

Alphabetics

PROJECT READY

#4: Lessons 13-16

E, B, W, U



Lesson 13: Ee

Lesson 14: Bb

Lesson 15: Ww

Lesson 16: Uu

Practice & Play Set 4

U, E, S, I, W, M, H, T, B, A, Z, O

Materials Needed:

- paintbrushes and notebooks
- letter cards e, i, n
- pointing sticks, hand puppet

LESSON 13

Phonological Awareness

Overview

New Letter: Ee

Review Letter: li, Nn

Review Game: Letter Match

Make the Letters: magic paintbrush

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to _____* and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**Error Correction Procedure**

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 13

Phonological Awareness: Blending Onset and Rime

Overview

New Letter: Ee

Review Letter: Ii, Nn

Review Game: Letter Match

Make the Letters: magic paintbrush

Materials: Pointing Sticks, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "We are going to play "I Spy" with Daisy Dog. This is a kite, vet, and pup."
"

Model: Daisy is going to use **turtle talk** to tell you what she wants (a turtle talks as slow as it moves! Separate the onset and rime as you read the word parts. Have the students blend the word parts together and point to what Daisy wants).

Practice: Daisy: "Can you point to the k-ite?. Daisy wants the kite. (Daisy) Where is the v-et? VET! (Daisy) Where is the p-up? PUP."

Expand: Ask students to identify the first sound.



"Please come sit on the c-arpet.. You can draw on the p-aper."



Error Correction Procedure

Model: "V-et. VET."

Practice: "Say it with me. V-et. VET."

Praise: "Good!"



LESSON 13

New Letter Introduction

Explain: Point to the table.

"This is the edge of the table.

Edge. Everyone say edge.

Good. I hear the /e/ sound in

the beginning of edge. /e/

edge. Everyone say /e/.

Overview

New Letter: Ee

Review Letter: li, Nn

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter
name several times
with the students.**





LESSON 13

Overview

New Letter: Ee

Review Letter: Ii, Nn

Review Game: Letter Match

Make the Letters: magic paintbrush

New Letter Introduction

Explain: "We write the /e/ sound like this (trace the letter with your finger). The name of this letter is E. (point to the picture) Edge. /e/. (point to the letter) Ee.

Practice: Focus practice on having students say the letter name. "The name of the letter is E. What is the name of the letter? E! Yes! Let's say it three times. E. E. E."

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say E.

E is the shape of teeth in a smile

Pearly white rows that can take you for miles!

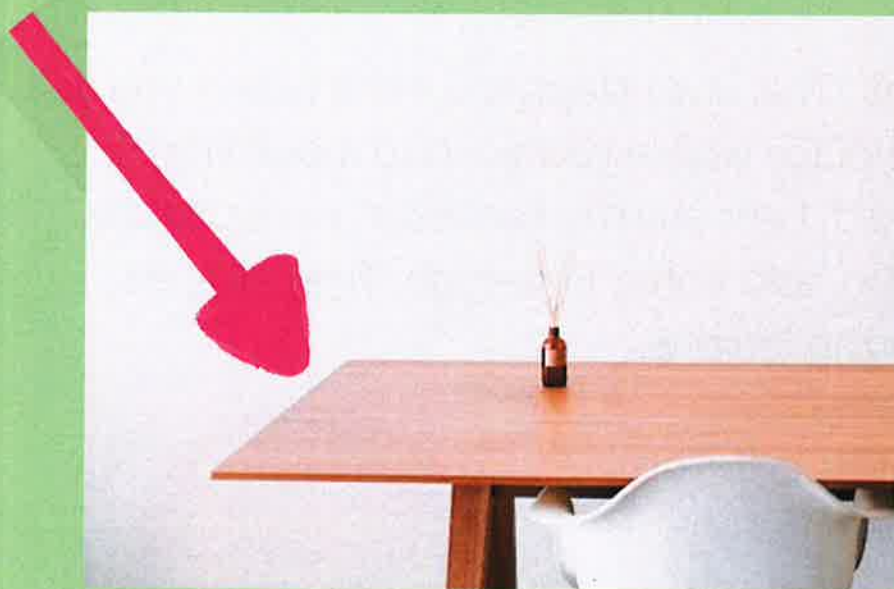
E is in eggs and in elephant too

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.

***Repeat the letter name several times with the students.**



E e

LESSON 13

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is an elephant, echo (when you yell and hear your voice come back), and enter (the place where you go in to a building). I hear the /e/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) elephant, echo, and enter. Great job. They all start with the /e/ sound. We write the /e/ sound with the letter E.

Explain: Point to the letter. "The name of this letter is E. This is the capital E and this is lowercase e. They look different, but we call them both e. (practice saying the name of the letter). Let's say the name together (point) E, E, E. Great!"

***Repeat the letter name several times with the students.**





E e

LESSON 13


Letter Formation **pull the letter Ee cards from your kit*

Explain: "Now we are going to learn how to make the letter E. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull down, go across, go across, go across. (lowecase) pull across, go up and around."

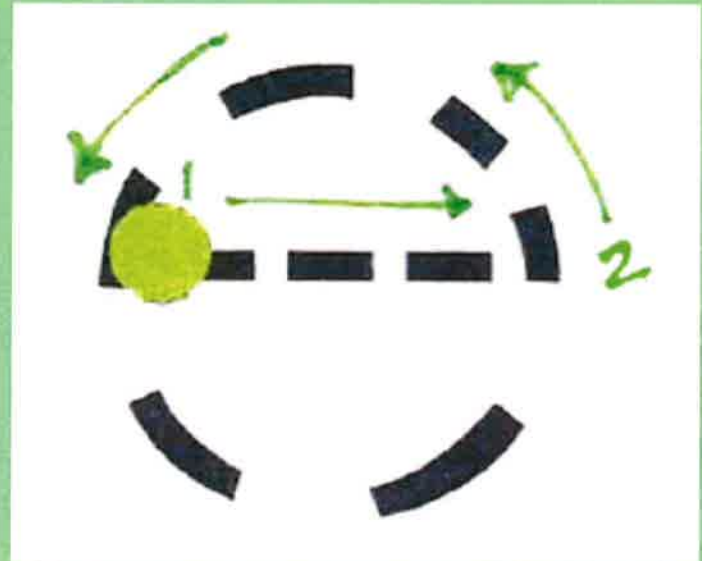
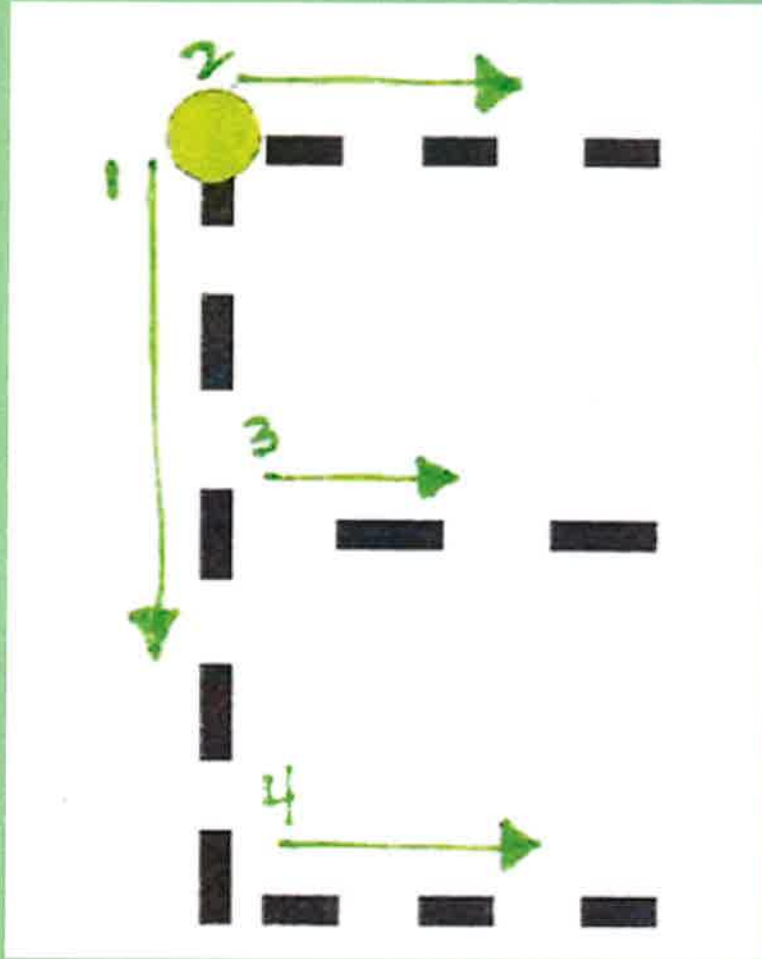
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter E. Put your finger at the top of the capital E. Pull down, pull across, pull across, pull across. Great job! Let's try again. Let's write the lowercase e. Put your finger at the middle. Pull across, go up and around. Great work! We made an e! What letter are we making? The letter E!"

**collect letter Ee cards*



***Repeat the letter name several times with the students.**



LESSON 13

Overview

New Letter: Ee

Review Letter: li, Nn

Review Game: Letter Match

Make the Letters: magic paintbrush

Review Letters

Explain: Explain: (point to the picture) This is the edge of a table. Edge /e/. We write the /e/ sound with letter E. (Trace the capital letter) Pull down, pull across, pull across, pull across. (Trace the lowercase) Pull across, go up and around. (Point to the picture) This is an iguana. Iguana, /i/ I. (Trace letter with finger). (Point to the picture) This is a nest. Nest /n/ N. (Trace the letters).

Review Game: I am going to give you a letter card. Flip over the card, say its name, and match it to the picture.

Make the Letters


Materials: paintbrushes and notebooks with letters I, L, and E (capital and lowercase)

Explain: "Now we are going to practice forming the letters." (Pass out the notebooks and paintbrushes. Have students pretend to choose a color for their paint.)

Let's write the capital E. Pull down, pull across, pull across, pull across. Great job! Let's try again. Let's write the lowercase e. Put your brush at the middle. Pull across, go up and around. Great work! We made an e! What letter are we making? The letter E!"

Continue with Nn and li if time.

**collect all materials*



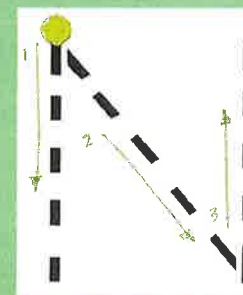
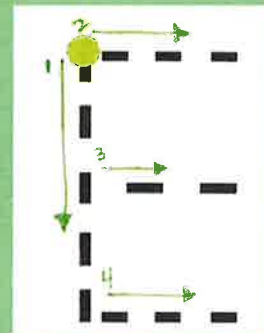
***Repeat the letter name several times with the students.**



Ee

Ii

Nn



LESSON 13

Wrap-up

Explain: "Today we learned the letter E. (point to the picture) Edge, /e/, (point to the letter) E. Let's say it together. Edge, /e/, E! Edge, /e/, E! Great work."

Overview

New Letter: Ee

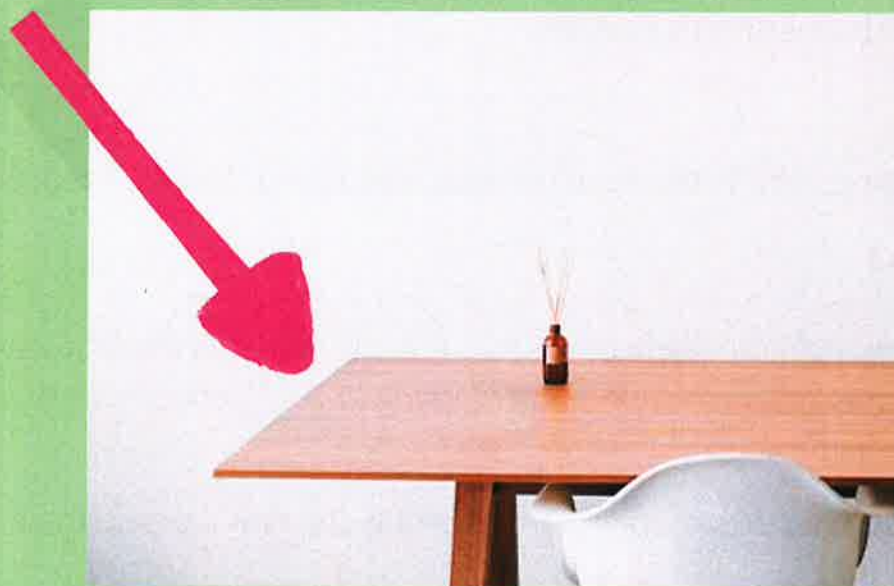
Review Letter: Ii, Nn

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





E e

LESSON 13A

Phonological Awareness

Materials

Daisy Dog, Pointers, Letter E cards

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our names. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 13A

Phonological Awareness: Blending Onset and Rime

Materials: Pointing Sticks, a Hand puppet with a mouth that moves



Let's have f-un!

Outline of Activity:

Explain: "We are going to play "I Spy" with Daisy Dog. This is pen, clip, and cut"
"

Model: Daisy is going to use **turtle talk** to tell you what she wants (a turtle talks as slowly as it moves! Separate the onset and rime as you read the word parts. Have the students blend the word parts together and point to what Daisy wants).

Practice: Daisy: "Can you point to the p-en? PEN! Daisy wants the PEN. (Daisy) Where is the cl-ip? CLIP! (Daisy) C-ut. CUT. Daisy wants the scissors so she can CUT."

Expand: Ask students to identify the first sound.



Error Correction Procedure

Model: "C-ut. CUT"

Practice: "Say it with me. C-ut. CUT."

Praise: "Good!"



LESSON 13A

New Letter Introduction

Explain: Point to the table.

"This is the edge of the table.

Edge. Everyone say edge.

Good. I hear the /e/ sound in
the beginning of edge. /e/

edge. Everyone say /e/.

***Repeat the letter
name several times
with the students.**






LESSON 13A

New Letter Introduction

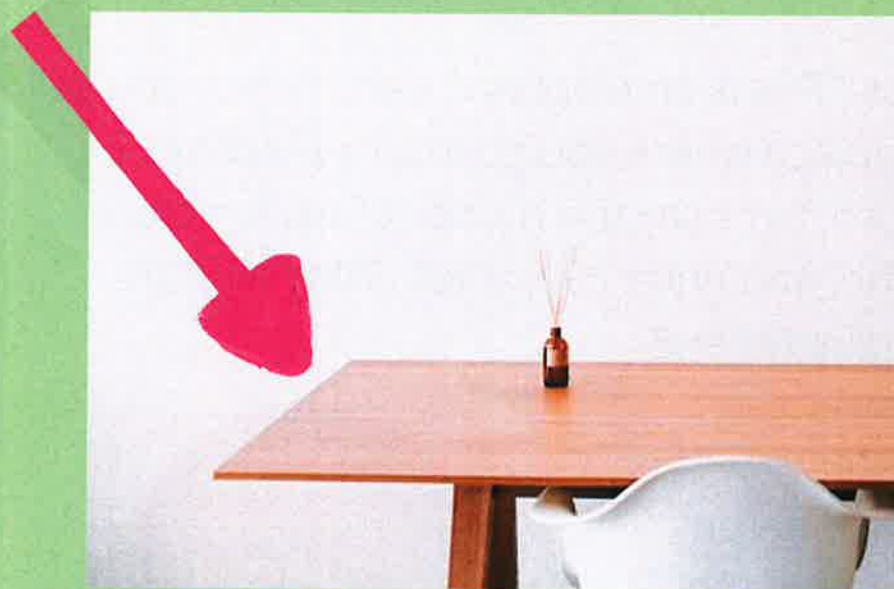
Explain: "We write the /e/ sound like this (trace the letter with your finger). The name of this letter is E. (point to the picture) Edge. /e/. (point to the letter) Ee."

Practice: Focus practice on having students say the letter name. "The name of the letter is E. What is the name of the letter? E! Yes! Let's say it three times. E. E. E."



***Repeat the letter name several times with the students.**





E e

LESSON 13A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is an elephant, echo (when you yell and hear your voice come back), and enter (the place where you go in to a building). I hear the /e/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) elephant, echo, and enter. Great job. They all start with the /e/ sound. We write the /e/ sound with the letter E.

Explain: Point to the letter. "The name of this letter is E. This is the capital E and this is lowercase e. They look different, but we call them both e. (practice saying the name of the letter). Let's say the name together (point) E, E, E. Great!"

***Repeat the letter name several times with the students.**





E e

LESSON 13A


Letter Formation **pull the letter Ee cards from your kit*

Explain: "Now we are going to learn how to make the letter E. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull down, go across, go across, go across. (lowercase) pull across, go up and around."

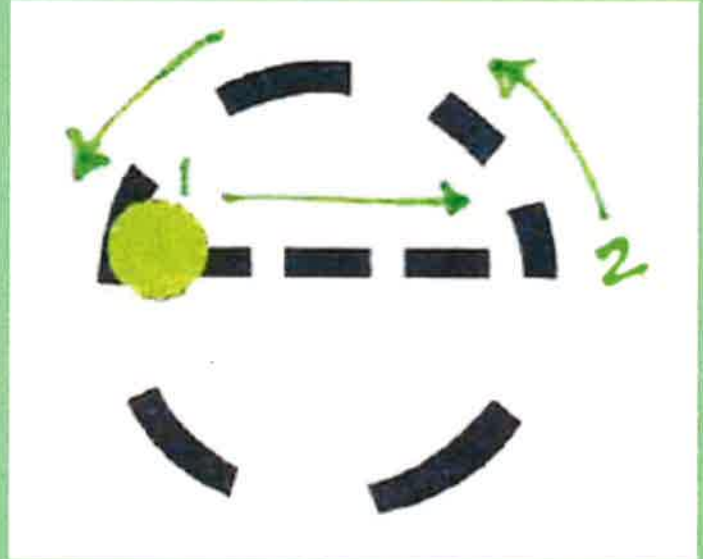
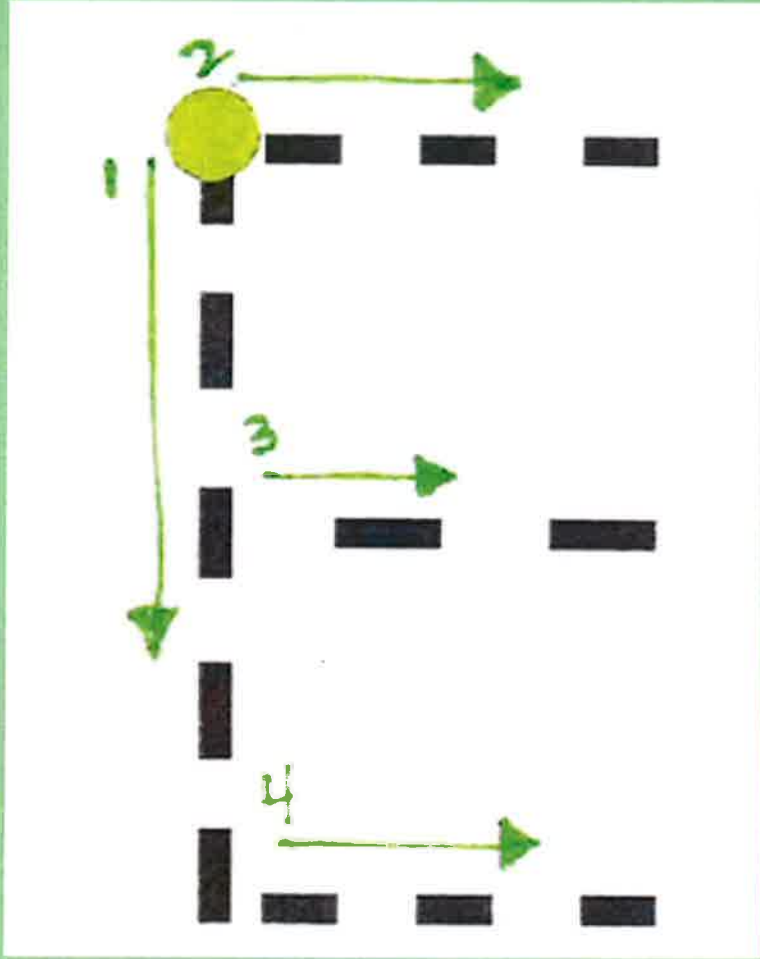
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter E. Put your finger at the top of the capital E. Pull down, pull across, pull across, pull across. Great job! Let's try again. Let's write the lowercase e. Put your finger at the middle. Pull across, go up and around. Great work! We made an e! What letter are we making? The letter E!"

**collect letter Ee cards*



***Repeat the letter name several times with the students.**



LESSON 13A

Review Letters

Explain: "Now we are going to play a game and practice finding the letter Ee."


Review Game: Letter Hunt

Letter Hunt

Explain: "Everyone stand up. The letter Ee is all over this page, and there are also other letters and pictures. If I point to the letter Ee, say Ee and raise your hands high in the air. If I point to something that is NOT a letter Ee, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

Practice: Point to a variety of letters and pictures for students to practice.

**if you don't want students to stand, have students raise their arms only.*



***Repeat the letter name several times with the students.**



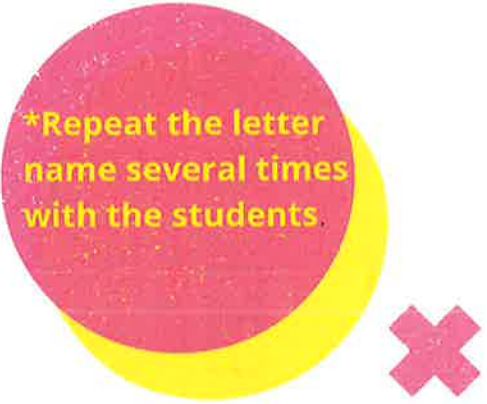
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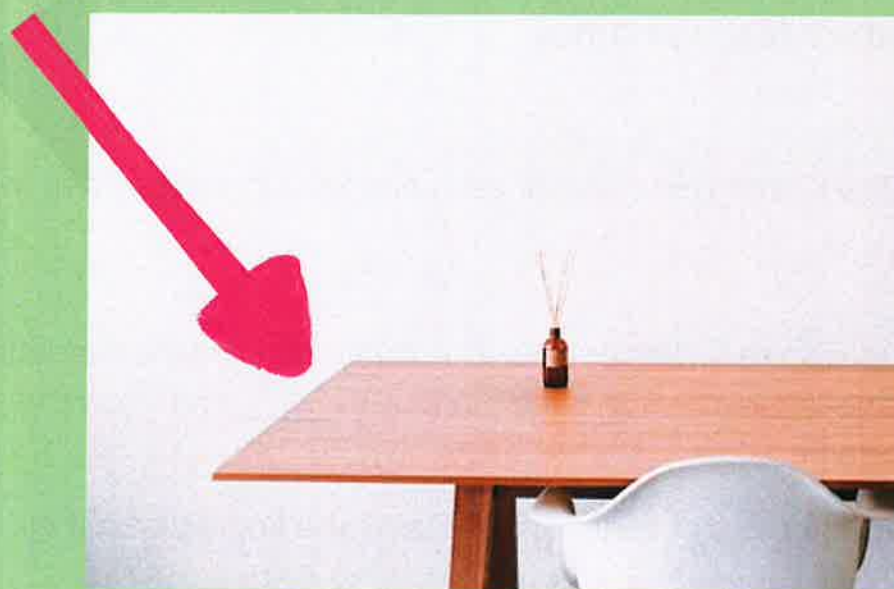
LESSON 13A

Wrap-up

Explain: "Today we reviewed the letter E. (point to the picture) edge, /e/, (point to the letter) E. Let's say it together. Edge, /e/, E! Edge, /e/, E! Great work."



*Repeat the letter name several times with the students.



E e

Materials

Daisy Dog, Pointers, Letter E cards

LESSON 13B

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our names. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 13B

Phonological Awareness: Blending Onset and Rime



"Please come sit on the r-ug."

Materials: Pointing Sticks, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "We are going to play "I Spy" with Daisy Dog. This is a cow, hens, and goat."

"

Model: Daisy is going to use **turtle talk** to tell you what she wants (a turtle talks as slowly as it moves! Separate the onset and rime as you read the word parts. Have the students blend the word parts together and point to what Daisy wants).

Practice: Daisy: "Can you point to the c-ow?. Daisy said cow. COW. (Daisy) Where are the H-ens? HENS! (Daisy) Where is the g-oat? Goat! "

Expand: Ask students to identify the first sound.



Error Correction Procedure

Model: "G-oat. GOAT"

Practice: "Say it with me. G-oat. GOAT."

Praise: "Good!"



LESSON 13B

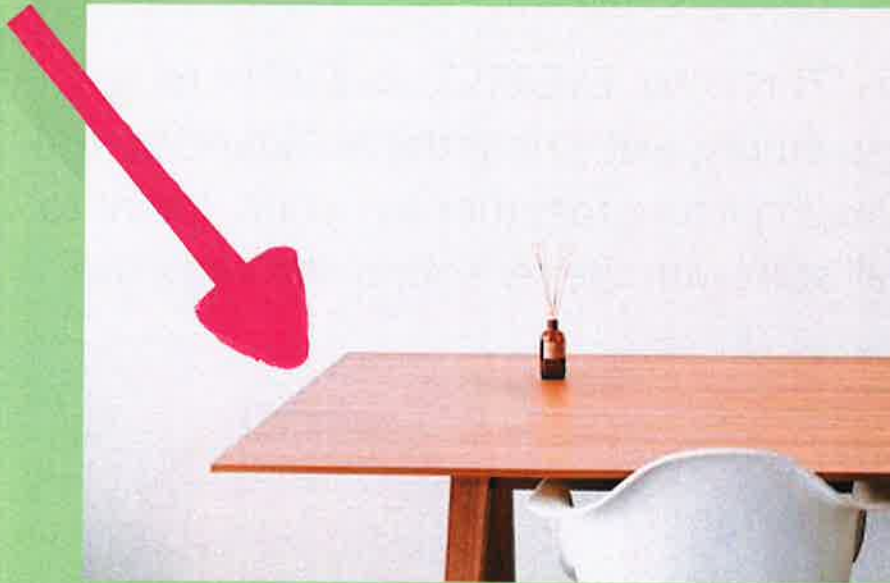
New Letter Introduction

Explain: "We write the /e/ sound like this (trace the letter with your finger). The name of this letter is E. (point to the picture) Edge. /e/. (point to the letter) Ee."

Practice: Focus practice on having students say the letter name. "The name of the letter is E. What is the name of the letter? E! Yes! Let's say it three times. E. E. E."

***Repeat the letter name several times with the students.**





E e

LESSON 13B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is Mt. EVEREST, an EMPTY mug, and the EXIT to a building. Point and say "Everest, empty, exit. I hear the /e/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Everest, empty, and exit. Great job. They all start with the /e/ sound. We write the /e/ sound with the letter E.

Explain: Point to the letter. "The name of this letter is E. This is the capital E and this is lowercase e. They look different, but we call them both e. (practice saying the name of the letter). Let's say the name together (point) E, E, E. Great!"

***Repeat the letter name several times with the students.**





E e

LESSON 13B

Review Game

Materials: *pull letter Ee cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter Ee on your card, match it to the capital or lowercase letter and say E. If it is not an E, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter E.

***Repeat the letter name several times with the students.**



E

e



LESSON 13B

Wrap-up

Explain: "Today we reviewed the letter E. (point to the picture) edge, /e/, (point to the letter) E. Let's say it together. Edge, /e/, E! Edge, /e/, E! Great work."

***Repeat the letter name several times with the students.**





E e

Materials Needed:

- paintbrushes and notebooks
- letter cards Bb, Ee, Tt
- pointing sticks
- hand puppet

LESSON 14

Phonological Awareness

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our names. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**Error Correction Procedure**

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 14

Phonological Awareness: Blending Onset and Rime

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

Materials: Pointing Sticks, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "We are going to play "I Spy" with Daisy Dog. This is a barn, bat, and bug."
"

Model: Daisy is going to use turtle talk to tell you what she wants (a turtle talks as slow as it moves! Separate the onset and rime as you read the word parts. Have the students blend the word parts together and point to what Daisy wants.)

Practice: Daisy: "Can you point to the b-at? BAT. Daisy wants the bat. (Daisy) Where is the b-arn? BARN! (Daisy) Where is the b-ug? BUG."

Expand: Ask students to identify the first sound.



"Go w-ash your hands!"



Error Correction Procedure

Model: "B-ug. BUG."

Practice: "Say it with me. B-ug. BUG."

Praise: "Good!"



LESSON 14

New Letter Introduction

Explain: Point to the basketball. "This is a basketball. Everyone say basketball. Good. Let's clap the syllables, bas-ket-ball. Basketball starts with /b/. /b/ Basketball. Everyone say /b/. (practice again).

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





LESSON 14

New Letter Introduction

Explain: We write the /b/ sound like this (trace the letter with your finger). The name of this letter is B. (point to the picture) Basketball, /b/, (point to the letter) B.

Practice: Focus practice on having students say the letter name. "The name of this letter is B. What is the name of this letter? B! Yes! Let's say it three times. B, B, B! Great!"

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say B."

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.

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

Repeat the letter name several times with the students.





Bb

LESSON 14

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a basketball, bananas, and a butterfly . I hear the /b/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Basketball, bananas, butterfly. Great job. They all start with the /b/ sound. We write the /b/ sound with the letter Bb.

Explain: Point to the letter. "The name of this letter is B. This is the capital B and this is lowercase b. They look different, but we call them both B. Let's practice saying the letter B together 3 times. B, B, B! Great!"

***Repeat the letter name several times with the students.**





B b

LESSON 14

Letter Formation **pull the letter Bb cards from your kit*

Explain: "Now we are going to learn how to make the letter B. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, all the way back up and around, and around again (model again). This is capital B. (practice with students, then model lowercase) This is lowercase b. I put my finger at the green dot, pull down, pull up and around. This is letter b!"

Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter B. Put your finger on the top of the B. Pull down, all the way back up and around, and around again (model again). This is capital B. (practice with students, then model lowercase) This is lowercase b. Put your finger at the top, pull down, pull up and around. This is letter b! . Great job!"

**collect letter cards*

Overview

New Letter: Bb

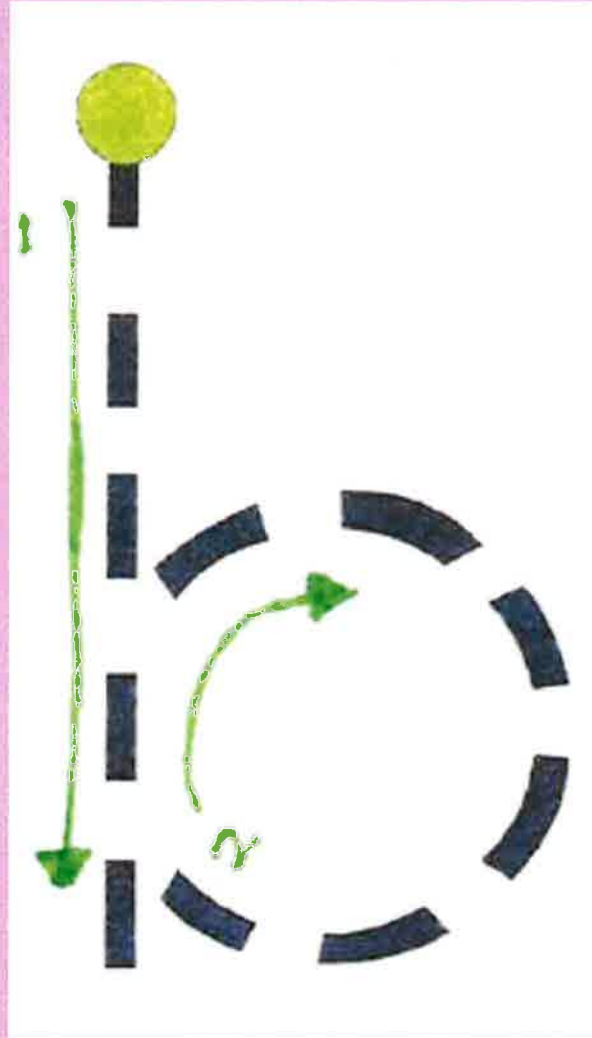
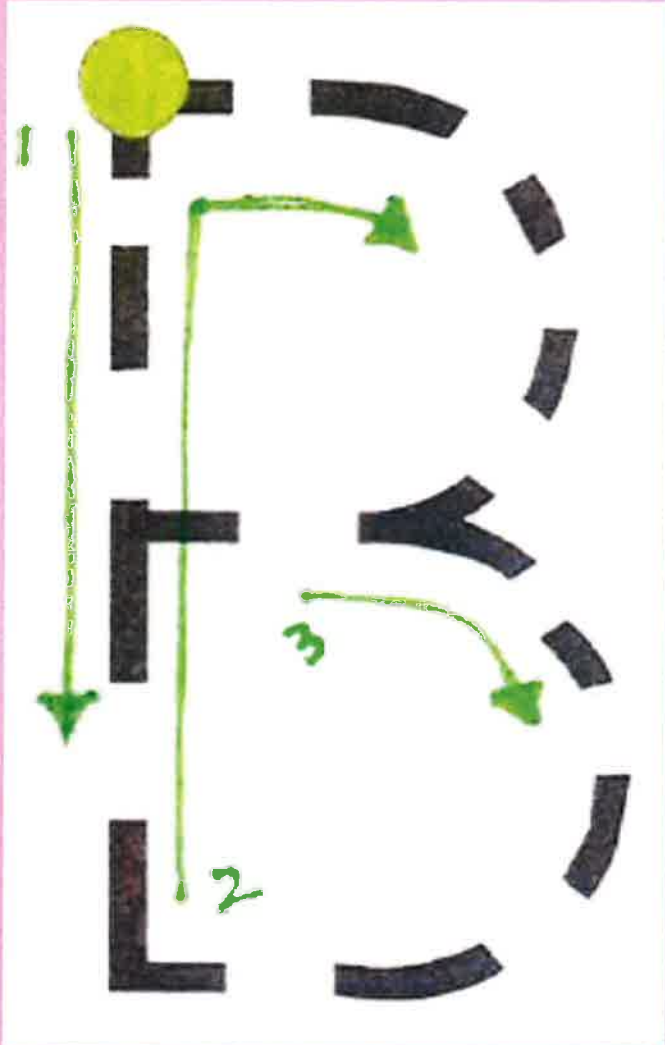
Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





LESSON 14

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

Review Letters

Materials: paintbrushes, notebooks with letters Bb, Ee, Tt,


Explain: (point to the picture) This is a basketball. /b/. We write the /b/ sound with letter B. (Trace the letter) . (Point to the picture) This is edge /e/ E. (Trace letter with finger). This is a tiger. Tiger /t/ T. (trace with your finger)

Make the Letters

Materials: letter cards, paintbrushes and notebooks with letter Bb, E, and Tt pages

Explain: "Now we are going to practice making the letter B. Watch me first. (Trace the letter using a paintbrush and notebook while you say the directions out loud) I use my pen and I start at the top. Pull down, pull across. (model again). This is capital B. Put your paintbrush at the top. Pull down, all the way back up and around, and around again (practice with students, then model lowercase) This is lowercase b. I put my paintbrush at the top, pull down, pull up and around ! **continue with other letters if time.*

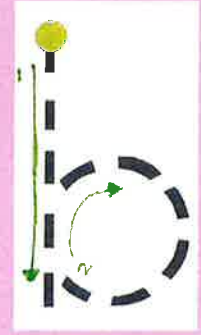
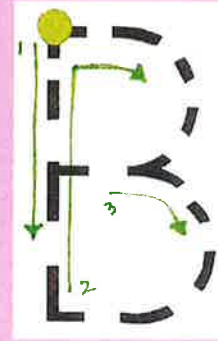
Practice (Game): Pass out letter Bb, Ee, or Tt cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture of the letter on my book."



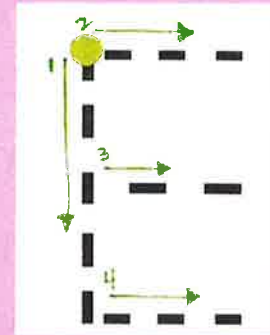
***Repeat the letter name several times with the students.**



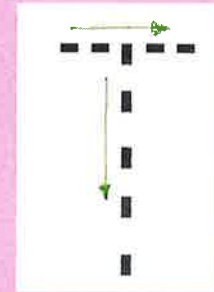
Bb



Ee



Tt



LESSON 14

Wrap-up

Explain: "Today we learned the letter B. (point to the picture) Basketball, /b/, (point to the letter) Bb. Say it with me, basketball, /b/, Bb. what letter is this? Bb! Great job! This is the uppercase (capital) B and this is the lowercase B."

Overview

New Letter: Bb

Review Letter: Ee, Tt

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





Bb

Materials Needed:

- letter cards Bb
- pointing sticks
- hand puppet

LESSON 14A

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our names. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**Error Correction Procedure**

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 14A

Phonological Awareness: Blending Onset and Rime

Materials: Pointing Sticks, a Hand puppet with a mouth that moves



"Please sit on the r-ug."

Outline of Activity:

Explain: "We are going to play "I Spy" with Daisy Dog. This is a BOX, BIG bubble, and BLUE berries."
"

Model: Daisy is going to use turtle talk to tell you what she wants (a turtle talks as slow as it moves)! Separate the onset and rime as you read the word parts. Have the students blend the word parts together and point to what Daisy wants.

Practice: Daisy: "Can you point to the b-ox? BOX. Daisy wants the bacon. (Daisy) Where is the berry that is bl-ue? BLUE!
(Daisy) The bubble is B-ig.BIG!"

Expand: Ask students to identify the first sound.

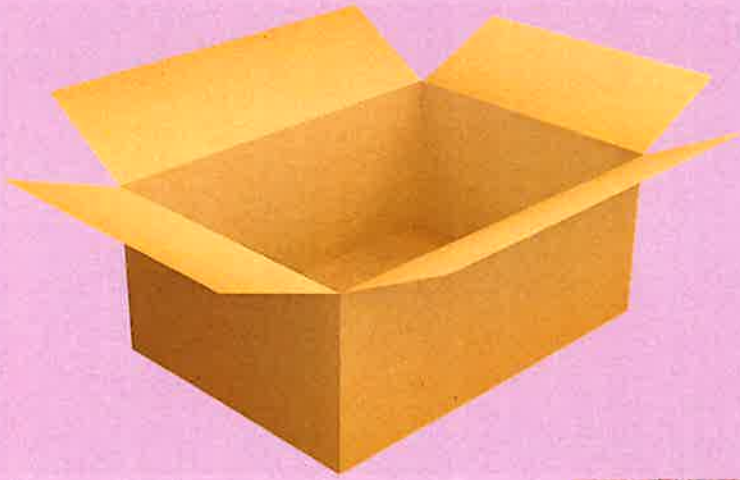


Error Correction Procedure

Model: "B-ig. BIG."

Practice: "Say it with me. B-ig. BIG."

Praise: "Good!"



LESSON 14A

New Letter Introduction

Explain: Point to the basketball. "This is a basketball. Everyone say basketball. Good. Let's clap the syllables, bas-ket-ball. Basketball starts with /b/. /b/ Basketball. Everyone say /b/. (practice again).

***Repeat the letter name several times with the students.**





LESSON 14A

New Letter Introduction

Explain: We write the /b/ sound like this (trace the letter with your finger). The name of this letter is B. (point to the picture) Basketball, /b/, (point to the letter) B.

Practice: Focus practice on having students say the letter name. "The name of this letter is B. What is the name of this letter? B! Yes! Let's say it three times. B, B, B! Great!"

Repeat the letter name several times with the students.





Bb

LESSON 14A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a basketball, bananas, and a butterfly . I hear the /b/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Basketball, bananas, butterfly. Great job. They all start with the /b/ sound. We write the /b/ sound with the letter Bb.

Explain: Point to the letter. "The name of this letter is B. This is the capital B and this is lowercase b. They look different, but we call them both B. Let's practice saying the letter B together 3 times. B, B, B! Great!"

Repeat the letter name several times with the students.





B b

LESSON 14A


Letter Formation **pull the letter Bb cards from your kit*

Explain: "Now we are going to make the letter B. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, all the way back up and around, and around again (model again). This is capital B. (practice with students, then model lowercase) This is lowercase b. I put my finger at the green dot, pull down, pull up and around. This is letter b!

Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

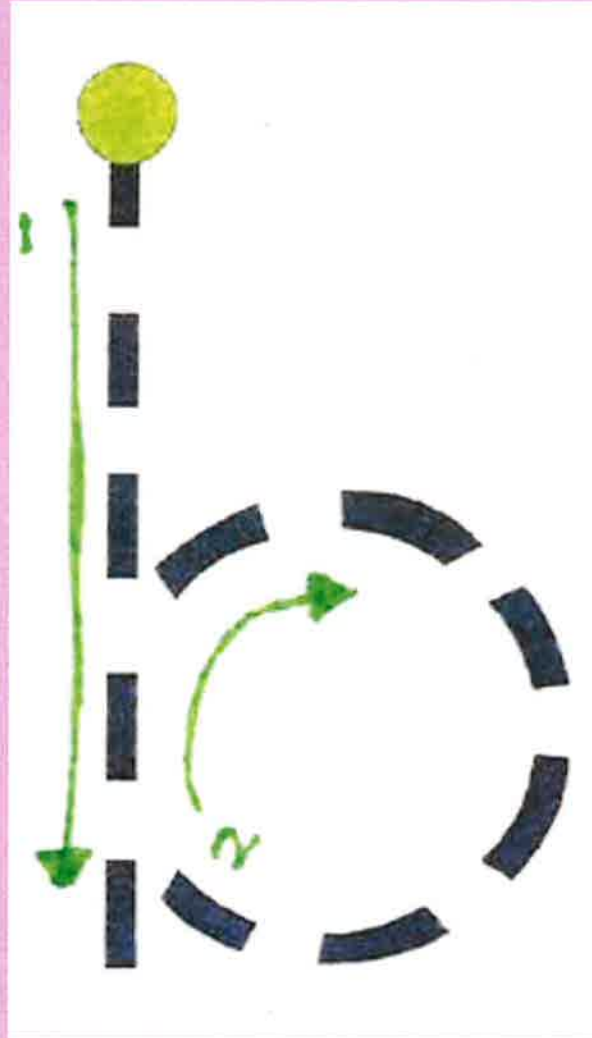
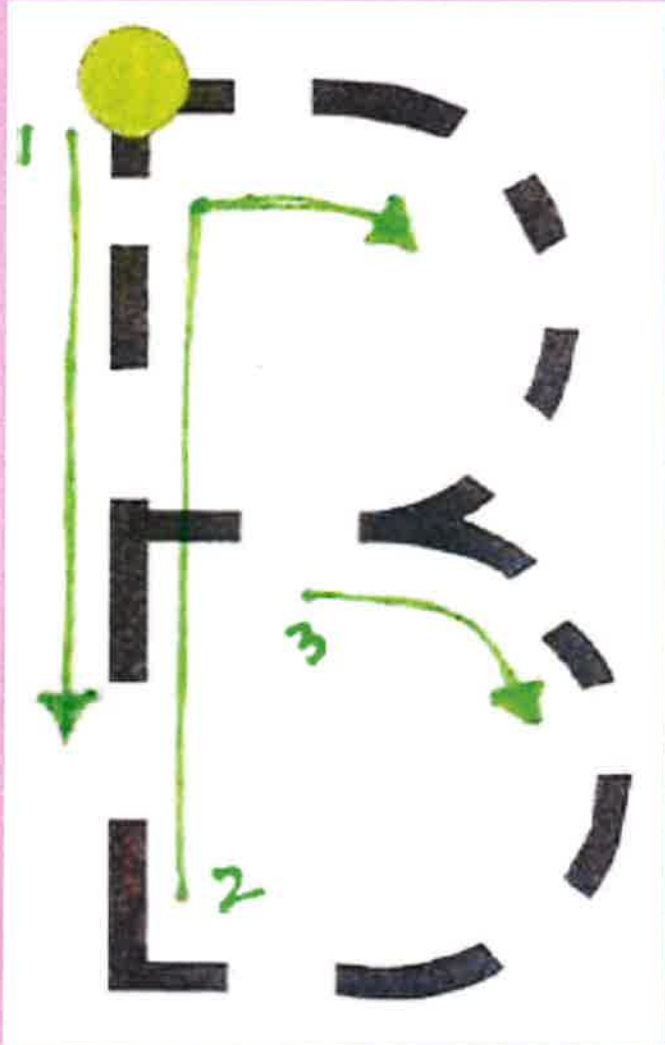
"Now it's your turn to make the letter B. Put your finger on the top of the B. Pull down, all the way back up and around, and around again (model again). This is capital B. (practice with students, then model lowercase) This is lowercase b. Put your finger at the top, pull down, pull up and around. This is letter b! . Great job!"

**collect letter cards*



***Repeat the letter name several times with the students.**





LESSON 14A

Review Letters

Explain: "Now we are going to play a game and practice finding the letter Bb."

Review Game: Letter Hunt

Letter Hunt

Explain: "The letter Bb is all over this page, and there are also other letters and pictures. If I point to the letter B, Say B and raise your hands high in the air. If I point to something that is NOT a B, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

Practice: Point to a variety of letters and pictures for students to practice.

**if you don't want students to stand, have students raise their arms only.*

***Repeat the letter name several times with the students.**



I L b



n b



B l b



b B

b



m



I

b

L



m

B

B

l



B



N

t



a

b



n

i

L

I



n

B

LESSON 14A

Wrap-up

Explain: "Today we reviewed the letter B. (point to the picture) Basketball, /b/, (point to the letter) Bb. Say it with me, basketball, /b/, Bb. what letter is this? Bb! Great job! This is the uppercase (capital) B and this is the lowercase B."

*Repeat the letter name several times with the students.





Bb

Materials Needed:

- letter cards Bb
- pointing sticks
- hand puppet

LESSON 14B

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 14B

Phonological Awareness: Blending Onset and Rime



"Put on your sh-oes."

Materials: Pointing Sticks, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "We are going to play "I Spy" with Daisy Dog. This is a BALD eagle, BLACKbird, and BASS."
"

Model: Daisy is going to use **turtle talk** to tell you what she wants (a turtle talks as slowly as it moves)! Separate the onset and rime as you read the word parts. Have the students blend the word parts together and point to what Daisy wants.

Practice: Daisy: "Can you point to the b-ald eagle? BALD Eagle. (Daisy) Where is the bl-ack bird? BLACK bird! (Daisy) Where is the b-ass? BASS."

Expand: Ask students to identify the first sound.



Error Correction Procedure

Model: "B-ass. BASS"

Practice: "Say it with me. B-ass. BASS."

Praise: "Good!"



LESSON 14B

New Letter Introduction

Explain: We write the /b/ sound like this (trace the letter with your finger). The name of this letter is B. (point to the picture) Basketball, /b/, (point to the letter) B.

Practice: Focus practice on having students say the letter name. "The name of this letter is B. What is the name of this letter? B! Yes! Let's say it three times. B, B, B! Great!"

**Repeat the letter
name several times
with the students.**





Bb

LESSON 14B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is bacon, a bubble, and a baboon. I hear the /b/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Bacon, bubble, baboon. Great job. They all start with the /b/ sound. We write the /b/ sound with the letter Bb.

Explain: Point to the letter. "The name of this letter is B. This is the capital B and this is lowercase b. They look different, but we call them both B. Let's practice saying the letter B together 3 times. B, B, B! Great!"

***Repeat the letter name several times with the students.**





Bb

LESSON 14B

Review Game

Materials: *pull letter Bb cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter B on your card, match it to the letter B on the page and say B. If it is not a B, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter B.

***Repeat the letter name several times with the students.**



B

b



LESSON 14B

Wrap-up

Explain: "Today we reviewed the letter B. (point to the picture) Basketball, /b/, (point to the letter) Bb. Say it with me, basketball, /b/, Bb. what letter is this? Bb! Great job! This is the uppercase (capital) B and this is the lowercase B."

***Repeat the letter name several times with the students.**





Bb

Materials Needed:

- paintbrushes and notebooks
- letter cards e, i, n
- pointing sticks
- hand puppet

LESSON 15

Phonological Awareness

Overview

New Letter: Ww

Review Letter: Bb, Mm

Review Game: Letter Match

Make the Letters: magic paintbrush

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**Error Correction Procedure**

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 15

Phonological Awareness: Blending Onset and Rime

Materials: Bag cutouts or post it notes to cover the pictures



"Please come sit on the r-ug."

Outline of Activity: Explain: "We are going to play "Guess What's In My Bag"

Model: This is water, wind, and wave. I will tell you the parts in my word, and you blend the parts together and guess what's in the bag! (cover the pictures). W-ave. What's in my bag? w-ave. WAVE! Good- I have an ocean WAVE in my bag. Your turn.

Practice: "What's in my bag? W-ind. W-ind. WIND! Great! What's in my bag? WIND. What's in my bag? w-ash. WASH. Good, I have WASH (someone washing their hands) in my bag.

Expand: Ask students to identify the first sound. What's the first sound you hear in water, wash, and wave?

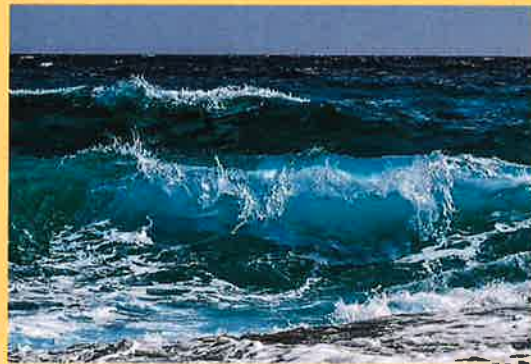


Error Correction Procedure

Model: "w-indow. WINDOW."

Practice: "Say it with me. W-indow. WINDOW."

Praise: "Good!"



LESSON 15

New Letter Introduction

Explain: Point to the watermelon.

"This is a watermelon. Watermelon.

Everyone say watermelon. Good.

Let's clap the parts of watermelon.

Wa-ter-mel-on. I hear the /w/

sound at the beginning of

watermelon. /w/ watermelon.

Everyone say /w/.

Overview

New Letter: Ww

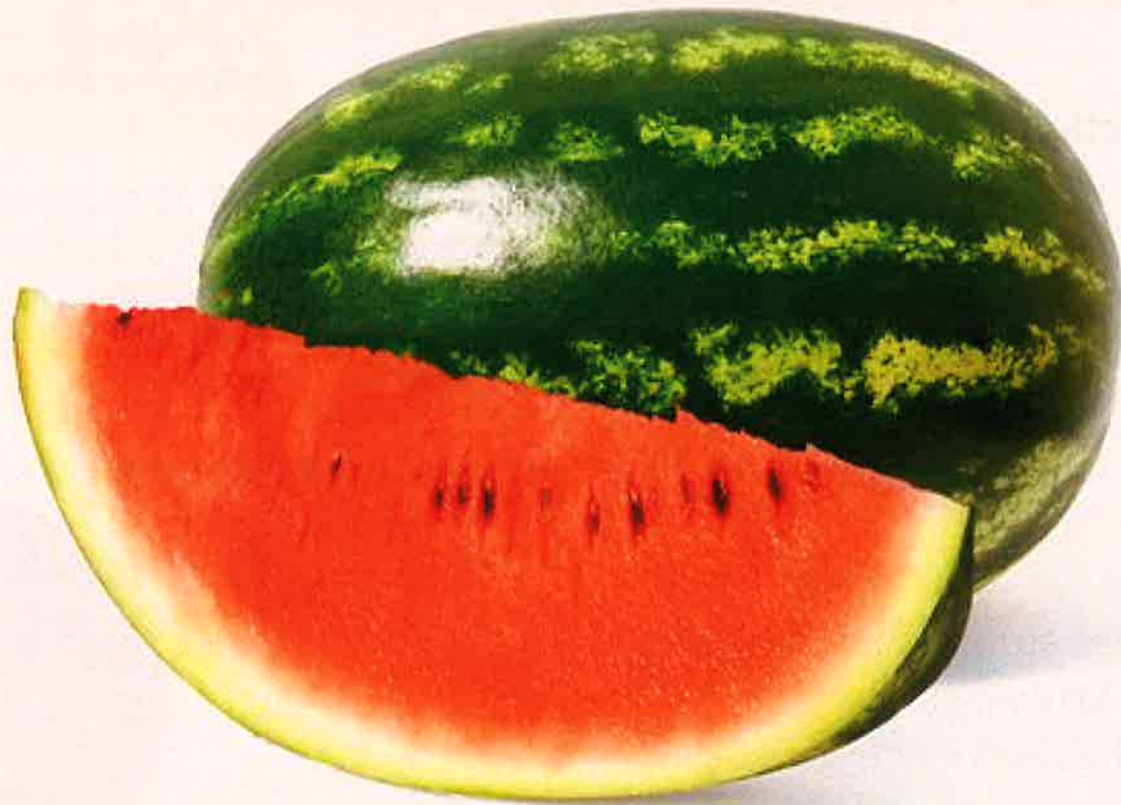
Review Letter: Bb, Mm

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter
name several times
with the students.**





LESSON 15

Overview

New Letter: Ww

Review Letter: Bb, Mm

Review Game: Letter Match

Make the Letters: magic paintbrush

New Letter Introduction

Explain: "We write the /w/ sound like this (trace the letter with your finger). The name of this letter is W. (point to the picture) Watermelon. /w/. (point to the letter) Ww.

Practice: Focus practice on having students say the letter name. "The name of the letter is W. What is the name of the letter? W! Yes! Let's say it three times. W, W, W."

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say W.

W makes the shape of salt-water waves

It whines and it whistles as it crashes into caves.

W waltzes and wears fairy wings.

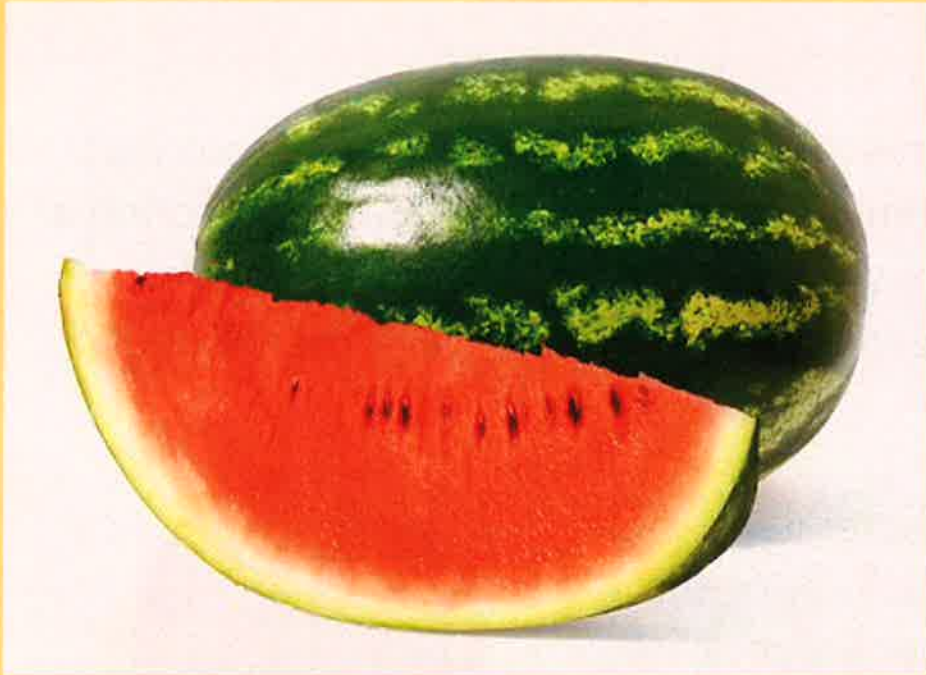
On its birthday, it wishes for wonderful things.

W sounds like the wind through the air

Weather that whips with a /w/ /w/ /w/ through your hair.

***Repeat the letter name several times with the students.**





W w

LESSON 15

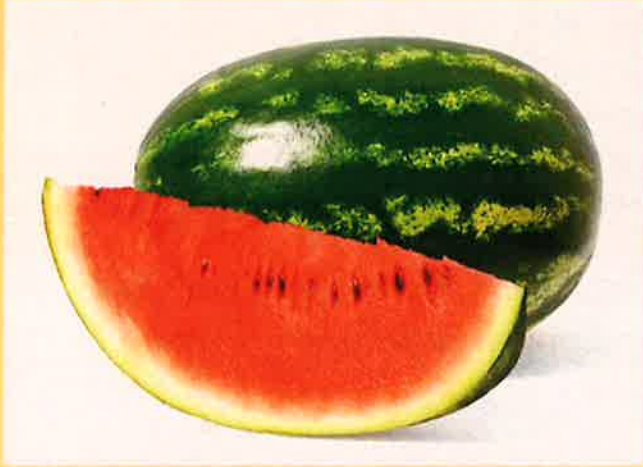
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a watermelon (a delicious fruit you eat in the summer), a watch (used to tell time), and a window. I hear the /w/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) watermelon, watch, wondow. Great job. They all start with the /w/ sound. We write the /w/ sound with the letter W.

Explain: Point to the letter. "The name of this letter is W. This is the capital W and this is lowercase w. (practice saying the name of the letter). Let's say the name together (point) W, W, W. Great!"

***Repeat the letter name several times with the students.**





W w

LESSON 15

Overview

New Letter: Ww

Review Letter: Bb, Mm

Review Game: Letter Match

Make the Letters: magic paintbrush


Letter Formation **pull the letter Ww cards from your kit*

Explain: "Now we are going to learn how to make the letter W. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Slide down, slide up, slide down, slide up. (lowercase) slide down, slide up, slide down, slide up."

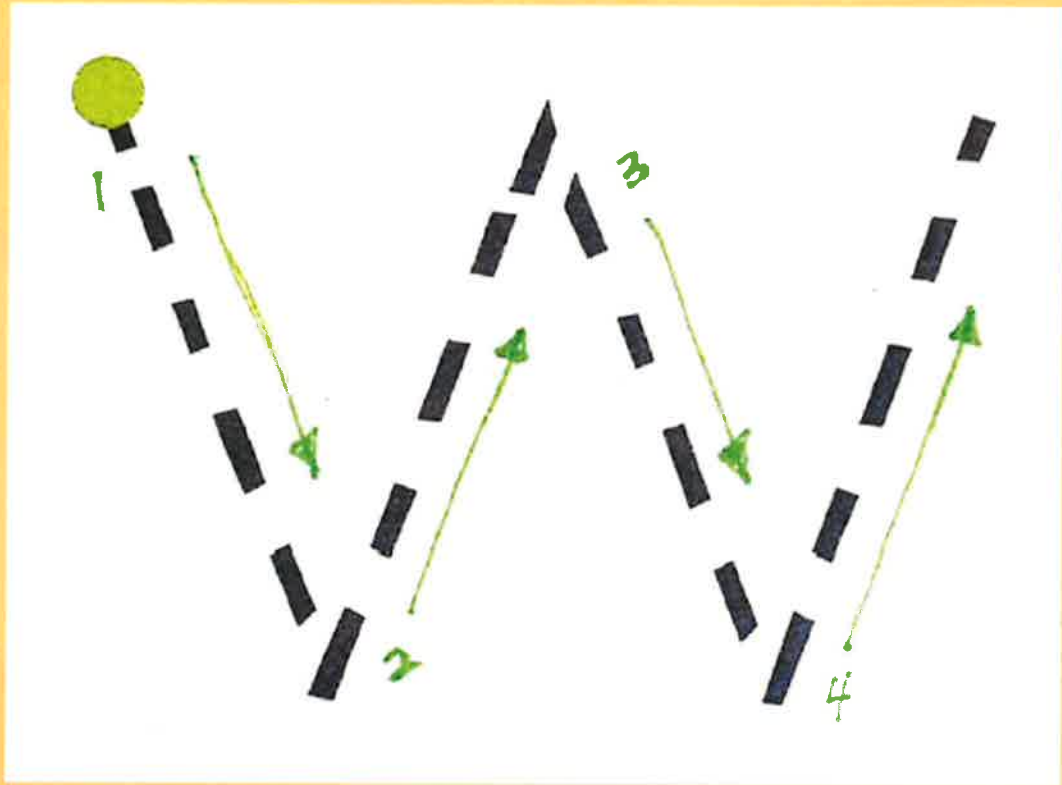
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter w. Put your finger at the top of the capital W. Slide down, slide up, slide down, slide up. Great job! Let's try again. Let's make the lowercase w. Put your finger at the middle. Slide down, slide up, slide down, slide up. Great work! We made a w! What letter are we making? The letter W!"

**collect letter Ww cards*



***Repeat the letter name several times with the students.**



LESSON 15

Overview

New Letter: Ww

Review Letter: Bb, Mm

Review Game: Letter Match

Make the Letters: magic paintbrush

Review Letters

Explain: Explain: (point to the picture) This a watermelon. Watermelon /w/. We write the /w/ sound with letter W. (Trace the capital letter) Slide down, slide up, slide down, slide up. (Trace the lowercase) Slide down, slide up, slide down, slide up. (Point to the picture) This is a basketball. Basketball /b/ B. (Trace letter with finger). (Point to the picture) This is a mountain. Mountain /m/ M (Trace the letters).

Review Game: I am going to give you a letter card. Flip over the card, say its name, and match it to the picture.


Make the Letters

Materials: paintbrushes and notebooks with letters W, B, M (capital and lowercase)

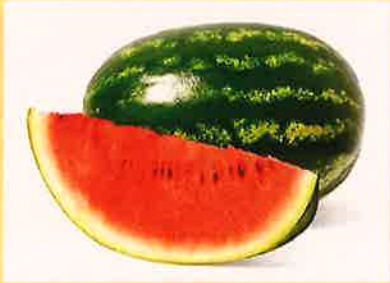
Explain: "Now we are going to practice forming the letters." (Pass out the notebooks and paintbrushes. Have students pretend to choose a color for their paint.)

Let's write the capital W. Slide down, slide up, slide down, slide up. Great job! Let's try again. Let's write the lowercase w. Put your brush at the middle. Slide down, slide up, slide down, slide up. Great work! We made a w! What letter are we making? The letter w!" Continue with B and M if time.

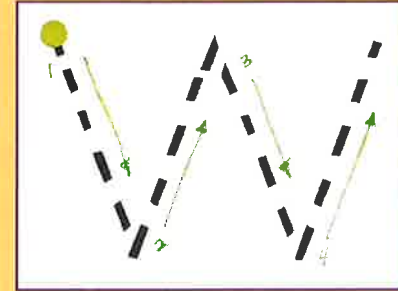
**collect all materials*



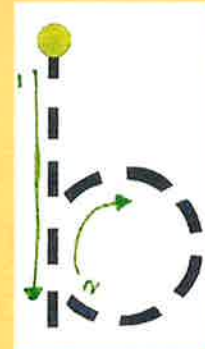
***Repeat the letter name several times with the students.**



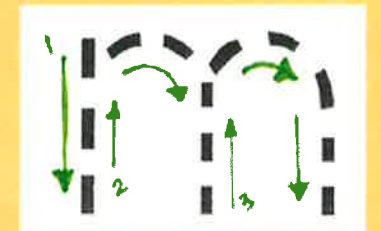
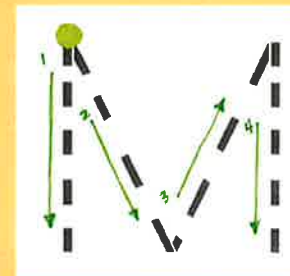
Ww



Bb



Mm



LESSON 15

Wrap-up

Explain: "Today we learned the letter W. (point to the picture) watermelon, /w/, (point to the letter) W. Let's say it together. Watermelon, /w/, W! Watermelon, /w/, W! Great work."

Overview

New Letter: Ww

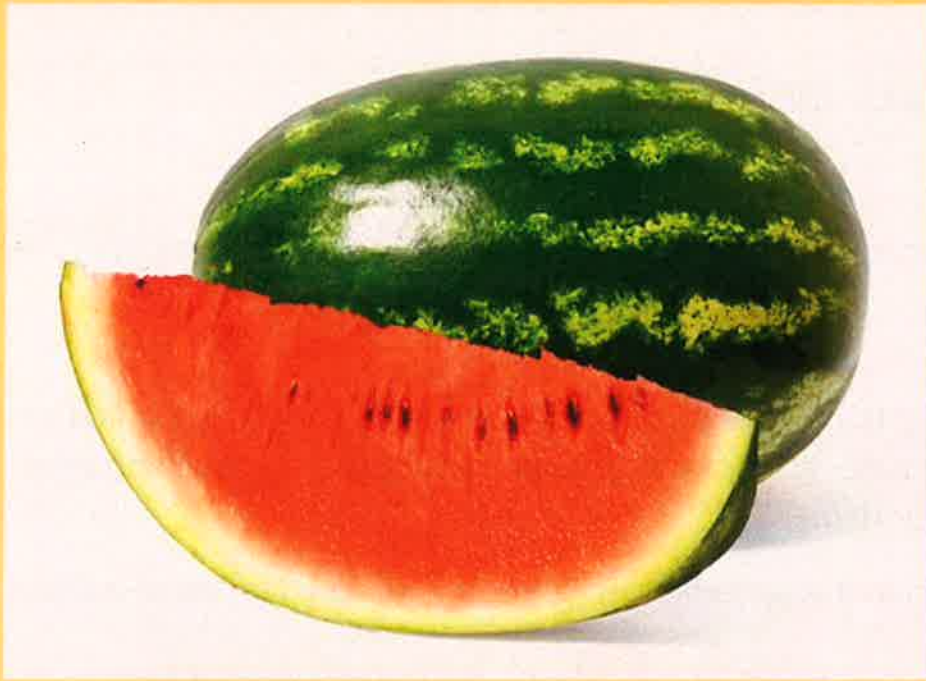
Review Letter: Bb, Mm

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





W w

Materials Needed:

- backpack cutouts or post its
- letter card Ww

LESSON 15A

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 15A

Phonological Awareness: Blending Onset and Rime

Materials: Bag cutouts or post it notes to cover the pictures



"Line up at the d-oor."

Outline of Activity: Explain: "We are going to play "Guess What's In My Bag"

Model: This is a whale, worm, and wool. I will tell you the parts in my word, and you blend the parts together and guess what's in the bag! (cover the pictures). Wh-ale. What's in my bag? wh-ale. WHALE! Good- I have a whale in my bag. Your turn.

Practice: "What's in my bag? W-ool. W-ool. WOOL! Great! What's in my bag? WOOL. What's in my bag? w-orm. WORM. Good, I have a WORM in my bag.

Expand: Ask students to identify the first sound. What's the first sound you hear in whale, worm, and wool?



Error Correction Procedure

Model: "w-ool. WOOL"

Practice: "Say it with me. W-ool. WOOL."

Praise: "Good!"



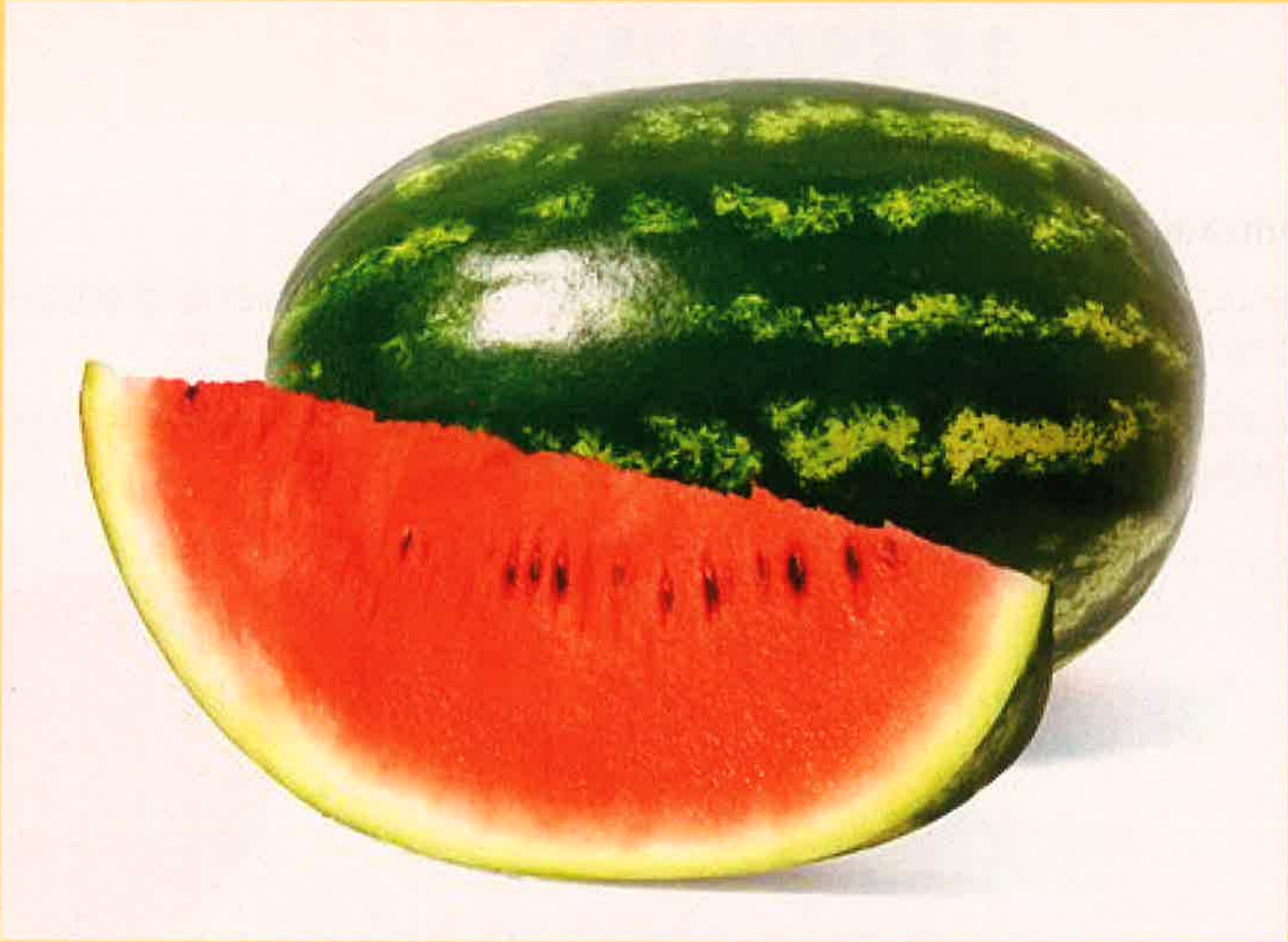
LESSON 15A

New Letter Introduction

Explain: Point to the watermelon. "This is a watermelon. Everyone say watermelon. Good. I hear the /w/ sound in the beginning of watermelon. /w/ watermelon. Everyone say /w/."

***Repeat the letter name several times with the students.**





LESSON 15A

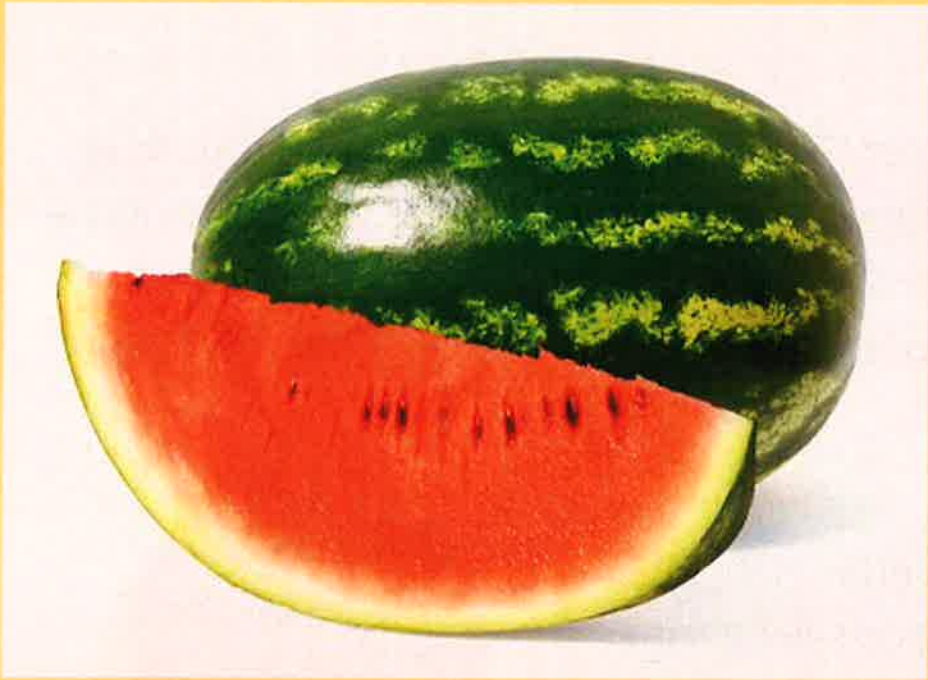
New Letter Introduction

Explain: "We write the /w/ sound like this (trace the letter with your finger). The name of this letter is W. (point to the picture) Watermelon. /w/. (point to the letter) Ww."

Practice: Focus practice on having students say the letter name. "The name of the letter is W. What is the name of the letter? W! Yes! Let's say it three times. W, W, W."

***Repeat the letter
name several times
with the students.**





W w

LESSON 15A

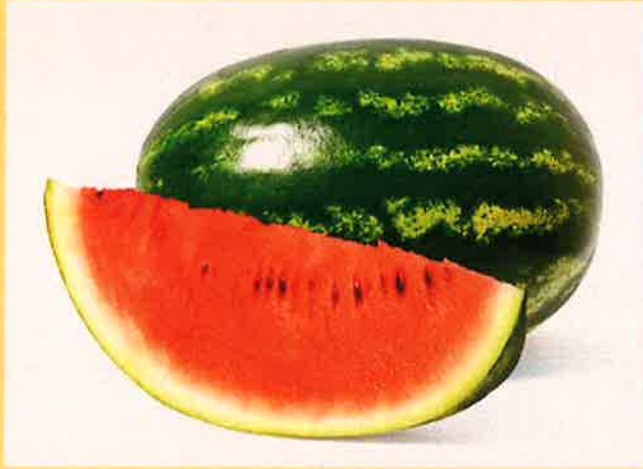
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a watermelon (a delicious fruit you eat in the summer), a watch (used to tell time), and a window. I hear the /w/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) watermelon, watch, wondow. Great job. They all start with the /w/ sound. We write the /w/ sound with the letter W.

Explain: Point to the letter. "The name of this letter is W. This is the capital W and this is lowercase w. (practice saying the name of the letter). Let's say the name together (point) W, W, W. Great!"

***Repeat the letter name several times with the students.**





Ww

LESSON 15A


Letter Formation **pull the letter Ww cards from your kit*

Explain: "Now we are going to learn how to make the letter W. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Slide down, slide up, slide down, slide up. (lowecase) slide down, slide up, slide down, slide up."

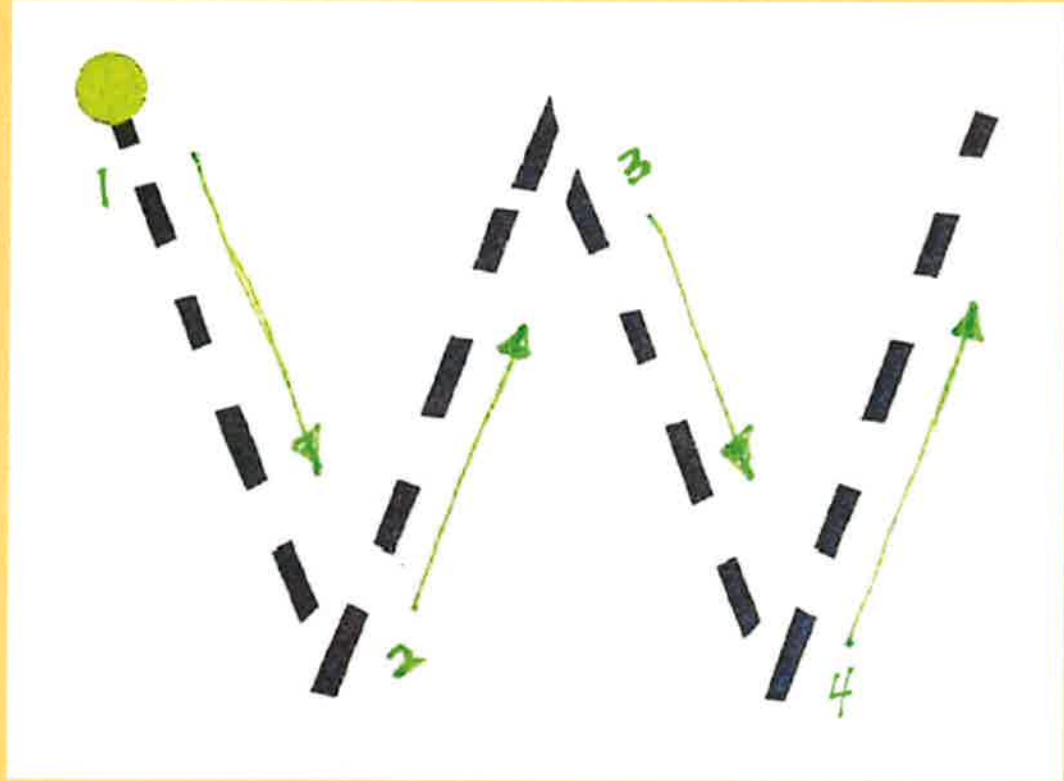
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter w. Put your finger at the top of the capital W. Slide down, slide up, slide down, slide up. Great job! Let's try again. Let's make the lowercase w. Put your finger at the middle. Slide down, slide up, slide down, slide up. Great work! We made a w! What letter are we making? The letter W!"

**collect letter Ww cards*



***Repeat the letter name several times with the students.**



Handwriting practice
Tracing the letter W

LESSON 15A

Review Letters

Explain: "Now we are going to play a game and practice finding the letter Ww."


Review Game: Letter Hunt

Letter Hunt

Explain: "Everyone stand up. The letter Ww is all over this page, and there are also other letters and pictures. If I point to the letter Ww, say Ww and raise your hands high in the air. If I point to something that is NOT a letter Ww, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

Practice: Point to a variety of letters and pictures for students to practice.

**if you don't want students to stand, have students raise their arms only.*



***Repeat the letter name several times with the students.**



I

h

E



N

w

a



E

W

W



w



e

w

e

i



e



m

w

L

W



a

E



W

i

I

N



w

A

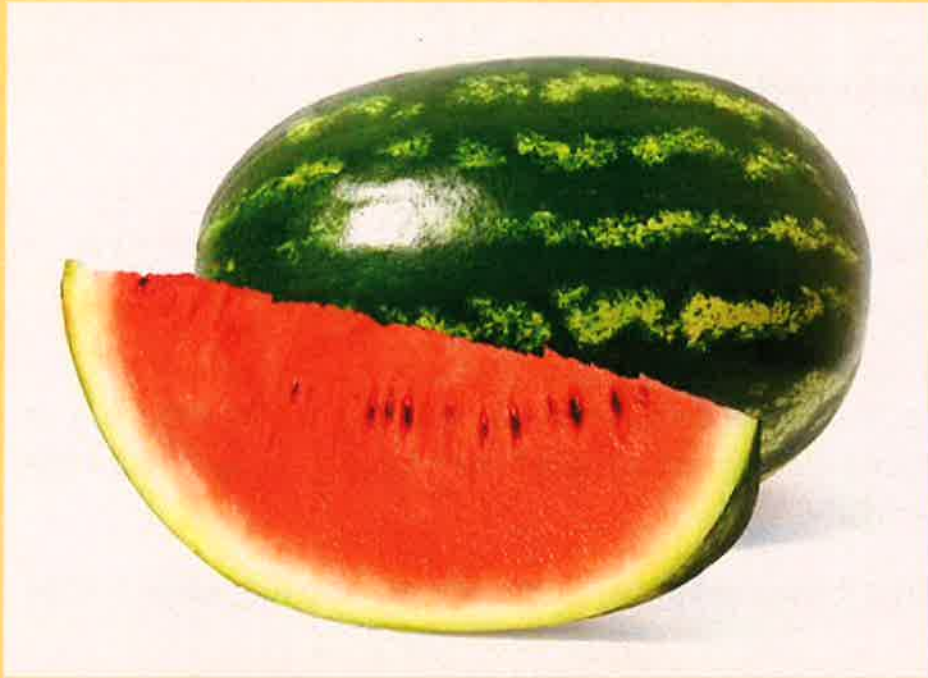
LESSON 15A

Wrap-up

Explain: "Today we reviewed the letter W. (point to the picture) watermelon, /w/, (point to the letter) W. Let's say it together. Watermelon, /w/, W! Watermelon, /w/, W! Great work."

***Repeat the letter name several times with the students.**





W w

Materials Needed:

- backpack cutouts or post its
- letter W cards and 1-3 other letters to mix in

LESSON 15B

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**Error Correction Procedure**

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 15B

Phonological Awareness: Blending Onset and Rime



""Please line up at the d-oor.""

Materials: Bag cutouts or post it notes to cover the pictures

Outline of Activity: Explain: "We are going to play "Guess What's In My Bag"

Model: This is walk, win, wash. I will tell you the parts in my word, and you blend the parts together and guess what's in the bag! (cover the pictures). W-ash. What's in my bag? w-ash. WASH! Good. Your turn.

Practice: "What's in my bag? W-in. W-in. WIN! Great! What's in my bag? W-alk. What's in my bag? w-alk. WALK. Good!

Expand: Ask students to identify the first sound. What's the first sound you hear in walk, wash, and win?



Error Correction Procedure

Model: "w-in. WIN."

Practice: "Say it with me. W-in. WIN."

Praise: "Good!"



LESSON 15B

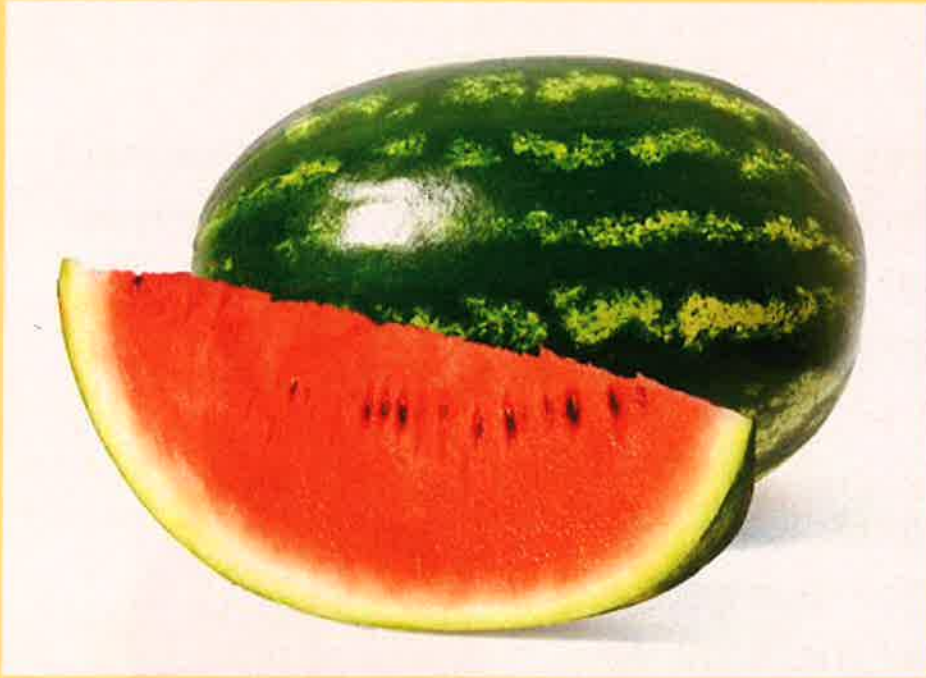
New Letter Introduction

Explain: "We write the /w/ sound like this (trace the letter with your finger). The name of this letter is W. (point to the picture) Watermelon. /w/. (point to the letter) Ww."

Practice: Focus practice on having students say the letter name. "The name of the letter is W. What is the name of the letter? W! Yes! Let's say it three times. W, W, W."

***Repeat the letter name several times with the students.**





W w

LESSON 15B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a wombat, walrus, and weasel. I hear the /w/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) wombat, walrus, weasel. Great job. They all start with the /w/ sound. We write the /w/ sound with the letter W.

Explain: Point to the letter. "The name of this letter is W. This is the capital W and this is lowercase w. (practice saying the name of the letter). Let's say the name together (point) W, W, W. Great!"

***Repeat the letter name several times with the students.**





W w

LESSON 15B

Review Game

Materials: *pull letter Ww cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter Ww on your card, put it in the W column and say W. If it's not a W, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter W.

***Repeat the letter name several times with the students.**



W



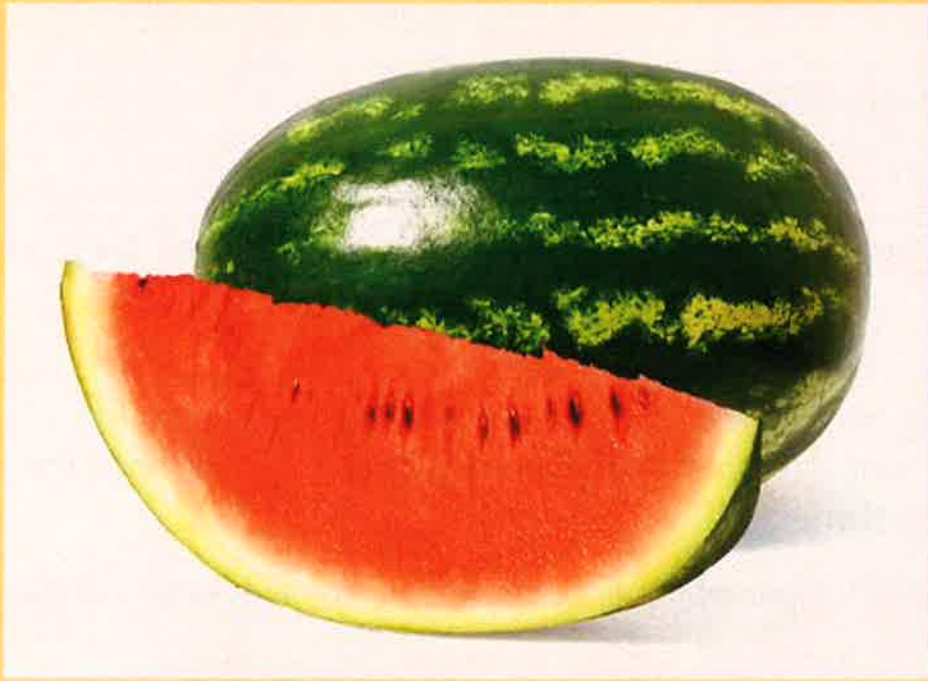
LESSON 15B

Wrap-up

Explain: "Today we reviewed the letter W. (point to the picture) watermelon, /w/, (point to the letter) W. Let's say it together. Watermelon, /w/, W! Watermelon, /w/, W! Great work."

***Repeat the letter name several times with the students.**





W w

Materials Needed:

- paintbrushes and notebooks
- letter cards Uu, Dd, Ww
- backpack cutouts or post its

LESSON 16

Phonological Awareness

Overview

New Letter: Uu

Review Letter: Dd, Ww

Review Game: Letter Match

Make the Letters: magic paintbrush

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**Error Correction Procedure**

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 16

Phonological Awareness: Blending Onset and Rime

Materials: Bag cutouts or post it notes to cover the pictures

Outline of Activity: Explain: "We are going to play "Guess What's In My Bag"

Model: This is sun, bug, and cup. I will tell you the parts in my word, and you blend the parts together and guess what's in the bag! (cover the pictures). C-up. What's in my bag? c-up. CUP! Good- I have a CUP in my bag. Your turn.

Practice: "What's in my bag? B-ug. B-ug. BUG! Great! What's in my bag? BUG. What's in my bag? S-un. SUN. Good, I have the SUN in my bag.

Expand: I hear the /u/ sound in the middle of each word. cUp. sUn. bUg.



Let's have some f-un! FUN!



Error Correction Procedure

Model: "S-un. SUN.

Practice: "Say it with me. S-un. SUN."

Praise: "Good!"



LESSON 16

New Letter Introduction

Explain: Point to the umbrella. "This is an umbrella. We use an umbrella to stay dry out on the rain. Everyone say umbrella. Good. Let's clap the syllables, um-brel-la. Umbrella starts with /u/. /u/ umbrella. Everyone say /u/. (practice again).

Overview

New Letter: Uu

Review Letter: Dd, Ww

Review Game: Letter Match

Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





LESSON 16

New Letter Introduction

Explain: We write the /u/ sound like this (trace the letter with your finger). The name of this letter is U. (point to the picture) Umbrella, /u/, (point to the letter) U.

Practice: Focus practice on having students say the letter name. "The name of this letter is U. What is the name of this letter? U! Yes! Let's say it three times. U, U, U! Great!"

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say U."

*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.*

Overview

New Letter: Uu

Review Letter: Dd, Ww

Review Game: Letter Match

Make the Letters: magic paintbrush

Repeat the letter name several times with the students.





U u

LESSON 16

Overview

New Letter: Uu

Review Letter: Dd, Ww

Review Game: Letter Match

Make the Letters: magic paintbrush

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is umbrella, under, and up . I hear the /u/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Umbrella, under, up. Great job. They all start with the /u/ sound. We write the /u/ sound with the letter Uu.

Explain: Point to the letter. "The name of this letter is U. This is the capital U and this is lowercase u. They look different, but we call them both U. Let's practice saying the letter U together 3 times. U, U, U! Great!"

***Repeat the letter name several times with the students.**





U u

LESSON 16

Overview

New Letter: Uu

Review Letter: Dd, Ww

Review Game: Letter Match

Make the Letters: magic paintbrush


Letter Formation **pull the letter Uu cards from your kit*

Explain: "Now we are going to learn how to make the letter U. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, around and up (model again). This is capital U. (practice with students, then model lowercase) This is lowercase u. I put my finger at the green dot, pull down, around and up, and down. This is letter u!"

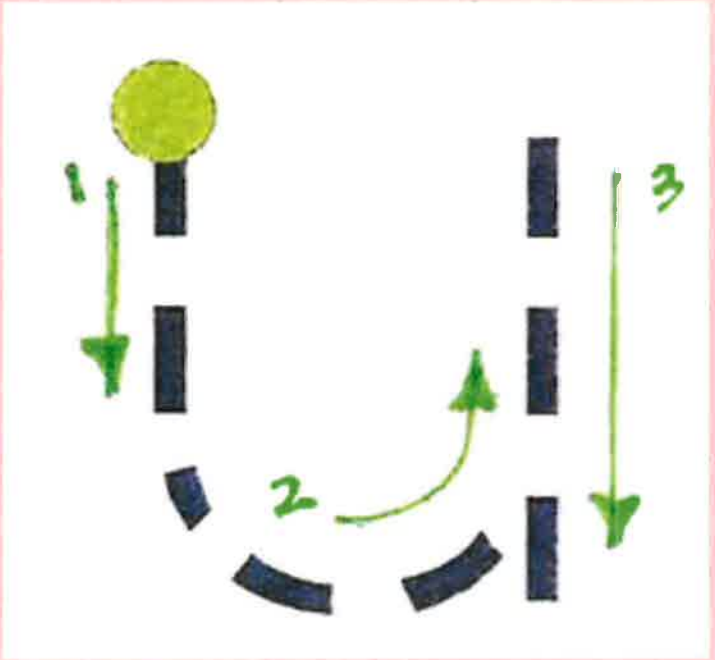
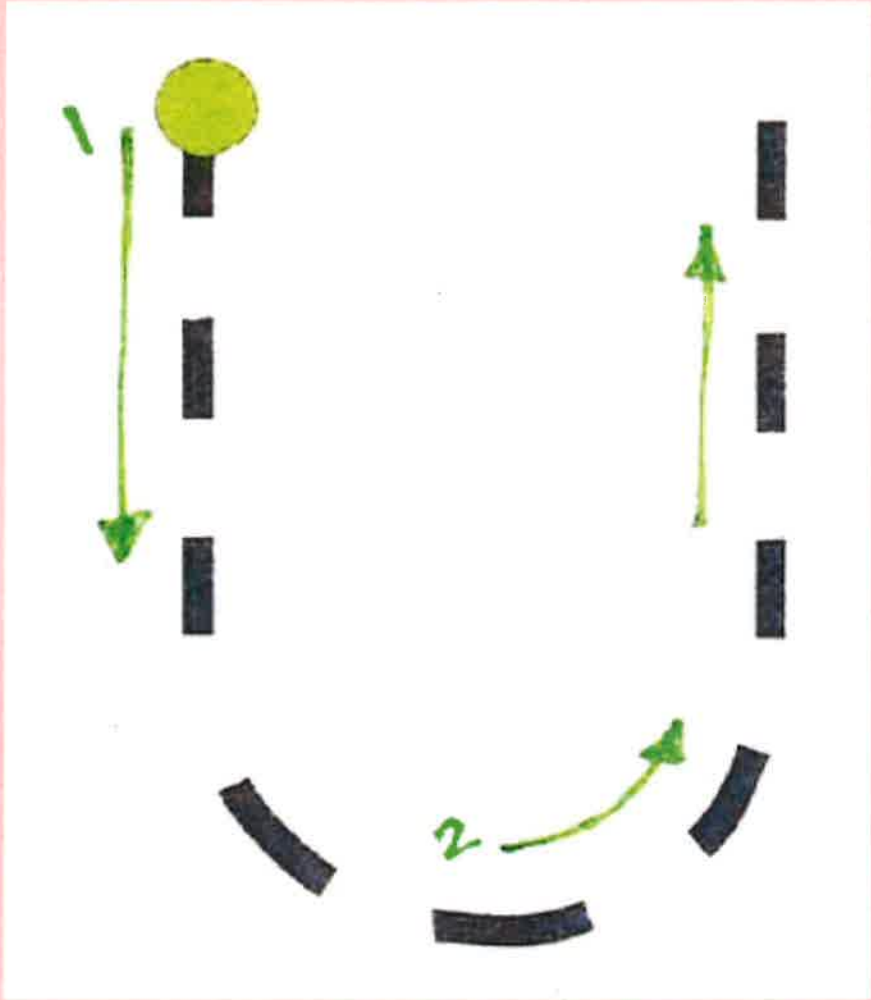
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter U. Put your finger on the top of the U. Pull down, around and up (model again). This is capital U. (practice with students, then model lowercase) This is lowercase u. Put your finger at the middle, pull down, around and up, and down. This is letter u! . Great job!"

**collect letter cards*



***Repeat the letter name several times with the students.**



LESSON 16

Overview

New Letter: Uu

Review Letter: Dd, Ww

Review Game: Letter Match

Make the Letters: magic paintbrush

Review Letters

Materials: paintbrushes, notebooks with letters Uu, Dd, Ww

Explain: (point to the picture) This is an umbrella. /u/. We write the /u/ sound with letter U. (Trace the letter) . (Point to the picture) This is a dog /d/ D. (Trace letter with finger). This is a watermelon, /w/ W. (trace with your finger)

Make the Letters

Materials: letter cards, paintbrushes and notebooks with letter Uu, Ww, Dd pages

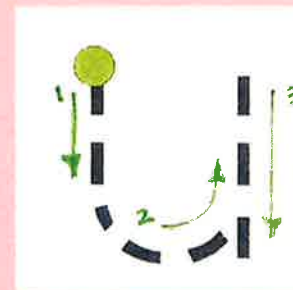
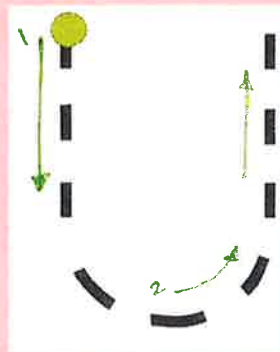
Explain: "Now we are going to practice making the letter U. Watch me first. (Trace the letter using a paintbrush and notebook while you say the directions out loud) I use my brush and I start at the top. Pull down, around and up. (model again). This is capital U. Let's try lowercase u. **continue with other letters if time.*

Practice (Game): Pass out letter Uu, Ww, or Dd cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture of the letter on my book."

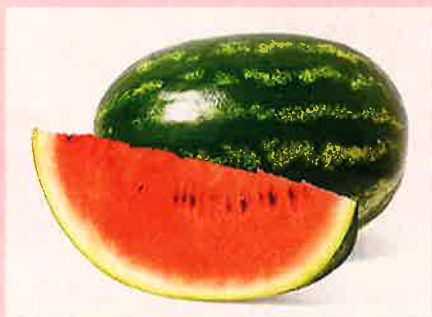
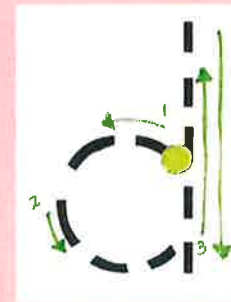
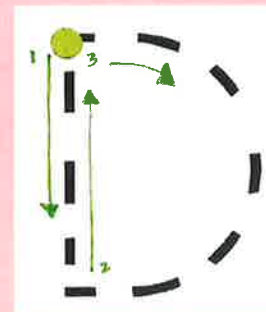
***Repeat the letter name several times with the students.**



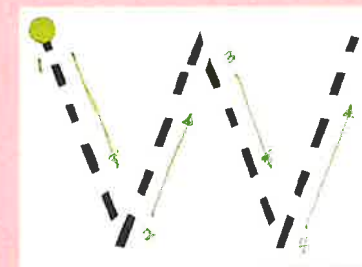
Uu



Dd



Ww



LESSON 16

Wrap-up

Explain: "Today we learned the letter U. (point to the picture) Umbrella, /u/, (point to the letter) Uu. Say it with me, umbrella, /u/, U. what letter is this? U! Great job! This is the uppercase (capital) U and this is the lowercase U."

Overview
New Letter: Uu
Review Letter: Dd, Ww
Review Game: Letter Match
Make the Letters: magic paintbrush

***Repeat the letter name several times with the students.**





U u

Materials Needed:

- letter cards Uu
- backpack cutout or post its

LESSON 16A

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 16A

Phonological Awareness: Blending Onset and Rime



Let's have some f-un! FUN!

Materials: Bag cutouts or post it notes to cover the pictures

Outline of Activity: Explain: "We are going to play "Guess What's In My Bag"

Model: This is hug, cub, and run. I will tell you the parts in my word, and you blend the parts together and guess what's in the bag! (cover the pictures). H-ug. What's in my bag? H-ug. HUG! Good! Your turn.

Practice: "What's in my bag? R-un. R-un. RUN! Great! What's in my bag? C-ub. CUB. Good, I have a CUB in my bag.

Expand: I hear the /u/ sound in the middle of each word. hUg. rUn. cUb.



Error Correction Procedure

Model: "C-ub. CUB.

Practice: "Say it with me. C-ub. CUB."

Praise: "Good!"



LESSON 16A

New Letter Introduction

Explain: Point to the umbrella. "This is an umbrella. We use an umbrella to stay dry out on the rain. Everyone say umbrella. Good. Let's clap the syllables, um-brel-la. Umbrella starts with /u/. /u/ umbrella. Everyone say /u/. (practice again).

***Repeat the letter name several times with the students.**





LESSON 16A

New Letter Introduction

Explain: We write the /u/ sound like this (trace the letter with your finger). The name of this letter is U. (point to the picture) Umbrella, /u/, (point to the letter) U.

Practice: Focus practice on having students say the letter name. "The name of this letter is U. What is the name of this letter? U! Yes! Let's say it three times. U, U, U! Great!"

**Repeat the letter
name several times
with the students.**





U u

LESSON 16A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is umbrella, under, and up . I hear the /u/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Umbrella, under, up. Great job. They all start with the /u/ sound. We write the /u/ sound with the letter Uu.

Explain: Point to the letter. "The name of this letter is U. This is the capital U and this is lowercase u. They look different, but we call them both U. Let's practice saying the letter U together 3 times. U, U, U! Great!"

***Repeat the letter name several times with the students.**





U u

LESSON 16A


Letter Formation **pull the letter Uu cards from your kit*

Explain: "Now we are going to learn how to make the letter U. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, around and up (model again). This is capital U. (practice with students, then model lowercase) This is lowercase u. I put my finger at the green dot, pull down, around and up, and down. This is letter u!"

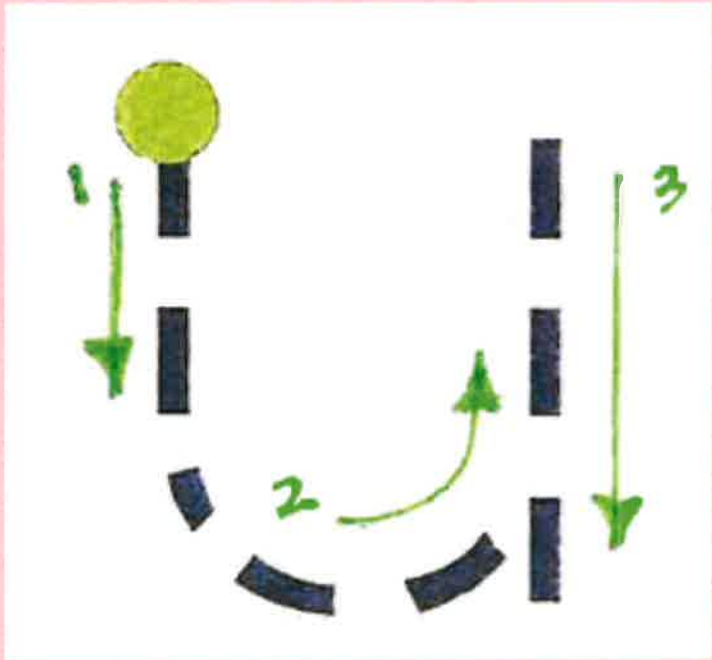
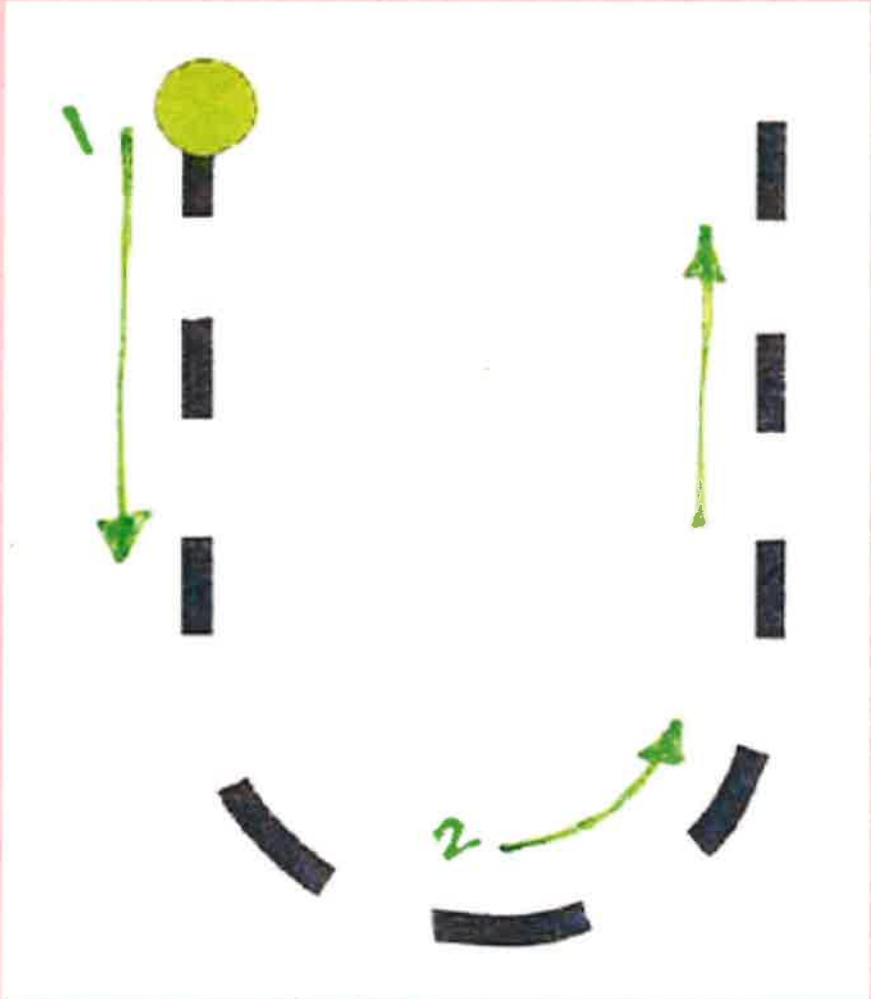
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter U. Put your finger on the top of the U. Pull down, around and up (model again). This is capital U. (practice with students, then model lowercase) This is lowercase u. Put your finger at the middle, pull down, around and up, and down. This is letter u! . Great job!"

**collect letter cards*



***Repeat the letter name several times with the students.**



LESSON 16A

Review Letters

Explain: "Now we are going to play a game and practice finding the letter Uu."


Review Game: Letter Hunt

Letter Hunt

Explain: "The letter U is all over this page, and there are also other letters and pictures. If I point to the letter U, say U and raise your hands high in the air. If I point to something that is NOT a U, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

Practice: Point to a variety of letters and pictures for students to practice.

**if you don't want students to stand, have students raise their arms only.*



***Repeat the letter name several times with the students.**

I L U



u

u

B

l



u

B

b

m



u

b

U

l



l

I



m

U

B



U



t

N



a

b



u

i

L

u



n

U

LESSON 16A

Wrap-up

Explain: "Today we reviewed the letter U. (point to the picture) Umbrella, /u/, (point to the letter) Uu. Say it with me, umbrella, /u/, U. what letter is this? U! Great job! This is the uppercase (capital) U and this is the lowercase U."

*Repeat the letter name several times with the students.





U u

Materials Needed:

- letter cards Uu
- backpack cutout or post its

LESSON 16B

Phonological Awareness

Materials: *My name is* _____ page and name cards with children's names.

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables. If they don't know the name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 16B

Phonological Awareness: Blending Onset and Rime



Let's have some f-un! FUN!

Materials: Bag cutouts or post it notes to cover the pictures

Outline of Activity: Explain: "We are going to play "Guess What's In My Bag"

Model: This is fun, jug, and gum. I will tell you the parts in my word, and you blend the parts together and guess what's in the bag! (cover the pictures). G-um. What's in my bag? G-um. GUM! Good! Your turn.

Practice: "What's in my bag? J-ug. J-ug. JUG! Great! What's in my bag? F-un. FUN. Good!

Expand: I hear the /u/ sound in the middle of each word. fUn, jUg, gUm.



Error Correction Procedure

Model: "J-ug. JUG.

Practice: "Say it with me. J-ug. JUG."

Praise: "Good!"



LESSON 16B

New Letter Introduction

Explain: We write the /u/ sound like this (trace the letter with your finger). The name of this letter is U. (point to the picture) Umbrella, /u/, (point to the letter) U.

Practice: Focus practice on having students say the letter name. "The name of this letter is U. What is the name of this letter? U! Yes! Let's say it three times. U, U, U! Great!"

Repeat the letter name several times with the students.





U u

LESSON 16B

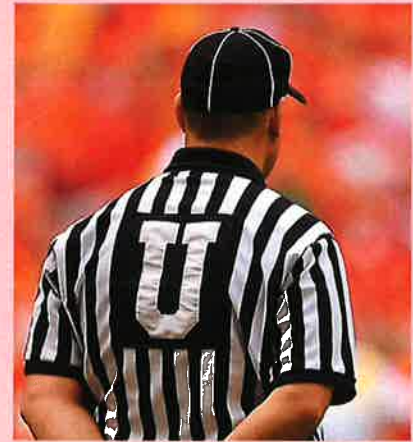
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is untie, uproot (when a tree falls over), and umpire (person who makes everyone is following the rules at a sporting event) . I hear the /u/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Untie, uproot, umpire. Great job. They all start with the /u/ sound. We write the /u/ sound with the letter Uu.

Explain: Point to the letter. "The name of this letter is U. This is the capital U and this is lowercase u. They look different, but we call them both U. Let's practice saying the letter U together 3 times. U, U, U! Great!"

***Repeat the letter name several times with the students.**





U u

LESSON 16B

Review Game

Materials: *pull letter Uu cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter U on your card, match it to the letter U on the page and say U. If it is not a U, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter U.

***Repeat the letter name several times with the students.**



U

u



LESSON 16B

Wrap-up

Explain: "Today we reviewed the letter U. (point to the picture) Umbrella, /u/, (point to the letter) Uu. Say it with me, umbrella, /u/, U. what letter is this? U! Great job! This is the uppercase (capital) U and this is the lowercase U."

***Repeat the letter name several times with the students.**





U u

Alphabetics

PROJECT READY

Practice & Play Set 4

U, E, S, I, W, M, H, T, B, A, Z, O



Revised 2022
Maria Aielli, M.A.

PRACTICE & PLAY

LESSON OUTLINE

1. **Phonological Awareness**
 - a. PA Game/Activity
2. **Review Known Letters**
 - a. quick review (name, sound, formation)
3. **Review Game**
 - a. Letter Statues
 - b. Seek & Find Letters
 - c. Bean Bag Toss
4. **Visual Drill**
 - a. only known letters

Practice & Play #1

Letters: U, E, S, I

Materials: Letter statue cards
alphabet card deck

Review Game: Letter Statues

Phonological Awareness Activity (blending onset and rime)

Explain: "Words are made up of different sounds put together. Listen (point to ear) as I say S-UN. Say it with me. S-UN. Let's blend those parts together. SSSUUNN. SUN! Good, my word is SUN. Let's listen and blend some more words together.

- "Listen to my word parts. A-PPLE. What is my word? APPLE!
- Listen to my word parts. P-IG. What is my word? PIG!
- Listen to my word parts. B-ED. What is my word? BED!
- Great work!





Practice & Play #1

Letters: U, E, S, I

Review Game: Letter Statues

Review Letters

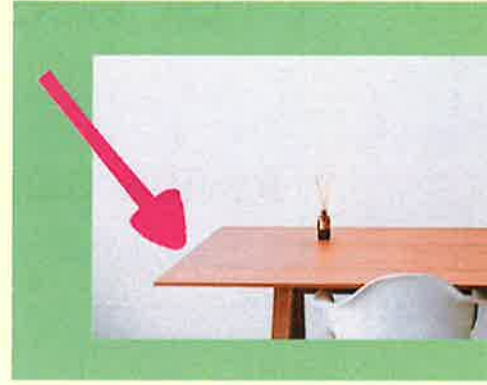
Explain: "We've learned these 4 letters. U, E, S, I."

- (point to the picture) "Igloo, /i/ (trace the letters) I."
- (point to the picture) "Edge, /e/ (trace the letters) E."
- (point to the picture) "Sunflower, /s/ (trace the letters) S."
- (point to the picture) "Umbrella, /u/ (trace the letters) U."





Ii



Ee



Ss



Uu

Practice & Play #1

Letters: I, E, S, U

Review Game: Letter Statues

Review Game: Letter Statues

Materials: Letter Statue Card Deck

Practice: "We are going to practice making the letters using our bodies!"

- "Let's start with the letter I. Can you stand TALL, reach high into the sky like the letter I?"
- "Now lets sway and slither like a snake to make the letter S. Say S! Great!"
- "For the letter E, stand up tall and reach your arms and one leg out to the side. Say it with me- Letter E! Great!"
- "Finally, raise both arms overhead, elbows wide, with hands pointed up. Say U!"
- "Great job! Now, I am going to show you some cards. If you see the letter U, E, S, I, say the name of the letter and make the letter shape using your body. There are also some surprise cards, and I will tell you what to do!"





Uu



Ee



Ss



Ii

Practice & Play #1

Letters: U, E, S, I

Review Game: Letter Statues

Wrap-up

Materials: Card Deck for visual drill (Uu, Ee, Ss, Ii)

Explain: "I will show you a card, and you tell me the name of the letter." (Flip through the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all of the letters with support as needed)

- (show the card) This is a U. Say U. U! Great. What letter is this? U!"



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #2

Letters: W, M, H, T

Materials: Alphabet Letter Posters
alphabet card deck

Review Game: Seek & Find Letters

Phonological Awareness Activity (blending onset and rime)

Explain: "Words are made up of different sounds put together. Listen (point to ear) as I say R-UN. Say it with me. R-UN. Let's blend those parts together. RRUUNN. Say it fast-RUN! Good, my word is RUN. Let's listen and blend some more words together.

- "Listen to my word parts. F-UN. What is my word? FUN!
- Listen to my word parts. D-IG. What is my word? DIG!
- Listen to my word parts. F-ED. What is my word? FED!
- Great work!





Practice & Play #2

Letters: W, M, H, T

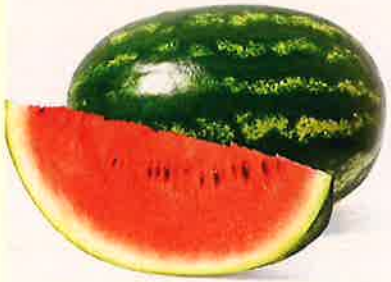
Review Game: Seek & Find Letters

Review Letters

Explain: "We've learned lots of letters. Today we are going to talk about the letters W, M, H, T."

- (point to the picture) "Watermelon, /w/ (trace the letters) W."
- (point to the picture) "Mountain, /m/ (trace the letters) M."
- (point to the picture) "Hippo, /h/ (trace the letters) H."
- (point to the picture) "Tiger, /t/ (trace the letters) T."





Ww



Mm



Hh



Tt

Practice & Play #2


Letters: W, M, H, T

Review Game: Seek & Find Letters

Seek & Find Game

Materials: alphabet letter posters (W, M, H, T) posted around the room

Explain: "Let's play a game! I am going to show you a letter, and you need to find that letter in our classroom. When you find the letter, point to it."

- students seek around the room (or a designated area to find the letters). (point to the letter on the next page) "What letter is this? (W, M, H, T). Great, can you go and find the letter ____?"
- If student responds incorrectly to "What letter is this?" - provide the correct answer.
- "This is the letter M. Say it with me. M. What letter is this? M. Great job!" 
- *focus on having students identify the letter names only*

Ww

Mm

Hh

Tt

Practice & Play #2

Letters: W, M, H, T

Review Game: Seek & Find Letters

Wrap-up

Materials: Card Deck for visual drill (Ww, Mm, Hh, Tt)

Explain: "I'll show you a card, and you tell me the name of the letter." (Flip through the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all of the letters with support as needed)

- (show the card) This is a W. Say W. W! Great. What letter is this? W!"



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #3

Letters: B, A, Z, O

Materials: bean bags and game boards
alphabet card deck

Review Game: Bean Bag Toss

Phonological Awareness Activity (blending onset and rime)

Explain: "Words are made up of different sounds put together. Listen (point to ear) as I say B-AG. Say it with me. B-AG. Let's blend those parts together. BBAAGG. Say it fast- BAG! Good, my word is BAG. Let's listen and blend some more words together.

- "Listen to my word parts. G-UM. What is my word? GUM!
- Listen to my word parts. B-IG. What is my word? BIG!
- Listen to my word parts. R-ED. What is my word? RED!
- Great work!





Practice & Play #3

Letters: B, A, Z, O

Review Game: Bean Bag Toss

Review Letters

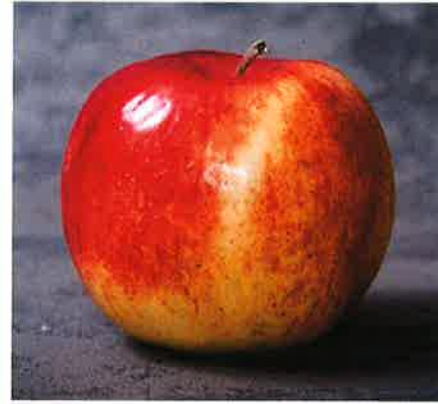
Explain: "We've learned these 4 letters. B, A, Z, O."

- (point to the picture) "Basketball, /b/ (trace the letters) B."
- (point to the picture) "Apple, /a/ (trace the letters) A."
- (point to the picture) "Zebra, /z/ (trace the letters) Z."
- (point to the picture) "Octopus, /o/ (trace the letters) O."





Bb



Aa



Zz



Oo

Practice & Play #3

Letters: B, A, Z, O

Review Game: Bean Bag Toss

Bean Bag Toss Game

Materials: tic tac toe boards, dry erase markers

Explain: "Let's play a game! I am going to say the name of a letter, and you need to toss the bean bag onto that letter on your board and say the letter name.

- Teacher fills in letters on game boards using a dry erase marker. Customize the board to student needs (capital, lowercase, only 4 letters, or more of a challenge: 6 letters with a mix of capital and lowercase)
- "Letter B." Students toss bean bag onto letter B and say "B!" "Great work!"
- *focus on having students identify the letter names only*
- *play until all letters have been reviewed and students have named them successfully*



Bb

Aa

Zz

Oo

Practice & Play #3

Letters: B, A, Z, O

Review Game: Bean Bag Toss

Wrap-up

Materials: Card Deck for visual drill (Bb, Aa, Zz, Oo)

Explain: "I will show you a card, and you tell me the name of the letter." (Flip through the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all of the letters with support as needed)

- (show the card) This is a Z. Say Z. Z! Great. What letter is this? Z!"



Alphabetics

Review: Card Deck for the
Visual Drill

