LESSON 96
Phonemic Awareness and Phonics: Nn/n/

Summary of Core Instruction

Daily Routines: Informal Assessment

🌟 Step 1 Introduce the Student Book
🌟 Step 2 Teach phonemic awareness and phonics: Nn/n/
🌟 Step 3 Give phonemic awareness and phonics practice

Materials
Student Book for Units 3–4(N, M)
CD 2 or the online song animation
Alphabet Card Nn
Student White Boards or handwriting paper

Student Objectives

Reading

Print and Book Awareness
- Identify parts of a book
- Identify capital and lowercase Nn

Phonemic Awareness
- Identify /n/
- Associate picture names with /n/

Phonics
- Associate Nn with /n/

Comprehension
- Draw conclusions from pictures

Listening and Speaking
- Listen for details in a song

DAILY ROUTINES:
Informal Assessment

Phonemic Awareness
Say a word and ask children to say each sound in the word separately.
- rug /r/, /u/, /g/  crumb /k/, /r/, /u/, /m/
- duck /d/, /u/, /k/  break /b/, /r/, /ā/, /k/
- row /r/, /ō/  round /r/, /ou/, /n/, /d/
- bean /b/, /ē/, /n/  bird /b/, /ēr/, /d/

Dictation
Say a word, give a context sentence, and ask children to write the word. Ask what is the same about the words. (They end in -ub and all rhyme.)
- cub club rub scrub

Handwriting
Have children read the sentences aloud together before copying them.

Sal grabs the rug.
Sal drags it.
**Step 1** Introduce the Student Book

Use the Student Book front cover.

**Step 2** Teach phonemic awareness and phonics: Nn/n/

Use Student Book page 1 and Alphabet Card Nn.

Help children draw conclusions from the illustration. Have children turn to page 1 and discuss what is happening in the picture. *(The Superkids are on the bus singing and talking. Golly is howling. Some Superkids are covering their ears.) Ask why might some of the Superkids be covering their ears. *(They don't like all the noise.)*

Develop phonemic awareness for /n/. Say /n/-noisy and have children repeat after you. Explain that the word noisy begins with the sound /n/. Tell children to circle the Superkids in the picture who look like they are being noisy. When they finish, call on children to name a Superkid they circled and tell how he or she seems to be making noise.

Remind children that the Superkids have finished fixing up the bus as their clubhouse. Explain that this next Student Book is about what the Superkids do in their new clubhouse. Give children a few minutes to look through the book. Ask what they think the Superkids will do in the new club. *(Responses will vary, but encourage children to give reasons to support their answers.)*

Introduce capital and lowercase Nn and letter-sound correspondence Nn/n/.

Have children find the two letters at the bottom of the page. Tell them that the big letter is capital N and the smaller letter is lowercase n. Have children point to each letter and say its name with you. Explain that the letter n stands for the sound /n/ as in noisy.
Have children circle N’s in the illustration. Point out the “NO STANDING” sign in the picture and read it aloud. Have children circle the capital N’s in the words. Ask how many N’s are on the sign. (three)

Now that you’ve taught Nn/n/, display the Alphabet Card for Nn in the classroom for children’s reference.

### Step 3

Give phonemic awareness and phonics practice

**Use Student Book pages 1–3 and CD 2, Track 1.**

**Play “The N Song” on CD 2, Track 1.**

Tell children to look at page 1 as they listen to the Superkids sing a song about their new club. Explain that after the song, they will turn to pages 2 and 3 and listen to the Superkids talk about fun things to do in the club. Remind children to listen for words that begin with the sound /n/. Be sure everyone is on page 1 before you start the CD. The narrator will tell children when to turn to pages 2–3. Play CD 2, Track 1.

### Have children associate picture names with n/n/

Point to the thought balloon with Cass, Doc, and Oswald, and ask what the three Superkids are thinking of doing. (making a club newspaper) Say newspaper and have children repeat after you. Ask what sound they hear at the beginning of newspaper (/n/) and what letter stands for that sound. (n)

Have them circle the picture of the newspaper that Oswald is reading.

Have children look at each thought balloon and discuss what the Superkids are thinking about doing. Help them identify things in each balloon whose names begin with /n/ and the letter n. Have them circle those items.

Child circles pictures of newspaper, net, nest, note, number, nail, needle, necklace, nut.
Phonics: Nn/n/

Use Pocket Chart and Picture Cards 88–93.

Point out that nod begins with the sound /n/. Have children repeat /n/-nod as they nod their heads. Then write Nn on the lines above the first pocket of the Pocket Chart and have children identify the letters. (capital N, lowercase n) Remind them that n stands for /n/, the sound at the beginning of nod.

Put the Picture Card of the nails in the pocket below Nn. Name the picture and have children identify the sound and letter at the beginning of the picture name. (/n/, n) Repeat with the Picture Cards of the necklace, needle, nest, newspaper, and nuts. Ask how all the picture names are alike. (They all begin with the sound /n/ and the letter n.) Conclude by saying /n/-nod and pointing to each card again. Have children say each picture name while nodding their head.

Reinforce Phonics: Nn/n/

Use Blackline Master 15.

Distribute copies of Blackline Master 15. Have children look at the first box and identify the picture (nest) and letters. (Nn) Ask what sound nest begins with and what letter stands for that sound. (/n/, n) Have children circle the nest. Help them name the other pictures. (nails, rabbit, needle, frog, nine, mitten, necklace, net, balloon, newspaper) Tell them to circle the pictures whose names begin with /n/. When children finish, review the answers with them.