

Unit 0

Objective

- Students will
- review sounds and words from Level 1.

Resources

- Student Book pp. 2–11
 Audio **TR: 2–10** (Audio CD, Website)
 Audio Script (Website)
 Bingo Cards (optional, 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 Listen. What do you hear in the beginning? Match. TR: 2

1 Review the sounds made by each red letter in the center column. Begin playing **TR: 2**, pausing after number 1. 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.

2 Write the words. Then listen to check your answers. TR: 3

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

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.

3 Write the letters. Do the words have the same sound? Listen and circle Yes or No. TR: 4

3 Read the directions aloud. Point to number 1. 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 1. Ask *Does u have the same sound in duck and lunch?* (yes) *Yes. Duck and lunch both have the sound /ʌ/ 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 Follow the words with the same sound. Then listen to check your answers. TR: 5

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 Is the sound in the beginning, in the middle, or at the end? Listen and repeat. Check. TR: 6

5 Review the sounds /s/, /k/, /θ/, /l/, and /f/. Begin playing **TR: 6**, pausing after number 1. 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 What sound do you hear? Listen and circle. TR: 7

1. k / x	2. k / x	3. k / x	4. k / x
5. c / o	6. a / e	7. a / e	8. a / e
9. i / o	10. i / o	11. i / o	12. i / o
13. ng / mb	14. ng / mb	15. ng / mb	16. ng / mb
17. ch / sh	18. ch / sh	19. ch / sh	20. ch / sh

6 Use the red letters under the pictures to review the sounds. Begin playing **TR: 7**, pausing after number 1. 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.

7 Do you hear the word one or two times? Listen and circle 1 or 2. TR: 8

1. h	2. h	3. h	4. h
5. f	6. f	7. f	8. f
9. w	10. w	11. w	12. w
13. j	14. j	15. j	16. j
17. s	18. s	19. s	20. s

7 Point to the letters and review the sounds /h/, /r/, /w/, /dʒ/, and /s/. Begin playing **TR: 8**, pausing after number 1. 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 1 or 2.

8 Listen and write. Then listen and chant. TR: 8

c k mb ng u x wh w y

Jumping in puddles. **u u u**
 Pushing and pulling. **u u u**
 Yuummy Yuummy Yugurt. **y y y**
 Very messy day. **y y y**

Cake and ice cream. **c c c**
 A pretty pink kite. **k k k**
 A nice red bicycle. **c c c**
 A Trex in a box. **x x x**

A worm in the weeds. **w w w**
 Where's the white whale. **wh wh wh**
 Flyng birds sing **ng ng ng**
 Little lambs climbing. **mb mb mb**

8 Review the sounds /s/, /k/, /m/, /ŋ/, /ʌ/, /ʊ/, /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.

9 Unscramble and write the words. Then listen and repeat. TR: 9

1. father	2. desk	3. jockey	4. page
5. hand	6. pencil	7. apple	8. sing
9. room	10. color	11. yellow	12. sugar
13. kitchen	14. small	15. river	16. family
17. love	18. lamp	19. happy	20. stick

9 Point to number 1. 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.

10 Choose 16 words on page 10. Write them in the grid in pencil.

11 PLAY BINGO! Check ✓ words as you hear them. 11

10 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*.

11 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.