

“I wish you to gasp not only at what you read
but at the miracle of its being readable.”

- Vladimir Nabokov

- Владимир Набоков

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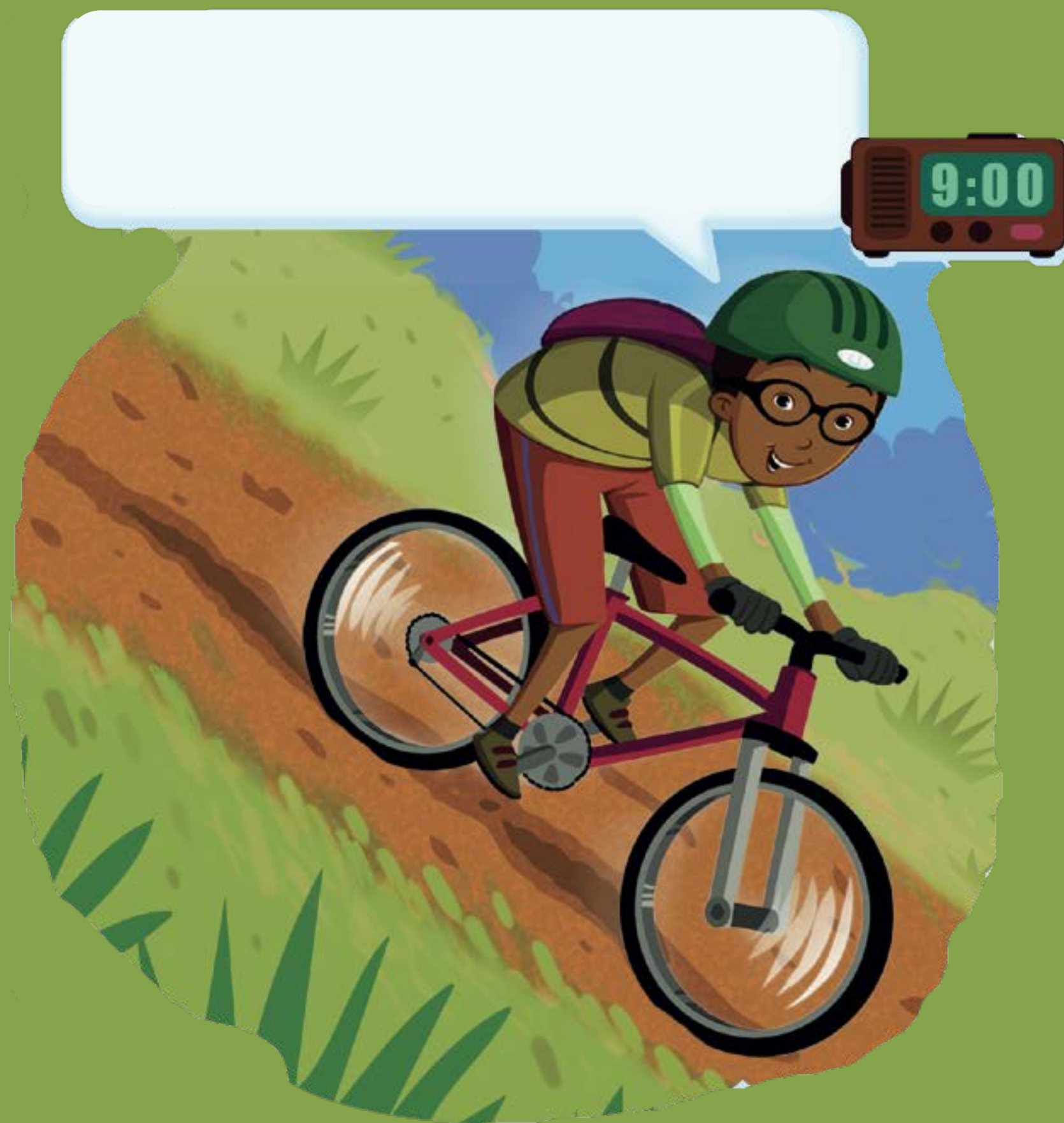
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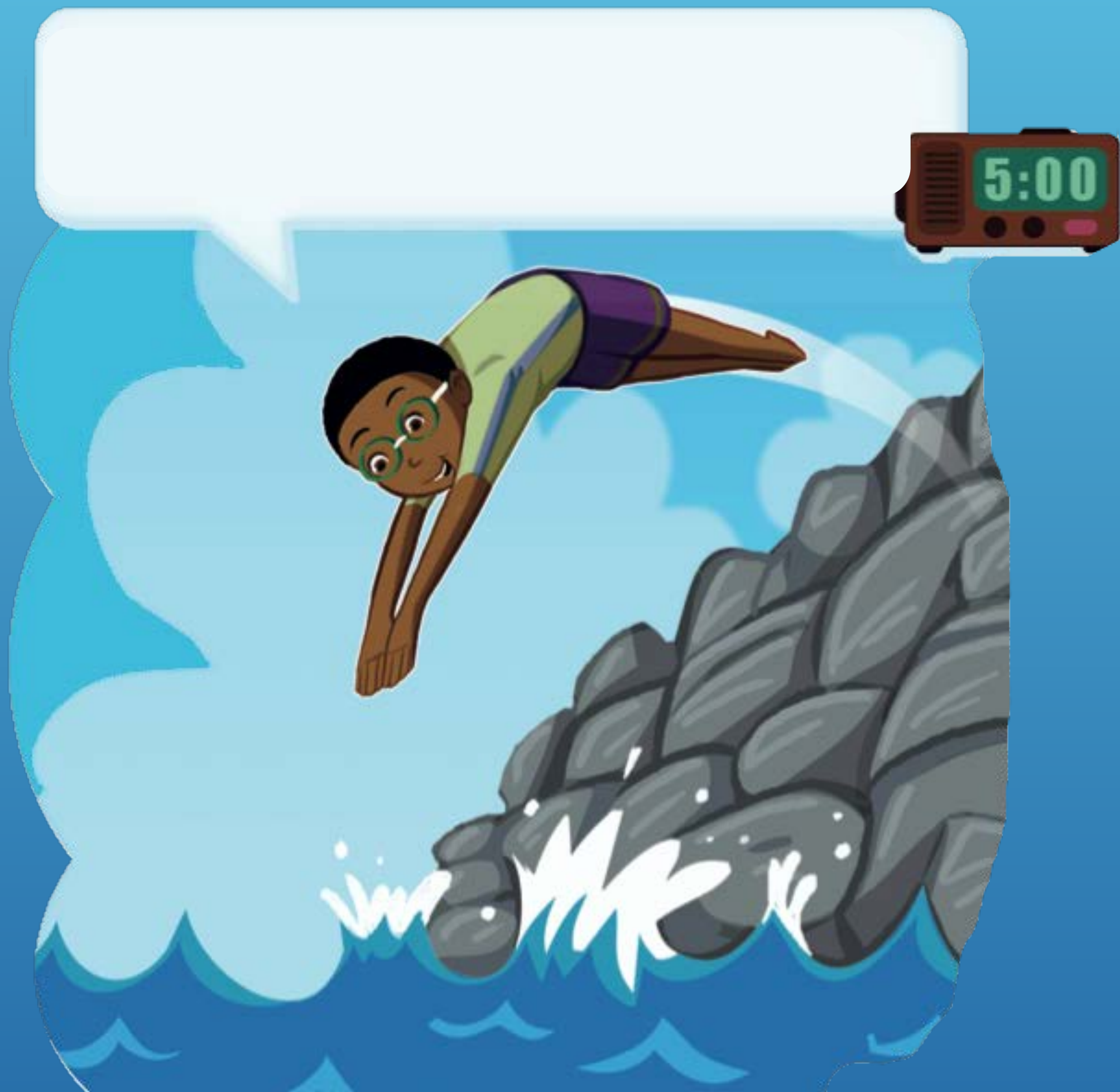
Mike!

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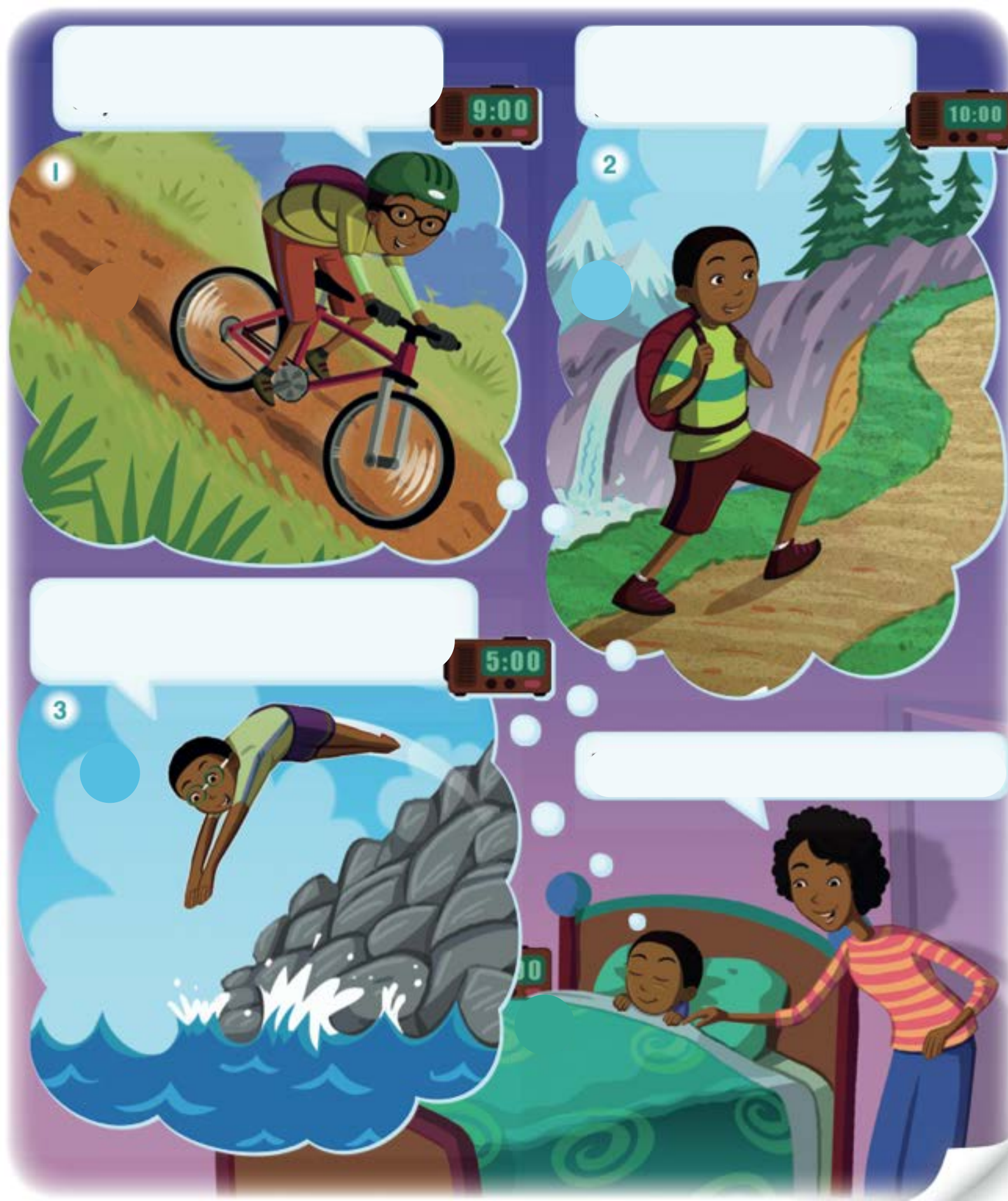






It is time to wake up, Mike!





Mike's Bikes



Thank you,
Mike!
We love
bikes!

Look, look! See the friends skate.
He has a jacket. She has a cape.
In the winter, they like to skate.
They can skate on the lake.



Look, look! See the friends hike.
She has a dog. He has a kite.
In the winter, they wake up at nine.
Then the friends hike to the pine.



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Then the friends hike to the pine.



bring songs to life

E

emotion

energy

Look, look! See the friends skate.
He has a jacket. She has a cape.
In the winter, they like to skate.
They can skate on the lake.



Look, look! See the friends hike.
She has a dog. He has a kite.
In the winter, they wake up at nine.
Then the friends hike to the pine.







i _ e

Unit 2

long i

i_e ime ike ive ine

A Listen and learn.

Unit 1 19



B Listen, point, and read.

Unit 1 20

1.



2.



3.



4.



C Listen, point, and read.

Unit 1 21

1.



kit



kite

2.



pin



pine

3.



rip



ripe

4.



fin



fine

D Look and say. Then circle and write.

1.



2.



3.



4.



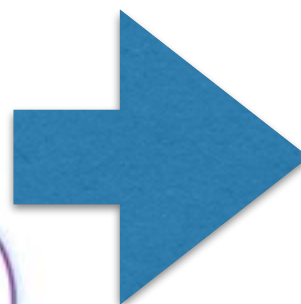
E Listen and chant. Then read.

Unit 1 22

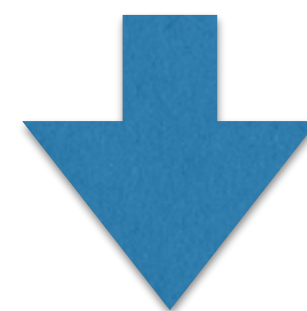
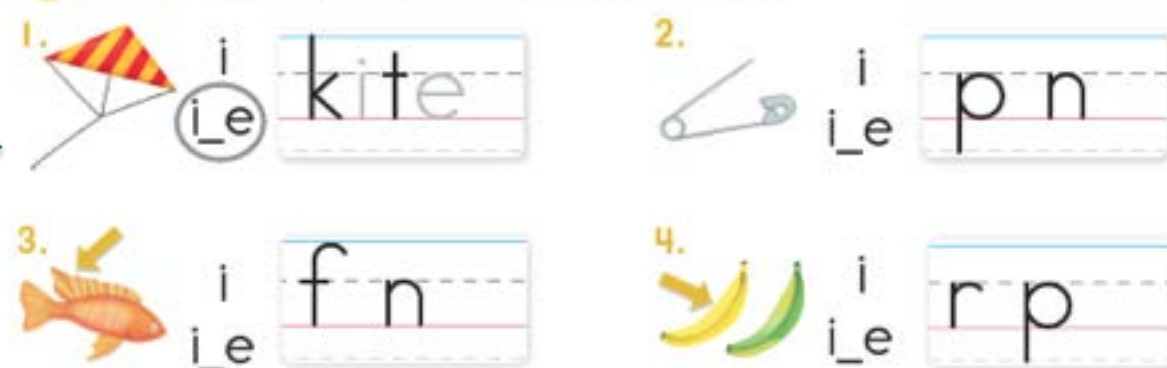


My kite is fine in the pine.





D Look and say. Then circle and write.



C Read and check. Then ask your partner and check.

	You		Your partner	
1. Do you like your bike?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Is it time for bed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Can you bake a cake?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do you have a kite?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

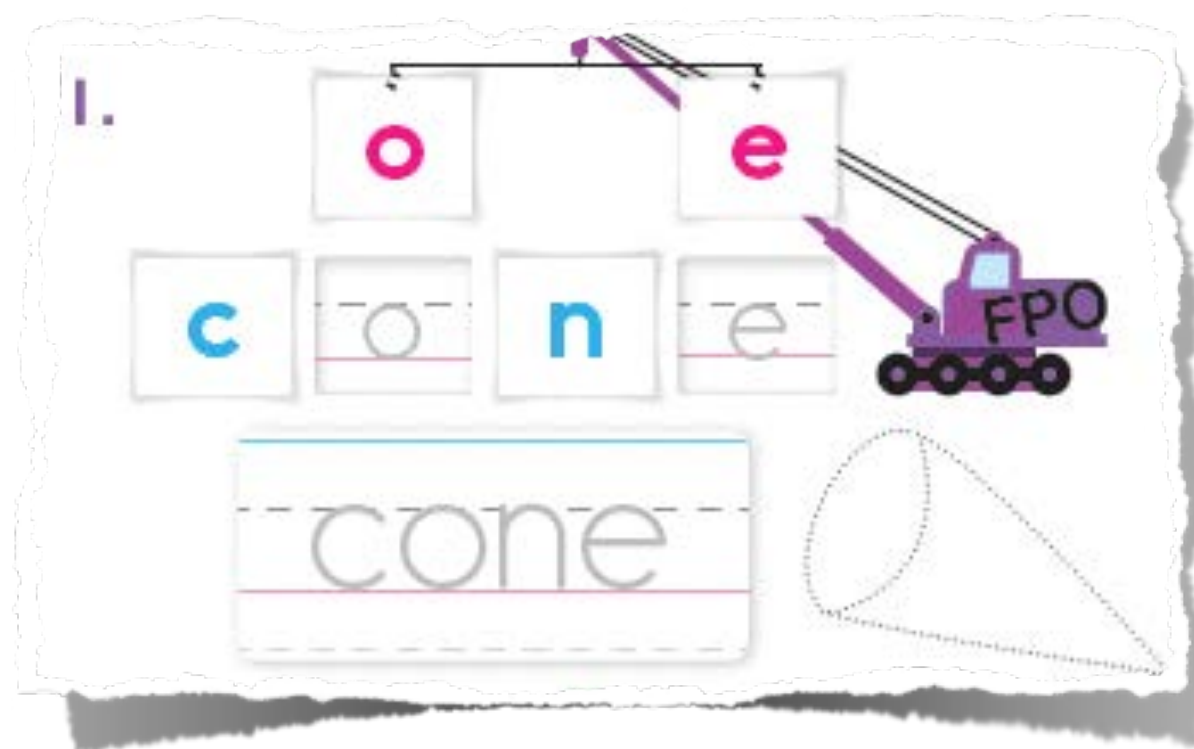
D Listen and write. 26

- I like my bike.
- What is it?
- It is a ripe .
- I like to .



split digraph

o a



o w

keep things

simple

phoneme

grapheme

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?



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A Look and listen. Sing along.

disc 1
32

Song

Bag, map, ax, cap, fan, can, pan.

A girl with a bag,

A man with a map,

A ram with an ax,

A yak with a cap,

A rat with a fan,

A cat with a can,

And a small ant with a pan.



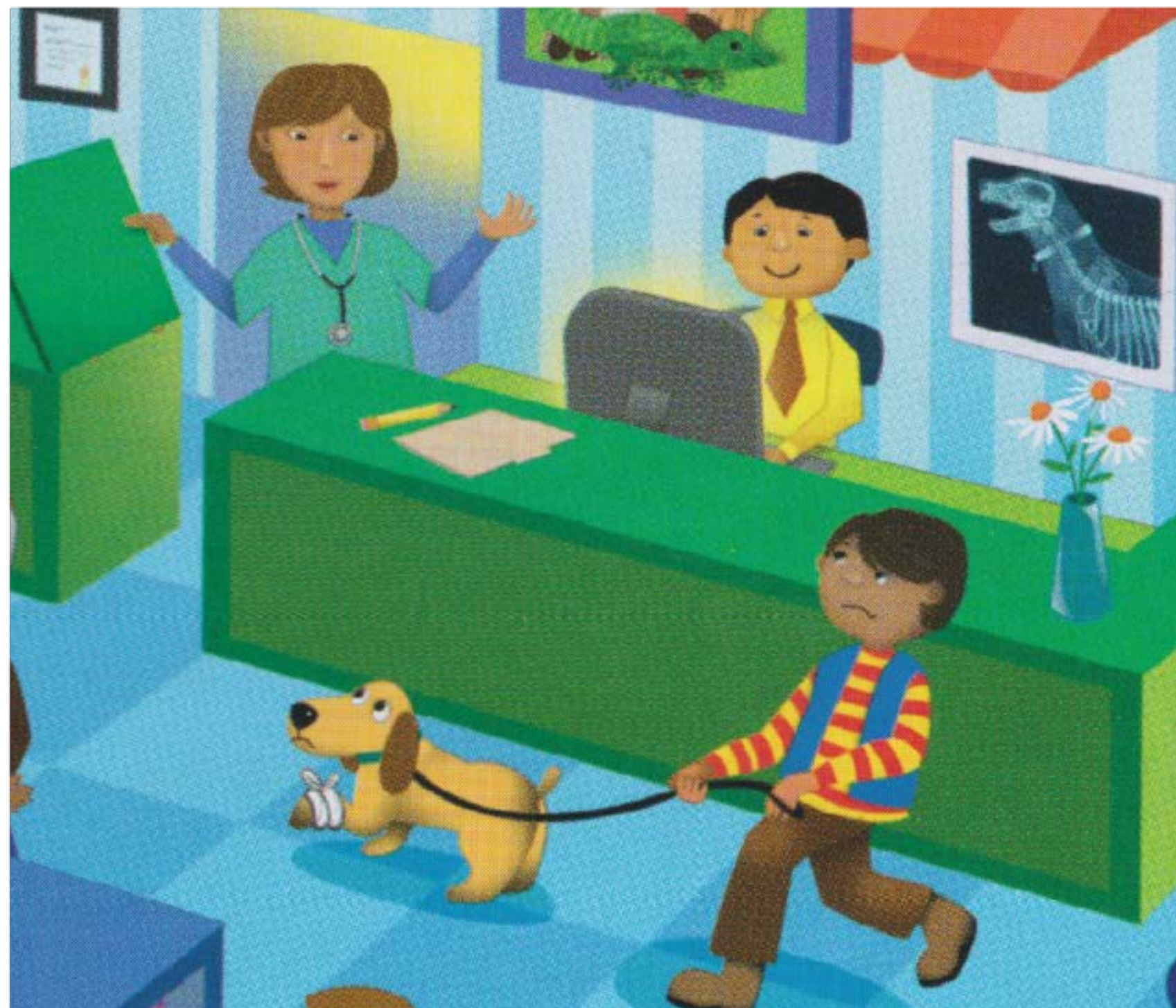
focus on learning

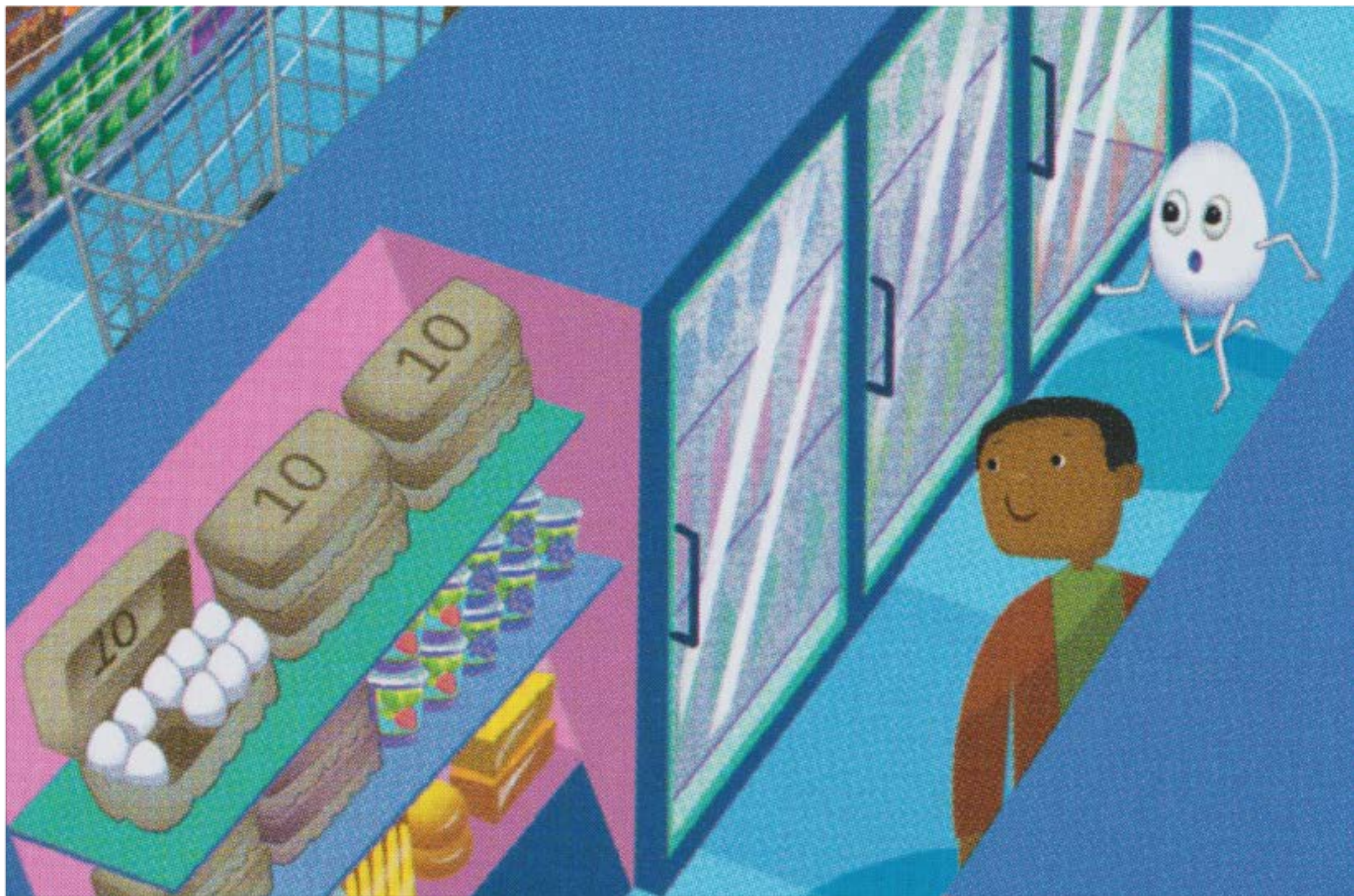
C
ore
language

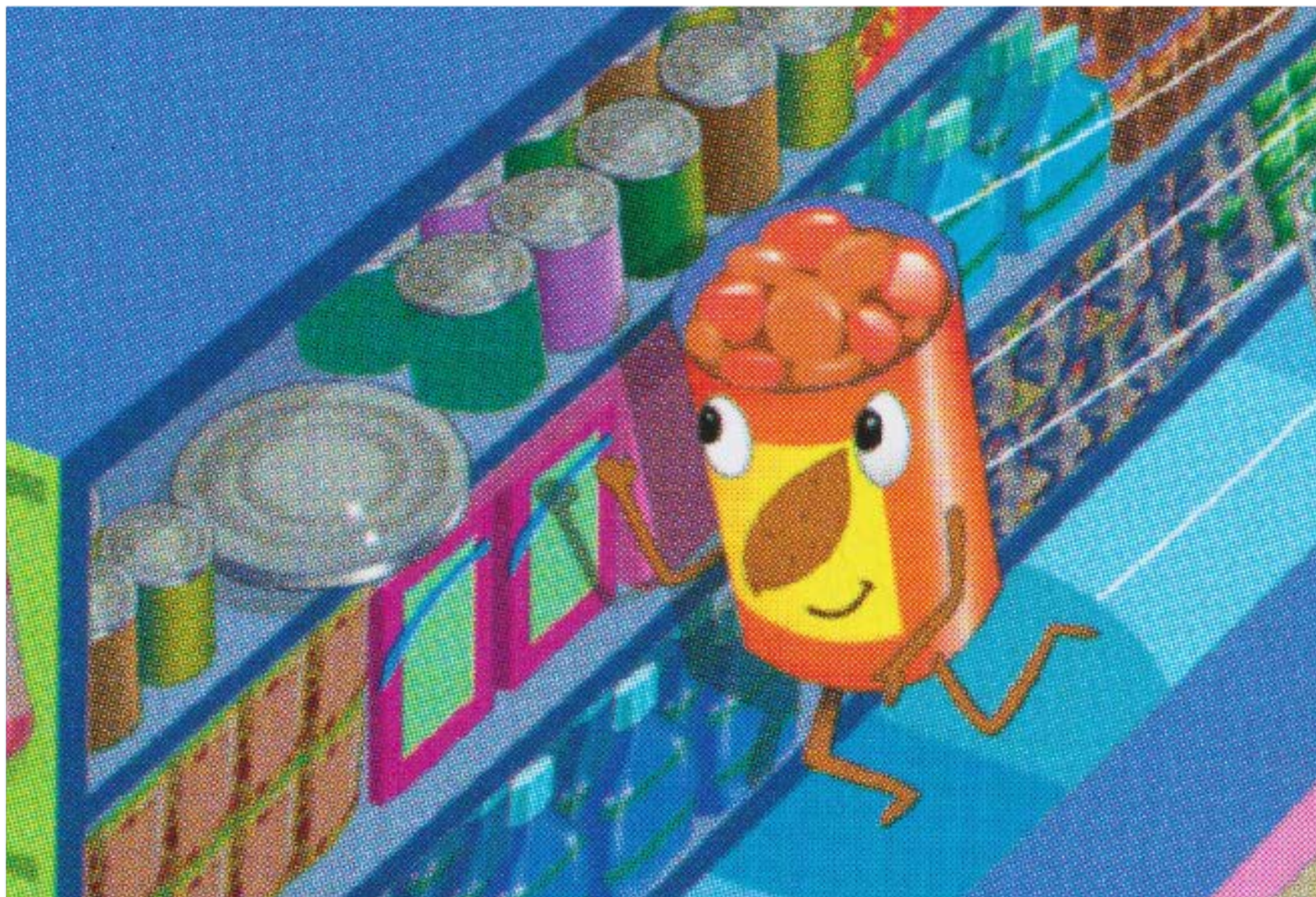
The pet needs a vet.
The egg needs a box.
The can needs a lid.
And Dad needs socks.

The kid needs a sip.
The hen needs a jet.
The pen needs ink.
And she needs a net.







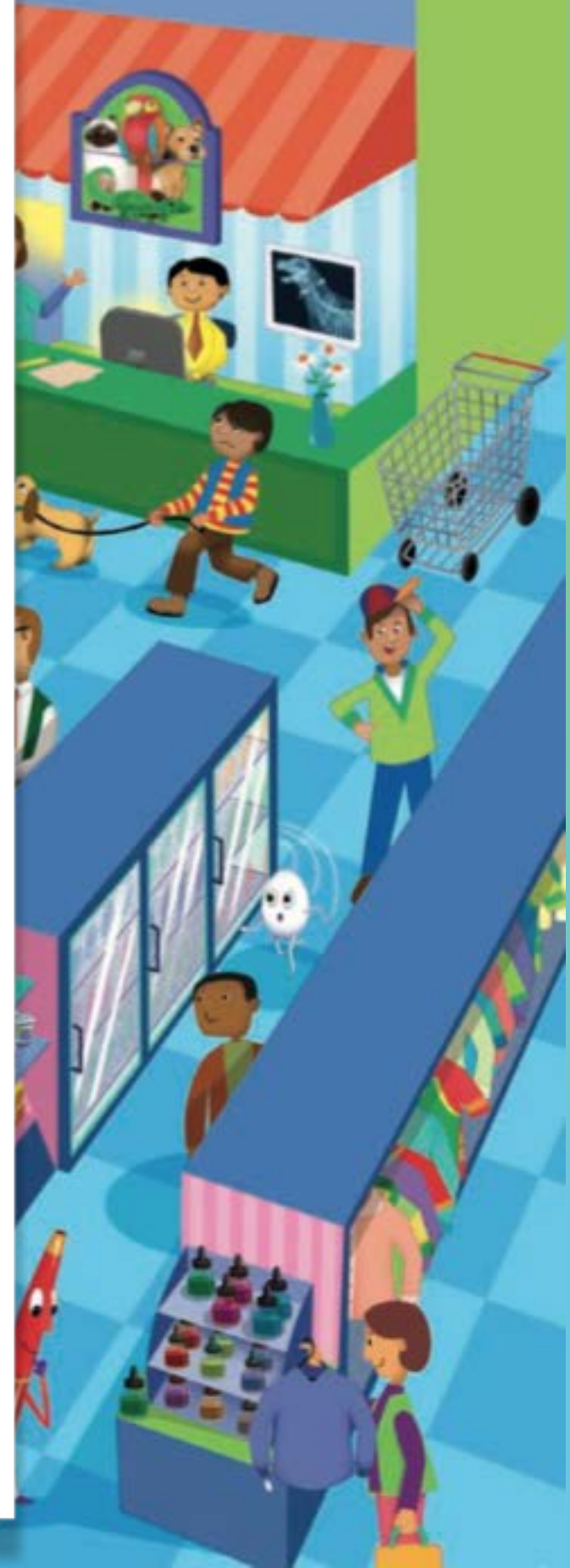
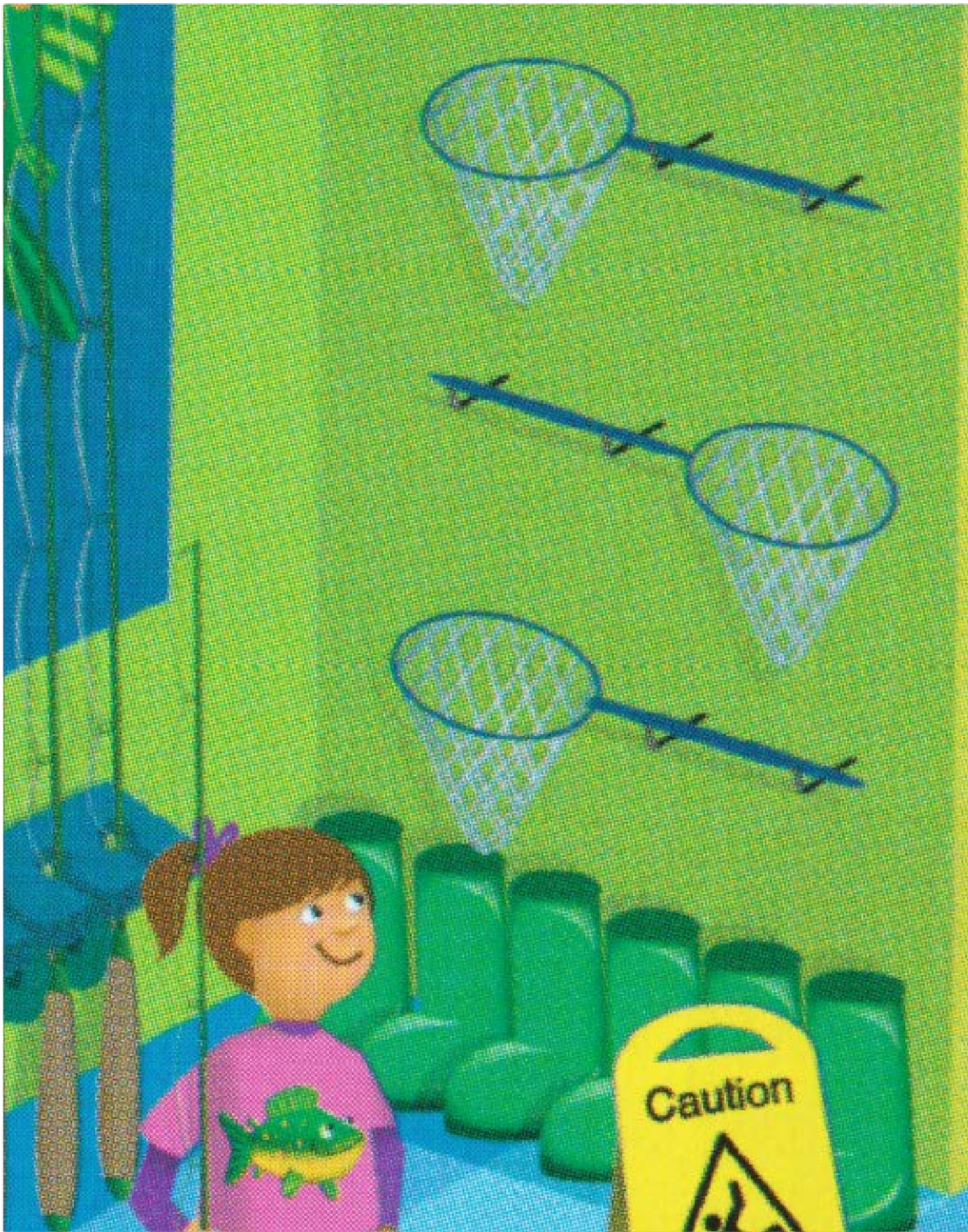










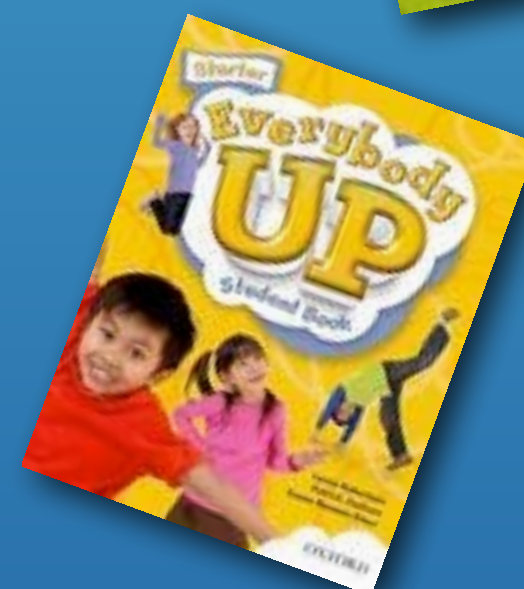
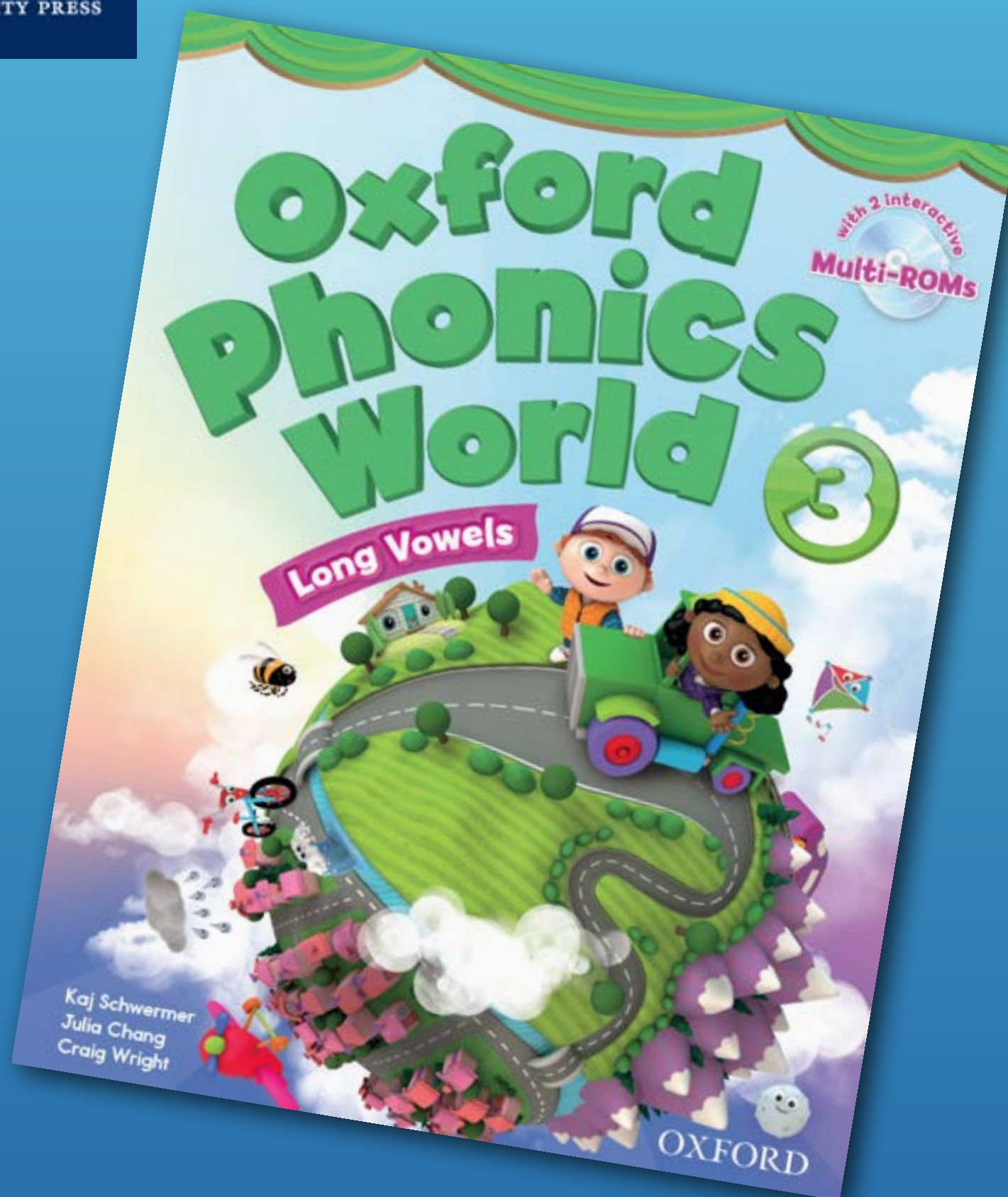




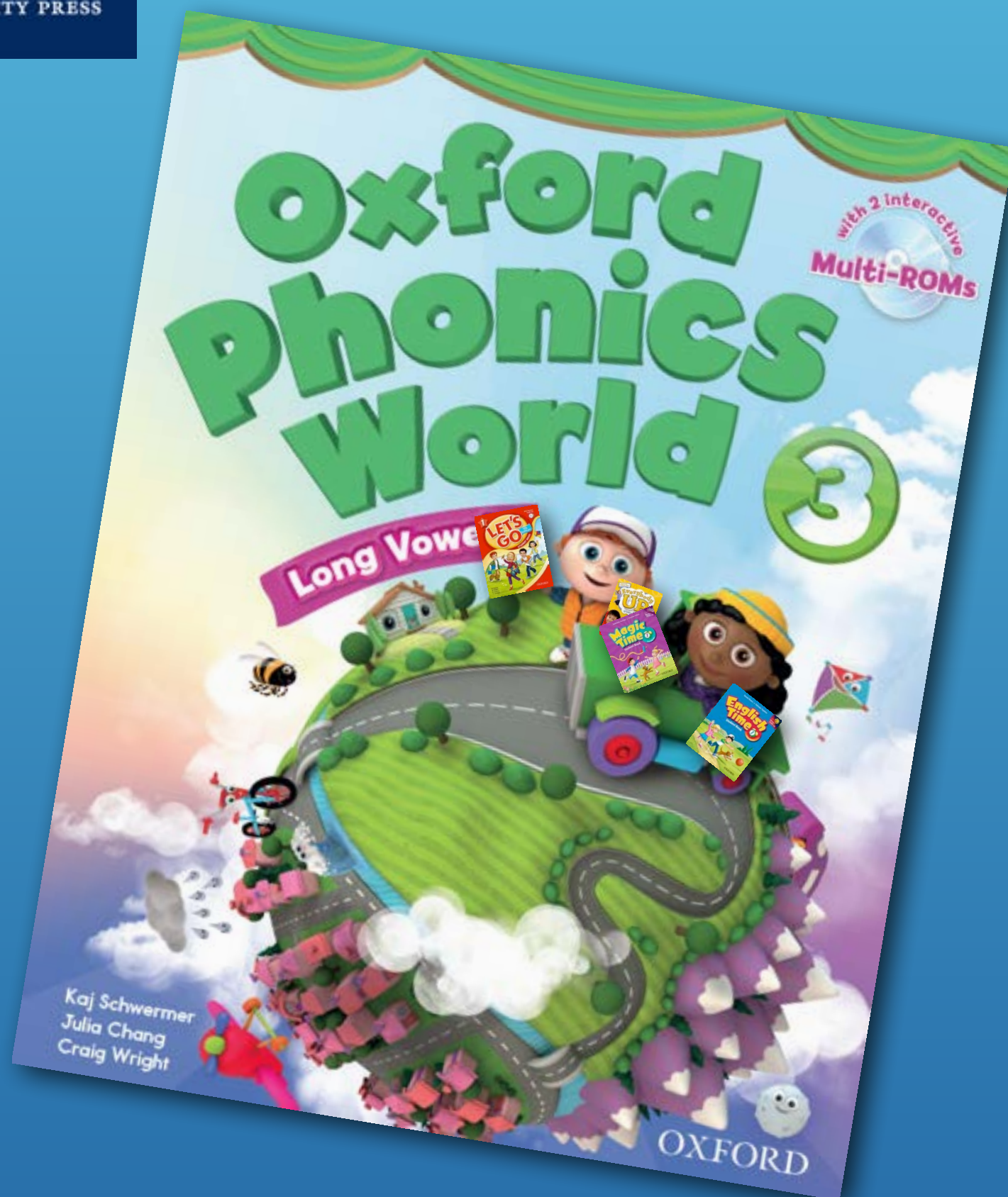
cognitively engaging

Thinking

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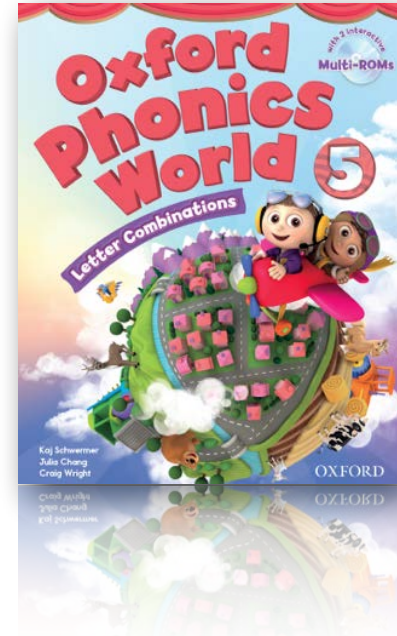
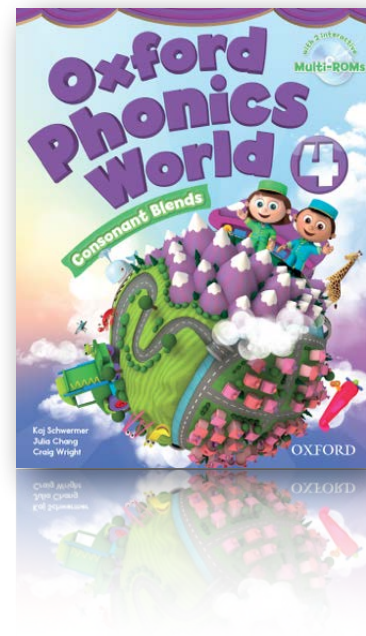
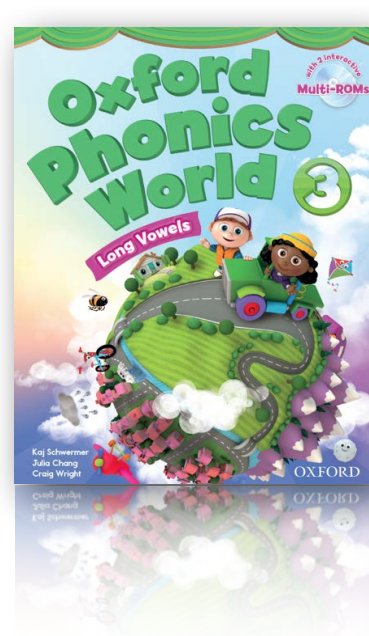
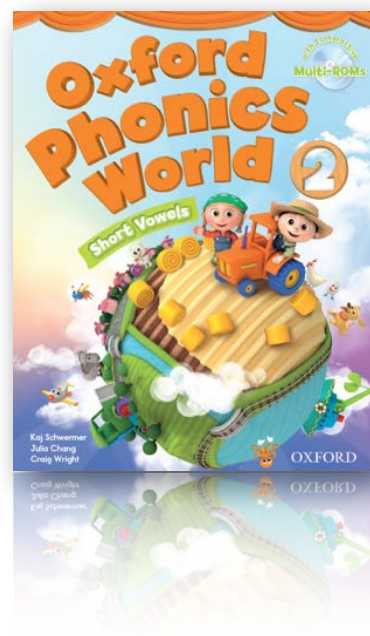
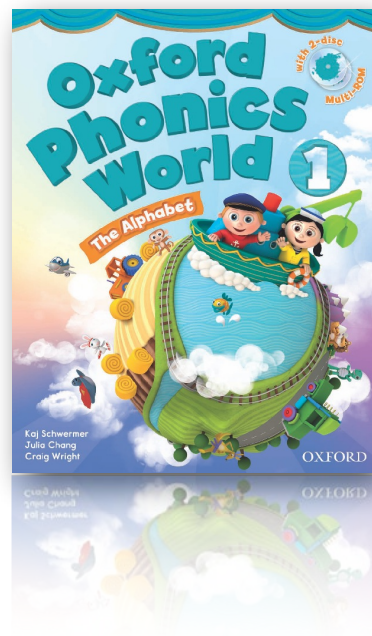
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1 2

3 4

5



Level 1



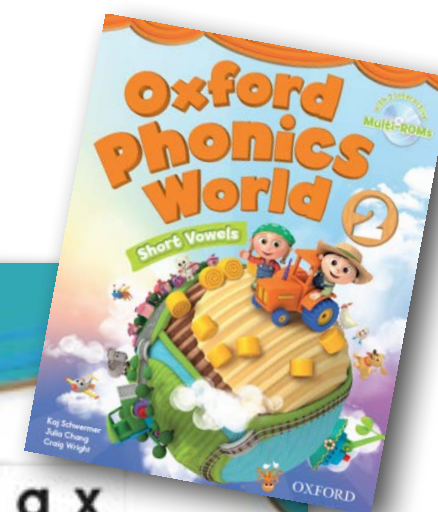
Level 2



Level 3



sound
shape
name



Unit 1

short a
a am an

A Listen and learn. 03



B Listen, point, and repeat. 04



cat



ant



yak

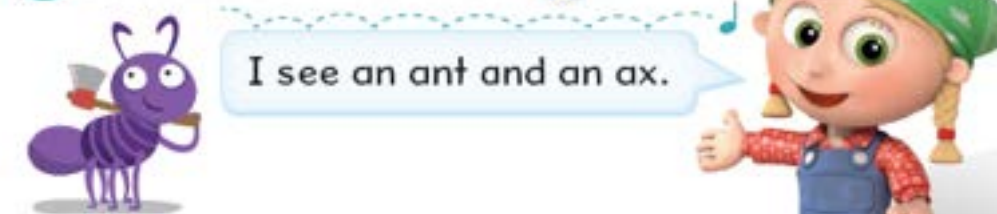


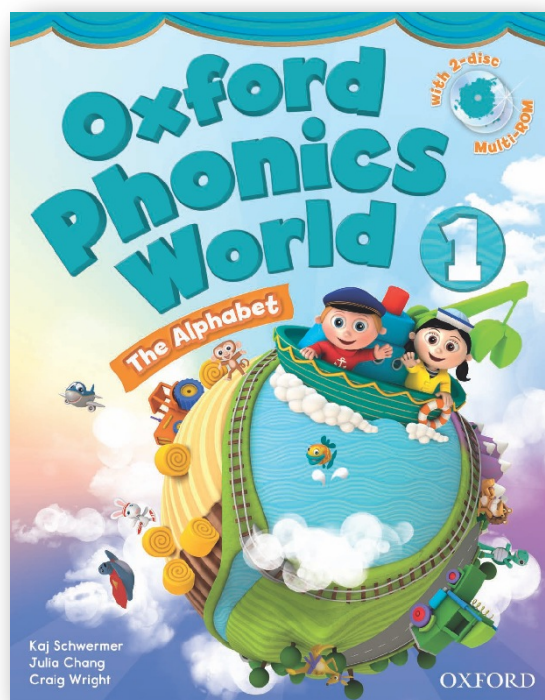
ax

C Listen and read. Then write. 05

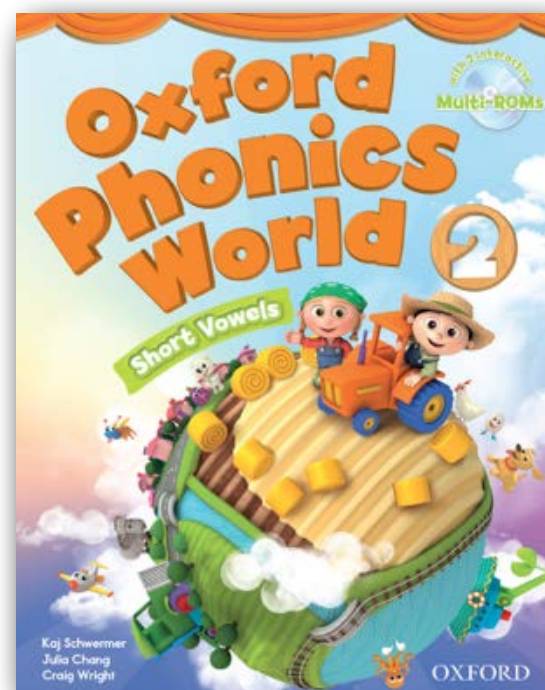


D Listen and chant. Then read. 06

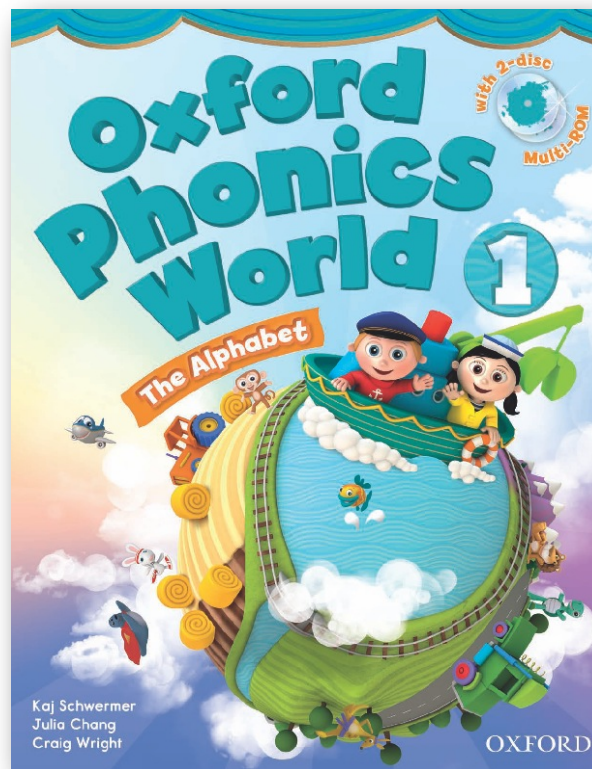




sound
shape
name



sound



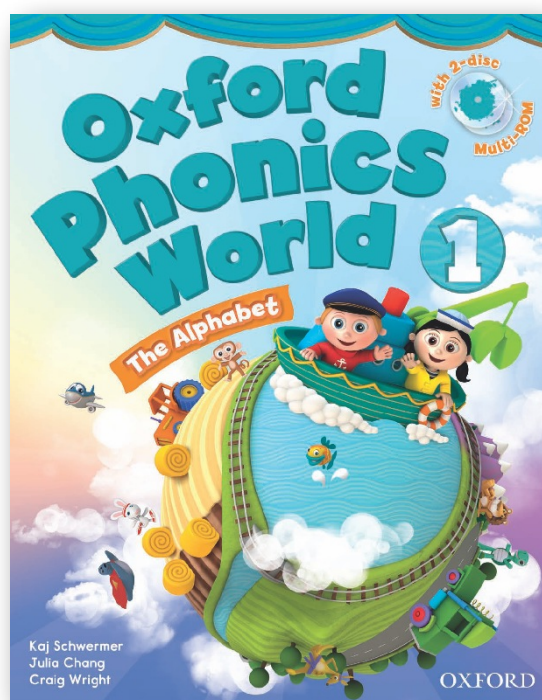
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shape

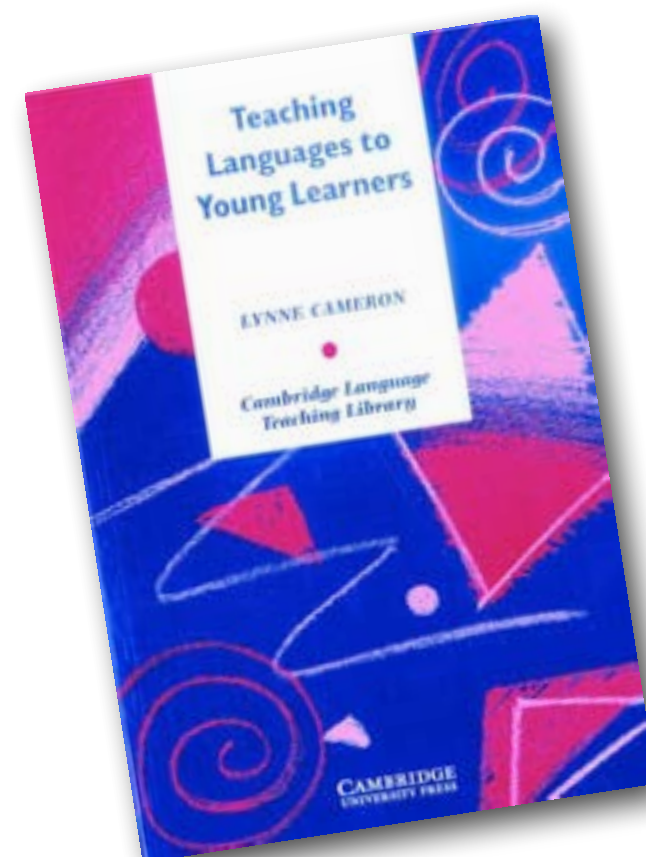
a b c d e f g h i j k l m n o
p q r s t u v w x y z

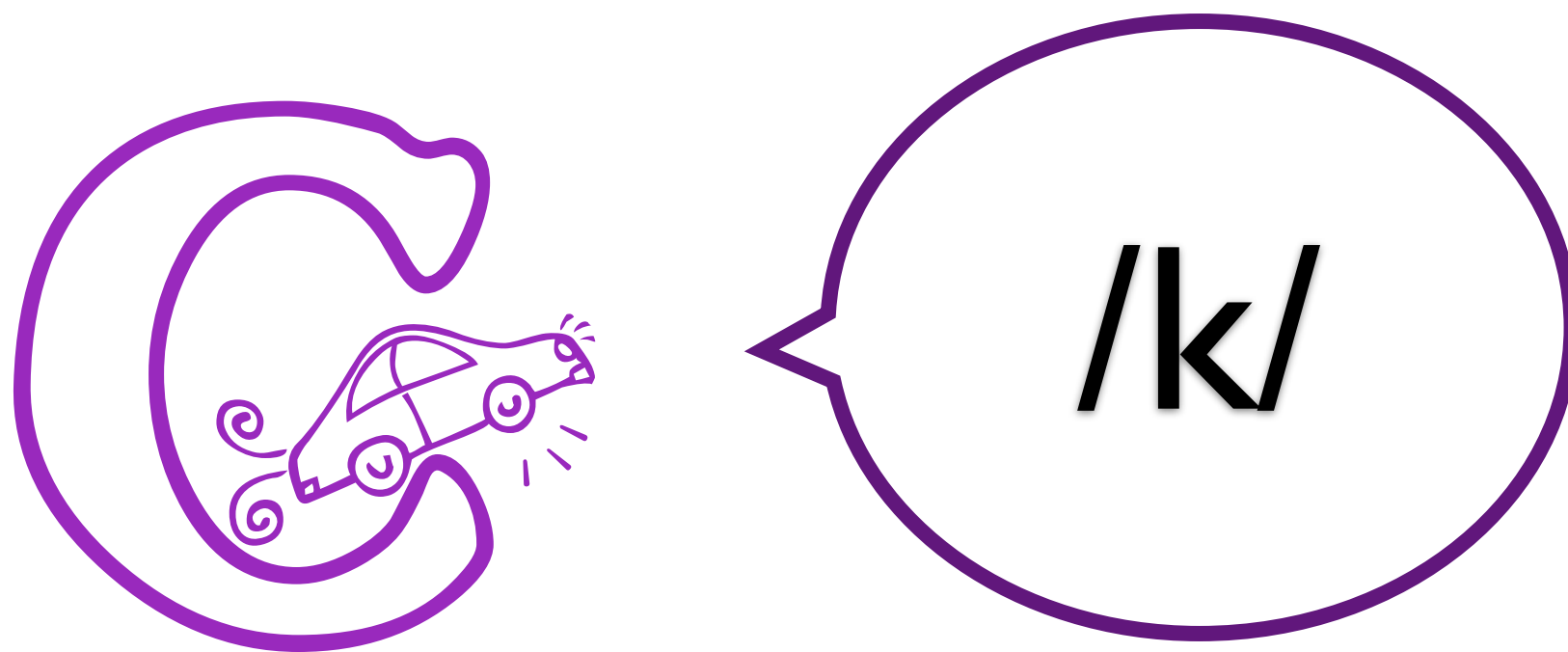
name

These three aspects of letters
must not be confused
in learning and teaching.



sound
shape
name





/see/ says /k/

/see/ /kuh/ cat

the written language was developed to represent talk
- Vgotsky

people don't have sounds

letters do not "SAY" anything

Pp Qq Rr

A Listen and repeat. 21



racing rabbit

B Listen, point, and repeat. 22

1.



2.



3.



4.



C Trace, write, and say.



D Connect. Then write Rr.



E Listen and chant. 23

That is your



A Listen and repeat. disc 2
21



racing rabbit



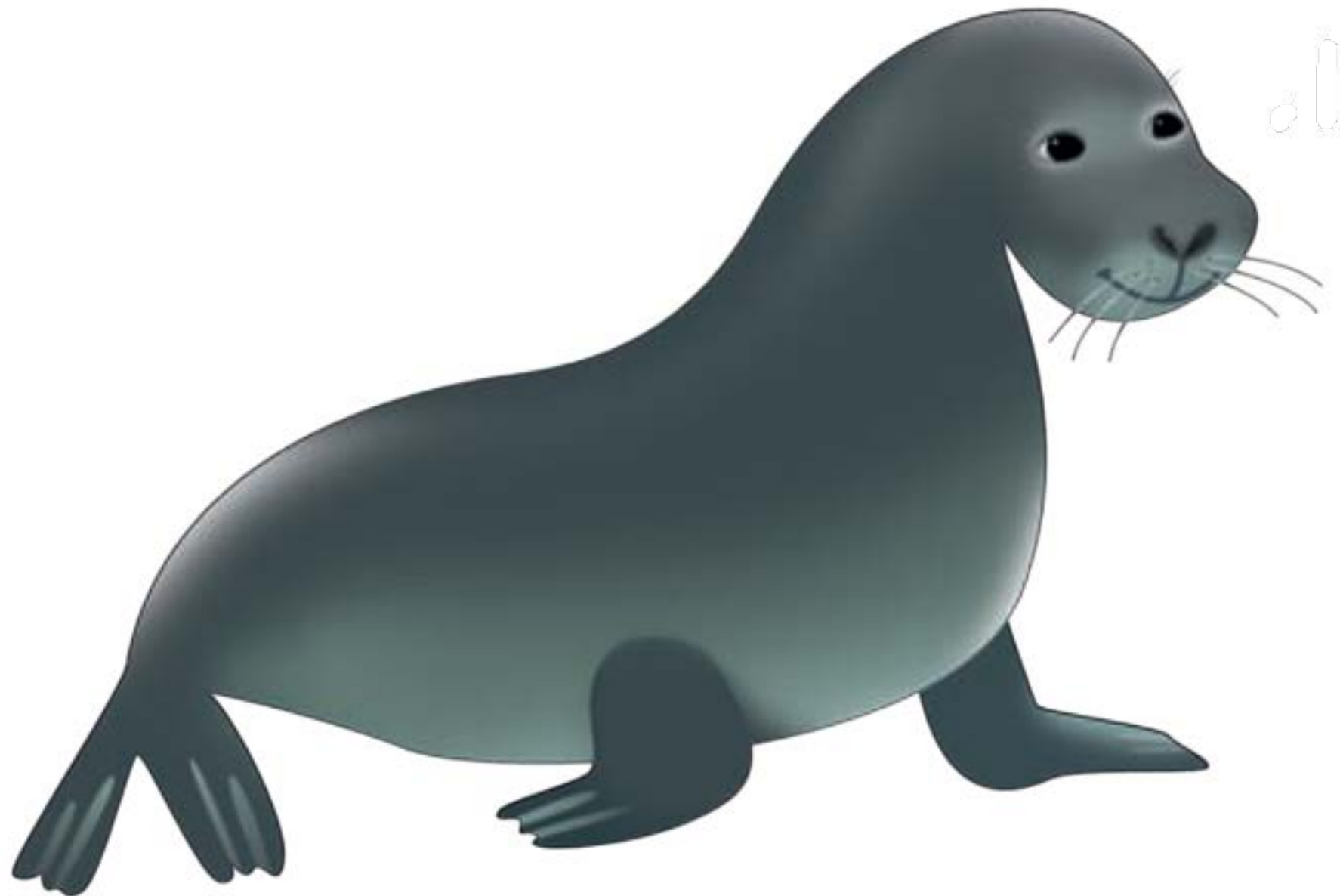




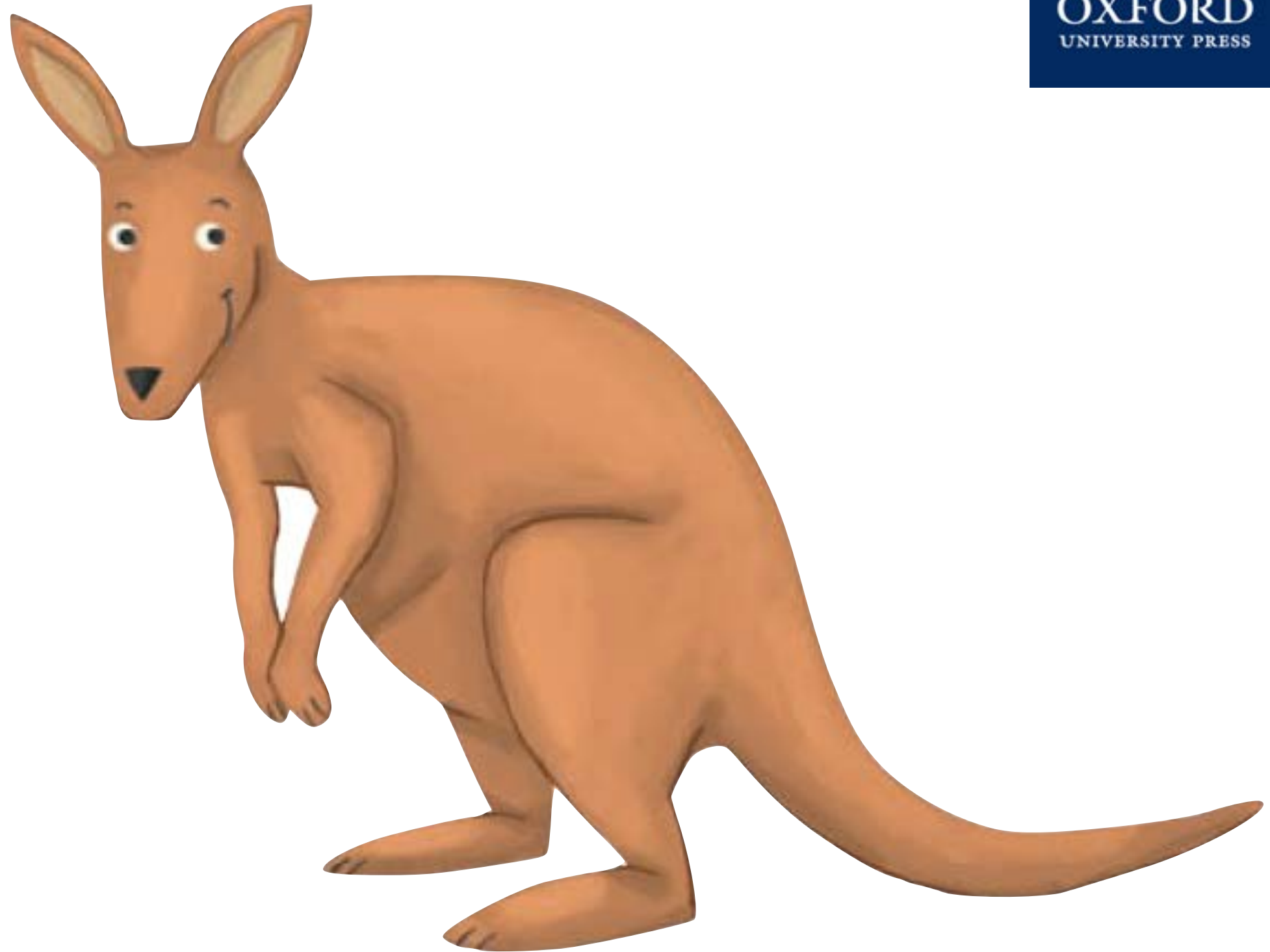
phonics friends

friends 26

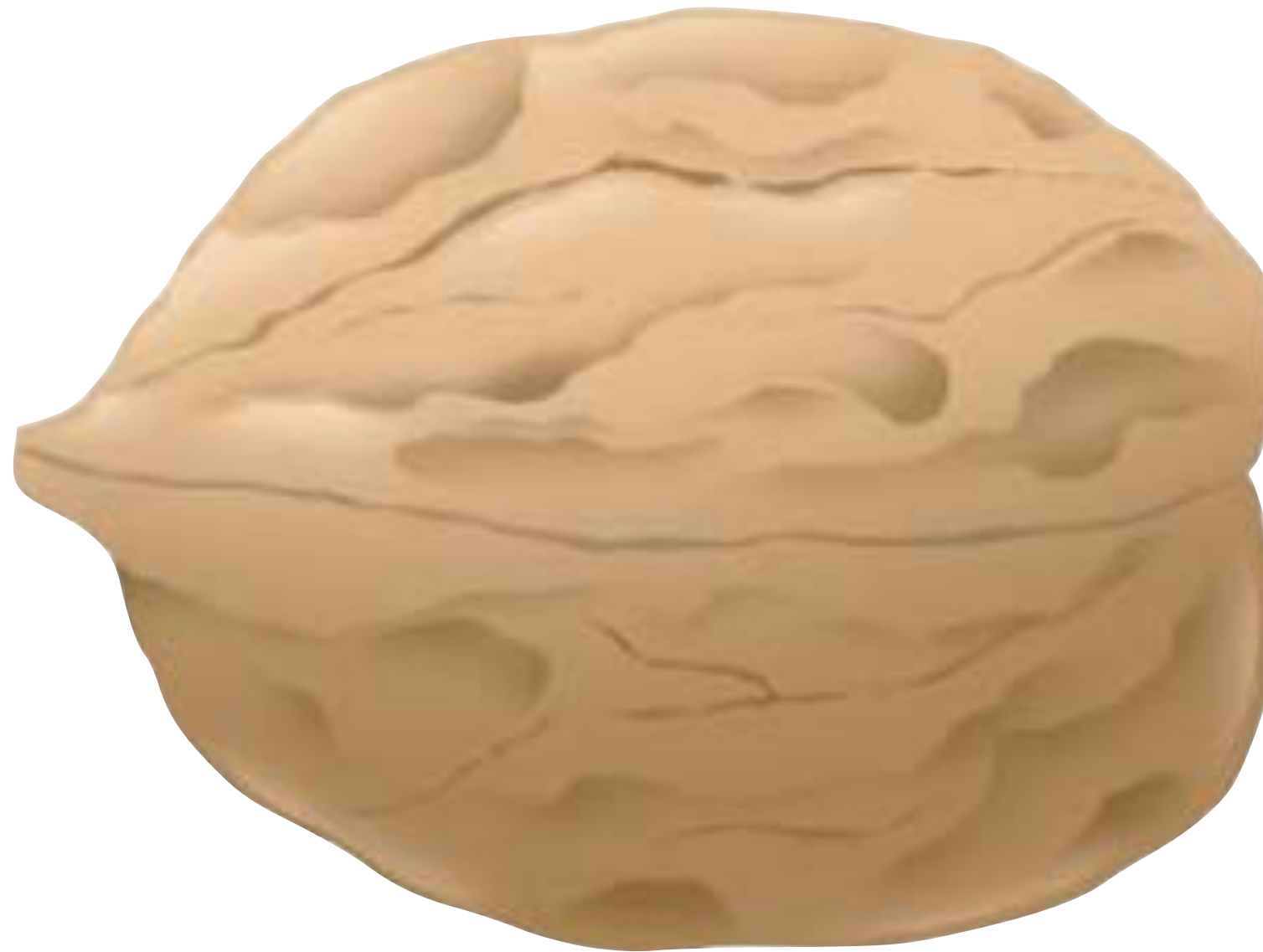
150

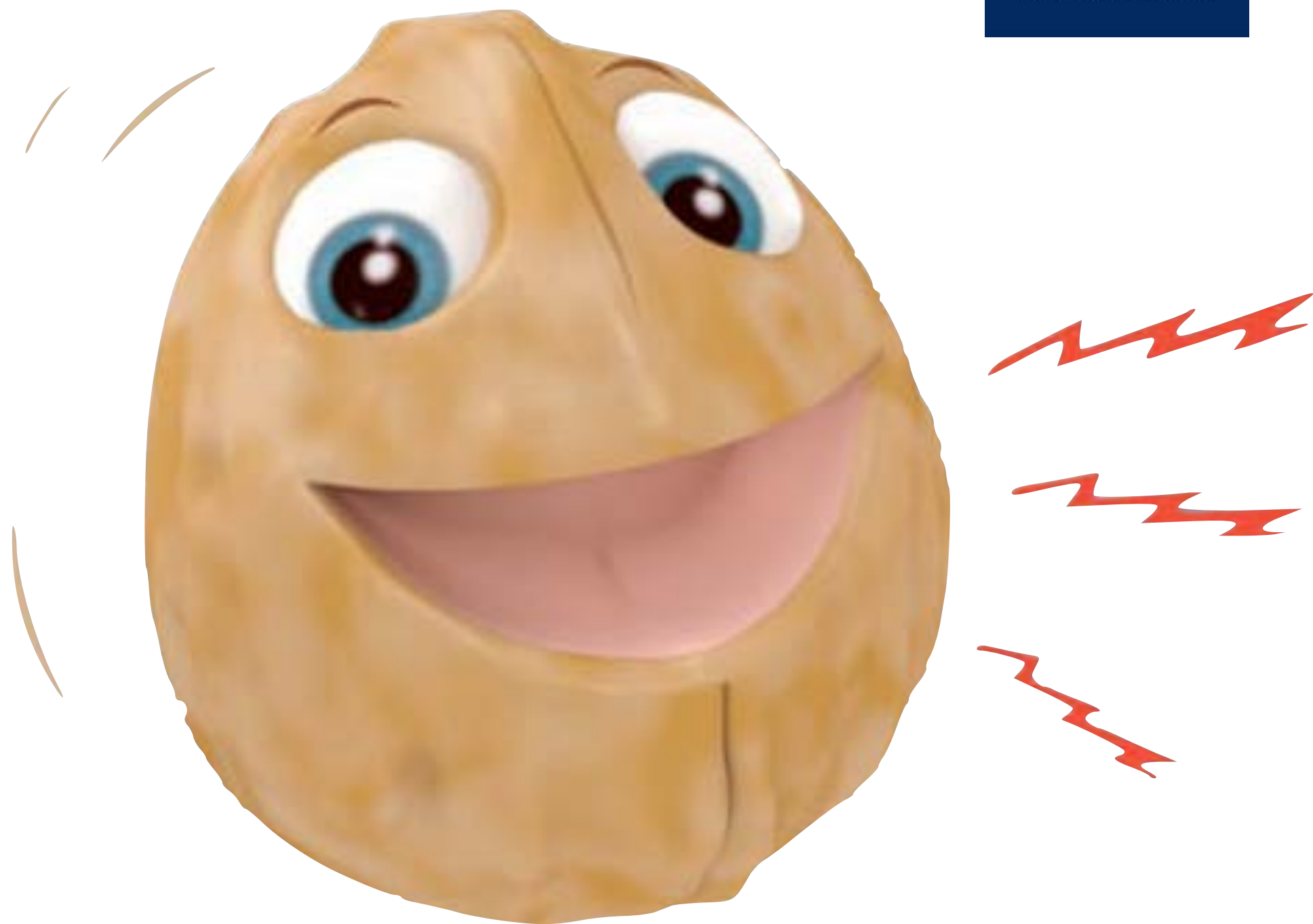










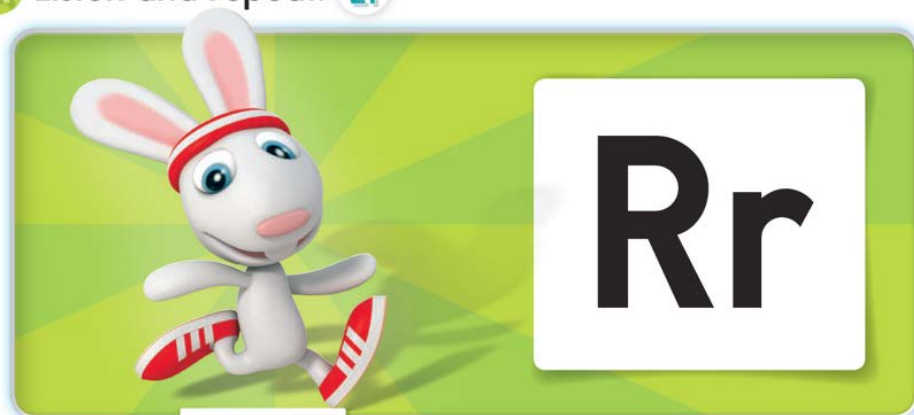






Pp Qq Rr

A Listen and repeat. disc 2 21



racing rabbit

B Listen, point, and repeat. disc 2 22

1.



2.



3.



4.



C Trace, write, and say.



D Connect. Then write Rr.



E Listen and chant. disc 2 23

That is your .

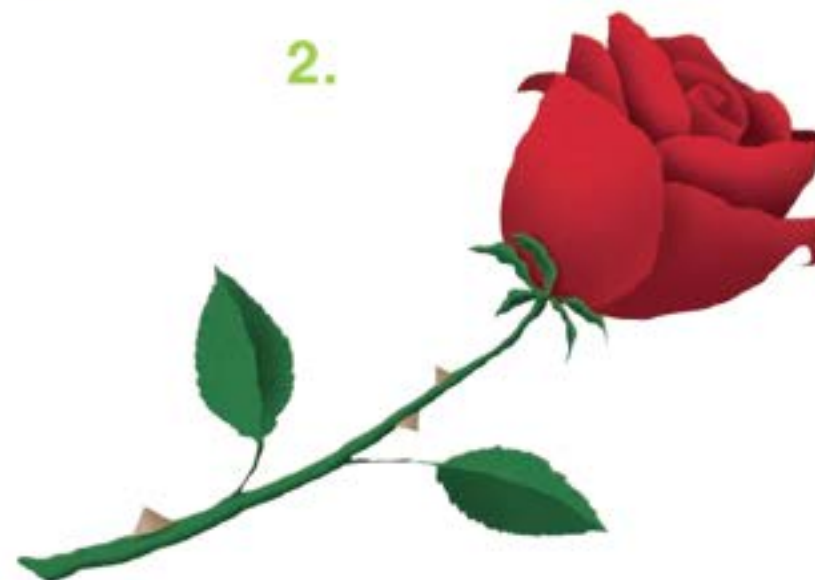


B Listen, point, and repeat. disc 2
22

1.



2.



3.

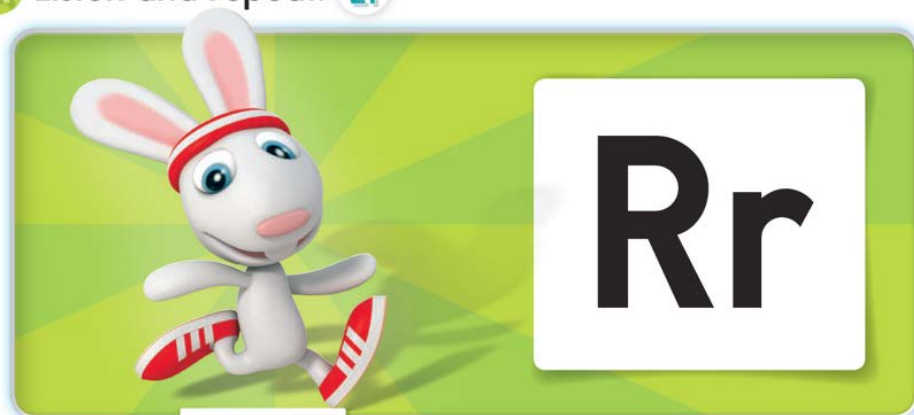


4.



Pp Qq Rr

A Listen and repeat. disc 2 21



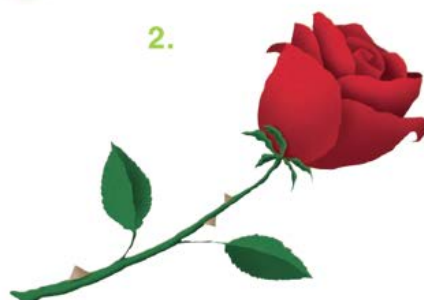
racing rabbit

B Listen, point, and repeat. disc 2 22

1.



2.



3.



4.



C Trace, write, and say.



D Connect. Then write Rr.




E Listen and chant. disc 23

That is your .



E Listen and chant.

disc 2
23

That is your .





Is that your...?

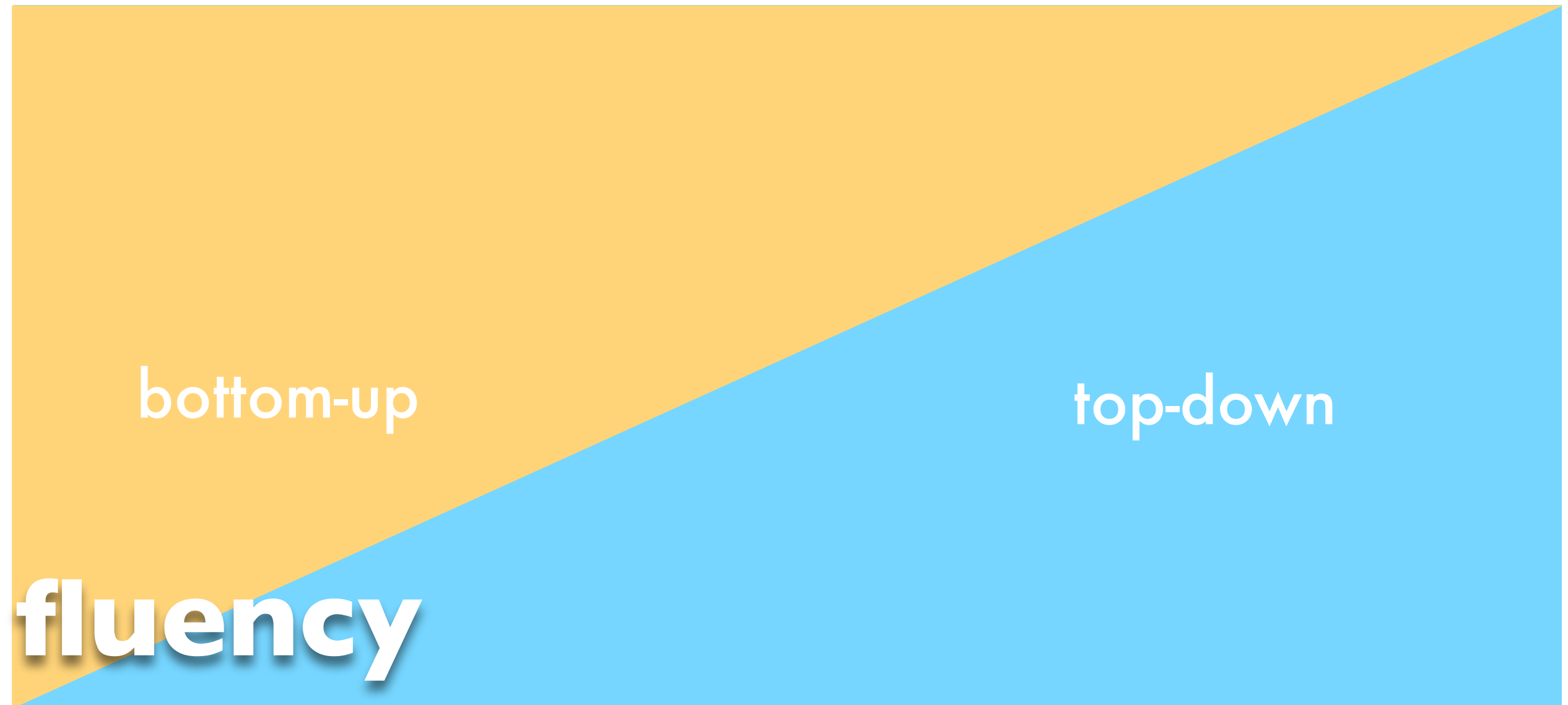
communicative language targets

Speaking

“At every level of language proficiency,
learners should try to be fluent,
with what they already know.”

- Paul Nation

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fluency from outset

R **Real** **language**

bring songs to life

E

emotion

energy

focus on learning

C
ore
language

communicative language targets

Speaking

cognitively engaging

Thinking



Thank you!

References

Sample pages, images and phrases used in this presentation are from the books below:

Schwermer, Kaj; Chang, Julia; Wright, Craig: (2012). Oxford. Oxford University Press

Oxford Phonics World Level 1 - 5