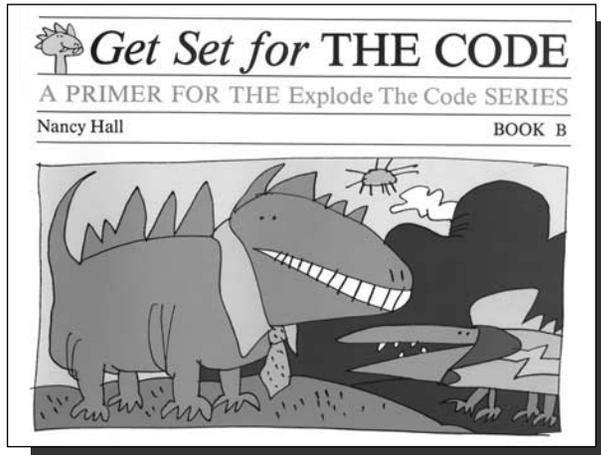

Get Set for THE CODE, Book B



Nancy M. Hall
Recommended for Grades K-1

Get Set for The Code Book B is the second in a set of three primers to the popular *Explode The Code* series. This series introduces beginning readers to consonant sounds and letter formation in preparation for more complex sound-symbol relationships introduced in the *Explode The Code* series. *Get Ready for The Code*, *Get Set for The Code*, and *Go for The Code* integrate auditory, visual, and kinesthetic exercises and activities to develop both phonemic and phonological awareness.

The following **sample lesson** introduces the **consonant p** and is designed to promote letter recognition and formation, phonemic awareness, and sound-symbol relationships. Try this lesson today with an individual student, a small group, or the entire class. *Get Set for The Code* can be incorporated into almost any early reading program.

Three easy ways to order:

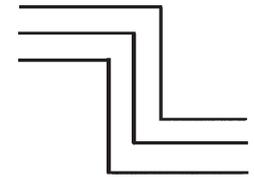
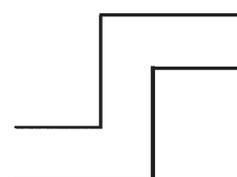
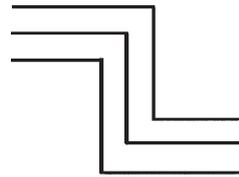
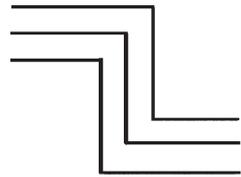
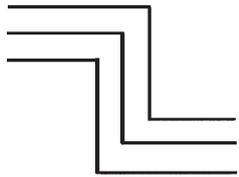
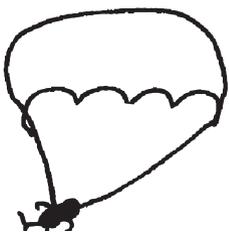
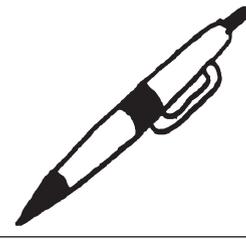
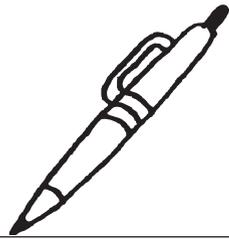
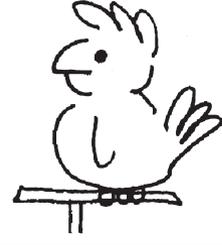
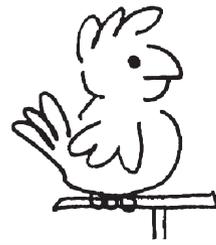
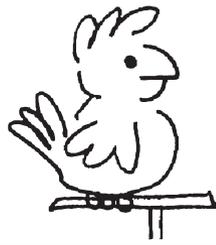
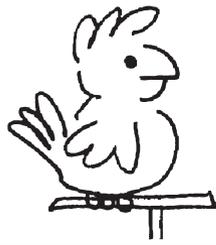
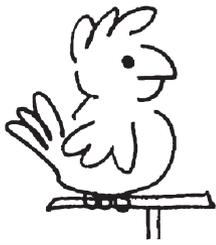
Toll free: 800.225.5750
Fax: 888.440.BOOK (2665)
Online: www.epsbooks.com

Recommended Companion Material

See our *Companion Material* recommendations on page 16 for great materials that complement *Get Set for The Code*.



Color or mark the one that is different.



p

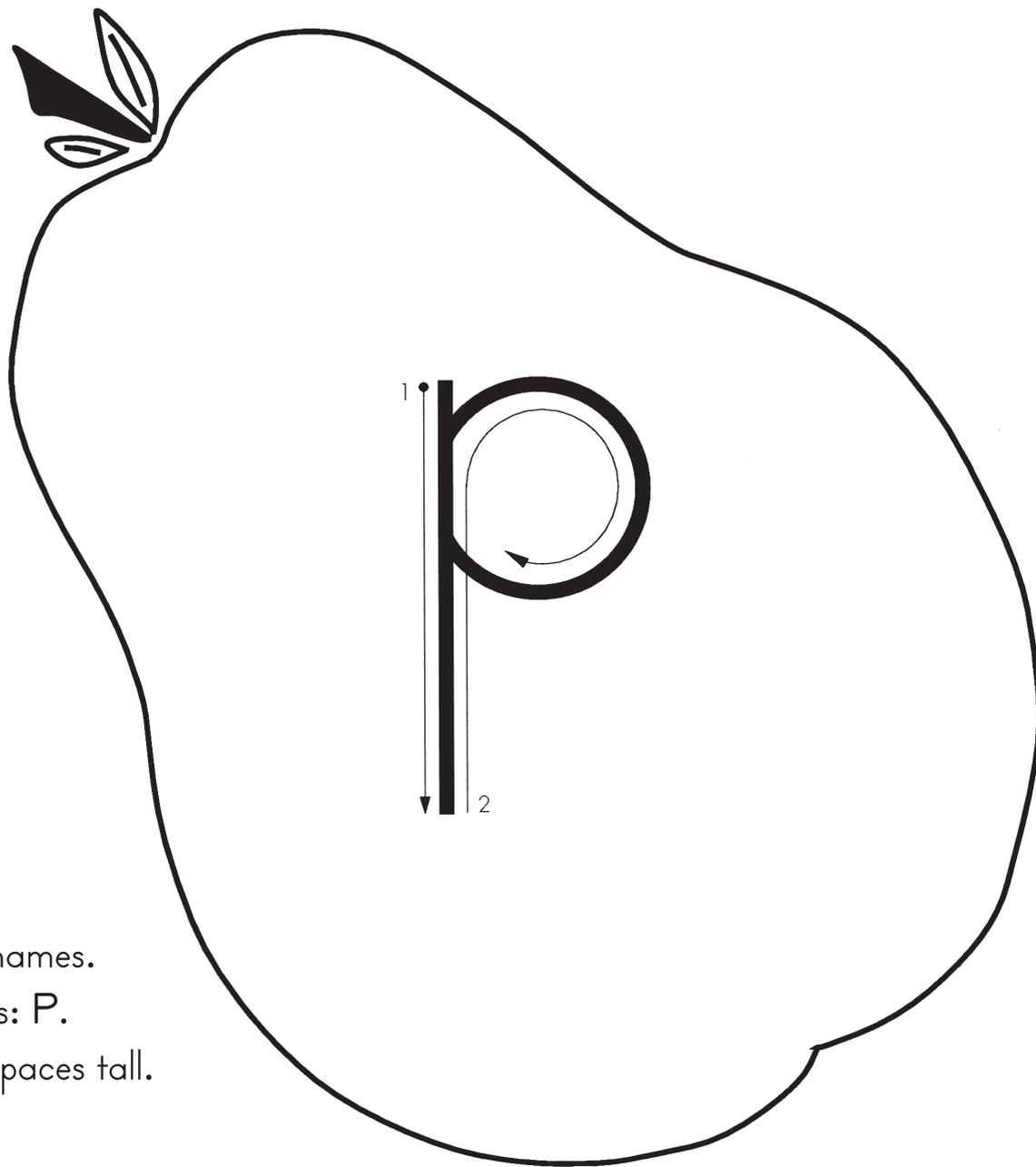
p

p

p

d

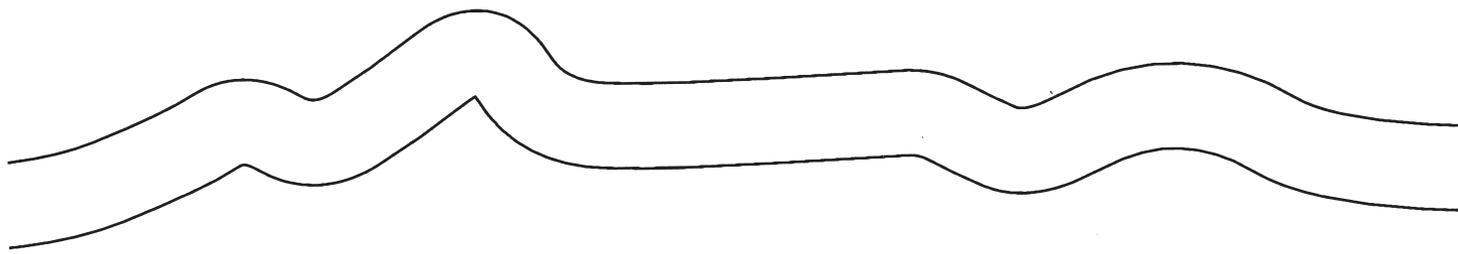
Trace the letter **p** with your finger. This letter has the sound you hear at the beginning of . Say the sound.



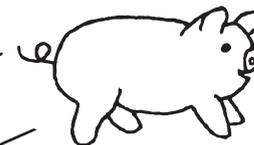
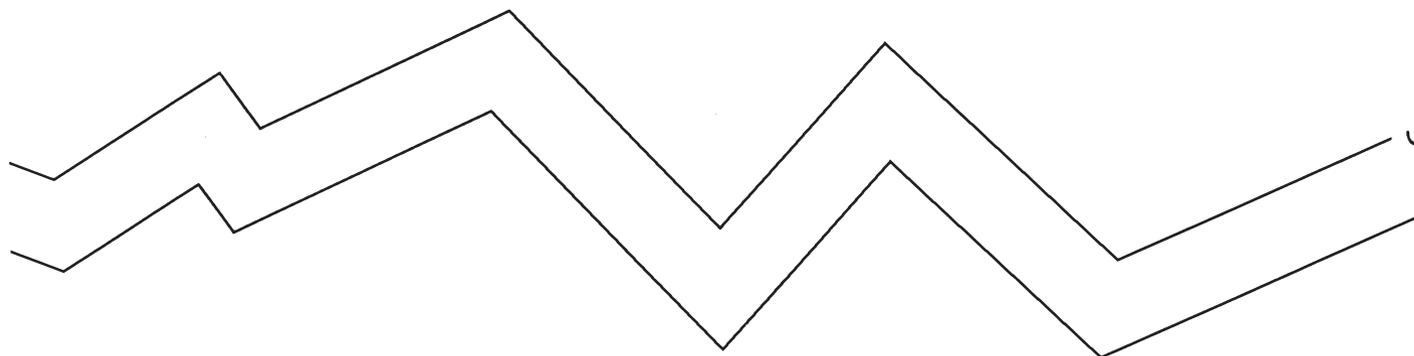
Capital letters are used
to begin sentences and names.
A capital **p** looks like this: **P**.
Capital letters are two spaces tall.

Put your pencil on p. Follow the path to the picture. Say the sound. Try not to cross any lines.

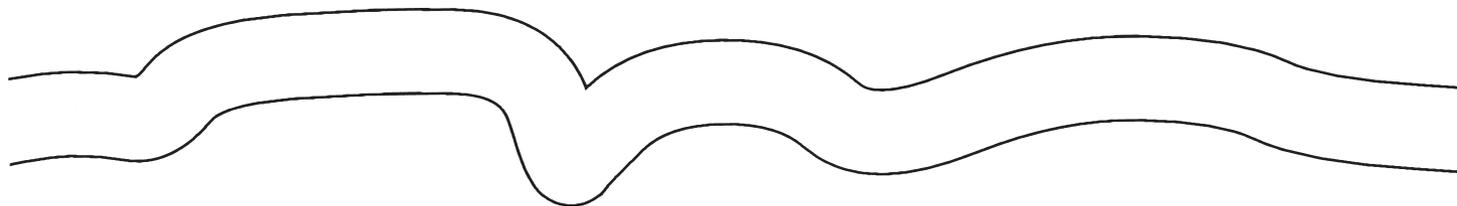
p



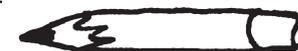
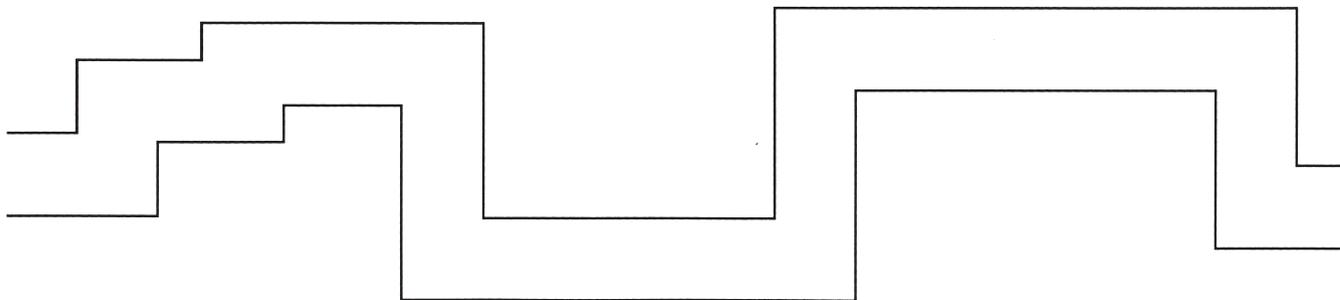
p



p



P



Look carefully at the letter in the box. Circle the letters that match it.

p m p k b p

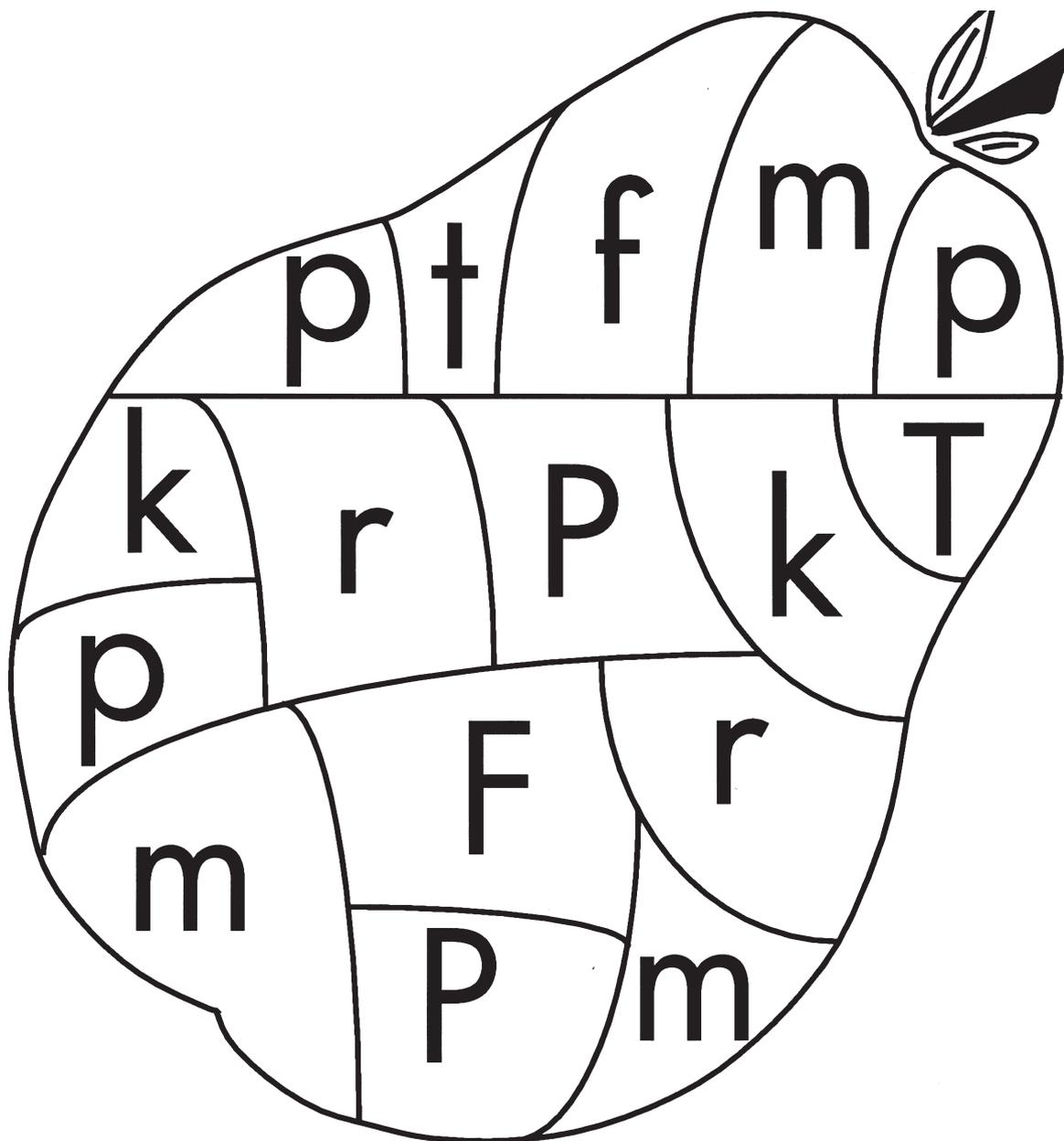
k k b k r k

p p r m p p

r p r k r m

P B P P F P

Say the name of the picture. Now say the sound that comes at the beginning of . Color only the sections with the letter p or P in them.

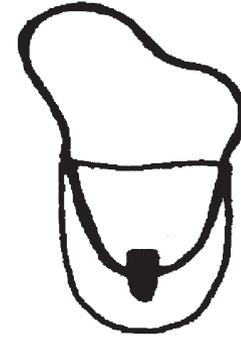
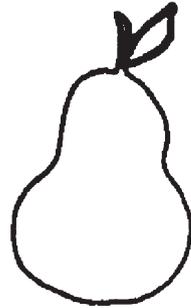
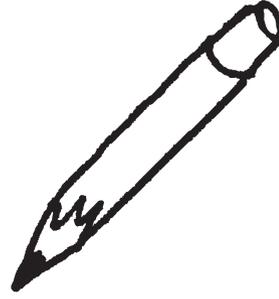
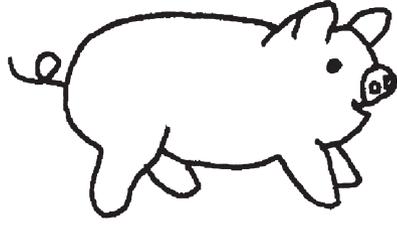


Pp

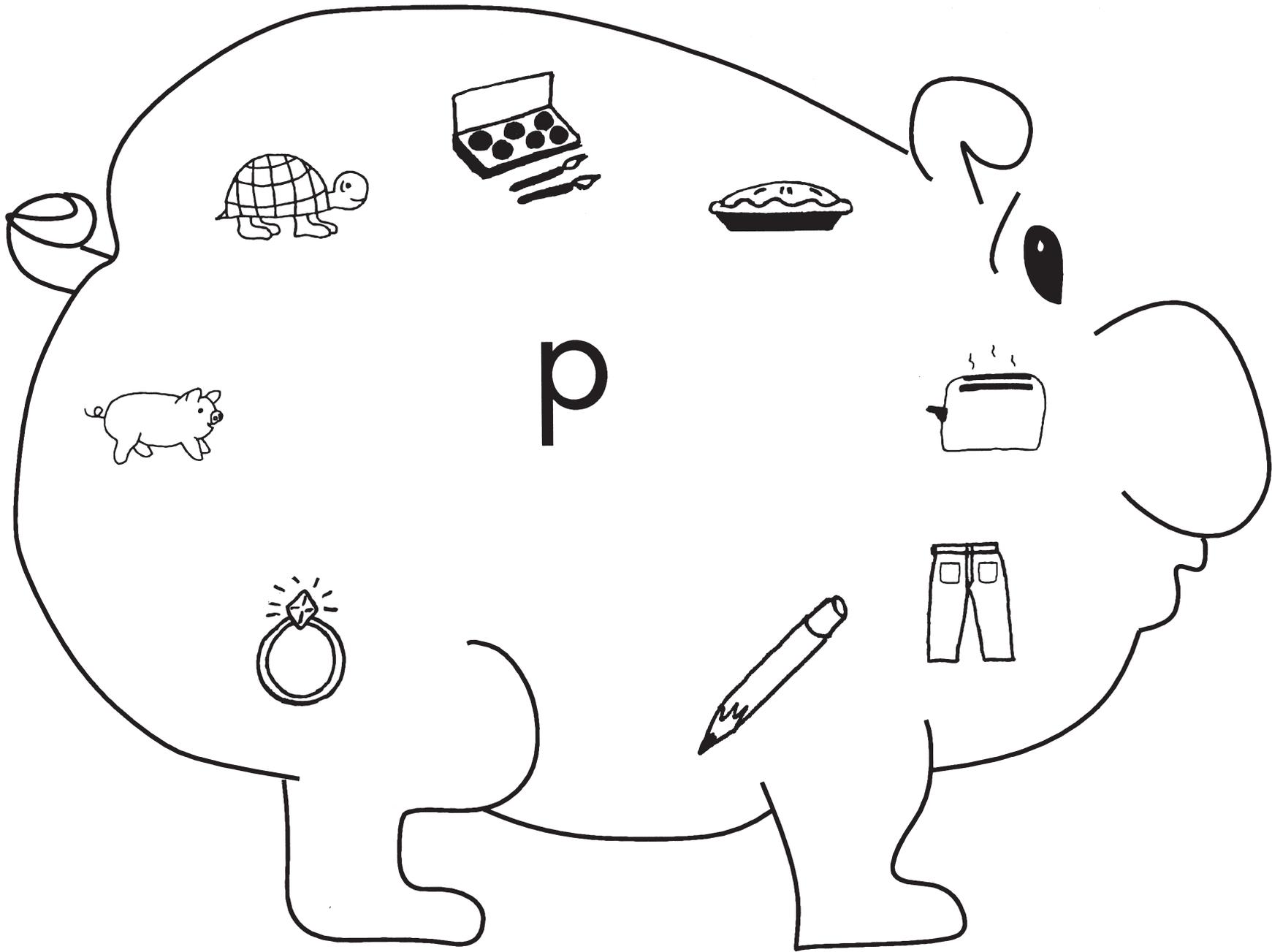
Teacher: Read the directions aloud while the students listen and work on page 7.

1. I am thinking of something that tastes delicious. It has a crust and is baked in the oven. When you cut it into slices everyone in the family can have a piece. I am thinking of a ____ [pie]. Put your finger on the **pie**. What sound do you hear at the beginning of **pie**? Color the **pie** red.
2. I am thinking of something you use to write your name. It sometimes has an eraser on the end. What is it? [pencil] Put your finger on the **pencil**. What sound does **pencil** begin with? Color the **pencil** blue.
3. Now I am thinking of an animal. It is sometimes pink, and loves to lie in the mud. What is it? [pig] Put your finger on the **pig**. What sound does **pig** begin with? Draw mud around the **pig's** feet.
4. This juicy and delicious fruit grows on a tree. It is either brown or greenish yellow when it is ripe. This fruit is rounded at one end and smaller at the other end. What is this fruit called? [pear] Put your finger on the **pear**. What sound does **pear** begin with? Put a big X on the **pear**.
5. Find something on this page that you wear to cover your legs. Sometimes we call them trousers, but usually we call them ____ [pants]. Put your finger on the **pants**. What sound does **pants** begin with? Color the pockets on the **pants**.
6. When you want to create a beautiful, colorful picture, you might use these. You use a brush and water with them. What are they called? [paints] Put your finger on the **paints**. What sound do you hear at the beginning of **paints**? Draw two circles around the **paints**.
7. There is one picture left. Look at it. This is something people can keep their money in. What is it? [purse] Put your finger on the **purse**. Draw a wider strap on the **purse** so it won't fall off your shoulder.

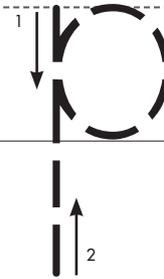
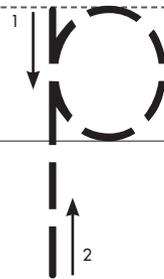
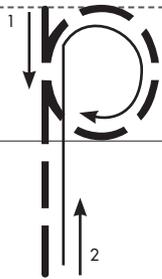
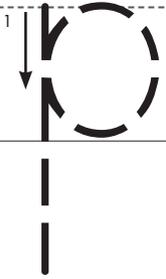
Listen; then follow the directions.



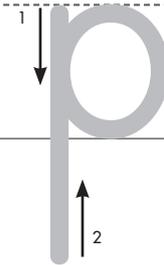
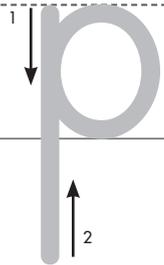
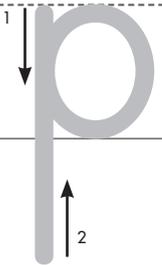
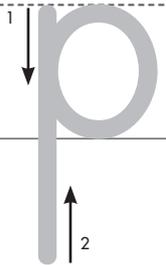
Draw a line from the letter **p** to each picture whose name begins with /p/ as in .



Follow the arrows to write the letter **p**, which says /p/ as in . Say the sound aloud.

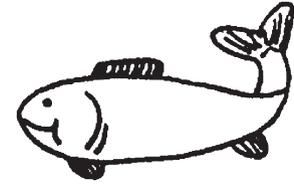
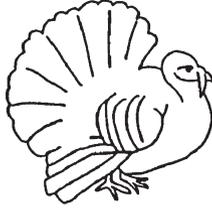


Notice that **p** hangs below the line. Trace the letters.

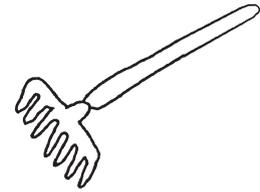


Color each picture whose name begins with p as in .

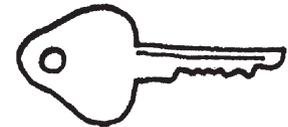
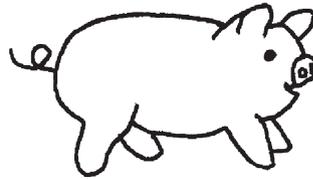
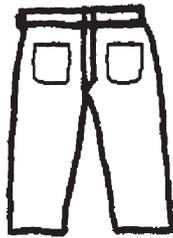
p



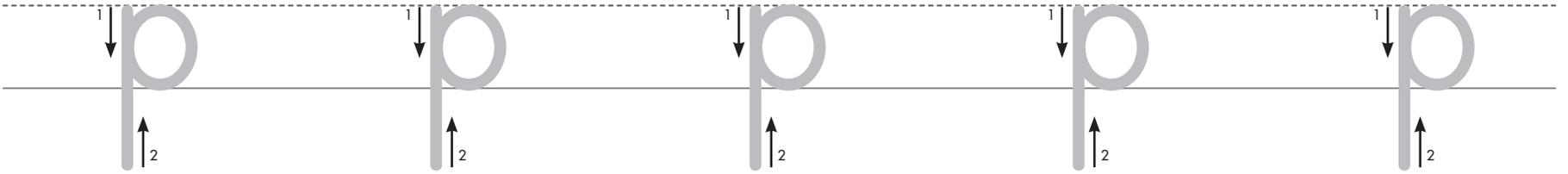
p



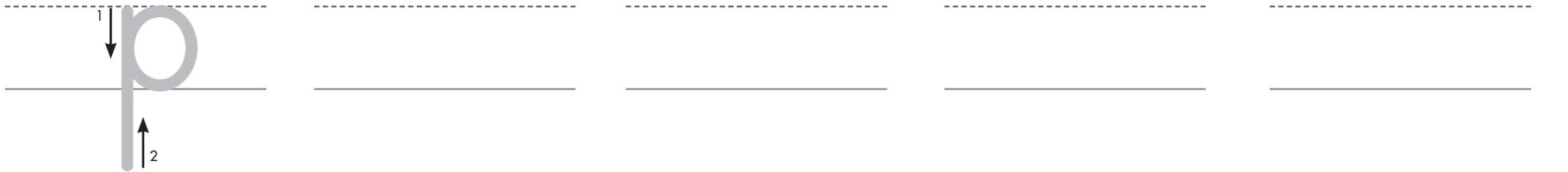
p



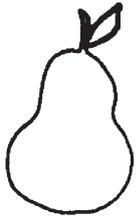
Trace the letters.



Copy the letter.

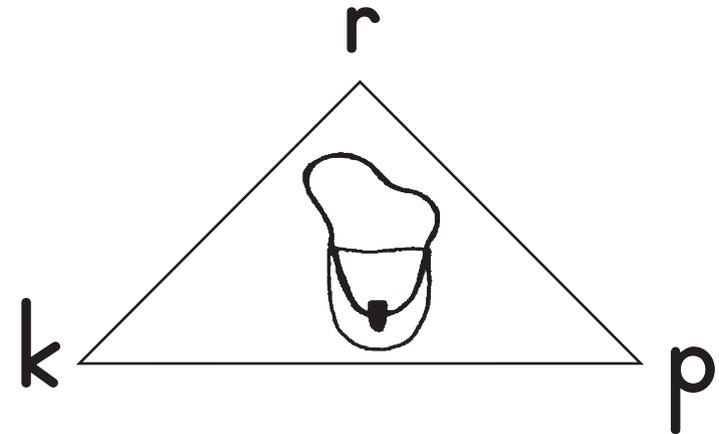
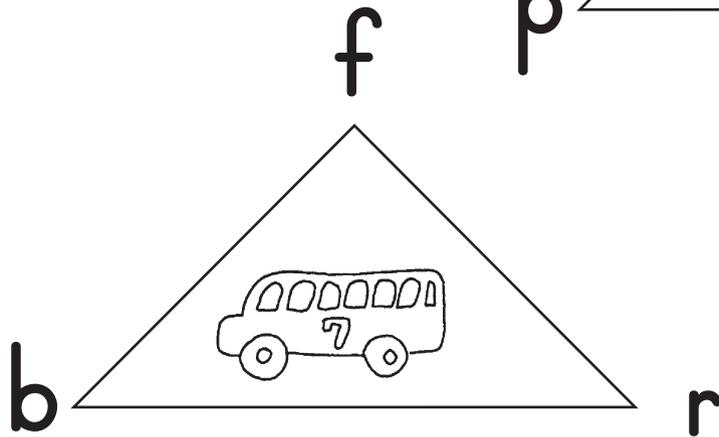
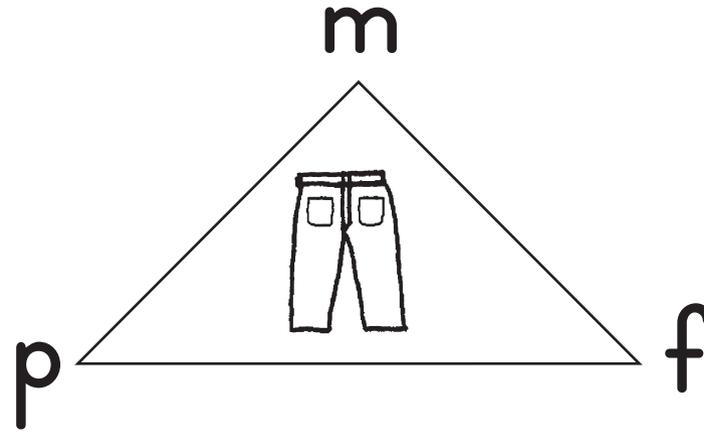
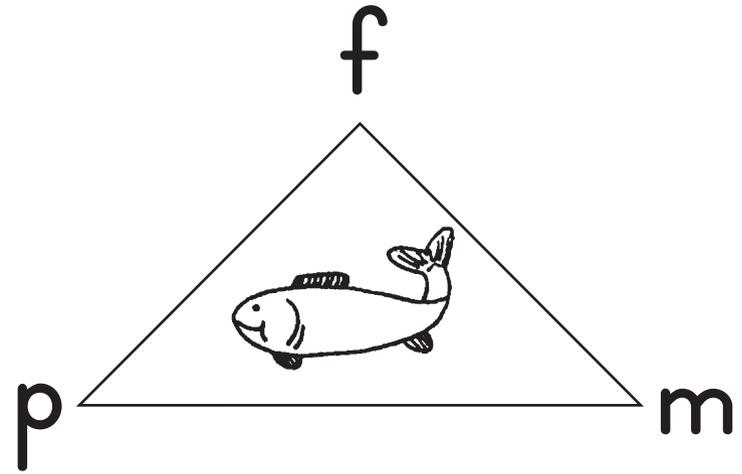
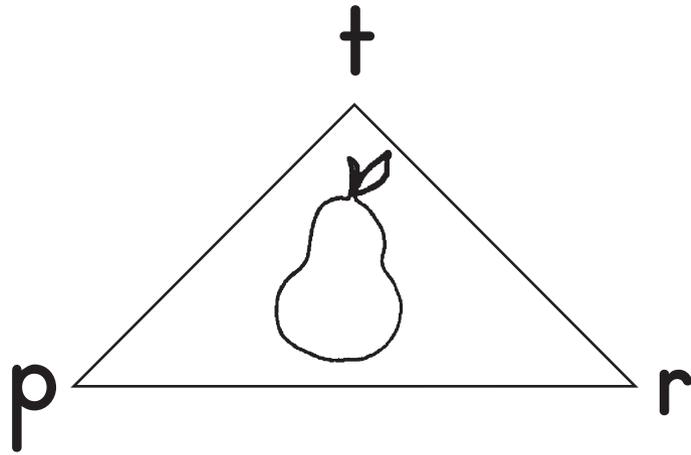


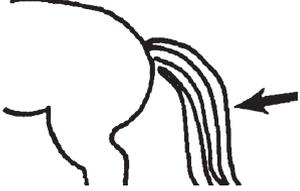
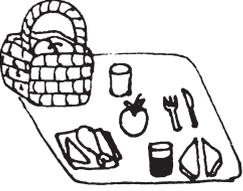
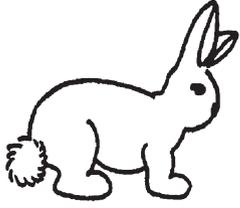
○ each picture whose name begins with p. Write p below those pictures.



Five sets of three-line grids (top, dashed middle, bottom) for writing the letter 'p' below the corresponding pictures.

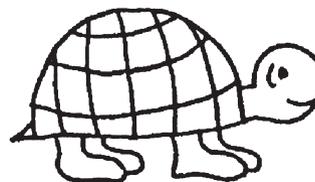
Draw a line from the picture to the letter that begins its name.



Say the name of the picture and the sound of its first letter.	Find the letter. Circle it.	Write the letter.
	f p b	<hr/> <hr/> <hr/>
	k m t	<hr/> <hr/> <hr/>
	r t p	<hr/> <hr/> <hr/>
	p r f	<hr/> <hr/> <hr/>
	b p k	<hr/> <hr/> <hr/>

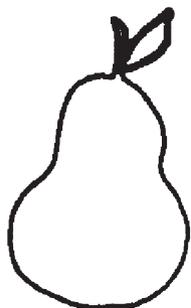
Which sound does the word begin with? Write the letter that stands for the sound.

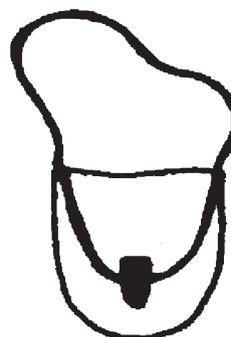




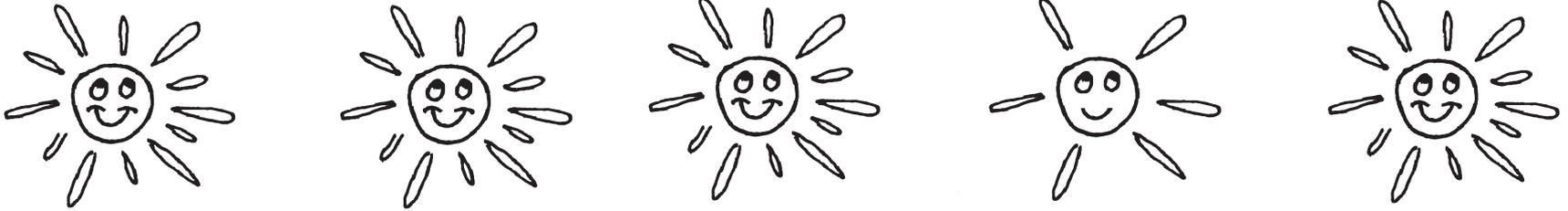






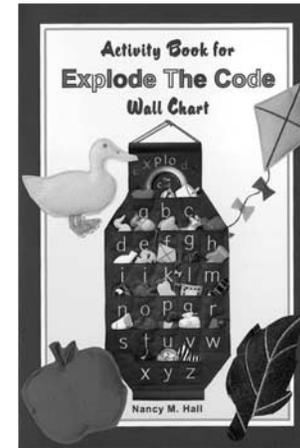


Color or mark the one that is different.



Recommended Companion Material

EPS offers a wide range of products that complement the decoding and phonics skills in *Get Set for The Code*. We recommend the following series to help early readers develop essential literacy skills.



Explode The Code Wall Chart and Activity Book

Recommended for grades K-1

The *Explode The Code Wall Chart and Activity Book* provides opportunities for students to practice identifying letters and sound-symbol relationships. This felt wall hanging has an accompanying stuffed toy for each letter of the alphabet. The *Activity Book* includes ideas for games and activities that engage students and build phonemic awareness.

For more information about these series or to place an order, visit www.epsbooks.com or call 800.225.5750 to speak to a customer service representative.



EDUCATORS PUBLISHING SERVICE