

Exercise 1 • Listening for Sounds in Words

- ▶ Write the letters for the sounds in each word your teacher says.
- ▶ Circle the words with the / *ch* / sound at the end.
- ▶ Draw a box around the words with the / *hw* / sound at the beginning.

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Unit 8 • Lesson 10

Exercise 2 • Sort It: Meaning Categories

- ▶ Follow along as your teacher reads parts of “**Woody’s Song**.”
- ▶ Listen for words that name people, stringed instruments, or furniture. Underline them when you hear them.
- ▶ Sort the words into the categories.

from “Woody’s Song”

Woody’s daughter, Nora, has many fond memories of her father and his music. “Music—the guitar, the fiddle, the mandolin—was as much a part of our household as the couch, the bed, or the chair,” she explained. “We really lived with all the music, all this art. It wasn’t like they were something precious on the shelf, something you never touched. You know, he’d write a song and it would sit on our table. You might have chocolate milk, and it might spill, and there might be these little stains.”

| People | Stringed Instruments | Furniture |
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What pronouns refer to people? _____

Exercise 3 • Take Note

| Note-taking Guide | |
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| Topic (What was the article or program about?) | <hr/> <hr/> |
| Who or what? | <hr/> |
| What happened? | <hr/> <hr/> <hr/> |
| When? | <hr/> |
| Where? | <hr/> <hr/> |
| Outcome or impact? | <hr/> <hr/> |
| Why important? | <hr/> <hr/> <hr/> |

| Summary |
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| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |