

# Unit 9

## Lesson 1



/sm/ /sn/  
small snacks

**Key Words** /sm/: small, smile  
/sn/: snacks, snow

**Additional Words** snake, snail, smoke, snorkel

### Objectives

- Students will
- hear and produce /sm/ and /sn/.
  - associate sounds and letter blends.
  - associate sounds, words, and images.
  - differentiate between /sm/ and /sn/.

### Resources

Student Book p. 64  
Audio **TR: 169–172** (Audio CD, Website)

### Materials

copies of a letter chart (one per group of three students), a timer (for **Extend**)

**Unit 9** 1 Listen. Then listen and repeat. **TR: 169 and 170**

**sm** 1. 2. small smile

**sn** 1. 2. snacks snow

2 Trace and say.

3 Do you hear the word with **sm** or **sn** one or two times? Listen and (circle) 1 or 2. **TR: 171**

1. sm 1 2 2. sn 1 2 3. sm 1 2 4. sn 1 2

4 Do you hear **sm** or **sn**? Listen and write. **TR: 172**

1. 2. 3. 4. S \_ n\_ake S \_ n\_ail S \_ m\_oke S \_ n\_orkel

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**Warm Up** Review letter blends with *s*. Draw a 3 × 3 grid on the board with the following letter blends, digraphs, and letters:

sl	i	n
sw	ee	ng
sp	oo	p

Invite a student to the board and say *Connect the letters to make the word spoon*. Have the student sound out the word while connecting the letters *sp*, *oo*, and *n*. Repeat with the other words in the grid. (sleep, swing) You may want to repeat the activity with a second grid, this time including letters for the words *sweep*, *skate*, and *sloth*.

1 Say *Let's learn two more letter blends with /s/*. Say *Open your books to page 64. What letters do you see with s? (m, n) What sounds do these letters make? (/m/, /n/)* *That's right. Now let's listen to words with the letters sm and sn together*. Play **TR: 169**. Have students follow the words. Then point to the picture showing *small* and ask *What sound do the letters sm make in small?* Have students make the /sm/ sound. Repeat with the word *snacks*. Play **TR: 170** and have students repeat the words.

**TR: 169 and TR: 170**  
Sm /sm/ 1. /sm/ small 2. /sm/ smile;  
Sn /sn/ 1. /sn/ snacks 2. /sn/ snow

2 Say *Look at the words and pictures in Activity 1 again. Trace the letters sm and sn*. When students finish, call on volunteers to say each word aloud.

3 Read the directions aloud. Then point to the first pair of letters and ask *What letters are these? (s, m) What sound are we listening for? (/sm/)* Then begin playing **TR: 171**, pausing after number 1. Say *Smell has the /sm/ sound. Did you hear smell one or two times? (two) Let's circle 2*. Continue playing **TR: 171**, pausing for students to say the sound they are listening for and then to circle 1 or 2 each time. Review the answers as a class.

**TR: 171** 1. smell, smell 2. snuggle, smuggle 3. smart, smart 4. sneer, smear

4 Use the pictures to help students identify any new words. Then play **TR: 172**, pausing for students to point to the words under each picture. Read the directions aloud. Play **TR: 172** again, pausing for students to write *sm* or *sn* in the words. Review the

answers as a class. You may want to play **TR: 172** a third time and have students repeat the words.

**TR: 172** 1. snake 2. snail 3. smoke 4. snorkel

**Extend** Make copies of an eight-column chart with the letter blends *sc*, *sk*, *sl*, *sp*, *st*, *sw*, *sm*, and *sn* as column heads. Arrange students in groups of three and give each group a copy of the chart. Say *You have four minutes. Write as many words as you can in each column*. Set a timer for four minutes. As students work, walk around the room to provide help as necessary. When the timer goes off, have students count the total number of words on their chart. Copy the chart on the board and fill in students' answers while you review them as a class.

**Wrap Up** Say four words—three that share a letter blend with *s* and one that doesn't. For example, *Small, snacks, smile, smell*. Ask *Which word doesn't belong? (snacks) Why?* (It has /sn/, not /sm/.) Have students suggest a word with *sm* to replace *snacks*. Repeat with other groups of four words.

## Lesson 2



/tʃ/  
cheese

/k/  
mechanic

/ʃ/  
chef

**Key Words** /tʃ/: cheese  
/k/: mechanic  
/ʃ/: chef

**Additional Words** ache, cheap, choose, machine, anchor, orchestra, chocolate, children

## Objectives

Students will

- hear and produce /tʃ/, /k/, and /ʃ/ for the letters *ch*.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /tʃ/, /k/, and /ʃ/.

## Resources

Student Book p. 65

Audio **TR: 173–176** (Audio CD, Website)

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

## Materials

green and blue crayons or colored pencils (one of each per student)

**Warm Up** Review the sounds /tʃ/ and /ʃ/ for the letters *ch* and *sh*. Prepare Picture Cards of the words *bush*, *chair*, *chicken*, *sandwich*, *shirt*, and *shoes*. Hide the cards around the classroom before the lesson. To play, call on three volunteers and give an instruction. For example, say *Find a picture of a word that has the sound /tʃ/*. Have the students look around the classroom for a picture. Have the first student who finds one hold it up and say the word, for example *chair*. Repeat the activity until all of the cards have been found.

**5** Say *We know that the letters *ch* can make the sound /tʃ/. Now let's learn more sounds the letters *ch* can make*. Have students open their books to p. 65. Play **TR: 173**. Have students follow the words. Then point to the cheese and ask *What sound do the letters *ch* make in cheese?* (/tʃ/) Then ask the same questions about *mechanic* and *chef* to have students answer /k/ and /ʃ/. Have students make the sounds /tʃ/, /k/, and /ʃ/. Ask *Which other letters make the sound /k/?* (c, k) *The sound /ʃ/?* (sh)

Say *Now listen again and repeat*. Play **TR: 174** and have students listen and repeat.

**TR: 173 and TR: 174** Ch /tʃ/ cheese; Ch /k/ mechanic; Ch /ʃ/ chef

**6** Say *Look at the words and pictures in Activity 5 again. Trace the letters *ch**. When students finish, call on volunteers to repeat each word, emphasizing the target sound for the letters *ch* as they do.

**7** Read the directions aloud. Begin playing **TR: 175**, pausing after number 1. Repeat the word and say *Do you hear /tʃ/ in ache?* (no) *No, so we don't circle ache*. Continue playing **TR: 175**, pausing after number 2 and asking *Do you hear /tʃ/ in cheap?* (yes) *That's right. The word cheap has /tʃ/, so let's circle it*. Continue playing **TR: 175**, pausing after each item for students to circle if necessary. Play **TR: 175** again, pausing for students to repeat the words.

**TR: 175** 1. ache 2. cheap 3. choose 4. machine

**8** 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: 176**, pausing for students to circle each picture with the correct color.

**5** Listen. Then listen and repeat. **TR: 173 and 174**

cheese mechanic chef

**6** Trace and say.

**7** Listen and circle the words with *ch* as in *cheese*. Then say all the words. **TR: 175**

1. ache 2. cheap 3. choose 4. machine

**8** Do you hear *ch* as in *chips* or *ch* as in *mechanic*? Listen and circle in green or blue. **TR: 176**

1. blue 2. blue 3. green 4. green

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You may want to play **TR: 176** again and have students repeat the words.

**TR: 176** 1. anchor 2. orchestra 3. chocolate 4. children

**Extend** Write the following words on the board in a random order, leaving out the underlined letters: *cheese*, *mechanic*, *cup*, *fish*, *chocolate*, *coin*, *bike*, *machine*, *ache*, *shirt*, *kite*, and *chef*. Ask *Which letters are missing—c, k, ch, or sh?* Invite students to write the missing letters in each word. Then ask *Which pairs of words have the same letters and sounds?* Invite students to draw a line to connect two matching words, such as *cheese* and *chocolate*. Repeat until all pairs of words are matched. Then have students choose a pair of words to include in a sentence, for example: *Choose cheese or chocolate for your lunch*.

**Wrap Up** Say a word from the lesson. For example, say *Mechanic*. Invite a student to stand up and say another word from the lesson with the same sound for *ch*, such as *ache*. That student says another word with *ch*, such as *chocolate*, and calls on a different student to stand up and say a word with the same sound.

# Unit 9

## Lesson 3



/s/ nuts  
/z/ beans

**Key Words** /s/: nuts, grapes  
/z/: beans, cookies

**Additional Words** snacks, buns, cats, monkeys, carrots, hamburgers, noodles, cakes; grapes, mangoes, peppers, lamps (Lesson 4)

### Objectives

- Students will
- hear and produce /s/ and /z/ in plural nouns.
  - associate sounds and letters.
  - associate sounds, words, and images.
  - differentiate between /s/ and /z/.

### Resources

Student Book p. 66  
Audio **TR: 177–180** (Audio CD, Website)  
Picture Cards (for **Extend**) (Website)

### Materials

green and blue crayons or colored pencils (one of each per student); red chalk or marker, tape or tack (optional) (for **Extend**)

**9 Listen.** Then listen and repeat. **TR: 177 and 178**

**S** 1. 2.   
nuts grapes

**S** 1. 2.   
beans cookies

**10 Trace and say.**

**11 Listen and circle the words with s as in beans.** Then say all the words. **TR: 179**  
1. snacks 2. buns 3. cats 4. monkeys

**12 Do you hear s as in nuts or s as in beans?** Listen and circle in green or blue. **TR: 180**

1. green 2. blue 3. blue 4. green

66

**Warm Up** Review /s/ and /z/ with the sound monsters activity. Draw block letters s and z on the board. Add eyes, teeth, ears, and other features to turn each letter into a monster. Ask *What sounds do these sound monsters like to eat?* (/s/, /z/) Have students suggest words to “feed” each monster, such as sandwich, /s/. Write the words in each monster outline.

**NOTE:** You may want to point out that s makes the sound /z/ in certain words such as nose, cheese, and closet.

**9** Hold up a book and say *One book*. Hold up a second book with the first and say *Two books*. Emphasize the /s/ at the end of the word. Repeat with pencils, emphasizing the /z/. Then say *When we talk about more than one of something, we add an s. Sometimes this letter s has the sound /s/, as in books. And sometimes it has the sound /z/, as in pencils.*

Say *Let’s learn how words sound when the letter s is added*. Play **TR: 177**. Have students follow the words. Play **TR: 178** and have students listen and repeat.

### TR: 177 and TR: 178

S /s/ 1. /s/ nuts 2. /s/ grapes;  
S /z/ 1. /z/ beans 2. /z/ cookies

**10** Say *Look at the words and pictures in Activity 9 again. Trace the letter s*. When students finish, ask questions such as *Which words end with /s/?* (nuts, grapes)

**11** Read the directions aloud. Play **TR: 179**, pausing for students to circle the words ending in /z/. Play **TR: 179** again, pausing for students to repeat the words.

**TR: 179** 1. snacks 2. buns 3. cats  
4. monkeys

**NOTE:** Use the words *nuts, grapes, and snacks* to point out a rule for using /s/ or /z/ in plurals with s. Write the singular form of each word: nut, grape, snack. Read the words aloud and ask *What three sounds do we hear at the end of these words?* (/t/, /p/, /k/) Point out that /s/ is used in plural nouns ending in /t/, /p/, or /k/. Plural nouns ending in other sounds usually take /z/.

**12** 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: 180**, pausing for students to circle each picture with the correct color. Then review the answers as a class.

**TR: 180** 1. carrots 2. hamburgers  
3. noodles 4. cakes

**Extend** Prepare Picture Cards of these words: *beans, book, boots, cloud, coat, cookie, cow, crayon, desk, glove, grapes, nuts, plane, skirt, star, swing, train, and truck*. Draw a two-column chart on the board and use a piece of red chalk or marker to write s and z as column heads (for /s/ and /z/). Hold up the *grapes* Picture Card and ask *Do you hear /s/ or /z/ at the end of grapes?* (/s/) Place the card in the /s/ column. Repeat with the *beans* card for the /z/ column. Invite a student to take another card, say the plural form of the word, tell whether the sound is /s/ or /z/, and place the card in the correct column. Repeat until all the Picture Cards have been chosen.

**Wrap Up** Say the plural of other words from Units 8 and 9, such as *snacks* and *stars*. Have students repeat each word and tell whether they hear /s/ or /z/.

## Lesson 4



/ɪz/

oranges

**Key Words** oranges, pages, glasses, bushes, quizzes

**Additional Words** boxes, watches, buses, sandwiches

## Objectives

Students will

- hear and produce /ɪz/ for the letters es in plural nouns.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /ɪz/, /s/, and /z/ in plural nouns.

## Resources

Student Book p. 67

Audio **TR: 181–184** (Audio CD, Website)

## Materials

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

**13** Listen. Then listen and repeat. TR: 181 and 182

**14** Trace and say.

**15** Listen and circle the words with es as in oranges. Then say all the words. TR: 183

1. grapes 2. mangoes 3. boxes 4. watches

**16** Do you hear s as in nuts, s as in beans, or es as in oranges? Listen and circle in green, blue, or black. TR: 184

1. black 2. blue 3. green 4. black

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**Warm Up** Write the incomplete word c\_\_kie on the board. Ask *What sound and letters are missing?* (/ɪ/, oo) Invite a student to complete the word and read it aloud. Then add s and have the student say *cookies*. Ask *Do you hear /s/ or /z/?* (/s/) Repeat with other food words, such as *bean, cake, carrot, grape, noodle, nut, oyster, pie, and plum*.

**13** Say *We can use /s/ or /z/ for plural words ending in s. But some plural words have a different spelling and sound.* Draw a sandwich and write *sandwich* on the board. Then draw another and ask *What are these?* (*sandwiches*) Add es to make *sandwiches* and read the word aloud. Underline es and ask *What letters are at the end of sandwiches?* (*es*) *What sound do they make?* Have students make the /ɪz/ sound.

Then say *Let's learn more plural words with the sound /ɪz/.* Play **TR: 181**. Have students follow the words. Play **TR: 182** and have students listen and repeat.

**TR: 181 and TR: 182** Es /ɪz/  
1. /ɪz/ oranges 2. /ɪz/ pages  
3. /ɪz/ glasses 4. /ɪz/ bushes  
5. /ɪz/ quizzes

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

**NOTE:** You may want to point out the rule for using es and /ɪz/ in plural words. Have students look at the words in Activity 13 and underline g, s, sh, and z in the words. Explain that we use es in plural words after these letters as well as after *ch* (*sandwiches*) and *x* (*boxes*). Note that the rule applies for g as in *orange* (/dʒ/), not g as in *bag* (/g/).

**15** Read the directions aloud. Play **TR: 183**, pausing for students to circle the words ending with /ɪz/. Play **TR: 183** again, pausing for students to repeat the words.

**TR: 183** 1. grapes 2. mangoes  
3. boxes 4. watches

**16** Make sure each student has green, blue, and black crayons or colored pencils. Use the pictures to identify any new words. Then read the directions aloud. Play **TR: 184**, pausing for students to circle each picture with the correct color.

**TR: 184** 1. buses 2. peppers  
3. lamps 4. sandwiches

**Extend** Write the singular form of the following words on index cards: *bean, box, bun, bush, chef, cookie, glass, grape, mechanic, noodle, nut, orange, page, sandwich, snack, snail, snake, and watch*. Give the cards to students or pairs of students. Say *Write s or es to make your word plural*. When students finish, collect the cards and put them in a paper bag. Make a three-column chart on the board with *nuts, beans, and oranges* as column heads. Invite a student to take a card from the bag and read it aloud. Ask *What sound do you hear at the end of the word—/s/ as in nuts, /z/ as in beans, or /ɪz/ as in oranges?* Have the student reply and put the card in the correct column. Repeat with the other cards.

**Wrap Up** Use the pictures on pp. 66–67 to play *Bingo*. Have students make a small x near any four pictures in their books. Then say *Listen. When you hear one of your words, make another small x near the picture*. Call out words on pp. 66–67 in any order. A student has *Bingo* when all four pictures have two x's.

# Unit 9

## Lesson 5 Game and Chant

### Objectives

Students will

- hear /sm/, /sn/, /tʃ/, /k/, /ʃ/, /s/, /z/, and /ʒ/.
- associate sounds with letters, letter blends, and digraphs.
- write words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

### Resources

Student Book pp. 68, 77

Audio **TR: 185** (Audio CD, Website)

### Materials

index cards, a paper bag (for **Wrap Up**)

**Warm Up** Play a word guessing game. Write letter blanks to match a word from Unit 9. For example, write six blanks for the word *cheese*. Point to the blanks and say *Guess the letters in the word*. Invite a student to guess a letter; for example, *s*. If the suggested letter is in your word, write it in the correct space (\_\_\_\_s). 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 ten *x*'s on the board. When the word is complete, have students spell it aloud or sound it out when they can, for example: /tʃ/, /i:/, /z/.

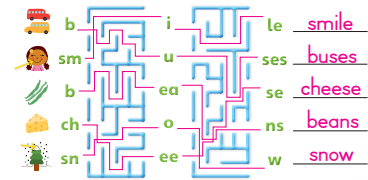
**17** Use the pictures to review vocabulary: *buses*, *smile*, *beans*, *cheese*, and *snow*. Then model the activity with the word *buses*. Ask *How do you spell buses?* Have students draw lines to connect the letters *b*, *u*, and *ses* in the puzzle. Then say *Now let's write buses*. Model writing the word in the top blank, spelling and reading it aloud. Have students work alone or in pairs to connect the letters for the other three words. Remind students to check pp. 64–67 if they need to review any spellings. Review the answers as a class.

**18** Say *Look at the picture. What do you see?* Have students name the words they can (chef, children, snacks, carrots, chocolate, cheese, oranges, mangoes, peaches, sandwiches). Then introduce or review the remaining words with target sounds (pears, chop). Ask questions about the picture, such as *How many children are there?* (two) *What's the man's job?* (He's a chef.) *What's the chef chopping?* (peaches) *What other snacks can you see?* (chocolate, cheese, sandwiches, mangoes, pears, oranges, carrots) *Which snacks are fruit?* (mangoes, pears, peaches, oranges) *Do the children like snacks?* (yes)

Say *Let's listen to a chant*. Play **TR: 185** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 185** again, pausing after each line for students to repeat it. Then play **TR: 185** a third time for students to say the entire chant as they listen.

**Extend** Write the main verse of the chant on the board, but with two incorrect words in each line. Say *Read each line from the chant. Which two words don't belong?* Allow students time to figure it out. Then invite students to erase the incorrect words

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



**18** Listen. Then listen and chant. **TR: 185**

Grapes, nuts, chips.  
One, two, three.  
We love snacks.  
Chant with me!

Yummy snacks, big and small.  
Mangoes, pears, and carrots for all.  
The chef chops chocolate,  
peaches, and cheese.  
Give us oranges and sandwiches,  
please.

Grapes, nuts, chips.  
One, two, three.  
We love snacks.  
Chant with me!

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and write the correct ones in their place. Play **TR: 185** again for students to check their answers.

Yummy **s**nakes, big and **s**mile.  
Mango**e**s, pepper**s**, and grape**s** for all.  
The **c**hef **c**hops **c**hocolate, **m**achines,  
and **c**hips.  
Give us **b**ushes and **p**eaches, please.

**Wrap Up** Write these food words on separate index cards: *beans*, *cakes*, *carrots*, *cheese*, *chocolate*, *cookies*, *grapes*, *hamburgers*, *mangoes*, *noodles*, *nuts*, *oranges*, *peaches*, *pears*, *peppers*, and *sandwiches*. Place the cards in a paper bag. Model the activity by taking two cards from the bag and saying both words aloud, for example *Cakes and hamburgers*. Then ask a student *Do you like cakes with hamburgers?* Have the student answer yes or no, depending on whether the two foods make a good combination. Then invite a student to take two cards from the bag and ask another student in the same way.

Have students turn to p. 77 and write the Unit 9 words in the **Picture Dictionary**.

## Lesson 6

## Story Snap's Lunch

**Summary** Meche is making snacks in the kitchen. Her brother Nacho thinks the snacks look good until Meche puts small flowers on the plate. Who are these snacks for?

## 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. 69, 80

Audio **TR: 186–187** (Audio CD, Website)

Unit 9 Worksheet (Website)

## Materials

crayons or colored pencils

19 Listen. Then listen and repeat. **TR: 186 and 187**

## Snap's Lunch



20 Read the story. Write *sm*, *sn*, *ch*, or *es*. Then go to page 80.

kit\_c\_h\_en    peach\_e\_s    s\_n\_ack    s\_m\_iles  
1 2                    3 4                    5 6                    7 8

**Warm Up** Invite a student to the front of the class. Say *Listen and act out the word*. Whisper a word from Unit 9 in the student's ear. Have the student act out the word for the rest of the class to guess. You may want to include words featured in the story, such as *chef*, *grapes*, *sandwich*, *small*, *smile*, and *snack*.

19 Say *It's time for a story! Turn to page 69*. Read the story's title and have students look at the panels. Ask *What do you think the story is about?* (cooking/making snacks) Point to each panel, asking questions to review or introduce vocabulary: *Where are the children in panel one?* (in the kitchen) *What is Meche doing?* (cooking/making a snack) *What is Meche chopping in panel two?* (peaches, bananas, carrots, and grapes) *Does Nacho like fruits and vegetables?* (yes) *What does Meche add to the snack in panel three?* (flowers) *Does Nacho like eating flowers?* (no) *Who is the snack for?* (Meche's pet, Snap) *What snack do Meche and Nacho have?* (sandwiches and chips)

Say *Now let's listen to the story*. Play **TR: 186** and have students point to each panel in order. Play **TR: 186** a

second time. Have students follow the text as they listen. Play **TR: 187** and have students listen and repeat.

**Extend** Write the following sentences about the story on the board: *Meche is making lunch/snacks in the kitchen. She looks like a chef/mechanic. Meche cuts peaches/cheese and bananas. She chops beans/carrots and grapes. She adds big/small flowers. Nacho doesn't want to eat the flowers, but Meche smiles/frowns. The snacks/sandwiches are for her pet. Meche and Nacho have sandwiches/chocolate and chips.*

Say *Read the sentences about the story. Choose*. Students read the sentences and think of the correct words. Then call on volunteers to come to the board one at a time to circle the correct words. Review the answers as a class.

Hold up the **Unit 9 Worksheet**. Point to the first word (Me\_\_e) and ask *What sound is missing?* (/tʃ/) *How do you write /tʃ/ in the name Meche?* (ch) *Let's write ch*. 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.

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 word in the story. (kitchen) Then ask *What letters are missing from kitchen?* (ch) Write *ch* in the word. Have students complete the activity in pairs, then review the answers.

Make sure students have crayons or colored pencils. Have students turn to p. 80 and work in pairs to complete the sentence under the picture. Remind them to check p. 69 to find the correct letters. When students finish, have a volunteer read the completed sentence aloud. Then say *Now finish the picture and color it in*.

**Wrap Up** Ask *What words do we know for snacks? I'll start. Nuts*. Write students' suggestions on the board. Then ask a student *What's your favorite snack?* Check the snacks on the board as different students name them. At the end of the activity, count the check marks next to each snack to find out the class favorite.