

OBJECTIVES

Students will

- ◆ review /a/ spelled *a*, /d/ spelled *d*, /h/ spelled *h*_, /m/ spelled *m*, /n/ spelled *n*, /s/ spelled *s*, and /t/ spelled *t*.
- ◆ read a **Decodable Story**.
- ◆ learn new high-frequency and selection vocabulary words.
- ◆ read and discuss a story.
- ◆ use a Venn diagram to compare and contrast two stories.

MATERIALS

- ◆ **Sound/Spelling Cards** 1, 4, 8, 13, 14, 19, and 20
- ◆ Routines 1, 2, 9, and A
- ◆ **Decodable Stories, Book 1**, Story 1
- ◆ **High-Frequency Flash Cards**
- ◆ **Getting Started Reader**, pp. 4–11
- ◆ Transparencies 3 and 45



Preparing to Read

Phonics 

Review: /a/ spelled *a*; /d/ spelled *d*; /h/ spelled *h*; /m/ spelled *m*; /n/ spelled *n*; /s/ spelled *s*; /t/ spelled *t*

- ◆ Point to the **Sound/Spelling Cards**, and remind students that each card has a name, a sound, and a spelling.
- ◆ Point to **Sound/Spelling Card** 1—Lamb, and tell students the name of the card is *Lamb*, the sound for this card is /a/, and the spelling for /a/ is *a*.
- ◆ Ask students how they can tell this card stands for a vowel sound. *The letter is red.* Then ask them what the green background tells about the vowel sound for the card. *It is a short-vowel sound.* Have them say the sound, the spelling, and tell how they can use the picture to help them remember the sound.
- ◆ Review **Sound/Spelling Cards** 4—Dinosaur, 8—Hound, 13—Monkey, 14—Nose, 19—Sausages, and 20—Timer in the same manner. Ask students how they can tell these cards stand for consonant sounds. *The letters are black.* Then ask them to name the picture and say the sound and its spelling for each card. Change the order of information you ask for so students will think about their answers. Review the following special features on the cards:
 - The blank following the *h*_ spelling means this spelling comes at the beginning of a word or syllable and a letter must follow it.
 - Some sounds, such as /n/ and /s/, have more than one spelling.

- ◆ Tell students that some consonant sounds, such as /d/, /s/, and /t/, can be spelled with double letters, *dd*, *ss*, and *tt*, but the two letters together make only one sound.



Teacher Tip

SOUND/SPELLING CARD STORIES To review the phonics elements discussed in today's lesson, you may want to read the **Sound/Spelling Card** stories, which can be found in the Level Appendix.

ROUTINE

1

Blending

For the words in the following word lines, use Routine 1, the sound-by-sound blending routine, to help students sound out and read the words.

- On the board, write the spelling for the first sound of the word, point to the spelling, and have students say the sound.
- Write the spelling for the second sound, point to the spelling, and have students say the sound.
- If the second sound is a vowel, blend through the vowel, making a blending motion from left to right under the spellings with your hand as students blend the sounds.
- Continue writing the spellings for the remaining sounds, having students say the sounds after you write each spelling. After the final spelling is written and the sound is given, make the blending motion as students blend and read the word.
- After students have blended each word, have them reread it naturally.