Theme 7

THEME 7: Wheels Go Around
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Wheels Go Around
Things with Wheels

Sit in a circle with children. **SAY** This week we will read and talk about things with wheels. First, listen as I read a chant.

Display “Wonderful Wheels” on chart paper. Read the chant aloud two or three times. Tell children you will read the chant again and they should listen for the names of things that have wheels. **ASK** What are some things with wheels? How many wheels does a bike have? Have children say how many wheels a bus has. Show the picture of the wheelchair on page 2 of Wheels Around. Help children describe what they see.

**ASK** What are some other things that have wheels? Prompt responses with more specific questions such as What is something that is big and delivers food and other things to stores?

Have children draw pictures of things that have wheels. Ask them to tell about their pictures. Coach them to respond: A ___ has wheels. Have the group repeat the response chorally.

**MULTI-LEVEL RESPONSE**

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<td>Name the things that the chant says have wheels. Have children repeat the names. Show pictures in books of bikes and buses. Have children find and name these vehicles.</td>
<td><strong>SAY</strong> Name something that has wheels. How many wheels does it have?</td>
<td><strong>SAY</strong> Name something big that has wheels. Name something small that has wheels. Tell about some places you can see things with wheels.</td>
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Wheels Around

Display the book and read the title aloud. **SAY** This book doesn't tell a story, but it shows all kinds of things that have wheels. Let's look at the pictures. You can learn a lot about wheels as you look at them. Identify the vehicles when necessary and ask appropriate questions.

- What has wheels in this picture? How many wheels does it have? What else has the same number of wheels?
- How are the people using these things with wheels?
- Have you ever ridden on or in anything like this? Who can drive this? Ride it?
- Is this something for fun? Or is this something that helps us? How?

Phonemic Awareness/Phonics

**Blending and Segmenting Phonemes**

**Tell** children to listen as you say three sounds, /r/ /ı̆/ /d/. Have children repeat each sound with you. Model how to blend the sounds to get the word ride. Have children follow your model. Then repeat with /k/ /ã/ /b/ for cab and /b/ /ũ/ /s/ for bus. **ASK** What is the same about a cab and a bus?

**SAY** Listen as I say a word, then you say the word, bike. Listen again to the word. This time listen for its three sounds, /b/ /ı̆/ /k/. Repeat the sounds with me. Now blend the sounds to get the word again. What is the word? Repeat the procedure, having children segment red and net with you. Call on children in turn to be the leader to segment other CVC and CVCe words such as bell, nine, rope, run, and sit. Have the group repeat the sounds the leader says and blend them into the secret word. Write each word on the board.

**Initial Consonant d /d/**

**Introduce** Alphafriend Dudley Duck. Say the character’s name Dudley Duck, stretching out the initial /d/. Have children do the same. **ASK** Do Dudley and Duck begin with the same sound? Say that sound with me, /d/. Display Letter Cards D and d. Have children name the letters.

**Say** these words one at a time, asking children if each begins like Dudley Duck: dog, doll, dust, day. Then say pairs of words and have children identify the word in each pair that begins with /d/: deep/gate, fish/disb. Have them say the beginning sound, and name the letter that stands for the sound. Write the word on the board.

**Skill Objectives**

**Children**

- blend and segment phonemes
- associate /d/ with d

**Materials**

- Letter Cards D, d
- ELL Picture Card
  Alphafriend Dudley Duck
  (See Master ELL 7–2.)

**Language Transfer Support**

For children whose primary language is Spanish, the /d/ sound may be confused with /θ/ as in this. These children may also confuse the /ã/ and /o˘/ sounds. Speakers of Vietnamese may expect the letter e to represent the /ã/ sound. Clarify the English pronunciations as necessary.
People Who Drive

**Say** Soon you will hear a story about a bus ride. What do you call the person who makes a bus move or go? A bus driver makes a bus go. Have children repeat the sentence that tells what the bus driver does.

Then display *Wheels Around* and point to the police car on pages 10 and 11. Have children identify the vehicle. **Ask** Who drives a police car? Then point to the fire truck on pages 12 and 13. After children identify the vehicle, ask: **Ask** Who drives a fire truck? Have children repeat: A firefighter drives a fire truck. Continue in the same way with the mail truck/mail carrier on page 14 and with the tractor/farmer on page 18.

**Let’s Pretend** Give children paper circles or plates and crayons so they can make their own steering wheels. Tell them they will pretend to be different kinds of drivers. Place three chairs at the front of the room. Call on three children at a time to sit in the seats. Ask each child to choose which vehicle he or she will drive—bus, police car, fire truck, mail truck, or tractor. Coach children to use this model to tell about themselves and their vehicles: *This is a bus. I am the bus driver.* Invite children to add sound effects to enhance their driving experiences.

**Vocabulary** wheels, bus, drive, ride, car

**Materials**
- paper plates or circles
- drawing materials
- Read Aloud *Wheels Around*
- ELL Picture Cards bus, wagon, steering wheel, tractor
(See Master ELL 7–2.)

**Beginning/Preproduction**
See Master ELL 7–1.

Display the chant “Wonderful Wheels.” Read it aloud. Then say: Yesterday we looked at a book that showed many things with wheels. What are some things we saw in that book that have wheels? Does a wagon have wheels? Show the wagon on page 3 of *Wheels Around*. Say: Yes. A wagon has wheels. Have children repeat the sentence. Continue in the same way, having children name other wheeled items, showing pictures, and asking children to repeat a sentence that names the item with wheels.
The Wheels on the Bus

Display the book and read the title aloud. SAY This book is about a grandmother and her two granddaughters. They sing a song as they wait for a bus.

Pages 7–9: What are the people waiting for? What are the grandmother and the two girls thinking about as they wait? Where do you think they want to go on the bus? Have you been on a bus? Where did you go?

Pages 11–13: What are the people doing? What is the weather like?

Pages 15–23: Who are the people on the bus? What are they doing? Do you see the grandmother and the girls on the bus?

Pages 24–29: There’s the grandmother and the girls. What is the weather like now? They seem happy, but did they get on the bus? Why? What will they do?

Word Work/Phonics

High-Frequency Word: for

Use Word, Picture, and Punctuation Cards to construct this rebus sentence: Here is a (Picture Card bike) for Dan. Point to each word as you read the sentence aloud. Reread it, stopping at for to have children read the word aloud. Have children repeat the sentence, replacing Dan with other names.

Replace Picture Card bike in the original sentence with Picture Card pan. Have the group read the new sentence aloud, then have children take turns selecting different Picture Cards to replace the bike.

Initial Consonants d /d/, k /k/, f /f/

Display Letter Cards d, k, f, c, and p in random order. Hold up, one at a time, Picture Cards king, fork, dog, farm, desk, and kite. Have children name each picture, say the beginning sound, and name the letter that stands for that sound. Then write the picture name on chart paper.

Blending Short i Words

Display Letter Cards b, i, and g. Give one card to each of three children. Have children stand, facing the group, and arranged to form the word big. Starting on the left, point and ask each child to say the sound of his or her letter. Help the child with i pronounce the short i sound. Have the three children blend sounds to say big. Repeat the procedure with different children, replacing b with d, f, or p to make the words dig, fig, and pig. Write the words on chart paper.

Skill Objectives

Children

• learn the high-frequency word for
• associate sounds with letters: /d/d, /k/k, /f/f
• blend short i words

Materials

• Word Cards a, for, Here, is
• Picture Cards bike, desk, dog, farm, fork, king, kite, pan, and five or more other single objects
• Letter Cards b, c, d, f, g, i, k, p
• Punctuation Card period
• chart paper
• a marker
Riding in a Bus

Show children *The Wheels on the Bus*, and turn through the pages. **SAY** Now we will sing the song *Grandma and the girls sing while they wait for the bus.*

Help children with the tune of the song by singing one or two verses. Then have children sing the same verse or verses with you. When the tune is familiar, invite children to sing the whole song with you.

Show children some actions to the song verses. For example, draw circles in the air to accompany the words *around and around*. Move your hand from side to side in front of your face to show the windshield wipers. Pretend to push a steering wheel horn with your hand. Sing the song again and have children join in on the words and actions.

Work with children to make up and sing a new verse. Choose an action that has an obvious gesture to go with it. For example, children might sing: *Some children on the bus/wave goodbye, wave goodbye... Some children on the bus wave goodbye/all around the town.* Sing and act out your new verse together.

Vocabulary
ride, bus, wait, horn

Materials
• Big Book *The Wheels on the Bus*

**Beginning/Preproduction**
See Master ELL 7–1.
Read the chant “Wonderful Wheels,” having children echo each line. Then say: Wheels are just one part of a bus. **What are some other parts of a bus?** Take children on a picture walk through *The Wheels on the Bus*. Ask leading questions to help children name or point to parts of a bus: **What do people go through to get in and out of the bus?** What do people sit on? **What makes the sound toot, toot or beep, beep when the driver honks it?** What do people look through to see outside the bus?

**Multi-level Response**

**Beginning/Preproduction**
**SAY** Draw a bus. Draw the bus driver and other people in the bus. Be ready to tell about your picture. **ASK** What might the driver say to the people?

**Early Production/Speech Emergent**
**ASK** What makes the sound toot, toot on the bus? **SHOW** How the driver honks the horn. Show how the wheels on the bus move. Make the sound of the bus engine.

**Intermediate/Advanced**
**ASK** What sounds can you hear when you ride a bus? **WHAT** What do you see when you ride a bus? **WHERE** What are some places you can go on a bus?
Phonics Library

“Big Rig,” pages 1–7

Distribute or display the Phonics Library book. Read the title aloud. Explain that this book is about a worker who builds something together with a big machine. **ASK** Do you know what a big rig is? Let’s take a look at the pictures to find out what the big rig is and how it helps the worker build something. What is the big rig doing? How does it do that? What is the man doing? What tools does he use? Can you tell what they are building?

Concepts of Print

First/Last Letter of a Word; Matching Words

**Display** page 4 of the Phonics Library selection “Big Rig.” Read the sentence. Then frame the word *pit* with self-stick notes. **SAY** Count the letters in this word with me. Point to each letter as you count aloud. **ASK** On which letter did we start counting? That is the first letter in the word. Which letter did we count last? Repeat with the words *can* and *Rig*.

**Show** and read pages 4 and 5. Frame the word *dig* on page 4. **SAY** Find the same word on page 5. Are the letters the same? Let’s say the letters for each word to see if they are the same, d i g/d i g. The two words match.

**Skill Objectives**

**Children**
- identify the first and last letters in words
- match words in print

**Materials**
- chart paper
- a marker
- small self-stick notes
- a selection of easy classroom books
- Phonics Library selection “Big Rig”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write the words *can* and *man* on chart paper. Then display page 5 of “Big Rig.” Frame the word *can*. Tell children to point to the word on the chart that matches. Repeat for *man*.

**Early Production/Speech Emergent**
On chart paper, write *A cat and a pig see a man*. Read the sentence with children. **SAY** Find the word with the first letter *m*. *Read it aloud*. Repeat for the word with the last letter *g*.

**Intermediate/Advanced**
Have children tell what it means when we say two words match. Ask partners to find two words that match in classroom books. Then have them tell how they know the words match.

Phonics Library

*Wheels Go Around*

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Around and Around It Goes

**SAY** We have been talking about things that have wheels. Today we will talk about things that are round like a wheel.

Show a paper plate or a cardboard circle. Have children watch as you trace the outer edge with your finger. **ASK** Does this have the same shape as a wheel? Is this round like a wheel? Turn the plate to show how a wheel on a bus moves. Distribute paper plates and have children turn them around and around, too. Explain that things that are round turn over and over, or roll. Have children move toy cars or trucks along a surface to see how the round wheels turn, or roll.

**Is It Round?** Put some common items such as a marble, a ball, a ruler, a chalkboard eraser, and a round jar lid in a paper bag. Have children help you. Call the bag a “mystery bag.” Have children take turns reaching into the bag to select an item. Before they take the item out of the bag, have them say if it is round or not round. Then have children look at the item. Ask them to demonstrate how the round items can turn or roll like a wheel.

**Vocabulary**
around, turn over, roll

**Materials**
- a display of things that are round
- paper plates or cardboard circles
- toy cars or trucks
- common items such as a marble, a ball, a ruler, a chalkboard eraser, and a round jar lid
- a paper bag

**BEGINNING/PREPRODUCTION**
Share the chant “Wonderful Wheels” again. Read the chant aloud. Reread it and have children chime in on the repeated line Wheels are everywhere. Then ask: What shape is a wheel? A wheel is round. Draw a round wheel in the air with your finger. Have children help you identify things in the classroom that are round like a wheel. Provide prompts as needed: Is the clock round? Is a ball round? Is a penny round? Start a display of things that are round. Point to items and have children say their names.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**
**SAY** Draw something that is round. Tell about your picture.

**EARLY PRODUCTION/SPEECH EMERGENT**
**SAY** Show a round shape with your hands. Which is round, a book or a penny? Name two more things that are round and two that are not round.

**INTERMEDIATE/SPEECH ADVANCED**
**ASK** How can you tell that something is round? Name some round things that were in the mystery bag. Name some things in the bag that are not round.
Big Book Science Link
“Look for Wheels,” pages 33–38

Display the Big Book *The Wheels on the Bus* opened to page 33. Read aloud the title of this Link. Invite children to identify the places where the wheels are in the cameo art on this page. Ask children where else they might look for wheels.

**Pages 33–35:** What are the children doing? Where would you see wheels like these?

**Pages 36–37:** Who is using these special wheels? Are they going somewhere?

**Page 38:** Where are these wheels? Are they going somewhere? Where?

Comprehension

Text Organization and Summarizing

**Display** the Phonics Library selection “Big Rig.” Read pages 1–5 aloud. **SAY** These pages tell what work Big Rig can do. Then read the last two pages of the story. Explain that these two pages show and tell about what work Dan can do. **SAY** One part of this story tells what Big Rig can do and the other part tells what Dan can do. If you want to tell this story in your own words, you should think first about what the important parts of it are. **What do you think is important to tell about “Big Rig”?** Call on individuals to retell the story in their own words. Repeat for “Kit,” pages 1–8 in the Theme 6 Phonics Library book.

Skill Objectives

**Children**
- identify text organization
- summarize familiar stories

Materials
- Phonics Library selection “Big Rig”
- Theme 6 Phonics Library selection “Kit”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Display and read page 4 of “Big Rig.” **ASK** Who does this page tell about? Point to who this page is about. Repeat with page 6.

**Early Production/Speech Emergent**
Display “Big Rig.” **SAY** One part of this story tells about the work Big Rig can do. What does the other part of the story tell about?

**Intermediate/Advanced**
Have partners tell each other about a story they know, such as *The Three Little Pigs*. Ask them to just tell the important parts of it and not the whole story.
Pulling It All Together

SAY This week we read and talked about wheels and other things that are round. Let’s talk more about wheels.

Point to one of the wheeled objects in *Wheels Around*. Ask children to name it. Provide help, as needed. Then have children count the number of wheels they see. Use toy cars and trucks so children can check their count. Help children realize that even though they can’t be seen in the photos, cars, trucks, and other big vehicles have the same number of wheels on each side. Then have children look for the pictures in the book of a wheelchair, stroller, in-line skates, and bike. Count the wheels with them.


**Vocabulary**
round, around, wheels, stroller, in-line skates, wheelchair

**Materials**
- toy cars and trucks
- Read Aloud *Wheels Around*

**IF NEEDED . . .**

**Beginning/Preproduction**
See Master ELL 7-1.
Display the chant “Wonderful Wheels.” Read it aloud twice, encouraging children to chime in on the second reading. Repeat the rhyming words play and day from the second verse. Tell children: The words play and day rhyme. They sound alike, don’t they? Say them with me. Let’s think of some other words that sound like play and day. Have children listen. Does say sound like play and day? Repeat the words with me: play, day, say. Use the same process to generate more words that rhyme with play and day.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
*ASK* What is your favorite thing with wheels? Is there a picture of it in the books we saw this week? Show the picture of the thing with wheels that you like.

**Early Production/Speech Emergent**
*ASK* How many wheels does a car have? Tell what a fire truck looks like. Where do firefighters go in a fire truck?

**Intermediate/Advanced**
*ASK* Why do people need things with wheels? What things with wheels do you need? Why?
Phonics

Initial Consonants \(d /d/, \ k /k/, \ f /f/\)

Display Letter Cards \(d, k,\) and \(f\). Have children name each letter and identify the sound each stands for. **SAY** Listen as I say a letter sound, /k/. Now listen for a word that begins with the same sound, kite (pause) fun. Which word begins with /k/? Call on a child to point to and name the letter the word begins with. Then write the correctly identified word on chart paper.

**Continue** in a similar manner for /d/ deep/key, fall/dance; /k/ dip/kiss, fast/kind; /f/ face/doll, find/kit.

Blending Short \(i\) Words

Display in sequence the Letter Cards \(p, i,\) and \(g\). Say the letter sounds /p/ /i˘/ /g/. Model how to blend the sounds together to make the word pig. Have children follow your model. **ASK** What do you know about pigs?

Replace Letter Card \(g\) with \(t\) in pig. Repeat the procedure above to have children say pit. **SAY** A pit can be a hole in the ground or the center in a fruit such as a peach.

Use Letter Cards and continue to display words such as fit, fig, bit, sit, hit, and dig for children to read by blending the letter sounds. Encourage children to use each word they read in a sentence.

**Skill Focus** 10–15 Minutes

**Theme 7** Week 1 Day 5

**Skill Objectives**

Children
- associate sounds with letters /d/d, /k/k, /f/f
- blend short \(i\) words

**Materials**
- Letter Cards \(b, d, f, g, h, i, k, p, s, t\)
- chart paper
- a marker

**Beginning/Preproduction**

Write bag and big on the board. Say the word big. Have children point to the word in print that matches the spoken word big.

**Early Production/Speech Emergent**

Write fig and dig on the board. Have children read the words. **ASK** Which word answers this question: What do you do with a shovel? Repeat for sit and fit and the question, What do you do when you are tired of standing up?

**Intermediate/Advanced**

Have children work on their own to blend the sounds in rig. Then have them make up questions for which rig is the answer.
**TRANSPORTATION**

Listen carefully as I read a riddle. Listen for clues about something that is big and has big wheels.

Display “What Am I?” on chart paper. Read it aloud two more times. SAY We have talked about many different things with wheels. We have talked about buses, cars, and different kinds of trucks. What does the riddle tell about? Encourage children to express their ideas. If necessary, reread the riddle, emphasizing clickety-clack and I move along a shiny track. SAY The answer to the riddle is a train. A train moves on wheels along a track. Encourage children to tell about any experiences they have had on trains and what they think a track is.

Tell children to listen for clues in another riddle. SAY I fly in the air. I carry people and things from place to place. I have wings. I also have wheels. What am I? After children guess the answer, show ELL Picture Card, plane. Point to the wheels. Explain that the wheels help the plane take off and land.

**Proclaim**

**BEGINNING/PREPRODUCTION**

Have children form a train by holding on to one another and moving around the room. Make stops to pick up and drop off passengers and goods. Have children say clickety-clack as they move around the room.

**EARLY PRODUCTION/SPEECH EMERGENT**

**INTERMEDIATE/ADVANCED**

ASK Does a train move on the ground or in the air? What can people ride in that flies through the air? Draw a picture of a plane that is landing. Tell about your picture.

**MULTI-LEVEL RESPONSE**

SAY Work with a partner to act out taking a trip. Ask to buy a train or airplane ticket. Say where you are going.
The Little Engine That Could

Teacher’s Edition, pages T84–T85

Display page T85. Tell children this is a famous story written many years ago. Read the title aloud and ask children what they think this little train could do. Encourage discussion and speculation about the story based on the illustration.

- What is the train carrying? If necessary, help children determine that the train is carrying toys.
- Who is the little train taking its load to? Where are they? Do you think the little train will have trouble getting there?
- Is the train going up or down the mountain? How do you know? Which do you think is harder to do, go up or down a mountain?

Phonemic Awareness/Phonics

Blending and Segmenting Phonemes

Say the word buzz. Have children repeat it with you. Then segment the sounds and have children repeat them with you, /b/ /ù/ /z/. Ask What is the sound at the beginning of buzz? in the middle? at the end? Repeat the series of sounds as needed. Say Let’s put the sounds back together again. Help children repeat the individual sounds. Then have them blend the sounds into the word buzz. Write the word on the board.

Repeat the procedure for peep and boot, helping children segment and then re-blend the words. Have children demonstrate peeping and hooting.

Initial Consonant z /z/

Introduce Alphafriend Zelda Zebra. Say Zelda Zebra, stretching out the initial /z/. Have children do the same. Ask Do Zelda and Zebra begin with the same sound? Say the sound with me, /z/.

Display Letter Cards Z and z. Have children name the letters and point to the letter that stands for the sound at the beginning of Zelda.

Ask children to listen for /z/ at the beginning of these words: zoo, zip, and zap. Have them repeat the words after you. Then say the following pairs of words, having children tell which one in each pair begins with /z/: Zack/Jack, pig/zig, too/zoo. Write the /z/ words on the board.
Wheels at Play

SAY We have talked about things with wheels. Today let’s talk about things with wheels you might use for fun outdoors.

Display the ELL Picture Cards listed under Materials. Help children identify what they see in each picture. Encourage children to tell about their experiences with the items. Ask children to pantomime riding on one of the items. Have children tell what they are doing and add their own sound effects as they perform the actions.

Reread the first two lines of the riddle “What Am I?”—Clickety-clack, clickety-clack. I move along the shiny track. Model how to make substitutions that reflect moving on a bike, in-line skates, and so on. SAY Zoom, zoom. I ride along on my bike. Have children repeat your model. Provide several different models such as:

Wboosh, wboosh. I slide along on my scooter.
Vroom, vroom. I speed along on my skateboard.

Pair children. Have partners use some of the sound-effect words to talk about riding on one of the wheeled playthings discussed by the group. Encourage them to add their own examples as well.

Vocabulary
bicycle, in-line skates, skateboard, scooter

Materials
• Master ELL 7–3
• ELL Picture Cards bike; scooter/skates/skateboard
(See Masters ELL 7–2 and 7–4.)
LITERATURE FOCUS 10–20 MINUTES

**Vroom, Chugga, Vroom-Vroom**

Display the Big Book *Vroom, Chugga, Vroom-Vroom* and read the title aloud. Have children repeat it with you. **Ask** What does the title remind you of? Explain that the title is the sound that the cars make as they race around the track. Turn through the pages. Ask appropriate questions for each page and read aloud the large descriptive words drawn across some pictures.

- Where are the cars? What are they doing?
- What has happened to car number ___?
- Who is driving the cars? Who is watching the cars race?
- Which car wins the race? How can you tell?

SKILL FOCUS 10–15 MINUTES

**Word Work/Phonics**

**High-Frequency Word: have**

**Display** on chart paper and read aloud the sentence *I have a big cat*, pointing to have as you read it. Have children read it with you. Then show Word Cards like, here, and have. Ask children to match Word Card have to the word have in the sentence.

**Write** the sentence starter *I have a* on the chart paper. **Ask** What is something small you have at home? Encourage children to use the sentence starter. Tell children to draw a picture of something they have that is small. Have them copy the sentence starter below their picture. Then have children dictate the words for you to write to complete the sentence caption.

**Initial Consonants z /z/, p /p/, l /l/**

**Label** the flap side of three large envelopes with a letter z, p, or l. Fasten the envelopes to the wall. Point to the letters on the envelopes in turn and have children say the letter name and the sound it stands for.

**Display** Picture Cards purse, zoo, lock, zebra, pot, leaf, pin, zipper, and log near the envelopes. Have children name pictures one at a time, say the beginning sound, and place the picture in the correct envelope.

**Blending Short i Words**

**Write** the word zip on the board. Help children blend /z/ /i/ /p/ to make the word zip. **Ask** Do you have a coat that you can zip up? Repeat for the word sip. Help the group make up sentences with both zip and sip in them.

**Skill Objectives**

**Children**

- learn the high-frequency word have
- associate sounds with letters /z/, /p/, /l/
- blend short i words

**Materials**

- chart paper
- three large envelopes
- a marker
- Picture Cards leaf, lock, log, pin, pot, purse, zebra, zipper, zoo
- Word Cards have, here, like
We’re Racing!

**SAY** You have heard a story about a car race. Let’s have our own car races.

**ASK** Do the cars in a race move fast or slow? Why do they move fast? The driver in each car wants to be first and win. Each driver wants his or her car to be the first one to cross the finish line.

Have children help you make a finish line with tape or string on the floor. Give pairs of children several toy vehicles. Have a small ramp available. Ask partners to race their cars to see which one is the fastest. Each pair should have elimination races to find their fastest ones to enter in a final race.

**Let’s Race** Have children report their racing results to the group, showing which car crossed the finish line first in the final race. Coach children to report their results in sentences such as *This car is the fastest. It is the winner.*

**Beginning/Preproduction** Display and reread the riddle “What Am I?” Have children echo each line. Then repeat the third and fourth lines, emphasizing fast and slow. Have a child demonstrate a fast walk and a slow walk. Coach the child to use this pattern: *I am a fast walker. I am a slow walker.* Tell children to think about races they have been in or seen. Have them use the words fast and slow, using the pattern *I am a slow/fast ___.*

**Early Production/ Speech Emergent** Have two children simulate a race, one car going fast and the other one going slow. **ASK** Which car is going fast? Which car is going slow? Which car do you think will win the race?

**Intermediate/ Advanced** **SAY** Tell about your car race. What did you and your partner do? Which car did you think would be the fastest? Did it win? Why did you think it would win? What is a good prize to give the winner of a car race? Why?
Phonics Library

“Tan Van,” pages 9–13

Display page 9 in the Phonics Library book. Read the title aloud. Have children find and point to the van named in the title. **Ask:** What do you think this van is for? Then help children identify the animal characters on each page and what they are doing. For page 13, ask: Where is the van now? Where is it going?

**Concepts of Print**

**Matching Words**

**Write** *Can I have it?* on chart paper. Read the sentence aloud, pointing to each word. Circle *have* as children repeat the sentence with you. Read it once more, allowing children to read the word *have* on their own.

**Display** page 11 of “Tan Van.” Point to the word *have* in the second sentence. **Say:** This word matches the word that is circled on the chart. How do I know these words match? Say the letters in each word with me, *h a v e/h a v e.* The words match because the letters in each are the same. Repeat the procedure for the words *Can* and *it.*

**Skill Objective**

**Children**
- match words in print

**Materials**
- chart paper
- a marker
- Phonics Library selection
  “Tan Van”

**PHONICS LIBRARY**

**Beginning/Preproduction**

Write the words *sit* and *sat* on chart paper. Then display page 13 of “Tan Van.” Frame *sat* in the story text with self-stick notes. Tell children to point to the word on the chart that matches the framed word in the story text.

**Early Production/Speech Emergent**

Display these pairs of words on chart paper: *hat/had, hat/hat.* Have children identify the pair of words that match. Repeat for *hand/hat* and *hand/hand.*

**Intermediate/Advanced**

Display Word Cards *here and have.* **Ask:** Do these words match? Tell how you know.

**Phonics Library**

*Wheels Go Around*

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Ready, Set, Go!

**SAY** Today we will have some team races. There will be two teams. One team will be the bicycle team. The other team will be the skateboard team.

**Roll Along**
Create teams with the same number of racers. Give team members the ELL Picture Cards bike or skateboard. Explain that the teams will not really move. **SAY** Each team will roll a ball from one “racer” to another. The team that gets the ball to the last team member fastest wins the race. Have the members of each team line up sitting side by side. Have them leave an arm’s length of space between each other.

Before you begin the race, have the racers pantomime putting on their safety gear—helmets for the bikers, knee and elbow pads for the skateboard racers.

Then ask the members of each team to introduce themselves in this way: **I am _____. I will ride a bike (skateboard).**

Give the first child on each team a ball. Tell the teams to listen so they can begin when they hear the word go. **SAY** Ready, set, GO!

Bring the teams together after the race to congratulate everyone and to talk about the race.

**Vocabulary**
- race, ready, set, go, safety gear

**Materials**
- a ball
- ELL Picture Cards bike; skateboard

**IF NEEDED . . .**
**Beginning/Preproduction**
See Master ELL 7–3.
Display the riddle “What Am I?” Read it aloud. Then repeat the next to last line. Ask:
What is the opposite of go? The opposite of go is stop.
Ask a child to demonstrate go and stop with another child.
Introduce up and down by having children stand up and then sit down. Have them say the words as they perform the actions. Continue with the opposites close and open.
Have children take turns opening and the closing the classroom door.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**
**THEME 7: Wheels Go Around**
**WEEK 2**

**BEGINNING/PREPRODUCTION**
**SAY** Act out getting ready for a race. Show how you put on your safety gear. What will you race in?

**EARLY PRODUCTION/SPEECH EMERGENT**
**ASK** What word did everyone listen for to begin the race? Who won the race, the bicycle riders or the skateboard riders? Who will win next time?

**INTERMEDIATE/ADVANCED**
**ASK** If I am the starter, what should I say to start the race? In real life, who do you think can go faster, a bicycle rider or a skateboard rider? Why?
Big Book Science Link
“Cool Wheels!” pages 33–39

Display page 33 of the Science Link and read the title aloud. Invite children to tell what the word cool usually means. Explain that cool here is used to mean something that someone thinks is especially nice—like a special, fancy skateboard. **Ask** Do you think the wheels this boy is riding are cool? Why? Guide discussion of the pictures with questions such as: **Who is moving on wheels here?** **Why do you think these might be “Cool Wheels?”** Point out that all of the cool wheels are moved by people and not by engines like cars, trucks, trains, and buses are.

**Skill Objective**
**Children**
- identify cause-and-effect

**Materials**
- Phonics Library selection “Tan Van”
- Big Book Vroom, Chugga, Vroom-Vroom

**Comprehension**

**Cause and Effect**

**Say.** Let’s think about the story about the car race. Why did the drivers go fast? Tell children that thinking about why things happen in a story helps them better understand and enjoy it.

**Display** the Phonics Library selection “Tan Van.” Turn the pages, having children tell what is happening. **Ask** Why are the animals going to the tan van? Why does the pig say “Can I have it?” Why does the cat say “Can I have it?” Invite children to think up other why questions about the story. Help the group find the answers. Have them begin each answer with **Because**.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Show page 11 of “Tan Van.” **Ask** Why does the pig go to the van? Does the pig want a ride? Does the pig want an ice-cream cone?

**Early Production/Speech Emergent**
Display page 25 of the Big Book Vroom, Chugga, Vroom-Vroom. Read the text. **Ask** Why does everyone shout “Hurrah”?

**Intermediate/Advanced**
Have children suggest causes for these situations: A boy laughs. A girl turns on a light. A child falls down. Have them share their reasons.
Pulling It All Together

SAY This week we read and talked about things with wheels. Let’s talk about things we have at home or in our neighborhoods that have wheels. I went to the supermarket last night. Guess what? The grocery cart I pushed had wheels. The wheels made it easier to push. Then I met my neighbor. Her little girl had a doll in a doll stroller. The doll stroller had wheels. Wheels really are all around us!

What things do you have at home that have wheels?

Ask What things do you have at home that have wheels? Have partners talk together, telling each other what toys they have with wheels. Encourage partners to tell each other how they play with the toys. Move around the room as partners talk to observe and prompt: Do you have any toy trucks? What kinds of trucks are they? Do any of them have more than four wheels?

If children mention things other than toys that have wheels (such as tables or desk chairs) encourage them to talk about these objects. After partners have had time to talk, gather the group together to share their conversations.

Chant Again Revisit the chant “What Am I?” Have children softly chant clickety-clack throughout your reading of the riddle. Have them answer the riddle question with a hearty I’m a train!

Vocabulary push, grocery cart, doll stroller, train

Materials • Master ELL 7–3

IF NEEDED...

Beginning/Preproduction

See Master ELL 7–3.

Display the riddle “What Am I?” Reread it, encouraging children to join in. Then have children line up one behind the other to form a “train.” Say you will be the engine that pulls the train along. Reread the chant. Have children quietly repeat clickety-clack throughout your reading and the train’s trip around the room. When you get to the word fast, speed up the movement of the train. Reduce the speed when you come to the word slow. After you ask the question What am I? have children shout out I’m a train!

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Draw a toy you have that has wheels. Tell about your toy. Help children label their drawings.

Early Production/Speech Emergent

SAY Name a toy that has wheels. Draw a picture of the toy and tell how you play with it.

Intermediate/Advanced

SAY Work with a partner. Make up a new riddle about a train or other thing with wheels.
Phonics

Initial Consonants /z/, /p/, /l/

Display Letter Cards z, p, and l. Have children name each letter. SAY. Watch and listen as I point to a letter and say the sound it stands for. Point to p and say /p/. SAY. Now listen as I say some words. Each time you hear a word that begins with /p/, give a thumbs up signal. The words are pond, zip, pick, and zoom. Write the p words on chart paper. Repeat for /z/ and the words zoom, zoo, pet, and lamp, and for /l/ and the words paint, lake, last, and zap.

Blending Short i Words

Write sip on chart paper. Model how to blend the individual sounds /s/ /i/ /p/ to say sip. Repeat with children. Have them help you make up a sentence with the word sip in it. Then add the words lip, dip, and bip to the chart. Follow the established procedure to have children blend the sounds to read these short i words. After children say each word, help them use it in a sentence.

Skill Objectives

Children
- associate sounds with letters /z/, /p/, /l/
- blend short i words

Materials
- Letter Cards z, p, l
- chart paper
- a marker

Beginning/Preproduction

Write rig and big on chart paper. Say the word rig. Have children point to the word in print that matches rig. Repeat with tag and bag.

Early Production/Speech Emergent

Have children read aloud with you all the words on the chart that end with the letters i and p. Then have them name all the letters in each of the words.

Intermediate/Advanced

Have children choose words from the chart to use in oral sentences. Challenge them to use two or more of these words in a single sentence.
We’re Safe Car Riders

This week you will hear stories about a car ride and a race. Let’s talk about what riders in a car should do to have a safe trip.

Display the chant “A Car Ride” on chart paper. Read it aloud two or three times. Ask What are some things car riders should do? Talk briefly with children about why people should wear their seat belts, lock the car doors, and be quiet and well behaved when in the car.

Set up four chairs to represent the front and back seats in a car. Have groups of children get ready for a make-believe car ride. Have the driver and riders enter the car. Have them listen and watch as you read the chant again. Demonstrate actions to go with the words, such as fastening your seat belt, pushing down the door locks, and holding your finger to your lips to show it is quiet. Then read the chant and have the children in the car mimic your actions. Encourage them to chime in on Yes! and Right!

After the chant and when everyone is ready for a ride, have the driver turn on the engine and turn the steering wheel. Everyone in the car can bump up and down gently in their seats to show that the car is moving along.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Reread the chant “A Car Ride” and have children mimic your actions. Say Tell what you are doing.

Early Production/Speech Emergent
Ask What should you wear around you in a car to keep you safely in your seat? Show how a seat belt works.

Intermediate/Advanced
Say Tell about how you should act while riding in a car. Why should you act this way?
Mr. Gumpy’s Motor Car

Teacher’s Edition, pages T144–T145

Display the illustration on page T145. Tell children that this story tells about a man and some funny things that happen when he goes for a drive one day. Read the title aloud and have children identify Mr. Gumpy and his motor car. Then discuss other details in the picture.

- Is the motor car like cars you see and know about? How is it different?
- Where is Mr. Gumpy? Is he happy? How do you know?
- Where do you think Mr. Gumpy is going? What might happen on the way that would make Mr. Gumpy look unhappy?

Phonemic Awareness/Phonics

Blending and Segmenting Phonemes

Tell children to listen as you say these sounds /l/ /i/ /t/. Have children repeat the sounds with you. Model how to blend the sounds to get the word light. Have children follow your model. Repeat to blend /s/ /u/ /n/ for sun and /h/ /o/ /t/ for hot. SAY Listen to this word and repeat it after me, rain. Say it again with me. This time we’ll stretch it out into three separate sounds, /r/ /a/ /n/. Say the sounds again. What is the sound you hear at the beginning of rain? What sound comes next? Last? Repeat the procedure to segment wet into /w/ /e/ /t/.

Call on a child to be the leader. Whisper the word feel into the leader’s ear. Have him or her say the beginning, middle, and ending sounds of the word for the group to blend into the mystery word. Continue until all children have had a chance to segment a CVC or CVCe word for the group to blend.

Initial Consonants d /d/, z /z/

Introduce Alphafriend Dudley Duck. Say Dudley and Duck, stretching out the initial /d/. Have children do the same. ASK Do Dudley and Duck begin with the same sound? Say that sound with me, /d/. Display the Letter Cards D and d. Have children name the letters and point to the one that begins Dudley’s name. Reintroduce Alphafriend Zelda Zebra in the same manner.

Display, one at a time, Picture Cards dog, zipper, zebra, dig, dot, and zoo. Have children name each picture and say its beginning sound. Call on a different child to point to and name the letter that stands for the sound.
Safety Signs

**SAY** When people ride cars, buses, bikes, and other things on busy streets, they need to look for signs that help them stay safe.

Display examples of common road signals and signs shown on the ELL Picture Cards listed under Materials. Add, if available, pictures of a direction arrow sign, a railroad crossing sign, and a school crossing sign. Have children tell what they know about each sign. Then talk more about each sign, telling them, if necessary, the meaning of signs they may not be familiar with. Show individual signs and have small groups of children respond to them. For example, place a sign that signals a turn somewhere in the room. Have children walk until they see the sign. Help them make the turn in the correct direction.

**Make a Sign**

Have children make smaller road signs of their own with paper, crayons, and craft sticks. Stands for the signs can be made with small balls of clay placed on squares of cardboard.

Have children help you set up an area in the classroom with blocks, wheel toys, and ramps. Invite children to use the area to practice safety on wheels. Encourage children to talk about what they are doing as they build and play.

**Vocabulary**

- safety, signs, street, safe

**Materials**

- drawing materials
- craft sticks
- clay
- cardboard
- blocks
- wheel toys
- ELL Picture Cards traffic signal, stop sign, walk, don’t walk

(See Master ELL 7–6.)
**The Wheels on the Bus and Vroom, Chugga, Vroom-Vroom**

Display the Big Books. Have children read the titles with you. Ask them to tell what kind of things with wheels are featured in each story. Then ask:

- Who drives in this book? (point) in this book? (point)
- Which book tells about a race? Which tells about waiting for a ride?
- Which book shows people who could be real people? Which has make-believe characters?

Place the books apart in the room. Ask children to stand beside their favorite book. Then have them take turns telling why the book is their favorite.

**Word Work/Phonics**

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

Use the items listed under Materials to construct this rebus sentence: *I have a* (Picture Card *game*). Have children point to the word *have* and read the sentence aloud with you. Reread the sentence and have children say what you have.

Expand the original rebus sentence to read: *I have a* (Picture Card *game*) *for a* (Picture Card *girl*). Have children point to the word *for* and read the sentence aloud with you. Reread the sentence and have children say who the game is for. Repeat, changing the sentence by using different Picture Cards in place of *game* and *girl*.

**Initial Consonants d /d/, z /z/, r /r/**

Display Picture Cards *dot, zipper, zigzag, desk, zebra,* and *dig*. Have children name each picture, say the beginning sound, and point to and name the letter that stands for the sound. Write each word on chart paper.

**Blending Short i Words**

Display Letter Cards *l, i,* and *p* side by side. Cover the letter *l*. Have children blend */i/* */p/* to say */i p/*. Then have them blend */l/* */i/ */p/* to get *lip*. Have children point to their upper lip. Place Letter Cards *b, s,* and *t* one at a time in front of letters *i* and *p* to have children form and say the words *bip, sip,* and *tip*.

Write all the words children formed on chart paper. Read the list aloud with them and work together to make up some silly rhymes with these words.
More About Races

Have several children tell what happens in a car race or a running race. As children talk, guide them to use the terms start, finish, win, and lose. Prompt with questions such as: What does the word Go! tell the racers to do? Why do the racers go as fast as they can? Mention that lots of people like to go to races and cheer for their favorite racer.

Tell children two of them will have a race. All the others will watch and cheer for both racers. Tape sheets of construction paper securely to the floor to form a horseshoe-shaped “track.” Label the starting line and finish line with children. Children will race by moving around the outside of this life-sized game board. Have the racers stand at the starting line. Have children take turns spinning the game spinner. Each child will move the number of squares the spinner shows. Have the observers sit on the floor around the track. Remind children that whoever crosses the finish line first wins. After the race is over, bring children together to have them tell about what happened in the race.

Let’s Race

Tell children two of them will have a race. All the others will watch and cheer for both racers. Tape sheets of construction paper securely to the floor to form a horseshoe-shaped “track.” Label the starting line and finish line with children. Children will race by moving around the outside of this life-sized game board. Have the racers stand at the starting line. Have children take turns spinning the game spinner. Each child will move the number of squares the spinner shows. Have the observers sit on the floor around the track. Remind children that whoever crosses the finish line first wins. After the race is over, bring children together to have them tell about what happened in the race.

Vocabulary
race, start, finish, win, lose

Materials
• construction paper
• numbered game spinner
• ELL Picture Cards
  crowd, cars/roads/ramps
  (See Master ELL 7–6.)

BEGINNING/PREPRODUCTION
See Master ELL 7–5.

Display the chant “A Car Ride.” Read it aloud, encouraging children to chime in on any words they may recall. Then read the first and last lines. Tell children that the first line asks something. Say that the last line tells something. Have children repeat the first and last lines after you read them. Model pairing other questions and answer statements: Are we ready to eat? We are ready to eat. Are we ready to play a game? We are ready to play a game. Then invite children to suggest other activities to insert in the questions and answers.

BEGINNING/PREPRODUCTION

Have another race. This time children can jump, crawl, or walk backwards from square to square. Ask What do you say when a friend wins a race?

EARLY PRODUCTION/SPEECH EMERGENT

Ask Who was in our race? What did you do during the race? Draw a picture of the winner. Tell about him or her.

INTERMEDIATE/ADVANCED

Ask Would you like to tell someone at home about our race? Who? What will you say?
Phonics Library

“Zig Pig and Dan Cat,” pages 15–19

Distribute or display “Zig Pig and Dan Cat,” opened to page 15. Read the title aloud. **ASK** Who will this story be about? Which is Zig? Which is Dan? Where are they? How do you know? Look through the story. **ASK** What do Zig and Dan have with them? What do they do? Why are they doing that? What did Zig and Dan find? What do they do at the end?

Concepts of Print

Matching Words

**Display** the words dip and dig one under the other on chart paper. **ASK** Do these two words match? Let’s find out. Have the group name each letter in the first word as a child points to it. Repeat for dig. **ASK** Do both words have the same letters? Which letter is different? So these words don’t match.

**Write** it on chart paper. Then display page 17 of the Phonics Library selection “Zig Pig and Dan Cat.” Have children find the word on the page that matches the word you wrote. Repeat with the word can on the same page. Turn to page 18. Say the word Here. Ask children to find and point to the word on the page that matches the word you said. Repeat for Dan on the same page.

**Skill Focus** 10–20 minutes

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write these words in a row on chart paper as children watch: sat, sit, sip, sit. Have children point out the words that match. Spell each word aloud with children to verify the match.

**Early Production/Speech Emergent**

Show children pairs of words and have them say Match or No match. Use these pairs: see/set, like/like, an/are, here/her, bee/bed, tea/tea.

**Intermediate/Advanced**

Ask children to play a matching game with partners. Have one child say two words and the other say whether they match or not. Then the second child says the words. Tell them to make sure some word pairs match and others do not.

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**Phonics Library**

_Wheels Go Around_

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Safety Equipment

**SAY** People wear seat belts when they ride in cars to keep them safe. What do people who ride on bikes and skateboards wear to keep them safe? Let’s talk more about what people wear when riding.

**SAY** It is very important to protect your head when you are riding a bike, a skateboard, or when you are using your skates. You don’t want to hurt your head if you fall. What do people wear to keep their heads safe? People wear helmets to keep their heads safe. Have children look through the pictures in the Big Book Science Link “Cool Wheels” to point out helmets. Discuss protective padding in a similar way, noting what body parts the pads protect. Have children point to or hold up the appropriate body part that will be protected by elbow and knee pads.

**Ride Safely** Have children gather in a circle. Ask each child to choose something to ride. Then have the child say what safety equipment he or she would need to wear. Model: I will ride a bike. I will wear a helmet. As children speak, coach them to follow the modeled language pattern. Then have children stand and pantomime putting on their protective equipment.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have a child pantomime putting on safety gear and riding on a bike, skateboard, skates, or scooter. Ask the group to tell what the child is riding.

**ASK** What can you wear to keep your head safe when you ride? Is a helmet hard or soft? Draw a picture of a helmet you would like to wear.

**Early Production/Speech Emergent**

**Intermediate/Advanced**

**ASK** Why is it important to wear safety equipment? What do you wear to keep yourself safe?
Big Book Science Links
“Look for Wheels” and “Cool Wheels!”

Display the two books opened to the title pages of the Links. Invite children to say the titles with you. Then call on individuals to turn through the pages of the selections simultaneously so the group can recall and compare them. After children have reviewed the pictures, prompt comparisons.

- Which story is about wheels we see all around us? Which story is mostly about wheels on skates and bikes?
- Tell where some of the wheels in this book are.
- What did you learn about wheels in each book?
- Choose something with wheels from each book. Show the pictures you chose and tell about them.

Comprehension
Making Predictions

Display page 1 of “Dot Got a Pot.” Read the title aloud and have children briefly discuss the picture. Remind them that they can often figure out what a story will be about from its title and the pictures on the cover or title page. Ask Who is Dot? What will she do with the vegetables? with the pot? Have children turn pages to find pictures that verify their predictions.

Select a short storybook that children have not heard before. Read the story aloud, pausing from time to time to have children tell what they think will happen next and why they think so.
Vocabulary
ride, work, fun, car, bus, bike, skates

Materials
• ELL Picture Card scooter/skates/skateboard (See Master ELL 7–4.)

BEGINNING/PREREPRODUCTION

See Master ELL 7–5.

Display the chant "A Car Ride." Encourage children to chime in as you read the chant. Then say the rhyming words fight and right. Ask: Do fight and right sound alike? Do they rhyme? Now let’s think of another word that rhymes with fight and right. Does night rhyme with fight and right? Say all three words with me. Yes. All three words rhyme. Continue in a similar way to help children identify another word that rhymes with fight, right, and night.

LANGUAGE DEVELOPMENT

15–20 MINUTES

Pulling It All Together

SAY This week we looked at and talked about many different things with wheels. Let’s name as many as we can remember.

ASK What are some things people ride in to get to work or school? List car and bus on the chalkboard or draw simple sketches. Mention that some grownups ride bikes to work and some children ride their bikes to school.

RIDE FOR FUN

ASK What are some things people ride mostly for fun? Make another list that may include bikes, skateboards, in-line skates, and scooters. Review the lists with children. ASK Which of these things do you ride? Which do you like to ride most? Name each listed thing and have children vote for their favorite by raising their hands. Have children help you tally the votes.

Substitute the class’s favorite thing to ride in the first verse of the song in The Wheels on the Bus. Invite children to sing along with you. For example: The wheels on the bike go….

MULTI-LEVEL RESPONSE

BEGINNING/PREREPRODUCTION

SAY Work with a partner to draw one thing with wheels. Tell about your thing with wheels. How many wheels does it have? Where will it go? Will it be fast or slow?

EARLY PRODUCTION/SPEECH EMERGENT

ASK What would you ride to a friend’s house? What would you ride on a long trip? What is the class’s favorite thing to ride? What is your favorite thing to ride?

INTERMEDIATE/ADVANCED

Have children work with partners. One tells what people need to do before they start their cars to go for a ride and the other acts it out.
Phonics

Initial Consonants d /d/, z /z/

Display the Letter Cards d and z. Hold up letter card d. **SAY** Name the letter and the sound it stands for. Now listen for the beginning sounds of some words I say. When you hear a word that begins with the sound of the letter I’m holding, stand up and shout out the letter name. Say these words in order, pausing after each to allow children to respond: **dad, dust, rust, take, date, door, day, pay, to, deep, to, and do.**

Repeat the procedure for letter z and the words **zap, tap, zoo, zero, hero, lip, zip, dust,** and **rush.**

Blending Short i Words

Display in sequence the Letter Cards b, i, and t. Model how to blend /b/ /i/ /t/ to get the word **bit.** Then have children repeat the steps with you. **SAY** A bit is a very small piece of something. Have children show with their fingers how small a bit can be.

Replace Letter Card t in **bit** with g. Follow the steps above to help children say **big.** **ASK** Is an elephant big? Is a mouse big?

Continue to use other consonant Letter Cards to display **dig** and **fit.** Help children use blending to say the words. After children say each word, use it in an oral sentence.

**Skill Objectives**

Children

- associate sounds with letters /d/, /z/
- blend short i words

**Materials**

- Letter Cards b, d, f, g, i, k, t, z

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Use Letter Cards to display the word **kit.** Tell children to look and listen. **Say kit.** **ASK** Is the word I said the same as the word I made with the Letter Cards? Segment the sounds as children point to each letter.

**Early Production/Speech Emergent**

Write the words **dig, zip,** and **dab** on the board. Have a child point in turn to the first letter of each word. Have the group name the letter and say the word with you. Then lead the group in acting out each word.

**Intermediate/Advanced**

Have children blend independently to read **dig** and **pit.** Then have them use both words in a single oral sentence.