

## Lesson 1



/p/

initial position: **p**en

final position: ma**p**

medial position: ha**pp**y

**Key Words** *pen, paint, map, top, happy*

**Additional Words** *apple, point, cap, puzzle*

### Objectives

Students will

- hear /p/ in three positions.
- produce /p/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.

### Resources

Student Book p. 12

Audio **TR: 11–14** (Audio CD, Website)

**Unit 1** 1 Listen. Then listen and repeat. *TR: 11 and 12*

**Pp**

1. 2. pen paint

3. 4. 5. map top happy

2 Trace and say.

3 Is **p** in the beginning, in the middle, or at the end? Listen and repeat. Check. *TR: 13*

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

4 Do you hear **p**? Listen and circle Yes or No. *TR: 14*

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

12

**Warm Up** Write the alphabet on the board, pausing for students to prompt you with letters. Say *A, b, c, d—What’s next?* (e) Continue until you have the whole alphabet. Then trace a letter in the air and say *What letter is this? Stand up if your name begins with (t).* Repeat with other letters.

1 Write *Pp* on the board. Ask *What letter is this?* Then say *This letter makes the sound /p/.* Have students make the /p/ sound. Hold up the Student Book open to p. 12. Say *Open your books to page 12. Find the letter p.* Have students trace the upper- and lowercase *p* on the page with their finger.

Then say *Let’s learn some words with /p/. Look at the pictures and listen.* Play **TR: 11**. Have students follow the words with their finger. Play **TR: 12** and have students repeat the words. You may want to play **TR: 12** again and have students trace the *p* (or *pp*) in each word with their finger while they listen and repeat.

**TR: 11 and TR: 12** P /p/ 1. /p/ pen  
2. /p/ paint 3. /p/ map 4. /p/ top  
5. /p/ happy

2 Draw *Pp* in dotted outline on the board. Say *Let’s trace the letter p.* Model tracing over the outlines. Then say *Look at the words and pictures in Activity 1 again. Use your pencil to trace the letter p.* Make sure students trace *p* two times in *happy*. Then call on volunteers to say each word aloud. Point out that /p/ can come in the beginning, at the end, or in the middle of a word.

3 Say *Let’s listen to more words with /p/.* Point to each picture in Activity 3 and ask *What’s this?* Name any words that students can’t identify. Play **TR: 13** once and have students listen and repeat. Begin playing **TR: 13** again, pausing after number 1. Say *Apple*. Stress the /p/ as you repeat the word. Ask *Where do you hear /p/—in the beginning, in the middle, or at the end?* (middle) Say *That’s right! It’s in the middle. So, let’s check the circle in the middle.* Continue playing **TR: 13**, having students check the correct position for each word.

**TR: 13** 1. apple 2. point 3. cap  
4. puzzle

4 Read the directions aloud. (Refer to the red letter *p* in the directions by sound: /p/.) Then begin playing **TR: 14**,

pausing after number 1. Repeat the word *pencil* and ask *Do you hear /p/?* (yes) *That’s right. Pencil has /p/, so let’s circle Yes.* Model circling Yes. Continue playing **TR: 14**, pausing for students to circle Yes or No. Review the answers as a class.

**NOTE:** It isn’t necessary to explain the meaning of all words in Activity 4. The goal is for students to identify the target sound.

**TR: 14** 1. pencil 2. table 3. puppy  
4. cup

**Extend** Use the pictures on p. 12 to play *Bingo*. Have students make a small x near any three 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 p. 12 in any order. For example, *happy, puzzle, paint, map*, etc. Have students make a small x when they hear one of their words. A student has *Bingo* when all three of his or her pictures have two x’s.

**Wrap Up** Say *Listen and act out the words with the sound /p/.* Call out words students know with and without /p/, such as *apple, pen, cat*, etc. Students act out only words with /p/. For words without /p/, they stand still.

# Unit 1

## Lesson 2



/b/

initial position: **b**ook

final position: tu**b**

medial position: ro**b**ot

**Key Words** *book, ball, tub, robot, rainbow*

**Additional Words** *cub, bag, rabbit, boy*

### Objectives

Students will

- hear /b/ in three positions.
- produce /b/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /p/ and /b/.

### Resources

Student Book p. 13

Audio **TR: 15–18** (Audio CD, Website)

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

5 Listen. Then listen and repeat. TR: 15 and 16

6 Trace and say.

7 Is **b** in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 17

8 Do you hear **p** or **b**? Listen and write **p** or **b**. TR: 18

1.    2.    3.    4.   

13

**Warm Up** Review words with /p/. Prepare Picture Cards of familiar words with /p/, such as *apple, map, paper, pen, pink, puzzle, and top*. Give Picture Cards to students (one per student), and invite these students to the front of the class. Then say *Listen and stand in order*. Say the words for the Picture Cards in a random order. Have students arrange themselves in the correct order from left to right. Have the class chant the words. Repeat with other students and a different order.

5 Trace *Bb* in the air. Ask *What letter is this?* When a student answers correctly, write *Bb* on the board. Then say *This letter makes the sound /b/*. Have students make the /b/ sound. Then say *Open your books to page 13. Find the letter b*. Have students trace the upper- and lowercase *b* on the page with their finger.

Then say *Let's learn some words with /b/*. Look at the pictures and listen. Play **TR: 15**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 16**. You may want to play **TR: 16** again and have students trace the *b* with their finger while they listen and repeat.

**TR: 15 and TR: 16** B /b/ 1. /b/ book  
2. /b/ ball 3. /b/ tub 4. /b/ robot  
5. /b/ rainbow

6 Say *Look at the words and pictures in Activity 5 again. Trace the letter b*. When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /b/ in the beginning, at the end, or in the middle of the word.

7 Say *Let's listen to some more words with /b/*. Point to each picture in Activity 7 and ask *What is this?* Name any words that students can't identify. Then say *Listen and repeat*. Play **TR: 17** and have students repeat the words. Then ask *Where do you hear /b/—in the beginning, in the middle, or at the end?* Listen and check. Play **TR: 17** again, pausing for students to check the correct position. Review the answers as a class.

**TR: 17** 1. cub 2. bag 3. rabbit 4. boy

8 Read the directions aloud. Then begin playing **TR: 18**, pausing after number 1. Ask *Do you hear /p/ or /b/? (/b/)* Say *That's right! /b/, baby. Let's write the letter b*. Continue playing **TR: 18**, pausing for students to write *p* or *b*. Review their answers.

**NOTE:** Remember, the goal of Activity 8 is for students to identify the target sound, not the word's meaning.

**TR: 18** 1. baby 2. purple 3. bib 4. up

**Extend** Use Picture Cards from the Warm Up and also of words with /b/, such as *ball, book, robot, table, and tub*. Draw block letters *p* and *b* on the board. Add eyes, teeth, ears, and other features to turn each letter into a monster. Say *These are the sound monsters. What sounds do they like to eat? (/p/ and /b/)* *Let's feed the sound monsters*. Hold up the robot Picture Card and ask *What's this? Which sound monster wants the robot? (/b/)* Invite a student to “feed” the correct monster by pretending to put the card into its mouth. As they do this, have students say /b/ is in robot.

**Wrap Up** Have students look at the pictures on pp. 12–13. Say *Find a word with /p/ in the middle*. Students point and say the correct words. (happy, apple) Repeat with other sounds and positions.

## Lesson 3



/t/

initial position: ten

final position: sit

medial position: fourteen

**Key Words** ten, table, sit, goat, fourteen

**Additional Words** two, rectangle, eat, coat

## Objectives

Students will

- hear /t/ in three positions.
- produce /t/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.

## Resources

Student Book p. 14

Audio **TR: 19–22** (Audio CD, Website)Picture Cards (for **Extend**) (Website)

## Materials

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

**Warm Up** On index cards, write the words from Lessons 1 and 2 in large, dark letters: *bag, ball, book, boy, cap, cub, map, paint, pen, point, top, and tub*. Display the cards along the bottom of the board, in random order. Then draw a two-column chart on the board. Label the columns *b* and *p*. Invite a student to the board and say *Choose a word. Say it aloud. Which sound do you hear—/p/ or /b/?* Have the student choose a card, say the word, identify the sound, and place the card in the correct column. The class confirms the answer. Repeat this for the other words.

**NOTE:** To display cards, use tape or tack to attach them to the board, or have students set them on the board's ledge. Be sure that cards are visible to everyone.

**9** Write *Tt* on the board. Ask *What letter is this?* Then say *This letter makes the sound /t/*. Have students make the /t/ sound. Then say *Open your books to page 14. Find the letter t*. Have students trace the upper- and lowercase *t* on the page with their finger.

Then say *Let's learn some words with /t/*. Look at the pictures and listen.

Play **TR: 19**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 20**. You may want to play **TR: 20** again and have students trace the *t* with their finger while they listen and repeat.

**TR: 19 and TR: 20** 1. /t/ I. /t/ ten  
2. /t/ table 3. /t/ sit 4. /t/ goat  
5. /t/ fourteen

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

**11** Say *Let's listen to more words with /t/*. Point to each picture in Activity 11 and ask *What's this?* Name any words that students can't identify. Then say *Listen and repeat*. Play **TR: 21** and have students repeat the words. Then ask *Where is /t/? Is it in the beginning, in the middle, or at the end of the word?* Listen and check. Play **TR: 21** again, pausing for students to check the correct position. Review the answers as a class.

**TR: 21** 1. two 2. rectangle 3. eat  
4. coat

**12** Read the directions aloud. Then play **TR: 22**, pausing for students to

**9 Listen.** Then listen and repeat. **TR: 19 and 20**

**10 Trace and say.**

**11 Is t in the beginning, in the middle, or at the end?** Listen and repeat. Check. **TR: 21**

**12 Do you hear t?** Listen and circle Yes or No. **TR: 22**

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

14

circle Yes or No. Review the answers as a class. For an extra challenge, say the Yes words from **TR: 22** again. Have students tell whether the /t/ is in the beginning, in the middle, or at the end of the word.

**TR: 22** 1. hat 2. bus 3. tiger 4. doctor

**Extend** Prepare Picture Cards of words with the sounds /p/, /b/, and /t/, such as *apple, ball, book, coat, goat, map, paper, pen, robot, table, and tub*. Place students in pairs, and give each pair a card. Make one of the sounds. Students stand up if they have a picture of a word with that sound. Have each pair show their card and say the word.

**NOTE:** If the word on a student's card has two target sounds, such as *robot*, students stand up two times.

**Wrap Up** Write key words from the lesson on the board, but leave out the letter *t*. For example, write *\_en, goa\_, four\_eeen*. Invite a student to the board. Say *Listen and find the word. Then write t*. Say *Fourteen*. The student writes *t* in the word *fourteen*. Repeat with a different student for each word.

# Unit 1

## Lesson 4



/d/

initial position: **d**esk

final position: board**d**

medial position: nood**l**es

**Key Words** desk, door, board, sad, noodles

**Additional Words** red, duck, window, doll

### Objectives

Students will

- hear /d/ in three positions.
- produce /d/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /t/ and /d/.

### Resources

Student Book p. 15

Audio **TR: 23–26** (Audio CD, Website)

**13 Listen.** Then listen and repeat. **TR: 23 and 24**

**14 Trace and say.**

**15 Is d in the beginning, in the middle, or at the end?** Listen and repeat. Check. **TR: 25**

**16 Do you hear t or d?** Listen and write t or d. **TR: 26**

1. t 2. d 3. d 4. t

15

**Warm Up** Say *Listen to the words I say and repeat the order.*

Say key words from one sound group in a random order. For example, say *Fourteen, goat, ten, sit, table.* Students repeat the words in the same order. Have students identify the target sound. (/t/) Repeat with words that have /p/ and /b/.

**13** Write *Dd* on the board in dotted outline. Ask *What letter is this?* Then trace the letters and say *This is the letter d. It makes the sound /d/.* Have students make the /d/ sound. Then say *Open your books to page 15. Find the letter d.* Have students trace the upper- and lowercase *d* on the page with their finger.

Say *Let's learn some words with /d/.* *Look at the pictures and listen.* Play **TR: 23.** Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 24.** You may want to play **TR: 24** again and have students trace the *d* with their finger while they listen and repeat.

**TR: 23 and TR: 24** D /d/ 1. /d/ desk  
2. /d/ door 3. /d/ board 4. /d/ sad  
5. /d/ noodles

**14** Say *Look at the words and pictures in Activity 13 again. Trace the letter d.* When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /d/ in the beginning, in the middle, or at the end of the word.

**15** Say *Let's listen to some more words with /d/.* Point to each picture in Activity 15 and ask *What's this?* Name any words that students can't identify. Play **TR: 25** and have students repeat the words. Then ask *Is the /d/ in the beginning, in the middle, or at the end of the word?* *Listen and check.* Play **TR: 25** again, pausing for students to check the correct position. Review the answers as a class.

**TR: 25** 1. red 2. duck 3. window  
4. doll

**16** Read the directions aloud. Then play **TR: 26**, pausing for students to write *t* or *d*. Review their answers as a class. After a student says the correct answer, say *That's right! T, /t/, toy. Let's make the letter t.* Have students trace the correct letter in the air.

**TR: 26** 1. toy 2. bread 3. dog 4. heart

**Extend** Write this nonsense rhyme on the board, leaving out the underlined letters *t* and *d*:

Ten goats on the table,  
A duck on the desk,  
Noodles on the board,  
Our classroom is a mess!

Say *Read the rhyme. What letters are missing? (t, d)* Have students read the rhyme silently and identify the missing letters. Then chant the rhyme as a class. Students can then make up their own version of this rhyme with other /t/ and /d/ words. For example: *Ten coats on the table. A doll on the desk. Ducks at the window. Our classroom is a mess!*

**Wrap Up** Write four words on the board—three words that share a target sound and one word that doesn't. For example: *doll, dog, book, and sad.* Say *Let's say the words aloud. Which doesn't belong? (book) Why?* (It has /b/, not /d/.) Have students suggest another word with /d/ to replace *book*. Repeat the activity with other groups of words.

## Lesson 5 Game and Chant

### Objectives

Students will

- hear /p/, /b/, /t/, and /d/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

### Resources

Student Book pp. 16, 72

Audio **TR: 27** (Audio CD, Website)

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

### Materials

index cards (for **Warm Up**); red, blue, green, and black crayons or colored pencils (one of each per student)

**17 Look, say, and circle.** Use red, blue, green, and black.

**18 Listen.** Then listen and chant. **TR: 27**

Sounds and letters. Letters and sounds.  
Clap your hands and turn around.

Pens and paper, p p p.  
Book and backpack, b b b.  
Toys and tablet, t t t.  
Desk and window, d d d.

Sounds and letters. Letters and sounds.  
Clap your hands and turn around.

**Warm Up** Write the letters *p*, *b*, *t*, and *d* on separate index cards. Prepare Picture Cards of words with these sounds, such as *book*, *desk*, *goat*, *map*, *noodles*, *paper*, *pen*, *robot*, *table*, and *tub*. Give each student either a letter card or a Picture Card. Say *Noodles*. The student with the *noodles* Picture Card stands up, shows it to the class, and repeats the word. Ask *Who has the correct sound card?* The student with the letter *d* card should stand and hold the card up. Say *That's right! D makes the /d/ sound. /d/ is in the middle of the word noodles*. Repeat with other words and sounds. If a word has two sounds, both students with matching letter cards stand.

**17** Have students look at the pictures in Activity 17 and say the words: *goat*, *map*, *desk*, *ball*, *pen*, *sad*, *book*, and *ten*. Make sure all students have red, blue, green, and black crayons or colored pencils. Explain the color code at the top of the activity. Then point to the first picture. Ask *What's this?* (a goat) *What sound do you hear—/b/, /d/, /t/, or /p/?* (/t/) Say *That's right! Goat has the /t/ sound. /t/ takes green, so let's circle the goat with the color*

*green*. Model circling the goat. Have students complete the activity alone or in pairs. Students follow the path from *Start* to *End*, saying the words and circling the pictures with the correct colors. When they finish, review their work. Have students point to each picture on the path, saying the word, the sound, and the color they used.

**18** Say *Look at the picture. What do you see?* Have students name any words they can, including words with the target sounds (pen, book, boy, ball, table, desk, window) and without (car, tree, sky). Then point to and say the remaining words with the target sounds (backpack, paper, tablet, teddy bear, toys). Have students find and point to these items in the picture. For example, say *Backpack. Do you see a backpack?* Have students point to the item and say the target sound(s) in each new word; for example: *backpack, /b/, /p/*.

Say *Let's listen to a chant*. Play **TR: 27** and have students listen to the chant. Say *Now, let's say the chant*. Play **TR: 27** again, pausing after each line and having students repeat it. Then play **TR: 27** a third time so that students can say the entire chant

as they listen. Model clapping your hands and turning around, and have students do the same as they chant.

**Extend** Write the main verse of the chant out of order on the board. Students read, write the correct letters in each line, then reorder the lines of the chant. Play **TR: 27** again, pausing for students to check their answers.

Book and backpack, b b b.  
Desk and window, d d d.  
Toys and tablet, t t t.  
Pens and paper, p p p.

**NOTE:** To add emphasis, use a different color of chalk or markers to write letters for target sounds on the board.

**Wrap Up** Have students look around the classroom and find any objects from the chant. For example, ask *Do you see a desk?* Have students say the target sounds in the names of items they find; for example: *desk, /d/*.

Have students turn to p. 72 and write the Unit 1 words in the **Picture Dictionary**.

# Unit 1

## Lesson 6

### Story Bella's First Day of School

**Summary** Bella is excited for the first day of school. She puts all of her favorite things into her bag. It's not easy for Bella to carry her bag to school—or to get her book out!

#### 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. 17, 78  
Audio **TR: 28–30** (Audio CD, Website)  
Unit 1 Worksheet (Website)  
Picture Cards (for **Warm up**) (Website)

#### Materials

- black, green, red, and blue crayons  
or colored pencils (one of each per student)

**19 Listen.** Then listen and repeat. TR: 28 and 29

### Bella's First Day of School

It's Bella's first day of school. She puts paper, books, pencils, and a map in her bag.

Poor Bella! Her bag is big. She's tired!

Books on your desks, please.

Yes, Ms. Todd.

My puzzle, my teddy bear, my doll, and my robot... and here's my book!

**20 Which sound do you hear?** Listen and circle. Then go to page 78. TR: 30

1 t	2 b	3 b	4 d
1 d	2 t	3 p	4 p

17

**Warm Up** Use Picture Cards or classroom objects to review Unit 1 words. For example, hold up the *table* Picture Card and ask *What's this?* Write the word on the board without the letters for the target sounds: *\_a\_ le*. Ask *What's missing?* (t, b) Write the missing letters and have students say the word, emphasizing the target sounds. Repeat with other words.

**19** Say *It's time for a story! Turn to page 17.* Read aloud the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a girl at school) Point to each panel, asking questions such as *Is Bella happy or sad?* (happy) Point to the bag and ask *What's this? Is it big or small?* (big) *What toys do you see?* (robot, doll, teddy bear, puzzle) Point to panel 3. *Where is Bella now?* (in the classroom)

Say *Now let's listen to the story.* Play **TR: 28.** As the story plays, point to each panel to show the order. Play **TR: 28** a second time. Have students point to each panel as they listen. Then say *Listen and say the sentences.* Play **TR: 29** and have students listen and repeat.

**Extend** Write the following sentence about the story on the board: *Bella's bag is big.* Point to it and say *Read this sentence about the story. Is it true or false?* (true) Repeat this with several other sentences: *There are pencils in Bella's bag.* (true) *Bella's book is not in her bag.* (false) *Bella has a robot and a puzzle.* (true)

Hold up the **Unit 1 Worksheet.** Point to the first word in Activity 1 (i\_s) and ask *What sound is missing?* (/t/) *How do you write /t/?* (t) *Let's write the letter t.* Point out that students must use uppercase letters for names (B for Bella). Have students complete the rest of Activity 1. Remind students that the words appear in order in the story. 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. Say each red letter and call on students to make the sound. Then say *Now listen.* Begin playing **TR: 30,** pausing after number 1. Repeat the word *ten* and ask *What sound do you*

*hear in the beginning—/t/ or /d/?* (/t/) Say *That's right! Let's circle the black number 1 and the letter t.* Continue playing **TR: 30,** pausing for students to circle the number and the correct letter.

**TR: 30** 1. /t/ ten 2. /b/ book 3. /p/ pen 4. /d/ desk

Have students take out black, green, red, and blue crayons or colored pencils. Have students turn to p. 78. Point to the red square and ask *What number is in the circled red square on page 17?* (2) Model checking p. 17 and writing the number 2 in the red square on p. 78. Repeat with the other colors and numbers. Have students use the completed key to color the picture correctly. When students finish, ask *What do you see?* (a bag) Students complete the word with the letter *b.*

**Wrap Up** Draw the outline of a bag on the board. Ask *What's this?* (a bag) *What's inside the bag?* Write *p, b, t, and d* on the board. Point to *p* and say *I put a pencil in my bag.* Write *pencil* inside the bag outline. Guide students to give you suggestions for each of the sounds. Then ask again *What's inside the bag?* As a class, read aloud the list of words you wrote.