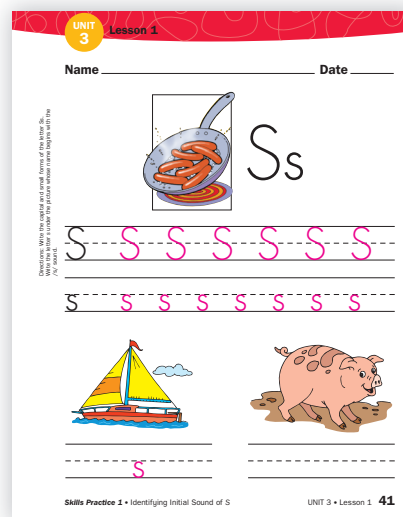


Penmanship

- ◆ Distribute a sheet of writing paper to each student, or have each student use a **White Board**. Place the Supply Icon for *pencil* on the board or in the **Pocket Chart**. Remind students that the pictures tell them what supplies they will need and the order in which they will use them.
- ◆ Using Routine 1 and the established procedure, review how to form a capital S: Place your pen or chalk at the starting point on the overhead or board, and ask students to place their fingers in the air. As you write the letter, say *Begin here. Then curve to the left, curve to the right, and curve to the left again. Capital S.*
- ◆ Repeat the steps for small s. Say *Begin here. Then curve to the left, curve to the right, and curve to the left again. Small s.*
- ◆ Now have students practice writing capital Ss across the top row of their papers or boards. Have them practice writing small s's across the next row from left to right.
- ◆ After students are finished, say *Now we are going to proofread our work.* Point to the target capital letter written on the board. Ask students to look at each row of letters they have written and to circle the capital S they think looks most like the letter on the board. Repeat the procedure for small s, having students circle their best small s.
- ◆ Remind students that the letter Ss makes the /s/ sound. Point to **Alphabet Sound Wall Card** Ss, and have them say its sound aloud. /s/ /s/ /s/ /s/ /s/

Guided Practice

- ◆ Have students complete **Skills Practice 1** page 41 for additional practice writing the letter Ss and identifying the initial /s/ sound.
- ◆ Show students the Ss at the top of page 41 so they have a model to look at as they make their letters. Have students write the capital and small forms of the letter Ss on the lines at the top of page 41. Explain that some of the things in the pictures begin with the /s/ sound.
- ◆ Review each picture, one by one, and ask students if it begins with the /s/ sound. If so, have them write an s on the line below the picture. After students have finished, be sure to review their work.



Skills Practice 1, p. 41



Teacher Tips

LETTER REVIEW Before beginning the penmanship activity, review the letters of the alphabet by singing the “Alphabet Song,” playing Alphaball, or having students name randomly displayed **Alphabet Sound Wall Cards**.

USING PROGRAM MATERIALS Use **Transparency 19** or **Alphabet Sound Wall Card** Ss to help you review the shape of Ss.

Monitor Progress



to Differentiate Instruction Formal Assessment

Letter and Sound Identification Note how easily students identify the /s/ sound.

APPROACHING LEVEL

IF ... students are having difficulty. **THEN ...** work with them to complete **Reteach** page 39.

ON LEVEL

IF ... students need more practice, **THEN ...** continue the previous activity with additional word pairs such as *sing/ring, pail/sail, and sag/bag*.

ABOVE LEVEL

IF ... students are comfortable, **THEN ...** have them complete **Challenge Activities** page 27.