Theme 8: Down on the Farm
EXTRA SUPPORT LESSONS FOR

Down on the Farm
**SKILL FOCUS: PHONEMIC AWARENESS**

**15–20 MINUTES**

### Blending and Segmenting Phonemes

**Objectives**
- blend and segment phonemes
- identify and say the /t/ sound
- identify and say the /k/ sound
- identify and say the /n/ sound

**Materials**
- a large elastic band
- Picture Cards: key, kiss, kit, net, nose, nut, tag, ten, toast

#### Display a large elastic band. Demonstrate how the elastic band stretches out and then returns to its original shape.

#### Remind children that they can stretch out the sounds in words and blend sounds together to say words.

#### Say: I’ll say some sounds. You put them together to say a word. Listen: /d/ /ı˘/ /g/. Now put the sounds together. As you say the sounds, stretch out the elastic band. Ask children to blend the sounds, say the word, dig, and return the elastic band to its original shape.

#### Have students stretch out the sounds in dig. As they say /d/ /ı˘/ /g/, stretch out the elastic band again.

#### Follow the same procedure with these words: big, fit, cat, bat.

#### Check children’s responses to evaluate their ability to blend and segment phonemes.

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**Technology**

**Education Place**
www.eduplace.com
Down on the Farm

**Audio CD**
Cows in the Kitchen
Audio CD for Down on the Farm

**Lexia Phonics**
CD-ROM
Primary Intervention
SKILL FOCUS: PHONEMIC AWARENESS

Beginning Sounds $t, k, n$

**Display** the Picture Card for *ten*. Say *ten*, stretching out /t/. Ask children to say *ten*, stretching out /t/ as you did.

**Repeat** the procedure with the Picture Cards for *key* and *net*, and /k/ and /n/.

**Spread out** the three Picture Cards. Tell children that you will say some words. They should point to the Picture Card whose name begins with the same sound as the word you say. Say: *king, turkey, name, toys, nose, keep.*

**Check** children’s responses to see if they can distinguish among $k, n,$ and $t$.

**PHONICS CENTER**

Children can work with Picture Cards *kiss, kit, nose, nut, tag,* and *toast*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**SKILL FOCUS: PHONEMIC AWARENESS**

**10–15 MINUTES**

**Blending and Segmenting Phonemes**

**Objectives**
- blend and segment phonemes
- identify words that begin with /t/, /k/, /n/
- recognize the letters t, k, n
- recognize the High-frequency word said

**Materials**
- Alphafriend Cards: Tiggy Tiger, Keely Kangaroo, Nyle Noodle
- Letter Cards: k, n, t
- Word Cards: A, I, like, said
- Punctuation Cards: comma, beginning quotation marks, end quotation marks, period
- Picture Cards: girl, key, king, kit, kite, net, nine, nose, nut, tag, ten, tooth, top, toys

**Display** in random order the following Picture Cards: kit, kite, net, nut, tag, ten. Tell children that you are going to play a sound-and-word game with them.

**Say:** Listen as I stretch out the sounds in one Picture Card name: /k/ /ı˘/ /t/. Say the sounds with me: /k/ /ı˘/ /t/. Now blend the word. (kit)

Continue until children have blended all the Picture Card names and find the card. Have children take turns choosing a Picture Card, naming it, and stretching out the sounds.

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

**SKILL FOCUS: PHONICS**

**10–15 MINUTES**

**Initial Consonants t, k, n**

**Display** the Alphafriend Cards Tiggy Tiger, Keely Kangaroo, and Nyle Noodle, and Letter Cards k, t, and n. Remind children that they already know the beginning sounds /t/, /k/, and /n/.

**Ask** children to tap on the floor when you say words that begin with /t/, pretend to fly a kite for words that begin with /k/, and point to their nose for words that begin with /n/. Say: nap, turtle, kiss, tin, kick, nurse.

**Check** children’s ability to distinguish among consonant sounds k, n, and t.
High-Frequency Word *said*

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

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

**Create** from Word, Punctuation, and Picture Cards the sentence: *A girl said, “I like toys.”* Have children read the sentence with you.

**Write** on chart paper: *(Child’s name) said, “I like ___.”* Ask each member of the group to name something they like. Then, for each child, complete the sentence frame. Have children read the sentences written about them.

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

**PHONICS CENTER**

Children can work with Picture Cards *key, king, nine, nose, tooth,* and *top*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS  5–10 MINUTES

Substituting Initial Phonemes

**Display** Picture Card *bat*. Have children name the Picture Card, and stretch out the sounds in *bat*: /b/ /a˘/ /t/. *(bat)*.

**Ask:** What is the first sound you hear in *bat*? (/b/)

Take away the /b/ in *bat* and add /s/. What word do you have when you blend the sounds? *(sat)* Continue, having children use /k/, /f/, /m/, /p/, and /r/ to substitute initial phonemes.

**Check** children’s ability to substitute initial phonemes.

SKILL FOCUS: PHONICS  5–10 MINUTES

Initial Consonants *t, k, n*

**Display** Letter Cards *t, k, n*, and say their sounds, /t/, /k/, and /n/. Have children repeat the sounds with you.

**Mix** Picture Cards for *key, kite, nurse, nut, tag, toast*, and place them below the Letter Cards *k, n, t*. Ask children to take turns choosing a Picture Card, naming it, saying its beginning sound, and placing it next to the Letter Card that stands for that sound.
**SKILL FOCUS: PHONICS** 5-10 MINUTES

**Short o**

Display the Alphafriend Card Ozzie Octopus and the Letter Card o. Say: *Who remembers the name of this Alphafriend? Yes, it is Ozzie Octopus. What is Ozzie Octopus's letter? (the vowel o) The vowel o stands for the sound /o/.* Say /o/ with me. *Now stretch out the sound:/o/o/o/o/,/o/.*

Check to be sure children are saying /o/ correctly.

**SKILL FOCUS: PHONICS** 5-10 MINUTES

**Blending Short o Words**

Display the Letter Cards p, o, and t, and remind children that they know the sounds /p/, /o/, and /t/. Have children identify each letter and the sound it stands for. Model blending the sounds as you sweep your hand under the letters.

Say: *I'll say the sounds in order: first /p/, then /o/, and last /t/. I hold each sound until I say the next one, /p/o/o/o/t/, pot. I've made the word pot. Let's say pot together, pot.*

Display the Letter Cards b, o, and t.

Model blending the sounds as you sweep your hand under the letters: /b/o/o/o/t/, bot. Have children blend and pronounce bot with you.

Replace the t in bot with g to spell bog. Have children blend the sounds as you point to the letters. Continue creating new words by replacing initial or final consonants and having children blend the new words, for example: bop, top, tot, not, dot, dog.

Note children who may need more help blending short o words.
Objectives
- identify words where initial consonant \(t = /t/\)
- identify words where initial consonant \(k = /k/\)
- identify words where initial consonant \(n = /n/\)
- blend and read short \(o\) words

Materials
- Alphafriend Cards: Tiggy Tiger, Keely Kangaroo, Nyle Noodle
- Letter Cards: a, d, e, g, i, k, n, o, p, s, t, t
- Picture Cards: kit, king, net, nose, ten, top

**Skill Focus: Phonics**

**Blend Words with Initial Consonants \(t, k, n\)**

**Display** the Alphafriend Card Tiggy Tiger and Letter Card \(t\).

**Remind** children that they know the letter \(t\) stands for the sound /\(t\)/ at the beginning of Tiggy Tiger. Have children say /\(t\)/ several times. Ask children to name some words that start with the letter \(t\).

**Repeat** the procedure with Keely Kangaroo and \(k\), and with Nyle Noodle and \(n\).

**Display** Letter Cards for \(n, o,\) and \(t\). Point to each letter in turn and pronounce it with children: /\(n/\)/ /\(o/\)/ /\(t/\)/. Then model how to blend the sounds and read the word: /\(n/\)/ /\(o/\)/ /\(t/\)/, \(not\). Have children blend \(not\) with you.

**Continue** blending with these words: \(tot, nip, kid, tag, nap\).

**Check** children’s ability to blend works with initial consonants \(t, k\) and \(n\).
**Review Blending Short o Words**

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

**Ask** the children to repeat their sounds, one at a time, as they walk toward one another. When the three children join up, have them blend their sounds together to make the word *top*.

**Repeat** the procedure to have children spell and blend these words: *bop, mop, dot, got, not.*

**Check** children’s ability to blend short o words.

**PHONICS CENTER**

Discuss the Picture Cards for *kit, king, net, nose, ten, top*, and review the letters that make up the words. Children can build the words *kit, king, net, nose, ten,* and *top* with Letter Cards.
SKILL FOCUS: 15–20 MINUTES

Revisit High-Frequency Word *said*

**Objectives**
- identify and read the High-Frequency word *said* in a sentence
- blend and read short *o* words

**Materials**
- Letter Cards: *d, h, n, o, p, t*
- Word Cards: *a, a, have, I, said*
- Punctuation Cards: *comma, beginning quotation marks, end quotation marks, period*
- Picture Cards: *box, cat, dog, horse, key, man, top, van*
- Practice Master ES8–1

**Display** Word, Punctuation, and Picture Cards to show the following sentence: “I have a box,” *said a man.*

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

**Say:** “I have a box,” *said a man*, pointing to each word as you go.

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

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

**Display** the following Picture Cards: *cat, dog, horse, key, top, van*. Have children substitute the Picture Card *box* to make a new sentence and then read the sentence aloud.

**Check** that each child can identify the word *said*. 

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

**Say:** “I have a box,” *said a man*, pointing to each word as you go.

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

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

**Display** the following Picture Cards: *cat, dog, horse, key, top, van*. Have children substitute the Picture Card *box* to make a new sentence and then read the sentence aloud.

**Check** that each child can identify the word *said*.
Revisit Blending Short o Words

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

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

Replace the initial d with Letter Card n. Have children blend the new word.

Place Letter Cards b and p on the floor below the Letter Cards for not.

Ask children to choose a Letter Card to replace the n in not. Have them say the initial sound and blend the word. (hot, pot)

Check children's ability to blend short o words.

Distribute copies of Practice Master ES8–1.

Read the directions, and discuss the pictures with children.

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

Have children read the story aloud.

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Practice Master ES 8–1

It Is Hot!

Use words and sounds you know to read the story.

“'It is hot,' said Tom."

“'It is hot,' said Dot."

“'It is hot,' said Mom."

“'It is not hot,' said Tom and Dot and Mom.
Blending and Segmenting Phonemes

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

Recite a traditional rhyme for children, such as Jack and Jill.

Say: I'll say the sounds in a word from the rhyme. You put the sounds together to name the word. Listen: /h/ /ı˘/ /l/. Now put the sounds together to name a word from the rhyme. (hill)

Have children stretch out the sounds in hill. Prompt them to name the beginning, the middle, and the end sounds.

Continue with other words from the rhyme: Jill, Jack, pail, came.

Check each child's ability to blend and segment phonemes.
Recite and repeat the chant shown. Ask children to listen for words that end with /ks/. Then have them join in as they are able.

Display the Picture Card for mix. Say mix, stretching out the final sound /ks/. Ask children to say mix, stretching out the /ks/ as you did. Then have children say just the /ks/ sound. Ask them to think about the positions of their mouth and teeth when they say /ks/.

Say: Get your mouths ready to say mix. Now say it. Have children repeat mix several times.

Tell children that you will say some words. They should pretend to mix something in a bowl when they hear a word that ends in /ks/: fox, fan, six, Max, mop, box, gas, fix.

Note children who may need additional support identifying and saying final sound /ks/.

PHONICS CENTER

Children can work with Picture Cards box, gate, guitar, mix, tag, and top. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS  
10–15 MINUTES

Blending and Segmenting Phonemes

Distribute to children one each of the following Picture Cards: bat, box, fan, fox, mix, mop, six, sun. Ask them not to show their Picture Cards to one another.

Have children stretch out the sounds in their Picture Card’s name, for example: /b/ /o˘/ /ks/, and ask the group to blend the sounds to guess the Picture Card: /b/ /o˘/ /ks/. (box) Offer assistance blending as needed.

Materials
• Alphafriend Card Mr. X-Ray
• Letter Cards: a, c, n, x
• Word Cards: a, at, i, see, the
• Punctuation Card period
• Picture Cards: bat, box, cat, cow, dog, fan, farm, fox, game, girl, goat, hen, horse, mix, mop, ox, six, sun, ten, tooth

SKILL FOCUS: PHONICS  
10–15 MINUTES

Final Consonant x

Display the Alphafriend Card Mr. X-Ray: Remind children that they know the beginning sound for Mr. X-Ray: /ks/.

Display the Letter Card x. Tell children that the letter x stands for the sound /ks/, the sound in Mr. X-Ray. Have children say /ks/ several times with you. Mention that the /ks/ sound and the letter x usually come at the ends of words.

Ask children to pretend to mix something in a bowl as they name other words that end with the letter x. (Examples: fix, six, tax, ax, fox, box)

Check each child’s ability to identify words with the final consonant x.
**High-Frequency Word the**

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

Display Word Card *the*. Say: *This is the word the.*

*How many letters do you see in the word the?* (three) Say *the word with me: the.*

Create from Word, Letter, Punctuation, and Picture Cards the sentence *I can see a dog at the farm.* Have children read the sentence with you.

Spread out the following Picture Cards: *cat, cow, goat, hen, horse, ox.* Have each child choose a Picture Card to replace Picture Card *dog* and read the sentence.

Check each child's ability to read the word *the*.

**PHONICS CENTER**

Children can work with Picture Cards *fox, game, girl, six, ten,* and *tooth.* Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
SKILL FOCUS: PHONEMIC AWARENESS

Substituting Initial Phonemes

**Objectives**
- substitute initial phonemes
- recognize words where final consonant \( x = /x/ \)
- blend short \( o \) words

**Materials**
- Letter Cards: \( b, f, g, n, o, t, x \)
- Picture Cards: berries, box, fox, hat, hen, kiss, mix, ox, pot, zip

**Place** a hat on your head. Ask children to say *bat*, stretching out the sounds: /h/ /a˘/ /t/. 

**Ask**: What is the first sound you hear in *hat*? (/h/)

**Take away** the /h/ in *hat* and add /k/. What word do you get when you blend the sounds? (cat)

**Continue** in a similar fashion, having children use the following sounds: /b/ (bat), /f/ (fat), /m/ (mat), /p/ (pat), /r/ (rat), /s/ (sat).

**Check** children’s ability to substitute initial sounds.

SKILL FOCUS: PHONICS

Final Consonant \( x \)

**Display** Letter Card \( x \) and say its sound, /ks/. Have children repeat the sound with you. Remind children that the sound for \( x /ks/ \), is usually heard at the end of words.

**Place** Picture Cards for berries, box, fox, kiss, mix, ox, and zip below the Letter Card \( x \).

**Ask** children to choose a Picture Card whose name ends with the /ks/ sound, say its name aloud, and place it next to Letter Card \( x \).

**Note** children who may need additional support saying words with final /ks/. 
Blending Short o Words

Display the Letter Cards o and x, and remind children that they know the sounds for o, /o/, and x, /ks/. Have children identify each letter and the sound it stands for.

Model blending the sounds as you sweep your hand under the letters.

Say: I’ll say the sounds in order: first /o/, and then /ks/. I hold each sound until I say the next one, /oʊoʊoʊks/, ox. I’ve made the word ox. Say ox with me, ox.

Display the Letter Cards f, o, and x.

Have children blend and pronounce fox. Model blending the word as needed.

Continue with other words, for example: box, bot, got, not.

Check each child’s ability to blend short o words.
**Objectives**
- identify words where final consonant \( x = /ks/ \)
- blend and read short \( o \) words

**Materials**
- Alphafriend Card Mr. X-Ray
- Letter Cards: a, b, d, e, f, g, h, l, m, n, o, p, t, x
- Picture Cards: box, fox, game, gate, goat, tag, ten, top

**Skill Focus: Phonics**

**Blend Words with Final Consonant \( x \)**

**Display** the Alphafriend Card *Mr. X-Ray* and Letter Card \( x \).

**Remind** children that the letter \( x \) stands for the sound /ks/ they hear in *Mr. X-Ray*. Have children say /ks/ several times.

**Display** Letter Cards for \( o \) and \( x \). Point to each letter in turn and pronounce it with children: /\( o˘/\)/ks/. Then model how to blend the sounds to read the word: /\( o˘/\)/ks/, ox. Have children blend ox with you.

**Say:** *Watch as I add a letter to ox*. Add Letter Card b. Then blend box with children.

**Continue** blending with fox, fix, mix, six, Max, and tax.

**Note** children who may need more support blending words with final \( x \).
Review Blending Short o Words

**Give** two children the Letter Cards o and n. Have children stretch out their letter sound when you point to them.

**Ask** children to move together as they say their sounds. Then have the children say the word they have made: /o˘ o˘ o˘ o˘ n/, on.

**Repeat** with the word ox.

**Continue** to blend and say these words: box, dog, mop.

**PHONICS CENTER**
Discuss the Picture Cards for box, fox, game, gate, goat, tag, ten, top, and review the letters that make up the words. Children can build the words box, fox, game, gate, goat, tag, ten, top with Letter Cards.
Revisit High-Frequency Word the

Display Word, Letter, Punctuation, and Picture Cards to show the following sentence: *The girl can see the horse.*

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

Say: *The girl can see the horse*, pointing to each word as you go.

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

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

Ask children to take turns replacing the Picture Card *horse* to make a new sentence. Use these Picture Cards: *cat, dog, hen, horse, girl, goat, mule, ox*. Have children read their sentence aloud.

Check each child’s ability to identify and read *the*. 

Objectives
- identify and read the high-frequency word *the* in a sentence
- identify words where final consonant *x* = */ks*/
- blend and read short *o* words

Materials
- Letter Cards: *a, b, c, f, g, n, o, x*
- Word Cards: *see, The, the*
- Picture Cards: *cat, dog, hen, horse, girl, goat, mule, ox*
- Punctuation Card *period*
- Practice Master ES8–2
Revisit Blending Short o Words

Display the Letter Cards o and x, and remind children that they know the sounds for o, /o/, and x, /ks/.

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

Add Letter Card b before ox. Have children blend the new word.

Place Letter Cards f and g below the Letter Cards for box.

Ask children to choose a Letter Card to replace the b in box. Have them say the initial sound and blend the word. (fox) Then have them replace the x in fox with Letter Card g. (fog) Model blending when needed.

Check children’s ability to blend short o words.

Practice Apply

Distribute copies of Practice Master ES8–2.

Read the directions, and discuss the pictures with children.

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

Have children read the story aloud.
Blending and Segmenting Phonemes

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

Say: I’m thinking of something you might see on a farm. It is a /ʃ/ /e/ /p/. Can you name it? (sheep) Say sheep with me again. Now, let’s stretch out the sounds in sheep: /ʃ/ /e/ /p/.

Give children the names of other things that might be on a farm. Have them take turns stretching out the sounds of their word for the group to blend. (Examples: chick, duck, goose, lake, bill, corn, well, barn)

Note children who need additional help with blending and segmenting phonemes.

Objectives
- blend and segment phonemes
- identify and say the /h/ sound
- identify and say the /t/ sound
- identify and say the /s/ sound

Materials
- Picture Cards: fan, feet, fox, hand, hen, hose, sandals, seal, sun

Technology
Education Place
www.eduplace.com
Down on the Farm

Audio CD
Cows in the Kitchen
Mouse’s Birthday
Audio CD for Down on the Farm

Lexia Phonics
CD-ROM
Primary Intervention
Beginning Sounds \( h, f, s \)

**Display** the Picture Card for *hen*. Say *hen*, stretching out the beginning sound /h/. Ask children to say *hen*, stretching out the /h/ as you did. Then have them say just the /h/ sound.

**Repeat** the procedure with the Picture Cards for *fox* and *seal*, and /f/ and /s/.

**Space** the three Picture Cards and tell children that when you say a word, they should point to the Picture Card whose name begins with the same sound. Say: *help, food, sail, family, house, same, bead, supper, farm.*

**Check** children’s ability to discriminate among /h/, /f/, and /s/.

**PHONICS CENTER**

Children can work with Picture Cards *fan, feet, band, bose, sandals*, and *sun*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**SKILL FOCUS: PHONEMIC AWARENESS**

**Blending and Segmenting Phonemes**

**Objectives**
- blend and segment phonemes
- identify words that begin with /h/, /f/, /s/
- recognize the letters h, f, s
- recognize the high-frequency words said, the

**Materials**
- Alphafriend Cards: Hattie Horse, Fifi Fish, Sammy Seal
- Letter Cards: a, f, h, m, n, s
- Word Cards: a, have, I, said, the
- Punctuation Cards: comma, quotation marks, period
- Picture Cards: cow, farm, fox, goat, hen, horse, man, mule, ox, pig, sandbox, seal

**Place** the Picture Cards farm, fox, hen, horse, and seal in a paper bag. Tell children that you are going to play a sound-and-word game with them.

**Say:** I will pick a Picture Card from the bag and say the sounds in its name. You blend the sounds to say the name. Listen: /f/ /e¯/ /t/ (feet)

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

**SKILL FOCUS: PHONICS**

**Initial Consonants h, f, s**

**Display** Alphafriend Card Hattie Horse and Letter Card b. Remind children that they already know the beginning sound for Hattie Horse, /h/. Have children say /h/ several times.

**Repeat** with Alphafriend Card Fifi Fish and Sammy Seal, and the Letter Cards f and s.

**Ask** children to hop when they hear a word that begins with the letter h, hold up five fingers when they hear words that begin with f, and sit when they hear words that begin with the letter s. Say: bill, sound, farm, fish, home, silly.

**Check** children’s ability to distinguish among /f/, /h/, and /s/.
High-Frequency Words said, the

Tell children that they will practice reading their new words, said and the.

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

Display the Word Card the. Ask: How many letters do you see in this word? (three) Say the word with me, the.

Create from Word, Letter, Picture and Punctuation Cards the sentence: “I have a horse,” said the man. Have children read the sentence with you.

“I have a , ” said the man.

Spread out the following Picture Cards: cow, goat, hen, mule, ox, pig. Have a volunteer choose an animal to replace Picture Card horse, read the phrase, and then complete the sentence.

Check each child’s ability to read the words said and the.

PHONICS CENTER
Children work with Picture Cards farm, fox, hen, borse, sandbox and seal. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
**Objectives**
- substitute initial phonemes
- recognize words where initial consonant $h = /h/$
- recognize words where initial consonant $f = /f/$
- recognize words where initial consonant $s = /s/$
- blend short o words

**Materials**
- Letter Cards: $D, f, g, h, l, n, o, p, R, s, t$
- Picture Cards: box, dog, feet, fork, hen, hop, hug, pot, sandwich, six

**Substituting Initial Phonemes**

**Display** Picture Card pot and have children name it. Ask them to stretch out the sounds in pot: /p/ /o˘/ /t/, pot. Model how to stretch out the sounds as needed.

**Ask:** What is the first sound you hear in pot? (/p/)

Take away the /p/ in pot and add /h/. What word do you have when you blend the sounds? (hot) Continue in a similar fashion, having children use the following sounds: /g/ (got), /k/ (cot), /n/ (not), /r/ (rot).

**Note** if children need additional support substituting initial phonemes.

**Initial Consonants $h, f, s$**

**Display** Letter Cards $b, f,$ and $s$ and say their sounds, /h/, /f/, and /s/.

**Place** the Picture Cards feet, fork, hen, bug, sandwich, and six below the Letter Cards $b, f$ and $s$.

**Ask** children to each choose a Picture Card, name it, say its beginning sound, and place it next to the Letter Card that stands for that sound.

**Check** that each child can distinguish among $f, b,$ and $s$. 
SKILL FOCUS: PHONICS

Blending Short o Words

Display the Letter Cards o and n, and remind children that they know the sounds for o, /o/, and n, /n/. Have children identify each letter and the sound it stands for.

Model blending the sounds as you sweep your hand under the letters.

Say: I say the sounds in order: first /o/, then /n/. I hold each sound until I say the next one, /o/n/, on. I've made the word on. Let's say on together, on.

Display the Letter Cards D, o, and n. Tell children that these letters spell a name.

Model blending the sounds as you sweep your hand under the letters: /Do/o/n/, Don. Have children blend and pronounce Don with you, and then on their own.

Replace the D in Don with Letter Card R. Call on a child to read the new name. (Ron)

Display the Letter Cards o and t. Then spread out the Letter Cards f, g, b, l, p, and s. Call on children to add an initial letter to -ot to blend and read a new word.

Check children's ability to blend short o words.
Blend with Initial Consonants
\(h\), \(f\), \(s\)

**Display** the Alphafriend Card *Hattie Horse* and Letter Card *b*.

**Remind** children that the letter *b* stands for the sound /h/ at the beginning of *Hattie Horse*.

**Have** children say /h/ several times. Ask children to name some words that start with the letter *b*.

**Repeat** the procedure with *Fifi Fish* and *f*, and *Sammy Seal* and *s*.

**Display** Letter Cards for *h*, *o*, and *g*. Point to each letter in turn and pronounce it with children: /h/ /ō/ /g/. Then model how to blend the sounds to read the word: /h/ /ō/ /g/, *bog*. Have children blend *bog* with you.

**Say**: *Watch as I change a letter in the word hog*. Replace Letter Card *b* with Letter Card *f*. Blend the word *fog* with children.

**Continue** blending with these words: *fig*, *big*, *bag*, *bat*, *hat*, *sat*, *fat*.

**Check** children’s ability to blend *b*, *f*, and *s*. 

**Objectives**
- identify words where initial consonant *h* = /h/
- identify words where initial consonant *f* = /f/
- identify words where initial consonant *s* = /s/
- blend and read short *o* words

**Materials**
- Alphafriend Cards: *Hattie Horse*, *Fifi Fish*, *Sammy Seal*
- Letter Cards: *a*, *b*, *d*, *f*, *g*, *h*, *i*, *k*, *l*, *m*, *n*, *o*, *p*, *s*, *t*, *x*
- Picture Cards: *fan*, *fox*, *hand*, *hop*, *sad*, *salt*
Review Blending Short o Words

Give three children the Letter Cards d, o, and g. Have them stretch out their individual letter sound when you point to them.

Point to o and g, encouraging them to move together as they say their sounds, and then say the word part they have made: /o˘o˘o˘o˘g/, og.

Have the child with d walk toward o and g, stretching out the /d/. When the three children join up, have them blend their sounds together to make the word dog.

Repeat with ot, pot; ox, fox; and op, bop.

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

PHONICS CENTER

Discuss the Picture Cards fan, fox, band, bop, sad, and salt, and review the letters that make up the words. Children can build the words fan, fox, band, bop, sad, and salt with Letter Cards.
Objectives

- identify and read the High-Frequency words *said, the* in sentences
- identify words where initial consonant *h* = /h/
- identify words where initial consonant *f* = /f/
- identify words where initial consonant *s* = /s/
- blend and read short *o* words

Materials

- Letter Cards: *d, h, n, o, o, p, t*
- Word Cards: *on, said, the, the*
- Punctuation Cards: *comma, beginning quotation marks, end quotation marks, period*
- Picture Cards: *bed, bike, boat, cot, gate, girl, horse, jet, rock*
- Practice Master ES8–3

Revisit High-Frequency Words *said, the*

Display Word, Picture, Letter, and Punctuation Cards to form this sentence: “*Hop on the bike,* said the girl.”

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

Say: “*Hop on the bike,* said the girl,” pointing to each word as you go.

Tell children to use what they know about sounds as they read the sentence with you. Point to words from the sentence randomly, and have children read them.

Display the Picture Cards: *bed, boat, cot, gate, horse, jet, rock.* Have children choose a Picture Card to replace Picture Card *bike,* and then have them read the new sentence.

Check each child’s ability to identify and read *said* and *the.*
Revisit Blending Short o Words

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

Model blending the sounds as you sweep your hand under the letters: /do˘o˘o˘o˘t/, dot. Have children blend and pronounce dot with you.

Replace Letter Card d with Letter Card b, and have children blend the word.

Place Letter Card p and t on the floor below the Letter Cards for bot.

Ask children to replace the t in bot with Letter Card p and blend the word (hop), and the b in bop with t, and blend the word. (top)

Check children’s responses to be sure they can blend short o words.

Practice Apply

Distribute copies of Practice Master ES8–3.

Read the directions, and discuss the pictures with children.

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

Have children read the story aloud.