

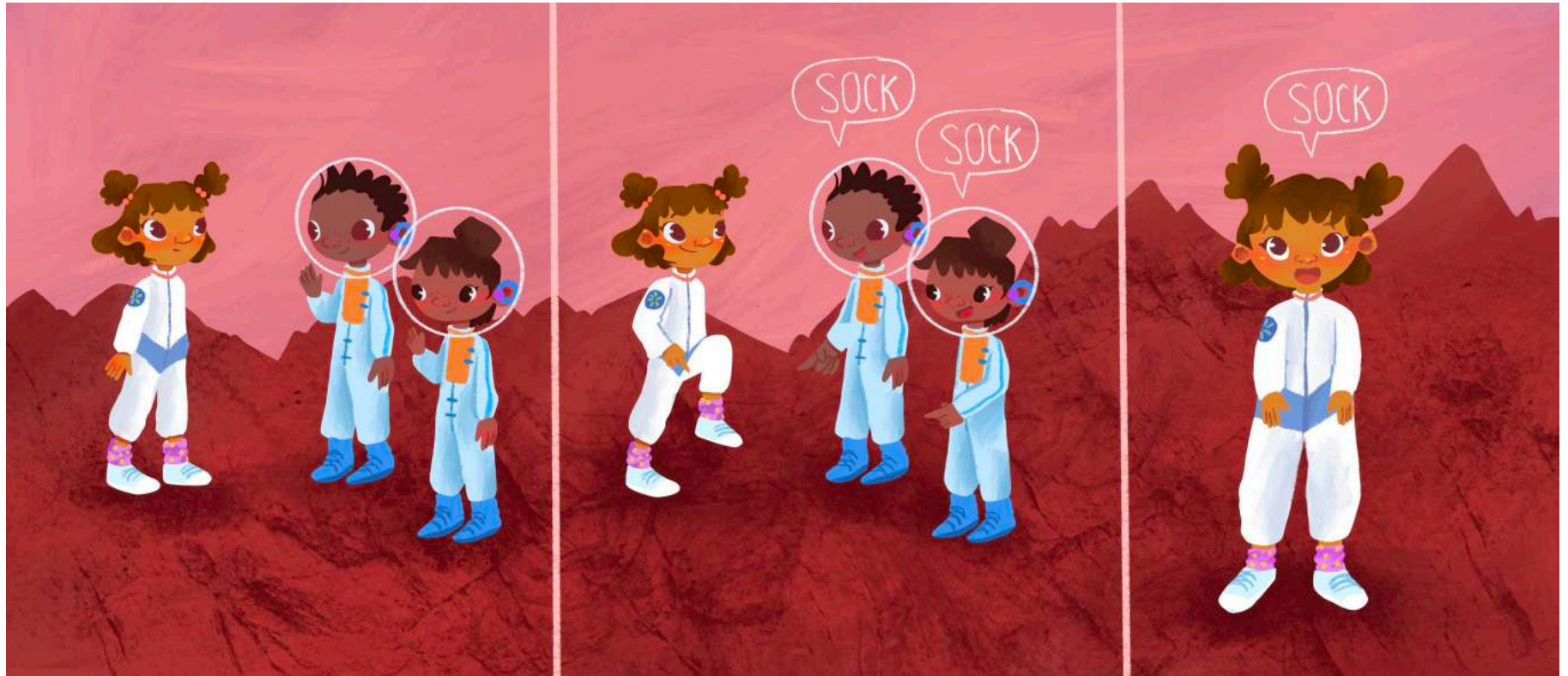
ASTRO Phonics



Richmond



MISSION
OI-EAR-AIR-IR-ER



LESSON 44 /ɔɪ/

Materials

Large cards with the letters *o*, *i*, *oi*, *or*, and *ow*

Large cards with the words *boil*, *town*, and *north*

Small cards with *o* and *i* (one per pair of students)

Lesson 44 Introduction 🎧 (10 min.)

- Display the letters *o* and *i*.
- Elicit the sounds /ɔ/ and /ɪ/.
- Explain that some letters, when put together, have a different sound.
- Display the letters *o* and *i* together.
- 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: /ɔɪ/, /ɔɪ/, /ɔɪ/.

Practice 🎧 (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with an *o* on it, while you hold the card with the letter *i*.
- Stand a few steps away from each other.
- Have the volunteer say the /ɔ/ sound, then you say the /ɪ/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /ɔ/ then /ɪ/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /ɔɪ/ sound together a few times.
- Form pairs. Hand out small cards with an *o* and an *i* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ɔɪ/ sound.
- If time allows, students can exchange cards or work in different pairs.

Lesson 44 Presentation 🎧 (20 min.)

- Display the letters *oi* and say the sound /ɔɪ/.
- 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 *boil* and point to the letters *oi*.
- Then elicit other words with the /ɔɪ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *oi*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 44 Activity 1 🎧 (15 min.)

- Display the words *boil*, *north*, and *town*.
- Invite volunteers to say the words and point out the letters forming the vowel sounds (*oi*, *or*, *ow*).
- Then point to the letters *oi*, *or*, and *ow* and elicit the sounds /ɔɪ/, /ɔɪ/, and /aʊ/.
- Display the digital activity.
- Point to each set of letters and elicit the sound.
- Then point to the activity instructions and read them aloud: *Listen and order.*
- Play the audio for the first section.
- Elicit the letters corresponding to the sounds and put them in the correct 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 44 Activity 2 🎧 (15 min.)

- Display the letters *oi* and elicit the sound /ɔɪ/.
- Tell students they are going to see and hear some words with the sound /ɔɪ/.
- 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 44 Activity 3 🎧 (15 min.)

- Display the letters *oi*, *or*, and *ow*, and elicit the sounds.
- Display the digital activity and read the instructions aloud: *Listen and choose the odd one out.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, in pairs or individually.

Lesson 44 Chant 🎧 (25 min.)

- Display the picture in the first part 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 *oi* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ɔɪ/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ɔɪ/ 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 /ɔɪ/.
- 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: *Can I join?*
- Have students point out the man and the boy in the picture.
- Confirm students understand what *join* means.
- 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 word with the sound /ɔɪ/. (If students don't know a word, but they see the *oi* 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 /ɔɪ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 45 /ɪr/

MATERIALS

Large cards with the letters *e*, *a*, *r*, *ear*, *ur*, *or*, and *ar*

Large cards with the words *ear*, *car*, *hurt*, and *north*

Small cards with *e*, *a*, and *r* (one set per trio of students)

Lesson 45 Introduction 🎧 (10 min.)

- Display the letters *e*, *a*, and *r*.
- Elicit the sounds /ɛ/, /æ/, and /r/.
- Explain that some letters, when put together, have a different sound.
- Display the letters *e*, *a*, and *r* together.
- 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: /ɪr/, /ɪr/, /ɪr/.

Practice 🎧 (15 min.)

- Invite two volunteers to model the activity with you.
- Give the volunteers cards—one with *e* and the other with the letter *r*, while you hold the card with the letter *a*.
- Stand a few steps away from each other.
- Have the volunteer with the *e* card say the /ɛ/ sound, then you say the /æ/ sound and the second volunteer with the *r* card says the /r/ sound.
- Have the volunteers take a step (or hop) toward you.
- Say the sounds again, first /ɛ/ then /æ/ and /r/. Then have them take another step (or hop) closer to you.
- Continue saying the sounds until you and the volunteers are standing next to each other.
- Then say the /ɪr/ sound together a few times.
- Form groups of three. Hand out small cards with an *e*, *a*, and an *r* to each trio of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ɪr/ sound.
- If time allows, students can exchange cards or work in different groups of three.

Lesson 45 Presentation 🎧 (20 min.)

- Display the letters *ear* 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 *ear* and point to the letters *ear*. Explain that in this case, the sound is also a word!
- Then elicit other words with the /ɪr/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *ear*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 45 Activity 1 🎧 (15 min.)

- Display the words *ear*, *car*, *hurt*, and *north*.
- Invite volunteers to say the words and point out the letters forming the vowel sounds (*ear*, *ar*, *ur*, *or*).
- Then point to the letters *ear*, *ar*, *ur*, and *or*, and elicit the sounds /ɪr/, /ar/, /ɜr/, and /ɔr/.
- Display the digital activity.
- Point to each set of letters and elicit the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Play the audio at the top of the activity and elicit the corresponding letters. If necessary, play the sounds for each set of letters so students can hear them before choosing one.
- Then guide students to complete the rest of the digital activity as a group or individually.

Lesson 45 Activity 2 🎧 (15 min.)

- Display the letters *ear* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /ɪr/.
- 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 45 Activity 3 🎧 (15 min.)

- Display the letters *ear*, *or*, and *ar*, and elicit the sounds.
- Display the digital activity and read the instructions aloud: *Listen and choose the odd one out.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, in pairs or individually.

Lesson 45 Chant 🎧 (25 min.)

- Display the picture in the first part 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 *ear* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ɪr/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /ɪr/ 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 /ɪr/.
- 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: *Hello, dear, can you hear.*
- Have students point out the boy 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 /ɪr/. (If students don't know a word, but they see the *ear* 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 /ɪr/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 46 /ɛr/

Materials

Large cards with the letters *a, i, r, air, ear, ur, ar, and or*

Large cards with the words *hair, ear, hurt, car, and north*

Small cards with *a, i, and r* (one set per trio of students)

Lesson 46 Introduction 🎧 (10 min.)

- Display the letters *a, i, and r*.
- Elicit the sounds /æ/, /ɪ/, and /r/.
- Explain that some letters, when put together, have a different sound.
- Display the letters *a, i, and r* together.
- 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: /ɛr/, /ɛr/, /ɛr/.

Practice 🎧 (15 min.)

- Invite two volunteers to model the activity with you.
- Give the volunteers cards—one with *a* and the other with the letter *r*, while you hold the card with the letter *i*.
- Stand a few steps away from each other.
- Have the volunteer with the *a* card say the /æ/ sound, then you say the /ɪ/ sound and the second volunteer with the *r* card says the /r/ sound.
- Have the volunteers take a step (or hop) toward you.
- Say the sounds again, first /æ/ then /ɪ/ and /r/. Then have them take another step (or hop) closer to you.
- Continue saying the sounds until you and the volunteers are standing next to each other.
- Then say the /ɛr/ sound together a few times.
- Form groups of three. Hand out small cards with an *a, i, and an r* to each trio of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ɛr/ sound.
- If time allows, students can exchange cards or work in different groups of three.

Lesson 46 Presentation 🎧 (15 min.)

- Display the letters *air* 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 *hair* and then point to the letters *air*.
- Elicit other words with the /ɛr/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *air*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 46 Activity 1 🎧 (20 min.)

- Display the words *hair, ear, hurt, car, and north*.
- Invite volunteers to say the words and point out the letters forming the vowel sounds (*air, ear, ur, ar, or*).
- Then point to the letters *air, ear, ur, ar, and or*, and elicit the sounds /ɛr/, /ɪr/, /ɜr/, /ar/, and /or/.
- Display the digital activity.
- Point to each set of letters and elicit the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Play the audio and elicit the corresponding letters.
- Then guide students to complete the rest of the digital activity as a group or individually.

Lesson 46 Activity 2 🎧 (15 min.)

- Display the letters *air* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /ɛr/.
- 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 46 Activity 3 🎧 (15 min.)

- Display the letters *air* and elicit the sound.
- Encourage students to recall words with the sound /ɛr/.
- Then point to the activity instructions and read them aloud: *Listen, look and choose the words with air.*
- Play the audio for the first picture and have students repeat the word.
- Ask: *Is there an /ɛr/ in (the word for the picture)?*
- Play the audio for the other pictures, asking if there is an /ɛr/ 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 46 Chant 🎧 (25 min.)

- Display the picture in the first part 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 *air* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /ɛr/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /ɛr/ 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 /ɛr/.
- 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: *Mom has a pair of scissors.*
- Have students point out the girl, the woman (mom) and ask what the woman has in her hands 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 word with the sound /ɛr/. (If students don't know a word, but they see the *air* 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 /ɛr/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 47 /ɜr/

Materials

Large cards with the letters *i*, *r*, *ir*, and *ur*

Large cards with the words *bird*, *hair*, *ear*, and *north*

Small cards with *i*, and *r* (one set per pair of students)

Lesson 47 Introduction 🗣️ (10 min.)

- Display the letters *ur*, and elicit the sound /ɜr/.
- Tell students they are going to learn a new sound.
- Display the letters *ur* and *ir* and explain that they have the same 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 🗣️ (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with an *i* on it, while you hold the card with the letter *r*.
- Stand a few steps away from each other.
- Have the volunteer say the /ɪ/ sound, then you say the /r/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /ɪ/ then /r/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /ɜr/ sound together a few times.
- Form pairs. Hand out small cards with an *i* and an *r* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ɜr/ sound.
- If time allows, students can exchange cards or work in different pairs.

Lesson 47 Presentation 🗣️ (20 min.)

- Display the letters *ir* and say the sound /ɜr/.
- 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 *bird* and then point to the letters *ir*.
- 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 *ir*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 47 Activity 1 🗣️ (15 min.)

- Display the words *bird*, *hair*, *ear*, and *north*.
- Invite volunteers to say the words and point out the letters forming the vowel sounds (*ir*, *air*, *ear*, *or*).
- Then point to the letters *ir*, *air*, *ear*, and *or*, and elicit the sounds /ɜr/, /ɛr/, /ɪr/, and /ɔr/.
- Display the digital activity.
- Point to each set of letters and elicit the sound.
- Then point to the activity instructions and read them aloud: *Listen and choose.*
- Play the audio and elicit the corresponding letters.
- Then guide students to complete the rest of the digital activity as a group or individually.

Lesson 47 Activity 2 🗣️ (15 min.)

- Display the letters *ir* 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 invite volunteers to sound out the word.
- Invite a volunteer to point out the letters *ir* in the word.
- Invite other volunteers to find the letters *ir* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

Lesson 47 Activity 3 🎧 (15 min.)

- Display the letters *ir* and elicit the sound /ɜr/.
- Display the digital activity and read the instructions aloud: *Listen and draw lines.*
- Play the audio for the first item.
- Elicit the word.
- Point to the first item (letter) in the top row and elicit the sound.
- Then elicit the sounds (and letters) that are missing.
- Demonstrate how to link the parts of the words.
- Guide students to complete the rest of the digital activity.
- Then have students do the activity again, in pairs or individually.

Lesson 47 Chant (25 min.)

- Display the picture in the first part 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 *ir* and elicit the sound /ɜr/.
- Explain that they are going to hear a chant with words that have the sound /ɜr/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /ɜr/ 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 /ɜr/.
- 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: *It's the first day of school.*
- 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 word with the sound /ɜr/. (Note: There aren't any in this line.)
- 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 /ɜr/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



LESSON 48 /ər/

Materials

- Large cards with the letters *e*, *r*, *er*, *ir*, and *ur*
- Large cards with the words *b_g*, *lett*, *flow*, *sist*, *socc*, *g_l*, *sh_t*, *sk_t*, *b_d*, *p_ple*, *p_se*, *h_t*
- Small cards with *e* and *r* (one per pair of students)
- Small cards with *er*, *ir*, *ur* (one set per pair of students)
- Small cards with the words *b_g*, *lett*, *flow*, *sist*, *socc*, *g_l*, *sh_t*, *sk_t*, *b_d*, *p_ple*, *p_se*, *h_t* (one set per pair of students)

Lesson 48 Introduction 🗣️ (15 min.)

- Display the letters *e* and *r*.
- Elicit the sounds /ɛ/ and /r/.
- Explain that some letters, when put together, the sound changes.
- Display the letters *e* and *r* together.
- 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/.
- Elicit other spellings for the sound /ɜr/ (*ur*, *ir*).

Practice 🗣️ (15 min.)

- Invite a volunteer to model the activity with you.
- Give the volunteer the card with an *e* on it, while you hold the card with the letter *r*.
- Stand a few steps away from each other.
- Have the volunteer say the /ɛ/ sound, then you say the /r/ sound.
- Take a step (or hop) toward each other.
- Say the sounds again, first /ɛ/ then /r/. Then take another step (or hop) closer to each other.
- Continue saying the sounds until you and the volunteer are standing next to each other.
- Then say the /ɜr/ sound together a few times.
- Form pairs. Hand out small cards with an *e* and an *r* to each pair of students.
- Have students do the activity—saying the sounds on their cards and hopping toward each other, and then saying the /ɜr/ sound.
- If time allows, students can exchange cards or work in different pairs.

Lesson 48 Presentation 🗣️ (15 min.)

- Display the letters *er* and say the sound /ɜr/.
- 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 *sister* and point to the letters *er* at the end of the word.
- Then 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 *er*. (Praise all students' efforts even if the suggestions are incorrect.)

Lesson 48 Activity 1 🗣️ (15 min.)

- Display the letters *er* and say the sound /ɜr/.
- Point to the instructions in the digital activity and read them aloud: *Look, listen and repeat.*
- Have students listen and repeat the words.
- Return to the first section of the activity.
- Point to the first word and invite a volunteer to spell it out and then blend the sounds to say the word.
- Have students notice that *burger* has two different spellings for the /ɜr/ sound in it.
- Continue guiding students to sound out, blend the sounds, and say the words.

Lesson 48 Chant 🎧 (25 min.)

- Display the picture in the first part 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 *er* and elicit the sound /ɜr/.
- Explain that they are going to hear a chant with words that have the sound /ɜr/.
- Point to and read the activity instructions aloud: *Look and listen*.
- Play the chant.
- Elicit any words with the /ɜr/ 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 /ɜr/.
- 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: *Harper the beaver*.
- Have students point out the beavers and elicit what they're doing 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 /ɜr/. (If students don't know a word, but they see the *er* 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 /ɜr/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.

Lesson 48 Review /ɜr/ 🎧 (30 min.)

- Display the letters *er*, *ir*, and *ur*.
- Invite volunteers to say the sound.
- Confirm students understand that the three spelling variations have the same sound /ɜr/.
- Display the card *left*__.
- Invite a volunteer to sound out the letters and say the word.
- Point to the three sets of letters and elicit which spelling completes the word.
- Place the letters *er* in the space.
- Then repeat the steps for the rest of the words.
- If time allows, form pairs, hand out the small cards and have students work together to complete words.



BLENDING 7

Materials

Large cards with the letters *ar, d, k, or, ur, ow, ear, air, ir, oi*

Small cards with the letters *oi, l, b, j, n, ea, y, r, air, h, ch, p, f, ow, er, s, s, t, t, e, i*
(one set per pair of students)

Large cards with some of the words from this list: *oil, boil, join, ear, year, near, hair, chair, pair, flower, sister, letter*

Blending 7 Activity 1 🗣️ (20 min.)

- One by one, display the letters *ar, d, k*, and elicit the sounds.
- Then arrange the letters to form the word *dark*.
- Invite volunteers to sound out the letters and then blend them to say the word *dark*.
- Display the letters *or, ur*, and *ow*, and elicit the sounds.
- Then display the digital activity.
- Point to the instructions and read them aloud: *Blend the sounds to read the words.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, in pairs or individually.

Blending 7 Activity 2 🗣️ (20 min.)

- Display the letters *ear, air, ir*, and *oi*, and elicit the sounds.
- Then display the digital activity.
- 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 a word, have students sound it out and then say it. If it's a picture card with audio, have students repeat the word.
- Repeat the steps for the other cards.

Practice 🗣️ (30 min.)

- Display the word *boil*.
- Point to each letter (or pair of letters for *oi*) and elicit the sounds.
- Then guide students to blend the letters to say the word *boil*.
- Form pairs and hand out the small sets of cards with letters.

- Tell students to find the letters *j, oi*, and *n*, and arrange them in the correct order to form the word *join*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *year*.
- Then display the 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 7 Activity 3 🗣️ (20 min.)

- Display the digital activity.
- Then point to and read the instructions aloud: *Read and choose.*
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, individually or in pairs.

Blending 7 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 5

Materials

- Large cards with the words *was, all, they, and my, point, oil, join, boil, ear, year, near, hear, hair, chair, pair, fair, girl, shirt, skirt, bird, burger, flower, letter, sister, soccer*
- Large cards with the letters *a, e, s, ll, m, th, w, y, oi, ear, ir, and er*
- Sets of small cards *a, e, s, ll, m, th, w, y* (one set per pair of students)

Tricky Words 5 Introduction 🗣️ (20 min.)

- Display the letters *a, e, s, ll, m, th, w, y* and elicit the sounds. (Remind students that *th* has two possible sounds.)
- 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 *was*.
- Explain that this is a tricky word because the *a* and *s* don’t have /æ/ and /s/ sounds.
- 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.
- Display the cards with the words *was, all, they, and my*.
- Point to and say each word.
- Have students complete the digital activity again as a group or individually.

Practice 🗣️ (15 min.)

- Display the cards with the words *was, all, they, and my*.
- 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 5 Activity 1 🗣️ (15 min.)

- Display the words *was, all, they, and my*.
- 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 words. (If necessary, play the audio for each word option again.)
- Have students point out 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 5 Activity 2 🗣️ (15 min.)

- Display the words *was, all, they, and my*, 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 5 Activity 3 🗣️ (20 min.)

- Display the words *was, all, they, and my*, 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: *I can pick up all my things. / I can pick up they my things.*
- Elicit the correct sentence and demonstrate how to tap on the word and then the space to insert it in the sentence.
- Invite other volunteers to read the completed sentence.
- Guide students to complete the rest of the activity.
- Then have students complete the activity again, in pairs or individually.

Mission Review 1 🕒 (15 min.)

- Display the letters *oi*, *ear*, *ir*, and *er*, and elicit their sounds.
- Then point to each set of letters in turn and trace the shape of the letters in the air.
- Invite a volunteer to draw a pair of (or set of three) 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 Review 2 🕒 (20 min.)

- Display some of the words students have learned in this mission: *point*, *oil*, *join*, *boil*, *ear*, *year*, *near*, *hear*, *hair*, *chair*, *pair*, *fair*, *girl*, *shirt*, *skirt*, *bird*, *burger*, *flower*, *letter*, *sister*, *soccer*.
- Point to each word in turn and invite volunteers to sound the letters out and then blend and say the words.
- Have students choose a few words and create an action for each, such as point to their hair, pretending to sit in a chair, and flapping their arms like wings.
- 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.

