

Planning Instruction is Easy!

Teacher Edition

Unit Openers include the objectives for both Student Edition and ABC Poem and Picture Chart activities.

MATERIALS

ABC Poem and Picture Charts

Pp Poem Chart: "Mix a Pancake"
Pp Picture Chart

Student Edition

Pages 35–36

Teacher Edition

Pages T95–T100

OBJECTIVES

ABC Poem and Picture Charts

Phonemic Awareness: Identify the /p/ sound

Letter Recognition: Recognize P and p

Sound-Symbol Awareness: Associate the /p/ sound with the letters Pp

Early Reading: Engage in repeated readings of the poem "Mix a Pancake"

Early Writing: Write a class story about pretending to be kernels of popcorn

Student Edition

Phonemic Awareness: Identify the /p/ sound

Letter Recognition: Recognize P and p

Sound-Symbol Awareness: Associate the /p/ sound with the letters Pp

Early Reading: Read a sentence related to the poem "Mix a Pancake"

Early Writing: Write Pp; use developmental spelling to write about things to put in pockets

Language and Cultural Differences

The /p/ sound is spelled p in English words. It is common in languages around the world, and one of the first sounds that babies produce. The /b/ sound is closely related. The Arabic language has /b/, but not /p/. (Arabic speakers are likely to pronounce plastic as /bi-las-tik/). Korean /p/ is pronounced /b/ between vowels.

In English, /p/ is pronounced with a puff of air (or aspiration), similar to /h/. Speakers of Spanish, French, and other languages may pronounce /p/ without the aspiration. To native English speakers, this sounds a bit like /b/.

Pp

Basic Words

pop pan
pig pen

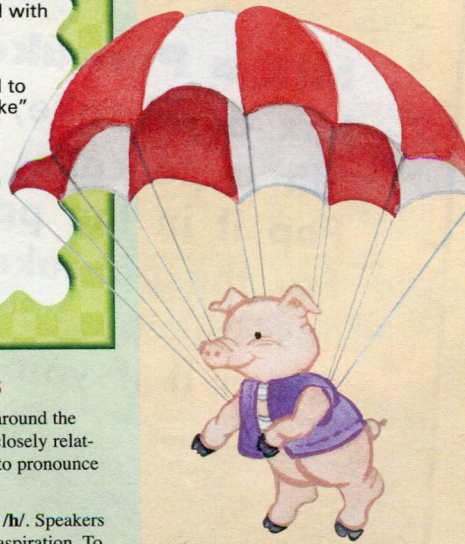
*Note: Basic Words are starred where they appear in this Teacher Edition.

High-Frequency Words

you if
can a

Targeted Word Family

-en



T95

Grade K Teacher Edition shown

Language and Cultural Differences

section presents strategies for working with students with different language and cultural backgrounds.

Using the Student Edition: Page 36

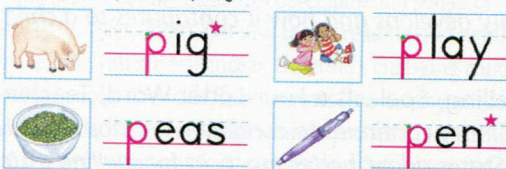
Letter Awareness

▲ Trace. Practice.



Spelling Awareness

■ Write p to complete each spelling.



Letter Awareness

and Spelling Awareness

Share these letter chants. Ask children to write the letters in the air as you chant together.

P

Pull down straight.
Lift and slide.
Curve, slide left.
Write P with pride.

p

Pull down straight,
Then push up.
Circle right all the way,
Like a sideways cup.

Point out the red directional arrows and the green dots that show where to begin each letter.

Guide children in tracing and writing P and p to complete the activities on Student Edition page 36.

Use Meeting Individual Needs below to extend the practice activities according to the needs of children in your class.

Meeting Individual Needs

Stage 0 Spellers

Provide pipe cleaners and show children how to use them to form the letters P and p. Invite children to trace their pipe cleaner letters with their fingers, following the correct stroke sequence.

Stage 1 Spellers

Use the Stage 0 activity. Then say words from the Spelling Awareness activity on Student Edition page 36. For prominent sounds, such as /g/ in pig, ask children to make a corresponding letter out of pipe cleaners.

Stage 2 Spellers

Use the Stage 0 activity. Then invite children to choose one or more words from the Spelling Awareness activity and model it with pipe cleaners.

Stage 3 Spellers

A few children may be ready to produce conventional (correct) spellings. Call out words from the Spelling Awareness activity. Ask children to write the words (or model them with pipe cleaners) and check their spelling.

Building Words With Word Families

den, hen, men, pen, ten, then, when

Point out the word part -en in the Spelling Awareness activity on Student Edition page 36. Write en on the chalkboard and say /en/. Then say these sounds: /d/, /h/, /m/, /p/, /t/, and /w/. For each sound, invite a volunteer to provide the corresponding letter, write it beside en, and say the new word. Add the -en words to your word wall or to a list of words for writing.

Unit Assessment

See page Z16 for more information.

You may wish to check progress by having children write P, p, and one or more Basic Words (pop, pan, pig, pen). Note spellings to determine each child's stage of spelling development.

Have children record one p word in their My Words book (following Student Edition page 56).

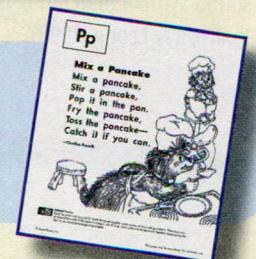
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Grade K Teacher Edition shown



Home Involvement

Keeps families involved and up-to-date. Reproducible versions of each unit's rhyming poem are included in the Teacher Edition.



Activities are suggested for each stage of spelling development and used to transition students to the next stage.

Assessment activities are included at the end of every unit and help teachers monitor children's spelling and literacy growth.

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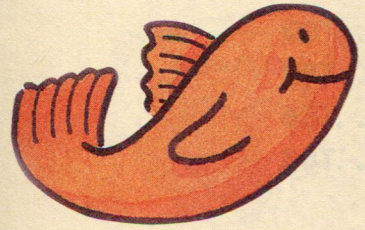
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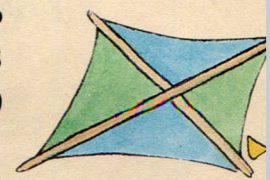
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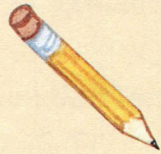
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MATERIALS

ABC Poem and Picture Charts

Aa Poem Chart: "Ants"

Aa Picture Chart

Student Edition

Pages 5–6

Teacher Edition

Pages T5–T10

Aa

Basic Words

ants apple
and alligator

★ **Note:** Basic Words are starred where they appear in this *Teacher Edition*.

High-Frequency Words

at and
I to

Targeted Word Family

-an

OBJECTIVES

ABC Poem and Picture Charts

Phonemic Awareness:
Identify the **short a** sound

Letter Recognition:
Recognize **A** and **a**

Sound-Symbol Awareness:
Associate the **short a** sound with the letters **Aa**

Early Reading:
Engage in repeated readings of the poem "Ants"

Early Writing:
Write a class story with **short a** words

Student Edition

Phonemic Awareness:
Identify the **short a** sound

Letter Recognition:
Recognize **A** and **a**

Sound-Symbol Awareness:
Associate the **short a** sound with the letters **Aa**

Early Reading:
Read picture labels that begin with **a**

Early Writing:
Write **Aa**; use developmental spelling to write about being an astronaut

Language and Cultural Differences

All languages have consonant sounds and vowel sounds. In pronouncing consonant sounds, air is blocked in some way before it exits the mouth. For example, /p/ is produced by blocking the air at the lips and then releasing it suddenly. Vowel sounds are produced by vibrating the vocal cords and changing the shape of the tongue and mouth to vary the sound without actually blocking it.

The letter **a** stands for a number of different sounds in English words. This unit focuses on the **short a** sound heard at the beginning of **alligator**. In parts of the southern United States, **short a** may become a diphthong—two vowel sounds—so that **grass** sounds like /gray-us/.

