







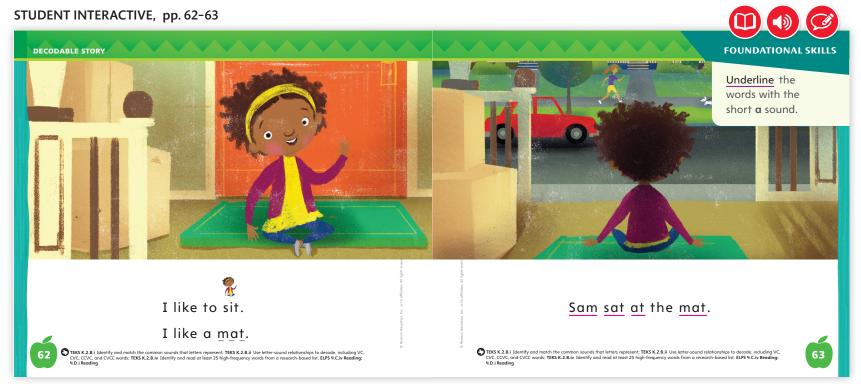


FOUNDATIONAL SKILLS

READ Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to read the sounds /s/ and /a/. Have partners reread the story.

After students have read the story, call their attention to the title. I see the letter s in two words. What sound does the letter s spell? Help them identify, or say, the sound /s/. Then have them find and highlight the words with the sound /s/ on p. 61. I also hear another sound we learned this week. What sound do I hear? Help students identify, or say, /a/.

Have students turn to pp. 62-63. Which words include the sound /a/? Point to them. Help students identify, or say, the sound /a/. Then have them find and underline the words with the sound /a/. Have students point out any highfrequency words they see.



Too Many Places to Hide