



# Alphabetics Book 2

## A, S, H, Z- Practice & Play Set 2

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**PROJECT  
READY**  
MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries  
Preschool Curriculum

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My name is \_\_\_\_\_

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**Lesson Materials:**

- name cards
- letter A, C, M cards
- monkey noodles

# Lesson 5

## Phonological Awareness Name Activity

**Lesson Overview**

New Letter: Aa

Review Letter: Cc, Mm

Review Game: Letter Match

Make the Letters: Monkey noodles

**Materials:** name card for each student

\*the song is sung to the tune of “Mary Had A Little Lamb”

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. 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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.

**Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 5

## Phonological Awareness

### Blending Syllables

**Materials:** Dog Finger Puppets, Hand puppet with mouth that moves

**Explain:** *Words can be broken up into smaller parts. These parts are called syllables, they are the smaller parts of words. My friend here, Daisy Dog, likes to say words by breaking them into syllables. Can you help me figure out what she is saying?*

**Model:** Daisy: Hi everyone! I'm 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! Elephants, Daisy loves to see the elephants.*

**Group 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.

#### 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-mal (animal) friends. Is-a-bell-a (Isabella) liked the mon-keys (monkeys) the best but, my favorite was the el-e-phant (elephant). It was a great day!*

**Expand (optional):** Tell other stories with Daisy in a similar way



#### Error Correction Procedure

**Model:** *El-e-phant. Elephant.*

**Practice:** *Do it with me. El-e-phant. Elephant.*

**Praise:** *Good! El-e-phant are the parts of the word elephant.*





# Lesson 5

## New Letter Introduction

**Explain:** Point to the apple. *This is an apple. Everyone say apple. Good. Apple starts with the /a/ sound. /a/ apple. Everyone say /a/. (practice again).*

р

у





# Lesson 5

## New Letter Introduction

**Explain:** *We write the /a/ sound like this* (trace the letter with your finger). *The name of this letter is A.* (point to the picture)  
*Apple. /a/. (point to the letter) A.*

**Model:** Focus practice on having students say the letter name. *The name of the letter is A.*

**Group Practice:** *What is the name of the letter? A! Yes! A! Let's say it three times. A. A. A.*

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

*A is an astronaut, proud in it's 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 you shut your front gate.*

*A is in apple, alligator, and ant.*

*It makes an "aaa" sound like a just-watered plant.*

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

Ad





# Lesson 5

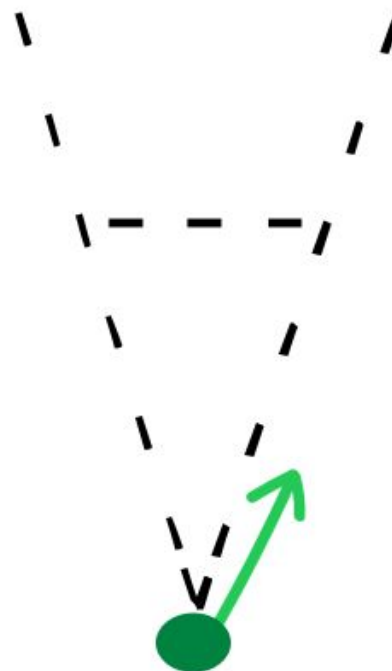
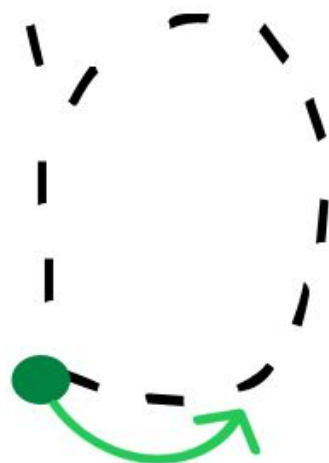
## Letter Exploration

**Model:** Point to the pictures. *This is an apple, alligator, and astronaut. I hear the /a/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point. (point to each) Apple, alligator, astronaut. Great job! They all start with the /a/ sound. We write the /a/ sound with the letter A.*

**Explain:** Point to the letter. *The name of this letter is A. This is the capital A and this is lowercase a. They look different, but we call them both A.*

**Group Practice:** Point to the letter. *Let's say the name together (point) A, a, A, a. Great!*





# Lesson 5

## Letter Formation

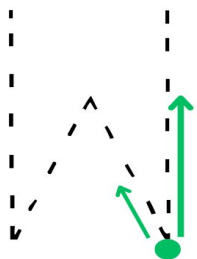
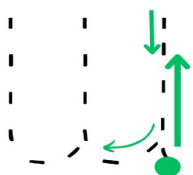
**Materials:** letter Aa cards for each student

**Model:** *Now we're going to make the letter A. 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 down, pull across.* (Lowercase) *Pull back and around, pull up, pull down.*

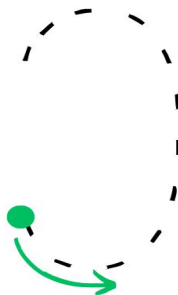
**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

*Now it's your turn to make the letter A. Put your finger at the top of the capital A. Slide down, slide down, pull across. Great job! Let's try again. Let's write the lowercase a. Put your finger at the top. Pull back and around, pull up, pull down. Great work! We made an A! What letter are we making? The letter A!*

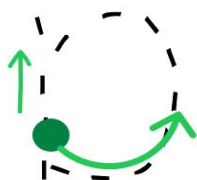
\*collect letter cards



w W



c C



a A





# Lesson 5

## Review Letters

**Explain:** (point to the picture) *This is an apple. /a/ Apple. We write the /a/ sound with letter A.* (Trace the capital letter) *Slide down, slide down, pull across.* (Trace the lowercase) *Pull back and around, pull up, pull down.* (Point to the picture) *This is a cat. Cat, /c/ C.* (Trace letter with finger). *Pull back and go around.* (Point to the picture) *This is a mountain. Mountain /m/ M.* (Trace the capital letter) *Pull down, slide down, pull up, slide down.* (Trace the lowercase letter) *Pull down, pull up, over and down, up, over and down.*

## Review Game: Letter Match

**Materials:** letter cards Aa, Cc, Mm

**Explain:** *I am going to give you a letter card. Flip over the card, say its name, and match it to the letter on the page.*

\*Give each student multiple opportunities to practice. Provide immediate corrective feedback as needed.

## Make the Letters

**Materials:** monkey noodles

**Explain:** *Now we are going to practice forming the letter A.* (Pass out monkey noodles and the letters Aa, Cc, and Mm one at a time to practice building the letters)

**Model:** Use the monkey noodles to make a capital A. Say the name of the letter frequently as you build the letter.

**Group Practice:** *Let's make the capital A. What letter is this? A! Great! Pull down, slide down, pull across. Great! Let's make the little a. What letter is this? a! Great! Pull back and around, pull up, pull down. Let's say the name of the letter 3 times! a, a, a! Great job!* (continue with C and M if there is time)

\*Collect all materials

р

у





# Lesson 5

## Wrap Up

**Explain:** *Today we learned the letter A.* (point to the picture) *Apple, /a/*, (point to the letter) *A. Let's say it together. Apple, /a/, A! Apple, /a/, A! Great work.*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter Aa cards
- finger puppets

# Lesson 5A

## Phonological Awareness

### Name Activity

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*  
*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 5A

## Phonological Awareness

### Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** finger puppets for the students and a hand puppet for the teacher

**Explain:** *We are going to play Guess My Word with Daisy Dog. Daisy is going to say word parts. You put the parts together and tell me what Daisy is saying*

**Model:** *This is an apple, alligator, and astronaut. (Daisy) Ap-ple. (Teacher) Apple! Daisy wants the apple!*

**Group Practice:** *Your turn. Put the word parts together to tell me what Daisy wants.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Al-li-ga-tor.* (Students) *Alligator!*

(Daisy) *As-tro-naut* (Students) *Astronaut!*



#### Error Correction Procedure

**Model:** Point. *This is an alligator. Al-li-ga-tor Alligator.*

**Practice:** *Point with me and say al-li-ga-tor. Alligator!*

**Praise:** *Good work! Alligator!*





# Lesson 5A

## New Letter Introduction

**Explain:** : Point to the apple. *This is an apple. Everyone say apple. Good. Apple starts with the /a/ sound. /a/ apple. Everyone say /a/. (practice again).*

р

у





# Lesson 5A

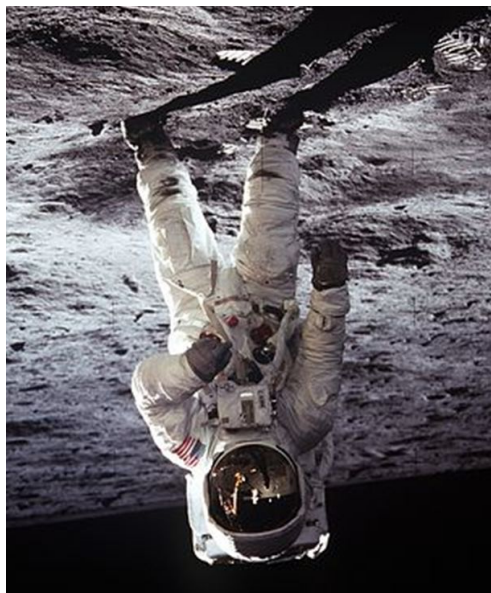
## New Letter Introduction

**Explain:** *We write the /a/ sound like this* (trace the letter with your finger). *The name of this letter is A.* (point to the picture)  
*Apple. /a/. (point to the letter) A.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is A.*

**Group Practice:** *What is the name of the letter? A! Yes! A! Let's say it three times. A. A. A.*

Ad





# Lesson 5A

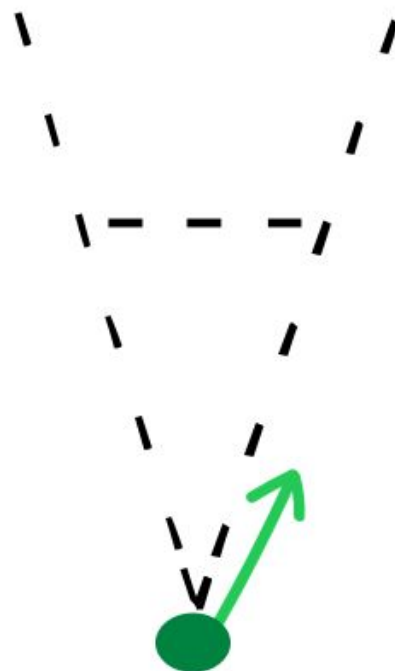
## Letter Exploration

**Model:** Point to the pictures. *This is an apple, alligator, and astronaut. I hear the /a/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point. (point to each) Apple, alligator, astronaut. Great job! They all start with the /a/ sound. We write the /a/ sound with the letter A.*

**Explain:** Point to the letter. *The name of this letter is A. This is the capital A and this is lowercase a. They look different, but we call them both A.*

**Group Practice:** Point to the letter. *Let's say the name together (point) A, a, A, a. Great!*





# Lesson 5A

## Letter Formation

**Materials:** letter Aa cards for each student

**Model:** *Now we're going to make the letter A. 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 down, pull across.* (Lowercase) *Pull back and around, pull up, pull down.*

**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

*Now it's your turn to make the letter A. Put your finger at the top of the capital A. Slide down, slide down, pull across. Great job! Let's try again. Let's write the lowercase a. Put your finger at the top. Pull back and around, pull up, pull down. Great work! We made an A! What letter are we making? The letter A!*

\*collect letter cards

A



a

C



a



o

A

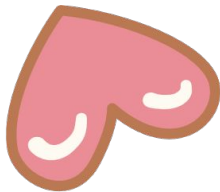


A



T

m



t



M

a



A

C





# Lesson 5A

## Review Letters

### Review Game: Letter Hunt

**Explain:** *The letter A is all over this page, and there are also other letters and pictures. If I point to the letter A, Say A and raise your hands high in the air. If I point to something that is NOT a letter A, 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of pictures and letters.

\*Tell students the correct letter name if they say it incorrectly, and have students repeat it.

р

у





# Lesson 5A

## Wrap Up

**Explain:** *Today we reviewed the letter A.* (point to the picture) *Apple, /a/*, (point to the letter) *A. Let's say it together. Apple, /a/, A!*  
*Apple, /a/, A! Great work!*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter A cards and 1-3 other letters to mix in
- finger puppets

## Lesson 5B

### Phonological Awareness

#### Name Activity

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*  
*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 5B

## Phonological Awareness

### Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** finger puppets for the students and a hand puppet for the teacher

**Explain:** *We are going to play Guess My Word with Daisy Dog. Daisy is going to say word parts. You put the parts together and tell me what Daisy is saying.*

**Model:** *This is applesauce, actor, and ambulance. (Daisy) Ap-ple-sauce. (Teacher) Applesauce! Daisy wants the applesauce!*

**Group Practice:** *Your turn. Put the word parts together to tell me what Daisy wants.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Ac-tor.* (Students) *Actor!*

(Daisy) *Am-bu-lance.* (Students) *Ambulance!*

(Daisy) *Ap-ple-sauce.* (Students) *Applesauce!*



#### Error Correction Procedure

**Model:** Point. *This is an actor. Ac-tor. Actor.*

**Practice:** *Point with me and say ac-tor. Actor!*

**Praise:** *Good work! Actor!*

р

у





## Lesson 5B

### New Letter Introduction

**Explain:** *We write the /a/ sound like this* (trace the letter with your finger). *The name of this letter is A.* (point to the picture)  
*Apple. /a/. (point to the letter) A.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is A.*

**Group Practice:** *What is the name of the letter? A! Yes! A! Let's say it three times. A. A. A.*

Ad





## Lesson 5B

### Letter Exploration

**Model:** Point to the pictures. *This is an applesauce, actor, and ambulance. I hear the /a/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point. (point to each) Applesauce, actor, ambulance. Great job! They all start with the /a/ sound. We write the /a/ sound with the letter A.*

**Explain:** Point to the letter. *The name of this letter is A. This is the capital A and this is lowercase a. They look different, but we call them both A.*

**Group Practice:** Point to the letter. *Let's say the name together (point) A, a, A, a. Great!*



**p**

**V**



# Lesson 5B

## Review Letters

**Review Game:** Letter Sort

**Materials:** Letter Aa cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting the letters into capital and lowercase. If you have a capital A on your card, put it here* (point to the capital A column). *If you have a lowercase A on your card, put it here* (point to the lowercase A column). *If you do not have a letter Aa, put it here* (point to the last column).

**Model:** Place a card face down in front of you, flip it over, say the letter name, and put it in the matching column.

**Group Practice:** Hand a card to each student face down on the table. Take turns flipping the card over, naming the letter, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.

р

у





## Lesson 5B

### Wrap Up

**Explain:** *Today we reviewed the letter A.* (point to the picture) *Apple, /a/*, (point to the letter) *A. Let's say it together. Apple, /a/, A! Apple, /a/, A! Great work!*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter Ss, Tt, Aa cards
- backpack cutouts or post it notes for PA game

## Lesson 6

### Phonological Awareness Name Activity

### Lesson Overview

New Letter: Ss  
Review Letter: Tt, Aa  
Review Game: Letter Match  
Make the Letters: Monkey  
Noodles

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*

*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 6

## Phonological Awareness

### Blending Syllables

**Materials:** Backpack cutout or post-it note to cover the pictures

**Explain:** *Words can be broken into smaller parts. These parts are called syllables, they are the smaller parts of words. Let's play Guess What's in My Bag. I am going to cover a picture and say the word parts and you tell me what's hiding in my bag.*

**Model:** *This is a sandwich, spaghetti, and sunflower.* (cover the sandwich) *Sand-wich. What's hiding in my bag?* (say the two parts together) *Sandwich!* Uncover the picture and show the students the sandwich.

**Group Practice:** *Now it's your turn to guess what's in my bag. I will say the parts of the word, you will say the word.*

(Teacher) *Spa-ghet-ti.* (Students) *Spaghetti!*

(Teacher) *Sun-Flow-er.* (Students) *Sunflower!*

(Teacher) *Sand-wich.* (Students) *Sandwich!*



#### Error Correction Procedure

**Model:** *Sand-wich. Sandwich*

**Practice:** *Say it with me. Sand-wich. Sandwich*

**Praise:** *Good! This is a sandwich!*





# Lesson 6

## New Letter Introduction

**Explain:** : Point to the sunflower. *This is a sunflower. Everyone say sunflower. Good. Sunflower starts with /s/. Sunflower, /s/. Everyone say /s/ (practice again).*

Ss





# Lesson 6

## New Letter Introduction

**Explain:** *We write the /s/ sound like this* (trace the letter with your finger). *The name of this letter is s.* (point to the picture) *Sunflower, /s/,* (point to the letter) *S.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is s. What is the name of this letter? S. Yes! S! Great!*

**Group Practice:** *Let's say the name of this letter three times. S. S. S.*

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

*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 soft.*

*It's in sneeze and in sleepy- but never in cough.*

*S is a sound which you push through your teeth.*

*A simmering sssss like the wind on a leaf.*

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

# S S





## Lesson 6

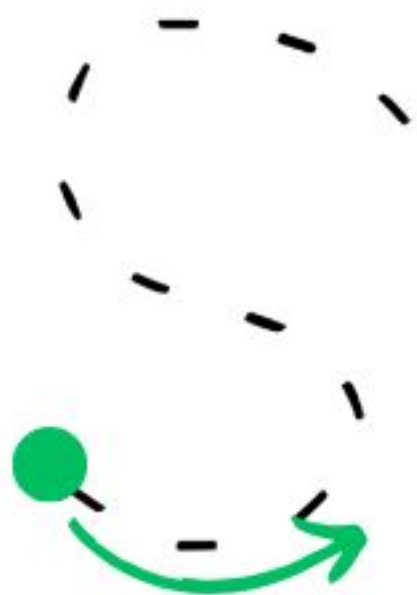
### Letter Exploration

**Model:** Point to the pictures. *This is a sunflower, seahorse, and sandwich. I hear /s/ at the beginning of each word. We write the /s/ sound with the letter S.*

**Group Practice:** *Let's say the name of each picture as I point. Sunflower, seahorse, sandwich. Great! They all start with /s/. We write the /s/ sound with the letter S.*

**Explain:** Point to the letter. *The name of this letter is S. This is the capital S and this is the lowercase s. They look the same!*

**Group Practice:** *Let's say the name together three times. S. S. S. Great!*





# Lesson 6

## Letter Formation

**Materials:** letter Ss cards for each student

**Model:** *Now we are going to learn how to make the letter S. 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 back, go around, go around again, and up.* (model again). *This is letter S.*

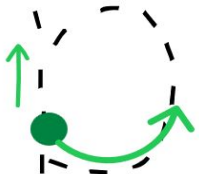
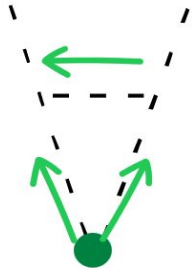
**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

*Now it's your turn to make the letter S. Put your finger at the top of the capital S. Pull back, go around, go around again, and up. Great job! Let's try again. Put your finger at the top. Pull back, go around, go around again, and up. Great work! We made an S! What letter are we making? The letter S!*

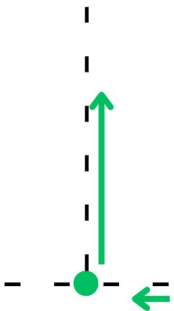
\*collect letter cards



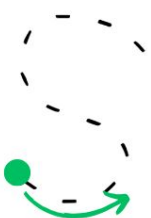
A a



T t



S s





# Lesson 6

## Review Letters

**Explain:** (point to the picture) *This is a sunflower. /s/ Sunflower. We write the /s/ sound with letter S.* (Trace the capital letter) *Pull back, go around, go around again, and up.* (Point to the picture) *This is a tiger. Tiger, /t/, T.* (Trace letter with finger). *Pull down, pull across.* (Point to the picture) *This is an apple. Apple, /a/, A.* (Trace the capital letter) *Slide down, slide down, pull across.* (Trace the lowercase letter) *Pull back and around, pull up, pull down.*

## Review Game: Letter Match

**Materials:** letter cards

**Explain:** *I am going to give you a letter card. Flip over the card, say its name, and match it to the letter on the page.*

\*Give each student multiple opportunities to practice. Provide immediate corrective feedback as needed.

## Make the Letters

**Materials:** monkey noodles

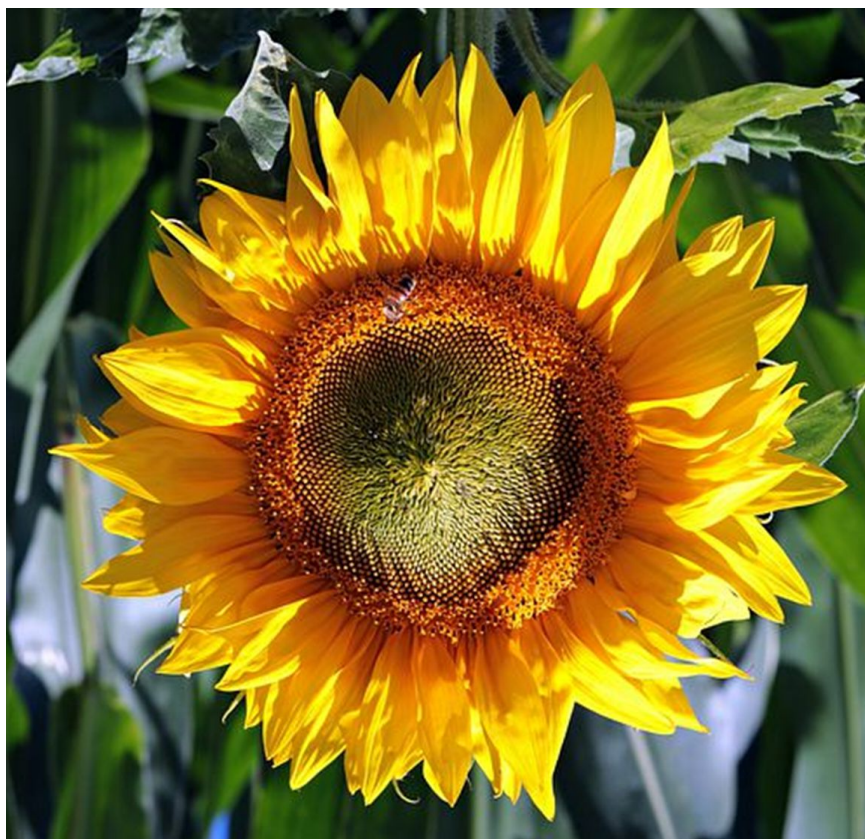
**Explain:** *Now we are going to practice forming the letter S.* (Pass out monkey noodles and the letters Aa, Tt, and Mm one at a time to practice building the letters)

**Model:** Use the monkey noodles to make a capital S. Say the name of the letter frequently as you build the letter.

**Group Practice:** *Let's make the letter S. What letter is this? S! Great! Pull back, go around, go around again, and up. Great! Let's say the name of the letter 3 times! S, S, S! Great job!* (continue with A, T, and M if there is time)

\*Collect all materials

Ss





## Lesson 6

### Wrap Up

**Explain:** *Today we learned the letter S.* (point to the picture) *Sunflower, /s/,* (point to the letter) *S. Let's say it together. Sunflower, /s/, S! What letter is this? S! Great work!*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter Ss cards
- hand puppet
- finger puppets

## Lesson 6A

### Phonological Awareness

#### Name Activity

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*

*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



#### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 6A

## Phonological Awareness

### Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** finger puppets for the students and a hand puppet for the teacher

**Explain:** *We are going to play Guess My Word with Daisy Dog. Daisy is going to say word parts. You put the parts together and tell me what Daisy is saying*

**Model:** *This is sunglasses, sunroof, staircase.* (Daisy) *Sun-Glass-es* Teacher) *Sunglasses! Daisy wants the sunglasses!*

**Group Practice:** *Your turn. Put the word parts together to tell me what Daisy wants.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Sun-roof* (Students) *Sunroof!*

(Daisy) *Stair-case* (Students) *Staircase!*

(Daisy) *Sun-glass-es* (Students) *Sunglasses!*



#### Error Correction Procedure

**Model:** Point. *This is a staircase. Stair-case. Staircase.*

**Practice:** *Point with me and say stair-case. Staircase!!*

**Praise:** *Good work! Staircase!*



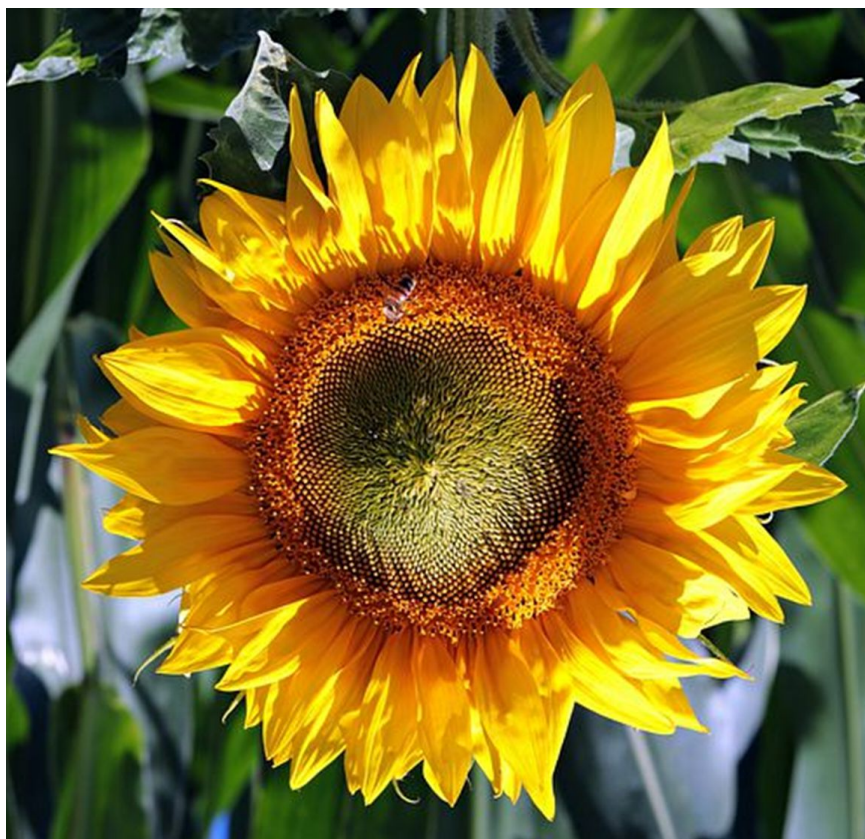


# Lesson 6A

## New Letter Introduction

**Explain:** : Point to the sunflower. *This is a sunflower. Everyone say sunflower. Good. Sunflower starts with /s/. /S/ sunflower. Everyone say /s/. (practice again).*

Ss





# Lesson 6A

## New Letter Introduction

**Explain:** *We write the /s/ sound like this* (trace the letter with your finger). *The name of this letter is S.* (point to the picture) *Sunflower. /s/. (point to the letter) S.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is S.*

**Group Practice:** *What is the name of the letter? S! Yes! S. Let's say it three times. S. S. S.*

S S





# Lesson 6A

## Letter Exploration

**Model:** Point to the pictures. *This is a sunflower, seahorse, and sandwich. I hear the /s/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point. (point to each) Sunflower, seahorse, sandwich. Great job! They all start with the /s/ sound. We write /s/ with the letter S.*

**Explain:** Point to the letter. *The name of this letter is S. This is the capital S and this is lowercase s. They look the same!*

**Group Practice:** Point to the letter. *Let's say the name together (point) S, S, S. Great!*





# Lesson 6A

## Letter Formation

**Materials:** letter Ss cards for each student

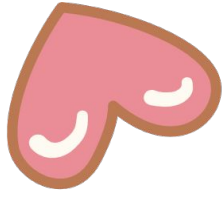
**Model:** *Now we're going to make the letter S. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot.* (Capital) *Pull back, go around, go around, and up.* (Lowercase) *Pull back, go around, go around, and up.*

**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

*Now it's your turn to make the letter S. Put your finger at the top of the S. Pull back, go around, go around, and up. Great job! Let's try again. Great work! We made an S! What letter are we making? The letter S!*

\*collect letter cards

T



s

S



S

s

O

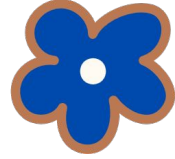
u



S



A



S

d



S

s



c





# Lesson 6A

## Review Letters

### Review Game: Letter Hunt

**Explain:** *The letter S is all over this page, and there are also other letters and pictures. If I point to the letter S, Say S and raise your hands high in the air. If I point to something that is NOT a letter S, 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of pictures and letters.

\*Tell students the correct letter name if they say it incorrectly, and have students repeat it.

Ss





# Lesson 6A

## Wrap Up

**Explain:** *Today we reviewed the letter S.* (point to the picture) *Sunflower, /s/*, (point to the letter) *S. Let's say it together.*  
*Sunflower, /s/, S. Great work!*

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



My name is

•

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### **Lesson Materials**

- name cards
- letter Ss cards and 1-3 other letters to mix in

## **Lesson 6B**

### **Phonological Awareness Name Activity**

**Materials:** ~~Materials:~~ name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*  
*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### **Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 6B

## Phonological Awareness

### Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** finger puppets for the students and a hand puppet for the teacher

**Explain:** *We are going to play Guess My Word with Daisy Dog. Daisy is going to say word parts. You put the parts together and tell me what Daisy is saying*

**Model:** *This is sofa, sunscreen, and number seven.* (Daisy) *So-fa.* Teacher) *Sofa! Daisy wants the sofa!*

**Group Practice:** *Your turn. Put the word parts together to tell me what Daisy wants.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Sun-screen* (Students) *Sunscreen!*

(Daisy) *Sev-en* (Students) *Seven!*

(Daisy) *So-fa* (Students) *Sofa!*



#### Error Correction Procedure

**Model:** Point. *This is a sofa. So-fa. Sofa!*

**Practice:** *Point with me and say so-fa. Sofa!*

**Praise:** *Good work! Sofa!*

Ss





## Lesson 6B

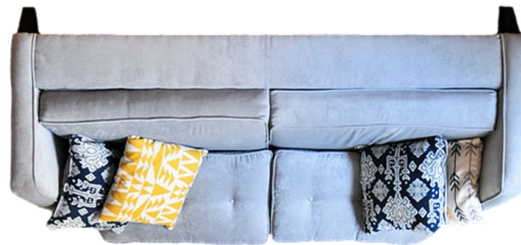
### New Letter Introduction

**Explain:** *We write the /s/ sound like this* (trace the letter with your finger). *The name of this letter is S.* (point to the picture) *Sunflower. /as.* (point to the letter) *S.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is S.*

**Group Practice:** *What is the name of the letter? S! Yes! S. Let's say it three times. S. S. S.*

SS





## Lesson 6B

### Letter Exploration

**Model:** Point to the pictures. *This is a sofa, sunscreen, and seven. I hear /s/ at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point. (point to each) Sofa, sunscreen, seven. Great job! They all start with /s/. We write /s/ with the letter S.*

**Explain:** Point to the letter. *The name of this letter is S. This is the capital S and this is lowercase s. They look the same!*

**Group Practice:** Point to the letter. *Let's say the name together (point) S, S, S. Great!*



S



## Lesson 6B

### Review Letters

**Review Game:** Letter Sort

**Materials:** Letter Ss cards and 1-3 other letters to mix in

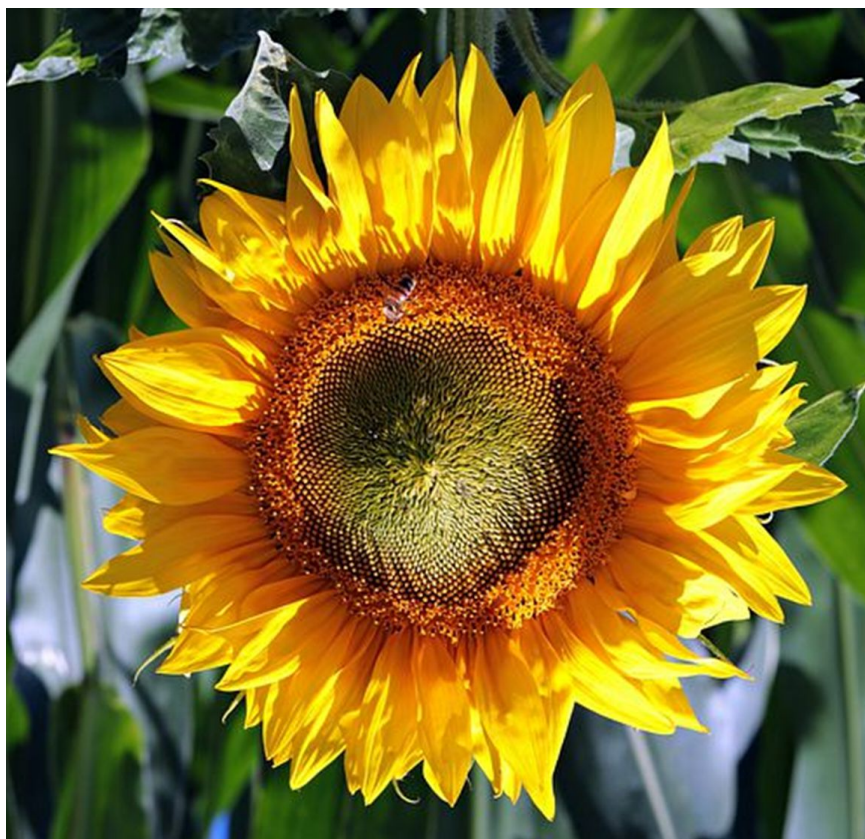
**Explain:** *Now we are going to practice sorting letters. If you have an S on your card, put it here* (point to the S column). *If you do not have a letter Ss, put it here* (point to the last column).

**Model:** Place a card face down in front of you, flip it over, say the letter name, and put it in the matching column.

**Group Practice:** Hand a card to each student face down on the table. Take turns flipping the card over, naming the letter, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.

ss





## Lesson 6B

### Wrap Up

**Explain:** *Today we reviewed the letter S. (point to the picture) Sunflower, /s/, (point to the letter) S. Let's say it together. Sunflower, /s/, S. Great work!*

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



My name is

•

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### Lesson Materials

- name cards
- letter cards Hh, Mm, Ss
- post its or backpack cutout
- monkey noodles

## Lesson 7

### Phonological Awareness

#### Name Activity

### Lesson Overview

New Letter: Hh  
Review Letter: Mm, Ss  
Review Game: Letter Match  
Make the Letters: Monkey Noodles

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*

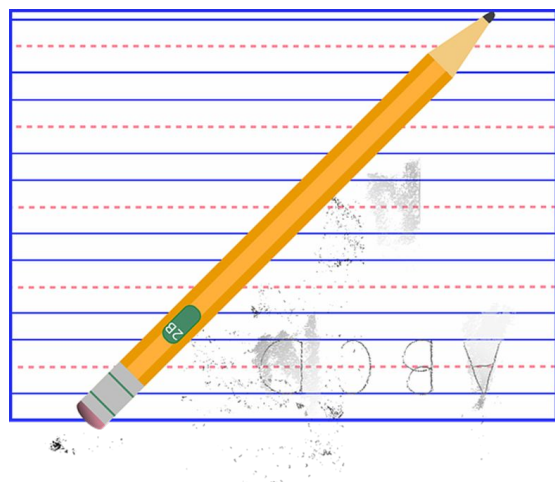
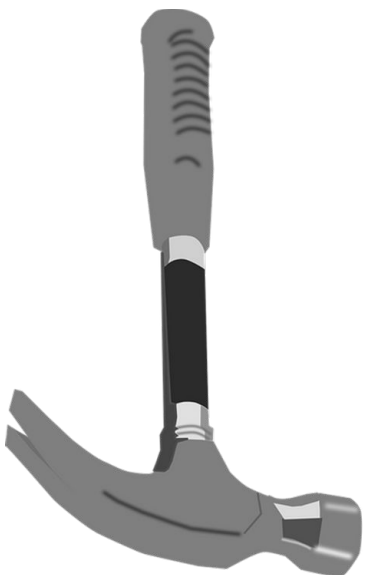
*Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 7

## Phonological Awareness

### Blending Syllables

**Materials:** Backpack cutout or post-it note to cover the pictures

**Explain:** *Words can be broken up into smaller parts. These parts are called syllables, they are the smaller parts of words. Let's play Guess What's in My Bag. I am going to cover a picture and say the word parts and you tell me what's hiding in my bag.*

**Model:** *This is homework, hippo, and hammer.* (cover the hippo) *Hip-po. What's hiding in my bag?* (say the two parts together) *Hippo!* Uncover the picture and show the students the hippo.

**Group Practice:** *Now it's your turn to guess what's in my bag. I will say the parts of the word, you will say the word.*

*Home-work. Homework!*

*Ham-mer. Hammer!*

*Hip-po. Hippo!*



#### Error Correction Procedure

**Model:** *Hip-po. Hippo!*

**Practice:** *Say it with me. Hip-po. Hippo!*

**Praise:** *Good! This is a hippo!*





# Lesson 7

## New Letter Introduction

**Explain:** : Point to the hippo. *This is a hippo. Everyone say hippo. Good. Hippo starts with /h/. Hippo, /h/. Everyone say /h/ (practice again).*

УН





# Lesson 7

## New Letter Introduction

**Explain:** *We write the /h/ sound like this* (trace the letter with your finger). *The name of this letter is H.* (point to the picture)  
*Hippo, /h/,* (point to the letter) *H.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is H. What is the name of this letter? H.*  
*Yes! H! Great!*

**Group Practice:** *Let's say the name of this letter three times. H. H. H.*

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

*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.*

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

У Н





# Lesson 7

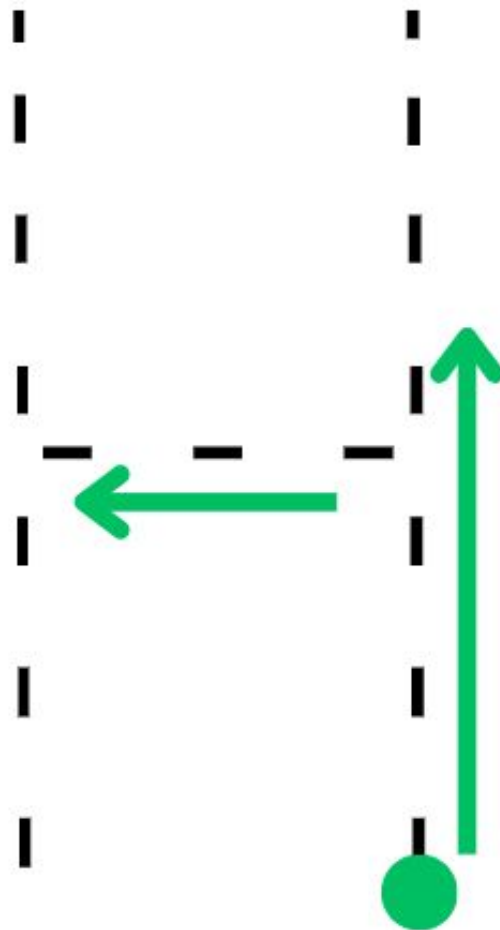
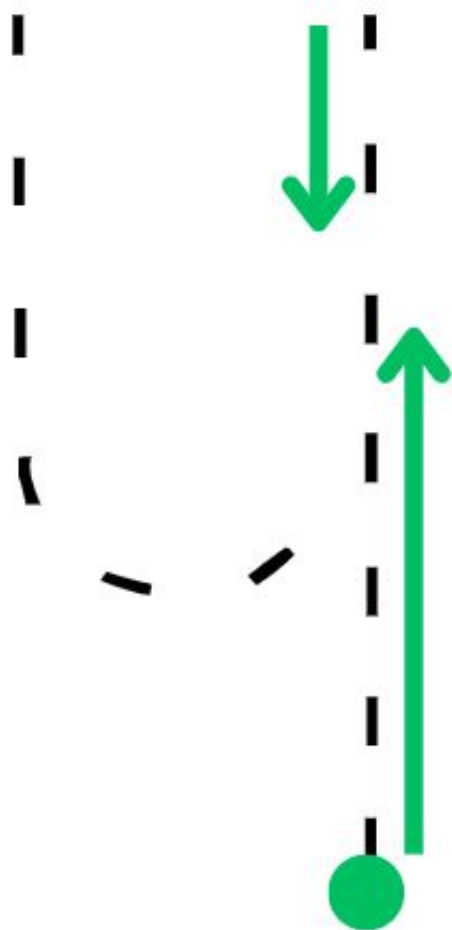
## Letter Exploration

**Model:** Point to the pictures. *This is a hippo, hamburger, and horse. I hear /h/ at the beginning of each word. We write the /h/ sound with the letter H.*

**Group Practice:** *Let's say the name of each picture as I point. Hippo, hamburger, and horse. Great! They all start with /h/. We write the /h/ sound with the letter H.*

**Explain:** Point to the letter. *The name of this letter is H. This is the capital H and this is the lowercase h. They look different, but we call them both H.*

**Group Practice:** *Let's say the name together three times. H. H. H. Great!*





# Lesson 7

## Letter Formation

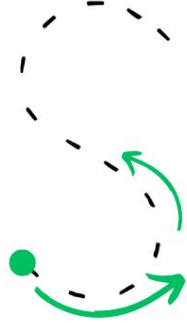
**Materials:** letter Hh cards for each student

**Model:** *Now we are going to learn how to make the letter H. 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, pull down, pull across.* (model again). *This is capital H. Now let's make the lowercase h. Watch me first. I start at the green dot. Pull down, pull up, around, pull down* (model again).

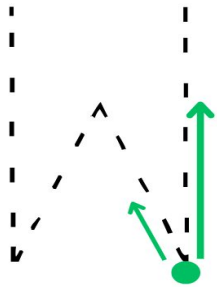
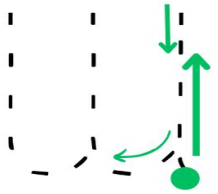
**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

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

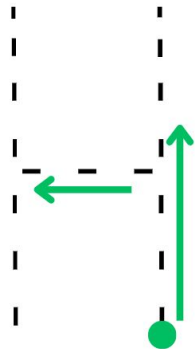
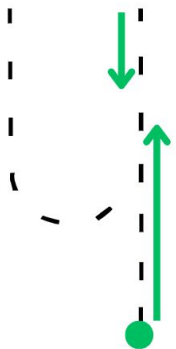
\*collect letter cards



s S



w W



y Y





# Lesson 7

## Review Letters

**Explain:** (point to the picture) *This is a hippo. /h/ Hippo. We write the /h/ sound with letter H.* (Trace the capital letter) *Pull down, pull down, pull across.* (Trace the lowercase letter) *Pull down, pull up, around, pull down.* (Point to the picture) *This is a mountain. Mountain, /m/, M.* (Trace letter with finger). (Point to the picture) *This is a sunflower. Sunflower /s/ S.* (Trace the letters).

## Review Game: Letter Match

**Materials:** letter cards

**Explain:** *I am going to give you a letter card. Flip over the card, say its name, and match it to the letter on the page*

\*Give each student multiple opportunities to practice. Provide immediate corrective feedback as needed..

## Make the Letters

**Materials:** monkey noodles

**Explain:** *Now we are going to practice forming the letter H.* (Pass out monkey noodles and the letters Hh, Mm, and S one at a time to practice building the letters)

**Model:** Use the monkey noodles to make a capital H. Say the name of the letter frequently as you build the letter.

**Group Practice:** *Let's make the capital H. What letter is this? H! Great! Pull down, pull down, pull across. Great! Let's say the name of the letter 3 times! H, H, H. Great job! Now let's form the lowercase h. Pull down, pull up, around, pull down* (continue with Mm, and S if there is time).

\*Collect all materials

УН





# Lesson 7

## Wrap Up

**Explain:** *Today we learned the letter H.* (point to the picture) *Hippo, /h/*, (point to the letter) *H. Let's say it together. Hippo, /h/, H!*  
*What letter is this? H! Great work!*

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



My name is

•

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### **Lesson Materials**

- name cards
- letter Hh cards
- backpack cutout or post it

# **Lesson 7A**

## **Phonological Awareness**

### **Name Activity**

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*  
*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### **Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 7A

## Phonological Awareness

### Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** backpack cutout or post it note

**Explain:** *We are going to play Guess What's in My Bag. I will say the parts of a word, and you will put the parts together and guess what's in my bag.*

**Model:** *This is hamburger, hopscotch, and hippo.* (Cover the hamburger). (Teacher) *Ham-bur-ger. Hamburger!* (Uncover the picture) *Hamburger!*

**Group Practice:** *Your turn. Put the word parts together to tell me what's in my bag.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Hop-scotch* (Students) *Hopscotch!*

(Daisy) *Hip-po* (Students) *Hippo!*

(Daisy) *Ham-bur-ger* (Students) *Hamburger!*



#### Error Correction Procedure

**Model:** Point. *This is a hamburger. Ham-bur-ger. Hamburger!*

**Practice:** *Point with me and say ham-bur-ger. Hamburger!*

**Praise:** *Good work! Hamburger!!*





# Lesson 7A

## New Letter Introduction

**Explain:** : Point to the hippo. *This is a hippo. Everyone say hippo. Good. Hippo starts with /h/. /H/ Hippo. Everyone say /h/.*  
(practice again).

УН





# Lesson 7A

## New Letter Introduction

**Explain:** *We write the /h/ sound like this* (trace the letter with your finger). *The name of this letter is H.* (point to the picture) *Hippo, /h/.* (point to the letter) *H.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is H.*

**Group Practice:** *What is the name of the letter? H! Yes! H. Let's say it three times H, H, H.*

У Н





# Lesson 7A

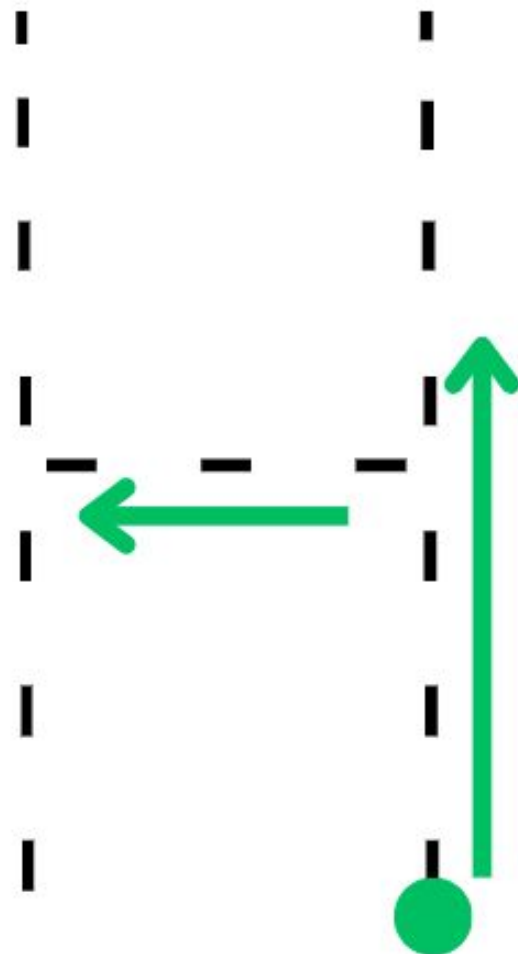
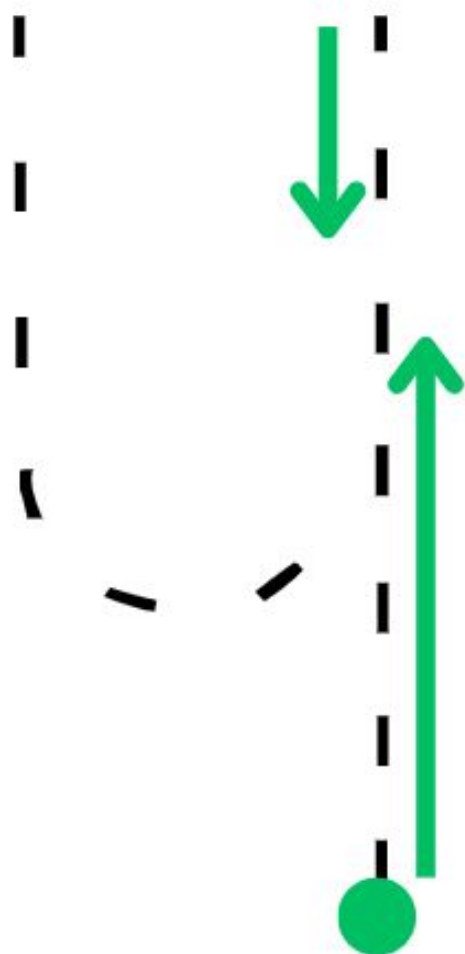
## Letter Exploration

**Model:** Point to the pictures. *This is a hippo, hamburger, and horse. I hear /h/ at the beginning of each word. We write the /h/ sound with the letter H.*

**Group Practice:** *Let's say the name of each picture as I point. Hippo, hamburger, and horse. Great! They all start with /h/. We write the /h/ sound with the letter H.*

**Explain:** Point to the letter. *The name of this letter is H. This is the capital H and this is the lowercase h. They look different, but we call them both H.*

**Group Practice:** *Let's say the name together three times. H. H. H. Great!*





# Lesson 7A

## Letter Formation

**Materials:** letter Hh cards for each student

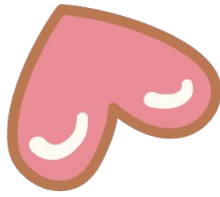
**Model:** *Now we are going to learn how to make the letter H. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot. Pull down, pull down, pull across.* (model again). *This is capital H. Now let's make the lowercase h. Watch me first. I start at the green dot. Pull down, pull up, around, pull down* (model again).

**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

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

\*collect letter cards

A



у

T



H

у

ш

H



H



H

у



в

H



у



T

с





# Lesson 7A

## Review Letters

### Review Game: Letter Hunt

**Explain:** *The letter H is all over this page, and there are also other letters and pictures. If I point to the letter H, Say H and raise your hands high in the air. If I point to something that is NOT the letter H, 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of pictures and letters.

\*Tell students the correct letter name if they say it incorrectly, and have students repeat it.

УН





# Lesson 7A

## Wrap Up

**Explain:** *Today we reviewed the letter H.* (point to the picture) *Hippo, /h/*, (point to the letter) *H. Let's say it together. Hippo, /h/, H. Great work!*

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



My name is \_\_\_\_\_

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### **Lesson Materials**

- name cards
- letter Hh cards and 1-3 other letters to mix in

## **Lesson 7B**

### **Phonological Awareness**

#### **Name Activity**

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*  
*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. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### **Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 7B

## Phonological Awareness

### Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** backpack cutout or post it note

**Explain:** *We are going to play Guess What's in My Bag. I will say the parts of a word, and you will put the parts together and guess what's in my bag.*

**Model:** *This is happy, honey, and hyena.* (Cover the girl). (Teacher) *Hap-py. Happy!* (Uncover the picture) *Happy!*

**Group Practice:** *Your turn. Put the word parts together to tell me what's in my bag.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Hon-ey* (Students) *Honey!*

(Daisy) *Hy-e-na* (Students) *Hyena!*

(Daisy) *Hap-py* (Students) *Happy!*



#### Error Correction Procedure

**Model:** Point. *This is a hyena. Hy-e-na. Hyena!*

**Practice:** *Point with me and say hy-e-na. Hyena!*

**Praise:** *Good work! Hyena!*

УН





## Lesson 7B

### New Letter Introduction

**Explain:** *We write the /h/ sound like this* (trace the letter with your finger). *The name of this letter is H.* (point to the picture) *Hippo, /h/,* (point to the letter) *H.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is H. What is the name of this letter? H. Yes! H! Great!*

**Group Practice:** *Let's say the name of this letter three times. H. H. H.*

У Н





## Lesson 7B

### Letter Exploration

**Model:** Point to the pictures. *This is a hamster, hyena, hedgehog. I hear /h/ at the beginning of each word. We write the /h/ sound with the letter H.*

**Group Practice:** *Let's say the name of each picture as I point. Hamster, hyena, and horse. Great! They all start with /h/. We write the /h/ sound with the letter H.*

**Explain:** Point to the letter. *The name of this letter is H. This is the capital H and this is the lowercase h. They look different, but we call them both H.*

**Group Practice:** *Let's say the name together three times. H. H. H. Great!*



У

Н



## Lesson 7B

### Review Letters

**Review Game:** Letter Sort

**Materials:** Letter Hh cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting letters. If you have a capital H on your card, put it here* (point to the H column). *If you have a lowercase h on your card, put it here* (point to the h column). *If you do not have a letter H, put it here* (point to the last column).

**Model:** Place a card face down in front of you, flip it over, say the letter name, and put it in the matching column.

**Group Practice:** Hand a card to each student face down on the table. Take turns flipping the card over, naming the letter, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.

УН





## Lesson 7B

### Wrap Up

**Explain:** *Today we reviewed the letter H. (point to the picture) Hippo /h/, (point to the letter) H. Let's say it together. Hippo, /h/, H. Great work!*

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



My name is

•

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### Lesson Materials

- name cards
- letter cards Zz, Tt, Hh
- backpack cutout or post it

## Lesson 8

### Phonological Awareness Name Activity

### Lesson Overview

New Letter: Zz

Review Letter: Tt, Hh

Review Game: Letter Match

Make the Letters: Monkey

Noodles

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*

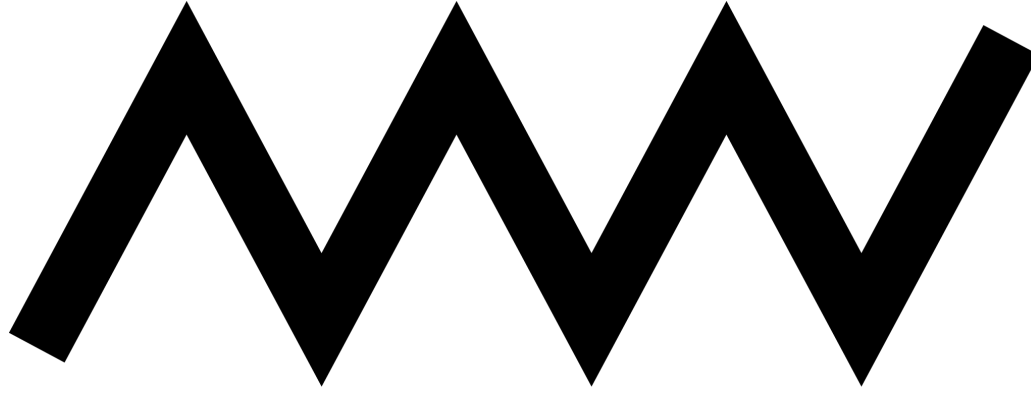
*Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.





# Lesson 8

## Phonological Awareness

### Blending Syllables

**Materials:** Backpack cutout or post-it note to cover the pictures

**Explain:** *Words can be broken up into smaller parts. These parts are called syllables, they are the smaller parts of words. Let's play Guess What's in My Bag. I am going to cover a picture and say the word parts and you tell me what's hiding in my bag.*

**Model:** *This is zipper, zebra, and zigzag. (cover the zebra) Ze-bra. What's hiding in my bag? (say the two parts together) Zebra!*  
Uncover the picture and show the students the picture.

**Group Practice:** *Now it's your turn to guess what's in my bag. I will say the parts of the word, you will say the word.*

*Zip-per. Zipper!*

*Zig-zag. Zigzag!*

*Ze-bra. Zebra!*



#### Error Correction Procedure

**Model:** *Ze-bra. Zebra!*

**Practice:** *Say it with me. Ze-bra. Zebra!*

**Praise:** *Good! This is a zebra!*





# Lesson 8

## New Letter Introduction

**Explain:** : Point to the zebra. *This is a zebra. Everyone say zebra. Good. Zebra starts with /z/. Zebra, /z/. Everyone say /z/ (practice again).*

ZZ





# Lesson 8

## New Letter Introduction

**Explain:** *We write the /z/ sound like this* (trace the letter with your finger). *The name of this letter is Z.* (point to the picture)  
*Zebra, /z/,* (point to the letter) *Z.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is Z. What is the name of this letter? Z.*  
*Yes! Z! Great!*

**Group Practice:** *Let's say the name of this letter three times. Z. Z. Z.*

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

*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.*

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

z Z





## Lesson 8

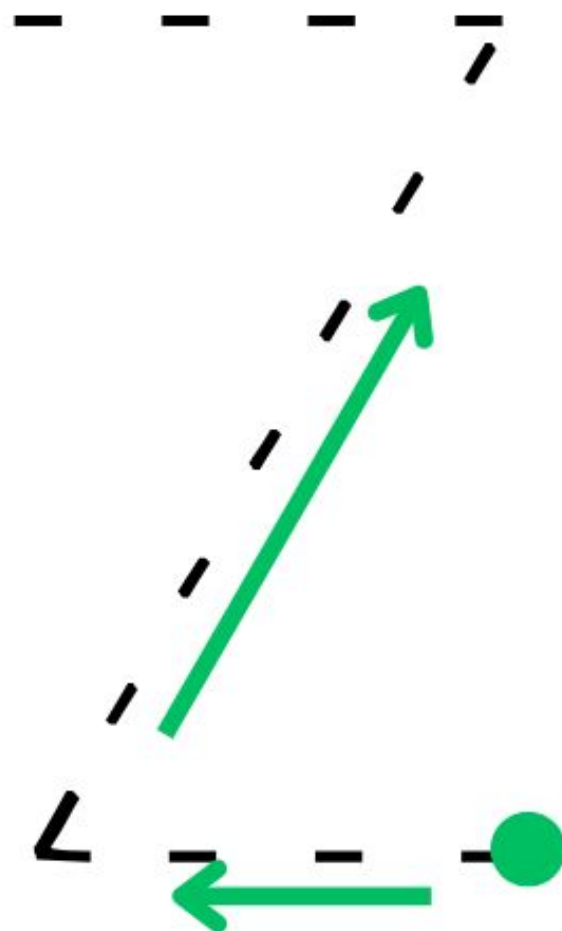
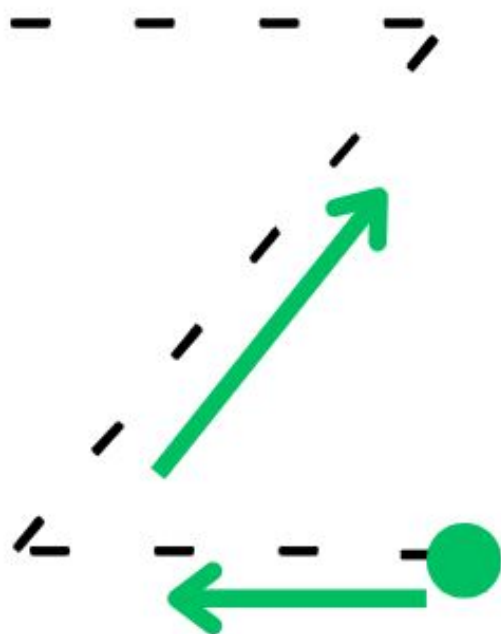
### Letter Exploration

**Model:** Point to the pictures. *This is a zebra, zipper, and zookeeper. I hear /z/ at the beginning of each word. We write the /z/ sound with the letter Z.*

**Group Practice:** *Let's say the name of each picture as I point. Zebra, zipper, and zookeeper. Great! They all start with /z/. We write the /z/ sound with the letter Z.*

**Explain:** Point to the letter. *The name of this letter is Z. This is the capital Z and this is the lowercase z. They look the same.*

**Group Practice:** *Let's say the name together three times. Z. Z. Z. Great!*





## Lesson 8

### Letter Formation

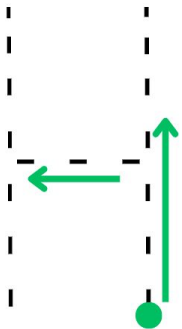
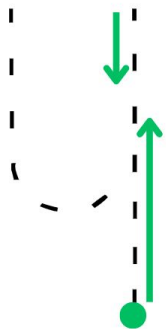
**Materials:** letter Zz cards for each student

**Model:** *Now we are going to learn how to make the letter Z. 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 across, slide down, pull across* (model again). *This is letter Z.*

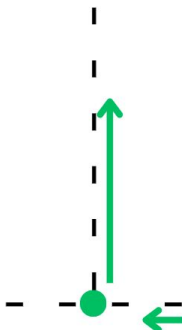
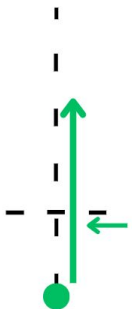
**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

*Now it's your turn to make the letter Z. Put your finger at the top of the Z. Pull across, slide down, pull across. Great job! Let's try again. Put your finger at the top. Pull across, slide down, pull across. Great work! We made a Z! What letter are we making? The letter Z!*

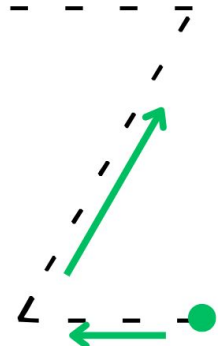
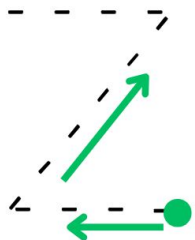
\*collect letter cards



у Н



т Т



z Z





# Lesson 8

## Review Letters

**Explain:** (point to the picture) *This is a zebra. /z/ Zebra. We write the /z/ sound with letter Z.* (Trace the capital letter) *Pull across, slide down, pull across.* (Point to the picture) *This is a tiger. Tiger, /t/, T.* (Trace letter with finger). (Point to the picture) *This is a hippo. Hippo /h/ H.* (Trace the letters).

## Review Game: Letter Match

**Materials:** letter cards

**Explain:** *I am going to give you a letter card. Flip over the card, say its name, and match it to the letter on the page.*

\*if students say the incorrect letter name, tell them the correct letter name and have the student repeat it

## Make the Letters

**Materials:** monkey noodles

**Explain:** *Now we are going to practice forming the letter Z.* (Pass out monkey noodles and the letters Z, Hh, and Tt one at a time to practice building the letters)

**Model:** Use the monkey noodles to make the letter Z. Say the name of the letter frequently as you build the letter.

**Group Practice:** *Let's make the letter Z. What letter is this? Z! Great! Pull across, slide down, pull across. Great! Let's say the name of the letter 3 times! Z, Z, Z! Great job!* (Continue with Tt and Hh if there is time).

\*Collect all materials

ZZ





## Lesson 8

### Wrap Up

**Explain:** *Today we learned the letter Z.* (point to the picture) *Zebra, /z/*, (point to the letter) *Z.* *Let's say it together. Zebra, /z/, Z!*  
*What letter is this? Z! Great work!*

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



My name is

•

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### **Lesson Materials**

- name cards
- letter Zz cards
- backpack cutout or post it

## **Lesson 8A**

### **Phonological Awareness**

#### **Name Activity**

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

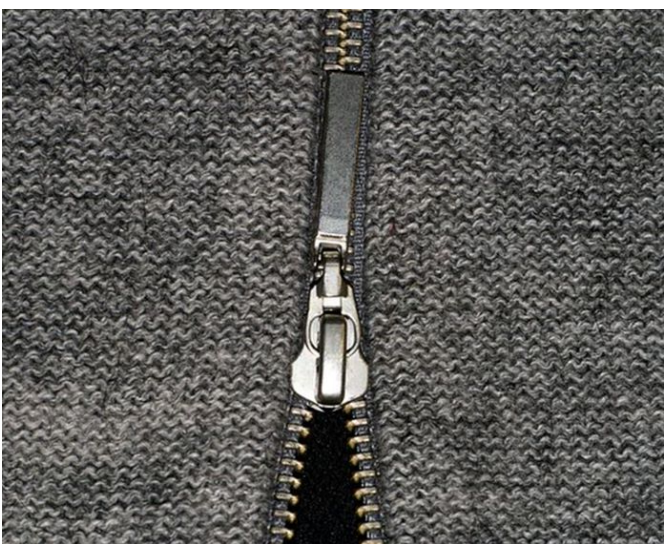
**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*  
*Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



### **Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables.



# Lesson 8A

## Phonological Awareness Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** backpack cutout or post it note

**Explain:** *We are going to play Guess What's in My Bag. I will say the parts of a word, and you will put the parts together and guess what's in my bag.*

**Model:** *This is a xylophone, zookeeper, and zipper.* (Cover the xylophone). (Teacher) *Xy-lo-phone. Xylophone!* (Uncover the picture) *Xylophone!*

**Group Practice:** *Your turn. Put the word parts together to tell me what's in my bag.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Zoo-keep-er* (Students) *Zookeeper!*

(Daisy) *Zip-per* (Students) *Zipper!*

(Daisy) *Xy-lo-phone* (Students) *Xylophone!*



### Error Correction Procedure

**Model:** Point. *This is a xylophone. Xy-lo-phone. Xylophone!*

**Practice:** *Point with me and say xy-lo-phone. Xylophone!*

**Praise:** *Good work! Xylophone!*





# Lesson 8A

## New Letter Introduction

**Explain:** : Point to the zebra. *This is a zebra. Everyone say zebra. Good. Zebra starts with /z/. /Z/ Zebra. Everyone say /z/.*  
(practice again).

ZZ





# Lesson 8A

## New Letter Introduction

**Explain:** *We write the /z/ sound like this* (trace the letter with your finger). *The name of this letter is Z.* (point to the picture)  
*Zebra, /z/,* (point to the letter) *Z.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is Z. What is the name of this letter? Z.*  
*Yes! Z! Great!*

**Group Practice:** *Let's say the name of this letter three times. Z. Z. Z.*

Z Z





# Lesson 8A

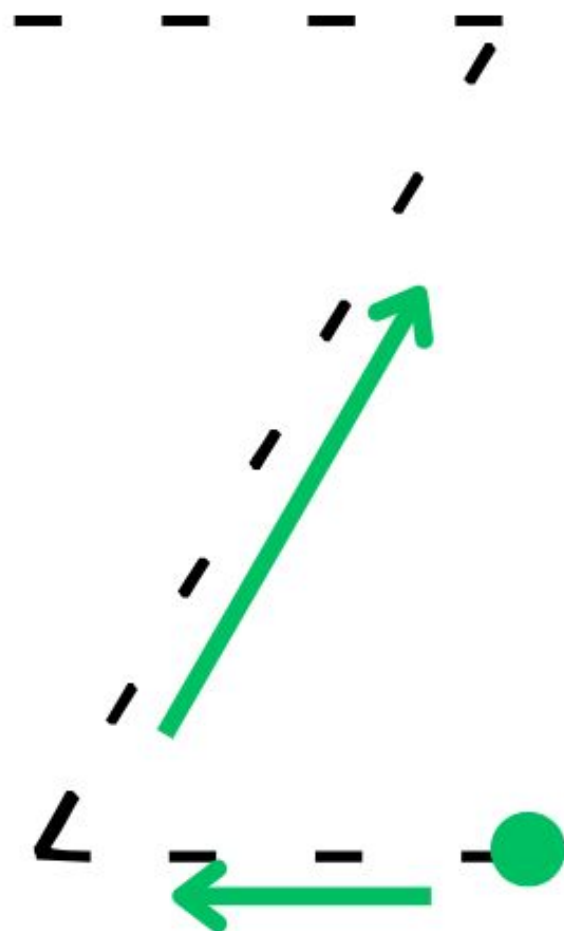
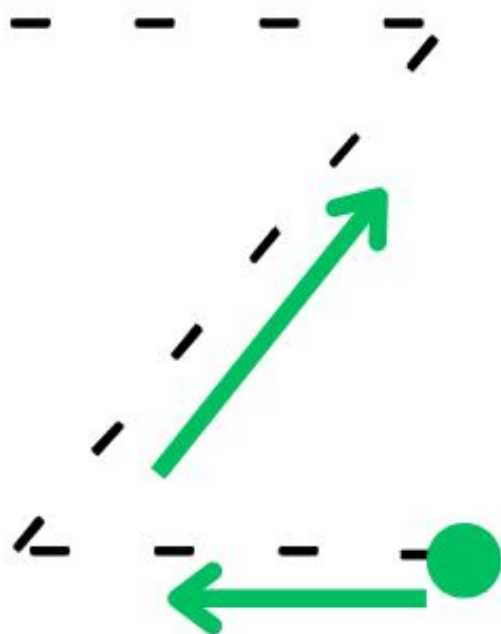
## Letter Exploration

**Model:** Point to the pictures. *This is a zebra, zipper, and zookeeper. I hear /z/ at the beginning of each word. We write the /z/ sound with the letter Z.*

**Group Practice:** *Let's say the name of each picture as I point. Zebra, zipper, and zookeeper. Great! They all start with /z/. We write the /z/ sound with the letter Z.*

**Explain:** Point to the letter. *The name of this letter is Z. This is the capital Z and this is the lowercase z. They look the same.*

**Group Practice:** *Let's say the name together three times. Z. Z. Z. Great!*





# Lesson 8A

## Letter Formation

**Materials:** letter Zz cards for each student

**Model:** *Now we are going to learn how to make the letter Z. 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 across, slide down, pull across* (model again). *This is letter Z.*

**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

*Now it's your turn to make the letter Z. Put your finger at the top of the Z. Pull across, slide down, pull across. Great job! Let's try again. Put your finger at the top. Pull across, slide down, pull across. Great work! We made a Z! What letter are we making? The letter Z!*

\*collect letter cards

S



Z



C

z

O

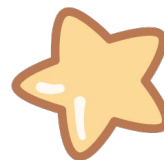
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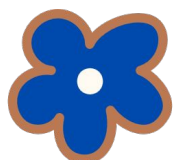


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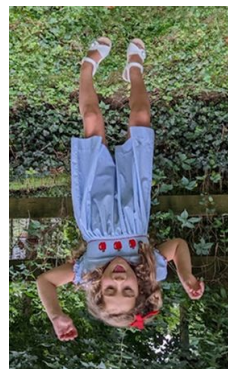


Z

u



z



A

y

Z



z

H

s





# Lesson 8A

## Review Letters

### Review Game: Letter Hunt

**Explain:** *The letter Z is all over this page, and there are also other letters and pictures. If I point to the letter Z, Say Z and raise your hands high in the air. If I point to something that is NOT the letter Z, 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of pictures and letters.

\*Tell students the correct letter name if they say it incorrectly, and have students repeat it.

ZZ





## Lesson 8A

### Wrap Up

**Explain:** *Today we reviewed the letter Z.* (Point to the picture) *Zebra, /z/* (point to the letter) *Z. Let's say it together. Zebra, /z/, Z.*  
*Great work!*

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



My name is

•

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### Lesson Materials

- name cards
- letter Hh cards and 1-3 other letters to mix in
- backpack cutout or post it

## Lesson 8B

### Phonological Awareness

#### Name Activity

**Materials:** name card for each student

**Explain:** *We are going to practice clapping our names- one clap for each part.*

**Model:** Show your name card. *This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.*

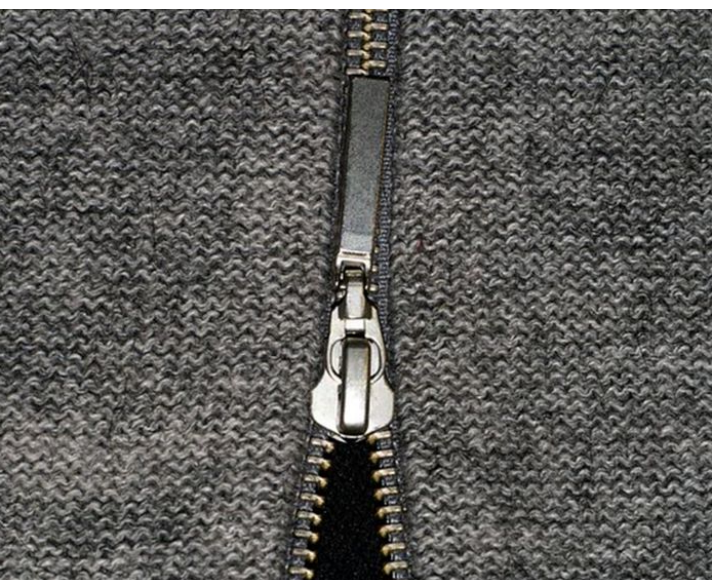
*Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!*

**Group Practice:** Sing the song 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.



#### Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.





# Lesson 8B

## Phonological Awareness Blending Syllables



Use common classroom items to practice blending syllables into words (ta-ble, pa-per, pen-cil, etc.)

**Materials:** backpack cutout or post it note

**Explain:** *We are going to play Guess What's in My Bag. I will say the parts of a word, and you will put the parts together and guess what's in my bag.*

**Model:** *This is zipper, zebra, and zookeeper.* (Cover the zipper). (Teacher) *Zip-per. Zipper!* (Uncover the picture) *Zipper!*

**Group Practice:** *Your turn. Put the word parts together to tell me what's in my bag.* Have students repeat the syllables and support them in blending the word together.

(Daisy) *Ze-bra* (Students) *Zebra!*

(Daisy) *Zoo-keep-er* (Students) *Zookeeper!*

(Daisy) *Zip-per* (Students) *Zipper!*



### Error Correction Procedure

**Model:** Point. *This is a zipper. Zip-per. Zipper!*

**Practice:** *Point with me and say zip-per. Zipper!*

**Praise:** *Good work! Zipper!*

ZZ





## Lesson 8B

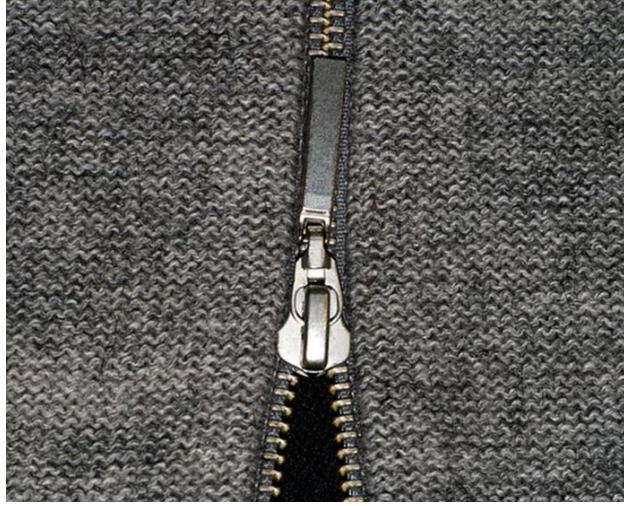
### New Letter Introduction

**Explain:** *We write the /z/ sound like this* (trace the letter with your finger). *The name of this letter is Z.* (point to the picture)  
*Zebra, /z/,* (point to the letter) *Z.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is Z. What is the name of this letter? Z.*  
*Yes! Z! Great!*

**Group Practice:** *Let's say the name of this letter three times. Z. Z. Z.*

Z Z





## Lesson 8B

### Letter Exploration

### Letter Exploration

**Model:** Point to the pictures. *This is a zebra, zipper, and zookeeper. I hear /z/ at the beginning of each word. We write the /z/ sound with the letter Z.*

**Group Practice:** *Let's say the name of each picture as I point. Zipline, zookeeper, and zebra. Great! They all start with /z/. We write the /z/ sound with the letter Z.*

**Explain:** Point to the letter. *The name of this letter is Z. This is the capital Z and this is the lowercase z. They look the same.*

**Group Practice:** *Let's say the name together three times. Z. Z. Z. Great!*



**Z**



## Lesson 8B

### Review Letters

**Review Game:** Letter Sort

**Materials:** Letter Zz cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting letters. If you have a Z on your card, put it here* (point to the Z column). *If you do not have a letter Z, put it here* (point to the last column).

**Model:** Place a card face down in front of you, flip it over, say the letter name, and put it in the matching column.

**Group Practice:** Hand a card to each student face down on the table. Take turns flipping the card over, naming the letter, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.

ZZ





## Lesson 8B

### Wrap Up

**Explain:** *Today we reviewed the letter Z.* (point to the picture) *Zebra, /z/*, (point to the letter) *Z.* *Let's say it together. Zebra, /z/, Z.*  
*Great work!*

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







# Practice & Play Set 2

A, C, H, M, O, S, T, Z



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**Letters:** Z, H, A, T

**Materials:** Letter  
statues cards,  
picture card deck,  
letter card deck

# Practice & Play #1

## Phonological Awareness

### Blending Syllables

**Review Game:**  
Letter Statues

\*During this activity, use the Phonological Awareness Skills Mastery Checklist to monitor student progress.

**Explain:** *We've learned that some words are made of smaller parts.*

**Model:** *Ze-bra. What word do we make when I put ze-bra together? Zebra! I will say the parts of the word, and you tell me the word.*

**Group Practice:**

- (Teacher) *Say hip-po together.* (Students) *Hippo!*
- (Teacher) *Ap-ple.* (Students) *Apple!*
- (Teacher) *Ti-ger.* (Students) *Tiger!*
- (Teacher) *Ze-bra.* (Students) *Zebra!*

Aa



Zz



Tt



Hh



# Practice & Play #1

## Review Letters

**Explain:** *We've learned four new letters. Z, H, A, and T.*

**Model:**

- (point to the picture) *Zebra, /z/,* (trace the letter) *Z.*
- (point to the picture) *Hippo, /h/,* (trace the letter) *H.*
- (point to the picture) *Apple, /a/,* (trace the letter) *A.*
- (point to the picture) *Tiger, /t/,* (trace the letter) *T.*

**Group Practice:** *Say the name of each letter as I point.*

**Expand (optional):** *Say the sound the letter makes as I point.*



Aa



Tt



Zz



Hh

# Practice & Play #1

## Review Game: Letter Statues

**Materials:** Letter Statue Card Deck

**Explain:** *We are going to practice making the letters using our bodies!*

**Model:**

- *Let's start with the letter T. Can you stand TALL like a TREE and make the letter T?*
- *Now let's open our arms overhead and step our feet apart to make the H. Say H! Great!*
- *For the letter A, clasp your hands together at the top and stand up nice and straight. Say it with me- A! Great!*
- *Finally, kneel on the floor with your arms stretched out in front and make the letter Z.*

**Group Practice:** *Great job! Now, I am going to show you some cards. If you see the letter Z, H, A, T, say the name of the letter and make the letter shape using your body. There are also some surprise cards, and I will read them and tell you what to do!*

**Error Correction:** Focus practice on having students say the correct letter name. If they say the incorrect letter name, tell them the correct letter name and have them repeat it. If students do not form the letters with their bodies, that is okay. It is more important to have students practice saying the letter name.



# Practice & Play #1

## Mastery Monitoring

\*Only complete the **Letter Sound Drill** if the student knows the letter names.

### Letter Naming Drill

**Materials:** Letter card deck

**Explain:** *I will show you a card and you say the name of the letter.*

**Individual Practice:** Flip through the deck until students successfully say the name of all letters (with support as needed).

**Error Correction:** (show the card) *This is a T. Say T. Great! What letter is this? T!* (If correction is needed, letter is not mastered.)

### Initial Sound Drill

**Materials:** Picture card deck

**Explain:** *I will show you a card and say the name of the picture. You tell me the first sound you hear in the word.*

**Model:** *My turn. This is a mountain. I hear the /m/ sound at the beginning of mountain. Mountain /m/.*

**Individual Practice:** Show students the pictures cards and have them say the initial sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** *Mountain, /m/. Say it with me. Mountain, /m/. Great job!*

### \* Letter Sound Drill (optional)

**Materials:** Letter card deck

**Explain:** *I will show you a letter and you say the sound the letter makes.*

**Individual Practice:** Show students the pictures cards and have them say the letter sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** (show the T card). */T/. Say /t/. /t/. Great!* (if correction is needed, letter sound is not mastered)





**Letters:** H, Z, O, S

**Materials:** Alphabet letter posters, letter card deck, picture card deck

# Practice & Play #2

## Phonological Awareness

### Blending Syllables

**Review Game:**  
Seek and Find Letters

\*During this activity, use the Phonological Awareness Skills Mastery Checklist to monitor student progress.

**Explain:** *We've learned that some words are made of smaller parts.*

**Model:** *Zip-per. What word do we make when I put zip-per together? Zipper! I will say the parts of the word, and you tell me the word.*

**Group Practice:**

- (Teacher) *Say ham-bur-ger together.* (Students) *Hamburger!*
- (Teacher) *Oc-to-pus* (Students) *Octopus!*
- (Teacher) *Sun-flow-er* (Students) *Sunflower!*
- (Teacher) *Zip-per* (Students) *Zipper!*

sS



zZ



oO



hH



# Practice & Play #2

## Review Letters

**Explain:** *We've learned four new letters. H, Z, S, O.*

**Model:**

- (point to the picture) *Hippo*, /h/, (trace the letter) *H*.
- (point to the picture) *Zebra*, /z/, (trace the letter) *Z*.
- (point to the picture) *Sunflower*, /s/, (trace the letter) *S*.
- (point to the picture) *Octopus*, /o/, (trace the letter) *O*.

**Group Practice:** *Say the name of each letter as I point.*

**Expand (optional):** *Say the sound the letter makes as I point.*

**zZ**

**oO**

**yY**

**sS**

# Practice & Play #2

## Review Game: Seek and Find Letters

**Materials:** Alphabet Letter Posters hung around the classroom for students to find

**Explain:** *Let's play a game! I'm going to show you a letter, and you need to explore our classroom and find the same letter. When you find the letter, point to it and say its name.*

**Model:** (point to the letter) *This is the letter Z. I am going to look around the room and find another Z. Here! I found a Z. It's your turn!*

**Group Practice:** *What letter is this? (Z, H, A, T). Great! Can you find the letter \_\_\_\_?*

**Error Correction:** If students respond incorrectly to "What letter is this?" provide the correct answer.



# Practice & Play #2

## Mastery Monitoring

\*Only complete the **Letter Sound Drill** if the student knows the letter names.

### Letter Naming Drill

**Materials:** Letter card deck

**Explain:** *I will show you a card and you say the name of the letter.*

**Individual Practice:** Flip through the deck until students successfully say the name of all letters (with support as needed).

**Error Correction:** (show the card) *This is a T. Say T. Great! What letter is this? T!* (If correction is needed, letter is not mastered.)

### Initial Sound Drill

**Materials:** Picture card deck

**Explain:** *I will show you a card and say the name of the picture. You tell me the first sound you hear in the word.*

**Model:** *My turn. This is a mountain. I hear the /m/ sound at the beginning of mountain. Mountain /m/.*

**Individual Practice:** Show students the pictures cards and have them say the initial sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** *Mountain, /m/. Say it with me. Mountain, /m/. Great job!*

### \* Letter Sound Drill (optional)

**Materials:** Letter card deck

**Explain:** *I will show you a letter and you say the sound the letter makes.*

**Individual Practice:** Show students the pictures cards and have them say the letter sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** (show the T card). */T/. Say /t/. /t/. Great!* (if correction is needed, letter sound is not mastered)





**Letters:** S, A, C, M

**Materials:** Bean bags and boards, letter card deck, picture card deck

# Practice & Play #3

## Phonological Awareness

### Blending Syllables

**Review Game:**  
Bean Bag Toss

\*During this activity, use the Phonological Awareness Skills Mastery Checklist to monitor student progress.

**Explain:** *We've learned that some words are made of smaller parts.*

**Model:** *Sun-flow-er. What word do we make when I put sun-flow-er together? Sunflower! I will say the parts of the word, and you tell me the word.*

**Group Practice:**

- (Teacher) *Say ap-ple together.* (Students) *Apple!*
- (Teacher) *Cac-tus* (Students) *Cactus!*
- (Teacher) *Moun-tain* (Students) *Mountain!*
- (Teacher) *Sun-flow-er* (Students) *Sunflower!*

Cc



Mm



Aa



Ss



# Practice & Play #3

## Review Letters

**Explain:** *We've learned four letters, S, A, C, M.*

**Model:**

- (point to the picture) *Sunflower, /s/,* (trace the letter) *S.*
- (point to the picture) *Apple, /a/,* (trace the letter) *A.*
- (point to the picture) *Cat, /c/,* (trace the letter) *C.*
- (point to the picture) *Mountain, /m/,* (trace the letter) *M.*

**Group Practice:** *Say the name of each letter as I point.*

**Expand (optional):** *Say the sound the letter makes as I point.*

**Ss**

**Ad**

**Cc**

**Mm**

# Practice & Play #3

## Review Game: Bean Bag Toss

**Materials:** Bean Bags, Boards (with review letters written in the squares)

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

The teacher fills in letters on the game boards using a dry-erase marker. Customize the board to meet the needs of your students (capital, lowercase, only 4 letters, or more of a challenge: 6 letters with a mix of capital and lowercase).

**Model:** Show a letter card and say its name. *This is letter C. I am going to find letter C on my board and toss the bean bag onto it while I say the letter name.*

**Group Practice:** (show a letter card) *What letter is this? Great! Can you find the letter \_\_\_\_ on your board? Toss the bean bag and say the letter name!*

**Error Correction:** If students respond incorrectly to “What letter is this?” provide the correct answer.



# Practice & Play #3

## Mastery Monitoring

\*Only complete the **Letter Sound Drill** if the student knows the letter names.

### Letter Naming Drill

**Materials:** Letter card deck

**Explain:** *I will show you a card and you say the name of the letter.*

**Individual Practice:** Flip through the deck until students successfully say the name of all letters (with support as needed).

**Error Correction:** (show the card) *This is a T. Say T. Great! What letter is this? T!* (If correction is needed, letter is not mastered.)

### Initial Sound Drill

**Materials:** Picture card deck

**Explain:** *I will show you a card and say the name of the picture. You tell me the first sound you hear in the word.*

**Model:** *My turn. This is a mountain. I hear the /m/ sound at the beginning of mountain. Mountain /m/.*

**Individual Practice:** Show students the pictures cards and have them say the initial sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** *Mountain, /m/. Say it with me. Mountain, /m/. Great job!*

### \* Letter Sound Drill (optional)

**Materials:** Letter card deck

**Explain:** *I will show you a letter and you say the sound the letter makes.*

**Individual Practice:** Show students the pictures cards and have them say the letter sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** (show the T card). */T/. Say /t/. /t/. Great!* (if correction is needed, letter sound is not mastered)







