

# Unit 6

## Lesson 1



/bəl/ /dəl/ /pəl/  
table noodle apple

**Key Words** /bəl/: table  
/dəl/: noodle  
/pəl/: apple

**Additional Words** candle, cable, couple, cuddle, purple, puddle, handle, marble

### Objectives

Students will

- hear and produce /bəl/, /dəl/, and /pəl/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /bəl/, /dəl/, and /pəl/.

### Resources

Student Book p. 44

Audio **TR: 119–122** (Audio CD, Website)

Picture Card (optional, for Activity 1)

### Materials

index cards, a paper bag (for Warm Up)

Unit 6 1 Listen. Then listen and repeat. TR: 119 and 120

2 Trace and say.

3 What word do you hear? Listen and number 1–4. TR: 121

3 candle 2 cable 1 couple 4 cuddle

4 Do you hear ble, dle, or ple? Listen and write. TR: 122

1. 2. 3. 4.

pur.ple pud.dle han.dle mar.ble

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**Warm Up** Review words with er and or for the sound /ər/. Write the following words on separate index cards: *butter, color, doctor, flower, sailor, shower, sister, teacher, tractor, water, and whisper*. Place the cards in a paper bag. Invite a student to take a card and act out the word. When the class figures it out, have the student show the card and say the word.

1 Say *We know that vowels with the letter r can make the sound /ər/ in the final syllable of a word, as in sister or doctor. Now let's learn some sounds with the letter l when it's in the final syllable of a word.* Point to a table (or use the table Picture Card) and have students say the word aloud. Ask *How many syllables are in table?* (two) *Which syllable is stressed?* (the first)

Write *table* on the board and underline the *le*. Ask *What sound do the letters le make in table?* Have students make the /əl/ sound. Point out that we don't hear the *e* at the end of the word, but we hear /ə/ before the *l*. Then underline the *b* and ask *What letter comes before le in table?* (b) *What sound do the letters ble make together?* (/bəl/)

Then say *We can use other letters with le in the final syllable of a word. Open your books to page 44. What letters do you see with le? (b, d, p) What sounds do these letters make? (/b/, /d/, /p/) What sounds do you think they make with le in the final syllable of a word?* Accept students' suggestions. Then say *Let's find out. Look at the pictures and listen.* Play **TR: 119**. Have students follow the words. Then play **TR: 120** and have students listen and repeat.

**TR: 119 and TR: 120** Ble /bəl/ table; Dle /dəl/ noodle; Ple /pəl/ apple

2 Say *Look at Activity 1 again. Trace the letters in each word.* When students finish, ask questions such as *Which word ends in /pəl/?* (apple)

3 Read the words *candle, cable, couple, and cuddle* aloud. Begin playing **TR: 121**, pausing after number 1. Ask *Which word did you hear?* (couple) *That's right! Let's write number 1 in the box next to the word couple.* Point to the word as you write number 1. Continue playing **TR: 121**, pausing for students to write numbers 2–4 next to the correct words.

**TR: 121** 1. couple 2. cable 3. candle 4. cuddle

4 Use the pictures to help students identify any new words. Play **TR: 122** once, pausing for students to say the sounds they hear. Play **TR: 122** again, pausing for students to write *ble, dle, or ple* to complete the words. Review the answers as a class. Play **TR: 122** a third time and have students repeat the words.

**TR: 122** 1. purple 2. puddle 3. handle 4. marble

**Extend** Divide the class into three groups and assign each group a sound—/bəl/, /dəl/, or /pəl/. Say *Listen to the first syllable of a word. Stand up if you can complete the word with your sound.* Say the first syllable of one of the words from the page. For example, say *Pur* (/pɜ:r/). Students in the /pəl/ group stand up and say their sound to complete the word *purple*. Have them say the word. Repeat with other words on the page.

**Wrap Up** Say four words—three that share the same letter ending with /əl/ and one that doesn't. For example, say *Table, cable, puddle, marble*. Ask *Which word doesn't belong?* (puddle) *Why?* (It has /dəl/, not /bəl/.) Repeat with other groups of four words.

## Lesson 2



/kəl/ /gəl/ /təl/  
 circle jungle bottle

**Key Words** /kəl/: circle  
 /gəl/: jungle  
 /təl/: bottle

**Additional Words** beetle, beagle, bicycle, bugle, eagle, triangle, kettle, recycle

### Objectives

- Students will
- hear and produce /kəl/, /gəl/, and /təl/.
  - associate sounds and letter combinations.
  - associate sounds, words, and images.
  - differentiate between /kəl/, /gəl/, and /təl/.

### Resources

- Student Book p. 45  
 Audio **TR: 123–126** (Audio CD, Website)  
 Picture Cards (for **Warm Up**) (Website)

**5 Listen.** Then listen and repeat. **TR: 123 and 124**

**6 Trace and say.**

**7 What word do you hear?** Listen and number 1–4. **TR: 125**

2 beetle 4 beagle 1 bicycle 3 bugle

**8 Do you hear cle, gle, or tle?** Listen and write. **TR: 126**

1. eagle 2. triangle 3. kettle 4. recycle

**Warm Up** Prepare Picture Cards of *table*, *noodle*, and *apple*. Hide the cards around the classroom before the lesson begins. To play, call on three volunteers and give an instruction. For example, say *Find a picture that ends with /bəl/*. Have the students look around the classroom for the picture. Have the first student who finds the *table* card hold it up and say *table*. Then ask *What other words end in /bəl/*? Have students name other words from Lesson 1. Repeat with the other hidden cards.

**5** Say *Let's learn more words that have the sound /əl/ at the end, but with different letters. Open your books to page 45. What letters do you see with le? (c, g, t) What sounds do these letters make? (/k/, /g/, /t/) What sounds do you think they make with le in the last syllable of a word?* Accept students' suggestions. Then say *Let's find out. Look at the pictures and listen.* Play **TR: 123**. Have students follow the words. Then play **TR: 124** and have students listen and repeat.

**TR: 123 and TR: 124** Cle /kəl/ circle; Gle /gəl/ jungle; Tle /təl/ bottle

**6** Say *Look at Activity 5 again. Trace the letters in each word.* When

students finish, ask questions such as *Which word ends in /gəl/*? (jungle)

**7** Read the words *beetle*, *beagle*, *bicycle*, and *bugle* aloud. Then read the directions aloud. Play **TR: 125**, pausing for students to write numbers 1–4 next to the correct words. Have students compare their answers in pairs before reviewing them as a class. You may want to play **TR: 125** again and have students repeat the words.

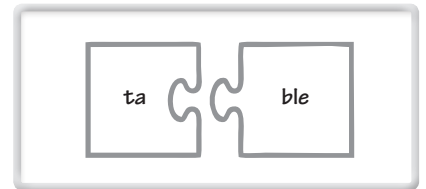
**TR: 125** 1. bicycle 2. beetle 3. bugle 4. beagle

**8** Use the pictures to help students identify any new words. Play **TR: 126** once, pausing for students to say the sounds they hear. Play **TR: 126** again, pausing for students to write *cle*, *gle*, or *tle* into the words. Review the answers as a class. You may want to play **TR: 126** a third time and have students repeat the words.

**TR: 126** 1. eagle 2. triangle 3. kettle 4. recycle

**Extend** Play a jigsaw word game. On the left side of the board, draw six puzzle pieces, each with the first syllable of a word from pp. 44–45, such as: *ap*, *jun*, *ta*, *cir*, *noo*, and *bot*.

On the right side, draw six puzzle pieces, one with each ending: *ble*, *dle*, *ple*, *cle*, *gle*, and *tle*.



Invite a student to the board and say *Match two pieces and say the word.* Have the student draw a line between the puzzle pieces *ta* and *ble* to make the word *table*. Repeat until all the pieces on the left have been joined to a piece on the right.

**Wrap Up** Play a version of *Bingo*, using the pictures on pp. 44–45. Have students make a small x near any four pictures in their books. Then say the first syllable of any word on the pages, for example say *Bot* (/bat/). Have a volunteer complete the word with the correct ending. (/təl/) Students who have marked the picture of the bottle then mark it with another small x. Continue the activity until a student has all four of his or her pictures marked with two x's.

# Unit 6

## Lesson 3



/s/      /z/      /ʃ/  
 soda      cheese      sugar

**Key Words** /s/: soda  
 /z/: cheese  
 /ʃ/: sugar

**Additional Words** lose, loss, bus, busy, tissue, pasta, music, nose

### Objectives

Students will

- hear and produce /s/, /z/, and /ʃ/ for the letter s.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /s/, /z/, and /ʃ/.

### Resources

Student Book p. 46  
 Audio **TR: I27–I30** (Audio CD, Website)  
 Picture Card (for **Activity 9**) (Website)

### Materials

green, blue, and black crayons or colored pencils (one of each per student); copies of a letter chart (one per group of three students), a timer (for **Extend**)

**9 Listen.** Then listen and repeat. TR: I27 and I28

soda      cheese      sugar

**10 Trace and say.**

**11 Listen.** Circle the words with s as in cheese. TR: I29

1. (lose)    2. loss    3. bus    4. (busy)

**12 Do you hear s as in soda, s as in cheese, or s as in sugar?** Listen and circle in green, blue, or black. TR: I30

1. tissue black    2. pasta green    3. music blue    4. nose blue

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**Warm Up** Review the sounds /s/ and /z/ for the letter s. Write a sound sentence on the board, leaving out the underlined letters: My sister eats pasta or noodles with vegetables on Saturday. Say *Read the sentence. What letter is missing from each word?* (s) Invite a student to the board to write the letters to complete the words. Then point to each word with s and ask, for example *Do you hear /s/ or /z/ in sister?* (/s/) You may also want to ask *What other words do you know with /s/ for s?*

**9** Say *We know that the letter s can make the sound /s/ or /z/. But sometimes the letter s makes another sound.* Hold up the sugar Picture Card and ask *What's this?* Then write the word sugar on the board and underline the s. Ask *What sound does the letter s make in the word sugar?* Have students make the /ʃ/ sound. You may want to remind students of other letter combinations that make the sound /ʃ/, such as sh in shirt and ch in chef.

Say *Let's practice the different sounds for s. Open your books to page 46. Look at the pictures and listen.* Play **TR: I27** and have students follow

the words. Play **TR: I28** and have students listen and repeat.

**TR: I27 and TR: I28** S /s/ soda;  
 S /z/ cheese; S /ʃ/ sugar

**10** Say *Look at Activity 9 again. Trace the letter s.* When students finish, ask questions such as *Which word has the sound /z/?* (cheese)

**11** Read the directions aloud. Play **TR: I29**, pausing for students to circle the words with the sound /z/ for the letter s. Review the answers as a class. For additional practice, ask what sound students hear for the s in the words that aren't circled. (loss, bus: /s/)

**TR: I29** 1. lose 2. loss 3. bus 4. busy

**12** Make sure each student has green, blue, and black crayons or colored pencils. Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: I30**, pausing for students to circle each picture with the correct color. You may want to play **TR: I30** again and have students repeat the words.

**TR: I30** 1. tissue 2. pasta 3. music  
 4. nose

**Extend** Make copies of a three-column chart with the words soda, cheese, and sugar as column heads. Arrange students in groups of three and give each group a copy of the chart. Say *Write words with the same sound for s in each column. You have three minutes. Write as many words as you can in each column.* Set a timer for three minutes. Students can use words from the lesson as well as any other words they know with the letter s. 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 as you review them with the class.

**Wrap Up** Have students look at the pictures on p. 46. Say *Find a word that begins with /tʃ/ and ends with /z/.* (cheese) Repeat this with different sounds and positions for other words on the page.

## Lesson 4



/k/ /s/  
cake cereal

**Key Words** /k/: cake, doctor  
/s/: cereal, rice

**Additional Words** code, center, cabin, cell, spice, celery, carrot, calf

### Objectives

- Students will
- hear and produce /k/ and /s/ for the letter c.
  - associate sounds and letters.
  - associate sounds, words, and images.
  - differentiate between /k/ and /s/.

### Resources

Student Book p. 47  
Audio **TR: 131–134** (Audio CD, Website)

### Materials

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

**13 Listen.** Then listen and repeat. TR: 131 and 132

**14 Trace and say.**

**15 What word do you hear?** Listen and number 1–4. TR: 133

2 code 1 center 4 cabin 3 cell

**16 Do you hear c as in cake or c as in cereal?** Listen and circle in green or blue. TR: 134

1. 2. 3. 4.

spice blue    celery blue    carrot green    calf green 47

**Warm Up** Begin drawing a simple picture of a key word from Lessons 1–3 on the board. Pause as you're drawing and ask *What's this?* When students guess correctly, complete the picture and say *Yes! It's an (apple).* Invite a student to write the word on the board each time. Finish the activity with *circle*.

**13** Underline the two c's in the word *circle* and ask *What letter is this?* (c) Point to the first c and ask *What sound does c make in the beginning of the word circle?* (/s/) Repeat with the second c to have students make the /k/ sound. Then say *We know the letter c can make the sounds /k/ or /s/. What words do we know that have these sounds for the letter c?* Students may suggest words such as *car, camel, corner, or candy* for /k/ and *pencil, face, cent, or place* for /s/.

Say *Let's learn more words with the letter c. Open your books to page 47. Look and listen.* Play **TR 131**. Have students follow the words. Play **TR: 132** and have students repeat.

#### TR: 131 and TR: 132

C /k/ 1. /k/ cake 2. /k/ doctor;  
C /s/ 1. /s/ cereal 2. /s/ rice

**14** Say *Look at Activity 13 again. Trace the letter c.* When students finish, ask questions such as *Which words have /s/ for c?* (cereal, rice)

**15** Read the words *code, center, cabin, and cell* aloud. Then read the directions aloud. Play **TR: 133**, pausing for students to write numbers 1–4 next to the correct words. Review the answers as a class.

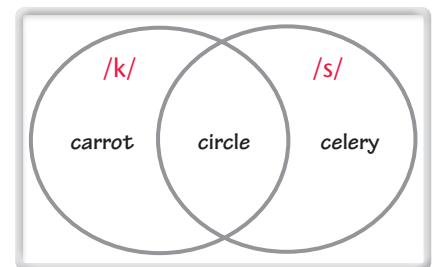
**TR: 133** 1. center 2. code 3. cell  
4. cabin

**16** 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: 134**, pausing for students to circle each picture with the correct color. Review the answers as a class.

**TR: 134** 1. spice 2. celery 3. carrot  
4. calf

**Extend** Draw a Venn diagram on the board. Say the word *carrot* and ask *Do you hear /k/ or /s/ for the c in carrot?* (Point to the labels /k/ and /s/ on the diagram as you ask the question.) When students reply /k/, write *carrot* in the left side of the diagram. Repeat with *celery*, writing

it in the right side of the diagram. Then say *Circle. Do you hear /k/ or /s/ in circle? Or do you hear both?* (both) Write *circle* in the middle section. Then say *Now listen to these words. Do you hear /k/, /s/, or both?* Say the following words, pausing after each one: *cake, cereal, calf, bicycle, rice, car, face, circus, camel, ice cream, spice, doctor, and color.* Have students tell whether they hear /k/, /s/, or both. As they do so, write the words in the correct section of the diagram.



**Wrap Up** Challenge pairs of students to use as many words as possible from p. 47 to make a sound sentence, such as *The doctor likes carrot cake with spice and cereal with rice.*

# Unit 6

## Lesson 5

### Game and Chant

#### Objectives

Students will

- hear and produce /bəl/, /dəl/, /pəl/, /kəl/, /gəl/, /təl/, /s/, /z/, /ʃ/, and /k/.
- associate sounds with letters and letter combinations.
- complete words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

#### Resources

Student Book pp. 48, 75

Audio **TR: I35–I36** (Audio CD, Website)

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

#### Materials

small objects representing key words,  
a paper bag (for **Warm Up**)

**Warm Up** Put into a paper bag Picture Cards and/or small objects representing key words from Unit 6. Possible Picture Cards include: *apple, bicycle, bottle, carrot, noodle, nose, sugar, and table*. Possible objects include a candle, a marble, an old door handle, a clean tissue, a CD (for *music*), a spice packet, something purple, something in the shape of a triangle, and something in the shape of a circle. Call on a student to take something from the bag. If the student takes out a marble, for example, ask *What's this? What sound do you hear at the end of the word marble?* (/bəl/) *How do you spell marble?* Repeat this with different students taking items from the bag.

**17** Have students look at the pictures and say the words: *cheese, cereal, cake, and salad*. Model the activity if necessary. Point to the incomplete word next to the cheese and ask *What sound is missing from cheese?* (/z/) *How do you spell /z/ in cheese?* (s) Have students write s in the blank. Then point to the second column and ask *Which of these words has /z/ for the letter s?* (nose) Draw a line through the maze from *cheese*

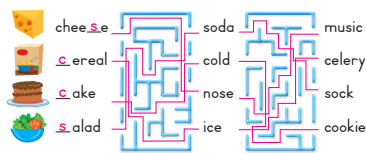
to *nose*. Continue to the third column of words, having students draw a line from *nose* to *music*. Have students work alone or in pairs to complete the rest of the activity. Remind them to check pp. 44–47 if they need to review any spellings or sounds. If students work alone, have them compare their answers in pairs. Then play **TR: I35** and have students listen and check their answers.

**TR: I35** c, h, e, e, s, e: *cheese, nose, music*; c, e, r, e, a, l: *cereal, ice, celery*; c, a, k, e: *cake, cold, cookie*; s, a, l, a, d: *salad, soda, sock*

**18** Say *Look at the pictures. What do you see?* Have students name words with the target sounds (*rice, noodles, carrots, purple soda*) and without (*pie, glass, plate*). Then introduce or review the remaining words with the target sounds (*best, bubbles, tastes, tasty, sugary, desserts*). Ask questions about the pictures, such as *Do the noodles look tasty? What vegetables can you see with the rice?* (*carrots and peas*) *What has bubbles?* (*the soda*) *Which food is for dessert?* (*the pie*) *Is the pie sugary?* (*yes*)

Say *Let's listen to a chant.* Play

**17** Write the missing letter. Follow the words with the same letter and sound. Then listen and check. **TR: I35**



**18** Listen. Then listen and chant. **TR: I36**

*Dinner with our family,  
The best time of the day.  
It's time to eat!  
Hip, hip hooray!*

*Our uncle's noodles are tasty.  
A little more, please.  
Grandma's rice tastes great  
With carrots and peas.  
Purple bubbles in my soda  
Tickle my nose.  
Dad's sugary desserts are the best  
As everyone knows.*

*Dinner with our family,  
The best time of the day.  
It's time to eat!  
Hip, hip hooray!*



**TR: I36** and have students listen to the chant. Then say *Now say the chant*. Play **TR: I36** again, pausing after each line and having students repeat it. Then play **TR: I36** a third time so that students can say the entire chant as they listen.

**Extend** Write key words from the chant in a random order on the board, such as *sugary, noodles, carrots, little, bubbles, tasty, soda, desserts, purple, and best*. Have students find each word in the chant. Then say one of the words and call on a volunteer to say the line from the chant that includes that word. Have the other students point to the line in the chant as the volunteer reads it aloud. Repeat with the other words, calling on different volunteers each time.

**Wrap Up** Read a sentence from the chant incorrectly. For example, say *Our uncle's carrots are tasty*. Students correct your mistakes with the correct line from the chant by saying, for example, *No! Our uncle's noodles are tasty*.

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

## Lesson 6

### Story Try a Little, Cesar!

**Summary** Cesar is a fussy eater. He won't eat anything but cereal. His mom is upset. How can she get Cesar to try other foods? Uncle Carlos has an idea.

#### 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. 49, 79  
 Audio **TR: 137–139** (Audio CD, Website)  
 Unit 6 Worksheet (Website)



**Warm Up** Describe a word from Unit 6. For example, say *This is a food. You put milk on it. You can have it for breakfast.* (cereal) If necessary, have students refer to pp. 44–47 to guess the word. They then say the target letter(s) and sound before repeating the word; for example c, /s/, cereal. Continue describing other words in the same way.

**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 eating) Point to each panel, asking questions to review or introduce vocabulary: *Where is Cesar?* (in the kitchen) *What's his mom giving him?* (some apples) *Does he like apples?* (no) *What foods can you see in panel two?* (noodles, eggs, salad) *Does Cesar like the food?* (no) *Is his mom happy?* (no) *Look at panel three. Does Cesar like Uncle Carlos's game?* (yes) *Does Cesar eat something at the end?* (yes)

Say *Now let's listen to the story.* Play **TR: 137** and have students point to each panel in order. Play **TR: 137** again and have students follow the text. Then play **TR: 138** and have students listen and repeat.

**Extend** Write the following sentences about the story on the board: *Cesar eats only rice/cereal. He thinks other food is terrible/delicious. There's always fun/trouble at dinner time. Carlos covers Cesar's eyes/nose. Cesar can't see his food, but he tastes cheese/celery, olives, eggs, and other foods. Cesar likes all the food. He giggles/frowns with surprise. Clever Uncle/Aunt Carlos!*

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

Hold up the **Unit 6 Worksheet**. Point to the first word ( \_esar) and ask *What sound is missing? (/s/)* *How do you write /s/ in the name Cesar—with s or c?* (c) *That's right! Let's write C.* Remind students to use an uppercase C for Cesar. Then have students complete the rest of Activity 1. 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: 139**, 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: 139** 1. apples 2. uncle 3. cheese 4. salad

Have students turn to p. 79 and complete the letter code in pairs. Remind them to refer to p. 49 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 completed code. When students finish, call on a volunteer to read the sentence aloud.

**Wrap Up** Use Unit 6 words to learn students' food preferences. For example, ask *What do you prefer to eat at breakfast—cereal or scrambled eggs? Do you prefer noodles or rice? Do you prefer carrots or celery? Do you prefer cheese or sugary desserts?* Students raise their hands and express their preferences. Count how many students agree. Then call on a student to summarize, saying, for example, *We prefer cereal for breakfast.*