

Unit 4

Lesson 1



/æ/

initial position: **a**pple

medial position: **c**ap

Key Words *apple, cap, pan, bag, lamp*

Additional Words *dad, map, ant, hat; bat (Lesson 2)*

Objectives

Students will

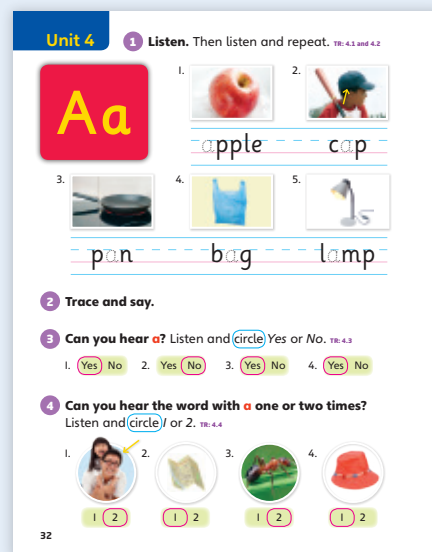
- hear /æ/ in two positions.
- produce /æ/ in two positions.
- associate sounds and letters.
- associate sounds, words and images.

Resources

Student's Book page 32

Audio **TR: 4.1–4.4** (Audio CD, Website)

Flashcards (for **Warm Up**) (Website)



Warm Up Review sounds and words from Unit 3. Prepare flashcards of words with the sounds /f/, /v/, /g/ and /l/, such as *dog, egg, father, fish, goat, kangaroo, lion, pencil* and *river*. Give the flashcards to students or pairs of students. Make one of the sounds. Ask students to stand up if they've got a picture of a word with that sound. Students then show their flashcard and say the word.

1 Write Aa on the board. Ask *What letter is this?* Then say *This letter makes the sound /æ/*. Prompt students to make the /æ/ sound. Then say *Open your books to page 32. Find the letter a*. Ask students to trace the upper and lower case *a* on the page with their finger.

Then say *Let's learn some words with /æ/*. Look at the pictures and listen. Play **TR: 4.1**. Tell students to follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 4.2**. You may want to play **TR: 4.2** again and ask students to trace the *a* with their finger while they listen and repeat.

TR: 4.1 and TR: 4.2 A /æ/ 1. /æ/ apple 2. /æ/ cap 3. /æ/ pan 4. /æ/ bag 5. /æ/ lamp

2 Say *Look at the words and pictures in Activity 1 again. Trace the letter a*. When students finish, invite individual students to say each word aloud. Students can also say whether they hear /æ/ at the beginning or in the middle of the word.

3 Read the instructions aloud. Then play **TR: 4.3**, pausing for students to circle Yes or No. Tell students to compare their answers in pairs before reviewing them as a class. Students can also say other words they know with /æ/, such as *hat*.

TR: 4.3 1. sad 2. dog 3. cat 4. black

4 Say *Let's listen to more words with /æ/*. Use the pictures to help students to identify any new words. Read the instructions aloud. Begin playing **TR: 4.4**, pausing after number 1. Say *Dad has got the /æ/ sound. Did you hear dad one or two times?* (two) *That's right. Let's circle 2*. Continue playing **TR: 4.4**, pausing again after number 2 and asking *Did you hear map one or two times?* (one) Model circling 1. Tell students to complete numbers 3 and 4 on their own. Review their answers as a class. Play **TR: 4.4** for a third time and ask students to repeat the first word in each pair.

NOTE: By repeating only the first word, students repeat the target word, not the distractor word.

TR: 4.4 1. dad, dad 2. map, mop 3. ant, ant 4. hat, hot

Extend Write the following words with /æ/ on the board in a random order: *ant, bag, cap, dad, map, pan, sad* and *van*. Read the words aloud, then ask *Which words rhyme?* Invite a student to come to the board and draw a line to connect two rhyming words, such as *cap* and *map*. Repeat until all pairs of rhyming words are matched. Then ask questions about the pairs, such as *Do ant and bag rhyme?* (no) For an extra challenge, ask students to name any other words that rhyme with the words on the board, such as *man* for *pan* and *van*.

Wrap Up Say *Listen and act out the words with the sound /æ/*. Call out words students know with and without /æ/. For example, *apple, cap, lemon*, etc. Students act out only the words with /æ/. For example, they pretend to eat an apple or to put a cap on their head. For words without /æ/, students stay still.

Lesson 2



/e/

initial position: **e**gg

medial position: **t**en

Key Words *egg, ten, bed, desk, shelf*

Additional Words *neck, web, pen*

Warm Up Say *Let's see how many words we know with /æ/. I'll start. Cap*. Point to the student in the first seat and say *(Louis) please say another word with /æ/*. Tell students to continue in order while you write their words on the board. Students can say words from Lesson 1 as well as from previous units: *family, happy, kangaroo, map, sad* and *van*. When you finish, ask students to guess how many words are written on the board. Count to check the number.

5 Trace an upper case *E* in the air. Ask *What letter is this?* When a student answers correctly, write *Ee* on the board. Then say *This letter makes the sound /e/*. Prompt students to make the /e/ sound. Then say *Open your books to page 33. Find the letter e*. Ask students to trace the upper and lower case *e* with their finger.

Then say *Let's learn some words with /e/*. Look at the pictures and listen. Play **TR: 4.5**. Tell students to follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 4.6**. You may want to play **TR: 4.6** again and tell students to trace the *e* with their finger while they listen and repeat.

Objectives

Students will

- hear /e/ in two positions.
- produce /e/ in two positions.
- associate sounds and letters.
- associate sounds, words and images.
- differentiate between /æ/ and /e/.

Resources

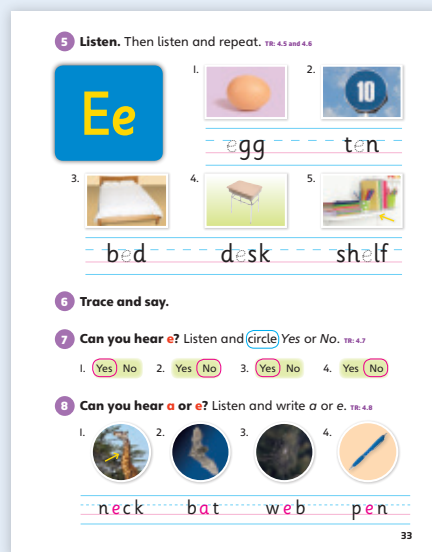
Student's Book page 33

Audio **TR: 4.5–4.8** (Audio CD, Website)

Materials

index cards, sticky tape or tack (optional) (for **Extend** and **Wrap Up**)

Unit 4



TR: 4.5 and TR: 4.6 E /e/ 1. /e/ egg 2. /e/ ten 3. /e/ bed 4. /e/ desk 5. /e/ shelf

6 Say *Look at the words and pictures in Activity 5 again. Trace the letter e*. When students finish, invite individual students to say each word aloud. Ask students to say if they hear /e/ at the beginning or in the middle of the word.

7 Read the instructions aloud. Then play **TR: 4.7**, pausing for students to circle Yes or No. Review the answers as a class. You may also want to invite volunteers to say other words, with or without /e/. Other students listen and put up their hand if they hear /e/.

TR: 4.7 1. leg 2. man 3. end 4. hat

8 Use the pictures to help students to identify any new words. Then say *Listen and point to the words*. Play **TR: 4.8**, pausing for students to point to the word under each picture. Begin playing **TR: 4.8** again, pausing after number 1. Ask *Can you hear /æ/ or /e/?* (/e/) *That's right! Neck has got the /e/ sound. Let's write the letter e*. Continue playing **TR: 4.8** and ask students to complete the activity.

Review the answers as a class. You may want to play **TR: 4.8** again and prompt students to repeat the words.

TR: 4.8 1. neck 2. bat 3. web 4. pen

Extend Practise blending and spelling CVC (consonant/vowel/consonant) words with /æ/ or /e/, such as *bag, bat, bed, map, pan, pen, sad, ten* and *van*. Write letters on index cards (one per card): *a, b, d, e, g, m, n, p, s, t* and *v*. Display these on the board. Invite a student to the board. Say *Listen to the sounds and find the letters*. Then sound out a CVC word. For example, say */b/, /æ/, /g/*. Ask the student to find the three letters and put them on the board in the correct order. Point to the letter cards and sound out the word again. Prompt students to repeat. Continue the activity with different words and students.

Wrap Up Choose letter cards from the Extend activity to spell a CVC word, such as *bed* (*b, e, d*). Display the letter cards on the board out of order, for example *dbe*. Ask *What word can we make with these letters?* Invite a student to rearrange the letter cards to form the correct word. Repeat with other letters for CVC words.

Lesson 3



/ɪ/

initial position: **in**

medial position: **big**

Key Words *in, big, sit, fish, kitchen*

Additional Words *gift, dig, pin, lid; milk, six (Lesson 4)*

Objectives

Students will

- hear /ɪ/ in two positions.
- produce /ɪ/ in two positions.
- associate sounds and letters.
- associate sounds, words and images.

Resources

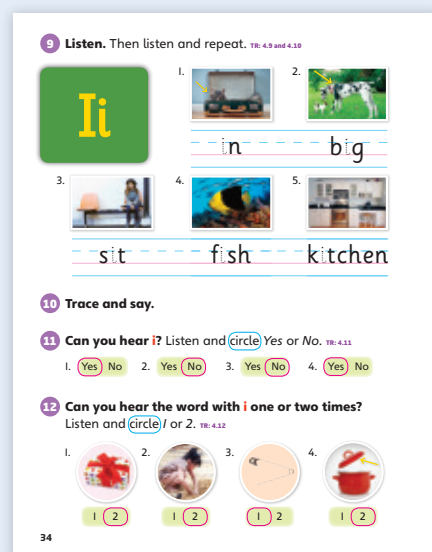
Student's Book page 34

Audio **TR: 4.9–4.12** (Audio CD, Website)

Flashcards (for **Extend**) (Website)

Materials

sticky tape or tack (*optional*, for **Extend**)



Lesson 4



/ɒ/

initial position: **on**

medial position: **top**

Key Words *on, top, hot, dog, lorry*

Additional Words *sock, pot*

Objectives

Students will

- hear /ɒ/ in two positions.
- produce /ɒ/ in two positions.
- associate sounds and letters.
- associate sounds, words and images.
- differentiate between /ɪ/ and /ɒ/.

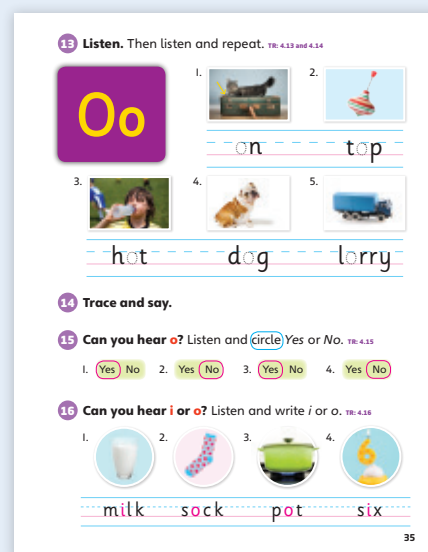
Resources

Student's Book page 35

Audio **TR: 4.13–4.16** (Audio CD, Website)

Materials

index cards (for **Extend**)



Warm Up Write this nonsense rhyme on the board, leaving out the underlined letters *a* and *e*:

An apple in my bag,
Ten eggs in my bed,
An ant on my hat,
A shelf on my head!

Say *Read the rhyme. What letters are missing?* (*a* and *e*) Ask students to read the rhyme and identify the missing letters. Invite students to come to the board one at a time and write a letter to complete each word of the rhyme. Chant the completed rhyme as a class.

9 Write *Ii* on the board. Ask *What letter is this?* Say *This letter makes the sound /ɪ/*. Prompt students to make the /ɪ/ sound. Then say *Open your books to page 34. Find the letter i*. Tell students to trace the upper and lower case *i* on the page with their finger.

Then say *Let's learn some words with /ɪ/*. *Look at the pictures and listen*. Play **TR: 4.9**. Ask students to follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 4.10**. You may want to play **TR: 4.10** again and ask students to trace the

i with their finger while they listen and repeat.

TR: 4.9 and TR: 4.10 *I /ɪ/ I. /ɪ/ in 2. /ɪ/big 3. /ɪ/ sit 4. /ɪ/ fish 5. /ɪ/ kitchen*

10 Say *Look at the words and pictures in Activity 9 again. Trace the letter i*. When students finish, invite individual students to say each word and say whether they hear /ɪ/ at the beginning or in the middle of the word.

11 Read the instructions aloud. Then play **TR: 4.11**, pausing for students to circle Yes or No. Tell students to compare their answers in pairs before reviewing them as a class. Students can also say other words they know with /ɪ/, such as *picture*.

TR: 4.11 *I. six 2. rat 3. hen 4. wig*

12 Use the pictures to help students to identify any new words. Then read the instructions aloud. Play **TR: 4.12**, pausing for students to circle *I* or *2*. Ask students to compare their answers in pairs before reviewing them as a class. Play **TR: 4.12** again and tell students to listen and repeat the first word in each pair.

TR: 4.12 *I. gift, gift 2. dig, dig 3. pin, pen 4. lid, lid*

Extend Prepare flashcards of words with sounds from Lessons 1–3, such as *apple, bed, big, dad, desk, egg, fish, kitchen, lamp, map* and *shelf*. Display these at the front of the classroom and say *Look at the pictures. Think of the words and remember them*. Give students time to study the pictures quietly. Then say *Now close your eyes*. Remove a flashcard and say *Now open your eyes. What's missing?* Students identify the missing flashcard and say the word. You may want students to say both the word and the sound it contains, for example: *fish, /ɪ/*. Confirm their response by holding up the missing flashcard. Repeat the activity, removing different flashcards.

Wrap Up Act out a key word from Lessons 1–3. For example, sit down for *sit*. Tell students to identify the word that your action represents and the target sound. Repeat this activity until you have reviewed at least two words for each sound.

Warm Up Draw a three-column table on the board with *a*, *e* and *i* as column headings. Say the following words: *apple, shelf, big, fish, cap, lamp, egg, sit, web, lid, ant, pan, bat* and *gift*. Pause after each word and invite a student to put a tick in the correct column. At the end of the activity, ask students to count the number of ticks in each column. (*a* = 6, *e* = 3, *i* = 5)

13 Write an upper case *O* on the board in dotted outline. Ask *What letter is this?* Then trace the letter and say *This letter makes the sound /ɒ/*. Prompt students to make the /ɒ/ sound. Then say *Open your books to page 35. Find the letter o*. Tell students to trace the upper and lower case *o* on the page with their finger.

Then say *Let's learn some words with /ɒ/*. *Look at the pictures and listen*. Play **TR: 4.13**. Ask students to follow along with their finger. Say *Listen again and repeat*. Play **TR: 4.14**. You may want to play **TR: 4.14** again and ask students to trace the *o* with their finger while they listen and repeat.

TR: 4.13 and TR: 4.14 *O /ɒ/ I. /ɒ/ on 2. /ɒ/ top 3. /ɒ/ hot 4. /ɒ/ dog 5. /ɒ/ lorry*

14 Say *Look at the words and pictures in Activity 13 again. Trace the letter o*. When students finish, invite individual students to say each word aloud. Tell students to also say where they hear /ɒ/ in the word.

15 Read the instructions aloud. Then play **TR: 4.15**, pausing for students to circle Yes or No. Review the answers as a class. You may also want to invite volunteers to say other words they know, with or without /ɒ/. Other students put up their hand when they hear a word with /ɒ/.

TR: 4.15 *I. clock 2. mix 3. hop 4. pig*

16 Use the pictures to help students to identify any new words. Then play **TR: 4.16**, pausing for students to point to the word under each picture. Read the instructions aloud. Then play **TR: 4.16** again, pausing for students to write *i* or *o* in the words. Review the answers as a class. You may want to play **TR: 4.16** for a third time and ask students to repeat the words.

TR: 4.16 *I. milk 2. sock 3. pot 4. six*

Extend Practise blending and sounding out CVC words from Lessons 1–4, such as *bag, bat, big, dad, dog, lid, map, pan, pen, pot,*

sad, ten, top and *van*. Write letters on index cards (one per card): *a, b, d, e, g, i, l, m, n, o, p, s, t* and *v*. Give these cards to students. Then say *Let's make some words. Come to the front when you hear your sound and stand in order*. Sound out a CVC word. For example, say /p/, /ɒ/, /t/. Tell the three students with the letter cards for *p*, *o* and *t* to stand in order at the front of the classroom, holding up their cards. Point to the cards and ask students to sound out and say the word again: /p/, /ɒ/, /t/, *pot*. Continue the activity with different words and students.

Wrap Up Say a word from Unit 4, such as *sock*. Invite a volunteer to stand up and repeat the word, say the target sound and then say another word with the same sound. For example, the student might say *sock, /ɒ/, top*. Then say a word with a different target sound, such as *desk*. Invite another volunteer to stand up to say a sound pair, for example *desk, /e/, bed*. Continue the activity with other sounds and students.

Lesson 5
Game and Chant

Objectives

- Students will
- hear /æ/, /e/, /ɪ/ and /ɒ/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student’s Book pages 36, 74
Audio **TR: 4.17** (Audio CD, Website)

Materials

red, blue, green and black crayons or coloured pencils (one of each per student); small objects for game pieces (one per student, *optional*), coins (one per pair, *optional*)



Warm Up Write four words on the board – three words that share a target sound and one word that doesn’t. For example: *apple, bag, lamp* and *top*. Say *Let’s say the words aloud*. Read the words chorally. Then ask *Which word doesn’t belong?* (top) *Why?* (It has got /ɒ/, not /æ/.) Prompt students to suggest another word with /æ/ to replace *top*. Repeat with other groups of words.

17 Tell students to look at the pictures and say the words: *gift, egg, top, apple, fish, ten, hat* and *sock*. Make sure that all students have got red, blue, green and black crayons or coloured pencils. Explain the colour code at the top of the activity. Then point to the first picture. Ask *What’s this?* (a gift) *What sound can you hear – /æ/, /e/, /ɪ/ or /ɒ/?* (/ɪ/) Say *That’s right! Gift has got the /ɪ/ sound. /ɪ/ takes green, so let’s circle the gift green*. Model circling in green. Then ask students to complete the activity alone or in pairs. Students follow the path from *Start* to *Finish*, saying the words and circling the pictures in the correct colours. When they finish, review their work. Ask students to point to each picture, saying the word, the sound and the colour they used.

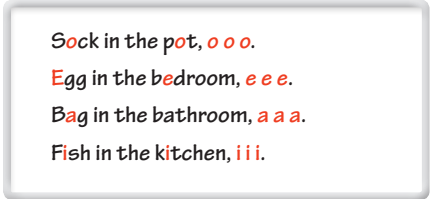
Students can also play this as a game, using game pieces and coins. In pairs, ask students to take turns flipping a coin and moving their game piece along the path, saying and circling the words as they do so. They move forwards one space when they flip *heads* and move back one space when they flip *tails*. The first student to reach the end is the winner.

18 Say *Look at the picture. What can you see?* Tell students to describe what they can see, including words with the target sounds (bag, egg, fish, pot, sock) and without (girl, boy). Point to different parts of the picture, and ask questions such as *What’s this? Which room is this?* If students have trouble answering, ask yes/no questions such as *Can you see a (fish)?*

Say *Let’s listen to a chant*. Play **TR: 4.17** and tell students to listen to the chant. Then say *Now say the chant*. Play **TR: 4.17** again, pausing after each line and telling students to repeat it. Then play **TR: 4.17** for a third time so that students can say the entire chant as they listen. You may also want to ask students to chant in four sound groups

(/æ/, /e/, /ɪ/ and /ɒ/). All groups chant the chorus together. Then each group chants the line for their sound only, with or without actions. Students can pretend to wash their hands (bathroom), to sleep (bedroom) or to cook (kitchen).

Extend Write the main verse of the chant on the board out of order. Invite students to the board to number the lines in the correct order. Then play **TR: 4.17** again, pausing for students to check their answers. Ask students to also say the target sound for each line.



Wrap Up Say incorrect lines from the chant, such as *Fish in the bedroom*. Students listen and correct your mistake. For example, a student may say *No! Fish in the kitchen. Egg in the bedroom*. Repeat this activity to review each line of the chant.

Tell students to turn to page 74 and write the Unit 4 words in the **Picture Dictionary**.

Lesson 6
Story Eddy’s Cap

Summary Eddy is looking everywhere for his cap. His mum and dad don’t help him find it, but his dog Ziggy does.

Objectives

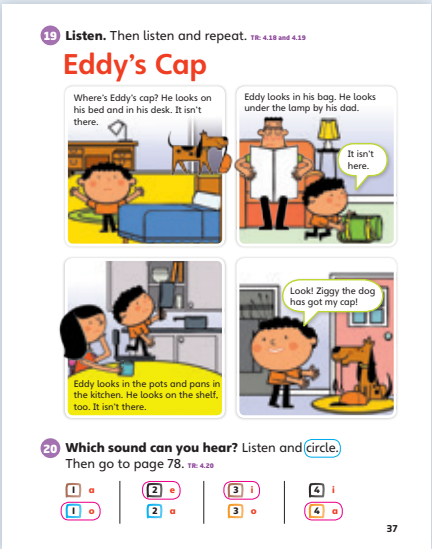
- Students will
- listen to and demonstrate understanding of a story.
- associate target sounds and words in context.
- use pictures to demonstrate understanding.
- track print from left to right.

Resources

Student’s Book pages 37, 78
Audio **TR: 4.18–4.20** (Audio CD, Website)
Unit 4 Worksheet (Website)

Materials

index cards, sticky tape or tack (*optional*) (for **Warm Up**); brown, blue, black and orange crayons or coloured pencils (one of each per student), objects to represent Unit 4 key words (for **Wrap Up**)



Warm Up On index cards, write words from Lessons 1–4 in large, dark letters: *bag, bed, big, cap, dad, desk, dog, lamp, hot, pan, pot, shelf* and *sock*. Display the cards along the bottom of the board, in random order. Then draw a four-column table on the board. Label the columns *a*, *e*, *i* and *o*. Invite a student to the board and say *Choose a word. Say it aloud. Which sound can you hear – /æ/, /e/, /ɪ/ or /ɒ/?* Ask the student to choose a card, read the word, identify the sound and put the card in the correct column. Confirm the answer. Repeat with the other words and students.

19 Say *It’s time for a story! Turn to page 37*. Read the story’s title and ask students to look at the story frames. Ask *What do you think the story is about?* (a boy and his cap) Then point to each story frame, asking questions such as *Who’s this?* (Eddy) *Where’s Eddy?* (in the bedroom) *What animal can you see?* (a dog) *Who is in the living room?* (Eddy and his dad) *Who is in the kitchen?* (Eddy and his mum) *Does Eddy find his cap?* (yes)

Say *Now let’s listen to the story*. Play **TR: 4.18**. As the story plays, point to each story frame to show students the order. Play **TR: 4.18** again. Students point to each story frame as they listen. Then play **TR: 4.19** and ask students to listen and repeat.

Extend Write the following sentences about the story on the board: *Eddie wants his cap/bed/pan. His dad/cat/dog has got it!* Say *Read the sentences about the story. Choose the correct words*. Invite individual students to circle and say the correct words. (cap, dog)

Hold up the **Unit 4 Worksheet**. Point to the first word (*_ddy*) and ask *What sound is missing?* (/e/) *How do you write /e/?* (e) *Let’s write the letter e. Remember, because this is Eddy’s name, we need to write an upper case E*. Tell students to complete the rest of Activity 1. Remind students that the words appear in order in the story. For an extra challenge, ask students to first try to complete as many words as they can with their books closed. When students finish, ask them to work in pairs to do Activity 2. Students say the words and copy them into the correct column.

20 Read the instructions aloud. Say each red letter and invite individual students to make the sound. Then play **TR: 4.20**, pausing for students to circle the number and the correct letter.

TR: 4.20 1. /ɒ/ dog 2. /e/ desk 3. /ɪ/ in 4. /æ/ pans

Tell students to take out brown, blue, black and orange crayons or coloured pencils. Tell them to turn to page 78 and write the numbers in the correct squares. Remind students to check page 37 as necessary. Tell students to use the completed key to colour the picture correctly. Then ask *What can you see?* (a dog) Students complete the word with the letter *o*.

Wrap Up Show students objects such as a map, a pen, a sock and a safety pin. Hold up the map and ask *What’s this? What sound can you hear?* (/æ/) Repeat this for the other items. Then ask students to close their eyes. Hide the objects. For example, put the map on your desk. Say *Open your eyes. Where’s the object with /æ/? Is it in my bag?* (no) *Is it on my desk?* (yes) Students point to the map. Repeat with the other objects.