



# Alphabetics Book 1

T, O, C, M - Practice & Play Set 1

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**PROJECT  
READY**  
MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries  
Preschool Curriculum



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My name is

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### Lesson Materials

- name cards
- letter Tt cards
- Wikki Stix
- finger puppets (optional)

# Lesson 1

## Phonological Awareness Name Activity

### Lesson Overview

New Letter: Tt

Review Letter: none

Review Game: none

Make the Letters: Wikki Stix

**Materials:** Name cards with student names

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

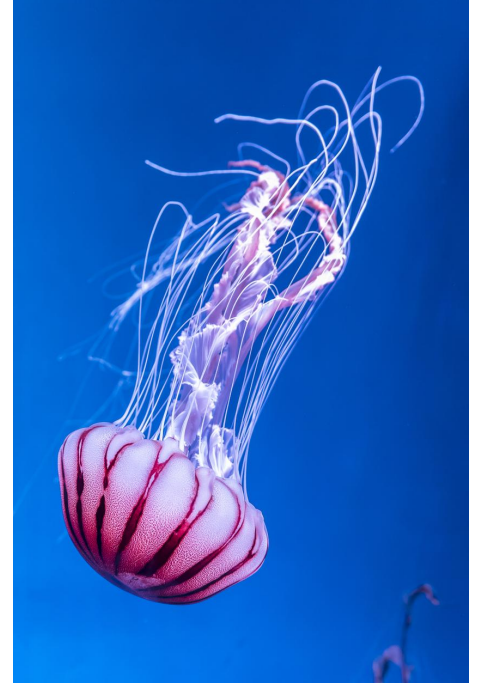
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say "Good morning, Amy!"*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

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





# Lesson 1

## Phonological Awareness Blending Compound Words

**Materials:** Finger Puppets (optional)

**Explain:** Show the pictures. *Some words are made of two words put together. (point to each picture) This is a jellyfish, snowball, and lipstick.* (hand out the puppets to use as pointers)

**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 another one.*

**Group Practice:** *Snow-ball. Jelly-fish, Lip-stick*

**Expand (optional):** Once children are automatic in this game, just give them the first word as a clue.



### Error Correction Procedure

**Model:** Point. *This is a jelly-fish.*

**Practice:** *Point with me. Jelly-fish.*

**Praise:** *Great job!*



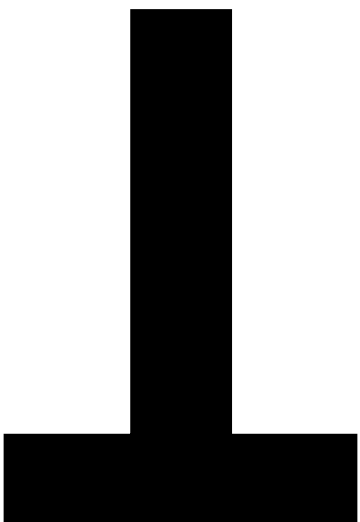
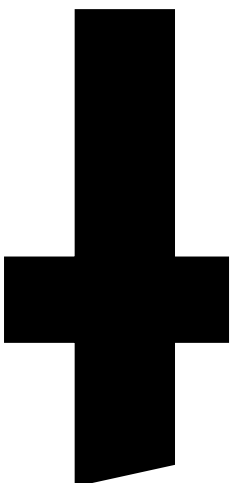




# Lesson 1

## New Letter Introduction

**Explain:** Point to the tiger. *This is a tiger. Everyone say tiger. Good. Tiger starts with the sound /t/. /t/ tiger. Everyone say /t/. (practice again).*





# Lesson 1

## 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.*

**Model:** *The name of the letter is T. What is the name of this letter? T!*

**Group Practice:** *Let's say T three times. T. T. T.*

**Read the Poem:** *As I read this poem, raise your hand high in the air when you hear me say T.*

*T stands up tall, with arms like a tree.*

*It takes its sweet time when it prepares tea.*

*T is in tiny, tower, and torch*

*But would never cause trouble out on your front porch.*

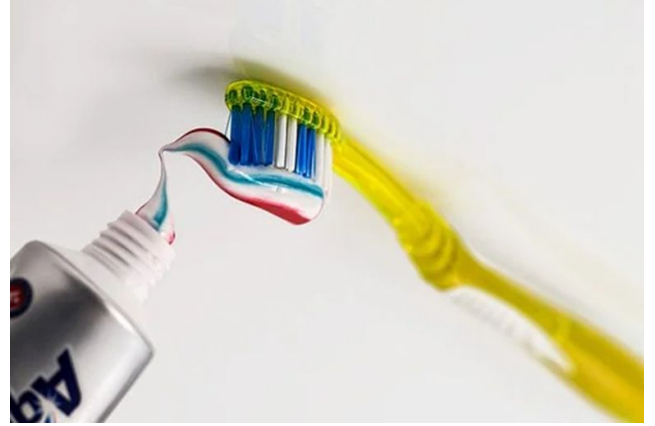
*T makes a sound like a tractor that's starting.*

*With a tough /t /t/ /t/ the engine is running.*

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

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T





# Lesson 1

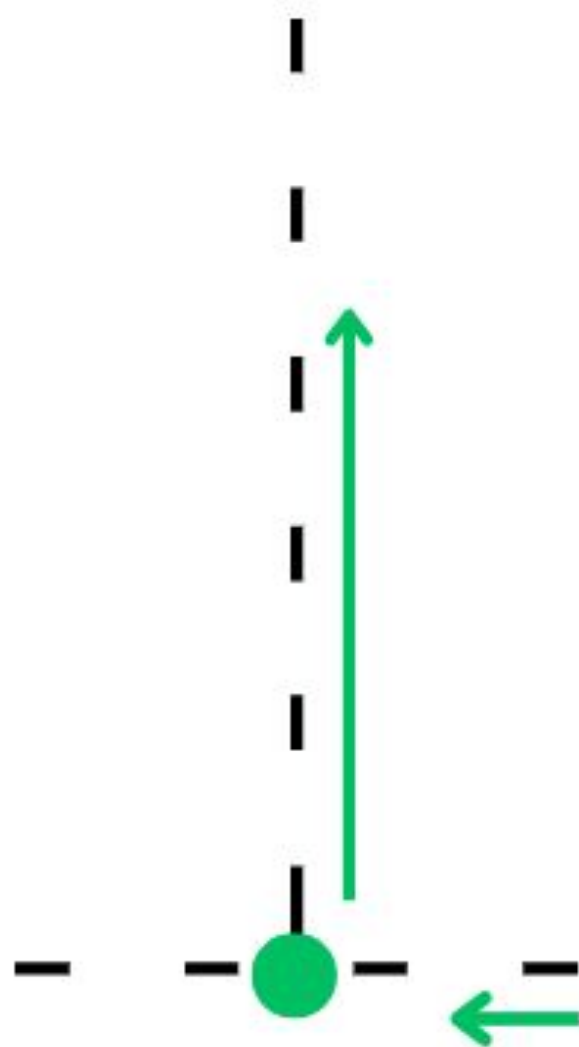
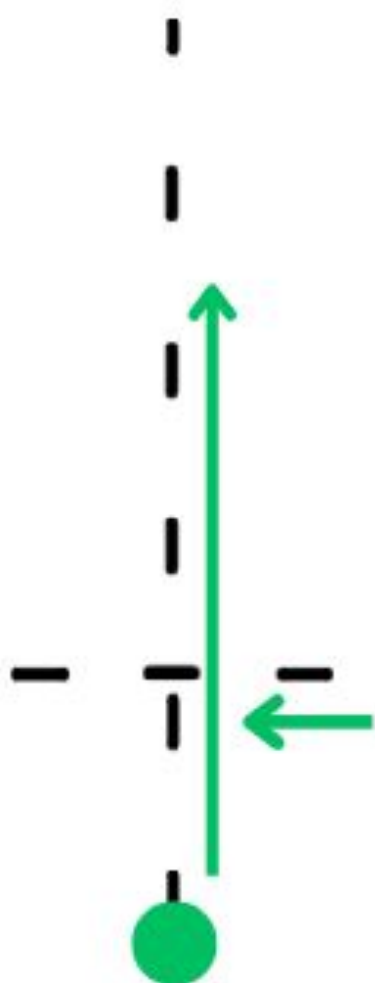
## Letter Exploration

**Model:** Point to the pictures. *This is a toothbrush, turtle, and a tiger. I hear the /t/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Toothbrush, Turtle, Tiger. Great job. They all start with the /t/ sound. We write the /t/ sound with the letter 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.*

**Group Practice:** Point to the letter. *Let's say the name together (point) T. T. T. Great!*





# Lesson 1

## Letter Formation

**Materials:** letter Tt cards for each student

**Model:** *Now we are going to learn how to make the letter T.* (Point to the next page) *This shows me how to write 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.*

**Group 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 capital T. Put your finger at the top of the T. Pull down. Pull across. Great job! Let's try again. Let's write the lowercase t. Put your finger at the top of the t. Pull down. Pull across. Great work! We made a T! What letter are we making? The letter T!*

\*collect letter Tt cards







# Lesson 1

## Review Letters

None

## Review Game: Letter Match

**Materials:** letter cards

**Explain:** *I am going to give you a letter card. Flip over the card, say its name, and match it to the letter on the page.*

## Make the Letters

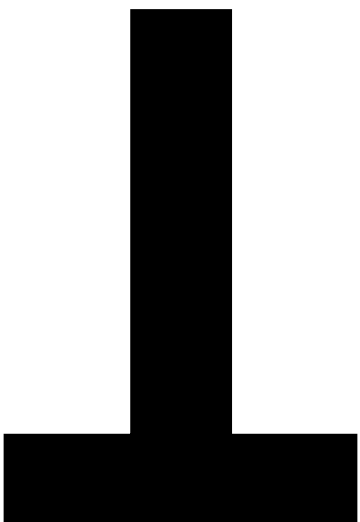
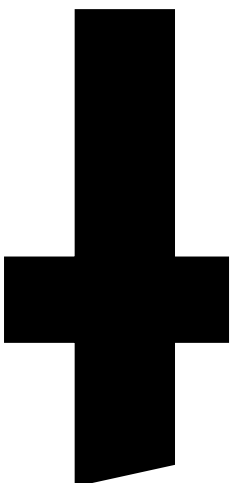
**Materials:** doodle boards

**Explain:** *Now we are going to practice forming the letter T.* (pass out 2 wikki stix to each student)

**Model:** Use the wikki stix to make the capital T. Say the name of the letter frequently as you write the letter.

**Group Practice:** *Let's make the capital T. What letter is this? T! Great! Pull down, pull across. Great! Let's make the lowercase t. What letter is this? t! Great! Pull down, pull across. Let's say the name of the letter 3 times! T, T, T! Great job!*

\*Collect all materials





# Lesson 1

## Wrap Up

**Explain:** *Today we learned the letter T.* (point to the picture) *Tiger, /t/*, (point to the letter) *T. Let's say it together. Tiger, /t/, T! Tiger, /t/, T! Great work.*

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



My name is

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### **Lesson Materials**

- name cards
- letter Tt cards
- finger puppets (optional)

# Lesson 1A

## Phonological Awareness Name Activity

**Materials:** Name cards with student names

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

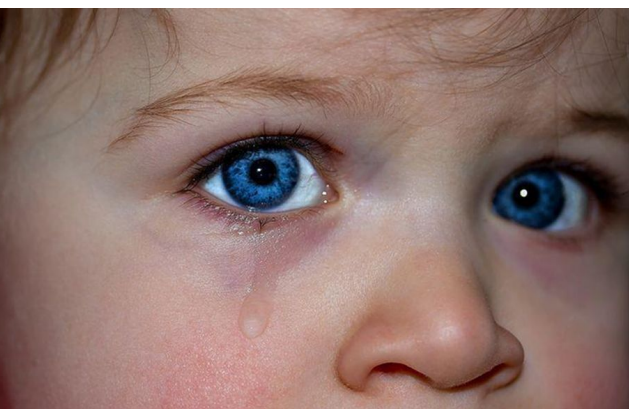
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### **Error Correction Procedure**

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





# Lesson 1A

## Phonological Awareness

### Blending Compound Words

**Materials:** Finger Puppets (optional)

**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 tablecloth, teapot, teardrop.* (hand out the puppets to use as pointers)

**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. Tea-pot. I pointed to the picture of the teapot and said its name. Let's try another one.*

**Group Practice:** *Table-cloth. Say it quickly! Tablecloth. Point to the picture of the tablecloth. Great! Tear-drop. Say it quickly! Teardrop. Point to the teardrop. Great!*

**Expand (optional):** Once children are automatic at this game just give them the first word as a clue.



#### Error Correction Procedure

**Model:** *This is a tablecloth. Table-cloth.*

**Practice:** *Point with me and say table-cloth. Say it fast! Tablecloth!*

**Praise:** *Great!*





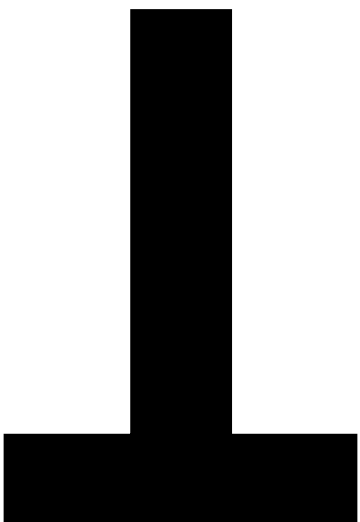
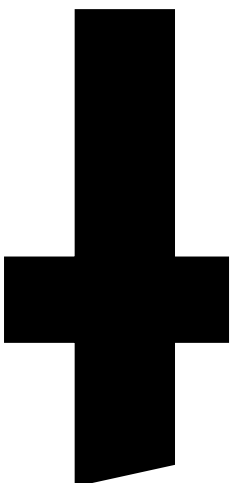




# Lesson 1A

## New Letter Introduction

**Explain:** Point to the tiger. *This is a tiger. Everyone say tiger. Good. Tiger starts with the sound /t/. /t/ tiger. Everyone say /t/. (practice again).*





# Lesson 1A

## New Letter Introduction

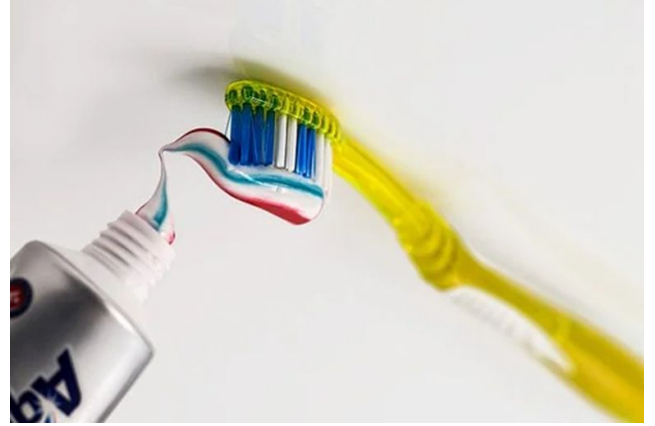
**Explain:** *We write the /t/ sound like this* (trace the letter with your finger). *The name of this letter is t.* (point to the picture)  
*Tiger. /t/. (point to the t). T. The name of the letter is T. What letter? T. Say it with me three times. T. T. T. Great job!*

**Model:** Focus practice on having students say the letter name. *The name of the letter is T. What is the name of the letter? T!*  
*Yes! T!*

**Group Practice:** *Let's say the letter name three times. T. T. T.*

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T





# Lesson 1A

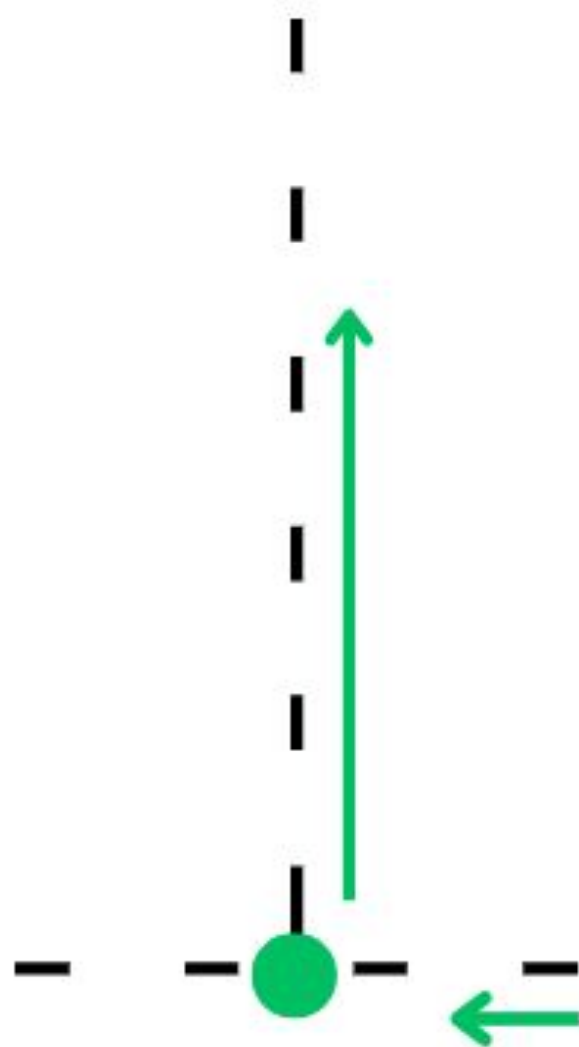
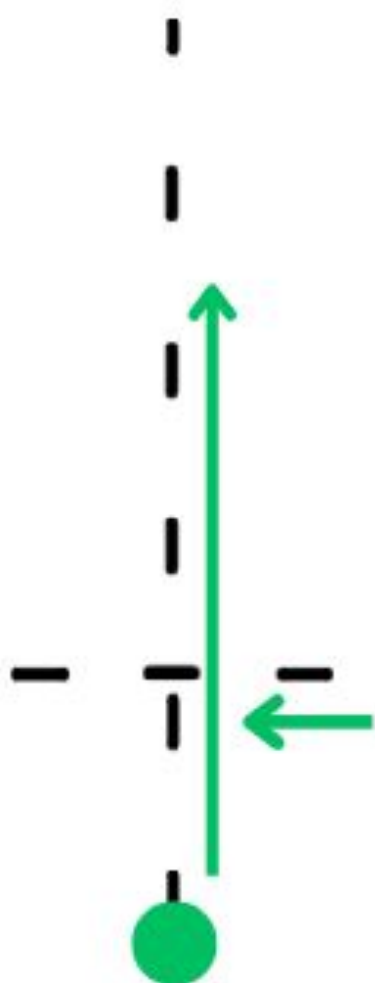
## Letter Exploration

**Model:** Point to the pictures. *This is a toothbrush, turtle, and a tiger. I hear the /t/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Toothbrush, Turtle, Tiger. Great job. They all start with the /t/ sound. We write the /t/ sound with the letter 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.*

**Group Practice:** Point to the letter. *Let's say the letter T together 3 times. T, T, T! Great job saying the letter T!*





# Lesson 1A

## Letter Formation

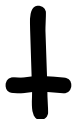
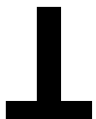
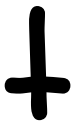
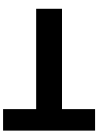
**Materials:** letter Tt cards for each student

**Model:** *Now we are going to learn how to make the letter T.* (Point to the next page) *This shows me how to write 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.*

**Group 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 capital T. Put your finger at the top of the T. Pull down. Pull across. Great job! Let's try again. Let's write the lowercase t. Put your finger at the top of the t. Pull down. Pull across. Great work! We made a T! What letter are we making? The letter T!*

\*collect letter Tt cards







# Lesson 1A

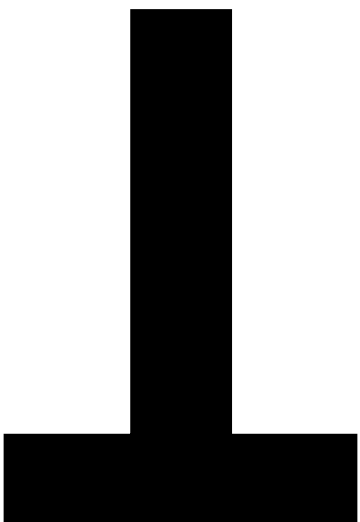
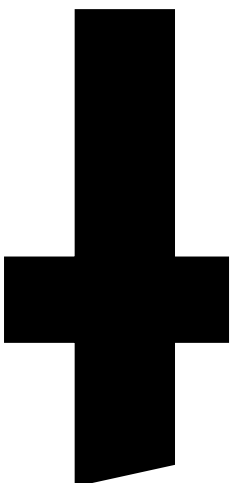
## Review Letters

**Review Game:** Letter Hunt

**Explain:** *The letter t is all over this page, and there are also pictures. If I point to the letter t, Say T and raise your hands high in the air. If I point to something that is NOT the letter T, 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of letters and pictures for students to practice.

\*If students name a letter incorrectly, provide the correct letter name.





# Lesson 1A

## Wrap Up

**Explain:** *Today we reviewed the letter T. (point to the picture) Tiger, /t/, (point to the letter) T. Let's say it together. Tiger, /t/, T! Tiger, /t/, T. Tiger, /t/, T! What letter is this? T. Great job!*

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



My name is

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### Lesson Materials

- name cards
- letter Tt cards and 1 other letter to mix in
- finger puppets (optional)

# Lesson 1B

## Phonological Awareness

### Name Activity

**Materials:** Name cards with student names

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

**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

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





# Lesson 1B

## Phonological Awareness Blending Compound Words

**Materials:** Finger Puppets (optional)

**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 teacup, train track, and turntable.* (hand out the puppets to use as pointers)

**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. Tea-cup.* (Point to the teacup and say "teacup") *I pointed to the picture of the teacup and said its name. Let's try another one.*

**Group Practice:** *Train-track. Say it quickly. Train track. Great!*  
*Turn-table. Say it quickly. Turntable. Great!*

**Expand (optional):** Once children are automatic at this game just give them the first word as a clue.



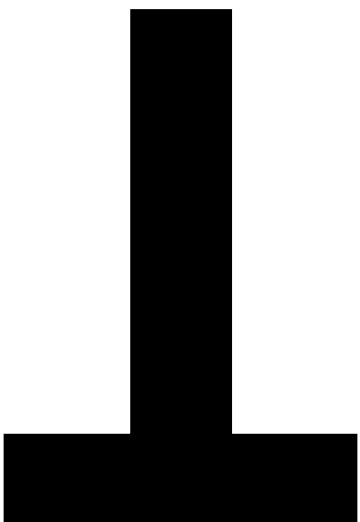
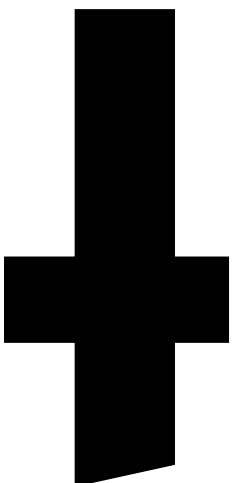
### Error Correction Procedure

**Model:** *Train- Track. Train track. Say it with me.*

**Practice:** *Train-Track. Train track.*

**Praise:** *Great!*









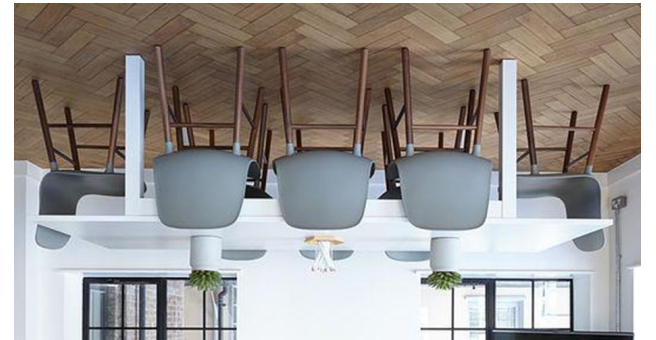
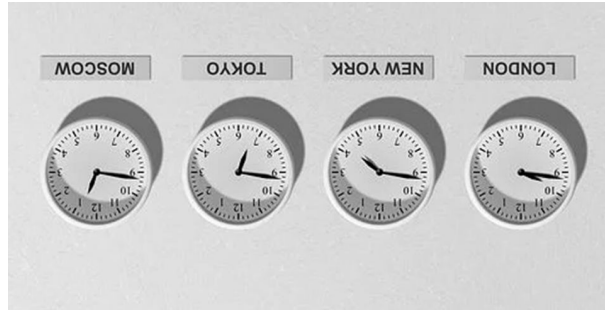
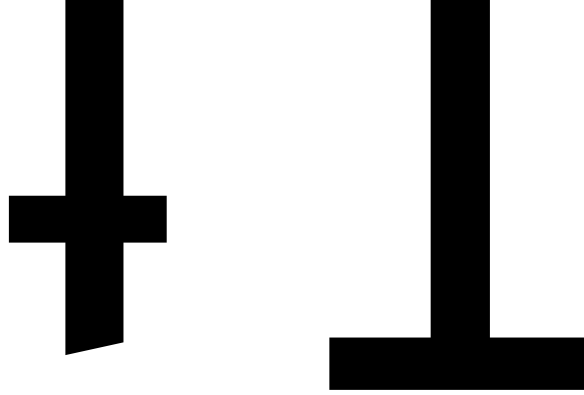
# Lesson 1B

## New Letter Introduction

**Explain:** *We write the /t/ sound like this* (trace the letter with your finger).

**Model:** *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.*

**Group Practice:** *Say it with me three times. T. T. T. Great job!"*





# Lesson 1B




## Letter Exploration

**Model:** Point to the pictures. *This is table, time, and toes. I hear the /t/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Table, time, toes. Great job! They all start with the /t/ sound. We write the /t/ sound with the letter 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 saying the name T).

**Group Practice:** Point to the letter. *Let's say the letter name together. T, T, T!*

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# Lesson 1B

## Review Letters

**Review Game:** Letter Sort

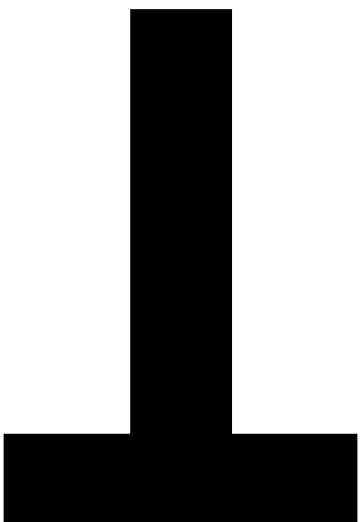
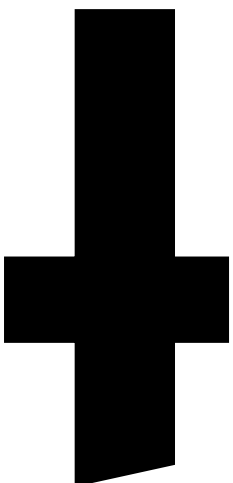
**Materials:** letter Tt cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting the letters into capital and lowercase. If you have a capital T, say T, and place it here* (T column). *If you have a lowercase t, say t, and place it here* (t column). *If you do NOT have a Tt, place it here* (last column).

**Model:** Place a card face down in front of you, flip it over, say its name, and place it in the matching column.

**Group Practice:** Place a card face down on the table in front of each student. Take turns flipping the cards over, saying the letter name, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.





# Lesson 1B

## Wrap Up

**Explain:** *Today we reviewed the letter T.* (point to the picture) *Tiger, /t/*, (point to the letter) *T. Let's say it together. Tiger, /t/, T! Tiger, /t/, T. Tiger, /t/, T! What letter is this? T. Great job!*

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



My name is

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### Lesson Materials

- name cards
- letter Oo and Tt cards
- Wiki Stix
- finger puppets (optional)

## Lesson 2

### Phonological Awareness Name Activity

### Lesson Overview

New Letter: Oo  
Review Letter: Tt  
Review Game: Letter Match  
Make the Letters: Wiki Stix

**Materials:** Name cards with student names

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

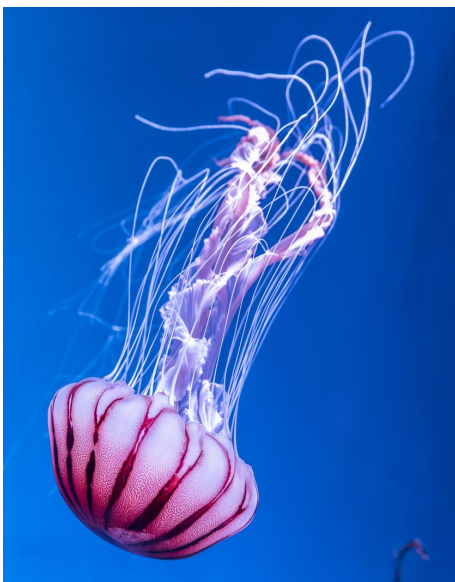
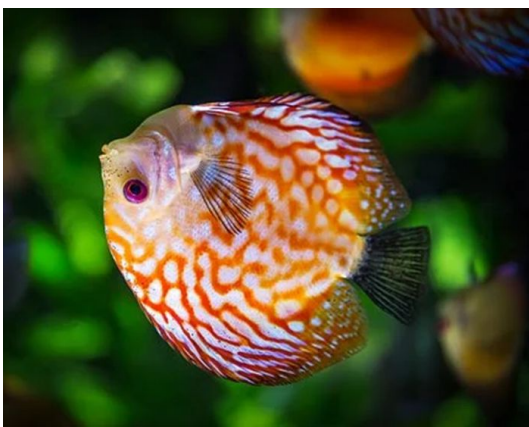
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say "Good morning, Amy!"*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.





## Lesson 2

### Phonological Awareness

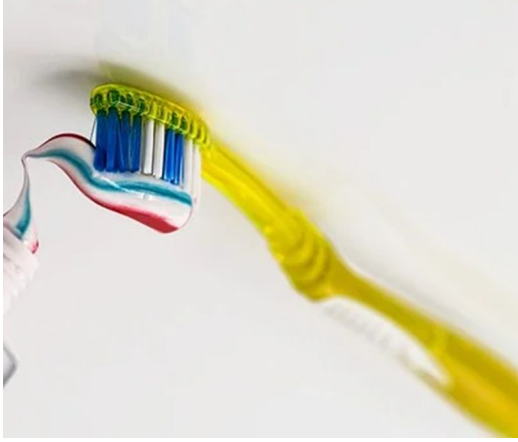
### Segmenting Compound Words

**Materials:** Finger Puppets (optional)

**Explain:** Show the pictures on the next page. *We are going to practice breaking words into smaller parts.*

**Model:** *This is a jellyfish. This is jelly, snow, and fish. I am going to find the two words that go together to make jellyfish. The first part of the word JELLY-fish is jelly. I point to jelly. The second part of the word jelly-FISH is fish. I point to the fish. The two parts of the word jellyfish (point) are jelly (point) and fish (point).*

\*turn to the next page





## Lesson 2

### Phonological Awareness Segmenting Compound Words

**Materials:** Finger Puppets (optional)

**Group Practice:** *Let's try this together. This is a snowball. Snow-ball. What is the first part of the word SNOW-ball? Snow! Yes, snow is the first part of the word snow ball. Let's point to snow. What is the second part of the word snowball? Snow-BALL. Ball. Correct! Ball is the second part of the word snow-BALL. So, the 2 words that we put together to make snowball are snow (point) and ball (point). SNOWBALL!*

**Expand (optional):** Ask students to point to both words they hear in snowball."



#### Error Correction Procedure

**Model:** *Snowball. Snow-Ball.*

**Practice:** *Say it with me. Snowball. Snow-ball.*

**Praise:** *Great!*







## Lesson 2

### New Letter Introduction

**Explain:** Point to the octopus. *This is an octopus. Everyone say octopus. Let's clap the parts- Oc-to-pus. Good. Octopus starts with /o/. /o/ Octopus. Everyone say /o/. An octopus is a sea animal. It lives in the ocean.* (practice again)

oo







## Lesson 2

### New Letter Introduction

**Explain:** *We write the /o/ sound like this* (trace the letter with your finger). *The name of this letter is O.* (point to the octopus) *Octopus, /o/,* (point to the letter) *O.*

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

**Group Practice:** *What is the name of this letter? O! Yes! Let's say O three times. O, O, O! Great!*

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

*O is an octopus, so wiggly and sweet.*

*It blows a quick kiss to whoever it meets.*

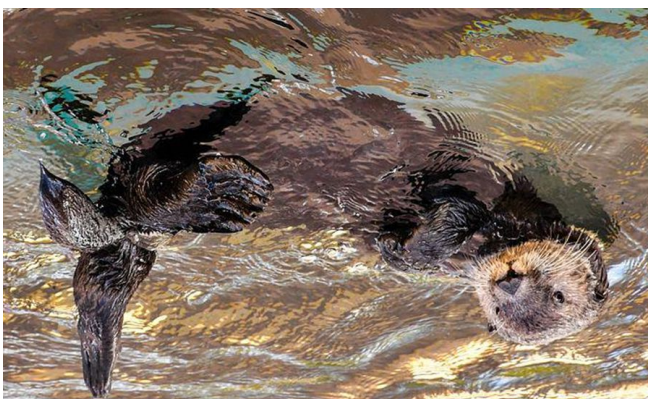
*O is also an otter, ox, and ostrich.*

*And it makes a round shape of a soft, tangy olive.*

*O is the sound you make when you learn-  
a confident /o/ as your thinking gears turn.*

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

oo





## Lesson 2

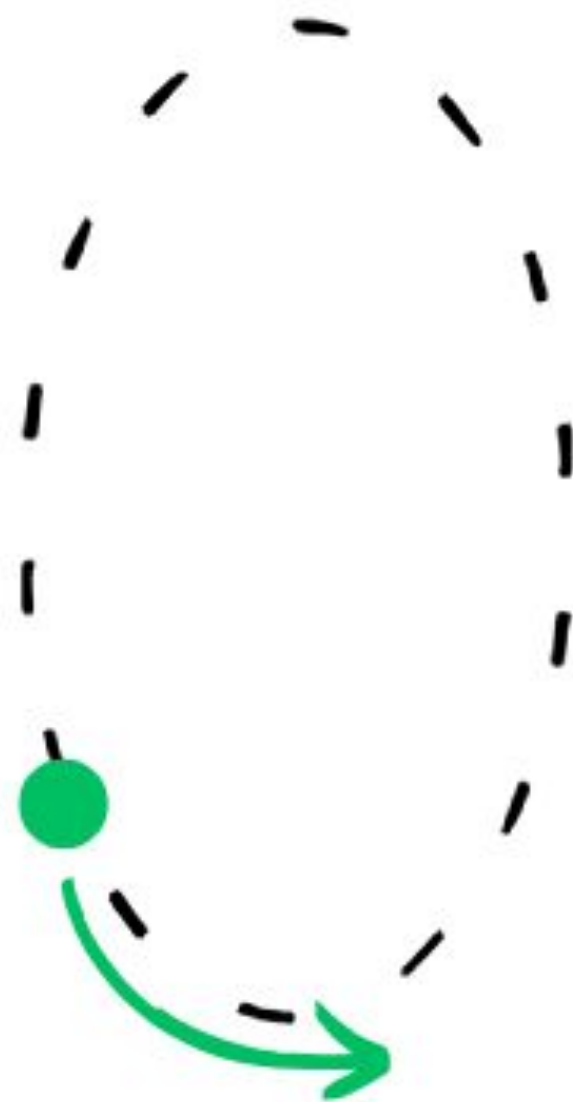
### Letter Exploration

**Model:** Point to the pictures. *This is an octopus, otter, and olives. I hear the /o/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Octopus, otter, olives. Great job. They all start with the /o/ sound. We write the /o/ sound with the letter o.*

**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!*

**Group Practice:** *Let's practice saying the letter o together 3 times. O, O, O! Great!*





## Lesson 2

### Letter Formation

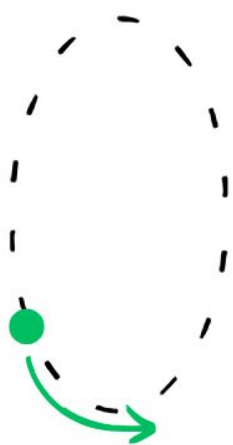
**Materials:** letter O cards for each student

**Model:** *Now we are going to learn how to make the letter O. 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 around. Pull back and around* (model again). *This is letter O.*

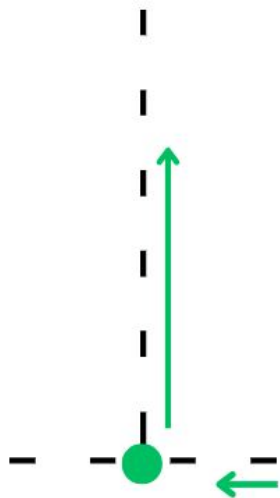
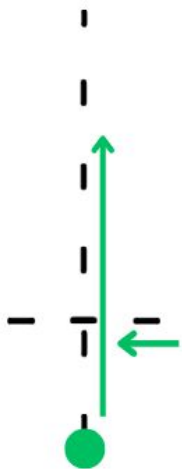
**Group Practice:** Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

*Now it's your turn to make the letter 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 at the top. Pull back and around. Great work! We made the letter o. What letter did we make? O! Great job!*

\*collect letter Oo cards



o O



t T





## Lesson 2

### Review Letters

**Explain:** (point to the picture) *This is an octopus. /o/. We write the /o/ sound with letter O.* (Trace the letter) *Pull back and around.* (Point to the picture) *This is a tiger. Tiger /t/ T.* (Trace letter with finger) *Pull down and across.*

### Review Game: Letter Match

**Materials:** letter cards Oo, Tt

**Explain:** *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:** Wiki Stix and letter cards for each student

**Explain:** *Now we are going to practice making the letter O.* (Pass out wiki stix and letter cards)

**Model:** Use the wiki stix to model how to form the letter O.. Say the name of the letter frequently as you write the letter.

**Group Practice:** *Let's make the letter O. Pull back and around. Great job! Let's try again.* (model again and practice with students) *What letter are we making? The letter O!* (Continue with Tt if there is time)

\*collect all materials



oo







## Lesson 2

### 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!*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter Oo cards
- pointers (optional)

## Lesson 2A

### Phonological Awareness

#### Name Activity

**Materials:** Name cards with student names

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

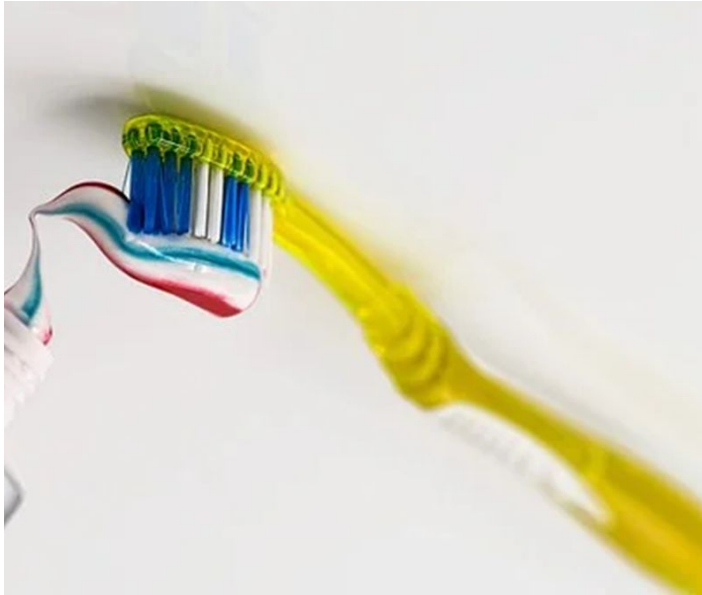
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.





# Lesson 2A

## Phonological Awareness Segmenting Compound Words

**Materials:** finger puppets (optional)

**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.*

**Model:** (point) *This is a toothbrush. This is a brush, snow, and tooth. Tooth is the first part of toothbrush. What is the last part of the word tooth-BRUSH? (point) Brush is the last part of the word toothbrush.*

**Group Practice:** (point) *This is a firetruck. This is a brush, truck, and fire. What is the first part of the word FIRE-truck? (point) Yes! Fire is the first part of firetruck. What is the last part of the word fire-TRUCK? (point) Yes! Truck is the last part of the word firetruck.* (repeat process if needed to provide more practice)

**Expand (optional):** Ask students say both parts of the word.



### Error Correction Procedure

**Model:** Point. *Fire is the first part of the word FIRE-truck. Fire.*

**Practice:** *Point with me. What is the first part of FIRE-truck? Say FIRE.*

**Praise:** *Good! Fire is the first part of firetruck.*





# Lesson 2A

## New Letter Introduction

**Explain:** Point to the octopus. *This is an octopus. Everyone say octopus. Good. Octopus starts with the /o/ sound. /o/ octopus. Everyone say /o/. (practice again)*



oo







## Lesson 2A

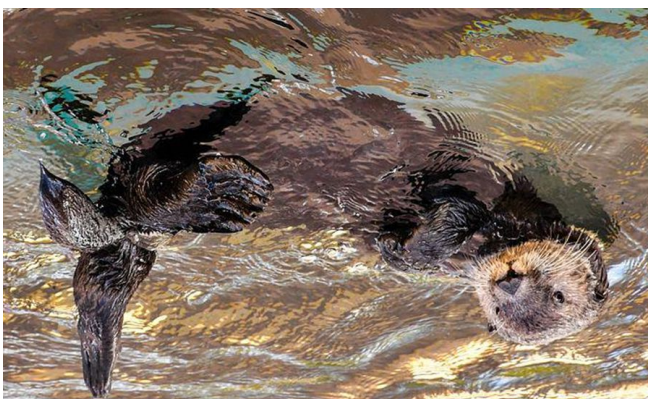
### New Letter Introduction

**Explain:** *We write the /o/ sound like this* (trace the letter with your finger). *The name of this letter is O.* (Point to the octopus) *Octopus, /o/,* (point to the letter) *O.*

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

**Group Practice:** *What is the name of this letter? O! Yes! Let's say it three times. O, O, O! Great!*

oo





# Lesson 2A

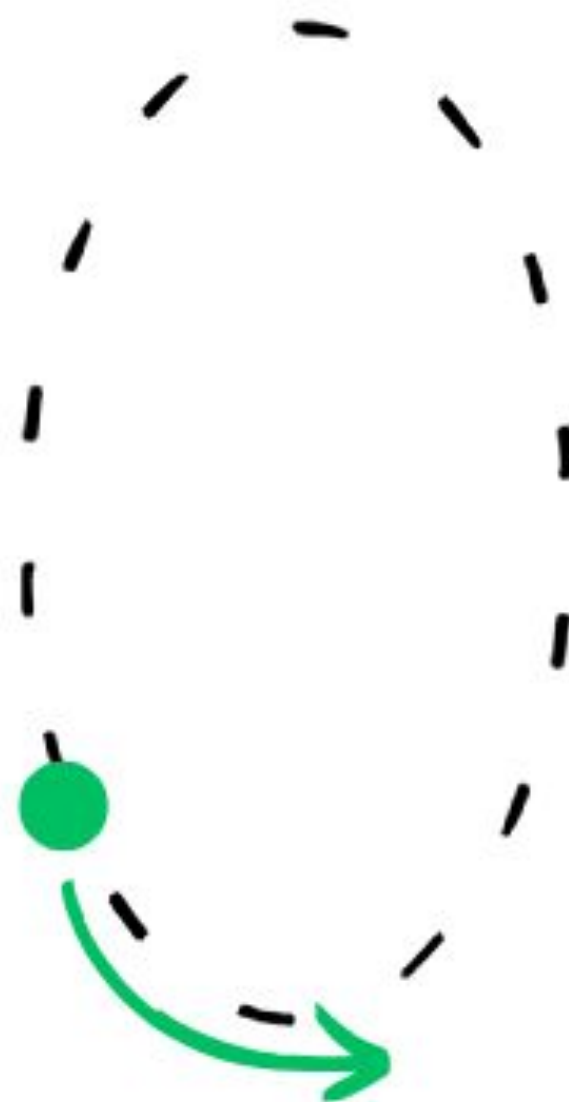
## Letter Exploration

**Model:** Point to the pictures. *This is an octopus, otter, and olives. I hear the /o/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (Point to each) *Octopus, otter, olives. Great job. They all start with the /o/ sound. We write the /o/ sound with the letter o.*

**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!*

**Group Practice:** *Let's practice saying the letter o together 3 times. O, O, O! Great!*





## Lesson 2A

### Letter Formation

**Materials:** letter O cards for each student

**Model:** *Now I'm going to remind you how to make the letter O. 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 around. This is the letter O.* (Model again) *Pull back and around. This is letter O.*

**Group Practice:** Pass out letter cards to each student. Provide a lot of positive feedback and modeling as needed.

*Now it's 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 make the letter O. Put your finger at the top. Pull back and around. Great work! We made the letter O. What letter did we make? O! Great job!*

\*collect letter cards



O

+



O



O



T



T



O

+



T



O



O

O



# Lesson 2A

## Review Letters

**Review Game:** Letter Hunt

**Explain:** *The letter O is all over this page, and there are also other letters and pictures. If I point to the letter O, Say O and raise your hands 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of letters and pictures. Encourage students to say the letter name frequently.

\*Tell students the correct letter name if they say it incorrectly, and have the students repeat it.



oo







## Lesson 2A

### Wrap Up

**Explain:** *Today we reviewed 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!*

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



My name is

•

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### Lesson Materials

- name cards
- letter Oo cards + 1-3 other letters to mix in
- hand puppet and pointers (optional)

## Lesson 2B

### Phonological Awareness Name Activity

**Materials:** Name cards with student names

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

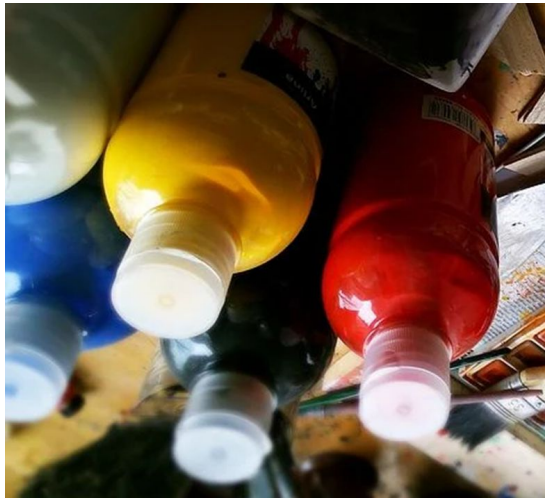
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.





# Lesson 2B

## Phonological Awareness

### Segmenting Compound Words



Let's walk into the classroom. CLASS-ROOM.

**Materials:** finger puppets (optional)

**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.*

**Model:** (point) *This is a paintbrush. This is a brush, snow, and paint. Paint is the first part of paintbrush. What is the next part of the word paint-BRUSH?* (point) *Brush is the last part of the word paintbrush.*

**Group Practice:** *This is a hairbrush. This is hair, brush, and paint. What is the first part of the word HAIR-brush? Hair! What is the next part of the word hair-BRUSH? Good hair and brush put together make hairbrush. Great work!*

**Expand (optional):** Ask students to identify the first sound.



#### Error Correction Procedure

**Model:** *HAIR-brush. HAIR is the first part. What is the first part of HAIR-brush?*

**Practice:** *HAIR!*

**Praise:** *Great job saying the first part of the word HAIRBRUSH.*

oo





## Lesson 2B

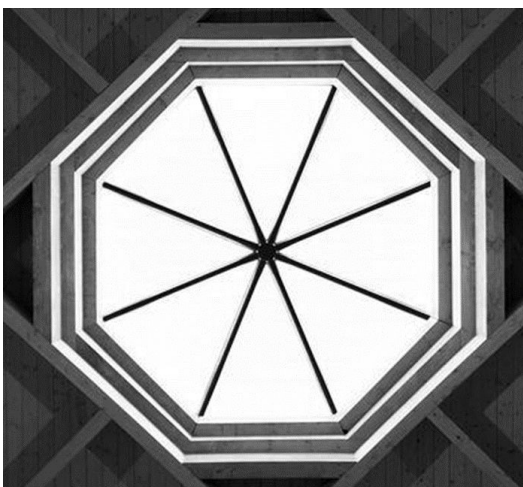
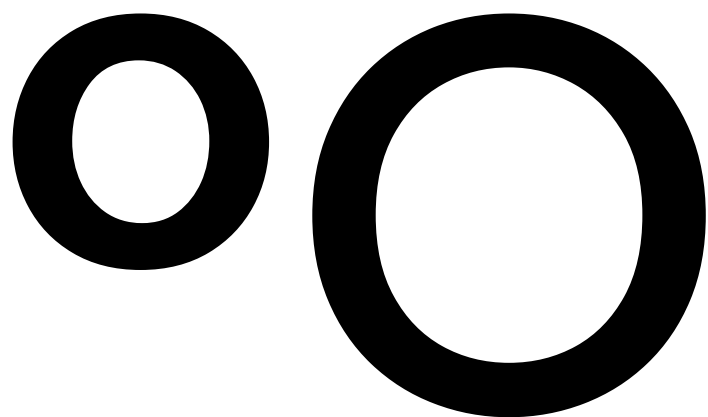
### New Letter Introduction

**Explain:** *We write the /o/ sound like this* (trace the letter with your finger). *The name of this letter is O.* (point to the octopus) *Octopus, /o/,* (point to the letter) *O.*

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

**Group Practice:** *What is the name of this letter? O! Yes! Let's say it three times. O, O, O! Great!*









## Lesson 2B

### Letter Exploration

**Model:** Point to the pictures. *This is an octopus, octagon, and ostrich. I hear the /o/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Octopus, octagon, ostrich. Great job. They all start with the /o/ sound. We write the /o/ sound with the letter O.*

**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!*

**Group Practice:** *Let's practice saying the letter O together 3 times. O, O, O! Great!*





## Lesson 2B

### Review Letters

**Review Game:** Letter Sort

**Materials:** letter Oo cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting letters. If you have an O, place it here and say O. If you do not have a letter O, place it here* (last column).

**Model:** Place a card face down in front of you, flip it over, say the letter name, and put it in the matching column.

**Group Practice:** Place a card face down on the table in front of each student. Take turns flipping the card over, naming the letter, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.

oo





## Lesson 2B

### Wrap Up

**Explain:** *Today we reviewed 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!*

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



My name is

•

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### Lesson Materials

- name cards
- letter Cc, Tt, Oo cards
- wiki stix
- finger puppets (optional)

## Lesson 3

### Phonological Awareness Name Activity

### Lesson Overview

New Letter: Cc  
Review Letters: Tt, Oo  
Review Game: Letter Match  
Make the Letters: Wiki Stix

**Materials:** Name cards with student names

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

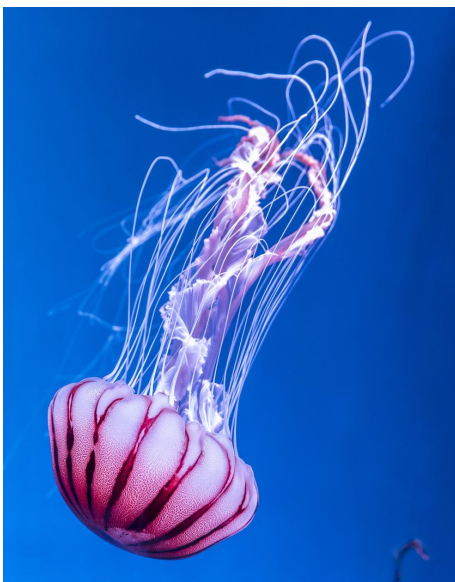
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say "Good morning, Amy!"*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.







## Lesson 3

### Phonological Awareness Segmenting Compound Words

**Materials:** finger puppets (used as pointers)

**Explain:** Show the pictures on the next page. *We are going to break big words into smaller parts.*

**Model:** *This is a jellyfish. This is jelly, snow, and fish. I am going to find the two words that go together to make jellyfish. The first part of the word JELLY-fish is jelly. I point to the jelly first. The second part of the word jelly-FISH is fish. I point to the fish next. The two parts of the word jellyfish (point) are jelly (point) and fish (point).*

**Group Practice:** *Let's try this together.* (Point to pictures at the bottom of the page) *This is ball, snow, and toothbrush. This is a snowball. Snow-ball. What is the first part of the word SNOW-ball? Snow! Yes, snow is the first part of the word snow ball. Let's point to snow. What is the second part of the word snowball? Snow-BALL. Ball. Correct! Ball is the second part of the word snow-BALL. So, the 2 words that we put together to make snowball are snow (point) and ball (point). SNOWBALL!*

**Expand (optional):** Ask students to point to both words they hear in snowball.



#### Error Correction Procedure

**Model:** *Snowball. SNOW-ball.*

**Practice:** *Say it with me. SNOW-ball. What's the first part of SNOW-ball? SNOW. Say SNOW.*

**Praise:** *Great!*

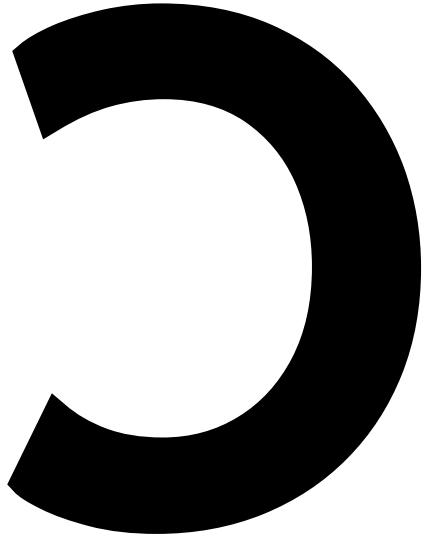
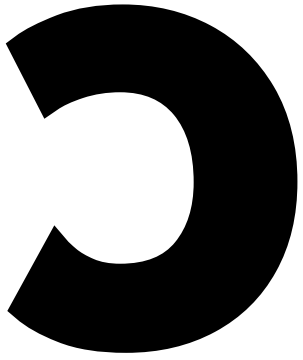




# Lesson 3

## New Letter Introduction

**Explain:** Point to the cat. *This is a cat. Everyone say cat. Good. Cat starts with the sound /c/. /c/ cat. Everyone say /c/.*  
(practice again).





# Lesson 3

## New Letter Introduction

**Explain:** *We write the /c/ sound like this* (trace the letter with your finger). *The name of this letter is C.* (point to the cat) *Cat, /c/*, (point to the letter) *C.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is C. What is the name of this letter? C!*

**Group Practice:** *Let's say it three times. C, C, C! Great!*

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

*C curls its back like a cat on a rug.*

*It's as sweet as it sounds—like cocoa in a mug.*

*C enjoys candy, cookies and cakes*

*But it also eats carrots to avoid stomach aches.*

*C sounds like ice when it breaks in the Spring*

*A delicate ccc—then the water's flowing!*

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

CC





# Lesson 3

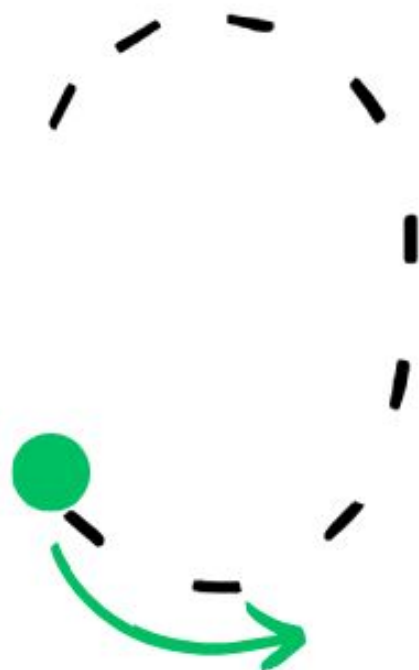
## Letter Exploration

**Model:** Point to the pictures. *This is a cat, car, and comb. I hear the /c/ sound at the beginning of each word.*

**Group Practice:** *Let's say the names of each picture together as I point.* (point to each) *Cat, car, comb. Great job. They all start with the /c/ sound. We write the /c/ sound with the letter 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!*

**Group Practice:** *Let's practice saying the letter C together 3 times. C, C, C! Great!*







# Lesson 3

## Letter Formation

**Materials:** letter Cc cards for each student

**Model:** *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* (model again). *This is letter C.*

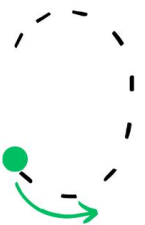
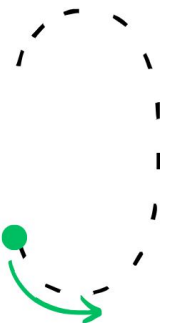
**Group Practice:** (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

*Now it's your turn to make the letter C. Put your finger on the top of the C. Pull back and go around. Great job! Let's try again. Let's write the letter C. Put your finger at the top. Pull back and go around. Great work! We made the letter C. What letter did we make? C! Great job!*

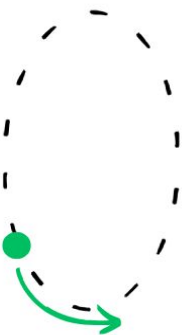
\*collect letter cards



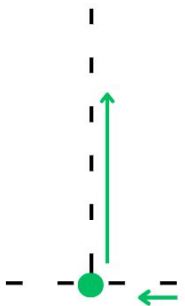
C c



O o



T t





# Lesson 3

## Review Letters

**Explain:**(point to the picture) *This a tiger. Tiger /t/. We write the /t/ sound with letter T.* (Trace the capital letter) *Pull down, pull across.* (Trace the lowercase) *Pull down, pull across.* (Point to the picture) *This is an octopus. Octopus /o/ O.* (Trace letter with finger) *Pull back and around.* (Point to the picture) *This is a cat. Cat /c/ C.* (Trace the letters). *Pull back and around.*

## Review Game: Letter Match

**Materials:** letter cards

**Explain:** *I am going to give you a letter card. Flip the card over, say its name, and match it to the letter on the page.*

\*Give each student multiple opportunities to practice. Provide immediate corrective feedback as needed.

## Make the Letters

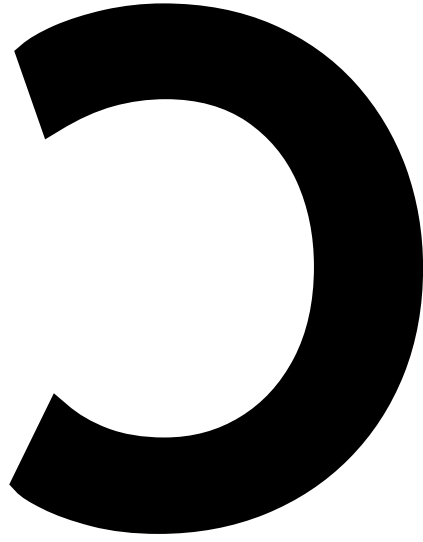
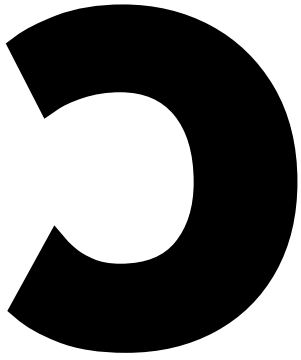
**Materials:** wiki stix for each student

**Explain:** *Now we are going to practice making the letters.* (Pass out a wiki stick to each student)

**Model:** Use the wiki stix to make the letter C. Say the name frequently as you write the letter.

**Group Practice:** *Let's make the letter C. Pull back and around. Great job! We made a C! What letter are we making? The letter C!* (Continue with Tt and O if time)

\*collect all materials





## Lesson 3

### Wrap Up

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

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



My name is

•

---



### **Lesson Materials**

- name cards
- letter Ww cards
- pointers (optional)

# **Lesson 3A**

## **Phonological Awareness**

### **Name Activity**

**Materials:** Name cards with student names

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

**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### **Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.







# Lesson 3A

## Phonological Awareness

### Segmenting Compound Words

**Materials:** pointers (optional)



“Line up at the d-oor.”

**Explain:** Show the pictures on the next page. *We are going break big words into smaller parts.*

**Model:** *This is a campfire. This is camp, box, and fire.*

**Group Practice:** *What is the first part of the word CAMP-fire? That right! The first part of the word CAMP-fire is camp.* (point to camp). *What is the second part of the word camp-FIRE? Good! The second part of the word camp-FIRE is fire* (point to the fire). *The two parts of the word campfire* (point) *are camp* (point) *and fire* (point).

**Expand (optional):** Have students identify the first sound they hear in the word.



#### Error Correction Procedure

**Model:** *Camp-Fire. CAMPFIRE. What is the first part of CAMP-fire?*

**Practice:** *CAMP.*

**Praise:** *Good! CAMP is the first part of CAMPfire.*

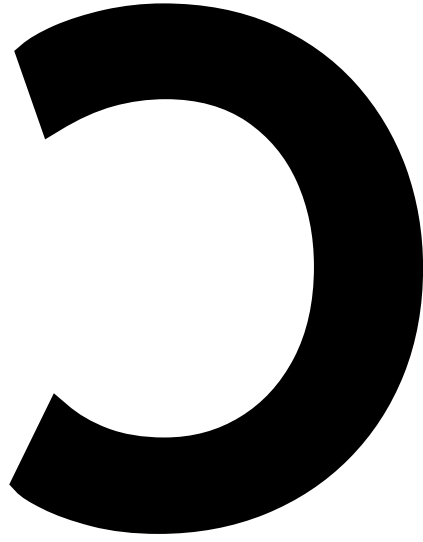
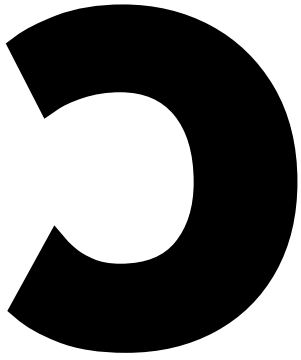




# Lesson 3A

## New Letter Introduction

**Explain:** Point to the cat. *This is a cat. Everyone say cat. Good. Cat starts with the sound /c/. /c/ cat. Everyone say /c/.*  
(practice again).





# Lesson 3A

## New Letter Introduction

**Explain:** *We write the /c/ sound like this* (trace the letter with your finger). *The name of this letter is C.* (point to the cat) *Cat,* */c/*, (point to the letter) *C.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is C.*

**Group Practice:** *What is the name of this letter? C! Yes! Let's say it three times. C, C, C! Great!*

CC





## Lesson 3A

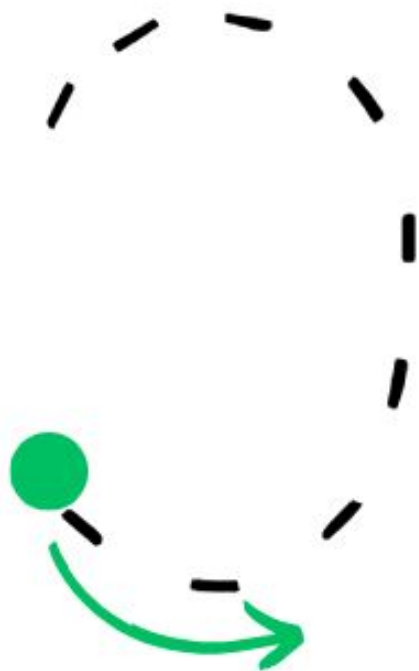
### Letter Exploration

**Model:** Point to the pictures. *This is a cat, car, and comb. I hear the /c/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Cat, car, comb. Great job. They all start with the /c/ sound. We write the /c/ sound with the letter 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!*

**Group Practice:** *Let's practice saying the letter C together 3 times. C, C, C! Great!*







## Lesson 3A

### Letter Formation

**Materials:** letter Cc cards for each student

**Model:** *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) *I use my finger and I start at the green dot. Pull back and go around. Pull back and go around* (model again). *This is letter C.*

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

*Now it's your turn to make the letter C. Put your finger on the top of the C. Pull back and go around. Great job! Let's try again. Let's write the letter C. Put your finger at the top. Pull back and go around. Great work! We made the letter C. What letter did we make? C! Great job!*

\*collect letter cards



0



c

c

+

c

c



c

c



o



c

c

T





# Lesson 3A

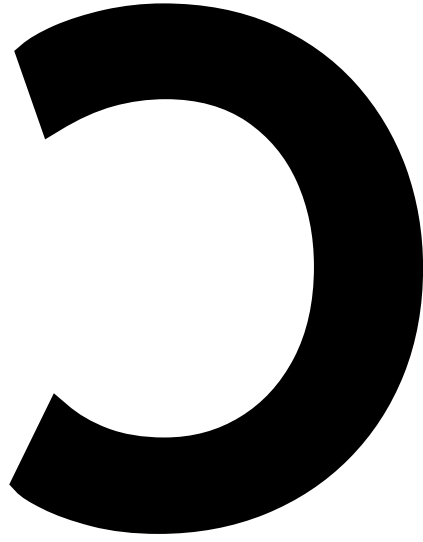
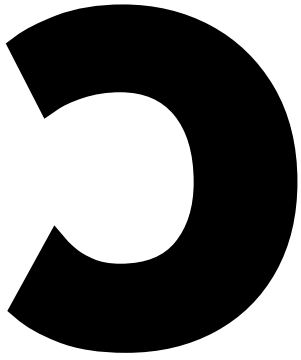
## Review Letters

**Review Game:** Letter Hunt

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

**Group Practice:** *Everyone stand up.* Point to a variety of letters and pictures for students to practice.

\*Tell students the correct letter name if they say it incorrectly, and have students repeat it.





## Lesson 3A

### Wrap Up

**Explain:** *Today we reviewed the letter C.* (Point to the picture) *Cat, /c/*, (point to the letter) *C. Say it with me, cat, /c/, c. what letter is this? C! Great job!*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter Cc cards and 1-3 other letters to mix in
- pointers (optional)

## Lesson 3B

### Phonological Awareness

#### Name Activity

**Materials:** Name cards with student names

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

**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say "Good morning, Amy!"*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to 'read' with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.







# Lesson 3B

## Phonological Awareness

### Segmenting Compound Words

**Materials:** Pointers (optional)

**Explain:** Show the pictures on the next page. *We are going to break big words into smaller parts.*

**Model:** *This is a candlestick. This is candle, box, and stick. What is the first part of the word CANDLE-stick? The first part of the word CANDLE-stick is candle.* (point to candle).

**Group Practice:** *What is the last part of the word candle-STICK? Good! STICK is second part of the word candle-STICK* (point to the stick). *The two parts of the word candlestick* (point) *are candle* (point) *and stick* (point).

**Expand (optional):** Ask students to identify the first sound they hear in the word.

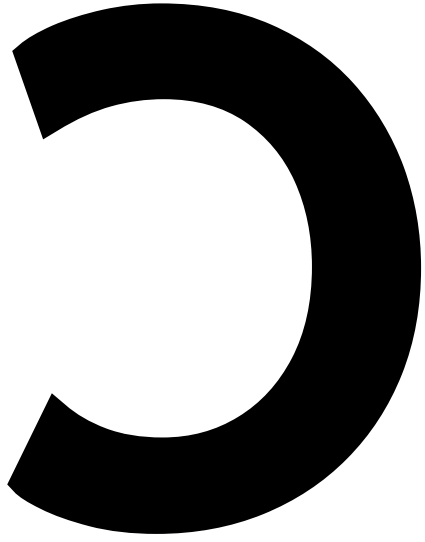
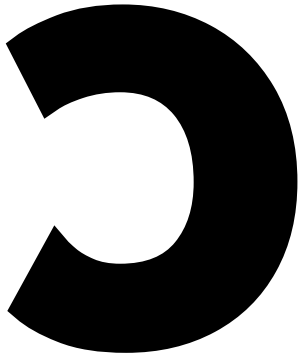


#### Error Correction Procedure

**Model:** *CANDLE-stick. What's the first part? CANDLE.*

**Practice:** *Say it with me. CANDLE.*

**Praise:** *Good! CANDLE is the first part of CANDLE-stick.*





## Lesson 3B

### New Letter Introduction

**Explain:** *We write the /c/ sound like this* (trace the letter with your finger). *The name of this letter is C.* (point to the cat) *Cat, /c/,* (point to the letter) *C.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is C.*

**Group Practice:** *What is the name of this letter? C! Yes! Let's say it three times. C, C, C! Great!*

CC





## Lesson 3B

### Letter Exploration

**Model:** Point to the pictures. *This is a cup, cone, and cookie. I hear the /c/ sound at the beginning of each word.*

**Group Practice:** *Let's say the name of each picture together as I point.* (point to each) *Cup, cone, cookie. Great job. They all start with the /c/ sound. We write the /c/ sound with the letter 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!*

**Group Practice:** Point to the letter. *Let's practice saying the letter C together 3 times.* (point) *C, C, C! Great!*





## Lesson 3B

### Review Letters

**Review Game:** Letter Sort

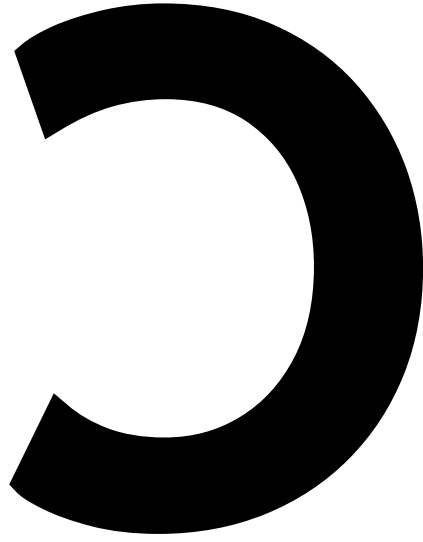
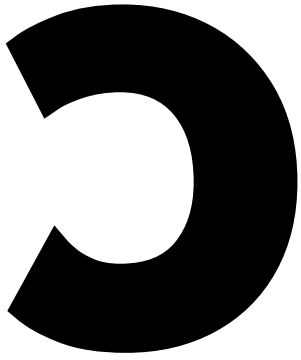
**Materials:** letter Cc cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting letter into capital and lowercase. If you have a capital C, say C, and place it here. If you have a lowercase C, say c, and place it here. If it is not a C, put it here* (point to the last column).

**Model:** Place a card face down in front of you, flip it over, say its name, and place it in the matching column.

**Group Practice:** Place a card face down on the table in front of each student. Take turns flipping the cards over, saying the letter name, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.







## Lesson 3B

### Wrap Up

**Explain:** *Today we reviewed the letter C.* (point to the picture) *Cat, /c/*, (point to the letter) *C.* *Say it with me, cat, /c/, c. what letter is this? C! Great job!*

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



My name is \_\_\_\_\_

•



### Lesson Materials

- name cards
- letter Mm, Oo, Cc cards
- wiki stix
- pointers (optional)

## Lesson 4

### Phonological Awareness Name Activity

### Lesson Overview

New Letter: Mm  
Review Letter: Oo, Cc  
Review Game: Letter Match  
Make the Letters: Wiki Stix

**Materials:** Name cards with student names

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

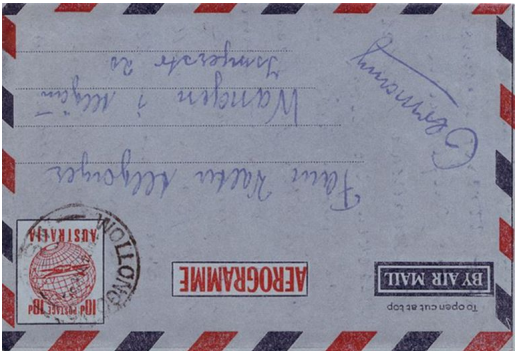
**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.





# Lesson 4

## Phonological Awareness Segmenting Compound Words

**Materials:** Pointers (optional)

**Explain:** Show the pictures on the next page. *We are going to break big words into smaller parts.*

**Model:** *This is a mailbox. This is box, snow, and mail. What is the first part of the word MAIL-box? The first part of the word MAIL-box is mail.* (point to the mail).

**Group Practice:** *What is the last part of the word mail-BOX? Good! BOX is second part of the word mail-BOX* (point to the box). *The two parts of the word mailbox* (point) *are mail* (point) *and box* (point).

**Expand (optional):** Ask students to point to both words they hear in mailbox.



### Error Correction Procedure

**Model:** *Mail is the first part of mail-box. MAIL.*

**Practice:** *Point and say it with me. What is the first part of MAIL-box?*

**Praise:** *Good! Mail is the first part of MAIL-box.*







# Lesson 4

## New Letter Introduction

**Explain:** Point to the mountain. *This is a mountain. Everyone say mountain. Good. Mountain starts with the sound /m/. /m/ mountain. Everyone say /m/. (practice again).*

ww







# 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/,* (point to the letter) *M.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is M. What is the name of this letter?*  
*M! Yes!*

**Group Practice:** *Let's say M three times. M, M, M! Great!*

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

*M is a mountain with two mighty peaks.*

*It moves its whole mouth whenever it speaks.*

*M does not mumble or mutter or meow.*

*It's in mouse and in man and the "moo" of a cow.*

*M is the sound that you make when you eat—*

*a long buzzing "mmm" when a meal is complete.*

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

wW





# Lesson 4

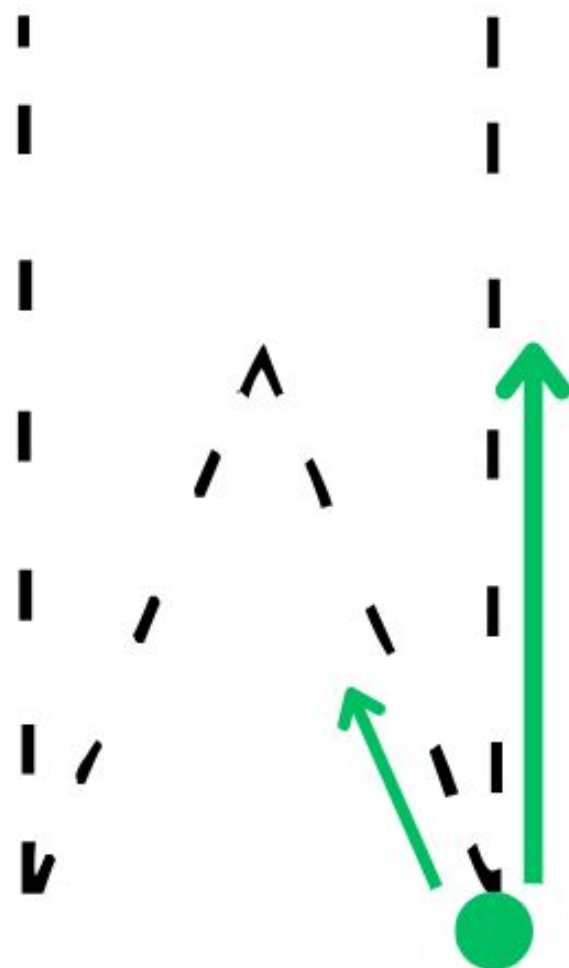
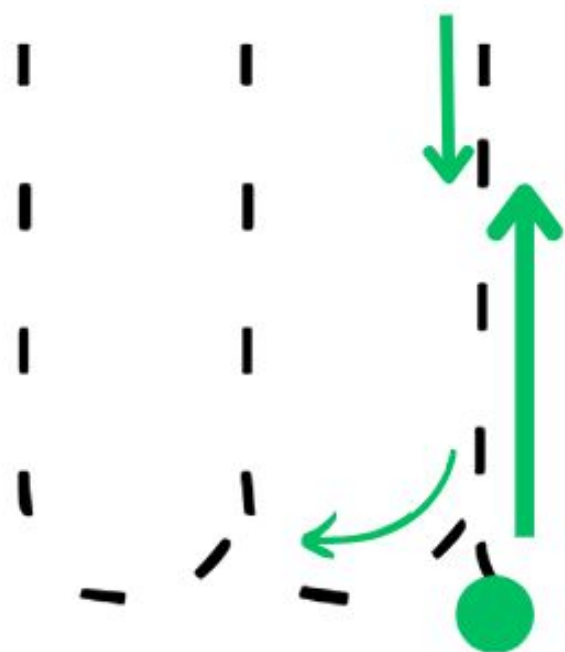
## Letter Exploration

**Model:** Point to the pictures. *This is a mountain, mouse, and monkey. I hear the /m/ sound at the beginning of each word. We write the /m/ sound with the letter M.*

**Group Practice:** *Let's say the name of each picture together as I point. Mountain, mouse, monkey. Great job! They all start with the /m/ sound. We write the /m/ sound with the letter M.*

**Explain:** Point to the letter. *The name of this letter is M. This is the capital M and this is lowercase m. They look different, but they are both M!*

**Group Practice:** *Let's practice saying the letter M together 3 times. M, M, M! Great!*





# Lesson 4

## Letter Formation

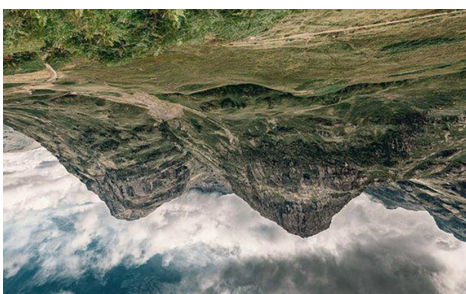
**Materials:** letter Mm cards for each student

**Model:** *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 down. This is capital M. This is the lowercase m. Put your finger at the top. Pull down, pull up over and down, pull up over and down.*

**Group 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 M. Put your finger on the top of the M. Pull down, slide down, pull up, slide down. Great job! Let's try again. Let's write the lowercase m. Put your finger at the top. Pull down, pull up over and down, pull up over and down. Great work! We made the lowercase m. What letter did we make? M! Great job!*

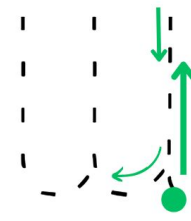
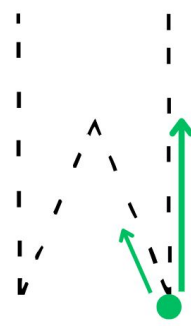
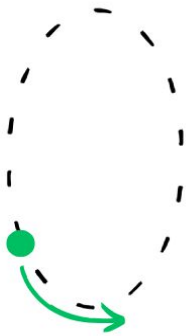
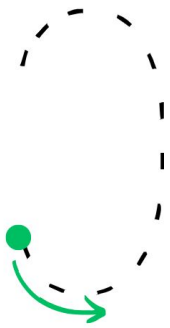
\*collect letter cards



Cc

Oo

Mm





# Lesson 4

## Review Letters

**Explain:** (point to the picture) *This is a mountain. /m/. We write the /m/ sound with letter M.* (Trace the letter) *Pull down, slide down, pull up, slide down. This is capital M. This is the lowercase m. Pull down, pull up over and down, pull up over and down.* (Point to the picture) *This is an octopus. Octopus, /o/, O.* (Trace letter with finger). *This is a cat. Cat, /c/, C.* (Trace with your finger)

## Review Game: Letter Match

**Materials:** letter cards

**Explain:** *I am going to give you a letter card. Flip the card over, say its name, and match it to the letter on the page.*

\*Give each student multiple opportunities to practice. Provide immediate corrective feedback as needed.

## Make the Letters

**Materials:** wiki stix

**Explain:** *Now we are going to practice making the capital M.*

**Model:** Use the wiki stix to make the capital M. Say the letter name frequently as you build the letter. Then model making the lowercase m.

**Group Practice:** *Let's make the capital M. Pull down, slide down, pull up, slide down. This is capital M. This is the lowercase m. Pull down, pull up over and down, pull up over and down.* (Continue with O and C if time)

\*Collect all materials

ww







## Lesson 4

### 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.



My name is \_\_\_\_\_

•



### **Lesson Materials**

- name cards
- letter Mm cards
- pointers (optional)

# **Lesson 4A**

## **Phonological Awareness**

### **Name Activity**

**Materials:** Name cards with student names

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

**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



### **Error Correction Procedure**

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.





# Lesson 4A

## Phonological Awareness

### Segmenting Compound Words

**Materials:** Pointers (optional)

**Explain:** Show the pictures on the next page. *We are going to break big words into smaller parts.*

**Model:** *This is a snowman. This is box, snow, and man. What is the first part of the word SNOW-man? The first part of the word SNOW-man is snow.* (point to the snow).

**Group Practice:** *What is the last part of the word snow-MAN? Good! MAN is second part of the word snow-MAN* (point to the man). *The two parts of the word snowman* (point) *are snow* (point) *and man* (point).

**Expand (optional):** Ask students to point to both words they hear in mailbox.



#### Error Correction Procedure

**Model:** *SNOW is the first part of snow-man. SNOW.*

**Practice:** *Point and say it with me. What is the first part of SNOW-man? SNOW.*

**Praise:** *Good! Snow is the first part of snowman.*







# Lesson 4A

## New Letter Introduction

**Explain:** Point to the mountain. *"This is a mountain. Everyone say mountain. Good. Mountain starts with the sound /m/. /m/ mountain. Everyone say /m/. (practice again).*

ww







# Lesson 4A

## 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/,* (point to the letter) *M.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is M. What is the name of this letter?*  
*M! Yes!*

**Group Practice:** *Let's say M three times. M, M, M! Great!*

wW





# Lesson 4A

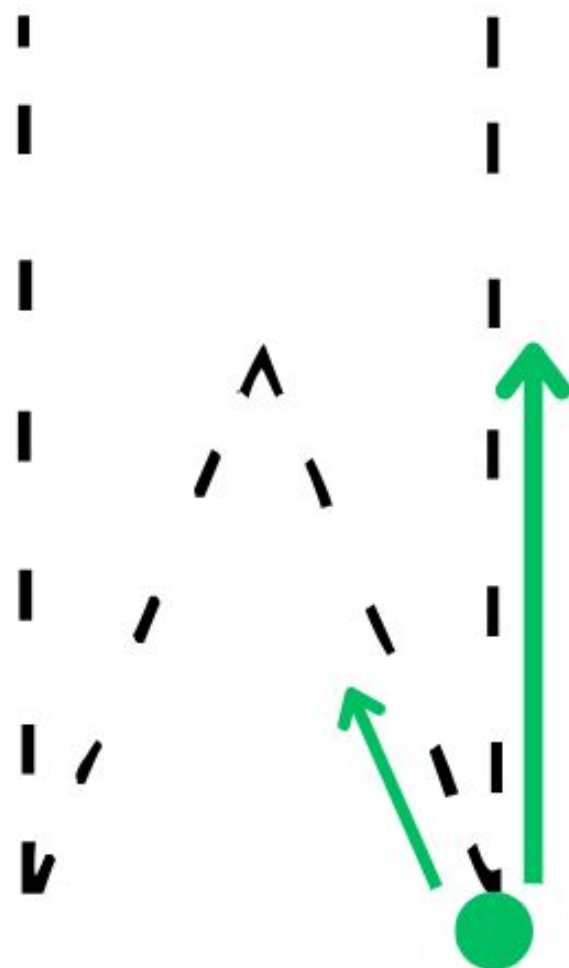
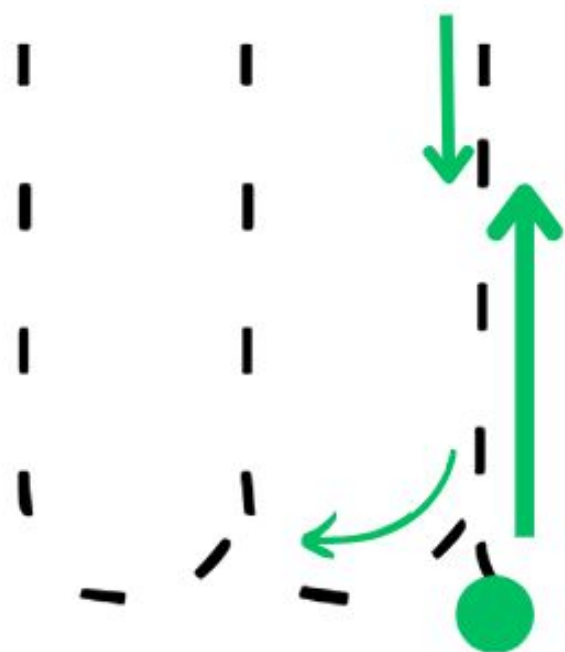
## Letter Exploration

**Model:** Point to the pictures. *This is a mountain, mouse, and monkey. I hear the /m/ sound at the beginning of each word. We write the /m/ sound with the letter M.*

**Group Practice:** *Let's say the name of each picture together as I point. Mountain, mouse, monkey. Great job! They all start with the /m/ sound. We write the /m/ sound with the letter M.*

**Explain:** Point to the letter. *The name of this letter is M. This is the capital M and this is lowercase m. They look different, but they are both M!*

**Group Practice:** *Let's practice saying the letter M together 3 times. M, M, M! Great!*





# Lesson 4A

## Letter Formation

**Materials:** letter Mm cards for each student

**Model:** *Now I will 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, slide down, pull up, slide down. This is capital M. This is the lowercase m. Put your finger at the top. Pull down, pull up over and down, pull up over and down.*

**Group 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 M. Put your finger on the top of the M. Pull down, slide down, pull up, slide down. Great job! Let's try again. Let's write the lowercase m. Put your finger at the top. Pull down, pull up over and down, pull up over and down. Great work! We made the lowercase m. What letter did we make? M! Great job!*

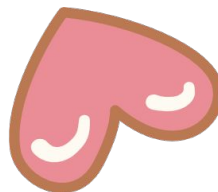
\*collect letter cards



W



c



u

+



u

W



W



o

o



u

W



u





# Lesson 4A

## Review Letters

**Review Game:** Letter Hunt

**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 M, 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!*

**Group Practice:** *Everyone stand up.* Point to a variety of letters and pictures for students to practice.

\*Tell students the correct letter name if they say it incorrectly, and have students repeat it.

ww







## Lesson 4A

### Wrap Up

**Explain:** *Today we reviewed 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.



My name is

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### Lesson Materials

- name cards
- letter Mm cards and 1-3 other letters
- pointers (optional)

## Lesson 4B

### Phonological Awareness

#### Name Activity

**Materials:** Name cards with student names

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

**Model:** Show your name card. *My name is \_\_\_\_\_. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy.* (Clap it) *A-MY. How many parts are in my name? 2! Everyone say “Good morning, Amy!”*

**Group Practice:** Show a student name card. Have the student identify their name. Point to each word of the sentence and encourage the student to ‘read’ with you. Have the student clap their name and count the syllables. Have the other students say good morning before choosing another student name card.



#### Error Correction Procedure

If students are having difficulty, clap with them or use hand over hand support to help them clap the syllables. If they don't know the first sound in their name, tell them the sound and have them repeat it.





# Lesson 4B

## Phonological Awareness

### Segmenting Compound Words

**Materials:** Pointers (optional)

**Explain:** Show the pictures on the next page. *We are going to break big words into smaller parts.*

**Model:** *This is a rainbow. This is a bow, rain, and snow. What is the first part of the word RAIN-bow? (point) Yes! Rain is the first part of rainbow.*

**Group Practice:** *What is the last part of the word rain-BOW? (point) Yes! bow is the last part of the word rainbow. The two parts of the word rainbow are rain (point) and bow (point).*

**Expand (optional):** Ask students to point to both words they hear in rainbow.



#### Error Correction Procedure

**Model:** *RAIN is the first part of rain-bow. RAIN.*

**Practice:** *Point and say it with me. What is the first part of RAIN-bow? RAIN.*

**Praise:** *Good! RAIN is the first part of rainbow.*

ww





## Lesson 4B

### 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/,* (point to the letter) *M.*

**Model:** Focus practice on having students say the letter name. *The name of this letter is M. What is the name of this letter?*  
*M! Yes!*

**Group Practice:** *Let's say M three times. M, M, M! Great!*



mw







## Lesson 4B

### Letter Exploration

**Model:** Point to the pictures. *This is a map, markers, music. I hear the /m/ sound at the beginning of each word. We write the /m/ sound with the letter M.*

**Group Practice:** *Let's say the name of each picture together as I point. Map, markers, music. Great job! They all start with the /m/ sound. We write the /m/ sound with the letter M.*

**Explain:** Point to the letter. *The name of this letter is M. This is the capital M and this is lowercase m. They look different, but they are both M!*

**Group Practice:** *Let's practice saying the letter M together 3 times. M, M, M! Great!*



ω

W



## Lesson 4B

### Review Letters

**Review Game:** Letter Sort

**Materials:** letter Mm cards and 1-3 other letters to mix in

**Explain:** *Now we are going to practice sorting letter into capital and lowercase. If you have a capital M, say M, and place it here. If you have a lowercase m, say m, and place it here. If it is not an M, put it here* (point to the last column).

**Model:** Place a card face down in front of you, flip it over, say its name, and place it in the matching column.

**Group Practice:** Place a card face down on the table in front of each student. Take turns flipping the cards over, saying the letter name, and placing it in the correct column.

\*If students do not respond correctly, tell them the correct letter name and have them repeat it.

ww





## Lesson 4B

### Wrap Up

**Explain:** *Today we reviewed 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.







# Practice & Play Set 1

T, O, C, M



**PROJECT  
READY**  
MOUNT ST. JOSEPH UNIVERSITY®

**Joyful Discoveries  
Preschool Curriculum**







**Letters:** T, O, C, M

**Materials:** Letter  
statues cards,  
picture card deck,  
letter card deck

# Practice & Play #1

## Phonological Awareness Blending Compound Words

**Review Game:**  
Letter Statues

\*During this activity, use the Phonological Awareness Skills Mastery Checklist to monitor student progress.

**Explain:** *Words are made up of different sounds put together.*

**Model:** *We've learned that some words have 2 parts. Listen (point to ear) as I say toothpaste. Toothpaste is made of two words. Tooth- paste.*

**Group Practice:** *Your turn- What word do we make when we say tooth-paste together? Toothpaste! Great!*

(Teacher) *Say car-pool together.* (Student) *Carpool.* (Teacher) *When we say car-pool together we get carpool. A carpool is when you drive with a friend to school.*

(Teacher) *Say mail-box together.* (Student) *Mailbox.* (Teacher) *A mailbox is where the mail person delivers your mail.*

Mm



Cc



Oo



Tt



# Practice & Play #1

## Review Letters

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

**Model:**

- (point to the picture) *Tiger, /t/* (trace the letters) *T.*
- (point to the picture) *Octopus, /o/* (trace the letters) *O.*
- (point to the picture) *Cat, /c/* (trace the letters) *C.*
- (point to the picture) *Mountain, /m/* (trace the letters) *M.*

**Group Practice:** *Say the name of each letter as I point.*

**Expand (optional):** *Say the sound the letter makes as I point.*



cc



tt



ii



oo

# Practice & Play #1

## Review Game: Letter Statues

**Materials:** Letter Statue Card Deck

**Explain:** *We are going to practice making the letters using our bodies!*

**Model:**

- *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 put our fingers together making a giant circle with our arms like the letter O. Great!*
- *For the letter C, curve one arm overhead and one down below and lean to the side to create letter C.*
- *Finally, lift your arms up and touch your fingers to your head creating the 2 bumps of the letter M.*

**Group Practice:** *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 and make the letter shape using your body. There are also some surprise cards, and I will tell you what to do!*

**Error Correction:** Focus practice on having students say the correct letter name. If they say the incorrect letter name, tell them the correct letter name and have them repeat it. If students do not form the letters with their bodies, that is okay. It is more important to have students practice saying the letter name.





\*During this activity, use the mastery monitoring student sheets

# Practice & Play #1

## Mastery Monitoring

\*Only complete the **Letter Sound Drill** if the student knows the letter names.

### Letter Naming Drill

**Materials:** Letter card deck

**Explain:** *I will show you a card and you say the name of the letter.*

**Individual Practice:** Flip through the deck until students successfully say the name of all letters (with support as needed).

**Error Correction:** (show the card) *This is a T. Say T. Great! What letter is this? T!* (If correction is needed, letter is not mastered.)

### Initial Sound Drill

**Materials:** Picture card deck

**Explain:** *I will show you a card and say the name of the picture. You tell me the first sound you hear in the word.*

**Model:** *My turn. This is a mountain. I hear the /m/ sound at the beginning of mountain. Mountain /m/.*

**Individual Practice:** Show students the pictures cards and have them say the initial sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** *Mountain, /m/. Say it with me. Mountain, /m/. Great job!*

### \* Letter Sound Drill (optional)

**Materials:** Letter card deck

**Explain:** *I will show you a letter and you say the sound the letter makes.*

**Individual Practice:** Show students the pictures cards and have them say the letter sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** (show the T card). */T/. Say /t/. /t/. Great!* (if correction is needed, letter sound is not mastered)







**Letters:** T, O, C, M

**Materials:** Alphabet letter posters, letter card deck, picture card deck

## Practice & Play #2

### Phonological Awareness Segmenting Compound Words

**Review Game:**  
Seek and Find  
Letters

\*During this activity, use the Phonological Awareness Skills Mastery Checklist to monitor student progress.

**Explain:** *We've learned that some words have 2 parts.*

**Model:** *Listen* (point to ear) *as I say rainbow. Rainbow is made of two words. Rain-bow.*

**Group Practice:** *Say the two parts of rainbow. RAIN. BOW.*

(Teacher) *Say the two parts of cupcake.* (Student) *Cup-cake.* (Teacher) *A cupcake is delicious dessert you often eat at birthday parties.*

(Teacher) *Say the two parts of football.* (Student) *Foot-ball.* (Teacher) *Football is an American sport that is played in the fall.*

Mm



Cc



Oo



Tt



# Practice & Play #2

## Review Letters

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

**Model:**

- (point to the picture) *Tiger, /t/* (trace the letters) *T.*
- (point to the picture) *Octopus, /o/* (trace the letters) *O.*
- (point to the picture) *Cat, /c/* (trace the letters) *C.*
- (point to the picture) *Mountain, /m/* (trace the letters) *M.*

**Group Practice:** *Say the name of each letter as I point.*

**Expand (optional):** *Say the sound the letter makes as I point.*

Mm

Cc

Oo

Tt

# Practice & Play #2

## Review Game: Seek and Find Letters

**Materials:** Alphabet Letter Posters hung around the classroom for students to find

**Explain:** *Let's play a game! I'm going to show you a letter, and you need to explore our classroom and find the same letter. When you find the letter, point to it and say its name.*

**Model:** (point to the letter) *This is the letter T. I am going to look around the room and find another T. Here! I found a T! It's your turn.*

**Group Practice:** *What letter is this? (Tt, Oo, Cc, Mm). Great! Can you find the letter \_\_\_\_\_?*

**Error Correction:** If students respond incorrectly to "What letter is this?" provide the correct answer.



\*During this activity, use the mastery monitoring student sheets

## Practice & Play #2

### Mastery Monitoring

\*Only complete the **Letter Sound Drill** if the student knows the letter names.

#### Letter Naming Drill

**Materials:** Letter card deck

**Explain:** *I will show you a card and you say the name of the letter.*

**Individual Practice:** Flip through the deck until students successfully say the name of all letters (with support as needed).

**Error Correction:** (show the card) *This is a T. Say T. Great! What letter is this? T!* (If correction is needed, letter is not mastered.)

#### Initial Sound Drill

**Materials:** Picture card deck

**Explain:** *I will show you a card and say the name of the picture. You tell me the first sound you hear in the word.*

**Model:** *My turn. This is a mountain. I hear the /m/ sound at the beginning of mountain. Mountain /m/.*

**Individual Practice:** Show students the pictures cards and have them say the initial sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** *Mountain, /m/. Say it with me. Mountain, /m/. Great job!*

#### \* Letter Sound Drill (optional)

**Materials:** Letter card deck

**Explain:** *I will show you a letter and you say the sound the letter makes.*

**Individual Practice:** Show students the pictures cards and have them say the letter sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** (show the T card). */T/. Say /t/. /t/. Great!* (if correction is needed, letter sound is not mastered)







**Letters:** T, O, C, M

**Materials:** Bean bags and boards, letter card deck, picture card deck

## Practice & Play #3

**Phonological Awareness  
Segmenting Compound Words**

**Review Game:**  
Bean Bag Toss

\*During this activity, use the Phonological Awareness Skills Mastery Checklist to monitor student progress.

**Explain:** *We've learned that some words have 2 parts.*

**Model:** *Listen* (point to ear) *as I say jellyfish. Jellyfish is made of two words. Jelly-fish.*

**Group Practice:** *Say the two parts of jellyfish. Jelly-Fish.*

(Teacher) *Say the two parts of pancake.* (Student) *Pan-cake.* (Teacher) *A pancake is delicious breakfast you often eat with maple syrup.*

(Teacher) *Say the two parts of basketball.* (Student) *Basket-ball.* (Teacher) *Basketball is an American sport that is played in a gymnasium.*

Mm



Cc



Oo



Tt



# Practice & Play #3

## Review Letters

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

**Model:**

- (point to the picture) *Tiger, /t/* (trace the letters) *T.*
- (point to the picture) *Octopus, /o/* (trace the letters) *O.*
- (point to the picture) *Cat, /c/* (trace the letters) *C.*
- (point to the picture) *Mountain, /m/* (trace the letters) *M.*

**Group Practice:** *Say the name of each letter as I point.*

**Expand (optional):** *Say the sound the letter makes as I point.*

Mm

Cc

Oo

Tt

# Practice & Play #3

## Review Game: Bean Bag Toss

**Materials:** Bean Bags, Boards (with review letters written in the squares)

**Explain:** *Let's play a game! I'm going to say the name of a letter, and you will toss the bean bag onto that letter on your board and say the letter name.*

The 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)

**Model:** Show a letter card and say its name. *This is letter T. I am going to find the letter T on my board and toss the bean bag onto it while I say the letter name. T!*

**Group Practice:** (show a letter card) *What letter is this? Great! Can you find the letter \_\_\_\_ on your board? Toss the bean bag and say the letter name.*

**Error Correction:** If students respond incorrectly to “What letter is this?” provide the correct answer.



\*During this activity, use the mastery monitoring student sheets

## Practice & Play #3

### Mastery Monitoring

\*Only complete the **Letter Sound Drill** if the student knows the letter names.

#### Letter Naming Drill

**Materials:** Letter card deck

**Explain:** *I will show you a card and you say the name of the letter.*

**Individual Practice:** Flip through the deck until students successfully say the name of all letters (with support as needed).

**Error Correction:** (show the card) *This is a T. Say T. Great! What letter is this? T!* (If correction is needed, letter is not mastered.)

#### Initial Sound Drill

**Materials:** Picture card deck

**Explain:** *I will show you a card and say the name of the picture. You tell me the first sound you hear in the word.*

**Model:** *My turn. This is a mountain. I hear the /m/ sound at the beginning of mountain. Mountain /m/.*

**Individual Practice:** Show students the pictures cards and have them say the initial sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** *Mountain, /m/. Say it with me. Mountain, /m/. Great job!*

#### \* Letter Sound Drill (optional)

**Materials:** Letter card deck

**Explain:** *I will show you a letter and you say the sound the letter makes.*

**Individual Practice:** Show students the pictures cards and have them say the letter sound. Flip through deck until all students say sounds correctly (with support as needed).

**Error Correction:** (show the T card). */T/. Say /t/. /t/. Great!* (if correction is needed, letter sound is not mastered)









