Theme 6: Sunshine and Raindrops
EXTRA SUPPORT LESSONS FOR

Sunshine and Raindrops

THEME 6: Sunshine and Raindrops
**Objectives**
- blend phonemes
- identify and say the sound for /l/

**Materials**
- Picture Cards: can, cat, cot, game, goat, lamp, leaf, lion, map, mat, mop, pan, pin, pot, van, vet

**Blending Phonemes**

Tell children that you will play a letter-and-sound game with them.

Display the Picture Cards *cat*, *cot*, and *can*. Have children name the pictures.

Say: *I will say the sounds in one of the picture names. You put the sounds together to name the Picture Card. Listen: /k/ /o˘/ /t/. Now put the sounds together to name one of the Picture Cards.*

Have a child identify the Picture Card. Then pick up Picture Card *cot*, say the sounds, /k/ /o˘/ /t/, and blend them again. Have children repeat the sounds and blend the word with you.

Continue with /k/ /a˘/ /t/ (*cat*) and /k/ /a˘/ /n/ (*can*). When children have blended the word, call on a child to remove the Picture Card. Follow the same procedure with the Picture Cards *pit*, *pot*, *pan*, and *mop*, *map*, *mat*.

Note children’s ability to blend phonemes.
BEGINNING SOUND /l/

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

**Display** the Picture Card *lamp*. Say *lamp*, stretching out the beginning sound /l/. Ask children to say *lamp* similarly. Then have children just say /l/. Ask them to think about how their tongue moves when they say the sound.

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

**Tell** children that you will say some words, and they should laugh when you say a word that starts with /l/: *leash, map, lion, fan, lock, bug, log*.

**Check** children’s ability to distinguish beginning sound /l/.

**PHONICS CENTER**

Children can work with Picture Cards *game, goat, leaf, lion, vet and van*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**SKILL FOCUS: PHONEMIC AWARENESS**

**Blending Phonemes**

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

Say: *I am thinking of an animal that purrs. It is /k/ /a˘/ /t/. Can you name it?* (cat)

Say: *I am thinking of an animal that lays eggs. It is /h/ /e˘/ /n/. Can you name it?* (hen)

Have children take turns to think of a new riddle for the class to solve. (Examples: dog, fox, goat, pig, seal)

**Initial Consonant /l/**

Display the Alphafriend Card *Larry Lion*. Remind children that they know the beginning sound for *Larry Lion*, /l/.

Display the Letter Card *l*. Tell children that the letter *l* stands for the sound they hear at the beginning of *Larry Lion*, /l/. Have children say /l/ several times.

Ask children to leap when you say words that begin with the letter *l*. Say: *less, long, yarn, like, six, land.*

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

**Objectives**
- blend phonemes
- identify words that begin with /l/
- recognize the letter *l*
- recognize the High-Frequency word *is*

**Materials**
- Alphafriend Card *Larry Lion*
- Letter Card *l*
- Word Cards: is, My
- Punctuation Card *period*
- Picture Cards: bat, bike, cat, dog, doll, game, girl, guitar, hat, lemon, log, vase, vine
**Skill Focus:**

**High-Frequency Word *is***

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

**Say:** “(Child’s name) is a girl,” as you hold up the Word Card *is* and point to a girl in the class. Repeat similarly for a boy in the class.

**Create** from Word, Punctuation, and Picture Cards the phrase *My cat is____*. Have children read the phrase with you. Then complete the phrase for children, for example: *My cat is black*.

**Spread out** the following Picture Cards: *bat, bike, bat, doll, game, dog*. Have each child choose a Picture Card to replace Picture Card *cat*, read the phrase, and then complete the sentence.

**Check** each child’s ability to read the word *is*.

**Phonics Center**

Children can work with Picture Cards *girl, guitar, lemon, log, vase, and vine*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Day 3

Objective
- Segment phonemes
- Recognize words where initial consonant \( l = /l/ \)
- Blend short \( i \) words

Materials
- Alphafriend Card Iggy Iguana
- Letter Cards: b, f, h, i, l, p, s, t
- Picture Cards: cut, dig, hop, hug, kiss, lamp, lion, lip, lock, mix, run, tag

Segmenting Phonemes

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 Picture Card hop. Listen as I say the sounds in hop.

Say /h/ /o˘/ /p/. What sound do you hear at the beginning of hop? That’s right, /h/. What sound do you hear in the middle? (/o˘/) What do you hear at the end? (/p/) Have children repeat hop, /h/ /o˘/ /p/ after you.

Ask each child to choose a Picture Card, name it, and segment the sounds. Have the group repeat the sounds after the child.

Check each child’s ability to segment a word into phonemes.

Initial Consonant /l/

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

Place the Picture Cards dig, kiss, bop, and mix among the Picture Cards lamp, lion, lip, and lock below the Letter Card \( l \).

Call on children to choose a Picture Card whose name begins with /l/, say its name aloud, and place it next to Letter Card \( l \).

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

**Short i**

*Display* the Alphafriend Card *Iggy Iguana* and the Letter Card *i*.

*SAY:* *This Alphafriend is Iggy Iguana. Say Iggy Iguana with me. Iggy’s letter is the vowel i, and the sound for i is /ı/.* Say /ı/ with me. *Now stretch out the sound: /ıııı/, /ı/. Call on children to say the /ı/ sound aloud.*

*CHECK* to be sure each child is saying short *i* correctly.

**SKILL FOCUS: PHONICS 5–10 MINUTES**

**Blending Short i Words**

*Display* the Letter Cards *i* and *t*, and remind children that they know the sounds for *i*, /ı/, 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 /ı/, then /t/. I hold each sound until I say the next one, /ııııı/, /ı/. I’ve made the word *it*. Let’s say it together, *it.*

*DISPLAY* the Letter Cards *l*, *i*, and *t*. Model blending the sounds as you sweep your hand under the letters: /ııııııı/, *lit*. Have children blend and pronounce *lit* with you. Then have children blend the word on their own. Repeat this procedure with *fit*, *pit*, and *sit*.

*NOTE* children who may need additional support blending short *i* words.
**Day 4**

**Objective**
- Identify words where initial consonant \( g \) = /g/.
- Identify words where initial consonant \( v \) = /v/.
- Identify words where initial consonant \( h \) = /h/.
- Blend and read short /i/ words.

**Materials**
- Alphafriend Cards: Gertie Goose, Vinny Volcano, Hattie Horse, Iggy Iguana
- Letter Cards: a, b, e, f, g, h, i, m, p, s, t, w
- Picture Cards: gate, hug, pit, vet

---

**Review Initial Consonant \( g \)**

**Display** the Alphafriend Card Gertie Goose and Letter Card \( g \).

**Remind** children that the letter \( g \) stands for the sound they hear at the beginning of Gertie Goose, /g/. Have children say /g/ several times with you.

**Review** with children that another word that starts with \( g \) is guitar. Ask children to pretend to play a guitar when you say words that start with the letter \( g \). Say: go, give, boat, game, cat, garage, pot.

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

---

**Review Initial Consonant \( v \)**

**Display** the Alphafriend Card Vinny Volcano and Letter Card \( v \).

**Remind** children that the letter \( v \) stands for the sound they hear at the beginning of Vinny Volcano, /v/. Have children say /v/ several times with you.

**Explain** to children that another word that starts with \( v \) is violin. Ask children to pretend to play a violin when you say words that start with the letter \( v \). Say: vet, vine, map, very, apple, vase.

**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 Letter Card $h$. Remind children that the letter $h$ stands for the sound they hear at the beginning of Hattie Horse, /h/. Have children say /h/ several times with you.

Tell children that another word that starts with $h$ is born. Ask children to pretend to blow a horn when you say words that start with /h/. Say: burry, fan, borse, bat, bed, bead, tug.

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

Review Blending Short $i$ Words

Remind children that the Alphafriend Card Iggy Iguana and the Letter Card $i$ stand for /i/.

Give three children the Letter Cards $s$, $i$, and $t$. Tell them to stretch out their individual letter sound when you point to them.

Point to $i$ and $t$, and encourage them to move together as they say their sounds. Then have the children say the word they have made: /i/i/i/i/i/t, it.

Have the child with $s$ walk toward $i$ and $t$, stretching out the /s/. When the three children join up, have them blend their sounds together to make the word sit.

Check each child’s ability to blend short $i$ words.

PHONICS CENTER

Discuss the Picture Cards for gate, bug, pit, vet, and wig. Review the letters that make up the words. Children can build these words with Letter Cards.
Objectives

- Identify and read the High-Frequency word *is* in a sentence
- Blend and read short *i* words

Materials

- Letter Cards: a, b, f, i, g, h, p, t
- Word Cards: a, is, It
- Punctuation Card: period
- Practice Master ES6-1

**Revisit High-Frequency Word *is***

Display the Word Cards *It, is,* and *a* to the left of the Letter Cards *b, i,* and *g,* *(big)* and *b, a,* and *t.* *(hat).* Tell children they are going to read a sentence with the word *is.*

Say: “*It is a big hat,*” pointing to each word as you read it.

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.

Ask children to use Letter Cards to make a new word to substitute for *hat,* and then read the new sentence aloud. Possible words: *bag, bat, bit, pig, pit, tip.*

Check each child’s ability to read the word *is* in the context of a sentence.
Revisit Blending Short i Words

**Display** the Letter Cards p, i, and t, and remind children that they know the sounds for p, /p/, i, /i/, and t, /t/.

**Model** blending the sounds as you sweep your hand under the letters: /pı˘ı˘ı˘ı˘t/, pit. Have children blend and pronounce pit with you.

**Replace** the Letter Card t with the Letter Card g, and have children blend the new word.

**Place** the Letter Cards b and f below the Letter Cards for pig.

**Ask** a child to choose a Letter Card to replace the p in pig, say the initial sound, and blend the word for the group. Model blending when needed.

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

---

**Practice Apply**

**Distribute** copies of Practice Master ES6–1.

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

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

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

**Blending Phonemes**

Tell children that today you will play a sound-and-word game with them.

Recite a familiar nursery rhyme for children, “Hey, Diddle, Diddle.”

Say: *I will say the sounds in one of the words from the rhyme. You put the sounds together to name the word. Listen: /k/ /a/ /t/.* Now put the sounds together to name one of the words from the rhyme. *(cat)*

Continue with other words from the rhyme: *cow; moon, dog, dish, spoon.*

Note children who may need additional support blending phonemes.

---

**Technology**

**Education Place**

[www.eduplace.com](http://www.eduplace.com)

**Sunshine and Raindrops**

**Audio CD**

*All to Build a Snowman*

Audio CD for *Sunshine and Raindrops*

**Lexia Phonics CD-ROM**

Primary Intervention
Beginning Sound /k/

Recite and repeat the chant shown. Ask children to listen for words that begin with /k/. Then have them join in as they are able, blowing kisses when they say or hear words that begin with /k/.

Display the Picture Card kiss. Say kiss, stretching out the beginning sound /k/. Ask children to say kiss similarly, and then have them just say /k/. Ask them to think about the positions of their mouths when they say /k/.

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

Tell children that you will say some words. They should blow a kiss when you say a word that starts with /k/. Say: keep, lake, kitten, best, kick, kitchen, milk, kind.

Check children’s ability to distinguish beginning sound /k/.

PHONICS CENTER

Children can work with Picture Cards farm, fox, key, kit, tag, and toast. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Blending Phonemes

**Objectives**
- blend phonemes
- identify words that begin with /k/
- recognize the letter k
- recognize the High-Frequency word here

**Materials**
- Alphafriend Card *Keely Kangaroo*
- Letter Card k
- Word Cards: *here, here, is, my*
- Punctuation Card *period*
- Picture Cards: *bike, dog, doll, fan, fork, game, hat, king, kite, ten, top*

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

**Say:** *I am thinking of something good to eat. It is a /s/ /n/ /a˘/ /k/. Can you name it? (snack)*

**Say:** *I am thinking of something you can ride. It is a /b/ /ı¯ / /k/. Can you name it? (bike)*

**Give** children a word, and ask them to think of a new riddle for the group to solve. (Examples: *bell, box, game, kite, red, six*)

**Check** children’s ability to blend phonemes.

**Initial Consonant k**

**Display** the Alphafriend Card *Keely Kangaroo*. Remind children that they know the beginning sound for *Keely Kangaroo, /k/.*

**Show** the Letter Card k. Tell children that the letter k stands for the sound they hear at the beginning of *Keely Kangaroo, /k/.* Have children say /k/ several times with you.

**Ask** children to pretend to jump like kangaroos when you say words that begin with the letter k.

**Say:** *key, kitchen, pan, kindergarten, toast, kettle, kennel.*

**Check** each child’s ability to identify words that begin with the letter k.
**SKILL FOCUS:** 10–15 MINUTES

**High-Frequency Word** *here*

**Tell** children that they will learn to read a new word, *here*. Display the Word Card *here*.

**Say:** What is the first letter in this word? (h) What sound does the letter h stand for? (/h/) Say the word with me: *here*.

**Create** from Word, Punctuation, and Picture Cards the sentence *Here is my dog*. Have children read the sentence with you.

**Spread out** the following Picture Cards: *bike, bat, doll, game, kite*. Have each child choose a Picture Card to replace Picture Card *dog*, and read the sentence.

**Check** each child’s ability to read the word *here*.

**PHONICS CENTER**

Children can work with Picture Cards *fan, fork, kiss, kite, ten,* and *top*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Segmenting Phonemes

Direct attention to the Word Pattern Board.

Choose a word from the Word Pattern Board, and point to it. Say, for example: *This is the word* like. *Watch me as I say* like *again. This time I will say each sound in like.*

Say *like,* segmenting the sounds,/l/ /ı¯ / /k/. *What sound do you hear at the beginning of like?* *That's right, /l/. What sound do you hear in the middle? (/ı¯/) *What do you hear at the end? (/k/)*

Have children repeat *like,* /l//ı¯ //k/ after you.

Ask a child to choose a word from the Word Pattern Board, and read it. Then have the child segment the sounds. Have the group repeat the sounds.

Make sure each child has a chance to choose a word, and lead the group to check for understanding.

Initial Consonant k

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

Place the Picture Cards bike, lock, goat, hug, key, king, kiss, and kit in random order below the Letter Card k.

Call on children to choose a Picture Card whose name begins with /k/, say its name aloud, and place it next to Letter Card k.

Check each child's ability to identify words that start with the letter k.
**Blending Short i Words**

**Display** the Letter Cards *i* and *t*, and remind children that they know the sounds for *i*, /i/, 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 /i/, then /t/. I hold each sound until I say the next one, /iiit/, it. I've made the word it. Let's say it together, it.*

**Display** the Letter Cards *k*, *i*, and *t*.

**Model** blending the sounds as you sweep your hand under the letters: /kiit/, *kit*. Have children blend and pronounce *kit* with you. Then have children blend the word on their own.

**Spread out** the following Letter Cards: *b, f, g, m, n, p, r, s*. Have children take turns removing the *k* or *t* in *kit*, replacing it with another letter to make a new word, and blending the sounds as you point to the letters.

**Check** each child’s ability to blend short *i* words.
Objectives
- identify words where initial consonant $f = /f/$
- identify words where initial consonant $t = /t/$
- blend and read short $i$ words

Materials
- Alphafriend Cards: Fifi Fish, Tiggy Tiger
- Letter Cards: $f, i, k, l, n, p, t, z$
- Picture Cards: fan, pig, pin, pit, tag, wig

Review Initial Consonant $f$

Display the Alphafriend Card Fifi Fish and Letter Card $f$.

Remind children that the letter $f$ stands for the sound they hear at the beginning of Fifi Fish, /f/. Have children say /f/ several times with you.

Explain to children that another word that starts with $f$ is five.

Ask children to display five fingers when you say words that start with the letter $f$. Say: fish, flower, can, feel, peach, fun, jar, food.

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

Review Initial Consonant $t$

Display the Alphafriend Card Tiggy Tiger and Letter Card $t$.

Remind children that the letter $t$ stands for the sound they hear at the beginning of Tiggy Tiger, /t/. Have children say /t/ several times with you.

Review with children that another word that starts with $t$ is ten.

Ask children to hold up ten fingers when you say words that start with the letter $t$. Say: tag, pin, tooth, nose, tug, game, tip, toes.

Check each child’s ability to identify words that begin with the letter $t$. 
Review Blending Short /i/ Words

**Give** three children the Letter Cards /f/, /i/, and /t/. Tell them to stretch out their individual letter sound when you point to them.

**Point to** the children holding the letters /i/ and /t/, and encourage them to move together as they say their sounds. Then have the children say the word they have made: /iiiit/, it.

**Have** the child with /f/ walk toward /i/ and /t/, stretching out the /f/. When the three children join up, have them blend their sounds together to make the word fit.

**Check** each child’s ability to blend short /i/ words as you repeat the procedure with different Letter Cards.

**PHONICS CENTER**

Discuss the Picture Cards for fan, pig, pin, pit, tag, and wig, and review the letters that make up the words. Children can build the words fan, pig, pin, pit, tag, and wig with Letter Cards.
**Objective:**

- identify and read the High-Frequency word *here* in a sentence
- identify words where initial consonant *k* = */k*/
- blend and read short *i* words

**Materials:**

- Letter Cards: *f, i, i, K, k, m, n, p, s, t*
- Word Cards: *here, is, My*
- Punctuation Card *period*
- Practice Master ES6–2

---

**Revisit High-Frequency Word *here***

**Display** Word, Punctuation, and Letter Cards to form this sentence: *My kit is in here.*

**My**

**kit**

**is**

**in**

**here.**

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

**Say:** "*My kit is in here,*" pointing to each word as you go.

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

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

**Ask** children to use Letter Cards to make a new word to take the place of *kit.* (Possible words: *fig, pig, pin, pit, tin, tip*)

**Check** each child’s ability to read *here* in the context of a sentence.
Revisit Blending Short i Words

Display the Letter Cards K, i, and m, and remind children that they know the sounds for K, /k/, i, /ı˘/, and m, /m/.

Model blending the sounds as you sweep your hand under the letters: /Kı˘ı˘ı˘ı˘m/, K i m. Have children blend and pronounce the name Kim with you.

Remove the Letter Card K, and replace the Letter Card m with the Letter Card n. Have children blend the new word, in.

Place the Letter Cards f and t below the Letter Cards for in.

Have children take turns to choose a Letter Card to place in front of in. Have the children say the initial sound, and blend the word for the group.

(fin, tin)

Continue similarly with other short i words.

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

Practice/Apply

Distribute copies of Practice Master ES6–2.

Read the directions, and discuss the pictures with children.

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

Have children read the story aloud.
Blending Phonemes

Tell children that today you will play a sound-and-word game with them.

Say: I will say the sounds in a word that names something in our room. You put the sounds together to name the word. Listen: /r/ /u˘/ /g/. Now put the sounds together to name something in our room: /r/ /u˘/ /g/. (rug)

Model blending the sounds as needed.

Continue with other monosyllabic words that name items in the classroom. (Examples: sink, wall, book, block, paints)

Beginning Sound qu

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

Display the Picture Card for queen. Say queen, stretching out the beginning sound /kw/. Ask children to say queen similarly. Then have children just say /kw/. Ask them to think about how their mouths move when they say the sound.

CHANT
“Quack, quack, quack!”
Say the ducklings.
Quick, quick, quick,
Comes mother duck.
**Say:** Now get your mouths ready to say queen.

Now say it. Have children repeat queen several times.

**Tell** children that quack is the sound ducks make.

You will say some words, and they should quack when you say a word that starts with /kw/. Say: quick, king, quiet, box, seal, quiz, duck, quake.

**Check** children’s responses to see if they can identify words that begin with /kw/.

**PHONICS CENTER**

Children can work with Picture Cards band, borse, leaf, lion, quarter, and queen. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**SKILL FOCUS: PHONEMIC AWARENESS**

**Blending Phonemes**

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

Say: *This animal says “quack.” It is a /d/ / ū / /k/. Can you name it? (duck)*

Say: *This animal says “woof.” It is /d/ /o˘/ /g/. Can you name it? (dog)*

Give each child a word, and ask each child to think of a new riddle for the class to solve. (Examples: cow, dog, cat, pig, sheep, goat)

Check each child’s ability to blend phonemes.

**SKILL FOCUS: PHONICS**

**Initial Consonant q**

Display the Alphafriend Card Queenie Queen. Remind children that they know the beginning sound for Queenie Queen, /kw/.

Show the Letter Cards q and u. Tell children that the two letters together stand for the sound /kw/, the beginning sound of Queenie Queen. Have children say /kw/ several times with you.

Ask children to quack when you say words that begin with the letters qu. Say: *quick, quite, noodle, quit, white, quilt.*

Check each child’s ability to identify words that start with the letters qu.
**SKILL FOCUS:**

**High-Frequency Words is, here**

**Tell** children that they will practice reading their new words, *is* and *here*.

**Display** the Word Card *here*. Say: *What is the first letter in this word?* (h) *What sound does the letter h stand for?* (/h/) *Say the word with me: here.*

**Display** the Word Card *is*. Say: *What is the first letter in this word?* (i) *What sound does the letter i stand for?* (/ı˘/) *Say the word with me: is.*

**Create** from Word, Punctuation, and Picture Cards the sentence *Here is my cat*. Have children read the sentence with you.

**Spread out** the following Picture Cards: *desk*, *guitar*, *band*, *key*, *nose*, *tooth*, *wig*.

**Have** children take turns choosing a Picture Card to replace Picture Card *cat* and reading the sentence.

**Check** each child’s ability to read the words *is* and *here*.

**PHONICS CENTER**

Children can work with Picture Cards *ben*, *bop*, *lemon*, *lip*, *log*, and *quilt*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Segmenting Phonemes

Display the Picture Cards boat, feet, hen, jet, lip, nine, pot, rock, and vine.

Choose a Picture Card, and hold it up. Say, for example: This is Picture Card feet. Listen as I say feet again. This time I will separate out each sound in feet.

Say feet, segmenting the sounds, /f/ /e/ /t/. Ask: What sound do you hear at the beginning of feet? That's right, /f/. What sound do you hear in the middle? (/e/) What do you hear at the end? (/t/)

Have children repeat feet, /f/ /e/ /t/ after you.

Ask a child to choose a Picture Card, name it, and then have the child segment the sounds. Have the group repeat the sounds.

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

Initial Consonant q

Display the Letter Cards q and u, and say their sound, /kw/. Have children repeat the sound with you.

Place the Picture Cards for feet, vine, and rock among the Picture Cards quarter, queen, and quilt below the Letter Cards qu.

Ask children to take turns to choose a Picture Card whose name begins with /kw/, say its name aloud, and place it next to Letter Cards q and u.

Check each child’s ability to identify picture names that begin with the letters qu.
Blending Short i Words

**Display** the Letter Cards i and t, and remind children that they know the sounds for i, /ɪ/, 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 /ɪ/, then /t/. I hold each sound until I say the next one, /ɪɪɪɪt/, it. I’ve made the word it. Let’s say it together, it.

**Display** the Letter Cards q, u, i, and t.

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

**Spread** out the following Letter Cards: b, f, g, h, k, l, p, and s. Have each child remove the qu from quit, and replace it with a letter to make a new word. Have the child blend the sounds as you point to the letters.

**Continue** with other words such as pig, fig, fit, bit, bip, and quip.

**Check** each child’s ability to blend short i words.
OBJECTIVES
• identify words where initial consonant \( h = /h/ \)
• identify words where initial consonant \( l = /l/ \)
• blend and read short \( i \) words

MATERIALS
• Alphafriend Cards: Hattie Horse, Larry Lion
• Letter Cards: e, f, h, i, k, l, n, p, t, z
• Picture Cards: hen, ink, kit, lip, pin, pit, zip

Review Initial Consonant \( h \)

Display the Alphafriend Card Hattie Horse and Letter Card \( h \).
Remind children that the letter \( h \) stands for the sound they hear at the beginning of Hattie Horse, /h/. Have children say /h/ several times with you.

Review with children that another word that starts with \( h \) is hop.

Ask children to hop when you say words that start with the letter \( h \). Say: hen, bug, cat, hop, key, hat.

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

Review Initial Consonant \( l \)

Display the Alphafriend Card Larry Lion and Letter Card \( l \).
Remind children that the letter \( l \) stands for the sound they hear at the beginning of Larry Lion, /l/. Have children say /l/ several times with you.

Tell children that another word that starts with \( l \) is laugh.

Ask children to pretend to laugh when you say words that start with the letter \( l \). Say: lock, lamp, walk, leg, tan, like.

Check each child’s ability to identify words that begin with the letter \( l \).
Review Blending Short \( i \) Words

Give three children the Letter Cards \( b, i, \) and \( t \). Tell them to stretch out their individual letter sound when you point to them.

Point to the children holding the letters \( i \) and \( t \), and encourage them to move together as they say their sounds. Then have the children say the word they have made: \( /i\overline{ii}t/ \), it.

Have the child with \( b \) walk toward \( i \) and \( t \), stretching out the \( /h/ \). When the three children join up, have them blend their sounds together to make the word \( bit \).

Repeat with other words such as \( in, fin, \) and \( -ip, lip \).

Check for understanding by giving each child the opportunity to blend at least two words.

PHONICS CENTER

Discuss the Picture Cards for \( ben, ink, kit, lip, pin, pit, \) and \( zip \), and review the letters that make up the words. Children can build the words \( ben, ink, kit, lip, pin, pit, \) and \( zip \) with Letter Cards.
Day 5

SKILL FOCUS: 10–15 MINUTES

Revisit High-Frequency Words *is*, *here*

**Objectives**
- identify and read the high-frequency words *is*, *here* in sentences
- identify words where initial *qu* = /kw/
- blend and read short *i* words

**Materials**
- Letter Cards: *i*, *h*, *l*, *n*, *p*, *q*, *s*, *t*, *u*
- Word Cards: *is*, *is*, *here*, *My*, *my*
- Punctuation Cards: *question mark*, *period*
- Picture Cards: *cat*, *dog*, *hen*, *horse*, *lion*, *mule*, *seal*
- Practice Master ES6–3

**Use** Word Cards, Punctuation Card *question mark*, and Picture Card *cat* to display this sentence: *Is my cat here?*

**Tell** children they are going to read a question with the words *is* and *here*.

**Say:** “*Is my cat here?*” pointing to each word as you go.

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

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

**Display** the sentence: *My cat is here*. Have the sentence read, pointing out that it answers the question *Is my cat here?*

**Ask** children to take turns choosing a Picture Card, replacing the Picture Card *cat* in the question, and reading the new question. Then have them substitute the card into the sentence, and read the answer. Use these Picture Cards: *dog*, *hen*, *horse*, *lion*, *mule*, *seal*.

**Check** each child’s ability to read *is* and *here* in sentences.
SKILL FOCUS: PHONICS 10–15 MINUTES

Revisit Blending Short i Words

Display the Letter Cards q, u, i, and t, and remind children that they know the sounds for qu, /kw/, i, /ı˘/, and t, /t/.

Model blending the sounds as you sweep your hand under the letters: /kwı˘ı˘ı˘ı˘ı˘t/, quit. Have children blend and pronounce quit with you.

Replace the Letter Cards q and u with the Letter Card s, and have children blend the new word.

Place the Letter Cards p and n on the floor below the Letter Cards for sit.

Ask children to choose a Letter Card to replace the s in sit. Have them say the initial sound, and blend the word for the group. (pit) Then have them replace the t in pit. (pin) Model blending when needed.

Continue in a similar manner to blend other short i words.

Check for understanding by having each child blend at least two short i words.

Practice Apply

Distribute copies of Practice Master ES6–3.

Read the directions and discuss the pictures with children.

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

Have children read the story aloud.