

Unit 7

Lesson 1



/fl/

initial position: **fl**y

medial position: snow**fl**ake

Key Words fly, flute, flag, flower, snowflake

Additional Words floor, flame, flat, flamingo; float, flip (Lessons 2 and 4)

Objectives

Students will

- hear and produce /fl/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /fl/ and /f/.

Resources

Student Book p. 52

Audio **TR: 129–132** (Audio CD, Website)

Unit 7 1 Listen. Then listen and repeat. **TR: 129 and 130**

2 Trace and say.

3 Do you hear **fl**? Listen and **circle** Yes or No. **TR: 131**

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

4 Do you hear the word with **fl** one or two times? Listen and **circle** 1 or 2. **TR: 132**

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

52

Warm Up Review letter blends with *l* and *r*. Write a key word from Unit 1 or 2 on the board, but with the first two letters missing. For example, write *__etty* for *pretty*. Point to the word and ask *What's this word?* Once students figure it out, ask *What sound is at the beginning of pretty?* (/pr/) *What letters make /pr/?* (*p*, *r*) Have a volunteer write the missing letters in the word. Repeat the activity with different words.

1 Say *We know the sounds some letters make with /r/ or /l/. Let's learn more letter blends. Say Open your books to page 52. What letters do you see? (f, l) Yes. We're going to blend the letters f and l. What sound does f make? (/f/) That's right. Now let's blend /f/ with /l/. Write the word fly on the board and have students read it aloud. Underline the letters fl and ask *What sound do the letters f and l make together?* Repeat the word fly, emphasizing the /fl/ sound and say *They make the sound /fl/.* Have students make the /fl/ sound.*

Then say *Let's learn more words with /fl/. Look at the pictures and listen.* Play **TR: 129**. Have students follow the words. Play **TR: 130** and have students listen and repeat.

TR: 129 and TR: 130 Fl/fl/ 1. /fl/ fly 2. /fl/ flute 3. /fl/ flag 4. /fl/ flower 5. /fl/ snowflake

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

3 Read the directions aloud. Play **TR: 131**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

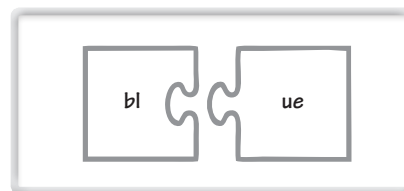
TR: 131 1. flame 2. fire 3. flood 4. feather

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 132**, pausing for students to circle 1 or 2. Play **TR: 132** again if necessary. You may want to play **TR: 132** a third time and have students repeat the first word in each pair. Review the answers as a class.

TR: 132 1. floor, four 2. flame, fame 3. flat, fat 4. flamingo, flamingo

Extend Play a jigsaw word game. On the left side of the board, draw five puzzle pieces, each with one letter blend that has *l*: *bl*, *pl*, *gl*, *cl*, and *fl*. On the right side, draw five puzzle pieces,

each with one vowel digraph or letter: *ow*, *aw*, *ay*, *ue*, and *y*.



Model the activity. Point to the *bl* puzzle piece and ask *What words can we make with /bl/?* Have students suggest words using the vowel digraphs, such as *blow* and *blue*. Have students work in pairs to make other words. Then call on volunteers to draw lines between the puzzle pieces to make words. (Possible words include *blow*, *blue*, *claw*, *clay*, *flow*, *fly*, *glow*, *glue*, and *play*.)

Wrap Up Have students look at the pictures on p. 52. Ask *Which word with /fl/ also has the sound /u:/?* (*flute*) Repeat this with other words on the page, using vowel sounds as clues: /aɪ/ (*fly*), /æ/ (*flag*, *flat*), /aʊ/ (*flower*), /oʊ/ (*snowflake*, *flamingo*), and /eɪ/ (*snowflake*, *flame*).

Lesson 2



/fr/

initial position: **f**rogmedial position: a**f**raid

Key Words frog, friends, frown, freckles, afraid

Additional Words frame, fruit, fries; freezer (Lesson 4)

Objectives

Students will

- hear and produce /fr/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /fr/ and /fl/.

Resources

Student Book p. 53

Audio **TR: 133–136** (Audio CD, Website)

Materials

index cards (for **Extend**)

5 Listen. Then listen and repeat. **TR: 133 and 134**

6 Trace and say.

7 Do you hear fr? Listen and **circle** Yes or No. **TR: 135**

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

8 Do you hear fl or fr? Listen and write. **TR: 136**

1. f r ame 2. f l oat 3. f r uit 4. f r ies

53

Warm Up Say *Listen. Act out the words with the sound /fl/.* Call out words students know with and without /fl/. For example, *flower, fish, flute*, etc. Students act out only the words with /fl/. For example, they pretend to pick and smell a *flower* or to play the *flute*. For words without /fl/, students stay still.

5 Say *In Lesson 1, we learned how to blend f and l. Now let's look at page 53. What letter are we going to blend with f in this lesson? (r) What sound does r make? (/r/) Yes. Now let's blend /f/ and /r/ together.* Point to the picture of the frog and ask *What's this?* Write *frog* on the board and underline the letters *fr*. Ask *What sound do the letters f and r make together?* Repeat the word *frog*, and say *They make the sound /fr/.* Have students make the /fr/ sound.

Then say *Let's learn more words with /fr/.* Play **TR: 133**. Have students follow the words. Play **TR: 134** and have students listen and repeat.

TR: 133 and TR: 134 Fr /fr/ 1. /fr/ frog 2. /fr/ friends 3. /fr/ frown 4. /fr/ freckles 5. /fr/ afraid

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

7 Read the directions aloud. Play **TR: 135**, 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 other words they know with /fr/, such as *fry*.

TR: 135 1. fresh 2. frozen 3. Friday 4. favorite

8 Use the pictures to help students identify any new words. Then play **TR: 136**, pausing for students to point to the word under each picture. Read the directions aloud. Play **TR: 136** again, pausing for students to write *fl* or *fr* into the words. Review the answers as a class. Play **TR: 136** a third time and have students repeat the words.

TR: 136 1. frame 2. float 3. fruit 4. fries

Extend Practice blending and spelling words that contain blends with /r/ or /l/, such as *bread, brown, clean, cloud, clown, crawl, crown,*

float, fruit, prawn, and proud. Write initial letter blends, vowel digraphs, and end letters on index cards (one per card): *fl, fr, cl, pr, cr, br; ou, ea, ow, aw, ui, oa; d, n, l, and t.* Give these cards to students or pairs of 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 /fl/, /ou/, /t/. Have the three students with the cards for *fl, oa, and t* stand in order at the front of the class, holding up their cards. Point to the cards and have students sound out and say the word again. Continue the activity with different words and students.

NOTE: The student(s) with the *ea* vowel digraph should listen for /i:/ as in *clean* and /ɛ/ as in *bread*.

Wrap Up Use the pictures on pp. 52–53 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. 52–53 in any order. A student has *Bingo* when all four of his or her pictures are marked with two x's.

Unit 7

Lesson 3



/gr/

initial position: **green**

medial position: **angry**

Key Words *green, grass, grandma, angry, playground*

Additional Words *grin, grapes, grow; gray (Lesson 4)*

Objectives

Students will

- hear and produce /gr/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /gr/ and /gl/.

Resources

Student Book p. 54

Audio **TR: I37–I40** (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**); index cards, tape or tack (optional) (for **Extend**)

9 Listen. Then listen and repeat. TR: I37 and I38

10 Trace and say.

11 Do you hear gr? Listen and circle Yes or No. TR: I39

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

12 Do you hear gl or gr? Listen and write. TR: I40

1. glove 2. grin 3. grapes 4. grow

54

Warm Up Use the Picture Card of the word *glove* to review words with /gl/. Hold up the 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, show the card and have students repeat the word *glove*. Then ask *What sound do we hear at the beginning of glove?* (/gl/) *Which letters make this sound?* (g, l) *What other words do we know with the sound /gl/?* Write students' suggestions on the board.

9 Say *We know how to blend g and l. The sounds /g/ and /l/ make /gl/. Now look at page 54. What letter are we going to blend with g in this lesson?* (r) *Let's blend /g/ and /r/ together.* Point to the first picture in Activity 9 and ask *What color is this?* (green) Write *green* on the board and underline the letters *gr*. Ask *What sound do the letters g and r make together?* Repeat the word *green* and say *They make the sound /gr/.* Have students make the /gr/ sound.

NOTE: Students might find it fun to make this sound as if they're growling like an animal.

Say *Let's learn more words with /gr/.* Play **TR: I37**. Have students follow the words. Play **TR: I38** and have students listen and repeat.

TR: I37 and TR: I38 Gr /gr/
1. /gr/ green 2. /gr/ grass
3. /gr/ grandma 4. /gr/ angry
5. /gr/ playground

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

11 Read the directions aloud. Then play **TR: I39**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: I39 1. great 2. guitar 3. hungry
4. gorilla

12 Use the pictures to help students identify any new words. Then play **TR: I40**, pausing for students to point to the word under each picture. Read the directions aloud. Play **TR: I40** again, pausing for students to write *gl* or *gr* in the words. Review the answers as a class. You may want to play **TR: I40** a third time and have students repeat the words.

TR: I40 1. glove 2. grin 3. grapes
4. grow

Extend Write words students know with *gr* or *gl* on index cards, leaving out the underlined target letters: *angry, glasses, glitter, globe, glove, glue, grandma, grapes, green, grin, and playground*. Give the cards to students or pairs of students. Say *Read your word and write the missing letters*. When students finish, collect the cards and display them on the board. Say a word and invite a volunteer to come and find the correct card and read it aloud. Have the class tell whether the word begins with /gr/ or /gl/. For an extra challenge, ask students to use the word they find in a logical sentence, such as *I use glue in school*.

Wrap Up Have pairs or groups of students use words from p. 54 to make a tongue twister. Give the example *Grandma grows green grass on the playground*. Have students use as many words as they can. Have students practice saying their tongue twister several times, going faster each time.

Lesson 4



/tr/

initial position: **tr**unk

medial position: **tr**oller

Key Words *trunk, tree, train, triangle, controller*

Additional Word *truck*

Objectives

Students will

- hear and produce /tr/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /tr/ and the sounds /fl/, /fr/, and /gr/.

Resources

Student Book p. 55

Audio **TR: 141–144** (Audio CD, Website)

13 Listen. Then listen and repeat. TR: 141 and 142

14 Trace and say.

15 Do you hear **tr**? Listen and circle Yes or No. TR: 143

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

16 Do you hear **fl, fr, gr, or tr**? Listen and write. TR: 144

55

Warm Up Draw the following 3 × 3 grid on the board:

gr	ou	n
fr	ee	n
pr	ow	d

Invite a student to the board and say *Listen to the word and point to the letters. Green.* Have the student point to the correct letters. Then say *Draw a line and say the word.* Have the student draw a line to connect the letters *gr*, *ee*, and *n*. At the same time, have him or her sound out and say the word: /gr/, /i:/, /n/, *green*. Repeat with the other words in the grid. (frown, proud) Repeat the activity with a second grid, this time including letters for the words *crawl*, *float*, and *bread*.

13 Have students open their books to p. 55 and ask *What letter do you see with the letter r?* (t) *What sound does the letter t make?* (/t/) *That's right. Now let's blend /t/ with /r/.* Point to the elephant and ask *What's this?* Then point to its trunk and say *This is the elephant's trunk.* Write the word *trunk* on the board and underline the letters *tr*. Ask *What sound do the letters t and r make together?* Repeat the word *trunk* and

say *They make the sound /tr/.* Have students make the /tr/ sound.

Then say *Let's learn more words with /tr/.* *Look at the pictures and listen.* Play **TR: 141**. Have students follow the words. Play **TR: 142** and have students listen and repeat.

TR: 141 and TR: 142 Tr /tr/ 1. /tr/ trunk 2. /tr/ tree 3. /tr/ train 4. /tr/ triangle 5. /tr/ controller

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

15 Read the directions aloud. Then play **TR: 143**, pausing for students to circle Yes or No. Review the answers as a class.

TR: 143 1. try 2. traffic 3. tiger 4. taxi

16 Use the pictures to help students identify any new words. Play **TR: 144** once, pausing for students to point to the word under each picture. Then play **TR: 144** again, pausing for students to write *fl*, *fr*, *gr*, or *tr* in the words. Review the answers as a class. You may want to play **TR: 144** a third time and have students repeat the words.

TR: 144 1. truck 2. freezer 3. gray 4. lip

Extend Make a four-column chart on the board with *fl*, *fr*, *gr*, and *tr* as column heads. Say the following words in a random order: *controller*, *angry*, *triangle*, *freckles*, *snowflake*, *afraid*, *trunk*, and *grandma*. Pause after each word, and invite a student to come to the board and check the correct column. At the end of the activity, have students count the number of check marks in each column. (*fl* = 1, *fr* = 2, *gr* = 2, *tr* = 3) For additional practice, call on students to say other words they know with these sounds, and have different volunteers check the correct column each time.

Wrap Up Say *Listen. Which word doesn't belong?* Then say four words—three that share a target letter blend and sound and one that doesn't. For example, say *Tree*, *truck*, *dragon*, *train*. When students answer *dragon*, ask *Why?* (It has /dr/, not /tr/.) Have students suggest another word with /tr/ to replace *dragon*. Repeat the activity with other groups of words.

Unit 7

Lesson 5

Game and Chant

Objectives

Students will

- hear /f/, /fr/, /gr/, and /tr/.
- associate sounds and letter blends.
- write words with target sounds.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 56, 76

Audio **TR: 145–146** (Audio CD, Website)

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

Warm Up Prepare Picture Cards of words with letter blends with *r* and *l*. Choose words from this unit or from Units 1 and 2. Possible words include *bread*, *crayon*, *dress*, *flower*, *fly*, *grandma*, *grapes*, *train*, *tree*, *truck*, *trunk*, *umbrella*, and *zebra*. Hide the cards around the classroom before the lesson begins. To play, call on three volunteers and give an instruction. For example, say *Find a picture that begins with /tr/*. Have the students look around the classroom for a picture. Have the first student who finds one hold it up and say the word, for example *tree*. Repeat until all of the cards have been found.

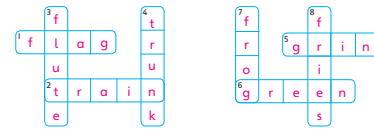
17 Use the pictures to review key words: *flag*, *train*, *flute*, *trunk*, *grin*, *green*, *frog*, and *fries*. Then say *Let's write the words in the puzzle*. Model the activity with number 1 across. Point to the picture and ask *What's this?* (a flag) *How do you spell flag?* *Let's write flag into 1 across in the puzzle*. Spell the word aloud as you write it. Have students complete the puzzle alone or in pairs. Remind students to check pp. 52–55 in their books if they need help spelling any of the words. Say *Now listen to check your answers*. Play **TR: 145**.

TR: 145 1 across: flag, f, l, a, g; 2 across: train, t, r, a, i, n; 3 down: flute, f, l, u, t, e; 4 down: trunk, t, r, u, n, k; 5 across: grin, g, r, i, n; 6 across: green, g, r, e, e, n; 7 down: frog, f, r, o, g; 8 down: fries, f, r, i, e, s

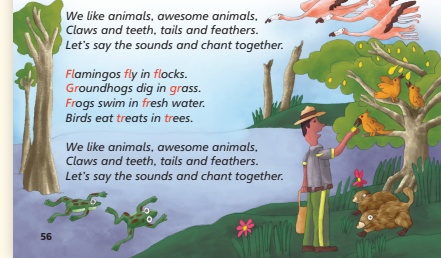
18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (flamingo, fly, flowers, grass, frog, tree) and without (animals, man, birds, water). Then introduce the remaining words with target sounds (flock, groundhog, fresh, treat). Ask questions about the pictures, such as *What birds are these?* (flamingoes) *Do flamingoes have feathers?* (yes) *Which animal has a tail?* (groundhog) *Which animals have claws?* (birds and groundhogs) *Which animals is the man feeding?* (birds) Say *Let's listen to a chant*. Play **TR: 146** and have students listen to the chant. Then say *Now say the chant*. Play **TR: 146** again, pausing after each line and having students repeat it. Then play **TR: 146** a third time so that students can say the entire chant as they listen.

Extend Write the main verse of the chant on the board, leaving out

17 Look and write the words. Then listen and check. **TR: 145**



18 Listen. Then listen and chant. **TR: 146**



We like animals, awesome animals.
Claws and teeth, tails and feathers.
Let's say the sounds and chant together.

Flamingos fly in flocks.
Groundhogs dig in grass.
Frogs swim in fresh water.
Birds eat treats in trees.

We like animals, awesome animals.
Claws and teeth, tails and feathers.
Let's say the sounds and chant together.

the underlined letters for the target sounds in each line. Say *Read the sentences and guess the missing letters*. You can use each pair of letters more than once. Have students work in pairs. Then invite students to the board to complete the words with the correct letters. Remind students to use an uppercase letter when the word comes at the beginning of the sentence. Have a student read the completed chant aloud. Then play **TR: 146** again, pausing for students to check their answers.

Flamingos fly in flocks. **tr**
Groundhogs dig in grass. **fr**
Frogs swim in fresh water. **gr**
Birds eat treats in trees. **fl**

Wrap Up Say some lines from the chant incorrectly. For example, say *Grandmas dig in grass*. Students correct your mistakes by saying, for example, *No! Groundhogs dig in grass*. Repeat to review each line of the chant.

Have students turn to p. 76 and write the Unit 7 words in the **Picture Dictionary**.

Lesson 6

Story Why Is Frank Grumpy?

Summary Frank the frog is feeling grumpy. His friends try to be friendly, but Frank just frowns. What will make Frank grin again?

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. 57, 79
 Audio **TR: 147–148** (Audio CD, Website)
 Unit 7 Worksheet (Website)

Materials

crayons or colored pencils

19 Listen. Then listen and repeat. TR: 147 and 148

Why Is Frank Grumpy?



20 Read the story. Write fl, fr, gr, or tr. Then go to page 79.

f l oat t r ees f r og g r umpy
 1 2 3 4 5 6 7 8

57

Warm Up Act out a key word from Unit 7. For example, extend your arm in front of your face like an elephant's trunk. Have students identify the word that your action represents and say the target sound. Then invite a student to the front of the class. Say *Listen and act out the word*. Whisper a word from Unit 7 in the student's ear. Have the class identify the word being acted out. Include words featured in the story, such as *frog*, *frown*, *tree*, *flower*, and *grin*.

19 Say *It's time for a story! Turn to page 57*. Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a frog and his friends) Point to each panel, asking questions to review or introduce vocabulary: *How many frogs do you see in panel one?* (two) *Which frog is Frank? Which frog is his grandma?* Have students point to the correct frogs. Ask *Who's talking to Frank in panel two?* (a flamingo) *What's Frank doing in panel three?* (eating a fly) *Does Frank like the fly?* (yes) *Is Frank happy in panel four?* (yes) *Why was Frank grumpy before?* (He was hungry.)

Say *Now let's listen to the story*. Play **TR: 147** and have students point to each panel in order. Play **TR: 147** a second time. Have students follow the text as they listen. Then play **TR: 148** and have students listen and repeat.

Extend Write sentences about the story on the board, but with one incorrect word in each line. Say *Read each line about the story. Which word is wrong?* Have students read and say the incorrect word in each line. Then invite students to erase the incorrect words and replace them with the correct ones from the story.

Frank the frog lives with his friends.
 Frank is afraid and grumpy.
 His friends fly away from him.
 Then Frank eats a big flower.
 "I'm not hungry now." Frank frowns!
 "That's great!" say his freckles.

Hold up the **Unit 7 Worksheet**. Point to the first word (___ees) and ask *What sound is missing?* (/tr/) *How do you write /tr/?* (tr) *Let's write the letters tr*. 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. Have students find the first one in the story. (float) Then ask *What letters are missing from float?* (fl) *Write fl into the word*. Have students complete the activity in pairs before reviewing 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. 57 to find the correct letters. When students finish, have them read the completed sentence aloud. Then say *Now finish the picture and color it in*.

Wrap Up Have students reread the story aloud in a chain. For example, the first student reads the first sentence, the second student reads the second sentence, and so on. With large classes, have students read the story in this same way, but in small groups.