



Alphabetics Book 7

G, Y - Practice & Play Set 7



Joyful Discoveries
Preschool Curriculum



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My name is _____

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Lesson Materials

- name cards
- letter Gg, Ww, Aa cards
- Paper and pencils
- hand puppet and pointing sticks (optional)

Lesson 25

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Gg

Review Letter: Ww, Aa

Review Game: Letter Match

Make the Letters: Paper and Pencil

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

Explain: *We are going to practice spelling our name while we trace the letters.*

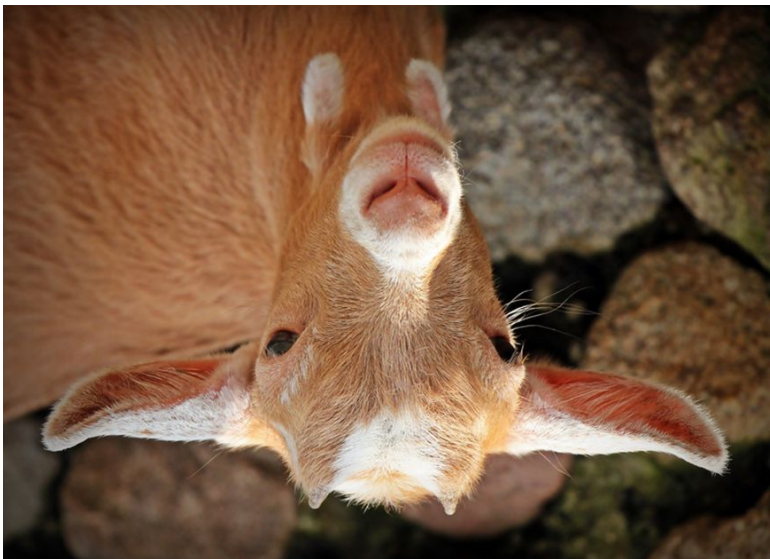
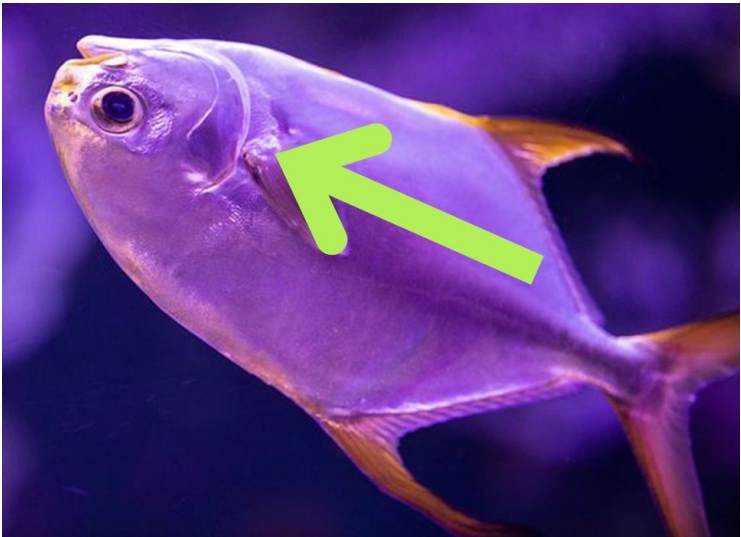
Model: Show your name card. *My name is _____. I am going to read the sentence and trace the letters as I say them out loud.* (Point to each word) *My name is Amy.* (trace) *A-M-Y. The first sound in my name is /A/.*

Group Practice: Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student trace and spell the letters in their name and identify the first sound (if they're able to). Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If students are having difficulty, say the letter names with them or use hand over hand support to help them trace the letters.



Lesson 25

Phonological Awareness

Blending 2-3 Phonemes

Materials: Finger puppets (optional)

Explain: *Daisy Dog is very sleepy. She is saying her words very slowly. Here are her puppies* (give one to each student).
Daisy is going to tell you what she wants in her slow voice, and then you will quickly say, and point to, what she wants!

Model: *This is a goat, gum, and gill. Say each name with me as I point. Goat, gum, gill. Great! I will listen to Daisy and tell you what she wants. Daisy: I want some /g/ /u/ /m/. What does she want? GUM! Yes!*

Group Practice: *Let's try another one.*

Daisy: /g/ /oa/ /t/. Students: goat!

Daisy: /g/ /i/ /l/. Students: gill!

Daisy: /g/ /u/ /m/. Students: gum!

*Try continuous blending. Hold out and connect the sounds. *Guuummmm*.

Expand (optional): Ask students to identify the first sound they hear in the word.



Error Correction Procedure

Model: Say GOAT. I hear the /g/ sound at the beginning of goat. G-OA-T. GOAT.

Practice: *Say it quickly! GOAT!*

Praise: *Great!*





Lesson 25

New Letter Introduction

Explain: Point to the gorilla. *This is a gorilla. Everyone say gorilla. Let's clap the syllables, or parts, in gorilla. Go-Ril-La. Good! I hear the /g/ sound at the beginning of gorilla. Everyone say /g/. You can feel the /g/ sound in your neck. Put your hand on your neck and feel the vibrations (movement) as you make the /g/ sound. /g/. Everyone say /g/.*



Gv



Lesson 25

New Letter Introduction

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

Model: *The name of this letter is G. What is the name of the letter? G! Yes! G!*

Group Practice: *Let's say it three times. G. G. G.*

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

G makes the shape of a door with a handle

Or a curved candlestick minus the candle.

It is goofy good and giggly too

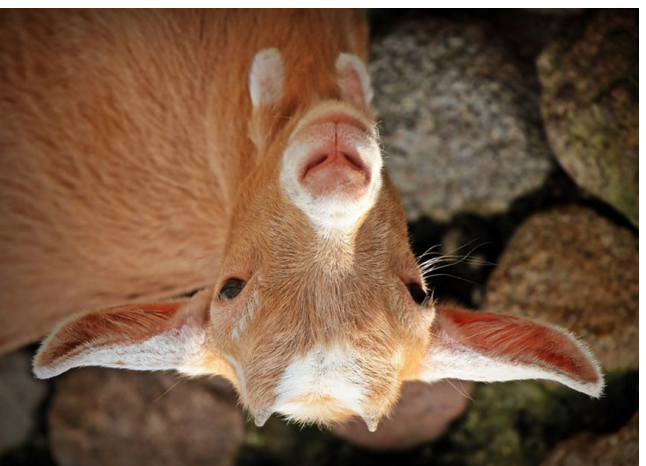
It is found in good goats at the zoo!

G sounds like the glugging of water in boots

Sloshing about—a wet /g/ /g/ /g/ at your roots.

*Repeat the letter name several times with the students.

Gg





Lesson 25

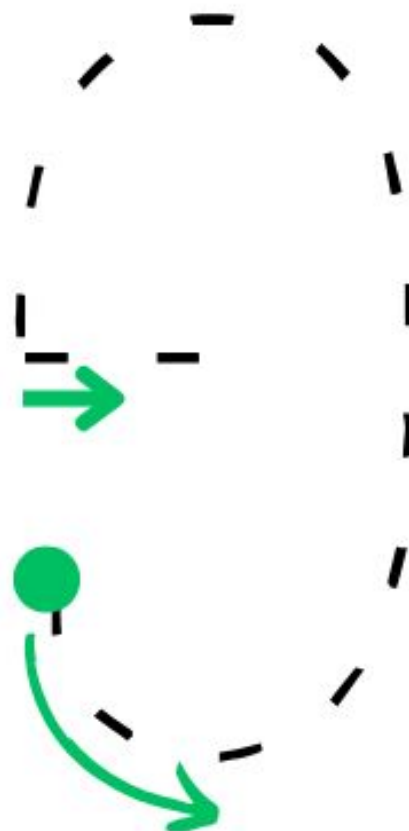
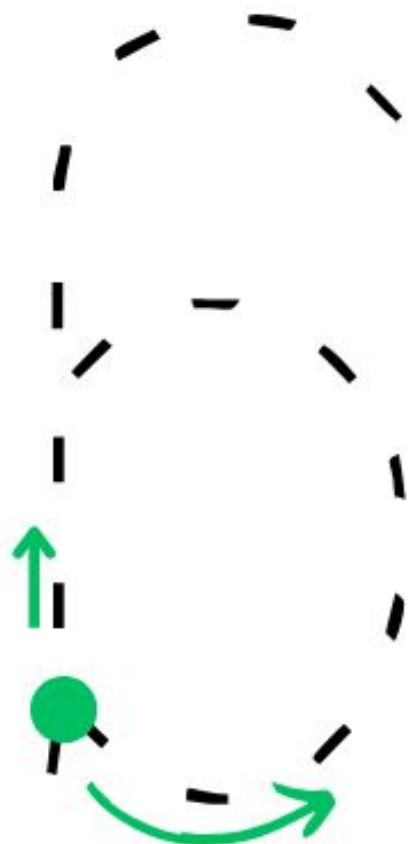
Letter Exploration

Model: Point to the pictures *This is gorilla, goat, and gum. I hear the /g/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Gorilla, goat, gum. Great job. They all start with the /g/ sound. Say /g/. We write the /g/ sound with the letter G.*

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

Group Practice: Point to the letter. *Let's say G together 3 times. G, G, G. Great!*





Lesson 25

Letter Formation

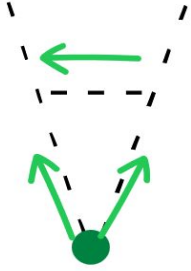
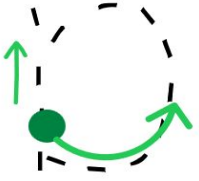
Materials: letter Gg cards for each student

Model: *Now we are going to learn how to make the letter G. 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 and cross.* (Lowercase) *I put my finger at the green dot, pull back and go around, pull up, go down and under.*

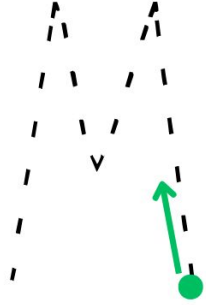
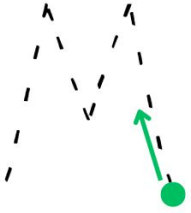
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

Now it's your turn to make the letter G. Put your finger at the top of the capital G. Pull back, go around and cross. Great job! Let's try again. Now, let's make the lowercase g. Put your finger at the middle. Pull back and go around, pull up, go down and under. Great work! We made a g! What letter are we making? The letter G! Great job!

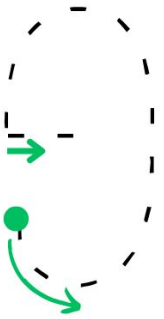
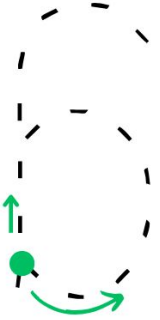
*collect letter Gg cards



a A



m M



g G





Lesson 25

Review Letters

Explain: (point to the picture) *This a gorilla. Gorilla /g/. We write the /g/ sound with letter G.* (Trace the letter) *I start at the top, Pull back, go around, and cross.* (Point to the picture) *This is a W . Watermelon /w/* (Trace letter with finger) *W.* (Point to the picture) *This is an Apple. Apple /a/* (Trace the letter) *A.*

Review Game: Letter Match

Materials: letter cards Gg, Ww, Aa

Explain: *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: student paper and pencils

Explain: *Now we are going to practice forming the letter G.* (Pass out paper, pencil and letter cards. Demonstrate proper pencil grip)

Model: Use the paper and pencil to demonstrate proper pencil grip and model forming the letter G. Say the name of the letter frequently as you write the letter.

Group Practice: *Let's write the capital G. Pull back, go around and cross. Great job! Let's try again.* (model again and practice with students) *Let's write the lowercase g. pull back and go around, pull up, go down and under. Great work! We made a g! What letter are we making? The letter G!* (Continue with W and A if there is time)

*collect all materials



Gv



Lesson 25

Wrap Up

Explain: *Today we learned the letter G.* (point to the picture) *Gorilla, /g/,* (point to the letter) *G. Let's say it together. Gorilla, /g/, G! Gorilla, /g/, G! Great work. What's the name of this letter? G!*

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Gg cards
- finger puppets (optional)

Lesson 25A

Phonological Awareness

Name Activity

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

Explain: *We are going to practice spelling our name while we trace the letters.*

Model: Show your name card. *My name is _____. I am going to read the sentence and trace the letters as I say them out loud.* (Point to each word) *My name is Amy.* (trace) *A-M-Y. The first sound in my name is /A/.*

Group Practice: Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student trace and spell the letters in their name and identify the first sound (if they're able to). Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If students are having difficulty, say the letter names with them or use hand over hand support to help them trace the letters.





Lesson 25A

Phonological Awareness

Blending 2-3 Phonemes

Materials: Finger puppets (optional)

Explain: *Daisy Dog is very sleepy. She is saying her words very slowly. Here are her puppies* (give one to each student).
Daisy is going to tell you what she wants in her slow voice, and then you will quickly say, and point to, what she wants!

Model: *Listen first. My words are : go, give, and gap. Listen to Daisy and tell me what she wants. Daisy: I want to /g/ /o/. What does she want? GO! Yes! Let's try another one. Let's try some more!*

Group Practice:

Daisy: /g/ /i/ /v/, Puppies: Give!

Daisy: /g/ /o/, Puppies: Go!

Daisy: /g/ /a/ /p/, Puppies: Gap!

*Try continuous blending. Hold out and connect the sounds. Gaaaaaaaap.



Error Correction Procedure

Model: *Say GO. I hear the /g/ sound at the beginning of go. G-O. GO.*

Practice: *Say it quickly! GO!*

Praise: *Great!*

Expand (optional): Ask students to identify the first sound they hear in the word.





Lesson 25A

New Letter Introduction

Explain: Point to the picture. Point to the gorilla. *This is a gorilla. Everyone say gorilla. Let's clap the syllables, or parts, in gorilla. Go-Ril-La. Good! I hear the /g/ sound at the beginning of gorilla. Everyone say /g/. You can feel the /g/ sound in your neck. Put your hand on your neck and feel the vibrations (movement) as you make the /g/ sound. /g/. Everyone say /g/.*



Gv



Lesson 25A

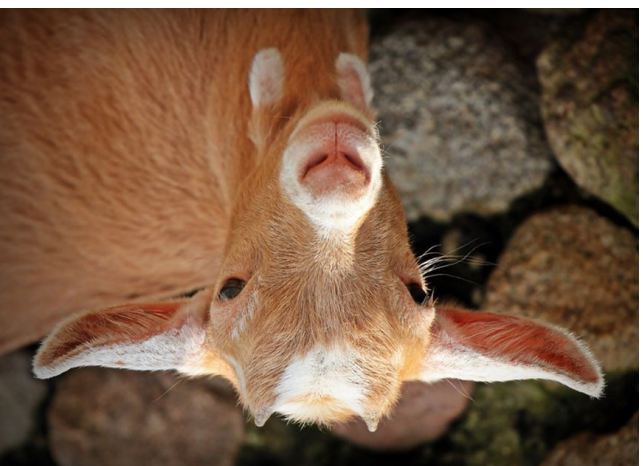
New Letter Introduction

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

Model: *The name of this letter is G. What is the name of the letter? G! Yes! G!*

Group Practice: *Let's say it three times. G. G. G.*

Gg





Lesson 25A

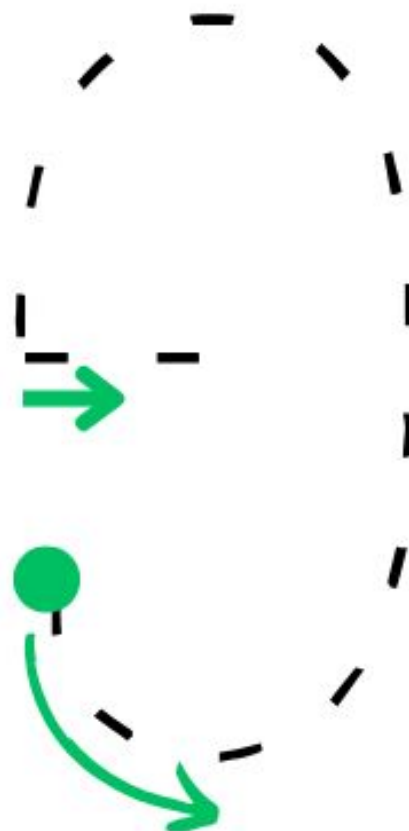
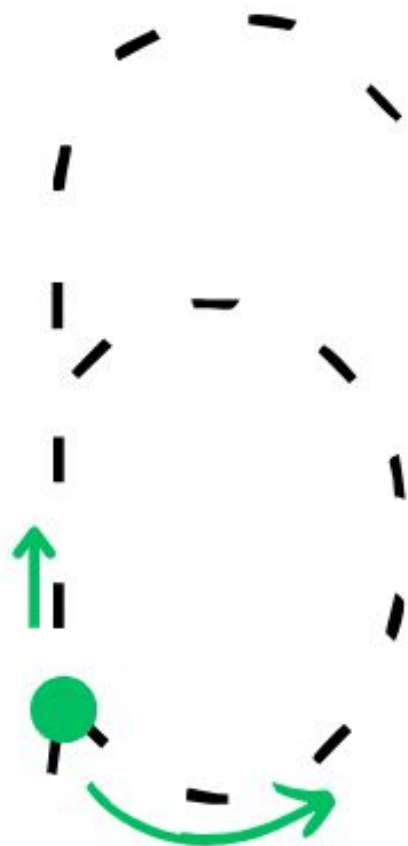
Letter Exploration

Model: Point to the pictures *This is gorilla, goat, and gum. I hear the /g/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Gorilla, goat, gum. Great job. They all start with the /g/ sound. Say /g/. We write the /g/ sound with the letter G.*

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

Group Practice: Point to the letter. *Let's say G together 3 times. G, G, G. Great!*





Lesson 25A

Letter Formation

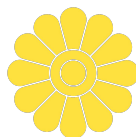
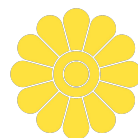
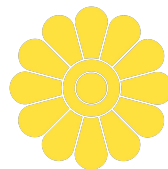
Materials: letter Gg cards for each student

Model: *Now we are going to learn how to make the letter G. 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 and cross.* (Lowercase) *I put my finger at the green dot, pull back and go around, pull up, go down and under.*

Group 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 G. Put your finger at the top of the capital G. Pull back, go around and cross. Great job! Let's try again. Now, let's make the lowercase g. Put your finger at the middle. Pull back and go around, pull up, go down and under. Great work! We made a g! What letter are we making? The letter G! Great job!

*collect letter Gg cards



g

g

G

g

x

!

E

G

q

g

G

r

g

a

j

g

E

g

[

g

N

v

G

w



Lesson 25A

Review Letters

Review Game: Letter Hunt

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

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



Gv



Lesson 25A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Gg cards and 1-3 other letters to mix in
- finger puppets (optional)

Lesson 25B

Phonological Awareness

Name Activity

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

Explain: *We are going to practice spelling our name while we trace the letters.*

Model: Show your name card. *My name is _____. I am going to read the sentence and trace the letters as I say them out loud.* (Point to each word) *My name is Amy.* (trace) *A-M-Y. The first sound in my name is /A/.*

Group Practice: Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student trace and spell the letters in their name and identify the first sound (if they're able to). Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If students are having difficulty, say the letter names with them or use hand over hand support to help them trace the letters.





Lesson 25B

Phonological Awareness

Blending 2-3 Phonemes

Materials: Finger puppets (optional)

Explain: *Daisy Dog is very sleepy. She is saying her words very slowly. Here are her puppies* (give one to each student).
Daisy is going to tell you what she wants in her slow voice, and then you will quickly say, and point to, what she wants!

Model: *Listen first. My words are : game, gate, and gap . Listen to Daisy and tell me what she wants. Daisy: I want to /g/ /a/ /m/. What does she want? GAME! Yes! Let's try another one!*

Group Practice:

Daisy: /g/ /a/ /te/, Puppies: Gate!

Daisy: /g/ /a/ /p/, Puppies: Gap!

Daisy: /g/ /a/ /me/, Puppies: Game!

*Try continuous blending. Hold out and connect the sounds. Gaaaaaaaap.



Error Correction Procedure

Model: *Say GATE. I hear the /g/ sound at the beginning of gate. Gaaaaate.*

Practice: *Say it quickly! Gate!*

Praise: *Great!*

Expand (optional): Ask students to identify the first sound they hear in the word.



Gv



Lesson 25B

New Letter Introduction

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

Model: *The name of this letter is G. What is the name of the letter? G! Yes! G!*

Group Practice: *Let's say it three times. G. G. G.*

Gg





Lesson 25B

Letter Exploration

Model: Point to the pictures. *This is gift, game, and gate. I hear the /g/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Gift, game, gate. Great job. They all start with the /g/ sound. Say /g/. We write the /g/ sound with the letter G.*

Explain: Point to the letter. *The name of this letter is G. This is the capital G and this is lowercase g. They look different, but we call them both G.* (practice saying the name of the letter).

Group Practice: *Let's say G together three times.* (point) *G, G, G. Great!*



g

G



Lesson 25B

Review Letters

Review Game: Letter Sort

Materials: letter Gg cards and 1-3 other letters to mix in

Explain: *Now we are going to practice storing letters into capital and lowercase. If you have a letter Gg on your card, say G and put it in the matching column* (capital or lowercase). *If it's not a G, put it here* (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: Place a card face down on the table in front of each student. 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.



Gv



Lesson 25B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Yy, Gg, Uu cards
- paper and pencil
- pointers (optional)

Lesson 26

Phonological Awareness Name Activity

Lesson Overview

New Letter: Yy
Review Letters: Gg, Uu
Review Game: Letter Match
Make the Letters: Paper and Pencil

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

Explain: *We are going to practice spelling our name while we trace the letters.*

Model: Show your name card. *My name is _____. I am going to read the sentence and trace the letters as I say them out loud.* (Point to each word) *My name is Amy.* (trace) *A-M-Y. The first sound in my name is /A/.*

Group Practice: Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student trace and spell the letters in their name and identify the first sound (if they're able to). Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If students are having difficulty, say the letter names with them or use hand over hand support to help them trace the letters.





Lesson 26

Phonological Awareness Segment Words with 2-3 Phonemes

Materials: Pointers (optional)

Explain: *We are going to practice breaking words into their sounds. Listen and watch me first. My word is dog. DOG. The sounds in dog are /d/ /o/ /g/. Now, I'll tap it as I say it.* (point and tap to each box as you say the sounds). *Dog. /d/ /o/ /g/. There are 3 sounds in Dog. The first sound in dog is /D/. I hear the /d/ sound at the beginning of DOG.*

Model: *Let' try one together.* (hand out the pointers) *The word is CAT. Say CAT. Let's tap the sounds in CAT.* (tap each box as you say the sounds) */c/ /a/ t/. What is the first sound in CAT? /c/. Great! Let's try some more!*

Group Practice:

YELL- /y/ /e/ /ll/

YAM- /y/ /a/ /m/

YAK- /y/ /a/ /k/



Error Correction Procedure

Model: *Yell. /y/ /e/ /l/. Try it with me.*

Practice: *Say yell. Now say the sounds in yell. /y/ /e/ /l/.*

Praise: *Great!*





Lesson 26

New Letter Introduction

Explain: Point to the yak. *This is a yak. A yak is a cow-like animal that lives in China. Everyone say yak. Yak. I hear the /y/ sound at the beginning of yak. Say /y/. Yak starts with /y/. /y/ Yak. Everyone say /y/. (practice again).*

Λ λ





Lesson 26

New Letter Introduction

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

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

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

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

*Y is the shape of a figure reaching up
Two arms spread wide open in a shape like a cup.
Y plays with yo-yos and eats yogurt for dinner
It competes with its yodeling and is often the winner.
Y makes the sound of a person agreeing
A positive /y/, /y/ and some nodding for meaning.*

*Repeat the letter name several times with the students.

Y Y





Lesson 26

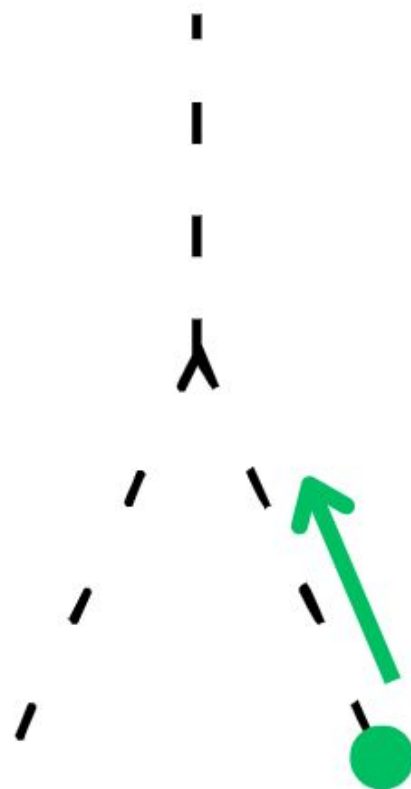
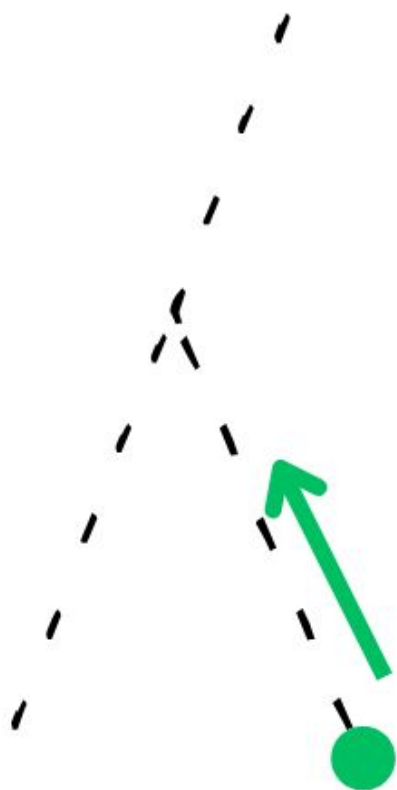
Letter Exploration

Model: Point to the pictures. *This is a yak, yarn, and yo-yo. I hear the /y/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Yak, yarn, yo-yo. Great job. They all start with the /y/ sound. We write the /y/ sound with the letter Y.*

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

Group Practice: *Let's practice saying Y together 3 times. Y, Y, Y! Great!*





Lesson 26

Letter Formation

Materials: letter Yy cards for each student

Model: *Now we are going to learn how to make the letter Y. 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. Slide in, slide again, pull down* (model again). *This is the capital Y.* (practice with students, then model lowercase) *This is lowercase y. I put my finger at the green dot, Slide in, slide and down. This is lowercase y!*

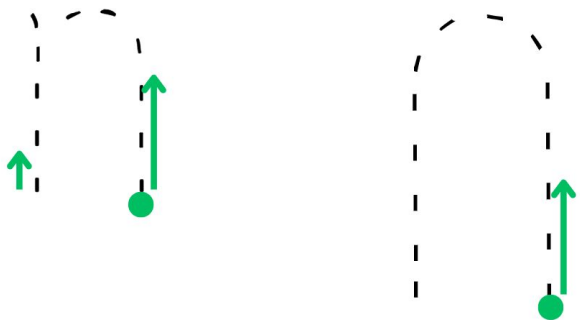
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

Now it's your turn to make the letter Y. Put your finger on the top of the Y. Slide in, slide again, pull down (model again). *This is capital Y.* (practice with students, then model lowercase) *This is lowercase y. Put your finger at the middle, slide in, slide and down. This is lowercase y! What letter did we make? Y! Great job!*

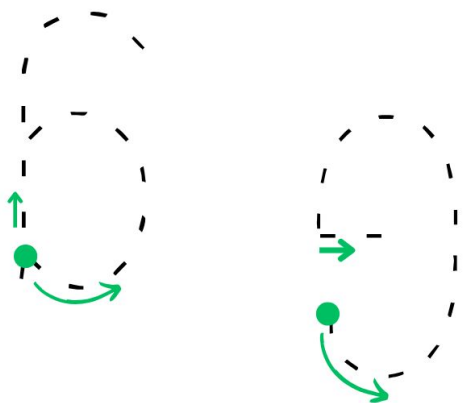
*collect letter cards



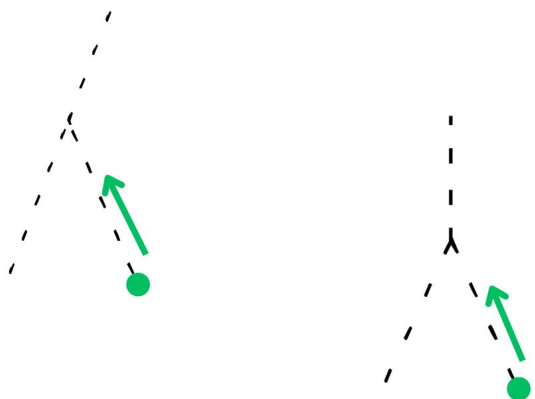
n n



g g



y y





Lesson 26

Review Letters

Explain: (point to the picture) *This is a Yak. /y/. We write the /y/ sound with letter Y.* (Trace the letter) *Slide in, slide again, pull down* (model again). *This is the capital Y.* (practice with students, then model lowercase) *This is lowercase y. I put my finger at the green dot, Slide in, slide and down. This is lowercase y!* (Point to the picture) *This is a gorilla /g/ G.* (Trace letter with finger). *This is an Umbrella, /u/ U.* (trace with your finger)

Review Game: Letter Match

Materials: letter cards Yy, Gg, Uu

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.*

Make the Letters

Materials: letter cards Yy, Gg, Uu, lined paper and short pencils

Explain: *Now we are going to practice writing the letter Y.*

(Pass out the paper and pencils- demonstrate and practice proper pencil grip).

Model: Use the paper and pencil to make the capital Y. Say the letter name frequently as you write.

Group Practice: *Let's write the capital (uppercase) Y. What letter is this? Y! Slide in, slide again, pull down* (model again). *This is the capital Y.* (practice with students, then model lowercase) *This is lowercase y. Slide in, slide and down. This is lowercase y!* (continue with Gg and Uu if there is time.)

*collect all materials

Λ λ





Lesson 26

Wrap Up

Explain: *Today we learned the letter Y.* (point to the picture) *Yak, /y/*, (point to the letter) *Y. Say it with me, yak, /y/, Y. What letter is this? Y! Great job! This is the uppercase* (capital) *Y and this is the lowercase y.*

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Yy cards
- pointers (optional)

Lesson 26A

Phonological Awareness

Name Activity

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

Explain: *We are going to practice spelling our name while we trace the letters.*

Model: Show your name card. *My name is _____. I am going to read the sentence and trace the letters as I say them out loud.* (Point to each word) *My name is Amy.* (trace) *A-M-Y. The first sound in my name is /A/.*

Group Practice: Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student trace and spell the letters in their name and identify the first sound (if they're able to). Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If students are having difficulty, say the letter names with them or use hand over hand support to help them trace the letters.





Lesson 26A

Phonological Awareness Segment Words with 2-3 Phonemes

Materials: Pointers (optional)



Get your /c/ /oa/ /t/. Coat!
Lay on your /c/ /o/ /t/. Cot!

Explain: *We are going to practice breaking words into their sounds.*

Model: *Listen and watch me first. My word is bug. BUG. The sounds in BUG are /b/ /u/ /g/. Now, I'll tap it as I say it. (point and tap to each box as you say the sounds). BUG. /b/ /u/ /g/. There are 3 sounds in BUG. The first sound in BUG is /b/. I hear the /b/ sound at the beginning of BUG.*

Group Practice: *Let' try one together. (hand out the pointers) The word is HAT. Say HAT. Let's tap the sounds in HAT. (tap each box as you say the sounds) /h/ /a/ t/. What is the first sound in HAT? /h/. Great! Let's try some more!*

- Teacher: **YAWN**. Students: /y/ /aw/ /n/
- Teacher: **YAK**. Students: /y/ /a/ /k/
- Teacher: **YET**. Students: /y/ /e/ /t/

Expand (optional): Ask students to identify the first sound they hear in the word.



Error Correction Procedure

Model: *My word is bug. /b/ /u/ /g/.*

Practice: *Say the sounds with me. Bug. /b/ /u/ /g/.*

Praise: *Great!*





Lesson 26A

New Letter Introduction

Explain: Point to the yak. *This is a yak. A yak is a cow-like animal that lives in China. Everyone say yak. Yak. I hear the /y/ sound at the beginning of yak. Say /y/. Yak starts with /y/. /y/ Yak. Everyone say /y/. (practice again).*

Λ λ





Lesson 26A

New Letter Introduction

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

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

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

Y Y





Lesson 26A

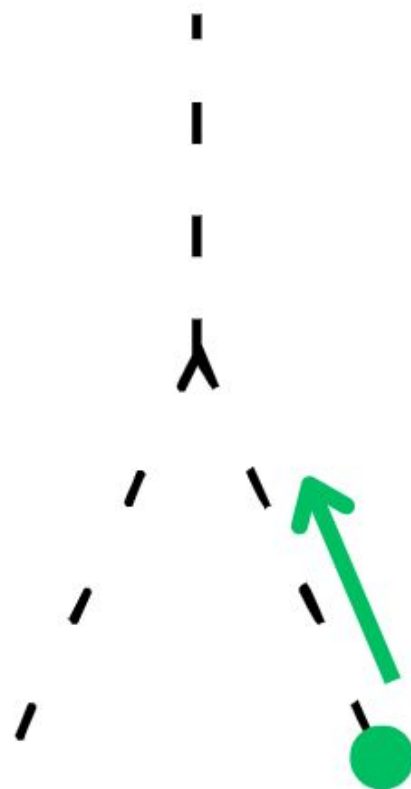
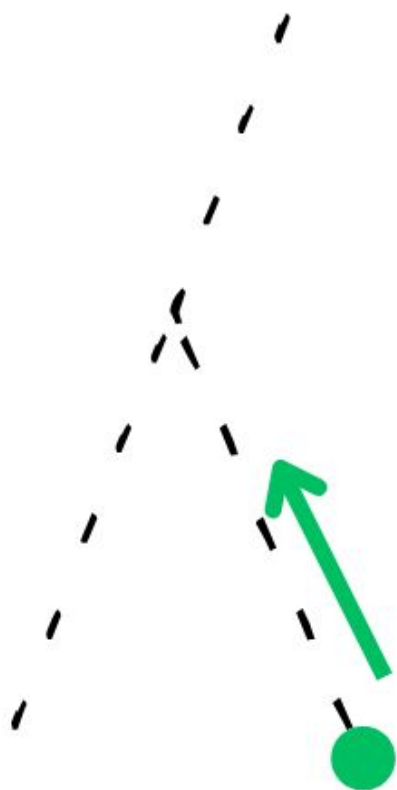
Letter Exploration

Model: Point to the pictures. *This is a yak, yarn, and yo-yo. I hear the /y/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Yak, yarn, yo-yo. Great job. They all start with the /y/ sound. We write the /y/ sound with the letter Y.*

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

Group Practice: *Let's practice saying Y together 3 times. Y, Y, Y! Great!*





Lesson 26A

Letter Formation

Materials: letter Yy cards for each student

Model: *Now we are going to learn how to make the letter Y. 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. Slide in, slide again, pull down* (model again). *This is the capital Y.* (practice with students, then model lowercase) *This is lowercase y. I put my finger at the green dot, Slide in, slide and down. This is lowercase y!*

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 Y. Put your finger on the top of the Y. Slide in, slide again, pull down (model again). *This is capital Y.* (practice with students, then model lowercase) *This is lowercase y. Put your finger at the middle, slide in, slide and down. This is lowercase y! What letter did we make? Y! Great job!*

*collect letter cards



Y

q

Y



g

m



Y

N

Y



K



E



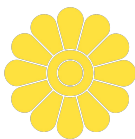
x

Y

Y

p

Y



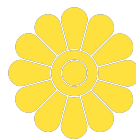
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g



B

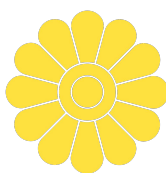
Y



F

r

Y



Y



Lesson 26A

Review Letters

Review Game: Letter Hunt

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

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

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Lesson 26A

Wrap Up

Explain: *Today we reviewed the letter Y.* (point to the picture) *Yak, /y/*, (point to the letter) *Y.* *Say it with me, yak, /y/, Y. What letter is this? Y! Great job! This is the uppercase (capital) Y and this is the lowercase y.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Yy cards and 1-3 other letters to mix in
- pointers (optional)

Lesson 26B

Phonological Awareness

Name Activity

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

Explain: *We are going to practice spelling our name while we trace the letters.*

Model: Show your name card. *My name is _____. I am going to read the sentence and trace the letters as I say them out loud.*

(Point to each word) *My name is Amy.* (trace) *A-M-Y. The first sound in my name is /A/.*

Group Practice: Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student trace and spell the letters in their name and identify the first sound (if they're able to). Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If students are having difficulty, say the letter names with them or use hand over hand support to help them trace the letters.





Lesson 26B

Phonological Awareness

Segment Words with 2-3 Phonemes

Materials: pointers (optional)

Explain: *We are going to practice breaking words into their sounds.*

Model: *Listen and watch me first. My word is dig. DIG. The sounds in DIG are /d/ /i/ /g/. Now, I'll tap it as I say it. (point and tap to each box as you say the sounds). DIG. /d/ /i/ /g/. There are 3 sounds in DIG. The first sound in DIG is /d/. I hear the /d/ sound at the beginning of DIG.*

Group Practice: *Let's try one together. (hand out the pointers) The word is KIT. Say KIT. Let's tap the sounds in KIT. (tap each box as you say the sounds) /k/ /i/ t/. What is the first sound in KIT? /k/. Great! Let's try some more!*

- Teacher: **YARD**. Students: /y/ /ar/ /d/
- Teacher: **YUM**. Students: /y/ /u/ /m/
- Teacher: **YELL**. Students: /y/ /e/ /l/

Expand (optional): Ask students to identify the first sound of the word.



Error Correction Procedure

Model: *My word is dig. /d/ /i/ /g/.*

Practice: *Say it with me. Dig. /d/ /i/ /g/.*

Praise: *Great!*

Λ λ





Lesson 26B

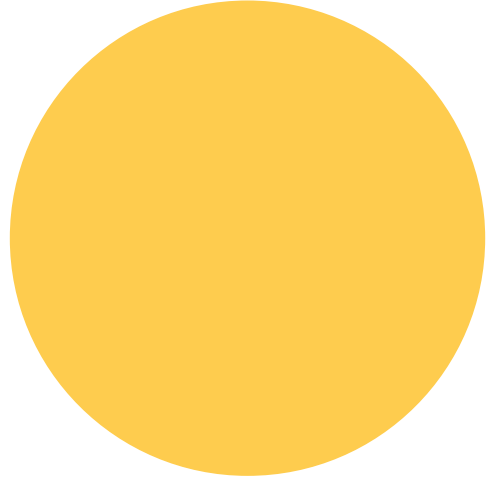
New Letter Introduction

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

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

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

ky





Lesson 26B

Letter Exploration

Model: Point to the pictures. *This is yellow, yell, and yawn. I hear the /y/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Yellow, yell, yawn. Great job. They all start with the /y/ sound. We write the /y/ sound with the letter Y.*

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

Group Practice: *Let's practice saying the letter Y together 3 times. Y, Y, Y! Great!*





Lesson 26B

Review Letters

Review Game: Letter Match

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

Explain: *Now we are going to practice sorting letters. If you have a capital Y, say Y and place it here* (point to the capital Y column). *If you have a lowercase y, say y, and place it here* (point to the lowercase y column). *If you do not have a Yy, place 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 place it in the correct column.

Group Practice: Place a card face down on the table in front of each student. 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.

Λ λ





Lesson 26B

Wrap Up

Explain: *Today we reviewed the letter Y.* (point to the picture) *Yak, /y/*, (point to the letter) *Y.* *Say it with me, yak, /y/, Y. What letter is this? Y! Great job! This is the uppercase (capital) Y and this is the lowercase y.*

*Repeat the letter name several times with the students.





Practice & Play Set 7

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q,
R, S, T, U, V, W, X, Y, Z



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Letters: Y, G, U, E

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

Practice & Play #1

Phonological Awareness

Identify Rhyme

Review Game:
Letter Statues

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

Explain: *We are going to use our ears and listen for words that end with the same sounds, words that rhyme.*

Model: *My words are BUG and MUG. They both end with the /ug/ sound. They rhyme! Thumbs up!*

Group Practice: *If I say two words that end with the same sounds, give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!*

- *Say BAT, MAT. Do they rhyme? Yes! Thumbs up!*
- *Say MUG, HUG. Do they rhyme? Yes! Thumbs up!*
- *Say VAN, HAT. Do they rhyme? No! Thumbs down!*
- *Say WET, JET. Do they rhyme? Yes! Thumbs up!*
- *Great job!*

un



Fe



Gg



Yy



Practice & Play #1

Review Letters

Explain: *We've learned these 4 letters. Y, G, U, E.*

Model:

- (point to the picture) *Yak, /y/,* (trace the letters) *Y.*
- (point to the picture) *Gorilla, /g/,* (trace the letters) *G.*
- (point to the picture) *Umbrella, /u/,* (trace the letters) *U.*
- (point to the picture) *Edge, /e/,* (trace the letters) *E.*

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

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

Fe



nn



Gg



Yy



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 Y. Reach your hands overhead and open them wide and say Y!*
- *Now let's bend both arms and make a U. Say U! Great!*
- *For the letter G, drop one arm to the side and hook it. Say G! Great!*
- *Finally, Open both arms to the side and balance on one leg and say E!*

Group Practice: *Great job! Now, I am going to show you some cards. If you see the letter Y, G, U, E 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!*

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 letter with their bodies, that's okay. It is more important to have students practice saying the letter name.

*During this activity, use the mastery monitoring student sheets

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: W, G, Y, L

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

Practice & Play #2

Phonological Awareness

Identify Rhyme

Review Game:
Seek and Find
Letters

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

Explain: *We are going to use our ears and listen for words that end with the same sounds, words that rhyme.*

Model: *My words are BUG and MUG. They both end with the /ug/ sound. They rhyme! Thumbs up!*

Group Practice: *If I say two words that end with the same sounds, give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!*

- *Say PIG, FIG. Do they rhyme? Yes! Thumbs up!*
- *Say FAN, PAN. Do they rhyme? Yes! Thumbs up!*
- *Say TOP, BUG. Do they rhyme? NO! Thumbs DOWN!*
- *Say LOG, HOG. Do they rhyme? Yes! Thumbs up! Great job!*

I 7



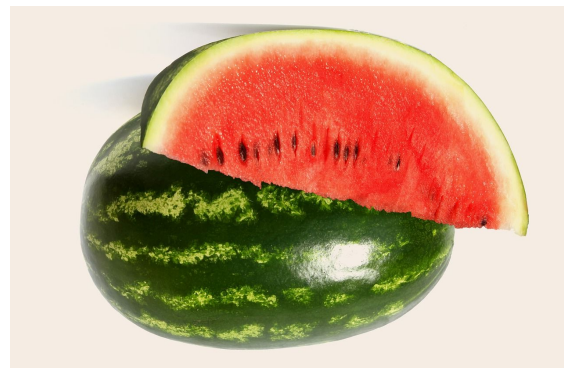
Y Y



G g



W W



Practice & Play #2

Review Letters

Explain: *We've learned lots of letters. Today we are going to review W, G, Y, L.*

Model:

- (point to the picture) *Watermelon, /w/,* (trace the letters) *W.*
- (point to the picture) *Gorilla, /g/,* (trace the letters) *G.*
- (point to the picture) *Yak, /y/,* (trace the letters) *Y.*
- (point to the picture) *Lion, /l/,* (trace the letters) *L.*

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

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

l 7

Y y

G g

M m

Practice & Play #2

Review Game: Seek and Find Letters

Materials: Alphabet Letter Posters hung around the classroom

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, and say its name.*

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

Group Practice: *What letter is this? (Ww, Gg, Yy, Ll). Great! Can you find the letter _____?*

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

*During this activity, use the mastery monitoring student sheets

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: G, Y, B, N

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

Practice & Play #3

Phonological Awareness

Identify Rhyme

Review Game:
Bean Bag Toss

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

Explain: *We are going to use our ears and listen for words that end with the same sounds, words that rhyme.*

Model: *My words are BUG and MUG. They both end with the /ug/ sound. They rhyme! Thumbs up!*

Group Practice: *If I say two words that end with the same sounds, give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!*

- *Say NICE, RICE. Do they rhyme? Yes! Thumbs up!*
- *Say OX, BOX. Do they rhyme? Yes! Thumbs up!*
- *Say FISH, KITE. Do they rhyme? NO! Thumbs DOWN!*
- *Say CONE, PHONE. Do they rhyme? Yes! Thumbs up! Great job!*

Nn



Bb



Yy



Gg



Practice & Play #3

Review Letters

Explain: *We've learned lots of letters. Today we are going to review G, Y, B, N.*

Model:

- (point to the picture) *Gorilla, /g/,* (trace the letters) *G.*
- (point to the picture) *Yak, /y/,* (trace the letters) *Y.*
- (point to the picture) *Basketball, /b/,* (trace the letters) *B.*
- (point to the picture) *Nest, /n/,* (trace the letters) *N.*

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

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

un

Bb

Yy

Gg

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 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.*

The 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)

Model: Show a letter card and say its name. *This is capital G. I am going to find the capital G 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? Gently toss the bean bag and say the letter name.*

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

*During this activity, use the mastery monitoring student sheets

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)





Letters: Y, F, N, M

Materials: Go Fish cards (print from the website), fishing poles (order from Amazon), and pond, letter card deck, picture card deck

Practice & Play #4

Phonological Awareness Isolate the Initial Sound

Review Game:
Go Fish

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

Explain: *We are going to use our ears and listen for the first sound in words.*

Model: *Listen first. My word is FUN. The first sound in FUN is /f/.*

Group Practice: *Let's try some more. I will say a word. You say the word, and then say the first sound you hear in the word.*

- *Say FAN. What is the first sound in FAN? /f/.*
- *Say MUG. What is the first sound in MUG? /m/.*
- *Say YELL. What is the first sound in YELL? /y/.*
- *Say NEST. What is the first sound in NEST? /n/.*

Error Correction: If students respond incorrectly to "What is the first sound?" provide the correct answer.

Ww



Nn



Ff



Yy



Practice & Play #4

Review Letters

Explain: *We've learned lots of letters. Today we are going to review Y, F, N, M.*

Model:

- (point to the picture) *Yak, /y/*, (trace the letters) *Y*.
- (point to the picture) *Fan, /f/*, (trace the letters) *F*.
- (point to the picture) *Nest, /n/*, (trace the letters) *N*.
- (point to the picture) *Mountain, /m/*, (trace the letters) *M*.

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

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

Ww

Uu

Ff

Yy

Practice & Play #4

Review Game: Go Fish

Materials: Fish letter cards, fishing poles, letter cards, blue felt for the pond (optional)

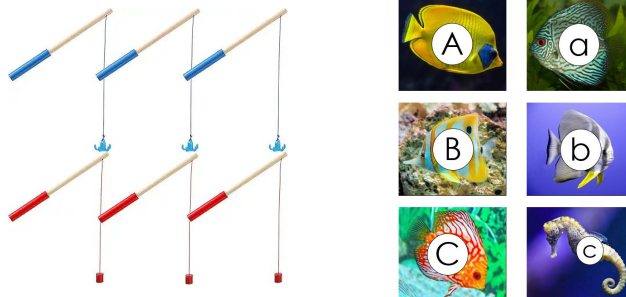
Explain: *Let's play a game! I am going to show you a letter card. You say the name of the letter and then "go fishing".*

The teacher sets up a pond with letter fish and hands a fishing pole to each student. Be sure to include letters that students need to practice.

Model: Show a letter card. *This is capital Y. I am going to find the capital Y fish in the pond and "catch" it with my fishing pole.*

Group Practice: (show a letter card) *What letter is this? Great! Can you find the letter _____ fish in the pond?*

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



*During this activity, use the mastery monitoring student sheets

Practice & Play #4

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: G, X, D, C

Materials: Letter puzzles
(print from the website),
letter card deck, picture card
deck

Practice & Play #5

Phonological Awareness Isolate the Initial Sound

Review Game:
Letter Puzzles

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

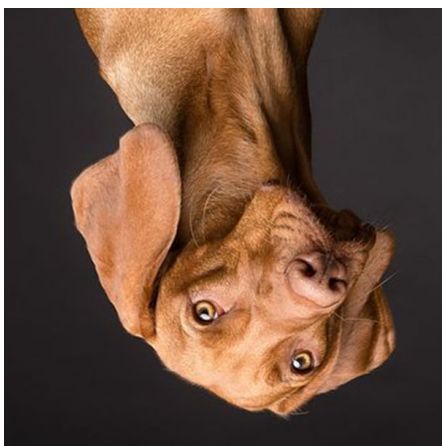
Explain: *We are going to use our ears and listen for the first sound in words.*

Model: *Listen first. My word is GUM. The first sound in GUM is /g/.*

Group Practice: *Let's try some more. I will say a word. You say the word, and then say the first sound you hear in the word.*

- *Say DOG. What is the first sound in DOG? /d/.*
- *Say CAR. What is the first sound in CAR? /c/.*
- *Say GOAT. What is the first sound in GOAT? /g/.*
- *Say DOOR. What is the first sound in DOOR? /d/.*

Error Correction: If students respond incorrectly to "What is the first sound?" provide the correct answer.



Dd



Gg



Cc



Xx

Practice & Play #5

Review Letters

Explain: *We've learned lots of letters. Today we are going to review G, X, D, C.*

Model:

- (point to the picture) *Gorilla, /g/*, (trace the letters) *G*.
- (point to the picture) *X-Ray, /ks/*, (trace the letters) *X*.
- (point to the picture) *Dog, /d/*, (trace the letters) *D*.
- (point to the picture) *Cat, /c/*, (trace the letters) *C*.

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

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

cc

pd

xx

gg

Practice & Play #5

Review Game: Letter Puzzles

Materials: Letter puzzle cards

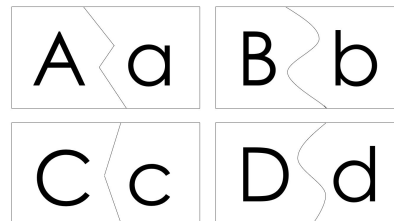
Explain: *Let's play a game! We are going to match our capital and lowercase letters.*

The teacher spreads the puzzle pieces on the table in front of the students.

Model: Show a letter card. *This is capital G. I am going to find the capital G and match it to the lowercase g.*

Group Practice: (show a letter card) *What letter is this? Great! Can you find the capital/lowercase ____?*

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



*During this activity, use the mastery monitoring student sheets

Practice & Play #5

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: P, U, I, O

Materials: Letter books for each student (print from the website), letter card deck, picture card deck

Practice & Play #6

Phonological Awareness

Isolate the Initial Sound

Review Game:
Letter Book

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

Explain: *We are going to use our ears and listen for the first sound in words.*

Model: *Listen first. My word is PUP. The first sound in PUP is /p/.*

Group Practice: *Let's try some more. I will say a word. You say the word, and then say the first sound you hear in the word.*

- *Say UP. What is the first sound in UP? /u/.*
- *Say IN. What is the first sound in IN? /i/.*
- *Say OTTER. What is the first sound in OTTER? /o/.*
- *Say PET. What is the first sound in PET? /p/.*

Error Correction: If students respond incorrectly to "What is the first sound?" provide the correct answer.

oo



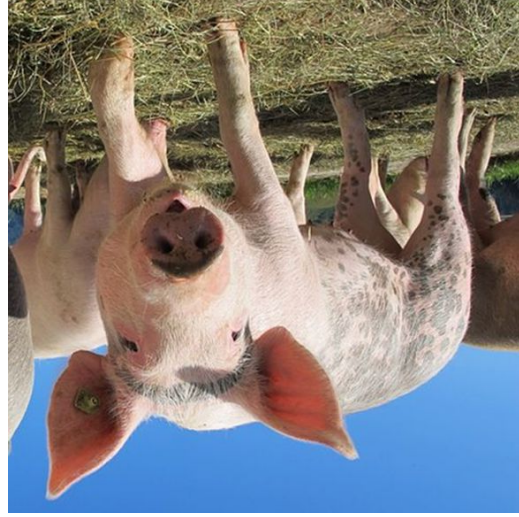
!I



nn



pD



Practice & Play #6

Review Letters

Explain: *We've learned lots of letters. Today we are going to review P, U, I, O.*

Model:

- (point to the picture) *Pig, /p/,* (trace the letters) *P.*
- (point to the picture) *Umbrella, /u/,* (trace the letters) *U.*
- (point to the picture) *Iguana, /i/,* (trace the letters) *I.*
- (point to the picture) *Octopus, /o/,* (trace the letters) *O.*

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

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

My Book of Letters



Practice & Play #6

Review Game: Letter Book

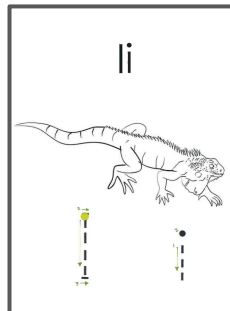
Materials: Letter book for each student (letter pages P, U, I, O)

Explain: *We are going to work on making your own book of letters. You have learned lots of new letters this year! We are going to color our letter pictures and trace the letters. When it's all finished, we will make a book that you can take home and share with your special people.*

The teacher passes a letter page to each student and has them write their name on the back. The teacher supports students as they trace the letter and say the letter name. Allow time for students to color the pictures.

Model: Show a letter page. *This is a pig. I hear the /p/ sound at the beginning of pig. We write the /p/ sound with the letter P. This is capital P and this is lowercase p. I am going to trace my letters and color my picture.*

Group Practice: Have students name the target pictures, isolate the initial sound, and name the letter. Provide time for students to trace the letters and color the picture. Complete the pages for P, U, I, and O.



*collect all letter pages and save them
to make the Letter Book

*During this activity, use the mastery monitoring student sheets

Practice & Play #6

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: K, W, Z, T

Materials: Go Fish cards (print from the website), fishing poles (order from Amazon), and pond, letter card deck, picture card deck

Practice & Play #7

Phonological Awareness Blending 2-3 Phonemes

Review Game:
Go Fish

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

Explain: *We are going to use our ears and listen to the sounds in words and blend them together.*

Model: *Listen first. My word is /c/ /a/ /ke/. My word is cake!*

Group Practice: *Let's try some more. I will the sounds, you blend the sounds to say the word.*

- *Teacher: /t/ /u/ /g/. Students: TUG!*
- *Teacher: /w/ /e/ /t/. Students: WET!*
- *Teacher: /z/ /oo/. Students: ZOO!*
- *Teacher: /k/ /i/ /d/. Students: KID!*

Error Correction: If students have difficulty blending the sounds, try continuous blending. Zzzzzzoouuuuuuu. Zoo!

Tt



Zz



Ww



Kk



Practice & Play #7

Review Letters

Explain: *We've learned lots of letters. Today we are going to review K, W, Z, T.*

Model:

- (point to the picture) *Kite, /k/,* (trace the letters) *K.*
- (point to the picture) *Watermelon, /w/,* (trace the letters) *W.*
- (point to the picture) *Zebra, /z/,* (trace the letters) *Z.*
- (point to the picture) *Tiger, /t/,* (trace the letters) *T.*

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

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

†l

zz

mw

kk

Practice & Play #7

Review Game: Go Fish

Materials: Fish letter cards, fishing poles, letter cards, blue felt for the pond (optional)

Explain: *Let's play a game! I am going to show you a letter card. You say the name of the letter and then "go fishing".*

The teacher sets up a pond with letter fish and hands a fishing pole to each student. Be sure to include letters that students need to practice.

Model: Show a letter card. *This is capital Z. I am going to find the capital Z fish in the pond and "catch" it with my fishing pole.*

Group Practice: (show a letter card) *What letter is this? Great! Can you find the letter _____ fish in the pond?*

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

*During this activity, use the mastery monitoring student sheets

Practice & Play #7

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: J, B, H, Q

Materials: Letter puzzles
(print from the website),
letter card deck, picture card
deck

Practice & Play #8

Phonological Awareness Blending 2-3 Phonemes

Review Game:
Letter Puzzles

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

Explain: *We are going to use our ears and listen to the sounds in words and blend them together.*

Model: *Listen first. My word is /j/ /o/ /g/. My word is jog!*

Group Practice: *Let's try some more. I will the sounds, you blend the sounds to say the word.*

- *Teacher: /b/ /u/ /g/. Students: BUG!*
- *Teacher: /h/ /o/ /t/. Students: HOT!*
- *Teacher: /kw/ /ee/ /n/. Students: QUEEN!*
- *Teacher: /j/ /e/ /t/. Students: JET!*

Error Correction: If students have difficulty blending the sounds, try continuous blending. jeeeet. Jet!

Qq



Hh



Bb



Jj



Practice & Play #8

Review Letters

Explain: *We've learned lots of letters. Today we are going to review J, B, H, Q.*

Model:

- (point to the picture) *Jam, /j/,* (trace the letters) *J.*
- (point to the picture) *Basketball, /b/,* (trace the letters) *B.*
- (point to the picture) *Hippo, /h/,* (trace the letters) *H.*
- (point to the picture) *Queen, /kw/,* (trace the letters) *Q.*

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

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

Qq

Уу

Bb

Јј

Practice & Play #8

Review Game: Letter Puzzles

Materials: Letter puzzle cards

Explain: *Let's play a game! We are going to match our capital and lowercase letters.*

The teacher spreads the puzzle pieces on the table in front of the students.

Model: Show a letter card. *This is capital J. I am going to find the capital J and match it to the lowercase j.*

Group Practice: (show a letter card) *What letter is this? Great! Can you find the capital/lowercase ____?*

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

*During this activity, use the mastery monitoring student sheets

Practice & Play #8

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: V, L, A, E

Materials: Letter books for each student (print from the website), letter card deck, picture card deck

Practice & Play #9

Phonological Awareness Blending 2-3 Phonemes

Review Game:
Letter Book

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

Explain: *We are going to use our ears and listen to the sounds in words and blend them together.*

Model: *Listen first. My word is /v/ /a/ /n/. My word is van!*

Group Practice: *Let's try some more. I will the sounds, you blend the sounds to say the word.*

- *Teacher: /l/ /o/ /g/. Students: LOG!*
- *Teacher: /a/ /x/ /e/. Students: AXE!*
- *Teacher: /e/ /j/. Students: EDGE!*
- *Teacher: /v/ /e/ /t/. Students: VET!*

Error Correction: If students have difficulty blending the sounds, try continuous blending. veeeet. Vet!

Fe



Ad



Li



Vv



Practice & Play #9

Review Letters

Explain: *We've learned lots of letters. Today we are going to review V, L, A, E.*

Model:

- (point to the picture) *Violin, /v/,* (trace the letters) *V.*
- (point to the picture) *Lion, /l/,* (trace the letters) *L.*
- (point to the picture) *Apple, /a/,* (trace the letters) *A.*
- (point to the picture) *Edge, /e/,* (trace the letters) *E.*

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

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

My Book of Letters



Practice & Play #9

Review Game: Letter Book

Materials: Letter book for each student (letter pages V, L, A, E)

Explain: *We are going to work on making your own book of letters. You have learned lots of new letters this year! We are going to color our letter pictures and trace the letters. When it's all finished, we will make a book that you can take home and share with your special people.*

The teacher passes a letter page to each student and has them write their name on the back. The teacher supports students as they trace the letter and say the letter name. Allow time for students to color the pictures.

Model: Show a letter page. *This is a violin. I hear the /v/ sound at the beginning of violin. We write the /v/ sound with the letter V. This is capital V and this is lowercase v. I am going to trace my letters and color my picture.*

Group Practice: Have students name the target pictures, isolate the initial sound, and name the letter. Provide time for students to trace the letters and color the picture. Complete the pages for V, L, A, E.

*collect all letter pages and save them to make the Letter Book

*During this activity, use the mastery monitoring student sheets

Practice & Play #9

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)



Cumulative Review of ALL Letters

*Pick 1 activity during each lesson to review ALL letters of the alphabet.

Go Fish

Materials: Go Fish Game and Fishing Poles, Letter Cards

Explain: *Let's play a game! I am going to show you a letter card. You say the name of the letter and then "go fishing".*

The teacher sets up a pond with letter fish and hands a fishing pole to each student.

Model: Show a letter card. *This is capital Z. I am going to find the capital Z fish in the pond and "catch" it with my fishing pole.*

Group Practice: (show a letter card) *What letter is this? Great! Can you find the letter _____ fish in the pond?*

Letter Puzzles

Materials: Letter puzzle cards

Explain: *Let's play a game! We are going to match our capital and lowercase letters.*

The teacher spreads the puzzle pieces on the table in front of the students.

Model: Show a letter card. *This is capital J. I am going to find the capital J and match it to the lowercase j.*

Group Practice: (show a letter card) *What letter is this? Great! Can you find the capital/lowercase _____?*

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

Letter Book

Materials: Letter book for each student

Explain: *We are going to work on making your own book of letters. You have learned lots of new letters this year! We are going to color our letter pictures and trace the letters. When it's all finished, we will make a book that you can take home and share with your special people.*

The teacher passes a letter page to each student and has them write their name on the back. The teacher supports students as they trace the letter and say the letter name. Allow time for students to color the pictures.

Model: Show a letter page. *This is a violin. I hear the /v/ sound at the beginning of violin. We write the /v/ sound with the letter V.*

This is capital V and this is lowercase v. I am going to trace my letters and color my picture.

Group Practice: Have students name the target pictures, isolate the initial sound, and name the letter. Provide time for students to trace the letters and color the picture. Staple the book together once students finish all letter pages.

*During this activity, use the mastery monitoring student sheets

Cumulative Review of All Letters

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)



