

Project Ready!
Alphabetics Small Group



Written by

Amy Murdoch, Ph.D.

Rosie Warburg, M.A.

Elizabeth Corbo, Ed.D.

Jamey Peavler, M.A.

Table of Contents

Introduction	3
Alphabetics Group Lesson Overview:.....	3
Setting Up Your Materials	4
Materials Overview for the Alphabetics Group	5
The Letter Bags & Posters.....	5
Phonological Activity Materials.....	5
Letters Activity Materials.....	6
Alphabetic Small Group Lesson Outline.....	7
Detailed Overview of the Instructional Routines for Alphabetics Group	9
Part I. Phonological Awareness.....	9
Part II. Letter Knowledge Instructional Routines.....	12
Reinforcing Skills in Classroom Environment.....	15
Environmental Letters	15
Letter Writing Center Work – see materials.....	15
Materials List - Items with Cost:	17
Colorations® Kid-Size Notebooks- Set of 24 – Discount school supplies	17
Letter Materials	18
Letter Songs.....	19
Build a Letter.....	20
Letter Eye Charts.....	22
Letter Poems by Autumn Nidalmia created for Project Ready!	23
Writing Center Materials.....	30
Phonological Awareness Activity Cards Levels 1 – 4.....	32

Additional Materials in Separate Files (Too Large to Include Here)

Phonological Awareness Materials –Manipulatives

Alphabet Posters with Poems and Picture Cards

Teacher Card for Letter Writing

Alphabet Cards for Boogie Board

Alphabet Fishing Game

Alphabet Puzzles

Introduction

All Project Ready! Instructional materials are copyright protected. Copyright © Dr. Amy Murdoch, 2019. You are welcome to use these free materials in your educational practice and to share with other educators or parents. The materials are not permitted to be sold commercially or used in any commercial endeavor.

The *Alphabetics Group* is designed to teach children critical foundational skills to support reading readiness. Lessons should ideally be delivered 3-5 times per week in small groups of 3-5 children. Children with similar skill levels should be grouped together so the focus can be on teaching them new skills. Children with greater needs should be worked with more frequently (4-5 times per week). This small-group instruction time will take approximately 15-20 minutes.

Instruction should **fun, engaging, interactive and designed to build students' success and enjoyment**. Lessons should be delivered to provide lots of active engagement opportunities for children to practice phonological awareness (PA) skills and letter knowledge. Instruction is delivered with positive guidance and support. Children should work on the skills until they have mastered them before moving on to new skill levels and letters. Movement to new letters and PA skills is based on learning and mastery, not time.

The *Alphabetics Group* lessons consist of two parts: *Phonological Awareness* and *Letter Knowledge*.

The *Phonological Awareness* portion of the group instruction includes activities to support:

- name recognition
- oral language skills
- phonological awareness
- phonemic awareness

The *Letter Knowledge* portion of the group instruction included activities to support:

- letter names
- letter sounds
- letter formation

Note: See *Materials* section for all noted teacher and student materials, as well as directions for games and activities.

Alphabetics Group Lesson Overview:

I. Phonological Awareness (5-10 min)

- A. My Name: Name Recognition & Phonological Awareness
- B. PA Game connected to level
- C. Introduce & Explore Unknown/New Letter

II. Letters (5-10 min)

- A. Review two known letters
- B. Pick 2-3 activities to do with the 3 letters. (2 review letters with the 1 “new” one)
- C. Make the three letters of the day. Pick 1-2 material to work with.

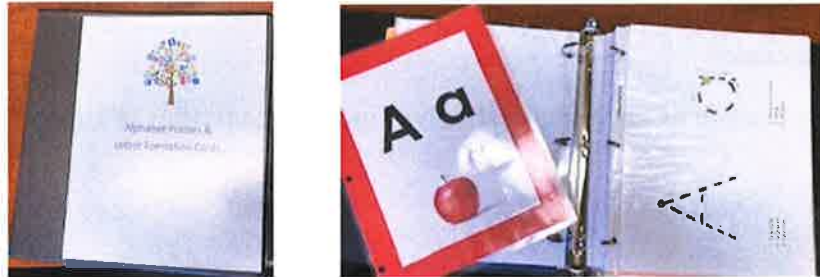
Setting Up Your Materials



There are a number of materials to gather and make for your alphabetics instructional kit. The good news is once you have it put together you will use it for years! We found the following organization system to work well for the many materials.

1. One large binder (3 inch) where we keep our Alphabet Small Group Outline (in sheet protector), Sequence of Skills (in sheet protector), the letter posters with poems on the back (laminated), letter formation cards—3 hole punched; and any other paper materials (My Name is sentence stem, 2 vs.3 syllable sort poster, etc.). We have alphabet dividers to help with ease of choosing letters.
2. One medium sized bin with a tray insert. Inside this bin you can keep all the individual PA and letter activities organized in bags and folders (see more information below).
3. Two small bins for the alphabet bags organized by A-M and N-Z.

Alphabetics Binder with Letter Posters and Letter Formation Cards



We found the bins shown below at Michaels

Bins



Inside the bin



Materials for the day's session.



Materials Overview for the Alphabetics Group

The Letter Bags & Posters

A key materials for this group are the letter bags and posters.

The **Letter Posters** are laminated 8x10 posters that have the letter poster on one side and the letter poem on the back.



For the Letter Bags, you will make one small bag per letter that contains:

- ✓ numerous multi-sensory letters (upper and lowercase) that children can trace with their fingers. There should be enough for each child to have an upper case and lower case letter.* We suggest a set of 5.
- ✓ and pictures that start with the target letter with the word on the back (see picture cards and word cards connected to letter posters in materials).

*You can make multisensory letter cards out of yarn glued on card stock, puffy paint letters, fabric letters, sandpaper letters, any paper that has a texture!

Phonological Activity Materials



Materials List:

- Letter Posters with Poems
- Phonological Awareness Activity Cards – Level 1-4
- Phonological Awareness Manipulatives for Levels 2-4
- Small stuffed animals (Level 1)
- Daisy Dog Puppet
- Cubes
- Name cards
- My Name Sheet
- 2-part vs 3-part chart

Letters Activity Materials



Materials List

Letter Bags
Letter Posters
Letter Formation Card
Fishing Game
Stamp the Letters
Eye Chart Letters
Silly String/Stretchy Letters
Play Dough Letters
Make a Letter
Wiki Stick
Boogie Boards with letter cards
Pencil Grip & Letter Formation
Songs

Alphabetic Small Group Lesson Outline

Part 1: Phonological Awareness (5-10 min) *4 Levels

Phonological Awareness Alone

Step 1: My Name: Name Recognition & Segmenting (use levels 1-4) *Materials = Name Cards*

- Start with showing the name cards of the children in the group by holding up each name and saying the name before doing the activity.
- Do the name activity connected to PA level (sentence, syllable, first sound, segment—see activity cards).

Step 2: PA Game: *Materials = Activity Cards with materials*

Play 1-2 games connected to the PA level of the group – *Activity Cards with materials*

Phonological Awareness and Letters Together

Step 3: Introduce & Explore New Letter - Letter Poster & Poem: *Materials = Letter Poster with Poem*

- Show the letter poster and name the target picture, exaggerating the beginning sound (ex. “top, top”). Have students repeat the name and the beginning sound. *“Let’s all say top. Do you hear the /t/ at the beginning of top? Let’s all say /t/ top. Top has a /t/ at the beginning.”*
- Connect the sound to the letter: *“Letters represent the sounds in words. We write the /t/ sound with an Tt (point out the letter and say its name). Letters all have names AND they all have both a capital and a lowercase (big and small version).”* Tell the children the name of the letter—**don’t encourage guessing**.
- Repeat the letter name several times with the children (choral & individual).
- Briefly discuss the letter.
 - Point out whether the capital and lowercase forms are the same/different.
 - Note if someone in our group has this letter in their name (show name card).
 - Remind children that letters are how we write the sounds in words. *“Letters are the way we write words, they note the sounds in the words we say. The way we write the sound /t/ like in top is with the letter t.”* (Point to picture cue and then letter). The sound is repeated several times by the children (all together, individually).
 - Point out how their mouths form the sound.
- Read Poem: *“This is a poem about the letter ____ . See if you can listen and hear its letter name and also words that have the / __ / sound.”*
 - Exaggerate when the target sound or letter name when it appears in the poem.
 - Ask the children to put their thumbs up when they hear the /m/ or letter name m as you read.

Step 4: Introduce & Explore New Letter – Letter Bag: *Materials = Letter Poster with Poem, Letter Bag, Letter Formation Card*

- Show children the new/unknown letter bag with letter formation card.
“Now we are going to learn how to make the letter t. This card show me how to make the letter t. Watch me make the letter with my finger and get ready, you will get a turn next.”
- Model letter formation using the teacher card. Model the capital letter first & have children practice (next step) and then repeat with lowercase.
“I use my pointer finger and I start here at the green dot and....” (Use the directions on the letter formation card to trace the letter, speaking the directions as you trace the letter.)
- Give each child an upper and lowercase letter card from the bag.
“Now it is your turn to make the letter ____ . Everyone put your finger at the starting spot....” (Use the directions on the letter formation card to direct them on how to form the letter. Have them repeat the directions with you).
- Practice - Have the children trace the letter card from the bag and say its name as many times as possible.
 - Explore the rest of the letter bag--pictures. Pull out each picture and focus on the first sound. Then turn the card over and point out how we write the sound.

Part 2: Letters (5 - 10 min)

Step 1: Review Two Known Letters - *Materials = Letter Posters with Poem, Letter Bags, Letter Formation Cards*

Use the same procedure as described above, but move through the steps more quickly with two known letters.

“Now we are going to review how to make two letters that we already know. The letter ____ (show poster, formation card, & bag) and the letter ____ (show poster, formation card, and bag).”

- For each letter, briefly review how to form it and let children trace the letters from the bag.
- Use the formation card as needed. This should be a fairly quick review of known letters.

Step 2: Practice with all 3 letters (1 new, 2 review). *Materials = various letter materials*

Practice Options

- **Sort Letters** – lay out the 3 letter posters (1 unknown and 2 known). Place the letter bag letter cards in a mixed up pile, face down. Let each child pull from the pile, say the letter name/sound and match it to the correct poster.
- **Mix Up the Letters** from the 3 letter bags and have children point to the letter when you call it out.
- **Play “I Spy”** with letter shapes, sounds, names (i.e. “I spy... a letter that starts with a stick/ball/slide.”) Give each child a set of the 3 letters and have the children hold up the correct letter as you play “I Spy.”
- **Flashcards** – Using the letter bag letters as flashcards and tell children to do an action when they see a certain letter (i.e., “When you see the letter m put your hands over your head.”).
- **Fishing Game**—Fish out the letters and have children say name and sound.
- **Stamp Game** – Give each child a dot stamper and a sheet of the letters you are working on. Have them stamp different letters that you name.

Step 3: Make the Letters: Pick Activities Based on Level.

Beginning Level (Prewriting: typically younger preschoolers—not yet writing):

- Make letters with play dough/wiki sticks/silly stick over the written letter.
- Make letters with foam letter parts (see materials for outline).
- Cover the written letter with buttons or pom-poms.
- Practice partial letter formation in the air and use jingles to reinforce these movements.

Advanced Level (Writing: typically older preschoolers—ready to write letters):

1. Demonstrate letter strokes with Teacher Card.

Have students trace in the air making sure that they are consistent with direction and sequence of strokes.

2. Practice Writing

- Trace the letter with a paint brush and magic invisible paint
- Boogie boards
- Pencil & Paper Writing

A Few Notes About Letter Formation

Note: Reminders about making letters:

- You want them to say the name as frequently as possible.
- Have the written model of the letter that children can refer to (letter poster).
- Make sure that children are trace (finger or pencil) or write the letter for one of the activities.
- Follow the sequence and directionality outlined on the teacher card.
- Check for proper pencil grip.



Remember

- Lots of fun practice and engagement is the key!
- Have them say the letter name/sound lots and lots!
- Keep it fun! Errorless learning is the goal.

Detailed Overview of the Instructional Routines for *Alphabetic Group*

Part I. Phonological Awareness (5 - 10 min):

- Lessons begin with a three-part warm up.
 - A. My Name: Name Recognition & Segmenting: (1-2 minutes)
 - B. PA Game: (3-5 minutes)
 - C. Letter Poster and Poem with featured letter: (2 – 4 min)
- Phonological work is broken into four levels.
 - The levels of activities start at the easiest level (Level 1) with the largest units of speech (sentences) moving to the most challenging level (Level 4) and the smallest units of speech sounds, the phoneme.
 - Each level has a variety of activities/games that can be found in the level *Activity Cards*.
 - Materials needed to play each game/activity are found in this manual after each level's *Activity Cards*.

Part I: *Phonological Awareness Instructional Routines* (7 -10 minutes)

A. My Name: Name Recognition & Segmenting: (2 minutes)

Group instruction always begins with phonological work using the children's names. Children love learning their names and the names of their friends. Name recognition is both an easy and predictable phonological warm up to start off the group. For each level of PA activities, there is one name activity.

Activity Cards (see materials for a full outline of each activity).

- Level 1: Clapping out sentences that include their name and the names of children in their group (My name is _____)
- Level 2: Clapping out syllables in names.
- Level 3: Isolating the initial sounds in names.
- Level 4: Blending and segmenting names.

The *My Name* activity always begins with displaying the name cards of the children in the group. Activities include supporting children to find their name, examine their name, identify the first letter in their name, etc.

Note: Here the focus is letter name not sound. "Oh look, Amy and Annie both start with the same letter."

Amy

Annie

B. Phonological Awareness (PA) Game: (5 minutes)



Materials: Level 1, 2, 3, & 4 **PA Activity Cards**

- Cut out and place ring clip for each level.
- Make each level a different color.

After the name activity, a *Phonological Awareness Game* is chosen from the level *Activity Cards*. As noted above, the phonological work is broken into four levels. Each level has a variety of activities/games that can be found in the level *Activity Cards* (see next section). The levels are sequential and children should not move on to the next level until they have mastered the skills in the earlier level.

Within a level, the activities are ordered from easiest to hardest and should be initially introduced sequentially within a level. However, activities within a level are all around the same difficulty level and can be interspersed once they have been introduced the first time. The activities should be repeated until children master the skills being taught.

- **Level 1 Activities:** Getting Ready for Phonological Work
Purpose: These activities focus on teaching children the pre-requisite vocabulary, listening skills, and following directions skills needed to engage in phonological work.
Skills Taught: Basic vocabulary, speaking in complete sentences, understanding order words and prepositions, segmenting words in a sentence, following directions, listening to sounds in the environment
- **Level 2 Activities:** Beginning Phonological Awareness Work
Purpose: These activities focus on teaching children early phonological skills.
Skills Taught: Blending and segmenting compound words, blending and segmenting syllables in words.
- **Level 3 Activities:** Phonological Awareness Work
Purpose: These activities focus on teaching children the phonological skills of segmenting and isolating the initial syllable in words, blending onset and rime and identifying rhyming words.
Skills Taught: Initial syllable isolation, blending onset/rime, recognizing words that rhyme.
- **Level 4 Activities:** Phonemic Awareness Work
Purpose: These activities focus on the more advanced phonological skills of blending, isolating beginning phonemes, and segmenting. Here children are working on isolating to the smallest unit of sound - the phoneme.
Skills Taught: Isolating initial phonemes, blending 2-3 phoneme words, segmenting 2-3 phoneme words

C. Letter Poster & Poem with featured letter: (2 – 4 min.)

In the **Letter** materials section there are letter posters and letter poems. We suggest printing the letter poster and poems and laminating them together (poster on one side, poem on the other) and putting them in a binder for easy access.

When a new letter is introduced, the letter poster is shown to the children. The focus here is on the sound. Use the poster to discuss the letter and read a poem featuring the letter. This can be shortened when reviewing a letter that has not yet been mastered.

1. Show the letter poster and point out the target picture and say what it is, exaggerating the beginning sound (ex. Mountain, mmmmmountain). Have students repeat the name and the beginning sound “*Let’s all say mountain. Do you hear the /m/ at the beginning of mountain? Let’s all say /m/ mountain. Mountain has a /m/ at the beginning.*”
2. Connect to letter: “*Letters represent the sounds in words. We write that /m/ sound with a Mm (point out the letter and say its name). Letters all have names AND they all have both a capital and a lowercase (big and small version).*” These are pointed out on the poster, repeated several times by the children (all together, individually)
3. Briefly discuss the letter:
 - Note if the capital and lowercase are the same/different.
 - Note if someone in the group has this letter in their name (show name card).
 - Remind children that letters write the sounds in words. *Letters are the way we write words; they note the sounds in the words we say. The way we write the sound /m/ like in mountain is with the letter m (point to cue picture and then letter).* The sound is repeated several times by the children (all together, individually).
 - Mention what they do with their mouth as they make the sound.
4. Read Poem: *This is a poem about the letter _____. See if you can listen and hear its **letter name** and also words that have the /___/ sound.* Read poem exaggerating when the target sound or letter name is noted.

Part II. Letter Knowledge Instructional Routines (5 - 10 minutes)

Letter recognition, sounds, and letter formation (writing) are taught across two routines:

Introduce & Explore and Make the Letters. See the materials section for needed materials.

Each day three letters are worked on. Two should be letters the children know and one letter should be a new/not yet known letter. To be considered known, the children have consistently demonstrated that they know the letter (rule of thumb is across 3 meetings—see assessment section).

Unknown letters are brand new letters (on introduction day) or letters that have only recently been introduced and still need practice. Known letters should be rotated to make sure children are not forgetting previously mastered letters. Initially, before children know letters, just work with 1-2 letters. The focus is on letter names. Sounds are introduced but the focus is letter names. A letter is considered “known” if the name is known (even if the sound is not yet strong). Working on names, sounds, and letter formation help children understand and learn letters in a deeper way, building a schema about letters.

Letter construction is introduced, with correct sequencing and direction of strokes. The intention is to provide a foundation through teacher modeling followed by children’s imitation. While writing letters correctly is encouraged and promotes letter knowledge, **perfection is not the goal.** The goal is to provide a foundation for correct formation and to utilize this foundation to promote letter knowledge through motor memory and practice.

A. Introduce & Explore Unknown Letter: You tell the children the name of the letter—**don’t encourage guessing, but rather, correct practice.**

1. Show them the new/unknown letter bag with letter poster and pull out the teacher card. Give each child an upper and lowercase version of the letter cards in the bag.
2. Model letter formation for both lowercase and capital. Use your teacher card to share the letter, trace it, and read the short list of steps on the letter card.
3. Have the children trace the letter card from the bag and say its name. While they trace, repeat the steps for letter construction that are printed on the teacher card—encouraging proper formation.
4. After they have traced a couple of times using the direction words, have them trace independently while saying the name of the letter.
5. Point out the letter in some of the word cards in the bag.
6. Say the sound the letter makes and show the picture cards.

B. Next review the two known letters (similar as with unknown letter, but quickly)

C. Pick an activities to do with the mix of all 3 Letters: (see materials).

- Sort letters—all the m’s in one group, all a’s in another, etc. (use letter posters).
- Mix up the letters and have children point to the letter when you call it out.
- Play “I Spy” with letter shapes (i.e. “I spy... a letter that starts with a stick/ball/slide.”)
- Play “I Spy” (sounds, shape, name) with the letters and have child hold up the letter they found.
- Put the letters in a pile face down and have children pick a letter and all say name and sound.

- Go through the letters flashcard style and tell them to do an action when they see a certain letter.
- Fishing Game—fish out the letters and say their name
- Stamp the letters with dot paint on stamp pages



Fishing Game



Stamp Letters (with writing letters)



Letter Sort

D. **Make the Letters:** Pick an Activity Based on Level.

Reminders about making letters:

- You want them to say the name as frequently as possible.
- Have the written model of the letter that children can refer to (letter poster).
- Have children trace (using finger or pencil) or write the letter for one of the activities.
- Follow the sequence and directionality outlined on the teacher card.
- Check for proper pencil grip

Pick an Activities Based on Level: (See materials for examples & materials.)

Beginning Level (Prewriting: typically younger preschoolers—not yet writing):

- Make letters with play dough/wiki sticks/stretchy noodle over the written letter (see picture below)
- Make letters with foam letter parts (see materials for outline).
- Cover the written letter with buttons or pom-poms.
- Practice partial letter formation in the air and use jingles to reinforce these movements.

Advanced Level (Writing: typically older preschoolers—ready to write letters):

1. Demonstrate letter strokes with Teacher Card. Have students trace in the air making sure that they are consistent with direction and sequence of strokes.

2. Practice Writing

- Trace the letter with a paint brush and magic invisible paint, boogie boards, letter books
- Write the letter: sand tray, paper, dry erase board, or chalk (when fine motors skills allow).
- If writing a letter, sing the corresponding jingle to emphasize consistent pencil movement



Stretchy Letters



Play Dough



“Paint” the Letter



Boogie Board

Scope & Sequence: Skills Sequence for Letters, Phonological Awareness, and Writing

<u>Letter Order</u>	<u>Phonological Skills</u>	<u>Writing</u>
T	Level 1: Getting Ready for PA Basic Vocabulary Words - Directions - Order & sequence - Prepositions Listening Activities - Following directions - Environmental sounds Sentence Segmenting	Pre-Alphabetic Stage: Child is usually producing “letter like” shapes and squiggles. - Introduce and explore letters - Observe teacher modeling letter formation - Practice letter strokes in the air (for muscle development and control) and on paper (for fine muscle control) - Emphasis on correct stroke, not complete letter formation
O		
C		
M		
A		
S		
H		
Z		
I		
D		
N	Level 2: Beginning PA Word Awareness & Segmenting Parts - Compound words - Syllables	Early Alphabetic Stage: Child is beginning to understand that there is a relationship between letters and sounds and beginning to write complete letters. - Introduce and explore letters - Observe teacher modeling letter formation - Practice letter strokes in the air (for muscle development, stamina and control) and on paper (for fine muscle control) - Emphasis on complete letter formation with attention to formation and directionality of strokes (letter cards with arrows used for practice)
L		
E		
B		
W		
U	Level 3: Phonological Awareness - Isolating Initial Syllable - Isolating Initial sounds - Rhyming - Blending onset/rime	
X		
F		
V		
R		
J		
K		Level 4: Phonemic Awareness - Isolating initial phoneme - Blending 2 to 3 phonemes - Segmenting 2 to 3 phonemes
P		
Q		
G		
Y		

Note: There is not one perfect letter order supported by research. This letter order was constructed with consideration of **frequency** (higher frequency letters (Aa) are taught before lower frequency letters (Yy), **phonological** ease (easier to hear & say the sound of the letter (/s/, /m/)) are taught before more difficult to pronounce/multiple sound letters (/y/, /g/). Some consideration was also given to **writing** ease.

Reinforcing Skills in Classroom Environment

Environmental Letters

A second set of letter posters should be made and added to the classroom environment at a level and location where children can see them. These should be reinforced at a variety of times across the day, especially with children who are having more difficulty learning their letters.

Letter Writing Center Work – see materials

The center work briefly described below will support the children’s writing development by providing practice in letter formation along with authentic experiences that will promote the production of writing products at their developmental levels.

1. Letter Formation Preparation and Practice

Prewriting Preparation Centers– focus on prewriting preparation to facilitate:

- the development of control through improved muscle strength (i.e. creating with playdough, scissor work, manipulation of small objects with tweezers or spoons)
- the development of fine motor skills by executing strokes that are the foundation of manuscript writing (i.e. drawing a path from one object to another using Tracing Mats, tracing “letter like” vertical, horizontal and diagonal strokes using Tracing Mats)

Letter Formation Centers – focus on standard letter formation to facilitate:

- the development of “muscle memory” that facilitates standard stroke production (“pulling down” stroke for stick letters and “pulling back” for circle letters)
- the development of the ability to form and recognize letters through repeated practice using consistent letter strokes completely and correctly.

These center activities are not connected to a particular Project Ready! theme and can be utilized whenever appropriate (following careful introduction and explanation within a small or whole group setting).

Also, many activities typically utilized within your preschool classroom should be encouraged as they help to develop the strength and stamina needed for beginning writing. These activities include:

- Outdoor play that develops strength and coordination (i.e. monkey bars, climbing equipment)
- Easel work that requires children to position arms and hands upward to build upper body strength
- Toys that include buttoning, snapping, manipulating (i.e. Legos, imaginative play areas, bead stringing).

2. Authentic Writing Experiences – Centers focus on engaging opportunities aligned with the Project Ready! themes involving:

- List making
- Illustrations
- Name copying
- Note taking

Centers are connected to the Project Ready! themes in order to support children's explorations of written language (eg. Vet Center in Kindness Unit). These centers are intended to meet children where they are developmentally whether they are pre-alphabetic or further along the continuum. For example, at the vet center, some children may write scribbles on a paper to represent notes taken by a vet while some may create a recognizable message. All attempts, however, are legitimate and helpful as students grow in their understanding that print carries meaning.

Materials List - Items with Cost:

Item	Category	Cost
Puppet with mouth that moves – Cate & Levi Hand Puppet (Puppy Dog) https://www.amazon.com/gp/product/B01K5TPJ5G/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1	PA	\$15
Set of small stuffed animals (stuffed animal set on amazon)	PA	\$22
Block Counters – Unifix Cubes	PA	\$12
Stamper Markers https://www.amazon.com/gp/product/B00004W3Y4/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1	Letters	\$12
Fishing polls with magnets https://www.amazon.com/gp/product/B089LY76MD/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1	Letters (set of 4)	\$8
Boogie Boards (cost is for a set of 4)—(optional but recommended) https://www.amazon.com/gp/product/B07D7X4V5G/ref=ppx_yo_dt_b_search_asin_title?ie=UTF8&psc=1	Letters	\$60
Paintbrushes (set)	Letters	\$8
Wiki Stick pack	Letters	\$7
Monkey Noodle (stretchy fidget string to make letters)	Letters	\$10
Colorations® Kid-Size Notebooks- Set of 24 – Discount school supplies	Letters	\$26

Items without specific costs – items to make

Item	Category
Name card for each student	PA & Letters
Teacher Card for letter formation	Letters
Laminated letter posters with poems	
Laminated from PA Activities: Animal picture cards compound word cards compound word puzzles syllable cards rhyming puzzle cards initial sounds cards	PA Activities

Letter Materials

Letter Songs

See Music file where all songs are recorded

CIRCLE LETTERS JINGLE

Like a donut this letter's round
Start right here and go back around.
That is how we start to write
A circle letter – let's do it right!

STICK LETTERS JINGLE

Pull down, pull down
We pull our pencil down
Stick letters all start this way
Like l and t and k!

PENCIL GRIP SONG

I lay my pencil on the table and point it toward my tummy.
I pick it up with thumb and pointer because they are so chummy

My other hand will flip it back, and now it's resting on its pillow
When I curl my fingers underneath it's time to write and off I go!

Chorus:

Nip, flip, grip. I know how to hold my pencil.
Nip, flip, grip. Hooray for me! It's fundamental!

PINCER MUSCLES SONG

Open squeeze, open squeeze,
Pointer touches thumb

Open squeeze, open squeeze
Now tap it like a drum

Open squeeze, open squeeze
Open oh so wide

Open squeeze, open squeeze
Now take them for a ride

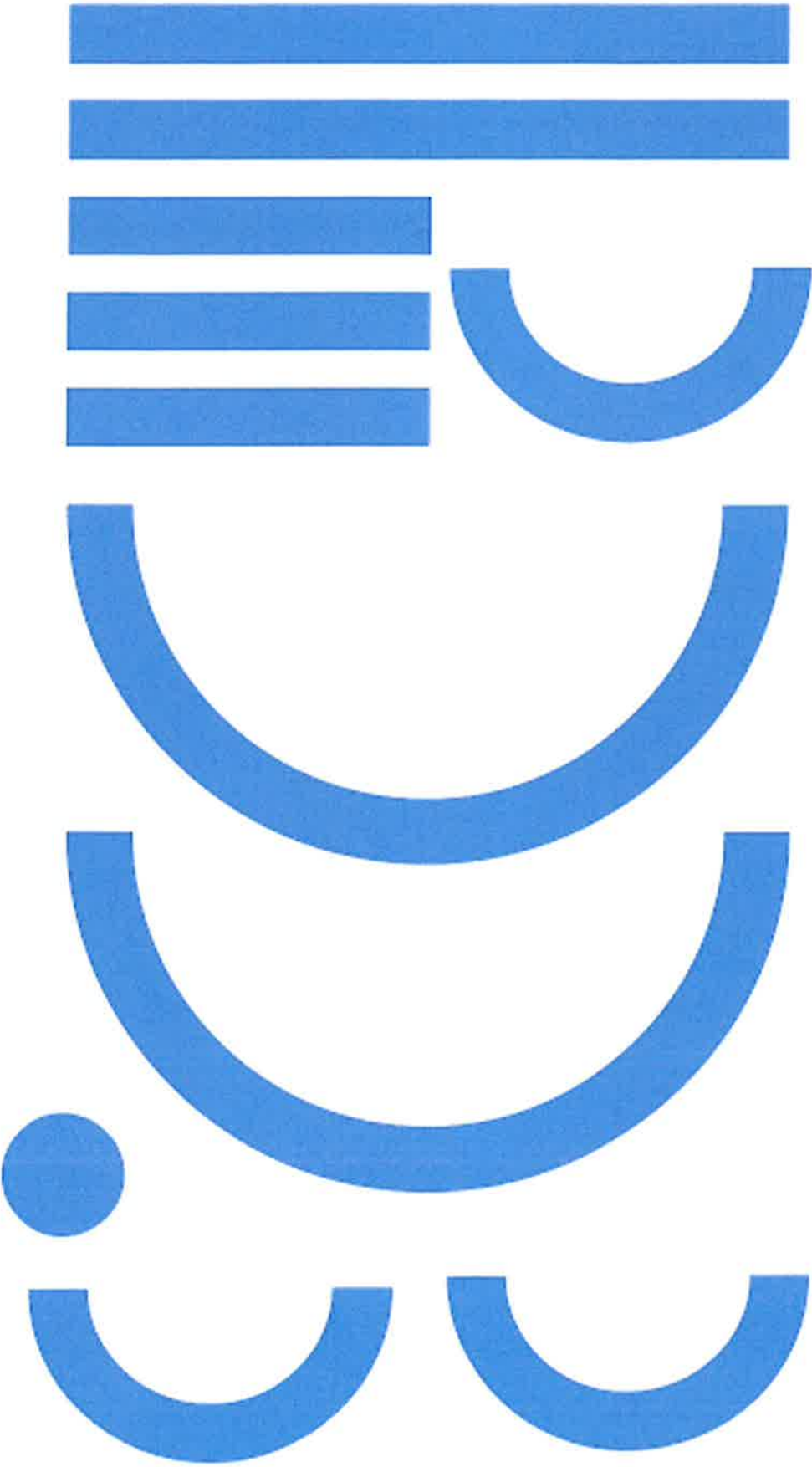
Open squeeze, open squeeze
Squeeze them oh so tight

Open Squeeze, open squeeze
Now they're out of sight

Build a Letter

- Trace the letter shape pieces (see next page) onto foam.
 - Cut out the shapes.
 - Create one set for each child in the small group and store each set in a separate baggie.
 - To avoid confusing shapes between student sets, create each set in a different color.
- When children are still being introduced to this activity, it is best to only include the shapes that are necessary for making the letter(s) you are focusing on for that day. Store other shape pieces somewhere else.
- Show the children the letter poster and talk about the parts of the letter.
 - How many straight lines are there?
 - Are some lines big and some lines small?
 - Are there any curved lines? Which way do the lines go?
- Give each child a baggie with the letter shapes and encourage them to make the letter shape with the pieces inside the bag.
 - As children are getting comfortable with this activity, you might guide them through by making the letter with the shapes to demonstrate first.
- Add more of the shapes to the baggies and encourage them to make several letters in the same lesson.





Letter Eye Charts

- Give each child his or her own Eye Chart.
 - Children sing the alphabet song together.
 - As they sing, children point to the letters of the alphabet.
- Children who need more guidance can be encouraged to make their fingers “bounce” on the letters as they sing.
 - This will help to establish one-to-one correspondence as they sing and point to one letter at a time.



Letter Poems by Autumn Nidalmia created for Project Ready!

Aa

A is an astronaut, proud in its stance.
It's the tartness of apples and the act of a dance.
It often shows up just a few minutes late
But it always makes sure that it shuts your front gate.
A is in apple, alligator, and ant
It makes an "aaa" sound like a just-watered plant.

Bb

B is a bear with a honey-filled belly.
It's the bread and the butter beneath the jelly.
B blows the best bubbles and bakes the best buns—
Wherever it goes, it has the most fun.
B makes a /b//b/ /b/ like a fish out of water.
It's in buddy and brother but never in daughter.

Cc

C curls its back like a cat on a rug.
It's as sweet as it sounds—like cocoa in a mug.
C enjoys candy, cookies and cakes
But it also eats carrots to avoid stomach aches.
C sounds like ice when it breaks in the Spring
A delicate "ccc"—then the water's flowing!

Dd

D is a doorway to dungeons down deep
Where there's dragons and danger—
So don't make a peep!
D is quite daring and explores without fear
It's in donut and daisy and even in deer.

D makes a sound that starts in your throat.
A rumbling /d/ /d/ /d/ like a heavy drum note.

Ee

E is the shape of teeth in a smile
Pearly white rows that can take you for miles!
E is in eggs and in elephant too
It is enormously useful in most words you can choose.
E makes the sound that resembles exhaling
A delicate “ehh”—you’re off if you’re wailing.

Ff

F is a fence built up around forests
Full of fairies and ferns—just ask Uncle Horace.
F plays the fiddle and focuses well
It is often forgotten which never feels swell.
F makes the sound of air leaving a tire
A whispering /f/ /f/ /f/ like the start of a fire.

Gg

G makes the shape of a door with a handle
Or a curved candlestick minus the candle.
It is goofy good and giggly too
It is found in good goats at the zoo!
G sounds like the glugging of water in boots
Sloshing about—a wet /g/ /g/ /g/ at your roots.

Hh

H is a home with two walls and a bridge.
It likes humming and trimming its pretty hedge.
H is in honey and holiday, too!
It gives a firm handshake and asks: “how do you do?”

H makes the sound of a tired exhale.
A breathy /h/ /h/ /h/ like the spout of a whale.

Ii

I is impressive—imagine life without I!

We wouldn't have igloos or ink

Ayiyi!

I makes the shape of an insect we like:

The dragonfly's body is the shape of an I.

I makes the sound of a note you can sing.

A rumbling /iiiiiii/ while the instruments ring.

Jj

J is the shape of a jolly fish hook

It curls up at the end which makes the fish look!

J is a jokester who joyfully juggles

It likes jelly and jumping and handstands with no struggle.

J makes a sound like jiggling jam

A wiggling /j/ /j/ /j/ of jam in your hand.

Jj

J is the shape of a jolly fish hook

It curls up at the end which makes the fish look!

J is a jokester who joyfully juggles

It likes jelly and jumping and handstands with no struggle.

J makes a sound like jiggling jam

A wiggling /j/ /j/ /j/ of jam in your hand.

Kk

K is the shape of a kingly throne
With two legs and two arms it takes a royal home.
K blows kisses to strangers and keeps kangaroos.
It is not a musician, though it plays the kazoo.
K makes the sound like the kick of a ball
A solid /k/ /k/ /k/ like soccer in fall.

Ll

L's shaped like a person that's sitting up straight
Not lazy or liting—its posture is great!
L likes to lick lollipops and listen to tunes
It can roar like a lion or whistle like a loon.
L makes the sound of a bubble in water
A gentle /l/ /l/ /l/ sound as the bubbling gets stronger.

Mm

M is a mountain with two mighty peaks.
It moves its whole mouth whenever it speaks.
M does not mumble or mutter or meow.
It's in mouse and in man and the “moo” of a cow.
M is the sound that you make when you eat—
a long buzzing “mmm” when a meal is complete.

Nn

N is a noodle—it zigs and it zags
It nods when it's nervous and has been known to nag.
N is noble; it does what is right
It's in noisy and nickel and in starry night
N sounds like /n/ /n/ /n/ on the tip of your tongue
The beginning of “no” or a song yet to be sung.

Oo

O is an octopus, so wiggly and sweet.

It blows a quick kiss to whoever it meets.

O is also an Otter, Ox, and Ostridge.

And it makes a round shape of a soft tangy olive.

O is the sound you make when you learn—

A confident “/o/” as your thinking gears turn.

Pp

P is a tongue sticking out between lips

It is proud as a peacock and when it dances it dips

It pickles for pleasure and pinches for fun

P is a trickster—a pretty good one!

P makes the sound of popping bubblegum

A sudden /p/as your tongue goes a bit numb.

Qq

Q is round with a curl like a tail

It is regal and gentle like a queen or a quail.

Q has a close friend—the letter u—

Which follows it everywhere, old and new.

Q makes the sound of a quick-moving snap

A quiet /qu/ like your hands as they clap.

Rr

R looks strong in a stance that is planted

It likes rock and roll music and is rarely enchanted.

R roams through ravines and rides horses through ranches

It loves good adventure and takes lots of chances.

R makes the sound of a purring cat

A rumbling “rrr” as it curls on its back.

Ss

S makes the shape of a slithering snake.
It feels good on your tongue like a smoothie or shake.
S can be silky—so smooth and so soft.
It's in sneeze and in sleepy but never in cough.
S is a sound which you push through your teeth—
A simmering “sss” like the wind on a leaf.

Tt

T stands up tall, with arms like a tree.
It takes its sweet time when it prepares tea.
T is in tiny, tower, and torch
But would never cause trouble out on your front porch.
T makes a sound like a tractor that's starting.
With a tough /t/ /t/ /t/ the engine is running

Uu

U is a letter that scoops up from the ground
If you've lost it just check after T and it's found!
U is the umbrella keeping everyone dry
It understands how you're feeling and wipes your tears when you cry
U is a sound you make when unsure
A wavering “uhh” until the answer occurs.

Vv

V makes the shape of a sloping green valley
Tumble down if you must—don't dilly dally!
V plays violin and checks its face in the mirror
It's vain about looks and fluffs its hair when you're near.
V makes the sound of a car that is veering
A powerful /v/ /v/ /v/ as the driver is steering.

Ww

W makes the shape of salt-water waves
It whines and it whistles as it crashes into caves.

W waltzes and wears fairy wings.
On its birthday, it wishes for wonderful things.

W sounds like the wind through the air
Weather that whips with a /w/ /w/ /w/ through your hair.

Xx

X is the shape of two crossing tracks
Down each there roam oxen with loads on their backs.

X is a letter that likes to hide out
It's in axe and in box and the pixies among the sprouts.

X makes a sound like a jump in a puddle
A splashing /ksssss/, then relax without trouble.

Yy

Y is the shape of a figure reaching up
Two arms spread wide open in a shape like a cup.

Y plays with yo-yos and eats yogurt for dinner
It competes with its yodeling and is often the winner.

Y makes the sound of a person agreeing
A positive /y/ /y/ and some nodding for meaning.

Zz

Z makes the shape of a sharp lightning bolt.
It's bright and it's zippy; it moves with a jolt.

Z is for zebra, all covered in stripes
They are found at the zoo eating plants of all types.

Z makes the sound of a passing-by fly
A loud busy /z/ /z/ /z/ as the bug buzzes by.

Writing Centers Materials


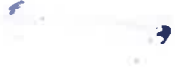
The “preparation and practice” center work can be used to both strengthen the muscles needed for manuscript writing along with practice in the strokes used. These centers can be used across the school year and are not related to a Project Ready! theme.

Preparation: *The center activities for strengthening involve using the hand muscles to pick up and transfer small objects.*

	https://www.amazon.com/gp/product/B00FR7TW4G/ref=ppx_yo_dt_b_asin_title_o05_s00?ie=UTF8&psc=1	\$37.99 for 6 Tubs
	https://www.amazon.com/gp/product/B01CDUYK2I/ref=ppx_yo_dt_b_search_asin_image?ie=UTF8&psc=1	\$13.99 for 8 pcs.
	https://www.amazon.com/gp/product/B009T9JJKY/ref=ppx_yo_dt_b_search_asin_title?ie=UTF8&psc=1	\$10.99 for 12 pcs.
	https://www.amazon.com/AmazonBasics-Bubble-Cushioning-Wrap-Medium/dp/B07RYH2MTX/ref=sxin_10_pb?cv_ct_cx=bubble+wrap&dchild=1&keywords=bubble+wrap&pd_rd_i=B07RYH2MTX&pd_rd_r=a6c1a6e2-9fa1-4e3f-ae48-29da84859e3c&pd_rd_w=aIMsZ&pd_rd_wg=pwBrw&pf_rd_p=71ddec52-26fa-4a77-b635-e3d3fa4f7c5a&pf_rd_r=YJOC6BC35QQ3XBW21JM1&qid=1613321162&sr=1-2-8065ff8c-2587-4a7f-b8da-1df8b2563c11	\$19.95 for a large roll
	https://www.amazon.com/Fat-Brain-Toys-Squigz-Starter/dp/B00DEBB3N0/ref=sr_1_1_sspa?dchild=1&keywords=squigs&qid=1613327712&sp_spons&psc=1&smid=A154Z3BZB2CCWS&spLa=ZW5jcnlwdGVkUXVhbGlnaWVyPUEzNFgzSjRnNWlQ3T09ZjmvuY3J5cHRIZElkaWUwNTE3MTg5MmVYzWTEwUEwU1dLRCZlbnNyeXB0ZWRRBZEikPUEwMDI1OTY0MIJUSU9ZOEYOQzNjNCZ3aWRnZXROyW1lPXNwX2FOZiZhy3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=	\$25.95 for 25 pc starter set

The center activities for strengthening involve using the pincer muscles to pick up and transfer small objects:

	https://www.amazon.com/gp/product/B00AQUIREB2/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1	\$13.01 for Set of 6
	https://www.amazon.com/gp/product/B00361NV88/ref=ppx_yo_dt_b_asin_image_o00_s01?ie=UTF8&psc=1	\$12.99 for set of 12
Manipulatives – assorted (for use with tweezers)	Garden Critters: https://www.amazon.com/gp/product/B00H3Q0U7M/ref=ppx_yo_dt_b_asin_title_o00_s03?ie=UTF8&psc=1 Bear Counters: https://www.amazon.com/gp/product/B000296LR0/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1 “Mini Motors:” https://www.amazon.com/gp/product/B000296LPW/ref=ppx_yo_dt_b_asin_title_o01_s00?ie=UTF8&psc=1	Garden Critters: \$13.49 Bear Counters: \$19.99 Mini Motors: 11.29

<p>Stackable Counters</p> 	<p>https://www.amazon.com/gp/product/B074G322PS/ref=ppx_yo_dt_b_asin_title_o09_s00?ie=UTF8&psc=1</p>	<p>\$38.95</p>
<p>Writing Table</p> 	<p>Underbed Storage: https://www.amazon.com/Plastic-Underbed-Storage-Stackable-Latching/dp/B06ZZY2M92/ref=sr_1_16?dchild=1&keywords=underbed+storage&qid=1613328038&sr=8-16 Lights: https://www.amazon.com/YULETIME-Adapter-Upgraded-Connectable-Waterproof/dp/B07MHHZ7D4/ref=sr_1_3_sspa?dchild=1&keywords=lights+christmas+indoor+200+led+white&qid=1613328205&sr=8-3-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFNWDJDTUlaQVBHNU0mZW5jcnlwdGVkSWQ9QTA0MjY1NzFSUFU3Rk8yODhXT04mZW5jcnlwdGVkQWRJZD1BMdAzNTMzM1VO MEINNIpOQTBIWiZ3aWRnZXROYW1IPXNwX2F0ZiZlY3Rpb249Y2xpY2t5ZW50b3R5bGU=</p>	<p>Underbed Storage: \$83.66</p> <p>Lights: \$29.99</p>
<p>Approximate Total:</p>		<p>\$332.24</p>

Level 1 Activities

1A: Sentence Segmenting

Basic Vocabulary Development and Following Directions

1B: Using Prepositions in Complete Sentences

1C: Understanding Order Words

1D: Using *Same/Different*

1E, 1F, 1G: Listening to Sounds in the Environment

1H: Silly Sentences

1A: Sentence Segmenting: My Name

Materials: My name is poster and name cards with children's names.

Outline of Activity:

1. **Explain:** Show children the My name is _____. poster and explain that this is a sentence. Point out the words and punctuation. Tell them: *"We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend."*
2. **Demonstrate:** Display the teacher's name tag as you demonstrate the activity. Clap for each word and then point to yourself when your name is read. Have the children do it with you.
3. **Practice:** Repeat the activity with the children doing it with you for each child's name. Add their name tag when it is their turn.

Expand: After you clap each name give each child their nametag. Have them look at their name and point to the first letter and name their letter.

1B: Basic Vocab.—Prepositions & Complete Sentences

Materials: Small animals set, 1 per child and a sm. box

Outline of Activity:

1. **Demonstrate:** *"I am going to give you each a little animal and we are going to practice placing the animal: on the box, in the box, next to the box..."*
As you are saying this act out the direction words with your animal.
2. **Guide:** Give each child an animal, call out a direction and together (you have an animal too, guiding the correct placement) place the animal in different positions and have the child say a complete sentence:
Example: *"The dog is in the box."* Make sure you have the child repeat the sentence after you so they practice saying the sentence as well as placing the animal in the correct spot.
3. **Practice:** Using the different direction words, support students to say and place the animal in the correct spot: *on, in, over, under, next to, behind, in front*

Expand: Let the children suggest directions.

1C: Basic Vocabulary--Order of Objects: first, second, last

Materials: Small animals, 3 per child.

Outline of Activity:

1. **Demonstrate:** *"I am going to give you each a few little animals and we are going to practice lining the animals up in different orders in front of the teacher animals."* Demonstrate before giving out animals.
2. **Guide:** Sit in the same direction as the children and place a "teacher" animal in front of the group. This shows them where the front is. Give each child three animals and tell them a specific order to line up the animals in a line behind the teacher.
Example: *"Put elephant first, monkey second, and dog last."* Act this out with your animals as an example they can follow. Be sure to have students say first, second, last as they place their animals.
3. **Practice:** Repeat the activity placing animals in a different order—highly guided until they have it.

Expand: Let the children take turns being the teacher and suggest animal order.

1D: Basic Vocabulary—1st, 2nd, last & Same/Different

Materials: Small animals, 3 per child (2 the same, 1 different).

Outline of Activity:

1. **Demonstrate:** *"I am going to give you each a few little animals and we are going to practice lining the animals up in different orders."*
2. **Guide:** Give each child three animals and tell them a specific order to line up the animals. *"Put elephant first, monkey second, and another elephant last."* Do this with your animals as an example they can follow. Be sure to have them say first, second, last.
3. **Practice:** Repeat the activity placing animals in a different order—highly guided until they have it.

Expand: Ask everyone to look at their animals and hold up the one that is different. Model the sentence before scaling back your support. *"Monkey is different."* Then, ask them to name the animal that is different. *"The elephants are the same."*

1F: Listening—Sequence of Sounds

Pre-requisite skills: Understanding of first, second, last

Materials: Paper, list of sounds (clapping, stomp one foot, snapping, whistle, pat leg, crumple up paper, rip paper, hoot like an owl)

Outline of Activity:

1. **Demonstrate:** *"We are going to play a listening game. Please listen very carefully to the sounds I make."* Demonstrate with a simple sound.
2. **Practice:** *"Please close your eyes."* As their eyes are closed, make one simple sound (clap, ring a bell, whistle, etc.). Have them open their eyes. *"What sound did you hear?"*
Note: Correction Procedure: If the children do not say the correct sound or order, do the same sounds again. If they still have trouble, have them keep their eyes open and then ask them the order of sounds—providing prompts as needed.

Expand: As children do well with one sound, move on to two sounds, and then three. Each time ask them for the first sound, second sound, and last sound.

1E: Listening-- Identifying Animal Sounds & Sequence of Animal Sounds

Pre-requisite skills: Some work with order vocabulary (first, second, last)

Materials: Small different animals for each child

Outline of Activity:

1. **Demonstrate:** *I am going to give you each a few little animals and we are going to play a game.*
2. **Guide:** Give each child three animals. *"I am going to make an animal sound and I want you to hold up the animal that makes that sound. Then tell me the animal's name."*
3. **Practice:** Support students to produce each animal sound and then the animal's name.

Expand: After they are successful at doing this, make it more challenging by doing 2 animals sounds. *"This time I am going to make 2 different animal sounds. I want you to listen to both sounds and then tell me which sound I did first, and which one I did second."*

1G: Listening Point to the Picture of the Sound

Pre-requisite skills: Understanding of first and second

Materials: Animal picture cards of animals that make distinct sounds (cow, cat, wolf, chicken, etc.)

Outline of Activity:

1. **Demonstrate:** Lay out 4 picture cards. Name each animal and have the children repeat the animal's name. *"We are going to play a game. I am going to make an animal sound. I want you to tell me the name of the animal that matches the sound I made."*
2. **Practice:** Make one animal sound and have the children point to the animal that makes that sound—mix choral responding with individual turns once you know they all have it.

Expand: Once they clearly understand the game, tell them you are now going to make 2 sounds and they have to tell you what animal made the first sound and then the second sound and arrange the cards in that order. Once they can do 2 cards, have them do 3 and then all 4 cards. Each time have them arrange the cards in order and then tell you the first animal to make a sound (name it), second, etc.

1H: Listening--Silly Sentences

Materials: Puppet (Daisy Dog), list of sentences with a way to make it silly, picture cards to reinforce silly words

Outline of Activity:

1. **Explain:** *"This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says."*
2. **Demonstrate:** *"I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly."* Say sentence correctly and then have Daisy say them silly.

Teacher: *"My mom walked me to school."*
Sally: *"My dinosaur walked me to school."*
Teacher: *"How did Daisy make my sentence silly?"*
3. **Practice:** Ask the children to identify the silly word. Help them with leading prompts if needed.
"I said my MOM walked me to school and Daisy said my _____ walked me to school." Continue the game with more silly sentences.

Expand: See if children can make up silly sentences.

1H: Silly Sentences for Silly Sentences Game

- My mom walked me to school. (mom – dinosaur)
- I love my pet dog. (dog – octopus)
- My favorite food is pizza. (pizza – sand)
- Cows live on a farm. (cows-elephants)
- Juan rode his bike to the park (bike-pineapple)
- The dog barked at the squirrel. (barked—meowed)
- The snow is white and very cold (cold – hot)
- The children went swimming in the pool (pool-pudding).
- The birthday cake was so yummy! (cake – broccoli)

My name is _____.

2 Parts

3 Parts

Level 2 Activities

2A: Blending Syllables in Names

2B: Segmenting Syllables in Names

2C, 2D, 2E: Blending Compound Words

2F: Segmenting Compound Words

2G, 2H, 2I: Blending Syllables

2J, 2K, 2L: Segmenting Syllables

2A: Blending Syllables: Clapping Our Names Song

Materials: Children's name cards, words to the song (to the tune of Mary Had A Little Lamb):

The Clap a Friend's Name lyrics

*Clap a friend's name with me,
name with me, name with me*

Clap a friend's name with me,

Her name is A-my.

Hi, Amy! (wave to Amy) A-my

Outline of Activity:

1. **Explain:** *"We are going to practice clapping our names—one clap for each part of our name."*
2. **Demonstrate:** Hold up a name card and say the name clearly. Then sing the song. Do the song the first time with your name and ask the children to watch how you clap for each part of your name.
3. **Practice:** Sing the for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.

2B: Segmenting Syllables: Clapping Our Names

Materials: Children's name cards.

Outline of Activity:

1. **Explain:** *"We are going to practice clapping our names—one clap for each part of our names."*
2. **Demonstrate:** Demonstrate the activity with your name. Hold up a name card so the children can see the name, say the name, and clap the name by syllables.
3. **Practice:** With the children, clap each child's name in the same manner as above. After the child's name is clapped, give that child his/her name card.
4. **Expand:** As children become more automatic and accurate at clapping the syllables, support them to count the number of syllables in each name.

2C: Blending Compound Words: Guess What's In My Bag

Materials: Picture cards (compound words), small bag

Outline of Activity:

1. **Explain:** Show the children your bag and picture. *"All of the picture cards are words that are made up of 2 smaller words. Watch as I clap one clap for each word."* Go through each picture and clap each word, have children repeat. Briefly explain any unknown pictures. *"We are going to play a guessing game. I will hide one picture in the bag You will guess which one is in the bag by listening to clues."*
2. **Demonstrate:** Place a picture in the bag. *"I have placed one of our picture cards inside this bag. Listen closely as I tell you the two words that make up this big word. Jelly (1 second pause) Fish."* Pull the picture card out and show the children and say the word all together.
3. **Practice:** Continue this activity with other picture cards and having the children guess the card.
4. **Expand:** Once children are automatic at this game, just give them the first word as a clue.

2D: Blending Compound Words: Hungry Daisy Dog

Materials: Puppet with mouth that moves, compound word pictures

Outline of Activity:

1. **Explain:** *"This is my friend Daisy Dog and she is so very hungry. We are going to figure out what Daisy wants to eat."* Show children the compound word food cards. Say the two parts as you review the pictures. *"These are the foods that Daisy wants. All of these words are big words with 2 little words. Daisy is only going to say the first part of the word. We have to guess what she wants."*
2. **Demonstrate:**
Daisy: *"Hi friends, I am very, very hungry! Will you please feed me some yummy food? I would like to eat a cup (1 sec. pause) cake."* Teacher: *"Daisy wants a cup – cake. Oh! She wants a cupcake! Here you go Daisy."* Daisy eats and says thank you.
3. **Practice:** Continue the game with other compound words. Ask children to tell you first part and 2nd part after they guess the word and feed Daisy.

Expand: Once children are automatic at this game, just give them the first word as a clue.

2E: Blending Compound Words: I Spy with Puppet

Materials: Puppet with mouth that moves, compound word pictures (objects or animals or mix)

Outline of Activity:

1. **Explain:** *"This is my friend Daisy Dog and she wants to play I spy."* (Explain the game if unknown.) Lay out the pictures on the table, naming them as you lay them out. *"We are going to play I spy with the compound word pictures. Remember these are big words that contain 2 small words—2 parts. Daisy is going to say the 2 parts to see if you can guess the word she is spying (seeing)."*
2. **Demonstrate:** the activity.
Daisy: *"I spy with my little eye a snow – man?"*
Teacher: *"Hmmm. Daisy sees a snow – man. OH! Snowman. The first part is snow and the 2nd is man = snowman!"*
3. **Practice:** Continue the I spy game with other compound words. Ask children to tell you first part and 2nd part after they guess the word.

Expand: Once children are automatic at this game, just give them the first word as a clue.

2F: Segmenting Compound Words: Puzzles

Materials: Compound Word Puzzles (in Level 1 materials)

Outline of Activity:

1. **Explain:** Show the children the puzzle pairs. *"We are going to work to play a puzzle game. Each piece has a picture of a word. We need to find the two pieces that fit together to make a new word."*
2. **Demonstrate:** *"This puzzle is snowball (point to each part as you say the word). The first part is snow (show the broken first piece) and the 2nd part is ball (show the 2nd piece) together they make snowball (put the puzzle together & show the snowball picture)."*
 - *"What is the first part?"* Guide them as needed.
 - *"What is the 2nd part?"*
 - *"What is the word when the 2 words are together?"*
3. **Practice:** Continue this activity with other picture cards. Let kids take turns putting the pieces together, but all should respond to your questions about 1st and 2nd part.

Expand: Once children are automatic at this game, let them take turns giving the clues.

2G: Blending Syllables—Puppet

Materials: Puppet with mouth that moves, syllable story

Outline of Activity:

1. **Explain:** *“Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend here, Daisy Dog, likes to say some words by breaking them into syllables. I want to see if you can help me figure out what she is saying.”*
2. **Demonstrate:** the activity.
Daisy: *“Hi everyone! I am Daisy Dog and I love going to the zoo and seeing the el-e-phants!”*
Teacher: *“Hmmm. Daisy loves to see the el-e-phants at the zoo. OH! El-e-phants, those are the syllables/word parts for elephants!”*
3. **Practice:** Continue to tell a story with Daisy (see next card) breaking key words into syllables and asking the children to help you know what Daisy is saying.

Expand: Tell other stories with Daisy dog in a similar way.

2H: Guess My Word: Blending Syllables

Materials: Picture cards (syllables—choose pictures with 2 syllables at first, then 3), Daisy Dog puppet.

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown pictures. *“We are going to play “Guess My Word” with Daisy Dog.”*
2. **Demonstrate:** *“Daisy is going to say word parts. See if you can put the parts together and guess the word to figure out what she wants.”*
Daisy: *“My word is pen – cil.”*
“Pen – cil. I think Daisy wants a pencil! Here you go Daisy!”
3. **Practice:** Continue this activity with other picture cards. Have Daisy pronounce the word in syllables and support students to blend the syllables and guess the card. Always have children repeat the syllables and then blend the word.

Expand: Once children are automatic at this game move on to harder skill: 1st syllable with 3 syllables words.

2G: Syllable Story to Use with Puppet

Going to the Zoo

The other day I went to the zoo with my friend **Is-a-bell-a** (Isabella). I was so excited to spend the day with my **won-der-ful** (wonderful) friend. We walked all around the zoo. We saw lots of **an-i-mals** (animals) friends. **Is-a-bell-a** (Isabella) liked the **mon-keys** (monkeys) the best but, my favorite was the **el-e-phants** (elephants). It was a great day!

2I: Blending Syllables: Guess What's in My Bag

Materials: Picture cards (syllables—2 syllables at first), small bag

Outline of Activity:

1. **Explain:** Show the children your bag and pictures. Briefly explain any unknown pictures. *“We are going to play a guessing game. I will hide one picture in the bag, and you will guess which one is in the bag by listening to my clues.”*
2. **Demonstrate:** Hide one of the pictures in the bag without them knowing which one. *“Let's see if we can figure out which picture is in the bag. Listen closely as I tell you the syllables of this word in the bag. Kit – ten. Model pronouncing each syllable and then blending them into the word. “Hmmm... Kit-ten, kitten.”* Pull the picture card out and show the children.
3. **Practice:** Continue this activity with other picture cards and having the children guess the word and check their work by checking the bag for the picture card.

Expand: Once children are automatic at this game move on to harder skill: 1st syllable with 3 syllables words.

2J: Segmenting Syllables--Clap the Rhythm of the Word

Materials: Syllable picture cards

Outline of Activity:

1. **Explain:** Explain that words have a rhythm. The rhythm we hear in words is called syllables, the smaller parts of words. Clap your hands (once for each syllable) as you say "syll-a-ble." *"To-day we are go-ing to find the nat-ur-al rhy-thm of words. We are go-ing to clap to the rhy-thm. Clap the parts of words."*
2. **Demonstrate:** Demonstrate the activity. Show a picture for each word first and explain the word meaning if needed. *"First, I will say a word and I will clap once for each part in the word."* Say "bicycle." Clap once for each syllable. *"Bi-cy-cle."* Do it again and encourage the children to clap the word bicycle with you.
3. **Practice:** Continue to demonstrate and practice syllable clapping with other words. As children begin to show understanding, say the word and allow them to clap it without demonstrating it first.

2K: Segmenting Syllables—Sort

Materials: Syllable cards (mix of 2 syllable and 3 syllable cards) and Syllable Sort Chart

Outline of Activity:

1. **Explain:** *"Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. We are going to sort this pile of pictures. If they have 2 parts they will go here in the 2 parts column, if they have 3 parts they will go here in the 3 parts column."*
2. **Demonstrate:** Demonstrate the activity with one card. Clap the word in the picture by syllables and then count the syllables before placing it in the correct column.
3. **Practice:** Go through the set of pictures with the children, each time have them clap the word, count the syllables and then place it in the correct column.

2H: Clap the Rhythm of the Word--Materials

Some possible words to use:

watermelon, alphabet, carpet, funny, motorcycle, trampoline, pillow, jumping, alligator, pony, window, helicopter, jacket, elephant, table

You could also think of words by category:

- school items
- zoo animals
- farm animals
- food
- city names, etc.

Include pictures! See materials

Note: Don't use one syllable words until they clearly have the concept.

2L: Segmenting Syllables—Counting Blocks

Materials: Syllable cards (2 or 3 syllable words), block counters—3 for each child.

Outline of Activity:

1. **Explain:** *"Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. We are going to use these counters to help us count the number of syllables in each word."*
2. **Demonstrate:** Put a picture card out and place 3 blocks in front of you. Demonstrate pointing and counting one block for each syllable you say. Then, put the word all together.
3. **Practice:** Give three blocks to each child and show different 2 and 3 syllable picture cards and have them count the syllables with their blocks and then say the whole word.

Level 3 Activities

3A: Segmenting and Isolating Syllables

3B, 3C, 3F, 3G: Isolating Initial Syllable

3F, 3G: Blending Onset and Rime

3H, 3I, 3J, 3K: Identifying Words that Rhyme

3A: Syllables & Initial Syllable : Clapping Our Names

Materials: Children's name cards

Outline of Activity:

1. **Explain:** *"We are going to practice clapping the syllables in our names. We'll clap for each part of our names. Then, we will say just the first syllable, first part."*
2. **Demonstrate:** Display your name card so the children can see the name. Clap out the name by syllables. *"A-me. What is just the first part of A-me? A."*
3. **Practice:** With the children, clap each child's name. After the child's name is clapped, ask what the first part of each name is.

Expand: As they get good at this, ask them what the 1st and then 2nd part is? Then ask for just the first sound.

3B: I Spy: First Syllable

Materials: Picture cards (syllables—choose pictures with 2 syllables at first, then 3), Daisy Dog puppet.

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown pictures. *"We are going to play "I Spy" with Daisy Dog."*
2. **Demonstrate:** *"Daisy is going to tell you just the first part of the word and see if you know what she wants. Daisy: "I spy with my little eye something that starts with pen- (pencil)". "Daisy wants the pencil. The first part of pencil is pen." Have children repeat. "What is the first part of pencil (pen)? Here you go Daisy!"*
3. **Practice:** Continue this activity with other picture cards and having the children guess the card. Always have children repeat first part of the word.

Expand: Once children are automatic at this game move on to harder skill: 1st syllable with 3 syllables words.

3C: First Syllable: Guess What's in My Bag

Materials: Picture cards (syllables—2 syllables at first), small bag

Outline of Activity:

1. **Explain:** Show the children your bag and pictures. Briefly explain any unknown pictures. *"We are going to play a guessing game. I will hide one picture in the bag, and you will guess which one is in the bag by listening to my clues."*
2. **Demonstrate:** Hide one of the pictures in the bag without them knowing which one. *"Let's see if we can figure out which picture is in the bag. Listen closely as I tell you the first part of this word. Kit-." Pull the picture card out and show the children. Model pronouncing each syllable in the word. "This is a Kit-ten, kitten." Then ask them to isolate the first part. "What is the first part of kitten?"*
3. **Practice:** Continue this activity with other picture cards and having the children guess the card.

Expand: Once children are automatic at this game move on to harder skill: 1st syllable with 3 syllables words.

3D: Going on a Nature Walk: First Syllable

Materials: Picture cards (nature walk), Daisy Dog puppet, nature walk story—next card.

Outline of Activity:

1. **Explain:** Show the pictures. Name each picture and briefly explain any unknown pictures as needed. *“We are going to go on a nature walk with Daisy Dog and try to guess what she sees in nature.”*
2. **Demonstrate:** *“Daisy is going to tell you just the first part of the word. See if you can figure out what Daisy sees on our nature walk. So, if she saw a flower she would say “Oh, look I see a flow-“. Flow is the first part of flower-flow-er.”*
3. **Practice:** Continue this activity with other picture cards and having the children guess the card as Daisy tells the following story (see next card).

Expand: Follow Up Activity: Play I Spy with the nature walk cards on another day.

3D: Nature Walk Story

Things in Nature: mountain, forest, flower, bunny, puddle, rabbit, cricket, chipmunk (2 syllables)

“Hi friends! I want to take you on a nature walk with me and tell you about all of the things I see. I might need your help saying the words. Let’s go! Let’s hike up this hill and take the path through the trees into the FOR- (forest).”

After they say forest, ask them what the first part of forest is. Do this for each word so they are producing the first syllable.

“It is so beautiful in the forest. Oh, look I see a little creature sitting next to the big tree. It is a CHIP- (chipmunk). It is so cute. If you listen carefully, you can hear the chirping song of the CRICK- (cricket). Let’s, keep going. It looks like it might have rained. We are going to need to jump over this PUD- (puddle) that is in the middle of the trail. I love splashing in puddles when I have my rain boots on. Oh, look over there by that pretty little FLOW- (flower). By the flower is a little brown BUN- (bunny). Oh, I think we scared the bunny as it just jumped into the BUSH- (bushes). Let’s keep hiking. I think we are almost out of the forest. Oh, look we reached the end of the trail and now we have a lovely view of the big MOUNT- (mountain). What a great nature hike!”

3E: Animal Friends for Daisy: First Syllable

Materials: Animal picture cards (syllables—choose pictures with 2 syllables at first, then 3), Daisy Dog

Outline of Activity:

1. **Explain:** Show the pictures. Briefly name and explain any unknown pictures. *“Daisy Dog wants to play with these animal friends.”*
2. **Demonstrate:** *“Daisy is going to tell you just the first part of the word and see if you know which friend she wants to play with.”* Daisy: *“I would really like to play with the kit- (kitten)”*. Teacher: *“Daisy wants the kitten as a friend. The first part of kitten is kit. Have children repeat. What is the first part of kitten? Here you go Daisy!”*
3. **Practice** Continue this activity with other picture cards and having the children guess the card and give it to Daisy. Always have children repeat first part of the word.

Expand: Once children are automatic at this game move on to harder skill: 1st syllable with 3 syllables words.

3F: Guess My Word: Blending Onset and Rime

Materials: Picture cards (choose pictures 1 syllable only), Daisy Dog puppet.

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown pictures. *“We are going to play “Guess My Word” with Daisy Dog.”*
2. **Demonstrate:** *“Daisy is going to say word parts. See if you can put the parts together and guess the word to figure out what she wants.”*
Daisy: *“My word is k-ite.”*
“K-ite! I think Daisy wants a kite! Here you go Daisy!”
3. **Practice** Continue this activity with other picture cards. Have Daisy pronounce the word by onset and rime and support students to blend the two parts and guess the card. Always have children repeat the onset and rime and then blend the word.

3G: Blending Onset and Rime: Guess What's in My Bag

Materials: Picture cards (1-syllable words only, small bag)

Outline of Activity:

1. **Explain:** Show the children your bag and pictures. Briefly explain any unknown pictures. *"We are going to play a guessing game. I will hide one picture in the bag, and you will guess which one is in the bag by listening to my clues."*
2. **Demonstrate:** Hide one of the pictures in the bag without them knowing which one. *"Let's see if we can figure out which picture is in the bag. Listen closely as I tell you the sounds of this word in the bag. C-ake."* Model pronouncing the onset and rime and then blending them into the word. *"Hmmm... C-ake, cake."* Pull the picture card out and show the children.
3. **Practice:** Continue this activity with other picture cards and having the children guess the word and check their work by checking the bag for the picture card.

3H: Rhyming Chain

Materials: Rhyming chain chart & picture cards (see materials)

Outline of Activity:

1. **Explain:** Display 2 rhyming chain charts and show children the pictures. Name all the pictures first. *"We will be working together to match words that rhyme."*
2. **Demonstrate:** Give an example. *"This is a picture of a cat. Cat ends with /at/. Which of these pictures (show a few of the pictures for the 2 sample charts) also ends with at? Yes, bat. Both cat and bat end with -at, so they rhyme."* Repeat the activity with another example from the other chart.
3. **Practice:** Continue this activity with other pictures, having the children name what rhymes with the target picture and then placing it on the correct chart. Always have all of children repeat the rhyming words, pointing out their common ending (rime).

Expand: Once children are automatic at this game present them with 3 charts.

3I: I Spy: Rhyming

Materials: Rhyming picture cards (use cards from the rhyming chain charts), Daisy Dog puppet.

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown picture. *"We are going to play rhyming I Spy with Daisy Dog. Rhyming words are words that end the same."*
2. **Demonstrate:** *"Daisy is going to tell you a word and see if you can find the picture that rhymes."*
Daisy: *"I spy with my little eye something that rhymes with cat."*
Teacher: *"Daisy wants the bat! Cat and bat rhyme, they both end with -at. Here you go Daisy!"*
3. **Practice:** Continue this activity with other picture cards and having the children guess the card. Always have children repeat rhyming pairs and point out the ending sound.

Expand: Once children are automatic at this game, they can take turns being Daisy Dog.

3J: Rhyming Puzzles

Materials: Rhyming puzzles (see materials). Begin with a set of 3 rhyming pairs.

Outline of Activity:

1. **Explain & Demonstrate:** *"These are rhyming puzzles. Remember, rhyming words are words that end the same like car and star, they both end in -ar. We can put car and star together and the puzzle pieces fit! They rhyme!"*
2. **Play:** Put the rhyming puzzle cards in two columns 1st word on one side, its rhyme on the other (mixed up). *"We are now going to make the rhyming puzzles."* Take down the first word from column 1. *"What rhymes with _____ ? (Point to words in 2nd column.)* Once they identify the rhyming word having them put the puzzle together to see if they rhyme. Once they correctly identify the rhyming pairs, have them repeat the words and note the end. *"Yes, tie and pie rhyme, they both end in -ie."* Continue until all pairs are matched.

3K: Rhyming Books—Rhyme Identification

Materials: Rhyming books from the Curriculum and rhyming cards (see materials within the unit).

Outline of Activity:

1. **Explain & Demonstrate:** *“This is a fun rhyming book. It includes lots of words that rhyme—words that end the same like: pig/big, they both end in –ig. We are going to read this book and see if we can find the rhyming words.”*
2. **Read:** Read the book and point out the rhyming words. Where it makes sense, pause before the 2nd rhyming word and see if children can provide it.
3. **Play:** Put the rhyming cards in two columns 1st word on one side, its rhyme on the other. *“We are going to match up words that rhyme. (Take down the first word from column 1.) What rhymes with _____?”* (point to words in 2nd column). Once they identify the rhyming pairs, have them repeat the words and note the end. *“Yes, pig and big rhyme, they both end in –ig”*. Continue until all pairs are matched.

Level 4 Activities

4A, 4B, 4C, 4D; Initial Phoneme Isolation

4E, 4F: Blending 2-3 phoneme words

4G: Segmenting 2-3 phoneme words

4A: Initial Sound Chain

Materials: Sound chain chart and picture cards (see materials)

Outline of Activity:

1. **Explain:** Put out 2 sound chains and show children the pictures (ex. M and A). Name all the pictures first. *"We will be working together to match words that start with the same first sound."*
2. **Demonstrate:** Give an example. *"This is a picture of milk. Milk begins with /m/. Which of these pictures (show m and a pictures) also begins with /m/? Monster begins with /m/ so I am going to put it in this box next to the milk."* Do the same thing but with an /a/ example.
3. **Practice:** Continue this activity with other pictures having the children name the first sound on the picture card and then match it to the correct chart. Always have all of children repeat first sound of the word.

Expand: Once children are good at this game, present them with 3 charts and then 4.

4B: I Spy: First Sound

Materials: Picture cards (use sound chair cards, but be careful to avoid same initial sound pictures) Daisy Dog puppet

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown pictures. *"We are going to play "I Spy" with Daisy Dog."*
2. **Demonstrate:** *"Daisy is going to tell you just the first sound of the word and see if you know what she wants."*
Daisy: *"I spy with my little eye something that starts with /p/".*
Teacher: *"Daisy wants the pencil. The first sound in pencil is /p/. Have children repeat. "What is the first part of pencil? Here you go Daisy!"*
3. **Practice** Continue this activity with other picture cards and having the children guess the card. Always have children repeat first sound of the word.

Expand: Once children are automatic at this game encourage them to provide a sound and have the group guess the picture.

4C: Animal Friends for Daisy: First Sound

Materials: Animal picture cards, Daisy Dog

Outline of Activity:

1. **Explain:** Show the pictures. Briefly name and explain any unknown pictures. *"Daisy Dog wants to play with these animal friends."*
2. **Demonstrate:** *"Daisy is going to tell you just the first sound of the word and see if you know which friend she wants to play with."*
Daisy: *"I would really like to play with the /k/ (kitten)".*
Teacher: *"Daisy wants the kitten as a friend. The first sound of kitten is /k/. Have children repeat. What is the first sound of kitten? Here you go Daisy!"*
3. **Practice** Continue this activity with other picture cards and having the children guess the card and give it to Daisy. Always have children repeat first sound of the word.

Expand: Once children are automatic at this game have them provide the first sound for the group to guess the animal/friend.

4D: Going on a Nature Walk: First Sound

Materials: Picture cards (nature walk), Daisy Dog puppet, nature walk story—next card.

Outline of Activity:

1. **Explain:** Show the pictures. Name each picture and explain as needed. *"We are going to go on a nature walk with Daisy Dog and try to guess what she sees in nature."*
2. **Demonstrate:** *"Daisy is going to tell you just the first sound of the word. See if you can figure out what Daisy sees on our nature walk. So, if she saw a bird she would say "Oh, look I see a /b/." The sound /b/ is the first sound in bird, b--ird."*
3. **Practice:** Continue this activity with other picture cards and having the children guess the card as Daisy tells the following story (see next card).

Expand: Play this game by encouraging students to provide the 1st sound of the word.

*Follow Up Activity: Play I Spy with the nature walk cards on another day.

4F: Blending Phonemes: Guess What's in My Bag

Materials: Picture cards, small bag

Outline of Activity:

1. **Explain:** Show the children your bag and pictures. Briefly explain any unknown pictures. *"We are going to play a guessing game. I will hide one picture in the bag, and you will guess which one is in the bag by listening to my clues."*
2. **Demonstrate:** Hide one of the pictures in the bag without them knowing which one. *"Let's see if we can figure out which picture is in the bag. Listen closely as I tell you the sounds of this word: /o/x/." Pull the picture card out and show the children. Model pronouncing each syllable in the word. "This is an /o/x/, ox." Have children repeat the sounds and then the word the sounds make when blended together.*
3. **Practice:** Continue this activity with other picture cards and having the children guess the card.

Expand: Once children are automatic at this game transition from blending 2 phonemes to blending 3 phonemes.

4E: Guess My Word: Blending Phonemes

Materials: Picture cards, Daisy Dog puppet

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown pictures. *"We are going to play "Guess My Word" with Daisy Dog."*
2. **Demonstrate:** *"Daisy is going to tell you some sounds. See if you know can guess what word she's saying." Daisy: "My word is with /b/ee/." Teacher: "Daisy's sounds were /b/ee/. That makes the word bee." Have children repeat the sounds and then the word the sounds make when blended together.*
3. **Practice** Continue this activity with other picture cards and having the children guess the card. Always have children repeat last sound of the word.

Expand: Once children are automatic at this game transition from blending 2 phonemes to blending 3 phonemes.

4G: Segmenting Phonemes

Materials: Picture cards (2 phonemes), Daisy Dog puppet

Outline of Activity:

1. **Explain:** Show the pictures. Briefly explain any unknown pictures. *"We are going to play a sound game with Daisy Dog."*
2. **Demonstrate:** *"I am going to point to a picture. You and Daisy are going to tell me the sounds in the picture. Let's try some together." Daisy points to a picture of a bee: "That's a bee. The sounds are /b/ee/" Have children repeat the word and then segment into sounds.*
3. **Practice** Continue this activity with other picture cards and having the children name the word and then segment into sounds.

Expand: Once children are automatic at this game transition from segmenting 2 phonemes to 3 phonemes. Note words containing long vowels and single consonants are easier to begin with. Segmenting short vowels are harder and segmenting blends is advanced for this age.