

Unit 8

Lesson 1



/sk/

initial position: school, ski

final position: desk

Key Words school, scared, ski, desk

Additional Words scale, scooter, skirt, mask; sky, skate, scarf (Lessons 2 and 4)

Objectives

Students will

- hear and produce /sk/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /sk/ and /s/.

Resources

Student Book p. 58

Audio **TR: 149–152** (Audio CD, Website)

Unit 8 1 Listen. Then listen and repeat. **TR: 149 and 150**

sc

1. school 2. scared

sk

1. ski 2. desk

2 Trace and say.

3 Do you hear **sc/sk** or **s**? Listen and circle. **TR: 151**

1. 2. 3. 4.

4 Do you hear the word with **sc/sk** one or two times? Listen and circle **I** or **2**. **TR: 152**

1. 2. 3. 4.

sc 1 2 sc 1 2 sk 1 2 sk 1 2

58

Warm Up Say *We've learned letter blends with r and l. Now we're going to learn blends with another letter. Look at Unit 8. What letter are we going to blend with in this unit?* Have students flip through pp. 58–61 and say what letter they see in each blend. (s) Have students make the /s/ sound. Then ask *What words do we know with /s/? I'll start. Sit.* Point to the student in the first seat and say *(Felipe) give me another word with /s/.* Go around the class until each student has said a word with /s/.

1 Say *Now look at page 58. What letters are we going to blend with s? (c and k) Then ask What sound does k make? (/k/) What sounds does c make? (/k/ or /s/) That's right. But when we blend other letters with c, it usually makes the /k/ sound.* Write the word *crayon* to remind students of this, if necessary. Underline the *cr* as you sound the word out.

Say *Now let's learn how we blend the letter s with the sound /k/.* Write *school* on the board and underline the letters *sc*. Ask *What sound do the letters sc make in school?* Have students make the /sk/ sound. Then write *sky* on the board, underline *sk*, and point out that the /sk/ sound is the same. Then

say *Let's learn more words with the letters sc or sk for /sk/.* Play **TR: 149**. Have students follow the words. Play **TR: 150** and have students listen and repeat.

TR: 149 and TR: 150

Sc /sk/ 1. /sk/ school 2. /sk/ scared;

Sk /sk/ 1. /sk/ ski 2. /sk/ desk

2 Say *Look at the words and pictures in Activity 1 again. Trace the letters sc and sk.* When students finish, have them say each word aloud.

3 Read the directions aloud. Play **TR: 151**, pausing for students to circle either *sc* or *sk* when they hear /sk/ or *s* when they hear /s/ in each word. Review the answers as a class.

TR: 151 1. scoop 2. soup 3. basket
4. sink

4 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 152**, pausing for students to circle *I* or *2*. Review the answers as a class. For additional practice, write *scale*, *scooter*, *skirt*, and *mask* on the board. Have students underline and say the letters that make the /sk/ in each word.

TR: 152 1. scale, scale 2. scooter, scooter 3. skirt, shirt 4. mask, mash

Extend Pretend to be skiing and ask *What letters do we use at the beginning of the word ski? (sk)* Write the word on the board and underline *sk*. Repeat with actions for the words *scooter* and *sit*. Call out the three words in random order: *Ski, scooter, ski, sit, scooter, sit, ski*. Have students do the actions. Then say *Now listen to these words. Do the action that matches the spelling of /sk/ or /s/.* Call out words beginning with *sk*, *sc*, or *s* in random order: *skirt, sun, scale, sky, school, skateboard, surprise, sauce*, etc. Students stand and pretend to ski for words with *sk* or ride a scooter for words with *sk*. They sit down for words with *s*. For additional practice, call out the words again and have volunteers write them under the matching sound words on the board.

Wrap Up Say the words from Lesson 1 aloud, in random order, as well as other familiar words with /sk/, such as *skateboard, whiskers, sky*, etc. Have students hold up one hand when they hear words with *sc* and both hands when they hear words with *sk*.

Lesson 2



/sl/

initial position: **slide**medial position: **asleep****Key Words** *slide, slow, sloth, slippers, asleep***Additional Words** *sled, sleeve; slug (Lesson 4)*

Objectives

Students will

- hear and produce /sl/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /sl/ and the sounds /s/ and /sk/.

Resources

Student Book p. 59

Audio **TR: I53–I56** (Audio CD, Website)

Materials

index cards, scissors (for Warm Up)

5 Listen. Then listen and repeat. TR: I53 and I54

1.  **slide** **2.**  **slow**

3.  **sloth** **4.**  **slippers** **5.**  **asleep**

6 Trace and say.

7 Do you hear sl or s? Listen and **circle**. TR: I55

1.  2.  3.  4. 

8 Do you hear sk or sl? Listen and write. TR: I56

1.  **s_k_y** 2.  **s_l_ed** 3.  **s_k_ate** 4.  **s_l_eeve**

59

Warm Up Give an index card to each pair of students and have them cut it in half. One student writes *sk* on his or her half of the index card, and the other writes *sc* on the other half. Call out words with the two spellings in random order: *sky, scooter, desk, school, mask, ski, scale*, etc. Students listen and hold up their index card when they hear /sk/ with the spelling pattern that matches their card. For example, students who have *sk* on their cards hold them up when they hear the word *ski*. You may want to ask *How do you spell (ski)?* For additional practice, have students exchange cards and repeat the activity.

5 Say *We know that the letter s followed by c or k usually makes the sound /sk/. Now let's learn another letter blend with /sl/. Say Open your books to page 59. What letters do you see? (s, l) What sound does the letter l make? (/l) That's right. So let's blend /sl/ and /l/ together.* Write the word *sleep* on the board and have students read it aloud. Then underline the letters *sl* and ask *What sound do the letters sl make together in sleep?* Have students make the /sl/ sound. Then say *Let's learn more*

words with /sl/. Play **TR: I53**. Have students follow the words. Play **TR: I54** and have students listen and repeat.

TR: I53 and TR: I54 **1.** /sl/ slide **2.** /sl/ slow **3.** /sl/ sloth **4.** /sl/ slippers **5.** /sl/ asleep

6 Say *Look at the words and pictures in Activity 5 again. Trace the letters sl.* When students finish, call on volunteers to say each word aloud.

7 Read the directions aloud. Play **TR: I55**, pausing for students to circle *sl* or *s*. Have students compare their answers in pairs before reviewing them as a class.

TR: I55 **1.** slope **2.** parsley **3.** seal **4.** dresser

8 Use the pictures to help students identify any new words. Play **TR: I56**, pausing for students to point to the word under each picture. Read the directions aloud. Then play **TR: I56** again, pausing for students to write *sk* or *sl* in the words. Review the answers as a class.

TR: I56 **1.** sky **2.** sled **3.** skate **4.** sleeve

Extend Make a four-column chart on the board with *s*, *sc*, *sk*, and *sl* as column heads. Point to each column and say *Tell me three words with (the letter s).* Write (or invite students to write) correct suggestions into the column. Repeat until you have three words in each column. Then have students close their eyes while you change the location of two words. For example, erase *sun* from the *s* column and write it in the *sl* column. Erase *slow* from the *sl* column and write it in the *s* column. Say *Open your eyes. Which words are in the wrong column? (sun, slow)* Invite a student to erase the words and write them back in the correct columns. Repeat the activity, changing different words each time.

Wrap Up Use words with /sl/ to make a tongue twister. Say *A slow sloth in slippers is asleep on the slide.* Have students point to the pictures on the page in the order that they hear the words. Then have students repeat the tongue twister several times, going faster each time.

Unit 8

Lesson 3



/sp/ /st/
spoon star

Key Words /sp/: spoon, space
/st/: star, east

Additional Words spider, stem, sponge, stamp, spot, spin, staff, stuck; spinach (Lesson 4)

Objectives

Students will

- hear and produce /sp/ and /st/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /sp/ and /st/.

Resources

Student Book p. 60

Audio **TR: 157–160** (Audio CD, Website)

Materials

green and blue crayons or colored pencils (one of each per student); index cards (for **Extend** and **Wrap Up**)



Warm Up Write a word from Lesson 1 or 2 on the board with the letters out of order. For example, write *delis* for *slide*. Ask *What word can we make with these letters?* Allow students time to figure out the word. Invite a student to write the correct word on the board, spelling it aloud or sounding it out when they can. (s, l, i, d, e or /sl/, /aɪ/, /d/) Repeat with other words and students.

9 Say *Let's learn two more letter blends with /s/. What letters do you see with s on page 60?* (p, t) *What sound does p make?* (/p/) *What sound does t make?* (/t/) *Now let's listen to words with the letters sp and st blended together.* Play **TR: 157**. Have students follow the words. Then point to the spoon and ask *What sound do the letters sp make in spoon?* (/sp/) Have students make the /sp/ sound. Do the same for the word star. Play **TR: 158** and have students listen and repeat the words.

TR: 157 and TR: 158

Sp /sp/ 1. /sp/ spoon 2. /sp/ space;
St /st/ 1. /st/ star 2. /st/ east

10 Say *Look at the words and pictures in Activity 9 again. Trace the letters sp and st.* When students

finish, have them read the words aloud.

11 Make sure each student has green and blue crayons or colored pencils. Use the pictures to identify any new words. Then read the directions aloud. Play **TR: 159**, pausing for students to circle each picture with the correct color.

TR: 159 1. spider 2. stem 3. sponge 4. stamp

12 Point to the first square and have students say the letters. Then have students make the correct sounds for each letter or blend. Read the directions aloud. Begin playing **TR: 160**, pausing after number 1. Ask *Which word did you hear?* (spot) *Which sound comes in the beginning of spot—/sp/ or /st/?* (/sp/) *What sound comes at the end of spot—/p/ or /t/?* (/t/) *Yes, and /a/ comes in the middle: /sp/, /a/, /t/. Which letters do we connect to make the word spot?* Model drawing a diagonal line from top left to bottom right, connecting the letters of the word spot. Continue playing **TR: 160**, pausing for students to connect the letters of the remaining words in the same way. Review the answers as a class.

NOTE: Point out that the letters ck make the sound /k/.

TR: 160 1. spot 2. spin 3. staff 4. stuck

Extend Write key words from Lessons 1–3 on index cards, leaving out the underlined target letters: *asleep, desk, east, mask, scared, school, scooter, ski, sleeve, slow, space, spider, spoon, stamp, and star*. Give the cards to students or pairs of students. Then say *Look at your word. Which letters are missing—sc, sk, sl, sp, or st? Write the letters in the word. Then read the word aloud.* When students finish, say *Now find other students with words that have the same sound.* Have students move around the classroom, saying their words and finding other students whose words have the same sound. When they finish, have students stand in their sound groups and read their words aloud.

Wrap Up Use the word cards from the Extend activity. Give a student a card and say *Read and act out the word.* When the class says the correct word, the student shows the card and says the word. Repeat with other students and words.

Lesson 4



/sw/

initial position: **swing**

Key Words *swing, sweep, swan, sweater, swim*

Additional Word *swipe*

Objectives

Students will

- hear and produce /sw/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /sw/ and the sounds /sk/, /sl/, and /sp/.

Resources

Student Book p. 61

Audio **TR: 161–164** (Audio CD, Website)

Materials

index cards, a paper bag (for **Extend**)

13 Listen. Then listen and repeat. TR: 161 and 162

14 Trace and say.

15 Do you hear sw? Listen and (circle) Yes or No. TR: 163

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

16 Do you hear sc, sl, sp, or sw? Listen and write. TR: 164

1. 2. 3. 4.

s carf s lug s wipe s pinach

61

Warm Up Play a word guessing game. On the board, write the letter *s* and then letter blanks to match a word from Lessons 1–3. For example, write *s_____* for *spoon*. Point to the word and say *Guess the letters in the word*. Invite a student to guess a letter. If the suggested letter is in your word, write it in onto the correct blank (for example: *sp_____*). If the suggested letter is not in your word, write an *x* on the board. Have students try to guess all the letters and say the word before you have written six *x*'s on the board. When the word is complete, have students spell it or sound it out when they can, for example /sp/, /u:/, /n/.

13 Say *Let's learn another letter blend with /s/*. Say *Open your books to page 61. What letter do you see with s? (w) What sound does w make? (/w/) That's right. So let's blend /s/ and /w/ together*. Write the word *sweater* on the board and have students read it aloud. Then underline the letters *sw* and ask *What sound do the letters sw make together in sweater?* Have students make the /sw/ sound.

Then say *Let's learn more words with /sw/*. Play **TR: 161**. Have students

follow the words. Play **TR: 162** and have students listen and repeat.

TR: 161 and TR: 162 *Sw /sw/ 1. /sw/ swing 2. /sw/ sweep 3. /sw/ swan 4. /sw/ sweater 5. /sw/ swim*

14 Say *Look at the words and pictures in Activity 13 again. Trace the letters sw*. When students finish, call on volunteers to say the words aloud.

15 Read the directions aloud. Then play **TR: 163**, pausing for students to circle *Yes* or *No*. Have students compare their answers in pairs before reviewing them as a class.

TR: 163 1. swallow 2. sandal 3. sweat 4. switch

16 Use the pictures to help students identify any new words. Play **TR: 164**, pausing for students to point to the words under each picture. Say *Listen and write the correct letters*. Play **TR: 164** again, pausing for students to write *sc*, *sl*, *sp*, or *sw* in the words. Review the answers as a class. You may want to play **TR: 164** a third time and have students repeat the words.

TR: 164 1. scarf 2. slug 3. swipe 4. spinach

Extend Write *sc*, *sk*, *sl*, *sp*, *st*, and *sw* on separate index cards (three cards for each letter blend). Put the cards in a paper bag. Divide the class into two teams. Have a student take a card from the bag. Look at the letters on the student's card; for example, *sp*. Ask *What letters do you have? (sp) What sound do they make? (/sp/)* Say a word with the letters *sp*. (space) If the student answers correctly, he or she keeps the card. If not, put the card back into the bag. The team with the most cards when the bag is empty wins.

Wrap Up Have students look at the pictures on pp. 60–61. Ask questions about the words, such as *Which word begins with /sw/ and ends with /ŋ/?* (swing) Repeat, asking about other sounds and positions for words on these pages.

Unit 8

Lesson 5 Game and Chant

Objectives

Students will

- hear /sk/, /sl/, /sp/, /st/, and /sw/.
- associate sounds and letter blends.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 62, 76–77

Audio **TR: 165–166** (Audio CD, Website)

Warm Up Play a game of *I Spy*, using words with letter blends from Lessons 1–4. Say *I spy a sweater*. Students look around the classroom. If they see a sweater, they point to it and say *Yes! There's a sweater*. If the object is not in the classroom, students say *No, there isn't (a sweater) in the room*. Continue the game with the following sentences: *I spy a swan. I spy a sleeping student. I spy a spoon. I spy a desk. I spy a skirt. I spy sleeves. I spy a sloth. I spy slippers*.

17 Have students identify the pictures (across: scale, star, swan, swing; down: east, skirt, asleep, and sloth). Then point to the wordsearch puzzle and say *Let's find and circle the words*. Model the activity if necessary, tracing across the top to find the word *swan* and circling it. Have students find and circle the words alone or in pairs. Have students say the words aloud as they circle them. If students work alone, have them compare their answers in pairs. Say *Now listen to check your answers*. Play **TR: 165**. Students find and point to the words while checking to see that they've circled each one.

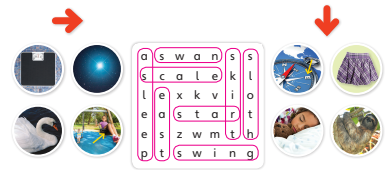
TR: 165 across: swan, scale, star, swing; down: asleep, east, skirt, sloth

18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (mask, sloth, swan, swim, sweater) and without (work, vet, actor, chef, artist). Then introduce or review the remaining words with the target sounds (sleepy, scary, spaghetti, steak, artist). Ask questions about the picture, such as *What color is the mask?* (green, purple, and red) *Who might wear a mask at work?* (an actor) Point to the chef and ask *What job does she have?* (She's a chef.) *What food is she making?* (spaghetti, steak) *What's the artist painting?* (swans) *What animals is the vet caring for?* (sloths)

Say *Let's listen to a chant*. Play **TR: 166** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 166** again, pausing after each line and having students repeat it. Then play **TR: 166** a third time so that students can say the entire chant as they listen.

Extend Write the main verse of the chant as a matching activity on the board. Say *Read and think*.

17 Find and circle the words in the box. Then listen and repeat to check your answers. **TR: 165**



18 Listen. Then listen and chant. **TR: 166**

Work, work, wonderful work!
People work every day.
Work, work, wonderful work!
Chant and shout hooray.



The vet checks the sleepy sloths.
The actor wears a scary mask.
The chef makes spaghetti and steak.
The artist paints the swimming swans.

Work, work, wonderful work!
People work every day.
Work, work, wonderful work!
Chant and shout hooray.

Match the lines. Have students work in pairs. Then invite a pair of students to draw lines on the board to make a match. Play **TR: 166** again, pausing for students to check their answers.

The vet checks the sleepy **steak**.
The actor wears a **scary** **sloths**.
The chef makes **spaghetti** and **swans**.
The artist paints the **swimming** **mask**.

Wrap Up Help students create their own verse for the chant, replacing the key words with other words that have the same target sound. For example, *The vet checks the slow slugs. The actor wears a school skirt. The chef makes spinach and steak. The artist paints the swan on a swing*. Have students chant their new verse to the same rhythm as the chant in Activity 18.

Have students turn to pp. 76–77 and write the Unit 8 words in the **Picture Dictionary**.

Lesson 6

Story Slavik's Sculpture

Summary The children are in art class, making art to show what they want to be. Stefan sketches some animals, and Slava makes a space station. Slavik has a special sculpture to share with the teacher, Ms. Sladek.

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. 63, 79

Audio **TR: 167–168** (Audio CD, Website)

Unit 8 Worksheet (Website)

Materials

crayons or colored pencils

19 Listen. Then listen and repeat. **TR: 167 and 168**

Slavik's Sculpture



20 Read the story. Write sk, sl, st, or sp. Then go to page 79.

s pecial s loth de s ks s tudents

63

Warm Up Play a drawing game using words from Unit 8. Begin drawing a simple picture on the board, pausing to ask *What's this?* When students figure it out, complete the picture and say *Yes! It's a (star)*. Then ask *Which letter blend with s do you hear in star?* (/st/) Invite a student to write the word *star* on the board. Repeat with pictures of other words from the unit. You can also have students draw the pictures.

19 Say *It's time for a story! Turn to page 63*. Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (an art class) Point to each panel, asking questions to review or introduce vocabulary: *Where are the students in panel one?* (at school) Explain that the children are in art class and are thinking about the jobs they want to do. Point to panel two and ask *What animals are in Stefan's sketch?* (a sloth, a swan, a skunk) *What does Stefan want to be?* (a vet) *What does Slava make in panel three?* (a space station) *What does she want to be?* (an astronaut) *Who does Slavik's sculpture look like?* (the teacher) *What does Slavik want to be?* (a sculptor)

Say *Now let's listen to the story*. Play **TR: 167** and have students point to each panel in order. Play **TR: 167** a second time. Have students follow the text as they listen. Then play **TR: 168** and have students listen and repeat.

Extend Write four true or false sentences about the story on the board: *The students are in school.* (true) *Stefan sketches slippers and a sled.* (false) *Slava makes a special space station.* (true) *Slavik wants to be a movie star.* (false) Read each sentence aloud, pausing for the class to tell whether it's *true* or *false*. Then call on a student to correct the false sentences. For example, a student may say *Stefan sketches a sloth, a swan, and a skunk*.

Hold up the **Unit 8 Worksheet**. Point to the first word (___udents) and ask *What sound is missing?* (/st/) *How do you write /st/?* (st) *Let's write the letters st*. Have students complete the rest of Activity 1. When they finish, have students work in pairs to do 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. (special) Then ask *What letters are missing from special?* (sp) *Write sp 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. 63 to find the correct letters. When students finish, have them read the completed sentence aloud. Then say *Now finish the picture and color it in*.

Wrap Up Ask *Which job would you like to have—a school teacher, a professional skier, a sculptor, an astronaut, or a movie star?* Write a chart on the board with these professions as column heads. Have students check the column of the job they'd most want. Call on several volunteers to explain why they made their choice.