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SuccessMaker Targeted Lessons

Phonological and Print Awareness

Teacher's Resource Guide





SuccessMaker Targeted Lessons

Phonological and Print Awareness

TEACHER'S RESOURCE GUIDE

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Phonological Awareness

LESSON 1	Identify and Produce Rhyming Words	1
LESSON 2	Identify Alliteration	6
LESSON 3	Identify Words in Spoken Sentences	11
LESSON 4	Identify and Count Syllables in Spoken Words	16
LESSON 5	Blend Syllables in Multisyllabic Words	21
LESSON 6	Segment Syllables in Multisyllabic Words	26
LESSON 7	Blend Onsets and Rimes	31
LESSON 8	Blend Phonemes in Three-Phoneme Words	36
LESSON 9	Manipulate Syllables	41
LESSON 10	Segment Three-Phoneme Words	46
LESSON 11	Distinguish Long and Short Vowel Sounds	51
LESSON 12	Add Phonemes	56
LESSON 13	Change Phonemes	61
LESSON 14	Remove Phonemes	66
LESSON 15	Blend Phonemes in Four-Phoneme Words	71
LESSON 16	Manipulate Phonemes	76
LESSON 17	Segment Words with Three to Five Phonemes	81
LESSON 18	Isolate Phonemes	86

Print Awareness

LESSON 19	Identify Parts of a Book	91
LESSON 20	Handle a Book and Track Print	96
LESSON 21	Recognize Sentences	101
LESSON 22	Distinguish Letters and Words	106
LESSON 23	Identify Uppercase and Lowercase Letters	111
LESSON 24	Alphabetize to the First and Second Letter	116
LESSON 25	Alphabetize to the Third and Fourth Letter	121

Identify and Produce Rhyming Words

1

Language Objectives

- Identify and produce rhyming words.
- Recognize and produce rhyming words.

Building Literacy

Rhyming teaches children how language works.

- It calls children’s attention to the sounds in words, which helps develop phonological awareness and phonics skills.
- Rhyming also helps develop reading comprehension. When children hear familiar or unfamiliar nursery rhymes, they learn to anticipate the rhyming word.
- This anticipation gets them ready to make predictions when they read.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

rain	boat	swing
mat	ring	snail
pin	goat	tail
cat	bowl	skate
man	key	mail
pan	coat	hug
cake	hen	cup
hop	ten	bug
bed	pen	rug
mop	hat	car
dog	king	sock
log	kite	nap
sun	wing	



ENGLISH LANGUAGE LEARNERS

Teaching English language learners skills such as rhyming takes strategic teaching. It needs to be based on the knowledge that some phonemes will not be present in a student’s first language. For example, Spanish speakers use half the number of phonemes as English speakers. Because of this, vocabulary, context of the word, and pronunciation (including mouth positioning) must be considered to make rhyming practice meaningful and productive.

1 Identify and Produce Rhyming Words

➞ show me

Have children point to the star with the 1 in it on p. 1 of the Targeted Lessons Student Book and look at the illustration. Recite this part of a nursery rhyme to children:

Rain, rain, go away.
Come again some other day.
We want to go outside and play.
So, come again some other day.

Ask children to say the rhyme with you. Tell them that the last word in each line rhymes (*away, day, play, day*). When the ending parts of the words sound alike, the words rhyme. The words *away, day, and play* all have the same sound /ā/ at the end. Repeat the rhyme, emphasizing the rhyming words. What words do you hear that rhyme with *play*? Today we will learn more about rhyming words.

➞ guide me

Identify Rhyming Words Have children point to the apple with the number 2 in it. To find rhyming words, I say the words and listen to their middle and ending parts. I'm going to say three words. Two of the words rhyme. One does not. Listen carefully and point to each picture as I say its name. Slowly say *mat, pin, cat*. Listen and pay attention to the how each word ends as I say them again.

Say *mat*. The word *mat* ends with /at/. Say *pin*. The word *pin* ends with /in/. Say *mat, pin*. Those two words do not have the same sounds at the end, so they do not rhyme.

Say *cat*. The word *cat* ends with /at/. Say *mat, cat*. Those two words have the same sounds at the end. *Mat* and *cat* rhyme. Circle the pictures of the mat and the cat.


It's your turn to find rhyming words. Put your finger on the fish with the 3 in it. Let's name the pictures that are by the fish: *man, pan, cake*. Find the two words that rhyme and draw circles around them. Guide children to determine that *man* and *pan* rhyme because they have the same ending sounds.

1

Identify and Produce Rhyming Words



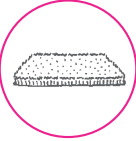
➞ show me

1






➞ guide me

2



3



PHONOLOGICAL AND PRINT AWARENESS 1

TEACHING STRATEGIES

Help children separate the initial consonant in each word so that they can identify the ending part of the word as the part that rhymes.



work time

Task 1 Have children look at p. 2 from the Targeted Lessons Student Book. **Point to the heart with the 4 in it.** The picture next to the heart shows the action word *hop*. Ask them to name the other two pictures (*bed*, *mop*) and circle the word that rhymes with *hop*.

Continue the activity by having children point to the hand with the 5 in it and circle the word that rhymes with *dog* (*log* or *sun*).

Task 2 Have children point to the mug with the 6 in it. What picture do you see by the mug? Correct, the picture is a boat. Name the other pictures. (*ring*, *goat*, *bowl*, *key*, *coat*) Have children draw lines from the boat to the two words that rhyme with *boat*.

1
Identify and Produce Rhyming Words

work time

4

5

6

2
PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children cannot identify the rhyming words, then say each word and stretch the ending part, for example: /h/ /o/ /o/ /o/ /p/ and /m/ /o/ /o/ /o/ /p/.

1 Identify and Produce Rhyming Words

➔ guide me

Have children look at p. 3 from the Targeted Lessons Student Book. Point to the tree with the number 7 in it. The first picture is a hen. Say *hen*. Now put your finger on each picture in the row as I say its name: *ten, pen, hat*. Which words rhyme with *hen*? Listen as I say them: *hen, ten*. Do *hen* and *ten* rhyme? Circle the *ten*. Say *hen, pen*. Do *hen* and *pen* rhyme? Circle the *pen*. Say *hen, hat*. Do *hen* and *hat* rhyme? No, they do not. Continue similarly with row 8 (*king, kite, wing, swing*). Ask children to find and circle the two words that rhyme with *king*.









➔ work time

It's your turn to find words that rhyme. Point to the kite with the number 9 in it. Help children name the pictures (*snail, tail, skate, mail*). Then have them find and circle the two words that rhyme with *snail*.









Continue with row 10 (*hug, cup, bug, rug*), having children find and circle the two words that rhyme with *hug*.

Identify and Produce Rhyming Words **1**

➔ guide me

7				
8				

➔ work time

9				
10				

PHONOLOGICAL AND PRINT AWARENESS 3

➤ **guide me**

Produce Rhyming Words Have children look at p. 4 from the Targeted Lessons Student Book and point to the flower with 11 in it. We learned earlier that *mat* and *cat* are rhyming words. There are many other words that rhyme with *mat* and *cat*. I can think of a word: *bat*. What other words do you know that rhyme with *mat*, *cat*, and *bat*? (Possible responses: *fat*, *flat*, *hat*, *pat*, *rat*, *sat*)

➤ **work time**

Have children point to the mitten with 12 in it. What picture do you see by the mitten? (car) Draw a picture of a word that rhymes with *car*. (possible responses: *bar*, *far*, *jar*, *star*)

Continue by having children draw a picture of a word that rhymes with *sock* (possible responses: *clock*, *lock*, *block*, *rock*) and *nap* (possible responses: *cap*, *lap*, *map*, *tap*).

➤ **check for understanding**

Today we learned that rhyming words are words with the same middle and ending sounds. Listen as I say some words. If the words rhyme, show me thumbs up. If the words do not rhyme, show me thumbs down. Listen: *hat/cat*. (thumbs up) Listen: *bad/tip*. (thumbs down) Continue with these word pairs: *bell/cab*, *back/tack*, *pass/grass*.

Who can tell me a word that rhymes with *book*? Have children think of words that rhyme with *book*, such as *brook*, *cook*, *hook*, *look*, *shook*, and *took*.


➤ **reflect**

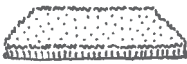
Ask children to think about what they have learned about rhyming words. Have children turn to a partner and take turns explaining what they know about rhyming words. If time permits, have partners choose a word and see how many rhyming words they can think of.

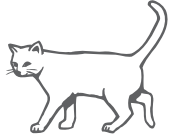
1

Identify and Produce Rhyming Words

➤ guide me









➤ work time

12




Children's pictures will vary but should rhyme with car.

13



Children's pictures will vary but should rhyme with sock.

14



Children's pictures will vary but should rhyme with nap.

4

PHONOLOGICAL AND PRINT AWARENESS

2

Identify Alliteration

Language Objectives

- Identify spoken words that begin with the same initial sound.

Building Literacy

Identifying alliteration helps children to focus on initial sounds in words.

- It helps children learn that words are made up of sounds.
- It calls children's attention to the initial sound in a word, or the onset.
- Pairs and groups of alliterative words help children begin to isolate phonemes.

Focus on Language

The English nouns below are used in this lesson. Consider showing and naming picture cards to make sure English learners are familiar with them.

peppers	tape	boat
sun	teeth	door
six	goat	yawn
horse	butter	yarn
nose	box	lamp
car	ring	sock
nails	queen	leg
foot	boot	bed
bee	mat	pig
fork	mouse	cup



ENGLISH LANGUAGE LEARNERS

This lesson focuses on the beginning sounds of spoken words. Most of the sounds have equivalent or approximate sounds in other languages. It is important to accept English learners' approximate sounds as they acquire English sounds. Note that the following sounds in this lesson do not have equivalents: /f/—no equivalent in Korean or Khmer, /y/—no equivalent in Vietnamese, /l/—no equivalent in Khmer, and /w/—no equivalent in Vietnamese and Huang. Provide practice as needed.

show me

Read this part of a familiar tongue twister to children:

Peter Piper picked a peck of pickled peppers.

Ask children to repeat the tongue twister after you. You may want to break it into repeatable sections (Peter Piper/ picked a peck/of pickled peppers.) Most of the words in this rhyme begin with the same sound: /p/. Have children look at p. 5 of their Targeted Lessons Student Book and point to the star with the number 1 in it. Look at the picture of the peppers. Listen to the sentence again. Say the tongue twister again, emphasizing the initial /p/ sounds. What words do you hear that begin with the sound /p/? (Peter, Piper, picked, peck, pickled, peppers) Today we will pay attention to the beginning sounds of words.

guide me

Identify Alliteration Have children point to the apple with the number 2 in it. To find words that have the same beginning sound, I say the first word. Then I say the next two. Listen carefully and point to each picture as I say its name. Sun. Sun starts with the sound /s/; s-s-s-sun. Listen for the word that begins the same as sun. Say six, s-s-six. Say horse, h-h-horse. The word six has the same beginning sound /s/ as sun: s-s-six, s-s-sun. The word horse begins with the sound /h/. That is not the same beginning sound as in sun: s-s-sun, h-h-horse. Circle the number six because it has the same beginning sound as sun.

Now it's your turn. Put your finger on the fish with the number 3 in it. I'll say the name of the first picture and you say it after me: n-n-nose. Nose starts with /n/. Say the names of the next two pictures, drawing out their initial sounds: c-c-car, n-n-nails. Which word has the same beginning sound as n-n-nose? Draw a circle around it. Guide children to determine that the word nails has the same beginning sound as nose, /n/.

Identify Alliteration

show me

guide me

2

6

3

PHONOLOGICAL AND PRINT AWARENESS 5

TEACHING STRATEGIES

Draw out the initial sounds of words to call attention to them. Point out that words are made up of sounds, and, in this lesson, children are listening for the beginning sounds of words.

2 Identify Alliteration

work time

Task 1 Have children look at p. 6 from the Targeted Lessons Student Book. **Point to the heart with the 4 in it. Name the first picture. It is a foot.** Ask children to name the two other pictures, focusing on the beginning sounds (*bee*, *fork*), and circle the word that has the same beginning sound as *f-f-foot*. Continue the activity by having children circle the word (*teeth* or *goat*) with the same beginning sound as *tape*.

Task 2 Have children point to the mug with the 6 in it. **What picture do you see by the mug? The picture is a stick of butter.** Listen while I read part of a rhyme about butter.

Betty Botter bought some butter.


"But," she said, "the butter's bitter."

What sound do you hear at the beginning of *butter* and other words in the rhyme? *B-b-butter* begins with /b/. **Name the other pictures.** (*box*, *ring*, *queen*, *boot*) Have children draw lines from the butter to the two words that have the same beginning sound as *butter*.


2 Identify Alliteration

work time

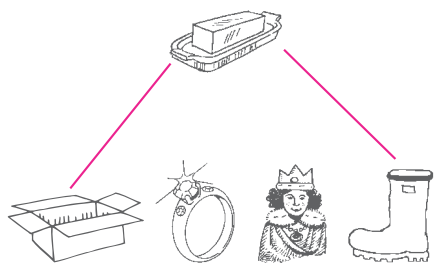
4



5



6



6 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children cannot identify pairs of words with the same initial sounds, work with them individually. Have them first listen and then repeat word pairs, exaggerating the initial sounds.

guide me

Listen for Beginning Sounds Have children look at p. 7 from the Targeted Lessons Student Book. Have them point to the tree with the 7 in it. To find words with the same beginning sound, I say each word slowly and listen for the beginning sound. I think about which beginning sounds are the same. I'm going to say three words. Two of the words have the same beginning sound. One does not. Listen carefully and point to each picture as I say its name.


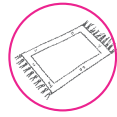

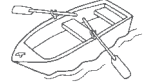
Slowly say *mat*, *mouse*, *boat*, emphasizing the beginning consonant sounds. Listen and pay attention to the beginning sound you hear in each word. I'll say it, and you say it after me. *Mat*. The word *mat* has the beginning sound /m/. *Mouse*. The word *mouse* has the beginning sound /m/. Are the beginning sounds the same? Yes, but let's check the last word. *Boat*. The word *boat* has the beginning sound /b/. *Mat* and *mouse* have the same beginning sound /m/. Circle the pictures of the mat and the mouse.

work time

It's your turn to find words that have the same beginning sound. Put your finger on the flag with the 8 in it. Say the names of the pictures after me: *door*, *yawn*, *yarn*. Find the two pictures whose names have the same beginning sound and circle those pictures. Continue with row 9. Name the pictures: *lamp*, *sock*, *leg*. Have children circle the two pictures that have the same beginning sound /l/.

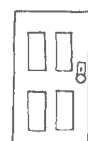


Identify Alliteration 2

guide me









work time

8

9

PHONOLOGICAL AND PRINT AWARENESS 7

TEACHING STRATEGIES

Tongue twisters are a good way to help children hear initial consonants in words. Make up tongue twisters using your students' names, such as: *Carly can catch the cute kitten*.

2 Identify Alliteration

➤ guide me

Produce Alliteration Have children look at p. 8 from the Targeted Lessons Student Book. Have them point to the house with the number 10 in it. We learned earlier that *sun* and *six* have the same beginning sound /s/. There are other words that begin the same as *s-s-sun* and *s-s-six*. I can think of a word: *sock*. What other words do you know that start like *sun*, *six*, and *sock*? (possible responses: *sack*, *sad*, *saw*, *sea*, *sew*, *six*, *ski*, *son*, *sky*)

➤ work time

Find the flower with the number 11 in it. What picture do you see? (bed) Draw a picture of a word that begins like *bed*. (possible responses: *bag*, *bee*, *bell*, *boot*, *bow*, *box*, *boy*, *bug*, *butter*)

Continue by having children draw a picture of a word that begins like *pig*. (possible responses: *pan*, *pen*, *pencil*, *pie*, *pony*, *pot*) Have them do the same for a word that begins like *cup*. (possible responses: *cake*, *camel*, *car*, *cat*, *kite*, *kitten*, *corn*, *cow*)

➤ check for understanding

Today we listened to words that have the same beginning sounds. Listen as I say some pairs of words. If the words have the same beginning sound, shake your head up and down for "yes." If the words do not have the same beginning sound, shake your heads back and forth for "no." Listen: *v-v-van* / *v-v-vine*. (yes) Listen: *n-n-neck* / *ch-ch-chin*. (no) Continue with *yellow/yet*; *zoo/zero*; *finger/watch*.


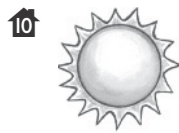
Who can tell me a word that begins with the same sound as *wet*? Help children come up with words, such as *wag*, *walk*, *watch*, *web*, *wig*, *work*.

➤ reflect


Ask children to think about what they learned about beginning sounds of words. Have each child turn to a partner and take turns explaining what they learned about the beginning sounds of words. If time permits, have partners name a word and see how many words they can think of that have the same beginning sound.

2 Identify Alliteration


➤ guide me




➤ work time



The picture name should begin with /b/.



The picture name should begin with /p/.



The picture name should begin with /k/.

8 PHONOLOGICAL AND PRINT AWARENESS

Identify Words in Spoken Sentences

3

Language Objectives

- Identify individual words in a spoken sentence.

Building Literacy

Identifying individual words in spoken sentences is an important step in phonemic awareness.

- It helps children understand that sentences are made up of words.
- Identifying individual spoken words prepares children for identifying individual written words.
- Being able to hear individual words leads to hearing syllables and sounds in words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or using pantomime to make sure the English learners have these words in their vocabulary.

hill	cats	slide
fish	playing	rain
swim	row	duck
children	boat	girl
read	scored	jump
horses	goal	dog
eat	walked	dive
grass	dog	bird
three	climbed	fly



ENGLISH LANGUAGE LEARNERS

Some languages use articles differently than English. For example, the indefinite article *a* (a book) doesn't exist in Chinese, Hmong, Korean, and Vietnamese. The definite article *the* can be omitted in Hmong. Children from these language backgrounds may be confused when asked to recognize articles in English, since they have no translation. Work with children individually to focus on articles, if needed.

➔ show me

Read these lines from a nursery rhyme to children:

Jack and Jill
Went up the hill.

Have children look at the star with the 1 in it on p. 9 of the Targeted Lessons Student Book. Briefly discuss the illustration, telling children that the boy and girl are named Jack and Jill. Reread the lines, having children say the words with you. Then tell them they will count the words. Say the first line, pausing between each word, and use your fingers to count the three words, *Jack and Jill*. **How many words did I say? (3)** Say the next line of the rhyme with me. Count the words with your fingers. Say *went up the hill*, and put up one finger for each word as children do the same. **How many words are in went up the hill? (4)** Today you will learn that a sentence is made up of words. This will help you as you read.

➔ guide me

Identify Words in Spoken Sentences Have children find the apple with the 2 in it. Pay close attention as I say a short sentence. Listen to the words. Say the following, pausing briefly between words. *Fish swim.* How many words did I say? Repeat the sentence, counting the words on your fingers. I counted two words. What words did I say? Have children repeat the sentence aloud: *Fish swim.* Then have them find the picture that matches the sentence. Guide them to circle the picture of the fish swimming.

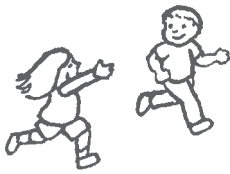
Now put your finger on the fish with the 3 in it. I will say a short sentence. *The children read.* Count the words in the sentence. Repeat the sentence, and have children count the words with their fingers. (3 words) Then guide them to circle the picture of the children reading.

3

Identify Words in Spoken Sentences

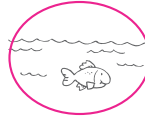


➔ show me

1






➔ guide me

2

3

PHONOLOGICAL AND PRINT AWARENESS 9

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TEACHING STRATEGIES

Taking dictation of children's speech is a good way to help children understand that language is made of individual words. Have children answer a simple fanciful question, such as: **If you could fly, where would you go?** Write down their answer, repeating each word. Point out the space between the words and tell them each group of letters is one word.

12 PHONOLOGICAL AND PRINT AWARENESS

work time

Have children look at p. 10 from the Targeted Lesson Student Book and find the heart with the 4 in it. **I will read a sentence.** Emphasize the individual words as you say the following: *Horses eat grass.* **How many words did I just say?** (3) **Which picture shows this sentence?** Repeat the sentence and have children circle the picture that tells about the sentence. Briefly discuss why the other two pictures don't represent the sentence *Horses eat grass*. Continue similarly with the next row with the hand with the number 5 in it. Say: **Three cats are playing.** **How many words did I just say?** (4) After children have circled the correct picture, briefly discuss what the other pictures show. Put their descriptions into brief sentences, such as *The cat is wet.* and *The cat rides a bike.* Each time, emphasize and count the individual words.

guide me

Find the mug with the 6 in it. **I'm going to say a sentence from a song you know.** Say the following, pausing between words:


Row, row, row your boat.

Repeat the words, and demonstrate putting an X in a box for each word, from left to right to reinforce directionality. Then have children say the sentence with you, putting an X in a box for each word. Repeat the sentence, and have children check their work by counting each X. **How many words are in the sentence?** (5).


3 Identify Words in Spoken Sentences

work time

4



5



guide me

6

X	X	X	X	X
---	---	---	---	---

10 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty distinguishing individual words, make the activity more concrete by using counters for each word. Say the sentences above, enunciating each word separately, and have children push a counter forward for each word you say.

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PHONOLOGICAL AND PRINT AWARENESS

13

work time

Count Words in Spoken Sentences Have children look at p. 11 from the Targeted Lessons Student Book. Have them point to the tree with the 7 in it. *I'm going to read a sentence. Look at the picture. What do you think the sentence will be about? (playing soccer) Put an X in a box from left to right for each word you hear.* Say the following sentence, pausing briefly between words: *Jan scored a goal.* Repeat the sentence, and guide children to put an X in 4 boxes from left to right, one X for each word.

Have children find the flag with the 8 in it, and read the following: *Dean walked his dog.* Have children put an X in a box for each word. Ask how many words are in the sentence. (4 words) Continue similarly with the following sentences, having children put an X in a box for each word, from left to right.

9. *Max climbed up the slide.* (5 words)

10. *It rained hard!* (3 words)

Identify Words in Spoken Sentences **3**

work time

12345

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

PHONOLOGICAL AND PRINT AWARENESS 11

➤ guide me

Have children look at p. 12 in the Targeted Lessons Student Book. Have them point to the flower with the 11 in it. Look at the picture in the box. This time you are going to say the sentence. What do you see? (a duck swimming) Guide children to formulate a sentence about the picture. As needed, edit the sentence to be five words or less. Say your sentence again. Put an X in each box for each word you hear. Say the sentence again. Have children listen and check their work.

➤ work time

Continue by having children say a sentence for each picture. Guide them to keep the sentence to five words or under. For each sentence, have children put an X in a box for each word.

➤ check for understanding


In this lesson, you learned that sentences are made of words. This will help you as you read sentences in books. Let's see what you learned. I'll say a sentence. Use your fingers to count each word I say. Demonstrate raising a finger for each word as you say the following sentences: *We just learned about words.* (5 fingers up) *We worked hard.* (3 fingers up) *We learned a lot!* (4 fingers up)

➤ reflect

Have children turn and talk to a partner about what they have learned. What did you learn about sentences? Why is this good to know? If time permits, challenge partners to say part of a familiar nursery rhyme or song and count the words as they say them.

3 Identify Words in Spoken Sentences


➤ guide me



Answers will vary.				
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➤ work time

12




Answers will vary.				
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13



--	--	--	--	--

14



--	--	--	--	--

12 PHONOLOGICAL AND PRINT AWARENESS

4

Identify and Count Syllables in Spoken Words

Language Objectives

- Identify syllables in spoken words.
- Segment and count syllables in spoken words.

Building Literacy

Knowing about syllables in spoken words is an important step in phonemic awareness.

- Identifying syllables helps children understand that words are made of sounds.
- Segmenting and counting syllables helps children focus on individual parts of words.
- Being able to hear individual syllables in words leads to noticing the sounds of words, or phonemes.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

spider	rocket	elephant
rabbit	rock	dollar
fly	lizard	sandwich
rake	umbrella	nickel
raccoon	table	ladybug
ham	shoes	balloon
hammer		



ENGLISH LANGUAGE LEARNERS

Learning about syllables can help English language learners with pronunciation. Work with individuals to review the words above, modeling the pronunciation of each syllable. Have them repeat each after you. Emphasize the accented syllable and have students do the same.

show me

Have children look at p. 13 from their Targeted Lessons Student Book. Have them point to the star with the 1 in it. **What do you see in the picture?** (a spider) **Look at the picture as I sing the beginning of "The Itsy Bitsy Spider."**

The itsy bitsy spider
climbed up the waterspout.

Ask children to sing with you as you sing the words again. Tell them that today they will be thinking about syllables. **Words have parts called syllables.** Say *spider*, clapping once for each syllable. *Spider has two syllables.* Listen again. Say *spider* again and clap once for each syllable. **How many syllables are in spider?** (2) **Clap with me.** Repeat, saying *spider* several times. Have children clap the syllables with you. Repeat with *itsy*, *bitsy*, and *up*.

guide me


Identify Syllables in Spoken Words Have children point to the apple with the 2 in it. **Point to the pictures as I say their names.** Identify the pictures for children: rabbit, fly. Say *rabbit*, clapping the syllables. **Say rabbit with me and clap the syllables.** **How many syllables are in rabbit?** (2) **Say fly with me and clap the syllables.** **How many syllables are in fly?** (1) **Which word has two syllables?** (rabbit) Guide children to circle the picture of the rabbit.

It's your turn to find the word with two syllables. **Point to the fish with the 3 in it.** Let's name the pictures: *rake*, *raccoon*. Say *rake* and clap the syllables. Say *raccoon* and clap the syllables. Find the word that has two syllables and draw a circle around it. Guide children to determine that *raccoon* has two syllables, clapping each syllable with them as needed.





4

Identify and Count Syllables in Spoken Words

show me



guide me

<p>2</p> 	
<p>3</p> 	

PHONOLOGICAL AND PRINT AWARENESS 13

TEACHING STRATEGIES

If children can't hear the syllables in words, they may need more practice. Have them clap with you as you say several one-syllable words, such as *desk*, *shoe*, *hat*. After you say and clap each word, ask **How many syllables are there in ____?** Repeat with two-syllable words. Use familiar words, such as *pencil*, *crayon*, *paper*.

4 Identify and Count Syllables in Spoken Words

work time







Task 1 Have children look at p. 14 from their Targeted Lessons Student Book and point to the heart with the 4 in it. What are the pictures in this row? (*ham, hammer*) I will say one of the words, clapping the syllables. Find the word and circle it. Say and clap *hammer*. Now, you say and clap the word: *hammer*. How many syllables are in *hammer*? (2) Circle *hammer*. Continue the activity by having children identify the pictures in row 5 (*rocket, rock*). Then guide them to say and clap *rocket*, say how many syllables it has, and circle the rocket.

Task 2 Point to the mug with the 6 in it. What picture do you see by the 6? (*lizard*) Say *lizard*. I will say the word and clap each syllable. Put an X in a box for each syllable you hear. *Liz-ard*. Check that children put an X in two boxes going from left to right. Repeat the word and clap the syllables as needed. How many syllables are in *lizard*? (2)

Continue by saying and clapping *umbrella*, having children put an X in a box for each syllable. How many syllables are in *umbrella*? (3)

4 Identify and Count Syllables in Spoken Words

work time

4		
5		
6		<div>X</div> <div>X</div> <div></div>
7		<div>X</div> <div>X</div> <div>X</div>

14 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Some children may benefit from more kinesthetic activities. Hold your hand flat under your chin. Repeat the word after me. Count how many times your chin touches your hand. That's the number of syllables. Or, have children push a counter forward for each syllable. Then count the counters.




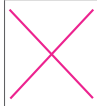
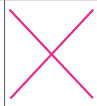



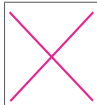
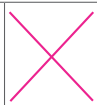
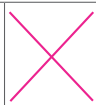



guide me

Count Syllables in Spoken Words Have children look at p. 15 from the Targeted Lessons Student Book. Have them point to the flag with the 8 in it. I will say the picture name, clapping the syllables. Say it after me, putting an X in a box for each syllable you hear. Say and clap *table*. Have children repeat it, guiding them to put an X in a box for each syllable from left to right. Guide children to count their Xs. How many syllables are in *table*? (2)

Now find the kite with the 9 in it. I will say and clap the picture name: *shoes*. Say *shoes*. Put an X in a box for each syllable you hear. Help children understand that even though there are two shoes in the picture, there is only one syllable in the word *shoes*. Continue similarly with *elephant* (3 syllables) and *dollar* (2 syllables).

Identify and Count Syllables in Spoken Words 4

guide me

8				
9				
10				
11				

PHONOLOGICAL AND PRINT AWARENESS 15

4 Identify and Count Syllables in Spoken Words

work time

Have children look at p. 16 from the Targeted Lessons Student Book and point to the mitten with the 12 in it. Say and clap *sandwich*. Have children repeat the word. Put an X in a box for each syllable from left to right. How many syllables are in *sandwich*? (2) Write 2 on the line. If needed, help children write the numerals. Continue the procedure with *nickel*, *ladybug*, and *balloon*.

Which word has the most syllables? (*ladybug*) How many syllables are in *ladybug*? (3)

check for understanding

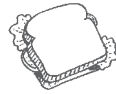
Let's see what you learned about syllables. I will say a word. Clap the syllables as I say it. *Today*. Tell me how many syllables are in *today*. (2) Continue with *night* (1), *jacket* (2), *window* (2), *butterfly* (3). You may wish to continue the activity, using children's first names.

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about syllables and words? If time allows, have partners take turns naming an object in the classroom and counting the syllables in the word.

4 Identify and Count Syllables in Spoken Words


work time

12 

X

X


2

13 

X

X

2


14 

X

X

X

3

15 

X

X

2

16 PHONOLOGICAL AND PRINT AWARENESS

Blend Syllables in Multisyllabic Words

5

Language Objectives

- Blend syllables to form multisyllabic words.

Building Literacy

Blending syllables in words helps children become familiar with word parts.

- Blending word parts helps children understand the concept of a word.
- Learning to blend syllables prepares children for blending individual sounds.
- Blending is a skill that is necessary for reading.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

snowman	teacher	rain
goldfish	children	broom
gold	chicken	kangaroo
goat	tiger	bear
bread	turkey	strawberry
toothbrush	key	straw
tooth	bee	thumb
cape	bag	elephant
cupcake	baby	umbrella
cake	pond	triangle
bell	turtle	tricycle
barn	tulips	anchor
baseball	rabbit	
beach	bib	



ENGLISH LANGUAGE LEARNERS

English language learners who can't produce certain syllables accurately may not have one or more of the sounds in their native language. For example, the sound /r/ in the featured words in this lesson has no equivalent in Spanish, Vietnamese, Cantonese, Hmong, Filipino, or Korean. Work one-on-one to help with specific sounds.

➔ show me

Read this sentence to children:

We made a funny snowman out of big snowballs.

Have children point to the star with the 1 in it on p. 17 of the Targeted Lessons Student Book. Briefly discuss the illustration and how a snowman is made. *We can break long words into syllables, or parts. Listen as I say the two syllables in snowman. Slowly say the syllables: snow . . . man. Now I will blend the two syllables together to say the whole word: snow . . . man, snowman.* Reread the sentence. *Listen as I say two syllables: funn . . . y. You say it: funn . . . y. Now say the whole word. (funny)* Repeat with *snow . . . balls, snowballs.* Practicing blending syllables will help you learn to blend sounds when you read.

➔ guide me


Blend Syllables in Compound Words Have children point to the apple with the 2 in it. *Point to each picture as I say the name: goldfish, gold, goat.* Listen closely as I say the syllables of a word: *gold . . . fish.* I blend the two syllables to say the whole word: *goldfish.* Say it with me: *gold . . . fish, goldfish.* Circle the picture of the goldfish.

Now put your finger on the fish with the 3 in it. *Point to each picture as I say the name: bread, toothbrush, tooth.* I'll say the two syllables of a word. Blend them together to make a new word. Say the following, pausing between the syllables: *tooth . . . brush.* *Now say the whole word.* Guide children to say *toothbrush.* Then have them circle the picture of the toothbrush.







5

Blend Syllables in Multisyllabic Words

➔ show me



➔ guide me

<p>2</p> 		
<p>3</p> 		

PHONOLOGICAL AND PRINT AWARENESS 17

TEACHING STRATEGIES

Blending compound words is a good way to introduce blending because children can recognize the individual words as well as the compound. If children have difficulty blending, provide more practice. Use compounds made of one-syllable words, such as *upstairs, popcorn, breakfast, skateboard, eyelash.* Say each syllable and have children blend the two parts to make the compound word.

work time

Have children look at p. 18 from the Targeted Lessons Student Book and point to the heart with the 4 in it. **Point to each picture as I say the name: *cape, cupcake, cake*. I will say the two syllables of a word. Blend the syllables together to make the word. Pause between the syllables as you say the following: *cup . . . cake*. Blend the syllables together to make a new word. What word did you make? (*cupcake*) Which picture shows the word?** Repeat the syllables, then guide children in blending to say *cupcake*. **Circle the picture of the word you made.** Continue similarly with the next row: *bell, barn, baseball*. Have children blend the syllables *base . . . ball* and circle the picture that shows the word.

guide me

Blend Syllables in Non-Compound Words **Point to the mug with the 6 in it. I'm going to say a sentence. Say the following sentence, segmenting the syllables in *teacher*: I'm a teach . . . er. Listen: *teach . . . er*. Blend the syllables. What word did you make? Find the picture of the word and circle it.** Guide children to circle the teacher.

Point to the tree with the 7 in it. I'm going to say a sentence. Say the following sentence, segmenting the syllables in *children*: You are chil . . . dren. Listen: *chil . . . dren*. Blend the syllables. What word did you make? Find the picture of the word and circle it. Guide children to circle the children.

5 Blend Syllables in Multisyllabic Words

work time

4




5




guide me

6



7



18 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Children may find blending non-compound words more difficult. To help, begin by pausing entirely between syllables, then pause only briefly, then blend the syllables to make the word: *chil . . . dren, chil-dren, children*.

work time








Have children look at p. 19 from the Targeted Lessons Student Book. Help children name the pictures: *tiger, turkey, key, bee, bag, baby, pond, turtle, tulips, rabbit, bib, rain*. Point to the flag with the 8 in it. I will say the two syllables of a word: *tur . . . key*. Blend the syllables. What word did you make? Find the picture of the word and circle it. (turkey)

Continue by having children blend each of the following segmented words and circle the corresponding picture:

9. *ba . . . by, baby*.
10. *tur . . . tle, turtle*.
11. *rab . . . bit, rabbit*.

Blend Syllables in Multisyllabic Words **5**

work time

8			
9			
10			
11			

PHONOLOGICAL AND PRINT AWARENESS 19

guide me

Blend Syllables in Longer Words Have children look at p. 20 in the Targeted Lessons Student Book. Help children name the pictures: *broom, kangaroo, bear, strawberry, straw, thumb, elephant, umbrella, triangle, tricycle, anchor*. Have them point to the mitten with the 12 in it. **Listen as I say a word with three syllables: *kan . . . ga . . . roo*. Blend the syllables. What word did you make?** Guide children to blend the syllables to say the word *kangaroo*. **Find the picture that shows the kangaroo and circle it.**

work time

Point to the butterfly with the 13 in it. **Listen as I say a word with three syllables: *straw . . . ber . . . ry*. Blend the syllables.** Guide children as they blend the syllables to make *strawberry*. **What word did you make? (*strawberry*) Circle the picture that shows the word.**

Continue by having children blend each of the following segmented words and circle the corresponding picture:

14. *um . . . brel . . . la, umbrella.*

15. *tri . . . an . . . gle, triangle.*

check for understanding



In this lesson, you blended syllables to make words. **Listen as I say the syllables of some words. Blend them together and say the whole word. *Pop . . . corn*. (*popcorn*)** Continue with these segmented words: *in . . . side, inside; por . . . cu . . . pine, porcupine; yes . . . ter . . . day, yesterday.*

reflect




Have children turn and talk to a partner about what they have learned. **What did you learn about blending syllables?** If time permits, challenge partners to take turns saying the syllables of familiar words while the other child blends the syllables to say the word.


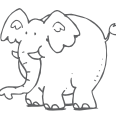

5 Blend Syllables in Multisyllabic Words

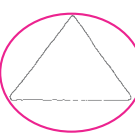


guide me

12



work time

13




14




15




20 PHONOLOGICAL AND PRINT AWARENESS

6

Segment Syllables in Multisyllabic Words

Language Objectives

- Identify syllables in multisyllabic spoken words.
- Segment and count syllables in multisyllabic spoken words.

Building Literacy

Being able to segment multisyllabic words into syllables is an important aspect of phonemic awareness.

- Segmenting multisyllabic words into syllables helps children hear the sounds in longer words.
- Segmenting and counting syllables helps children focus on individual parts of words.
- Being able to hear individual syllables in words leads to noticing and identifying phonemes in words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

clock	robot
basketball	potatoes
puppet	computer
jacket	helicopter
envelope	alligator
butter	caterpillar
butterfly	kangaroo
bake	aquarium
bakery	elevator
dinosaur	



ENGLISH LANGUAGE LEARNERS

Be aware that over-enunciating the syllables in some words can distort the word's pronunciation. For example, the word *camera* has three syllables: *cam . . . er . . . a*, but we are more likely to pronounce two: *cam . . . ra*. After segmenting words, be sure to blend them for ELLs. Point out any words in which the pronunciation of the blended syllables is different from the individual syllables.

show me

Have children look at the top of p. 21 from their Targeted Lessons Student Book and point to the 1. **What do you see in the picture?** (a clock) Say these lines from the nursery rhyme "The Clock."

There's a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

Ask children to say the rhyme with you. **What do you know about syllables?** Review that syllables are word parts and that we can separate words into syllables. **We learned that one way to figure out how many syllables are in a word is to clap for each part we hear.** Say *little*, clapping once for each syllable: *lit . . . tle*. Ask children to say *little* with you, clapping once for each syllable. Repeat. **How many syllables are in *little*?** (2) Continue with *clock* and *schoolroom*.

guide me

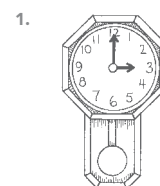
Segment Syllables in Two- and Three-Syllable Words

Have children point to the 2. **Point to each picture as I name it: *basketball*, *puppet*.** Say *basketball*, clapping the syllables (*bas . . . ket . . . ball*). **Say and clap *basketball* with me.** How many syllables are in *basketball*? (3) **Say and clap *puppet* with me (*pup . . . pet*).** How many syllables are in *puppet*? (2) **Which word has three syllables: *bas . . . ket . . . ball* or *pup . . . pet*?** Guide children to circle the picture of the basketball.

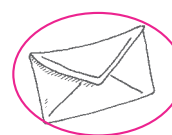
Point to the 3. **Point to each picture as I name it: *jacket*, *envelope*.** Now you say *jacket*, clapping each syllable: *jack . . . et*. Clap with children as they say the word. **Say *envelope*, clapping each syllable: *en . . . ve . . . lope*.** Clap with children as they say the word. **Which word has three syllables: *jack . . . et* or *en . . . ve . . . lope*?** Circle it. Guide children to understand that *envelope* has three syllables.

Segment Syllables in Multisyllabic Words

show me



guide me



PHONOLOGICAL AND PRINT AWARENESS 21

TEACHING STRATEGIES

If children have difficulty clapping the syllables, practice clapping two-syllable words. Say the words slowly, emphasizing the syllables and clapping once for each. Repeat, and have children clap and say the syllables with you. Ask them to identify the number of syllables. Use familiar words such as *little*, *today*, *outside*, and *flower*.

work time


Task 1 Have children look at p. 22 from their Targeted Lesson Student Book and point to the 4. **What are the pictures in this row?** (*butter, butterfly*) **I will say one of the words, clapping the syllables.** Say and clap the syllables of *butterfly* (*but . . . ter . . . fly*). **Now, you say and clap the word: *butterfly*.** How many syllables did you clap? (3) **Circle the butterfly.** Continue with the next row (*bake, bakery*). Then say and clap the syllables of *bakery* (*bak . . . er . . . y*). Guide children to circle the picture of the bakery.

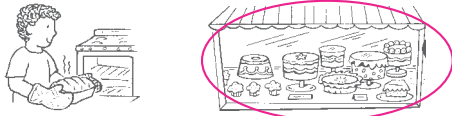
Task 2 Point to the 6. **What picture do you see by the 6?** (dinosaur) **I will say the word and clap each syllable. Put an X in a box for each syllable you hear.** *Di . . . no . . . saur.* Check that children put an X in three boxes going from left to right. Repeat the word and clap the syllables as needed. **Count your Xs.** How many syllables are in *di . . . no . . . saur*? (3)


Continue the procedure with 7, saying and clapping *robot* (*ro . . . bot*). How many syllables are in *ro . . . bot*? (2)

6 Segment Syllables in Multisyllabic Words

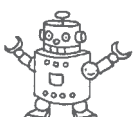
work time

4. 

5. 

6. 

X	X	X
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7. 

X	X	
---	---	--

22 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Singing familiar songs may help some children hear the syllables in words. For example, sing "Row, Row, Your Boat" with children. Clap once for each syllable. First, sing the entire song with children clapping once for the one-syllable words, then twice for *gently*, and three times for *merrily*. Repeat a word from the song and have children identify how many syllables they heard. Repeat with other familiar songs as needed.

guide me

Segment Syllables in Multisyllabic Words Have children look at p. 23 from the Targeted Lessons Student Book. Have them point to the 8. I will say the picture name, clapping the syllables. Say it with me, putting an X in a box for each syllable you hear. Say and clap *potatoes* (po . . . ta . . . toes). Guide them to put an X in a box for each syllable from left to right. Then have them count the Xs. How many syllables are in po . . . ta . . . toes? (3) Have them write 3 on the line.


Now put your finger on the 9. I will say and clap the picture name: com . . . pu . . . ter. Say *computer*, clapping for each syllable. Put an X in a box for each syllable you hear. Count the Xs. Write the number of syllables on the line. (3)

work time

Task 1 Tell children that some words have four, five, or even more syllables. They can count the syllables the same way, by clapping each syllable they hear. Have children point to the 10. Say and clap *helicopter* (hel . . . i . . . cop . . . ter). Then have children say and clap with you. Say and clap the word one more time and tell children to put an X in a box for each syllable from left to right. Count your Xs. How many syllables are in *helicopter*? (4) Write the number 4 on the line. Continue the procedure with *alligator* (al . . . li . . . ga . . . tor).


Segment Syllables in Multisyllabic Words **6**

guide me

8. 

X	X	X	
---	---	---	--


 3

9. 

X	X	X	
---	---	---	--


 3

work time

10. 

X	X	X	X
---	---	---	---

 4

11. 

X	X	X	X
---	---	---	---

 4

PHONOLOGICAL AND PRINT AWARENESS 23

6 Segment Syllables in Multisyllabic Words

Task 2 Have children turn to page 24 of the Targeted Lessons Student Book. Have them point to the 12. Say and clap the syllables of *caterpillar* (cat . . . er . . . pil . . . lar). Then have children say and clap cat . . . er . . . pil . . . lar with you. Say and clap the word one more time, and tell children to put an X in a box for each syllable from left to right. Put an X in a box for each syllable you hear. How many syllables are in cat . . . er . . . pil . . . lar? (4) Continue with *kangaroo* (kan . . . ga . . . roo, 3), *aquarium* (a . . . quar . . . i . . . um, 4), and *elevator* (el . . . e . . . va . . . tor, 4).

check for understanding


Let's see what you learned about syllables. I will say a word. Clap the syllables as I say it: *vanilla* (va . . . nil . . . la). How many syllables are in *vanilla*? (3) Continue with *animal* (an . . . i . . . mal, 3), *funny* (fun . . . ny, 2), *remember* (re . . . mem . . . ber, 3), *impossible* (im . . . pos . . . si . . . ble, 4).

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about syllables and words? How is finding syllables in long words the same as finding syllables in short words? If time permits, have partners look through a picture book or picture dictionary, taking turns naming a picture and counting the syllables.

6 Segment Syllables in Multisyllabic Words

work time


12. 

X

X

X

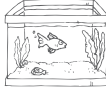
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13. 

X

X

X

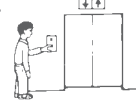
14. 

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24 PHONOLOGICAL AND PRINT AWARENESS

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30 PHONOLOGICAL AND PRINT AWARENESS

Blend Onsets and Rimes

7

Language Objectives

- Blend onsets and rimes to form one-syllable spoken words.
- Segment onsets and rimes of one-syllable spoken words.

Building Literacy

Blending onsets and rimes in words helps children become familiar with word parts.

- Identifying onsets and rhymes helps children hear sounds in words.
- Learning to blend and segment onsets and rimes helps children pay attention to initial phonemes.
- Recognizing onsets and rimes is important preparation for phonics instruction.

Focus on Language

These English words are featured in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

moose	bug	shell
lamb	fin	men
fox	pin	map
cow	chin	zoo
deer	boat	zero
hen	goat	zip
heart	coat	wave
peach	clock	wig
peas	lock	pig
dime	block	tube
dog	well	tooth
bus	bell	tub



ENGLISH LANGUAGE LEARNERS

English language learners may be unfamiliar with some consonant sounds and therefore may have difficulty identifying and blending onsets. For example, the English sound /d/ is not found in Cantonese, Korean, and Mandarin, so speakers of those languages might substitute the sound /t/ for /d/. Also, the English sound /z/ is not found in several languages. Although many English learners will be able to pronounce the sound /z/, Cantonese speakers might substitute the sound /s/ while Mandarin speakers might substitute the sound /ts/. Work one-on-one with children to help them pronounce specific sounds.

➔ show me

Read this sentence to children:

The moose marched through the mud.

Have children point to the 1 on p. 25 of the Targeted Lessons Student Book. Briefly discuss the illustration, describing the moose as needed. Listen while I say the first sound in a word and then the rest of the word: /m/ -oose. Then I will put the parts together and say the word: /m/ -oose, moose. Say it with me: /m/ -oose, moose. Reread the sentence. Listen to this word: /m/ -arch. What is the word? Yes, the word is march. Repeat with /m/ -ud, mud. Learning to break a word into parts and then blend them will help you sound out words when you read.

➔ guide me

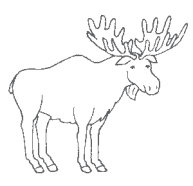
Blend Onsets and Rimes Have children point to the 2. Point to each picture as I say the name: lamb, fox. Listen closely as I say the parts of a word: /l/ -amb. I blend the parts to say the whole word: /l/ -amb, lamb. Say it with me: /l/ -amb, lamb. Which picture shows a lamb? Circle the picture of the lamb.

Now put your finger on the 3. Point to each picture as I say the name: cow, deer. I'll say the two parts of a word: /k/ -ow. What is the word? Guide children to say cow. Have them circle the picture of the cow.


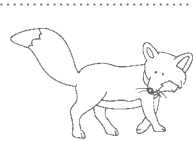
7



Blend Onsets and Rimes

➔ show me

1. 

➔ guide me

2.  

3.  

PHONOLOGICAL AND PRINT AWARENESS 25

TEACHING STRATEGIES

If children have difficulty blending onsets and rhymes to make words, have them first say the whole word, then break the word into onset and rime, and then blend the word and say it again. Use words familiar to children. Using the word in a sentence first can help children deduce meaning. Once they have blended the parts of the word together, invite them to use the word in a sentence of their own.



work time

Blend Onsets and Rimes Have children look at p. 26 from the Targeted Lesson Student Book and point to the 4. Point to each picture as I name it: *hen, heart*. I will say the first sound in a word and then the rest of the word: /h/ -en. Blend the parts together. What is the word? Circle the picture that shows the word. Continue similarly with 5–7:

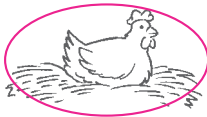

5. *peach, peas, /p/ -each.*



6. *dime, dog, /d/ -ime.*



7. *bus, bug, /b/ -ug.*



7 Blend Onsets and Rimes

work time

4.  

5.  

6.  

7.  

26 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Children may benefit from more tactile work. Provide them with 1- by 1-inch squares of paper, and 1- by 2-inch rectangles. Tell them the squares represent the first sound of a word, and the rectangle represents the rest of the word. Have children place the square and rectangle side-by-side, and then separate them slightly. Say /s/ -it. Repeat it, and have children run their fingers under the square for the onset /s/ and then under the rectangle for the rime -it. Then say the blended word, *sit*. Have children say it with you as they slide the square and rectangle together. Continue with one-syllable words such as *less, mix, five, and job*.

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PHONOLOGICAL AND PRINT AWARENESS

33

➤ guide me

Blend Onsets and Rimes Have children look at p. 27 from the Targeted Lesson Student Book. **Point to the 8.** Identify the pictures: *fin, pin, chin*. **What do you notice about these words?** (They rhyme.) **Now listen while I say the first sound in one of these words and then the rest of the word:** /p/ -in. **Blend the word parts. What is the word?** Help children find and circle the pin.

➤ work time

Point to the 9. Identify the pictures: *boat, goat, coat*. **Listen while I say the first sound in one of these words and then the rest of the word:** /b/ -oat. **Blend the word parts. What is the word?** **Circle the picture.** Continue similarly with 10–11:

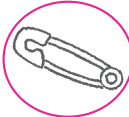

10. *clock, lock, block, /l/ -ock.*

11. *well, bell, shell, /sh/ -ell.*

Blend Onsets and Rimes **7**



➤ guide me

8.







➤ work time

9.







10.





11.

PHONOLOGICAL AND PRINT AWARENESS 27

guide me

Segment Onsets and Rimes Have children look at p. 28 in the Targeted Lessons Student Book. Have them find the 12. Listen while I say the first sound in a word and then the rest of the word: /m/ -ap. Now you do it. (/m/ -ap) Now put the parts together and say the word. (/m/ -ap, map) Circle the picture that shows a *map*. (Pictures are *men*, *map*.)

work time

Point to the 13. Help children name the pictures in the row. (*zoo*, *zero*, *zip*) Listen: *zip*. Say the first sound and then the rest of the word. (/z/ -ip) Now put the parts together and say the word. (/z/ -ip, zip) Circle the picture that shows the word. Continue the procedure for 14: *wig* (pictures are *wave*, *wig*, *pig*) and 15: *tube* (pictures are *tube*, *tooth*, *tub*).

check for understanding

In this lesson, you learned to blend word parts in words. You blended the first sound and the rest of the word. Blend these words: /n/ -ice, (*nice*); /s/ -ent (*sent*); /g/ -ave, (*gave*). Then say words and have children segment each into onset and rime: *day* (/d/ -ay), *seat* (/s/ -eat), *pull* (/p/ -ull).

reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about word parts?** If time permits, challenge partners to take turns saying the onset and rime of a familiar word for the partner to blend.

7 Blend Onsets and Rimes


guide me

12.





work time

13.





14.





15.





28 PHONOLOGICAL AND PRINT AWARENESS

8

Blend Phonemes in Three-Phoneme Words

Language Objectives

- Blend spoken phonemes in spoken three-phoneme words.

Building Literacy

Blending phonemes in three-phoneme words helps children hear and blend the individual sounds, or phonemes, in a word.

- Blending phonemes helps children understand that spoken words are made up of sequences of sounds.
- Blending individual phonemes is good preparation for learning letter-sounds.
- Blending speech sounds to make words helps children learn to decode words.

Focus on Language

These English words are featured in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

man	nut	pig
thumb	knife	wig
dog	ship	win
bone	wash	bag
home	rat	rag
box	run	bat
bike	beak	vet
map	bed	jet
mug	cube	van
sun	cub	tail
fan	cap	toes
hive	cat	tape
hill		



ENGLISH LANGUAGE LEARNERS

English language learners may be unfamiliar with some English vowel sounds and therefore may have difficulty as they learn to blend three-phoneme words. For example, the vowel sound /i/ may cause difficulty in this lesson because there is no equivalent in Spanish, Vietnamese, Hmong, Korean, and Mandarin. Similarly, the English sound /e/ has no equivalent in Spanish, Vietnamese, Hmong, and Mandarin. Work one-on-one to help children pronounce specific sounds.

show me

Sing this familiar song to children:

This old man, he played one,
He played knick-knack on my thumb;
With a knick-knack paddywhack
Give a dog a bone,
This old man came rolling home.

Have children point to the 1 on p. 29 of the Targeted Lessons Student Book. Read or sing the first line of the song. Listen to the sounds in this word: /m/ /a/ /n/. Say them with me: /m/ /a/ /n/. Now I will blend the sounds together to say the word: /m/ /a/ /n/, *man*. Now you try it with me: /m/ /a/ /n/, *man*. Continue with /th/ /u/ /m/, *thumb* in the second line; /d/ /o/ /g/, *dog* and /b/ /o/ /n/, *bone* in the fourth line; and /h/ /o/ /m/, *home* in the last line.

guide me

Blend Phonemes in Three-Phoneme Words Have children point to the 2. What two pictures do you see? (*box, bike*) Listen to the sounds in this word: /b/ /o/ /ks/. Say them with me: /b/ /o/ /ks/. Now say the sounds more quickly: /b/ /o/ /ks/. What is the word? (*box*) Circle the picture of the box.



Now put your finger on the 3. Point to each picture as I say the name: *map, mug*. Listen to the sounds in this word: /m/ /u/ /g/. Say them with me: /m/ /u/ /g/. Blend the sounds together to say the word. Guide children to blend and say *mug*. Have them circle the picture of the mug.

8

Blend Phonemes in Three-Phoneme Words

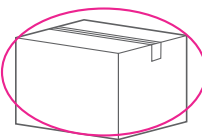

show me

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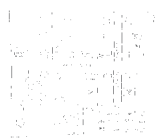




guide me

2.

3.

PHONOLOGICAL AND PRINT AWARENESS 29

TEACHING STRATEGIES

If children have difficulty blending phonemes, work with them one-on-one. Say the individual phonemes first slowly, then more quickly, and finally blended to make the word. Have children chime in with you, or repeat after you. Use additional three-phoneme words for practice, such as *race, tag, kick, and hot*.



work time

Have children look at p. 30 from the Targeted Lessons Student Book and point to the 4. **Listen while I say the sounds of a word: /f/ /a/ /n/. Now you say them. Blend the sounds. What word did you make? (fan) Circle the picture that shows the word.** As needed, guide children to blend *fan* and circle the fan. Work toward having children blend the sounds independently and choose the picture on their own. Continue similarly with 5–7:


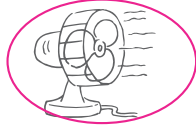
5. hive, hill. Blend the sounds /h/ /i/ /l/.

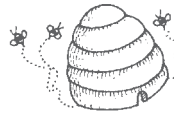

6. nut, knife. Blend the sounds /n/ /u/ /t/.



7. ship, wash. Blend the sounds /w/ /ô/ /sh/.

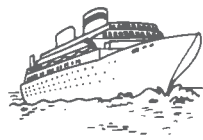

8 Blend Phonemes in
Three-Phoneme Words

work time

4.  

5.  

6.  

7.  

30 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Provide each child with three squares of paper, each square representing one sound. Have children place the squares side-by-side, separating them slightly. Say the phonemes of a three-phoneme word, for example: /m/ /ā/ /k/. Repeat and have children point to a square for each phoneme. Then say the blended word, *make*. Have children say it with you as they slide the squares together. Continue with other three-phoneme words such as *job*, *page*, *put*, and *shop*.

guide me

Have children turn to p. 31 in the Targeted Lessons Student Book and point to the 8. Listen while I say the sounds of a word: /r/ /a/ /t/. Now blend the sounds. What word do you make? (rat) Look at the pictures. Which one shows a rat? Circle the picture of the rat.

work time

Have children point to the 9. The pictures in this row show a beak and a bed. Listen while I say the sounds of a word: /b/ /ē/ /k/. Now blend the sounds. What word did you make? Circle the picture that shows the word you made. Continue similarly with items 10 and 11:


10. Pictures: cube, cub. Blend the phonemes /k/ /u/ /b/, *cub*.

11. Pictures: cap, cat. Blend the phonemes /k/ /a/ /p/, *cap*.

Blend Phonemes in
Three-Phoneme Words 8


guide me

8.




work time


9.



10.



11.



PHONOLOGICAL AND PRINT AWARENESS 31

➤ guide me

Have children look at p. 32 in the Targeted Lessons Student Book. Have them find the 12. Now you will have three pictures to choose from. The pictures in this row show *pig*, *wig*, and *win*. Listen closely while I say the sounds of a word: /w/ /i/ /g/. Say the sounds with me. Now blend the sounds to make a word. Circle the picture that shows the word. (*wig*)

➤ work time

Point to the 13. Have children name the pictures. (*bag*, *rag*, *bat*) Listen: /b/ /a/ /t/. Say the sounds with me, /b/ /a/ /t/. Blend the sounds to make a word. Circle the picture that shows the word. (*bat*) Continue with:

14. Pictures: *vet*, *jet*, *van*. Blend the phonemes /v/ /e/ /t/, *vet*.

15. Pictures: *tail*, *toes*, *tape*. Blend the phonemes /t/ /ā/ /p/, *tape*.

➤ check for understanding

In this lesson, you learned to blend sounds to make words. Blend these sounds and say the word: /m/ /o/ /m/ (*mom*), /d/ /a/ /d/ (*dad*), /k/ /ō/ /t/ (*coat*), /sh/ /ā/ /p/ (*shape*).

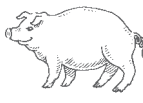


➤ reflect

Have children turn and talk to a partner about what they have learned. What did you learn about blending sounds in words? If time permits, challenge partners to take turns saying the phonemes of their first names and blending the phonemes to say the name.

8 Blend Phonemes in
Three-Phoneme Words



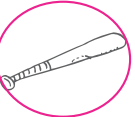
➤ guide me

12.








➤ work time




13.

14.

15.

32 PHONOLOGICAL AND PRINT AWARENESS

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40

PHONOLOGICAL AND PRINT AWARENESS

Language Objectives

- Add and delete syllables in two-syllable words.

Building Literacy

Syllable recognition is a level of phonological awareness that bridges word recognition and phoneme recognition. Manipulating syllables involves deleting and adding syllables to produce new words.

- When deleting from a two-syllable word, children segment the syllables, drop one syllable, and say the remaining word.
- When adding to a one-syllable word, children add a second syllable to the beginning or end of the word and then say the resulting two-syllable word.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or using gestures to make sure the English learners have these words in their vocabulary.

napkin	elbow	baby
nap	bow	sand
monkey	cabbage	sandwich
key	cab	row
pumpkin	pup	robot
pump	puppet	ten
rocket	pen	mitten
rock	pencil	tree
acorn	bee	country
corn		



ENGLISH LANGUAGE LEARNERS

Speakers of monosyllabic languages, including Cantonese, Hmong, Khmer, Korean, and Vietnamese, may have difficulty understanding that two-syllable words are single words. Stress to children that they are working with single words by pointing to a picture and saying the whole word smoothly before segmenting the syllables.

➔ show me

Have children point to the 1 on p. 33 of the Targeted Lessons Student Book. Look at the picture by the 1. This is a napkin. Say *napkin*. Say and clap the syllables: *nap . . . kin*. The word *napkin* has two syllables, *nap* and *kin*. If I drop the last syllable, I get the word *nap*! Say *nap*. Put your finger on the picture for *nap*.

Sometimes when we drop a syllable, we get another word.

➔ guide me

Delete Syllables Have children point to the 3. What does this picture show? Say *monkey*. Say and clap it with me: *mon . . . key*. Now let's drop the first syllable. What word do you get? (*key*) Draw a line from the monkey to the key.

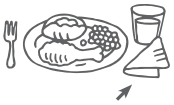
Have children point to the 4. What does this picture show? Say *pumpkin*. Say and clap it with me: *pump . . . kin*. Now let's drop the last syllable. What word do you get? (*pump*) Draw a line from the pumpkin to the pump.

9


Manipulate Syllables

➔ show me

1.

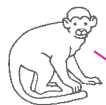



2.




➔ guide me


3.





4.





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PHONOLOGICAL AND PRINT AWARENESS 33

TEACHING STRATEGIES

If children have difficulty manipulating syllables in two-syllable words, using two-syllable compound words can help children more easily identify the syllables. Examples of two-syllable compound words include *raincoat*, *doghouse*, *toothbrush*, *sailboat*, *cookbook*, *doorbell*, and *sidewalk*.

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42 PHONOLOGICAL AND PRINT AWARENESS

work time

Have children look at p. 34 from the Targeted Lessons Student Book. Have them name the pictures they see in the first column (*rocket, acorn, elbow, cabbage*) and in the second column (*corn, cab, rock, bow*).



Say the name of the picture by the 5. Say and clap the syllables with me: *rock . . . et*. Now drop the last syllable of the word. Say the new word. Draw a line from the rocket to the new word.

Continue the procedure by dropping a from *acorn* to make *corn*, *el* from *elbow* to make *bow*, and *bage* from *cabbage* to make *cab*.



9 Manipulate Syllables

work time



5.



6.

7.

8.

34 PHONOLOGICAL AND PRINT AWARENESS

➔ guide me

Add Syllables Have children point to the 9 on p. 35 of the Targeted Lessons Student Book. Look at the picture by the 9. This is a pup. Say *pup*. If I add *pet* to the end of *pup*, I get the word *puppet*! Say *puppet*. Put your finger on the picture of the *puppet*.

Sometimes when we add a syllable to a word, we get another word.


Have children point to the 11. What does this picture show? Say *pen*. Now let's add the syllable *cil* to the end of *pen*. What word do you get? Yes, the new word is *pencil*. Draw a line from the pen to the pencil.

Have children point to the 12. What does this picture show? Say *bee*. Now let's add the syllable *bay* to the beginning of *bee*. What word do you get? Yes, the new word is *baby*. Draw a line from the bee to the baby.


Manipulate Syllables **9**

➔ guide me


9.




10.




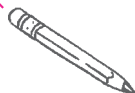
11.





12.





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PHONOLOGICAL AND PRINT AWARENESS **35**

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TEACHING STRATEGIES

Both deletion and addition activities in this lesson result in words. Children might also enjoy creating nonsense words by deleting and adding syllables. For example, delete *rock* from the beginning of *rocket* to make *et* or add *row* to the beginning of *sand* to make *rosand*.

work time

Have children look at p. 36 from the Targeted Lessons Student Book. Have them name the pictures they see in the first column (sand, row, ten, tree) and in the second column (robot, country, sandwich, mitten).

Say the name of the picture by the 13. (sand) Now add the syllable *wich* to the end of *sand*. What word do you get? Draw a line from the sand to the new word. Continue the procedure, adding *bot* to the end of *row* to make *robot*, *mit* to the beginning of *ten* to make *mitten*, and *cun* to the beginning of *tree* to make *country*.

check for understanding

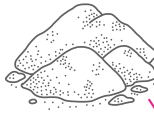
In this lesson, you separated words into their syllables. Sometimes you dropped a syllable from a word to make another word. Sometimes you added a syllable to make another word. Say and clap *pilot*. (*pi . . . lot*) What do you get when you drop the last syllable? (*pie*) Say the word *win*. What do you get when you add *doe* to the end of *win*? (*window*)


reflect


Have children turn and talk to a partner about what they have learned. What did you learn about saying the syllables of a word? If you drop a syllable from a word, what might you get? If you add a syllable to a word, what might you get? If time permits, challenge pairs to take turns saying a word and having their partner drop or add a syllable. Allow children to create nonsense words.


9 Manipulate Syllables

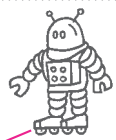
work time


13. 


14. 


15. 

16. 









36 PHONOLOGICAL AND PRINT AWARENESS

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10

Segment Three-Phoneme Words

Language Objectives

- Segment the phonemes of three-phoneme words.

Building Literacy

Segmenting phonemes involves breaking a word into its separate sounds.

- Segmenting contributes to beginning-level reading and spelling skills.
- Segmenting is preparation for instruction and practice with individual sounds.
- In order to write a word, children must first break the word into its phonemes, or component sounds. Then children must choose the letters that represent those sounds.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or using gestures to make sure the English learners have these words in their vocabulary.

pet	leg	hit
dog	peach	soap
cat	nine	sock
fan	cup	dad
moose	sun	chain
rain	walk	tooth
boat		



ENGLISH LANGUAGE LEARNERS

English language learners who can't produce certain English sounds accurately may have trouble segmenting the phonemes of English words. For example, the English sound /r/ is not found in Spanish, Vietnamese, Cantonese, Hmong, Filipino, or Korean. Have children look closely at your lips as you segment sounds.

➤ show me

Have children point to the 1 on p. 37 of the Targeted Lessons Student Book. What do you see in the picture? A dog makes a good pet. Listen to the sounds in *dog*: /d/ /o/ /g/. Hold up a finger for each sound as you say the word. The word *dog* has three sounds: /d/ /o/ /g/.

A cat makes a good pet too. Listen to the sounds in *cat*: /k/ /a/ /t/. Hold up a finger for each sound as you say the word again. The word *cat* has three sounds: /k/ /a/ /t/. Who has a pet? Listen to the sounds in *pet*: /p/ /e/ /t/. Hold up a finger for each sound as you say the word again. How many sounds did you hear in *pet*? I held up three fingers: one for each sound in *pet*: /p/ /e/ /t/.

➤ guide me


Segment Sounds Have children point to the 2. What picture do you see by the 2? (a fan) Listen closely as I say the sounds in *fan*: /f/ /a/ /n/. Now say the sounds with me: /f/ /a/ /n/. Now say the three sounds in *fan* by yourself. (/f/ /a/ /n/) Fill in a circle for each sound you hear as you say the sounds in *fan*.

Put your finger on the 3. This picture shows a moose. Listen closely as I say the sounds in *moose*: /m/ /ü/ /s/. Now say the three sounds with me: /m/ /ü/ /s/. Now say the three sounds in *moose* by yourself. (/m/ /ü/ /s/) Fill in a circle for each sound you hear as you say the sounds in *moose*.


10

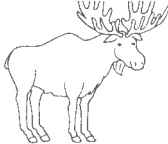
Segment Three-Phoneme Words

➤ show me

1.


➤ guide me

2.

● ● ●

3.

● ● ●

PHONOLOGICAL AND PRINT AWARENESS 37

TEACHING STRATEGIES

Be sure children can identify the pictures and are familiar with the words that name them. It is difficult to segment sounds in an unfamiliar word. If needed, give a definition or use the word in a sentence to familiarize children with the word.



work time

Have children look at p. 38 from the Targeted Lesson Student Book. Have them name the pictures they see on the page: *rain, boat, leg, peach, nine, cup*. I will say the name of each picture. Listen closely. Under the picture, fill in a circle for each sound you hear in the word as you say the sounds.

rain (/r/ /ā/ /n/)

boat (/b/ /ō/ /t/)

leg (/l/ /e/ /g/)

peach (/p/ /ē/ /ch/)

nine (/n/ /ī/ /n/)

cup (/k/ /u/ /p/)

If children have difficulty segmenting the sounds in a word, repeat the word and have children try again. If they still have difficulty, segment the word into its three sounds and have children repeat after you.

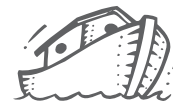
10 Segment Three-Phoneme Words

work time

4.



5.



6.



7.



8.



9.



TEACHING STRATEGIES

Having children move in some way when segmenting sounds in a word can help them separate the sounds as well as count them. Making tic marks, moving counters or small toys, or tapping their fingers are some ways children can use kinesthetic learning to reinforce segmenting.

➤

guide me

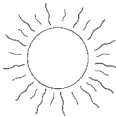
Have children point to the 10. What picture do you see by the 10? (the sun) Listen closely as I say the sounds in *sun*: /s/ /u/ /n/. Now say the sounds with me: /s/ /u/ /n/. Now let's say the sounds again. This time, for each sound you say, make a mark in one of the boxes. Say it with me: /s/ /u/ /n/. Count your marks. How many sounds did you hear? (three)

Now put your finger on the 11. This picture shows a boy taking a walk. Listen closely as I say the sounds in *walk*: /w/ /ò/ /k/. Now say the sounds with me: /w/ /ò/ /k/. Now make a mark in one of the boxes each time you say a sound: /w/ /ò/ /k/. Count your marks. How many sounds did you hear? (three)

Continue the procedure with *hit* and *soap*. For each picture, have children listen to the segmented word and then segment it themselves as they make a mark in each box. Guide children to determine the number of sounds in each word.

Segment Three-Phoneme Words10


➤ guide me

10.

✓

✓


✓

11.

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12.

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13.

✓

✓

✓

PHONOLOGICAL AND PRINT AWARENESS39

➤

work time

Have children look at p. 40 from the Targeted Lesson Student Book. Help them name the pictures on the page: *sock, dad, chain, tooth*. Point to the 14. Say the name of the picture. Then say each sound you hear in the word. For each sound, make a mark in a box. Instruct children to continue this procedure for 15–17.

➤

check for understanding

In this lesson, you separated words into their sounds. Listen as I say a word. Then say the sounds of the word: *hop*. (/h/ /o/ /p/) Continue with these words: *boot* (/b/ /ü/ /t/), *had* (/h/ /a/ /d/), *big* (/b/ /i/ /g/), *wait* (/w/ /ā/ /t/).

➤

reflect


Have children turn and talk to a partner about what they have learned. What did you learn about saying the sounds of a word? If time permits, challenge pairs to say a word from the lesson and have the partner segment the word.

10

Segment Three-Phoneme Words

➤ work time

14.




✓

✓

✓

15.




✓

✓

✓

16.




✓

✓

✓

17.



✓

✓

✓

40

PHONOLOGICAL AND PRINT AWARENESS

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Distinguish Long and Short Vowel Sounds

11

Language Objectives

- Identify long and short vowel sounds in one-syllable spoken words.
- Distinguish between long and short vowel sounds in one-syllable spoken words.

Building Literacy

Recognizing and distinguishing between sounds is an important part of readiness for reading.

- Children learn that words are made up of sounds.
- Children learn that some words have similar sounds.
- As children begin to discriminate between sounds in spoken words, they are building a foundation for seeing these words in print.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

ride	fox	cube
nice	rose	bed
bike	fish	leaf
map	pig	jeep
rake	dive	jet
cat	pin	pen
tube	slide	seal
suit	chick	hat
nut	sock	skate
cake	nose	bag
mat	boat	kite
rain	bus	mice
lock	duck	six



ENGLISH LANGUAGE LEARNERS

Some English vowel sounds may not exist in other languages. To help children learn these sounds and distinguish them, help them practice pronouncing the English vocabulary words for the pictures they name.



show me

Read this sentence to children:

Two children ride a nice bike.

Ask children to say the sentence with you. Tell them that there are some words in the sentence that have the same middle sound (*ride, nice, bike*). The words *ride, nice, and bike* all have the middle sound /i/. Have children look at p. 41 in their Targeted Lessons Student Book and point to the number 1. Look at the picture of the children on the bike. Listen to the sentence again. Repeat the sentence, emphasizing the long i words. What words do you hear that have the middle sound /i/? Today you will learn more about words that have the same middle sounds.



guide me

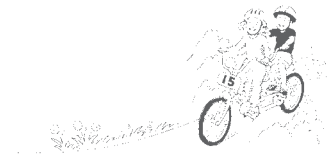
Identify Long and Short Vowel Sounds Have children look at the bottom of p. 41 from the Targeted Lessons Student Book. Have them find the 2 with their fingers. The first picture is a map. Listen while I say the word slowly: /m/ /a/ /p/, *map*. I'm going to say the word again. Listen for the middle sound. Slowly say *map*, emphasizing the middle sound. The word *map* has the middle sound /a/. Listen carefully and point to each picture as I say the name of the other pictures in this row. Say *rake*, emphasizing the vowel sound. What sound do you hear in the middle of *rake*? *Rake* has the sound /ā/ in the middle. Say *map, rake*. Do *map* and *rake* have the same middle sound? No, they don't. Say *cat*, emphasizing the vowel sound. What sound do you hear in the middle of *cat*? *Cat* has the middle sound /a/. Say *map* and *cat*. Do *map* and *cat* have the same middle sound? Yes! The middle sound /a/ is the same in *map* and *cat*. Circle the picture of the cat.

It's your turn to find words that have the same middle sound. Put your finger on the 3. Let's name the first picture in the row: *tube*. What sound do you hear in the middle of *tube*? (/ū/) Put your finger on the other pictures in the row as I say their names: *suit, nut*. Say *tube, suit, nut*. Which picture name has the same middle sound as *tube*? Draw a circle around that picture. Guide children to determine that *tube* and *suit* have the same middle sound: /ū/; *nut* has the middle sound /u/.


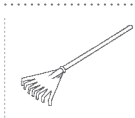
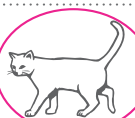
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


Distinguish Long and Short Vowel Sounds

➞ show me

1. 

➞ guide me

2.   

3.   

PHONOLOGICAL AND PRINT AWARENESS 41

TEACHING STRATEGIES

Help children segment the sounds in each word. For example, say: Listen to this word: *map*, /m/ /a/ /p/. How many sounds do you hear? (3) Help them identify the first, middle, and last sounds.


work time


Task 1 Have children look at p. 42 in the Targeted Lessons Student Book and find the 4. **What is the first picture in this row?** (cake) Have children say *cake* and identify the middle sound. Say the names of the other pictures in the row. (*mat, rain*) **Say *mat, rain*.** Ask children to identify the picture that has the same middle sound as *cake* and draw a circle around it. Remind children to say the sounds in each word to help determine the middle sound. Continue the activity by having children name the first picture in row 5 (*lock*) and listen for the middle sound. Have them say the names of the other pictures (*fox, rose*) and circle the picture whose name has the same middle sound as *lock*.

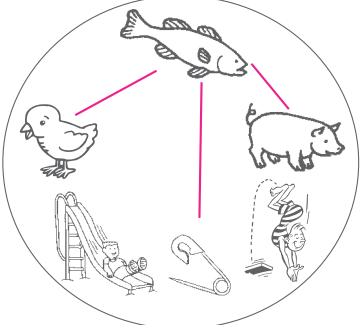
Task 2 Find the 6 and put your finger on it. **What picture do you see by the 6?** That's right, the picture is a fish. **What sound do you hear in the middle of *fish*?** The middle sound in *fish* is /i/. **Now name the other pictures.** (*chick, pig, slide, pin, dive*) Have children draw lines from the fish to the three pictures of words that have the same middle sound as *fish*. (*chick, pig, pin*)

11 Distinguish Long and Short Vowel Sounds

work time

4. 

5. 

6. 

42 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty distinguishing long and short vowel sounds, provide practice with using two or three words where the vowel sound is the only different sound in the word. For example: *pin/pine/pan, lakelack/leak, hate/hat*. For each group of words, segment each word and have children repeat the segmented sounds. Help them identify the beginning and ending sounds that are the same, and the middle sound that is different.





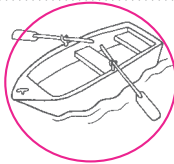
guide me




Distinguish Long and Short Vowel Sounds Have children look at p. 43 from the Targeted Lessons Student Book. Have them find the 7 with their fingers. To find words with the same middle sounds, I say each word slowly and listen for the middle sound. I think about which middle sounds are the same. I'm going to say three words. Two of the words have the same middle sound. One does not. Listen carefully and point to each picture as I say its name. Slowly say *sock*, *nose*, and *boat*, emphasizing the vowel sounds. Listen and pay attention to the middle sound you hear in each word. I'll say it, and you say it after me. *Sock*. The word *sock* has the middle sound /o/. *Nose*. The word *nose* has the middle sound /ō/. Are the sounds /o/ and /ō/ the same? No, they're not. *Boat*. The word *boat* has the middle sound /ō/. *Nose* and *boat* have the same middle sound: /ō/. Color the pictures of the nose and the boat.




It's your turn to find words that have the same middle sound. Put your finger on the 8. Say the names of the pictures after me: *bus*, *duck*, *cube*. Find the two pictures whose names have the same middle sound and color those pictures. Guide children to determine that *bus* and *duck* have the same middle sound: /u/, and *cube* has the middle sound /ū/. Continue with row 9. Name the pictures: *bed*, *leaf*, *jeep*. Guide children to determine that *leaf* and *jeep* have the same middle sound /ē/ and color the pictures; *bed* has the middle sound /e/.

Distinguish Long and Short Vowel Sounds **11**

guide me

7.   

8.   

9.   

PHONOLOGICAL AND PRINT AWARENESS 43

work time

Have children look at p. 44 from the Targeted Lessons Student Book and find the 10. **What are the pictures in this row?** (*jet, pen, seal*) Have children say each picture name and listen for the middle sound. Then have them identify the two pictures whose names have the same middle sound and color those pictures. Continue the activity by having children name the pictures in row 11 (*hat, skate, bag*) and row 12 (*kite, mice, six*). For each row, have children listen for the middle sound in the picture names and color the two pictures whose names have the same middle sound.

check for understanding

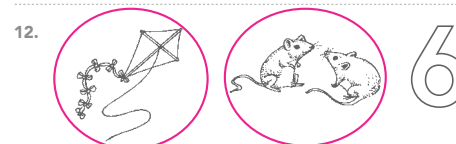
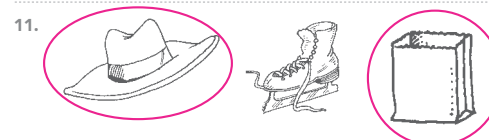
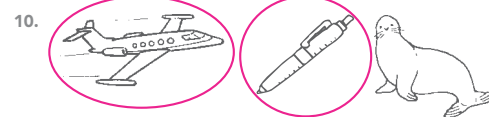
Let's see what you learned about listening for middle sounds. I'm going to say two words. I want you to listen closely for the middle sound in each word. If the middle sound is the same, show me thumbs up. (Demonstrate.) If the middle sound is different, show me thumbs down. (Demonstrate.) Let's start with these words: *page, gate*. What middle sound do you hear in *page* and *gate*? (/ā/) We'll show thumbs up because *page* and *gate* have the same middle sound. Continue the activity by using these word pairs: *bat/game, feet/cheese, bead/pet, hid/dig, time/dish, soap/robe, cone/hot, cup/bud, huge/cut*.

reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about listening for sounds in words?** If time permits, have partners choose a word from the lesson and see how many words with the same middle sound they can name.

11 Distinguish Long and Short Vowel Sounds

work time



12

Add Phonemes

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Recognize the change in a spoken word when a specified phoneme is added.

Building Literacy

Adding phonemes is an important part of readiness for reading. To learn to read, children need to be aware of the sounds of language, apart from the meaning of words.

- Children learn that words are made up of sounds.
- Children learn that different sounds make up different words.
- Children learn that by adding one sound to a word, they can make a new word.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

up	rice	tent
cup	mice	eat
bell	lamb	feet
belt	lamp	bow
ape	laugh	boat
tape	ox	ants
cape	rocks	pants
bee	fox	lock
beak	box	block
bean	socks	shell
ice	ten	shelf



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in the student's native language. For example, Chinese and Japanese speakers may not hear a difference between /r/ and /l/. To help children learn sounds and distinguish them, start with simple CVC words and help children practice identifying the beginning, middle, and ending sounds of these words.



show me

Have children look at the top of their Targeted Lessons Student Book p. 45 and point to the 1. Remind children that words are made up of sounds. **Sometimes when you add a sound to a word, you can get a new word.**

Point out the picture of the firefighter going up the ladder next to the 1, and tell children the picture shows **up**. Listen while I say the word slowly: /u/ /p/, **up**. Say **up**. Now listen while I add the sound /k/ to **up** to make a new word: /k/ /u/ /p/, **cup**. What word did I make? (**cup**) Put your finger on the picture of the cup. Say **cup**.

Now put your finger on the 2. The first picture is a bell. Listen while I say the word slowly: /b/ /e/ /l/, **bell**. Say **bell**. Now listen while I add the sound /t/ to the end of **bell** to make a new word: /b/ /e/ /l/ /t/, **belt**. What word did I make? (**belt**) Put your finger on the picture of the belt. Say **belt**. Today you will learn how to make a new word by adding a sound to the beginning or the end of a word.



guide me



Add Phonemes Have children find the 3 with their fingers. The first picture is an ape. Listen while I say the word slowly: /ā/ /p/, **ape**. Say **ape**. Now put your finger on the other pictures in the row as I say their names: **tape**, **cape**. Add /t/ to the beginning of **ape**. What word do you make? (**tape**) Say **tape**. Circle the picture of tape.



It's your turn to add a sound to make a new word. Put your finger on the 4. Name the first picture in the row: **bee**. Listen while I say the word slowly: /b/ /ē/, **bee**. Put your finger on the other pictures in the row as I say their names: **beak**, **bean**. Now put your finger on the picture of the bee. Say **bee**. Add /n/ to the end of **bee**. What word do you make? (**bean**) Say **bean**. Circle the picture of the **bean**. Guide children to determine that when /n/ is added to the end of **bee**, the new word is **bean**.

12


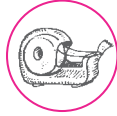

Add Phonemes




➤ show me

1.  

2.  

➤ guide me

3.   

4.   

PHONOLOGICAL AND PRINT AWARENESS 45

TEACHING STRATEGIES

Start with VC words such as **at**, **in**, **it**, or **us** and help children make words by adding different phonemes. For example, say: **Say at. Add /k/ to the beginning of at. What word do you get?** (**cat**) Help children segment the sounds in both words: /a/ /t/, **at**; /k/ /a/ /t/, **cat**. Repeat with /b/, /f/, /h/, /m/, /p/, and /s/ to make **bat**, **fat**, **hat**, **mat**, **pat**, and **sat**.

work time

Task 1 Have children look at p. 46 from the Targeted Lessons Student Book and find the 5. The first picture is of ice. Say *ice*. Put your finger on the other pictures in the row as I name them: *rice*, *mice*. What word do you make if you add /m/ to the beginning of *ice*? (*mice*) Circle the picture of the word you made. Continue similarly with row 6 (*lamb*, *lamp*, *laugh*). Ask children to add /p/ to the end of *lamb* and circle the word they make. (*lamb*)

Task 2 Find the 7 and put your finger on it. What picture do you see by the 7? (ox) That's right, the picture is an ox. Say ox. Listen as I say the names of the other pictures. Put your finger on each picture as I name it. Start with the fox and move clockwise to name the pictures: *fox*, *socks*, *box*, *rocks*. What word do you make when you add /b/ to the beginning of *ox*? (*box*) Draw a line from the ox to the picture of the word you made. Have children follow your directions to add other beginning sounds to *ox* to make new words. What word do you make when you add /f/ to the beginning of *ox*? (*fox*) Draw a circle around the picture for the new word. What word do you make when you add /s/ to the beginning of *ox*? (*socks*) Draw a line under the picture for that word. What word do you make when you add /r/ to the beginning of *ox*? (*rocks*) Draw an X on the picture for that word.

12 Add Phonemes

work time

5.

6.

7.

46 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty adding phonemes, focus on adding only continuous consonant sounds that can be stretched out: /f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/. You might also focus on adding sounds only to the beginning of words.



guide me

Have children look at p. 47 from the Targeted Lessons Student Book. Have them find the 8. The big number next to the 8 is a 10. Say *ten*. Add /t/ to the end of *ten*. What word do you make? (*tent*) Draw a picture of a tent.


Look at row 9. Put your finger on the picture of a boy who likes to eat. Say *eat*. Add /f/ to the beginning of *eat*. What word do you make? (*feet*) Draw a picture of feet.

Look at row 10. Put your finger on the picture of the bow. Say *bow*. What word do you make when you add /t/ to the end of *bow*? (*boat*) Draw a picture of a boat.

Add Phonemes **12**


➤ guide me

8.




Children should draw a tent.

9.



Children should draw feet.

10.



Children should draw a boat.

PHONOLOGICAL AND PRINT AWARENESS **47**

work time

Have children look at p. 48 from the Targeted Lessons Student Book and find the 11. Put your finger on the picture of the ants. Say *ants*. What word do you make when you add /p/ to the beginning of ants? (*pants*) Draw a picture to show the word.

To complete the remainder of the page, have children say the name of the picture in each row and add the phoneme you provide to the beginning or end of the picture name. Then have them draw a picture to show the new word.

Find the 12. Put your finger on the picture of the lock. Say *lock*. What word do you make when you add /b/ to the beginning of lock? (*block*) Draw a picture to show the word.

Find the 13. Put your finger on the picture of the shell. Say *shell*. What word do you make when you add /f/ to the end of shell? (*shelf*) Draw a picture to show the word.

check for understanding

Let's see what you learned about adding sounds to make new words. I'm going to say a word. Then I'll say a sound for you to add to the beginning or the end of the word, and you say the new word. Ready? Let's start with *in*. Add /p/ to the beginning of *in*. What word do you make? (*pin*) Continue the activity using these word pairs: *ink/sink*, *ad/mad*, *at/hat*, *us/bus*, *car/card*, *lock/clock*, *top/stop*, *may/made*.


reflect

Have children turn and talk to a partner about what they have learned. What did you learn about adding sounds to words? If time permits, have partners choose a word from the lesson and see how many new words they can make by adding a sound to the beginning of that word. Suggest children choose one of these words: *up*, *ape*, *ice*, *ox*, *eat*.

12 Add Phonemes


work time

11.



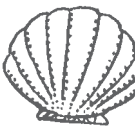
Children should draw a pair of pants.

12.



Children should draw a block.

13.



Children should draw a shelf.

48

PHONOLOGICAL AND PRINT AWARENESS

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Recognize the change in a spoken word when a specified phoneme is changed.

Building Literacy

Being able to change phonemes in words is an important part of readiness for reading. To learn to read, children need to be aware of the sounds of language, apart from the meaning of words.

- Children learn that words are made up of sounds.
- Children learn that different sounds make up different words.
- Children learn that by changing one sound in a word, they can make a new word.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

pig	nut	cake
wig	net	cave
hat	knot	pin
mat	toes	pen
cat	mop	pan
bug	map	mouse
bus	hose	house
bun	nail	game
man	pail	gate
can	sail	hit
fan	cage	hat



ENGLISH LANGUAGE LEARNERS

To help children learn sounds and distinguish them, model the correct pronunciation of sounds. Provide pictures of simple CVC words and have students match pictures of words that have the same beginning, middle, or ending sounds.

➤ show me

Read this part of a nursery rhyme to children:

Barber, barber, shave a pig.

How many hairs will make a wig?

Ask children to say the lines from the rhyme with you as you repeat them. Then have children look at p. 49 of their Targeted Lessons Student Book and point to the number 1. **Look at the pictures and listen to the rhyme again.** Repeat the rhyme, emphasizing the initial sounds in *pig* and *wig*. **Listen as I say the sounds in *pig*.** Slowly model the sounds in *pig*: /p/ /i/ /g/, *pig*. **Say *pig*.** Now I will change the beginning sound /p/ in *pig* to /w/: /w/ /i/ /g/. The new word is *wig*. **Say *wig*.** Touch the picture of the wig. Today you will learn how to make a new word by changing one sound in another word.

➤ guide me


Change Phonemes Have children point to the 2. **The first picture is a hat.** Listen while I say the word slowly: /h/ /a/ /t/, *hat*. **Say *hat*.** Now put your finger on the other pictures in the row as I say their names: *mat*, *cat*. I'm going to change a sound in *hat* to make a new word. I'm going to change the beginning sound /h/ in *hat* to /k/: /k/ /a/ /t/. What word did I make? (*cat*) Circle the picture of the cat.

It's your turn to change a sound to make a new word. Put your finger on the 3. Let's name the first picture in the row: *bug*. Listen while I say the word slowly: /b/ /u/ /g/, *bug*. Put your finger on the other pictures in the row as I say their names: *bus*, *bun*. Now put your finger on the picture of the bug. **Say *bug*.** Change the ending sound /g/ in *bug* to /s/. What new word do you make? (*bus*) Circle the picture of the bus. Guide children to determine that when the ending /g/ is changed to /s/ in *bug*, the new word is *bus*.

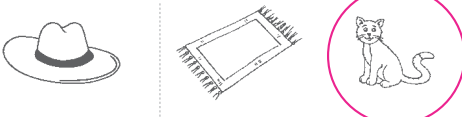
13


Change Phonemes

➤ show me

1. 

➤ guide me

2. 

3. 

PHONOLOGICAL AND PRINT AWARENESS 49

TEACHING STRATEGIES

Focus on changing only the beginning phonemes in words. Help children segment the sounds in all words. When children seem comfortable changing initial phonemes, focus on changing ending phonemes. Then focus on changing the medial phonemes.



work time

Task 1 Have children look at p. 50 from the Targeted Lessons Student Book and find the 4. The first picture in the row is a man. Say *man*. Put your finger on the other pictures in the row as I name them: *can*, *fan*. Now say *man*. Change the beginning sound /m/ in *man* to /f/. What word do you make? (*fan*) Circle the picture of the word you made. Continue similarly with row 5 (*nut*, *net*, *knot*). Ask children to change the middle sound /u/ in *nut* to /e/ and circle the picture that shows the word they make.

Task 2 Find the 6 and put your finger on it. What picture do you see by the 6? That's right, the picture shows *toes*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *mop*, *map*, *hose*. Now go back to the toes. Change the beginning sound /t/ in *toes* to /h/. What word do you make? (*hose*) Draw a line from the toes to the picture that shows the new word. Continue with number 7: *map*. What word do you make when you change the middle sound /a/ in *map* to /o/? (*mop*) Draw a line from the map to the picture that shows the new word you made.

13

Change Phonemes

work time

4.

5.

6.

7.

50 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty changing phonemes, focus on one phoneme at a time and have children make new words using that phoneme. For example, have children change the first phoneme in each of several words to /s/. Use these words: *bun* (*sun*), *rock* (*sock*), *mad* (*sad*), *bed* (*said*), *wide* (*side*).



guide me

Have children look at p. 51 from the Targeted Lessons Student Book. Have them point to the 8. The picture next to the 8 is a nail. Listen carefully and point to each of the other pictures as I say its name: *pail*, *sail*. Now listen as I say the sounds in *nail*: /n/ /ā/ /l/, *nail*. Change the beginning sound /n/ to /s/. What word do you make? (*sail*) Color the picture that shows the sail.

It's your turn to change a sound to make a new word. Put your finger on the 9. Say the names of the pictures after me: *cage*, *cake*, *cave*. Put your finger on the picture of the cage. Say *cage*. Change the ending sound /j/ in *cage* to /k/. What word do you make? (*cake*) Color the picture of the cake.

Continue with row 10. Name the pictures: *pin*, *pen*, *pan*. Have children change the middle sound /i/ in *pin* to /a/ and color the picture that names the new word. (*pan*)

Change Phonemes 13

guide me

8.

9.

10.

PHONOLOGICAL AND PRINT AWARENESS 51



work time

Have children look at p. 52 from the Targeted Lessons Student Book and find the 11. Put your finger on the picture of the mouse. Say *mouse*. What word do you make when you change the beginning sound /m/ to /h/? (*house*) Draw a picture of the word.

To complete the remainder of the page, have children say the name of each picture, change the phoneme as directed, and draw a picture to show the new word.

Find the 12. Put your finger on the picture of the game. Say *game*. What word do you make when you change the ending sound /m/ in *game* to /t/? (*gate*) Draw a picture to show the word.

Find the 13. Put your finger on the picture of the girl hitting the ball. Say *hit*. What word do you make when you change the middle sound /i/ in *hit* to /a/? (*hat*) Draw a picture to show the word.



check for understanding

Let's see what you learned about changing sounds to make new words. I'm going to say a word and its beginning sound. You will change the beginning sound and say the new word. Ready? Let's start with *tie*. Change the beginning sound /t/ in *tie* to /p/ and say the new word. (*pie*) Have children substitute the initial phonemes to make the following words: /k/ in *kite* to /b/ (*bite*), /h/ in *hay* to /s/ (*say*), /r/ in *run* to /f/ (*fun*). Continue the activity using these word pairs to change phonemes at the end of words: *pig/pin*, *job/jog*, *leg/let*, and these word pairs to change phonemes in the middle of words: *tin/tan*, *cup/cap*, *neck/knock*.



reflect

Have children turn and talk to a partner about what they have learned. What did you learn about changing sounds in words? If time permits, have partners choose a word from the lesson and see how many new words they can make by changing the beginning, middle, or ending sound.

13

Change Phonemes

work time

11.



Children should draw a house.

12.



Children should draw a gate.

13.



Children should draw a hat.

14

Remove Phonemes

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Recognize the change in a spoken word when a specified phoneme is removed.

Building Literacy

Removing phonemes is an important part of readiness for reading. Developing this skill will help students later develop alternatives for reading and spelling.

- Children learn that words are made up of sounds.
- Children learn that different sounds make up different words.
- Children learn that by removing one sound in a word, they can make a new word.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

leg	ring	beach
egg	plate	lip
fork	pool	wing
four	play	bee
bowl	farm	lamb
bow	car	break
boat	cart	rake
block	arm	snail
leaf	swing	nail
lock	clip	belt
drag	lamp	bell
rag		



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in the student's native language. For example, speakers of Hmong, Khmer, Korean, and Vietnamese may confuse a hard *g* with a hard *c* or *k*. Help children practice distinguishing the sounds in word pairs such as *gap/cap*, *goat/coat*, *gold/cold*, *got/cot*.



show me

Have children look at the top of their Targeted Lessons Student Book, p. 53 and point to the 1. Remind children that words are made up of sounds. Sometimes when you take away a sound from a word, you can get a new word.

Point out the picture of the leg next to the 1. Listen as I say the sounds in *leg*: /l/ /e/ /g/, *leg*. Say *leg*. Now I will take away the beginning sound /l/ from *leg*: /e/ /g/, *egg*. The new word is *egg*. Put your finger on the picture of the egg. Say *egg*.

Now put your finger on the 2. Find the picture of a fork. Listen as I say the sounds in *fork*: /f/ /or/ /k/, *fork*. Say *fork*. Now I will take away the ending sound /k/ from *fork*: /f/ /or/, *four*. What word did I make? (*four*) Put your finger on the picture of the number four. Say *four*. Today you will learn how to make a new word by taking away a sound from the beginning or the end of a word.



guide me

Remove Phonemes Have children look at the bottom of p. 53 from the Targeted Lessons Student Book. Have them point to the 3. The first picture is a bowl. Listen as I say the sounds in *bowl*: /b/ /ō/ /l/. Put your finger on the other pictures in the row as I say their names: *bow*, *boat*. Now I will take away the ending sound /l/ from *bowl*: /b/ /ō/. What is the new word? (*bow*) Say *bow*. Circle the picture of the bow.

It's your turn to take away a sound to make a new word. Put your finger on the 4. Name the first picture in the row. (*block*) Listen while I say the sounds in *block*: /b/ /l/ /o/ /k/. Put your finger on the other pictures in the row as I say their names: *leaf*, *lock*. Now put your finger on the picture of the block. Say *block*. Take away the beginning sound /b/ from *block*. What word do you make? (*lock*) Say *lock*. Circle the picture of the lock. Guide children to determine that when /b/ is removed from *block* the new word is *lock*.

Remove Phonemes

14

show me

1.



2.



guide me

3.



4.



PHONOLOGICAL AND PRINT AWARENESS 53

TEACHING STRATEGIES

Students who have difficulty isolating sounds in words will struggle to delete phonemes. Provide them with additional practice isolating sounds. Start by saying words sound by sound and having students say the words. Then say three words at a time, two of which start with the same sound, such as *six*, *sun*, and *cat*. Which words start with the same sound? (*six*, *sun*) Similarly, say three words, two of which end with the same sound, such as *hop*, *up*, and *dog*. Have students identify the words that end with the same sound.




work time


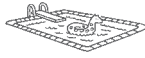

Task 1 Have children look at p. 54 from the Targeted Lessons Student Book and point to the 5. The first picture shows a girl dragging a suitcase. Say *drag*. Put your finger on the other pictures in the row as I name them: *rag*, *ring*. Take away the beginning sound /d/ from *drag*. What word do you make? (*rag*) Circle the picture that shows the word. Continue similarly with row 6 (*plate*, *pool*, *play*). Ask children to take away the ending sound /t/ from *plate* and circle the picture of the word they make. (*play*)



Task 2 Point to the 7. What picture do you see by the 7? (*farm*) That's right, the picture shows a farm. Say *farm*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *car*, *cart*, *arm*. Now go back to the farm. Take away the beginning sound /f/ from *farm*. What word do you make? (*arm*) Draw a line from the farm to the picture of the new word. Continue with number 8: *cart*. What word do you make when you take away the ending sound /t/ in *cart*? (*car*) Draw a line from the cart to the picture that shows the new word.



14 Remove Phonemes

work time

5.   

6.   

7.  

8.  

54 PHONOLOGICAL AND PRINT AWARENESS

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TEACHING STRATEGIES

If children have difficulty removing phonemes, have them practice by first identifying a phoneme in a word. Say a word and ask children to tell you the first sound they hear. Use words such as *pant* (/p/), *wink* (/w/), *fox* (/f/), and *send* (/s/). Then ask them to take away the beginning sound and say the new word: *pant* (*ant*), *wink* (*ink*), *fox* (*ox*), *send* (*end*). Similarly, use words such as these and focus on the final sounds: *goat* (/t/, *go*), *feed* (/d/, *fee*), *tune* (/n/, *two*), *might* (/t/, *my*).



guide me

Have children look at p. 55 from the Targeted Lessons Student Book. Point to the 9. What picture do you see by the 9? (*swing*) That's right, the picture shows a girl on a swing. Say *swing*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it. Read down the left column and then the right column to name the pictures: *clip*, *lamp*, *beach*, *lip*, *wing*, *bee*, *lamb*. Now go back to number 9 and the picture of the swing. Take away the beginning sound /s/ from *swing*. What word do you make? (*wing*) Draw a line from *swing* to *wing*.

Continue with items 10–12.



Find the 10. The picture next to the 10 is a clip. Say *clip*. Take away the beginning sound /k/ from *clip*. What word do you make? (*lip*) Draw a line from *clip* to *lip*.



Find the 11. The picture next to the 11 is a lamp. Say *lamp*. Take away the ending sound /p/ from *lamp*. What word do you make? (*lamb*) Draw a line from *lamp* to *lamb*.



Find the 12. The picture next to the 12 is a beach. Say *beach*. Take away the ending sound /ch/ from *beach*. What word do you make? (*bee*) Draw a line from *beach* to *bee*.



Remove Phonemes 14

guide me

9.  

10.  

11.  

12.  

PHONOLOGICAL AND PRINT AWARENESS 55

work time

Have children look at p. 56 from the Targeted Lessons Student Book and find the 13. Put your finger on the picture of a dish breaking. Say *break*. What word do you make when you take away the sound /b/ in *break*? (*rake*) Draw a picture of the word.

To complete the remainder of the page, have children say the name of the picture, remove the phoneme as directed, and draw a picture to show the new word.

Find the 14. Put your finger on the picture of the snail. Say *snail*. What word do you make when you take away the sound /s/ in *snail*? (*nail*) Draw a picture to show the word.

Find the 15. Put your finger on the picture of the belt. Say *belt*. What word do you make when you take away the sound /t/ from *belt*? (*bell*) Draw a picture to show the word.

check for understanding

Let's see what you learned about taking away sounds to make new words. I'm going to say a word. Then I'll say a sound and tell you to take away that sound from the beginning or the end of the word and you say the new word. Ready? Let's start with *seat*. Take away the beginning /s/ from *seat*. What word do you make? (*eat*) Have children take away initial phonemes to make the following words: /k/ in *clap* (*lap*), /m/ in *mad* (*add*), /sh/ in *shout* (*out*); /t/ in *train* (*rain*), /s/ in *stick* (*tick*). Continue the activity, having children remove ending phonemes: /d/ in *road* (*row*), /p/ in *stoop* (*stew*), /p/ in *hump* (*hum*), /l/ in *tile* (*tie*), /p/ in *keep* (*key*).


reflect

Have children turn and talk to a partner about what they have learned. What did you learn about taking away sounds in words? If time permits, have partners take turns playing a guessing game using words from the lesson. One child chooses a word from the lesson. That child says the word (*leg*) and the word without the initial or ending sound (*egg*). The partner tells what sound was taken away (/l/).

14 Remove Phonemes


work time

13.



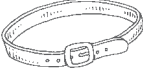
Children should draw a rake.

14.



Children should draw a nail.

15.



Children should draw a bell.

56 PHONOLOGICAL AND PRINT AWARENESS

Blend Phonemes in Four-Phoneme Words

15

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Blend spoken phonemes to form one-syllable words.
- Produce one-syllable words by blending sounds.

Building Literacy

Blending phonemes enables children to combine sounds to pronounce words. This is an important part of readiness for reading. Developing this skill will help students with reading and spelling as they associate sounds with letters.

- Children learn that words are made up of sounds.
- Children learn that they can blend spoken sounds, including initial and/or final consonant blends, to produce one-syllable words.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

flag	fruit	block
class	frog	lock
clip	dig	book
clock	swim	drum
nose	sweep	draw
vest	tree	dress
nest	truck	brush
lamp	sock	toast
jump	stove	stick
jeep	soap	crib



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in the student's native language. To help children blend phonemes to make words, model the correct pronunciation of unfamiliar phonemes and provide pictures of simple words that contain the phonemes. Give children many opportunities to say the words.

**show me**

Read this sentence to children:

There is a flag by the school.

Have children look at p. 57 in their Targeted Lessons Student Book and point to the number 1. Look at the picture of the boy going to school. Find the flag by the school. Ask children to say the sentence with you: *There is a flag by the school.* The sentence is about a flag. Listen to the four sounds in *flag*: /f/ /l/ /a/ /g/. Now listen as I blend the sounds to say the word *flag*: /f/ /l/ /a/ /g/, *flag*. Say it with me: /f/ /l/ /a/ /g/, *flag*. The word *flag* has four sounds. Listen while I say them again. Hold up a finger as you say each sound: /f/ /l/ /a/ /g/. Repeat having children hold up a finger for each sound and then blend to say the word *flag*.

**guide me**


Blend Phonemes Have children point to the 2. Point to each the picture as I say the name: *class, clip, clock*. Listen to the four sounds in *class*: /k/ /l/ /a/ /s/. Now listen as I blend the sounds to say the word: /k/ /l/ /a/ /s/, *class*. Say it with me: /k/ /l/ /a/ /s/, *class*. What word did I say? (*class*) Circle the picture of the class.

It's your turn to blend sounds to make a word. Put your finger on the 3. Point to each picture as I say the name: *nose, vest, nest*. Listen to these sounds: /n/ /e/ /s/ /t/. Now blend the sounds to say the word: /n/ /e/ /s/ /t/, *nest*. What word do you make? (*nest*) Circle the picture of the nest. Guide children to determine that when you blend the sounds /n/ /e/ /s/ /t/, you make the word *nest*.

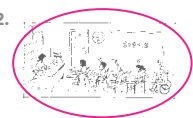


15




Blend Phonemes in Four-Phoneme Words

➔ show me

1. 

➔ guide me

2.   

3.   

PHONOLOGICAL AND PRINT AWARENESS 57

TEACHING STRATEGIES

If children have difficulty keeping track of individual sounds in words, use a visual clue such as a group of four counters. For each word, slowly and clearly say the sounds separately, and have children push a counter forward for each sound you say. Then have them touch the counters in turn as they repeat the sounds with you.



work time

Task 1 Have children look at p. 58 from the Targeted Lessons Student Book and find the 4. Point to each picture as I say the name: *lamp, jump, jeep*. Listen as I blend the sounds to say one of the picture names: /j/ /u/ /m/ /p/. Say it with me: /j/ /u/ /m/ /p/. What word did I say? (*jump*) Circle the picture that shows the word. Continue similarly with row 5 (*fruit, frog, dig*). Blend the sounds to say *frog*: /f/ /r/ /o/ /g/. Have children say the sounds and then blend the sounds to say *frog*. Ask children to circle the picture of the word they make. (*frog*)

Task 2 Find the 6 and put your finger on it. Point to each picture as I say the name: *swim, sweep*. Listen as I blend the sounds to say one of the picture names: /s/ /w/ /i/ /m/. What word did I say? (*swim*) Circle the picture that shows the word. Continue with number 7. Have students point to the pictures as you name them: *tree, truck*. I'm going to blend the sounds to make a word that names one of these pictures. Listen carefully: /t/ /r/ /u/ /k/. Have children say the sounds and then blend them to say the word. Then have children circle the picture that shows the word. (*truck*)

15

Blend Phonemes in
Four-Phoneme Words

work time

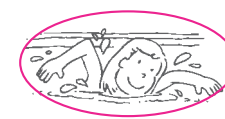
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5.



6.



7.



58 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty blending phonemes, focus on one consonant blend at a time and have children blend words using those phonemes. Start with three-phoneme words and move on to four-phoneme words. For example, if children have difficulty blending /t/ /r/, use these words: *tray, try, true*. Then use *track, train, treat, and trip*.





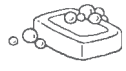
guide me




Have children look at p. 59 from the Targeted Lessons Student Book. Have them point to the 8. Point to each the picture as I say the name: *sock, stove, soap*. Now listen as I blend the sounds to say one of the picture names: /s/ /t/ /ō/ /v/, *stove*. Say it with me: /s/ /t/ /ō/ /v/, *stove*. What word did we make? (*stove*) Color the picture that shows the stove.




It's your turn to blend sounds to make a word. Find the 9. Point to each picture as I say the name: *block, lock, book*. Listen carefully as I blend the sounds to say one of the picture names: /b/ /l/ /o/ /k/. Repeat the sounds with me: /b/ /l/ /o/ /k/. What word did you make? (*block*) Color the picture that shows the word you made. (*block*) Continue with row 10. Name the pictures: *drum, draw, dress*. Say the sounds in *drum*: /d/ /r/ /u/ /m/. Have children blend the sounds to make a word and color the picture that names the word. (*drum*)

Blend Phonemes in
Four-Phoneme Words **15**

guide me

8.   

9.   

10.   

PHONOLOGICAL AND PRINT AWARENESS 59

**work time**

Have children look at p. 60 from the Targeted Lessons Student Book and point to the 11. Listen while I say these sounds: /b/ /r/ /u/ /sh/. Repeat the sounds with me and then blend them to make a word: /b/ /r/ /u/ /sh/. What word did you make? Draw a picture to show the word.

To complete the remainder of the page, have children listen while you segment the sounds of a word. Have children repeat the sounds, blend them to make the word, and then draw a picture to show the word.

Find the 12. Listen while I say these sounds: /t/ /ō/ /s/ /t/. Repeat the sounds with me and then blend them to make a word: /t/ /ō/ /s/ /t/. What word did you make? Draw a picture to show the word.

Find the 13. Listen while I say these sounds: /s/ /t/ /i/ /k/. Repeat the sounds with me and then blend them to make a word: /s/ /t/ /i/ /k/. What word did you make? Draw a picture to show the word.

Find the 14. Listen while I say these sounds: /k/ /r/ /i/ /b/. Repeat the sounds with me and then blend them to make a word: /k/ /r/ /i/ /b/. What word did you make? Draw a picture to show the word.

**check for understanding**

Let's see what you learned about blending sounds to make words. I'm going to say some sounds. Then you'll say the sounds with me. You'll blend the sounds and say the word. Ready? Let's start with /s/ /p/ /i/ /n/. Say the sounds with me. Then blend the sounds to make a word: /s/ /p/ /i/ /n/. What word did you make? (*spin*) Have children blend phonemes to make the following words with initial consonant blends: *spill, sled, crab, brick, stop, flat*. Continue the activity, having children blend phonemes to make the following words with final consonant blends: *milk, belt, left, camp, desk, rust*.

**reflect**

Have children turn and talk to a partner about what they have learned. What did you learn about blending sounds to make words? If time permits, give children "Simon Says" directions. For example: Simon says touch your /d/ /e/ /s/ /k/. What does Simon want you to touch? (*desk*) Simon says /k/ /l/ /a/ /p/ your hands. What does Simon want you to do? (*clap*)

15

Blend Phonemes in
Four-Phoneme Words**work time**11. Children should
draw a brush.12. Children should
draw toast.13. Children should
draw a stick.14. Children should
draw a crib.

60 PHONOLOGICAL AND PRINT AWARENESS

16

Manipulate Phonemes

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Recognize the change in a spoken word when a specified phoneme is added, changed, or removed.
- Manipulate individual sounds in simple words to make new words.

Building Literacy

Manipulating phonemes is an important part of readiness for reading. To learn to read and spell, children need to be able to hear individual sounds and identify the sounds that make similar words different.

- Children learn that words are made up of sounds.
- Children learn that different sounds make up different words.
- Children learn that by adding, changing, or removing one sound in a word, they can make a new word.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

ice	rake	chair
rice	rain	clock
bag	room	lamb
bug	broom	lock
boat	pan	start
bow	fan	star
top	pear	step
stop	bat	heart
mop	game	house
key	gate	art
cake	bite	flake (snowflake)
ski	bear	lake
ray		



ENGLISH LANGUAGE LEARNERS

English language learners may need extra help discerning the individual sounds in combinations that are unfamiliar to them. Have them repeat each word after you and listen carefully to determine whether they are hearing and reproducing all the individual sounds in each word. Provide additional practice as needed.



show me

Have children look at their Targeted Lessons Student Book, p. 61. Remind children that words are made up of sounds. Today you will make new words by adding, changing, or taking away sounds from words.

Sometimes when you add a sound to a word, you get a new word. Have children put their finger on the 1. Point out the picture of the ice cubes next to the 1 and tell children the picture shows ice. Listen as I say the sounds in *ice*: /i/ /s/, *ice*. Say *ice*. Now listen while I add the sound /r/ to *ice*: /r/ /i/ /s/, *rice*. The new word is *rice*. Put your finger on the picture of the rice. Say *rice*. When I added the sound /r/ to *ice*, I got the new word *rice*.

Sometimes when you change a sound in a word, you get a new word. Have children put their finger on the 2. Point out the picture of the bag next to the 2 and tell children the picture shows a bag. Listen as I say the sounds in *bag*: /b/ /a/ /g/, *bag*. Say *bag*. Now I will change the middle sound /a/ in *bag* to /u/: /b/ /u/ /g/. The new word is *bug*. Put your finger on the picture of the bug. Say *bug*. When I changed the sound /a/ in *bag* to /u/, I got the new word *bug*.

Sometimes when you take away a sound from a word, you get a new word. Have children put their finger on the 3. Point out the picture of the boat next to the 3 and tell children the picture shows a boat. Listen as I say the sounds in *boat*: /b/ /ō/ /t/, *boat*. Say *boat*. Now listen while I take away the sound /t/ from the end of *boat*: /b/ /ō/, *bow*. The new word is *bow*. Put your finger on the picture of the bow. Say *bow*. When I took away the sound /t/ from *boat*, I got the new word *bow*.

16

Manipulate Phonemes

show me

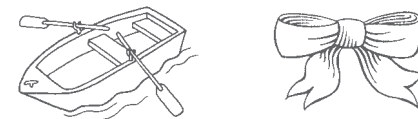
1.



2.



3.



PHONOLOGICAL AND PRINT AWARENESS 61

TEACHING STRATEGIES

Children who have difficulty isolating sounds in words will struggle to manipulate phonemes. Provide them with additional practice isolating sounds. Start by saying words sound by sound and having children say the words. Then say three words at a time, two of which start with the same sound, such as *rat*, *run*, *big*. Which words start with the same sound? (*rat*, *run*) Similarly, say three words, two of which end with the same sound, such as *hit*, *cat*, *drop*. Have children identify the words that end with the same sound.

➔ guide me

Add Phonemes to Make New Words Have children look at p. 62 from the Targeted Lessons Student Book and point to the 4. This picture shows a spinning top. Listen while I say the word slowly: /t/ /o/ /p/, *top*. Say *top*. Now put your finger on the other pictures in the row as I name them: *stop*, *mop*. Add /s/ to the beginning of *top*. What word do you make? (*stop*) Circle the picture for *stop*.

➔ work time




Task 1 Point to the 5. What picture do you see by the 5? (key) That's right, the picture shows a key. Say *key*. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *cake*, *ski*. Now go back to the key. What word do you make if you add /s/ to the beginning of *key*? Circle the picture that shows the new word. Continue with the pictures in row 6 (ray, rake, rain). Ask children to add /k/ to the end of *ray* and circle the picture for the word they make. (*rake*)

Task 2 Have children point to the 7. Put your finger on the picture of the room. Say *room*. What word do you make when you add /b/ to the beginning of *room*? Draw a picture to show the word.

16 Manipulate Phonemes




➔ guide me

4.

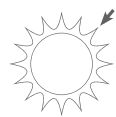






➔ work time

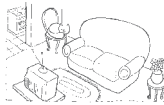
5.

6.

7.



Children should draw a broom.

62 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty adding phonemes, focus on adding only continuous consonant sounds that can be stretched out: /f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/. You might also focus on only adding sounds to the beginning of words.

guide me

Change Phonemes to Make New Words Have children look at p. 63 from the Targeted Lessons Student Book. Point to the 8. The first picture is a pan. Listen while I say the word slowly: /p/ /a/ /n/, *pan*. Say *pan*. Now put your finger on the other pictures in the row as I say their names: *fan*, *pear*. I'm going to change a sound in *pan* to make a new word. I'm going to change the beginning sound /p/ in *pan* to /f/. What word did I make? (*fan*) Circle the picture of the fan.

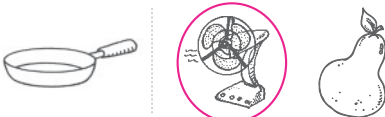
work time

Task 1 Find the 9 and put your finger on it. What picture do you see by the 9? That's right, the picture shows a bat. Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *game*, *gate*, *bite*. Now go back to the bat. Change the middle sound /a/ in *bat* to /i/. What word do you make? Draw a line from the bat to the picture that shows the new word. Continue with number 10: *gate*. What word do you make when you change the ending sound /t/ in *gate* to /m/? Draw a line from the gate to the picture that shows the new word.


Task 2 Put your finger on the picture of the bear. Say *bear*. What word do you make when you change the beginning sound /b/ to /ch/? Draw a picture of the word.


Manipulate Phonemes 16


guide me

8. 

work time

9. 

10. 

11. 

Children should draw a chair.

PHONOLOGICAL AND PRINT AWARENESS 63

TEACHING STRATEGIES

If children have difficulty changing phonemes, focus on one phoneme at a time and have children make new words using that phoneme. For example, have children change the first phoneme in each of several words with /f/. Use these words: *sun* (*fun*), *log* (*fog*), *mat* (*fat*), *bed* (*fed*), *cry* (*fry*).

➤ guide me

Remove Phonemes to Make New Words Have children look at p. 64 from the Targeted Lessons Student Book. Have them point to the 12. The first picture is a clock. Listen as I say the sounds in *clock*: /k/ /l/ /o/ /k/. Put your finger on the other pictures in the row as I say their names: *lamb*, *lock*. Now let's take away the beginning sound /k/ from *clock*. What is the new word? (*lock*) Say *lock*. Circle the picture of the lock.

➤ work time

Task 1 Find the 13 and put your finger on it. The picture next to the 13 shows the start of a race. Say *start*. Put your finger on the other pictures in the row as I name them: *star*, *step*. Take away the ending sound /t/ from *start*. What word do you make? Circle the picture that shows the word. Continue similarly with row 14 (heart, house, art). Ask children to take away the beginning sound /h/ from heart and circle the picture of the word they make. (*art*)

Task 2 Put your finger on the picture of the snowflake. Say *flake*. What word do you make when you take away the beginning sound /f/ from *flake*? Draw a picture of the word.

➤ check for understanding

Let's see what you learned about adding, changing, and taking away sounds to make new words. I'm going to say a word. Then I'll tell you how to change that word to make a new word. You say the new word. Ready? Let's start with *ear*. Add /t/ to the beginning of *ear*. What word do you make? (*tear*) Continue the activity, having children make new words by adding sounds (*axe/tax*, *pot/spot*, *bee/beep*), changing sounds (*rat/pat*, *mad/mud*, *tree/tray*), and taking away sounds (*seat/eat*, *smile/mile*, *grape/gray*).




➤ reflect

Have children turn and talk to a partner about what they have learned. What did you learn about adding, changing, and taking away sounds to make new words? If time permits, have partners choose a word from the lesson and see how many new words they can make by adding, changing, or taking away sounds from the original word.

16 Manipulate Phonemes




➤ guide me

12.








➤ work time


13.

14.

15.



Children should draw a lake.

64 PHONOLOGICAL AND PRINT AWARENESS

Segment Words with Three to Five Phonemes

17

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Segment spoken one-syllable words with three, four, and five phonemes, including words with initial and/or final consonant blends.

Building Literacy

Segmenting phonemes involves breaking a word into its separate sounds.

- Segmenting contributes to beginning-level reading and spelling skills by enabling children to consider each sound in sequence when decoding.
- Segmenting is preparation for instruction and practice with individual sounds.
- In order to spell a word, children must first break the word into its phonemes, or component sounds. Then they must choose the letters that represent those sounds.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

pig	mom	pot
frog	broom	branch
plant	street	plane
sheep	splash	beach
flag	log	stamp
crow	ship	clock
stump	train	



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in a child's native language. To help children segment and blend phonemes to make words, slowly and clearly model the correct pronunciation of unfamiliar phonemes and provide pictures of simple words that contain the phonemes. Give children many opportunities to say the words.

**show me**

Have children look at p. 65 from the Targeted Lessons Student Book. Words are made up of individual sounds. Today we are going to break words into those smaller sounds. Put your finger on the 1. What do you see in the picture? (a pig) Listen to the sounds in the word *pig*: /p/ /i/ /g/. Hold up a finger for each sound as you say the word. I held up three fingers: one for each sound in *pig*: /p/ /i/ /g/. Say it with me: *pig*, /p/ /i/ /g/.

Put your finger on the 2. What do you see in this picture? (a frog) Listen to the sounds in the word *frog*: /f/ /r/ /o/ /g/. Hold up a finger for each sound as you say the word again. The word *frog* has four sounds: /f/ /r/ /o/ /g/. Say it with me: *frog*, /f/ /r/ /o/ /g/.

Now put your finger on the 3. What is in this picture? (a plant) Listen to the sounds in the word *plant*: /p/ /l/ /a/ /n/ /t/. Hold up a finger for each sound as you say the word again. The word *plant* has five sounds: /p/ /l/ /a/ /n/ /t/. Say it with me: *plant*, /p/ /l/ /a/ /n/ /t/.

**guide me**


Segment Words Have children point to the 4. What picture do you see by the 4? (sheep) Listen closely as I say the sounds in *sheep*: /sh/ /ē/ /p/. Now say the sounds with me: /sh/ /ē/ /p/. Now you say the sounds in *sheep*. (/sh/ /ē/ /p/) There are three sounds in *sheep*. Fill in a circle for each sound you hear as you say the sounds in *sheep*. That's right, you should fill in three circles.


Put your finger on the 5. This picture shows a flag. Listen closely as I say the sounds in *flag*: /f/ /l/ /a/ /g/. Now say the sounds with me: /f/ /l/ /a/ /g/. Now you say the sounds in *flag*. (/f/ /l/ /a/ /g/). Fill in a circle for each sound you hear as you say the sounds in *flag*. Repeat the routine for 6 *crow*: /k/ /r/ /ō/ and 7 *stump*: /s/ /t/ /u/ /m/ /p/.


17

Segment Words with Three to Five Phonemes

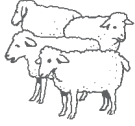
➞ show me


1. 


2. 


3. 

➞ guide me

4. 
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5. 
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7. 
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PHONOLOGICAL AND PRINT AWARENESS 65

TEACHING STRATEGIES

Providing a visual can help some children understand the idea of breaking a word into individual sounds. Before saying the word, provide a visual representation of the number of sounds in the word. For example, before you segment *frog*, show four large dots on chart paper or display four blocks where children can see them. Then, as you segment the word, touch one dot or block for each sound. After children become familiar with segmenting, have a volunteer touch each one as you segment the word.



work time

Have children look at p. 66 from the Targeted Lessons Student Book. Help them name the pictures they see on the page: *mom*, *broom*, *street*, *dress*, *splash*, *log*. I will say the name of each picture. Listen closely. Under the picture, fill in a circle for each sound you hear in the word as you say the sounds.

8. **mom** (/m/ /o/ /m/)

9. **broom** (/b/ /r/ /ü/ /m/)

10. **street** (/s/ /t/ /r/ /ē/ /t/)

11. **dress** (/d/ /r/ /e/ /s/)

12. **splash** (/s/ /p/ /l/ /a/ /sh/)

13. **log** (/l/ /o/ /g/)

If children have difficulty segmenting the sounds in a word, repeat the word, and have children try again. If they still have difficulty, segment the word into its individual sounds and have children repeat after you.

17

Segment Words with
Three to Five Phonemes

work time

8.



9.



10.



11.



12.



13.



66 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Having children use their bodies in some way when segmenting sounds in a word can help them separate the sounds as well as count them. Making tic marks, sliding a bead on a string, or tapping their fingers are some ways children can use kinesthetic learning to reinforce segmenting.

➞

guide me

Have children look at p. 67 from the Targeted Lessons Student Book and point to the 14. The picture by the 14 shows a ship. Listen closely as I say the sounds in *ship*: /sh/ /i/ /p/. Now say the sounds with me: /sh/ /i/ /p/. Now let's say the sounds again. This time, for each sound you hear, make a mark in one of the boxes. Say it with me: /sh/ /i/ /p/. Count your marks. How many sounds did you hear? (three)

Now put your finger on the 15. This picture shows a train. Listen closely as I say the sounds in *train*: /t/ /r/ /ā/ /n/. Say the sounds with me: /t/ /r/ /ā/ /n/. Now make a mark in one of the boxes each time you say a sound: /t/ /r/ /ā/ /n/. Count your marks. How many sounds did you hear? (four)


Continue the routine with 16 *pot* and 17 *branch*. For each picture, have children listen to the segmented word and then segment it themselves, making a mark for each sound. Guide children to determine the number of sounds in each word. (The word *pot* has three sounds: /p/ /o/ /t/. The word *branch* has five sounds: /b/ /r/ /a/ /n/ /ch/.)

Segment Words with
Three to Five Phonemes

17


➞ guide me

14.




✓	✓	✓		
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15.




✓	✓	✓	✓	
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16.



✓	✓	✓		
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17.



✓	✓	✓	✓	✓
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PHONOLOGICAL AND PRINT AWARENESS

67

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work time

Have children look at p. 68 from the Targeted Lessons Student Book. Help them name the pictures on the page: *plane, beach, stamp, clock*. Point to the 18. Say the name of the picture. Then say each sound you hear in the word. For each sound, make a mark in a box. Instruct children to continue for 19–21.

check for understanding

In this lesson, you separated words into their sounds. Listen as I say a word. Then say the sounds of the word: *hat*. (/h/ /a/ /t/) Continue with these words: *sleep* (/s/ /l/ /ē/ /p/), *help* (/h/ /e/ /l/ /p/), *print* (/p/ /r/ /i/ /n/ /t/), *blend* (/b/ /l/ /e/ /n/ /d/).

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about the sounds in words? If time permits, in pairs, challenge a child to say a word from the lesson and have a partner segment the word.

17 Segment Words with Three to Five Phonemes

work time

18.



✓	✓	✓	✓	
---	---	---	---	--

19.



✓	✓	✓		
---	---	---	--	--

20.



✓	✓	✓	✓	✓
---	---	---	---	---

21.



✓	✓	✓	✓	
---	---	---	---	--

18

Isolate Phonemes

Language Objectives

- Isolate and pronounce beginning, middle, and ending sounds in spoken words.

Building Literacy

Being able to hear individual sounds at the beginning, middle, and end of words is an important part of readiness for reading and spelling. Developing this skill will help children isolate and identify individual sounds as they begin reading and spelling.

- Children understand that the sounds of spoken language work together to make words.
- Children listen for the individual sounds that make up words.
- Children identify other words that share the same beginning, middle, or ending sound.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

pig	sad	fish
pen	rake	leaf
pear	rug	knot
web	neck	plate
hen	six	fence
bed	pin	ship
queen	sun	fin
van	cat	tape
train	duck	key
desk	pan	hay
nest	feet	tree
deer	cone	whale
bat	goat	bell
bus	chick	cage



ENGLISH LANGUAGE LEARNERS

Some sounds in English may not exist in children's native languages. Take extra time to pronounce the words slowly and clearly for English language learners and listen carefully to confirm whether they are saying all the sounds when they repeat words after you.



show me

Have children look at the top of their Targeted Lessons Student Book p. 69. Today we are going to identify the sounds in a word. Have them point to the 1. This is a pig. Say the word *pig*. *Pig* begins with the sound /p/. What sound does *pig* begin with? The other pictures in this row are a pen and a pear. Say *pen*. What is the beginning sound in *pen*? (/p/) Say *pear*. What is the beginning sound in *pear*? (/p/) These three words all start with the same beginning sound: /p/.

Have children put their finger on the 2. The words in this row all have the same middle sound. Look at the first picture. It is a web. The sounds that make the word *web* are /w/ /e/ /b/. What is the middle sound in *web*? (/e/) Now look at the other pictures: *hen* and *bed*. Say *hen*. What is the middle sound in *hen*? (/e/) Say *bed*. What is the middle sound in *bed*? (/e/)

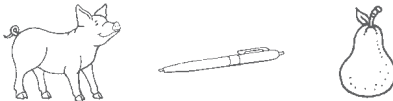
Have children put their finger on the 3. The words in this row all have the same ending sound. The first picture shows a queen: /k/ /w/ /ē/ /n/. What is the ending sound in *queen*? (/n/) Now look at the other pictures: *van* and *train*. Say *van*. What is the ending sound in *van*? (/n/) Say *train*. What is the ending sound in *train*? (/n/).

18


Isolate Phonemes

➞ show me


1.



2.



3.



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PHONOLOGICAL AND PRINT AWARENESS 69

TEACHING STRATEGIES

Confirm that children understand the concept of beginning, middle, and ending by placing three objects in a row. Point out that the object on children's left is at the beginning of the row, the second object is in the middle of the row, and the third is at the end of the row. Have children identify the object in each position.

➔ guide me

Isolate Beginning Sounds Have children look at p. 70 from the Targeted Lessons Student Book and point to the 4. This picture shows a desk. Listen while I say the word slowly: /d/ /e/ /s/ /k/, *desk*. Say *desk*. What is the beginning sound in *desk*? (/d/) Now put your finger on the other pictures in the row as I name them: *nest*, *deer*. What word has the same beginning sound as *desk*? (*deer*) Circle the picture of the deer.

➔ work time

Point to the 5. What picture do you see by the 5? That's right, the picture shows a bat, /b/ /a/ /t/, *bat*. Say *bat*. What is the first sound in *bat*? (/b/) Listen as I say the names of the other pictures. Put your finger on each picture as I name it: *bus*, *sad*. What word has the same beginning sound as *bat*? Circle the picture of the word that has the same beginning sound as *bat*. Continue with row 6 (*rake*, *rug*, *neck*) and row 7 (*six*, *pin*, *sun*). Ask children to identify the beginning sound in the first word and circle the picture whose name has with the same beginning sound.

18 Isolate Phonemes

➔ guide me

4.

➔ work time

5.

6.

7.

70 PHONOLOGICAL AND PRINT AWARENESS

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TEACHING STRATEGIES

Practice phoneme isolation in transition activities. Give children two words and ask what sound the two words share. For example: *I will say two words. Tell me what sound is the same in both words. Listen carefully: soap, silly. Soap and silly both begin with /s/. They both have the beginning sound /s/. Repeat with pairs such as mop/mess, flag/mug, and get/when, having children identify the phoneme that is the same in the two words.*

guide me

Isolate Middle Sounds Have children look at p. 71 from the Targeted Lessons Student Book. Point to the 8. This picture shows a cat. Listen while I say the word slowly: /k/ /a/ /t/, cat. Say cat. What is the beginning sound in cat? (/k/) Now put your finger on the other pictures in the row as I name them: /d/ /u/ /k/, duck; /p/ /a/ /n/, pan. Which word has the same middle sound as cat? (pan) Circle the picture of the pan.

work time


Find the 9 and put your finger on it. What picture do you see by the 9? That's right, the picture shows feet. Listen as I say it slowly: /f/ /ē/ /t/. Say feet. What is the middle sound in feet? (/ē/) Now listen as I say the names of the pictures in the second column. Put your finger on each picture as I name it: cone, chick, leaf. Which word has the same middle sound as feet? Draw a line from the feet to the word that has the same middle sound as feet.

Now put your finger on the 10. This is a goat, /g/ /ō/ /t/, goat. Say goat. What is the middle sound in goat? (/ō/) Let's say the names of the pictures in the second column again: cone, chick, leaf. Which word has the same middle sound as goat? Draw a line from the goat to the word that has the same middle sound as goat.


Continue with number 11: fish. Segment the word for children (/f/ /i/ /sh/) and have them repeat it. What is the middle sound in fish? (/i/) Say the names of the pictures in the second column again together: cone, chick, leaf. Which word has the same middle sound as fish? Draw a line from the fish to the word that has the same middle sound as fish.


Isolate Phonemes 18


guide me

8. 

work time

9. 

10. 

11. 

PHONOLOGICAL AND PRINT AWARENESS 71

➤ guide me

Isolate Ending Sounds Have children look at p. 72 from the Targeted Lessons Student Book and point to the 12. This picture shows a knot. Listen while I say the word slowly: /n/ /o/ /t/, *knot*. Say *knot*. What is the ending sound in *knot*? (/t/) Now put your finger on the other pictures in the row as I name them: *plate*, *fence*. Which word has the same ending sound as *knot*? (*plate*) Circle the picture of the plate.

➤ work time

Now it's your turn. Point to the 13. This picture shows a ship. Say *ship*. Listen as I say it slowly: /sh/ /i/ /p/. What is the ending sound in *ship*? (/p/) Now put your finger on each picture in the row as I name it: *fin*, *tape*. Which word has the same ending sound as *ship*? Circle the picture of the word that has the same ending sound as *ship*. Continue with row 14 (*key*, *hay*, *tree*) and row 15 (*whale*, *bell*, *cage*). For each row, ask children to identify the ending sound in the first word and circle the picture of the word with the same ending sound.

➤ check for understanding

Let's see what you learned about listening for individual sounds in a word. I'm going to say two words and then I will ask you some questions about the sounds in those two words. Ready? Let's start with *fox* and *tan*. Which word begins with /f/, *fox* or *tan*? (*fox*) Which word has /a/ in the middle, *fox* or *tan*? (*tan*) Which word ends with /n/, *fox* or *tan*? (*tan*) Repeat the routine with additional pairs of words, such as *hen/mug*, *ball/net*, and *jet/dog*.


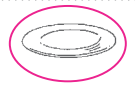

➤ reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about identifying sounds in words?** If time permits, have partners take turns playing a game using words from the lesson. One child chooses a word from the lesson. That child says the word and the other child identifies the beginning, middle, or ending sound in the word.

18 Isolate Phonemes


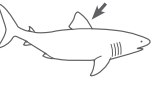

➤ guide me

12.








➤ work time




13.

14.

15.

72 PHONOLOGICAL AND PRINT AWARENESS

Identify Parts of a Book

19

Language Objectives

- Identify the front cover, back cover, and title page of a book.
- Demonstrate print awareness by identifying the different types of information provided by different parts of a book.

Building Literacy

Print awareness is an understanding of the features of books and print and is critical for the development of basic reading skills.

- Children learn to recognize the parts of a book—top and bottom, front and back covers, title page.
- Children learn that books are written by authors and illustrated by illustrators.

Focus on Language

These English words are used in this lesson. Consider using actual books in your classroom to demonstrate the meaning of these words and to ensure that English learners have them in their vocabulary.

book	illustrator
front cover	illustrations
title	back cover
author	title page



ENGLISH LANGUAGE LEARNERS

Use classroom books to reinforce book-related vocabulary for English language learners throughout the day. For example, during story time, or any time you find yourself with a book in hand, take time to say things like “This is the front cover. The author’s name is . . . The illustrator’s name is . . .”



show me

Tell children that they will learn about the parts of a book.

Have children look at p. 73 in their Targeted Lessons Student Book and point to the number 1. **This picture shows the front cover of a book. The front cover of a book has some important information.** Read the information on the cover. *The Tree Stump*. Written by Chris Forbes. Illustrated by Don Sullivan. This information tells us the title of the book, the name of the author, and the name of the illustrator. The title of a book is the name of the book. Point to the title. The title of this book is *The Tree Stump*. Point to the title. Point to "Written by Chris Forbes." The person who writes the words in a book is the author. The author of this book is Chris Forbes. Point to the author's name. Point to "Illustrated by Don Sullivan." The pictures in a book are called illustrations. The person who makes the pictures is the illustrator. The illustrator of this book is Don Sullivan. Point to the illustrator's name.

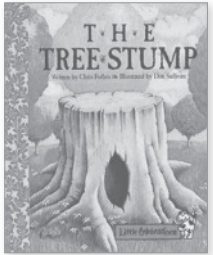

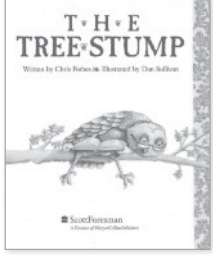
Have children point to the number 2. **This picture shows the back cover of the book.** Point to the illustration. The back cover of this book has an illustration. What do you see in the illustration? What might a squirrel have to do with a book called *The Tree Stump*? Point to the text on the back cover. **This book also has some extra information on the back cover.** Listen as I read it. Does this make you want to read the book? Why or why not?

Have children point to the number 3. **This picture shows the title page of the book.** The title page is usually the first page inside the cover. The title page tells the title of the book, the author's name, and the illustrator's name. Guide children to point to the title, the author's name, and the illustrator's name. **Sometimes there's another illustration, or picture, on the title page.** What illustration do you see on this title page?

19

Identify Parts of a Book

➞ show me

1. 
2. 
3. 

PHONOLOGICAL AND PRINT AWARENESS 73

➤

guide me

Front Cover Have children look at p. 74 from the Targeted Lessons Student Book and find the 4. This is the front cover of another book. Point to the title. The title of this book is *My Friends*. How could you tell which words are the book title? (Children may notice that the words “My Friends” are written larger than the other words on the front cover.) Have children draw a circle around the title.

If necessary, remind children that the author is the person who wrote the words in a book. Point to the name of the author. This book was written by Marcia Vaughan. The words *written by* tell us who the author is. Have children draw a line under the author’s name.

If necessary, remind children that the illustrator is the person who made the pictures for a book. Point to the name of the illustrator. This book was illustrated by Anni Matsick. The words *illustrated by* tell us who made the pictures. Usually the illustrator’s name comes after the author’s name. Draw a box around the illustrator’s name. Use the title of the book, *My Friends*, and the picture on the cover to guess what this book is about.

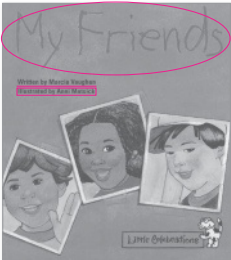
➤

work time

Have children find the 5. Now it’s time for you to design a book cover! Create your book cover in this space. Write a title. Draw a picture that shows what the book is about. Write your name as the author. Support children as they create a book cover. They can write a title as they are able or dictate a title for you to record.

19 Identify Parts of a Book

➤ guide me

4. 

➤ work time

5.

Children should draw a book cover with a picture and an attempt at writing their name as the author.

74 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Show the front covers of several classroom books and help children identify the title, author’s name, and illustrator’s name. Explain that when no illustrator is listed, it may be because the author is also the illustrator or the book uses photographs instead of illustrations.

➔ guide me

Back Cover Have children look at p. 75 from the Targeted Lessons Student Book and find the 6. This picture shows the back cover of the book *My Friends*. What do you see on the back cover? (some pictures and some words) Point to the illustrations on the back cover. What do you see in the illustrations? (pictures of kids who may be the friends in the book)

Point to the words on the back cover. This book also has some extra information on the back cover. Listen as I read it. Does the extra information on the back cover make you want to read the book? Why or why not? Have children draw a circle around the extra information on the back cover.

➔ work time

Have children find the 7. Now it's time for you to design the back cover of a book! Support children as they create their book's back cover. They can draw a picture and write a summary of the book as they are able or dictate words for you to record.

Identify Parts of a Book 19

➔ guide me

6.

John's Score	4
Robert's Score	3
Michael's Score	5
David's Score	2
Eric's Score	1

A girl likes to play different games with her friends.

➔ work time

7.

Children should draw a back cover with a picture that reflects the topic of their book.

PHONOLOGICAL AND PRINT AWARENESS 75

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TEACHING STRATEGIES

Show the back covers of several classroom books and help children identify the additional information that they see. Look at the elements on various back covers and discuss the kinds of information on them. You may want to explain that not all back covers will have the same type of information. Some back covers of books may have no information at all. Explain to children that when they see information about a book on the back cover, they can use it to decide if they would like to read the book.

guide me

Title Page Have children look at p. 76 from the Targeted Lessons Student Book and find the 8. **This picture shows the title page from the book *My Friends*. What do you see on the title page?** (the title of the book, the author's name, the illustrator's name)

work time

Have children draw a circle around the title, a line under the author's name, and a box around the illustrator's name. **Point to the illustration on the title page. What do you see in the illustration?** (pictures of kids who may be the friends in the book)

check for understanding

Let's see what you learned about the parts of a book. What kind of information can you find on the front cover of a book? (title, author's name, illustrator's name) **Where else can you find the same information?** (on the title page) **What kind of information can you find on the back cover of a book?** (extra information about the book, words that tell what the book is about)

Distribute books from the classroom library and have children identify the front cover, the back cover, and the title page, as well as the important information that appears on each.

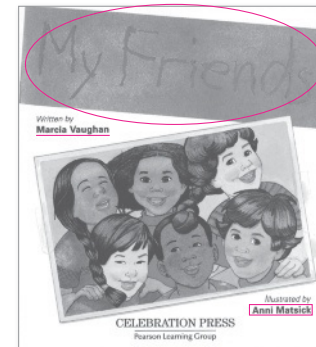
reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about the parts of a book?** If time permits, distribute a book to each pair and let them point out the book's parts to each other. Encourage pairs to discuss whether or not they would like to read the book.

19 Identify Parts of a Book

guide me

8.



work time

9. Circle the title.

Underline the author.

Draw a box around the name of the illustrator.

20

Handle a Book and Track Print

Language Objectives

- Hold a book right side up and turn pages correctly.
- Track print from left to right with a return sweep at the end of a line.
- Follow print from the top of the page to the bottom and from page to page.

Building Literacy

Print awareness is critical for children learning to read. Children with print awareness understand that print is organized on the page.

- Children learn that books are held right side up.
- Children learn that books are read from front to back, from top to bottom, and from left to right.
- Children learn to turn the page when they come to the end of the print on a right-hand page.

Focus on Language

These English words are used in this lesson. Consider using gestures or actual books to make sure the English learners have these words in their vocabulary.

book	upside down
cover	left
pages	right
top	words
bottom	pictures
right side up	



ENGLISH LANGUAGE LEARNERS

Tracking print from top to bottom and from left to right can be challenging for English language learners with home languages, such as Arabic, that track print in a different direction. Reinforce directional tracking by using your finger or a pointer to demonstrate top-to-bottom and left-to-right tracking whenever you display text in the classroom.



show me

Tell children that today they are going to learn how to handle a book and how to follow the words in a book.

Have children look at p. 77 in their Targeted Lessons Student Book and point to the 1. This picture shows the front cover of a book. It is called *A Winter Home*. When you get ready to read a book, the first thing you need to do is make sure you're holding it correctly. The top should be up and the bottom should be down. You can tell if you have the book the right way up by looking at the picture and the words on the cover. Are the words and the picture on this book the right way up? (yes) Point to the top of the book. Point to the bottom of the book. This book is the right way up.

Have children point to the 2. Explain that this picture shows two pages from inside the book *A Winter Home*. When we read and write, it's important to know what direction the words go. We read from the top to the bottom of a page and we read the words from left to right. Look at the pages from *A Winter Home*. The first thing on page 2 is a picture. Point to the picture. It's a chipmunk. Put your finger under the word that begins with an uppercase *T*. This is the first word in the sentence. Follow along as I read the words. Your finger should move from left to right and from top to bottom. Read the text on p. 2 of *A Winter Home*, stopping when you get to the end of the first line. When we get to the end of a line, we have to move our eyes down one line and all the way back over to the left. Demonstrate a return sweep with your finger. Then read the rest of the sentence. Notice the dot at the end. This is a period that shows where the sentence ends. We just read from top to bottom and from left to right. Listen and follow along with your finger again as I read that one more time. This time I won't stop reading until we get to the period at the end of the sentence. At the end of the first line, just move your finger down to the beginning of the next line and continue on.

Tell children that when they finish reading all the words on one page, they should go to the next page. Let's go on to the next page. Point to the picture of the bear. Now put your finger under the first word under the picture of the bear. It begins with an uppercase *C*. Listen and follow along with your finger as I read the words on this page.

20

Handle a Book and Track Print

show me

-
- The chipmunk is looking for a bed for the winter.

2

Can he sleep in a den? No, not in a den!

3

PHONOLOGICAL AND PRINT AWARENESS 77

TEACHING STRATEGIES

Some children may need help remembering which side is left and which side is right. Explain that if they hold both hands in front of them with their thumb and pointer fingers on both hands stretched out, their left thumb and finger will make an uppercase *L*, which is the first letter in the word *Left*. They can do this whenever they need a reminder of which side is left and which side is right.

➔

guide me

Handle a Book Have children look at the top of p. 78 from the Targeted Lessons Student Book and point to the 3. This picture shows pages from a book. You can tell if this book is right side up or upside down by looking at the words and the pictures. Point to the book that is right side up. Point to the book that is upside down. Circle the book that is right side up.

➔

work time

Have children point to the 4. This picture shows pages from another book. Look at the pictures and the words to figure out which book is right side up and which book is upside down. Circle the book that is right side up.

20

Handle a Book and Track Print

➔

guide me

3.

➔

work time

4.

78

PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Use classroom books to demonstrate handling books correctly. Give each child a book and check to be sure they are able to determine which side is up and can hold a book and turn the pages correctly.



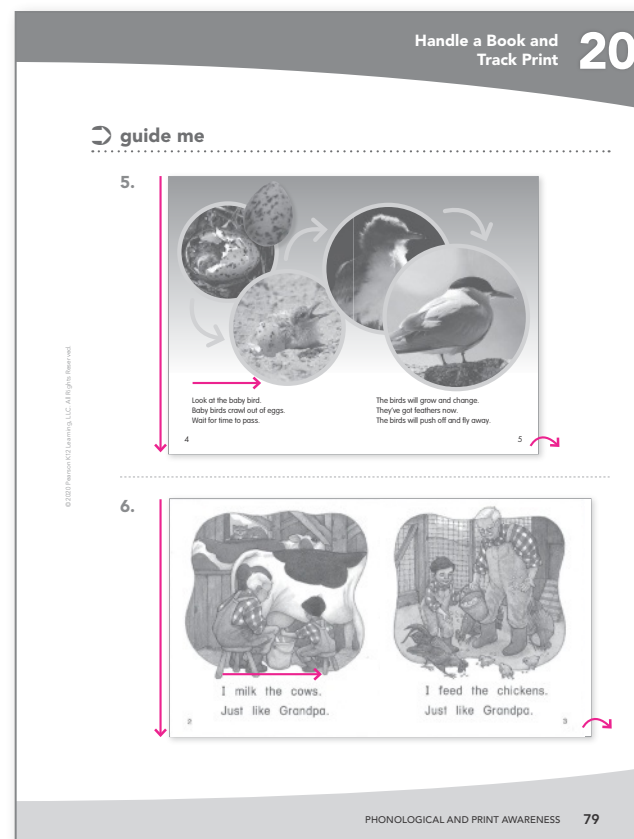
guide me

Track Print Have children look at p. 79 from the Targeted Lessons Student Book and point to the 5. Explain that the picture shows two pages from a book about animals. These pages are from the book *Animals Change and Grow*. When we read the words on these pages, we go from left to right and from top to bottom. Find the first word under the pictures. It begins with an uppercase *L*. Now listen and follow along with your finger as I read from left to right and from top to bottom. When you get to the end of a line, remember to move your finger down one line and all the way back to the left. Read the text, using your finger to track the print as you read. Pause but do not stop at the end of each line and model sweeping your finger back to the beginning of the next line. Stop after the last line on p. 4. Read p. 4 again, having each child follow along with a finger.

When we get to the end of a page, we move to the next page and read in the same way. Put your finger on the first word under the picture on page 5. It begins with an uppercase *T*. Follow along with your finger as I read from left to right and from top to bottom.

Now let's draw arrows on these pages to show what direction we read. Draw an arrow to show how we read from top to bottom. As needed, demonstrate drawing a down arrow. Draw an arrow on page 4 to show how we read from left to right. Demonstrate drawing a right pointing arrow above the text on p. 4. Draw an arrow to show that you need to turn the page at the end of page 5.

Have children point to the 6 and repeat the routine with the two pages from the book *Just Like Grandpa*. After reading from left to right and top to bottom, ask children to draw arrows on the page showing the direction they read and have them finish with an arrow indicating turning p. 3.



TEACHING STRATEGIES

Use classroom books to demonstrate tracking print from left to right, from top to bottom, and from page to page.



work time

Have children look at p. 80 from the Targeted Lessons Student Book. Point to the 7. These are pages from the book *Time for Dinner*. Now it's your turn. Work with a partner. Use your fingers to show how you would read the words on these pages. Then draw arrows to show how you read from left to write, from top to bottom, and from page to page.



check for understanding

Let's see what you learned about handling a book and following the words. How can you tell if a book is right side up or upside down? (the pictures and the words) When you read the words in a book do you start at the bottom or the top? (the top) Do you read from left to right or from right to left? (left to right) What do you do when you get to the end of a page? (turn the page or move your eyes to the top of the next page)



reflect

Have children turn and talk to a partner about what they have learned. What did you learn about how to handle a book and how to follow the words when you read? If time permits, distribute books from the classroom library and have partners demonstrate for each other how to hold a book right side up, how to track print from left to right and top to bottom, and how to turn the pages.

work time

7.



Mom looks at her watch.
It is five o'clock.

6



We are eating dinner too.

7

Language Objectives

- Recognize that a sentence is a group of words that tells a complete idea.
- Recognize that words are separated by spaces in print.
- Recognize that a sentence begins with an uppercase letter and ends with punctuation, such as a period.

Building Literacy

Recognizing distinguishing features of a sentence is an important step in print awareness.

- Children learn that sentences are made up of words.
- Children understand word boundaries; they learn that words in a sentence are separated by spaces in print.
- Children begin to learn that like oral language, printed language carries messages.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

dog	up	reads
nap	paints	book
pig	picture	pan
big	fish	hot
kids	swim	bird
eat	boy	sits
lunch	rides	in
girl	bike	nest
jumps		



ENGLISH LANGUAGE LEARNERS

Some languages use word order differently than English. For example, in Chinese and Korean, a subject pronoun can be omitted when the subject is understood. (Am hungry. = I am hungry.) Children from these language backgrounds may be confused when asked to recognize sentences. If needed, work with children to focus on word order.



show me

Write these words on the board:

my dog

My dog can nap.

Have children look at p. 81 in their Targeted Lessons Student Book and point to the number 1. Briefly discuss the illustration. Read aloud the first group of words you wrote, pointing to each word as you say it: *my dog*. These are just words. They do not tell a complete idea. Read aloud the second group of words, pointing to each word as you say it: *My dog can nap*. This group of words is a sentence. A sentence is a group of words that tells a complete idea. What does this sentence tell about the dog?

Point to the words as you reread the sentence, having children say the words with you. Then point to the spaces between the words. What do you notice about the words in the sentence? The words are separated by spaces. The spaces help us know where one word ends and another word begins. Invite a volunteer to point to the first word. Now point to the space after that word. Repeat for the second and third words.

Point to the uppercase *M*. A sentence begins with an uppercase letter. This sentence begins with an uppercase *M* in *My*. Point to the period. Many sentences end with a period. A period looks like a dot. It tells where the sentence ends.



guide me


Recognize Sentences Have children point to the 2. Look at the words next to the picture. Put your finger on the first group of words. Listen as I read them: *big pig*. Is this a sentence? (no) How do you know? (It doesn't tell a complete idea.) Now put your finger on the second group of words. Listen as I read them: *The pig is big*. Is this a sentence? (yes) How do you know? (It tells a complete idea. It starts with an uppercase letter. It has a period at the end.) What separates the words in this sentence? (spaces) Now count the words. How many words are in the sentence? (4) What is at the beginning of the sentence? (an uppercase *T*) What is at the end of the sentence? (a period) Look at both groups of words again. Circle the group of words that is a sentence. Guide children to determine that *The pig is big*. is a sentence because it tells a complete idea, it starts with an uppercase letter, and it ends with a period.

It's your turn to recognize a sentence. Point to the 3. Put your finger on the first group of words. Listen while I read them: *kids lunch*. Now put your finger on the second group of words. Enunciate individual words as you read: *The kids eat lunch*. Which group of words is a sentence? (The kids eat lunch.) Circle the sentence. Guide children to determine that the second group of words is a sentence because it tells a complete idea, it starts with an uppercase letter, and it has a period at the end.


21


Recognize Sentences

➔ show me

1. 

➔ guide me

2.  big pig
The pig is big.

3.  kids lunch
The kids eat lunch.

PHONOLOGICAL AND PRINT AWARENESS 81

TEACHING STRATEGIES

Encouraging children to speak in sentences and taking dictation of their ideas is a good way to help them understand that a sentence is made up of words that express a complete idea. Have each child tell something they do in the morning, for example: *I brush my teeth*. Write the sentence, repeating each word. Then read the sentence aloud. Point out the spaces between words, the uppercase letter at the beginning, and the period at the end.

work time

Task 1 Have children look at p. 82 from the Targeted Lessons Student Book and point to the 4. What is happening in the picture? Now look at the words next to the picture. Listen as I read the first group of words: *girl up*. Now listen as I read the second group of words: *The girl jumps up*. Which of these groups of words is a sentence? (*The girl jumps up*.) How do you know? (It tells a complete idea, starts with an uppercase letter, and ends with a period.) What does the sentence tell us? (It tells us what the girl does—she jumps up.) Draw a circle around the sentence. Continue similarly with row 5. After children identify what is happening in the picture, read aloud the first group of words (*Bob paints a picture*.) and the second group of words (*paints picture*). Which group of words is a sentence? (*Bob paints a picture*.) Circle the sentence.


Task 2 Point to the 6 and look at the picture. I am going to read the sentence next to the picture. I want you to follow along with your finger as I read. Emphasize the individual words as you read the sentence: *The fish swim*. Count the words in the sentence. How many words are in this sentence? Circle the number that tells how many. Continue with number 7. Have children point to the picture of the boy riding the bicycle and then follow along with a finger as you read the sentence next to the picture: *The boy rides a bike*. Tell children to circle the number that tells how many words are in the sentence. (5)

21

Recognize Sentences


work time

4.




girl up
The girl jumps up.

5.




Bob paints a picture.
paints picture

6.



The fish swim. 1 2 3

7.



The boy rides a bike. 4 5 6

TEACHING STRATEGIES

If children have difficulty recognizing sentences, write each word from a sentence on page 82 on an index card. Be sure to start the first word in the sentence with an uppercase letter and include a period after the last word. Guide children to arrange the cards in order to form a sentence. Read the sentence aloud, enunciating each word separately, and have children touch each word card as you say the word. What complete idea does this sentence tell? How did you know the word ___ comes first in the sentence? What comes at the end of the sentence?



guide me

Recognize Distinguishing Features of Sentences Have children look at p. 83 from the Targeted Lessons Student Book. Find the 8 and put your finger on the picture. Look at each group of words next to the picture. Which group of words is a sentence? How do you know? That's right, it begins with an uppercase letter and ends with a period. Draw a line under the uppercase letter. Draw a circle around the period. Now listen while I read the sentence: *Kim reads a book.* What complete idea does the sentence tell?




Continue with 9 and 10.

Find the 9 and put your finger on the picture. Look at the words next to the picture. Which group of words is a sentence? How do you know? (It starts with an uppercase letter and ends with a period.) Draw a line under the uppercase letter. Draw a circle around the period. Listen while I read the sentence: *The pan is hot.* What complete idea does the sentence tell?

Find the 10 and put your finger on the picture. Look at the words next to the picture. Which group of words is a sentence? How do you know? (It starts with an uppercase letter and ends with a period.) Draw a line under the uppercase letter. Draw a circle around the period. Listen while I read the sentence: *A bird sits in a nest.* What complete idea does the sentence tell?

Recognize Sentences **21**

➔ guide me

8.	 <div style="margin-top: 10px;"> <u>K</u>im reads a book. a book </div>
9.	 <div style="margin-top: 10px;"> hot pan <u>T</u>he pan is hot. </div>
10.	 <div style="margin-top: 10px;"> <u>A</u> bird sits in a nest. bird in nest </div>

PHONOLOGICAL AND PRINT AWARENESS 83

➤ work time

Have children look at p. 84 from the Targeted Lessons Student Book and find the 11. Now you are going to get a chance to make up your own sentence. Draw a picture of something you like to do. Then I'll ask you to tell me a sentence about your picture. Allow time for children to draw pictures. Then write the sentence that the child dictates about the picture. Read the child's sentence aloud after you write it. Is this a sentence? How do you know? What complete idea does the sentence tell? Show me what separates the words in the sentence. What is at the beginning of the sentence? Point to it. What is at the end of the sentence? Point to it.

➤ check for understanding

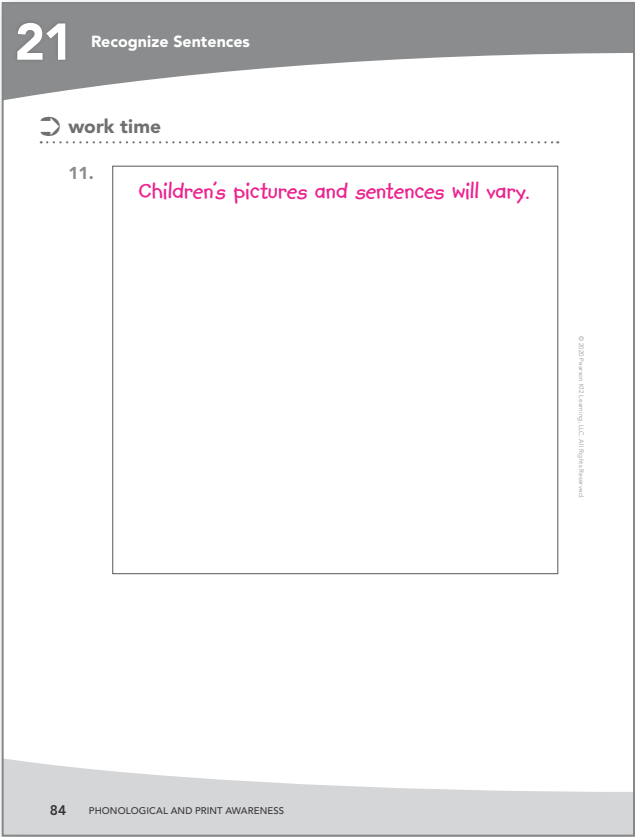
Let's see what you learned about recognizing sentences. I'm going to show you some words. Then you'll tell me which groups of words are sentences. Write the following groups of words on the board or chart paper:

the sun
The sun is hot.

Have children identify which group of words is a sentence and tell how they know. Ask them to point to the spaces between words, the uppercase letter at the beginning, and the period at the end. Have children tell what complete idea the sentence tells about. Continue the activity by having children compare other groups of words and tell which are sentences: runs fast/The man runs fast, like soccer/I like to play soccer.

➤ reflect

Have children turn and talk to a partner about what they have learned. What did you learn about recognizing sentences? If time permits, allow children to choose a book from the classroom or school library. Have them identify a complete sentence by pointing to the spaces between words, the uppercase letter at the beginning, and the punctuation mark at the end.



22

Distinguish Letters and Words

Language Objectives

- Recognize the difference between a letter and a printed word.
- Recognize that spoken words are represented in written language by specific sequences of letters.

Building Literacy

Distinguishing between letters and words is an important step in print awareness and reading readiness.

- Children learn that words are made up of letters arranged in a certain order.
- Children learn that letters in words are arranged without any spaces between them.
- Children begin to recognize that the letters and letter patterns in words represent the sounds of spoken language.

Focus on Language

These English words are used in this lesson. Consider using examples or displaying pictures of each to make sure the English learners have these words in their vocabulary.

cat	red
duck	pig
leg	pin
hat	bat
bird	tub
go	lap
cot	not
jump	bus
me	ten
fan	gas
at	lap
kite	pit



ENGLISH LANGUAGE LEARNERS

Not all languages use the Roman alphabet that is used in English. For example, Cantonese is written with standard Chinese characters where each character represents a syllable and has a meaning. Children from these language backgrounds may benefit from increased exposure to the English alphabet. Provide them with many hands-on experiences with alphabet blocks, plastic letters, and alphabet books, if needed.



show me

Have children look at p. 85 in their Targeted Lessons Student Book and point to the number 1. Put your finger on the pictures in this row as I say their names: *cat*, *duck*. Write the word *cat* on the board. Now look at the letters I wrote on the board. I wrote three letters. Touch the letters in turn and name them. This is a letter. The name of the letter is *c*. This is another letter. Its name is *a*. And this is a letter, too. This letter is called *t*. Point out that you have written the letters all together without any spaces between them. When I put the letters like this, I can make a word. This word is *cat*. Put your finger on the picture of the cat in your book.

Write the word *duck* next to *cat*, leaving an obvious space between the words. This is another word. See how the letters of this word are together, too, and how they are not next to the letters in *cat*. When I write words, I have to leave spaces between them. Indicate the spaces between the words. This word has four letters. Point to each letter as you name it: *d*, *u*, *c*, *k*. It is the word *duck*. Put your finger on the picture of the duck.

Now put your finger on the 2. What do you see in this box? (letters) How many letters do you see? (3) What do you notice about the letters? That's right, each letter is by itself. The letters are not in any special order. The letters don't make a word. Now put your finger on the 3. What do you see in this box? That's right, this is a word. There are three letters, but do you see how there are no spaces between them? The letters are put together in a special order to make a word. The word is *cat*. Today you will learn how to recognize the difference between letters and words.



guide me

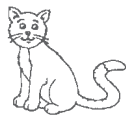
Recognize Letters and Words Have children point to the 4. What is the first thing you see in this row? Is it a letter or a word? (letter) How do you know? (It is by itself.) Yes, it is the letter *m*. Now put your finger on the next thing in the row. Is it a letter or a word? (word) How do you know? (There are three letters; they have no spaces between them.) Yes, when you put the letters *l*, *e*, *g*, together you get the word *leg*. Now look at the last thing in the row. Is it a letter or a word? (letter) How do you know? (It's by itself.) Draw a circle around the word. Guide children to recognize the difference between a letter, which is by itself, and a word that has several letters put together with no spaces between them.

It's your turn to tell which are letters and which are words. Put your finger on the 5. Look across the row. Draw a circle around the letter. Guide children to recognize that the last thing in the row, *w*, is a letter. Continue with row 6, asking children to circle the word. Guide children to recognize that *go* is a word because it has letters put together with no spaces between them.


22

Distinguish Letters and Words

show me

1. 

2. t a c



3. cat

guide me

4. m leg s

5. hat bird w

6. go f d

PHONOLOGICAL AND PRINT AWARENESS 85

TEACHING STRATEGIES

If children have difficulty distinguishing letters and words, prepare a set of letter and word cards for them to sort. Start with a few of each and spread out the cards face up. Ask: *Which is a letter?* or *Which is a word?* Have the child pick up the appropriate card and place it in an area you have designated. As children become more comfortable, you can increase the number of cards. Then spread out all the cards in random order and have children sort them independently. Put all the letters in one pile and all the words in another.

work time

Task 1 Have children look at p. 86 from the Targeted Lessons Student Book and find the 7. **There are letters and words in this row. Look at them carefully. Which are letters? Circle them.** Check to see that children circled *h* and *r*. **How do you know they are letters?** (They are by themselves.) Continue similarly with row 8. Tell children to circle the words in the row. (*me*, *fan*) **How do you know they are words?** (They have letters put together with no spaces between them.)

Task 2 Find the 9 and point to it. There are letters and words all mixed up in this box. Draw a circle around each letter. Draw a line under each word. Check children as they work independently and offer assistance as needed.

22 Distinguish Letters and Words

work time

7. h cot jump r

8. me v fan l

9. kite at

j n

red o

u x

pig z

86 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty distinguishing letters and words, write each letter and word from page 86 on an index card. When writing the words, be sure to put the letters close together. Place several cards in front of each child and give "Simon Says" directions. For example: **Simon says, "Hold up a letter."** **How do you know it's a letter?** **Simon says, "Point to a word."** **How do you know it's a word?**

➤

guide me

Recognize Sequences of Letters Have children look at p. 87 from the Targeted Lessons Student Book. Find the 10 and put your finger on the first group of letters. Now look at the other groups of letters in the row. Which group of letters has letters in the same order as the first group? (the second group) How do you know? That’s right, the first letters in both groups look the same, the second letters in both groups look the same, and the third letters in both groups look the same. Draw a circle around the second group of letters because those letters have the same order as the first group.

Find the 11 and look at the first group of letters. Then look at the other groups of letters in the row. Which group of letters has letters in the same order as the first group? (the third, or last, group) Draw a circle around it. Continue with 12, 13, and 14. Guide children to look at the first group of letters in each row and then find and circle the group of letters with the same order.

Distinguish Letters
and Words

22

➤ guide me

10.	pin	pin	nip
11.	bat	tab	bat
12.	tub	but	tub
13.	lap	lap	pal
14.	not	ton	not

PHONOLOGICAL AND PRINT AWARENESS

87

➔

work time

Have children look at p. 88 from the Targeted Lessons Student Book and point to the 15. Look at the letters in the first word. Now look at the other groups of letters in the row. Circle the group of letters that are in the same order as the first word.

To complete the remainder of the page, tell children to look at the first word in each row and circle the group of letters that are in the same order as the first word.

➔

check for understanding

Let's see what you learned about recognizing the difference between letters and words. I'm going to write something on the board. Then you'll tell me which are letters and which are words. Ready? Let's start with this.

Write the following letters and words on the board:

t p e

pet bug box

Have children identify which are letters and tell how they know. Have children identify which are words and tell how they know. Continue the activity by having children compare other groups of letters and words and tell which are words.

➔

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about recognizing the difference between letters and words? If time permits, allow children to choose a book from the classroom or school library. Have them identify a few words on a page and count the letters that make up each word.

22 Distinguish Letters
and Words

➔ work time

15. bus	sub	bus
16. ten	ten	net
17. gas	sag	gas
18. lap	pal	lap
19. pit	pit	tip

88 PHONOLOGICAL AND PRINT AWARENESS

Identify Uppercase and Lowercase Letters

23

Language Objectives

- Identify and name all uppercase and lowercase letters of the alphabet.
- Distinguish between letters of the alphabet.

Building Literacy

Identifying and naming uppercase and lowercase letters of the alphabet is an important step in print awareness and reading readiness.

- Learning letter names will help children identify letters as they learn letter sounds.
- Children begin to understand that there is a relationship between written letters and spoken sounds.
- Children begin to understand that print can take many forms—uppercase or lowercase letters, different fonts, different sizes—but it is still print.

Focus on Language

These English words are used in this lesson. Consider using examples or displaying pictures of each to make sure the English learners have these words in their vocabulary.

alphabet	red
letter	blue
uppercase	column
lowercase	



ENGLISH LANGUAGE LEARNERS

Some languages do not use the Roman alphabet that is used in English. Work individually with children from these language backgrounds, and limit the number of letters children work with at one time. Start with fewer letters and increase the number as appropriate. Guide children to find examples of the letters in books and print around the classroom.

**show me**

Write the following letters on the board:

A a J j S s

Point to uppercase A. **The name of this letter is uppercase A. What letter is it?** Point to lowercase a. **The name of this letter is lowercase a. What letter is it?**

Have children look at p. 89 in their Targeted Lessons Student Book. **Point to the first letter in the top row. Is it an uppercase A or a lowercase a? (uppercase A) Now point to the second letter. What letter is it? (lowercase a) What do you notice about uppercase A and lowercase a? That's right, they look different. They are different shapes. Uppercase A is tall and lowercase a is short. But they are both the letter a.**

Repeat the same instruction for more letters. Point out that some uppercase and lowercase letters look quite different from each other, such as Aa, Ee, and Gg. Others look just the same but are different sizes, such as Oo and Ss. Some lowercase letters have descenders: g, j, p, q, and y.

If children are familiar with an alphabet song, sing the song together and suggest that children point to the appropriate letters in their book as they sing. **Today you will learn how to identify and name all the uppercase and lowercase letters of the alphabet.**

**guide me**

Identify Uppercase and Lowercase Letters Have children point to the 1. **The first letter in this row is uppercase B. Put your finger on uppercase B. Now put your finger on the other letters in the row while I say their names: lowercase b, lowercase e, uppercase B, uppercase B. Find each uppercase B and draw a circle around it. How many letters did you circle? (3) Now put your finger on the 2. Look across the row as I name the letters: lowercase n, lowercase l, lowercase n, lowercase r, uppercase N. Find each lowercase n and circle it. How many letters did you circle? (2)**

It's your turn to recognize uppercase and lowercase letters. Put your finger on the 3. Look at the letters in the row. Find each lowercase t and circle it. How many letters did you circle? (3) Continue with row 4 asking children to find and circle each uppercase G. Guide children to notice distinguishing features of the letters and identify uppercase and lowercase letters.

**Identify Uppercase and
Lowercase Letters****show me**

A a B b C c D d E e F f G g
H h I i J j K k L l M m N n
O o P p Q q R r S s T t
U u V v W w X x Y y Z z

guide me

1. **B** b e **B** **B**
2. **n** l **n** r N
3. S **t** T **t** **t**
4. **G** z g **G** i

TEACHING STRATEGIES

If children have difficulty identifying uppercase and lowercase letters, provide them with tactile experiences using sandpaper letters, magnetic letters, and so on. Introduce one or two letters at a time. Help children see similarities in letters, for example: uppercase E and uppercase L have straight lines; lowercase b and lowercase g have circles.



work time

Task 1 Have children look at p. 90 from the Targeted Lessons Student Book and find the 5. There are uppercase and lowercase letters in this row. Look at them carefully. Which letters are uppercase D? Circle them. Check to see that children circled the first and fourth letters in the row. Continue similarly with rows 6–8. Ask children to find the letters you name and circle them.

Row 6: Circle lowercase k.

Row 7: Circle uppercase W.

Row 8: Circle lowercase c.

Task 2 Find the 9 and point to it. There are uppercase letters and lowercase letters all mixed up in this box. Circle each uppercase letter in red. Circle each lowercase letter in blue. Check children as they work independently and offer assistance to any who need it.

23

Identify Uppercase and Lowercase Letters

work time

5. D f d D y
6. A k k o U
7. j W M x W
8. c E q c N
9. J A k g I e
s b Q T c m
F i H P E R

Children should circle these letters in red: J, A, I, Q, T, F, H, P, E, R. They should circle these letters in blue: k, g, e, s, b, c, m, i.

➞

guide me

Match Uppercase and Lowercase Letters Have children look at p. 91 from the Targeted Lessons Student Book. Find the 10 and put your finger on the first letter. It is uppercase S. Now look at the other letters in the row. Which is the matching lowercase letter? (the third letter, lowercase s) Draw a circle around lowercase s.

Find the 11 and look at the first letter. What letter is it? (uppercase V) Look at the other letters in the row. Which is the matching lowercase letter? (the last one, lowercase v) Draw a circle around it. Continue with 12–17. Guide children to look at the first letter in each row and then find and circle the matching lowercase letter.

Identify Uppercase and Lowercase Letters23

➞ guide me

10.	S	f	p	s	u
11.	V	a	x	q	v
12.	M	j	m	s	d
13.	O	o	b	i	w
14.	Y	n	y	z	r
15.	B	k	t	m	b
16.	U	u	g	y	b
17.	E	c	l	e	h

PHONOLOGICAL AND PRINT AWARENESS91

TEACHING STRATEGIES

If children have difficulty matching uppercase and lowercase letters, provide practice by playing a game. Prepare a set of letter cards. Write each uppercase letter and each lowercase letter on a card, making two cards for each letter. Start with 3–4 letter pairs (6–8 cards). Place them facedown and have children take turns turning over two cards at a time. If the cards are an uppercase and lowercase match, children name the letters and keep the cards. When children seem comfortable recognizing the letter pairs, play with different letters.

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work time

Have children look at p. 92 from the Targeted Lessons Student Book and point to the 18. There are two columns of letters in this box. Start at the top of the first column. Put your finger on each letter in the column as I name it: *uppercase A, uppercase Z, uppercase E, uppercase Q, uppercase T*. Now go back to uppercase A at the top of the column. Which is the matching letter in the second column? Draw a line from uppercase A to its matching lowercase letter. Look at the next letter in the first column, uppercase Z. Which is the matching lowercase letter in the second column? Draw a line from uppercase Z to its matching lowercase letter. Continue with the remaining uppercase letters in the box. Guide children to draw a line from each uppercase letter in the left column to the matching lowercase letter in the right column.

To complete the remainder of the page, tell children to look at the columns of letters in each box and draw lines to connect each uppercase letter with its matching lowercase letter.

23

Identify Uppercase and
Lowercase Letters

work time

18. A q
Z e
E t
Q a
T z

19. B k
G g
K j
N b
J n

20. C c
H l
W p
L w
P h

21. D i
F x
I r
X d
R f

92 PHONOLOGICAL AND PRINT AWARENESS



check for understanding

Let's see what you learned about identifying uppercase and lowercase letters. I'm going to write some letters on the board. Then you'll tell me the letter names. Ready? Let's start with this. Write several uppercase and lowercase letters on the board in random order. For example:

D a f M P x

Point to a letter and ask a child to name it. Or, you might want to name a letter and have a child point to that letter on the board. Continue the activity by writing children's names instead of random letters. Write two or three names at a time. Have children identify the letters in each name, telling if each letter is uppercase or lowercase. Then have them identify letters that are the same in two children's names.



reflect

Have children turn and talk to a partner about what they have learned. *What did you learn about identifying uppercase and lowercase letters?* If time permits, allow children to choose a book from the classroom or school library. Have them identify uppercase and lowercase letters on a page of the book. For each uppercase letter they find, challenge them to see if they can find a matching lowercase letter.

24

Alphabetize to the First and Second Letter

Language Objectives

- Alphabetize a series of words to the first or second letter.
- Use dictionary guide words to find words.

Building Literacy

Understanding alphabetical order is an important reading and study skill as well as a practical life skill.

- Understanding alphabetical order will help children improve spelling skills.
- Understanding alphabetical order will help children find and explore words in a dictionary or glossary.
- Understanding alphabetical order will help children locate books in a library or find names in a directory.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

alphabetical order	top
first	page
second	guide words
letter	last
dictionary	



ENGLISH LANGUAGE LEARNERS

Non-native English speakers may need instruction on words for the positional concepts of first, second, last, and between. Provide them with hands-on activities by placing three objects in a line and helping children identify which object is first, second, and last, and which object is between two other objects. Use these positional words and ask children to rearrange the objects. (Example: Put the red crayon *between* the blue crayon and the yellow crayon.)



show me

Lead children in reciting the alphabet or singing the alphabet song. Then write these words: *ant*, *bee*, *cat*. Circle the first letter of each word as you say its name. The first letters in these words are in the order of the letters in the alphabet. They are in alphabetical order.

Have children look at p. 93 in their Targeted Lessons Student Book and point to the number 1. Put your finger on the words as I read them: *bear*, *goat*, *pig*. Circle the first letter of each word. What letter did you circle in the first word, *bear*? (*b*) What letter did you circle in the second word, *goat*? (*g*) The letter *g* comes after *b* in the alphabet. What letter did you circle in the last word, *pig*? (*p*) Does *p* come before or after *g* in the alphabet? Yes, *p* comes after *g*. The letters *b*, *g*, and *p* are in the order of the alphabet. The words *bear*, *goat*, and *pig* are in alphabetical order.

Put your finger on the 2 and look at the words in this box. The first letter of each word is the same. Now look at the second letter of each word. Guide children to circle the second letter of each word and help them use the second letter of the words to see that the words are in alphabetical order. When words have the same first letter, you look at the second letter to put the words in alphabetical order.

Display a dictionary, if available. A dictionary is a book or an electronic source that tells the meanings of words. In a dictionary, the words are in alphabetical order. Turn to several pages and show how words are in alphabetical order. At the top of each page in a dictionary there are two words called guide words. Point to the guide words in a dictionary. The first guide word tells the first word on the page. The second guide word tells the last word on the page. All the other words on the page are in alphabetical order between the two guide words.

Now find the 3. Touch the words next to the 3 as I read them: *cat*, *farm*. Let's imagine these two words are guide words on a dictionary page. These guide words tell us that the first word on that dictionary page is *cat* and the last word on the page is *farm*. All the words on that page will come between *cat* and *farm* in alphabetical order. Now put your finger on the word *bird*. What is the first letter of this word? (*b*) Would you find this word on a dictionary page with the guide words *cat* and *farm*? Why not? Help children understand why the word *bird* does not come between *cat* and *fox* in alphabetical order. Put your finger on the word *dog*. Would you find this word on a dictionary page with the guide words *cat* and *farm*? That's right, *dog* comes between *cat* and *farm* in alphabetical order. If necessary, explain that *dog* comes between *cat* and *farm* in alphabetical order because *d* comes between *c* and *f*. Circle the word *dog*.

Discuss item 4 in the same way. Since the first letters of both words are the same, we need to look at the second letters. All the words on this dictionary page will come between *fi* and *fr*. Look at the word *fast*. What is the first letter of this word? (*f*) What is the second letter? (*a*) Will you find this word on a dictionary page with the guide words *fish* and *frog*? Why not? (The second letter, *a*, comes before the letter *i*.) Put your finger on the word *fox*. Will you find this word on a dictionary page with the guide words *fish* and *frog*? Why? (The letters *fo* in *fox* come between the letters *fi* and *fr*.)

24

Alphabetize to the First and Second Letter

show me

Circle the first letter in each word. If the first letters are the same, circle the second letter.

- | | |
|-------------------|-------------------|
| 1. <u>b</u> e a r | 2. s <u>e</u> a l |
| <u>g</u> o a t | s <u>h</u> e e p |
| <u>p</u> i g | s <u>n</u> a k e |

Circle the word you would find on a dictionary page with these guide words.

- | | | |
|----------------|------|------------|
| 3. cat – farm | bird | <u>dog</u> |
| 4. fish – frog | fast | <u>fox</u> |

➔ guide me

Alphabetize to the First and Second Letter Have children look at the top of p. 94 from the Targeted Lessons Student Book and point to the 5. Look at the list of words. Are these words in alphabetical order? How do you know? (The first letters are not in the order of the alphabet.) Circle the first letter of each word. Which letter comes first in the alphabet? (b) Write the word that starts with *b* on the first line. Which letter comes next in the alphabet? (c) Write the word that starts with *c* on the next line. What is the first letter of the word that's left? (r) Does *r* come after *b* and *c*? Write the word on the last line. Now look at the words you wrote. Are they in alphabetical order? How do you know? (The first letters are in the order of the alphabet.)

Point to the 6 and look at the words. Look at the first letter of each word. What do you notice? (The first letter of each word is *s*.) How can you put these words in alphabetical order? (Look at the second letter in each word.) Circle the second letter of each word. Which letter comes first in the alphabet? (a) Write the word that starts with *sa* on the first line. What word will you write next? Guide children to recognize that *sea* comes next because *se* comes after *sa*. Guide children to complete the list with *sun* because *su* comes after *se*.

➔ work time

Have children find the 7. There are three words in this list. Look at them carefully. Which word comes first in alphabetical order? Write it on the first line. Which word comes next? Write it on the next line. Which word comes last? Write it on the last line. Check to see that children have written the words in alphabetical order: *jump*, *play*, *run*. Direct them to continue similarly with 8. Write this set of words in alphabetical order. Remember, if the first letters are the same, look at the second letter. Check children as they work independently and offer assistance as needed.

24 Alphabetize to the First and Second Letter

➔ guide me

Write the words in alphabetical order.
Look at the first or second letter.

- | | |
|------------------------------|----------------------------|
| 5. <u>r</u> ead <u>b</u> ook | 6. <u>s</u> un <u>a</u> il |
| <u>b</u> ook <u>c</u> hair | <u>s</u> ail <u>s</u> ea |
| <u>c</u> hair <u>r</u> ead | <u>s</u> ea <u>s</u> un |

➔ work time

Write each group of words in alphabetical order.

- | | |
|---------------------------|-----------------------------|
| 7. <u>j</u> ump | 8. <u>s</u> port |
| <u>j</u> ump <u>p</u> lay | <u>s</u> port <u>s</u> port |
| <u>r</u> un <u>r</u> un | <u>s</u> port <u>s</u> port |

TEACHING STRATEGIES

If children have difficulty alphabetizing words, provide practice alphabetizing letters first. Prepare a set of letter cards with one card for each letter of the alphabet. Place the cards out of order and ask children to put them in the correct order. If they have difficulty, help them sing the alphabet song as they work. Once children are comfortable with the letters of the alphabet, provide three word cards at a time and help them arrange the cards in alphabetical order. Start with words beginning with consecutive letters of the alphabet, and then move to non-consecutive letters. Provide a lot of practice with alphabetizing to the first letter before moving on to alphabetizing to the second letter.

➤

guide me

Use a Dictionary to Find Words Have children look at p. 95 from the Targeted Lessons Student Book. Remind children that words in a dictionary are arranged in alphabetical order and that guide words show what words are found on that page. Then call children’s attention to the box at the top of p. 95 and tell them it is the top of a page from a dictionary. **Point to the guide words while I read them: *nap, night*. What is the first word on the dictionary page? (*nap*) What is the last word on the page? (*night*) What can you tell about the words that will be on this page? That’s right, the words will come between *nap* and *night* in alphabetical order.**

Find the 9 and point to the guide words, *nap* and *night*. Now point to the other words in the row as I read them: *off, nest*. Point to the first word, *off*. Would this word be on a page with the guide words *nap* and *night*? Why not? (The word *off* does not come between *nap* and *night* in alphabetical order; *off* comes after *night*.) Point to the next word, *nest*. Would this word be on a page with the guide words *nap* and *night*? How do you know? That’s right, the *e* in *nest* comes between *a* in *nap* and *i* in *night* in alphabetical order. Draw a circle around the word *nest*. Continue with 10–13. Guide children to look at the guide words in each row and then find and circle the word they would find on the dictionary page with those guide words.


Alphabetize to the First
and Second Letter

24

➤ guide me

nap – night

nap (nap) a short sleep:
The cat is taking a nap.



Look at each pair of guide words. Circle the word you would find on a dictionary page with those guide words.

9. nap – night

off

nest

10. paint – pie

press

pet

11. web – work

wish

wag

12. block – bus

egg

boat

13. fish – fork

flag

fan

PHONOLOGICAL AND PRINT AWARENESS

95

➤

work time

Have children look at p. 96 from the Targeted Lessons Student Book. Call their attention to the word box at the top of the page and explain that they will choose words from this box to complete the page. Read aloud the words and have children repeat. Then have children point to the 14. **These two words are guide words found at the top of a dictionary page. Point to the guide words as I read them: *glad, grade*. Look at the words in the word box. Which word would you find on a dictionary page with those guide words? Write the word on the line next to the guide words.**

To complete the remainder of the page, tell children to look at the guide words in each row, choose a word from the box that they would find on a dictionary page with those guide words, and write the word on the line.

➤

check for understanding

Let's see what you learned about alphabetizing words. I'm going to write some words on the board. Then you'll tell me how to write them in alphabetical order. Write the following words on the board:

yellow
red
blue

Have children direct you to rearrange the words and write them in alphabetical order. Encourage children to explain why *blue* is first, *red* is second, and *yellow* is last. Repeat with other groups of words: *hand/foot/arm, fold/fly/fast, train/two/time*.

Write two guide words on the board: **next – noon**. Write two other words, such as *nine* and *nut*. Ask children to tell which of the two words would be on that dictionary page. Repeat with other guide words and pairs of words, such as **gas – gum** (*hat, girl*) and **lap – little** (*leg, luck*).

➤

reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about alphabetizing to the first and second letters? What did you learn about finding words in a dictionary?**

24 Alphabetize to the First
and Second Letter

➤ work time

Look at each pair of guide words. Write the word from the box you would find on a dictionary page with those guide words.

ring zip coat good small mitt

14. glad – grade good

15. real – rock ring

16. clock – cube coat

17. men – mouse mitt

18. shark – soak small

19. zebra – zoo zip

96 PHONOLOGICAL AND PRINT AWARENESS

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Alphabetize to the Third and Fourth Letter

25

Language Objectives

- Alphabetize a series of words to the third or fourth letter.
- Use a dictionary to find words.

Building Literacy

Understanding alphabetical order is an important reading and study skill as well as a practical life skill.

- Understanding alphabetical order will help children improve spelling skills.
- Understanding alphabetical order will help children find and explore words in a dictionary or glossary.
- Understanding alphabetical order will help children with practical life skills, such as locating books in a library or finding names in a directory.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

dictionary	fourth
alphabetical order	last
first	top
second	guide words
third	



ENGLISH LANGUAGE LEARNERS

English language learners who do not have a clear understanding of the ordinal numbers *first*, *second*, *third*, and *fourth* may have trouble alphabetizing words to the third and fourth letters. Provide them with many opportunities to use these words to describe the positions of objects or people in the classroom. (Examples: Touch the *third* book on the shelf. Who is standing *fourth* in line?)



show me

Lead children in reciting the alphabet or singing the alphabet song. Then have them turn to p. 97 in their Targeted Lessons Student Book and point to the 1. Put your finger on the words as I read them: *planet, rocket, Saturn, space*. Circle the first letter of each word. The words are in alphabetical order. *Planet* comes before *rocket* because *p* comes before *r*. *Rocket* comes before *Saturn* because *r* comes before *s*. The last two words both begin with *s*. What do we do if two words start with the same letter? (Look at the second letter.) Circle the second letter in these two words. *Saturn* comes before *space* because *a* comes before *p* in the alphabet. The words *planet, rocket, Saturn, and space* are in alphabetical order.

Point to the 2. Put your finger on the words as I read them: *speed, spin, stamp, star*. The first letter of each word is the same, *s*. Look at the second letter of each word. Are they the same? (The second letter *p* is the same in *speed* and *spin*, the second letter *t* is the same in *stamp* and *star*.) Explain that *speed* and *spin* come before *stamp* and *star* because *p* comes before *t* in the alphabet. Look back at the first two words, *speed* and *spin*. Since the first two letters of each word are the same, you need to look at the third letter. Circle the third letter in each word. What did you circle in *speed*? (*e*) What did you circle in *spin*? (*i*) *Speed* comes before *spin* because *e* comes before *i*. Now point to the words *stamp* and *star*. Guide children to recognize that the first three letters in both words are the same and tell them to circle the fourth letter of each word. Help them see that *stamp* comes before *star* because *m* comes before *r*. When the first two letters of words are the same, you look at the third letter to put the words in alphabetical order. When the first three letters are the same, you look at the fourth letter.

Display a dictionary, and explain that a dictionary is a book or an electronic source that tells the meanings of words. In a dictionary, the words are in alphabetical order. At the top of each page in a dictionary there are two words called guide words.


Touch the guide words next to the 3 as I read them: *band, car*. Imagine these two words are guide words on a dictionary page. These guide words tell us that the first word on that dictionary page is *band* and the last word is *car*. All the words on that page come between *band* and *car* in alphabetical order. Put your finger on the word in the next box. Check that children point to *bake*. What is the first letter of this word? (*b*) What is the second letter? (*a*) What is the third letter? (*k*) Would you find this word on a dictionary page with the guide words *band* and *car*? Why not? Help children understand why *bake* does not come between *band* and *car* in alphabetical order. Put your finger on the word in the next box. Check that children point to the word *bark*. Would you find this word on a dictionary page with the guide words *band* and *car*? Why? That's right, the word *bark* comes between *band* and *car* in alphabetical order. If necessary, explain that *bark* comes between *band* and *car* because *b-a-r* comes between *b-a-n* and *c*. Circle the word *bark*. Do the same with item 4, helping children see why *frozen* would not be on that page but *front* would.

25

Alphabetize to the Third and Fourth Letter

show me

Circle the first letter in each word. If the first letters are the same, circle the second letter. If the first and second letters are the same, circle the third or fourth letters.



1. planet
rocket
Saturn
sp ace

2. s pe d
s pi n
s t a m p
s t a r

Circle the word you would find on a dictionary page with these guide words.

3. band – car	bake	bark
4. frog – frost	frozen	front

PHONOLOGICAL AND PRINT AWARENESS 97



guide me

Alphabetize to the Third and Fourth Letter Have children look at the top of p. 98 from the Targeted Lessons Student Book and point to the 5. Look at the words. Are these words in alphabetical order? Why or why not? (The first two letters of the words are the same, but the third letters are different. The third letters are not in the order of the alphabet.) Circle the third letter of each word. Which letter comes first in the alphabet, *i*, *a*, or *e*? (a) Write the word that starts with *c-h-a* on the first line. Which letter comes next in the alphabet? (e) Write the word that starts with *c-h-e* on the next line. What is the third letter of the word that's left? (i) Does *i* come after *a* and *e*? Write the word that starts with *c-h-i* on the last line. Now look at the words you wrote. Are they in alphabetical order? How do you know? (The first two letters are the same and the third letters are in the order of the alphabet.)

Point to the 6 and look at the words under the picture. What do you notice about the first letter of each word? (The first letter of each word is *t*.) What do you notice about the second letter of each word? (The second letter of each word is *r*.) What do you notice about the third letter of each word? (The third letter of each word is *a*.) How can you put these words in alphabetical order? (Look at the fourth letter in each word.) Circle the fourth letter of each word. Which letter comes first in the alphabet? (c) Write the word that starts with *t-r-a-c* on the first line. What word will you write next? Guide children to recognize that *train* comes next because *t-r-a-i* comes after *t-r-a-c* and before *t-r-a-v*. Guide children to write *travel* last because *v* comes after *i*.



work time

Have children look at the bottom of p. 98 and find the 7. There are four words in this list. Look at them carefully. Which word comes first in alphabetical order? Write it on the first line. Here's a hint: If words start with the same letter, look at the second, third, or fourth letter until you find one that is different. Which word comes next? Write it on the next line. Which word comes after that? Write it on the next line. Which word comes last? Write it on the last line. Check to see that children have written the words in alphabetical order: *bear*, *beaver*, *bee*, *beetle*. Direct them to continue similarly with 8. Write the words in alphabetical order. Remember, if the first letters are the same, look at the second, third, or fourth letter. Check children as they work independently and offer assistance as needed.

25

Alphabetize to the Third
and Fourth Letter

guide me

Write the words in alphabetical order.
Look at the third or fourth letter.

- | | | | |
|----------------------|-----------------|-------------------|---------------|
| 5. ch <u>i</u> ldren | <u>chair</u> | 6. tra <u>i</u> n | <u>track</u> |
| ch <u>a</u> ir | <u>chess</u> | tra <u>v</u> el | <u>train</u> |
| che <u>s</u> s | <u>children</u> | tra <u>c</u> k | <u>travel</u> |

work time

Write each group of words in alphabetical order.

- | | | | |
|-----------|---------------|------------|-----------------|
| 7. beetle | <u>bear</u> | 8. sweater | <u>suit</u> |
| beaver | <u>beaver</u> | sundress | <u>sundress</u> |
| bee | <u>bee</u> | swimsuit | <u>sweater</u> |
| bear | <u>beetle</u> | suit | <u>swimsuit</u> |

98 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Give children index cards on which you've written the words to be alphabetized. For alphabetizing to the third letter, write the third letter of each word in a different color. For alphabetizing to the fourth letter, write the fourth letter of each word in a different color. Reinforce which letters are the same and which is the third or fourth letter as you guide children to manipulate the cards to put the words in alphabetical order.

➞

guide me

Use a Dictionary to Find Words Have children look at p. 99 from the Targeted Lessons Student Book. Remind children that words in a dictionary are arranged in alphabetical order and that guide words at the top of a page help you know what words you will find on that page. Then call children’s attention to the box at the top of p. 99 and tell them it is the top of a page from a dictionary. *Point to the guide words while I read them: desk, dirt.* What is the first word on the dictionary page? (*desk*) What is the last word on the page? (*dirt*) What can you tell about the words that will be on this page? That’s right, the words will come between *desk* and *dirt* in alphabetical order.


Find the 9 and point to the guide words, *desk* and *dirt*. Now point to the other words in the row as I read them: *dent, dig*. Point to the first word, *dent*. Would this word be on a page with the guide words *desk* and *dirt*? Why not? (The word *dent* does not come between *desk* and *dirt* because *d-e-n* comes before *d-e-s* in alphabetical order.) Point to the next word, *dig*. Would this word be on a page with the guide words *desk* and *dirt*? How do you know? That’s right, the word *dig* comes between *desk* and *dirt* in alphabetical order; *d-i-g* comes between *d-e* and *d-i-r*. Draw a circle around the word *dig*. Continue with 10–13. Guide children to look at the guide words in each row and then find and circle the word they would find on a dictionary page with those guide words.

Alphabetize to the Third and Fourth Letter 25

➞ guide me

desk – dirt

desk (desk) a piece of furniture with a flat top:
The girl sits at her desk.



Look at each pair of guide words. Circle the word you would find on a dictionary page with those guide words.

9. desk – dirt dent dig

10. shed – sleep shake shell

11. name – nation napkin nature

12. shake – sharp shave shape

13. hound – house hour how

PHONOLOGICAL AND PRINT AWARENESS 99

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124

PHONOLOGICAL AND PRINT AWARENESS



work time

Have children look at p. 100 from the Targeted Lessons Student Book. Call their attention to the word box at the top of the page and explain that they will choose words from this box to compete the page. Read aloud the words and have children repeat. Then have children point to the 14. **These two words are guide words found at the top of a dictionary page. Point to the guide words as I read them: *jump, Jupiter*. Look at the words in the word box. Which word would you find on a dictionary page with those guide words? (*jungle*) Write the word on the line next to the guide words.**

To complete the remainder of the page, tell children to look at the guide words in each row, choose a word from the box that they would find on a dictionary page with those guide words, and write the word on the line.



check for understanding

Let's see what you learned about alphabetizing words. I'm going to write some words on the board. Then you'll tell me how to write them in alphabetical order. Write the following words on the board:

hit hill his

Have children direct you to rearrange the words and write them in alphabetical order. Encourage children to explain why *hill* is first, *his* is second, and *hit* is last. Repeat with other groups of words: *sport/spin/spray*, *real/read/reason*, *glance/glad/glass*.

Write two guide words on the board: **computer – contest**. Write two other words, such as *cone* and *comic*. Ask children to tell which of the two words would be on that dictionary page. Repeat with other guide words and groups of words such as **deep – detail** (*desk, dear*) and **leader – learn** (*leave, leaf*).



reflect

Have children turn and talk to a partner about what they have learned.
What did you learn about alphabetizing to the third and fourth letters?
What did you learn about finding words in a dictionary?

25

Alphabetize to the Third
and Fourth Letter

work time

Look at each pair of guide words. Write the word from the box you would find on a dictionary page with those guide words.

jug jungle people pool water wink

14. **jump – Jupiter** jungle

15. **pond – puddle** pool

16. **judge – July** jug

17. **pencil – pet** people

18. **window – winter** wink

19. **watch – wild** water

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SuccessMaker.com
800-848-9500

ISBN-13: 978-1-4183-1659-4
ISBN-10: 1-4183-1659-8

