

ai

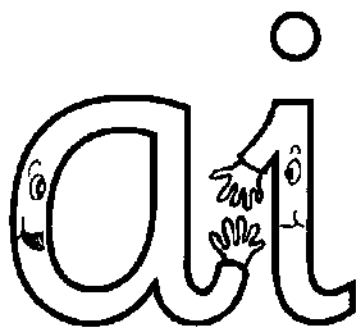
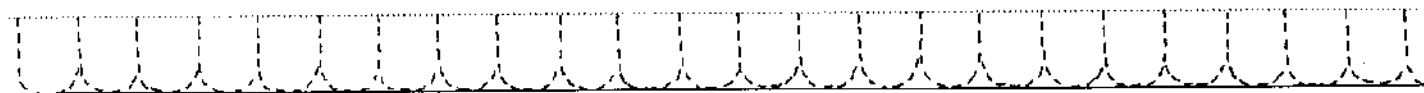
long a

Bee puts her hand behind her ear and says *ai*.
Snake tells her she should say pardon.



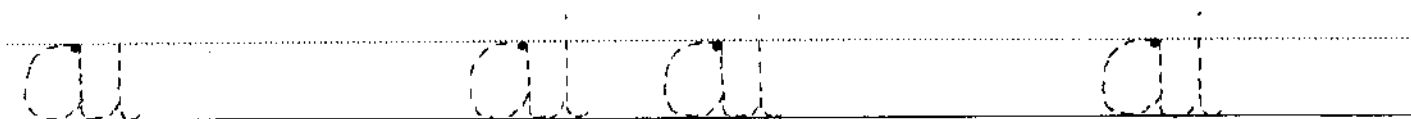
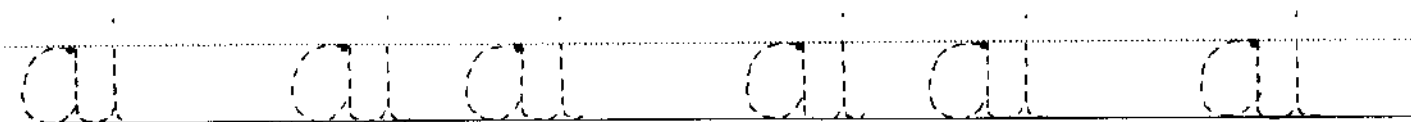
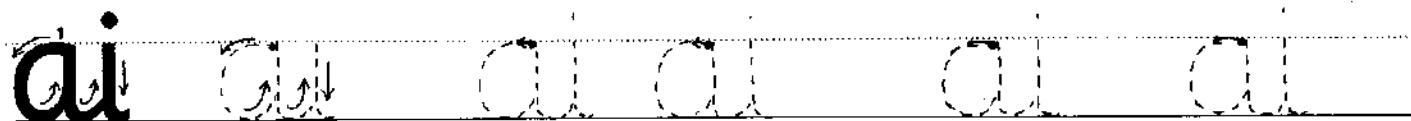
Action: Cup hand over ear and say *ai, ai, ai*.

Watch out for vowels. They can use their name as well as their sound.



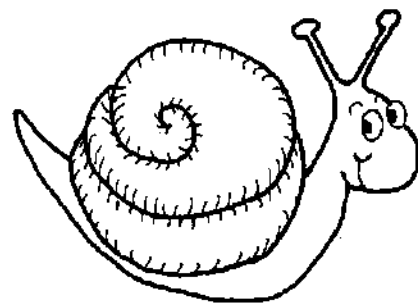
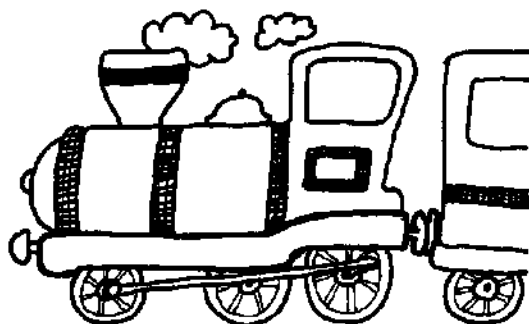
When two vowels go walking
the **first** does the talking.

(So the spelling *ai* says the name
of the first vowel, A.)



rain

train



snail

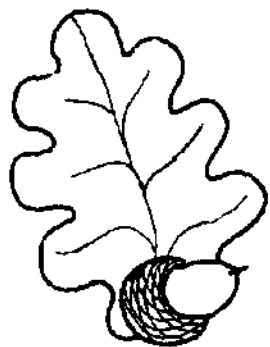
oa

The oak tree has fallen on the goat.
When Bee sees what has happened,
she says oa!

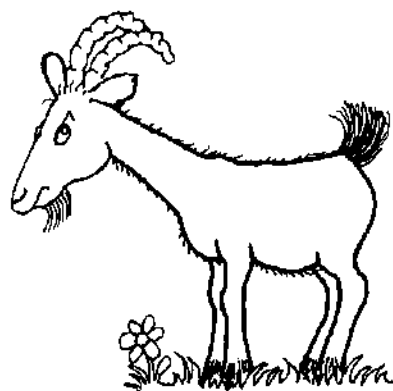
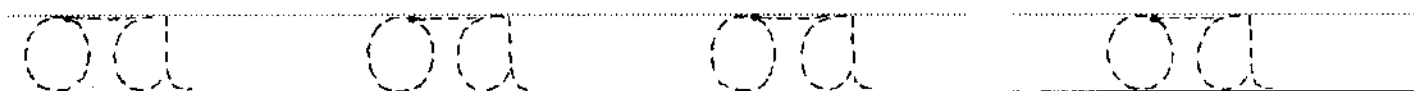
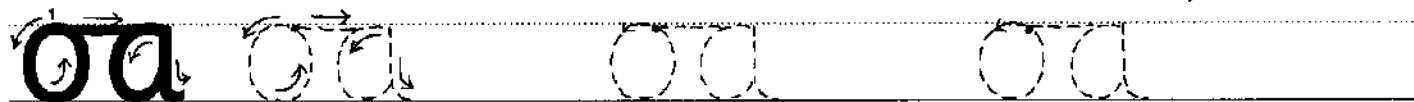
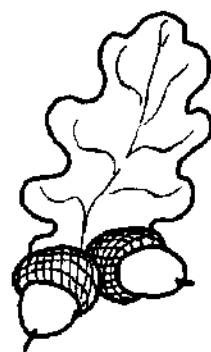


Action: Bring hand over mouth as if something terrible has happened and say *oh!*

In joined up writing, take the joining tail to where the next letter begins.

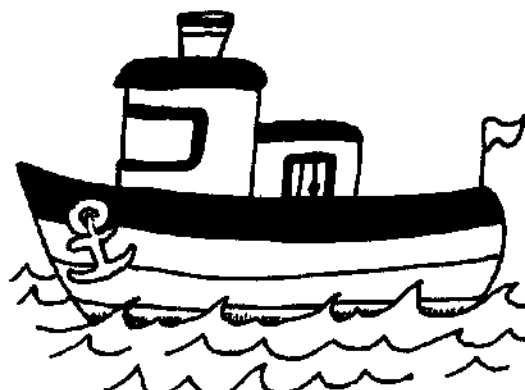


oak the goat



goat

oak



boat

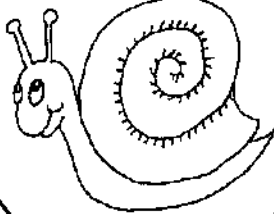
Join.

ai

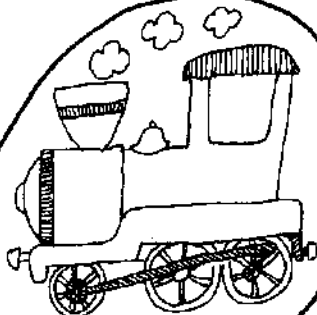
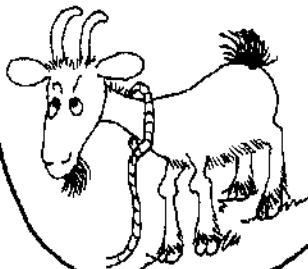
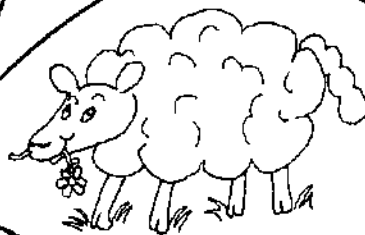
ee

ie



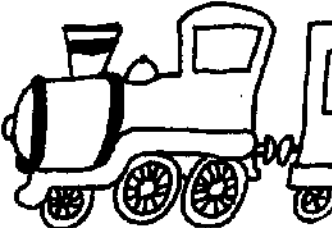
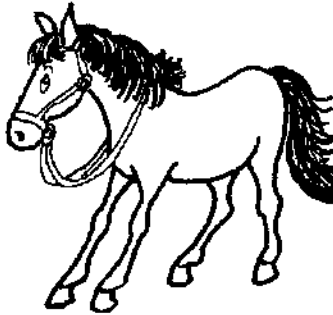
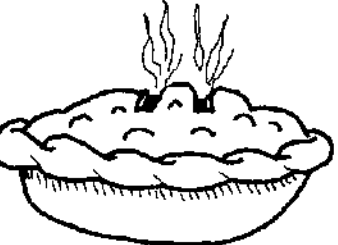
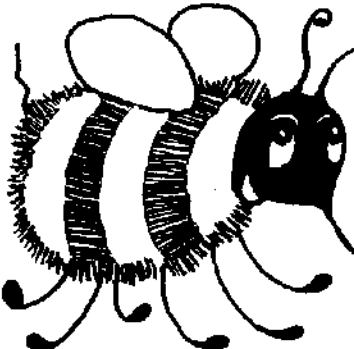






oa



3



Join the pictures to the sounds.

			
	<p>ai or</p> <p>ota</p>		
	<p>ie ee</p>		
			

Name: _____

Date: _____

This is the Way

This is the way we use our tools,
Use our tools, use our tools.
This is the way we use our tools
So early in the morning.



This is the way we hit the nails,
Hit the nails, hit the nails.
This is the way we hit the nails,
So early in the morning.



This is the way we chop the wood,
Chop the wood, chop the wood.
This is the way we chop the wood,
So early in the morning.



This is the way we drill a hole,
Drill a hole, drill a hole.
This is the way we drill a hole,
So early in the morning.

<p>Fundations Alignment: Unit 3, Week 3</p>	<p>Standards: RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d</p>
<p style="text-align: center;">“This is the Way” Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</p>	
<p>This is the way we use our tools, Use our tools, use our tools. This is the way we use our tools, So early in the morning.</p> <p>This is the way we hit the nails, Hit the nails, hit the nails. This is the way we hit the nails, So early in the morning.</p> <p>This is the way we chop the wood, Chop the wood, chop the wood. This is the way we chop the wood, So early in the morning.</p> <p>This is the way we drill a hole, Drill a hole, drill a hole. This is the way we drill a hole, So early in the morning.</p> <p>Extensions: CVC and CVCe practice: Say “us” and invite children to build it with letter tiles and read the word. Provide a new initial sound orally, /ŭ/, and ask them to build a new word (by adding “e” at the end) and read it. Reinforce the vowel sound rules for CVC and CVCe words. Repeat with other words such as “fin”, “not”, and “tub”.</p> <p>Phoneme blending practice: Invite students to stand and then crouch down a bit as you say each sound in 3-4 phoneme words. Once they are crouched near the ground they can jump up and shout the word. Model this for them with the word “jump”.</p>	<p>Session 1 Opening: <i>Today we will learn a different version of a song that we learned at the beginning of K2. When we first came to school in September, we sang “This is the Way We Go To School.” Today we will learn a version about using tools. What are some tools you know about?</i></p> <p>Fluency: Teach the song by singing it in its entirety, while tracking print with a pointer and using expression. Students will be able to chime in as many lines repeat.</p> <p>Meaning Making: <i>This song tells us the actions that tools make, but doesn’t actually name the tools used. What tools did the workers in this song use and how do you know?</i></p> <p>Word Recognition: <i>“So” is a new high frequency word in this poem [show respective word written on index card]. I will point to “so” in the poem and you read it quickly. If you know “so”, it helps you read this high frequency word [show “go” written on index card]. What word is it? It’s “go.” The letter o makes the long o sound in both “go” and “so.” There is another high frequency word in this poem. Who can find “this” [show respective word written on index card]? What is another high frequency word you know that starts like “this?” The t and h stick together to make one sound, “th,” like in the word “the.” Invite a child up to find “the.”</i></p> <p>Session 2 Fluency: Invite children to echo one stanza at a time and then sing the song in its entirety.</p> <p>Letter-Sound Awareness and Phonics: <i>As we have been learning, some words have two or more sounds at the beginning and they need to be blended together. Other words have two letters that go together and make one sound instead of blending the sounds together. This is called a digraph. Write the word “chop” on a whiteboard and read it out loud. This word does not follow the rules we have learned about the sounds the letters make. We do not read it /k/-/h/-/o/-/p/. Instead, we have to notice “ch” together which makes the sound /ch/. Refer to the letter-sound digraph cards as needed. What other words start with the sound /ch/ and the “ch” digraph? Write words the children share on the whiteboard, underlining ch.</i></p> <p>Phonological Awareness: <i>We are going to continue to notice sounds in the middle of words. Tap out all the sounds in the word “hit” and figure out the middle sound. Invite students to tap out the three sounds on their arms. What is the middle sound? [tap the middle of your arm again to help children recall]. The middle sound in “hit” is /ĭ/. Repeat the same exercise with “hole” and “drill” [note students may struggle to hear both sounds in the “dr” blend].</i></p> <p><i>Let’s also review a few ending sounds in words. What is the ending sound in “hit?” What about the ending sound in “this?”</i></p>

	<p>Session 3</p> <p>Phonological Awareness:</p> <p>Cover the poem so that children do not see the print. <i>You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together into a word. Say “/t/-/oo/-/l/-/z/” with a long pause in between each sound. What word is that? It’s “tools”. Repeat the same exercise with the words “nails” and “wood”.</i></p> <p>Fluency:</p> <p>Show the song and invite children to sing the song.</p> <p>Phonics:</p> <p><i>We are going to look again at the word “hole”. [Write “hole” on a whiteboard]. When you see this word in books, if you try to sound out each letter, it would sound like /h/-/ ō /-/l/-/ě/. When you are reading a word, you have to stop and see if it follows a spelling rule that you know. Remember this is a CVCe word, that means the “e” is silent and the “o” will say its name. [Use a marker to make notation over the word, eg. cross out the “e” and draw an arrow from the “e” to the “o”.] There is one more word that follows the CVCe rule in this song, it ends with an “e” and the vowel says its name. Can you find it? Invite a child up to find the word “use”.</i></p>
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