

Lesson 1



/ɜ:r/

nurse, world

Key Words nurse, turtle, world, work

Additional Words worm, worry, curb, burn; burger, curly, curtain (Lessons 2 and 3)

Objectives

- Students will
- hear and produce /ɜ:r/.
 - associate sounds and letter combinations.
 - associate sounds, words, and images.



Resources



Student Book p. 24
Audio **TR: 56–59** (Audio CD, Website)

Materials

index cards, a paper bag (for Warm Up)

Unit 3 1 Listen. Then listen and repeat. TR: 56 and 57

ur  
nurse -- turtle





or  
world -- work

2 Trace and say.

3 Do you hear the word with **ur/or** one or two times? Listen and circle 1 or 2. TR: 58

1. ur 1 2 2. ur 1 2 3. ur 1 2 4. or 1 2

4 Do the two words have an **ur/or** sound? Listen and repeat. Circle Yes or No. TR: 59

1.   2.  
Yes No Yes No Yes No Yes No

24

Warm Up Write the letters *er*, *or*, *air*, *are*, *ear*, *ar*, *eer*, and *ir* on separate index cards (3 cards for each letter combination), and place them in a paper bag. Divide the class into two teams. Invite a student from one team to take a card from the bag. Ask questions about the letters. For example, if a student takes *ir*, ask *What letters do you have? What sound do they make?* (/ɜ:r/) *Say a word with /ɜ:r/ spelled ir.* (shirt) If the student answers correctly, he or she keeps the card. If not, put the card back into the bag. Then the other team gets a turn. The team with the most cards at the end of the game wins.

NOTE: Students may use words with different sounds for the letters *er* (/ər/ or /ɜ:r/), *or* (/ər/ or /ɔ:r/), and *ear* (/eər/, /ɪər/, or /ɜ:r/).

1 Write the words *shirt*, *Earth*, and *nervous* on the board and underline the *ir*, *Ear*, and *er*. Ask *What sound do these letters make in each word?* (/ɜ:r/) Then say *We can use other letters to spell the /ɜ:r/ sound. Open your books to page 24. What letters do you see?* (*ur*, *or*) *We can use ur and or to spell the /ɜ:r/ sound. Let's learn some words with these letters.* Play **TR: 56** and have students follow the words. Play

TR: 57 and have students listen and repeat.

TR: 56 and TR: 57

Ur /ɜ:r/ 1. /ɜ:r/ nurse 2. /ɜ:r/ turtle;
Or /ɜ:r/ 1. /ɜ:r/ world 2. /ɜ:r/ work

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

3 Read the directions aloud. Play **TR: 58**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class.

TR: 58 1. surf, surf 2. purse, piece
3. fur, fear 4. worse, worse

4 Use the pictures to help students identify any new words. Read the directions aloud. Begin playing **TR: 59**, pausing after number 1. Repeat the word *worm* and ask *Does worm have the /ɜ:r/ sound?* (yes) Then repeat the word *warm* and ask *Does warm have the /ɜ:r/ sound?* (no) *That's right. The question asks whether two words have the /ɜ:r/ sound, but only one word does, so the answer is no. Let's circle No.* Continue playing **TR: 59**, pausing for students to circle Yes or No. Remind students that they should circle Yes

only when both words have the /ɜ:r/ sound. Review the answers as a class.

TR: 59 1. worm, warm 2. worry, hurry 3. curb, herb 4. burn, barn

Extend Make a five-column chart on the board with *ur*, *or*, *ir*, *ear*, and *er* as column heads. Say the following words with /ɜ:r/: *nurse*, *work*, *Earth*, *turtle*, *shirt*, *nervous*, *her*, *world*, *bird*, and *girl*. Pause after each word and invite a student to come to the board and write the word in the correct column. At the end of the activity, have students count the number of words in each column. (*ur* = 2, *or* = 2, *ir* = 3, *ear* = 1, *er* = 2) Then have students suggest additional words for each column.

Wrap Up Describe a word on p. 24 for students to guess. For example, say *This person works in a hospital. He or she looks after people.* (nurse) Other definitions might include: *This animal lives in the earth.* (worm) *This animal has a shell.* (turtle) For an extra challenge, have students take turns describing two words on the page with a partner.

Unit 3

Lesson 2



/ɔ:r/

four, door

Key Words four, pour, door, floor

Additional Words your, court

Objectives

Students will

- hear and produce /ɔ:r/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /ɔ:r/ and /ɜ:r/.

Resources



Student Book p. 25



Audio **TR: 60–63** (Audio CD, Website)

Materials

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

5 Listen. Then listen and repeat. TR: 60 and 61

our  
four pour





oor  
door floor

6 Trace and say.

7 Do you hear the word with our/oor one or two times? Listen and circle 1 or 2. TR: 62

1. our 1 2 2. oor 1 2 3. oor 1 2 4. our 1 2

8 Do you hear a word with our or ur? Listen and write. TR: 63

1.  your 2.  b_ur_ger 3.  court 4.  curly

25

Warm Up Draw a 3 x 3 grid on the board with the following letters:

w	or	n
b	ur	k
f	or	m

Invite a student to the board and say *Listen to the word and connect the letters. Worm.* Have the student draw a line to connect the letters *w*, *or*, and *m* as he or she sounds out the word: /w/, /ɜ:r/, /m/, *worm*. Repeat with the words *fork* and *burn*. Then ask *Which two words have the same vowel sound?* (*worm*, *burn*) *Which two words have a vowel sound that is spelled the same but sounds different?* (*worm*, *fork*) Repeat the activity with another grid with letters for the words *horn*, *curb*, and *work*.

5 Write *fork* and *horn* on the board. Underline the *or* and ask *What sound do the letters or make in fork and horn?* (/ɔ:r/) Then say *We can use other letters to spell /ɔ:r/.* *What letters do you see on page 25?* (*our*, *oor*) *These letters can also spell /ɔ:r/.* *Let's learn some words with these spellings.* Play **TR: 60**. Have students follow the words. Play **TR: 61** and have students listen and repeat.

TR: 60 and TR: 61

Our /ɔ:r/ 1. /ɔ:r/ four 2. /ɔ:r/ pour;
Oor /ɔ:r/ 1. /ɔ:r/ door 2. /ɔ:r/ floor

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

7 Read the directions aloud. Play **TR: 62**, pausing for students to circle 1 or 2. Review the answers as a class.

TR: 62 1. fourteen, fourteen 2. poor, purr 3. door, deer 4. course, course

8 Use the pictures to identify any new words. Play **TR: 63** once, pausing for students to identify the sounds they hear. Say *Listen again and write the correct letters.* Play **TR: 63** again, pausing for students to write *our* or *ur* into the words. Review the answers as a class. You may want to play **TR: 63** a third time and have students repeat the words.

TR: 63 1. your 2. burger 3. court 4. curly

Extend Write the following rhyming words on separate index cards: *four*, *pour*, *door*, *floor*, *ear*, *hear*, *deer*, *cheer*, *chair*, *hair*, *hare*, *share*, *pear*, and *bear*. If possible,

have students sit in a circle and give the cards out at random. Say *Pass the cards*. Encourage students to pass the cards around the circle until you say *Stop*. Have one of the students holding a card stand up and read the word on his or her card, for example *Four*. Repeat the word and ask *Who has the rhyming word with the same spelling?* The student with the word card for *pour* stands up and says the word. Repeat with other students and cards.

Wrap Up Give one index card to each group of three students and have them cut it in three pieces. Each student writes one of the three spellings for /ɔ:r/ on the card: *or*, *oor*, or *our*. Call out words with the three spellings of /ɔ:r/ in random order. Possible words include *floor*, *store*, *four*, *door*, *corner*, *court*, *morning*, and *your*. Students hold up their index card when they hear a word that has the spelling pattern on their card. For example, the student who has *our* on his or her card holds it up upon hearing the word *four*. You may also want to ask *How do you spell (four)?*

Lesson 3



/aɪər/
tire

Key Words *tire, fire, wire, vampire bat, tired*

Additional Words *fireworks, umpire*

Objectives

- Students will
- hear and produce /aɪər/.
 - associate sounds with letter combinations.
 - associate sounds, words, and images.
 - differentiate between /aɪər/ and /ɜ:r/.

Resources

- Student Book p. 26
Audio **TR: 64–67** (Audio CD, Website)
Picture Card (for **Warm Up**) (Website)

9 Listen. Then listen and repeat. TR: 64 and 65

ire

1. 2. *tire* *fire*

3. 4. 5. *wire* *vampire bat* *tired*

10 Trace and say.

11 Do the two words have an ire sound? Listen and repeat. Circle Yes or No. TR: 66

1. Yes (No) 2. Yes (No) 3. Yes (No) 4. Yes (No)

12 Do you hear ire or ur? Listen and write. TR: 67

1. 2. 3. 4. *fireworks* *umpire* *turtle* *curtain*

Warm Up Review words with the spelling *ir* for /ɜ:r/. Hold up the *bird* Picture Card and ask *What's this? What vowel sound do we hear in bird? How do you spell bird?* Then ask *What other words do we know with the same sound and spelling?* Write students' suggestions on the board. Possible answers include *shirt, girl, dirt, thirsty, and circus*. Challenge students to use some or all of these words to make a tongue twister, such as *A thirsty girl in a shirt sees a bird at the circus*. Write one of the tongue twisters on the board. Say it several times together as a class, going faster each time.

9 Say *We know that the letters ir can make the sound /ɜ:r/. Let's learn what happens when we add an e after these letters.* Draw a simple picture to represent *fire* and ask *What's this?* Write the word on the board and underline the letters *ire*. Ask *What sound do the letters ire make in the word fire?* Have students make the /aɪər/ sound.

Then say *Let's learn some more words with /aɪər/. Open your books to page 26. Look at the pictures and listen.* Play **TR: 64**. Have students follow the

words. Then play **TR: 65** and have students listen and repeat.

TR: 64 and TR: 65 *Ire /aɪər/ 1. /aɪər/ tire 2. /aɪər/ fire 3. /aɪər/ wire 4. /aɪər/ vampire bat 5. /aɪər/ tired*

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

11 Read the directions aloud. Play **TR: 66**, pausing for students to say the word and circle *Yes* or *No*. Remind students that they should circle *Yes* only when both words have the /aɪər/ sound. Review the answers as a class.

TR: 66 *1. hire, her 2. sapphire, vampire 3. dire, dear 4. fire, wire*

12 Use the pictures to help students identify any new words. Then play **TR: 67**, pausing for students to point to the word under each picture. Read the directions aloud. Play **TR: 67** again, pausing for students to write *ire* or *ur* in the words. Review the answers as a class. You may want to play **TR: 67** a third time and have students repeat the words.

TR: 67 *1. fireworks 2. umpire 3. turtle 4. curtain*

Extend Write the following incomplete rhyme on the board:

A ____ vampire bat
is asleep in a ____.
Wake up, ____ bat!
The tire is on ____!

Have students complete each line with a word from the page that makes sense. If necessary, add a word bank with the suggested answers out of order: *fire, tire, vampire, tired*.

Wrap Up Have students close their books. Divide the class into two teams. Call on a student from the first team to spell a word from the lesson. For example, say *Listen and spell the word: fireworks*. Have the student write the word on the board. If he or she spells the word correctly, the team gets a point. If not, the other team can try spelling the word for the point. The team with the most points after all of the lesson's words have been practiced wins.

Unit 3

Lesson 4



/aʊər/

sour, shower

Key Words sour, flour, shower, flower

Additional Words hour, tower, devour, power

Objectives

Students will

- hear and produce /aʊər/.
- associate sounds and letter combinations.
- associate sounds, words, and images.

Resources

Student Book p. 27

Audio **TR: 68–71** (Audio CD, Website)

Materials

a slice of lemon or another sour food (for **Activity 13**)

13 Listen. Then listen and repeat. TR: 68 and 69

our  
 sour flour

ower  
 shower flower

14 Trace and say.

15 Do you hear the word with our/ower one or two times? Listen and circle 1 or 2. TR: 70

1. lower (1) 2. our (2) 3. our (1) 2 4. our (1) 2

16 Listen and repeat. Unscramble and write the words. TR: 71

1.   3.  4. 
 hour tower devour power
 orhu oetwr eodrvo ropew

27

Warm Up Play a word guessing game. Write on the board letter blanks to match a word from Lessons 1–3. For example, write five blanks for *tired*. Say *Guess the letters in the word*. Invite a student to guess a letter, for example *r*. If students guess correctly, write the letter on the correct blank (_ _ r _ _). If the suggested letter is not in your word, write an *x* on the board. Have students try to guess all the letters and say the word before you have six *x*'s on the board. When the word is complete, have students spell it aloud or sound it out, for example /t/, /aɪər/, /d/. Finish the activity with the word *pour*.

13 Say *We know that the letters our can make the sound /ɔ:r/. Let's learn another sound these letters can make*. Hold up a slice of lemon or another sour food. Taste it and make a face, saying *It's sour*. Write the word *sour* on the board and underline *our*. Ask *What sound do the letters our make in sour?* Have students make the /aʊər/ sound.

Then say *We can spell /aʊər/ with different letters. Open your books to page 27. What letter combinations do you see?* (*our, ower*) *Our and ower*

can both make the sound /aʊər/. Let's learn some words with these spellings. Look at the pictures and listen. Play **TR: 68**. Have students follow the words. Play **TR: 69** and have students repeat.

TR: 68 and TR: 69 Our /aʊər/
 1. /aʊər/ sour 2. /aʊər/ flour;
 Ower /aʊər/ 1. /aʊər/ shower
 2. /aʊər/ flower

14 Say *Look at Activity 13 again. Trace the letters in each word*. When students finish, call on volunteers to say each word aloud.

15 Read the directions aloud. Play **TR: 70**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class.

TR: 70 1. power, poor 2. our, our
 3. flour, floor 4. sour, sour

16 Use the pictures to help students identify any new words. Play **TR: 71**, pausing for students to unscramble the letters and write the words. Have students compare their answers in pairs before reviewing them as a class.

TR: 71 1. hour 2. tower 3. devour
 4. power

Extend Make a four-column chart on the board with *four*, *door*, *sour*, and *flower* as column heads. Point to the first column and say *Tell me three words that have the sound /ɔ:r/ for the letters our*. Write correct suggestions in the column. Repeat until you have three words in each column. Then have students close their eyes while you change the location of two words, such as *hour* and *court*. Then say *Open your eyes. Which words are in the wrong column?* Invite a student to erase the words and write them in the correct columns. Repeat the activity, changing different words each time.

Wrap Up Divide the class into two groups and assign each group a letter pattern—*our* or *ower*. Say *Listen. Stand up if you hear a word with your letters for the sound /aʊər/*. Say the words from the lesson in a random order. Have students stand up as a group when they hear a word that contains their letter pattern. Then call on a student from the group to repeat the word and spell it aloud.

Lesson 5 Game and Chant

Objectives

Students will

- hear /ɜ:r/, /ɔ:r/, /aɪər/, and /aʊər/.
- associate sounds and letter combinations.
- complete words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 28, 73

Audio **TR: 72–73** (Audio CD, Website)

Materials

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

17 Write the missing letters. Follow the words with the same sound. Then listen and check. TR: 72

18 Listen. Then listen and chant. TR: 73

*My family works hard every day
Off to work by car and subway.*

*My mom's a nurse.
She loves her work.
My dad plants flowers
In the sun for hours.
They come back at four.
I'm always at the door.
We have dinner
And sit by the fire.*

*My family works hard every day
Off to work by car and subway.*

28

Warm Up Write words from Lessons 1–4 on index cards, leaving out the underlined target letters. For example, write t__tle for *turtle*. Other words include *nurse*, *world*, *work*, *court*, *your*, *door*, *tired*, *vampire*, *sour*, *hour*, *shower*, and *flower*. Give the cards to students or pairs of students. Say *Read your word and write the missing letters*. When students finish, collect the cards and display them on the board. Say *Shower* and invite a volunteer to take the correct card and repeat the word. Have the class find and point to the picture of the word on pp. 24–27. Repeat with other words and volunteers.

17 Have students look at the pictures and say the words (*nurse*, *four*, *tired*, and *sour*). Point to the incomplete word next to the nurse and ask *What sound is missing from the word nurse?* (/ɜ:r/) *How do you spell /ɜ:r/ in nurse?* (u, r) Model writing *ur* in the word *nurse* and have students do the same. Then point to the second column of words. Ask *Which of these words has /ɜ:r/, the same sound as in nurse?* (word) *That's right. Nurse and word both have the sound /ɜ:r/. So let's draw a line through the maze from nurse to*

word. Continue this way with the third column of words, having students draw a line from *word* to *turtle*.

Have students work alone or in pairs to complete the rest of the activity. Make sure students understand that they're looking for words with the same vowel sounds, not the same spellings. Then play **TR: 72** and have students listen and check their answers.

TR: 72 n, u, r, s, e: nurse, word, turtle; f, o, u, r: four, door, pour; t, i, r, e, d: tired, fire, wire; s, o, u, r: sour, shower, flour

18 Say *Look at the picture. What do you see?* Ask questions about the picture, such as *Where's this boy standing?* (outside) *Who's he saying goodbye to?* (his parents) *Where are the parents going?* (to work) *Who's taking care of the boy?* (his grandmother) *What do you see in the yard?* (trees and flowers) Then ask *What work do you think the parents do?* Accept any guesses. Then say *Let's find out. Listen to the chant.* Play **TR: 73** and have students listen to the chant to check their guesses. Then say *Now say the chant.* Play **TR: 73** again, pausing after each

line and having students repeat it. Then play **TR: 73** a third time so that students can listen and chant.

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 word. Then play **TR: 73** again for students to check their answers.

My mom's a _____.	fire
She loves her _____.	work
My dad plants _____.	door
In the sun for _____.	hours
They come back at _____.	four
I'm always at the _____.	work
We have dinner _____.	flowers
And sit by the _____.	nurse

Wrap Up Write a word from the chant on the board with the letters out of order. For example, write *lofswre* for *flowers*. Ask *What word can we make with these letters?* Invite a student to write the correct word on the board. Repeat with other words from Lessons 1–4.

Have students turn to p. 73 and write the Unit 3 words in the **Picture Dictionary**.

Unit 3

Lesson 6

Story Fireworks!

Summary The Chen family wants to go see fireworks, but they're having trouble getting there! Will they get there in time for the show?

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. 29, 78

Audio **TR: 74–76** (Audio CD, Website)

Unit 3 Worksheet (Website)

19 Listen. Then listen and repeat. **TR: 74 and 75**

Fireworks!

20 Listen and write the words. Then go to page 78. **TR: 76**

1. f l o w e r 2. c u r b 3. f o u r 4. t i r e d

2 6 8 16 12 16 3 12 16 13 16 8

29

Warm Up Practice rhyming words from the unit. Ask, for example *What words rhyme with fire?* Have students say the rhyming words they know. (tire, wire) Repeat with another set of rhyming words. Then call on volunteers to choose the words for rhyming.

19 Say *It's time for a story! Turn to page 29.* Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a trip to see fireworks) Point to each panel, asking questions to review or introduce vocabulary: *Is the Chen family traveling by car or by bus?* (car) *What's the problem with their car?* (The tires are flat.) *Do they have to get help to fix the car?* (yes) *What's the weather like in panel two?* (It's raining.) *Where do they wait for a taxi in panel three?* (on the curb) *Is it still pouring?* (yes) *When does it stop raining?* (panel four) *Do they see the fireworks?* (yes) *What color are the fireworks?* (purple)

Say *Now let's listen to the story.* Play **TR: 74** and have students point to each panel in order. Play **TR: 74** again and have students follow the text. Then play **TR: 75** and have students listen and repeat.

Extend Write key words from the story in a random order on the board, such as *rain shower, tired, curb, purse, purple, turns, hour, and fireworks show.* Have students find each word in the story. Then say one of the words and call on a volunteer to say the line from the story that includes the word. Have the other students point to the line in the story as the student reads it aloud. Repeat with the other words, calling on different volunteers each time.

Hold up the **Unit 3 Worksheet.** Point to the first word in Activity 1 (f__ works) and ask *What sound is missing?* (/aɪər/) *How do you write /aɪər/?* (ire) *Let's write the letters ire in the word.* Have students complete the rest of Activity 1. Remind students that the words appear in order in the story. For an extra challenge, have students first try to complete as many words as they can with their books closed. When they finish, have students work in pairs to do Activity 2. Students say the words and copy them into the correct column.

20 Read the directions aloud. Play **TR: 76**, pausing for students to write the words. Have students compare

their answers in pairs. Remind them to check the spellings with the words in the story if necessary. Review the answers as a class.

TR: 76 1. flower 2. curb 3. four 4. tired

Have students turn to p. 78 and complete the letter code in pairs. Remind them to refer to p. 29 to find the missing letters. Review the answers as a class to make sure students have completed the code correctly. Then have students work in pairs to write the sentence, using the completed code. When students finish, call on a volunteer to read the sentence aloud.

Wrap Up Reread sentences from the story aloud, but with one incorrect word each time. For example, say *The Chens drive to a flower show.* Students correct the mistake: *No! The Chens drive to a fireworks show.* Continue until you have reviewed each of the four panels in the story.