



**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

**64**

**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 sun.

I am Sam.

I like to tap.

**65**

**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 with short *a* and underline the words with initial *s*.