

Unit 2

Lesson 1



/pr/

initial position: prince

medial position: surprised

Key Words prince, prize, proud, pretty, surprised

Additional Words prawn, print, present, price; princess, apricot, printer (Lessons 2 and 4)

Objectives

Students will

- hear and produce /pr/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /pr/ and /p/.

Resources

Student Book p. 18

Audio **TR: 31–34** (Audio CD, Website)

Materials

index cards, a paper bag (for **Extend**)

Unit 2 1 Listen. Then listen and repeat. TR: 31 and 32

pr

1. prince 2. prize

3. proud 4. pretty 5. surprised

2 Trace and say.

3 Do you hear **pr** or **p**? Listen and circle. TR: 33

1. pr / p 2. pr / p 3. pr / p 4. pr / p

4 Do you hear the word with **pr** one or two times? Listen and circle 1 or 2. TR: 34

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

18

Warm Up Review /l/ and /r/ with the sound monsters activity. Draw block letters *l* and *r* 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?* (/l/ and /r/) *Let's feed them.* Have students suggest words to “feed” each monster. Write the words into each monster outline. For /l/, have students think of words with and without /l/ blends (for example, *clock* and *lion*). At the end of the activity, count how many words each monster has “eaten.”

1 Say *In Unit 1, we learned letter blends with the letter l. Now look at Unit 2. What letter are we going to blend with in this unit?* Have students flip through pp. 18–21 and tell what letter they see in each blend. (r) Say *That's right! Now look at page 18. What letters do you see? (p, r) What sounds do these letters make? (/p/, /r/) Yes. Now let's blend /p/ and /r/ together.* Point to the prince in Activity 1 and ask *What's this?* Write *prince* on the board and underline the letters *pr*. Ask *What sound do p and r make together?* Repeat the word *prince*, and say *They make the sound /pr/.* Have students make the /pr/ sound.

Then say *Let's learn some words with /pr/.* *Look at the pictures and listen.* Play **TR: 31**. Have students follow along with their finger. Then say *Listen again and repeat.* Play **TR: 32** and have students listen and repeat.

TR: 31 and TR: 32 Pr /pr/ 1. /pr/ prince 2. /pr/ prize 3. /pr/ proud 4. /pr/ pretty 5. /pr/ surprised

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

3 Read the directions aloud. Then begin playing **TR: 33**, pausing after number 1. Say *Do you hear /pr/ or /p/? (/pr/) That's right! /pr/, prune. How do we write /pr/? (p, r) So let's circle the letters pr.* Continue playing **TR: 33**, pausing for students to circle the correct letter(s). Review the answers as a class.

TR: 33 1. prune 2. pizza 3. praise 4. practice

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 34**, pausing for students to circle 1 or 2. Review the

answers as a class. You may want to play **TR: 34** again and have students repeat the first word in each pair.

TR: 34 1. prawn, prawn 2. print, print 3. present, present 4. price, rice

Extend Write the letters *p*, *pl*, and *pr* on index cards (five cards for each letter or letter blend), and place them in a paper bag. Divide the class into two teams. Invite a student from one team to take a card from the bag. Ask *What letter or letters do you have? What sound is it? Say a word with this sound.* If the student identifies the letter(s), sound, and word correctly, he or she keeps the card. If not, put the card back into the bag. Then invite the other team to have a turn. The team with the most cards when the bag is empty wins.

Wrap Up Say *Listen. Stand up if you hear /pr/.* Call out a list of words with /pr/, /p/, or /pl/. For example, say *Prince, plane, prize, paint.* Pause after each word for students to stand up if they hear /pr/. Have them repeat the word.

Lesson 2



/br/

initial position: **b**rownmedial position: umb**r**ella

Key Words *brown, brush, bread, brother, umbrella*

Additional Words *zebra, bracelet; broom (Lesson 4)*

Objectives

Students will

- hear and produce /br/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /br/ and the sounds /b/ and /pr/.

Resources

Student Book p. 19

Audio **TR: 35–38** (Audio CD, Website)

Materials

blue and brown objects, such as crayons, pencils, or color cards (for **Wrap Up**)

5 Listen. Then listen and repeat. TR: 35 and 36

6 Trace and say.

7 Do you hear br or b? Listen and circle. TR: 37

1. br / b 2. br / b 3. br / b 4. br / b

8 Do you hear pr or br? Listen and write. TR: 38

1. p rincess 2. a p ricot 3. ze b ra 4. b racelet

19

Warm Up Write key words with *pl* or *pr* on the board, but leave out the letter *l* or *r*. For example, write *p_ince*. Invite a student to the board. Ask *What letter is missing—r or l?* (*r*) *That's right. Write the letter r into the word.* The student completes the word and then reads it aloud. Have the class repeat the word. Continue with other students and words with *pl* or *pr*. Check to make sure students produce /pl/ or /pr/ correctly in the beginning of each word.

5 Say *We know that p and r together make the sound /pr/. Now let's learn another letter blend with /r/. Say Open your books to page 19. What letters do you see? (b, r) What sound does b make? (/b/) That's right. Now let's blend /b/ and /r/ together.* Write the word *brown* on the board, and have students read it aloud. Then underline the letters *br* and ask *What sound do b and r make together?* Repeat the word *brown*, emphasizing the /br/ sound, and say *They make the sound /br/.* Have students make the /br/ sound.

Then say *Let's learn some words with /br/. Look at the pictures and listen.* Play **TR: 35**. Have students follow along with their finger. Then say

Listen again and repeat. Play **TR: 36** and have students listen and repeat.

TR: 35 and TR: 36 *Br /br/ 1. /br/ brown 2. /br/ brush 3. /br/ bread 4. /br/ brother 5. /br/ umbrella*

6 Say *Look at the words and pictures. Trace the letters br.* When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /br/ in the beginning or in the middle of the word.

7 Read the directions aloud. Play **TR: 37**, pausing for students to circle *br* or *b*. Have students compare their answers in pairs before reviewing them as a class.

TR: 37 *1. breakfast 2. balloon 3. library 4. bubble*

8 Use the pictures to help students identify any new words. Then play **TR: 38**, pausing for students to point to the word under each picture. Read the directions aloud. Then play **TR: 38** again, pausing for students to write *pr* or *br* in each word. Review the answers as a class. Play **TR: 38** a third time and have students repeat the words.

TR: 38 *1. princess 2. apricot 3. zebra 4. bracelet*

Extend Write this nonsense rhyme on the board, leaving out each underlined *br* and *pr*:

The zebra has a bracelet.
The princess has a brize.
The brothers have brown bread.
The prince is brurprised.

Say *Look. What letters are missing? (br, pr)* Have students read the rhyme silently and identify the missing letters. Call on volunteers to fill them in. Chant the rhyme as a class.

Wrap Up Give each student (or pair of students) something that is brown and something that is blue, for example, a brown crayon and a blue crayon (or pencils, color cards, etc.). Say *Hold up blue. What sound does blue make? (/bl/)* Repeat with *brown*. Then say *Now listen to these words. Hold up blue for /bl/ and brown for /br/.* Call out a list of words, some with /bl/ and some with /br/, such as *umbrella, bread, blink, brush, and blanket*. Pause after each word for students to hold up the correct color. Then have students repeat both the color word and the word you say; for example: *brown, umbrella*.

Unit 2

Lesson 3



/dr/

initial position: dress

medial position: children

Key Words dress, drum, draw, dragon, children

Additional Words drink, hundred, drive; drip (Lesson 4)

Objectives

Students will

- hear and produce /dr/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /dr/ and /d/.

Resources

Student Book p. 20

Audio **TR: 39–42** (Audio CD, Website)

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

Materials

a piece of paper with a small square cut out of the middle (for **Warm Up**); drawing paper (for **Extend**)

9 Listen. Then listen and repeat. TR: 39 and 40

1. dress 2. drum

3. draw 4. dragon 5. children

10 Trace and say.

11 Do you hear **dr** or **d**? Listen and circle. TR: 41

1. d / d 2. dr / d 3. dr / d 4. dr / d

12 Do you hear the word with **dr** one or two times? Listen and circle 1 or 2. TR: 42

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

20

Warm Up Prepare five Picture Cards of words with /br/ and one with /pr/, such as *brown, bread, brother, umbrella, zebra, and price*. Choose a card for a word with /br/, such as *zebra*. Hold this card up 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, show the card and have students repeat the word *zebra*. Write *zebra* on the board. Repeat with the other cards until you have all six words on the board. Then point to the words and ask *Which word doesn't belong?* (*price*) *Why?* (It has /pr/, not /br/.) Have students think of another word with /br/ to replace the word *price*.

9 Have students open their books to p. 20 and ask *What letter do you see with r?* (*d*) *That's right. What sound does the letter d make?* (/d/) *Yes! Now let's blend /d/ with /r/.* Write the word *dress* on the board, and have students read it aloud. Then underline the letters *dr* and ask *What sound do the letters d and r make together?* Repeat the word *dress*, emphasizing the /dr/ sound, and say *They make the sound /dr/.* Have students make the /dr/ sound.

Then say *Let's learn some words with /dr/.* Look at the pictures and listen. Play **TR: 39**. Have students follow along with their finger. Then say *Listen again and repeat.* Play **TR: 40** and have students listen and repeat.

TR: 39 and TR: 40 Dr /dr/ 1. /dr/ dress 2. /dr/ drum 3. /dr/ draw 4. /dr/ dragon 5. /dr/ children

10 Say *Look at the words and pictures. Trace the letters dr.* When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /dr/ in the beginning or in the middle of the word.

11 Read the directions aloud. Play **TR: 41**, pausing for students to circle *dr* or *d*. Have students compare their answers in pairs before reviewing them as a class.

TR: 41 1. dry 2. drip 3. spider 4. hundred

12 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 42**, 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: 42** again and have students repeat the first word in each pair.

TR: 42 1. drink, drink 2. draw, jaw 3. hundred, hundred 4. drive, drive

Extend Make sure all students have a piece of plain white drawing paper. Say *Listen and draw the words with /dr/.* Don't draw the words without /dr/. Then say, for example, *Draw a dress.* (Students draw a dress.) *Now draw a present.* (Students don't draw anything.) Continue with *brush, drum, bracelet, dragon, and prince*. Students then compare their pictures to check that they have each drawn only a dress, a drum, and a dragon.

Wrap Up Point to pictures on p. 20, in random order, identifying them incorrectly. For example, point to the picture of *children* and say *These are dragons*. Students listen and correct your mistake. For example, students say *No! They're children*. Pay attention to the pronunciation of /dr/ as students say the words.

Lesson 4



/kr/

initial position: crown

Key Words crown, cry, crab, crayon, crumbs

Additional Word crocodile

Objectives

Students will

- hear and produce /kr/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /kr/ and the sounds /k/, /pr/, /br/, and /dr/.

Resources

Student Book p. 21

Audio **TR: 43–46** (Audio CD, Website)

Materials

index cards (for Extend)

13 Listen. Then listen and repeat. TR: 43 and 44

cr

1. 2. crown cry

3. 4. 5. crab crayon crumbs

14 Trace and say.

15 Do you hear **cr** or **c**? Listen and circle. TR: 45

1. cr / c 2. cr / c 3. c / cr 4. cr / c

16 Do you hear **pr**, **br**, **dr**, or **cr**? Listen and write. TR: 46

1. 2. 3. 4. crocodile printer broom drip

21

Warm Up Make a three-column chart on the board with *pr*, *br*, and *dr* as column heads. Point to the first column and say *Tell me four words with the letter blend pr*. Write (or invite students to write) correct suggestions into the column. Repeat until you have four words in each column. Then have students close their eyes while you change the location of two words. For example, switch the positions of the words *prince* and *bread*. Say *Open your eyes. Which words are in the wrong column?* Invite a student to erase and write the words back into the correct columns. Provide help as needed. Repeat, changing different words each time.

13 Have students open their books to p. 21 and ask *What letter do you see with r?* (c) *That's right. What sounds does the letter c make?* (/k/ and /s/) *Which c sound did we blend with /l/, in words like class?* (/k/) *That's right. We blend /k/ with /r/, too.* Write *crayon* on the board, underline the letters *cr*, and ask *What sound do the letters c and r make together?* Repeat the word *crayon* and say *They make the sound /kr/*. Have students make the /kr/ sound.

Then say *Let's learn some words with /kr/*. Look at the pictures and listen. Play **TR: 43**. Have students follow along with their finger. Then say *Listen again and repeat*. Play **TR: 44** and have students listen and repeat.

TR: 43 and TR: 44 Cr /kr/ 1. /kr/ crown 2. /kr/ cry 3. /kr/ crab 4. /kr/ crayon 5. /kr/ crumbs

14 Say *Look at the words and pictures. Trace the letters cr*. When students finish, call on volunteers to say each word aloud.

15 Read the directions aloud. Play **TR: 45**, pausing for students to circle *cr* or *c*. Review answers as a class.

TR: 45 1. cactus 2. discover 3. cranberry 4. acrobat

16 Use the pictures to help students identify any new words. Play **TR: 46** once, pausing for students to point to the word under each picture. Say *Listen again and write the correct letters*. Play **TR: 46** again, pausing for students to write *pr*, *br*, *dr*, or *cr* into the words. Review the answers as a class.

TR: 46 1. crocodile 2. printer 3. broom 4. drip

Extend Write key words from Units 1 and 2 onto index cards, leaving out the letters for target sounds. Choose two words for each letter blend: *blouse*, *blocks*, *plane*, *plum*, *cloud*, *clock*, *globe*, *glow*, *proud*, *pretty*, *brush*, *bread*, *draw*, *dragon*, *crown*, and *crumbs*. Give the cards to students or pairs of students. Write the letters *bl*, *pl*, *cl*, *gl*, *pr*, *br*, *dr*, and *cr* on the board. Point to them and say *Look at your word. Which letters are missing? Write them into the word*. When students finish, say *Now find another student with a word that has the same sound*. Have students move around the classroom, saying their words and finding the other student (or pair) with a word that has the same sound. Then have students stand in their sound pairs and read their words aloud.

Wrap Up Act out a word from pp. 20–21, such as *cry*. Have students guess the word. Then have them find and point to the correct picture in the book and say the target sound. (/kr/)

Unit 2

Lesson 5 Game and Chant

Objectives

Students will

- hear /pr/, /br/, /dr/, and /kr/.
- associate sounds and letter blends.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 22, 72–73

Audio **TR: 47–48** (Audio CD, Website)

Warm Up Write words from Lessons 1–4 on the board: *pretty, proud, prize, umbrella, bracelet, brother, dress, drip, dragon, crown, crumbs, and crocodile*. Divide the class into two teams. Invite one student from each team to the board. Say *Listen and circle the word. Dress*. The first student to do so gets a point for his or her team. The team with the most points after all words have been circled wins.

17 Have students identify the pictures (across: brush, crab, drum, prince; down: bread, cry, draw, prize). Then point to the puzzle and say *Let's find and circle the words*. Model the activity. Point to the brush and say *Let's find the word brush in the puzzle*. Point to the arrow going across and say *Look across to find brush*. When students find the word, have them point to it as they say it aloud. Then say *Good! Now let's circle the word brush*. Model circling the word, saying it aloud as you do so. Repeat with the picture of bread to model going down. Have students circle the rest of the words alone or in pairs, saying the words as they find them. If students work alone, have them compare answers in pairs.

NOTE: Help students look for the words by looking for the beginning letters first. Once students find the first letter, they will find the rest of the word more easily.

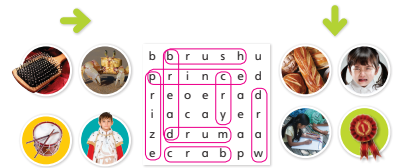
Play **TR: 47** and say *Now listen and repeat to check your answers*. Students point to and repeat the words while checking they have circled each one.

TR: 47 across: brush, prince, drum, crab; **down:** prize, bread, cry, draw

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with target sounds (princess, present, umbrella, brown, zebra, children, dragon, dress, crown) and without (party, balloon). Then say the remaining words with the target sounds (acrobat, dress-up). Have students point to the items in the picture. For example, ask *Where's the zebra? What does it have?* (an umbrella)

Say *Let's listen to a chant*. Play **TR: 48** and have students listen. Then say *Now let's say the chant*. Play **TR: 48** again, pausing for students to repeat each line. Play **TR: 48** a third time for

17 Find and circle the words in the box. Then listen and repeat to check your answers. **TR: 47**



18 Listen. Then listen and chant. **TR: 48**

It's a dress-up party.
Who can you see?
It's a dress-up party.
Chant along with me.

Children dressed like dragons.
An acrobat with a crown.
The princess has a present.
The zebra's umbrella is brown.

It's a dress-up party.
Who can you see?
It's a dress-up party.
Chant along with me.

22

students to say the entire chant as they listen.

Extend Write the main verse of the chant on the board, leaving out the underlined letters for the target sounds. Have students complete the chant with the missing letters. Then play **TR: 48** again, pausing for students to check their answers.

Children dressed like dragons, **cr**
An acrobat with a crown. **br**
The princess has a present. **pr**
The zebra's umbrella is brown. **dr**

Wrap Up Help students create another verse for the chant, replacing key words with other words that have the same target sound. Write the new verse on the board. Have students chant it to the same rhythm as the chant in Activity 18.

Dragons **d**ressed like children,
A **c**rab with a **c**rayon.
The **p**rince has a **p**rinter.
The **b**rother's **b**rush is **b**rown.

Have students turn to pp. 72–73 and write the Unit 2 words in the **Picture Dictionary**.

Lesson 6

Story The Dragon

Summary In the school play, there's a prince, a princess, and a dragon. The princess is very brave and protects the prince. The dragon jumps and breaks the princess's crown. Then the prince and princess get a surprise!

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. 23, 78

Audio **TR: 49–50** (Audio CD, Website)
Unit 2 Worksheet (Website)

Materials

crayons or colored pencils

19 Listen. Then listen and repeat. **TR: 49 and 50**

The Dragon



20 Read the story. Write *pr*, *br*, *dr*, or *cr*. Then go to page 78.

c _ r _ y d _ r _ e _ s _ s b _ r _ a _ v _ e p _ r _ i _ n _ c _ e
1 2 3 4 5 6 7 8

Warm Up Act out a key word from Unit 2. For example, pretend to place a crown on your head. Have students identify the word that your action represents and say the target sound. Then invite students to come to the front of the room, one at a time, to act out a word. Choose a different Unit 2 word and whisper it to the student. Help as needed.

NOTE: You may want to include words featured in the story, such as *prince*, *princess*, *dragon*, *cry*.

19 Say *It's time for a story! Turn to page 23.* Read aloud the story's title and have students look at the panels. Ask *What do you think the story is about?* (a princess and a dragon) Point to each panel, asking questions to review or introduce vocabulary: *Who can you see in panel one?* (a princess and a dragon) *What's the princess wearing?* (a dress, a crown) *Who else is in the play?* (a prince) *Is he brave?* (no) *What's the dragon doing in panel three?* (jumping) *What happens to the dragon's head?* (It falls off.)

Say *Now let's listen to the story.* Play **TR: 49** and have students point to

each panel in order. Play **TR: 49** again and have students follow the text as they listen. Then say *Listen and say the sentences.* Play **TR: 50** and have students listen and repeat.

Extend Write four true or false sentences about the story on the board: *Cristel is a brave princess.* (true) *Brodd protects Cristel from the dragon.* (false) *Drago breaks the princess's umbrella.* (false) *Drago's head crashes to the floor.* (true) Read each sentence aloud, pausing for the class to tell whether it's *true* or *false*. Then call on a student to correct each false sentence.

Hold up the **Unit 2 Worksheet**. Point to the first word in Activity 1 (ristel) and ask *What sound is missing?* (/kr/) *How do you write /kr/?* (c, r) *Let's write the letters Cr.* Remind students to use uppercase letters for names (C for Cristel). Have students complete the rest of Activity 1. For an extra challenge, have students first try to complete as many words as they can with their books closed. Then 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 first incomplete word and ask *What's this word? Look in the story.* Have students find the correct word. (cry) Then say *That's right! What letters are missing—pr, br, dr, or cr?* (cr) *Yes. Let's write cr in the word cry.* Have students complete the activity in pairs. Review the answers as a class.

Have students turn to p. 78 and work in pairs to complete the sentence under the picture. Remind them to check p. 23 to find the correct letter for each number. When students finish, call on volunteers to read the completed sentence aloud. Make sure students have crayons or colored pencils. Have them finish the picture of the crown and color it in.

Wrap Up Divide the class into groups of three, and assign to each group member a role—*Cristel*, *Brodd*, or *Drago*. Play **TR: 49** again. Students act out their role as they listen to the story. For an extra challenge, invite groups to act out the story as another class member narrates.