

# ASTRO Phonics



Richmond





MISSION

**AI-EE-IGH-OA-OO-OO**



## LESSON 34 /eɪ/

### Materials

Large cards with the letters *a*, *e*, *i*, *o*, *u* and *ai*

### Lesson 34 Introduction 🎧 (10 min.)

- Display the letters *a* and *i*, and elicit the sounds /æ/ and /ɪ/.
- Then tell students they are going to learn a new sound.
- Display the letters *ai* together.
- Explain that when the *a* and *i* 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: /eɪ/, /eɪ/, /eɪ/.

### Practice 🎧 (10 min.)

- Display the letters *ai* and demonstrate how to write them by tracing your finger over the shapes.
- Draw them in the air and elicit the sound /eɪ/.
- Then draw *i* in the air and elicit the sound /ɪ/.
- 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 34 Presentation 🎧 (20 min.)

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

### Lesson 34 Activity 1 🎧 (20 min.)

- Display the letters *a*, *e*, *i*, *o*, *u*, and *ai*.
- Invite volunteers to point to the letters and say the sounds /æ/, /ɛ/, /ɪ/, /ɔ/, /ʌ/, and /eɪ/.
- Then display the digital activity and read the instructions aloud: *Listen and choose.*
- Point to each letter (or letters) and elicit the sounds.
- Then play the audio and elicit the letter(s) for the sound. (If necessary, play the audio again.)
- Guide students to complete the digital activity as a group.
- Then have students do the activity again, in pairs or individually.

### Lesson 34 Activity 2 🎧 (15 min.)

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

- Display the letters *ai* and elicit the sound /eɪ/.
- Encourage students to recall words with the letters *ai* together.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group.
- Then have students do a few more rounds of the activity in pairs or individually.

### Lesson 34 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 *ai* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /eɪ/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /eɪ/ 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 /eɪ/.
- 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 paint trains that come in the mail.*
- Have students point out the trains and mail(box) 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 /eɪ/. (If students don't know a word, but they see *ai* 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 /eɪ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## LESSON 35 /i/

### Materials

Large cards with the letters *a, e, i, o, u, ai* and *ee*

### Lesson 35 Introduction 🎧 (15 min.)

- Display the letters *a, e, i, o, u* and elicit the sounds /æ/, /ɛ/, /ɪ/, /ɔ/, and /ʌ/.
- Then display the letters *ai* and elicit the sound /eɪ/.
- Remind students that when two vowels are next to each other in a word, as in *ai*, the sound is different.
- Then tell students they are going to learn a new sound.
- Display the letters *ee*.
- 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: /i/, /i/, /i/.

### Practice 🎧 (10 min.)

- Display the letters *ee* and demonstrate how to write them by tracing your finger over the shapes.
- Draw them in the air and elicit the sound /i/.
- Then display the letters *ai*, draw them in the air and elicit the sound /eɪ/.
- 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 *ee* and *ai* in the air and saying the sounds /i/ and /eɪ/.

### Lesson 35 Presentation 🎧 (15 min.)

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

### Lesson 35 Activity 1 🎧 (15 min.)

- Display the letters *a, e, i, ai*, and *ee*.
- Point to the letters and elicit the sounds.
- Invite a volunteer to point out the letters for the sound /eɪ/.
- 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 /i/. 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 35 Activity 2 🎧 (15 min.)

- Display the letters *ee* and elicit the sound /i/.
- Tell students they are going to see and hear some words with the sound /i/.
- 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: *sheep*.
- Invite a volunteer to point out the letters *ee* in the word.
- Invite other volunteers to find the letters *ee* in the other words.
- Then have students do the digital activity individually. Encourage them to repeat the words.

### Lesson 35 Activity 3 🎧 (15 min.)

- Display the letters *ee* and elicit the sound /i/.
- Encourage students to recall words with the letters *ee*.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group.
- Then have students complete a few more rounds of the activity in pairs or individually.

#### Lesson 35 Activity 4 🎧 (10 min.)

- Display the digital activity.
- Point to each word and invite volunteers to sound them out and 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.

#### Lesson 35 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 ee and elicit the sound /i/.
- Explain that they are going to hear a chant with words that have the sound /i/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /i/ 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 /i/.
- 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: *There's a sheep under the tree.*
- Have students point out the sheep and tree 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 /i/. (If students don't know a word, but they see ee 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 /i/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.





## LESSON 36 /aɪ/

### Materials

Large cards with the letters *ai*, *ee*, *igh*

### Lesson 36 Introduction 🎧 (15 min.)

- Display the letters *ai* and *ee* and elicit the sounds /eɪ/ and /i/.
- Then tell students they are going to learn a new sound.
- Display the letters *igh*. 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: /aɪ/, /aɪ/, /aɪ/.

### Practice 🎧 (10 min.)

- Display the letters *igh* 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 /aɪ/ sound correctly.

### Lesson 36 Presentation 🎧 (15 min.)

- Display the letters *igh* 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 *light* and then point to the letters *igh*.
- Elicit other words with the /aɪ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *igh*. (It's very possible that students will suggest words with the correct sound (/aɪ/) but a different spelling. Explain that some sounds have different spellings and /aɪ/ is one of them. Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 36 Activity 1 🎧 (15 min.)

- Display the cards with the letters *ai*, *ee*, and *igh*.
- Invite volunteers to point out the *ai* and *ee* and say the sounds.
- Then have them point out the letters *igh* 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 36 Activity 2 🎧 (15 min.)

- Display the letters *igh* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /aɪ/.
- 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: *night*.
- Invite a volunteer to point out the letters *igh* in the word.
- Invite other volunteers to find the letters *igh* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

### Lesson 36 Activity 3 🎧 (15 min.)

- Display the letters *igh* and elicit the sound /aɪ/.
- Encourage students to recall words with the letters *igh*.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose.*
- Guide students to complete the digital activity as a group.
- Then have students complete a few more rounds of the activity in pairs or individually.



#### Lesson 36 Activity 4 🎧 (10 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.

#### Lesson 36 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 *igh* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /aɪ/.
- Point to the activity instructions and read them aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /aɪ/ 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 /aɪ/.
- 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: *Look at me! I'm up high.*
- Have students point out the girl and elicit where she is in the picture (*up high*).
- 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 /aɪ/. (If students don't know a word, but they see the *igh* 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 /aɪ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## LESSON 37 /oʊ/

### Materials

Large cards with the letters *ai*, *ee*, *igh*, *oa*

### Lesson 37 Introduction 🗣️ (10 min.)

- Display the letters *ai*, *ee*, and *igh* and elicit the sounds /eɪ/, /i/ and /aɪ/.
- Then tell students they are going to learn a new sound.
- Display the letters *oa*.
- 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: /oʊ/, /oʊ/, /oʊ/.

### Practice 🗣️ (10 min.)

- Display the letters *oa* and demonstrate how to write them by tracing your finger over the shapes.
- Draw them in the air and elicit the sound /oʊ/.
- Then display the letters *ee*, draw them in the air and elicit the sound /i/.
- 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 /i/ and /oʊ/ in the air and saying the sounds.

### Lesson 37 Presentation 🗣️ (15 min.)

- Display the letters *oa* 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 *boat* and then point to the letters *oa*.
- Elicit other words with the /oʊ/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *oa*. (It's very possible that students will suggest words with the correct sound /oʊ/ but a different spelling. Explain that some sounds have different spellings and /oʊ/ is one of them. Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 37 Activity 1 🗣️ (15 min.)

- Display the letters *ai*, *ee*, *igh*, and *oa*.
- Invite volunteers to point out the letters and say the sounds.
- Tell students to cover their eyes while you change the order of the letters displayed.
- Invite different volunteers to point out the letters *oa*. 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, look and color.*
- Guide students to complete the digital activity.
- Invite volunteers to point out other letter combinations that make the sounds /eɪ/, /i/ and /aɪ/.
- Then have students do the digital activity again. Encourage them to repeat the /oʊ/ sound when they find and color the letters.

### Lesson 37 Activity 2 🗣️ (15 min.)

- Display the letters *oa* and elicit the sound.
- Tell students they are going to see and hear some words with the sound /oʊ/.
- 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 *boat*.
- Invite a volunteer to point out the letters *oa* in the word.
- Invite other volunteers to find the letters *oa* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

### Lesson 37 Activity 3 🎧 (20 min.)

- Display the letters *oa* and elicit the sound.
- Encourage students to recall words with the letters *oa*.
- Then point to the instructions in the digital activity and read them aloud: *Listen and order*.
- Point to the picture in the first section and then the three tiles that contain a letter or set of letters.
- Elicit the sounds for each tile.
- Then play the audio.
- Guide students to put the tiles in the correct order to form the word they hear.
- Repeat the steps for the other parts of the digital activity.
- Then have students complete the activity again in pairs or individually. Encourage students to repeat the words when they form them.

### Lesson 37 Activity 4 🎧 (10 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.

### Lesson 37 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 *oa* and elicit the sound.
- Explain that they are going to hear a chant with words that have the sound /*oʊ*/.
- Point to and say the activity instructions: *Look and listen*.
- Play the chant.
- Elicit any words with the /*oʊ*/ 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 /*oʊ*/.
- 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: *There's an oak in the road*.
- 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 /*oʊ*/ . (If students don't know a word, but they see *oa* 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 /*oʊ*/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.





## LESSON 38 /u/

### Materials

Large cards with the letters *ai, ee, igh, oa, oo*

### Lesson 38 Introduction 🕒 (15 min.)

- Display the letters *ai, ee, igh, oa* and elicit the sounds /eɪ/, /i/, /aɪ/ and /oʊ/.
- Encourage students to recall any words with these sounds.
- Then tell students they are going to learn a new sound.
- Display the letters *oo*.
- 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: /u/, /u/, /u/.

### Practice 🕒 (10 min.)

- Display the letters *oo* and demonstrate how to write them by tracing your finger over the shapes.
- Invite volunteers to trace the letter.
- 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 /u/ sound correctly.

### Lesson 38 Presentation 🕒 (15 min.)

- Display the letters *oo* and say the sound /u/.
- 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 *zoo* and point to the letters *oo* in the word.
- Then elicit other words with the /u/ sound. (The words can be in English or in the students' first language.)
- Write or display any correct suggestions and underline the letters *oo*. (It's very possible that students will suggest words with the correct sound /u/ but a different spelling. Explain that some sounds have different spellings and /u/ is one of them. Praise all students' efforts even if the suggestions are incorrect.)

### Lesson 38 Activity 1 (15 min.)

- Display the cards with the letters *ai, ee, igh, oa* and *oo*.
- Invite volunteers to point to the letters and say the sounds.
- Point to one of the four 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.
- Then have students do it again, in pairs or individually.

### Lesson 38 Activity 2 🕒 (15 min.)

- Display the letters *oo* and elicit the sound /u/.
- Tell students they are going to see and hear some words with the sound /u/.
- 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: *food*.
- Invite a volunteer to point out the letters *oo* in the word.
- Invite other volunteers to find the letters *oo* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

### Lesson 38 Activity 3 🕒 (15 min.)

- Display the letters *ai, ee, igh* and *oo* and elicit the sounds /eɪ/, /i/, /aɪ/ and /u/.
- Encourage students to recall words with the different sounds.
- Then point to the instructions in the digital activity and read them aloud: *Listen and choose.*
- 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 38 Activity 4 🎧 (10 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.

#### Lesson 38 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 oo and elicit the sound /u/.
- Explain that they are going to hear a chant with words that have the sound /u/.
- Point to and read the activity instructions aloud: *Look and listen.*
- Play the chant.
- Elicit any words with the /u/ 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 /u/.
- 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: *We're going to the zoo.*
- Have students point out the zoo 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 /u/. (If students don't know a word, but they see oo 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 /u/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## LESSON 39 /ʊ/

### Materials

Large cards with the letters *ai*, *ee*, *igh*, *oa*, and *oo*

### Lesson 39 Introduction 🎧 (10 min.)

- Display the letters *oo* and elicit the sound /u/.
- Then tell students they are going to learn a new sound.
- Explain that the letters *oo* have two sounds.
- 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: /ʊ/, /ʊ/, /ʊ/.

### Practice 🎧 (10 min.)

- Display the letters *oo* and *ee*.
- Trace your fingers over the shapes and elicit the sounds. (For *oo*, elicit the new sound for this lesson—*oo* as in *book*.)
- Have students practice writing the letters *oo* in their palms.
- Invite a volunteer to model the next part with you. With the volunteer's back to the rest of the students, draw *oo* on his or her back and elicit the sound /ʊ/ (*oo* as in *book*), first from the volunteer and then from the other students. Then draw *ee* and elicit the sound. Demonstrate a few more times, randomly drawing *oo* or *ee*.
- Form pairs. Have students take turns drawing and guessing the letters and saying the sounds.

### Lesson 39 Presentation 🎧 (20 min.)

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

### Lesson 39 Activity 1 🎧 (15 min.)

- Display the cards with the letters *ai*, *ee*, *igh*, *oa* and *oo*.
- Invite volunteers to point to the letters and say the sounds /eɪ/, /aɪ/, /oʊ/ and /ʊ/.
- Point to one of the four 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.
- Then have students do it again, in pairs or individually.

### Lesson 39 Activity 2 🎧 (15 min.)

- Display the letters *oo* and elicit the sound /ʊ/.
- Tell students they are going to see and hear some words with the sound /ʊ/.
- 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: *book*.
- Invite a volunteer to point out the letters *oo* in the word.
- Invite other volunteers to find the letters *oo* in the other words.
- Then have students do the digital activity again. Encourage them to repeat the words.

### Lesson 39 Activity 3 🎧 (15 min.)

- Display the letters *oo*. Elicit the two possible sounds /u/ and /ʊ/.
- Encourage students to recall words with the two sounds.
- Then point to the instructions in the digital activity and read them aloud: *Look and listen. Tap and drop.*
- Point to the two sound categories. Explain that "short *oo*" refers to the /ʊ/ sound and that "long *oo*" refers to words with the /u/ sound. (If it helps with the explanation, say "book" quickly and lengthen the "oo" sound in *zoo*.)
- Play the audio for the first card in the digital activity. Ask: *Does (the word for the picture) have an /u/ or an /ʊ/ sound?* (Answer will depend on the first card displayed in the activity.)
- Demonstrate how to tap on a card and place it in the correct category.
- Guide students to complete the digital activity as a group.



#### Lesson 39 Activity 4 🎧 (10 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.

#### Lesson 39 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 oo and elicit the sound /ʊ/.
- Explain that they are going to hear a chant with words that have the sound /ʊ/.
- Point to and say the activity instructions: *Look and listen.*
- Play the chant.
- Elicit any words with the /ʊ/ 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 /ʊ/.
- 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: *Look at the cook.*
- Have students point out the book and the cook 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 /ʊ/. (If students don't know a word, but they see oo 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 /ʊ/.
- Play the chant completely a few more times. Encourage students to say and point to words in the chant.



## BLENDING 5

### Materials

- Large cards with the letters *ai, ee, igh, oa, oo, f, b, t, m, l, sh, p, r, c, w, d*
- Large cards with the letters of the alphabet
- Large cards with the words *mail, boat, coat, sheep, light, room, wood, feet*
- Small cards with *ai, ee, igh, oa, oo, f, t, m, l, sh, p, r, c, w, d, b* (one set per student)

### Blending 5 Activity 1 (20 min.)

- One by one, display the letters *ai, ee, igh, f, t, m, l, sh, p*, and elicit the sounds.
- Then arrange the letters to form the word *feet*.
- Point to each letter (or set of letters for *ee*) and elicit the sounds.
- Then guide students to blend the letters to say the word.
- Repeat the steps for the word *mail*.
- Then 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 5 Activity 2 (20 min.)

- One by one, display the letters *oa, oo, igh, b, t, r, m, c*, and elicit the sounds. (You may need to remind students that *oo* has two possible sounds.)
- Then arrange the letters to form the word *boat*.
- Point to each letter (or set of letters for *oa*) and elicit the sounds.
- Then guide students to blend the letters to say the word.
- Repeat the steps for the word *room*.
- Then 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 5 Activity 3 (25 min.)

- Display the letters *ai, ee, igh, oa, oo* and elicit the sounds. If necessary, remind students that *oo* has two possible sounds.
- Encourage students to recall words with the different sounds.
- Display the digital activity.
- Then point to and read the instructions aloud: *Look, 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.
- 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 (20 min.)

- Display the word *mail*.
- Point to each letter (or set of letters for *ai*) and elicit the sounds.
- Then guide students to blend the letters to say the word *mail*.
- Hand out the small sets of cards with letters.
- Tell students to find the letters *m, ai*, and *l*, and arrange them in the correct order to form the word *mail*. Encourage students to say the sounds and then the word as they form it.
- Repeat the steps for another word, such as *wood*.
- 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 5 Activity 4 (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 5 Activity 5 (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.

# 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>

