

Objective

Students will

- review sounds and words from Level 2.

Resources

Student Book pp. 2–9

Audio **TR: 2–10** (Audio CD, Website)

Audio Script (Website)

NOTE: A printable copy of the audio script for Unit 0, Activities 1–9 is available on the Teacher’s Resource Website.

Unit 0 **1** What do you hear in the beginning? Listen and circle. TR: 2

1 Use the pictures to review the words. Point to the letters *bl/br* under the picture in number 1. Ask *What sound do we hear for the letters bl? (/bl/)* Repeat for the letters *br. (/br/)* Begin playing **TR: 2**, pausing after number 1. Ask *Do you hear /bl/ or /br/ at the beginning of blanket? (/bl/)* *Let’s circle bl.* Continue playing **TR: 2**, pausing for students to circle the correct letter blends each time. Review the answers as a class.

2 Listen. What do you hear in the beginning? Match. TR: 3

2 Use the pictures to review the words. Point to the letter blend *cr* in the middle column and ask *What sound do c and r make together? (/kr/)* Repeat for the other blends. Begin playing **TR: 3**, pausing after number 1. Ask *What sound do you hear in the beginning of star? (/st/)* *That’s right. Draw a line from the picture of the star to the letters st.* Continue playing **TR: 3**, pausing for students to match the pictures and letter blends. Review the answers as a class.

3 Which sounds do you hear? Listen and write. TR: 4

3 Use the pictures to review the words. Point to the first letter blend at the top of the activity and ask *What sound do p and l make together? (/pl/)* Begin playing **TR: 4**, pausing after number 1. Ask *What sound do you hear at the beginning of plate? (/pl/)* *What letters spell the sound /pl/? (p, l)* *Let’s write pl into the word plate.* Continue playing **TR: 4**, pausing for students to complete the words. Review the answers as a class.

4 What words do you hear? Listen and circle. TR: 5

- (tube) tub cube (cub)
- talk (take) suit (sit)
- (coin) cone plan (plane)
- kite (coat) (note) night
- (mouse) moose (head) hide
- road (ride) (rob) robe

5 Which word does not belong? Circle the word with a different vowel sound. Then listen to check your answers. TR: 6

- cry bike light (sit)
- (boy) home soap coat
- cake (bread) tail day
- food tube fruit (good)
- walk sauce (cold) crawl

4 Read the directions aloud. Begin playing **TR: 5**, pausing after number 1. Ask *What words did you hear? (tube, cub)* *Find and circle the words tube and cub.* Continue playing **TR: 5**, pausing for students to circle the words they hear. Review the answers as a class.

5 Read the directions aloud. Point to number 1. Ask *Which word has a different vowel sound? (sit)* *Circle the word sit.* Have students complete the rest of the activity in pairs. Then say *Now let’s check.* Play **TR: 6** and have students check their answers.

NOTE: If necessary, point out that *a, e, i, o, and u* are vowels. A vowel sound is represented by a single vowel, as in *sit*, or by more than one vowel, as in *bike* or *bread*.

6 What sound do you hear? Listen and write. TR: 7

ou or oa	1. m_ou_th	2. r_oa_d	3. c_oo_t	4. h_ou_se
ai or ee	5. t_ee_th	6. r_ai_n	7. sl_ee_p	8. gr_ee_n
oi or ow	9. c_oi_n	10. fl_ow_er	11. c_ow	12. br_ow_n
ue or oo	13. gl_ue	14. b_oo_k	15. c_oo_kie	16. bl_ue
aw or ie	17. p_ie	18. fl_ie_s	19. t_ie	20. y_awn

6 Point to the first set of vowel digraphs, *ou* and *oa*. Ask *What vowel sound do we hear for the letters ou?* (/aʊ/) Repeat for the letters *oa*. (/oʊ/) Begin playing **TR: 7**, pausing after number 1. Ask *Do you hear /aʊ/ or /oʊ/ in mouth?* (/aʊ/) *Let's write ou.* Continue playing **TR: 7**, pausing for students to complete numbers 2–4. Pause **TR: 7** after number 4. Point to the pair of vowel digraphs at the beginning of the second row and have students identify the sound each one makes. Then continue playing **TR: 7**, pausing for students to complete numbers 5–8. Repeat, pausing before each new row to review the vowel sounds. Review the answers as a class.

7 Follow the words with the same vowel sound. Then listen to check your answers. TR: 7

mouse point juice read phone

blue cold toys flower teeth

bait shout pool road eat

7 Point to the first word, *mouse*. Ask *What vowel sound do we hear in mouse?* (/aʊ/) Point to the words in the middle row and ask *Which of these words also has the sound /aʊ/?* (flower) *That's right. Draw a line through the maze from mouse to flower.* Repeat with the bottom row of words, having students draw a line from *flower* to *shout*. Have students complete the activity in pairs. Then play **TR: 8** and have students check their answers.

8 Listen and repeat. Write the word. TR: 8

1. clock	2. bread	3. high	4. grapes
5. glue	6. flag	7. game	8. black
9. fruit	10. desk	11. boy	12. foot
13. small	14. house	15. asleep	16. rice
17. plane	18. notebook	19. pool	20. thirsty

8 Play **TR: 9** and have students repeat the words. Then play **TR: 9** again, pausing for students to write each word. Help if necessary by sounding out each word. For example, say *How do you spell clock?* *Listen—/k/, /a/, /k/, clock.* Review the answers as a class.

NOTE: If students need more help spelling the words, write the words in a random order on the board. Have students use this word bank to write each word under the correct picture.

9 What word do you hear? Listen and draw a line to make the word. TR: 9

1. b r e a d	2. b l a c k	3. b l u e	4. b r o w n
5. b o o k	6. b o y	7. c h i c k e n	8. s h o u t
9. b r o w n	10. s h o u t	11. b r o w n	12. b r o w n
13. s m a l l	14. p l a n e	15. r i c e	16. s h o u t
17. c h i c k e n	18. b l a c k	19. b l u e	20. b r o w n

9 Point to number 1 and have students name the letters they see. Then have them make the correct sound for each letter, letter blend, or digraph. Begin playing **TR: 10**, pausing after number 1. Say *Bread.* *Which sound comes at the beginning of bread—/br/ or /b/?* (/br/) *What sound comes at the end—/t/ or /d/?* (/d/) *Yes, and /ɛ/ comes in the middle: /br/, /ɛ/, /d/. Which letters do we connect to make the word bread?* Model drawing a diagonal line from top left to bottom right to make the word *bread*. Continue playing **TR: 10**, pausing after each item for students to connect the remaining words in the same way. Review the answers as a class.

Syllables

Objectives

Students will

- identify words with one, two, or three syllables.
- differentiate between words with one, two, or three syllables.

Resources

Student Book p. 10

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

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

Materials

copies of a word chart (one per group of three students), a timer (for **Extend**)



Warm Up Use Picture Cards or classroom objects and furniture to review the following words: *book, computer, crayon, desk, door, eraser, notebook, pen, pencil, table, and window*. As you hold up each card or point to each object, ask *What's this/that?* As students name the objects, write the words on the board in three groups. Write the words with one syllable (*book, desk, door, pen*) on the left side of the board; words with two syllables (*crayon, notebook, pencil, table, window*) in the middle; and words with three syllables (*computer, eraser*) on the right side of the board.

Read the words in each group aloud. Then say *When we pronounce words, we divide them into syllables*. Point to the words on the left and say *Listen. These words have one syllable each*. Read the words aloud, clapping your hands once as you say each word: *Book, desk, door, pen*. Repeat for the words with two syllables, clapping your hands two times as you say each word. Then read the word *computer* and ask *How many syllables are in computer?* (three) Repeat *computer* and *eraser*, clapping three times. Then say *Now it's your turn*. Read the words on the board aloud and have students repeat each one, clapping the correct number of syllables.

10 Say *Let's practice identifying syllables. Open your books to page 10*. Use the pictures to review the words. Then read the directions aloud. Begin playing **TR: II**, pausing after the word *pie* in number 1. Ask *How many syllables are in pie?* (one) *That's right. Let's repeat the word and clap one time for one syllable*. Continue playing **TR: II**. Make sure students are repeating the words and clapping with you. Pause the audio to help students as necessary.

Play **TR: II** again and have students read the word under each picture as they listen. Pause after the word *teacher*. Point out the dot that is used to divide the word into two syllables: *tea* and *cher*. Then continue **TR: II**, pausing after the word *umbrella*. Point out the two dots used to divide the word into three syllables: *um*, *brél*, and *la*. After **TR: II** ends, point to the words on p. 10 in a random order and have students read each one aloud.

TR: II One syllable: *pie (with 1 clap), blue, rain, frog*; Two syllables: *teacher (with 2 claps), window, cookies, children*; One syllable: *cheese, swim*; Two syllables: *dragon, bedroom*; Three syllables: *umbrella (with 3 claps), triangle*

Extend Make copies of a three-column chart with 1, 2, and 3 as column heads. Arrange students in groups of three and give each group a copy of the chart. Say *You have four minutes. Write as many one-, two-, or three-syllable words as you can*. Set a timer for four minutes. Students can use any words they know for each column. As students work, walk around the room to provide help as necessary. When the timer goes off, have students count the total number of words on their chart. Copy the chart on the board and fill in students' answers as you review them with the class.

Wrap Up Describe a word in Activity 10. For example, say *This word has three syllables. It begins with /tr/*. Have students say the word. (triangle) Then have them repeat the word and clap the correct number of syllables. Continue until you have reviewed all of the words, or as time allows.

Unit 0

Syllables and Stress

Objectives

Students will

- identify words with one, two or three syllables.
- identify which syllable in a word is stressed.

Resources

Student Book p. 11

Audio **TR: 12–13** (Audio CD, Website)

11 Listen and match. 10-12

1. grandmother 2. today 3. dress 4. hungry

5. kangaroo 6. plant 7. goodbye 8. cube

12 Listen. Which syllable is stressed? Circle. 10-13

1. mechanic 2. angry 3. sandwiches

4. snowflake 5. window 6. controller

Warm Up Say *Listen and say a word with the correct number of syllables*. Clap two times, then call on a volunteer to say a two-syllable word, such as *dragon*. Repeat several times, clapping one, two, or three times on each turn. Call on different students each time to give words with that number of syllables. If time allows, have students continue the activity with a partner.

11 Say *Open your books to page 11*. Use the pictures to review the words. Read the directions aloud. Begin playing **TR: 12**, pausing after number 1. Repeat the word *grandmother* and ask *How many syllables in grandmother?* (three) *That's right. Draw a line from the grandmother to the label 3 syllables*. Continue playing **TR: 12**, pausing for students to draw lines to match the pictures with the correct number of syllables. Review the answers as a class.

TR: 12 1. grandmother 2. today 3. dress 4. hungry 5. kangaroo 6. plant 7. goodbye 8. cube

12 Hold up a pencil and an eraser and write these words on the board. Then point to the word *pencil* and ask *How many syllables are there in pencil?* (two) Have students clap twice as they repeat *pencil*. Then

repeat the word again, emphasizing the stress on the first syllable: *pen*. Say *Listen. Pencil. The first syllable is stressed in pencil*. Circle the letters *pen* and say *A syllable is stressed when it is pronounced more strongly than other syllables in the word*. Say *pencil* again and have students repeat, making sure they are using the correct word stress. Repeat with the word *eraser*, asking *Which syllable is stressed in eraser?* (the second) Circle the second syllable and have students repeat the word *eraser*, emphasizing the stress in the second syllable.

Say *Let's practice this some more*. Use the pictures to review the words. Then read the word under each picture. For each word, ask *How many syllables are there in (mechanic)?* Remind students that the dots show the syllable breaks in each word.

Read the directions for the activity aloud. Begin playing **TR: 13**, pausing after number 1. Repeat the word *mechanic* and ask *Which syllable is stressed?* (the second) *That's right. Mechanic. So let's circle the second syllable*. Then continue playing **TR: 13**, pausing for students to circle the stressed syllable in each word. Have students compare their answers

in pairs. Review the answers as a class. Play **TR: 13** again, pausing for students to repeat the words.

TR: 13 1. mechanic 2. angry 3. sandwiches 4. snowflake 5. window 6. controller

Extend Say *Now look again at the words with two or three syllables in Activities 10 and 11. Which syllable is stressed in each of these words? Say the words aloud and circle the stressed syllable in each word*. Have students work in pairs, saying each word aloud and circling the stressed syllable each time. Walk around the class to provide help as necessary. Review the answers as a class or play **TR: 11** and **TR: 12** again for students to listen and check their answers.

Wrap Up Say *Now listen and find the words on pages 10 and 11*. Describe a word from either page of the Student Book. For example, say some or all of the following clues: *This word has three syllables. The third syllable is stressed. The word begins with the sound /k/. It ends with the sound /u:/. (kangaroo)* Students then repeat the word. Make sure they use the correct word stress if it's a word with two or three syllables. Repeat with other words.