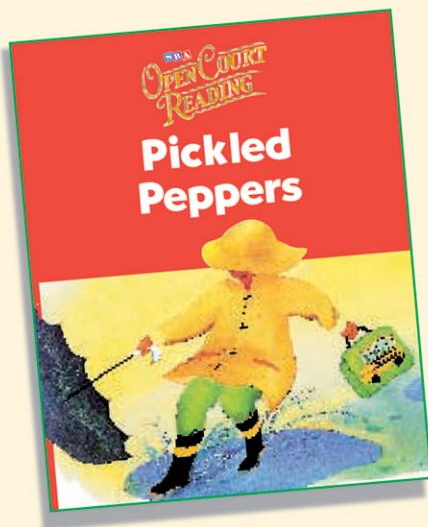


Objectives

- Students will identify words in print.
- Students will understand the importance of word order.
- Students will detect word substitutions.
- Students will identify the name and shape of *Uu*.

Materials

- **Big Book**, *Pickled Peppers*, pp. 44–45
- Word Cards: “Bluebird, Bluebird”
- Pocket Chart
- **Big Book**, *Alphabet Book*, pp. 44–45
- Reading Transparency 21
- Letter Cards: *Ll–Tt*
- Alphabet Book CD-ROM
- Listening Library Audiocassette/CD



Teacher Tip POCKET CHART CARDS
Refer to the Appendix for listings of *Picture* and *Word Cards* used in *Pickled Peppers* selections.



Warming Up

Focusing on Words in Print

Word Order and Meaning

The goal of this activity is to demonstrate the concept that the same printed word stands for the same spoken word in every instance.

- Open the **Big Book**, *Pickled Peppers* to “Bluebird, Bluebird” and read the song to the students. Then ask a student to come up and point to the words as you sing the song together. Pause before the second verse and ask another student to come forward and point to the words as you sing the song or play the song from the Listening Library Audiocassette. (The music can be found in the Appendix.)
- Place in your lap the **Word Cards** for the first and second lines of the song, and have the **Word Cards** for the third and fourth lines on a nearby table that the students can see. Saying each word as you place it in the chart, place the first and second lines in the **Pocket Chart**:

Bluebird bluebird

Go through my window

- Read the third line of the song. Ask the students what the difference is between the first line and the third line. Reread if necessary. Explain that the lines must be exactly alike.
- With this clue, and using the first line as a model, have the students place the **Word Cards** for the third line in the chart, one at a time.
- Do the same for the fourth line. Remind the students that when the lines are the same, they will have the same words in the same order. Reorder two words in the line and ask if it is the same.
- Place the words for the remaining lines of the first verse.

Bluebird bluebird

Go through my window

Oh Johnny what a day

- Reread the first verse, reciting the first two lines and pointing to each word. Invite a student to point to each word in the third and fourth line as the class says it. Continue with other students for the remaining lines.
- If you have extra time, you may want to ask students to help you arrange the **Word Cards** for the second verse on a nearby table.