

## Lesson 1



/ɔː/

initial position: **A**ugust

medial position: wa**lk**, ya**wn**

**Key Words** *walk, yawn, August*

**Additional Words** *crawl, ball, sauce, talk*

### Objectives

Students will

- hear and produce /ɔː/.
- associate sounds and digraphs.
- associate sounds, words, and images.

### Resources

Student Book p. 44

Audio **TR: I10–I13** (Audio CD, Website)

**Unit 6** 1 Listen. Then listen and repeat. TR: I10 and I11

**al** **aw** **au**

walk yawn August

2 Trace and say.

3 Do you hear **al/aw/au**? Listen and circle Yes or No. TR: I12

1. Yes No 2. Yes No 3. Yes No 4. Yes No

4 Do you hear the word with **al/aw/au** one or two times? Listen and circle 1 or 2. TR: I13

1.  2.  3.  4. 

aw 1 2 al 1 2 au 1 2 al 1 2

44

**Warm Up** Act out a target word from Unit 5. For example, wave goodbye. Have students identify the word that your action represents and say the target sound and letters. For example, a student may say *Goodbye, /ʊ/, oo*. Then invite students to come to the front of the room, one at a time, to act out a word for the class to guess. Choose a word from Unit 5 and whisper it in the student's ear. Repeat this with several students. Then say *Now let's act out a word with a new sound*. Walk back and forth and ask *What am I doing?* (walking) *Yes! Walk with me*. Have students stand up and walk in place.

1 Write the word *walk* on the board, say it, and have students repeat it. Then sound out the word. Say *Listen. /w/, /ɔː/, /k/. What sound do we hear in the middle of walk?* Have students make the /ɔː/ sound. Underline the *al* in *walk* and ask *What letters make the sound /ɔː/ in walk?* (*al*) *That's right. We can use al to spell the sound /ɔː/.*

Then say *We can use other letters, too. Open your books to page 44. What letters do you see? (al, aw, au) We can use either al, aw, or au to spell*

*the sound /ɔː/. Let's learn some words with these letters.* Play **TR: I10**. Have students follow the words. Play **TR: III** and have students listen and repeat.

**TR: I10 and TR: III** *Al /ɔː/ walk; Aw /ɔː/ yawn; Au /ɔː/ August*

2 Say *Look at the words and pictures in Activity 1 again. Trace the letters al, aw, and au.* When students finish, ask *Which word has the letters al?* (*walk*) *Which word has the letters aw?* (*yawn*) *Which word has the letters au?* (*August*) Explain to students that *August* starts with an uppercase letter because months are capitalized in English.

3 Read the directions aloud. Then play **TR: I12**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

**TR: I12** 1. hall 2. town 3. lawn 4. sausage

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: I13**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. You may want to play **TR: I13**

again and have students repeat the first word in each pair. For additional practice, write the words *crawl, ball, sauce, and talk* on the board. Call on students to underline and say the letters that make the sound /ɔː/ in each word.

**TR: I13** 1. crawl, crawl 2. ball, bowl 3. sauce, sauce 4. talk, took

**Extend** Write a key word on the board with the letters out of order. For example, write *wyna* for *yawn*. Ask *What word can we make with these letters?* Allow students time to study the letters and identify the word. Then invite a student to write the correct word on the board, spelling it out as they write: *y, a, w, n*. Repeat with other words from this lesson.

**Wrap Up** Say *Listen. Stand up if you hear /ɔː/.* Call out a list of words, some with /ɔː/ and some without. Pause after each word for students to stand up if they hear /ɔː/. Then have them say which letters spell the sound /ɔː/ in the word, for example *au* for *sauce*. For an extra challenge, invite students to write the words with /ɔː/ on the board.

# Unit 6

## Lesson 2



/aɪ/  
cry

/i/  
hungry

**Key Words** /aɪ/: cry, sky  
/i/: hungry, thirsty

**Additional Words** candy, fly, puppy, fry, dry, my, baby, shy; silly, happy, try (Lesson 3)

### Objectives

Students will

- hear and produce /aɪ/ and /i/ for the letter y.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /aɪ/ and /i/.
- write words with the letter y for /aɪ/ and /i/.

### Resources

Student Book p. 45

Audio **TR: II4–II7** (Audio CD, Website)

Picture Cards (for **Warm Up, Activity 5**) (Website)

### Materials

tape or tack (optional, for **Warm Up**);  
index cards, a paper bag (for **Extend**)

**Warm Up** Use the *happy* and *yawn* Picture Cards to review the sounds for y (/i/, /j/). Hold up the *happy* Picture Card and ask *What's this? Where is the letter y in happy?* (end) *What sound does it make?* (/i/) Use the *yawn* Picture Card to review /j/ for y. Display the cards on the board. Ask *What words do we know with /i/ and /j/ for the letter y?* Write students' suggestions under the correct card; for example, *yellow* under *yawn*. Possible answers include *pretty, baby, fifty, sunny, windy; yard, yogurt, yellow, yell, you, and yes*. Count the number of words listed for each sound.

**5** Hold up the *happy* Picture Card again and ask *What sound does y make at the end of happy?* (/i/) Then hold up the *sky* Picture Card and ask *Does the letter y make /i/ at the end of the word sky?* (no) *What sound does it make?* Have students make the /aɪ/ sound. Then say *Y can make the sound /aɪ/ at the end of a word. What other letters can make the /aɪ/ sound?* (i and e) Use the *bike* Picture Card and say the word if necessary for students to get the answer.

Then say *Let's learn more words with /aɪ/ or /i/ for y at the end of a word.*

*Look at the pictures and listen.* Play **TR: II4**. Have students follow the words. Then play **TR: II5** and have students listen and repeat.

**TR: II4 and TR: II5** Y /aɪ/ 1. /aɪ/ cry  
2. /aɪ/ sky; Y /i/ 1. /i/ hungry  
2. /i/ thirsty

**6** Say *Look at the words and pictures in Activity 5 again. Trace the letter y.* When students finish, ask *Which words have the sound /aɪ/?* (cry, sky) *Which words have the sound /i/?* (hungry, thirsty)

**7** Use the pictures to identify any new words. Read the directions aloud. Then point to the first pair of pictures. Say *Listen to the two words. Which word has /aɪ/ as in cry?* Begin playing **TR: II6**, pausing after *fly*. Ask *Which word has /aɪ/—candy or fly?* (fly) *That's right. So let's circle the picture for fly.* Repeat for the second set of pictures. Review the answers as a class.

**TR: II6** /aɪ/ as in cry 1. candy 2. fly;  
/i/ as in hungry 1. puppy 2. fry

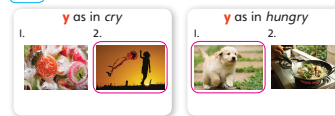
**8** Read the directions aloud. Begin playing **TR: II7**, pausing after the word *dry*. Have students repeat the word, then ask *What sound do you*

**5** Listen. Then listen and repeat. **TR: II4 and II5**



**6** Trace and say.

**7** Which words have the same y sound? Listen and circle. **TR: II6**



**8** Listen and repeat. Write the words. **TR: II7**

1. dry 2. my 3. baby 4. shy

*hear at the beginning of dry?* (/dr/) *What letters make /dr/?* (d and r) *What sound do you hear at the end?* (/aɪ/) *Yes. So how do you spell dry?* Model writing *dry* on the line. Continue playing **TR: II7**, pausing for students to write each word. Review by having students spell the words aloud.

**TR: II7** 1. dry 2. my 3. baby 4. shy

**Extend** Write words with y for /aɪ/ or /i/ on separate index cards. Use words from p. 45 and other words, such as *happy, sleepy, sunny, and windy*. Place the cards in a paper bag. Invite a student to take a card from the bag. Say *Read and act out the word for the class.* When the class figures it out, the student shows the card. Have the class repeat the word and sound for the letter y, for example: *thirsty, /i/*. Repeat with other students taking the cards.

**Wrap Up** Have pairs or groups of students use words from p. 45 to make sentences, using one or both sounds for y, such as *The shy baby doesn't cry or Don't give candy to a hungry puppy.* As students read their sentences aloud, have other students point to the words on the page as they hear them.

## Lesson 3



/aɪ/

final position: **pie**, **high**

medial position: **flies**, **light**

**Key Words** *pie, flies, high, light*

**Additional Words** *tie, fries, night, pie, sigh*

### Objectives

Students will

- hear and produce /aɪ/.
- associate sounds, digraphs, and trigraphs (three letters representing a single speech sound).
- associate sounds, words, and images.
- identify rhyming words.

### Resources

Student Book p. 46



Audio **TR: I18–I21** (Audio CD, Website)



Picture Cards (for **Warm Up**) (Website)

### Materials

index cards, scissors (for **Warm Up**)



**9 Listen.** Then listen and repeat. TR: I18 and I19



**ie**    
 pie flies

**igh**    
 high light

**10 Trace and say.**

**11 Which words have the ie/igh sound?** Listen and **circle**. TR: I20

**ie**    
 1. tie 2. fries

**igh**    
 1. hill 2. night

**12 Listen and repeat.** **Circle** three words that rhyme. TR: I21

pie silly sigh happy try

46

**Warm Up** Prepare Picture Cards of *sky* and *kite* to review spelling /aɪ/ with the letters *y* and *i\_e*. Hold up each card and ask *How do you spell /aɪ/ in the word (sky)?* Then give an index card to each pair of students and have them cut it in half. One student writes *y* on one half of the index card, and the other student writes *i\_e* on the other half. Call out words with the two spellings in random order: *kite, fly, sky, hide, my, rice*, etc. Students listen and hold up their card when they hear /aɪ/ with the spelling pattern on their card. For example, students who have *i\_e* on their cards hold them up when they hear the word *kite*.

**9** Say *We know that we can use the letter y or i and e to make the sound /aɪ/. Let's learn some more ways to spell the /aɪ/ sound. Open your books to page 46. What letters do you see? (ie and igh) We can also use ie and igh to spell the /aɪ/ sound. Let's learn some words with these letters.* Play **TR: I18** and have students follow the words. Play **TR: I19** and have students listen and repeat.

**TR: I18 and TR: I19** Ie /aɪ/ 1. /aɪ/ pie 2. /aɪ/ flies; Igh /aɪ/ 1. /aɪ/ high 2. /aɪ/ light

**10** Say *Look at the words and pictures in Activity 9 again. Trace the letters ie and igh.* When students finish, ask *Which words have the letters ie?* (pie, flies) *Which words have the letters igh?* (high, light)

**11** Use the pictures to help students identify any new words. Then read the directions aloud. Point out that students may circle one or both pictures in each box. Play **TR: I20**, pausing after each word for students to circle the picture if they hear the sound /aɪ/. You may want to play **TR: I20** again and have students repeat the words with /aɪ/. For additional practice, write the words *tie, fries*, and *night* on the board. Call on students to underline and say the letters that make the sound /aɪ/ in each word.

**TR: I20** Ie /aɪ/ 1. tie 2. fries; Igh /aɪ/ 1. hill 2. night

**12** Read the words in Activity 9 again. Ask *Which two words rhyme?* (pie, high) Remind students that rhyming words have the same sound, but may have different spellings. Then say *Now let's find more words that rhyme.* Play **TR: I21**, pausing for students to repeat the words. Then

play **TR: I21** again and ask *Which three words rhyme?* (pie, sigh, try) *That's right. Circle those three words.* Have students underline the letters that make the /aɪ/ sound in each word.

**TR: I21** pie, silly, sigh, happy, try

**Extend** Write this nonsense rhyme on the board, leaving out the underlined letters. Have students read the rhyme and identify the missing letters. (*y, ie, igh, i\_e*) Invite students to complete the rhyme on the board. Then chant it as a class.

Try pie and fries with rice at night,  
 Tie and flies?  
 No! Pie and fries!  
 Pie and fries are nice with rice!

**Wrap Up** Have students look at the pictures on p. 46. Say *Find a word that begins with l and rhymes with night.* (light) Repeat this with other words on the page, using sounds or rhymes as clues.

# Unit 6

## Lesson 4

ea

/ɛ/

medial position: bread

**Key Words** bread, head, sweater, heavy, feather

**Additional Words** sweat, weather, breath

### Objectives

Students will

- hear and produce /ɛ/.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /ɛ/ and the sounds /i:/, /ɑ:/ (as in father), and /ɪ/.

### Resources

Student Book p. 47

Audio **TR: I22–I25** (Audio CD, Website)

Picture Cards (for **Warm Up, Activity I3**) (Website)

### Materials

tape or tack (optional, for **Warm Up**); green and blue crayons or colored pencils (one of each per student); index cards (for **Extend**)

**I3 Listen.** Then listen and repeat. TR: I22 and I23

**I4 Trace and say.**

**I5 Do you hear ea as in bread or ea as in read?** Listen and (circle) in green or blue. TR: I24

**I6 What word do you hear?** Listen and (circle). TR: I25

47

**Warm Up** Prepare Picture Cards for eat and sleep to review /i:/ with the letters ea or ee. Hold up the eat Picture Card and ask *What's this? What vowel sound do you hear? (/i:/) Do you spell the /i:/ in eat with ea or ee?* (ea) Have a student write the word eat on the board. Repeat with the sleep Picture Card. Display the cards. Then say *Now listen to these words. Pretend to eat when you hear a word that has /i:/ spelled ea. Pretend to sleep when you hear a word that has /i:/ spelled ee.* Call out words students know, such as teacher, teeth, sneakers, read, seeds, and green. Students listen and pretend to eat for words with ea or sleep for words with ee. You can also ask students to write the words near the correct Picture Card.

**I3** Hold up the eat Picture Card and say *We know that we can use ea to make the sound /i:/ in eat.* Then hold up the bread Picture Card and write bread on the board. Underline the ea and ask *What sound do the letters ea make in the word bread?* (/ɛ/) *That's right. Ea can make the sound /ɛ/.* Have students make the /ɛ/ sound. Then ask *What other letter can make the /ɛ/ sound?* (e) Hold up

a pen and say the word, if necessary.

Then say *Let's learn some words with the letters ea for /ɛ/.* Open your books to page 47. Look at the pictures and listen. Play **TR I22**. Have students follow the words. Play **TR: I23** and have students repeat.

**TR: I22 and TR: I23** Ea /ɛ/ 1. /ɛ/ bread 2. /ɛ/ head 3. /ɛ/ sweater 4. /ɛ/ heavy 5. /ɛ/ feather

**I4** Say *Look at the words and pictures in Activity I3 again. Trace the letters ea.* When students finish, call on volunteers to say the words aloud.

**I5** Make sure each student has green and blue crayons or colored pencils. Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: I24**, pausing for students to circle each picture with the correct color.

**TR: I24** 1. sweat 2. weather 3. beach 4. breath

**I6** Have students look at the words for items 1–4 while you read them aloud. Then read the directions. Begin playing **TR: I25**, pausing after number 1. Ask *Did you hear feather or father?* (father) *That's right. So let's circle the word father.* Continue

playing **TR: I25** and have students complete the activity. Then review the answers as a class.

**TR: I25** 1. father 2. bread 3. sweet 4. head

**Extend** Write the following words on separate index cards, leaving out the underlined target letters: *August, ball, crawl, cry, feather, flies, high, hungry, light, pie, sauce, sky, sweater, thirsty, walk, and yawn.* Give the cards to students or pairs of students. Then say *Read your word and write the missing letters.* When students finish, say *Now find the other student (or pair) that has a word with the same sound and spelling.* Have students move around the classroom, saying their words and finding the other student or pair whose word has the same sound and the same spelling. Then have students stand in their sound pairs (or groups) and read their words aloud.

**Wrap Up** Say *Listen and act out the words with the letters ea for /ɛ/.* Call out words students know with and without the letters ea for /ɛ/. For example, eat, bread, pen, head, pencil, teacher, ten, heavy, etc. Students act out only the words with the correct letters and sound.

## Lesson 5 Game and Chant

### Objectives

Students will

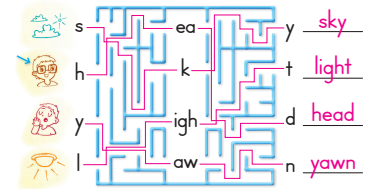
- hear and produce /ɔ:/, /aɪ/, /i/, and /ɛ/.
- associate sounds with letters, digraphs, or trigraphs.
- write words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

### Resources

Student Book pp. 48, 75

Audio **TR: I26** (Audio CD, Website)

**17** Follow the letters to spell the word. Then write the word.



**18** Listen. Then listen and chant. **TR: I26**

Come on now, chant with me!  
Don't be shy! Give it a try!

Oh, so happy!  
I play ball on the lawn.  
Oh, so sunny!  
I fly a kite in the sky.  
Oh, so hungry!  
I eat pie late at night.  
Oh, so silly!  
I draw bread on a head.



Come on now, chant with me!  
Don't be shy! Give it a try!

48

**Warm Up** Say a word from Lessons 1–4. For example, say *Light*. Have students repeat the word and say the target letters and sound. (*igh*, /aɪ/) Then say *Now tell me another word with the letters igh for /aɪ/*. Call on a student to give a word with matching letters and sound, such as *night*. Repeat with words for other sounds and letters.

**17** Use the pictures to review the key words: *sky*, *head*, *yawn*, and *light*. Then model the activity with the word *sky*. Ask *How do you spell sky?* Model drawing lines to connect the letters *s*, *k*, and *y* in the puzzle as students spell the word. Then say *Now let's write the word sky on the line*. Model writing the word on the top line, spelling and reading it aloud: *S, k, y, sky*. Have students work alone or in pairs to connect the letters for the other three words. Remind students to check pp. 44–47 if they need to review spelling. If students work alone, have them check their answers in pairs. Then review the answers as a class.

**18** Say *Look at the pictures. What do you see?* Have students name words with the target sounds (happy,

ball, sunny, fly, sky, hungry, pie, night, bread, head) and without (play, kite, chair, moon, picture, dragon). Then introduce the remaining words with the target sounds (shy, try, lawn, silly). Ask questions about the pictures, such as *What's this girl playing?* (ball) *Is she playing in the house?* (no, on the lawn) *Is the kite flying high?* (yes) *What's the girl eating?* (pie) *Is she eating in the morning?* (no, at night) *What's the girl drawing?* (a dragon) *What's on the dragon's head?* (bread)

Say *Let's listen to a chant*. Play **TR: I26** and have students listen to the chant. Then say *Now say the chant*. Play **TR: I26** again, pausing after each line and having students repeat it. Then play **TR: I26** a third time so that students can say the entire chant as they listen.

**Extend** Write the main verse of the chant on the board, but with one incorrect word in each line. Say *Read each line from the chant. Which word doesn't belong?* Students read and say the incorrect word in each line. Then have them say the correct word. As they do, erase the incorrect word on the board and write (or have a volunteer write) the correct word in

its place. Play **TR: I26** again, pausing for students to check their answers. They can also then say the target sound for each line.

Oh, so sleepy!  
I play ball on the sauce.  
Oh, so snowy!  
I dry a kite in the sky.  
Oh, so thirsty!  
I eat flies late at night.  
Oh, so sunny!  
I draw bread on a feather.

**Wrap Up** With books closed, test students' spelling of some of the words from the chant. For example, ask *How do you spell bread?* You can also make this into a team game, with students getting a point for their team if they spell a word correctly.

Have students turn to p. 75 and write the Unit 6 words in the **Picture Dictionary**.

# Unit 6

## Lesson 6

### Story Paul's Silly Sister

**Summary** Paul is playing with his baby sister, but she isn't happy. What's the matter with her? Paul tries giving her a sweater and putting her to bed . . . but she isn't cold or tired! How can Paul make her happy?

#### 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 Book pp. 49, 79  
Audio **TR: 127–128** (Audio CD, Website)  
Unit 6 Worksheet (Website)

#### Materials

crayons or colored pencils

**19 Listen.** Then listen and repeat. **TR: 127 and 128**

### Paul's Silly Sister

**20 Read the story.** Write *aw*, *al*, *ie*, or *ea*. Then go to page 79.

b	a	l	s	cr	i	e	s	h	e	a	d	y	a	w	n	s
1	2			3	4			5	6			7	8			

49

**Warm Up** Say *Listen to the words I say and repeat them in order.* Say words from one sound and spelling group in a random order. For example, say *Tie, pie, flies, fries.* Students repeat the words in the same order. Have students identify the target sound and spelling. (/aɪ/, ie) Repeat the activity with other sounds and spellings. For an extra challenge, invite volunteers to say a list of words for the rest of the class to repeat.

**19** Say *It's time for a story! Turn to page 49.* Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a boy and his baby sister) Point to each panel, asking questions to review or introduce vocabulary: *What's Paul doing in panel one?* (juggling balls) *Is his baby sister happy?* (no) *What does Paul put on his sister in panel two?* (a sweater) *Does the baby like the sweater?* (No, it's tight.) *Why does Paul turn off the light?* (Because the baby's in bed.) *Is she tired?* (no) *Is she hungry?* (yes) *What's she eating in panel four?* (pie) *Does she like the pie?* (yes) *Where's the pie?* (on her head)

Say *Now let's listen to the story.* Play **TR: 127** and have students point to each panel in order. Play **TR: 127** a second time. Have students follow the text as they listen. Then play **TR: 128** and have students listen and repeat.

**Extend** Write key words from the story in a random order on the board; for example, *balls, sweater, yawns, light, hungry, pie.* Have students find each of the words in the story. Then say one of the words and call on a volunteer to say the line from the story that includes the word. Have the other students point to the line in the story as the student reads it aloud. Repeat with the other words, calling on different volunteers.

Hold up the **Unit 6 Worksheet.** Point to the first word (P\_\_l's) and ask *What sound is missing?* (/ɔ:/) *How do you write /ɔ:/ in the name Paul—with al, aw, or au?* (au) *That's right! Let's write the letters au.* Have students complete the rest of Activity 1. For an extra challenge, have students first try to complete as many words as they can with their books closed. Have students work in pairs for Activity 2. Students say the words and copy them into the correct column.

**20** Read the directions aloud and have students look at the incomplete words. Have students find the first one in the story. (balls) Then ask *What letters are missing from the word balls?* (al) *Write al in the word.* Have students complete the activity in pairs. Then review the answers as a class.

Make sure students have crayons or colored pencils. Have students turn to p. 79 and work in pairs to complete the sentence under the picture. Remind them to check p. 49 to find the correct letters. When students finish, call on a volunteer to read the completed sentence aloud. Then say *Now finish the picture and color it in.*

**Wrap Up** Reread sentences from the story aloud, but with one incorrect word each time. For example, say *Paul's baby sister starts to fly.* Students correct the mistake: *No! Paul's baby sister starts to cry.* Other possible sentences include: *He juggles small ties high in the air. Paul turns off the sweater. The baby is thirsty! Paul gives her strawberry fries.*