Theme 10

A World of Animals
A World of Animals
### Woodland Animals

**Animals, Animals**

Look! I see a rabbit and a great big bear.
I see a wolf and a fox with red hair.
Look! I see a tiger and a rhinoceros.
I see an elephant as big as a bus.
Where are all these animals?
Where do I look?
I can see them all in an animal book.

**Display “Animals, Animals” and read the title aloud. Have children give examples of words that name animals.**

**Display the poem and ask children to listen for animal names as you read.**

**Then reread it, having children jump up and echo each animal’s name.**

Different animals live in different places. Some animals named in the poem live in the woods. Let’s name them: rabbit, bear, wolf, fox. Now tell what the woods are like. Coach children to use words such as trees, branches, leaves, sticks, flowers, shade, cool, and wind.

Make a list of woodland animals with children. Include the animals named in the poem as well as others children name, such as squirrel, deer, raccoon, skunk, turtle, snake, mouse, frog. Attach appropriate ELL Picture Cards listed under Materials to or around the chart. Have children add illustrations of other animals. Have them take turns naming an animal and telling what they know about it.
Run Away!

Display the book and read its title aloud. SAY This is an old, old story that a group of people told about the many animals that lived near them. Then lead a picture walk.

Pages 2–15: What is Coyote doing when Rabbit runs by? What does Coyote do next? What is Wolf doing when Coyote runs by? What does Wolf do next? What is Bear doing when Coyote and Wolf run by? What does Bear do next? How many animals are running behind rabbit? I wonder why they are all running.

Pages 16–19: Are the animals still running? I wonder why they stopped.

Pages 20–21: What are the animals doing now? Where is Rabbit going?

Phonemic Awareness/Phonics

Phoneme Substitution (Initial and Final)

Tell children to listen to this word: fun. Have them repeat the word and say the beginning sound with you, /f/. Build the word fun with Letter Cards and have children point to and name the letter that stands for /f/. SAY Listen to what happens when I change the beginning /f/ in the word fun to /s/. I get a new word. Replace Letter Card f with s and have children name the letter and say the new word. Then repeat the procedure, changing sun to run.

Tell children they can make new words by changing the ending sounds in them. Demonstrate how to substitute /b/ for /n/ at the end of run to get rub. Then have children participate as you substitute /g/ for /b/ at the end of rub to get rug.

Initial Consonant j /j/

Introduce Alphafriend Jilly Jump Rope. Say her names, Jilly Jump, stretching out the initial /j/ in both. Have children do the same. ASK Do Jilly and Jump both begin with the same sound? What sound is that? Say it with me, /j/.

Display Letter Cards J and j. Have children name the letters and point to the Letter Card that begins Jilly and Jump. SAY Listen for beginning /j/ as I say some words. When you hear a word that begins like Jilly Jump, jump up and repeat that word. The words are jog, mush, cone, jam, ham, sock, joke, bill, jeep, pill, jingle.
Jungle and Grassland Animals

SAY Remember we talked about a place where a rabbit, a fox, a wolf, and a bear often live. What is that place? Today we will talk about animals that live far away, in a place called Africa. These animals live in jungles or on hot grasslands.

Reread “Animals, Animals,” underlining the names of the animals that live in jungles or on grasslands. (tiger, elephant, rhinoceros)

Then have children draw pictures of the animals in these settings. Have them include other animals that might live there. Display the ELL Picture Cards tiger, elephant, and rhinoceros to add to the collection.

Discuss the pictures with children. As an example, describe animal and setting features in the children’s animal pictures. SAY I can see green trees. Is this a jungle? I can see stripes. Is this a tiger? I can see a monkey with a long, long tail. Have children continue in a similar manner.

Vocabulary
jungle, grasslands, tiger, elephant, rhinoceros

Materials
• drawing materials
• Master ELL 10–1
• ELL Picture Cards tiger, elephant, rhinoceros (See Master ELL 10–2.)
**LITERATURE FOCUS** 10–15 MINUTES

**Splash!**

Display the book and read its title aloud. Explain that *splash* is a sound made with water. Have children repeat the sound-word as they make motions as if splashing water in a pool or a tub. Help them identify the kinds of animals on the page. *Say* As we look through this book, watch for these animals again and for other animals too. And watch for pictures that show what goes splash!

**Pages 2–9:** Name the animals. Are they hot or cool? Where are they going?
**Pages 10–11:** What are the animals doing?
**Pages 12–25:** How do the animals cool off? What sounds do they make with the water? Are they happy? Who starts splashing first?

**SKILL FOCUS** 10–20 MINUTES

**Word Work/Phonics**

**High-Frequency Word: are**

*Write* this sentence on chart paper: *A pig and a hen are here.* Read the sentence aloud with children. Explain that they will see the word *are* in sentences that tell about more than just one of something. Reread the sentence aloud. *Ask* What animals does the sentence say are here? How many animals does it tell about? Is two more than one?

*Repeat* the procedure with *Pat and Nat are here. Dan and the van are here.* Invite children to repeat the sentence frame, substituting their own ideas. Write their sentences on chart paper, and have children circle *are.*

**Initial Consonant j /j/**

*Distribute* Letter Cards *j, r, z* to three children. Have them stand in different places around the room. One at a time, display Picture Cards *jeep, rock, zipper, jug, rock, rug, zebra, jam,* and *zoo.* Have children in the rest of the group identify each picture, say its beginning sound, and take the picture to the child who is holding the letter it goes with. Review all the cards each child has.

**Blending Short u Words**

*Display* on chart paper the word *cut.* Have children name the letters and blend /k/ /u/ /t/ to read *cut.* Have them pantomime the word as they say it again.

*Write* *hug* below *cut* on the chart. Have children blend the sounds to read the word and then pantomime it. *Ask* Do you hear a sound that is the same in both cut and hug? What is the sound? Say it with me: /u/.

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**Skill Objectives**

**Children**
- learn the high-frequency word *are*
- associate sounds with letters /j/ /j/
- blend short *u* words

**Materials**
- Picture Cards *jam, jeep, jug, rock, rope, rug, zebra, zipper, zoo*
- Letter Cards *j, r, z*
- chart paper
- a marker
Going to the Zoo

Display Run Away! and Splash! Remind children that they have read both of these books. **ASK** Which book tells about woodland animals? grassland animals? Then page through the books and have children name the animals.

**SAY** You learned that animals can live in the woods, in the jungle, or on grasslands. Now we will learn about a place where you can see many animals from all over the world—a zoo. As needed, help children talk about their experiences at zoos.

**On a Tram** Line up several chairs, one for each child, to resemble a zoo tram or bus. Ask a child to sit in the driver’s seat and to choose a zoo animal to visit. The driver names the animal, and the other children take turns telling about it. Continue in a similar manner until each child has a turn at being the tram driver.

**Vocabulary**
- zoo, tram

**Materials**
- Read Aloud Run Away!
- Big Book Splash!

**Beginning/Preproduction**
See Master ELL 10–1.
Display “Animals, Animals,” and invite children to recite the rhyme with you. Ask each child to quick-draw an animal from the poem. Then have children hold up their pictures to answer questions such as Who has a picture of an animal with four legs? Who has a picture of an animal with big ears? Who has a picture of an animal that growls? Help them name each animal.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have children move like each animal as you say its name. Invite children to suggest animals to imitate.

**Early Production/Speech Emergent**
Ask one child at a time to act like an animal, using sound effects as appropriate. When the child is finished, he or she should ask: **What animal am I?** The group responds: **You are a(n) (name of animal).**

**Intermediate/Advanced**
**ASK** What animal would you most like to see at a zoo? Why? **Tell about a real or a make-believe trip to a zoo. What did you like best about your visit?**
Phonics Library

“Ken and Jen,” pages 1–7

Distribute or display the Phonics Library book. Read the title aloud. **Ask** What are the names of the children? Where are they? How do you know? As you lead children through the selection, ask them to tell what Ken and Jen are doing.

- What do they bring with them to dig? Are they hot? How can you tell?
- Who is coming to play with the children on page 5? Why does the artist show drops flying off the puppy? How does the puppy get wet?
- How do Ken and Jen get wet? How do they feel about getting wet? Why?

Concepts of Print

**Capital Letter at Beginning of a Sentence**

**Point** to the sentence on page 5 in “Ken and Jen.” Ask children to point out the capital letter, name it, and tell where it is in the sentence. Remind them that the first word in every sentence begins with a capital letter. Show page 2. **Ask** What letter is at the beginning of the second sentence? Why is it a capital letter?

**Open** to pages at random in classroom storybooks. Have children point to sentences and name the capital letters at the beginnings. Tell them that no matter where a new sentence begins, it always begins with a capital letter.

**Skill Objective**

**Children**

- identify capital letters at the beginning of sentences

**Materials**

- Phonics Library selection “Ken and Jen”
- chart paper
- a marker
- classroom storybooks

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have children identify capital letters in books and in the room. Then write a few simple sentences without beginning capital letters. Have them show which letter to make a capital.

**Early Production/Speech Emergent**

Write children’s names on the board. Point to the capital letters. **Say** We know that people’s names begin with capital letters. When do other words begin with capital letters?

**Intermediate/Advanced**

Write several short sentences on the board. Begin some with small letters. Leave periods off of some. Have children tell which are correct and how to fix the others.

**Phonics Library**

A World of Animals

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
We have been talking about animals and where they live. Today we will talk about animals and animal babies. Tell children that the words *man* and *woman* name grown-up people or adults. Ask what words name young people. *(boy, girl, child)* Explain that we also have special words to name different kinds of young animals.

Start a chart to name animals and their young. As children name an animal, provide the name of its young. Point out that some young animals, such as bears, lions, and tigers, are called the same thing.

<table>
<thead>
<tr>
<th>Animal Parents</th>
<th>Animal Young</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>puppy</td>
</tr>
<tr>
<td>cat, rabbit</td>
<td>kitten</td>
</tr>
<tr>
<td>wolf, fox, seal</td>
<td>pup</td>
</tr>
<tr>
<td>bear, tiger, lion</td>
<td>cub</td>
</tr>
<tr>
<td>rhinoceros, elephant, cow</td>
<td>calf</td>
</tr>
</tbody>
</table>

After completing the chart, ask children to pair up. One child pretends to be an adult animal. The other child asks questions to figure out the animal. After the child has asked a few questions, tell him or her to ask *What animal are you?* Tell children to name both the animal and its young.

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - Point to the ELL Picture Card *rabbit*. Ask children to say the name of a baby rabbit. Repeat with the rest of the ELL Picture Cards listed under Materials.

- **Early Production/Speech Emergent**
  - Turn through the Science Link “Baby Animals Play.” Have children name the animal on each page. Then read the question and help children answer it.

- **Intermediate/Advanced**
  - Have each child draw a picture of a young animal and one of its parents. Label the pictures for children. Then have them tell the group something about the animal family in the picture.
**Big Book Science Link**

“Baby Animals Play,” pages 29–35

Display *Splash!* opened to page 30. Read aloud the title of this Science Link. Remind children that they liked to play when they were babies. **SAY** Let’s see what some baby animals like to play. What baby animal do you see? Help children identify any animals they are not familiar with. Is it playing alone? Who is it playing with? What does this baby animal like to play? How is it playing? Is that something a baby you know about can play?

**Comprehension**

**Story Structure: Beginning, Middle, End**

**Remind** children that every story has a beginning part, a middle part, and an end. **SAY** Listen as I read a short story to you. Think about what happens at the beginning, in the middle, and at the end of the story as I read.

After school Duck and Hen walk to Duck’s home. They have an after school treat of juice and cookies. “Oh, no!” says Hen. “There is only one cookie. What shall we do?” Duck says, “Don’t worry. Bring the cookie and come with me.” So the two friends walk over to Hen’s house for their afternoon treat.

**Call on** children to tell what happens at the beginning, in the middle, and at the end of the story. Then have the group change each part just a little to come up with a new story.

**Skill Objective**

Children identify the beginning, middle, and end of a story.

**Materials**

- Phonics Library selection “Ken and Jen”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Turn through “Ken and Jen.” Close the book and have children show what happens at the beginning, middle, and end.

**Early Production/Speech Emergent**

Show the last two pages of “Ken and Jen.” Read the text. **ASK** Is this the beginning or the end of the story? Where is the middle?

**Intermediate/Advanced**

Have children make up a short story about Ken and Jen at home. Have them tell their story to the group and identify the beginning, middle, and end parts.
Pulling It All Together

Display the books read this week. **This week we read three books about animals. We read about animals that are hot and about baby animals, too. We also read a rhyme about animals. Listen as I read that rhyme aloud.**

Revisit the rhyme “Animals, Animals.” Encourage children to share what they learned about each animal in the rhyme.

Invite children to share what they learned about animals this week. Have them choose partners. Then have each pair act out an adult animal with its young. Other children can take turns guessing the name of the animal and young being portrayed. As needed, role-playing children can supply verbal clues. Remind them not to use the animal’s name in their clues.

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

Find an animal in any one of the three books read this week. Without saying its name, describe the animal and point to it. **Say** When you think you know what this is, say its name. Repeat with other animals.

**Early Production/Speech Emergent**

Have children page through *Run Away!, Splash!,* and “Baby Animals Play” to recall the animals and the settings. **Say** Name an animal that lives in the woods. Choose a baby animal. Name one thing this animal likes to do.

**Intermediate/Advanced**

Have children share what they know by creating and responding to animal riddles, such as *When I am young, I am a pup. I live in the woods. I growl and I bark. What am I when I grow up?* If time permits, have children draw their answers to one riddle.
Phonics

Initial Consonants r /r/, z /z/

Display Letter Cards r, z and Picture Cards zoo, rock, red, zipper, run, and zebra. Have children name the pictures. Hold up Picture Cards zebra and rock side by side. Ask Which picture’s name begins with /r/? Point to and name the letter that stands for that sound. Write the word rock on chart paper. Ask children to circle the letter at the beginning of the word and then place the picture beside Letter Card r. Repeat for these Picture Card pairs and beginning sounds: run/zoo, /z/; zipper/red, /r/.

Blending Short u Words

Write bug on chart paper. Model how to blend /b/ /u˘/ /g/ to get the word bug. Have children repeat your model. Repeat the procedure, having children, on their own, name the letters and blend the sounds to read the words mug, tub, and pup. Have children help think of oral sentences that have the words in them.
This week we will read more about animals. Have you heard “The Tale of the Three Little Pigs” before? Tell about it. Explain that “The Tale of the Three Little Pigs” is a make-believe story about three little pigs that go off to live on their own. In the story, a wolf tries to catch the pigs. \textbf{ASK} Would real pigs be afraid of a real wolf? Why?

Display the poem “Look Out!” Read the poem aloud, stopping at the end of each line. After the first sentence, ask children: \textbf{Do dogs sometimes chase cats?} Have children act out a dog chasing a cat. Have them respond, \textbf{Yes, dogs sometimes chase cats.} Continue, stopping to have children pantomime and confirm that cats sometimes chase mice and birds, or jays.

Help children see that real animals sometimes face dangers from other animals. \textbf{ASK} What animals might scare a mouse? a bird? a pig?

\textbf{MULTI-LEVEL RESPONSE}

\textbf{Beginning/Preproduction}
Have children play a variation of the game “Duck, Duck, Goose.” Use animal pairs like mouse/owl, bird/cat, or pig/wolf.

\textbf{Early Production/Speech Emergent}
\textbf{SAY} Name an animal. Tell what animal might scare it. Where can a mouse hide from a cat? Where can a bird hide from a cat?

\textbf{Intermediate/Advanced}
\textbf{ASK} What animal do you think would scare a pig the most? Why? Where might kittens run to when they are frightened? dogs? fish? Make up a story about one of these animals.
**The Tale of the Three Little Pigs**

**Teacher’s Edition, pages T84–T85**

Display page T85. Tell the group that children all over the world have enjoyed hearing this story for hundreds of years. Have them guess what the story is. Then read the title aloud. Have children identify the pigs and raise their hands if they have heard the story before. Then elicit discussion.

- How many houses are there? Who owns the houses? What is each house made of? Did the pigs build good houses? Why do you think so?
- Who is looking over the bushes at the pigs? What will he do?
- If the pigs see the wolf, will they be frightened? Will they go inside to be safe? What will happen to the pigs? What will happen to the wolf?

**Phonemic Awareness/Phonics**

**Phoneme Substitution (Initial and Final)**

**Review** how to substitute an initial consonant at the beginning of a word to make a different word. **SAY** Listen to some sounds and the word they make, /t/ /a/ /g/, tag. Say the sounds and the word with me. Write tag on chart paper. Then model how to make a different word by replacing /t/ with /w/. **ASK** What is the word? Write wag under tag. Underline the first letter in each word. Repeat the procedure, changing the w to r to make rag.

**Remind** children they can make new words by changing the last sound in a word, too. Write rag on the chart and repeat the procedure, substituting /a/ for /g/ at the end of rag to get ran and /t/ for /a/ at the end of ran to get rat.

**Initial Consonants l /l/, b /b/, c /k/**

**Show** Alphafriends Larry Lion, Bennie Bear, and Callie Cat. Point to and name each character, stretching out the initial sounds. Have children do the same.

**Display** Letter Cards L, l, B, b, C, c. Call on children to name each Alphafriend again, and the letter that stands for the beginning sound in the character’s name. Then have another child place the correct letter with the Alphafriend picture to match beginning sounds.

**SAY** Listen for the beginning sounds of some words as I say them. Say the words look, bed, coat, lamp, bag, cub, and leg one at a time. Have children repeat the beginning sound and name the letter that stands for that sound.

**Skill Objectives**

**Children**
- substitute initial and final sounds to make new words
- associate /l/ with l, /b/ with b, and /k/ with c

**Materials**
- Letter Cards L, l, B, b, C, c
- ELL Picture Cards Alphafriends Larry Lion, Bennie Bear, Callie Cat (See Masters ELL 3–4, 4–6, 6–2.)
Cats and Birds

**SAY** We talked about how animals are sometimes frightened by other animals. What animal frightened the three little pigs? What animal might frighten a mouse or a bird?

**Sneaking Cat** Call on two children to come to the front of the room. Have one child pantomime a bird, searching for worms on the ground. Have the other child pantomime a cat sneaking up on the bird. As children watch, encourage them to tell how the animals are moving. Coach them, using words such as *snooping, sneaking,* and *creeping* to describe the actions of the cat. Use words such as *pecking, hopping,* and *fluttering* to describe the actions of the bird.

Discuss with children what might happen next. **ASK** What will the cat do when it gets close to the bird? What will the bird do to escape?

Give all children a chance to pantomime a cat stalking a bird and a bird escaping from the cat.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Is a bird afraid of a cat? Is a bird afraid of a dog? Is a cat afraid of a dog? Have children role-play a cat, a dog, and a bird.

**Early Production/Speech Emergent**

**ASK** What animal does a cat sometimes try to catch? What words help tell how a cat moves? What words tell how a bird moves?

**Intermediate/Advanced**

Have pairs of children take turns pantomiming a cat stalking a bird. Call on individuals to describe what the cat is doing and what the bird is doing.
**Feathers for Lunch**

Display the book and read the title aloud. **Ask**: Are feathers good to eat? Where do feathers come from? Who might like to eat birds? Tell children to watch for the hiding cat as you look through this book together.

**Pages 1–15:** What is the cat looking for? Is it hiding somewhere on this page? Point to it. What is around its neck? What are the birds doing?

**Pages 16–27:** What can birds do that cats can’t? How do the birds know the cat is coming? Does the cat catch any bird for its lunch? What does it catch?

**Pages 28–31:** Read aloud the names of the birds and have children describe them. For birds children seem interested in, read the information and have them find the same birds in the story.

**Word Work/Phonics**

**High-Frequency Word: he**

**Write** these sentences on chart paper: Nat can play. He can play. Read the sentences with children. Point to He and repeat the word. Have children compare the two sentences and tell how they are different. Help them understand that He refers to Nat. Make the point that the word he refers to a boy or man who has been named before. Repeat for these sentences: Ben is here./He is here; Can Pat see it?/He can see it.

**Initial Consonants** /l/, /b/, /k/

**Label** three large envelopes each with a different letter, l, b, and c. Point to the letters and have children name them. Display Picture Cards lock, bat, bug, cow, leaf, boat, cut, lemon, and cat. Have children name each picture, say its beginning sound, and name the letter that stands for that sound. Call on children to place the picture in the envelope with that letter on it.

**Blending Short u Words**

**Display** the word mug on chart paper. Help children blend /m/ /u/ /g/ to say mug. Call on a child to tell what a mug is.

**Write** gum below mug and repeat the procedure. Then add these words to the list: bug, rug, tug. Tell children to use what they know about blending letter sounds to read each word. Challenge children to use two of the words in a single sentence.

**Skill Objectives**

**Children**
- learn the high-frequency word *he*
- associate sounds with letters: /l/ l, /b/ b, and /k/ c
- blend short u words

**Materials**
- chart paper
- a marker
- three large envelopes
- Picture Cards bat, boat, bug, cat, cow, cut, leaf, lemon, lock

**Language Transfer Support**

Speakers of Vietnamese may pronounce /u/ as /o/ or /o/. In Spanish the sound /u/ does not occur, and the letter u may be pronounced /o/.

**PRETEACH**

**LITERATURE FOCUS 10–20 MINUTES**

**PRETEACH**

**SKILL FOCUS 10–15 MINUTES**
Tame and Wild Animals

Browse through *Feathers for Lunch* with children. **ASK** Which animal in this story is a pet? How do you know? As needed, help children recognize that the cat is a pet because it lives in a house, its owner feeds it, and it has a bell and a collar.

**SAY** Some animals, like the cat in the story, are pets. They are tame animals. Some animals, like the birds in the story, are not pets. They live outdoors in the wild, on their own. We call these animals wild animals.

Help children brainstorm a list of tame and wild animals. Guide them in listing wild animals from their neighborhoods to further the concept that animals do not have to be large or ferocious, such as wolves or bears, to be wild. Have children draw pictures for the chart if they like, or use appropriate ELL Picture Cards from Master ELL 10–4.

### Tame or Wild?

- **Tame Animals**
  - cat
  - dog
  - canary
  - hamster
  - goldfish

- **Wild Animals**
  - blue jay
  - squirrel
  - rabbit
  - raccoon
  - skunk

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - Name animals that do not appear on the chart (above). Have children say whether they think the animals are tame or wild. Add the animals to the chart.

- **Early Production/Speech Emergent**
  - **SAY** Name a tame animal. Tell something about it. Name a wild animal. Tell something about it.

- **Intermediate/Advanced**
  - **SAY** Draw two pictures to show the difference between a tame or pet bird and a wild bird. Tell about your pictures.
Phonics Library

“It Can Fit,” pages 9–15

Distribute or display the Phonics Library book. Read the title on page 9. **SAY** This family of squirrels is moving to a new house. How can you tell that they are moving? Turn each page. **ASK** What are the squirrels moving into their house now? Is it heavy or light? How do you know? Is the house getting full? Will anything else fit in the house? What is the last thing the squirrels try to move into the house? Do they get it in? Why? What do you think they will do?

**Skill Objective**

**Children**
- identify the end of a sentence by noting end punctuation

**Materials**
- Phonics Library selection “It Can Fit”
- easy classroom books
- chart paper
- a marker

**Concepts of Print**

End of Sentence/End Punctuation

**Display** pages 14 and 15 of “It Can Fit.” Have children find the marks that end the sentences and identify the question mark and the periods. Remind children that these marks show where the sentence ends. The marks tell the reader to stop before going on to read the next sentence.

**Use** classroom storybooks to extend the activity. Open to a page and have children show where each sentence ends. Have them point to and name each end punctuation mark. If necessary, name the exclamation points, and remind children how they read sentences that end with this mark.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Display several telling sentences without end punctuation. Read each sentence aloud. Have children take turns adding what is needed to show the end of the sentence.

**Early Production/Speech Emergent**
Write several short sentences on chart paper, with and without end punctuation. Point to each. **ASK** Does this sentence need anything more to be complete? Show what it needs.

**Intermediate/Advanced**
Ask children to explain what the mark at the end of a sentence shows a reader and what might happen if there was no end punctuation.

**Phonics Library**

*A World of Animals*
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Caring for a Pet

Display *Feathers for Lunch*. Remind children that in this story, the cat wanted to catch a bird for lunch. **Ask** *What kind of food do you think this cat usually eats?* If needed, reread the line from pages 8 and 10 of the story to reinforce their responses: *His food in a can is tame and mild, so he's gone out for something wild.*

**Draw It**

Provide drawing materials for children. Ask them to draw a picture of a pet they have or know about. Tell them to include in their pictures drawings of the animal’s food and where it lives. Draw a picture of your own to share.

When the pictures are finished, have children describe them. Begin with your own drawing. For example: *My pet is a (guinea pig). It likes to eat (carrots, lettuce, and guinea pig food). It lives in (a big box with wood chips in it).* Have children use the sentence patterns as they talk.
Big Book Science Link

“Which Pet?” pages 33–39

Open Big Book Feathers for Lunch to page 33. Read the title aloud, pointing to the question mark. SAY The title asks a question. There is a question on each page too. Let’s see if we can answer them as we look at the pages.

Help children name and identify for each page the three animals and the foods on the plate. Ask children to tell what the various pets like to eat.

Comprehension

Compare and Contrast

Show children two building blocks of different sizes and colors. Invite them to tell the ways the two blocks are alike and the ways they are different. SAY Thinking about how things are the same and how they are different when you listen to a story will help you understand it better. Now listen to this story:

Bob likes to go to the pond to watch the fish. He puts his face near the water to see them wiggle their tails. Bob knows that fish cannot live out of the water. He watches the frogs swim in the water, too. But they also hop up on the land. Frogs can live in water and on land.

Talk with children about how fish and frogs are the same and how they are different. Then have children tell other things they may know about these animals.
Pulling It All Together

This week we read about animals. First we read a make-believe story about three little pigs. Then we read about a cat that wanted something for lunch. Last we read about different kinds of pets and the foods they like.

Display a variety of toy animals or pictures of animals to represent different kinds of pets. Include a dog, a cat, a bird, a mouse, and a snake. Invite children to take turns choosing a pet and telling about it. Provide the following model for children to use:

This is my dog, Tanner. I feed Tanner every day. I take him for walks. I like to play with him.

Depending on the abilities of the group, you may wish to have children question the child holding the pet. For example, they might ask: What is the name of your pet? How do you take care of your pet? What do you feed your pet?

**Vocabulary review of the week**

**Materials**
- a variety of toy animals
- Big Book *Feathers for Lunch*
- ELL Picture Cards
  - cat, hamster, mouse, snake, rabbit, dog
  (See Master ELL 10–2, 10–4, 10–6.)

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 10–3.

Display the poem “Look Out!” once again. Encourage children to say the poem on their own. Prompt them as needed. Then divide the group in half. For the first two lines of each verse, guide one group in chanting the words that name the action, and the other group in chanting the warning. Then have both groups join to chant the third line together. Repeat for the second verse.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**PRETEACH**

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have children page through the Science Link “Which Pet?” For each pet, ask children to name the foods that pet eats.

**Early Production/Speech Emergent**

Invite children to page through the Science Link “Which Pet?” to point out and name the different pets and the foods they eat.

**Intermediate/Advanced**

Ask If you could have any pet you wanted, what would you choose? Why? How would you care for your pet? What would you feed your pet? Tell about it.
Phonics

Blend Initial Consonants /l/, /b/, /c/

Show Picture Cards lip and bed. SAY: Listen as I say three sounds, /l/ /i˘/ /p/. Say the sounds with me and then blend them to make a word that names one of these pictures. Which picture does the word you made name? Write the word and call on a child to circle the letter /l/. Repeat for Picture Cards pairs and words leaf/can and cot/box.

Blending Short u Words

Display bug on chart paper. Model how to blend /h/ /u˘/ /g/ to say bug. Have children follow your model to read the word. Write tub below bug. Have children name the letters in tub and repeat the sounds for the letters after you. Then have them blend the sounds to get a word. ASK: What word did you get? Did you hear a sound in hug and tub that is the same? Repeat the procedure, having children blend the sounds on their own to read cup, pup, bum, and gum.

Skill Objectives

Children
- blend initial consonants /l/, /b/, /c/
- blend short u words

Materials
- Picture Cards bed, box, can, cot, leaf, lip
- chart paper
- a marker

Beginning/Preproduction
Write rug and rag on chart paper. Say the word rug. Have children point to the word in print that matches the word you say.

Early Production/Speech Emergent
Have children work together to blend the sounds for run. Then have them name some animals that can run fast.

Intermediate/Advanced
Have children answer silly questions using words from the lesson. For example, ask: Can a bug swim in a mug? Encourage children to make up their own silly questions, using words from the lesson.
We have been reading and talking about animals—what they look like, where they live, and what they eat. Today, we will talk about some of the problems animal characters can have.

Display “Poor Puppy,” and read it aloud.

What is the puppy’s problem? Why can’t some children keep the puppy? Does the puppy find a home? Where?

Talk about the animal stories children have heard. Display Run Away!, Splash!, and Feathers for Lunch, and the picture for The Tale of the Three Little Pigs. Then point to each selection in turn, helping children recall the animal characters, the problems they had, and how those problems were solved.

Help children create small banners to identify problems the animal characters have. Have children attach the banners to the appropriate theme books.

**Make a Banner**

**Vocabulary**

- homeless
- hungry
- scared
- problem

**Materials**

- Read Aloud Run Away!
- Big Book Splash!
- Big Book Feathers for Lunch
- Read Aloud The Tale of the Three Little Pigs
- strips of paper
- markers
- tape

**Technology**

Education Place

www.eduplace.com

Theme 10: A World of Animals

Audio CD

Theme 10: A World of Animals

**Theme 10: A World of Animals**

**Week 3**

**Language Development**

**15–20 MINUTES**

**Animal Problems**

**Master ELL 10–5**

**SAY** We have been reading and talking about animals—what they look like, where they live, and what they eat. Today, we will talk about some of the problems animal characters can have.

Display “Poor Puppy,” and read it aloud.

**ASK** What is the puppy’s problem? Why can’t some children keep the puppy? Does the puppy find a home? Where?

Talk about the animal stories children have heard. Display Run Away!, Splash!, and Feathers for Lunch, and the picture for The Tale of the Three Little Pigs. Then point to each selection in turn, helping children recall the animal characters, the problems they had, and how those problems were solved.

Help children create small banners to identify problems the animal characters have. Have children attach the banners to the appropriate theme books.

**Beginning/Preproduction**

**ASK** Why is this chant called “Poor Little Puppy”? What happens to the puppy?

**Early Production/Speech Emergent**

**SAY** Name an animal character and a problem it has in one of the stories we’ve read.

**Intermediate/Advanced**

**SAY** Name an animal character from another story you have heard. What kind of animal was it? What was the animal’s problem? Did the animal solve its problem? How?
Henny Penny

Teacher’s Edition, pages T144–T145

Display page T145. Tell children that this is a very old story about a silly hen who leads her friends into some trouble. Read the title aloud, and explain that Henny Penny is the hen’s name. Then ask:

- What kinds of birds are walking along the path? Who is leading them? Where do you think they are going? Point out the castle.
- Who is watching the birds? Do the birds know the fox is there? What do you think he will do? Why do you think that? Will the birds get to where they are going safely?

Phoneme Substitution (Initial and Final)

Review how to substitute initial consonant sounds at the beginnings of words. Say Listen to this word, mop, /m/ /o˘/ /p/. Say the word mop. What sound do you hear at the beginning of mop? Make a different word by changing only the beginning sound in mop. Model substituting /h/ for /m/ to get /h/ /o˘/ /p/, hop. Have children repeat, replacing initial /h/ with /t/ to get top. Repeat the procedure established for initial consonant sounds, this time substituting final consonant sounds. Have children change final consonant sounds to change tap to tan and then tan to tag.

Initial Consonants j /j/, d /d/, w /w/, n /n/

Show Alphafriends Nyle Noodle, Dudley Duck, Willy Worm, and Jilly Jump Rope. Name each character, stretching out the initial sound in the first names. Have children do the same.

Display the Letter Cards J, j, D, d, W, w, N, n. Have children name the letters and place each capital letter beside the Alphafriend whose name starts with the sound for that letter.

Say the following words, asking children to say the beginning sound and then name and point to the letter that stands for that sound: next, walk, jeans, win, dip, door, joy, new. Write each word on chart paper. Have a child circle the beginning letter of each word and name the letter.
Real and Make-Believe Problems

SAY You’ve heard the story Henny Penny. What was Henny Penny’s problem? Was the sky really falling? What really happened? What other problem did Henny Penny have?

Tell children that in stories, animals may have problems that real animals have or they may have problems that only make-believe characters can have. ASK Would a real hen talk? Would a real hen talk to a king? Would a real hen have to worry about a hungry fox?

Display the animal-problem banners from Day 1 and review them with children. Then read aloud a problem banner. Call on a child to tell how that problem was solved and to reattach the banner to the appropriate book. Then ask if this is a problem a real animal might have or one that only a make-believe animal would have.

Vocabulary
real, make-believe

Materials
- animal-problem banners from Day 1
- books from Theme 10
- Read Aloud Henny Penny
- a collection of toy animals
- ELL Picture Cards sad puppy, pig, hen (See Master ELL 10–6.)

IF NEEDED...

Beginning/Preproduction
See Master ELL 10–5.

Display the chant “Poor Puppy.” Have children dramatize the chant as you read it aloud. Assign the roles of Mary, Paco, Rose, Al, and the child who finally takes the puppy. Use toy animals as props. The children watching the dramatization can recite the lines with you. Repeat the activity several times, so that all children have a chance to assume a role or to play multiple roles.

BEGINNING/ PREPRODUCTION

ASK What happens in “Poor Puppy”? Why is the puppy scared? What happens to Henny Penny? Why is Henny Penny scared? Have children draw something they liked from either “Poor Puppy” or Henny Penny.

EARLY PRODUCTION/ SPEECH EMERGENT

Display the theme books and have children browse through the pictures. Invite them to talk about the stories and their pictures. SAY Name a problem a real animal might have. Name a problem a make-believe animal might have.

INTERMEDIATE/ ADVANCED

Have partners work together to draw a problem a real animal might have. Then have them draw a picture showing how the animal solved it. Have partners share their problems and solutions with the group. Invite children to compile the drawings to make a book.
**LITERATURE FOCUS** **10–20 MINUTES**

**Splash! and Feathers for Lunch**

Display the Big Books from Weeks 1 and 2. Read the titles aloud. Point to each book in turn and ask: Where does this story take place? Who are the animals in it? Turn the pages of both books simultaneously and help children compare the animals. **ASK** Which book is about a pet? Which is about wild animals? How are pets and wild animals different? alike? In which book does an animal follow some birds? In which book do some animals want to cool off? Have children take turns showing and naming a picture they especially liked in each book.

**PRETEACH** **SKILL FOCUS** **10–15 MINUTES**

**Word Work/Phonics**

**High-Frequency Words: are, he**

**Display** Word Cards are and be. Read the words with children. On chart paper, write Pat and Pam are here. Pat said he can play. Read the sentences aloud. Point out and reread are and be with children. **ASK** Which word can you use to take the place of words that name a man or a boy? Which word do you use in sentences that tell about more than one of something? Then have children create oral sentences for are and be.

**Initial Consonants j /j/, d /d/, w /w/, n /n/**

**Display** Letter Cards j, d, w, and n. Review the letters and their sounds. Show Picture Cards jeep, nurse, nose, jug, nine, and jar. Have children name each picture, say its beginning sound, and name the letter for that sound. Write each word, and have children circle the target letter. Replace the j and n Picture Cards with Picture Cards wig, dog, watch, doll, desk, and web and repeat the procedure for these d and w words.

**Blending Short u Words**

**Construct** run with Letter Cards. Remove r. Have children blend /u/ /n/. Then return the r to its place and have children blend the three sounds to read run. Write run on chart paper. Repeat for the words cup, fun, dug, and sun.

**Read** aloud with children the list of short u words. **ASK** What letter is the same in all of these words? Call on a child to underline the letter u in all the words. **ASK** What sound for that letter do you hear in these words? Say it: /u/. Invite children to use several of the words in oral sentences.

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**Skill Objectives**

**Children**

- learn the high-frequency words are, he
- associate sounds with letters /j/ j, /d/ d, /w/ w, /n/ n
- blend short u words

**Materials**

- Picture Cards jar, jeep, jug, nine, nose, nurse; desk, dog, doll, watch, web, wig
- Letter Cards b, c, d, f, g, j, n, p, r (2), s, u, w
- Word Cards are, he
- chart paper
- a marker
Two Sides to Every Story

Turn through pages of *Feathers for Lunch*. Recall with children that in this story, the cat has a problem and the birds have a problem. Ask children to help you state these problems by asking them: What is the cat’s problem? What is the birds’ problem?

Call on pairs of children to role-play the parts of the cat and one bird. As the child playing the cat tries to catch a bird, have him or her describe the problem and tell what is happening. Have the child playing the bird describe his or her problem and tell what is happening. You may wish to model some dialogue for the roles:

Cat: Oh, I’m so hungry! Just a little closer and I will have a bird for lunch. Oh, no! There goes my bell again. Now the bird will get away!

Bird: Oh, no! The cat is out today. I must be careful. Wait! I hear a bell! Quick, I must fly away!

Encourage partners to dramatize other animal problems and how they might be viewed from two different sides. Revisit the chant “Poor Puppy” for ideas if necessary.

**Vocabulary**

*two sides to every story*

**Materials**

- Big Book *Feathers for Lunch*
- Master ELL 10–5

**Act It Out**

Call on pairs of children to role-play the parts of the cat and one bird. As the child playing the cat tries to catch a bird, have him or her describe the problem and tell what is happening. Have the child playing the bird describe his or her problem and tell what is happening. You may wish to model some dialogue for the roles:

Cat: Oh, I’m so hungry! Just a little closer and I will have a bird for lunch. Oh, no! There goes my bell again. Now the bird will get away!

Bird: Oh, no! The cat is out today. I must be careful. Wait! I hear a bell! Quick, I must fly away!

Encourage partners to dramatize other animal problems and how they might be viewed from two different sides. Revisit the chant “Poor Puppy” for ideas if necessary.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*Ask* What is *Feathers for Lunch* about? What does the cat want? Does the cat get what it wants? Are the birds scared? Have children point out their favorite part of the story.

**Early Production/Speech Emergent**

*Ask* Who had the biggest problem, the cat or the bird? Why do you think that?

**Intermediate/Advanced**

*Ask* Why do you think the cat’s owner put a bell around the cat’s neck? What problem do you think the owner had that made him or her do this?
Phonics Library
“The Bug Hut,” pages 17–23

Distribute or display “The Bug Hut.” Read the title aloud and have children tell what is happening. Explain that this story is about a bug’s birthday party. Read aloud the banner in the picture, then guide children on a picture walk.

Pages 18–20: How are the bugs getting ready for the party? Is the birthday bug bere yet? Tell children that Jan is the bug on crutches.

Pages 21–23: Have children tell what the bugs are doing now. Ask Where is Jan? Why is she sad at her own birthday party? Why isn’t she dancing with the other bugs? What makes her happy at the end of the story?

Concepts of Print

Capital Letter at the Beginning of a Sentence/End Punctuation

Display page 20 of “The Bug Hut.” Say Point to the first sentence on the page. Name the first letter in that sentence. Is it a capital or a small letter? Why?

Ask children to point to the end of the same sentence. Ask What is the last word in this sentence? What does the mark after the word Bug tell us? What do we call that mark at the end of the sentence?

Repeat for the second sentence, helping children identify the exclamation point as the end mark. Read the sentence together with proper excitement.

Rewrite the first sentence as a question, Is Jan Bug bere, leaving off the question mark. Ask children to tell what mark should go at the end. Read the question together.

Skill Objectives

Children
• identify the capital letter at the beginning of a sentence
• identify the end of a sentence and end punctuation

Materials
• Phonics Library selection “The Bug Hut”
• chart paper
• a marker

Phonics Library

A World of Animals
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children select a sentence from “The Bug Hut” and point to and name the beginning letter.

Early Production/Speech Emergent
Write the sentence I like to play without a period. Ask what the sentence needs at the end. Then read it.

Intermediate/Advanced
Have children tell where the second sentence on page 23 of “The Bug Hut” begins and ends. Ask How do you know?
Animal Needs

Page through “Baby Animals Play.” For each picture, ask if the animal shown is usually thought of as a wild animal or a pet. Then page through “Which Pet?” and discuss other animals that can make good pets.

Begin a discussion of pets and pet care. Point out that just as the pets eat different foods, they need different things to keep them healthy and happy. Ask children to help you chart some of these needs. For example:

**Pets Need**

**Beginning/Preproduction**

Display “Poor Puppy” and invite children to reread the chant with you. Hold up a toy dog as you say the first two lines of the chant. Then pass the dog to a child as you say the next line. Encourage the child to shake his or her head no as the line is recited and to pass the dog along to someone else. Continue in a similar manner until the last line is recited and the child holding the dog gives its “new pet” a big hug. Repeat the chant several times, until all children wishing to “take him for my very own” have a chance to do so.

**Vocabulary**

food, animal needs

**Materials**

- Big Book Splash!
- Big Book Feathers for Lunch
- ELL Picture Cards
turtle/tank, problem for a pet, problem for a cat, dog’s toy, cat’s toy, walking a dog
(See Master ELL 10–6.)

**THEME 10: A World of Animals**

**WEEK 3**

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 10–5.

Display “Poor Puppy” and invite children to reread the chant with you. Hold up a toy dog as you say the first two lines of the chant. Then pass the dog to a child as you say the next line. Encourage the child to shake his or her head no as the line is recited and to pass the dog along to someone else. Continue in a similar manner until the last line is recited and the child holding the dog gives its “new pet” a big hug. Repeat the chant several times, until all children wishing to “take him for my very own” have a chance to do so.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Point to and name one of the animals on the chart. Tell one thing you would do to care for that animal.

**Early Production/Speech Emergent**

**ASK** Which is your favorite pet? If you had this pet, what would you do to make it happy?

**Intermediate/Advanced**

**SAY** Choose an animal. Tell a partner the steps a person must take to care for it. Draw the steps.

**Pets Need**

<table>
<thead>
<tr>
<th>Dogs need</th>
<th>Cats need</th>
<th>Turtles need</th>
</tr>
</thead>
<tbody>
<tr>
<td>food and water each day</td>
<td>food and water each day</td>
<td>food and clean water</td>
</tr>
<tr>
<td>walks</td>
<td>litter box</td>
<td>tank and water dish</td>
</tr>
<tr>
<td>space to play and exercise</td>
<td>space to play</td>
<td>heat lamp</td>
</tr>
<tr>
<td>toys to chew</td>
<td>toys to chew and scratch</td>
<td></td>
</tr>
</tbody>
</table>

**People think about what an animal needs when they choose a pet. They also think about problems a pet may cause.** Explain, for example, that dogs may bark and chew things, or cats may scratch things with their claws. Ask children to think about pet needs and problems to decide what animal would make a good classroom pet. Have children explain their reasoning.
Big Book Science Links

“Baby Animals Play” and “Which Pet?”

Display the title pages of both selections. Read the titles aloud with children. Then help them review and compare what they learned in the two Links.

**Ask** What did you learn about animals in this book? Which story is about foods different animals like to eat? Which story is about animals having fun? Which story asks questions? Which story did you like best? Why?

Comprehension

**Story Structure: Plot**

**Remind** children that most stories tell about a problem a character or characters have and how their problem is solved.


**Ask** children to tell about the problem that is making Jan look so unhappy and if her problem is solved in the end. **Ask** How do the other bugs help Jan Bug solve her problem?

**Skill Objective**

**Children**

- identify plot in stories

**Materials**

- Phonics Library selection “The Bug Hut”
- drawing materials

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Display “The Bug Hut.” Have children find Jan Bug on page 20 and say her name. Then have them find another picture of Jan and tell whether she is sad or happy.

**Early Production/Speech Emergent**

**Say** Draw a cartoon picture of a bug and a problem it might have. Be ready to tell a story about your picture.

**Intermediate/Advanced**

Have children take turns telling about problems characters in familiar stories such as The Three Little Pigs have and how the problems are solved.
Pulling It All Together

We've talked about a lot of animals—wild animals and pets. We've talked about where they live, what they eat, and the kinds of problems they might have. Today we will put everything we have learned together to help solve some animal problems.

Revisit “Poor Puppy,” having children chime in on any words they know. Then pose pet problems for children to solve. You might begin with the pets and pet owners from the chant. Have children work with partners to discuss each problem. Then have children regroup to exchange their ideas and possible solutions.

Pose the following problems for children to solve.

• Mary keeps finding cat hairs on her bed when she comes home from school. How can Mary solve this problem? (Possible solutions: keep her bedroom door closed; put an old sheet over her bed)

• Paco’s mouse got out of its cage. How can Paco catch it? (Possible solutions: put out the mouse’s favorite food; look under and behind furniture)

• The new puppy likes to chew things like its owner’s socks and shoes. How can the owner solve this problem? (Possible solutions: be sure not to leave socks and shoes on the floor; buy the puppy toys it can chew on)

Encourage the group to vote on the best solution for each particular problem.

Vocabulary

review of the week

Materials

• Master ELL 10–5

IF NEEDED . . .

Beginning/Preproduction

See Master ELL 10–5.

After reading “Poor Puppy” again using the toy dog, have children voice their preference for different kinds of pets. Ask: Do you like puppies? dogs? Have children answer using the sentence pattern Yes, I like (pet) or No, I don’t like (pet). Repeat with other pets from the chant and other animals mentioned in the theme selections.

What’s the Best

Pose the following problems for children to solve.

• Mary keeps finding cat hairs on her bed when she comes home from school. How can Mary solve this problem? (Possible solutions: keep her bedroom door closed; put an old sheet over her bed)

• Paco’s mouse got out of its cage. How can Paco catch it? (Possible solutions: put out the mouse’s favorite food; look under and behind furniture)

• The new puppy likes to chew things like its owner’s socks and shoes. How can the owner solve this problem? (Possible solutions: be sure not to leave socks and shoes on the floor; buy the puppy toys it can chew on)

Encourage the group to vote on the best solution for each particular problem.

Multi-Level Response

Beginning/Preproduction

ASK Would you like to have a pet? Which one? Have children draw a picture of themselves with the pet they would like to have.

Early Production/Speech Emergent

SAY Name a pet you like. Tell one good thing about this kind of pet. Tell one problem this pet might cause you.

Intermediate/Advanced

SAY Tell about a pet you have or one someone you know has. Did this pet ever have a problem? What was it? How did the owners solve the problem?
**Phonics**

**Initial Consonant y /y/**

**Display** Alphafriend Yetta Yo-yo. Help children recall and say the character’s name. Show Letter Cards Y, y. Have children name the letters. Then help them recall that the letters stand for the sound at the beginning of Yetta and Yo-yo.

**Demonstrate** for children how they can form capital letter Y by standing straight with legs together while holding their arms spread above their heads. **SAY** Listen as I say some words. Every time you hear a word that begins with /y/, the sound at the beginning of Yetta Yo-Yo’s name, stand up and form the letter y. Read these words aloud one by one, allowing time for children to respond: yellow, wing, yak, yes, zoo, and yawn.

**Blending Short u Words**

**Write** these words on chart paper: cut, bug, and pup. Call on a child to underline the letter that is the same in all three words. **ASK** What letter did (child’s name) underline? Read cut aloud, point to u, and say its sound, /ū/. Ask children to say the sounds aloud for the letters c, u, t and then to blend the sounds to say the word again. **SAY** Now use what you know about blending sounds to read the other two words I wrote.

**Skill Objectives**

**Children**
- associate sounds with letters /y/ y
- blend short u words

**Materials**
- Letter Cards Y, y; b, g, h, j, m, n, t, u
- chart paper
- a marker
- ELL Picture Cards
  Alphafriend Yetta Yo-yo
  (See Master ELL 9–4.)

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write these word pairs, but/cut, tug/jug, bag/bug. Ask children to point out any word pairs that rhyme. Have them read aloud the rhyming word pairs.

**Early Production/Speech Emergent**

Show Letter Cards u and t. **SAY** Work with a partner to add an initial consonant letter to form hut and but. Have children read the words they made and use them in oral sentences.

**Intermediate/Advanced**

Say jug, mug, nut, hut. Repeat the words as necessary. Have children sequence Letter Cards to form the words. Ask them to use the words in oral sentences.