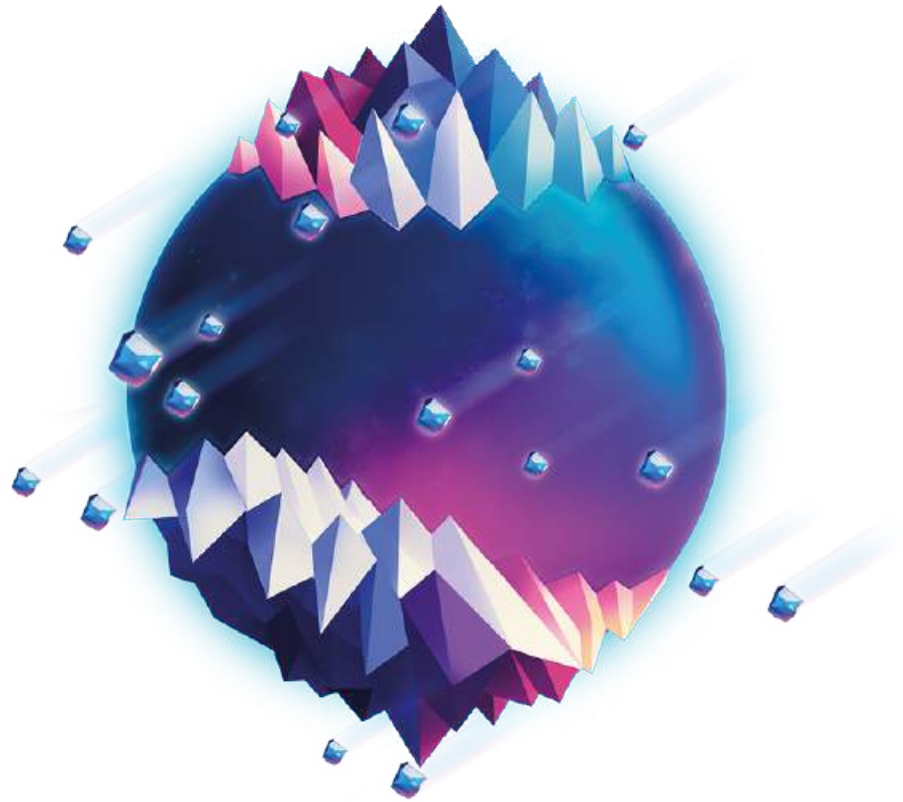


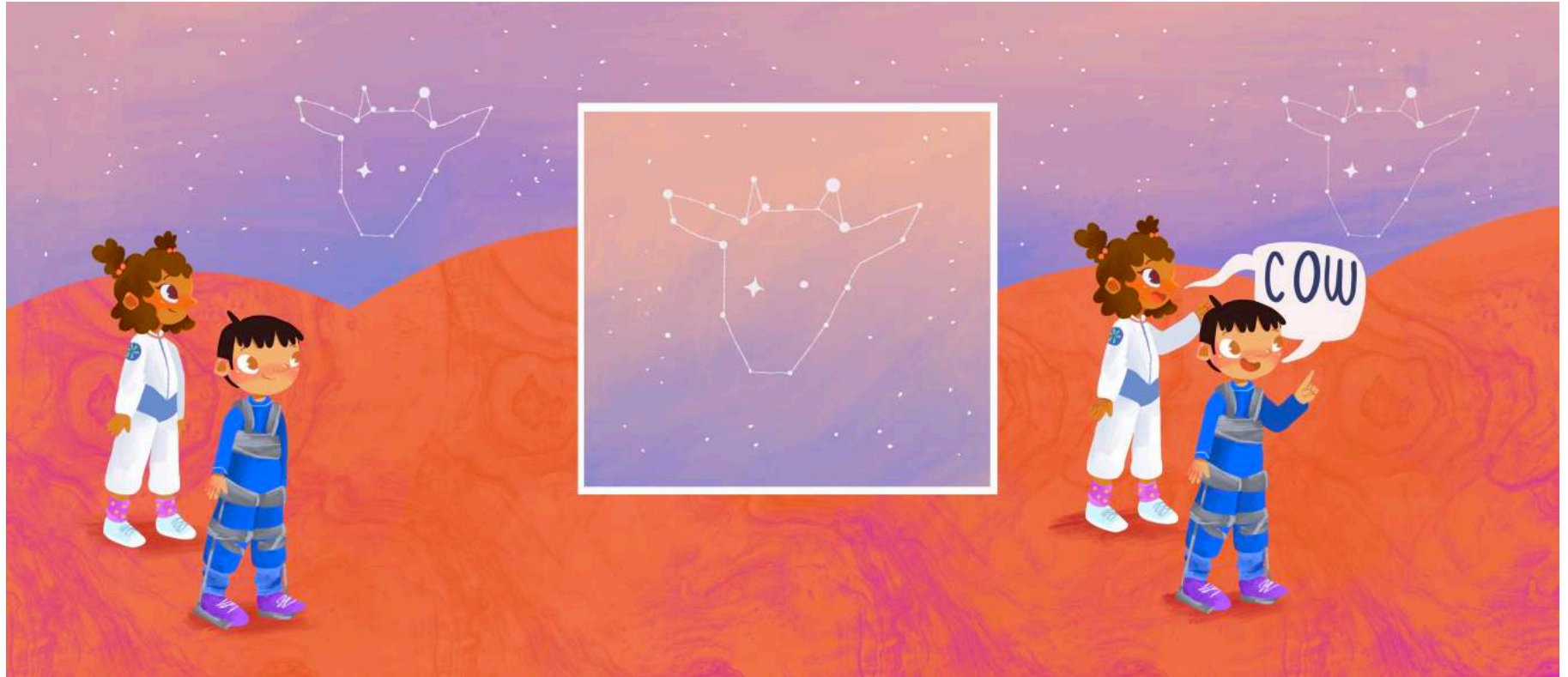
ASTRO Phonics



Richmond



MISSION
AR-OR-UR-OW



LESSON 40 /ar/

Materials

Large cards with the letters *a, r, ar, c, d, k, p, g, e, n*

Lesson 40 Introduction 🎧 (10 min.)

- Display the letters *a* and *r*, and elicit the sounds /æ/ and /r/.
- Then tell students they are going to learn a new sound.
- Display the letters *ar* together.
- Explain that when the *a* and *r* are next to each other in a word, they form one, different sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ar/, /ar/, /ar/.

Practice 🎧 (10 min.)

- Display the letters *ar* and demonstrate how to write them by tracing your finger over the shapes.
- Draw them in the air and elicit the sound /ar/.
- Then draw *a* in the air and elicit the sound /æ/.
- Invite a volunteer to draw one of the sounds (letters) in the air, and have other students say the sound.
- Form pairs. Have students take turns drawing letters in the air and saying the sounds.

Lesson 40 Presentation 🎧 (20 min.)

- Display the letters *ar* and say the sound /ar/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *car* and point to the letters *ar*.
- Then elicit other words with the /ar/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *ar*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 40 Activity 1 🎧 (20 min.)

- Display the letters *ar* and elicit the sound.
- Display the digital activity.
- Then point to and read the instructions aloud: *Listen and match.*
- Have students complete the digital activity individually.
- Display the letters *ar, c, d, k, p, g, e, n*, and elicit the sounds.
- Then restart the digital activity, turn over a card and play the audio.
- Invite volunteers to sound out the word and then use the letters to form the word.
- Repeat the steps for all the words.
- Tell students they will confirm the words in Activity 2.

Lesson 40 Activity 2 🎧 (15 min.)

- Display the letters *ar* and elicit the sound /ar/.
- Tell students they are going to see and hear some words with the sound /ar/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then have students do the digital activity again, in pairs or individually. Encourage them to repeat the words.

Lesson 40 Activity 3 🎧 (15 min.)

- Display the letters *ar* and *r*. Elicit the sounds /ar/ and /r/.
- Encourage students to recall words with the sounds.
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop.*
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have an /r/ or an /ar/ sound?* (Answer will depend on the first card displayed in the activity.)
- Point to the two sound categories and demonstrate how to tap on the card and place it in the correct category.
- Guide students to complete the digital activity as a group, or monitor them as they complete it in pairs or individually.

Lesson 40 Chant 🎧 (25 min.)

- Display the picture in the first section of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *ar* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ar/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ar/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ar/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *Start the car.*
- Have students point out the car in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ar/. (If students don't know a word, but they see *ar* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ar/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 41 /ɔr/

Materials

Large cards with the letters *ar*, *or*, *l*, and *r*

Lesson 41 Introduction 🎧 (15 min.)

- Display the letters *ar* and elicit the sound /ar/.
- Then tell students they are going to learn a new sound.
- Display the letters *or*.
- Invite volunteers to guess how the letters sound together. (Accept all answers. Students will confirm their guesses in a moment.)
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ɔr/, /ɔr/, /ɔr/.

Practice 🎧 (10 min.)

- Display the letters *or* and demonstrate how to write them by tracing your finger over the shapes.
- Draw them in the air and elicit the sound /ɔr/.
- Then display the letters *ar*, draw them in the air and elicit the sound /ar/.
- Invite a volunteer to model the activity with you. Have him or her say one of the sounds, and then you write it in the air.
- Form pairs. Have students take turns saying one of the sounds and drawing the letters for /ar/ or /ɔr/ in the air.

Lesson 41 Presentation 🎧 (15 min.)

- Display the letters *or* and say the sound /ɔr/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *horse* and point to the letters *or*.
- Then elicit other words with the /ɔr/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *or*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 41 Activity 1 🎧 (15 min.)

- Display the letters *ar*, *or*, *r*, and *l*.
- Point to the letters and elicit the sounds.
- Invite a volunteer to point out the letters for the sound /ɔr/.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite another volunteer to point out the letters for the sound /ɔr/. Continue the activity until everyone (who chooses to) has had the opportunity to find the letters.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Guide students to complete the digital activity.
- Then have students do the digital activity again, in pairs or individually.

Lesson 41 Activity 2 🎧 (15 min.)

- Display the letters *or* and elicit the sound /ɔr/.
- Then tell students they are going to see and hear some words with the sound /ɔr/.
- Display the digital activity and read the instructions aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *story*.
- Invite a volunteer to point out the letters *or* in the word.
- Invite other volunteers to find the letters *or* in the other words.
- Then have students do the digital activity individually. Encourage them to repeat the words.

Lesson 41 Activity 3 🎧 (15 min.)

- Display the letters *or* and elicit the sound /ɔr/.
- Encourage students to recall words with the sound /ɔr/.
- Then point to the activity instructions and read them aloud: *Listen, look and choose the words with or.*
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there an /ɔr/ in (the word for the picture)?*
- Play the audio for the other pictures, asking if there is an /ɔr/ sound in any of them. Select those that do.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the words.

Lesson 41 Chant 🎧 (25 min.)

- Display the picture in the first section of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *or* and elicit the sound /ɔr/.
- Explain that they are going to hear a chant with words that have the sound /ɔr/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /ɔr/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ɔr/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *I wrote a story this morning.*
- Have students point out the boy in the picture. Ask: *What time of day is it—morning, afternoon or evening? (Morning.)*
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ɔr/. (If students don't know a word, but they see *or* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ɔr/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 42 /ɜr/

Materials

Large cards with the letters *ar*, *or*, *ur*

Lesson 42 Introduction 🎧 (15 min.)

- Display the letters *ar* and *or* and elicit the sounds /ar/ and /ɔr/.
- Then tell students they are going to learn a new sound.
- Display the letters *ur*. Remind students that when some letters are next to each other, they create a different sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /ɜr/, /ɜr/, /ɜr/.

Practice 🎧 (10 min.)

- Display the letters *ur* and demonstrate how to write them by tracing your finger over the shapes.
- Invite volunteers to trace the letters.
- Form pairs. Have students take turns forming the letters by using their finger on their partner's palm. Encourage students to say the sound while they form the letters.
- Confirm students are forming the letters with their fingers and saying the /ɜr/ sound correctly.

Lesson 42 Presentation 🎧 (15 min.)

- Display the letters *ur* and say the sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *purple* and then point to the letters *ur*.
- Elicit other words with the /ɜr/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *ur*. (It's very possible that students will suggest words with the correct sound (/ɜr/) but a different spelling. Explain that some sounds have different spellings and /ɜr/ is one of them. Praise all students' efforts even if the suggestions are incorrect.)

Lesson 42 Activity 1 🎧 (15 min.)

- Display the cards with the letters *ar*, *or*, and *ur*.
- Invite volunteers to point to the letters and say the sounds /ar/, /ɔr/ and /ɜr/.
- Then have them point out the letters *ur* and say the sound.
- Point to one of the three cards and elicit the sound. Continue randomly pointing to different cards and eliciting the sounds, going faster and faster until students can't keep up.
- Then display the digital activity and read the instructions aloud: *Listen and order.*
- Guide students to complete the digital activity as a group, or do the first together and monitor students as they complete the others in pairs or individually.

Lesson 42 Activity 2 🎧 (15 min.)

- Display the letters *ur* and elicit the sound /ɜr/.
- Tell students they are going to see and hear some words with the sound /ɜr/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and say: *purple*.
- Invite a volunteer to point out the letters *ur* in the word.
- Invite other volunteers to find the letters *ur* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 42 Activity 3 🎧 (15 min.)

- Display the letters *ar*, *or* and *ur*, and elicit the sounds /ar/, /ɔr/, and /ɜr/.
- Encourage students to recall words with the different letters.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose the odd one out.*
- Guide students to complete the digital activity as a group.
- Then have students play a few more rounds of the activity in pairs or individually.

Lesson 42 Chant 🎧 (25 min.)

- Display the picture in the first section of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *ur* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ʒr/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ʒr/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /ʒr/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.
- Play the chant again, pausing after the first line: *I lost my purple purse.*
- Have students point out the girl and elicit what she's thinking about (*a purple purse*).
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /ʒr/. (If students don't know a word, but they see the *ur* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /ʒr/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 43 /aʊ/

Materials

Large cards with the letters *ow, o, w, ar, or, ur, oo, oa*

Lesson 43 Introduction 🎧 (10 min.)

- Display the letters *o* and *w*, and elicit the sounds /ɔ/ and /w/.
- Then tell students they are going to learn a new sound.
- Display the letters *ow* together. Remind students that two letters together often make a different sound.
- Then display the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the audio for the digital activity.
- Then point to the letters, say the sound, and have students repeat it.
- Encourage students to continue repeating the sound: /aʊ/, /aʊ/, /aʊ/.

Practice 🎧 (10 min.)

- Display the letters *ow* and demonstrate how to write them by tracing your finger over the shapes.
- Draw them in the air and elicit the sound /aʊ/.
- Then display the letters *or*, draw them in the air and elicit the sound /ɔr/.
- Invite a volunteer to choose one of the sounds and draw the letters in the air.
- Invite volunteers to say the sound.
- Form pairs. Have students take turns drawing the letters for /aʊ/ and /ɔr/ in the air and saying the sounds.

Lesson 43 Presentation 🎧 (15 min.)

- Display the letters *ow* and say the sound.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Play the digital presentation.
- Have students say the word *cow* and then point to the letters *ow*.
- Elicit other words with the /aʊ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *ow*. (It's possible that students will suggest words with the correct sound /aʊ/ but a different spelling. Explain that some sounds have different spellings and /aʊ/ is one of them. Praise all students' efforts even if the suggestions are incorrect.)

Lesson 43 Activity 1 🎧 (15 min.)

- Display the letters *ow, or, oo* and *oa*.
- Invite volunteers to point out the letters and say the sounds /aʊ/, /ɔr/, /ʊ/ and /oʊ/.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letters *ow*. Continue the activity until everyone (who chooses to) has had the opportunity to find the letters.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Guide students to complete the digital activity.
- Then have students do the digital activity again, in pairs or individually.

Lesson 43 Activity 2 🎧 (15 min.)

- Display the letters *ow* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /aʊ/.
- Point to the instructions in the digital activity and read them aloud: *Look and say. Then listen and check.*
- Guide students to complete the digital activity as a group.
- Then point to the first card in the activity and invite volunteers to sound out the word and say *cow*.
- Invite a volunteer to point out the letters *ow* in the word.
- Invite other volunteers to find the letters *ow* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 43 Activity 3 (20 min.)

- Display the letters *ow*, *or*, *ar*, and *ur*, and elicit the sounds.
- Encourage students to recall words with the different letter combinations.
- Then point to the instructions in the digital activity and read them aloud: *Listen and draw lines*.
- Point to the audio icons on the top row and elicit the sounds /k/, /n/, /d/, and /p/.
- Then direct students' attention to the second row with the other parts of the words and the pictures.
- Invite volunteers to sound out the letters.
- Play the audio for the first item in the top row. Point to the letter and elicit the sound and then the missing sounds (letters) of the word.
- Demonstrate how to draw a line connecting the letter in the top row to the rest of the word.
- Repeat the steps for the rest of the digital activity.
- Then have students play a few more rounds of the activity in pairs or individually. Encourage students to repeat the words when they connect the parts of the words.

Lesson 43 Chant (25 min.)

- Display the picture in the first section of the digital activity.
- Invite students to describe it. (Allow students to describe it in their first language. Repeat and reinforce anything they say in English.)
- Then display the letters *ow* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /aʊ/.
- Point to and say the activity instructions: *Look and listen*.
- Play the chant.
- Elicit any words with the /aʊ/ sound they heard. (It's OK if they can't identify any.)
- Tell students you are going to play the chant again. Explain that they should raise their hands any time they hear a word with the sound /aʊ/.
- Then display the second part of the digital activity.
- Point to the chant below the picture. Tell students they are going to listen and read.

- Play the chant again, pausing after the first line: *Wow, it's a brown cow*.
- Have students point out the cow in the picture.
- Repeat the first line of the chant. Point to each word in the line as you say it.
- Encourage students to repeat the line, pointing to the words as they say them.
- Then elicit the words with the sound /aʊ/. (If students don't know a word, but they see *ow* in it, have them point out the word and you can say it for them.)
- Continue playing and pausing the chant, line by line. Guide students to point out corresponding information in the picture as well as repeat the line, then point to and say the words with the sound /aʊ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



BLENDING 6

Materials

- Large cards with the letters *ar, or, ur, ow, d, k, n, th, r, t*
- Large cards with the words *dark, park, car, shorts, sheep, ship, town, cow, north, hurt, bath, rain*
- Small cards with the letters *ar, or, ur, ow, d, k, n, p, a, th, r, t, c, sh, s, ee, i, h, b, ai* (one set per student)

Blending 6 Activity 1 (20 min.)

- One by one, display the letters *ar, or, ur, ow, d, k, n, th, r, t*, and elicit the sounds.
- Then arrange the letters to form the word *down*.
- Point to each letter (or set of letters for *ow*) and elicit the sounds.
- Then guide students to blend the letters to say the word.
- Display the digital activity and read the instructions aloud: *Blend the sounds to read the words.*
- Guide students to complete the digital activity as a group.

Blending 6 Activity 2 (20 min.)

- Display the letters *ar, or, ur*, and *ow*, and elicit the sounds.
- Encourage students to recall words with the different sounds.
- Display the digital activity.
- Then point to and read the instructions aloud: *Read, listen and match.*
- Have students complete the digital activity individually.
- Then restart the digital activity and turn over a card.
- If it's an audio recording, have students sound it out and then say it. If it's a picture card with the word, have students sound it out and then blend the sounds to form the word.
- Hand out a set of small cards to each student.
- Have them use the small cards to form the words in the digital activity.
- Repeat the steps, turning over all of the cards in the digital activity and having students form the words with their small cards.

Practice (25 min.)

- Display the word *dark*.
- Point to each letter (or set of letters for the *ar*) and elicit the sounds.
- Then guide students to blend the letters to say the word *dark*.
- Tell students to use their sets of small cards (letters) to find the letters *d, ar*, and *k*, and arrange them in the correct order to form the word *dark*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *sheep*.
- Then display a few cards with words from the materials list.
- Have students create any of the words they choose. Encourage them to sound out the letters and then say the words.

Blending 6 Activity 3 (15 min.)

- Display the digital activity.
- Point to and read the instructions aloud: *Read and choose.*
- Invite volunteers to sound out and then say the first word.
- Then have them select the corresponding picture.
- Monitor students as they complete the rest of the digital activity individually.

Blending 6 Activity 4 (20 min.)

- Display the digital activity.
- Point to each word and invite volunteers to sound them out then blend the sounds to say the words.
- Then point to and read the instructions aloud: *Read and say.*
- Demonstrate how to record and replay the recordings.
- Then monitor students as they complete the activity individually.



TRICKY WORDS 4

Materials

- Large cards with the words *his, her, are, said, you, car, park, garden, dark, story, short, horse, north, purple, purse, burger, hurt, cow, brown, town, flower*
- Large cards with the letters *h, i, s, e, r, ar, ai, d, y, o, u, or, ur, ow*
- Sets of small cards *h, e, w, b, m, sh* (one set per pair of students)

Tricky Words 4 Introduction 🗣️ (20 min.)

- Display the letters *h, i, s, e, r, ar, ai, d, y, o, u* and elicit the sounds.
- Display the letter *s* and elicit the sound /s/.
- Explain that some letters are “tricky” and have more than one sound.
- Display the first part of the digital activity.
- Point to the instructions and read them aloud: *Look, listen and repeat.*
- Play the audio and encourage students to repeat the word *his*.
- Explain that this is a tricky word because the *s* doesn’t sound like /s/.
- Then tell students they are going to learn more words they will see a lot.
- Guide students through the rest of the sections of the activity.
- Have students do the digital activity again in pairs or individually.

Practice 🗣️ (15 min.)

- Display the cards with the words *his, her, are, said, and you*.
- Point to each word in turn and invite volunteers to say them.
- Form pairs. Hand a set of small cards to each.
- Have students take turns forming one of the words while their partners say them.

Tricky Words 4 Activity 1 🗣️ (15 min.)

- Display the words *his, her, are, said, and you*.
- Invite volunteers to say the words.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Play the audio and encourage students to repeat the word they hear.
- Then point to the two options and elicit the correct answer.
- Repeat the steps for the remaining sections of the digital activity.
- Then have students complete the activity again in pairs or individually.

Tricky Words 4 Activity 2 🗣️ (15 min.)

- Display the words *his, her, are, said, and you*, and elicit them.
- Display the digital activity.
- Then point to and read the instructions aloud: *Read and say.*
- Point to the words and have students say them.
- Then demonstrate how to record and replay the recordings.
- Then have students complete the activity individually.

Tricky Words 4 Activity 3 🗣️ (25 min.)

- Display the words *his, her, are, said, and you*, and elicit them.
- Display the digital activity.
- Then point to and read the instructions aloud: *Read and choose.*
- Invite volunteers to read the incomplete sentence and answer options.
- Have students read the sentence with both options: *Can you see the cow? / Can are see the cow?*
- Elicit the correct sentence and demonstrate how to tap on the word and then the space to insert it in the sentence or question.
- Invite other volunteers to read the completed sentence/question.
- Guide students to complete the rest of the activity.
- Then have students complete the activity again, in pairs or individually.

Mission 7 Review 1 🗣️ (15 min.)

- Display the letters *ar, or, ur, ow*, and elicit their sounds.
- Then point to each in turn and trace the shapes of the letters in the air.
- Invite a volunteer to draw a pair of letters in the air and have other students say the sound.
- Continue the activity until everyone (who wants to) has drawn letters in the air.

Mission 7 Review 2 🌐 (15 min.)

- Display some of the words students have learned in this mission: *car, park, garden, dark, story, short, horse, north, purple, purse, burger, hurt, cow, brown, town, flower.*
- Point to each word in turn and invite volunteers to sound the letters out and then blend and say the words.
- Have students create an action for each, such as turning a steering wheel for *car* and kicking a soccer ball for *park*.
- Practice the actions.
- Then point to a word, have students read it silently and do the corresponding action.
- Continue pointing to words, going faster and faster until students cannot keep up.
- If time allows, invite volunteers to take turns pointing at words while their classmates act them out.



PHONEME KEY

Phoneme	Grapheme	Sample word
/s/	s	<i>sun</i>
/t/	t	<i>top</i>
/p/	p	<i>pot</i>
/n/	n	<i>nine</i>
/m/	m	<i>map</i>
/d/	d	<i>dog</i>
/g/	g	<i>goat</i>
/k/	c	<i>cat</i>
/k/	k	<i>kite</i>
/k/	ck	<i>sock</i>
/r/	r	<i>red</i>
/h/	h	<i>hat</i>
/b/	b	<i>bus</i>
/f/	f	<i>fish</i>
/l/	l	<i>lamp</i>
/dʒ/	j	<i>jump</i>

Phoneme	Grapheme	Sample word
/v/	v	<i>van</i>
/w/	w	<i>wall</i>
/ks/	x	<i>box</i>
/j/	y	<i>yam</i>
/z/	z	<i>zoo</i>
/kw/	q	<i>question</i>
/tʃ/	ch	<i>chair</i>
/ʃ/	sh	<i>ship</i>
/θ/	th (voiceless)	<i>bath</i>
/ð/	th (voiced)	<i>feather</i>
/ŋ/	ng	<i>sing</i>
/ŋk/	nk	<i>Pink</i>
/æ/	a	<i>pan</i>
/ɪ/	i	<i>fish</i>
/ɔ/	o	<i>pot</i>
/ɛ/	e	<i>egg</i>

Phoneme	Grapheme	Sample word
/ʌ/	u	<i>ugly</i>
/eɪ/	ai	<i>train</i>
/i/	ee	<i>tree</i>
/aɪ/	igh	<i>night</i>
/oʊ/	oa	<i>boat</i>
/u/	oo	<i>food</i>
/ʊ/	oo	<i>book</i>
/ɑr/	ar	<i>car</i>
/ɔr/	or	<i>horse</i>
/ɜr/	ur	<i>purple</i>
/aʊ/	ow	<i>cow</i>
/ɔɪ/	oi	<i>point</i>
/ɪr/	ear	<i>hear</i>
/ɛr/	air	<i>hair</i>
/ɜr/	ir	<i>bird</i>
/ər/	er	<i>flower</i>

