EXTRA SUPPORT LESSONS FOR

Spring Is Here
Identifying Syllables in Spoken Words

Ask children to listen as you say a name, and have them listen for how many syllables they hear. Say: 
*I am going to say a name. Then I will clap for each syllable the name has. Listen: Jamie. (clap, clap)* 
*Listen as I say and clap the name again, Jamie. (clap, clap)*

Ask: *How many claps did you hear? (two) How many syllables are in the name Jamie? (two)*

Have children clap the syllables in *Jamie* with you. Then tell children they will clap the syllables they hear in each of their names.

Ask children to take turns saying their names. Then ask the child to repeat the name slowly. Have the group clap the syllables in the name.

Model how to clap each name as needed.

Check children’s responses to evaluate their ability to identify syllables in spoken words.
SKILL FOCUS: PHONEMIC AWARENESS

15–20 MINUTES

BEGINNING SOUND w

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

Display the Picture Card web. Say web, stretching out the beginning sound /w/. Ask children to say web, stretching out the /w/, and then have them say just the /w/ sound. Ask them to think about the way their mouth moves when they say /w/.

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

Tell children that you will say some words. They should wave when they hear a word that begins with /w/. Say: water, well, vest, web, seal, wait, go, walk, wink.

PHONICS CENTER

Children can work with Picture Cards desk, dot, queen, quilt, watch, and web. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.

CHANT

/w/ /w/ /w/

Watch Wanda Spider
Weave her web.
She wiggles and she wiggles,
And she waves her legs.
Identifying Syllables in Spoken Words

**Objectives**
- identify syllables in spoken words
- identify words that begin with /w/
- recognize the letter w
- recognize the high-frequency word play

**Materials**
- Alphafriend Card Willy Worm
- Letter Cards: a, c, n, w
- Word Cards: can, play, The
- Punctuation Card period
- Picture Cards: ball, cat, dig, dog, girl, man, quarter, quilt, seal, watermelon, wig

**Remind** children that they have been clapping out the number of syllables they hear in their names. Tell children that today they will make a chart to find out how many syllables are in their names.

**Display** a chart similar to the following:

Say a child’s name. Ask the group to clap for each syllable they hear in the name. Then say, for example: How many claps are in Samantha’s name? Yes, three. Where should I write Samantha’s name on the chart?

**Repeat** for each child in the group. Some children may want to suggest the names of other classmates, teachers, or family members to add to the chart. Permit them to do so.

**Initial Consonant w**

**Display** the Alphafriend Card Willy Worm. Remind children that they know the beginning sound for Willy Worm, /w/.

**Display** the Letter Card w. Tell children that the letter w stands for the sound /w/, the beginning sound of Willy Worm. Have children say /w/ several times.

**Ask** children to hold up their hands and wiggle their fingers when you say words that begin with the letter w. Say: wow, windy, jump, worm, find, wild, bug, world, climb, watch, warm.
**SKILL FOCUS:** 10–15 MINUTES

High-Frequency Word *play*

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

**Display** Word Card *play*. Ask: How many letters do you see in this word? (four) What is the first letter? (p) What sound does *p* stand for? (/p/) What is the second letter? (/l/) What sound does *l* stand for? (/l/) You can hear the /p/ and /l/ sound at the beginning of this word. The word is *play*. Say *play* with me.

**Create** from Word, Letter, Picture and Punctuation Cards this sentence: *The girl can play ball*. Have children read the sentence with you.

**Spread** out the following Picture Cards: *man, dog, cat, seal*. Have children choose a Picture Card to replace Picture Card *girl* and then read the sentence.

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

**PHONICS CENTER**

Children can work with Picture Cards *dig, dog, quarter, quilt, watermelon*, and *wig*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Substituting Final Phonemes

Display Picture Card *bat*, and have children name it. Then ask children to stretch out the sounds in *bat*: /bə̆/aːt/, *bat*. Model how to stretch out the sounds as needed.

Ask: *What is the last sound you hear in bat?* (/t/)
*Take away the /t/ in bat and add /g/. What word do you have when you blend the sounds?* (*bag*)

Continue in a similar fashion, having children use: /d/ (*bad*) and /m/ (*bam*)

Check children’s ability to substitute final sounds.

Initial Consonant *w*

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

Place Picture Cards for *bat*, *pig*, *rug*, and *six* among the Picture Cards for *watch*, *web*, and *well* below the Letter Card *w* on the floor or table.

Ask children to choose a Picture Card whose name begins with /w/, say its name aloud, and place it next to Letter Card *w*.

Note children who need additional support saying words with initial consonant /w/.
Short e

Display the Alphafriend Card Edna Elephant and the Letter Card e.

Say: Who remembers the name of this Alphafriend? Yes, it is Edna Elephant. What is Edna Elephant’s letter? (the vowel e) What sound does the vowel e stand for? (/e˘/) Say /e˘/ with me. Now stretch out the sound: /e˘e˘e˘e˘/.

Have children say /e˘/ several times.

Blending Short e Words

Display the Letter Cards w, e, and t, and remind children that they know the sounds for w, /w/, e, /e˘/, and t, /t/. Have children identify each letter and the sound it stands for.

Model blending the sounds as you underline the letters with a sweeping motion.

Say: I’ll say the sounds in order: first /w/, then /e˘/, and last /t/. I hold each sound until I say the next one, /we˘e˘e˘t/, wet. I’ve made the word wet. Let’s say wet together, wet.

Display the Letter Cards p, e, and t.

Model blending the sounds as you sweep your hand under the letters: /pêe˘e˘e˘v/, pet. Have children blend and pronounce pet with you.

Replace the t in pet with n to spell pen. Have children blend the sounds as you sweep your hand under the letters. Continue creating new words by replacing initial or final consonants and having children blend the new words, for example: peg, beg, bed, Ned, net, vet, met, men.
Review Initial Consonant g

Display the Alphafriend Card Gertie Goose and Letter Card g.

Remind children that the letter g stands for the sound /g/ at the beginning of Gertie Goose. Have children say /g/ several times with you.

Remind children that another word that starts with g is guitar.

Ask children to pretend to play a guitar as they name other words that start with the letter g.

Note children who may need more support saying words that start with /g/.

Review Initial Consonant q

Display the Alphafriend Card Queenie Queen and the Letter Card q.

Remind children that the letter q stands for the sound /kw/ at the beginning of Queenie Queen. Have children say /kw/ several times with you.

Ask children to quack when you say words that begin with the letter q. Say: quail, tree, question, map, quarter, quick, bell.

Note children who may need more support saying words that start with the letter q.
**SKILL FOCUS: PHONICS**

**10–15 MINUTES**

**Blending Short e Words**

**Give** three children the Letter Cards g, e, and t. Have each child stretch out their letter sound when you point to their letter card.

**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 get.

**Repeat** the procedure to have children spell and blend these words: wet, leg, let, men, met, set, wed, web.

**PHONICS CENTER**

Children can work with the Picture Cards for game, gate, quilt, queen, web, and wig, and review their initial consonant sounds.
Revisit High-Frequency Word *play*

**Objective:**
- identify and read the high-frequency word *play* in a sentence
- blend and read short *e* words

**Materials**
- Letter Cards: *e, g, n, p, t, w*
- Word Cards: *a, I, like, play, said, to*
- Punctuation Cards: *open quote, end quote, comma, period*
- Picture Cards: *ball, girl*
- Practice Master ES9-1

**Display** Word, Punctuation, and Picture Cards to show the following sentence: “*I like to play ball,* said a girl.”

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

**Say:** “*I like to play ball,* said a girl, pointing to each word as you go.”

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

**Write** several times on chart paper: “*I like to play ____,* said ____.” Ask each child to complete the sentence by naming something they like to play. Then complete the sentence with the child’s suggestion and name. Have each child read his or her sentence.

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

“I like to play soccer,” said Max.
Revisit Blending Short e Words

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

Model blending the sounds as you sweep your hand under the letters: /wē eē t/, wet. Have children blend and pronounce wet with you.

Replace the initial w with Letter Card g. Have children blend the new word.

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

Ask a child to choose a Letter Card to replace the g in get. Have them say the initial sound and blend the word for the group. (net, pet)

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

Practice Apply

Distribute copies of Practice Master ES9-1.

Read the directions, and discuss the pictures with children.

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

Have children read the story aloud.

Practice Master ES 9–1

PMES 9–1
Grade K Theme 9: Spring Is Here

Use words and sounds you know to read the story.

“I like to get wet,” said Ned.

“I like to dig,” said Meg.

“Rex and I like to sit,” said Peg.

“Ben and I like to get set and go,” said Ted.

Copyright © Houghton Mifflin Company. All rights reserved.
Identifying Syllables in Spoken Words

Display the Picture Cards for blue, black, green, purple, red, and yellow. Tell children that they will listen for how many syllables they hear in a word.

Point to Picture Card purple. Say: I am going to say a color word. Then I will clap for each syllable the word has. Listen: purple. (clap, clap) Listen as I say and clap the word again, pur-ple. (clap, clap)

Ask: How many claps did you hear? (two) How many syllables, or word parts, are in the word purple? (two)

Have children clap the syllables in purple with you. Repeat the procedure with the remaining Picture Cards.

Model how to clap each color word as needed. Then have children say and clap the name with you.

Check each child’s responses to evaluate their ability to identify syllables in spoken words.
Beginning Sound \textit{y}

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

\textbf{Display} the Picture Card for \textit{yellow}. Say \textit{yellow}, stretching out the beginning sound /y/. Ask children to say \textit{yellow}, stretching out the /y/ as you did. Ask them to think about the positions of their mouth when they say /y/.

\textbf{Say:} \textit{Now get your mouths ready to say yellow. Now say it.} Have children repeat \textit{yellow} several times.

\textbf{Tell} children that you will say some words. They should pretend to yawn when you say a word that starts with /y/: \textit{yarn, yet, top, yes, purse, yesterday, milk, yolk}.

\textbf{PHONICS CENTER}

Children can work with Picture Cards \textit{dig, dog, man, mop, yam, and yellow}. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Day 2

**Identifying Syllables in Spoken Words**

**Remind** children that they have been counting the number of syllables, or words parts, they hear in words. Tell children that today they will count the number of syllables they hear in animal names.

**Have** children name an animal, for example, *dog*. Repeat the name slowly, asking them to clap for each syllable they hear. (one)

**Ask** if anyone knows the name for a baby or young dog. (puppy) Say *puppy*, asking children to clap the number of syllables they hear.

**Model** how to clap each animal name as needed. Then have children say and clap the name with you. Animals and their young may include: *cat/kitten, duck/duckling, hen/chick, zebra/colt, rabbit/kit, elephant/calf, lion/cub.***

**Initial Consonant y**

**Display** the Alphafriend Card *Yetta Yo-Yo*. Remind children that they know the beginning sound for *Yetta Yo-Yo*, /y/.

**Display** the Letter Card *y*. Tell children that the letter *y* stands for the sound /y/, the beginning sound of *Yetta Yo-Yo*, and have children say /y/ several times with you.

**Ask** children to pretend to yawn when you say words that begin with the letter *y*. Say: *you, yarn, white, yellow, leaf, yes, yodel.***
High-Frequency Word *she*

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

**Display** Word Card *she*. Say: *How many letters do you see in this word?* (three) This word can take the place of a girl or a woman’s name in a sentence. The word is *she*. Say the word with *me*: *she*.

**Create** from Word, Letter, Punctuation and Picture Cards the sentence *She can go on a jet*. Have children read the sentence with you.

**Spread** out the following Picture Cards: *bike, boat, horse, jeep, mule*. Have a volunteer choose a Picture Card to replace Picture Card *jet* and read the sentence.

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

**PHONICS CENTER**

Children can work with Picture Cards *desk, dot, map, mix, yak* and *yarn*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Day 3

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

**Materials**
- Letter Cards: \( b, d, e, g, l, n, p, t, w, y \)
- Picture Cards: \( \text{bed, cat, hop, yak, yarn, yellow, yolk} \)

---

### SKILL FOCUS: PHONEMIC AWARENESS  10–15 MINUTES

**Substituting Final Phonemes**

**Display** Picture Card \( \text{cat} \). Have children name the Picture Card. Then ask children to stretch out the sounds in \( \text{cat: /k/ /ä å å å/ /t/} \). \( (\text{cat}) \) Model how to stretch out the sounds as needed.

**Ask:** What is the last sound you hear in \( \text{cat?} \) (\( /t/ \))

**Take away the /t/ in cat and add /b/.** What word do you have when you blend the sounds?

\( (\text{cab}) \)

**Continue** in a similar fashion, having children use the following sounds: \( /p/, (\text{cap}) /n/. (\text{can}) \)

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

### SKILL FOCUS: PHONICS  10–15 MINUTES

**Initial Consonant \( y \)**

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

**Place** Picture Cards \( \text{cat, bed, and hop} \) among the Picture Cards \( \text{yak, yarn, yellow, yolk} \) on the floor or table below the Letter Card \( y \).

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

**Note** children who may need additional support saying words with initial consonant \( /y/ \).
Blending Short e Words

Display the Letter Cards y, e, and t, and remind children that they know the sounds for y, /y/, e, /e̯/, and t, /t/. Have children identify each letter and the sound it stands for.

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

Say: I'll say the sounds in order: first /y/, then /e̯/, and then /t/. I hold each sound until I say the next one, /yêëët/, yet. I've made the word yet. Say yet with me, yet.

Display the Letter Cards w, e, and t.

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

Continue with other words, for example: web, pet, pen, led, leg, men, met.
**Day 4**

**THEME 9: Spring Is Here WEEK 2**

**SKILL FOCUS: PHONICS 10–15 MINUTES**

### Review Initial Consonant *m*

**Display** the Alphafriend Card *Mimi Mouse* and Letter Card *m*.

**Remind** children that the letter *m* stands for the sound */m/* at the beginning of *Mimi Mouse*. Have children say */m/* several times with you.

**Remind** children that another word that starts with *m* is *mop*.

**Ask** children to pretend to mop the floor as they name other words that start with the letter *m*.

**Note** children who may need additional support with the initial consonant */m*/.

---

**Objectives**
- identify words where initial consonant *m* = */m*/
- identify words where initial consonant *p* = */p*/
- blend and read short *e* words

**Materials**
- Alphafriend Cards: *Mimi Mouse, Pippa Pig*
- Letter Cards: *a, b, d, e, f, g, l, M, m, n, p, T, t, w, y*
- Picture Cards: *man, map, mat, pan, red, yam*

---

**SKILL FOCUS: PHONICS 10–15 MINUTES**

### Review Initial Consonant *p*

**Display** the Alphafriend Card *Pippa Pig* and Letter Card *p*.

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

**Remind** children that another word that starts with *p* is *point*.

**Ask** children to point as they name other words that start with the letter *p*.

**Check** each child’s ability to identify words that start with *p*.
Review Blending Short e Words

Give two children the Letter Cards e and d, and have them stretch out their individual letter sound when you point to them.

Ask the children to move together as they say their sounds, and have them say the word part they have made: /ɛ ɛ ɛ d/, ed.

Add a third letter to the beginning of ed and have children blend the word. Possible words: bed, led, red, Ted.

Repeat with et and eg to blend and say these words: bet, get, let, met, net, pet, wet, yet; beg, leg, Peg, Meg.

PHONICS CENTER

Discuss the Picture Cards man, map, mat, pan, red, and yam, and review the letters that make up the words. Children can build the words man, map, mat, pan, red, and yam with Letter Cards.
Revisit High-Frequency Word *she*

**Display** Word, Letter, Punctuation and Picture Cards to show the following: *She can get a ball.*

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

**Say:** *She can get a ball,* 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 to make a new sentence. Use these Picture Cards: *bat, doll, game, hat, kite, net, purse, top.* Have children read their sentences aloud.
Revisit Blending Short e Words

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

**Model** blending the sounds as you sweep your hand under the letters: /p e e e e t/, pet. Have children blend and pronounce pet with you.

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

**Place** Letter Cards y and w on the floor below the Letter Cards for get.

**Ask** children to take turns choosing a Letter Card to replace the g in get, have them say the initial sound, and blend the word. (yet, net, set, or wet)

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

**Practice Apply**

**Distribute** copies of Practice Master ES9-2.

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

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

**Have** children read the story aloud.
Identifying Syllables in Spoken Words

Tell children that today you will play a syllable game with them.

Say: I will say a word that names something in our room. You clap for each syllable you hear. Listen: table. (clap, clap) How many syllables did you hear? Yes, two syllables.

Model saying the word and clapping syllables as needed. Have children take turns to repeat your actions.

Continue with one- and two-syllable words that name items in the classroom, for example: desk, sink, easel, chalkboard. As children become comfortable clapping the syllables, you may wish to add some three-syllable words, such as calendar and alphabet.

Note children who need additional help identifying syllables in spoken words.
**SKILL FOCUS: PHONEMIC AWARENESS 15–20 MINUTES**

**Beginning Sounds w, y**

**Display** the Picture Card *worm*. Say *worm*, stretching out the beginning sound /w/. Ask children to say *worm*, stretching out the /w/ as you did. Have children say just the /w/ sound. Ask them to think about the positions of their mouths when they say /w/.

**Repeat** the procedure with the Picture Card for *yo-yo* and /y/.

**Tell** children that they should wave when you say words that start with /w/, and they should pretend to yawn when they hear a word that starts with /y/. Use these words: *walk, yellow, yolk, wonder, well, yesterday, Wednesday*.

**Check** children’s ability to discriminate between /w/ and /y/.

**PHONICS CENTER**

Children can work with Picture Cards *feet, fox, gate, green, pin, purple, watermelon, white, yarn,* and *yellow*. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Identifying Syllables in Spoken Words

Remind children that the name of their reading theme is *Spring Is Here*, and that you will say some words that tell about spring and other seasons. They are to listen and clap for each syllable they hear in the words.

Say: *Listen as I say a word:* flower. Say flower *with me.* Now say flower and clap for each syllable you hear. (flow/er; clap, clap) How many claps did you hear? How many syllables does flower have? (two)

Continue in a similar fashion with the following words: tree, grass, blossom, summer, spring, winter, fall, garden, leaf, sun, sunny.

Initial Consonants *w, y*

Display Alphafriend Card *Willy Worm*. Remind children that they already know the beginning sound for *Willy Worm*, /w/.

Display the Letter Card *w*. Tell children that the letter *w* stands for the sound /w/, the beginning sound of *Willy Worm*. Have children say /w/ several times.

Repeat the procedure with Alphafriend Card *Yetta Yo-Yo*, and Letter Card *y*. 
**Ask** children to wave when you say words that begin with the letter *w*, and pretend to yawn when you say words that begin with the letter *y*. Say: watch, yam, flower, yellow, warm, sun, winter.

**Skill Focus:**

**High-Frequency Words play, she**

**Tell** children that they will practice reading their new words, play and she.

**Display** Word Card play. Ask: How many letters do you see in this word? (four) What is the first letter? (p) Say the word with me, play.

**Display** Word Card she. Ask: How many letters do you see in this word? (three) Create from Word, Punctuation, and Picture Cards the sentence: She and I can play ball. Have children read the sentence with you.

**Write** several times on chart paper the sentence frame: She and I can play ___. Have a volunteer think of a word to complete the sentence, for example, soccer. Write soccer in the sentence frame, and have the child read the sentence. Follow the same procedure with the rest of the group.

**Check** each child’s ability to read the words play and she.

**Phonics Center**

Children can work with Picture Cards fan, fork, game, goat, pan, purse, web, wig, yam, and yolk. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.
Substituting Final Phonemes

Display in random order the following Picture Cards: cat, can, dog, dot, bug, but, rug, run, map, man.

Hold up Picture Card bug and have it identified. Ask children to say bug, stretching out the sounds: /b/ /u˘u˘u˘u˘/ /g/. Ask: What is the last sound you hear in bug? (/g/) Take away the /g/ in bug and add /t/. What word do you have when you blend the sounds /b/ /u˘u˘u˘u˘/ /t/? (hut)

Ask children to find the Picture Card hut. Then have children repeat the sounds, listening carefully for the final sounds: /h/ /u˘u˘u˘u˘/ /t/; /h/ /u˘u˘u˘u˘/ /g/.

Continue in a similar fashion, having children substitute the final t in cat with n, (can) the final g in dog with t, (dot) the final n in run with g, (rug) and the final p in map with a n. (man)

Note if children need additional support substituting final phonemes.

Initial Consonants w, y

Display Letter Cards w and y, and say their sounds, /w/ and /y/. Have children repeat the sounds with you.

Mix Picture Cards for w and y, and place them on the floor or table below the Letter Cards w and y.
Ask children to choose a Picture Card, name it, say its beginning sound, and place it next to the Letter Card that stands for that sound.

**SKILL FOCUS: PHONICS**

**Blending Short e Words**

Display the Letter Cards y, e, and t, and remind children that they know the sounds for y, /y/, e, /ê/, and t, /t/. Have children identify each letter and its sound.

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

Say: *I say the sounds in order: first /y/, then /ê/, and last /t/. I hold each sound until I say the next one, /yêêêêêt/, yet. I’ve made the word yet. Let’s say yet together, yet.*

Display the Letter Cards w, e, and t.

Model blending the sounds as you underline the letters with a sweeping motion: /weêêêêt/, wet. Have children blend and pronounce *wet* with you.

Spread out the following Letter Cards: b, d, g, l, m, and p. Call on a volunteer to remove the initial or final consonant from *wet* and replace it with a letter to make a new word. Have the child blend the sounds as you point to the letters.

Check each child’s ability to blend short e words.
**Review Initial Consonant **

**Objectives**
- identify words where initial consonant \( p = /p/ \)
- identify words where initial consonant \( g = /g/ \)
- identify words where initial consonant \( f = /f/ \)
- blend and read short \( e \) words

**Materials**
- Alphafriend Cards: Pippa Pig, Gertie Goose, Fifi Fish
- Letter Cards: a, b, d, e, f, g, n, o, p, r, t, x
- Picture Cards: bed, farm, fox, gate, goat, net, pan, pot, web

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

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

**Tell** children that another word that starts with \( p \) is pour. Ask children to pretend to pour a glass of milk as they name other words that start with \( p \).

**Check** to be sure children can identify initial consonant \( p \).

**Review Initial Consonant **

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

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

**Remind** children that another word that starts with \( g \) is guitar. Ask children to pretend to play a guitar as they name other words that start with the letter \( g \).

**Check** each child’s ability to identify initial consonant \( g \).
Review Initial Consonant \(f\)

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

**Remind** children that another word that starts with \(f\) is *five*.
Ask children to hold up five fingers as they name other words that start with the letter \(f\).

**Check** each child’s ability to identify initial consonant \(f\).

Review Blending Short \(e\) Words

**Give** three children the Letter Cards \(g, e,\) and \(t\).
Have them to stretch out their individual letter sound when you point to them.

**Point** to \(e\) and \(t\), encouraging them to move together as they say their sounds, and have the children say the word part they have made: /e˘e˘e˘t/, *et*.

**Have** the child with \(p\) walk toward \(e\) and then \(t\), stretching out the /p/. When the three children join up, have them blend their sounds together to make the word *pet*.

**Repeat** with *ed, fed* and *eg, peg*.

**PHONICS CENTER**
Discuss the Picture Cards for *bed, farm, fox, gate, goat, net, pan, pot,* and *web,* and review the letters that make up the words. Children can build the words *bed, fox, net, pan, pot,* and *web* with Letter Cards.
Revisit High-Frequency Words play, she

Objectives
- Identify and read the high-frequency words play, she in sentences
- Identify words where initial consonant \( w = /w/ \)
- Identify words where initial consonant \( y = /y/ \)
- Blend and read short \( e \) words

Materials
- Letter Cards: a, a, b, c, c, D, e, e, g, M, n, n, s, t, Y, y
- Word Cards: play, play, she
- Punctuation Cards: comma, exclamation point, question mark
- Picture Cards: bed, dog, feet, jam, key, leash, lock, quilt, sandals, toast
- Practice Master ES9-3

Display Word and Letter Cards to form these sentences: Can Meg play? Yes, she can play!

Tell children they are going to read sentences with the words play and she.

Say: Can Meg play? 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.

Repeat the procedure with the second sentence.

Check each child’s ability to read play and she.
SKILL FOCUS: PHONICS

Revisit Blending Short e Words

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

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

Replace Letter Card g with Letter Card y. Have children blend the word.

Display Letter Cards M, e, and g.

Ask children to blend the letter sounds to read the name.

Repeat the procedure with the name Deb.

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

Practice Apply

Distribute copies of Practice Master ES9-3.

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.

Practice Master ES 9–3

Meg and Deb

Use words and sounds you know to read the story.

“I can get Deb,” said Meg.
“Deb is not here,” said Meg.
“Meg is not here,” said Deb.

“I can get Meg,” said Deb.
“Yes, Deb is here!”
“Yes, Meg is here!”

Grade K Theme 9: Spring Is Here

Week 3