

# Big Step Phonics 3

with Phonics Readers

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## Teacher's Guide

# Unit 1\_Long Vowel a a\_e

• cake, lake | lace, race | cage, page | game, name | cane, mane | cape, tape | gate, date | cave, wave

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the sound of the long vowel <b>a</b></li> <li>• to learn the words in the word families: -ake, -ace, -age, -ame, -ane, -ape, -ate, -ave</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U1 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.6~11)</b>	
<p>★Warm Up</p>	<p>Prepare the B3_U1 picture flashcards before class.</p> <p>Introduce each word that has the long vowel <b>a</b> sound by showing the corresponding flashcard.</p> <p>T: (showing the cake flashcard) Look at the card. What do you see?</p> <p>S: I see a cake.</p> <p>T: That's right. It is a cake. (writing "c," "a," "k," and "e" on the board and blending the sounds) /c/, /a/, /k/, cake, cake.</p> <p>What is the middle sound of cake?</p> <p>S: /a/, /a/.</p> <p>T: Very good. (pointing to the letter a on the board) /a/, /a/. It's the long vowel <b>a</b> sound. (pointing to the letter "e" in cake) Does the "e" have a sound?</p> <p>S: No.</p> <p>T: That's right. The "e" is silent in the word cake.</p> <p>Do the same with the words that have the long vowel <b>a</b> sound by using the B3_U1 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p> <p>-----</p> <p><b>*Alternate Approach</b></p> <p>Prepare the B3_U1 picture flashcards before class.</p> <p>Write the letters "c," "a," and "p" on the whiteboard and say the letters' names and their sounds.</p> <p>T: Look at the word here. Let's read it together.</p> <p>S: Cap.</p> <p>T: Good. What is the sound of "a"?</p> <p>S: /a/, /a/.</p> <p>T: Yes, it's the short a sound.</p> <p>Write "e" at the end of the word "cap" and introduce the long vowel <b>a</b> sound.</p> <p>T: (writing "e") Now can you read this one?</p> <p>It goes /c/, / a/, /p/, cape. Can you see the difference?</p> <p>S: The vowel sound.</p> <p>T: That's right. When we add "e" at the end of some words, the vowel sound changes. We call it a long vowel sound. Let's read this word together.</p> <p>TS: /c/, / a/, /p/, cape.</p> <p>T: Excellent. The "e" is silent in the word cape.</p> <p>Practice learning the new words with the B3_U1 picture flashcards.</p>
<p>★Unit Introduction (p.6)</p>	<p><b>Listen and point. Then listen and repeat. (CD1_T02)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "ake") Let's read this word family.</p> <p>S: /a/, /k/, /ake/.</p>



<p>2. cape, tape 3. gate, date 4. cake, lake</p> <p>Answers (p.8)</p> <p>1. cage 2. name 3. wave 4. race 5. cane 6. lake</p> <p>Answers (p.9)</p> <p>1. mane 2. tape 3. cake 4. race 5. cave 6. gate 7. page 8. cape 9. game</p> <p>Answers (p.9)</p> <p>-ake: cake, lake -ace: lace, race -ame: game, name -ape: cape, tape -ate: gate, date -ave: cave, wave</p>	<p>T: Excellent! /l/, /ace/, lace, /r/, /ace/, race. Check the two words. Do the same with the rest of the questions.</p> <p><b>Listen and circle. Then write. (CD1_T04)</b> Have the students read each word. Play the CD. Have them draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Cage, cave, lace. T: Good. Now, listen to the CD. (playing the CD) A: Cage, cage. T: What did the person say? S: Cage, cage. T: Now, circle the word cage and write the word. S: (circling and writing) Do the same with the rest of the questions.</p> <p><b>Circle and write.</b> T: Look at number 1. What do you see? S: I see a lion and its mane. T: Good. Find the word mane and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p> <p><b>Write the words in the same word family.</b> Have the students write the words that are in the word families -ake, -ace, -ame, -ape, -ate, and -ave. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.10)</p> <p>Answers</p> <p>1. cake 2. race 3. cape 4. cave 5. cage 6. mane</p>	<p><b>Listen and read. Then circle and write. (CD1_T05)</b> Have the students look at the picture and talk about it. T: Look at number 1. What do you see in the picture? S1: I see a cake. S2: I see a name. T: Good. Let's read the name on the cake. T&amp;S: Henry. T: Good. Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: My name is on the cake. T: What did the person say? S: My name is on the cake. T: Good. Find the word cake. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>

<p>★Phonics Story &amp; Chant (p.11)</p>	<p><b>Read the story and chant along. (CD1_T06~07)</b></p> <p>T: (pointing to the title) Let's read the title together.</p> <p>T&amp;S: The Missing Page.</p> <p>T: What do you see in the picture?</p> <p>S: I see a cage/page/game/boy/girl.</p> <p>T: Good. Can you find the words that have the a_e sound?</p> <p>S: Yes. Game, page, and cage.</p> <p>T: Great.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) There are some sight words. Let's read them together.</p> <p>T&amp;S: We, but, find, it.</p> <p>T: Good. Let's listen to the story.</p> <p>Play the CD and then read the story while the students point to each word.</p> <p>Then, listen to the chant and chant along.</p>
<p><b>Workbook (pp.4~6)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. race 2. name 3. cape 4. gate 5. page 6. cane</p> <p>B. 1. ake / lake 2. ave / wave 3. ave / cave 4. ane / mane 5. ane / cane 6. ake / cake</p> <p>C. 1. game 2. cape 3. lace 4. date 5. cage 6. tape 7. gate 8. lake 9. race 10. name 11. cave 12. page</p> <p>D. 1. name, cake 2. race, lake 3. cane, cave 4. mane, gate</p> <p>E. game, page, cage</p>	
<p><b>Phonics Readers (PR pp.4~7) Story 1</b></p>	
<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures.</p> <p>T: Open your books to page 4. Let's read the title together.</p> <p>T&amp;S: The Funny Race.</p> <p>T: What do you see in the picture?</p> <p>S: I see a red cape, a cane, a mane, and children.</p> <p>T: Good. What are the children doing?</p> <p>S: They are standing at the starting line.</p> <p>Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T28)</p>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 1, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story by pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: My friends and I are in a race.</p> <p>S: (pointing to each word) My friends and I are in a race.</p> <p>T: Good.</p> <p>Have the students find the words that have the a_e sound. Then, circle them.</p> <p>T: Now, can you find the words that have the a_e sound?</p>

	<p>S: Yes. Race and lake.</p> <p>T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.7)</p> <p>Answers</p> <p>A. d, c, a, b</p> <p>B. 1. True 2. True 3. False</p>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 7. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p> <p>S: (reading)</p> <p>T: Find the corresponding picture below and write the letter a.</p> <p>S: (writing)</p> <p>Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b></p> <p>Help the students read each sentence and have them say if the sentence is true or false.</p> <p>T: Look at number 1. Let's read the sentence together.</p> <p>T&amp;S: The kids are running around the lake.</p> <p>T: Good. In the story, are the kids running around the lake?</p> <p>S: Yes.</p> <p>T: Great. Circle True.</p> <p>Do the same with the rest of the questions.</p>

### Fun Activity

#### Remember If You Can!

Prepare enough pieces of blank A4-sized paper to give one to each pair.

Review the words with the a\_e sound by using the B3\_U1 picture flashcards.

Pair up the students and give each pair a piece of A4-sized paper.

Write five words on the whiteboard and practice their spellings with the students.

T: (showing the cake picture flashcard) What do you see here?

T&S: I see a cake.

T: Let's spell the word cake.

T&S: C, A, K, E, cake.

T: (writing the word cake)

Give the students one minute to memorize the five words.

Then, erase all the words and have each student write the five words on the paper.

T: I will give your one minute. You should remember all five words.

(after a minute) Now, I will erase the words.

Write the words on your paper.

S1&S2: (write)

Check the answers with the students. Give one point for each correctly spelled word.

Continue the game by writing new words on the whiteboard.

The pair with the most points wins the game.

## Unit 2\_Long Vowel a ai, ay

• rain, brain, grain, pain, mail, sail, tail, pail | hay, jay, say, pay, ray, May, tray, pray

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to review the sound of the long vowel <b>a</b></li> <li>• to learn the words in the word families: -ai-, -ay</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U2 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.12~17)</b>	
★Review	<p>Write -ake, -ace, -age, -ame, -ane, -ape, -ate, and -ave on the whiteboard and review the long vowel <b>a</b> sound and word families.</p> <p>T: (writing "cake" on the board) Read this word. S: Cake. T: Good. What's the sound of <b>a</b>? S: /a/, /a/. T: Good. It's the long vowel <b>a</b> sound. (pointing to the letter "e" in cake) Does the "e" have a sound? S: No. T: That's right. The "e" is silent in the word cake. What word family is cake in? S: /ake/, /ake/. T: Excellent.</p> <p>Go over the words cake, lake, lace, race, cage, page, game, name, cane, mane, cape, tape, gate, date, cave, and wave.</p>
★Warm Up	<p>Prepare the B3_U2 picture flashcards before class.</p> <p>Introduce the -ai- word family by explaining that the individual letters make one sound when they get together.</p> <p>T: (writing "a" and "i" on the board) What letters do you see? S: I see A and I. T: Good. When they get together, they make the long vowel <b>a</b> sound. Say, /ai/, /ai/. S: /ai/, /ai/. T: (writing "rain" on the board) Let's read this word. T&amp;S: /r/, /ai/, /n/, /rain/. Do the same with the -ay word family.</p> <p>Then, introduce the words in the -ai- and -ay word families by using the B3_U2 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.12)	<p><b>Listen and point. Then listen and repeat. (CD1_T08)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "ai") Let's read this word family. S: A, I, /ai/. T: Great.</p> <p>Write "r," "ai," and "n" on the whiteboard and draw an arrow under the word. Then, explain how to blend the word. T: (writing "r," "ai," and "n" and an arrow) Let's blend the word.</p>

	<p>(tracing an arrow from left to right) /r/, /ai/, /n/, rain.</p> <p>Have the students trace the arrow when they listen and repeat after the CD. A: /r/, /ai/, /n/, rain. S: (tracing the arrow under the word) /r/, /ai/, /n/, rain.</p>
<p>★Letters &amp; Sounds (p.13)</p> <p>Answers</p> <ol style="list-style-type: none"> <li>ai / grain</li> <li>ay / pay</li> <li>ai / pail</li> <li>ay / hay</li> <li>ay / tray</li> <li>ai / sail</li> <li>ay / pray</li> <li>ai / tail</li> <li>ai / brain</li> </ol>	<p><b>Write and say.</b> Have the students read the word families and trace the letters and words. T: Look at the first line. (pointing to "ai") What letters do you see? S: A and I. T: Great. (pointing to the dotted line in "ai") What's the sound of AI? S: /ai/, /ai/. T: Good. Trace the letters ai. Have the students trace the words and read them at the same time.</p> <p><b>Listen and check. Then write. (CD1_T09)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see grain. T: What word family is grain in? S: A, I, /ai/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /gr/, /ai/, /n/, grain, /gr/, /ai/, /n/, grain T: What word family is grain in? S: A, I, /ai/. T: Good. Check the "ai." Then, write "ai" in the blanks and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.14~15)</p> <p>Answers (p.14)</p> <ol style="list-style-type: none"> <li>brain, rain, grain</li> <li>hay, jay, pray</li> <li>tail, sail, pail</li> <li>tray, ray, say</li> </ol>	<p><b>Say and check the words in the same word family.</b> Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: A, I. T: Read the word family. S: A, I, /ai/. T: Good. Now look at the pictures and say the words in the -ai- word family. S: Brain, rain, and grain. T: Excellent! /br/, /ai/, /n/, brain, /r/, /ai/, /n/, rain, and /gr/, /ai/, /n/, grain. Check the three words. Do the same with the rest of the questions.</p> <p><b>Listen and circle. Then write. (CD1_T10)</b> Have the students read each word.</p>



<p>Answers (p.14)</p> <p>1. rain 2. mail 3. pay 4. May 5. jay 6. pain</p> <p>Answers (p.15)</p> <p>1. rain 2. jay 3. sail 4. pail 5. ray 6. pain 7. mail 8. say 9. May</p> <p>Answers (p.15)</p> <p>-ai-: rain, brain, grain, pain, mail, sail, tail, pail -ay: hay, jay, say, pay, ray, May, tray, pray</p>	<p>Play the CD. Have them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words. S: Pail, ray, rain. T: Good. Now, listen to the CD. (playing the CD) A: Rain, rain. T: What did the person say? S: Rain, rain. T: Now, circle the word rain and write the word. S: (circling and writing) Do the same with the rest of the questions.</p>
	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What do you see? S: I see a cloud and rain. T: Good. Find the word rain and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
	<p><b>Write the words in the same word family.</b></p> <p>Have the students write the words that are in the word families -ai- and -ay. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.16)</p> <p>Answers</p> <p>1. pail 2. rain 3. pray 4. ray 5. pain 6. jay</p>	<p><b>Listen and read. Then circle and write. (CD1_T11)</b></p> <p>Have the students look at the picture and talk about it. T: Look at number 1. What do you see in the picture? S1: I see a pail. S2: I see some grain. T: Good. What is in the pail? S: The grain is in the pail. T: Good. Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: Some grain is in the pail. T: What did the person say? S: Some grain is in the pail. T: Good. Find the word pail. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.17)</p>	<p><b>Read the story and chant along. (CD1_T12~13)</b></p> <p>T: (pointing to the title) Let's read the title together. T&amp;S: A Pail for Watering. T: What do you see in the picture? S: I see a boy/garden/water.</p>

	<p>T: Good. Can you find the words that are in the word families -ai- and -ay?</p> <p>S: Yes. Grain, rain, brain, and pail.</p> <p>T: Great.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) There are some sight words. Let's read them together.</p> <p>T&amp;S: To, must, his, a.</p> <p>T: Good. Let's listen to the story.</p> <p>Play the CD and then read the story while the students point to each word.</p> <p>Then, listen to the chant and chant along.</p>
<b>Workbook (pp.8~10)</b>	
<p>For each exercise, explain how to do the activity by using number 1.</p> <p>Then, have the students complete the exercise by themselves.</p> <p>After that, check the answers with the students.</p> <p><i>*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.</i></p> <p>Answers</p> <p>A. 1. rain 2. hay 3. mail 4. brain 5. tray 6. pray</p> <p>B. 1. ai / sail 2. ai / pain 3. ay / ray 4. ai / pail 5. ay / pay 6. ay / jay</p> <p>C. 1. pray 2. grain 3. jay 4. rain 5. say 6. tray 7. mail 8. tail 9. hay 10. brain 11. May 12. sail</p> <p>D. 1. <u>grain</u>, <u>pail</u> 2. <u>rays</u>, <u>hay</u> 3. <u>pain</u>, <u>tail</u> 4. <u>jay</u></p> <p>E. grain, rain, brain, pail</p>	
<b>Phonics Readers (PR pp.8~11) Story 2</b>	
★Before Reading	<p>Have the students open Big Step Phonics Readers and talk about the pictures.</p> <p>T: Open your books to page 8. Let's read the title together.</p> <p>T&amp;S: Jay's Sailing Trip.</p> <p>T: What do you see in the picture?</p> <p>S: I see a boy.</p> <p>T: Good. What is the boy doing?</p> <p>S: He is thinking about sailing.</p> <p>Do the same with the rest of the pictures.</p>
★While Reading (CD1_T29)	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 1, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: Jay wants to sail.</p> <p>S: (pointing to each word) Jay wants to sail.</p> <p>T: Good.</p> <p>Have the students find the words that are in the word families -ai- and -ay. Then, circle them.</p> <p>T: Now, can you find the words that are in the word families -ai- and -ay?</p> <p>S: Yes. Sail.</p> <p>T: Great. Circle the word.</p>
★After Reading (Workbook p.11)	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 11. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p>

## Answers

A. d, c, a, b

B. 1. True 2. True

3. False

T: Let's read the story in Part A together.

S: (reading)

T: Find the corresponding picture below and write the letter a.

S: (writing)

Do the same with the rest of the story.

**B. Read and circle.**

Help the students read each sentence and have them say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&amp;S: Jay wants to sail a boat.

T: Good. In the story, does Jay want to sail a boat?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

**Fun Activity****Go Bowling**

Prepare two paper cups and write "ai" or "ay" on each cup before class. Bring a small ball to class.

Mark a starting line on the floor and place the two cups ten steps away.

Divide the class into two teams. Have a student from one team stand on the starting line.

Show a B3\_U2 picture flashcard and have S1 say its name.

If S1 say the word correctly, ask S1 what word family the word is in.

Then, have S1 throw the small ball to a cup with the corresponding word family.

If S1 hits the correct cup, S1 gets one point.

T: (showing the rain picture flashcard) What's this?

T&amp;S: It's rain.

T: Good. What word family is rain in?

S: A, I, /ai/.

T: Great. Throw the ball toward the cup with "ai."

S1: (throwing and hitting the "ai" cup) /ai/, /ai/, rain.

T: Great. You get a point.

Play the activity until all the students have a chance.

The team with more points wins the game.

## Unit 3\_Long Vowel i\_e

• bike, hike | mice, rice | hide, ride | dime, lime | nine, pine | pipe, wipe | kite, bite | five, hive

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the sound of the long vowel i</li> <li>• to learn the words in the word families: -ike, -ice, -ide, -ime, -ine, -ipe, -ite, -ive</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U3 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.18~23)</b>	
★Warm Up	<p>Prepare the B3_U3 picture flashcards before class.</p> <p>Introduce each word that has the long vowel <b>i</b> sound by showing the corresponding flashcard.</p> <p>T: (showing the bike flashcard) Look at the card. What do you see?</p> <p>S: I see a bike.</p> <p>T: That's right. It is a bike. (writing "b," "i," "k," and "e" on the board and blending the sounds) /b/, /i/, /k/, bike, bike.</p> <p>What is the vowel sound of bike?</p> <p>S: /i/, /i/.</p> <p>T: Very good. (pointing to the letter i on the board) /i/, /i/. It's the long vowel <b>i</b> sound. (pointing to the letter "e" in bike) Does the "e" have any sound?</p> <p>S: No.</p> <p>T: That's right. The "e" is silent in the word bike.</p> <p>Do the same with the words that have the long vowel <b>i</b> sound by using the B3_U3 picture flashcards. <i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.18)	<p><b>Listen and point. Then listen and repeat. (CD1_T14)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "ike") Let's read this word family.</p> <p>S: /i/, /k/, /ike/.</p> <p>T: Great.</p> <p>Write "b" and "ike" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "b," "ike," and an arrow) Let's blend the word. (tracing an arrow from left to right) /b/, /ike/, bike.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /b/, /ike/, bike.</p> <p>S: (tracing the arrow under the word) /b/, /ike/, bike.</p>
★Letters & Sounds (p.19)	<p><b>Write and say.</b></p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line. (pointing to "ike") Let's read this word family.</p> <p>S: /i/, /k/, /ike/.</p> <p>T: Great. (pointing to the dotted line in "ike") What's the sound of i, silent e?</p> <p>S: /i/, /i/.</p>

<p>Answers</p> <ol style="list-style-type: none"> <li>1. ide / ride</li> <li>2. ime / lime</li> <li>3. ite / bite</li> <li>4. ive / hive</li> <li>5. ice / rice</li> <li>6. ine / pine</li> <li>7. ike / hike</li> <li>8. ime / dime</li> <li>9. ipe / wipe</li> </ol>	<p>T: Good. Trace the letters i and e. Have the students trace the words and read them at the same time.</p> <p><b>Listen and check. Then write. (CD1_T15)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a boy. T: Good. What is he doing? S: He is riding a bike. T: Excellent. What word family is ride in? S: /ide/, /ide/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /r/, /ide/, ride, /r/, /ide/, ride. T: What word family is ride in? S: /ide/. T: Good. Check the "ide." Then, write "ide" in the blanks and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.20~21)</p> <p>Answers (p.20)</p> <ol style="list-style-type: none"> <li>1. hive, five</li> <li>2. rice, mice</li> <li>3. pipe, wipe</li> <li>4. nine, pine</li> </ol>	<p><b>Say and check the words in the same word family.</b> Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: I, V, E. T: Read the word family. S: I, V, E, /ive/. T: Good. Now look at the pictures and say the words in the -ive word family. S: Hive and five. T: Excellent! /h/, /ive/, hive, /f/, /ive/, five. Check the two words. Do the same with the rest of the questions.</p>
<p>Answers (p.20)</p> <ol style="list-style-type: none"> <li>1. bike</li> <li>2. kite</li> <li>3. nine</li> <li>4. hide</li> <li>5. lime</li> <li>6. rice</li> </ol>	<p><b>Listen and circle. Then write. (CD1_T16)</b> Have the students read each word. Play the CD. Have them draw a circle around the correct word and write it. T: Look at number 1. Read the words. S: Ride, bike, bite. T: Good. Now, listen to the CD. (playing the CD) A: Bike, bike. T: What did the person say? S: Bike, bike. T: Now, circle the word bike and write the word. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>Answers (p.21)</p> <ol style="list-style-type: none"> <li>1. nine</li> <li>2. kite</li> </ol>	<p><b>Circle and write.</b> T: Look at number 1. What do you see?</p>

<p>3. lime 4. mice 5. bike 6. five 7. hide 8. pipe 9. dime</p> <p>Answers (p.21)</p> <p>-ice: mice, rice -ide: hide, ride -ime: dime, lime -ipe: pipe, wipe -ite: kite, bite -ive: five, hive</p>	<p>S: I see number 9. T: Good. Find the word nine and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Sentences (p.22)</p> <p>Answers</p> <p>1. mice 2. hive 3. kite 4. Nine 5. lime 6. hiking</p>	<p><b>Write the words in the same word family.</b> Have the students write the words that are in the word families -ice, -ide, -ime, -ipe, -ite, and -ive. Monitor the students' work if necessary. Have them present their work as time allows.</p> <p><b>★Phonics Sentences (p.22)</b> <b>Listen and read. Then circle and write. (CD1_T17)</b> Have the students look at the picture and talk about it. T: Look at number 1. What do you see in the picture? S1: I see two mice. S2: I see a bike. T: Good. What are the mice doing? S: They are riding a bike. T: Great. Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: Two mice are riding a bike. T: What did the person say? S: Two mice are riding a bike. T: Good. Find the word mice. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.23)</p>	<p><b>★Phonics Story &amp; Chant (p.23)</b> <b>Read the story and chant along. (CD1_T18~19)</b> T: (pointing to the title) Let's read the title together. T&amp;S: Five Mice. T: What do you see in the picture? S: I see mice/kites/trees. T: Good. Can you find the words that have the i_e sound? S: Yes. Five, mice, ride, bike, hide, kites. T: Great. Have the students look at the sight words box and read them with the students. T: (pointing to the sight words) There are some sight words. Let's read them together. T&amp;S: Go, two, play, now. T: Good. Let's listen to the story. Play the CD and then read the story while the students point to each word. Then, listen to the chant and chant along.</p>
<p><b>Workbook (pp.12~14)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1. Then, have the students complete the exercise by themselves.</p>	

After that, check the answers with the students.

*\*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.*

Answers

- A. 1. mice 2. ride 3. bike 4. lime 5. kite 6. hive  
 B. 1. ine / nine 2. ipe / wipe 3. ipe / pipe 4. ide / hide 5. ide / ride 6. ine / pine  
 C. 1. hike 2. five 3. dime 4. bite 5. rice 6. bike 7. wipe 8. mice 9. pine 10. lime 11. hide 12. hive  
 D. 1. hive, pine 2. Five, kite 3. Nine, pipe 4. lime, rice  
 E. mice, bike, hide, kites

**Phonics Readers (PR pp.12~15) Story 3**

<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures.                  T: Open your books to page 12. Let's read the title together.                  T&amp;S: Hiking at the Park.                  T: What do you see in the picture?                  S: I see a girl and a boy.                  T: Good. Where are the girl and the boy?                  S: They are at a park.                  Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T30)</p>	<p>Play the CD.  <i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 1, which the students will find interesting.)</i>                  Then, play the CD again and help the students read the story while pointing to each word.                  T: (playing the CD) Listen to the whole story.                  S: (listening)                  T: (playing the CD) Listen to the story again and read the lines while pointing to each word.                  A: Mike and I go to the park on Sunday.                  S: (pointing to each word) Mike and I go to the park on Sunday.                  T: Good.                  Have the students find the words that have the i_e sound. Then, circle them.                  T: Now, can you find the words that have the i_e sound.                  S: Yes. Nine and dimes.                  T: Great. Circle the words.</p>
<p>★After Reading (Workbook p.15)</p>	<p><b>A. Read and match.</b>                  Have the students open their workbooks to page 15. Help the students read the story. Then, have the students match the sentences with the correct pictures.                  T: Let's read the story in Part A together.                  S: (reading)                  T: Find the corresponding picture below and write the letter a.                  S: (writing)                  Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b>                  Help the students read each sentence and have them say if the sentence is true or false.                  T: Look at number 1. Let's read the sentence together.                  T&amp;S: Mike and the girl go to the park on Monday.                  T: Good. In the story, do the kids go to the park on Monday?                  S: No. They go to the park on Sunday.                  T: Great. Circle False.</p>

Answers

- A. b, a, d, c  
 B. 1. False 2. False  
 3. True

Do the same with the rest of the questions.

### Fun Activity

#### Complete the Tree!

Divide the whiteboard into two parts by drawing a vertical line in the middle.

Draw a tree with eight branches on each part and two leaves at the end of each branch.

Write a word family on each branch to review the word families.

T: (showing the bike picture flashcard) What is this?

S: It is a bike.

T: What word family is bike in?

S: I, K, E, /ike/.

T: Good. (writing "ike" on a branch)

Do the same with the rest of the word families.

Divide the class into two teams and have one student from each team come up front.

Show a B3\_U3 picture flashcard and have the two students write the word onto the correct branch.

T: (showing the bike picture flashcard)

S1&S2: (writing "bike" on the -ike branch)

S1: (writing faster) /ike/, /ike/, bike.

T: Good.

Give a point to the team with the student who correctly writes the word first.

Play the activity until all the students have a chance to write a word.

The team with more points wins the game.



# Unit 4\_Long Vowel i ie, y, igh

• pie, tie, lie, die, fries | sky, fly, shy, cry, dry | light, night, right, fight, tight

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to review the sound of the long vowel i</li> <li>• to learn the words in the word families: -ie, -y, -igh-</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U4 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.24~29)</b>	
★Review	<p>Write -ike, -ice, -ide, -ime, -ine, -ipe, -ite, and -ive on the whiteboard and review the long vowel i sound and word families.</p> <p>T: (writing "bike" on the board) Read this word. S: Bike. T: Good. What's the sound of i? S: /i/, /i/. T: Good. It's the long vowel i sound. (pointing to the letter "e" in bike) Does the "e" have a sound? S: No. T: That's right. The "e" is silent in the word bike. What word family is bike in? S: /ike/, /ike/. T: Excellent.</p> <p>Go over the words bike, hike, mice, rice, hide, ride, dime, lime, nine, pine, pipe, wipe, kite, bite, five, and hive.</p>
★Warm Up	<p>Prepare the B3_U4 picture flashcards before class.</p> <p>Introduce the -ie- word family by explaining that the individual letters make one sound when they get together.</p> <p>T: (writing "i" and "e" on the board) What letters do you see? S: I see I and E. T: Good. When they get together, they make the long vowel i sound. Say, /ie/, /ie/. S: /ie/, /ie/. T: (writing "pie" on the board) Let's read this word. T&amp;S: /p/, /ie/, pie.</p> <p>Do the same with the -y and -igh- word families.</p> <p>Then, introduce the words in the -y and -igh- word families by using the B3_U4 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.24)	<p><b>Listen and point. Then listen and repeat. (CD1_T20)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "ie") Let's read this word family. S: I, E, /ie/. T: Great.</p> <p>Write "p" and "ie" on the whiteboard and draw an arrow under the word. Then, explain how to blend the word. T: (writing "p" and "ie" and an arrow) Let's blend the word.</p>

	<p>(tracing an arrow from left to right) /p/, /ie/, pie. Have the students trace the arrow when they listen and repeat after the CD. A: /p, /ie/, pie. S: (tracing the arrow under the word) /p, /ie/, pie.</p>
<p>★ Letters &amp; Sounds (p.25)</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>ie / tie</li> <li>igh / right</li> <li>y / cry</li> <li>y / fly</li> <li>ie / die</li> <li>igh / fight</li> <li>ie / lie</li> <li>y / sky</li> <li>igh / night</li> </ol>	<p><b>Write and say.</b> Have the students read the word families and trace the letters and words. T: Look at the first line. (pointing to "ie") What letters do you see? S: I and E. T: Great. (pointing to the dotted line in "ie") What's the sound of I, E? S: /ie/, /ie/. T: Good. Trace the letters ie. Have the students trace the words and read them at the same time.</p> <p><b>Listen and check. Then write. (CD1_T21)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a tie. T: What word family is tie in? S: I, E, /ie/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (playing the CD) A: /t/, /ie/, tie, /t/, /ie/, tie. T: What word family is tie in? S: I, E, /ie/. T: Good. Check the "ie." Then, write "ie" in the blanks and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.26~27)</p> <p><b>Answers (p.26)</b></p> <ol style="list-style-type: none"> <li>pie, tie, lie</li> <li>sky, fly, shy</li> <li>light, night, fight</li> <li>lie, die, tie</li> </ol>	<p><b>Say and check the words in the same word family.</b> Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: I and E. T: Read the word family. S: I, E, /ie/. T: Good. Now look at the pictures and say the words in the -ie word family. S: Pie, tie, and lie. T: Excellent! /p/, /ie/, pie, /t/, /ie/, tie, and /l/, /ie/, lie. Check the three words. Do the same with the rest of the questions.</p> <p><b>Listen and circle. Then write. (CD1_T22)</b> Have the students read each word.</p>

<p>Answers (p.26)</p> <p>1. die 2. cry 3. right 4. fly 5. fight 6. tie</p> <p>Answers (p.27)</p> <p>1. dry 2. shy 3. pie 4. night 5. light 6. fries 7. tight 8. lie 9. sky</p> <p>Answers (p.27)</p> <p>-ie: pie, tie, lie, die, fries -y: sky, fly, shy, cry, dry -igh-: light, night, right, fight, tight</p>	<p>Play the CD. Have them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words. S: Sky, die, fight. T: Good. Now, listen to the CD. (playing the CD) A: Die, die. T: What did the person say? S: Die, die. T: Now, circle the word die and write the word. S: (circling and writing) Do the same with the rest of the questions.</p> <p><b>Circle and write.</b></p> <p>T: Look at number 1. What do you see? S: I see a woman. T: What is she doing? S: She is blow-drying her hair. T: Good. Find the word dry and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p> <p><b>Write the words in the same word family.</b></p> <p>Have the students write the words that are in the word families -ie, -y, and -igh-. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.28)</p> <p>Answers</p> <p>1. pie 2. sky 3. fries 4. shy 5. right 6. tight</p>	<p><b>Listen and read. Then circle and write. (CD1_T23)</b></p> <p>Have the students look at the picture and talk about it.</p> <p>T: Look at number 1. What do you see in the picture? S1: I see a girl. S2: I see a pie. T: Good. What is the girl doing? S: She is putting a pie in the box. T: Good. Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: Kelly puts a pie in the box. T: What did the person say? S: Kelly puts a pie in the box. T: Good. Find the word pie. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.29)</p>	<p><b>Read the story and chant along. (CD1_T24~25)</b></p> <p>T: (pointing to the title) Let's read the title together. T&amp;S: Sleep Tight.</p>

	<p>T: What do you see in the picture?                  S: I see a baby/crib/window/lamp/moon.                  T: Good. Can you find the words that are in the word families -ie, -y, and -igh-?                  S: Yes. Sky, night, lie, light, and flying.                  T: Great.                  Have the students look at the sight words box and read them with the students.                  T: (pointing to the sight words) There are some sight words. Let's read them together.                  T&amp;S: Is, here, time, off.                  T: Good. Let's listen to the story.                  Play the CD and then read the story while the students point to each word.                  Then, listen to the chant and chant along.</p>
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**Workbook (pp.16~18)**

For each exercise, explain how to do the activity by using number 1.

Then, have the students complete the exercise by themselves.

After that, check the answers with the students.

*\*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.*

**Answers**

- A. 1. fly 2. tight 3. tie 4. cry 5. fight 6. die
- B. 1. igh / light 2. y / dry 3. ie / pie 4. igh / right 5. y / sky 6. ie / lie
- C. 1. night 2. shy 3. fries 4. lie 5. tight 6. dry 7. cry 8. tie 9. fight 10. pie 11. sky 12. right
- D. 1. pie 2. flying, sky 3. fries 4. tight
- E. sky, lie, light, flying

**Phonics Readers (PR pp.16~19) Story 4**

<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures.                  T: Open your books to page 16. Let's read the title together.                  T&amp;S: Friends under the Light.                  T: What do you see in the picture?                  S: I see a boy and a girl.                  T: Good. How do they feel?                  S: They feel sad.                  Do the same with the rest of the pictures.</p>
<p>★While Reading (CD1_T31)</p>	<p>Play the CD.  <i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 1, which the students will find interesting.)</i>                  Then, play the CD again and help the students read the story while pointing to each word.                  T: (playing the CD) Listen to the whole story.                  S: (listening)                  T: (playing the CD) Listen to the story again and read the lines while pointing to each word.                  A: Timmy and Tiffany fight every day.                  S: (pointing to each word) Timmy and Tiffany fight every day.                  T: Good.                  Have the students find the words that are in the word families -ie, -y, and -igh-. Then, circle them.                  T: Now, can you find the words that are in the word families -ie, -y, and -igh-?                  S: Yes. Fight and cry.                  T: Great. Circle the words.</p>
<p>★After Reading</p>	<p><b>A. Read and match.</b></p>

(Workbook p.19)

Have the students open their workbooks to page 19. Help the students read the story. Then, have the students match the sentences with the correct pictures.

T: Let's read the story in Part A together.

S: (reading)

T: Find the corresponding picture below and write the letter a.

S: (writing)

Do the same with the rest of the story.

### **B. Read and circle.**

Help the students read each sentence and have them say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: Timmy and Tiffany fight every day.

T: Good. In the story, do Timmy and Tiffany fight every day?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

#### Answers

A. b, a, c, d

B. 1. True 2. False

3. True

## Fun Activity

### Five Questions

Have a student come to the front and draw a B3\_U4 picture flashcard without showing it to the others.

Have the rest of the students ask S1 to give them a hint to find the answer.

Make sure that they have only five chances to ask for hints.

T: Draw a flashcard. Don't show the flashcard to anyone.

Now you can ask for a hint.

S1: (drawing a cry flashcard)

S2: Is it in the -ie- word family?

S1: No.

S3: Is it in the -y word family?

S1: Yes.

S4: Does the word have the letter s?

S1: No.

S5: Is it cry?

S1: Yes.

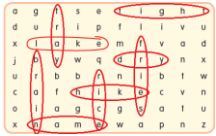
Have the student who finds the answer first come to the front and draw a card.

Play the activity until all the students have a chance to speak.

# Review I\_Units 1-4

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to review the long vowel <b>a</b> and <b>i</b> sounds</li> <li>• to review the word families in Units 1~4: -ake, -ace, -age, -ame, -ane, -ape, -ate, -ave, -ai-, -ay, -ike, -ice, -ide, -ime, -ine, -ipe, -ite, -ive, -ie, -y, -igh-</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U1~U4 picture/word flashcards (<a href="http://www.ihappyhouse.co.kr">Downloadable at www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.30~35)</b>	
<b>★Review</b>	<p>Prepare the B3_U1~U4 picture flashcards.</p> <p>Show each card to the students and review the long vowel <b>a</b> and <b>i</b> sounds.</p> <p>T: (showing the cake flashcard) What is this?</p> <p>S: It's a cake.</p> <p>T: What word family is cake in?</p> <p>S: /ake/, /ake/.</p> <p>T: Good.</p> <p>Go over the words with the rest of the flashcards.</p>
<p><b>(p.30)</b></p> <p><b>Answers</b></p> <p>1. cape 2. mice 3. ray 4. tie 5. pain 6. cry</p>	<p><b>Listen and write. (CD1_T26)</b></p> <p>T: Look at number 1. Listen to the CD.</p> <p>A: /a/, /a/, cape.</p> <p>T: (stopping the CD) What's the vowel sound of cape?</p> <p>S: /a/, /a/.</p> <p>T: Great. What letters make the /a/ sound?</p> <p>S: A, silent e.</p> <p>T: Good! Write a and e. Then, trace the rest of the word.</p> <p>S: (writing and tracing)</p> <p>Do the same with the rest of the questions.</p> <p><i>*Option:</i> If you are teaching fast learners, play the CD and have the students write all the answers. Then, check the answers with the students.</p>
<p><b>Answers</b></p> <p>1. ace/lace 2. ie/ lie 3. ai/pail 4. ine/pine 5. igh/night 6. ay/jay</p>	<p><b>Listen and match. Then write (CD1_T27)</b></p> <p>T: Look at number 1. Listen to the CD.</p> <p>A: /l/, /ace/, lace.</p> <p>T: (stopping the CD) What word family is lace in?</p> <p>S: /ace/, /ace/.</p> <p>T: Great. Draw a line to "ace."</p> <p>S: (drawing)</p> <p>T: Now write the word.</p> <p>S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p><b>(p.31)</b></p> <p><b>Answers</b></p> <p>1. gate, date 2. dime, lime 3. rain, grain 4. cave, wave 5. pie, die 6. pipe, wipe</p>	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What letters do you see?</p> <p>S: I see A, T, and E.</p> <p>T: Read the word family.</p> <p>S: /ate/, /ate/.</p> <p>T: Good! Find the words that are in the -ate word family.</p> <p>S: Gate, date.</p> <p>T: Great. Circle them and write the words.</p> <p>Do the same with the rest of the questions.</p>

**(p.32)**  
**Answers**  
 1. lake 2. rice  
 3. tray 4. dry  
 5. name 6. brain  
 7. hike 8. fries  
 9. tight



**Write the words and find them.**  
 T: Look at number 1. What do you see?  
 S: I see a lake.  
 T: What's the vowel sound of lake?  
 S: /a/, /a/.  
 T: Good. Write the a and e. Then, trace the rest of the word.  
 S: (writing and tracing)  
 T: Now, find lake and circle it in the word search box below.  
 S: (circling)  
 Do the same with the rest of the questions.

**(p.33)**  
**Answers**  
 1. shy 2. light 3. sail  
 4. page 5. fly 6. wipe  
 7. hive 8. tail 9. nine  
 10. bite 11. pray 12. rice

**Circle and write.**  
 T: Look at number 1. What do you see?  
 S: I see a girl behind her mom.  
 T: Good. She is shy. Circle the word shy and write it.  
 S: (circling and writing)  
 Do the same with the rest of the questions.

**(p.34)**

**Answers**  
 1. cape 2. cage  
 3. rain 4. mice  
 5. hiking 6. shy

**Read and fill in the blank.**  
 T: Look at number 1. Let's read the sentence together.  
 T&S: Jake is wearing a big...  
 T: Good. Find the missing word in the word box.  
 S: Cape.  
 T: Great. Write the word in the blank.  
 S: (writing)  
 Do the same with the rest of the questions.

**(p.35)**

**Answers**  
 1. a 2. c 3. d 4. b

**Read the stories and match.**  
 Talk about the pictures with the students.  
 T: Look at letter a. What do you see in the picture?  
 S: I see mice and kites.  
 T: What are the mice doing?  
 S: They are flying kites.  
 Do the same with the rest of the pictures.  
 Read each chant with the students and have them match it with the correct picture.  
 T: Look at number 1. Let's read the chant together.  
 T&S: Five mice go to a nice park.  
           Two mice ride a bike.  
           Three mice play hide-and-seeK.  
           Now all five mice fly kites.  
 T: Find the correct picture and draw a line to it.  
 S: (drawing)

**Workbook (pp.20~23)**

For each exercise, explain how to do the activity by using number 1.  
 Then, have the students complete the exercise by themselves.  
 After that, check the answers with the students.  
*\*Option: If you do not have enough time to do the workbook, ask the students to finish the workbook at home.*  
**Answers**

A. 1. ake/lake 2. ide/ride 3. ie/die 4. ay/May 5. ai/grain 6. ate/date 7. y/fly 8. ai/tail 9. igh/right

B. kite - 12 / jay - 3 / rain - 9 / pie - 5 / fries - 1 / cane - 7

page - 4 / wipe - 6 / mice - 2 / ray - 11 / shy - 10 / pain - 8

C. 1. tape 2. five 3. night 4. mail 5. hay 6. tray 7. sky 8. pine 9. name 10. hike 11. race 12. dime

D. 1. cake 2. pray 3. pain 4. kite 5. fries 6. right



## Unit 5\_Long Vowel o o\_e

• rose, hose | globe, robe | poke, smoke | pole, hole | home, dome | bone, cone | rope, slope | note, vote

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the sound of the long vowel o</li> <li>• to learn the words in the word families: -ose, -obe, -oke, -ole, -ome, -one, -ope, -ote</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U5 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.36~41)</b>	
★Warm Up	<p>Prepare B3_U5 picture flashcards before class.</p> <p>Introduce each word that has a long vowel o sound by showing the corresponding flashcard.</p> <p>T: (showing the rose flashcard) Look at the card. What do you see?</p> <p>S: I see a rose.</p> <p>T: That's right. It is a rose. (writing "r," "o," "s," and "e" on the board and blending the sounds)</p> <p>/r/, /o/, /s/, rose, rose.</p> <p>What is the vowel sound of rose?</p> <p>S: /o/, /o/.</p> <p>T: Very good. (pointing to the letter o on the board) /o/, /o/. It's the long vowel o sound.</p> <p>(pointing to the letter "e" in rose) Does the "e" have a sound?</p> <p>S: No.</p> <p>T: That's right. The "e" is silent in the word rose.</p> <p>Do the same with the words that have the long vowel o sound by using the B3_U5 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.36)	<p><b>Listen and point. Then listen and repeat. (CD2_T02)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box.</p> <p>(pointing to "ose") Let's read this word family.</p> <p>S: /o/, /s/, /ose/.</p> <p>T: Great.</p> <p>Write "r" and "ose" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "r," "ose," and an arrow)</p> <p>Let's blend the word.</p> <p>(tracing an arrow from left to right)</p> <p>/r/, /ose/, rose.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /r/, /ose/, rose.</p> <p>S: (tracing the arrow under the word)</p> <p>/r/, /ose/, rose.</p>
★Letters & Sounds (p.37)	<p><b>Write and say.</b></p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line.</p> <p>(pointing to "ose") Let's read this word family.</p> <p>S: /o/, /s/, /ose/.</p> <p>T: Great. (pointing to the dotted line in "ose")</p> <p>What's the sound of o, silent e?</p>

<p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. ope / rope</li> <li>2. ome / dome</li> <li>3. ole / hole</li> <li>4. ose / hose</li> <li>5. ote / vote</li> <li>6. obe / robe</li> <li>7. oke / poke</li> <li>8. one / cone</li> <li>9. ope / slope</li> </ol>	<p>S: /o/, /o/.</p> <p>T: Good. Trace the letters o and e.</p> <p>Have the students trace the words and read them at the same time.</p> <p><b>Listen and check. Then write. (CD2_T03)</b></p> <p>Have the students look at the pictures and talk about them.</p> <p>T: Look at number 1. What do you see?</p> <p>S: I see a rope.</p> <p>T: What word family is rope in?</p> <p>S: /ope/, /ope/.</p> <p>T: Great.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the word family. Then, trace the rest of the word.</p> <p>T: (playing the CD)</p> <p>A: /r/, /ope/, rope, /r/, /ope/, rope.</p> <p>T: What word family is rope in?</p> <p>S: /ope/.</p> <p>T: Good. Check the "ope." Then, write "ope" in the blanks and trace the rest of the word.</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.38~39)</p> <p><b>Answers (p.38)</b></p> <ol style="list-style-type: none"> <li>1. bone, cone</li> <li>2. globe, robe</li> <li>3. note, vote</li> <li>4. hose, rose</li> </ol>	<p><b>Say and check the words in the same word family.</b></p> <p>Have the students say the sounds of the word families.</p> <p>Then, have them check the pictures in the same word family.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: O, N, E.</p> <p>T: Read the word family.</p> <p>S: O, N, E, /one/.</p> <p>T: Good. Now look at the pictures and say the words in the -one word family.</p> <p>S: Bone and cone.</p> <p>T: Excellent! /b/, /one/, bone, /c/, /one/, cone.</p> <p>Check the two words.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Answers (p.38)</b></p> <ol style="list-style-type: none"> <li>1. hole</li> <li>2. vote</li> <li>3. slope</li> <li>4. hose</li> <li>5. dome</li> <li>6. smoke</li> </ol>	<p><b>Listen and circle. Then write. (CD2_T04)</b></p> <p>Have the students read each word.</p> <p>Play the CD. Have them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words.</p> <p>S: Bone, hole, home.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: Hole, hole.</p> <p>T: What did the person say?</p> <p>S: Hole, hole.</p> <p>T: Now, circle the word hole and write the word.</p> <p>S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p>
<p><b>Answers (p.39)</b></p> <ol style="list-style-type: none"> <li>1. note</li> <li>2. rope</li> </ol>	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What do you see?</p> <p>S: I see a note.</p>



After that, check the answers with the students.

*\*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.*

Answers

A. 1. hose 2. cone 3. rope 4. globe 5. poke 6. dome

B. 1. ote / note 2. ose / hose 3. ole / pole 4. ole / hole 5. ose / rose 6. ote / vote

C. 1. bone 2. home 3. robe 4. note 5. slope 6. poke 7. dome 8. pole 9. smoke 10. hole 11. cone 12. globe

D. 1. roses, pole 2. bone, hole 3. rope, slope 4. smoke, dome

E. roses, holes, hose, poles

**Phonics Readers (PR pp.20~23) Story 5**

★Before Reading

Have the students open Big Step Phonics Readers and talk about the pictures.

T: Open your books to page 20. Let's read the title together.

T&S: My Uncle's Home.

T: What do you see in the picture?

S: I see a big house and a toy house.

T: Good. What are the boy doing?

S: He is walking to the big house.

Do the same with the rest of the pictures.

★While Reading  
(CD2\_T28)

Play the CD.

*(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 2, which the students will find interesting.)*

Then, play the CD again and help the students read the story while pointing to each word.

T: (playing the CD) Listen to the whole story.

S: (listening)

T: (playing the CD) Listen to the story again and read the lines while pointing to each word.

A: I visit my uncle's home.

S: (pointing to each word) I visit my uncle's home.

T: Good.

Have the students find the words that have the o\_e sound. Then, circle them.

T: Now, can you find the words that have the o\_e sound?

S: Yes. Home and dome.

T: Great. Circle the words.

★After Reading  
(Workbook p.27)

**A. Read and match.**

Have the students open their workbooks to page 27. Help the students read the story. Then, have the students match the sentences with the correct pictures.

T: Let's read the story in Part A together.

S: (reading)

T: Find the corresponding picture below and write the letter a.

S: (writing)

Do the same with the rest of the story.

**B. Read and circle.**

Help the students read each sentence and have them say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&S: The boy visits his uncle's home.

T: Good. In the story, does the boy visit his uncle?

S: Yes.

T: Great. Circle True.

Answers

A. a, c, b, d

B. 1. True 2. False

3. True

Do the same with the rest of the questions.

### Fun Activity

#### Word Completion

Bring several pieces of A4-sized paper to class.

Divide the class into two teams and give a piece of paper to each team.

Have the students write 10 words with missing letters, such as p\_ \_e and c\_n\_.

Then, have them switch papers and complete the words.

After each team completes the words, have the teams get their paper back and check the answers.

The team with more correct words wins the game.

# Unit 6\_Long Vowel o oa, ow

• goat, boat, coat, road, toad, soap, goal, toast | mow, row, bow, crow, bowl, blow, arrow, pillow

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to review the sound of the long vowel o</li> <li>• to learn the words in the word families: -oa-, -ow</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U6 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.42~47)</b>	
★Review	<p>Write -ose, -obe, -oke, -ole, -ome, -one, -ope, and -ote on the whiteboard and review the long vowel o sound and word families.</p> <p>T: (writing "rose" on the board) Read this word. S: Rose. T: Good. What's the sound of o? S: /o/, /o/. T: Good. It's the long vowel o sound. (pointing to the letter "e" in rose) Does the "e" have a sound? S: No. T: That's right. The "e" is silent in the word rose. What word family is rose in? S: /ose/, /ose/. T: Excellent.</p> <p>Go over the words hose, globe, robe, poke, smoke, pole, hole, home, dome, bone, cone, rope, slope, note, and vote.</p>
★Warm Up	<p>Prepare the B3_U6 picture flashcards before class.</p> <p>Introduce the oa word family by explaining that the individual letters make one sound when they get together.</p> <p>T: (writing "o" and "a" on the board) What letters do you see? S: I see O and A. T: Good. When they get together, they make the long vowel o sound. Say, /o/, /o/. S: /o/, /o/. T: (writing "goat" on the board) Let's read this word. T&amp;S: /g/, /o/, /t/, goat.</p> <p>Do the same with the ow word family.</p> <p>Then, introduce the words in the oa and ow word families by using the B3_U6 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
★Unit Introduction (p.42)	<p><b>Listen and point. Then listen and repeat. (CD2_T08)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "oa") Let's read this word family. S: O, A, /o/. T: Great.</p> <p>Write "g," "oa," and "t" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "g," "oa," "t," and an arrow) Let's blend the word.</p>

	<p>(tracing an arrow from left to right) /g/, /oa/, /t/, goat. Have the students trace the arrow when they listen and repeat after the CD. A: /g/, /oa/, /t/, goat. S: (tracing the arrow under the word) /g/, /oa/, /t/, goat.</p>
<p>★ Letters &amp; Sounds (p.43)</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>ow / bow</li> <li>ow / bowl</li> <li>oa / goal</li> <li>oa / boat</li> <li>oa / soap</li> <li>ow / blow</li> <li>ow / arrow</li> <li>oa / road</li> <li>ow / pillow</li> </ol>	<p><b>Write and say.</b> Have the students read the word families and trace the letters and words. T: Look at the first line. (pointing to "oa") What letters do you see? S: O and A. T: Great. (pointing to the dotted line in "oa") What's the sound of OA? S: O, A, /oa/. T: Good. Trace the letters oa. Have the students trace the words and read them at the same time.</p> <p><b>Listen and check. Then write. (CD2_T09)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a bow. T: What word family is bow in? S: O, W, /ow/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (plays the CD) A: /b/, /ow/, bow. T: What word family is bow in? S: O, W, /ow/. T: Good. Check the "ow." Then, write "ow" in the blanks and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★ Phonics Words (pp.44~45)</p> <p><b>Answers (p.44)</b></p> <ol style="list-style-type: none"> <li>coat, goat, boat</li> <li>bow, crow, bowl</li> <li>road, toad, toast</li> <li>pillow, mow, row</li> </ol>	<p><b>Say and check the words in the same word family.</b> Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: O and A. T: Read the word family. S: O, A, /oa/. T: Good. Now look at the pictures and say the words in the oa word family. S: Coat, goat, and boat. T: Excellent! /c/, /oat/, coat, /g/, /oa/, /t/, goat, and /b/, /oa/, /t/, boat. Check the three words. Do the same with the rest of the questions.</p> <p><b>Listen and circle. Then write. (CD2_T10)</b> Have the students read each word.</p>

<p>Answers (p.44)</p> <p>1. toast 2. goal 3. arrow 4. soap 5. bowl 6. pillow</p>	<p>Play the CD. Have them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words. S: Toast, coat, bow. T: Good. Now, listen to the CD. (playing the CD) A: Toast, toast. T: What did the person say? S: Toast, toast. T: Now, circle the word toast and write the word. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>Answers (p.45)</p> <p>1. coat 2. mow 3. row 4. road 5. toad 6. goat 7. crow 8. toast 9. blow</p>	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What do you see? S: I see a coat. T: Good. Find the word coat and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>Answers (p.45)</p> <p>oa: goat, boat, coat, road, toad, soap, goal, toast ow: mow, row, bow, crow, bowl, blow, arrow, pillow</p>	<p><b>Write the words in the same word family.</b></p> <p>Have the students write the words that are in the word families -oa- and -ow. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.46)</p> <p>Answers</p> <p>1. goal 2. toad 3. arrow 4. boat 5. bowl 6. mow</p>	<p><b>Listen and read. Then circle and write. (CD2_T11)</b></p> <p>Have the students look at the picture and talk about it. T: Look at number 1. What do you see in the picture? S1: I see a goat. S2: I see a goal. T: Good. What is the goat doing? S: The goat is kicking a ball. T: Good. Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: The goat kicks the ball into the goal. T: What did the person say? S: The goat kicks the ball into the goal. T: Good. Find the word goal. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.47)</p>	<p><b>Read the story and chant along. (CD2_T12~13)</b></p> <p>T: (pointing to the title) Let's read the title together. T&amp;S: The Goat's Bath. T: What do you see in the picture? S: I see a goat/boat/bowl.</p>



	<p>T: Good. Can you find the words that are in the word families oa and ow?</p> <p>S: Yes. Goat, boat, rows, bowl, soap, and goal.</p> <p>T: Great.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) There are some sight words. Let's read them together.</p> <p>T&amp;S: Into, of, out, in.</p> <p>T: Good. Let's listen to the story.</p> <p>Play the CD and then read the story while the students point to each word.</p> <p>Then, listen to the chant and chant along.</p>
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**Workbook (pp.28~30)**

For each exercise, explain how to do the activity by using number 1.

Then, have the students complete the exercise by themselves.

After that, check the answers with the students.

*\*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.*

**Answers**

A. 1. boat 2. mow 3. crow 4. soap 5. goal 6. bow

B. 1. oa / coat 2. ow / row 3. ow / bowl 4. oa / road 5. ow / pillow 6. oa / toast

C. 1. toad 2. bow 3. goat 4. blow 5. coat 6. road 7. goal 8. mow 9. arrow 10. row 11. pillow 12. toast

D. 1. goat, goal 2. arrow, crow 3. blows, boat 4. toast, bowl

E. goat, rows, bowl, soap

**Phonics Readers (PR pp.24~27) Story 6**

★Before Reading	<p>Have the students open Big Step Phonics Readers and talk about the pictures.</p> <p>T: Open your books to page 24. Let's read the title together.</p> <p>T&amp;S: Toad's Invitation.</p> <p>T: What do you see in the picture?</p> <p>S: I see a toad/pen/cup/picture.</p> <p>T: Good. What is the toad doing?</p> <p>S: The toad is writing a card.</p> <p>Do the same with the rest of the pictures.</p>
★While Reading (CD2_T29)	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 2, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: Toad is a new neighbor in this town.</p> <p>S: (pointing to each word) Toad is a new neighbor in this town.</p> <p>T: Good.</p> <p>Have the students find the words that are in the word families oa and ow. Then, circle them.</p> <p>T: Now, can you find the words that are in the word families oa and ow?</p> <p>S: Yes. Toad, crow, and goat.</p> <p>T: Great. Circle the words.</p>
★After Reading (Workbook p.31)	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 31. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p>

**Answers**

A. b, a, c, d

B. 1. True 2. True

3. False

T: Let's read the story in Part A together.

S: (reading)

T: Find the corresponding picture below and write the letter a.

S: (writing)

Do the same with the rest of the story.

**B. Read and circle.**

Help the students read each sentence and have them say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&amp;S: Toad invites Crow and Goat.

T: Good. In the story, does Toad invite Crow and Goat?

S: Yes.

T: Great. Circle True.

Do the same with the rest of the questions.

**Fun Activity****Stepping Stones**

Prepare some blue and red markers for class.

Place a set of B3\_U6 picture flashcards on the table face in.

Draw a wide river on the whiteboard and 20 stepping stones on the water.

Divide the class into two teams and give one team the blue markers and the other team the red ones.

Have one student from one team come to the front and flip over a flashcard.

Then, have the student write the corresponding word on one of the stones by using the designated marker.

Tell the students that they need to write the correct words on enough stones to get across the bridge.

When a team has ten stones and the final stone is on the other side of the river, it wins.

# Unit 7\_Long Vowel u u\_e, ue, ui

• cube, tube, June, tune, dune, cute, mule, flute, huge, mule | blue, glue | fruit, suit

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the sound of the long vowel <b>u</b></li> <li>• to learn the words in the word families: -u_e, -ue, -ui</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U7 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.48~53)</b>	
<p>★Warm Up</p>	<p>Prepare the B3_U7 picture flashcards before class.</p> <p>Introduce each word that has the long vowel <b>u</b> sound by showing the corresponding flashcard.</p> <p>T: (showing the cube flashcard) Look at the card. What do you see?</p> <p>S: I see a cube.</p> <p>T: That's right. It is a cube. (writing "c," "u," "b," and "e" on the board and blending the sounds) /c/, /u/, /b/, cube, cube.</p> <p>What is the vowel sound of cube?</p> <p>S: /u/, /u/.</p> <p>T: Very good. (pointing to the letter u on the board) /u/, /u/. It's the long vowel <b>u</b> sound. (pointing to the letter "e" of cube) Does the "e" have a sound?</p> <p>S: No.</p> <p>T: That's right. The "e" is silent in the word cube.</p> <p>Do the same with the words with u_e by using the B3_U7 picture flashcards.</p> <p>Write U and E and introduce the ue word family by explaining that the individual letters make one sound when they get together.</p> <p>T: (writing "u" and "e" on the board) What letters do you see?</p> <p>S: I see U and E.</p> <p>T: Good. When they get together, they make the long vowel u sound. Say, /u/, /u/.</p> <p>S: /u/, /u/.</p> <p>T: (writing "blue" on the board) Let's read this word.</p> <p>T&amp;S: /b/, /u/, blue.</p> <p>Do the same with the -ui- word family.</p> <p>Then, introduce the words in the -ue and -ui- word families by using the B3_U7 picture flashcards.</p> <p>Explain that the long vowel u has two different sounds: /y<math>\overline{oo}</math>/ and /<math>\overline{oo}</math>/.</p> <p>Refer to the long vowel sound list below.</p> <p>/y<math>\overline{oo}</math>/ - cube, cute, mute, huge, mule</p> <p>/<math>\overline{oo}</math>/ - tube, June, tune, dune, flute, blue, glue, fruit, suit</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
<p>★Unit Introduction (p.48)</p>	<p><b>Listen and point. Then listen and repeat. (CD2_T14)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "u_e") Let's read this word family.</p> <p>S: U, silent e, /u/.</p> <p>T: Great.</p> <p>Write "c" and "ube" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "c," "ube," and an arrow)</p>

	<p>Let's blend the word. (tracing an arrow from left to right) /c/, /ube/, cube. Have the students trace the arrow when they listen and repeat after the CD. A: /c/, /ube/, cube. S: (tracing the arrow under the word) /c/, /ube/, cube.</p>
<p>★Letters &amp; Sounds (p.49)</p> <p>Answers</p> <ol style="list-style-type: none"> <li>ube / tube</li> <li>ute / mute</li> <li>une / June</li> <li>ue / blue</li> <li>ule / mule</li> <li>ui / suit</li> <li>uge / huge</li> <li>ue / glue</li> <li>une / tune</li> </ol>	<p><b>Write and say.</b> Have the students read the word families and trace the letters and words. T: Look at the first line. (pointing to "ube") Let's read this word family. S: /u/, /b/, /ube/. T: Great. (pointing to the dotted line in "ube") What's the sound of u, silent e? S: /u/, /u/. T: Good. Trace the letters u and e. Have the students trace the words and read them at the same time.</p> <p><b>Listen and check. Then write. (CD2_T15)</b> Have the students look at the pictures and talk about them. T: Look at number 1. What do you see? S: I see a tube. T: What word family is tube in? S: /ube/, /ube/. T: Great. Play the CD. Have the students listen to the CD and check the answers. Have them check and write the word family. Then, trace the rest of the word. T: (plays the CD) A: /t/, /ube/, tube, /t/, /ube/, tube. T: What word family is tube in? S: /ube/. T: Good. Check the "ube." Then, write "ube" in the blanks and trace the rest of the word. Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.50~51)</p> <p>Answers (p.50)</p> <ol style="list-style-type: none"> <li>cube, tube</li> <li>blue, glue</li> <li>fruit, suit</li> <li>cute, mute</li> </ol>	<p><b>Say and check the words in the same word family.</b> Have the students say the sounds of the word families. Then, have them check the pictures in the same word family. T: Look at number 1. What letters do you see? S: U, silent e. T: Good. Now look at the pictures and say the words with u, silent e. S: Cube and tube. T: Excellent! /c/, /ube/, cube, /t/, /ube/, tube. Check the two words. Do the same with the rest of the questions.</p> <p><b>Listen and circle. Then write. (CD2_T16)</b> Have the students read each word. Play the CD. Have them draw a circle around the correct word and write it.</p>

<p>Answers (p.50)</p> <p>1. tube 2. dune 3. flute 4. mule 5. glue 6. fruit</p>	<p>T: Look at number 1. Read the words. S: Tube, June, mule. T: Good. Now, listen to the CD. (playing the CD) A: Tube, tube. T: What did the person say? S: Tube, tube. T: Now, circle the word tube and write the word. S: (circling and writing) Do the same with the rest of the questions.</p>
<p>Answers (p.51)</p> <p>1. cube 2. dune 3. blue 4. tune 5. flute 6. cute 7. mule 8. suit 9. fruit</p> <p>Answers (p.51)</p> <p>u_e: cube, tube, June, tune, dune, cute, mute, flute, huge, mule ue: blue, glue ui: fruit, suit</p>	<p><b>Circle and write.</b> T: Look at number 1. What do you see? S: I see a cube. T: Good. Find the word cube and circle it. S: (circling) T: Write the word. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Sentences (p.52)</p>	<p><b>Write the words in the same word family.</b> Have the students write the words that are in the word families -u_e, -ue, and -ui. Monitor the students' work if necessary. Have them present their work as time allows.</p>
<p>★Phonics Sentences (p.52)</p> <p>Answers</p> <p>1. cube 2. dune 3. flute 4. mule 5. glue 6. suit</p>	<p><b>Listen and read. Then circle and write. (CD2_T17)</b> Have the students look at the picture and talk about it. T: Look at number 1. What do you see in the picture? S1: I see a boy. S2: I see a cube. T: Good. What is the boy pointing to? S: The boy is pointing to a cube. T: Good. Play the CD. Have the students circle the correct word and write it. T: Now, listen to the CD. (playing the CD) A: Look at that huge cube! T: What did the person say? S: Look at that huge cube! T: Good. Find the word cake. S: (searching) T: Circle the word and write it. S: (writing) Do the same with the rest of the questions.</p>
<p>★Phonics Story &amp; Chant (p.53)</p>	<p><b>Read the story and chant along. (CD2_T18~19)</b> T: (pointing to the title) Let's read the title together. T&amp;S: A Festival in June. T: What do you see in the picture? S: I see a mule/hen/boy/drum/flute. T: Good. Can you find the words with the long vowel u sound?</p>

	<p>S: Yes. June, huge, mule, flute, and tune.</p> <p>T: Great.</p> <p>Have the students look at the sight words box and read them with the students.</p> <p>T: (pointing to the sight words) There are some sight words. Let's read them together.</p> <p>T&amp;S: An, old, sing, and.</p> <p>T: Good. Let's listen to the story.</p> <p>Play the CD and then read the story while the students point to each word.</p> <p>Then, listen to the chant and chant along.</p>
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**Workbook (pp.32~34)**

For each exercise, explain how to do the activity by using number 1.  
 Then, have the students complete the exercise by themselves.  
 After that, check the answers with the students.  
*\*Option: If you do not have enough time to do the workbook in class, ask the students to finish the workbook at home.*

**Answers**

- A. 1. cube 2. blue 3. mule 4. tune 5. suit 6. flute  
 B. 1. u\_e / huge 2. ue / glue 3. ui / suit 4. u\_e / cute 5. ui / fruit 6. ue / blue  
 C. 1. mute 2. tube 3. June 4. blue 5. suit 6. cube 7. dune 8. glue 9. fruit 10. cute 11. huge 12. mule  
 D. 1. dune, June 2. mule, cute 3. glue 4. suit  
 E. June, huge, flute, tune

**Phonics Readers (PR pp.28~31) Story 7**

<b>★Before Reading</b>	<p>Have the students open Big Step Phonics Readers and talk about the pictures.</p> <p>T: Open your books to page 28. Let's read the title together.</p> <p>T&amp;S: The Man and the Mule.</p> <p>T: What do you see in the picture?</p> <p>S: I see a man, a mule, and cubes.</p> <p>T: Good. What is on the mule's back?</p> <p>S: Many cubes are on the mule's back.</p> <p>Do the same with the rest of the pictures.</p>
<b>★While Reading (CD2_T30)</b>	<p>Play the CD.</p> <p><i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 2, which the students will find interesting.)</i></p> <p>Then, play the CD again and help the students read the story while pointing to each word.</p> <p>T: (playing the CD) Listen to the whole story.</p> <p>S: (listening)</p> <p>T: (playing the CD) Listen to the story again and read the lines while pointing to each word.</p> <p>A: A man and his mule are ready to leave.</p> <p>S: (pointing to each word) A man and his mule are ready to leave.</p> <p>T: Good.</p> <p>Have the students find the words that have the long vowel <b>u</b> sound. Then, circle them.</p> <p>T: Now, can you find the words that have the long vowel <b>u</b> sound?</p> <p>S: Yes. Mule and cubes.</p> <p>T: Great. Circle the words.</p>
<b>★After Reading (Workbook p.35)</b>	<p><b>A. Read and match.</b></p> <p>Have the students open their workbooks to page 35. Help the students read the story. Then, have the students match the sentences with the correct pictures.</p> <p>T: Let's read the story in Part A together.</p>

**Answers**

A. b, d, c, a

B. 1. False 2. True

3. True

S: (reading)

T: Find the corresponding picture below and write the letter a.

S: (writing)

Do the same with the rest of the story.

**B. Read and circle.**

Help the students read each sentence and have them say if the sentence is true or false.

T: Look at number 1. Let's read the sentence together.

T&amp;S: The man loads two cubes on his mule.

T: Good. In the story, does the mule have two cubes on its back?

S: No.

T: Great. Circle False.

Do the same with the rest of the questions.

**Fun Activity****Picture & Word Match**

Bring a set of B3\_U7 picture flashcards and three sets of B3\_U7 word flashcards to class.

Have the students sit in a circle and give five word flashcards to each student.

Place the B3\_U7 picture flashcards on teacher's table.

Flip over the first card and show it to the students.

Then, the students with the corresponding word flashcard should stand up and hand their cards to the teacher.

Play the activity until one student has no cards left.

# Unit 8\_Long Vowel e ee, ea

• bee, see, seed, feed, heel, peel, beep, sleep | tea, sea, beak, leak, meat, seal, bean, bead

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to identify the sound of the long vowel <b>e</b></li> <li>• to learn the words in the word families: -ee, -ea</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U8 picture/word flashcards (Downloadable at <a href="http://www.ihappyhouse.co.kr">www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.54~59)</b>	
<p>★Warm Up</p>	<p>Prepare the B3_U8 picture flashcards before class.</p> <p>Introduce each word that has the long vowel <b>e</b> sound by showing the corresponding flashcard.</p> <p>T: (showing the bee flashcard) Look at the card. What do you see?</p> <p>S: I see a bee.</p> <p>T: That's right. It is a bee. (writing "b," "e," and "e" on the board and blending the sounds) /b/, /ee/, bee, bee.</p> <p>What is the vowel sound of bee?</p> <p>S: /ee/, /ee/.</p> <p>T: Very good. (pointing to the letters ee on the board) /e/, /e/. It's the long vowel <b>e</b> sound.</p> <p>Do the same with the ea word family.</p> <p>Then introduce the words that have the long vowel <b>e</b> sound by using the B3_U8 picture flashcards.</p> <p><i>* If your students are fast learners, provide the word flashcards as well to motivate them to improve their reading skills.</i></p>
<p>★Unit Introduction (p.54)</p>	<p><b>Listen and point. Then listen and repeat. (CD2_T20)</b></p> <p>Have the students open their books.</p> <p>T: Look at the first box. (pointing to "ee") Let's read this word family.</p> <p>S: /ee/, /ee/.</p> <p>T: Great.</p> <p>Write "n" and "ee" on the whiteboard and draw an arrow under the word.</p> <p>Then, explain how to blend the word.</p> <p>T: (writing "b," "ee," and an arrow) Let's blend the word. (tracing an arrow from left to right) /b/, /ee/, bee.</p> <p>Have the students trace the arrow when they listen and repeat after the CD.</p> <p>A: /b/, /ee/, bee.</p> <p>S: (tracing the arrow under the word) /b/, /ee/, bee.</p>
<p>★Letters &amp; Sounds (p.55)</p>	<p><b>Write and say.</b></p> <p>Have the students read the word families and trace the letters and words.</p> <p>T: Look at the first line. (pointing to "ee") Let's read this word family.</p> <p>S: E, E, /ee/.</p> <p>T: Great. (pointing to the dotted line in "ee") What's the sound of ee?</p> <p>S: /ee/, /ee/.</p> <p>T: Good. Trace the letters e and e.</p> <p>Have the students trace the words and read them at the same time.</p>



<p><b>Answers</b></p> <ol style="list-style-type: none"> <li>ee / heel</li> <li>ea / tea</li> <li>ee / feed</li> <li>ea / bean</li> <li>ee / see</li> <li>ea / leak</li> <li>ee / peel</li> <li>ea / meat</li> <li>ee / sleep</li> </ol>	<p><b>Listen and check. Then write. (CD2_T21)</b></p> <p>Have the students look at the pictures and talk about them.</p> <p>T: Look at number 1. What is the arrow pointing to?</p> <p>S: Heel.</p> <p>T: Good. What word family is heel in?</p> <p>S: /ee/, /ee/.</p> <p>T: Great.</p> <p>Play the CD. Have the students listen to the CD and check the answers.</p> <p>Have them check and write the word family. Then, trace the rest of the word.</p> <p>T: (plays the CD)</p> <p>A: /h/, /ee/, /l/, heel, /h/, /ee/, /l/, heel.</p> <p>T: What word family is heel in?</p> <p>S: /ee/.</p> <p>T: Good. Check the "ee." Then, write "ee" in the blanks and trace the rest of the word.</p> <p>Do the same with the rest of the questions.</p>
<p>★Phonics Words (pp.56~57)</p> <p><b>Answers (p.56)</b></p> <ol style="list-style-type: none"> <li>seed, heel, beep</li> <li>beak, tea, seal</li> <li>sleep, see, feed</li> <li>leak, bean, bead</li> </ol>	<p><b>Say and check the words in the same word family.</b></p> <p>Have the students say the sounds of the word families.</p> <p>Then, have them check the pictures in the same word family.</p> <p>T: Look at number 1. What letters do you see?</p> <p>S: E, E.</p> <p>T: Read the word family.</p> <p>S: E, E, /ee/.</p> <p>T: Good. Now look at the pictures and say the words in the ee word family.</p> <p>S: Seed, heel, and beep.</p> <p>T: Excellent! /s/, /ee/, /d/, seed, /h/, /ee/, /l/, heel, and /b/, /ee/, /p/, beep.</p> <p>Check the three words.</p> <p>Do the same with the rest of the questions.</p>
<p><b>Answers (p.56)</b></p> <ol style="list-style-type: none"> <li>feed</li> <li>bead</li> <li>seal</li> <li>leak</li> <li>peel</li> <li>see</li> </ol>	<p><b>Listen and circle. Then write. (CD2_T22)</b></p> <p>Have the students read each word.</p> <p>Play the CD. Have them draw a circle around the correct word and write it.</p> <p>T: Look at number 1. Read the words.</p> <p>S: Feed, beak, heel.</p> <p>T: Good. Now, listen to the CD. (playing the CD)</p> <p>A: Feed, feed.</p> <p>T: What did the person say?</p> <p>S: Feed, feed.</p> <p>T: Now, circle the word feed and write the word.</p> <p>S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p>
<p><b>Answers (p.57)</b></p> <ol style="list-style-type: none"> <li>beak</li> <li>bean</li> <li>seed</li> <li>bead</li> <li>bee</li> <li>sea</li> </ol>	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What is the arrow pointing to?</p> <p>S: Beak.</p> <p>T: Good. Find the word beak and circle it.</p> <p>S: (circling)</p> <p>T: Write the word.</p>



- B. 1. ee / heel 2. ea / leak 3. ea / bead 4. ee / see 5. ee / beep 6. ea / tea  
 C. 1. seed 2. bee 3. beak 4. beep 5. peel 6. bean 7. meat 8. heel 9. sea 10. bead 11. sleep 12. seal  
 D. 1. Bees, sleeping 2. seal, meat 3. heel 4. bead, beak  
 E. feed, bees, beads

**Phonics Readers (PR pp.32~35) Story 8**

<p>★Before Reading</p>	<p>Have the students open Big Step Phonics Readers and talk about the pictures.                  T: Open your books to page 32. Let's read the title together.                  T&amp;S: Seeing the Vet.                  T: What do you see in the picture?                  S: I see a vet/quail/seal/zebra.                  T: Good. What are the animals doing?                  S: They are standing in line.                  Do the same with the rest of the pictures.</p>
<p>★While Reading (CD2_T31)</p>	<p>Play the CD.  <i>(It is recommended that teachers use the animation on Big Step Phonics 3 Multi-ROM CD 2, which the students will find interesting.)</i>                  Then, play the CD again and help the students read the story while pointing to each word.                  T: (playing the CD) Listen to the whole story.                  S: (listening)                  T: (playing the CD) Listen to the story again and read the lines while pointing to each word.                  A: Willy the vet is always busy.                  S: (pointing to each word) Willy the vet is always busy.                  T: Good.                  Have the students find the words that have the long vowel e sound. Then, circle them.                  T: Now, can you find the words that have the long vowel e sound?                  S: Yes. See.                  T: Great. Circle the word.</p>
<p>★After Reading (Workbook p.39)</p> <p><b>Answers</b>                  A. d, a, c, b                  B. 1. True 2. False                  3. True</p>	<p><b>A. Read and match.</b>                  Have the students open their workbooks to page 39. Help the students read the story. Then, have the students match the sentences with the correct pictures.                  T: Let's read the story in Part A together.                  S: (reading)                  T: Find the corresponding picture below and write the letter a.                  S: (writing)                  Do the same with the rest of the story.</p> <p><b>B. Read and circle.</b>                  Help the students read each sentence and have them say if the sentence is true or false.                  T: Look at number 1. Let's read the sentence together.                  T&amp;S: Willy is a vet.                  T: Good. In the story, is Willy a vet?                  S: Yes.                  T: Great. Circle True.                  Do the same with the rest of the questions.</p>

**Fun Activity**

**Long e Posters**

Prepare five pieces of A3-sized paper.

Divide the class into five teams and give one piece to each team.

Designate a long vowel sound from a, i, o, u, and e to each team.

Then, have each team make a poster using the given long vowel sound.

Tell the students to draw some pictures and words with their teams' vowel sounds.

Ask them to be creative when decorating the posters.

T: What vowel sound poster did you make?

Team 1: The long vowel **e** sound poster.

T: Good. Think of some words that have the long vowel **e** sound.

Team 1: Bee, see, tea, seal...

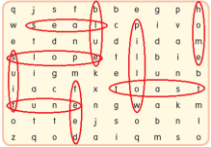
T: Excellent! Draw some pictures and write the corresponding words under the pictures.

You can decorate the poster by drawing your own pictures.

After they finish, have each team come to the front and present their posters.

## Review II\_Units 5-8

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to review the long vowels <b>o, u,</b> and <b>e</b></li> <li>• to review the word families in Units 5~8: -ose, -obe, -oke, -ole, -ome, -one, -ope, -ote, -oa-, -ow, -u_e, -ue, -ui, -ee, -ea</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• B3_U5~U8 picture/word flashcards (<a href="http://www.ihappyhouse.co.kr">Downloadable at www.ihappyhouse.co.kr</a>)</li> </ul>
<b>Student Book (pp.60~65)</b>	
<b>★Review</b>	<p>Prepare the B3_U5~U8 picture/word flashcards.</p> <p>Show each card to the students and review the long vowels <b>o, u,</b> and <b>e</b>.</p> <p>T: (showing the rose flashcard) What is this? S: It's a rose. T: What word family is rose in? S: O, S, E, /ose/. T: Good.</p> <p>Go over the words with the rest of the flashcards.</p>
<p><b>(p.60)</b></p> <p><b>Answers</b></p> <p>1. mute 2. hose 3. peel 4. fruit 5. crow 6. toad</p> <p><b>Answers</b></p> <p>1. oa/coat 2. ee/beep 3. one/cone 4. ow/bow 5. ue/glue 6. ea/beak</p>	<p><b>Listen and write. (CD2_T26)</b></p> <p>T: Look at number 1. Listen to the CD. A: /u/, /u/, mute. T: (stopping the CD) What's the vowel sound of mute? S: /u/, /u/. T: Great. What letters make the /u/ sound? S: U, silent e. T: Good! Write u and e. Then, trace the rest of the word. S: (writing and tracing)</p> <p>Do the same with the rest of the questions.</p> <p><i>*Option:</i> If you are teaching fast learners, play the CD and have the students write all the answers. Then, check the answers with the students.</p> <p><b>Listen and match. Then write (CD2_T27)</b></p> <p>T: Look at number 1. Listen to the CD. A: /c/, /oa/, /t/, coat. T: (stopping the CD) What word family is coat in? S: /oa/, /oa/. T: Great. Draw a line to "oa." S: (drawing) T: Now write the word. S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p><b>(p.61)</b></p> <p><b>Answers</b></p> <p>1. dune, June 2. see, heel 3. mow, blow 4. tea, bead 5. note, vote 6. goal, road</p>	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What letters do you see? S: I see U, N, and E. T: Say the word family. S: /une/, /une/. T: Good! Find the words that are in the -une word family. S: Dune, June. T: Great. Circle them and write the words.</p>

	Do the same with the rest of the questions.
<p><b>(p.62)</b></p> <p>Answers</p> <p>1. seal 2. slope 3. tune 4. blue 5. feed 6. toast 7. home 8. suit 9. pillow</p> 	<p><b>Write the words and find them.</b></p> <p>T: Look at number 1. What do you see? S: I see a seal. T: What's the vowel sound of seal? S: /ea/, /ea/. T: Good. Write the e and a. Then, trace the rest of the word. S: (writing and tracing) T: Now, find seal and circle it in the word search box below. S: (circling)</p> <p>Do the same with the rest of the questions.</p>
<p><b>(p.63)</b></p> <p>Answers</p> <p>1. bowl 2. pole 3. globe 4. meat 5. soap 6. bee 7. poke 8. tube 9. flute 10. huge 11. bean 12. row</p>	<p><b>Circle and write.</b></p> <p>T: Look at number 1. What is this? S: It is a bowl. T: Good. Circle the word bowl and write it. S: (circling and writing)</p> <p>Do the same with the rest of the questions.</p>
<p><b>(p.64)</b></p> <p>Answers</p> <p>1. hose 2. toad 3. mow 4. flute 5. leaking 6. seeds</p>	<p><b>Read and fill in the blank.</b></p> <p>T: Look at number 1. Let's read the sentence together. T&amp;S: Is the ... under the cone? T: Good. Find the missing word in the word box. S: Hose. T: Great. Write the word in the blank. S: (writing)</p> <p>Do the same with the rest of the questions.</p>
<p><b>(p.65)</b></p> <p>Answers</p> <p>1. b 2. c 3. a 4. d</p>	<p><b>Read the stories and match.</b></p> <p>Talk about the pictures with the students. T: Look at letter a. What do you see in the picture? S: I see a goat. T: What is the goat doing? S: The goat is taking a bath. Do the same with the rest of the pictures. Read each chant with the students and have them match it with the correct picture. T: Look at number 1. Let's read the chant together. T&amp;S: A fun festival begins in June. A huge mule plays the drum. An old hen plays the flute. People sing and dance to the tune. T: Find the correct picture and draw a line to it. S: (drawing)</p>
<p><b>Workbook (pp.40~43)</b></p>	
<p>For each exercise, explain how to do the activity by using number 1. Then, have the students complete the exercise by themselves. After that, check the answers with the students.</p>	

*\*Option: If you do not have enough time to do the workbook, ask the students to finish the workbook at home.*

Answers

A. 1. ube/cube 2. ee/feed 3. oa/toad 4. ole/hole 5. ow/mow 6. ue/glue 7. ea/beak 8. ui/suit 9. oke/poke

B. beep - 2 / blue - 8 / coat - 5 / seal - 10 / tune - 1 / bone - 7

sleep - 3 / globe - 11 / bow - 4 / home - 12 / huge - 6 / toast - 9

C. 1. heel 2. cute 3. tea 4. slope 5. blow 6. fruit 7. mule 8. vote 9. road 10. boat 11. meat 12. hose

D. 1. bone 2. note 3. bowl 4. cube 5. glue 6. meat