

Plan Student Scaffolds

- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Supports** to plan appropriate instruction for ELs.
- Review instructional routines and options for variation on pp. A40–A47 to support learner variability.

Options for Pacing



20 min  
Phonological Awareness and Phonics



30 min  
Add Read Aloud/Read Together and Concepts of Print



45 min  
Add Letter Formation

\*For more guidance on pacing, see pp. A30–A33.

PHONICS FOCUS: Letters *Pp* and *Cc*

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	<b>Children will:</b> <ul style="list-style-type: none"><li>• blend syllables in two- and three-syllable words</li><li>• recognize initial sounds in single-syllable words</li><li>• recognize and name a new letter</li><li>• connect /p/ to <i>p</i></li><li>• practice letter formation</li></ul>	<b>Children will:</b> <ul style="list-style-type: none"><li>• segment onset and rime in single-syllable words</li><li>• recognize and name the new letter and sound</li><li>• review letter formation</li><li>• read, build, and write decodable words with initial and final <i>p</i></li></ul>	<b>Children will:</b> <ul style="list-style-type: none"><li>• blend syllables</li><li>• recognize initial sounds in single-syllable words</li><li>• recognize and name new and review letters</li><li>• connect /k/ to <i>c</i></li><li>• practice letter formation</li></ul>
Phonological Awareness	<ul style="list-style-type: none"><li>• Blend Syllables</li><li>• Recognize Letter Sounds</li></ul>	<ul style="list-style-type: none"><li>• Segment Onset and Rime</li></ul>	<ul style="list-style-type: none"><li>• Blend Syllables</li><li>• Recognize Letter Sounds</li></ul>
Letter Recognition	<ul style="list-style-type: none"><li>• Letter <i>Pp</i></li><li>◀ All letters reviewed in Week 5</li></ul>	<ul style="list-style-type: none"><li>• Letter <i>Pp</i></li><li>◀ All letters reviewed in Week 5 plus <i>P, p</i></li></ul>	<ul style="list-style-type: none"><li>• Letter <i>Cc</i></li><li>◀ All letters reviewed in Week 5 plus <i>P, p</i></li></ul>
Phonics	<ul style="list-style-type: none"><li>• Letter <i>Pp</i></li></ul>	<ul style="list-style-type: none"><li>• Letter <i>Pp</i></li><li>◀ Letter <i>Ff</i></li></ul>	<ul style="list-style-type: none"><li>• Letter <i>Cc</i></li></ul>
Letter Formation	<ul style="list-style-type: none"><li>• Letter Formation: <i>P, p</i></li></ul>	<ul style="list-style-type: none"><li>• Letter Formation: <i>P, p, F, f</i></li></ul>	<ul style="list-style-type: none"><li>• Letter Formation: <i>C, c</i></li></ul>
Concepts of Print & Fluency	<ul style="list-style-type: none"><li>• <b>Read Aloud:</b> “The Picture”</li><li>• <b>Concepts of Print:</b> Distinguish Words from Sentences</li></ul>	<ul style="list-style-type: none"><li>• <b>Read Together:</b> Words with <i>Pp</i></li><li>• <b>Concepts of Print:</b> Letters and Numbers</li></ul>	<ul style="list-style-type: none"><li>• <b>Read Aloud:</b> “Cool Crabs”</li><li>• <b>Concepts of Print:</b> Distinguish Words from Sentences</li></ul>
English Learner Supports	<ul style="list-style-type: none"><li>• Provide kinesthetic support for blending syllables in words.</li><li>• Identify sound-spelling transfers: <i>p</i>.</li></ul>	<ul style="list-style-type: none"><li>• Identify sound transfers: /p/.</li></ul>	<ul style="list-style-type: none"><li>• Use kinesthetics to blend syllables.</li><li>• Use aural support for sound identification.</li><li>• Identify sound-spelling transfers: <i>c</i> (/k/).</li></ul>



Materials

- **Word Building Cards**
- **Sound-Spelling & Articulation (SS&A) Cards:** *a, c, p, t*
- **Alphabet Books:** *Pp* and *Cc*
- **Alphabet Tales:** “The Picture,” pp. 34–35 and “Cool Crabs,” pp. 8–9

Alphabet Books

Children will enjoy the playful and engaging application of their letter skills in the Alphabet Books for this week. Make the books available in centers and for use in small-group work so children can practice the letters and sounds they are learning throughout the week.

	SESSION 4	SESSION 5
	<p><b>Children will:</b></p> <ul style="list-style-type: none"><li>• segment onset and rime in single-syllable words</li><li>• recognize and name new and review letters</li><li>• review letter formation</li><li>• read, build, and write decodable words with <i>c (/k/)</i></li></ul>	<p><b>Children’s progress will be measured in:</b></p> <ul style="list-style-type: none"><li>• recognizing which letters stand for /p/ and /k/</li><li>• forming letters <i>Pp</i> and <i>Cc</i></li><li>• blending syllables, segmenting onset and rime, and recognizing letter sounds</li><li>• reading decodable words with initial <i>p</i> and <i>c</i></li></ul>
	<ul style="list-style-type: none"><li>• Segment Onset and Rime</li></ul>	<p><b>WEEKLY ASSESSMENT</b></p> <ul style="list-style-type: none"><li>• <b>Connect Letters and Sounds:</b> /p/, /k/ ⌛ /f/, /h/</li><li>• <b>Write Letters:</b> <i>Pp</i> and <i>Cc</i></li><li>• <b>Phonological Awareness:</b> Segment Syllables, Produce Rhyme, Segment Onset and Rime, and Recognize Letter Sounds</li><li>• <b>Read Words</b></li></ul>
	<ul style="list-style-type: none"><li>• Letter <i>Cc</i></li><li>⌛ All letters reviewed in Week 5 plus <i>P, p</i> and <i>C, c</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Phonological Awareness:</b> Segment Syllables, Produce Rhyme, Segment Onset and Rime, and Recognize Letter Sounds</li></ul>
	<ul style="list-style-type: none"><li>• Letter <i>Cc</i></li><li>⌛ Letter <i>Hh</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Read Words</b></li></ul>
	<ul style="list-style-type: none"><li>• Letter Formation: <i>C, c, H, h</i></li></ul>	<p><b>Cumulative Review</b></p> <p>If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 294–295.</p>
	<ul style="list-style-type: none"><li>• <b>Read Together:</b> Words with <i>Cc</i></li><li>• <b>Concepts of Print:</b> Letters and Numbers</li></ul>	
	<ul style="list-style-type: none"><li>• Provide visual support for building words.</li></ul>	<ul style="list-style-type: none"><li>• Review sounds and sound-spelling patterns that do not transfer from students’ home languages before assessing.</li></ul>

## Listen Up!

### PHONOLOGICAL AWARENESS

#### Blend Syllables

**EL** Rhythmically sway to the right and say *pump-*. Sway to the left and say *-kin*. Then stand straight and say *pumpkin*. Repeat with children.

#### BLEND SOUNDS ROUTINE

**MODEL** Blend the syllables in *pumpkin*.

**Listen to the Sounds:** *I am going to blend syllables together to say a word. Listen as I say the syllables: pump • kin.*

**Blend the Syllables Together:** *Now I will put those syllables together: pumpkin. The word is pumpkin.*

**APPLY** Have children blend the syllables in *painter*.

**Listen to the Sounds:** *Your turn! I am thinking of a word. Listen as I say the syllables of the word: paint • er.*

**Blend the Syllables Together:** *Now you put the syllables together to say the word. painter*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

egg • plant, eggplant

po • ta • to, potato

pen • guin, penguin

pa • per, paper

**CHECK** Can children blend syllables in two- and three-syllable words?

**Not Yet:** Reteach the lesson using your fingers to represent syllables. Raise a finger as you say each syllable and then put your fingers together as you blend the syllables to say the whole word.

### PHONOLOGICAL AWARENESS

#### Recognize Letter Sounds

#### RECOGNIZE LETTER SOUNDS ROUTINE

**MODEL** Listen for the first sound in the word *pass*.

**Listen for the Sound:** *I am going to listen for the first sound in the word pass.*

**Say the Sound:** *Now I will say the first sound I hear in pass: /p/. The first sound in pass is /p/.*

**APPLY** Have children listen for the first sound in the word *push*.

**Listen for the Sound:** *Your turn! What is the first sound in the word push?*

**Say the Sound:** *Now you say the first sound you hear. /p/ Again. /p/*

Now use the routine and have children listen for the first sound in each word below. Correct all errors.

sat, /s/

pick, /p/

paint, /p/

mix, /m/

Then say all four words above and challenge children to identify the words that do not begin with /p/.

# Learn Letters!

## PHONICS

### Introduce Pp

**EL** The /p/ sound does not exist in Arabic. Arabic speakers may pronounce /p/ as /b/, so they may say *pit* as *bit*. Have children hold their hand to their throat and feel that there is no vibration when they say /p/.

**TEACH** Display **Word Building Cards** P and p.

**Say**, *This is uppercase, or capital, P, and this is the lowercase p.* Have children say the letter name.

Then display the **SS&A Cards**. Name the picture and explain that the letter *p* stands for the /p/ sound at the beginning of *pumpkin*. Guide children to say the letter sound. Use the articulation support.

**APPLY** Say each word below, emphasizing the first sound. Have children point to the displayed **SS&A Cards** when they hear a word that begins with /p/, *p*.

pit	pine	fan
man	pin	peach

Reinforce alphabetic sequence by having children sing the Alphabet Song with you as they point to each train car on the Letter Train in their workbooks. Repeat with the Alphapillar.

- Ask about sequence: *Does the letter p come before or after the letter f?*
- Have children find and circle uppercase *P* on the Letter Train and lowercase *p* on the Alphapillar.

Then have children practice in their workbooks connecting *p* to /p/.

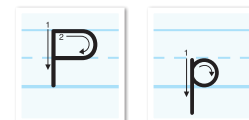
**CHECK** Can children connect the letter *p* to the sound /p/ and identify words that begin with *p*?

**Not Yet:** Display the **SS&A Cards** and say the sound with children. Then display a set of crayons and name a color, such as *red*. **Ask**, *Does red begin with /p/?* Help children find color names that begin with /p/, such as *pink* and *purple*. If children continue to struggle, review the Recognize Letter Sounds lesson for further support.

## Letter Formation: Pp

**TIP** Model forming the letters *P* and *p*. Discuss similarities between the letters and the previously learned letters *B* and *b*, pointing out that they are all made up of straight and curved lines.

**MODEL** Explain how to form *P* and *p*. For directions on letter formation, please see Teacher's Guide pp. A68–A71.



**APPLY** As children practice in their workbooks, have them say the letter name each time they write the letter.

## APPLY/PRACTICE

As children practice in their workbooks, have them say the letter name each time they write the letter.

### STUDENT WORKBOOK

Letter Recognition	pp. 98–99
Phonics	p. 100
Letter Formation	p. 101

## Read Aloud!

Read aloud from p. 34 of *Alphabet Tales*. Turn to Teacher's Guide p. 112 for instruction.



## Listen Up!

### PHONOLOGICAL AWARENESS

#### Segment Onset and Rime



Teaching onset and rime helps children recognize different sounds within words. Practicing this skill will help children learn to break words down into smaller parts in order to help them decode and spell words.

### SEGMENT SOUNDS ROUTINE

**MODEL** Segment the onset and rime in *pat*.

**Listen to the Word:** *I am going to break the word pat into two parts: the first sound and the rest of the word.*

**Say the Sounds in the Word:** *The first sound in pat is /p/. The rest of the word is /ăt/. The two parts of pat are /p/ /ăt/.*

**APPLY** Have children segment the onset and rime in the word.

**Listen to the Word:** *Your turn! Listen to the word: pin.*

**Say the Sounds in the Word:** *Now you say the first sound you hear in pin. /p/ What is the rest of the word? /ĭn/ What are the two parts of pin? /p/ and /ĭn/*

Now use the routine and have children segment onset and rime in the words below. Correct all errors.

pot, /p/ /ŏt/      pin, /p/ /ĭn/      fit, /f/ /ĭt/  
pan, /p/ /ăn/      puff, /p/ /ŭf/      fun, /f/ /ŭn/

**CHECK** Can children segment onset and rime in single-syllable words with initial /p/?

**Not Yet:** Use the single-syllable exemplar words from the **SS&A Cards** for *p* to provide children with more opportunities to hear and segment onset and rime.

## Learn Letters!

### PHONICS

#### Reinforce Pp

**REVIEW** Reinforce letter recognition by displaying in random order the Weeks 1-5 **Word Building Cards** along with *P* and *p* and calling on children to say the letter names and sounds. Repeat as needed. Then display a mix of cards, including *P* and *p*, and have children identify the *P* and *p* cards from among them.

#### Letter Formation: Pp and Ff

**REVIEW** Reinforce letter formation by modeling again how to form uppercase *P* and lowercase *p*, as well as uppercase *F* and lowercase *f*. For directions on letter formation, please see Teacher's Guide pp. A68-A71.

**APPLY** Have children write letters with a finger on their desks before they practice in their workbooks. Remind them to say the letter name and letter sound each time they write a letter.

Then have children practice their phonics skills in their Student Workbooks.

# Read and Build Words

**EL** In Mandarin, /p/ occurs at the beginning of words but not at the end. For this reason, Mandarin speakers may drop the final /p/. Have children use their fingers to show each sound in the word as they say it.

**MODEL** Connect letters and sounds to read words children will encounter in the Duet Passage. Write and display the word *tap*. Point to each letter as you say its name and sound: *t*, /t/; *a*, /ă/; *p*, /p/. Run your finger under the letters as you blend the sounds together to read aloud the word. **Say**, /t/ /ă/ /p/, *the word is tap*.

Now model building *tap* with **Word Building Cards**. **Say**, *We just read the word tap, now we will build it. The first sound is /t/, so the first letter is t*. Place the card for *t*. Continue with the rest of the word. When finished, run your finger under the cards as you slowly say *tap*.

**APPLY** Write and display the word *pat*. Point to each letter. Have children name each letter and say its sound. (*p*, /p/; *a*, /ă/; *t*, /t/) Then have children blend the sounds together as you run your finger under the letters. **Ask**, *What sounds? /p/ /ă/ /t/ What word? pat*

Then have children use **Word Building Cards** to build the word *pat* and read it aloud.

# Write Words

**TEACH/APPLY** Tell children they will now write the words they just built. Dictate the words *tap* and *pat* emphasizing the last sound in *tap* and the first sound in *pat*. **Ask**, *What sound do you hear at the end of tap and the beginning of pat? /p/ What letter stands for /p/?* **p** Have children say the sounds as they write the words on a whiteboard.

**CHECK** *Can children read, build, and spell words with p?*

**Not Yet:** Use the **SS&A Cards** to reteach the connection between the letters and sounds in the words children are building. Then write each word and have children trace the letters, saying the sound that each letter stands for.

## APPLY/PRACTICE

Before children begin working, say picture names aloud.

### STUDENT WORKBOOK

Letter Formation	p. 102
Phonics	p. 103

## Read Together!

Turn to Teacher's Guide p. 113 to read the Duet Passage with children.

**Read Together!** Words with Pp

Pip is in the dance show. Who is in the dance show?

Pip

Pip's shoes go tap, tap when he dances. Listen!

Tap!

Tap!

Tif is in the show, too. Who is in the show?

Tif

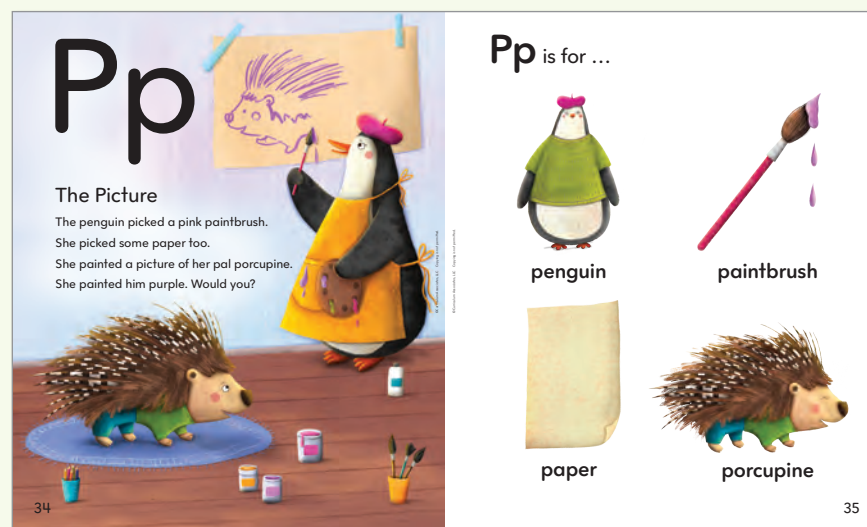
Tif dances well! Pip pats her on the back.

Pat.

Pat.



## Read Aloud!



### SESSION 1

## Alphabet Tales

**Say,** *We will read to listen and look for words that begin with p.*

Fluently read aloud "The Picture" on p. 34 of *Alphabet Tales*. Have children practice the letter sound by patting their heads when they hear initial /p/. Then call on children to point to the words that begin with the letter *p*.

### CONCEPTS OF PRINT

## Distinguish Words from Sentences

**TEACH** Write and display the first sentence from the text. Point to and read aloud the first word. **Say,** *This is a word. Words are made up of letters.* Then track print as you read aloud the sentence. *This is a sentence. Sentences are made up of words. This sentence ends with a period.* Reread and circle each word. Count the words. **Say,** *This sentence is made up of six words.*

**APPLY** Write and display the second sentence. Call on children to point to each word as you read aloud the sentence, circle and count the words, and underline and name the period.

**CHECK** *Can children distinguish between words and sentences?*

**Not Yet:** Write the words from the first sentence on slips of paper. Read them aloud and help children arrange them in order. Make sure they leave spaces between words. Emphasize that the individual words put together form a sentence that ends with a period.

# Read Together!

Read Together!

Words with Pp

Pip is in the dance show. Who is in the dance show?

**Pip**

Pip's shoes go tap, tap when he dances. Listen!

**Tap!**

**Tap!**

Tif is in the show, too. Who is in the show?

**Tif**

Tif dances well! Pip pats her on the back.

**Pat.**

**Pat.**

104 WEEK 6 • Session 2
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 WEEK 6 • Session 2 105

## SESSION 2

### Duet Passage

**TEACH** Remind children that they have been learning that the letter *p* stands for the /p/ sound. They have already used their knowledge of letters and sounds to read, build, and write some of the words in the Duet Passage. **Say, Now it's time to read about Pip and Tif. They are in a dance show.**

**APPLY** Have children turn to Student Workbook pp. 104-105. Remind children that you will read aloud the blue lines and they will read the white lines. Remind them to start at the pointing finger and point to each word as they read it.

Read the passage with children.

**CHECK** Can children read words with initial *p* and final *p*?

**Not Yet:** Use the **Word Building Cards** *a*, *p*, and *t* to reinforce the names of letters and corresponding sounds. Form the word *tap* and help children blend the sounds and say the word. Then rearrange the letters and form *pat*. Guide children to understand that the letters are in a different order and form a different word. However, the sound of each letter is the same.

## CONCEPTS OF PRINT

### Letters and Numbers

**TEACH** Write and display *A*, *B*, *C* and *1*, *2*, *3*. Explain that letters stand for sounds and make up words, and numbers tell how many. Point to the *A*, *B*, *C* and **say, These are all uppercase letters.**

**APPLY** Have children open their workbooks to p. 104. Point out the word *Tap*. **Say, Put your finger on the uppercase letter.** Observe children and offer corrective feedback as needed. Then have children put their finger on a number in the picture. They should point to the number *1* that Pip is wearing. Repeat on p. 105 with the uppercase *P* in *Pat* and the number *2* that Tif is holding. Have children underline one uppercase letter and circle a number.

**CHECK** Can children recognize letters and numbers?

**Not Yet:** Write and display a set of letters and numbers. Point to a letter and have children shout out "Letter!" Point to a number and have children shout out "Number!" Speed up and challenge children to keep up with you.



## Listen Up!

### PHONOLOGICAL AWARENESS

#### Blend Syllables

**EL** Help children identify and blend syllables. Say each syllable in a word as you tap on a surface. Repeat and have children tap on their desks with you as they say each syllable. Then tap once and say the word naturally with children.

#### BLEND SOUNDS ROUTINE

**MODEL** Blend the syllables in *candy*.

**Listen to the Word:** *I am going to blend syllables together to say a word. Listen as I say the syllables: can • dy.*

**Blend the Syllables Together:** *Now I will put those syllables together: candy. The word is candy.*

**APPLY** Have children blend the syllables in *picnic*.

**Listen to the Word:** *Your turn! I am thinking of a word. Listen as I say the syllables of the word: pic • nic.*

**Blend the Syllables Together:** *Now you put the syllables together to say the word. picnic*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

nap • kin, napkin

fam • i • ly, family

cac • tus, cactus

per • son, person

**CHECK** Can children blend syllables in words?

**Not Yet:** Reteach the lesson using counters to represent syllables. Tap each counter as you say each syllable and then slide them together as you blend the syllables to say the whole word.

### PHONOLOGICAL AWARENESS

#### Recognize Letter Sounds

**EL** Before the routine, practice saying /k/ with children—first in isolation, and then in familiar words: /k/ *cat*. /k/ *cup*.

#### RECOGNIZE LETTER SOUNDS ROUTINE

**MODEL** Listen for the first sound in the word *cut*.

**Listen for the Sound:** *I am going to listen for the first sound in the word cut.*

**Say the Sound:** *Now I will say the first sound I hear in cut: /k/. The first sound in cut is /k/.*

**APPLY** Have children listen for the first sound in the word *cast*.

**Listen for the Sound:** *Your turn! What is the first sound in the word cast?*

**Say the Sound:** *Now you say the first sound you hear. /k/ Again. /k/*

Now use the routine to have children isolate the first sound in each word below. Correct all errors.

cold, /k/

hum, /h/

kick, /k/

hide, /h/

cow, /k/

cute, /k/

Then say all the words above and challenge children to identify the words that do not begin with /k/.

# Learn Letters!

## PHONICS

### Introduce Cc

**EL** There is no sound-spelling match for the letter c with the sound /k/ in Arabic. The letter c does not exist in Haitian Creole. Point to the **SS&A Cards** and chant: **cat, /k/. Cat begins with c.** Repeat with other words.

**TEACH** Display **Word Building Cards** C and c.

**Say, This is the uppercase, or capital, C, and this is the lowercase c.** Have children say the letter name. Then display the **SS&A Cards**. Name the picture and explain that the letter c can stand for the /k/ sound at the beginning of *kite*. Guide children to say the letter sound. Use the articulation support.

**APPLY** Say each word below emphasizing the first sound. Have children point to the displayed **SS&A Cards** when they hear a word that begins with /k/.

cab	mat	cap
hit	cat	bat

Reinforce alphabetic sequence by having children sing the Alphabet Song with you as they point to each train car on the Letter Train in their workbooks. Repeat with the Alphapillar.

- Ask about sequence: *Is the letter c near the beginning or the end of the alphabet?*
- Have children find and circle uppercase C on the Letter Train and lowercase c on the Alphapillar.

Then have children practice in their workbooks connecting c to /k/.

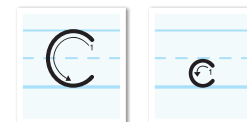
**CHECK** Can children connect the letter c to the sound /k/ and identify words that begin with c?

**Not Yet:** Hold up the C and c **Word Building Cards**. Flash the cards at children several times, saying "C, /k/!" each time. Then tell children it's their turn. Continue flashing the cards at children and have them shout out "C, /k/!" each time.

## Letter Formation: Cc

**TIP** Some children may find it difficult to form C, c. Give children more practice with letters they have difficulty forming.

**MODEL** Explain and show how to form C and c. For directions on letter formation, please see Teacher's Guide pp. A68-A71.



**APPLY** As children practice in their workbooks, have them say the letter name each time they write the letter.

## APPLY/PRACTICE

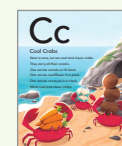
Before children begin working, say picture names aloud.

### STUDENT WORKBOOK

Letter Recognition	pp. 106-107
Phonics	p. 108
Letter Formation	p. 109

## Read Aloud!

Read aloud from p. 8 of *Alphabet Tales*. Turn to Teacher's Guide p. 118 for instruction.



## Listen Up!

### PHONOLOGICAL AWARENESS

#### Segment Onset and Rime



Teaching onset and rime helps children recognize different sounds within words. Practicing this skill will help children learn to break words down into smaller parts in order to help them decode and spell words.

### SEGMENT SOUNDS ROUTINE

**MODEL** Segment the onset and rime in *cap*.

**Listen to the Word:** *I am going to break the word cap into two parts: the first sound and the rest of the word.*

**Say the Sounds in the Word:** *The first sound in cap is /k/. The rest of the word is /ăp/. The two parts of cap are /k/ /ăp/.*

**APPLY** Have children segment the onset and rime in *cone*.

**Listen to the Word:** *Your turn! Listen to the word: cone.*

**Say the Sounds in the Word:** *Now you say the first sound you hear in cone. /k/ What is the rest of the word? /ōn/ What are the two parts of cone? /k/ and /ōn/*

Now use the routine and have children segment onset and rime in the words below. Correct all errors.

came, /k/ /ām/    can, /k/ /ăn/    kind, /k/ /īnd/  
kit, /k/ /īt/    ⬅️ hat, /h/ /ăt/    ⬅️ hide, /h/ /īd/

**CHECK** Can children segment onset and rime in single-syllable words with initial /k/?

**Not Yet:** Use single-syllable exemplar words from the **SS&A Cards** for /k/ to provide children with more opportunities to hear and segment onset and rime.

## Learn Letters!

### PHONICS

#### Reinforce Cc

**REVIEW** Reinforce letter recognition by displaying in random order the Weeks 1-5 **Word Building Cards** along with *P, p, C, and c* and calling on children to say the letter names and sounds. Repeat as needed. Then display a mix of cards, including *C and c*, and have children identify the *C and c* cards among them.

#### Letter Formation: Cc and Hh

**REVIEW** Reinforce letter formation by modeling again how to form uppercase *C* and lowercase *c*, as well as uppercase *H* and lowercase *h*. For directions on letter formation, please see Teacher's Guide pp. A68-A71.

**APPLY** Have children skywrite *C, c and H, h* before they practice in their workbooks. Remind them to say the letter name and the letter sound each time they write a letter.

Then have children practice their phonics skills in their Student Workbooks.

## Read and Build Words

**EL** It can be challenging for children to remember the names of letters. Display **Word Building Cards** for the letters in the word you are building. Have children respond by pointing to the letter instead of saying it.

**MODEL** Connect letters and sounds to read words children will encounter in the Duet Passage. Write and display the word *cat*. Point to each letter as you say its name and sound: c, /k/; a, /ă/; t, /t/. Run your finger under the letters as you blend the sounds together to read aloud the word. **Say, /k/ /ă/ /t/, the word is cat.**

Now model building *cat* with **Word Building Cards**. **Say, We just read the word cat, now we will build it. The first sound is /k/, so the first letter is c.** Place the card for c. If any children suggest you should use the card for k, tell them k can also stand for the /k/ sound, but in this word c stands for /k/. Continue building the rest of the word. When finished, run your finger under the cards as you slowly say *cat*.

**APPLY** Write and display the word *Cam*. Tell children *Cam* is the name of a girl they will read about. Ask them what is special about the first letter in *Cam*'s name. (It is uppercase.)

Point to each letter. Have children name each letter and say its sound. (C, /k/; a, /ă/; m, /m/) Then have children blend the sounds together as you run your finger under the letters. **Ask, What sounds? /k/ /ă/ /m/ What word? Cam**

Then have volunteers use **Word Building Cards** to build the name *Cam* and read it aloud.

## Write Words

**TEACH/APPLY** Tell children they will now write the words they just built. Dictate the words *cat* and *Cam*, emphasizing the /k/ sound in each word. **Ask, What is the first sound? /k/ What letter can stand for /k/? c** Have children say the sounds as they write the words on a whiteboard.

**CHECK** Can children read, build, and spell words with initial c (/k/)?

**Not Yet:** Write the word as you name each letter. Then point to each letter as you say the corresponding sound. Have children orally say each letter and then write the word.

## APPLY/PRACTICE

Before children begin working, say picture names aloud.

### STUDENT WORKBOOK

Letter Formation	p. 110
Phonics	p. 111

## Read Together!

Turn to Teacher's Guide p. 119 to read the Duet Passage with children.

**Read Together!** Words with Cc

Cam and Pam got ready for the dance. Cam put on her costume.

Did it fit Cam?

**It fit Cam.**

Pam put on her costume. Did it fit Pam?

**It fit Pam.**

Cat put on a costume. His costume is a hat. Who is in the hat?

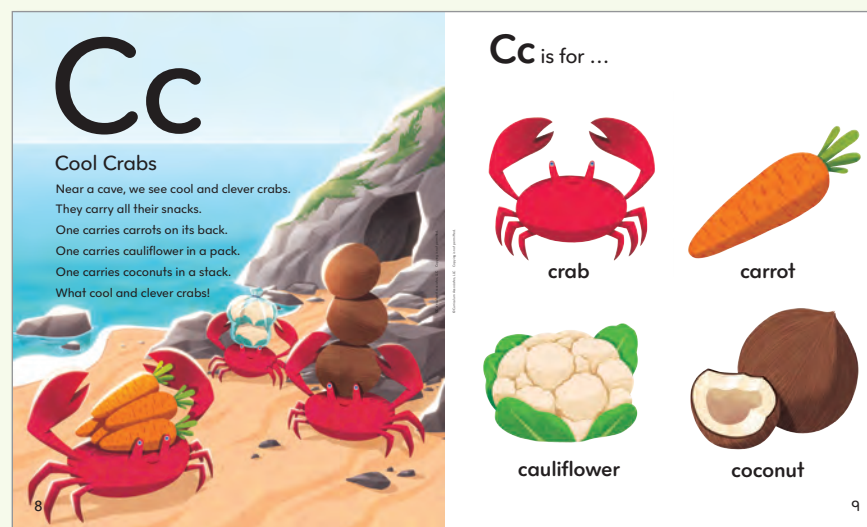
**Cat**

Did the hat fit Cat?

**It fit Cat!**

Cam and Pam looked at Cat. They laughed and laughed!

## Read Aloud!



### SESSION 3

## Alphabet Tales

**Say,** *We will read to listen and look for words that begin with c.*

Fluently read aloud "Cool Crabs" on p. 8 of *Alphabet Tales*. Have children pretend to comb their hair when they hear initial /k/. Then call on children to point to the words that begin with the letter c. Before you read, you may want to clarify the meaning of the word *clever*.

### CONCEPTS OF PRINT

## Distinguish Words from Sentences

**REVIEW** Display p. 8 of *Alphabet Tales*. Track print and read aloud the first sentence. Remind children that words are made up of letters and sentences are made up of words.

**APPLY** Read aloud the second sentence and track print. **Say,** *Let's count the words in this sentence. I'll point to each word as you count: 1, 2, 3, 4, 5. How many words are in this sentence? five* Call on children to come up and point to a word and run their finger under a sentence.

**CHECK** *Can children distinguish between words and sentences?*

**Not Yet:** Write and display this sentence and read it aloud: *We see cool crabs.* Ask children to circle each word and underline the whole sentence. Continue with other short sentences.

# Read Together!

**Read Together!** Words with Cc

Cam and Pam got ready for the dance. Cam put on her costume.

Did it fit Cam?

**It fit Cam.**

Pam put on her costume. Did it fit Pam?

**It fit Pam.**

Cat put on a costume. His costume is a hat. Who is in the hat?

**Cat**

Did the hat fit Cat?

**It fit Cat!**

Cam and Pam looked at Cat. They laughed and laughed!

112 WEEK 6 • Session 4

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WEEK 6 • Session 4 113

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## SESSION 4

### Duet Passage

**EL** Identify the characters and say their names with children. Explain the meaning of the words *costume* and *fit*. Talk about when people wear costumes.

**TEACH** Remind children that they have been learning that the letter c can stand for the /k/ sound. They have already used their knowledge of letters and sounds to read, build, and write some of the words in the Duet Passage. **Say, Now it's time to read about Cam and Pam and their costumes.**

**APPLY** Have children turn to Student Workbook pp. 112-113. Remind children that you will read aloud the blue lines and they will read the white lines. Remind them to start at the pointing finger and point to each word as they read it.

Read the passage with children.

**CHECK** Can children read words with initial c?

**Not Yet:** Use **Word Building Cards** to review sounds and letters. Write and display any missed words and help children blend sounds and say the word.

## CONCEPTS OF PRINT

### Letters and Numbers

**REVIEW** Remind children that letters stand for sounds and make up words. Numbers tell how many.

**APPLY** Have children open their workbooks to p. 112. Have them find and place their finger on an uppercase letter. Observe children and offer corrective feedback as needed. Then write and display *f, 2, 5, T, 4, and I*. Ask volunteers to circle the letters and underline the numbers. Challenge children to double-underline the uppercase letters.

**CHECK** Can children distinguish letters from numbers?

**Not Yet:** Provide a number strip with numbers 0-10. Help children point to and say each number. Reinforce that numbers are different than letters.



## Let's Read!

Explore the **Pp Alphabet Book** throughout Sessions 1 and 2 and the **Cc Alphabet Book** throughout Sessions 3 and 4 during whole-class or small-group experiences.

**INTRODUCE** Distribute and then hold up an **Alphabet Book**. Talk about the cover. Point to and finger-trace the letter as you say its name and the sound it stands for. Ask children whose name begins with the letter to say, "My name is (*name*)! My name begins with (*letter*)!"

### SESSIONS 1 & 2

#### Pp Alphabet Book

**TEACH** Talk with children about the picture on the cover. Start a *Pp* anchor chart with the words *penguin* and *paint*.

Ask children for more words that start with *p* to add to the anchor chart. Then review the words with the group and have children give thumbs-up or thumbs-down to show whether they agree that the word begins with *p*.

**MODEL** *Let's read the Alphabet Book for the letter P and see if any of our words are in it! The first picture is a penguin. Follow along and point to each word as I read aloud. "Pp is for penguin." /p/ is the sound you hear at the beginning of the word penguin.* Repeat with the remaining pictures and words.

Engage children with the words by doing the following and having children copy you as applicable:

- Waddle like a **penguin**.
- **Say**, *A pumpkin is heavy and round. It is usually orange.*
- Pretend to write with a **pencil**.
- **Say**, *We can use a pan to cook.*
- Make the popping noises of cooking **popcorn**.
- Role-play putting on **pajamas** and going to sleep.

**APPLY** Name the items in the picture on p. 8: *pretzel, pillow, barn, bat, piano, penny, cap, panda*. Have children find those that begin with *p* and then share out.

### SESSIONS 3 & 4

#### Cc Alphabet Book

**TEACH** Talk with children about the picture on the cover. Start a *Cc* anchor chart with *crab* and *carrot*.

Ask children for more words that start with *c* to add to the anchor chart. Then review the words with the group and have children give thumbs-up or thumbs-down to show whether they agree that the word begins with *c*.

**MODEL** *Let's read the Alphabet Book for the letter C and see if any of our words are in it! The first picture is a crab. Follow along and point to each word as I read aloud. "Cc is for crab." /k/ is the sound you hear at the beginning of the word crab.* Repeat with the remaining pictures and words.

Engage children with the words by doing the following and having children copy you as applicable:

- Snap your hand open and shut like a **crab** claw.
- Pretend to lick your paws and clean your face like a **cat**.
- Moo like a **cow**.
- Pretend to drive a **car**.
- **Say**, *A camel is an animal with one or two humps on its back.*
- Role-play drinking from a **cup**.

**APPLY** Name the items in the picture on p. 8: *candle, corn, star, coat, monkey, caterpillar, fork, carrot*. Have children find those that begin with *c* and then share out.

# Student Workbook Answer Key

**Letter Recognition**

Circle the P. Then point to each letter and say its name.

**Letter Recognition**

Circle the p. Then point to each letter and say its name.

98 WEEK 6 • Session 1 98-99

**Phonics**

Which pictures start with p? Circle them.

**Letter Formation**

Trace and write the letters. Fill the lines.

Circle your best P and p!

100 WEEK 6 • Session 1 100-101

**Letter Formation**

Trace and write the letters. Fill the lines. Circle your best letters!

**Phonics**

Say each picture name. Write Pp if the picture has the same first sound as pumpkin.

102 WEEK 6 • Session 2 102-103

**Letter Recognition**

Circle the C. Then point to each letter and say its name.

**Letter Recognition**

Circle the c. Then point to each letter and say its name.

106 WEEK 6 • Session 3 106-107

**Phonics**

Say each picture name. Draw lines to sort the pictures.

**Letter Formation**

Trace and write the letters. Fill the lines.

Circle your best C and c!

108 WEEK 6 • Session 3 108-109

**Letter Formation**

Trace and write the letters. Fill the lines. Circle your best letters!

**Phonics**

Say each picture name. Write Cc if the picture has the same first sound as can or kite.

110 WEEK 6 • Session 4 110-111

**Cumulative Review**

Say each picture name. Draw lines to sort the pictures.

**Cumulative Review**

Say each picture name. Write the first letter of each picture.

294 WEEK 6 • Cumulative Review 294-295

- Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 114.
- Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from Teacher’s Guide p. 124 for Part 4.
- Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on Teacher’s Guide p. 125 and p. A57.

## Whole-Class Assessment

Tell children they are going to practice some of the sounds and letters they learned this week.

### PART 1: Connect Letters and Sounds

Say each sound. Have children write the letter that stands for the sound.

1. /p/

3. /f/
2. /k/

4. /h/

**MONITOR** Circulate to monitor for children who write *k* for /k/. If a child writes *k* for /k/, ask them to think of another letter that makes the /k/ sound.

### PART 2: Write Letters

Say each letter name. Specify the case. Have children write the letter.

1. Uppercase *P*

3. Lowercase *p*
2. Lowercase *c*

4. Uppercase *C*

## Individual Assessment

### PART 3: Blend Syllables, Segment Onset & Rime, Recognize Letter Sounds

#### PART 3a: BLEND SYLLABLES

Have each child blend one word using the directions in Part 3a. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say the syllables in a word. You will say the word.</i> <i>I will do it first:</i> hon • ey. <i>The word is honey.</i>	hon • ey	honey	<div> <div> <div>If the child makes an error, move to <b>Blending Compound Words</b>.</div> <div> <div>If not, continue to <b>Part 3b</b>.</div> </div> </div> </div>	<i>I will say a word in parts. You will say the word.</i> <i>I will do it first:</i> hair • brush. <i>The word is hairbrush.</i>	hair • brush	hairbrush
	pur • ple	purple			pan • cake	pancake
	hun • gry	hungry			hand • bag	handbag
	pa • per	paper			pass • word	password
	cap • tain	captain			cup • cake	cupcake



PART 3b: SEGMENT ONSET & RIME

Have each child segment one word using the directions in Part 3b. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY	
<i>I will say a word. You will say the first sound you hear and then the rest of the word. I will do it first: pat. /p/ /ăt/.</i>	<b>pat</b>	<b>/p/ /ăt/</b>	<div>If the child makes an error, move to <b>Segmenting Syllables</b>.</div> <div>If not, continue to <b>Part 3c</b>.</div>
	fit	/f/ /īt/	
	cab	/k/ /ăb/	
	pin	/p/ /īn/	
<i>I will say a word. You will say each syllable in the word. I will do it first: picnic. I hear pic • nic.</i>	<b>picnic</b>	Accept any division in which each syllable contains a vowel sound. For example, ki • tchen or kitch • en.	
	fitness		
	person		
	kitchen		
	problem		

PART 3c: RECOGNIZE LETTER SOUNDS

Have each child listen for the initial sound in one word using the directions in Part 3c. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY	
<i>I will say a word. You will say the first sound in the word. Listen: paint. The first sound is /p/. See below for <b>Monitor</b> tip.</i>	<b>paint</b>	<b>/p/</b>	<div>If the child makes an error, move to <b>Recognizing Alliteration</b>.</div> <div>If not, continue to <b>Part 4</b>.</div>
	bike	/b/	
	cut	/k/	
	pick	/p/	
	hat	/h/	
<i>I will say three words. You will tell me which of the words start with the same sound: paint, rock, pin. I hear the same sound at the beginning of paint and pin.</i>	<b>paint, rock, pin</b>	<b>paint, pin</b>	
	bike, bug, cat	bike, bug	
	pet, kite, cut	kite, cut	
	pick, fan, pot	pick, pot	
	hat, hop, bib	hat, hop	

**MONITOR** If a child says a sound from a different part of the word, provide a second prompt: *Can you tell me the sound you hear in the beginning of the word?*

PART 4: Read Words

This is intended to be optional. Children have been exposed to decoding activities but should not yet be expected to have mastered this skill. Teachers should use their discretion when choosing whether to administer this portion of the Individual Assessment.

Have each child read two words from the list. Choose different words for each child if working in small groups.

1. pat
2. cab
3. Pam
4. cap
5. fit
6. hit
7. mat
8. bam
9. Mac
10. hat

## Individual Assessment

---

1. pat
2. cab
3. Pam
4. cap
5. fit
6. hit
7. mat
8. bam
9. Mac
10. hat

## Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment** on Teacher's Guide p. A57.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

### PART 3: BLEND SYLLABLES, SEGMENT ONSET AND RIME, AND RECOGNIZE LETTER SOUNDS

**If** children were not able to blend the syllables in a word...



**Then** provide additional interactive practice. For example, have children use hand gestures to represent the syllables in a word. Hold up a fist for each syllable in a word as you say the syllables: *pa • per*. Then blend the syllables to say the word: *paper*. Have children practice with you. Then have them try it independently with a new word.

**If** children were not able to segment onset and rime...



**Then** provide additional modeling and practice using visual support. For example, write a word, like *cab*, using a red marker for the onset and a blue marker for the rime. Say the word and then point to each word part as you say the onset and rime: *cab. /k/ /ăb/*. Have children practice with you. Then have them practice segmenting onset and rime independently with a new word.

**If** children were not able to recognize the initial sound...



**Then** provide additional modeling and practice using the **SS&A Cards**. For example, say a word and isolate the initial phoneme: *The first sound in pan is /p/*. Have children say the sound with you. Then follow the articulation support of the **SS&A Cards** for *p* to have them practice making the /p/ sound with their mouths. Continue by having them isolate /p/ in *pat*, *pen*, and *pot*. Repeat this process with a new word. Then have children practice isolating phonemes independently.

**If** children were not able to blend compound words, segment syllables, or recognize alliterative words...



**Then** continue to monitor progress on Weekly Assessments. If trouble persists, consider referring children for a more targeted phonological awareness assessment.

### PART 4: READ WORDS

**If** children said sounds that do not appear in the word...



**Then** reteach the target letters *p* and *c* as well as any letters that were used in place of the target letters. Use **Word Building Cards** to emphasize the connection between letters and the sounds they stand for.

**If** children correctly identified the sounds in the word but were not able to blend the word...



**Then** use **Word Building Cards** to reinforce how to say each sound in a word and then blend the sounds together to read a word.