**Letter Identification and Production**

**Build Skills**

Lead the student through work on the ABC Book and the target letter. If the student is progressing at Stage 1 of the ABC Book, move onto Stage 2. (See page x.)

Then have the student read the target letter book. Circle the reading strategy used on the student’s log. If the student has memorized the target letter book, remind him or her to read rather than recite.

If needed, use the assessment data or student ability to select another letter to work on. Check ability with classroom teacher.

**Read ABC Book: Stage 1** Have the student read through the entire ABC book by pointing to the letter, saying the letter name, and then pointing to the picture and naming it: P, p, pig.

Remind the student of the connection between the letter name, the letter sound, and the picture on the page.

**Target Letter: Day 3 of Pp** Show the Pp page from the ABC Book, page x. Today we’re going to talk about the letter P. Say the name of this letter with me. P. When I see the letter P, I say /p/ just like at the beginning of pig. Make the sound /p/ with me. /p/

Close your eyes and picture the page from the ABC book. This will help you remember that the letter P and the /p/ at the beginning of pig go together.

**Target Letter Production: Day 3 of Pp** Point to the target letter on the Alphabet Strip. Now we are going to practice writing the letter P. Model correct letter formation of the uppercase P on a piece of paper. Give verbal prompts: Notice how with the uppercase letter, I draw a straight line by starting at the top and moving down. Then I draw a half circle at the top of that line.

Assist the student as he or she draws the letter in the air with his or her eyes closed. Then have the student write the letter on paper. Do not erase errors. Repeat for the lowercase p.

**Target Letter Pattern Book: Day 3 of Pp** Now we are going to read a few sentences about the letter P. These are sentences all about the letter P.

Read either the whole book or the first page with fluency, saying the letter name, sound, and sentence without pointing to the text. Take turns reading by alternating pages of the book. Together say the name of the letter at the top of the page. Then point to and say each word on the page. Have the student repeat this process for the next page.

Encourage the student to find the target letter, say the appropriate sound, and identify any high-frequency words. Use prompts, such as Find the word that begins with /p/. How did you know that word was...? What sound do you make when you see that? Can you point out the word pink?
Lesson 12

2 Apply Phonemic Awareness and Phonics Skills

Monitor Understanding
Work with the student to sort names of pictures by the initial sounds, and then segment the sounds in words. Have the student refer to the pictures during these activities. If the student is able to do the sound-segment activity with ease, move on to the spelling and generating activities.

For help with specific scaffolding issues, see page x for Support Language.

Sound Sort: Day 3 of P, F
Select 3–4 Picture Cards for P and F. Select pig and fish as sound sort exemplars. Place the exemplars on the table. Draw a Picture Card, say the name of the Picture Card, and put the picture next to pig. Say the name of the picture again, and then say pig. Next place the picture next to fish. Say the name of the picture again, and then say fish. Place the picture under the under the exemplar card that begins with the same sound. Read the column of words while touching each word. Encourage the student to choral read with you.

Alternate, having the student repeat the procedure with the next word until 3–4 cards are in each column. Take turns to complete this activity.

Point to one column: Why did we put (pie, pen, and penny) together? (Because they all begin with the same sound, /p/.)

Sound-Segment Card: Stage 1
Show the student the picture for cheese. Ask the student to name the picture. Place the picture on the Sound-Segment Card. Say the name of the picture. Say the name of the picture again, slowly, stretching out or slowly saying the sounds.

I am going to say cheese slowly and move my finger into a different box each time I hear a different sound. cheese: /ch/ (touch the first box), /e/ (touch the second box), /z/ (touch the third box). Now you try it.

If there is time, repeat with nine and seal.

3 Practice and Assess

Connect to Writing
Have the student practice reading and building the sentence. Record student ability on the student's log. Then have the student identify and write the target high-frequency word.

Sentence: Day 2
Using the photocopy of the sentence number six (page 22), reread with the student the sentence from the previous session: My teacher's name is ______. As the student is pointing to each word and rereading it, write the sentence on a sentence strip.

Cut one word at a time from the strip as the student rereads it. Have the student reconstruct the sentence. The student may use the photocopy of the sentence as needed. Encourage the student to apply knowledge of letter sounds and sight vocabulary words when reconstructing the sentence.
Have the student compare the newly formed sentence to the photocopy of page 22. Ask the student to give you a word from the cut-up sentence strips on the table. Have the student continue to give you words until only the target high-frequency word, is, remains. Do not ask for these words in order of appearance. Then point to the target high-frequency word on the table. What is this word?

We are going to practice writing the word is. This is a word you will want to learn to write quickly. Have the student say the word and write it on a piece of paper, saying each letter as he or she writes. (i, s, is)

Introduce New Book and Reread Previous Book

Develop Concept of Print, Fluency, and Vocabulary

Support the student during work on rereading books. Model a reading strategy and circle it on the student’s log. For help with specific scaffolding issues, see page 27 for Support Language.

Read New Book  No reading of a new book at this time.

Reread Previous Book  Reread the book, Build Big!, with the student. Model using concepts of word as a reading strategy. For example, when reading Build Big!, say (at page 8) Were there enough words on the page for the story to make sense? Have the student point to each word as he or she rereads The Rescue; Build Big!; and Where is Sam? Help the student as needed by choral reading.