

MATERIALS

- **Picture Cards** *cap, cat, coat, hat, hug, feet, fork*
- **Sound-Spelling Cards** *a, b, c, f, h, i, m, n, o, p, s, t*
- **Worktext Pages 14–15**
- **Worktext Audio Online**
- **Alphabet Cards** *Cc, Ff, Hh, Oo*
- **Online Handwriting Tutorials**
- **Word Building Cards**
- **BLM Practice Letters**
- **High-Frequency Word Cards** *if, in, is, it* and review words
- **BLM Practice Words**
- **BLM 3.1–3.2** (one copy per child)

Phonemic Awareness

Isolate Initial Phonemes

Use **Phonemic Awareness Routine 1**. Hold up the picture side of the **Picture Card** *cat*. **Say:**

- *This is a cat. Say the word with me: cat.*
- *Listen carefully as I say the word again: cat.*
- *The first sound in cat is /k/. Say it with me: /k/.*
- *What is the first sound in cat? (/k/)*

Have children practice identifying initial sounds. Show the **Picture Cards** for one-syllable words such as: *cap, coat, hat, hug, feet, fork*. Say each word and have children identify the initial sound. If children make a mistake, say the word again while emphasizing the initial sound or repeat the modeling above.

SCAFFOLD

Articulation

Children may have difficulty hearing and correctly pronouncing the individual sounds. The most common /k/ sound articulation error is pronouncing /k/ as /t/. Another common mistake is pronouncing the sound /f/ as /b/. Guide children to correctly articulate the initial sounds in the words, focusing on the position of the lips, teeth, and tongue. Sound Articulation Scripts are available on pages Txlii–iii.

Phonics

Learn the Song

Az Vocabulary Support the language in the rhyme. Show the **Picture Card** for *cap* and the picture of the fan on **Sound-Spelling Card** *f*. Use gestures such as wiping your brow and fanning your face to show the meaning of *hot*.

Teach children the song. Play the song audio. Then teach children the movements to the song and play it again, inviting children to sing and move.

Concepts of Print

Word Boundaries

Ask children to look at **Worktext Page 14**.

Explain that this is the song they just sang, but in writing. Ask questions such as:

- *Who can point to the title? How do you know it's the title?* (The title is in larger/darker letters; at the top of the page.)
- *How do you know when one word ends and another begins?* (There is a space between words.)

Have children track the print as you choral read the song.



Introduce Sound-Spellings

c /k/, f /f/, h /h/, o /o/


Use **Phonics Routine 1** and the **Sound-Spelling Cards** to introduce the target phonics skills and the Week 3 keyword motions on page 00.

- Show the picture side of the card *f*. Make the keyword motion by spinning your hand as you **say**: fan, /f/. Have children repeat the motion, keyword, and sound.
- Display the letter side of the card. Tap the letter and say the letter name: *f*. Have children repeat.
- Tap the letter again and spin your hand to show the keyword motion as you **say**: f, fan, /f/. Have children repeat.

Repeat the procedure to introduce *h /h/, c /k/, and o /o/*. When introducing *c /k/ and o /o/*, show only the first image on the back of each card.

Letter Formation: Cc, Ff, Hh, Oo

Display **Alphabet Cards** *Cc, Ff, Hh, Oo*. Ask volunteers to name each letter. Then show the backs of the cards and trace each letter as you explain how to form it. Encourage children to trace the letters in the air. Watch for children starting letters from the bottom. Offer corrective feedback as needed.

Assign  **Worktext Page 15** to be completed at independent workstations. Provide access to the **Handwriting Tutorials Online** for children who need additional support.



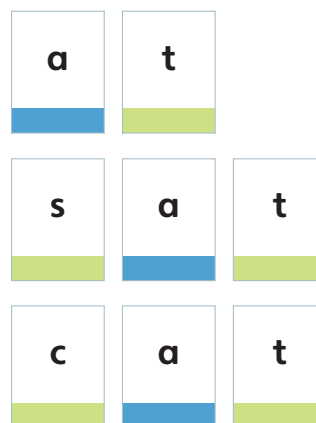
Spiral Review

Use **Phonics Routine 2** and the **Sound-Spelling Cards** to review the keywords and primary sounds for *a, b, i, m, n, p, s, t*.

Read VC and CVC Words

Display the song “Hot, Hot Sun!” again. Track the print as you read the song. Pause to model how to blend sounds when reading the words *hot, fan, and cap*. Have children place the song in their notebooks.

Use the **Word Building Cards** to make and display these words: *at, sat*. Remind children that all words need at least one vowel. **Ask**: *What is the vowel in these words?* (a) *What sound does a stand for?* (/a/) Use **Phonics Routine 3** to guide children in blending these words sound-by-sound: *at, sat, cat, pat, pit, pot, hot*.



AMPLIFY

Have partners use their **BLM Practice Letters** *o, a, i, h, m, p* and *t* to build as many CVC words as they can, for example, *him, hop, top, tap, tip, pat, pit*. Invite pairs to take turns sharing a word with the group.

High-Frequency Words

Introduce *if, in, is, it*

Display the fronts of the **High-Frequency Word Cards** for *if, in, is, and it*. Invite volunteers to read the words aloud. Then **ask**: *What do you notice about these words? How are they the same?* (They all begin with the letter *i*; they are all spelled with two letters.) *How are they different?* (The last letter/sound is different in each.) **Say**: *It is important to pay attention to all the letters in each word, not just the beginning letters.*

Point out the sound-spellings that children already know. **Say**: *The letter i stands for the sound /i/. Listen for /i/ in each word: if, in, is, it.* Have children repeat the words. Point to the last letters in *if, in, and it*. Ask volunteers to name the sound that each letter stands for. Then point out that sometimes *s* stands for the sound /z/, as it does in the word *is*.



ENGLISH LEARNERS

English Learners may have difficulty learning words with abstract meanings.

Newcomer/Beginner → Use the high-frequency words to ask questions, for example: *What is in your backpack?* Restate nonverbal responses, for example: *Yes, I see a pencil in your backpack.*

Intermediate/Advanced → Guide children to use these sentence frames:

- If you ____, then I ____.
- I put the ____ in the ____.
- My favorite ____ is ____.
- I see a _____. It is _____.

Read, Spell, Write, Extend

Teach each word using the **High-Frequency Word Cards** and the **High-Frequency Word Routine 1**.

- **Read** the sentence on the card. Point to the underlined word and read it aloud. Have children repeat the word.
- **Spell** the word aloud and have children repeat.
- **Write** the word, saying each letter aloud as you write it. Then have children write the word in the air as they say each letter aloud.

Extend learning by playing a game in which children describe something in their classroom, such as the color of an object. The first person in a pair or group says a sentence using at least one high-frequency word, *if, in, is, or it*. The second person holds up the corresponding card(s) for the word they heard in the sentence. Then the second person says a sentence as the next person listens.

Open Word Sorts

Have children cut apart the **BLM Practice Words** on **BLM pages 3.1–3.2**. Have pairs work together to sort the words into two or more categories of their choosing. For example, children may sort their words by short vowels, beginning letters, or the number of letters in the word.

AMPLIFY

Invite children to examine word sorts created by other pairs of children. **Ask**: *How did they sort their words? How do you know? What other ways can the words be sorted?* (by first letter, middle letter, or final letter; by the number of sounds/letters)

Spiral Review

Use **High-Frequency Word Routine 3**, **High-Frequency Word Cards**, and **BLM Practice Words** to review *a, an, and, as, at, I, see, the*.

Daily Writing

Dictate these sentences and have children write them.

- *The cat is hot.*
- *A hat can fit.*

Use the **Writing Routine** to guide children to make corrections. Give children time to make each correction. **Ask:**

- *Does the sentence begin with an uppercase letter?*
- *Does the sentence end with punctuation, such as a period?*
- *Did you write all the words in the sentence? (Repeat the sentence aloud as children count.)*
- *Is the word spelled correctly? T, h, e, the.*

The cat is hot.

A hat can fit.

SCAFFOLD

If children consistently skip vowels during writing, help them focus on the vowel sound-spellings in each word. Write the dictation sentences on sentence strips, but without the vowels in VC and CVC words. Have children fill in the vowels during dictation.

ASSESS AND RETEACH

Assess

Check the dictation sentences for correct spellings of words with *c*, *f*, *h*, and *o*.

Reteach

If a child misspells a word or incorrectly forms letters, write the correct spelling in highlighter. Have the child trace each letter in the word as they spell it aloud. Then invite children to compare the highlighted word they traced with the original word they wrote. Guide them to notice the differences.

