

**MATERIALS**

Ss sound/symbol card	Phonemic awareness worksheet
Ss picture cards	Phonics worksheet
Ss letter cards	Practice sheet
Decodable word cards: teacher and student sets	Workmat
High-frequency word cards	

**DECODABLE BOOK**
*Sam and the Sap*
**Phonemic Awareness**
**Materials: Picture cards, phonemic awareness worksheet**

- Say the word *saw* and emphasize the /s/ sound. Have students listen for the /s/ sound at the beginning of the word as you repeat it. Then have them say the word.
- Tell students you are going to say some words. Some of the words begin with /s/ and other words do not. Tell them they should say /sss/ whenever they hear the /s/ sound at the beginning of a word. Say the following words one at a time, allowing time for student response: *sat, sing, map, seal, tree, seven, sailboat, pillow, soap*.
- Say the word *glass*, emphasizing the /s/ sound, and ask students what sound they hear at the end. Tell them that sometimes they can hear the /s/ sound at the end of words. Say the following words one at a time, and ask students to say /sss/ whenever they hear the /s/ sound at the end of a word: *hiss, bear, mess, boss, gum, loose, fog*.
- Mix up the picture cards and place them in a pocket chart or along the chalkboard ledge as you name each one. Ask individual students to help you sort the pictures according to those that start with /s/ and those that end with /s/.
- Play I Spy. Look around the room to find things whose names start with the /s/ sound, adding clues until a student correctly identifies the item in the classroom. Repeat, using words ending in /s/.
- Give students the phonemic awareness worksheet for extra practice.

**Introduce the Sound/Symbol Relationship for Ss /s/**
**Materials: Sound/symbol card**

- Show students the sound/symbol card for Ss. Read the word *saw* and point out that the letter *s* stands for the /s/ sound in *saw*. Have students listen for the /s/ sound as they read the word with you.
- Have a volunteer come up and point to the letter in the word *saw* that stands for the /s/ sound.

### Blend the Sounds

#### Materials: Decodable teacher word cards

- Place the decodable teacher word cards *Sam* and *sap* in a pocket chart or along the chalkboard ledge. Ask students what the two words have in common. If students don't respond, point out they both begin with the /s/ sound. Ask them to tell you the letter that stands for the /s/ sound.
- Demonstrate sounding out the first word by saying each sound as you run your finger under the word: /sss/ /aaa/ /mmm/. Hold the sounds for one second. Then say the word quickly: *Sam*.
- Have students sound out the word with you, holding the sounds for one second.
- Repeat the process with the word *sap*, holding all sounds except for the /p/.

### Cumulative Review/Practice Sounds

#### Materials: Decodable student word cards, game board, place markers, die

- Line up the decodable student word cards in the pocket chart or on the chalkboard ledge. Tell students that they have already learned the sounds to say these words. Point to each word and read it with students. Then have individual students read the words. If students have difficulty reading a word, model how to blend the sounds to sound it out.
- Have students take turns sorting the decodable student word cards into groups according to the beginning sound. Repeat, having students sort the words according to final sounds and patterns of sound within the words. Students can also sort the words according to those that begin with /s/ and those that don't.

### Spell Decodable Words

#### Materials: Letter cards, workmats

- Give students the letter cards and a copy of the workmat. Have them line up the letters *s*, *a*, and *p* under the boxes on their workmat. Say the word *sap* slowly. As you say the sounds, demonstrate how to push up each sound into a box on the workmat. Repeat and have students do theirs along with you.
- Ask students what letters they need to spell the word *Sam*. Remind them that this is a name and it needs a capital letter. As you model, have students use their workmat to spell the word *Sam*. Have them read the word they have made.
- If time permits, use other letters from the letter card page and have students spell words they have learned in previous lessons.

**Introduce New High-Frequency Words: *the, get*****Materials:** High-frequency word cards

- Tell students they are going to learn two new words that they need to be able to recognize and read quickly. Hold up the high-frequency word card *the* and read the word. Have students read it with you. Have them write the word *the* in the air with their finger as you spell it out loud with them, pointing to each letter on the card as you say the letter name.
- Repeat the process with the word *get*.

**Practice High-Frequency Words****Materials:** High-frequency word cards

- Tell students they are going to practice quickly reading the new words and words from other lessons. Use all the high-frequency word cards. Flash the words one at a time. If students do not know a word, tell them what it is. Mix up the cards and repeat the process several times.
- Ask students to dictate sentences for you to write on the board, using the high-frequency words. Invite students to circle the high-frequency words. Read the sentences with students as you run your finger under each word. Have them snap their fingers when you read a high-frequency word.
- Place a set of the high frequency word cards in the reading center for further practice, or provide students with individual sets of words for practice with a partner.

**Read Words and Phrases****Materials:** Practice sheet

- Before students read the book, use the practice sheet to practice reading the words they will encounter in the book. Have them sound out each decodable word in rows 1 and 2 sound by sound as they run their fingers under the word.
- Have them read each high-frequency word in rows 3 and 4 quickly.
- Then have them practice reading the phrases and sentences.
- If students are having difficulty reading the words, provide more practice in blending and spelling the words before they move on to the decodable book.

**Read the Decodable Book****Materials:** Decodable book *Sam and the Sap*

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about.
- Turn to page 4 and ask students what they think Pap and the man are going to do with the pan.
- Give students their books.
- Point to the word *gets* on page 5. Cover the *s* with your finger and ask students what the word is. Then uncover the *s* and cover the word *get*. Ask students what sound this letter stands for. Uncover the whole word and ask students to read the whole word.
- Read the first page together as you model how to sound out decodable words and read high-frequency words quickly. If you think students are able to read the book on their own, have them continue reading the book independently. If you think students need more support, continue to read the book with them.
- When students have finished reading, ask what Pam was doing while Pap and the man were filling the pans.

**More Practice****Materials:** Phonics worksheet

- Have students complete the phonics worksheet.