Theme 5

THEME 5: Let’s Count!
EXTRA SUPPORT LESSONS FOR

Let’s Count!
THEME 5: Let's Count!

WEEK 1

Day 1

SKILL FOCUS: PHONEMIC AWARENESS

Blending Phonemes

Objectives

• blend phonemes
• identify and say the /p/ sound

Materials

• Picture Cards: bell, can, cat, cot, cow, net, nurse, pan, peach, pig, pin, pit, pot, purse, vest, yak

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

<table>
<thead>
<tr>
<th>Pat</th>
<th>Pat</th>
<th>Pat</th>
<th>Clap</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/ä/</td>
<td>/t/</td>
<td>pat</td>
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<tr>
<td>/p/</td>
<td>/ä/</td>
<td>/n/</td>
<td>pan</td>
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<tr>
<td>/p/</td>
<td>/ä/</td>
<td>/k/</td>
<td>pack</td>
</tr>
<tr>
<td>/p/</td>
<td>/ä/</td>
<td>/m/</td>
<td>Pam</td>
</tr>
</tbody>
</table>

Note children who may need additional support blending phonemes.

Beginning Sound /p/

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

CHANT
/p/ /p/ /p/
Pack, Pam, pack.
/p/ /p/ /p/
Pack the pan!

Display the Picture Card pan. Say pan, stretching out the beginning sound, /p/. If needed, model for children the position of the lips for the /p/ sound.
Say: Get your mouth ready to say pan. Now say it.

Have children repeat pan several times.

Distribute the Picture Cards peach, bell, pig, pot, vest, pin, yak, and pit to children.

Tell them that you will name a picture. If the name begins with /p/ like pan, the child with that card should “pack” the picture behind the picture of the pan.

Check each child’s ability to identify words that begin with /p/.

PHONICS CENTER

Children can work with Picture Cards can, cow, net, nurse, peach, pig, pin, pit, pot, and purse. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
THEME 5: Let’s Count!  WEEK 1

Day 2

SKILL FOCUS: PHONEMIC AWARENESS  10–15 MINUTES

Blending Phonemes

Display the Picture Card pot. Segment the word for children. Have them repeat the sounds and blend the word: /p/ /o˘/ /t/, pot.

Play “Pass the Pot.” Give the Picture Card pot to a child. Say: /p/ /a˘/ /n/. Have the child blend the sounds, say the word pan, and pass the pot to the next child.

Continue with other segmented words: /p/ /ã/ /k/ (pack); /p/ /ɛ/ /k/ (peek); /p/ /ã/ /d/ (pad); /p/ /ɔ/ /l/ (pole); /p/ /ɛ/ /n/ (pen); /p/ /ã/ /n/ (pan); /p/ /i/ /g/ (pig); /p/ /i/ /n/ (pine).

Check each child’s ability to blend phonemes.

Materials
- Alphafriend Card Pippa Pig
- Letter Card p
- Word Card and
- Picture Cards: blue, can, cat, dog, fork, king, pan, pot, queen, red, spoon, van, vase, vest, vet, vine

SKILL FOCUS: PHONICS  10–15 MINUTES

Initial Consonant p

Display the Alphafriend Card Pippa Pig. Remind children that Pippa Pig begins with the same sound as pot and pan, /p/. Have them say all four words, stressing the initial /p/.

Hold up the Letter Card p. Tell children that the letter p stands for /p/, the beginning sound in Pippa Pig, pot, and pan.

Have children rest their heads down on their desks or table top. When you say a word that begins with the sound /p/ like pick they should “pick up” their heads: pick, bet, pen, pet, man, net, pest, put, note, pouch.

Check children’s responses for understanding.

Objectives
- blend phonemes
- identify words that begin with /p/
- recognize the letter p
- recognize the high-frequency word and

Materials
- Alphafriend Card Pippa Pig
- Letter Card p
- Word Card and
- Picture Cards: blue, can, cat, dog, fork, king, pan, pot, queen, red, spoon, van, vase, vest, vet, vine

Check each child’s ability to blend phonemes.
High-Frequency Word: *and*

Tell children that they will learn to read a new word, *and*. Explain that we often use the word *and* to join naming words.

Display the following phrases with Word and Picture Cards as shown.

Help children read each phrase. Have children point to the word *and* in the phrase.

Provide clues to the phrases, such as: *name two pets, name two colors, name two things you cook in.*

Have children read aloud the phrase that goes with each clue.

Continue with other phrases using Word Card *and*, and Picture Cards: *fork, spoon; king, queen.*

Check each child’s ability to recognize the word *and*.

**PHONICS CENTER**

Children can work with Picture Cards *can, cat, nine, nose, peach, pit, purse*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
THEME 5: Let’s Count!  WEEK 1

Day 3

SKILL FOCUS: PHONEMIC AWARENESS  5–10 MINUTES

Blending Phonemes

Play “Magic Pan” with children. Put a handful of counters into a pan. Say pan, segmenting the word into the phonemes /p/ /a˘/ /n/.

Have children blend the phonemes back together and say the word pan. Explain that you will give each of them three sounds. Children have to blend the sounds and say the new words, and they can remove counters from the pan each time they correctly blend the sounds.

Say /k/ /a˘/ /n/, and pick a child to say can. Model blending if necessary. Continue with /b/ /a˘/ /t/ (bat); /d/ /e˘/ /k/ (deck); /f/ /a¯/ /s/ (face); /m/ /e¯/ /n/ (mean); /n/ /e˘/ /t/ (net); /t/ /u˘ / /n/ (run); /t/ /ā/ /m/ (tame); /n/ /ā/ /s/ (vase).

Check each child’s ability to blend sounds.

SKILL FOCUS: PHONICS  5–10 MINUTES

Initial Consonant p

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

Place the Letter Card p on the Picture Card pan, and tell children they are going to fill the pan with pictures whose names begin with p.

Place these Picture Cards face down in a pile below the Letter Card p near the pan: peach, red, yak, bed, pig, dog, pin, pit, fox, pot.

Have each “cook” pick a card, name the picture, and tell whether or not it begins with p. Children can put the p pictures on top of the pan, and the non-p pictures aside.

Check each child’s ability to identify words that begin with the letter p.
**SKILL FOCUS: PHONICS** 5–10 MINUTES

### Short a

**Display** the Alphafriend Card Andy Apple and the Letter Card a. *Say: Let’s all say Andy Apple together.* Hold up the Letter Card a. *Andy’s letter is the vowel a. The sound for a is /a/. Say /a/ with me. Now stretch out the sound: /a a a a a/, /a/.*

*Say /a/ together with children who need further help.*

### Blending Short a Words

**Display** the Letter Cards a and n, reminding children that they know /a/ and /n/. 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 /n/. I hold each sound until I say the next one: /a a a a a n/, an. I’ve made the word an. Let’s say it together: an.*

**Display** the Letter Card p in front of a and n.

**Have** children blend and pronounce pan with you as you sweep your hand under the letters.

**Substitute** b for p and have children blend ban. Continue with c (can), m (man), t (tan), and r (ran).

**Check** each child’s ability to blend short a words.
**Objectives**
- identify words where initial consonant \( n = /n/ \)
- identify words where initial consonant \( c = /k/ \)
- blend and read short \( a \) words

**Materials**
- Alphafriend Cards: Andy Apple, Callie Cat, Nyle Noodle
- Letter Cards: a, b, c, h, m, n, t, v
- Word Card and
- Picture Cards: bat, mat

**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 at the beginning of *Nyle Noodle*, /\( n/\).

**Tell** children that another word that starts with \( n \) is *nod*. Have children practice nodding their heads for yes. Have children nod their heads when you say words that begin with \( n \). Say: *net, nose, jeep, nice, blue, now, zebra, nap*.

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

**Review Initial Consonant \( c \)**

**Display** the Alphafriend Card *Callie Cat* and the Letter Card \( c \).

**Remind** children that the letter \( c \) stands for the sound at the beginning of *Callie Cat*, /\( k/\).

**Tell** children that another name that starts with \( c \) is *Cathy*. The cat on the card could be named *Cathy Cat*.

**Choose** children to think of other names for the cat that begin with /\( k/\). Children can point to the picture as they say other names that start with the letter \( c \). (Examples: *Carl, Candy, Carla, Cassie, Connor, Carrie, Colin, Cool*).

**Check** each child’s ability to identify names that begin with the letter \( c \).
**SKILL FOCUS: PHONICS**

**5–10 MINUTES**

**Review Short a**

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

**Remind** children that the letter *a* stands for the sound /ɑ/ at the beginning of *Andy Apple*.

**Have** each child stand up and say the /ɑ/ sound: /ɑ ɑ ɑ ɑ ɑ/, /ɑ/.

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**SKILL FOCUS: PHONICS**

**10–15 MINUTES**

**Blending Short a Words**

**Display** the Letter Cards *c, a*, and *t*, reminding children that they know the sounds /k/, /ɑ/, and /t/.

**Give** each Letter Card to a different child, and have them say the sound for the letter, stretching it out. Point to *a* and *t*, and encourage those children to move closer together as they say their sounds. Then have children say the word formed: /ɑ ɑ ɑ ɑ ɑt/, *at*.

**Have** the child holding *c* walk toward *a* and then *t*, stretching out the /k/. When the three children join up, have them blend their sounds together to make the word *cat*.

**Replace** the initial *c* with *b* to make *bat*. Then replace the final *t* in *bat* to make *ban*.

**Continue** changing the first or last letter to make these words: *tan, tab, cab, can, van, vat, bat, bam*. Stress that the short *a* in the middle of all the words stays the same.

**Check** understanding by having each child read one or two words.
**Objectives**
- identify and read the high-frequency word and in a sentence
- blend and read short a words

**Materials**
- Letter Cards: a, c, N, n, P, p, t, v
- Word Cards: a, and, I, see
- Picture Cards: ball, bat, hose, key, lock, pan, pot, rake
- Punctuation Card period
- Practice Master ES5-1

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**Revisit High-Frequency Word and**

**Display** the sentence *I see a cat and a van*, making the words *cat* and *van* with Letter Cards.

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

**Say:** *I see a cat and a van*, 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 *cat* with the Picture Card *bat* and the Letter Cards for *van* with the Picture Card *ball*.

**Have** children read the sentence *I see a bat and a ball*.

**Continue** with Picture Cards for other naming words. (Possible Picture Cards: key, lock, pot, pan; rake, hose)

**Check** to be sure each child can read *and* in context.
SKILL FOCUS: PHONICS
15–20 MINUTES

Revisit Blending Short a Words

Display the Letter Cards P, a, and t, and remind children that they know /p/, /a/, and /t/.

Model blending the sounds as you sweep your hand under the letters: /paaat/, Pat.

Have children blend and pronounce Pat with you.

Remove the P and have children blend and pronounce at.

Add a c and have children blend and pronounce cat.

Repeat the procedure for an.

Place the Letter Cards N, c, and p below the Letter Cards that spell an. Have children pick a letter, place it in front of an, say the initial sound, and blend the word. Model blending as needed.

Check understanding by having each child blend a short a word.

Practice Apply

Distribute copies of Practice Master ES5-1.

Discuss the pictures. Help children note that Pat can name a person and that it can tell about an action that you might do to a pet.

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

Have children read the story aloud.
BLENDING PHONEMES

**Display** a pointer, designating it a “word wand.”

**Tell** children you will say three sounds. They should put the sounds together to make a whole word.

**Pass** the “wand” to a child. Say /s/ /o˘/ /k/. Have the child blend the sounds and say **sock**. Model blending as needed.

**Continue** passing the wand to different children and having them blend phonemes: /m/ /ɛ/ /n/ (men); /r/ /ʌ/ /m/ (ram); /t/ /o˘/ /p/ (top); /b/ /ʌ/ /t/ (bit); /n/ /ʌ/ /t/ (nut); /n/ /i/ /d/ (ride); /v/ /ʌ/ /s/ (vase); /k/ /o˘/ /t/ (coat); /p/ /ɛ/ /k/ (peek); /g/ /ʌ/ /m/ (game).

**Check** each child’s ability to blend phonemes.

BEGINNING SOUND /g/

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

**Display** the Picture Card gate. Say gate, stretching out the beginning sound, /g/. If needed, describe for children the mouth position needed to make the sound.

**CHANT**

/ɡ/ /ɡ/ /ɡ/

You go, Gertie. Go through the gate!
**Say:** Get your mouth ready to say gate. Now say it.

**Have** children repeat gate several times.

**Distribute** the Picture Cards goat, cat, pig, game, van, girl, bat, and guitar to children.

**Tell** them that you will name a picture. If the picture name begins with /g/ like gate, the child with that Picture Card should put it with the Picture Card gate.

**Check** each child’s ability to identify words that begin with /g/.

**PHONICS CENTER**

Children can work with Picture Cards bat, cat, game, gate, girl, goat, guitar, pig, purse, van, vest. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Day 2

SKILL FOCUS: PHONEMIC AWARENESS 10–15 MINUTES

Blending Phonemes

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

<table>
<thead>
<tr>
<th>Pat</th>
<th>Pat</th>
<th>Pat</th>
<th>Clap</th>
</tr>
</thead>
<tbody>
<tr>
<td>/g/</td>
<td>/a/</td>
<td>/p/</td>
<td>gap</td>
</tr>
<tr>
<td>/g/</td>
<td>/e/</td>
<td>/t/</td>
<td>get</td>
</tr>
<tr>
<td>/g/</td>
<td>/o/</td>
<td>/t/</td>
<td>got</td>
</tr>
<tr>
<td>/g/</td>
<td>/u/</td>
<td>/m/</td>
<td>gum</td>
</tr>
</tbody>
</table>

Observe children as you play. Some children may have difficulty patting and clapping while saying and blending the phonemes. You may need to eliminate the actions in order to focus on the blending.

SKILL FOCUS: PHONICS 10–15 MINUTES

Initial Consonant g

Display the Alphafriend Card Gertie Goose. Remind children that Gertie Goose begins with the same sound as gate and goat, /g/. Have children say all four words, stressing the initial /g/.

Show the Letter Card g. Tell children that the letter g stands for /g/, the beginning sound in Gertie Goose, gate, and goat.

Tell children that geese like Gertie giggle. When you say a word that begins with the letter g like Gertie, they should giggle. Say: go, bell, get, pen, man, game, gear, pull, gone, gum.

Check children’s responses for understanding.

Objectives

- blend phonemes
- identify words that begin with /g/
- recognize the letter g
- recognize the high-frequency word go

Materials

- Alphafriend Card Gertie Goose
- Letter Card g
- Word Cards: Go, go
- Picture Cards: game, guitar, peach, pin, vet, vine
**High-Frequency Word: go**

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

**Display** the Word Cards Go and go. Have children tell which begins with a capital or “big” letter and which begins with a lowercase or “small” letter.

**Write** this sentence on the board:
*Go, cat, go!*

**Help** children read the sentence. Have each child point to the word Go at the beginning of the sentence and to go at the end.

**Explain** that they will see Go with a capital letter at the beginning of a sentence and go with a small letter anywhere else in a sentence.

**Erase** the word cat and write man.

**Call on** children to read the new sentence, pointing to go each time it occurs.

**Continue**, substituting man with decodable names such as: Pat, Nan, Pam, and Van; or use the names of children in the group.

**Check** each child’s ability to recognize the word go.

**PHONICS CENTER**
Children can work with Picture Cards *game, guitar, peach, pin, vet, vine*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**Objectives**

- blend phonemes
- recognize words in which initial consonant \( g = /g/ \)
- blend short a words

**Materials**

- Alphafriend Cards: Gertie Goose, Andy Apple
- Letter Cards: \( a, b, c, g, m, n, p, s, t \)
- Picture Cards: ball, bell, can, cat, doll, game, gate, girl, goat, guitar, hen, kite, mat, net, pig, rug, sun, tag, vet

**Skill Focus: Phonemic Awareness**

**Blending Phonemes**

**Play** “Picture Pickers” with children. Display several Picture Cards: bell, can, sun, mat, rug, tag, net, ben, vet, pig. Say sun, segmenting the word into the phonemes /s/ /u˘ / /n/. Select a child to blend the phonemes and say the word sun. Model blending as needed. Have that child pick the picture of the sun from the display, and say its name again.

**Continue** with the other picture names: /b/ /e˘/ /l/ (bell); /p/ /i˘/ /g/ (pig); /t/ /u˘ / /g/ (rug); /m/ /a˘/ /t/ (mat); /k/ /a˘/ /n/ (can); /h/ /e˘/ /n/ (hen); /t/ /a˘/ / g/ (tag); /v/ /e˘/ /t/ (vet), /n/ /e˘/ /k/ (net).

**Check** each child’s ability to blend phonemes.

**Skill Focus: Phonics**

**Initial Consonant g**

**Display** the Letter Card \( g \) and say its sound, /g/. Have children repeat the sound with you.

**Place** the Letter Card \( g \) on the Picture Card girl.

Tell children that they are going to give the girl gifts—but only ones whose names begin with \( g \), like goat.

**Place** these Picture Cards face down in a pile below the Letter Card \( g \) near the girl: gate, doll, cat, game, goat, ball, kite, guitar.

**Call on** “givers” to pick cards, one at a time.

The child should name the picture, tell whether or not it begins with \( g \), and put the \( g \) pictures next to girl and the non-\( g \) pictures aside.

**Check** each child’s ability to recognize words that begin with the letter \( g \).
**SKILL FOCUS: PHONICS 5–10 MINUTES**

**Review Short a**

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

**Say**: *Let’s all say Andy Apple together.* Hold up the Letter Card *a*. *Andy’s letter is the vowel* *a*. *The sound for* *a* *is* /ə/. *Say /ə/ with me. Now stretch out the sound*: /ə ə ə ə/ , /ə/. *Hold up the* Letter Card *a*. *Andy’s letter is the vowel* *a*. *The sound for* *a* *is* /ə/. *Say /ə/ with me. Now stretch out the sound*: /ə ə ə ə/ , /ə/.

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

**Blending Short a Words**

**Display** the Letter Cards *g, a, and p*, reminding children that they know the sounds for /g/, /ə/, and /p/. Have them name each letter and say its sound.

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

**Say**: *I say the sounds in order, starting at the left* (point to *g*). *I say /g/ first, and then /ə/, and finally /p/. I bold each sound until I say the next one: /g ə ə ə p/, gap. I’ve made the word gap. *Let’s say it together*: gap.

**Change** Letter Card *g* to Letter Card *c*.

**Model** blending as you sweep your hand under the letters from left to right saying the sounds /k/ /ə/ /p/, cap. Have children blend and pronounce cap with you.

**Replace** the *c* with *s, m, t*, and *n*, one at a time.

Have children blend sap, map, tap, and nap.

Model additional blending as needed.

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

Display the Alphafriend Card Vinny Volcano and the Letter Card v. Remind children that the letter v stands for the sound at the beginning of Vinny Volcano, /v/.

Tell children that another word that starts with v is vest. Have children practice saying vest as you draw a simple picture of a vest.

Have children raise their hands as they think of words that begin with v. Decorate the vest with the words as children give them. Then read the words, calling on children to underline the initial consonants of the words beginning with v.

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

Review Initial Consonant p

Display the Alphafriend Card Pippa Pig and the Letter Card p. Remind children that p stands for the sound at the beginning Pippa Pig, /p/.

Review with children that another word that starts with p is pop. Have children crouch down and then “pop up” when you say words that begin with p. Say: pie, bell, pumpkin, panda, igloo, pet, purple.

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

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

**Remind** children that the letter *a* stands for the sound /a/ at the beginning of *Andy Apple*. Have children say the /a/ sound: /a˘a˘a˘a˘a˘/,/a˘/.  

**Check** to be sure each child is saying /a˘/ correctly.

**Blending Short a Words**

**Display** the Letter Cards *a*, and *m*, reminding children that they know the sounds for /a/, and /m/.

**Give** each Letter Card to a child, and have them say the sound for the letter, stretching it out. Point to *a* and *m*, and encourage children with those letters to move closer together as they say their sounds. Then have children say the word formed by those letters: /a˘a˘a˘a˘m/, *am*.

**Give** the Letter Card *b* to a child, and have them walk toward *a* and *m*, stretching out the /h/. When the three children join up, have them blend their sounds together to make the word *bam*.

**Replace** the initial *b* with *r* to make *ram*. Then replace final *m* in *ram* with *t* to make *rat*. Continue changing the first or last letter to make these words: *sat, bat, bag, tag, tap, cap*.

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

**PHONICS CENTER**

Discuss the Picture Cards *bat, can, man, mat* and *pan*, and review the letters that make up the words. Children can build the words *bat, can, man, mat*, and *pan* with Letter Cards.
Objectives
• identify and read the high-frequency word go in a sentence
• blend and read short a words

Materials
• Letter Cards: a, c, M, m, N, n, P, p, S, t, V, v
• Word Cards: a, and, can, go, I, see, to
• Punctuation Card period
• Practice Master ES5-2

Revisit High-Frequency Word go

Display the sentence I can go to see Nan, with Word, Punctuation, and Letter Cards. Tell children that they are going to read a sentence with the word go.

Say: I can go to see Nan, 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 Nan with Letter Cards that spell Pat.

Have children read the sentence I can go to see Pat.

Continue with Letter Cards for other names: Sam, Pam, Van, Mat.

Check to be sure each child can read go in a sentence.
Revisit Blending Short a Words

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

Model blending the sounds as you sweep your hand under the letters: /m a˘a˘a˘a˘a˘n/, man. Have children blend and pronounce man with you.

Remove the m, and have children blend and pronounce an.

Add a c, and have children blend and pronounce can.

Repeat the procedure for at.

Place the Letter Cards c and p below the Letter Cards that spell at. Have children pick a letter, place it in front of at, say the initial sound, and blend the word for the group. Model blending as needed.

Check understanding by having each child blend a short a word.

Practice Apply

Distribute copies of Practice Master ES5-2.

Discuss the pictures. Help children note which arrow stands for the word up and which arrow stands for the word down.

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

Have children read the story aloud.
**SKILL FOCUS: PHONEMIC AWARENESS**

15–20 MINUTES

### Blending Phonemes

**Display** the Picture Cards bat, bed, rake, bug, net, gate, fox, ten, feet, fan, and cut.

**Make** a simple frame cut out from construction paper.

**Tell** children they are going to be “photo finders.” You will say three sounds, and children should put the sounds together to make a word.

**Pass** the “frame” to a child. Say /f/ /a˘/ /n/. Have the child blend the sounds and say fan. That child finds the picture of the fan and “frames” it.

**Continue** passing the frame to different children and having them blend phonemes and “frame” pictures: /f/ /e¯/ /t/ (feet); /f/ /o˘/ /ks/ (fox); /b/ /ɵ/ /g/ (bug); /t/ /ā/ /k/ (rake); /n/ /e˘/ /t/ (net); /k/ /u˘/ /t/ (cut); /g/ /ā/ /t/ (bat); /b/ /ē/ /d/ (bed); /t/ /e˘/ /n/ (ten); /g/ /ā/ /t/ (gate).

**Check** each child’s ability to blend phonemes.
Beginning Sound /f/

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

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

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

Have children repeat fan several times.

Distribute the Picture Cards fox, bat, farm, game, goat, feet, band, and fork to children.

Tell children that you will name a picture. If the picture name begins with /f/ like fan, the child with that card should put the picture next to the picture of the fan.

Check each child’s ability to identify words that begin with /f/. If necessary, redistribute the cards to different children.

PHONICS CENTER

Children can work with Picture Cards fan, farm, feet, fork, fox. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS

Blending Phonemes

Objectives

- blend phonemes
- identify words that begin with /f/
- recognize the letter f
- recognize the high-frequency words and, go

Materials

- Alphafriend Card Fifi Fish
- Letter Cards: a, c, f, m, n, p, s, t
- Word Cards: and, go
- paper for folded fans
- Picture Cards: fan, farm, feet, fork, fox, game, goat, peach, purse
- Punctuation Card period

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

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Pat  Pat  Pat  Clap
/f/  /a/  /t/  fat
/f/  /a/  /n/  fan
/f/  /e/  /l/  fell
/f/  /u/  /n/  fun
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SKILL FOCUS: PHONICS

10–15 MINUTES

Initial Consonant f

Display the Alphafriend Card Fifi Fish. Remind children that Fifi Fish begins with the same sound as fan, /f/. Have children say all three words, stressing the initial /f/.

Hold up the Letter Card f. Tell children that the letter f stands for the sound /f/, the beginning sound in Fifi Fish and fan.

Have each child fold a piece of paper to make an accordion-style fan. When you say a word that begins with the letter f like fan, they should fan themselves with their paper fans: fast, cast, cone, fox, tan, mat, fuss, pass, farm, gum, fist, first, sit.

Check children’s responses for understanding.
**High-Frequency Words: and, go**

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

**Build** this sentence with a combination of Letter, Punctuation, and Word Cards: *Pat and Sam can go*.

**Help** children read the sentence. Call on different children to point to the word *and*. Have other children frame the word *go* at the end of the sentence.

**Replace** *Pat* and *Sam* with other decodable names, such as *Pam*, *Nat*, and *Nan*; or, use the names of children in the group.

**Have** children read each new sentence, pointing to *and* and *go* when they occur.

**Check** each child’s ability to read *and* and *go*.

**PHONICS CENTER**

Children can work with Picture Cards *fan*, *farm*, *feet*, *fork*, *fox*, *game*, *goat*, *peach*, and *purse*.

Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
THEME 5: Let’s Count! WEEK 3

Day 3

SKILL FOCUS: PHONEMIC AWARENESS

Blending Phonemes

Display several Picture Cards: cup, ben, feet, goat, seal, peach, bed, top.

Play “I Spy” with children. Explain that you will give clues to a picture. Children should listen to the clues and put the sounds together to name the picture.

Say: “I spy an animal that lays eggs. It is /h/ /e˘/ /n/. What do I spy? (hen)

Have children blend the phonemes, say ben, and remove the Picture Card. Continue with clues for the remaining picture names: /k/ /u˘/ /p/ (cup); /p/ /e¯/ /ch/ (peach); /b/ /e˘/ /d/ (bed); /s/ /e¯/ /l/ (seal); /t/ /o˘/ /p/ (top); /g/ /o¯/ /t/ (goat); /f/ /e¯/ /t/ (feet).

Check each child’s ability to blend the phonemes.

SKILL FOCUS: PHONICS

Initial Consonant f

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

Place the Letter Card f on the Picture Card fox. Tell children that they are going to help fox find pictures whose names begin with the same sound and letter as his name: /f/.

Place these Picture Cards face down in a pile below the Letter Card f near the fox: fan, doll, farm, game, foot, ball, horse, fork.

Call on children to name the picture and tell whether or not it begins with f. They can put the f pictures next to fox and the non-f pictures aside.

Objectives
• blend phonemes
• recognize words in which initial consonant f = /f/
• blend short a words

Materials
• Alphafriend Cards: Andy Apple, Fifi Fish
• Letter Cards: a, c, f, g, m, n, p, s, t
• Picture Cards: ball, bed, cup, doll, fan, farm, feet, foot, fork, fox, game, goat, hen, horse, peach, seal, top

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Check each child’s ability to tell whether or not a word begins with the letter \( f \).

**SKILL FOCUS: PHONICS 5–10 MINUTES**

**Review Short \( a \)**

Display the Alphafriend Card *Andy Apple* and the Letter Card \( a \).

Remind children that the Alphafriend name is *Andy Apple*, and that the vowel letter \( a \) stands for the beginning sound in his name.

Have each child say the /\( a \)/ sound aloud, stretching it out: /\( \text{a} \text{a} \text{a} \text{a} \)/, /\( a \)/. Model stretching the sound as needed.

**Blending Short \( a \) Words**

Display the Letter Cards \( f, a, \) and \( n \), reminding children that they know the sound for \( f, /f/ \), the sound for \( a, /\( a \)/ \), and the sound for \( n, /n/ \).

Say: *I say the sounds in order, starting at the left* (point to \( f \)). *I say /f/ first, and then /\( a \)/, and finally /n/. I hold each sound until I say the next one:/f/ /\( a \)/ /n/, fan. *Let’s say it together:* fan.

Change Letter Card \( f \) to Letter Card \( c \). Model blending the sounds as you sweep your hand under the letters, from left to right: /\( k\text{a} \text{a} \text{a} \text{a} \text{a} \)/, *can*. Have children blend *can* with you.

Replace the \( c \) with \( m, t, \) and \( p \), one at a time. Have children blend *man, tan,* and *pan*. Model additional blending as needed. Repeat the procedure with *cap, map, gap, nap,* and *sap*.

Check each child’s ability to blend short \( a \) words.
THEME 5: Let’s Count! WEEK 3

Day 4

SKILL FOCUS: PHONICS
5–10 MINUTES

Review Initial Consonant g

Display the Alphafriend Card Gertie Goose and the Letter Card g.

Remind children that the letter g stands for the sound at the beginning of Gertie Goose, /g/.

Tell children that geese like Gertie giggle. Have children giggle when you say words that begin with g. Say: green, blue, gold, give, zipper, grow, garden.

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

Materials
- Alphafriend Cards: Andy Apple, Gertie Goose, Pippa Pig
- Letter Cards: a, b, c, f, g, n, p, s, t, v
- Picture Cards: ant, bat, can, cat, fan, man, pan, van

SKILL FOCUS: PHONICS
5–10 MINUTES

Review Initial Consonant p

Display the Alphafriend Card Pippa Pig and the Letter Card p.

Remind children that the letter p stands for the sound at the beginning of Pippa Pig, /p/.

Review with children that another word that starts with p is pat. Have children practice patting their heads.

Have children pat their heads as they identify words that begin with p.

Check each child’s ability to name words that begin with the letter p.
SKILL FOCUS: PHONICS

Review Short a


Have children name the Alphafriend and say the /a/ sound: /a/.

Blending Short a Words

Display the Letter Cards a and t, reminding children that they know the sound for a, /a/, and the sound for t, /t/. Give each Letter Card to a child and have him or her say the sound for the letter, stretching it out.

Point to a and t and encourage children with those letters to move closer together as they say their sounds. Then have children say the word formed by those letters: /aat/. Give a child the Letter Card f. Have that child walk toward a and t, stretching out the /f/. When the three children join up, have them blend their sounds together to make the words fat.

Replace the initial f with p to make pat. Then replace final t in pat with n to make pan.

Continue changing the first or last letter to make these words: can, cap, tap, tan, van, vat, sat, sag, bag, tag.

Check understanding by giving each child a chance to read one or two words.

PHONICS CENTER

Today children can build words with Letter Cards. Discuss the Picture Cards ant, bat, can, cat, fan, man, pan and van, and review the letters that make up the words.
Objectives
• identify and read the high-frequency words and and go in a sentence
• blend and read short a words

Materials
• Letter Cards: a, c, f, M, m, N, n, P, p, r, S, t, V
• Word Cards: a, and, go, i, to, see
• Punctuation Card period
• Practice Master ES5-3

Revisit High-Frequency Words and, go

Display the sentence I can go to see Nan and Pat, with Word, Punctuation, and Letter Cards.

Tell children that they are going to read a sentence with the words go and and. Say: I can go to see Nan and Pat, pointing to each word as you read.

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 Nan and Pat with Letter Cards that spell Sam and Van. Have children read the sentence I can go to see Sam and Van. Continue with Letter Cards for other names: Pam, Mat.

Check to be sure each child can read go and and in context.
**SKILL FOCUS: PHONICS**

**15–20 MINUTES**

**Revisit Blending Short a Words**

**Display** the Letter Cards \(f, a, \) and \(n\), and remind children that they know the sounds for /f/, /\(\text{\^{a}}\)/, and /n/. Model blending the sounds as you sweep your hand under the letters: /\(\text{\^{a}}\text{\^{a}}\text{\^{a}}\text{\^{a}}\text{n}/, *fan*.

**Have** children blend and pronounce *fan* with you.

**Remove** the \(f\) and have children blend and pronounce *an*.

**Add** the letter \(r\) and have children blend and pronounce *ran*.

**Repeat** the procedure for *at*.

**Place** the Letter Cards \(c\) and \(p\) below the Letter Cards that spell *at*. Select individuals to pick a letter, place it in front of *at*, say the initial sound, and blend the word for the group.

**Check** understanding by having each child blend a short *a* word.

**Practice Apply**

**Distribute** copies of Practice Master ES5-3.

**Discuss** the pictures. Help children note that the up arrow stands for the word *up*.

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

**Have** children read the story aloud.