

Alphabetics

PROJECT READY

#7: Lessons 25-26

G, Y



Lesson 25: Gg

Lesson 26: Yy

Practice & Play Set 7

A, B, C, D, E, F, G, H, I, J, K, L, M, N,
O, P, Q, R, S, T, U, V, W, X, Y, Z

Materials Needed:

- lined paper & pencils
- letter cards G, W, A
- student name cards
- Hand Puppets and Finger Puppets

LESSON 25

Phonological Awareness

Overview

New Letter: Gg

Review Letter: Ww, Aa

Review Game: Letter Match

Make the Letters: 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 25

Phonological Awareness: Blending 2-3 phonemes

Overview
New Letter: Gg
Review Letter: Ww, Aa
Review Game: Letter Match
Make the Letters: pencil & paper

Materials: Daisy Dog, finger puppets

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!"

Model: "This is a goat, gum, and gill. Listen to Daisy and tell me what she wants. Daisy: I want some /g/ /u/ /m/. What does she want? GUM! Yes! Let's try another one. Let's try some more!"

Practice:

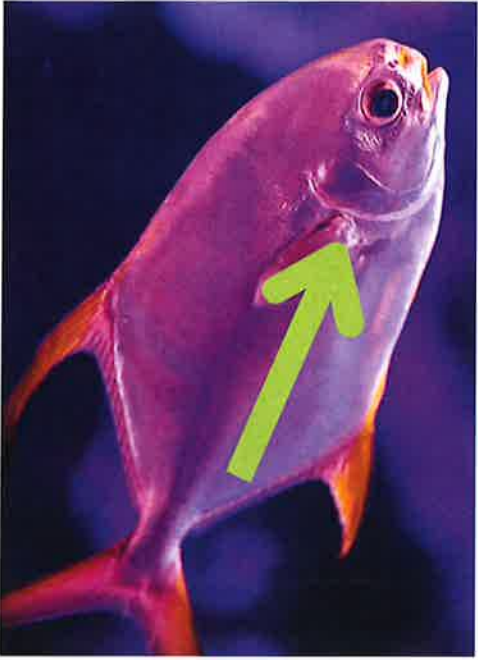
- Daisy: /g/ /oa/ /t/, Puppies: Goati
- Daisy: /g/ /i/ /ll/, Puppies: Gilli
- Daisy: /g/ /u/ /m/, Puppies: Gum!

Error Correction Procedure

Model: "Say GOAT. I hear the /g/ sound at the beginning of goat."

Practice: "G-OAT. Say it quickly! GOATI

Praise: Great!



LESSON 25

New Letter Introduction

Explain: Point to the picture. "This is a gorilla. Everyone say gorilla. Let's clap the syllables, or parts, in gorilla. Go-Ril-La. Good! I hear the /g/ sound at the beginning of gorilla. Everyone say /g/. You can feel the /g/ sound in your throat. Put your hand on your throat and feel the vibrations as you make the /g/ sound. /g/. Everyone say /g/."

Overview

New Letter: Gg

Review Letter: Ww, Aa

Review Game: Letter Match

Make the Letter's: pencil & paper

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





LESSON 25

Overview

New Letter: Gg

Review Letter: Ww, Aa

Review Game: Letter Match

Make the Letters: pencil & paper

New Letter Introduction

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

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

G makes the shape of a door with a handle

Or a curved candlestick minus the candle.

It is goofy good and giggly too

It is found in good goats at the zoo!

G sounds like the glugging of water in boots

Sloshing about—a wet /g/ /g/ /g/ at your roots.

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



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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 I point. (point to each) Gorilla, goat, gum. Great job. They all start with the /g/ sound. Say /g/. We write the /g/ sound with the letter G.

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, but we call them both G. (practice saying the name of the letter). Let's say the name together (point) G, G, G. Great!"

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





Ge

LESSON 25

Overview

New Letter: Gg

Review Letter: Ww, Aa

Review Game: Letter Match

Make the Letters: pencil & paper

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

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, go around and cross. (Lowercase) I put my finger at the green dot, pull back and go around, pull up, go down and under. "

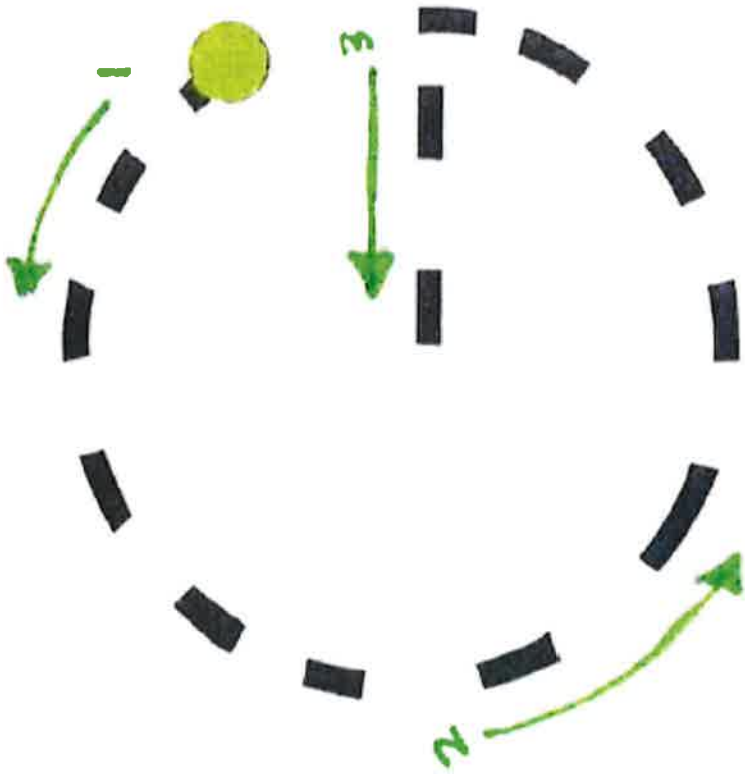
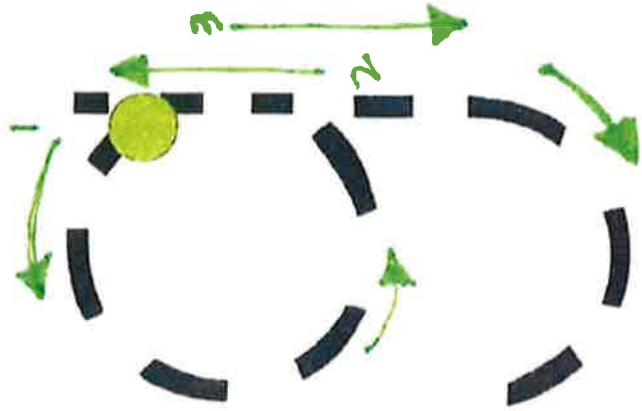
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

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

**collect letter Gg cards*

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





LESSON 25

Overview

New Letter: Gg

Review Letter: Ww, Aa

Review Game: Letter Match

Make the Letters: pencil & paper

Review Letters

Explain: Explain: (point to the picture) This a gorilla. Gorilla /g/. We write the /g/ sound with letter G. (Trace the letter) I start at the top, Pull back, go around, and cross. (Point to the picture) This is a W. Watermelon /w/ (Trace letter with finger) W. (Point to the picture) This is an Apple. Apple /a/ (Trace the letter) A.

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**

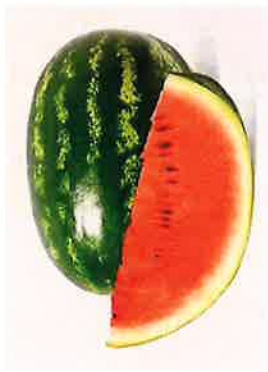
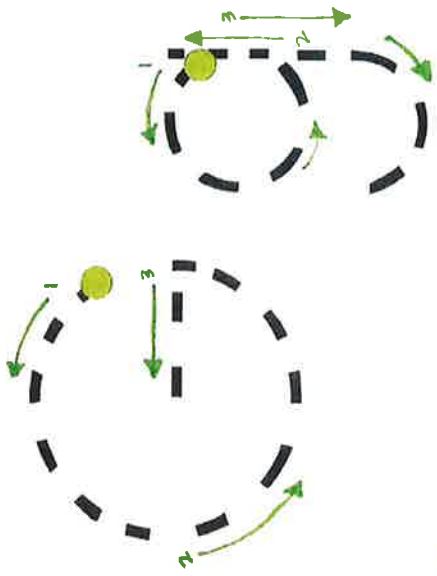
Explain: "Now we are going to practice forming the letters." Pass out paper and pencil (**only if students can demonstrate proper pencil grip**). Let's write the capital G. Pull back, go around and cross. Great job! Let's try again. (model again and practice with students) Let's write the lowercase g. pull back and go around, pull up, go down and under. Great work! We made a g! What letter are we making? The letter G!" Continue with W and A if time.

**collect all materials*

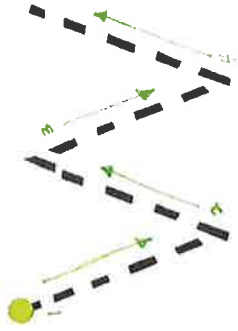
***Repeat the letter name several times with the students.**



Gg



Ww



Aa



LESSON 25

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/, G! Gorilla, /g/, G! Great work. "

Overview
New Letter: Gg
Review Letter: Ww, Aa
Review Game: Letter Match
Make the Letters: pencil & paper

*Repeat the letter name several times with the students.



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LESSON 25A

Phonological Awareness

Materials Needed:

- letter cards Gg
- 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/. 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 25A

Phonological Awareness: Blending 2-3 phonemes

Materials: Daisy Dog, finger puppets

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!"

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/. What does she want? GO! Yes! Let's try another one. Let's try some more!"

Practice:

- Daisy: /g/ /i/ /v/, Puppies: Give!
- Daisy: /g/ /o/, Puppies: Go!
- Daisy: /g/ /a/ /p/, Puppies: Gap!



Error Correction Procedure

*If students have difficulty blending 3 phonemes, break the word down into onset and rime.
Model: "The word is G-IVE. Say my word quickly. (use a continuous sound to support blending)
GIIIIWVEE. Great work!"



LESSON 25A

New Letter Introduction

Explain: Point to the picture. "This is a gorilla. Everyone say gorilla. Let's clap the syllables, or parts, in gorilla. Go-Ril-La. Good! I hear the /g/ sound at the beginning of gorilla. Everyone say /g/. You can feel the /g/ sound in your throat. Put your hand on your throat and feel the vibrations as you make the /g/ sound. /g/. Everyone say /g/."

*Repeat the letter name several times with the students.





LESSON 25A

New Letter Introduction

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

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



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LESSON 25A

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 I point. (point to each) Gorilla, goat, gum. Great job. They all start with the /g/ sound. Say /g/. We write the /g/ sound with the letter G.

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, but we call them both G. (practice saying the name of the letter). Let's say the name together (point) G, G, G. Great!"

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





Ge

LESSON 25A

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

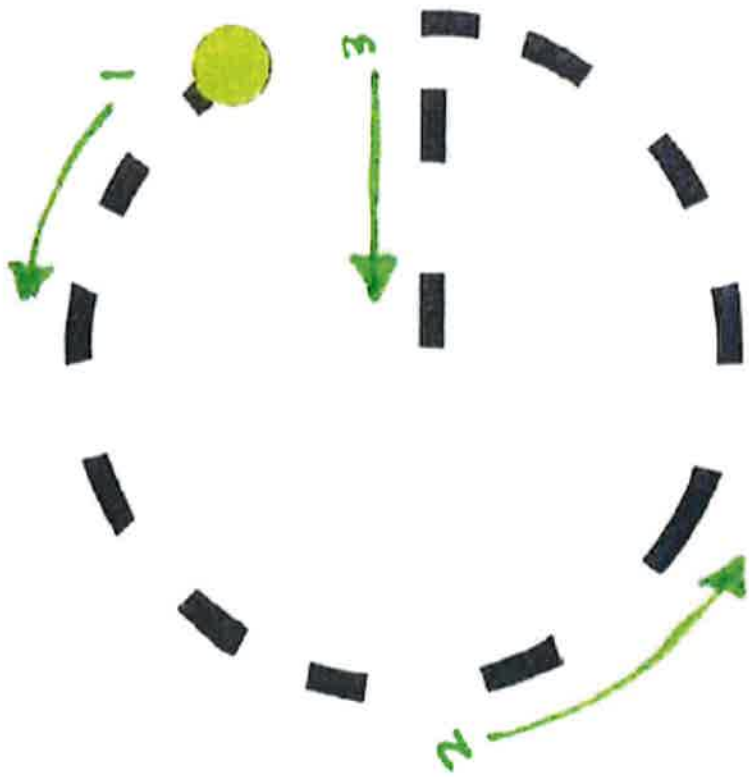
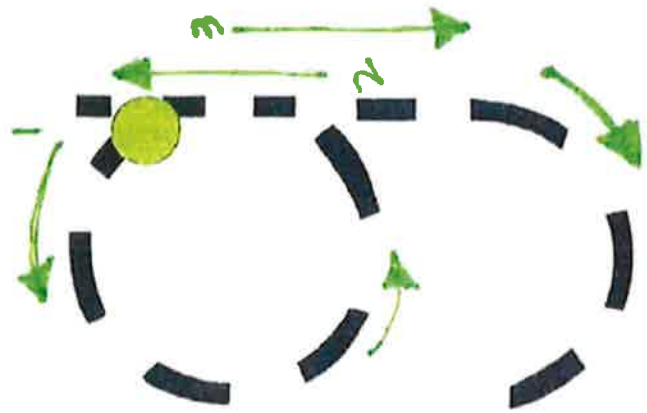
Explain: "Now we are going to learn how to make the letter G. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull back, go around and cross. (Lowercase) I put my finger at the green dot, pull back and go around, pull up, go down and under. "

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

**collect letter Gg cards*





LESSON 25A

Review Letters

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

Review Game: Letter Hunt

Letter Hunt

Explain: "Everyone stand up. The letter Gg is all over this page, and there are also other letters and pictures. If I point to the letter Gg, 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 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

g



G



E

g



G



E



G

x



e



g

x



G



G



x

g

j

i



g

A

j

G

g

a

J

N

j

LESSON 25A

Wrap-up

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

*Repeat the letter name several times with the students.



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LESSON 25B

Phonological Awareness

Materials Needed:

- letter cards Gg and 1-3 other cards to mix in
- 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/. 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 25B

Phonological Awareness: Blending 2-3 phonemes

Materials: Daisy Dog, finger puppets

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!"

Model: "Listen first. My words are : game, gate, and gap . Listen to Daisy and tell me what she wants. Daisy: I want to /g/ /a/ /me/. What does she want? GAME! Yes! Let's try another one!"

Practice:

- Daisy: /g/ /a/ /te/, Puppies: Gate!
- Daisy: /g/ /a/ /p/, Puppies: Gap!
- Daisy: /g/ /a/ /me/, Puppies: Game!



Error Correction Procedure

*If students have difficulty blending 3 phonemes, break the word down into onset and rime and use continuous sound while blending.



LESSON 25B

New Letter Introduction

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

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



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LESSON 25B

Letter Exploration

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 as I point. (point to each) Gorilla, gift, game, gate. Great job. They all start with the /g/ sound. Say /g/. We write the /g/ sound with the letter G.

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, but we call them both G. (practice saying the name of the letter). Let's say the name together (point) G, G, G. Great!"

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





Ge

LESSON 25B

Review Game

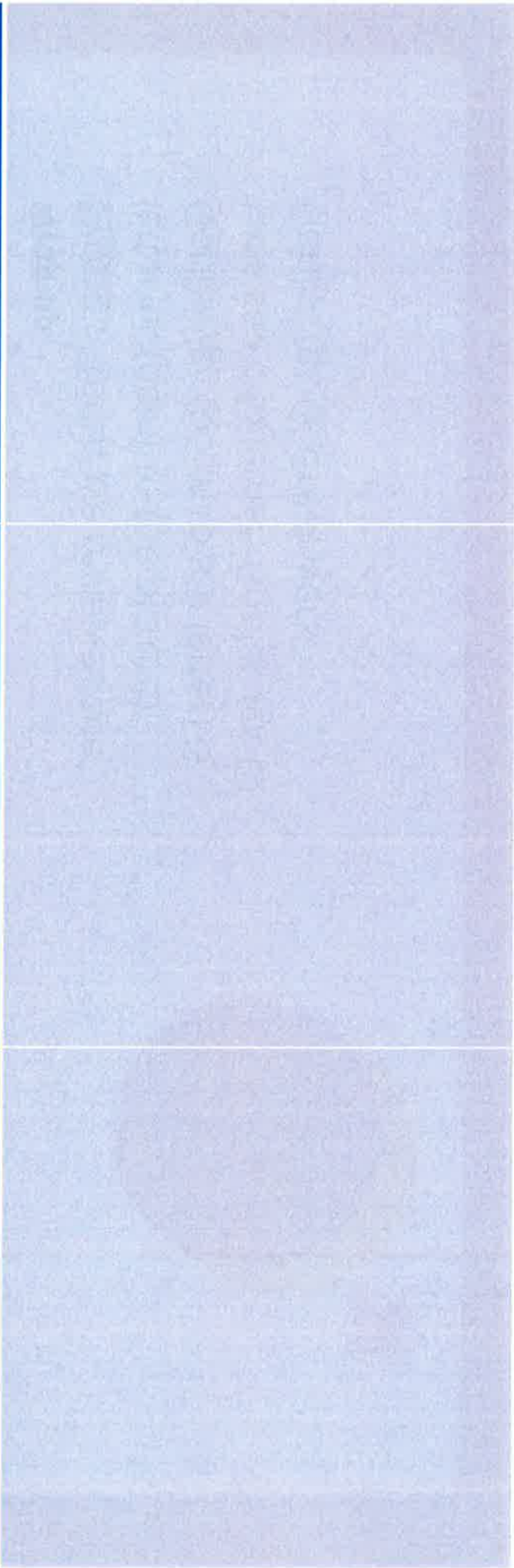
Materials: *pull letter Gg cards from the alphabetics kit and 1-3 other letters to mix in*

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 Gg on your card, put it in the matching column (capital or lowercase) and say G. If it's not a G, put it here (last column)."

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

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





LESSON 25B

Wrap-up

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

*Repeat the letter name several times with the students.



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- Materials Needed:**
- doodle boards or paper & pencil
 - letter cards Yy, Gg, Uu
 - pointers
 - name cards

LESSON 26

Phonological Awareness

Overview
New Letter: Yy
Review Letter: Gg, Uu
Review Game: Phcneme Squares
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 26

Phonological Awareness: Segment words with 2-3 phonemes

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

Materials: Pointers

Outline of Activity: Explain: "We are going to practice breaking words apart into their sounds. Listen and watch me first. My word is dog. DOG. The sounds in dog are /d/ /o/ /g/. Now, I'll tap it as I say it. (point and tap to each box as you say the sounds). Dog. /d/ /o/ /g/. There are 3 sounds in Dog. The first sound in dog is /D/. I hear the /d/ sound at the beginning of DOG."

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/ /t/. What is the first sound in CAT? /c/. Great! Let's try some more!"

Practice:

- YELL- /y/ /e/ /l/
- YAM- /y/ /a/ /m/
- YAK- /y/ /a/ /k/



Error Correction Procedure

*If students can not segment the word into individual sounds, practice identifying the initial sound only.



LESSON 26

New Letter Introduction

Explain: Point to the yak. "This is a yak. A yak 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/. /y/ Yak. Everyone say /y/. (practice again).

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

*Repeat the letter name several times with the students.





LESSON 26

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

New Letter Introduction

Explain: We write the /y/ sound is like this (trace the letter with your finger). The name of this letter is Y. (point to the picture) Yak, /y/, (point to the letter) Y. (point to the picture) Yak, /y/, (point to the letter) 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!"

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

Y is the shape of a figure reaching up

Two arms spread wide open in a shape like a cup.

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/ /y/ and some nodding for meaning.

Repeat the letter name several times with the students.



Y Y



LESSON 26

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

Letter Exploration

Identify the Target Pictures: 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. (point to each) Yak, yarn, yo-yo. Great job. They all start with the /y/ sound. We write the /y/ sound with the letter Y."

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!"

Repeat the letter name several times with the students.





Y Y

LESSON 26

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

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

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!"

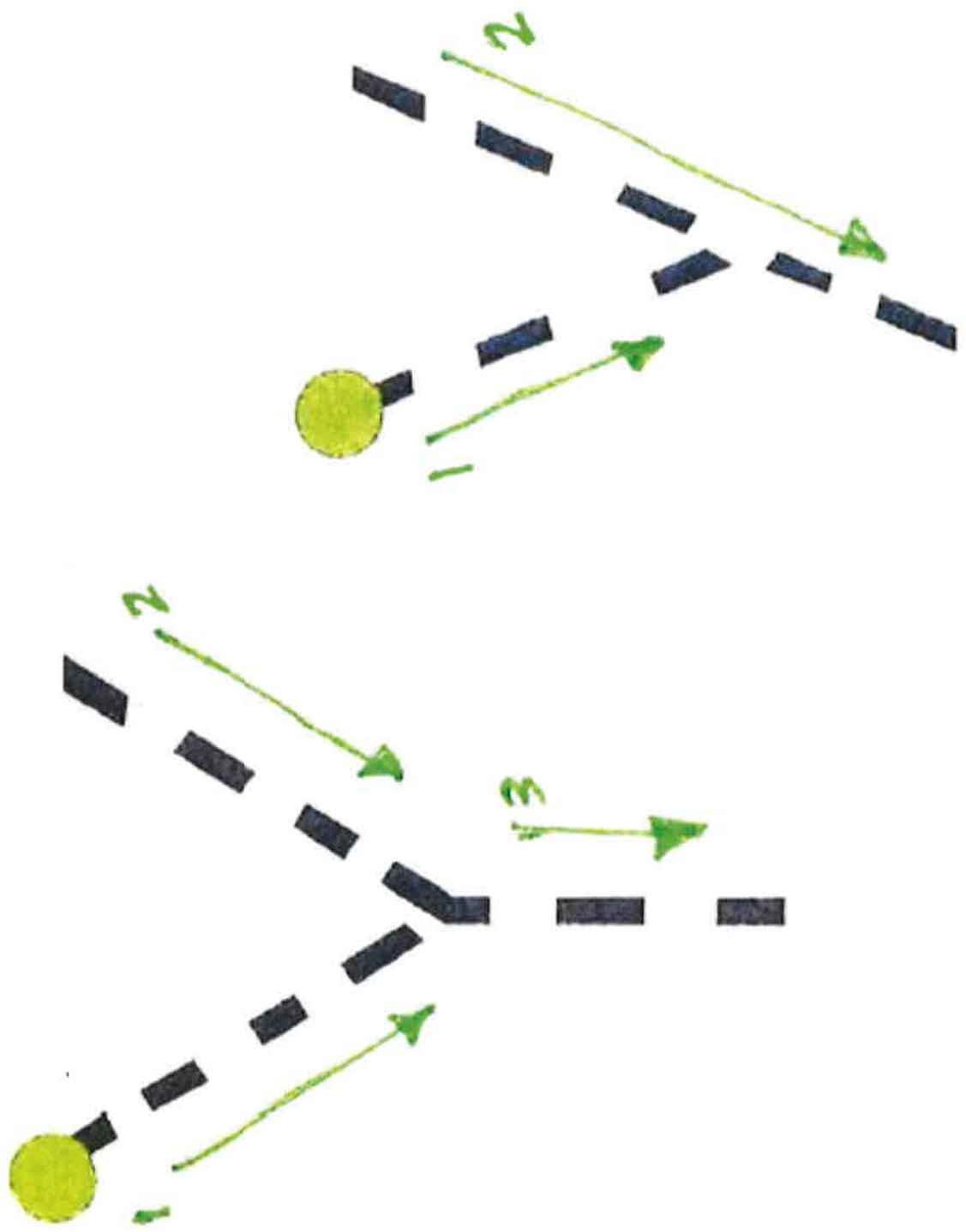
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"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*

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





LESSON 26

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

Review Letters

Materials: doodle boards or paper and pencil, letters Yy, Gg, Uu

Explain: (point to the picture) This is a Yak. /y/. We write the /y/ sound with letter Y. (Trace the letter).
(Point to the picture) This is a gorilla /g/. G. (Trace letter with finger). This is an Umbrella, /u/. U. (trace with your finger)

Practice (Review Game): Pass out letter Gg, Yy, Uu 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

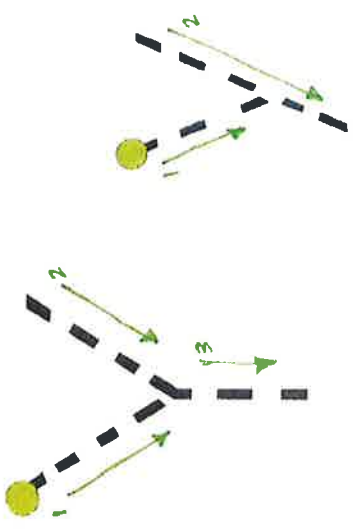
Materials: Doodle boards or paper & pencil, letter cards Yy, Gg, Tt

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

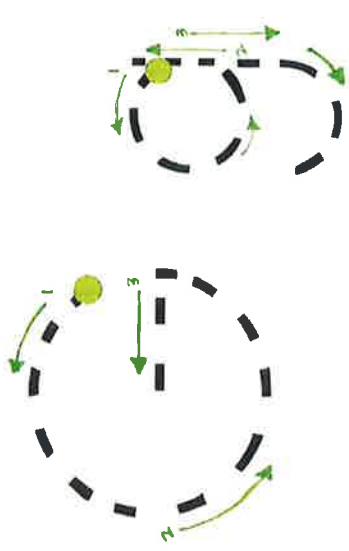
***Repeat the letter name several times with the students.**



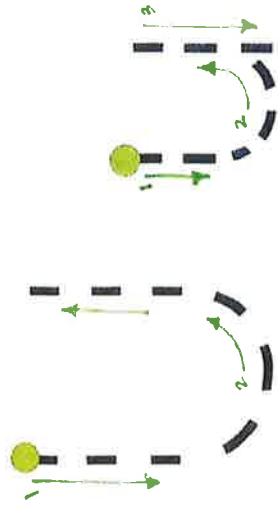
Yy



Gg



Uu



LESSON 26

Wrap-up

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

Overview

New Letter: Yy

Review Letter: Gg, Uu

Review Game: Phoneme Squares

Make the Letters: doodle boards or paper & pencil

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



Y Y



LESSON 26A

Phonological Awareness

Materials Needed:

- letter cards Yy
- pointers
- 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/. 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 26A

Phonological Awareness: Segment words with 2-3 phonemes

Materials: Pointers

Outline of Activity: Explain: "We are going to practice breaking words apart into their sounds. Listen and watch me first. My word is bug. BUG. The sounds in BUG are /b/ /u/ /g/. Now, I'll tap it as I say it. (point and tap to each box as you say the sounds). BUG. /b/ /u/ /g/. There are 3 sounds in BUG. The first sound in BUG is /b/. I hear the /b/ sound at the beginning of BUG."

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/ /a/ /t/. What is the first sound in HAT? /h/. Great! Let's try some more!"

Practice:

- YAWN- /y/ /o/ /n/
- YAK- /y/ /a/ /k/
- YET- /y/ /e/ /t/



Error Correction Procedure

*If students can not segment the word into individual sounds, practice identifying the initial sound only.



LESSON 26A

New Letter Introduction

Explain: Point to the yak. "This is a yak. A yak 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/. /y/ Yak. Everyone say /y/. (practice again).

*Repeat the letter name several times with the students.





LESSON 26A

New Letter Introduction

Explain: We write the /y/ sound is like this (trace the letter with your finger). The name of this letter is Y. (point to the picture) Yak, /y/, (point to the letter) Y. (point to the picture) Yak, /y/, (point to the letter) 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 name several times with the students.



Y Y



LESSON 26A

Letter Exploration

Identify the Target Pictures: 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. (point to each) Yak, yarn, yo-yo. Great job. They all start with the /y/ sound. We write the /y/ sound with the letter Y."

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!"

Repeat the letter name several times with the students.





Y Y

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!"

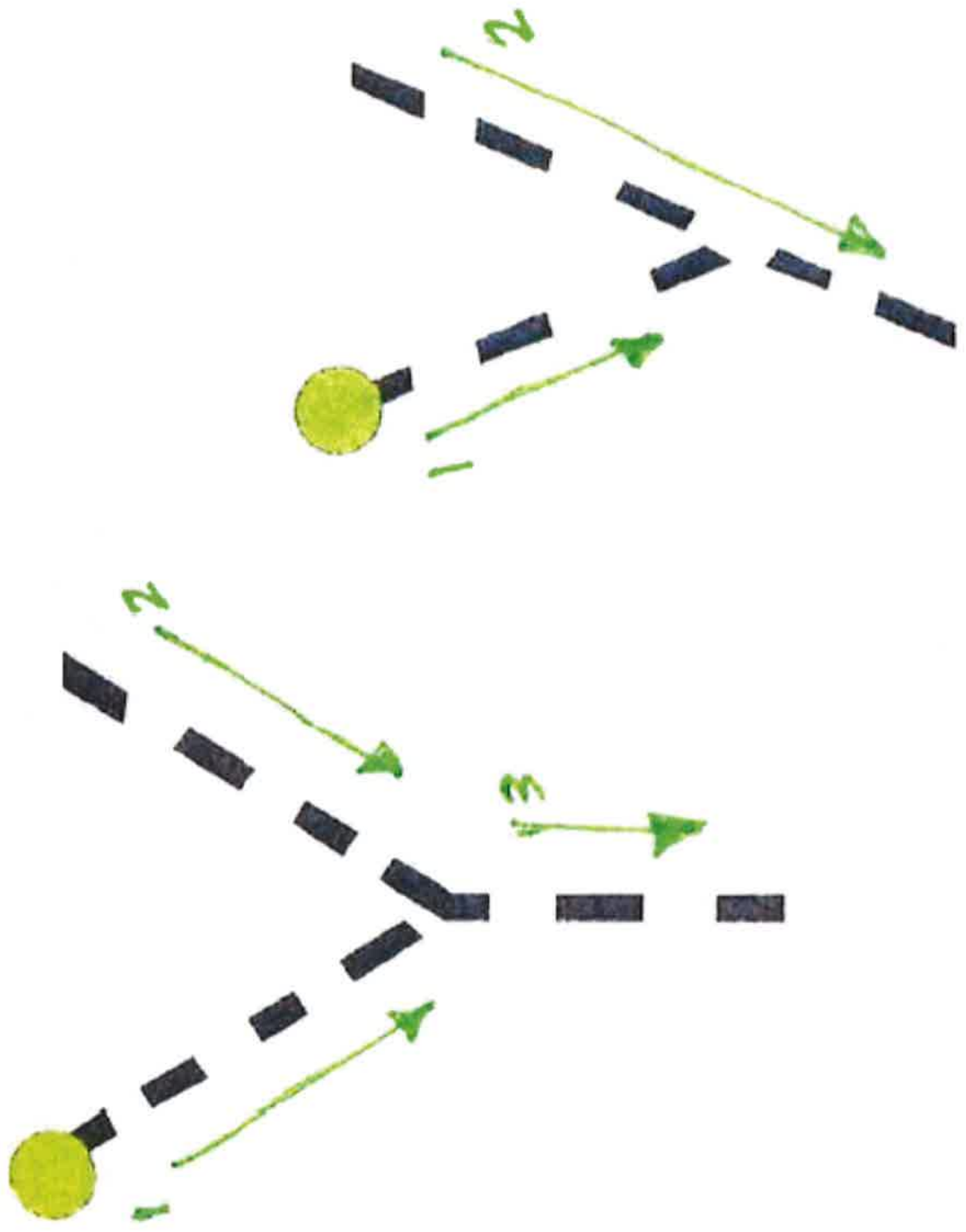
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"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*

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





LESSON 26A

Review Letters

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

Review Game: Letter Hunt
Letter Hunt

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



Y L K



b

k

y



a

F



K

Y

Y



Y

O

B



k

f

y

u

Y

k

j



m



F

k

U

Y

d

K I



Y

LESSON 26A

Wrap-up

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

*Repeat the letter name several times with the students.



Y Y



LESSON 26B

Phonological Awareness

Materials Needed:

- letter cards Yy and 1-3 other cards to mix in
- pointers
- 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/. 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 26B

Phonological Awareness: Segment words with 2-3 phonemes

Materials: Pointers

Outline of Activity: Explain: "We are going to practice breaking words apart into their sounds. Listen and watch me first. My word is dig. DIG. The sounds in DIG are /d/ /i/ /g/. Now, I'll tap it as I say it. (point and tap to each box as you say the sounds). DIG. /d/ /i/ /g/. There are 3 sounds in DIG. The first sound in DIG is /d/. I hear the /d/ sound at the beginning of DIG."

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/ /i/ /t/. What is the first sound in KIT? /k/. Great! Let's try some more!"

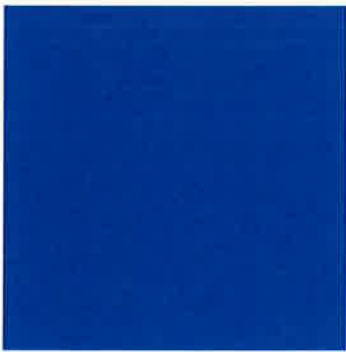
Practice:

- GOAT- /g/ /o/ /t/
- BIN- /b/ /i/ /n/
- YELL- /y/ /e/ /l/



Error Correction Procedure

*If students can not segment the word into individual sounds, practice identifying the initial sound only.



LESSON 26B

New Letter Introduction

Explain: We write the /y/ sound is like this (trace the letter with your finger). The name of this letter is Y. (point to the picture) Yak, /y/, (point to the letter) Y. (point to the picture) Yak, /y/, (point to the letter) 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 name several times with the students.



Y Y



LESSON 26B

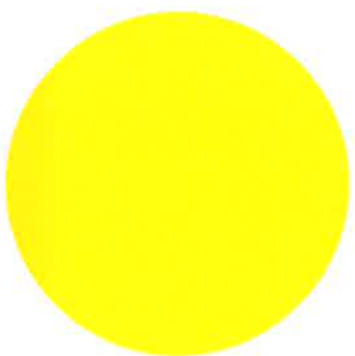
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is yellow, yell, and yawn. I hear the /y/ sound at the beginning of each word. Let's say the name of each picture together as I point. (point to each) Yellow, yell, yawn. Great job. They all start with the /y/ sound. We write the /y/ sound with the letter Y."

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!"

Repeat the letter name several times with the students.





Y Y

LESSON 26B

Review Game

Materials: *pull letter Yy 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 Y on your card, match it to the letter Y on the page and say Y. If it is not a Y, put it here (last column)."

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

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





Y

Y

LESSON 26B

Wrap-up

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

*Repeat the letter name several times with the students.



Y Y



Alphabetics

PROJECT READY

Practice & Play Set 7

A, B, C, D, E, F, G, H, I, J, K, L, M,
N, O, P, Q, R, S, T, U, V, W, X, Y, Z



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: Y, G, U, E

Materials: Letter statue cards
alphabet card deck

Review Game: Letter Statues

Phonological Awareness Activity (Does it Rhyme?)

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

- "Say Bat, Mat. Do they rhyme? Yes! Thumbs up!"
- "Say Mug, Hug. Do they rhyme? Yes! Thumbs up!"
- "Say Van, Hat. Do they rhyme? No! Thumbs down!"
- "Say Wet, Jet. Do they rhyme? Yes! Thumbs up! Great job!"





Practice & Play #1

Letters: Y, G, U, E

Review Game: Letter Statues

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."



Gg



Ee



Yy



Uu



Practice & Play #1

Letters: Y, G, U, E

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 Y. Reach your hands overhead and open them wide and say Y!"
- "Now let's bend both arms and make a U. Say U! Great!"
- "For the letter G, drop one arm to the side and hook it. Say G! Great!"
- "Finally, Open both arms to the side and balance on one leg and say E!"
- "Great job! Now, I am going to show you some cards. If you see the letter Y, G, U, 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!"



Gg



Ee



Yy



Uu



Practice & Play #1

Letters: Y, G, U, E

Review Game: Letter Statues

Wrap-up

Materials: Card Deck for visual drill (Yy, Gg, Uu, Ee)

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 Y. Say Y. Y! Great. What letter is this? Y!" (put the card back into the deck to provide more opportunities to practice)



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #2

Letters: W, G, Y, L

Materials: Alphabet Posters
alphabet card deck

Review Game: Seek & Find Letters

Phonological Awareness Activity (Does it Rhyme?)

Explain: "We are going to use our ears and listen for words that rhyme- words the end with the same sounds. If I say two 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 Pig, Fig. Do they rhyme? Yes! Thumbs up!"
- "Say Fan, Pan. Do they rhyme? Yes! Thumbs up!"
- "Say Top, Bug. Do they rhyme? NO! Thumbs DOWN!"
- "Say Log, Hog. Do they rhyme? Yes! Thumbs up! Great job!"





Practice & Play #2

Letters: W, G, Y, L

Review Game: Seek & Find Letters

Review Letters

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

- (point to the picture) "Watermelon, /w/ (trace the letters) W."
- (point to the picture) "Gorilla, /g/ (trace the letters) G."
- (point to the picture) "Yak, /y/ (trace the letters) Y."
- (point to the picture) "Lion, /l/ (trace the letters) L."



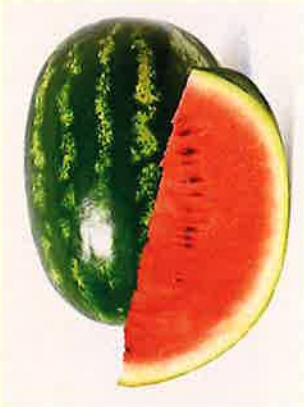
Gg



Ll



Ww



Yy



Practice & Play #2

Letters: W, G, Y, L

Review Game: Seek & Find Letters

Seek & Find Game

Materials: alphabet letter posters (W, G, Y, L) 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? (W, G, Y, L). 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 Y. Say it with me. Y. What letter is this? Y. Great job!"
- *focus on having students identify the letter names only*



Ww

Gg

Yy

Ll

Practice & Play #2

Letters: W, G, Y, L

Review Game: Seek & Find Letters

Wrap-up

Materials: Card Deck for visual drill (Ww, Gg, Yy, Ll)

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 Y. Say Y. Yi! Great. What letter is this? Yi!" (put it back into the deck and practice again)



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #3

Letters: G, Y, B, N

Materials: bean bags and game boards
alphabet card deck

Review Game: Bean Bag Toss

Phonological Awareness Activity (Does it Rhyme?)

Explain: "We are going to use our ears and listen for words that rhyme, like in RAT and CAT. They both end with the same sounds. If I say two 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 Nice, Rice. Do they rhyme? Yes! Thumbs up!"
- "Say Ox, Box. Do they rhyme? Yes! Thumbs up!"
- "Say Fish-Kite. Do they rhyme? NO! Thumbs DOWN!"
- "Say Cone-Phone. Do they rhyme? Yes! Thumbs up! Great job!"





Practice & Play #3

Letters: G, Y, B, N

Review Game: Bean Bag Toss

Review Letters

Explain: "We've learned these 4 letters. W, G, Y, L."

- (point to the picture) "Watermelon, /w/ (trace the letters) W."
- (point to the picture) "Gorilla, /g/ (trace the letters) G."
- (point to the picture) "Yak, /y/ (trace the letters) Y."
- (point to the picture) "Lion, /l/ (trace the letters) L."





Gg



Yy



Bb



Nn

Practice & Play #3

Letters: G, Y, B, N

Review Game: Bean Bag Toss

Bean Bag Toss Game

Materials: tic tac toe boards with review letters written on them, 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 Y." Students toss bean bag onto letter Y and say "Y!" "Great work!"
- *focus on having students identify the letter names only*
- *play until all letters have been reviewed and students have named them successfully*



Gg

Yy

Bb

Nn

Practice & Play #3

Letters: G, Y, B, N

Review Game: Bean Bag Toss

Wrap-up

Materials: Card Deck for visual drill *

* 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 a B. Say B. B! Great. What letter is this? B! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #4

Letters: Y, F, N, M

Materials: Go Fish cards, fishing poles, and pond
alphabet card deck

Review Game: Go Fish

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 BUG. /B/ is the first sound in Bug. Say /b/. Great! Let's try some more

- "Say Fan. What is the first sound in Fan? /F/ Great!"
- "Say Mug. What is the first sound in Mug? /M/ Great!"
- "Say Yell. What's the first sound in Yell? /Y/ Great!"
- "Say Nest. What's the first sound in Nest? /N/ Great job!"





Practice & Play #4

Letters: Y, F, N, M

Review Game: Go Fish

Review Letters

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

- (point to the picture) "Yak, /y/ (trace the letters) Y."
- (point to the picture) "Fan, /f/ (trace the letters) F."
- (point to the picture) "Nest, /n/ (trace the letters) N."
- (point to the picture) "Mountain, /m/ (trace the letters) M."





Yy



Ff



Nn



Mm

Practice & Play #4

Letters: Y, F, N, M

Review Game: Go Fish

Go Fish Review Game

Materials: Fish letters: **Yy, Ff, Nn, Mm, 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 name of a letter, and you will use your fishing pole to catch the fish. Once you catch the fish, say the name of the letter and then put the fish back into the pond."

Model: "Watch me first. My letter is lowercase f. I am using my fishing pole to fish for lowercase f. I found it! (catch the lowercase f) F! (put the fish back into the pond).

Practice: "Your turn!" Hand out fishing poles and take turns fishing for letters Yy, Ff, Nn, and Mm.

- *play until all letters have been reviewed and students have named them successfully*



Yy

Ff

Nn

Mm

Practice & Play #4

Letters: Y, F, N, M

Review Game: Go Fish

Wrap-up

Materials: Card Deck for visual drill *

* 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 a Y. Say Y. Y! Great. What letter is this? Y! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #5

Letters: G, X, D, C

Materials: Letter puzzle cards
alphabet card deck

Review Game: Letter Puzzles

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 GUM. /g/ is the first sound in GUM. Say /g/. Great! Let's try some more."

- "Say DOG. What is the first sound in Dog? /d/ Great!"
- "Say CAR. What is the first sound in Car? /c/ Great!"
- "Say GOAT. What's the first sound in GOAT? /g/ Great!"
- "Say DOOR. What's the first sound in Door? /d/ Great job!"





Practice & Play #5

Letters: G, X, D, C

Review Game: Letter Puzzles

Review Letters

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

- (point to the picture) "Gorilla, /g/ (trace the letters) G."
- (point to the picture) "X-ray, /ks/ (trace the letters) X."
- (point to the picture) "Dog, /d/ (trace the letters) D."
- (point to the picture) "Cat, /c/ (trace the letters) C."



Xx



Cc



Gg



Dd



Practice & Play #5

Letters: G, X, D, C

Review Game: Letter Puzzles

Letter Puzzles Review Game

Materials: Fish letters: Gg, Xx, Dd, Cc, Letter Puzzle Cards

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

Model: "Watch me first. This is a capital G. Say G. Now I am going to look for the lowercase g. Remember, this (point to the lowercase g on the student page) this is what the lowercase g looks like. I found it! I match my puzzle pieces together- they fit! What letter is this? G! 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*



G g

X x

D d

C c

Practice & Play #5

Letters: G, X, D, C

Review Game: Letter Puzzles

Wrap-up

Materials: Card Deck for visual drill *

* 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 G. Say G. G! Great. What letter is this? G! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #6

Letters: P, U, I, O

Materials: Letter book for each student
alphabet card deck

Review Game: Letter Book

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 Pup. /p/ is the first sound in PUP. Say /p/. Great! Let's try some more.

- "Say UP. What is the first sound in Up? /u/ Great!"
- "Say IN. What is the first sound in In? /i/ Great!"
- "Say Otter. What's the first sound in Otter? /o/ Great!"
- "Say PET. What's the first sound in Pet? /p/ Great job!"





Practice & Play #6

Letters: P, U, I, O

Review Game: Letter Book

Review Letters

Explain: "We've learned these 4 letters. P, U, I, O."

- (point to the picture) "Pig, /p/ (trace the letters) P."
- (point to the picture) "Umbrella, /u/ (trace the letters) U."
- (point to the picture) "Iguana, /i/ (trace the letters) I."
- (point to the picture) "Octopus, /o/ (trace the letters) O."





Uu



Oo



Pp



Ii

Practice & Play #6

Letters: P, U, I, O

Review Game: Letter Book

Letter Book Review Activity.

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

Explain: "Today we are going to work on making your 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 what we have learned with your special people at home."

Model: "I am going to start with the letter P (turn to the P page in your book). This is a pig. Pig starts with /p/. We write the /p/ sound with the letter P. I am going to color my pig and trace my P! Pull down, back up and around."

Practice: Have students name the target pictures, isolate initial sounds, and name the letter. Give time to color the picture and trace the letter. As they are coloring, have students say the letter name as frequently as possible.



My Book
of Letters



Practice & Play #6

Letters: P, U, I, O

Review Game: Letter Book

Wrap-up

Materials: Card Deck for visual drill *

* 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 P. Say P. P! Great. What letter is this? P! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #7

Letters: K, W, Z, T

Materials: Go Fish cards, fishing poles, and pond alphabet card deck

Review Game: Go Fish

Phonological Awareness Activity (Blending 2-3 phonemes)

- **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 /c/ /a/ /k/. (use continuous sounds as needed-cccaakkke). CAKE! My word is cake! Let's try some more."
 - "/t/ /u/ /g/. What word is it? tttuuuggg. TUG! Great!"
 - "/w/ /e/ /t/. What word is it? wwweettt. WET! Great!"
 - "/z/ /oo/. What word is it? zzzoooo. ZOO! Great job!"





Practice & Play #7

Letters: K, W, Z, T

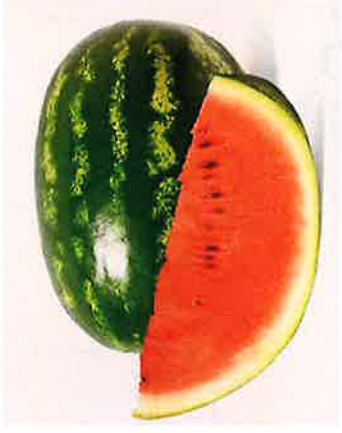
Review Game: Go Fish

Review Letters

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

- (point to the picture) "Kite, /k/ (trace the letters) K."
- (point to the picture) "Watermelon, /w/ (trace the letters) W."
- (point to the picture) "Zebra, /z/ (trace the letters) Z."
- (point to the picture) "Tiger, /t/ (trace the letters) T."





Ww



Tt



Kk



Zz

Practice & Play #7

Letters: K, W, Z, T

Review Game: Go Fish

Go Fish Review Game

Materials: Fish letters: Kk, Ww, Zz, Tt, 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 name of a letter, and you will use your fishing pole to catch the fish. Once you catch the fish, say the name of the letter and then 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 lowercase t. I found it! (catch the lowercase t) t! (put the fish back into the pond)."

Practice: "Your turn!" Hand out fishing poles and take turns fishing for letters.

- *play until all letters have been reviewed and students have named them successfully*



Kk

Ww

Zz

Tt

Practice & Play #7

Letters: K, W, Z, T

Review Game: Go Fish

Wrap-up

Materials: Card Deck for visual drill *

* 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 T. Say T. TI Great. What letter is this? TI (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #8

Letters: J, B, H, Q

Materials: Letter puzzle cards
alphabet card deck

Review Game: Letter Puzzles

Phonological Awareness Activity (Blending 2-3 Phonemes)

- **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 /j/ /o/ /g/. (use continuous sounds as needed-jjjoooggg). JOGI! My word is jog! Let's try some more."
 - "/b/ /u/ /g/. What word is it? bbbuuuggg. BUG! Great!"
 - "/h/ /o/ /t/. What word is it? hhoottt. HOT! Great!"
 - "/kw/ /e/ /n/. What word is it? queeeennn. QUEEN! Great job!"





Practice & Play #8

Letters: J, B, H, Q

Review Game: Letter Puzzles

Review Letters

Explain: "We've learned these 4 letters. J, B, H, Q."

- (point to the picture) "Jam, /j/ (trace the letters) J."
- (point to the picture) "Ball, /b/ (trace the letters) B."
- (point to the picture) "Hippo, /h/ (trace the letters) H."
- (point to the picture) "Queen, /kw/ (trace the letters) Q."





Jj



Bb



Hh



Qq

Practice & Play #8

Letters: J, B, H, Q

Review Game: Letter Puzzles

Letter Puzzles Review Game

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

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

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) 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*



J j

B b

H h

Q q

Practice & Play #8

Letters: J, B, H, Q

Review Game: Letter Puzzles

Wrap-up

Materials: Card Deck for visual drill *

* 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 B. Say B. B! Great. What letter is this? B! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #9

Letters: V, L, A, E

Materials: Letter puzzle cards
alphabet card deck

Review Game: Letter Book

Phonological Awareness Activity (Blending 2-3 Phonemes)

- **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 /v/ /a/ /n/. (use continuous sounds as needed-wwaannn). VAN! My word is Van! Let's try some more."
 - "/l/ /o/ /g/. What word is it? llllooooggg. LOG! Great!"
 - "/a/ /p/ /l/. What word is it? aaappllle. APPLE! Great!"
 - "/e/ /j/. What word is it? eejjj. EDGE! Great job!"





Practice & Play #9

Letters: V, L, A, E

Review Game: Letter Book

Review Letters

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

- (point to the picture) "Violin, /v/ (trace the letters) V."
- (point to the picture) "Lion, /l/ (trace the letters) L."
- (point to the picture) "Apple, /a/ (trace the letters) A."
- (point to the picture) "Edge, /e/ (trace the letters) E."





Ll



Ee



Vv



Aa

Practice & Play #9

Letters: V, L, A, E

Review Game: Letter Book

Letter Book Review Activity.

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

Explain: "Today we are going to work on making your 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 what we have learned with your special people at home."

Model: "I am going to start with the letter A (turn to the A page in your book). This is an apple. Apple starts with /a/. We write the /a/ sound with the letter A. I am going to color my apple and trace my A! Slide down, slide down, pull across. "

Practice: Have students name the target pictures, isolate initial sounds, and name the letter. Give time to color the picture and trace the letter. As they are coloring, have students say the letter name as frequently as possible.



My Book of Letters



Practice & Play #9

Letters: V, L, A, E

Review Game: Letter Book

Wrap-up

Materials: Card Deck for visual drill *

* 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 V. Say V. V! Great. What letter is this? V! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

*Use Lessons 10-12 as a guide to review letters that your students specifically need to practice.

*Practice & Play #10

Letters: *choose 4 letters your students need to review

Materials: Go Fish cards, fishing poles, and pond
alphabet card deck

Review Game: Go Fish

Phonological Awareness Activity (Blending 2-3 phonemes)

- **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 /c/ /a/ /r/. (use continuous sounds as needed-cccaarr). CAR! My word is car! Let's try some more."
 - "/t/ /a/ /g/. What word is it? ttttaaggg. TAG! Great!"
 - "/v/ /e/ /t/. What word is it? vveettt. VET! Great!"
 - "/p/ /i/ /g/. What word is it? pppiiiggg. PIG! Great job!"





Practice & Play #10

Letters: Teacher

Choice

Review Game: Go Fish

Review Letters

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

- (point to the picture) ("*picture name*), (*sound*)/ (trace the letters) (*Letter Name*)."
- continue the same review for all 4 letters you have chosen



Practice & Play #10

Letters: Teacher

Choice

Review Game: Go Fish

Go Fish Review Game

Materials: Fish letters: _ _ _ _ , pond (blue felt), and fishing pole

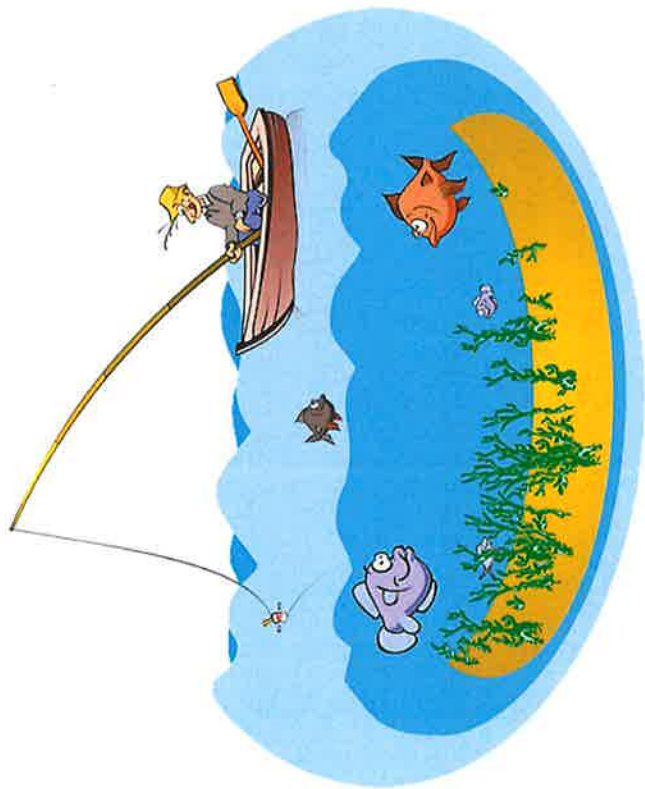
Explain: "Today we are going to fish for our letters! When it's your turn, I will tell you the name of a letter, and you will use your fishing pole to catch the fish. Once you catch the fish, say the name of the letter and then put the fish back into the pond."

Model: "Watch me first. My letter is lowercase t. I am using my fishing pole to fish for lowercase t. I found it! (catch the lowercase t) ti (put the fish back into the pond)."

Practice: "Your turn!" Hand out fishing poles and take turns fishing for letters.

- *play until all letters have been reviewed and students have named them successfully*





Practice & Play #10

Letters: Teacher
Choice

Review Game: Go Fish

Wrap-up

Materials: Card Deck for visual drill *

* 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 V. Say V. V! Great. What letter is this? V! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

*Use Lessons 10-12 as a guide to review letters that your students specifically need to practice.

*Practice & Play #11

Letters: *choose 4 letters your students need to review

Materials: Letter Puzzles
alphabet card deck

Review Game: Letter
Puzzles

Phonological Awareness Activity (Segmenting 2-3 phonemes)

- **Explain:** "We are going to break words into its sounds. My word is hug. I am going to say all the sounds I hear in HUG. /h/ /u/ /g/. Let's try some more."
 - "DOG. What sounds do you hear? /d/ /o/ /g/. Great!"
 - "CAT. What sounds do you hear! /c/ /a/ /t/. Great!"
 - "PIG. What sounds do you hear? /p/ /i/ /g/. Great job!"





Practice & Play #11

Letters: Teacher
Choice

Review Game: Letter Puzzles

Review Letters

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

- (point to the picture) ("*picture name*), /(*sound*)/ (trace the letters) (*Letter Name*)."
- continue the same review for all 4 letters you have chosen



Practice & Play #11

Letters: Teacher

Choice

Review Game: Letter Puzzles

Letter Puzzles Review Game

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

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

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) 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

Letters: Teacher
Choice

Review Game: Letter Puzzles

Wrap-up

Materials: Card Deck for visual drill *

* 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 V. Say V. V! Great. What letter is this? V! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

*Practice & Play #12

*Use Lessons 10-12 as a guide to review letters that your students specifically need to practice.

Letters: *choose 4 letters your students need to review

Materials: Letter Book (one for each student)
alphabet card deck

Review Game: Letter Book

Phonological Awareness Activity (Segmenting 2-3 phonemes)

- **Explain:** "We are going to break words into its sounds. My word is hot. I am going to say all the sounds I hear in HOT. /h/ /o/ /t/. Let's try some more."
 - "RAT. What sounds do you hear? /r/ /a/ /t/. Great!"
 - "BUG. What sounds do you hear! /b/ /u/ /g/. Great!"
 - "GOAT. What sounds do you hear? /g/ /oa/ /t/. Great job!"





Practice & Play #12

Letters: Teacher

Choice

Review Game: Letter Book

Review Letters

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

- (point to the picture) "*(picture name)*, *(sound)*" (trace the letters) (*Letter Name*)."
- continue the same review for all 4 letters you have chosen



Practice & Play #12

Letters: Teacher

Choice

Review Game: Letter Book

Letter Book Review Activity.

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

Explain: "Today we are going to work on making your 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 what we have learned with your special people at home."

Model: "I am going to start with the letter _ (turn to the page in your book). This is an _____. _____ starts with /_/. We write the /_/ sound with the letter __. I am going to color my _____ and trace my _____!"

Practice: Have students name the target pictures, isolate initial sounds, and name the letter. Give time to color the picture and trace the letter. As they are coloring, have students say the letter name as frequently as possible.



My Book
of Letters



Practice & Play #12

Letters: Teacher
Choice

Review Game: Letter Book

Wrap-up

Materials: Card Deck for visual drill *

* 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 V. Say V. V! Great. What letter is this? V! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

For students who need more support:

- Continue to cycle through the review lessons as needed.
- If more intensive instruction is needed, go back to the initial lessons and the review lessons that introduced the letter.
- Also, determine which student would benefit from the use of playful interventions.

For student who need a challenge:

Include more than 4 letters in the review game activities.