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!"
Materials: My name is ___

Page and name cards with children's names.

Lesson 11

Phonological Awareness

Materials Needed:
- hand puppet
- phonemic sticks
- letter cards
- a
do5dle boards

Overview:
- Review Game: Letter Sort
- Review Letter: D, A
- New Letter: N

Procedure:
- Ask students what the first part of their name is.

Practice:
- Take turns saying good morning to each person and clap the parts of their name. If students can independently name their name, take turns clapping each other's names.

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.”

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

Outline of Activity:
My name is ______________.
LESSON 11
Phonological Awareness: Segmenting Syllables

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, Great! Let's try another one! This is the space needle. Which is a really tall tower that reaches into space! Now, tap the word needle. Nee-dle. Now, let's count the word parts. How many?...

Expand: Ask students to identify the first part or the first sound.
LESSON 11

nose (practice again).

Repeat the Letter.

note: Good. Nest starts with /n/ sound. /n/ nest.

Everyone say /n/.

You can feel the sound vibrate in your

mouth.

Explain: Point to the nest.

New Letter: N

Overview

Review Letter: Dd

Review Game: Letter Sort

Make the letters: Doodle boards

With the students.

name several times.

New Letter: Nn

Overview
New Letter Introduction

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

Practice: Focus practice on having students say the letter name. "The name of the letter is 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."
Nn
Let's call the name together (point) n, n, n, great!

But we call them both n (practise saying the name of the is the capital N and this is lowercase n. They look different.

**Explanation:** Point to the letter. "The name of this letter is N. This

/nd sound. We write the /nd sound with the letter N.

/nd sound. We write the /nd sound with the letter N.

They all start with the /nd sound at the beginning of each word. Let's say the names of each picture together as | point: (point to each) nest, noodles, nuts. Great job!

**Identify the Target Pictures:** Point to the pictures. "This is a nest, noodles, and nuts. I hear

**Lesson 11**
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 L. 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 N cards
LESSON 11

Review Letters

Explain: (Point to the picture) This is a nest. Nest /n/. We write the /n/ sound with the 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/. (Trace letter with finger) (Point to the picture) This is an apple. Apple /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? N! Great! Pull down, up, over, pull down. Let's write the little n. What letter is this? n! Great! Pull down, up, over, pull down. Let's say the name of the letter 3 times! N, n, N! Great job! Continue with Dd and Aa if time.

*Repeat the letter name several times with the students.
LESSON 11

Wrap-up

Explain: "Today we learned the..."
Nn
**Phonological Awareness**

**LESSON 11A**

**Outline of Activity:**

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

**Procedure:**

Clap the syllables, ask what the first part of their name is.

Practise. Take turns saying 'Good morning to each person and clap the parts of their name. If students can independently name, what is the first part of A-my? All take turns clapping each other's names.'

Model. Show your name card. 'This is my name. Amy. I am going to clap the parts of my name. A-m-y. I have two parts in my name.'

Explain, 'We are going to practice clapping our names—one clap for each part.'

**Error Correction Procedure:**

If students are having difficulty, clap with them.
My name is ____________.
LESSON 11A
Phonological Awareness: Segmenting Syllables

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

Outline of Activity:

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

Outline of Activity:

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

Outline of Activity:

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

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Outline of Activity:

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

Outline of Activity:

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

Outline of Activity:

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

Outline of Activity:
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.*
Repeat the letter name several times. N, N, N. N.

"The name of the letter? Yes! Let's say it three times. N, N, N."

Practice: Focus practice on having students say the letter name. "The name of the letter is N. What is (point to the picture) N? /n/ (point to the letter) N."

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

LESSON 11A

New Letter Introduction
Nn
LEsson 11A

Letter Exploration

Letter N

Identify the Target Pictures: Point to the pictures. This is a nest, noodles, and nuts. I hear.

Identify the Target Pictures: Point to the pictures. This is a nest, noodles, and nuts. I hear.

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

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

Repeat the letter. Let's say the name together (point) n, n, n, Great!"

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

Review sound, write the /n/ sound with the letter N.
Nn
LESSON 11A

Letter Formation

*Pull the letter N 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 N. 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 N cards
LESSON 11A

*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 name.

Review Letters

Review Game: Letter Hunt

Explain: "Here are also other letters and pictures. If I point to the letter 'H', everyone stand up. The letter 'H' is all over this page, and letter 'H' is not a letter in our name."

*Repeat the letter name.

Practice: Point to a variety of letters and pictures for students to name several times.
Lesson 11A

Wrap-up

Great work!" Nt together. Nest, /n/, Ni NeSt, /n/.

Explain: Today we reviewed the
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. Amy. I have two parts in my name. What is the first part of Amy? 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.
My name is ____________.
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. Navigate! Now I'll point to one star for each part. Navigate. How many parts, or syllables, are in the word 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 the parts of the word nomad. Nomad. Let's point and count the parts. Nomad. How many parts, or syllables, are in the word nomad?"

Expand: Ask students to identify the first part.
New Letter Introduction

**Explain:** "We write the \( \text{N} / \text{n} \) sound like this (trace the letter with your finger). The name of this letter is \( \text{N} \).

**Practice:** Focus practice on having students say the letter name. "The name of the letter is \( \text{N} \). What is the name of the letter? \( \text{N} \). Yes! Let's say it three times. \( \text{N} \). \( \text{N} \). \( \text{N} \)."

**Read the Poem:** "As I read this poem, raise your hand high in the air anytime you hear me say \( \text{N} \).

\( \text{N} \) is a noodle—it zigs and it zags.
It nods when it's nervous and has been known to nag.
\( \text{N} \) is noble, it does what is right.
It's in noisy and nickel and in starry night.
\( \text{N} \) sounds like \( \text{n} / \text{n} / \text{n} / \) on the tip of your tongue.
The beginning of "no" or a song yet to be sung."
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, Great!"
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.
Great work.

It together. Nest. /n/. Ni nest. /n/

(noint to the letter) N. Let's say

letter N. (point to the picture) nest.

Explain: Today we reviewed the

Wrap-up
**Lesson 12**

**Phonological Awareness**

**Materials Needed:**
- Hand puppet
- Popsicle sticks
- Letter cards (L, S, O)
- Doodle board

**Overview:**

- Review Game: Letter Sort
- Review Letter: L, S, O
- New Letter: L

**Materials:**
- Doodle boards

**Outline of Activity:**

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

**Procedure:**

1. **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."

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

3. **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:**

or use hand over hand support to help them if students are having difficulty. Clap with them.
My name is ____________.
Error Correction Procedure

- Start with word elements (e.g., Li-on, Leop, Leop-and, Leop-and-er) and identify the first part (Li-on).
- Ask students to identify the next part (Leop-and).
- Count the number of syllables based on the part (Li-on: 1, Leop-and: 2).

Practice:
- Let's try it together! This is a Leop-and. Let's clap the parts in Leop-and together: Leop-and.

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

Example: "Daisy dog is going to say a word, and you are going to clap the parts of the word and count the syllables."

Materials: Points, a hand puppet with a mouth that moves, posters, a tape measure, a clock.

Phonological Awareness: Segmenting Syllables

Overview

- Make the Letters: Doodle boards.
- Review Game: Letter sort.
- Review Letter: SS, GO.
- New Letter: LI.
Lesson 12

Explain: Point to the lion. "This is a

Overiew

New Letter Introduction

Review Letter: L.

Review Letter: Ss.

Go

Review Game: Letter Sort

Make the Letters: Doodle boards

Repeat the Letter

Demonstrate

the back of your top teeth. Look!

the /l/ sound, your tongue touches

/l/ (practice again). When you make

starts with /l/. /l/ Lion. Everyone say

lion. Everyone say lion. Good. Dog

Introduce Introduction
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. L. L. Great!

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

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

L is shaped like a person that's sitting up straight.
Not lazy or sitting. 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.
"Agent! /l/ /l/ /l/ sound as the bubbling gets.
Point to the letter. "The name of this letter is L. This is the capital L and this is the lowercase l. They look different, but we call them both L. Let's practice saying the letter L together 3 times. L, L, Great!"

Explain: Point to the letter. "The name of the letter is /l/. Write the /l/ sound with the letter L."

Make the letters: doodle boards
Review Game: Letter Sort
Review Letter: Ss. Go
New Letter: Ll
Overview

Lesson 12
Collect letter cards

Make "L" Great Job!

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 green dot. Pull down, pull across. (model again.) This is capital L. (Practice with students, then model lowercase.) This is lowercase L. Put my finger at the green dot, pull down, This is L. Repeat the letter "L." Review letter "L." Sort new letter "L." Review game: Letter Sorting. Make the letters: Doodle boards.
name, and match it to the picture of the letter on my book.

Practicing (Game): Pass our 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 it's a lion, then model the letter. This is a lion. This is a lion. We write the \l/ sound with the letter L. Trace the letter.

Materials: Letter cards, doodle boards

Make the Letters

Octopus /l/ (trace with your finger)

Point to the picture. This is a sunflower. Sunflower /S/ S. (Trace letter with finger). This is an octopus.

Make the Letters: Doodle boards; Letter L. 5 - O cards
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? L! Great job!"
LESSON 12A
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 12A

Phonological Awareness: Segmenting Syllables

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

Outline of Activity:

Model: "My word is lizard. Say lizard. How many parts are in the word lizard? Let's clap the parts of the word. "lizard" has two parts."

Phrases: "Let's say another one together! Say lasagna. Let's clap the parts in lasagna together. la-sa-na."

Procedure: "Let's try another one together! Say lolli-pop. Let's clap the word. Now, let's identify the first part of lolli-pop. Now, let's count the word parts (point to the stars) 1, 2, 3. There are 2 parts in stars as you say word parts (liz-ard). Let's count it. How many word parts or syllables (count the stars)? 1. There are 2 parts in stars."

Explain: "Words can be broken up into smaller word parts. These parts are called syllables. They are the smaller parts of words."

Explain: "Good job! Lolli-pop is a word with three parts of speech."

Procedure: "Clap it with me. Lolli-pop."

Model: "Lolli-pop. Lolli-pop."


Materials: "My word is paper. Say paper. How many parts are in paper? Say the parts! paper."

Procedure: "Friend, Daisy Dog is going to say a word, and you are going to clap the parts of the word and count the syllables."

Please come sit on the car."

Model: "Please come sit on the car."


(Reproduce)
the back of your top teeth. Look!
The /l/ sound, your tongue touches
/l/. (practice again) When you make
starts with /l/, /l/ Lion. Everyone say
lion. Everyone say Lion. Good. Dog
Explainer: Point to the Lion. "This is a
New Letter Introduction"
Lesson 12A

Practice: Focus practice on having students say the letter name, "L". What is the name of this letter is L. Write the letter with your finger. The name of this letter is L. (Point to the picture of L.) L/l. (Point to the letter L.)

Explain: We write the /l/ sound. Like this (trace the letter L). L.

Repeat the letter L. L. (Say it three times. L, L, L.)

Great! The name of this letter is L. The name of this letter is L. Write the letter with your finger. The letter name is L. L/l. (/l/ sound). (Trace the letter L). L.

Repeat the letter L. L. (Say it three times. L, L, L.)
LESSON 12A

Letter Exploration

Identify the Target Picture: Identifying the picture "Llama" 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 /l/ sound. We write the /l/ sound with the letter 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!"
Lesson 12A

* Collect letter cards

* Make? Li Good Job!

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

Repeat the letter.

(Provide feedback and modeling as needed.)

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

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.

Repeat with students.
If you don't want students to stand, have students raise their arms only.

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

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

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.

Repeat the letter L."

Review Game: Letter Hunt

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

Lesson 12A
Wrap-up:

"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? L!

Great job!"
L
I
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-m-y. I have two parts in my name. What is the first part of A-m-y? 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 12B

Phonological Awareness: Segementing Syllables

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

Activity:

Outline of Activity:

Example: "Four parts can be broken up into smaller word parts. These parts are called syllables. They are the smaller parts of words."
Lesson 12B

Repeat the letter /l/ several times.

Name of this letter is /l/. What is the letter name? The name of this letter is /l/. Write the letter /l/ with your finger. The name of this letter is /l/. Write the letter /l/ in your book. Explain: We write the /l/ sound like this (trace the letter /l/).
D together 3 times. L, L, L! Great!

them both L. Let's practice saying the letter lowercase L. They look different, but we call this letter L. This is the capital L and this is the name of the letter. The name of the letter L starts with the /l/ sound. We write the /l/ sound with the letter L.

Together as I point (point to each) lollipop, lasagna, lemonade. Great job. They all start with the /l/ sound at the beginning of each word. Let's say the names of each picture I hear the /l/ sound at the beginning of each word. Let's say the names of each picture. Identify the target picture. Point to the pictures. "This is a lollipop, lasagna, and lemonade."

LESSON 12B
Lesson 12B

Review Game

Materials: pull letter L cards from the alphabolics 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.
| L | I | Φ |
Great job!

/1/ L. What letter is this? L
letter) L. Say it with me, Llon,
picture) Llon, /1/ (point to the
letter L) (point to the

Wrap-up

Lesson 12B
Alphabetics

PROJECT READY

Practice & Play Set 3


Revised 2022
Maria Aielli, M.A.
1. Phonological Awareness

2. Review Known Letters
   a. Quick Review (name, sound, formation)

3. Review Game
   a. A Game/Activity

4. Visual Drill
   a. Bean Bag Toss
   b. Seek & Find Letters
   c. Letter Stakes

5. Only Known Letters
Great Job!

Say "iguana." How many syllables are in the word "iguana"? Let's clap it together. Ap-ple, 2!

Say "apple." How many syllables are in "apple"? Let's clap it together. Ap-ple, 2!

Say "llama." Ll-a-ma has 2 parts. Say it with me. Ll-a-ma, let's try another.

Explanation: We've learned that words can be broken into parts called syllables. Listen (point to ear) as I say "llama." Ll-a-ma has 2 parts. Say it with me. Ll-a-ma.

Phonological Awareness Activity (Segmenting Compound Words)
* Review Letters

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

**Practice & Play** #1
and I will tell you what to do.

There are also some surprise cards.

Great job! Now, I am going to show you some cards. If you see the letter L, A, L, A, say the name me-Al Great.

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

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

Now let's open our arms overhead and stand tall! Like an I. Say it Great!

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!"

Materials: Letter Status Card Deck

Review Game: Letter Status

Review Game: Letter Status

Practice & Play #1
(show the card) This is a T. Say T. Ti! Great. What letter is this? Ti.

Let's try with support as needed.

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

Materials: Card deck for visual drill (I'll, Ti, Aa)

Wrap-up

Review Game: Letter Status

Letters: I, T, A

Practice & Play #1

A
parts in zebra. Great!

"Say zebra. Now clap the parts in zebra. Ze-bra. How many parts? There are 2

many parts? There are 3 parts in the word marshmallow.


the parts in doorbell together. Door-bell. Great!

ear (as I say doorbell. Doorbell is made of two parts. Door-bell. Your turn-lets clap

Phonological Awareness Activity (Segmenting Syllables)

Practice & Play #2

Review Game: Seek & Find Letters
(Point to the picture) Mountain, /m/ (trace the letters) M.

(Trace to the picture) Zebra, /z/ (trace the letters) Z.

(Trace to the picture) Octopus, /o/ (trace the letters) O.

(Trace to the picture) Dog, /d/ (trace the letters) D.

Talk about the letters D, O, Z, M.

Review letters

Review Game: Seek & Find Letters

Practice & Play #2

Explain: "We've learned lots of letters. Today we are going to..."
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.

Focus on having students identify the letter names only.

- "This is the letter D. Say it with me. D. What letter is this? D. Great job!"
- "If student responds incorrectly to "What letter is this?" - provide the correct answer.
- "Find the letter ___?"
- Find the letter on the next page. "What letter is this? (D, O, Z, M). Great, can you go and seek around the room (or a designated area to find the letters). (point to letter)."

Review Game: Seek & Find Letters

Practice #2
• (Show the card) This is a Z. Say Z. Great. What letter is this? Z

of the letters. With support as needed) Flip through the deck until students successfully say the name of all the cards. If a student does not answer correctly, say the letter name and have them repeat it. Flip through the deck until students successfully say the name of all the cards. (Flip through

Materials: Card deck for visual drill (Dd, Gg, Zz, Mm)

Wrap-up:

Review Game: Seek & Find Letters

Letters: D, G, Z, M

Practice & Play #2
Alphabetic

Review: Card Deck for the
Visual Drill
Phonological Awareness Activity (Segmenting Syllables)

**Review Game:** Bean Bag Toss

**Materials:** Bean bags and game boards

**Letters:** N, H, S, C

**Explain:** We've learned that words are made up of parts called syllables. Listen to

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• Say spaghetti. Now clap the parts of spaghetti. Spa-ghe-ri. How many parts? 3! Great!
• Say cookie. Now clap the parts of cookie. Cook-ie. How many parts? 2! Great!
• Say hamburger. Now let's clap the parts of hamburger together. Ham-bur-ger. How
  in napkin. Let's try some more together.
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• Say napkin. Nap-kin. Great! There are 2 syllables, or parts,
  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,
  ear (as I say napkin. Napkin is made of two parts. Nap-kin. Your turn-say napkin. Now let's
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Review Letters

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

Practice & play #3
Play until all letters have been reviewed and students have named them successfully.

Focus on having students identify the letter names only.

"Letter S" Students toss bean bag onto letter S and say "S".

"Great Work!" Letters with a mix of capital and lowercase.

Letters: only 4 letters, or more of a challenge.

Teach words in letters on game boards using a dry erase marker. Customize the game.

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 the letter that I say. DRY erase markers:

Materials: tic tac toe boards, dry erase markers

Bean Bag Toss Game

Review Game: Bean Bag Toss

Letters: N, H, S, C

Practice 8 Play #3
• Show the card. This is a C. Say C. Great. What letter is this? C.

Letters with support as needed

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

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

Review Game: Bean Bag Toss

Wrap-up

Review Game: N, H, S, C

Practice & Play #3
Alphabetics

Review: Card Deck for the Visual Drill