

Lesson 1



/ð/

initial position: **th**is

medial position: mo**th**er

Key Words *this, that, mother, father, feather*

Additional Words *these, brother, smoothie, those*

Objectives

- Students will
 - hear /ð/ in two positions.
 - produce /ð/ in two positions.
 - associate sounds and digraphs (letter combinations that make one sound).
 - associate sounds, words, and images.

Resources

Student Book p. 58

Audio **TR: 153–156** (Audio CD, Website)

Materials

index cards, a red marker (for **Warm Up**)

Warm Up Practice blending and sounding out CVC words from Units 6 and 7: *box, cat, cup, fox, hat, hot, jam, jet, jug, mix, rat, run, and six*. Write big, red letters on index cards (one letter on each): *a, b, c, e, f, g, h, i, j, m, n, o, p, r, s, t, u,* and *x*. Give these cards to students. Then say *Let's make some words. Come to the front when you hear your sound and stand in order*. Sound out a word. For example, say /h/, /æ/, /t/. The students with the letters *h, a,* and *t* stand in order holding their cards up. Point to the cards and have students sound out and say the word: /h/, /æ/, /t/, *hat*. Repeat the activity with different words.

NOTE: This lesson presents the voiced *th* sound /ð/. Encourage students to put their hands on their throats to feel the vibration as they say this sound. Students will learn the voiceless *th* sound /θ/ in Lesson 2.

1 Write *th* on the board. Ask *What letters are these?* (*t* and *h*) Then say *We know these letters make the sounds /t/ and /h/. But together, these letters make a new sound*. Write the word *father* on the board, and have students read it aloud. Then underline the letters *th* and ask *What sound do the letters t and h make together?*

Repeat the word *father*, emphasizing /ð/. Say *They make the sound /ð/*. Have students make the /ð/ sound.

Then say *Open your books to page 58. Let's learn some words with /ð/. Look at the pictures and listen*. Play **TR: 153**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 154** and have students listen and repeat.

TR: 153 and TR: 154 *Th /ð/ 1. /ð/ this 2. /ð/ that 3. /ð/ mother 4. /ð/ father 5. /ð/ feather*

2 Say *Look at the words and pictures in Activity 1 again. Trace the letters th*. When students finish, call on volunteers to say each word aloud. Have them tell whether the /ð/ comes in the beginning or in the middle of the word.

3 Say *Let's listen to more words with /ð/*. Use the pictures to help students identify any new words. Then play **TR: 155** and have students repeat the words. Play **TR: 155** again, pausing for students to check the correct position of /ð/ (initial or medial). Review the answers as a class.

TR: 155 *1. these 2. brother 3. smoothie 4. those*

Unit 8 **1** Listen. Then listen and repeat. TR: 153 and 154

th

1. 2.

--- this --- that ---

3.

mother

4.

father

5.

feather

2 Trace and say.

3 Is **th** in the beginning or in the middle? Listen and repeat. Check. TR: 155

1.

Yes No

2.

Yes No

3.

Yes No

4.

Yes No

4 Do you hear **th**? Listen and circle Yes or No. TR: 156

1. Yes No

2. Yes No

3. Yes No

4. Yes No

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4 Read the directions aloud. Then play **TR: 156**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 156 *1. there 2. day 3. smoothie 4. water*

Extend Make true or false sentences about objects in the classroom using *this, that, these,* and *those*. Students repeat your sentences if they are true. For example, hold up a book and say *This is a book*. Students hold up a book and say *This is a book*. Point to two pictures and say *Those are pictures*. Students point to the same pictures and say *Those are pictures*. If you hold up two books and say a false sentence, such as *These are pencils*, students correct you by holding up or pointing to the correct objects and saying, for example, *No, these are pencils* or *No, those are books*.

Wrap Up Have students look at the pictures on Student Book p. 58. Ask *Which two words have /f/ at the beginning and /ð/ in the middle?* (*father, feather*) Repeat, asking about other sounds and positions for words on the page.

Unit 8

Lesson 2



/θ/

initial position: **th**ree

final position: mouth**th**

medial position: pan**th**er

Key Words *three, thirsty, mouth, teeth, panther*

Additional Words *birthday, thin, thirty, path*

Objectives

Students will

- hear /θ/ in three positions.
- produce /θ/ in three positions.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /ð/ and /θ/ for the digraph *th*.

Resources

Student Book p. 59

Audio **TR: 157–160** (Audio CD, Website)

5 Listen. Then listen and repeat. TR: 157 and 158

6 Trace and say.

7 Is **th** in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 159

8 Do you hear **th** as in *this* or **th** as in *thin*? Listen and circle. TR: 160

Warm Up Say *Listen. Stand up if you hear /ð/*. Call out a list of words, some with /ð/ and some without. For example, say *This, giraffe, fox, feather*. Pause after each word for students to stand up and repeat the word if they hear /ð/.

NOTE: This lesson presents the voiceless sound /θ/ for the letters *th*. You can contrast this with the voiced sound /ð/ by having students put their hands on their throats as they say both sounds. They won't feel any vibration when they say /θ/.

5 Write the word *this* on the board and ask *What sound do the letters th make together?* (/ð/) Then say *That's right, but sometimes these letters make a different sound*. Point to your mouth and ask *What's this?* Write the word *mouth* on the board. Read it aloud and say *In the word mouth, th makes the sound /θ/*. Have students make the /θ/ sound.

Then say *Open your books to page 59. Let's learn some words with /θ/*. *Look and listen*. Play **TR: 157**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 158** and have students listen and repeat.

TR: 157 and TR: 158 Th /θ/ 1. /θ/ three 2. /θ/ thirsty 3. /θ/ mouth 4. /θ/ teeth 5. /θ/ panther

6 Say *Look at the words and pictures in Activity 5 again. Trace the letters th*. When students finish, call on volunteers to say each word aloud. Students can then also tell whether the /θ/ comes in the beginning, in the middle, or at the end of the word.

7 Say *Let's listen to more words with /θ/*. Use the pictures to help students identify any new words. Then play **TR: 159** and have students repeat the words. Read the directions aloud and play **TR: 159** again, pausing for students to check the correct position for /θ/. Review the answers as a class.

TR: 159 1. birthday 2. thin 3. thirty 4. path

8 Read the directions aloud. Point to items 1–4 and say *Circle the green th for /ð/ as in this or the blue th for /θ/ as in thin*. Begin playing **TR: 160**, pausing after number 1. Say *Together. Do you you hear /ð/ as in this or /θ/ as in thin?* (/ð/ as in this) *That's right. /ð/ is in together. Let's circle the green*

th for /ð/ as in this. Continue playing **TR: 160**, pausing after each item to repeat the words and to help students select the correct colored letters.

TR: 160 1. together 2. math 3. those 4. think

Extend Write words with /θ/ on the board: *mouth, panther, path, teeth, thin, thirsty, thirty, three, and with*. Have students work in pairs to make a tongue twister with these words. For example, students might say *A thirsty panther with thirty teeth or Three thirsty panthers on a thin path*. Challenge students to use as many words as possible. Then have pairs share their tongue twisters with the class.

Wrap Up Make incorrect statements about the words from the lesson. For example, say */θ/ is in the beginning of the word mouth*. Students listen and correct your mistake: *No! /θ/ is at the end of the word mouth*. For an additional challenge, identify the position of some sounds correctly, so that students have to listen for mistakes as well as correct them. Students can also find and point to the pictures on Student Book p. 59 as they say each word.

Lesson 3



/tʃ/

initial position: **ch**easefinal position: lunch**ch**medial position: teach**er**

Key Words *cheese, chicken, lunch, sandwich, teacher*

Additional Words *chips, kitchen, cherries, beach; chop, watch, bench (Lesson 4)*

Objectives

Students will

- hear /tʃ/ in three positions.
- produce /tʃ/ in three positions.
- associate sounds and digraphs.
- associate sounds, words, and images.

Resources

Student Book p. 60

Audio **TR: 161–164** (Audio CD, Website)Picture Cards (for **Warm Up**) (Website)

Materials

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

9 Listen. Then listen and repeat. TR: 161 and 162

10 Trace and say.

11 Is ch in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 163

12 Do you hear ch? Listen and (circle) Yes or No. TR: 164

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

60

Warm Up Prepare Picture Cards of words with either /k/ or /s/ for the letter *c*: *cake, car, cat, coat, cold, color, juice, pencil, and rice*. Mix up the cards and place them facedown on your desk. Make a two-column chart on the board with *cup* and *city* as column heads. Invite a student to your desk and say *Take a card and say the word. Which sound do you hear—/k/ for cup or /s/ for city?* Have the student say the word, then display the card in the correct column on the board. Continue the activity with the other words.

9 Write *ch* on the board. Ask *What letters are these?* (*c* and *h*) Then say *We know the letter c makes the sounds /k/ and /s/. We also know the letter h makes the sound /h/. But together, these letters make a new sound.* Write the word *lunch* on the board, and have students read it aloud. Then underline the letters *ch* and ask *What sound do the letters c and h make together?* Read the word again. Say *They make the sound /tʃ/.* Have students make the /tʃ/ sound.

Then say *Open your books to page 60. Let's learn some words with /tʃ/. Look at the pictures and listen.* Play

TR: 161. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 162** and have students listen and repeat.

TR: 161 and TR: 162 *Ch /tʃ/ 1. /tʃ/ cheese 2. /tʃ/ chicken 3. /tʃ/ lunch 4. /tʃ/ sandwich 5. /tʃ/ teacher*

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

11 Say *Let's listen to some more words with /tʃ/.* Use the pictures to help students identify any new words. Play **TR: 163** and have students repeat the words. Then read the directions aloud and play **TR: 163** again, pausing for students to check the correct position of /tʃ/. Review the answers as a class.

TR: 163 *1. chips 2. kitchen 3. cherries 4. beach*

12 Read the directions aloud. Then play **TR: 164**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 164 *1. orange 2. chocolate 3. juice 4. bench*

Extend Write key words from Lessons 1–3 on separate index cards, leaving out letters for target sounds. For example, write ee for chease, leaving two blanks for the underlined letters. Other beginning words to include are chicken, father, feather, lunch, mother, mouth, panther, sandwich, teacher, teeth, that, thirsy, this, and three. Give the cards to students or pairs of students. Say *Look at your word. Which letters are missing—th or ch? Write the letters th or ch into the word. Then read the word aloud.* When students finish, say *Now find other students with words that have the same sound.* Have students move around the classroom, saying their words and finding other students whose words have the same sound. Then have students stand in their sound groups and read their words aloud.

Wrap Up Use words with /tʃ/ to make a tongue twister. Say *Chicken and cheese sandwiches for the teacher's lunch.* Have students point to the pictures on the page in the order that they hear the words. Then have students repeat the tongue twister several times, going faster each time.

Unit 8

Lesson 4



/ʃ/

initial position: shoes

final position: fish

medial position: milkshake

Key Words shoes, shirt, fish, bush, milkshake

Additional Words ship, shop, wash, shelf

Objectives

Students will

- hear /ʃ/ in three positions.
- produce /ʃ/ in three positions.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between digraphs and sounds: ch (/tʃ/) and sh (/ʃ/).

Resources

Student Book p. 61

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

Picture Cards (for **Wrap Up**) (Website)

13 Listen. Then listen and repeat. TR: 165 and 166

14 Trace and say.

15 Is sh in the beginning or at the end? Listen and repeat. Check. TR: 167

16 Do you hear ch or sh? Listen and write ch or sh. TR: 168

1. chop 2. watch 3. shelf 4. bench

61

Warm Up Play a drawing game using words with /tʃ/. Begin drawing a simple picture on the board, pausing to ask *What's this?* When students guess correctly, complete the picture and say *Yes! It's a (cherry)*. Then ask *Is the /tʃ/ in the beginning, in the middle, or at the end of the word?* (beginning) Finish the game by drawing a sandwich and asking *Where is the /tʃ/ in sandwich?* (end) Then ask *What sound is in the beginning of sandwich?* (/s/)

13 Write *sh* on the board. Ask *What letters are these?* Then say *These letters make the sounds /s/ and /h/. But together they make a new sound.* Write the word *fish* on the board, and have students read it aloud. Then underline the letters *sh* and ask *What sound do s and h make together?* Read the word again and say *They make the sound /ʃ/.* Have students make the /ʃ/ sound.

Then say *Open your books to page 61. Let's learn some words with /ʃ/. Look at the pictures and listen.* Play **TR: 165**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 166** and have students listen and repeat.

TR: 165 and TR: 166 Sh /ʃ/ 1. /ʃ/ shoes 2. /ʃ/ shirt 3. /ʃ/ fish 4. /ʃ/ bush 5. /ʃ/ milkshake

14 Say *Look at the words and pictures in Activity 13 again. Trace the letters sh.* When students finish, call on volunteers to say the words aloud. Students can also tell whether the /ʃ/ comes in the beginning, in the middle, or at the end of the word.

15 Say *Let's listen to more words with /ʃ/.* Use the pictures to identify any new words. Then play **TR: 167** and have students repeat the words. Read the directions and play **TR: 167** again, pausing for students to check the correct position of /ʃ/ (initial or final). Review the answers as a class.

TR: 167 1. ship 2. fish 3. shop 4. wash

16 Say *Listen. Do you hear /tʃ/ or /ʃ/?* Play **TR: 168**, pausing for students to say the sound they hear in each word. Point to and say the incomplete words aloud. Ask *What's missing—ch or sh? Listen and write the missing letters.* Begin playing **TR: 168** again, pausing after number 1. Say *Chop. Do you hear /tʃ/ or /ʃ/? (/tʃ/) That's right. So, do we write ch or sh? (ch) Yes. Write ch into the word chop.* Continue

playing **TR: 168**, pausing for students to write the correct digraph. You may want to play **TR: 168** again while you review the answers as a class.

TR: 168 1. chop 2. watch 3. shelf 4. bench

Extend Write a key word from Unit 8 on the board, leaving out target letters, for example *lun_ _*. Invite a student to the board. Ask *What sound and letters are missing?* (/tʃ/, ch) *Write ch into the word.* Have the student complete the word. Then have the class read the word aloud and act it out. Repeat with different words and students.

Wrap Up Prepare Picture Cards of words with the /ʃ/ sound: *bush, fish, ship, shirt,* and *shoes*. Have students close their eyes while you hide the cards around the classroom. Call on a volunteer and say *Find a picture with /ʃ/ at the end.* When the student finds the card for *bush* or *fish*, he or she shows it to the class and says the word. Confirm the answer with the class. Ask *Is /ʃ/ at the end of (bush)?* (yes) Repeat with other students looking for different cards.

Lesson 5 Game and Chant

Objectives

Students will

- hear /ð/, /θ/, /tʃ/, and /ʃ/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 62, 76–77

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

17 Follow the pictures with the same sound.

3

18 Listen. Then listen and chant. TR: 169

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

Mother makes smoothies, th th th.
For three thirsty kids, th th th.
Choose peach or cherry, ch ch ch.
Wash our shirts, Mommy, sh sh sh.

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

Warm Up Write four words on the board—three that share a target sound and one that doesn't. For example: *cheese, milkshake, chicken, and sandwich*. Say *Let's say the words. Which doesn't belong?* (milkshake) *Why not?* (It has /ʃ/, not /tʃ/.) Have students suggest another word with /tʃ/ to replace *milkshake*. Repeat the activity with groups of words that have other sounds.

17 Review the words in the maze: *feather, shirt, three, chicken, milkshake, mother, teacher, mouth, this, fish, teeth, and sandwich*. Model the activity with a student. Say **Feather** and have a student point to the picture of the feather. Say **Feather has the sound /ð/**. *What other words have the sound /ð/?* (mother, this) Then say **Let's draw lines from feather to mother, and from mother to this**. Have the student say the words aloud while you draw the lines. Have students complete the activity. Walk around the room as they work, making sure students are saying the words aloud as they draw the lines through the maze. Remind students to make sure they're using the voiced /ð/ or voiceless /θ/ correctly for words with *th*.

18 Say **Look at the picture. What do you see?** Have students describe what they can, including words with the target sounds (mother, brother, smoothie, three, thirsty, cherry, wash, shirt) and without (boy, girl/sister). After students say the words they know, say the remaining words with the target sounds (choose, peach). Then ask questions about the picture. For example, ask **How many smoothies are there?** (three) **Where are the children?** (in the kitchen)

Say **Let's listen to a chant**. Play **TR: 169** and have students listen to the chant. Then say **Now say the chant**. Play **TR: 169** again, pausing after each line and having students repeat it. Then play **TR: 169** a third time so that students can say the entire chant as they listen. You may also want to have students repeat the chant in four sound groups (/ð/, /θ/, /tʃ/, and /ʃ/). All groups chant the chorus together. Then each sound group chants the line for its sound.

Extend Write the main verse of the chant on the board, leaving out the underlined letters for the target sounds in each line. Students read the line and say the missing letters and the sound, for example: *mother, th, /ð/*.

Then play **TR: 169** again, pausing for students to check their answers.

Mother makes smoothies.
For three thirsty kids.
Choose peach or cherry.
Wash our shirts, Mommy.

Wrap Up Write key words from the chant in random order on the board: *shirts, cherry, smoothies, peach, three, wash, mother, thirsty*. Have students read the words aloud. Invite a student to the board and say **Match two words with the same sound**. Have the student draw a line to connect words with matching sounds, such as *cherry* and *peach*. Have the class say the sound (/tʃ/) and the correct line from the chant: *Choose peach or cherry, ch, ch, ch*. Have students check the chant text in the Student Book if necessary. Repeat with other students until all matches are made.

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

Unit 8

Lesson 6

Story Theo's Birthday

Summary Theo and his family are at the beach for his birthday. They pack a lunch, but the raccoons eat it! What will Theo and his family eat?

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. 63, 79

Audio **TR: I70–I72** (Audio CD, Website)

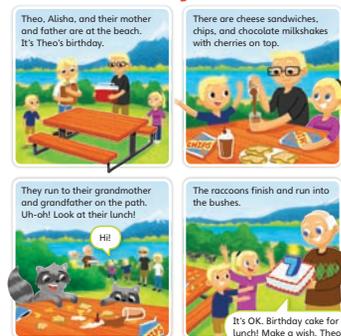
Unit 8 Worksheet (Website)

Materials

brown, orange, blue, and yellow crayons or colored pencils (one of each per student)

19 Listen. Then listen and repeat. **TR: I70 and I71**

Theo's Birthday



20 Which sound do you hear? Listen and circle. Then go to page 79. **TR: I72**

1 th as in this	2 th as in three	3 ch	4 ch
1 ch	2 sh	3 sh	4 sh

63

Warm Up Say *Let's see how many words with /tʃ/ we know. I'll start. Cheese.* Point to the student in the first seat and say *(Lin) please say another word with /tʃ/.* Have students continue in order until they cannot think of any more /tʃ/ words. Then change the sound and repeat.

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 picnic) Then point to each panel, reviewing and introducing new words as you ask questions. For example, ask *Where's the family?* (at the beach) *Are they having a picnic?* (yes) *What food can you see?* (chips, chocolate, cheese, sandwich, milkshake, cherry, cake) *Who eats the lunch—Theo's family or the raccoons?* (the raccoons) *What does the family eat?* (cake)

Say *Now let's listen to the story.* Play **TR: I70.** As the story plays, point to each panel to show the order. Play **TR: I70** a second time. Have students point to each panel as they listen. Then say *Listen and say the sentences.* Play **TR: I71** and have students listen and repeat.

Extend Write four true or false sentences about the story on the board: *The family is at the beach.* (true) *They have chocolate sandwiches and cheese milkshakes.* (false) *Raccoons eat the lunch.* (true) *Raccoons eat the cake.* (false) Read each sentence aloud, pausing for the class to tell whether it's *true* or *false*. Call on students to correct the false sentences.

Hold up the **Unit 8 Worksheet.** Point to the first word (_ _eo) and ask *What letters and sound are missing?* (*Th*, /θ/) *Let's write Th.* Remind students to use uppercase letters for names (*T* for *Theo*). 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. Point to the red letters and call on students to make the sound for each digraph. Then play **TR: I72**, pausing for students to circle the number next to the correct digraph each time.

TR: I72 1. /ð/ the 2. /θ/ path 3. /ʃ/ shoes
4. /tʃ/ cheese

Have students take out brown, orange, blue, and yellow crayons or colored pencils. Have them turn to p. 79 and write the numbers into the correct squares. (Remind them to check p. 63 as necessary.) Have students use the completed key to color the picture correctly. Then ask *What do you see?* (a birthday cake) Students complete the word *birthday* with the letters *th*.

Wrap Up Draw the outline of a picnic blanket on the board and say *Let's have a phonics picnic lunch. What food can we bring? Look in your books and find some foods.* Have students look back through their Student Book and find key words that name foods (*cheese, sandwich, egg, muffin*, etc.) When a student says a word, ask *What sound do you hear in (milkshake)?* The student can answer with any target sounds, such as /m/, /ɪ/, /ʃ/, or /k/. When the student names a word and sound(s) correctly, have him or her draw the item into the picnic blanket outline. Repeat this until the "blanket" is full.