Alphabetics

PROJECT READY

#7: Lessons 25-26

G, Y
A, B, C, D, E, F, G, H, I, J, K, L, M, N
Practice & Play Set 7
Lesson 26: Yy
Lesson 25: Gg
Materials Needed:
- lined paper & pencils
- letter cards G, W, A
- student name cards
- Hand Puppets and Finger Puppets

LESSON 25
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 ______________.
Error Correction Procedure

Practice: G. VAT. Say it quickly, Goat!!
Model: Say Goat! I hear the /g/ sound at the beginning.

Practice: G. VAT. Say it quickly, Goat!!
Model: Say Goat! I hear the /g/ sound at the beginning.

Summary

Materials: Daisy Dog, Finger Puppets

Phonological Awareness: Blending 2-3 Phonemes

Make the letters: Pencil & Paper

Review Game: Letter March
Review Letter: Ww, Aa
New Letter: Gg

Overview

LESSON 25
Everyone say /g/.

with the students
name several times
Repeat the letter

Make the letter: pencil & paper
Review Game: Letter Match
New Letter: G
Overview

Explain: Point to the picture. "This is a...

LESSON 25
Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say G."

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

G makes the shape of a door with a handle.
G sounds like the guzzling of water in boots
It is goofy, good and giggly too.
It is found in good goats at the zoo.

Review Game: Letter Match
Make the Letters: pencil & paper

New Letter Introduction
G
Overview:
Review Letter: Ww
New Letter: Gg

Lesson 25:

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is Gorilla", "Goat", and "Gum." I hear the /g/ sound at the beginning of each word. Let's say the names of each picture together as /g/ sound. Say /g/ sound. Great job! They all start with the /g/ sound. Say /g/ sound with the letter G. 

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

Repeat the letter several times with the students. Repeat the letter with the students. We write the /g/ sound with the letter G.
Letter Formation

*Collect Letter Gf cards

Letter G! Great Job!

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

Student Practice (Pass our Letter cards to each student. Start with the capital
under.)

Student Practice (lowercase) I put my finger at the green dot, pull back and go around, pull up, go down and
and cross. (lowercase) I use my finger and I trace. (capital) Pull back, go around
you say the directions out loud.) I use my finger and I start at the green dot (capital) Pull back, go around
explain. Now we are going to learn how to make the letter G. Watch me first. Trace with your finger while

Repeat the letter

*Name several times

Collect the cards

Feedback and modeling as needed.

Repeat Letter G

Fold the letter: pencil & paper

Review Letter: Gf

New Letter: Gf

Overview

LESSON 25
Collect all materials with the students. Continue with W and A if time.

Repeat the letter several times.

Materials: Doodle boards or lined paper and pencils and letter cards

**Materials**

* Explain: "Now we are going to practice forming the letters. Pass out paper and pencil (only if students can demonstrate proper pencil grip). Let's write the capital G. Pull back, go around and cross. Great job! Let's try again (model again and practice with students). Let's write the lowercase G. Pull back, go around and cross. Great job!"

**Materials**

Repeat the letter several times.

**Materials**

* Make the letters to the picture.

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

Review Game: Letter Wv (trace letter with finger). Wv (point to the picture). This is an apple. Apple /aw/ (trace the letter). A.

Review Game: Letter Aa. Aa (point to the picture). This is a watermelon. Watermelon /eɪ/ (trace the letter). E.

Review Game: Letter Gg. Gg (point to the picture). This is a gorilla. Gorilla /gəˈriːlə/ (trace the letter). G.
Wrap-up

Explain: "Today we learned the letter G. (point to the picture)
Gorilla, /g/, (point to the letter) G.
Let's say it together: Gorilla, /g/, Gi.
Gorilla, /g/, Gi. Great work."

Overview
New Letter: Gg
Review Letter: Ww, Aa
Make the Letters: Pencil & paper
Stamp the Letter: Shovel & sand
The student repeats it and identifies the first letter in their name. Be sure to praise if students are having difficulty. Say the first sound, have students name and identify what letter makes that sound.

Procedure: Now it's your turn. Show the name card, sing Good morning, good morning. Help students identify the first sound in their name.

Practice: Now it's your turn. (Show the name card, point to the first letter in your name.) Spell the first sound with the letter A (point to the first letter in your name). What is the first sound in my name? /A/.

Model: This is my name: My name starts with the first sound in my name. /A/.

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

Outline of Activity:

Materials: My name is page and name cards with children's names.
My name is ____________.
Lesson 25A

Phonological Awareness: Blending 2-3 Phonemes

Outline of Activity: Explain: "Daisy Dog is very sleepy. She is saying her words really slowly. Here are her puppets (Give one to each student). Daisy is going to tell you what she wants in her slow voice, and then you, the puppets, will quickly say what she wants.

Materials: Daisy Dog, Finger Puppets

Practice:

Daisy: /g/ /a/ /p/; Puppets: Gap!
Daisy: /g/ /o/; Puppets: Go!
Daisy: /g/ /l/ /v/; Puppets: Give!

Model: "Listen first. My words are: Go, Give, and Gap. Listen to Daisy and tell me what she wants. Daisy: I want to /g/ /o/ /p/; What does she want? Go! Yes! Let's try another one. Let's try some more!"

If students have difficulty blending 3 phonemes, break it down into smaller steps.

Error Correction Procedure: Continuous sound to support blending. The word is GIVE. Say my word quickly. Use a model. The word is GIVE. Say my word quickly. Use a model. The word is GIVE. Say my word quickly.
Everyone say /g/.

Vibrate as you make the /g/ sound. /g/.

Your hand on your throat and feel the
your /g/ sound in your throat. Put the
beginning of Gorilla. Everyone say /g/.
You can feel the /g/ sound at the
Gorilla.

Good! I hear the /g/ sound at the
syllables, or parts, in Gorilla. Go-Ri-La.

Gorilla. Everyone say Gorilla. Let's clap the
Gorilla. Everyone say Gorilla. This is a

Explanation: Point to the picture. "This is a

New Letter Introductions
Repeat the letter G. G.

The name of the letter G is G. Repeat the letter G. G.

Practice: Focus practice on having students say the letter name. The name of the letter is G. What is the name of the letter? G.

Point to the picture. Gorilla. G/ (point to the letter G).

Explain: "We write the G sound like this (trace the letter with your finger). The name of this letter is G."

LESSON 25A
G
LETTER: Let's say the name together (point) g, g, G, G, great.

but we call them both G (practice saying the name of the
is the capital G and this is lowercase g. They look different,

Explain: Point to the letter. "The name of this letter is G. This

/ɡ/ we write the /ɡ/ sound with the letter G.

/ɡ/ sound at the beginning of each word. Let's say the names of each picture together as

Identify the Target Pictures: Point to the pictures. "This is gorilla, goat, and gum. I hear the

Lesson 25A
Collected Letter G8 cards

Letter G Great Job!

down and under. Great work! We made a G! What letter are we making? The lowercase G. Put your finger at the middle. Pull back and go around, pull up, go back, 80 degrees. Great job! Let's try again. Let's make the G. Pull back, 80 degrees, cross. Great job! Let's try again. Again, let's make the G. Put your finger at the top of the capital G. Now it's your turn to make the letter G. Put your finger at the top of the capital G. Feedback and modeling as needed.

Student Practice: Pass out letter cards to each student. Start with the capital G. Under "Explain." Now we are going to learn how to make the letter G. 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 back, 80 degrees. Cross. Great job! Let's try again. Again. Let's make the letter G. Put your finger at the middle. Pull back and go around, pull up, go back.

Repeat the letter and name several times with the students.

Lesson 25A
*If you don't want students to stand, have students raise their arms only.

**Practice:** Point to a variety of letters and pictures for students to name several times. Repeat the letter.

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

**Review Letters:**

**Letter Hunt:** Review Game: Letter Hunt

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

**Lesson 25A**
Gorilla, /g/, G! Great work.

Let's say it together. Gorilla, /g/, G!

Gorilla, /g/, (point to the letter) G.

Letter G: (point to the picture)

Explanation: "Today we reviewed the

Wrap-up
Lesson 25B

Phonological Awareness

Materials Needed:
- Letter cards Cc and 1-3 other cards to mix
- Daisy Dog and Dog Finger Puppets
- Student name cards

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)

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 ____________.
Sound while blending: the word down into once and time and use continuous blending.

Outline of Activity: Explain: "Daisy Dog is very sleepy. She is saying her words really slowly. Here are her puppies (give one to each student). Daisy is going to tell you what she wants in her slow voice, and then you, the puppies, will quickly say what she wants.

Materials: Daisy Dog, Finger Puppets

Phonological Awareness: Blending 2-3 Phonemes

Lesson 25B
the name of the letter! Gilliers say it three times: G. G. G.

Practice: Focus practice on having students say the letter name. "The name of the letter is G. What is (point to the picture) Gorilla. /g/ (point to the letter) G.

Explanation: We write the /g/ sound like this (trace the letter with your finger) The name of this letter is G.

Lesson 25B
Repeat the letter C several times.

Let's say the name together (point) G, G, Great.

But we call them both G (practice saying the name of the letter) and this is lowercase G. They look different.

Explain: Point to the letter. The name of this letter is G. This is the capital G and this is lowercase G. They look different.

Say /g/. We write the /g/ sound with the letter G.

Identify the Target Pictures: Point to the pictures. This is Gift, Game, and Gate. I hear the /g/ sound at the beginning of each word. Let's say the names of each picture together.

Identify the Target Pictures: Point to the pictures. This is Gift, Game, and Gate. I hear the /g/ sound with the letter G.
Practice: Pass out letter cards to students. Take turns identifying the letter G.

Materials: Pull letter G cards from the alphabetics kit and 1-3 other letters to mix in.
Gorilla, /g/; G! Great work.

Let's say it together! Gorilla, /g/; G!

Gorilla, /g/ (point to the letter G; letter G, (point to the picture)

Example: Today we reviewed the

Wrap-up
Go

Gorilla
**Error Correction Procedure**

Name and identify what letter makes that sound.

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.

Model: This is my name. My name is __________ (any name). What is the first sound in my name? __________

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

**Outline of Activity:**

**Materials/My Name Is**

- Name cards
- Pointers
- Letter cards
- Dry erase board and pens
- Doodle boards or paper & pencils

**Lesson 26**

*Phonological Awareness*

*Review Letter: *G* & *L* (Squares) & (New Letter: *V* & *Y*)

*Make the Letters: Doodle boards or paper & pencils*
My name is
Lesson 26

Phonological Awareness: Segment words with 2-3 phonemes

Procedure:

- ¥AK- ¥A ¥A ¥A/K/
- ¥AM- ¥A ¥A ¥A/m/
- ¥EL- ¥E ¥E ¥E/l/

Practice:

Model: "Let’s try one together. (Hand out the pointers). The word is CAT. Say CAT. Let’s tap the sounds in CAT. (Tap each box as you say the sounds) /c/ ¥A ¥A ¥A. What is the first sound in CAT? /c/. Great! Let’s try some more."

There are 3 sounds in DOG. The first sound in DOG is /d/. I hear the /d/ sound at the beginning of DOG."

There are 2 sounds in DOG. The sounds in DOG are /d/ ¥A ¥A ¥A /g/. Now, I’ll tap it as I say it. (Point and tap to each box as you say the sounds) Dog /d/ ¥A ¥A ¥A /g/.

Outline of activity: Explain: "We are going to practice breaking words apart into their sounds. Listen and watch me first. My word is...

Materials: Pointers

Make the letters: Doodle boards or paper & pencil

Review Game: Phoneme Squares
Review Letter: Ñ
New Letter: ¥

Yak. Say /y/. Yak starts with /y/. /y/

Hear the /y/ sound at the beginning.

Yak. A yak is a cow-like animal that

lives in China. Everyone say yak, yak.

**New Letter Introduction**

**Lesson 26**
Lesson 26

New Letter Introduction

Y

Explain: We write the /y/ sound is like this (trace the letter with your finger). The name of this letter is Y.

Y

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

Repeat the letter and name several times with the students.

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

m y m y y

Y plays with yc-yos and eats yogurt for dinner.

It competes with its yodeling and is often the winner.

Y makes the sound of a person agreeing.

A positive /y/ and some nodding for meaning.
**LESSON 26**

**Letter Exploration**

**Identify the Target Letter:** Point to the pictures. This is a yak, yarn, and yo-yo. I hear the /y/ sound at the beginning of each word. Let’s say the name of each picture together as I point to each yak, yarn, yo-yo. Great job. They all start with the /y/ sound.

**Repeat the letter name:** Write the /y/ sound with the letter Y together 3 times. Y, Y, Y. Great!

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

*Middle* slide in, slide and down. This is lowercase Y. Great Job!

Say this model lowercase (stroke 3 times). This is lowercase Y. Put your finger at the middle, slide in, slide and down. This is lowercase Y. Great Job!

Put your finger up. (Model: Slide in, slide and down.)

Now it's your turn to make the letter Y. Put your finger on the top of the Y.

Provide feedback and modeling as needed.

Student Practice: Pass out letter cards to each student. Provide lots of practice.

Now we are going to learn how to make the letter Y. Watch me first.

Explain: Now we are going to learn how to make the letter Y. Watch me first.

Make the letters: doodle boards or paper & pencil.
Materials: Doodle boards or paper & pencil, letter cards Y/G, C/B

Explain: "Now we are going to practice making the letter Y. Watch me first. (Trace the letter Y.)"

Materials: Doodle boards or paper & pencil, letter cards Y/G, C/B

Practice (Review Game): Pass out letter G/C, Y/Y, C/Y, G/Y, C/G letter 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."

(Trace with your finger) This is a gorilla.G/G. (Trace letter with finger) This is an umbrella. Y/Y. (Trace with)

Materials: Doodle boards or paper & pencil, letter cards Y/G, C/B

Review Letters: Y/Y, C/G

Overview: Y/Y, C/G
Wrap-up

LEsson 26

Explain: "Today we learned the lowercase y."

upper-case (capital) Y and this is the
this? Y! Great job! This is the
with me, Ya-k, Y/y', Y. What letter is
/y/y' (point to the letter) Y. Say it
letter Y. (point to the picture) Yak.

Make the letter: Doodle boards or paper & pencil
Review Game: Phoneme Squares
Review Letter: G' & L
New Letter: Y/
Materials: My name is ______. Write each children's name on a card and name cards with children's names.

Phonological Awareness

Lesson 26A

Outline of Activity:

Practice: Now it's your turn. Show the name card, sing, and morning, and help students identify the first sound in their name and identify the first letter in their name. Be sure to praise.

Model: This is my name - Amy. (Sing) Good morning! Amy, what is the first sound in my name? [A].

Explain: We are going to practice saying the first letter in our name.
My name is ____________.
Error Correction Procedure

Practice:

Model: "Let's try one together. (Hand out the pointers) The word is HAT. Say HAT. Let's tap the sounds in HAT. Tap each box as you say the sounds) (H/æ/) What is the first sound in HAT? /æ/. Great! Let's try some more!"

"There are 3 sounds in BUG. The first sound in B Bug is /b/. I hear the /b/ sound at the beginning of BUG."

"Bug. Bug. The sounds in bug are /b/ /j/ /u/. Now, I'll tap it as I say it. (Point and tap to each box as you say the sounds). Bug. Bug."

Outline of Activity: "We are going to practice breaking words apart into their sounds. Listen and watch me first. My word is"

Materials: Pointers

Phonological Awareness: Segment Words with 2-3 Phonemes

Lesson 26A
New Letter Introduction

Explain: Point to the yak. "This is a yak. Ayak is a cow-like animal that lives in China. Everyone say yak. Yak. I hear the /y/ sound at the beginning of yak. Say /y/. Yak starts with /y/. Everyone say /y/. (practice again)."
Repeat the letter 

name several times. Y, Y, Yi Greater.

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

(Point to the picture) Yak! /Y/ (point to the letter) Y. (point to the picture) Yak! /Y/ (point to the letter) Y.

Explain: We write the /Y/ sound is like this (trace the letter with your finger). The name of this letter is Y.

New Letter Introduction
k together 3 times. y', y', y'! Great!

Then both y. Let's practice saying the letter lowercase y. They look different, but we call this letter is y. This is the capital Y and this is the name of sound with the letter y.

(sound to each) Yak, yarn, yo-yo. Great job. They all start with the y/ sound. We write the y/. Identify the Target Pictures: Point to the pictures. "This is a yak, yarn, and yo-yo. I hear the y/"

Repeat the letter.
LESSON 26A

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

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

**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 Y. Put your finger on the top of the Y. Slide in, slide again, pull down (model again). This is capital Y. (practice with students, then model lowercase) This is lowercase y. Put your finger at the middle, slide in, slide and down. This is lowercase y! Great job!"

*collect letter cards*
If you don't want students to stand, have students raise their arms only.

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

Let's try it! To this picture (the little girl) you need to jump up and then sit back down.

If I point to something that is NOT a Y, shake your head. If I point in the air, if I point to the letter Y, say Y and raise your hands high in pictures. If I point to the letter Y, say Y and raise your hands high in pictures.

Explain: “The letter Y is all over this page, and there are also other letters.”

Letter Hunt

Review Game: Letter Hunt

Explain: “Now we are going to play a game and practice finding the letter Y.”

LESSON 26A
Repeat the letter (point to the letter). Say it with me, 'yak', 'y'. What letter is uppercase (capital) 'y' and this is lowercase 'y'.

Grat job! This is the letter 'y' (point to the picture) 'yak', 'y'.

Explain: "Today we reviewed the letter 'y'."
Materials: My name is _____.

Outline of Activity:

Practice: Now it's your turn. (show the name card, sing good morning, good morning to _____.) What is the first sound in my name? (Amy). What is the first sound in your name? (_____) Spell it out. (Amy) ______. Identify the first sound in their name and identify what letter makes that sound.

Model: This is my name. Amy. (sing Good morning, good morning to _____.) What is the first sound in my name? (A). We are going to practice saying the first letter in our name.

Explain: Letter cards Y, and cards to mix in pointers. Name cards.
My name is ________________.
Phonological Awareness: Segment Words with 2-3 Phonemes

Lesson 26B

Error Correction Procedure

Model: "Let's try one together. (hand out the pointers) The word is KIT. Say KIT. Let's tap the sounds in KIT. (tap each box as you say the sounds) /k/ /ɪ/ /t/. What is the first sound in KIT? /k/ Great! Let's try some more." 

Practice:

• YELL /'e/ /l/ /e/ /l/
• BIN /b/ /ɪ/ /n/
• GOAT /ɡ/ /o/ /t/ 

Materials: Pointers
New Letter Introduction

Lesson 26B

Practice: Focus practice on having students say the letter name. "The name of this letter is 'y.' What is the name of this letter? 'y.' Y's look like this. (Point to the letter 'y.') Y's sound like this (sound out 'y')."

Repeat the letter: "Repeat the letter 'y.'"
K together 3 times. Y, Y, Y! Great!
Then both Y. Let's practice saying the letter lowercase Y. They look different, but we call this letter is Y. This is the capital Y and this is sound with the letter Y. (point to each) Yellow, Yell, Yawn. Great Job. They all start with the /y/ sound. We write the /y/
sound at the beginning of each word. Let's say the name of each picture together as I point.
Identify the Target Picture: Point to the pictures. "This is yellow, Yell, and Yawn. I hear the /y/"
Lesson 26B

Identify the letter Y.

Practice: Pass out letter cards to students. Take turns column.

On the page and say Y, if it is not a Y, put it here (last
If you have a letter Y on your card, match it to the letter Y
I am going to give you some letter cards. When it’s your turn, I

Explain: (lay the book flat) “We are going to play a game.

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

Repeat the letter Y.
Repeat the letter "y" several times.

Great job! This is the uppercase (capital) "y" and this is the lowercase "y".

What letter is with me, 'yak'? 'y', 'y', 'y'. Say it 'y' (point to the letter) 'y'.

"yak" (point to the picture). "Today we reviewed the"

Wrap-up

Lesson 26b
Alphabetics
PROJECT READY
Practice & Play Set 7
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
Say Wet, Jer. Do they rhyme? Yes! Thumbs up! Great job!

Say Van, Hat. Do they rhyme? No! Thumbs down!

Say Mug, Hug. Do they rhyme? Yes! Thumbs up!

Say Bat, Mat. Do they rhyme? Yes! Thumbs up!

That do NOT rhyme, give me a thumbs down. Let's play!

These two words that end with the same sounds, give me a thumbs up. If I say two words that rhyme, like in Blue and Mug, they both end with the /u/ sound. If I say two words that end with the same sounds, words that rhyme, like in Bug and Mug. They both end with the /ug/ sound. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!

Phonological Awareness Activity (Does it Rhyme?)


Review Game: Letter Status

Practice & Play #1
Review Letters

Explain: "We've learned these 4 letters. Y, G, U, E."

- Point to the picture "Yak, /y/ (trace the letters) Y."
- Point to the picture "Gorilla, /g/ (trace the letters) G."
- Point to the picture "Umbrella, /u/ (trace the letters) U."
- Point to the picture "Edge, /e/ (trace the letters) E."

Practice & Play #1

Letters: Y, G, U, E

Review Game: Letter Statues
Great job! Now, I am going to show you some cards. If you see the letter 'y', 'g', 'u', or 'e', 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.

- Finally, open both arms to the side and balance on one leg and say "E!"
- For the letter 'g', drop one arm to the side and hook it. Say "G! Great!"
- Now let's bend both arms and make a "U." Say "U! Great!"
- Let's start with the letter 'y'. Reach your hands overhead and open them wide and say "Y!"

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

Materials: Letter Status Card Deck

Review Game: Letter Status

Review Game: Letter Status

Letters: 'y', 'g', 'u', 'e'

Practice & Play #1
the deck to provide more opportunities to practice.

• (show the card) This is a y. Say y. Great. What letter is this? Yes! (Put the card back into letters with support as needed.)

Repeat it: Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them repeat it. (Flip through.

Explain: "I will show you a card, and you tell me the name of the letter." (Flip through.

Materials: Card deck for visual drill (y, g, u, e)

Wrap-up: Review Game: Letter Status

Letters: y, g, u, e

Practice & play #1
Phonological Awareness Activity (Does it Rhyme?)

Materials: Alphabet Posters

Letters: W, G, Y, L

Review Game: Seek & Find Letters

Practice & Play #2

Explain: "We are going to use our ears and listen for words that rhyme. Words that rhyme give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!"

"Say Log, Hog. Do they rhyme? Yes! Thumbs up! Great Job!"

"Say Top, Bug. Do they rhyme? No! Thumbs Down!

"Say Fan, Pan. Do they rhyme? Yes! Thumbs up!

"Say Pig, Fug. Do they rhyme? Yes! Thumbs up!

Words that do NOT rhyme, give me a thumbs down. Let's play!"
• (point to the picture) "lion", /l/ (trace the letters) L.
• (point to the picture) "yak", /y/ (trace the letters) Y.
• (point to the picture) "gorilla", /g/ (trace the letters) G.
• (point to the picture) "watermelon", /w/ (trace the letters) W.

Talk about the letters W, G, Y, L.

Explain: "We've learned lots of letters. Today we are going to review letters: W, G, Y, L."

Review: "Seek & Find Letters"

Practice & Play #2
**Materials:** alphabet letter posters (W, G, Y, L) posted around the room

**Seek & Find Game**

Letters: W, G, Y, L

**Review Game:** Seek & Find Letters

**Practice & Play:** #2
Gg
Ll
Ww
Yy
into the deck and practice again.)

(show the card) This is a Y. Say Y, Y. Great, what letter is this? Y? (put it back)

of the letters with support as needed)

Rephrase it. Flip through the deck until students successfully say the name of all
the cards. If a student does not answer correctly, say the letter name and have
the student turn the card over. (Flip through

Explain: "I'll show you a card, and you tell me the name of the letter."


Wrap-up

Review Game: Seek & Find Letters

Letters: W, G, Y, L

Practice & Play #2
Alphabeticics

Review: Card Deck for the Visual Drill
Phonological Awareness Activity (Does it Rhyme?)

- "Say Cone-Phone. Do they rhyme? YES! Thumbs up! Great job!"
- "Say Fish-Kite. Do they rhyme? NO! Thumbs down!"
- "Say Ox, Box. Do they rhyme? YES! Thumbs up!"
- "Say Nice, Rice. Do they rhyme? YES! Thumbs up!"

**Explanation:** We are going to use our ears and listen for words that rhyme. Let's play!

Thumbs up if I say two words that do NOT rhyme. Give me a thumbs down if I say two words that rhyme. Give me a CAT. They both end with the same sounds. If I say two words that rhyme, give me a thumbs up. Let's play!

**Review Game:** Bean Bag Toss

**Materials:** bean bags and game boards

**Letters:** G, Y, B, N

**Practice & Play #3**
**Review Letters**

- **Explanation:** "We've learned these 4 letters: W, G, Y, L."

- **Review Game:** Bean Bag Toss

- **Practice 8 Play #3**

- **Letters:** G, Y, B, N
Bean Bag Toss Game

Materials: tic tac toe boards with review letters written on them, dry erase markers

Letters: G’, Y’, B, N

Review Game: Bean Bag Toss

Practice #5

* Play until all letters have been reviewed and students have named them successfully
* Focus on having students identify the letter names only
  "Capital Y." Students toss bean bag onto letter Y and say "Y!" "Great work!"
  Letters with a mix of capital and lowercase
  Teachers fill in letters on game boards using a dry erase marker. Customize the
  bean bag onto that letter on your board and say the letter name.

Explanation: "Let's play a game! I am going to say the name of a letter, and you need to toss

Play #5

Practice #5
the student another opportunity to name the letter."
- (Show the card) This is a B. Say B. Bl Great. What letter is this? Bl (Put it back into the deck and give letters with support as needed)

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them repeat through.

Explain: "I will show you a card, and you tell me the name of the letter. " (Flip through)

Use this visual drill to track mastery for each student.

Materials: Card Deck for Visual Drill

Wrap-up:

Review Game: Bean Bag Toss

Letters: G, Y, B, N

Practice & Play #3
Alphabetic

Review: Card Deck for the Visual Drill
Phonological Awareness Activity (Isolate Initial Sound)

**Explain:** We are going to use our ears and listen for the first sound in words. Listen to me.

**Practice & Play #4**

Review Game: Go Fish
- Point to the picture "Mountain", /m/ (trace the letters) M.
- Point to the picture "Nest", /n/ (trace the letters) N.
- Point to the picture "Fan", /f/ (trace the letters) F.
- Point to the picture "Yak", /y/ (trace the letters) Y.

Explanation: We've learned these 4 letters: Y, F, N, M.

Review Letters

Review Game: Go Fish

Letters: Y, F, N, M

Practice & Play #4
Ff

Nm

Yy

Nh
Go Fish Review Game

Practise:

"Your turn." Hand out fishing poles and take turns fishing for letters. If you catch an uppercase letter, I throw it back into the pond.

Model:

"Watch me first. My fish is lowercase. I am using my fishing pole to fish for fish."

Explain:

"Today we are going to fish for our letters. When it's your turn, I will tell you the name of a letter, and you will use your fishing pole to catch the fish. Once you catch the name of a letter, you will use your fishing pole to fish for your letter."

Materials: Fish letters: Y, F, N, M, pond (blue felt), and fishing pole
the student another opportunity to name the letter."
• (Show the card) "This is a y. Say y. y! Great. What letter is this? y! (Put it back into the deck and give letters with support as needed.)

Repeat it. Flip through the deck until students successfully say the name of all the cards. If a student does not answer correctly, say the letter name and have them flip through the cards. If you show a card, and you tell me the name of the letter, "Flip through all the cards."

Explain: "I will show you a card, and you tell me the name of the letter."

Use this visual drill to track mastery for each student.

Materials: Card Deck for Visual Drill

Wrap-up

Review Game: Go Fish

Letters: Y, N, M

Practice & Play #4
Alphabetic

Review: Card Deck for the
Visual Drill
Phonological Awareness Activity (Isolate Initial Sound)

*Say DOOR. What's the first sound in Door? /d/ Great Job!*

*Say GOAT. What's the first sound in Goat? /g/ Great!*

*Say CAR. What is the first sound in Car? /c/ Great!*

*Say DOG. What is the first sound in Dog? /d/ Great!*

more...

**Explain:** We are going to use our ears and listen for the first sound in words. Listen to me first. My word is GUM. /g/ is the first sound in GUM. Say /g/ - Great! Let's try some more.

**Review Game:** Letter Puzzles

**Materials:** Letter puzzle cards

**Letters:** G, X, D, C

**Practice & Play #5**
Review Letters

Explained: "We've learned these 4 letters: G, X, D, C.

Practice & Play #5
Practice: Play until all letters have been reviewed and students have named them successfully.

You are promoting the students to say the letter names as frequently as possible.

Practice: Take turns naming capital and lowercase letters and making pairs. Make sure letter is this? G, let's try some more.

Model: Watch me first. This is a capital G. Say G. Now I am going to look for the lowercase G. Remember, this is what the lowercase G looks like. I found it! I match my puzzle pieces together—they fit! What is this? G, let's try some more.

Materials: Fish letters: G, x, d, c, Letter Puzzle Cards

Letter Puzzles Review Game
the student another opportunity to name the letter.

• (Show the card) This is G. Say G. Great! What letter is this? (Put it back into the deck and give letters with support as needed.)

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them read the name of the letter. (Flip through)

**Explanation:** I will show you a card, and you tell me the name of the letter.

**Materials:** Card Deck for Visual Drill

**Wrap-up**

**Review Game:** Letter Puzzles

**Puzzles**

Letters: G, X, D, C

* Practice 8 Play #5
Alphabetic REVIEW: Card Deck for the Visual Drill
Phonological Awareness Activity (Isolate Initial Sound)

Explain: "We are going to use our ears and listen for the first sound in words. Listen to me first. My word is pump. /p/ is the first sound in pump. Say /p/.

"Say pet. What is the first sound in pet? /p/ Great job!"

"Say otter. What is the first sound in otter? /o/ Great!

"Say in. What is the first sound in in? /i/ Great!

"Say up. What is the first sound in up? /u/ Great!

Practice #6

Review Game: Letter Book

Student alphabet card deck

Materials: Letter book for each letters: p, u, l, o
Point to the picture: "Octopus," /o/ (trace the letters) O.

Point to the picture: "Umbrella," /u/ (trace the letters) U.

Point to the picture: "Ugama," /i/ (trace the letters) I.

Point to the picture: "Pig," /p/ (trace the letters) P.

Review Letters

Letters: P, U, I, O

Practice & Play #6
Practice: Have students name the target pictures, isolate initial sounds, and name the letter. Give pull down, back up, and around. If "p" sound with the letter P. I am going to color my pig and trace my P!

Model: I am going to start with the letter P (turn to the page in your book). This is a pig. Pig starts with /p/.

Explain: Today we are going to work on making your own book of letters! You have learned lots can share what we have learned with your special people at home.

Materials: Letter Book for each student (these will be used over multiple lessons)

Letter Book Review Activity

Letter: P

Review Books

Review Game: Letter Book

Practice & Play #6
My Book of Letters
Student another opportunity to name the letter)."  
- (Show the card.) This is P. Say P. Pi. Great. What letter is this? Pi (Put it back into the deck and give the letters with support as needed.)

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them flip through the name of the letter. (Flip through.)

* Use this visual drill to track mastery for each student.

Materials: Card deck for visual drill

Wrap-up

Review Game: Letter Book

Letters: P, U, J, O

Practice a Play #6
Alphabetic

Review: Card Deck for the Visual Drill
Phonological Awareness Activity (Blending 2-3 phonemes)

Review Game: Go Fish

Practice #7
• Point to the picture "Tiger" /t/ (trace the letters) T.
• Point to the picture "Zebra" /z/ (trace the letters) Z.
• Point to the picture "Watermelon" /w/ (trace the letters) W.
• Point to the picture "Kite" /k/ (trace the letters) K.

Explain: "We've learned these 4 letters. K, W, Z, T.

Review Letters

Review Game: Go Fish

Practice & Play #7

Letters: K, W, Z, T.
Go Fish Review Game

Practice 8 Play #7

Materials: fish letters: K, W, Z, T, pond (blue felt), and fishing pole

Explain: Today we are going to fish for our letters! When it's your turn, I will tell you the letter. Put the fish in the pond if you have the letter, or pull it out of the pond if you don't have it. The more fish you catch, the more points you will earn! If you get 10 points, you get to go fishing for letters in the pond.

Practice: You turn, I found it (catch the lowercase t). I am using my fishing pole to fish for lowercase t. My letter is lowercase t. I am using my fishing pole to fish for your letter. I found it (catch the lowercase t). I am using my fishing pole to fish for lowercase t. I am using my fishing pole to fish for your letter. I found it (catch the lowercase t). I am using my fishing pole to fish for lowercase t. I am using my fishing pole to fish for your letter. I found it (catch the lowercase t). I am using my fishing pole to fish for lowercase t. I am using my fishing pole to fish for your letter.

• Play until all letters have been reviewed and students have named them successfully.
The student another opportunity to name the letter). “

(show the card) This is T. Say T. T! Great. What letter is this? T! Put it back into the deck and give letters with support as needed.)

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them repeat through the deck. “I will show you a card, and you tell me the name of the letter.” Flip through the deck. Use this visual drill to track mastery for each student.

Materials:
* Card Deck for Visual Drill
* Review Game: Go Fish

Practice & Play #7

Letters: K, W, Z, T
Alphabetic Review: Card Deck for the Visual Drill
Phonological Awareness Activity (Blending 2-3 Phonemes)

Review Game: Letter Puzzles

Practice 8 Play #8
Explain: "We've learned these 4 letters." B, H, Q.

Review Letters

Review Game: Letter Puzzles

Letters: J, B, H, Q

Practice & Play #8
Practise: Take turns naming capital and lowercase letters and making pairs. Make sure letter is this? Q! Let's try some more.

What the lowercase g looks like: I found it! I match my puzzle pieces together. They fit! Why?

Model: "Watch me first. This is a capital Q. Say Q. Now I am going to look for the lowercase q. Remember, this point to the lowercase q on the student page."

Explanation: "Today we are going match our capital and lowercase letters:"

Materials: fish letters, J, B, H, Q, letter puzzle cards

Letter Puzzles Review Game

Letters: J, B, H, Q

Practice & Play #8
the student another opportunity to name the letter)." 
- (show the card) This is B. Say B. Did you hear it? Is this B? Put it back into the deck and give
- letters with support as needed.

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them try again.

**Explanation:** I will show you a card, and you tell me the name of the letter. (Flip through)

* Use this visual drill to track mastery for each student.

**Materials:** Card Deck For Visual Drill

**Wrap-up**

**Review Game:** Letter Puzzles

**Letters:** J, H, A

Practicing #8 Play #8
Alphabetic

Review: Card Deck for the Visual Drill
Phonological Awareness Activity (Blending 2-3 Phonemes)

Review Game: Letter Book

Practice & Play #9

Materials: Letter Puzzle Cards
Letters: L, A, E

Phrasal Words:

- What word is it? {e} Great Job!
- What word is it? {a}pple {a}pple
- What word is it? {l}ogo {l}ogo
- What word is it? {w}enna {w}enna

(Make sure to use continuous sounds and blend them together. Listen to me first. My word is /l/.)

Explain: "We are going to use our ears and listen to the sounds in words and blend them together. Listen to me first. My word is /l/.

Alphabet Card Deck
* Review Letters

(point to the picture) "Edge" /e/ (trace the letters) E

(point to the picture) "Apple" /æ/ (trace the letters) A

(point to the picture) "Lion" /l/ (trace the letters) L

(point to the picture) "Violin" /v/ (trace the letters) V

Explain: "We've learned these 4 letters. V, L, A, E."

Review Game: Letter Book

Practice & Play #9
name as frequently as possible.

time to color the picture and trace the letter. As they are coloring, have students say the letter.

Practice: Have students name the target pictures, isolate initial sounds, and name the letter. Give

trace my A. Slide down, slide down, pull across.

Apple starts with /a/. We write the /a/ sound with the letter A. I am going to color my apple and

model: I am going to start with the letter A (turn to the A page in your book). This is an apple.

can share what we have learned with your special people at home:

Explain: Today we are going to work on making your own book of letters! You have learned lots of

Materials: Letter book for each student (these will be used over multiple lessons)

Letter Book Review Activity

Review Game: Letter Book

Letters: A, E, S, L

Practice & Play #9
My Book of Letters
the student another opportunity to name the letter.

• (show the card) This is V. Say V. V! Great. What letter is this? V! (put it back into the deck and give
letters with support as needed)

repeat it. Flip through the deck until students successfully say the name of all the
the cards. If a student does not answer correctly, say the letter name and have them
Flip through all of the

**Explanation:** I will show you a card, and you tell me the name of the letter. (Flip through

**Use this visual drill to track mastery for each student.**

**Materials:** Card Deck for Visual Drill

**Wrap-up**

Review Game: Letter Book

Letters: L, A, E

Practice & Play #9
Alphabetics

Review: Card Deck for the Visual Drill
Phonological Awareness Activity (Blending 2-3 Phonemes)

**Explanation:** We are going to use our ears and listen to the sounds in words and blend them together. Listen to me first. My word is /ca/ /ar/. (use continuous sounds as needed—e.g., car). My word is car! Let's try some more.

My word is car! Let's try some more.

**Materials:** Go Fish cards, fishing poles,

**Letters:** Choose 4 letters your students need to review.

*nPractice & Play* #10
• Continue the same review for all 4 letters you have chosen.

   "Letter Name".
   (Point to the picture) "Picture name". (Sound) (Trace the letters)

   Explain: "We've learned these 4 letters:"
Go Fish Review Game

- Practice: "Your turn!" Hand out fishing poles and take turns fishing for letters.
  Lowercase t. I found it (catch the lowercase t). Put the fish back into the pond.
- Model: "Watch me first. My letter is lowercase t. I am using my fishing pole to fish for t.
  Fish, say the name of the letter, and then put the fish back into the pond."
- Explain: "Today we are going to fish for our letters. When it's your turn, I will tell you the
  materials: Fish letters: -- pond (blue felt), and fishing pole

Play until all letters have been reviewed and students have named them successfully.
The student another opportunity to name the letter.

• (Show the card) This is V. Say V. What letter is this? V (Put it back into the deck and give letters with support as needed.)

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them flip through the deck. If I will show you a card, and you tell me the name of the letter.

Explain: If you tell me the name of the letter, I will show you a card. If you tell me a letter name, I will show you a card. If you tell me a letter name and the name of the letter, I will show you a card.

 Wrap-up

Materials: Card Deck for Visual Drill

* Use this visual drill to track mastery for each student.

* Choice

Review Game: Go Fish

| Practice & Play | #10 |

Teacher: Letters

Choice
Alphabetics

Review: Card Deck for the Visual Drill
"PIG. What sounds do you hear? /p/ /i/ /g/ Great Job!!"

"CAT. What sounds do you hear? /c/ /a/ /t/ Great!!"

"DOG. What sounds do you hear? /d/ /o/ /g/ Great!!"

Say all the sounds I hear in HUG. /h/ /u/ /g/. Let's try some more:

Explain: "We are going to break words into its sounds. My word is hug. I am going to

Phonological Awareness Activity (Segmenting 2-3 phonemes)

Practice #11

* Practice 8 Play #11
Review Letters

Continue the same review for all 4 letters you have chosen

(letter name)

(point to the picture) (picture name) / (sound) (trace the letters)

Explain: "We've learned these 4 letters:"

Practice & Play #11
Letter Puzzles Review Game

Materials: Fish letters: Ji, Bb, Hh, Qq, Letter Puzzle Cards

Explain: "Today we are going to match our capital and lowercase letters."

Model: "Watch me first. This is a capital Q. Remember, this is what the lowercase q looks like. I found it! I match my puzzle pieces together – they fit! What letter is this? Q. Let's try some more."

Practice: Take turns naming capital and lowercase letters and making pairs. Make sure you are prompting the students to say the letter names as frequently as possible. Play until all letters have been reviewed and students have named them successfully.

Practice & Play #11
The student another opportunity to name the letter.

- (Show the card.) This is V. Say V. V! Great! What letter is this? V! (Put it back into the deck and give letters with support as needed.)

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter name and have them flip through.

Explain: "I will show you a card, and you tell me the name of the letter." (Flip through.

Choose: Use this visual drill to track mastery for each student.

Materials: Card Deck for Visual Drill

Wrap-up

Review Game: Letter Puzzles

Teacher: Letters #11

Practice & Play #11
Alphabetic

Review: Card Deck for the
Visual Drill
Phonological Awareness Activity (Segmenting 2-3 Phonemes)

- GOAT. What sounds do you hear? /g/ /oa/ /t/. Great job!
- BUG. What sounds do you hear? /b/ /u/ /g/. Great!
- RAT. What sounds do you hear? /r/ /a/ /t/. Great!

Say all the sounds I hear in HOT /h/ /o/ /t/. Let's try some more.

Explain: "We are going to break words into its sounds. My word is hot. I am going to"

Practice 8 Play #12
Continue the same review for all 4 letters you have chosen

(name)

(point to the picture) (picture name) (sound) (trace the letters)

Explain: "We've learned these 4 letters: -- -- -- --"

Review letters

Choice

Review Game: Letter Book

Letters: Teacher

Practice & Play #12
name the letter. As they are coloring, have students sound the letter and trace the letter. Give students name the target pictures, isolate initial sounds, and name the letter. Give time to color the picture and trace the letter. Write and say the name of the letter. Look at the sound as you say the letter. Practice: Have students name the target pictures, isolate initial sounds, and name the letter. Give.

Model: "I am going to start with the letter ___ (turn to the page in your book). This is an ___.

Can share what we have learned with your special people at home.

Explain: "Today we are going to work on making our own book of letters! You have learned lots of new letters this year, and we are going to color in our letter pictures and trace our letters so we can share with our special people."

Materials: Letter book for each student (these will be used over multiple lessons)

Letter Book Review Activity

Choice

Review Game: Letter Book

Letters: Teacher

Practice & Play #12
My Book of Letters
The student another opportunity to name the letter."

• (Show the card.) This is V. Say V. What is the letter? V? Put it back into the deck and give

letters with support as needed.

Repeat it. Flip through the deck until students successfully say the name of all of the cards. If a student does not answer correctly, say the letter and have them

Repeat through.

**Explain:** I'll show you a card, and you tell me the name of the letter. "Flip through

Use this visual drill to track mastery for each student.

Materials: Card Deck for Visual Drill

Wrap-up

**Choice**

Review Game: Letter Book

Practice & Play #12
Alphabetic

Review: Card Deck for the Visual Drill
Include more than 4 letters in the review game activities.

**For students who need a challenge:**

- Interventions.

*Also, determine which student would benefit from the use of play.

- Review lessons that introduced the letter.

- If more intensive instruction is needed, go back to the initial lessons and the

- Continue to cycle through the review lessons as needed.

**For students who need more support:**