The Airplane

Miss Giggle, Pete, Kate, and Sue were playing together outside on a warm, sunny day. Pete heard a sound. “Nnnnn.” Pete wondered what made the sound. He told his friends to listen.

Miss Giggle pointed to the sky. She said, “Look! I see an airplane.” The children looked up. They listened to the airplane flying high in the sky. “Nnnnn.”

Miss Giggle said, “The airplane made the n sound. The letter ‘n’ makes the n sound, too. Let’s all pretend we are airplanes and make the n sound.” The kids spread out their arms to make wings.

Pete, Kate, and Sue pretended to fly like airplanes. They said, “Nnnnn. Look, we are airplanes. Nnnnn.”
Teacher lesson plan overview

- introduce the **n** sound as you guide children in making and throwing paper airplanes
- introduce the key words **no & bone** in engaging activities
- provide reading opportunities for high frequency & key words
- continue initial sound instruction & practice syllable segmentation

Student learning objectives

- use vocabulary words during recall
- produce the sound **n** when presented with the letter ‘n’
- segment words at the syllable level & sound level
- identify the initial sound in words beginning with **m, e, b, t**
- attempt to blend the key words **no & bone**
- blend familiar keywords

Day One - Lesson 37

Review: high frequency words
Story: **n** The Airplane
Language Activity: playing airplane
Song: Little Airplane
Plan: paper airplanes
Reading: Key Word Review
Practice Time
Storybook Time

Day Two - Lesson 38

Review: **n** The Airplane
Story Retell: **n** The Airplane
Song: Little Airplane
Language Activity: making & throwing paper airplanes
Look & Listen: initial sound
Practice Time
Storybook Time
My Practice Books: key words

Day Three - Lesson 39

Review: Nn
Song: Little Airplane
Key Word Activity: **no** slide show
Key Word Blending: **no**
Look & Listen: syllable segmentation
Reading Activity: making phrases
Reading Booklets: A Girl and A Bee
Practice Time
Storybook Time

Day Four - Lesson 40

Review: **n & no**
The Box: **bone**
Key Word Activity: Pup, Where’s Your Bone?
Key Word Blending: **bone**
My Practice Books: key words & **n, no & bone**
Look & Listen: initial sound & syllable segmentation
Practice Time
Storybook Time

Unit Vocabulary

<table>
<thead>
<tr>
<th>CORE</th>
<th>TARGET</th>
<th>CHALLENGE</th>
<th>EXTENSION</th>
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</thead>
<tbody>
<tr>
<td><strong>fly</strong></td>
<td><strong>make</strong></td>
<td><strong>flutter</strong></td>
<td><strong>soar</strong></td>
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<tr>
<td><strong>paper</strong></td>
<td><strong>fold</strong></td>
<td><strong>toss</strong></td>
<td><strong>drift</strong></td>
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<tr>
<td><strong>throw</strong></td>
<td><strong>guess</strong></td>
<td><strong>pitch</strong></td>
<td><strong>coast</strong></td>
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<tr>
<td><strong>home</strong></td>
<td><strong>took</strong></td>
<td><strong>create</strong></td>
<td><strong>plummet</strong></td>
</tr>
<tr>
<td><strong>cloud</strong></td>
<td><strong>wings</strong></td>
<td><strong>aircraft</strong></td>
<td><strong>take (the bone)</strong></td>
</tr>
<tr>
<td><strong>airplane</strong></td>
<td><strong>doghouse</strong></td>
<td><strong>construct</strong></td>
<td><strong>take off (airplane)</strong></td>
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<tr>
<td><strong>sky</strong></td>
<td><strong>pretend</strong></td>
<td><strong>crease</strong></td>
<td><strong>Get ready, get set, go!</strong></td>
</tr>
</tbody>
</table>

Storytime book ideas

- Kiki’s Blanket by Janie Bynum
- My Truck Is Stuck by Kevin Lewis
- Noisy Nora by Rosemary Wells
### Unit 10 - Practice Time - Suggested Order of Activities

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<th>Day 3</th>
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<td><strong>Letter Sound</strong></td>
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<td><strong>Blending Practice</strong></td>
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<td>- Blending Folder Game</td>
<td>- Sound Reading Chart 10A &amp; 10B</td>
<td>- Sound Reading Chart 10A &amp; 10B</td>
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<td><strong>Initial Sound</strong></td>
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<td>- Initial Sound Folder</td>
<td>- sequencing &amp; collaborative retell</td>
<td>- vocabulary bingo</td>
</tr>
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<td><strong>Reading</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td>- Reading Phrases Folder</td>
<td>- vocabulary bingo</td>
<td>- Reading Phrases Folder</td>
<td>- Reading Phrases Folder</td>
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<tr>
<td>- Sentence of the Week</td>
<td>- Sentence of the Week</td>
<td>- Sentence of the Week</td>
<td>- Sentence of the Week</td>
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<tr>
<td>- Reading Booklets</td>
<td>- Reading Booklets</td>
<td>- Reread Reading Booklets</td>
<td>- Reading Booklets</td>
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### Storybook Time

<table>
<thead>
<tr>
<th>Storybook Time First Reading</th>
<th>Storybook Time Second Reading</th>
<th>Storybook Time Third Reading</th>
<th>Storybook Time Fourth Reading (optional)</th>
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<tr>
<td><strong>Storybook Time</strong></td>
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<tr>
<td><strong>Initial Sound</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Blending Practice</strong></td>
</tr>
<tr>
<td>- Reading the story.</td>
<td>- Read/Talk about the story.</td>
<td>- Read/Talk about the story.</td>
<td>- Do one of the following options:</td>
</tr>
<tr>
<td>- Use the vocabulary chosen and ask questions to determine what the children do and do not know.</td>
<td>- Provide short definitions for target vocabulary throughout the reading; use picture cards if appropriate.</td>
<td>- Read/Talk about the story.</td>
<td>- Repeat Third Reading.</td>
</tr>
<tr>
<td>- Based on student cues, choose 3-5 target vocabulary (unknown words) for the week.</td>
<td>- Ask open-ended question types.</td>
<td>- Encourage children to use the vocabulary and language of the story (target vocabulary &amp; expanded answers from previous day).</td>
<td>- Role-play the story.</td>
</tr>
<tr>
<td>- Make vocabulary picture cards for the words, if needed or appropriate.</td>
<td>- Expand student answers by modeling a few more words/utterances to their response or gently providing the correct response.</td>
<td>- Ask open-ended question types. Choose questions that elicit responses with the target vocabulary and language (comprehension questions).</td>
<td>- Children retell the story.</td>
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<tr>
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<td>- Have a discussion about the story.</td>
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<td>- Incorporate phonological awareness goals/activities, if possible.</td>
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<tr>
<td></td>
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<td></td>
<td>- Encourage children to use the vocabulary and language of the story.</td>
</tr>
</tbody>
</table>
### Student Learning Objectives
- gain an understanding of the concepts represented by the vocabulary words
- associate the *n* sound with the sound of an airplane
- connect the *n* sound to the printed letter ‘n’

### Unit 10 Day 1 Lesson 37

#### Suggested Lesson Order

- **Review** high frequency words
- **Sequence Activities**
  - Story: Tell the story *The Airplane*. Post the large letter-sound card – *Nn*. Write the letter ‘n’.
  - Language Activity: Now pretend to be airplanes and fly around the room making the *n* sound.
  - Song: *Little Airplane*
  - Plan: for tomorrow using the vocabulary cards: paper, fold, press, wings, fly, and pretend. Decide how many pieces of paper you will need.
  - Reading: Key Word Review
    - me, bee, bow, mow, boat, eat, tub

#### Instructional Tips

**Teacher’s Take:**
I actually showed the children the directions for folding the paper airplanes. We used one piece of paper in the box to make an example airplane. That way I could highlight the vocabulary for fold, press, throw, and fly. Tomorrow the children will make their own airplanes. I will bring in gray copy paper, stickers, and crayons, so the planes will be the right color and the children can decorate their planes. We wrote the sentences for our plan and taped the corresponding vocabulary cards to the sentences in the plan. Then we read the plan as a group.

### Materials

- **vocabulary picture cards**
  - CORE: fly, paper, airplane
  - TARGET: make, fold, guess, wings, pretend
  - CHALLENGE: press, propeller, motor
- story card – *n* *The Airplane*
- story picture cards – *n* *The Airplane*
- three panel sequence mat
- large-sound card – *Nn*
- song card – *Little Airplane*
- blank card – letter ‘n’ for the box
- a piece of paper
- airplane directions
- key word cards – me, tea, bee, eat, bow, mow, toe
- sentence of the week
- practice games
- storybook

### Storybook Time

Use the first read through to find vocabulary the children may not know.
Day 1: Review and Sequence Activities

- Review the high frequency words – a, and, look, & the.
- Sequence today’s activities

Day 1: Story & Language Activity  n  The Airplane

- Use the sequence pictures and vocabulary cards as you tell the story of The Airplane. Emphasize the n sound.
- Post the large sound card – Nn, and prompt the children to imitate the n sound as you point to the letter(s). Write the letter ‘n’ on a card and stick it on the box.
- Language Activity: Now pretend to be airplanes and fly about the room, making the n sound like the children in the story.

Day 1: Song  Little Airplane

Day 1: Plan  making paper airplanes

- Place a piece of paper on the table.
- Ask the children what they think you will do with the paper.
- Press the paper to make wings. Show the airplane directions to the children. Ask, “Do you want to make a paper airplane? We have just one piece of paper. We need more paper. How many pieces do we need?”
- Make a plan for tomorrow using the vocabulary cards: paper, fold, press, wings, fly, and pretend. A simple plan might be:
  - First, get ___ pieces of paper.
  - Next, fold the paper.
  - Last, throw the airplane.
- Discuss how the airplanes are not real, but pretend.

Day 1: Reading: Key Word Review  me, bee, bow, mow, boat, eat, tub

- Give children picture only cards
- Show a small sound or print-only key word card to the group.
- Ask a child to read the word. Provide corrections as necessary.
- After one child reads the word, all children should read the word together.
- Ask “Who has the picture of _____?”
- Child keeps the pair of cards
Student Learning Objectives

- gain an understanding of the concepts represented by the vocabulary words
- experience the n sound with while playing with a paper airplane
- produce the n sound in response to seeing the printed letter 'n'
- engage in making a paper airplane
- identify the initial sound in words
- segment words by syllables

### Instructional Tips

**Sound Reading Chart:**

Have children practice sound reading with chart 10-A.

**Language Activity:**

Use the plan to make paper airplanes. Write 'n' on the planes. Throw them.

**Look & Listen:**

Initial sound and syllable segmentation

**Practice Time:**

Practice games of teacher’s choice

**My Practice Books:**

Key words and n pages

### Suggested Lesson Order

- **Review - Nn**
- **Sequence Activities**

**Story Retell:**

Support children’s retell. Pretend to be airplanes again and practice saying n.

**Song:**

Little Airplane

### Materials

- **CORE**
  - fly
  - paper
  - throw
  - cloud
  - airplane
  - sky

- **TARGET**
  - make
  - fold
  - wings
  - pretend

- **CHALLENGE**
  - press
  - propeller
  - motor
  - high
  - fling
  - glide
  - nosedive

- story card – n The Airplane
- story picture cards – n The Airplane
- three panel sequence mat
- song card – Little Airplane
- large-sound card – Nn
- pieces of paper & a paper airplane
- airplane directions
- My Practice Books – n page
- syllable segmentation: tapping planes mat
- initial sound picture cards for ‘m’, ‘b’, ‘e’ ‘t’
- 6-pocket chart or sorting tubs
- small letter cards m - t
- practice games
- storybook for the week
- sound reading chart – 10-A

### Storybook Time

Use the second experience to target the chosen vocabulary, ask CROWD questions, and expand students’ answers.
Day 2: Review and Sequence Activities
- Review – Nn.
- Sequence today’s activities.

Day 2: Story Retell Nn
- Support children’s retell. Ask who and where questions.

Day 2: Song Little Airplane

Day 2: Language Activity making paper airplanes
- Say, “Let’s use our plan to make paper airplanes.”
- Use the directions and vocabulary cards – make, paper, press, fold, wings, and airplane to model making an airplane. Then, guide the children as they make airplanes. Provide as much help as needed.
- Provide opportunities for the children to practice the n sound. Write ‘n’ on the airplanes.
- Talk about what you will do with the airplanes. Use the vocabulary cards – throw, fling, fly, high, glide, and nosedive.
- Have a competition to see whose airplane flies the furthest.
- Have the children pretend to be airplanes and fly to retrieve their planes. Provide a model if necessary.

Day 2: My Practice Books key words & n
- First practice Nn then turn to any key word pages that need additional practice.

Day 2: Look & Listen initial sound
- Use four small tubs or four pockets on the pocket chart labeled with the letters ‘m’, ‘b’, ‘e’ & ‘t’.
- Choose 2 or 3 initial sound pictures for each sound.
- Say the name of the picture, “_______.” Then say, “What is the beginning sound in _______?” Emphasize the beginning sound.
- For students with limited speech perception, cover the ‘m’ or ‘b’ to provide the contrast/choice of b with e or m with e. Avoid using b and m together due to the visual similarity.

Day 2: Look & Listen syllable segmentation (optional)
- Choose 7 or 8 vocabulary or segmentation words to tap on the planes.
- Remember the goal is one tap or hit for each syllable. If students do not hit each plane in a row, that is okay.
- Children who feel the need to touch each airplane no matter the number of syllables may need to hit just one plane repeatedly while you cover the rest.
- Use the syllable count cards to make closed set of two choices. Once the child has chosen the correct syllable count card and placed it above the tapping planes, allow him to tap the correct number of planes. Some children may be able to tap the correct number without the syllable count cards. Others may need to use the syllable count cards without tapping the planes.
### Student Learning Objectives
- gain an understanding of the concepts represented by the vocabulary & high frequency words
- associate the \( n \) sound with the printed letter 'n'
- gain understanding of the concept \( \text{no} \) and practice saying it
- blend the key word \( \text{no} \)
- segment words at the syllable level

### Instructional Tips

**Teacher’s Take:** My students did exceptionally well with this activity. First, I reviewed all of the high frequency words in a large group. Next, I presented each picture card and made sure they understood what was happening in the picture. Then, I gave each student three phrases to read and match to the corresponding picture. I used the extra pictures, making sure they were not too similar to the target picture, and made sure they always had two pictures to choose from.

**Reminder:** Add \( \text{no} \) to the word wall.

### Suggested Lesson Order

**Review** – \( Nn \) and other sounds

**Sequence Activities**

- **Song:** Remind the children that airplanes make the \( n \) sound. Sing Little Airplane.
- **Key Word Activity:** Present the \( \text{no} \) slide show and encourage the students to answer the questions with a loud “no!”
- **Key Word Blending:** Use the small sound cards \( n \) and \( o \) to blend the key word \( \text{no} \).
- **Look & Listen:** Syllable segmentation
- **Reading Activity:** Use the high frequency word cards and rebus cards to make phrases. Children will read and match phrases to the activity pictures.

### Materials
- **CORE**
  - airplane
  - wings
  - fly
- **TARGET**
  - large letter-sound card – \( Nn \)
  - song card: Little Airplane
  - \( \text{No!} \) slide show
  - computer
- **CHALLENGE**
  - two-box Make-A-Word cards
  - key word cards – \( \text{me, tea, bee, eat, bow, mow, toe, no} \)
  - small sound cards – \( n, o, m, e, b, t \)
  - reading activity picture cards
  - rebus cards – girl, house, pig, & runs
  - reading booklets – A Girl and a Bee
  - sentence of the week
  - practice time games
  - storybook for the week

### Storybook Time

Use the third experience to ask CROWD questions, elicit story related language, and expand students’ answers.
Day 3: Review and Sequence Activities  

- Review the large letter-sound card – Nn and any other sound cards the children may need.
- Sequence today’s activities.

Day 3: Song  
Little Airplane

Day 3: Key Word Activity  
No! slide show

- Ask, “Who knows what happens when we put sounds together?” Provide the answer if children need it. Say, “When we put sounds together, we make words.”
- Say, “Today we will use our new sound n and another sound to make a word. First, we will play a game on the computer.”
- Click from the title slide to the slide with the airplane and read the question, “What is this?” Answer with the children “airplane.”
- Advance to the next slide and read the question, “Does an airplane have feet?” Click quickly and say, “No!”, loudly. Use a tone of voice and expression that makes it obvious that you think that is silly as you shake your head no. Have the students repeat no with you. (Do not add additional language that may take away from the emphasis of no.)
- Repeat the process on the following slides with an emphatic no.

Day 3: Key Word Blending  
no

- At the end of the slide show, blend the word no using the small sound cards.

Day 3: Look & Listen  
syllable segmentation

- Choose 7 or 8 vocabulary or segmentation words to tap on the planes.
- Remember the goal is one tap or hit for each syllable. If students do not hit each plane in a row, that is okay.

Children who feel the need to touch each airplane no matter the number of syllables may need to hit just one plane repeatedly while you cover the rest.

- Use the syllable count cards to make closed set of two choices. Once the child has chosen the correct syllable count card and placed it above the tapping planes, allow him to tap the correct number of planes. Some children may be able to tap the correct number without the syllable count cards. Others may need to use the syllable count cards without tapping the planes.

Day 3: Reading Activity  
A Girl and a Bee

- Review the high frequency words: ‘Look’, ‘A’, ‘a’, ‘and’, ‘the’ & ‘in’, key words bow, bee & no and rebus cards girl, house, pig, & runs. Use the cards to form one of the following phrases

  in the house  no bee  The girl and a bear

  Look A bee  The girl runs  a bow and a bee

- Have a child read a phrase then choose the corresponding picture from a set of three choices. Provide corrective feedback. Once a child has completed his turn, return the picture to the group to serve as an alternative choice for another phrase.

Day 3: Reading Booklets

- Engage the children in reading A Girl and A Bee.

NOTE: If time is limited, read the booklets during a different time of the day or during Practice Time.
### Student Learning Objectives
- gain an understanding of the concepts represented by the vocabulary words
- produce the m, e or b sound when presented with the letter in print
- gain an understanding of bone
- practice saying bone
- attempt to blend the word bone
- segment words at the syllable level
- identify the initial sound in words

### Instructional Tips
You may use a stuffed dog and toy bone, or you may let the children take turns pretending to be Pup looking for the hidden bone. (If you think children will put the bone in their mouths, you may wish to make a bone for each child.)

Cut a hole for the entry into the doghouse. Turn a shoebox on its side and tape the doghouse picture to it. Tape on the top so children can lift the whole page if needed. Have Pup sit on the other side with her back towards the group.

### Sound Reading Chart:
Have children practice sound reading with chart 10-B.

### Reminders: Remember to add bone to the word wall.

### Unit 10 Day 4 Lesson 40

#### Suggested Lesson Order
- **Review** the large-sound card – Nn. Say the sounds in no and have the children tell you the word.

#### Sequence Activities
- **Key Word Activity:** Play the game, Pup, Pup Where’s Your Bone?
- **Key Word Blending:** Use small sound cards and a three-sound Build-A-Word card to blend the key word bone.
- **Look & Listen:** Practice initial sound using the initial sound cards. Practice syllable segmentation by clapping or using the tapping plane.
- **My Practice Books:** Review the sounds and words the children need to practice. Add no and bone to the book.
- **Practice Time:** practice games of teacher’s choice

### Materials
- vocabulary picture cards
- CORE | TARGET | CHALLENGE
- home | guess | (none)
took
doghouse
- large-sound card – Nn
- song card – Pup, Where’s Your Bone?
- additional vocabulary cards: in, on, under, behind, in front of (Unit 7)
- paper doghouse and dog bone
- stuffed toy dog (optional)
- small sound cards b, o, n
- key word cards bone
- three sound Make-A-Word card
- My Practice Books – bone, no
- small letter cards – ’n’, ’o’, ’m’, ’e’, ’b’, ’t’
- syllable segmentation – tapping plane
- sorting tubs or 6-pocket chart
- initial sound picture cards – m, b, e, t
- practice games
- storybook
- sound reading chart – 10-B

### Storybook Time
Use the fourth experience to ask CROWD questions, elicit story related language, and expand students’ answers.
Day 4: Review and Sequence Activities  Nn & no

- Review the large-sound card – Nn. Remind the children that you made a new word with the new sound n. Say the two sounds n - o. Have the children identify the word.
- Sequence today’s activities.

Day 4: Key Word Activity  Pup, Where’s Your Bone?

- Use the vocabulary cards and explain the activity to the children.
- Say, “Pup is a dog. We will take turns pretending to be Pup. Pup will go for a walk. We will hide his bone. A bone is food for a dog.
- Have someone take his bone and hide it in the room. Say, “When Pup comes home he will see his bone is missing. We will say, “Pup, Pup where’s your bone? Somebody took it from your home. Where - is - your - bone?"
- Have the children take turns pretending to be Pup and hiding the bone.
- Encourage the children to join the chant. Point to the children each time bone appears in the chant. Make sure all children are saying bone when you point to them.
- Use the preposition vocabulary from Unit 7 to talk about where the bone is hidden.

Day 4: Key Word Blending  bone

- Say, “We know three sounds: b (hold up the sound card), o (hold up the o sound card), and n (hold up the n sound card). Give the children several turns to identify the sound for each card.
- Now say, “When we put sounds together we make words. Let’s make the word bone!” Show the key word picture card.
- Lay the b, o, and n sound cards and the key word picture card in a line on the table. Make sure the cards are facing the students.
- Slowly slide your finger above the sound cards as you continuously blend b-oooo-n, then point to the key word card and say, “bone.”
- Repeat the task as a group several times before giving individual turns. Make sure children are blending the sounds and signing/saying the word for each pass.
- Now give each child a turn. Provide a model if necessary.

Day 4: Look & Listen initial sound or syllable segmentation

- Use the sorting tubs or pocket chart marked with ‘m’, ‘b’, ‘e’, ‘t’, & ‘n.’ Have students identify the beginning sounds in targeted picture cards.
- Choose six 1 - 4 syllable words to tap on the tapping planes mat.

Day 4: My Practice Books  Nn, no, & bone

- Add bone page prior to lesson.
- Use one bone Practice Page to model reading. Start with the first ‘bone’ at the top of the page. Slide your finger under the word as you continuously blend boooon, then sign/say the word bone. Do this for each word at the top of the page.
- Now point to the word at the bottom of the page and say “bone”. (Do not segment the last word.)
- Repeat this several times as a group.