

Lesson 1



/spr/ /spl/
spring splash

Key Words /spr/: *spring, spread*
/spl/: *splash, splint*

Additional Words *sprout, splits, sprinkles, sprinkler*

Objectives

- Students will
- hear and produce /spr/ and /spl/.
 - associate sounds and letter blends.
 - associate sounds, words, and images.
 - differentiate between /spr/ and /spl/.

Resources

Student Book p. 52
Audio **TR: 140–143** (Audio CD, Website)

Unit 7 1 Listen. Then listen and repeat. TR: 140 and 141

spr 1. 2.
spring spread

spl 1. 2.
splash splint

2 Trace and say.

3 Do you hear a word with **spr** or **spl**? Listen and write the number. TR: 142
spr 2 3 spl 1 4

4 Do you hear **spr** or **spl**? Listen and write. TR: 143

1. sprout 2. splits 3. sprinkles 4. sprinkler

52

Warm Up Review letter blends with *l* and *r*. Write the letter blends *bl*, *cl*, *cr*, *dr*, *pl*, *pr*, and *tr* on the board. Then write one of these words on the board, leaving out the underlined letters: *plant*, *protect*, *blanket*, *bread*, *cloudy*, *crown*, *tree*, and *drum*. For example, write own for *crown*. Ask *What's this word?* Students use the letter blends on the board to figure it out. After students answer, ask *What sound is at the beginning of crown?* (/kr/) *What letters make /kr/?* (*c, r*) Invite a volunteer to write the missing letters. Repeat, practicing other letter blends. Finish with words that begin with *pl* or *pr*.

1 Say *We know that two consonants can blend together. We can also add s to certain consonant blends. Let's learn what it sounds like to add s to consonant blends with r and l.* Have students open their books to p. 52. Point to the letter boxes and ask *What letters are we blending with s?* (*pr, pl*) *What sound do pr and pl make?* (/pr/, /pl/) *That's right. Now let's hear how these letter blends sound with /s/.* Look and listen.

Play **TR: 140**. Have students follow the words. Then point to the picture for *spring* and ask *What sound do*

the letters spr make in spring? Have students make the /spr/ sound. Ask the same question about the word *splash*. Have students make the /spl/ sound. Then play **TR: 141** and have students listen and repeat.

TR: 140 and TR: 141
Spr /spr/ 1. /spr/ spring 2. /spr/ spread;
Spl /spl/ 1. /spl/ splash 2. /spl/ splint

2 Say *Look at Activity 1 again. Trace the letters in each word.* When students finish, ask questions such as *Which two words have the sound /spr/?* (*spring, spread*)

3 Read the directions aloud. Begin playing **TR: 142**, pausing after number 1. Say *Number 1 is splinter. Do you hear /spr/ or /spl/ in splinter?* (/spl/) *That's right. So let's write number 1 next to the letters spl.* Continue playing **TR: 142**, pausing for students to write numbers 2–4 in the same way.

TR: 142 1. splinter 2. sprain 3. sprint
4. splash

4 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 143**, pausing for students to write *spr* or *spl* in each word. Review the answers as a class.

TR: 143 1. sprout 2. splits 3. sprinkles
4. sprinkler

Extend Draw a 3 x 3 grid on the board with the following letters:

spl	i	t
spr	a	nt
spl	ou	sh

Invite a student to the board and say *Listen to the word and point to the letters. Splash.* Have the student point to the correct letters in the grid. Then say *Connect the letters and say the word.* Have the student draw lines to connect the letters *spl*, *a*, and *sh*. Have them sound out and say the word as they do so: /spl/, /æ/, /ʃ/, *splash*. Repeat with other words in the grid (*sprout, splint*). Repeat the activity with a second grid, this time including letters for the words *spring*, *split*, and *spread*.

Wrap Up Say words from the lesson in random order. Have students raise their right hand for words with /spr/ and their left hand for words with /spl/. You may also wish to include words with only /sp/, such as *spoon* or *spin*. Students keep their hands down for these words.

Unit 7

Lesson 2



/str/ street
/skr/ screw

Key Words /str/: street, string
/skr/: screw, screen

Additional Words straw, scratch, stream, stretch

Objectives

- Students will
- hear and produce /str/ and /skr/.
 - associate sounds and letter blends.
 - associate sounds, words, and images.
 - differentiate between /str/ and /skr/.

Resources

Student Book p. 53
Audio **TR: 144–147** (Audio CD, Website)

Materials

index cards, a paper bag (for **Extend** and **Wrap Up**)

5 Listen. Then listen and repeat. TR: 144 and 145

str 1. 2. str eet str ing

scr 1. 2. scr ew scr een

6 Trace and say.

7 Do you hear a word with str or scr? Listen and write the number. TR: 146

str 2 4 scr 1 3

8 Do you hear str or scr? Listen and write. TR: 147

1. str aw 2. scr atch 3. str eam 4. str etch

53

Warm Up Make a two-column chart on the board with *spr* and *spl* as column heads. Say *Name four words beginning with /spr/*. Write students' suggestions into the *spr* column. Repeat for words with /spl/. Then have students close their eyes while you change the location of two words. For example, change the position of *splash* and *spread*. Say *Open your eyes. Which words are in the wrong column?* Invite a student to erase the words and write them in the correct columns. Repeat the activity, changing different words each time.

5 Say *In Lesson 1, we learned how to blend s with pr and pl. Now look at page 53. What letters are we going to blend with s in this lesson? (tr, cr) What sounds do tr and cr make? (/tr/, /kr/) What words do you know with /tr/ and /kr/?* Listen to students' suggestions. Then say *Now we're going to learn new words that have the sounds /tr/ and /kr/ blended with the letter s.* Play **TR: 144**. Have students follow the words. Then point to the street and ask *What sound do the letters str make in street?* Have students make the /str/ sound. Ask the same question about the word

screw. Have students make the /skr/ sound. Then play **TR: 145** and have students listen and repeat.

TR: 144 and TR: 145

Str /str/ 1. /str/ street 2. /str/ string;
Scr /skr/ 1. /skr/ screw 2. /skr/ screen

6 Say *Look at Activity 5 again. Trace the letters in each word.* When students finish, ask questions such as *Does street have /str/ or /skr/? (/str/)*

7 Read the directions aloud. Play **TR: 146**, pausing for students to write numbers 1–4 next to the letters for the blend they hear in each word. Review the answers as a class.

TR: 146 1. scrap 2. stripe 3. scream
4. strange

8 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 147**, pausing for students to write *str* or *scr* in each word. Review the answers as a class. Play **TR: 147** again and have students repeat the words.

TR: 147 1. straw 2. scratch 3. stream
4. stretch

Extend Write key words from Lessons 1 and 2 on index cards, leaving out the letters for target

sounds. For example, write eet for *street*. (To avoid confusion, write ping and ting for *spring* and *string*.) Give the cards to students or pairs of students. Write the letter combinations *spr*, *spl*, *str*, and *scr* on the board. Point to them and say *Look at your word. Which letters are missing? Write the letters to complete the word.* When students finish, place the cards into a paper bag. Divide the class into two teams. Invite a student from one team to take a card from the bag. Say *Describe the word for the class.* The student describes the word for his or her team to guess. For example, the student may say *This is a season to describe the word spring.* If the team guesses correctly, it keeps the card. If not, the student puts the card back into the bag and the other team gets a turn. The team with the most cards when the bag is empty wins.

Wrap Up Use the word cards from the Extend activity. Give a student a card and say *Read and act out the word.* When the class guesses the word, the student shows the word card. Repeat with other students until all the cards have been used.

Lesson 3



/ʃr/ /θr/
 shrimp throw

Key Words /ʃr/: shrimp, shred
 /θr/: throw, three

Additional Words shrink, throat, shrug, throne

Objectives

- Students will
- hear and produce /ʃr/ and /θr/.
 - associate sounds and letter combinations.
 - associate sounds, words, and images.
 - differentiate between /ʃr/ and /θr/.

Resources

Student Book p. 54
 Audio **TR: 148–151** (Audio CD, Website)

Materials

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

9 Listen. Then listen and repeat. **TR: 148 and 149**

shr **thr**

1. 2. **shr imp** **shred**

1. 2. **throw** **three**

10 Trace and say.

11 Do you hear a word with shr or thr? Listen and circle. **TR: 149**

1. **shr** / **thr** 2. **shr** / **thr** 3. **shr** / **thr** 4. **shr** / **thr**

12 Do you hear shr or thr? Listen and write. **TR: 151**

1. **shr** ink 2. **thr** oat 3. **shr** ug 4. **thr** one

54

Warm Up Make a two-column chart on the board with letters *sh* and *th* as column heads. Point to each column and ask *How many words do we know with these letters?* Invite volunteers to write words in each column. Have students read the completed lists aloud. For words with *th*, remind students of the difference between the voiced /ð/ (as in *mother*) and the voiceless /θ/ (as in *mouth*). Have students repeat the word *mother*, holding their hands to their throats to feel the vibration as they say the voiced /ð/. Then have students do the same and say *mouth*. They won't feel any vibration when they say the voiceless /θ/ in *mouth*. Have students read the rest of the *th* words aloud, telling whether they hear /ð/ or /θ/.

9 Say *We know that the letters sh make the sound /ʃ/ and th can make the sounds /ð/ and /θ/. Now look at page 54. Today we're going to blend the sounds /ʃ/ and /θ/ with r. Let's learn words that begin with the letters shr and thr.* Play **TR: 148**. Have students follow the words. Then point to the shrimp and ask *What sound do the letters shr make in shrimp?* Have students make the /ʃr/ sound. Ask the

same question about the word *throw*. Have students make the /θr/ sound. Point out that for *thr*, the sound /θ/ blends with *r*, but /ð/ does not. Play **TR: 149** and have students listen and repeat.

TR: 148 and TR: 149

Shr /ʃr/ 1. /ʃr/ shrimp 2. /ʃr/ shred;
Thr /θr/ 1. /θr/ throw 2. /θr/ three

10 Say *Look at Activity 9 again. Trace the letters in each word.* When students finish, ask questions such as *Which two words have the sound /θr/?* (throw, three)

11 Read the directions aloud. Play **TR: 150**, pausing for students to circle the letters that match the sound they hear each time. Review the answers as a class.

TR: 150 1. through 2. thriller 3. shriek 4. thread

12 Use the pictures to help students identify any new words. Read the directions aloud. Play **TR: 151**, pausing for students to write *shr* or *thr* in each word. Review the answers as a class. Play **TR: 151** again and have students repeat the words.

TR: 151 1. shrink 2. throat 3. shrug 4. throne

Extend On separate index cards, write the key words from Lessons 1–3 in big letters. Then cut each card in two to divide the words in half, making sure that letters for the target sounds are on one half. For example, cut the card for *shrimp* into *shr* and *imp*. Hold up cards with *shr*, *imp*, and *ee*. Ask *Which two cards make a word?* (*shr* and *imp*) Hand out all of the cards to students or pairs of students. Say *Find the student(s) with the other half of the word for your letters.* Have students move around the classroom, finding the first student (or pair) with letters that can form a word with their own. (Make sure students know that some cards can be matched with more than one other card.) Have pairs or groups of students show and say their words.

Wrap Up Model shrugging your shoulders and say *Shrug when you hear a word with shr.* Repeat with a throwing action for words with *thr*. Then call out words with *shr* or *thr* in random order. Have students shrug or pretend to throw, based on the sound they hear in the word.

Unit 7

Lesson 4



knee listen

Key Words *knee, knock, listen, kitchen*

Additional Words *knob, itch, knot, match, knit, castle*

Objectives

- Students will
- identify silent *k* and *t* in words.
 - associate sounds, words, and images.
 - differentiate between silent and voiced *k* and *t*.

Resources

Student Book p. 55
Audio **TR: 152–155** (Audio CD, Website)

13 Listen. Then listen and repeat. **TR: 152 and 153**

silent k 1. 2.
- - - - - knee - - - - - knock

silent t 1. 2.
- - - - - tlisten - - - - - tkitchen

14 Trace and say.

15 Listen. Circle the words with silent *k* or silent *t*. **TR: 154**

1. (knob) 2. (itch) 3. king 4. light

16 Listen and repeat. Then unscramble and write the words. **TR: 155**

1. knot nkto
2. match ahmct
3. knit ntki
4. castle atcesl

55

Warm Up Review the silent letters *d*, *e*, and *h*. Write the words *rhino*, *whisper*, and *ghost* on the board. Point to the words and ask *What's the connection between these three words?* Allow students time to figure it out. (They all have a silent *h*.) When a student responds correctly, underline the *h* in each word and confirm the answer. Have students name other words they know with a silent *h*, such as *white* and *honest*. Then write the words *bridge*, *edge*, and *badge* on the board. Ask *What two silent letters are in these words?* Invite students to the board to underline the *d* and *e*. Students can then name other words that have a silent *d* (Wednesday), a silent *e* (nurse), or both (dodge).

13 Say *We know that the letters d, e, and h can be silent. Now let's learn some more letters that can be silent. Open your books to page 55. What letters do you see? (k, t) What sound do these letters usually make? (/k/, /t/) That's right. Now let's learn some words in which these letters are silent.* Play **TR: 152**. Have students follow the words. Play **TR: 153** and have students listen and repeat.

TR: 152 and TR: 153

Silent *k* 1. knee 2. knock;
Silent *t* 1. listen 2. kitchen

14 Say *Look at Activity 13 again. Trace the letters in each word.* When students finish, ask questions such as *Which words have a silent k?* (knee, knock)

15 Read the directions aloud. Play **TR: 154**, pausing for students to circle the words with a silent letter. You may also want to have students underline the silent letter in the words they circled. Review the answers as a class.

TR: 154 1. knob 2. itch 3. king 4. light

16 Use the pictures to identify any new words. Read the directions aloud. Play **TR: 155**, pausing for students to repeat the words. Play **TR: 155** again, pausing for students to unscramble the letters and write the words. Review the answers as a class.

TR: 155 1. knot 2. match 3. knit
4. castle

Extend Write the following nonsense rhyme on the board, leaving out the underlined letters *k* and *t*:

Knock your knees together.
Knit a lot of knots.
In the castle kitchen,
Listen to the pots!

Say *Read the rhyme. What letters are missing?* (*k*, *t*) Have students read the rhyme silently and identify the missing letters. Call on volunteers to fill them in. Then chant the rhyme as a class.

Wrap Up Say *Listen. Which word doesn't belong?* Then say four words aloud, using a mixture of words with and without silent letters. For example, say *Knot, knee, kite, knock*. When students say that *kite* doesn't belong, ask *Why?* (It has /k/, not silent *k*.) Have students suggest another word with silent *k* to replace *kite*. Repeat the activity with other groups of words. Possible word groups are: *listen, castle, light, match* (*light* has /t/, not silent *t*); *listen, itch, whisper, castle* (*whisper* has silent *h*, not silent *t*); and *king, kite, shrink, knock* (only *knock* has silent *k*).

Lesson 5 Game and Chant

Objectives

- Students will
- hear /spr/, /spl/, /str/, /skr/, /ʃr/, and /θr/.
 - associate sounds with letter blends and letter combinations.
 - associate sounds or silent letters with words.
 - review unit content with a game.
 - produce target sounds with a chant.

Resources

Student Book pp. 56, 76
Audio **TR: I56–I57** (Audio CD, Website)

17 Find and circle the words. Then listen and repeat to check. TR: I56

18 Listen. Then listen and chant. TR: I57

Be healthy; keep fit.
It's important to do.
Eat right and exercise.
It's so good for you.

Splash around in a pool. Run sprints all day long.
Stretch your whole body and try to stay strong.
Throw a ball, 1, 2, 3, and bend your knees.
Don't shrug your shoulders.
Jump over boulders!

Be healthy; keep fit.
It's important to do.
Eat right and exercise.
It's so good for you.

Warm Up Write letter blanks to match a key word from Unit 7. For example, write six blanks for *string*. Point to the blanks and say *Guess the letters in the word*. Invite a student to guess a letter, for example *r*. If the suggested letter is in your word, write it on the correct letter blank (*r*). If not, write an *x* on the board. Have students try to guess all the letters and say the word before you have written six *x*'s on the board. When the word is complete, have students sound it out and say it.

17 Have students identify words in the pictures: *knee*, *screw*, *splint*, *shrimp*, *listen*, *spread*, *three*, and *string*. Point to the wordsearch puzzle and say *Let's find and circle the words*. Model the activity, finding and circling the word *knee* if necessary. Then have students work alone or in pairs to find and circle the rest of the words. Have students say the words aloud as they circle them.

Play **TR: I56** and have students repeat the words while pointing to each one in the puzzle.

TR: I56 down: shrimp, splint, three, knee; **across:** spread, string, screw, listen

18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (splash, stretch, throw, knees) and without (healthy, fit, children, pool, run, exercise, shoulders). Point out and explain the meaning of the word *sprints*. Ask questions about the children in the picture, such as *Who's splashing in a pool? Who's sprinting? Who's throwing a ball? Who's stretching? Who's jumping over a boulder?* Have students point to the correct children.

Say *Let's listen to a chant*. Play **TR: I57** and have students listen to the chant. Then say *Now say the chant*. Play **TR: I57** again, pausing after each line and having students repeat it. Then play **TR: I57** a third time for students to chant as they listen.

Extend Write an incomplete version of the main verse of the chant on the board, with a word bank. Invite students to complete each line with the correct word. Remind students to use uppercase letters at the beginning of a sentence. Then play **TR: I57** again for students to check their answers.

___ around in a pool. Run ___ all day long.
___ your whole body and try to stay ____.
___ a ball, 1, 2, 3, and bend your ____.
Don't ___ your shoulders.
Jump over boulders!

stretch shrug strong splash
throw knees sprints

Wrap Up Use words from the chant to create an exercise routine for students. Demonstrate the actions as you say *Let's keep fit. Stand up. Shrug your shoulders. Now bend your knees. Stretch your arms. Splash with your arms. Throw with your arms. Make your arms strong. Now sprint in place. Well done! Now sit down.* Repeat the activity with instructions in a different order if time allows. For an extra challenge, have students take turns giving instructions for the rest of the class to follow.

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

Unit 7

Lesson 6

Story Why Can't Mitch Play?

Summary Knox wants to play, but Mitch has too many injuries. He has sprained his ankle, strained his elbow, and scraped his knee. What has Mitch been doing?!

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. 57, 80
Audio **TR: 158–160** (Audio CD, Website)
Unit 7 Worksheet (Website)

19 Listen. Then listen and repeat. **TR: 158 and 159**

Why Can't Mitch Play?

20 Listen and write the words. Then go to page 80. **TR: 160**

1. sprain 2. knee 3. match 4. splint

57

Warm Up Play a drawing game using words from Unit 7. Begin drawing a simple picture on the board, pausing to ask *What's this?* When students guess correctly, complete the picture and say *Yes! It's a (street)*. Then ask *Which sound do we hear in the beginning of street?* (/str/) Invite a student to write the word *street* on the board. Repeat with pictures of other words from this unit. You may want to have students draw the pictures.

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 boy who can't play) Say *That's right. Mitch can't play because he has hurt himself.* Point to each panel, asking questions to review or introduce vocabulary: *What's Mitch pointing to in panel one?* (his ankle) *Did he hurt his ankle?* (yes) *What's Mitch pointing to in panel two?* (a splint) *What part of his body did he hurt?* (his elbow) *What else hurts Mitch?* (his knee) *What was Mitch doing over the weekend?* (playing video games) *How do you think Mitch hurt himself playing video games?* (He fell off the table.)

Say *Now let's listen to the story.* Play **TR: 158** and have students point to each panel in order. Play **TR: 158** again and have students follow the text. Then play **TR: 159** and have students listen and repeat.

Extend Write lines from the story on the board, out of order. Invite students to the board to number them in the order of the story. Then point to each and ask *Who said this—Knox or Mitch?*

What?!

No! I played video games all weekend!

Let's play ball. You throw. I catch.

And I scraped my knee, too!

I know! You fell off your bike!

Let's have a tennis match.

I can't. I strained my elbow. See my splint.

I can't. I sprained my ankle.

Hold up the **Unit 7 Worksheet**. Point to the first word (___ee) and ask *What letters are missing?* (thr) *Let's write the letters thr into the word three.* Have students complete the rest of Activity I. Remind them that the words appear in the same order as the story. For an extra challenge, have students first try to complete

as many words as they can with their books closed. When they finish, have students work in pairs to do Activity 2. Students say the words and copy them into the correct column.

20 Read the directions aloud. Play **TR: 160**, pausing for students to write the words. Have students compare their spellings in pairs. Review the answers as a class.

TR: 160 1. sprain 2. knee 3. match 4. splint

Have students turn to p. 80 and complete the letter code in pairs. Remind them to refer to p. 57 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 completed code. Call on a volunteer to read the completed sentence aloud.

Wrap Up Divide the class into groups of three and assign to group members the role of the narrator, Knox, or Mitch. Have the narrator read the text and the students with the roles of Knox and Mitch read their character's speech bubbles. Invite confident students to read the story in this way in front of the class.