Theme 4:

Friends Together
EXTRA SUPPORT LESSONS FOR

Friends Together
**SKILL FOCUS: PHONEMIC AWARENESS**  
15–20 MINUTES

**Blending and Segmenting Onset and Rime**

**Have** children pretend that there are some animals in the classroom that they need to catch and send home. To catch each animal, children must say its name.

**Say:** I'll say some sounds. You can put the sounds together to make an animal name: /h/.../ēn/ (hen).

**Follow** the same procedure with /f/.../ōks/ (fox) and /k/.../āt/ (cat).

**Display** the Picture Cards as animals are “caught.”

**Call on** children to separate the beginning sound from the rest of the name to send the animals home: *ben* (/h/.../ēn/); *fox* (/f/.../ōks/); *cat* (/k/.../āt/).

**Remove** Picture Cards as animals are “sent home.”

**Note** each child’s ability to blend and segment the sounds.

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**Objectives**
- blend and segment onset and rime
- identify and say the /h/ sound

**Materials**
- Picture Cards: button, bat, bug, cat, fox, hammer, hat, helicopter, hen, hop, nest, necklace, nine

**Technology**

**Education Place**
www.eduplace.com
Friends Together

**Audio CD**
Aaron and Gayla’s Alphabet Book
Audio CD for Friends Together

**Lexia Phonics**
CD-ROM
Primary Intervention

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**THEME 4: Friends Together**

**WEEK 1**
Beginning Sound h

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

Display the Picture Card for bop. Say bop, stretching out the beginning sound /h/. If needed, model for children the /h/ mouth position.

Say: Get your mouth ready to say hop. Now say it.

Have children repeat bop several times.

Tell children you’ll say some words, and they should stand up and hop when they hear a word that starts with /h/: hen, box, bat, bay, net, dog, band.

Check children’s responses for understanding.

PHONICS CENTER

Children can work with Picture Cards that start with the letters b, n, and h. Review the Picture Cards button, bat, bug, nest, necklace, nine, helicopter, bat, and hammer and their initial sounds with children to prepare them for the Phonics Center activities.
**Day 2**

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

### Blending and Segmenting Onset and Rime

**Objectives**
- blend and segment onset and rime
- identify words that begin with /h/
- recognize the letter h
- recognize the high-frequency word a

**Materials**
- Alphafriend Card Hattie Horse
- Letter Card h
- Word Card a
- Picture Cards: bat, box, bug, hat, horse, nine

**Play** “Pat, Pat, Clap” and “Clap, Pat, Pat” with words shown here.

**Note** children who may need additional support blending and segmenting.

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<th>Pat</th>
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**SKILL FOCUS: PHONICS** 10–15 MINUTES

### Initial Consonant h

**Display** the Alphafriend Card Hattie Horse. Remind children that they already know the beginning sound for Hattie Horse, /h/.

**Display** the Letter Card b. Tell children that the letter b stands for the sound /h/, the beginning sound of Hattie Horse. Have children say /h/ several times with you.

**Have** children, one at a time, stand up and hop as they name other words that begin with the letter b. (Examples: hat, has, hot, hen, hand, hit, horse)

**Check** each child’s ability to name words that begin with the letter b.
**High-Frequency Word: a**

**Tell** children that they will learn to read a new word, *a*. Tell them that *a* is both a letter and a word.

**Say:** “I see a girl,” as you point to a girl in the class, and “I see a boy,” as you point to a boy in the class.

**Display** the Picture Card for *bat*. Then place the Word Card *a* beside the Picture Card for *bat* and say: *A bat*.

**Call on** a child to choose a Picture Card to hold beside the Word Card *a*, and have them say the resulting phrase aloud to the group. Repeat with other children and Picture Cards.

**Note** each child’s ability to recognize the word *a*.

**PHONICS CENTER**

Children can work with Picture Cards whose names begin with the letters *b, n, and b*. Review the Picture Cards *bat, bug, nine, bat*, and their initial sounds with children to prepare them for the Phonics Center activities.
Objectives
- blend phonemes
- recognize words in which initial consonant $h = /h/$
- blend short $a$ words: at, hat, am, ham, ram

Materials
- Alphafriend Card Andy Apple
- Letter Cards: $a$, $h$, $m$, $r$, $t$
- Picture Cards: bus, can, cow, hand, hay, horse

Blending Phonemes

Tell children that you are going to play a guessing game with them.

Say: *I am thinking of something that writes ink on paper. It is a /p/ /e˘/ /n/.* Can you name it? *(pen)*

Say: *I am thinking of something that swims in the ocean. It is a /f/ /ı˘/ /sh/.* Can you name it? *(fish)*

Give a child a word and ask him or her to think of a new riddle for the group to blend and solve. *(Examples: hat, dog, bug, pig)*

Check each child’s ability to blend phonemes.

Initial Consonant $h$

Display the Letter Card $h$ and say its sound, /h/.
Have children repeat the sound with you.

Place Picture Cards for can, horse, bus, cow, and hand on the floor or table below the Letter Card $h$.

Call on children to choose a Picture Card that begins with the /h/ sound, place it next to the Letter Card $h$, and say its name aloud.

Note children’s ability to identify words that begin with the initial consonant $h$. 
Short a


Say: *This Alphafriend is Andy Apple. Say Andy Apple with me. Andy’s letter is the vowel a, and the sound for a is /æ/. Say /æ/ with me. Now stretch out the sound: /ææææ/.*

Check to be sure each child is saying /æ/ correctly.

Blending Short a Words

Display the Letter Cards a and t, and remind children that they know the sounds for a, /æ/, 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 say the sounds in order: first /æ/, then /t/. I hold each sound until I say the next one, /ææææt/, at. I’ve made the word at. Let’s say it together, at.*

Display the Letter Cards b, a, and t. Model blending the sounds as you sweep your hand under the letters: /hæææt/, bat. Have children blend and pronounce bat with you. Then have children blend the word on their own.

Repeat this procedure with am, bam and ram, and have children blend the sounds as you point to the letters.

Note children who may need additional support blending short a words.
Objectives
- identify words where initial consonant \( b = /b/ \)
- identify words where initial consonant \( n = /n/ \)
- blend and read short a words: at, hat, man

Materials
- Alphafriend Cards: Andy Apple, Benny Bear, Nyle Noodle
- Letter Cards: \( a, h, m, n, t \)

**Review Initial Consonant \( b \)**

**Display** the Alphafriend Card *Benny Bear* and the Letter Card \( b \).

**Remind** children that the letter \( b \) stands for the sound /b/ at the beginning of *Benny Bear*. Have children say /b/ several times with you.

**Tell** children that another word that starts with \( b \) is *bend*. Have children stand up and bend forward as they name some other words that start with the letter \( b \).

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

**Review Initial Consonant \( n \)**

**Display** the Alphafriend Card *Nyle Noodle* and the Letter Card \( n \).

**Remind** children that the letter \( n \) stands for the sound /n/ at the beginning of *Nyle Noodle*. Have children say /n/ several times with you.

**Tell** children that another word that starts with \( n \) is *nose*. Have children stand up and touch their noses as they name some other words that start with the letter \( n \).

**Check** each child’s ability to identify words that begin with the letter \( n \).
WEEK 1

Review Short a


Remind children that the letter a stands for the sound /a/ at the beginning of Andy Apple. Call on children to say the /a/ sound, /aaa/, /a/.

Note children who may need more help with /a/. 

Blending Short a Words

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

Point to a and n and have them move together as they say their sounds. Have the children say the word they have made: /aann/, an.

Have the child with m walk toward a and then n, stretching out the /m/. When the three children join up, have them blend their sounds together to make the word man. Repeat with at, bat, and other words.

Check each child’s ability to blend the sounds together and identify the short a words.

PHONICS CENTER

Children can build the words mat, bat, and bat with Letter Cards. Discuss the Picture Cards for mat, bat, and bat, and review the letters that make up the words.
Day 5

Revisit High-Frequency Word: a

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

**Materials**
- Letter Cards: a, b, h, m, s, t
- Word Cards: I, see, a
- Punctuation Card period
- Practice Master ES4-1

**SKILL FOCUS:** 15–20 MINUTES

**Display** Word Cards I, see, and a, to the left of the letter cards b, a, and t (bat), and Punctuation Card period.

Tell children they are going to read a sentence with the word a. Remind them that a is both a letter and a word.

Say: “I see a bat,” 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.

Have children use Letter Cards to make a new word to finish the sentence. Then ask them to read the new sentence aloud. (mat, bat, ham)

Check that each child can identify the word a.
SKILL FOCUS: PHONICS 15–20 MINUTES

Revisit Blending Short a Words

Display the Letter Cards b, a and t, and remind children that they know the sounds for b, /h/, a, /a/, and t, /t/.

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

Repeat procedure for am.

Place Letter Cards b and S and on the floor below the Letter Cards a and m, am.

Call on children to choose a Letter Card to go before -am, say the initial sound, and blend the word for the group. Model blending when needed.

Note children who may need additional support blending short a words.

Practice Apply

Distribute copies of Practice Master ES4-1.

Discuss the pictures.

Remind children to use the sounds they know to read the story independently.

Ask them to draw the last illustration for the story in the space provided.

Have children read the story aloud and share their illustrations.

Practice Master ES 4–1

Use sounds you know to read the story. Read it to yourself. Then read it to your teacher.

Sam

a hat

a ham

Sam
**Objectives**
- blend and segment onset and rime
- identify and say the /v/ sound

**Materials**
- Picture Cards: bike, boat, hand, hat, hen, jeep, man, mat, mop, van, vase, vet

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**Blending and Segmenting Onset and Rime**

**Tell** children to make believe they are different kinds of vehicles. Children must name the vehicle to match the Picture Cards bike, boat, jeep, and van.

**Say:** I’ll say some sounds. You can put the sounds together to name the vehicle. Listen: /v/…/ăn/.

(bike)

**Follow** this same procedure with /b/…/ı̄k/, (bike) /b/…/ȫ/ /t/, (boat) /j̄/…/ê̄p/. (jeep)

**Display** Picture Cards as vehicles are named.

**Call on** children to “drive” the vehicles by separating the beginning sound from the other sounds in each picture name: bike, (/b/…/ı̄k/); jeep, (/j̄/…/ê̄p/) van, (/v/…/ăn/) boat. (/b/…/ȫt/)

**Remove** the Picture Cards as vehicles are “driven.”

**Note** each child’s ability to blend and segment the sounds.
SKILL FOCUS: PHONEMIC AWARENESS

Beginning Sound /v/

Display the Picture Card for van. Say van, stretching out the beginning sound, /v/. If needed, model for children the position of the teeth and mouth for the /v/ sound.

Say: Get your mouth ready to say van. Now say van.

Have children repeat van several times.

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

Explain that voom is a word that tells what sound a van’s engine might make. Tell children that you will say some words; they should stand up and say “Voom!” after each word that starts with /v/ like van: vase, bed, shirt, vet, vest, sink, vat.

Check each child’s ability to identify words that start with /v/.

PHONICS CENTER

Children can work with Picture Cards that start with the letters v, b, and m. Review the Picture Cards van, vase, vet, band, bat, ben, man, mat, and mop and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS

10–15 MINUTES

Blending and Segmenting Onset and Rime

Display the Picture Card for vest. Segment the word for children and have them repeat the parts. (/v/.../ěst/)

Play “I’m thinking of …” with words that rhyme with vest. Say a beginning sound. Have children blend it with /ěst/ and say the new word: /r/...(rest); /n/...(test); /b/...(best); /n/...(nest).

Repeat each word. Have children say its beginning sound and then its rhyming sounds: rest; (/r/ /ěst/) nest; (/n/ /ěst/) best; (/b/ /ěst/) test. (/t/ /ěst/)

Note children who need additional support blending or segmenting the sounds.

SKILL FOCUS: PHONICS

10–15 MINUTES

Initial Consonant v

Display the Alphafriend Card Vinny Volcano. Remind children that they already know the beginning sound for Vinny Volcano, /v/.

Display the Letter Card v. Tell children that the letter v stands for the sound /v/, the beginning sound of Vinny Volcano.

Have children crouch down like a sleeping volcano. When they hear a word that begins with the letter v like volcano, they should “erupt” into a standing position, forming a V-shape with their arms over their heads. Say: van, rest, vest, vote, best, vase, vet.

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

Objectives

• blend and segment onset and rime
• identify words that begin with /v/
• recognize the letter v
• recognize the high-frequency word to

Materials

• Alphafriend Card Vinny Volcano
• Letter Card v
• Word Cards: I, like, to
• Punctuation Card period
• Picture Cards: clap, dig, dive, hand, hat, hen, hop, man, mat, mop, run, sit, van, vase, vest, vet

Materials

• Alphafriend Card Vinny Volcano
• Letter Card v
• Word Cards: I, like, to
• Punctuation Card period
• Picture Cards: clap, dig, dive, hand, hat, hen, hop, man, mat, mop, run, sit, van, vase, vest, vet
High-Frequency Word: to

Tell children that they will learn to read a new word, to. Explain that this is not the number 2, but it’s a word we use a lot of different ways.

Say the following sentences aloud as you act them out. Hold up the Word Card to as you emphasize it in each sentence. I walk to the door. I wave to (child’s name). I give the book to (child’s name).

Display the sentence I like to run using Word Cards, the Picture Card for run, and the Punctuation Card period. Read the sentence, pointing to each word.

Tell children that we often use the word to before an action word like run. Isolate the phrase to run for children. Read it and act it out.

Call on children to place the Word Card to in front of one of the following Picture Cards: sit, clap, bop, dig, dive. After children place the Word Card, they should read the phrase and demonstrate the action.

Note each child’s ability to recognize the word to.

PHONICS CENTER
Children can work with Picture Cards whose names begin with the letters v, b, and m. Review the Picture Cards van, vase, vet, band, bat, ben, man, mat, and mop and their initial sounds with children to prepare them for the Phonics Center activities.
THEME 4: Friends Together  WEEK 2

**Day 3**

**SKILL FOCUS: PHONEMIC AWARENESS**  5–10 MINUTES

**Blending Phonemes**

Play “Pat, Pat, Clap” with the words shown here.

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<td>sack</td>
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**SKILL FOCUS: PHONICS**  5–10 MINUTES

**Initial Consonant v**

Display the Letter Card v and say its sound, /v/. Have children repeat the sound with you.

Put the Letter Card v on the Picture Card for van. Tell children they are going to load the van with objects whose names begin with v, like van.

Place these Picture Cards face down in a pile below the Letter Card v near the van: vine, vest, bed, ben, milk, vase, net.

Call on “movers” to pick cards, one at a time. The child should name the picture and tell whether or not it begins with v. Children can put the v pictures on top of the van and the non-v pictures in a discard pile.

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

Objectives
- blend phonemes
- recognize words in which initial consonant v = /v/
- blend short a words: am, at, ham, hat, mat, sat, vat

Materials
- Alphafriend Card Andy Apple
- Letter Cards: a, h, m, s, t, v
- Picture Cards: bed, hen, milk, net, van, vase, vest, vine

124 THEME 4: Friends Together
**Short a**

**Display** the Alphafriend Card *Andy Apple* and the Letter Card *a*.

**Say:** *Who remembers this Alphafriend's name? Let's all say Andy Apple together.* Hold up the Letter Card *a*. The letter *a* stands for the sound /a/. We hear the beginning of apple. Say /a/ with me. Stretch out the sound: /a/a/a/a/.

**Walk** around the group, tapping different children on the shoulder. Have each say the /a/ sound.

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

**Blending Short a Words**

**Display** the Letter Cards *a* and *m*, reminding children that they know the sound for *a*, /a/ and the sound for *m*, /m/. Have children name each letter and say its sound.

**Model** blending the sound as you sweep your hand under the Letter Cards. Say: *I say the sounds in order, starting at the left (point to a). I say /a/ first and then /m/. I hold each sound until I say the next one: /a/a/a/m/, am. I've made the word am. Let's say it together: am.*

**Display** the Letter Card *b* in front of *a* and *m*. Model blending the sounds as you sweep your hand under the letters, from left to right: /háááâm/, *bam*.

**Have** children blend and pronounce *bam* with you. Then have children blend the word on their own. Repeat the procedure with *at*, *bat*, *vat*, *sat*, *mat*.

**Note** each child's ability to blend short *a* words.
Objectives
• identify words where initial consonant \( h = /h/ \)
• identify words where initial consonant \( m = /m/ \)
• blend and read short \( a \) words: an, am, ham, man, ram, Sam, tan

Materials
• Alphafriend Cards: Andy Apple, Hattie Horse, Mimi Mouse
• Letter Cards: \( a, h, m, n, r, s, t \)
• Word Card to
• Picture Cards: bat, hat, mat

Review Initial Consonant \( h \)
Display the Alphafriend Card Hattie Horse and the Letter Card \( h \). Remind children that the letter \( b \) stands for the sound at the beginning of Hattie Horse. Tell children that another word that starts with \( b \) is bop.
Select children to stand up and hop as they name some other words that start with the letter \( b \).
Check each child’s ability to name words that start with the letter \( b \).

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 at the beginning of Mimi Mouse.
Tell children that another word that starts with \( m \) is march. Have children march as they name other words that start with the letter \( m \).
Check each child’s ability to name words that begin with the letter \( m \).

Review Short \( a \)
Display the Alphafriend Card Andy Apple and the Letter Card \( a \). Remind children that the letter \( a \) stands for the sound \( /\dot{a}/ \) at the beginning of Andy Apple. Call on children to say \( /\dot{a}/ \).
Check to be sure each child is saying the short \( a \) sound correctly.
**SKILL FOCUS: PHONICS**

**Blending Short a Words**

**Display** the Letter Cards _b, a, and m_, reminding children that they know the sound for _b/, /h/, the sound for _a/, /a˘/, and the sound for _m/, /m/._

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

**Point to** _a and m_, and encourage children with those letters to move close together as they say their sounds. Then have the group say the word they have made: _/a˘a˘a˘a˘a˘m/, am._

**Have** the child holding _b_ walk toward _a and m_, stretching out the /h/. When the three children join up, have them blend their sounds to make _bam._

**Replace** the _b_ with _s, r, and t_ to make _Sam, ram, _and _tam._

**Repeat** with _an, man, tan, _and _other short a words._

**Check** understanding by giving each child a chance to blend at least one short _a_ word.

**PHONICS CENTER**

Children can build the words _bat, mat, and bat_ with Letter Cards. Discuss the Picture Cards for _bat, mat, and bat,_ and review the letters that make up the words.
Revisit High-Frequency Word: to

Display Word Cards I, like, and to to the left of the Letter Cards b, a, and t (bat), and Punctuation Card period.

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

Say: I like to bat, pointing to each word as you read it.

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

Frame individual words at random from the sentence, and have children read them.

Replace the Letter Cards for bat with the Picture Card for run. Remind children that we often use the word to before an action word like run.

Have children read the sentence I like to run. Continue with Picture Cards for other actions. (hop, dig)

Check understanding by having each child read a sentence containing to.
Revisit Blending Short a Words

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

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

Remove the b and have children blend and pronounce at.

Add an N and have children blend and pronounce Nat. Explain that Nat can be a girl’s nickname; it is short for Natalie.

Repeat the procedure for am.

Place Letter Cards S and h below the Letter Cards that spell am. Select individuals to pick a letter, place it in front of am, say the initial sound, and blend the word for the group. Model blending as needed.

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

Practice Apply

Distribute copies of Practice Master ES4-2.

Discuss the pictures. Help children note that bat can name an object and tell about an action that is performed with the object.

Remind children to use the words and sounds they know to read the story independently.

Have them draw the last illustration for the story in the space provided.

Call on children to read aloud individual pages of the story. Then have the group read the story chorally with you.
Objectives

- blend and segment onset and rime
- identify and say the /k/ sound

Materials

- Picture Cards: bug, can, cat, cot, cow, dog, fox, hand, hen, hose, pig, van, vase, vet

**SKILL FOCUS: PHONEMIC AWARENESS**

**Blending and Segmenting Onset and Rime**

Tell children to make believe they are helping some animals find their homes. To help, they must first put some sounds together to call each animal.

**Say:** I’ll say some sounds. You can put the sounds together to call the animal.

Listen: /k/…/ät/ (cat)

Repeat with /d/…/ög/ (dog), /p/…/i̯g/ (pig), /f/…/öks/ (fox), and /b/…/i̯g/ (bug).

Display Picture Cards as animals are named.

**Have** children “escort” the animals to their homes by separating the beginning sound from the other sounds in each picture name. (/cat… /k/ /ät/; dog…/d/ /ög/; pig…/p/ /i̯g/; fox…/f/ /öks/; bug…/b/ /i̯g/)

**Remove** the Picture Cards as the animals are “escorted home.”

**Check** each child’s ability to blend and segment the sounds.
**SKILL FOCUS: PHONEMIC AWARENESS**

**15–20 MINUTES**

**Beginning Sound /k/**

**Display** the Picture Card for *cat*. Say *cat*, stretching out the beginning sound, /k/. If needed, model for children the position of the tongue and mouth for the /k/ sound.

**Say:** *Get your mouth ready to say cat. Now say cat.*

**Have** children repeat *cat* several times.

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

**CHANT**

/k/ /k/ /k/

*Come, cat, come.*

/k/ /k/ /k/

*Cat, come, cat!*

**Tell** children that you’ll say some words and that they should cough after each word that starts with /k/ like *cat*: *case, bed, card, coat, vest, band, can.*

**Check** children’s responses for understanding.

**PHONICS CENTER**

Children can work with Picture Cards that start with the sounds /v/, /h/, and /k/. Review the Picture Cards *can, cot, cow, van, vase, vet, band, ben,* and *bose* and their initial sounds with children to prepare them for the Phonics Center activities.
**Day 2**

**SKILL FOCUS: PHONEMIC AWARENESS**

### Blending and Segmenting Onset and Rime

**Objectives**
- blend and segment onset and rime
- identify words that begin with /k/
- recognize the letter c
- recognize the high-frequency words a, to

**Materials**
- Alphafriend Card *Callie Cat*
- Letter Card c
- Word Cards: a, I, like, see, to
- Picture Cards: boat, can, cot, cow, dig, hand, hen, hose, hop, horse, run, van, vase, vet

**Play** “Pat, Pat, Clap” and “Clap, Pat, Pat” with the words shown here.

**Note** children who need additional support blending or segmenting the sounds.

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<th>Clap</th>
<th>Pat</th>
<th>Pat</th>
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</thead>
<tbody>
<tr>
<td>can</td>
<td>/k/</td>
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<tr>
<td>pack</td>
<td>/p/</td>
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<tr>
<td>mat</td>
<td>/m/</td>
<td>/ãt/</td>
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</tbody>
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**SKILL FOCUS: PHONICS**

### Initial Consonant c

**Display** the Alphafriend Card *Callie Cat*.
Remind children that they already know the beginning sound for *Callie Cat*, /k/.

**Display** the Letter Card c. Tell children that the letter c usually stands for /k/, the beginning sound in *Callie Cat*.

**Have** children pretend to be cats. As you tap children, one at a time, they should curl up like a cat as they say a word that begins with c /k/.

(Examples: cup, cake, Carl, coat, care, cut, cute)

**Check** each child’s ability to name a word that begins with c /k/.
**High-Frequency Words: a, to**

**Tell** children that they will practice reading the words *a* and *to*.

**Display** the Word Cards *a* and *to* and have children read the words.

**Ask:** Which word is also a letter? (a) Which word starts with a *t*? (to)

**Display** the Picture Cards for *boat*, *cow*, and *horse*. Give the Word Card *a* to children. Have them take turns placing *a* in front of a Picture Card and reading the resulting phrase. (*a* boat, *a* cow, *a* horse)

**Point out** that children will often see the word *a* in front of naming words like *boat*, *cow*, and *horse*.

**Display** Picture Cards for *bop*, *dig*, and *run*. Place the Word Card *to* in front of one picture at a time. Have children read the phrases (*to* hop, *to* dig, *to* run) and pantomime the actions.

**Check** each child's ability to read *to* and *a* in context. Make sentences using combinations of Word, Letter, and Picture Cards.

**PHONICS CENTER**

Children can work with Picture Cards whose names begin with the letters *c*, *v*, and *b*. Review the Picture Cards *can*, *cot*, *cow*, *van*, *vase*, *vet*, *band*, *ben*, and *bose* and their initial sounds with children to prepare them for the Phonics Center activities.
**Objectives**
- blend phonemes
- recognize words in which initial consonant \( c = /k/ \)
- blend short a words

**Materials**
- Alphafriend Cards: Andy Apple, Callie Cat
- Letter Cards: a, c, m, N, n, t, v
- Picture Cards: can, cat, cot, cow, cut, dog, fox, jar, pig, pin, rug, vase, vest

**SKILL FOCUS: PHONEMIC AWARENESS**

5–10 MINUTES

**Blending Phonemes**

**Display** the Picture Cards for *cat, dog, pig, fox,* and *cow* on a ledge.

**Say:** *I will say some sounds. You blend the sounds together to find out the animal I am thinking of.* Raise your hand when you think you know: Listen: /d/ /o˘/ /g/.

**Call on** children to name the animal when most of the hands are up. Say: *That’s correct, /d/ /o˘/ /g/, dog.* Continue until all the cards have been named.

**Check** their responses for understanding.

**SKILL FOCUS: PHONICS**

10–15 MINUTES

**Initial Consonant c**

**Display** the Letter Card *c* and say its sound, /k/.

Have children repeat the sound with you.

**Place** the Letter Card *c* on the Picture Card for *cat*.

Tell children they are going to play “Pin the Tail on the Cat” with pictures whose name begin with the letter *c*, like *cat*. Place these Picture Cards face down in a pile below the Picture Card *cat* and the Letter Card *c*: can, pin, cot, rug, jar, cow, vase, cut.

**Call on** players to pick cards, one at a time. Each child should name the Picture Card and tell whether or not it begins with /k/ *c*. Children can arrange the *c* pictures to form a semicircular tail.
shape under the picture of the cat and the letter c. The non-c pictures go in a discard pile.

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

**SKILL FOCUS: PHONICS**

**5–10 MINUTES**

**Short a**

**Display** the Alphafriend Card Andy Apple and the Letter Card a, and ask: Who remembers this Alphafriend’s name? Let’s all say Andy Apple together. Hold up the Letter Card a. The letter a stands for the sound /a/. Say /a/ with me. Now stretch out the sound: /aːaːaːaːaː/.

**Check** each child’s ability to pronounce short a.

**SKILL FOCUS: PHONICS**

**10–15 MINUTES**

**Blending Short a Words**

**Display** the Letter Cards a and t. Remind children that they know the sound for a, /a/ and the sound for t, /t/. Have children name each letter and say its sound.

**Model** blending the sound as you sweep your hand under the Letter Cards. Say: I have to say the sounds in order, starting at the left (point to a). I say /a/ first and then /t/. I hold each sound until I say the next one: /aːaːaːaːt/, at. I’ve made the word at. Let’s say it together: at.

**Display** the Letter Card c in front of a and t. Model blending the sounds as you sweep your hand under the letters, from left to right: /cːaːaːaːt/, cat. Have children blend and pronounce cat with you. Repeat the procedure with an, can, man, Nan, ran, tan, van.

**Check** each child’s ability to blend the short a words.
Review Initial Consonant \(v\)

**Display** the Alphafriend Card *Vinny Volcano* and the Letter Card \(v\), the sound at the beginning of *Vinny Volcano*.

**Show** children how to make a V-for-victory signal with the pointer and middle finger. Choose children to make the sign as they name other words that start with the letter \(v\).

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

Review Initial Consonant \(h\)

**Display** the Alphafriend Card *Hattie Horse* and the Letter Card \(h\), the sound at the beginning of *Hattie Horse*.

**Play** “horse race.” Have children stand behind a starting line. At your signal, one child at a time races from the line to Hattie Horse’s picture and tags it. If the child can name a word that starts with \(b\), he or she wins a point.

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

Review Short \(a\)

**Display** the Alphafriend Card *Andy Apple* and the Letter Card \(a\). Point to the Letter Card, and have each child name the Alphafriend and practice saying the /\(a\)/ sound.

**Note** children who need more practice with /\(a\)/.
Blending Short a Words

Display the Letter Cards c, a, and b, reminding children that they know the sound for c, /k/, the sound for a, /ä/, and the sound for b, /b/.

Give each Letter Card to a child and have them say the sound for the letter, stretching it out. Help children holding the Letter Cards to arrange themselves, in order, to form the word cab. Have the group pronounce the sounds for c, a, and b as you point to each child holding a card. Have children with those letters move closer together as they say their sounds. Then have the group say the word formed by those letters: /k/ /ä/ /b/, cab.

Give the Letter Card t to a child. Have that child replace the one holding c. Have children blend their sounds to make the word tab. Replace the child holding final b with one holding n. Have the individual sounds and the whole word tan pronounced. Continue changing the first or last letter to make the words man, mat, sat, bat, ban, and van.

Check understanding by calling on different children to pronounce the sounds for each new group of letters and to say the whole word.

PHONICS CENTER

Children can build the words cat, bat, and bat with Letter Cards. Discuss the Picture Cards for cat, bat, and bat, and review the letters that make up the words.
**Objectives**
- identify and read the high-frequency words *a* and *to* in sentences
- identify words in which initial consonant *c* = /k/
- blend and read short *a* words

**Materials**
- Letter Cards: *a*, *b*, *c*, *h*, *m*, *n*, *N*, *s*, *t*, *t*
- Word Cards: *I*, *like*, *see*, *to*, *a*
- Punctuation Card *period*
- Picture Cards: *dig*, *hop*, *run*
- Practice Master ES4-2

**SKILL FOCUS:** 15–20 MINUTES

**Revisit High-Frequency Words: *a*, *to***

**Display** Word Cards *I*, *see*, and *a* to the left of the Letter Cards *c*, *a*, and *t* (*cat*), and Punctuation Card *period*.

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

**Say:** *I see a cat*, pointing to each word. Ask children to use the words they know and what they’ve learned about sounds as they read the sentence with you. Frame individual words, at random, from the sentence, and have children read them.

**Replace** the Letter Card *c* with *b*, and have children read the new sentence: *I see a bat.*

**Create** the sentence *I like to hop* with Word Cards for *I*, *like*, and *to*, the Picture Card for *hop*, and Punctuation Card *period* and ask children to use the words they know as they read the sentence with you.

**Remind** children that *to* often comes before a word that tells about an action, like *hop*. Have them read the sentence *I like to hop*. Continue with Picture Cards for other actions *dig* and *run*.

**Check** understanding by having each child read a sentence.
Revisit Blending Short a Words

Display the Letter Cards c, a, and t, and remind children that they know the sounds for c, /k/, a, /æ/, and t, /t/.

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

Remove the c and have children blend and pronounce at. Add an m and have children blend and pronounce mat. Continue with N, v, b, b, r, and s.

Repeat the procedure for an. Place Letter Cards m, c, r, and v below the Letter Cards that spell an. Select individuals to pick a letter, place it in front of an, say the initial sound, and blend the word for the group. Model blending as needed.

Check to be sure children can blend short a words.

Practice Apply

Distribute copies of Practice Master ES4-3.

Discuss the pictures. Help children note that the cat’s name is Sam.

Remind children to use the words and sounds they know to read the story independently.

Choose children to read aloud pages from the story. Then have the group read the story chorally with you.

Practice Master ES 4-3

Use sounds you know to read the story. Read it to yourself. Then read it to your teacher.

I am Sam. I am a cat.
I like to see my mat.

I am a cat. I like to see my mat.
I like to see my cat.