

Lesson 1



/ɑ:r/

arm

Key Words arm, park, large, car, market

Additional Words card, jar, star, farm; cart, barn, dark (Lessons 2 and 3)

Objectives

- Students will
- hear and produce /ɑ:r/.
 - associate sounds and letter combinations.
 - associate sounds, words, and images.

Resources

- Student Book p. 18
 Audio **TR: 35–38** (Audio CD, Website)
 Picture Cards (for **Warm Up** and **Extend**) (Website)

Materials

- a piece of paper with a small square cut out of the middle (for **Warm Up**)

Unit 2 1 Listen. Then listen and repeat. **TR: 35 and 36**

ar

1. arm 2. park

3. large 4. car 5. market

2 Trace and say.

3 Do you hear a word with ar? Listen and write a ✓ or an X. **TR: 37**

1. 2. 3. 4.

4 Listen and repeat each word with ar. Write the words. **TR: 38**

1. card 2. jar 3. star 4. farm

18

Warm Up Prepare Picture Cards of words from Unit 1: *chicken, panda, pencil, protect, water, doctor, and chair*. Hold up a Picture Card with the piece of paper placed over the front, so that students can see only part of the picture. Ask *What's this?* When a student guesses correctly, show the card and have students repeat the word, for example *doctor*. Write *doctor* on the board. Underline the letters *or* and ask *What sound do the letters or make in doctor?* (/ər/) *What other words have the same sound and spelling?* (color, tractor) Repeat with the remaining cards to review other sounds and spellings.

1 Say *In Unit 1, we learned some sounds that vowels make with the letter r. For example, or and er can make the sound /ər/. Now let's look at another combination of a vowel and the letter r. Look at page 18. What vowel are we combining with r? (a) Yes! Let's learn a sound a and r can make together.* Point to your arm, say the word *arm*, and write it on the board. Underline the letters *ar*. Ask *What sound do a and r make in arm? They make the sound /ɑ:r/.* Have students make the /ɑ:r/ sound. Say *Let's learn more words with /ɑ:r/.*

Play **TR: 35**. Have students follow the words. Play **TR: 36** and have students listen and repeat.

TR: 35 and TR: 36 Ar /ɑ:r/
 1. /ɑ:r/ arm 2. /ɑ:r/ park 3. /ɑ:r/ large
 4. /ɑ:r/ car 5. /ɑ:r/ market

2 Say *Look at Activity 1 again. Trace the letters ar.* When students finish, call on volunteers to say each word aloud.

3 Read the directions aloud. Play **TR: 37**, pausing for students to write a check if they hear the /ɑ:r/ sound or an x if they do not hear the /ɑ:r/ sound. Review the answers as a class.

TR: 37 1. air 2. bark 3. yard 4. care

4 Use the pictures to identify any new words. Read the directions aloud. Play **TR: 38**, pausing for students to repeat the words. Begin playing **TR: 38** again, pausing after *card*. Ask *How do you spell card?* Sound out the word to help with spelling. Say /k/, /ɑ:r/, /d/, *card*. *We hear /k/ in the beginning of the word. What letter do we use for /k/?* (c or k) Write the letter c on the board and say *Card starts with the letter c.* Then ask *What letters do we use for /ɑ:r/ and /d/?* (*ar, d*) Complete the word *card* on the board and have

students copy it on the lines. Continue playing **TR: 38**, pausing for students to write the remaining words. Review the answers as a class.

NOTE: If students need more support, write the letters for each word on the board out of order. For example, write *rja* for *jar*. Students use the letters to help them figure out the spellings.

TR: 38 1. card 2. jar 3. star 4. farm

Extend Prepare Picture Cards of words with /ɑ:r/, such as *arm, car, jar, park, and star*. Choose a card and place it facedown in front of you. Describe the word for students to guess. For example, say *This is a part of your body. Your hand is at the end of it.* (arm) Other definitions might include *You see this in the sky at night.* (star) *This is a place outside. You can play there or take a walk.* (park) *This is made of glass. It might have jam or olives in it.* (jar) Students may also play this game in pairs, using the pictures on the page.

Wrap Up Say *Listen. Stand up if you hear /ɑ:r/.* Call out a list of words with or without /ɑ:r/. For example, say *Farm, chair, sailor, market*. Students stand up and repeat any words with /ɑ:r/.

Unit 2

Lesson 2



/ɔ:r/
store

Key Words store, horn, fork, corner, morning

Additional Words horse, forest; corn (Lesson 4)

Objectives

Students will

- hear and produce /ɔ:r/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /ɔ:r/ and /ɑ:r/.

Resources

Student Book p. 19

Audio **TR: 39–42** (Audio CD, Website)

Materials

a fork (for Activity 5)

5 Listen. Then listen and repeat. TR: 39 and 40

6 Trace and say.

7 Do you hear a word with or? Listen and write a ✓ or an X. TR: 41

1. 2. 3. 4.

8 Do you hear a word with or or ar? Listen and write. TR: 42

1. 2. 3. 4.

Warm Up Write key words with *ar*, *or*, and *er* on the board, leaving out the underlined target letters. For example, write *m__ket* for *market*. Other words to include are *arm*, *car*, *large*, *park*, *banner*, *butter*, *sister*, *water*, *color*, *doctor*, *sailor*, and *tractor*. Invite a student to the board. Ask *What letters are missing in the word market? (ar) That's right. Write the letters ar into the word.* Have the student write the letters and read the completed word aloud. Have the class then repeat the word. Continue with other students and words. Make sure students pronounce /ɑ:r/ or /ər/ in each word.

5 Say *We know that o and r can sometimes make the sound /ər/, as in doctor. Now let's learn another sound they can make together.* Hold up a fork and write the word on the board. Read it aloud, then underline the letters *or*. Ask *What sound do the letters o and r make in fork?* Have students make the /ɔ:r/ sound.

Then say *Let's learn some words with /ɔ:r/ for the letters or. Open your books to page 19. Look at the pictures and listen.* Play **TR: 39**. Have students follow the words. Play **TR: 40** and have students listen and repeat.

TR: 39 and TR: 40 Or /ɔ:r/

1. /ɔ:r/ store 2. /ɔ:r/ horn 3. /ɔ:r/ fork
4. /ɔ:r/ corner 5. /ɔ:r/ morning

6 Say *Look at Activity 5. Trace the letters or.* When students finish, call on volunteers to say each word aloud. Students can also say any other words they know with *or* for /ɔ:r/, such as *more*.

7 Read the directions aloud. Play **TR: 41**, pausing for students to write a check if they hear the /ɔ:r/ sound or an x if they do not hear the /ɔ:r/ sound. Review the answers as a class.

TR: 41 1. short 2. north 3. thorn 4. jar

8 Use the pictures to identify any new words. Then say *Listen and point to the words.* Play **TR: 42**, pausing for students to point to the word under each picture. Begin playing **TR: 42** again, pausing after number 1. Say *Horse. Do you hear /ɔ:r/ or /ɑ:r/? (/ɔ:r/) That's right! What letters make the sound /ɔ:r/? (o, r) Yes. So let's write or to complete the word horse.* Continue playing **TR: 42**, pausing for students to complete each word. Review the answers as a class. You may want to play **TR: 42** again and have students repeat the words.

TR: 42 1. horse 2. cart 3. forest 4. barn

Extend Write sound sentences for /ɔ:r/ and /ɑ:r/ on the board, leaving out the underlined letters *or* and *ar*.

I ride my horse to the store on the corner.
I drive my car to the market on the farm.

Say *Read the sentences. What letters are missing? (or, ar)* Have students read the sentences silently and identify the missing letters. Call on volunteers to fill them in and read the sentences aloud. Then have the class repeat the sentences in two groups—one says the /ɔ:r/ sentence, and the other says the /ɑ:r/ sentence.

Wrap Up Use the pictures on pp. 18–19 in the Student Book 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 the words on pp. 18–19 in any order. Have students make another small x when they hear one of their words. A student has *Bingo* when all four of his or her pictures are marked with two x's.

Lesson 3



/ɪər/

ear, deer

Key Words ear, tear, deer, cheer

Additional Words meerkat, hear, beard

Objectives

Students will

- hear and produce /ɪər/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- identify rhyming words.

Resources

Student Book p. 20

Audio **TR: 43–46** (Audio CD, Website)

Materials

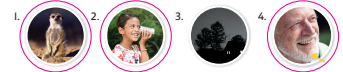
a paper bag (for **Extend**), index cards (for **Extend** and **Wrap Up**), tape or tack (*optional*, for **Wrap Up**)

9 Listen. Then listen and repeat. TR: 43 and 44



10 Trace and say.

11 Which words have the ear/eer sound? Listen and circle. TR: 45



12 Does each pair of words rhyme? Listen and circle Yes or No. TR: 46

1. Yes (No) 2. Yes (No) 3. Yes (No) 4. Yes (No)

20

Warm Up Review sounds and words that rhyme. Write the following words on the board in a random order: *car, store, blue, arm, play, plane, fly, glue, day, star, pie, rain, farm*, and more. Read the words aloud, then ask *Which words rhyme?* Have a student come to the board and draw a line connecting two rhyming words, such as *car* and *star*. Repeat until all pairs of rhyming words are matched. Then ask *Which two pairs have different spellings for the same sound?* (fly and pie; plane and rain)

9 Say *Let's learn another rhyming sound with different spellings.* Point to your ear and write the word *ear* on the board. Underline the word and ask *What three letters are in the word ear?* (e, a, r) *What sound do they make in the word ear?* Have students make the /ɪər/ sound. Then ask *Do you know any words that rhyme with ear?* Possible answers include *hear* and *near*.

Say *We can spell /ɪər/ with different letters. Open your books to page 20. What letters do you see?* (ear, eer) *These are spellings for the /ɪər/ sound. Let's learn some words with both of these spellings. Look at the*

pictures and listen. Play **TR: 43**. Have students follow the words. Play **TR: 44** and have students listen and repeat.

TR: 43 and TR: 44

Ear /ɪər/ 1. /ɪər/ ear 2. /ɪər/ tear;

Eer /ɪər/ 1. /ɪər/ deer 2. /ɪər/ cheer

10 Say *Look at Activity 9. Trace the letters in each word.* When students finish, call on volunteers to say each word aloud. Ask questions about the spelling, such as *Which words have the letters ear?* (ear, tear)

11 Use the pictures to identify any new words. Read the directions aloud. Then play **TR: 45**, pausing after number 1. Repeat the word. Then ask *Do you hear /ɪər/ in meerkat?* (yes) *That's right. Let's circle the picture of the meerkat.* Continue playing **TR: 45**, pausing for students to circle the pictures of words with /ɪər/. Review the answers as a class. For additional practice, write the words *meerkat, hear, and beard* on the board. Call on students to underline and say the letters that spell /ɪər/ in each word.

TR: 45 1. meerkat 2. hear 3. dark 4. beard

12 Read the directions aloud. Then

play **TR: 46**, pausing after number 1. Repeat the words and ask *Do fear and fair rhyme?* (no) *That's right. Fear does not rhyme with fair. So let's circle No.* Continue playing **TR: 46**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 46 1. fear, fair 2. year, your 3. peer, deer 4. gear, near

Extend Contrast the sounds /ɪər/ and /eər/. Write each of the following words on separate index cards: *bear, chair, cheer, deer, ear, hair, hear, meerkat, pear, and share*. 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 guesses correctly, the student shows the card. Have the class repeat the word and sound for the letter combination with *r*, for example: *hair, /eər/*. Repeat with different students taking the cards.

Wrap Up Use the word cards from the Extend activity. Display these on the board in a random order. Ask *Which words rhyme with cheer, and which words rhyme with chair?* Allow students time to read the words. Then call on volunteers to sort them into two groups on the board.

Unit 2

Lesson 4



/ɜːr/

shirt, **E**arth, nervous

Key Words *shirt, Earth, nervous*

Additional Words *girl, dirt, bird*

Objectives

Students will

- hear and produce /ɜːr/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /ɜːr/ and /ɔːr/.

Resources

Student Book p. 21

Audio **TR: 47–50** (Audio CD, Website)

Materials

index cards (for **Extend**)

13 Listen. Then listen and repeat. TR: 47 and 48

ir **ear** **er**

shirt Earth nervous

14 Trace and say.

15 Do you hear a word with ir/ear/er? Listen and write a or an . TR: 49

1. 2. 3. 4.

16 Do you hear a word with ir or or? Listen and write. TR: 50

1.  2.  3.  4. 

girl dirt bird corn

21

Warm Up Say *Let's see how many words we know with the letters ear for /ɜːr/. I'll start. Year.* Point to the student in the first seat and say *(Carla) please say another word with the same letters for /ɜːr/.* Have students continue in order until they cannot think of any more words. Then change the sound and letter combination and repeat.

13 Say *Let's learn a new sound for vowels with r. Open your books to page 21. What letters do you see? (ir, ear, er)* Then say *We know that the letters ear can make the sound /ɜːr/ as in hear. And we know that the letters er can make the sound /ɜːr/, as in sister. Now let's listen to another sound these letters can make.* Play **TR: 47**. Have students look at the pictures and follow the words. Point out that the letters *ir* can also make this sound, and repeat the word *shirt*. Say all of the words aloud once more and ask *What sound do you hear in all three words?* Have students make the /ɜːr/ sound. Then play **TR: 48** and have students listen and repeat the words. Ask about the spelling of each word. For example, ask *Which word has the letters ir?* (shirt)

TR: 47 and TR: 48 Ir /ɜːr/ shirt; Ear /ɜːr/ Earth; Er /ɜːr/ nervous

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

15 Read the directions aloud. Play **TR: 49**, pausing for students to write a check if they hear the /ɜːr/ sound or an x if they do not hear the /ɜːr/ sound. Review the answers as a class.

TR: 49 1. learn 2. mark 3. circus
4. her

16 Use the pictures to help students identify any new words. Play **TR: 50** once, pausing for students to identify the sounds they hear. Say *Listen again and write the correct letters.* Play **TR: 50** again, pausing for students to write *ir* or *or* in the words. Review the answers as a class. You may want to play **TR: 50** a third time and have students repeat the words.

TR: 50 1. girl 2. dirt 3. bird 4. corn

Extend Write key words from Unit 2 on index cards, leaving out the letters for target sounds. For example, write *ch__* for *cheer*, one blank for each underlined letter.

Choose two words for each letter combination from Unit 2: *large, market, corner, morning, hear, tear, Earth, cheer, deer, shirt, girl, nervous, and her*. Give the cards to students or pairs of students. Write the letters *ar, or, ear, eer, ir,* and *er* on the board. Point to them and say *Look at your word. Which letters are missing? Write the letters to complete the word.* When students finish, say *Now find other students whose words have the same sound and spelling.* Have students move around the classroom, saying their words and finding the other student (or pair) with a word that has the same sound and spelling. Then have students stand in their sound and spelling pairs (or groups) and read their words aloud.

Wrap Up Act out a word from pp. 20–21, such as *nervous*. Have students guess and say the word. Then have them find and point to the correct picture in the book and say the target sound. (/ɜːr/) Repeat with other words, as time allows.

Lesson 5 Game and Chant

Objectives

Students will

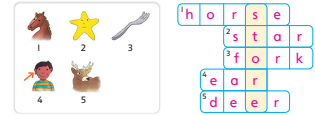
- hear /ɑ:r/, /ɔ:r/, /ɪər/, and /ɜ:r/.
- associate sounds and letter combinations.
- write words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 22, 72–73

Audio **TR: 51–52** (Audio CD, Website)

17 Write the words. Complete the sentence with the hidden word. Then listen and check. TR: 52



There's a big store next to the park.

18 Listen. Then listen and chant. TR: 52



Warm Up Write four words on the board: three that share a sound and spelling and one that doesn't. For example, write *large*, *park*, *fork*, and *car*. Ask *Which word doesn't belong?* (fork) *Why?* (It has *or*, not *ar*; it has /ɔ:r/, not /ɑ:r/.) Repeat with other groups of words.

17 Use the pictures to review vocabulary. Then say *Let's write the words in the puzzle*. Model the activity. Point to number 1 and ask *What's this?* (a horse) *How do you spell horse?* *Let's write horse in the squares for number 1. We write one letter in each square: h, o, r, s, e. Horse.* Have students complete the rest of the puzzle alone or in pairs. Remind students to check pp. 18–21 in their books if they need help spelling any of the words.

When students finish, point to the shaded column in the puzzle. Say *There's a hidden word in yellow in the puzzle. We read down to find it. What letter can you see in the top yellow square?* (s) Write the letter *s* on the board. Continue until you have the complete word, *store*. Have a volunteer read the word aloud. Then say *Write the word store into the sentence under the puzzle*.

Call on a volunteer to read the completed sentence aloud.

Play **TR: 51** and have students listen and check their answers.

TR: 51 1. horse: h, o, r, s, e 2. star: s, t, a, r 3. fork: f, o, r, k 4. ear: e, a, r 5. deer: d, e, e, r **Sentence:** There's a big store next to the park.

18 Say *Look at the pictures. What do you see?* Have students describe what they can, including words with the target sounds (park, horse, store, deer, girl) and without (trees, juice). Ask questions about the pictures. For example, ask *How many deer do you see?* (one) *Are the horses near the deer?* (yes) *What are the girls buying in the store?* (juice) *Are they hungry or thirsty?* (thirsty)

Say *Let's listen to a chant*. Play **TR: 52** and have students listen to the chant. Then say *Now let's say the chant*. Play **TR: 52** again, pausing after each line and having students repeat it. Then play **TR: 52** 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. Ask *Can you match the*

lines? Have students work in pairs. Then invite a pair of students to draw lines to match. Play **TR: 52** again, pausing for students to check their answers.

Our yard	to the store,
We see deer	girls, please!"
We ride horses	is like a park.
"Juice for thirsty	near the trees.

Wrap Up Use words from the chant to find out students' preferences. For example, ask *What do you like more—playing in your yard or in the park?* *Do you like to go to the store or to the park?* *What animal do you like more—a deer or a horse?* *What drink do you like more when you're very thirsty—juice or water?* Students raise their hands to express their preferences. Count how many students agree to find out which choices are the most popular. Then call on a student to summarize. For example, a student may say *We like playing in the park more*.

Have students turn to pp. 72–73 and write the Unit 2 words in the **Picture Dictionary**.

Unit 2

Lesson 6

Story Fernanda's Surprise

Summary It's Fernanda's birthday. She thinks she's going to the new market in town. But her mom drives past all the stores without stopping. Where's Fernanda going?

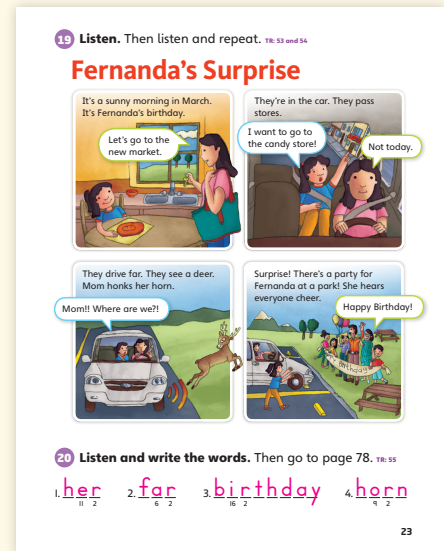
Objectives

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.
- write words they hear and use them to solve a code.

Resources

Student Book pp. 23, 78
Audio **TR: 53–55** (Audio CD, Website)
Unit 2 Worksheet (Website)



Warm Up Act out a word from Unit 2. For example, pretend to be riding a horse. Have students identify the word that your action represents and say the target sound: *horse*, /ɔ:r/. Then invite students to come to the front of the room, one at a time, to act out a word that you whisper to them. Include words from Lessons 1–4. Provide help as needed.

19 Say *It's time for a story! Turn to page 23.* Read aloud the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a surprise party) Point to each panel, asking questions to review or introduce vocabulary: *Who can you see in panel one?* (Fernanda and her mother) *Where are they in panel two?* (in the car) *Are they going to the store?* (no) *What animal do they see in panel three?* (a deer) *Are they far from town?* (yes) *What's Fernanda's surprise in panel four?* (a party)

Say *Now let's listen to the story.* Play **TR: 53** and have students point to each panel in order. Play **TR: 53** again and have students follow the text. Then play **TR: 54** and have students listen and repeat.

Extend Write sentences about the story on the board, but with one incorrect word in each line. Say *Read the sentences about the story. Which word is wrong?* Students read to find the incorrect word in each line. Then invite students to erase and replace the incorrect words with the correct ones from the story.

Fernanda's birthday is in August.
Her mom drives her in the cart.
Fernanda wants to go to the barn.
But they're near to the town.
They see a horse and honk the car horn.
There's a surprise party for Fernanda in a forest.

Hold up the **Unit 2 Worksheet**. Point to the first word in Activity 1 (m__ning) and ask *What sound is missing?* (/ɔ:r/) *How do you write /ɔ:r/?* (o, r) *Let's write the letters or into the word morning.* 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. Play **TR: 55**, pausing for students to write the words. Have students compare their spellings in pairs. Remind them to check the spellings with the words in the story if necessary. Review the answers as a class.

TR: 55 1. her 2. far 3. birthday 4. horn

Have students turn to p. 78 and complete the letter code in pairs. Remind them to look at p. 23 to find the missing letters. Review the answers as a class to make sure students have completed the code correctly. Then have students work in pairs to write the sentence using the code. When students finish, call on a volunteer to read the completed sentence aloud.

Wrap Up Have students read the story aloud in a chain. For example, the first student reads the first sentence, the second student reads the second sentence, and so on. When reading speech bubbles, have students copy the intonation they remember from the audio. With large classes, have students read the story in the same way, but working in small groups.