

D

d



LESSON 10B

Wrap-up

Explain: "Today we reviewed the letter D. (point to the picture) Dog, /d/, (point to the letter) D. Say it with me, dog, /d/, D. what letter is this? D! Great job!"

*Repeat the letter name several times with the students.





D d

- Materials Needed:**
- doodle board
 - letter cards d, n, a
 - pointing sticks
 - hand puppet

LESSON 11

Phonological Awareness

Overview
New Letter: Nn
Review Letter: Dd, Aa
Review Game: Letter Sort
Make the Letters: doodle boards

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

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 clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? A! Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure
If students are having difficulty, Clap with them or use hand support to help them clap the syllables.



My name is _____.

LESSON 11

Phonological Awareness: Segmenting Syllables

Overview
New Letter: Nn
Review Letter: Dd, Aa
Review Game: Letter Sort
Make the Letters: doodle boards

""Please come sit on the car-
pet (carpet). You can draw on
the pa-per (paper).""



Materials: Pointing Sticks, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to tap the stars to count the word parts using your pointers."

Model: Daisy: "Watch me first! This is Neptune, a planet in our solar system. Let's tap the stars to count the parts. Nep-tune. Count it- (count the stars- 1, 2). There are two parts, or syllables, in the word neptune!"

Practice: "Let's try another one together! This is an NASA, this is where astronauts work! Let's tap the parts in NASA NAS-A. Let's count it (count the stars) 1, 2. How many parts, or syllables, are in NASA? 2! Great! Let's try another one! This is the space needle. Which is a really tall tower that reaches into space! Now, let's tap the word needle. Nee-dle. Now, let's count the word parts. How many parts are in the word needle? 2! Great work!

Expand: Ask students to identify the first part or the first sound

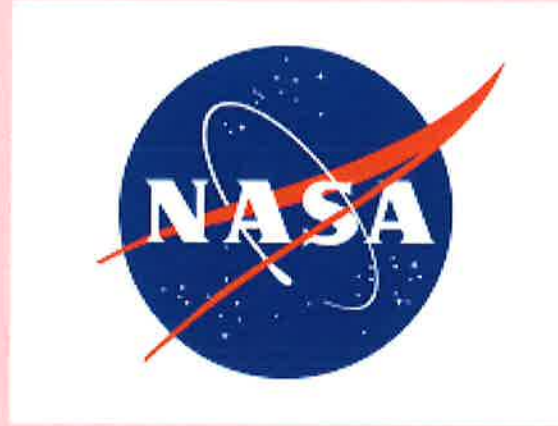
Error Correction Procedure



Model: "Needle. Nee-dle.

Practice: "Do it with me. Nee-dle."

Praise: "Good! Nee-dle are the parts of the word needle."



LESSON 11

Overview

New Letter: Nn

Review Letter: Dd, Aa

Review Game: Letter Sort

Make the Letters: doodle boards

*Repeat the letter
name several times
with the students.

New Letter Introduction

Explain: Point to the nest.

"This is a nest. Everyone say

nest. Good. Nest starts with

the /n/ sound. /n/ nest.

Everyone say /n/. You can feel

the sound vibrate in your

nose! (practice again).



LESSON 11

Overview

New Letter: Nn

Review Letter: Dd, Aa

Review Game: Letter Sort

Make the Letters: doodle boards

New Letter Introduction

Explain: "We write the /n/ sound like this (trace the letter with your finger). The name of this letter is N. (point to the picture) Nest. /n/. (point to the letter) Nn."
Practice: Focus practice on having students say the letter name. "The name of the letter is N. What is the name of the letter? Ni Yes! Let's say it three times. N. N. N."

Read the Poem: "As I read this poem, raise your hand high in the air anytime you hear me say N.
N is a noodle—it zigs and it zags
It nods when it's nervous and has been known to nag.
N is noble; it does what is right
It's in noisy and nickel and in starry night
N sounds like /n/ /n/ /n/ on the tip of your tongue
The beginning of "no" or a song yet to be sung.

*Repeat the letter
name several times
with the students.





Nn

LESSON 11

Letter Exploration

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

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

*Repeat the letter
name several times
with the students.





Nn

LESSON 11

Letter Formation *pull the letter li cards from your kit

Explain: "Now we are going to learn how to make the letter N. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull down, slide down, pull up. (lowercase) pull down, up, over, pull down."

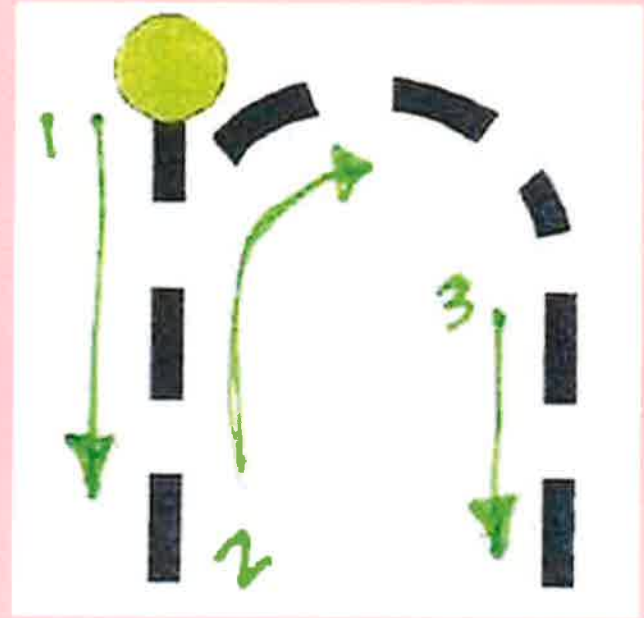
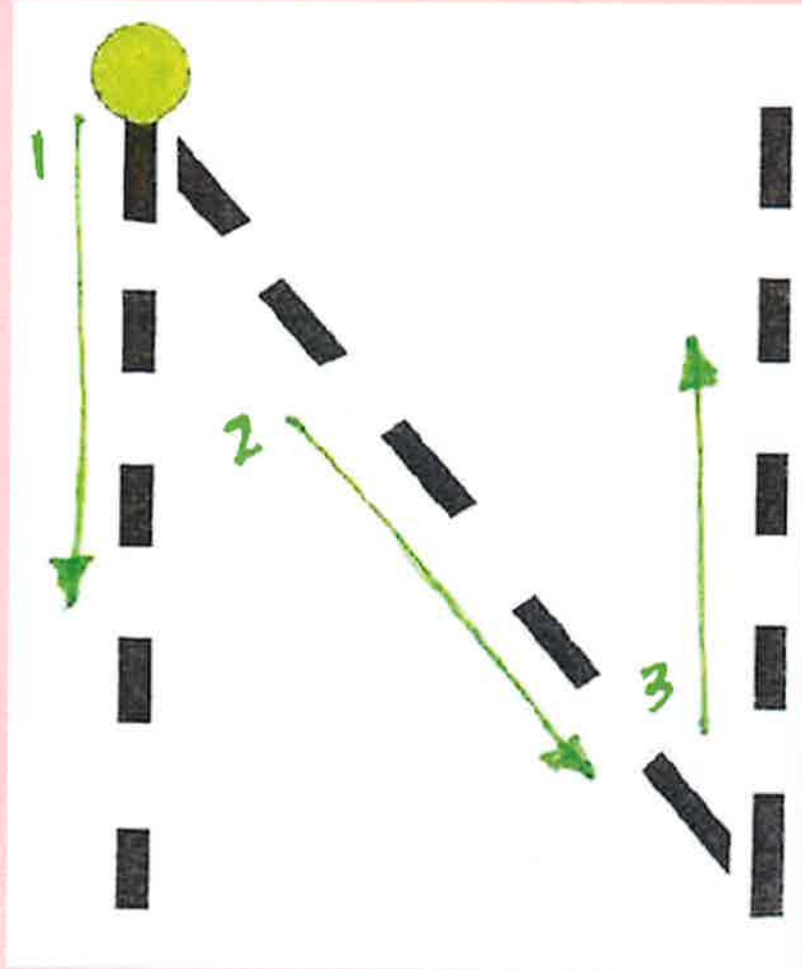
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter N. Put your finger at the top of the capital I. Pull down, slide down, pull up. Great job! Let's try again. Let's write the lowercase n. Put your finger at the top. Pull down, up, over, pull down. Great work! We made an n! What letter are we making? The letter N!"

**collect letter Nn cards*

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





LESSON 11

Overview

New Letter: Nn

Review Letter: Dd, Aa

Review Game: Letter Sort

Make the Letters: doodle boards

Review Letters

Explain: (point to the picture) This is a nest. nest /n/. We write the /n/ sound with letter N. (Trace the capital letter) Pull down, slide down, pull up. (Trace the lowercase) Pull down, up, over, pull down. (Point to the picture) This is a dog. Dog, /d/ D. (Trace letter with finger). (Point to the picture) This is an apple. Apple /a/ A. (Trace the letters).

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 and letter cards

Explain: "Now we are going to practice forming the letters." (Pass out the doodle boards letter cards N, D, A-one at a time.)

Let's write the capital N. What letter is this? Ni Great! Pull down, slide down, pull up. Great! Let's write the little n. What letter is this? ni Great! Pull down, up, over, pull

down. Let's say the name of the letter 3 times! N, N, Ni Great job!" Continue with Dd and Aa if time.

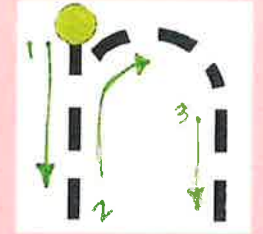
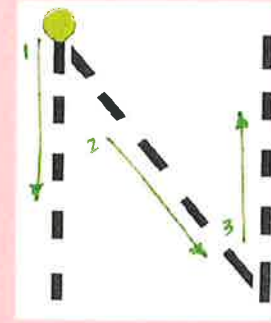
**collect all materials*

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

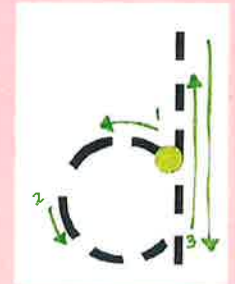
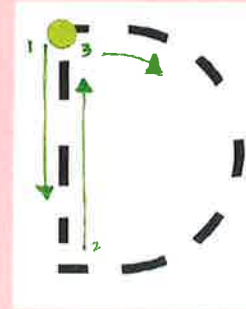




Nn



Dd



Aa



LESSON 11

Overview

New Letter: Nn

Review Letter: Dd, Aa

Review Game: Letter Sort

Make the Letters: doodle boards

*Repeat the letter
name several times
with the students.



Wrap-up

Explain: "Today we learned the

letter N. (point to the picture) nest,
/n/, (point to the letter) N. Let's say
it together. Nest, /n/, Ni Nest, /n/,
Ni Great work."



Nn

LESSON 11A

Phonological Awareness

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

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 clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? A! Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure
If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 11A

Phonological Awareness: Segmenting Syllables

Materials: Pointer, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! My word is navigate. We use a map to navigate our way from one place to another. I am going to say the parts of navigate. First, I'll clap it. Na-vi-gate. Now I'll point to one star for each part. Na-vi-gate. How many parts, or syllables, are in the word na-vi-gate? I will count my starts. 1, 2, 3. There are 3 syllables in navigate!"

Practice: "Let's try another one. My word is nomad. Nomads are people who move from place to place. Let's clap the parts of nomad. No-mad. Now let's point no-mad. How many parts are in the word nomad? 2! Great work! Let's try another. My word is nebula. A nebula is a space cloud. Let's clap the parts of the word nebula. Neb-u-la. Let's point and count the parts. Neb-u-la. How many parts, or syllables, are in the word nebula? 3!

Expand: Ask students to identify the first part.

Error Correction Procedure



Model: "Nebula. Neb-u-la."

Practice: "Do it with me. Neb-u-la."

Praise: "Good! neb-u-la are the parts of the word nebula!"

"Please come sit on the carpet (car-pet). You can draw on the paper (pa-per)."



LESSON 11A

New Letter Introduction

Explain: Point to the nest.

"This is a nest. Everyone say nest. Good. Nest starts with

the /n/ sound. /n/ nest.

Everyone say /n/. You can feel the sound vibrate in your nose! (practice again).

*Repeat the letter name several times with the students.





LESSON 11A

New Letter Introduction

Explain: "We write the /n/ sound like this (trace the letter with your finger). The name of this letter is N. (point to the picture) Nest, /n/. (point to the letter) Nn.
Practice: Focus practice on having students say the letter name. "The name of the letter is N. What is the name of the letter? Ni Yes! Let's say it three times. N. N. N."

*Repeat the letter
name several times
with the students.





Nn

LESSON 11A

Letter Exploration

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

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

*Repeat the letter name several times with the students.





Nn

LESSON 11A

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

Explain: "Now we are going to learn how to make the letter N. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Pull down, slide down, pull up. (lowercase) pull down, up, over, pull down."

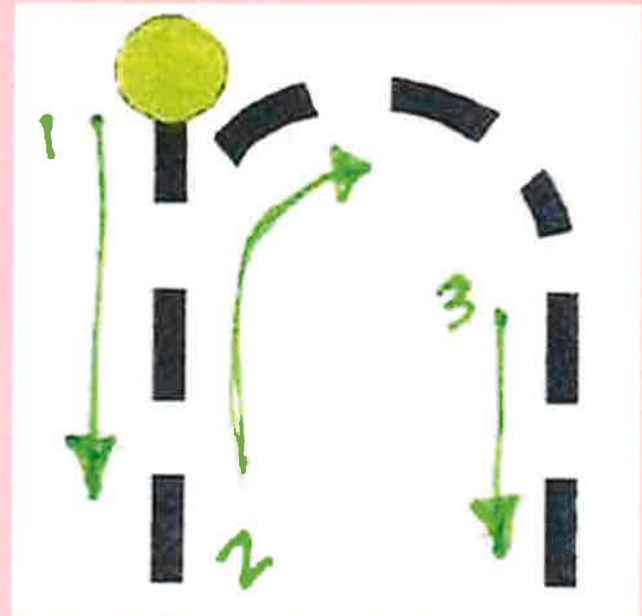
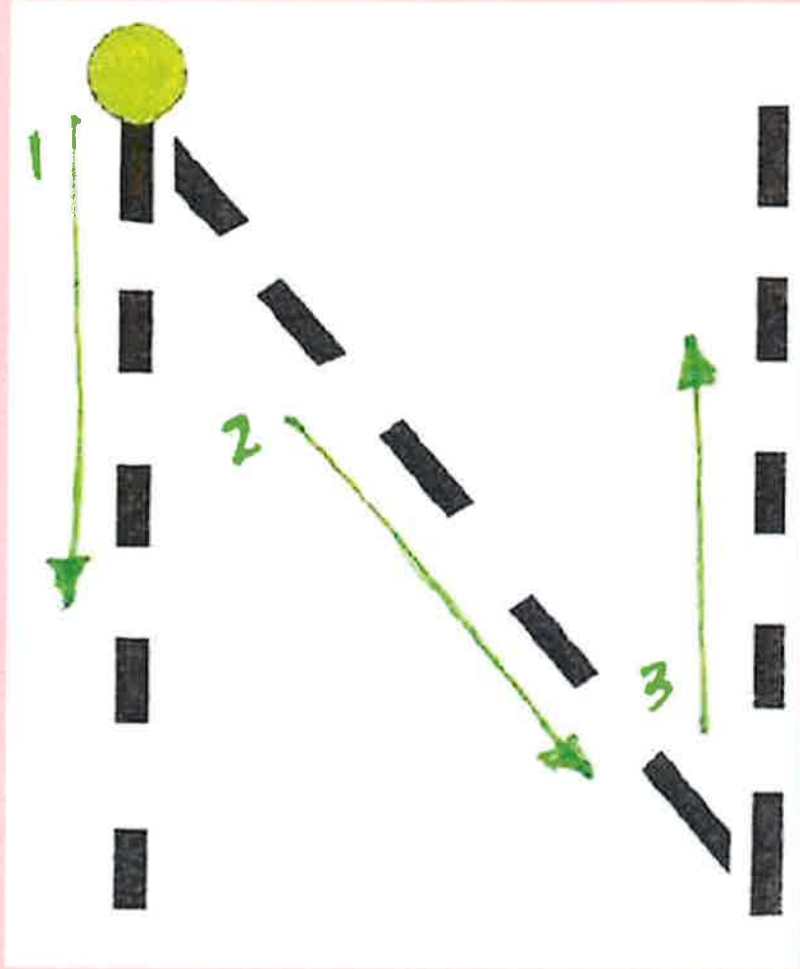
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter N. Put your finger at the top of the capital I. Pull down, slide down, pull up. Great job! Let's try again. Let's write the lowercase n. Put your finger at the top. Pull down, up, over, pull down. Great work! We made an n! What letter are we making? The letter N!"

**collect letter Nn cards*

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





LESSON 11A

Review Letters

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

Review Game: Letter Hunt
Letter Hunt

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



n n
m
n



m n
a n
n



M
N
a
I N
L i
N t
I N A
n



LESSON 11A

Wrap-up

Explain: "Today we reviewed the letter N. (point to the picture) nest, /n/, (point to the letter) N. Let's say /n/ together. Nest, /n/, Ni Nest, /n/, Ni Great work."

*Repeat the letter name several times with the students.





Nn

LESSON 11B

Phonological Awareness

Materials Needed:

- doodle board
- letter cards Nn and 1-3 other letters
- pointing sticks

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

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 clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? Ai Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure
If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 11B

Phonological Awareness: Segmenting Syllables

Materials: Pointer, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! My word is navigate. We use a map to navigate our way from one place to another. I am going to say the parts of navigate. First, I'll clap it. Na-vi-gate. Now I'll point to one star for each part. Na-vi-gate. How many parts, or syllables, are in the word na-vi-gate? I will count my starts. 1, 2, 3. There are 3 syllables in navigate!"

Practice: "Let's try another one. My word is nomad. Nomads are people who move from place to place. Let's clap the parts of nomad. No-mad. Now let's point no-mad. How many parts are in the word nomad? 2! Great work! Let's try another. My word is nebula. A nebula is a space cloud. Let's clap the parts of the word nebula. Neb-u-la. Let's point and count the parts. Neb-u-la. How many parts, or syllables, are in the word nebula? 3!

Expand: Ask students to identify the first part.

"Please come sit on the carpet (car-pet). You can draw on the paper (pa-per)."



Error Correction Procedure



Model: "Nebula. Neb-u-la."

Practice: "Do it with me. Neb-u-la."

Praise: "Good! neb-u-la are the parts of the word nebula!"

LESSON 11B

New Letter Introduction

Explain: "We write the /n/ sound like this (trace the letter with your finger). The name of this letter is N. (point to the picture) Nest. /n/. (point to the letter) Nn.

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

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

N is a noodle—it zigs and it zags

It nods when it's nervous and has been known to nag.

N is noble; it does what is right

It's in noisy and nickel and in starry night

N sounds like /n/ /n/ /n/ on the tip of your tongue
The beginning of "no" or a song yet to be sung.

*Repeat the letter
name several times
with the students





Nn

LESSON 11B

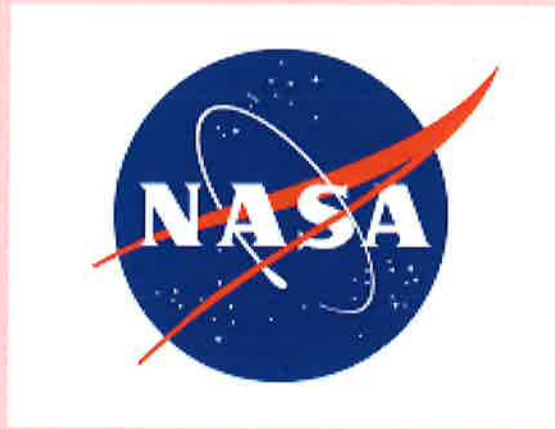
Letter Exploration

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

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

*Repeat the letter
name several times
with the students.





Nn

LESSON 11B

Review Game

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

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

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

*Repeat the letter name several times with the students



N

n



LESSON 11B

Wrap-up

Explain: "Today we reviewed the letter N. (point to the picture) nest, /n/, (point to the letter) N. Let's say /n/, (point to the letter) N. Let's say /n/, (point to the letter) N. Let's say /n/, it together. Nest, /n/, Ni Nest, /n/, Ni Great work."

*Repeat the letter name several times with the students.





Nn

- Materials Needed:**
- doodle board
 - letter cards L, S, O
 - pointer sticks
 - hand puppet

LESSON 12

Phonological Awareness

Overview
 New Letter: Ll
 Review Letter: Ss, Oo
 Review Game: Letter Sort
 Make the Letters: doodle boards

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

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 clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? Ai Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure
 If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 12

Phonological Awareness: Segmenting Syllables

Overview

New Letter: Ll

Review Letter: Ss, Oo

Review Game: Letter Sort

Make the Letters: doodle boards

Materials: Pointers, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables."

Model: Daisy: "Watch me first! This is a llama. How many parts do you hear in the word llama? Clap it- llama. Count it (point to a star for each part) lla-ma. Count the stars- 1, 2. There are two parts, or syllables, in the word llama!"

Practice: "Let's try another one together! This is a leopard. Let's clap the parts in leopard together. Leap-ard. Let's count it (point to the stars) leap-ard. How many parts, or syllables, are in leopard? 2! Great! Let's try another one! This is a lion. Say the word lion. Now, let's clap the word lion. Li-on. Now, let's count the word parts, (point to the stars)

Li-on. How many parts are in the word lion? 2! Great work!

Expand: Ask students to identify the first part.

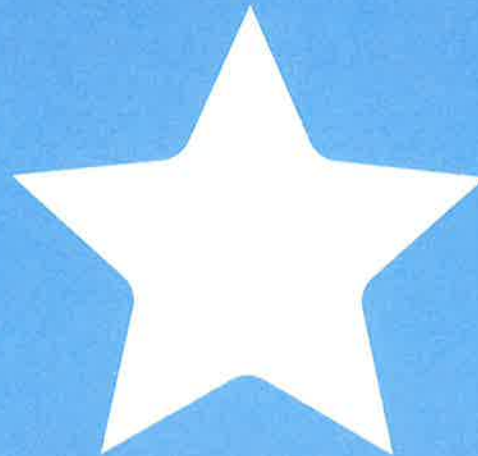
Error Correction Procedure

Model: "Lion. Li-on."

Practice: "Clap it with me. Li-on"

Praise: "Good! Li-on are the 2 parts of the word lion"





LESSON 12

New Letter Introduction

Explain: Point to the lion. "This is a lion. Everyone say lion. Good. Dog starts with // . // Lion. Everyone say // . (practice again) When you make the // sound, your tongue touches the back of your top teeth. Look! (demonstrate)

*Repeat the letter name several times with the students.

Overview
New Letter: Ll
Review Letter: Ss, Oo
Review Game: Letter Sort
Make the Letters: doodle boards





LESSON 12

New Letter Introduction

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

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

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

L's shaped like a person that's sitting up straight
Not lazy or lolling-its posture is great!
L likes to lick lollipops and listen to tunes
It can roar like a lion or whistle like a loon.
L makes the sound of a bubble in water
A gentle /l/ /l/ /l/ sound as the bubbling gets.

Repeat the letter
name several times
with the students.

Overview

New Letter: Ll

Review Letter: Ss, Oo

Review Game: Letter Sort

Make the Letters: doodle boards





LI

LESSON 12

Overview
New Letter: Ll
Review Letter: Ss, Oo
Review Game: Letter Sort
Make the Letters: doodle boards

Letter Exploration

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

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

Repeat the letter
name several times
with the students.





LI

LESSON 12

Letter Formation *pull the letter lI cards from your kit

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

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 L. Put your finger on the top of the L. Pull down, pull across. Great job! Let's try the lowercase l. Put your finger at the top. Pull down. Great work! We made the letter l. What letter did we make? lI Great job!"

*collect letter cards



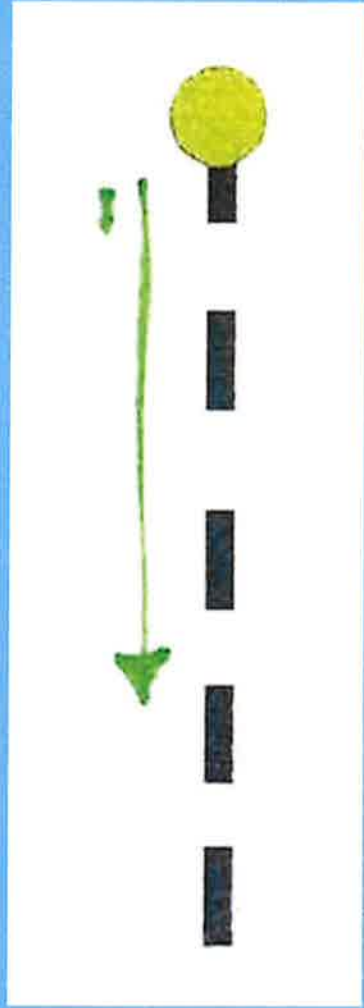
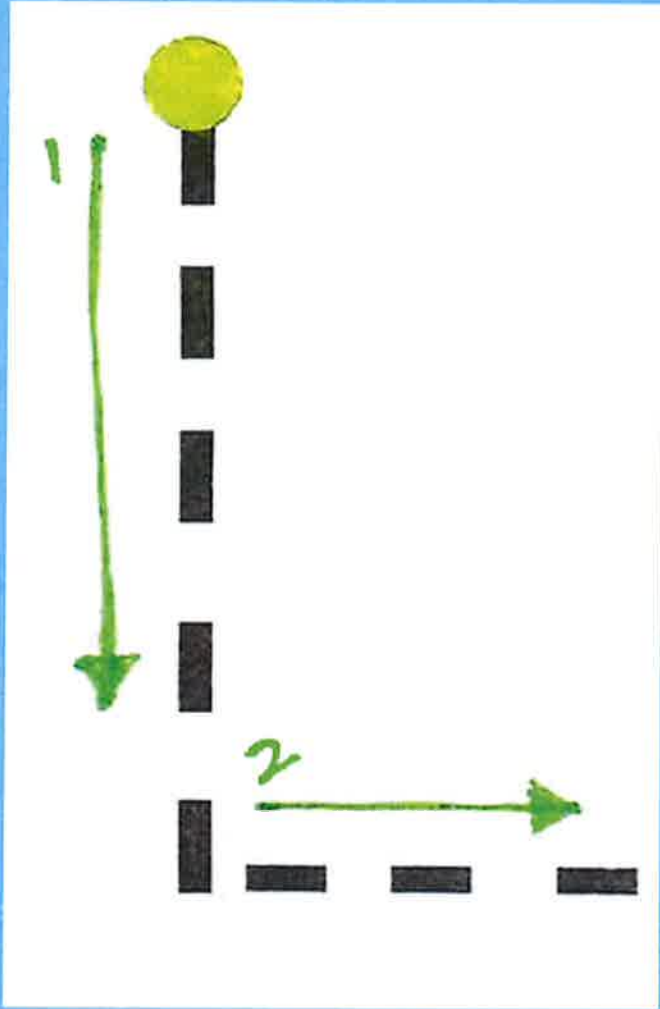
Overview

New Letter: lI

Review Letter: Ss, Oo

Review Game: Letter Sort

Make the Letters: doodle boards



LESSON 12

Overview

New Letter: Ll

Review Letter: Ss, Oo

Review Game: Letter Sort

Make the Letters: doodle boards

Review Letters

Materials: doodle boards, letter L, S, O cards

Explain: (point to the picture) This is a lion. // lion. We write the // sound with letter L. (Trace the letter) . (Point to the picture) This is a sunflower. Sunflower /S/ S. (Trace letter with finger). This is an octopus. (Point to the picture) This is a sunflower. Sunflower /S/ S. (Trace letter with finger). This is an octopus. Octopus /o/ o. (trace with your finger)

Make the Letters

Materials: letter cards, doodle boards

Explain: "Now we are going to practice making the letter L. Watch me first. (Trace the letter using a doodle board while you say the directions out loud) I use my pen and I start at the top. Pull down, pull across. (model again). This is capital L. (practice with students, then model lowercase) This is lowercase l. I put my pen at the top and pull down. This is lowercase ll *continue with other letters if time.

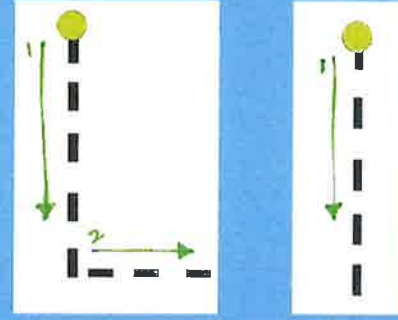
Practice (Game): Pass out letter L, S, and O cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture of the letter on my book."

*Repeat the letter name several times with the students.





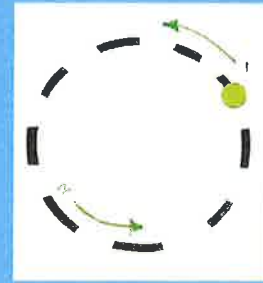
L l



S s



O o



LESSON 12



Overview
New Letter: Ll
Review Letter: Ss, Oo
Review Game: Letter Sort
Make the Letters: doodle boards

Wrap-up
Explain: "Today we learned the letter L. (point to the picture) Lion, /l/, (point to the letter) L. Say it with me, lion, /l/, L. what letter is this? Ll Great job!"



L I

LESSON 12A

Phonological Awareness

- Materials
- Letter Ii cards
 - Hand Puppet
 - Pointers

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

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 clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? Ai Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 12A

Phonological Awareness: Segmenting Syllables

Materials: Pointers, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables "

Model: Daisy: "My word is lizard. Say lizard. How many parts are in the word lizard? Let's clap it- liz-ard. Now let's tap it (point to the stars as you say word parts) liz-ard. Let's count it- how many word parts, or syllables? (Count the stars) 1, 2. There are 2 parts in the word liz-ard!"

Practice: "Let's try another one together! Say lasagna. Let's clap the parts in lasagna together. La-sa-gna. Let's count it (point to the stars) la-sa-gna. How many parts, or syllables, are in lasagna? 3! Great! Let's try another one! Say lollipop. Now, let's clap the word lollipop, lol-li-pop. Now, let's count the word parts, (point to the stars) lol-li-pop. How many parts are in the word lollipop? 3! Great work!"

Expand: Ask students to identify the first pa

Model: "Lollipop. Lol-li-pop"

Practice: "Clap it with me. Lol-li-pop"

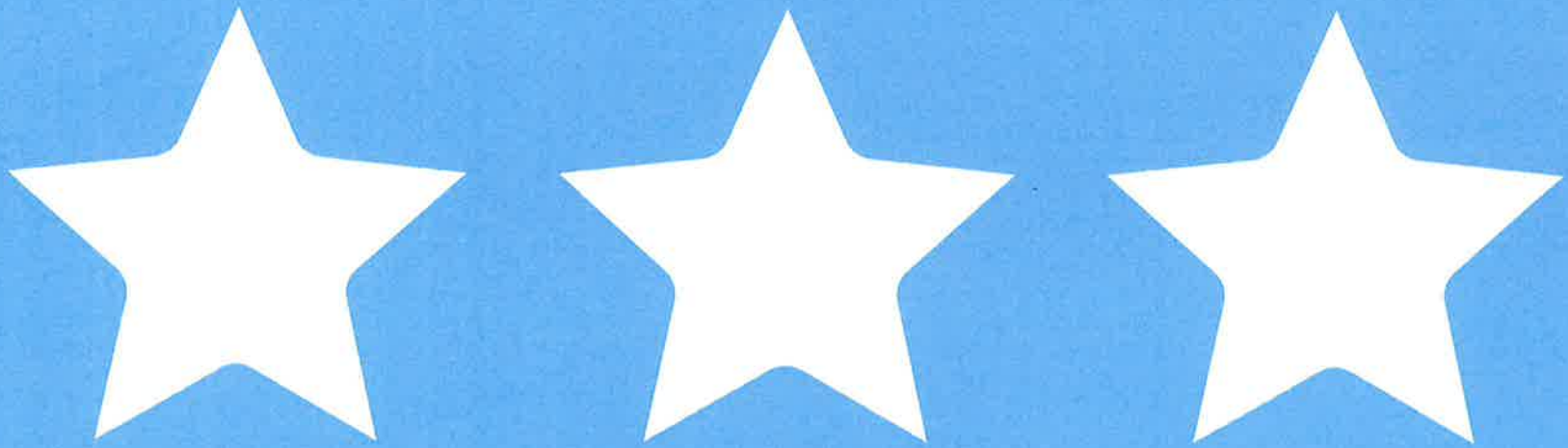
Praise: "Good! Lol-li-pop are the 3 parts of the word lollipop."



Error Correction Procedure

"Please come sit on the carpet-pet (carpet). You can draw on the pa-per (paper)."





LESSON 12A

New Letter Introduction

Explain: Point to the lion. "This is a lion. Everyone say lion. Good. Dog starts with //, // Lion. Everyone say //, (practice again) When you make the // sound, your tongue touches the back of your top teeth. Look! (demonstrate)"

*Repeat the letter name several times with the students.





LESSON 12A

New Letter Introduction

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

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

Repeat the letter name several times with the students.





LI

LESSON 12A

Letter Exploration

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

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

Repeat the letter
name several times
with the students.





LI

LESSON 12A

Letter Formation *pull the letter lI cards from your kit

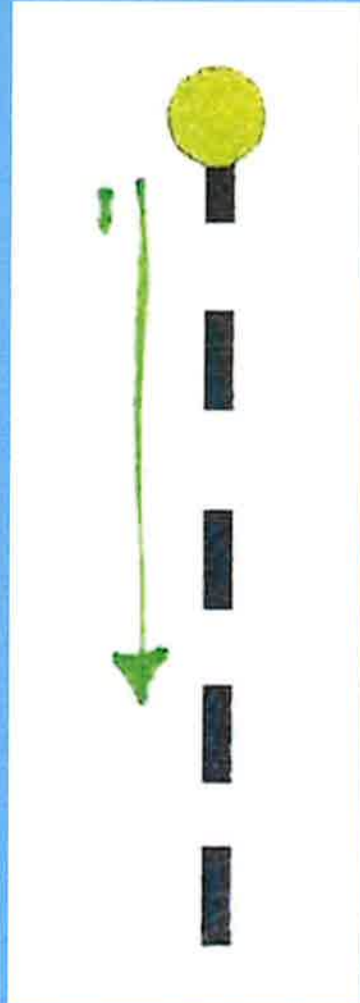
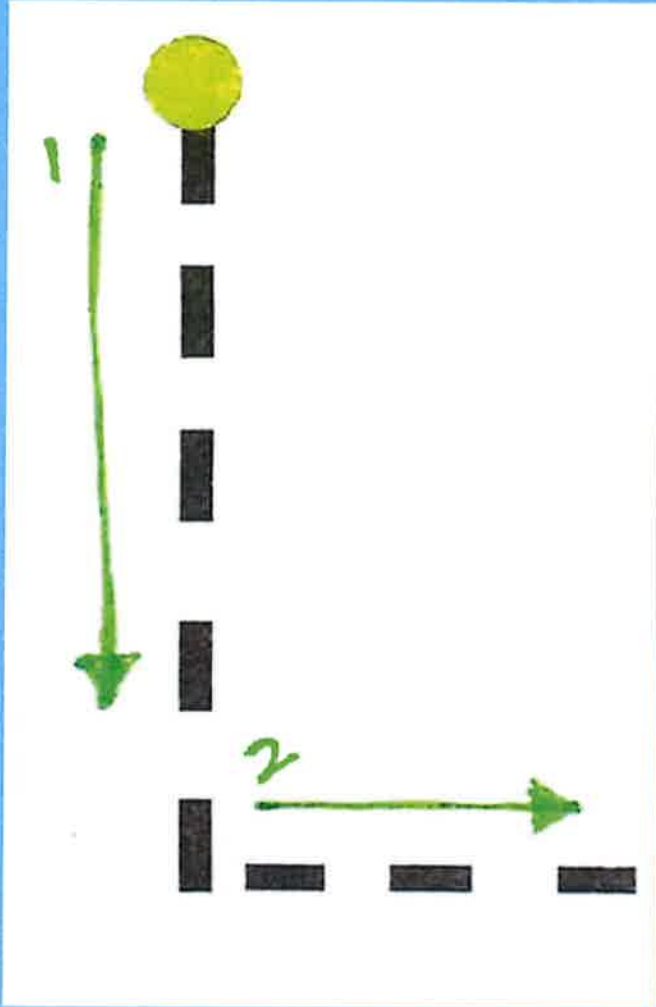
Explain: "Now we are going to learn how to make the letter L. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Pull down, pull across. (model again). This is capital L. (practice with students, then model lowercase) This is lowercase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

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 L. Put your finger on the top of the L. Pull down, pull across. Great job! Let's try the lowercase l. Put your finger at the top. Pull down. Great work! We made the letter l. What letter did we make? l! Great job!"

*collect letter cards





LESSON 12A

Review Letters

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

Review Game: Letter Hunt
Letter Hunt

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



n



M | a



N C

I



m

I

I

N

L

l



m

L

L



I



t

N

a

n



n

i

L

I



n

A

LESSON 12A

Wrap-up

Explain: "Today we reviewed the letter L. (point to the picture) Lion, /l/, (point to the letter) L. Say it with me, lion, /l/, L. what letter is this? Li Great job!"

*Repeat the letter name several times with the students.





L I

LESSON 12B

Phonological Awareness

Materials Needed

- Letter cards and 1-3 other letters
- pointer sticks
- hand puppet

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

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 clap the parts of my name. A-my. I have two parts in my name. What is the first part of A-my? Ai Let's take turns clapping each other's names!"

Practice: Take turns saying good morning to each person and clap the parts of their name. If students can independently clap the syllables, ask what the first part of their name is.

Error Correction Procedure

If students are having difficulty, Clap with them or use hand over hand support to help them clap the syllables.



My name is _____.

LESSON 12B

Phonological Awareness: Segmenting Syllables

Materials: Pointers, a Hand puppet with a mouth that moves

Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend, Daisy Dog, is going to say a word, and you are going to clap the parts of the word and count the syllables "

Model: Daisy: "My word is lightbulb. Say lightbulb. How many parts are in the word lightbulb? Let's clap it- light-bulb. Now let's tap it (point to the stars as you say word parts) Light-bulb. Let's count it- how many word parts, or syllables? (Count the stars) 1, 2. There are 2 parts in the word lightbulb!"

Practice: "Let's try another one together! Say ladder. Let's clap the parts in ladder. Lad-der. Let's count it (point to the stars) lad-der. How many parts, or syllables, are in ladder? 2! Great! Let's try another one! Say lady. Now, let's clap the word lady, la-dy. Now, let's count the word parts, (point to the stars) La-dy. How many parts are in the word lady? 2! Great work!

Expand: Ask students to identify the first

Error Correction Procedure



Model: "Lady. La-dy."

Practice: "Clap it with me. La-dy."

Praise: "Good! La-dy are the 2 parts of the word lady."

"Please come sit on the car-pet (carpet). You can draw on the pa-per (paper)."





LESSON 12B

New Letter Introduction

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

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

Repeat the letter
name several times
with the students.





LI

LESSON 12B

Letter Exploration

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

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

Repeat the letter
name several times
with the students.





LI

LESSON 12B

Review Game

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

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

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

*Repeat the letter name several times with the students.



L

I



LESSON 12B

Wrap-up

Explain: "Today we reviewed the letter L. (point to the picture) Lion, /l/, (point to the letter) L. Say it with me, lion, /l/, L. what letter is this? Li Great job!"

*Repeat the letter name several times with the students.





LI

Alphabetics

PROJECT READY

Practice & Play Set 3

T, O, C, M, A, S, H, Z, I, D, N, L



Revised 2022
Maria Aielli, M.A.

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: I, L, T, A

Materials: Letter statue cards
alphabet card deck

Review Game: Letter Statues

Phonological Awareness Activity (segmenting compound words)

Explain: "We've learned that words can be broken into parts called syllables. Listen (point to ear) as I say llama. Lla-ma has 2 parts. Say it with me. Lla-ma. Let's try another.

- "Say apple. How many syllables in apple? Let's clap it together. Ap-ple. 2!
- "Say iguana. How many syllables, or parts, are in the word iguana? Let's clap it! I-guan-a. 3! Great job!"





Practice & Play #1

Letters: l, L, T, A

Review Game: Letter Statues

Review Letters

Explain: "We've learned 4 letters. l, L, T, A.

- (point to the picture) "lglou, /l/ (trace the letters) l."
- (point to the picture) "Lion, /l/ (trace the letters) L."
- (point to the picture) "Tiger, /t/ (trace the letters) T."
- (point to the picture) "Apple, /a/ (trace the letters) A."





Ii



Li



Tt



Aa

Practice & Play #1

Letters: I, L, T, A

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 T. Can you stand TALL like a TREE and make the letter T?"

• "Now lets open our arms overhead and stand tall like an I. Say I! Great!"

• "For the letter A, clasp your hands together at the top and stand up nice and straight. Say it with me- Ai Great!

• "Finally, raise one arm high and put one out to the side to make the capital L. Say L!"

• "Great job! Now, I am going to show you some cards. If you see the letter I, L, T, A, 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!"





Tt



Ll



Aa



Ii

Practice & Play #1

Letters: l, L, T, A

Review Game: Letter Statues

Wrap-up

Materials: Card Deck for visual drill (ll, Ll, Tt, Aa)

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 T. Say T. Tl Great. What letter is this? Tl"



Tt

Ll

Aa


Ii

Practice & Play #2

Letters: D, O, Z, M
Materials: Alphabet Letter Posters
alphabet card deck

Review Game: Seek & Find Letters

Phonological Awareness Activity (segmenting syllables)

- Explain:** "We've learned that words made of parts called syllables. Listen (point to ear) as I say doorbell. Doorbell is made of two parts. Door-bell. Your turn-Let's clap the parts in doorbell together. Door-bell. Great!
- "Say marshmallow. Now clap the parts in marshmallow. marsh-mal-low. How many parts? There are 3 parts in the word marshmallow.
 - "Say zebra. Now clap the parts in zebra. Ze-bra. How many parts? There are 2 parts in zebra. Great!
- 



Practice & Play #2

Letters: D, O, Z, M

Review Game: Seek & Find Letters

Review Letters

Explain: "We've learned lots of letters. Today we are going to talk about the letters **D, O, Z, M.**

- (point to the picture) "Dog, /d/ (trace the letters) D."
- (point to the picture) "Octopus, /o/ (trace the letters) O."
- (point to the picture) "Zebra, /z/ (trace the letters) Z."
- (point to the picture) "Mountain, /m/ (trace the letters) M."





Dd



Oo



Zz



Mm

Practice & Play #2

Letters: D, O, Z, M

Review Game: Seek & Find Letters

Seek & Find Game

Materials: alphabet letter posters (D, O, Z, M) 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."

- 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? (D, O, Z, M). 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 D. Say it with me. D. What letter is this? D. Great job!"



• focus on having students identify the letter names only

Dd

Mm

Oo

Zz

Practice & Play #2

Letters: D, O, Z, M

Review Game: Seek & Find Letters

Wrap-up

Materials: Card Deck for visual drill (Dd, Oo, Zz, Mm)

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 Z. Say Z. Zi Great. What letter is this? Zi!"



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #3

Letters: N, H, S, C

Materials: bean bags and game boards
alphabet card deck

Review Game: Bean Bag Toss

Phonological Awareness Activity (segmenting syllables)

Explain: "We've learned that words are made up of parts called syllables. Listen (point to ear) as I say napkin. Napkin is made of two parts. Nap-kin. Your turn-say napkin. Now let's clap the parts of the word napkin together. Nap-kin. Great! There are 2 syllables, or parts, in napkin. Let's try some more together:"

- "Say hamburger. Now let's clap the parts of hamburger together. Ham-bur-ger. How many parts? 3! Great!"
- "Say cookie. Now clap the parts of cookie. Cook-ie. How many parts? 2! Great!"
- "Say spaghetti. Now clap the parts of spaghetti. Spa-ghet-ti. How many parts? 3! Great!"





Practice & Play #3

Letters: N, H, S, C

Review Game: Bean Bag Toss

Review Letters

Explain: "We've learned 4 letters. S, N, C, H.

- (point to the picture) "Sunflower, /s/ (trace the letters) S."
- (point to the picture) "Nest, /n/ (trace the letters) N."
- (point to the picture) "Cat, /c/ (trace the letters) C."
- (point to the picture) "Hippo, /h/ (trace the letters) H."





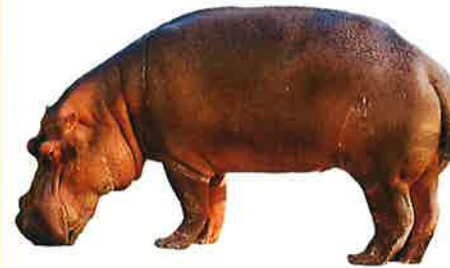
Ss



Nn



Cc



Hh

Practice & Play #3

Letters: N, H, S, C

Review Game: Bean Bag Toss

Bean Bag Toss Game

Materials: tic tac toe boards, dry erase markers

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

the bean bag onto that letter on your board and say the letter name.

• Teacher fills in letters on game boards using a dry erase marker. Customize the

board to student needs (capital, lowercase, only 4 letters, or more of a challenge: 6

letters with a mix of capital and lowercase)

• "Letter S:" Students toss bean bag onto letter S and say "Si!" "Great work!"

• focus on having students identify the letter names only

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



Ss

Cc

Nn

Hh

Practice & Play #3

Letters: N, H, S, C

Review Game: Bean Bag Toss

Wrap-up

Materials: Card Deck for visual drill (Tt, Oo, Cc, Mm, Aa, Ss, Hh, Zz, Ii, Dd, Nn, Ll)

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 C. Say C. Ci Great. What letter is this? Ci"



Alphabetics

Review: Card Deck for the
Visual Drill