



## OBJECTIVES

## Students will

- ◆ distinguish long from short spoken words.
- ◆ segment and blend the syllables in names.
- ◆ review the names and shapes of *Bb*, *Cc*, *Ff*, *Hh*, *Jj*, *Ll*, *Nn*, *Rr*, and *Tt*.
- ◆ attach the /d/ sound to the letter *Dd*.

## MATERIALS

- ◆ **Alphabet Letter Cards** *Bb*, *Cc*, *Ff*, *Hh*, *Jj*, *Ll*, *Nn*, *Rr*, and *Tt* for each student
- ◆ **Alphabet Book Big Book**, pp. 10–11

Warming Up 

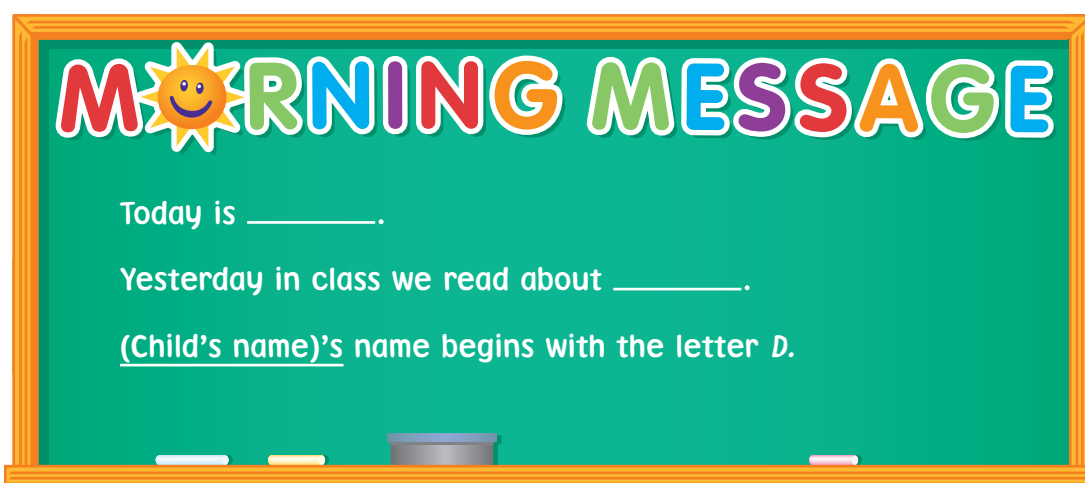
Point to the box that represents today. Remind students of the week's weather chart and the Weather Icons. Ask a volunteer to describe today's weather, and write it in the chart. Talk about the differences among various types of weather.



## Teacher Tips

**MATERIAL PREPARATION** In preparation for the following activities, have containers with written, cut-out, or plastic letters. Have several sets of index cards with long- and short-word pairs ready as well.

**WORD LENGTH** Because students' language learning has focused on meaning, many students believe that little things have little names and that large things have big names, for example, that *grasshopper* is a little word and that *cow* is a big word because a cow is bigger than a grasshopper. For this reason, choose word pairs that are related in meaning (both animals, for example), with the short words sometimes representing the larger thing and vice versa. The suggested word pairs offer such representations.



## Kindergarten News

- ◆ Copy the text above on the board or on chart paper. Invite students to tell what they remember about reading yesterday. Have them tell things they liked about what they read. Encourage them also to tell why they liked something. Remind them to use complete sentences.
- ◆ Discuss the letters and words in the message. Ask students to identify a few words with the letter *Dd*, or have a volunteer come and point to the spaces between some of the words in a sentence.

## Short Words, Long Words

- ◆ In this activity you will use printed words in conjunction with spoken words. However, the written words are used only to show students words that sound bigger most often look bigger too. You will not ask them to map spoken sounds to written letters at this point.
- ◆ Have ready several sets of cards on which you have written words you chose for the activity. Tell students to listen closely. Explain you are going to say pairs of words and you want them to tell you which word in each pair is bigger than the other. Use pairs of words such as the following: *dog/elephant*; *car/tricycle*; *kitten/cat*; *tree/flower*; *motorcycle/truck*; *hamster/lion*.