



# /s/

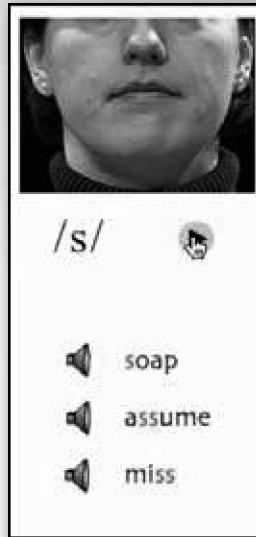


## Contents

<b>Page 2</b>	Phonemic Awareness	Resources:	<a href="#">American Pronunciation</a>	website
			<a href="#">Australian Pronunciation</a>	website
			<a href="#">U.K. English Pronunciation</a>	website
			<a href="#">SongSheet</a>	PDF b+w sheet
<b>Page 3</b>	Phonemic Awareness	Resources:	<a href="#">Sound/Symbol Cards</a>	PDF color sheets
<b>Page 4</b>	Phonemic Awareness			
<b>Page 5</b>	Phonemic Awareness		<a href="#">Sound/Symbol Cards</a>	PDF color sheets
<b>Page 6</b>	Sound/Letter Relationship Blending	Resources:	<a href="#">Writing Practice Sheet</a>	PDF b+w sheets
			<a href="#">Word Cards</a>	PDF b+w sheets

## PHONEMIC AWARENESS

- To Make the **/s/** by lightly placing your tongue just above your top front teeth. Force air through top of your tongue to hit your top teeth, producing a hissing sound.
- Go to the *Iowa University* website and click on the triangle to hear how the phoneme **/s/** should be sounded.



### American Pronunciation

[University of Iowa](#)

### Australian Pronunciation

[Get Reading Right](#)

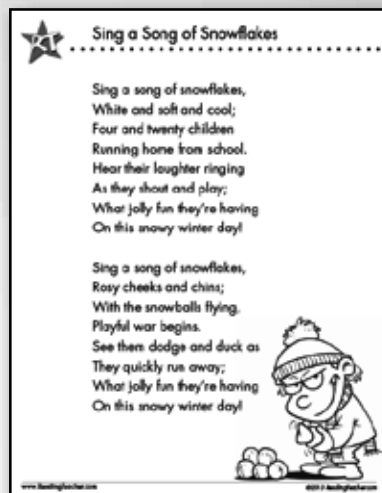
### UK English Pronunciation

[Phonics International](#)

You must have Flash 7 or higher plug-in to use these pages.

## PHONEMIC AWARENESS

- Tell the students they are going to learn the **/s/** sound.
- Demonstrate how the words “sing” and “song” begin with the **/s/** sound.
- Download the SongSheet “*Sing a Song of Snowflakes*.”
- Read out, or sing the song, to the tune of “*Sing a Song of Sixpence*,” emphasizing the **/s/** sounds at the beginning of words.



### Song Sheet

[Sing a Song of Snowflakes](#)

[SongSheet from KIDdiddles](#)

## PHONEMIC AWARENESS

- Tell the students that the word “snake” begins with the **/s/** sound.
- Make the shape of a slithering snake with your hand and say “snake.” Emphasize the **/s/** sound.
- Ask students to do the same. Tell them to use this movement when they say or hear the **/s/** sound.

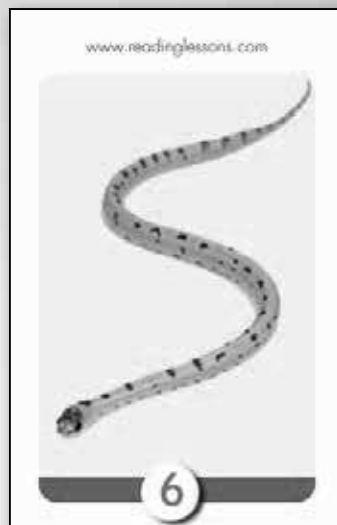
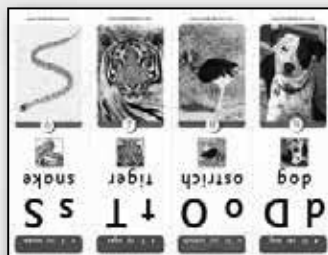


### Action for /s/

To help students remember phonemes, we associate an action with the sound.

## PHONEMIC AWARENESS

- Get the sound/symbol card 6.
- Show only the front of the card and say the word “snake.” Emphasize the **/s/** sound.
- Ask the students to listen for the **/s/** sound and repeat it in the word “snake.”



### Sound/Symbol Cards

#### Level 1 cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/s/** sound and some that do not.
- Ask them to make the “snake” movement and say **/s/** when they hear the sound at the beginning of the word.
- Here are the words:

**sun, sand, pet, song,  
pot, six, ten, sea**

- Be sure to leave enough time between saying each word for the students to respond.

More words to use that begin with /s/  
safe, said, sail, sale, salt, same, sandwich, sang, sap, sat, sauce, save, saw, say, seal, see, seed, seek, seem, seen, self, sell, send, sent, serve, set, seven, sew, sick, side, sight, sign, since, sing, sink, sip, sir, sit, size, so, soak, soap, sock, soft, soil, some, son, soon, sore, sort, sound, soup, sour, south, suit, sum, surf

## PHONEMIC AWARENESS

- Say the word **bus** emphasizing the **/s/** at the end of the word. Say that this word ends with the **/s/** sound.
- Tell the students that you are going to say some words that end with the **/s/** sound and some that do not.
- Ask them to make the “snake” movement and say **/s/** when they hear the sound at the end of a word.
- Here are the words:

**yes, pet, mess, hat,  
gas, kiss, rat, us**

- Leave time for the students to respond.

More words that end with /s/  
boss, bus, circus, gas, kiss, less, loss, mess, miss, octopus, pass, plus, this, toss, us, yes



## PHONEMIC AWARENESS

- Tell the students they should make the “snake” movement and say **/s/** when they hear the **/s/** sound at the beginning of a word, in the verse you are going to read them.
- Here’s the verse:

**I like to go to the seaside,  
I like to see the sand and the sea,  
I saw a little seal trying to hide,  
He waved and swam away from me.**

- Repeat until the students can identify all the beginning **/s/** sounds in the verse.

## Another verse to help teach the /s/ sound

A sailor went to sea sea sea  
To see what he could see see see,  
But all that he could see see see  
Was the bottom of the deep blue  
sea sea sea.

## SOUND/LETTER RELATIONSHIP

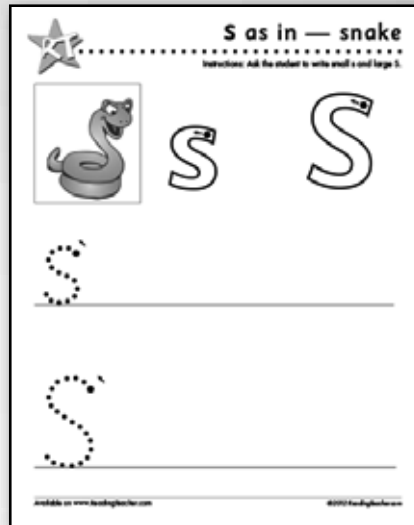
- Give out the sound/symbol card for **/s/**.
- Show the back of the card.
- Point to the small **s** and say this is how we write the letter for the sound **/s/**.
- Point to the capital **S** and say this is how we write big **/s/** which is for important words like people’s names.
- Point to the word “snake” and say this is how we write the word “snake.” Point out the letter **s** and say this is how we write the **/s/** sound at the beginning of the word.



## Sound/Symbol Cards Level 1 cards

## SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheets for **s S**.
- Point to the small **s** and say this is how we write the letter for the sound **/s/**.
- Point to the capital **S** and say this is how we write big **/s/** which is for important words like people's names.
- Ask the students to practice writing the small **s** and the large **S**.



## Writing Practice Sheets Consonant /s/ Writing Sheet

## BLENDING

- Show the Word Card for **Sam**.
- Say that the word begins with **/s/**.
- Ask a student to point to the letter that stands for **/s/**.
- Sound out **Sam** while running a finger under each letter: **/s/aaa/mmm/**.
- Say the word quickly **Sam**.
- Have the students sound out the word with you.
- Explain that Sam is a name, so it begins with a big **/s/**.



## Word Cards Word Cards