

7 LESSON 7 – LETTER S

Student Reader Story SPIT



MATERIALS:

- College-ruled paper
- 3-D alphabet letters
- Small pad of paper, college-ruled paper to be used for writing the letter of the day
- Pencil or crayon
- Pull out letters, “i,” “t,” “p,” “s,” after completing the alphabet exercise
- Dry erase marker
- Paper towel (to erase marks on the window)
- Opaque bag
- **Stuffed or rubber snake**
- flashcards

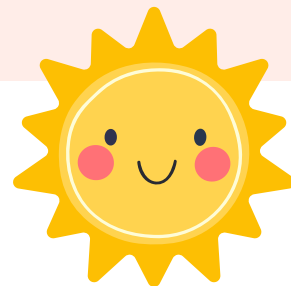


LESSON OVERVIEW:

1. Phonological Awareness: Play Silly Sassy Snake Game with syllables
2. Alphabet Activity and A-Z: Use 3 D letters and put the A on the table and the Z. Then have students draw out a letter from the bag and put the letter in the A pile if it comes closest to it in the alphabet and do the same for the letter, Z.
3. Review Flashcards of learned letters. Students say name and sound(s).
4. Introduce the two letter sounds for the letter "S." Tell Silly Snake Story
5. Teach formation of letter "S" in cursive. Swing up. Go over like a triangle. Touch and release.
6. Story Intro. Read "Spit." Circle words in the story with the letter, "s."
7. Do Comprehension questions and Vocabulary.
8. Additional Phonological Awareness
9. Spelling
10. Game using story cards in Game Pack (see game ideas)
11. Letter Worksheet to color and decorate (see CPR Worksheets)
12. Review two sounds of Letter "S" and affirmation. (Rewards students)

PHONOLOGICAL AWARENESS:

Today we are going to clap out syllables in our names. We are going to use this stuffed snake and when you hold it, the class is going to ask you the name of the snake and you are to give your name. Then we will all clap out the syllables in your name." Ready? "Silly sassy snake I see, can you say your name for me?" Then the student says, his/her name and all the class claps how many syllables are in the name and passes the snake to the next student. You can whisper the name or shout the name for variations.



LETTER SOUNDS INTRODUCTION:

Let's discover what our mystery letter is today. Hold out your hand and close your eyes. What letter do you feel? It's the letter, "s." I want you to put the two palms of your hands together. Now wiggle them back and forth. What animal moves like your hands? A snake! Now what sound does a snake make? (sssssss) That's right! The word, "snake," begins with the (s). But the letter, "s," is a special letter because it can make a different sound when it comes at the end of a word. Do you know what sound bees make? (zzzzz) The letter, "s," at the end of the word says (z).

SILLY SNAKE STORY:

I want to tell you a silly story about a snake. As a proud snake went slithering along, he saw a beehive in a tree. He thought he would impress the bees with his hissing sound. "Ssssss," said the snake to the bees, but the bees just buzzed back, "Zzzzzz." The conceited snake seethed at the bees disinterest in him. "Ssssss" he hissed louder a second time. But the bees paid no attention to his hissing and simply buzzed about the hive. "I will show them!" the sassy snake vowed, and he slithered up the tree and in one giant gulp, he swallowed the bees in their hive. Ever afterward, when the snake opened his mouth, instead of just a "Ssss" sound, he made a "Zzzz" sound like the bees. But because he was such a proud snake, he never let the "Zzz" sound come out first. So this silly story helps us remember that the Letter S (that looks a bit like the snake) can make two sounds-- the (s) like the snake sound and the (z) like a bee sound, but the (z) sound of the letter "s" never comes at the beginning of a word. Can you repeat that with me? The letter, "s," makes two sounds--(s) and (z).

*Note: The letter "s" says (s) at the end of the word if it is doubled. (This is explained in Les. 10, Sluff Spelling Rule)

LETTER FORMATION:

Now that we know what sounds the letter, “s,” makes, let’s learn how to write it. Swing up, go over like a triangle. Touch. Release. I would like for you to trace the letter, “s,” with your finger three times as you say its two sounds--(s), (z). Let’s stand up and try writing the letter, “s,” on the window with a dry erase marker three times as you say its two sounds-- (s), (z). Now let’s sit down and write the letter, “s,” with our eyes closed on this pad of paper as you say its two sounds--(s), (z). Using this lined paper, write the letter, “s,” once more saying its two sounds--(s), (z). The letter, “s,” should be one line tall.

NEW STORY “SPIT”:

Let’s turn in our readers to our story today. It’s entitled, “Spit.”
I think something exciting might happen in our story today. **Do you like spaghetti? Is it easy to eat spaghetti neatly? What sometimes happens when you eat spaghetti? What do you think will happen to the boy with the spaghetti?** Let’s read and find out.

SPIT

It is I.	<u>Word List</u>
I sit.	it, I, is, sit, sip, tip, spit
I sip. Sip!	
Sip! Sip! It is I.	
I sit. I tip. Tip!	
Tip! Tip! It is I.	
I sit. I spit.	
Spit! Spit! Spit!	

COMPREHENSION QUESTIONS:

What was the person sipping? (spaghetti)
What happened to the person sipping spaghetti? (tipped and fell)
What happened to the spaghetti? (It got spilled and spit out.)

VOCABULARY:

What does the word, “sip,” mean? Can you show me how to sip?

PHONOLOGICAL AWARENESS:

How many words are in the sentence, “It is I.” (3) (Count on fingers.)

What word rhymes with “it”? (spit, sit)

(Make the word, “sit” with the 3D letters.)

How many phonemes or sounds do you hear in the word, “sit?” (3)

(Move each counter as you say the sound)

Does the vowel in the word, “sit,” say its first or short sound? (yes)

Does the word, “sit,” end with a vowel or a consonant? (consonant)

Is the word, “sit,” an open or closed syllable? (closed)

(Sing the Open/Closed Syllable song as a review and use hand spellings if needed.)

Now let’s make another word. (Spell the word, “I” with the 3D letters.)

Does the word, “I,” end in a consonant or vowel? (vowel)

Does the vowel in the word, “I,” say its second or long sound? (yes)

Is the word, “I,” an open or closed syllable?” (open, because there are no consonants “blocking” it)

SPELLING:

Now we are going to review the letter sounds that we have studied up to this point. I am going to say the sound(s) of a letter, and I want you to echo the sound(s) and write down the correct letter on a piece of paper. Then I want you to tell me what letter you wrote down, and I will check it. Are you ready? (i, l), (t) (n)

AFFIRMATION:

Today has been an exciting lesson but there is still more to come. You learned that the letter “s” has two sounds, (s) and (z). You are super, spectacular, outstanding students! Keep up the great work! (Give reward)