

Unit 3

Lesson 1



/eɪ/

baseball

Key Words *baseball, game, rollerblade, cake, skateboard*

Additional Words *cape, tape, lake, whale, wave; cave, face, vase, gate (Lessons 2–4)*

Objectives

Students will

- hear and produce /eɪ/.
- associate sounds and split digraphs (a vowel digraph that is split by a consonant).
- associate sounds, words, and images.
- differentiate between /eɪ/ and /æ/.

Resources

Student Book p. 24

Audio **TR: 51–54** (Audio CD, Website)

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

Materials

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

Unit 3 1 Listen. Then listen and repeat. **TR: 51 and 52**

2 Trace and say.

3 What words do you hear? Listen and number 1 to 4. **TR: 53**

3 cap 1 cape 4 tap 2 tape

4 Do you hear a or a_e? Listen and write. **TR: 54**

1. lake 2. whale 3. fan 4. wave

24

Warm Up Prepare Picture Cards of words with the short vowel sounds /æ/, /ɛ/, /ɪ/, /ɑ/, and /ʌ/: *big, egg, hot, map, pen, sad, sit, top, and tub*. Make a five-column chart on the board and draw simple pictures of a cap, a bed, the number six, a box, and a bus as column heads. Point to the first picture and ask *What's this?* (a cap) Write *cap* above the drawing. Underline the *a* and ask *What letter is this? What sound does it make?* (/æ/) Repeat this process to review the other vowel sounds. Then invite a student to the front of the class and give him or her a Picture Card. Say *Look and say the word. Which sound do you hear—/æ/, /ɛ/, /ɪ/, /ɑ/, or /ʌ/?* Have the student respond and place the card in the correct column. Repeat with other Picture Cards and students.

1 Write the word *cap* on the board, and have students read it aloud. Ask *What sound does the letter a make in cap?* (/æ/) Add an *e* at the end to make the word *cape*. Read it aloud. Point to the *e* and say *We don't hear e at the end of the word, but the e changes the sound of the letter a. In the word cape we hear /eɪ/.* Have students make the /eɪ/ sound. Have students open their books to p. 24 and

look at the letter pattern *a_e* in the box. Point out that the letter between the two vowels will always be a consonant, such as the *p* in *cape*.

Say *Let's learn some words with /eɪ/.* Look at the pictures and listen. Play **TR: 51**. Have students follow the words. Play **TR: 52** and have students listen and repeat.

TR: 51 and TR: 52 *A_e /eɪ/*
 1. /eɪ/ baseball 2. /eɪ/ game
 3. /eɪ/ rollerblade 4. /eɪ/ cake
 5. /eɪ/ skateboard

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

3 Read aloud the words *cap, cape, tap, and tape*. Then read the directions aloud. Beginning playing **TR: 53**, pausing after number 1. Ask *Which word did you hear?* (cape) *That's right! Let's write number 1 in the box next to the word cape.* Continue playing **TR: 53**, pausing for students to write numbers 2–4 next to the correct words. Review the answers as a class. You may want to play **TR: 53** again and have students repeat the words.

TR: 53 1. cape 2. tape 3. cap 4. tap

4 Use the pictures to help students identify any new words. Then play **TR: 54**, pausing for students to point to the words under each picture. Play **TR: 54** again, pausing for students to complete the words. You may want to tell students that one blank will be left empty. Review the answers as a class.

TR: 54 1. lake 2. whale 3. fan 4. wave

Extend Write the following incomplete questions on the board:

Do you want to play _____?
 Do you want to swim in the _____?
 Do you want to ride my _____?
 Or do you want to eat _____?

Have students complete each line with a word from p. 24 that makes sense. If necessary, add a word bank with the suggested answers out of order: *cake, lake, baseball, and skateboard*.

Wrap Up Say *Listen and act out the words with the sound /eɪ/.* Call out words students know with /æ/ or /eɪ/. For example, *apple, baseball, bath, skateboard*, etc. Have students act out only the words with /eɪ/.

Lesson 2



/aɪ/

bike

Key Words *bike, hide, rice, kite, dive*

Additional Words *lime, hike; bite, mice (Lessons 3 and 4)*

Objectives

Students will

- hear and produce /aɪ/.
- associate sounds and split digraphs.
- associate sounds, words, and images.
- differentiate between /aɪ/ and the sounds /ɪ/ and /eɪ/.

Resources

Student Book p. 25

Audio **TR: 55–58** (Audio CD, Website)Picture Cards (for **Extend**) (Website)

Materials

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

5 Listen. Then listen and repeat. TR: 55 and 56

1.  
b_k_e h_i_d_e

3.  4.  5. 
r_i_c_e k_i_t_e d_i_v_e

6 Trace and say.

7 Do you hear i or i_e? Listen and circle. TR: 57

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

8 Do you hear a_e or i_e? Listen and write. TR: 58

1.  2.  3.  4. 
l_i_m_e c_a_v_e h_i_k_e f_a_c_e

25

Warm Up Review words with /ɪ/. Write letters and digraphs on separate index cards (one per card): *b, d, f, g, i, k, l, m, n, p, r, s, t, w, x, ng, sh,* and *th*. Display the cards in any order on the board. Invite a student to the board. Say *Listen to the sounds and find the letters*. Then sound out one of the following words: *big, fish, king, lid, mix, pin, ring, sing, sit, six, this,* and *wing*. For example, say /f/, /ɪ/, /ʃ/. Have the student find the correct cards and place them on the board in order. Point to each card and have the class sound out and say the word again. Repeat with different words and students.

NOTE: Students may also spell out the words instead of sounding them out. For example, *f, i, s, h* instead of /f/, /ɪ/, /ʃ/.

5 Say *We know that adding e at the end of a word with /æ/ can change its sound to /eɪ/. Now let's learn how e can change the sound /ɪ/.* Have students open their books to p. 25. Point to the picture of the bike and ask *What's this? What sound does the letter i make in the word bike? It makes the sound /aɪ/.* Have students make the /aɪ/ sound.

Say *Let's learn some words with /aɪ/.* Look at the pictures and listen. Play **TR: 55**. Have students follow the words. Then play **TR: 56** and have students listen and repeat.

TR: 55 and TR: 56 I_e /aɪ/

1. /aɪ/ bike 2. /aɪ/ hide 3. /aɪ/ rice
4. /aɪ/ kite 5. /aɪ/ dive

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

7 Read the directions aloud. Play **TR: 57**, pausing for students to circle *i* or *i_e*. Review the answers as a class.

TR: 57 1. hip 2. smile 3. lid 4. time

8 Use the pictures to help students identify any new words. Then play **TR: 58**, pausing for students to point to the words under each picture. Read the directions aloud. Then play **TR: 58** again, pausing for students to write *a* and *e* or *i* and *e* in the words. Review the answers as a class. You may want to play **TR: 58** a third time and have students repeat the words.

TR: 58 1. lime 2. cave 3. hike 4. face

Extend Prepare Picture Cards of words with *a_e* and *i_e*, such as *baseball, bike, cake, cave, game, kite,* and *rice*. 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 with the sound /aɪ/.* Have the students look around the classroom for a picture of a word with /aɪ/. Have the first student who finds one hold it up and say the word, for example *Bike*. Then ask *How do you spell bike—with a and e or i and e?* (*i* and *e*) Repeat the activity until all of the cards have been found.

Wrap Up Use the pictures on pp. 24–25 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. 24–25 in any order. Have students make another small x when they hear one of their words. A student has *Bingo* when all four pictures are marked with two x's.

Unit 3

Lesson 3



/ou/
home

Key Words home, rope, phone, stove, notebook

Additional Words hope, rode, cone, robe; nose (Lesson 4)

Objectives

Students will

- hear and produce /ou/.
- associate sounds and split digraphs.
- associate sounds, words, and images.
- differentiate between /ou/ and the sounds /a/, /ei/, and /ai/.

Resources

Student Book p. 26

Audio **TR: 59–62** (Audio CD, Website)

Picture Cards (for **Extend** and **Wrap Up**) (Website)

Materials

tape or tack (optional, for **Extend**)

9 Listen. Then listen and repeat. TR: 59 and 60

10 Trace and say.

11 What words do you hear? Listen and number 1 to 4. TR: 61

4 hop 1 hope 2 rod 3 rode

12 Do you hear a_e, i_e, or o_e? Listen and write. TR: 62

26

Warm Up Make a two-column chart on the board with *a_e* and *i_e* as column heads. Say the following words: *lake, whale, dive, cave, hike, face, rice, bike, cake, hide, and lime*. 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. (*a_e* = 5, *i_e* = 6) Repeat the words if necessary for students to listen and check.

9 Say *Now let's learn how adding an e can change another sound*. Write the word *hop* on the board and read it aloud. Have students repeat the word. Then ask *What sound does the letter o make in hop?* (/a/) Then write an e at the end to make the word *hope* and read it aloud. Ask *What sound does the letter o make in the word hope? It makes the sound /ou/. Adding e changes /a/ to /ou/.* Have students make the /ou/ sound.

Then say *Let's learn some more words with /ou/.* Look at the pictures and listen. Play **TR: 59**. Have students follow the words. Then play **TR: 60** and have students listen and repeat.

TR: 59 and TR: 60 O_e /ou/ 1. /ou/ home 2. /ou/ rope 3. /ou/ phone 4. /ou/ stove 5. /ou/ notebook

10 Say *Look at the words and pictures in Activity 9 again. Trace the letters o and e*. When students finish, call on volunteers to say each word aloud.

11 Read the words *hop, hope, rod, and rode* aloud. Then read the directions aloud. Play **TR: 61**, 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: 61** again and have students repeat the words.

TR: 61 1. hope 2. rod 3. rode 4. hop

12 Use the pictures to help students identify any new words. Then play **TR: 62**, pausing for students to point to the words under each picture. Read the directions aloud. Then play **TR: 62** again, pausing for students to write *a_e, i_e, or o_e* into the words. Review the answers as a class. You may want to play **TR: 62** a third time and have students repeat the words.

TR: 62 1. cone 2. vase 3. robe 4. bite

Extend Prepare Picture Cards of words from Lessons 1–3: *baseball, bike, cake, cave, game, kite, phone, rice, and stove*. Display these on the board and say *Look. Think of the words and remember them*. Allow time for students to study the pictures. Then say *Now close your eyes. Remove a card and say Open your eyes. What's missing?* Students identify the missing Picture Card and say the word. Confirm their response by holding up the missing card. Have students say the target sound and the letters that make it; for example: *baseball, /ei/, a and e*. Repeat the activity, removing different cards each time.

Wrap Up Use the Picture Cards of *cake, kite, and stove*. Hold up the *kite* Picture Card and ask *What's this? What sound do you hear in kite?* (/ai/) *How do you spell kite?* For an additional challenge, ask *What other words do we know with the sound /ai/ for letters i and e?* Repeat this activity with the other two Picture Cards.

Lesson 4



/u:/ /ju:/
flute cube

Key Words /u:/: flute, tube
/ju:/: cube, mule

Additional Word dune (/u:/)

Objectives

- Students will
- hear and produce /u:/ and /ju:/.
 - associate sounds and split digraphs.
 - associate sounds, words, and images.
 - differentiate between /u:/ and the sounds /ju:/, /ei/, /ai/, and /ou/.

Resources

- Student Book p. 27
Audio **TR: 63–66** (Audio CD, Website)

Materials

- yellow chalk or marker (for **Warm Up**);
index cards, a paper bag (for **Extend**)

13 Listen. Then listen and repeat. TR: 63 and 64

u_e **u_e**

1. flute 2. tube

u_e **u_e**

1. cube 2. mule

14 Trace and say.

15 Do you hear **u_e** as in **flute** or **u_e** as in **cube**? Listen. Write the numbers. TR: 65

u_e as in flute 2 4 u_e as in cube 1 3

16 Do you hear **a_e, i_e, o_e, or u_e**? Listen and write. TR: 66

1. mice 2. dune 3. nose 4. gate

27

Warm Up Review the sounds /ʌ/, /ʊ/, and /j/. Draw simple pictures of an umbrella and a bush on the board. Point to the umbrella. Ask *What's this? What sound do you hear at the beginning of umbrella?* (/ʌ/) Then ask *What words with /ʌ/ do you know?* Write students' suggestions on the board. Repeat with the bush for words with /ʊ/. Color the umbrella yellow and ask students to name the color. Review words with /j/. Count the number of words listed for each sound.

13 Say *We know adding an e changes the sound of a, i, and o. Let's learn how it works with the letter u.* Write the word *tub* on the board and ask *What sound does u make in tub?* (/ʌ/) Then add an e to make the word *tube* and read it aloud. Say *What sound does u make in the word tube? It makes the sound /u:/.* Have students make the /u:/ sound.

Then say *But sometimes adding e does something different to the letter u.* Replace the t in *tube* with a c to make the word *cube*. Ask *What sound does the letter u make in the word cube? It makes the sound /ju:/.* Have students make the /ju:/ sound.

Then say *Let's learn some words with /u:/ and /ju:/.* Look at the pictures and listen. Play **TR: 63**. Have students follow the words. Play **TR: 64** and have students repeat. Then ask *Which words have /u:/?* (flute, tube) *Which words have /ju:/?* (cube, mule)

TR: 63 and TR: 64

U_e /u:/ 1. /u:/ flute 2. /u:/ tube
U_e /ju:/ 1. /ju:/ cube 2. /ju:/ mule

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

15 Read the directions aloud. Begin playing **TR: 65**, pausing after number 1. Say *Cute. Do you hear /u:/ as in flute or /ju:/ as in cube?* (/ju:/) *Yes. Let's write number 1 next to the word cube.* Continue playing **TR: 65**, pausing for students to write numbers 2–4 on the correct lines. Review the answers as a class.

TR: 65 1. cute 2. rule 3. huge 4. rude

16 Use the pictures to help students identify any new words. Read the directions aloud. (Say /u:/ for the red letters u_e.) Play **TR: 66**, pausing for students to write the correct letters.

Replay as necessary. Then review the answers as a class.

TR: 66 1. mice 2. dune 3. nose
4. gate

Extend Write the letters a_e, i_e, o_e, and u_e on index cards (four cards for each letter combination), and place them in a paper bag. Divide the class into two teams. Invite a student to take a card from the bag. Ask *What letters do you have?* (a and e) *What sound do they make?* (/ei/) *Say a word with /ei/.* (skateboard) If the student answers correctly, he or she keeps the card. If not, put the card back into the bag and give the other team a turn. The team with the most cards at the end of the game wins.

NOTE: Students may use words with /u:/ or /ju:/ for the letters u and e.

Wrap Up Write four words on the board—three words with the same target sound and one without: *flute, stove, tube, dune*. Ask *Which word doesn't belong?* (stove) *Why?* (It has /ou/, not /u:/.) Repeat with other groups of words.

Unit 3

Lesson 5

Game and Chant

Objectives

Students will

- hear /eɪ/, /aɪ/, /oʊ/, /u:/, and /ju:/.
- associate sounds and split digraphs.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 28, 73

Audio **TR: 67** (Audio CD, Website)

Materials

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

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

18 Listen. Then listen and chant. **TR: 67**

What do you do,
What do you do
When the sun shines
And the sky is blue?

We play baseball.
We ride our bikes.
We jump rope.
And sing cute tunes.

What do you do,
What do you do
When the sun shines
And the sky is blue?

28

Warm Up Write words from Lessons 1–4 on index cards, leaving out the underlined target letters. For example, write b_s_ball for baseball. Other words to include are bike, cube, dive, dune, flute, game, hide, hike, home, mule, notebook, phone, rollerblade, rope, skateboard, and whale. Give the cards to students or pairs of students. Say *Read your word and write the missing letters*. When students finish, collect the cards and display them on the board. Say *Baseball* and invite a volunteer to come and find the correct card and repeat the word. Have the class tell whether the word contains *a* and *e*, *i* and *e*, *o* and *e*, or *u* and *e*. Have students find and point to the picture of *baseball* on p. 24. Repeat with other words and volunteers.

17 Have students look at the pictures and say the words (*cake*, *tube*, *kite*, and *rope*). Point to the cake again and ask *What's this?* Then ask *How do you spell cake?* When a student answers, say *That's right. Let's follow the letters c, a, k, e in the puzzle. Start at c. Now where's a?* Have students point to the *a*, then model drawing a line through the puzzle from the *c* to the *a*. Repeat

with *k*, and finish with the *e* nearest to the *k*. Then say *Now let's write cake. Please spell cake again*. As students say the letters, model writing them on the top line. Then read the word aloud: *c, a, k, e; cake*. Have students work in pairs to follow the letters for the other three words. Remind them to check pp. 24–27 if they need to review any spellings. Have students say the letters and words aloud.

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (baseball, bike, rope) and without (sing, house, yard, children). Then introduce the remaining words with the target sounds (shine, ride, cute, tune). Ask questions about the picture, such as *What game are the children playing?* (baseball) *How many children are riding bikes?* (two) *What are the girls doing?* (jumping rope)

Say *Let's listen to a chant*. Play **TR: 67** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 67** again, pausing after each line and having students repeat it. Play **TR: 67** 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 with one incorrect word in each line.

We play games.
We hide our bikes.
We jump stoves
And sing cute cubes.

Say *Read each line from the chant. Which word doesn't belong?* Have students say the incorrect word in each line. Then have them say the correct word. As they do so, erase the incorrect word and write (or have a volunteer write) the correct word in its place. Play **TR: 67** again, pausing for students to check their answers.

Wrap Up Pretend to be playing baseball, and have students say the line from the chant that matches your action. (We play baseball.) Repeat for other lines of the chant, pretending to ride a bike, jump rope, and sing.

Have students turn to p. 73 and write the Unit 3 words in the **Picture Dictionary**.

Lesson 6

Story A Day in the Sunshine

Summary The sun is shining. Cole and Kate ride their bikes to the lake. They have a lot of fun . . . until Kate gets tired.

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. 29, 78

Audio **TR: 68–69** (Audio CD, Website)
Unit 3 Worksheet (Website)

Materials

index cards (for **Warm Up**), crayons or colored pencils

19 Listen. Then listen and repeat. **TR: 68 and 69**

A Day in the Sunshine

20 Read the story. Write *a_e*, *i_e*, *o_e*, or *u_e*. Then go to page 78.

dune lake rope ride

1 2 3 4 5 6 7 8

29

Warm Up Write pairs of words from Unit 3 on index cards: *shine/lake*, *skateboard/hike*, *dune/rollerblade*, *kite/home*, *rope/flute*, *phone/dive*, and *tube/game*. There should be two of each card.

shine	shine
lake	lake

Give one card to each student. Say *Look at your card. Don't show it! Walk around and read the words aloud. Find the student with the same words.* Have students sit down once they find their match.

19 Say *It's time for a story! Turn to page 29.* Read the story's title and have students look at the panels. Ask *What do you think the story is about?* (a trip to the park) Point to each panel, asking questions to review or introduce vocabulary: *What's the weather like?* (It's sunny.) *What are the children doing in panel one?* (riding their bikes) *Where do they go?* (to the lake) *What's Cole doing in panel two?* (skateboarding) *What's Kate doing?* (rollerblading) *What are they doing in panel three?* (flying kites) *Who's tired?* (Kate)

Say *Now let's listen to the story.* Play **TR: 68**, and have students point to

each panel in order. Play **TR: 68** a second time. Have students follow the text as they listen. Then play **TR: 69** and have students listen and repeat.

Extend Write speech bubbles from the story on the board, but place them out of order. Invite students to the board to number the speech bubbles in the correct order from the story. Then point to each and ask *Who's speaking?* Students answer *Cole* or *Kate*.

Hold up the **Unit 3 Worksheet**. Point to the first word in Activity 1 (sh_n_s) and ask *What sound is missing?* (/aɪ/) *How do you write /aɪ/?* (i and e) *Let's write the letters i and e.* 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. Point to the first incomplete word and ask *What's this word? Look in the story.* Have students find the correct word. (dune) Then say *That's right! What letters are missing—a_e, i_e, o_e, or u_e?* (u_e) *Yes. Let's write u and e into the word dune.* Ask *Do you hear /u:/ or /ju:/ in dune?* (/u:/) Have students complete the activity in pairs. Review the answers as a class.

Have students turn to p. 78 and work in pairs to complete the sentence under the picture. Remind them to check p. 29 to find the correct letters. When students finish, call on volunteers to read the completed sentence aloud. Make sure students have crayons or colored pencils. Have them finish drawing and coloring the picture of Kate's kite.

Wrap Up Use words and activities from the story to find out students' preferences. For example, ask *Do you like to ride a bike or fly a kite? Rollerblade or skateboard? Hike up a dune or stay at home? Play baseball or jump rope?* Students raise their hands to express their preferences. Count students' responses to see which choices are the most popular.