

Lesson 1



/ə/

pasta, chicken

Key Words *pasta, balloon, chicken, camel*

Additional Words *salad, breakfast, present, again, pleasant, travel, panda*

Objectives

- Students will
- hear and produce /ə/.
 - associate sounds and letters.
 - associate sounds, words, and images.
 - identify how word stress affects vowel sounds.

Resources

Student Book p. 12

Audio **TR: 14–17** (Audio CD, Website)

Unit 1 **1 Listen.** Then listen and repeat. TR: 14 and 15

a

pasta — balloon

e

chicken — camel

2 Trace and say.

3 Listen. Circle the words with *a/e* in the underlined syllable. TR: 16

sa•lad

ba•by

break•fast

pre•sent

4 Where do you hear a/e? Listen and repeat. Circle the syllable with *a/e*. TR: 17

a•gain

plea•sant

tra•vel

pan•da

12

Warm Up Review words from Levels 1 and 2, as well as Unit 0: *snail, dress, tree, present, window, balloon, triangle, and umbrella*. Begin drawing a simple picture of one of these words on the board. Pause and ask *What's this?* When students figure it out, complete the picture and say *Yes! It's an (umbrella)*. Then ask *How many syllables are there in the word umbrella?* (three) *Which syllable is stressed?* (the second) Finish with a drawing of a balloon and write the word on the board.

1 Ask *How many syllables are there in balloon?* (two) *Which syllable is stressed?* (the second) Have students repeat the word *balloon*. Then underline the *a* in the first syllable. Say *The letter a is in the first syllable of balloon. The first syllable in balloon is weak. So the letter a is weak in the word balloon. We hear /ə/*. Have students make the /ə/ sound, as in *balloon*.

NOTE: The /ə/ sound is called the *schwa*. The schwa is the most common vowel sound in the English language.

Say *The five vowels—a, e, i, o, and u—can make the sound /ə/ when they're weak. Open your books to page 12. Which vowels do you see?* (a, e)

Let's learn some words in which a and e make the sound /ə/. Play **TR: 14**.

Have students follow the words. Play **TR: 14** again and have students identify the stressed and weak syllables in each word. Then play **TR: 15** and have students repeat.

TR: 14 and TR: 15 A /ə/ 1. /ə/ pasta
2. /ə/ balloon; E /ə/ 1. /ə/ chicken
2. /ə/ camel

2 Say *Look at Activity 1 again. Trace the letters a and e.* When students finish, call on volunteers to say each word aloud.

3 Use the pictures to identify any new words. Read the directions aloud. (Refer to the red letters *a* and *e* in the directions by the sound /ə/.) Begin playing **TR: 16**, pausing after number 1. Ask *Which syllable is underlined in the word salad?* (the second) *Is the second syllable stressed or weak?* (weak) *Do you hear /ə/ in the second syllable?* (yes) *Yes. We hear /ə/ in the underlined syllable in salad. Let's circle the word.* Continue playing **TR: 16**, pausing for students to circle the words with /ə/ in the underlined syllable. Review the answers as a class.

TR: 16 1. salad 2. baby 3. breakfast
4. present

4 Read the directions aloud. Play **TR: 17**, pausing for students to repeat the words. Begin playing **TR: 17** again, pausing after the word *again*. Ask *Which syllable is stressed in again?* (the second) *Which syllable has the sound /ə/?* (the first) *That's right! Circle the first syllable in the word again.* Continue playing **TR: 17**, pausing for students to circle the syllable with /ə/ in each word.

TR: 17 1. again 2. pleasant 3. travel
4. panda

Extend Contrast the sounds /æ/, /ɛ/, and /ə/ for the letters *a* and *e*. Have students close their books. Say *Raise your hand if you can spell camel.* Invite a volunteer to write the word on the board. Underline the *a* and ask *What sound does a make in camel— /æ/, /ɛ/, or /ə/?* (/æ/) Then underline the *e* and ask the same question. (/ə/) Repeat with the words *pasta, salad, present, travel, and panda*.

Wrap Up Say words with /ə/ from the lesson in random order. Have students raise their right hand for words in which /ə/ is spelled with an *a* and their left hand for words in which /ə/ is spelled with an *e*.

Unit 1

Lesson 2



/ə/

pencil, protect, minus

Key Words pencil, protect, minus

Additional Words blossom, office, circus, pilot, bottom, fossil, virus

Objectives

Students will

- hear and produce /ə/.
- associate sounds and letters.
- associate sounds, words, and images.
- identify how word stress affects vowel sounds.

Resources

Student Book p. 13

Audio **TR: 18–21** (Audio CD, Website)

Materials

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

5 Listen. Then listen and repeat. **TR: 18 and 19**

6 Trace and say.

7 Listen. Circle the words with *i/o/u* in the underlined syllable. **TR: 20**

1. blossom
2. office
3. circus
4. window

8 Where do you hear *i/o/u*? Listen and repeat. Circle the syllable with *i/o/u*. **TR: 21**

pilot bottom fossil virus

13

Warm Up Write a word from Lesson 1 on the board with the letters out of order. For example, write *ratlev* for *travel*. Ask *What word can we make with these letters?* Allow students time to figure it out. Then invite a student to write the correct word on the board, sounding it out as they write: /tr/, /æ/, /v/, /ə/, /l/, *travel*. Then ask *How many syllables are there in travel?* (two) *Which syllable is stressed?* (the first) *Which letter makes the sound /ə/?* (e) Repeat with other words from Lesson 1.

5 Say *We know that in words with more than one syllable, a and e make the sound /ə/ when they're weak. The other three vowels can do the same.* Have students open their books to p. 13. Ask *Which vowels do you see?* (i, o, u) *Let's learn some words in which these vowels make the sound /ə/. Look at the pictures and listen.* Play **TR: 18**. Have students follow the words. Play **TR: 18** again and have students tell whether the first or second syllable is stressed. You may also want to have them circle the stressed syllable. Then play **TR: 19** and have students repeat.

TR: 18 and TR: 19 I /ə/ pencil;
O /ə/ protect; U /ə/ minus

6 Say *Look at Activity 5 again. Trace the letters i, o, and u.* When students finish, call on volunteers to say each word aloud.

7 Use the pictures to identify any new words. Then read the directions aloud. (Refer to the red letters i, o, and u in the directions by the sound /ə/.) Play **TR: 20**, pausing for students to circle the words when they hear /ə/ in the underlined syllable. Review the answers with the class. Play **TR: 20** again and have students repeat the words with /ə/.

TR: 20 1. blossom 2. office 3. circus
4. window

8 Read the directions aloud. Play **TR: 21**, pausing for students to repeat the words. Check to make sure they're using the correct word stress. Then play **TR: 21** again, pausing for students to circle the syllable with /ə/ in each word. Review the answers as a class.

TR: 21 1. pilot 2. bottom 3. fossil
4. virus

Extend Write on index cards the words from Unit 0 and Unit 1 (Lessons 1 and 2), leaving out the weak vowels. For example, write *past_* for *past*.

Other words include *balloon*, *camel*, *chicken*, *circus*, *dragon*, *kangaroo*, *minus*, *panda*, *pencil*, *pilot*, *present*, *protect*, *travel*, and *umbrella*. Give the cards to students or pairs of students. Say *Read your word and write the missing vowel.* When students finish, collect the cards and display them on the board. Say a word and invite a volunteer to find the correct word card and read it aloud. Have the class say which vowel makes the /ə/ sound in the word, for example *pencil*, *i*. Repeat with other words and volunteers.

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

Wrap Up Use the word cards from the **Extend** activity. Give a student a card and have him or her identify the letter that makes /ə/. Then say *Name another word that has this letter for /ə/.* For example, if the student has the *pencil* card, he or she might say *fossil*. Continue until the cards are gone, giving them to different students each time.

Lesson 3



/ər/

sister, doctor

Key Words *sister, water, doctor, color*

Additional Words *butter, tractor, sailor, banner*

Objectives

- Students will
- hear and produce /ər/.
 - associate sounds and letter combinations.
 - associate sounds, words, and images.
 - identify how word stress affects vowel sounds.

Resources



Student Book p. 14
Audio **TR: 22–25** (Audio CD, Website)

Materials

index cards (for **Warm Up**)



9 Listen. Then listen and repeat. **TR: 22 and 23**

er

1.  2. 

sister water

or

1.  2. 





doctor color

10 Trace and say.

11 Do you hear a word with er/or? Listen and write a ✓ or an X. **TR: 24**

1. 2. 3. 4.

12 Listen and repeat. Unscramble and write the words. **TR: 25**

1.  2.  3.  4. 

butter tractor sailor banner
ebtutr rctrroat oaslri nraebn

14

Warm Up Write the following letters on index cards (one per card): a, c, e, i, l, m, n, o, p, r, s, t, u, and v. Give these cards to students or pairs of students. Say *Let's make some words. Come to the front when you hear a sound for your letter and stand in order.* Sound out a word. For example, say /p/, /aɪ/, /l/, /ə/, /t/. Students with the letter cards for p, i, l, o, and t stand in order, holding up their cards. Have other students read the word *pilot*. Ask *Which letter makes the sound /ə/ in pilot?* The student with the o letter card holds it up. Repeat with the words *camel, travel, pencil, minus, and virus.*

9 Say *We've learned how vowels can make the sound /ə/ when they're weak. Now let's learn another sound we hear in the weak syllable of a word.* Point to yourself and say *I'm your teacher.* Write the word *teacher* on the board. Ask *Which syllable is stressed in teacher?* (the first) *Which syllable is weak?* (the second) Then underline the letters *er* and ask *What sound do the letters er make in teacher?* Have students make the /ər/ sound.

Say *Open your books to page 14. What letter combinations do you*

see? (*er, or*) *Er and or can both make the sound /ər/ when they're weak. Look and listen.* Play **TR: 22** and have students follow the words. Play **TR: 23** and have students repeat.

TR: 22 and TR: 23

Er /ər/ 1. /ər/ sister 2. /ər/ water;
Or /ər/ 1. /ər/ doctor 2. /ər/ color

10 Say *Look at Activity 9 again. Trace the letters er and or.* When students finish, call on volunteers to say each word aloud.

11 Read the directions aloud. (Refer to the red letters *er* and *or* in the directions by the sound /ər/.) Begin playing **TR: 24**, pausing after number 1. Ask *Do you hear /ər/ in eraser?* (yes) *Which syllable?* (the third) *Yes. Eraser has the /ər/ sound, so let's put a check in box number 1.* Continue playing **TR: 24**, pausing for students to write a check or an x in each box. Review the answers as a class.

TR: 24 1. eraser 2. actor 3. hamster
4. armchair

12 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 25**, pausing for students to repeat the words.

Begin playing **TR: 25** again, pausing after number 1. Ask *What word did you hear?* (*butter*) Then sound out the word (/b/, /ɪ/, /t/, /ər/) and ask *How do you spell butter?* Point to the scrambled letters under the line and say *Use these letters.* Have a volunteer spell the word, then model writing it on the line. Continue playing **TR: 25**, pausing for students to write the remaining words. Review the answers as a class.

TR: 25 1. butter 2. tractor 3. sailor
4. banner

Extend Make a two-column chart on the board with *er* and *or* as column heads. Say the following words: *sister, color, eraser, tractor, water, banner, controller, sailor, butter, doctor, and teacher.* Pause after each word and invite a student to write it in the correct column. Provide help as necessary. At the end, have students count the number of words in each column. (*er* = 7, *or* = 4)

Wrap Up Act out the meaning of a word from p. 14. For example, pretend to spread *butter* on bread. Have students guess the word and tell whether it ends in *er* or *or*. Repeat with different words as time allows.

Unit 1

Lesson 4



/eər/

chair, hare, pear

Key Words chair, hare, pear

Additional Words bear, hair, share

Objectives

Students will

- hear and produce /eər/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- identify rhyming words.




Resources

Student Book p. 15

Audio **TR: 26–29** (Audio CD, Website)

13 Listen. Then listen and repeat. TR: 26 and 27

air **are** **ear**





chair hare pear

14 Trace and say.

15 Do you hear the word with **air/are/ear** one or two times? Listen and circle 1 or 2. TR: 28

1. air (1) 2. air (2) 3. ear (1) 2 4. are (1) 2

16 Which words rhyme with **chair**? Listen and circle. TR: 29

1.  2.  3.  4. 

bear hair heart share

15

Warm Up Write on the board in random order the following words from Unit 0 and Unit 1 (Lessons 1–3): *camel, sister, mouse, glue, pencil, coin, play, green, doctor, rain, clean, toys, crown, and fruit*. Underline the letters as shown. Then read the words aloud and ask *Which two words have the same sound but a different spelling?* Invite a volunteer to draw a line connecting two words with the same underlined sound, such as *camel* and *pencil*. Repeat until all the sound pairs are matched.

13 Say *We know we can use different spellings in words that have the same sound. For example, we use er in sister and or in doctor to spell the sound /ər/.* Then say *Let's learn another sound with different spellings.* Have students open their books to p. 15. Ask *What letter combinations do you see? (air, are, ear)* *That's right. Now let's listen to a sound these letters can make together.* Play **TR: 26**. Have students follow the words. Then point to the word *chair* and ask *What sound do the letters air make in chair?* Have students make the /eər/ sound. Then play **TR: 27**, and have students listen and repeat the words.

TR: 26 and TR: 27 Air /eər/ chair; Are /eər/ hare; Ear /eər/ pear

14 Say *Look at Activity 13 again. Trace the letters in each word.* When students finish, call on volunteers to say each word aloud. Ask questions about spelling, such as *Which word has the letters ear?* (pear)

15 Read the directions aloud. (Refer to the red letters in the directions by the sound /eər/.) Begin playing **TR: 28**, pausing after number 1. Say *Hair has the /eər/ sound. Did you hear hair one or two times?* (one) *That's right! Let's circle 1.* Continue playing **TR: 28**, pausing for students to circle 1 or 2. Review the answers as a class. You may want to play **TR: 28** again and have students repeat the first word in each pair.

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

TR: 28 1. hair, here 2. fair, fair 3. tear (rip), tear (cry) 4. care, care

16 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 29**, pausing after number 1. Ask *Does bear rhyme with chair?* (yes)

That's right. So let's circle the word bear. Continue playing **TR: 29**, pausing for students to circle the words that rhyme with *chair*. Review the answers as a class.

TR: 29 1. bear 2. hair 3. heart 4. share

Extend Write this nonsense rhyme on the board, leaving out the underlined letters *air, are, and ear*.

A bear with brown hair
is under your chair.
Be sure not to share
your pear with that bear.

Say *Read the rhyme. What letters are missing? (air, are, ear)* Have students read silently and identify the missing letters. Call on volunteers to fill them in. Chant the rhyme as a class.

Wrap Up Say *Let's see how many words we know that rhyme with chair. I'll start. Bear.* Point to the student in the first seat and say *(Arjun) please give me another word that rhymes with chair.* Have students continue in order naming words from this lesson or other words they know, such as *scare* or *wear*.

Lesson 5 Game and Chant

Objectives

Students will

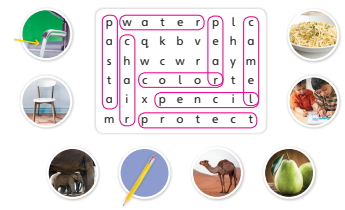
- hear /ə/, /ər/, and /eər/.
- associate sounds and letters or letter combinations.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 16, 72

Audio **TR: 30–31** (Audio CD, Website)

17 Find and circle the words. Then listen and repeat to check. TR: 30




18 Listen. Then listen and chant. TR: 31

*My mom and dad take care of me.
They are busy as can be.
My mom and dad take care of me.
We're a happy family.*

*My parents protect our family:
My brother, my sister, and me.
They teach us to share and always play fair.
And they also care for our big dog Bear.*

*My mom and dad take care of me.
They are busy as can be.
My mom and dad take care of me.
We're a happy family.*



16

Warm Up Write these words in random order on the board: *pasta, circus, hare, banner, color, minus, chicken, protect, pilot, pencil, and bear*. Divide the class into two teams. Invite one student from each team to the board. Say *Listen and circle the word. Protect*. The first student to do so gets a point for his or her team. The team with the most points after all words have been circled wins.

17 Have students identify the words that the pictures represent: *water, chair, protect, pencil, camel, pear, color, and pasta*. Point to the wordsearch puzzle and say *We need to find and circle the words in the puzzle*. Point to the picture of water and say *Let's find the word water*. *We can find the word going across or down*. Trace across or down with your finger as you say each word. When students find the word *water*, have them point to it and read it aloud. Then say *Now circle the word water*. Have students work alone or in pairs to find and circle the remaining words. Have students say the words aloud as they circle them.

Say *Now listen and repeat to check your answers*. Play **TR: 30**. Students point to and repeat the words while

checking they have circled each one.

TR: 30 down: *pasta, chair, pear, camel*; **across:** *water, color, pencil, protect*

18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (family, brother, sister, mother, father, children) and without (dog). Then say the remaining words with target sounds (parents, share, protect, care, fair, Bear). Ask questions about the picture, such as *Who are the parents in the family?* (the mother and father) *How many children are in the family?* (three) *Who takes care of the children?* (the parents) *Do children protect their parents?* (No, parents protect their children.) *Is this a happy family?* (yes)

Say *Let's listen to a chant*. Play **TR: 31** and have students listen to the chant. Say *Now let's say the chant*. Play **TR: 31** again, pausing after each line and having students repeat it. Play **TR: 31** a third time so that students can listen and say the entire chant.

Extend Write the main verse of the chant on the board, leaving out the underlined letters. In a separate

list, write the letters for target sounds from Unit 1. Then have students read and say the missing letters and the sound. Tell students they won't use all the letters. Play **TR: 31** again, pausing for students to check their answers.

My parents protect our family:
My brother, my sister, and me.
They teach us to share and
always play fair.
And they also care for our big
dog Bear.

a e i o u er or air are ear

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

Wrap Up Say several incorrect sentences about the illustration in Activity 18. For example, say *There are two children in the family*. Students correct your mistakes, by saying, for example, *No! There are three children in the family*.

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

Unit 1

Lesson 6

Story Angelo's Parrot

Summary Angelo has a new pet parrot. While he's taking care of it, he discovers that it has a really special ability.

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.
- write words they hear and use them to solve a code.

Resources

Student Book pp. 17, 78
Audio **TR: 32–34** (Audio CD, Website)
Unit 1 Worksheet (Website)

19 Listen. Then listen and repeat. TR: 32 and 33

Angelo's Parrot

Angelo loves animals. His father gives him a parrot.

Take care of Pia! Protect her!

Hi!

What?! Is that my brother?

Angelo brings some banana, pear, carrot, and water.

Banana.

What?! Is that my sister?

Angelo has a surprise for Pia. It's a toy.

Thanks.

Pia! You talk!

20 Listen and write the words. Then go to page 78. TR: 34

1. water 2. carrot 3. chair 4. pear

17

Warm Up Play *I Spy* using words from the unit. For example, say *I spy a chair. I spy a balloon*. If students see a chair in the classroom, they point and say *Yes, there's a chair in the room*. For objects not in the classroom, students say *No, there isn't a balloon in the room*.

19 Say *It's time for a story! Turn to page 17*. Read the story's title and have students look at the panels. Ask *What do you think the story is about?* (a boy and a parrot) Point to each panel, asking questions to review or introduce vocabulary: *Who gives Angelo the parrot?* (his father) *What's Angelo collecting for its cage in panel two?* (newspaper) *What's he bringing the parrot in panel three?* (food and water) *What's Angelo giving his parrot in panel four?* (a toy parrot) *What does Angelo learn that the parrot can do?* (talk)

Say *Now let's listen to the story*. Play **TR: 32** and have students point to each panel in order. Play **TR: 32** again and have students follow the text. Then play **TR: 33** and have students listen and repeat.

Extend Write five true or false sentences about the story on the

board: *Angelo's father gives him a chicken.* (false) *Angelo takes care of his parrot, Pia.* (true) *He brings Pia pasta, salad, butter, and water.* (false) *Angelo gives Pia a toy tractor.* (false) *Pia thanks Angelo for the present.* (true) Read each sentence aloud, pausing for the class to tell whether it's *true* or *false*. Have a student correct false sentences. For example, a student may say *Angelo's father gives him a parrot*.

Hold up the **Unit 1 Worksheet**. Point to the first word in Activity 1 (Ang_lo) and ask *What letter is missing?* (e) *That's right. Write the letter e into the name Angelo*. Then ask *What sound does e make in Angelo?* (/ə/) Have students complete the rest of Activity 1. Remind students that the words appear in order in the story. 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. Begin playing **TR: 34**, pausing after number 1. Repeat the word and ask *How do you spell water?* Model writing *water* on the line. Continue playing **TR: 34**, pausing for students to write the words. Review the answers as a class.

TR: 34 1. water 2. carrot 3. chair 4. pear

Have students turn to p. 78. Point to the code box and say *Let's complete the letter code*. Point to the first blank inside the box and ask *What number is this?* (2) *What letter is number 2?* Look at page 17. Students look at the words they've written again and say the letter that corresponds to number 2. (e) Say *Yes. Number 2 is e. Write e in the code box above number 2*. Have students complete the rest of the code in pairs. Review their answers as a class.

Say *Now let's use the code to write a sentence*. Point to the first blank in the sentence on p. 78 and ask *What number is this?* (7) Point to the code box and ask *What letter is 7?* (a) Model writing an uppercase A in the first blank. Have students work in pairs, using the code to complete the sentence. Call on a volunteer to read the completed sentence aloud.

Wrap Up Read the speech bubbles from the story out of order. For example, say *Banana*. Students point and name the character it belongs to. (Pia) Students then read the speech bubble again, using the intonation from the story.