



ELL Targeted Support Say Words with /s/ and /a/ Use the story *Sam Sat* on pp. 61–63 in the *Student Interactive* to have students practice producing the sounds /s/ and /a/.

Read the story *Sam Sat* aloud. Ask students questions about the story. **What is the girl's name? Where does she sit?**

Monitor students' use of the sounds /s/ and /a/, correcting as needed. **BEGINNING**

Read the story *Sam Sat* aloud. Then show each page again, asking students to tell what is happening in the pictures. Tell them to use words with the sounds /s/ and /a/. **INTERMEDIATE**

Have students work in pairs to describe what is happening in the pictures. Tell them to listen for their partner's use of words with the sounds /s/ and /a/ and correct each other's pronunciation of the sounds as needed. **ADVANCED/**

ADVANCED HIGH

ELPS 3.A.i Practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible.

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *a* and ask students what letter spells the word. Have students

- read the word *a* as you write it on the board.
- repeat with *to* and *like*.

STUDENT INTERACTIVE, pp. 64–65

PHONICS
FOUNDATIONAL SKILLS

Short a and Consonant Ss

TURN and TALK Read

at

am

Sam

sat

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TEKS K.2.B.ii Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Directions Remind students that the letter *s* can make the sound /s/ and that the letter *a* can make the sound /a/. Have students take turns decoding the VC and CVC words using letter-sound relationships. Say: *Point to each letter in the word and say the sound it makes. Then say the sounds together to read the word.*

Short a and Consonant Ss

MY TURN Circle and underline

I am Tam.

I like the .

I am Sam.

I like to .

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TEKS K.2.B.ii Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. **ELPS 4.C.i Speaking; 4.C.iv Reading**

Directions Have students read the sentences, using letter-sound relationships to decode the VC and CVC words. Model: *The sound for a is /a/. The sound for m is /m/. I will say the sounds together to read the word: /a/ /m/, am. Then have them circle the words or picture names with short a and underline the words or picture names with initial s.*