

Key Card

Presenting /sh/

The Alphabet Chant

Teach students the first two stanzas of The Alphabet Chant.

Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

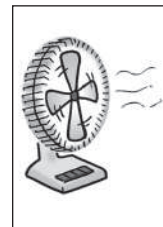
Whole Group Response →



hose



octopus



fan



leaf

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/f-i-sh/	<i>fish</i>	/c-l-a-ss/	<i>class</i>
/sh-o-p/	<i>shop</i>	/f-a-s-t/	<i>fast</i>
/sh-e-ll/	<i>shell</i>	/h-a-n-d/	<i>hand</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

shut	<i>/sh-u-t/</i>	trash	<i>/t-r-a-sh/</i>
dish	<i>/d-i-sh/</i>	smash	<i>/s-m-a-sh/</i>
wash	<i>/w-a-sh/</i>	brush	<i>/b-r-u-sh/</i>

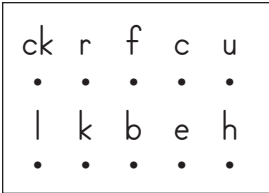
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class. (Use Partner Practice Booklet 3.)

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

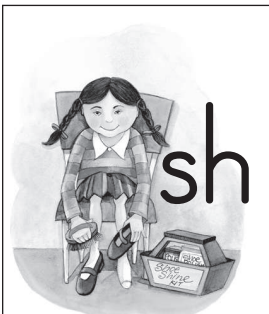
Use the following word sequence:

king...ring...rang...sang...sing...song...long

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Sherry shines her shoes.** Say the phrase with the students, stretching the /sh/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



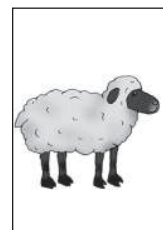
Key Card



shirt



shell



sheep



shoe

Making the Sound—Ask students to say /sh/. **When I say /sh/—>sh/, my teeth are together and I am pushing air out of my mouth. It's a quiet sound. It's the same sound that I make when I want you to be quiet. /sh/—>sh/. Let's stretch it together. /sh/—>sh/.**

Students' Words—Use Think-Pair-Share to have students share words that begin with /sh/.

Think-Pair-Share →



Animated Alphabet: /sh/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letters make.

Write the letters “sh” on chart paper beside the picture. **We can write /sh—>sh/ using letters we already know. These letters go together to say /sh—>sh/. /sh—>sh/.**



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Monitor →

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (ship, shut, dash). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Let’s practice writing /sh—>sh/ in the air. Move your finger in the shape of the letters “sh” and say /sh—>sh/.

Have students write the letters in the air while they say /sh/.

Have students write the letters on a partner’s hand, arm, or back.

Have students write the letters several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/k/ as in kite /r/ as in rabbit /l/ as in like

/h/ as in hand /e/ as in ending

Have partners check each other’s work. When they have finished, write any letters students need to review on the board, going over the Key Card and writing cue.

sh

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/c/ as in caterpillar /g/ as in give /ng/ (like you hear at the end of song)



Stretch and Count/Stretch and Spell

Have students use Stretch and Count to identify and count the sounds in the word “mat.” Students will write the letters on their fingers with their magic pencils.

Say: **Now that you can count the sounds and make the letter shapes, you are ready to write the words. Watch me as I Stretch and Spell /m—>m/. Write the letter “m” on chart paper or a chalkboard. The next sound is /a—>a/. I can write the letter for /a—>a/. Write the letter “a” on the board. The last sound is /t/. I can write the letter for /t/. Write the letter “t” on the board. Touch each letter, make the sound for that letter, and then say the word. /m—>ma—>at/. I just wrote the word “mat.”**



The Sound and the Furry: Stretch and Spell

Video Option: *The Sound and the Furry*—Introduce and play the Stretch and Spell segment. **Let’s watch Alphie and his friends learn to Stretch and Spell. This will help us learn to spell words.**

Now you’re ready to spell words. I’ll say a word, then we’ll use Stretch and Count to count the sounds and practice making the letters. Then, we’ll write the word in our Partner Writing Books.

Have students Stretch and Count, then Stretch and Spell, the following words. Make sure that partners check each other’s work.

With the new letter:

ship shot shop

With familiar letters:

hat leg run

After partners have checked each other’s work, have the whole class tell you how to spell the words. Write them on the board as the class dictates them to you. Ask students to correct their work by crossing out errors and writing in the correct spelling.

Collect the Partner Writing Books weekly to check students’ progress.

Whole Group Response →