

Lesson 1



/w/

initial position: **w**orm

Key Words worm, watch, walrus, water, woman

Additional Words wet, week, wave, wing

Objectives

- Students will
 - hear /w/ in the initial position.
 - produce /w/ in the initial position.
 - associate sounds and letters.
 - associate sounds, words, and images.

Resources

- Student Book p. 64
- Audio **TR: 173–176** (Audio CD, Website)
- Picture Cards (for **Warm Up**) (Website)

Materials

- tape or tack (optional, for **Warm Up**)

Unit 9 1 Listen. Then listen and repeat. TR: 173 and 174

Ww

1. worm 2. watch

3. walrus 4. water 5. woman

2 Trace and say.

3 Do you hear **w**? Listen and circle Yes or No. TR: 175

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

4 Do you hear the word with **w** one or two times? Listen and circle 1 or 2. TR: 176

1. 1 2 2. 1 2 3. 1 2 4. 1 2

64

Warm Up Prepare Picture Cards of words from Unit 8, such as *brother, bush, chicken, father, feather, fish, mother, mouth, sandwich, ship, shirt, shoes, teeth, and thirsty*. Mix up the cards and put them facedown on your desk. Then draw a four-column chart on the board. Label the columns *th* (as in *this*), *th* (as in *panther*), *ch*, and *sh*. Invite a student to your desk and say *Take a card. Say the word aloud. Which sound do you hear—/ð/, /θ/, /tʃ/, or /ʃ/?* Have the student choose a card, read the word aloud, and identify the sound. Then have the student place the card in the correct column. The class confirms the answer. Repeat this with different students until all of the Picture Cards have been chosen.

1 Trace the letter *w* in the air. Ask *What letter is this?* When a student guesses correctly, write *Ww* on the board. Then say *This letter makes the sound /w/.* Have students make the /w/ sound. Then say *Open your books to page 64. Find the letter w.* Have students trace the upper- and lowercase *w* on the page with their finger.

Then say *Let's learn some words with /w/.* Look at the pictures and listen. Play **TR: 173**. Have students follow the

words with their finger. Then say *Listen again and repeat.* Play **TR: 174** and have students listen and repeat.

TR: 173 and TR: 174 W /w/ 1. /w/ worm 2. /w/ watch 3. /w/ walrus 4. /w/ water 5. /w/ woman

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

3 Read the directions aloud. Then play **TR: 175**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. You may also want to call on volunteers to say other words, with or without /w/. Other students listen and raise their hand when they hear /w/.

NOTE: If you choose to extend the activity as suggested, make sure that students' words with the /w/ sound are spelled with *w* rather than *wh*. Students will learn the *wh* spelling in Lesson 2.

TR: 175 1. wear 2. horse 3. window 4. van

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 176**, pausing

for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. You may want to play **TR: 176** again and have students listen and repeat the first word in each pair.

TR: 176 1. wet, vet 2. week, week 3. wave, wave 4. wing, ring

Extend Write this short story on the board to practice the sound /w/ with the letter *w*. Write incomplete sentences and a word bank on the side. Have students complete the story with the most logical words.

A woman is in the _____. **wet**
 The _____ sees a walrus. **water**
 The walrus has a _____. **watch**
 The watch is _____. **woman**

Wrap Up Have pairs or groups of students use words from p. 64 of their books to make a tongue twister, such as *A worm and a walrus with a watch in the water.* Challenge students to use as many words as possible. Then have students say their tongue twisters aloud. Have the other students listen and point to the words on the page in order.

Unit 9

Lesson 2



/w/

initial position: **wh**ale

Key Words *whale, white, wheel, whisper, whiskers*

Additional Words *whisk, where, whistle, wheat*

Objectives

Students will

- hear /w/ in the initial position.
- produce /w/ in the initial position.
- associate sounds and digraphs.
- associate sounds, words, and images.

Resources

Student Book p. 65

Audio **TR: 177–180** (Audio CD, Website)

5 Listen. Then listen and repeat. TR: 177 and 178

6 Trace and say.

7 Do you hear **wh**? Listen and circle Yes or No. TR: 179

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

8 Do you hear the word with **wh** one or two times? Listen and circle 1 or 2. TR: 180

1. 2. 3. 4. 1 2 1 2 1 2 1 2

65

Warm Up Say *Listen and act out the words with the sound /w/*. Call out words students know with and without /w/, such as *worm, hippo, watch, wing, run*, etc. Students act out only the words with /w/. For words without /w/, they stay still.

5 Write *wh* on the board. Ask *What letters are these?* (*w* and *h*) Then say *We know these letters make the sounds /w/ and /h/. But what sound do they make together?* Write the word *white* on the board, and have students read it aloud. Then underline the letters *wh* and ask *What sound do the letters *w* and *h* make together?* (/w/) Say *That's right. They also make the sound /w/. We can't hear the letter *h*.* Have students make the /w/ sound.

Then say *Open your books to page 65. Let's learn some words with *wh* for the sound /w/. Look at the pictures and listen.* Play **TR: 177**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 178** and have students listen and repeat.

TR: 177 and TR: 178 *Wh /w/ 1. /w/ whale 2. /w/ white 3. /w/ wheel 4. /w/ whisper 5. /w/ whiskers*

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

7 Read the directions aloud. Say *All of the words you will hear begin with the letters *wh*. You will hear one word without the sound /w/. Listen carefully.* Play **TR: 179**, pausing for students to circle *Yes* or *No*. Review the answers as a class.

NOTE: Students may be familiar with the word *who*. You may want to explain that in this word, the *wh* is pronounced /h/, not /w/. Point out that this is an exception, not a rule. Most *wh* words have the /w/ sound.

TR: 179 1. what 2. why 3. who 4. when

8 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 180**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. You may want to play **TR: 180** again and have students listen and repeat the first word in each pair.

TR: 180 1. whisk, whisk 2. where, hair 3. whistle, whistle 4. wheat, wheat

Extend Call on six students to stand in a line at the front of the class. Say to the first student *I will whisper a word to you. Listen carefully. Repeat it to the student next to you.* Whisper a word from Lesson 1 or 2, such as *walrus*. Have each student in the line whisper it to the next. Ask the last student in line to say the word aloud. If the word is correct, have the class repeat it. Then ask the class *What makes the sound /w/ in walrus—w or wh?* (*w*) Whisper another word from Lesson 1 or 2 to the final student, and have that student whisper it to the next, and so on. Repeat the activity, inviting other students to stand in line.

Wrap Up Make a two-column chart on the board with *w* and *wh* as column heads. Say the following words: *whistle, worm, woman, white, whiskers, whale, water, watch, whisper, wheel, and walrus*. Pause after each word, and invite a student to come to the board and check the correct column. At the end of the activity, have students count the number of check marks in each column. (*w* = 5, *wh* = 6) Say the list of words again if necessary for students to listen and check.

Lesson 3



/ŋ/

final position: **wing**

Key Words *wing, sing, hang, flying, running*

Additional Words *ring, king, eating, wrong; long, strong, swing (Lesson 4)*

Objectives

Students will

- hear /ŋ/ in the final position.
- produce /ŋ/ in the final position.
- associate sounds and digraphs.
- associate sounds, words, and images.

Resources

Student Book p. 66

Audio **TR: 181–184** (Audio CD, Website)Picture Cards (for **Warm Up**) (Website)

Materials

tape or tack (optional, for **Warm Up**)9 Listen. Then listen and repeat. TR: 181 and 182

10 Trace and say.

11 Do you hear **ng**? Listen and circle Yes or No. TR: 183

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

12 Do you hear the word with **ng** one or two times? Listen and circle 1 or 2. TR: 184



66

Warm Up Prepare Picture Cards of the words *lion, goat, and giraffe* to review the sounds /n/, /g/, and /dʒ/. Hold up each card and ask *What's this?* After students respond, display the cards along the top of the board and write the words underneath. Point to the word *lion* and ask *What sound do you hear at the end of the word lion?* (/n/) Underline the *n*. Then ask *How many words do you know with the sound /n/?* Write students' suggestions on the board under the *lion* Picture Card. Repeat for words with /g/ (with *g* as in *goat*) and /dʒ/ (with *g* as in *giraffe*). At the end of the activity, have students count the number of words in each list.

9 Write the letters *ng* on the board. Ask *What letters are these?* When students answer, say *We know that n makes the sound /n/ and that g makes either /g/ or /dʒ/. But together, n and g make a new sound.* Write the word *king* on the board, and have students read it aloud. Then underline the letters *ng* and ask *What sound do the letters n and g make together?* Repeat the word *king* and say *They make /ŋ/*. Have students make the /ŋ/ sound. Then say *Open your books to page 66.*

Find the letters ng. Let's learn some words with /ŋ/. Look at the pictures and listen. Play **TR: 181**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 182** and have students listen and repeat.

TR: 181 and TR: 182 Ng /ŋ/ 1. /ŋ/ wing 2. /ŋ/ sing 3. /ŋ/ hang 4. /ŋ/ flying 5. /ŋ/ running

10 Say *Look at the words and pictures in Activity 9 again. Trace the letters ng.* When students finish, call on volunteers to say each word aloud. Have students also say which two words rhyme. (wing, sing)

11 Read the directions aloud. Then play **TR: 183**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 183 1. long 2. fun 3. rain 4. bring

12 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 184**, pausing for students to circle 1 or 2. Then review the answers as a class. You may want to play **TR: 184** again and have students repeat the first word in each pair.

TR: 184 1. ring, ring 2. king, kin 3. eating, eating 4. wrong, Ron

Extend Practice the sound /ŋ/ using verbs ending in *ing*. Call out a verb students know, such as *run*. Run in place, encouraging students to do the same. As you run, say *Running*. Students repeat the word *running* and continue running in place until you say *Stop!* Say another verb, for example *Fly*. Flap your arms as though you're flying. Students copy you and say *flying*. Repeat with other familiar verbs, such as *jog, jump, point, push, put, sing, sit, and walk*.

Wrap Up Say *Watch my mouth. What am I saying?* Mouth a word from the lesson silently, for example *wing*. Students guess the word from the movement of your mouth. They say the word and then find and point to the correct picture on p. 66 of their books. For an extra challenge, call on volunteers to mouth the words for other students to guess.

Unit 9

Lesson 4



/m/

final position: **climb**

Key Words *climb, lamb, thumb, comb, tomb*

Additional Word *crumbs*

Objectives

Students will

- hear /m/ for the letters *mb* in the final position.
- produce /m/ for the letters *mb* in the final position.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between digraphs and sounds: *ng* (/ŋ/) and *mb* (/m/).

Resources

Student Book p. 67

Audio **TR: 185–188** (Audio CD, Website)

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

Materials

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

13 Listen. Then listen and repeat. **TR: 185 and 186**

14 Trace and say.

15 Do you hear mb? Listen and circle Yes or No. **TR: 187**

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

16 Do you hear ng or mb? Listen and write *ng* or *mb*. **TR: 188**

1. lo_n_g 2. stro_n_g 3. crum_b_s 4. swi_n_g

67

Warm Up Prepare Picture Cards of words that include the sounds /m/ and /b/, such as *arm, ball, bathroom, bedroom, big, book, bush, moon, mouth, robot, and tub*. Review the words and sounds by holding up each card and asking *What's this?* Display the cards on the board. Invite a student to the board and give an instruction. For example, say *Find a word with /b/ at the beginning and /k/ at the end*. The student finds the *book* Picture Card and says the word. Have the class repeat the word and confirm that it has the correct sounds. Repeat with other students and instructions.

13 Write the letters *mb* on the board. Ask *What letters are these?* Then say *We know these letters make the sounds /m/ and /b/. But what sound do they make together?* Point to your thumb and say *This is my thumb*. Write *thumb* on the board, and have students say it. Underline the letters *mb* and ask *What sound do the letters m and b make together?* (/m/) Say *That's right. They make the sound /m/. We don't hear /b/.*

Say *Open your books to page 67. Let's learn some words with mb for the sound /m/. Look and listen.*

Play **TR: 185**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 186** and have students listen and repeat.

TR: 185 and TR: 186 Mb /m/ 1. /m/ climb 2. /m/ lamb 3. /m/ thumb 4. /m/ comb 5. /m/ tomb

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

15 Read the directions aloud. Then play **TR: 187**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 187 1. limb 2. coin 3. numb 4. noon

16 Use the pictures to help students identify any new words. Then read the words below each picture, and invite students to identify the missing letters (*ng* or *mb*). Read the directions aloud. Play **TR: 188**, pausing for students to write *ng* or *mb*. Have students compare their answers in pairs before reviewing them as a class.

TR: 188 1. long 2. strong 3. crumbs 4. swing

Extend Write the letters *w*, *wh*, *ng*, and *mb* on separate index cards (four cards for each letter or digraph). Place the cards in a paper bag. Divide the class into two teams. Invite a student from one team to take a card from the bag. For example, if the student chooses a card with *ng*, ask *What letter or letters are on your card? What sound is that?* (/ŋ/) Say a word with /ŋ/. (swing) If the student identifies the letter, sound, and word correctly, he or she keeps the card. If the student makes a mistake, put the card back into the bag. Then invite the other team to have a turn. The team with the most cards when the bag is empty wins.

Wrap Up Use the pictures on Student Book 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 the words on pp. 66–67 in any order. A student has *Bingo* when all four of his or her pictures are marked with two x's.

Lesson 5 Game and Chant

Objectives

Students will

- hear /w/, /ŋ/, and /m/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 68, 77

Audio **TR: 189–190** (Audio CD, Website)

Materials

index cards, tape or tack (*optional*)
(for **Warm Up**)

Warm Up Write key words from Lessons 1–4 on index cards, leaving out the underlined target letters. For example, write *cli_ _* for *climb*. Other words include *comb*, *flying*, *hang*, *lamb*, *running*, *sing*, *thumb*, *tomb*, *walrus*, *watch*, *water*, *whale*, *wheel*, *whisker*, *whisper*, *white*, *wing*, *woman*, and *worm*. Give the cards to students or pairs of students. Say *Read your word and write the missing letter or letters*. Allow students time to complete their word. Then collect the cards. Display them at the front of the class. Say a word and invite a volunteer to come and find the correct word card and read it aloud. Repeat with other words and volunteers.

17 Have students identify the pictures. (grid 1: *hang*, *sing*, *white*, *king*, *whale*, *crumb*, *whisker*, *swing*, *comb*; grid 2: *climb*, *worm*, *running*, *lamb*, *flying*, *water*, *thumb*, *walrus*, *woman*) Then say *We need to find three words in a row. Look at grid 1. Which words have /w/ at the beginning? Which words have /ŋ/ or /m/ at the end? Write the letters wh, ng, or mb in the space near the pictures*. Allow students time to work in pairs to identify the correct

letter(s) for each picture. Then ask *Which three words have the same sound and letters at the beginning or the end of the word?* (white, whale, whiskers; /w/; wh) Then ask *Are these three words in a row?* (yes) *So let's draw a line*. Students draw a line to connect *whiskers*, *whale*, and *white*. Students follow the same process for grid 2. Play **TR: 189** and say *Now listen and repeat. Check your answers*. Students repeat each of the words as they check their answers.

TR: 189 1. /w/ in the beginning: *whisker*, *whale*, *white*; 2. /m/ at the end: *climb*, *lamb*, *thumb*

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (water, worm, white, whale, flying, lamb, climbing) and without (bird, sun, bush). After students say the words they know, say the remaining words with the target sounds (weeds, where, singing). Then ask questions about the picture, such as *How many birds?* (two) *What are they doing?* (flying) *Where's the worm?* (in the weeds)

Say *Let's listen to a chant*. Play **TR: 190** and have students listen to

17 Find the three words in a row. Then listen and repeat. Check your answers. TR: 189

1. *wh, ng, or mb* in the beginning or at the end

2. *w, ng, or mb* in the beginning or at the end

18 Listen. Then listen and chant. TR: 190

Time to chant for you and me!
Let's chant together. 1, 2, 3.

A worm in the weeds, *w w w*.
Where's the white whale, *wh wh wh?*
Flying birds singing, *ng ng ng*.
Little lambs climbing, *mb mb mb*.

Let's chant together. 1, 2, 3.
This is fun for you and me!

the chant. Then say *Now say the chant*. Play **TR: 190** again, pausing after each line and having students repeat it. Then play **TR: 190** a third time so that students can say the entire chant as they listen.

Extend Write the main verse of the chant on the board out of order. Invite students to the board to number the lines in the correct order. Then play **TR: 190** again, pausing for students to check their answers. They can also then say the target sound for each line.

Little *lamb*s climbing, *mb mb mb*.
A worm in the *weeds*, *w w w*.
Flying birds *singing*, *ng ng ng*.
Where's the white *whale*, *wh wh wh?*

Wrap Up Have students close their books. Say just the first word of one of the lines in the chant. For example, say *Where's...* Students say the rest of the line from memory. Have them also distinguish between *w* and *wh* for /w/.

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

Unit 9

Lesson 6

Story Wendy and Little Lamb

Summary Wendy wants her cat, Little Lamb, to play with her, but Little Lamb doesn't want to play. When Wendy starts to read, Little Lamb is ready to play.

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: 191–193** (Audio CD, Website)
Unit 9 Worksheet (Website)

Materials

yellow, blue, green, black, brown, pink, orange, and gray crayons or colored pencils (one of each per student)

19 Listen. Then listen and repeat. **TR: 191 and 192**

Wendy and Little Lamb

Wendy Wang is calling her white cat. His name is Little Lamb.
Come inside, Little Lamb!

Why don't you climb, Little Lamb?

Little Lamb is not listening.

Wendy is moving a mouse on a string. But Little Lamb doesn't want to play.

Here, Little Lamb!

What are you doing? Look at Little Lamb! Now he wants to play!

20 Which sound do you hear? Listen and circle.
Then go to page 80. **TR: 193**

1 wh	3 wh	5 ng	7 ng
2 ng	4 mb	6 w	8 mb

69

Warm Up Play a drawing game, using words and sounds from Unit 9. Begin drawing a simple picture on the board, pausing to ask *What's this?* When students guess correctly, complete the picture and say *Yes! It's a (wheel).* You can then ask *What sound is in the beginning of wheel?* (/w/) *What letters do we use?* (wh) Then write *wheel* on the board. Repeat with other Unit 9 words.

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?* (a girl and her pet) Then point to each panel, asking questions such as *What's the girl's name?* (Wendy) *Is Little Lamb a lamb?* (no) *What animal is Little Lamb?* (a cat) *What color is Little Lamb?* (white) *Look at panels two and three. Who wants to play?* (Wendy) *Look at panel four. Who wants to play now?* (Little Lamb)

Say *Now let's listen to the story.* Play **TR: 191.** As the story plays, point to each panel to show the order. Play **TR: 191** a second time. Have students point to each panel as they listen. Then say *Listen and say the*

sentences. Play **TR: 192** and have students listen and repeat.

Extend Write the following sentences about the story on the board: *Little Lamb is a lamb/cat. He is white/red. Wendy wants/doesn't want to play with Little Lamb. Now Wendy is reading/singing. Little Lamb wants/doesn't want to play.*

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.

Hold up the **Unit 9 Worksheet.** Point to the first word (_ endy) and ask *What letter and sound is missing?* (W, /w/) *Let's write W.* Remind students to use uppercase letters for names. 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.

20 Read the directions aloud. Point to the red letters and call on students to make the sound for each letter or digraph. Then play **TR: 193,** pausing

for students to circle the number next to the correct letter or digraph each time.

NOTE: Explain that students will hear only numbers 1, 3, 5, and 7 in the audio. The even-numbered items have been provided in the key on p. 80.

TR: 193 1. /ŋ/ moving 2. /w/ white 3. /w/ want 4. /m/ lamb

Have students take out yellow, blue, green, black, brown, pink, orange, and gray crayons or colored pencils. Have them turn to p. 80 and complete the color key by writing the numbers into the correct squares. (Remind them to check p. 69 as necessary.) Have students use the completed key to color the picture correctly. Then ask *What do you see?* (Wendy Wang and Little Lamb) Students complete the caption with the letters *W, ng,* and *mb.*

Wrap Up Say incorrect sentences about the story. For example, say *Wendy Wang is a boy. Little Lamb is a lamb. Little Lamb is yellow. Wendy has a worm on a string.* Students listen and correct your mistakes. For example, students say *No! Wendy Wang is a girl.*