Theme 2: Colors All Around
EXTRA SUPPORT LESSONS FOR

Colors All Around
**Beginning Sounds**

**Direct** attention to the alphabet banner on display in the room. Point to the letter A and ask: *Is this the beginning of the alphabet? (Yes, it is.)* Review with children other “beginnings,” such as the beginning of a book, a month or a week, or a number line. Make sure children grasp the concept of *beginning* as being the first in a series.

**Recall** that a word has a beginning, too. Ask children to listen as you say a word. Say *sun,* emphasizing the /s/. Ask: *What sound did you hear at the beginning or the first? (/s/) *Repeat with a few other words, such as *lamp,* *mitten,* *book,* and *rose.*

**Tell** children that they will practice listening for words that begin with the same sound. Explain that you will say two words. If the words begin with the same sound, they should give a “thumbs up.” If the words do not begin with the same sound, they should give a “thumbs down.”

**Say** these pairs: *sun/seal; sun/bus; bean/bat; cat/coat; coat/boat; leg/lock; man/milk; man/fan; fox/five.*

**Note** children who signal that the word pairs *sun/bus, coat/boat,* or *man/fan* begin with the same sounds. These children may not understand the concept of *beginning.*
Beginning Sound s

Recite and repeat the chant shown. Have children join in as they are able. For some silliness of their own, children may enjoy standing and sitting alternately for each /s/ word in the chant.

Display the Picture Card for six. Say six, stretching out the /s/, /ssiks/. If needed, model for children the position of the mouth and teeth while saying /s/.

Say: Get your mouth ready to say six. Now say it. Have children repeat six several times.

Tell children that you will read some words. Explain that if they hear a word that begins with /s/ they should stand up, and if they hear another word that begins with /s/ they should sit down.

Model standing and sitting alternately for two or three /s/ words. Then let children continue without your assistance. Use these words: seal, sun, fish, sea, tooth, soap, sandal, mat, box, sand, soup, rake, soft.

Check children’s responses to be sure they can identify words that begin with /s/.

PHONICS CENTER

Children can sort Picture Cards by initial sound by separating Picture Cards whose names begin with /s/ (sad, sandbox, sandwich, sun) from those whose names do not begin with /s/ (bed, cat, dog, girl, band, log, pig, toy). 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**

### Beginning Sounds

**Display** the Picture Cards *salt*, *seal*, *six*, and *sandals*. Name each picture, having children say the picture name after you.

**Point to** the card for *six*. Say *six*, stretching out the /s/, /ssiks/. Ask children to say *six* similarly. Repeat with the other cards, leading children to see that they all begin with the same sound.

**Ask** children to listen as you say some words. Tell them to listen for /s/. If they hear /s/ at the beginning of the word, they should pretend to sing. Use these words: *soup*, *bus*, *sound*, *seven*, *dress*, *secret*, *class*, *gas*, *sack*, *mess*, *song*, *sign*, *boss*, *sock*.

**Note** any children who have trouble distinguishing words that begin with /s/ from words that end with /s/. These children may need additional help understanding the concept of beginning.

### Initial Consonant *s*

**Display** the Alphafriend Card *Sammy Seal*. Ask if children can recall the name of this Alphafriend. Have children say *Sammy Seal*, listening for the beginning sound, /s/.

**Show** the Letter Card *s*. Have children name the letter. Say: *Yes, this is the letter s. The letter s stands for /s/, the sound you hear at the beginning of Sammy Seal*.

**Have** children say /s/ several times with you. You might mention to children that the letter’s name gives a clue to its sound: s, /s/. 

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**Objectives**
- identify words that begin with /s/
- recognize the letter s
- recognize the high-frequency word *I*

**Materials**
- Alphafriend Card *Sammy Seal*
- Letter Card *s*
- Word Card *I*
- Picture Cards: *cut*, *dig*, *fox*, *hop*, *hug*, *jar*, *kiss*, *mix*, *rope*, *run*, *salt*, *seal*, *six*, *sandals*, *toast*, *zebra*
Have children sit only when they hear words that begin with the letter s. Say: sing, sit, mop, set, some, van, six, sail, cloud, sunny, seagull.

Check each child’s ability to name words that begin with the letter s.

**SKILL FOCUS:** 10–15 MINUTES

**High-Frequency Word: I**

Tell children that they will practice reading a new word, I. Remind children that the word I is both a letter and a word. Call on children to use the word I in oral sentences. Demonstrate by beginning with this sentence: I read books.

Display Word Card I. Remind children that the word I is always written with a capital letter.

Say: You use the word I instead of your name when you are talking about yourself. Since the word I is another way to name yourself, it begins with a “big” or capital letter, just as your name does.

Spread out the following Picture Cards: cut, dig, hop, bug, kiss, mix, run. Have a child choose a Picture Card to hold beside the Word Card I, and say the resulting phrase aloud to the group.

Check each child’s ability to read I.

**PHONICS CENTER**

Children can sort Picture Cards by initial sound by separating Picture Cards whose names begin with /s/ (salt, seal, six, sandals) from those whose names do not begin with /s/ (fox, jar, rope, toast, zebra). Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Objectives
- identify the number of words heard in oral sentences
- identify words that begin with /s/
- recognize the letter s

Materials
- Letter Card s
- Word Card I
- Picture Cards: bat, map, rake, sandbox, seal, six, sun
- index cards

Skills Focus: Phonemic Awareness | 15–20 Minutes

Words in Oral Sentences

Display the Word Card I. Remind children that they have learned to read this word. Have them read the word with you.

Explain that you will now say a sentence using the word I. Say: I hug my dog. Ask children to watch as you say the sentence again. This time, as you say each word place Word Card I and three blank index cards along a board ledge.

Point to the cards as you say the sentence again. Say: Look at the cards and count them. Now tell me how many words are in the sentence I hug my dog? Yes, there are four words in the sentence.

Model with several more sentences. Then call on children to place a card for each word as you say the sentences shown.

Observe children to be sure they place the cards in a left to right order. Also check to be sure each sentence begins with Word Card I, and is followed by the appropriate number of blank index cards.
Initial Consonant \( s \)

**Display** Letter Card \( s \) and say its sound, \( /s/ \). Have children repeat the sound with you. Remind children that the letter \( s \) stands for \( /s/ \), the same sound they hear at the beginning of *Sammy Seal*.

**Place** Picture Cards for *bat*, *sandbox*, *seal*, *map*, *six*, *rake*, and *sun* below the Letter Card \( s \). Have children name the pictures, emphasizing the beginning sound in each picture’s name.

**Call on** children to choose a Picture Card whose name begins with \( /s/ \), say its name aloud, and place it next to Letter Card \( s \). Have other children repeat the picture’s name, and tell whether or not it begins with the letter \( s \).

**Check** each child’s ability to identify the names that start with the letter \( s \).
**Objective:**
- identify the number of words heard in oral sentences

**Materials:**
- construction paper squares: four of one color and one of another color per child

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**Words in Oral Sentences**

**Distribute** five squares of colored paper, four of one color and one of another color, to each child. Tell children that they are going to play a game to find out how many words are in sentences. Say: *I will say a sentence. You put down a paper square for each word I say to show how many words are in the sentence. Use squares that are the same color.*

**Model** for children how to use the squares to show this sentence: *This book is good.*

**Ask:** How can we show that the first is very important and different from the other words. Yes, we can use the other color to show that the first word is important.
Point to each square as you say the sentence again. Then ask how many words are in the sentence. (four)

Have children repeat your actions to show the sentence on a desk or tabletop. As they work, observe children to make sure that they use the odd color square to begin the sentence and that they build the sentence from left to right.

Provide practice with additional sentences. First, say the sentence. Then repeat it slowly, having children show each word with a paper square. Finally, ask children how many words were in the sentence. For now, use only monosyllabic words in your sentences, as shown.

Retain the squares for later use.

Verify children’s responses by saying the sentence again and having them point to the cards one at a time.

The cat drinks milk. (4)
I swim in the lake. (5)
Close the door. (3)
The girl likes pears. (4)
The new bike is red. (5)
The dog barks at birds. (5)
**Objectives**
- identify and read the high-frequency word *I* in a sentence

**Materials**
- Letter Card *s*
- Word Card *I*
- Punctuation Card *period*
- Picture Cards: *cut, dig, mix, run, sad, salt, sandals, sandbox, sandwich, seal, six, sun*
- Practice Master ES2–1

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

**Revisit Initial Consonant *s***

**Display** the Letter Card *s*. Have children name the letter and say its sound. Say: *Yes, this is the letter *s*. The letter *s* stands for /s/.

**Place** the Picture Cards for *mix, run, cut, and dig* along with all of the Picture Cards for *s* below the Letter Card *s*. Have children name the pictures, emphasizing the beginning sound in each picture’s name.

**Hold** up a Picture Card. Ask: *Does* (picture’s name) begin with the sound for *s*? Where should we put this picture, under the letter *s* or off to the side?

**Place** pictures whose names begin with *s, /s/* beneath Letter Card *s*. Place pictures whose names do not begin with *s, /s/* off to the side.

**Check** understanding by making sure each child has a turn to identify a picture whose name begins with *s, /s/*. Repeat the activity as needed, using Picture Cards for *s* and other Picture Cards as distracters.
Revisit High-Frequency Word: I

Display Word Card I to the left of Picture Cards cut, dig, mix, and run and Punctuation Card period. Call on children to read the word and name the pictures.

Point to Word Card I. Remind children that I is both a letter and a word. Then tell children that they are going to read sentences with the word I and some Picture Cards.

Display the sentence I dig, and read it. Then ask each child to read the sentence, and add something to it. A child might say, for example, I dig in the garden or I dig in a sandbox.

Repeat with the other Picture Cards.

Check each child’s ability to read I.

Practice Apply

Distribute copies of Practice Master ES2–1.

Read the directions for children and discuss the pictures.

Direct attention to the sentence beneath each picture. Mention to children that the sentences are like the ones they have been reading in class—they are made up of both words and pictures.

Have children use what they know about the words and pictures to read the story independently. As needed, remind children to color the person on each page who is saying the sentence.

Call on children to read the story aloud and identify the sentence speakers.
Theme 2: Colors All Around

WEEK 2

Day 1

Skill Focus: Phonemic Awareness

15–20 Minutes

Beginning Sounds

Display the Picture Cards for cat and mat. Name each picture, and have children say the picture name after you. Ask: Do cat and mat begin with the same sounds? (no) What sound do you hear at the beginning of cat? (/k/) What sound do you hear at the beginning of mat? (/m/) Are /k/ and /m/ the same sound? (No, they are different sounds.) Then ask: What is the same about cat and mat? (They end with the same sounds; they rhyme.)

Repeat the procedure with the Picture Cards for box/fox and for run/sun.

Check children’s understanding by displaying these Picture Cards: mop, top. Have children name the cards. Then ask: What is the same about mop and top? (They end with the same sounds; they rhyme.) What is different about mop and top? (They begin with different sounds.) Then add Picture Card mule to mop and top. Ask: Which word begins like mule: mop or top? (mop)

Continue by adding the Picture Card for ten, and having children say that it begins like top.

Objectives

• identify beginning sounds
• identify and say the /m/ sound

Materials

• Picture Cards: box, cat, desk, fan, fox, gate, jeep, king, man, mat, mix, mop, mule, pot, rug, run, sun, ten, top, watch

Technology

Education Place

www.eduplace.com
Colors All Around

Audio CD
In The Big Blue Sea
Audio CD for Colors All Around

Lexia Phonics

CD-ROM
Primary Intervention
Beginning Sound  \textit{m}

\textbf{Recite} the chant, rubbing your stomach when you say /m/. Repeat the chant, asking children to join in as they are able.

\textbf{Display} the Picture Card for \textit{mop}. Say \textit{mop}, stretching out the /m/: /mmmop/. Ask children to say \textit{mop} similarly. Then have them just say /m/. Ask them to think about how their lips feel when they say the sound.

\textbf{Mention} to children that /m/ is a sound many people make when something tastes good. Tell children that you will say some words. They should rub their tummies and say \textit{Mmmm} when they hear a word that starts with /m/: \textit{man}, \textit{girl}, \textit{map}, \textit{mix}, \textit{fox}, \textit{mule}, \textit{seal}.

\textbf{Check} children’s ability to identify and produce /m/.

\textbf{PHONICS CENTER}

Children can sort Picture Cards by initial sound by separating Picture Cards whose names begin with /m/ (\textit{man}, \textit{mix}, \textit{mop}, \textit{mule}) from those whose names do not begin with /m/ (\textit{desk}, \textit{fan}, \textit{gate}, \textit{jeep}, \textit{king}, \textit{pot}, \textit{rug}, \textit{watch}). As needed, review the Picture Cards with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS

Beginning Sounds

Display the Picture Cards map, mat, mix, and mop in a pocket chart or on a board ledge. Name each picture, having children say the picture name after you.

Point to the card for mix. Say mix, stretching out the /m/, /mmmiks/. Ask children to say mix similarly. Repeat with the other cards, leading children to see that they all begin with the same sound.

Say: Jam—/jjjam/. Does jam begins with /m/? No, jam does not begin with /m/. It ends with /m/. It begins with /j/.

Ask children to listen as you say some words. Tell them to listen for the /m/ sound. If they hear /m/ at the beginning of the word, they should pretend to mix something in a bowl. Use these words: drum, moon, milk, bim, mouth, room, mask, march.

Note children who pretend to mix when they hear words that end with /m/. These children may need additional help understanding the concept of beginning.

SKILL FOCUS: PHONICS

Initial Consonant m

Display the Alphafriend Card Mimi Mouse. Ask if children can recall the name of this Alphafriend. Have children say Mimi Mouse, listening for the beginning sounds. Remind them that Mimi Mouse begins with /m/.

Display the Letter Card m. Call on a child to name the letter.
Say: Yes, this is the letter m. The letter m stands for the sound you hear at the beginning of Mimi Mouse, /m/. Have children say /m/ several times with you. Tell them that the letter’s name gives a clue to its sound: m, /m/.

Ask children to march in place as they name other words that begin with m. (marble, map, mobile, markers, mail, mice, mitten)

Check each child’s ability to name words that begin with the letter m.

**SKILL FOCUS: 10–15 MINUTES**

**High-Frequency Word: see**

Tell children that they will read a new word, see. Display the Word Card see. Ask: How many letters does see have? (three) What is the first letter in the word? (s) What sound does the letter s stand for? (/s/) Read the word with me, see.

Display the Word Card I and read it. Then use Word and Punctuation Cards to display I see. Ask children to read the words with you.

Spread out the following Picture Cards: berries, jam, sandals, toast, toys. Call on children to choose a Picture Card, add it to the end of the I see, and read the sentence.

Check each child’s ability to read see.

**PHONICS CENTER**

Children can sort Picture Cards berries, jam, map, mat, mix, mop, sandals, toast, and toys by initial sound. Review the Picture Cards with children to prepare them for the Phonics Center activities.
Objectives
• identify the number of words heard in oral sentences
• identify words that begin with /m/
• recognize the letter m

Materials
• Letter Card m
• Picture Cards: bug, map, mat, mix, mop, rake, seal, toast

Words in Oral Sentences

Remind children that they have been counting words in sentences. Tell children that today, you will say a sentence, and they will clap once for each word they hear. Model for children as you say and then clap this sentence: I like mice.

Say: Listen as I say and clap the sentence again: I like mice. (clap, clap, clap) How many claps did you hear? (three)

Repeat the sentence, writing on the board a tally mark for each word you say. Have children count the tally marks with you to verify their answers.

Have children follow your model, and clap the words as you say sentences that describe the children. (Examples: Pablo has a red shirt. Carly has black hair.) As you repeat the sentence, tally each word so children can count and verify their responses.

Continue until all children have at least one sentence about them.

Note each child’s ability to identify the number of words in an oral sentence.
Initial Consonant m

Display the Letter Card m and say its sound, /m/. Have children repeat the sound with you. Remind children that the letter m stands for /m/, the same sound they hear at the beginning of Mimi Mouse.

Place Picture Cards seal, rake, bug, toast among the Picture Cards map, mat, mix, mop on the floor or table below the Letter Card m.

Call on children to choose a Picture Card whose name begins with /m/, say its name aloud, and place it next to Letter Card m. Have other children repeat the picture’s name and tell whether or not it begins with the letter m.

Check each child’s ability to identify words that begin with the consonant m.
Day 4

**SKILL FOCUS: PHONEMIC AWARENESS**

**Words in Oral Sentences**

**Distribute** five squares of colored paper, four of one color and one of another color, to each child. Recall how children used these squares to show how many words were in a sentence.

**Model** how to use the squares again.

**Say:** *Listen as I say a sentence:* The fish is big.

*Now watch. I will use the different colored square to show the first word of the sentence. Then I will use the other squares to show the other words in the sentence.*

**Point to** each square as you say the sentence again. Then ask how many words are in the sentence. *(four words)*

**Have** children duplicate your actions. As they work, watch to see that they use the odd color square to begin the sentence and build the sentence, from left to right, one card at a time.

**Verify** responses by saying the sentence again and having children point to the cards one at a time.

**Objectives**
- identify the number of words heard in oral sentences
- identify words where initial consonants s = /s/
- recognize the letter s

**Materials**
- Alphafriend Card Sammy Seal
- Letter Card s
- construction paper squares: four of one color and one of another color per child
- Picture Cards: man, mix, mule, salt, seal, sun
Provide practice with additional sentences. First, say the sentence. Then repeat it slowly as children show each word with a paper square. Finally, ask how many words were in the sentence. Until children are comfortable listening for and counting words in oral sentences, use monosyllabic words in your sentences.

Review Initial Consonant s

Display the Alphafriend Card Sammy Seal and Letter Card s.

Review with children that the letter s stands for the sound you hear at the beginning of Sammy Seal, /s/. Have children say /s/ several times with you.

Remind children that another word that starts with s /s/ is sip.

Call on children to pretend to sip from a glass or straw as they name other words that start with the letter s.

Check each child’s ability to identify words that begin with the letter s.

PHONICS CENTER

Children can sort Picture Cards mule, salt, mix, seal, man, sun to identify beginning sounds and letters. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**Day 5**

**SKILL FOCUS: PHONICS**

**Revisit Initial Consonant m**

**Display** the Letter Card m. Have children name the letter and say its sound. Say: *Yes, this is the letter m. The letter m stands for /m/.*

**Place** Picture Cards for berries, jam, red, toast, and toys along with the Picture Cards man, map, mop, and mule below the Letter Card m.

**Hold** up a Picture Card. Have children name the picture, emphasizing the beginning sound. Ask: *Does (picture’s name) begin with the sound for m? Where should we put this picture, under the letter m or off to the side?*

**Place** pictures whose names begin with m, /m/ beneath Letter Card m. Place pictures whose names do not begin with m, /m/ off to the side.

**Check** understanding by making sure each child has a turn to identify a picture whose name begins with m, /m/.

**SKILL FOCUS:**

**Revisit High-Frequency Word: see**

**Display** the Word Cards I and see along with Picture Cards berries, toys, red, toast, and jam.

Tell children that they are going to read a sentence with the word see. Use Word, Punctuation, and Picture Cards to display the sentence: *I see toast.*
Say: “I see toast,” pointing to each word as you read it.

Tell children to use what they know about words and pictures to read the sentence with you.

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

Call on children to come up and choose a new Picture Card to complete the sentence. Then have them read it.

Check each child’s ability to read see in the context of a sentence.

**Practice Apply**

Distribute copies of Practice Master ES2–2.

Read the directions for children and discuss the pictures.

Direct attention to the sentence beneath each picture. Mention to children that the sentences are a little different from those they have been reading in class—these sentences are made up of words and a letter.

Have children use what they know about beginning letter sounds, words, and pictures to read the story independently. As needed, remind children to color what the girl sees on each page.

Call on each child to read a story page aloud and to identify what the girl sees on that page.
Beginning Sounds

Display the Picture Cards for *pan*, *pig*, *pin*, and *purse*. Have children name the pictures. Then ask: *What is the same about the words pan, pig, pin, and purse?* (All begin with the same sound; all begin with /p/.)

Hold up the Picture Card *rock*. Ask if *rock* begins with the same sound as *pan*, *pig*, *pin*, and *purse*. If children have difficulty, ask them to say *pan* and *rock* while looking into a mirror. Have them note the position of their lips as they say /p/ and /r/.

Tell children to listen carefully as you say pairs of words. If the words begin with the same sound, they should say *yes*. If the words do not begin with the same sound, they should say *no*. Say these pairs: *hen/hat*, *vet/leash*, *rock/rug*, *key/king*, *pig/wig*, *dig/desk*, *net/nine*.

Check children’s responses to be sure they can identify whether pairs of consonants are alike or different.
Beginning Sound \( r \)

Recite and repeat the chant shown. Ask children to join in as they are able.

Display the Picture Card for run. Say run, stretching out the beginning sound /r/. Ask children to say run as you did. Then have children just say /r/. Ask them to think about how their mouths move when they say the sound.

Say: Now get your mouth ready to say run. Now say it. Have children repeat run several times.

Tell children that you will say some words. They should run in place when they hear a word that starts with /r/: rake, map, girl, rope, rug, seal, red.

Check children’s responses to make sure they can identify and produce /r/.

PHONICS CENTER

Children can work with Picture Cards map, mule, rake, rug, sandwich, and sun. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Objective:
- identify words that begin with /r/
- recognize the letter r
- recognize the high-frequency words I, see

Materials:
- Alphafriend Card Reggie Rooster
- Letter Card r
- Word Cards: I, see
- Picture Cards: berries, boat, jam, lamp, map, nurse, rake, rock, rope, rug, run, sandals, toast, toys, vest, yellow

**SKILL FOCUS: PHONEMIC AWARENESS**

### Beginning Sounds

**Display** the Picture Cards rake, rock, rope, rug, and run. Name each picture, having children say the picture name after you.

**Say** rub, emphasizing the beginning sound. Ask children to say rub similarly. Ask children if rub begins with /r/. (Yes)

**Ask** children to listen as you say another word. Say car, emphasizing the beginning sound. Ask if car begins with /r/. (No) Say: Car does not begin with /r/. It begins with /k/. You hear the /r/ at the end of car not at the beginning.

**Tell** children to listen as you say some more words. Tell them if they hear /r/ at the beginning of the word, they should rub their hands together. Say: bear, race, raccoon, stir, rule, purr, room.

**Observe** their responses and note any children who have difficulty distinguishing words that begin with /r/ from words that end with /r/.
- These children may need additional help with the concept of beginning.

**SKILL FOCUS: PHONICS**

### Initial Consonant r

**Display** the Alphafriend Card Reggie Rooster. Ask if children can recall the name of this Alphafriend. Have children say Reggie Rooster, emphasizing the beginning sound, /r/.

**Hold** up the Letter Card r. Call on a child to name the letter. Say: Yes, this is the letter r. The letter r stands for the sound you hear at the beginning of Reggie Rooster, /r/. 
Have children say /r/ several times with you. You might mention to children that the letter’s name gives a clue to its sound: r, /r/.

Call on children to rub their hands together as they name other words that begin with the letter r. (Examples: ruler, ring, rabbit, rain, rocket, ride, roll)

Check each child’s ability to name words that start with the letter r.

**SKILL FOCUS:** 10-15 MINUTES

**High-Frequency Words: I, see**

Tell children that they will practice reading their new words, I and see.

Display the Word Cards I and see. Ask children to read the words with you. Then tell them that they will practice reading some sentences with these words.

Create from Word and Picture Cards the sentence I see red jam. Read the sentence for children, pointing to each word as you read it. Then have children read it with you.

Spread out the following Picture Cards: red, jam, berries, toast, sandals, toys, yellow. Have children take turns to replace the Picture Cards with one or more Picture Cards to create a new sentence and read the new sentence aloud.

Note each child’s ability to read the words I and see.

**PHONICS CENTER**

Children can sort Picture Cards boat, lamp, map, nurse, rake, rock, rope, rug, rest. Review the Picture Cards with children to prepare them for the Phonics Center activities.
Tell children that they will practice counting words in sentences. Explain that you will say a sentence, and they should clap once for each word they hear. Model for children as you say and then clap this sentence: I ran in a race.

Say: Listen as I say and clap the sentence again: I ran in a race. (clap, clap, clap, clap, clap) How many claps did you hear? (five)

Repeat the sentence, writing on the board a tally mark for each word you say. Have children count the tally marks with you to verify their answers.

Have children clap the words as you say sentences about them. (Examples: Sam plays soccer, Ana likes the color red.) As you repeat the sentence, tally each word so children can count and verify their responses.

Continue until each child has had at least one sentence told about him or her.

Observe children to see if they clap twice for two-syllable words. If they do, repeat the sentence again, pausing between each word. Explain that some words such as soccer have two parts but are still one word.
Initial Consonant r

Display the Letter Card r and say its sound, /r/. Have children repeat the sound with you. Remind children that the letter r stands for the same sound they hear at the beginning of Reggie Rooster, /r/.

Place the Picture Cards lion, tooth, mop, pig among the Picture Cards rake, rock, rope, rug, run below the Letter Card r. Have children name the pictures, stretching the beginning sound in each picture’s name.

Have children take turns to choose a Picture Card whose name begins with /r/, say its name aloud, and place it next to Letter Card r. Have other children repeat the picture’s name and tell whether or not it begins with the letter r.

Check each child’s ability to tell whether or not words begin with the letter r.
**Objective**
- identify the number of words heard in oral sentences
- identify words where initial consonant m = /m/
- identify words where initial consonant s = /s/

**Materials**
- Alphafriend Cards: Sammy Seal, Mimi Mouse
- Letter Cards: s, m
- paper and pencil for each child
- Picture Cards: map, mat, mop, mule, rake, rock, rope, rug, run, sad, salt, sandals, sandbox, six

**Skill Focus: Phonemic Awareness**

**Words in Oral Sentences**

**Distribute** paper and pencils to children. Tell children they will learn to use little marks to show how many words are in a sentence. Say: *I will say a sentence. You put down a little mark for each word I say to show the sentence.*

**Model** how to use tally marks to record the number of words in a sentence. Say the following, marking one tally mark for each word: *The dog fetches the ball.*

**Say:** *I will use one little mark for first word of the sentence. I will use more little marks to show the other words in the sentence. Now watch as I show how many words are in the sentence: The (tally)... dog (tally)... fetches (tally)... the (tally)... ball (tally).*

**Point** to each tally mark as you say the sentence again. Then ask how many words are in the sentence. *(five)*

**Provide** practice with these additional sentences:
- The sun is yellow. (4)
- I like pink flowers. (4)
- A fire engine is red. (5)
- The grass is blue. (4)
- Fish live in the blue sea. (6)

**Verify** responses by saying the sentence again and having children point to your tally marks one at a time. If children make more than one tally for a multisyllabic word, remind them that some words can have more than one syllable.
**Review Initial Consonant s**

Display the Alphafriend Card *Sammy Seal* and Letter Card *s*. Remind children that the letter *s* stands for the sound they hear at the beginning of *Sammy Seal*, /s/. Have children say /s/ several times with you.

Remind children that another word that starts with *s* is *sing*. Have children pretend to sing as they take turns naming other words that start with the letter *s*.

Check each child’s ability to name words that begin with the letter *s*.

**Review Initial Consonant m**

Display the Alphafriend Card *Mimi Mouse* and Letter Card *m*. Remind children that the letter *m* stands for the sound they hear at the beginning of *Mimi Mouse*, /m/. Have children say /m/ several times with you.

Remind children that another word that starts with *m* is *march*. Have children march in place when you say words that start with the letter *m*. Say: *moon, man, horse, monkey, map, go, mud, meet*.

Check each child’s ability to name words that begin with the letter *m*.

**PHONICS CENTER**

Children can sort Picture Cards *sad, salt, sandals, sandbox, six, map, mat, mop, mule, rake, rock, rope, rug, and run*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Objective
- identify words where initial consonant \( r = /r/ \)
- recognize the letter \( r \)
- identify and read the high-frequency words \( I, \) see in a sentence

Materials
- Letter Card \( r \)
- Word Cards: \( I, \) see
- Picture Cards: berries, brown, doll, jam, map, rake, rock, rope, rug, run, seal, toast, web
- Punctuation Card period
- Practice Master ES2–3

SKILL FOCUS: PHONICS
Revisit Initial Consonant \( r \)

Display Letter Card \( r \). Have children name the letter and say its sound. Say: Yes, \( this \) is the letter \( r \). The letter \( r \) stands for the sound we hear at the beginning of Reggie Rooster, \( /r/ \).

Place Picture Cards doll, web, map, seal along with Picture Cards rake, rock, rope, rug, run below the Letter Card \( r \).

Hold up a Picture Card. Call on children to name the picture, emphasizing the beginning sound. Ask: Does (picture’s name) begin with the sound for \( r \)? Where should you put this picture, under the letter \( r \) or off to the side?

Place pictures whose names begin with \( r, /r/ \) beneath Letter Card \( r \). Place pictures whose names do not begin with \( r, /r/ \) off to the side.

Check understanding by making sure each child has a turn to identify a picture whose name begins with \( r, /r/ \).

SKILL FOCUS:
Revisit High-Frequency Words: \( I, \) see

Display the Word Cards \( I \) and see along with Picture Cards berries, brown, jam, red, and toast.
Tell children that they are going to read a sentence with the words I and see. Use Word, Punctuation, and Picture Cards to display the sentence: I see brown toast.

Say: “I see brown toast,” pointing to each word as you read.

Tell children to use what they know about words and pictures to read the sentence with you.

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

Call on children to choose a new Picture Card to complete and read the new sentence.

Check each child’s ability to read I and see in a sentence.

**Practice Apply**

Distribute copies of Practice Master ES2–3.

Read the directions for children and discuss the pictures.

Direct attention to the sentence beneath each picture. Mention to children that the sentences are like the ones they have been reading in class—they are made up of both words and pictures.

Have children use what they know about the words and pictures to read the story independently. As needed, remind children to color what the boy sees on each page.

Ask children to read the story aloud and identify the item the boy sees on each page.