EXTRA SUPPORT LESSONS FOR

We’re a Family
**Objectives**
- blend onset and rime
- identify and say the /t/ sound

**Materials**
- Picture Cards: can, fan, hop, jet, man, mop, net, pan, sad, salt, six, sun, tag, ten, toast, vet

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**Blending Onset and Rime**

**Remind** children that they have been learning about beginning sounds and rhyming words. Tell children that they will play a game to see how much they have learned.

**Display** the Picture Cards pan, man, can, and fan. Say: *I will say a beginning sound and a rhyming part. You put the two sounds together to tell what Picture Card I am naming. Listen: /f// å//n/. Now put the sounds together to name the Picture Card.*

**Model** saying and blending the sounds: /f// å//n/, *fan*. Then pick up Picture Card *fan*, say the sounds, and blend them again. Have children repeat the sounds and blend the word with you.

**Continue** with /p// å//n/ (pan), /m// å//n/ (man), and /k// å//n/ (can). When children have blended the word, call on a child to remove the Picture Card.

**Note** each child’s ability to blend onset and rime. If children need additional practice, use the Picture Cards hop, mop, top and jet, net, vet.
Beginning Sound t

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

**Display** the Picture Card for ten. Say ten, stretching out the /t/, /ttten/. Ask children to say ten similarly. Then have children just say /t/. Ask them to think about how their teeth and mouth are when they say the sound.

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

**Follow** the same procedure with tick, tock, time, and together.

**Tell** children that you will say some words. They should hold up ten fingers when they hear a word that starts with /t/: tag, map, toast, tooth, toys, seal, top.

**Check** children’s responses to be sure they can recognize words that start with /t/.

**PHONICS CENTER**

Review the Picture Cards sad, salt, six, sun, tag, ten, toast, and top and their initial sounds with children to prepare them for the Phonics Center activities.

CHANT
/t/ /t/ /t/
Tick, tock
Ten o’clock.
Time to play together.
SKILL FOCUS: PHONEMIC AWARENESS 10–15 MINUTES

**Blending Onset and Rime**

**Tell** children that today they will blend more sounds to name pictures.

**Display** the Picture Cards bat, bike, cat, dog, doll, game, goat, and hat. Say: I’ll say some sounds. You can put the sounds together to name one of the Picture Cards. Listen: /h//a˘//t/. Now put the sounds together to name the Picture Card.

**Model** saying and blending the sounds: /h//a˘//t/, hat. Then pick up the Picture Card bat, say the sounds, and blend them again. Have children repeat the sounds and blend the word with you.

**Continue** with /g//o˘//t/ (goat), having children say the sounds separately and then blend them together. Call on a child to remove the Picture Card goat from the display. Proceed in a similar manner with the other Picture Cards.

**Check** each child’s ability to blend the sounds.

SKILL FOCUS: PHONICS 10–15 MINUTES

**Initial Consonant t**

**Display** the Alphafriend Card Tiggy Tiger. Ask if children can recall the name of this Alphafriend. Have children say Tiggy Tiger, listening for the beginning sounds. Remind them that Tiggy Tiger begins with the sound /t/.

**Objectives**
- blend onset and rime
- identify words that begin with /t/
- recognize the letter t
- recognize the high-frequency word my

**Materials**
- Alphafriend Card: Tiggy Tiger
- Letter Card t
- Word Cards: I, see, my
- Punctuation Card period
- Picture Cards: bat, bike, cat, dog, doll, game, goat, hat, map, mix, seal, sun, tooth, top
Display the Letter Card t. Call on a volunteer to name the letter. Say: Yes, this is the letter t. The letter t stands for /t/, the sound you hear at the beginning of Tiggy Tiger. Have children say /t/ several times with you. You might mention to children that the letter’s name begins with its sound: t, /t/.

Call on children to touch their toes as they name other words that begin with the letter t. (Examples: tent, table, tickle, tap, teeth, tub)

Check each child’s ability to identify words that start with the letter t.

**SKILL FOCUS:** 10-15 MINUTES

**High-Frequency Word my**

Tell children that they will practice reading a new word, my.

Place the Word Cards to form the phrase I see my ______. Ask children to read the phrase with you. Tell them that they will practice reading some sentences with these words.

Create from Word, Punctuation, and Picture Cards the sentence I see my dog. Have children read the sentence with you.

Spread out the following Picture Cards: bat, bike, cat, doll, game, goat, bat. Have a child choose a Picture Card to add to the end of the phrase and read the new sentence aloud to the class.

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

**PHONICS CENTER**

Review the Picture Cards map, mix, seal, sun, tooth, and top and their initial sounds with children to prepare them for the Phonics Center activities.
Objective:
- segment onset and rime
- identify words that begin with /t/
- recognize the letter t

Materials
- Letter Card t
- Picture Cards: cut, dig, hop, hug, kiss, mix, run, tag, ten, top

Segmenting Onset and Rime

Remind children that they have been blending together beginning sounds and ending sounds to say words. Tell children that today they will take some words apart to show what their beginning and ending sounds are.

Display the Picture Cards cut, dig, hop, bug, kiss, mix, run, and tag. Choose a Picture Card and hold it up. Say, for example: *I have the Picture Card hop. What sound do you hear at the beginning of hop? That's right, /h/. Now listen as I say hop and then separate the beginning sound from the rest of the word: hop, /h/…⁄o˘/ /p/.*

Have children repeat *hop, /h/…⁄o˘/ /p/* after you.

Ask a child to choose a Picture Card, name it, and separate the beginning sound from the rest of the name. Then have the child lead the group in repeating the word and separating the beginning sound from the rest of the name. Make sure each child has a chance to choose a Picture Card and lead the group.

Check each child’s ability to segment onset and rime.
Initial Consonant \( t \)

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

**Place** the Picture Cards *dig, kiss, bop, and mix* among the Picture Cards *tag, ten, and top* on the floor or table below the Letter Card \( t \). Have children name the pictures, stretching the beginning sound in each picture’s name.

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

**Note** each child’s ability to tell whether or not a picture name starts with the letter \( t \).
Words in Oral 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: *Our class has many books.*

**Say:** *Listen as I say and clap the sentence again:* Our class has many books. (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 follow your lead and clap the words as you say sentences that tell about the classroom. (Example: *The blocks are in the corner.*) (6) As you repeat a sentence, tally each word so children can count and verify their responses.

**Follow** the same procedure with these sentences:

*The board is green.* (4)

*The rug is round.* (4)

*We share at circle time.* (5)

*We have snack in the morning.* (6)

**Observe** children as you tally to be sure they are clapping only once for multi-syllable words.

Review Initial Consonant **s**

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

Remind children that another word that starts with *s* is *sit*.

Have children stand and then sit 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*.

### SKILL FOCUS: PHONICS

#### Review Initial Consonant *m*

Display the Alphafriend Card *Mimi Mouse* and the Letter Card *m*.

Review with children that the letter *m* stands for */m/*, the sound they hear at the beginning of *Mimi Mouse*. Have them say */m/* several times with you.

Remind children that another word that starts with *m* is *mouth*.

Call on children to point to their mouths as they name other words that start with the letter *m*.

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

#### PHONICS CENTER

Review the Picture Cards *mop, mule, sandwich, six, tag*, and *toast* and their initial sounds with children to prepare them for the Phonics Center activities.
Objectives
- identify words where initial consonant $t = /t/$
- identify and read the high-frequency word my in a sentence

Materials
- Letter Card $t$
- Word Cards: $I$, my, see
- Picture Cards: boat, hat, toast, tooth, toys, vest, yarn
- Punctuation Card period
- Practice Master ES3–1

Revisit Initial Consonant $t$

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

Place the Picture Cards boat, hat, vest, and yarn along with the Picture Cards toast, tooth, toys, on the floor or table above the Letter Card $t$.

Hold up a Picture Card. Ask: Does (picture’s name) begin with the sound for $t$? Where should we put this picture, under the letter $t$ or off to the side?

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

Check understanding by making sure each child has a turn to identify a picture whose name begins with $t$, /t/. Repeat the activity as needed, using Picture Cards for $t$ and other Picture Cards as distracters.

Revisit High-Frequency Word my

Display Word Cards $I$, see, and my to the left of the Picture Card hat and Punctuation Card period.
**Say:** “I see my bat,” pointing to each word as you read.

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

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

**Call on** children to choose a new Picture Card to complete the sentence. Then have them read the new sentence.

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

**Practice Apply**

**Distribute** copies of Practice Master ES3–1.

**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 what the girl sees.

**Call on** children to read the story aloud.
**Objective**
- blend onset and rime
- identify and say the /b/ sound

**Materials**
- Picture Cards: bat, bed, hat, hop, hut, man, map, net, nine, nut, pan, pig, pin, sad, salt, tag, ten

**Display**
The Picture Cards pan, pin, and pig. Name the pictures with children.

**Say**
I’ll say some sounds. You put the sounds together to name one of the Picture Cards.
Listen: /p// a˘//n/.

**Model**
saying and blending the sounds: /p// a˘/ /n/, pan. Then pick up Picture Card pan, say the sounds, and blend them again. Have children repeat the sounds and blend the word with you.

**Continue**
with /p// i˘//n/ (pin) and /p// i˘//g/ (pig).
When children have blended the word, call on a child to remove the Picture Card. If children need additional practice use the Picture Cards net, nut, nine and bat, hop, but.

**Observe**
children to see that they are blending beyond the initial sound.
Beginning Sound \textit{b}

\textbf{Recite} and repeat the chant shown. Ask children to join in when they are able.

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

\textbf{Say}: \textit{Now get your mouth ready to say bat. Now say it.} Have children repeat \textit{bat} several times.

\textbf{Follow} the same procedure with \textit{ball} and \textit{bases}.

\textbf{Tell} children that you will say some words. Ask them to pretend to swing a bat and say /b/ when they hear a word that starts with /b/: \textit{boat, hot, bake, bone, desk, boy, rug}.

\textbf{Check} their responses to be sure they recognize words that start with /b/.

\textbf{PHONICS CENTER}

Review the Picture Cards \textit{bat, bed, man, map, sad, salt, tag, and ten} and their initial sounds with children to prepare them for the Phonics Center activities.
**OBJECTIVES**

- identify words that begin with /b/
- recognize the letter b
- recognize the high-frequency word like

**MATERIALS**

- Alphafriend Card Benny Bear
- Letter Card b
- Word Cards: I, like, my
- Punctuation Card period
- Picture Cards: bat, bed, bell, bike, boat, box, bug, cat, dog, doll, mix, mop, sandals, sandbox, tooth, top, toys

**SKILL FOCUS: PHONEMIC AWARENESS**

**Blending Onset and Rime**

Display the Picture Cards bat, bed, bell, bike, boat, box, and bug in a pocket chart or on a board ledge. Name each picture, having children say the picture name after you.

Tell children to listen carefully as you say some sounds. Say: I’ll say some sounds. You put the sounds together to name one of the Picture Cards. Listen: /b//e˘//l/.

Model saying and blending the sounds: /b//e˘//l/, bell. Then pick up Picture Card bell, say the sounds, and blend them again. Have children repeat the sounds and blend the word with you.

Continue with another Picture Card for b. When children have blended the word, call on a child to remove the Picture Card.

Observe children to see that they are blending beyond the initial sound.

**SKILL FOCUS: PHONICS**

**Initial Consonant b**

Hold up the Alphafriend Card Benny Bear and say his name for children, emphasizing the beginning sounds. Have children say his name similarly.

Display the Letter Card b. Call on a child to name the letter. Say: Yes, this is the letter b. The letter b stands for /b/, the sound you hear at the beginning of Benny Bear. Have children say /b/ several times with you. You might mention to children that the letter’s sound appears at the beginning of its name: b, /b/.
Call on children to pretend to bounce a ball as they name other words that begin with the letter b. (Examples: book, banana, basket, bed, bus, bear, bake)

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

**SKILL FOCUS:**

**High-Frequency Word: like**

Tell children that they will read a new word, like. Display the Word Card like. Ask: How many letters does like have? (four) What letter begins the word? (l) Read the word with me, like.

Display the Word Cards I and my and have them read. Then place the Word Cards I, like, and my, and Punctuation Card period to form the phrase I like my_____. Ask children to read the phrase with you. Then tell them that they will practice reading some sentences with these words.

Spread out the following Picture Cards: ball, cat, dog, doll, sandals, and toys. Have a child choose a Picture Card to add to the end of the phrase and read the new sentence aloud to the class.

Check each child’s ability to read like.

**PHONICS CENTER**

Review the Picture Cards bell, bike, mix, mop, sandals, sandbox, tooth, and top and their initial sounds with children to prepare them for the Phonics Center activities.
Segmenting Onset and Rime

Remind children that they have been blending together beginning sounds and ending sounds to say words. Tell children that today they will take some words apart to show what their beginning and ending sounds are.

Display the Picture Cards *bat*, *bed*, *bell*, *bike*, *boat*, *box*, and *bug*. Choose a Picture Card and hold it up. Say, for example: *I have the Picture Card box*. What sound do you hear at the beginning of *box*. That’s right, /b/. Now listen as I say *box* and then separate the beginning sound from the rest of the word: *box*, /b/…/o˘//ks/.

Have children repeat *box*, /b/…/o˘//ks/ after you.

Ask a child to choose a Picture Card, name it, and separate the beginning sound from the rest of the name. Then have the child lead the group in repeating the word and separating the beginning sound from the rest of the name. Make sure each child has a chance to choose a Picture Card and lead the group.

Check each child’s ability to segment the sounds.
Initial Consonant \textit{b}

\textbf{Display} the Letter Card \textit{b} and say its sound, /\textit{b}/. Have children repeat the sound with you. Remind children that the letter \textit{b} stands for /\textit{b}/, the same sound they hear at the beginning of \textit{Benny Bear}.

\textbf{Place} the Picture Cards \textit{seal, rake, girl, map,} and \textit{toast} among the Picture Cards \textit{bat, bed, bell, bike, boat, box,} and \textit{bug} on the floor or table above the Letter Card \textit{b}. Have children name the pictures, stretching the beginning sound in each picture's name.

\textbf{Call on} children to choose a Picture Card whose name begins with /\textit{b}/, say its name aloud, and place it under Letter Card \textit{b}. Have other children repeat the picture's name and tell whether or not it begins with the letter \textit{b}.

\textbf{Note} each child's ability to tell whether or not a name begins with the letter \textit{b}.
Objectives

- segment onset and rime
- identify words where initial consonant t = /t/
- identify words where initial consonant r = /r/
- identify words where initial consonant m = /m/

Materials

- Alphafriend Cards: Tiggy Tiger, Reggie Rooster, Mimi Mouse
- Letter Cards: m, r, t
- Picture Cards: map, mat, rake, rock, seal, sun, tag, tooth

Segmenting Onset and Rime

Display the Picture Cards map, mat, rake, rock, tag, and tooth in random order. Choose a Picture Card and hold it up. Say, for example: I have the Picture Card tag. What sound do you hear at the beginning of tag. That’s right, /t/. Now listen as I say tag and then separate the beginning sound from the rest of the word: tag, /t/…/a˘/ /g/.

Have children repeat tag, /t/…/a˘//g/ after you.

Ask a child to choose a Picture Card, name it, and separate the beginning sound from the rest of the name. Then have the child lead the group in repeating the word and separating the beginning sound from the rest of the name. Make sure each child has a chance to choose a Picture Card and lead the group.

Note children’s ability to segment words into beginning sounds and ending sounds.

Review Initial Consonant t

Display the Alphafriend Card Tiggy Tiger and the Letter Card t. Remind children that the letter t stands for the sound they hear at the beginning of Tiggy Tiger, /t/. Have them say /t/ several times. Explain to children that another word that starts with t is tap.

Call on children to tap the floor or their desktop with their hand as they name other words that start with the letter t.

Check each child’s ability to name words that begin with the letter t.
SKILL FOCUS: PHONICS  
5–10 MINUTES

**Review Initial Consonant r**

**Display** the Alphafriend Card Reggie Rooster and the Letter Card r.

**Review** with children that the letter r stands for /r/, the sound they hear at the beginning of Reggie Rooster. Have children say /r/ several times. Remind children that another word that starts with r is run.

**Call on** children to run in place as they name other words that start with the letter r.

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

SKILL FOCUS: PHONICS  
5–10 MINUTES

**Review Initial Consonant m**

**Display** the Alphafriend Card Mimi Mouse and the 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. Review with children that another word that starts with m is mouth.

**Call on** children to point to their mouths as they name other words that start with the letter m.

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

**PHONICS CENTER**

Review the Picture Cards map, mat, rake, rock, seal, sun, tag, and tooth and their initial sounds with children to prepare them for the Phonics Center activities.
Revisit Initial Consonant b

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

Place the Picture Cards sandals, rake, toast, and map along with Picture Cards bat, bell, boat, bug on the floor or table above the Letter Card b.

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

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

Check understanding by making sure each child has a turn to identify a picture whose name begins with b, /b/.
Revisit High-Frequency Word: *like*

**Display** the Word Cards *I, like, and my* along with the Picture Cards *ball, bat, bed, berries, bike,* and *boat*.

**Tell** children that they are going to read a sentence with the word *like*. Use Word, Punctuation, and Picture Cards to display the sentence: *I like my bed*.

**Say:** “*I like my bed,*” 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 come up and choose a new Picture Card to complete the sentence. Then have them read the new sentence.

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

**Practice Apply**

**Distribute** copies of Practice Master ES3–2.

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

**Direct** attention to the sentence beneath each picture. Mention to children that the sentences are 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 likes.

**Call on** children to read the story aloud.
Day 1

Theme 3: We’re a Family

WEEK 3

Skill Focus: Phonemic Awareness

15–20 Minutes

Blending Onset and Rime

Display the Picture Cards for ball, bell, and bed.

Objectives

- blend onset and rime
- identify and say the /n/ sound

Materials

- Picture Cards: ball, bed, bell, dig, dog, dot, lip, lock, log, net, nine, nut, ten, toast

Say: I’ll say some sounds. You put the sounds together to name one of the Picture Cards. Listen: /b//e˘//d/.

Ask children to say the sounds with you. Then have them blend the sounds together to say the word. Call on a child to hold up the Picture Card that was named. If children need assistance, model saying and blending the sounds: /b//e˘//d/, bed. Have children repeat the sounds and blend the word with you.

Continue with /b//ô//l/ (ball) and /b//e˘//l/ (bell).

Observe children to see that they are blending and thinking beyond the initial sound. If children need additional practice use the Picture Cards dig, dog, dot and lip, log, lock.

Technology

Education Place

www.eduplace.com

We’re a Family

Audio CD

Tortillas and Lullabies

Shoes for Grandpa

Audio CD for We’re a Family

Lexia Phonics

CD-ROM

Primary Intervention

98

Theme 3: We’re a Family
Beginning Sound /n/

Recite and repeat the chant shown. Ask children to join in touching their noses when they hear or say a word that starts with /n/.

Display the Picture Card for nut. Say nut, stretching out the /n/. Ask children to say nut similarly. Then have children just say /n/. Ask them to think about where their tongues are as they say /n/.

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

Tell children that you will say some words. They should touch their nose when they hear a word that starts with /n/: nine, ten, girl, net, nice, berries, nose.

Check their responses to be sure they recognize words that begin with /n/.

PHONICS CENTER

Review the Picture Cards ball, bed, bell, net, nine, nut, ten, and toast and their initial sounds with children to prepare them for the Phonics Center activities.
Day 2

**Objective 1:** Blend onset and rime
- Identify words that begin with /n/
- Recognize the letter n
- Recognize the high-frequency words like, my

**Materials**
- Alphafriend Card Nyle Noodle
- Letter Card n
- Word Cards: like, my
- Punctuation Card period
- Picture Cards: bike, doll, kite, nose, nurse, nut, rug, sandbox, tag, watch

**Skill Focus: Phonemic Awareness**

**Blending Onset and Rime**

**Display** the Picture Cards for n in a pocket chart or on a board ledge.

**Say:** I'll say some sounds. You put the sounds together to name one of the Picture Cards. Listen:/n//û//t/.

**Ask** children to say the sounds with you. Then have them blend the sounds together to say the word. If children need assistance, model saying and blending the sounds:/n//û//t/, nut. Have children repeat the sounds and blend the word with you.

**Call on** a child to remove the Picture Card that was named.

**Repeat** the procedure until all the Picture Cards have been named and removed.

**Observe** children to see that they are blending beyond the initial sound.

**Skill Focus: Phonics**

**Initial Consonant n**

**Display** the Alphafriend Card Nyle Noodle. Ask if children can recall the name of this Alphafriend. Have children say Nyle Noodle, listening for the beginning sounds.

**Display** the Letter Card n. Call on a child to name the letter. Say: Yes, this is the letter n. The letter n stands for the sound you hear at the beginning of Nyle Noodle, /n/. Have children say /n/ several times with you. You might mention to children that the letter's name ends with its sound: n, /n/. 
**Ask** children to touch their noses as they name other words that begin with the letter *n*.
(Examples: nice, neat, noodles, no, November, neck)

**Check** each child’s ability to identify words that start with the letter *n*.

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**SKILL FOCUS:** 10–15 MINUTES

**High-Frequency Words: my, like**

**Tell** children that they will practice reading their new words, *my* and *like*.

**Place** the Word Cards *I*, *like*, and *my* side by side to form the phrase *I like my*.

**Ask** children to read the phrase with you. Then tell them that they will practice reading some sentences with these words.

**Create** from Word, Punctuation, and Picture Cards the sentence *I like my nose*.

**Spread** out the following Picture Cards: kite, sandbox, watch, bike, doll. Have a child choose a Picture Card to add to the end of the phrase and read the new sentence aloud to the class.

**Check** each child’s ability to read the words *my* and *like*.

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**PHONICS CENTER**

Review the Picture Cards bike, nose, nurse, nut, rug, sandbox, and tag and their initial sounds with children to prepare them for the Phonics Center activities.
Segmenting Onset and Rime

**Tell** children that today they will take some words apart to show what their beginning and ending sounds are.

**Display** the Picture Cards for **n**. Choose a Picture Card and hold it up. Say, for example: *I have Picture Card nine. What sound do you hear at the beginning of nine? That’s right, /n/>. Now listen as I say nine and then separate the beginning sound from the rest of the word: nine, /n/.../i/ /n/.

**Have** children repeat nine, /n/.../i/ /n/ after you.

**Ask** a child to choose a Picture Card, name it, and separate the beginning sound from the rest of the name. Then have the child lead the group in repeating the word and separating the beginning sound from the rest of the name.

**Make** sure each child has a chance to choose a Picture Card and lead the group.

**Note** children who may need additional support segmenting onset and rime.

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**Objectives**
- segment onset and rime
- identify words that begin with /n/
- recognize the letter **n**

**Materials**
- Letter Card **n**
- Picture Cards: hose, hut, jet, net, nine, nurse, purse
**SKILL FOCUS: PHONICS**  
**15–20 MINUTES**

**Initial Consonant n**

**Display** the Letter Card _n_ and say its sound, /n/. Have children repeat the sound with you. Remind children that the letter _n_ stands for /n/, the same sound they hear at the beginning of _Nyle Noodle_.

**Place** the Picture Cards _jet, hose, purse_, and _but_ among the Picture Cards _net, nine_, and _nurse_ on the floor or table below the Letter Card _n_. Have children name the pictures, stretching the beginning sound in each picture’s name.

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

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Display the Letter Card _n_ and say its sound, /n/. Have children repeat the sound with you. Remind children that the letter _n_ stands for /n/, the same sound they hear at the beginning of _Nyle Noodle_.

Place the Picture Cards _jet, hose, purse_, and _but_ among the Picture Cards _net, nine_, and _nurse_ on the floor or table below the Letter Card _n_. Have children name the pictures, stretching the beginning sound in each picture’s name.

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

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**SKILL FOCUS: PHONICS**  
**15–20 MINUTES**

**Initial Consonant n**

Display the Letter Card _n_ and say its sound, /n/. Have children repeat the sound with you. Remind children that the letter _n_ stands for /n/, the same sound they hear at the beginning of _Nyle Noodle_.

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Day 4

Theme 3: We’re a Family  Week 3

SKILL FOCUS: PHONEMIC AWARENESS  10–15 MINUTES

Segmenting Onset and Rime

Display the Picture Cards for t. Choose a Picture Card and hold it up. Say: I have Picture Card top. What sound do you hear at the beginning of top? That’s right, /t/. Who can say top and then separate the beginning sound from the rest of the word? Yes, top, /t/…/o˘//p/…/p/. Have children repeat top, /t/…/o˘//p/ after you.

Ask a child to choose a Picture Card, name it, and separate the beginning sound from the rest of the name. Then have the group repeat the word and separate the sounds. Repeat the procedure with the Picture Cards for b, s, and r. Make sure each child has a chance to segment a word.

SKILL FOCUS: PHONICS  5–10 MINUTES

Review Initial Consonant t

Display the Alphafriend Card Tiggy Tiger and the Letter Card t. Remind children that t stands for /t/, the sound at the beginning of Tiggy Tiger. Say /t/ with them. Explain that another word that starts with t is tap. Ask children to tap on their desk as they name other words that start with t.

Check each child’s ability to identify words that begin with t.

SKILL FOCUS: PHONICS  5–10 MINUTES

Review Initial Consonant b

Display the Alphafriend Card Benny Bear and the Letter Card b. Remind children that the letter b stands for /b/, the sound at the beginning of Benny Bear. Have children say /b/ with you.

Objectives

• segment onset and rime
• identify words where initial consonant t = /t/
• identify words where initial consonant b = /b/
• identify words where initial consonant s = /s/
• identify words where initial consonant r = /r/

Materials

• Alphafriend Cards: Tiggy Tiger, Benny Bear, Sammy Seal, Reggie Rooster
• Letter Cards: b, r, s, t
• Picture Cards: box, bug, rake, run, sad, seal, ten, tooth, top

Materials

• Alphafriend Cards: Tiggy Tiger, Benny Bear, Sammy Seal, Reggie Rooster
• Letter Cards: b, r, s, t
• Picture Cards: box, bug, rake, run, sad, seal, ten, tooth, top
Explain that another word that starts with b is *bounce*. Ask children to pretend to bounce a ball as they name other words that start with b.

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

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**SKILL FOCUS: PHONICS**  
5–10 MINUTES

### Review Initial Consonant s

**Display** the Alphafriend Card *Sammy Seal* and the Letter Card s. Remind children that s stands for /s/, the sound at the beginning of *Sammy Seal*. Have children say /s/ with you. Explain that another word that starts with s is *sing*. Ask children to “sing” other words that start with s.

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

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**SKILL FOCUS: PHONICS**  
5–10 MINUTES

### Review Initial Consonant r

**Display** the Alphafriend Card *Reggie Rooster* and the Letter Card r. Remind children that the letter r stands for the sound at the beginning of *Reggie Rooster*; /r/. Have children say /r/ with you. Explain that another word that starts with r is *run*. Ask children to run in place as they name other words that start with the letter r.

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

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**PHONICS CENTER**

Review the Picture Cards *box, bug, rake, run, sad, seal, ten*, and *tooth* and their initial sounds with children to prepare them for the Phonics Center activities.
Day 5

Revisit Initial Consonant $n$

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

Place the Picture Cards for doll, web, seal, and jam among the Picture Cards net, nose, and nut on the floor or table above the Letter Card $n$.

Point to a Picture Card. Have children name the picture, stretching out the beginning sound.

Ask: Does (picture’s name) begin with the sound for $n$? Where should we put this picture, under the letter $n$ or off to the side?

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

Check understanding by making sure each child has a turn to identify a picture whose name begins with $n$, /n/. Repeat the activity as needed, using Picture Cards for $n$ and other Picture Cards as distracters.

Objectives
- identify words where initial consonant $n = /n/$
- identify and read the high-frequency words my, like in a sentence

Materials
- Letter Card $n$
- Word Cards: I, like, my
- Punctuation Card period
- Picture Cards: berries, doll, jam, net, nose, nut, orange, sandwich, seal, toast, watermelon, web
- Practice Master ES3–3

THEME 3: We’re a Family

WEEK 3

Objectives
- identify words where initial consonant $n = /n/$
- identify and read the high-frequency words my, like in a sentence

Materials
- Letter Card $n$
- Word Cards: I, like, my
- Punctuation Card period
- Picture Cards: berries, doll, jam, net, nose, nut, orange, sandwich, seal, toast, watermelon, web
- Practice Master ES3–3

SKILL FOCUS: PHONICS

15–20 MINUTES
**SKILL FOCUS:**

15–20 MINUTES

**Revisit High-Frequency Words:**

*like, my*

**Display** the Word Cards *I, like,* and *my* along with Picture Cards *berries, sandwich, jam, orange, toast,* and *watermelon.*

**Use** Word, Punctuation, and Picture Cards to display the sentence: *I like my sandwich.* Say: “*I like my sandwich,*” pointing to each word as you read.

**Tell** children to use what they know about the words and picture 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 the sentence. Then have them read the new sentence.

**Check** each child’s ability to read *like* and *my* in the context of a sentence.

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**Practice Apply**

**Distribute** copies of Practice Master ES3–3, and read the directions for children. Discuss the pictures with them.

**Direct** attention to the sentences beneath each picture. Mention to children that the sentences are made up of both words and pictures.

**Have** children use what they know about words and pictures to read the story independently. As needed, remind children to color what each animal likes.

**Ask** children to read the story aloud.