



Alphabetics Book 4

E, B, W, U- Practice & Play Set 4



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

Joyful Discoveries
Preschool Curriculum

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My name is _____

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Lesson Materials

- name cards
- letter Ee cards
- Doodle Boards
- hand puppet and pointing sticks (optional)

Lesson 13

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Ee

Review Letter: li, nn

Review Game: Letter Match

Make the Letters: Doodle Boards

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 13

Phonological Awareness

Blending Onset and Rime

Materials: Hand puppet with mouth that moves and pointers for students (optional)

Explain: *We are going to play “I Spy” with Daisy Dog. This is a jet, vet, and hen.*

Model: *Daisy talks very slowly. She will say the parts of a word and you will tell me the whole word!*

Daisy: *I spy a J-ET.* Teacher: *What does Daisy see? J-ET.* Teacher: *JET! Daisy spies the jet!* (point to the picture while you say the word jet.)

Group Practice: *Your turn. Daisy will say the parts of a word, you say the word and point to the picture.* Daisy: *V-ET.* Support students in blending the onset and rime together. *VET* (encourage students to point while they say the word). *A vet is an animal doctor. Let’s try another one.* Daisy: *H-EN. HEN!* *A hen is a chicken that lays eggs. Great work!*

Expand (optional): Have students identify the first sound in the word.

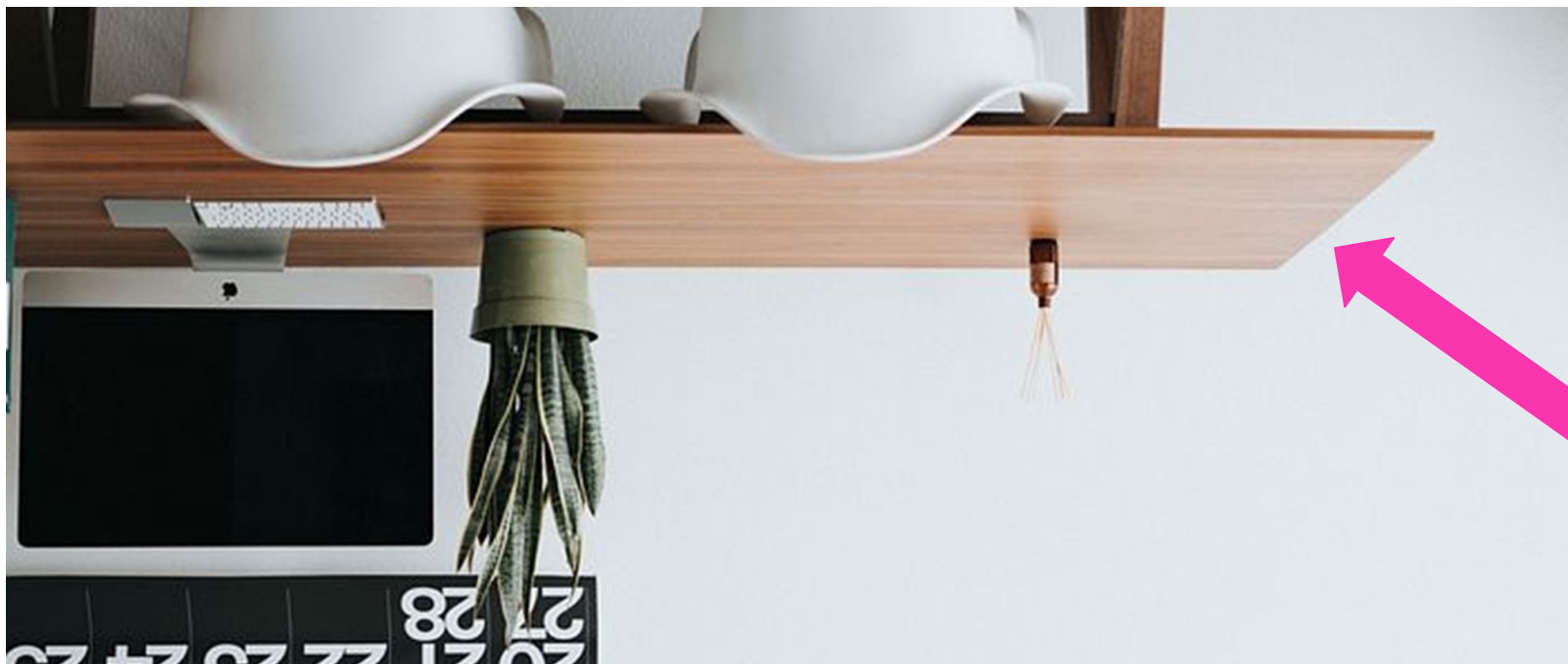


Error Correction Procedure

Model: *H-en. HEN*

Practice: *Say it with me. Hen.*

Praise: *Good!*





Lesson 13

New Letter Introduction

Explain: : Point to the table. *This is the edge of the table. Edge. Everyone say edge. Good. I hear the /e/ sound in the beginning of edge. /e/ edge. Everyone say /e/.*

Le





Lesson 13

New Letter Introduction

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

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

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

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

E is the shape of teeth in a smile

Pearly white rows that can take you for miles!

E is in eggs and in elephant too

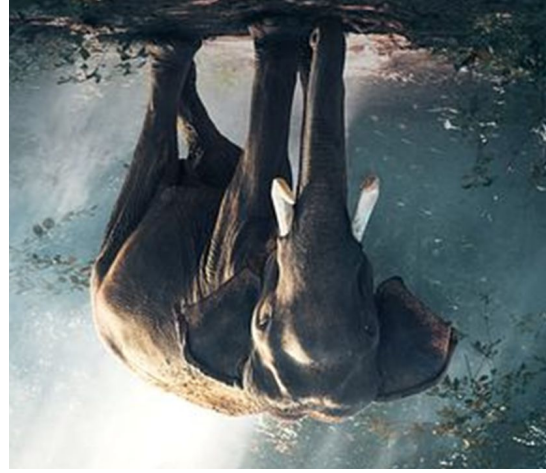
It is enormously useful in most words you can choose.

E makes the sound that resembles exhaling

A delicate "ehh"-you're off if you're wailing.

*Repeat the letter name several times with the students.

Fe





Lesson 13

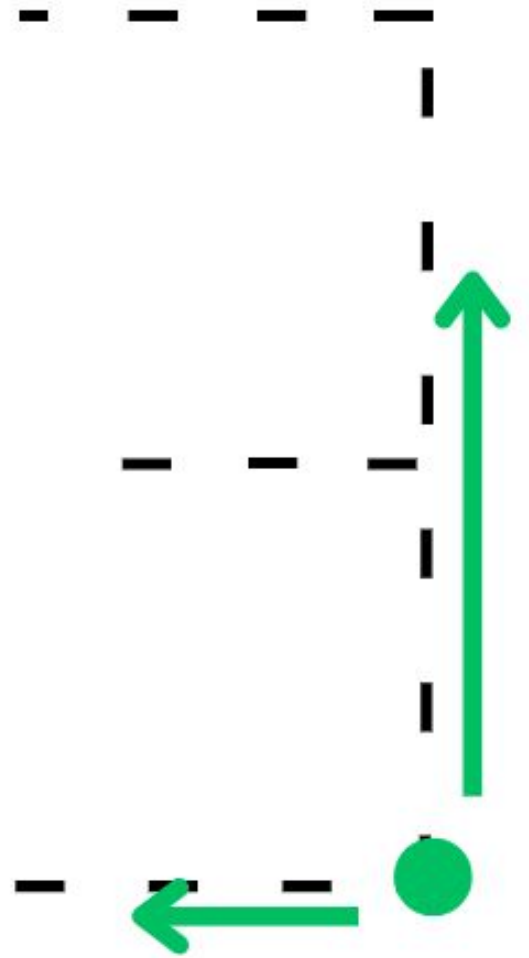
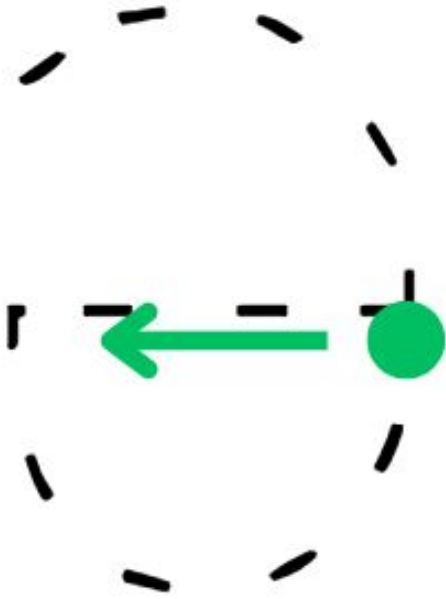
Letter Exploration

Model: Point to the pictures. *This is an elephant, echo (when you yell and hear your voice come back), and enter (the place where you go in to a building). I hear the /e/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Elephant, echo, and enter. Great job. They all start with the /e/ sound. We write the /e/ sound with the letter E.*

Explain: Point to the letter. *The name of this letter is E. This is the capital E and this is the lowercase e. They look different, but they are both E.*

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





Lesson 13

Letter Formation

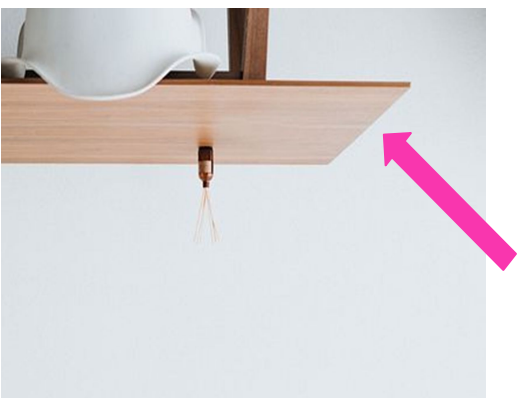
Materials: letter Ee cards for each student

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

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

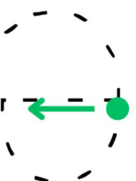
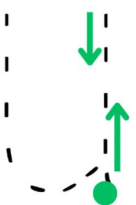
*collect letter Ee cards



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e E





Lesson 13

Review Letters

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

Review Game: 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: doodle boards

Explain: *Now we are going to practice writing the letter E.* (Pass out doodle boards and the letters Ee, Ii, and Nn one at a time to practice forming the letters)

Model: Use the doodle board to make a capital E. Say the name of the letter frequently as you write the letter.

Group Practice: *Let's make the capital E. What letter is this? E! Great! Pull down, pull across, pull across, pull across. Great! Let's make the little e. What letter is this? e! Great! Pull across, go up, and around. Let's say the name of the letter 3 times! E, e, e! Great job!*
(continue with N and I if there is time)

*Collect all materials

Le





Lesson 13

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

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

Lesson 13A

Phonological Awareness

Name Activity

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 13A

Phonological Awareness

Blending Onset and Rime

Materials: Pointing sticks, a hand puppet with a mouth that moves

Explain: *Words can be broken into parts. We are going to play “I Spy” with Daisy Dog. Daisy will say two parts of a word, and we will say the whole word together.*

Model: *This is a pen, bed, and a red pencil.* Daisy: *I spy the P-EN.* Teacher: *P-EN. Say it fast. PEN!* Point to the pen.

Group Practice: *Let’s try another.* Daisy: *B-ED. Say it fast! BED! Great!* Have students point to the pen. Daisy: *R-ED. Say it fast! RED!* Point to the RED pencil.

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

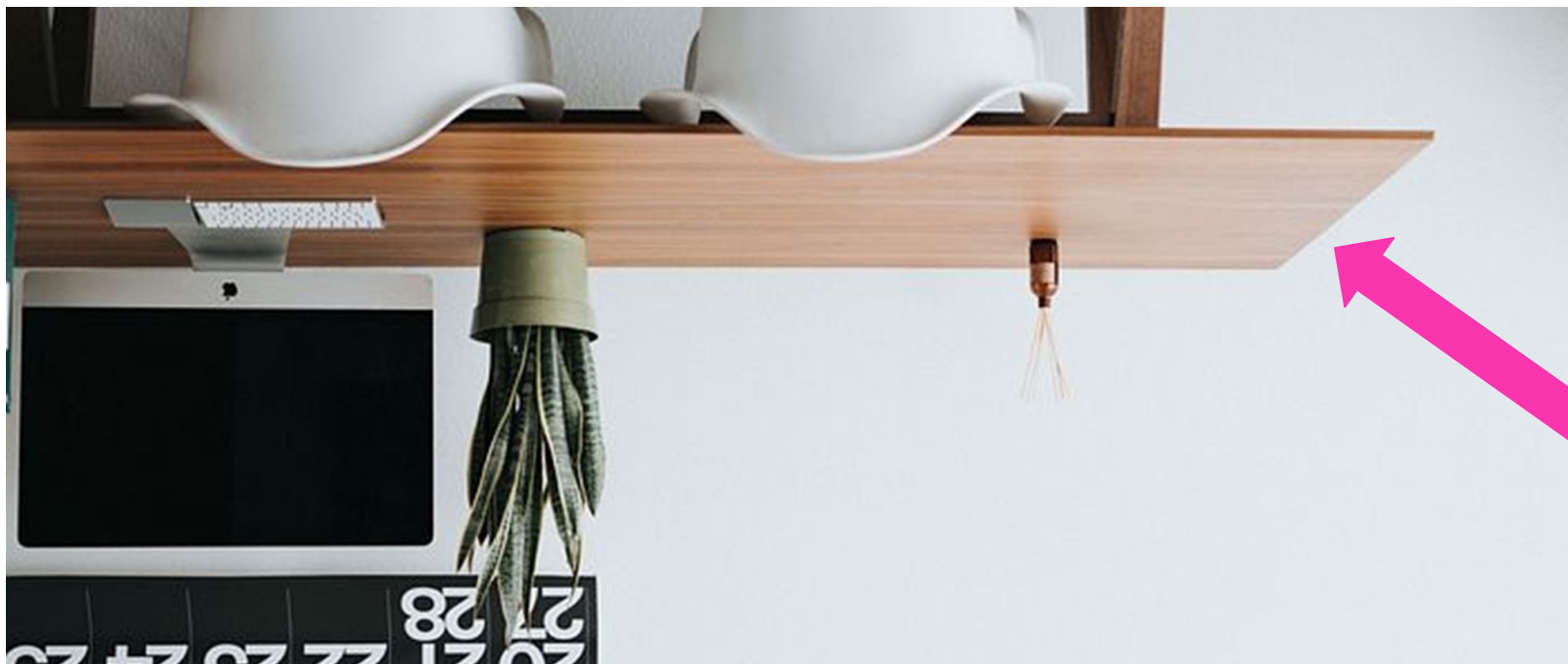


Error Correction Procedure

Model: *B-ED. Blend it. BED.*

Practice: *Say it with me. BED.*

Praise: *Great!*





Lesson 13A

New Letter Introduction

Explain: : Point to the apple. *This is the edge. Everyone say edge. Good. Edge starts with the /e/ sound. /e/ edge. Everyone say /e/. (practice again).*

Le





Lesson 13A

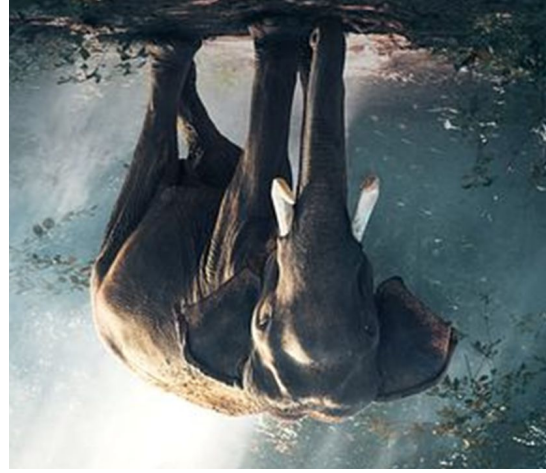
New Letter Introduction

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

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

Group Practice: *Let's say the name of the letter 3 times. E. E. E.*

Fe





Lesson 13A

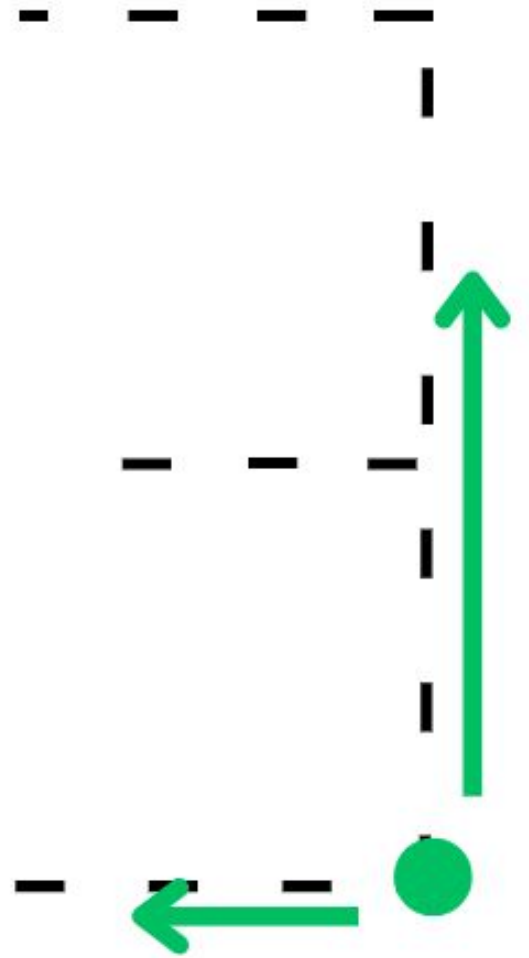
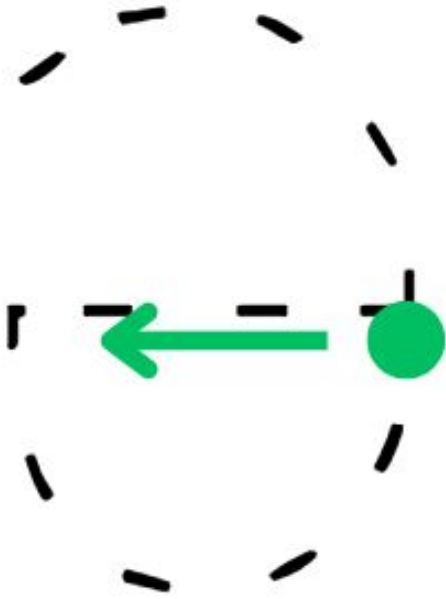
Letter Exploration

Model: Point to the pictures. *This is an elephant, echo (when you yell and hear your voice come back), and enter (the place where you go in to a building). I hear the /e/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Elephant, echo, and enter. Great job. They all start with the /e/ sound. We write the /e/ sound with the letter E.*

Explain: Point to the letter. *The name of this letter is E. This is the capital E and this is the lowercase e. They look different, but they are both E.*

Group Practice: Point to the letter. *Let's say E together three times. E. E. E. Great!*





Lesson 13A

Letter Formation

Materials: letter Ee cards for each student

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

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

*collect letter Ee cards

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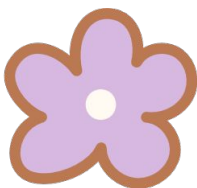
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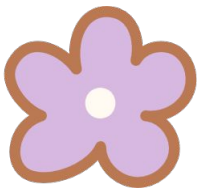
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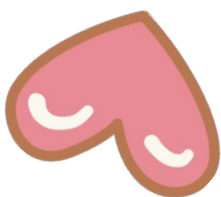
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Lesson 13A

Review Letters

Review Game: Letter Hunt

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

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

*Tell students the correct letter name if they say it incorrectly. Have them repeat it.

Le





Lesson 13A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

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

Lesson 13B

Phonological Awareness

Name Activity

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 13B

Phonological Awareness

Blending Onset and Rime

Materials: Pointing sticks, a hand puppet with a mouth that moves

Explain: *Words can be broken into parts. We are going to play “I Spy” with Daisy Dog. Daisy will say two parts of a word, and we will say the whole word together.*

Model: *This is a step, bread, and a friend.* Daisy: *I spy the ST-EP.* Teacher: *ST-EP Say it fast. STEP!* Point to the step.

Group Practice: *Let’s try another.* Daisy: *BR-EAD. Say it fast! BREAD! Great!* Have students point to the bread. Daisy: *FR-IEND. Say it fast! FRIEND!* Point to the friend.

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



Error Correction Procedure

Model: *BR-EAD. BREAD.*

Practice: *Say it with me. BREAD.*

Praise: *Great!*

Le





Lesson 13B

New Letter Introduction

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

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

Group Practice: *Let's say the name of the letter 3 times. E. E. E.*

Fe





Lesson 13B

Letter Exploration

Model: Point to the pictures. *This is Mt. EVEREST, an EMPTY mug, and the EXIT of a building. I hear the /e/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Everest, empty, exit. Great job. They all start with the /e/ sound. We write the /e/ sound with the letter E.*

Explain: Point to the letter. *The name of this letter is E. This is the capital E and this is the lowercase e. They look different, but they are both E.*

Group Practice: Point to the letter. *Let's say E three times. E. E. E. Great!*



e

3



Lesson 13B

Review Letters

Review Game: Letter Sort

Materials: letter Ee 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 E on your card, place it here* (point to the capital E column). *If you have a lowercase e on your card, place it here* (point to the lowercase E column). *If you do not have a letter Ee, place it here* (point to the last column).

Model: Place a card face down in front of you. Flip it over, say the letter name, and place it in the correct column.

Group Practice: Hand a card to each student face down on the table. Take turns having students flip 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.

Le





Lesson 13B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Bb, Ee, Tt cards
- Doodle Boards
- Hand puppet and pointing sticks (optional)

Lesson 14

Phonological Awareness Name Activity

Lesson Overview

New Letter: Bb
Review Letter: Ee, Tt
Review Game: Letter Match
Make the Letters: Doodle Boards

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 14

Phonological Awareness

Blending Onset and Rime

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

Explain: *We are going to play “I Spy” with Daisy Dog. This is a barn, bat, and bug. Daisy will say two parts of a word, and we will say the whole word together.*

Model: Point to the pictures as you blend the word together. *B-arn. Barn! B-at. Bat! B-ug. Bug!*

Group Practice: *Try it with me. Point to the picture of the word I am saying. B-arn. Barn! Everyone say barn and point to the barn. Let’s try another one. B-at. Bat! B-ug. Bug! Great job!*

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



Error Correction Procedure

Model: *B-ug. BUG.*

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

Praise: *Good!*





Lesson 14

New Letter Introduction

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

Bp





Lesson 14

New Letter Introduction

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

Basketball, /b/, (point to the letter) *B.*

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

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

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

B is a bear with a honey-filled belly.

It's the bread and the butter beneath the jelly.

B blows the best bubbles and bakes the best buns-

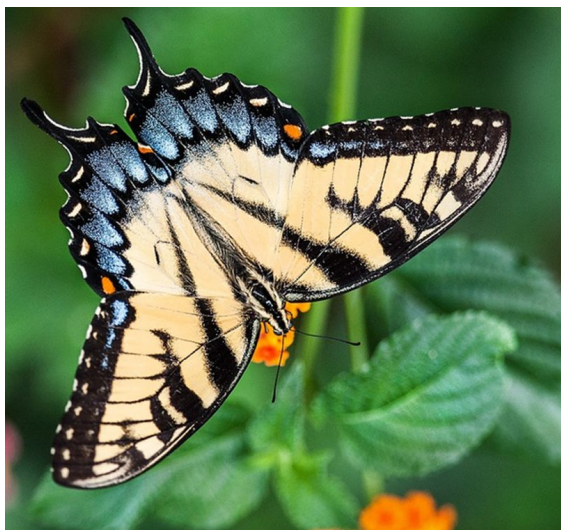
Wherever it goes, it has the most fun.

B makes a /b//b/ /b/ like a fish out of water.

It's in buddy and brother but never in daughter.

*Repeat the letter name several times with the students.

Bb





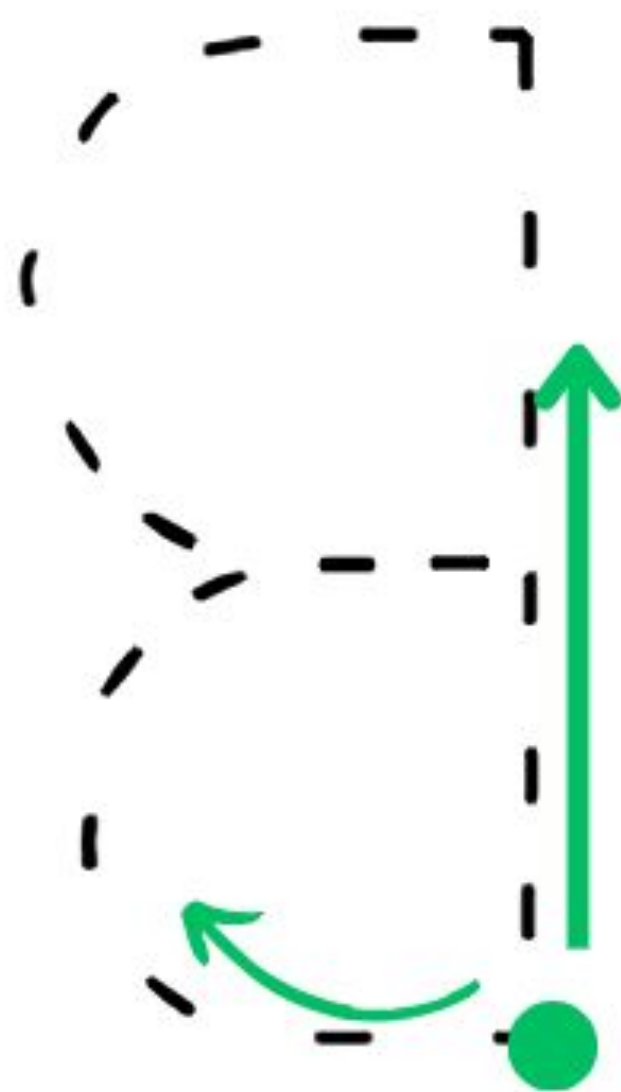
Lesson 14

Letter Exploration

Model: Point to the pictures. *This is a basketball, bananas, and a butterfly . I hear the /b/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Basketball, bananas, butterfly. Great job. They all start with the /b/ sound. We write the /b/ sound with the letter Bb.*

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





Lesson 14

Letter Formation

Materials: letter Bb cards for each student

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

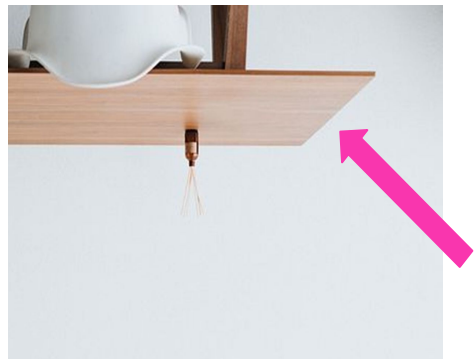
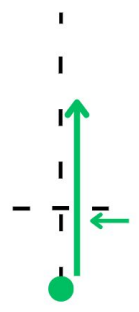
Group Practice: Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.

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

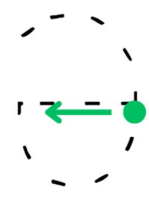
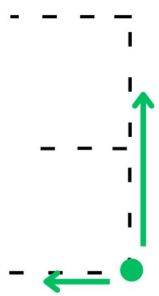
*collect letter cards



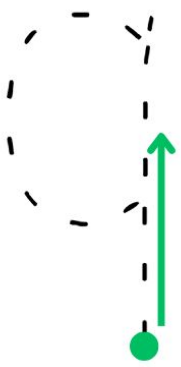
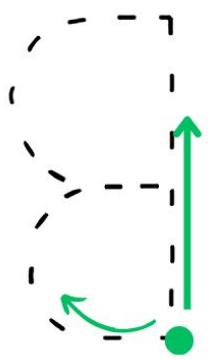
T t



E e



B b





Lesson 14

Review Letters

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

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 correct letter on the page.*

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

Make the Letters

Materials: Doodle boards and letter cards for each student

Explain: *Now we are going to practice making the letter B.* (Pass out doodle boards and the Bb, Ee, and Tt, cards one at a time to practice writing the letters.)

Model: *Watch me first.* (write the letter using a doodle board while you say the directions out loud) *I use my pen and I start at the top. Pull down, pull across.* (model again). *This is capital B.* (Practice lowercase b) *This is lowercase b. I put my pen at the top, pull down, pull up and around!*

Group Practice: *Put your pen at the top. Pull down, all the way back up and around, and around again. What letter is this? Capital (uppercase) B!* (Practice the lowercase) *I put my pen at the top, pull down, pull up and around!* (Continue with Ee and Tt if there is time.)

*Collect all materials

Bp





Lesson 14

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Bb cards
- Hand puppet and pointers (optional)

Lesson 14A

Phonological Awareness

Name Activity

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

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

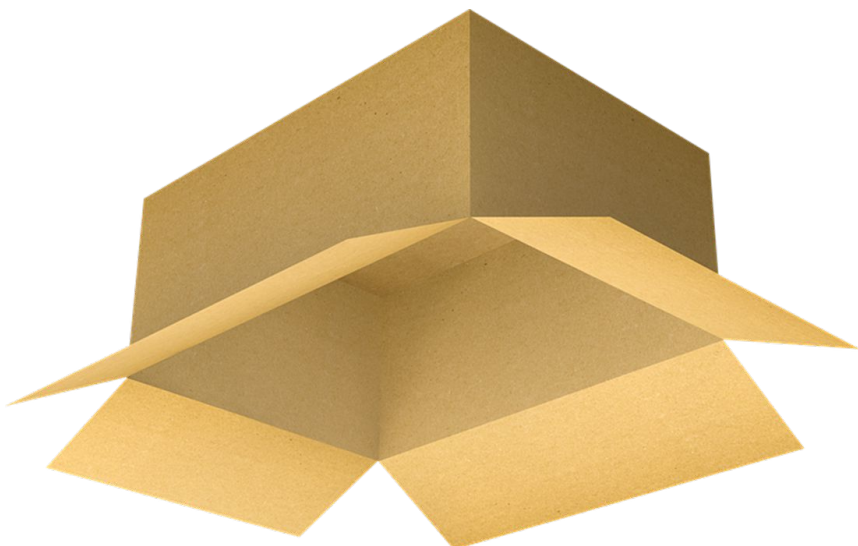
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 14A

Phonological Awareness

Blending Onset and Rime

Materials: Pointers, a hand puppet with a mouth that moves (optional)

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

Model: Point to the pictures as you blend the word together. *B-ox. Box! B-ig. Big! Bl-ue. Blue!*

Group Practice: *Try it with me. Point to the picture of the word I am saying. B-ox. Box! Everyone say box and point to the box. Let’s try another one. B-ig. Big! Bl-ue. Blue! Great job!*

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



Error Correction Procedure

Model: *B-ox. Box.*

Practice: *Say it with me. B-ox. Box.*

Praise: *Good!*





Lesson 14A

New Letter Introduction

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

Bp





Lesson 14A

New Letter Introduction

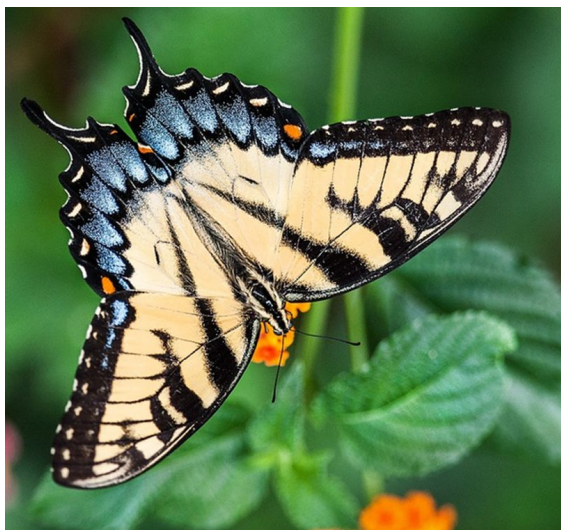
Explain: *We write the /b/ sound like this* (trace the letter with your finger). *The name of this letter is B.* (point to the picture)

Basketball, /b/, (point to the letter) *B.*

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

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

Bb





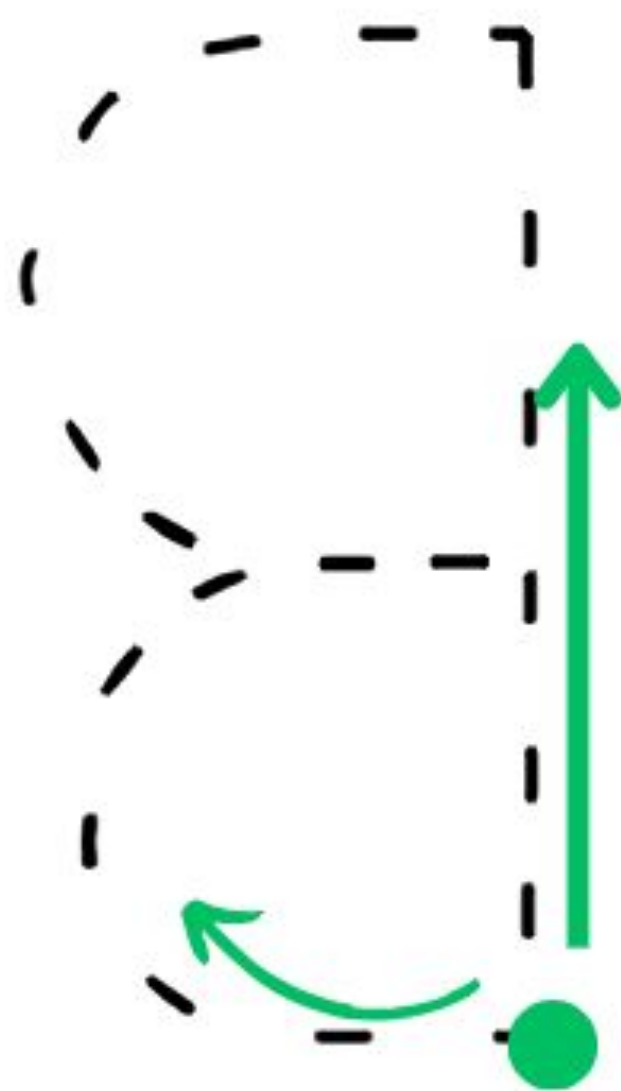
Lesson 14A

Letter Exploration

Model: Point to the pictures. *This is a basketball, bananas, and a butterfly . I hear the /b/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) Basketball, bananas, butterfly. Great job. They all start with the /b/ sound. We write the /b/ sound with the letter Bb.*

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





Lesson 14A

Letter Formation

Materials: letter Bb cards for each student

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

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

*collect letter cards



+

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B

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q



B

L



B

q



E

B

L

q



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m

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q

W



a

e



Lesson 14A

Review Letters

Review Game: Letter Hunt

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

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

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

Bp





Lesson 14A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

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

Lesson 14B

Phonological Awareness

Name Activity

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 14B

Phonological Awareness

Blending Onset and Rime



"Put on your sh-oes."

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

Explain: *We are going to play "I Spy" with Daisy Dog. This is a bird, bike, and bag.*

Model: Point to the pictures as you blend the word together. *B-ird. Bird! B-ike. Bike! B-ag. Bag!*

Group Practice: *Try it with me. Point to the picture of the word I am saying. B-ird. Bird! Everyone say bird and point to the bird. Let's try another one. B-ike. Bike! B-ag. Bag! Great job!*

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



Error Correction Procedure

Model: *B-ag. Bag.*

Practice: *Say it with me. B-ag. Bag.*

Praise: *Good!*

Bp





Lesson 14A

New Letter Introduction

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

Basketball, /b/, (point to the letter) *B.*

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

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

Bb





Lesson 14B

Letter Exploration

Model: Point to the pictures *This is bacon, bubble, and baboon. I hear the /b/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Bacon, bubble, baboon. Great job. They all start with the /b/ sound. We write the /b/ sound with the letter Bb.*

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



p

B



Lesson 14B

Review Letters

Review Game: Letter Match

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

Explain: *Now are going to practice sorting letters. If you have a capital (uppercase) B on your card, place it here. If you have a lowercase b, place it here. If you do not have a letter B, 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 cards 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.

Bp





Lesson 14B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Ww, Bb, Mm cards
- Doodle Boards
- post it notes (for PA game)

Lesson 15

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Ww
Review Letters: Bb, Mm
Review Game: Letter Match
Make the Letters: Doodle Boards

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 15

Phonological Awareness

Blending Onset and Rime

Materials: Post-it notes to cover the pictures or backpack cutouts

Explain: *We are going to play "Guess What's In My Bag".*

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

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

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



Error Correction Procedure

Model: *W-ind. WIND.*

Practice: *Say it with me. W-ind. WIND.*

Praise: *Good!*





Lesson 15

New Letter Introduction

Explain: Point to the watermelon. *This is a watermelon. Watermelon. Everyone say watermelon. Good. Let's clap the parts of watermelon. Wa-ter-mel-on. I hear the /w/ sound at the beginning of watermelon. /w/ watermelon. Everyone say /w/.*





Lesson 15

New Letter Introduction

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

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

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

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

W makes the shape of salt-water waves

It whines and it whistles as it crashes into caves.

W waltzes and wears fairy wings.

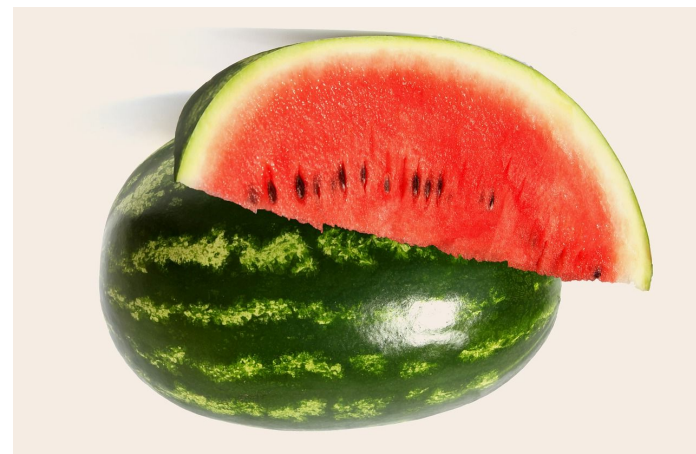
On its birthday, it wishes for wonderful things.

W sounds like the wind through the air

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

*Repeat the letter name several times with the students.

MM





Lesson 15

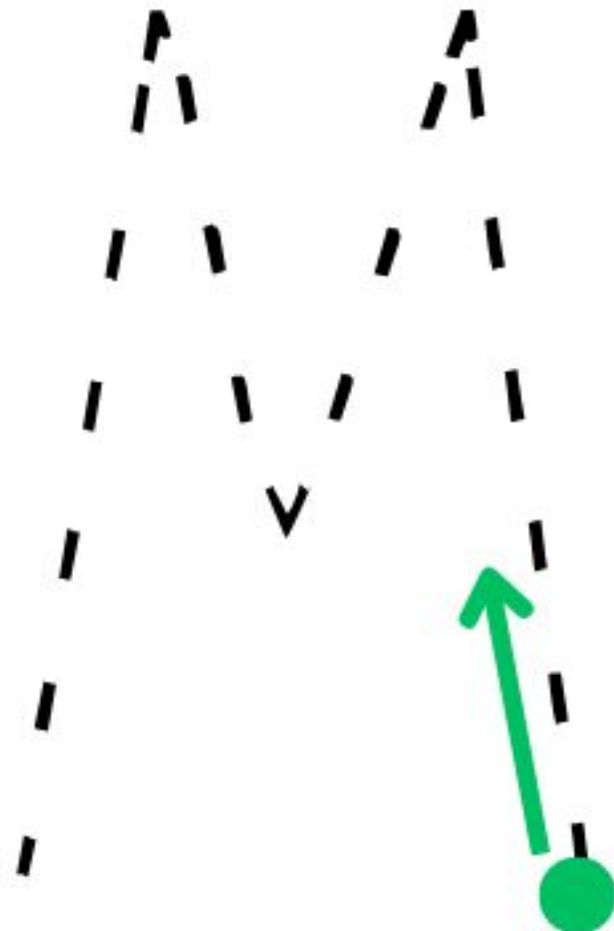
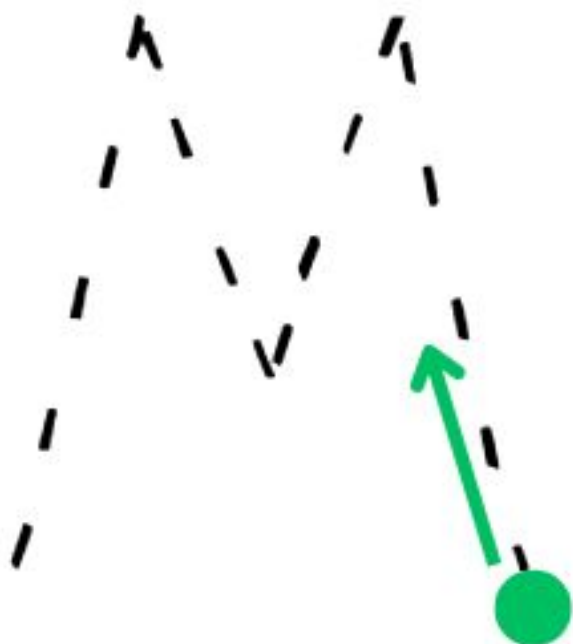
Letter Exploration

Model: Point to the pictures. *This is a watermelon (a delicious fruit you eat in the summer), a watch (used to tell time), and a window. I hear the /w/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) watermelon, watch, window. Great job. They all start with the /w/ sound. We write the /w/ sound with the letter W.*

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

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





Lesson 15

Letter Formation

Materials: letter Ww cards for each student

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

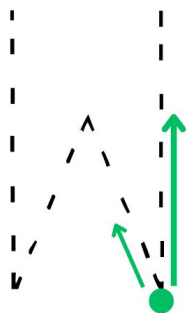
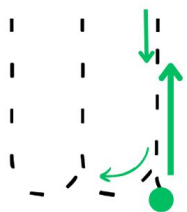
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

Now it's your turn to make the letter w. Put your finger at the top of the capital W. Slide down, slide up, slide down, slide up.

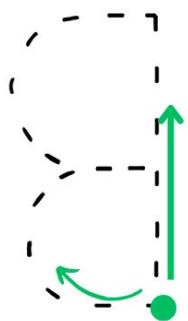
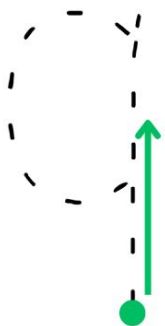
Great job! Let's try again. Let's make the lowercase w. Put your finger at the middle. Slide down, slide up, slide down, slide up.

Great work! We made a w! What letter are we making? The letter W!

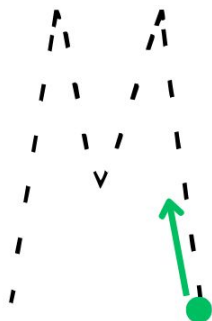
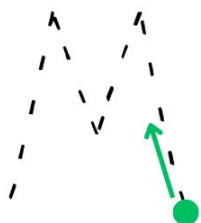
*collect letter cards



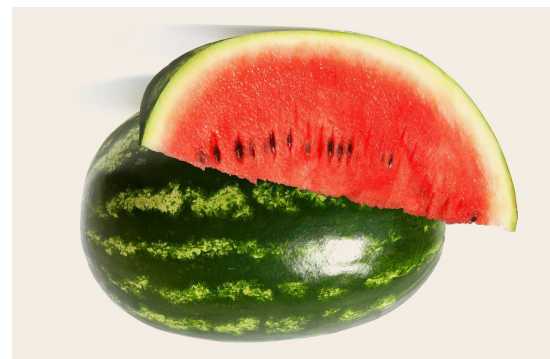
w W



b B



m M





Lesson 15

Review Letters

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

Review Game: Letter Match

Materials: letter cards

Explain: *I am 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

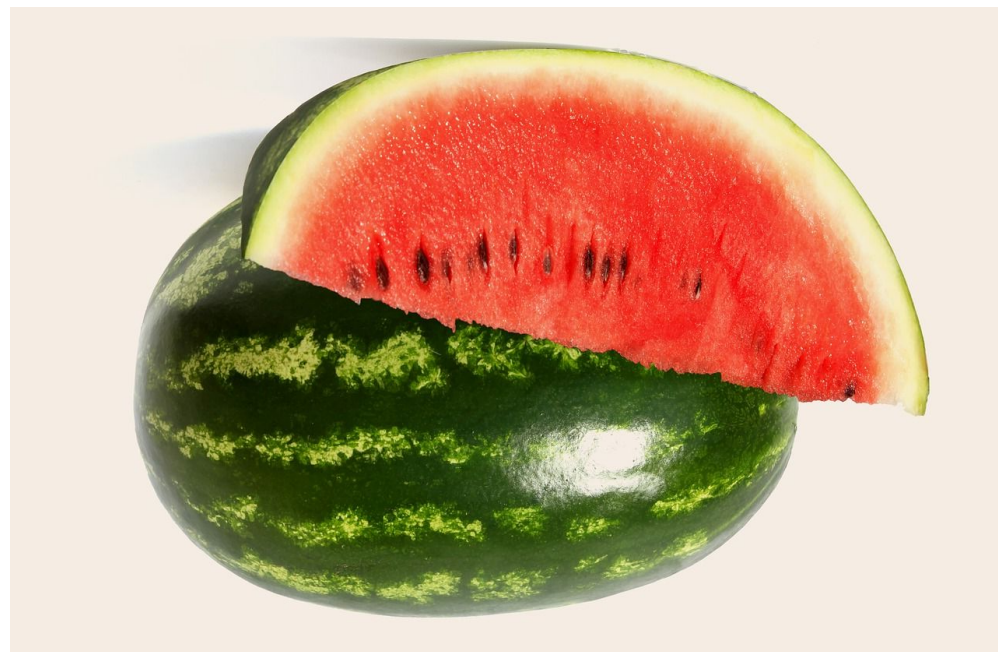
Materials: doodle boards for each student

Explain: *Now we are going to practice writing the letters.* (Pass out a doodle board to each student)

Model: Use the doodle board to make the letter W. Say the name frequently as you write the letter.

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

*collect all materials





Lesson 15

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Ww cards
- post-its (for PA game)

Lesson 15A

Phonological Awareness Name Activity

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

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

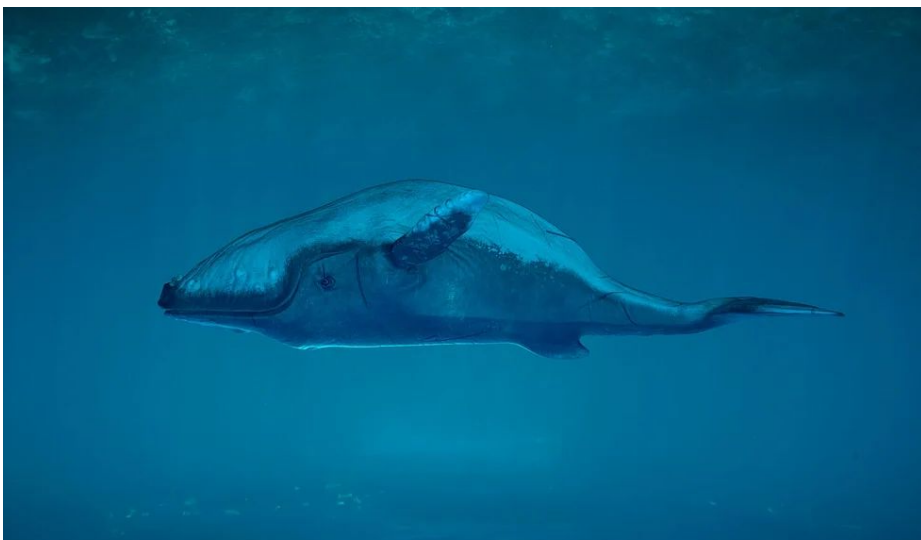
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 15A

Phonological Awareness

Blending Onset and Rime



“Line up at the d-oor.”

Materials: Post-it notes to cover the pictures or backpack cutouts

Explain: *We are going to play “Guess What’s In My Bag”.*

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

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

Expand (optional): Ask students to identify the first sound. *What’s the first sound you hear in whale, worm, and wool?*



Error Correction Procedure

Model: *W-ool. WOOL.*

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

Praise: *Good!*





Lesson 15A

New Letter Introduction

Explain: Point to the watermelon. *This is a watermelon. Watermelon. Everyone say watermelon. Good. Let's clap the parts of watermelon. Wa-ter-mel-on. I hear the /w/ sound at the beginning of watermelon. /w/ watermelon. Everyone say /w/.*





Lesson 15A

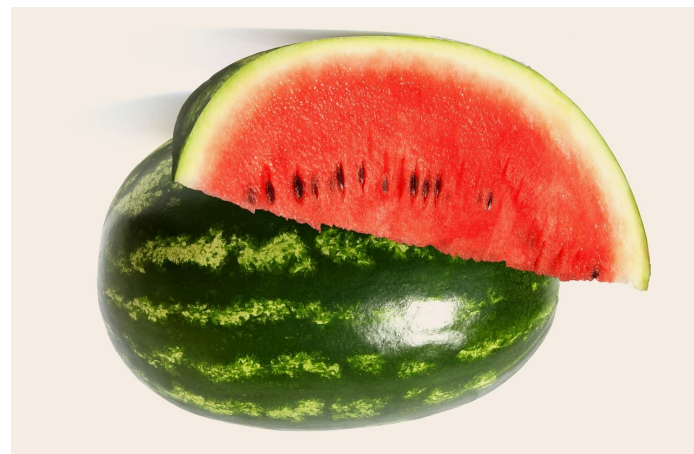
New Letter Introduction

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

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

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

MM





Lesson 15A

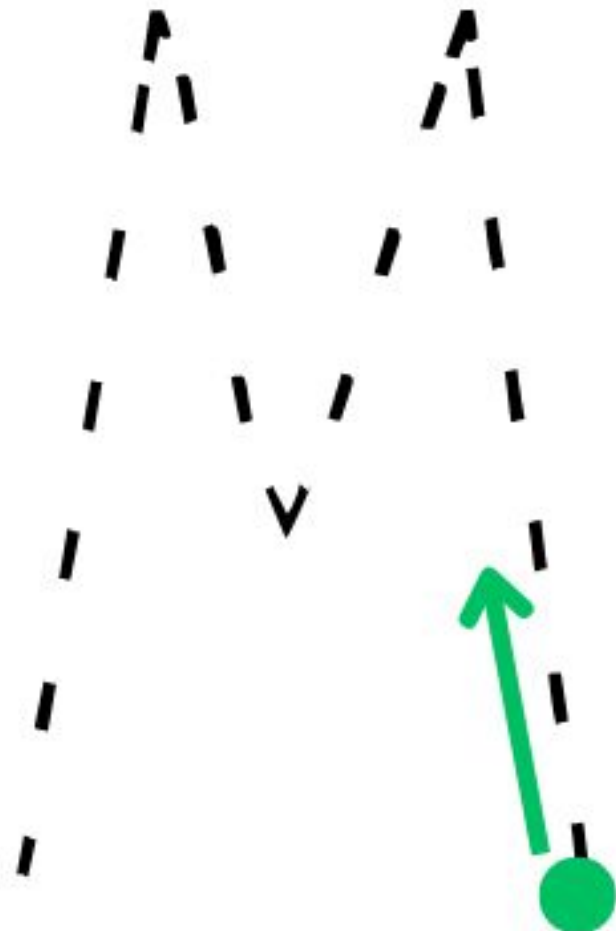
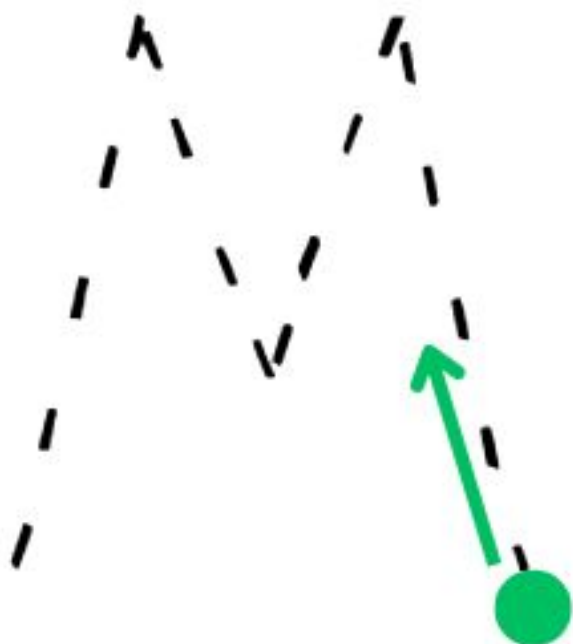
Letter Exploration

Model: Point to the pictures. *This is a watermelon (a delicious fruit you eat in the summer), a watch (used to tell time), and a window. I hear the /w/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point. (point to each) watermelon, watch, window. Great job. They all start with the /w/ sound. We write the /w/ sound with the letter W.*

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

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





Lesson 15A

Letter Formation

Materials: letter Ww cards for each student

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

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 w. Put your finger at the top of the capital W. Slide down, slide up, slide down, slide up.

Great job! Let's try again. Let's make the lowercase w. Put your finger at the middle. Slide down, slide up, slide down, slide up.

Great work! We made a w! What letter are we making? The letter W!

*collect letter cards



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W



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I

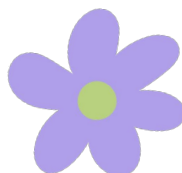
q

I



a

W



!



M

M



Lesson 15A

Review Letters

Review Game: Letter Hunt

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

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

*If the students answer incorrectly, tell them the correct letter name, and have them repeat it.





Lesson 15A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Ww cards
- post-its (for PA game)

Lesson 15B

Phonological Awareness Name Activity

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 15B

Phonological Awareness

Blending Onset and Rime

Materials: Post-it notes to cover the pictures or backpack cutouts

Explain: *We are going to play “Guess What’s In My Bag”.*

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

Group Practice: *What’s in my bag? W-in. W-in. WIN! Great! What’s in my bag? W-alk. What’s in my bag? w-alk. WALK. Good!*

Expand (optional): Ask students to identify the first sound. *What’s the first sound you hear in walk, wash, and win?*



Error Correction Procedure

Model: *W-in. WIN.*

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

Praise: *Good!*





Lesson 15B

New Letter Introduction

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

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

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

M M





Lesson 15B

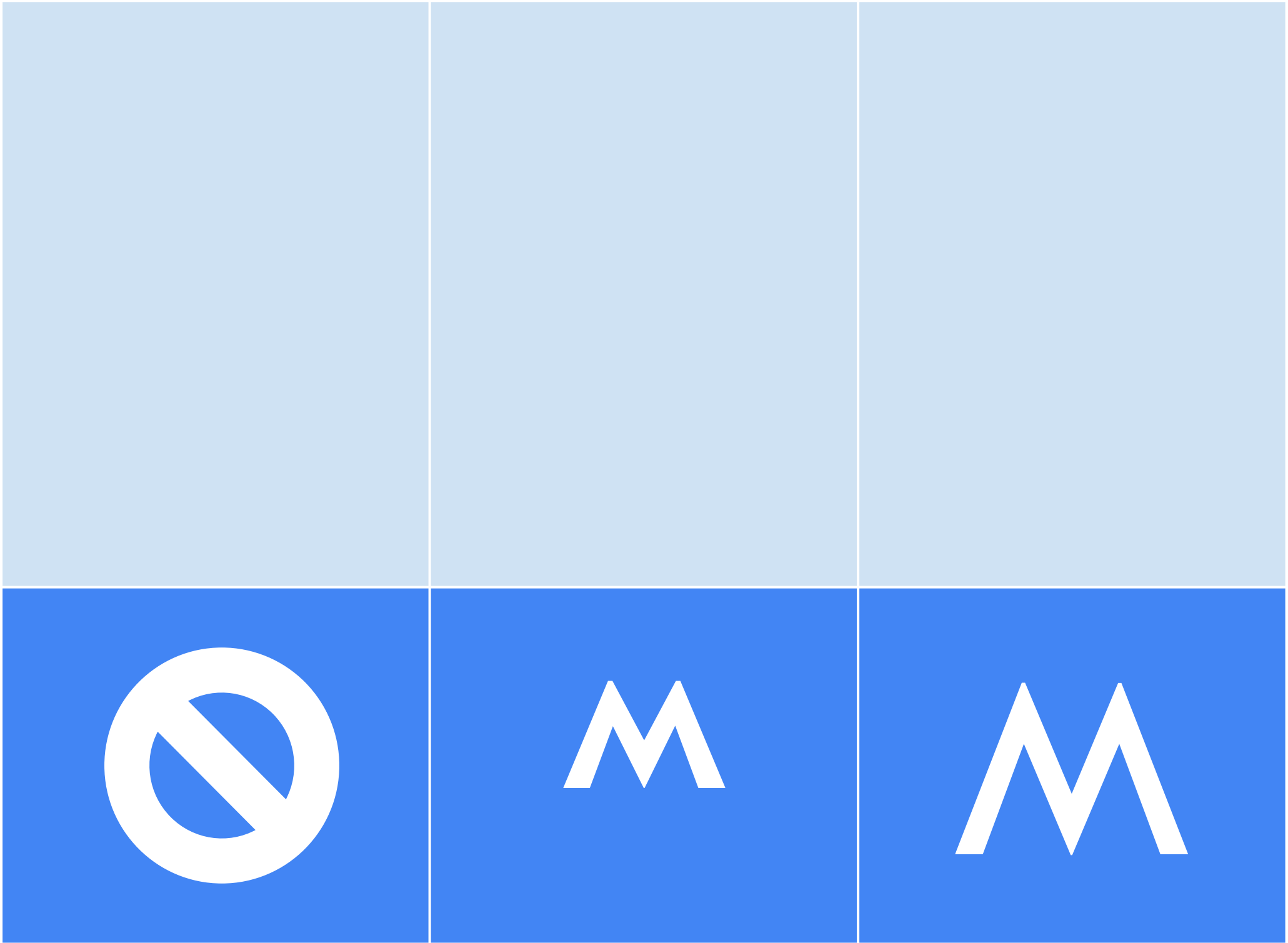
Letter Exploration

Model: Point to the pictures. *This is a wombat, walrus, and weasel. I hear the /w/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Wombat, walrus, weasel. Great job. They all start with the /w/ sound. We write the /w/ sound with the letter W.*

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

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





Lesson 15B

Review Letters

Review Game: Letter Match

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

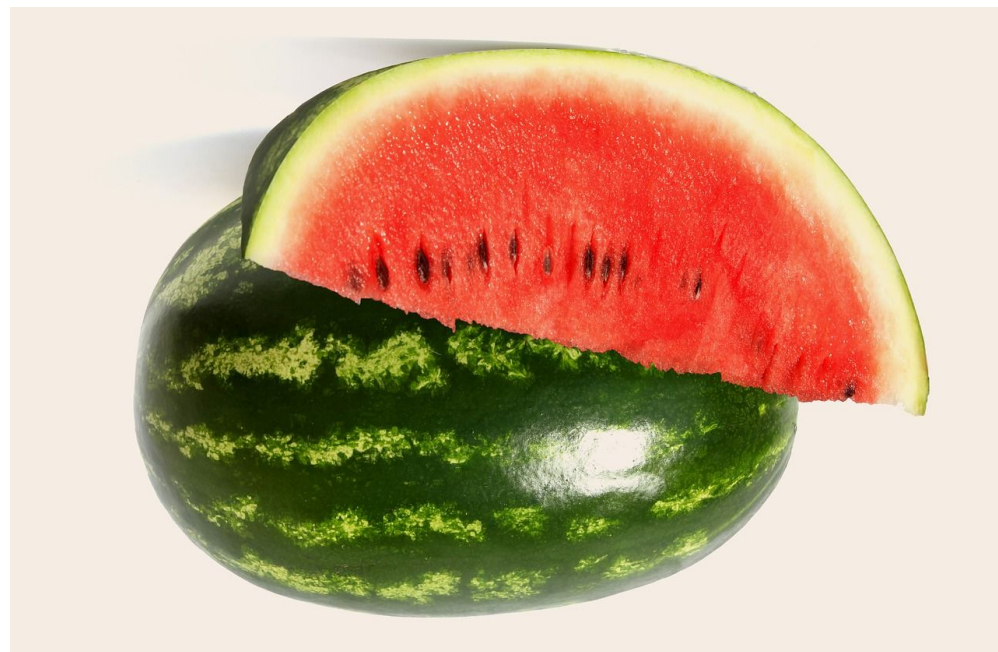
Explain: *Now are going to practice sorting letters. If you have a capital (uppercase) W on your card, place it here. If you have a lowercase w, place it here. If you do not have a letter W, place it here.*

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 cards 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.

MM





Lesson 15B

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Uu cards
- doodle boards
- post-its (for PA game)

Lesson 16

Phonological Awareness Name Activity

Lesson Overview

New Letter: Uu
Review Letter: Dd, Ww
Review Game: Letter Match
Make the Letters: Doodle Boards

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 16

Phonological Awareness

Blending Onset and Rime

Materials: Post-it notes to cover the pictures or backpack cutouts

Explain: *We are going to play "Guess What's In My Bag".*

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

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

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



Error Correction Procedure

Model: *S-un. SUN.*

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

Praise: *Good!*





Lesson 16

New Letter Introduction

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

nn





Lesson 16

New Letter Introduction

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

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

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

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

U is a letter that scoops up from the ground

If you've lost it just check after T and it's found!

U is the umbrella keeping everyone dry

It understands how you're feeling and wipes your tears when you cry

U is a sound you make when unsure

A wavering "uhh" until the answer occurs.

*Repeat the letter name several times with the students.

n n





Lesson 16

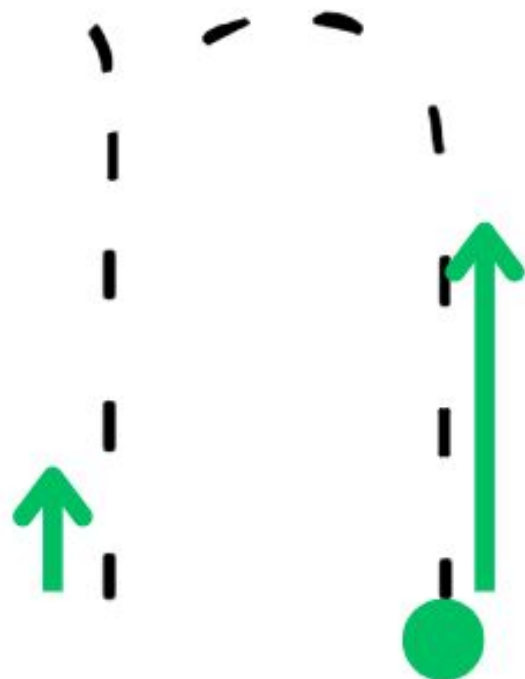
Letter Exploration

Model: Point to the pictures *This is umbrella, under, and up . I hear the /u/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Umbrella, under, up. Great job. They all start with the /u/ sound. We write the /u/ sound with the letter Uu.*

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

Group Practice: *Let's say the letter U three times. U, U, U! Great!*





Lesson 16

Letter Formation

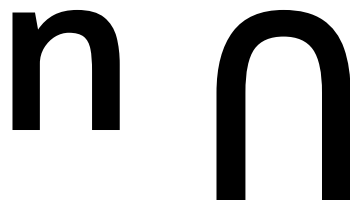
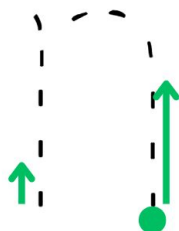
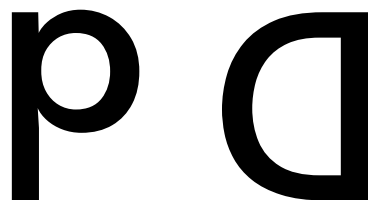
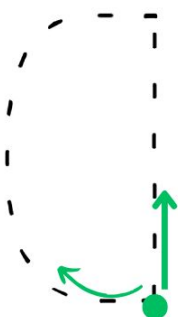
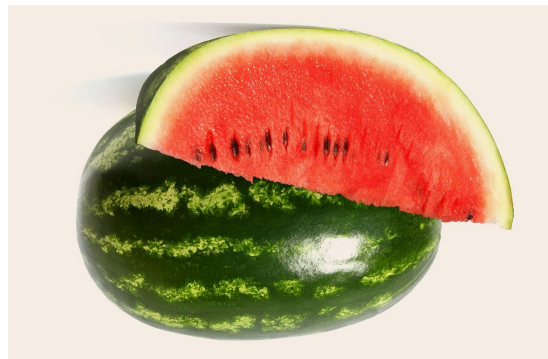
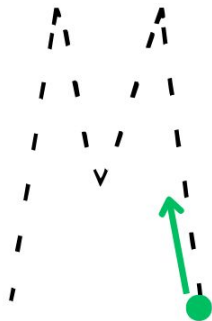
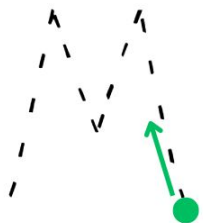
Materials: letter Uu cards for each student

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

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

*collect letter cards





Lesson 16

Review Letters

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

Review Game: Letter Match

Materials: letter cards

Explain: *I am 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 board for each student

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

Model: *Watch me first.* (Write the letter using the doodle board while you say the directions out loud) *I start at the top. Pull down, around and up.* (model again). *This is capital U. Let's try lowercase u. Start at the middle. Pull down, around, and up.*

Group Practice: *Let's write the capital U together. Start at the top. Pull down, around, and up. What letter is this? U! Let's make the lowercase u. Start at the middle, Pull down, around, and up. What letter is this? U! Great!* (Continue with Dd and Ww if time)

*Collect all materials

nn





Lesson 16

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Uu cards
- post-its (for PA game)

Lesson 16A

Phonological Awareness

Name Activity

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 16A

Phonological Awareness

Blending Onset and Rime

Materials: Post-it notes to cover the pictures or backpack cutouts

Explain: *We are going to play “Guess What’s In My Bag”.*

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

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

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



Error Correction Procedure

Model: *C-ub. CUB.*

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

Praise: *Good!*





Lesson 16A

New Letter Introduction

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

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Lesson 16A

New Letter Introduction

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

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

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

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Lesson 16A

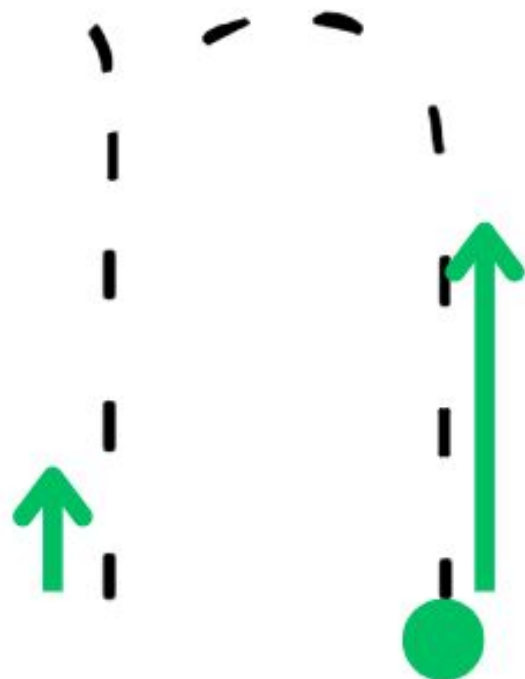
Letter Exploration

Model: Point to the pictures *This is umbrella, under, and up . I hear the /u/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Umbrella, under, up. Great job. They all start with the /u/ sound. We write the /u/ sound with the letter Uu.*

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

Group Practice: *Let's say the letter U three times. U, U, U! Great!*





Lesson 16A

Letter Formation

Materials: letter Uu cards for each student

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

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 U. Put your finger on the top of the U. Pull down, around and up (model again). *This is capital U.* (practice with students, then model lowercase) *This is lowercase u. Put your finger at the middle, pull down, around and up, and down. This is letter u! Great job!*

*collect letter cards



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U



U

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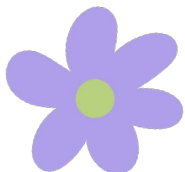
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U



Lesson 16A

Review Letters

Review Game: Letter Hunt

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

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

*If students name a letter incorrectly, say the correct letter name and have students repeat it.

nn





Lesson 16A

Wrap Up

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

*Repeat the letter name several times with the students.



My name is

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Lesson Materials

- name cards
- letter Uu cards and 1-3 other letters
- post-its (for PA game)

Lesson 16B

Phonological Awareness

Name Activity

Materials: My name is _____ page and 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. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! The first sound in my name is /A/.*

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



Error Correction Procedure

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





Lesson 16B

Phonological Awareness

Blending Onset and Rime

Materials: Post-it notes to cover the pictures or backpack cutouts

Explain: *We are going to play "Guess What's In My Bag".*

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

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

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



Error Correction Procedure

Model: *J-ug. JUG.*

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

Praise: *Good!*

nn





Lesson 16B

New Letter Introduction

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

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

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

n n





Lesson 16B

Letter Exploration

Model: Point to the pictures. *This is untie, uproot (when a tree falls over), and umpire (person who makes everyone is following the rules at a sporting event).*

Group Practice: *Let's say the name of each picture together as I point. (point to each) Untie, uproot, and umpire. Great job. They all start with the /u/ sound. We write the /u/ sound with the letter Uu.*

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

Group Practice: *Let's say the letter U three times. U, U, U! Great!*



n

n



Lesson 16B

Review Letters

Review Game: Letter Match

Materials: letter Uu cards and 1-3 other letters

Explain: *Now we are going to practice sorting letters. If you have a capital U, say U and place it here. If you have a lowercase u, say u and place it here. If it's not a U, place it here.*

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

Group Practice: Hand a card to each student face down on a 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 correct letter name and have them repeat it.

nn





Lesson 16B

Wrap Up

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

*Repeat the letter name several times with the students.





Practice & Play Set 4

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



**PROJECT
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MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries
Preschool Curriculum





Letters: I, E, S, U

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

Practice & Play #1

Phonological Awareness Blending Onset and Rime

Review Game:
Letter Statues

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

Explain: Words are made up of different sounds put together.

Model: *Listen* (point to ear) *as I say S-UN. Say it with me. S-UN. Let's blend those parts together. SSSUUNN. SUN! Good, my word is SUN. Let's listen and blend some more words together.*

Group Practice:

Listen to my word parts. A-PPLE. What is my word? APPLE!

Listen to my word parts. P-IG. What is my word? PIG!

Listen to my word parts. B-ED. What is my word? BED!

Great work!

nn



ss



Fe



! I



Practice & Play #1

Review Letters

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

Model:

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

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

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

ss



nn



I!



Fe



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 I. Can you stand TALL, reach high into the sky like the letter I?*
- *Now lets sway and slither like a snake to make the letter S. Say S! Great!*
- *For the letter E, stand up tall and reach your arms and one leg out to the side. Say it with me- Letter E! Great!*
- *Finally, raise both arms overhead, elbows wide, with hands pointed up. Say U!*

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

Error Correction: Focus practice on having students say the 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 #1

Mastery Monitoring

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

Letter Naming Drill

Materials: Letter card deck

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

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

Error Correction: (show the card) *This is an I. Say I. Great! What letter is this? !* (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 an umbrella. I hear the /u/ sound at the beginning of umbrella. Umbrella /u/.*

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: *Umbrella, /u/. Say it with me. Umbrella, /u/. Great job!*

* Letter Sound Drill (optional)

Materials: Letter card deck

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

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

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





Letters: W, M, H, T

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

Practice & Play #2

Phonological Awareness Blending Onset and Rime

Review Game:
Seek and Find
Letters

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

Explain: *Words are made up of different sounds put together.*

Model: *Listen* (point to ear) *as I say R-UN. Say it with me. R-UN. Let's blend those parts together. RRUUNN. Say it fast- RUN! Good, my word is RUN. Let's listen and blend some more words together.*

Group Practice:

Listen to my word parts. F-UN. What is my word? FUN!

Listen to my word parts. D-IG. What is my word? DIG!

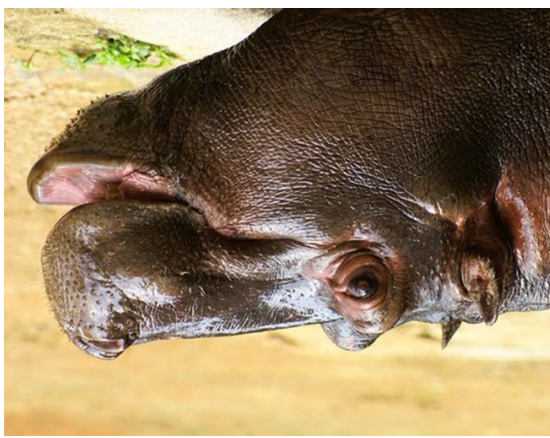
Listen to my word parts. F-ED. What is my word? FED!

Great work!

Tt



Hh



Mm



Ww



Practice & Play #2

Review Letters

Explain: *We've learned four new letters. W, M, H, T.*

Model:

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

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

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

†‡

4H

wm

MM

Practice & Play #2

Review Game: Seek and Find Letters

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 W. I am going to look around the room and find another W. Here! I found a W. It's your turn!*

Group Practice: *What letter is this? (Ww, Mm, Hh, Tt). Great! Can you find the letter _____?*

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

*During this activity, use the mastery monitoring student sheets

Practice & Play #2

Mastery Monitoring

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

Letter Naming Drill

Materials: Letter card deck

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

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

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

Initial Sound Drill

Materials: Picture card deck

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

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

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

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

* Letter Sound Drill (optional)

Materials: Letter card deck

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

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

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





Letters: B, A, Z, O

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

Practice & Play #3

Phonological Awareness Blending Onset and Rime

Review Game:
Bean Bag Toss

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

Explain: *Words are made up of different sounds put together.*

Model: *Listen (point to ear) as I say B-AG. Say it with me. B-AG. Let's blend those parts together. BBAAGG. Say it fast- BAG! Good, my word is BAG. Let's listen and blend some more words together.*

Group Practice:

Listen to my word parts. G-UM. What is my word? GUM!

Listen to my word parts. B-IG. What is my word? BIG!

Listen to my word parts. R-ED. What is my word? RED!

Great work!

Oo



Zz



Aa



Bb



Practice & Play #3

Review Letters

Explain: We've learned four new letters. B, A, Z, O.

Model:

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

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

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

oo

zz

Ad

Bb

Practice & Play #3

Review Game: Bean Bag Toss

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

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

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

Model: Show a letter card and say its name. *This is 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.

*During this activity, use the mastery monitoring student sheets

Practice & Play #3

Mastery Monitoring

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

Letter Naming Drill

Materials: Letter card deck

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

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

Error Correction: (show the card) *This is a B. Say B. Great! What letter is this? B!* (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 an apple. I hear the /a/ sound at the beginning of apple. Apple /a/.*

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: *Apple, /a/. Say it with me. Apple, /a/. 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 A card). */a/. Say /a/. /a/. Great!* (if correction is needed, letter sound is not mastered)



