Theme 7

THEME 7: Wheels Go Around
EXTRA SUPPORT LESSONS FOR

Wheels Go Around
Blending and Segmenting Phonemes

Objectives
- blend and segment phonemes
- identify and say the /d/ sound

Materials
- a spring or spring-like toy (optional)
- Picture Cards: dig, dog, feet, fox, king, kite

Display, if available, a spring-like toy. Demonstrate how the spring stretches out and then returns to its original shape.

Tell children that you are going to stretch out the sounds in a word as you stretch out the spring. They must blend the sounds to say the word and return the spring to its original shape.

Say: I’ll say some sounds. You put the sounds together to name something children can play with. Listen: /d/ /o˘/ /l/. Now put the sounds together. As children blend the sounds and say the word, return the spring to its original shape.

Have children stretch out the sounds in doll. Prompt children as needed, asking them to name the beginning, the middle, and the end sounds. As the children say /d/ /o˘/ /l/, stretch out the spring again.

Continue by having children blend sounds to name these playthings: bike, sled, kite, skate, ball, bat, game.
Beginning Sound \(d\)

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

**CHANT**

\(\text{ldl, ldl, Daisy dog,}
\text{Digging in your dish.}
\text{ldl, ldl, Daisy dog,}
\text{Doing what you wish.}\)

**Display** the Picture Card for *dig*. Say *dig*, stretching out the beginning sound /\(d\)/. If needed, model for children the /\(d\)/ mouth position.

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

**Tell** children that you will say some words, and they should pretend to dig when they hear a word that starts with /\(d\)/: *dirt, pot, dance, hard, girl, deep, dinner, mop*.

**PHONICS CENTER**

Children can work with Picture Cards *dig, dog, feet, fox, king, and kite*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS

Blending and Segmenting Phonemes

Tell children that you are going to play a sound-and-word game with them.

Say: I am thinking of something with wheels. It is /b/ /u/ /s/. Can you name it? (bus) Now, let's stretch out the sounds in bus: /b/ /u/ /s/.

Give children the names of other items that have wheels. (truck, bike, van, cab, skate, train) Ask them to first stretch out the sounds, and then blend them back into words.

SKILL FOCUS: PHONICS

Initial Consonant d

Display the Alphafriend Card Dudley Duck. Remind children that they know the beginning sound for Dudley Duck, /d/.

Display the Letter Card d. Tell children that the letter d stands for the sound /d/, the beginning sound of Dudley Duck. Have children say /d/ several times with you.

Have children dance in place if you name a word that begins with the letter d. Say: boat, down, donut, dinosaur, dish, home.

Check each child's ability to identify words that begin with the letter d.
**SKILL FOCUS:**

10–15 MINUTES

**High-Frequency Word for**

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

Display Word Card *for*. Ask: *How many letters do you see in this word?* (three) *What is the first letter?* (f) *What sound does the word start with?* (/f/) *Say the word with me, for.*

Create from Word, Punctuation, and Picture Cards the sentence: *A farm is for a pig*. Have children read the sentence with you.

**A** is *for a*.

Spread out the following Picture Cards: *cow, goat, hen, horse, pig*. Have a children choose another farm animal to replace Picture Card *pig*, read the phrase, and then complete the sentence.

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

**PHONICS CENTER**

Children can work with Picture Cards *desk, dot, peach, pot, rake* and *rug*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
### Skill Focus: Phonemic Awareness

**10–15 Minutes**

**Blending and Segmenting Phonemes**

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

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

<table>
<thead>
<tr>
<th>Pat</th>
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<th>Clap</th>
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<td>/d/</td>
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<td>/d/</td>
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### Skill Focus: Phonics

**5–10 Minutes**

**Initial Consonant d**

**Display** Letter Card d and say its sound, /d/. Have children repeat the sound.

**Place** Picture Cards for girl, bed, hand, and rake among the Picture Cards for dog, doll, desk, dig on the floor or table below the Letter Card d.

**Ask** children to choose Picture Cards whose names begin with the /d/ sound, say the picture names aloud, and place them next to Letter Card d.

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

**Objectives**

- blend and segment phonemes
- recognize words where initial consonant d = /d/
- blend short i words

**Materials**

- Alphafriend Card Iggy Iguana
- Letter Cards: b, d, f, h, i, l, n, p, s, t
- Picture Cards: bed, desk, dig, dog, doll, girl, hand, rake
**SKILL FOCUS: PHONICS 5–10 MINUTES**

### Short i

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

**Say:** *Who remembers the name of this Alphafriend? Yes, it is Iggy Iguana. What is Iggy Iguana’s letter? (the vowel i) What sound does the vowel i stand for? (/i/) Say /i/ with me. Now stretch out the sound: /iiii/.*

**Call on** children to say the /i/ sound.

### Blending Short i Words

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

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’ll say the sounds in order: first /i/, then /n/. I hold each sound until I say the next one, /iiiiin/, in. I’ve made the word in. Let’s say in together, in.*

**Display** the Letter Cards *p*, *i*, and *n*.

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

**Repeat** the procedure with *pig*, *bit*, and *him*, and have children blend the sounds as you point to the letters.

**Note** children who may need additional support blending short *i* words.
Review Initial Consonant \( k \)

**Display** the Alphafriend Card *Keely Kangaroo* and Letter Card \( k \).

**Remind** children that the letter \( k \) stands for the sound \(/k/\) at the beginning of *Keely Kangaroo*. Have them say \(/k/\) several times with you.

**Tell** children that another word that starts with \( k \) is *kite*.

**Have** them pretend to fly a kite when you say a word that starts with the letter \( k \). Say: *kiss, apple, kick, key, rake, king, girl*.

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

Review Initial Consonant \( f \)

**Display** the Alphafriend Card *Fifi Fish* and Letter Card \( f \).

**Remind** children that the letter \( f \) stands for the sound \(/f/\) at the beginning of *Fifi Fish*. Have children say \(/f/\) several times with you.

**Tell** children that another word that starts with \( f \) is *five*.

**Have** children hold up five fingers when you say a word that starts with the letter \( f \). Say: *fan, first, ink, four, kite, fun*.

**Check** each child’s ability to identify words that begin with the letter \( f \).
BLENDING SHORT i WORDS

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

**Point to** i and n and encourage children to move together as they say their sounds. Then have the children say the word they have made: /iin/, in.

**Have** the child with f walk towards i and n, stretching out the /f/. When the three join up, have them blend their sounds together to make the word fin.

**Repeat** with: did, big, fib, kit, and other words.

**PHONICS CENTER**

Discuss the Picture Cards for dig, kit, and pit, and review the letters that make up the words. Children can build the words dig, kit, and pit with Letter Cards.
Revisit High-Frequency Word *for*

**Display** Word, Punctuation, and Picture Cards to show the following sentence: *A leash is for a dog.*

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

Say: "*A leash is for a dog,*" 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 other Picture Cards to make similar sentences, such as *A rake is for a leaf; A quarter is for a purse.*

Check that each child can identify the word *for.*
SKILL FOCUS: PHONICS

Revisit Blending Short i Words

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

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

Repeat the procedure for dig.

Place Letter Cards b and f below the Letter Cards for dig.

Have children choose a Letter Card to replace the d in dig. Have them say the initial sound and blend the word. Model blending when needed.

Practice Apply

Distribute copies of Practice Master ES7–1.

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 students read the story aloud.

Practice Master ES 7–1

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

Here is a rib for Kip
Kip did like it!

Dig a big pit, Kip.
Dig a pit for a rib.

PMES 7–1
Grade K
Theme 7: Wheels Go Around

Week 1

Name

Practice Master ES 7–1

15–20 MINUTES
Tell children that you will play a sound-and-word game with them.

Recite a traditional rhyme for children, such as “To market, to market, to buy a fat pig. Home again, home again, jiggety jig.”

Say: I will say the sounds in one of the words from the rhyme. You put the sounds together to name the word. Listen: /p/ /ı˘/ /g/. Now put the sounds together to name one of the words from the rhyme. (pig)

Have children stretch out the sounds in pig. Prompt them as needed, asking them to name the beginning, the middle, and the end sounds.

Continue with other words from the rhyme: fat, home, jig.

Note children who may need additional support blending and segmenting phonemes.
BEGINNING SOUND z

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

CHANT
/z/ /z/ /z/
Zip the zipper up.
/z/ /z/ /z/
Zip the zipper down.

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

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

Tell children that you will say some words and they should pretend to zip up their jacket when they hear a word that starts with /z/: zero, zap, top, zone, purse, zoom, milk, zigzag.

PHONICS CENTER
Children can work with Picture Cards leaf, lock, peach, pot, zebra, and zigzag. Review their initial sounds with children to prepare them for the Phonics Center activities.
Objective:
- Blend and segment phonemes
- Identify words that begin with /z/
- Recognize the letter z
- Recognize the high-frequency word have

Materials:
- Alphafriend Card Zelda Zebra
- Letter Card z
- Word Cards: a, have, I
- Punctuation Card period
- Picture Cards: ball, bell, leaf, lion, log, map, mop, pan, pin, pig, purse, zoo

Skill Focus: Phonemic Awareness 10–15 Minutes

Blending and Segmenting Phonemes

Display randomly Picture Cards ball, bell, map, mop, pan, and pin.

Tell children that you are going to give them some sound riddles. Explain that they are to find the Picture Card whose name answers the riddle.

Say: I am thinking of something that makes a noise. It is a /b/ /e˘/ /l/. Can you name it? (bell)
Say bell with me... Now, stretch out the sounds in bell: /b/ /e˘/ /l/.

Follow a similar procedure with each of the displayed cards.

Skill Focus: Phonics 10–15 Minutes

Initial Consonant z

Display the Alphafriend Card Zelda Zebra. Remind children that they already know the beginning sound for Zelda Zebra, /z/.

Display the Letter Card z. Tell children that the letter z stands for the sound /z/, the beginning sound of Zelda Zebra. Have children say /z/ several times with you.

Have children pretend to zip up their jackets when you say words that begin with the letter z. Say: zoom, zebra, cow, dig, zucchini.

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

High-Frequency Word have

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

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

Create from Word, Punctuation, and Picture Cards the sentence I have a cot. Have children read the sentence with you.

Spread out the following Picture Cards ball, bell, cat, map, mop, pan, pin. Have children take turns choosing a Picture Card to replace Picture Card cot and read the sentence.

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

PHONICS CENTER

Children can work with Picture Cards leaf, lion, log, pig, purse, and zoo. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**Objectives**

- blend and segment phonemes
- recognize words where initial consonant \(z = /z/\)
- blend short \(i\) words

**Materials**

- Letter Cards: \(d, g, i, l, n, p, p, t, z\)
- Picture Cards: desk, kiss, six, zebra, zigzag, zipper, zoo

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**Blending and Segmenting Phonemes**

**Direct** attention to the Word Pattern Board and choose a word without revealing it to children. Say, for example: *I am thinking of a word on the Word Pattern Board. It is /h/ /a˘/ /v/. Blend the sounds to say the word with me: /h/ /a˘/ /v/, have.*

**Ask** children to say *have*. Then call on a child to stretch out the sounds in *have*.

**Have** a volunteer silently choose a word from the Word Pattern Board. Have the child stretch out the word’s sounds for the group. Have the group repeat the sounds and blend them together to identify the word.

**Repeat** the procedure as time allows.

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**Initial Consonant \(z\)**

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

**Place** Picture Cards *six, desk, and kiss* among the Picture Cards *zebra, zigzag, zipper*, and *zoo* below the Letter Card \(z\).

**Ask** children to choose Picture Cards that have names beginning with the \(/z/\) sound, say the picture names aloud, and place them next to Letter Card \(z\).
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’ll say the sounds in order: first /i/, and then /t/. I hold each sound until I say the next one, /iiit/, it. I’ve made the word it. Say it with me, it.

Display the Letter Cards p, i, and t.

Have children blend and pronounce pit. Model blending the word as needed. Then have children blend the word on their own.

Check children’s ability to blend short i words by repeating the procedure with lid, pin and big.
Objectives
- identify words where initial consonant \( p = /p/ \)
- identify words where initial consonant \( l = /l/ \)
- blend and read short \( i \) words

Materials
- Alphafriend Cards: Pippa Pig, Larry Lion
- Letter Cards: \( b, d, f, g, i, L, l, n, p, t, z \)
- Picture Cards: dig, lip, pig, zip

Review Initial Consonant \( p \)

Display the Alphafriend Card *Pippa Pig* and Letter Card \( p \).

Remind children that the letter \( p \) stands for the sound \( /p/ \) at the beginning of *Pippa Pig*. Have children say \( /p/ \) several times with you.

Tell children that another word that starts with \( p \) is *point*.

Have them point to the Letter Card \( p \) when you say a word that starts with the letter \( p \). Say: *pay, did, pet, pan, fish*.

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

Review Initial Consonant \( l \)

Display the Alphafriend Card *Larry Lion* and Letter Card \( l \).

Remind children that the letter \( l \) stands for the sound \( /l/ \) at the beginning of *Larry Lion*. Have children say \( /l/ \) several times with you.

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

Have children laugh when you say words that start with the letter \( l \). Say: *lunch, part, let, leaf, sack*.

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

\textbf{Give} two children the Letter Cards \textit{i} and \textit{f}. Tell them to stretch out their individual letter sound when you point to them.

\textbf{Point to} \textit{i} and \textit{f}, and encourage them to move together as they say their sounds. Then have the group say the word they have made: /\textit{iiiiif}/, \textit{if}.

\textbf{Repeat} with \textit{zip}, \textit{lid}, \textit{pin}, and other words.


\textbf{PHONICS CENTER}

Discuss the Picture Cards \textit{dig}, \textit{lip}, \textit{pig}, \textit{zip} and review the letters that make up the words. Children can build the words \textit{dig}, \textit{lip}, \textit{pig}, and \textit{zip} with Letter Cards.
**Objectives**
- identify and read the high-frequency word *have* in a sentence
- blend and read short *i* words

**Materials**
- Letter Cards: *b, d, f, g, h, i, l, p, z*
- Word Cards: *a, have, I*
- Punctuation Card *period*
- Picture Cards: *bed, bike, dog, hat, rock, tooth*
- Practice Master ES7–2

**Skill Focus:** 15–20 MINUTES

**Revisit High-Frequency Word *have***

**Display** Word, Letter, Punctuation, and Picture Cards to show the following: *I have a big dog.*

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

**Say:** "*I have a big dog,*" 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** students come up and replace the Picture Card *dog* with one of these Picture Cards to make a new sentence: *bed, bike, hat, rock, tooth.* Have children read their sentences aloud.

**Check** each child’s ability to read *have.*
Revisit Blending Short i Words

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

Model blending the sounds as you sweep your hand under the letters: /zi/i/i/i/i/i/p/, zip. Have children blend and pronounce zip with you.

Place Letter Cards l, b, and d on the floor below the Letter Cards for zip.

Ask volunteers to come up and choose a Letter Card to replace the z in zip. Have them say the initial sound and blend the word. (lip, hip, dip)

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

Practice Apply

Distribute copies of Practice Master ES7–2.

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.

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

I have a __________ for Liz. In it is a big bag! I can zip my bag here and here. A pig can fit in my bag!
**Objectives**
- blend and segment phonemes
- identify and say the /d/ sound
- identify and say the /z/ sound

**Materials**
- Picture Cards: dog, doll, duck, rock, rug, zebra, zip, zoo

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

**Blending and Segmenting Phonemes**

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

Say: *I will say the sounds in a word. The word is the name of something in our room. Listen: /d/ /e˘/ /s/ /k/. Now put the sounds together to make a word: /d/ /e˘/ /s/ /k/. (desk)*

Continue with other one syllable words that name items in the classroom, for example: pad, pen, light, doll, ball, box.

Model blending the sounds as needed.

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**Technology**

Education Place
www.eduplace.com
Wheels Go Around

Audio CD
The Wheels on the Bus
Vroom, Chugga, Vroom-Vroom
Audio CD for Wheels Go Around

Lexia Phonics
CD-ROM
Primary Intervention
Display the Picture Card for duck. Say duck, stretching out the beginning sound /d/. If needed, model for children the /d/ mouth position.

Repeat the procedure with the Picture Card for zebra and the sound /z/. If needed, model for children the /z/ mouth position.

Tell children that you will say some words, and they should dance when they hear a word that starts with /d/, and they should pretend to zip up their jackets when they hear a word that starts with /z/. Use these words: dance, zip, zero, dinosaur, zigzag, dog.

Check children’s ability to tell the difference between beginning sounds d and z.

PHONICS CENTER

Children can work with Picture Cards dog, doll, rock, rug, zip, and zoo. Review their initial sounds with children to prepare them for the Phonics Center activities.
**SKILL FOCUS: PHONEMIC AWARENESS**

**Blending and Segmenting Phonemes**

**Place** the following Picture Cards in a paper bag: cow, duck, goat, fox, hen, pig, seal, yak. Tell children that you are going to play a sound-and-word game with them. Say: *I will pick a Picture Card for an animal from the bag and say the sounds in its name. You blend the sounds and name the animal. Listen: /s/ /ê/ /l/ (seal)*

**Give** children the bag. Ask each one to pick a Picture Card from the bag and stretch out the sounds in the Picture Card’s name for the group to blend.

**SKILL FOCUS: PHONICS**

**Initial Consonants d, z**

**Display** Alphafriend Card *Dudley Duck*. Remind children that they know the beginning sound for *Dudley Duck*, /d/.

**Display** the Letter Card d. Tell children that the letter d stands for /d/, the beginning sound of *Dudley Duck*. Have children say /d/ several times.

**Repeat** the procedure with Alphafriend Card *Zelda Zebra* and Letter Card z.

**Have** children squat low like a duck when you name words that begin with the letter d, and stand up tall like a zebra when you name words that begin with the letter z. Use these words: dirt, deep, zoom, dollar, zone.

**Check** children’s ability to distinguish d from z.

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**Objectives**

- blend and segment phonemes
- identify words that begin with /d/, /z/
- recognize the letters d, z
- recognize the high-frequency words for, have

**Materials**

- Alphafriend Cards: Dudley Duck, Zelda Zebra
- Letter Cards: d, z
- Word Cards: a, a, a, have, I, for
- Punctuation Card period
- Picture Cards: cow, desk, dot, duck, goat, fox, hen, lion, pig, rake, rope, seal, yak, zebra, zigzag, zipper, zoo
**SKILL FOCUS:**

**High-Frequency Words for, have**

**Tell** children that they will practice reading their new words, *for* and *have*.

**Display** Word Card *for*. Ask: *How many letters do you see in this word?* (three) *What is the first letter?* (f) *What sound does the word start with?* (/f/) *Say the word with me, for.*

**Display** Word Card *have*. Ask: *How many letters do you see in this word?* (four) *What is the first letter?* (h) *What sound does the word start with?* (/h/) *Say the word with me, have.*

**Create** from Word, Punctuation, and Picture Cards the sentence: *I have a zoo for a zebra.* Have children read the sentence with you.

Spread out the following Picture Cards: *lion, seal, yak*. Have children choose a zoo animal to replace Picture Card *zebra*, and read the sentence.

**Check** each child's ability to read the words *for* and *have*.

**PHONICS CENTER**

Children can work with Picture Cards *desk, dot, rake, rope, zigzag and zipper*. Review their initial sounds with children to prepare them for the Phonics Center activities.
**Objective**

- blend and segment phonemes
- recognize words where initial consonant $d = /d/$
- recognize words where initial consonant $z = /z/$
- blend short $i$ words

**Materials**

- Letter Cards: $d$, $g$, $j$, $k$, $l$, $p$, $t$, $z$
- Picture Cards: desk, dig, dog, doll, zebra, zip, zoo

**Blending and Segmenting Phonemes**

**Display** Picture Cards *dig, zip, doll, zoo,* and *dog*.

**Say** I’m going to say the sounds in a word. You blend the sounds together to say the name of one of the Picture Cards. Listen: /z/ /ı˘/ /p/. What Picture Card am I naming? (zip)

**Have** children say zip. Then call on a volunteer to stretch out the sounds. Ask the group to follow the child’s lead, stretching out the sounds in *zip*: /z/ /ı˘/ /p/.

**Follow** a similar procedure to name the remaining Picture Cards.

**Initial Consonants $d$, $z$**

**Display** Letter Cards *d* and *z* and say their sounds, /$d$/ and /$z$/ Have children repeat the sounds with you.

**Mix** Picture Cards *desk, dig, dog, doll, zebra, zip, zoo,* and place them below the Letter Cards *d* and *z*.

**Ask** children to take turns choosing a Picture Card. Have them name it, say its beginning sound, and place it next to the Letter Card that stands for that sound.

**Check** each child’s ability to distinguish between words that begin with *d* and *z*. 
SKILL FOCUS: PHONICS

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, /iiti/, it. 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 underline the letters with a sweeping motion: /liiiti/, lit. Have children blend and pronounce lit with you. Then have children blend the word on their own.

Spread out the additional Letter Cards g, b, d, p, and z, and have children repeat the procedure with bit, pig, lid, lip, zig, and zip.

Check each child’s ability to blend short i words.
Objective
- identify words where initial consonant \( d = /d/ \)
- identify words where initial consonant \( z = /z/ \)
- identify words where initial consonant \( r = /r/ \)
- blend and read short \( i \) words

Materials
- Alphafriend Cards: Dudley Duck, Zelda Zebra, Reggie Rooster
- Letter Cards: \( a, d, d, f, g, h, i, m, n, p, r, s, t, x, z \)
- Picture Cards: dig, mix, pin, six, wig

**Blend with Initial Consonants \( d, z, r \)**

**Display** the Alphafriend Card Dudley Duck and Letter Card \( d \).

**Recall** that the letter \( d \) stands for the sound \( /d/ \) at the beginning of Dudley Duck. Have children say \( /d/ \) several times. Ask children to name some words that start with the letter \( d \).

**Repeat** the procedure with Zelda Zebra and \( z \), and with Reggie Rooster and \( r \).

**Display** Letter Cards for \( d, a, \) and \( d \). Point to each letter in turn and pronounce it with children: \( /d/ /\tilde{a}/ /d/ \). Then model how to blend the sounds to read the word: \( /d/ /\tilde{a}/ /d/, \) dad. Have children blend dad with you.

**Say:** Watch as I change a letter in the word dad. Replace Letter Card \( a \) with Letter Card \( i \). Blend the word did with children.

**Continue** blending with these words: dig, zig, zip, rip, rap.

**Check** each child’s ability to blend initial consonants \( d, r, \) and \( z \).
Review Blending Short \(i\) Words

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

Point to \(i\) and \(g\), and encourage them to move together as they say their sounds. Have the children say the word part they have made: \(/i\ i\ i\ i\ i\ g/\), \(ig\).

Have the child with \(d\) walk toward \(i\) and \(g\), stretching out the \(/d/\). When the three join up, have them blend their sounds together to make the word \(dig\).

Repeat with \(in, fin;\) and \(it, bit\).

PHONICS CENTER
Discuss the Picture Cards for \(dig, mix, pin, six,\) and \(wig\), and review the letters that make up the words. Children can build the words \(dig, mix, pin, six,\) and \(wig\) with Letter Cards.
Objectives
• identify and read the high-frequency words *for*, *have* in sentences
• identify words where initial consonant *d* = /d/
• identify words where initial consonant *z* = /z/
• blend and read short *i* words

Materials
• Letter Cards: a, b, C, c, d, g, i, K, k, n, p, t, Z, z
• Word Cards: a, for, have, I, my
• Punctuation Cards: period, question mark
• Picture Cards: bed, dog, key, leash, lock, quilt
• Practice Master ES7–3

**Revisit High-Frequency Words for, have**

Display Word, Letter, Punctuation, and Picture Cards to form this sentence: *Can I have a leash for my dog?*

Tell children they are going to read a sentence with the words *for* and *have*.

Say: “*Can I have a leash for my dog?*” 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.

Display the sentence: *I can have a leash for my dog*. Have the sentence read, pointing out that it answers the question *Can I have a leash for my dog?*

Have children use other Picture Cards to make similar sentences, such as *Can I have a quilt for my bed? Can I have a key for my lock?*

Check each child’s ability to read *for* and *have*. 
Revisit Blending Short i Words

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

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


Place Letter Cards k, b, and t below the Letter Cards for lip.

Ask a child to replace the l in lip with Letter Card K and blend the name. (Kip) Have another child replace the p in Kip. (Kit) Then have another child replace the K in Kit with Letter Card b. (bit) Model blending when needed.

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

Practice Apply

Distribute copies of Practice Master ES7–3.

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 students read the story aloud.