



Lesson Models Videocassette Use the Lesson Models Videocassette to preview the lesson "Writing Ss."

PHONICS

**UNIVERSAL ACCESS:  
MEETING INDIVIDUAL NEEDS**

**Reteach**

**SOUND OF Ss** Have those students who are having difficulty identifying the initial /s/ sound complete **Reteach** pages 42–43.

**Challenge**

**SOUND OF Ss** For a challenging activity on the /s/ sound have advanced learners complete **Challenge** page 34.

**Spelling and Writing Ss**

Remember to use the overhead projector, if possible, so that you and the students can form letters together. If you do not have an overhead projector, you can form the letters on the board. You may use the letter-formation system outlined in detail in the Appendix, or use the writing system that is standard in your school. This section should just be a review of Ss so that students can use it in their **Sounds and Letters** activity.


- Using the established procedure, review how to form a capital S.
- Review the steps for forming small s.
- Remind students that the letter s makes the /s/ sound.

**Sounds and Letters**

Have the students complete **Sounds and Letters** pages 24–25 for additional practice identifying the initial /s/. Show the students the Ss at the top of page 24 so they have a model to look at as they make their letters. Have the students write the capital and small forms of the letter Ss on the lines at the top of page 24. Explain that some of the things in the pictures on the pages begin with the /s/ sound. Review each picture, one by one, and ask students if it begins with the /s/ sound. If yes, have them write an s on the line below the picture. After students have finished, be sure to review their work.

Name \_\_\_\_\_ Date \_\_\_\_\_


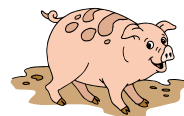
UNIT 4 The Wind • Lesson 1 Unit Introduction



Ss

S S S S S S S

s s s s s s s



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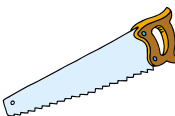

Name \_\_\_\_\_ Date \_\_\_\_\_

UNIT 4 The Wind • Lesson 1 Unit Introduction

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Sounds and Letters Skills • Identifying Initial Sound of S UNIT 4 • Lesson 1 25

**Sounds and Letters, pp. 24–25**