



snack	skin	thin	much
that	chin	thick	
minus	robot	flu	
hi	music		
Tricky Words			
does	who		

**Picture Code Cards for review**

PCCs or LSCs    **ă, ě, ē, ĭ, ĭ\*, ō, ō, s, s/z/, ŭ, ŭ\*, ch, th, th**

APCCs    -

\* Introduced in this Unit

**Unit Focus**

Children learn more open- and closed-syllable words featuring the vowels **a, i** and **u**. They will learn a few two-syllable words as well (e.g. **music, robot, open**). At this point you will show them where to divide the word and then they will identify the syllable types and the sound of the vowel in order to read the word. Two-syllable words are sorted by the sound of the vowel in the first syllable.

Digraphs **ch** and the two sounds of **th** (unvoiced **th** as in **thin** and voiced **th** as in **that**) are reviewed from the previous level. Several initial blends with **s** are also reviewed (**sk, sn, sp, st, sw**) in the Unit words.

List A		List B		List C	
hi	chin	such	even	minus	spin
music	much	stuck	snap	flu	thick
snack	thin	thin	robot	much	swim
skin	robot	math	stick	chin	stack
flu	thick	plus	hi	open	this
that	minus	music	than	path	stuck
Diagnostic Words					
math, stuck, spin, open		thick, much, minus, snack		snap, thin, such, robot	

**Tricky Words:** does, who

**Story Words:** button, ready, friendly, together, radio

**Review Words:** so, plot, she, next, melt, shock, shelf, deck

**New Spelling Sentences:**

Who is that on the path?

What is ten minus six?

**Day 1**

✓ **Materials**

- *Picture Code Cards (PCCs)* for Review plus **ă, b, c, f, h, k, l, m, n, p, r, t, v, ck, sh**
- *Six Syllable Types Poster*
- Unit 2 *Word Cards*, List A, B, or C on the pocket chart as shown
- Unit 2 *Student List*

✓ **Independent/Partner**

- Write words & sentences, p.24

✓ **Homework**

- Read the *Student List*, p.24

**Phonics concept review**



Build these two words with the plain letter side of your *PCCs*: **she** and **help**. Ask children to tell if each is a Closed or Open Syllable and to predict the Letterlander behind each vowel. Show the picture side to confirm their prediction.

**Introduce new concepts**



**PCCs:** **ă, b, c, f, h, ĭ, ĭ, k, l, m, n, ō, ō, r, s, s/z/, t, ŭ, ŭ, ch, ck, th, th**

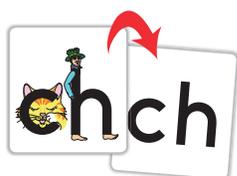
**Words:** **hi, skin, flu, thin, thick, that, chin, much, robot, music**

**Syllable types**

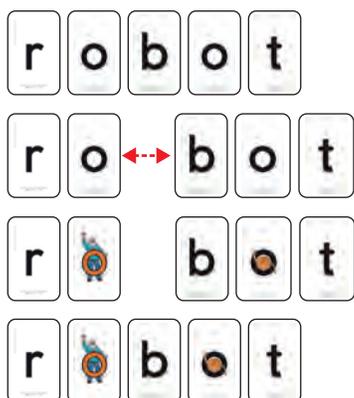
- For children new to Letterland introduce the Vowel Men, Mr. I and Mr. U, two more of the only five letters who say their full last names in words. Show the *PCC* picture sides and share the information printed on the back. Then show the plain letter side of each card, push it forward several times, and have children say the name (e. g. “/ĭ/ /ĭ/ /ĭ/”).
- Make the word **hi** with plain letters (p.21, 278, or *Daily Lesson Guide Cards* on *TG TR* (Guide cards for teachers)). Have children identify the syllable type and

predict the sound of the vowel. Then they finger tap the word. Follow the same steps with **skin** and **flu**. (In some words Mr. U says his whole last name, “**Yoo**” as in **music**, but in other words he just says part of his name, “**oo**” as in **flu**.)

### Digraphs **th**, **th**, and **ch**



Picture Code Cards



- Display the picture side of both **th** PCCs. If your children are familiar with Letterland you may want them to tell the Letterland story of the two sounds of **th**. You could also share the information in small print on the plain letter side of each card. Additional materials for children who need more practice include *Beyond ABC* and *Far Beyond ABC, Blends & Digraphs Songs CD* and *Story Phonics* software.
- Have children practice the two **th** sounds by showing each picture side as one of them briefly retells the story logic. Then turn to the plain letter side and have children say the sound three times as you push the card forward.
- Make the words **thin** and then **thick** with the picture side of unvoiced **th** and that with the voiced **th** picture side. Have children finger tap each word. Use each word in a brief sentence or discuss the meaning.
- Follow the same steps for practicing **ch**, and then making the words **chin** and **much**.
- Display the picture side of these PCCs, **ch**, **ck**, **sh**, **th**, and **th**. Point out that each of these cards show two letters, but the two letters only make one sound. Have children say each new sound as you point to them. Tell them that these are **digraphs**. Have them say the word and the definition below to a partner: “**digraph: two letters that make one sound.**”

### Two-syllable words

- Display the *Six Syllable Types Poster*. [Here is our syllable train. It shows how three syllables in rail cars go together to make the word syl-la-ble.](#) Review how to palm syllables in a spoken word (p.26). Say each word and have children repeat the word with a slight pause between the syllables as they palm from left to right. Words: **com-pu-ter, ta-ble, bi-cy-cle, bus, foot-ball, lem-on, flow-er, tree.**
- Make the word **robot** with plain letters (p.21, 278, or [Daily Lesson Guide Cards on TG TR](#)). [This week a few of our words have two syllables including this one.](#) Separate the syllables as shown in the margin. Follow the steps for reading multi-syllable words with **robot** and **music**.

### ‘Live Reading’



**PCCs:** **ă, ě, ē, ĭ, ī, m, n, s, t, ŭ, v, ck, th, th**

**Words:** **snack, stuck, thick, this, minus, even**

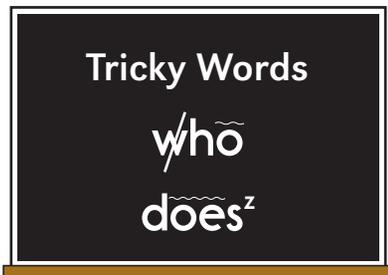
### One-syllable words

- Distribute the consonant PCCs. Give the digraph cards (**ck, th, th**) to pairs of children to hold together. Keep the vowel PCCs until each one is needed. Call on children to come forward by saying the sounds needed (e.g. [We need these Letterlanders to line up to make a word, /s/ /n/ and we need Kicking King and Clever Cat together.](#)) Then call on one child to hold the vowel PCC pushed forward without showing the picture side to the class. Help children get in order with all their PCCs on the plain letter side.
- Ask the class or an individual to identify the syllable type, open or closed. Then they are ready to predict what the vowel will say. Next the child with the vowel shows the picture side to check their prediction.
- When you have a Vowel Man in a word or syllable, have the child holding the PCC ‘pretend to shout’ his name in the Reading Direction. In two-syllable words, he should only mime shouting when the syllables are separated.
- For the vowel sounds, you could have the Vowel say, e.g. “**I feel safe saying my ‘ă’ sound because I have some friendly consonants close by.**”

- Finally the children in the audience finger tap the word.

### Two-syllable words

- Say the sounds, as you did with one-syllable words. Have children with consonants PCCs line up along with children you select to hold the vowels. Then ask children in the second syllable to move to leave a space between the syllables.
- Follow the steps for 'Live Reading' multi-syllable words with the children in the audience (p.22, 278, or Daily Lesson Guide Cards on TG TR). Then before children read the whole word, have children with PCCs close the gap between the syllables.
- Read the new *Word Cards* in columns on the pocket chart with the class using the Tractors, Trains, Planes and Helicopters activity (see pp.23 and 289).



### Small Group

#### Teacher builds words for reading



**PCCs:** ä, ë, ē, f, ĩ, l, n, ō, p, ŭ, ū, v, s, th, th

**Words:** flu, plus, path, than, spin, open, even

- Build each word and then follow the appropriate steps for 'Blending with *Picture Code Cards*' (p.22, 281–282) to have children read the words (or use Daily Lesson Guide Cards on TG TR).
- New Tricky Words (p.23 or Daily Lesson Guide Cards for details)
- Read the Student List (p.24).

## Day 2

#### ✓ Materials

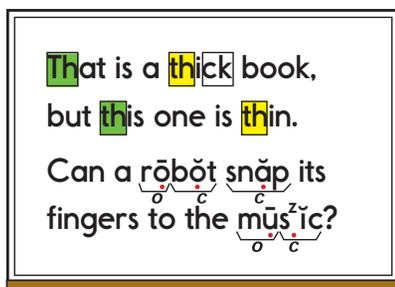
- PCCs for Review plus c, f, l, n, p, v
- *Letterland Word Builders* or other letter sets
- Word Detectives
- Unit 2 Student List

#### ✓ Independent/Partner

- Read Review Sentences with two partners, p.28
- Quick Code the word list written on Day 1, p.29

#### ✓ Homework

- Look-say-cover-write, p.29



### Quick Dash



**PCCs:** ä, ë, ē, ĩ, ī, ō, s, s/z/, ŭ, ū, ch, th, th

### 'Live Spelling'



**PCCs:** ä, c, ë, ē, f, ĩ, l, n, p, s, s/z/, ŭ, ū, v, ch

**Words:** such, snap, flu, music, even

- Distribute all the PCCs to the children.
- Say the first word, a sentence, repeat the word. Children say and palm the word, then finger tap it (e.g. "she, /sh/ /ē/").
- With the class, decide which PCCs the children should bring to the front to build the word.
- Ask them to finger tap the word to check the spelling and then repeat it. Ask them to identify the syllable type and explain how they can tell. For two-syllable words (**mu-sic, e-ven**) follow the steps on pages 26, 280, or Daily Lesson Guide Cards on TG TR *Guide cards for teachers*.

### Word Detectives



Read the sentences (left) *to* and then *with* the children. (Larger version of Quick Coding for each Unit is included in Word Detectives Key on your TG TR *Unit Activities*) In the first sentence have children box in the digraphs and then highlight the two sounds of **th** in different colors. Guide them through the Quick Coding steps for the three Unit words in the second sentences (p.26 or Daily Lesson Guide Cards on TG TR *Guide cards for teachers*)

## Small Group

### Children build words



**Letters:** a, b, c, f, h, i, k, l, m, n, ð, ò, r, s, t, u

**Words:** flu, stuck, stack, stick, skin, chin, minus, music, robot

- Follow the steps for children building words on pages 27, 278, or Daily Lesson Guide Cards on *TG TR*. Then they finger tap the word before building it. (Follow the 'Steps for Spelling multi-syllable words' where appropriate.) Next they cover the word with their hand and spell it together.
- Review Tricky Words (p.28): You may want to use the *APCC* for the **wh** in **who**. If your children are familiar with the Boot and Foot Twins from the previous year, you may want to use the *APCC* for the **o** (with one twin hiding) in the word **who**.
- Read Review Sentences (p.28).

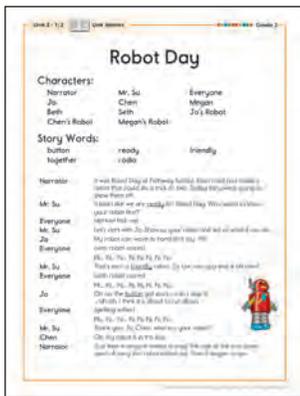
## Days 3 to 5

Use the Daily Lesson Guide Cards (*TG TR* Guide cards for teachers) for Day 3 to Day 5 instruction and pages 30–40. More suggestions for Day 3 below.

### Day 3: Word Sort on the pocket chart



- In this Unit, rather than a Live word sort, you may want to have children sort the words on your pocket chart (p.30, p.291, or Daily Lesson Guide Cards on *TG TR*)
- Two-syllable words are sorted by the vowel in the first syllable.
- Display the seven vowels. Show a *Word Card* from your list for the week (A, B, or C). Ask the children to think about the type of syllable and what the vowel will say. Then everyone 'points with their eyes' (i.e. silently look at the Letterlander that matches the vowel in the word).
- Have one child come forward to read the word and place it under the appropriate *PCC*. Ask that child or another to speak for the vowel (e.g. **"I am Mr. O and I like to shout my name out at the end of a syllable..."**).
- After each word is placed, the child points to the word and any others that have been placed under the *PCC* as everyone reads the words.



Unit 2 Story, *TG TR*

### Day 3: Unit Story

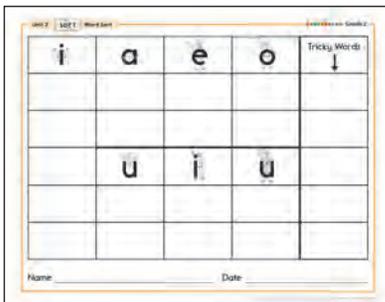


- Before reading** 'Robot Day' to the children: You might ask them to tell, if they made a robot, what they would want it to be able to do.
- After reading:** You could have children recall what each child's robot could do in the story and what problem it had. (For more ideas on comprehension strategies, see pp.303–307)

### Day 3: Written Word Sort



Guide children filling in the first words in each column to be completed during Independent/Partner work.



Unit 2 Written Word Sort, *TG TR*