Alphabetics

PROJECT READY

#1: T, O, C, M
ERROR CORRECTION PROCEDURE

Say/h, Ay/). All of the children turn to any and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child’s name is clapped, give that child his/her name card.

Practice: Sing the for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When and say hi to Any that’s me! Clap a friend’s name with me, name with me, clap a friend’s name with me. Her name is Amy, let’s all wave. Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first."

EXPLANATION: We are going to practice clapping our names—one clap for each part.

Outline of Activity:

Song (to the tune of Mary Had a Little Lamb)

Materials: My name is—Page and name cards with children’s names. Clap a Friend’s Name with Me

Materials Needed:

50 Diagrams - 50 MORE Diagrams - WIKI SIX

LESSON 1

Phonological Awareness

Overview
My name is
Phonological Awareness: Blending Compound Words

LESSON 1

Materials: Dog finger puppets (used as pointers)

Make the Letters: Wicki Stix

Review Game: none

New Letter: T

Just give them the first word as a clue.

Explain: Once children are automatic at this game,

Practice: "Snow-ball, jelly-fish, lip-stick."

Another one:

Model: "I will say the two words that make up the name of one of the pictures. You point to the picture and say the word: jelly-fish! I pointed to the picture of the jellyfish and said its name. Jellyfish. Let's try smaller words (point to each picture) This is a jellyfish, snowball, lipslick. (hand out the puppets to use)

Explain: Show the pictures on the next page. "All of these pictures are things that are made of two letters: Wicki Stix."

Please note that the handwriting and layout of the document are somewhat unclear, making it challenging to transcribe accurately. The content appears to involve phonological awareness activities focused on blending compound words.
LESSON 1

Everyone say /t/ (practice)

The sound /t/ /t/ tiger.

Tiger. Good. Tiger starts with

"This is a tiger. Everyone say

Explain: Point to the tiger.

New Letter: Introduction

Repeat the letter

Make the letters: Wikki Stix

Review Game: none

Review Letter: none

Name several times

Repeat the letter

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

1. letter: \(t\) /t/ (point to the letter)
2. name: the name of the letter is \(t\).
3. Practice: Focus practice on having students say the letter.

Make the Letters: Wikki Stix

Review Game: none
Review Letter: none
New Letter: \(t\)

LESSON 1
Lesson 1

Letter Exploration

Identify the Target Pictures: Point to the pictures. "This is a toothbrush, turtle, and a tiger.

Practice: Point to the letter. "The name of this letter is T. This is the capital T and this is lowercase t. They look different, but we call them both T. (Practice saying the name T.) Let's say the name together: T. T. Great!

Repeat the letter. We write the letter T. The /t/ sound. We write the /t/ sound with the letter T.

Together as a Group: Point (point to each) toothbrush, turtle, tiger. Great job. They all start with the /t/ sound at the beginning of each word. Let's say the names of each picture together.
LESSON 1

Collect Letter T cards

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

Repeat the letter T several times with the students.

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

Explain: "Now we are going to learn how to make the letter T. This card shows me how to write the T."

Letter Formation: Pull the letter T cards from your kit.
Lesson 1

Collect all materials.

Form the letters with the Wikki Stix.

Students practice saying the letter name as they form the letter "T." Model forming the "T" and have students practice forming it.

Discuss and practice forming the "T" letter.

Materials: Wikki Stix

Make the letters

Review Game: None

Review Letter: None

New Letter: T
Repeat the letter.

Review Game: None
Review Letter: None
New Letter: T

Wrap-up

Today we learned the letter T.

Example: "Today, we learned the letter T.

Tiger, /t/, Ti, Great work!"

Repeat the letter.

Let's say it together: Tiger, /t/, Ti

(point to the picture) Tiger, /t/, (point to the letter) Tiger, /t/.
Lesson 1A

Phonological Awareness

Materials: name cards

Materials Needed: - die - number puppets

Outline of Activity:
Song (to the tune of Mary Had a Little Lamb)

Clap a friend's name with me. Clap a friend's name with me. Name me with my name. Listen first. (

Clap a friend's name with me. Clap a friend's name with me. Name me with my name. Listen first. (

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

Practice: Sing the first three lines of the song. The children clap a basic rhythm to the song. When

Practice: Sing the first three lines of the song. The children clap a basic rhythm to the song. When

name one last time. After the child's name is clapped, give the child his/her name card.

name one last time. After the child's name is clapped, give the child his/her name card.
My name is ____________.
LESSON 1A

Phonological Awareness: Blending Compound Words

Activity:

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

- Use common classroom words apart (doorhanger, dollhouse, etc.)
- Items to practice breaking words apart
- Explain: Show the pictures on the next page. "All of these pictures are things that are made of two smaller words. (Point to each picture) This is tabiectedh, tear-drop, tear-drop, tear-drop, (hand out the puppets to use as pointers)

Error Correction Procedure

Practice: "Good. This is the tabiectedh.

Praise: "Good. This is the tabiectedh.

Model: This is a tabiectedh. Tabiectedh.

Practice: "Table-cloth, Tear-drop.

Explain: Once children are automatic at this game one.

Model: "I will say the two words that make up the name of one of the pictures. You point to the picture and say the word. Tear-drop. I pointed to the picture of the tear-drop and said its name. Let's try another.

Explain: "All of these pictures are things that are made of two smaller words. (Point to each picture) This is tabiectedh, tear-drop, tear-drop, (hand out the puppets to use as pointers)"
LESSON 1A

Everyone say /t/ (practice)

The sound /t/ /t/ tiger.

Tiger. Good. Tiger starts with

"This is a tiger. Everyone say"

Explain: Point to the tiger.
LESSON 1A

New Letter Introduction

**Explain:** "We write the /t/ sound like this (trace the letter with your finger). The name of this letter is t. (point to the picture) Tiger. /t/. (point to the t). T. The name of the letter is T. What letter? T. Say it with me three times. T. T. T. Great job!"

**Practice:** Focus practice on having students say the letter name.

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

Identify the Target Pictures: Point to the pictures "This is a toothbrush", "turtle" and a "tiger". I hear /'t/ sound at the beginning of each word. Let's say the names of each picture together as a group. They all start with the /'t/ sound. We write the /'t/ sound with the letter T. 

Explain: Point to the letter "T". The name of this letter is T. This is the capital T and this is lowercase t. They look different, but we call them both T (practise saying the name T). Let's say the letter name together: T, T, T. Repeat the letter name several times with the students.

Write the /'t/ sound with the letter T.
COLLECT LETTER CARDS
WORK: WE MADE A T. WHAT LETTER? T.
LETTER T. PUT YOUR FINGER AT THE TOP. PULL DOWN. PULL ACROSS. GREAT. JOINT LETS TRY AGAIN. LETS WRITE THE
LETTER T. PUT YOUR FINGER AT THE TOP.

NOW ITS YOUR TURN TO MAKE THE LETTER T. PUT YOUR FINGER AT THE TOP.

Repeat the letter T.

Provide lots of positive feedback and modeling as needed.

EXPLAIN: “NOW I’M GOING TO TEACH YOU HOW TO MAKE THE LETTER T.” WATCH ME FIRST. TRACE WITH YOUR
FINGER WHILE YOU SAY THE DIRECTIONS OUT LOUD. I USE MY FINGER AND I START AT THE GREEN DOT. PULL DOWN.
PULL ACROSS. WATCH ME WRITE THE LOWERCASE T. PULL DOWN. PULL ACROSS.

Now, your turn. Practice and then practice the lowercase.

Pass our letter cards to each student. Start with

Lesson 1A
Lesson 1A

Practice:

Practice: Point to a variety of letters and pictures for students to jump up and then sit back down. Let's try it! Shake your head. If I point to this picture (the little girl) you need to hands high in the air. If I point to something that is NOT a letter. There are also pictures. If I point to the letter 'T' say 'T' and raise your Letter Hunt

Review Game: Letter Hunt

Explain: "Everyone stand up. The letter 'T' is all over this page and Review Letters"
Lesson 1A

Wrap-up

Today we learned the letter T.

*Repeat the letter

Tiger, /t/; Tiger, /t/; Great job today!
NAME ONE LAST TIME. AFTER THE CHILD S NAME IS CLAPPED GIVE THAT CHILD HIS/HER NAME CARD.

SAYING "HI, ANY" ALL OF THE CHILDREN TURN TO ANY AND WAVE AND THEN CLAP THE SYLLABLES (CLAPPING ONCE FOR EACH SYLLABLE) IN THE NAME. THE CHILDREN CLAP A BASIC RHYTHM TO THE SONG.


EXPLAIN: WE ARE GOING TO PRACTICE CLAPPING OUR NAMES-ONE CLAP FOR EACH PART.

Outline of Activity:

Song (to the tune of Mary Had a Little Lamb)

Materials: My name is

Phonological Awareness LESSON 1B

Materials Needed:

- Dog figure puppets
- Letter T cards and 3 other name cards
My name is
Lesson 1B

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Phonological Awareness: Blending Compound Words

**Procedure**

**Model:** Point to the pictures of the tea cup and said its name. Point to the pictures. You point to the picture and say the word. "tea-cup." I pointed to the picture of the tea cup and said its name. Let's try another one.

**Practice:** "Train-track. Turn-table."

Use smaller words (point to each picture) This is tea cup. Train track. Turn table. (hand out the puppets to words apart (door knob, items to practice breaking common classroom words: doll house, etc.)

**Explain:** Show the pictures on the next page. "All of these pictures are things that are made of two just give them the first word as a clue:"

**Expand:** Once children are automatic at this game.

**Model:** "I will say the two words that make up the name of one of the pictures. You point to the picture (use as pointers)"
NEW LETTER INTRODUCTION

LESSON 1B

Repeat the letter name.

Practice: Focus practice on having students say the
letter name. T. T. T. Great job!

Tiger. /t/ (point to the picture). The letter is T.
The name of this letter is T.

Explain: "We write the /t/ sound like this (trace the
letter T)."

Three times. T. T. T.
LESSON 1B

Letter Exploration

Review sounds /t/ and /d/.

Identify the target picture. Point to the picture. "This table, time, and toes. I hear the /t/ sound at the beginning of each word. Let’s say the names of each picture together as I point to each (point to each).

Table, time, toes. Great job. They all start with the /t/ sound. We write the /t/ sound with the letter T. T.

Explain: Point to the letter. "The name of this letter is t. This is the capital T and this is lowercase t. They look different, but we call them both t. (practice together. T, t."

Repeat the letter. With the students name several times.

"Repeat the name, T, t." Let’s say the letter name together. T, t."
Lesson 1B

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

Materials: Pull letter T cards from the alphabets kit and 3 other letters to mix in.

Explain: (lay the book face down) We are going to play a game.
Repeat the letter T/ɪ/ TIGER, /t/ "Great job today!"

Let's say it together, TIGER, /t/.

Point to the picture (TIGER) /t/.

Explain: "Today we learned the letter T.

Wrap-up
+ 1
Phonological Awareness

LESSON 2

Materials: My name is "Mary had a little lamb".

Objectives:
- Practice blending sounds to make words.
- Enhance phonemic awareness.

Procedure:
1. Introduce the lesson by reading the story "Mary had a little lamb".
2. Ask students to identify the sounds in each word.
3. Have students practice blending sounds to make words.
4. Use flashcards with words and ask students to identify the sounds in each word.

Materials Needed:
- Flashcards with words
- Word cards
- Letter cards
- Paper and pencils
My name is
LESSON 2

Phonological Awareness: Segmenting Compound Words

Practice: Turn to the next page.

Model: "This is a jellyfish. This is jelly, snow, and fish. I am going to find the two words that go together to make one new word."

Explain: Show the pictures on the next page. "We are going to find the two different words we put together.

Materials: Dog finger puppets

Make the Letter: Wikki Stix

Review Game: I Spy

Review Letter: T

New Letter: O
**Lesson 2**

**Phonological Awareness**

**Materials:** Dog Finger Puppets

**Phonological Awareness**

- Pronounce: "Good! Snow is the first part of Snow-ball!"
- Practice: "Point with me, what is the first part of Snow-ball?"
- Model: Point "Snow is the first part of Snow-ball. Snow!"

**Error Correction Procedure**

Extend: Ask students to point to both words they hear in snowball."

Together to make snowball are snow (point) and ball (point). SNOWBALL."

Correct! Ball is the second part of the word snow-ball. So, the 2 words that we put snowball! SNOW-BALL. Let's point to snow. What is the second part of the word snow? Yes, snow is the first part of the word snow ball. Let's point to snow-ball. What is the first part of the word SNOW-ball?"
Exercise: Practice writing the letter "x" with your students. Name several times.

Repeat the letter "x", with the students.

New letter introduction

Lesson 2
Read the poem: "As I read this poem, raise your hand high in the air.

it three times. O, O, O! Greed
name of this letter is O. What is the name of this letter? O Yes! Let's say
Practice: Focus practice on having students say the letter name. "The
(point to the letter) O. Finger). The name of this letter is O. (point to the octopus) Octopus, /0/.
Explain: We write the /0/ sound like this (trace the letter with your
New letter introduction

LESSON 2
**Lesson 2**

**Letter Exploration**

**Make the Letters:** Wikki Stix

**Review Game:** I Spy

**Review Letter:** O

**New Letter:** O

**Great!**

Saying the letter o together 3 times. O, O, O!

Lowercase o. They look the same! Let's practice it.

Letters is O. This is the capital O and this is the letter is O. Point to the letter. The name of this letter is O.

Write the /o/ sound with the letter o.

Point (point to each) octopus, other, olives. Great job. They all start with the /o/ sound. We look at the /o/ sound at the beginning of each word. Let's say the names of each picture together as I hear the /o/ sound.

Identify the Target Picture: Point to the pictures. This is an octopus, other, and olives. I hear the /o/ sound.
**LESSON 2**

- **Collect Letter cards**
  - Letter did we make? O! Great Job!

- **Repeat the letter with the students several times**

- **Feedback and modeling as needed:**
  - Student Practice: Pass our letter cards to each student. Provide lots of positive feedback.
Lesson 2

Spy a letter that makes the /o/ sound (O). Spy a letter that looks like a circle (O). Spy a letter that makes the /t/ sound (T). Spy a letter that is tall like a tree (T).

Describing and telling the letter name. "Spy a letter that is tall like a tree (T)."

Practice (game): Using your puppet, point to the letter that Daisy Dog is describing, and tell her the letter name. "Spy a letter that is tall like a tree (T)."

Great job!"
Lesson 2

Letter is this? O! Great job!

- Repeat the letter: Wiki Six
- Make the letters: Wiki Six
- Review Game: Spy
- Review Letter: T
- New Letter: O

What me, octopus? /o/ o. Say it with picture. Octopus /o/ (point to the letter o) (point to the letter o) (point to the letter o) (point to the letter o)

Explain: "Today we learned..." Wrap-up
name card.

Once for each syllable (in the name one last time). After the child's name is clapped, give that child his/her
name. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping
song). Practice: Sing the line for each child. On the first three lines of the song, the children clap a basic rhythm to the
song. Let's all wave and say "Hi" to Amy- that's me."-

Clap a friend's name with me, name with me, clap a friend's name with me. Her name is A-

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my

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

Outline of Activity:

Song (to the tune of Mary Had a Little Lamb)

Phonological Awareness

Lesson 2a
My name is ___________.
Lesson 2A

Phonological Awareness: Segmenting Compound Words

Outline of Activity:

Materials: Dog Finger Puppets

What is the next part of the word toothbrush? (point) Brush is the last part of the word toothbrush.

Model: “This is a toothbrush. This is a brush, snow, and tooth. Tooth is the first part of toothbrush.

Parts of the word toothbrush.”

Explain: “Some words are made up of two different words put together. Today, we are going to find the two parts of the word toothbrush.”

Turn to the next page.
Error Correction Procedure

Try the last part of the word, if needed, then practice.

Materials: Dog Finger Puppets

Phonological Awareness: Segmenting Compound Words

Lesson 2A
New Letter Introduction

Lesson 2A

(practice again)

Octopus. Everyone say /o/.

This is an octopus. Everyone starts with the sound /o/. /o/

Octopus. Good. Octopus.

Explain: Point to the octopus.
Lesson 2A

New Letter Introduction
Lesson 2A

Identify the Target Picture: Point to the pictures. “This is an octopus, other, and olives. I hear the /ou/ sound at the beginning of each word. Let’s say the names of each picture together as I point (point to each). Octopus, other, olives. Great job. They all start with the /ou/ sound. We say the /ou/ sound several times. O, O! Oi lower case. O. This is the capital O, and this is the name of this letter. O. Write the /ou/ sound with the letter O.

Explain: Point to the letter. “The name of this letter is O. Saying the letter O together 3 times. O, O, O. Repeat the letter with the students. Write the /ou/ sound with the letter O.
*Collect letter cards

Letter did we make? O! Great Job!!

_Repeat the letter with the students_ name several times.

*Repeat the letter

Now its your turn to make the letter O. Put your finger on the top of the O. Pull back and around. Great Job!! Let's try again. Let's write the letter O. Put your finger first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull back. Explain. "Now I'm going to remind you how to make the letter O. Watch me first. (Trace with your finger first."

**Feedback and modeling as needed:**

**Student Practice:** (Pass our letter cards to each student. Provide lots of positive feedback.)

**Letter Formation:** Pull the letter O cards from your kit.
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 O is all over this page, and there are also pictures. If I point to the letter O, say O and raise your hand high in the air. If I point to something that is NOT a letter O, 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!"

Review Game: Letter Hunt

Review Letters
Wrap-up

Explain: "Today we learned the letter O. (point to the picture) Octopus, /O/, (point to the letter) O. Say it with me, octopus, /o/, o. What letter is this? O! Great job!"
name card

Once for each syllable (in the name one last time). After the child’s name is clapped, give that child his/her name. When saying “Hi, Amy,” all of the children turn to Amy and wave and then clap the syllables (clapping on the first three lines of the song). The children clap a basic rhythm to the song.

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song.

May: Let’s all wave and say hi to Amy – that’s me!

Clap a friend’s name with me, name with me. Clap a friend’s name with me. Her name is A-

Model: Show your name card. “This is my name, Amy. I am going to sing the song and clap the parts in my name.”

Explain: “We are going to practice clapping our names; one clap for each part.”

Outline of Activity:

song (to the tune of “Mary Had a Little Lamb”)

Materials: My name is

Page 28 and name cards with children’s names. Clap a friend’s name with me.

Materials Needed: Finger puppets

- Letter O and T cards

- Name cards
My name is __________.
What is the next part of the word paint-brush? (point) Brush is the last part of the word paintbrush.

Model: (point) "This is a paintbrush. This is a brush, snow, and paint. Paint is the first part of paintbrush.

Explain: "Some words are made up of two different words put together. Today, we are going to find the two parts of the word paintbrush."

Outline of Activity:

Materials: Dog Finger Puppets

Phonological Awareness:Segmenting Compound Words

Lesson 2B
Great work!

Hair: What is the next part of the word hair-brush?

Good hair and brush put together make hairbrush.

Practice: "This is a hairbrush. This is hair, brush, and paint. What is the first part of the word hair-brush?"

Outline of Activity:

Materials: Dog Finger Puppets

Phonological Awareness: Segmenting Compound Words

Lesson 2B
Repeat the letter "O" several times.

What is the name of this letter? Yes, let's say "O.

Practice: Focus practice on having students say the letter name. "The name of this letter is O.

(point to the letter) O.

Finger: The name of this letter is O. (point to the octopus) Octopus, "O/"

Explain: We write the /o/ sound like this (trace the letter with your finger).
Lesson 2B

Letter Exploration

Identify the target letter: Point to the picture. This is an octopus, octagon, and ostrich.

Explain: Point to the letter. The name of this letter is O. This is the capital O and this is lowercase o. They look the same! Let's practice saying the letter o together 3 times. O, O, O!

Repeat the letter o. Name several times. o, o, o. Repeat the letter o. 0/0 sound. We write the 0/0 sound with the letter o.

Together as I point (point to each) octopus, octagon, ostrich. Great job. They all start with the letter o/0 sound at the beginning of each word. Let's say the names of each picture.
LEsson 2B

Identifying the letter O:

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

If you have a letter O on your card, match it to the letter O am going to give you some letter cards. When it's your turn, Explain: (lay the book face down) We are going to play a game. I

Materials: pull letter O cards from the alphabet box kit and 3 other letters to mix in Review Game
"Repeat the letter O several times.

"What do you see in the picture? Octopus, O.

Point to the letter O and say it with me.

Wrap-up: Today we learned to recognize and say the letter O.

LESSON 2B
name card.

Once for each syllable (in the name one last time). After the child's name is clapped, give that child his/her name. Clap a friend's name with me. Her name is A-

Explain: "We are going to practice clapping our names. One clap for each part.

Outline of Activity:

We are going to practice clapping our names. One clap for each part.

Materials: My name is ___ Page and name cards with children's names. Clap a friend's name with me.

Materials Needed:
- Paint brushes and notebooks
- Letter C, O, and T cards
- Puppets
- name cards

Lesson 3

Phonological Awareness
Lesson 3

Phonological Awareness: Segmenting Compound Words

Practice: Turn to the next page.

Model: This is a jell-yfish. This is jelli-y, snow, and fish. I am going to find the two words that go together to make jell-yfish. The first part of the word jell-y is jelli-y, I point to the jelli-y part. The second part of the word jell-y is fish, I point to the fish part. The two parts of the word jell-yfish (point are jell-y (point) and fish (point).}

Explanation: Show the pictures on the next page. We are going to find the two different words we put together to make one new word.

Materials: Dog Finger Puppets (used as pointers)
**Lesson 3**

**Outline of Activity:**

- **Materials:** Dog Finger Puppets (used as pointers)
- **Phonological Awareness:** Segmenting Compound Words

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*Error Correction Procedure*

Expand: Ask students to point to both words they hear in snowball:

Practice: "Point with me. What is the first part of snow-ball?"

Model: "Point snow is the first part of snow-ball. Snow."

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the first part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"

Practice: "Let's try this together. This is a snowball. Snow-ball. What is the second part of the word snow-ball?"
Lesson 3

* Repeat the letter.

* Make the letters: Magic Paint

* Review Game: Spy

* Review Letter: T, Oo

* Brush

* Everyone: say /c/, (practice again).

* Sound /c/, /k/, cat. Everyone: Good. Cat starts with the first letter of cat.

* Explain: Point to the cat. "This is a cat. Everyone say cat."

New Letter Introduction
Lesson 3

Make the Letters: Magic Paint Brush
Review Game: Spy
Review Letter: T, O
New Letter: C

Explore Target Pictures: Point to the pictures. "This is an cat and comb. I hear the /c/ sound at the beginning of each word.

Explain: Point to the letter. "The name of this letter is C. This is the capital C and this is lowercase c. They look the same. Let's practice saying the letter c together 3 times. c, c, C! Repeat the letter name several times."

Explore: Point to the letter. "We write the /c/ sound with the letter c."

Identify: Point to the pictures. "Point to the picture of each comb."

Explore: Point to each car. "Car, car, comb. Great job. They all start with the /c/ sound. We write the /c/ sound with the letter c."

Explore: Point to each picture together as I point.

Explore: Point to each picture as I say the names of each picture together as I point.
Lesson 3

*Collect letter cards

What letter did we make? C! Great job!

Finger at the top. Pull back and go around. Great work! We made the letter C. Pull your finger back and go around. Great job! Let's try again. Let's write the letter C. Put your finger on the top of the C. Pull back and go around. Great job! (model again). This is letter C.

Explain: Now we are going to learn how to make the letter C. Watch me first. (Trace with your finger while you say the directions out loud.) I use my finger and I start at the green dot. Pull back and go around. Pull back and go around. Then we say the directions out loud. 

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

Repeat the letter name several times.

Repeat the letter name several times with the students.

Repeat the letter name several times with the students.

Letter Formation: Pull the letter C cards from your kit.

Brush

Make the letter: Magic Paint

Review Game: I Spy

Review Letter: Tt, Oo

New Letter: C
Lesson 3

Materials: Wikki Stix, crayons, letter cards

Make the Letters

Review Letters

Review Game: 1st, 2nd

New Letter: T, O

Materials: Wikki Stix, dog hand puppet, dog finger puppets (used as pointers)

Practice (Game): Using your puppy point to the letter that Daisy Dog is describing and form the letters (collect Wikki Stix). Now we are going to practice forming the letter T and O. Model forming the letters (collect Wikki Stix) and have students practice saying the letter names as they form the letters around.

Materials: Wikki Stix, dog hand puppet, dog finger puppets (used as pointers)

Explain: This is a tiger. /T/ Big. We write the /t/ sound with the letter T. (Trace the letter) Pull down, pull across. Point to the picture. This is an ottopus. Octopus, /O/. (Trace letter with finger) Pull back and around the letter. This is a car. We write the /k/ sound with letter C. (Trace the letter) Pull back and around. /O/
Lesson 3

Great job!
/c, c. What letter is this? C.
Letter c. Say it with me, cat.
Point to the picture. C, cat. (point to the letter c. Point to the
Explain: "Today we learned"

Wrap-up

Make the letters: Magic Paint Brush
Review game: Spy
Review letter: T, o, Oo
New letter: C
Phonological Awareness

Lesson 3A

Materials: Name cards - letter C cards, puppy finger puppets, name cards

Outline of Activity:

Explain: "We are going to practice clapping our names." For each part of the song (to the tune of "Mary Had a Little Lamb") clap a friend's name with me, clap a friend's name with me, Her name is A-

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the melody. When saying "Hi, Amy," all of the children turn to Amy and wave. When saying "Hi, Mary," let’s all wave and say hi to Amy. That’s me! Sing the song for each child.

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name." Name card. In the name one last time. After the child’s name is clapped, give that child his/her name card.
My name is ______________.
and fire (point).

The two parts of the word cam-pire (point) are cam-p (point) and ire (point).

What is the second part of the word cam-pire? Good! The second part of the word CAM-pire is cam-p. (point to cam-p)

What is the first part of the word CAM-pire? That right! The first part of the word CAM-pire is CAM. (point to CAM)

Model: "This is a cam-pire. This is camp, box, and fire.

Exercise: Show the pictures on the next page. We are going to find the two different words we put together to make one new word. (use puppy pointers to identify each part)

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Phonological Awareness: Segmentation Compound Words

Lesson 3A
LEsson 3A

Explain: Point to the cat. "This...

Everyone say cat.

Good, cat starts with the sound /c/. Everyone say cat.

Repeat the letter /c/ (practise again).

With the students name several times.
Lesson 3A

**New Letter Introduction**

**Practice:** Focus practice on having students say the letter name. "The letter C." The name of this letter is C. (Point to the car.) Can you (point to your finger.) The name of this letter is C. (Point to the car.) Can you (point to your finger.) Repeat the letter C. C, C, C. Great!

*Repeat the letter C. C, C, C.*
LESSON 3A

Letter Exploration

Identify the Target Picture: Point to the picture. "This is an cat, car, and comb. I hear the /c/."

Sound at the beginning of each word. Let's say the names of each picture together as I point.

Repeat the letter. C.

Sound with the letter. C.

(point to each) car, car, comb, great job. Great job. They all start with the /c/ sound. We write the /c/."

Explain: Point to the letter. "The name of this letter is C. This is the capital C and this is lowercase c. They look the same. Let's practice saying the letter C together 3 times. C, C, C!"

Great!"
Lesson 3A

Collect letter cards

What letter did we make? C! Great job!

Infer at the top. Pull back and go around. Great work! We made the letter C. Pull your finger at the top. Put your finger on the top of the c. Pull back and go around. Great job! Let's try again. Letters write the letter C. Put your finger while you say the directions out loud. Use my finger and I start at the green dot. Pull back and go around. Great job! Let's try again. Letters write the letter C. Watch me first. Trace with your finger while you say the directions out loud. Use my finger and I start at the green dot. Pull back and go around. Great job!

Feedback and modeling as needed.

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

Explain: Now I'm going to remind you how to make the letter C. Watch me first. Trace with your finger while you say the directions out loud. Use my finger and I start at the green dot. Pull back and go around. Great job!

Repeat the letter several times.

Repeat the letter several times.
Letter Hunt

**Review Game: Letter Hunt**

*Finding the Letter C*

Explain: "Now we are going to play a game and practice*

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

jump up and then sit back down! Let's try it!

C, shake your head. If I point to this picture (the little girl) you need to

your hands high in the air. If I point to something that is NOT a letter

Explain: "Everyone stand up. If I point to the letter C, say C and raise

**Review Letters**

**Lesson 3A**
Great job!
/c/, c. What letter is this? c!
/letter/ c. Say it with me, cat.
/picture/ Cat, /c/, (point to the letter c) (point to the letter c). (point to the letter c)

Explain: “Today we learned...”

Wrap-up
Name card:

Once for each syllable in the name one last time. After the child’s name is clapped, give that child his/her sound. When saying “Hi, Amy,” all of the children turn to Amy and wave and then clap the syllables (clapping)

Practice: Sing the for each child. On the first three lines of the song, the child claps a basic rhythm to the

My name is Amy; let's all wave and say hi to Amy. That's me!

Clap a friend’s name with me, name with me, clap a friend’s name with me. Her name is A-

name. Listen first.

Model: Show your name card. “This is my name, Amy. I am going to sing the song and clap the parts in my

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

Outline of Activity:

Song (to the tune of Mary Had a Little Lamb)

Materials: My name is page and name cards with children’s names. Clap a friend’s name with me.
My name is ____________. 
are candle (point) and stick (point). The second part of the word candle-stick (point to the stick). The two parts of the word candle-stick. Good! Stick is candle. (Point to candle). What is the second part of the word candle-stick? That right! The first part of the word CANDLE-

Practice: What is the first part of the word CANDLE-stick? That right! The first part of the word CANDLE-stick? That right! The first part of the word CANDLE-

Model: "This is a candlestick. This is candle, box, and stick."

Together to make one new word. (Use puppy pointers to identify each part)

Explain: Show the pictures on the next page. "We are going to find the two different words we put together to make a new word."

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)
LESSON 3B

New Letter Introduction

Practice: Focus practice on having students say the letter name: "The letter C."

Example: Write the /c/ sound like this (trace the letter with your

- Three times. C, C, C. G-rate! 
- Name of this letter is C. What is the name of this letter? C yes! Let's say

Repeat the letter name several times.
Great!

Saying the letter C together 3 times. C C C.

Lowercase c. They look the same! Let's practice letter is c. This is the capital C and this is the name of this sound with the letter C.

(point to each) cup, cone, cookie. Great job. They all start with the /k/ sound. We write the /k/ sound at the beginning of each word. Let's say the names of each picture together as I pointIdentify the Target Pictures: Point to the picture, "This is a cup", "cone", and "cookie." I hear the /k/ sound.
Review Game

**Materials:** pull letter c, o, and t cards from the alphabets kit

**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 C on your card, match it to the letter C on the page and say C. If it is not an C, put it here (last column)."

**Practice:** Pass out letter cards to students. Take turns identifying the letter C.
*collect letter cards*
Great job! /c/, c. What letter is this? C? Letter) C. Say it with me, cat. Picture) Cat, /c/, (point to the letter C, (point to the
Explain: "Today we learned"

Wrap-up
Outline of Activity:

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

Materials: My name is "Mary Had a Little Lamb"
Page and name cards with children's names. Clap a friend's name with me.

Phonological Awareness

Materials Needed:
- Paintbrushes and notebooks
- Letter M, O, and C cards
- Name cards

Lesson 4

Materials: Magic Paint Brush
Spy Review Letter M
Review Letter O, C
New Letter: A
My name is
**Lesson 4**

**Phonological Awareness: Segmenting Compound Words**

**Materials:**
- Dog Finger Puppets (used as pointers)
- Make the Letters Magic Paint
- Review Game: Spy
- New Letter CC
- New Letter T

**Outline of Activity:**

- **Model:** "Some words are made up of two different words put together. Today, we are going to find the two parts of the word mailbox."  
- **Practice:** (Point) "This is a mailbox. This is a box, snow, and mail! What is the first part of the word mailbox? Yes! Mail! This is the first part of the word mailbox. What is the next part of the word mailbox? Yes! Box? (Point) Yes! Mail is the first part of the word mailbox, mailbox. What is the first part of the word Mail-Box? (Point) Yes! Mail is the first part of Mail-Box. Mail is the first part of Mail-Box. Mail is the first part of Mail-Box. Mail is the first part of Mail-Box.

**Exp.:** Ask students to point to both words they hear in mailbox.

**Error Correction Procedure:**

- "Good! Mail is the first part of Mail-Box."
LESSON 4

Everyone say /m/ (practice again).

With the sound /m/, /m/, mountain.

Mountain. Good. Mountain starts

"This is a mountain. Everyone say

Explain: Point to the mountain.

New Letter Introduction

New Letter: M

Review Letter: CC, oo

Review Game: Spy

Make the letters: Magic Paint

Brush
Lesson 4

New letter introduction

Explain: We write the /m/ sound like this (trace the letter with your finger). The name of this letter is M (point to the mountain). Mountain, M.

Practice: Focus practice on having students say the letter name. "The name of this letter is M, very well." say it three times. M., M, M! Greatest.

Read the poem: "As I read this poem, raise your hand high in the air. Whenever I say M,

Repeat the letter: Mm.

Review game: Spy review letter: C, o, E.

Review letter: Mm.

Make the letter: Magic paint brush.
Lesson 4

Letter Exploration

Identify the Target Picture: Point to the pictures: "This is a mountain, mouse, and monkey."

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

3 times. M, M, M! Great!

Repeat the letter.

We will practice saying the letter M together.

Both M! Let's practice saying the letter M together.

Lowercase m. They look different, but they are letter is M. This is the capital M, and this is m.

M/sound. We write the /m/ sound with the letter M.

/sound. We write the /s/ sound with the letter M.

Together as /p/. Point (point to each) Mountain, mouse, monkey. Great job. They all start with the /m/ sound at the beginning of each word. Let's say the names of each picture.

Make the Letters: Magic Paintbrush

Review Game: Spy

Review Letter: Cc, Oo

New Letter: Mm
Lesson 4

Letter Formation

*Pull the Letter Mm cards from your kit

Explain: "Now we are going to learn how to make the letter M. Watch me first. (Trace with your finger while you say the directions out loud.) I use my finger and I start at the green dot. Pull down, slide down, pull up, slide up, Great job! Let's try again. Let's write the lowercase m.

Now it's your turn to make the letter M. Put your finger on the top of the M. Pull down, slide down, pull up, slide up, Great job! Let's try again. Let's write the lowercase m.

Feedback and modeling as needed.

Student Practice: (Pass out Letter cards to each student. Provide lots of positive reinforcement.)

Repeat the letter.

Repeat the letter several times.

*Repeat the letter.

*Collect Letter cards
Lesson 4

Make the letters: Magic Paint
Brush
Review Game: Spy
Review Letter: Cc
New Letter: Mm

Explore Names:
- Materials: Ink, paintbrushes, notebooks, markers, pencils
- Trace the letter M. (Repeat letter) Pull downward, slide down, pull up, slide down.
- Explain: This is a mountain. /m/ Mountain. Write the /m/ (used as pointers).

Practice (Game): Using your puppy's point to the letter that Daisy dog is describing.
- Materials: Letter cards, paintbrushes, notebooks, markers, pencils
- Make the letter M. Pull back and go around. This is a car. We write the /c/ sound with letter C. (Trace)
- Pull back and around O. This is an octopus. (Octopus, /o/ Trace letter with finger) Sound with letter O. (Trace the letter) Pull downward, slide down, pull up, slide down.

Review Letters:
- Materials: paint brushes, notebooks, dog hand puppets, dog finger puppets
Wrap-up

Explain: "Today we learned the letter M. (point to the picture) Mountain, /m/, (point to the letter) M. Say it with me, mountain, /m/, M. What letter is this? M! Great job!"

New Letter: Mm
Review Letter: Cc, Oo
Review Game: I Spy
Make the Letters: Magic Paint Brush

Repeat the letter name several times with the students.
LESSON 4A  
Phonological Awareness

Materials: My name is ______ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.
Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.
My name is ____________.
Lesson 4A

Phonological Awareness: Segmenting Compound Words

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

- Use common classroom words (door knob, classroom, etc.)
- Practice segmenting items to practice segmenting

Model: "Snow" Snow is the first part of snow-man.

Practice: "Point with me. What is the first part of snow-man."

Act out: "Point (point) Yes! Snow is the first part of snow-man."

Act out: "Point (point) Yes! Snow is the last part of the word snow-man."

Expand: Ask students to point to both words they hear in snow-man.

Praise: "Good! Snow is the first part of snow-man."

Error Correction Procedure

MAN? (point) Yes! man is the last part of the word snow-man.

SNOW-man? (point) Yes! Snow is the first part of snow-man. What is the next part of the word snow-man? This is a box, snow and man."
Everyone say /m/ (practice again).

With the sound /m/, /m/ mountain.


"This is a mountain. Everyone say.

Explain: Point to the mountain.

New letter introduction.
Repeat the letter.

Say it three times: M. M. M. "M! Great!"

Name of this letter is M. What is the name of this letter? M! Yes! Let's practice. Focus practice on having students say the letter name. "The mountain. /m/ (point to the letter) M.

Finger. The name of this letter is M. (point to the mountain)"

Explain: We write the /m/ sound like this (trace the letter with your..."

New Letter Introduction
LError Exploration

LErron 44

"3 times, M, M, M! Great!"
both M letters practice saying the letter M together lowercase m, they look different, but they are letter is M, this is the capital M and this is

Identify the Target Pictures: Point to the pictures "This is a mountain, moose, and milk, I hear"

Write the letter M sound with the letter M.

Identity the Target Pictures: Point to the pictures "This is a mountain, moose, and milk, I hear"

Repeat the letter name several times with the students.

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

Write the /m/ sound with the letter M.

Identify the Target Pictures: Point to the pictures "This is a mountain, moose, and milk, I hear"

Point (point to each) Mountain, moose, milk: Great job! They all start with the /m/ sound. We
Collect letter cards.

Great work! We made the letter M. What letter did we make? M! Great job.

Put your finger at the top. Pull down, pull up over and down, pull down and over. Slide down, pull up, slide down. Great job! Let's try again. Let's write the lowercase m.

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

Repeat the letter.

Feedback and modeling (as needed).

Student Practice: (Pass our letter cards to each student. Provide lots of positive feedback.)

Slide down, pull up, slide down. This is letter M.

Explain: Now I am going to remind you how to make the letter M. Watch me first. Trace with your finger while you say the directions out loud. I use my finger and I start at the green dot. Pull down, pull up, slide down, pull down, and over. Great job.
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

repeat the letter. Let’s try it!

Jump up and then sit back down! Let’s try it another way:

Explain: “Everyone stand up. If I point to the letter M, say M and raise your

hands high in the air.” If I point to something that is NOT a letter, 

Explain: “Now we are going to play a game and practice

Review Letters

Lesson 44
Wrap-up

Explain: "Today we learned the letter M. (point to the picture) Mountain, /m/, (point to the letter) M. Say it with me, mountain, /m/, M. What letter is this? Mi! Great job!"

Repeat the letter name several times with the students.
Phonological Awareness

LESSON 4B

Materials: My name is page and name cards, clip a friend's name, clip a friend's name with me, clap a friend's name with me, my name is a friend's name with me, name clap a friend's name with me, my name is a friend's name with me. Let's all wave and say hi to Amy - there's me!

Practice: Sing the first line of the song. The children clap a basic rhythm to the name card. In the name one last time. After the child's name is clapped, give that child his/her name. When saying "Hi, Amy" all of the children turn to Amy and wave and then clap the syllables (clapping song). Practice: Sing the for each child. On the first three lines of the song, the children clap a basic rhythm to the name. Listen first.

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name."

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

Outline of Activity:

Materials: My name is page and name cards - letter M, O, and C cards. Name cards - needed.
My name is
Lesson 4B

Phonological Awareness: Segmenting Compound Words

Outline of Activity:

Materials: Dog Finger Puppets (used as pointers)

Practice: (point) "This is a rainbow. This is a bow. Rain, and snow. What is the first part of the word rain? BOW? (point) bow? Yes! Bow is the first part of the word rainbow. What is the next part of the word rainbow? RAIN? (point) rain? Yes! Rain is the last part of the word rainbow." Practice: (point) "Hear in rainbow.

Expand: Ask students to point to both words they hear in rainbow.

Procedure: Error Correction Procedure. Use common classroom words (door knob, door, classroom, etc.)

Practice: "Good! Rain is the first part of rainbow."
Repeat the letter. "M". "M" is green.

Say it three times. "M", "M", "M". What is the name of this letter? "M". Yes! Let's practice. Focus practice on having students say the letter name. "The mountain, /m/ (point to the letter) "M". The name of this letter is "M". (Point to the mountain)".

Explain: We write the /m/ sound like this (trace the letter with your finger). The name of this letter is "M". (Point to the mountain).

New Letter Introduction

Lesson 4B
Lesson 4A
Review Game

Materials: pull 1 letter m, o, and c cards from the alphabet tiles.

Explain: “Let’s review the before a game.”

Practice: Pass out 1 letter cards to students. Take turns reading the column,“uj” on the page and say M. If it is not an m, put it here (last)
if you have a letter m on your card, match it to the letter m
am going to give you some letter cards. When it’s your turn,
*Collect letter cards
*Identify the letter M:
*Repeat the letter
name several times
with the students.
Wrap-up

Explain: "Today we learned the letter M. (point to the picture) Mountain, /m/, (point to the letter) M. Say it with me, mountain, /m/, M. What letter is this? M! Great job!"

Repeat the letter name several times with the students.
Alphabetics

PROJECT READY

Practice & Play Set 1
T, O, C, M
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. Lesson 1: Letter Statues
   b. Seek & Find Letters
   c. Bean Bag Toss

4. Visual Drill
   a. only known letters
Phonological Awareness Activity (Blending Compound Words)

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**Explain:** We've learned that some words have 2 parts. Listen (point to ear) as I say:

- Mailbox: Mailbox is where the mailperson delivers your mail.
- Carpool: Carpool is where we say car-pool together, when we meet car-pool together we get carpool. A carpool is make when we say tooth-paste together. Toothpaste is made of two words: tooth- paste. Your turn. What word do we say?

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**Review Game:** Letter Status Alphabet card deck

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**Practice & Play #1**
• (Point to the picture) "Mountain. /m/ (trace the letters) M."
• (Point to the picture) "Cat. /c/ (trace the letters) O."
• (Point to the picture) "Octopus. /o/ (trace the letters) O."
• (Point to the picture) "Tiger. /t/ (trace the letters) T."

Explain: "We've learned 4 letters. T, O, C, M.

Review Letters

Review Game: Letter Status

Letters: t, o, c, m

Practice & Play #1
What to do:

1. Make the letter shape using your body. There are also some surprise cards, and I will tell you.
2. Great job! Now, I am going to show you some cards. If you see the letter T, C, O, or M, say the name of the letter.
3. Finally, lift your arms up and touch your fingers to your head creating the 2 bumps of the letter M.

Practice:

- For the letter C, curve one arm overhead and one down below and lean to the side to create letter C.
- The letter O, GREAT!
- Now let's open our arms overhead and put our fingers together making a giant circle with our arms like.
- Let's start with the letter T. Can you stand TALL like a TREE and make the letter T?

Practice:

- We are going to practice making the letters using our bodies.
(Show the card) This is a T. Say T. T? Great. What letter is this? T?

Students successfully say the name of all the letters with support as needed.

Explain: "I will show you a card, and you tell me the name of the letter. 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 the letters with support as needed.

Materials: Card Deck for Visual Drill (TT 00, CC, MM)

Wrap-up

Review Game: Letter Status

Practice & Play #1
"Say football together. Great! Football is an American sport that is played in"

delicious dessert you often eat at birthday parties.

"Say cupcake together. When we say cup-cake together we get cupcake. A cupcake is"
when we say rain-bow together. Rainbow! Great!

Rainbow. Rainbow is made of two words. Rain-bow. Your turn. What word do we make?

Explain. We've learned that some words have 2 parts. Listen (point to ear) as I say

Phonological Awareness Activity (Blending Compound Words)

Review Game: Seek & Find Letters

Practice & Play #2
Review Letters

Explain: "We've learned 4 letters. T, O, C, M."

Practice & Play #2
Seek & Find Game

Materials: Alphabet Letter Posters (T, O, C, M) posted around the room

Practice & Play #2

Letters: T, O, C, M

Explanation: 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.

Focus on having students identify the letter names only.

"This is the letter M. Say it with me. M. What letter is this? M. Great job!"

If student responds incorrectly to "What letter is this?" provide the correct answer.

This? (T, O, C, M). Great, can you find the letter? Students seek around the room (or a designated area to find the letters). What letter is this? (T, O, C, M) posted around the room
• Show the card. This is a T. Say T. If correct, what letter is this? T?

Explain: I will show you a card, and you tell me the name of the letter. 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 the letters with support as needed.


Wrap-up

Review Game: Seek & Find Letters

Practice & Play #2
"Say basketball together. Green is a popular sport played in a gym."

"Say pan-cake together. When we say pan-cake together we get pancake. A pancake is delicious food you eat for breakfast with butter and syrup."

"Say jelly-fish together. Jellyfish is an animal that lives in the ocean."

Jellyfish is made of two words. Jelly-fish. Your turn. What word do we make when we say jelly-fish? Letter: t. 0. c. m. Bean Bag Toss review game. Practice #3
• (Point to the picture) "Mountain," /m/ (trace the letters) M.
• (Point to the picture) "Cat," /c/ (trace the letters) O.
• (Point to the picture) "Octopus," /o/ (trace the letters) O.
• (Point to the picture) "Tiger," /t/ (trace the letters) T.

Explain: "We've learned 4 letters: T, O, C, M.

Review Letters

Review Game: Bean Bag Toss

Practice 8 Play #3
Bean Bag Toss Game

Materials: alphabet letter posters (T, O, C, M) posted around the room

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)

Letter T: Students toss bean bag onto letter t and say "T". "Great work!"

Practice & Play #3

Review Game: Bean Bag Toss

Letters: t, o, c, m
Materials: Card Deck for Visual Drill (TT, 00, CC, MM)

Wrap-up

Review Game: Bean Bag Toss

Letters: t, o, c, m

Practice 8 Play #3