Theme 10

A World of Animals
EXTRA SUPPORT LESSONS FOR

A World of Animals
**Objectives**
- substitute initial and final phonemes
- identify and say the sound for /j/

**Materials**
- Picture Cards: dig, jeep, jet, mop, pan, red, rock, run, zebra, zipper

**SKILL FOCUS: PHONEMIC AWARENESS**

**Substituting Initial and Final Phonemes**

**Display** the Picture Cards dig, jet, mop, pan, run.

**Hold** up Picture Card dig and have it identified. Ask children to say dig, stretching out the sounds: /d/ /i/ /g/.

**Ask:** What is the first sound you hear in dig? (/d/) Take away the /d/ in dig and add /b/. What word do you have when you blend the sounds /b/ /i/ /g/? (big)

**Say:** Let’s say big, stretching out the sounds: /b/ /i/ /g/. What is the last sound you hear in big? (/g/) Take away the /g/ in big and add /t/. What word do you get when you blend the sounds /b/ /i/ /t/? (bit)

**Follow** the same procedure with Picture Cards jet (pet, pen); mop (bop, bot); pan (pat, mat); and run (rug, bug).

**Check** children’s responses to evaluate their ability to substitute initial and final phonemes.
**Beginning Sound j**

**Recite** and repeat the chant shown. Ask children to listen for words that begin with /j/. Then have them join in as they are able.

**Display** the Picture Card jeep. Say jeep, stretching out /j/. Ask children to say jeep, stretching out /j/ as you did, and ask them to think about where their teeth and lips are when they say /j/.

**Say:** Now get your mouths ready to say jeep. Now say it. Have children repeat jeep several times.

**Tell** children that you will say some words. They should jump when they hear a word that starts with /j/: jog, June, March, jelly, game, joke, must, juice, just.

**PHONICS CENTER**

Children can work with Picture Cards jeep, jet, red, rock, zebra, and zipper. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.

**CHANT**

/j/ /j/ /j/
Jump in the jeep and go.

/j/ /j/ /j/
Jump in a jet and fly.
SKILL FOCUS: PHONEMIC AWARENESS

Substituting Initial and Final Phonemes

Tell children that you are going to play a sound-and-word game with them.

Say: I am thinking of something with wheels. It is /b/ /u˘/ /s/. Can you name it? (bus) Now, change the /s/ in bus to /g/ to name a tiny little animal. (bug)

Continue with other clues to substitute initial and final phonemes, for example:

• Change the /b/ in bug to /j/ to name a kind of container. (jug)
• Change the /j/ in jug to /r/ to name a floor covering. (rug)
• Change the /g/ in rug to /n/ to name a way of moving. (run)
• Change the /r/ in run to /b/ to name a kind of bread. (bun)
• Change the /n/ in bun to /d/ to name a growing flower. (bud)

Note children who may need additional support with substituting initial and final phonemes.

SKILL FOCUS: PHONICS

Initial Consonant j

Display the Alphafriend Card Jumping Jill. Remind children that they know the beginning sound for Jumping Jill, /j/.

Display the Letter Card j. Tell children that the letter j stands for the sound /j/, the beginning sound of Jumping Jill. Have children say /j/ several times with you.
Ask children to jump when you say words that begin with the letter j. Say: juice, joke, game, jazz, music, July, blue, jam.

Note children who may need additional support identifying initial consonant j.

**SKILL FOCUS:**

**10–15 MINTUES**

**High-Frequency Word are**

Tell children that they will learn to read a new word, are.

Display Word Card are. Ask: How many letters do you see in this word? (three) Say the word with me, are.

Create from Word, Punctuation, and Letter Cards the sentence: Ken and Ben are here. Have children read the sentence with you.

Write on chart paper the sentence frame: _____ and _____ are here. Use names of children in the group to complete the sentence, and have children read the sentence with you. Continue until all children have their names appearing in a sentence.

Check each child’s ability to read the word are.

**PHONICS CENTER**

Children can work with Picture Cards jam, jar, rake, rope, zigzag, and zoo. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Substituting Initial and Final Phonemes

**Display** Picture Card *pot*. Have children name the Picture Card, and ask them to stretch out the sounds in *pot*: /p/ /o˘/ /t/. *(pot)* Model how to stretch out the sounds as needed.

**Ask:** What is the first sound you hear in *pot*? (/p/) Take away the /p/ in *pot* and add /h/. What word do you have when you blend the sounds? *(hot)*

**Continue** in a similar fashion, having children use the following sounds to substitute initial phonemes: /g/ *(got)*, /k/ *(cot)*, /n/ *(not)*, /r/ *(rot)*.

**Display** Picture Card *man*, and repeat the procedure. Have children name the Picture Card. Then ask children to stretch out the sounds: /m/ /a˘/ /n/. *(man)* Substitute final phonemes, having children use these sounds: /t/ *(mat)*, /d/ *(mad)*, /ks/ *(Max)*, and /p/ *(map)*.

**Check** children’s ability to substitute beginning and ending phonemes.

**Initial Consonant j**

**Display** Letter Card *j* and say its sound, /j/. Space Picture Cards for *man, pot, rake*, and *zoo* among *jam, jeep, jet, jug, man, pot, rake, zoo* below the Letter Card *j*.

**Ask** children to take turns choosing a Picture Card whose name begins with /j/, say its name aloud, and place it next to Letter Card *j*.

**Check** to be sure children are saying /j/ correctly.
**SKILL FOCUS: PHONICS 5–10 MINUTES**

**Short u**

**Display** the Alphafriend Card Umbie Umbrella and the Letter Card u.

**Say:** *Who remembers the name of this Alphafriend? Yes, it is Umbie Umbrella. What is Umbie Umbrella’s letter? (the vowel u) The vowel u stands for the sound /u/. Say /u/ with me. Now stretch out the sound: /u u u u/.*

**Check** to be sure children are saying /u/ correctly.

**SKILL FOCUS: PHONICS 5–10 MINUTES**

**Blending Short u Words**

**Display** Letter Cards j, u, and g, and remind children that they know /j/, /u/, and /g/. Model blending the sounds as you sweep your hand under the letters.

**Say:** *I’ll say the sounds in order: first /j/, then /u/, and last /g/. I’ll hold each sound until I say the next one, /j u u u g/, jug. I’ve made the word jug. Say jug with me, jug.*

**Display** the Letter Cards b, u, and g. Model blending the sounds as you sweep your hand under the letters: /b u u u g/, bug. Have children blend and pronounce bug with you.

**Replace** the b in bug with a r to spell rug. Have children blend the sounds as you point to the letters.

**Note** children who may need help blending short u words.
Objectives

- identify words where initial consonant \(r\) = /r/
- identify words where initial consonant \(z\) = /z/
- blend and read short \(u\) words

Materials

- Alphafriend Cards: Reggie Rooster, Zelda Zebra
- Letter Cards: b, f, g, j, n, r, s, t, u, z
- Picture Cards: bug, jug, nut, rug, run, sun

Review Initial Consonant \(r\)

Display the Alphafriend Card Reggie Rooster and Letter Card \(r\).

Remind children that the letter \(r\) stands for the sound /r/ at the beginning of Reggie Rooster. Have children say /r/ several times with you.

Remind children that another word that starts with \(r\) is run.

Ask children to run in place when you say words that start with the letter \(r\). Say: run, road, bud, red, ride, out, ring.

Check children’s ability to identify initial consonant \(r\).

Review Initial Consonant \(z\)

Display the Alphafriend Card Zelda Zebra and Letter Card \(z\).

Remind children that they know letter \(z\) stands for the sound /z/ at the beginning of Zelda Zebra. Have children say /z/ several times with you.

Remind children that another word that starts with \(z\) is zip.

Have children pretend to zip up their jacket zippers when you say words that start with the letter \(z\). Say: zebra, zigzag, pocket, zipper, band, zoo.

Check to be sure each child can identify initial consonant \(z\).
Blending Short u Words

**Give** three children the Letter Cards b, u, and g. Tell them to stretch out their individual letter sound when you point to them.

**Ask** them to repeat their sounds, one at a time, as they walk toward one another. When the three children join up, have them blend their sounds together to make the word *bug*.

**Repeat** the procedure to have children take turns to spell and blend these words: rug, jug; jut, nut; rut, but; bun, sun, run.

**Check** children’s ability to blend short u words.

**PHONICS CENTER**

Discuss the Picture Cards for bug, jug, nut, rug, run, sun and review the letters that make up the words. Children can build the words bug, jug, nut, rug, run, sun with Letter Cards.
Revisit High-Frequency Word **are**

**Objectives**
- identify and read the high-frequency word *are* in a sentence
- blend and read short *u* words

**Materials**
- Letter Cards: *a, b, c, d, G, g, h, o, r, s, t, u*
- Word Cards: *A, a, and, are, here*
- Punctuation Card *period*
- Picture Cards: *ball, bat, cat, dog, egg, hen, pan, pot, purse, quarter*
- Practice Master ES10–1

**Display** Word, Punctuation, and Picture Cards to show the following sentence: *A dog and a cat are here.*

**Tell** children they are going to read a sentence with the word *are*.

**Say:** "*A dog and a cat are here,*" pointing to each word as you go.

**Tell** children to use what they know about sounds as they read the sentence with you.

**Point to** words from the sentence randomly, and have children read them.

**Display** the following Picture Cards in random order: *egg/hen, quarter/purse, bat/ball, pan/pot.* Have volunteers use Picture Card pairs to make a new sentence and then read the sentence aloud.

**Check** that each child can identify the word *are.*
Revisit Blending Short u Words

Display the Letter Cards b, u, and s, and remind children that they know the sounds for b, /b/, u, /u/, and s, /s/.

Model blending the sounds as you sweep your hand under the letters: /bu˘u˘u˘u˘s/, bus. Have children blend and pronounce bus with you.

Replace the initial b with Letter Card G. Have children blend the name.

Display the Letter Cards b, u, and g.

Ask children to blend the word.

Place the Letter Cards d, b, and r beneath bug. Ask children to choose a Letter Card to replace the b in bug. Have children say the initial sound and blend the word.

Continue with dug, bug, rug. Model blending when needed.

Check children’s ability to blend short u words.

Practice Apply

Distribute copies of Practice Master ES10–1.

Read the directions, and discuss the pictures with children.

Remind children to use what they know about letters and sounds to read the story independently.

Have children read the story aloud.
Substituting Initial and Final Phonemes

Display in random order the following Picture Cards: bug, cat, dog, fox, hen, pig.

Hold up Picture Card bug and have it identified. Ask children to say bug, stretching out the sounds: /b/ /u˘ / /g/.

Ask: What is the first sound you hear in bug? (/b/) Take away the /b/ in bug and add /r/. What word do you have when you blend the sounds /r/ /u˘ / /g/? (rug)

Continue with the remaining Picture Cards, changing the initial phonemes to make new words cat (/h/, hat); dog (/j/, jog,); fox (/b/, box); hen (/p/, pen); and pig (/w/, wig).

Hold up Picture Card bug again. Ask: What is the last sound you hear in bug? (/g/) Take away the /g/ in bug and add /s/. What word do you have when you blend the sounds /b/ /u˘ / /s/? (bus)

Continue with the remaining Picture Cards, changing the final phonemes to make new words cat (/n/, can); dog (/t/, dot,); fox (/g/, fog,); hen (/m/, hem); and pig (/n/, pin).

Check that each child can substitute initial and final phonemes.
SKILL FOCUS: PHONICS

Beginning Sound \(l\), \(b\), \(c\)

Display the Picture Card for lock. Say lock, stretching out the beginning sound /l/. Ask children to say lock, stretching out the /l/ as you did.

Repeat the procedure with the Picture Cards for bell and cow; and the /b/ and /k/ sounds.

Space the three Picture Cards apart, and tell children that when you say a word, they should point to the Picture Card whose name begins with the same sound. Say: leap, book, laugh, card, band, cool, lemon, banana, camel.

Check children’s ability to discriminate among /b/, /k/, and /l/.

PHONICS CENTER

Children can work with Picture Cards bell, bug, cat, cow, lock, and lion. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS

Substituting Initial and Final Phonemes

Tell children that you are going to play a sound-and-word game with them.

Say: Listen as I say a word: /b/ /u˘ / /s/. Can you name it? (bus) Now, change the /s/ in bus to /g/ to name a tiny little animal. (bug)

Continue with other clues to substitute initial and final phonemes and name animals, for example:

- Change the /p/ in cap to /t/ to name an animal. (cat)
- Change the /b/ in box to /f/ to name an animal. (fox)
- Change the /t/ in dot to /g/ to name an animal. (dog)
- Change the /b/ in boat to /g/ to name an animal. (goat)
- Change the /t/ in pit to /g/ to name an animal. (pig)
- Change the /t/ in ten to /h/ to name an animal. (hen)

SKILL FOCUS: PHONICS

Initial Consonants b, c, l

Display the Alphafriend Card Benny Bear. Remind children that they already know the beginning sound for Benny Bear, /b/.

Display the Letter Card b. Tell children that the letter b stands for the sound /b/, the beginning sound of Benny Bear. Have children say /b/ several times.
Repeat the procedure with Alphafriend Card Callie Cat and Larry Lion and Letter Cards c and l.

Ask children to bow when you say words that begin with the letter b, pretend to cut when you say words that begin with the letter c, and leap in the air when you say words that begin with the letter l. Say: boat, cat, lion, cart, bike, leaf, can.

Note children who may need additional support discriminating among /b/, /c/, and /l/.

**SKILL FOCUS:** 10–15 MINUTES

**High-Frequency Word he**

Tell children that they will learn to read a new word, be.

Display Word Card he. Ask: How many letters do you see in this word? (two) What is the first letter? (h) What sound does the word start with? (/h/) This is the word he. Say the word with me, he.

Create from Word, Letter, Punctuation, and Picture Cards the sentence: He can go on a bike. Have children read the sentence with you.

Display the following Picture Cards: boat, horse, jeep, jet, mule. Have a volunteer choose a Picture Card to replace Picture Card bike and read the sentence.

Check each child’s ability to read the word be.

**PHONICS CENTER**

Children can work with Picture Cards bike, boat, can, cut, leaf, and lion. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**Day 3**

**SKILL FOCUS: PHONEMIC AWARENESS**

**Substituting Initial and Final Phonemes**

**Display**: Picture Card *bat*, and have children name the Picture Card. Then ask them to stretch out the sounds in *bat*: /b/ /a/ /t/. *(bat)*

**Ask**: What is the first sound you hear in *bat*? *(/b/)* Take away the /b/ in *bat* and add /s/. What word do you have when you blend the sounds? *(sat)* Now take away the /t/ in *sat* and add /d/. What word do you have? *(sad)*

**Continue** in a similar fashion, using the following Picture Cards: *dig* (initial /f/, *fig*; final /t/, *fit*), *fan* (initial /k/, *can*; final /p/, *cap*), and *jet* (initial /b/, *bet*; final /d/, *bed*).

**SKILL FOCUS: PHONICS**

**Initial Consonants b, c, l**

**Display**: Letter Cards *b*, *c*, and *l* and say their sounds, /b/, /k/ and /l/. Have children repeat the sounds with you.

**Mix**: Picture Cards for *bed*, *berries*, *can*, *cot*, *dig*, *fan*, *jet*, *lemon*, and *log* and place them below the Letter Cards *b*, *c*, and *l*.

**Ask**: children to take turns choosing a Picture Card, naming it, saying its beginning sound, and placing it next to the Letter Card that stands for that sound.

**Check**: children’s responses to evaluate their ability to distinguish among /b/, /k/ and /l/.

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**Objectives**

- substitute initial and final phonemes
- recognize words where initial consonant *b* = /b/
- recognize words where initial consonant *c* = /k/
- recognize words where initial consonant *l* = /l/
- blend short *u* words

**Materials**

- Letter Cards: *a, b, c, d, e, f, h, i, l, n, p, r, s, t, u*
- Picture Cards: *bed, berries, can, cot, dig, fan, jet, lemon, log*

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**Theme 10: A World of Animals**

**Week 2**
Display the Letter Cards c, u, and p, and remind children that they know the sounds for c, /k/, u, /ʊ/, and p, /p/. Have children identify each letter and the sound it stands for.

Model blending the sounds as you sweep your hand under the letters.

Say: I’ll say the sounds in order: first /k/, then /ʊ/, and last /p/. I hold each sound until I say the next one, /kʊ ʊ ʊ p/, cup. I’ve made the word cup. Let’s say cup together, cup.

Display the Letter Cards c, u, and t.

Have children blend and pronounce cut. Model blending the word as needed.

Continue with other words: pup, but, run, sun, tug, bug.

Check children’s ability to blend short u words.
**Objective**
- Identify words where initial consonant $b = /b/$
- Identify words where initial consonant $c = /k/$
- Identify words where initial consonant $l = /l/$
- Blend and read short $u$ words

**Materials**
- Alphafriend Cards: Benny Bear, Callie Cat, Larry Lion
- Letter Cards: $a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z$
- Picture Cards: bat, bug, cat, cut, lip, log

**Skill Focus: Phonics**

**Blending Words with Initial Consonants $b$, $c$, $l$**

**Display** the Alphafriend Card Benny Bear and Letter Card $b$.

**Remind** children that the letter $b$ stands for the sound $/b$/ they hear at the beginning of Benny Bear. Have children say $/b/$ several times.

**Repeat** the procedure with Callie Cat and $c$, and with Larry Lion and $l$.

**Display** Letter Cards for $c, u, b$. Point to each letter in turn and pronounce it with children: $/k/ /u/ /b/$. Then model how to blend the sounds to read the word: $/k/ /u/ /b/ /c/, cub$. Have children blend $cub$ with you.

**Say**: Watch as I change a letter in the word cub. Replace Letter Card $b$ with Letter Card $t$. Blend the word cut with children.

**Continue** blending with $cat, bat, bag, beg, leg$, and $log$.

**Note** children who may need more support

blending words with initial consonants $b, c, l$. 

**Objectives**
- Identify words where initial consonant $b = /b/$
- Identify words where initial consonant $c = /k/$
- Identify words where initial consonant $l = /l/$
- Blend and read short $u$ words
Blending Short u Words

Give three children the Letter Cards r, u, and n. Tell them to stretch out their individual letter sound when you point to them.

Ask the children to repeat their sounds, one at a time, as they walk toward one another. When the three children join up, have them blend their sounds together to make the word run.

Repeat the procedure to have children spell and blend these words: sun, sub, cub, tub, rug, tug.

Check each child’s ability to blend short u words.

PHONICS CENTER

Discuss the Picture Cards for bat, bug, cat, cut, lip, log and review the letters that make up the words. Children can build the words bat, bug, cat, cut, lip, log with Letter Cards.
Day 5

THEME 10: A World of Animals

WEEK 2

Revisit High-Frequency Word he

Objectives
- identify and read the high-frequency word he in a sentence
- blend and read short u words

Materials
- Letter Cards: a, b, c, d, g, h, n, r, u
- Word Cards: a, get, He
- Punctuation Card period
- Picture Cards: ball, bat, game, hat, key, kite, net, top
- Practice Master ES10–2

Display Word, Letter, Punctuation and Picture Cards to show the following sentence: *He can get a ball.*

Tell children they are going to read a sentence with the word be.

Say: *He can get a ball,* pointing to each word as you go.

Tell children to use what they know about sounds as they read the sentence with you.

Point to words from the sentence randomly, and have children read them.

Display the following Picture Cards: bat, game, bat, key, kite, net, top. Have children take turns substituting the Picture Card ball to make a new sentence and then reading the sentence aloud.
Revisiting Short u Words

Display the Letter Cards d, u, and g, and remind children that they know the sounds for d, /d/, u, /u/, and g, /g/.

Model blending the sounds as you sweep your hand under the letters: /duuuug/, dug. Have children blend and pronounce dug with you.

Replace the initial d with Letter Card r. Have children blend the new word.

Place Letter Cards b and b on the floor below the Letter Cards for rug.

Ask children to choose a Letter Card to replace the r in rug. Have them say the initial sound and blend the word for the group. (bug, bug)

Check each child’s ability to blend short u words.

Practice Apply

Distribute copies of Practice Master ES10–2.

Read the directions and discuss the pictures with children.

Remind children to use what they know about letters and sounds to read the story independently.

Have children read the story aloud.
Substituting Initial and Final Phonemes

Display the Picture Cards jug, dog, wig, and nut.

Hold up Picture Card jug and have it identified. Ask children to say jug, stretching out the sounds: /j/ /u˘/ /g/.

Ask: What is the first sound you hear in jug? (/j/)
Take away the /j/ in jug and add /r/. What word do you have when you blend the sounds /r/ /u˘/ /g/? (rug)

Continue with the remaining Picture Cards, changing the initial phonemes to make new words dog (/h/, hog); wig (/j/, jig,); and nut (/k/, cut).

Hold up Picture Card jug again. Ask: What is the last sound you hear in jug? (/g/)
Take away the /g/ in jug and add /t/. What word do you have when you blend the sounds? (jut)

Continue with the remaining Picture Cards, changing the final phonemes to make new words dog (/t/, dot); wig (/n/, win,); and nut (/b/, nub).

Note children who may need additional support substituting initial and final phonemes.
Beginning Sounds \(j, \ d, \ w, \ n\)

**Display** the Picture Card for *jug*. Say *jug*, stretching out the beginning sound \(/j/\). Ask children to say *jug*, stretching out the \(/j/\) as you did. Then have them say just the \(/j/\) sound.

**Repeat** the procedure with the Picture Cards for *dog*, \(/d/\); *wig*, \(/w/\); and *nut*, \(/n/\).

**Space** the Picture Cards out and tell children that when you say a word, they should point to the Picture Card whose name begins with the same sound. Say: *jump, wave, jingle, name, day, wish, juice, deep, nose, dance, will, nice.*

**Check** children’s ability to discriminate among \(/j/\), \(/d/\), \(/w/\), and \(/n/\).

**PHONICS CENTER**

Children can work with Picture Cards *dog, doll, jet, jug, net, nose, web, and wig*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS 10–15 MINUTES

Substituting Initial and Final Phonemes

Tell children that you are going to play a sound-and-word game with them.

Say: Listen as I say a word: /ch/ /ı˘/ /p/. Can you name it? (chip) Now, change the /p/ in chip to /k/ to name a baby hen. (chick)

Continue with other clues to substitute initial and final phonemes, for example:

- Change the /n/ in net to /v/ to name an animal doctor. (vet)
- Change the /p/ in pen to /d/ to name a bear’s home. (den)
- Change the /t/ in wet to /b/ to name a spider’s home. (web)
- Change the /t/ in cut to /b/ to name a baby bear. (cub)
- Change the /k/ in cup to /p/ to name a baby dog. (pup)
- Change the /t/ in ten to /h/ to name a farm animal. (hen)

SKILL FOCUS: PHONICS 10–15 MINUTES

Initial Consonants j, d, w, n

Display the Alphafriend Card Jumping Jill and Letter Card j. Remind children that they already know the beginning sound for Jumping Jill, /j/. Have children say /j/ several times.

Repeat the procedure with Alphafriend Card Dudley Duck, d; Willy Worm, w; and Nyle Noodle, n.
Ask children to jump when you say words that begin with the letter "j", dance when you say words that begin with the letter "d", wave when you say words that begin with letter "w", and touch their noses when you say words that begin with the letter "n". Say: worm, dirt, noise, jelly, dog, noodle, wish, jug.

**SKILL FOCUS:** 10–15 MINUTES

**High-Frequency Words are, he**

Tell children that they will practice reading their new words, are and he.

Display Word Card are. Ask: How many letters do you see in this word? (three) Say the word with me, are.

Display Word Card be. Ask: How many letters do you see in this word? (two) What is the first letter? (h) Say the word with me, he.

Create from Word and Punctuation Cards the sentence: She and he are here. Have children read the sentence with you.

Check each child's ability to read the words are and he.

**PHONICS CENTER**

Children can work with Picture Cards desk, dot, jar, jeep, net, nine, watch, and watermelon. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**THEME 10: A World of Animals  WEEK 3**

**Day 3**

**SKILL FOCUS: PHONEMIC AWARENESS 10–15 MINUTES**

### Substituting Initial and Final Phonemes

**Display** Picture Card *bat* and have children name the Picture Card. Ask them to stretch out the sounds in *bat*: /h/ / ə/ /t/. *(hat)*

**Ask:** What is the first sound you hear in *hat*? *(/h/)* Take away the /b/ in *hat* and add /b/. What word do you have when you blend the sounds? *(bat)* Now take away the /t/ in *bat* and add /g/. What word do you have? *(bag)*

**Continue** in a similar fashion, using the following Picture Cards and sounds: *hop* (initial /p/, /ɔp/; final /t/, /ɔt/), and *hug* (initial /b/, /ɔɡ/; final /s/, /ɔs/).

**Note** children who may need additional support substituting initial and final phonemes.

**SKILL FOCUS: PHONICS 10–15 MINUTES**

### Initial Consonants *j, d, w, n*

**Display** Letter Cards *j, d, w, n*, and say their sounds, /j/, /d/, /w/, and /n/. Have children repeat the sounds with you.

**Place** Picture Cards *dig, doll, jam, jet, nose, nurse, well, and white* below the Letter Cards *j, d, w,* and *n.*

**Ask** children to each choose a Picture Card, name it, say its beginning sound, and place it next to the Letter Card that stands for that sound.

**Check** children’s ability to distinguish among *j, d, w,* and *n.*

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**Objectives**
- substitute initial and final phonemes
- recognize words where initial consonant *j* = /j/
- recognize words where initial consonant *d* = /d/
- recognize words where initial consonant *w* = /w/
- recognize words where initial consonant *n* = /n/
- blend short *u* words

**Materials**
- Letter Cards: *b, d, g, h, j, l, m, n, t, u, w*
- Picture Cards: *bat, bug, dig, doll, hat, hop, hug, jam, jet, nose, nurse, pot, well, white*
Blending Short u Words

**Display** the Letter Cards n, u, and t, and remind children that they know the sounds for n, /n/, u, /u̯/, and t, /t/. Have children identify each letter and the sound it stands for.

**Model** blending the sounds as you sweep your hand under the letters.

**Say:** I’ll say the sounds in order: first /n/, then /u̯/, and last /t/. I hold each sound until I say the next one, /n̥u̯u̯u̯u̯t/, nut. I’ve made the word nut. Let’s say nut together, nut.

**Display** the Letter Cards b, u, and t.

**Have** children blend and pronounce but. Model blending the word as needed. Then have children blend the word on their own.

**Continue** with other words, for example: jut, jug, bug, lug, dug, mug, dud, mud.

**Check** children’s ability to blend short u words.
**Blending Words with Initial Consonants j, d, w, n**

**Objectives**
- recognize words where initial consonant j = /j/
- recognize words where initial consonant d = /d/
- recognize words where initial consonant w = /w/
- recognize words where initial consonant n = /n/
- blend short u words

**Materials**
- Alphafriend Cards: Jumping Jill, Dudley Duck, Willy Worm, Nyle Noodle
- Letter Cards: a, b, c, d, e, f, g, i, j, k, l, m, n, o, p, q, r, s, t, w
- Picture Cards: dig, dog, jam, jug, net, nut, web, wig

**Display** the Alphafriend Card *Jumping Jill* and Letter Card j.

**Remind** children that the letter j stands for the sound /j/ at the beginning of *Jumping Jill*. Have children say /j/ several times, and ask them to name some words that start with the letter j.

**Repeat** the procedure with Dudley Duck, d; Willy Worm, w; and Nyle Noodle, n.

**Display** Letter Cards for j, u, and g. Point to each letter in turn and pronounce it with children: /j/ /u/ /g/. Then model how to blend the sounds to read the word: /j/ /u/ /g/ /j/. Have children blend *jug* with you.

**Say:** Watch as I change a letter in the word *jug*. Replace Letter Card j with Letter Card d. Blend the word *dug* with children.

**Continue** blending with these words: dig, dog, jog, wag, wet, net, nut.

**Check** to make sure each child can blend words that start with j, d, w; and n.
Blending Short $u$ Words

Give three children the Letter Cards $d$, $u$, and $g$. Have them stretch out their individual letter sound when you point to them.

Ask children to repeat their sounds, one at a time, as they walk toward one another. When the three join up, have them blend their sounds together to make the word $dug$.

Repeat the procedure to have children spell and blend these words: jug, nut, jut, sun, run, fun, bud, mud.

Check children’s ability to blend short $u$ words.

PHONICS CENTER

Discuss the Picture Cards for dig, dog, jam, jug, net, nut, web, and wing and review the letters that make up the words. Children can build the words dig, dog, jam, jug, net, nut, web, and wig with Letter Cards.
Revisit High-Frequency Words *are*, *he*

**Display** Word, Letter, Punctuation, and Picture Cards to show the following sentence: *He and I are on the horse*.

**Tell** children they are going to read a sentence with the words *are* and *be*.

**Say:** *He and I are on the horse*, pointing to each word as you go.

**Tell** children to use what they know about sounds as they read the sentence with you.

**Point to** words from the sentence randomly, and have children read them.

**Display** the following Picture Cards: *bike, farm, horse, jeep, jet, mule, quilt*. Have volunteers substitute the Picture Card horse to make a new sentence and then read the sentence aloud.

**Check** each child’s ability to read sentences with *are* and *be*. 

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**Objectives**

- identify and read the high-frequency words *are*, *he* in a sentence
- blend and read short *u* words

**Materials**

- Letter Cards: c, d, g, h, l, n, o, t, u
- Word Cards: *and, are, He, I, the*
- Punctuation Card *period*
- Picture Cards: *bike, farm, horse, jeep, jet, mule, quilt*
- Practice Master ES10–3
**REVISIT BLENDING SHORT U WORDS**

**Display** the Letter Cards c, u, and t, and remind children that they know the sounds for c, /k/, u, /ʊ/, and t, /t/.

**Model** blending the sounds as you sweep your hand under the letters: /kuˆuˆuˆuˆt/, cut. Have children blend and pronounce cut with you.

**Replace** the initial c with Letter Card h, and have children blend the new word.

**Display** Letter Cards l, u, and g. Have children blend and pronounce lug with you.

**Replace** the initial l with Letter Card d, and have children blend the new word. (dug)

**Check** children’s ability to blend short u words.

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**Practice Apply**

**Distribute** copies of Practice Master ES10–3.

**Read** the directions and discuss the pictures with children.

**Remind** children to use what they know about letters and sounds to read the story independently.

**Have** children read the story aloud.