Stage: Pre Alphabetic
Skill Level:

Skill Level: For students to read this book independently with the support of the lesson they need to be able to:

- Have speech-to print-match.
- Count syllables in words.
- Use beginning sound information: /k/, /g/
- Recognize high-frequency words: a, this, is, in
- Use the illustrations to predict what a word says.
- Participate in a guided reading of the book with the teacher.

Lesson Guide

**Activity 1 Learning to Make the Sounds /k/ and /g/**

Refer to the Word Scientists website before starting the lesson to learn how to teach sound symbol correspondences for /k/ and /g/ sounds.

**Letter K**

What do you feel? What do you see?

- Make the /k/ sound.
- Ask students to repeat the sound after you: /k/
- Ask students: What do you feel?
- **Think-aloud:** I feel my tongue tip touching behind my bottom teeth, but the rest of my tongue is pulled way back in my mouth. If I hold my hand in front of my mouth, I can feel a puff of air when I make the sound.
- Ask students: What do you see?
- **Think-aloud:** I see my mouth is open a bit, but my tongue is pulled way back in my mouth.
- Ask students: If you hold your fingers on your neck when you make the sound /k/, do you feel a vibration? (no) So it is a quiet sound. If you cover your ears, do you hear a quiet or noisy sound? (quiet). So it is a quiet sound.
- Ask students: Do you stretch the sound /k/? Or do you bounce it?
- **Think-aloud:** You bounce the sound /k/-/k/-/k/ because you cannot stretch it.
- Assign a corresponding hand motion: Tell students, “The sound /k/ begins the word key so I make the hand motion of turning a key in a lock. Make a hand motion like a turning a key. Have students repeat the sound /k/, the key word (key) and the motion.
**Letter G**

What do you feel? What do you see?
- Make the /g/ sound.
- Ask students to repeat the sound after you: /g/
- Ask students: What do you feel?
  - **Think-aloud:** I feel my tongue tip touching behind my bottom teeth, but the rest of my tongue is pulled way back in my mouth. If I hold my hand in front of my mouth.
- Ask students: If you hold your fingers on your neck when you make the sound /g/, do you feel a vibration? (yes) So it is a noisy sound. If you cover your ears, do you hear a quiet or noisy sound? (noisy). So it is a noisy sound.
- Ask students: What do you feel?
- Ask students: Do you stretch the sound /g/? Or do you bounce it?
  - **Think-aloud:** You bounce the sound /g/-/g/-/g/ because you cannot stretch it.
- Assign a corresponding hand motion: Tell students, “The sound /g/ begins the word “go.” Make motion of pointing and say “go.” Have students repeat the sound /g/, the key word (go), and the motion.

**Activity 2 Exploring the Illustrations on the Book Cover**

Before reading the text on each page, guide students in exploring the cover and illustrations. Examine the cover. Tell students:

- Let’s look at the cover of the book.
- Do you recognize the character on the front cover of the book? Who is it? (Kim)
- What sound does the letter k make? (/k/)
- I feel the sound /k/ at the beginning of the name Kim and the word kitten.
- I feel the sound /g/ at the beginning of the word gift.
- What do you think might be in the gift box? (any answer that makes sense)

**Activity 3 Phonological Awareness**
Use the pictures on page 2 of the book to practice phonological awareness activities.

- Name each picture with students. Confirm that it is the correct label by examining the first letter in each word and checking its sound. For each picture, ask students, “What do you see?” Students should name the picture. If they do not know a word, take time to teach it. Example: If students labels a picture “duck” instead of “goose” you can say, “Yes, it’s looks like a duck, but duck begins with sound /d/ and this word begins with the letter g and the sound /g/ . The book we are reading is about words that begin with the letter k or g. It is a goose that is a bird like a duck with webbed feet that swims in the water and waddles when it walks on land. I know it says goose because I feel a /g/ sound at the beginning of the word. So, this picture shows a Goose landing in the water. Repeat after me: “goose.”
- Say, clap, and count the number of syllables in each word: kite (1), gate (1), kangaroo (3), gorilla (3), kitten (2), goose (1), gift (1), Kim, (1), kettle (2)
- Onset-rime practice: Tell students you are going to play a game where you will say a word in parts and they need to guess the word. Let students see the pictures to give them the context. k-ite (kite), g-oose (goose), g-ift (gift) g-ate (gate)
  Note: Use only one syllable words for the onset-rime activity.

**Activity 4 Teach the Carrier Phrases**

Practice using the carrier sentence: **This is a _______. A _______ is in a ___________.**

**A _______ is in the __________.**
- Prepare cut-outs of the pictures on page 2. Change the pictures so each time students read the phrase with a different picture.
- Write the carrier phrases on the board:

**This is a ___________________. A _______ in a ___________.**
- Identify a picture out loud and ask students to repeat it.
- Fill in the blank space with the picture. Example: This is a kitten.
- A kitten is in a garden. A goose is in a pond. A kite in the sky. A gorilla in the jungle.

**Categories and Attributes:**
- Name the animals on the page. (goose, kitten, gorilla, kangaroo)
- Name something that opens and shuts. (gate, gift box)
- Which animal has feathers and can fly? (goose)
- Which animal jumps/hops? (kangaroo)
- Which animal lives in the jungle? (gorilla)
• Which animal is a baby? (kitten)

**Activity 5 Guided Reading of the Book**

After the students have mastered the carrier phrase, guide them in reading each page together as a class. Use the example below as a model for guiding students to read the book page by page.

Example: Page 4 Text: This is a kettle.

Tell students:
• Let’s read the part of the sentence we know together: This is a ________.
• What do you see in the picture? (a kettle)
• What sound does *kettle* begin with? (/k/). How do we spell the sound /k/? (letter *k*)
• Let’s clap to see how many syllables are in the word *kettle* (2). Kettle is a two syllable word that begins with the letter *k*. Do you see a word that could be *kettle*? (the last word). That makes sense with the picture.
• Read the page with me.
• Now read the page to me.
Repeat this pattern for each page.

Expand students vocabulary: Ask students questions about the topic on each page of the book to give additional oral language practice. For example: Where does a gorilla live? (A gorilla lives in the jungle.) What does a kitten look like? (It is furry and has pointy ears and a long tail.)

**Activity 6 Reread the text for fluency. My turn, Your Turn.**

The teacher reads a page of text, and then the students read the same text. Reread the whole book. Observe students to see if they are pointing to the words as they say them (speech-to print-match).

**Activity 7 Partner Reading**

Break students into pairs. Make sure each pair of students has a copy of the book. Instruct students to read the whole book with their partner. First, Student #1 should read each page of the book, pointing to each word as he/she reads it. Next, Student #2 should reach each page of the book, pointing to each word as he/she reads it. Encourage students to help each other if they cannot recognize a word. Walk around the room and check the progress of each student, correcting errors as necessary.
**Activity 8 Word Sort**

Preparation: Before the lesson, cut out the vocabulary pictures provided on the page before the sorting chart.

Ask each pair of students to turn to the page of the book which shows a T-chart with columns for the letters Kk and Gg. Give each pair of students a set of the pictures.

Instruct the pairs to sort the pictures into the correct columns, based on their starting sounds.

Model the activity:
- Draw a larger version of the T-chart on the board.
- Hold up a picture of a kitten
- Ask students: What is this? (a kitten)
- Ask students: What is the first sound you hear? (/k/)
- Make the corresponding turning the key motion that goes with the letter /k/.
- Ask students: What letter makes the sound /k/? (k)
- Use tape to place the picture of the kitten into the Kk column.
- Say: *kitten* begins with the sound /k/.
- Repeat this procedure to sort the words that begin with the sound /k/ or /g/.
- Have students name all the pictures in a column each time a new picture is added.

Students work in pairs to complete their own charts. Walk around the room checking progress and correcting errors as necessary.

**Group check:**
- Get the students’ attention. Ask them to stop working on their charts.
- Hold up each picture one by one and ask students the same questions as in the model.
  - What is this?
  - What is the first sound you hear? [make the corresponding motion]
  - What letter makes that sound?
  - Use tape to place the picture in the correct column on the board.
- Ask partners to check that they put their pictures in the correct columns.

Another Way to Do The Chart: AUDITORY PICTURE SORT- SOUND ONLY
Paste a word that begins with the sound /k/ over the printed letter K on the chart. Then paste a word that begins with the sound /g/ over the letter G on the chart. One by one compare each of the other pictures first with the picture headers that begins with /k/ and then with the picture header that begins with /g/.
For example say: *kitten-kite, kitten-gate*. *Kitten sounds like kite. They begin with the same sound, so I am going to put the kitten in the same column as kite.* Each time a student places a new picture in a column have them name all the pictures in the column.

**Activity 9 Vocabulary Builder Activity**

I Spy….  

Explain the rules of the game: *I will think of something from this group of pictures that starts with the*
sound /k/ or /g/. I will say, “I spy with my little eye something that starts with the sound /k/.” You can guess what thing I am thinking about. Use the pictures from the book and add pictures or objects of things that start with either the /k/ or /g/ sound.

Model the activity: Decide on one of the pictures or objects that starts with an /k/ or /g/.
Example: forest Say: I spy with my little eye something that starts with the sound /g/ and it is a jungle animal. If students guess the wrong word, but it begins with the right sound say something like, “Yes this picture begins with the sound /g/ but I am thinking of an animal that lives in the jungle.”

Continue the activity until you have practiced all the k and g words.

**Activity 10 Assessment**

- **Observe speech-to print-match.** Watch each student read the book and point. Observe if they are pointing to each word as they say it.
- **Check to see if students can read the high-frequency words out of the text:** a, this, is, in
- **Ask students to tell the beginning sound in the words:** kite /k/, gorilla /g/, kitten /k/, goose /g/, kangaroo /k/, gate /g/, garden /g/, Kim /k/.