

Lesson 74 the sounds **eg** and **et**

Learning Objective

Children will:

- read and write eg and et words.
- recognize words for pets.

Common Core State Standards

Reading

Print Concepts:

RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.

Phonological Awareness:

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.A Recognize and produce rhyming words.

RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.

Phonics and Word Recognition:

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3.C Read common high-frequency words by sight.

Fluency:

RF.K.4 Read emergent-reader texts with purpose and understanding.

Language

Conventions of Standard English:

L.K.1.A Print many upper- and lowercase letters.

L.K.1.F Produce and expand complete sentences in shared language activities.

L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use:

L.K.5.A Sort common objects into categories to gain a sense of the concepts the categories represent.

Word families

egg, leg, peg, pet, vet, net, wet

Vocabulary words

horse, bird, dog, fish, frog, cat, rabbit, mouse

Extra assistance

When making word family lists, teach students to run through the alphabet and try each letter as a starting sound to go with the rime. They need to look for the “real” words. For example: leg meg ~~neg~~ peg

Can students think of any words starting with two or more letters? More advanced students may apply blends and common consonant pairings such as st and dr.

Classroom activities

Throw it Away!

Sit in a circle with a box in the middle. Students each hold two or more items, pictures or words on cards. They take turns telling what their item, picture or word is. If the object ends with eg or et or ed they throw it into the box. Discuss the objects with the class.

Mind the Gap!

Write this sentence on the board: My pet is a _____. Read the sentence together and brainstorm a list of possible answers. Students should copy the sentence into their book and finish it with their choice of word and matching illustration.

Reading Eggs Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
Hear: <i>Animated Lesson</i>	Introduce the sound eg through the song <i>Meg thinks eg</i> .	identify the eg sound.	Worksheet 1 Word families
Write: <i>Dot-to-dot, Pick Up Bricks</i>	Reinforce correct letter formation. Recognize correct word order for a sentence.	write the word <i>egg</i> . Choose the correct words to make a sentence.	Worksheet 2 Read and write
Find: <i>Word Family</i>	Identify the correct onset letter to complete the word.	choose the correct initial letter to make the word.	Worksheet 3 Vocabulary
Vocabulary: <i>Groups, The Theme Game, Blend a Word, Rhyming Squares, Word Dominoes, Break it Up, Power Words</i>	Build vocabulary skills: Recognize categories of words. Recognize key vocabulary. Blend and recognize words. Identify rhyming words. Identify the number of phonemes in a word.	match pictures to categories. Match pictures to words. Blend sounds to read words. Find images of rhyming words. Identify the number of sounds in a word.	Worksheet 4 Check
Read: <i>How Does it End?, Book</i>	Read sentences using basic vocabulary. Read aloud book.	read a beginning and match it to the correct ending. Listen, follow the reading and read along.	Reading Eggs nonfiction book Pets

eg et

Name _____

Word families

Lesson 74 • Worksheet 1

1 Make a word with each letter using **eg** or **et**.

l _____

m _____

g _____

p _____

b _____

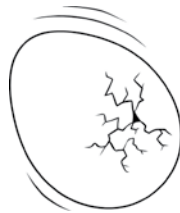
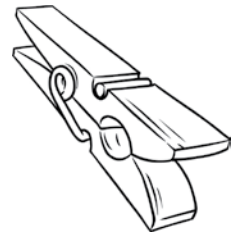
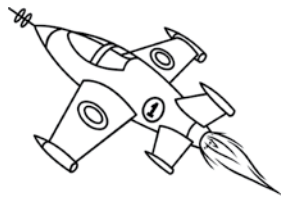
v _____

j _____

n _____

w _____

2 Label the pictures.



3 Circle the rhyming words in each row.

cog

leg

sag

peg

leg

net

sat

met

but

vet

Name _____

Read and write

Lesson 74 • Worksheet 2

Finish the sentences.

cat dog frog rabbit



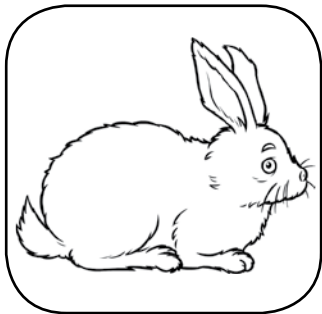
My pet is a

.....
_____.



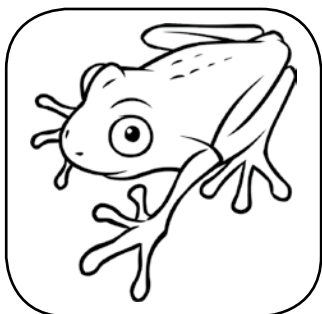
My pet is a

.....
_____.



My pet is a

.....
_____.



My pet is a

.....
_____.

Vocabulary

Name _____

Lesson 74 • Worksheet 3

1 Label each pet with the correct word.

cat

dog

fish

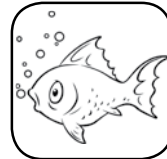
bird

horse

rabbit

mouse

frog



2 Finish this sentence.

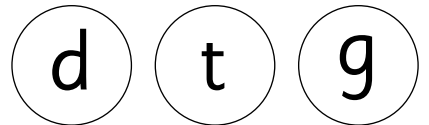
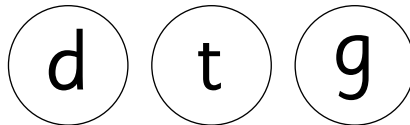
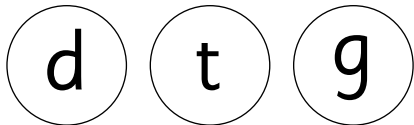
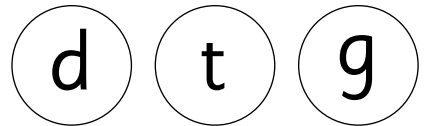
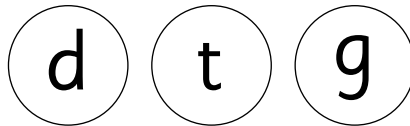
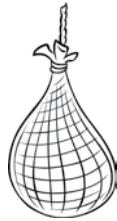
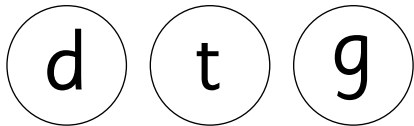
My pet is a _____.

Name _____

Check

Lesson 74 • Worksheet 4

1 Color the **end** sound.



2 Crack the code!

e = ●
g = ◐
l = ■
b = ▲
p = ★











Did you spot a pattern?

Pets • Word count: 66 • Excerpt: 63 words									Color an animal for each word
This	is	my	pet.	My	pet	is	a	dog.	
.	
This	is	my	pet.	My	pet	is	a	cat.	
.	
This	is	my	pet.	My	pet	is	a	rabbit.	
.	
This	is	my	pet.	My	pet	is	a	frog.	
.	
This	is	my	pet.	My	pet	is	a	fish.	
.	
This	is	my	pet.	My	pet	is	a	bird.	
.	
This	is	my	pet.	My	pet	is	a	horse.	
.	

Activity 1

Write *pet* each time you read the book.

I read *Pets* _____ times!



Activity 2

Clap the syllables in each word.
Which word has two syllables?

I can clap syllables in words.



Activity 3

Draw and write about your pet.

This is my pet. My pet is a ...

I can write about my pet.



Activity 4

Choose a pet.

Draw and label what it needs.

I can connect with the book, *Pets*.

