

Lesson 1



/s/

initial position: sun

final position: grass

medial position: classroom

Key Words sun, sky, grass, classroom, eraser

Additional Words sad, dress, soup

Objectives

Students will

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

Resources

Student Book p. 18

Audio TR: 31–34 (Audio CD, Website)

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

Materials

tape or tack (optional, for Warm Up and Extend)

Warm Up Prepare Picture Cards of the following words from Unit 1: ball, book, desk, door, pen, puzzle, table, and tub. Display the cards on the board in a random order. Invite a student to the board, and ask *Which two words have /p/ in the beginning?* Have the student show the two correct cards to the class, as he or she says the /p/ sound and the words. (pen, puzzle) Repeat this with different students matching other pairs of words.

1 Write Ss on the board. Ask *What letter is this?* Say *This letter makes the sound /s/.* Have students make the /s/ sound. Then say *Open your books to page 18. Find the letter s.* Have students trace the upper- and lowercase s on the page with their finger.

Then say *Let's learn some words with /s/. Look at the pictures and listen.* Play TR: 31. Have students follow along with their finger. Then say *Listen again and repeat.* Play TR: 32. You may want to play TR: 32 again and have students trace the s (or ss) with their finger while they listen and repeat.

TR: 31 and TR: 32 S /s/ 1. /s/ sun
2. /s/ sky 3. /s/ grass 4. /s/ classroom
5. /s/ eraser

2 Say *Look at the words and pictures. Trace the letter s.* Make sure students trace s two times in grass and classroom. Then call on volunteers to say each word aloud. Students can also tell whether they hear /s/ in the beginning, in the middle, or at the end of the word.

3 Say *Let's listen to more words with /s/.* Point to each picture in Activity 3 and ask *What's this?* Name any words that students can't identify. Play TR: 33 and have students repeat the words. Ask *Where is /s/? Is it in the beginning, in the middle, or at the end?* Listen and check. Play TR: 33 again, pausing for students to check the correct position. Review the answers as a class.

TR: 33 1. sad 2. dress 3. classroom
4. soup

4 Read the directions aloud. Then play TR: 34, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 34 1. tiger 2. sister 3. bike 4. class

Unit 2 **1** Listen. Then listen and repeat. TR: 31 and 32

Ss

1. sun 2. sky

3. grass 4. classroom 5. eraser

2 Trace and say.

3 Is s in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 33

1. 2. 3. 4.

4 Do you hear s? Listen and circle Yes or No. TR: 34

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

18

Extend Prepare Picture Cards of words with the sound /s/: desk, dress, eraser, sky, soup, and sun. 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 Picture 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 identify where in the word the /s/ sound is. Repeat the activity, removing different cards.

Wrap Up Say *Listen. Stand up if you hear /s/.* Call out a list of words, some with /s/ and some without. Pause after each word for students to stand up if they hear /s/. Have students then repeat the word. You may also want students to say where in the word the /s/ sound is.

Unit 2

Lesson 2



/z/

initial position: zebra

final position: quiz

medial position: lizard

Key Words zebra, zero, quiz, lizard, puzzle

Additional Words zoo, blizzard, zipper

Objectives

Students will

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

Resources

Student Book p. 19

Audio **TR: 35–38** (Audio CD, Website)

Materials

index cards (for **Warm Up**)

5 Listen. Then listen and repeat. **TR: 35 and 36**

6 Trace and say.

7 Is z in the beginning, in the middle, or at the end? Listen and repeat. Check. **TR: 37**

8 Do you hear s or z? Listen and write s or z. **TR: 38**

1. z 2. s 3. z 4. s

Warm Up On separate index cards, write *p, b, t, d,* and *s* in large, red letters. Hold up a card and have students stand if their first name contains that sound. Then call on each student standing to say his or her name, the sound, and where in the name the sound is. For example: *Sonia, /s/, beginning.* Repeat with the other letters.

5 Write *Zz* on the board in dotted outline. Ask *What letter is this?* Then trace the letters and confirm the answer *z*. Say *This letter makes the sound /z/.* Have students make the /z/ sound. Then say *Open your books to page 19. Find the letter z.* Have students trace the upper- and lowercase *z* on the page with their finger.

Then say *Let's learn some words with /z/. Look at the pictures and listen.* Play **TR: 35**. Have students follow along with their finger. Then say *Listen again and repeat.* Play **TR: 36**. Play **TR: 36** again and have students trace the *z* (or *zz*) with their finger while they listen and repeat.

TR: 35 and TR: 36 *Z /z/ 1. /z/ zebra 2. /z/ zero 3. /z/ quiz 4. /z/ lizard 5. /z/ puzzle*

6 Say *Look at the words and pictures. Trace the letter z.* Make sure students trace *z* two times in *puzzle*. Then call on volunteers to say each word aloud. Students can also tell whether they hear /z/ in the beginning, in the middle, or at the end of the word.

7 Say *Let's listen to more words with /z/.* Point to each picture in Activity 7 and ask *What's this?* Name any words that students can't identify. Then play **TR: 37** and have students repeat the words. Ask *Where is /z/? Is it in the beginning, in the middle, or at the end?* Listen and check. Play **TR: 37** again, pausing for students to check the correct position. Then review the answers as a class.

TR: 37 *1. zoo 2. blizzard 3. quiz 4. zipper*

8 Read the directions aloud. Play **TR: 38**, pausing for students to write *s* or *z*. Review the answers as a class. Say *Number 1 is . . .* Pause for students to say *z*. Say *That's right! /z/ is in zero.*

TR: 38 *1. zero 2. rocks 3. puzzle 4. dinosaur*

Extend Create and practice tongue twisters with /s/ and /z/. Write incomplete tongue twisters on the board with a word bank. Have students complete the tongue twisters with the words that make the most sense.

A zebra and a _____ in **zoo**
 a blizzard at the _____. **Six**
 _____ books and an **classroom**
 _____ on a desk in our **lizard**
 _____. **eraser**

Then say *Let's say the tongue twisters. How fast can you say them?* Read and say the tongue twisters with the class, going faster each time. You may want to divide the class into two groups. One says the tongue twister for /z/ and the other says the one for /s/.

Wrap Up Act out a key word from Units 1 or 2. For example, pretend to be erasing something for *eraser*. Have students identify the word that your action represents and say the target sound. Repeat this until you have reviewed two words for each sound.

Lesson 3



/m/

initial position: **m**ountain

final position: **arm**

medial position: **mommy**

Key Words *mountain, moon, arm, bedroom, mommy*

Additional Words *computer, bathroom, monkey, mouth*

Objectives

Students will

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

Resources

Student Book p. 20

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

Picture Cards (for **Extend**) (Website)

Materials

a paper bag, small objects (for **Extend**)

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

10 Trace and say.

11 Is m in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 42

1. 2. 3. 4.

12 Do you hear m? Listen and **circle** Yes or No. TR: 42

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

20

Warm Up Make a two-column chart on the board with *s* and *z* as column heads. Say the following words: *see, puzzle, sit, eraser, lizard, quiz, desk, sun, and sky*. 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. (*s* = 6, *z* = 3)

9 Write *Mm* on the board. Ask *What letter is this?* Say *This letter makes the sound /m/*. Have students make the /m/ sound. Then say *Open your books to page 20. Find the letter m*. Have students trace the upper- and lowercase *m* on the page with their finger.

Then say *Let's learn more words with /m/*. *Look at the pictures and listen*. Play **TR: 39**. Have students follow along with their finger. Then say *Listen again and repeat*. Play **TR: 40**. Play **TR: 40** again and have students trace the *m* (or *mm*) with their finger while they listen and repeat.

TR: 39 and TR: 40 *M/m/ 1. /m/ mountain 2. /m/ moon 3. /m/ arm 4. /m/ bedroom 5. /m/ mommy*

10 Say *Look at the words and pictures. Trace the letter m*. Make sure students trace *m* three times in *mommy*. Then call on volunteers to say each word aloud. Students can also tell whether they hear /m/ in the beginning, in the middle, or at the end of the word.

11 Say *Let's listen to some more words*. Point to each picture in Activity II and ask *What's this?* Name any words that students can't identify. Then play **TR: 41** and have students repeat the words. Ask *Where is /m/? Is it in the beginning, in the middle, or at the end?* *Listen and check*. Play **TR: 41** again, pausing for students to check the correct position. Then review the answers as a class.

TR: 41 *1. computer 2. bathroom 3. monkey 4. mouth*

12 Read the directions aloud. Then play **TR: 42**, pausing for students to circle *Yes* or *No*. Review the answers as a class. Say *Number 1 is . . .* Pause for students to say *Yes*. Then say *That's right! /m/ is in arm*.

TR: 42 *1. arm 2. duck 3. man 4. family*

Extend Put Picture Cards and/or small objects into a paper bag. Include items that have /m/ and some that don't, but that have sounds previously studied (/p/, /b/, /t/, /d/, /s/, and /z/). Possible Picture Cards include: *arm, bedroom, desk, door, goat, mommy, moon, robot, sun, table, tub, and zebra*. Possible objects include: a ball, a book, a doll, an eraser, a map, a pen or pencil, a top, and a toy lizard.

Have a student take something from the bag and hold it up. Ask *What's this? Does it have /m/?* Have the student identify the word and answer *yes* or *no*. If the answer is *no*, have the student say the target sound(s) in the word. For example: *eraser, /s/*.

Wrap Up Say *Let's see how many words with /m/ we know. I'll start*. *Map*. Point to the student in the first seat and say *(Jian) please give me another word with /m/*. Have students continue in order until they cannot think of any more /m/ words. Then change the sound and repeat.

Unit 2

Lesson 4



/n/

initial position: **n**est

final position: lion**n**

medial position: rain**n**bow

Key Words nest, nose, lion, ocean, rainbow

Additional Words panda, chicken, noodles, sun

Objectives

Students will

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

Resources

Student Book p. 21

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

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

Materials

index cards (for **Extend**)

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

14 Trace and say.

15 Is n in the beginning, in the middle, or at the end?
Listen and repeat. Check. TR: 45

16 Do you hear m or n? Listen and write m or n. TR: 46

1. n 2. n 3. n 4. m

21

Warm Up Prepare Picture Cards of words with the sound /m/, such as *arm, bathroom, bedroom, computer, map, mommy, moon, and mouth*. Find several Picture Cards of familiar words without the sound /m/ to use as distractors. Say *Look at the pictures. Say the words with the sound /m/*. Hold up the cards, one at a time. Students name the picture only when the word contains /m/. Students can also tell whether the /m/ comes in the beginning, in the middle, or at the end of the word.

13 Trace an uppercase *N* in the air. Ask *What letter is this?* When a student answers correctly, write *Nn* on the board. Then say *This letter makes the sound /n/*. Have students make the /n/ sound. Then say *Open your books to page 21. Find the letter n*. Have students trace the upper- and lowercase *n* with their finger. Then say *Let's learn some words with /n/*. *Look at the pictures and listen*. Play **TR: 43**. Have students follow along with their finger. Then say *Listen again and repeat*. Play **TR: 44**. You may want to play **TR: 44** again and have students trace the *n* with their finger while they listen and repeat.

TR: 43 and TR: 44 N /n/ 1. /n/ nest
2. /n/ nose 3. /n/ lion 4. /n/ ocean
5. /n/ rainbow

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

15 Say *Let's listen to more words with /n/*. Point to each picture in Activity 15 and ask *What's this?* Name any words that students can't identify. Then play **TR: 45** and have students repeat the words. Ask *Where is /n/? Is it in the beginning, in the middle, or at the end?* *Listen and check*. Play **TR: 45** again, pausing for students to check the correct position. Then review the answers as a class.

TR: 45 1. panda 2. chicken 3. noodles
4. sun

16 Read the directions aloud. Then play **TR: 46**, pausing for students to write *m* or *n*. Review the answers as a class.

TR: 46 1. nature 2. dinner 3. run
4. move

Extend Prepare index cards with pairs of Unit 2 words: *lion/moon, mountain/dress, zebra/mommy, lizard/ocean, rainbow/mountain, grass/puzzle, and ocean/mommy*. There should be two of each card.

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

Wrap Up Point to pictures on Student Book pp. 20–21, in random order, identifying the word and the target sound incorrectly. For example, point to the picture for *bedroom* and say *Ocean, /n/*. Students listen and correct your mistake. For example, students say *No! Bedroom, /m/*. For an additional challenge, identify some words correctly, so that students have to listen for the mistakes as well as correct them.

Lesson 5 Game and Chant

Objectives

Students will

- hear /s/, /z/, /m/, and /n/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

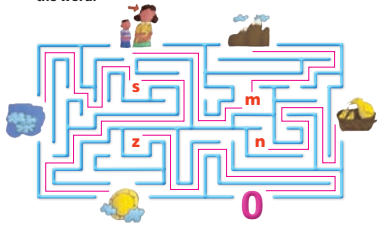
Student Book pp. 22, 72–73

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

Materials

colored pencils (*optional*)

17 Follow the path to the sound in the beginning of the word.

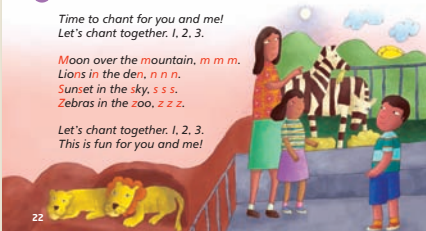


18 Listen. Then listen and chant. TR: 47

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

Moon over the mountain, m m m.
Lions in the den, n n n.
Sunset in the sky, s s s.
Zebras in the zoo, z z z.

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



Warm Up Write words from Units 1 and 2 on the board, leaving out the letter for the target sound. For example, write ook for book. Say **Book. What letter is missing?** Have students say the missing letter. (*b*) Then write the letter *b* to complete the word on the board. Say the word again, emphasizing the /b/ sound, and have students repeat. Write the following words on the board without the underlined letter, and repeat the activity for each of them: table, sad, pen, ball, desk, lizard, map, sun, moon, rainbow, quiz, eraser, arm, and nest.

17 Review the words (mommy, mountain, nest, zero, sun, sky) by pointing to a picture and asking **What's this?** Do this for all of the pictures. Then place students in pairs to complete the activity. Model the activity. Say **Nest.** Have students point to the picture of the nest. Ask **What sound does nest start with?** (/n/) **That's right! Nest starts with /n/. What's the letter for the /n/ sound?** (n) Say **Yes! So let's draw a line from n to the picture of the nest.** Have students say the words aloud as they draw lines. Walk around to provide help as needed.

Extend the activity by saying **Two words end with /n/. What are they?** (mountain, sun) Say **Use a different color to draw lines from the n to the words that end in n.** Have students use a different colored pencil to connect the letter *n* with these words.

18 Say **Look at the picture. What do you see?** Have students describe what they can, including words with the target sounds (moon, mountain, mommy, lion, sky, sun, zebra, zoo) and without (boy, girl). After students say the words they know, say the remaining words with the target sounds (sunset, den). Then have students find and point to the items in the picture. For example, say **Zebra. Do you see a zebra? It's black and white.**

Say **Let's listen to a chant.** Play **TR: 47** and have students listen to the chant. Then say **Now let's say the chant.** Play **TR: 47** again, pausing after each line and having students repeat it. Then play **TR: 47** a third time so that students can say the entire chant as they listen.

Extend Write the main verse of the chant as a matching activity on the board. Say **Read and think. Can**

you match the lines? Have students guess and match the two half lines in pairs. Then invite a pair of students to the board, and have them draw lines to make matches. Play **TR: 47** again, pausing for students to check their answers.

Moon over	the sky, s s s.
Lions in	the mountain, m m m.
Sunset in	the zoo, z z z.
Zebras in	the den, n n n.

Wrap Up Help students create their own verse for the chant, replacing the key words with other words that have the same target sound. Write students' suggestions on the board. Then have students chant their new verse to the same rhythm as the chant in Activity 18.

Mommy in the bedroom,	m m m.
Rainbow on the ocean,	n n n.
Eraser in the classroom,	s s s.
Zero on the quiz,	z z z.

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

Unit 2

Lesson 6

Story Nature Day

Summary A boy shows a nature book to his classmates. During his presentation, he gets a surprise visitor!

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. 23, 78
Audio **TR: 48–50** (Audio CD, Website)
Unit 2 Worksheet (Website)
Picture Cards (for **Warm Up**) (Website)

Materials

tape or tack (*optional*, for **Warm Up**);
blue, pink, green, and brown
crayons or colored pencils (one of
each per student)



Warm Up Prepare Picture Cards of the following words: *lion, moon, mouth, nose, panda, sky, sun, zebra*, and *zoo*. Hold up the *mouth* Picture Card and ask *What's this? Do you hear /n/?* (no) *Do you hear /m/?* (yes) Display the cards on the board. Invite a student to the board and give an instruction. For example, say *Find a word with the sound /s/*. Have the student take a card, show it to the class, and say the word. Have the class repeat the word and confirm that it has the target sound. Students can also identify the sound's position in the word. Repeat with other students and sounds.

19 Say *It's time for a story! Turn to page 23*. Read the story's title aloud, and have students look at the panels. Ask *What do you think the story is about?* (a boy, animals) Then point to each panel and ask questions using familiar words. For example, ask *Do you see a lion or a lizard?* (a lion) *What sound does lion start with?* (/l/) Repeat with other items: *moon, sun, sky, zebra, grass, rainbow, panda, seal, and ocean*.

Say *Now let's listen to the story*. Play **TR: 48**. As the story plays, point to

each panel to show the order. Play **TR: 48** a second time. This time, have students point to each panel as they listen. Then say *Listen and say the sentences*. Play **TR: 49** and have students listen and repeat.

Extend Write three *true* or *false* sentences about the story on the board: *The boy has a book.* (true) *A lion, a zebra, a panda, and a seal are in the book.* (true) *A lizard is in the book.* (false) Read each sentence aloud, pausing for the class to tell whether it's true or false. Then call on a student to correct the false sentence.

Hold up the **Unit 2 Worksheet**. Point to the first word in Activity 1 (*_oon*) and ask *What sound is missing?* (/m/) *How do you write /m/?* (*m*) *Let's write the letter m*. 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: 50**, pausing after number 1. Repeat the word *sky* and ask *What sound do you hear in the beginning—/s/ or /z/?* (/s/) Say *That's right! Let's circle the blue number 1 and the letter s*. Continue playing **TR: 50**, pausing for students to circle the number and the correct letter.

TR: 50 1. /s/ sky 2. /z/ zebra
3. /m/ mountain 4. /n/ nest

Have students take out blue, pink, green, and brown crayons or colored pencils. Have them turn to p. 78. Point to the green square and ask *What number is in the circled green square on page 23?* (3) Model checking p. 23 and writing number 3 in the green 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 coloring, ask *What do you see?* (a seal) Students complete the word with the letter *s*.

Wrap Up Reread the story aloud, but out of order. For example, begin by reading panel 3. Have students listen and point to the matching panel on the Student Book page.