

Unit 4

Lesson 1



/s/ eats /z/ reads /ɪz/ watches

Key Words /s/: eats
/z/: reads
/ɪz/: watches

Additional Words tastes, hugs, washes, smiles

Objectives

Students will

- hear and produce /s/, /z/, and /ɪz/ in the third-person singular form of simple-present verbs.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /s/, /z/, and /ɪz/ as verb endings.

Resources

Student Book p. 32

Audio **TR: 77–80** (Audio CD, Website)

Materials

two books, two pencils, and two small boxes (for **Warm Up**); green, blue, and black crayons or colored pencils (one of each per student)

Unit 4 1 Listen. Then listen and repeat. **TR: 77 and 78**

2 Trace and say.

3 Do you hear the same s sound at the end? Listen and circle Yes or No. **TR: 79**
1. Yes No 2. Yes No 3. Yes No 4. Yes No

4 Do you hear s as in eats, s as in reads, or es as in watches? Listen and circle in green, blue, or black. **TR: 80**

1. tastes green 2. hugs blue 3. washes black 4. smiles blue

Warm Up Review the sounds /s/, /z/, and /ɪz/ for plural nouns. (See pp. 126–127.) Draw a three-column chart on the board. Hold up two books and ask *What are these? What sound do you hear at the end of the word books?* (/s/) Write *books* as the head of the left-hand column. Repeat with the pencils (/z/) and the boxes (/ɪz/). Then ask *Which sound do you hear at the end of these words?* Say the following words, pausing after each word for students to identify the correct sound: *shirts, frogs, horses, pages, cars, fireworks, brushes, camels, stamps, sandwiches, giraffes, and prizes*. Repeat each word and have a volunteer write it in the correct column.

NOTE: Remind students that /s/ is used in plural nouns after the letters *t, k, p,* and *f*. The sound /ɪz/ is used after the letters *s, z, x, g* (/dʒ/), *sh,* and *ch*. After most other letters, /z/ is used.

1 Say *We also use /s/, /z/, and /ɪz/ with the letters s or es in action words to talk about what happens or what another person does.* Walk in place and say *I walk to class every day.* Write the word *walk* on the board. Then ask students *Do you walk to class every day?* After a student says yes, say *(Petra) walks to class every*

day. Add an *s* to the word on the board to get *walks*. Underline the *s*.

Say *Let's practice with action words that end in s and es. Open your books to page 32.* Play **TR: 77** and have students follow the words. Play **TR: 78** and have students listen and repeat.

TR: 77 and TR: 78 S /s/ eats;
S /z/ reads; Es /ɪz/ watches

2 Say *Look at Activity 1 again. Trace the letters.* When students finish, ask questions, such as *Which word has /s/?* (eats)

3 Read the directions aloud. Then play **TR: 79**, pausing after number 1. Say *Which sound do you hear at the end of helps?* (/s/) Repeat for the second word, *hugs*. (/z/) Then ask *Do we hear the same sound for the letter s in the words helps and hugs?* (no) *That's right. So let's circle No for number 1.* Continue playing **TR: 79**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 79 1. helps, hugs 2. likes, licks
3. cries, flies 4. shouts, stops

4 Make sure each student has green, blue, and black crayons or colored pencils. Use the pictures to

identify any new words. Read the directions aloud. Begin playing **TR: 80**, pausing after the word *tastes*. Say *Tastes. Do you hear /s/, /z/, or /ɪz/ at the end?* (/s/) *That's right. So let's use green to circle the picture.* Continue playing **TR: 80**, pausing for students to circle each picture with the correct color. Review the answers as a class.

TR: 80 1. tastes 2. hugs 3. washes
4. smiles

Extend Write this incomplete story on the board, with a word bank. Have students complete it. Call on a student to read the completed story aloud.

Emily gets home at 5:00. watches
Her mom ____ her. eats
Emily _____. washes
Emily ____ television. hugs
Sometimes she ____ a book. reads
Later, Emily ____ her hands. smiles
She ____ dinner at 8:00.

Wrap Up Describe a picture on the page, using an incorrect verb. For example, point to the girl eating a melon and say *She reads melon for breakfast every day.* Students correct you by saying *No, she eats melon.*

Lesson 2



/fəl/ /əs/
 beautiful delicious

Key Words /fəl/: beautiful, awful
 /əs/: delicious, nutritious

Additional Words enormous, thankful, jealous, colorful, nervous, helpful, famous, playful

Objectives

- Students will
- hear and produce /fəl/ and /əs/.
 - associate sounds and letter combinations.
 - associate sounds, words, and images.
 - differentiate between /fəl/ and /əs/.

Resources

- Student Book p. 33
 Audio **TR: 81–84** (Audio CD, Website)
 Picture Cards (for **Warm Up**, **Activity 5**, and **Wrap Up**) (Website)

Materials

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

5 Listen. Then listen and repeat. TR: 81 and 82

ful **ous**

1. beautiful 2. awful

1. delicious 2. nutritious

6 Trace and say.

7 Do you hear ful or ous? Listen and write. TR: 83

1. enormous 2. thankful 3. jealous 4. colorful

8 Listen and repeat. Unscramble and write the words. TR: 84

1. nervous 2. helpful 3. famous 4. playful

esvunro epuhfl uafosm lpytuf

33

Warm Up Review /ə/ and /ɜ:/ in words with two or three syllables. Prepare Picture Cards of the words *chicken, computer, doctor, eraser, flower, grandmother, panda, pencil, sister, and water*. Hold up the *flower* Picture Card and ask *What's this? How many syllables are there in flower?* (two) *Which syllable is stressed?* (the first) *Which syllable has the sound /ɜ:/?* (the second) Display the card on the board. Repeat with the other cards. Then invite two students to the board. Say *Listen and find the word. This word has two syllables. The word begins with /p/ and ends with /ə/*. Students race to take the *panda* card. Repeat with other words and students.

5 Say *We know words can end with /ə/ or /ɜ:/ when the word ending is the weak syllable. Now let's learn more weak word endings.* Use Picture Cards from the Warm Up, as well as the *beautiful* and *delicious* Picture Cards. Hold up the cards for *flower* and *beautiful*. Say *This flower is beautiful*. Write *beautiful* on the board and read it aloud. Ask *How many syllables are there in beautiful?* (three) *Which syllable is stressed?* (the first) Underline the letters *ful*.

Say *The last syllable, /fəl/, is weak.* Have students make the /fəl/ sound. Use the *chicken* and *delicious* cards in the same way to have students make the /əs/ sound for the *ous* in *delicious*.

Say *Let's learn more words with these endings. Open your books to page 33.* Play **TR: 81** and have students follow the words. Play **TR: 82** and have students listen and repeat.

TR: 81 and TR: 82 Ful /fəl/ 1. /fəl/ beautiful 2. /fəl/ awful; Ous /əs/ 1. /əs/ delicious 2. /əs/ nutritious

6 Say *Look at Activity 5 again. Trace the letters in each word.* Then ask questions such as *Which words end in /fəl/?* (*beautiful, awful*)

7 Read the directions aloud. Begin playing **TR: 83**, pausing after number 1. Ask *Did you hear /fəl/ or /əs/ at the end of enormous?* (/əs/) *How do we spell /əs/?* (*ous*) *Write ous at the end of the word.* Continue playing **TR: 83**, pausing for students to complete the remaining words.

TR: 83 1. enormous 2. thankful 3. jealous 4. colorful

8 Use the pictures to identify any new words. Play **TR: 84**, pausing

for students to repeat the words. Play **TR: 84** again. Have students unscramble the letters to write the words.

TR: 84 1. nervous 2. helpful 3. famous 4. playful

Extend Write words from the lesson on separate index cards, but leave out *ful* or *ous*. Give the cards to students or pairs of students. Say *Read your word and write the missing letters. Then write a sentence with your word in it.* Allow time for students to complete the word and write a sentence. Call on volunteers to read their sentences aloud.

NOTE: Do not include *thankful* or *hopeful* in this activity; students may find it difficult to include these words in a simple sentence.

Wrap Up Hold the *beautiful* and *delicious* Picture Cards behind your back, one in each hand. Call on a student and say *Choose left or right.* Show the card in the chosen hand and say *Name this word and another word with the same ending sound.* The student may say, for example, *Delicious and nutritious.* Repeat with other students, mixing up the cards each time.

Unit 4

Lesson 3



/kw/ /skw/
queen square

Key Words /kw/: queen, question
/skw/: square, squirrel

Additional Words liquid, quilt, squint, squash, quiz, squid, quick, squirt

Objectives

Students will

- hear and produce /kw/ and /skw/.
- associate sounds with letter blends.
- associate sounds, words, and images.
- differentiate between /kw/ and /skw/.

Resources

Student Book p. 34

Audio **TR: 85–88** (Audio CD, Website)

Materials

a glass of water (*optional*, for **Activity II**); copies of word quiz (one per pair of students) (*optional*, for **Extend**)

9 Listen. Then listen and repeat. **TR: 85 and 86**

qu **squ**

1. 2. queen question

1. 2. square squirrel

10 Trace and say.

11 Do you hear qu or squ? Listen and write. **TR: 87**

1. li qu _id 2. qu _ilt 3. squ _int 4. squ _ash

12 Listen and repeat. Unscramble and write the words. **TR: 88**

1. 2. 3. 4. quiz squid quick sqirt

34

Warm Up Review the alphabet by having students say it in a chain. Then write the alphabet on the board, leaving out the letter *q*. Ask *What letter is missing?* When a student guesses correctly, invite him or her to write the letter into the alphabet. Ask *What words do you know that have q?* Help students with suggestions if necessary.

9 Say *Let's learn the sound for the letter q*. Write the word *question* on the board. Underline the letters *qu* and say *We always see the letters q and u together in words. What sound do the letters q and u make together in the word question?* Have students make the /kw/ sound. Then draw a square and write *square* on the board. Underline the letters *squ* and ask *What sound do the letters squ make in square?* Have students make the /skw/ sound.

Say *Let's learn more words with the letter q*. Open your books to page 34. Look and listen. Play **TR: 85** and have students follow the words. Play **TR: 86** and have students repeat.

TR: 85 and TR: 86 Qu /kw/ 1. /kw/ queen 2. /kw/ question; Squ /skw/ 1. /skw/ square 2. /skw/ squirrel

10 Say *Look at Activity 9 again. Trace the letters in each word*. When students finish, call on volunteers to read the words aloud. Students can say any other words they know with *qu* or *squ*, such as *quiet*, *quack*, or *squash*.

11 Read the directions aloud. Play **TR: 87**, pausing for students to write *qu* or *squ* into the words. Review the answers as a class. Say each word again, pausing to make a gesture or a simple drawing to demonstrate its meaning. For example, use a glass of water to teach *liquid*, squint your eyes, and draw a *quilt* and a *squash* on the board. Then play **TR: 87** again and have students repeat the words.

TR: 87 1. liquid 2. quilt 3. squint 4. squash

12 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 88**, pausing for students to repeat the words. Play **TR: 88** again, 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: 88 1. quiz 2. squid 3. quick 4. squirt

Extend Write the following word quiz on the board. (Alternatively, make a copy for each pair of students.)

1. Which word names a shape?
2. Which two words name animals?
3. Which animal squirts liquid ink?
4. Which animal eats nuts?
5. Which word names an important woman?
6. Which word is the opposite of slow?

Say *Let's do a word quiz. Answer each question with a word or words from page 34*. Have students answer the questions in pairs before reviewing answers as a class. (1. square 2. squirrel, squid 3. squid 4. squirrel 5. queen 6. quick)

Wrap Up Invite a student to the front of the class. Say *Listen and act out the word*. Whisper a word from the lesson in the student's ear. Have the student act out the word for the rest of the class to guess. Repeat with other students as time allows.

Lesson 4



/f/

initial position: fork

medial position: dolphin

final position: laugh

Key Words fork, dolphin, laugh

Additional Words phone, graph, trophy, cliff

Objectives

Students will

- hear and produce /f/ for *f*, *ph*, and *gh*.
- hear and produce /f/ in three positions.
- associate sounds, letters, and digraphs.
- associate sounds, words, and images.

Resources

Student Book p. 35

Audio **TR: 89–92** (Audio CD, Website)

Materials

copies of a letter chart (one per group of three students), a timer (for **Extend**)

13 Listen. Then listen and repeat. TR: 89 and 90

14 Trace and say.

15 Do you hear *f/ph/gh* in the beginning, middle, or end? Listen and repeat. Check. TR: 91

1. *ph* 2. *f* 3. *gh* 4. *f*

16 Listen and repeat. Unscramble and write the words. TR: 92

1. 2. 3. 4.

phone hpnoe *graph* rgpgh *trophy* rtpyoh *cliff* lcfif

35

Warm Up Review the sound /f/ for the letter *f*. Write a tongue twister on the board, leaving out the underlined letters: *Freddie the giraffe finds four beautiful flowers in the forest.* Say *Read the tongue twister. What letter is missing from the words in this sentence? (f)* Invite a student to the board to complete the tongue twister. Have the class say the tongue twister several times, going faster each time.

13 Say *We know that the letter f makes the /f/ sound. Can you think of other letters that can make this sound?* Students may suggest, for example, *ph* in *phone*. Then say *Let's find out. Open your books to page 35. What letters do you see? (f, ph, gh) The letters f, ph, and gh can make the /f/ sound. Let's learn some words with these letters.* Play **TR: 89** and have students follow the words. Play **TR: 90** and have students repeat.

TR: 89 and TR: 90 F /f/ fork;
Ph /f/ dolphin; Gh /f/ laugh

14 Say *Look at Activity 13 again. Trace the letters in each word.* Have students tell whether /f/ is in the beginning, in the middle, or at the end of each word.

15 Read the directions aloud. Play **TR: 91** once, pausing for students to repeat the word. Begin playing **TR: 91** again, pausing after number 1. Say *Elephant has ph for /f/. Where do you hear /f/ in the word? (middle) That's right. Let's check the middle circle after the letters ph in number 1.* Continue playing **TR: 91**, pausing after each word for students to check the correct circle. Have students compare answers in pairs before reviewing them as a class.

TR: 91 1. elephant 2. beef 3. rough
4. field

16 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 92**, pausing for students to repeat the words. Play **TR: 92** again, pausing for students to unscramble the letters and write the words. Have students compare answers in pairs before reviewing them as a class.

TR: 92 1. phone 2. graph 3. trophy
4. cliff

Extend Make copies of a three-column chart with the letters *f*, *ph*, and *gh* as column heads. Arrange students in groups of three, and

give each group a copy of the chart. Say *You have three minutes. Write as many words as you can in each column.* Set a timer for three minutes. Students can write words from this lesson and other words they may know, such as *father*, *giraffe*, *muffin*, *photo*, and *enough*. When the timer goes off, have students count the total number of words in the chart. Write this chart on the board and fill it in with students' answers.

Wrap Up Call on six students to stand in a line at the front of the class. Whisper a word to the first student, such as *dolphin*. Say *Whisper the word to the student next to you.* Have each student in the line whisper the word to the next. Ask the last student to say the word aloud. If the word is correct, have the class repeat it. Ask *What makes the sound /f/ in dolphin—f, ph, or gh? (ph)* Whisper a different word with /f/ to the final student, and have that student repeat the word in the other direction.

Unit 4

Lesson 5 Game and Chant

Objectives

Students will

- hear /s/, /z/, /ɪz/, /fəl/, /əs/, /kw/, /skw/, and /f/.
- associate sounds with letters and letter combinations.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 36, 74

Audio **TR: 93–94** (Audio CD, Website)

Materials

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

Warm Up Write *s*, *es*, *ful*, *ous*, *qu*, *squ*, *f*, *ph*, and *gh* on index cards (two cards for each letter or letter combination). 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 *ph*, ask *What letters do you have? What sound do they make?* (/f/) *Say a word with the letters ph for /f/.* (phone) 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 /s/ or /z/ for the letter *s*.

17 Have students identify the words each picture represents: *tastes*, *beautiful*, *queen*, *smiles*, *laughs*, *square*, *nutritious*, and *fork*. Point to the wordsearch puzzle and say *Let's find and circle the words*. Model the activity, finding and circling the first word *tastes* if necessary. Then have students work alone or in pairs to find and circle the rest of the words. Have students say the words aloud as they circle them. If students work alone, have them compare their answers in pairs.

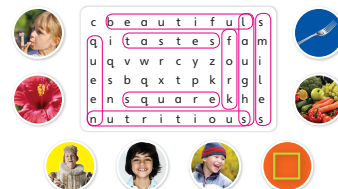
Say *Now listen and repeat. Check your work*. Play **TR: 93** and have students repeat the words while pointing to each one in the puzzle.

TR: 93 down: queen, fork, laughs, smiles; **across:** beautiful, tastes, square, nutritious

18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (phone, squirrel) and without (girl, tree, apples, bees, honey). Then ask questions to review or introduce other words with target sounds. For example, ask *Are apples nutritious?* (yes) *Does honey taste delicious?* (yes) *What's the girl taking with her phone?* (a selfie) *What's a selfie?* (a photo of yourself) *Is the girl having fun outside?* (Yes, she is.) *Is she frowning or laughing?* (laughing)

Say *Let's listen to a chant*. Play **TR: 94** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 94** again, pausing after each line and having students repeat it. Then play **TR: 94** a third time so that students can say the entire chant as they listen.

17 Find and circle the words. Then listen and repeat to check. **TR: 93**



18 Listen. Then listen and chant. **TR: 94**

*I love to have fun outside.
The world is amazing to me.
I love to sit and look around
As far as my eyes can see.*

*This apple smells and tastes so good.
That squirrel is quick and quiet.
I'm thankful for the buzzing bees
That make delicious honey.
Funny selfies make me laugh.
Come take some photos with me!*

*I love to have fun outside.
The world is amazing to me.
I love to sit and look around
As far as my eyes can see.*

36

Extend Write the main verse of the chant on the board, leaving out the underlined letters for the target sounds. List the missing letters. Have students complete the verse. Make sure students realize that they will use some letters more than once. Play **TR: 94** again, pausing for students to check their answers.

This apple smells and tastes so good.
That squirrel is quick and quiet.
I'm thankful for the buzzing bees
That make delicious honey.
Funny selfies make me laugh.
Come take some photos with me!

s ful ous qu squ f ph gh

Wrap Up Have students close their books. Say the beginning of a line from the chant, for example *This apple smells and . . .* Call on a volunteer to stand up and say the remaining part of the line: *tastes so good*. Repeat to review all of the lines.

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

Lesson 6

Story **Stephan's Cake!**

Summary Stephan is making a cake. He mixes all of the ingredients and puts the cake in the oven. It smells delicious. But how will it taste?

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. 37, 79

Audio **TR: 95–97** (Audio CD, Website)
Unit 4 Worksheet (Website)

19 Listen. Then listen and repeat. TR: 95 and 96

Stephan's Cake!

20 Listen and write the words. Then go to page 79. TR: 97

1. phones 2. awful 3. sqare 4. flour

37

Warm Up Begin drawing on the board a simple picture of a target word from Unit 4. Pause as you are drawing and ask *What's this?* When students guess correctly, complete the picture and say *Yes! It's a (dolphin).* Then ask *How do you spell (dolphin)?* Invite a student to label your picture on the board. That student then draws another picture for the class to guess.

19 Say *It's time for a story! Turn to page 37.* Read the story's title and have students look at the panels. Ask *What do you think the story is about?* (a boy baking) Point to each panel, asking questions to review or introduce vocabulary: *What ingredients does Stephan have for his cake?* (eggs, flour, salt, squash) *What shape is Stephan's cake pan?* (square) *Does the cake smell delicious?* (yes) *What is Stephan doing with his camera?* (taking a photo of the cake) *Who is he phoning?* (his friend Felicia) *Does the cake taste delicious?* (no)

Say *Now let's listen to the story.* Play **TR: 95** and have students point to each panel in order. Play **TR: 95** again and have students follow the text. Then play **TR: 96** and have students listen and repeat.

Extend Write sentences about the story out of order on the board. Ask *What happens first? What happens next? Put the sentences in order.*

Allow time for students to work in pairs to identify the correct order. Then invite a pair to the board to number the sentences in order. Play **TR: 95** again for students to check their answers.

He needs eggs, flour, sugar, and squash.
Stephan phones Felicia to come for cake.
He pours the cake into a square pan.
The cake is salty—it tastes awful!
Stephan wants to make a cake.
The cake bakes quickly.
Stephan stirs everything together.

Hold up the **Unit 4 Worksheet**. Point to the first word (Ste__an) and ask *What sound is missing?* (/f/) *How do you write /f/ in Stephan?* (ph) *Let's write the letters ph.* Have students complete the rest of Activity 1. Then have them work in pairs to complete Activity 2. Students say the words and copy them into the correct column. One column will be left blank.

20 Read the directions aloud. Play **TR: 97**, pausing for students to write the words. Have students compare

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

TR: 97 1. phones 2. awful 3. square 4. fork

Have students turn to p. 79 and complete the letter code in pairs. Remind them to look at p. 37 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 Have students close their books. Say *Let's have a story quiz.* Ask the following questions, pausing after each to have a volunteer answer: *What's the boy's name?* (Stephan) *What's the girl's name?* (Felicia) *What ingredients does Stephan use for his cake?* (flour, eggs, squash, salt) *How big is Felicia's piece of cake?* (It's enormous.) *Is the cake delicious?* (No, it's awful!) *Why?* (Stephan used salt, not sugar.)