

Unit 5

Lesson 1



/ʌ/

initial position: **u**p

medial position: **ru**n

Key Words *up, run, bus, duck, lunch*

Additional Words *nut, rug, sun, bug; tub, mud (Lesson 2)*

Objectives

Students will

- hear /ʌ/ in two positions.
- produce /ʌ/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.

Resources

Student Book p. 38

Audio **TR: 92–95** (Audio CD, Website)

Picture Cards (for **Warm Up, Extend, and Wrap Up**) (Website)

Unit 5 1 Listen. Then listen and repeat. TR: 92 and 93

2 Trace and say.

3 Do you hear **u**? Listen and circle Yes or No. TR: 94

1. Yes No 2. Yes No 3. Yes No 4. Yes No

4 Do you hear the word with **u** one or two times? Listen and circle 1 or 2. TR: 95

1. 1 2 2. 1 2 3. 1 2 4. 1 2

38

Warm Up Review sounds and words from Unit 4. Prepare Picture Cards of words with the sounds /æ/, /ɛ/, /ɪ/, and /ɑ/, such as *apple, bath, bed, big, closet, dad, desk, egg, fish, hot, kitchen, lamp, map, milk, mom, pen, shelf, sock, and top*. Give the cards to students or pairs of students. Have students look at their card and say the word aloud. Then have students stand up and move around the classroom, saying their words and finding other students whose cards have the same sound. When students finish, check that they're in the correct sound groups.

1 Write *Uu* on the board in dotted outline. Ask *What letter is this?* Then trace the letters and confirm the answer *u*. Say *This letter makes the sound /ʌ/*. Have students make the /ʌ/ sound. Then say *Open your books to page 38. Find the letter u*. Have students trace the upper- and lowercase *u* on the page with their finger.

Then say *Let's learn some words with /ʌ/*. Look at the pictures and listen. Play **TR: 92**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 93**. You

may want to play **TR: 93** again and have students trace the *u* with their finger while they listen and repeat.

TR: 92 and TR: 93 U /ʌ/ 1. /ʌ/ up 2. /ʌ/ run 3. /ʌ/ bus 4. /ʌ/ duck 5. /ʌ/ lunch

2 Say *Look at the words and pictures in Activity 1 again. Trace the letter u*. When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /ʌ/ in the beginning or in the middle of the word.

3 Read the directions aloud. Then play **TR: 94**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. Students can also say any other words they know with the sound /ʌ/, such as *jump*.

TR: 94 1. leg 2. bun 3. cub 4. sum

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 95**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. You may want to play **TR: 95** again and have students repeat the first word in each pair.

TR: 95 1. nut, not 2. rug, rug 3. sun, sun 4. bug, bag

Extend Contrast the five short vowel sounds: /æ/, /ɛ/, /ɪ/, /ɑ/, and /ʌ/. Use Picture Cards from the Warm Up and also prepare Picture Cards of words with the sound /ʌ/, such as *duck, nut, rug, run, and sun*. Mix up the cards and place them facedown in a pile on your desk. Make a five-column chart on the board with *a, e, i, o, and u* as column heads. Invite a student to your desk and say *Take a card and say the word. Which sound do you hear — /æ/, /ɛ/, /ɪ/, /ɑ/, or /ʌ/?* Have the student place the card in the correct column. Confirm the answer with the class. Repeat this for the other words.

Wrap Up Hold up all of the Picture Cards used in this lesson, one by one. Students name the picture only when the word contains /ʌ/, for example: *duck, /ʌ/*. To make the activity more fun and engaging, you may want to have students act out the word with /ʌ/ after they say it. For example, a student could waddle and make a duck noise. Repeat this until all cards with /ʌ/ have been used.

Lesson 2



/ʊ/

medial position: pull

Key Words pull, push, full, put, sugar

Additional Words bull, bush

Objectives

Students will

- hear /ʊ/ in the medial position.
- produce /ʊ/ in the medial position.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /ʌ/ and /ʊ/ for the letter u.

Resources

Student Book p. 39

Audio **TR: 96–99** (Audio CD, Website)

Materials

index cards, tape or tack (*optional*) (for **Warm Up**); green and blue crayons or colored pencils (one of each per student)

5 Listen. Then listen and repeat. TR: 96 and 97

6 Trace and say.

7 Do you hear u? Listen and circle Yes or No. TR: 98

1. Yes No 2. Yes No 3. Yes No 4. Yes No

8 Do you hear u as in sun or u as in put? Listen and circle in green or in blue. TR: 99

1. green 2. blue 3. green 4. blue

39

Warm Up Practice blending and spelling CVC (or VC) words with /ʌ/, such as *bug, bus, nut, sum, sun, tub,* and *up*. Write the following letters on separate index cards: *b, g, m, n, p, s, t,* and *u*. Display the cards on the board. Sound out a word. For example, say /n/, /ʌ/, /t/. Invite a student to find the correct letters and place them in this order. Then have the students sound out and say the word. Have other students repeat. Continue sounding out other words, and have a different student participate each time. To extend this activity, have students also spell the words by saying the letters: *n, u, t*.

5 Hold up the *u* and *p* letter cards from the Warm Up to make the word *up*. Hold up the *u* card higher and ask *What sound does this letter make?* (/ʌ/) Then say *This letter can also make the sound /ʊ/*. Have students make the /ʊ/ sound.

Then say *Open your books to page 39. Let's learn some words with /ʊ/*. Look at the pictures and listen. Play **TR: 96**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 97** and have students listen and repeat.

TR: 96 and TR: 97 U /ʊ/ 1. /ʊ/ pull

2. /ʊ/ push 3. /ʊ/ full 4. /ʊ/ put

5. /ʊ/ sugar

6 Say *Look at the words and pictures in Activity 5 again. Trace the letter u*. When students finish, call on volunteers to say each word aloud. Make sure students are pronouncing /ʊ/, not /ʌ/, in each word.

7 Read the directions aloud. (Remember to pronounce the /ʊ/ sound when reading the letter *u* in the directions.) Then play **TR: 98**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 98 1. tube 2. robe 3. pudding 4. butcher

8 Make sure each student has green and blue crayons or colored pencils. Use the pictures to help students identify any new words. Then read the directions aloud. Begin playing **TR: 99**, pausing after the word *tub*. Say *Tub. Do you hear /ʌ/ as in sun or /ʊ/ as in put?* (/ʌ/ as in sun) *That's right. So we use green to circle the picture*. Model circling the first picture in green. Continue playing

TR: 99, pausing for students to circle each picture with the correct color. Play **TR: 99** a third time, and have students repeat the word and the correct sound for the letter *u*.

TR: 99 1. tub 2. bull 3. mud 4. bush

Extend Provide additional practice contrasting /ʌ/ and /ʊ/. Draw a simple picture of a duck and a bull on either side of the board. Point to each picture and ask *What's this?* As students say the word, write it under the picture and underline the *u*. Point to the picture of the duck and ask *Which sound does u make here?* (/ʌ/) Say *Let's find more words with the same sound as duck*. Have students identify words such as *lunch* or *bug*. Write correct words under the duck picture. Repeat the activity with the bull picture. When they finish, have students count the number of words under each animal.

Wrap Up Point to the pictures on Student Book p. 39 and have students say the words again. Then ask *Which words rhyme?* (pull, full, and bull; push, bush) Make rhyming phrases for students to chant with you. For example, say *Pull a bull. Push a bush*.

Unit 5

Lesson 3



/j/

initial position: yawn

Key Words yawn, yard, yell, yogurt, yellow

Additional Words yacht, yam, yolk, yak; yo-yo, yes (Lesson 4)

Objectives

Students will

- hear /j/ in the initial position.
- produce /j/ in the initial position.
- associate sounds and letters.
- associate sounds, words, and images.

Resources

Student Book p. 40

Audio **TR: 100–103** (Audio CD, Website)

Materials

index cards (for Warm Up)

9 Listen. Then listen and repeat. **TR: 100 and 101**

10 Trace and say.

11 Do you hear y? Listen and circle Yes or No. **TR: 102**

1. Yes No 2. Yes No 3. Yes No 4. Yes No

12 Do you hear the word with y one or two times? Listen and circle 1 or 2. **TR: 103**

1. 1 2 2. 1 2 3. 1 2 4. 1 2

40

Warm Up Write on index cards words with the sounds /ʌ/ and /ʊ/, such as *bug, bush, duck, nut, pull, push, put,* and *run*. Create an equal number of cards for each sound. If possible, have students sit in a circle. Choose four cards (two for each sound) and give these to four students. Say *Pass the cards*. Have students pass the cards around the circle until you say *Stop*. Have one student holding a card stand up, read the word on his or her card, and say the sound of the letter *u*. For example: *put, /ʊ/*. Repeat what the student said and ask *Who else has /ʊ/*? The student with the other /ʊ/ card stands up and says his or her word. For example: *push, /ʊ/*. Continue the activity using different sets of four cards each time.

9 Write Yy on the board. Ask *What letter is this?* Then say *This letter makes the sound /j/ at the beginning of a word*. Have students make the /j/ sound. Then say *Open your books to page 40. Find the letter y*. Have students trace the upper- and lowercase y on the page with their finger.

Then say *Let's learn some words with /j/ in the beginning. Look at the*

pictures and listen. Play **TR: 100**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 101**. You may want to play **TR: 101** again and have students trace the y with their finger while they listen and repeat.

TR: 100 and TR: 101 Y /j/ 1. /j/ yawn
2. /j/ yard 3. /j/ yell 4. /j/ yogurt
5. /j/ yellow

10 Say *Look at the words and pictures in Activity 9 again. Trace the letter y*. When students finish, call on volunteers to say each word aloud.

11 Read the directions aloud. Then play **TR: 102**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. Students can also say any other words they know beginning with /j/, such as yes.

TR: 102 1. young 2. love 3. you
4. yarn

12 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 103**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. You may want to

play **TR: 103** again and have students repeat the first word in each pair.

TR: 103 1. yacht, yacht 2. yam, yam
3. yolk, folk 4. yak, jack

Extend Write this tongue twister on the board with spaces for each y, as shown: *You have _ams, _ogurt, and _ellow _olk for the _ak in your _ard*. Say *Read the tongue twister. What letter is missing?* (y) Invite students to come to the board and write the missing letter y in each word. Students can also say /j/ and each word as they do so, for example: /j/, yams. When the sentence is complete, say *Now read the sentence aloud. How fast can you say it?* Have students repeat the tongue twister several times, going faster each time.

Wrap Up Have groups of students invent their own tongue twisters using the words on Student Book p. 40. For example, *Yellow yaks yawn (and yell), Yaks like yellow yams, or You yell in the yard*. Students can teach their tongue twister to the class for practice.

Lesson 4



/i/

final position: **fifty**

Key Words *fifty, sleepy, happy, sunny, baby*

Additional Words *windy, puppy*

Objectives

Students will

- hear /i/ in the final position.
- produce /i/ in the final position.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /j/ and /i/ for the letter y.

Resources

Student Book p. 41

Audio **TR: 104–107** (Audio CD, Website)

Picture Cards (for **Extend**) (Website)

Materials

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

13 Listen. Then listen and repeat. TR: 104 and 105

14 Trace and say.

15 Do you hear **y**? Listen and circle Yes or No. TR: 106

1. Yes No 2. Yes No 3. Yes No 4. Yes No

16 Do you hear **y** as in **yarn** or **y** as in **baby**? Listen and circle in green or in blue. TR: 107

1. blue 2. green 3. green 4. blue

41

Warm Up Say *Listen and act out the words with the sound /j/*. Call out words students know with and without /j/, such as *yawn, run, push, yogurt, balloon*, and so on. Have students act out only words with /j/. For words without /j/, students stay still.

13 Write the words *yellow* and *happy* on the board. Point to *yellow* and ask *What sound does y make in the word yellow?* (/j/) *That's right! Y makes the sound /j/ in the beginning of a word.* Have students repeat the word *yellow*. Then point to the word *happy*, and have students say it aloud. Underline the *y* in *happy* and say *The letter y makes the sound /i/ at the end of a word.* Have students make the /i/ sound. Then say *Open your books to page 41. Find the letter y.*

Then say *Let's learn some words with /i/ at the end. Look at the pictures and listen.* Play **TR: 104**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 105** and have students listen and repeat.

TR: 104 and TR: 105 Y /i/ 1. /i/ fifty
2. /i/ sleepy 3. /i/ happy 4. /i/ sunny
5. /i/ baby

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

15 Read the directions aloud. (Remember to pronounce the /i/ sound when reading the letter y in the directions.) Then play **TR: 106**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class. Have students say any other words they know ending with /i/, such as *family*.

TR: 106 1. snowy 2. daddy 3. thirsty
4. walking

16 Make sure each student has green and blue crayons or colored pencils. Use the pictures to help students identify any new words. Then say *Listen to the words. Do you hear /j/ as in yarn or /i/ as in baby? Circle words with /j/ in green and /i/ in blue.* Play **TR: 107**, pausing for students to circle each picture with the correct color. You may want to play **TR: 107** again and have students repeat each word.

TR: 107 1. windy 2. yo-yo 3. yes
4. puppy

Extend Show the Picture Card of the word *sunny* and ask *What's the weather like?* (It's sunny.) Then ask *What sounds can you hear in the word sunny?* Write *sunny* on the board and then point to the letters as you sound out the word, saying /s/, /ʌ/, /n/, /i/. Underneath the word *sunny*, make a four-column chart with each of the word's letters (s, u, n, and y) as column heads. Point to each letter and ask *How many words do you know with /s/?* Write students' responses into the /s/ column. Then repeat for words with /ʌ/, /n/, and /i/. When you finish, have students count the number of words in each column.

Wrap Up Play *Bingo*. Have students make a small x near any four pictures on pp. 40–41 in the Student Book. Then say *Listen. When you hear one of your words, make another small x near the picture.* Call out words from pp. 40–41 in any order. A student has *Bingo* when all four of his or her pictures are marked with two x's.

Unit 5

Lesson 5 Game and Chant

Objectives

Students will

- hear /ʌ/, /ʊ/, /j/, and /i/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 42, 74–75
Audio **TR: 108** (Audio CD, Website)

Warm Up Say *Listen to the words I say and repeat them in order.* Say key words from one Unit 5 sound group in random order. For example, say *Sleepy, baby, happy, fifty, puppy.* Students repeat the words in the same order. Have students identify the target sound. (/i/) Repeat the activity with words with /ʌ/, /ʊ/, and /j/. For an extra challenge, repeat the activity saying the words a little faster and in a different order.

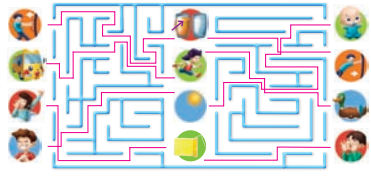
17 Review the words shown in the maze: *pull, bus, yawn, happy, full, run, sunny, yellow, baby, push, duck, and yell.* Model doing the activity with a student. Say *Pull* and have a student point to the picture of the boy pulling the door. Say *Pull has the sound /ʊ/.* *What other words have the sound /ʊ/?* (full, push) Then say *Let's draw a line through the maze from pull to full and from full to push.* Have the student say the words aloud while you draw the lines from left to right. Have students complete the activity alone or in pairs. Walk around the room as they work, making sure students are saying the words aloud as they draw the lines through the maze.

For an extra challenge, have students add one more word to each sound group. Say, for example *Pull, full, push. Say one more word.* A student may respond *Sugar.*

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (push, pull, yogurt) and without (girl, boy, wagon). Then point to and say the remaining words with the target sounds (jump, puddle, yummy, very, messy). Ask questions about the picture, such as *Who's pushing/pulling? Who has the yogurt?* Have students find and point to the answers.

Say *Let's listen to a chant.* Play **TR: 108** and have students listen to the chant. Say *Now let's say the chant.* Play **TR: 108** again, pausing after each line and having students repeat it. Play **TR: 108** a third time, having students say the entire chant as they listen. You may also want to model actions for students to do as they repeat the chant. (Jump in place, act out pushing and pulling, pretend to eat yogurt, and brush imaginary mud off yourself for messy.) Replay the chant as necessary until students learn to say it and do the actions.

17 Follow the pictures with the same sound.

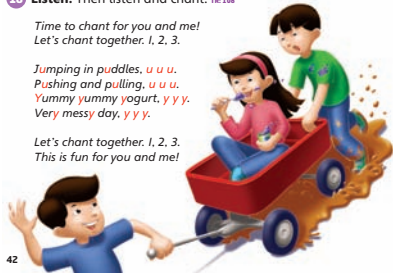


18 Listen. Then listen and chant. **TR: 108**

Time to chant for you and me!
Let's chant together. 1, 2, 3.

Jumping in puddles, u u u.
Pushing and pulling, u u u.
Yummy yummy yogurt, y y y.
Very messy day, y y y.

Let's chant together. 1, 2, 3.
This is fun for you and me!



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Extend Write the main verse of the chant on the board, leaving out the underlined letters for the target sounds in each line. Have students read each line and say the missing letters and the sound, such as *Jumping in puddles: u, /ʌ/.* Then play **TR: 108**, pausing for students to check their answers.

Jumping in puddles, u u u.
Pushing and pulling, u u u.
Yummy yummy yogurt, y y y.
Very messy day, y y y.

Wrap Up Say just the first word of one of the lines in the chant, for example *Jumping . . .* Without looking at their books, have students say the rest of the line from memory; for example: *Jumping in puddles, /ʌ//ʌ//ʌ/.* Then have students say and act out the entire line again. Repeat this for all four lines.

Have students turn to pp. 74–75 and write the Unit 5 words in the **Picture Dictionary.**

Lesson 6

Story Yoko Gets Dressed

Summary Yoko is sleepy, but she has to get up. She hurries to get ready, but forgets something important!

Objectives

Students will

- listen to and demonstrate understanding of a story.
- associate target sounds and words in context.
- use pictures to demonstrate understanding.
- track print from left to right.

Resources

Student Book pp. 43, 79
Audio **TR: 109–III** (Audio CD, Website)
Unit 5 Worksheet (Website)

Materials

index cards (for **Warm Up**); blue, pink, yellow, and brown crayons or colored pencils (one of each per student)

19 Listen. Then listen and repeat. TR: 109 and 110

Yoko Gets Dressed

20 Which sound do you hear? Listen and circle.
Then go to page 79. TR: 111

1 u as in full	2 u as in sugar	3 y as in yawn	4 y as in yell
1 u as in nut	2 y as in fifty	3 u as in lunch	4 y as in puppy

43

Warm Up Write the following words on separate index cards: *baby, bus, duck, push, run, sleepy, yell, and yogurt*. Invite a student to the front to take a card. Say *Look. Don't say the word. Act it out.* When the class guesses correctly, the student holds up the card, reads the word, and says the target sound. Repeat with other students.

19 Say *It's time for a story! Turn to page 43.* Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a sleepy girl in the morning) Then point to each panel, asking questions such as *Where is Yoko in panel one?* (in bed) *Is she sleepy?* (yes) *What time is it?* (7:50) *What is Yoko wearing in the story?* (a shirt, pajamas, a yellow hat) *What does her mom have?* (lunch) *Where is Yoko at the end?* (in the yard)

Say *Now let's listen to the story.* Play **TR: 109**. As the story plays, point to each panel to show the order. Play **TR: 109** a second time. Have students point to each panel as they listen. Then play **TR: 110** and have students listen and repeat.

Extend Write the following on the board:

Yoko is _____.	
She _____ on her shirt and hat.	yellow
Yoko's hat is _____.	runs
She _____ to the bus—in her pajamas!	sleepy
	puts

Say *Read the sentences about the story. What are the missing words?* As students answer, fill in the correct words. Then have students read the completed sentences aloud.

Hold up the **Unit 5 Worksheet**. Point to the first word (oko) and ask *What sound is missing?* (/j/) *Let's write Y.* Remind students to use uppercase letters for names (Y for Yoko). Have students complete Activity 1. 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 each word and ask students to identify the sound the red letter makes. Begin playing **TR: III**,

pausing after number 1. Repeat the word *put* and ask *Do you hear /ʊ/ as in full or /ʌ/ as in nut?* (/ʊ/ as in full) *That's right! Circle number 1 and the letter u with the word full.* Continue playing **TR: III**, pausing for students to circle the number and the correct letter/word.

TR: III 1. /ʊ/ put 2. /i/ sleepy
3. /ʌ/ bus 4. /j/ yard

Have students take out blue, pink, yellow, and brown crayons or colored pencils. Have them turn to p. 79 and write the numbers into the correct squares. (Remind them to check p. 43 as necessary.) Have students use the completed key to color the picture. Then ask *What do you see?* (ducks) Students complete the word with the letter *u*.

Wrap Up Replay **TR: 109** and have students just listen to the story. Then say *Listen. Who's speaking?* Read speech bubbles, out of order. For example, say *Thanks, Mommy!* Students point to the speech bubble and name the character (Yoko or Mommy). Students then read the speech bubble, using the character's intonation from the audio.