SRA
Imagine It
Phonics Presentation
Morning Message

Day 4 Lesson 9

Unit 1 Card 29 of 265

OBJECTIVES
Students will
+ create rhymes
+ replace and segment phonemes
+ attach the /u/ sound to the spelling u_
+ practice dictation
+ read and respond to a Decodable

MATERIALS:
+ Rhyme Stew, pp. 10–13
+ Sound/Spelling Cards
+ Lion Puppet
+ Core Decodable Takehome
  Blackline Masters, Book 1,
  Decodable 12
+ Teacher's Resource Book,
  Unit 1, Lesson 9
+ Skills Practice, pp. 29–30
+ Routines 1–2, 4, 9

Teacher Tips
MORNING MESSAGE Have students point to and read any words in the Morning Message that they know.
RETEACH if students need additional support with this lesson, refer to the intervention and English learner activities in the Teacher's Resource Book.

Daily Warm-Ups
Copy the Morning Message on the board or on chart paper. Read the message to the class, and then call on several students to answer the question. Discuss each answer with the class. Possible Answer: It is important to learn to read because you can learn about a variety of things.

Daily Language Review
To review /u/ spelled u, write the following sentence low on the board, and read it to students: The pig was very tall and pink.

Have students underline each /u/ in the sentence. Have the class repeat the /u/ words after you. Pig, pink. Ask students where the /u/ sound appears in each of these words: the, middle.

Possible DOL if it fits with your lesson.

5 min
Rhyme Stew

Rhyme Stew Review

“Rhyme Stew”
+ Reread “Rhyme Stew” on Rhyme Stew pages 10–13. Tell students that you will say a word from the poem, and they will say words that rhyme with it. Tell them to raise their hands if they have a rhyme but to say nothing until you call on them.
+ Say Let’s make a rhyme for the word hot, and then call on three or four students to say words that rhyme. Possible Answers: bat, not, cot, dot, pot
+ Continue, using the words cook and rice. Possible Answers: book, look, shook, took, nice, twice, nice, rice, nice
+ Remind students that we can rhyme almost any word, and then continue the activity by saying Let’s make a rhyme for the word rhymel Possible Answers: time, lime, dime

Let’s Practice
Rhyme Stew Practice

Rhyme Stew
by Kathy Darling
illustrated by Ruth J. Flanagan

Let's make a rhyme for you.

Let's make a rhyme for hot.

Let's make a rhyme for cook.

Let's make a rhyme for spoon.

Let's make a rhyme for meat.

Let's make a rhyme for rice.

Let's make a rhyme for beans.

Moon.

Feet.

Spice.

Jeans.
Rhyme Stew Continued

Let’s make a rhyme for peas.

Let’s make a rhyme for tomatoes.

Let’s make a rhyme for noodle.

Let’s make a rhyme for bowl.

Let’s make a rhyme for stir.

Let’s eat lunch!
Phonemic Awareness

Phoneme Replacement

Teacher Tip

REPETITION Some students may benefit from saying the words after you and then giving the signal.

UNIVERSAL ACCESS
For students with hearing impairments, use phonemic awareness phones (plastic plumbing tubes) to make the activity more easily accessible.

Phonemic Awareness

Phoneme Replacement

Initial Consonant Sounds

» Remind students that by changing just one sound, they can turn one word into another word.
» On the board, write mend, touch the word, and say it. Erase the m, and write s to replace it. Tell students that the word now begins with s. Ask what the word is. Sand

» Say send, and then erase the s, and replace it with b. Say now the word begins with b. What word is it? Bend

» Continue, using the sounds /w/, /l/, and /r/.

» Additional words that can be used for this activity are as follows:
  - ban (/b/, /m/, /n/)
  - had (/b/, /l/, /d/)
  - tip (/t/, /i/, /p/, /n/)
  - nice (/n/, /r/)
  - tag (/g/, /b/, /s/)
  - seed (/w/, /m/, /d/)
  - deep (/b/, /l/, /d/)
  - mill (/l/, /d/, /r/, /w/)
Phonemic Awareness
Phoneme Segmentation

★ Puppet activity

Model and then practice

Phoneme Segmentation

Final Consonant Sounds

★ Bring out Lion Puppet. Tell students that today he wants them to play a new game. You will say a word, and Lion Puppet will say the beginning word part but not the last sound. Ask them to say the missing sound and then say the whole word. Use the puppet to demonstrate:

Teacher: soon
Puppet: soo
Teacher: You left off the last sound, /n/.
Puppet: /n/, soon.
Teacher: grab
Puppet: gra
Teacher: You left off the last sound, /b/.
Puppet: /b/, grab. Now it's your turn!

★ Continue with the following words, signaling students when to respond by saying the sound and the whole word:

soup /sp/   loot /lu/   lean /ln/   beep /bp/   rake /r/   root /r/   lamb /lm/   loose /ls/   drive /dr/   deal /dl/   parade /pdr/   knife /nf/   splash /spl/   crunch /crn/   twin /tn/   drip /drp/
Sound/Spelling

Teacher Tip

LETTER NAMES AND SOUNDS: It is common for young students to confuse letter names with the sounds that the letters spell. When you ask for a letter sound and students say the letter name instead, gently correct them, and move on. They will learn the difference with time and practice.

Introduce the Sound/Spelling

/h/ Spelled h

Use Routine 1, introducing sounds and spellings, to introduce /h/ spelled h.

- Point to the back of Sound/Spelling Card 8—Hound. Have students identify the capital H and the lowercase h at the top of the card. Ask why the letters are black. H is a consonant.
- Turn the card. Point to the picture, and tell students that this is the Hound card. Say hound, stressing the /h/ sound. Have students say the word with you in the same way.
- Point to and name the spelling h at the bottom of the card. Then give the sound /h/. Say that this is the spelling for /h/. Explain that the blank line following the letter means this spelling comes only at the beginning of a word or syllable.
- Tell students you will read them a story that will help them remember the sound /h/. Read aloud the Hound story:

Harry the Hound dog hurries around.
Can you hear Harry's hurrying hound dog sound?
This is the sound Harry's breathing makes when he hurries:

/h/ /h/ /h/ /h/.

When Harry the Hound dog sees a hare hop by,
He tears down the hill, and his four feet fly.

Hurry, Harry, hurry!

How Harry the Hound dog loves to hunt and chase!
He hurries himself from place to place.

Howl,Harry, howl!

When Harry the Hound dog sees a big skunk roam,
He howls for help and heads for home.

What sound does Harry make when he hurries?
(Have students join in:) /h/ /h/ /h/ /h/ /h/ /h/ /h/.

- Say /h/ as you point to and say the spelling h.
- On the board, write h, reviewing the letter-formation strokes. As you write, have students use their index fingers to write the spelling several times in the air, on their palms, or on the surface in front of them as they say the sound. When students write the spelling, be sure they write and say h blank to reinforce the idea of a blank space between words.
Sound/Spelling

Listening for /h/

Tell students that you are going to say some words and that they should give the established signal and say the sound when they hear /h/ at the beginning of a word. If they do not hear the sound, they should do nothing. Following words:

- hat
- hit
- hot
- not
- hop
- top
- hip
- rip
- hide
- side
- hope
- heap
- deep
- roam
- home
- house
- mouse
- kite
- bold
- happy
- hair
- hungry
- tape
- hammock
- hurry

Have students say words that begin with /h/. If any students have names that begin with /h/, have them say their names for the class to repeat.

Review Sound/Spelling Card 8—Hound by asking students to give the name of the card, Hound the sound, /h/ and the spelling h_. Reinforce the meaning of the blank. Tell students the blank line in the spelling lets them know that h says /h/ at the beginning of a word or syllable. Tell students that they can remember this sound and spelling by looking at the card and thinking about the sound that Harry the Hound makes as he hurries: /h/ /h/ /h/ /h/ /h/.

Pick and choose if you are short on time.
Blending

Phonics

Blending

Use Routine 2, sound-by-sound blending, and Routine 4, blending sentences, to have students blend the words and sentences.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>hat</th>
<th>hit</th>
<th>ham</th>
<th>him</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>had</td>
<td>hid</td>
<td>him</td>
<td>hand</td>
</tr>
</tbody>
</table>

Sentence 1: Dad said, "I had a hat."
Sentence 2: I see him on the sand.

Teacher Tip

HIGH-FREQUENCY WORDS:
Use a Wavy line to underline high frequency words that are now decodable in the sentences.

UNIVERSAL ACCESS

For students with disabilities, preteach the word lines one-on-one before class. Reteach the lines and review them before the start of tomorrow’s lesson.

WORD ORDER:
You may want to write the words from each sentence on index cards. Put the cards in an envelope and have students put the words in the correct order. If students are ready, have them write sentences using words from the word lines. Be sure to take time to share the sentences.

Routine Card 2 and 4
Blending words/sentences

Sentences 1–2

Point to the high-frequency words had and him that students learned in Blending. Tell students that these are high-frequency words they can read. Encourage students to read these words automatically. If they have trouble, they can blend them sound by sound. Write the word said on the board. Underline it, read it, spell it, and read it again. Have students read had, him, and said, and ask volunteers to use them in sentences. Have students read the words again. Write each word on an index card, and put the cards in the High-Frequency Word Bank.

Review the high-frequency words I, a, see, on, and the by pointing to them in the High-Frequency Word Bank and having students read them.

After blending the first sentence, point to the quotation marks. Explain that quotation marks are used when we write the exact words someone says. The words being said are put between quotation marks. In the first sentence, Dad said the words I had a hat.

Developing Oral Language

For each clue that follows, call on someone to underline the answer on the word lines and use the word in a sentence.

- It rhymes with sand. hand
- It rhymes with dad. had
- It rhymes with kid. hid
- It rhymes with bat. hat
Guided Practice

Have students use Skills Practice pages 29–30 for additional practice with /h/ spelled h_ and for dictation.

- Have students name the picture at the top of page 29. Ask them to say the sound this picture stands for. Ask students to say the spelling for this sound.
- Have students complete the top line on the page by writing h_ several times and writing H_ several times. Have students say the /h/ sound as they write the spelling.
- Have students write the words at the bottom of the page.
- On page 30, have students write h under each picture whose name begins with /h/.

The picture names are hand, helicopter, turtle, table, hat, and house. Students can use the bottom of the page for dictation.
Dictation

Starting in this lesson, the dictation that occurs in odd-numbered lessons will consist of two or more lines of words. Initially, Line 1 will be sounds-in-sequence dictation. After whole-word dictation has been introduced in Lesson 15, that routine will be used for the words on the remaining lines. Beginning in Unit 2, dictation will also include a sentence for students to write.

- Have students look at *Skills Practice* page 30. Tell them they are going to learn to spell these words.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>ham</th>
<th>hit</th>
</tr>
</thead>
</table>

- Use the sounds-in-sequence dictation routine on Routine 5. For each word,
  - say the word, use it in a sentence, and repeat it.
  - have students say the word.
  - have students say the first sound.
  - have students tell the name of the card and the spelling.
  - point to and touch the *Sound/Spelling Card* for the sound, and have students check the card for the spelling.
  - have students write the spelling.

- Repeat this process for each sound/spelling. Then write the word on the board and have students proofread their work. Tell students to compare what they have written to the word you wrote on the board. If it is not spelled the same, they should circle it and correct it.
Workbook page
Homework Option / DOL

Possible DOL
Fluency/ Reading a Decodable

Teacher Tip
SOUND/SPELLING CARDS
Remind students to refer to the Sound/Spelling Cards if they are unsure of a sound/spelling.

Pick and choose the activities you want to do

Routine card 9

Fluency/Reading a Decodable

Decodable 12: A Hint

Phonics Focus: /h/ Spelled h_#

High-Frequency Words
Review the high-frequency words had, him, and said, which students learned in Blending, by writing them on the board and having students say the words. Have volunteers use the words in sentences. Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

Reading the Decodable
✦ Follow Routine 9, reading a Decodable, as you read the story with students.
✦ Have students read the title, browse the story, and discuss what they think the story will be about.
✦ The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.
✦ Reread the story, calling on various students to read. Then have the entire class do a choral reading of the story.

Responding
✦ After reading, be sure to talk about the story and answer any questions students have. Ask students to identify any difficult words in the book.
Reading a Decodable

- Have students retell the story.
- As students answer the following questions, make sure they focus on the words in the story rather than getting the answers by listening or from the pictures. Have students find the answer in the text and point to it. Then call on individual students to answer the questions in complete sentences.
  - Who hides a hat? Sid hides a hat.
  - What does Tim say? "I had a hat," says Tim.
  - Who has a hint? Dad has a hint.

Building Fluency
Have students build fluency by rereading Decodable 12 several times with a partner. The first time through, one partner should read the odd-numbered pages and the other partner the even-numbered pages. The second time through, they should switch pages. Have students record their readings on sheets of paper, noting the title of each book, the date, and any difficult words they encountered.