

Unit 0

Objectives

Students will

- hear and say the letters of the alphabet.
- hear and produce the sounds for each letter of the alphabet.
- associate letter names and sounds with words and images.
- trace and write upper- and lowercase letters.

Resources

Student Book pp. 2–11

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

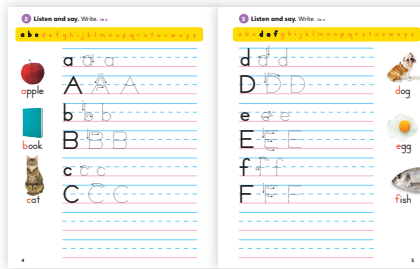
ABC Worksheets (*optional*, Website)

NOTE: A printable copy of the audio script for Unit 0 is available on the Teacher's Resource Website.



NOTE: If students have not yet learned the English alphabet, see pp. 9–11 for ideas on how to teach it. This section presents the alphabet as review. The content can be taught over several lessons.

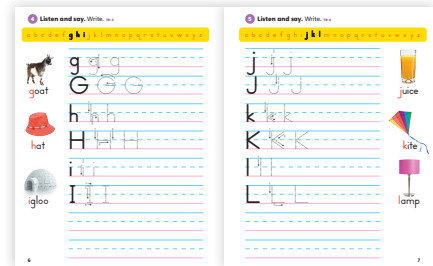
1 Help students open their books to pp. 2–3. Use the chart to teach or review the alphabet. Point to each letter and have students say it aloud. Point again to the letter A. Ask *What letter is this?* Point to the apple and say *A is in apple. It makes the sound /æ/—/æ/, apple.* Have students make the sound /æ/. Then say *Listen and point.* Play **TR: 2** and have students point to the letters and pictures as they listen. Play **TR: 2** again, pausing for students to repeat each letter, sound, and word. Help students identify the five vowels in English (a, e, i, o, u) and point out that all other letters are consonants. To check their understanding of vowels and consonants, call out letters at random, and have students clap one time when they hear a consonant, and two times when they hear a vowel.



2 Have students turn to p. 4. Say *Look at the pictures. What do you see?* (apple, book, cat) Point to the letters and ask *What letters do you see?* (a, b, c) Say *Now listen and say the letters.* Play **TR: 3**, pausing for students to repeat.

Point to the upper- and lowercase a on p. 4 and ask *What letter is this?* Then ask *How do we write a?* Model writing the lowercase a on the board. Trace the letter with your finger, then have students trace the letter in the air with you. Repeat with the uppercase A. Then say *Now let's write a.* Have students trace the first lower- and uppercase a's in Activity 2 with their finger. Students then use a pencil to trace over the second lowercase a. Remind students the arrows show the correct direction for tracing the letters. Students trace over the third lowercase a, then copy and write more a's within the lines provided. Follow the same procedure for the uppercase A, as well as the letters b and c. Point out how the line in the lowercase b extends to the top line, as it does in the uppercase B.

3 Have students turn to p. 5. Review the words *dog*, *egg*, *fish*, and the letters d, e, and f. Play **TR: 4**, pausing for students to repeat the letters. Students then trace and write the lower- and uppercase letters within the handwriting lines provided.



4 5 6 7 8 9 Follow the same procedure for Activities 4–9 on Student Book pp. 6–10. Use **TR: 5–10** to present letters g to z. Then have students trace and write the letters. Point out to students that the lines in the lowercase letters g, j, p, q, and y extend below the bottom red line. Also point out the dot in the lowercase letters i and j.

Use the **ABC Worksheets** for additional writing practice.