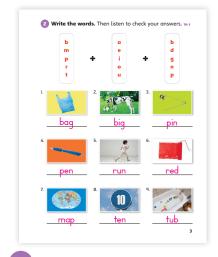
Unit O

Objective

Students will

• review sounds and words from Level I.

1 Review the sounds made by each red letter in the center column. Begin playing **TR: 2**, pausing after number I. Ask What sound do you hear in the beginning of farm? (/f/) What letter makes the sound /f/? (f) That's right. Draw a line from the farm to the letter f. Continue playing **TR: 2**, pausing for students to match the pictures and letters.



Review the sounds made by each of the red letters in the top columns. Remind students that the

Resources

Student Book pp. 2–II Audio **TR: 2–I0** (Audio CD, Website) Audio Script (Website) *Bingo* Cards (*optional*, Website) **NOTE:** A printable copy of the audio script for Unit 0, Activities I–9 is available on the Teacher's Resource Website.

letters in the center column are vowels (a, e, i, o, u) and that the letters in the other two columns are consonants. Point to the first picture and ask *What's this*? (a bag) *How do you spell* bag? *Use one letter from each column*. Sound out the word *bag*, */b/*, */æ/*, */g/*, pausing for students to point to the correct letter in each column. Then say *Now write bag under the picture*. Have students work in pairs to complete the activity. Play **TR: 3** and have students check their answers.



Read the directions aloud. Point to number I. Ask What are these? (duck, lunch) What letter is missing from both words? (u) Write u in duck and lunch. Have students complete the activity in pairs. Then say Now listen. Begin playing **TR: 4**, pausing after number I. Ask Does u have the same sound in duck and lunch? (yes) Yes. Duck and lunch both have the sound /n/ for the letter u. Let's circle Yes. Continue playing **TR: 4**, pausing for students to circle Yes or No. Review their answers as a class.



4 Review the sounds /ð/, /θ/, /tʃ/, /ʃ/, and /w/. Point to the first picture and ask *Who's this?* (a mother) *What sound do the letters th make in* mother? (/ð/) Then point to the pictures in the middle of the maze and ask *Which of these words also has th for the sound /ð/?* (feather) *Draw a line from* mother *to* feather. Continue to the bottom row, having students draw a line from *feather* to *father*. Have students complete the activity in pairs. Play **TR: 5** and have students check their answers.



5 Review the sounds /s/, /k/, /θ/, /l/, and /f/. Begin playing **TR: 6**, pausing after number I. Ask *Do* you hear /s/ in the beginning, in the middle, or at the end of rice? (end) Let's check the third circle. Continue playing **TR: 6**, pausing for students to check the correct position for each target sound.



6 Use the red letters under the pictures to review the sounds. Begin playing **TR: 7**, pausing after number I. Ask *Do you hear /k/ or /ks/ in pink?* (/k/) *That's right. Let's circle the letter* k. Continue playing **TR: 7**, pausing for students to circle the correct letters.



Point to the letters and review the sounds /h/, /r/, /w/, /dʒ/, and /s/. Begin playing **TR: 8**, pausing after number I. Say Honey has the sound /h/. Do you hear honey one or two

times? (two) *That's right. Circle the number* 2. Continue playing **TR: 8**, pausing for students to circle *I* or 2.

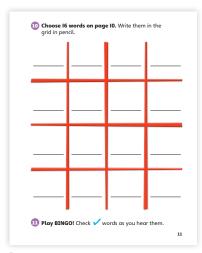
B Listen and write. Then listen and chant. TR P ck mb ng ux wh w J<u>u</u>mping in p<u>u</u>ddles, <u>u</u><u>u</u>. P<u>u</u>shing and p<u>u</u>lling, <u>u</u> <u>u</u> Yummy ¥ummy ¥ogurt, ¥ ¥ ¥ Ver¥ mess¥ day,¥¥¥. Cake and ice <u>c</u>ream, <u>c</u> <u>c</u>. A pretty pin<u>k</u> <u>k</u> ite, <u>k</u> <u>k</u>. A ni<u>c</u>e red bi<u>c</u>ycle, <u>c</u>. A T. re<u>x</u> in a bo<u>x</u>, <u>x</u> <u>x</u>. A worm in the weeds, w w. Where's the <u>wh</u>ite <u>wh</u>ale, <u>wh</u> <u>wh</u> <u>wh</u>? Flying birds sing ing , ng ng ng. Little la<u>mb</u>s cli<u>mb</u>ing, <u>mb mb</u> mb.

8 Review the sounds /s/, /k/, /m/, $/\eta$, $/\lambda$, $/\sigma$, /ks, /w, and /j. Ask questions about the pictures, such as What are these children doing? (playing in a wagon) What's the boy doing? (pushing the wagon) What is in the box? (a T. rex) What is the white animal? (a lamb) Then say Now listen to the chant and follow the words. Play TR: 9 and have students follow the text. Then say Now listen and write. Play TR: 9 again, pausing after each line. Students complete the words with the correct letters and write those letters three times at the end of each line. Have students compare their answers in pairs. Play TR: 9 once more. Have students read the chant aloud.



Unit O

9 Point to number I. Ask *Who's this*? (a father) *How do you spell* father? Point to the scrambled letters under the picture and say *Use these letters.* As a volunteer spells *father*, model writing the word on the line. Have students complete the activity in pairs. Then play **TR: 10**, pausing for students to listen and repeat the words.



Say We're going to play Bingo. This is your Bingo card. First copy 16 words from page 10 onto the card. Have students choose any 16 words from p. 10 and copy them into the Bingo card in a random order.

NOTE: You can find printable copies of the *Bingo* card on the Teacher's Resource Website. You may want to print extra copies in case students make mistakes. You can also use them to play additional rounds of *Bingo*.

Say Now let's play Bingo. Listen. When you hear one of your words, check it on the grid. Call out the words on p. 10 in any order. A student has Bingo when he or she has four words in a row (across, down, or diagonally). Alternatively, use the grids to play four games of Bingo. Have students choose just one row of four pictures in their grid for each game. A student has Bingo when these four pictures are checked.