

# Lesson 13 • the sound ap

## Learning objectives

Children will:

- identify the rime ap.
- identify words that contain ap.
- blend onsets and rimes to make a word.

## 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.A** Recognize and produce rhyming words.

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

**RF.K.2.E** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Fluency:

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

### Language

#### Conventions of Standard English:

**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.

## Sight words

I, am, a

## Word families

zap, map, cap, tap, nap, rap, lap, gap, apron

## Vocabulary words

Sam, pats, cat, bat, fat, sat

## ESL/ELL

The correct pronunciation of /p/ can be reinforced using ap words. Students may find it fun to exaggerate the pronunciation as the lips come together and then release with a sound like a pop.

## Extra assistance

When making word family lists, teach students to run through the alphabet and try each letter as a starting sound, looking for the “real” words. For example:

lap map nap eap → this is not a real word

## Classroom activities

### Brainstorm

Brainstorm a list of words that end with the ap sound. Start with single letter onsets, going through the letters they know first. Then ask if anyone knows of any other beginnings such as fr and fl.

### Which Hat?

Place three hats on the floor with the labels ap, am and at. Discuss the sounds. Have pictures of objects that have ap, am, or at in them. Each student chooses one and works out which hat it must go in. Discuss their choice with the class.

Reading Eggs Lesson sequence	TEACH Content and skills	PRACTICE Children will:	APPLY
Hear: <i>Animated Lesson</i>	Introduce the sound ap through words and the song <i>Sam's Nap</i> .	identify and read ap in isolation and in words.	<b>Worksheet 1</b> Word family
Write: <i>Make a Sentence</i>	Recognize correct word order for a sentence.	choose the correct words to make a sentence.	<b>Worksheet 2</b> Read and write
Find: <i>Word family, Rhyming Squares, Alien Planets, Missing Sound, and Golden Goose</i>	Identify the correct onset letter to complete a word. Identify rhyming words. Recognize a given word.	choose the correct initial letter to make a word. Find rhyming words. Find the given word in a group.	<b>Worksheet 3</b> Vocabulary
Vocabulary: <i>Label It, Blend a Word, and Tiles</i>	Build vocabulary skills: Match pictures to words. Blend and recognize words.	recognize key vocabulary. Blend sounds to read and make words.	<b>Worksheet 4</b> Check
Read: <i>Book</i>	Read aloud book.	listen, follow the reading, and read along.	<b>Reading Eggs Story book</b> I am Sam

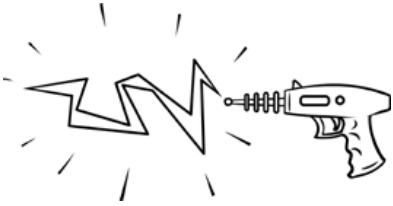
# ap

Name \_\_\_\_\_

## Word family

### Lesson 13 • Worksheet 1

1 Finish the **ap** words.



\_\_\_\_\_ap



\_\_\_\_\_ap



\_\_\_\_\_ap



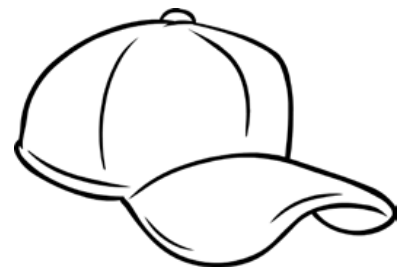
\_\_\_\_\_ap

2 Color the **ap** pictures.



3 Finish the sentences.

I am a \_\_\_\_\_



Name \_\_\_\_\_

# Read and write

Lesson 13 • Worksheet 2

Complete each sentence with a word from the box.

has a Sam cat

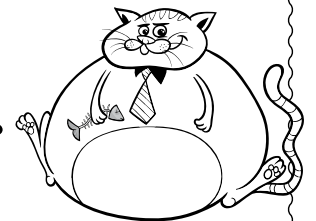
Sam pats a \_\_\_\_\_.



Sam \_\_\_\_\_ a bat.



Sam pats \_\_\_\_\_ fat cat.



\_\_\_\_\_ pats a rat.



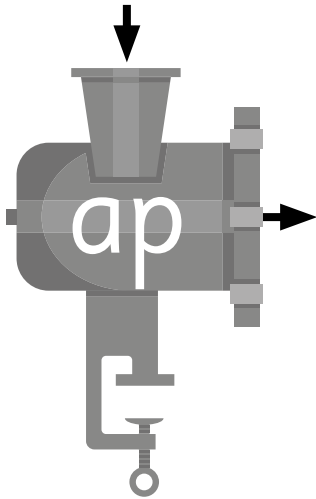
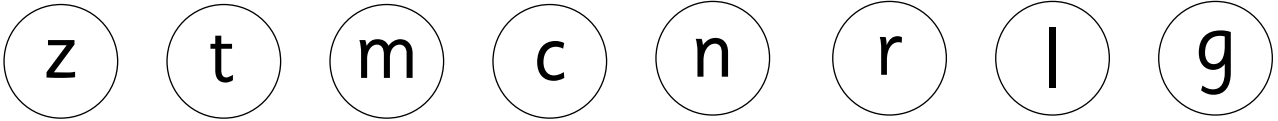
# ap

Name \_\_\_\_\_

## Vocabulary

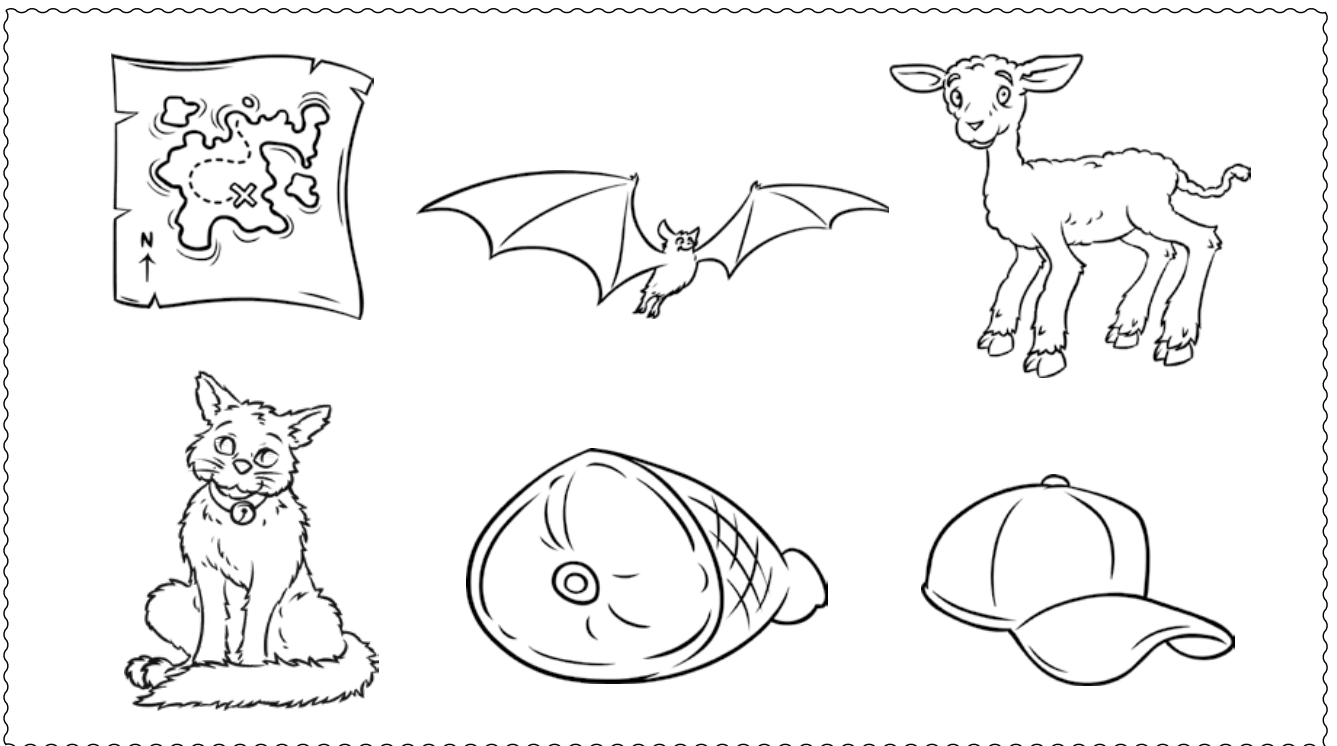
### Lesson 13 • Worksheet 3

1 Join each letter to the word machine. Write each word you make.



_____	_____
_____	_____
_____	_____
_____	_____

2 Join the words that rhyme.



## Check

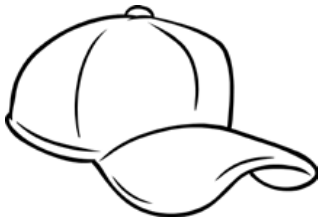
Match each word to a picture.



ant



bee



cap



bat



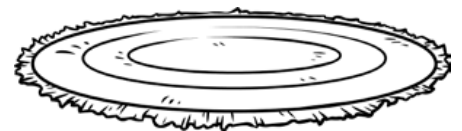
mat






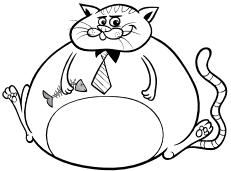

tap



map



sat

I am Sam						Trace
I	am	Sam.				Sam
.	.	.				
Sam	pats	a	cat.			cat
.	.	.	.			
Sam	pats	a	bat.			bat
.	.	.	.			
Sam	pats	a	fat	cat.		fat
.	.	.	.	.		
Sam		sat.				sat
.		.				

### Activity 1

.....  
Draw Sam each time you read the book.

*I read I am Sam \_\_\_\_ times!*

### Activity 2

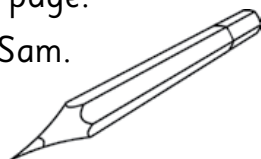
.....  
Pat your head for each word as you read.

*I counted \_\_\_\_ words.*

### Activity 3

.....  
Draw a picture for the last page.

*I can read the book, I am Sam.*



### Activity 4

.....  
Find the answer.

Who is in the story? Who is fat?  
Who pats a cat?

*I understand the book, I am Sam.*





## I am Sam

Level	Word count	Lexile
1	16	BR

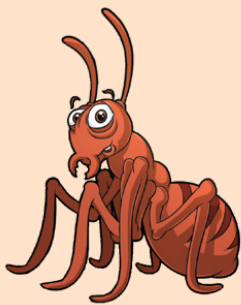
Words to know		
a	am	I

Reading Eggs  
*I am Sam*  
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## I am Sam

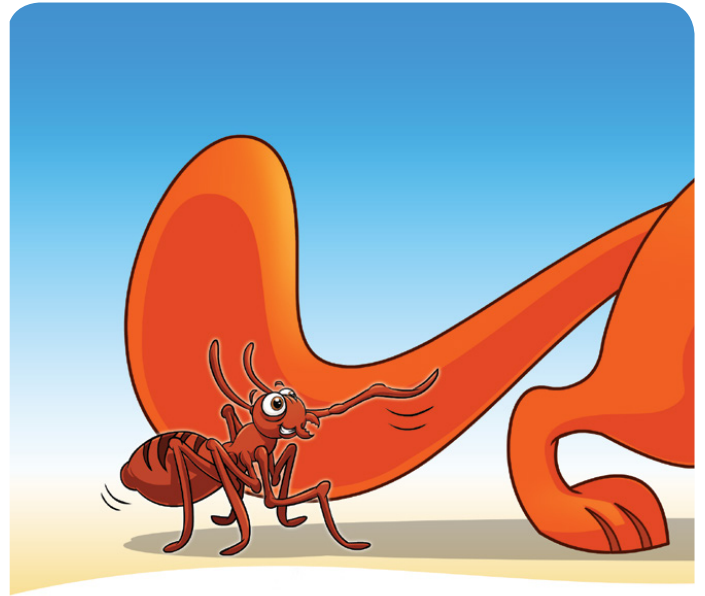


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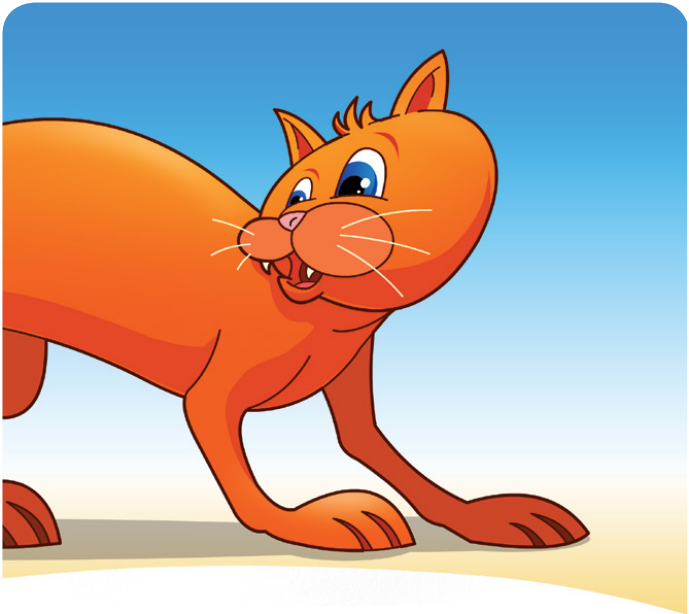


I am Sam.

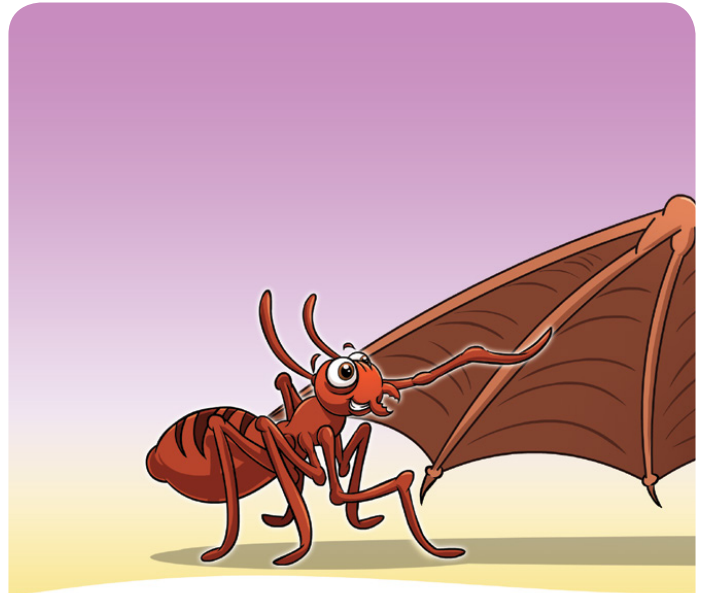
fold



Sam pats



a cat.



Sam pats

cut





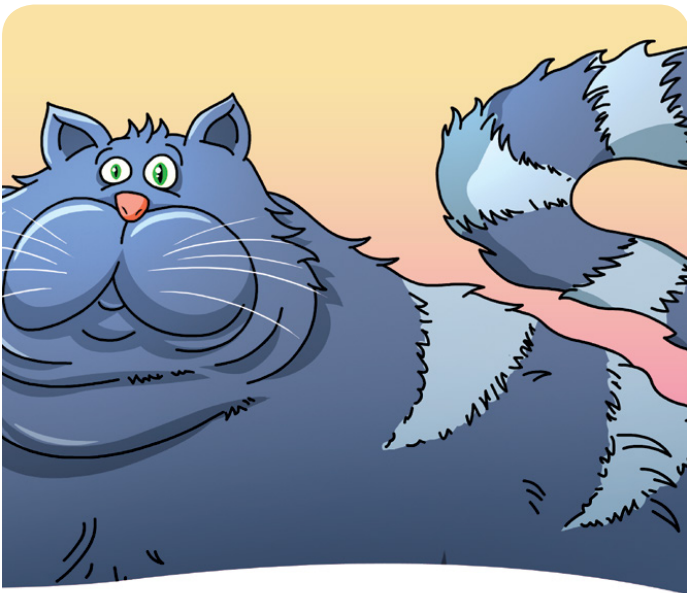
a bat.

plol

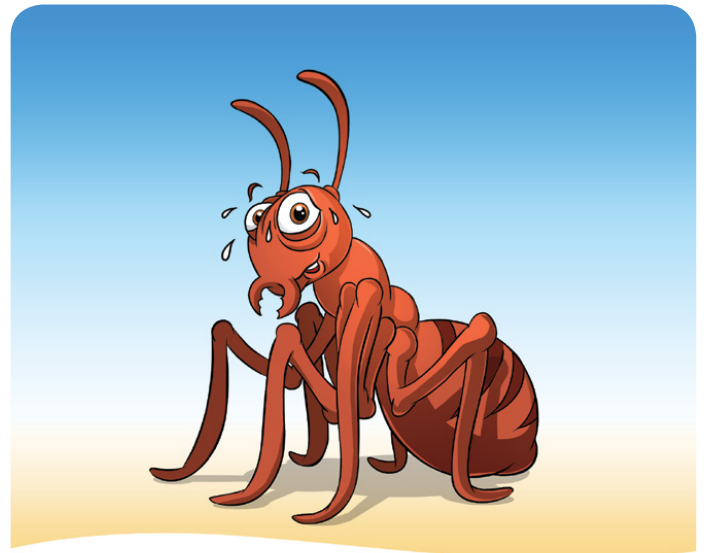


Sam pats

cut



a fat cat.



Sam sat.

## Focus Questions

What is the  
ant's name?

---

Who does Sam pat?

---

Why does Sam sit?

---

cut

fold

## Trace

S a m



c a t



b a t

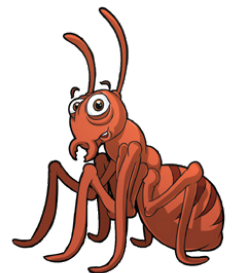


## Draw

A fat cat

Reading  
eggs

Sam is a good ant.



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