

contents

| | |
|---|-----------|
| Introducing <i>On Our Way to Reading</i> | 3 |
| Components of the Program | 3 |
| Scope and Sequence | 3 |
| Tools for Learning | 5 |
| Suggestions for Use | 6 |
| Audio Download Instructions | 6 |
| Support for Social Emotional Development | 9 |
| Fostering Cultural Awareness | 9 |
| Additional Instructional Strategies | 10 |
| Skills Assessment Checklist | 11 |
| Annotated Answer Key and Suggested Activities | 12 |
| Reproducible Take-Home Book | 73 |

Introduce Letter Sound s /s/

To introduce the sound /s/ and the capital and lowercase letters, use the K–3 Vocabulary Picture Card for the letter *s* and other pictures of objects that begin with /s/, such as the K–3 Vocabulary Picture Cards for *star*, *sled*, *soap*, *sock*, *spoon*, *swim*, and *spider*.

- Show the *S s* K–3 Vocabulary Picture Card [sun], and ask students what the name of the picture is. Have several students say the word *sun*, and say it yourself emphasizing the initial sound /s/. Show other *s*-word pictures, and follow the same procedure.
- Ask any students whose first names begin with /s/ to say their names for the class.
- Show the letters *S* and *s* on the back of the appropriate K–3 Vocabulary Picture Card. Explain that these two letters both stand for the first sound in *sun*. Have students find *S* and *s* in their sets of alphabet cards.

Explore Letter Sound s /s/

- Ask students to listen as you say *sun* and another word. If both words begin with the same sound, students should repeat the words. If the words do not begin with the same sound, students should remain silent. Use these word pairs and others.

sun/sad sun/bus sun/soap
 sun/sing sun/sit sun/safe
 sun/fun sun/sick sun/nine

- Say sets of three words—two that begin with /s/ and one that doesn't. Ask students to listen and repeat the two words that begin with /s/.

sun/sand/hot sea/water/saw
 sink/swim/float chair/sit/stand
 stop/seven/new cool/suds/soap

🔊 Complete Page 5

Say: Sun. The word *sun* starts with the /s/ sound. The letter *s* makes the /s/ sound in *sun*.

sun

Say the name of each picture.
 Circle each picture whose name begins like sun.

sock, soap, ball, stool, seal, seven, saw, belt, snake

Trace the letter s.

un

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Have students finger-trace the letter *s* in the word *sun*.

Say: Say the name of each picture. Circle each picture whose name begins like *sun*.

Help students identify the pictures on the page. Direct students to the bottom of the page.

Say: Trace the letter *s*.

Have students complete the page independently.

Enrich the Lesson

Have students create an *S s* page for their personal Picture/Word Books. Have them write the letters *S* and *s* on the top of a sheet of paper. Using old magazines, have them find pictures for words that begin with /s/ to paste on their *S s* pages. You may need to guide students who find words that begin with a soft *c*, such as *circle*.

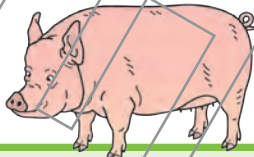
Practice Letter Sound p /p/

Use this alliterative verse to introduce the lesson.

*Peter put a pig in a pen.
 What pen did Peter put a pig in?
 Peter put a pig in the pig pen.
 What pig did Peter put in the pig pen?
 Peter put the pink pig in the pig pen.*


- Read the verse, and have students tell you what beginning sound they hear most often.
- Read the verse a few times to help students understand its structure. Encourage them to join in by reciting the answers to the two questions asked in the verse.
- Encourage students to suggest more words that begin with /p/. Make a list of the words they suggest. Then work together to use some of the words to make up more alliterative sentences about the pink pig.

pig




Say the name of each picture. Write the letter p under each picture whose name begins like pig.

panda




p


mitten



pencil




pot




p

penguin




p

cow




pool




p

sandwich



pumpkin



p

Write the letter p to make words.

pink

pool

pie

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Explore Letter Sound p /p/

- Ask students to listen as you say the sound /p/ and the sounds of a word part. Then have them blend the sounds together to say the word.

| | | |
|-----------|------------|------------|
| /p/...art | /p/...ig | /p/...et |
| /p/...eas | /p/...in | /p/...each |
| /p/...an | /p/...inch | /p/...aint |

- Say a word, and ask students to say a rhyming word that begins with /p/.

| | |
|--------------------------|------------------------|
| tickle (<i>pickle</i>) | ditch (<i>pitch</i>) |
| feel (<i>peel</i>) | bear (<i>pear</i>) |
| van (<i>pan</i>) | wet (<i>pet</i>) |
| top (<i>pop</i>) | wink (<i>pink</i>) |

🔊 Complete Page 31

Say: Pig. The word *pig* starts with the /p/ sound. The letter *p* makes the /p/ sound in *pig*.

Have students say the word *pig* and finger-trace the *p* at the beginning of the word.

Say: Say the name of each picture. Write the letter *p* under each picture whose name begins like *pig*.

Help students identify the pictures on the page.

Say: Write the letter *p* to make words.

At the bottom of the page, have students write *p* to complete the three words: *pink*, *pool*, *pie*. Have students complete the page independently.

Enrich the Lesson

Recite the tongue twister several times. Recite it once very slowly, and challenge students to count the number of times they hear /p/. (31)

*Peter Piper picked a peck of pickled peppers.
 A peck of pickled peppers Peter Piper picked.
 If Peter Piper picked a peck of pickled peppers,
 How many pickled peppers did Peter Piper pick?*

Review Letter Sounds p, k, r

Use these alliterative sentences to introduce the review of /p/, /k/, and /r/.

Patel popped plenty of popcorn in the pan.

Kevin King keeps kittens in the kitchen.

Ramona's rabbits ruined Roberto's ruby red roses.

- Read each sentence, and have students repeat the beginning sound they hear most often and name the letter that spells the sound.

Explore Letter Sounds p, k, r

- Have students take out their alphabet cards for p, k, and r. One at a time, display the picture side of K-3 Vocabulary Picture Cards for P p, K k, and R r. Ask students to say the picture word to themselves in their head and then hold up the letter card that shows the beginning letter in the word.
- Display the following K-3 Vocabulary Picture Cards. Have students identify the picture and say the picture name. Then have them substitute the sound of the letter you show for the beginning sound in the picture name and say the new word.

| Picture | Letter | New Word |
|---------|--------|----------|
| cat | r | rat |
| nest | p | pest |
| van | p | pan |
| pin | k | kin |
| hen | p | pen |
| bug | r | rug |
| nail | p | pail |
| bee | k | key |

🔊 Complete Page 36

Say: Say the names of the pictures. If a word begins like the key word, write the letter under the picture.
 Look at the first row. The picture shows a pin. The word *pin* starts with the letter *p* and the sound /p/.

Say the names of the pictures. If a word begins like the key word, write the letter under the picture.

| | | | | |
|--|--|--|---|---|
|  pin p |  top _ |  pencil p |  pie p |  pumpkin p |
|  king k |  ketchup k |  motorcycle _ |  koala k |  kitten k |
|  ring _ |  hand _ |  rope r |  ruler r |  rain r |

Write letters to finish the words.

| | | |
|---|---|---|
|  red |  pan |  kit |
|---|---|---|

36

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Help students identify the rest of the pictures in the row if necessary. Have them complete the row independently.

Say: Look at the second row. The picture shows a king. The word *king* starts with the letter *k* and the sound /k/.

Help students identify the rest of the pictures in the row if necessary. Have them complete the row independently.

Say: Look at the last row. The picture shows a ring. The word *ring* starts with the letter *r* and the sound /r/.

Help students identify the rest of the pictures in the row if necessary. Have them complete the row independently.

Say: Write letters to finish the words.

Have students say the picture words to themselves and then write the letter that stands for the beginning sound of each word.

Introduce Deleting Phonemes

To help students hear and see what happens when a phoneme is deleted from a word, write the word *can* on the board, and use it in a sentence: *We can sing a song.* Then erase the letter *c*, and read the new word *an*. Ask a volunteer to use the word *an* in a sentence, such as: *I have an uncle.*

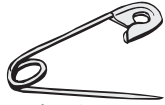


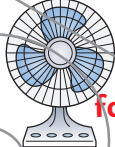



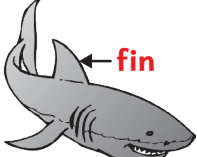

Explore Deleting Phonemes

- Ask students to listen carefully as you say two words. Then have them tell you if the words have the same beginning sound or the same ending sound.

cat/bat bat/bad bad/bag
 bag/tag tag/tap tap/nap
 nap/map map/man man/mad

- Have students work together in pairs. Let them use alphabet cards to spell out the words *bus*, *fat*, and *tin*. Have them take away the first letter in each word and read the new word.
- Use the alphabet cards to make the words *us*, *at*, and *in*. Have students make new words by adding a letter to the front of each word. Have them select from the consonant sounds in this book: *m, s, t, b, n, f, d, c, g, p, k, r, h, l, v, j, w,* and *y*.

Say the name of each picture.
Take away the first sound in the word.
Circle the new word.

| | | |
|--|---|--|
|  pin on in at |  cat at it up |  cup in on up |
|  fan up on an |  kit it an at |  bus up us on |
|  hat in at an |  fin us in on |  man an at in |

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🔊 Complete Page 60

Say: Say the name of each picture. Take away the first sound in the word. Circle the new word.

Look at the first picture. The picture shows a pin. Say the word *pin*, and listen for the first sound: /p/...in, *pin*. Take away the first sound in the word *pin*: *in*.

Help students locate and circle the letters that spell *in*. Help students identify the pictures as needed. Have them complete the page with a partner or independently.

Enrich the Lesson

Give each student three small bits of a snack food. Some ideas include pieces of carrots, pretzels, cheese, or small crackers. Base the amount of the snack on how many times you plan to do the activity. Have students line up the bits of food on their desks. Explain to students that each piece of food stands for a sound in a word. Say a CVC word. You can use real words and nonsense words. Have the students repeat the word after you. Then tell students that they will eat a sound from the word. Use the initial sound. Have students select the piece of food that represents that sound. Ask students what sound is left. For example, say, "Listen to the word *bag*. Now we will eat the /b/ sound in *bag*. Which piece of food stands for the /b/ in *bag*? What sound is left after we eat the /b/ in *bag*?"