

Alphabetics

PROJECT READY

#6: Lessons 21-24

J, K, P, Q



Lesson 21: Jj

Lesson 22: Kk

Lesson 23: Pp

Lesson 24: Qq

Practice & Play Set 6

Q, J, M, V, P, T, F, I, K, O, R, X

Materials Needed:

- doodle boards, lined paper & pencils
- letter cards J, R, O
- fly swatters for PA game
- student name cards

LESSON 21

Phonological Awareness

Overview

New Letter: Jj

Review Letter: Rr, Oo

Review Game: Letter Match

Make the Letters: doodle boards or pencil & paper

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

Outline of Activity:

Explain: "We are going to practice saying the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* ____ (Amy). What is the first sound in my name? /A/. I spell the /A/ sound with the letter A! (point to the first letter in your name)

Practice: Now it's your turn. (show the name card, sing good morning, help students identify the first sound in their name and identify what letter makes that sound.)



Error Correction Procedure

If students are having difficulty, Say the first sound, have students repeat it, and identify the first letter in their name. Be sure to praise the student!



My name is _____.

LESSON 21

Phonological Awareness: Initial Sounds (same or different)

Overview

New Letter: Jj

Review Letter: Rr, Oo

Review Game: Letter Match

Make the Letters: doodle boards or pencil & paper

Materials: Swatters

Outline of Activity: Explain: "We are going to practice listening to the first sound in words. Like in JIG and JEFF. The /j/ sound is at the beginning of both words. Say JIG- JEFF. Give me a thumbs up if you can hear the /j/ sound at the beginning of JIG and JEFF. Great!"

Model: "Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like JIG and JEFF- then you swat the STAR. Let's practice! My words are RIP-RUN. Say the words, RIP-RUN. What sound is at the beginning of RIP-RUN. /r/. Do you hear the same sound at the beginning of each word? YES! We hear the /r/ sound at the beginning of RIP and RUN, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are MOP and PIE. Do MOP and PIE start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!"

Practice:

- JUMP-JOG
- ROW-RIP
- PIN-POP
- FOG-SNAKE
- GO-GAB

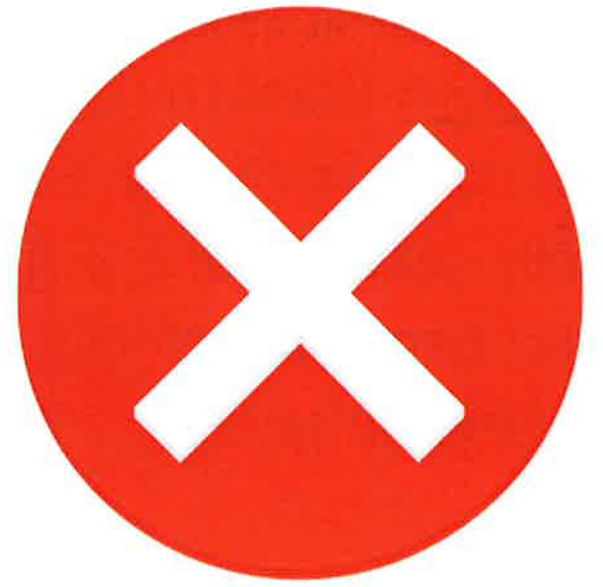


Error Correction Procedure

Model: "Say RAIN-RICE. I hear the /r/ sound at the beginning of both words."

Practice: "Do RAIN-RICE start with the same sound? YES! They both start with the /r/ sound."

Praise: Great!



LESSON 21

New Letter Introduction

Explain: Point to the picture. "This is a picture of jelly. Everyone say Jelly. Jelly. I hear the /j/ sound at the beginning of jelly. Jelly, /j/. Everyone say /j/.

Overview

New Letter: Jj

Review Letter: Rr, Oo

Review Game: Letter Match

Make the Letters: doodle boards or pencil & paper

***Repeat the letter name several times with the students.**





LESSON 21

Overview
New Letter: Jj
Review Letter: Rr, Oo
Review Game: Letter Match
Make the Letters: doodle boards or pencil & paper

New Letter Introduction

Explain: "We write the /j/ sound like this (trace the letter with your finger). The name of this letter is J. (point to the picture) Jelly. /j/. (point to the letter) J."

Practice: Focus practice on having students say the letter name. "The name of the letter is J. What is the name of the letter? J! Yes! Let's say it three times. J. J. J."

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

J is the shape of a jolly fish hook
It curls up at the end which makes the fish look!
J is a jokester who joyfully juggles
It likes jelly and jumping and handstands with no struggle.
J makes a sound like jiggling jam
A wiggling /j/ /j/ /j/ of jam in your hand.

***Repeat the letter name several times with the students.**





J j

LESSON 21

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is jelly, jackal (a wolf-type animal that lives in Africa), and juice. I hear the /j/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Jelly, jackal, juice. Great job. They all start with the /j/ sound. We write the /j/ sound with the letter J.

Explain: Point to the letter. "The name of this letter is J. This is the capital J and this is lowercase j. They look different, but we call them both J. (practice saying the name of the letter). Let's say the name together (point) J, J, J. Great!"

***Repeat the letter name several times with the students.**





ز

LESSON 21

Overview
New Letter: Jj
Review Letter: Rr, Oo
Review Game: Letter Match
Make the Letters: doodle boards **or** pencil & paper


Letter Formation **pull the letter Jj cards from your kit*

Explain: "Now we are going to learn how to make the letter J. 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 around and up. (Lowercase) I put my finger at the green dot, pull down and around, go back up and dot. "

Student 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 J. Put your finger at the top of the capital J. Pull down, go around, and up. Great job! Let's try again. Let's make the lowercase j. Put your finger at the middle. Pull down and around, go back up and dot. Great work! We made a j! What letter are we making? The letter J! Great job!"

**collect letter Jj cards*



***Repeat the letter name several times with the students.**



LESSON 21

Overview

New Letter: Jj

Review Letter: Rr, Oo

Review Game: Letter Match

Make the Letters: doodle boards **or** pencil & paper

Review Letters

Explain: Explain: (point to the picture) This a jelly. Jelly /j/. We write the /j/ sound with letter J. (Trace the letter) I start at the top, Pull down, go around and up. (Point to the picture) This is a rainbow. Rainbow /r/ (Trace letter with finger) R. (Point to the picture) This is an Octopus. Octopus /O/ (Trace the letter) O.


Review Game: I am going to give you a letter card. Flip over the card, say its name, and match it to the picture.

Make the Letters

Materials: doodle boards OR lined paper and pencils and letter cards

Explain: "Now we are going to practice forming the letters." (Pass out the doodle boards or paper and pencil- **only if students can demonstrate proper pencil grip**). Let's write the capital J. Pull down, go around and up. Great job! Let's try again. Let's write the lowercase j. Pull down and around, go back up and dot. Great work! We made a J! What letter are we making? The letter J!" Continue with Rr and O if time.

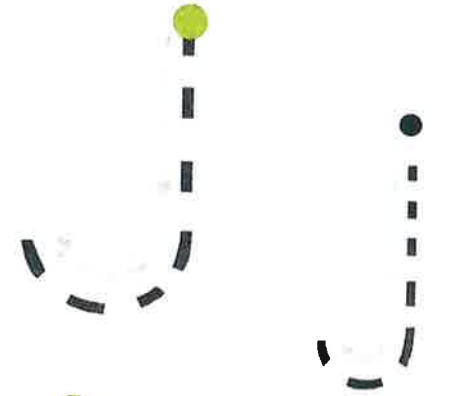
**collect all materials*



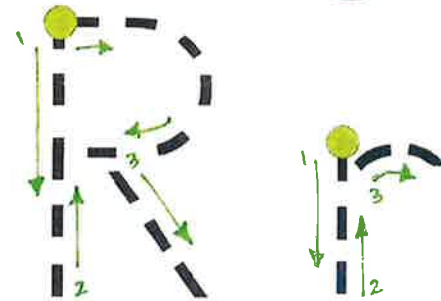
***Repeat the letter name several times with the students.**



Jj



Rr



Oo



LESSON 21

Wrap-up

Explain: "Today we learned the letter J. (point to the picture) Jelly, /j/, (point to the letter) J. Let's say it together. Jelly, /j/, J! Jelly, /j/, J! Great work."

Overview

New Letter: Jj

Review Letter: Rr, Oo

Review Game: Letter Match

Make the Letters: doodle boards **or** pencil & paper

***Repeat the letter name several times with the students.**





J j

Materials Needed:

- doodle boards or lined paper & pencils
- letter cards
- fly swatters for PA game
- student name cards

LESSON 21A

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice saying the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* ____ (Amy). What is the first sound in my name? /A/. I spell the /A/ sound with the letter A! (point to the first letter in your name)

Practice: Now it's your turn. (show the name card, sing good morning, help students identify the first sound in their name and identify what letter makes that sound.)



Error Correction Procedure

If students are having difficulty, Say the first sound, have students repeat it, and identify the first letter in their name. Be sure to praise the student!



My name is _____.

LESSON 21A

Phonological Awareness: Initial Sounds (same or different)

Materials: Swatters

Outline of Activity: Explain: "We are going to practice listening to the first sound in words. Like in JOG and JAM. The /j/ sound is at the beginning of both words. Say JOG- JAM. Give me a thumbs up if you can hear the /j/ sound at the beginning of JOG and JAM. Great!"

Model: "Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like JOG and JAM- then you swat the STAR. Let's practice! My words are RUN-ROCK. Say the words, RUN-ROCK. What sound is at the beginning of RUN-ROCK. /r/. Do you hear the same sound at the beginning of each word? YES! We hear the /r/ sound at the beginning of RUN and ROCK, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are HOP and PIG. Do HOP and PIG start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!"

Practice:

- JAR-JOY
- RAIN-RICE
- OTTER-OCTOPUS
- FAR-MOM
- GO-GUM



Error Correction Procedure

Model: "Say RAIN-RICE. I hear the /r/ sound at the beginning of both words."

Practice: "Do RAIN-RICE start with the same sound? YES! They both start with the /r/ sound."

Praise: Great!



LESSON 21A

New Letter Introduction

Explain: Point to the picture. "This is a picture of jelly. Everyone say Jelly. Jelly. I hear the /j/ sound at the beginning of jelly. Jelly, /j/. Everyone say /j/.

***Repeat the letter name several times with the students.**





LESSON 21A

New Letter Introduction

Explain: "We write the /j/ sound like this (trace the letter with your finger). The name of this letter is J. (point to the picture) Jelly. /j/. (point to the letter) J."

Practice: Focus practice on having students say the letter name. "The name of the letter is J. What is the name of the letter? J! Yes! Let's say it three times. J. J. J."

***Repeat the letter name several times with the students.**





J j

LESSON 21A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is jelly, jackal (a wolf-type animal that lives in Africa), and juice. I hear the /j/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Jelly, jackal, juice. Great job. They all start with the /j/ sound. We write the /j/ sound with the letter J.

Explain: Point to the letter. "The name of this letter is J. This is the capital J and this is lowercase j. They look different, but we call them both J. (practice saying the name of the letter). Let's say the name together (point) J, J, J. Great!"

***Repeat the letter name several times with the students.**





J z

LESSON 21A


Letter Formation **pull the letter Jj cards from your kit*

Explain: "Now we are going to learn how to make the letter J. 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 around and up. (Lowercase) I put my finger at the green dot, pull down and around, go back up and dot. "

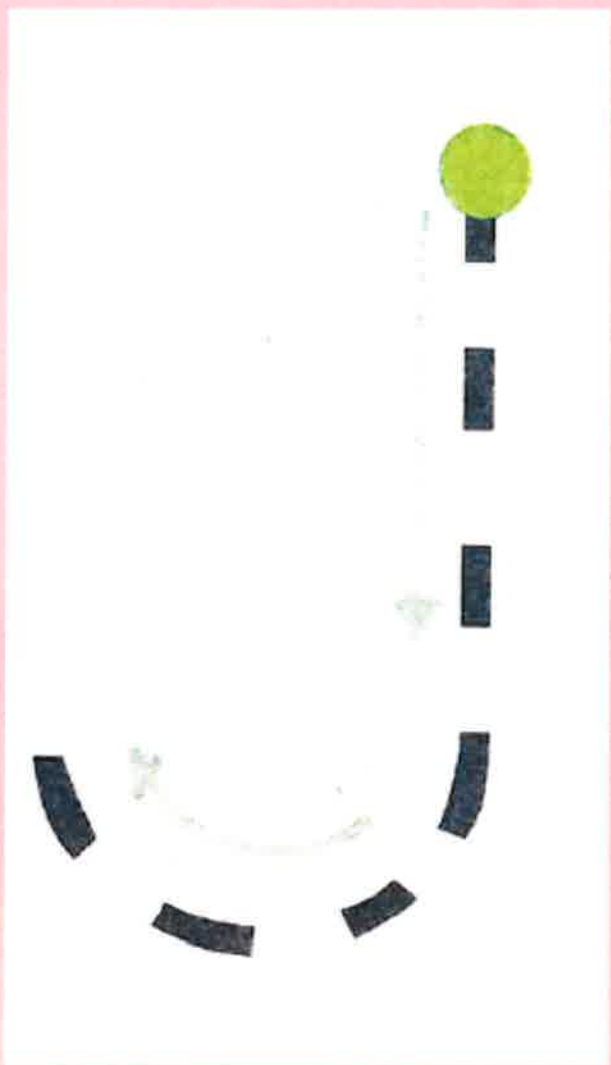
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

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

**collect letter Jj cards*



***Repeat the letter name several times with the students.**



LESSON 21A

Review Letters

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

Review Game: Letter Hunt

Letter Hunt

Explain: "Everyone stand up. The letter Jj is all over this page, and there are also other letters and pictures. If I point to the letter Jj, say Jj and raise your hands high in the air. If I point to something that is NOT a J, 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!"

Practice: Point to a variety of letters and pictures for students to practice.

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

***Repeat the letter name several times with the students.**



I

j

E



N

j



x



J

x

W



J



j



e

w

j

i



j

x

X



W



a

E



J

x

I

J



W

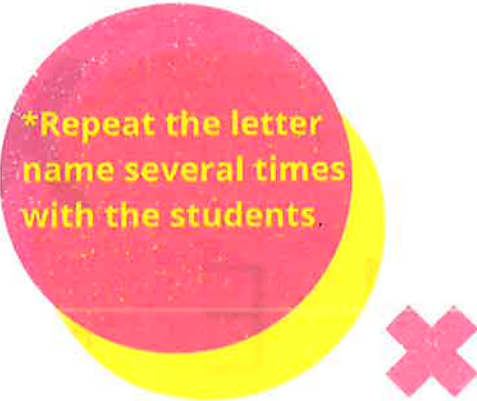
A

j

LESSON 21A

Wrap-up

Explain: "Today we reviewed the letter J. (point to the picture) Jelly, /j/, (point to the letter) J. Let's say it together. Jelly, /j/, J! Jelly, /j/, J! Great work."



***Repeat the letter name several times with the students.**



J j

Materials Needed:

- letter cards j and 1-3 other letters
- fly swatters for PA game
- student name cards

LESSON 21B

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice saying the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to _____* (Amy). What is the first sound in my name? /A/. I spell the /A/ sound with the letter A! (point to the first letter in your name)

Practice: Now it's your turn. (show the name card, sing good morning, help students identify the first sound in their name and identify what letter makes that sound).



Error Correction Procedure

If students are having difficulty, Say the first sound, have students repeat it, and identify the first letter in their name. Be sure to praise the student!



My name is _____.

LESSON 21B

Phonological Awareness: Initial Sounds (same or different)

Materials: Swatters

Outline of Activity: Explain: "We are going to practice listening to the first sound in words. Like in JUICE and JAW. The /j/ sound is at the beginning of both words. Say JUICE-JAW. Give me a thumbs up if you can hear the /j/ sound at the beginning of JUICE and JAW. Great!"

Model: "Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like JUICE and JAW- then you swat the STAR. Let's practice! My words are JACK-JUNE. Say the words, JACK-JUNE. What sound is at the beginning of JACK-JUNE. /J/. Do you hear the same sound at the beginning of each word? YES! We hear the /j/ sound at the beginning of JACK and JUNE, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are DOG and SHEEP. Do DOG and SHEEP start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!"

Practice:

- JUDE-JEANS
- JEEP-BOX
- APPLE-AFTER
- MONKEY-MAP
- NOSE-NIGHT



Error Correction Procedure

Model: "Say NOSE-NICE. I hear the /n/ sound at the beginning of both words."

Practice: "Do NOSE-NICE start with the same sound? YES! They both start with the /n/ sound."

Praise: Great!



LESSON 21B

New Letter Introduction

Explain: "We write the /j/ sound like this (trace the letter with your finger). The name of this letter is J. (point to the picture) Jelly. /j/. (point to the letter) J."

Practice: Focus practice on having students say the letter name. "The name of the letter is J. What is the name of the letter? J! Yes! Let's say it three times. J. J. J."

***Repeat the letter
name several times
with the students.**





J j

LESSON 21B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is jelly, jackal ((a wolf-type animal that lives in Africa), and juice. I hear the /j/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Jelly, jackal, juice. Great job. They all start with the /j/ sound. We write the /j/ sound with the letter J.

Explain: Point to the letter. "The name of this letter is J. This is the capital J and this is lowercase j. They look different, but we call them both J. (practice saying the name of the letter). Let's say the name together (point) J, J, J. Great!"

***Repeat the letter name several times with the students.**





J j

LESSON 21B

Review Game

Materials: *pull letter Jj cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter Jj on your card, put it in the matching column (capital or lowercase) and say J. If it's not a J, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter Jj.

***Repeat the letter name several times with the students.**



J

j



LESSON 21B

Wrap-up

Explain: "Today we reviewed the letter J. (point to the picture) Jelly, /j/, (point to the letter) J. Let's say it together. Jelly, /j/, J! Jelly, /j/, J! Great work."

*Repeat the letter name several times with the students.





J j

Materials Needed:

- doodle boards or paper & pencil
- letter cards Kk, Jj, Tt
- swatters
- name cards

LESSON 22

Phonological Awareness

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

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

Outline of Activity:

Explain: "We are going to practice saying the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* ____ (Amy). What is the first sound in my name? /A/. I spell the /A/ sound with the letter A! (point to the first letter in your name)

Practice: Now it's your turn. (show the name card, sing good morning, help students identify the first sound in their name and identify what letter makes that sound).

**Error Correction Procedure**

If students are having difficulty, Say the first sound, have students repeat it, and identify the first letter in their name. Be sure to praise the student!



My name is _____.

LESSON 22

Phonological Awareness: Initial Sounds (same or different)

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Materials: Swatters

Outline of Activity: Explain: "We are going to practice listening to the first sound in words. Like in KITE and KIT. I hear the /k/ sound at the beginning of KITE and KIT. Say KITE-KIT. Give me a thumbs up if you can hear the /k/ sound at the beginning of KITE and KIT. Great!"

Model: "Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like KITE and KIT-then you swat the STAR. Let's practice! My words are KICK-CAR. Say the words, KICK-CAR. What sound is at the beginning of KICK-CAR. /K/. Do you hear the same sound at the beginning of each word? YES! We hear the /K/ sound at the beginning of KICK and CAR, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are COOK and MOP. Do COOK and MOP start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!"

Practice:

- COLOR- CROW
- TOP-TOW
- JUMP-JOY
- CAKE-MUFFIN
- POP-BOOK



Error Correction Procedure

Model: "Say COLOR-CROW. I hear the /c/ sound at the beginning of each word. Say COLOR-CROW."

Practice: "Do COLOR-CROW start with the same sound? YES! They both start with the /c/ sound."

Praise: Great!



LESSON 22

New Letter Introduction

Explain: Point to the key. "This is a key. A key is used to open, or unlock, something- like a door. Everyone say key. Key. I hear the /k/ sound at the beginning of key. Say /k/. Key starts with /k/. /K/ Key. Everyone say /k/. (practice again).

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

***Repeat the letter name several times with the students.**





LESSON 22

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

New Letter Introduction

Explain: Another way we write the /k/ sound is like this (trace the letter with your finger). The name of this letter is K. (point to the picture) Key, /k/, (point to the letter) K.

Practice: Focus practice on having students say the letter name. "The name of this letter is K. What is the name of this letter? K! Yes! Let's say it three times. K, K, K! Great!"

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

Kk

K is the shape of a kingly throne

With two legs and two arms it takes a royal home.

K blows kisses to strangers and keeps kangaroos.

It is not a musician, though it plays the kazoo.

K makes the sound like the kick of a ball

A solid /k/ /k/ /k/ like soccer in fall.

Repeat the letter name several times with the students.





Kk

LESSON 22

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a key, kite, and kangaroo. I hear the /k/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Key, kite, kangaroo. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.

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

Repeat the letter name several times with the students.





Kk

LESSON 22

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Letter Formation **pull the letter Kk cards from your kit*

Explain: "Now we are going to learn how to make the letter K. 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, slide in, slide out (model again). This is the capital K. (practice with students, then model lowercase) This is lowercase k. I put my finger at the green dot, pull down, slide in, slide out. This is lowercase k!"

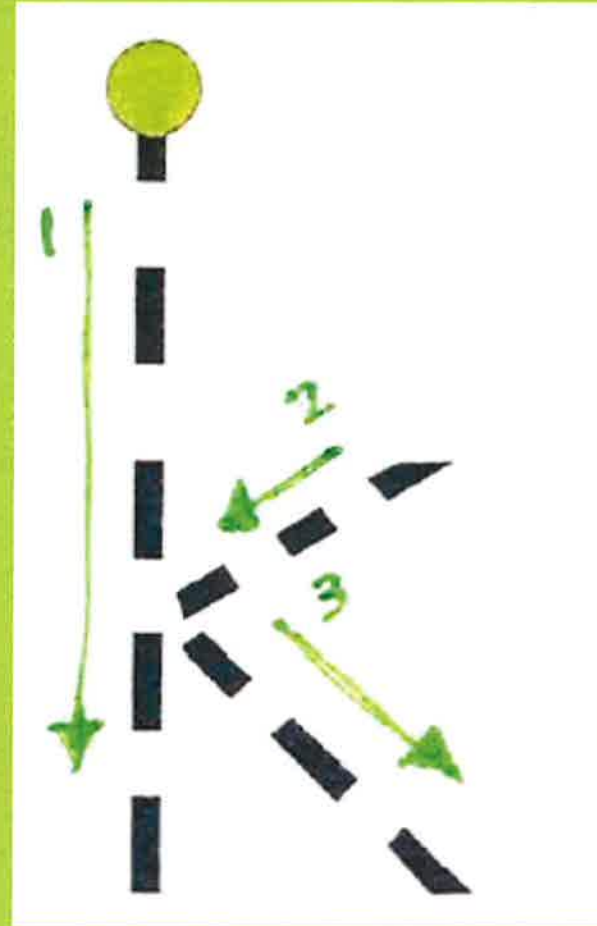
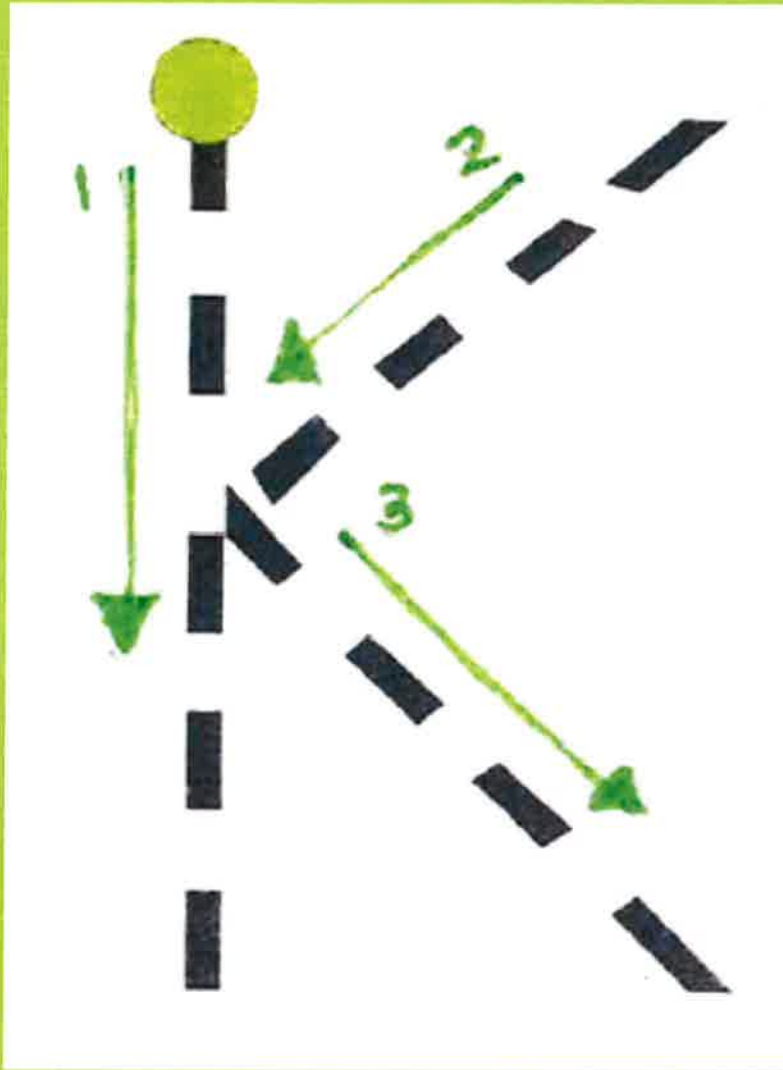
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter K. Put your finger on the top of the K. Pull down, slide in slide out (model again). This is capital K. (practice with students, then model lowercase) This is lowercase k. Put your finger at the top, pull down, slide in, slide out. This is lowercase k! . Great job!"

**collect letter cards*

***Repeat the letter name several times with the students.**





Handwriting
Alphabet
Tracing

LESSON 22

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Review Letters

Materials: doodle boards or paper and pencil, letters Kk, Jj, Tt


Explain: (point to the picture) This is a key. /k/. We write the /k/ sound with letter K. (Trace the letter) .
(Point to the picture) This is jelly /j/ J. (Trace letter with finger). This is a turtle, /t/ T. (trace with your finger)

Practice (Review Game): Pass out letter Kk, Jj, Tt cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture of the letter on my book."

Make the Letters

Materials: Doodle boards or paper & pencil, letter cards Kk, Jj, Tt

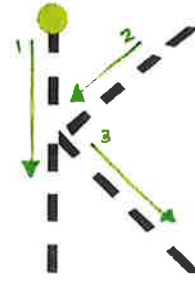
Explain: "Now we are going to practice making the letter K. Watch me first. (Trace the letter while you say the directions out loud) I start at the top. Pull down, slide in, slide out. (model again). This is capital K. Let's try lowercase k. Put your pen at the top. Pull down, slide in, slide out. **continue with other letters, then collect all materials.*



***Repeat the letter name several times with the students.**



Kk



Jj



Tt



LESSON 22

Wrap-up

Explain: "Today we learned the letter K. (point to the picture) Key, /k/, (point to the letter) K. Say it with me, key, /k/, K. What letter is this? K! Great job! This is the uppercase (capital) K and this is the lowercase k."

Overview

New Letter: Kk

Review Letter: Jj, Tt

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

***Repeat the letter name several times with the students.**





Kk

Materials Needed:

- letter cards Kk
- swatters
- name cards

LESSON 22A

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice saying the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to _____* (Amy). What is the first sound in my name? /A/. I spell the /A/ sound with the letter A! (point to the first letter in your name)

Practice: Now it's your turn. (show the name card, sing good morning, help students identify the first sound in their name and identify what letter makes that sound).



Error Correction Procedure

If students are having difficulty, Say the first sound, have students repeat it, and identify the first letter in their name. Be sure to praise the student!



My name is _____.

LESSON 22A

Phonological Awareness: Initial Sounds (same or different)

Materials: Swatters

Outline of Activity: Explain: "We are going to practice listening to the first sound in words. Like in COOK and CAKE. I hear the /c/ sound at the beginning of COOK and CAKE. Say COOK-CAKE. Give me a thumbs up if you can hear the /c/ sound at the beginning of COOK and CAKE. Great!"

Model: "Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like COOK and CAKE-**say the sound** and swat the STAR. Let's practice! My words are COOK and CAKE. Say the words, COOK-CAKE. What sound is at the beginning of COOK-CAKE. /c/. Do you hear the same sound at the beginning of each word? YES! We hear the /c/ sound at the beginning of COOK and CAKE, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are CRY and MOPE. Say CRY and MOPE. Do CRY and MOPE start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!"

Practice:

- COAT-CAR
- KIT-CUP
- MOUSE-MOOSE
- BUG-DIP
- NOSE-NECK

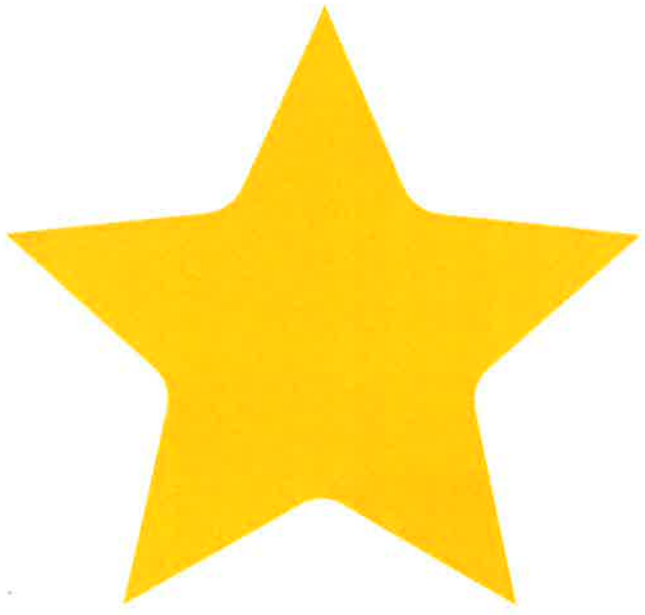


Error Correction Procedure

Model: "Say NOSE-NECK. I hear the /n/ sound at the beginning of each word. Say NOSE-NECK."

Practice: "Do NOSE-NECK start with the same sound? YES! They both start with the /n/ sound."

Praise: Great!



LESSON 22A

New Letter Introduction

Explain: Point to the key. "This is a key. A key is used to open, or unlock, something- like a door. Everyone say key. Key. I hear the /k/ sound at the beginning of key. Say /k/. Key starts with /k/. /K/ Key. Everyone say /k/. (practice again).

*Repeat the letter name several times with the students.





LESSON 22A

New Letter Introduction

Explain: Another way we write the /k/ sound is like this (trace the letter with your finger). The name of this letter is K. (point to the picture) Key, /k/, (point to the letter) K.

Practice: Focus practice on having students say the letter name. "The name of this letter is K. What is the name of this letter? K! Yes! Let's say it three times. K, K, K! Great!"

Repeat the letter
name several times
with the students.





Kk

LESSON 22A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a key, kite, and kangaroo. I hear the /k/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Key, kite, kangaroo. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.

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

***Repeat the letter name several times with the students.**





Kk

LESSON 22A


Letter Formation **pull the letter Kk cards from your kit*

Explain: "Now we are going to learn how to make the letter K. 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, slide in, slide out (model again). This is the capital K. (practice with students, then model lowercase) This is lowercase k. I put my finger at the green dot, pull down, slide in, slide out. This is lowercase k!"

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

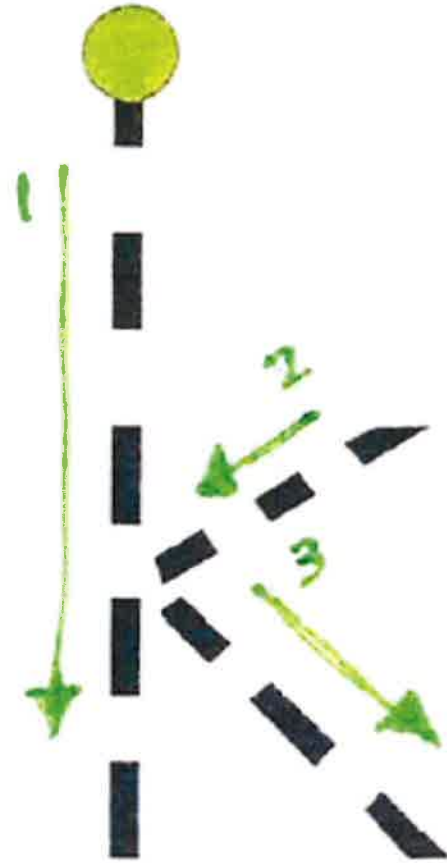
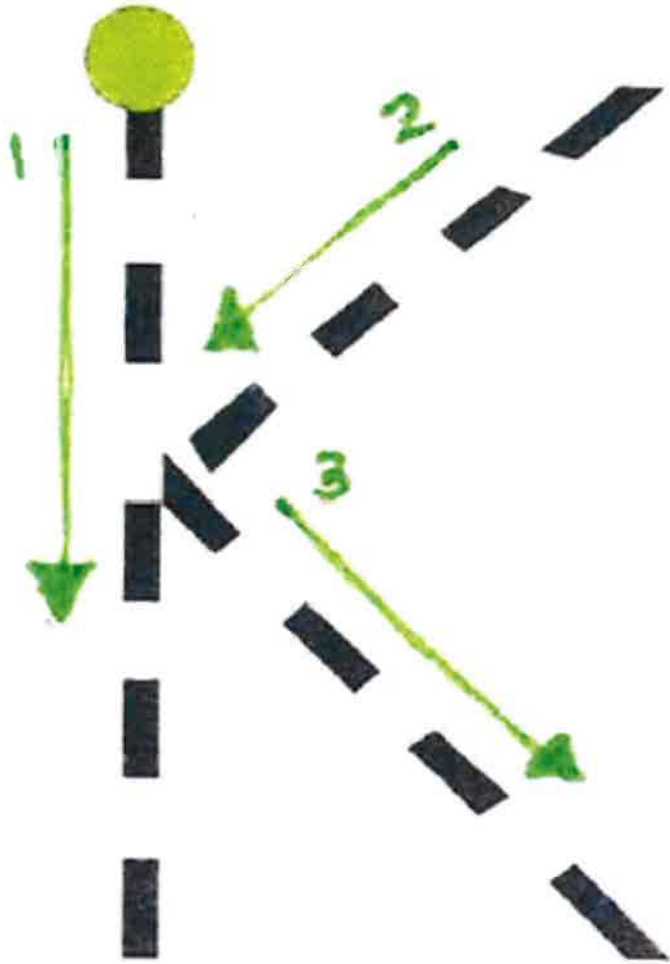
"Now it's your turn to make the letter K. Put your finger on the top of the K. Pull down, slide in slide out (model again). This is capital K. (practice with students, then model lowercase) This is lowercase k. Put your finger at the top, pull down, slide in, slide out. This is lowercase k! . Great job!"

**collect letter cards*



***Repeat the letter name several times with the students.**





LESSON 22A

Review Letters

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


Review Game: Letter Hunt

Letter Hunt

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

Practice: Point to a variety of letters and pictures for students to practice.

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



*Repeat the letter name several times with the students.

L K i k K B C u f d
F K k K m K l
b k k O k m K i
k k K k F k
a F k f N j k U
k



LESSON 22A

Wrap-up

Explain: "Today we reviewed the letter K. (point to the picture) Key, /k/, (point to the letter) K. Say it with me, key, /k/, K. What letter is this? K! Great job! This is the uppercase (capital) K and this is the lowercase k."

***Repeat the letter name several times with the students.**





Kk

Materials Needed:

- letter cards Kk and 1-3 other cards to mix in
- swatters
- name cards

LESSON 22B

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice saying the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* ____ (Amy). What is the first sound in my name? /A/. I spell the /A/ sound with the letter A! (point to the first letter in your name)

Practice: Now it's your turn. (show the name card, sing good morning, help students identify the first sound in their name and identify what letter makes that sound).

**Error Correction Procedure**

If students are having difficulty, Say the first sound, have students repeat it, and identify the first letter in their name. Be sure to praise the student!



My name is _____.

LESSON 22B

Phonological Awareness: Initial Sounds (same or different)

Materials: Swatters

Outline of Activity: Explain: "We are going to practice listening to the first sound in words. Like in CALL and CAVE. I hear the /c/ sound at the beginning of CALL and CAVE. Say CALL-CAVE. Give me a thumbs up if you can hear the /c/ sound at the beginning of CALL and CAVE. Great!"

Model: "Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like CALL and CAVE- then **say the beginning sound** and swat the STAR. Let's practice! My words are CONE-COT. Say the words, CONE-COT. What sound is at the beginning of CONE & COT. /C/. Do you hear the same sound at the beginning of each word? YES! We hear the /C/ sound at the beginning of CONE and COT, so we say /c/ and swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are CONE and PIE. Do CONE and PIE start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!"

Practice:

- BOAT-BOOK
- TOY-TIME
- HAT-HOPE
- NOTE-MAIL
- JUMP-JOKE



Error Correction Procedure

Model: "Say JUMP-JOKE. I hear the /j/ sound at the beginning of each word. Say JUMP-JOKE"

Practice: "Do JUMP-JOKE start with the same sound? YES! They both start with the /j/ sound."

Praise: Great!



LESSON 22B

New Letter Introduction

Explain: Another way we write the /k/ sound is like this (trace the letter with your finger). The name of this letter is K. (point to the picture) Key, /k/, (point to the letter) K.

Practice: Focus practice on having students say the letter name. "The name of this letter is K. What is the name of this letter? K! Yes! Let's say it three times. K, K, K! Great!"

Repeat the letter name several times with the students.





Kk

LESSON 22A

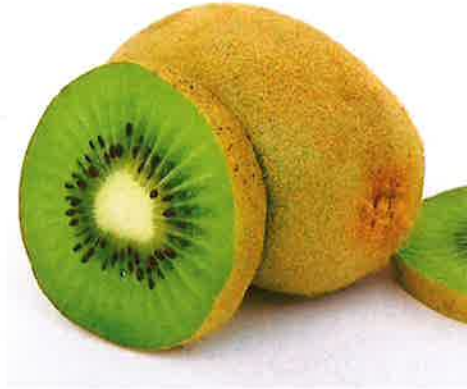
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a koala, kiwi, and kayak. I hear the /k/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Koala, kiwi, kayak. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.

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

*Repeat the letter name several times with the students.





Kk

LESSON 22B

Review Game

Materials: *pull letter Kk cards from the alphabets kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter K on your card, match it to the letter K on the page and say K. If it is not a K, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter Kk.

***Repeat the letter name several times with the students.**



K

k



LESSON 22B

Wrap-up

Explain: "Today we reviewed the letter K. (point to the picture) Key, /k/, (point to the letter) K. Say it with me, key, /k/, K. What letter is this? K! Great job! This is the uppercase (capital) K and this is the lowercase k."

*Repeat the letter name several times with the students.





Kk

Materials Needed:

- doodle boards or paper pencil
- letter cards Pp, Kk, Bb
- swatters
- name cards

LESSON 23

Phonological Awareness

Overview

New Letter: Pp

Review Letter: Kk, Bb

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 23

Phonological Awareness: Identifying initial sounds (same or different)

Materials: Pointers

Outline of Activity: Explain: "We are going to play a game and find the sound that is different than the others."

Model: . This is a pot, pencil, paper, and BAT. I hear the /p/ sound at the beginning of pot, pencil, and paper. The sound that is different is BAT. Bat starts with the /b/ sound. I will SWAT the bat because it does NOT start with the same sound as pencil, paper, and pot. Let's try one together.

Practice: "This is paint, parrot, frog, pansy. Say them with me as I point. Paint, parrot, frog, pansy. I hear the /p/ sound at the beginning of paint, parrot, and pansy. Which one doesn't belong? FROG. Good. Paint, parrot, and pansy all start with /p/. Great work!"



Error Correction Procedure

Model: "Paint, parrot, pansy all start with /p/."

Practice: "Say it with me as I point. Paint, parrot, pansy. I hear the /p/ sound at the beginning of each word. Say /p/. Great! FROG does NOT start with /p/. FROG does not belong."

Praise: "Great job!"



LESSON 23

New Letter Introduction

Explain: Point to the pig. "This is a pig. Pig. Everyone say pig. Good. I hear the /p/ sound at the beginning of pig. /p/ pig. Everyone say /p/."

Overview

New Letter: Pp

Review Letter: Kk, Bb

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

***Repeat the letter name several times with the students.**





LESSON 23

Overview

New Letter: Pp

Review Letter: Kk, Bb

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

New Letter Introduction

Explain: "We write the /p/ sound like this (trace the letter with your finger). The name of this letter is P. (point to the picture) Pig. /p/. (point to the letter) P."

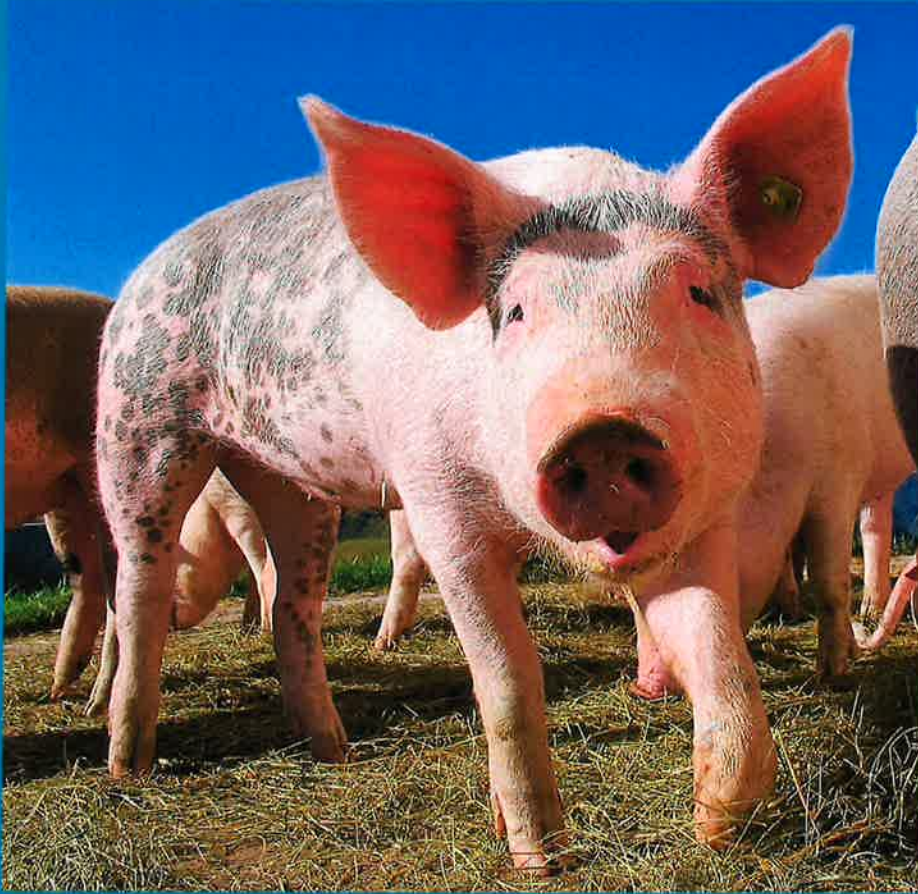
Practice: Focus practice on having students say the letter name. "The name of the letter is P. What is the name of the letter? P! Yes! Let's say it three times. P, P, P."

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

P is a tongue sticking out between lips
It is proud as a peacock and when it dances it dips
It pickles for pleasure and pinches for fun
P is a trickster—a pretty good one!
P makes the sound of popping bubblegum
A sudden /p/ as your tongue goes a bit numb.

***Repeat the letter name several times with the students.**





Pp

LESSON 23

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a pig, peach, and penny. I hear the /p/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) pig, peach, penny. Great job. They all start with the /p/ sound. We write the /p/ sound with the letter p.

Explain: Point to the letter. "The name of this letter is P. This is the capital P and this is lowercase p. They look different, but we call them both P. (practice saying the name of the letter). Let's say the name together (point) P, P, P. Great!"

***Repeat the letter name several times with the students.**





Pp

LESSON 23

Overview

New Letter: Pp

Review Letter: Kk, Bb

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Letter Formation **pull the letter Pp cards from your kit*

Explain: "Now we are going to learn how to make the letter P. 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, back up and around. (lowecase) pull down, back up and around."

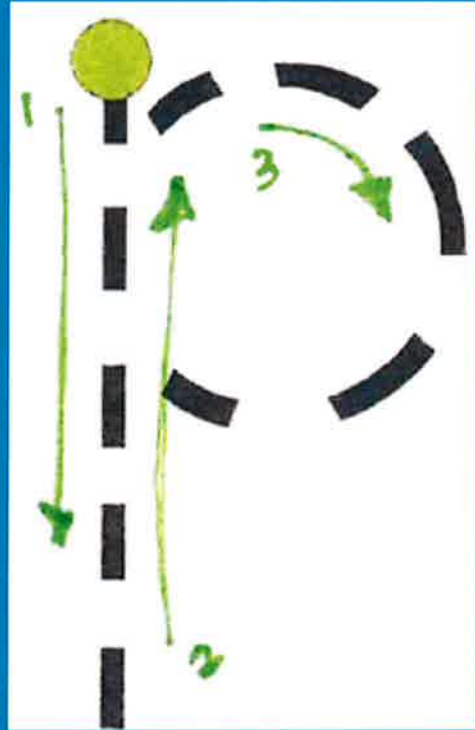
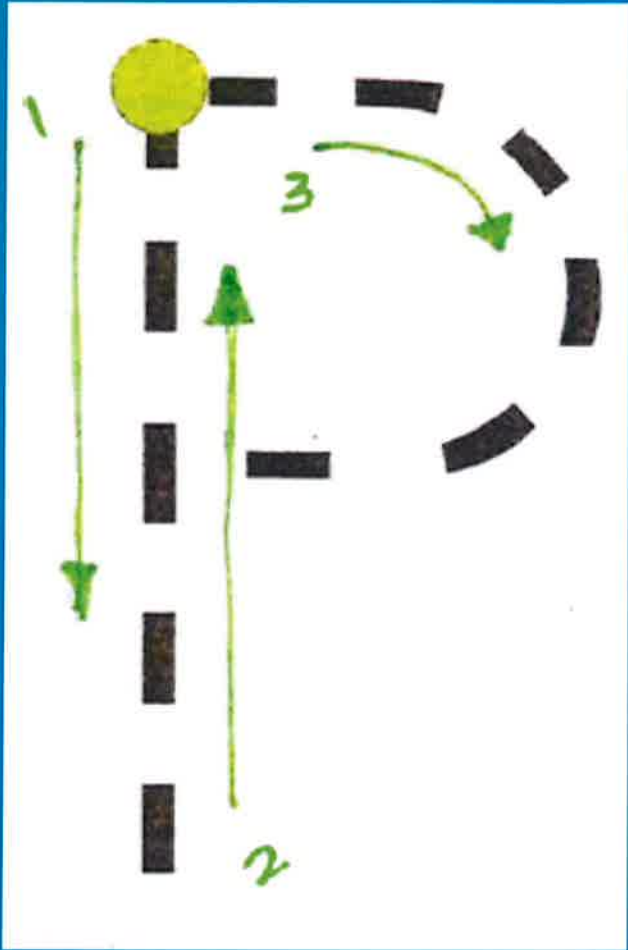
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

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

**collect letter Pp cards*

***Repeat the letter name several times with the students.**





LESSON 23

Overview

New Letter: Pp

Review Letter: Kk, Bb

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Review Letters

Explain: Explain: (point to the picture) This a pig. Pig /p/. We write the /p/ sound with letter P. (Trace the capital letter) Pull down, back up and around. (Trace the lowercase) Pull down, back up and around. (Point to the picture) This is a key. Key, /k/. (Trace letter with finger) K. (Point to the picture) This is a ball. Ball, /b/ (Trace the letters) B.

Review Game: I am going to give you a letter card. Flip over the card, say its name, and match it to the picture.

Make the Letters

Materials: doodle boards or paper & pencil and letter cards Pp, Kk, Bb


Explain: "Now we are going to practice making the letters." (Pass out the doodle boards or paper & pencil- ensure correct pencil grip!)

Let's write the capital P. Put your pencil at the top. Pull down, back up and around.

Great job! Let's try again. Let's write the lowercase p. Put your pencil at the middle. Pull down, back up and around! We made a p! What letter are we making? The letter P!"

Continue with Kk and Bb if time.

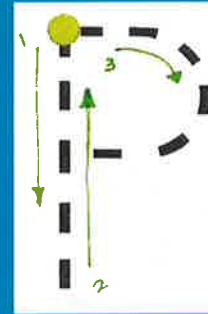
**collect all materials*



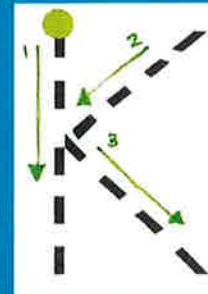
***Repeat the letter name several times with the students.**



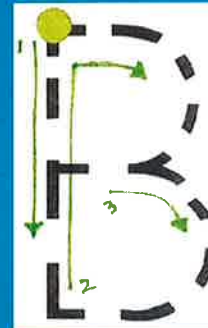
Pp



Kk



Bb



LESSON 23

Wrap-up

Explain: "Today we learned the letter P. (point to the picture) Pig, /p/, (point to the letter) P. Let's say it together. Pig, /p/, P! Pig, /p/, P! Great work."

Overview

New Letter: Pp

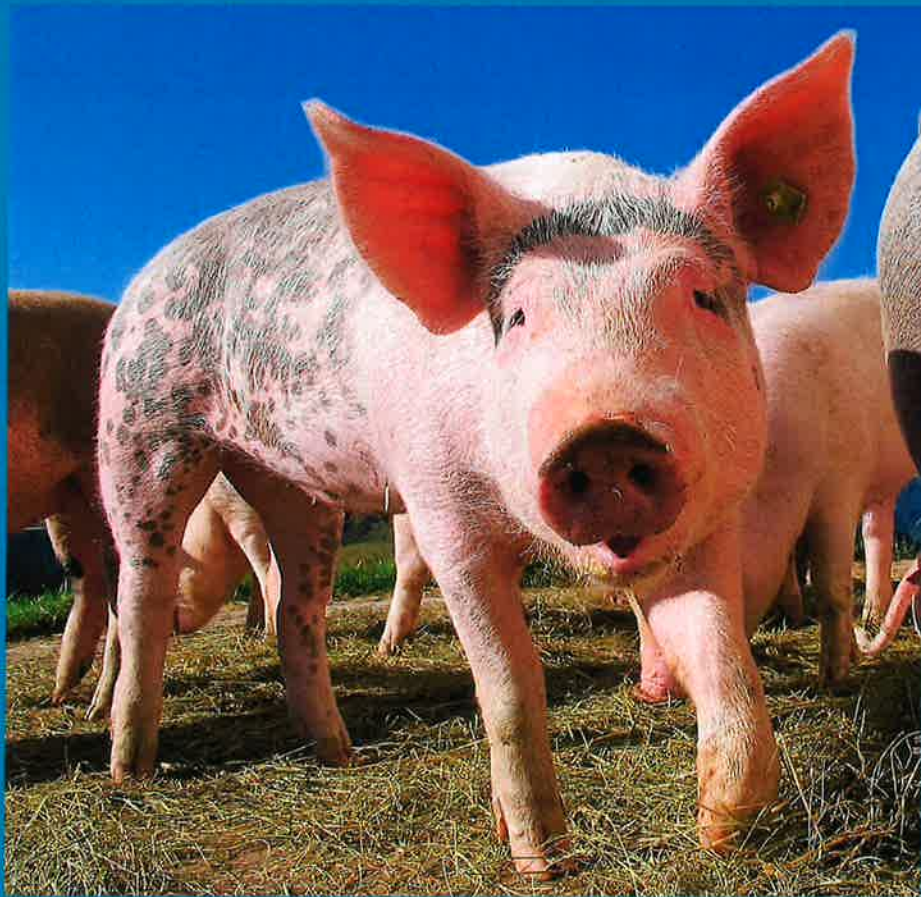
Review Letter: Kk, Bb

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

*Repeat the letter name several times with the students.





Pp

Materials Needed:

- letter cards Pp
- swatters
- name cards

LESSON 23A

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 23A

Phonological Awareness: Identifying initial sounds (same or different)

Materials: Pointers

Outline of Activity: Explain: "We are going to play a game and find the sound that is different than the others."

Model: . This is a panther, porcupine, goat, and pig. I hear the /p/ sound at the beginning of panther, porcupine, and pig. The sound that is different is GOAT. GOAT starts with the /g/ sound. I will SWAT the GOAT because it does NOT start with the same sound as panther, porcupine, and pig. Let's try one together.

Practice: "This is cookie, potato, pie, pancake. Say them with me as I point. Cookie, potato, pie, pancake. I hear the /p/ sound at the beginning of potato, pie, and pancake. Cookie starts with the /c/ sound. Which one doesn't belong? COOKIE. Good. Cookie starts with the /c/ sound. Potato, pie, and pancake all start with /p/. Great work!"



Error Correction Procedure

Model: "Potato, pie, and pig all start with /p/."

Practice: "Say it with me as I point. Potato, pie, pig. I hear the /p/ sound at the beginning of each word. Say /p/. Great! COOKIE does NOT start with /p/. COOKIE does not belong."

Praise: "Great job!"



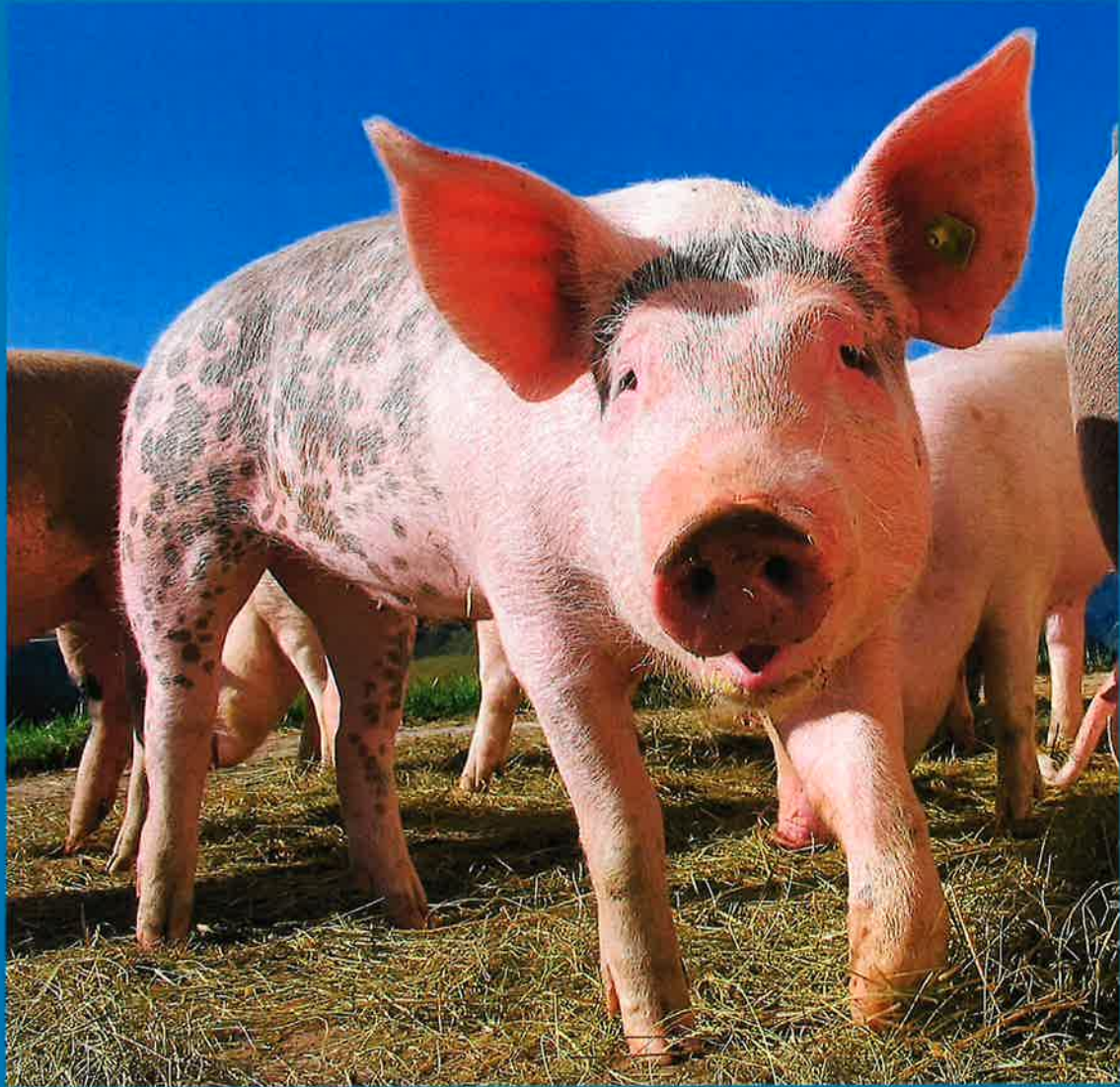
LESSON 23A

New Letter Introduction

Explain: Point to the pig. "This is a pig. Pig. Everyone say pig. Good. I hear the /p/ sound at the beginning of pig. /p/ pig. Everyone say /p/."

***Repeat the letter name several times with the students.**





LESSON 23A

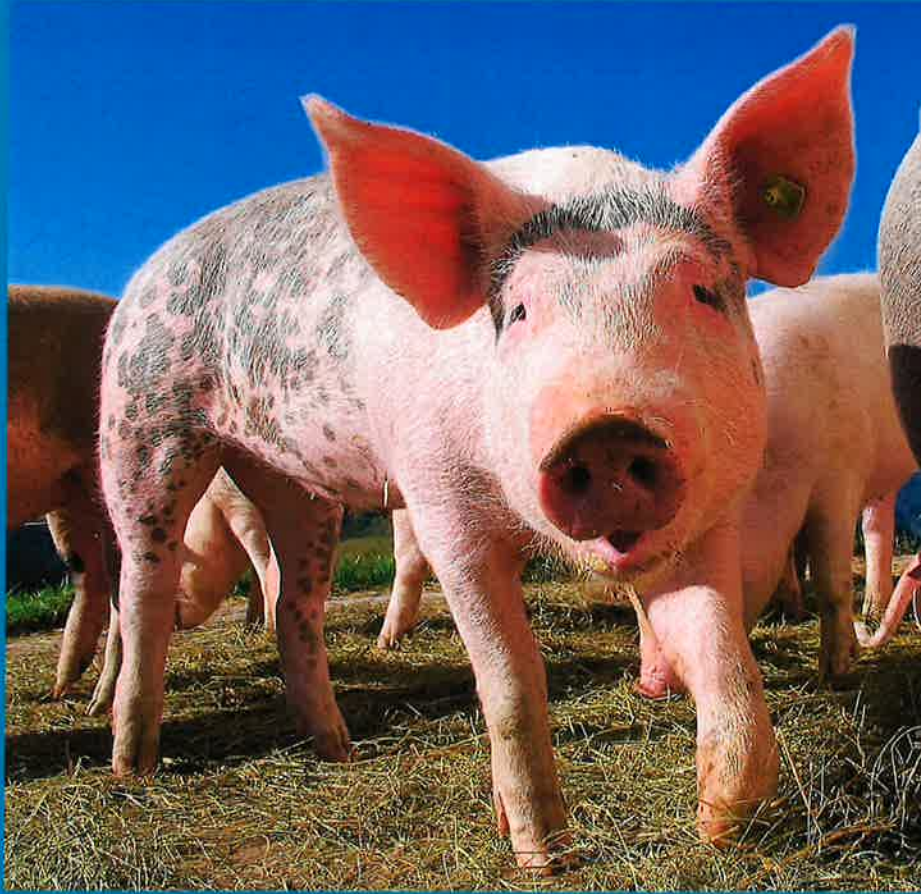
New Letter Introduction

Explain: "We write the /p/ sound like this (trace the letter with your finger). The name of this letter is P. (point to the picture) Pig. /p/. (point to the letter) P."

Practice: Focus practice on having students say the letter name. "The name of the letter is P. What is the name of the letter? P! Yes! Let's say it three times. P, P, P."

***Repeat the letter
name several times
with the students.**





Pp

LESSON 23A

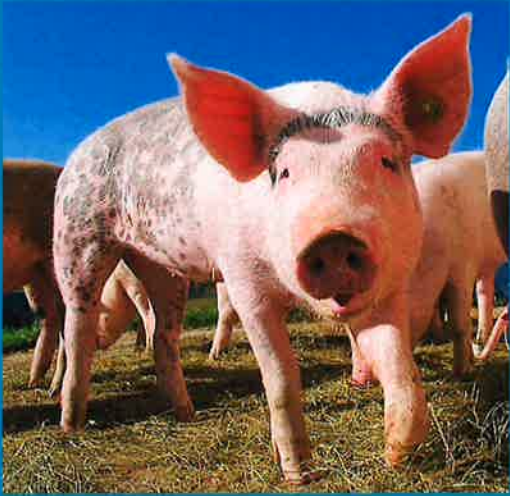
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a pig, peach, and penny. I hear the /p/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) pig, peach, penny. Great job. They all start with the /p/ sound. We write the /p/ sound with the letter p.

Explain: Point to the letter. "The name of this letter is P. This is the capital P and this is lowercase p. They look different, but we call them both P. (practice saying the name of the letter). Let's say the name together (point) P, P, P. Great!"

***Repeat the letter name several times with the students.**





Pp

LESSON 23A


Letter Formation **pull the letter Pp cards from your kit*

Explain: "Now we are going to learn how to make the letter P. 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, back up and around. (lowecase) pull down, back up and around."

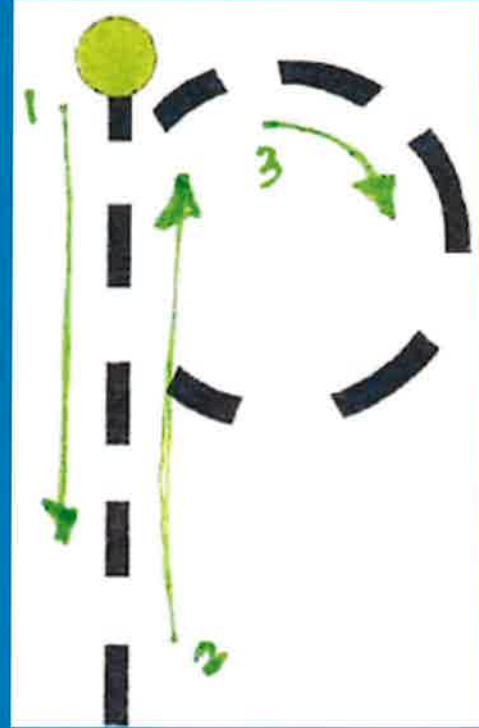
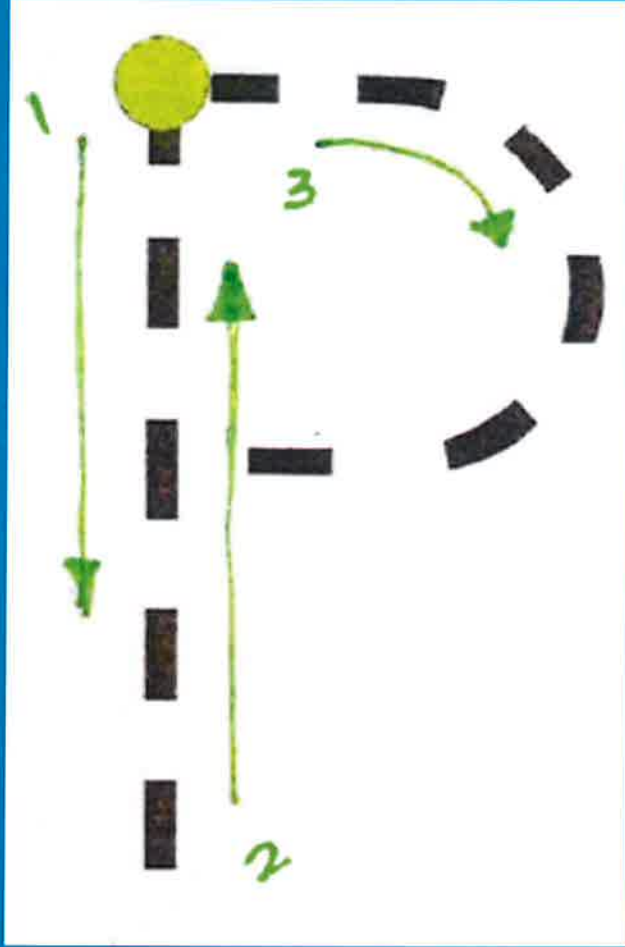
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

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

**collect letter Pp cards*



***Repeat the letter name several times with the students.**



LESSON 23A

Review Letters

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

Review Game: Letter Hunt

Letter Hunt

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

Practice: Point to a variety of letters and pictures for students to practice.

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



P

V



p

V

p



a



E

P



w

e

w

P

i

W



P



m

p

L



N

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a

E



P

p



A

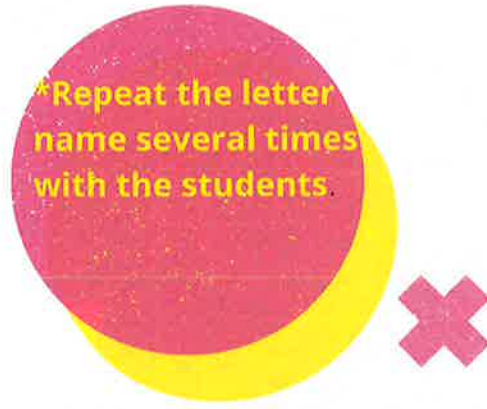
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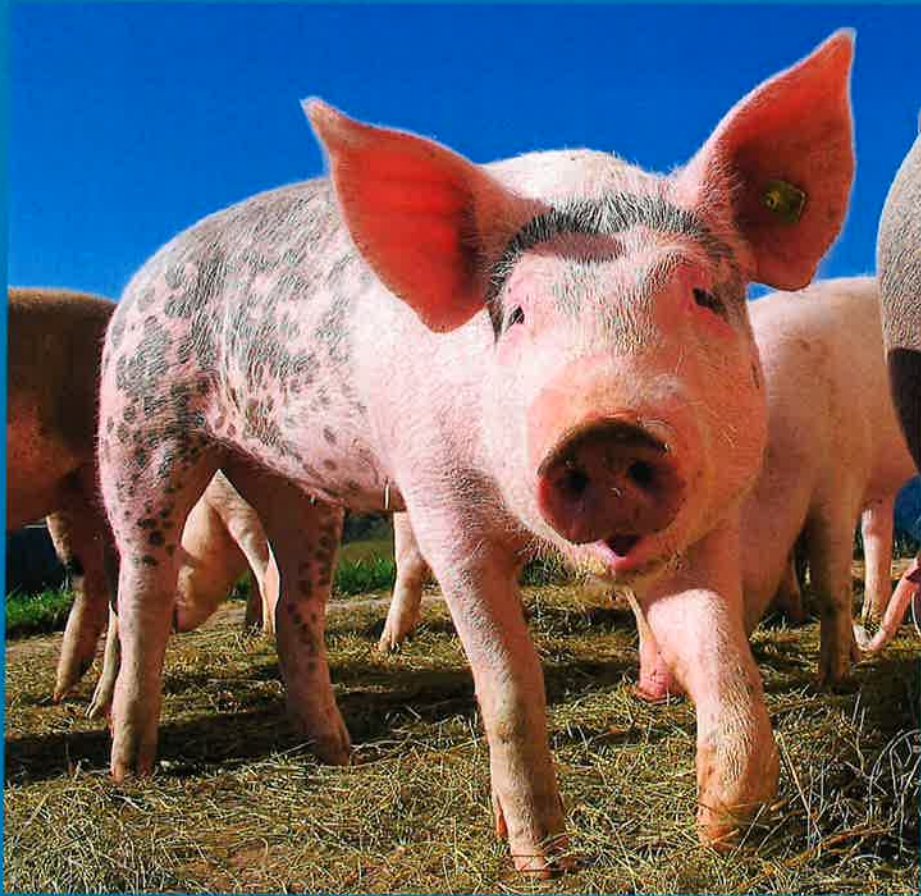
LESSON 23A

Wrap-up

Explain: "Today we reviewed the letter P. (point to the picture) Pig, /p/, (point to the letter) P. Let's say it together. Pig, /p/, P! Pig, /p/, P! Great work."



*Repeat the letter name several times with the students.



Pp

Materials Needed:

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

LESSON 23B

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 23B

Phonological Awareness: Identifying initial sounds (same or different)

Materials: Pointers

Outline of Activity: Explain: "We are going to play a game and find the sound that is different than the others."

Model: . This is a piano, picnic, and rock. I hear the /p/ sound at the beginning of piano and pig. Rock starts with the /r/ sound, so it is different. I will SWAT the ROCK because it has a different beginning sound and does not belong. Let's try one together.

Practice: "This is peach, grape, and pear. Say them with me as I point. Peach, grape, pear. I hear the /p/ sound at the beginning of potato, peach and pear. I hear the /g/ sound at the beginning of grape. Which one does NOT belong? (SWAT the grapes) GRAPE. Good. Grape starts with the /g/ sound. Peach and pear start with the same sound - /p/. Great work!



Error Correction Procedure

Model: "Peach and pear both start with /p/."

Practice: "Say it with me as I point. Peach, pie. I hear the /p/ sound at the beginning of each word. Say /p/. Great! GRAPE does NOT start with /p/. GRAPE does not belong."

Praise: "Great job!"



LESSON 23B

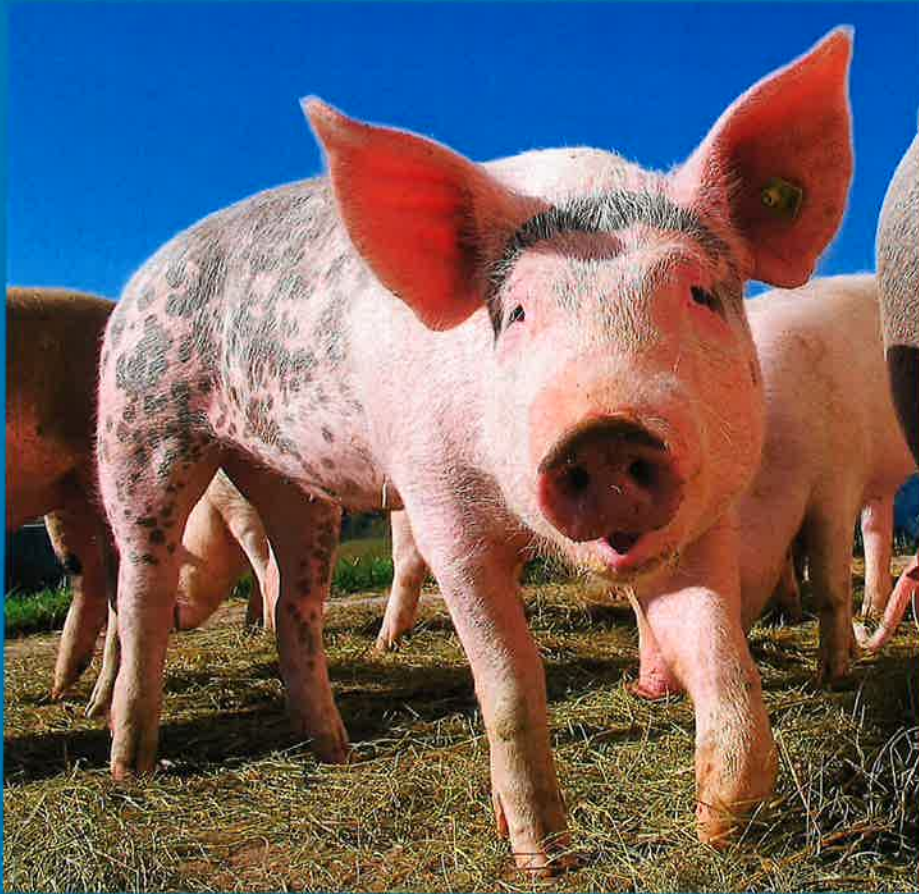
New Letter Introduction

Explain: "We write the /p/ sound like this (trace the letter with your finger). The name of this letter is P. (point to the picture) Pig. /p/. (point to the letter) P."

Practice: Focus practice on having students say the letter name. "The name of the letter is P. What is the name of the letter? P! Yes! Let's say it three times. P, P, P."

***Repeat the letter name several times with the students.**





Pp

LESSON 23B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is picnic, pear, and panther. I hear the /p/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) picnic, pear, panther. Great job. They all start with the /p/ sound. We write the /p/ sound with the letter p.

Explain: Point to the letter. "The name of this letter is P. This is the capital P and this is lowercase p. They look different, but we call them both P. (practice saying the name of the letter). Let's say the name together (point) P, P, P. Great!"

***Repeat the letter name several times with the students.**





Pp

LESSON 23B

Review Game

Materials: *pull letter Pp cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter Pp on your card, put it in the matching column and say P. If it's not a P, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter V.

***Repeat the letter name several times with the students.**



P

p



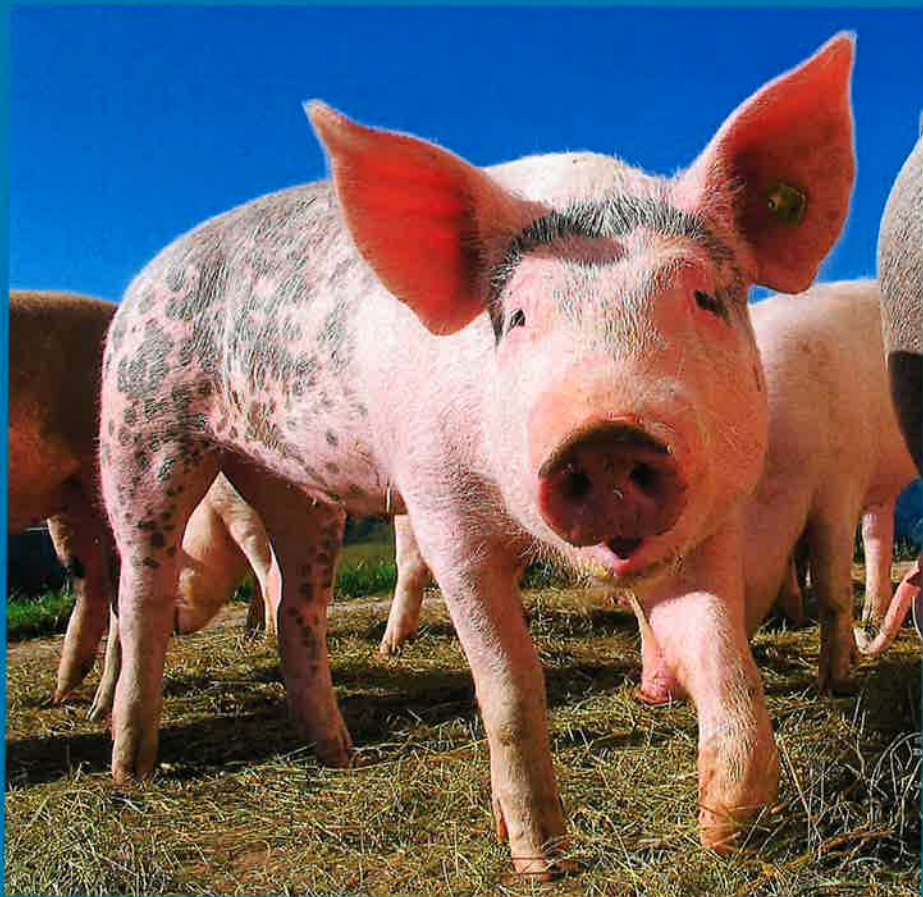
LESSON 23B

Wrap-up

Explain: "Today we reviewed the letter P. (point to the picture) Pig, /p/, (point to the letter) P. Let's say it together. Pig, /p/, P! Pig, /p/, P! Great work."

*Repeat the letter name several times with the students.





Pp

Materials Needed:

- doodle boards or paper pencil
- letter cards Qq, Pp, Xx
- swatters
- name cards

LESSON 24

Phonological Awareness

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 24

Phonological Awareness: Identifying initial sounds (same or different)

Materials: Pointers

Outline of Activity: Explain: "We are going to play a game and find the sound that is different than the others."

Model: . This is queen, quarter, and horse . I hear the /kw/ sound at the beginning of queen and quarter. The sound that is different is HORSE. Horse starts with the /h/ sound. I will SWAT the horse because it does NOT start with the same sound as queen and quarter. Let's try one together.

Practice: "This is quiet, pear, and quack. Say them with me as I point. Quiet, pear, and quack. I hear the /kw/ sound at the beginning of quiet and quack. Which one doesn't belong? PEAR. Swat the pear. Good. Quiet and quack start with /kw/. Great work!"



Error Correction Procedure

Model: "Quiet and quack both start with /kw/."

Practice: "Say it with me as I point. Quiet, quack. I hear the /kw/ sound at the beginning of each word. Say /kw/. Great! HORSE does NOT start with /kw/. HORSE does not belong."

Praise: "Great job!"



LESSON 24

New Letter Introduction

Explain: Point to the queen. "This is a queen. Everyone say queen. Good.

Queen starts with /kw/. /kw/ queen. Everyone say /kw/. Great! /kw/ is the first sound in queen. (practice again).

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

***Repeat the letter name several times with the students.**





LESSON 24

New Letter Introduction

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil


Explain: We write the /kw/ sound like this (trace the letter with your finger). The name of this letter is Q. (point to the picture) Queen, /kw/, (point to the letter) Q.

Practice: Focus practice on having students say the letter name. "The name of this letter is Q. What is the name of this letter? Q! Yes! Let's say it three times. Q, Q, Q! Great!"

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

Q is round with a curl like a tail
It is regal and gentle like a queen or a quail.
Q has a close friend—the letter u—
Which follows it everywhere, old and new.
Q makes the sound of a quick-moving snap
A quiet /kw/ like your hands as they clap.

***Repeat the letter
name several times
with the students.**





Q q

LESSON 24

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a queen, quail, and quilt . I hear the /kw/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) queen, quail, quilt. Great job. They all start with the /kw/ sound. We write the /kw/ sound with the letter Q.

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

***Repeat the letter name several times with the students.**





Q q

LESSON 24

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil


Letter Formation **pull the letter Qq cards from your kit*

Explain: "Now we are going to learn how to make the letter Q. 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 back, go around, and cross (model again). This is capital Q. (practice with students, then model lowercase) This is lowercase q. I put my finger at the green dot, pull back and around, back up, pull down and cross.

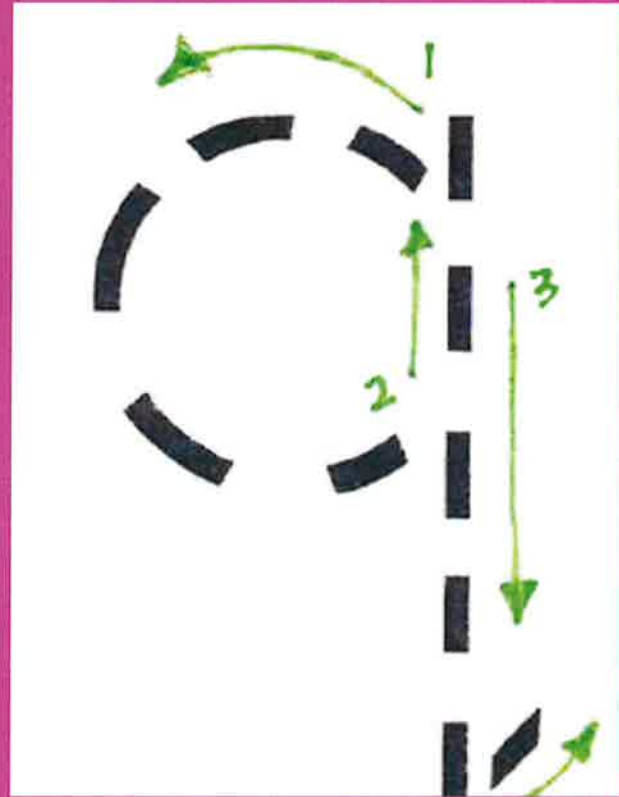
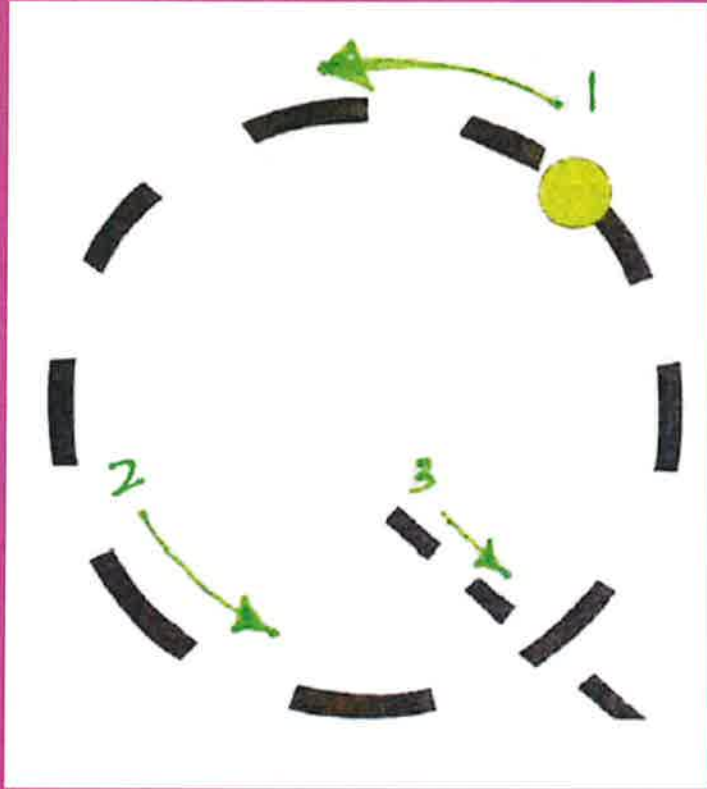
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter Q. Put your finger at the top of the Q. Pull back, go around, and cross (model again). This is capital Q. (practice with students, then model lowercase q). This is lowercase q. Put your finger at the middle, pull back and around, back up, pull down and cross. This is letter q! . Great job!"

**collect letter cards*



***Repeat the letter name several times with the students.**



LESSON 24

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

Review Letters

Materials: doodle boards or paper and pencils and letter cards Qq, Xx, and Pp

Explain: (point to the picture) This is a queen. /kw/. We write the /kw/ sound with letter Q. (Trace the letter) . (Point to the picture) This is an x-ray /ks/ X. (Trace letter with finger). This is a pig, /p/ P. (trace with your finger)


Practice (Game): Pass out letter Qq, Xx, and Pp cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture of the letter on my book."

Make the Letters

Materials: doodle boards or paper and pencil and letter cards Qq, Xx, and Pp

Explain: "Now we are going to practice making the letter Q. Watch me first. (Trace the letter using a doodle board while you say the directions out loud) I use my pen and I start at the top. Pull back, go around, and cross (model again). This is capital Q. Let's try lowercase q. I put my pen at the middle, pull back and around, back up, pull down and cross .

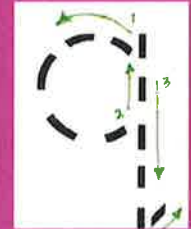
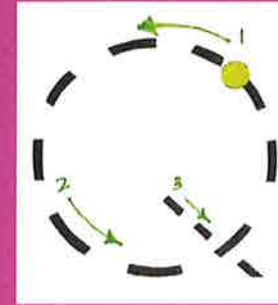
**continue with other letters if time.*



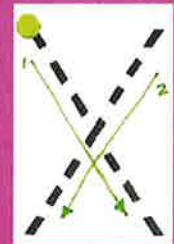
***Repeat the letter name several times with the students.**



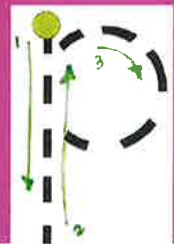
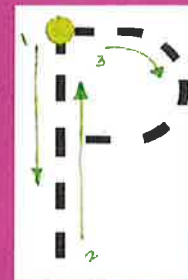
Qq



Xx



Pp



LESSON 24

Wrap-up

Explain: "Today we learned the letter Q. (point to the picture) Queen, /kw/, (point to the letter) Q. Say it with me, queen, /kw/, Q. what letter is this? Q! Great job! This is the uppercase (capital) Q and this is the lowercase q."

Overview

New Letter: Qq

Review Letter: Pp, Xx

Review Game: Letter Match

Make the Letters: doodle boards or paper & pencil

***Repeat the letter name several times with the students.**





Q q

Materials Needed:

- letter cards Qq
- swatters
- name cards

LESSON 24A

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to _____* and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 24A

Phonological Awareness: Identifying initial sounds (same or different)

Materials: Pointers

Outline of Activity: Explain: "We are going to play a game and find the sound that is different than the others."

Model: . This is quiz, quick, and marshmallow . I hear the /kw/ sound at the beginning of quiz and quick. The sound that is different is marshmallow. Marshmallow starts with the /m/ sound. I will SWAT the marshmallow because it does NOT start with the same sound as quiz and quick. Let's try one together.

Practice: "This is bubbles, quarter, and quack. Say them with me as I point. Bubbles, quarter, and quack. I hear the /kw/ sound at the beginning of quarter and quack. Which one doesn't belong? Bubbles. Swat the bubbles. Good. Quarter and quack start with /kw/. Great work!"



Error Correction Procedure

Model: "Quarter and quack both start with /kw/."

Practice: "Say it with me as I point. Quarter, quack. I hear the /kw/ sound at the beginning of each word. Say /kw/. Great! Bubbles does NOT start with /kw/. Bubbles does not belong."

Praise: "Great job!"



LESSON 24A

New Letter Introduction

Explain: Point to the queen. "This is a queen. Everyone say queen. Good.

Queen starts with /kw/. /kw/ queen. Everyone say /kw/. Great! /kw/ is the first sound in queen. (practice again).

***Repeat the letter name several times with the students.**





LESSON 24A

New Letter Introduction

Explain: We write the /kw/ sound like this (trace the letter with your finger). The name of this letter is Q. (point to the picture) Queen, /kw/, (point to the letter) Q.

Practice: Focus practice on having students say the letter name. "The name of this letter is Q. What is the name of this letter? Q! Yes! Let's say it three times. Q, Q, Q! Great!"

***Repeat the letter name several times with the students.**





Q q

LESSON 24A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a queen, quail, and quilt . I hear the /kw/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) queen, quail, quilt. Great job. They all start with the /kw/ sound. We write the /kw/ sound with the letter Q.

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

***Repeat the letter name several times with the students.**





Q q

LESSON 24A


Letter Formation **pull the letter Qq cards from your kit*

Explain: "Now we are going to learn how to make the letter Q. 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 back, go around, and cross (model again). This is capital Q. (practice with students, then model lowercase) This is lowercase q. I put my finger at the green dot, pull back and around, back up, pull down and cross.

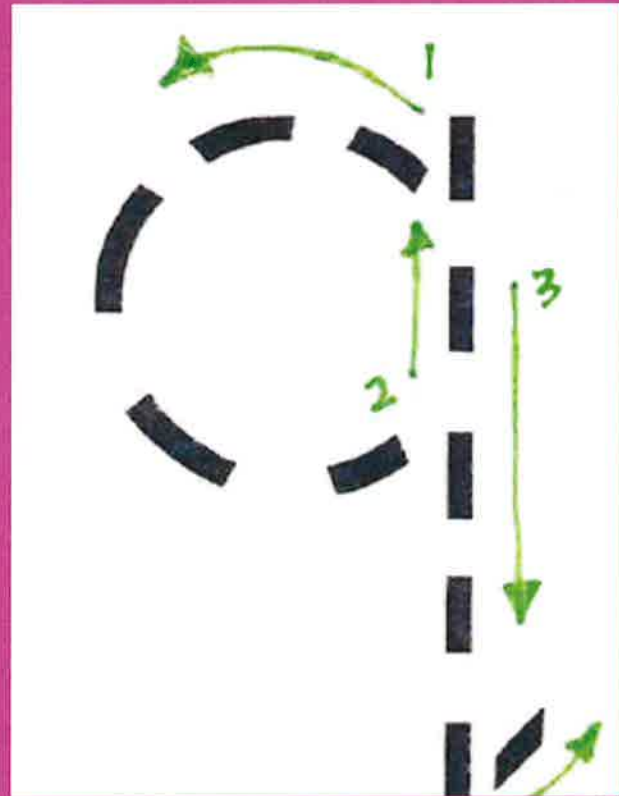
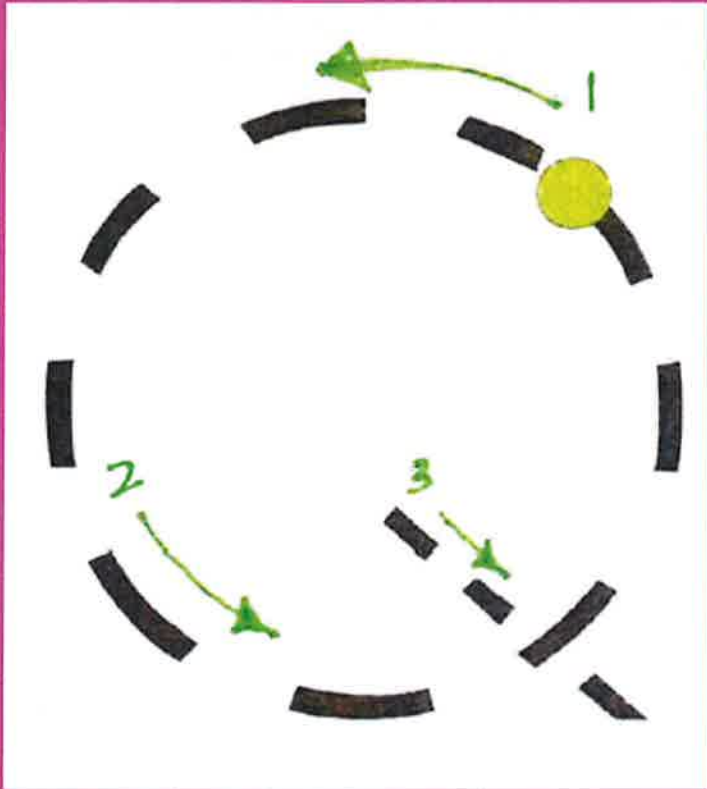
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter Q. Put your finger at the top of the Q. Pull back, go around, and cross (model again). This is capital Q. (practice with students, then model lowercase q). This is lowercase q. Put your finger at the middle, pull back and around, back up, pull down and cross. This is letter q! . Great job!"

**collect letter cards*



***Repeat the letter name several times with the students.**



LESSON 24A

Review Letters

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

Review Game: Letter Hunt

Letter Hunt

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

Practice: Point to a variety of letters and pictures for students to practice.

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

***Repeat the letter name several times with the students.**



q^r R



Q 

R r Q u



Q B

Q



m



I

Q

q^r



r q

u

Q

r



R



t

r

 a

q



r

i

L

Q



Q

R

LESSON 24A

Wrap-up

Explain: "Today we reviewed the letter Q. (point to the picture) Queen, /kw/, (point to the letter) Q. Say it with me, queen, /kw/, Q. what letter is this? Q! Great job! This is the uppercase (capital) Q and this is the lowercase q."

***Repeat the letter name several times with the students.**





Q q

Materials Needed:

- letter cards Qq and 1-3 other cards
- swatters
- name cards

LESSON 24B

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"

"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning to* _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.

**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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 24B

Phonological Awareness: Identifying initial sounds (same or different)

Materials: Pointers

Outline of Activity: Explain: "We are going to play a game and find the sound that is different than the others."

Model: . This is quilt, queen and tiger . I hear the /kw/ sound at the beginning of quilt and queen. The sound that is different is tiger. Tiger starts with the /t/ sound. I will SWAT the tiger because it does NOT start with the same sound as quilt and queen. Let's try one together.

Practice: "This is quail, quarter, and gum. Say them with me as I point. Quail, quarter, and gum. I hear the /kw/ sound at the beginning of quarter and quail. Which one doesn't belong? Gum. Swat the gum. Good. Quarter and quail start with /kw/. Great work!



Error Correction Procedure

Model: "Quarter and quail both start with /kw/."

Practice: "Say it with me as I point. Quarter, quail. I hear the /kw/ sound at the beginning of each word. Say /kw/. Great! Gum does NOT start with /kw/. Gum does not belong."

Praise: "Great job!"



LESSON 24B

New Letter Introduction

Explain: We write the /kw/ sound like this (trace the letter with your finger). The name of this letter is Q. (point to the picture) Queen, /kw/, (point to the letter) Q.

Practice: Focus practice on having students say the letter name. "The name of this letter is Q. What is the name of this letter? Q! Yes! Let's say it three times. Q, Q, Q! Great!"

***Repeat the letter name several times with the students.**





Q q

LESSON 24B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is quarter, quiz, and quick. I hear the /kw/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) quarter, quiz, quick. Great job. They all start with the /kw/ sound. Say /kw/. We write the /kw/ sound with the letter Q.

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

***Repeat the letter name several times with the students.**





Q q

LESSON 24B

Review Game

Materials: *pull letter Qq cards from the alphabetics kit and 1-3 other letters to mix in*

Explain: (lay the book flat) "We are going to play a game. I am going to give you some letter cards. When it's your turn, if you have a letter Q on your card, match it to the letter Q on the page and say Q. If it is not a Q, put it here (last column)."

Practice: Pass out letter cards to students. Take turns identifying the letter Q.

***Repeat the letter name several times with the students.**



Q

q



LESSON 24B

Wrap-up

Explain: "Today we reviewed the letter Q. (point to the picture) Queen, /kw/, (point to the letter) Q. Say it with me, queen, /kw/, Q. what letter is this? Q! Great job! This is the uppercase (capital) Q and this is the lowercase q."

*Repeat the letter name several times with the students.





Q q

Alphabetics

PROJECT READY

Practice & Play Set 6

Q, J, M, V, P, T, F, I, K, O, R, X



PRACTICE & PLAY

LESSON OUTLINE

1. **Phonological Awareness**
 - a. PA Game/Activity
2. **Review Known Letters**
 - a. quick review (name, sound, formation)
3. **Review Game**
 - a. Letter Statues
 - b. Seek & Find Letters
 - c. Bean Bag Toss
4. **Visual Drill**
 - a. only known letters

Practice & Play #1

Letters: Q, J, M, V

Materials: Letter statue cards
alphabet card deck

Review Game: Letter Statues

Phonological Awareness Activity (identifying initial sounds: same or different)

Explain: "We are going to use our ears and listen for words that start with the same sound, like in Hat and Horse. They both begin with the /h/ sound.. If I say two words that start with the same sound, give me a thumbs up. If I say two words that do NOT start with the same sound, give me a thumbs down. Let's play!"

- "Say Bat, Ball. Do they both start with /b/? Bat-Ball-/b/. Yes! Thumbs up!"
- "Say Mom, Mug. Do they both start with /m/? Mom-Mug-/m/. Yes! Thumbs up!"
- "Say Van, vet. Do they both start with /v/? Van-Vet-/v/. Yes! Thumbs up!"
- "Say Jug, Jet. Do they both start with /j/? Jug-jet-/j/. Yes! Thumbs up! Great job!"





Practice & Play #1

Letters: Q, J, M, V

Review Game: Letter Statues

Review Letters

Explain: "We've learned these 4 letters. Q, J, M, V."

- (point to the picture) "Queen, /kw/ (trace the letters) Q."
- (point to the picture) "Jelly, /j/ (trace the letters) J."
- (point to the picture) "Mountain, /m/ (trace the letters) M."
- (point to the picture) "Violin, /v/ (trace the letters) V."





Qq



Jj



Mm



Vv

Practice & Play #1

Letters: Q, J, M, V

Review Game: Letter Statues

Review Game: Letter Statues

Materials: Letter Statue Card Deck

Practice: "We are going to practice making the letters using our bodies!"

- "Let's start with the letter Q. Connect your hands overhead and stick out your leg and say Q!?"
- "Now let's open both arms to the sky and say V! Great!"
- "For the letter M, connect both arms on the top of your head, and say M! Great!"
- "Finally, raise one hand high and one to the side- letter J!"
- "Great job! Now, I am going to show you some cards. If you see the letter Q, J, V, M 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!"





Qq



Mm



Jj



Vv

Practice & Play #1

Letters: Q, M, J, V

Review Game: Letter Statues

Wrap-up

Materials: Card Deck for visual drill (Qq, Mm, Jj, Vv)

Explain: "I will show you a card, and you tell me the name of the letter." (Flip through the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all of the letters with support as needed)

- (show the card) This is a Q. Say Q. Q! Great. What letter is this? Q!"



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #2


Letters: P, T, F, I

Materials: Alphabet Posters
alphabet card deck

Review Game: Seek & Find Letters

Phonological Awareness Activity (identifying initial sounds: same or different)

Explain: "We are going to use our ears and listen for words that start with the same sound, like in Car and Cat. They both begin with the /c/ sound. If I say two words that start with the same sound, give me a thumbs up. If I say two words that do NOT start with the same sound, give me a thumbs down. Let's play!"

- "Say Pig, Pan. Do they both start with /p/? Pig-Pan-/p/. Yes! Thumbs up!"
- "Say Fan, Fun. Do they both start with /f/? Fan-Fun-/f/. Yes! Thumbs up!"
- "Say Top, run. Do they both start with /t/? Top-Run. NO! Thumbs DOWN!"
- "Say Log, Lamb. Do they both start with /l/? Log-lamb-/l/. Yes! Thumbs up! Great job!" 



Practice & Play #2

Letters: P, T, F, I

Review Game: Seek & Find Letters

Review Letters

Explain: "We've learned lots of letters. Today we are going to talk about the letters P, T, F, I."

- (point to the picture) "Pig, /p/ (trace the letters) P."
- (point to the picture) "Tiger, /t/ (trace the letters) T."
- (point to the picture) "Fish, /f/ (trace the letters) F."
- (point to the picture) "Iguana, /i/ (trace the letters) I."





Pp



Tt



Ff



Ii

Practice & Play #2


Letters: P, T, F, I

Review Game: Seek & Find Letters

Seek & Find Game

Materials: alphabet letter posters (P, T, F, I) posted around the room

Explain: "Let's play a game! I am going to show you a letter, and you need to find that letter in our classroom. When you find the letter, point to it, and say its name."

- students seek around the room (or a designated area to find the letters). (point to the letter on the next page) "What letter is this? (X, D, L, Z). Great, can you go and find the letter ____?"
- If student responds incorrectly to "What letter is this?" - provide the correct answer.
- "This is the letter P. Say it with me. P. What letter is this? P. Great job!" 
- *focus on having students identify the letter names only*

Pp

Tt

Ff

li

Practice & Play #2

Letters: P, T, F, I

Review Game: Seek & Find Letters

Wrap-up

Materials: Card Deck for visual drill (Pp, Tt, Ff, Ii)

Explain: "I'll show you a card, and you tell me the name of the letter." (Flip through the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all of the letters with support as needed)

- (show the card) This is a P. Say P. P! Great. What letter is this? P!" (put it back into the deck and practice again)



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #3

Letters: K, O, R, X

Materials: bean bags and game boards
alphabet card deck

Review Game: Bean Bag Toss

Phonological Awareness Activity (identifying initial sounds: same or different)

Explain: "We are going to use our ears and listen for words that start with the same sound, like in Rat and Rope. They both begin with the /r/ sound. If I say two words that start with the same sound, give me a thumbs up. If I say two words that do NOT start with the same sound, give me a thumbs down. Let's play!"

- "Say Rain, Rice. Do they both start with /r/? Rain-Rice-/r/. Yes! Thumbs up!"
- "Say Ox, Otter. Do they both start with /o/? Ox-Otter-/o/. Yes! Thumbs up!"
- "Say Fish-Kite. Do they both start with the same sound? Fish-Kite. NO! Thumbs DOWN!"
- "Say Cone-Coat. Do they both start with /c/? Cone-Coat-/c/. Yes! Thumbs up! Great job!"





Practice & Play #3

Letters: K, O, R, X

Review Game: Bean Bag Toss

Review Letters

Explain: "We've learned these 4 letters. K, O, R, X."

- (point to the picture) "Kite, /k/ (trace the letters) K."
- (point to the picture) "Octopus, /o/ (trace the letters) O."
- (point to the picture) "Rainbow, /r/ (trace the letters) R."
- (point to the picture) "X-ray, /ks/ (trace the letters) X."





Kk



Oo



Rr



Xx

Practice & Play #3

Letters: K, O, R, X

Review Game: Bean Bag Toss

Bean Bag Toss Game

Materials: tic tac toe boards, dry erase markers

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.

- 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)
- "Capital K." Students toss bean bag onto letter K and say "K!" "Great work!"
- *focus on having students identify the letter names only*
- *play until all letters have been reviewed and students have named them successfully*



Kk

Oo

Rr

Xx

Practice & Play #3

Letters: K, O, R, X

Review Game: Bean Bag Toss

Wrap-up

Materials: Card Deck for visual drill *all letters learned* Use this visual drill to track mastery for each student.

Explain: "I will show you a card, and you tell me the name of the letter." (Flip through the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all of the letters with support as needed)

- (show the card) This is an S. Say S. S! Great. What letter is this? S! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

