

Lesson 1



/aʊ/

final position: **cow**medial position: **mouth, brown****Key Words** *mouth, house, brown, cow***Additional Words** *mouse, couch, flower, now, spout, town, pound; down, shout, how (Lessons 2 and 4)*

Objectives

Students will

- hear and produce /aʊ/.
- associate the diphthong (sound made by combining two vowels in a single syllable) /aʊ/ with both *ou* and *ow* spellings.
- associate sounds, words, and images.
- differentiate between /aʊ/ and the sounds /u:/, /a/, and /oʊ/.

Resources



Student Book p. 32



Audio **TR: 70–73** (Audio CD, Website)Picture Cards (for **Warm Up** and **Extend**) (Website)

Materials

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





Unit 4 1 Listen. Then listen and repeat. **TR: 70 and 71**

OU 1.  2. 
mouth — house

OW 1.  2. 
brown — cow

2 Trace and say.

3 Which words have the **ou/ow** sound? Listen and circle. **TR: 72**

1.  2.  1.  2. 

4 What word do you hear? Listen and circle. **TR: 73**

1. now/no 2. spout/spot 3. town/tone 4. pound/pond

32

Warm Up Prepare Picture Cards of the words *sock* and *duck* to review the sounds /a/ and /ʌ/. Hold up the sock Picture Card and ask *What's this? What sound does the letter o make in sock?* (/a/) Repeat the instruction with the other card. Display both cards on the board. Ask *How many words do we know with /a/ and /ʌ/?* Write students' suggestions under the correct card, for example *hot* under *sock*. At the end of the activity, count the number of words listed for each sound.

1 Say *We know o makes the sound /a/ and u makes the sound /ʌ/. Let's learn a sound these letters can make together.* Point to your mouth and write the word *mouth* on the board. Underline the letters *o* and *u* and ask *What sound do o and u make together in the word mouth? They make the sound /aʊ/.* Have students make the /aʊ/ sound.

Say *Let's learn more about the /aʊ/ sound. Open your books to page 32. What letters do you see? (ou, ow) We can use ou or ow to spell the sound /aʊ/. Let's learn some words with these letters.* Play **TR: 70** and have students follow the words. Play **TR: 71** and have students listen and repeat.

TR: 70 and TR: 71 *Ou* /aʊ/ 1. /aʊ/ mouth 2. /aʊ/ house;

Ow /aʊ/ 1. /aʊ/ brown 2. /aʊ/ cow

2 Say *Look at the words and pictures in Activity 1 again. Trace the letters ou and ow.* Then ask *Which words have ou?* (mouth, house) *Which words have ow?* (brown, cow)

3 Use the pictures to help students identify any new words. Then read the directions aloud. Begin playing **TR: 72**, pausing after the word *mouse*. Ask *Does mouse have the /aʊ/ sound?* (yes) *That's right. The sound /aʊ/ is in mouse. So let's circle the picture of the mouse.* Model circling the correct picture. Continue playing **TR: 72**, pausing for students to circle the other words with /aʊ/. (couch, flower) For additional practice, write the words *mouse, couch,* and *flower* on the board. Call on volunteers to underline the letters that make the sound /aʊ/ in each word.

TR: 72 *Ou* /aʊ/ 1. mouse 2. couch; *Ow* /aʊ/ 1. ruler 2. flower

4 Read the word pairs aloud for numbers 1–4. Ask *Which words have the letters ou?* (spout, pound) *Which words have ow?* (now, town)

Then read the directions for the activity. Begin playing **TR: 73**, pausing after number 1. Ask *Did you hear now or no?* (now) *That's right. So, let's circle the word now.* Continue playing **TR: 73**, pausing after each item for students to circle the correct word. Then review the answers as a class.

TR: 73 1. now 2. spot 3. town 4. pond

Extend Display Picture Cards of the words *mouth* and *brown* on the board. Divide the class into two teams, and invite a student from each team to the front. Say *Listen to a word with /aʊ/. Get the picture with the same spelling as the word you hear.* Say a word from the lesson, for example *Mouse*. Students race to find the *mouth* Picture Card, hold it up, say the letters *ou*, and spell the word *mouse*. Repeat with other words from this lesson, as well as words from Units 1 and 2: *blouse, cloud, proud, clown,* and *crown*.

Wrap Up Write a key word on the board with the letters out of order. For example, write *suhoe* for *house*. Ask *What word can we make with these letters?* When students figure it out, have them say the correct spelling. Repeat with other words.

Unit 4

Lesson 2



/ɔɪ/

final position: **boy**

medial position: **coin, toys**

Key Words coin, point, toys, boy

Additional Words oyster, boil

Objectives

Students will

- hear and produce /ɔɪ/.
- associate the diphthong /ɔɪ/ with both oi and oy spellings.
- associate sounds, words, and images.
- differentiate between /ɔɪ/ and /aʊ/.

Resources

Student Book p. 33



Audio **TR: 74–77** (Audio CD, Website)



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

Materials

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

5 Listen. Then listen and repeat. TR: 74 and 75

oi  **point** 





oy  **boy** 

6 Trace and say.

7 Do you hear the word with oi/oy one or two times? Listen and **circle** 1 or 2. TR: 76

1. oy 1 2 2. oi 1 2 3. oi 1 2 4. oy 1 2

8 Do you hear oi/oy or ou/ow? Listen and circle. Write. TR: 77

1.  2.  3.  4. 

o. yster d. o. wn sh. o. ut b. o. il

33

Warm Up Prepare Picture Cards of words with /aʊ/ and /oʊ/, such as *brown, cloud, cow, flower, mouth, nose, (jump) rope, and stove*. Hold up the cow Picture Card and ask *What's this? Do you hear /aʊ/ or /oʊ/? (/aʊ/) How do you spell /aʊ/ in this word—ou, ow, or o and e? (ow)* Repeat this with several other cards. Then display all cards on the board in three groups: /aʊ/ with ou, /aʊ/ with ow, and /oʊ/. Have students close their eyes while you remove a Picture Card. Say *Open your eyes. What's missing?* Students identify the missing card. Then give a student the Picture Card, and have him or her put the card back into the correct group. Repeat, removing a different card each time.

5 Say *Let's learn a sound that the letter o can make with other letters.* Make a pointing gesture and write the word *point* on the board. Underline the letters *oi* and ask *What sound do the letters oi make together in point? They make the sound /ɔɪ/.* Have students make the /ɔɪ/ sound.

Say *Let's learn more about the /ɔɪ/ sound. Open your books to page 33. What letters do you see? (oi and oy) We can use oi or oy to spell the sound /ɔɪ/. Let's learn some words*

with these letters. Play **TR: 74** and have students follow the words. Play **TR: 75** and have students listen and repeat.

TR: 74 and TR: 75

Oi /ɔɪ/ 1. /ɔɪ/ coin 2. /ɔɪ/ point;
Oy /ɔɪ/ 1. /ɔɪ/ toys 2. /ɔɪ/ boy

6 Say *Look at the words and pictures in Activity 5 again. Trace the letters oi and oy.* When students finish, ask *Which words have oi? (coin, point) Which words have oy? (toys, boy)*

7 Read the directions aloud. Begin playing **TR: 76**, pausing after number 1. Say *Enjoy has the /ɔɪ/ sound. Did you hear enjoy one or two times? (two) Let's circle 2.* Continue playing **TR: 76**, pausing for students to circle 1 or 2. Review the answers as a class.

TR: 76 1. enjoy, enjoy 2. voice, voice 3. noise, noise 4. soy, so

8 Use the pictures to help students identify any new words. Read the directions aloud. Then begin playing **TR: 77**, pausing after number 1. Say *Oyster. Which sound do you hear—/ɔɪ/ or /aʊ/? (/ɔɪ/)* Then point to the letters under the picture and ask *Which letters make the*

sound /ɔɪ/—oy or ou? (oy) Let's circle oy. Continue playing **TR: 77**, pausing for students to circle the correct letters. Then say *Now complete the words.* Point to the first incomplete word and say *Oyster. Which letters are missing? (oy) Write oy into the word oyster.* Have students complete the other words in pairs. Then review the answers as a class.

TR: 77 1. oyster 2. down 3. shout 4. boil

Extend Write these two tongue twisters on the board, leaving out the underlined letters: *A couch and a flower for a mouse in my house. Oysters and toys for boys with coins.*

Say *Read the tongue twisters. What letters are missing? (ou, ow, oi, oy)* Invite students to the board to complete the tongue twisters. Say them several times together, going faster each time.

Wrap Up Write four words on the board: three that share a sound and spelling and one that doesn't. For example, write *oyster, coin, toys* and *boy*. Ask *Which word doesn't belong? (coin) Why? (It has oi, not oy.)* Repeat with other groups of words.

Lesson 3



/oʊ/

final position: window

medial position: cold, road

Key Words *cold, road, window*

Additional Words *coat, row, gold, soap, go, goat, hello, bow*

Objectives

Students will

- hear and produce /oʊ/.
- associate sounds with letters and digraphs.
- associate sounds, words, and images.

Resources

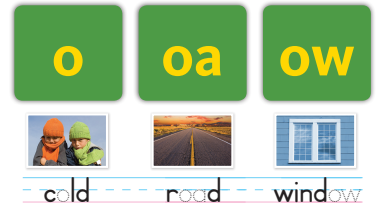
Student Book p. 34

Audio **TR: 78–81** (Audio CD, Website)

Materials

index cards (for **Extend** and **Wrap Up**)

9 Listen. Then listen and repeat. **TR: 78 and 79**



10 Trace and say.

11 Do you hear the word with **o/oa/ow** one or two times? Listen and circle 1 or 2. **TR: 80**



12 What words do you hear? Listen and number 1 to 4. **TR: 81**



34

Warm Up Make a four-column chart on the board with *ou*, *ow*, *oi*, and *oy* as column heads. Say these words in a random order: *boy, brown, coin, down, house, mouth, oyster, point, shout*, and *toys*. Pause after each word, and invite a student to check the correct column. At the end of the activity, have students count the check marks in each column. (*ou* = 3, *ow* = 2, *oi* = 2, *oy* = 3)

9 Point to the window in your classroom and ask *What's that?* Write the word *window* on the board and underline the letters *ow*. Then say *In the word window, the letters ow don't make the /oʊ/ sound. What sound do they make?* Have students make the /oʊ/ sound. Ask *What other letters can make the /oʊ/ sound?* (o and e) Point to your nose and say the word if necessary for students to get the answer.

Say *We can use different letters to spell the /oʊ/ sound. Open your books to page 34. What letters do you see?* (o, oa, ow) *We can use o, oa, and ow to spell the /oʊ/ sound. Let's learn some words with these letters.* Play **TR: 78** and have students follow the words. Play **TR: 79** and have students listen and repeat.

TR: 78 and TR: 79 O /oʊ/ cold; Oa /oʊ/ road; Ow /oʊ/ window

10 Say *Look at the words and pictures in Activity 9 again. Trace the letters o, oa, and ow.* When students finish, say the three words out of order, pausing after each for students to identify the letter(s) that make the /oʊ/ sound.

11 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 80**, pausing for students to circle 1 or 2. Review the answers as a class. You may want to play **TR: 80** again and have students repeat the first word in each pair. For additional practice, write the words *coat*, *row*, *gold*, and *soap* on the board. Call on students to underline and say the letters that spell /oʊ/ in each word.

TR: 80 1. coat, coat 2. row, Roy 3. gold, gold 4. soap, soap

12 Read aloud the words in items 1–4. Then read the directions aloud. Play **TR: 81**, pausing for students to write numbers 1–4 next to the words as they hear them in order. Review the answers as a class. You may want to play **TR: 81** again and have students repeat the words.

TR: 81 1. hello 2. go 3. bow 4. goat

Extend Write these words with /oʊ/ on separate index cards, leaving out the underlined target letters: *coat, cold, glow, goat, gold, hello, phone, rainbow, road, rope, stove, and window. Give the cards to pairs of students. Say *Read your word and write the missing letter or letters.* When students finish, have a pair stand up to read and spell their word. Other students listen and stand up if they have a word with the same letters for /oʊ/. Have those students read and spell their words. Repeat until each of the four spellings for /oʊ/ has been reviewed.*

Wrap Up Give a student a card from the Extend activity and say *Read and act out the word.* When the class guesses the word, the student shows the card. Have the class repeat the word and letter combination, for example: *goat, oa*. Continue the game with other students reading and acting out different words.

Unit 4

Lesson 4



/u:/

final position: **blue**

medial position: **fruit**

Key Words *blue, glue, fruit, juice*

Additional Words *suit, cruise, statue*

Objectives

Students will


- hear and produce /u:/.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /u:/ and /ʌ/.


Resources

Student Book p. 35

Audio **TR: 82–85** (Audio CD, Website)





13 Listen. Then listen and repeat. TR: 82 and 83

ue  1. blue 2. glue

ui  1. fruit 2. juice

14 Trace and say.

15 Do you hear the word with **ue/ui** one or two times? Listen and **circle** 1 or 2. TR: 84

1.  2.  3.  4. 

16 Do you hear **ue/ui** or **ow/ou**? Listen and **circle**. Write. TR: 85

1. u / ow 2. ue / ou 3. ue / ou 4. ui / ow

h o w glu e m o u th j u i ce 35

Warm Up Play a drawing game to review words from Unit 3 with the long vowels /eɪ/, /aɪ/, /oʊ/, /u:/, and /ju:/. Begin drawing a simple picture on the board, pausing to ask *What's this?* When students figure it out, complete the picture and say *Yes! It's a (cake)*. You can then ask *What sound do you hear in cake for the letter a?* (/eɪ/) *What letters do we use for this sound?* (a and e) Then write the word *cake* on the board. Repeat with other words from Unit 3, such as *kite*, *phone*, and *cube*. End with a drawing of a tube to review the /u:/ sound for the letters *u* and *e*.

13 Say *We know that the letters u and e can make the /u:/ sound. Let's learn more letters that can make this sound. Open your books to page 35. What letters do you see? (ue and ui) We use ue and ui to make the /u:/ sound. Let's learn some words with these letters.* Play **TR: 82** and have students follow the words. Play **TR: 83** and have students listen and repeat.

TR: 82 and TR: 83

Ue /u:/ 1. /u:/ blue 2. /u:/ glue;

Ui /u:/ 1. /u:/ fruit 2. /u:/ juice

14 Say *Look at the words and pictures in Activity 13 again. Trace the letters ue and ui.* When students finish, ask *Which words have the letters ue?* (blue, glue) *Which words have the letters ui?* (fruit, juice)

15 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 84**, 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: 84** again and have students repeat the first word in each pair. For additional practice, write *suit*, *cruise*, *Sue*, and *statue* on the board. Call on students to underline and say the letters that make the sound /u:/ in each word.

TR: 84 1. suit, suit 2. cruise, cross 3. Sue, so 4. statue, statue

16 Read the directions aloud. Then play **TR: 85**, pausing for students to circle the correct letters for the sounds they hear. Have pairs of students compare the letters they circled, and then write them to complete each word. Review the answers as a class.

TR: 85 1. how 2. glue 3. mouth 4. juice

Extend Write the following words on the board in a random order: *blue*, *toy*, *brown*, *house*, *fruit*, *glue*, *cold*, *coat*, *suit*, *goat*, *boy*, *mouse*, *gold*, and *town*. 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 *blue* and *glue*. Repeat until all pairs of rhyming words are matched. Then have students use the words to make up simple rhyming sentences, such as *Give a coat to a goat* or *There's a mouse in my house*.

Wrap Up Have students look at the pictures on p. 35. Say *Find a word with /b/ at the beginning and /u:/ at the end.* Students point to and say the correct word. (blue) Repeat with the /u:/ sound in different positions. For example, say *Find a word with /dʒ/ at the beginning and /u:/ in the middle.* (juice) Continue until you have reviewed all the words on the page.

Lesson 5 Game and Chant

Objectives

Students will

- hear /aʊ/, /ɔɪ/, /oʊ/, and /u:/.
- associate sounds or diphthongs with letters or digraphs.
- review unit content with a game.
- write words with target sounds.
- produce target sounds with a chant.

Resources

Student Book pp. 36, 73–74
Audio **TR: 86–87** (Audio CD, Website)

Materials

index cards, a paper bag (for **Warm Up**)

Warm Up Write *ou*, *ow*, *oi*, *oy*, *o*, *oa*, *ue*, and *ui* on separate index cards. (Make four cards for *ow* and two cards each for the other letter combinations.) Place the cards in a paper bag. Divide the class into two teams. Call on a student from one team to take a card from the bag. Then ask questions. For example, if the student takes *ou*, ask *What letters do you have? What sound do they make?* (/aʊ/) *Say a word with the letters ou for /aʊ/.* (mouse) If the student answers correctly, he or she keeps the card. If not, put the card back into the bag. The team with the most cards when the bag is empty wins.

NOTE: Students may use words with /aʊ/ or /oʊ/ for the letters *ow*.

17 Use the pictures along the top of the activity to review vocabulary: *boy*, *point*, *cow*, *mouth*, *glue*, *cold*, *juice*, and *road*. Then say *Let's write the words in the puzzle.* Model the activity with *I* across if necessary. Ask *What's this?* (a boy) *How do you spell boy? Let's write boy into I across in the puzzle.* Model spelling the word aloud as you write it in the puzzle. Have students complete the puzzle alone or in pairs. Remind students to

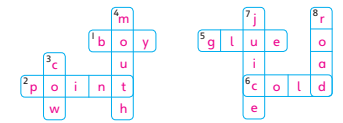
check pp. 32–35 in their books if they need help spelling any of the words. If students work alone, have them compare their answers in pairs. Say *Now listen and repeat to check your answers.* Play **TR: 86**. Students repeat the spelling of each word and check that they have written it correctly.

TR: 84 **1** across: boy, b, o, y; **2** across: point, p, o, i, n, t; **3** down: cow, c, o, w; **4** down: mouth, m, o, u, t, h; **5** across: glue, g, l, u, e; **6** across: cold, c, o, l, d; **7** down: juice, j, u, i, c, e; **8** down: road, r, o, a, d

18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (mouse, house, flower, toys, window, juice) and without (children, play, read, robot, teddy bear, doll, lamp, clock). Then say the remaining words and names with the target sounds (Sue, Roy, noise, snow, true). Ask questions about the picture, such as *Who's drinking juice?* (Sue) *Who's playing with toys?* (Roy) *What color is the teddy bear?* (brown)

Say *Let's listen to a chant.* Play **TR: 87**. Then say *Now say the chant.* Play **TR: 87** again, pausing after each line and having students repeat it.

17 Look and write the words. Then listen and check. **TR: 86**



18 Listen. Then listen and chant. **TR: 87**



Then play **TR: 87** a third time so that students can say the chant as they listen.

Extend Write an incomplete version of the main verse of the chant on the board with a word bank. Invite students to the board to complete each line with the correct rhyming word. Then play **TR: 87** again for students to check their answers.

Where's the _____?	snow
It's in the _____!	Sue
What's that _____?	mouse
It's Roy with his _____!	toys
What's on the _____?	window
Pretty white _____!	true
_____ loves juice.	house
Yes, that's _____!	noise

Wrap Up Have students close their books. Say a line from the chant, such as *What's that noise?* Call on a student to stand up and say the rhyming line: *It's Roy with his toys!*

Have students turn to pp. 73–74 and write the Unit 4 words in the **Picture Dictionary**.

Unit 4

Lesson 6

Story Diego and Franco's New House

Summary Diego and Franco invite Sofia to see their new house. It has only one room and one window, and inside, there are only toys. Sofia doesn't believe them . . . until she sees the house!

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: 88–89** (Audio CD, Website)
Unit 4 Worksheet (Website)
Picture Cards (for **Warm Up**) (Website)

Materials

- a paper bag and small objects (for **Warm Up**); blue and brown crayons or colored pencils

19 Listen. Then listen and repeat. **TR: 88 and 89**

Diego and Franco's New House

20 Read the story. Write ow, oy, o, or ue. Then go to page 78.

tru e jo y fro w n hello
1 2 3 4 5 6 7

37

Warm Up Put Picture Cards and/or small objects into a paper bag. Possible Picture Cards include *cloud*, *coat*, *cow*, *flower*, *juice*, *mouth*, *snow*, and *window*. Possible objects include a coin, a glue stick, a piece of soap, a small toy, something blue, and something brown. Have students take turns removing items from the bag. For example, if a student takes a coin, ask *What's this? Do you hear /ɔɪ/ or /əʊ/ in coin?* (/ɔɪ/) *How do you spell coin?* Repeat with other 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 house made of snow) Point to each panel, asking questions to review or introduce vocabulary: *What's the weather like?* (It's snowy.) *Is it hot or cold?* (cold) *What color is Sofia's snowsuit?* (blue) *Is Sofia happy in panel three?* (No, she's frowning.) *Is Sofia happy in panel four?* (yes) *What's Diego pointing at?* (a house) *What's the house made of?* (snow)

Say *Now let's listen to the story.* Play **TR: 88** and have students point to each panel in order. Play **TR: 88** a second time. Have students follow

the text as they listen. Then play **TR: 89** and have students listen and repeat.

Extend Write incomplete speech bubbles from the story on the board with a word bank on the side. Invite students to write in the missing words. Then have students look at the story on p. 37 and match the speech bubbles with the correct character—Sofia, Diego, or Franco.

Can you come to see our new ____?

There's just one ____ and one ____.

That can't be ____! Is there a ____?

No. There are only ____.

house
couch
toys
room
true
window

Hold up the **Unit 4 Worksheet**. Point to the first word (c_ld) and ask *What sound is missing?* (/ou/) *How do you write /ou/ in the word cold?* (o) *Let's write the letter o.* Have students complete the rest of Activity I. For an additional challenge, have students first try to complete the words with their books closed. Then have them

work in pairs to complete Activity 2. Students say the words and copy them into the correct column.

20 Read the directions aloud, and have students look at the incomplete words. Point to the first one and ask *What's this word? Look in the story.* Have students find the first word in the story. (true) Then ask *What letters are missing from true?* (ue) *Write ue into the word true.* Have students complete the activity in pairs, then review the answers as a class.

Make sure students have blue or brown crayons or colored pencils. Have them turn to p. 78 and work in pairs to complete the sentence under the picture. Remind students to check p. 37 to find the correct letters. When students finish, call on a volunteer to read the completed sentence aloud. Then say *Now finish the picture and color it in.*

Wrap Up Say incorrect sentences about the story. For example, *It's a hot, sunny day. Diego and Franco have a new mouse. There are no windows in the house. The new house is made of glue.* Students correct your mistakes, for example: *No! It's a cold, snowy day.*