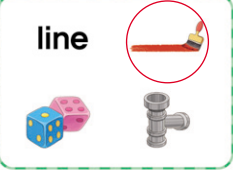

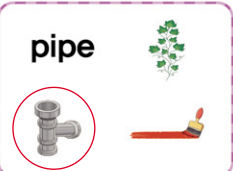
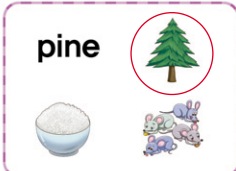


36

Check answers together. Write the key words on the board. Try reading the wrong answers, too.

## Activity

**Group Spelling:** Put students into groups of three or four. Give each group a set of Unit 4 flashcards and a set of letter cards. Say one of the key words. Groups have to spell the word with the letter cards and find the picture in the unit's flashcards. Repeat with other key words.

 Read, look, and circle.

1	<div>line</div> 	2	<div>mice</div> 
3	<div>pipe</div> 	4	<div>pine</div> 
5	<div>dice</div> 	6	<div>wipe</div> 

37

## Wrap Up

**Chair Challenge:** Arrange chairs in a circle with the backs facing in. Have one less chair than the number of students playing. If the class is big, divide students into two groups. Have students walk around the circle of chairs. Choose a target sound. Call out a list of key words. Students have to sit in an empty chair when they hear a word that includes the target sound. The student left without a chair leaves the game. Continue the game until only one student is left.

## Homework:

Workbook p. 21

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

## Lesson 17 Objectives:

- Target Sounds: -ine, -ipe, -ice
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ine: pine, nine, vine, line
- ipe: wipe, pipe
- ice: dice, mice, rice

## Materials:

Student Book	p. 38 ~ 39
Workbook	p. 22
Flashcards	27 ~ 35
Audio CD	Track 27

## Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 4. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation









### ■ Listen and complete the word.

Have students listen to the track and fill in the blanks with vowels to finish the key words.

### Script

- No. 1. mice, mice.
- No. 2. pipe, pipe.
- No. 3. pine, pine.
- No. 4. rice, rice.
- No. 5. dice, dice.
- No. 6. nine, nine.
- No. 7. wipe, wipe.
- No. 8. line, line.

**Track 27** Listen and complete the word. Then write.


-  i \_ e
-  p \_ p
-  p \_ n
-  \_ i \_ e
-  \_ i \_ e
-  n \_ n
-  w \_ p
-  \_ i \_ e


38


Check answers together. Write the answers on the board.


## Activity


**Matching:** Put target sound cards face down on a table. On the other half of the table, put picture flashcards that correspond to the target letters. Have students turn over one target sound card and find the picture that matches. Students can keep the cards or put them back and mix them up again for the next student.


 **Write the correct word.**

- 

It's \_\_\_\_\_ o'clock.
- 

Let's roll the \_\_\_\_\_.
- 

I help my mom \_\_\_\_\_ the windows.
- 

We eat \_\_\_\_\_ for breakfast.
- 

There is a \_\_\_\_\_ tree by my house.

39

## Wrap Up

**Line Shuffle:** Divide students into teams. Place flashcards in a line on the floor. A student from each team starts at opposite ends of the line. Have each student go down the line and say each card's word in a race to get to the other end. When the students meet, have them play rock, paper, scissors. The winner has to say a word that includes the target sound you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

## Homework:

Workbook p. 22

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.



## Lesson 18 Objectives:

- Target Sounds: -ine, -ipe, -ice
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

-ine: pine, nine, vine, line  
-ipe: wipe, pipe  
-ice: dice, mice, rice

## Materials:

Student Book	p. 40 ~ 41
Workbook	p. 23
Flashcards	27 ~ 35
Audio CD	Track 28

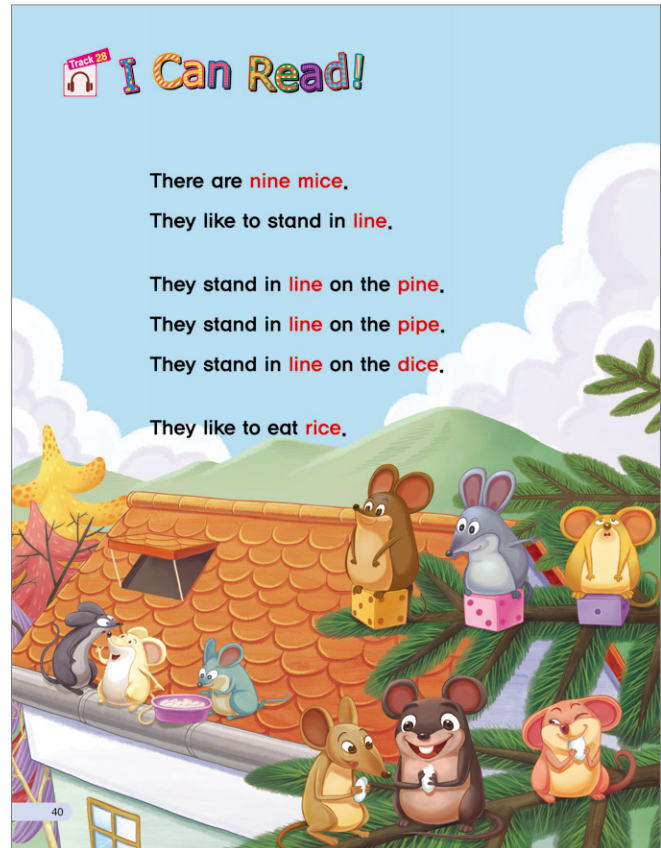
## Warm Up

Divide the class into pairs or small groups. Write the target sounds on the board from Unit 3. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.



There are **nine** mice.

They like to stand in **line**.

They stand in **line** on the **pine**.

They stand in **line** on the **pipe**.

They stand in **line** on the **dice**.

They like to eat **rice**.

### Script

There are nine mice.

They like to stand in line.

They stand in line on the pine.



They stand in line on the pipe

They stand in line on the dice.

They like to eat rice.

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says.

 **Look and circle. Then write.**

1  line <u>vine</u>	2  <u>rice</u> mice
3  <u>wipe</u> pine	4  <u>dice</u> nine
5  nine <u>pine</u>	6  <u>pipe</u> wipe
7  rice <u>line</u>	8  wipe <u>nine</u>

41

## Wrap Up

**Tracing Race:** Divide students into teams. Have them line up and face the board. With your finger, trace a keyword on the back of the last student. When you say “Go”, the students trace the letters down the line. The first student in each line goes to the board and writes the word. The team wins a point if the word is correct. Bring the first person to the back of the line to change the order and start again. You can also show the word to the last student.

## Homework:

Workbook p. 23

### ■ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture.

Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Review 2

## Unit 3~4

### Lesson 19 Objectives:

- Target Sounds: -ike, -ite, -ive, -ide, -ine, ipe, ice
- \* review the target sounds and key words from Units 3 and 4.

### Key Words:

-ike: bike, hike  
 -ite: bite, kite  
 -ive: five, dive  
 -ide: hide, ride  
 -ine: pine, nine, vine, line  
 -ipe: wipe, pipe  
 -ice: dice, mice, rice

### Materials:

Student Book	p. 42 ~ 43
Workbook	p. 24 ~ 25
Flashcards	19 ~ 35
Audio CD	Tracks 29 ~ 30

### Warm Up

**Teacher's Mistake:** Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.

### Presentation

#### ■ Listen and check the correct word.

Turn on the track and have students check the word that matches.

#### Script

No. 1. kite, kite.  
 No. 2. vine, vine.  
 No. 3. pipe, pipe.  
 No. 4. dive, dive.  
 No. 5. ride, ride.  
 No. 6. nine, nine.

**Track 29** Listen and check the correct word.

1

hike ☐

kite ☒

2

vine ☒

five ☐

3

pipe ☒

bite ☐

4

dice ☐

dive ☒

5

ride ☒

line ☐

6

pine ☐

nine ☒

**Look and match.**

1

• bite

• kite

2

• pipe

• wipe

3

• nine

• line

4

• hike

• bike

42

Check answers together. Write the words on the board.

#### ■ Look and match.











Have students look at the picture and choose the correct word for the picture.

Check answers together. Write the words on the board.

### Activity

**Word Hop:** Have students stand in a line across the front or back of the classroom. Give each student a flashcard. When you call out a word, the students with that card hop forward and repeat you. Pick the words randomly. Students can trade cards throughout the game. The winner has to reach the other end of the classroom.

**Track 30** Listen and circle the correct word and picture.

1	  hide five	2	  wipe pipe
3	  ride rice	4	  five vine
5	  bite hike	6	  dice mice
7	  pine line	8	  bike bite

43

## Wrap Up

**Word Scramble:** Write a key word on the board with the letters scrambled. Students have to unscramble the letters to find the key word. You can play the game individually, with pairs, or with teams. You can also spell the scrambled word and have students copy it down, then unscramble.

## Homework:

Workbook p. 24 ~ 25

### ■ Listen and circle the correct word and picture.

Listen to the track. Have students circle the correct word and picture.

#### Script

- No. 1. hide, hide.
- No. 2. wipe, wipe.
- No. 3. rice, rice.
- No. 4. vine, vine.
- No. 5. bite, bite.
- No. 6. dice, dice.
- No. 7. line, line.
- No. 8. bike, bike.

Check answers together. Write the words on the board.

## Lesson 20 Objectives:

- Target Sounds: -ike, -ite, -ive, -ide, -ine, -ipe, -ice
- \* review writing target sounds and key words.
- \* practice listening and identifying rhyming words.

## Key Words:

- ike: bike, hike
- ite: bite, kite
- ive: five, dive
- ide: hide, ride
- ine: pine, nine, vine, line
- ipe: wipe, pipe
- ice: dice, mice, rice

## Materials:

Student Book	p. 44 ~ 45
Workbook	p. 26 ~ 27
Flashcards	19 ~ 35
Audio CD	Track 31


## Warm Up


Divide students into groups of three or four. Give each group a set of cards for Unit 3 and 4. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.


## Presentation


- **Unscramble the word and write the correct number.**


Have students look at the picture and build up the word the long vowel “a” sound.


 **Unscramble the word and write the correct number.**


① 

② 

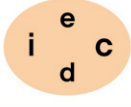
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④ 

⑤ 

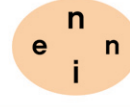
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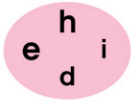
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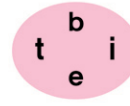
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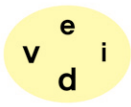
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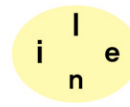
\_\_\_\_\_ ☐

5



\_\_\_\_\_ ☐

6



\_\_\_\_\_ ☐

44

Check answers together.  
Write answers on the board.

### Answer






1. dice - 5
2. nine - 6
3. hide - 2
4. bite - 4
5. dive - 1
6. line - 3

## Activity

**Pop Up:** Tell students a target sound to listen for. Say a list of key words. Have one include the target sound. Students stand up when they hear the target sound. They sit down when a word doesn't have the target sound. Repeat with increasing speed. For an added challenge, divide the class into groups and assign a different target sound to each group.



**Track 3** Listen, complete, and match the words.

1	v _____		ike
2	m _____		ice
3	f _____		ive
4	b _____		ipe
5	w _____		ine

45

## Wrap Up

**Spelling Bee:** Divide the class into two teams. Students from each team take turns spelling key words from one or several units. If a student spells a word incorrectly, the student on the other team can attempt to spell it. Students who misspell words should sit down. The team with the last student left wins.

## Homework:

Workbook p. 26 ~ 27

### ■ Listen, complete, and match the words.

Turn on the track. Have students fill in the blank and match the correct picture and ending sound.

#### Script

- No. 1. vine, vine.
- No. 2. mice, mice.
- No. 3. five, five.
- No. 4. bike, bike.
- No. 5. wipe, wipe.

Check answers together. Write answers on the board.

## Lesson 21 Objectives:

- Target Sounds: -ose, -ope, -ote
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

- ose: hose, rose, nose, pose
- ope: rope, hope
- ote: note, vote

## Materials:

Student Book	p. 46 ~ 47
Workbook	p. 28
Flashcards	36 ~ 43
Audio CD	Tracks 32 ~ 34

## Warm Up

Review the long O phonics words. Act out each of the words together and chant them.

## Presentation

### ■ Listen and repeat.

Direct students to the top of the page. Write -ose, -ope, -ote on the board. Discuss the letter sounds and practice saying the long O sounds together several times.

Play the track and have students listen and repeat.

### Script

ose ose h-ose hose hose.  
ope ope r-ope rope rope.  
ote ote n-ote note note.




Unit 5

Long Vowel  
o

-ose -ope -ote

Track 32 Listen and repeat.

h ose = hose 

r ope = rope 

n ote = note 

Track 33 Let's chant!

ose ose hose ose ose rose ose ose nose ose ose pose  
ope ope rope ope ope hope  
ote ote note ote ote vote

46

### ■ Let's Chant!









Listen to the track. Encourage students to chant loudly.

### Script

ose ose hose ose ose hose  
ose ose rose ose ose rose  
ose ose nose ose ose nose  
ose ose pose ose ose pose  
ope ope rope ope ope rope  
ope ope hope ope ope hope  
ote ote note ote ote note  
ote ote vote ote ote vote

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says.

**Track 34** Listen, repeat, and point.

<b>-ose</b>	<b>hose</b> 	<b>rose</b> 
	<b>nose</b> 	<b>pose</b> 
<b>-ope</b>	<b>rope</b> 	<b>hope</b> 
	<b>note</b> 	<b>vote</b> 

47

#### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

#### Script

ose h-ose hose hose.  
 ose r-ose rose rose.  
 ose n-ose nose nose.  
 ose p-ose pose pose.  
 ope r-ope rope rope.  
 ope h-ope hope hope.  
 ote n-ote note note.  
 ote v-ote vote vote.

Then point to the pictures in random order and have the students say each one.

#### Activity

**Quick Speak:** Pick about four key word cards. Show them to students and say them in a row. Put the cards down and have students repeat the words. Switch up the order and increase speed.

#### Wrap Up

**Copy My Actions:** Make up actions to go with the unit's key words. Practice the actions with the students. Make sure they understand each one. Then, have them watch you. Perform one of the motions. Have students imitate the motion and call out its key word. Change motions and move the game along quickly. Student who perform the wrong action are out. The last student left is the winner. You can also choose a student to act out the first motion.

#### Homework:

Workbook p. 28

## Lesson 22 Objectives:

- Target Sounds: -ose, -ope, -ote
- \* recognize key words from Lesson 21.
- \* practice key words listening and reading.

## Key Words:

- ose: hose, rose, nose, pose
- ope: rope, hope
- ote: note, vote

## Materials:

Student Book	p. 48 ~ 49
Workbook	p. 29
Flashcards	36 ~ 43
Audio CD	Track 35

## Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 5. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation


### ■ Listen and circle.

Have students listen to the track and circle the correct ending sound.


### Script

- No. 1. rose, rose.
- No. 2. note, note.
- No. 3. rope, rope.
- No. 4. hose, hose.
- No. 5. vote, vote.
- No. 6. pose, pose.
- No. 7. hope, hope.
- No. 8. nose, nose.


**Track 35** Listen and circle.

1



ote  
r  
ose

2



ote  
n  
ope

3



ope  
r  
ose

4



ose  
h  
ope

5



ose  
v  
ote

6


ose  
p  
ope

7


ope  
h  
ose

8



ose  
n  
ote

48

Check answers together. Write the key words on the board. Try reading the wrong answers, too.




## Activity

**Word Spell-check:** Divide students into pairs or small groups. Give each a set of letter cards. Sound out or say a key word from the unit. Students have to spell the word quickly. The first team to finish a word has to sound out and say the word and spell it correctly. Repeat with other key words.

 **Read, look, and circle.**




1

**rope**




2

**hope**




3

**rose**




4

**vote**




5

**nose**

6

**note**

49

## Wrap Up

**Matching:** Put target sound cards face down on a table. On the other half of the table, put picture flashcards that correspond to the target letters. Have students turn over one target sound card and find the picture that matches. Students can keep the cards or put them back and mix them up again for the next student.

## Homework:

Workbook p. 29

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

## Lesson 23 Objectives:

- Target Sounds: -ose, -ope, -ote
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ose: hose, rose, nose, pose
- ope: rope, hope
- ote: note, vote

## Materials:

Student Book	p. 50 ~ 51
Workbook	p. 30
Flashcards	36 ~ 43
Audio CD	Track 36

## Warm Up

Divide the class into pairs or small groups. Write the target sounds on the board from Unit 5. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.

## Presentation


### ■ Listen and complete the word. Then write


Have students listen to the track and fill in the blanks with vowels to finish the key words.


### Script


- No. 1. hose, hose.
- No. 2. rope, rope.
- No. 3. note, note.
- No. 4. rose, rose.
- No. 5. nose, nose.
- No. 6. vote, vote.
- No. 7. pose, pose.
- No. 8. hope, hope.


**Track 36** Listen and complete the word. Then write.


1  h \_ s


2  \_ o \_ e


3  \_ o \_ e

4  r \_ s

5  n \_ s

6  \_ o \_ e

7  \_ o \_ e

8  h \_ p


50


Check answers together. Write the answers on the board.


## Activity


**Picture Race:** Divide the class into small groups. Give each group a piece of paper and writing utensils. Bring one student away from each group. Whisper a key word to each student. Without speaking, have the students return to their group and draw a picture of the key word. The first team to guess correctly wins a point. Repeat until all students have a chance to draw.





 **Write the correct word.**

- 

The deer has a red \_\_\_\_\_.  
☐ nose ☐ note
- 

There is a \_\_\_\_\_ in the vase.  
☐ vote ☐ rose
- 

We water the roses with a \_\_\_\_\_.  
☐ hose ☐ pose
- 

I have a \_\_\_\_\_ from Tom.  
☐ nose ☐ note
- 

The \_\_\_\_\_ is thick and strong.  
☐ hope ☐ rope

51

## Wrap Up

**Memory:** Divide students into pairs or small groups. Each pair or group should have two sets of flashcards. Place the cards facedown on a desk. Students take turns flipping the cards and saying their words. If the cards match, the student keeps the cards. If the cards don't match, they are re-flipped for the next turn. Students can reshuffle and play again if time allows.

## Homework:

Workbook p. 30

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.

## Lesson 24 Objectives:

- Target Sounds: -ose, -ope, -ote
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

- ose: hose, rose, nose, pose
- ope: rope, hope
- ote: note, vote

## Materials:

Student Book	p. 52 ~ 53
Workbook	p. 31
Flashcards	36 ~ 43
Audio CD	Track 37

## Warm Up

Review Unit 5 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.




## Script









There is a hose on the wall.  
It's next to the rope.

There is a deer in the garden.  
It has a red nose.

There is a rose on the note.  
It says, "I hope you vote."

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

 **Look and circle. Then write.**

1  nose note	2  vote pose
3  rope hose	4  hope rose
5  note hose	6  hope pose
7  pose vote	8  note rope

53

## Wrap Up

**Word Scramble:** Write a key word on the board with the letters scrambled. Students have to unscramble the letters to find the key word. You can play the game individually, with pairs, or with teams. You can also spell the scrambled word and have students copy it down, then unscramble.

## Homework:

Workbook p. 31

### ▪ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.



## Lesson 25 Objectives:

- Target Sounds: -ole, -ome, -one
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

-ole: hole, mole, pole  
-ome: dome, home  
-one: bone, cone, stone

## Materials:

Student Book	p. 54 ~ 55
Workbook	p. 32
Flashcards	44 ~ 51
Audio CD	Tracks 38 ~ 40

## Warm Up

Greet any students with long O names, such as Rose.  
Review and practice saying the sound together.

## Presentation

### ■ Listen and repeat.

Direct students to the top of the page. Write -ole, -ome, -one on the board. Discuss the letter sounds and practice saying the long O sounds together several times.

Play the track and have students listen and repeat.

### Script

ole ole h-ole hole hole.  
ome ome d-ome dome dome.  
one one b-one bone bone.

**Unit 6**

Long Vowel

-ole -ome -one

**Track 38** Listen and repeat.

h ole = hole

d ome = dome

b one = bone

**Track 39** Let's chant!

ole ole hole ole ole mole ole ole pole  
ome ome dome ome ome home  
one one bone one one cone one one stone

### ■ Let's Chant!

Listen to the track. Encourage students to chant loudly.

### Script


ole ole hole	ole ole hole
ole ole mole	ole ole mole
ole ole pole	ole ole pole
ome ome dome	ome ome dome
ome ome home	ome ome home
one one bone	one one bone
one one cone	one one cone
one one stone	one one stone

Divide the class into four groups, one for each target sound. Have them choose an action to perform such as clapping hands or turning in a circle. Play the chant. When they hear a word with their target sound in the chant, they chant and perform their action. Have groups change sounds and actions if time permits.


**Track 40** Listen, repeat, and point.

-ole


hole →



mole →




pole →




-ome

dome →




home →




-one


bone →



cone →



stone →



55

## Activity

Show the class a unit's key words and say them together. Then show one card at a time. Students have to be the first to raise their hands and say the key word. If they are correct, the class repeats the word. If they are wrong, another student gets a chance.

## Wrap Up

Write a tongue twister with Unit 6 key words on the board. Have students practice saying them. Try to say them faster and faster.

## Homework:

Workbook p. 32

### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

### Script

ole h-ole hole hole.  
 ole m-ole mole mole.  
 ole p-ole pole pole.  
 ome d-ome dome dome.  
 ome h-ome home home.  
 one b-one bone bone.  
 one c-one cone cone.  
 one st-one stone stone.

Then point to the pictures in random order and have the students say each one.

## Lesson 26 Objectives:

- Target Sounds: -ole, -ome, -one
- \* recognize key words from Lesson 25.
- \* practice key words listening and reading.

## Key Words:

- ole: hole, mole, pole
- ome: dome, home
- one: bone, cone, stone

## Materials:

Student Book	p. 56 ~ 57
Workbook	p. 33
Flashcards	44 ~ 51
Audio CD	Track 41

## Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 6. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation


### ■ Listen and circle.


Have students listen to the track and circle the correct ending sound.


### Script


- No. 1. dome, dome.
- No. 2. mole, mole.
- No. 3. cone, cone.
- No. 4. bone, bone.
- No. 5. stone, stone.
- No. 6. pole, pole.
- No. 7. home, home.
- No. 8. hole, hole.


**Track 41** Listen and circle.


1

d
one  
ome


2

m
ome  
ole


3

c
one  
ole

4

b
ome  
one

5

st
one  
ome

6

p
one  
ole

7

h
one  
ome

8

h
ole  
ome


56

Check answers together. Write the key words on the board. Try reading the wrong answers, too.

## Activity




**Quick Speak:** Pick about four key word cards. Show them to students and say them in a row. Put the cards down and have students repeat the words. Switch up the order and increase speed.



 **Read, look, and circle.**


1


**home**

2


**hole**







3

**bone**




4

**mole**





5

**stone**

6

**dome**

57

## Wrap Up

**Teamwork Spelling:** Divide the class into teams. Have one student from each team go up to the board to be the writer. Show a different Phonics card to each team, but not to the writers at the board. Each team spells their word for the writer. The writer must spell it correctly and say the word before the other team does. You can also give teams a set of letter cards and students can spell out the word using the cards.

## Homework:

Workbook p. 33

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

## Lesson 27 Objectives:

- Target Sounds: -ole, -ome, -one
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ole: hole, mole, pole
- ome: dome, home
- one: bone, cone, stone

## Materials:

Student Book	p. 58 ~ 59
Workbook	p. 34
Flashcards	44 ~ 51
Audio CD	Track 42

## Warm Up

Review Unit 6 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation









### ■ Listen and complete the word. Then write.

Have students listen to the track and fill in the blanks with vowels to finish the key words.

### Script

- No. 1. home, home.
- No. 2. bone, bone.
- No. 3. hole, hole.
- No. 4. stone, stone.
- No. 5. mole, mole.
- No. 6. dome, dome.
- No. 7. pole, pole.
- No. 8. cone, cone.

**Track 42** Listen and complete the word. Then write.

-  o e
-  o e
-  h l
-  st n
-  o e
-  d m
-  p l
-  o e

58

Check answers together. Write the answers on the board.

## Activity

**Rock, Paper, Scissors:** Divide students into groups of two or three. Have them play rock, paper, scissors. The loser has to say a key word from the unit. Continue to the next round. Students who lose a round cannot say a key word that was said in the previous rounds. Encourage students to increase speed.

 **Write the correct word.**

- 

He has a big ice cream \_\_\_\_\_.

hole **cone**
- 

The dog has a \_\_\_\_\_.

**bone** hole
- 

The \_\_\_\_\_ lives in a hole.

pole **mole**
- 

This is my beautiful \_\_\_\_\_.

**home** hole
- 

This \_\_\_\_\_ is very heavy.

**stone** mole

59

## Wrap Up

**Rhyme Picking:** Put target sound cards in an envelope or bag. Divide the class into teams. Have one student from each team pick a card. The student has to say the sound and give a word that includes that sound (rhymes). If the student is correct, the team gets a point. Continue until every student has participated.

## Homework:

Workbook p. 34

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.

## Lesson 28 Objectives:

- Target Sounds: -ole, -ome, -one
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

-ole: hole, mole, pole  
-ome: dome, home  
-one: bone, cone, stone

## Materials:

Student Book	p. 60 ~ 61
Workbook	p. 35
Flashcards	44 ~ 51
Audio CD	Track 43

## Warm Up

Write a tongue twister with Unit 6 key words on the board. Have students practice saying them. Try to say them faster and faster.

## Presentation

### ■ I Can Read!


Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.











### Script

I see a mole.  
The mole's home is the hole.  
I see a pole.  
The pole is on the dome.  
I see a stone.  
The stone is next to the bone.

Randomly call out a student's name. Have them recite the first line of the chant. Call out another student's name for the next line.

 **Look and circle. Then write.**

1  stone home	2  cone dome
3  pole bone	4  cone hole
5  mole home	6  home pole
7  dome stone	8  bone pole

61

## Wrap Up

**Bingo:** Have each student draw a three-by-three square on a piece of paper. Students choose eight key words that they learned. The middle square is a free space. Call out key words learned from the student book. When a student has a matching word, they put a marker or draw a dot on the square. The first student to get three in a row shouts “Bingo”. You can get rows horizontally, vertically, or diagonally. Have the winner read their three key words to check.

## Homework:

Workbook p. 35

### ■ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Review 3

## Unit 5~6

### Lesson 29 Objectives:

- Target Sounds: -ose, -ope, -ote, -ole, -ome, -one
- \* review the target sounds and key words from Units 5 and 6.

### Key Words:

-ose: hose, rose, nose, pose  
 -ope: rope, hope  
 -ote: note, vote  
 -ole: hole, mole, pole  
 -ome: dome, home  
 -one: bone, cone, stone

### Materials:

Student Book	p. 62 ~ 63
Workbook	p. 36 ~ 37
Flashcards	36 ~ 51
Audio CD	Tracks 44 ~ 45

### Warm Up

Write ose, ope, ote, ole, ome, one on the board. Model the sounds for the students and have them repeat after you. Use the Phonics cards to review the words from Units 5 and 6.

### Presentation

#### ■ Listen and check the correct word.

Turn on the track and have students check the word that matches.

#### Script

No. 1. home, home.  
 No. 2. hose, hose.  
 No. 3. dome, dome.  
 No. 4. vote, vote.  
 No. 5. rose, rose.  
 No. 6. pose, pose.

Check answers together. Write the words on the board.

### Review 3

#### Unit 5~6

Listen and check the correct word.

1 home ☒ cone ☐

2 hole ☐ hose ☒

3 bone ☐ dome ☒

4 hope ☐ vote ☒

5 rose ☒ rope ☐

6 pose ☒ pole ☐

Look and match.

1 pole ☒ dome ☐

2 cone ☐ home ☒

3 rose ☐ rope ☒

4 pose ☒ hose ☐

#### ■ Look and match.

















Have students look at the picture and choose the correct word for the picture. Check answers together. Write the words on the board.

### Activity

~Extend the activity by having a Writing Race. Call up 2-3 students at a time and see who can write the words 5 times on the board.



**Track 45** Listen and circle the correct word and picture.

1	  note vote	2	  dome home
3	  rope rose	4	  bone cone
5	  mole pole	6	  hose hope
7	  nose pose	8	  bone stone

63

## Wrap Up

**Line Shuffle:** Divide students into teams. Place flashcards in a line on the floor. A student from each team starts at opposite ends of the line. Have each student go down the line and say each card's word in a race to get to the other end. When the students meet, have them play rock, paper, scissors. The winner has to say a word that includes the target sound you give them. Then, the game continues. The first team to have all members reach the opposite end wins.

## Homework:

Workbook p. 36 ~ 37

### ■ Listen and circle the correct word and picture.

Listen to the track. Have students circle the correct word and picture.

#### Script

- No. 1. note, note.
- No. 2. dome, dome.
- No. 3. rose, rose.
- No. 4. cone, cone.
- No. 5. mole, mole.
- No. 6. hose, hose.
- No. 7. pose, pose.
- No. 8. bone, bone.

Check answers together. Write the words on the board.

## Lesson 30 Objectives:

- Target Sounds: -ose, -ope, -ote, -ole, -ome, -one
- \* review writing target sounds and key words.
- \* practice listening and identifying rhyming words.

## Key Words:

-ose: hose, rose, nose, pose  
 -ope: rope, hope  
 -ote: note, vote  
 -ole: hole, mole, pole  
 -ome: dome, home  
 -one: bone, cone, stone

## Materials:

Student Book	p. 64 ~ 65
Workbook	p. 38 ~ 39
Flashcards	36 ~ 51
Audio CD	Track 46


## Warm Up


Review the long O phonics words. Act out each of the words together and chant them.


## Presentation


- **Unscramble the word and write the correct number.**


Have students look at the picture and build up the word the long vowel "o" sound.  
 Check answers together. Write answers on the board.


 **Unscramble the word and write the correct number.**


① 

② 

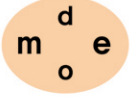
③ 

④ 

⑤ 

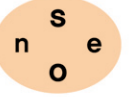
⑥ 

1




\_\_\_\_\_ ☐

2




\_\_\_\_\_ ☐

3




\_\_\_\_\_ ☐

4




\_\_\_\_\_ ☐

5



\_\_\_\_\_ ☐

6



\_\_\_\_\_ ☐

64






## Answer

1. dome - 4
2. nose - 6
3. stone - 2
4. rose - 1
5. note - 3
6. rope - 5

## Activity

**Pop Up:** Tell students a target sound to listen for. Say a list of key words. Have one include the target sound. Students stand up when they hear the target sound. They sit down when a word doesn't have the target sound. Repeat with increasing speed. For an added challenge, divide the class into groups and assign a different target sound to each group.

**Track 46** Listen, complete, and match the words.

1	n _____		one
2	p _____		ose
3	b _____		ole
4	h _____		ope
5	m _____		ote

65

## Wrap Up

**Word Scramble:** Write a key word on the board with the letters scrambled. Students have to unscramble the letters to find the key word. You can play the game individually, with pairs, or with teams. You can also spell the scrambled word and have students copy it down, then unscramble.

## Homework:

Workbook p. 38 ~ 39

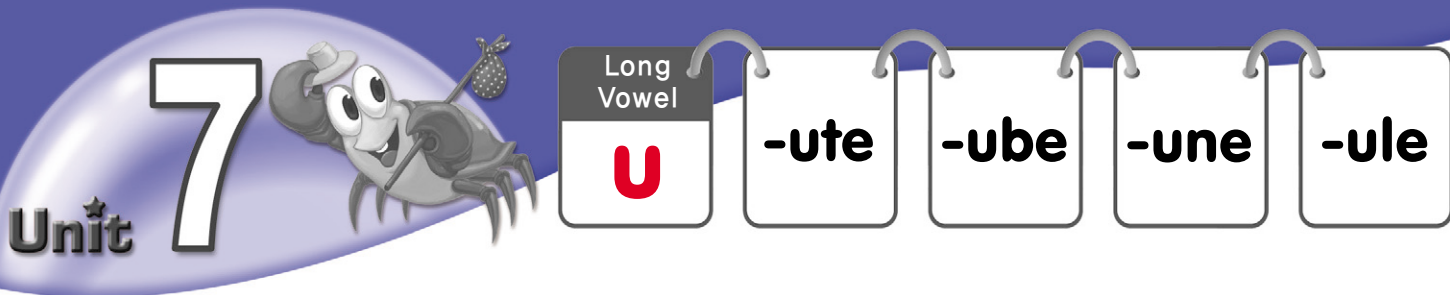
### ■ Listen, complete, and match the words.

Turn on the track. Have students fill in the blank and match the correct picture and ending sound.

#### Script

- No. 1. note, note.
- No. 2. pose, pose.
- No. 3. bone, bone.
- No. 4. hope, hope.
- No. 5. mole, mole.

Check answers together. Write answers on the board.



## Lesson 31 Objectives:

- Target Sounds: -ute, -ube, -une, -ule
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words.

## Key Words:

- ute: cute, mute
- ube: cube, tube
- une: dune, tune, June
- ule: mule

## Materials:

Student Book	p. 66 ~ 67
Workbook	p. 40
Flashcards	52 ~ 59
Audio CD	Tracks 47 ~ 49

## Warm Up

Review the long O phonics words. Act out each of the words together and chant them.

## Presentation

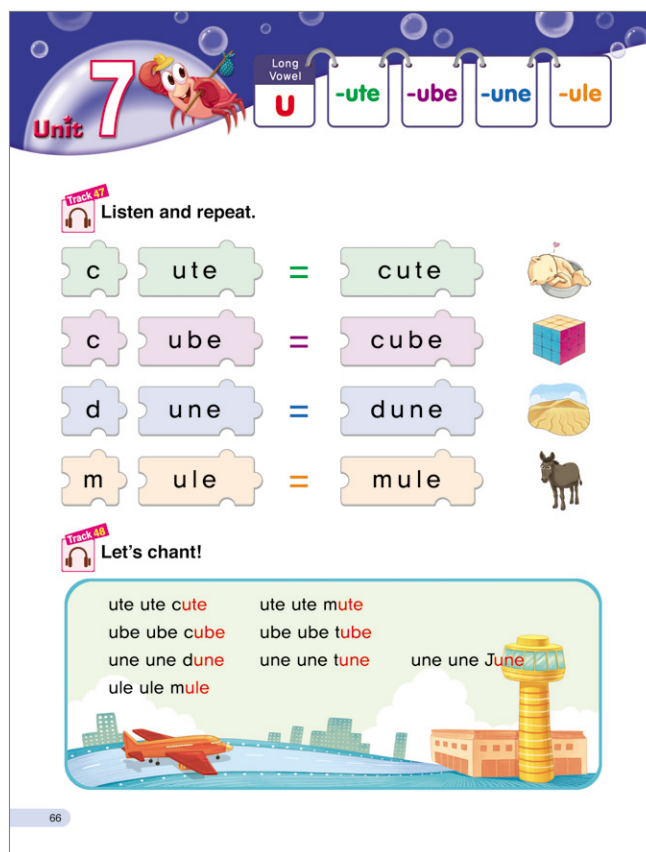
### ■ Listen and repeat.

Direct students to the top of the page. Write -ute, -ube, -une, -ule on the board. Discuss the letter sounds and practice saying the long U sounds together several times.

Play the track and have students listen and repeat.

### Script

ute ute c-ute cute cute.  
 ube ube c-ube cube cube.  
 une une d-une dune dune.  
 ule ule m-ule mule mule.



### ■ Let's Chant!









Listen to the track. Encourage students to chant loudly.

### Script

ute ute cute ute ute cute  
 ute ute mute ute ute mute  
 ube ube cube ube ube cube  
 ube ube tube ube ube tube  
 une une dune une une dune  
 une une tune une une tune  
 une une June une une June  
 ule ule mule ule ule mule

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says.

**Track 48** Listen, repeat, and point.

<b>-ute</b>	cute 	mute 	
<b>-ube</b>	cube 	tube 	
<b>-une</b>	dune 	tune 	June 
<b>-ule</b>	mule 		

67

## Activity

Show the class a unit's key words and say them together. Then show one card at a time. Students have to be the first to raise their hands and say the key word. If they are correct, the class repeats the word. If they are wrong, another student gets a chance.

## Wrap Up

**Buzzer Beat:** Divide students into two teams. A player from each team comes up. Put two "buzzers" on the desk. Show a target sound card. The first student to slap their "buzzer" and say a key word with the target sound wins a point. If the answer is wrong, the other student gets a chance to answer. Repeat until all students have a chance to play.

## Homework:

Workbook p. 40

### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

### Script

ute c-ute cute cute.  
 ute m-ute mute mute.  
 ube c-ube cube cube.  
 ube t-ube tube tube.  
 une d-une dune dune.  
 une t-une tune tune.  
 une J-une June June.  
 ule m-ule mule mule.

Then point to the pictures in random order and have the students say each one.

## Lesson 32 Objectives:

- Target Sounds: -ute, -ube, -une, -ule
- \* recognize key words from Lesson 31.
- \* practice key words listening and reading.

## Key Words:

- ute: cute, mute
- ube: cube, tube
- une: dune, tune, June
- ule: mule

## Materials:

Student Book	p. 68 ~ 69
Workbook	p. 41
Flashcards	52 ~ 59
Audio CD	Track 50

## Warm Up

Divide students into groups of three or four. Give each group a set of cards for Unit 7. Say one of the sounds. The first group to hold up a card for the sound and say the word wins a point.

## Presentation

### ■ Listen and circle.


Have students listen to the track and circle the correct ending sound.

### Script

- No. 1. mute, mute.
- No. 2. cube, cube.
- No. 3. tune, tune.
- No. 4. mule, mule.
- No. 5. dune, dune.
- No. 6. cute, cute.
- No. 7. tube, tube.
- No. 8. June, June.

**Track 50** Listen and circle.

1




m

ute

ube

2




c

ube

ule

3




t

ube

une

4




m

ule

ute

5




d

une

ute

6




c

ute

ube

7




t

une

ube

8



J

une

ute


68

Check answers together. Write the key words on the board. Try reading the wrong answers, too.

## Activity


Begin to draw a picture of one of the key words on the board. Draw it slowly, line by line. Have students raise their hands and try and guess the word and say the sound.




 **Read, look, and circle.**

1




**tube**







2

**mute**



3

**June**





4

**cube**



5


**cute**

6

**dune**





69

## Wrap Up

**Beanbag Toss 1:** Have students sit or stand in a circle. One student has a beanbag or any small, soft object. The student says a key word then tosses or rolls the beanbag to another student. The next student has to say another key word. You cannot repeat a key word.

## Homework:

Workbook p. 41

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

## Lesson 33 Objectives:

- Target Sounds: -ute, -ube, -une, -ule
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ute: cute, mute
- ube: cube, tube
- une: dune, tune, June
- ule: mule

## Materials:

Student Book	p. 70 ~ 71
Workbook	p. 42
Flashcards	52 ~ 59
Audio CD	Track 51

## Warm Up

Review the long U phonics words. Act out each of the words together and chant them.

## Presentation


### ■ Listen and complete the word. Then write.


Have students listen to the track and fill in the blanks with vowels to finish the key words.


### Script


- No. 1. mute, mute.
- No. 2. June, June.
- No. 3. cube, cube.
- No. 4. cute, cute.
- No. 5. dune, dune.
- No. 6. tube, tube.
- No. 7. mule, mule.
- No. 8. tune, tune.


**Track 51** Listen and complete the word. Then write.


1  u e


2  J n


3  c b

4  u e

5  u e

6  t b

7  m |


8  u e


70


Check answers together. Write the answers on the board.


## Activity


**I Spy:** Hold up a picture flashcard with the side away from students. Describe the picture. Tell what the target sound is, what the beginning letter is, what it looks like, etc. Have students take turns guessing. The winners can choose a new picture flashcard and try describing it themselves.


 **Write the correct word.**

- 

We can sing a \_\_\_\_\_.  
 tube **tune**
- 

My dog is so \_\_\_\_\_.  
**cute** cube
- 

There is a \_\_\_\_\_ on the dune.  
 tube **mule**
- 

Let's play with the puzzle \_\_\_\_\_.  
**cube** mute
- 

I like to swim with a \_\_\_\_\_.  
 mule **tube**

71

## Wrap Up

**Buzzer Beat:** Divide students into two teams. A player from each team comes up. Put two “buzzers” on the desk. Show a target sound card. The first student to slap their “buzzer” and say a key word with the target sound wins a point. If the answer is wrong, the other student gets a chance to answer. Repeat until all students have a chance to play.

## Homework:

Workbook p. 42

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.

## Lesson 34 Objectives:

- Target Sounds: -ute, -ube, -une, -ule
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

-ute: cute, mute  
-ube: cube, tube  
-une: dune, tune, June  
-ule: mule

## Materials:

Student Book	p. 72 ~ 73
Workbook	p. 43
Flashcards	52 ~ 59
Audio CD	Track 52

## Warm Up

Review Unit 7 target sounds and key words. Divide the class into two teams. Say one of the target sounds. Students have to raise their hands quickly and give a key word with that rhyme. Switch target sounds until all the key words have been given. The team with the most points wins.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.



## Script

There is a cute dog in the water.  
He swims with a tube.

There is a cute mule on the dune.  
He walks on the dune.

There is a cute girl on the cube.  
She signs a fun tune.

Divide class. Each group starts the chant at a different time. Each group tries to finish without messing up.

 **Look and circle. Then write.**

1	 cube dune	2	 tube June
3	 tube tune	4	 dune tube
5	 cute tune	6	 cute dune
7	 mule cute	8	 tune mute

73

## Wrap Up

**Spelling Relay:** Divide the class into two or more teams. Each team lines up and faces the board. Say one of the key words. The first student in each team races to the board and writes the first letter, then returns to their team. The second student runs up and writes the second letter. Continue until the word is written completely. The last student returns to the team and the entire team has to say the word. The first team to write the word and say it together wins.

## Homework:

Workbook p. 43

### ■ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Unit 8



Long Vowel

e

-ee

-ea

## Lesson 35 Objectives:

- Target Sounds: -ee, -ea
- \* learn the target sounds.
- \* learn new words with the target sounds.
- \* practice speaking and reading the target sounds and new words

## Key Words:

- ee: bee, tree, sheep, jeep, sleep
- ea: sea, tea, read, meat, beach

## Materials:

Student Book	p. 74 ~ 75
Workbook	p. 44
Flashcards	60 ~ 69
Audio CD	Tracks 53 ~ 55

## Warm Up

Greet any students with long E names, such as Kaylee. Practice saying the sound together.

## Presentation

### Listen and repeat.

Direct students to the top of the page. Write ee, ea on the board. Discuss the letter sounds and practice saying the long E sounds together several times. Play the track and have students listen and repeat.

### Script

ee ee b-ee bee bee.  
eep eep sh-eep sheep sheep.  
ea ea s-ea sea sea.

**Unit 8**

**Long Vowel**  
e -ee -ea

**Track 53** Listen and repeat.

b ee = bee

sh ee p = sheep

s ea = sea

**Track 54** Let's chant!

ee ee bee ee ee tree  
eep eep sheep eep eep jeep eep eep sleep  
ea ea sea ea ea tea  
ea ea read ea ea meat ea ea beach

### Let's Chant!

Listen to the track. Encourage students to chant loudly.


### Script

ee ee bee ee ee bee  
ee ee tree ee ee tree  
eep eep sheep eep eep sheep  
eep eep jeep eep eep jeep  
eep eep sleep eep eep sleep  
ea ea sea ea ea sea  
ea ea tea ea ea tea  
ea ea read ea ea read  
ea ea meat ea ea meat  
ea ea beach ea ea beach


Divide class into groups or individual students. Assign a line to each group and take turns chanting.




**Track 55** Listen, repeat, and point.




bee




tree




sheep




jeep




sleep







sea




tea




read



meat



beach



75

## Activity

Divide the class in four groups for ee, ea. All students start standing. When you say a key word, the groups that are not related to that word sit down. The person to sit down last in each group is out. The other people stand back up and the next round begins. Continue until one student is left standing.

## Wrap Up

**Touch:** Divide students into groups of about five. Have them make a circle around a desk. Spread at least six cards face up on the desk. Model the game for them. Say “Touch (case)” and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

## Homework:

Workbook p. 44

### ■ Listen, repeat, and point.

Highlight the target sounds. Have students practice writing them in the air together.

Listen to the track. Have students point to each picture and repeat the word.

### Script

ee    b-ee bee bee.  
 ee    tr-ee tree tree.  
 eep   sh-eeep sheep sheep.  
 eep   j-eeep jeep jeep.  
 eep   sl-eeep sleep sleep.  
 ea    s-ea sea sea.  
 ea    t-ea tea tea.  
 ea    r-ea d read read.  
 ea    m-ea t meat meat.  
 ea    b-ea ch beach beach.

Then point to the pictures in random order and have the students say each one.

## Lesson 36 Objectives:

- Target Sounds: -ee, -ea
- \* recognize key words from Lesson 35.
- \* practice key words listening and reading.

## Key Words:

- ee: bee, tree, sheep, jeep, sleep
- ea: sea, tea, read, meat, beach

## Materials:

Student Book	p. 76 ~ 77
Workbook	p. 45
Flashcards	60 ~ 69
Audio CD	Track 56

## Warm Up

Write a tongue twister with Unit 8 key words on the board. Have students practice saying them. Try to say them faster and faster.

## Presentation


### ■ Listen and circle.


Have students listen to the track and circle the correct ending sound.


### Script


- No. 1. tea, tea.
- No. 2. meat, meat.
- No. 3. tree, tree.
- No. 4. sheep, sheep.
- No. 5. beach, beach.
- No. 6. sleep, sleep.
- No. 7. jeep, jeep.
- No. 8. bee, bee.


**Track 56** Listen and circle.


1

t
ee  
ea


2

m
eep  
eat


3

tr
ee  
ea

4

sh
ead  
eep

5

b
each  
ee

6

sl
eat  
eep

7

j
eat  
eep

8

b
ee  
ea

76

Check answers together. Write the key words on the board. Try reading the wrong answers, too.


## Activity

Show the picture side of a flashcard. Have two or three students race to the board and write the correct target sound or word. Repeat with different cards and different students.

 **Read, look, and circle.**


1

**bee**


2




**sea**






3

**jeep**




4

**read**




5

**sheep**

6

**meat**

77

## Wrap Up

**Touch:** Divide students into groups of about five. Have them make a circle around a desk. Spread at least six cards face up on the desk. Model the game for them. Say “Touch (case)” and have the students repeat you as they touch the correct student card. Increase speed each time. Have one student be the leader and say the next word. Give each student a chance to be the leader.

## Homework:

Workbook p. 45

### ■ Read, look, and circle.

Have students read the key words and circle the picture that matches.

Check answers together. If time allows, say and chant the other answer choices.

## Lesson 37 Objectives:

- Target Sounds: -ee, -ea
- \* practice writing target sounds.
- \* enhance understanding of key words.

## Key Words:

- ee: bee, tree, sheep, jeep, sleep
- ea: sea, tea, read, meat, beach

## Materials:

Student Book	p. 78 ~ 79
Workbook	p. 46
Flashcards	60 ~ 69
Audio CD	Track 57

## Warm Up

Review the long E phonics words. Act out each of the words together and chant them.

## Presentation









### ■ Listen and complete the word. Then write.

Have students listen to the track and fill in the blanks with vowels to finish the key words.

### Script

- No. 1. jeep, jeep.
- No. 2. beach, beach.
- No. 3. tea, tea.
- No. 4. tree, tree.
- No. 5. bee, bee.
- No. 6. sheep, sheep.
- No. 7. read, read.
- No. 8. meat, meat.

**Track 57** Listen and complete the word. Then write.

-  ee
-  b ch
-  t ee
-  ee
-  ee
-  sh p
-  r d
-  ea

78

Check answers together. Write the answers on the board.

## Activity

Show the flashcard pictures for four to five cards from Unit 8. Say the word for each one. Then shuffle in four cards from Unit 7. Show the students one card at a time. Every time Unit 8 card shows up, the students have to quickly say the target sound and word. They don't say anything for words from Unit 7.

 **Write the correct word.**

- 

The \_\_\_\_\_ is on the flower.  
☒ bee ☐ sea
- 

I want to \_\_\_\_\_ all day!  
☒ sleep ☐ tree
- 

Do you want juice or \_\_\_\_\_?  
☐ meat ☒ tea
- 

I love to \_\_\_\_\_ my book.  
☐ beach ☒ read
- 

Let's ride in a nice \_\_\_\_\_.  
☒ jeep ☐ sheep

79

## Wrap Up

**Sound Families:** Put students into small groups. Give each group a set of shuffled flashcards. The students have to put the cards into groups based on same sounds. The first team to finish wins. Have the winners read the key words.

## Homework:

Workbook p. 46

### ■ Write the correct word.

Have students write the correct word for each sentence. Look at the picture for clues. Check answers together. Practice spelling the words. Help students read the sentences aloud together.

## Lesson 38 Objectives:

- Target Sounds: -ee, -ea
- \* use sight words to read a chant.
- \* practice writing key words with target sounds.

## Key Words:

- ee: bee, tree, sheep, jeep, sleep
- ea: sea, tea, read, meat, beach

## Materials:

Student Book	p. 80 ~ 81
Workbook	p. 47
Flashcards	60 ~ 69
Audio CD	Track 58

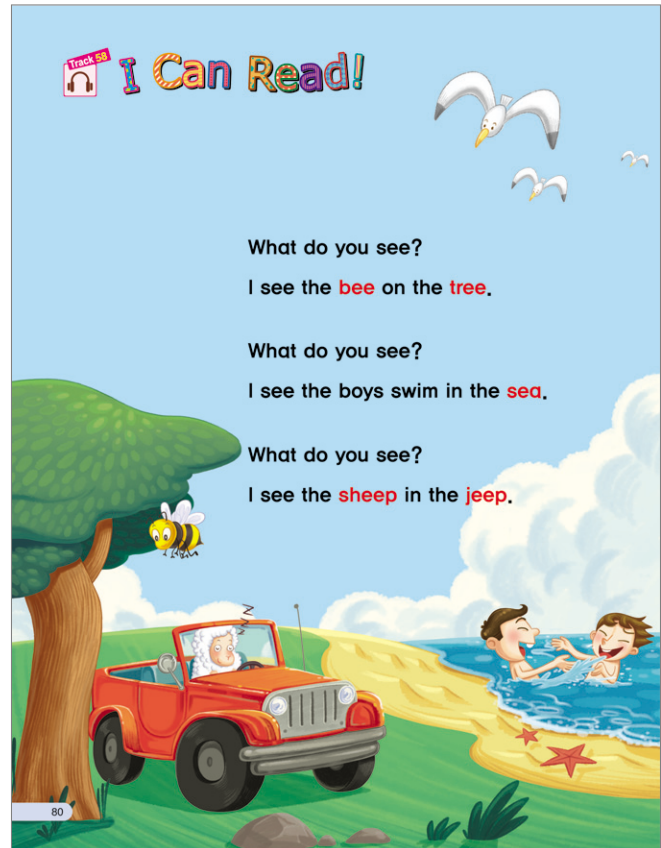
## Warm Up

Write a tongue twister with Unit 8 key words on the board. Have students practice saying them. Try to say them faster and faster.

## Presentation

### ■ I Can Read!

Have students look at the chant. Try to read the chant. Turn on the track and have students follow along.



### Script

What do you see?  
I see the bee on the tree.


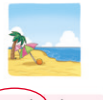

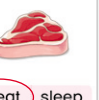

What do you see?  
I see the boys swim in the sea.

What do you see?  
I see the sheep in the jeep.

Have students place the student cards from the chant on their desks. Play the chant again and have students point to each card as it is said in the chant. Repeat and have students pick up cards and put them on other cards as the chant says.



 **Look and circle. Then write.**

1  sleep sheep	2  jeep tree
3  beach bee	4  meat read
5  jeep sheep	6  meat sleep
7  read jeep	8  tea sea

81

## Wrap Up

**Tracing Race:** Divide students into teams. Have them line up and face the board. With your finger, trace a keyword on the back of the last student. When you say “Go”, the students trace the letters down the line. The first student in each line goes to the board and writes the word. The team wins a point if the word is correct. Bring the first person to the back of the line to change the order and start again. You can also show the word to the last student.

## Homework:

Workbook p. 47

### ■ Look and circle. Then write.

Have students look at the picture and key words. Circle the word that matches the picture. Check answers together. Read the answer choices. Write the answers on the board. Model the correct way to write the answers.

# Review 4

## Unit 7~8

### Lesson 39 Objectives:

- Target Sounds: -ute, -ube, -une, -ule, -ee, -ea
- \* review the target sounds and key words from Units 7 and 8.

### Key Words:

-ute: cute, mute  
 -ube: cube, tube  
 -une: dune, tune, June  
 -ule: mule  
 -ee: bee, tree, sheep, jeep, sleep  
 -ea: sea, tea, read, meat, beach

### Materials:

Student Book	p. 82 ~ 83
Workbook	p. 48 ~ 49
Flashcards	52 ~ 69
Audio CD	Tracks 59 ~ 60

### Warm Up

Write ute, ube, une, ule, ee, ea on the board. Model the sounds for the students and have them repeat after you. Use the Phonics cards to review the words from Units 7 and 8.

### Presentation

#### ■ Listen and check the correct word.

Turn on the track and have students check the word that matches.


#### Script

No. 1. sleep, sleep.  
 No. 2. sea, sea.  
 No. 3. cube, cube.  
 No. 4. tube, tube.  
 No. 5. beach, beach.  
 No. 6. meat, meat.

Check answers together. Write the words on the board.

## Review 4

### Unit 7~8

 **Listen and check the correct word.**

1 sleep ☒  
jeep ☐


2 bee ☐  
sea ☒


3 cute ☐  
cube ☒


4 tube ☒  
tune ☐


5 sheep ☐  
beach ☒


6 meat ☒  
mute ☐

 **Look and match.**

1  • mule  
• mute

2  • beach  
• jeep

3  • tube  
• cube

4  • sleep  
• tree

82








#### ■ Look and match.

Have students look at the picture and choose the correct word for the picture.  
 Check answers together. Write the words on the board.

### Activity

Review and model the writing of the target sounds. Have several students come up to the board. Say a Unit 7-8 key word. Students race to write the word.

**Track 80** Listen and circle the correct word and picture.

1	  <input checked="" type="radio"/> sheep <input type="radio"/> sleep	2	  <input type="radio"/> mute <input checked="" type="radio"/> cute
3	  <input type="radio"/> tube <input checked="" type="radio"/> dune	4	  <input checked="" type="radio"/> bee <input type="radio"/> tree
5	  <input type="radio"/> mule <input checked="" type="radio"/> mule	6	  <input type="radio"/> tea <input checked="" type="radio"/> meat
7	  <input type="radio"/> tune <input checked="" type="radio"/> June	8	  <input type="radio"/> read <input checked="" type="radio"/> beach

83

## Wrap Up

**Teacher's Mistake:** Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.

## Homework:

Workbook p. 48 ~ 49

### ■ Listen and circle the correct word and picture.

Listen to the track. Have students circle the correct word and picture.

#### Script

- No. 1. sheep, sheep.
- No. 2. mute, mute.
- No. 3. dune, dune.
- No. 4. bee, bee.
- No. 5. mule, mule.
- No. 6. meat, meat.
- No. 7. June, June.
- No. 8. read, read.

Check answers together. Write the words on the board.

## Lesson 40 Objectives:

- Target Sounds: -ute, -ube, -une, -ule, -ee, -ea
- \* review writing target sounds and key words.
- \* practice listening and identifying rhyming words.

## Key Words:

- ute: cute, mute
- ube: cube, tube
- une: dune, tune, June
- ule: mule
- ee: bee, tree, sheep, jeep, sleep
- ea: sea, tea, read, meat, beach

## Materials:

Student Book	p. 84 ~ 85
Workbook	p. 50 ~ 51
Flashcards	52 ~ 69
Audio CD	Track 61


## Warm Up


Divide the class into pairs or small groups. Write the target sounds on the board from Unit 7-8. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.


## Presentation


- **Unscramble the word and write the correct number.**


Have students look at the picture and build up the word the long vowel "o" sound.  
Check answers together. Write answers on the board.


 **Unscramble the word and write the correct number.**


①  



②  



③  



④  



⑤  



⑥  



1  
  
\_\_\_\_\_  
☐

2  
  
\_\_\_\_\_  
☐

3  
  
\_\_\_\_\_  
☐

4  
  
\_\_\_\_\_  
☐

5  
  
\_\_\_\_\_  
☐

6  
  
\_\_\_\_\_  
☐

84






## Answer

1. mule - 4
2. cute - 2
3. beach - 5
4. sheep - 3
5. tube - 6
6. meat - 1

## Activity

**Group Spelling:** Put students into groups of three or four. Give each group a set of Unit 7-8 flashcards and a set of letter cards. Say one of the key words. Groups have to spell the word with the letter cards and find the picture in the unit's flashcards. Repeat with other key words.

**Track 81** Listen, complete, and match the words.

1	m _____		ea
2	t _____		ee
3	J _____		ube
4	sl _____ p		une
5	s _____		ute

85

## Wrap Up

**Box Talks:** Put student cards into a box or any other container. Put students into pairs. One student from a pair draws a card and says the word. The partner must say a word that rhymes (has the same ending sound). If they are correct, they can stay. If they are wrong, they go back to their seats. The pair passes the box to the next pair.

## Homework:

Workbook p. 50 ~ 51

### ■ Listen, complete, and match the words.

Turn on the track. Have students fill in the blank and match the correct picture and ending sound.

#### Script

- No. 1. mute, mute.
- No. 2. tube, tube.
- No. 3. June, June.
- No. 4. sleep, sleep.
- No. 5. sea, sea.

Check answers together. Write answers on the board.

# Final Review

## Lesson 41 Objectives:

- \* review key words from Units 1-8.
- \* review listening to key words from Units 1-8.

## Materials:

Student Book	p. 86 ~ 87
Workbook	p. 52 ~ 53
Flashcards	01 ~ 69
Audio CD	Tracks 62 ~ 63

## Warm Up

**Bingo:** Have each student draw a three-by-three square on a piece of paper. Students choose eight key words that they learned. The middle square is a free space. Call out key words learned from the student book. When a student has a matching word, they put a marker or draw a dot on the square. The first student to get three in a row shouts “Bingo”. You can get rows horizontally, vertically, or diagonally. Have the winner read their three key words to check.

## Presentation

### ■ Listen and circle the correct picture.

Have students listen to the track and circle the picture that matches.

### Script

- No. 1. hope, hope.  
No. 2. case, case.  
No. 3. ride, ride.  
No. 4. vine, vine.

Check the answers together. Write the key words on the board.

## Final Review

Listen and circle the correct picture.

1

2

3

4

Read the word and circle the correct picture.

1

gate

2

read

3

dune

4

pose

### ■ Read the word and circle the correct picture.

Look at the word and circle the correct picture that matches.

Check answers together. Say the words together.

## Activity







**Teacher's Mistake:** Use flashcards from a unit or several units. Show the cards and say the word for each one. Have students repeat you. Occasionally, say the wrong word. Students should raise their hands and correct you when you are wrong by shouting the correct word.



**Track 83** Listen and check the correct word.

1	bake <input type="checkbox"/> cake <input type="checkbox"/> lake <input checked="" type="checkbox"/>	2	rose <input checked="" type="checkbox"/> nose <input type="checkbox"/> pose <input type="checkbox"/>	3	pine <input type="checkbox"/> nine <input checked="" type="checkbox"/> line <input type="checkbox"/>
4	dice <input type="checkbox"/> mice <input checked="" type="checkbox"/> rice <input type="checkbox"/>	5	sheep <input checked="" type="checkbox"/> jeep <input type="checkbox"/> sleep <input type="checkbox"/>	6	bone <input type="checkbox"/> cone <input type="checkbox"/> stone <input checked="" type="checkbox"/>

**Look and circle.**

1	 cave <input type="checkbox"/> cute <input checked="" type="checkbox"/>	2	 bone <input type="checkbox"/> bite <input checked="" type="checkbox"/>	3	 hide <input checked="" type="checkbox"/> hike <input type="checkbox"/>
4	 mute <input type="checkbox"/> meat <input checked="" type="checkbox"/>	5	 cage <input checked="" type="checkbox"/> cane <input type="checkbox"/>	6	 vote <input checked="" type="checkbox"/> dome <input type="checkbox"/>

87

## Wrap Up

**Line Up:** Give each student a letter flashcard. Say a unit's key word. The students have to line up in order to spell the word. Each group holds up their cards and shouts the key word. The students exchange cards and play again. Repeat and change the key word each time.

## Homework:

Workbook p. 52 ~ 53

### ■ Listen and check the correct word.

Have students listen to the track and check the word that matches.

#### Script

No. 1. lake, lake.  
No. 2. rose, rose.  
No. 3. nine, nine.  
No. 4. mice, mice.  
No. 5. sheep, sheep.  
No. 6. stone, stone.

Check the answers together. Write the key words on the board.

### ■ Look and circle.

Look at the picture and circle the correct word that matches.

Check answers together. Write the key words on the board. Say the words together.

## Lesson 42 Objectives:

- \* review writing key words from Units 1-8.
- \* fully understand key words from Units 1-8.

## Materials:

Student Book	p. 88 ~ 89
Workbook	p. 54 ~ 55
Flashcards	01 ~ 69
Audio CD	

## Warm Up


Divide the class into pairs or small groups. Write the target sounds on the board from Units 1-8. Give students a few minutes to write down as many words as they can think of for each sound. Do not let them look at their books. The pair with the most correct words wins.

## Presentation


### Look and circle the correct ending sound.

Have students look at the picture and circle the ending sound.

Check the answers together. Write the answers on the board. Chant the sounds and words together.


 Look and circle the correct ending sound.

1




l ine  
ane

2




m ule  
ole

3




p age  
ose

4




p ipe  
ole

5




b one  
each

6




d ice  
ive

7



w ipe  
ave

8







n ame  
ote

88

## Activity

**Missing Card:** Place several (around four) flashcards on the board. Have students look at them for a few seconds then close their eyes. Take away one of the flashcards and mix up the remaining ones. Have students guess which one was taken. Ask them the word and the target sound. Continue the game using the same flashcards or new ones.

 **Look and write the word.**

1 	2 
3 	4 
5 	6 
7 	8 

89

## Wrap Up

**Beanbag Toss 1:** Have students sit or stand in a circle. One student has a beanbag or any small, soft object. The student says a key word then tosses or rolls the beanbag to another student. The next student has to say another key word. You cannot repeat a key word.

## Homework:

Workbook p. 54 ~ 55

### ■ Look and write the word.

Have students look at the picture and write the correct word.

Check the answers together. Write the answers on the board.

### Answer

1. sleep
2. bake
3. cube
4. mole
5. stone
6. mute
7. cave
8. bike

# Final Test

## Final Test



Listen and check the correct number.

ex.



① pose ② dice ③ ☒ vase

1



① ☒ mute ② tree ③ lake

2



① pole ② ☒ line ③ lane

3



① hope ② vote ③ ☒ late

4



① ☒ nose ② rice ③ dice

5



① rope ② gate ③ ☒ kite

92



Listen and check the correct number.

ex.



① ☐ ② ☐ ③ ☒

6



① ☒ ② ☐ ③ ☐

7



① ☒ ② ☐ ③ ☐

8



① ☐ ② ☐ ③ ☒

9



① ☐ ② ☒ ③ ☐

10



① ☐ ② ☐ ③ ☒

93

### Script

Track 64

ex)

1. pose 2. dice 3. vase

No. 1.

1. mute 2. tree 3. lake

No. 2.

1. pole 2. line 3. lane

No. 3.

1. hope 2. vote 3. late

No. 4.

1. nose 2. rice 3. dice

No. 5.

1. rope 2. gate 3. kite

### Script

Track 65

ex)

1. bake 2. vine 3. bike

No. 6.

1. tape 2. tube 3. pipe

No. 7.

1. cone 2. cane 3. case

No. 8.

1. rope 2. dome 3. rice

No. 9.

1. cute 2. cake 3. sheep

No. 10.

1. bone 2. tea 3. tune

Circle the picture with same ending sound.

ex. -ea ① ② ③

11 -ake ① ② ③

12 -une ① ② ③

13 -ice ① ② ③

Write the missing letters.

ex. tree

14 m\_\_\_\_\_

15 r\_\_\_\_\_

16 f\_\_\_\_\_

17 d\_\_\_\_\_

18 d\_\_\_\_\_

94

## Answer

14. eat  
15. ope  
16. ive  
17. ice  
18. ate

Listen and circle.

ex. ① ② ③

19 ① ② ③

20 ① ② ③

21 ① ② ③

Listen and check.

ex. ① ② ③

22 ① ② ③

23 ① ② ③

24 ① ② ③

95

## Script

Track 66  
ex) case, case  
No. 19. jeep, jeep  
No. 20. dive, dive  
No. 21. cube, cube

## Script

Track 67  
ex)  
1. cone 2. stone 3. bone  
No. 22.  
1. meat 2. read 3. beach  
No. 23.  
1. nose 2. pose 3. hose  
No. 24.  
1. bite 2. kite 3. bike

Track 68 Listen and circle the correct word.

- ex. bike bite hike
- 25 cape cane cave
- 26 bee sea sheep
- 27 dome hole home

Circle the correct ending sound.

- 28 -ive -ipe -ine
- 29 -ome -ole -ose
- 30 -ake -ave -ate
- 31 -ame -ane -age

96

Look and complete the word.

-ane -ole -une -ose -ea -ipe -age -ike

- ex. bike
- 32 s
- 33 c
- 34 d
- 35 w
- 36 h
- 37 p
- 38 p

97

## Script

Track 68  
ex) hike, hike  
No. 25. cape, cape  
No. 26. bee, bee  
No. 27. hole, hole

## Answer

32. ea  
33. ane  
34. une  
35. ipe  
36. ole  
37. ose  
38. age





Circle the ending letters and complete the word.

1



-age -ase

p

2



-ave -ake

c

3



-ave -age

w

4



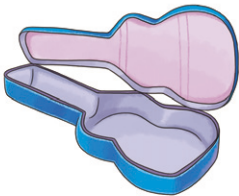
-ake -ase

v



Check the correct word.

1



- ☐ case  
☐ cake

2



- ☐ cage  
☐ cave

3



- ☐ lake  
☐ page

4



- ☐ vase  
☐ bake



Circle the ending letters and complete the word.

1



-ane -ame

|

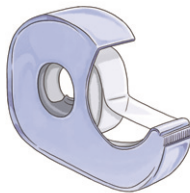
2



-ape -ate

d

3



-ane -ape

t

4



-ame -ate

n



Check the correct word.

1



- ☐ late  
☐ lake

2



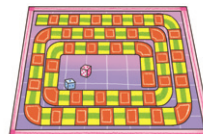
- ☐ case  
☐ cane

3



- ☐ wave  
☐ cape

4



- ☐ game  
☐ bake



Circle the ending letters and complete the word.

1



-ive -ite -ide

k

2



-ite -ike -ide

h

3



-ike -ive -ide

b

4



-ike -ive -ite

f



Check the correct word.

1



- ☐ ride
- ☐ five
- ☐ hike

2



- ☐ bite
- ☐ hike
- ☐ hide

3



- ☐ ride
- ☐ kite
- ☐ five

4



- ☐ bike
- ☐ hide
- ☐ dive



Circle the ending letters and complete the word.

1



-ine -ide -ipe

W

2



-ice -ipe -ine

r

3



-ive -ine -ite

|

4



-ike -ipe -ice

d



Check the correct word.

1



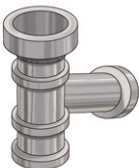
- ☐ nine  
☐ bite  
☐ vine

2



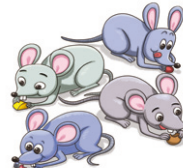
- ☐ pine  
☐ dive  
☐ line

3



- ☐ pipe  
☐ bike  
☐ dice

4



- ☐ wipe  
☐ mice  
☐ hide



Choose the ending letters and complete the word.

ose

ope

ote

1



v

2



r

3



h

4

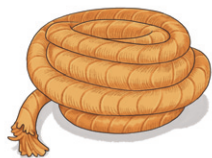


h



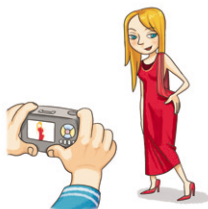
Write the missing letters.

1



r p

2



o e

3



o e

4



n s



Choose the ending letter and complete the word.

ome

ole

ose

ope

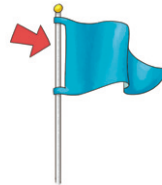
one

1



c

2



p

3



h

4



b



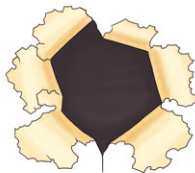
Write the missing letters.

1



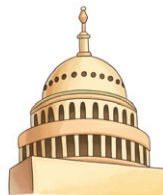
m

2



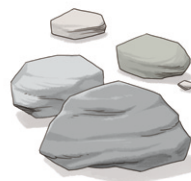
o e

3



d m

4



o e



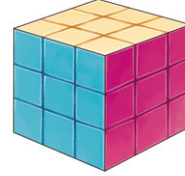
Write the ending letters to complete the word.

1



m

2



c

3



t

4



m



Look and write the correct word.

1



2



3



4



cute

dune

June

tube





Look at the picture and write the word.

1



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

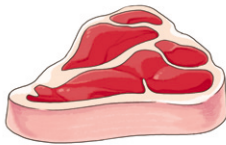


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Look and write the correct word.

1



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

tea

sleep

jeep

beach

bee

read

## Unit 1

- |          |        |        |
|----------|--------|--------|
| <b>A</b> | 1 age  | 2 ake  |
|          | 3 ave  | 4 ase  |
| <b>B</b> | 1 case | 2 cage |
|          | 3 lake | 4 bake |

## Unit 2

- |          |        |        |
|----------|--------|--------|
| <b>A</b> | 1 ane  | 2 ate  |
|          | 3 ape  | 4 ame  |
| <b>B</b> | 1 late | 2 cane |
|          | 3 cape | 4 game |

## Unit 3

- |          |        |        |
|----------|--------|--------|
| <b>A</b> | 1 ite  | 2 ide  |
|          | 3 ike  | 4 ive  |
| <b>B</b> | 1 hike | 2 bite |
|          | 3 ride | 4 dive |

## Unit 4

- |          |        |        |
|----------|--------|--------|
| <b>A</b> | 1 ipe  | 2 ice  |
|          | 3 ine  | 4 ice  |
| <b>B</b> | 1 vine | 2 pine |
|          | 3 pipe | 4 mice |

## Unit 5

- |          |               |               |
|----------|---------------|---------------|
| <b>A</b> | 1 ote         | 2 ose         |
|          | 3 ope         | 4 ose         |
| <b>B</b> | 1 <u>rope</u> | 2 <u>pose</u> |
|          | 3 <u>note</u> | 4 <u>nose</u> |

## Unit 6

- |          |               |                |
|----------|---------------|----------------|
| <b>A</b> | 1 one         | 2 ole          |
|          | 3 ome         | 4 one          |
| <b>B</b> | 1 <u>mole</u> | 2 <u>hole</u>  |
|          | 3 <u>dome</u> | 4 <u>stone</u> |

## Unit 7

- |          |        |        |
|----------|--------|--------|
| <b>A</b> | 1 ule  | 2 ube  |
|          | 3 une  | 4 ute  |
| <b>B</b> | 1 June | 2 cute |
|          | 3 tube | 4 dune |

## Unit 8

- |          |        |         |
|----------|--------|---------|
| <b>A</b> | 1 tree | 2 sleep |
|          | 3 meat | 4 sea   |
| <b>B</b> | 1 jeep | 2 read  |
|          | 3 tea  | 4 sheep |