

OXFORD

Get Set, **GO!**

PHONICS

Teacher's Guide **1**



Authors

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Dr Susan Russak

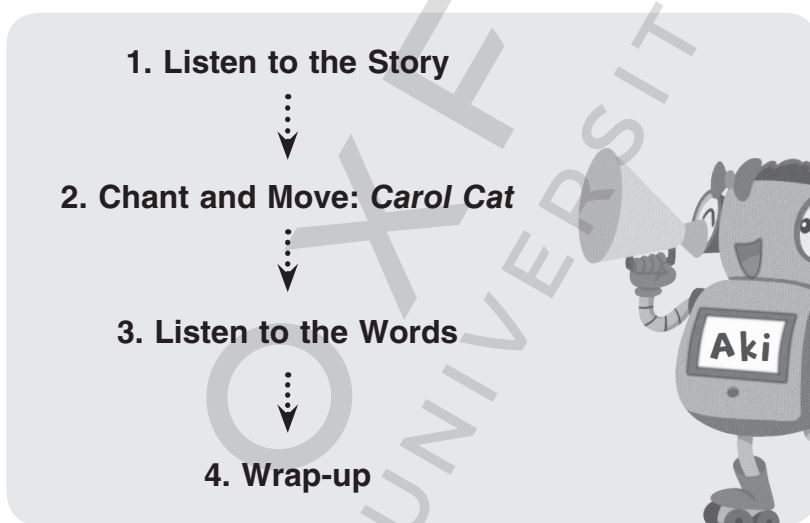
Dr Richard KS Wong



Learning outcomes	<p>The children are able to...</p> <ul style="list-style-type: none"> say the target words 'Carol', 'cat' and 'cut'; count the syllables in the target words; understand that the beginning sound of the target words is /c/; identify the letter sound /c/; say the letter c; and match the letter name to the letter sound.
Language items	<p>Letter sound /c/ Carol, cat, cut</p>
Values and attitudes	<p>Try hard</p>

★ **Materials:**

- Word Cards K1 ③–⑥
- Sound Cards 'b', 'c'
- Chant and Song Poster B1 ③
- E-book 1
- Teacher's Resource DVD-ROM (Story Card, the picture of Aki, additional chant audio)
- Oxford Reading Pen



Revision – Letter Sound /b/

- Show the Word Card 'bee'. Ask *What animal is this?* to elicit *bee*.
- Show the picture of Aki. Say *Aki says...* to elicit /b/, /b/, *bee*.
- Show the Word Card 'bake'. Ask *What can Bobby Bee do? Bobby Bee can...* Use the picture of Aki to say /b/, /b/, *bake*. *Bobby Bee can bake*.
- Tell the children that the words *bee* and *bake* have the same beginning sound. Ask *What is the beginning sound?* to elicit /b/.
- Show the children the Sound Card 'b'. Ask *What letter is this?* to elicit *b*.
- Ask *When Aki sees this letter, what does she say?* to elicit /b/. Say *The letter b makes the sound /b/.*

- Word Cards K1 ③–④
- Sound Card 'b'
- The picture of Aki
- Oxford Reading Pen

1. Listen to the Story

- Show the Word Card 'cat' [with the word covered]. Say *We are going to meet a new friend today. She is a cat. Her name is Carol. We call her Carol Cat. Let's say hi to Carol Cat. 'Hi, Carol Cat.'*
- Show the children the E-book/Story Card and tell the story.

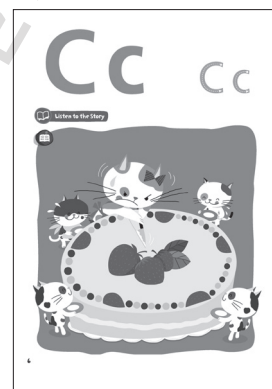
- Word Card K1 5
- E-book 1/Story Card
- Oxford Reading Pen



Carol Cat [point to the big cat] is cutting [point to the knife] a cake [point to the cake]. Say it after me 'cut a cake'. [elicit *Cut a cake.*] Why does Carol Cat cut the cake? Because she wants to share the big cake with her friends [point to the other cats].

The cake is very big. So Carol Cat cuts and cuts and cuts... Let's cut the cake with Carol Cat. [Pretend that your hand is a knife. Guide the children to do the cutting action.] Do you think Carol Cat is tired? Yes. She is very tired.

Carol Cat wants to take a break. Let's ask Carol Cat to take a break. 'Carol Cat, take a break!'



Audio script (Oxford Reading Pen/E-book)

Carol Cat is cutting a cake. She cuts and cuts and cuts. (Other cats say,) 'Yeah! Hooray!' Carol Cat is tired. She wants to take a break. (A cat says,) 'Carol Cat, take a break!' (Carol Cat says,) 'Phew!'

[point to the relevant parts in the picture when playing the audio]

- Recap the story with the children.

[point to the big cat] What animal is this? [elicit *A cat/Carol Cat.*]

[point to the big cat] What is her name? [elicit *Carol Cat/Carol.*]

What is Carol Cat doing? Is she baking or cutting? She is... [elicit *cutting./cutting a cake.*]

What is Carol Cat cutting? She is... [elicit *cutting a cake.*]

How does Carol Cat feel? Is she tired? [elicit *Yes.*]

- Finish the story. Say *Carol Cat needs to take a break. Let's say bye-bye to Carol Cat. 'Bye-bye, Carol Cat.'*

2. Chant and Move

- Show the children the E-book/Chant and Song Poster. Demonstrate the chant and invite the children to chant with you. Chant it a few times.

- Chant and Song Poster B1 3
- E-book 1
- Oxford Reading Pen



Use actions to demonstrate the syllables (purple dots under the chant lyrics). Draw the children's attention to the syllables as you chant.

- Use actions to help the children understand the concept of syllables, and help them understand the rhythm of spoken English. Draw the children's attention to the target words. Say *Children, when I say the word 'cat', I clap once. [clap once] When I say the word 'cut', I also clap once. [clap once] Let's say these two words and clap again.*

Cat. [clap once] Follow me. Cat. [clap once]

Cut. [clap once] Follow me. Cut. [clap once]

- Ask *How about the word 'Carol'? How many times should we clap? [elicit Two.] [actions are acceptable too]*
- Demonstrate the chant with actions. Say *This time I am going to clap my hands when I chant.*
- Invite the children to chant and clap along.

- Word Cards K1 5-6
- Sound Card 'c'
- The picture of Aki
- Oxford Reading Pen

3. Listen to the Words

- Show the Word Cards [with the words covered]. Invite the children to say the words with you. *Cat. Cut.*
- Show the picture of Aki. Say *This is Aki. Let's listen to what Aki says.*
/c/, /c/, cat. /c/, /c/, cut.
- Invite the children to say the words like Aki does.
- Say *Children, these two words have the same beginning sound. They both begin with the letter sound /c/. /c/, /c/, cat; /c/, /c/, cut.*
- Say *Children, let's play a game. I will say a few words. Then you say each word like Aki says it.*

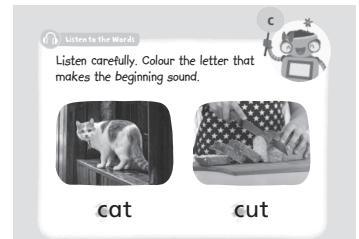
cat [elicit /c/, /c/, cat.]

cut [elicit /c/, /c/, cut.]

bee [elicit /b/, /b/, bee.]

Cat and cut begin with the same letter sound. /c/, /c/, cat; /c/, /c/, cut. Cat and cut begin with the letter sound /c/. What about cut and bee? Do they begin with the same letter sound? [elicit No.]

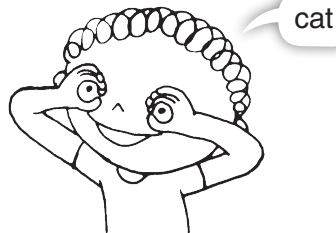
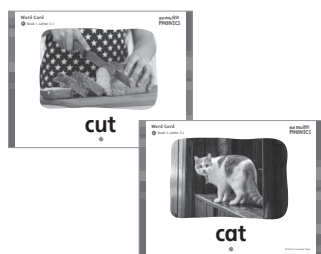
- Show the Word Cards [with the words clearly seen]. Ask *Can you hold up your magic binoculars? Now look at the words under the pictures. [point to the word 'cat' and then to 'cut'] What is the same about the two words? The two words begin with the same letter: the letter c. 'c' is the first letter in 'cat', and 'c' is also the first letter in 'cut'. [point to the letter c on the Word Cards]*



Instead of showing the Word Cards [with the words covered], either

- click on the in the E-book, or
- hide the words using the Magic Cover in the Pupil's Book.

Other possible options:
Carol, bake, cat
alligator, Carol, cut
For more able children, you can add more words, e.g. cake, car, cup.



- Do sky-writing/letter tracing on the Sound Card. Say *The letter c makes the sound /c/. /c/, /c/, /c/.*
- Guide the children to finish the activity on p.7.

4. Wrap-up

- Say the chant twice. The first time, chant it without actions.
- The second time, chant it with actions. You can chant at different paces or using different voices (e.g. a cat's voice).

Optional Activity (1) – Another Chant

- Introduce another version of the chant to the children.

Carol Cat

Cut, cut,

Cut a cake.

'Carol Cat, take a break!'

- Recycle the different chant activities with the children. For example, count syllables using actions, find words with the beginning letter sound /c/.

Optional Activity (2) – Spot the Beginning Sound

- Stick the Sound Cards on two walls of the classroom. Put Sound Card 'b' on one wall and Sound Card 'c' on the other wall.
- Show the Word Cards [with the words covered] one at a time. Say the words with the children, e.g. */c/, /c/, cat.*
- Guide the children to touch the correct wall and point to the correct Sound Card when they see a Word Card, e.g. when the children see the 'cat' picture, they need to touch the wall with the Sound Card 'c' and point to the Sound Card 'c'.
- Make sure each child has a go.

- Word Cards K1 3–6
- Sound Cards 'b', 'c'

Instead of showing the Word Cards, ask the children to remove the Magic Cover and examine the words.

(optional) Introduce the capital letter 'C' to the children. Do sky-writing/letter tracing in the Pupil's Book.



Play the audio of the additional chant in the Teacher's Resource DVD-ROM. Guide the children to chant and clap along.

Pronunciation Point to Note

Ask the children to place their hand in front of their mouth when they say the letter sound /c/ so they can feel the puff of air.



Learning Record

Name: _____

Class: _____

Date: _____

C c

Language items:

- Letter sound /c/
- Carol, cat, cut

	Ratings				Remarks
	★★★★	★★★	★★	★	
Listening					
• able to count the syllables in the target words					
• able to clap along with words of different syllable lengths					
• able to understand that certain words have the same beginning sound /c/					
• able to recognize the letter sound /c/					
Speaking					
• able to answer questions about the story using the target words					
• able to chant along					
• able to say the target words with the beginning sound /c/					
• able to say the letter sound /c/					
Early Reading					
• able to recognize the letter c					
• able to recognize that the letter c is the beginning letter in 'Carol', 'cat' and 'cut'					
Pre-writing					
• able to copy the action of sky-writing the letter c					

Comments:

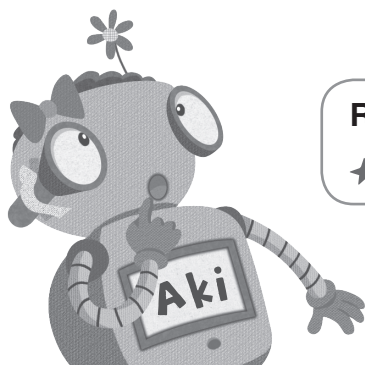
Ratings

★★★★ always

★★★ often

★★ sometimes

★ rarely



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PHONICS

Teacher's Guide

3



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Learning outcomes	The children are able to... <ul style="list-style-type: none"> • say the target words 'cat', 'fat', 'hat' and 'rat'; • identify the rhyme /at/ in the target words; • identify the onsets /c/, /f/, /h/ and /r/ in the target words; and • blend the onsets and rhymes to form the target words.
Language items	Rhyme: /at/ Onsets: /c/, /f/, /h/, /r/ Words: cat, fat, hat, rat
Values and attitudes	Be brave

★ Materials:

- Word Cards K2 ①–④
- Sound Cards 'c', 'f', 'h', 'r', 'at'
- Chant and Song Poster B3 ①
- E-book 3
- Teacher's Resource DVD-ROM (Story Cards, the picture of Aki)
- Oxford Reading Pen
- A cat puppet
- Four play mats

1. Listen to the Story



2. Chant and Move: A Cat and a Rat



3. Listen to the Words



4. Spot the Rhyme



5. Blend the Sounds



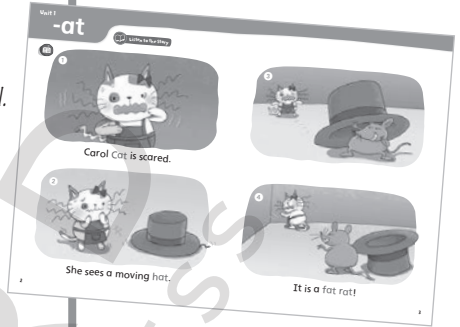
6. Wrap-up



1. Listen to the Story

- Put the cat puppet behind you and make the sound *Miaow, miaow*. Ask the children *What animal makes this sound?*
- Show the cat puppet. Say *It is Carol Cat. Let's say together, 'Hello, Carol Cat. How are you?'*
- Let the cat puppet say *Miaow, miaow, I am scared.*
- Ask *Can you guess why Carol Cat is scared? Now I am going to tell you a story about Carol Cat. We will find out why she is scared.*
- Show the children the E-book/Story Cards and tell the story.

- E-book 3/Story Cards
- Oxford Reading Pen
- A cat puppet



[Picture 1]

Narrator: Carol Cat is scared.

Teacher: [point to Carol Cat] Look at Carol Cat. She does not look very well. She is scared.

[pretend to look scared] Can we all pretend to be scared?

[Picture 2]

Narrator: She sees a moving hat.

Teacher: [point to the hat] This is strange. Can a hat move? Would you feel scared if you saw a moving hat?

Narrator: Look! There is something under the hat.

Teacher: [point to the tail] Look at this. It looks like a tail. Is there an animal under the hat?

Narrator: What is that?

[Picture 3]

Teacher: [point to the rat] The hat lifts up. What is under the hat? It is a rat. The rat makes the hat move. But Carol Cat does not know that. Carol Cat does not see the rat.

Teacher: [point to Carol Cat] Look at Carol Cat. How does she feel? She feels very scared.

[Picture 4]

Teacher: [point to the rat] The rat comes out from the hat. Look at the rat. Is the rat thin or fat?

Narrator: It is a fat rat!

Teacher: [point to Carol Cat] Does Carol Cat like the fat rat? No, Carol Cat is very, very scared.

Narrator: Carol Cat does not like rats.

Audio script (Oxford Reading Pen/E-book)

Carol Cat is scared. She sees a moving hat. Look! There is something under the hat. What is that? It is a fat rat! Carol Cat does not like rats.



• Recap the story with the children.

What animal is Carol? [elicit A cat.]

Carol Cat sees something move. What is moving? [elicit A hat.]

What is under the hat? [elicit A rat.]

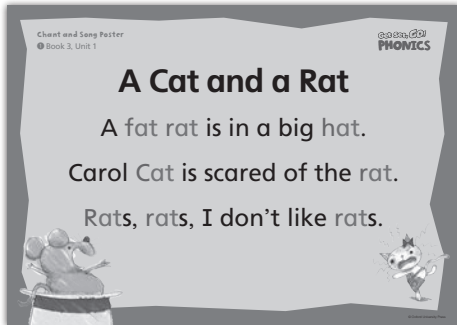
Is the rat thin or fat? The rat is... [elicit fat.]

What (animal) is Carol Cat scared of? [elicit Rats.]

(Optional: Are you scared of rats? Are you scared of any other animals? What do you do when you are scared?)

2. Chant and Move

- Show the children the E-book/Chant and Song Poster. Ask the children to listen carefully. Point to the pictures as you say the chant slowly.

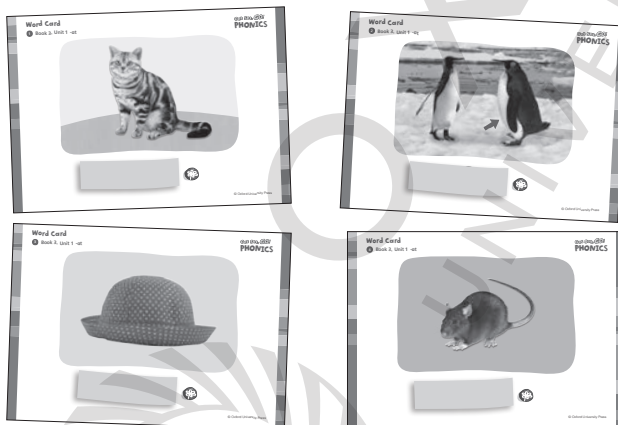


- Chant and Song Poster B3 ①
- E-book 3
- Oxford Reading Pen

Once the children are familiar with the chant, point to the lyrics syllable by syllable as you chant. This helps reinforce their syllable awareness.


- Say the rhyming words 'fat', 'rat', 'hat' and 'cat' one by one. Invite the children to repeat them after you.
- Say the chant with actions. Say *When you hear the words 'fat', 'rat', 'hat' and 'cat', put your hands over your mouth and pretend you are scared.*
- Invite the children to say the chant together with you. Say *When you say 'fat', 'rat', 'hat' and 'cat', put your hands over your mouth and pretend you are scared.*

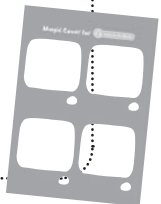
3. Listen to the Words



- Word Cards K2 ①–④
- The picture of Aki
- Oxford Reading Pen

Instead of showing the Word Cards [with the words covered], either

1. click on the  in the E-book, or
2. hide the words using the Magic Cover in the Pupil's Book.



- Stick the Word Cards [with the words covered] on the board. Invite the children to say the words with you. Say *cat, fat, hat, rat.*
- Put the Word Cards around the room. Say the words at random. Ask the children to point to the cards that represent the words.
- Show the picture of Aki. Say *Let's listen to what Aki says.* Point to the picture of the word 'cat' and say *cat, /c/-/at/, cat.* Invite the children to say the word like Aki does. Repeat the same steps for all the other words.
- Say *Children, the ends of these words sound the same. They all end with the rhyme /at/.*

4. Spot the Rhyme

- Show the children the Word Cards [with the words covered] and ask them to name the pictures.
- Show the picture of Aki. Point to a Word Card, e.g. 'cat'. Say *How does Aki say this word? Cat, /c/-/at/, cat.*
- Say *Let's play a game. I will say two words. If the words rhyme, show me a happy face. If the words do not rhyme, show me a sad face.*
- Say *cat, hat.* The children should show you a happy face. Say *You are right. 'Cat' and 'hat' have the same rhyme /at/.*

- Word Cards K2 1-4
- Sound Card 'at'
- The picture of Aki
- Oxford Reading Pen



Other possible options:
rat, dog rat, cat
hat, fat fat, rat
cat, cup

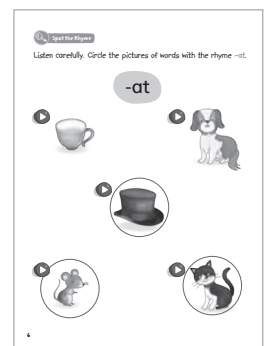
If the children have difficulties detecting the rhyming words, speak like Aki does to give them a hint.

- Say *Children, let's play another game. This time I will say three words. When you hear a word with the rhyme /at/, put your hands over your mouth and pretend you are scared.*
- Say *cat, dog, rat.* The children should put their hands over their mouth and pretend they are scared when they hear 'cat' and 'rat'.

Other possible options:
fat, cup, hat
mop, rat, fat
cat, fox, hat
rat, zip, fat
 For more able children, you can add more -at words, e.g. bat, mat.



- Stick the Sound Card 'at' on the board. Say *This time when you hear a word with the rhyme /at/, point to the Sound Card 'at'.*
- Guide the children to finish the activity on p.6.



5. Blend the Sounds

- Show the children the Word Cards [with the words covered]. Ask them to name the pictures.
- Show the picture of Aki. Guide the children to say the words like Aki does, e.g. *cat, /c/-/at/, cat.*
- Say *These words all end with the rhyme /at/, but they have different onsets.*
- Tell the children the onset and the rhyme of each word, e.g. *The onset of 'cat' is /c/ and the rhyme is /at/. Together they make the word 'cat'.* Do the same for all the other words.
- Say *I'm going to say an onset and a rhyme. I want you to put them together to make a word. Look and listen.*
- Use your fists to represent the two sounds and do the blending action as you say /c/ (showing one fist) -/at/ (showing the other fist).
- Start slowly and move your fists together closer and quicker. Prompt the children to follow your action and say the onset /c/ and the rhyme /at/ quicker and quicker to make the word 'cat'.

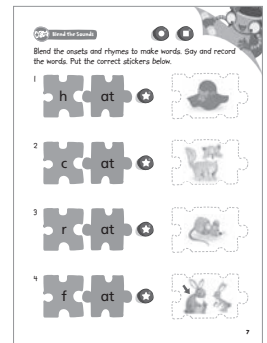


- Change the onset and repeat the steps for all the other words.
- Stick the Sound Cards 'c' and 'at' on the board. Point to the Sound Card 'c' and say /c/. Point to the Sound Card 'at' and say /at/.
- Push the Sound Cards close together, and ask the children to blend the sounds to make the word.
- Guide the children to finish the activity on p.7.

- Word Cards K2 ①–④
- Sound Cards 'c', 'f', 'h', 'r', 'at'
- The picture of Aki
- Oxford Reading Pen

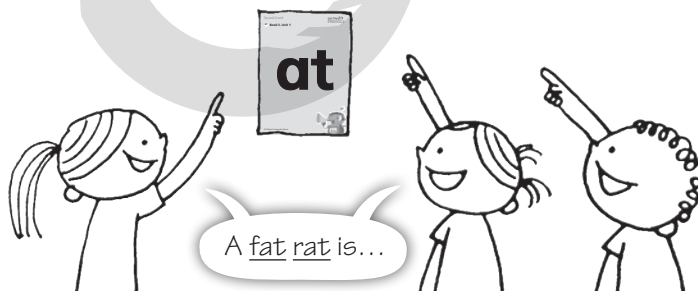
If the children have difficulties remembering the onsets, do Optional Activity (2).

Be aware of the direction you show your fists to the children. Make sure that from the children's perspective your fist movement aligns with the reading direction of English texts, i.e. from left to right.



6. Wrap-up

- Stick the Chant and Song Poster and Sound Card 'at' on the board.
- Ask the children to say the chant together. Say *When you say a word with the rhyme /at/, point to the Sound Card 'at'.*



- Repeat the activity by showing different onset Sound Cards to revise the onsets.

- Chant and Song Poster B3 ①
- Sound Cards 'c', 'f', 'h', 'r', 'at'
- Oxford Reading Pen

Optional Activity (1) — Say a Rhyming Word

- Word Cards K2 ①–④

- Stick the Word Cards [with the words covered] on the board with the pictures facing inwards. Ask the children to come to the board one by one and turn over one of the cards.
- Ask each child to say the word, e.g. *fat*. Ask *Can you say a word that rhymes with 'fat'?* to elicit *cat*, *hat* or *rat*, etc.
- Make sure each child has a chance to say a rhyming word.

Optional Activity (2) — Which Is the Correct Onset?

- Sound Cards 'c', 'f', 'h', 'r'
- Four play mats

- Put four play mats on the floor separately.
- Show the children the Sound Cards one by one and say, e.g. */cl, /cl, /cl*. *'c' makes the sound /cl*. Ask the children to repeat after you.
- Put a Sound Card on each play mat. Invite eight children to play the game each time.
- Say a word that contains one of the four onsets, e.g. *cat*, at random. Ask the children to walk to the mat with the correct Sound Card on it and touch the card. You can include the words introduced in Books 1-2, e.g. *Carol, cat, cut, Felix, fish, fly, Helen, hide, hippo, rabbit, Rita, run*.
- When the children answer correctly, repeat the word and emphasize its onset, e.g. */cl, /cl, cat*. Ask the children to repeat after you.
- Make sure each child has a chance to play the game.

Pronunciation Point to Note

There is a big difference between how /at/ and /ad/ are pronounced. When you produce the sound /ad/, you can feel a vibration if you put your fingers on your throat. In contrast, when you produce the sound /at/, you do not feel a vibration. This is because /d/ is a voiced sound while /t/ is a voiceless sound.

Note that in both the /at/ and /ad/ sounds, the /a/ sound is pronounced in the same way. The jaw movement is up and down, and the final mouth shape is wide.



Learning Record

Name: _____

Class: _____

Date: _____

Book 3 Unit 1

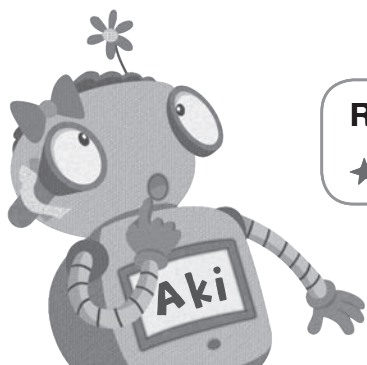
-at

Language items:

- Rhyme: /at/
- Onsets: /c/, /f/, /h/, /r/
- Words: cat, fat, hat, rat

	Ratings				Remarks
	★★★★	★★★	★★	★	
Listening					
• able to recognize the target words in the chant					
• able to recognize the target words with the rhyme /at/					
• able to recognize the target words with the onsets /c/, /f/, /h/ and /r/					
Speaking					
• able to answer questions about the story using the target words					
• able to say the target words with the rhyme /at/					
• able to say the target words with the onsets /c/, /f/, /h/ and /r/					
• able to blend the onsets and rhymes to form the target words					
Early Reading					
• able to recognize the written form of the rhyme /at/ in the target words					
• able to recognize the written form of the target words with the rhyme /at/					

Comments:



Ratings

★★★★ always

★★★ often

★★ sometimes

★ rarely

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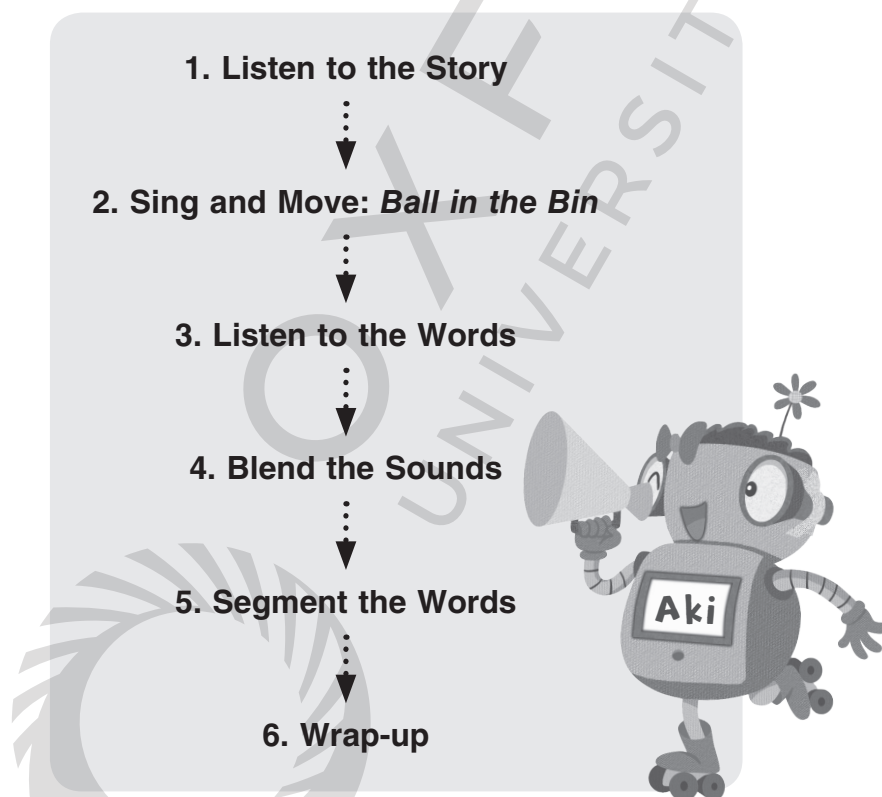
Dr Richard KS Wong



Learning outcomes	<p>The children are able to...</p> <ul style="list-style-type: none"> say the target words 'bin', 'thin', 'tin' and 'win'; identify the rhyme /in/ in the target words; identify the onsets /b/, /th/, /t/ and /w/ in the target words; blend the onsets and rhymes to form the target words; and segment the target words into onsets and rhymes.
Language items	<p>Rhyme: /in/ Onsets: /b/, /th/, /t/, /w/ Words: bin, thin, tin, win</p>
Values and attitudes	<p>Good sportsmanship</p>

★ Materials:

- Word Cards K2 29–32, K3 1–4
- Sound Cards 'b', 'th', 't', 'w', 'in'
- Chant and Song Poster B5 1
- E-book 5
- Teacher's Resource DVD-ROM (Story Cards, the picture of Aki)
- Oxford Reading Pen
- A bin
- A tin
- Two dolls (one fat, one thin)
- A box
- Four bins
- A ball

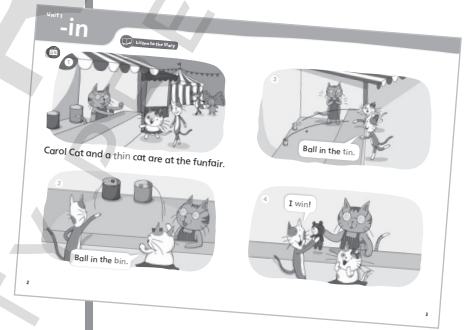


1. Listen to the Story

- Show the children a bin. Say *Here is a bin.* Then show the children a tin. Say *Here is a tin.*
- Ask *Which one is big/small?* to elicit *The bin is big. The tin is small.*

- E-book 5/Story Cards
- Oxford Reading Pen
- A bin
- A tin
- Two dolls (one fat, one thin)

- Show the children a fat doll and a thin doll. Say *Look at these dolls. Which one is thin?* Guide the children to answer by pointing to the thin doll.
- Say *Now I'm going to tell you a story. In this story, Carol Cat and her friend are at a funfair. They are playing different games and having fun.* Show the children the E-book/ Story Cards and tell the story.



[Picture 1]

Narrator: Carol Cat [point to Carol Cat] and a thin cat [point to the thin cat] are at the funfair.

Teacher: [point to the game booth owner] Look at this cat. What is he holding? He is holding two balls. Look at Carol Cat and the thin cat. They are excited! What game do they play?

Narrator: They play a throwing game.

[Picture 2]

Teacher: Carol Cat and the thin cat each get a ball. They have to throw the balls into the bins [point to the bins]. Do you think Carol Cat and the thin cat will be able to do it?

Carol Cat: Ball in the bin.

Narrator: Their balls go into the bins.

Teacher: Hooray! They did it! [clap your hands] Well done, Carol Cat! Well done, Thin Cat!

[Picture 3]

Teacher: This time, they have to throw the balls into the tins [point to the tins]. The tins are small. Do you think they will be able to do it?

Thin Cat: Ball in the tin.

Narrator: The thin cat's ball [point to the thin cat's ball] goes into his tin, but Carol Cat's ball [point to Carol Cat's ball] misses her tin.

Teacher: Who wins the throwing game? The thin cat or Carol Cat?

[Picture 4]

Thin Cat: Hooray! I win!

Teacher: [point to the thin cat] The thin cat wins the throwing game. Well done, Thin Cat! [point to the teddy bear] Wow, he gets a prize. What is it? It is a teddy bear.

Teacher: [point to Carol Cat] Is Carol Cat happy or sad? She is happy for her friend. She says, 'Well done!' Let's say 'Well done!' to the thin cat together. Well done!

Audio script (Oxford Reading Pen/E-book)

Carol Cat and a thin cat are at the funfair. They play a throwing game. Carol Cat says, 'Ball in the bin.' Their balls go into the bins. The thin cat says, 'Ball in the tin.' The thin cat's ball goes into his tin, but Carol Cat's ball misses her tin. The thin cat says, 'Hooray! I win!'

- Recap the story with the children.

Who is with Carol Cat? [elicit A thin cat.]

Where are they? [elicit At a funfair.]

Where do the cats need to throw their balls first? [elicit Into the bins.]

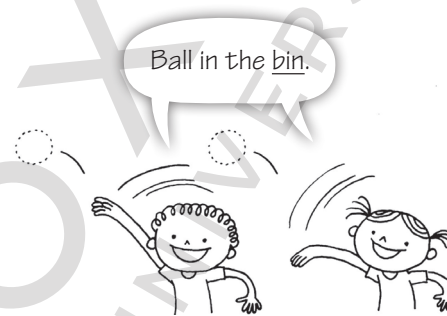
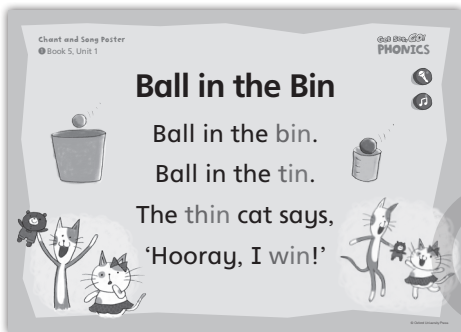
Where do the cats need to throw their balls next? [elicit Into the tins.]

Whose ball goes into one of the tins? [elicit The thin cat's ball.]

How do you feel when you win/lose a game? [elicit Happy/Sad/Angry, or any other answers]

2. Sing and Move

- Show the children the E-book/Chant and Song Poster. Ask the children to listen carefully. Point to the pictures as you sing the song.



- Chant and Song Poster B5 1
- E-book 5
- Oxford Reading Pen



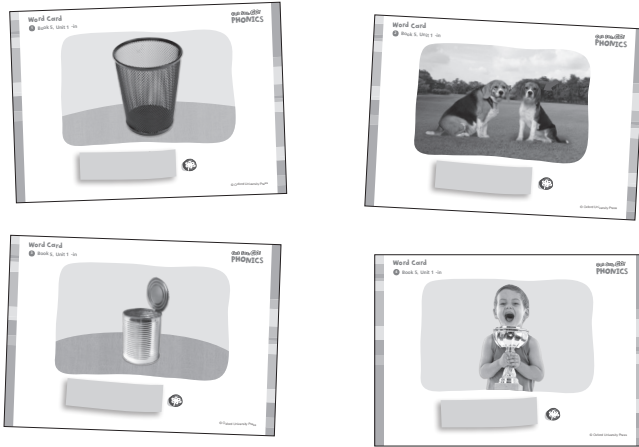
Once the children are familiar with the song, point to the lyrics syllable by syllable as you sing. This helps reinforce their syllable awareness.

- Say the rhyming words 'bin', 'tin', 'thin' and 'win' one by one. Invite the children to repeat them after you.
- Sing the song with actions. Say *When you hear the words 'bin', 'tin', 'thin' and 'win', pretend to throw a ball.*
- Invite the children to sing the song together with you. Say *When you sing 'bin', 'tin', 'thin' and 'win', pretend to throw a ball.*


3. Listen to the Words

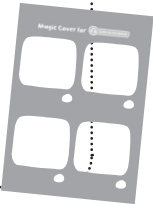
- Stick the Word Cards [with the words covered] on the board. Point to the pictures one by one and invite the children to say the words with you. Say *bin, thin, tin, win.*
- Show the children the Word Cards one by one at random. Ask the children to name the pictures. Show the cards faster and faster to make the game more fun.

- Word Cards K3 1-4
- Sound Card 'in'
- The picture of Aki
- Oxford Reading Pen



Instead of showing the Word Cards [with the words covered], either


1. click on the  in the E-book, or
2. hide the words using the Magic Cover in the Pupil's Book.



- Say *Children, the ends of these words sound the same. They all end with the rhyme /in/.*
- Show the picture of Aki. Show the Word Cards again and guide the children to say the words like Aki does, e.g. *bin, /b/-in/, bin.*
- Say *Let's play a game. I will say two words. If the words rhyme, show me a happy face. If the words do not rhyme, show me a sad face.*
- Say *bin, tin.* The children should show you a happy face. Say *You are right. 'bin' and 'tin' have the same rhyme /in/.*

Demonstrate how to pronounce the onset /th/ by sticking your tongue slightly out between your teeth and breathing out.

/th/




Other possible options:

<u>bin</u> , win	<u>tin</u> , win
<u>tin</u> , thin	<u>thin</u> , pen
<u>win</u> , mug	

- Say *Children, let's play another game. This time, I will say four words. When you hear a word with the rhyme /in/, pretend to throw a ball.*
- Say *win, bug, zip, tin.* The children should pretend to throw a ball when they hear 'win' and 'tin'.

Other possible options:

dip, thin, win, dad
tin, cat, jug, thin
thin, dip, bin, hen
bin, hot, sad, win

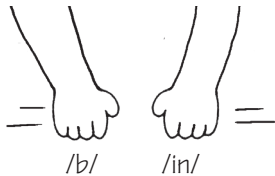
For more able children, you can add more -in words, e.g. chin, fin, pin.



- Stick the Sound Card 'in' on the board. Say *This time, when you hear a word with the rhyme /in/, point to the Sound Card 'in'.*

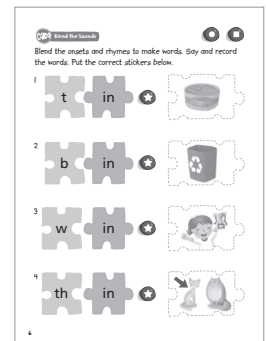
4. Blend the Sounds

- Show the children the Word Cards [with the words covered]. Ask them to name the pictures.
- Show the picture of Aki. Guide the children to say the words like Aki does, e.g. *bin, /b/-/in/, bin.*
- Say *These words all end with the rhyme /in/, but they have different onsets.*
- Tell the children the onset and the rhyme of each word, e.g. *The onset of 'bin' is /b/ and the rhyme is /in/. Together they make the word 'bin'.* Do the same for all the other words.
- Say *I'm going to say an onset and a rhyme. I want you to put them together to make a word. Look and listen.*
- Use your fists to represent the two sounds and do the blending action as you say /b/ (showing one fist) -/in/ (showing another fist).
- Start slowly and move your fists together closer and quicker. Prompt the children to follow your actions and say the onset /b/ and the rhyme /in/ quicker and quicker to make the word 'bin'.



- Change the onset and repeat the same steps for all the other words.
- Stick the Sound Cards 'b' and 'in' on the board. Point to the Sound Card 'b' and say *This letter makes the sound /b/.* Point to the Sound Card 'in' and say *These letters make the sound /in/.*
- Push the Sound Cards close together, and ask the children to blend the sounds to make the word.
- Guide the children to finish the activity on p.6.

- Word Cards K3 ①-④
- Sound Cards 'b', 'th', 't', 'w', 'in'
- The picture of Aki
- Oxford Reading Pen

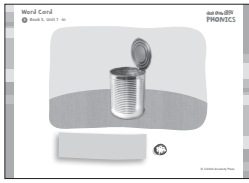


5. Segment the Words

- Show the children the Word Cards [with the words covered] again. Ask the children to say the words like Aki does to reinforce their understanding of onsets and rhymes, e.g. *bin, /b/-/in/, bin.*
- Say some words one by one at random, e.g. *tin.* Ask the children *What is the onset/rhyme of 'tin'?* to elicit /t/ and /in/.
- When the children are able to identify the onsets and the rhymes of the words, say *I'm going to say a word. I want you to cut it into the onset and the rhyme.*
- Say a word. Then use one hand to represent a knife and do the segmenting action between the onset and the rhyme, e.g. *tin, /t/, [swish your hand down and pretend to cut something] /in/.*

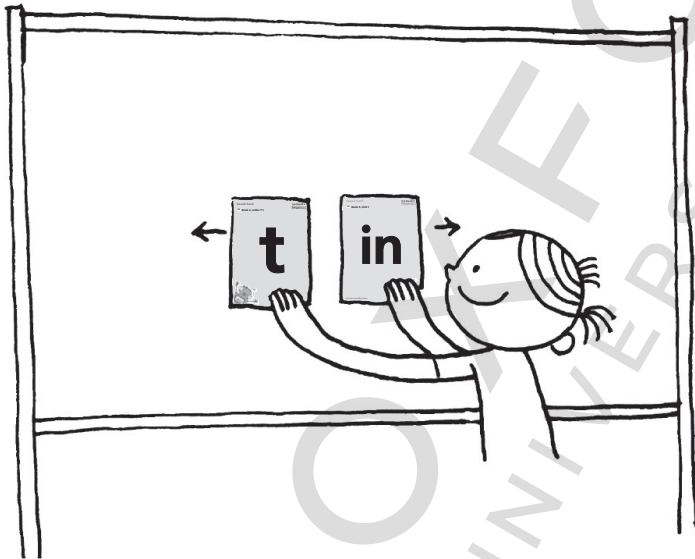
- Word Cards K3 ①-④
- Sound Cards 'b', 'th', 't', 'w', 'in'
- The picture of Aki
- Oxford Reading Pen

- Invite the children to segment the word with the action.
- Repeat the same steps for all the other words.

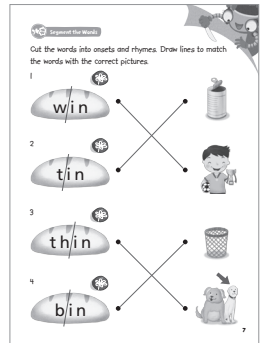


When the children are more able, ask a few of them to form a target word (e.g. t-h-i-n), each holding a letter on a piece of paper. Invite a child to segment the word with the action. Check that he/she segments the word in the correct place (i.e. th/in).

- Make words with the Sound Cards on the board, e.g. put the Sound Cards 't' and 'in' together to make the word 'tin'. Ask the children to say the word, and do the segmenting action as they segment the word verbally.
- Ask a child to come to the board and pull the Sound Cards apart. Point to each Sound Card and ask the whole class to say the onset and the rhyme.



- Guide the children to finish the activity on p.7. Say *Aki wants to cut the bread. Can you help her?*



6. Wrap-up

- Say two sounds, e.g. /w/-/in/. Ask *Can you blend these two sounds?* and prompt the children to do the blending action as they blend /w/ and /in/ to make the word 'win'.
- Show the children the Word Card and ask them to say the word. Then ask *Children, can you cut this word into the onset and the rhyme?* to elicit *win, /w/, [the segmenting action] /in/.*
- Stick the Sound Cards on the board. Ask the children to point to the correct onset and then the correct rhyme.
- Repeat the above steps for the other words.

- Word Cards K3 ①-④
- Sound Cards 'b', 'th', 't', 'w', 'in'
- Oxford Reading Pen

Optional Activity (1) — Say a Rhyming Word

- Put the Word Cards [with the words covered] in a box. Ask the children to take a card from the box one by one.
- Ask each child to say the word, e.g. *bin*. Ask *Can you say a word that rhymes with 'bin'?* to elicit *thin, tin, win, etc.*
- Make sure each child has a chance to say a rhyming word.
- Once the children can identify the rhyming words, show them the spelling of the words.

- Word Cards K2 29–32, K3 1–4
- A box

Optional Activity (2) — Which Is the Correct Onset?

- Put four bins on the floor. Stick a Sound Card on each of them.
- Ask the children to come forward one at a time and give him/her a ball.
- Say a word that contains one of the four onsets at random, e.g. *thin*. Ask the child to throw the ball into the bin with the correct Sound Card.
- When the child answers correctly, repeat the word as well as the onset and the rhyme that form the word, e.g. *thin, /th/-/in/, thin*. Ask the children to repeat after you.
- Make sure each child has a chance to play the game.

- Sound Cards 'b', 'th', 't', 'w'
- Four bins
- A ball

Pronunciation Point to Note

Digraph:

There are two letters in the onset 'th', but there is only one sound /th/ (IPA: /θ/). We do not blend /t/ and /h/ together to form the sound because together these two letters represent one sound.

/th/



Learning Record

Name:

Class:

Date:

Book 5 Unit 1

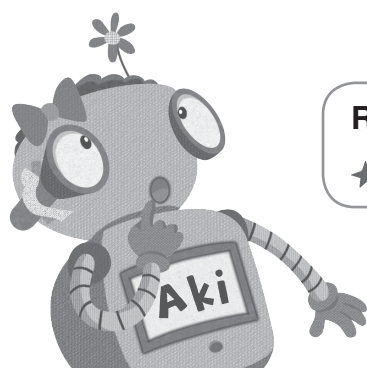
-in

Language items:

- Rhyme: /in/
- Onsets: /b/, /th/, /t/, /w/
- Words: bin, thin, tin, win

	Ratings				Remarks
	★★★★	★★★	★★	★	
Listening					
• able to recognize the target words in the song					
• able to recognize the target words with the rhyme /in/					
• able to recognize the target words with the onsets /b/, /th/, /t/ and /w/					
Speaking					
• able to answer questions about the story using the target words					
• able to say the target words with the rhyme /in/					
• able to say the target words with the onsets /b/, /th/, /t/ and /w/					
• able to blend the onsets and rhymes to form the target words					
• able to segment the target words into onsets and rhymes					
Early Reading					
• able to recognize the written form of the rhyme /in/ in the target words					
• able to recognize the written form of the target words with the rhyme /in/					
• able to recognize the written form of the onsets /b/, /th/, /t/ and /w/ in the target words					

Comments:



Ratings

★★★★ always

★★★ often

★★ sometimes

★ rarely