

Phonemic Awareness

Syllable Blending and Segmentation

- ◆ Review with students how to sing “The Mulberry Bush” using the **Rhyme Poster**. Say selected words from the song, and ask students to clap out the syllables of each one. Have them tell how many syllables they heard. Use the following words: *Here 1; go 1; Monday 2; mulberry 3; and bush 1.*
- ◆ Say each word again, stressing syllables, and have students join you until they can blend the words as they would speak them. Then sing the song again very slowly, and have students clap out the syllables of words with you.
- ◆ Continue using other familiar songs such as “Twinkle, Twinkle, Little Star” and “Are You Sleeping?”

How the Alphabet Works

Letter Order

- ◆ Have students sit in their Letter Expert groups, and give each group **Alphabet Letter Cards** that match their Special Letters. Write *hat* on the board in extra-large lowercase letters, and read it. Ask one volunteer each from the *h*, *s*, and *t* groups to stand in order under his or her letter on the board, holding his or her **Alphabet Letter Card**. Have an additional volunteer hold the **Aa Alphabet Letter Card**. Stand behind students, and tap each student on the shoulder as you say *M-o-s-t spells most*.
- ◆ Erase the *h*, and replace it with *b*. Ask the class *Which Alphabet Letter Card does not match the letters on the board?* When the *h* student sits down, ask a volunteer from the *b* group to take his or her place, holding the **Bb Alphabet Letter Card**. Now tap each student on the shoulder, saying *b-a-t spells bat*. Explain that when the first letter of the word changed, the group had spelled a different word.
- ◆ Reinforce the importance of the letter order by reordering students at the front of the class to spell a new word. Say *Let’s mix up these letters and see what happens*. Erase *bat* from the board. Write an extra-large *t*, and ask the student with the **Tt Alphabet Letter Card** to take the first position. Then write an extra-large *a* and then *b*, instructing students to line up accordingly. Stand behind students, and tap each student as you say *T-a-b spells tab*. To involve each letter group, continue with *cat, rob, hat, jet, lab, and fit*.



Teacher Tip

HOW THE ALPHABET WORKS In How the Alphabet Works, you begin to introduce students to the idea that letters and their associated sounds work together in a systematic way to create a word. The activities in this section will help students gain insight into that system. Although students have not yet attached sounds to the letters, use this activity to help them focus on the importance of the order of letters in words.