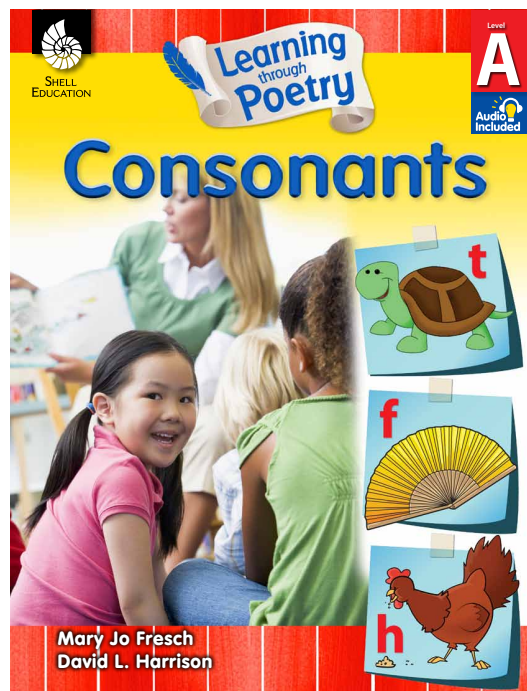


Sample Pages from
Learning through Poetry: Consonants



The following sample pages are included in this download:

- Table of Contents
- Introduction excerpt
- Lesson plan or sample chapter selection

For correlations to Common Core and State Standards, please visit
<http://www.teachercreatedmaterials.com/correlations>.



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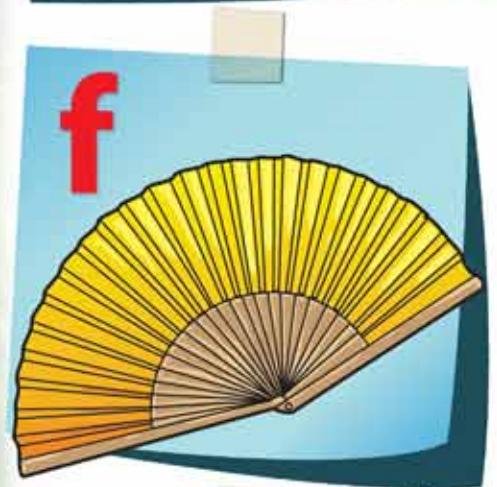


Level

A



Consonants



Mary Jo Fresch
David L. Harrison

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Teaching the Lessons
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To learn to read is to light a fire; every syllable that is spelled out is a spark. —Victor Hugo

The poems and activities in this book provide lessons for students who are moving from phonemic awareness to phonological awareness. For children still developing phonemic awareness, the lessons will encourage them to hear and play with sounds. For children ready for phonological activities, the lessons will encourage them to point out which letters and letter combinations make the sounds they hear in words. Additionally, the student activity sheets can allow children the opportunity to utilize their knowledge of sounds and print.

This book was designed with a foundation of integrating sound into the classroom. We hope you will find it helpful for students who are hearing and manipulating sounds to students ready to match sounds and print. Once you have selected a poem, you can decide which type of phoneme activity you want your students to engage in. There are five sound manipulation activities for every poem. These activities are a natural way to differentiate your instruction. You may have a small group of children who need additional practice with just sound matching. You may also create a small group of children ready to match sounds and print—phonics instruction. You can use the provided activity as well as the activity sheet to support these students. Your close observations of how the children participate in the sound manipulations will guide your decision to review the sound activities or expand their experiences into paper-and-pencil work.

As an optional way to enhance each individual poetry lesson, copy the poems for each student to keep as a personal, year-long collection in a pocket folder or a three-ring binder. Once you have completed the poem together, you may want to display it at learning centers, or on the bulletin board, to encourage the children to revisit it often.

The table on the following page provides an overview of the five sound manipulation activities that are provided with each poem in this book.



.....
Teaching the Lessons *(cont.)*

This book presents 21 consonant poems. The English alphabet has 21 letters that are called *consonants*. Most single consonants make one sound, a few make two (such as *g* which can sound like /g/ or /j/; *c* can sound like /k/ or /s/). Most are very consistent in the sounds they make and are typically easy for children to hear.

A Closer Look at Consonant Sounds

Consonant(s)	Sound
B	Consistent /b/ sound at the beginning of words but can be silent at the end of words if followed by /t/ (<i>debt</i>) or follows /m/ (<i>comb</i>)
C	Consistent with two sounds: /s/ when followed by <i>e, i, or y</i> ; /k/ when followed by <i>o or a</i>
D, F, M, N, R, Z, T	All consistent sounds at the beginning of words (except in the rare case where /m/ is silent in a word such as <i>mnemonic</i> or when /t/ is combined with <i>h</i> to make /th/)
G	Consistent with two sounds: /j/ when followed by <i>e, i, or y</i> ; /g/ when followed by <i>o or a</i>
H	Consistent /h/ sound at the beginning of words and is never a final phoneme in a word (can be the final letter, as in <i>yeah</i> , but it is silent)
J	Consistent /j/ sound at the beginning of words and like <i>h</i> , is never a final phoneme in a word (if you hear /j/ at the end of a word, it is spelled <i>-dge</i> or <i>-ge</i>)
K	Consistent /k/ sound at the beginning of words but silent five percent of the time (when followed by <i>n</i> such as in <i>knight</i>)
L	Consistent /l/ sound at the beginning of words, but silent if combined with /k/ (<i>talk</i>)
P	Consistent /p/ sound at the beginning of words, but if written with /h/ it becomes the phoneme /f/ (<i>phone</i>)
Q	Always followed by <i>u</i> ; makes the /kw/ sound
S	Consistent 84 percent of the time as /s/; few different sounds can be /sh/ (<i>sugar</i>) and /z/ (<i>treasure, legs</i>)
V	Consistent /v/ sound at the beginning of words (no English word ends in the letter <i>v</i> —this explains why words such as <i>love</i> and <i>have</i> do not follow the e-marker rule; the letter <i>e</i> was added to any word that ended in the letter <i>v</i> , but the vowel sound remained short)
W, Y	Consistent at the beginning of words but can also act as a vowel (<i>show, baby</i>); <i>w</i> is consistently silent if followed by <i>r</i> (<i>write</i>)

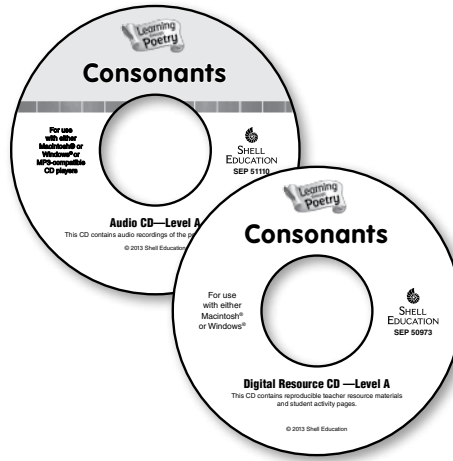
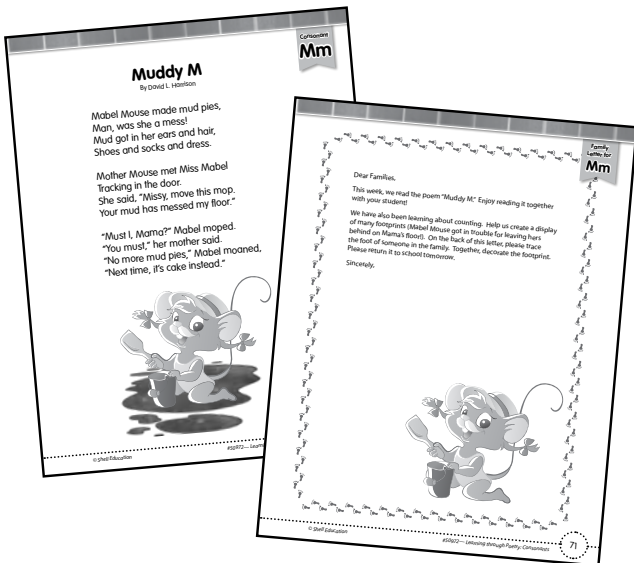
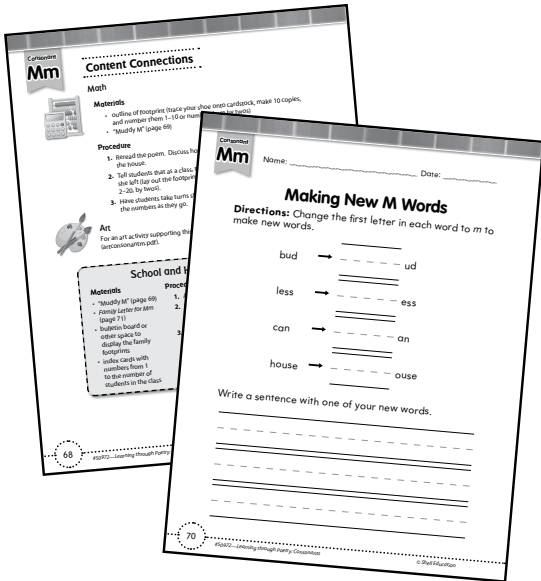
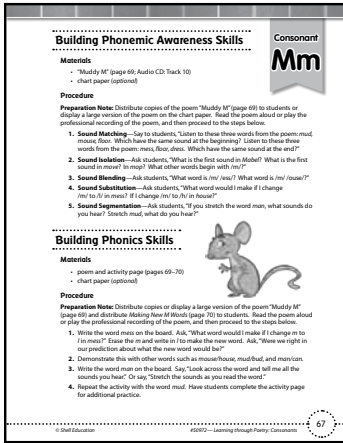
Teaching the Lessons (cont.)

In the “Building Phonemic Awareness Skills” section, each sound manipulation activity suggests which words in the poem can be used for practice. Plan on spending about 10 minutes for each phonemic awareness activity and consider spreading the five manipulations over several days, reviewing the ones you already introduced.

Suggestions are made for those students ready to connect print and sound in the “Building Phonics Skills” section. These students can also be given the activity sheet to extend their experience working with consonant sounds in print.

Cross-curricular connections expand the use of a single poem into multiple contexts. The “Content Connections” section of the lesson helps relate the poems to other educational areas such as mathematics, social studies, or science, while the art section (located on the Digital Resource CD) provides connections in dance, music, arts and crafts, drama, and movement.

The “School and Home Connection” contains a letter for children’s families, explaining the lesson’s poem and suggesting an activity for completion at home. A copy of the poem should be sent home along with the letter. Each poem is provided within the lesson, ready for you to photocopy and enlarge as you see fit.



Building Phonemic Awareness Skills

Materials

- “Muddy M” (page 69; Audio CD: Track 10)
- chart paper (*optional*)

Procedure

Preparation Note: Distribute copies of the poem “Muddy M” (page 69) to students or display a large version of the poem on the chart paper. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. **Sound Matching**—Say to students, “Listen to these three words from the poem: *mud*, *mouse*, *floor*. Which have the same sound at the beginning? Listen to these three words from the poem: *mess*, *floor*, *dress*. Which have the same sound at the end?”
2. **Sound Isolation**—Ask students, “What is the first sound in *Mabel*? What is the first sound in *move*? In *mop*? What other words begin with /m/?”
3. **Sound Blending**—Ask students, “What word is /m/ /ess/? What word is /m/ /ouse/?”
4. **Sound Substitution**—Ask students, “What word would I make if I change /m/ to /l/ in *mess*? If I change /m/ to /h/ in *house*?”
5. **Sound Segmentation**—Ask students, “If you stretch the word *man*, what sounds do you hear? Stretch *mud*, what do you hear?”

Building Phonics Skills

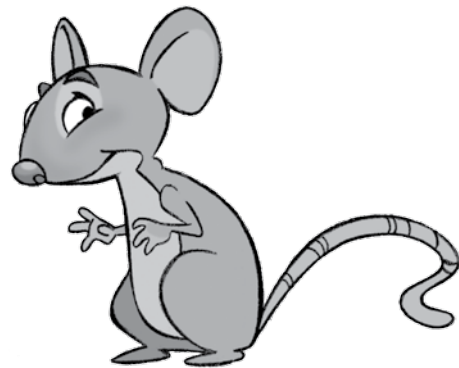
Materials

- poem and activity page (pages 69–70)
- chart paper (*optional*)

Procedure

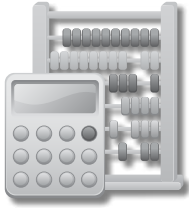
Preparation Note: Distribute copies or display a large version of the poem “Muddy M” (page 69) and distribute *Making New M Words* (page 70) to students. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. Write the word *mess* on the board. Ask, “What word would I make if I change *m* to *l* in *mess*?” Erase the *m* and write in *l* to make the new word. Ask, “Were we right in our prediction about what the new word would be?”
2. Demonstrate this with other words such as *mouse/house*, *mud/bud*, and *man/can*.
3. Write the word *man* on the board. Say, “Look across the word and tell me all the sounds you hear.” Or say, “Stretch the sounds as you read the word.”
4. Repeat the activity with the word *mud*. Have students complete the activity page for additional practice.



Content Connections

Math



Materials

- outline of footprint (trace your shoe onto cardstock, make 10 copies, and number them 1–10 or number them by twos)
- “Muddy M” (page 69)

Procedure

1. Reread the poem. Discuss how Mabel Mouse tracked mud into the house.
2. Tell students that as a class, they will count how many footprints she left (lay out the footprints, helping students count from 1–10 or 2–20, by twos).
3. Have students take turns stepping on each footprint, counting out the numbers as they go.



Art

For an art activity supporting this lesson, please see the Digital Resource CD (artconsonantm.pdf).

School and Home Connection

Materials

- “Muddy M” (page 69)
- *Family Letter for Mm* (page 71)
- bulletin board or other space to display the family footprints
- index cards with numbers from 1 to the number of students in the class

Procedure

1. Attach the poem to the family letter.
2. When students return with the paper, help them to add to the display with their family’s footprint.
3. Under the footprints, place a small card with a number, so you can count from 1 to however many footprints are returned. Discuss what they learned about the different looks and sizes of the footprints.

Muddy M

By David L. Harrison

Mabel Mouse made mud pies,
Man, was she a mess!
Mud got in her ears and hair,
Shoes and socks and dress.

Mother Mouse met Miss Mabel
Tracking in the door.
She said, "Missy, move this mop.
Your mud has messed my floor."

"Must I, Mama?" Mabel moped.
"You must," her mother said.
"No more mud pies," Mabel moaned,
"Next time, it's cake instead."



Name: _____ Date: _____

Making New M Words

Directions: Change the first letter in each word to *m* to make new words.

bud → _____ ud

less → _____ ess

can → _____ an

house → _____ ouse

Write a sentence with one of your new words.

Dear Families,

This week, we read the poem "Muddy M." Enjoy reading it together with your student!

We have also been learning about counting. Help us create a display of many footprints (Mabel Mouse got in trouble for leaving hers behind on Mama's floor!). On the back of this letter, please trace the foot of someone in the family. Together, decorate the footprint. Please return it to school tomorrow.

Sincerely,

