

Unit 6

Lesson 1



/k/

initial position: **cat**

Key Words *cat, car, cup, cake, color*

Additional Words *coat, cone, cold, carrot; picnic, cart (Lesson 2)*

Objectives

Students will

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

Resources

Student Book p. 44

Audio **TR: II2–II5** (Audio CD, Website)

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

Unit 6 1 Listen. Then listen and repeat. TR: II2 and II3

1. 2.
cat car

3. 4. 5.
cup cake color

2 Trace and say.

3 Do you hear **c**? Listen and circle Yes or No. TR: II4

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

4 Do you hear the word with **c** one or two times? Listen and circle 1 or 2. TR: II5

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

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Warm Up Review target sounds and words from Unit 5. Say *Let's see how many words with /j/ we know. I'll start. Yawn.* Point to the student in the first seat and say *(Lara) please say another word with /j/.* Have students continue in order until they cannot think of any more /j/ words. Then continue the activity with the sounds /ʌ/, /ʊ/, and /i/.

1 Write Cc on the board. Ask *What letter is this?* Say *This letter makes the sound /k/.* Have students make the /k/ sound. Then say *Open your books to page 44. Find the letter c.* Have students trace the upper- and lowercase c on the page with their finger.

Then say *Let's learn some words with /k/.* Look at the pictures and listen. Play **TR: II2**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: II3**. You may want to play **TR: II3** again and have students trace the c with their finger while they listen and repeat.

TR: II2 and TR: II3 C /k/ 1. /k/ cat
2. /k/ car 3. /k/ cup 4. /k/ cake
5. /k/ color

NOTE: Point out that the /k/ sound is often used for the letter c. However,

when c comes before an e, i, or y, the /s/ sound is used. Students will learn the /s/ sound for c in Lesson 2.

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

3 Read the directions aloud. Then play **TR: II4**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. You may also want to call on volunteers to say other words, with or without /k/ for the letter c. Other students listen and raise their hand only when they hear /k/.

TR: II4 1. jam 2. cod 3. gate 4. cut

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: II5**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. You may want to play **TR: II5** again and have students repeat the first word in each pair.

TR: II5 1. coat, goat 2. cone, bone
3. cold, cold 4. carrot, carrot

Extend Prepare Picture Cards of words with /k/ for the letter c: *cake, car, cat, coat, cold, and color.* 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 different students and a different word order. For an additional challenge, call on a student to say the words in the order he or she chooses.

Wrap Up Play a drawing game, using words from the lesson. Begin drawing a simple picture on the board, pausing to ask *What's this?* When students guess correctly, complete the picture and say *That's right! It's a (cat).* You may also want to invite students to draw the pictures on the board.

Lesson 2



/s/

initial position: cent

final position: face

medial position: pencil

Key Words cent, city, face, juice, pencil

Additional Words bicycle, rice, circle, dance, cereal, mice

Objectives

Students will

- hear /s/ in three positions.
- produce /s/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /k/ and /s/ for the letter c.

Resources

Student Book p. 45

Audio **TR: 116–119** (Audio CD, Website)

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

Materials

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

5 Listen. Then listen and repeat. TR: 116 and 117

6 Trace and say.

7 Is c in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 118

8 Do you hear c as in cat or c as in cent? Listen and circle in green or in blue. TR: 119

Warm Up Write words from Lesson 1 on the board: *cake, car, carrot, cat, coat, cold, color, and cone*. Divide the class into two teams. Invite a student from each team to the board. Say *Listen and circle the word cat*. The first student to circle the word *cat* gets a point for his or her team. Continue with other students until all words are circled.

5 Write the words *color* and *circle* on the board. Point to *color* and ask *What sound does the letter c make in color?* (/k/) *Yes. C can make the sound /k/.* Then point to the first c in *circle* and ask *What sound does the first c make in circle?* (/s/) Say *Yes! C can also make the sound /s/.* Have students make the /s/ sound. Ask *What other letter makes the sound /s/?* (s) *That's right! We hear /s/ in words with s, like sun. Let's learn words with the letter c for /s/.* Have students open their books to p. 45. Say *Look and listen.* Play **TR: 116**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 117** and have students listen and repeat.

TR: 116 and TR: 117 C /s/ 1. /s/ cent
2. /s/ city 3. /s/ face 4. /s/ juice
5. /s/ pencil

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

NOTE: Explain that when /s/ is at the end of the word, the c is followed by a silent e, as in *face* and *juice*.

7 Say *Let's listen to some more words with /s/ for the letter c.* Use the pictures to help students identify any new words. Then play **TR: 118** and have students repeat the words. Read the directions aloud and play **TR: 118** again, pausing for students to check the correct position for the /s/. Review the answers as a class.

TR: 118 1. bicycle 2. rice 3. circle
4. dance

8 Have students take out green and blue crayons or colored pencils. Say each word and have students point to the letter c. Begin playing **TR: 119**, pausing after the word *cereal*. Ask *Do you hear /k/ as in cat or /s/ as in cent?* (/s/ as in cent) *Yes. Blue is for /s/, so let's circle the word cereal in blue.* Model circling the word *cereal* in blue. Continue playing **TR: 119**, pausing for students to circle the words with the correct color.

TR: 119 1. cereal 2. picnic 3. cart
4. mice

Extend Prepare Picture Cards of words from Lessons 1 and 2: *cake, car, cat, coat, cold, color, dance, juice, pencil, and rice*. Make a two-column chart on the board. Hold up the *cat* card and ask *What's this? What sound does the letter c make?* (/k/) Write on the board: c as in *cat* as the first column head, and display the Picture Card in that column. Do the same for the *juice* Picture Card in the second column. Continue holding up cards and having students identify the correct sound and column. Then have students close their eyes while you move a card into the wrong group. Say *Open your eyes. What's wrong?* After students respond, invite a student to correct the error. Repeat, moving different cards. Leave the columns on the board for the **Wrap Up**.

Wrap Up With books closed, have students suggest more words for each column on the board. Then have students look on pp. 44–45 of their books for any other words to include.

Unit 6

Lesson 3



/k/

initial position: king

final position: book

medial position: cookie

Key Words king, kite, book, walk, cookie

Additional Words key, pink, kitchen, blanket; cook, sink (Lesson 4)

Objectives

Students will

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

Resources

Student Book p. 46

Audio **TR: I20–I23** (Audio CD, Website)

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

Materials

index cards (for **Extend**)

9 Listen. Then listen and repeat. TR: I20 and I21

10 Trace and say.

11 Is k in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: I22

12 Do you hear k? Listen and circle Yes or No. TR: I23

1. Yes No	2. Yes No	3. Yes No	4. Yes No
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Warm Up Divide the class into two teams. Assign each team a sound for the letter c: /k/ or /s/. Say *Listen and stand up when you hear words with your sound.* Call out words from Lessons 1 and 2 in random order. For example, *cake, face, cup, cold,* etc. Team members stand up when they hear words with their sound. You may also want to have students demonstrate the meaning of some of the words. For example, students might point to their face or pretend to shiver for the word *cold*.

9 Write Kk on the board. Ask *What letter is this?* Say *This letter makes the sound /k/.* Have students make the /k/ sound. Then ask *What other letter can make the sound /k/?* (c) *That's right. The letters c and k can both make the sound /k/. Now let's learn about the letter k. Open your books to page 46. Find the letter k.* Have students trace the upper- and lowercase k on the page with their finger.

Then say *Now let's learn some words with the letter k for /k/. Look at the pictures and listen.* Play **TR: I20**. Have students follow the words with their finger. Then say *Listen again and*

repeat. Play **TR: I21**. You may want to play **TR: I21** again and have students trace the k with their finger while they listen and repeat.

TR: I20 and TR: I21 K /k/ 1. /k/ king
2. /k/ kite 3. /k/ book 4. /k/ walk
5. /k/ cookie

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

11 Say *Let's listen to some more words with the letter k for /k/.* Use the pictures to help students identify any new words. Play **TR: I22** and have students repeat the words. Then read the directions aloud and play **TR: I22** again, pausing for students to check the correct position of /k/. Review the answers as a class.

TR: I22 1. key 2. pink 3. kitchen
4. blanket

12 Read the directions aloud. Then play **TR: I23**, pausing for students to circle Yes or No. Have students compare their answers in pairs before

reviewing them as a class.

TR: I23 1. kangaroo 2. goal 3. look
4. baker

Extend Prepare Picture Cards of words from Lessons 1 and 3: *book, car, cat, coat, color, cookie, kitchen, kite,* and *pink*. Write the same words on separate index cards. Give students (or pairs of students) a word card or a Picture Card. Say one of the words. For example, say *Kite*. The students with the Picture Card and word card for *kite* stand up to show and read their words to the class. Ask *Is the /k/ in kite made by the letter c or the letter k?* (k) Repeat with the other words.

Wrap Up Have students look at the pictures on p. 46 of their books. Say *Find a word with k for /k/ in the middle.* Students point to and say the correct word or words. (cookie, blanket) Repeat with other words with k for /k/ in various positions.

Lesson 4



/ks/

final position: fox

medial position: taxi

Key Words fox, box, six, mix, taxi

Additional Words T. rex, wax

Objectives

Students will

- hear /ks/ in two positions.
- produce /ks/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between letters and sounds: k (/k/) and x (/ks/).

Resources

Student Book p. 47

Audio TR: 124–127 (Audio CD, Website)

13 Listen. Then listen and repeat. TR: 124 and 125

Xx

1. fox 2. box

3. 6 4. mix 5. taxi

14 Trace and say.

15 Do you hear x? Listen and circle Yes or No. TR: 126

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

16 Do you hear k or x? Listen and write k or x. TR: 127

1. T. rex 2. cook 3. wax 4. sink

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Warm Up Write four words from Unit 6 on the board—three words that share a target sound and one word that doesn't. For example: *king, walk, key,* and *face*. Say *Let's say the words aloud. Which doesn't belong?* (*face*) *Why?* (It has /s/, not /k/.) Have students suggest another word with the letter *k* for /k/ to replace *face*. Repeat with other groups of words.

13 Write Xx on the board in dotted outline. Ask *What letter is this?* Trace the letter and confirm the answer *x*. Then say *This letter makes the sound /ks/*. Have students make the /ks/ sound. Then say *Open your books to page 47. Find the letter x*. Have students trace the upper- and lowercase *x* with their finger.

Say *Let's learn some words with /ks/*. Look at the pictures and listen. Play TR 124. Have students follow the words with their finger. Then say *Listen again and repeat*. Play TR: 125. Play TR: 125 again and have students trace the *x* with their finger while they listen and repeat.

TR: 124 and TR: 125 X /ks/ 1. /ks/ fox
2. /ks/ box 3. /ks/ six 4. /ks/ mix
5. /ks/ taxi

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

15 Read the directions aloud. Then play TR: 126, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. You may also want to call on volunteers to say other words, with or without /ks/. Other students listen and raise their hand only when they hear /ks/.

TR: 126 1. tax 2. bus 3. fix 4. rock

16 Use the pictures to help students identify any new words. Then read the word below each picture and invite students to guess the missing letter (*k* or *x*). Read the directions aloud. Then play TR: 127, pausing for students to write *k* or *x*. Have students compare their answers in pairs before reviewing them as a class. You may want to play TR: 127 again and have students repeat the words.

TR: 127 1. T. rex 2. cook 3. wax 4. sink

Extend Write this nonsense rhyme on the board, leaving out each underlined *x*:

Mix a fox in a box
With a T. rex in a taxi
The T. rex eats the fox,
And the box, and the taxi!

Say *Read the rhyme. What letter is missing?* (*x*) Invite students to come to the board and write in the missing letters. Have them say each word aloud. Then chant the rhyme as a class.

Wrap Up Say a word from Lessons 1–4. For example, say *Cent*. Have students repeat the word and say the target letter and sound. (*c*, /s/) Then say *Now tell me another word with the letter c for /s/*. Call on a student to give a word with a matching letter and sound, such as *city*. Repeat with words for other sounds and letters.

Unit 6

Lesson 5 Game and Chant

Objectives

Students will

- hear /k/, /s/, and /ks/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 48, 75–76

Audio **TR: I28–I29** (Audio CD, Website)

Warm Up Write words from Lessons 1–4 on the board, but without letters for the target sounds. For example, write ity for city, leaving out the underlined letter. Do the same for the following words: cent, color, cookie, cup, face, fox, king, mix, taxi, and walk. Invite a student to the board. Say *Find the word cookie. What letter is missing? Write the letter and say the sound.* The student finds the word, writes *k*, and then says the letter and sound: *k, /k/*. Have the class read the completed word aloud. Repeat with other students and words.

17 Have students identify the pictures. (grid 1: *pencil, kite, cat, six, king, car, taxi, cent, cup*; grid 2: *box, face, mix, book, pink, walk, six, fox, juice*) Then say *We need to find three words in a row. Look at number 1. Which sound and letter is at the beginning of each word?* Have students identify the sounds and letters. Then ask *Which three words have the same sound and letter at the beginning?* (*cat, car, cup*) Ask *Are these three words in a row?* (yes) *Let's draw a line.* Students draw a vertical line between the cat, the car, and the cup. Have students do the same for

grid 2, finding three words with the same sound at the end. Students can work alone or in pairs.

Say *Now listen and repeat. Check your answers.* Play **TR: I28**. Have students repeat each group of three words and check that they have connected them correctly on each grid.

TR: I28 1. /k/ as in *cup* in the beginning: *cat, car, cup* 2. /k/ at the end: *book, pink, walk*

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (*cake, pink, kite, bicycle, T. rex, box*) and without (*girl, gift, birthday, balloon*). Then point to and say the remaining words with the target sounds (*ice cream, nice*). Ask questions about the picture, such as *Where's the bicycle? What color is it? What color is the kite?* Have students answer by giving the word or pointing to the item in the picture.

Say *Let's listen to a chant.* Play **TR: I29** and have students listen to the chant. Then say *Now say the chant.* Play **TR: I29** again, pausing after each line and having students repeat it. Then play **TR: I29** a third

17 Find the three words in a row. Then listen and repeat. Check your answers. **TR: I28**

1. c as in *cup* or c as in *city* in the beginning

2. c as in *face*, k, or x at the end



18 Listen. Then listen and chant. **TR: I29**

Come on, girls.
Come on, boys.
Clap your hands
And make some noise!

Cake and ice cream, c c c.
A pretty pink kite, k k k.
A nice red bicycle, c c c.
A T. rex in a box, x x x.

Come on, girls.
Come on, boys.
Clap your hands
And make some noise!



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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?* Invite pairs of students to the board to match each part and make the correct line. Play **TR: I29** again for students to check their answers.

Cake and	red bicycle, c c c.
A pretty pink	ice cream, c c c.
A nice	in a box, x x x.
A T. rex	kite, k k k.

Wrap Up Help students create their own verse for the chant, replacing the key words with others that have the same target sound. For example: *Cups and carrots. A pretty pink book. A nice red pencil. A fox in a box.* Have students chant their verse to the same rhythm as the chant in Activity 18.

Have students turn to pp. 75–76 and write the Unit 6 words in the **Picture Dictionary**.

Lesson 6

Story Max Flies a Kite

Summary Max doesn't want to play with his toys. He wants to fly a kite, but it's hard! Luckily, Max has a good idea.

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. 49, 79
 Audio **TR: 130–132** (Audio CD, Website)
 Unit 6 Worksheet (Website)

Materials

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

19 Listen. Then listen and repeat. TR: 130 and 131

Max Flies a Kite

20 Which sound do you hear? Listen and circle.
 Then go to page 79. TR: 132

<input type="checkbox"/> 1 c as in color	<input type="checkbox"/> 2 c as in cup	<input type="checkbox"/> 3 x	<input type="checkbox"/> 4 k
<input type="checkbox"/> 1 c as in juice	<input type="checkbox"/> 2 c as in circle	<input type="checkbox"/> 3 k	<input type="checkbox"/> 4 x

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Warm Up Write pairs of words from Unit 6 on index cards, such as *bicycle/kite*, *circle/T. rex*, *cup/bicycle*, *pink/box*, *kite/T. rex*, *juice/box*, and *pencil/cookie*. There should be two of each card.

bicycle kite	bicycle kite
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Hand out cards, one per student. Say *Find the student with the same words*. Have students stand up and move around the classroom, saying their words and finding the other student with the same words.

19 Say *It's time for a story! Turn to page 49*. 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 kite) Point to panel one and ask *Is Max happy or sad in panel one?* (sad) *In panel two?* (happy) Point to other panels and ask *What toys do you see?* (book, ball, kite, car) *Does Max like his kite?* (yes) Point to panel three and ask *Can Max fly his kite here?* (no) Point to panel four and ask *Here?* (yes)

Say *Now let's listen to the story*. Play **TR: 130**. As the story plays, point to each panel to show the order. Play

TR: 130 a second time. Have students point to each panel as they listen. Then say *Listen and say the sentences*. Play **TR: 131** and have students listen and repeat.

Extend Write the following sentences from the story on the board: *Max is racing with the kite on his bicycle. Max doesn't want to color the cat. Max is running in circles near the fence.* Then say *Read and find the sentences in the story*. Students read the sentences and then find and point to them on p. 49.

Hold up the **Unit 6 Worksheet**. Point to the first word (Ma_) and ask *What sound is missing?* (/ks/) *Let's write x*. 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 each word and ask students to identify the sound of its red letter. For example: *color*, c, /k/; *juice*, c, /s/. Then say *Now listen*. Begin playing **TR: 132**, pausing after number 1. Repeat the word *car* and

ask *Do you hear /k/ as in color or /s/ as in juice?* (/k/) *That's right! Circle the green number 1 next to the letter c as in color*. Continue playing **TR: 132**, pausing for students to circle the number next to the correct letter.

TR: 132 1. /k/ car 2. /s/ race 3. /ks/ box 4. /k/ look

Have students take out green, black, blue, and orange crayons or colored pencils. Have them turn to p. 79 and write the numbers into the correct squares. (Remind students to check p. 49 as necessary.) Have students use the completed key to color the picture correctly. Then ask *What do you see?* (a kite) Students complete the word with the letter k.

Wrap Up Say true or false sentences about the story. For example, say *Max doesn't want to color the cat.* (true) *Max has a pink toy box.* (false) *Max likes his kite.* (true) *Max has two yellow cars.* (false) *Max races on his bicycle.* (true) Have students tell whether the sentences are *true* or *false*. Call on students to correct false statements. For example, a student may say *Max has a red toy box*.