

## Lesson 1



/r/

initial position: **r**un

**Key Words** *run, rock, room, robot, rabbit*

**Additional Words** *rat, rope, read*

### Objectives

- Students will
- hear /r/ in the initial position.
  - produce /r/ in the initial position.
  - associate sounds and letters.
  - associate sounds, words, and images.
  - differentiate between /r/ and /l/.

### Resources

- Student Book p. 52  
 Audio **TR: 133–136** (Audio CD, Website)  
 Picture Cards (for **Warm Up** and **Extend**) (Website)

### Materials

- tape or tack (*optional*, for **Warm Up** and **Extend**)

**Unit 7** 1 Listen. Then listen and repeat. **TR: 133 and 134**

2 Trace and say.

3 Do you hear **r**? Listen and circle Yes or No. **TR: 135**

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

4 Do you hear the word with **r** one or two times? Listen and circle 1 or 2. **TR: 136**

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

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**Warm Up** Prepare Picture Cards to review words with /l/, such as *ball, doll, lamp, lion, pencil, small, and tall*. Hold up the *ball* Picture Card and ask *What's this? Do you hear /l/?* (yes) *Is the /l/ in the beginning or at the end of the word?* (end) Display the cards on the board. Invite a student to the board and say *Find a word with /l/ in the beginning and /n/ at the end*. The student takes the *lion* Picture Card and says the word. Have the class repeat the word and confirm that it's correct. Repeat the activity with other Picture Cards and students.

1 Write **Rr** on the board. Ask *What letter is this?* Say *This letter makes the sound /r/*. Have students make the /r/ sound. Then say *Open your books to page 52. Find the letter r*. Have students trace the upper- and lowercase *r* on the page with their finger.

**NOTE:** Some students may find it hard to distinguish the difference between /r/ and /l/. Model the difference in the two sounds to help them pronounce /r/ correctly.

Then say *Let's learn some words with /r/. Look at the pictures and listen*.

Play **TR: 133**. Have students follow the words with their finger. Then say *Listen*

*again and repeat*. Play **TR: 134**. You may want to play **TR: 134** again and have students trace the *r* with their finger while they listen and repeat.

**TR: 133 and TR: 134** R /r/ 1. /r/ run  
 2. /r/ rock 3. /r/ room 4. /r/ robot  
 5. /r/ rabbit

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

3 Read the directions aloud. Then play **TR: 135**, pausing for students to circle Yes or No. Play **TR: 135** again if necessary to help students differentiate the /r/ and /l/ sounds. Have students compare their answers in pairs before reviewing them as a class.

**TR: 135** 1. red 2. lick 3. leg 4. ruler

4 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 136**, pausing for students to circle 1 or 2. Play **TR: 136** again if necessary. Then review the answers as a class. You may want to play **TR: 136** a third time and have students repeat the first word in each pair.

**TR: 136** 1. rock, lock 2. rat, rat  
 3. rope, rope 4. read, lead

**Extend** Use Picture Cards from the Warm Up, and prepare Picture Cards of words with /r/, such as *rice, river, robot, rock, and run*. (You may also want to include *eraser* to give an example of /r/ in the medial position.) Hold up the *robot* Picture Card and ask *What's this? Do you hear /r/ or /l/?* (/r/) Display this card on the board, to the right. Continue asking about the other cards, placing the cards with /r/ to the right and the cards with /l/ to the left. While students close their eyes, remove one of the cards. Then say *Open your eyes. What's missing?* Have students say the word and the correct sound of the missing card. Repeat the activity, removing other cards.

**Wrap Up** Use the words on the page to make a tongue twister, such as *The rabbit and robot run around the rock*. Have students repeat the tongue twister several times, going faster each time. If your students find it hard to differentiate between /r/ and /l/, provide additional practice with a tongue twister that includes both sounds, such as *Rats and rabbits like lettuce, not lemons*.

# Unit 7

## Lesson 2



/h/

initial position: **h**ead

**Key Words** *head, hand, hair, hat, hippo*

**Additional Words** *horse, honey, hot, house*

### Objectives

Students will

- hear /h/ in the initial position.
- produce /h/ in the initial position.
- associate sounds and letters.
- associate sounds, words, and images.

### Resources

Student Book p. 53

Audio **TR: 137–140** (Audio CD, Website)

5 Listen. Then listen and repeat. TR: 137 and 138

1. head 2. hand  
3. hair 4. hat 5. hippo

6 Trace and say.

7 Do you hear **h**? Listen and circle Yes or No. TR: 139

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

8 Do you hear the word with **h** one or two times? Listen and circle 1 or 2. TR: 140

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

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**Warm Up** Say *Stand up and listen. Act out the words with the sound /r/*. Call out words students know with and without /r/, such as *rat, read, bus*, etc. Students act out only the words with /r/. For example, a student might squeak like a rat or pretend to read. For words without /r/, students stay still.

5 Write *Hh* on the board in dotted outline. Ask *What letter is this?* Then trace the letter and confirm the answer *h*. Say *This letter makes the sound /h/*. Have students make the /h/ sound. Then say *Open your books to page 53. Find the letter h*. Have students trace the upper- and lowercase *h* on the page with their finger.

Then say *Let's learn some words with /h/*. *Look at the pictures and listen*. Play **TR: 137**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 138**. You may want to play **TR: 138** again and have students trace the *h* with their finger while they listen and repeat.

**TR: 137 and TR: 138** *H /h/*  
1. /h/ head 2. /h/ hand 3. /h/ hair  
4. /h/ hat 5. /h/ hippo

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

7 Read the directions aloud. Then play **TR: 139**, 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 /h/, such as *hello*.

**TR: 139** 1. hug 2. foot 3. you  
4. happy

8 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 140**, 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: 140** again and have students listen and repeat the first word in each pair.

**TR: 140** 1. horse, force 2. honey, funny 3. hot, hot 4. house, house

**Extend** Contrast the /r/ and /h/ sounds. Draw simple pictures of a rabbit and a hippo on either side of the board. Point to each picture and ask *What's this?* Write the word

under each picture as students answer. Underline the *r* and *h* in each word and ask *What sound do you hear in the beginning of rabbit? (/r/)* *In the beginning of hippo? (/h/)* Then say *Let's find some more words beginning with the same sounds as rabbit and hippo*. Have students suggest words from Lessons 1 and 2 (and others they know), and write these under the correct animal name. For example, write *rope* under *rabbit*. Have students then count the number of words under each animal.

**Wrap Up** Use the pictures on Student Book 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. For example, *rope, hippo, rabbit*, etc. A student has *Bingo* when all four of his or her pictures are marked with two *x*'s.

## Lesson 3



/dʒ/

initial position: gym

final position: huge

**Key Words** gym, giraffe, huge, page, orange

**Additional Words** cage, bandage, gems, luggage

## Objectives

Students will

- hear /dʒ/ in two positions.
- produce /dʒ/ in two positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /dʒ/ and /g/ for the letter g.

## Resources

Student Book p. 54

Audio TR: 141–144 (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)

**Warm Up** Prepare Picture Cards of the word *giraffe* as well as those of words with /g/, such as *big*, *dog*, *egg*, *goat*, and *kangaroo*. Hold up the *goat* Picture Card with the piece of paper placed over the front so that students can only see part of the picture. Ask *What's this?* When a student guesses correctly, show the card and have students repeat the word *goat*. Then ask *Do you hear /g/?* (yes) *Where do you hear /g/?* (beginning) Repeat with the other cards for /g/. Then do the same with the *giraffe* card. When students guess *giraffe*, ask *Do you hear /g/?* (no) Say *Giraffe starts with the letter g, but we don't hear /g/. Today we're going to learn about another sound the letter g can make.*

**9** Write Gg on the board. Then write the words *goat* and *giraffe*. Point to the word *goat* and ask *What sound does g make in the word goat?* (/g/) Then point to the word *giraffe* and say *Listen to the sound the g makes in the word giraffe—/dʒ/. The letter g can also make the sound /dʒ/.* Have students make the /dʒ/ sound.

Then say *Open your books to page 54. Let's learn some words with /dʒ/ for the letter g. Look at the pictures*

*and listen.* Play TR: 141. Have students follow the words with their finger. Then say *Listen again and repeat.* Play TR: 142 and have students listen and repeat.

TR: 141 and TR: 142 G /dʒ/ 1. /dʒ/ gym 2. /dʒ/ giraffe 3. /dʒ/ huge 4. /dʒ/ page 5. /dʒ/ orange

**10** Say *Look at the words and pictures in Activity 9 again. Trace the letter g.* Point out that when /dʒ/ is at the end of the word, it's followed by an e, as in *huge*. When students finish, call on volunteers to say the words aloud.

**11** Say *Let's listen to some more words with /dʒ/.* Use the pictures to help students identify any new words. Then play TR: 143 and have students repeat the words. Read the directions aloud and play TR: 143 again, pausing for students to check the correct position for /dʒ/. Review the answers as a class.

**NOTE:** Point out that students should check the circles for only the initial or final position in this activity. They do not check the gray circle.

TR: 143 1. cage 2. bandage 3. gems 4. luggage

**9** Listen. Then listen and repeat. TR: 141 and 142



gym

giraffe



huge

page

orange

**10** Trace and say.

**11** Is g in the beginning or at the end? Listen and repeat. Check. TR: 143

1.  2.  3.  4.  

**12** Do you hear g? Listen and circle Yes or No. TR: 144

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

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**12** Read the directions aloud. (Remember to pronounce the /dʒ/ sound when reading the letter g in the directions.) Then play TR: 144, pausing for students to circle Yes or No. Review the answers as a class.

TR: 144 1. good 2. giant 3. tiger 4. ginger

**Extend** Make a two-column chart on the board with the words *goat* and *giraffe* as column heads (for /g/ and /dʒ/). Say the following words: *alligator*, *bag*, *bandage*, *cage*, *dog*, *egg*, *gems*, *girl*, *gym*, *huge*, *kangaroo*, *orange*, and *page*. 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. (*goat*, /g/ = 6, *giraffe*, /dʒ/ = 7) Say the words again if necessary for students to check.

**Wrap Up** Have students look at the pictures on p. 54. Say *Find a word with /dʒ/ in the beginning and /f/ at the end.* Students point to and say the correct word. (*giraffe*) Repeat this activity for other words on the page.

# Unit 7

## Lesson 4



/dʒ/

initial position: **j**et

**Key Words** jet, jump, juice, jeans, jacket

**Additional Words** jog, jam, jar, jug

### Objectives

Students will

- hear /dʒ/ in the initial position.
- produce /dʒ/ in the initial position.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between letters g and j for the sound /dʒ/.

### Resources

Student Book p. 55

Audio **TR: I45–I48** (Audio CD, Website)

**13 Listen.** Then listen and repeat. TR: I45 and I46

**14 Trace and say.**

**15 Do you hear the word with j one or two times?** Listen and (circle) 1 or 2. TR: I47

**16 Listen and repeat.** Then write g or j. TR: I48

1. giraffe 2. juice 3. orange 4. jet

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**Warm Up** Say *Listen to the words I say. Then repeat them in order.* Say

key words from one sound group presented in Unit 7 in a random order. For example, say *Huge, orange, giraffe, page, bandage.*

Students repeat the words in the same order. Have students identify the target sound. (/dʒ/) Repeat the activity with words that have /r/ and /h/. For an extra challenge, repeat the activity saying the words a little faster and in a different order.

**13** Write Jj on the board. Ask *What letter is this?* Then say *This letter makes the sound /dʒ/.* Have students make the /dʒ/ sound. Then ask *What other letter can make the sound /dʒ/?* (g) *That's right. The letters g and j can both make the sound /dʒ/. Now let's learn about the letter j.* Say *Open your books to page 55. Find the letter j.* Have students trace the upper- and lowercase j with their finger.

Then say *Let's learn some words with the letter j for /dʒ/. Look at the pictures and listen.* Play **TR: I45.** Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: I46.** You may want to play **TR: I46** again and have

students trace the j with their finger while they listen and repeat.

**TR: I45 and TR: I46** J /dʒ/ 1. /dʒ/ jet 2. /dʒ/ jump 3. /dʒ/ juice 4. /dʒ/ jeans 5. /dʒ/ jacket

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

**15** Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: I47**, 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: I47** again and have students repeat the first word in each pair.

**TR: I47** 1. jog, jog 2. jam, yam 3. jar, jar 4. jug, lug

**16** Point to each of the words and say *Listen and repeat the word. Listen for the missing sound.* Play **TR: I48** and have students repeat as they hear each word. Play **TR: I48** again, pausing after the word *giraffe*, and ask *What sound is missing?* (/dʒ/) *What letter is missing?* (g) Have students write the letter g in the space provided. Continue playing

**TR: I48.** Have students review their answers in pairs, checking the spelling with the words on pp. 54–55. Review the answers as a class.

**TR: I48** 1. giraffe 2. juice 3. orange 4. jet

**Extend** Write this nonsense rhyme on the board, leaving out the underlined letters:

A huge orange hippo,  
And a giraffe in a jacket,  
They run, jog, and jump,  
And have fun at the gym!

Say *Read the rhyme. What letters are missing?* (g, h, j, r) After students identify the missing letters, invite volunteers to complete the rhyme. Then chant it as a class.

**Wrap Up** Say *Listen and say the words. Then say g or j.* Call out words from Lessons 3 and 4 in a random order; for example: *jacket, orange, jet, huge*, etc. Have students repeat the words and then tell whether the /dʒ/ sound is represented by the letter g or j. For an extra challenge, have students complete this activity with their books closed.

## Lesson 5 Game and Chant

### Objectives

Students will

- hear /r/, /h/, and /dʒ/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

### Resources

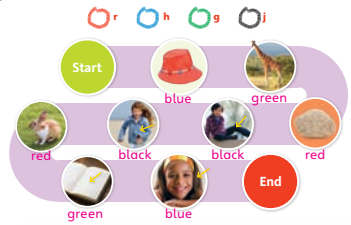
Student Book pp. 56, 76

Audio **TR: 149** (Audio CD, Website)

### Materials

red, blue, green, and black crayons or colored pencils; small objects for game pieces (one per student, optional); coins (one per pair, optional)

**17** Look, say, and circle. Use red, blue, green, and black.



**18** Listen. Then listen and chant. TR: 149

*Time to move for you and me!  
Let's move together. 1, 2, 3.*

*R is for run, r r r.  
H is for hot, h h h.  
G is for gym, g g g.  
J is for jump, j j j.*

*Let's move together. 1, 2, 3.  
This is fun for you and me!*



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**Warm Up** Write a key word from Unit 7 on the board without the target letter. For example, write *\_abbit*. Invite a student to the board. Ask *What sound and letter is missing?* (/r/, r) *That's right. Now write the letter r into the word.* The student completes the word and reads it aloud. Have the class then find and point to the picture of the rabbit in their books (p. 52). Repeat with other students and words.

**17** Have students look at the pictures and say the words (*hat, giraffe, rock, jeans, jacket, rabbit, page, hair*). Make sure all students have red, blue, green, and black crayons or colored pencils. Explain the color code at the top of the activity. Then point to the first picture. Ask *What's this?* (a hat) *What sound do you hear—/r/, /h/, or /dʒ/?* (/h/) Say *That's right! Hat has the /h/ sound. /h/ takes blue, so let's circle the hat with the color blue.* Have students complete the activity alone or in pairs. Students follow the path from *Start* to *End*, saying the words and circling the pictures in the correct colors. When they finish, review their work. Have students point to each picture on the path, saying the word,

the sound, and the color they used to circle the picture.

**NOTE:** Students can also play this as a game using game pieces and coins. In pairs, they take turns flipping a coin and moving their game piece along the path, saying and circling the words. If students get *heads* on the coin flip, they move ahead one space. If they get *tails*, they move back one space. The first student to reach the end wins.

**18** Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (gym, run, jump, rope, hot, head) and without (girl, boy). Then have students find and point to items in the picture, by asking, for example, *Who's running?* Students point to the boy running.

Say *Let's listen to a chant.* Play **TR: 149** and have students listen. Then say *Now say the chant.* Play **TR: 149** again, pausing after each line and having students repeat it. Then play **TR: 149** a third time so that students can say the entire chant as they listen. You may also want to demonstrate actions for students to copy as they repeat the chant. Run

and jump in place, wipe your brow for *hot*, and touch your toes for *gym*. Replay the chant as necessary until students learn to say it and do the actions.

**Extend** Write an incomplete version of the main verse of the chant on the board, with a word bank on the side. Invite students to come to the board and complete each line with the correct word from the word bank. Play **TR: 149** again and have students check their answers.

R is for _____, <b>r r r.</b>	<b>jump</b>
H is for _____, <b>h h h.</b>	<b>run</b>
G is for _____, <b>g g g.</b>	<b>hot</b>
J is for _____, <b>j j j.</b>	<b>gym</b>

**Wrap Up** Say the beginning of the last line of the chant: *J is for . . .* Have students complete the line with different words beginning with *j*. When students can't think of any more words with the letter *j*, repeat the activity with the lines for *r*, *g*, and *h*.

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

# Unit 7

## Lesson 6

### Story George's Robot

**Summary** Jenny jumps on and breaks her brother George's robot. She gives the robot a new head and hand, but will George be happy with his new robot?

#### 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: 150–152** (Audio CD, Website)  
Unit 7 Worksheet (Website)

#### Materials

index cards (for **Warm Up**); gray, pink, orange, and yellow crayons or colored pencils (one of each per student)

**19 Listen.** Then listen and repeat. **TR: 150 and 151**

### George's Robot

Jenny jumps with her huge, red jet. Oh, no! Look at George's robot on the rug!

Jenny puts a hippo head on George's robot. This is hard!

She puts an orange hand on George's robot. There. Just right! Georget!

George runs into the room. Here's your robot. My robot!

**20 Which sound do you hear?** Listen and circle. Then go to page 79. **TR: 152**

1 h	2 h	3 r	4 r
1 j	2 g	3 j	4 g

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**Warm Up** Write the following words from Lessons 1–4 on index cards, leaving out the underlined target letter: *giraffe*, *hand*, *head*, *hippo*, *huge*, *jeans*, *jet*, *jump*, *orange*, *page*, *robot*, *room*, and *run*. Give the cards to students or pairs of students. Say *Read your word and write the missing letter*. Allow time for students to write, then have each student say his or her word aloud to the class. Collect the cards and use them for an acting game. Give a student a card and say *Read and act out the word*. When the class guesses correctly, the student shows the word card. Have the class say the word and target sound; for example: *jump*, /dʒ/. Repeat with different cards and students.

**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 toy robot) Then point to each panel, asking questions such as *What toy does Jenny have?* (a jet) *What toy is on the floor?* (a robot) *Does Jenny break the robot?* (yes) *What is the robot missing?* (head, hand) *Can Jenny fix the robot?* (yes) *Look at panel four. Is George happy?* (no) *Is he happy at the end of the story?* (yes)

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Say *Now let's listen to the story*. Play **TR: 150**. As the story plays, point to each panel to show the order. Play **TR: 150** a second time. Have students point to each panel as they listen. Then say *Listen and say the sentences*. Play **TR: 151** and have students listen and repeat.

**Extend** Write on the board:

Jenny \_\_\_\_\_ on George's robot. **robot**  
She puts a hippo \_\_\_\_\_ on the robot. **jumps**  
She puts an \_\_\_\_\_ hand on the robot. **head**  
George likes the new \_\_\_\_\_. **orange**

Say *Read the sentences about the story. Add the missing words*. Invite students to write in the missing words on the board. Then have students read the completed sentences aloud.

Hold up the **Unit 7 Worksheet**. Point to the first word ( \_enny) and ask *What letter and sound is missing?* (J for /dʒ/) *Let's write the letter J*. Remind students to use uppercase letters for names (J for Jenny). Have students complete Activity I. When students finish, have them work in

pairs to do Activity 2. Students say the words and copy them into the correct column.

**20** Read the directions aloud. Say each red letter and call on students to make the sound. (Note that students should make the sound /dʒ/ for the letter g.) Then play **TR: 152**, pausing after each item for students to circle the number next to the correct letter.

**TR: 152** 1. /dʒ/ jump 2. /h/ hard  
3. /r/ room 4. /dʒ/ gym

Have students take out gray, pink, orange, and yellow crayons or colored pencils. Have them turn to p. 79 and write the numbers into the correct squares. (Remind them to check p. 57 as necessary.) Have students use the completed key to color the picture correctly. Then ask *What do you see?* (a hippo) Students complete the word with the letter h.

**Wrap Up** Choose a line from the story and read it aloud. For example, say *She puts an orange hand on George's robot*. Have students find and point to the line in the story. Repeat with other lines in a random order.