

**Babs Bat**  
**Literacy: Phonemic and Phonological Awareness**  
**Day 1**

**Objectives**

Students will learn the sight words *I, see, a, bat,* and *Babs*.

Students will identify initial, medial, and final sounds.

Students will listen to the emergent reader *Babs Bat*.

Students will use vocabulary for description.

**Materials**

Flash cards made from index cards or construction-paper rectangles

Enlarged version of emergent reader *Babs Bat*

Pocket chart

**Preparation**

If you are using construction-paper rectangles, cut them to be about the size of a standard index card. Write the words *I, see, a, bat,* and *Babs* on the flash cards.

To create the enlarged emergent reader, copy the large emergent reader pages. Do not bind the book. Instead, place the pages in a pocket chart in order from first to last.

**Procedure**

Tell students, "This week you will learn to read a book. Books are written with sentences. Sentences are written with words and punctuation marks, such as periods and question marks. Words are written with the letters of our alphabet. Some letters are capital. Other letters are lowercase. This year you will be learning the letters of the alphabet and the sounds they represent. Today we will learn the words in the reader *Babs Bat*."

Write *I* on the chalkboard, and read the word to students. Then have them read the word *I* with you.

Lead a discussion about the word *I*. Ask, "How many letters are in this word?" Help students recognize that there is one letter in the word. Ask, "Who is this word about?" Help students recognize that the word represents the person who is speaking or writing. Point out that the word *I* is always capitalized. Then ask, "Can you think of any other words that mean the same thing?" Discuss the words *me* and *myself*.

Write *see* on the chalkboard, and read the word to students. Then ask students to read the word *see* with you.

Lead a discussion about the word *see*. Ask students how many letters are in this word, and help them to recognize that there are three. Say, "Let's name the letters." Name the letters **s-e-e** with students. Tell students, "Sometimes words have letters that are hiding. In this word the second **e** is hiding. This means it does not make any sound. We don't say the sound of the second **e**. So when we say the word, we say /s/ /e/." Tell students that you are going to make the sounds of the letters and connect the sounds to say the word. Model how to do this for students, and then have students go through the process with you. Then ask, "What does the word *see* mean?" Help students define the word.

Write *a* on the board, and read the word to students. Then ask students to read the word *a* with you.

Lead a discussion about the word *a*. Ask, "How many letters are in this word?" Help students recognize that there is one letter in the word. Explain that the word *a* is used to tell that there is one of something. Examples: *a* house, *a* dog, *a* tree

Write *bat* on the chalkboard, and read the word to students. Then ask students to read the word *bat* with you.

Lead a discussion about the word *bat*. Ask, "How many letters are in this word?" Help students recognize that there are three letters in the word. Say, "Let's name the letters," and name the letters **b-a-t** with students. Tell students, "Each letter in this word makes a different sound. When you put the sounds together, /b/ /a/ /t/, they make the word *bat*. Let's make the sounds of the letters and then connect the sounds to say the word." Practice with students. Explain that the word *bat* has two meanings. Say, "A *bat* can be a baseball bat that is a stick used for hitting a baseball, or a *bat* can be like Babs Bat. That kind of bat is a mammal that flies."

Write *Babs* on the chalkboard, and read the word to students. Then ask students to read the word *Babs* with you.

Lead a discussion about the word *Babs*. Ask, "How many letters are in this word?" Allow students to answer. Say, "Let's name the letters," and name the letters **B-a-b-s** with students. Ask, "What kind of word is *Babs*?" Help students recognize that it is a girl's name. Point out that because *Babs* is a person's or animal's name, it starts with a capital letter. Then remind students that there is a capital **B** and a lowercase **b** in *Babs*. Emphasize that both **b**'s make the /b/ sound.

Have students practice reading the words *l*, *see*, *a*, *bat*, and *Babs* from the flash cards.

Place a copy of the flash cards in a pocket chart. Allow students to take the flash cards to the Writing Center to use when writing sentences or stories.

If you have a Word Wall, add the vocabulary words (*I, see, a, bat, and Babs*) under the appropriate letters on the wall.

On the chalkboard, write the sentence *A bat \_\_\_\_*. Invite students to suggest words or phrases to fill in the blank. Write their sentences on the chalkboard.

Point out that every sentence starts with a capital letter. Remind students that the first word of a sentence is always capitalized. Call students' attention to the period at the end of the sentence. Tell students that every sentence must have a punctuation mark at the end. Explain that a period shows that this is a telling sentence.

Tell students, "The name of our reader is *Babs Bat*. What do you think the story will be about?" Encourage students to predict what the reader is about. Encourage them to elaborate on what might happen in the story.

Show students the cover of the enlarged reader. Point to the rebus symbol on page 5. Explain that this symbol means cactus. Tell students that when they see this symbol, they will hear the word *cactus*. Review the title of the book by asking, "What is the name of our reader?" Students should respond that the title is *Babs Bat*.

Read the enlarged reader to the students. Show students the illustrations as you read each page. Allow students to comment on the pictures or the story after you have read the book.

### **Assessment**

Show students the vocabulary words (*I, see, a, bat, and Babs*). Have them identify each word.

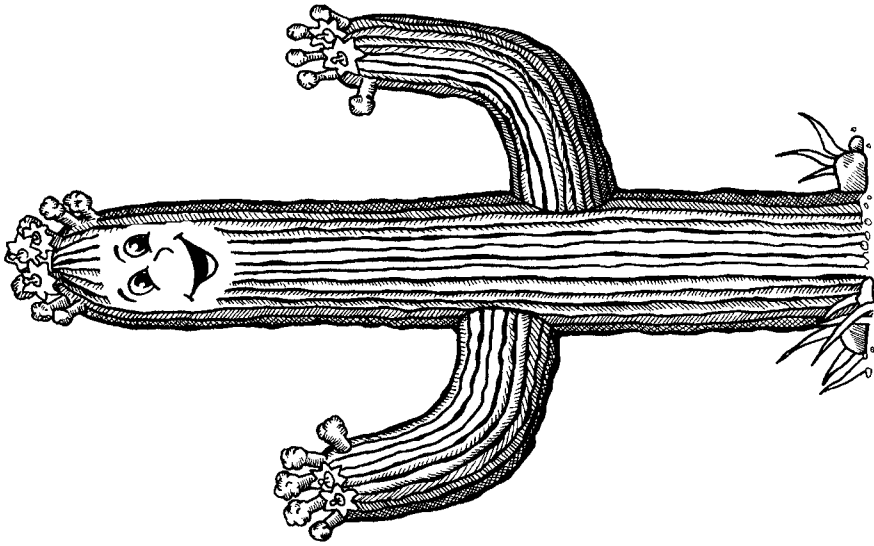
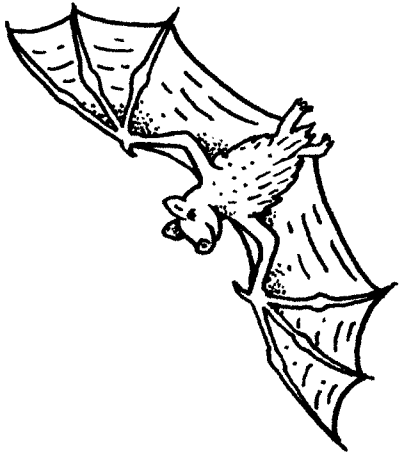
### **Extension**

To build additional vocabulary skills, ask students to name--

- \* animals and plants they like to see.
- \* other animals, plants, and objects that Babs might see in the desert.

# Babs Bat



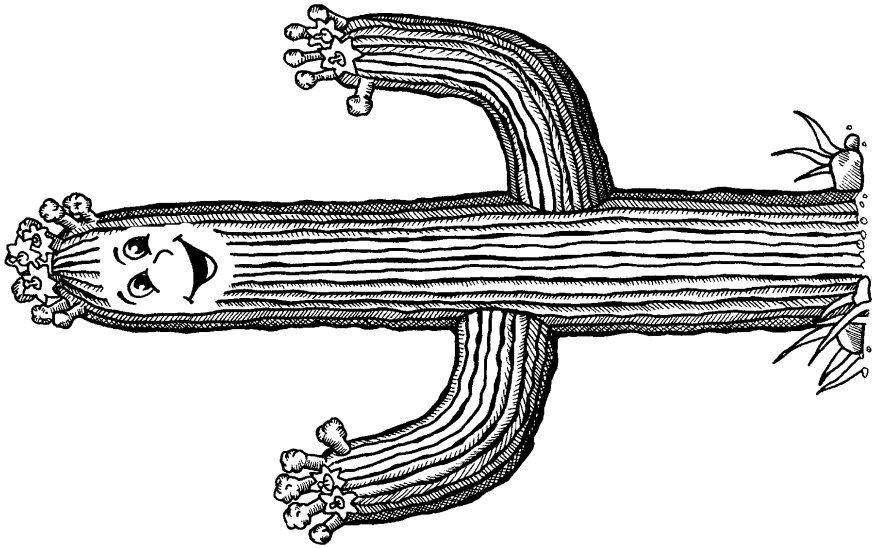
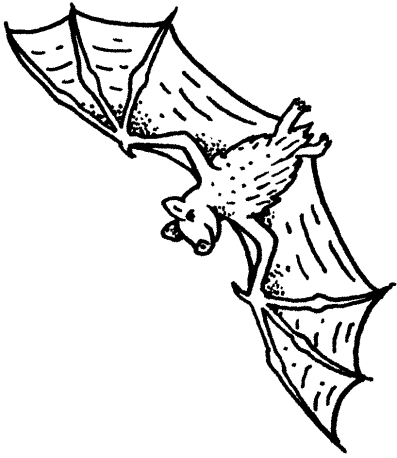


I see.

1

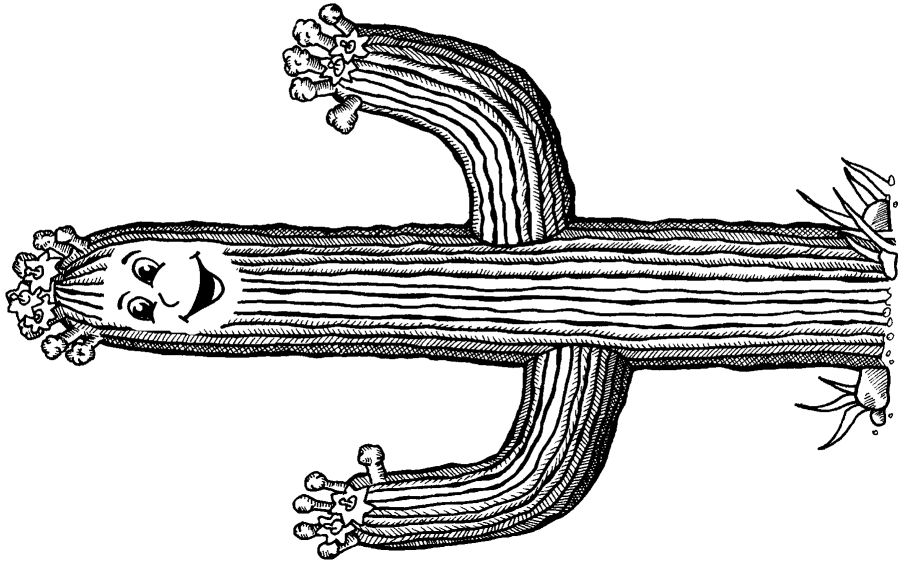


I see. I see.  
2



I see Babs Bat.

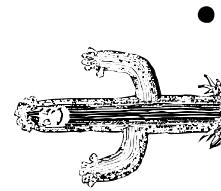
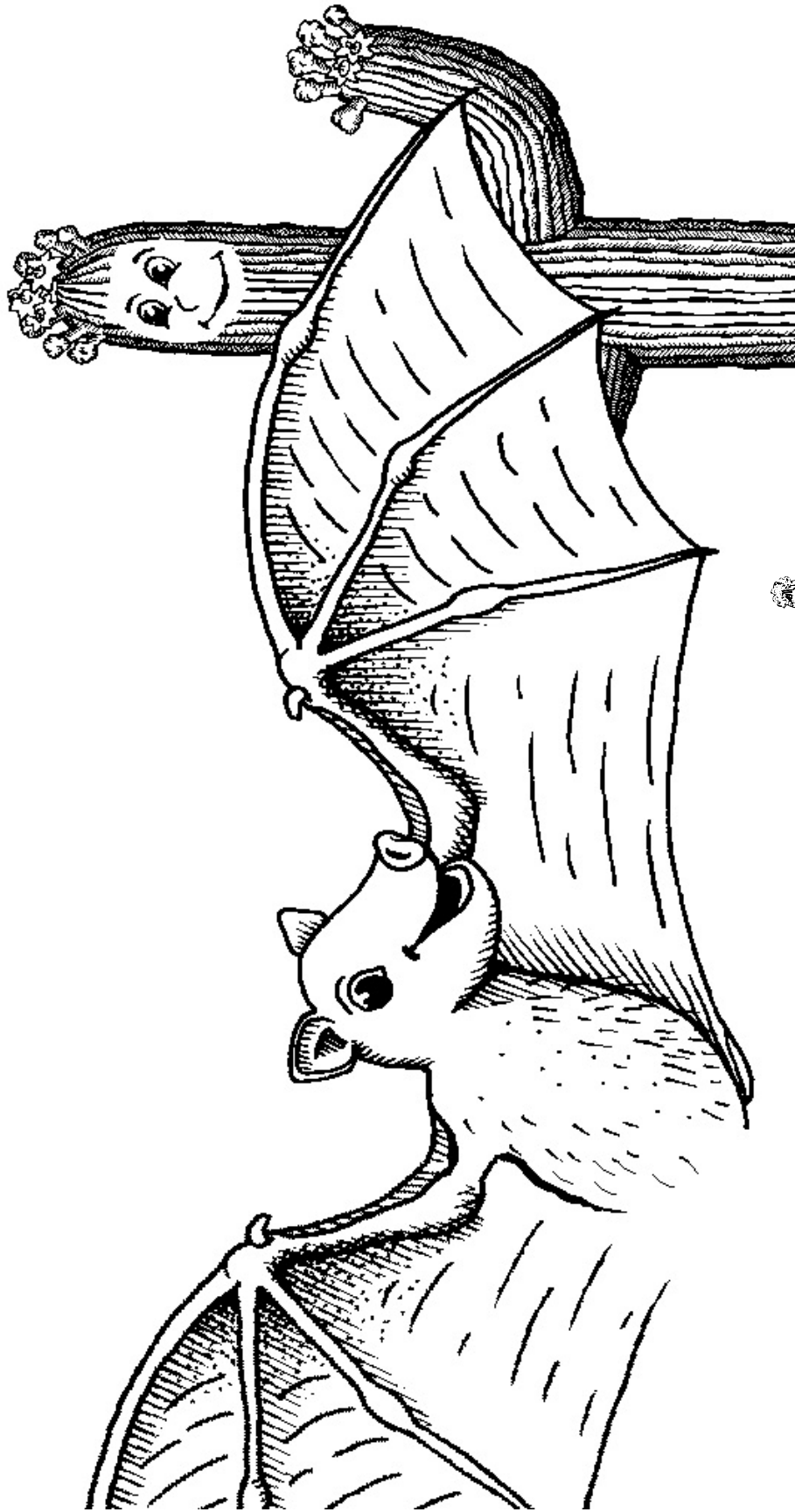
3



I see a bat.

4

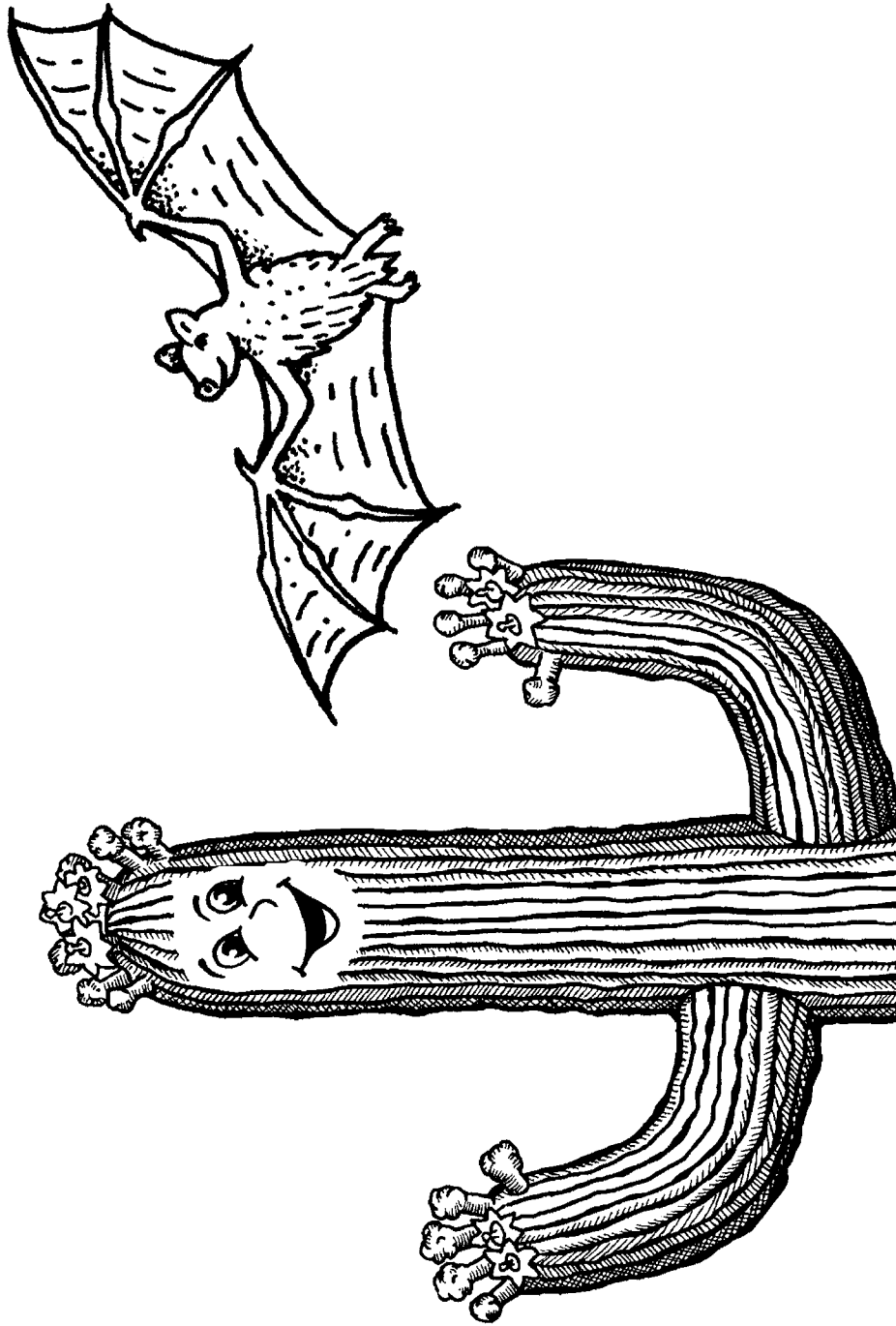




I see a **cactus**.

cactus

5



Bat! Bat! I see a bat.  
6

# Vocabulary

# Rebus Word

I

see

a

bat

Babs

cactus

7