

# Think Read Write

# PHONICS

4

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James Pandelis  
Daniel Olsson



A\* List

Free App



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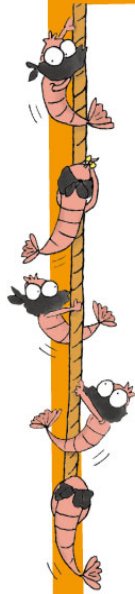


Hybrid CD  
MP3 + E-book

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# How to Use This Book

to help develop phonemic awareness, phonics, writing and early-reading skills in young learners

**1. Phoneme Introduction**

**2. Target Vocabulary**

**3. Rebus Reading**

**4. Grapheme Recognition**

## 1 Phoneme Introduction

igh igh igh igh igh igh

Introduces the target phoneme/grapheme. Be sure to model tongue and mouth positions carefully for each phoneme. Practice with the CD chant!

## 3 Rebus Reading



Combines the target phoneme/grapheme and vocabulary. Model pronunciation and point while practicing slowly. Then, try the challenging CD chant!

## 2 Target Vocabulary



Introduces new vocabulary words. Take special care to stress the target phoneme in each word (nIGHt, IIGHT, hIGH, midnIGHT). Practice with the CD chant.

## 4 Grapheme Recognition

Learners identify and circle the target grapheme in context here. All graphemes contain 2 letters except 'igh.'

Point, Say, Circle igh



# 5. Comic Strip

# 6. Writing Practice

Unit 1  
igh oie ee oo

1. Look, Talk, Read.

2. Read, Write, Draw.

dark night

3. Read, Say, Write.

night night n t

midnight midnight

high high h

1 dark night dark night

2 dark night

3

4 dark night

12 igh 13

# Linking for Meaning

# 5. Comic Strip



New for book 4, explore new and old language in a fun and humorous context! Look at the pictures with students. Talk about what they see. Students read the text silently and then together. Be sure to model and practice natural pronunciation and intonation.

**Note:** It is not necessary to highlight grammar points here. Focus on comprehension and fluency and enjoy a laugh with your students!

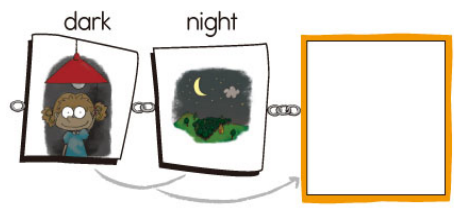
# 6. Writing Practice



Practice writing new vocabulary. Have students read each word and then trace and write each word several times.

**Note:** Pay special attention to proper stroke order and placement.

# 7. Linking for Meaning



Students link two or more words together and illustrate to show comprehension.

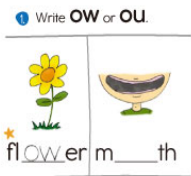
# Activities! Activities!! Activities!!!

## • Game Board



Use the fun and colorful game board to pre-teach the vocabulary for each unit. Use chips or erasers as markers and a dice or a coin to progress. All illustrations have a text reference at the bottom of the page for teachers. CD Chant included.

## • ((( Same sound! )))



This section highlights different graphemes which represent the same phoneme such as **ow** and **ou**.

## • Add. Match. Write!

Students blend sounds and syllables, match to the correct illustration and complete the word.



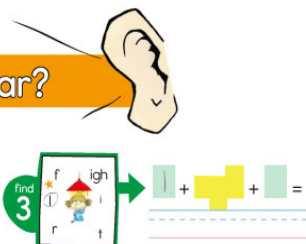
## • Find the mistake and fix it!

A challenging activity that asks learners to sound out the text, compare it to an illustration and fix the mistake.



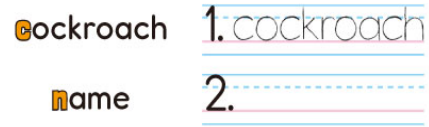
## • What do you hear?

Students identify and circle the letters needed to spell each illustration, add them together and write the word.



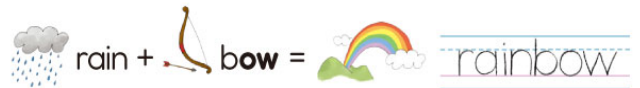
## • Put the words in alphabetical order.

Helps students learn the concept of alphabetical order. Students look at the highlighted first letter of each word and then write the words in order.



## • Add and write.

Students read and identify each word and combine them to form a new word!



Shows how independent phrases can be connected to create a sentence.

Students read each side of the, 'page' and then read and write the complete sentence underneath. Pay careful attention to CAPITALIZATION, wordspacing and punctuation :)

## • c r o s s w o r d p u z z l e

A classic activity to test phonemic awareness identification, spelling and critical thinking skills!

## • Magic e

Introduces more useful vocabulary while exposing learners to 'magic e' words. Teachers may find it helpful to spend a bit of class time highlighting this concept.

## ★ Dictionary

All words in the activities are included in the dictionary in the back.

**Note:** Some words in the comics are not included.

# Stories! Stories!! Stories!!!

to develop phonemic awareness, decoding fluency and a love of reading in young learners



## • Point and read!



Practice decoding and blending skills here. Learners point to each grapheme, say the sound and read (blend) the word together.

**Tip:** Encourage clear, accurate pronunciation to build speaking confidence!

## • Read and match.



Check word comprehension here. Learners decoded each word and match it to the corresponding illustration.

**Tip:** Encourage students to use the picture dictionary for new words!

## • Sight Word Spotlight

Are / are

Highlight non-decodable words here. Tell learners that these are words that we use a lot in English and we should just, "remember." Learners underline and count each sight word in the story.

**Tip:** Model pronunciation clearly. Drill frequently for increased reading fluency!

## • Do you know?

New words (not in previous stories) are introduced here.

**Tip:** Have your students check off each word as they look it up in the dictionary! Clarify as necessary.

## • Grapheme Border igh oa ow oo

This highlights the graphemes covered in the book to this point. Use for review or to point out progress.

**Tip:** Have your students review what they've learned to date!

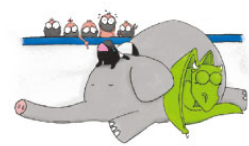
## • Find. Point. Say.

Identify words in context before reading. Learners should scan the text with their finger, saying each focus word as they pass it. Sight words are highlighted.

**Tip:** Pay special attention to words with an initial Capital letter (egg = Egg).

## • Illustrations

Use the detailed illustrations to engage learners in the story and explore the meaning.



**Tip:** Ask questions about the illustration prior to reading.

## • The Text

Read the story with your students. Work towards reading with natural rhythm and intonation as decoding skills develop.

**Tip:** Use the text-only versions at the back of the book to review earlier stories and build reading fluency!

- **Point and Read:** Learners can review the phonics stories with the text versions of the stories. Words in each story are listed for review and practice.
- **Can You Read Them All?:** Learners can review all the words in phonics stories.
- **Dictionary:** Learners can check and practice all the words in the book.

# digraphs & diphthongs



Track  
2

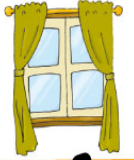
igh igh



oa oa



ow ow



oo oo



er er



ir ir



ur ur



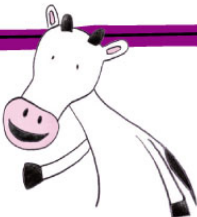
oo oo



ou ou



ow ow



oy oy



oi oi



# Oo

# Unit 1

# 1

igh oa ow oo



## igh

night  
light  
high  
midnight

## oa

boat  
soap  
goal  
cockroach

## ow

window  
slow  
rainbow  
throw

## oo

boot  
balloon  
moo  
tooth

unit 1





# igh igh igh igh igh igh

1.



What is it?





2.  Point and read!

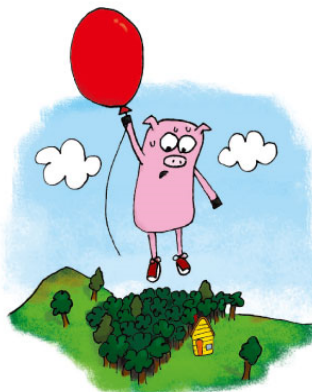
1. igh igh  igh igh  igh igh 

2. igh  igh igh  igh igh  igh

3.  igh igh  igh igh  igh igh

3. Point, Say, Circle

**igh**



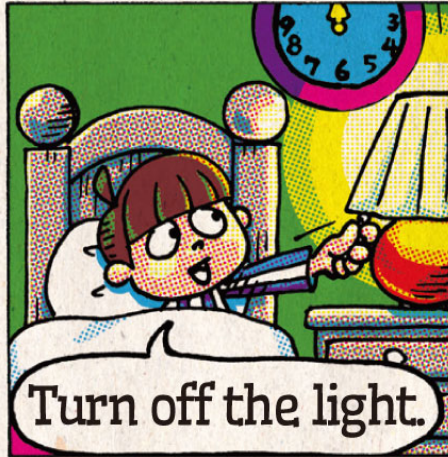
night

light

high

midnight

4. Look, Talk, Read.



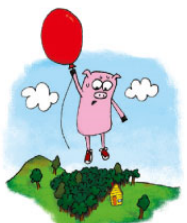
5. Read, Say, Write.



night night n t



midnight midnight



high high h