



Alphabetics Book 5

X, F, V, R - Practice & Play Set 5



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

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 17: Xx.....5

Review 17A.....21

Review 17B.....37

Lesson 18: Ff.....49

Review 18A.....65

Review 18B.....81

Lesson 19: Vv.....93

Review 19A.....109

Review 19B.....125

Lesson 20: Rr.....137

Review 20A.....153

Review 20B.....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 tiles
- letter Ee, Nn, Uu cards
- Doodle Boards

Lesson 17

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Ee

Review Letter: Nn, Uu

Review Game: Letter Match

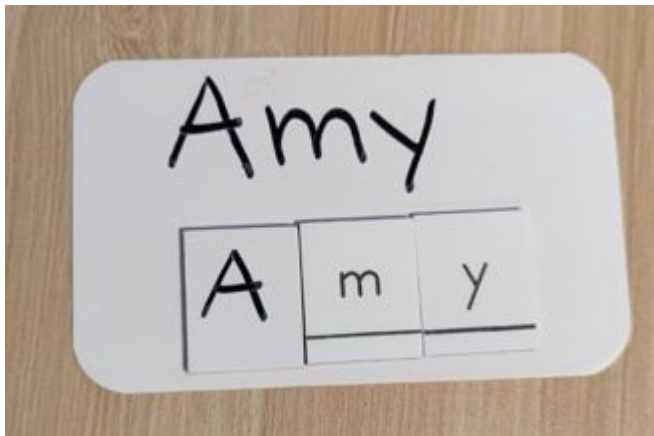
Make the Letters: Doodle Boards

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 17

Phonological Awareness Segmenting Onset and Rime

Materials: none

Explain: We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.

Model: Listen first. My word is WAX. The first sound in the word WAX is /w/. The rest of the word is /ax/. /w/ /ax/. Say it with me. /w/ /ax/. Wax.

Group Practice: Let's try one together. My word is FAX. What is the first sound in FAX, everyone? /f/. Yes! /f/ is the first sound in FAX. The last part of FAX is /ax/. Let's say both parts of FAX. /f/ /ax/. Let's try another. Everyone say MAX. What is the first sound in MAX, everyone? /m/. Yes! /m/ is the first sound in MAX. Let's break the word MAX apart into /m/ /ax/. MAX! Everyone say the two parts with me. /m/ /ax/. MAX! Great!



Error Correction Procedure

Model: MAX. /m/ /ax/.

Practice: Say it with me. MAX. /m/ /ax/.

Praise: Great!





Lesson 17

New Letter Introduction

Explain: Point to the x-ray. *This is an X-RAY. Everyone say X-RAY. X-RAY has the /ks/ sound. Everyone say /ks/.*

X

X





Lesson 17

New Letter Introduction

Explain: We write the /ks/ sound like this (trace the letter with your finger). The name of this letter is X. (point to the picture) X-ray. /ks/. (point to the letter) X.

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

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

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

X is the shape of two crossing tracks

Down each there roam oxen with loads on their backs.

X is a letter that likes to hide out

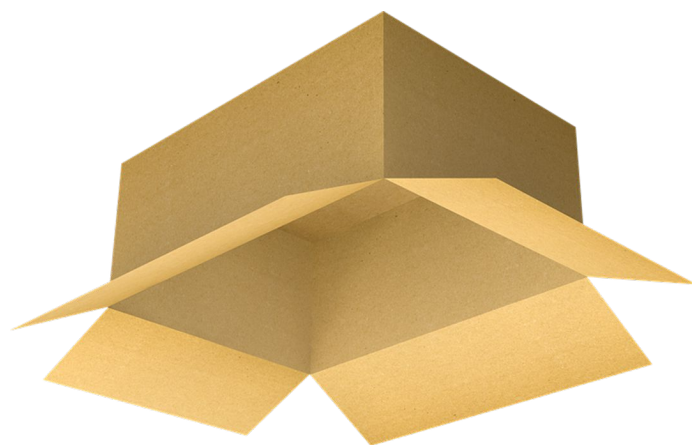
It's in axe and in box and the pixies among the sprouts.

X makes a sound like a jump in a puddle

A splashing /ksssss/, then relax without trouble.

*Repeat the letter name several times with the students.

x x





Lesson 17

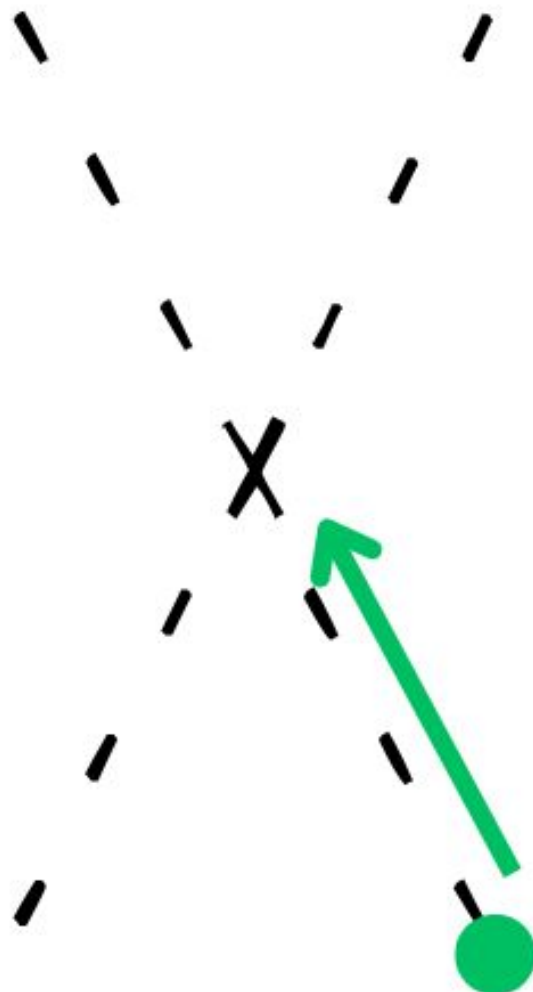
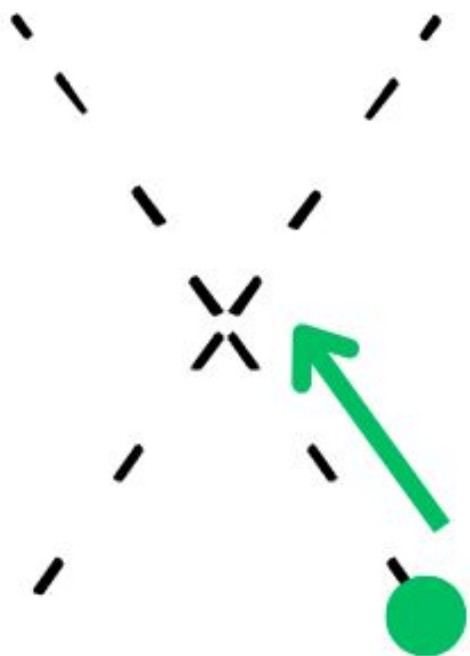
Letter Exploration

Model: Point to the pictures *This is a boX, foX, and aXe* (used to chop logs to make a campfire). *I hear the /ks/ sound at the END of each word.*

Group Practice: *Let's say the names of each picture together as I point.* (point to each) *boX, foX, aXe. Great job. They all end with the /ks/ sound. We write the /ks/ sound with the letter X.*

Explain: Point to the letter. *The name of this letter is X. This is the capital X and this is lowercase X.*

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





Lesson 17

Letter Formation

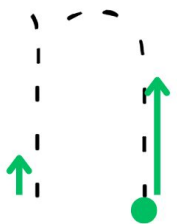
Materials: letter X cards for each student

Model: *Now we are going to learn how to make the letter X. 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 down, slide down.*

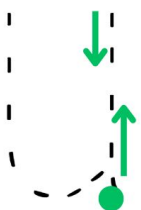
Group Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

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

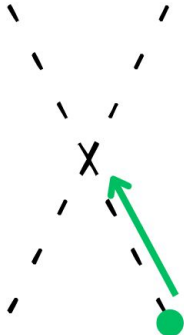
*collect letter cards



n n



u u



x x





Lesson 17

Review Letters

Explain: (point to the picture) *This an X-ray. X-ray /ks/. We write the /ks/ sound with letter X.* (Trace the letter) *Slide down, slide down.* (Point to the picture) *This is a nest. Nest /n/ N. Pull down, slide down, pull up.* (Trace letter with finger). (Point to the picture) *This is an umbrella. Umbrella /u/ U. Pull down, around, and up.* (Trace the letters).

Review Game: Letter Match

Materials: letter cards Xx, Nn, Uu

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: doodle boards

Explain: Now we are going to practice writing the letters. (Pass out the doodle boards)

Model: Use the doodle boards to make a capital X. Say the letter name frequently as you build the letter.

Group Practice: Let's write the capital X. Slide down, slide down. Great job! Let's try again. Let's write the lowercase x. Put your pen at the middle. Slide down, slide down. Great work! We made an X! What letter are we making? The letter X! (continue with N and U if there is time)

*collect all materials

X

X





Lesson 17

Wrap Up

Explain: *Today we learned the letter X.* (Point to the picture) *X-ray, /ks/*, (point to the letter) *X.* Let's say it together. *X-ray, /ks/, X!*
X-ray, /ks/, X! Great work.

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards, letter tiles
- letter Xx cards

Lesson 17A

Phonological Awareness


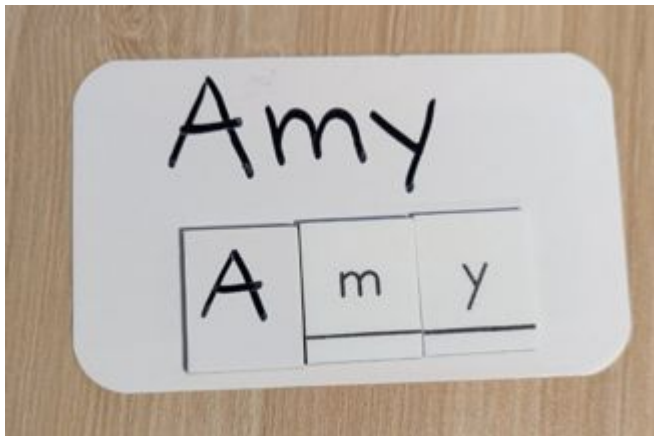
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 17A

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is FIX. The first sound in the word FIX is /f/. The rest of the word is /ix/. /F/ /ix/. Say it with me. /F/ /ix/. FIX.*

Group Practice: *Let's try one together. My word is NIX. What is the first sound in NIX, everyone? /n/. Yes! /n/ is the first sound in NIX. The last part of NIX is /ix/. Let's say both parts of NIX. /n/ /ix/. Let's try another. Everyone say MIX. What is the first sound in MIX, everyone? /m/. Yes! /m/ is the first sound in MIX. Let's break the word MIX apart into /m/ /ix/. MIX! Everyone say the two parts with me. /m/ /ix/. MIX! Great!*



Error Correction Procedure

Model: MIX. /m/ /ix/

Practice: Say it with me. MIX. /m/ /ix/.

Praise: *Great!*





Lesson 17A

New Letter Introduction

Explain: *I heard the /ks/ sound at the end of FIX, NIX, and MIX. Everyone say /ks/.*

X

X





Lesson 17A

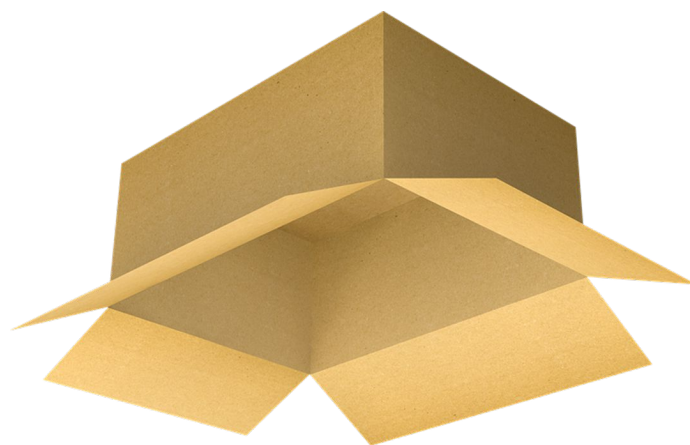
New Letter Introduction

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

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

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

x x





Lesson 17A

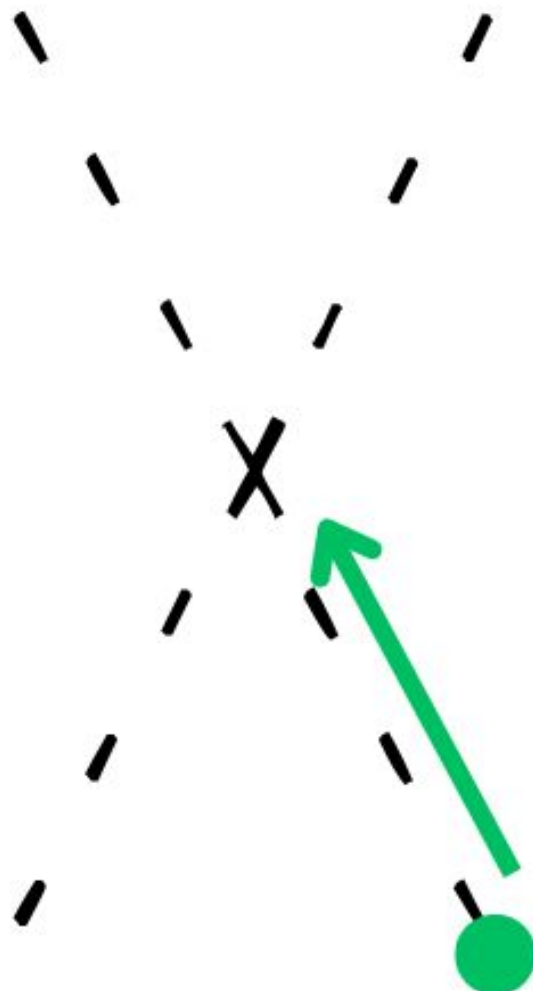
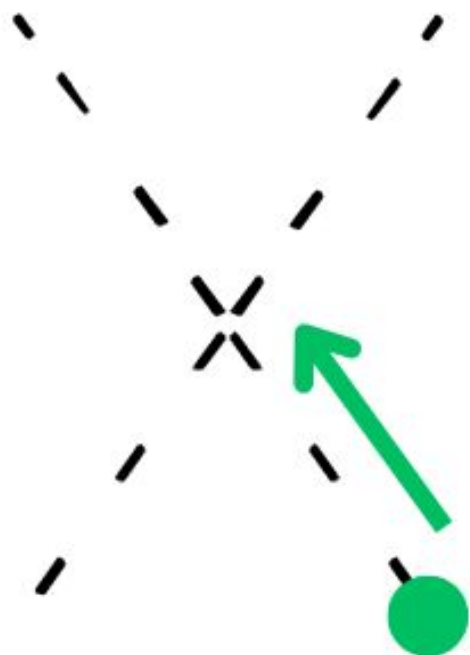
Letter Exploration

Model: Point to the pictures *This is a boX, foX, and aXe* (used to chop logs to make a campfire). *I hear the /ks/ sound at the END of each word.*

Group Practice: *Let's say the names of each picture together as I point.* (point to each) *BoX, foX, aXe. Great job. They all end with the /ks/ sound. We write the /ks/ sound with the letter X.*

Explain: Point to the letter. *The name of this letter is X. This is the capital X and this is lowercase X.*

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





Lesson 17A

Letter Formation

Materials: letter Xx cards for each student

Model: *Now we are going to make the letter X. 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 down, slide 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 X. Put your finger at the top of the capital X. Slide down, slide down. Great job! Let's try again. Let's make the lowercase x. Put your finger at the middle. Slide down, slide down. Great work! We made an X! What letter are we making? The letter X! Great job!

*collect letter Xx cards



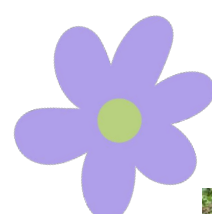
+



X

q

W



X

X



B

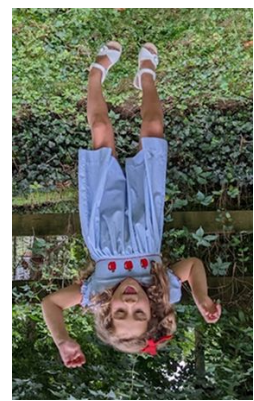
m



x

E

x



W

X

!

E



x



n

a

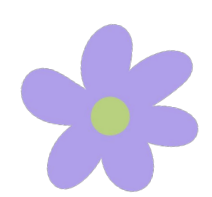


X

N

e

X



e

x

I



Lesson 17A

Review Letters

Review Game: Letter Hunt

Explain: *Now we are going to play a game and practice finding the letter Xx. Everyone stand up. The letter Xx is all over this page, and there are also other letters and pictures. If I point to the letter Xx, say Xx and raise your hands high in the air. If I point to something that is NOT an X, 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: Point to a variety of letters and pictures for students to practice.

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

X

X





Lesson 17A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

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

Lesson 17B

Phonological Awareness

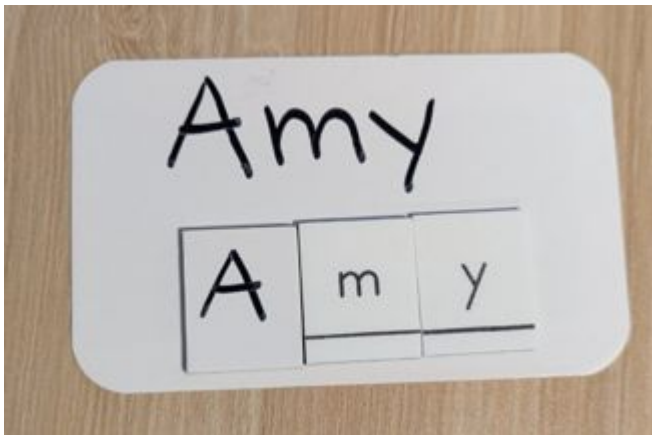
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 17B

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is FOX. The first sound in the word FOX is /f/. The rest of the word is /ox/. /F/ /ox/. Say it with me. /F/ /ox/. FoX.*

Group Practice: *Let's try one together. My word is BOX. What is the first sound in BOX, everyone? /b/. Yes! /b/ is the first sound in BOX. The last part of BOX is /ox/. Let's say both parts of BOX. /b/ /ox/. Let's try another. Everyone say ROCKS. What is the first sound in ROCKS, everyone? /r/. Yes! /r/ is the first sound in ROCKS. Let's break the word ROCKS apart into /r/ /ox/. ROCKS! Everyone say the two parts with me. /r/ /ox/. ROCKS! Great!*



Error Correction Procedure

Model: *ROCKS. /r/ /ox/.*

Practice: *Say it with me. Rocks. /r/ /ox/.*

Praise: *Great!*

X

X





Lesson 17B

New Letter Introduction

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

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

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

x x

9





Lesson 17B




Letter Exploration

Model: Point to the pictures. *This is mix, wax (used to make a candle), and six.* I hear the /ks/ sound at the END of each word.

Group Practice: *Let's say the names of each picture together as I point.* (point to each) *miX, waX, siX. Great job. They all end with the /ks/ sound. We write the /ks/ sound with the letter X.*

Explain: Point to the letter. *The name of this letter is X. This is the capital X and this is lowercase X.*

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



Lesson 17B

Review Letters

Review Game: Letter Sort

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

Explain: *Now we are going to practice sorting the letter X. I am going to give you some letter cards. When it's your turn, if you have a letter Xx on your card, put it in the X column and say X. If it's not an X, put it here* (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 a student does not respond correctly, tell them the correct letter name and have the student repeat it.

X

X





Lesson 17B

Wrap Up

Explain: *Today we reviewed the letter X.* (point to the picture) *x-ray, /ks/*, (point to the letter) *X. Let's say it together. X-ray, /ks/*, *X! X-ray, /ks/, X! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards and letter tiles
- letter Ff, Xx, Ss cards
- Doodle Boards

Lesson 18

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Ff

Review Letters: Xx, Ss

Review Game: Letter Match

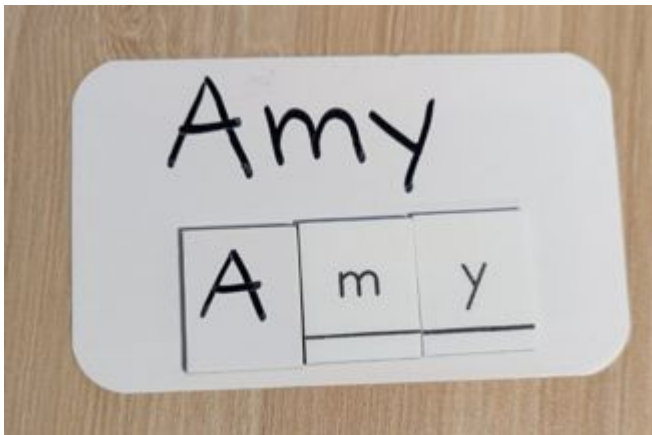
Make the Letters: Doodle Boards

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 18

Phonological Awareness Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is FOG. The first sound in the word FOG is /f/. The rest of the word is /og/. /f/ /og/. Say it with me. /f/ /og/. FOG.*

Group Practice: *Let's try one together. My word is FIT. What is the first sound in FIT, everyone? /f/. Yes! /f/ is the first sound in FIT. The last part of FIT is /it/. Let's say both parts of FIT. /f/ /it/. Let's try another. Everyone say FARM. What is the first sound in FARM, everyone? /f/. Yes! /f/ is the first sound in FARM. Let's break the word FARM apart into /f/ /arm/. FARM! Everyone say the two parts with me. /f/ /arm/. FARM! Great!*



Error Correction Procedure

Model: *FARM. /f/ /arm/.*

Practice: *Say it with me. FARM. /f/ /arm/.*

Praise: *Great!*





Lesson 18

New Letter Introduction

Explain: Point to the fish. *This is a fish. Everyone say fish. Fish starts with /f/. /f/ fish. Everyone say /f/. (practice again).*

フ





Lesson 18

New Letter Introduction

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

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

Group Practice: *Let's say F three times. F, F, F! Great!*

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

F is a fence built up around forests

Full of fairies and ferns—just ask Uncle Horace.

F plays the fiddle and focuses well

It is often forgotten which never feels swell.

F makes the sound of air leaving a tire

A whispering /f/ /f/ /f/ like the start of a fire.

*Repeat the letter name several times with the students.

f f





Lesson 18

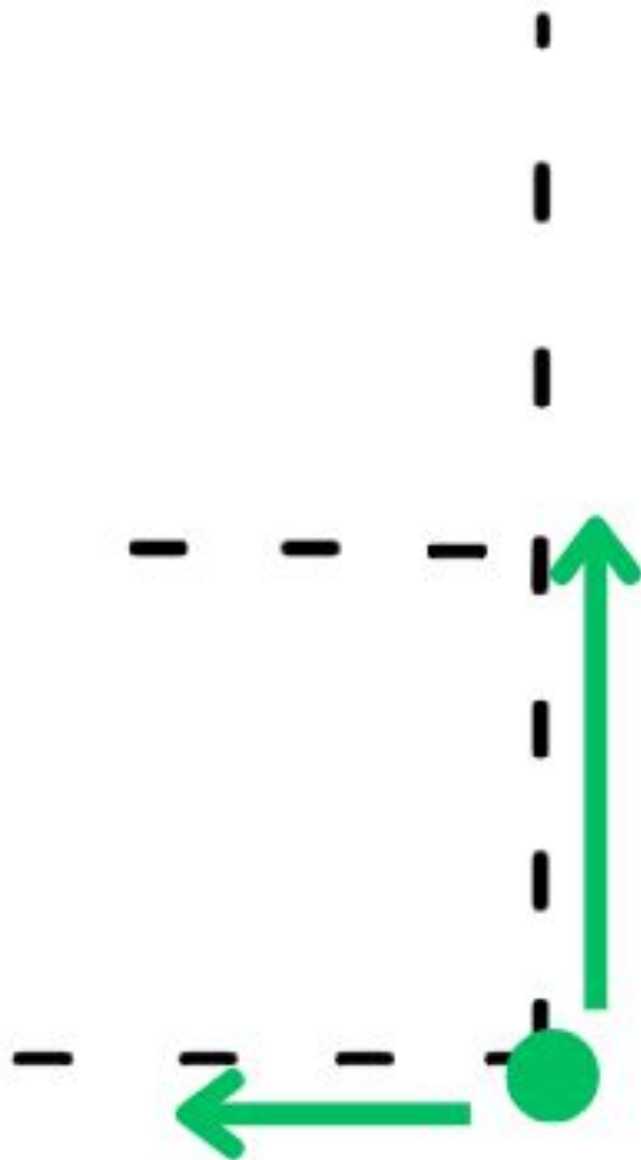
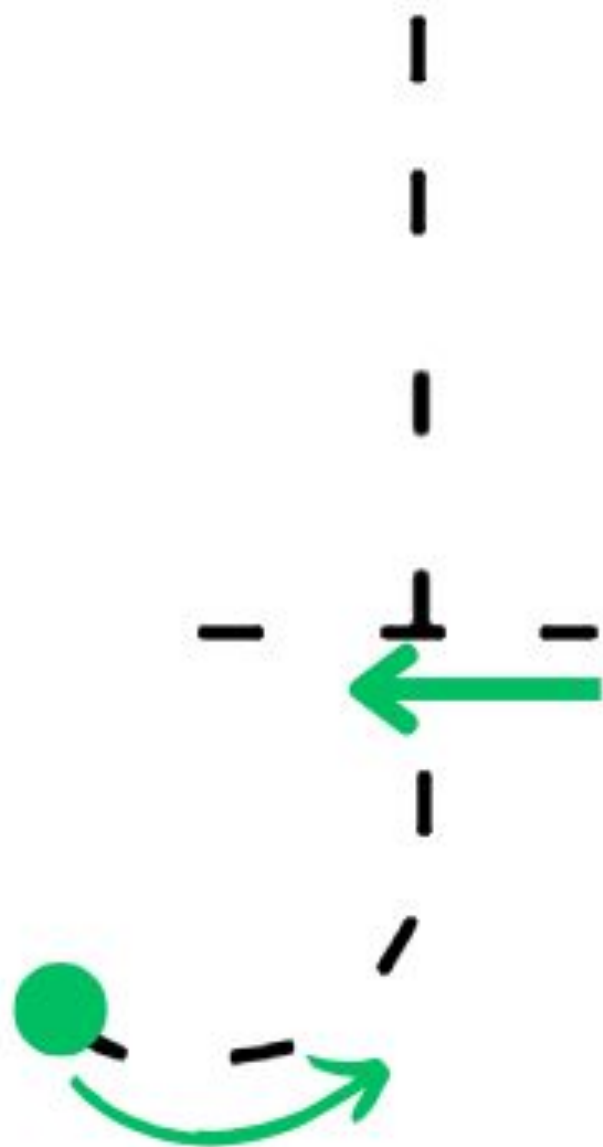
Letter Exploration

Model: This is feet, fan, and fish . I hear /f/ at the beginning of each word. We write the /f/ sound with the letter F.

Group Practice: *Let's say the name of each picture as I point. Feet, fan, fish. Great job. They all start with /f/. We write the /f/ sound with the letter F.*

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

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





Lesson 18

Letter Formation

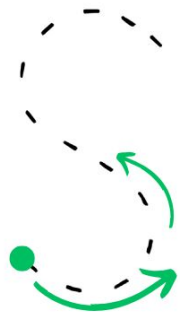
Materials: letter Ff cards for each student

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

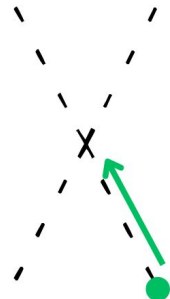
Group Practice: Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.

Now it's your turn to make the letter F. Put your finger on the top of the F. Pull down, go across, go across. This is capital F. Great Job! Let's try lowercase f. Put your finger near the top, pull back around, pull down, and across. This is letter f! . Great job!

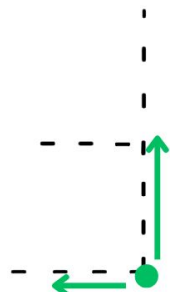
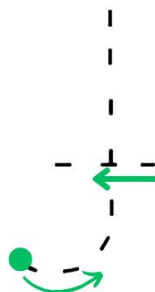
*collect letter cards



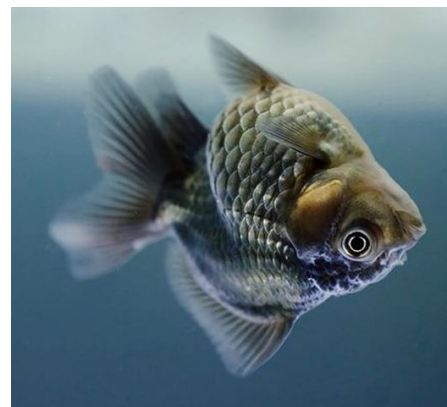
s S



x X



f F





Lesson 18

Review Letters

Explain: (point to the picture) *This is a fish. /f/. We write the /f/ sound with letter F. (Trace the letter). Pull down, go across, go across. This is the capital F. Pull back around, pull down and across. This is the lowercase f. (Point to the picture) This is an X-ray /ks/ X. (Trace letter with finger). Slide down, slide down. (Point to the picture) This is a sunflower, /s/ S. (Trace with your finger) Pull back, go around, go around, and up.*

Review Game

Materials: letter cards

Explain: *I'm going to give you a letter card. Flip the card over, 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: Doodle boards

Explain: *Now we are going to practice making the letter F.*

Model: *Watch me first. (Trace the letter while you say the directions out loud) I start at the top. Pull down, go across, go across. (model again). This is capital F. Let's try lowercase f. Put your pen near the top, pull back and around, pull down, go across.*

Group Practice: *Let's make a capital F. Pull down, go across, go across. (model again). This is capital F. Let's try lowercase f. Put your pen near the top, pull back and around, pull down, go across.* Continue with the other review letters if there is time.

*collect all materials

フ





Lesson 18

Wrap Up

Explain: *Today we learned the letter F. (point to the picture) Fish, /f/, (point to the letter) F. Say it with me, fish, /f/, F. What letter is this? F! Great job! This is the uppercase (capital) F and this is the lowercase f. Great work!*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name card, letter tiles
- letter Ff cards

Lesson 18A

Phonological Awareness

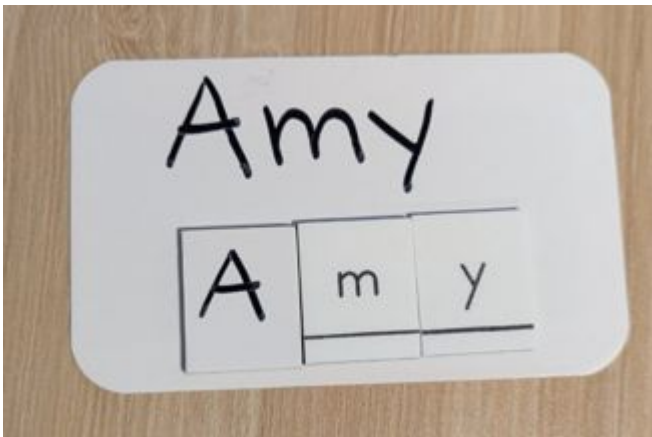
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 18A

Phonological Awareness Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is FIN. The first sound in the word FIN is /f/. The rest of the word is /in/. /f/ /in/. Say it with me. /f/ /in/. FIN.*

Group Practice: *Let's try one together. My word is FUN. What is the first sound in FUN, everyone? /f/. Yes! /f/ is the first sound in FUN. The last part of FUN is /un/. Let's say both parts of FUN. /f/ /un/. Let's try another. Everyone say FAN. What is the first sound in FAN, everyone? /f/. Yes! /f/ is the first sound in FAN. Let's break the word FAN apart into /f/ /an/. FAN! Everyone say the two parts with me. /f/ /an/. FAN! Great!*



Error Correction Procedure

Model: *FAN. /f/ /an/.*

Practice: *Say it with me. FAN. /f/ /an/.*

Praise: *Great!*





Lesson 18A

New Letter Introduction

Explain: Point to the fish. *This is a fish. Everyone say fish. Fish starts with /f/. /f/ fish. Everyone say /f/. (practice again)*

*Repeat the letter name several times with the students.

フ





Lesson 18A

New Letter Introduction

Explain: *We write the /f/ sound like this* (trace the letter with your finger). *The name of this letter is F.* (Point to the picture) *Fish, /f/,* (point to the letter) *F.*

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

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

f f





Lesson 18A

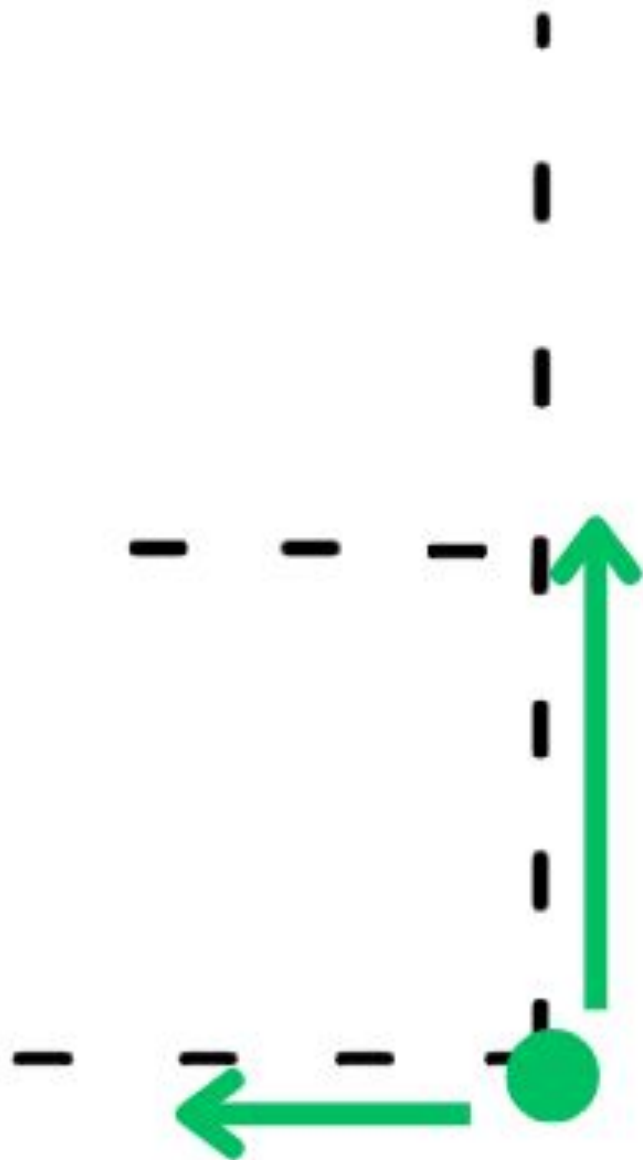
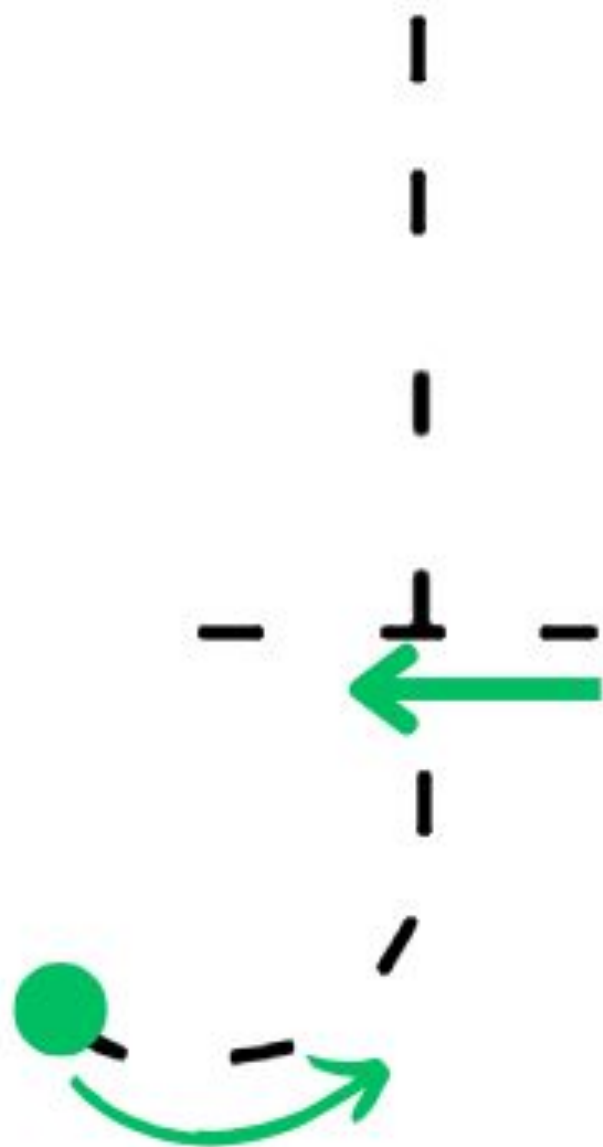
Letter Exploration

Model: Point to the pictures. *This is feet, fan, and fish . I hear the /f/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Feet, fan, fish. Great job. They all start with the /f/ sound. We write the /f/ sound with the letter F.*

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

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





Lesson 18A

Letter Formation

Materials: letter Ff cards for each student

Model: *Now we are going to make the letter F. 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 across, go across* (model again). *This is capital F.* (Lowercase). *I put my finger at the green dot, pull back around, pull down, and across. This is lowercase f.*

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 F. Put your finger on the top of the F. Pull down, go across, go across. This is capital F. This is lowercase f. Put your finger near the top, pull back around, pull down, and across. This is lowercase f. Great job!

*collect letter cards



f



f



l

m

f



u

f

f

q



f

a



f

e

F

F



u

F



n

f

W

F

e



f

I

f





Lesson 18A

Review Letters

Review Game: Letter Hunt

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

Model: *The letter F is all over this page, and there are also other letters and pictures. If I point to the letter F, say F and raise your hands high in the air. If I point to something that is NOT an F, 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: Point to a variety of letters and pictures for students to practice.

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

フ





Lesson 18A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards and letter tiles
- letter Ff cards and 1-3 other cards to mix in

Lesson 18B

Phonological Awareness

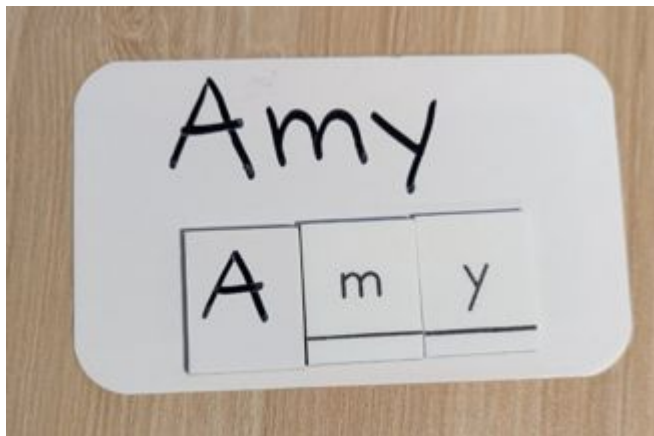
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 18B

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is BUFF. The first sound in the word BUFF is /b/. The rest of the word is /uf/. /b/ /uf/. Say it with me. /b/ /uf/. BUFF.*

Group Practice: *Let's try one together. My word is CUFF. What is the first sound in CUFF, everyone? /k/. Yes! /k/ is the first sound in CUFF. The last part of CUFF is /uf/. Let's say both parts of CUFF. /k/ /uf/. Let's try another. Everyone say PUFF. What is the first sound in PUFF, everyone? /p/. Yes! /p/ is the first sound in PUFF. Let's break the word PUFF apart into /p/ /uf/. PUFF! Everyone say the two parts with me. /p/ /uf/. PUFF! Great!*



Error Correction Procedure

Model: PUFF. /p/ /uf/.

Practice: Say it with me. PUFF. /p/ /uf/.

Praise: Great!

フ





Lesson 18B

New Letter Introduction

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

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

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

f F





Lesson 18B

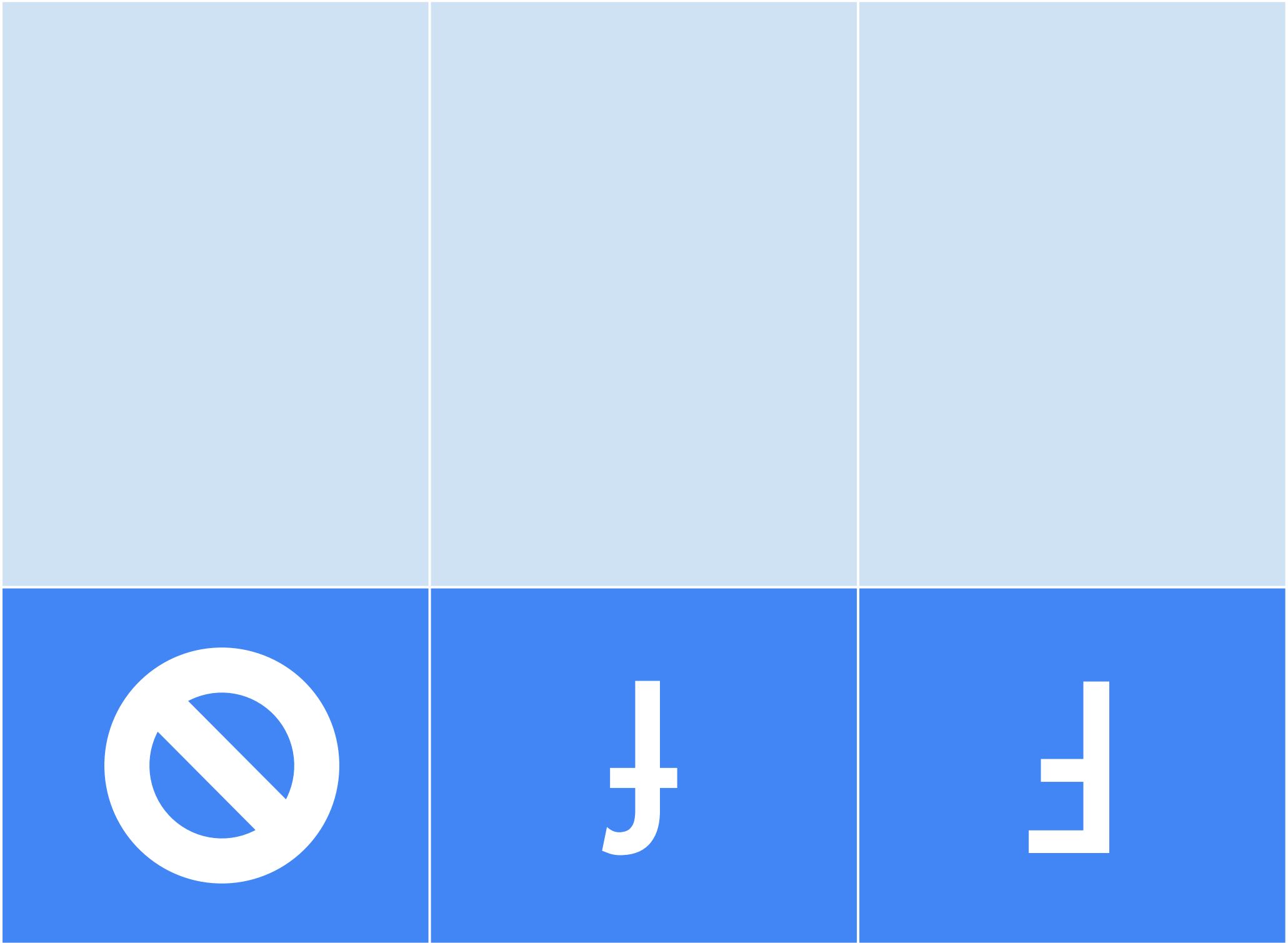
Letter Exploration

Model: Point to the pictures. *This is a field, fox, and food . I hear the /f/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Field, fox, food. Great job. They all start with the /f/ sound. We write the /f/ sound with the letter F.*

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

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





Lesson 18B

Review Letters

Review Game: Letter Sort

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

Explain: *Now we are going to practice sorting letters. If you have a capital F on your card, match it to the capital F on the page and say F. If you have a lowercase f on your card, match it to the lowercase f on the page. If it is not an F, 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.

フ





Lesson 18B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•

Lesson Materials

- name cards and letter tiles
- letter Vv, Ff, Cc cards
- Doodle boards

Lesson 19

Phonological Awareness Name Activity

Lesson Overview

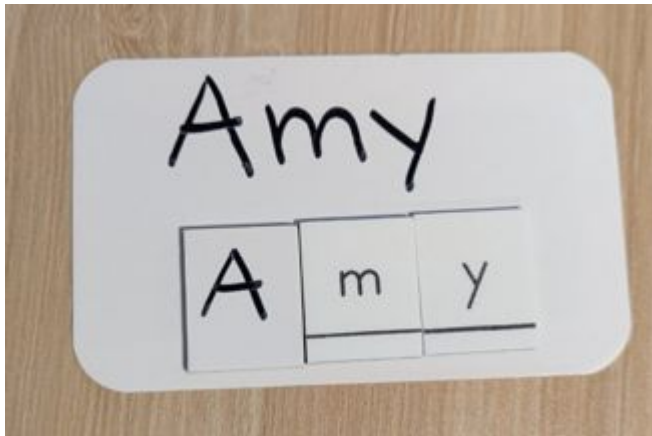
New Letter: Vv
Review Letters: Ff, Cc
Review Game: Letter Match
Make the Letters: Doodle Boards

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 19

Phonological Awareness Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is MOVE. The first sound in the word MOVE is /m/. The rest of the word is /oov/. /m/ /oov/. Say it with me. /m/ /oov/. MOVE.*

Group Practice: *Let's try one together. My word is HIVE What is the first sound in HIVE everyone? /h/. Yes! /h/ is the first sound in HIVE. The last part of HIVE is /ive/. Let's say both parts of HIVE. /h/ /ive/. Let's try another. Everyone say SAVE. What is the first sound in SAVE, everyone? /s/. Yes! /s/ is the first sound in SAVE Let's break the word SAVE apart into /s/ /ave/. SAVE! Everyone say the two parts with me. /s/ /ave/. SAVE! Great!*



Error Correction Procedure

Model: *SAVE. /s/ /ave/.*

Practice: *Say it with me. SAVE. /s/ /ave/.*

Praise: *Great!*



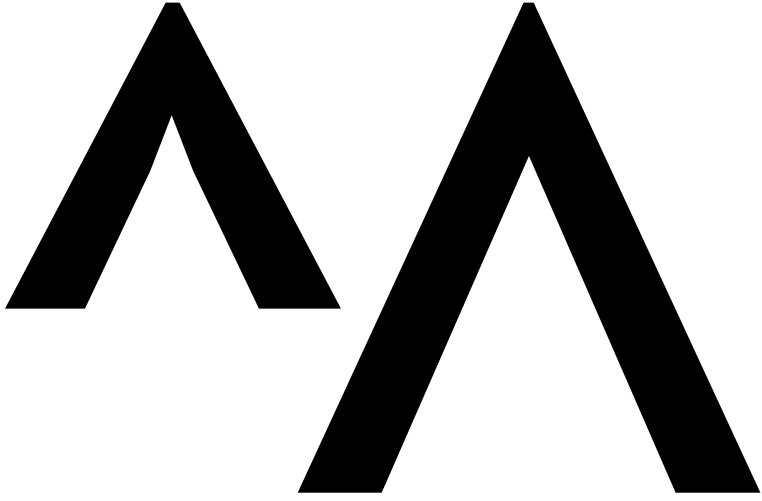


Lesson 19

New Letter Introduction

Explain: Point to the violin. *This is a violin. Violin. Everyone say violin. Good. Let's clap the parts of violin. Vi-o-lin. I hear the /v/ sound at the beginning of violin. /v/ violin. Everyone say /v/.*

*Repeat the letter name several times with the students.





Lesson 19

New Letter Introduction

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

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

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

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

V makes the shape of a sloping green valley

Tumble down if you must—don't dilly dally!

V plays violin and checks its face in the mirror

It's vain about looks and fluffs its hair when you're near.

V makes the sound of a car that is veering

A powerful /v/ /v/ /v/ as the driver is steering.

*Repeat the letter name several times with the students.





Lesson 19

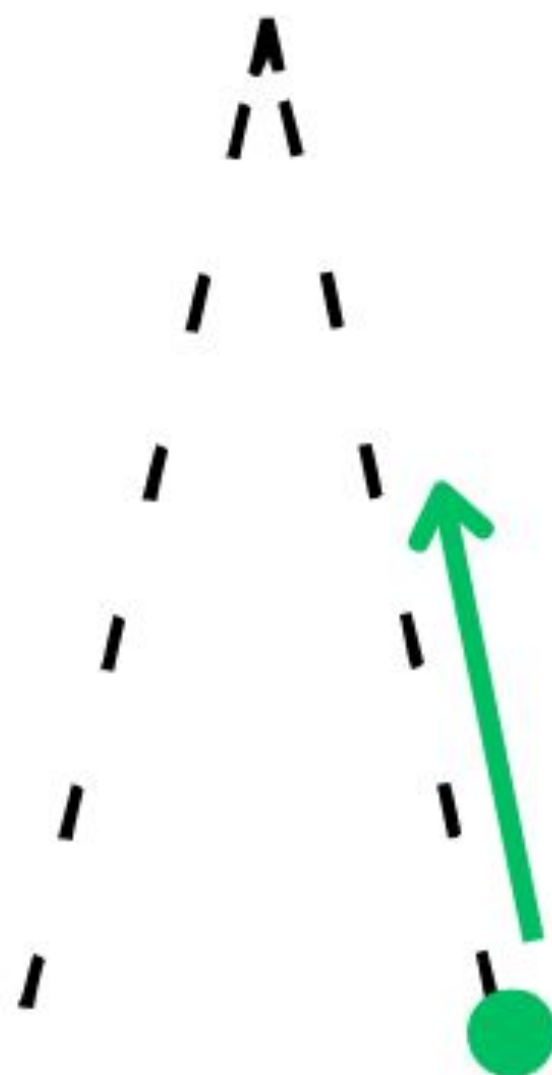
Letter Exploration

Model: Point to the pictures. *This is a violin* (a wood and string instrument), *a vase* (used to hold flowers), *and violets* (a type of purple flowers). *I hear the /v/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *violin, vase, violet. Great job. They all start with the /v/ sound. We write the /v/ sound with the letter V.*

Explain: Point to the letter. *The name of this letter is V. This is the capital v and this is lowercase v.* (practice saying the name of the letter).

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





Lesson 19

Letter Formation

Materials: letter Vv cards for each student

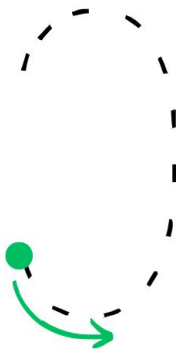
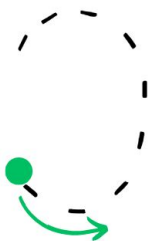
Model: *Now we are going to learn how to make the letter V. Watch me first. I put my finger at the top of the capital V. Slide down, slide up. This is V.*

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.

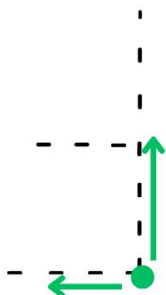
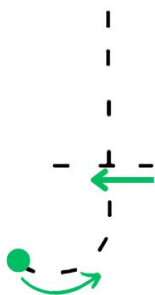
Now it's your turn to make the letter V. Put your finger at the top of the capital V. Slide down, slide up. Great job! Let's try again.

Let's make the lowercase v. Put your finger at the middle. Slide down, slide up. Great work! We made a v! What letter are we making? The letter V!

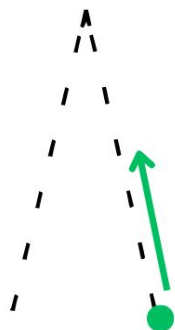
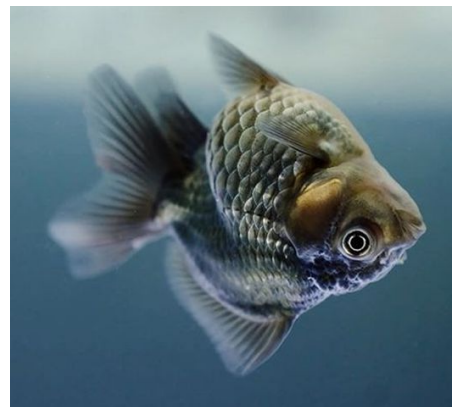
*collect letter cards



c C



f F



v V





Lesson 19

Review Letters

Explain: (Point to the picture) *This is a violin. Violin /v/. We write the /v/ sound with letter V.* (Trace the capital letter) *Slide down, slide up.* (Trace the lowercase) *Slide down, slide up.* (Point to the picture) *This is a fish. Fish /f/ F.* (Trace letter with finger). (Point to the picture) *This is a cat. Cat /c/ C* (Trace the letters).

Review Game

Materials: letter cards

Explain: *I'm going to give you a letter card. Flip the card over, 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: Doodle boards

Explain: *Now we are going to practice making the letter V.*

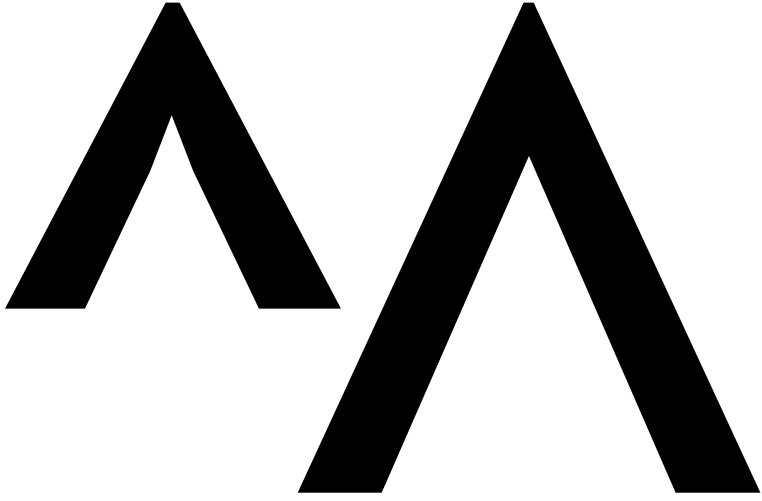
Model: Use the doodle board to make the capital V. Say the name of the letter frequently as you build the letter.

*pass out doodle boards to students

Group Practice: *Let's write the capital V. Slide down, slide up. Great job! Let's try again. Let's write the lowercase v. Put your pen at the middle. Slide down, slide up. Great work! We made a v! What letter are we making? The letter V!*

(Continue with F and C if there is time).

*Collect all materials





Lesson 19

Wrap Up

Explain: *Today we learned the letter V. (point to the picture) Violin, /v/, (point to the letter) V. Let's say it together. Violin, /v/, V! Violin, /v/, V! What is the name of this letter, everyone? V! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards and letter tiles
- letter Vv cards

Lesson 19A

Phonological Awareness

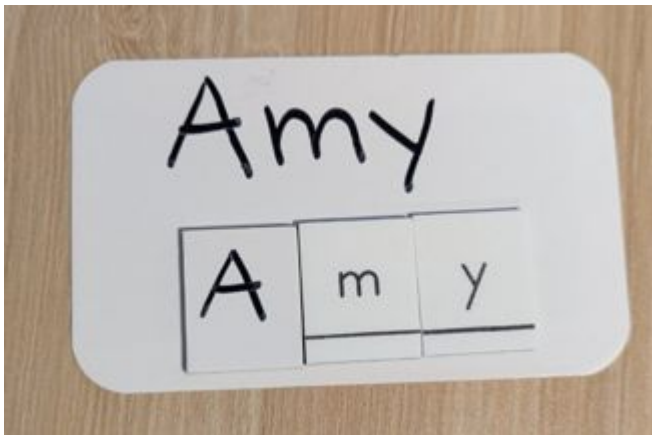
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 19A

Phonological Awareness Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is VAN. The first sound in the word VAN is /v/. The rest of the word is /an/. /v/ /an/. Say it with me. /v/ /an/. VAN*

Group Practice: *Let's try one together. My word is VAIL. What is the first sound in VAIL, everyone? /v/. Yes! /v/ is the first sound in VAIL. The last part of VAIL is /ail/. Let's say both parts of VAIL. /v/ /ail/. Let's try another. Everyone say VAT. What is the first sound in VAT, everyone? /v/. Yes! /v/ is the first sound in VAT. Let's break the word VAT apart into /v/ /at/. VAT! Everyone say the two parts with me. /v/ /at/. VAT! Great!*



Error Correction Procedure

Model: VAT. /v/ /at/.

Practice: Say it with me. VAT. /v/ /at/.

Praise: Great!

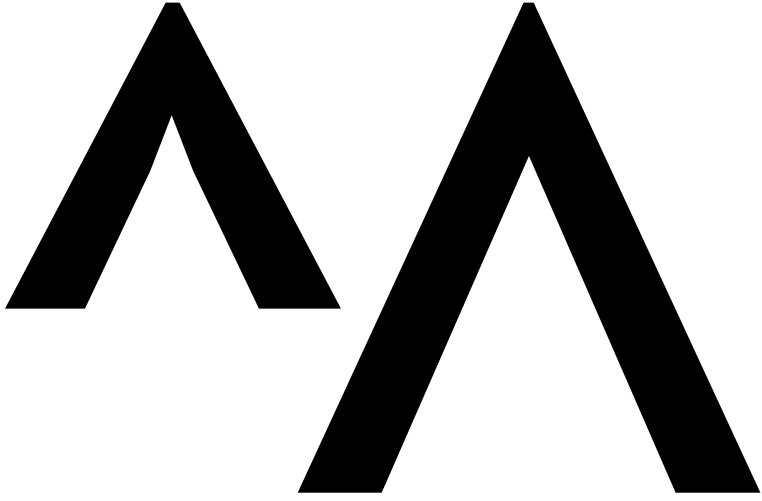




Lesson 19A

New Letter Introduction

Explain: Point to the violin. *This is a violin. Violin. Everyone say violin. Good. Let's clap the parts of violin. Vi-o-lin. I hear the /v/ sound at the beginning of violin. /v/ violin. Everyone say /v/.*





Lesson 19A

New Letter Introduction

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

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

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





Lesson 19A

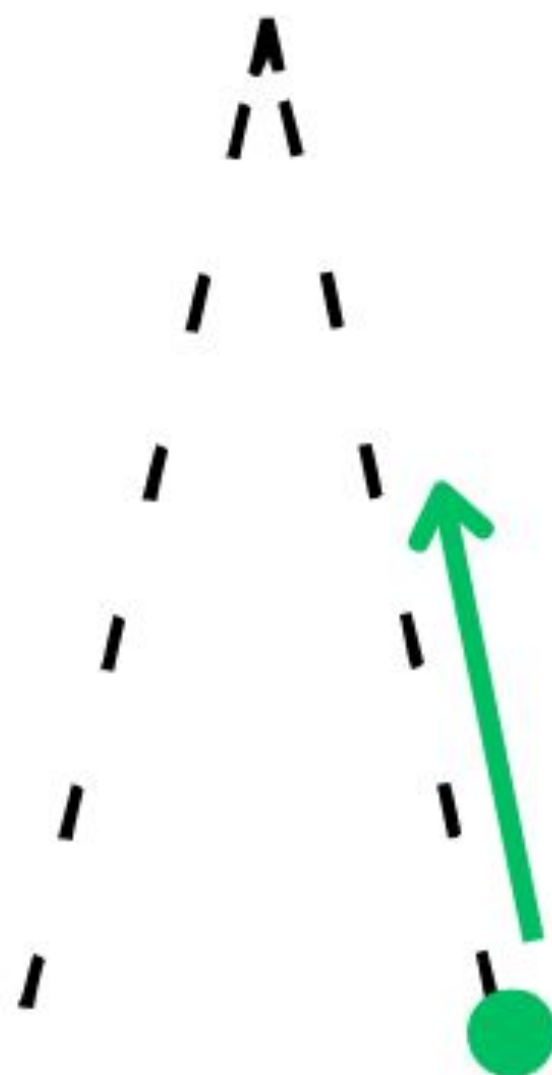
Letter Exploration

Model: Point to the pictures. *This is a violin* (a wood and string instrument), *a vase* (used to hold flowers), *and violets* (a type of purple flowers). *I hear the /v/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *violin, vase, violet. Great job. They all start with the /v/ sound. We write the /v/ sound with the letter V.*

Explain: Point to the letter. *The name of this letter is V. This is the capital v and this is lowercase v.* (practice saying the name of the letter).

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





Lesson 19A

Letter Formation

Materials: letter Vv cards for each student

Model: *Now we are going to learn how to make the letter V. Watch me first. I put my finger at the top of the capital V. Slide down, slide up. This is V.*

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 V. Put your finger at the top of the capital V. Slide down, slide up. Great job! Let's try again.

Let's make the lowercase v. Put your finger at the middle. Slide down, slide up. Great work! We made a v! What letter are we making? The letter V!

*collect letter cards

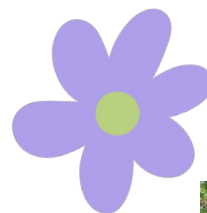


E



m

a



F



F



f

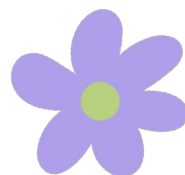


f



m

a



m



I



f





Lesson 19A

Review Letters

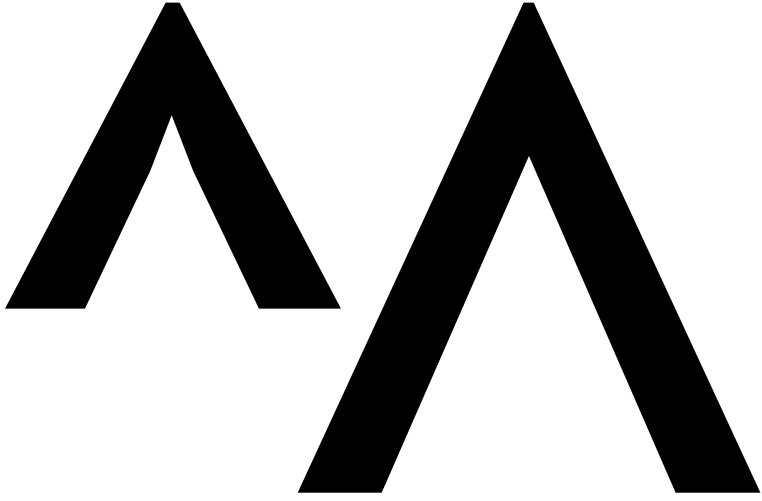
Review Game: Letter Hunt

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

Model: *The letter V is all over this page, and there are also other letters and pictures. If I point to the letter V, say V and raise your hands high in the air. If I point to something that is NOT an V, 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: Point to a variety of letters and pictures for students to practice.

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





Lesson 19A

Wrap Up

Explain: *Today we learned the letter V. (point to the picture) Violin, /v/, (point to the letter) V. Let's say it together. Violin, /v/, V! Violin, /v/, V! What is the name of this letter, everyone? V! Great work.*

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards and letter tiles
- letter Vv cards and 1-3 other cards to mix in

Lesson 19B

Phonological Awareness

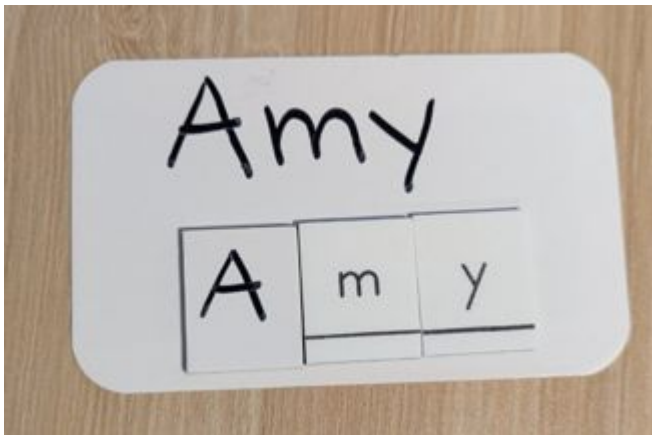
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 19B

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is VET. The first sound in the word VET is /v/. The rest of the word is /et/. /v/ /et/. Say it with me. /v/ /et/. VET.*

Group Practice: *Let's try one together. My word is VOTE. What is the first sound in VOTE, everyone? /v/. Yes! /v/ is the first sound in VOTE. The last part of VOTE is /ote/. Let's say both parts of VOTE. /v/ /ote/. Let's try another. Everyone say VASE. What is the first sound in VASE, everyone? /v/. Yes! /v/ is the first sound in VASE. Let's break the word VASE apart into /v/ /ase/. VASE! Everyone say the two parts with me. /v/ /ase/. VASE! Great!*

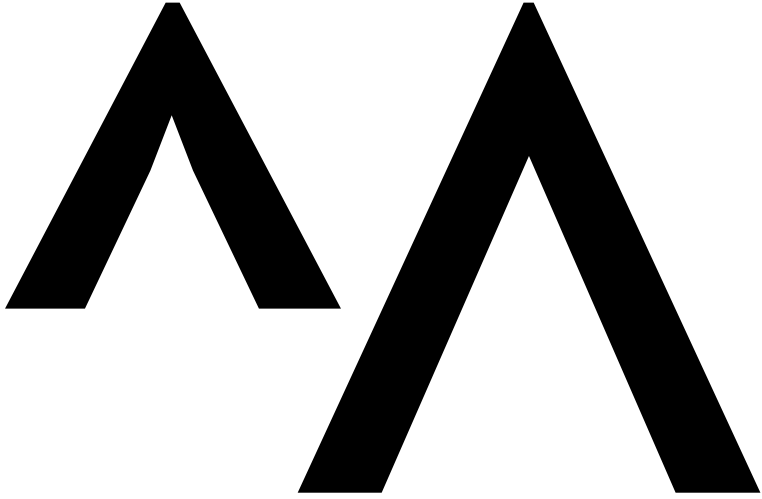


Error Correction Procedure

Model: VASE. /v/ /ase/.

Practice: Say it with me. VASE. /v/ /ase/.

Praise: Great!





Lesson 19B

New Letter Introduction

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

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

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





Lesson 19B

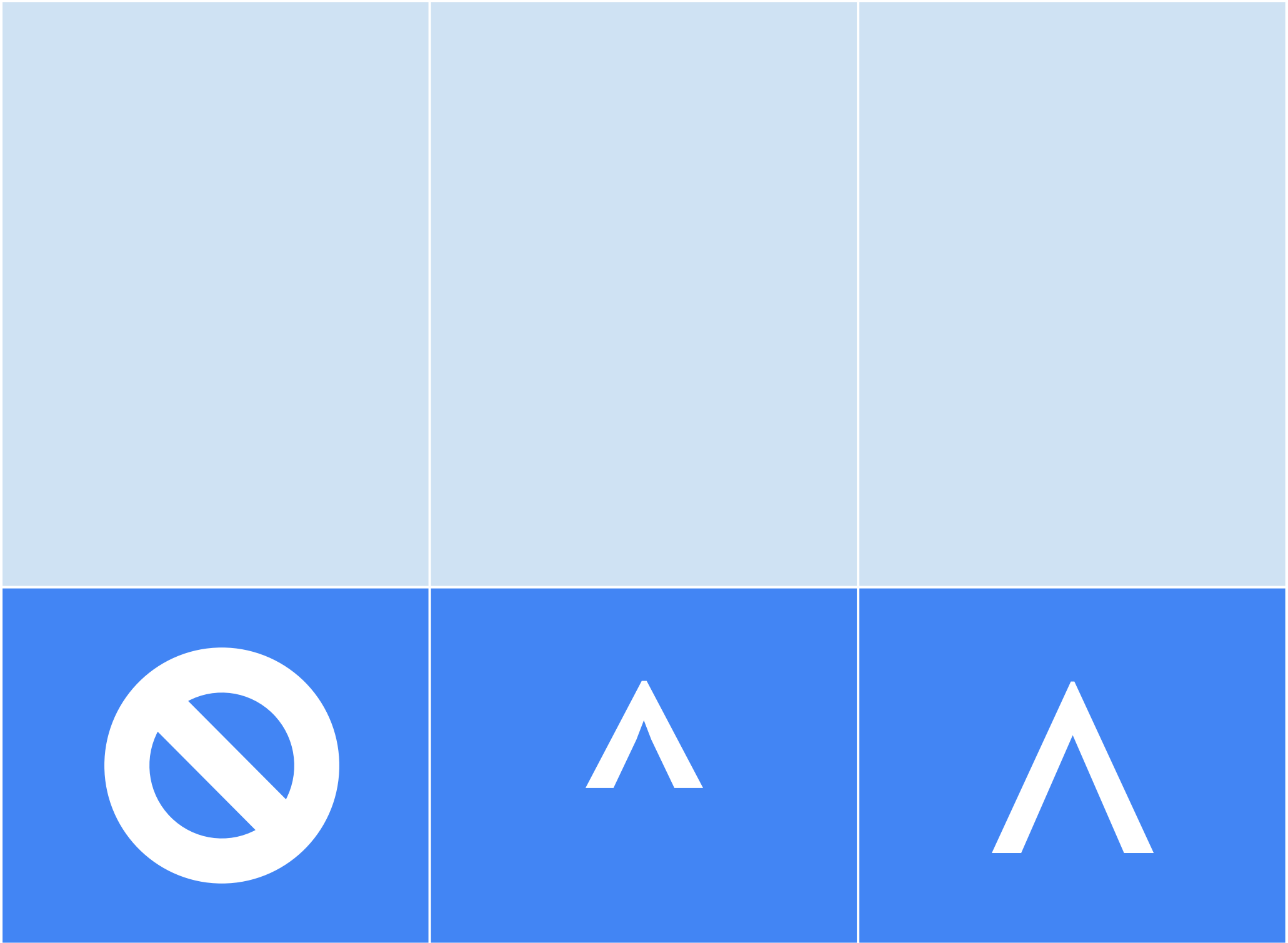
Letter Exploration

Model: Point to the pictures. *This is a vest, van, and vegetables. I hear the /v/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Vest, van, vegetables. Great job. They all start with the /v/ sound. We write the /v/ sound with the letter V.*

Explain: Point to the letter. *The name of this letter is V. This is the capital v and this is lowercase v.* (practice saying the name of the letter).

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





Lesson 19B

Review Letters

Review Game: Letter Sort

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

Explain: *Now we are going to practice sorting letters. If you have a capital V on your card, match it to the capital V on the page and say V. If you have a lowercase v on your card, match it to the lowercase v on the page. If it is not a V, 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.





Lesson 19B

Wrap Up

Explain: *Today we learned the letter V. (point to the picture) Violin, /v/, (point to the letter) V. Let's say it together. Violin, /v/, V! Violin, /v/, V! What is the name of this letter, everyone? V! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards and letter tiles
- letter Rr, Vv, Ee cards
- Doodle Boards

Lesson 20

Phonological Awareness Name Activity

Lesson Overview

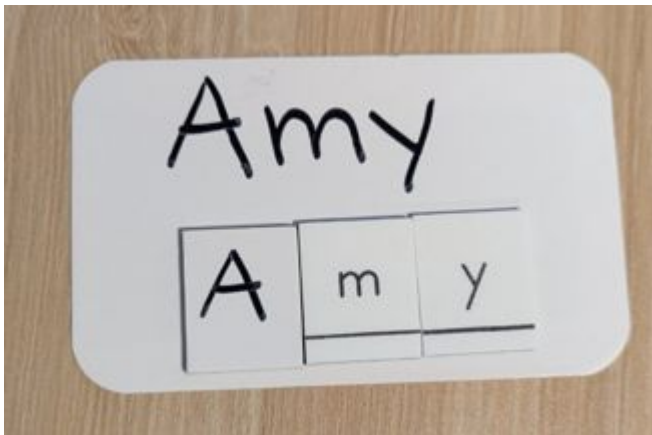
New Letter: Rr
Review Letter: Vv, Ee
Review Game: Letter Match
Make the Letters: Doodle Boards

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 20

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is RUN. The first sound in the word RUN is /r/. The rest of the word is /un/. /r/ /un/. Say it with me. /r/ /un/. RUN.*

Group Practice: *Let's try one together. My word is RIP. What is the first sound in RIP, everyone? /r/. Yes! /r/ is the first sound in RIP. The last part of RIP is _____ (pause for student responses) /ip/. Let's say both parts of RIP together. /r/ /ip/. Let's try another. Everyone say ROSE. What is the first sound in ROSE, everyone? /r/. Yes! /r/ is the first sound in ROSE. Let's break the word ROSE apart into /r/ _____ (pause for student responses) /ose/. ROSE! Everyone say the two parts with me. /r/ /ose/. ROSE! Great!*



Error Correction Procedure

Model: ROSE. /r/ /ose/.

Practice: : Say it with me. ROSE. /r/ /ose/.

Praise: Great!

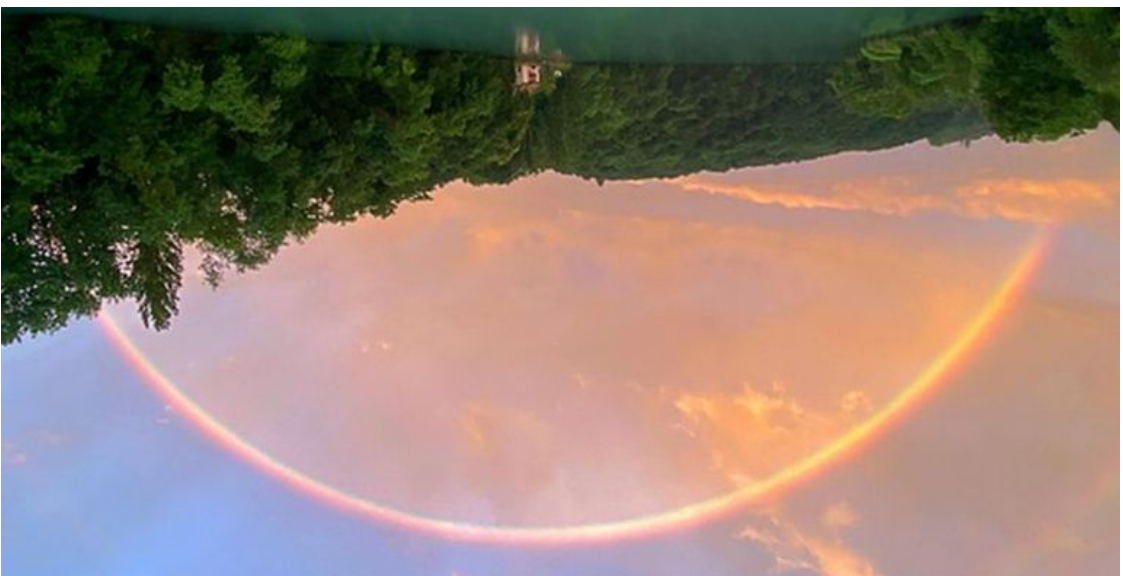




Lesson 20

New Letter Introduction

Explain: Point to the rainbow. *This is a rainbow. A rainbow is light bouncing off of raindrops. Sometimes, we see a rainbow after it rains. Everyone say rainbow. Good. Let's clap the syllables, rain-bow. Rainbow starts with /r/. /r/ rainbow. Everyone say /r/. (practice again).*



Pr



Lesson 20

New Letter Introduction

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

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

Group Practice: *Let's say it three times. R, R, R! Great!*

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

R looks strong in a stance that is planted

It likes rock and roll music and is rarely enchanted.

R roams through ravines and rides horses through ranches

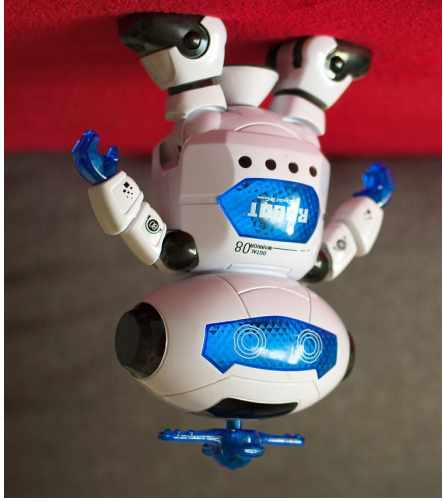
It loves good adventure and takes lots of chances.

R makes the sound of a purring cat

A rumbling "rrr" as it curls on its back.

*Repeat the letter name several times with the students.

R





Lesson 20

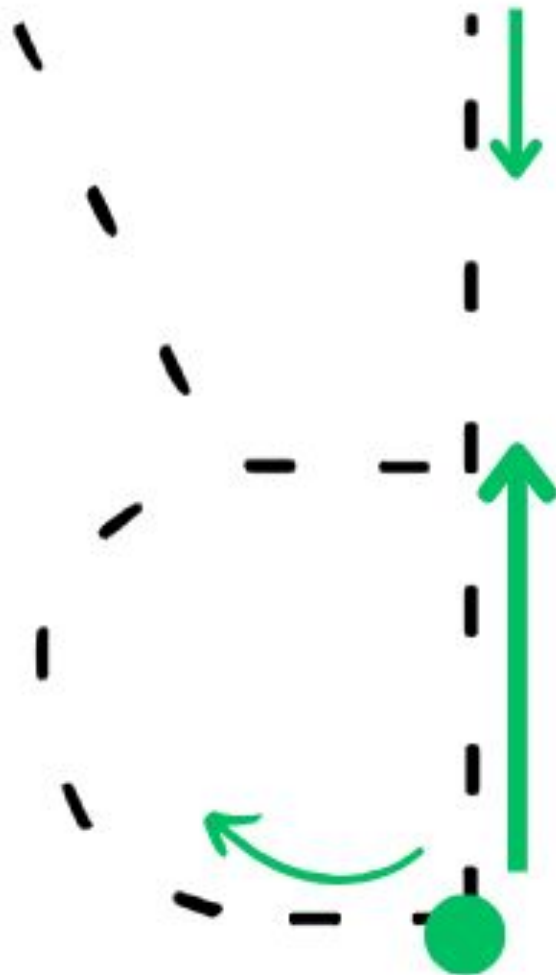
Letter Exploration

Model: Point to the pictures This is rainbow, ring, and robot . I hear the /r/ sound at the beginning of each word. We write the /r/ sound with the letter R.

Group Practice: *Let's say the name of each picture together as I point. Rainbow, ring, and robot. Great job! They all start with the /r/ sound. We write the /r/ sound with the letter R.*

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

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





Lesson 20

Letter Formation

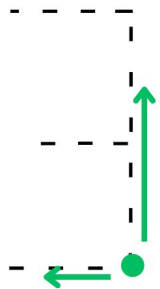
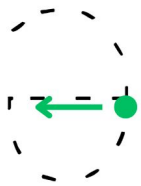
Materials: letter Rr cards for each student

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

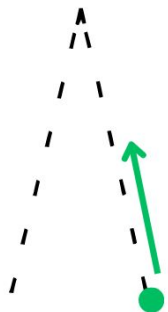
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

Now it's your turn to make the letter R. Put your finger at the top of the R. Pull down, back up and around, and in (model again). *This is capital R. This is lowercase r. Put your finger at the middle, pull down, go back up, and over. This is letter r! . Great job!*

*collect letter cards



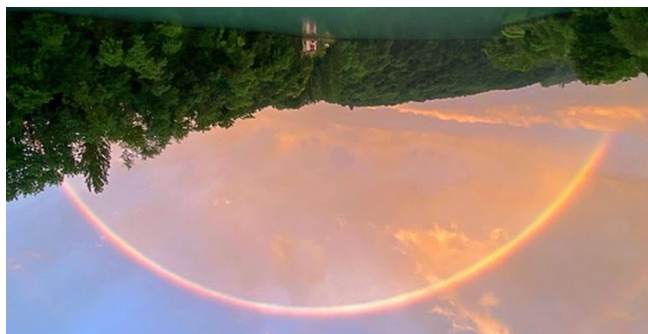
E e



V v



R r





Lesson 20

Review Letters

Explain: (Point to the picture) *This a rainbow. Rainbow /r/. We write the /r/ sound with letter R.* (Trace the capital letter) *Pull down, back up and around and in, slide down.* (Trace the lowercase) *Pull down, go back up, and over.* (Point to the picture) *This is a violin. Violin /v/ V.* (Trace letter with finger). (Point to the picture) *This is the edge. Edge, /e/, E.* (Trace the letters).

Review Game

Materials: letter cards

Explain: *I'm going to give you a letter card. Flip the card over, 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: Doodle boards

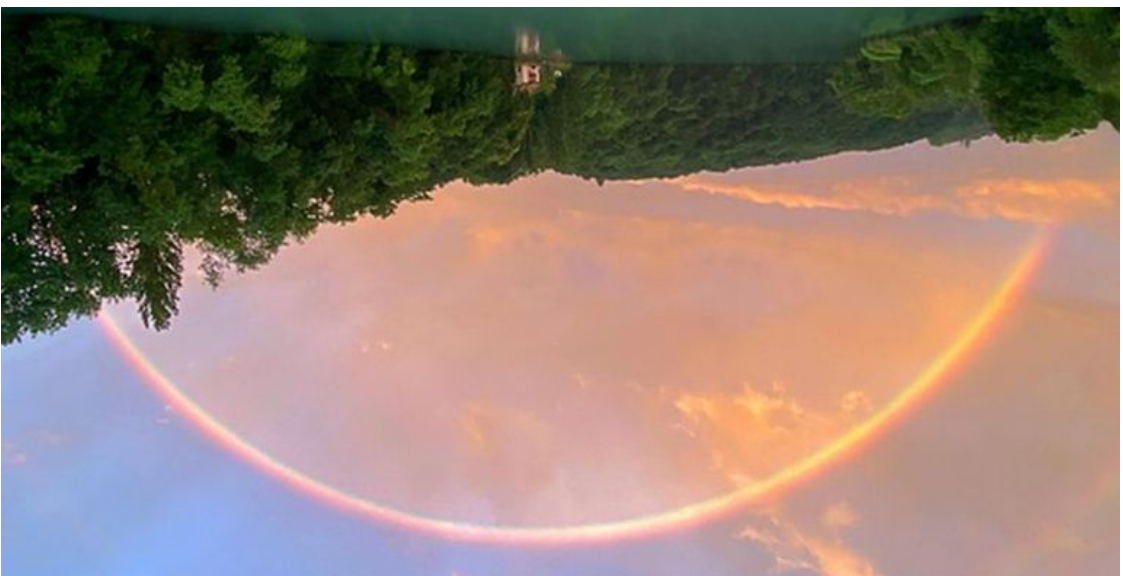
Explain: *Now we are going to practice making the letter R.*

Model: Use the doodle board to make the R. Say the name of the letter frequently as you build the letter.

*pass out doodle boards to students

Group Practice: *Let's write the capital R. Pull down, back up and around and in, slide down. Great job! Let's try again. Let's write the lowercase r. Put your pen at the middle. Pull down, go back up, and over. Great work! We made an R! What letter are we making? The letter R!* (Continue with V and E if there is time).

*Collect all materials



Pr



Lesson 20

Wrap Up

Explain: *Today we learned the letter R.* (point to the picture) *Rainbow, /r/*, (point to the letter) *R.* *Say it with me, rainbow, /r/, R.*
what letter is this? R! Great job! This is the uppercase (capital) R and this is the lowercase r.

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards and letter tiles
- letter Rr cards

Lesson 20A

Phonological Awareness

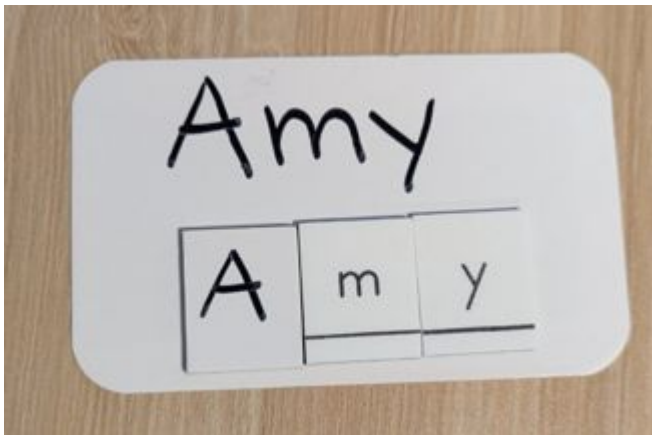
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 20A

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is RIDE. The first sound in the word RIDE is /r/. The rest of the word is /ide/. /r/ /ide/. Say it with me. /r/ /ide/. RIDE.*

Group Practice: *Let's try one together. My word is ROUGH. What is the first sound in ROUGH, everyone? /r/. Yes! /r/ is the first sound in ROUGH. The last part of ROUGH is _____ (pause for student responses) /uf/. Let's say both parts of ROUGH together. /r/ /uf/. Let's try another. Everyone say RED. What is the first sound in RED, everyone? /r/. Yes! /r/ is the first sound in RED. Let's break the word RED apart into /r/ _____ (pause for student responses) /ed/. RED! Everyone say the two parts with me. /r/ /ed/. RED! Great!*



Error Correction Procedure

Model: RED. /r/ /ed/.

Practice: : Say it with me. RED. /r/ /ed/.

Praise: Great!

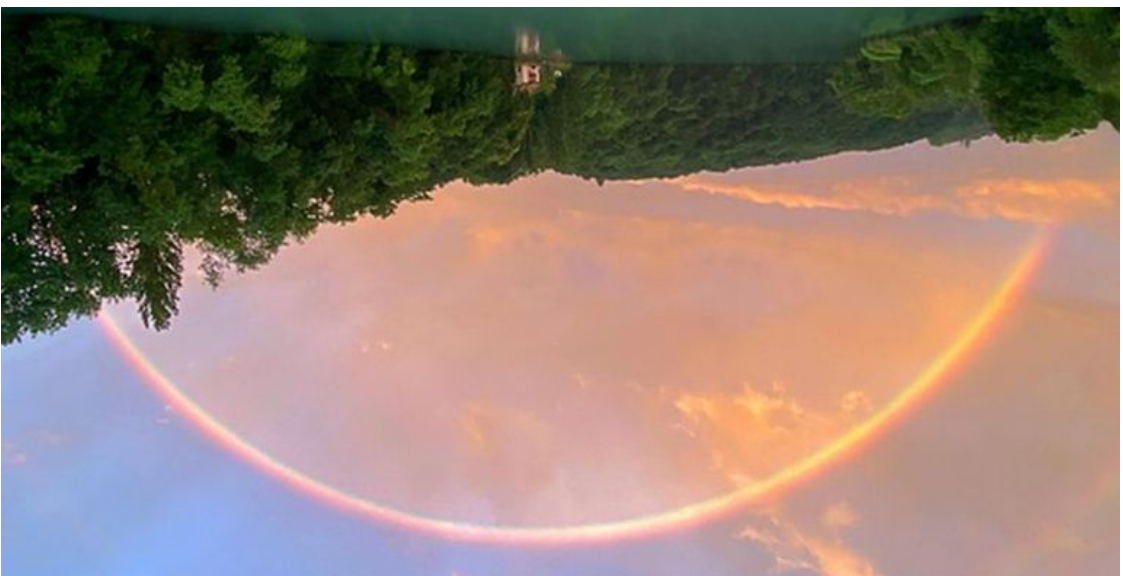




Lesson 20A

New Letter Introduction

Explain: Point to the rainbow. *This is a rainbow. A rainbow is light bouncing off of raindrops. Sometimes, we see a rainbow after it rains. Everyone say rainbow. Good. Let's clap the syllables, rain-bow. Rainbow starts with /r/. /r/ rainbow. Everyone say /r/. (practice again).*



Pr



Lesson 20A

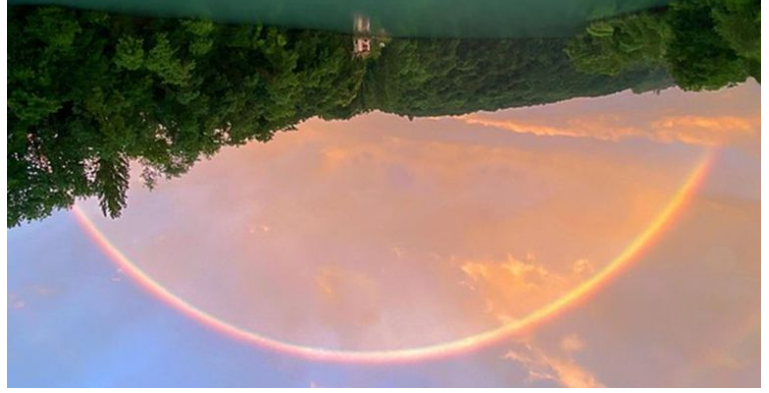
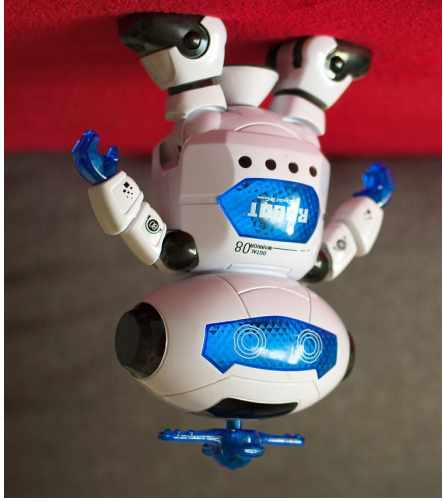
New Letter Introduction

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

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

Group Practice: *Let's say it three times. R, R, R! Great!*

R





Lesson 20A

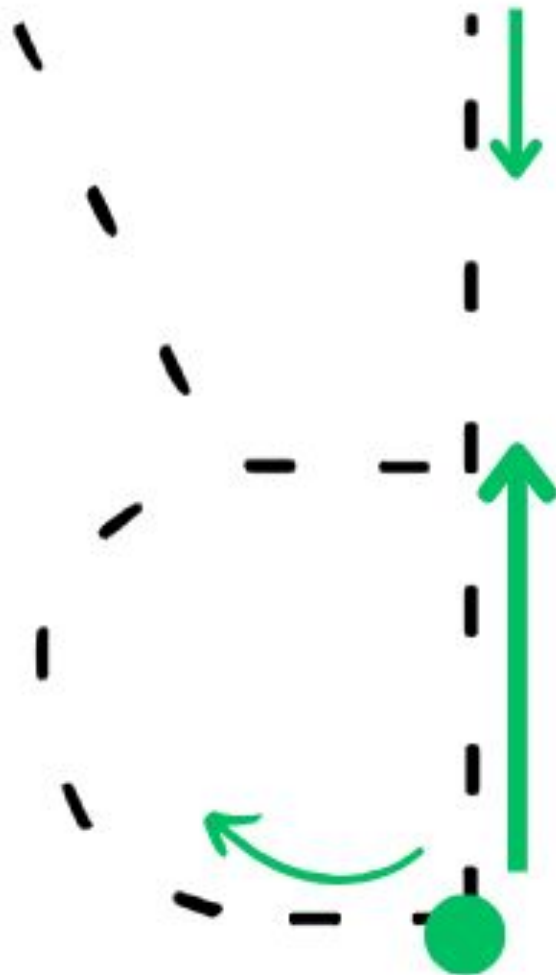
Letter Exploration

Model: Point to the pictures This is rainbow, ring, and robot . I hear the /r/ sound at the beginning of each word. We write the /r/ sound with the letter R.

Group Practice: *Let's say the name of each picture together as I point. Rainbow, ring, and robot. Great job! They all start with the /r/ sound. We write the /r/ sound with the letter R.*

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

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





Lesson 20A

Letter Formation

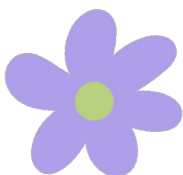
Materials: letter Rr cards for each student

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

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 R. Put your finger at the top of the R. Pull down, back up and around, and in (model again). *This is capital R. This is lowercase r. Put your finger at the middle, pull down, go back up, and over. This is letter r! . Great job!*

*collect letter cards



R

W

r

r

r

r

R

m

r

R

r

r

R

f

a

r

R

w

r

V

L

R

r

V

V



Lesson 20A

Review Letters

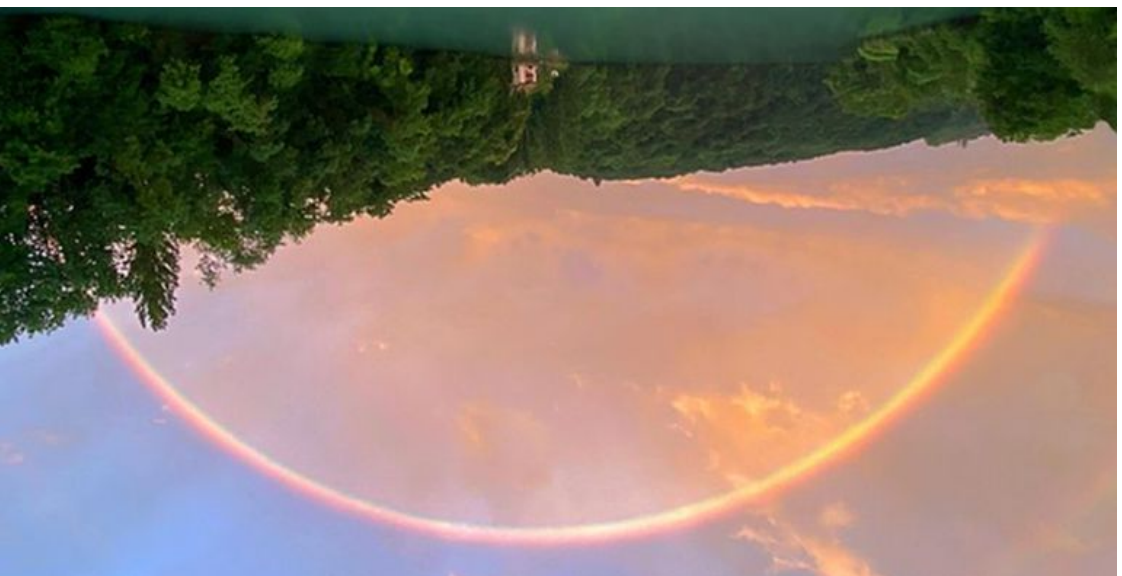
Review Game: Letter Hunt

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

Model: *The letter Rr is all over this page, and there are also other letters and pictures. If I point to the letter Rr, say Rr and raise your hands high in the air. If I point to something that is NOT an R, 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: Point to a variety of letters and pictures for students to practice.

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



Pr



Lesson 20A

Wrap Up

Explain: *Today we reviewed the letter R. (point to the picture) Rainbow, /r/, (point to the letter) R. Say it with me, rainbow, /r/, R. what letter is this? R! Great job! This is the uppercase (capital) R and this is the lowercase r.*

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

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

Lesson 20B

Phonological Awareness

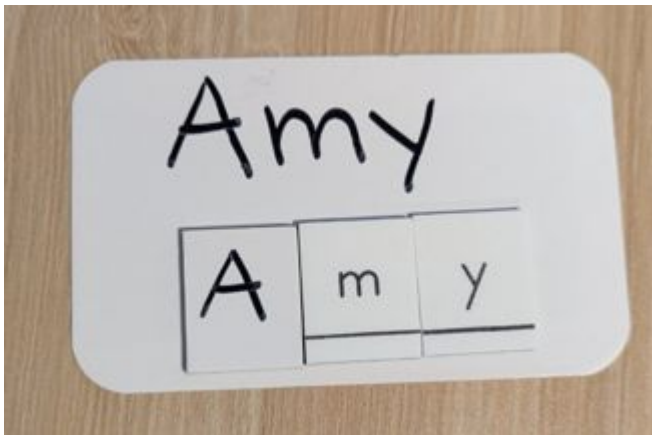
Name Activity

Materials: My name is _____ page, name cards with children's names, and letter tiles to build student names.

Explain: *We are going to practice building our name. Watch me first*

Model: Show your name card. *My name is AMY. I am going to build my name.* (place each letter tile under the name tag as you say the letters out loud). *A-M-Y. Amy. Say good morning, Amy!*

Group Practice: Pass out student name cards and letter tiles to each student and have them build their names. Take turns saying good morning to each student. If students do not know the names of the letters in their name, tell them the letter name as they build it and have them repeat it.



Error Correction Procedure

If students are having difficulty, say the letter name and have them repeat it.





Lesson 20B

Phonological Awareness

Segmenting Onset and Rime

Materials: none

Explain: *We are going to play a word game. I will say a word, and you tell me the first sound you hear in that word. We are breaking the words into 2 parts. The first sound, and the rest of the word.*

Model: *Listen first. My word is RAIN. The first sound in the word RAIN is /r/. The rest of the word is /ain/. /r/ /ain/. Say it with me. /r/ /ain/. RAIN.*

Group Practice: *Let's try one together. My word is ROPE. What is the first sound in ROPE, everyone? /r/. Yes! /r/ is the first sound in ROPE. The last part of ROPE is _____ (pause for student responses) /ope/. Let's say both parts of ROPE together. /r/ /ope/. Let's try another. Everyone say ROCK. What is the first sound in ROCK, everyone? /r/. Yes! /r/ is the first sound in ROCK. Let's break the word ROCK apart into /r/ _____ (pause for student responses) /ok/. ROCK! Everyone say the two parts with me. /r/ /ok/. ROCK! Great!*

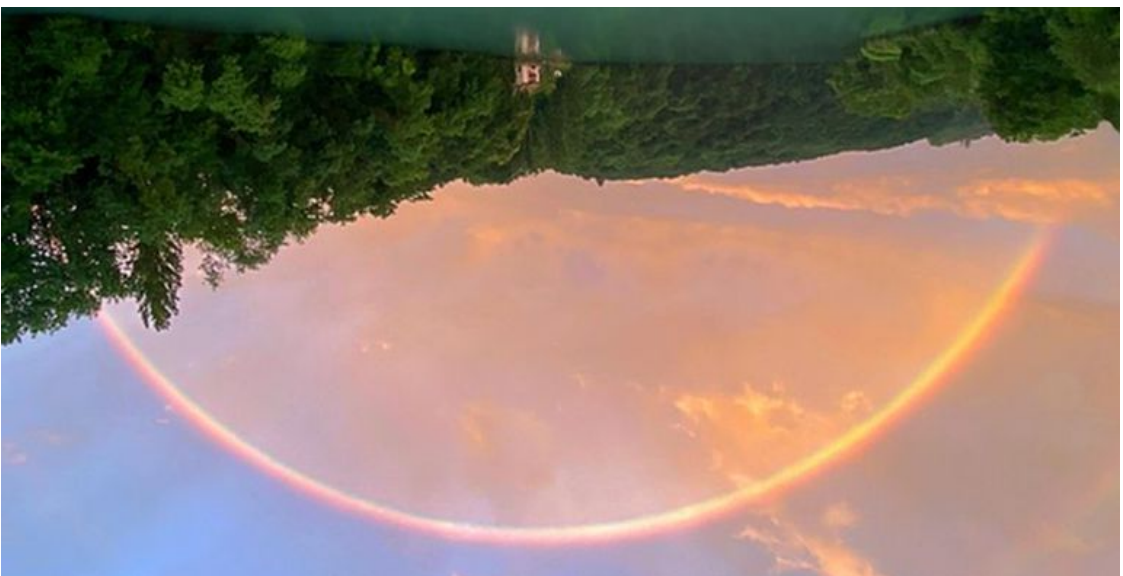


Error Correction Procedure

Model: ROCK. /r/ /ok/.

Practice: : Say it with me. ROCK. /r/ /ok/.

Praise: Great!



Pr



Lesson 20B

New Letter Introduction

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

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

Group Practice: *Let's say it three times. R, R, R! Great!*

Rr





Lesson 20B


Letter Exploration

Model: Point to the pictures This is rose, rope, robin. I hear the /r/ sound at the beginning of each word. We write the /r/ sound with the letter R.

Group Practice: *Let's say the name of each picture together as I point. Rose, rope, robin. Great job! They all start with the /r/ sound. We write the /r/ sound with the letter R.*

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

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

	<i>r</i>	<i>R</i>



Lesson 20B

Review Letters

Review Game: Letter Sort

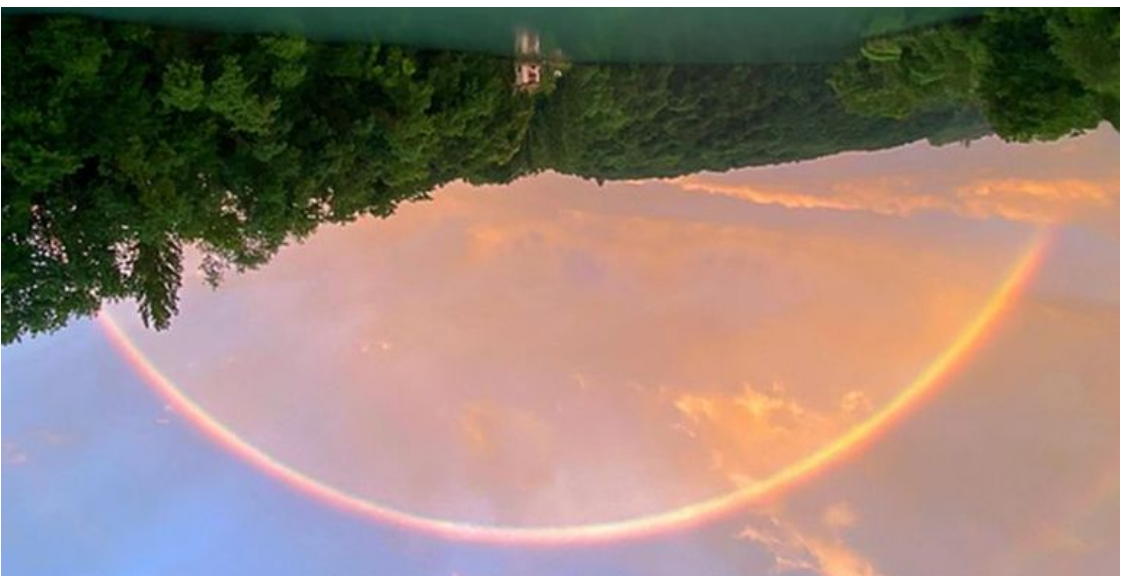
Materials: Letter Rr cards and 1-3 other cards to mix in

Explain: *Now we are going to practice sorting letters. If you have a capital R on your card, match it to the capital R on the page and say R. If you have a lowercase r on your card, match it to the lowercase r on the page. If it is not an Rr, 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.



Pr



Lesson 20B

Wrap Up

Explain: *Today we reviewed the letter R. (point to the picture) Rainbow, /r/, (point to the letter) R. Say it with me, rainbow, /r/, R. what letter is this? R! Great job! This is the uppercase (capital) R and this is the lowercase r.*

*Repeat the letter name several times with the students.





Practice & Play Set 5

R, F, C, H, X, D, L, Z, V, N, A, S



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

Joyful Discoveries
Preschool Curriculum





Letters: R, F, C, H

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

Practice & Play #1

Phonological Awareness Segmenting Onset and Rime

Review Game:
Letter Statues

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

Explain: *We've been practicing how to break words into 2 parts. The first sound and the rest of the word.*

Model: *My word is WAX. The first sound in WAX is /w/. The second part of the word WAX is /aks/. I am going to say a word. Repeat the word, and then break the word into two parts. Listen. WAX. /w/ /aks/. WAX.*

Group Practice:

(Teacher) *Say FOG.* (Students) *FOG.* (Teacher) *First sound?* (Students) */f/.* (Teacher) *Second part?* (Students) */og/.*

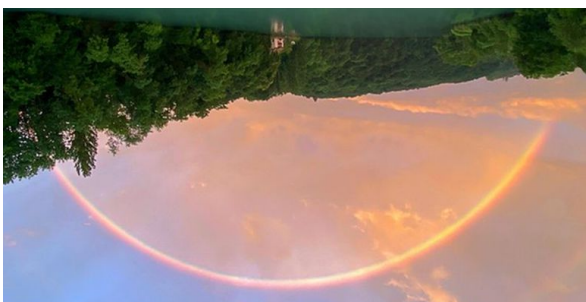
(Teacher) *Say MOVE.* (Students) *MOVE.* (Teacher) *First sound?* (Students) */m/.* (Teacher) *Second part?* (Students) */oov/.*

(Teacher) *Say RUN.* (Students) *RUN.* (Teacher) *First sound?* (Students) */r/.* (Teacher) *Second part?* (Students) */un/.*

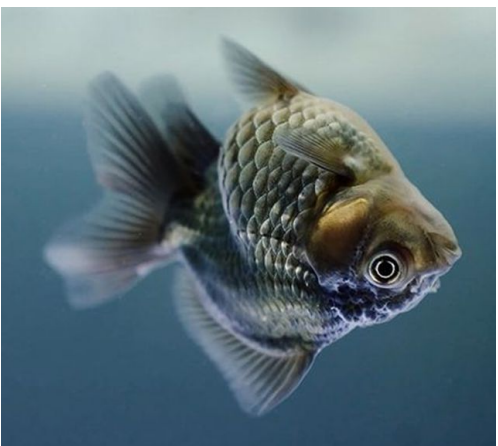
(Teacher) *Say PUFF.* (Students) *PUFF.* (Teacher) *First sound?* (Students) */p/.* (Teacher) *Second part?* (Students) */uf/.*



Cc



Rr



Ff



Hh

Practice & Play #1

Review Letters

Explain: *We've learned four new letters. R, F, C, and H.*

Model:

- (point to the picture) *Rainbow*, /r/, (trace the letter) *R*.
- (point to the picture) *Fish*, /f/, (trace the letter) *F*.
- (point to the picture) *Cat*, /c/, (trace the letter) *C*.
- (point to the picture) *Hippo*, /h/, (trace the letter) *H*.

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

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



Cc



Rr



Hh



Ff

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 R. Connect Your hands overhead and lean to the side. Stick out one leg and say R.*
- *Now let's open both arms to the side and say F.*
- *For the letter C, open both arms to the side and curve them while you say C.*
- *Finally, for letter H, raise both hands high over your head, stand up tall, and say H. Great!*

Group Practice: *Great job! I am going to show you some cards. Say the name of the letter while you make the shape with 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 names.

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: X, D, L, Z

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

Practice & Play #2

Phonological Awareness Segmenting Onset and Rime

Review Game:
Seek and Find
Letters

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

Explain: *We've been practicing how to break words into 2 parts. The first sound and the rest of the word.*

Model: *My word is FAX. The first sound in FAX is /f/. The second part of the word FAX is /aks/. I am going to say a word. Repeat the word, and then break the word into two parts. Listen. FAX. /f/ /aks/. FAX.*

Group Practice:

(Teacher) *Say FIT.* (Students) *FIT.* (Teacher) *First sound?* (Students) */f/.* (Teacher) *Second part?* (Students) */it/.*

(Teacher) *Say HIVE.* (Students) *HIVE.* (Teacher) *First sound?* (Students) */h/.* (Teacher) *Second part?* (Students) */ive/.*

(Teacher) *Say VET.* (Students) *VET.* (Teacher) *First sound?* (Students) */v/.* (Teacher) *Second part?* (Students) */et/.*

(Teacher) *Say ROSE.* (Students) *ROSE.* (Teacher) *First sound?* (Students) */r/.* (Teacher) *Second part?* (Students) */ose/.*

zz



ll



pd



xx



Practice & Play #2

Review Letters

Explain: *We've learned four new letters. X, D, L, and Z.*

Model:

- (point to the picture) *X-ray, /ks/*, (trace the letter) *X*.
- (point to the picture) *Dog, /d/*, (trace the letter) *D*.
- (point to the picture) *Lion, /l/*, (trace the letter) *L*.
- (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

lI

pD

xX

Practice & Play #2

Review Game: Seek and Find Letters

Materials: Alphabet Letter Posters

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 X. I'm going to look around the room and find another X. Here! I found an X. It's your turn.*

Group Practice: *What letter is this? (Xx, Dd, Ll, Zz). Great! Can you find the letter ____?*

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

Practice & Play #2

Mastery Monitoring

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

Letter Naming Drill

Materials: Letter card deck

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

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

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

Initial Sound Drill

Materials: Picture card deck

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

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

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

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

* Letter Sound Drill (optional)

Materials: Letter card deck

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

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

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





Letters: V, N, A, S

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

Practice & Play #3

Phonological Awareness Segmenting Onset and Rime

Review Game:
Bean Bag Toss

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

Explain: *We've been practicing how to break words into 2 parts. The first sound and the rest of the word.*

Model: *My word is MIX. The first sound in MIX is /m/. The second part of the word MIX is /iks/. I am going to say a word. Repeat the word, and then break the word into two parts. Listen. MIX. /m/ /iks/. MIX.*

Group Practice:

(Teacher) *Say FOG.* (Students) *FOG.* (Teacher) *First sound?* (Students) */f/.* (Teacher) *Second part?* (Students) */og/.*

(Teacher) *Say VOTE.* (Students) *VOTE.* (Teacher) *First sound?* (Students) */v/.* (Teacher) *Second part?* (Students) */ote/.*

(Teacher) *Say RED.* (Students) *RED.* (Teacher) *First sound?* (Students) */r/.* (Teacher) *Second part?* (Students) */ed/.*

(Teacher) *Say VASE.* (Students) *VASE.* (Teacher) *First sound?* (Students) */v/.* (Teacher) *Second part?* (Students) */ase/.*

Ss



Aa



Nn



Vv



Practice & Play #3

Review Letters

Explain: *We've learned four new letters. V, N, A, and S.*

Model:

- (point to the picture) *Violin, /v/,* (trace the letter) *V.*
- (point to the picture) *Nest, /n/,* (trace the letter) *N.*
- (point to the picture) *Apple, /a/,* (trace the letter) *A.*
- (point to the picture) *Sunflower, /s/,* (trace the letter) *S.*

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

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

ss

Ad

un

VV

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 the letters in 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 V. I am going to find letter V on my board and toss the bean bag gently 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 onto the letter and say the letter name.*

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

Practice & Play #3

Mastery Monitoring

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

Letter Naming Drill

Materials: Letter card deck

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

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

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

Initial Sound Drill

Materials: Picture card deck

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

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

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

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

* Letter Sound Drill (optional)

Materials: Letter card deck

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

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

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



