



Alphabetics Book 3

I, D, N, L- Practice & Play Set 3



Joyful Discoveries
Preschool Curriculum

Revision Date: July 2024



Created by: Dr. Amy Murdoch, Ms. Rosie Warburg, and Dr. Maria Aielli

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



TABLE OF CONTENTS

Lesson 9: li	5
Review 9A	21
Review 9B	37
 Lesson 10: Dd	 49
Review 10A	65
Review 10B	81
 Lesson 11: Nn	 93
Review 11A	109
Review 11B	125
 Lesson 12: Ll	 137
Review 12A	153
Review 12B	169
 Practice and Play Lesson 1	 183
Practice and Play Lesson 2	191
Practice and Play Lesson 3	199

My name is

•



Lesson Materials

- name cards
- letter li, Hh, Zz cards
- paintbrushes for each student
- finger puppets (optional), hand puppet (optional)

Lesson 9

Phonological Awareness Name Activity

Lesson Overview

New Letter: li
Review Letter: Hh, Zz
Review Game: Letter Match
Make the Letters: Magic Paintbrush

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 9

Phonological Awareness

Segmenting Syllables

Materials: Syllabication Squares (small piece of paper or tokens)

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. I will say a word, and you are going to clap the parts of the word and count the syllables.*

Model: *Watch me first. This is an infant. An infant is a tiny baby! How many parts do you hear in the word infant? Clap it: in-fant. Count it: (lay down one square for each part) in-fant. Count the squares: 1, 2. There are two parts, or syllables, in the word infant.*

Group Practice: *Let's try another one together! This is an igloo. An igloo is a house made of snow. Let's clap the parts in igloo. Ig-loo. Let's count it (lay out the squares) ig-loo. How many parts, or syllables, are in igloo? 1, 2-2! Great!*

Let's try another one! This is an insect. Say the word insect. Now, let's clap the word. In-sect. Now, let's count the parts using our squares, in-sect. How many parts are in the word insect? 2! Great work!

Expand (optional): Ask students to identify just the first part of the word



Error Correction Procedure

Model: *Insect. Clap it. In-Sect.*

Practice: *Say insect. Clap it with me. In-sect.*

Praise: *Good! How many parts? In-sect. 1-2. Great!*





Lesson 9

New Letter Introduction

Explain: Point to the iguana. *This is an iguana. Everyone say iguana. Good. Iguana starts with the /i/ sound. // iguana. Everyone say /i/. (practice again).*



! I



Lesson 9

New Letter Introduction

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

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

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

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

I is impressive-imagine life without I.

We wouldn't have igloos or ink- ayiyi!

I makes the shape of insects we like:

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

I makes the sound of a note you can sing.

A rumbling /iiiiiiiiii/ while the instruments ring.

*Repeat the letter name several times with the students.

! I





Lesson 9

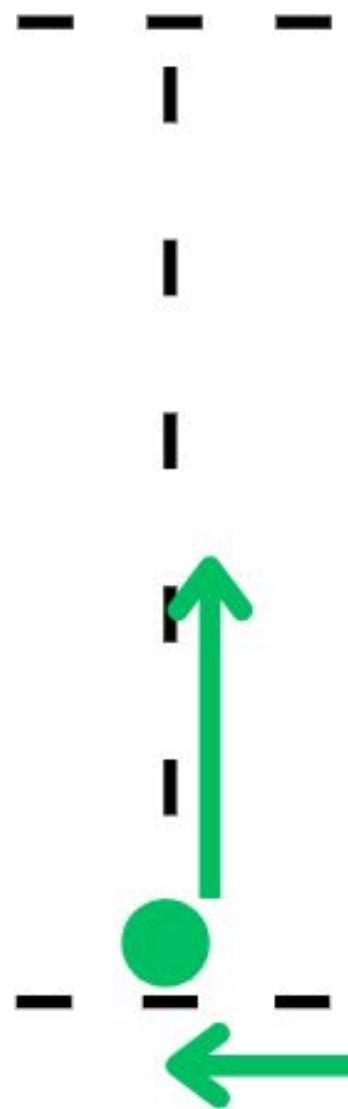
Letter Exploration

Model: Point to the pictures. *This is an iguana, itch, and igloo. I hear the /i/ sound at the beginning of each word.*

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

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

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





Lesson 9

Letter Formation

Materials: letter li cards for each student

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

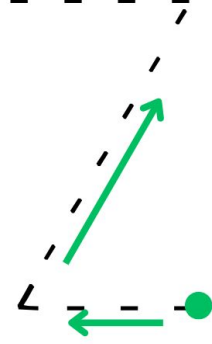
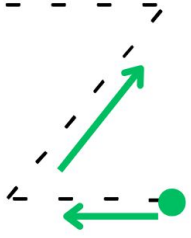
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

Now it's your turn to make the letter I. Put your finger at the top of the capital I. Pull down, pull across, pull across. Great job!

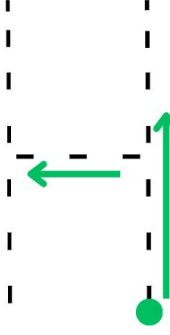
Let's try again. Let's write the lowercase i. Put your finger at the top. Pull down, go back up, and dot. Great work! We made an i!

What letter are we making? The letter I!"

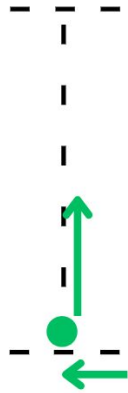
*collect letter li cards



z Z



h H



i I





Lesson 9

Review Letters

Explain: (point to the picture) *This is an iguana. /i/ Iguana. We write the /i/ sound with letter I.* (Trace the capital letter) *Pull down, pull across, pull across.* (Trace the lowercase) *Pull down, go back up and dot.* (Point to the picture) *This is a hippo. Hippo, /h/ H.* (Trace letter with finger). (Point to the picture) *This is a zebra. Zebra /z/ Z.* (Trace the capital letter) *Across, slide down, across.*

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.*

Make the Letters

Materials: paintbrush, letter cards Ii, Hh, Zz

Explain: *Now we are going to practice forming the letter I.* (Pass out the paintbrushes and letter cards one at a time to practice making the letters)

Model: Use the paintbrush to make a capital I. Say the name of the letter frequently as you build the letter.

Group Practice: *Let's make the capital I. What letter is this? I! Great!* (Trace the capital letter) *Pull down, pull across, pull across. Let's say the name of the letter 3 times! I, I, I! Great job! What letter is this? I! Great!* (Trace the lowercase) *Pull down, go back up and dot.* (continue with H and Z if there is time)

*Collect all materials



! I



Lesson 9

Wrap Up

Explain: *Today we learned the letter I.* (Point to the picture) *Iguana, /i/.* (Point to the letter) *I. Let's say it together. Iguana, /i/. !!*
Great work! What's the name of this letter? I.

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

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

Lesson 9A

Phonological Awareness

Name Activity

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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



Lesson 9A

Phonological Awareness Segmenting Syllables

Materials: Syllabication Squares (small piece of paper or tokens)



Practice segmenting words throughout the day.

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. I will say a word, and you are going to clap the parts of the word and count the syllables.*

Model: *Watch me first. This is an iguana. I will clap the parts of iguana. Ig-uan-a. How many parts do you hear in the word iguana? Let's count it. Ig-uan-a. Count it: (lay down one square for each part) ig-uan-a. Count the squares: 1, 2, 3. There are three parts, or syllables, in the word iguana.*

Group Practice: *Let's try another one together! This is an impala. An impala lives in Africa. Let's clap the parts in impala together. Im-pal-a. Let's count it (lay out the squares) im-pal-a. How many parts, or syllables, are in impala? 1, 2, 3! Great! Let's try another one! This is an icarus. Icarus is a fancy name for a blue butterfly. Say the word icarus. Now, let's clap the word. Ic-a-rus Now, let's count the parts (lay out the squares), ic-a-rus. How many parts are in the word icarus? 3! Great work!*

Expand (optional): Ask students to identify just the first part of the word



Error Correction Procedure

Model: *Say impala. Clap it. Im-pal-a.*

Practice: *Say it with me. Impala. Clap with me. Im-pal-a.*

Praise: *How many parts are in the word impala? 3! Great!*





Lesson 9A

New Letter Introduction

Explain: Point to the iguana. *This is an iguana. Everyone say iguana. Good. Iguana starts with the /i/ sound. /I/ iguana. Everyone say /i/. (practice again).*



! I



Lesson 9A

New Letter Introduction

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

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

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

! I





Lesson 9A

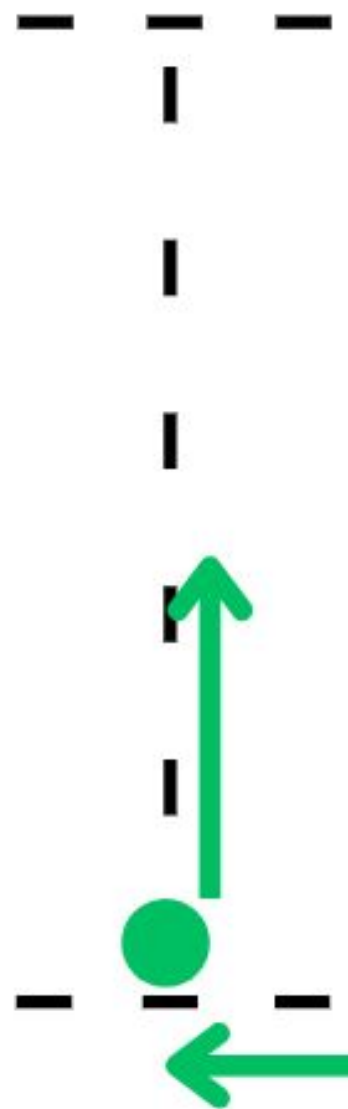
Letter Exploration

Model: Point to the pictures. *This is an iguana, itch, and igloo. I hear the /i/ sound at the beginning of each word.*

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

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

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





Lesson 9A

Letter Formation

Materials: letter li cards for each student

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

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 I. Put your finger at the top of the capital I. Pull down, pull across, pull across. Great job!

Let's try again. Let's write the lowercase i. Put your finger at the top. Pull down, go back up, and dot. Great work! We made an i!

What letter are we making? The letter I!"

*collect letter li cards

A



I

!



b

I



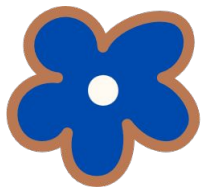
I

!



m

!



b



!



!



I

I

c



!



M

I



Lesson 9A

Review Letters

Review Game: Letter Hunt

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



! I



Lesson 9A

Wrap Up

Explain: *Today we reviewed the letter I.* (Point to the picture) *Iguana, /i/.* (Point to the letter) *I. Let's say it together. Iguana, /i/. I!*
Great work! What's the name of this letter? I.

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name card
- letter li cards and 1-3 other letters to mix in
- 3 small squares or cubes for each student (PA Games)
- finger puppets (optional), hand puppet (optional)

Lesson 9B

Phonological Awareness Name Activity

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 9B

Phonological Awareness Segmenting Syllables

Materials: Syllabication Squares, a Hand puppet with a mouth that moves



"Please come sit on the carpet (car-pet).
You can draw on the paper (pa-per)."

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *Watch me first! This is an iguana, itch, and igloo. How many parts do you hear in the word iguana? Clap it, ig-uan-a. Count it- (layout one square for each part) ig-uan-a. Count the squares- 1, 2, 3. There are three parts, or syllables, in the word iguana.*

Group Practice: *Let's try another one together! This is itch. Let's clap the parts in itch. Itch. Let's count it (lay out the squares) itch. How many parts, or syllables, are in itch? 1- Great! Let's try another one! This is an igloo. An igloo is a house made of snow. Say the word igloo. Now, let's clap the word. Ig-loo. Now, let's count the parts using our squares, ig-loo. How many parts are in the word igloo? 2! Great work!*

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



Error Correction Procedure

Model: *Igloo. Ig-loo.*

Practice: *Clap it with me. Ig-loo.*

Praise: *How many parts? Count with me. 1, 2. Good!*



I!



Lesson 9B

New Letter Introduction

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

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

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

! I





Lesson 9B

Letter Exploration

Model: Point to the pictures. *This is ill, insect, and impala. I hear the /i/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Ill, insect, impala. Great job. They all start with the /i/ sound. We write the /i/ sound with the letter I.*

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

Group Practice: *Let's say the name together 3 times. (point) I, I, I. Great!*





Lesson 9B

Review Letters

Review Game: Letter Sort

Materials: letter li 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 I on your card, put it here* (point to the capital I column). *If you have a lowercase i on your card, put it here* (point to the lowercase i column). *If you do not have a letter li, 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.



! I



Lesson 9B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name card
- 3 small squares or cubes for each student (PA Game)
- letter li, Hh, Zz cards
- Paintbrush and paper
- finger puppets (optional), hand puppet (optional)

Lesson 10

Phonological Awareness Name Activity

Lesson Overview

New Letter: Dd

Review Letter: li, Hh

Review Game: Letter Match

Make the Letters: Magic Paintbrush

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

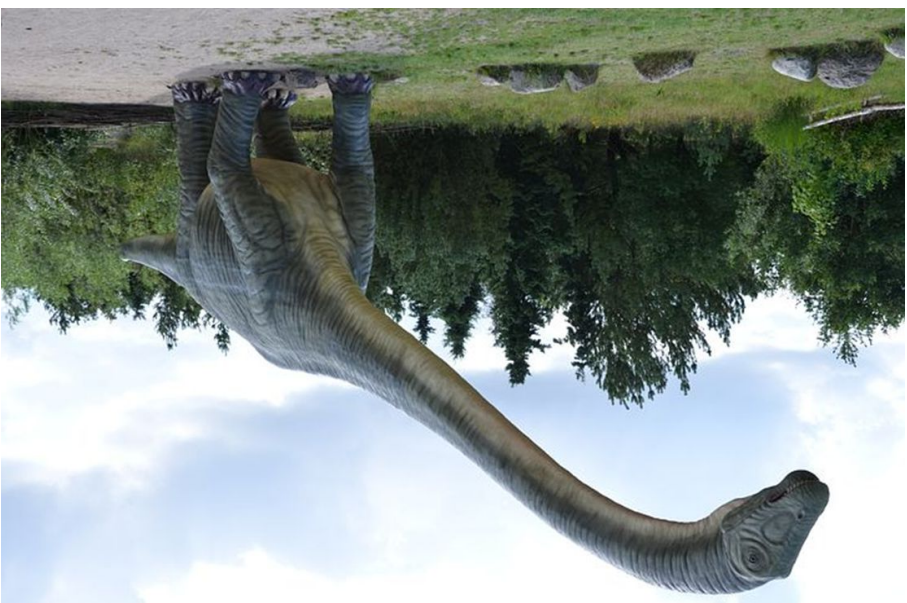
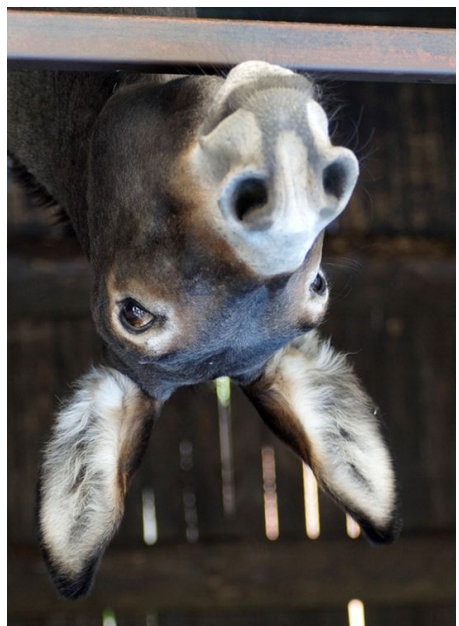
*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 10

Phonological Awareness Segmenting Syllables

Materials: Syllabication Squares, a Hand puppet with a mouth that moves



Please come sit on the car-pet (carpet).
You can draw on the pa-per (paper).

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *Watch me first! This is a doorknob. How many parts do you hear in the word doorknob?* Clap it: *door-knob*. Count it: (layout one square for each part) *door-knob*. Count the squares: *1, 2. There are two parts, or syllables, in the word doorknob.*

Group Practice: *Let's try another one together! This is a dinosaur. Let's clap the parts in dinosaur together. Di-no-saur. Let's count it (lay out the squares) di-no-saur. How many parts, or syllables, are in dinosaur? 3! Great! Let's try another one! This is a donkey. Say the word donkey. Now, let's clap the word donkey. Don-key. Now, let's count the words using our squares, don-key. How many parts are in the word donkey? 2! Great work!*

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



Error Correction Procedure

Model: *Donkey. Don-key.*

Practice: *Clap it with me. Don-key.*

Praise: *How many parts in the word don-key? 1-2. Good! There are the 2 parts of the word donkey.*





Lesson 10

New Letter Introduction

Explain: Point to the dog. *This is a dog. Everyone say dog. Good. Dog starts with /d/. /d/ Dog. Everyone say /d/. (practice again)*

pd





Lesson 10

New Letter Introduction

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

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

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

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

D is a doorway to dungeons down deep

Where there's dragons and danger-

So don't make a peep!

D is quite daring and explores without fear

It's in donut and daisy and even in deer.

D makes a sound that starts in your throat.

A rumbling /d/ /d/ /d/ like a heavy drum note.

*Repeat the letter name several times with the students.

pd





Lesson 10

Letter Exploration

Model: Point to the pictures *This is a dog, door, and donut. I hear the /d/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Dog, door, donut. Great job. They all start with the /d/ sound. We write the /d/ sound with the letter Dd.*

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

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





Lesson 10

Letter Formation

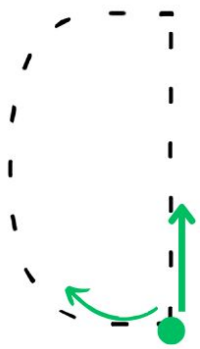
Materials: letter Dd cards for each student

Model: *Now we are going to learn how to make the letter D. 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, go back up, and around.* (model again). *This is capital D.*
(practice with students, then model lowercase) *This is lowercase d. I put my finger at the green dot, pull back, go around, all the way up and down. This is d!*

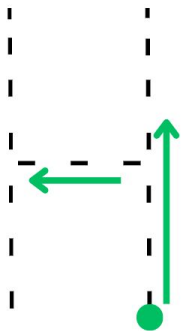
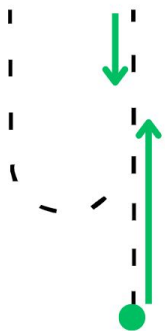
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide a lot of positive feedback and modeling as needed.

Now it's your turn to make the letter D. Put your finger on the top of the D. Pull down, go back up, and around. Great job! Let's try the lowercase d. Put your finger on the circle. Pull back, go around, all the way up and down. Great work! We made the letter d. What letter did we make? D! Great job!

*collect letter cards



p D



h H



! I





Lesson 10

Review Letters

Explain: (point to the picture) *This is an iguana. /i/ Iguana. We write the /i/ sound with letter I.* (Trace the letter). (Point to the picture) *This is a hippo. Hippo /h/ H.* (Trace letter with finger). *This is a dog. Dog /d/ D.* (trace with your finger) Capital D- *Pull down, go back up, and around.* Lowercase d- *pull back, go around, all the way up and down. This is lowercase d!*

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: paintbrush and letter cards

Explain: *Now we are going to practice making the letter D.* (Pass out paintbrushes and the letters Dd, Ii, and Hh one at a time to practice building the letters)

Model: Use the paintbrush to trace the capital S. Say the name of the letter frequently as you build the letter.

Group Practice: *Let's make the capital D. What letter is this? D! Great! Pull down, go back up, and around.* (Practice lowercase d) *Pull back, go around, all the way up and down. This is lowercase d!* (continue with Ii and Hh if there is time)

*Collect all materials

pd





Lesson 10

Wrap Up

Explain: *Today we learned the letter D.* (point to the picture) *Dog, /d/*, (point to the letter) *D.* *Say it with me, dog, /d/, D. what letter is this? D! Great job!*

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- letter Dd cards
- 3 small squares or cubes for each student (PA game)
- finger puppets (optional), hand puppet (optional)

Lesson 10A

Phonological Awareness

Name Activity

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 10A

Phonological Awareness

Segmenting Syllables

Materials: 3 small squares or cubes for each student, hand puppet (optional), finger puppets (optional)

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *Watch me first! This is a doctor. How many parts do you hear in the word doctor?* Clap it: *doc-tor*. Count it: (layout one square for each part) *doc-tor*. Count the squares: *1, 2. There are two parts, or syllables, in the word doctor!*

Group Practice: *Let's try another one together! This is a dice. Let's clap the parts in dice together. Dice. Let's count it* (lay out the squares) *dice. How many parts, or syllables, are in dice? 1! Great! Let's try another one! This is a dancer. Say the word dancer. Now, let's clap the word dancer. Dan-cer. Now, let's count the parts using our squares, dan-cer. How many parts are in the word dancer? 2! Great work!*

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



Error Correction Procedure

Model: *Dancer. Dan-cer.*

Practice: *Clap it with me. Dan-cer.*

Praise: *How many parts? 1-2. Good! There are the 2 parts of the word dancer.*





Lesson 10A

New Letter Introduction

Explain: Point to the dog. *This is a dog. Everyone say dog. Good. Dog starts with /d/. /d/ Dog. Everyone say /d/. (practice again)*

pd





Lesson 10A

New Letter Introduction

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

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

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

pd





Lesson 10A

Letter Exploration

Model: Point to the pictures. *This is a dog, door, and donut. I hear the /d/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Dog, door, donut. Great job. They all start with the /d/ sound. We write the /d/ sound with the letter Dd.*

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

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





Lesson 10A

Letter Formation

Materials: letter Dd cards for each student

Model: *Now we are going to review how to make the letter D. 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, go back up, and around.* (model again). *This is capital D.* (practice with students, then model lowercase) *This is lowercase d. I put my finger at the green dot, pull back, go around, all the way up and down. This is d!*

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 D. Put your finger on the top of the D. Pull down, go back up, and around. Great job! Let's try the lowercase d. Put your finger on the circle. Pull back, go around, all the way up and down. Great work! We made the letter d. What letter did we make? D! Great job!

*collect letter cards

A



D

y



p

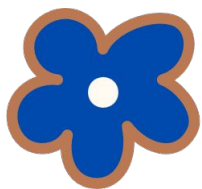
p



b

D

s



m

T



p

b



!



D

D



z

p



c

p



Lesson 10A

Review Letters

Review Game: Letter Hunt

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

pd





Lesson 10A

Wrap Up

Explain: *Today we reviewed the letter D.* (point to the picture) *Dog, /d/*, (point to the letter) *D.* *Say it with me, dog, /d/, D. what letter is this? D! Great job!*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Dd cards + 1-3 other letters
- 3 small squares or cubes for each student (PA game)
- finger puppets (optional), hand puppet (optional)

Lesson 10B

Phonological Awareness

Name Activity

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 10B

Phonological Awareness

Segmenting Syllables

Materials: 3 small squares or cubes for each student, hand puppet (optional), finger puppets (optional)

Explain: *Words can be broken into smaller parts. These parts are called syllables. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *Watch me first! This is a dentist. A dentist is a teeth doctor. How many parts do you hear in the word dentist?*

Clap it: *den-tist*. Count it: (layout one square for each part) *den-tist*. Count the squares: *1, 2. There are two parts, or syllables, in the word dentist!*

Group Practice: *Let's try another one together! This is a dolphin. Let's clap the parts in dolphin together. Dol-phin. Let's count it (lay out the squares) dol-phin. How many parts, or syllables, are in dolphin? 2! Great! Let's try another one! This is a dumpling. A dumpling is a delicious food made of meat and dough. Say the word dumpling. Now, let's clap the word dumpling. Dump-ling. Now, let's count the parts using our squares, dump-ling. How many parts are in the word dump-ling? 2! Great work!*

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



Error Correction Procedure

Model: *Dumpling. Dump-ling.*

Practice: *Clap it with me. Dump-ling.*

Praise: *How many parts? 1-2. Good there are 2 parts of the word dumpling!*

pd





Lesson 10B

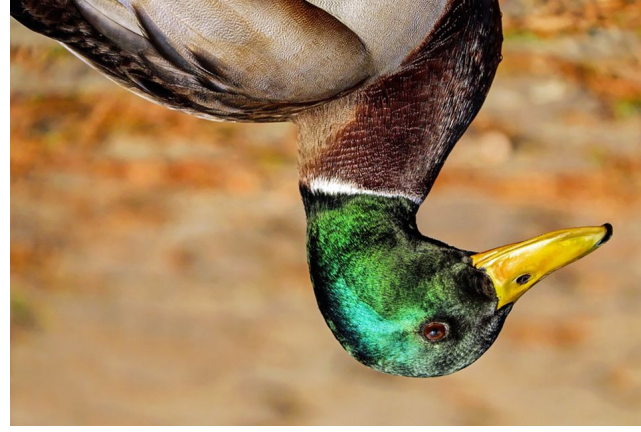
New Letter Introduction

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

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

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

pd





Lesson 10B

Letter Exploration

Model: Point to the pictures. *This is a duck, dive, and deer. I hear the /d/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Duck, dive, deer. Great job. They all start with the /d/ sound. We write the /d/ sound with the letter Dd.*

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

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



p

d



Lesson 10B

Review Letters

Review Game: Letter Match

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

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

pd





Lesson 10B

Wrap Up

Explain: *Today we reviewed the letter D. (point to the picture) Dog, /d/, (point to the letter) D. Say it with me, dog, /d/, D. What letter is this? D! Great job!"*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- paintbrush for each student
- letter Dd, Nn, Aa cards
- hand puppet (optional), pointers for students (optional)

Lesson 11

Phonological Awareness Name Activity

Lesson Overview

New Letter: Nn
Review Letter: Dd, Aa
Review Game: Letter Match
Make the Letters: Magic Paintbrush

Materials: Name cards with student names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

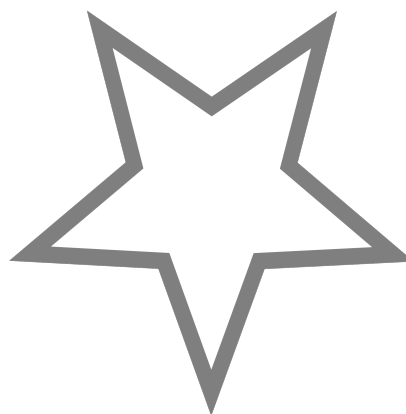
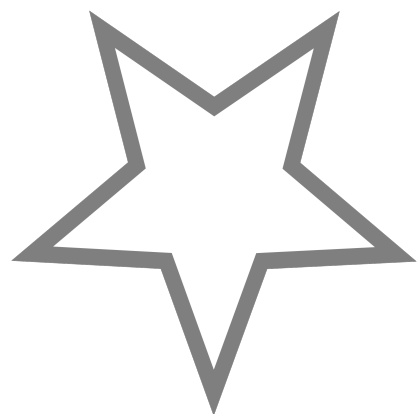
*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 11

Phonological Awareness Segmenting Syllables

Materials: pointers for each student, hand puppet

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to tap the stars to count the word parts using your pointers.*

Model: *Daisy: Watch me first! This is Neptune, a planet in our solar system. Clap it. Nep-tune. Let's tap the stars to count the parts. Nep-tune. 1-2. There are two parts, or syllables, in the word Neptune.*

Group Practice: *Let's try another one together! This is NASA, this is where astronauts work! Let's clap it. NAS-A. Let's tap it. NAS-A. Let's count it (count the stars) 1, 2. How many parts, or syllables, are in NASA? 2! Great! Let's try another one! This is the space needle-a really tall tower that reaches into space! Now, let's clap it. Nee-dle. Let's tap it. Nee-dle. Now, let's count the word parts. 1-2. How many parts are in the word needle? 2! Great work!*

Expand (optional): Ask students to identify the first part or the first sound in the word.



Error Correction Procedure

Model: *Needle. Clap it. Nee-dle.*

Practice: *Clap it with it with me. Nee-dle.*

Praise: *Tap it. Nee-dle. Count it. 1-2. Great! There are 2 parts in needle.*





Lesson 11

New Letter Introduction

Explain: Point to the nest. *This is a nest. Everyone say nest. Good. Nest starts with the /n/ sound. /n/ nest. Everyone say /n/. You can feel the sound vibrate in your nose! (practice again).*

un





Lesson 11

New Letter Introduction

Explain: *We write the /n/ sound like this* (trace the letter with your finger). *The name of this letter is N.* (point to the picture) *Nest.* /n/. (point to the letter) *Nn.*

Model: Focus practice on having students say the letter name. *The name of the letter is N. What is the name of the letter? N!*

Group Practice: *Let's say N three times. N. N. N.*

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

N is a noodle—it zigs and it zags

It nods when it's nervous and has been known to nag.

N is noble; it does what is right

It's in noisy and nickel and in starry night

N sounds like /n/ /n/ /n/ on the tip of your tongue

The beginning of "no" or a song yet to be sung.

*Repeat the letter name several times with the students.

UN





Lesson 11

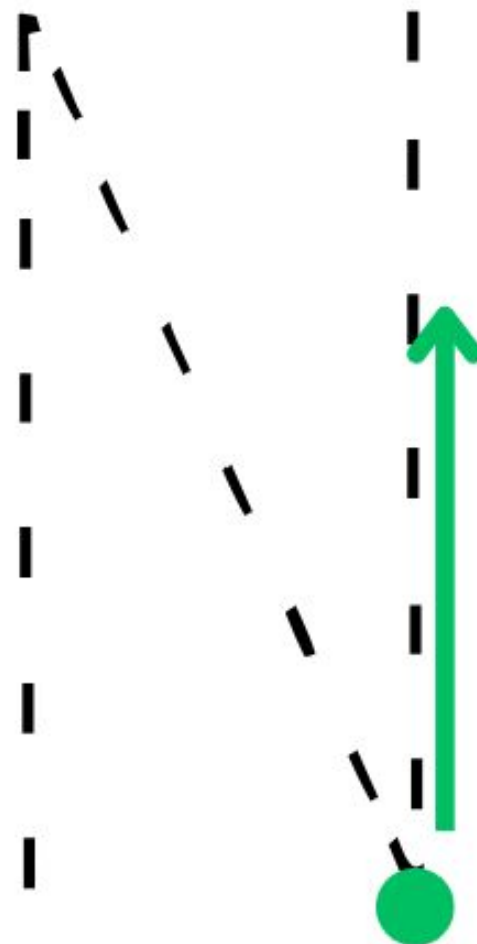
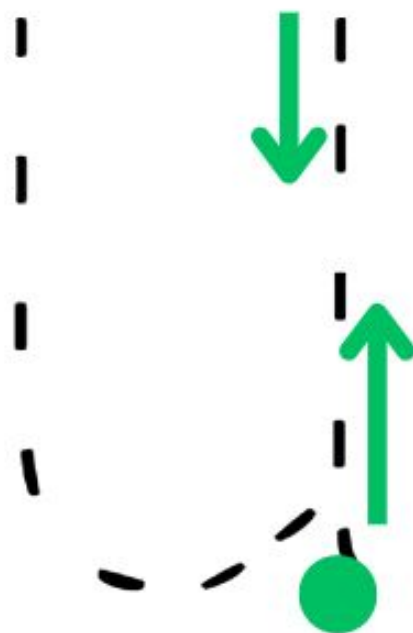
Letter Exploration

Model: Point to the pictures. *This is a nest, noodles, and nuts. I hear the /n/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) nest, noodles, nuts. Great job. They all start with the /n/ sound. We write the /n/ sound with the letter N.*

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

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





Lesson 11

Letter Formation

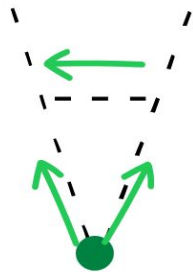
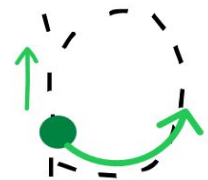
Materials: letter Nn cards for each student

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

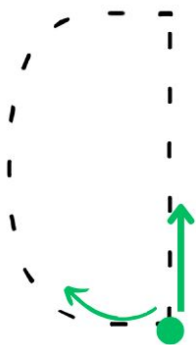
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

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

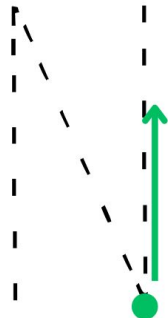
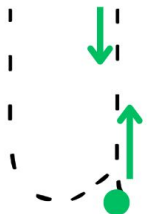
*collect letter cards



a A



p P



u U





Lesson 11

Review Letters

Explain: (point to the picture) *This is a nest. nest /n/. We write the /n/ sound with letter N.* (Trace the capital letter) *Pull down, slide down, pull up.* (Trace the lowercase) *Pull down, up, over, pull down.* (Point to the picture) *This is a dog. Dog, /d/ D.* (Trace letter with finger). (Point to the picture) *This is an apple. Apple /a/ A.* (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: paintbrush for each student and letter cards

Explain: *Now we are going to practice forming the letters.* (Pass out the paintbrushes and letter cards Nn, Dd, Aa -one at a time.)

Model: Use the paintbrush to make a capital N. Say the name of the letter frequently as you make the letter.

Group Practice: *Let's write the capital N. What letter is this? N! Great! Pull down, slide down, pull up. Great! Let's write the little n. What letter is this? n! Great! Pull down, up, over, pull down. Let's say the name of the letter 3 times! N, N, N! Great job!* (Continue with Dd and Aa if time)

*Collect all materials

un





Lesson 11

Wrap Up

Explain: *Today we learned the letter N.* (point to the picture) *nest, /n/*, (point to the letter) *N.* *Let's say it together. Nest, /n/, N!*
Nest, /n/, N! Great work.

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Nn cards
- hand puppet (optional), pointers (optional)

Lesson 11A

Phonological Awareness

Name Activity

Materials: name cards with children's names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

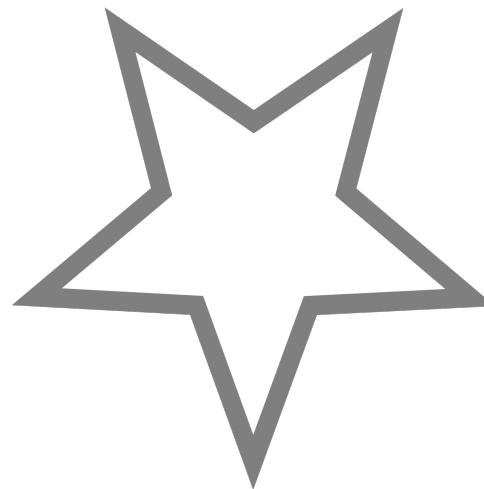
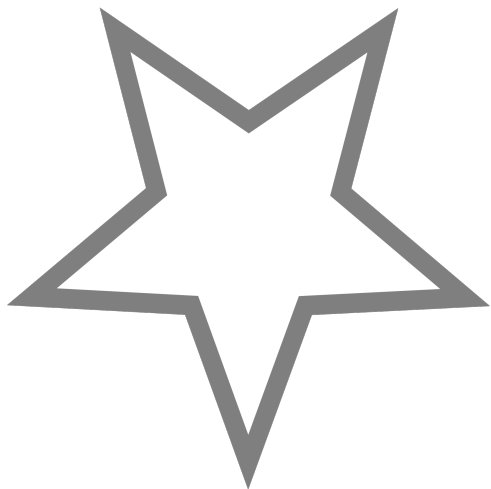
*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 11A

Phonological Awareness

Segmenting Syllables

Materials: pointers for each student, hand puppet



*Please come sit on the carpet (car-pet).
You can draw on the paper (pa-per).*

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *Watch me first! My word is navigate. We use a map to navigate our way from one place to another. I am going to say the parts of navigate. First, I'll clap it. Nav-i-gate. Now I'll point to one star for each part. Nav-i-gate. How many parts, or syllables, are in the word nav-i-gate? I will count my stars. 1, 2, 3. There are 3 syllables in navigate!*

Group Practice: *Let's try another one. My word is nomad. Nomads are people who move from place to place. Let's clap the parts. No-mad. Now let's point no-mad. How many parts are in the word nomad? 2! Great work! Let's try another. My word is nebula. A nebula is a space cloud. Let's clap the parts of the word nebula. Neb-u-la. Let's point and count the parts. Neb-u-la. How many parts, or syllables, are in the word nebula? 3!*

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



Error Correction Procedure

Model: *Nebula. Neb-u-la.*

Practice: *Clap it with me. Neb-u-la.*

Praise: *Count it! 1-2-3. Good! There are 3 parts in nebula.*





Lesson 11A

New Letter Introduction

Explain: Point to the nest. *This is a nest. Everyone say nest. Good. Nest starts with the /n/ sound. /n/ nest. Everyone say /n/. You can feel the sound vibrate in your nose!* (practice again).

un





Lesson 11A

New Letter Introduction

Explain: *We write the /n/ sound like this* (trace the letter with your finger). *The name of this letter is N.* (point to the picture) *Nest.* */n/.* (point to the letter) *Nn.*

Model: Focus practice on having students say the letter name. *The name of the letter is N. What is the name of the letter? N!*

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

UN





Lesson 11A

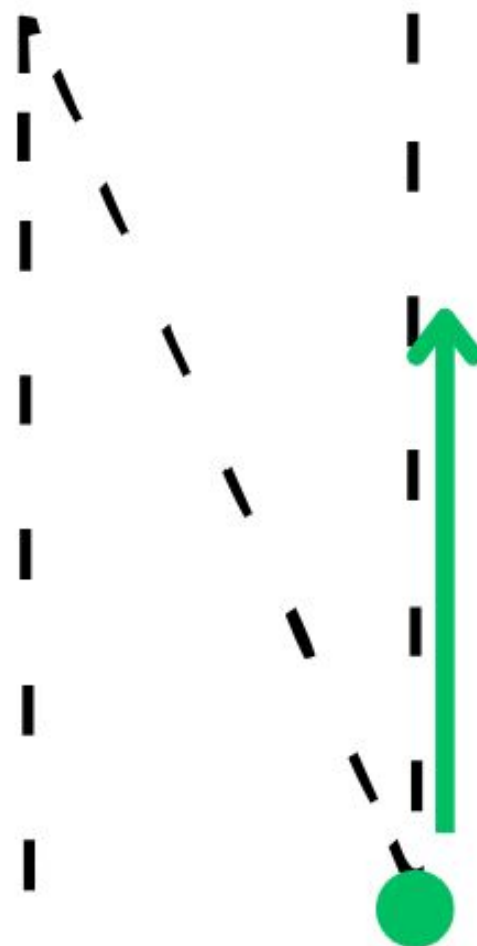
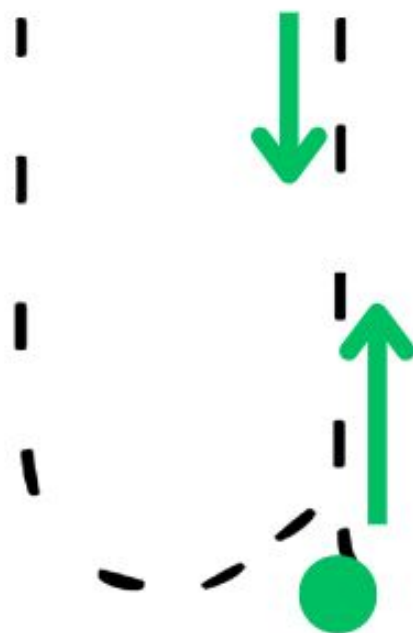
Letter Exploration

Model: Point to the pictures. *This is a nest, noodles, and nuts. I hear the /n/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *nest, noodles, nuts. Great job. They all start with the /n/ sound. We write the /n/ sound with the letter N.*

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

Group Practice: *Let's say the name together* (point) *n, n, n. Great!*





Lesson 11A

Letter Formation

Materials: letter Nn cards

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

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 N. Put your finger at the top of the capital N. Pull down, slide down, pull up. Great job! Let's try again. Let's write the lowercase n. Put your finger at the top. Pull down, up, over, pull down. Great work! We made an n! What letter are we making? The letter N!

*collect letter cards

A



I

y



u

N

+

N

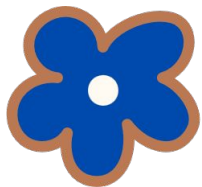
!

u

w

l

T



u

b



w

b

w



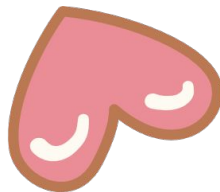
l

u



N

z



c

N



Lesson 11A

Review Letters

Review Game: Letter Hunt

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

un





Lesson 11A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Nn cards and 1-3 other letters
- pointers (optional), hand puppet (optional)

Lesson 11B

Phonological Awareness

Name Activity

Materials: name cards with children's names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

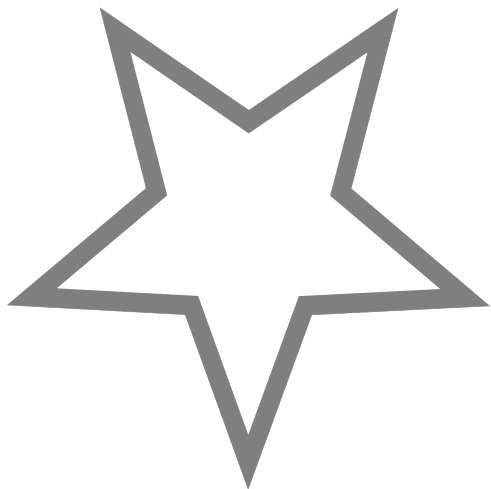
*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 11B

Phonological Awareness

Segmenting Syllables

Materials: Pointers for each student, hand puppet

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *Watch me first! My word is nice. When someone is nice, they are kind.* Clap it: *Nice.* Tap it: *Nice.* Count it: 1. There is 1 syllable, or part, in nice.

Group Practice: Let's try one together. Say Neptune. Neptune is a planet. Let's clap it. Nep-tune. Let's tap it. Nep-tune. Let's count it. 1-2. 2! Great work! Let's try another. My word is nightingale. A nightingale is a bird that sings. Let's clap it. Night-in-gale. Tap it. Night-in-gale. Count it. 1-2-3. How many parts, or syllables, are in the word nightingale? 3!

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



Error Correction Procedure

Model: *Nep-tune. Nep-tune.*

Practice: *Clap it with me. Nep-tune.*

Praise: *Tap it. Nep-tune. Count it. 1-2. How many parts? 2! Good!*

un





Lesson 11B

New Letter Introduction

Explain: *We write the /n/ sound like this* (trace the letter with your finger). *The name of this letter is N.* (point to the picture) *Nest.* */n/.* (point to the l) *N.*

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

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

UN





Lesson 11B

Letter Exploration

Model: Point to the pictures. *This is Neptune, NASA, and navigate. I hear the /n/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) neptune, NASA, navigate. Great job. They all start with the /n/ sound. We write the /n/ sound with the letter N.*

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

Group Practice: *Let's say the name together three times (point) N. N. N. Great!*



u

N



Lesson 11B

Review Letters

Review Game: Letter Match

Materials: Letter Nn cards and 1-3 other letters

Explain: *Now we are going to practice sorting letters. If you have a capital N, say N and place it here. If you have a lowercase n, say n and place it here. If it is not an Nn, place it here.*

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.

un





Lesson 11B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Ll, Ss, Oo cards
- Paintbrush for each student
- pointers (optional)
- hand puppet (optional)

Lesson 12

Phonological Awareness Name Activity

Lesson Overview

New Letter: Ll
Review Letter: Ss, Oo
Review Game: Letter Match
Make the Letters: Magic Paintbrush

Materials: name cards with children's names.

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

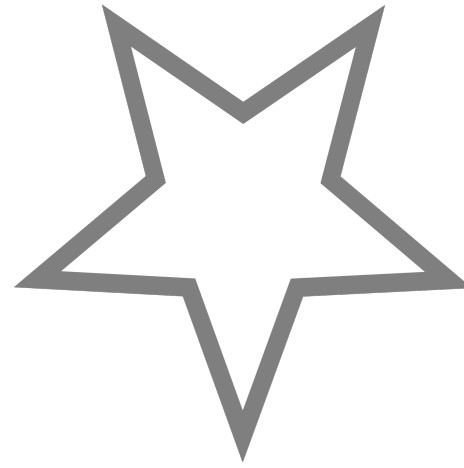
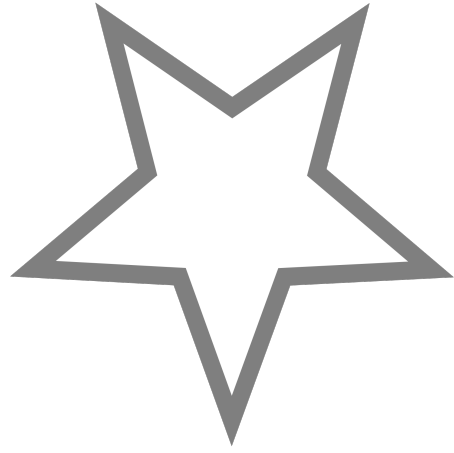
*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 12

Phonological Awareness Segmenting Syllables

Materials: pointers for each student, hand puppet

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to tap the stars to count the word parts using your pointers.*

Model: Daisy: *Watch me first! This is a llama. How many parts do you hear in the word llama?* Clap it: *lla-ma*. Tap it: (point to a star for each part) *Lla-ma*. Count it: *1, 2. There are two parts, or syllables, in the word llama!*

Group Practice: *"Let's try another one together! This is a leopard. Let's clap the parts in leopard together. Leop-ard. Let's tap it (point to the stars) leop-ard. How many parts, or syllables, are in leopard? Let's count it- 1, 2! Great! Let's try another one! This is a lion. Say the word lion. Now, let's clap the word lion. Li-on. Now, let's tap the word parts, (point to the stars) Li-on. How many parts are in the word lion? Count it. 1-2! Great work!"*

Expand (optional): Ask students to identify the first part or the first sound in the word



Error Correction Procedure

Model: *Lion. Clap it. Li-on.*

Practice: *Clap it with me. Li-on.*

Praise: *Tap it. Li-on. Count it. 1-2. Great! There are 2 parts in li-on.*

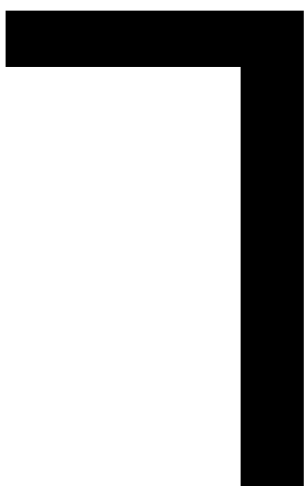




Lesson 12

New Letter Introduction

Explain: Point to the lion. *This is a lion. Everyone say lion. Good. Lion starts with the // sound. // lion. Everyone say //. Your tongue is behind your top teeth.* (practice again).





Lesson 12

New Letter Introduction

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

Model: Focus practice on having students say the letter name. *The name of the letter is L. What is the name of the letter? L!*

Group Practice: *Let's say L three times. L. L. L.*

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

L is shaped like a person that's sitting up straight

Not lazy or lolling-its posture is great!

L likes to lick lollipops and listen to tunes

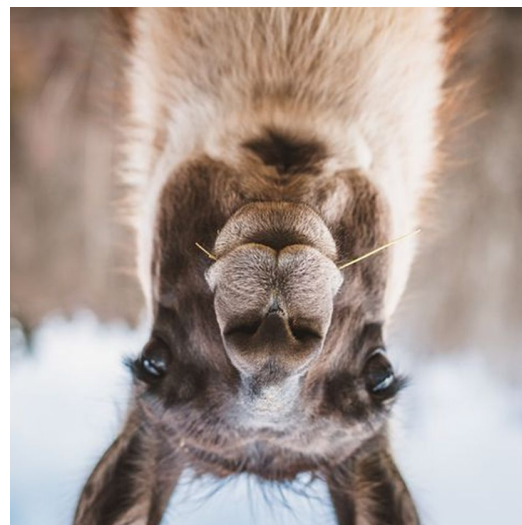
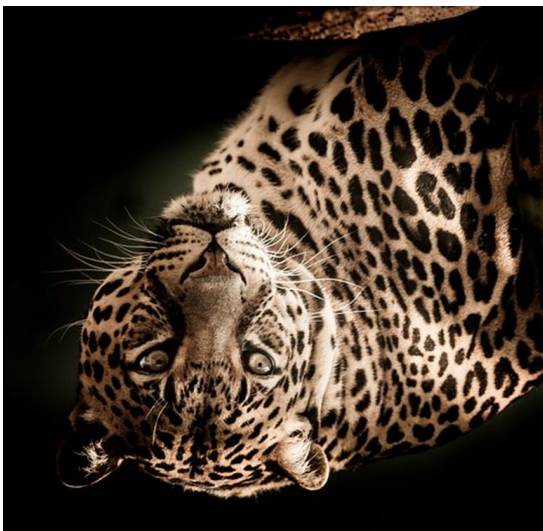
It can roar like a lion or whistle like a loon.

L makes the sound of a bubble in water

A gentle // // // sound as the bubbling gets louder.

*Repeat the letter name several times with the students.

17





Lesson 12

Letter Exploration

Model: Point to the pictures. *This is a llama, leopard, and lion. I hear the /l/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) llama, leopard, lion. Great job. They all start with the /l/ sound. We write the /l/ sound with the letter L.*

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

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





Lesson 12

Letter Formation

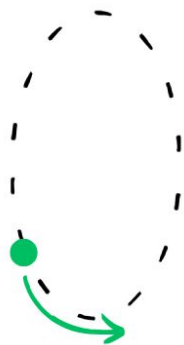
Materials: letter LI cards for each student

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

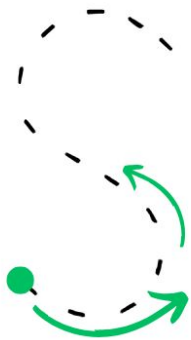
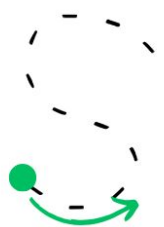
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

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

*collect letter cards



o O



s S



l I





Lesson 12

Review Letters

Explain: *This is a lion. /l/ lion. We write the /l/ sound with letter L. (Trace the letter). Pull down, pull across (capital). Pull down (lowercase). (Point to the picture) This is a sunflower. Sunflower /S/ S. (Trace letter with finger). This is an octopus. Octopus /o/ O. (trace with your finger).*

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

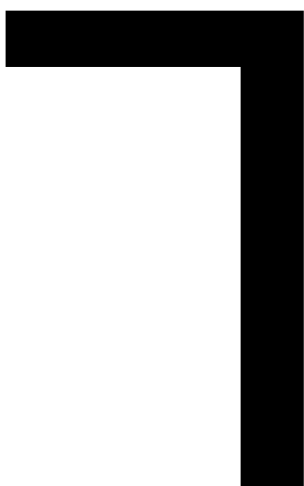
Materials: paintbrush for each student and letter cards

Explain: *Now we are going to practice forming the letters.* (Pass out the paintbrushes and letter cards Ll, Ss, Oo -one at a time.)

Model: Use the paintbrush to make a capital L. Say the name of the letter frequently as you make the letter.

Group Practice: *Let's write the capital L. What letter is this? L! Great! Pull down, pull across. Great! Let's write the little l. What letter is this? l! Great! Pull down. Let's say the name of the letter 3 times! L, L, L! Great job!* (Continue with Ss and Oo if time)

*Collect all materials





Lesson 12

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter LI cards
- hand puppet (optional)
- pointers (optional)

Lesson 12A

Phonological Awareness

Name Activity

Materials: name cards with children's names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

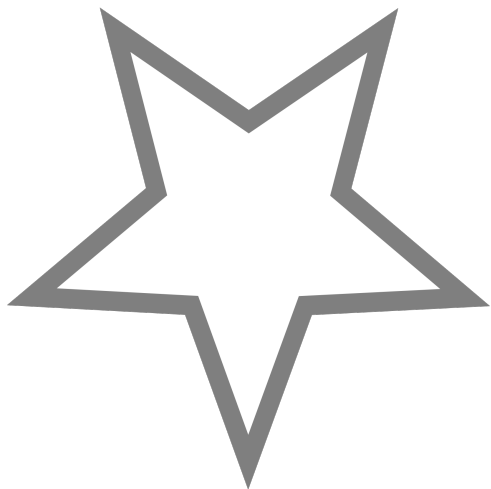
*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 12A

Phonological Awareness

Segmenting Syllables

Materials: pointers for each student, hand puppet



*Please come sit on the carpet (car-pet).
You can draw on the paper (pa-per).*

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *My word is lizard. Say lizard. How many parts are in the word lizard? Clap it. Liz-ard. Now let's tap it* (point to the stars as you say word parts) *Liz-ard. Let's count it- how many word parts, or syllables?* (Count the stars) *1, 2. There are 2 parts in the word liz-ard!*

Group Practice: *Let's try another one together! Say lasagna. Let's clap the parts in lasagna together. La-sa-gna. Let's count it* (point to the stars) *1-2-3. How many parts, or syllables, are in lasagna? 3! Great! Let's try another one! Say lollipop. Now, let's clap the word lollipop, lol-li-pop. Now, let's count the word parts, (point to the stars) 1-2-3. How many parts are in the word lollipop? 3! Great work!*

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



Error Correction Procedure

Model: *Lasagna. La-sag-na.*

Practice: *Clap it with me. La-sag-na.*

Praise: *Count it! 1-2-3. Good! There are 3 parts in lasagna.*





Lesson 12A

New Letter Introduction

Explain: Point to the lion. *This is a lion. Everyone say lion Good. Lion starts with the // sound. // nest. Everyone say //. Put your tongue behind your top teeth* (practice again).





Lesson 12A

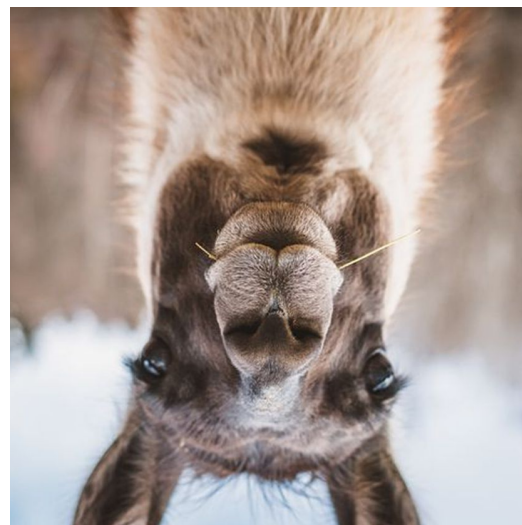
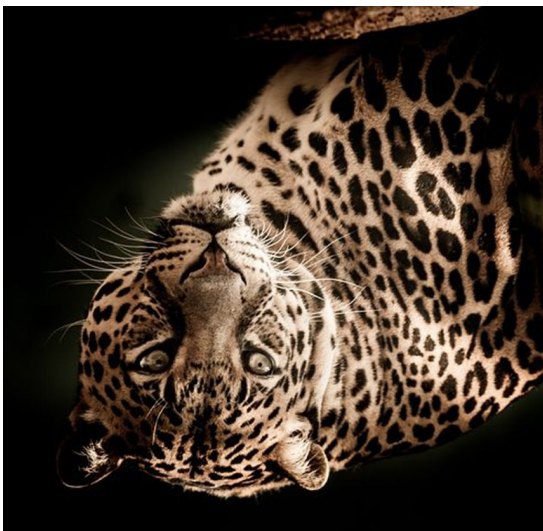
New Letter Introduction

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

Model: Focus practice on having students say the letter name. *The name of the letter is L. What is the name of the letter? L!*

Group Practice: *Let's say L together three times. L. L. L.*

17





Lesson 12A

Letter Exploration

Model: Point to the pictures. *This is a llama, leopard, and lion. I hear the /l/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) llama, leopard, lion. Great job. They all start with the /l/ sound. We write the /l/ sound with the letter L.*

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

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





Lesson 12A

Letter Formation

Materials: letter LI cards for each student

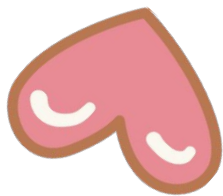
Model: *Now we are going to learn how to make the letter L. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot. Pull down, pull across.* (model again). *This is capital L.* (practice with students, then model lowercase) *This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

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 L. Put your finger at the top of the capital L. Pull down, pull across. Great job! Let's try again. Let's write the lowercase l. Put your finger at the top. Pull down. Great work! We made an L! What letter are we making? The letter L!

*collect letter cards

1

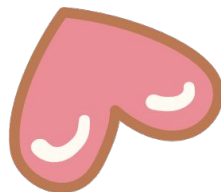


I

!



A



l

7

l

+

7

m

l

w

7

T



7

I

Q

u

!



u



m

l

z



c

7



y



Lesson 12A

Review Letters

Review Game: Letter Hunt

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





Lesson 12A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter LI cards and 1-3 other letters
- pointers (optional)
- hand puppet (optional)

Lesson 12B

Phonological Awareness Name Activity

Materials: name cards with children's names

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 read the sentence and clap my name.* (Point to each word as you read). *My name is Amy.* (Clap it) *A-MY.*

Group Practice: *Now it's your turn.* (Show a student name card) *Whose name is this? Great! Let's point and read the sentence and then clap your name.* (Say it with the student until they no longer need support) *My name is _____. Clap it. Great job!*

*If students need more of a challenge, draw attention to the capital letter at the beginning of the sentence and the punctuation mark at the end.

Look- there is a capital letter at the beginning of the sentence and a period at the end. There is also a space between each word in the sentence.



Error Correction Procedure

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





Lesson 12B

Phonological Awareness

Segmenting Syllables

Materials: Pointers for each student, hand puppet

Explain: *Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables.*

Model: Daisy: *My word is light bulb. Say light bulb. How many parts are in the word light bulb? Let's clap it: light-bulb. Now let's tap it (point to the stars as you say word parts) Light-bulb. Let's count it: how many word parts, or syllables? (Count the stars) 1, 2. There are 2 parts in the word light bulb*

Group Practice: *Let's try another one together! Say ladder. Let's clap the parts in ladder. Lad-der. Let's tap it (point to the stars) ladder. How many parts, or syllables, are in ladder? 2! Great! Let's try another one! Say lady. Now, let's clap the word lady, la-dy. Now, let's tap it, (point to the stars) La-dy. Count it- 1-2. How many parts are in the word lady? 2! Great work!*

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

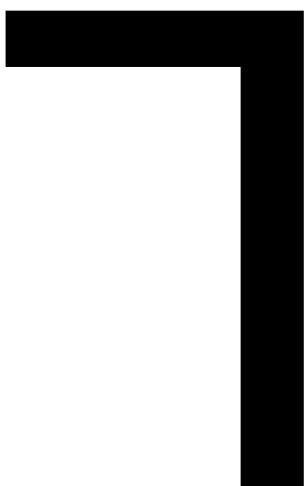


Error Correction Procedure

Model: *Lady. La-dy.*

Practice: *Clap it with me. La-dy.*

Praise: *Tap it. La-dy. Count it. 1-2. How many parts? 2! Good!*





Lesson 12B

New Letter Introduction

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

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

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

17





Lesson 12B

Letter Exploration

Model: Point to the pictures. *This is a lollipop, lasagna, and lemonade. I hear the /l/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Lollipop, lasagna, lemonade. Great job. They all start with the /l/ sound. We write the /l/ sound with the letter L l.*

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

Group Practice: *Let's say the name together three times (point) L. L. L. Great!*





Lesson 12B

Review Letters

Review Game: Letter Match

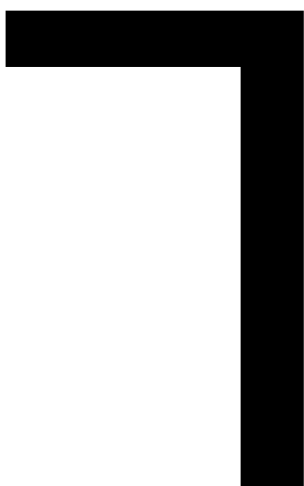
Materials: Letter LI cards and 1-3 other letters

Explain: *Now we are going to practice sorting letters. If you have a capital L, say L and place it here. If you have a lowercase l, say l and place it here. If it is not an L, place it here.*

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.





Lesson 12B

Wrap Up

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

*Repeat the letter name several times with the students.





Practice & Play Set 3

A, C, D, H, I, L, M, N, O, S, T, Z



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

**Joyful Discoveries
Preschool Curriculum**





Letters: I, L, T, A

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

Practice & Play #1

Phonological Awareness Segmenting 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: *Listen* (point to ear) *as I say llama. Lla-ma has 2 parts. Say it with me. Lla-ma. Let's try another.*

Group Practice:

(Teacher) *Say iguana. Clap it.* (Student) *I-guan-a.*

(Teacher) *Say lion. Clap it.* (Student) *Li-on.*

(Teacher) *Say tiger. Clap it.* (Student) *Ti-ger.*

(Teacher) *Say apple. Clap it.* (Student) *Ap-ple.*

Ad



Tt



Li



I!



Practice & Play #1

Review Letters

Explain: *We've learned four new letters. I, L, T, A.*

Model:

- (point to the picture) *Iguana*, /i/ (trace the letter) *I*.
- (point to the picture) *Lion*, /l/ (trace the letter) *L*.
- (point to the picture) *Tiger*, /t/ (trace the letter) *T*.
- (point to the picture) *Apple*, /a/ (trace the letter) *A*.

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

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



Aa



Tt



Ii



Uu

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 stand tall like an i. Say I! 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, raise one arm high and put one out to the side to make the capital L. Say L!*

Group Practice: *Great job! Now, I am going to show you some cards. If you see the letter I, L, T, A. 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 letters with their bodies, that is okay. It is more important to have students practice saying the letter name.

*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 lion. I hear the /l/ sound at the beginning of lion. Lion /l/.*

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: *Lion, /l/. Say it with me. Lion, /l/. 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: D, M, O, Z

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

Practice & Play #2

Phonological Awareness

Segmenting 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: *Listen* (point to ear) *as I say donut. Clap it: Do-nut. Donut has 2 parts. Clap it with me. Do-nut. Let's try another.*

Group Practice:

(Teacher) *Say mountain. Clap it.* (Student) *Moun-tain.*

(Teacher) *Say octopus. Clap it.* (Student) *Oc-to-pus.*

(Teacher) *Say zipper. Clap it.* (Student) *Zip-per.*

(Teacher) *Say doodle. Clap it.* (Student) *Doo-dle.*

Mm



zz



oo



pd



Practice & Play #2

Review Letters

Explain: *We've learned four new letters. D, M, O, Z.*

Model:

- (point to the picture) *Dog, /d/* (trace the letter) *D.*
- (point to the picture) *Mountain, /m/* (trace the letter) *M.*
- (point to the picture) *Octopus, /o/* (trace the letter) *O.*
- (point to the picture) *Zebra, /z/* (trace the letter) *Z.*

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

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

zZ

oO

wW

pP

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, D, M, O). 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 D. Say D. Great! What letter is this? D!* (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 D card). */d/. Say /d/. /d/. Great!* (if correction is needed, letter sound is not mastered)





Letters: N, H, S, C

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

Practice & Play #3

Phonological Awareness

Segmenting 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: *Listen* (point to ear) *as I say napkin. Clap it: Nap-kin. Napkin has 2 parts. Clap it with me. Nap-kin. Let's try another.*

Group Practice:

(Teacher) *Say hippo. Clap it.* (Student) *Hip-po.*

(Teacher) *Say sunflower. Clap it.* (Student) *Sun-flow-er.*

(Teacher) *Say cuddle. Clap it.* (Student) *Cud-dle.*

(Teacher) *Say noodle. Clap it.* (Student) *Noo-dle.*

Чч



Сс



Нн



Сс



Practice & Play #3

Review Letters

Explain: *We've learned four new letters. N, H, S, C.*

Model:

- (point to the picture) *Nest, /n/,* (trace the letter) *N.*
- (point to the picture) *Hippo, /h/,* (trace the letter) *H.*
- (point to the picture) *Sunflower, /s/,* (trace the letter) *S.*
- (point to the picture) *Cat, /c/,* (trace the letter) *C.*

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

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

yh

un

Cc

Ss

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 C. Say C. Great! What letter is this? C!* (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)



