

Unit 4

Lesson 1



/æ/

initial position: **a**pple

medial position: **ca**p

Key Words *apple, cap, pan, bag, lamp*

Additional Words *dad, map, ant, bath; bat (Lesson 2)*

Objectives

Students will

- hear /æ/ in two positions.
- produce /æ/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.

Resources

Student Book p. 32

Audio **TR: 72–75** (Audio CD, Website)

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

Unit 4 1 Listen. Then listen and repeat. **TR: 72 and 73**

Aa

1. 2. *apple cap*

3. 4. 5. *pan bag lamp*

2 Trace and say.

3 Do you hear **a**? Listen and circle Yes or No. **TR: 74**

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

4 Do you hear the word with **a** one or two times? Listen and circle 1 or 2. **TR: 75**

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

32

Warm Up Review sounds and words from Unit 3. Prepare Picture Cards of words with the sounds /f/, /v/, /g/, and /l/, such as *dog, egg, father, fish, goat, kangaroo, lion, pencil, and river*. Give the cards to students or pairs of students. Make one of the sounds. Have students stand up if they have a picture of a word with that sound. Students then show their card and say the word.

1 Write *Aa* on the board. Ask *What letter is this?* Then say *This letter makes the sound /æ/*. Have students make the /æ/ sound. Then say *Open your books to page 32. Find the letter a*. Have students trace the upper- and lowercase *a* on the page with their finger.

Then say *Let's learn some words with /æ/*. Look at the pictures and listen. Play **TR: 72**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 73**. You may want to play **TR: 73** again and have students trace the *a* with their finger while they listen and repeat.

TR: 72 and TR: 73 **A** /æ/ **1.** /æ/ *apple* **2.** /æ/ *cap* **3.** /æ/ *pan* **4.** /æ/ *bag* **5.** /æ/ *lamp*

2 Say *Look at the words and pictures in Activity 1 again. Trace the letter a*. When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /æ/ in the beginning or in the middle of the word.

3 Read the directions aloud. Then play **TR: 74**, pausing for students to circle *Yes* or *No*. Have students compare their answers in pairs before reviewing them as a class. Students can also say other words they know with /æ/, such as *hat*.

TR: 74 **1.** *sad* **2.** *bug* **3.** *cat* **4.** *black*

4 Say *Let's listen to more words with /æ/*. Use the pictures to help students identify any new words. Read the directions aloud. Begin playing **TR: 75**, pausing after number 1. Say *Dad has the /æ/ sound. Did you hear dad one or two times?* (two) *That's right. Let's circle 2*. Continue playing **TR: 75**, pausing again after number 2 and asking *Did you hear map one or two times?* (one) Model circling *1*. Have students complete numbers 3 and 4 on their own. Review their answers as a class. Play **TR: 75** a third time, and have students repeat the first word in each pair.

NOTE: By repeating only the first word, students repeat the target word, not the distractor word.

TR: 75 **1.** *dad, dad* **2.** *map, mop* **3.** *ant, ant* **4.** *bath, both*

Extend Write the following words with /æ/ on the board in a random order: *ant, bag, cap, dad, map, pan, sad, and van*. Read the words aloud, then ask *Which words rhyme?* Have a student come to the board and draw a line to connect two rhyming words, such as *cap* and *map*. Repeat until all pairs of rhyming words are matched. Then ask questions about the pairs, such as *Do ant and bag rhyme?* (no) For an extra challenge, ask students to name any other words that rhyme with the words on the board, such as *man* for *pan* and *van*.

Wrap Up Say *Listen and act out the words with the sound /æ/*. Call out words students know with and without /æ/. For example, *apple, bath, lemon*, etc. Students act out only the words with /æ/. For example, they pretend to eat an apple or to wash themselves in a bath. For words without /æ/, students stay still.

Lesson 2



/ɛ/

initial position: egg

medial position: ten

Key Words egg, ten, bed, desk, shelf

Additional Words neck, web, pen

Objectives

Students will

- hear /ɛ/ in two positions.
- produce /ɛ/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /æ/ and /ɛ/.

Resources


Student Book p. 33


Audio TR: 76–79 (Audio CD, Website)


Materials


index cards, tape or tack (optional)
(for Extend and Wrap Up)


5 Listen. Then listen and repeat. TR: 76 and 77

1.  egg

2.  ten

3.  bed

4.  desk


5.  shelf


6 Trace and say.


7 Do you hear e? Listen and circle Yes or No. TR: 78


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

8 Do you hear a or e? Listen and write a or e. TR: 79

1.  neck

2.  bat

3.  web

4.  pen

33

Warm Up Say *Let's see how many words we know with /æ/. I'll start. Cap.* Point to the student in the first seat and say *(Luis) please say another word with /æ/.* Have students continue in order while you write their words on the board. Students can say words from Lesson 1 as well as from previous units: *family, happy, have, kangaroo, map, sad, and van.* When you finish, have students guess how many words are written on the board. Count to check the number.

5 Trace an uppercase E in the air. Ask *What letter is this?* When a student answers correctly, write Ee on the board. Then say *This letter makes the sound /ɛ/.* Have students make the /ɛ/ sound. Then say *Open your books to page 33. Find the letter e.* Have students trace the upper- and lowercase e with their finger.

Then say *Let's learn some words with /ɛ/. Look at the pictures and listen.* Play TR: 76. Have students follow the words with their finger. Then say *Listen again and repeat.* Play TR: 77. You may want to play TR: 77 again, and have students trace the e with their finger while they listen and repeat.

TR: 76 and TR: 77 E /ɛ/ 1. /ɛ/ egg

2. /ɛ/ ten 3. /ɛ/ bed 4. /ɛ/ desk

5. /ɛ/ shelf

6 Say *Look at the words and pictures in Activity 5 again. Trace the letter e.* When students finish, call on volunteers to say each word aloud. Have students say if they hear /ɛ/ in the beginning or in the middle of the word.

7 Read the directions aloud. Then play TR: 78, pausing for students to circle Yes or No. Review the answers as a class. You may also want to call on volunteers to say other words, with or without /ɛ/. Other students listen and raise their hand if they hear /ɛ/.

TR: 78 1. leg 2. man 3. end 4. hat

8 Use the pictures to help students identify any new words. Then say *Listen and point to the words.* Play TR: 79, pausing for students to point to the word under each picture. Begin playing TR: 79 again, pausing after number 1. Ask *Do you hear /æ/ or /ɛ/? (/ɛ/) That's right! Neck has the /ɛ/ sound. Let's write the letter e.* Continue playing TR: 79 and have students complete the activity. Review

the answers as a class. You may want to play TR: 79 again and have students repeat the words.

TR: 79 1. neck 2. bat 3. web 4. pen

Extend Practice blending and spelling CVC (consonant/vowel/consonant) words with /æ/ or /ɛ/, such as *bag, bat, bed, map, pan, pen, sad, ten, and van.* Write letters on index cards (one per card): *a, b, d, e, g, m, n, p, s, t, and v.* Display these on the board. Invite a student to the board. Say *Listen to the sounds and find the letters.* Then sound out a CVC word. For example, say /b/, /æ/, /g/. Have the student find the three letters and place them on the board in the correct order. Point to the letter cards and sound out the word again. Have students repeat. Continue the activity with different words and students.

Wrap Up Choose letter cards from the Extend activity to spell a CVC word, such as *red (r, e, d).* Display the letter cards on the board out of order, for example *dre.* Ask *What word can we make with these letters?* Invite a student to rearrange the letter cards to form the correct word. Repeat with other letters for CVC words.

Unit 4

Lesson 3



/I/

initial position: in

medial position: big

Key Words in, big, sit, fish, kitchen

Additional Words gift, dig, pin, lid; milk, six (Lesson 4)

Objectives

Students will

- hear /I/ in two positions.
- produce /I/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.

Resources

Student Book p. 34

Audio **TR: 80–83** (Audio CD, Website)

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

Materials

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

9 Listen. Then listen and repeat. **TR: 80 and 81**

10 Trace and say.

11 Do you hear I? Listen and circle Yes or No. **TR: 82**

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

12 Do you hear the word with i one or two times? Listen and circle 1 or 2. **TR: 83**

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

34

Warm Up Write this nonsense rhyme on the board, leaving out the underlined letters *a* and *e*:

An apple in my bag,
Ten eggs in my bed,
An ant in my bath,
A shelf on my head!

Say *Read the rhyme. What letters are missing?* (*a* and *e*) Have students read the rhyme and identify the missing letters. Invite students to come to the board, one at a time, and write a letter to complete each word of the rhyme. Chant the completed rhyme as a class.

9 Write *Ii* on the board. Ask *What letter is this?* Say *This letter makes the sound /i/.* Have students make the /i/ sound. Then say *Open your books to page 34. Find the letter i.* Have students trace the upper- and lowercase *i* on the page with their finger.

Then say *Let's learn some words with /i/.* *Look at the pictures and listen.* Play **TR: 80**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 81**.

You may want to play **TR: 81** again and have students trace the *i* with their finger while they listen and repeat.

TR: 80 and TR: 81 1. /i/ 1. /i/ in
2. /i/big 3. /i/ sit 4. /i/ fish
5. /i/ kitchen

10 Say *Look at the words and pictures in Activity 9 again. Trace the letter i.* When students finish, call on volunteers to say each word and tell whether they hear /i/ in the beginning or in the middle of the word.

11 Read the directions aloud. Then play **TR: 82**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. Students can also say other words they know with /i/, such as *picture*.

TR: 82 1. six 2. rat 3. hen 4. wig

12 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 83**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. Play **TR: 83** again and have students listen and repeat the first word in each pair.

TR: 83 1. gift, gift 2. dig, dig
3. pin, pen 4. lid, lid

Extend Prepare Picture Cards of words with sounds from Lessons 1–3, such as *apple, bed, big, dad, desk, egg, fish, kitchen, lamp, map, and shelf*. Display these at the front of the class and say *Look at the pictures. Think of the words and remember them.* Allow time for students to study the pictures quietly. Then say *Now close your eyes.* Remove a card and say *Now open your eyes. What's missing?* Students identify the missing Picture Card and say the word. You may want students to say both the word and the sound it contains, for example: *fish, /i/*. Confirm their response by holding up the missing card. Repeat the activity, removing different cards.

Wrap Up Act out a key word from Lessons 1–3. For example, sit down for *sit*. Have students identify the word that your action represents and the target sound. Repeat this activity until you have reviewed at least two words for each sound.

Lesson 4



/a/

initial position: **o**nmedial position: **to**p**Key Words** *on, top, hot, mom, closet***Additional Words** *sock, pot***Objectives**

Students will

- hear /a/ in two positions.
- produce /a/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /ɪ/ and /a/.

Resources

Student Book p. 35

Audio **TR: 84–87** (Audio CD, Website)**Materials**index cards (for **Extend**)

13 Listen. Then listen and repeat. **TR: 84 and 85**

14 Trace and say.

15 Do you hear **o**? Listen and circle Yes or No. **TR: 86**

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

16 Do you hear **i** or **o**? Listen and write *i* or *o*. **TR: 87**

35

Warm Up Make a three-column chart on the board with *a*, *e*, and *i* as column heads. Say the following words: *apple, shelf, big, fish, cap, lamp, egg, sit, web, lid, ant, pan, bat, and gift*. Pause after each word, and invite a student to write a check mark in the correct column. At the end of the activity, have students count the number of check marks in each column. (*a* = 6, *e* = 3, *i* = 5)

13 Write an uppercase *O* on the board in dotted outline. Ask *What letter is this?* Then trace the letter and say *This letter makes the sound /a/*. Have students make the /a/ sound. Then say *Open your books to page 35. Find the letter o*. Have students trace the upper- and lowercase *o* on the page with their finger.

Then say *Let's learn some words with /a/*. Look at the pictures and listen. Play **TR: 84**. Have students follow along with their finger. Say *Listen again and repeat*. Play **TR: 85**. You may want to play **TR: 85** again and have students trace the *o* with their finger while they listen and repeat.

TR: 84 and TR: 85 *O /a/ 1. /a/ on 2. /a/ top 3. /a/ hot 4. /a/ mom 5. /a/ closet*

14 Say *Look at the words and pictures in Activity 13 again. Trace the letter o*. When students finish, call on volunteers to say each word aloud. Have students also say where they hear /a/ in the word.

15 Read the directions aloud. Then play **TR: 86**, pausing for students to circle *Yes* or *No*. Review the answers as a class. You may also want to call on volunteers to say other words they know, with or without /a/. Other students raise their hand when they hear a word with /a/.

TR: 86 *1. clock 2. mix 3. hop 4. pig*

16 Use the pictures to help students identify any new words. Then play **TR: 87**, pausing for students to point to the word under each picture. Read the directions aloud. Then play **TR: 87** again, pausing for students to write *i* or *o* in the words. Review the answers as a class. You may want to play **TR: 87** a third time and have students repeat the words.

TR: 87 *1. milk 2. sock 3. pot 4. six*

Extend Practice blending and sounding out CVC words from Lessons 1–4, such as *bag, bat, big, dad, dog, lid, map, mom, pan, pen,*

pot, sad, ten, top, and van. Write letters on index cards (one per card): *a, b, d, e, g, i, l, m, n, o, p, s, t, and v*. Give these cards to students. Then say *Let's make some words. Come to the front when you hear your sound and stand in order*. Sound out a CVC word. For example, say /p/, /a/, /t/. Have the three students with the letter cards for *p*, *o*, and *t* stand in order at the front of the class, holding up their cards. Point to the cards and have students sound out and say the word again: /p/, /a/, /t/, *pot*. Continue the activity with different words and students.

Wrap Up Say a word from Unit 4, such as *sock*. Call on a volunteer to stand up and repeat the word, say the target sound, and then say another word with the same sound. For example, the student might say *Sock, /a/, top*. Then say a word with a different target sound, such as *desk*. Call on another volunteer to stand up to say a sound pair, for example: *Desk, /ɛ/, bed*. Continue the activity with other sounds and students.

Unit 4

Lesson 5 Game and Chant

Objectives

Students will

- hear /æ/, /ɛ/, /ɪ/, and /ɑ/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 36, 74

Audio **TR: 88** (Audio CD, Website)

Materials

red, blue, green, and black crayons or colored pencils (one of each per student); small objects for game pieces (one per student, *optional*); coins (one per pair, *optional*)

Warm Up Write four words on the board—three words that share a target sound and one word that doesn't. For example: *apple, bag, lamp,* and *top*. Say *Let's say the words aloud*. Read the words chorally. Then ask *Which doesn't belong?* (top) *Why?* (It has /ɑ/, not /æ/.) Have students suggest another word with /æ/ to replace *top*. Repeat the activity with other groups of words.

17 Have students look at the pictures and say the words: *gift, egg, top, apple, fish, ten, bath,* and *sock*. 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 gift) *What sound do you hear—/æ/, /ɛ/, /ɪ/, or /ɑ/? (/ɪ/)* Say *That's right! Gift has the /ɪ/ sound. /ɪ/ takes green, so let's circle the gift with the color green*. Model circling in green. Then have students complete the activity alone or in pairs. Students follow the path from *Start* to *End*, saying the words and circling the pictures in the correct colors. When they finish, review their work. Have students point to each picture, saying the word, the sound, and the color they used.

Students can also play this as a game, using game pieces and coins. In pairs, have students take turns flipping a coin and moving their game piece along the path, saying and circling the words as they do so. They move forward one space when they flip *heads* and move back one space when they flip *tails*. The first student to reach the end is the winner.

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (bag, egg, fish, pot, closet) and without (girl, boy). Point to different parts of the picture, and ask questions such as *What's this? Which room is this?* If students have trouble answering, ask yes/no questions such as *Do you see a (fish)?*

Say *Let's listen to a chant*. Play **TR: 88** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 88** again, pausing after each line and having students repeat it. Then play **TR: 88** a third time so that students can say the entire chant as they listen. You may also want to have students chant in four sound groups (/æ/, /ɛ/, /ɪ/, and /ɑ/). All groups chant the chorus together.

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

18 Listen. Then listen and chant. **TR: 88**

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

Bag in the bathroom, a a a.
Egg in the bedroom, e e e.
Fish in the kitchen, i i i.
Pot in the closet, o o o.

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

Then each group chants the line for their sound only, with or without actions. Students can pretend to wash their hands (bathroom), to sleep (bedroom), to cook (kitchen), or to take a shirt out of a closet.

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: 88** again, pausing for students to check their answers. Have students also say the target sound for each line.

Pot in the closet, o o o.
Egg in the bedroom, e e e.
Bag in the bathroom, a a a.
Fish in the kitchen, i i i.

Wrap Up Say incorrect lines from the chant, such as *Fish in the closet*. Students listen and correct your mistake. For example, a student may say *No! Fish in the kitchen. Pot in the closet*. Repeat this activity to review each line of the chant.

Have students turn to p. 74 and write the Unit 4 words in the **Picture Dictionary**.

Lesson 6

Story Eddy's Cap

Summary Eddy is looking everywhere for his cap. His mom and dad don't help him find it, but his dog Ziggy does.

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. 37, 78
 Audio **TR: 89–91** (Audio CD, Website)
 Unit 4 Worksheet (Website)

Materials

- index cards, tape or tack (*optional*) (for **Warm Up**); brown, blue, black, and orange crayons or colored pencils (one of each per student); objects to represent Unit 4 key words (for **Wrap Up**)

Warm Up On index cards, write words from Lessons 1–4 in large, dark letters: *bag, bed, big, cap, closet, dad, desk, dog, lamp, mom, pan, pot, and shelf*. Display the cards along the bottom of the board, in random order. Then draw a four-column chart on the board. Label the columns *a*, *e*, *i*, and *o*. Invite a student to the board and say *Choose a word. Say it aloud. Which sound do you hear — /æ/, /ɛ/, /i/, or /a/?* Have the student choose a card, read the word, identify the sound, and place the card in the correct column. Confirm the answer. Repeat with the other words and students.

19 Say *It's time for a story! Turn to page 37.* Read the story's title and have students look at the panels. Ask *What do you think the story is about?* (a boy and his cap) Then point to each panel, asking questions such as *Who's this?* (Eddy) *Where's Eddy?* (in the bedroom) *What animal do you see?* (a dog) *Who is in the living room?* (Eddy and his dad) *Who is in the kitchen?* (Eddy and his mom) *Does Eddy find his cap?* (yes)

Say *Now let's listen to the story.* Play **TR: 89**. As the story plays, point to each panel to show students the order. Play **TR: 89** a second time. Students point to each panel as they listen. Then play **TR: 90** and have students listen and repeat.

Extend Write the following sentences about the story on the board: *Eddie wants his cap/closet/pans. His mom/cat/dog has it!* Say *Read the sentences about the story. Choose the correct words.* Call on students to circle and say the correct words. (cap, dog)

Hold up the **Unit 4 Worksheet**. Point to the first word (*_ddy*) and ask *What sound is missing? (/ɛ/)* *How do you write /ɛ/?* (e) *Let's write the letter e. Remember, because this is Eddy's name, we need to write an uppercase E.* 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 students finish, have them work in pairs to do Activity 2. Students say the words and copy them into the correct column.

19 Listen. Then listen and repeat. **TR: 89 and 90**

Eddy's Cap

20 Which sound do you hear? Listen and circle. Then go to page 78. **TR: 91**

1 a	2 e	3 i	4 i
1 o	2 e	3 o	4 o

20 Read the directions aloud. Say each red letter and call on students to make the sound. Then play **TR: 91**, pausing for students to circle the number and the correct letter.

TR: 91 1. /a/ clock 2. /ɛ/ desk
 3. /i/ in 4. /æ/ pans

Have students take out brown, blue, black, and orange crayons or colored pencils. Have them turn to p. 78 and write the numbers into the correct squares. Remind students to check p. 37 as necessary. Have students use the completed key to color the picture correctly. Then ask *What do you see?* (a cap) Students complete the word with the letter *a*.

Wrap Up Show students objects such as a map, a pen, a sock, and a safety pin. Hold up the map and ask *What's this? What sound do you hear?* (/æ/) Repeat this for the other items. Then have students close their eyes. Hide the objects. For example, put the map on your desk. Say *Open your eyes. Where's the object with /æ/? Is it in my bag?* (no) *Is it on my desk?* (yes) Students point to the map. Repeat with the other objects.