EXTRA SUPPORT LESSONS FOR

All Together Now
Consonants $m$ and $t$

**Teach**

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

**CHANT**

Mike likes milk.
Mmm, mmm, milk!
Ted likes tea.
T-t-tea!

Say *milk*, stretching out and emphasizing the /m/. If needed, model for children the /m/ mouth position. Then say: Get your mouth ready to say milk. Now say it. Have children say *milk* several times.

Print $m$ on the board, and tell children that the letter $m$ stands for the /m/ sound. Ask what sound children hear at the beginning of *milk*. (/m/) Ask what letter stands for this sound. (m) Follow a similar procedure for /t/, using the word *tea*.

**Blend**

Have children listen as you say three sounds: /m/ /a/ /t/. Use Blending Routine 1 to model how to blend the sounds together to make *mat*. Then have children blend the sounds and say the word with you. Repeat the process with : /t/ /i/ /m/ (Tim); /m/ /e/ /t/ (met); /t/ /o/ /m/ (Tom); /m/ /i/ /t/ (mitt).

**Guided Practice**

Display or distribute Teaching Master ES1-1 and discuss the illustrations with children.

Ask children to tell you which pictures begin with /m/. Help children circle those pictures.

Repeat the procedure, crossing out the pictures that begin with /t/.

Check children’s work to be sure they understand the difference between the two sounds.
Objectives

- associate the /ä/ sound with the letter a
- blend and read words with m, s, c, t, and short a

Materials

- Letter Cards: a, c, m, s, S, t
- Practice Master ES1-1
- Phonics Library: Tam Cat

Short a

Teach

Recite and repeat the chant, asking children to join in.

CHANT
A my name is Andy.
My friend's name is Ann.
We live in Atlanta.
And we sell apples.

Say apple, stretching out the short a sound. If needed, model for children the /ä/ mouth position. Have children say apple several times.

Print apple on the board, and underline the a. Tell children that the letter a can stand for the /ä/ sound.

Blend

Hold up the a card. Have children listen as you say its sound. Then hold up the t card and say its sound. Use Blending Routine 1 to model how to blend the sounds to form at. Then have children blend the sounds and say the word with you. Repeat the process with these words: am, mat, sat, cat, Sam.

Practice/Apply

Distribute Practice Master ES1-1. Read the directions with children. After they have completed the page, have children read the words aloud.

Check as children read the words to be sure they are blending them correctly.

LITERATURE FOCUS: 10–15 MINUTES

Preview Tam Cat

Walk children through Tam Cat and discuss the illustrations. Use the following words from the story as you talk with children: cat, mat, sat. Explain that the cat’s name is Tam.
Sequence of Events

Teach

Ask children to act out brushing their teeth. Have them think about what they do first, next, and last.

Guide children to identify the sequence of events using the words first (put toothpaste on the toothbrush), next (brushed teeth), and last (rinsed mouth).

Have children use the words first, next, and last to describe other familiar routines. Then explain that many stories also happen in a certain order. Tell children that what happens first in a story is the beginning, what happens next is the middle, and what happens last is the end.

Guided Practice

Display or distribute Teaching Master ES1–2 and explain that these pictures tell a story, but that the pictures are not in the correct story order.

Have children describe what is happening in each picture.

Ask children to identify the picture that shows what happens at the beginning of the story. Help children write the number 1 next to the picture of the bird building a nest.

Tell children to name the picture that shows what happens in the middle of the story. (bird sits on eggs) Help children write the number 2 next to the picture of the bird sitting on her eggs.

Ask children what happens at the end of the story. (bird feeds new babies) Help children write the number 3 next to the picture of the bird feeding the baby birds.

Guide children in summarizing the story: In the beginning of the story, the bird builds a nest. In the middle of the story, she sits on her eggs. At the end of the story, she feeds her babies.

Objectives

• identify the beginning, middle, and end of activities and events
• sequence story events

Materials

• Teaching Master ES1–2
• Practice Master ES1–2
• Anthology: On the Go!
Practice/Apply

Distribute Practice Master ES1–2 to children and discuss the pictures to make sure they understand what is happening in each one.

Tell children that the pictures on this page tell a story, but that they are not in the correct order. Read the directions with children.

Have children cut out the pictures and put them in story order. Encourage children to try ordering the pictures in different ways before pasting them into the numbered boxes.

Check children’s work to be sure they understand the concept of sequencing events.

Literature Focus: 10–15 Minutes

Preview On the Go!

Walk children through On the Go! Discuss the illustrations, using words such as sat, cat, and go. Explain that the dog’s name is Sam.

Ask, What are Sam and the cat doing at the beginning of the story? (sitting beside a swimming pool) In the middle of the story? Sam is jumping into the pool. The cat is falling into the pool because a bee made a hole in her inner tube.) At the end of the story? (The cat is sitting on Sam in the pool.)
Objective
• read and write new high-frequency words go, on, the

Materials
• High-Frequency Word Cards
• Anthology: Mac the Cat

Teach

Ask children to listen to the sounds in the word as you say go. Draw two lines on the board to represent the two sounds in go. Work through the word, writing the appropriate letter or letters for each sound. Say:

_The first sound in go is /g/. The letter g spells the sound /g/ we hear at the beginning of the word go. I’ll write g here on the first line._

_The next sound in go is /o/. The letter o spells the sound /o/. I’ll write o on the second line._

Now help me spell go. Say it with me: g-o, go!

Lead children in a cheer to remember the word. Clap on each letter and syllable as you spell and say the word: g-o, go! Repeat the procedure for on.

Say _the_. Draw two lines on the board. Write _th_ on the first line. Tell children that the letters _th_ together stand for the first sound in _the_. Explain that the second sound in _the_ is spelled _e_, and write _e_ on the second line. Lead children in a cheer to remember _the: t-h-e, the_!

Write on the board the sentence _Go on the bus_, and read it together with children. Check each child’s ability to pronounce _go, on_, and _the_ as the child reads the sentence.
Practice

Have children copy the sentence starter *Go on the _____. Then have them illustrate an ending to the sentence. For example, children may draw an airplane, a playground slide, or a bike. Ask children to exchange papers and read one another’s sentences.

Apply

Have children match High-Frequency Word Cards to words on the Word Wall.

LITERATURE FOCUS: 10-15 MINUTES

Preview *Mac the Cat*

Walk children through *Mac the Cat*, on pages 21–31 in their Anthology.

Discuss the illustrations, identifying objects and words from the story such as rug, jam, hat, bat, and bug.

Consonants \( m, s, c, t \)

**Teach**

*Display* the Letter Cards one at a time. Have children name each letter with you and say the letter sound: \( m/m, s/s, c/k, t/t \). Distribute Picture Cards to children for initial \( m \), initial \( s \), initial \( c \), and initial \( t \). Say:

*Find other children whose picture names begin with the same sound as your picture. Everyone whose picture name begins the same, stand together.*

*Have* children in each group name their cards, say the beginning sound, and name the letter that stands for that sound.

*Help* children differentiate among the consonant sounds by pointing out the position of their lips, teeth, and tongue, and have them feel for vibration of the voice box.

- \( /m/ \) — lips together; vibration
- \( /s/ \) — tongue on roof of the mouth behind upper teeth; no vibration
- \( /k/ \) — back of tongue against roof of the mouth; no vibration
- \( /t/ \) — tip of tongue behind top teeth; no vibration

**Practice**

*Display* the *milk* Picture Card and have children identify it. Call on a child to tell what sound he or she hears at the beginning of *mmmmilk*. Write the word *milk* on the board and have a child underline the \( m \). Repeat with Picture Cards for *sun*, *car*, and *top*. Then display Picture Cards for *farm*, *kiss*, *lock*, and *net* and ask children what sound they hear at the end of each word.

**Apply**

*Pin* Letter Cards for \( m, s, c, \) and \( t \) on chart paper. Have children look for words that begin with \( s \) and \( c \) or end with \( m \) and \( t \) in *Mac the Cat*. Each time they find a word, ask them to say it so you can write it under the appropriate letter. When the search is complete, choose children to read the words on the list.

**Objectives**

- recognize \( m, s, c, \) and \( t \) and the sounds they represent
- independently read words with \( m, s, c, \) and \( t \)

**Materials**

- Letter Cards: \( c, m, s, t \)
- Picture Cards: *cab, can, car, cat, coins, cot, cow, cube, cup, cut, farm, kiss, lock, man, map, mask, mat, milk, mix, mop, mouth, mug, mule, net, sad, salt, seal, sit, six, soup, sun, tag, tape, ten, toast, tooth, top, toys, tub, tube*
- Anthology: *Mac the Cat*
**Teach**

**Display** the Letter Card *a* and remind children of the sound the letter *a* makes: /a˘/. Have them say the sound after you, /a˘/. Then repeat for the letters *m* /m/, *s* /s/, *c* /k/, and *t* /t/.

**Hold** up the Picture Card for *ten* and ask children to identify the picture and the sound they hear at the beginning of the word *ten*. Follow the procedure with Picture Cards for *ant, mat, cat*, and *seal*.

**Use** the Letter Cards to model how to blend the word *mat* using Blending Routine 2. Have children say the sound for *m* /m/, then the sound for *a* /a˘/, and blend /mmmã˘ã˘a˘/. Have them say the sound for *t* /t/, blend /mmmã˘ã˘a˘t/, and say *mat*. Repeat with the words *sat* and *cat*.

**Practice**

**Display** Letter Card *a* on the chalkboard ledge. Remind children that short *a* has the /a˘/ sound. Add the Letter Cards *c* and *t* and say *caat, cat*. Then take away the *c* and have children choose a letter to place in front of -at. Tell children to blend the letter sound with -at to read the new word. Continue replacing initial or final letters until three or four words have been made.

**Apply**

**Have** partners take turns finding short *a* words with *m, s, c, and t* in *Mac the Cat*. Each time a child finds a word with short *a*, he or she should read the word so that you can write it on a word list on the board.

**Objectives**
- listen to and blend phonemes
- associate the short *a* sound with the letter *a*
- independently read short *a* words with *m, s, c, and t*

**Materials**
- Letter Cards: *a, c, m, s, t*
- Picture Cards: *ant, cat, mat, seal, ten*
- Anthology: *On the Go!, Mac the Cat*

**Literature Focus:**

**Review *Mac the Cat***

**Reread** the story with children. Together, make a list of short *a* words.

Then have partners find and read story words with *m, s, c, and t*. 
Sequence of Events

Teach

Ask children what they do each morning before arriving at school. Then ask them to identify the order in which they do those things, asking:

- What do you do first? Then what do you do next?
- What other steps do you take to get ready for school?
- What words do you use to tell about the order of events?

Use words like first, next, then, and last, as you talk with children. Tell children that events happen in order. Explain that saying First, we got out of bed and next we got washed is a sequence because it tells the order in which the events took place. Tell children that authors often tell stories by putting events in the order in which they happen.

Practice

Discuss the story Mac the Cat by Nadine Bernard Westcott, using terms such as first, next, last or beginning, middle, and end to indicate the story sequence and structure. Point out that first Mac the cat sits on the rug, and that next Mac tugs on a piece of yarn and unravels the rug. Then have children identify the next event that happens. Continue until children identify all of the story events in sequence. You might want to have children look at the book to help them identify events.

Apply

Assign each line of the story to a pair or small group of children. Let each group practice reading its line together, then ask children to stand in the order in which their lines occur in the story and read them in sequence. Reinforce the sequence of events by asking questions such as the following: Where is Mac the Cat at the beginning of the story? What does he do next? What does he do at the end?

Reread the story, coaching children to recognize the sequence of events.
LITERATURE FOCUS: 10-15 MINUTES

Revisit Tam Cat, Cat on the Mat, On the Go! and Mac the Cat

Page through the stories with children. Discuss the sequence of events in each of the stories.

Ask children to look for words with the short a sound in each of the stories.

Tell children to look through On the Go! and Mac the Cat for the following high-frequency words: go, on, the.

Have children read aloud selected sentences or pages from the stories.
Consonants f and p

**Teach**

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

**CHANT**

Pam picks a pet.
It’s a p-p-pig!
Fred finds five.
They’re f-f-fish!

**Display** the Sound/Spelling Card pig. Say pig, stretching out the /p/ sound. If needed, model the mouth position for /p/. Then say: Get your mouth ready to say pig. Are you ready? Say it. Have children repeat pig several times.

Print p on the board, and tell children that p stands for the /p/ sound.

Follow a similar procedure for /f/, using the Sound/Spelling Card fish.

**Blend**

Print Pam on the board. Use Blending Routine 1 to model how to blend the sounds, stretching each sound and then saying the word. Then have children blend and say the word with you. Finally, have children blend the word on their own.

Repeat the process with the word fat.

**Guided Practice**

Display or distribute Teaching Master ES1-3. Discuss the illustrations.

Direct children’s attention to the first sentence. Tell them to use what they know about sounds as they read the sentence with you.

Repeat for the next two sentences. Then have children point out and read words that begin with /p/ or /f/.

Check that children are accurately blending the words.

---

**Objectives**

- associate the /f/ sound with the letter f
- associate the /p/ sound with the letter p

**Materials**

- Sound/Spelling Cards: fish, pig
- Teaching Master ES1-3

---

**Technology**

Education Place
www.eduplace.com
A Day at School

Audio CD
Cam and Pat
A Day at School
Audio CD for All Together Now

Lexia Phonics
CD-ROM
Primary Intervention
Blending Short a Words

Teach

Recite and repeat the chant. Tell children to join in.

CHANT
What can Nan do?
Nap, nap, nap!

What can Pam do?
Tap, tap, tap!

Say nap, stretching out and isolating each sound. Then have children say nap with you, again stretching out the sounds. Repeat for tap.

Blend

Give the word card an to one child. Use Blending Routine 1 to model how to blend the word. Then have children blend and say the word with you. Repeat with can and man, having children blend the words on their own as a final step.

Practice/Apply

Distribute Practice Master ES1-3, and discuss the illustrations with children. Read the directions aloud, and be sure children understand what to do.

Tell children to use what they know about sounds as they read the sentences and then match the sentences to the pictures.

Check children’s responses to be sure they know how to blend the sounds.

SKILL FOCUS: PHONICS 10-15 MINUTES

Objectives
• associate /a˘/ with a
• read short a words

Materials
• word cards: an, can, man
• Practice Master ES1-3
• Phonics Library: Nan Cat

CONSONANTS f and p

Practice Master ES 1–3

Blending Short a Words
Use sounds you know to read. Draw lines to match each sentence with a picture.

1. Nan can tap.
2. The cat can nap.
3. The man sat.

LITERATURE FOCUS: 10-15 MINUTES

Preview Nan Cat

Walk children through Nan Cat and discuss the illustrations, using words from the story such as Cam, sat, can, pat, and Nan.
Objectives
- identify similarities and differences
- use a Venn diagram to compare and contrast

Materials
- Teaching Master ES1–4
- Practice Master ES1–4
- Anthology: *Cam and Pat*

**Compare and Contrast**

**Teach**

**Hold** up a penny and a nickel for children to see. Explain that the two objects are alike in some ways and different in others.

**Draw** two large overlapping circles on the board to create a Venn diagram. Label the left circle *penny* and the right circle *nickel*.

**Tell** children that they can use these two circles to show how the two objects are alike and different. Explain that you will write the things that are different about the two objects in the outer parts of the circles. Then direct attention to the middle, where the two circles overlap. Tell children that you will write the things that are the same about the objects in the middle part.

**Brainstorm** with children ways in which the two objects are alike and different and complete the diagram. (Possible answers: **Alike**: coins, made of metal; **Different**: brown vs. silver, smaller vs. larger)
**Guided Practice**

**Display** or **distribute** Teaching Master ES1-4. Remind children that this is a diagram to show how things are alike and different.

**Hold** up a red pencil and a red pen. Ask children how the pen and pencil are alike and help children record the likenesses in the overlapping section of the circles. Then ask how the pen and pencil are different. Help children record the differences in the outer sections of the circles.

**Practice/Apply**

**Distribute** Practice Master ES1–4 to children and tell them that they will use the pictures on this page to practice looking for things that are the same and different.

**Read** the directions with children. Make sure they understand that they are to mark an X on the things that are different in each picture.

**Have** children complete the page independently or with a partner.

**Check** children’s responses to be sure they understand the concepts of alike and different.

**LITERATURE FOCUS:** 10-15 MINUTES

**Preview Cam and Pat**

**Take** a picture walk of *Cam and Pat* with children. Point to the characters and name them for children: *Cam* and *Pat*.

**Direct** children’s attention to Cam and Pat. Ask children to tell how Cam and Pat are alike and how they are different.

**Tell** children that they will read this story with the rest of the class.
High-Frequency Words

Teach

Write and, here, jump, not, too, and we on the board and read each word. Then distribute the Letter Cards. Draw three squares on the board and tell children that you need their help to spell the word and.

Say:

The first letter in the word and is a. Who has a? Stand up here and I’ll write the letter a in the first box. What sound does a stand for? (/æ/)  
The next letter in the word and is n. Who has n? Come up here and I’ll write the letter n in the second box. What sound does n stand for? (/n/)  
The last letter in the word and is d. Who has d? Come up here and I’ll write the letter d in the third box. The letter d stands for the /d/ sound.

Have the three children holding Letter Cards a, n, and d stand side by side to make the word and.

Lead children in a cheer to help them remember the word. Clap on each letter as you spell and say the word: a-n-d, and!

Repeat this procedure for the remaining words.

Write the following sentences on the board, and read them together with children:

We can jump here and not there.

Can you jump here too?

Check each child’s ability to pronounce and, here, jump, not, too, and we as the child reads each sentence.
Practice

Write the following sentence on the board:

Nan and Ann can jump here.

Ask children to read the sentence with you. Next, have children copy the following sentence frame:

_____ can jump here too.

Ask children to complete the sentence by drawing or writing to fill in the blank.

Apply

Have children show and read their sentences to the class. Then ask children to exchange papers and read one another's sentences.

LITERATURE FOCUS: 10-15 MINUTES

Preview A Day at School

Walk children through A Day at School, on pages 47–63 in their Anthology.

Discuss the illustrations and use words from the story such as Pam, Nat, Jen, can, tap, fan, cat, pat, and nap.

Consonants $n$, $f$, $p$

**Teach**

Display the Letter Cards one at a time. Have children name each letter with you and say the letter sound: $n$ /n/; $f$ /f/; $p$ /p/. Give children Picture Cards for initial $n$, initial $f$, and initial $p$. Say:

*Find other children whose picture names begin with the same sound as your picture. Everyone whose picture name begins the same, stand together.*

Have children in each group name their cards, say the beginning sound, and name the letter that stands for that sound.

Help children differentiate among the consonant sounds by pointing out the position of their lips, teeth, and tongue, and have them feel for vibration of the voice box.

- /n/ — tongue tip at the top of the mouth; vibration
- /f/ — upper teeth on your lower lip; no vibration
- /p/ — lips together, tongue at the bottom of the mouth; no vibration

**Practice**

Display the nest Picture Card and have children identify it. Call on a child to tell what sound he or she hears at the beginning of nnest. Write the word nest on the board and have a child underline the $n$. Repeat with Picture Cards for fox and pan, asking children what sound they hear at the beginning of each word. Then display Picture Cards for cup and man and scarf and ask children what sound they hear at the end of each word.

**Apply**

Pin Letter Cards for $n$, $f$, and $p$ on chart paper. Have children look for words that begin with $n$, $f$, and $p$ or end with $n$ and $p$ in A Day at School. Each time they find a word, ask them to say it so you can write it on a word list under the appropriate letter. When the search is complete, choose children to read the words on the list.
Blending Short a Words with n, f, and p

Teach

Display the Letter Card a and remind children of the sound the letter a makes. Have them repeat it after you, /a/, /a/, /a/. Then repeat the procedure for the letters n, /n/, f, /f/, and p, /p/.

Hold up the Picture Card for ant and ask children to identify the picture. Ask them which sound ant begins with, /a/, /n/, or /t/. Follow the same procedure with the Picture Cards for can, pan, and fan.

Use the Letter Cards to model how to blend the word fan using Blending Routine 2. Have children say the sound for f, /f/, then the sound for a, /a/, then have them blend /ff-fa- a/. Finally, have them say the sound for n, /n/, blend /ff-fa- a-n/, and say fan. Repeat with the words man, nap, and pan.

Practice

Display the Letter Cards. Remind children that a has the /a/ sound.

Show children how to add Letter Cards p and n to a to make the word pan. Then remove the p and have a child choose a letter to place before -an. Tell the child to blend the sounds on the Letter Cards to make a new word. Repeat the procedure.

Apply

Work with the children to make a list of short a words with n, f, and p in A Day at School. Then give partners a piece of paper divided in half vertically. Have each partner choose one of the words and illustrate it on either side of the center line.

Materials

- Letter Cards: a, f, m, n, p, r, t
- Picture Cards: ant, can, fan, pan
- word cards: can, fan
- Anthology: A Day at School

Review A Day at School

Reread the story with children. Together, make a list of short a words.

Then have partners find and read story words with n, f, and p.
Compare and Contrast

Teach

Display leaves in varying sizes and shapes. Use real leaves or cut-out leaf patterns. Ask children to tell how the leaves are alike and how they are different. You might ask questions such as the following:

- Which leaves are the same sizes?
- Which leaves are big? Which are small?
- Which leaves are the same colors?
- Which leaves have different colors?

Explain to children that when they tell how the leaves are the same, they are comparing them and that when they tell how the leaves are different, they are contrasting them.

Practice

Discuss the story *A Day at School* using the terms *same* and *different*. Ask children to name all of the activities that Jen, Pam, and Nat do the same in the story. *(read, sing, add, cut, play)* When children look at the similarities in a story, the children are comparing the story events or characters.

Walk children through the story, encouraging them to look carefully at the pictures as you go along. Have children look at pages 54-55. Ask, *What is the same about what the children are doing? What is different?* *(They are cutting out art: Pam is cutting a fan and Jen is cutting a cat)* Tell children that when they look at the differences in a story, they are contrasting the story events or characters.
Apply

Have children observe common classroom activities. Have them compare and contrast their activities. Ask, *How is what you are doing the same as what another child is doing? How is it different?* On the chalkboard, write sentences that tell about the children’s activities.

Thomas is reading.
Alicia is reading, too.
Jonathan writes on paper.
Sasha writes on the computer.

LITERATURE FOCUS: 10-15 MINUTES

Revisit *Nan Cat, Fat Cat, Cam and Pat,* and *A Day at School*

*Page* through the stories with children. Have children compare and contrast the different characters and pictures.

*Tell* children to look through all of the stories to find short *a* words.

*Ask* children to look at *Cam and Pat* and *A Day at School* in their Anthology to find the following high-frequency words: *and, been, jump, not, too, we.*

*Have* children read aloud selected sentences or pages from the stories.
**Objectives**
- associate the /b/ sound with the letter b
- associate the /r/ sound with the letter r

**Materials**
- Teaching Master ES1-5
- Sound/Spelling Cards: bear, rooster

---

**Consonants b and r**

**Teach**

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

**CHANT**
- Benny Bear is in his bed.
- Rudy Rooster crows.
- Benny Bear is out of bed,
- Reaching for his clothes.

Display the Sound/Spelling Card bear. Say bear, stretching out the /b/ sound. If needed, model the mouth position for /b/. Then say: Get your mouth ready to say bear. Are you ready? Say it. Have children repeat bear several times.

Print b on the board, and tell children that b stands for the /b/ sound.

Follow a similar procedure for /r/ r, using the Sound/Spelling Card rooster.

**Blend**

Print bag on the board. Use Blending Routine 1 to model how to blend the sounds, and then say the word. Then have children blend and say the word with you. Finally, have children blend the word on their own. Repeat the process with the word ran.

**Guided Practice**

Display or distribute Teaching Master ES1-5. Discuss the illustrations.

Direct attention to the first sentence. Read the sentence aloud. Have children find the three words that begin with /b/ b. Read the first two words with children. Then ask them to blend and read bat on their own.

Read the second sentence with children. Have them find the two words that are the same. Ask children to read the words.

Check that children are blending ran correctly.
Blending Short i Words

Teach

Recite and repeat the chant, telling children to join in.

CHANT

Iggy Iguana lives in an igloo.
Iggy Iguana writes in ink.
I-I-Iggy, I-I-Iguana

Display the Sound/Spelling Card _igloo_, and help children identify the object pictured. Say _igloo_ stretching out and isolating the /i/. Then have children say _igloo_ with you, again stretching out the initial /i/. Ask what sound children hear at the beginning of _igloo_. (/i/) Ask what letter stands for this sound. (i)

Blend

Give the word card _it_ to one child. Use Blending Routine 1 to model how to blend the word, stretching out the sounds. Then have children blend and say the word with you. Finally, have children blend the sounds and say the word on their own. Follow a similar procedure for the words _bit, fin, hit, in, it, tin_.

Practice/Apply

Distribute Practice Master ES1-5, and discuss the illustrations with children. Read the directions aloud. Remind children to use what they know about the short _i_ sound to read the sentences.

Check children’s answers to be sure they read the sentences correctly.

LITERATURE FOCUS: 10-15 MINUTES

Preview Can It Fit?

Walk children through _Can It Fit?_ Discuss the illustrations, helping children identify the animal characters, as needed. Use words from the story such as _bat, fit, big, and it_. Ask children to find and point to the pig in each picture.
Objectives
• identify cause-and-effect relationships
• recognize because as a signal to causes and effects

Materials
• Teaching Master ES1–6
• Practice Master ES1–6
• Anthology: A Big Hit

Teach
Position a book or other item on a bookshelf just out of children’s reach. Call on a volunteer to get the book for you. Ask children to tell why the child couldn’t reach the book. Say:

Yes. (Child’s name) can’t reach the book because it is on a high shelf.

Place a stool by the bookshelf. Then ask the same child to retrieve the book. Ask children to tell what happened and why. Say:

Yes. (Child’s name) was able to reach the book because he/she stood on the stool.

Explain that people sometimes use the word because to tell why things happen.

Guided Practice
Display or distribute Teaching Master ES1–6 and direct children’s attention to the first picture and set of sentences.

Read the sentences with children.

Have them answer the question with a because sentence. (Nan is glad because she is tall enough to go on the ride.)

Repeat the procedure with the second picture and set of sentences. (Nat is sad because he is not tall enough to go on the ride.)
**Practice/Apply**

**Distribute** Practice Master ES1–6 and tell children that they will now practice what they have learned. They will think about what happened and why it happened.

**Read** the directions with children. Discuss the pictures as needed to make sure they understand what is happening in each.

**Have** children complete the page independently or with a partner.

**Check** children’s responses to be sure they understand the concept of cause and effect.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview A Big Hit**

**Walk** children through A Big Hit. Have them use the title and illustrations to predict that the story is about pigs who play tennis.

**Ask** children to think about what happens in tennis and why it happens. Have children turn to page 74 and ask, *Why do you think the pigs are running?* (They are running because they want to hit the tennis ball.)

**Tell** children that they will find out what happens in the story when they read it with the rest of the class.
High-Frequency Words

**Teach**

**Write** *a, find, have, one, to, and who* on the board and read each word. Then distribute the Letter Cards. Draw two squares on the board and tell children that you need their help to spell the word *to*.

Who has *t*? Stand up here and I’ll write the letter *t* in the box. Who has *o*? Stand up here and I’ll write the letter *o* in the box.

**Have** the child holding Letter Cards for *t* and *o* stand next to each other so all children can see the word.

**Lead** children in a cheer to help them remember the word. Clap on each letter as you spell and say the word: *t, o, to!* Then tell the child to jump when you point to his or her card. Lead a new “hop it” cheer *t - o, to!*

**Repeat** the procedure, working with additional children and drawing one-, three-, and four-letter word boxes on the board for the words *a, find, have, one, and who*.

**Write** the following sentences on the board, and read them together with children:

*Let’s go to the park.*
*Who can find a ball?*
*I have one here.*

**Check** each child’s ability to pronounce *a, find, have, one, to, and who* as the child reads each sentence.

---

**Objective**

- read and write high-frequency words *a, find, have, one, to, who*

**Materials**

- Letter Cards: *a, d, e, f, h, i, n, o, t, v, w*
- Anthology: *Pigs in a Rig*
Practice

Give children the sentence frames below. Have them complete the sentences by drawing or writing to fill in the blanks.

Who can go to ______?  
Can ______ have one, too?  
Nat can find a big ______.

Apply

Have children show and read their sentences to the class. Then ask children to exchange and read one another's sentences.

LITERATURE FOCUS: 10-15 MINUTES

Preview *Pigs in a Rig*

Walk children through *Pigs in a Rig*, on pages 79-95 in their Anthology.

Discuss the illustrations and use words from the story such as *Sid, Fig, rig, fix, mess, and win*.

Note the suggestions in the Extra Support boxes on Teacher's Edition pages T197, T199, T201, T202, and T204.
Consonants \(b, r, h, g\)

**Teach**

**Hold** up the Letter Cards one at a time. Have children name each letter with you and say the letter sound: \(b/b\); \(r/r\); \(h/h\); \(g/g\).

**Give** some of the children Picture Cards for initial \(b\) and the remaining children Picture Cards for initial \(r\). Say:

*Find other children whose picture names begin with the same sound as your picture. Everyone whose picture name begins the same, stand together.*

**Have** the children in each group name their cards, say the beginning sound, and name the letter that stands for that sound.

**Give** some of the children Picture Cards for final \(b\) and the remaining children Picture Cards for final \(r\). Say:

*Find other children whose picture names end with the same sound as your picture. Everyone whose picture name ends the same, stand together.*

**Repeat** this procedure with Picture Cards for initial \(g\) and initial \(b\), and then final \(g\).

**Help** children differentiate among the consonant sounds by pointing out the position of their lips and tongue, and have them feel for vibration of the voice box.

- \(/b/\) — lips together, tongue at the bottom of the mouth; vibration
- \(/r/\) — tongue tip at the top of the mouth; vibration
- \(/h/\) — lips open; no vibration
- \(/g/\) — back of tongue at the top of the mouth; vibration

**Practice**

**Display** the Picture Cards *bat, cab, rug, bat, gate,* and *pig* and write those words on the board. Have children underline the \(b, r, b, or g\) in each word and say the sound and then read the word aloud. Call on children to find the matching Picture Card for each word.

**Apply**

**Have** children find words with \(b, r, b, and g\) in *Pigs in a Rig* and read them aloud while you write them on the board. Have volunteers underline the \(b, r, b, or g\) in each word.
**Skill Focus: Phonics**  
**10-15 Minutes**

**Blending Short i Words**

**Teach**

Display the Letter Card i and remind children of the sound the letter i makes: /i/. Have them repeat it after you, /i~/ /i~/ /i/. Hold up the Picture Card for ink and ask children to identify the picture. Ask them which sound ink begins with, /i/ or /a/. Follow the same procedure with the Picture Cards for ant, astronaut and igloo.

Remind children that they know the sounds for the following letters and say the sounds with them: b, /b/, r, /r/, h, /h/, g, /g/.

Use the Letter Cards to model how to blend the word big using Blending Routine 2. Have children say the sound for b, /b/, the sound for i, /i/, then blend /b i i/. Finally, have them say the sound for g, /g/, blend /b i i g/, and say big. Remind children that they can make more words by adding different sounds before and after short i. Have children blend these words using Blending Routine 2: sit, bim, pin, rig.

**Practice**

Display the Letter Card i on a chalk ledge. Write bit on the chalkboard. Have a volunteer find the correct Letter Cards to make the word and read it aloud. Repeat the procedure for the words pig, bit, and rim.

**Apply**

Have partners take turns finding short i words in Pigs in a Rig. Each time a child finds a word, he or she should read aloud the word while you write the word in a column on the board labeled short i words.

**Literature Focus:**  
**10-15 Minutes**

**Review Pigs in a Rig**

Reread the story with children. Ask, *Who can find a word with the short i sound?* Repeat with consonants b, r, b, and g.

**Objectives**

- blend phonemes  
- associate the short i sound with the letter i  
- independently read short i words

**Materials**

- Letter Cards: b, g, h, i, m, n, p, r, s, t  
- Picture Cards: ant, astronaut, igloo, ink  
- Anthology: Pigs in a Rig

WEEK 3
Cause and Effect

Teach

Demonstrate a cause-and-effect situation for children. Roll a large ball into a small stack of small blocks. Have children watch as the ball knocks over the stack of blocks. Ask, *What happened?* Elicit from children that the ball caused the blocks to be knocked down. Explain to children that when one event causes another event to happen, that is called a cause and effect. The rolling of the ball was the cause, and the blocks being knocked down was the effect.

Provide other examples from common experiences in children’s lives, such as the following:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I fall down.</td>
<td>I hurt my knee.</td>
</tr>
<tr>
<td>I am tired.</td>
<td>I go to sleep.</td>
</tr>
</tbody>
</table>

Practice

Discuss the story *Pigs in a Rig* by Helen Lester. Remind children that in the story, the pigs fall out of the rig and get very messy. Use a chart similar to the following to help children organize and understand cause-and-effect relationships. Encourage children to use questions when identifying causes (*Why did this happen?*) and effects (*What happened?*).

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sid falls in the mud.</td>
<td>Sid gets messy.</td>
</tr>
<tr>
<td>Pal finds the jam.</td>
<td>Pal gets messy.</td>
</tr>
<tr>
<td>Fig gets in the bag.</td>
<td>Fig gets messy.</td>
</tr>
</tbody>
</table>

Objectives

- answer the questions *Why did this happen?* to identify causes and *What happened?* to identify effects
- identify cause-and-effect relationships

Materials

- Phonics Library: *Can It Fit? Who Can Hit?*
- Anthology: *A Big Hit, Pigs in a Rig*
Apply

**Have** children look at pages 82 and 83 of the story and identify the cause-and-effect relationships on their own. If needed, guide them with questions such as the following:

- **What are the pigs doing?** *(riding in the rig)*
- **What happens?** *(Sid falls out of the rig and into the mud.)*
- **Why does this happen?** *(The rig hit a big bump.)*

**Lead** children to identify the cause *(the rig hit a bump)* and the effect. *(Sid falls out of the rig and into the mud.)*

---

**LITERATURE FOCUS:** 10-15 MINUTES

**Revisit** *Can It Fit? Who Can Hit? A Big Hit, and Pigs in a Rig*

**Page** through the stories with children. Have children find words with the consonants *b, r, g, and h.* Then have children look through the stories again for words with the short *i* sound.

**Tell** children to look at pages 94–95 of their Anthology. Ask, *Why did the pigs get ribbons?* *(because they won the best pig contest)*

**Have** children read aloud selected sentences or pages from the stories.