

Link to Spelling

GOALS

Children will:

- Segment words
- Spell words with blends, phonograms, digraphs, and final e
- Read a poem

TEACH

Review letter names and sounds Use letter cards for *br*, *st*, *pl*, *ch*, *sh*, *th*, and *wh*. Hold up the card for *br*. Point to the letters one by one, say their names, and have children repeat. Then ask a volunteer to say the sound of the two letters together, /br/. Have children repeat. Say *bring*, and have children repeat the word. Do the same for *stack*, *plate*, *lunch*, *shake*, *thick*, *where*, and *make*.

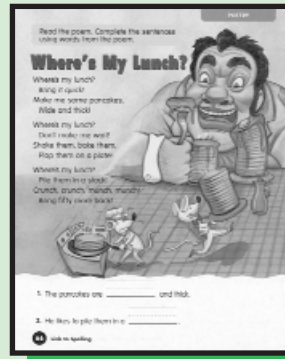
Segment words Say *bring* and segment it orally: *bring*, /br/ /ing/. Say *bring* again and have a volunteer segment it orally: *bring*, /br/ /ing/. Have all the children repeat: *bring*, /br/ /ing/. Continue with *stack*, *plate*, *lunch*, *shake*, *thick*, and *make*.

Spell words Write the words one by one on the board: *bring*, *stack*, *plate*, *lunch*, *shake*, *thick*, and *make*. Have children write them on a piece of paper.

WORKBOOK

Page 66

- 1 Preview the poem** Ask children to open their workbooks to page 66. Ask a volunteer to read the title aloud. Ask children to look at the picture and say any words they know. Describe the picture. *These are pancakes. This is a stack of pancakes. The stack is on a plate. This mouse makes the pancakes. The other mouse brings the pancakes to the man.*
- 2 Listen to the poem** Have children listen to the poem on the CD.



Answers

p. 66

1. wide 2. stack



Page 66 Where's my lunch?

Where's my lunch? Bring it quick!

Make me some pancakes, Wide and thick!

Where's my lunch? Don't make me wait! Shake them, bake them, Plop them on my plate!

Where's my lunch? Pile them in a stack! Crunch, crunch, munch, munch! Bring fifty more back!

Play the poem again. Have children join in and read it aloud chorally.

- 3 Complete page 66** Write this line on the board: *Wide and thick!* Tell children to underline the line in their books and read it chorally. Do the same with *Pile them in a stack!*

Have children complete numbers 1 and 2. Review the answers.

ACTIVITIES

Poem Chorus Divide the class into four groups. Assign each group one line from the first part of the poem, and help them practice it. Encourage children to sound as if they were really hungry. Then have children recite their lines one at a time. Point to each group when it is their turn to recite.

Group Spelling Bee Put children in groups. Say one of these words from the poem: *quick*, *plop*, *bake*, *crunch*, *pile*, *pancake*. Give groups a little time to decide how to spell the word. Call on one child from one group to spell it. Write the word on the board as the child spells it. If the spelling is correct, the group gets a point. If it is wrong, go to the next group. Continue with the rest of the words. The group with the most points wins.