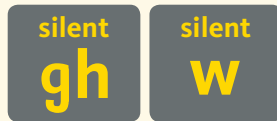


Lesson 1



eight write

Key Words eight, doughnut, write, two

Additional Words neighbor, daughter, sword, light, wrap, weigh

Objectives

- Students will
- identify silent *gh* and *w* in words.
 - associate sounds, words, and images.
 - differentiate between silent *gh* and the sounds /g/ and /f/ for *gh*.

Resources

Student Book p. 64
Audio **TR: 182–185** (Audio CD, Website)

Warm Up Review the silent letters *d*, *h*, *k*, and *t*. Write the words *bridge*, *kitchen*, *knee*, *rhino*, *edge*, *knock*, *white*, and *listen* on the board. Point to the words and ask *What's the connection between these words?* (They all have silent letters.) When a student figures it out, invite him or her to the board. Say *Draw a line to match words with the same silent letter.* Have the student match two words, for example *knee* and *knock*. They then say the words and name the silent letter. (*k*) Repeat with other students. You may also want to ask *Which words also have a silent e?* (*bridge*, *edge*, *white*)

1 Say *Let's learn about other letters that can be silent. Open your books to page 64. What letters do you see? (gh, w) What sounds can the letters gh make? (/g/ as in ghost, /f/ as in laugh) What sound does w make? (/w/)* Now let's listen to some words in which these letters are silent. Play **TR: 182**. Have students follow the words. Play **TR: 183** and have students repeat the words.

TR: 182 and TR: 183
Silent *gh* 1. eight 2. doughnut;
Silent *w* 1. write 2. two

2 Say *Look at Activity 1 again. Trace the letters in each word.* When students finish, ask questions such as *Which words have silent gh?* (eight, doughnut) Students can also say other words they know with either of the silent letters, such as *high* or *who*.

3 Read the directions aloud. Begin playing **TR: 184**, pausing after number 1. Repeat the word *laugh* and ask *What sound do you hear at the end of laugh? (/f/)* *Underline the letters that make the sound /f/.* After students underline *gh*, say *The letters gh make the sound /f/ in laugh. They're not silent, so we don't circle laugh.* Continue playing **TR: 184**, pausing for students to circle the words with silent *gh*. Have students compare answers in pairs before reviewing them as a class.

TR: 184 1. laugh 2. neighbor 3. ghost
4. daughter

4 Use the pictures to help students identify any new words. Play **TR: 185**, pausing for students to repeat the words. Play **TR: 185** again, pausing for students to unscramble the letters and write the words. Have students compare their answers in pairs before reviewing them as a class. You may

also want to have students underline the silent letter(s) in each word.

TR: 185 1. sword 2. light 3. wrap
4. weigh

Extend Write tongue twisters on the board, leaving out the underlined silent letters *gh* and *w*.

My neighbor made some doughnuts,
and my daughter ate eight.
Who can wrap two birthday presents
and write a birthday card?

Say *Read the sentences. What letters are missing?* Have students read the sentences silently and identify the missing letters. Call on volunteers to fill in the tongue twisters and read them aloud.

Wrap Up Say four words—three with the same silent letter and one that has a different one. Review the silent letters *d*, *h*, *k*, *t*, and *e*, as well as *gh* and *w*. For example, say *Write*, *sword*, *rhino*, *wrap*. Ask *Which word doesn't belong?* (*rhino* *Why?* (It has silent *h*, not *w*.) Students may then suggest a word with a silent *w* to replace *rhino*, such as *two*. Repeat with other groups of four words.

Unit 9

Lesson 2



/ʒər/ /tʃər/
treasure nature

Key Words /ʒər/: treasure, measure
/tʃər/: nature, picture

Additional Words sculpture, vulture, furniture, enclosure

Objectives

Students will

- hear and produce /ʒər/ and /tʃər/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /ʒər/ and /tʃər/.

Resources

Student Book p. 65

Audio **TR: 186–189** (Audio CD, Website)

Materials

index cards, scissors (for **Extend**)

5 Listen. Then listen and repeat. TR: 186 and 187

sure 1. 2. treasure - measure

ture 1. 2. nature - picture

6 Trace and say.

7 Do you hear a word with sure or ture? Listen and write the number. TR: 188

sure 3 4 ture 1 2

8 Do you hear sure or ture? Listen and write. TR: 189

1. 2. 3. 4. sculpture vulture furniture enclsure

65

Warm Up Make a two-column chart on the board with *invita_____* and *televi_____* as column heads. Point to each incomplete word and ask *What sound do we hear at the end of (invitation)?* (/ʃən/) *What letters are missing from the word?* Invite a student to complete each word with *tion* or *sion*. Then ask *What other words do we know that end in /ʃən/*? Call on volunteers to write words in each column. Count the number of words listed for each ending.

5 Say *Now let's learn more word endings.* Draw a simple picture of a treasure chest on the board and ask *What's this?* (a treasure) Say *That's right. It's a picture of a treasure.* Write the words *treasure* and *picture* on the board. Read the words aloud and ask *How many syllables are there in treasure and picture?* (two) *Which syllable is stressed?* (the first) Underline the letters *sure* in *treasure* and say *The last syllable /ʒər/ is weak. What sound do the letters sure make in treasure?* Have students make the /ʒər/ sound. Do the same with the word *picture* to have students make the /tʃər/ sound.

Say *Let's practice more words with these endings. Open your books to*

page 65. Look and listen. Play **TR: 186** and have students follow the words. Play **TR: 187** and have students listen and repeat.

TR: 186 and TR: 187 Sure /ʒər/
1. /ʒər/treasure 2. /ʒər/ measure;
Ture /tʃər/ 1. /tʃər/ nature
2. /tʃər/ picture

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

7 Read the directions aloud. Play **TR: 188**, pausing for students to write numbers 1–4 next to the correct letter combination for each word.

TR: 188 1. mixture 2. culture
3. pleasure 4. leisure

8 Use the pictures to help students identify any new words. Play **TR: 189**, pausing for students to write *sure* or *ture* in each word. Review the answers as a class. Play **TR: 189** again and have students repeat the words.

TR: 189 1. sculpture 2. vulture
3. furniture 4. enclosure

Extend Write the following words in big letters on index cards: *collision, decoration, division, enclosure,*

furniture, invitation, lotion, measure, nature, picture, sculpture, station, television, treasure, vacation, and vulture. Cut each card in two so that word endings are on one half of the card. For example: *colli* and *sion* for *collision*. Put the cards in two piles at the front of the class, one pile for the beginning word parts and one for the endings. Say *Let's make some words.* Model holding up two cards that make a word, such as *sculp* and *ture*. Ask *Do these two cards make a word?* (yes) *What word do they make?* (*sculpture*) Invite two students to the front. Say *Now it's your turn. Find two cards to make a word.* One student chooses a card from the beginning pile and the other finds the correct word ending. Have students then hold up the cards for the class to say the word. Continue with different students until all word parts are matched.

Wrap Up Ask questions about the words and pictures on p. 65. For example, ask *Which words have three syllables?* (*furniture, enclosure*) *Which word rhymes with treasure?* (*measure*) *Which word rhymes with sculpture?* (*vulture*) *Which word begins with /n/ and ends with /tʃər/?* (*nature*)

Lesson 3 Rhyming Words



Key Words *goat, coat, train, plane, money, honey*

Additional Words *mice, rice, price*

Objectives

- Students will
- identify rhyming words.
 - associate sounds and spellings.
 - associate words and images.

Resources

Student Book p. 66
Audio **TR: 190–193** (Audio CD, Website)

Materials

index cards (for **Extend**); copies of a word chart (one per group of three students), a timer (for **Wrap Up**)

9 Listen to the rhyming words. Then listen and repeat. TR: 190 and 191



10 Read the rhyming words.

11 Do the words rhyme? Listen and circle Yes or No. TR: 192

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

12 Listen and repeat. Circle all the words that rhyme. TR: 193

1. 2. 3. 4.

66

Warm Up Review rhyming words. Choose a word that has a number of other words that rhyme with it, such as *store*. Write the word on the board and read it aloud. Then say *Now listen to these words. Raise your hand when the word rhymes with store*. Call out words that rhyme with *store* and those that don't. For example, say *Four, door, flower, poor, car*. Students raise their hand when the word rhymes with *store*. Repeat with other words that have a number of rhyming words, such as *chair, ear, flower, or pie*.

9 Say *Now let's look at more rhyming words. Open your books to page 66. Look at the pictures and think. Which words rhyme?* Accept students' suggestions. Then say *Listen and check your answers*. Play **TR: 190**. Have students follow and check whether they identified the rhyming words. Then play **TR: 191** and have students listen and repeat.

TR: 190 and TR: 191 *coat, goat; train, plane; money, honey*

10 Say *Read the rhyming words in Activity 9 again*. Call on volunteers to read the rhyming words aloud. Remind students that rhyming words

can have the same spelling (as in *coat* and *goat*) or different spellings (as in *train* and *plane*). Students can also say other words they know that rhyme with the words in Activity 9, such as *note, rain, or funny*.

11 Read the directions aloud. Begin playing **TR: 192**, pausing after number 1. Repeat the words, then ask *Do blue and glue rhyme?* (yes) *That's right. So let's circle Yes for number 1*. Continue playing **TR: 192**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 192 1. blue, glue 2. table, purple 3. lizard, blizzard 4. carrot, parrot

12 Use the pictures to identify any new words. Read the directions aloud. Play **TR: 193**, pausing for students to repeat the words. Then play **TR: 193** again and ask *Which words rhyme?* (*mice, rice, price*) *That's right. Circle these three words*. You may also have students think of additional rhyming words, such as *nice*.

TR: 193 1. mice 2. kite 3. rice 4. price

Extend Choose pairs of rhyming words from Units 1–9 and write them on index cards (one word on each

card): *chair, pear, car, star, ear, deer, shirt, dirt, four, floor, tire, fire, hour, shower, delicious, nutritious, laugh, graph, bridge, fridge, lunch, bunch, march, arch, candle, handle, spice, rice, splint, squint, spring, string, throw, know, vacation, station, television, division, mother, brother, write, light, treasure, and measure*. Give the cards to students. Have one student stand up. Say *Read your word aloud. Who has the rhyming word?* Have the student with the rhyming word stand up and say his or her word. Continue with other students until all rhyming word pairs are matched.

Wrap Up Make copies of a four-column chart with the words *train, four, chair, and ear* as column heads. Arrange students in groups of three and give each group a chart. Say *You have four minutes. Write as many rhyming words as you can in each column*. Set a timer for four minutes. When the timer goes off, have students count the total number of words on their chart. Copy the chart on the board and fill in students' answers as you review them with the class.

Unit 9

Lesson 4

Homophones



Key Words one, won, road, rode, pair, pear

Additional Words meet, meat, read, red, wait, weight, flour, flower, right, write

Objectives

Students will

- identify homophones (words that sound the same but have a different spelling and meaning).
- associate sounds and spellings.
- associate words and images.

Resources

Student Book p. 67

Audio **TR: 194–197** (Audio CD, Website)

13 Listen to the words that sound the same. Then listen and repeat. TR: 194 and 195

 one	 road	 pair
 won	 rode	 pear

14 Read the words that sound the same.

15 Listen. Circle the word pairs that sound the same. TR: 196

1. (meet, meat) 2. (read, red) 3. (hear, hair) 4. (wait, weight)

16 Listen and repeat. Unscramble and write the words. TR: 197

 flour lufor	 flower lwfroe	 right tifrfg	 write ertwi
--	--	---	--

67

Warm Up Write four pairs of words on the board: three pairs of rhyming words and one pair of homophones. For example, write *goat/coat, money/honey, hair/hare,* and *mice/price*. Ask *Which pair of words doesn't belong?* (hair/hare) Then ask *Why?* Point out that *hair* and *hare* are not rhyming words. They are words that sound exactly the same but have a different spelling. Ask *What other words do you know that sound the same but have a different spelling?* Words students may be able to suggest include *flour* and *flower* or *poor* and *pour*.

13 Say *Let's practice more words that sound the same but have different spellings. Open your books to page 67. Look at the pictures and think. Which of the words sound the same?* Accept students' suggestions. Then say *Let's check your answers.* Play **TR: 194**. Have students check their answers. Then play **TR: 195** and have students listen and repeat.

TR: 194 and TR: 195 one, won; road, rode; pair, pear

14 Say *Read the words that sound the same in Activity 13.* Have students read pairs of words aloud.

15 Read the directions aloud. Play **TR: 196**, pausing for students to circle the pairs of words that sound the same. Play **TR: 196** again, pausing for students to repeat the homophones. Have students compare their answers in pairs before reviewing them as a class.

TR: 196 1. meet, meat 2. read (*past tense of read*), red 3. hear, hair 4. wait, weight

16 Use the pictures to identify any new words. Read the directions aloud. Play **TR: 197**, pausing for students to repeat the words. Play **TR: 197** again, pausing for students to unscramble the letters and write the words. Have students compare their answers in pairs before reviewing them as a class. Then ask *Which words sound the same?* (flour and flower, right and write)

TR: 197 1. flour 2. flower 3. right 4. write

Extend Have students close their books. Divide the class into two teams. Say *Listen to the questions. Raise your hand if you know how to spell the word.* Ask questions, such as *How do you spell the pear*

that you eat? How do you spell the number one? How do you spell the road cars drive on? How do you spell the flour you use to make bread?

Team members raise their hands to spell the word. Call on the first team whose members raise their hands and invite a student from that team to the board. If the student spells the word correctly, he or she gets a point for the team. If the student makes a mistake, the other team can try spelling the word for the point. The first team to get five points wins.

Wrap Up Say pairs of rhyming words or homophones in random order, such as *write, kite; write, right; train, plane; poor, pour; money, honey;* and *flour, flower*. Pause after each word pair. Have students raise one hand for rhyming words and both hands for homophones. You may also wish to include pairs of words that are neither rhyming words nor homophones as distractors, such as *floor, flower*. Students keep their hands down when they hear one of these word pairs.

Lesson 5 Game and Chant

Objectives

Students will

- hear /ʒər/ and /tʃər/.
- associate sounds or silent letters with words.
- write words with target sounds or silent letters.
- identify rhyming words and homophones.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 68, 77

Audio **TR: 198–199** (Audio CD, Website)

17 Follow the sounds. Write the words. Then listen and check. TR: 198

1. -ture **8** 1. picture furniture
2. silent gh 2. eight night
3. sunny rhymes with ... 3. money honey
4. by sounds like ... 4. bye buy

18 Listen. Then listen and chant. TR: 199

It's the weekend! Hooray!
There's no school today!
We can stay at home
Or go out and play!

The museum was an adventure.
We saw lots of old treasures.
The mummies were wrapped up tight.
They gave my sister quite a fright.

It's the weekend! Hooray!
There's no school today!
We can stay at home
Or go out and play!

Warm Up Write a key word from Unit 9 on the board with the letters out of order. For example, write *gudtonuh* for *doughnut*. Ask *What word can we make with these letters?* When students figure it out, ask additional questions such as *What silent letters are in the word doughnut? (gh) What other words have these silent letters?* For rhyming words and homophones, ask questions such as *What word rhymes with (measure)?* (treasure) *What are two meanings of /wʌn/?* (number one, past tense of *win*)

17 Have students look at the pictures in the second and third columns and say the words: *eight, picture, bye, money, furniture, night, honey, and buy*. Point to number 1 in the left column. Ask *What letters do you see?* (*ture*) *What sound do these letters make at the end of a word?* (/tʃər/) Point to the pictures in the second column again and ask *Which word ends in /tʃər/?* (picture) Model drawing a line through the maze from the word ending *-ture* to the picture. Repeat to have students draw a line from the picture to the furniture. Model writing *picture* and *furniture* on the lines.

Have students work alone or in pairs to complete the activity. Remind them to check pp. 64–67 to review any spellings or sounds. Then play **TR: 198** and have students check their answers.

TR: 198 1./tʃər/: picture, furniture; p, i, c, t, u, r, e; f, u, r, n, i, t, u, r, e
2. Silent *gh*: eight, night; e, i, g, h, t; n, i, g, h, t
3. Sunny rhymes with *money* and *honey*. m, o, n, e, y; h, o, n, e, y
4. By sounds like *bye* and *buy*. b, y, e; b, u, y

18 Say *Look at the picture. Ask How many children are there?* (two) *Where are they?* (in a museum) *What can they see?* (a mummy) *How does the little sister feel?* (afraid) *Is her brother afraid?* (no) Introduce or review other words and phrases with target sounds (adventure, treasures, wrapped up tight, fright).

Say *Let's listen to a chant*. Play **TR: 199** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 199** again, pausing for students to repeat each line. Then play **TR: 199** a third time so that students can chant as they listen.

Extend Write the main verse of the chant as a matching activity on

the board. Ask *Can you match the lines?* Have students work in pairs. Then invite a pair of students to draw lines to make a match. Play **TR: 199** again, pausing for students to check their answers.

The museum was	old treasures.
We saw lots of	quite a fright.
The mummies were	an adventure.
They gave my sister	wrapped up tight.

Wrap Up Draw the outline of a treasure chest on the board. Say *Guess what's in my treasure chest. Some of the things are silly. The first thing is something that rhymes with honey*. When a student guesses correctly (*money*), invite him or her to write the word *money* on the board. Give additional clues. For example, say *This word ends with /tʃər/. It rhymes with vulture. It begins with /sk/.* (sculpture) *This word ends with /tʃər/. It begins with /p/.* (picture) Other words may include *decoration, doughnut, furniture, ghost, invitation, light, pear, sword, and throne*.

Have students turn to p. 77 and write the Unit 9 words in the **Picture Dictionary**.

Unit 9

Lesson 6

Story Aunt Elena and the Ants

Summary Pedro goes for an adventure in the countryside with his aunt and uncle. They have a picnic with delicious doughnuts. But their picnic has some unwelcome visitors!

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. 69, 80
 Audio **TR: 200–202** (Audio CD, Website)
 Unit 9 Worksheet (Website)



Warm Up Play a game of *I Spy* using words from Unit 9. Say, for example, *I spy a light. I spy a picture. I spy a road.* If students see the object(s) in the classroom, they point and say *Yes, there's a (light) in the room.* For objects not in the room, students say *No, there isn't a (road) in the room.* You may want to include new words featured in the story, such as *bee, snack, backpack, ant,* and *pants.* For an extra challenge, have students identify any rhyming words or homophones for words used in *I Spy*, such as *light* and *night*, or *rode* and *road.*

19 Say *It's time for a story! Turn to page 69.* Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a picnic) Point to each panel, asking questions to review or introduce vocabulary: *Is Pedro going on an adventure in town or in nature?* (nature) *What insects does he see in panel one?* (bees) *What animal is Pedro riding in panel two?* (a horse) *What are they eating in panel three?* (doughnuts) *What insect does Pedro see in panel four?* (an ant)

Say *Now let's listen to the story.* Play **TR: 200** and have students point to

each panel in order. Play **TR: 200** again and have students follow the text. Then play **TR: 201** and have students listen and repeat.

Extend Write incomplete sentences about the story on the board, with a word bank. Invite students to write the missing words. Then read the sentences aloud.

Pedro went on an ____ in ____ with his uncle and aunt.
 They ____ horses on a ____.
 Pedro ____ ____ doughnuts.
 ____ Elena had ____ on her pants!

adventure ants ate aunt
 eight nature road rode

Hold up the **Unit 9 Worksheet**. Point to the first word with blanks for missing letters (adven____) and ask *What sound is missing?* (/tʃər/) *How do you write /tʃər/?* (ture) *Let's write ture to complete the word adventure.* Have students complete the words in Activity 1. When they finish, have students work in pairs to do Activity 2. Point out that students should organize words from Activity 1 into pairs to complete the last two columns of the chart. One column will be left blank.

20 Read the directions aloud. Play **TR: 202**, pausing for students to write the words. Remind them to check the spellings with the words in the story if necessary. Review the answers as a class.

TR: 202 1. nature 2. wrong 3. eight 4. heard

Have students turn to p. 80 and complete the letter code in pairs. Remind them to refer to p. 69 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 code. Call on a volunteer to read the completed sentence aloud.

Wrap Up Ask *How many rhyming words can you find in the story?* Write the words on the board as students say them. (*bees/trees, snacks/backpacks, ants/pants*) Then ask *Which words sound the same but have different spellings?* Write these words on the other side of the board. (*rode/road, heard/herd, ate/eight, ant/aunt*) Use the words on the board to begin sentences from the story for students to complete. Say *The bees were in the . . .* (trees). *They rode horses on the . . .* (road).