

Unit 1

Lesson 1



/bl/

initial position: **bl**ue

Key Words *blue, black, blocks, blouse, blanket*

Additional Words *blow, blush, blond, blizzard; blink, blender (Lesson 2)*

Objectives

Students will

- hear and produce /bl/.
- associate sounds and letter blends.
- associate sounds, words, and images.

Resources

Student Book p. 12

Audio **TR: II–14** (Audio CD, Website)

Unit 1 1 Listen. Then listen and repeat. *TR: 11 and 12*

1. 2. *blue black*

3. 4. 5. *blocks blouse blanket*

2 Trace and say.

3 Do you hear **bl**? Listen and circle Yes or No. *TR: 13*

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

4 Do you hear the word with **bl** one or two times? Listen and circle 1 or 2. *TR: 14*

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

12

Warm Up Review the alphabet by calling on several students to say it aloud. Then call on a volunteer to write the alphabet on the board. Point to the letters at random, asking questions such as *What letter is this? What sound does it make? What sounds does (g) make? (/g/ and /dʒ/)* *What is a word that begins with (/l/)?* (lion)

1 Say *Open your books to page 12. What letters do you see? (b, l) What sounds do these letters make? (/b/, /l/)* *That's right. Now let's blend these sounds together.* Write the word *blue* on the board, and have students read it aloud. Underline the letters *bl* and ask *What sound do the letters b and l make together?* Repeat the word *blue*, emphasizing /bl/, and say *They make the sound /bl/.* Have students make the /bl/ sound.

Then say *Let's learn some words with /bl/. Look at the pictures and listen.* Play **TR: II**. Have students follow the words with their finger. Play **TR: I2** and have students listen and repeat.

TR: II and TR: I2 *Bl /bl/ 1. /bl/ blue 2. /bl/ black 3. /bl/ blocks 4. /bl/ blouse 5. /bl/ blanket*

2 Say *Look at the words and pictures in Activity 1 again. Use your pencil to trace the letters bl.* When students finish, call on volunteers to say each word aloud.

3 Read the directions aloud. (Refer to the red letters (*bl*) in the directions by their sound: /bl./) Begin playing **TR: I3**, pausing after number 1. Repeat the word *blog* and ask *Do you hear /bl/?* (yes) *Blog has the /bl/ sound, so let's circle Yes.* Model circling Yes. Then continue playing **TR: I3**, pausing for students to circle Yes or No. Review the answers as a class.

NOTE: It isn't necessary to explain the meaning of all words in Activity 3. The goal is for students to identify the target sound.

TR: I3 1. blog 2. best 3. blank 4. baker

4 Say *Let's listen to more words with /bl/.* Point to each picture in Activity 4 and ask *What's this?* Name any words that students can't identify. Read the directions aloud. Then begin playing **TR: I4**, pausing after number 1. Repeat the word *blow* and say *Blow has the /bl/ sound. Did you hear blow one or two times?* (one) *That's right! Let's circle 1.* Continue playing **TR: I4**, pausing for students to circle 1 or 2.

Review the answers as a class. You may want to play **TR: I4** again and have students repeat the first word in each pair.

NOTE: By repeating the first word only, students repeat the target word, not the distractor word.

TR: I4 1. blow, bow 2. blush, blush 3. blond, blond 4. blizzard, blizzard

Extend Write this tongue twister on the board, leaving two blank spaces for the *bl* in each word: *Blue blouse, black blanket, blue and black blocks.* Say *Read the tongue twister. What letters are missing? (bl)* Invite students to write the missing letters. They can also say /bl/ and each word; for example: /bl/, *blue*. When the words are complete, say *Now read the tongue twister aloud.* Have students repeat the tongue twister several times, going faster each time.

Wrap Up Act out or demonstrate the meaning of a word from p. 12. For example, point to something *blue* or pretend to build with *blocks*. Have students guess the word you are acting out. Students can also do this activity in pairs, with one student acting for his or her partner to guess.

Lesson 2



/pl/

initial position: **pl**ane**Key Words** *plane, plant, play, plus, plum***Additional Words** *plate, planet***Objectives**

Students will

- hear and produce /pl/.
- associate sounds and letter blends.
- associate sounds, words, and images.
- differentiate between /pl/ and /bl/.

Resources

Student Book p. 13

Audio **TR: 15–18** (Audio CD, Website)**Materials**index cards (for **Extend, Wrap Up**);
tape or tack (*optional*, for **Extend**)

5 Listen. Then listen and repeat. **TR: 15 and 16**

6 Trace and say.

7 Do you hear pl? Listen and **circle** Yes or No. **TR: 17**

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

8 Do you hear bl or pl? Listen and write. **TR: 18**

13

Warm Up Say *Listen to the words I say and repeat the order.* Say words with /bl/ in a random order. For example, say *Blanket, blue, blow, blizzard, black.* Have students repeat the words in the same order. Repeat the activity with different words, going faster each time.

5 Say *We know that b and l together make the sound /bl/. Now let's learn another letter blend with /l/. Have students open their books to p. 13. Ask **What letters do you see?** (p, l) **What sound does p make?** (/p/) *That's right. Now let's blend /p/ and /l/. Write the word *play* on the board, and have students read it aloud. Underline the letters *pl* and ask **What sound do p and l make together?** Repeat the word *play*, emphasizing the /pl/ sound. Say *They make the sound /pl/.* Have students make the /pl/ sound.**

Then say *Let's learn some words with /pl/. Look at the pictures and listen.* Play **TR: 15.** Have students follow the words with their finger. Play **TR: 16** and have students listen and repeat.

TR: 15 and TR: 16 Pl /pl/ 1. /pl/ plane 2. /pl/ plant 3. /pl/ play 4. /pl/ plus 5. /pl/ plum

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

7 Read the directions aloud. Then play **TR: 17**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 17 1. please 2. plow 3. plenty 4. blank

8 Use the pictures to help students identify any new words. Then say *Listen and point to the words.* Play **TR: 18**, pausing for students to point to the word under each picture. Begin playing **TR: 18** again, pausing after number 1. Say *Plate. Do you hear /bl/ or /pl/?* (/pl/) *That's right! We hear /pl/. Let's write the letters pl to complete the word plate.* Continue playing **TR: 18** and have students write the correct letters. Review the answers as a class. Play **TR: 18** again and have students repeat the words.

TR: 18 1. plate 2. blink 3. planet 4. blender

Extend Write words from Lessons 1 and 2 on index cards, but without the underlined target letters. For example, write *_ue* for *blue*. Other words include *black, blanket, blender, blink, blocks, blouse, plane, planet, plant, plate, play, plum,* and *plus.* Give the cards to students or pairs of students. Say *Read your word and write the missing letters.* Then 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 /bl/ or /pl/. Repeat with other words and volunteers.

NOTE: Use tape or tack to display cards on the board or set the cards on the board's ledge. Be sure that they're visible to everyone.

Wrap Up Give a student a word card from the Extend activity. Say *Read and act out the word.* When the class guesses the word, the student shows the card. Have the class repeat the word and target sound; for example: *blink, /bl/.* Repeat with other students acting.

Unit 1

Lesson 3



/kl/

initial position: **cl**ass

Key Words *class, clock, cloud, clean, closet*

Additional Words *clay, climb, clothes, clap; clown, claw (Lesson 4)*

Objectives

Students will

- hear and produce /kl/.
- associate sounds and letter blends.
- associate sounds, words, and images.

Resources

Student Book p. 14

Audio **TR: 19–22** (Audio CD, Website)

9 Listen. Then listen and repeat. *TR: 19 and 20*

10 Trace and say.

11 Do you hear cl? Listen and circle Yes or No. *TR: 21*

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

12 Do you hear the word with cl one or two times? Listen and circle 1 or 2. *TR: 22*

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

14

Warm Up Make a two-column chart on the board with *bl* and *pl* as column heads. Say the following words in this order: *blizzard, planet, blouse, blink, plane, plum, blanket, plate, and blush*. Pause after each word, and invite a student to come to the board to check the correct column. At the end of the activity, have students count the number of check marks in each column. (*bl* = 5, *pl* = 4) Say the list of words again if necessary for students to listen and check.

9 Say *Let's learn another letter blend with /l/*. Have students open their books to p. 14 and ask *What letter do you see with l?* (c) *That's right. What sounds does c make?* (/k/, /s/) *That's right. C can make /k/ as in cat or /s/ as in cent. When we see the letters cl, we blend /k/ with /l/*. Write the word *closet* on the board, and have students read it aloud. Then underline the letters *cl* and ask *What sound do the letters c and l make together?* Repeat the word *closet*, emphasizing the /kl/ sound, and say *They make the sound /kl/*. Have students make the /kl/ sound.

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

Play **TR: 19**. Have students follow the words with their finger. Then say *Listen again and repeat*. Play **TR: 20** and have students listen and repeat.

TR: 19 and TR: 20 **Cl** /kl/ **1.** /kl/ *class* **2.** /kl/ *clock* **3.** /kl/ *cloud* **4.** /kl/ *clean* **5.** /kl/ *closet*

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

11 Read the directions aloud. Then play **TR: 21**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 21 **1.** clam **2.** cub **3.** club **4.** coat

12 Use the pictures to help students identify any new words. Then read the directions aloud. Play **TR: 22**, pausing for students to circle 1 or 2. Have students compare their answers in pairs before reviewing them as a class. Play **TR: 22** again and have students repeat the first word in each pair.

TR: 22 **1.** clay, clay **2.** climb, climb **3.** clothes, clothes **4.** clap, cap

Extend Contrast the blends in Unit 1. Divide the class into three groups, and give each group a sound —/bl/, /pl/, or /kl/. Say *Listen. Stand up if you hear your sound*. Say a word with one of these sounds, for example, say *Class*. Have students in the /kl/ group stand up, repeat the word, and make the sound. Repeat the activity with other words for each target sound. As an alternative or an extension, do the same activity, but with students in two groups to contrast words with /k/ and /kl/. Include familiar words with /k/, such as *cake, car, cat, color, and cup*.

Wrap Up Use the pictures on p. 14 to play *Bingo*. Have students make a small x near any three 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 p. 14 in any order. For example, *clean, closet, clothes, clock, etc.* Have students make another small x when they hear one of their words. A student has *Bingo* when all three of his or her pictures are marked with two x's.

Lesson 4



/gl/

initial position: glue

Key Words glue, glove, glass, globe, glow

Additional Words glitter, glasses

Objectives

Students will

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

Resources

Student Book p. 15

Audio TR: 23–26 (Audio CD, Website)

Materials

index cards, a paper bag, tape or tack (optional) (for Extend)

13 Listen. Then listen and repeat. TR: 23 and 24

14 Trace and say.

15 Do you hear gl? Listen and circle Yes or No. TR: 25

1. Yes (No) 2. Yes (No) 3. Yes (No) 4. Yes (No)

16 Do you hear cl or g? Listen and write. TR: 26

g_litter c_lown g_lasses c_law

Warm Up Say *Let's see how many words with /kl/ we know. I'll start. Clothes.* Point to the student in the first seat and say *(Luis) please give me another word with /kl/.* Have students continue in order until they cannot think of any more /kl/ words. Then continue with /pl/, and then /bl/.

13 Have students open their books to p. 15 and ask *What letter do you see with l? (g) That's right. What sounds does g make? (/g/, /dʒ/)* *That's right. G can make /g/ as in egg or /dʒ/ as in giraffe. When we see the letters gl, we blend /g/ with /l/. Write the word glue on the board and read it aloud. Underline the letters gl and ask What sound do the letters g and l make together?* Repeat the word glue, emphasizing the /gl/ sound, and say *They make the sound /gl/.* Have students make the /gl/ sound.

Say *Let's learn some words with /gl/. Look at the pictures and listen.* Play TR: 23. Have students follow the words with their finger. Then say *Listen again and repeat.* Play TR: 24 and have students listen and repeat.

TR: 23 and TR: 24 Gl /gl/ 1. /gl/ glue 2. /gl/ glove 3. /gl/ glass 4. /gl/ globe 5. /gl/ glow

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

15 Read the directions aloud. Then play TR: 25, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 25 1. close 2. click 3. glitter 4. glad

16 Use the pictures to help students identify any new words. Play TR: 26, pausing for students to point to the words under each picture. Read the directions aloud. Then play TR: 26 again, pausing for students to write gl or cl in the words. Review the answers as a class. You may want to play TR: 26 again and have students repeat the words.

TR: 26 1. glitter 2. clown 3. glasses 4. claw

Extend Write the key words from Lessons 1–4 on index cards: black, blanket, blocks, blouse, blue, class, clean, clock, closet, cloud, glass, globe, glove, glow, glue, plane, plant, play, plum, and plus. Place the cards

in a paper bag. Make a four-column chart on the board with bl, pl, cl, and gl as column heads. Invite a student to take a card from the bag. Say *Read your word aloud.* After the student does so, ask the class *What sound do you hear?* Have the class make the target sound. If the class names the sound correctly, the student with the card says yes and places the card into the correct column on the board. If the class names the sound incorrectly, the student says no and reads the word again. Guide the class, as needed, to identify the correct sound. Repeat the activity with other volunteers until all of the cards are on the board.

Wrap Up Say *Listen. Which word doesn't belong?* Then say four words—three words that share a target sound and one word that doesn't. For example, say *Glue, glove, plant, glass.* When students answer plant, ask *Why?* (It has /pl/, not /gl/.) Have students suggest another word with /gl/ to replace plant. Repeat the activity with groups of words that have other sounds from this unit.

Lesson 5 Game and Chant

Objectives

Students will

- hear /bl/, /pl/, /kl/, and /gl/.
- 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. 16, 72

Audio **TR: 27–28** (Audio CD, Website)

Warm Up Write a key word on the board with the letters out of order. For example, write *elub* for *blue*. Ask *What word can we make with these letters?* Allow students time to study the letters and figure it out. Then invite a student to write the correct word on the board, spelling it out as he or she writes: *b, l, u, e*. Repeat to practice each of the letter blends from Unit 1.

17 Use the pictures at the top of the activity to review key words. Then point to the crossword puzzle and say *Let's write the words in the puzzle.* Model the activity. Point to the first picture and ask *What's this?* (a plum) *What number is under plum?* (1) Then point to the horizontal arrow by the number 1 and say *Plum is number 1 across.* Point to and show the direction of the squares for 1 across in the puzzle. Then ask *How do you spell plum?* Say *Let's write plum into the squares for 1 across. We write one letter in each square: p, l, u, m. Plum.* Repeat with *plant* to model 1 down. Have students complete the rest of the puzzle alone or in pairs. Remind students to check pp. 12–15 if they need help spelling the words.

Say *Now listen. Check your answers.* Play **TR: 27**. Students repeat the spelling of each word and check they have written it correctly.

TR: 27 1 across: plum, *p, l, u, m*; 1 down: plant, *p, l, a, n, t*; 2 across: black, *b, l, a, c, k*; 2 down: blue, *b, l, u, e*; 3 across: clock, *c, l, o, c, k*; 4 down: cloud, *c, l, o, u, d*; 5 across: globe, *g, l, o, b, e*; 5 down: glue, *g, l, u, e*

18 Say *Look at the picture. What do you see?* Have students name words with the target sounds (playing, planet, blue, black, clown, clay, glitter, glue) and without (boy, girl, table). Then ask questions about the picture, such as *What's the boy playing with?* (a planet) *What color is it?* (blue and black) *Who's playing with clay?* (the girl) *What's she making?* (a clown)

Say *Let's listen to a chant.* Play **TR: 28** and have students listen to the chant. Say *Now let's say the chant.* Play **TR: 28** again, pausing after each line and having students repeat it. Then play **TR: 28** a third time so that students can say the entire chant as they listen.

17 Look and write the words. Then listen and check. **TR: 27**

18 Listen. Then listen and chant. **TR: 28**

What are you doing?
Having some fun!
Who's having fun?
Everyone!

Playing with planets
And blue and black pens.
Making clowns with clay,
Some glitter and glue.

What are you doing?
Having some fun!
Who's having fun?
Everyone!

Extend Write the main verse of the chant as a matching activity on the board. Say *Read and think. Can you match the lines?* Have students work in pairs. Then invite a pair of students to draw lines to match. Play **TR: 28** again, pausing for students to check their answers.

Playing with	with clay,
And blue and	planets
Making clowns	and glue.
Some glitter	black pens.

NOTE: To add emphasis, use a different color of chalk or markers to write letters for target sounds on the board.

Wrap Up Say several incorrect sentences about the chant illustration in Activity 18. For example, say *The girl is making a clock with clay.* Students correct your mistakes by saying, for example, *No! The girl is making a clown with clay.*

Have students turn to p. 72 and write the Unit 1 words in the **Picture Dictionary**.

Lesson 6

Story Art Class Fun

Summary Some children are having fun in their art class. They're all making different things, but one of the art projects makes everybody say, "Wow!"

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. 17, 78
 Audio **TR: 29–30** (Audio CD, Website)
 Unit 1 Worksheet (Website)

Materials

- crayons or colored pencils

19 Listen. Then listen and repeat. TR: 29 and 30

Art Class Fun

20 Read the story. Write *bl*, *pl*, *cl*, or *gl*. Then go to page 78.

g l uing c l oud b l ue p l ane
 1 2 3 4 5 6 7 8

17

Warm Up Describe items in your classroom beginning with /b/, /p/, /k/, or /g/. For example, say *I can see something round that begins with /k/.* (a clock) Possible items include blocks, a blouse, a plant, clothes, glue, a glove, and glasses. Students identify the object you're thinking of.

19 Say *It's time for a story! Turn to page 17.* Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (an art class) Point to each panel, asking questions to review or introduce vocabulary: *What's Gloria making in panel one?* (a playground) *What's she using?* (glue) *What's Claudio coloring in panel two?* (clouds) *What color are the clouds?* (black) *What's Blas making in panel three?* (a clown) *What's he using?* (clay) *What's Clara making in panel four?* (a plane) *Do her classmates like her plane?* (yes)

Say *Now let's listen to the story.* Play **TR: 29** and have students point to each panel in order. Play **TR: 29** a second time. Have students follow the text as they listen. Then play **TR: 30** and have students listen and repeat.

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

Gloria is gluing soccer _____ on a _____.	plane
Claudio is coloring black _____ in a _____ sky.	playground
Blas is making a _____ with _____.	clown
Clara is making a _____.	clouds
Art class is fun!	blue
	clay
	players

Hold up the **Unit 1 Worksheet**. Point to the first word in Activity 1 (_ _ oria) and ask *What sound is missing?* (/g/) *How do you write /g/?* (g, l) *Let's write the letters GL.* Remind students to use an uppercase G for Gloria. Have students complete the rest of Activity 1. 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. Point to the first incomplete word and ask *What's this word? Look in the story.* Have students find the correct word.

(gluing) Then say *That's right! What letters are missing?* (gl) *Yes. Let's write gl into the word gluing.* Have partners complete the activity. Then review the answers as a class.

Make sure students have crayons or colored pencils. Have them turn to p. 78. Point to the unfinished picture and ask *What's this?* (a clock) Then say *Let's complete the sentence.* Point to the first word and ask *What letters are missing? Let's find out.* Point to the number under the first blank and ask *What number is this?* (5) *Let's look back at page 17. What letter goes with number 5?* Students find and say the letter. (b) Say *Yes. Number 5 is b, so let's write b as the first missing letter.* Repeat for the second missing letter (l). Have students complete the rest of the activity in pairs. Have a student read the completed sentence aloud. Then say *Now finish the picture and color it in.*

Wrap Up Begin drawing a simple picture of a Unit 1 key word on the board. Pause and ask *What's this?* When students figure it out, complete the picture and say *Yes! It's a (plant).* Repeat with other pictures.