### Objective

Students will

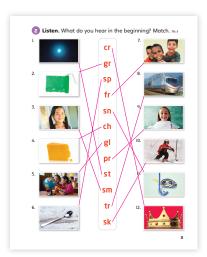
 review sounds and words from Level 2.

#### 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 I–9 is available on the Teacher's Resource Website.



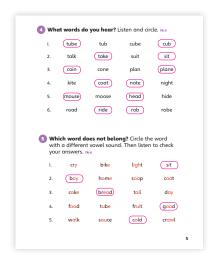
Use the pictures to review the words. Point to the letters bl/br under the picture in number I. Ask What sound do we hear for the letters bl? (/bl/) Repeat for the letters br. (/br/) Begin playing TR: 2, pausing after number I. Ask Do you hear /bl/or /br/ at the beginning of blanket? (/bl/) Let's circle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



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 I. 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.



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 I. 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.



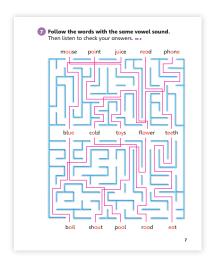
Read the directions aloud. Begin playing TR: 5, pausing after number I. Ask What words did you hear? (tube, cub) Find and circle the words tube and cub. Continue playing TR: 5, pausing for students to circle the words they hear. Review the answers as a class.

Read the directions aloud. Point to number I. 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.



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 I. Ask Do you hear /au/ or /ou/ in mouth? (/au/) 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.

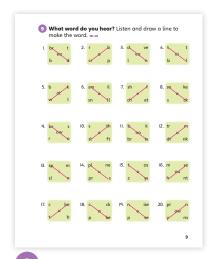


Point to the first word, mouse.
Ask What vowel sound do we hear in mouse? (/aʊ/) Point to the words in the middle row and ask Which of these words also has the sound /aʊ/? (flower) That's right. Draw a line through the maze from mouse to flower. Repeat with the bottom row of words, having students draw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



8 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—/kl/, /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.



Point to number I 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 I. 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  $\langle \epsilon \rangle$  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.

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 I. 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, brel, and la. After **TR: II** ends, point to the words on p. 10 in a random order and have students read each one gloud.

**TR: II** One syllable: pie (with I 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 threecolumn chart with I, 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.

## **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. II
Audio TR: 12-13 (Audio CD, Website)



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.

Use the pictures to review the words. Read the directions aloud. Begin playing TR: 12, pausing after number I. 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 I.** grandmother **2.** today **3.** dress **4.** hungry **5.** kangaroo **6.** plant **7.** goodbye **8.** cube

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 I. 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 II. 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: II** and **TR: I2** 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 /uː/. (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.