Theme 6: Sunshine and Raindrops
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Sunshine and Raindrops

THEME 6: Sunshine and Raindrops
Naming the Months of the Year

The weather changes from month to month all year long. Let’s learn the names of the months and what the weather is usually like in each of them.

Display “A Year in Months.” Say the chant, dramatizing the weather words: shiver for cold, make whistling sounds for wind, pretend to wipe away sweat for hot, and so on. Read the chant again. This time, show children the names of the months on a calendar. Say the month names. Have children say them with you.

Some months are cold. Some are hot. Some are in-between cold and hot; they are cool or warm. Listen to the chant again and clap when you hear a word that tells about hot or cold weather.

Reread “A Year in Months.” Help children use the temperature words in sentences to tell about the weather in different months. Use sentence patterns such as these:

It is cold in ___. (January, February)
It is warm in ___. (March, April)
It is hot in ___. (July, August)
It is cool in ___. (November, December)

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Have children tell the month when they were born. Point to their month on a calendar and have each child repeat their month with you.

Early Production/Speech Emergent
ASK What is the first month of the year? Is the weather cold or hot in January where we live? Name another month and tell what it is like then.

Intermediate/Advanced
Have children take turns naming months and telling what the weather is usually like in each. ASK What will the weather be like today?
Chicken Soup with Rice

Display the book and read its title aloud. **SAY** This is a story about a boy who loves to eat chicken soup with rice every month. A month is a part of a year. There are twelve months in each year. Turn the pages for a picture walk. Identify each month. Have children repeat it. Then have them tell what is happening and where the chicken soup is.

**Pages 6–11:** January, February, and March are winter months. How can you tell it is winter?

**Pages 12–17:** What is the boy doing with his chicken soup now?

**Pages 18–23:** Who is stirring the soup in July?

**Pages 24–31:** Who is visiting the boy in October? Where do you want to eat chicken soup with rice?

Phonemic Awareness/Phonics

**Blending Phonemes**

**Hold up** Picture Card leaf so children cannot see the picture. **SAY** Guess what this picture is. The word that names this picture has three sounds. They are /l/ /e¯/ /f/. Repeat the three sounds and blend them to make a word. What is the word? Show the picture for children to see if the word they made names the picture.

**Follow** a similar procedure with Picture Cards lip and log.

**Initial Consonant /l/**

**Introduce** Alphafriend Larry Lion. Say Larry and Lion, stretching out the /l/ at the beginning of each word. Have children do the same. **ASK** Do both words begin with the same sound? Say that sound with me, /l/.

**Write** Larry Lion over the picture of the Alphafriend. Hold up the Letter Cards L and l. Have children name the letters; then ask which letter, capital or small, begins Larry’s name.

**Hold up** the Picture Cards leaf and lip. **ASK** Does leaf begin with the same sound as Larry? Does lip begin like Larry? Write leaf and lip above the pictures. Then have children point to the Letter Card and name the letter each word begins with.

**Skill Objectives**

**Children**

- blend phonemes to make words
- associate /l/ with l

**Materials**

- Picture Cards leaf, lip, log
- Letter Cards L, l
- ELL Picture Card Alphafriend Larry Lion
  (See Master ELL 6–2.)

**Language Transfer Support**

Some children may have difficulty distinguishing between /l/ and /r/. Provide extra practice for children who need help.
Describing the Weather

**SAY** We talked about how the weather can change from month to month. Now let’s look at how it can change from day to day.

Start a weather chart beginning with today’s weather. Make five columns, one for each school day. Help children tell what they see each day, such as sun, clouds, wind, rain, and snow. Attach copies of appropriate pictures from Master ELL 6–2 to the column for each day. Have each child use index cards to make a personal set of weather symbols as you draw the chart.

Point to the sun on the chart. **SAY** If I look outside and see the sun shining, I can say it is a sunny day. Have children hold up their weather symbols for sun and say sun and sunny a few times. Follow a similar procedure for cloudy, windy, rainy, and snowy. Then point to the sun, and say I see the sun. It is sunny out. Point to other symbols, one at a time. Have children hold up their corresponding symbols. Talk about what the symbols mean, using sentences such as these:

- I see the ___ (sun). It is ___ (sunny) out.
- I see ___ (clouds). It is ___ (cloudy) out.
- I feel the ___ (wind). It is ___ (windy) out.

Play a guessing game with the weather chart. Point to a symbol and say: I see ___ (rain). What is it like out? Have children hold up their rain symbols and say It is rainy out.

**Multi-level Response**

**Beginning/Preproduction**
Show weather symbols one at a time. Ask children to name the weather symbols and pantomime something they could do in that kind of weather.

**Early Production/Speech Emergent**
**ASK** What is your favorite kind of weather? Why?

**Intermediate/Advanced**
Have each child draw a picture of his or her favorite kind of weather and describe it. Compile the pictures into a book. Have other groups add pictures as well.
What Will the Weather Be Like Today?

Display the book and read the title aloud. Have children look out the classroom windows and tell what the weather is like today and also what it was yesterday.

**SAY** This book shows us how weather can change and what children do in each type of weather:

**Pages 4–13:** What is the weather like? What are the children doing? What animals do you see?

**Pages 14–21:** What animals do you see? What kind of weather is shown? Where do the fish live? Is there weather there?

**Pages 22–30:** Continue having children tell what the people are doing and what animals are shown. **SAY** Let’s look out our windows again and then find the pictures in this book that show today’s weather.

**Word Work/Phonics**

**High-Frequency Word:** is

**Write** My cat is at bat. Ask a child to read the first two words as you point to them. Underline is, and read it aloud. Then have children read the sentence choral-ly. Cover at bat, and have children suggest other endings for the sentence. Point out that they must begin each sentence by reading the three words on the board.

**Initial Consonants** /g/, /l/, /v/

**Label** three boxes with the letters g, l, and v. One at a time and in random order, display the Picture Cards listed under Materials. Have children name each picture, say the beginning sound, and tell which letter box it goes in.

**Show** all the pictures placed in the g box. Have children tell whether they were placed in the correct letter box. Repeat for l and v.

**Blending Short i Words**

**Display** Letter Cards i and t. Model how to blend the sounds: /i/ /t/. Then have children blend the sounds.

**Place** the Letter Card b in front of letters i and t. Again, model how to blend the sounds: /b/ /i/ /t/. Then have children do the blending and say the word. Repeat the blending activity for the words pit, fit, and bit.
Vocabulary
today, tomorrow, yesterday

Materials
• a marker
• calendar
• self-stick notes
• weather chart from Day 2
• Big Book What Will the Weather Be Like Today?
• ELL Picture Cards
  snowy, sunny, rainy, cloudy
  (See Master ELL 6–2.)

IF NEEDED . . .
Beginning/Preproduction
See Master ELL 6–1.
Revisit “A Year in Months.” Invite children to chime in on the words as you recite the chant. Then focus on the temperature words in the chant. Underline hot, warm, cool, and cold. Dramatize being cold, and have children repeat that word. Then have children take turns dramatizing the words as the group says them.

Ask about the Weather
Display the weather chart from Day 2. Review the symbols, and have children say the describing words. Designate a child to be the weather forecaster. ASK What’s it like out now? Have the child point to a symbol and give a reply. ASK How’s the weather now? Point out that this is another way to ask the same question. Have children take turns asking the weather forecaster these questions.

Then show children What Will the Weather Be Like Today? and point to the title. Explain that the title asks a question about the weather and what it might be like during the day. Point out that knowing about the weather helps us plan activities and decide what to wear.

Show children the class calendar. Point to today’s date and have children ask the story title question What will the weather be like today? Then point to and help children point to some future days, such as tomorrow, next weekend, and next Monday. Write each on a self-stick note, and help children substitute these terms for Today in the book title.

Have partners role-play being weather forecasters. One child points to a date on a calendar. The other holds up a weather symbol to predict or forecast what the weather will be like on that date.

MULTI-LEVEL RESPONSE
Beginning/Preproduction
Point to days on the calendar. Identify the days as today, tomorrow, and yesterday. Have children repeat the words with you.

Early Production/Speech Emergent
ASK How can you ask about the weather right now? Name some days or times after today. Tell what you might do then.

Intermediate/Advanced
ASK What will you do if the weather forecaster says it will be hot today? sunny? rainy? Draw a picture of one of your answers. Tell a friend about it.
Phonics Library

“Can It Fit?” pages 1–7

Distribute or display the Phonics Library book. SAY All the stories in this book have words with the letters –it. Walk children through pages 1–7, prompting them to name the four animals the man is putting in his van. Point out that each new animal can be seen in the preceding picture. SAY Tell about a time when you had to ride in a car or van with lots of other people. Was it fun?

Concepts of Print

Question Mark

Display page 1 of the Phonics Library selection “Can It Fit?” Read the title, slightly exaggerating the rise in your voice on the last word. Then write a question mark on the board, and identify it for children. Explain that this mark comes at the end of sentences that ask questions.

Call on a child to point to the question mark in the title. Then ask children to read the title aloud together. Tell them that it is a question, and so their voices should go up at the end.

Display Punctuation Card question mark. Ask children to name the mark. Give the card to children in turn, having each hold up the card and ask a question.

Skill Objectives

Children
• identify question marks and their purpose
• review initial consonants

Materials
• Big Book What Will the Weather Be Like Today?
• Picture Cards cat, dog
• Punctuation Card question mark
• Phonics Library selection “Can It Fit?”

Language Transfer Support
Spanish speakers may expect to see questions preceded and followed by question marks. Help them recognize that in English they will see these marks only at the ends of sentences.

PHONICS LIBRARY

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Display What Will the Weather Be Like Today? Read the title aloud. Have children look through the Big Book to find other sentences that end with question marks. Read aloud the questions.

Early Production/Speech Emergent
Hold up Picture Card dog. ASK Is it a cat? Have the group repeat the question and answer together It is not a cat. Hold up Picture Card cat, and repeat the question.

Intermediate/Advanced
Display and read aloud the question on page 30 of What Will the Weather Be Like Today? Have one child point to the question mark. Have another child answer the question and ask a different question.

Phonics Library
Sunshine and Raindrops
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Talking About the Weather

**SAY** We have been talking about the weather. Now let’s talk about how we can tell what the weather will be like.

Display a large thermometer or draw one on chart paper. Explain what a thermometer is. **SAY** The red line tells how hot or cold it is. When the red line is near the top (point), it’s very hot out. When the red line is near the bottom (point), the weather is cold. When it’s in between, the weather is warm or cool. Draw and label the different temperatures in a graphic such as this:

- Hot
- Warm
- Cool
- Cold

Point to different temperatures on the graph. Have children stand up and stretch their arms over their heads when you say **hot** and crouch down low and shiver when you say **cold**. Point to the temperatures several times, and call on children to say the appropriate words and to use them in sentences to describe the weather. Model these sentence frames for children:

- It is ___ out today.
- The weather will be ___ today.

**Vocabulary**
thermometer, hot, cold, warm, cool

**Materials**
- large thermometer or drawing of one
- chart paper
- color markers

**Beginning/Preproduction**
See Master ELL 6–1.
Display “A Year in Months.” Invite children to say it with you. Review the temperature words **cold**, **cool**, **warm**, and **hot**. Say the chant again, pausing for children to supply those words. Then have children draw pictures of their favorite kinds of weather. Have them tell about each picture. Label it for them with a temperature word. Display the drawings around the chant. Encourage children to describe what they see in the pictures.

**Act It Out**
Point to different temperatures on the graph. Have children stand up and stretch their arms over their heads when you say **hot** and crouch down low and shiver when you say **cold**. Point to the temperatures several times, and call on children to say the appropriate words and to use them in sentences to describe the weather. Model these sentence frames for children:

**BEGINNING/ PREPRODUCTION**

**SAY** Show where the red line on a thermometer would be on a hot day. Say hot, hot, hot. Repeat for cool, cold, warm.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** What’s it like outside if the red line on the thermometer is near the top? near the bottom? What temperatures are between hot and cold?

**INTERMEDIATE/ ADVANCED**

Have children practice combining a weather word and a temperature word: It is **rainy** and warm out today. It is **sunny** and **cool** out today.
Big Book Science Link
“Checking the Weather,” pages 33–38

Read the title on page 33 aloud. Explain that checking the weather means finding out about it. Have children tell how they find out what the weather is like. Then take them on a picture walk through the selection. Ask What kind of weather do you see in the picture? What are the children doing? Point out the three different measuring devices (thermometer, wind gauge, rain gauge). Have children tell what they know about each.

Comprehension

Fantasy/Realism

Display the Big Book Science Link “Checking the Weather,” pages 33–38. Point out the photos on pages 34 and 35. Ask Have you used a camera to take photos? Have family members taken photos of you? The picture on page 34 is a photo of a real girl. The cars in the photo on this page are real cars. Photos are usually pictures of real people or things. Look at other pictures in “Checking the Weather.” Ask children to point out pictures of real people and real things.

Display page 9 in the Phonics Library selection “Kit.” Ask What are these kangaroos doing? Can real kangaroos do that? Explain that these animals are doing things that only people can do in real life. Tell children that this is how they can tell it’s a make-believe story.

Skill Objective

Children
• distinguish between fantasy and realism

Materials
• Big Book Science Link “Checking the Weather”
• Phonics Library selection “Kit”
• two pictures, one photo and one drawing, of the same subject

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Display two pictures of the same subject, such as a photo of a real cat playing and a cartoon cat. Have children compare the pictures.

Early Production/Speech Emergent
Have children draw one picture of a real pet and one picture of a pet that is make-believe. Have them tell which pet is which and why.

Intermediate/Advanced
Ask each child to find a book that tells about real things and another that tells a make-believe story. Have children tell about their choices.
Pulling It All Together

**SAY** We have talked about the weather—how to ask about the weather and how to tell others what it’s like out.

Revisit “A Year in Months.” Encourage children to name the months with you. Talk about which months are cold, warm, hot, and cool. Name months at random and have children tell what the weather is like during those months.

Display the weather chart from Day 2 and the thermometer graphic from Day 4. Review the weather words taught on those days.

Look through the pictures in *What Will the Weather Be Like Today?* Pause to talk about the weather. Model using complete sentences to describe the weather. Then have children describe as many aspects of the weather in each picture as they can. Practice any new words children want to learn.

Give each child a chance to be a weather forecaster. Have children predict what they think the weather will be like next week. Write children’s predictions on chart paper after their names. Have children check their predictions next week.

**Vocabulary**

**Materials**
- weather chart from Day 2
- thermometer graphic from Day 4
- chart paper
- a marker
- Master ELL 6–1

**BEGINNING/PREPRODUCTION**

See Master ELL 6–1.

Display the chant “A Year in Months.” Read each odd-numbered line with the month names yourself; then point to children and have them recite the line that tells what the weather is like in those months. Ask: When is it cold? When is it warm? When is it hot? When is it cool? What is it like out today?

**BEGINNING/ PREPRODUCTION**

Display the chart “A Year in Months.” Say the rhyme, underlining the months and having children echo them.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** What are some words you can use to tell about the weather? What is the weather like today? Draw a picture of today’s weather.

**INTERMEDIATE/ ADVANCED**

Ask children to tell what they like or don’t like about each kind of weather.
Phonics

Initial Consonants h /h/, l /l/

Display Letter Cards b and l. Then hold up Picture Card hose, and ask children to name the picture and say the beginning sound, /h/. Then ask children to point to and name the letter that stands for /h/. Put the Picture Card behind that letter. Repeat for letter l and leaf.

Continue until all the Picture Cards listed under Materials have been sorted. Then select a set of cards, and lead children in a cheer such as the following: *Give me an h! Hen! Give me another h! Hose! Give me another h! Hug!*

Repeat for l and the l Picture Cards.

Blending Short i Words

Display Letter Cards i and t. Have children blend the sounds: /i/ /t/ with you.

Place Letter Card f in front of i and t. Model how to blend the sounds: /f/ /i/ /t/ for fit. Then have children do the blending.

Replace the f with s, and have children blend the sounds to get sit.

Skill Objectives

Children
- review initial consonants h /h/ and l /l/
- blend short i words

Materials
- Picture Cards hen, hose, hug, lamp, leaf, log
- Letter Cards f, i, s, t, h, l
- Phonics Library selection “Can It Fit?”

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**
Display page 1 in the Phonics Library story “Can It Fit?” Read the words Can and it. Then have children blend the sounds for the letters to read Fit. Have them read the whole title with you.

**Early Production/Speech Emergent**
Follow the procedure for Beginning/Preproduction, but extend the activity to cover several pages of the story. You read the first part of each sentence, while children blend the sounds for the letters to read the last word.

**Intermediate/Advanced**
Have partners take turns finding short, three-letter words in familiar classroom books. Have them use what they know to blend the sounds and read the words.
One of our stories this week is about what the sun and the wind do in a contest against each other. Which do you think is stronger, the sun or the wind?

Display “Weather Watch.” Read the chant, with these actions: form a round shape with your arms for the sun; wiggle your fingers in a downward motion for the rain; make a wavy movement with your hand for a blanket of snow covering things; make a blowing motion with your mouth for the wind. Read the chant a few more times, encouraging children to chime in on the words they know and to perform the actions.

The chant tells about four things that are part of the weather. The sun is one of those things. What are the other three? Have children draw simple pictures of the sun, rain, snow, and wind for the chant. Help them label their pictures.

Remind children that each of the things they named makes a different kind of weather. Model how to complete this sentence: The sun ___. Then have children complete these sentences about the other weather words: The rain ___. The snow ___. The wind ___.

**Complete It**

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Say the words rain, snow, and wind. Have children repeat each word and show the motions above to dramatize each.

**Early Production/Speech Emergent**

**Say** Name four things that are part of the weather. What does the sun do? the rain? the snow? the wind?

**Intermediate/Advanced**

**Ask** What does the snow do after it falls? Tell about something you have done in the snow. What can the wind do to leaves? Tell about something you have done with leaves.

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**Vocabulary**

watch out, sun shines, rain pours, snow falls, wind blows

**Materials**

- chart paper
- a marker
- ELL Picture Cards: sun/shining, rain/falling, snow/falling, wind/blowing

(See Master ELL 6–4.)
The Sun and the Wind

Display page T85. Invite children to describe what is happening. Read the title aloud. Tell children this is a very old story about Sun and Wind. Have them point out Sun and Wind. Ask Why do you think there is a man in the story? How will Sun show how strong it is? How will Wind show how strong it is? Which one do you think is stronger? What would you do to show you are stronger than someone else?

Phonemic Awareness/Phonics

Blending Phonemes

Say Listen as I say two lines of a rhyme. You will figure out the last word. Read the following. Pause after pronouncing the sounds to allow children to blend them.

“My dog,” said Ned,
“Is in her /b/ /i˘/ /d/.”
“And mine,” said Nat,
“Is on the /m/ /i˘/ /t/.”
“And mine,” said Bill,
“Ran up the /h/ /i˘/ /l/.”

Initial Consonant k /k/

Introduce Alphafriend Keely Kangaroo. Say Keely and Kangaroo, stretching out the initial /k/. Have children do the same. Ask Do both Keely and Kangaroo begin with the same sound? Say the sound with me, /k/. Invite children who have names that begin with /k/ to stand and tell the first letter of their names. Write the names on the board. Point to names that begin with C and explain that both C and K sometimes stand for /k/.

Display the Letter Cards K and k. Have children name the letters. Write Keely Kangaroo on the board. Ask what letter is at the beginning of Keely.

Hold up Picture Card kit. Have children name the picture. Write kit above the picture. Have children say the sound for k and name the beginning letter of kit. Repeat for king.

Skill Objectives

Children
- blend phonemes to make words
- associate /k/ with k

Materials
- Picture Cards king, kit
- Letter Cards K, k
- ELL Picture Card Alphafriend Keely Kangaroo (See Master ELL 6-4.)

Language Transfer Support

Children who speak Spanish or Vietnamese may confuse the sounds /k/ and /g/. Give children extra practice hearing, pronouncing, and distinguishing these two sounds.
Today we will read about another kind of weather—snow. Have children share their experiences with snow.

Show pictures to stimulate discussion. Start a word web about the word snow. Record children’s responses to the following questions on the web. What does snow look like? How does it feel? Is it hot or cold out when it snows? At what time of year does the snow fall?

Model sentences about the snow, using the sentence frames below.

Snow feels ___. (cold, wet, soft)
Snow looks ___. (white, flaky, frosty)
Snow ___. (falls, drifts)

Have children use the sentence frames to tell how snow looks and feels and what snow does. Have them use the ideas listed on the word web as well as new ones.

It’s Snowing! Have children use the sentence frames to tell how snow looks and feels and what snow does. Have them use the ideas listed on the word web as well as new ones.

multi-level response

Beginning/Preproduction
Reread the part of the chant about rain. SAY Rain pours. Have children repeat the lines and draw pictures of them.

Early Production/Speech Emergent
ASK How does snow feel? What does it look like? Is it hot or cold out when snow falls? Have partners act out playing in the snow.

Intermediate/Advanced
ASK Do you like snow? Why? Describe things you can do when there is snow that you can’t do when there isn’t any snow.
**All to Build a Snowman**

Show children the cover and read the title aloud. **ASK** What are the children making? Let’s take a picture walk to find out more about building a snowman.

**Pages 1–5:** Where are the children making their snowman? How can you tell? Have children name the animals that appear in the park.

**Pages 6–15:** Help children see how one action leads to another by asking why the squirrel drops its acorns, why the kitten jumps, and so on.

**Pages 16–21:** How does the lady feel about getting her kitten back? What do the children find in the snow? Where do these things come from? What would you use to make a snowman’s face?

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**Skill Objectives**

**Children**
- learn the high-frequency word *here*
- associate sounds with letters: /f/ f, /k/ k, /t/ t
- blend short *i* words

**Materials**
- Letter Cards *f, h, i, l, p, t*
- Word Cards *a, here, I, is, see*
- Picture Cards *fan, fox, kit, pit, tag, top; fork, ten, king*
- Punctuation Card period

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**Word Work/Phonics**

**High-Frequency Word: here**

**Display** Picture Cards *kit* and *pit*. On the board, construct this sentence from Picture, Word, and Punctuation Cards: *Here is my (kit)*. Point to *Here*, and read the word aloud. Then have children name the picture and read the rest of the sentence. Then display Picture Cards *fan, fox, tag, top*. Mix the word cards and call on a child to reconstruct the sentence, choosing a different picture to complete it.

**Repeat**, using this rebus sentence *I see a (picture name) here*. Continue until all the Picture Cards have been used and each child has had a turn.

**Initial Consonants f /f/, k /k/, t /t/**

**Display** Picture Card *king*. Call on a child to name the picture. **ASK** What sound do you hear at the beginning of *king*? Write *king* above the picture. What letter stands for that sound in *king*? Repeat for Picture Cards *fork* and *ten*.

**Blending Short *i* Words**

**Display** Letter Cards *l, i, and t*. Model how to blend the sounds */l/ /i/ /t/ to get *lit*. Then have children do the blending to get the word.

**Place** Letter Card *b* in place of *l*. Again, model how to blend the sounds */b/ /i/ /t/. Then have children do the blending to get the word. Repeat for *pit* and *fit*. 
Naming Winter Activities

**SAY** We have been talking and reading about the weather—including sun, wind, and snow. Yesterday we talked about building a snowman. What else can you do with snow?

Brainstorm with children a list of cold weather and snowy day activities. Provide pictures or sketches, as needed, to generate ideas, such as shoveling snow, building snow figures and snow forts, skiing, sledding, making snowballs, catching snowflakes, and so on. Next, act out each activity. Tell children what the activity is. Then have them act out activities for the group to guess.

Play a round-robin game about the activities. Pick an object such as a ball of white yarn, to represent the snow. While holding the object, say: *I can have fun in the snow. I can build a snowman.* Pass the object to a child. **ASK** *What can you do?* Help him or her say:

*I can have fun in the snow.*

*I can ___.*

Help the child complete the sentence with the name of an activity. That child then passes the “snow” to the next child and asks: *What can you do?* Continue until all children have had a chance to name a snow-time activity.
Phonics Library
"Kit," pages 9–15

Distribute or display the Phonics Library book. Read the title on page 9 aloud and take a picture walk.

- What kind of animals do you see in this picture? What are they getting ready to do? How do you know?
- What are they wearing? What foods do you see? cooking things?
- What do they do when they finish cooking? Do they like what they cooked?

Concepts of Print
Quotation Marks/End Punctuation

Display the Big Book *All to Build a Snowman*. Read aloud pages 1–3. Then ask four children to play the parts of Kim, Tim, Slim, and Dad, pantomiming the action as you reread the pages. Tell the children not to speak as they act. Go on to page 4. Ask a child to play the part of the lady. Read, stopping after the word *said*. Ask the child playing the lady to say: "Look here."

Write what the lady says on the board, using colored chalk for the quotation marks. Tell children these show the words that someone says. Ask one child to point to the quotation marks. Have the group read aloud what the lady says.

Replace the period in the sentence above with an exclamation mark. Tell children that this mark means that the lady is excited and her words should be said with excitement. Model how to read the sentence.

Skill Objective
Children
- identify quotation marks and end punctuation marks

Materials
- Big Books *All to Build a Snowman* and *What Will the Weather Be Like Today?*
- Phonics Library selection "Kit"

Language Transfer Support
Spanish-speaking children may be aware that in Spanish, an exclamation is preceded and followed by exclamation marks.

Display "Kit." Point out the speech balloon on page 15. Show children another way to write what Kit said: *Kit said, “M-m-m-m.”* Have children read the sentence.

Read pages 18–19 of *What Will the Weather Be Like Today?* Ask children to point out the words that the bee says and read them. Repeat for the duck's words.
Activities for Different Weather

**SAY** We talked about things we can do in the snow. Now let’s talk about things we can do in other kinds of weather and at other times of the year.

**Use ELL Picture Cards and weather symbols to review words for different kinds of weather, such as sunny, rainy, windy, snowy, cloudy.**

**Point to each weather or seasonal picture. Ask** What can we do on a ___ (sunny) day? What can we do on a ___ (rainy) day?

**Have children suggest different activities for the types of weather.**

- Put their ideas into a sentence frame such as this:
  
  We can ___ on a ___ day.

Have children repeat the sentences they create. After a discussion, invite individuals to choose and pantomime one of the activities. Ask the group to guess the activity and to name an appropriate kind of weather for it.

**Vocabulary**

- sunny, windy, rainy, snowy, cloudy

**Materials**

- ELL Picture Cards winter activities, spring activities, summer activities, fall activities; snowy, sunny, rainy, cloudy (See Masters ELL 6–4 and 6–2.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 6–3.

Display “Weather Watch.” Invite children to say it with you. Review the weather words sun, rain, snow, and wind. Read the chant again, pausing to allow children to supply those words. Display the pictures, one at a time, and have children tell what the weather is in each.

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**THEME 6: Sunshine and Raindrops WEEK 2**

**What to Do?**

- Have children suggest different activities for the types of weather.
  
- Put their ideas into a sentence frame such as this:
  
  We can ___ on a ___ day.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Lead actions to show different weather conditions. For example, say: I skate. Have children repeat the words and join in on the motions.

**Early Production/Speech Emergent**

**Ask** What do you see on a cloudy day? What don’t you see? What do you like about cloudy days? What don’t you like about cloudy days?

**Intermediate/Advanced**

**Ask** What do you hear, see, or feel that tells you what the weather is like outside? What kinds of games can you play inside when you can’t go outside because of the weather?
Big Book Social Studies Link

“What Can We Do?” pages 23–29

Read the title on page 23 aloud. Have children tell what the boy in the cover picture has used to make his sandman. Then take a picture walk. Help children see the fun things they can do on different kinds of days. Encourage discussion:

- What are the children doing when the weather is warm and sunny?
- What do they do when it’s windy?
- What do they do on a snowy and a rainy day?

Invite children to tell which of the activities shown they enjoy doing too.

Comprehension

Story Structure: Plot

Look through the Phonics Library selection “Can It Fit?” with children to help them recall what it is about. Ask: What is the man’s problem in this story? Does the man solve his problem? How? What other ways might the man solve his problem?

Tell children that stories are usually about a character, that is, a person or an animal, and a problem the character has and tries to solve. Point out that thinking about the characters, their problem, and how they might solve that problem will help children better understand stories they hear or read.

Skill Objective

Children

- recognize that stories tell about problems and solutions to those problems

Materials

- Phonics Library selection “Can It Fit?”
- Big Book All to Build a Snowman
- Teacher Read Aloud The Sun and the Wind

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Look through All to Build a Snowman. Ask: Why does the kitten meow and jump? What is the kitten’s problem? Does the dog have a problem? What is it?

Early Production/Speech Emergent

Use All to Build a Snowman to have children identify a story’s characters and the setting. Ask: Did the lady have a problem? What was it? Was it solved in the end? How?

Intermediate/Advanced

Display the illustration for The Sun and the Wind (page T65). Ask children to tell whether the man had a problem and what it might have been.
Pulling It All Together

**SAY** Let’s look back the different kinds of weather we have talked about.

Display and read the Big Book Link “Weather Watch.” Invite children to join in on the words and actions. Help children recall the four kinds of weather mentioned in the chant and tell what happens in each.

Use pictures or weather symbols to help children recall the words *sunny*, *rainy*, *snowy*, *windy*, and *cloudy*. Talk briefly about each kind of day.

Have children describe what they like and don’t like about each kind of weather. Encourage them to also relate experiences they have had in each kind of weather.

Ask each child to draw a picture showing an activity in one kind of weather. Have the child tell the group about his or her picture. Encourage listeners to ask the child about the weather and/or the activity shown in the picture. After each child has had a turn, help the group summarize what was said by completing a sentence frame similar to this:

___ (Child’s name) likes ___ days because ___.

**Vocabulary**

*sunny, windy, snowy, rainy, cloudy*

**Materials**

• ELL Picture Cards
  *winter activities, spring activities, summer activities, fall activities; sunny, rainy, cloudy* (See Masters ELL 6–2 and 6–4.)

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 6–3.

Revisit the chant “Weather Watch.” Start each line and encourage children to finish it for you. Point to listed weather pictures in Materials. Reread the lines of the chant related to the weather shown. Have children repeat the words that tell about each kind of weather. Show thumbs up for weather they like and thumbs down for weather they don’t like.

**Early Production/Speech Emergent**

**ASK** What kind of day is it when the wind blows hard? What can you do on a windy day? What kind of weather would you like to have tomorrow? Why?

**Intermediate/Advanced**

Have children look through magazines and newspapers to find one or more pictures of weather. Have children tell what details in the picture show what the weather is like.
Phonics

Initial Consonants /f/, /t/

Display Letter Cards /f/ and /t/. Hold up Picture Card fan. Ask children to name the picture and say the beginning sound, /f/. Write fan on the board. Have children name and point to the letter that stands for /f/. Put the picture behind that letter.

Repeat for /t/ and Picture Card tag. Then continue in the same manner until all the Picture Cards listed under Materials have been sorted into two sets—one for /t/ and one for /f/. Show one set of pictures at a time. Have children take turns suggesting silly sentences that use as many of the picture names as possible.

Blending Short /i/ Words

Display Letter Cards /p/, /i/, and /g/. Have children blend the sounds /p/ /i/ /g/ to get the word pig.

Replace Letter Card /p/ with /b/. Have children identify the sound for /b/ and blend the sounds to get big. Then replace the Letter Card /b/ with /f/ and repeat to get the word fig.

Skill Objectives

Children
- associate sounds with letters: /f/, /t/
- blend short /i/ words

Materials
- Letter Cards /b/, /f/, /g/, /i/, /p/, /t/
- Picture Cards fan, farm, feet, fox, tag, ten, tooth, top
- Phonics Library selection “Kit”

Tell children that they will work with a partner to act out the story about Kit as you read it aloud. Have partners take turns pantomiming the actions of the kango-roos and saying M-m-m-m together at the end.

Display the Phonics Library selection “Kit.” Have children read the title. Then read the story to them. Stop each time you come to a word with the letters /i/ and /t/. Have children blend the letter sounds to read the words.

Have partners read “Kit” together. Then have them make a list of all the words with /i/ and /t/ they find. Ask them to make and illustrate sentences for three or more of the words.
Clothes for Snowy Weather

We have talked a lot about different kinds of weather. This week we will look at what clothes to wear for different weather. Clothes are what you wear or put on. When you dress, you put on your clothes.

Talk about the clothes children are wearing and show catalogs with different kinds of clothing.

Display “First Snow.” Read the rhyme, pointing to the parts of the body that are named and pantomiming putting on each article of clothing. Show children where your throat is. Ask why it’s a good idea to wear a scarf. Talk about other words that children may not be familiar with. Repeat the rhyme a few times. Encourage children to join in on the actions and words they know.

Start a weather and clothing chart, using the weather symbols and seasonal clothing pictures under Materials. Ask What do you wear on a snowy day? Draw and label children’s responses.

<table>
<thead>
<tr>
<th>snowy</th>
<th>rainy</th>
<th>sunny</th>
<th>windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>cap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scarf</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have children name two things they would wear, using this sentence frame: When it snows, I wear ___ and ___. Add their ideas to the chart.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Read aloud “First Snow.” Repeat. Ask Which words name parts of the body? clothes?

**Early Production/Speech Emergent**

SAY Name some clothes you need for snowy weather. Point to the part of your body where you wear it.

**Intermediate/Advanced**

SAY Tell how you should dress to play in the snow. How do these clothes help you in cold weather?
**The Woodcutter’s Cap**

**Teacher’s Edition, pages T142–T143**

Display page T143 and read the title aloud. Tell children this is an old story about what happens when a woodcutter loses his winter cap. Invite children to name the animals and point to the woodcutter’s cap. Guide discussion with the following questions:

- What does a woodcutter do? How do you think the woodcutter lost his cap?
- Which animal is the smallest? the largest?
- What do the animals do when they see the cap? What will happen to the cap?
- Will the woodcutter find his cap? when?

**Phonemic Awareness/Phonics**

**Segmenting Phonemes**

Model how to segment the sounds in the word *lip*. **SAY** Listen as I say this word, *lip*. You say the word. Now listen as I say the word again, this time stretching it out, /l/ /i/ /p/. Now you stretch the word out with me, /l/ /i/ /p/. What’s the word? Point to your *lip*.

Follow this procedure with other CVC words such as *sun, fun, kit, not,* and *run*.

**Initial Consonant q(u) /kw/**

Show Picture Card *queen*. Tell children to say the picture name with you, *queen*. Then ask them to listen as you repeat the word *queen*, this time stretching out the beginning /kw/. Then write the letters *qu* on the board. Tell children that these two letters stand for the sounds at the beginning of *queen*. Explain that in English the letter *q* is always followed by the letter *u*. Both letters work together to stand for /kw/.

Introduce Alphafriend Queenie Queen. Explain that since *Queenie* is this queen’s name, we begin her name with a capital letter. Write *Queenie* on the board, and have a child underline the letters *Qu*. Have children say *Queenie* with you several times.

Display Picture Card *quilt*. **ASK** Do *quilt* and *queen* begin with the same sounds? Say those beginning sounds with me: /kw/. Write *quilt* above the picture. Have children name and point to the two letters that stand for /kw/.

**Skill Objectives**

**Children**
- segment phonemes in given words
- associate /kw/ with *qu*

**Materials**
- Picture Cards *queen, quilt*
- ELL Picture Card Alphafriend Queenie Queen
  (See Master 6–6.)

**Language Transfer Support**

Some children may have difficulty pronouncing or understanding /kw/, the sound for q(u). In Spanish it is pronounced /k/, and in Vietnamese, q by itself is pronounced /kw/ or /w/.
Yesterday we talked about snowy weather and the special kinds of clothes we need to wear when it’s cold and snowy. Now let’s look at rainy weather.

Display the chart started on Day 1. Briefly review it. Then focus on the rainy column. Have children describe rainy days. Ask What do you wear on a rainy day? Add their ideas to the “rainy” column on the chart. Have children draw the clothing. Help them label their pictures.

Talk about each rainy day article on the chart and why children need it for rainy weather. Have each child name two things he or she would wear, using this sentence frame:

When it rains, I wear ___ and ___.

As needed, repeat children’s sentences with the correct singular and plural articles. Have the group chorally repeat each sentence as they pantomime putting the clothes on.

Play a round-robin game about rainy day clothes. Start by saying Today it was rainy, and I put on ___. Have the next child repeat what you said and add an item: Today it was rainy, and I put on ___ and ___.

Play the rhyme “First Snow.” Read it aloud, emphasizing the clothes words. Have children raise their hands when they hear words that name clothing. Review those words and attach copies of the appropriate ELL Picture Cards to the chart.

Repeat the rhyme. This time, pause for each clothing word and point to its picture. Have children supply the words. Do the same thing with the words that name parts of the body.

Have each child draw a picture of him- or herself dressed for rain. Then have children name and tell about their clothes as they drip watery blue paint on their drawings to represent rain.

Have partners create a dialogue in which one predicts the weather and the other tells what he or she will wear. Model sentences like these for children to use: Child 1: It will rain today. What will you wear?/Child 2: If it rains, I will wear ___ and ___.
What Will the Weather Be Like Today? and All to Build a Snowman

Display the Big Books from weeks 1 and 2. Point to What Will the Weather Be Like Today? Ask: What are some different kinds of weather? What do people do when the weather is warm? What do they do when it's snowy? What is your favorite kind of weather? Hold up All to Build a Snowman. Ask: What do the children in this book do? What is the weather like all through this book? What do children use for the snowman's face? What would you use?

Have children look out the window and tell what the weather is like. Help them come up with a list of indoor or outdoor activities suited to that kind of weather.

Word Work/Phonics

High-Frequency Words: is, here

Distribute name cards to children. Call on one child to come to the front of the room, hold up the name card, and say his/her name aloud. Then write this sentence on the board: (child’s name) is here. Read the sentence aloud, pointing to is. Then have the group read it aloud. Repeat with other children.

Write this question in place of the first sentence: Is (a child’s name) here? Have children read the question aloud and answer: Yes, (child’s name) is here or No, (child’s name) is not here. Repeat for other children.

Initial Consonant q(u) /kw/

Display Picture Card quilt. Call on a child to name the picture. Ask: What sounds do you hear at the beginning of quilt? Point to Letter Cards q u and remind children these letters stand for the sound /kw/ they hear at the beginning of quilt. Ask: What letters stand for the sounds you hear at the beginning of quilt? Write qu over Picture Card quilt. Repeat for queen and quarter.

Blending Short i Words

Display Letter Cards i and t. Have children blend the sounds /i/ /t/ for it.

Place the Letter Card b in front of i and t. Model how to blend /h/ /i/ /t/ for bit. Then have children do the blending and say the word. Remove the b and put Letter Cards q and u in front of i and t. Have children blend /kw/ /i/ /t/ to get quit.
Clothes for Hot, Sunny Weather

Display and review the chart started on Day 1. Then focus on sunny weather. Say: The sun shines every day, even though we can’t always see it if there are clouds. It can be sunny when the temperature is cold, cool, warm, or hot. Let’s talk about the clothes we wear when it’s sunny and hot.

Help children name clothes for sunny, hot weather. Have children paste or draw pictures of the clothes on the chart. Help them label the pictures. Talk briefly about how wearing fewer and lighter clothes helps people stay cooler in hot weather.

Distribute the ELL Picture Cards listed in Materials. Point out a shirt with long sleeves. People wear shirts with long sleeves and collars in cool weather to help them stay warm. The sleeves keep that cool air off their arms, and the collars keep the cool air off their necks. Point to a shirt with short sleeves or no sleeves and no collar. Ask: Why is this kind of shirt better for hot weather? Have children describe the shirts and tell the kind of weather they are best for.

Model and then have children practice naming clothes they would wear on hot, sunny days. Have them use this sentence frame:

When it’s hot and sunny, I wear ___ and ___.

BEGINNING/PRODUCTION

See Master ELL 6–5.

Revisit “First Snow.” Invite children to chime in on the words as you recite the rhyme again. Call on individuals to name the clothes shown on the chart. Then draw a simple figure of a person on the board, and review the parts of the body with children. Say: People wear clothes on different parts of their bodies. As I point to and name the parts of this figure, you name the clothes that people wear on those parts.

BEGINNING/PRODUCTION

Point to your head, throat, chest, shoulders, legs, feet, and hands. Say: This is my ___. Have children point and repeat after you.

EARLY PRODUCTION/SPEECH EMERGENT

Ask: Which do you like better—clothes for cold, snowy days or clothes for hot, sunny days? Why? Why are shirts with long sleeves better for cold days than shirts with short sleeves? What else is good to wear on cold days?

INTERMEDIATE/ADVANCED

Have children tell about places they go when it’s hot and sunny out. Model a sentence, substituting a place for the hot, sunny weather: When I go to the beach, I wear shorts and sandals. Have children take turns making up similar sentences.
Phonics Library
“Fan,” pages 17–23

Distribute or display the Phonics Library book and read the title aloud. **Ask** Who do you think Fan is? Where is she? Then turn the pages for a picture walk. **Ask** What is Fan eating? Why? What does Fan do when she finishes eating?

**Concepts of Print**
**Quotation Marks/End Punctuation**

**Write** these three sentences: Is my cat here? I see my cat. My cat is here!

**Ask** a child to read the first sentence and circle the question mark at the end. Review that this mark shows that the sentence asks a question. Have children take turns reading the sentence in a questioning manner. Repeat a similar procedure for the remaining sentences. Call attention to the period and the exclamation point, and ask children where in the sentences the period and the exclamation point appear. Have the group read the sentences aloud.

**Write** and read: (a child’s name) said, Is my cat here? **Ask** What should I add to this question to show the exact words (child’s name) said? Guide a child to add the open and close quotation marks. Then have the named child repeat the words he/she “said.” Repeat a similar procedure for the remaining sentences.

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**Skill Objectives**

**Children**
- identify end punctuation
- learn that quotation marks signal the exact words of a speaker

**Academic Language**
- quotation marks
- exclamation point

**Materials**
- Phonics Library selection “Fan”
- Punctuation Cards period, question mark, exclamation point

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**Language Transfer Support**

Point out to Spanish-speaking children that in English exclamation points, like question marks, appear only at the end of a sentence.

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**Phonics Library**

*Sunshine and Raindrops*

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Clothes for Cool, Windy Days

Display and review the chart started on Day 1. Then focus on windy weather. SAY The wind blows any time of year. It can be cold and windy, warm and windy, or cool and windy. Let’s talk about the kinds of clothes we wear when it’s cool and windy.

Show children pictures of clothes they could wear on cool, windy days. Have children show where to put the pictures on the chart. Label them with children’s help. SAY Jackets and sweaters often have long sleeves to keep our arms warm. Jackets usually have collars and buttons or zippers to keep them closed. Pantomime zipping up a jacket and pulling a collar up around your neck. Have children copy you. Explain that zippers keep jackets closed to keep the wind off the body. Have children point to and name long sleeves and collars in pictures of clothes for cool, windy days. Then have children tell what they would wear on cool, windy days, using this sentence frame:

When it’s cool and windy, I wear ___ and ___.

Model a conversation about what to wear on hot, sunny days and cool, windy days. Have partners imitate the model:

Speaker 1: It will be hot and sunny. What will you wear?
Speaker 2: If it’s hot and sunny, I’ll wear ___ and ___.

Have the child pantomime putting on clothing as he or she names it.

Vocabulary
cool, sweater, jacket, zipper

Materials
• chart from Day 1
• a marker
• ELL Picture Cards
  shirts, jacket/sweater
(See Master ELL 6–6.)

BEGINNING/PRODUCTION
See Master ELL 6–5.

Display “First Snow.” Invite children to say it with you. Have children work with partners. The first child names an article of clothing from the rhyme; the second child names the part of the body on which it is worn and pantomimes putting it on. Have partners take turns until each has had a chance to name and pantomime putting on several articles of clothing.

MULTI-LEVEL RESPONSE

BEGINNING/PRODUCTION
Point to and name sweaters and jackets in the classroom. Have children name each and pantomime putting on a jacket and zipping up, then putting on a sweater and buttoning it up (or vice versa).

EARLY PRODUCTION/SPEECH EMERGENT
SAY Show how you would dress when it’s cool and windy. Tell about what you are doing as you dress.

INTERMEDIATE/ADVANCED
Have partners look through magazines and catalogs to find different kinds of clothes. They can take turns describing clothes and telling in what kinds of weather they would wear them.
Big Book Links

“Checking the Weather” and “What Can We Do?”

Display the title pages of the two Links. Invite children to say the titles aloud with you and tell about the weather shown on each title page. As you turn the pages of both Links, encourage children to compare them. Then ask:

- Is there an ocean in both stories? What do the children do at the ocean?
- What do the children do when it is windy? when it is rainy? What do the children in the stories make out of snow?
- How can you find out about the weather?

Comprehension

Fantasy/Realism; Story Structure: Plot

Display page 17 in the Phonics Library selection “Fan.” Ask Is “Fan” about a character that could be a real-life ant or a make-believe one? How can you tell? If necessary, explain that Fan is wearing a dress and she talks; real ants don’t wear dresses and only people talk. Say Tell about any stories you know that are about animals who talk and do things that only people in real life do.

Remind children that stories tell about problems that animals or people have and how those problems are solved. Ask Who is “Fan”? Explain that at the beginning of the story, Fan is hungry and that’s her problem. Ask how Fan solved her problem. Ask children about a familiar story, such as Goldilocks and the Three Bears. Ask What problem did the three bears have? Did they solve it? How?

Skill Objectives

Children
- identify realistic and fantasy stories
- recognize elements of story plots

Materials
- Phonics Library selection “Fan”
Pulling It All Together

**SAY** We have talked about the kinds of clothes we may want to wear in different weather. Let's look again at some of the things we've talked about.

Reread “First Snow.” Use the actions from Day 1, inviting children to join in on the actions and words. Have them describe snowy weather and tell what kinds of clothes they need for it.

Display the weather and clothing chart started on Day 1. Have children name the different kinds of weather on the chart and tell what each kind of day is like. Then have children name and describe the articles of clothing shown for different kinds of weather. Encourage children to include details about things like sleeve length and collars.

Play a round-robin game. Start the game by saying: *I’m getting dressed for a snowy day. I’m going to wear snow pants.* Have the next child repeat what you said and add a clothing item: *…I’m going to wear snow pants and a jacket.* …*I’m going to wear snow pants, a jacket, and a scarf* and so on. Children can refer to the weather and clothing chart for ideas. Continue with new rounds for other kinds of weather.

**Vocabulary**
overall review of Theme 2

**Materials**
- clothing/weather chart from Day 1
- Master ELL 6–5
- magazine pictures of clothing

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 6–5.

Display the rhyme “First Snow.” Have children join in on the actions and chime in on the words as you recite it. Then name an article of clothing from the rhyme and call on a child to pantomime putting it on. Help children verbalize what they are doing by modeling sentence frames they can use, such as *I put on my ___. I put on my ___.* Model and help children expand the sentences to include body parts: *I put my hat on my ___. I put my boots on my ___.*

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**THEME 6: Sunshine and Raindrops**

**Pre-Teach**

**Multi-Level Response**

**Beginning/Preproduction**
Have children make a collage with pictures of winter clothing cut from catalogs and magazines. Have them dictate something about their pictures for you to write.

**Early Production/Speech Emergent**

**ASK** In what kind of weather do you need a heavy coat and boots? a raincoat and boots? shorts and a T-shirt? Name one more kind of clothing to wear in each kind of weather.

**Intermediate/Advanced**
Have partners role-play customers and clerks in a clothing store. They can ask each other questions about what kinds of clothes to buy for different weather.
**Phonics**

**Initial Consonant q(u) /kw/**

**Display** Picture Card *queen*. Call on children to name the picture and tell the letters that stand for the beginning sounds. Write the word *queen* above the picture and have a child circle the beginning letters *q u* above the picture.

**Keep** Picture Card *queen* on display. **Say** Listen for the beginning sound of these two words: lock, quit. Which word begins like the word *queen*? Write *quit* and *queen* on the board. Call on a child to name the beginning two letters in each word and circle them. Then have children think up a sentence with *quit*.

**Repeat** the procedure, having children listen to the following word pairs one at a time: tire/quarter, question/children, and quart/boat. Have them tell which word has the same beginning sound as *queen*. Write each new *qu* word on the board with *queen* and *quit*.

**Blending Short i Words**

**Show** Letter Cards *i* and *n*. Have children name the letters and say the letters’ sounds with you, /ı˘/ /n/. Then have them blend the sounds to get *in*.

**Place** Letter Card *f* in front of *i* and *n*. Have children tell the sound for *f* and blend the three sounds together to get *fin*. Show a picture of a fish, and point out the fish’s fin. Replace the *f* with *t*, and have children blend the sounds to get *tin*.

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**Skill Objectives**

**Children**
- associate sounds with letters: /kw/ *qu*
- blend short *i* words

**Materials**
- Picture Card *queen*
- Letter Cards *f, i, n, t*
- picture of a fish

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**Beginning/Preproduction**

Ask each child to draw a picture of a make-believe fish named Fin. Help them label their drawings, *Fin*. Then have them tell what Fin likes to eat.

**Early Production/Speech Emergent**

Follow the procedure for Beginning/Preproduction, but provide this sentence starter: *Fin bit a ___.* Children can copy the sentence starter and draw rebus pictures to complete it.

**Intermediate/Advanced**

Have partners make up silly sentences in which all three of these words are used: *queen, quiet, quit*. Write the sentences on the board. Have the group find the *qu* words.