



Alphabetics Book 0

Introduction to Phonological Awareness



Joyful Discoveries
Preschool Curriculum



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- ★ **Review Lessons** are included for the more challenging skills.
- ★ Only use the review lessons if students need more **practice**.
- ★ Only complete **1 lesson** per small group session.

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Lesson Outline

Explain: Tell students what they will be doing during the activity

Model: Demonstrate the activity

Group Practice: Have students practice the activity with teacher support

Expand: Use when students need a challenge

Symbols Used in Lessons



Error Correction Procedure

When students make mistakes, use the following procedures to provide corrections. Repeat this process as needed.

Model: Demonstrate the correct response.

Practice: Have students practice the activity with teacher support.

Praise: Provide verbal reinforcement to students.



In the Classroom

Ideas for incorporating concepts throughout the day to reinforce new concepts.



End of the Lesson

Stop here



My name is

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Lesson 1

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)

Wrap-Up: *Great job clapping the words in a sentence!*



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.



My name is

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Lesson 2

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

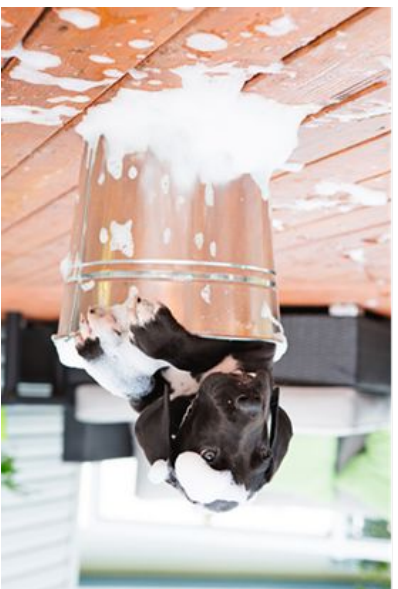
Model: Display your name tag as you demonstrate the activity. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 2

Basic Vocabulary: Prepositions & Complete Sentences

Materials: Finger Puppets or small figurines and a small box



*Put your garbage **IN** the garbage can.*

Explain: *Look at the pictures. The dog is next to the bucket. The dog is behind the bucket. The dog is in the bucket. I am going to give you each an animal and a small box and we are going to practice placing the animal on the box, in the box and next to the box.*

Model: As you say the directions, act out the words with your animal. Point to the first picture. *The dog is **NEXT TO** the box. Look, I put my dog next to the box! Say it with me, My dog is **NEXT TO** the box!*

Group Practice: Give each child an animal, call out a direction, and together (you have an animal too, guiding the correct placement) place the animal in different positions and have the child say a complete sentence. Make sure you have the child repeat the sentence as they move the animal to the correct placement.

- *The dog is **IN** the box.*
- *The dog is **NEXT** to the box.*
- *The dog is **ON** the box.*
- *The dog is **UNDER** the box.*
- *The dog is **BEHIND** the box.*
- *The dog is **IN FRONT OF** the box.*
- *The dog is **OVER** the box.*



Error Correction Procedure

Model: *The dog is **IN** the box.*

Practice: *Do it with me. Put the dog in the box.*

Praise: *Great job! Say it with me. The dog is in the box!*

Wrap-Up: *Great job using your words to tell me where the dog is!*



My name is

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Lesson 3

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 3

Basic Vocabulary: Order of Objects - First & Last

Materials: Finger Puppets (optional)

Explain: *We are going to practice pointing to which animal is first and last in line.*

Model: Show students the line of animals. Point to each animal and say its name. *This is a cow. The cow is first in line. This is a dog. This is a cat, and this is a pig. The pig is last in line.*

Group Practice: *Point to the animal that is first in line. Good! The cow is first in line. Point to the animal that is last in line. Good! The pig is last in line.*

Expand (optional): Have students say which animal is first and last in line.

Wrap-Up: *Great job identifying which animal is first and last in line!*



Error Correction Procedure

Model: Point. *The cow is first. This is first.*

Practice: *Point with me. Which animal is first?*

Praise: *Good! The cow is first!*



My name is

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Lesson 3A

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 3A

Basic Vocabulary: Order of Objects - First & Last

Materials: Finger Puppets (optional)

Explain: *We are going to practice pointing to which animal is first and last in line.*

Model: Show students the line of animals. Point to each animal and say its name. *This is a cat. The cat is first in line. This is a pig. This is a cow, and this is a dog. The dog is last in line.*

Group Practice: *Point to the animal that is first in line. Point to the animal that is last in line.*

Expand (optional): Have students say which animal is first and last in line.

Wrap-Up: *Great job identifying which animal is first and last in line!*



Error Correction Procedure

Model: Point. *The cat is first. This is first.*

Practice: *Point with me. Which animal is first?*

Praise: *Good! The cat is first!*



My name is

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Lesson 3B

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 3B

Basic Vocabulary: Order of Objects - First & Last

Materials: Finger Puppets (optional)

Explain: *We are going to practice pointing to which animal is first and last in line.*

Model: Show students the line of animals. Point to each animal and say its name. *This is a pig. The pig is first in line. This is a dog. This is a cat, and this is a cow. The cow is last in line.*

Group Practice: *Point to the animal that is first in line. Good! The cow is first in line. Point to the animal that is last in line. Good! The pig is last in line.*

Expand (optional): Have students say which animal is first and last in line.

Wrap-Up: *Great job identifying which animal is first and last in line.*



Error Correction Procedure

Model: Point. *The pig is first. This is first.*

Practice: *Point with me. Which animal is first?*

Praise: *Good! The pig is first!*



My name is _____

•



Lesson 3C

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 3C

Basic Vocabulary: Order of Objects - First & Last

***Begin with Name Activity in Lesson 1**

Materials: Finger Puppets (used as pointers)

Explain: *We are going to practice pointing to which animal is first and last in line.*

Model: Show students the line of animals. Point to each animal and say its name. *This is a dog. The dog is first in line. This is a pig. This is a cow, and this is a cat. The cat is last in line.*

Group Practice: *Point to the animal that is first in line. Point to the animal that is last in line.*

Expand (optional): Have students say which animal is first and last in line using a complete sentence.

Wrap-Up: *Great job identifying which animal is first and last in line.*



Error Correction Procedure

Model: Point. *The dog is first. This is first.*

Practice: *Point with me. Which animal is first?*

Praise: *Good! The dog is first!*



My name is

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Lesson 4

Phonological Awareness Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 4

Using Same and Different

Materials: Finger Puppets (optional)



During snack time identify which items are the same and which are different.

Explain: *We are going to practice pointing to animals that are the same and different.*

Model: Show students the animals. Point to each animal and say its name. *This is a cat. This is a cat, and it is the same. This is a squirrel, and it is not the same as the cat. It is different.*

Group Practice: *Point to the animal down here that is the same as this animal. Good! Point to the animal that is different.*

Expand (optional): Have students name the items that are the same and different. Encourage the use of complete sentences.

Wrap-Up: *Great job identifying animals that are the same and different.*



Error Correction Procedure

Model: Point. *This is a cat. This cat is the same.*

Practice: *Point with me. Which animal is the same?*

Praise: *Good! The cat is the same!*



My name is

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Lesson 4A

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 4A

Using Same and Different

Materials: Finger Puppets (optional)



During snack time identify which items are the same and which are different.

Explain: We are going to practice pointing to animals that are the same and different.

Model: Show students the animals. Point to each animal and say its name. *This is a squirrel. This is a squirrel, and it is the same. This is a cat, and it is not the same as the squirrel. It is different.*

Group Practice: *Point to the animal down here that is the same as this animal. Good! Point to the animal that is different.*

Expand (optional): Have students name the items that are the same and different. Encourage the use of complete sentences.

Wrap-Up: *Great job identifying animals that are the same and different.*



Error Correction Procedure

Model: Point. *This is a squirrel. This squirrel is the same.*

Practice: *Point with me. Which animal is the same?*

Praise: *Good! The squirrel is the same!*



My name is

•



Lesson 4B

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 4B

Using Same and Different

Materials: Finger Puppets (optional)



During snack time identify which items are the same and which are different.

Explain: *We are going to practice pointing to animals that are the same and different.*

Model: Show students the animals. Point to each animal and say its name. *This is a wolf. This is a wolf, and it is the same. This is a toad, and it is not the same as the wolf. It is different.*

Group Practice: *Point to the animal down here that is the same as this animal. Good! Point to the animal that is different.*

Expand (optional): Have students name the items that are the same and different. Encourage the use of complete sentences.

Wrap-Up: *Great job identifying animals that are the same and different.*



Error Correction Procedure

Model: Point. *This is a wolf. This wolf is the same.*

Practice: *Point with me. Which animal is the same?*

Praise: *Good! The wolf is the same!*



My name is _____

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Lesson 4C

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

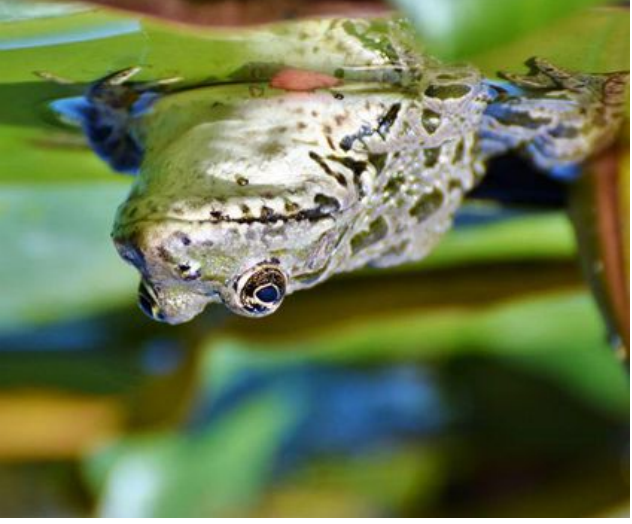
Model: Display your name tag as you demonstrate the activity. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 4C

Using Same and Different

Materials: Finger Puppets (optional)



During snack time identify which items are the same and which are different.

Explain: *We are going to practice pointing to animals that are the same and different.*

Model: Show students the animals. Point to each animal and say its name. *This is a toad. This is a toad, and it is the same. This is a wolf, and it is not the same as the toad. It is different.*

Group Practice: *Point to the animal down here that is the same as this animal. Good! Point to the animal that is different.*

Expand (optional): Have students name the items that are the same and different. Encourage the use of complete sentences.

Wrap-Up: *Great job identifying animals that are the same and different.*



Error Correction Procedure

Model: Point. *This is a toad. This toad is the same.*

Practice: *Point with me. Which animal is the same?*

Praise: *Good! The toad is the same!*



My name is _____

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Lesson 5

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 5

Listening to Sounds in the Environment - Animal Sounds

Materials: Finger Puppets (optional)

Explain: *We are going to practice using our ears to listen to animal sounds and then point to which animal makes that sound.*

Model: Point to each animal and say its name. *This is a dog. The dog says 'woof'. This is a pig. The pig says 'oink'. This is a cow. The cow says 'moo'. This is a cat. The cat says 'meow'. I am going to say two animal sounds, and I want you to point to which animal sounds I make, first and last. I'll go first.*

Group Practice: *Point to the animal that says*_____. *Good!* Practice with all animal sounds.

Expand (optional): Have students take turns making animal noises for their friends to identify.

Wrap-Up: *Great job identifying animal sounds.*



Error Correction Procedure

Model: Point. *This is a cat. The cat says 'meow'.*

Practice: *Point with me. Which animal says 'meow'?*

Praise: *Good! The cat says 'meow'!*



My name is

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Lesson 5A

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 5A

Listening to Sounds in the Environment - Animal Sounds

Materials: Finger Puppets (optional)


Explain: *We are going to practice using our ears to listen to animal sounds and then point to which animals make those sounds.*

Model: Point to each animal and say its name and the sound it makes. *This is a dog. The dog says 'woof'. This is a pig. The pig says 'oink'. This is a cow. The cow says 'moo'. This is a cat. The cat says 'meow'." I am going to say two animal sounds, and I want you to point to which animal sounds I make, first and last. I'll go first.*

Group Practice: *Point to the animals that say 'Meow. Woof'. Good! Cat, dog.*

Expand (optional): Have students take turns making animal noises for their friends to identify.

Wrap-Up: *Great job identifying animal sounds.*

 Error Correction Procedure

Model: Point. *This is a cat. The cat says 'meow'.*

Practice: *Point with me. Which animal says 'meow'?*

Praise: *Good! The cat says 'meow'!*



My name is _____

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Lesson 5B

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 5B

Listening to Sounds in the Environment - Animal Sounds

Materials: None


Explain: *We are going to practice making sounds. I will say a sound, and you will repeat after me.*

Model: Start with having students repeat one sound and then increase to 2 or 3 sounds as students are ready. *Quack. You try-quack! Good- let's try some more.*

Group Practice: *Repeat after me.* (make a sound- could be animal noises or other sounds). *Good! Now I am going to make 2 noises. Repeat after me.*

Expand (optional): Have students take turns making noises for their friends to repeat. Focus on which sound was first and last.

Wrap-Up: *Great job making animal sounds.*

 Error Correction Procedure

Model: *Repeat after me.* (make a sound)

Practice: *Say it with me.*

Praise: *Good!*



My name is

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Lesson 6

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 6

Silly Sentences

Materials: Puppet (optional)

Explain: *This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says.*

Model: *I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly.*

Teacher: *My mom walked me to school.*

Daisy: *My dinosaur walked me to school.*

Teacher: *How did Daisy make my sentence silly? She said DINOSAUR instead of mom.*



Error Correction Procedure

Model: *I said _____. Daisy said _____. She made it silly by saying _____.*

Practice: *How did Daisy make the sentence silly? She said _____!*

Praise: *Good!*







Lesson 6

Silly Sentences

Group Practice:

Teacher: *I love my pet dog.*

Daisy: *I love my pet octopus.*

Teacher: *How did Daisy make my sentence silly? She said, I love my pet OCTOPUS! Say it with me. I love my pet octopus. Great job! Daisy is so silly!*

Teacher: *My favorite food is pizza.*

Daisy: *My favorite food is sand.*

Teacher: *How did Daisy make my sentence silly? My favorite food is SAND! Say it with me. My favorite food is sand. Great job! Daisy is so silly!*

Wrap-Up: *Great job saying silly sentences.*



Error Correction Procedure

Model: *I said _____. Daisy said _____. She made it silly by saying _____.*

Practice: *How did Daisy make the sentence silly? She said _____!*

Praise: *Good!*



My name is

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Lesson 6A

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 6A

Silly Sentences

Materials: Puppet (optional)

Explain: *This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says.*

Model: *I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly.*

Group Practice:

Teacher: *Birds can fly.* Daisy: *Elephants can fly.*

Teacher: *How did Daisy make my sentence silly? Elephants can fly! Say it with me. Elephants can fly. Great job! Daisy is so silly!*

Teacher: *Juan rode his bike to the park.* Daisy: *Juan rode his pineapple to the park.*

Teacher: *How did Daisy make my sentence silly? Juan rode his pineapple to the park! Say it with me. Juan rode his pineapple to the park. Great job! Daisy is so silly!*

Wrap-Up: *Great job saying silly sentences.*



Error Correction Procedure

Model: *I said _____. Daisy said _____. She made it silly by saying _____.*

Practice: *How did Daisy make the sentence silly? She said _____!*

Praise: *Good!*



My name is

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Lesson 6B

Phonological Awareness

Name Activity

Materials: name cards for each student

Explain: *This is a sentence. It starts with a capital letter and ends with a period. We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend.*

Model: Display your name tag as you demonstrate the activity. *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.*

Group Practice: Show a student name card. *Whose name is this?* Point to each word of the sentence and encourage the student to 'read' with you. *My name is _____. Let's say and clap each word in the sentence. Let's all say good morning to our friend. Good morning, _____. Let's pick another name!* (continue with all student names)



Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap for each word.





Lesson 6B

Silly Sentences

Materials: Puppet (optional)

Explain: *This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says.*

Model: *I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly.*

Group Practice:

Teacher: *The children went swimming in the pool.* Daisy: *The children went swimming in the pudding.*

Teacher: *How did Daisy make my sentence silly? The children went swimming in the pudding! Say it with me. The children went swimming in the pudding. Great job! Daisy is so silly!*

Teacher: *The dog barked at the mail carrier.* Daisy: *The cat barked at the mail carrier.*

Teacher: *How did Daisy make my sentence silly? The cat barked at the mail carrier! Say it with me. The cat barked at the mail carrier. Great job! Daisy is so silly!*

Wrap-Up: *Great job saying silly sentences.*



Error Correction Procedure

Model: *I said _____. Daisy said _____. She made it silly by saying _____.*

Practice: *How did Daisy make the sentence silly? She said _____!*

Praise: *Good!*



