

## Lesson 1



/ʃən/ invitation  
/zən/ television

**Key Words** /ʃən/: invitation, decorations  
/zən/: television, division

**Additional Words** station, collision, vacation, lotion

### Objectives

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

### Resources

Student Book p. 58  
Audio **TR: 161–164** (Audio CD, Website)

### Materials

index cards (for **Extend**)

**Unit 8** 1 Listen. Then listen and repeat. TR: 161 and 162

**tion** 1. 2. invitation decorations

**sion** 1. 2. television division

2 Trace and say.

3 Do you hear a word with **tion** or **sion**? Listen and write the number. TR: 163  
tion 1 4 sion 2 3

4 Do you hear a word with **tion** or **sion**? Listen and write. TR: 164

1. station 2. collision 3. vacation 4. lotion

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**Warm Up** Review word endings students have learned so far: *er, or, ful, ous, nd, nk, nt, nch, rch, ble, dle, ple, cle, gle, and tle*. Write on the board a word from Units 1, 4, 5, or 6, leaving out the ending letters for the target sound. For example, write *delici\_\_* for *delicious*. Ask *What's this word?* When students figure it out, ask *What sound do we hear at the end of delicious?* (/əs/) *How do you spell /əs/ in delicious?* Invite a student to complete the word. Repeat the activity with other familiar words, such as *sister, doctor, beautiful, wetland, trunk, plant, branch, march, table, noodle, apple, circle, jungle, and bottle*.

1 Say *Now let's learn two new word endings. Open your books to page 58. What letters do you see? (tion, sion) Let's hear how these letters sound together at the end of words. Look and listen.* Play **TR: 161**. Have students follow the words. Then write the word *invitation* on the board. Ask *How many syllables are there in invitation?* (four) *Which syllable is stressed?* (the third) Underline the letters *tion* and say *The last syllable /ʃən/ is weak. What sound do the letters tion make in invitation?* Have students make the /ʃən/ sound. Do the

same with the word *television* to have students make the /zən/ sound. Then play **TR: 162** and have students listen and repeat the words.

**TR: 161 and TR: 162** Tion /ʃən/ 1. /ʃən/ invitation 2. /ʃən/ decorations; Sion /zən/ 1. /zən/ television 2. /zən/ division

2 Say *Look at Activity 1 again. Trace the letters in each word.* When students finish, ask *Does television have /ʃən/ or /zən/? (/zən/) Which sound do you hear at the end of invitation?* (/ʃən/)

3 Read the directions aloud. Play **TR: 163**, pausing for students to write numbers 1–4 next to the correct letter combination for each word. For more practice, write the words *action, decision, version, and celebration* on the board and have students match words with the same ending sound.

**TR: 163** 1. action 2. decision 3. version 4. celebration

4 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 164**, pausing for students to write *tion* or *sion* in each word. Review the answers as a class. Play **TR: 164** again and have students repeat the words.

**TR: 164** 1. station 2. collision 3. vacation 4. lotion

**Extend** Write the following words on index cards, leaving out the underlined letters for target sounds: *celebration, collision, decision, decoration, division, invitation, station, television, and vacation. Give the cards to students, pairs, or groups of students. Say *Look at your word. Which letters are missing? Complete the word with the correct letters.* When students finish, have them read their words aloud. Then ask *Which words rhyme? Stand with other students who have a word that rhymes with yours.* Have students arrange themselves in two rhyme groups—one with words ending in *tion* and one with words ending in *sion*. Students stay in their rhyme groups for the Wrap Up.*

**Wrap Up** Challenge students in each rhyme group to use their words to make simple rhymes, such as *Meet me at the station, we're going on vacation!* or *This is my decision, I'm watching television!* For larger classes, divide students into smaller groups. Allow time for groups to share their rhymes with the class.

# Unit 8

## Lesson 2



/d/      /t/  
play**ed**      danced**ed**

**Key Words** /d/: played, listened  
/t/: danced, walked

**Additional Words** liked, rained, smiled, brushed, colored, jumped, climbed, laughed; asked, called, cooked, hugged (Lesson 3)

### Objectives

Students will

- hear and produce /d/ and /t/ at the end of simple-past verbs.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /d/ and /t/ at the end of simple-past verbs.

### Resources

Student Book p. 59

Audio **TR: 165–168** (Audio CD, Website)

### Materials

green and blue crayons or colored pencils (one of each per student)

**5 Listen to the words about the past.** Then listen and repeat. **TR: 165 and 166**

**ed**      **ed**

1. 2.   
played      listened

1. 2.   
danced      walked

**6 Trace and say.**

**7 Listen.** Circle the words with **ed** as in *played*. **TR: 167**

1. liked      2. rained      3. smiled      4. brushed

**8 Do you hear a word with **ed** as in *played* or **ed** as in *danced*?** Listen and circle in green or blue. **TR: 168**

1. colored green      2. jumped blue      3. climbed green      4. laughed blue

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**Warm Up** Say the words from Lesson 1 aloud, in random order. Students hold up their left hand when they hear words with /ʃən/ and their right hand for words with /ʒən/.

**5** Say *Guess what I did on my last vacation.* Walk in place for students to say *walk*. Say *Yes, I walked on the beach and I . . .* Pretend to kick a soccer ball for students to say *play soccer*. Say *I played soccer. Then I . . .* Pretend to listen to music and say *I listened to music and I . . .* Pretend to dance to complete the sentence with *danced*. Repeat the sentences, writing *walked, played, listened, and danced* on the board. Underline each *ed* and ask *What letters are at the end of these action words to show the past?* (e, d) Ask *What sound do we hear at the end of played?* (/d/) Then ask *Do we hear /d/ at the end of danced?* (no) *What sound do we hear at the end of danced?* (/t/)

Say *Let's practice these sounds some more. Look at the pictures on page 59.* Play **TR: 165**. Have students follow the words. Play **TR: 166** and have students listen and repeat. Then ask *Which action words end in /d/?* (played, listened) *Which end in /t/?* (danced, walked)

**NOTE:** Point out that in these words, the e in *ed* is silent. Remind students that only the letter *d* is added to verbs that end in e, as in *dance(d)*.

**TR: 165 and TR: 166**

**Ed /d/ 1. /d/ played 2. /d/ listened; Ed /t/ 1. /t/ danced 2. /t/ walked**

**6** Say *Look at Activity 5 again. Trace the letters ed.* When students finish, call on volunteers to read the words aloud.

**7** Read the directions aloud. Play **TR: 167**, pausing for students to circle the words with /d/ for the letters *ed*. Review the answers as a class.

**TR: 167 1. liked 2. rained 3. smiled 4. brushed**

**8** Make sure each student has green and blue crayons or colored pencils. Use the pictures to identify any new words. Play **TR: 168**, pausing for students to circle each picture with the correct color. Play **TR: 168** again and have students repeat the words.

**TR: 168 1. colored 2. jumped 3. climbed 4. laughed**

**Extend** Point out some rules for using /d/ or /t/ with verbs in the past tense. Ask *Which action words on the page have the sound /d/?* As students name the words, write them on the board in one column. (played, listened, rained, smiled, colored, climbed) Then ask the same for /t/ and write these words in another column. (danced, walked, liked, brushed, jumped, laughed) Add the word *lived* to the /d/ column and *searched* to the /t/ column. Point to the /t/ column and ask *Which sounds come before /t/?* Underline *c, k, sh, p, gh,* and *ch* as you say *The sound /t/ is used for ed after /s/, /k/, /ʃ/, /p/, /t/, and /tʃ/. The sound /d/ is used for ed after most other letters.*

Write the following verbs on the board: *enjoyed, loved, baked, arrived,* and *wrapped*. Ask *What sound does ed make in these words from Lessons 5 and 6? Use the rules to help.* Have students guess in pairs. Then read the words aloud for students to check.

**Wrap Up** Invite a student to the front of the class and whisper a verb in his or her ear. Say to the class *Watch (Ana). What did she do yesterday?* Have the student act out the word. Other students guess; for example, *She danced.*

## Lesson 3



/ɪd/  
visited

**Key Words** visited, waited, painted, folded, added

**Additional Words** knitted, landed, pointed, protected

### Objectives

Students will

- hear and produce /ɪd/ at the end of simple-past verbs.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /d/, /t/, and /ɪd/ at the end of simple-past verbs.

### Resources

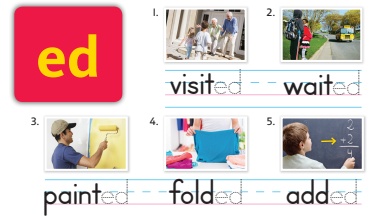
Student Book p. 60

Audio **TR: 169–172** (Audio CD, Website)

### Materials

green, blue, and black crayons or colored pencils (one of each per student); copies of the phonics story (one per pair of students, optional, for **Extend**)

**9** Listen to the words about the past. Then listen and repeat. **TR: 169 and 170**



**10** Trace and say.

**11** Listen. Circle the words with **ed** as in *visited*. **TR: 171**  
1. knitted 2. asked 3. landed 4. called

**12** Do you hear **ed** as in *played*, **ed** as in *danced*, or **ed** as in *visited*? Listen and circle in green, blue, or black. **TR: 172**



**Warm Up** Make a two-column chart on the board with /t/ and /d/ as column heads. Say *Listen to the ending sound for each action word. Is it /t/ or /d/?* Say the following verbs in the simple past: *played, climbed, brushed, listened, jumped, danced, colored, walked, rained, smiled, and laughed*. Pause after each word and invite a student to come to the board and check the correct column. At the end of the activity, have students count the number of check marks in each column. (/t/ = 5, /d/ = 6)

**9** Say *We know that the sounds /d/ or /t/ are used for ed at the end of verbs in the past tense. Now let's learn another sound these letters can make.* Say *Yesterday, I visited my sister.* Write *visited* on the board. Underline the *ed* and ask *What sound do we hear at the end of visited?* Have students make the /ɪd/ sound.

Then say *Let's listen to more action words that have the ending sound /ɪd/ in the past tense. Open your books to page 60.* Play **TR: 169**. Have students follow the words. Ask *Which letters come before ed in all these words? (t, d)* Say *When ed comes after t or d in an action word in the past tense, it's pronounced /ɪd/.* Play

**TR: 170**, and have students listen and repeat the words.

**TR: 169 and TR: 170** Ed /ɪd/ 1. /ɪd/ visited 2. /ɪd/ waited 3. /ɪd/ painted 4. /ɪd/ folded 5. /ɪd/ added

**10** Say *Look at Activity 9 again. Trace the letters in each word.* When students finish, have volunteers read the words aloud.

**11** Read the directions aloud. Play **TR: 171**, pausing for students to circle the words with /ɪd/ for the letters *ed*. Review the answers as a class. For additional practice, ask what sound students hear for the *ed* in the other words. (asked, /t/; called, /d/)

**TR: 171** 1. knitted 2. asked 3. landed 4. called

**12** Make sure each student has green, blue, and black crayons or colored pencils. Use the pictures to identify any new words. Then read the directions aloud. Play **TR: 172**, pausing for students to circle each picture with the correct color. You may want to play **TR: 172** again and have students repeat the words.

**TR: 172** 1. pointed 2. cooked 3. hugged 4. protected

**Extend** Write this short phonics story on the board, with incomplete sentences and a word bank. Have students complete the story. Call on volunteers to read the story aloud. Make sure they are correctly pronouncing /d/, /t/, or /ɪd/ at the end of each verb. Alternatively, make copies of the story and give one to each pair of students.

Last weekend, Anada \_\_\_\_ his grandma.  
He \_\_\_\_ to her house and \_\_\_\_ outside the door.  
His grandma \_\_\_\_ the door and \_\_\_\_.  
“What are you doing here?” she \_\_\_\_.  
Anada \_\_\_\_ his grandma and \_\_\_\_ to the calendar.  
“Happy Birthday, Grandma!” he said.

pointed waited asked visited  
walked hugged smiled opened

**Wrap Up** Say a word from the page and challenge students to make a sentence using that word. For example, say *Painted*. Students make a sentence, such as *I painted a picture of a horse yesterday.*

# Unit 8

## Lesson 4



/ð/ mother  
/θ/ birthday  
/d/ spider

**Key Words** /ð/: mother  
/θ/: birthday  
/d/: spider

**Additional Words** parade, math, cloudy, feather

### Objectives

Students will

- hear and produce /ð/, /θ/, and /d/.
- associate sounds with letters or digraphs.
- associate sounds, words, and images.
- differentiate between /ð/ or /θ/ and /d/.




### Resources

Student Book p. 61

Audio **TR: 173–176** (Audio CD, Website)

**13 Listen.** Then listen and repeat. **TR: 173 and 174**

**th th d**





mother - birthday - spider

**14 Trace and say.**

**15 Do you hear the word with the sound one or two times?** Listen and circle 1 or 2. **TR: 175**

1. d (1) 2. th (1) 2. d (1) 2. th (1) 2

**16 Listen and repeat.** Write *th* or *d*. **TR: 176**

1.  para\_d\_e  
2.  ma\_th\_  
3.  clou\_d\_y  
4.  fea\_th\_er

**Warm Up** Write this sentence on the board, leaving out the underlined letters: *My brother drinks soda when he's thirsty.* Say *Read the sentence and guess the missing letters.* After students identify the missing letters (*th, d*), invite a volunteer to write them into the sentence. Have students read the completed sentence aloud. Then use the words to review the sounds /ð/, /θ/, and /d/. Point to the *th* in *brother* and ask *What sound do we hear for th in brother?* Have students make the /ð/ sound. Repeat for *th* in *thirsty* and *d* in *soda* to review /θ/ and /d/.

**NOTE:** Remind students that they can feel the difference between /ð/ and /θ/ by putting their hands on their throats as they say each sound. They won't feel any vibration in their throats when they say /θ/.

**13** Say *Let's practice more words with /ð/, /θ/, and /d/. Look at the pictures on page 61. Which word has the sound /ð/? Which has /θ/? Which has /d/?* Accept students' suggestions. Then say *Let's check your answers.* Play **TR: 173**. Have students follow the words and check their guesses. Then play **TR: 174** and have students repeat the words.

**TR: 173 and TR: 174** Th /ð/ mother; Th /θ/ birthday; D /d/ spider

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

**15** Read the directions aloud. Play **TR: 175**, pausing for students to circle 1 or 2. Review the answers as a class.

**TR: 175** 1. day, they 2. weather, weather 3. bad, bath 4. thank, thank

**16** Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 176**, pausing for students to repeat the words. Play **TR: 176** again, pausing for students to write the correct letters to complete the words. Have students compare their answers in pairs before reviewing them as a class.

**TR: 176** 1. parade 2. math 3. cloudy 4. feather

**Extend** Write this nonsense rhyme on the board, leaving out the underlined letters *th* and *d*:

"Do you want a spider for your birt\_hday?"  
"No, t\_hank you," said my mot\_her.  
"I want t\_his present for my birt\_hday:  
Give the spider to your brot\_her!"

Say *Read the rhyme. What letters are missing? (d, th)* Have students read the rhyme silently and identify the missing letters. Call on volunteers to fill them in. Then chant the rhyme as a class. Check to make sure students are correctly pronouncing /ð/ and /θ/ for the words with *th*.

**Wrap Up** Have students close their books. Divide the class into two teams. Say *Listen to the words. Raise your hand if you know how to spell the word.* Say a word from the lesson. For example, say *Birthday*. Call on the team whose members had their hands raised first, and invite a student from that team to write the word on the board. If the student spells the word correctly, he or she gets a point for the team. 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 spelled wins.

## Lesson 5 Game and Chant

### Objectives

Students will

- hear /ʃən/, /zən/, /d/, /t/, /ɪd/, /ð/, and /θ/.
- associate sounds with letters, digraphs, and other letter combinations.
- write words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

### Resources

Student Book pp. 62, 76–77

Audio **TR: 177–178** (Audio CD, Website)

**Warm Up** Say *Listen to the words I say and repeat them in order.* Say words from one sound and spelling group in a random order. For example, say *Mother, this, weather, the, feather.* Students repeat the words in the same order. Have students identify the target sound and spelling. (/ð/, *th*) Repeat the activity with other sounds and spellings.

**17** Use the pictures to review vocabulary: *climbed, station, walked, danced, and cloudy.* Then say *Let's write the words in the puzzle.* Point to number 1. Ask *What did the boy do?* (He climbed the tree.) *How do you spell climbed?* Model writing the word in the puzzle, spelling it aloud as you do so. Have students complete the rest of the puzzle alone or in pairs. Remind students to check pp. 58–61 if they need help.

When students finish, point to the yellow panel in the puzzle. Say *Let's read down to find the hidden word in the puzzle. What letters are in the yellow squares?* Have a volunteer read the hidden word aloud (*baked*). Then say *Write the word baked into the sentence under the puzzle.* Have volunteers read the completed

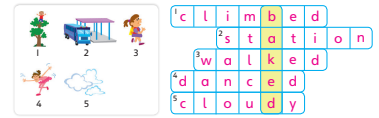
sentence aloud. Play **TR: 177** and have students listen and check their answers.

**TR: 177** 1. c, l, i, m, b, e, d: climbed 2. s, t, a, t, i, o, n: station 3. w, a, l, k, e, d: walked 4. d, a, n, c, e, d: danced 5. c, l, o, u, d, y: cloudy; **Sentence:** They baked a cake for the celebration.

**18** Say *Look at the picture of a family on vacation. What do you see?* Have students name words with the target sounds (celebration, parade, danced, walked, brother, mother, father) and without (fireworks, blanket, balloons, sing). Then ask questions about the picture, such as *Who are with the brothers?* (their mother and father) *What did they do during the day?* (walked/danced in a parade) *What did they do at night?* (watched fireworks) *Was it dark when they watched the fireworks?* (yes) *Did the family enjoy their vacation?* (yes)

Say *Let's listen to a chant.* Play **TR: 178** and have students listen to the chant. Then say *Now say the chant.* Play **TR: 178** again, pausing after each line and having students repeat it. Then play **TR: 178** a third time so that students can say the entire chant as they listen.

**17** Write the words. Complete the sentence with the hidden word. Then listen and check. TR: 177



They baked a cake for the celebration.

**18** Listen. Then listen and chant. TR: 178

*Celebrations are fun.  
So come along everyone.  
Celebrate with us all day.  
Dance and sing and play.*

*We went on vacation.  
And enjoyed a celebration.  
We danced and played  
And walked in a parade.*

*We waited til dark  
For the fireworks to start.  
We all loved the show.  
Especially my brother, Joe.*

*Celebrations are fun.  
So come along everyone.  
Celebrate with us all day.  
Dance and sing and play.*



**Extend** Write sentences from the main verse of the chant on the board out of order. Invite students to the board to number the sentences in the correct order from the chant. Then call on volunteers to read the sentences in the correct order.

We waited til dark  
We danced and played  
Especially my brother, Joe.  
We went on vacation,  
And walked in a parade.  
We all loved the show,  
For the fireworks to start.  
And enjoyed a celebration.

**Wrap Up** Write key words from the chant on the board, such as *vacation, celebration, danced, played, enjoyed, waited, dark, and brother.* Challenge students to make sentences using each of the words, such as *I had a celebration for my birthday.*

Have students turn to pp. 76–77 and write the Unit 8 words in the **Picture Dictionary**.

# Unit 8

## Lesson 6

### Story A Birthday Celebration

**Summary** Daiyu planned a special celebration for her brother's birthday. She was very busy preparing the party. The guests enjoyed themselves . . . but where was Daiyu?

#### Objectives

Students will

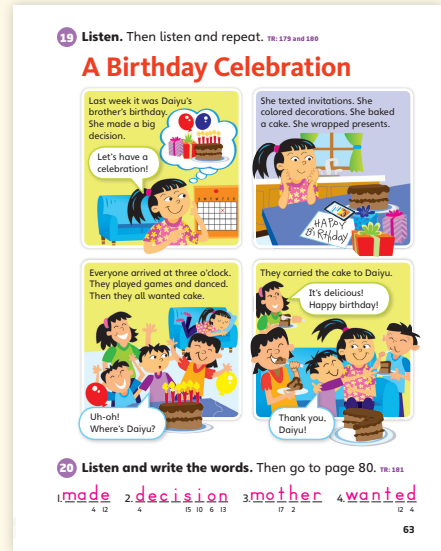
- listen to and demonstrate understanding of a story.
- associate target sounds and words in context.
- use pictures to demonstrate understanding.
- track print from left to right.
- write words they hear and use them to solve a code.

#### Resources

Student Book pp. 63, 80

Audio **TR: 179–181** (Audio CD, Website)

Unit 8 Worksheet (Website)



**Warm Up** Say *Listen and raise your hand when you hear an action word in the past tense.* Make sentences using verbs and vocabulary from Unit 8, some in the simple past and others in the simple present. For example, say *I like celebrations* and *I visited my grandmother yesterday.* Students raise their hands only when they hear a verb in the simple past. They can also tell whether they hear /d/, /t/, or /ɪd/ at the end of the verb.

**19** Say *It's time for a story! Turn to page 63.* Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a birthday celebration) Point to each panel, asking questions to review or introduce vocabulary: *What did Daiyu decide to have for her brother's birthday?* (a party/celebration) *What did she do to prepare?* (texted invitations, made decorations, baked a cake, and wrapped presents) *What did the guests do at the party?* (danced, played games) *Why didn't Daiyu dance and play games?* (She was asleep.) *What did they eat in panel four?* (birthday cake)

Say *Now let's listen to the story.* Play **TR: 179** and have students point to each panel in order. Play **TR: 179**

again and have students follow the text. Then play **TR: 180** and have students listen and repeat.

**Extend** Write sentences from the story on the board, but with one incorrect word in each. Say *Read each line from the story. Which word doesn't belong?* Students read and say the incorrect word in each line. Then have them say the correct word. As they do, erase the incorrect word on the board and write (or have a volunteer write) the correct word in its place. Call on volunteers to read each correct sentence.

Last week it was Daiyu's mother's birthday.

Daiyu made a big division.

She decided to have a decoration.

She painted invitations and she wrapped presents.

Everyone played games and jumped.

They looked for Daiyu because they colored cake.

Hold up the **Unit 8 Worksheet**. Point to the first word (aiyu) and ask *What sound is missing?* (/d/) *How do you write /d/?* (d) *Let's write the letter D into the name Daiyu.* Remind

students to use an uppercase *D* in Daiyu's name. Have students complete the rest of Activity 1. When they finish, have students work in pairs to do Activity 2. Students say the words and copy them into the correct column.

**20** Play **TR: 181**, 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. Review the answers as a class.

**TR: 181** 1. made 2. decision 3. mother 4. wanted

Have students turn to p. 80 and complete the letter code in pairs. Remind them to refer to p. 63 to find the missing letters. Have students work in pairs to check that they have completed the code correctly. Then have pairs write the sentence using the completed code. Call on a volunteer to read the completed sentence aloud.

**Wrap Up** Have students read the story aloud in a chain. When reading speech bubbles, have students copy the intonation they remember from the audio. With large classes, have students read the story in the same way, but in small groups.