Phonological Awareness: Identify Alliteration

Explain to children that sometimes words in a sentence begin with the same sound. Say: *Sally sells socks.* Elicit from children that the words begin with the /s/ sound. Then say: *Sally runs fast* and point out that the words do not begin with the same sound. Model drawing a picture of a girl selling socks. Tell children you will say other sentences aloud. Tell them to draw a picture that describes the sentence that has the most words beginning with the same sound. *Alice asked for apples. Alice ate bananas.* *Put your games away. Put your pink pen away.* *Larry has a leaping lizard. Larry has a soft bunny.* *The big bunny bounced in the bin. The bunny ate a lot of carrots.*
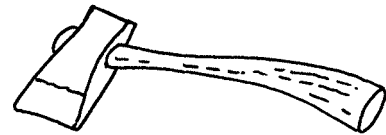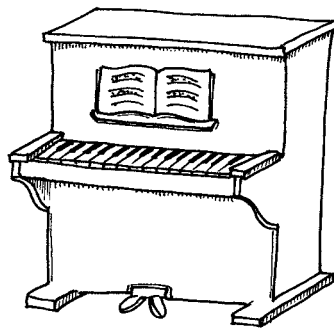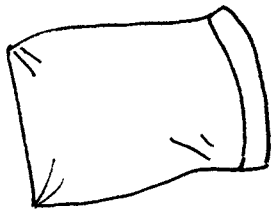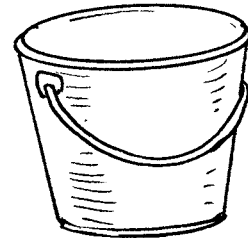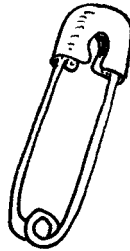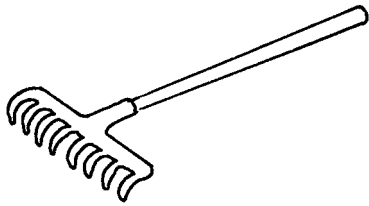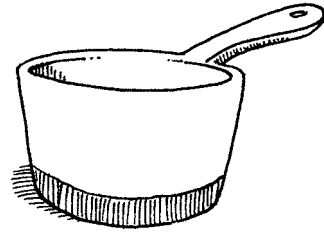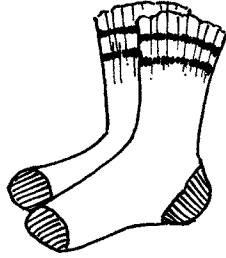
Phonemic Awareness: /p/
Point to and say the name of the picture of the pen in the first box and explain that *pen* begins with the /p/ sound. Have children repeat, *pen,* /p/. Then point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /p/ sound as in *pen.*

Phonemic Awareness: Phoneme Blending with /p/
Tell children to listen to the sounds in the word *pop*. Model blending the sounds to say the word *pop*, /pooop/, *pop*. Have children repeat. Then tell children you will say the sounds in more words. Have them blend the sounds to say each word. Then have them draw a picture of the word: I. /p//a//n/; 2. /p//i/g/; 3. /p//e//t/; 4. /p//o//t/ .

Name _____

Pp

🍎   p

⭐

🌲

🐟
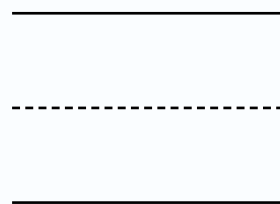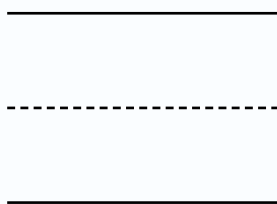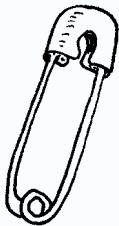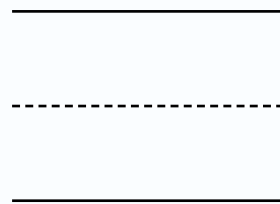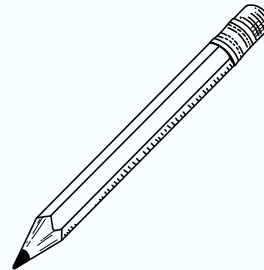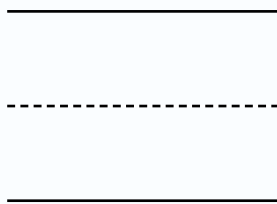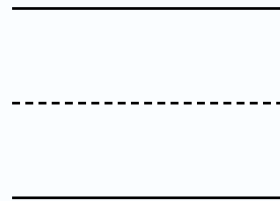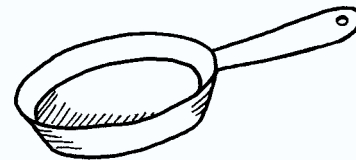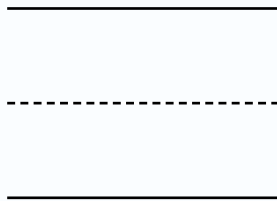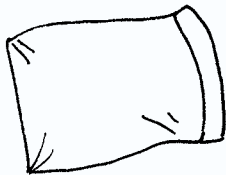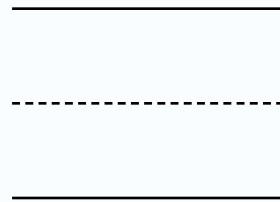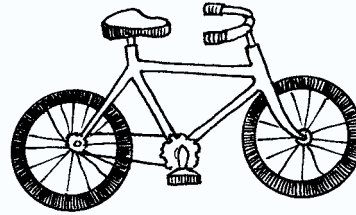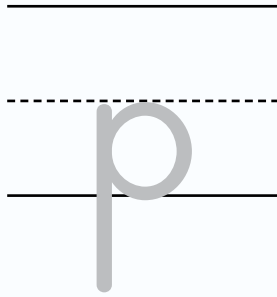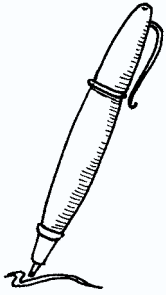
Phonics: /p/ p
Point to and say the word *pen* in the apple row. Say that it begins with the /p/ sound. Explain that the letter *p* stands for the /p/ sound. Now point to and say the names of the rest of the pictures. Have children write the letter *p* next to the picture if its name begins with the /p/ sound. Remind children to look at the pictures in each row from left to right and to work their way from the top to the bottom of the page.
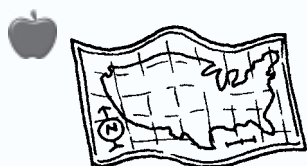
sap   am   map

Phonics/Spelling

Decode Words: Say *am* and point to your mouth position. Repeat with *Pam*. Write both words and model how to decode them. Then have children decode the words at the top of the page. Spell Words: Have children write the word that names each picture. Then dictate the words *am* and *sap* for children to spell. Model how to spell *am* by writing a letter for each sound. Then decode the word.
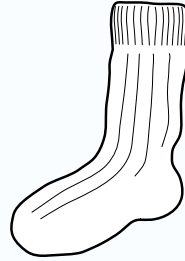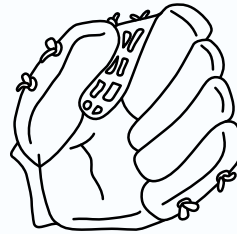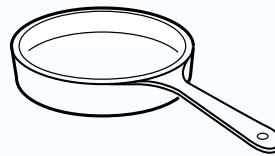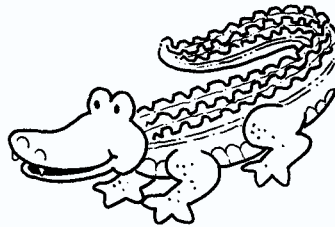
p

a

m

s

Phonics: Letter/Sound Match
Point to the *p* and explain to children that this letter stands for the /p/ sound. Model drawing a line from the letter *p* to the picture of the pan. Then say the name of each picture. Tell children to draw a line from each letter to the picture whose name begins with that letter.

Pp

P   P   P

P

p   p   p

p
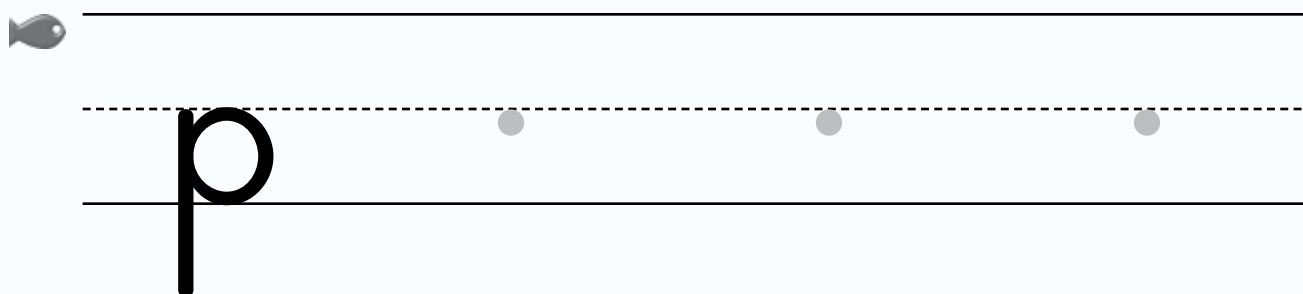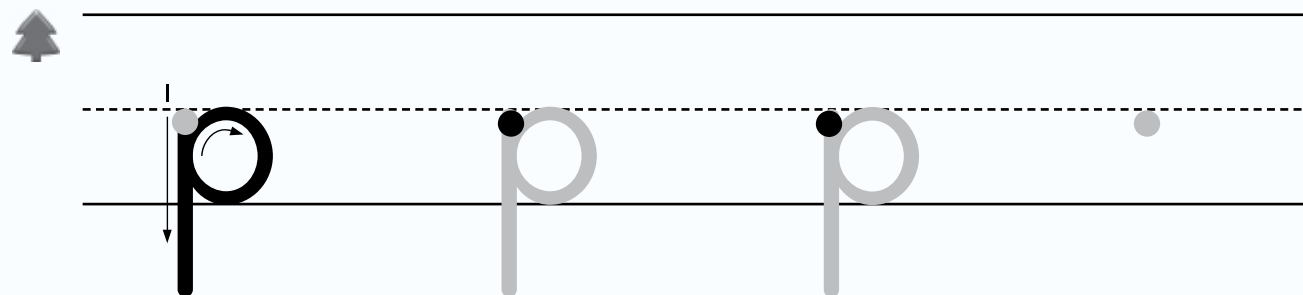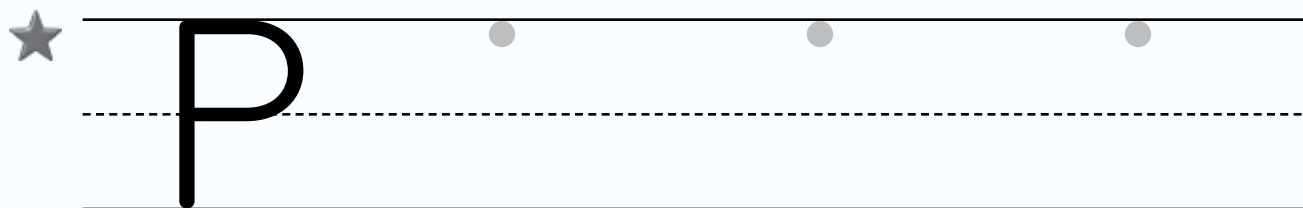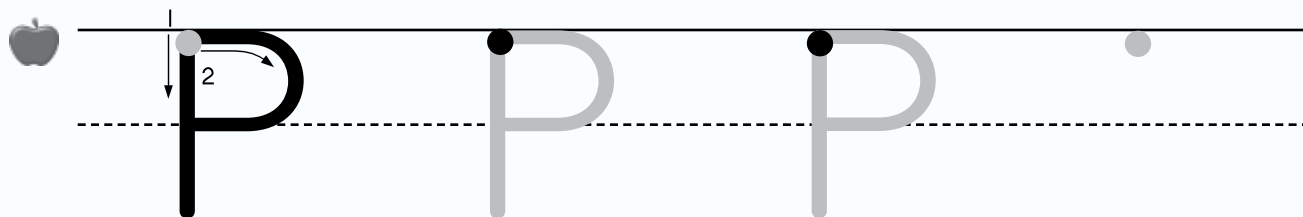
Handwriting: *Pp*

Demonstrate following the numbers and arrows to model for children the proper formation of the uppercase and lowercase *Pp*. To form the uppercase letter *P* say: *Straight down. Go back to the top. Around and in at the dotted line.* To form the lowercase letter *p* say: *Straight down, past the bottom line. Circle around all the way.* Have children use their finger to trace the models for each of the letters. Then have them write the uppercase and lowercase forms of the letters *Pp*.

Name _____

a	see

_____

- -

🍎 We _____ a   .
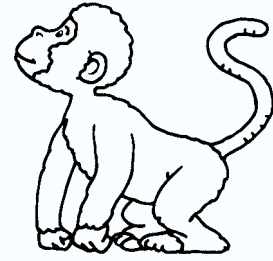
_____

- -

⭐ We see _____   .
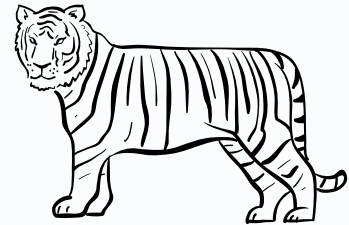
_____

- -

🌲 I can see _____   .
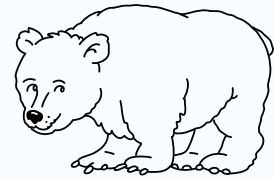
_____

- -

🐟 I can _____ a   .

High-Frequency Words: *a, see*
Model the Read/Spell/Write routine with the word *a*. Have children repeat. Remind them that the other word in the box is *see*. Have children write a word from the box on the line to complete each sentence. Have partners read the sentences to each other. Then dictate the words *a* and *see* for children to spell.
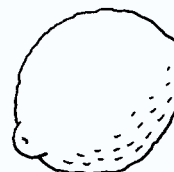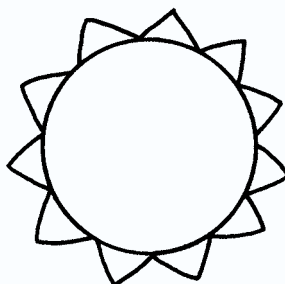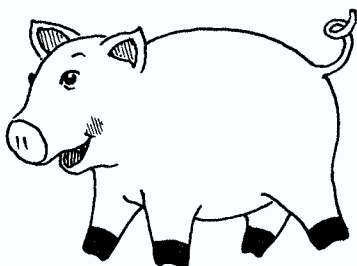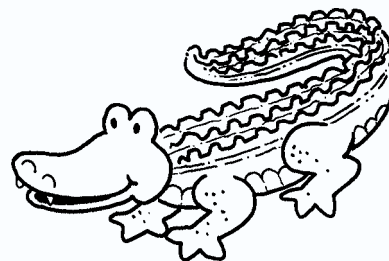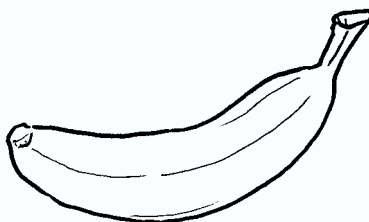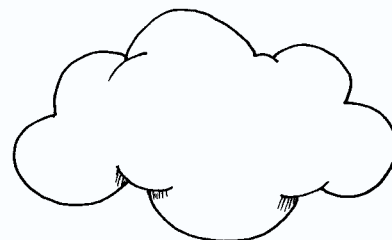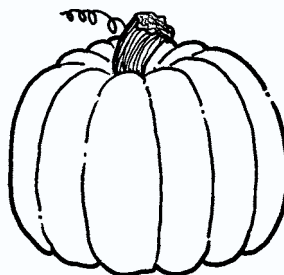
Category Words: Colors

Explain that there are many colors. Say: *Red, green, yellow, and orange are colors.* Then say: *A tomato and a strawberry are red.* Then point to and name the pictures in each row. Have children circle the two pictures in each row that are the same color. Have partners tell what other things are the same color.

Name _____

sits jumps stops helps

_____

- -

🍎 The boy *sits* _____ on the chair.

_____

- -

⭐ The girl _____ high.

_____

- -

🌲 The car _____.

_____

- -

🐟 The vet _____ animals.

Grammar: Verbs
Explain to children that a verb is a word that shows an action. Point to and say the four verbs in the box. Read the first sentence. Tell children you will choose a word from the box to complete the sentence. Then write the word *sits* on the line. Then read each of the other sentences and talk about the pictures. Help children choose a word from the box to complete each sentence.

Name _____

_____

🍎 The girl _____ .

swims   book

_____

⭐ Tim _____ fast.

fast   runs

_____

🌲 The dog _____ its tail.

wags   cute

_____

🐟 The baby _____ .

loud   crawls

Grammar: Verbs
Remind children that a verb is a word that shows action. Say: *The word* jumps *is a verb because it tells about an action.* Encourage children to name different actions they make. Then point to and name the pictures on the page. Read each sentence and the two answer choices. Tell children to write the verb that completes each sentence. Tell children to refer back to a piece of writing that they did during the week and make sure they used verbs correctly.

🍎 Isee a pie.

⭐ We see a pig

---

🌲 my brother tim is tall.

🐟 we like the dog.

Edit/Proofread
Tell children to listen as you read aloud the sentences. Remind children that a sentence, a person's name, and the letter I all begin with a capital letter and end with an end punctuation mark, such as a period. Have them rewrite each sentence so it shows correct capitalization and end punctuation. Remind children that they read and write from left to right.
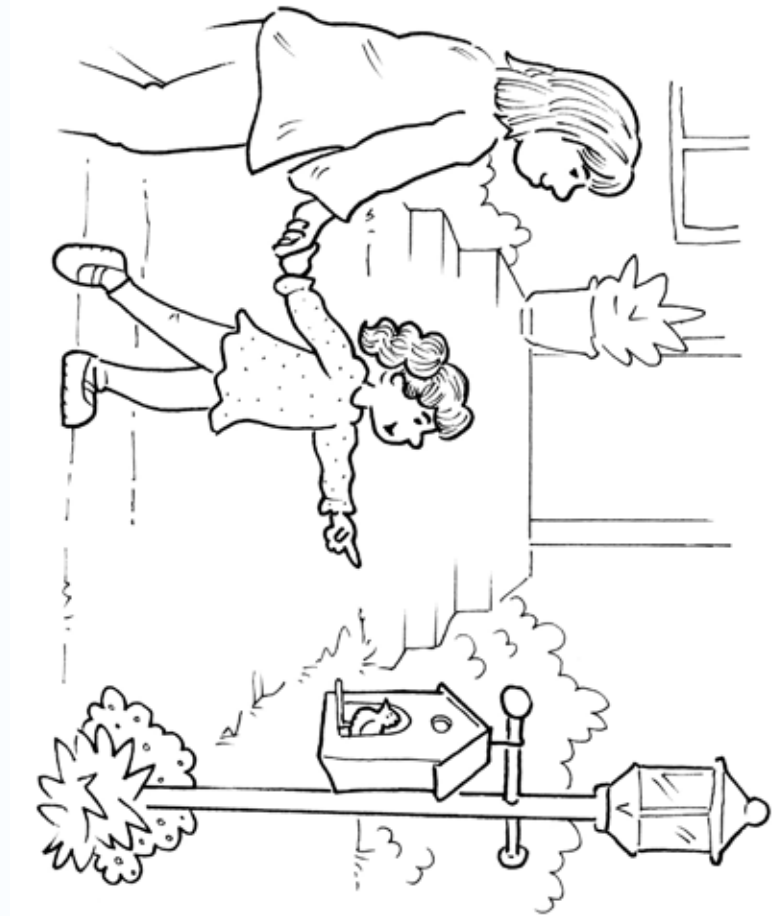
I see a
bird
!
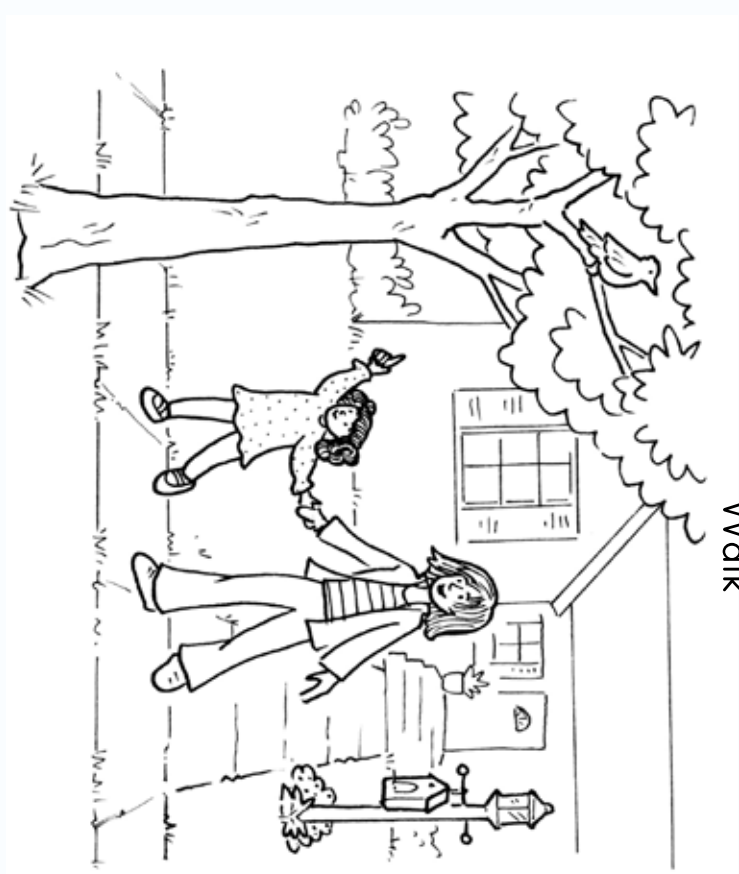

Connect to Community
Encourage children to read the story to a family member or a friend.
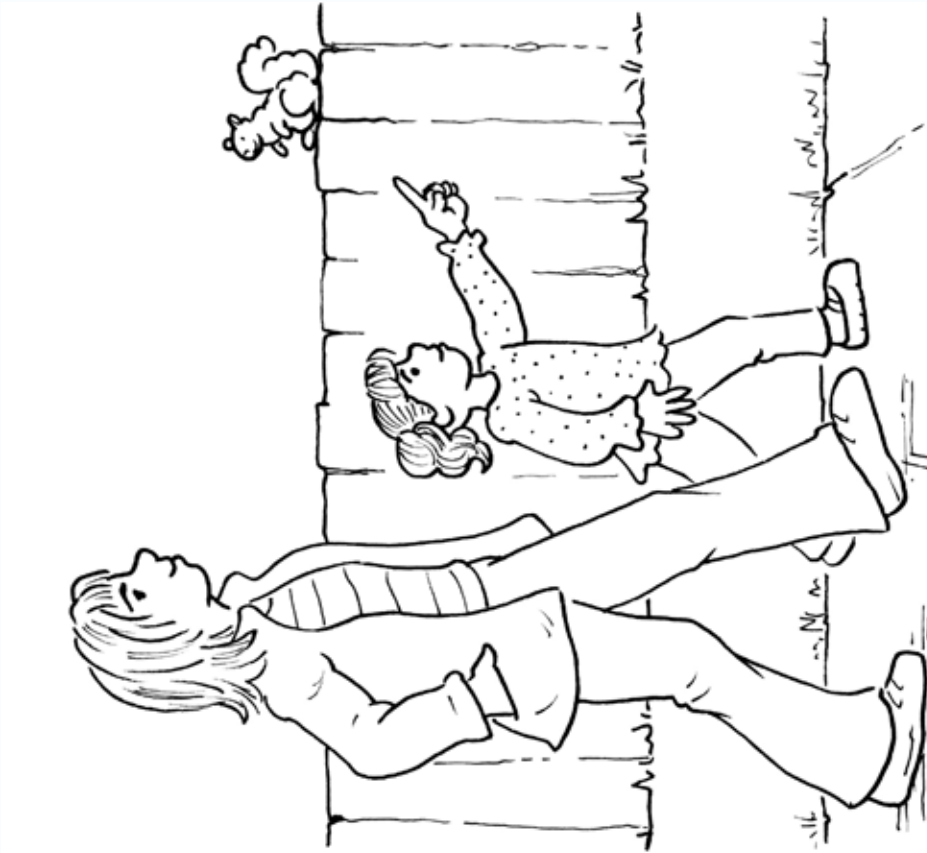
Grade K · Unit 2 · Week 1

4

A Walk

I see a
bird
.

High-Frequency Words: a
Have children set a purpose for reading such as finding out what the little girl sees. Point to the space between each word on page 1. Then encourage children to point to the space between each word on page 3.

1

I see a rabbit .

I see a squirrel .