

Lesson 1



/f/

initial position: family

final position: leaf

medial position: muffin

Key Words family, farm, leaf, father, muffin

Additional Words feed, buffalo, fish, giraffe

Objectives

Students will


- hear /f/ in three positions.
- produce /f/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.

Resources

Student Book p. 24

Audio **TR: 51–54** (Audio CD, Website)


Unit 3 1 Listen. Then listen and repeat. TR: 51 and 52




Ff



1. family



2. farm



3. leaf



4. father



5. muffin

2 Trace and say.

3 Is **f** in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 53




1.



2.



3.



4.

4 Do you hear **f**? Listen and circle Yes or No. TR: 54

1. Yes No

2. Yes No

3. Yes No

4. Yes No

24

Warm Up Review target sounds and words from Unit 2. Divide the class into four groups, and give each group a sound—/s/, /z/, /m/, or /n/. Say *Listen. Stand up if you hear your sound.* Say a word with one of these sounds. For example, say *Grass*. Students in the /s/ group stand up. Have students in this group repeat their sound and the word. Students can also tell whether the sound comes in the beginning, in the middle, or at the end of the word. Repeat the activity with words for each target sound from Unit 2.

1 Write **Ff** on the board. Ask *What letter is this?* Then say *This letter makes the sound /f/.* Have students make the /f/ sound. Then say *Open your books to page 24. Find the letter f.* Have students trace the upper- and lowercase **f** on the page with their finger.

Then say *Let's learn some words with /f/.* Look at the pictures and listen. Play **TR: 51**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 52**. You may want to play **TR: 52** again and have students trace the **f** (or **ff**) with their finger while they listen and repeat.

TR: 51 and TR: 52 F /f/ 1. /f/ family 2. /f/ farm 3. /f/ leaf 4. /f/ father 5. /f/ muffin

2 Say *Look at the words and pictures in Activity 1 again. Trace the letter f.* Make sure students trace **f** two times in *muffin*. Then call on volunteers to say each word aloud. Students can also tell whether they hear /f/ in the beginning, in the middle, or at the end of the word.

3 Say *Let's listen to some more words with /f/.* Use the pictures to help students identify any new words. Play **TR: 53** and have students repeat the words. Read the directions aloud and play **TR: 53** again, pausing for students to check the correct position. Review the answers as a class.

TR: 53 1. feed 2. buffalo 3. fish 4. giraffe

4 Read the directions aloud. Then play **TR: 54**, pausing for students to circle Yes or No. Have students compare their answers in pairs before reviewing them as a class.

TR: 54 1. four 2. mother 3. knife 4. coffee

Extend Write this tongue twister on the board with spaces for each **f**: *_eed a _amily on the _arm with _ish and mu_ _ins.* Say *Read the tongue twister. What letter is missing?* (**f**) Invite students to come to the board and write the missing letters. Remind them that the first letter of the sentence must be uppercase. Students can also say /f/ and each word as they write, for example: /f/, *Feed*. When the sentence is complete, say *Now read the sentence aloud. How fast can you say it?* Have students repeat the tongue twister several times, saying it faster each time.

Wrap Up Use the pictures on p. 24 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. 24 in any order. A student has *Bingo* when all three of his or her pictures are marked with two **x**'s.

Unit 3

Lesson 2



/v/

initial position: **van**

final position: **love**

medial position: **river**

Key Words *van, visit, love, have, river*

Additional Words *five, vegetables, violin, movie*

Objectives

Students will

- hear /v/ in three positions.
- produce /v/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /f/ and /v/.

Resources

Student Book p. 25

Audio **TR: 55–58** (Audio CD, Website)

Materials

index cards, tape or tack (*optional*)
(for **Extend** and **Wrap Up**)

5 Listen. Then listen and repeat. **TR: 55 and 56**

6 Trace and say.

7 Is v in the beginning, in the middle, or at the end?
Listen and repeat. Check. **TR: 57**

8 Do you hear f or v? Listen and write f or v. **TR: 58**

1. f 2. v 3. f 4. v

25

Warm Up Play a drawing game using words with /f/. Begin drawing a simple picture on the board, such as a leaf. Pause and ask *What's this?* When students guess correctly, complete the picture and say *That's right! It's a leaf.* Then ask *Is the /f/ in the beginning, in the middle, or at the end of the word?* (end) Repeat with other words such as *fish* and *muffin*.

5 Write Vv on the board in dotted outline. Ask *What letter is this?* Then trace the letter and say *This letter makes the sound /v/.* Have students make the /v/ sound. Then say *Open your books to page 25. Find the letter v.* Have students trace the upper- and lowercase v with their finger.

Say *Let's learn some words with /v/.* *Look at the pictures and listen.* Play **TR: 55**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 56**. You may want to play **TR: 56** again and have students trace the v with their finger while they listen and repeat.

TR: 55 and TR: 56 V /v/ 1. /v/ van
2. /v/ visit 3. /v/ love 4. /v/ have
5. /v/ river

6 Say *Look at the words and pictures in Activity 5 again. Trace the letter v.* When students finish, call on volunteers to say each word aloud. Students can also tell whether they hear /v/ in the beginning, in the middle, or at the end of the word.

NOTE: Explain that when the /v/ is at the end of the word, it is followed by the letter e, which is silent. Point out the silent e in *love* and *have*.

7 Say *Let's listen to some more words with /v/.* Use the pictures to help students identify any new words. Play **TR: 57** and have students repeat the words. Then read the directions aloud. Play **TR: 57** again, pausing for students to check the correct position. Review the answers as a class.

TR: 57 1. five 2. vegetables 3. violin
4. movie

8 Read the directions aloud. Then play **TR: 58**, pausing for students to write f or v. Have students trace the correct letter in the air as you review the answers.

TR: 58 1. funny 2. give 3. waffle
4. volcano

Extend Write words from Lessons 1 and 2 on index cards: *family, farm, father, feed, fish, five, have, leaf, love, movie, muffin, river, van, and visit*. Give the cards to students (or pairs of students). Then say *Read your word aloud. Does it have /f/ or /v/? Underline the letter f or v.* Draw a two-column chart on the board. Label the columns f and v. One at a time, invite a student to come to the board and read the word on his or her card aloud. Ask the rest of the class *Do you hear /f/ or /v/?* Have the student place the card in the correct column.

Wrap Up Use the word cards from the Extend activity for a reading race. Display the cards at the front of the class. Divide the class into two teams. Say one of the words, for example *Muffin*. One member from each team races to find and take the card with the word *muffin*. The winning student shows and reads the card to the class and then gets a point for his or her team. The team with the most points after all of the cards have been taken wins the game.

Lesson 3



/g/

initial position: **g**irl

final position: egg

medial position: kangaroo

Key Words *girl, goat, egg, big, kangaroo*

Additional Words *bag, guitar, alligator, dog*

Objectives

Students will

- hear /g/ in three positions.
- produce /g/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.

Resources

Student Book p. 26

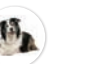
Audio **TR: 59–62** (Audio CD, Website)Picture Cards (for **Extend**) (Website)9 Listen. Then listen and repeat. TR: 59 and 60

girl goat



egg big kangaroo

10 Trace and say.

11 Is g in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 61

1. 2. 3. 4.

12 Do you hear g? Listen and circle Yes or No. TR: 62

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

26

Warm Up Contrast /f/ and /v/ with the sound monsters activity. Draw block letters *f* and *v* on the board. Add eyes, teeth, ears, and other features to turn each letter into a monster. Then say *These are the sound monsters. What sounds do they like to eat?* (/f/ and /v/) *Let's feed the sound monsters.* Have students suggest words from Lessons 1 and 2 to “feed” each monster, such as *giraffe* for the /f/ monster. Write the correct words under each monster. Then have students count how many words each monster has “eaten.”

9 Write *Gg* on the board. Ask *What letter is this?* Then say *This letter makes the sound /g/.* Have students make the /g/ sound. Then say *Open your books to page 26. Find the letter /g/.* Have students trace the upper- and lowercase *g* on the page with their finger.

Then say *Let's learn some words with /g/.* *Look at the pictures and listen.* Play **TR: 59**. Have students follow the words with their finger. Then say *Listen again and repeat.* Play **TR: 60**. You may want to play **TR: 60** again and have students trace the *g* (or *gg*) with their finger while they listen and repeat.

TR: 59 and TR: 60 *G /g/ 1. /g/ girl 2. /g/ goat 3. /g/ egg 4. /g/ big 5. /g/ kangaroo*

10 Say *Look at the words and pictures in Activity 9 again. Trace the letter g.* Make sure students trace *g* two times in *egg*. Then call on volunteers to say each word aloud. Students can also tell whether they hear /g/ in the beginning, in the middle, or at the end of the word.

11 Say *Let's listen to some more words.* Use the pictures to help students identify any new words. Play **TR: 61** and have students repeat the words. Then read the directions and play **TR: 61** again, pausing for students to check the correct position. Review the answers as a class.

TR: 61 *1. bag 2. guitar 3. alligator 4. dog*

12 Read the directions aloud. Then play **TR: 62**, pausing for students to circle *Yes* or *No*. Review the answers as a class. Then have students say any other words they know with /g/, such as *big*.

TR: 62 *1. wave 2. goose 3. leg 4. father*

Extend Prepare Picture Cards for words with /f/, /v/, and /g/, such as *dog, egg, father, fish, goat, kangaroo, and river*. Hide the cards around the classroom before the lesson starts. Call on three volunteers and give an instruction. For example, say *Find a picture with the sound /g/.* Have students look around the classroom for a picture of a word with /g/. Have the first student who finds one hold the card up and say the word. Then ask questions about the card. For example, if a student finds the card for *kangaroo*, ask *Is /g/ in kangaroo?* (yes) *Is it in the beginning, in the middle, or at the end of the word?* (middle) Have students continue looking for more cards with /g/. Call on different students to look for cards with /f/ and /v/.

Wrap Up Make *true* or *false* statements about sounds and words from Lessons 1–3. For example, say */v/ is in river.* Students tell whether the sentence is true or false. (true) For true statements, have students say where the sound is in the word. Have students correct false statements. For example, if you say */f/ is in big,* students should respond *False—/g/ is in big.*

Unit 3

Lesson 4



/l/

initial position: lion

final position: pencil

medial position: balloon

Key Words lion, lemon, pencil, small, balloon

Additional Words doll, tall, yellow, lettuce

Objectives

Students will

- hear /l/ in three positions.
- produce /l/ in three positions.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /g/ and /l/.

Resources

Student Book p. 27

Audio **TR: 63–66** (Audio CD, Website)

Materials

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

13 Listen. Then listen and repeat. **TR: 63 and 64**

14 Trace and say.

15 Is l in the beginning, in the middle, or at the end?
Listen and repeat. Check. **TR: 65**

16 Do you hear g or l? Listen and write g or l. **TR: 66**

27

Warm Up Write words from Lessons 1–3 on the board, but without letters for the target sounds. For example, write do for *dog*, leaving out the underlined letter. Do the same for the following words: farm, family, father, love, have, river, girl, goat, and kangaroo. Invite a student to the board. Say *Find the word kangaroo. What letter is missing? Write the letter and say the sound.*

The student finds the word, writes the *g*, and then says the letter name and sound: *g, /g/*. Have the class read the completed word aloud, emphasizing the target sound. Repeat the activity with other students and words.

13 Trace an uppercase *L* in the air. Ask *What letter is this?* When a student answers correctly, write *Ll* on the board. Then say *This letter makes the sound /l/*. Have students make the /l/ sound. Then say *Open your books to page 27. Find the letter l*. Have students trace the upper- and lowercase *l* on the page with their finger.

Then say *Let's learn some words with /l/. Look at the pictures and listen.* Play **TR: 63**. Have students follow the words with their finger. Then say

Listen again and repeat. Play **TR: 64**. You may want to play **TR: 64** again and have students trace the *l* (or *ll*) with their finger while they listen and repeat.

TR: 63 and TR: 64 *L /l/* 1. /l/ lion
2. /l/ lemon 3. /l/ pencil 4. /l/ small
5. /l/ balloon

14 Say *Look at the words and pictures in Activity 13 again. Trace the letter l*. Make sure students trace *l* two times in *small* and *balloon*. Then call on volunteers to say each word aloud. Students can also tell whether they hear /l/ in the beginning, in the middle, or at the end of the word.

15 Say *Let's listen to some more words with /l/*. Use the pictures to help students identify any new words. Then play **TR: 65** and have students repeat the words. Read the directions aloud and play **TR: 65** again, pausing for students to check the correct position. Review the answers as a class.

TR: 65 1. doll 2. tall 3. yellow
4. lettuce

16 Read the directions aloud. Then play **TR: 66**, pausing for students to

write the correct letter. Have students compare their answers in pairs before reviewing them as a class.

TR: 66 1. lamb 2. hug 3. goose
4. lollipop

Extend Write the letters *f*, *v*, *g*, and *l* on index cards. Make four cards for each letter. Place the cards in a paper bag. Divide the class into two teams. Invite a student from one team to take a letter card from the bag. Ask *What letter do you have?* (*l*, for example) *What sound does it make? (/l/)* *Say a word with (/l/)*. (*lion*) If the student identifies the letter, sound, and word correctly, he or she keeps the card. If the student makes a mistake, put the card back into the bag. Then invite the other team to have a turn. The team with the most cards when the bag is empty.

Wrap Up Have students look at the pictures on pp. 26–27 in the Student Book. Say *Find a word with /l/ in the middle*. Students point and say the correct words. (*balloon, yellow*) Repeat this with both /g/ and /l/ sounds in various positions.

Lesson 5 Game and Chant

Objectives

Students will

- hear /f/, /v/, /g/, and /l/.
- associate sounds and words.
- review unit content with a game.
- produce target sounds with a chant.

Resources

Student Book pp. 28, 73–74
Audio **TR: 67–68** (Audio CD, Website)
Picture Cards (for **Warm Up**) (Website)

Materials

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

Warm Up Prepare Picture Cards of words with the sounds /f/, /v/, /g/, and /l/, such as *dog, doll, egg, father, fish, goat, kangaroo, lion, pencil, and river*. Cut a small square from the middle of a piece of paper large enough to cover a Picture Card. Hold up each card with the 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 entire card and have students say the word and the target sound. Repeat with the other cards.

17 Have students identify the pictures in the grids. (grid 1: *farm, van, goat, girl, family, lion, lemon, leaf, father*; grid 2: *girl, big, five, dog, leaf, egg, doll, pencil, small*) Say *We need to find three words in a row. Look at the picture in number 1. Which sound is in the beginning of each word? Write the correct letter next to each picture.* Walk around to provide help. Then ask *Which three words begin with the same sound?* (farm, family, father: /f/) Ask *Are these three words in a row?* (yes) *So let's draw a line.* Students draw a diagonal line between *farm, family, and father*. Have them say the words

aloud. Working alone or in pairs, students then follow the same steps for number 2. This time students find three words with the same sound at the end.

Play **TR: 67** and say *Now listen and repeat. Check your answers.*

TR: 67 1. /f/ at the beginning: *farm, family, father*; 2. /l/ at the end: *doll, pencil, small*

For an extra challenge, have students name other words that begin or end with these target sounds.

18 Say *Look at the picture. What do you see?* Have students describe what they can, including words with the target sounds (family, van) and without (girl, boy, mommy, daddy). Then point to and say the remaining words with the target sounds (drive, burger, lunch, lake). Have students find and point to the items in the picture. For example, say *How many burgers do you see? Let's count. One, two, three, four, five. Five burgers!*

Say *Let's listen to a chant.* Play **TR: 68** and have students listen to the chant. Then say *Now say the chant.* Play **TR: 68** again, pausing after each line and having students repeat it.

17 Find the three words in a row. Then listen and repeat.

Check your answers. **TR: 67**

1. f, v, g, or l in the beginning

2. f, v, g, or l at the end



18 Listen. Then listen and chant. **TR: 68**

Come on, girls.
Come on, boys.
Clap your hands
And make some noise!

Fun with my family, fff.
Daddy drives the van, vvv.
Big burgers taste good, ggg.
Have lunch by the lake, lll.

Come on, girls.
Come on, boys.
Clap your hands
And make some noise!



28

Then play **TR: 68** a third time so that students can say the entire chant as they listen.

Extend Write an incomplete version of the main verse of the chant on the board, with a word bank on the side. Invite a student to come to the board and complete a line with the correct word from the word bank. Have other students complete the remaining lines. Play **TR: 68** again and have students check the answers.

Fun with my _____, fff.	lake
Daddy drives the _____, vvv.	van
Big _____ taste good, ggg.	family
Have lunch by the _____, lll.	burgers

Wrap Up Pretend to eat a hamburger, and have students say the line from the chant that matches your action. (Big burgers taste good.) Repeat this for other parts of the chant. Clap your hands for *fun*, pretend to drive a *van*, and pretend to eat with a fork and a knife for *lunch*.

Have students turn to pp. 73–74 and write the Unit 3 words in the **Picture Dictionary**.

Unit 3

Lesson 6

Story Fun at the Farm

Summary Gabi and Lidia love to visit Grandpa's farm. They play and feed the animals. The girls' father does *not* like the farm. He's ready to leave!

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. 29, 78

Audio **TR: 69–71** (Audio CD, Website)

Unit 3 Worksheet (Website)

Materials

blue, brown, yellow, and green crayons or colored pencils (one of each per student)

19 Listen. Then listen and repeat. TR: 69 and 70

Fun at the Farm

The family visits Grandpa's farm. The girls love to go there.

Look, lamb! Gabi gives the small lamb lettuce. Lambs love food.

Look, goats! Lidia feeds the little goat vegetables. Goats are funny.

The girls love the farm. Their father doesn't like the farm. He wants to get in the van and go!

Goodbye, Grandpa!

20 Which sound do you hear? Listen and **circle**. Then go to page 78. TR: 71

1 f	2 v	3 g	4 s
1 i	2 f	3 t	4 v

29

Warm Up Act out a target word from Lessons 1–4. For example, pretend to be driving for *van*. Have students identify the word that your action represents and say the target sound. Then invite students to come to the front of the room, one at a time, to act out a word. Choose a word from Unit 3, and whisper it in the student's ear. If necessary, help the student do the action. Have others in the class guess the word and say the sound.

NOTE: You may want to include words featured in the story, such as *farm*, *feed*, *goat*, *love*, and *van*.

19 Say *It's time for a story! Turn to page 29.* Read the story's title aloud, and have students look at the panels. Ask *What do you think the story is about?* (a visit to a farm) Then point to each panel, and ask questions such as *Where's the family?* (at a farm) *What animals do you see?* (duck, lamb, goat) *Who's feeding the goat?* (a girl) *Are the girls happy?* (yes) *Is the father happy?* (no)

Say *Now let's listen to the story.* Play **TR: 69**. As the story plays, point to each panel to show students the order. Play **TR: 69** a second time.

Students point to each panel as they listen. Then play **TR: 70** and have students listen and repeat.

Extend Write the following sentence about the story on the board: *Gabi/Lidia/Father doesn't like the farm.* Say *Read the sentence about the story. Who doesn't like the farm? Choose.* Have students read the sentence. Call on a student to circle the correct answer. (Father) Then ask *Why not? Show me.* Have students find and point to the panels that show why the father doesn't like the farm. (the second and third panels)

Hold up the **Unit 3 Worksheet**. Point to the first word in Activity 1 (*_amily*), and ask *What sound is missing?* (*/f/*) *How do you write /f/?* (*f*) *Let's write the letter f.* Point out that students must use uppercase letters for names (*G* for Gabi, *L* for Lidia). Have students complete the rest of Activity 1. Remind students that the words appear in order in 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. Say each red letter, and call on students to make the sound. Then play **TR: 71**, pausing for students to circle the number and the correct letter each time.

TR: 71 1. /l/ like 2. /f/ farm 3. /g/ goat 4. /v/ visit

Have students take out blue, brown, yellow, and green crayons or colored pencils. Have them turn to p. 78 and write the numbers into the correct colored squares. Remind them to check p. 29 as necessary. Have students use the completed key to color the picture correctly. When students finish coloring, ask *What do you see?* (a goose) Students complete the word with the letter *g*.

Wrap Up Say a false sentence about the story. For example, say *The family visits a zoo.* Students listen and correct you. For example, a student may say *No! The family visits a farm.* Repeat this with other sentences: *Lidia feeds the giraffe. Gabi gives the lambs lemons. Father runs from a kangaroo. Father likes the farm.* Call on a different student to correct each sentence.