

Lesson 42

Phonemic Awareness
5 min.

In the Middle

I can listen for
/o/ and /a/.



Review the sounds and actions of *a* and *o* using Sound Picture Cards 14, 15.

“I will say a word. I am listening for either /a/ or /o/ in the middle of the word. If I hear /a/, I will rub my eyes and say /a/. If I hear /o/, I will pretend to be an opera singer and say /o/. The word is *box*. I hear /o/ (hold hand in the shape of a microphone).”

“Let’s try this word together, *bat*. Do you hear /a/ (make gesture) or /o/ (make gesture)? Yes, we heard /a/.”

Continue activity with these words: *box, bad, bat, cop, cot, cab, can, Dad, gas, hat, dot, fog, nap, tap, hop, lot, sap, nod, fan, pop, rot*.

Reading
5 min.

The Letter and Sound /u/



Use Sound Picture Card 16

1. Show sound picture. “Our new sound is /u/. Listen to this chant. You will hear /u/ many times.”

Usher must hold the umbrella
As the wind under it
Pushes it up, up, up.

2. Show the animation.



3. Point to the letter on the card. “This letter spells /u/. The name of the letter is U and its sound is /u/. When we see this letter, we will sing its sound, /u/. Sounds help us read and spell.”

4. Student stands. “I will say some words. If the first sound of the word is /u/, make the gesture for that sound and sing the sound. If you do not hear the /u/ sound, put your hands behind your back and shake your head.”

Use these words: *umbrella, under, pig, up, gate, upon, need, upper*.

Reading and Spelling
5 min.

Paws Magnet Folder (add the *u* tile)



“Look, touch, and say: /u/ /a/ /o/ /i/ /b/ /g/ /n/ /f/ /l/ /k/ (c, k) /r/ /p/ /t/ /m/.”

“Now, I’ll point to each tile, and you will tell me the sound.”

Lesson 43

Phonemic Awareness
5 min.

In the Middle

I can
listen for /o/
and /i/.



Review the sounds and actions of *i* and *o* using Sound Picture Cards 13, 14.

“I will say a word. I am listening for either /i/ or /o/ in the middle of the word. If I hear /i/, I will scratch my arm and say /i/. If I hear /o/, I will pretend to be an opera singer and say /o/. The word is *bit*. I hear /i/ (scratch arm).”

Continue the activity with these words: *chop, cob, big, dot, chin, dig, hop, hot, dip, not, dish, fig, mom, rot, fix, hip, sob, six*.

Writing
5-10 min.

The Letter and Sound /u/



Use Sound Picture Card 16

1. Show Sound Picture Card 16 and review gesture and sound. Point to the letter on the card and say, **“You will learn to write this lowercase letter.”**
2. Show the animation. Your child will follow the animation (in the air) as it plays. Repeat for more practice.



3. *Home Run Handwriting Student Workbook* (Kindergarten Level) pages 48, 49

Lesson 44

Phonemic Awareness
5 min.

In the Middle



Review the sounds and actions of *i*, *o*, *a* using Sound Picture Cards 13, 14, 15.

“Let’s review the actions for three of the vowel sounds: */a/* is (rub eyes), */i/* (pretend to scratch arm), and */o/* is (hold o-shape as a microphone). Now, let’s listen for the middle sound in words. You will say the sound and show the action for that letter. If the word

is *fit*, you repeat *fit*, then say */i/* and pretend to scratch your arm.”

“I will say a word. You will show the action and say the sound in the middle.”

Suggested words include; *top, rid, bat, bit, shop, cod, ran, fin, lid, man, tin, fan, bog, dog, ham, cot, sit.*

Reading
5 min.

The Letter and Sound /e/



Use Sound Picture Card 17

1. Show sound picture. “Our new sound is */e/*. Listen to this chant. You will hear */e/* many times.”

Listen to the echo
When I send an */e/ /e/ /e/*
From end to end.

2. Show the animation.



3. Point to the letter on the card. “This letter spells */e/*. The name of the letter is *E* and its sound is */e/*. When we see this letter, we will sing its sound, */e/*. Sounds help us read and spell.”

4. Student stands. “I will say some words. If the first sound of the word is */e/*, make the gesture for that sound and sing the sound. If you do not hear the */e/* sound, put your hands behind your back and shake your head.”

Use these words: *echo, man, ember, every, lip, fist, exit, ebb.*

Reading and Spelling
5 min.

Paws Magnet Folder (add the *e* tile)



“Look, touch, and say: */e/ /u/ /a/ /o/ /i/ /b/ /g/ /n/ /f/ /l/ /k/ (c, k) /r/ /p/ /t/ /m/.*”

“Now, I’ll point to each tile, and you will tell me the sound.”

Lesson 45

Phonemic Awareness
5 min.

High, Middle, Low



“We will play this game.” Stand facing your child.
“Our word is *cat*. We will bump our fists for each sound in the word *cat*.” Model the activity by bump high for /k/, in the middle for /a/, and down low for /t/.

“Let’s do another one. As we say each sound in the word, we will bump the first sound high, the middle sound in the middle, and the ending sound down low.” Words: *tap, mat, had, fan, lap, bin, fit, pig, him, lip*.

Writing
5-10 min.

The Letter and
Sound /e/



Use Sound Picture Card 17

1. Show Sound Picture Card 17 and review gesture and sound. Point to the letter on the card and say, **“You will learn to write this lowercase letter.”**
2. Show the animation. Your child will follow the animation (in the air) as it plays. Repeat for more practice.



3. *Home Run Handwriting Student Workbook* (Kindergarten Level) pages 55, 56