

w-e-b

Welcome/Introductions

ABCs (sing song, pointing to letters on poster)

Vowel Song (sing song, pointing to letters on poster)

Read Featured book

Next Time You See a Spiderweb by Emily Morgan

Note the letters and sounds in the word part *web*.

Letter Sounds Instruction-

Review the sounds for letters w, e, and b. Share pictures of items beginning with those letters.

Students will place pictures under the corresponding letters.

Say: **/w/, web, /w/** (kids repeat)

web, whale, wig, water/wash, white, whisper, watch,
worm, wolf

Note that w is a wind sound. Make the sound and notice what the lips are doing and the movement of air.

Say: **/e/, elephant, /e/** (kids repeat)

Short Vowel Sound- elephant, eggs, echo, empty,
elevator, escalator, envelope, exit
Long Vowel Sound- eating (eggs), eleven, electricity

Say: /b/, /bat/, /b/ (kids repeat)
bat, bat (note and name homonym), ball, bird (blue),
blocks, baby (boy), bathtub, boots (black), baby bottle

Note that b is a lip popper. We close our lips then pop
them open with air. Its sound is made with the same
mouth movements as a p, but the b is voiced/we can
feel the sound when we place our fingers on our necks.

Multi-sensory activity

Need:

w e b word building paper
web word building word list
black bottle cap
black yarn pieces (8)
black paper circle
glue

Make a spider. Place bottle cap, open side up, on the table.
Place a tiny puddle of glue inside it. Add the very ends of
eight bits of yarn to look like spider legs. Add the black circle

inside the cap to cover the glue. Add two tiny eyes to the inside of the cap.

Students place their spiders in the center of the web word building paper. This will be the starting position for each word. The teacher says a word (from the web word building word list), and the students place their pointer fingers inside the cap/spider and move from letter to letter to spell the given word. The students move toward the letter representing the first sound, move back to the center, move toward the letter representing the second sound, move back to the center, move toward the letter representing the third sound, etc. until the word is spelled.

The teacher can support students by helping them to stretch out the sounds, initially, but we want the kids to be able to do this work independently, so remove some support as you work through the words.

Handwriting-

w (small), e (small), b (starts tall, ends small)

Need:

pencils

tracing papers

handwriting papers

NOTE: Add a star for starting spot on each letter.

Treat/Multisensory Activity

Need:

Oreo

Poxy candy sticks, broken into eight small “legs”

Two edible eyes

Kids make a spider using an Oreo, Poxy sticks for legs, and two edible eyes to set on the Oreo.

Spider Ring MTSYS (Make The Sounds You See)

Need:

word list

spider ring

white yarn

tape

Give kids a spider ring and tie an 18” string of white yarn to it. Tape the other end of the yarn to the back of the half sheet with a word list. Remind the students to MTSYS as they point to each letter, moving from left to right across each word.