

OBJECTIVES

Students will

- ◆ review the features on the **Sound/Spelling Cards**.
- ◆ write the letters of the alphabet.
- ◆ listen to and discuss a story that is read aloud.

MATERIALS

- ◆ **Sound/Spelling Cards**
- ◆ **High-Frequency Flash Cards**
- ◆ Routine A
- ◆ Read Aloud: *Little Red Riding Hood*



Preparing to Read

Phonics 

Review: Sound/Spelling Cards

Have students look at the **Sound/Spelling Cards**. Use the following points to introduce or review the cards with students.

- ◆ Explain to students that the cards are called **Sound/Spelling Cards** because they help us remember the sounds and spellings that we use to read and write.
- ◆ Remind students that we use capital letters and small, or lowercase, letters. Ask students when they should use capital letters. *at the beginning of special words, such as the names of people and places, and at the beginning of the first words in sentences* Point out that the first twenty-six cards show the capital and small versions of the alphabet.
- ◆ Help students understand or recall how they can use the pictures on the **Sound/Spelling Cards** to remember the sounds associated with them. Provide a few examples. For instance, the sound a ball makes when it bounces is /b/ /b/ /b/ /b/.
- ◆ Have students identify some black and red letters. Ask them to explain what the black letters are **consonants** and what the red letters are. **vowels**
- ◆ Ask students why vowels are special. If necessary, discuss the following points:
 - Each vowel has more than one sound.
 - Some vowel sounds are spelled with a vowel plus a consonant.

- Every word or syllable has at least one vowel sound/spelling. Say the following words, and have students clap the number of syllables: *dog, table, basketball, hippopotamus*. Write each word and its number of claps on the board. Then write each word broken into syllables. *dog, ta•ble, bas•ket•ball, hip•po•pot•a•mus* Count the number of syllables for each word, and compare it to the number of claps. Point out that there is one vowel sound for each syllable.

- ◆ Point to the different-colored boxes on the vowels, and ask students to discuss what they mean. *The green box is for short vowels; the yellow box is for long vowels; and the blue box is for other vowels, including diphthongs (/oi/, /ow/), r-controlled vowels (/er/, /ar/), and variant vowel digraphs (/aw/, /oo/, /ōō/).*
- ◆ Explain that some consonant sounds have multiple spellings. For example, /f/ can be spelled *f* or *ph*. Ask students to name other consonants that have multiple spellings. **Possible Answers** /k/ spelled *c, k, or ck*; /j/ spelled *j, ge, gi_, or dge*; /m/ spelled *m or _mb*, /n/ spelled *n or kn_*; /r/ spelled *r or wr_*; /s/ spelled *s, ce, ci_, or cy*; /z/ spelled *z or _s*
- ◆ Tell students that when two consonants make one sound, it is called a consonant digraph. Ask students to name the consonant digraphs. */sh/ spelled sh, /th/ spelled th, /ch/ spelled ch, and /hw/ spelled wh_*
- ◆ Ask students to tell what they know about the blanks before or after some spellings. *A blank tells us that a letter belongs there. A blank after a spelling means that sound can come only at the beginning of a word or syllable.* Ask students to tell what the green box before some spellings means. *The green box means the letter that comes before the spelling will be a short vowel.*