

Lesson 1



/ʊ/

medial position: **book**

Key Words *book, goodbye, foot, wood, cookie*

Additional Words *brook, hood, look, cook; hook (Lesson 2)*

Objectives

- Students will
- hear and produce /ʊ/.
 - associate sounds and digraphs.
 - associate sounds, words, and images.

Resources

- Student Book p. 38
 Audio **TR: 90–93** (Audio CD, Website)
 Picture Cards (for **Warm Up, Activity 1**) (Website)

Materials

- a coin, a small toy (for **Warm Up**)

Unit 5 1 Listen. Then listen and repeat. **TR: 90 and 91**

oo

book goodbye

foot wood cookie

2 Trace and say.

3 Do you hear oo? Listen and circle Yes or No. **TR: 92**

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

4 Do you hear the word with oo one or two times? Listen and circle 1 or 2. **TR: 93**

1. 2. 3. 4.

1 2 1 2 1 2 1 2

38

Warm Up Review sounds and spellings from Unit 4. Prepare Picture Cards of the words *brown, coat, cold, glue, juice, mouth, and window*. Use a coin and a small toy for examples of words with *oi* and *oy*. Hold up the *glue* Picture Card and ask *What's this? What sound do you hear in glue?* (/u:/) *How do you spell glue? What other words do we know with the letters ue for the sound /u:/?* (blue, statue) Repeat with the other Picture Cards and objects, ending with the *cold* Picture Card to review a word that has a sound for the letter *o*.

1 Say *Let's learn another sound the letter o can make*. Hold up a book and ask *What's this? How do you spell book?* Write the word *book* on the board. Underline the letters *oo* and ask *What sound do the letters oo make together in the word book?* Have students make the /ʊ/ sound. Then ask *What other letter can make the /ʊ/ sound?* (*u*) Use the *bush* and *sugar* Picture Cards if necessary to help students get the answer.

Then say *Let's learn more words with the letters oo for /ʊ/*. Look at the pictures and listen. Play **TR: 90**. Have students follow the words. Play **TR: 91** and have students listen and repeat.

TR: 90 and TR: 91 Oo /ʊ/ 1. /ʊ/ book
 2. /ʊ/ goodbye 3. /ʊ/ foot
 4. /ʊ/ wood 5. /ʊ/ cookie

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

3 Read the directions aloud. Then play **TR: 92**, 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 letters *oo* for /ʊ/, such as *look*.

TR: 92 1. wool 2. suit 3. soot 4. tune

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 93**, 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: 93** again and have students listen and repeat the first word in each pair.

TR: 93 1. brook, broke 2. hood, hood
 3. look, luck 4. cook, cook

Extend Contrast the two spellings for /ʊ/ (*u* and *oo*). Make a two-column

chart on the board with *u* and *oo* as column heads. Say the following words: *pull, wood, cookie, push, foot, put, and goodbye*. Pause after each word and ask *How do you spell (pull)—with u or oo?* (*u*) Then invite a student to come to the board and write the word in the correct column. For an extra challenge, you may want to have students think of additional words for either column, such as *sugar* or *hood*.

NOTE: If students have trouble spelling, write the word on the board two times—once with *u* and once with *oo*. Students choose the one that looks correct. For example, write *cukie*/cookie*. (* = incorrect) Students choose *cookie*.

Wrap Up Point to the pictures on Student Book p. 38 and have students say the words aloud. Then ask *Which words rhyme?* (*book, brook, look, and cook; wood and hood*) Make rhyming phrases for students to chant. For example, say *Look at the book in the brook* or *I have wood in my hood*. Have students repeat the rhymes.

Unit 5

Lesson 2



/u: /

medial position: food

Key Words food, school, boots, pool, bedroom

Additional Words moon, noodles, balloon

Objectives

Students will

- hear and produce /u: /.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /ʊ/ and /u: /.

Resources

Student Book p. 39

Audio **TR: 94–97** (Audio CD, Website)

Picture Cards (for **Warm Up, Activity 5**) (Website)

Materials

a piece of paper with a small square cut out of the middle, tape or tack (*optional*) (for **Warm Up**); a tube; green and blue crayons or colored pencils (one of each per student)

5 Listen. Then listen and repeat. **TR: 94 and 95**

6 Trace and say.

7 Do you hear oo? Listen and circle Yes or No. **TR: 96**

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

8 Do you hear oo as in good or oo as in food? Listen and circle in green or blue. **TR: 97**

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

39

Warm Up Prepare Picture Cards of the word *noodles*, as well as words with /ʊ/ for the letters oo, such as *book*, *cook*, *cookie*, and *foot*. Hold up the *cookie* Picture Card with the piece of paper placed over the front, so that students can see only part of the picture. Ask *What's this?* When a student guesses correctly, display the card on the board and have students repeat the word. Repeat with the other cards. When all the cards are on the board, have students say the words again. Then ask *Which word doesn't have /ʊ/?* (*noodles*)

5 Write the word *noodles* on the board and underline the letters oo. Ask *What sound do the letters oo make in the word noodles?* (/u: /) *That's right. The letters oo can make the sound /ʊ/ as in book or /u: / as in noodles.* Have students make the /u: / sound. Then ask *What other letters can make the /u: / sound?* (*ue, ui, or u* and *e*) Hold up a tube (of toothpaste, for example) and Picture Cards of *glue* and *juice*, if necessary, to help students with this answer.

Then say *Let's learn some more words with /u: / for the letters oo.* *Look at the pictures and listen.* Play **TR: 94**. Have students follow the

words. Play **TR: 95** and have students listen and repeat.

TR: 94 and TR: 95 Oo /u: / 1. /u: / food 2. /u: / school 3. /u: / boots 4. /u: / pool 5. /u: / bedroom

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

7 Read the directions aloud. (Pronounce /u: / for the letters oo in the directions.) Play **TR: 96**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 96 1. kangaroo 2. tooth 3. roof 4. shook

8 Make sure each student has green and blue colored pencils or crayons. Use the pictures to help students identify any new words. Then read the directions aloud. Begin playing **TR: 97**, pausing after the word *moon*. Say *Moon. Do you hear /ʊ/ as in good or /u: / as in food?* (/u: / as in food) *That's right! So we use blue to circle the picture.* Model circling the first picture with a blue crayon or pencil. Continue playing

TR: 97, pausing for students to circle each picture with the correct color.

TR: 97 1. moon 2. hook 3. noodles 4. balloon

Extend Write words with different spellings of /u: / on the board in a random order: *fruit*, *blue*, *school*, *boot*, *rule*, *moon*, *glue*, and *tune*. Read the words aloud, then ask *Which words rhyme?* Have a student come to the board and draw a line to connect two rhyming words, such as *blue* and *glue*. Repeat until all pairs of rhyming words are matched. If necessary, remind students that words don't have to have the same spelling of the /u: / sound to rhyme. Have students use the words to make simple rhyming sentences, such as *Sing a tune as you fly to the moon.*

Wrap Up Use the pictures on pp. 38–39 to play *Bingo*. Have students make a small x near any four pictures in their books. Then say *Listen. When you hear one of your words, make another small x near the picture.* Call out the words on pp. 38–39 in any order. Have students make another small x when they hear one of their words. A student has *Bingo* when all four pictures are marked with two x's.

Lesson 3



/i: /

initial position: **ea**t

medial position: **tea**cher, **tee**th

Key Words *eat, teacher, teeth, sleep*

Additional Words *leaf, green, street, read, meet; beans, seeds (Lesson 4)*

Objectives

Students will

- hear and produce /i: /.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /i: / and the sounds /ɪ / and /ɛ /.

Resources

Student Book p. 40

Audio **TR: 98–101** (Audio CD, Website)

Materials

index cards, a paper bag, tape or tack (optional) (for **Extend**)

9 Listen. Then listen and repeat. TR: 98 and 99

ea

1. eat 2. teacher

ee

1. teeth 2. sleep

10 Trace and say.

11 Which words have the **ea/ee** sound? Listen and circle. TR: 100

1. **ea** 2. **ee**

1. **ee** 2. **ea**

12 What words do you hear? Listen and number 1 to 4. TR: 101

4 red 2 read 1 met 3 meet

40

Warm Up Review /ɛ / and /æ / with the sound monsters activity. Draw block letters e and a on the board. Add eyes, teeth, ears, and other features to turn each letter into a monster. Say *These are the sound monsters. What sounds do they like to eat?* (/ɛ / and /æ /) *Let's feed them.* Have students suggest words to “feed” each monster, such as *apple*, /æ /. Write the words into each monster outline. At the end of the activity, count how many words each monster has “eaten.”

9 Say *We know e makes the sound /ɛ / and a makes the sound /æ /. Let's learn a sound these letters make together.* Write the word *clean* on the board. Underline the letters *ea* and ask *What sound do the letters ea make together in the word clean?* *They make the sound /i: /.* Have students make the /i: / sound.

Say *Open your books to page 40. What letters do you see? (ea and ee) We can use ea or ee together to spell the sound /i: /. Let's learn some words with these letters.* Play **TR: 98**. Have students follow the words. Then play **TR: 99** and have students listen and repeat.

TR: 98 and TR: 99 *Ea /i: / 1. /i: / eat 2. /i: / teacher; Ee /i: / 1. /i: / teeth 2. /i: / sleep*

10 Say *Look at the words and pictures in Activity 9 again. Trace the letters ea and ee.* When students finish, ask *Which words have the letters ea?* (eat, teacher) *Which words have the letters ee?* (teeth, sleep)

11 Use the pictures to help students identify any new words. Then read the directions aloud. Point out that students may circle one or both pictures in each box. Play **TR: 100**, pausing after each word for students to circle the picture if they hear the sound /i: /. You may want to play **TR: 100** again and have students repeat the words with /i: /. For additional practice, write the words *leaf*, *green*, and *street* on the board. Call on students to underline and say the letters that spell /i: / in each word.

TR: 100 *Ea /i: / 1. leaf 2. sit; Ee /i: / 1. green 2. street*

12 Read the words *red*, *read* (with /i: /), *met*, and *meet* aloud. Then read the directions aloud. Play **TR: 101**, pausing for students to write numbers 1–4 next to the correct

words. Review the answers as a class. You may want to play **TR: 101** again and have students repeat the words.

TR: 101 1. met 2. read 3. meet 4. red

Extend Write words with *ea* and *ee* for /i: / onto separate index cards. Use words on p. 40 and other words students know, such as *clean*, *fourteen*, *jeans*, *three*, and *wheel*. Put the cards in a paper bag. Draw a two-column chart on the board with *ea* and *ee* as column heads. Have a student take a card from the bag and read the word aloud; for example, *wheel*. Ask the class *Does wheel have ea or ee?* (ee) Have the student with the card place it in the correct column on the board. Repeat until all the cards are on the board. Students can also suggest other words they know. When you finish, count the number of words in each column.

Wrap Up Say *Listen and act out the words with the sound /i: /.* Call out words students know with and without the letters *ea* and *ee* for /i: /. For example, *eat*, *sleep*, *rice*, *jeans*, *three*, *bedroom*, *teacher*, etc. Students act out only the words with /i: /. For other words, they stay still.

Unit 5

Lesson 4



/eɪ/

final position: **play**

medial position: **rain**

Key Words rain, tail, play, today

Additional Words gray, pail

Objectives

Students will

- hear and produce /eɪ/.
- associate sounds and digraphs.
- associate sounds, words, and images.
- differentiate between /eɪ/ and /i:/.

Resources

Student Book p. 41

Audio **TR: 102–105** (Audio CD, Website)

Picture Cards (for **Warm Up, Activity 13**) (Website)

Materials

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

13 Listen. Then listen and repeat. **TR: 102 and 103**

ai 1. 2. rain tail

ay 1. 2. play today

14 Trace and say.

15 Do you hear the word with ai/ay one or two times? Listen and **circle** 1 or 2. **TR: 104**

1. ay 1 2 2. ai 1 2 3. ay 1 2 4. ai 1 2

16 Do you hear ai/ay or ee/ea? Listen and **circle**. Write. **TR: 105**

1. 2. 3. 4.

ai / ee ay / ee ai / ee ay / ee
b_e_a_n_s gr_a_y p_a_i_l s_e_e_d_s

Warm Up Review /i:/ from Lesson 3 and /eɪ/ from Unit 3. Prepare Picture Cards of the words *baseball, cake, cave, eat, game, sleep, and teeth*. Hide the cards around the classroom before the lesson. To play, call on three volunteers and give an instruction, for example *Find a picture with the sound /i:/*. Have the students look around the classroom for a picture of a word with /i:/. Have the first student who finds one hold it up and say the word; for example, *teeth*. Then ask *How do you spell the /i:/ in teeth?* (ee) Then have students continue looking for more words with /i:/, then /eɪ/. Continue the activity until all of the cards have been found.

13 Hold up the *cake* Picture Card and say *We know that a and e make the sound /eɪ/ as in cake. Let's learn some more letters we can use to spell the /eɪ/ sound. Open your books to page 41. What letters do you see?* (ai and ay) *We can use ai and ay to spell the /eɪ/ sound. Let's learn some words with these letters.* Play **TR: 102** and have students follow the words. Play **TR: 103** and have students listen and repeat.

TR: 102 and TR: 103 Ai /eɪ/ 1. /eɪ/ rain 2. /eɪ/ tail; Ay /eɪ/ 1. /eɪ/ play 2. /eɪ/ today

14 Say *Look at the words and pictures in Activity 13 again. Trace the letters ai and ay.* When students finish, ask *Which words have the letters ai?* (rain, tail) *Which words have the letters ay?* (play, today)

15 Read the directions aloud. Then play **TR: 104**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class.

TR: 104 1. say, say 2. paint, pant 3. may, may 4. claim, clam

16 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 105**, pausing for students to circle the correct letters. Then have students complete the words underneath with the missing letters. Review the answers as a class.

TR: 105 1. beans 2. gray 3. pail 4. seeds

Extend Write words from Lessons 3 and 4 on index cards, leaving out

the underlined target letters: *eat, gray, leaf, meet, play, read, sleep, tail, teacher, teeth, and today*. Give the cards to students or pairs of students. Say *Read your word and write the missing letter*. Allow time for students to complete the word, then have them read it aloud to the class. Collect the cards and display them for a reading race. Divide the class into two teams. Invite one student from each team to the board. Say *Listen and find the word. Sleep*. The students race to take the word card for *sleep* and read it aloud. Then ask the team *Which sound do you hear —/i:/ or /eɪ/? (/i:/) How do you spell /i:/ in sleep?* (ee) Teams get a point for a correct answer. The team with the most points when the cards are gone wins.

Wrap Up Have pairs of students use words from pp. 40–41 to make sentences, such as *Let's play in the rain today with the gray pail*. Challenge students to use as many words with the same sound as possible. Have each pair share their sentence. Have the other students listen and point to the words on the pages as they hear them.

Lesson 5 Game and Chant

Objectives

Students will

- hear /ʊ/, /u:/, /i:/, and /eɪ/.
- associate sounds and digraphs.
- 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: 106–107** (Audio CD, Website)

17 Find and **circle** the words in the box. Then listen and repeat to check your answers. TR: 106

18 Listen. Then listen and chant. TR: 107

Saturday's our favorite day.
Chant with us, everyone!
Saturday's our favorite day.
It's always lots of fun!

I paint and play on Saturday.
I meet my team at noon.
I read a good book after dinner
When the moon shines in my room.

Saturday's our favorite day.
Chant with us, everyone!
Saturday's our favorite day.
It's always lots of fun!

Warm Up Say *Let's see how many words we know with the letters oo for /ʊ/. I'll start. Book.* Point to the student in the first seat and say *(Fatima), please say another word with /ʊ/.* Have students continue in order until they cannot think of any more words with oo for /ʊ/. Repeat with the other sounds and digraphs from Unit 5.

17 Have students identify the pictures (across: bedroom, pool, sleep, teacher; down: cookie, foot, rain, today). Then point to the wordsearch puzzle and say *Let's find and circle the words.* Model the activity if necessary, tracing across to find the word *pool* and circling it. Have students work alone or in pairs to find and circle 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 to check your answers.* Play **TR: 106**. Students point to and repeat the words while checking to see that they've circled each one.

TR: 106 across: pool, bedroom, sleep, teacher; down: foot, today, rain, cookie

18 Say *Look at the pictures. What do you see?* Have students name words with the target sounds (paint, play, read, book, moon, room) and without (picture, boy, girl, grass, chair, lamp, window). Introduce the other words with the target sounds (Saturday, meet, team, noon, good). Ask questions about the picture, such as *What's the boy painting?* (an elephant) *How many children do you see on the team?* (three) *What's the boy reading?* (a book) *What can you see through the window?* (the moon)

Say *Let's listen to a chant.* Play **TR: 107** and have students listen to the chant. Say *Now let's say the chant.* Play **TR: 107** again, pausing after each line and having students repeat it. Play **TR: 107** a third time and have students say the entire chant as they listen. You may also want to divide the class and have students chant in four sound groups (/eɪ/, /i:/, /ʊ/, and /u:/). All groups chant the chorus together. Then each group chants the line for only its assigned sound.

Extend Write the main verse of the chant on the board, leaving out the underlined letters for the target sounds. Say *Read the sentences and*

guess the missing letters. You can use some letters more than once. Have students work in pairs. Then invite students to the board to write the correct letters. When the chant is complete, have students read it aloud. Then play **TR: 107** again, pausing for students to check their answers.

I paint and play on Saturday.
I meet my team at noon.
I read a good book after dinner
When the moon shines in my room.

oo ai ay ee ea

Wrap Up Use the words from the chant to ask students questions about themselves. For example, ask *What's your favorite day? What do you like doing? Are you on a team? Do you read after dinner? What's a good book?* You may want to then ask students about their classmates. For example, ask *Who's on a soccer team? Whose favorite day is Saturday?* For an extra challenge, have students ask you the same questions.

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

Unit 5

Lesson 6

Story Lee's Day

Summary Lee gets ready for school one day. He brushes his teeth, gets his books, and puts on his sneakers. He walks to school in the rain. But why aren't the other students there?

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: 108–109** (Audio CD, Website)
Unit 5 Worksheet (Website)

Materials

crayons or colored pencils

19 Listen. Then listen and repeat. **TR: 108 and 109**

Lee's Day

Every day, Lee gets ready for school. He brushes his teeth in the bathroom.

He gets his books. He eats noodles. Then he puts on his sneakers.

After that, Lee and his dad walk down the street to school. Uh-oh! Today there's rain! Lee needs his hood.

Hi, Mr. Yoo. Lee! Today is Saturday! Go home and play!

20 Read the story. Write oo, ea, ee, or ay. Then go to page 79.

sch_ o _ o l pl_ a _ y str_ e _ e t sn_ e _ a kers
1 2 3 4 5 6 7 8

43

Warm Up Begin drawing a simple picture of a key word from Unit 5 on the board, pausing to ask *What's this?* When students figure it out, complete the picture and say *Yes! They're (teeth).* Then ask *What vowel sound do you hear in teeth?* (/i:/) *What letters do we use to spell /i:/ in teeth?* (ee) Invite a student to write the word *teeth* on the board. Repeat with pictures of other words from the unit. You may also want to have students draw the pictures.

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 boy's day) Point to each panel, asking questions to review or introduce vocabulary: *What's Lee doing in panel one?* (brushing his teeth) *What's he eating in panel two?* (noodles) *How many school books does he have?* (three) *What's his dad holding?* (sneakers) *Where are Lee and his dad in panel three?* (in the street) *What's the weather like?* (It's raining.) *Where are Lee and his dad in panel four?* (at school) *How many children are in school?* (none) Say *Now let's listen to the story.* Play **TR: 108** and have students point to

each panel in order. Play **TR: 108** a second time. Have students follow the text as they listen. Then play **TR: 109** and have students listen and repeat.

Extend Write sentences about Lee's activities out of order on the board. Ask *What did Lee do first? What did he do next? Put the sentences in order.* Allow time for students to work in pairs to find the correct order. Then invite a pair to the board to number the sentences in order. Play **TR: 108** again and have students check their answers.

Lee eats noodles.
Lee brushes his teeth in the bathroom.
He puts on his hood.
He gets his books.
He walks down the street to school.
Lee is at school, but it's Saturday.
He puts on his sneakers.

Hold up the **Unit 5 Worksheet**. Point to the first word (d__) and ask *What sound is missing?* (/eɪ/) *How do you write /i:/ in the word day?* (ay) *Let's write the letters ay.* Have students complete the rest of Activity I. 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 and have students look at the incomplete words. Point to the first one and ask *What's this word? Look in the story.* (school) Once students find the word, ask *What letters are missing from school—oo, ea, ee, or ay?* (oo) *Write oo in the word school.* Have students complete the activity in pairs. Then review the answers as a class.

Make sure students have crayons or colored pencils. Have students turn to p. 79 and work in pairs to complete the sentence under the picture. Remind them to check p. 43 for the correct letters. When students finish, call on volunteers to read the completed sentence aloud. Then say *Now finish the picture and color it in.*

Wrap Up With books closed, test students' spelling of some of the words from the story, such as *rain*, *street*, *school*, and *today*. Ask, for example, *How do you spell rain?* You can also make this into a team game, with students getting a point for their team if they spell a word correctly.