

Alphabetics

PROJECT READY

#5: Lessons 17-20

X, F, V, R



Lesson 17: Xx

Lesson 18: Ff

Lesson 19: Vv

Lesson 20: Rr

Practice & Play Set 5

R, F, C, H, X, D, L, Z, V, N, A, S

Materials Needed:

- doodle boards
- letter cards x, u, n
- pointing sticks
- name cards and letters for name building

LESSON 17

Phonological Awareness

Overview

New Letter: Xx

Review Letter: Nn, Uu

Review Game: Letter Match

Make the Letters: doodle boards

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

Outline of Activity:

Explain: "We are going to practice finding the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning* to ____ (Amy). (Lay the first letter of each child's name on the table) The first letter in my name is A. Here is the letter A. (match the letter to the name card). My name is Amy. A. Amy. (for students who need a challenge, have them name each letter- A-M-Y).

Practice: Now it's your turn. (show the name card, sing good morning, hand out letter tiles, and help the student build the first letter in their name)



Error Correction Procedure

If students are having difficulty, Say the name of the letter, give them the tile, and have them repeat the letter name.. "Amy. A is the first letter in your name (match the letter to the name card). A. What letter is this? A. Good! Your name is Amy. It starts with the letter A. Great job!"



My name is _____.

LESSON 17

Phonological Awareness: Identifying Words That RHYME

Overview

New Letter: Xx

Review Letter: Nn, Uu

Review Game: Letter Match

Make the Letters: doodle boards



Glue- shoe

ball, wall

floor, door

Materials: Pointers

Outline of Activity: Explain: "We are going to play "Does it Rhyme? Words that rhyme have the same ending sounds. Like cat, and bat, log and dog, and mix and fix."

Model: I am going to say two words. Repeat the words after me. If they rhyme (have the same ending sounds) then you are going to point to the thumbs up (point to the picture on the next page). If the words do NOT rhyme, use your pointer and touch the red X (point to the X on the next page). Let's try one together. Listen first. My words are CAT and BAT. Say them with me. CAT, BAT. I hear the same sounds at the end of the word, so I point to the THUMBS UP. Everyone point with me! Yay! CAT, BAT rhyme! Let's try another. Listen First."

Practice: "My words are FIX, MIX. Say them with me. FIX, MIX. Do they rhyme? YES! Point to the THUMBS UP! Great! Let's try another. My words are DOOR, FLOOR. Say them with me. BOX, FOX. Do they rhyme? YES! BOX, FOX have the same ending sounds. Point to the THUMBS UP! Great! Let's try one more. My words are AXE, WAX. Say them with me. AXE, WAX. Do they rhyme? Yes! Point to the THUMBS UP. Great!"



Error Correction Procedure

Model: "FLOOR, DOOR."

Practice: "Say it with me. FLOOR, DOOR. They both end with the same sounds, so they rhyme!"



LESSON 17

New Letter Introduction

Explain: I heard the /ks/ sound at the end of BOX, FOX, MIX, and FIX. Everyone say /ks/. The letter that makes the /ks/ sound is **X** like in **X**-RAY."

Overview

New Letter: Xx

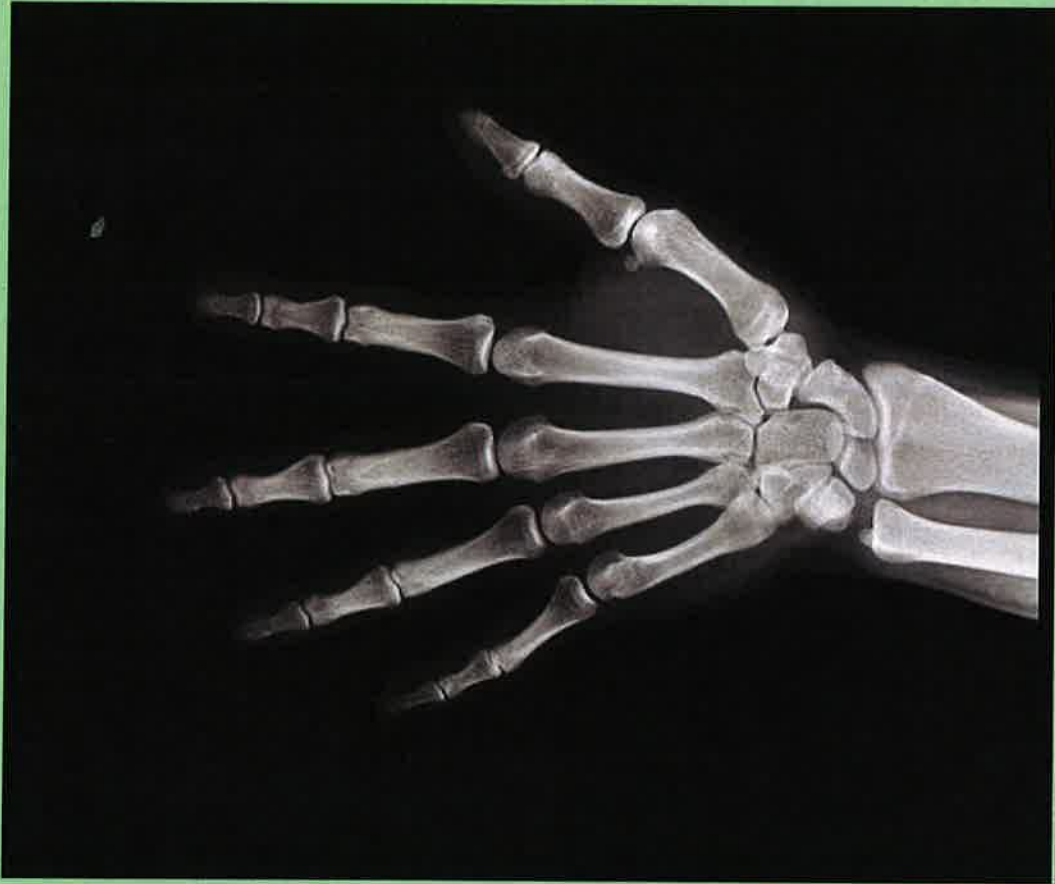
Review Letter: Nn, Uu

Review Game: Letter Match

Make the Letters: doodle boards

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





LESSON 17

New Letter Introduction

Explain: "We write the /ks/ sound like this (trace the letter with your finger). The name of this letter is X. (point to the picture) X-ray. /ks/. (point to the letter) X."

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

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

X is the shape of two crossing tracks

Down each there roam oxen with loads on their backs.

X is a letter that likes to hide out

It's in axe and in box and the pixies among the sprouts.

X makes a sound like a jump in a puddle

A splashing /ksssss/, then relax without trouble.

Overview

New Letter: Xx

Review Letter: Nn, Uu

Review Game: Letter Match

Make the Letters: doodle boards

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





LESSON 17

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a box, fox, and axe (used to chop logs to make a campfire). I hear the /ks/ sound at the END of each word. Let's say the names of each picture together as I point. (point to each) box, fox, axe. Great job. They all end with the /ks/ sound. We write the /ks/ sound with the letter X.

Explain: Point to the letter. "The name of this letter is X. This is the capital X and this is lowercase x. (practice saying the name of the letter). Let's say the name together (point) X, X, X. Great!"

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





X X

LESSON 17

Overview
New Letter: Xx
Review Letter: Nn, Uu
Review Game: Letter Match
Make the Letters: doodle boards

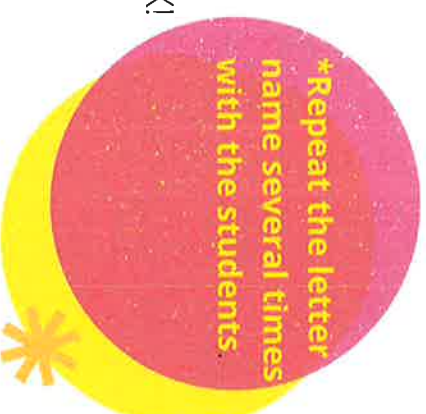
Letter Formation **pull the letter Xx cards from your kit*

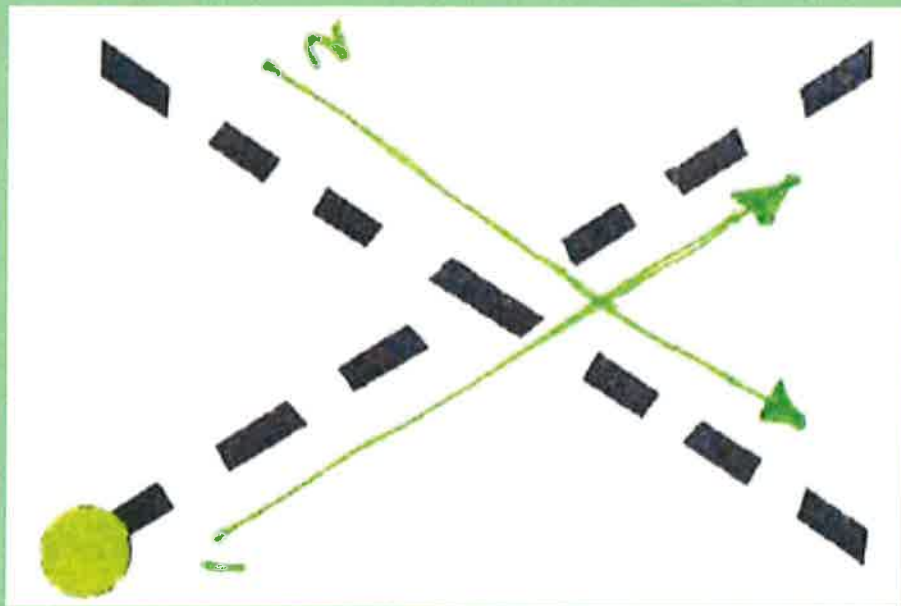
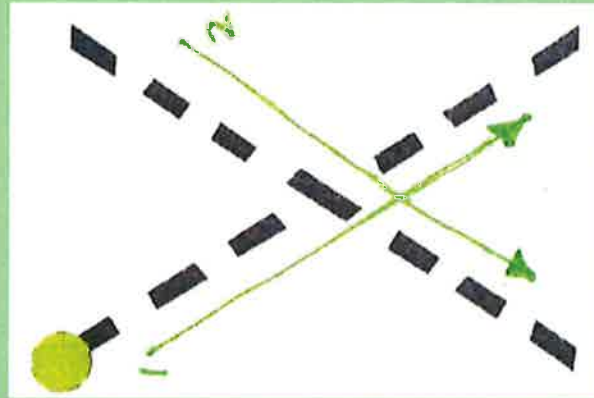
Explain: "Now we are going to learn how to make the letter X. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Slide down, slide down. "

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 X. Put your finger at the top of the capital X. Slide down, slide down. Great job! Let's try again. Let's make the lowercase x. Put your finger at the middle. Slide down, slide down. Great work! We made an Xi What letter are we making? The letter Xi! Great job!"
**collect letter Xx cards*

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





LESSON 17

Overview

New Letter: Xx

Review Letter: Nn, Uu

Review Game: Letter Match

Make the Letters: doodle boards

Review Letters

Explain: (point to the picture) This an X-ray. X-ray /ks/. We write the /ks/ sound with letter X. (Trace the letter) Slide down, slide down. (Point to the picture) This is a nest. Nest /n/ N. (Trace letter with finger). (Point to the picture) This is an umbrella. Umbrella /u/ U (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, letters X, N, U (capital and lowercase)

Explain: "Now we are going to practice forming the letters." (Pass out the doodle boards)

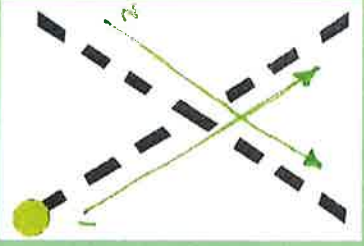
Let's write the capital X. Slide down, slide down. Great job! Let's try again. Let's write the lowercase x. Put your brush at the middle. Slide down, slide down. Great work! We made an X! What letter are we making? The letter X!" Continue with N and U if time.

**collect all materials*

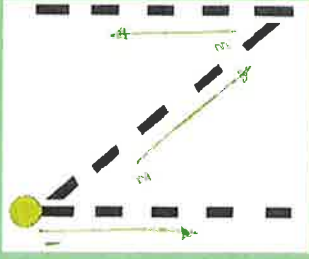
**Repeat the letter name several times with the students.*



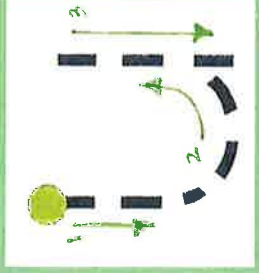
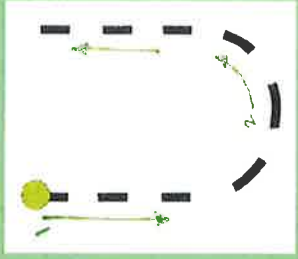
Xx



Nn



Uu



LESSON 17

Overview

New Letter: Xx

Review Letter: Nn, Uu

Review Game: Letter Match

Make the Letters: doodle boards

Wrap-up

Explain: "Today we learned the letter X. (point to the picture) X-ray, /ks/, (point to the letter) X. Let's say it together. X-ray, /ks/, Xi X-ray, /ks/, Xi Great work."

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





- Materials Needed:**
- letter cards Xx
 - pointing sticks
 - name cards and letters for name building

LESSON 17A

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice finding the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* ____ (Amy). (Lay the first letter of each child's name on the table) The first letter in my name is A. Here is the letter A. (match the letter to the name card). My name is Amy. A. Amy. (for students who need a challenge, have them name each letter- A-M-Y).

Practice: Now it's your turn. (show the name card, sing good morning, hand out letter tiles, and help the student build the first letter in their name)



Error Correction Procedure

If students are having difficulty, Say the name of the letter, give them the tile, and have them repeat the letter name.. "Amy. A is the first letter in your name (match the letter to the name card) A. What letter is this? A. Good! Your name is Amy. It starts with the letter A. Great job!"



My name is _____.

LESSON 17A

Phonological Awareness: Identifying Words That RHYME



Glue- shoe
ball, wall
floor, door

Materials: Pointers

Outline of Activity: Explain: "We are going to play "Does it Rhyme? Words that rhyme have the same ending sounds. Like cat, and bat, log and dog, and mix and fix."

Model: I am going to say two words. Repeat the words after me. If they rhyme (have the same ending sounds) then you are going to point to the thumbs up (point to the picture on the next page). If the words do NOT rhyme, use your pointer and touch the red X (point to the X on the next page). Let's try one together. Listen first. My words are FUN and RUN. Say them with me. FUN, RUN. I hear the same sounds at the end of the word, so I point to the THUMBS UP. Everyone point with me! Yay! FUN, RUN rhyme! Let's try another. Listen First."

Practice: "My words are WAX, MAX. Say them with me WAX, MAX. Do they rhyme? YES! Point to the THUMBS UP! Great! Let's try another. My words are MIX, BAT. Say them with me. MIX, BAT. Do they rhyme? NO! MIX, BAT do NOT have the same ending sounds. Point to the RED X! Great! Let's try one more. My words are FAX, WAX. Say them with me. FAX, WAX. Do they rhyme? Yes! Point the the THUMBS UP. Great!"



Error Correction Procedure

Model: "FLOOR, DOOR."

Practice: "Say it with me. FLOOR, DOOR. They both end with the same sounds, so they rhyme!"



LESSON 17A

New Letter Introduction

Explain: I heard the /ks/ sound at the end of BOX, FOX, MIX, and FIX. Everyone say /ks/. The letter that makes the /ks/ sound is **X** like in **X**-RAY."

*Repeat the letter name several times with the students.





LESSON 17A

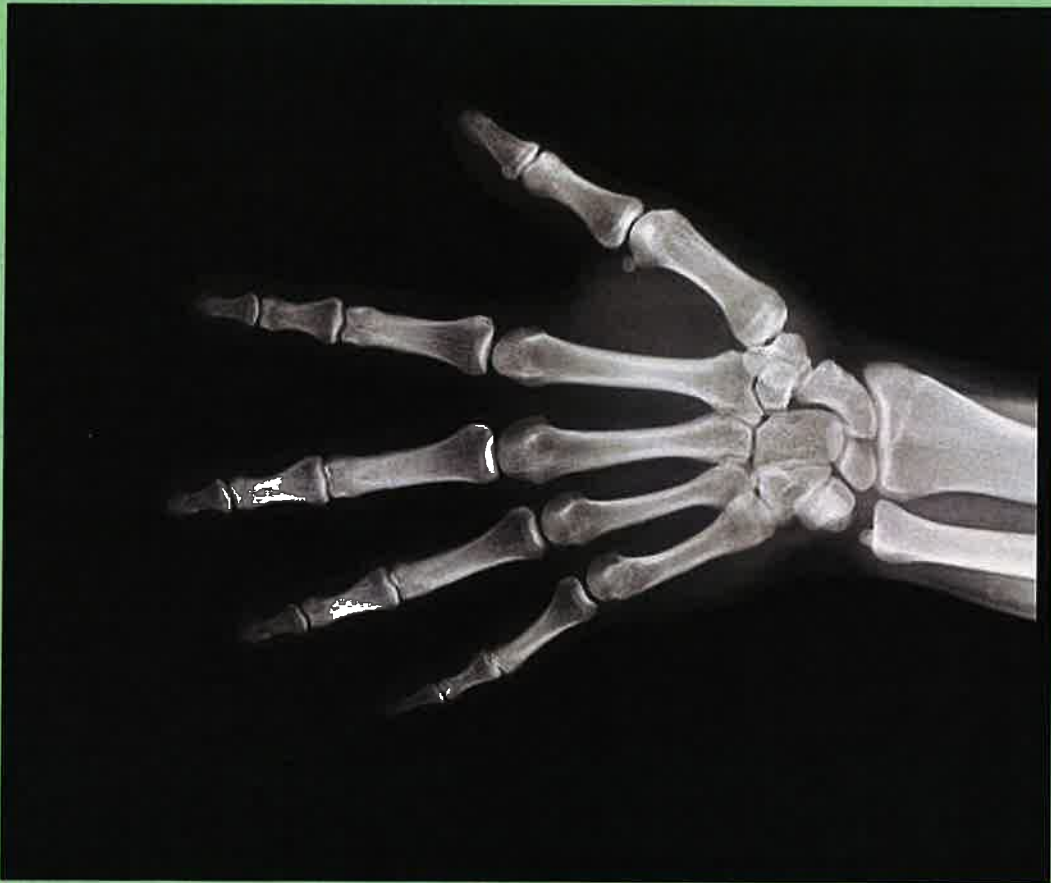
New Letter Introduction

Explain: "We write the /ks/ sound like this (trace the letter with your finger). The name of this letter is X. (point to the picture) X-ray. /ks/. (point to the letter) X."

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

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





LESSON 17A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a box, fox, and axe (used to chop logs to make a campfire). I hear the /ks/ sound at the END of each word. Let's say the names of each picture together as I point. (point to each) box, fox, axe. Great job. They all end with the /ks/ sound. We write the /ks/ sound with the letter X.

Explain: Point to the letter. "The name of this letter is X. This is the capital X and this is lowercase x. (practice saying the name of the letter). Let's say the name together (point) X, X, X. Great!"

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





X X

LESSON 17A

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

Explain: "Now we are going to learn how to make the letter X. 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) Slide down, slide down."

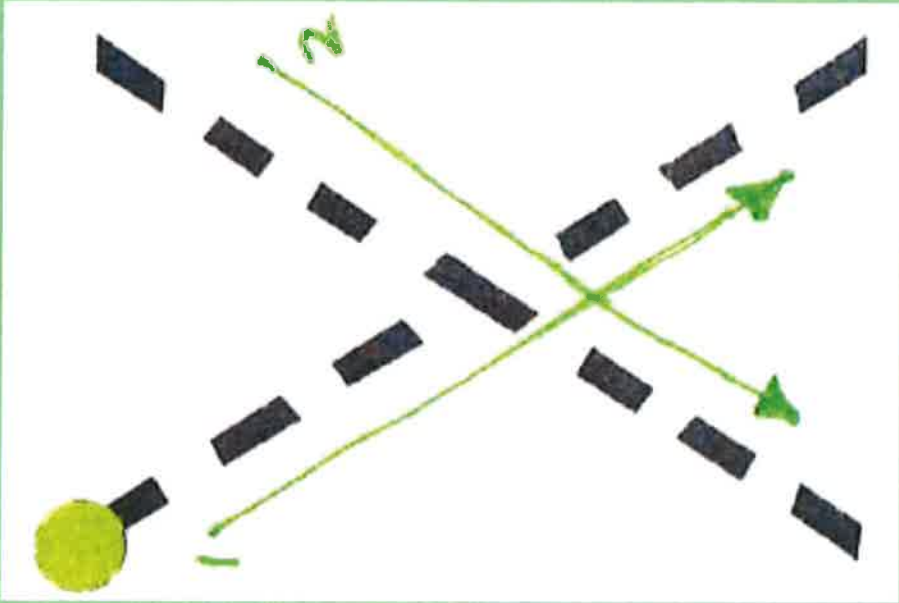
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter X. Put your finger at the top of the capital X. Slide down, slide down. Great job! Let's try again. Let's make the lowercase x. Put your finger at the middle. Slide down, slide down. Great work! We made an X! What letter are we making? The letter X! Great job!"

**collect letter Xx cards*



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



LESSON 17A

Review Letters

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

Review Game: Letter Hunt

Letter Hunt

Explain: "Everyone stand up. The letter Xx is all over this page, and there are also other letters and pictures. If I point to the letter Xx, say Xx and raise your hands high in the air. If I point to something that is NOT an X, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

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

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

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



I

W

X



E



N

W

e



X



x

e

I



W



X

E

X



W

A



W

X



W

x

a



x

x

LESSON 17A

Wrap-up

Explain: "Today we reviewed the letter X. (point to the picture) x-ray, /ks/, (point to the letter) X. Let's say it together. X-ray, /ks/, X! X-ray, /ks/, X! Great work."

*Repeat the letter name several times with the students.





LESSON 17B

Phonological Awareness

Materials Needed:

- letter cards Xx and 1-3 other cards to mix in
- pointing sticks
- name cards and letters for name building

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

Outline of Activity:

Explain: "We are going to practice finding the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* ____ (Amy). (Lay the first letter of each child's name on the table) The first letter in my name is A. Here is the letter A. (match the letter to the name card). My name is Amy. A. Amy. (for students who need a challenge, have them name each letter- A-M-Y).

Practice: Now it's your turn. (show the name card, sing good morning, hand out letter tiles, and help the student build the first letter in their name)



Error Correction Procedure

If students are having difficulty, Say the name of the letter, give them the tile, and have them repeat the letter name.. "Amy. A is the first letter in your name (match the letter to the name card). A. What letter is this? A. Good! Your name is Amy. It starts with the letter A. Great job!"



My name is _____.

LESSON 17B

Phonological Awareness: Identifying Words That RHYME



Glue- shoe
ball, wall
floor, door

Materials: Pointers

Outline of Activity: Explain: "We are going to play "Does it Rhyme? Words that rhyme have the same ending sounds. Like cat, and bat, log and dog, and mix and fix."

Model: I am going to say two words. Repeat the words after me. If they rhyme (have the same ending sounds) then you are going to point to the THUMBS UP (point to the picture on the next page). If the words do NOT rhyme, use your pointer and touch the red X (point to the X on the next page). Let's try one together. Listen first. My words are KICK and PICK. Say them with me. KICK, PICK. I hear the same sounds at the end of the word, so I point to the THUMBS UP. Everyone point with me! Yay! KICK, PICK rhyme! Let's try another. Listen First."

Practice: "My words are SAM. HAM Say them with me SAM, HAM. Do they rhyme? YES! Point to the THUMBS UP! Great! Let's try another. My words are WAX, CAR. Say them with me. WAX, CAR. Do they rhyme? NO! WAX, CAR do NOT have the same ending sounds. Point to the RED X! Great! Let's try one more. My words are RED, BED. Say them with me. RED, BED. Do they rhyme? Yes! Point to the the THUMBS UP. Great!"



Error Correction Procedure

Model: "RED, BED."

Practice: "Say it with me. RED, BED. They both end with the same sounds, so they rhyme!"



LESSON 17B

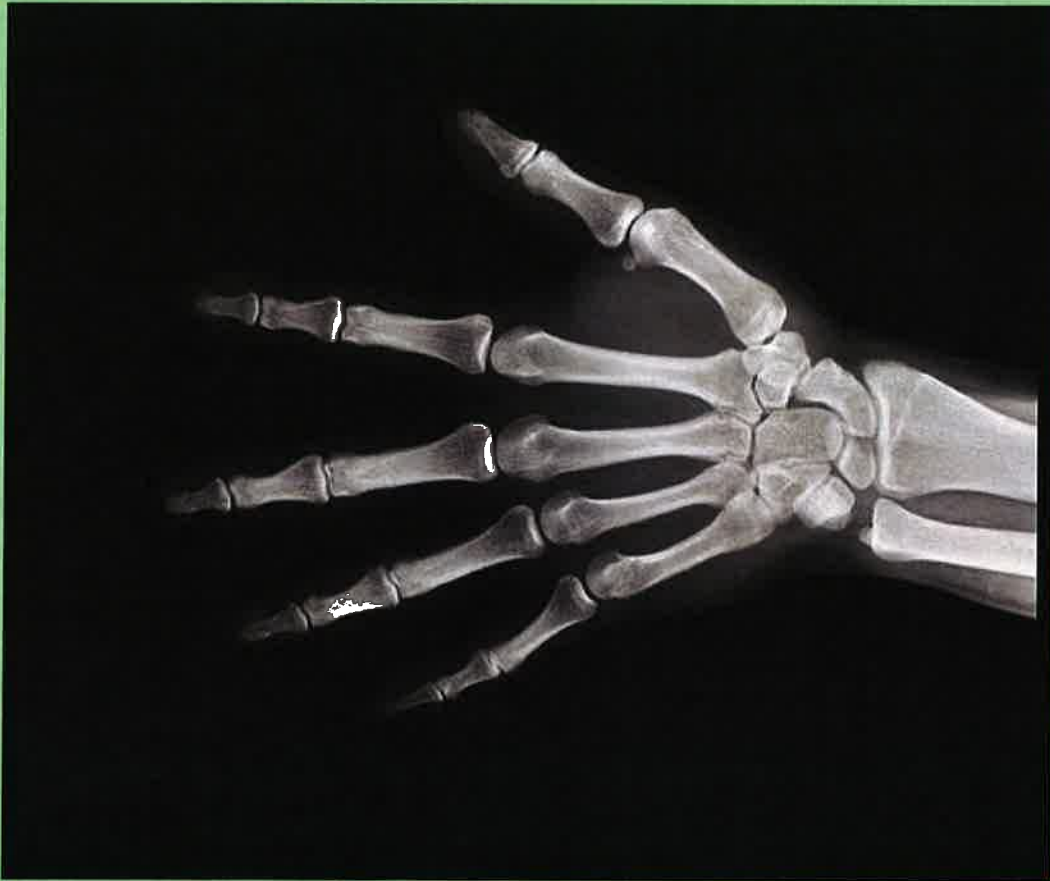
New Letter Introduction

Explain: "We write the /ks/ sound like this (trace the letter with your finger). The name of this letter is X. (point to the picture) X-ray. /ks/. (point to the letter) X."

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

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





LESSON 17B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is mix, wax (used to make a candle), and six. I hear the /ks/ sound at the END of each word. Let's say the names of each picture together as I point. (point to each) mix, wax, six. Great job. They all end with the /ks/ sound. We write the /ks/ sound with the letter X.

Explain: Point to the letter. "The name of this letter is X. This is the capital X and this is lowercase X. (practice saying the name of the letter). Let's say the name together (point) X, X, X. Great!"

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



6



X X

LESSON 17B

Review Game

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

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

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

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





LESSON 17B

Wrap-up

Explain: "Today we reviewed the letter X. (point to the picture) x-ray, /ks/, (point to the letter) X. Let's say it together. X-ray, /ks/, Xi X-ray, /ks/, Xi Great work."

*Repeat the letter name several times with the students.



XXXX



- Materials Needed:**
- doodle boards
 - letter cards Ff, Xx, Ss
 - pointing sticks
 - name cards and letters for name building

LESSON 18

Phonological Awareness

Overview
New Letter: Ff
Review Letter: Xx, Ss
Review Game: Letter Match
Make the Letters: doodle boards

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

Outline of Activity:

Explain: "We are going to practice finding the first letter in our name."

Model: This is my name-AMY. (sing) *Good morning, good morning to* _____ (Amy). (Lay the first letter of each child's name on the table) The first letter in my name is A. Here is the letter A. (match the letter to the name card). My name is Amy. A. Amy. (for students who need a challenge, have them name each letter- A-M-Y).

Practice: Now it's your turn. (show the name card, sing good morning, hand out letter tiles, and help the student build the first letter in their name)



Error Correction Procedure

If students are having difficulty, say the name of the letter, give them the tile, and have them repeat the letter name.. "Amy. A is the first letter in your name (match the letter to the name card). A. What letter is this? A. Good! Your name is Amy. It starts with the letter A. Great job!"



My name is _____.

LESSON 18

Phonological Awareness: Identifying Words That RHYME

Overview
New Letter: Ff
Review Letter: Xx, Ss
Review Game: Letter Match
Make the Letters: doodle boards



Glue- shoe
ball, wall
floor, door

Materials: Pointers

Outline of Activity: Explain: "We are going to play "Does it Rhyme? Words that rhyme have the same ending sounds. Like fun and bun, flock and rock, and freeze and please. "

Model: I am going to say two words. Repeat the words after me. If they rhyme (have the same ending sounds) then you are going to point to the thumbs up (point to the picture on the next page). If the words do NOT rhyme, use your pointer and touch the red X (point to the X on the next page). Let's try one together. Listen first. My words are FLY and SKY. Say them with me. FLY, SKY. I hear the same sounds at the end of the word, so I point to the THUMBS UP. Everyone point with me! Yay! FLY, SKY rhyme! Let's try another. Listen First."

Practice: "My words are FROG, BOG. Say them with me. FROG, BOG. Do they rhyme? YES! Point to the THUMBS UP! Great! Let's try another. My words are FLIP, SKIP. Say them with me. FLIP, SKIP. Do they rhyme? YES! FLIP, SKIP have the same ending sounds. Point to the THUMBS UP! Great! Let's try one more. My words are FUR, BLUR. Say them with me. FUR, BLUR. Do they rhyme? Yes! Point the the THUMBS UP. Great!"



Error Correction Procedure

Model: "FUR, BLUR. "

Practice: "Say it with me. FUR, BLUR. They both end with the same sounds, so they rhyme!"



LESSON 18

New Letter Introduction

Explain: Point to the fish. "This is a fish. Fish live in water. Everyone say fish. Fish starts with /f/. /f/ fish. Everyone say /f/. (practice again).

Overview

New Letter: Ff

Review Letter: Xx, Ss

Review Game: Letter Match

Make the Letters: doodle boards

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





LESSON 18

Overview

New Letter: Ff

Review Letter: Xx, Ss

Review Game: Letter Match

Make the Letters: doodle boards

New Letter Introduction

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

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

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

F is a fence built up around forests

Full of fairies and ferns—just ask Uncle Horace.

F plays the fiddle and focuses well

It is often forgotten which never feels swell.

F makes the sound of air leaving a tire

A whispering /f/ /f/ /f/ like the start of a fire.

Repeat the letter name several times with the students.



f

F



LESSON 18

Overview

New Letter: Ff

Review Letter: Xx, Ss

Review Game: Letter Match

Make the Letters: doodle boards

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is feet, fan, and fish . I hear the /f/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Feet, fan, fish. Great job. They all start with the /f/ sound. We write the /f/ sound with the letter F.

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

★ Repeat the letter name several times with the students.





Ff

LESSON 18

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

Overview

New Letter: Ff

Review Letter: Xx, Ss

Review Game: Letter Match

Make the Letters: doodle boards

Explain: "Now we are going to learn how to make the letter F. 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, go across, go across (model again). This is capital F. (practice with students, then model lowercase) This is lowercase f. I put my finger at the green dot, pull back around, pull down, and across. This is lowercase f!"

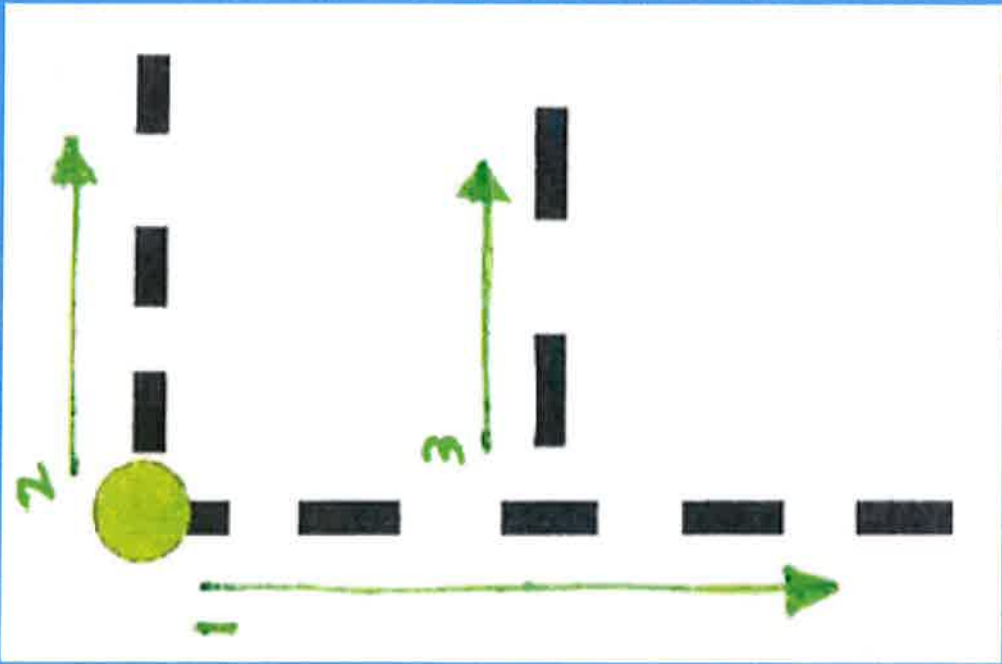
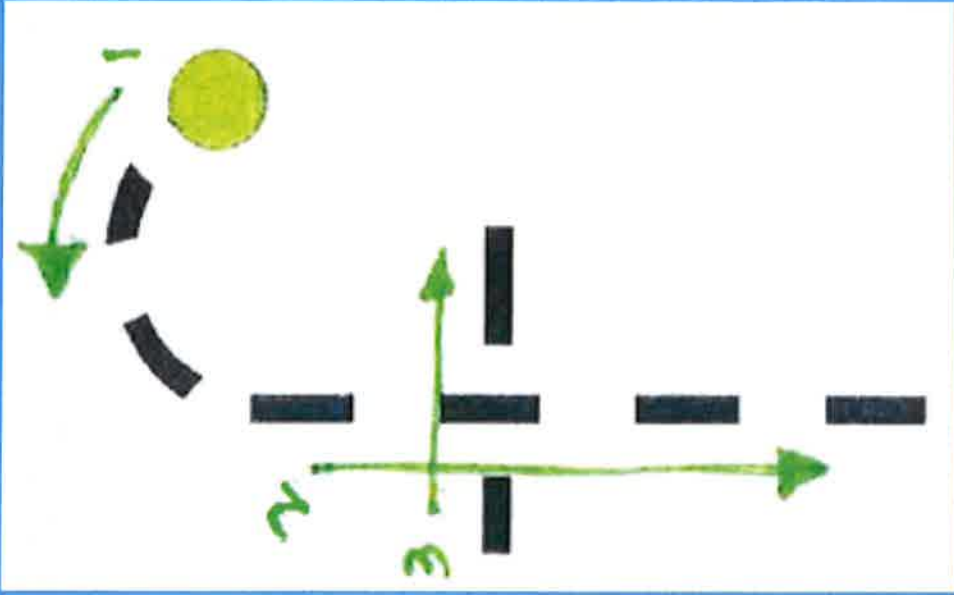
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter F. Put your finger on the top of the F. Pull down, go across, go across (model again). This is capital F. (practice with students, then model lowercase) This is lowercase f. Put your finger near the top, pull back around, pull down, and across. This is letter f! . Great job!"

**collect letter cards*

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





LESSON 18

Overview

New Letter: Ff

Review Letter: Xx, Ss

Review Game: Letter Match

Make the Letters: doodle boards

Review Letters

Materials: doodle boards, letters Ff, Xx, Ss

Explain: (point to the picture) This is a fish. /f/. We write the /f/ sound with letter F. (Trace the letter).

(Point to the picture) This is an X-ray /ks/ X. (Trace letter with finger). This is a sunflower, /s/ S. (trace with your finger)

Make the Letters

Materials: Doodle boards, letter cards Ff, Xx, Ss

Explain: "Now we are going to practice making the letter F. Watch me first. (Trace the letter while you say the directions out loud) I start at the top. Pull down, go across, go across. (model again). This is capital F. Let's try lowercase f. Put your pen near the top, pull back and around, pull down, go across. *continue with other letters if time.

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

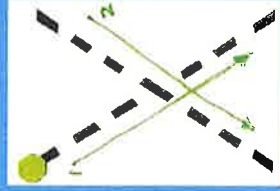
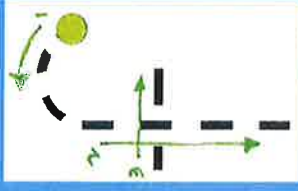
**Repeat the letter name several times with the students.*



Ff

Xx

Ss



LESSON 18

Wrap-up

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

Overview

New Letter: Ff

Review Letter: Xx, Ss

Review Game: Letter Match

Make the Letters: doodle boards

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



f

F



- Materials Needed:**
- letter cards Ff
 - pointing sticks
 - name cards and letters for name building

LESSON 18A

Phonological Awareness

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

Outline of Activity:

Explain: "We are going to practice finding the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning* to ____ (Amy). (Lay the first letter of each child's name on the table) The first letter in my name is A. Here is the letter A. (match the letter to the name card). My name is Amy. A. Amy. (for students who need a challenge, have them name each letter- A-M-Y).

Practice: Now it's your turn. (show the name card, sing good morning, hand out letter tiles, and help the student build the first letter in their name)



Error Correction Procedure

If students are having difficulty, Say the name of the letter, give them the tile, and have them repeat the letter name.. "Amy. A is the first letter in your name (match the letter to the name card), A. What letter is this? A. Good! Your name is Amy. It starts with the letter A. Great job!"



My name is _____.

LESSON 18A

Phonological Awareness: Identifying Words That RHYME



Glue - shoe
ball, wall
floor, door

Materials: Pointers

Outline of Activity: Explain: "We are going to play "Does it Rhyme? Words that rhyme have the same ending sounds. Like four and door, fell and smell, and flip and dip."

Model: I am going to say two words. Repeat the words after me. If they rhyme (have the same ending sounds) then you are going to point to the thumbs up (point to the picture on the next page). If the words do NOT rhyme, use your pointer and touch the red X (point to the X on the next page). Let's try one together. Listen first. My words are FOG and HOG. Say them with me. FOG, HOG. I hear the same sounds at the end of the word, so I point to the THUMBS UP. Everyone point with me! Yay! FOG, HOG rhyme! Let's try another. Listen First."

Practice: "My words are FIT, BIT. Say them with me. FIT, BIT. Do they rhyme? YES! Point to the THUMBS UP! Great! Let's try another. My words are FAB, DAB. Say them with me. FAB, DAB. Do they rhyme? YES! FAB, DAB have the same ending sounds. Point to the THUMBS UP! Great! Let's try one more. My words are FAR, SPIN. Say them with me. FAR, SPIN. Do they rhyme? NO! Point to the RED X. Great!"



Error Correction Procedure

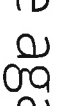
Model: "FIT, BIT."

Practice: "Say it with me. FIT, BIT. They both end with the same sounds, so they rhyme!"



LESSON 18A

New Letter Introduction

Explain: Point to the fish. "This is a fish. Fish live in water. Everyone say fish. Fish starts with /f/. /f/ fish. Everyone say /f/. (practice again)." 

*Repeat the letter name several times with the students.





LESSON 18A

New Letter Introduction

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

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

Repeat the letter name several times with the students.



フ

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LESSON 18A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is feet, fan, and fish . I hear the /f/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Feet, fan, fish. Great job. They all start with the /f/ sound. We write the /f/ sound with the letter F.

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

Repeat the letter name several times with the students.





Ff

LESSON 18A

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

Explain: "Now we are going to learn how to make the letter F. 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, go across, go across (model again). This is capital F. (practice with students, then model lowercase) This is lowercase f. I put my finger at the green dot, pull back around, pull down, and across. This is lowercase fi

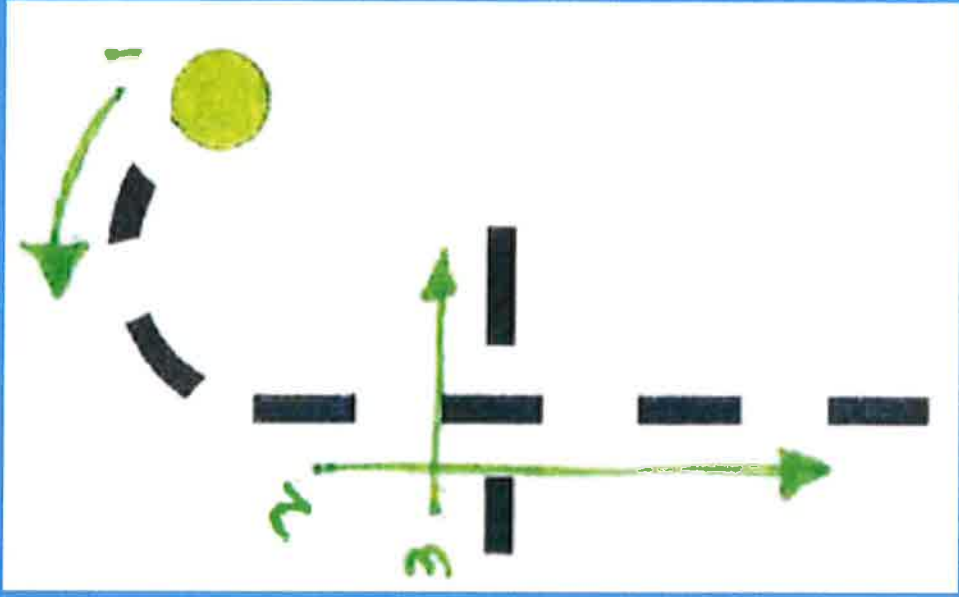
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter F. Put your finger on the top of the F. Pull down, go across, go across (model again). This is capital F. (practice with students, then model lowercase) This is lowercase f. Put your finger near the top, pull back around, pull down, and across. This is letter fi. Great job!"

**collect letter cards*

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





LESSON 18A

Review Letters

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

Review Game: Letter Hunt
Letter Hunt

Explain: "The letter F is all over this page, and there are also other letters and pictures. If I point to the letter F, say F and raise your hands high in the air. If I point to something that is NOT an F, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

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

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

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



F **L** **f**



b

m



a

F

U



f

m



F

f

B



|



u

f

|

u

f

U

u



b



F



n

f F

U

|



t

U

LESSON 18A

Wrap-up

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

*Repeat the letter name several times with the students.



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LESSON 18B

Phonological Awareness

Materials Needed:

- letter cards Ff and 1-3 other cards to mix in
- pointing sticks
- name cards and letters for name building

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

Outline of Activity:

Explain: "We are going to practice finding the first letter in our name."

Model: This is my name- AMY. (sing) *Good morning, good morning to* _____ (Amy). (Lay the first letter of each child's name on the table) The first letter in my name is A. Here is the letter A. (match the letter to the name card). My name is Amy. A. Amy. (for students who need a challenge, have them name each letter- A-M-Y).

Practice: Now it's your turn. (show the name card, sing good morning, hand out letter tiles, and help the student build the first letter in their name)



Error Correction Procedure

If students are having difficulty, say the name of the letter, give them the tile, and have them repeat the letter name.. "Amy. A is the first letter in your name (match the letter to the name card). A. What letter is this? A. Good! Your name is Amy. It starts with the letter A. Great job!"



My name is _____.

LESSON 18B

Phonological Awareness: Identifying Words That RHYME

Materials: Pointers



Glue- shoe
ball, wall
floor, door

Outline of Activity: Explain: "We are going to play "Does it Rhyme? Words that rhyme have the same ending sounds. Like fudge and budge, fall and ball, and flop and mop."

Model: I am going to say two words. Repeat the words after me. If they rhyme (have the same ending sounds) then you are going to point to the thumbs up (point to the picture on the next page). If the words do NOT rhyme, use your pointer and touch the red X (point to the X on the next page). Let's try one together. Listen first. My words are FAR and CAR. Say them with me. FAR, CAR. I hear the same sounds at the end of the word, so I point to the THUMBS UP. Everyone point with me! Yay! FAR, CAR rhyme! Let's try another. Listen First."

Practice: "My words are FILL, BILL. Say them with me. FILL, BILL. Do they rhyme? YES! Point to the THUMBS UP! Great! Let's try another. My words are FARM, CHARM. Say them with me. FARM, CHARM. Do they rhyme? YES! FARM, CHARM have the same ending sounds. Point to the THUMBS UP! Great! Let's try one more. My words are FUN, CAT. Say them with me. FUN, CAT. Do they rhyme? NO! Point to the RED X. Great!"



Error Correction Procedure

Model: "FAR, CAR."

Practice: "Say it with me. FAR, CAR. They both end with the same sounds, so they rhyme!"




LESSON 18B

New Letter Introduction

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

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



*Repeat the letter name several times with the students.



f

F



LESSON 18B

Letter Exploration

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

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

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





Ff

LESSON 18B

Review Game

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

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

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

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





f

F

LESSON 18B

Wrap-up

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

*Repeat the letter name several times with the students.



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LESSON 19

Phonological Awareness

Materials Needed:

- doodle boards
- letter cards v, f, c
- pointing sticks
- name cards

Overview

New Letter: Vv

Review Letter: Ff, Cc

Review Game: Letter Match

Make the Letters: doodle boards

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"
"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning* to _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 19

Phonological Awareness: Identifying words that Rhyme



Identify words that rhyme
throughout the day

Materials: Pointers

Outline of Activity: Explain: "We are going to play "I Spy Words that Rhyme"

Model: . I will say a word and you will point to the words that rhymes. Let's try it! This is a mug and a flower. My word is HUG. What words rhymes with HUG? (point) MUG or FLOWER? MUG! MUG- HUG rhyme. Your turn.

Practice: "My word is POWER. Which word rhymes with POWER? MUG or FLOWER? POWER-FLOWER rhyme! Great! One more. My word is BUG. Which one rhymes with BUG? MUG or FLOWER? MUG-BUG rhyme! Great work!



Error Correction Procedure

Model: "MUG- HUG rhyme because they have the same end sounds."

Practice: "Say it with me. MUG-HUG"

Praise: "Great! MUG-HUG rhyme!"



LESSON 19

New Letter Introduction

Explain: Point to the violin. "This is a violin. Violin. Everyone say violin. Good. Let's clap the parts of violin. Vi-o-lin. I hear the /v/ sound at the beginning of violin. /v/ violin. Everyone say /v/.

Overview

New Letter: Vv

Review Letter: Ff, Cc

Review Game: Letter Match

Make the Letters: doodle boards

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





LESSON 19

Overview

New Letter: Vv

Review Letter: Ff, Cc

Review Game: Letter Match

Make the Letters: doodle boards

New Letter Introduction

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

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

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

V makes the shape of a sloping green valley

Tumble down if you must—don't dilly dally!

V plays violin and checks its face in the mirror

It's vain about looks and fluffs its hair when you're near.

V makes the sound of a car that is veering

A powerful V/ V/ V/ as the driver is steering.

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



VV



LESSON 19

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a violin (a wood and string instrument), a vase (used to hold flowers), and violets (a type of purple flowers). I hear the /v/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) violin, vase, violet. Great job. They all start with the /v/ sound. We write the /v/ sound with the letter V.

Explain: Point to the letter. "The name of this letter is V. This is the capital v and this is lowercase v. (practice saying the name of the letter). Let's say the name together (point) V, V, V. Great!"

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





V V

LESSON 19

Overview

New Letter: Vv

Review Letter: Ff, Cc

Review Game: Letter Match

Make the Letters: doodle boards

Letter Formation **pull the letter V v cards from your kit*

Explain: "Now we are going to learn how to make the letter V. 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) Slide down, slide up. (lowercase) slide down, slide up."

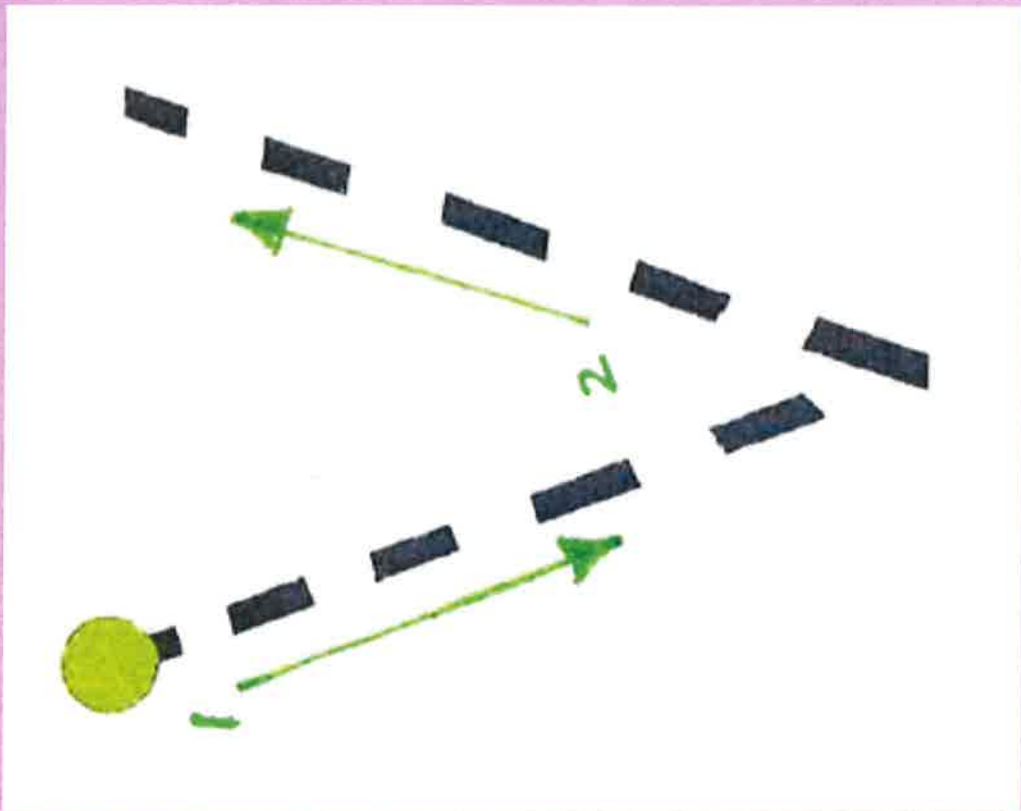
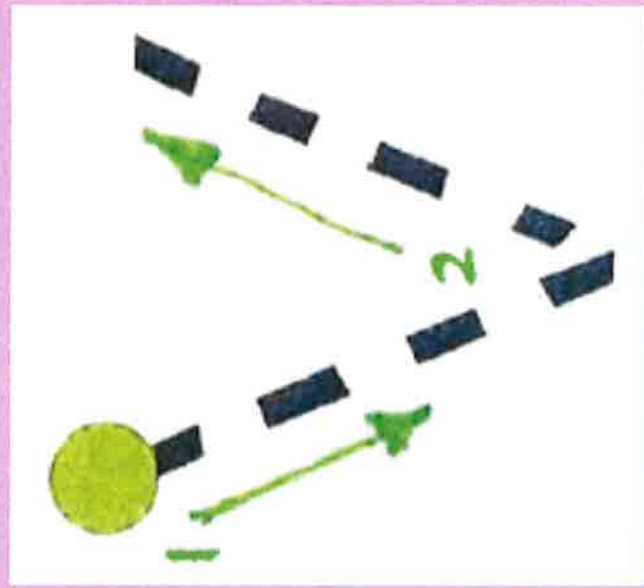
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter V. Put your finger at the top of the capital V. Slide down, slide up. Great job! Let's try again. Let's make the lowercase v. Put your finger at the middle. Slide down, slide up. Great work! We made a v! What letter are we making? The letter V!"

**collect letter V v cards*



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



LESSON 19

Overview

New Letter: Vv

Review Letter: Ff, Cc

Review Game: Letter Match

Make the Letters: doodle boards

Review Letters

Explain: Explain: (point to the picture) This is a violin. Violin /v/. We write the /v/ sound with letter V. (Trace the capital letter) Slide down, slide up. (Trace the lowercase) Slide down, slide up. (Point to the picture) This is a fish. Fish /f/ F. (Trace letter with finger). (Point to the picture) This is a cat. Cat /c/ C (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 with letters Vv, Ff, Cc (capital and lowercase)

Explain: "Now we are going to practice forming the letters." (Pass out the doodle boards)

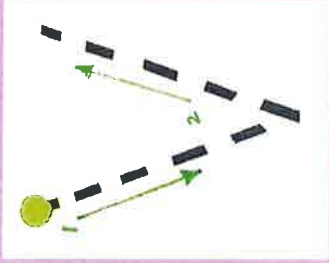
Let's write the capital V. Slide down, slide up. Great job! Let's try again. Let's write the lowercase v. Put your brush at the middle. Slide down, slide up. Great work! We made a v! What letter are we making? The letter V!" Continue with F and C if time.

**collect all materials*

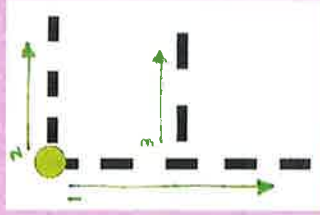
***Repeat the letter name several times with the students.**



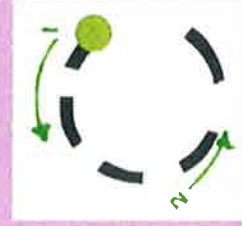
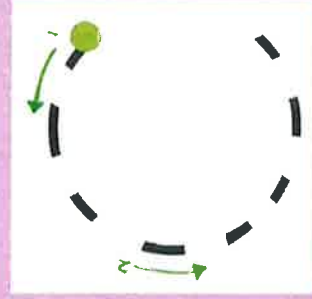
V v



F f



C c



LESSON 19

Overview

New Letter: Vv

Review Letter: Ff, Cc

Review Game: Letter March

Make the Letters: doodle boards

Wrap-up

Explain: "Today we learned the letter V. (point to the picture) violin, /v/, (point to the letter) V. Let's say it together. Violin, /v/, V! Violin, /v/, V! Great work."

*Repeat the letter name several times with the students.



V V



LESSON 19A

Phonological Awareness

Materials Needed:

- letter cards V v
- pointing sticks
- name cards

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"
"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning* to _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 19A

Phonological Awareness: Identifying words that rhyme



Identify words that rhyme
throughout the day

Materials: Pointers

Outline of Activity: Explain: "We are going to play "I Spy Words that Rhyme!"

Model: . I will say a word and you will point to the words that rhymes. Let's try it! This is a cake and a boat. My word is MAKE. What word rhymes with MAKE? (point) CAKE or BOAT? CAKE! MAKE-CAKE rhyme. Your turn.

Practice: "My word is COAT. Which word rhymes with COAT? BOAT or CAKE? BOAT-COAT rhyme! Great! One more. My word is BAKE. Which one rhymes with BAKE? CAKE or BOAT? CAKE-BAKE rhyme! Great work!"



Error Correction Procedure

Model: "CAKE- BAKE rhyme because they have the same end sounds."

Practice: "Say it with me. CAKE-BAKE."

Praise: "Great! CAKE-BAKE rhyme!"



LESSON 19A

New Letter Introduction

Explain: Point to the violin. "This is a violin. Violin. Everyone say violin. Good. Let's clap the parts of violin. Vi-o-lin. I hear the /v/ sound at the beginning of violin. /v/ violin. Everyone say /v/.

*Repeat the letter name several times with the students.





LESSON 19A

New Letter Introduction

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

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

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



VV



LESSON 19A

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a violin (a wood and string instrument), a vase (used to hold flowers), and violets (a type of purple flowers). I hear the /v/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) violin, vase, violet. Great job. They all start with the /v/ sound. We write the /v/ sound with the letter V.

Explain: Point to the letter. "The name of this letter is V. This is the capital v and this is lowercase v. (practice saying the name of the letter). Let's say the name together (point) V, V, V. Great!"

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





V V

LESSON 19A

Letter Formation **pull the letter V v cards from your kit*

Explain: "Now we are going to learn how to make the letter V. 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) Slide down, slide up. (lowercase) slide down, slide up."

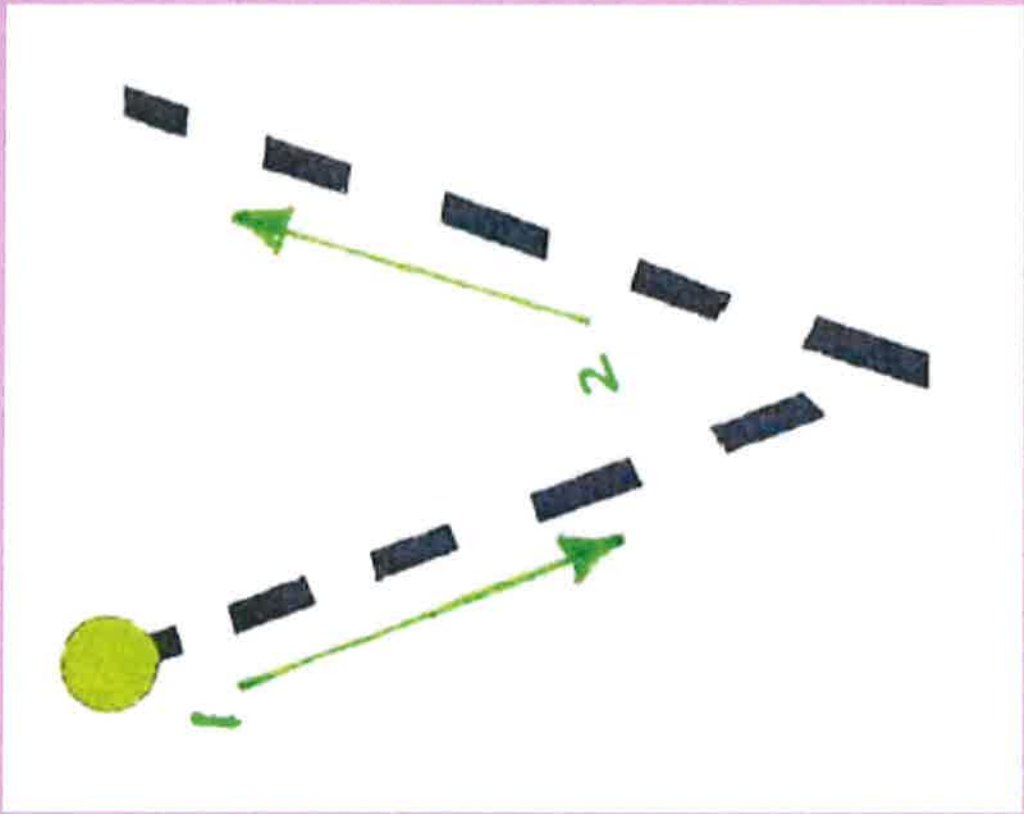
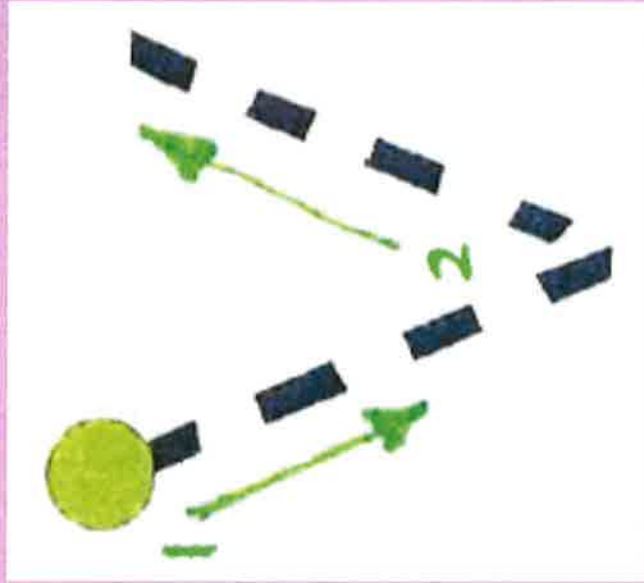
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter V. Put your finger at the top of the capital V. Slide down, slide up. Great job! Let's try again. Let's make the lowercase v. Put your finger at the middle. Slide down, slide up. Great work! We made a v! What letter are we making? The letter V!"

**collect letter V v cards*



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



LESSON 19A

Review Letters

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

Review Game: Letter Hunt
Letter Hunt

Explain: "Everyone stand up. The letter V is all over this page, and there are also other letters and pictures. If I point to the letter V, say V and raise your hands high in the air. If I point to something that is NOT a letter V, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

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

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



V

V

E



V

w



a

e



w



N

w

A

E v

v i



I

v



w

v



w

v

E

a



w

m

LESSON 19A

Wrap-up

Explain: "Today we reviewed the letter V. (point to the picture) violin, /v/, (point to the letter) V. Let's say it together. Violin, /v/, VI Violin, /v/, VI Great work."

*Repeat the letter name several times with the students.



VV



LESSON 19B

Phonological Awareness

Materials Needed:

- letter cards V v and 1-3/other cards to mix in
- pointing sticks
- name cards

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"
"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (Sing a simple tune- *good morning, good morning* to _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 19B

Phonological Awareness: Identifying words that Rhyme

Materials: Pointers



Identify words that rhyme
throughout the day

Outline of Activity: Explain: "We are going to play "I Spy Words that Rhyme"

Model: . I will say a word and you will point to the words that rhymes. Let's try it! This is a cow and a ball. My word is NOW. What word rhymes with NOW? (point) COW or BALL? COW! NOW-COW rhyme. Your turn.

Practice: "My word is FALL. Which word rhymes with FALL? BALL or COW? BALL-FALL rhyme! Great! One more. My word is SMALL. Which one rhymes with SMALL? COW or BALL? SMALL-BALL rhyme! Great work!

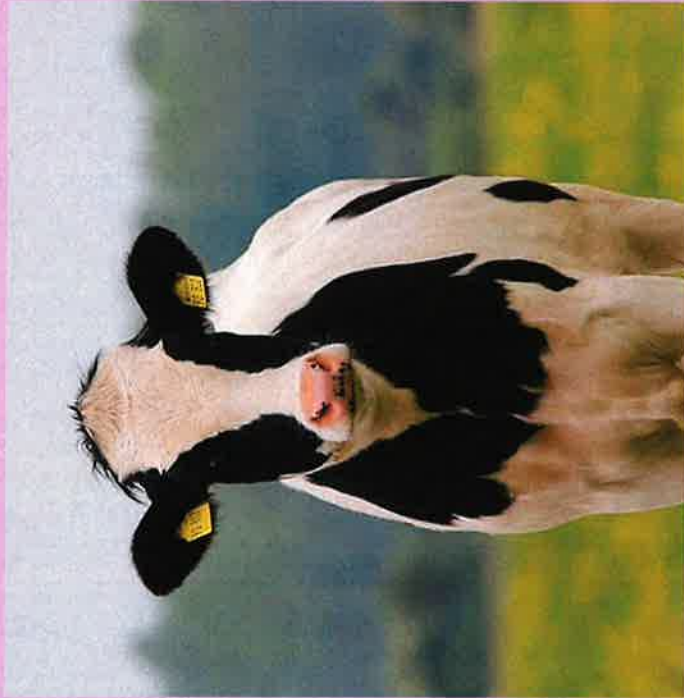
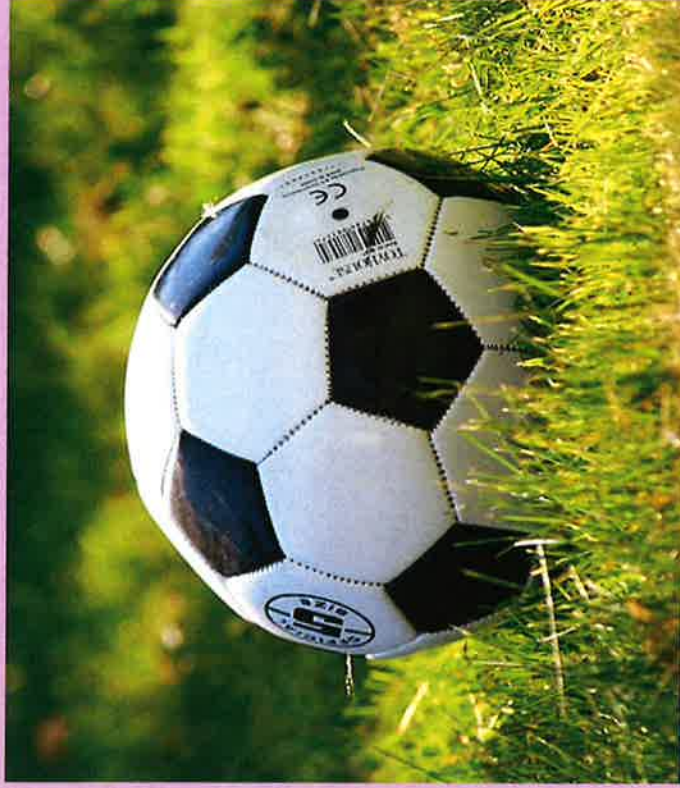


Error Correction Procedure

Model: "COW-NOW rhyme because they have the same end sounds."

Practice: "Say it with me. COW-NOW."

Praise: "Great! COW-NOW rhyme!"



LESSON 19B

New Letter Introduction

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

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

*Repeat the letter name several times with the students.



V V



LESSON 19B

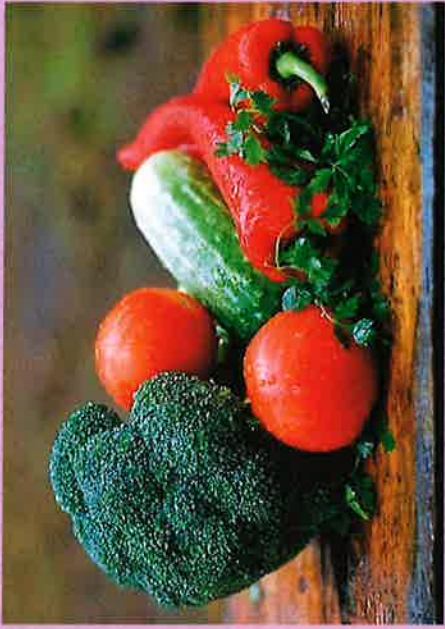
Letter Exploration

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

Explain: Point to the letter. "The name of this letter is V. This is the capital v and this is lowercase v. (practice saying the name of the letter). Let's say the name together (point) V, V, V. Great!"

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





V V

LESSON 19B

Review Game

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

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

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

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





LESSON 19B

Wrap-up

Explain: "Today we reviewed the letter V. (point to the picture) violin, /v/, (point to the letter) V. Let's say it together. Violin, /v/, VI Violin, /v/, VI Great work."

*Repeat the letter name several times with the students.



VV



- Materials Needed:**
- doodle boards
 - letter cards r, v, e
 - pointing sticks
 - name cards

LESSON 20

Phonological Awareness

Overview
New Letter: Rr
Review Letter: Vv, Ee
Review Game: Letter Match
Make the Letters: doodle boards

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"
"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-ry. What is the first letter?
A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning* to _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 20

Phonological Awareness: Identifying words that Rhyme



Identify words that rhyme
throughout the day

Materials: Pointers

Outline of Activity: Explain: "We are going to play "I Spy Words that Rhyme"

Model: . I will say a word and you will point to the word that rhymes. Let's try it! This is a sun and cup. My word is BUN. What word rhymes with BUN? (point) SUN or CUP? SUN! BUN-SUN rhyme. Your turn.

Practice: "My word is PUP. Which word rhymes with PUP? CUP or SUN? PUP-CUP rhyme! Great! One more. My word is FUN. Which one rhymes with FUN? SUN or CUP? FUN-SUN rhyme! Great work!

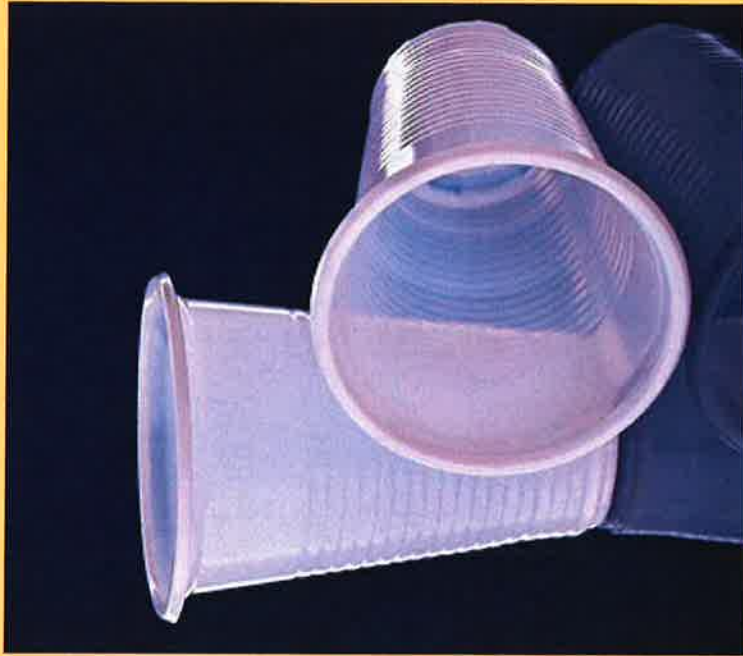


Error Correction Procedure

Model: "FUN-SUN rhyme because they have the same end sounds.

Practice: "Say it with me. FUN-SUN."

Praise: "Great! FUN-SUN rhyme!"



LESSON 20

New Letter Introduction

Explain: Point to the rainbow. "This is a rainbow. A rainbow is light bouncing off of raindrops.

Sometimes, we see a rainbow after it rains. Everyone say rainbow. Good.

Let's clap the syllables, rain-bow.

Rainbow starts with /r/. /r/ rainbow.

Everyone say /r/. (practice again).

Overview

New Letter: Rr

Review Letter: V v, Ee

Review Game: Letter Match

Make the Letters: doodle boards

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





LESSON 20

New Letter Introduction

Overview

New Letter: Rr

Review Letter: V v, Ee

Review Game: Letter Match

Make the Letters: doodle boards

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

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

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

R looks strong in a stance that is planted

It likes rock and roll music and is rarely enchanted.

R roams through ravines and rides horses through ranches

It loves good adventure and takes lots of chances.

R makes the sound of a purring cat

A rumbling "rrr" as it curls on its back.

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

Pr



LESSON 20

Overview
New Letter: Rr
Review Letter: V, v, Ee
Review Game: Letter Match
Make the Letters: doodle boards

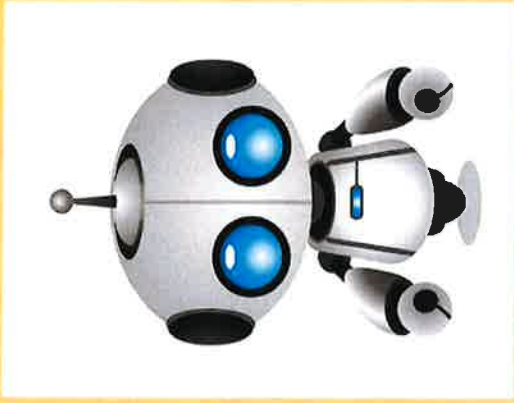
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is rainbow, ring, and robot. I hear the /r/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) rainbow, ring, and robot. Great job. They all start with the /r/ sound. We write the /r/ sound with the letter R.

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

*Repeat the letter name several times with the students.





Rr

LESSON 20

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

Overview

New Letter: Rr

Review Letter: V, v, Ee

Review Game: Letter Match

Make the Letters: doodle boards

Explain: "Now we are going to learn how to make the letter R. 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, back up and around and in, slide down (model again). This is capital R. (practice with students, then model lowercase) This is lowercase r. I put my finger at the green dot, pull down, go back up, and over. This is letter r!"

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

"Now it's your turn to make the letter R. Put your finger at the top of the R. Pull down, back up and around, and in (model again). This is capital R.

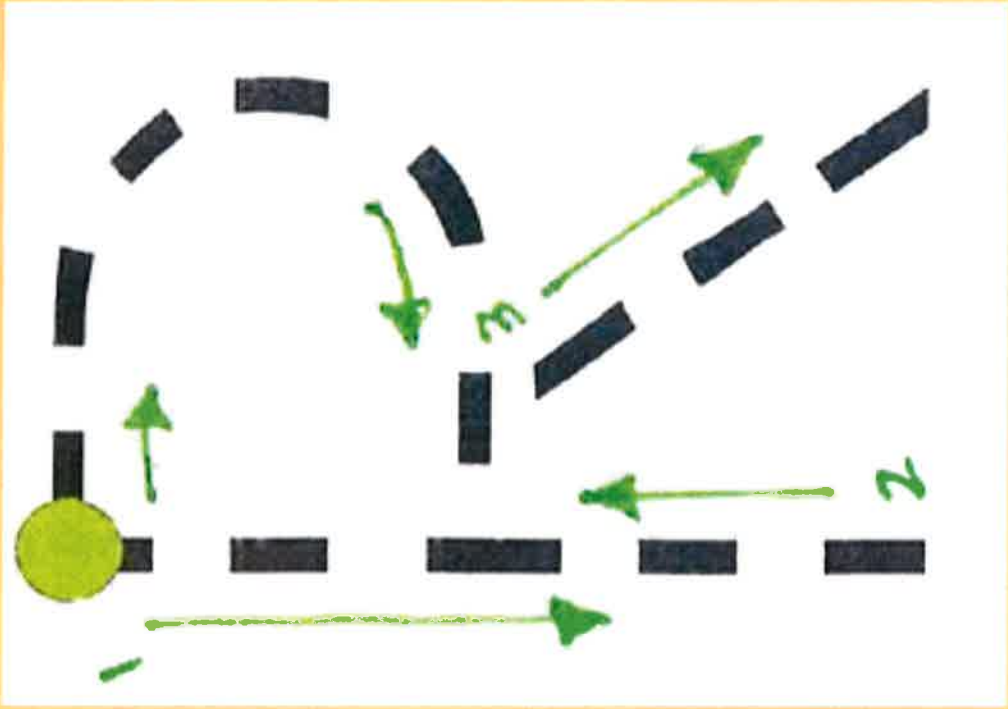
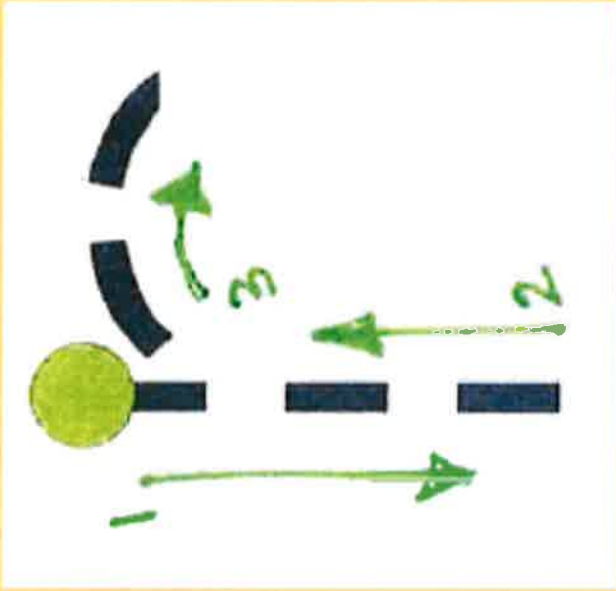
((practice with students, then model lowercase r). This is lowercase r. Put your finger at the middle, pull down, go back up, and over. This is letter r!.

Great job!"

**collect letter cards*

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





LESSON 20

Review Letters

Materials: doodle boards and letter cards R, V, and E

Explain: (point to the picture) This is a rainbow. /r/. We write the /r/ sound with letter R. (Trace the letter). (Point to the picture) This is a violin /v/. (Trace letter with finger). This is an edge, /e/ E. (trace with your finger)

Make the Letters

Materials: doodle boards and letter cards R, V, and E

Explain: "Now we are going to practice making the letter R. Watch me first. (Trace the letter using a doodle board while you say the directions out loud) I use my pen and I start at the top. Pull down, back up and around, and in. (model again). This is capital R. Let's try lowercase r. I put my pen at the middle, pull down, pull back up, and over. **continue with other letters if time.*

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

Overview

New Letter: Rr

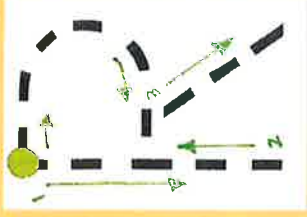
Review Letter: V v, Ee

Review Game: Letter Match

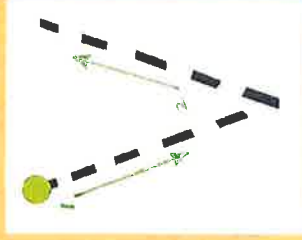
Make the Letters: doodle boards

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

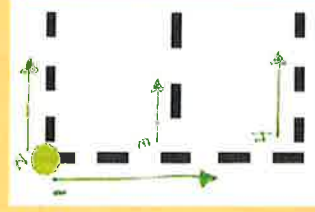
Rr



Vv



Ee



LESSON 20

Wrap-up

Explain: "Today we learned the letter R. (point to the picture) Rainbow, /r/, (point to the letter) R. Say it with me, rainbow, /r/, R. what letter is this? R! Great job! This is the uppercase (capital) R and this is the lowercase r."

Overview

New Letter: Rr

Review Letter: V v, Ee

Review Game: Letter Match

Make the Letters: doodle boards

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



Pr



LESSON 20A

Phonological Awareness

Materials Needed:

- letter cards Rr
- pointing sticks
- name cards

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter"
"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning* to _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 20A

Phonological Awareness: Identifying words that Rhyme



Identify words that rhyme
throughout the day

Materials: Pointers

Outline of Activity: Explain: "We are going to play "I Spy Words that Rhyme"

Model: . I will say a word and you will point to the word that rhymes. Let's try it! This is a cub and run. My word is SUN.
What word rhymes with SUN? (point) RUN or CUB? SUN! RUN-SUN rhyme. Your turn.

Practice: "My word is NUB. Which word rhymes with NUB? CUB or RUN? NUB-CUB rhyme! Great! One more. My word is DONE. Which one rhymes with DONE? RUN or CUB? DONE-RUN rhyme! Great work!



Error Correction Procedure

Model: "DONE-RUN rhyme because they have the same end sounds."

Practice: "Say it with me. DONE-RUN."

Praise: "Great! DONE-RUN rhyme!"



LESSON 20A

New Letter Introduction

Explain: Point to the rainbow. "This is a rainbow. A rainbow is light bouncing off of raindrops.

Sometimes, we see a rainbow after it rains. Everyone say rainbow. Good.

Let's clap the syllables, rain-bow.

Rainbow starts with /r/. /r/ rainbow.

Everyone say /r/. (practice again).

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





LESSON 20A

New Letter Introduction

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

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

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

er



LESSON 20A

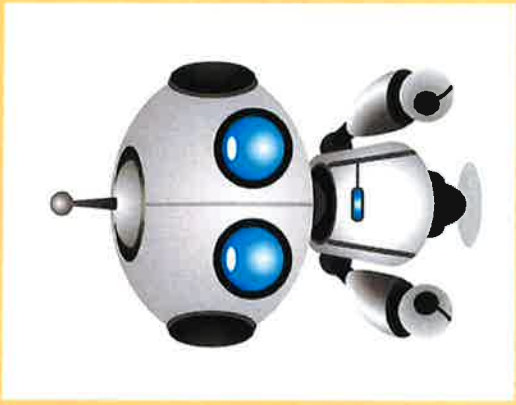
Letter Exploration

Identify the Target Pictures: Point to the pictures "This is rainbow, ring, and robot. I hear the /r/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) rainbow, ring, and robot. Great job. They all start with the /r/ sound. We write the /r/ sound with the letter R.

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

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





RR

LESSON 20A

Letter Formation

**pull the letter Rr cards from your kit*

Explain: "Now we are going to learn how to make the letter R. 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, back up and around and in, slide down (model again). This is capital R. (practice with students, then model lowercase) This is lowercase r. I put my finger at the green dot, pull down, go back up, and over. This is letter r!"

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

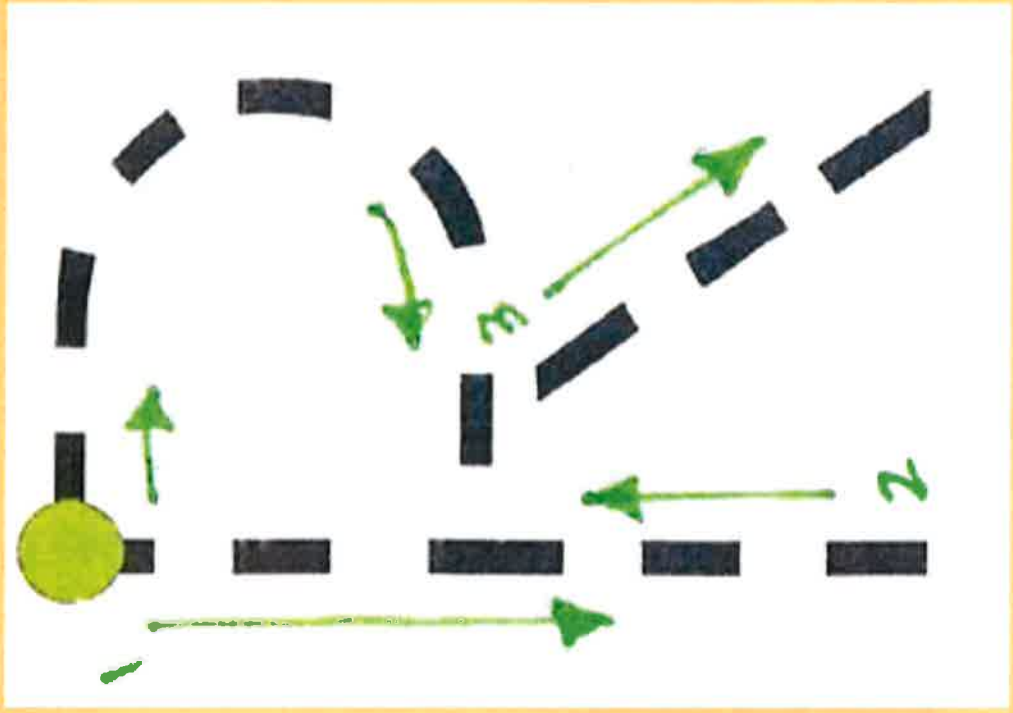
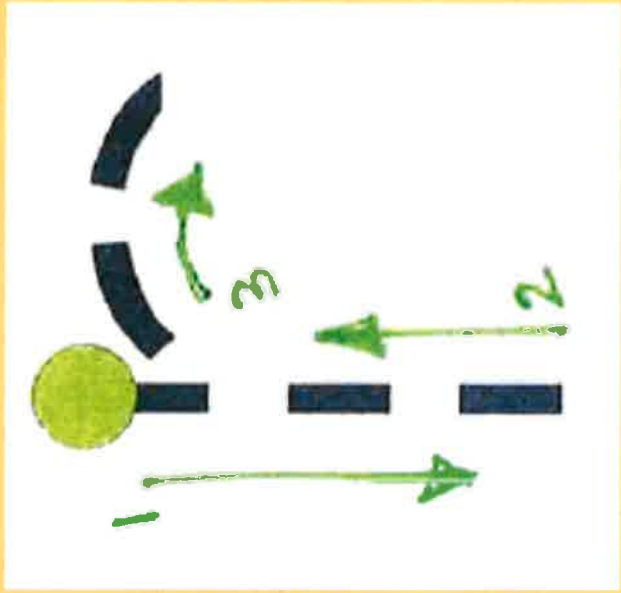
"Now it's your turn to make the letter R. Put your finger at the top of the R. Pull down, back up and around, and in (model again). This is capital R. ((practice with students, then model lowercase r). This is lowercase r. Put your finger at the middle, pull down, go back up, and over. This is letter r!"

Great job!"

**collect letter cards*

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





LESSON 20A

Review Letters

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

Review Game: Letter Hunt

Letter Hunt

Explain: "The letter R is all over this page, and there are also other letters and pictures. If I point to the letter R, say R and raise your hands high in the air. If I point to something that is NOT an R, shake your head. If I point to this picture (the little girl) you need to jump up and then sit back down! Let's try it!"

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

**if you don't want students to stand, have students raise their arms only.*

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



I r R



b

U

r



R



U

m



B



r

R



r



u

I



R

r

B

r

U

R



t

R



R

U

L

i

LESSON 20A

Wrap-up

Explain: "Today we reviewed the letter R. (point to the picture) Rainbow, /r/, (point to the letter) R. Say it with me, rainbow, /r/, R. what letter is this? R! Great job! This is the uppercase (capital) R and this is the lowercase r."

*Repeat the letter name several times with the students.



Pr



LESSON 20B

Phonological Awareness

Materials Needed:

- letter cards Rr and 1-3 other cards to mix in
- pointing sticks
- name cards

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

Outline of Activity:

Explain: "We are going to practice clapping the syllables in our names. We'll clap once for each part of our name. Then, we will say just the first letter!"

Model: Show your name card. "This is my name, Amy. I am going to clap the parts of my name. A-my. What is the first letter? A! Let's take turns clapping each other's names!" (sing a simple tune- *good morning, good morning* to _____ and show the student name card. Have students identify the first letter in their name.

Practice: Take turns saying good morning to each person and clap the parts of their name. Identify the first letter in their name.



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 name of the first letter, tell them the name and have them repeat it.



My name is _____.

LESSON 20B

Phonological Awareness: Identifying words that Rhyme



Identify words that rhyme
throughout the day

Materials: Pointers

Outline of Activity: Explain: "We are going to play "I Spy Words that Rhyme"

Model: . I will say a word and you will point to the word that rhymes. Let's try it! This is a fox and hat. My word is BOX. What word rhymes with BOX? (point) FOX or HAT? FOX! BOX-FOX rhyme. Your turn.

Practice: "My word is RAT. Which word rhymes with RAT? HAT or FOX? RAT-HAT rhyme! Great! One more. My word is ROCKS. Which one rhymes with ROCKS? FOX or HAT? FOX-ROCKS rhyme! Great work!



Error Correction Procedure

Model: "ROCKS-FOX rhyme because they have the same end sounds."

Practice: "Say it with me. ROCKS-FOX."

Praise: "Great! ROCKS-FOX rhyme!"



LESSON 20B

New Letter Introduction

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

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



*Repeat the letter name several times with the students.

er



LESSON 20B

Letter Exploration

Identify the Target Pictures: Point to the pictures "This is rose, rope, and robin . I hear the /r/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) rose, rope, robin. Great job. They all start with the /r/ sound. We write the /r/ sound with the letter R.

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

Repeat the letter name several times with the students.





Rr

LESSON 20B

Review Game

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

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

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

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





r

R

LESSON 20B

Wrap-up

Explain: "Today we reviewed the letter R. (point to the picture) Rainbow, /r/, (point to the letter) R. Say it with me, rainbow, /r/, R. what letter is this? R! Great job! This is the uppercase (capital) R and this is the lowercase r."

*Repeat the letter name several times with the students.



Pr



Alphabetics

PROJECT READY

Practice & Play Set 5

R, F, C, H, X, D, L, Z, V, N, A, S



Revised 2022
Maria Aielli, M.A.

PRACTICE & PLAY

LESSON OUTLINE



1. **Phonological Awareness**
 - a. PA Game/Activity
2. **Review Known Letters**
 - a. quick review (name, sound, formation)
3. **Review Game**
 - a. Letter Statues
 - b. Seek & Find Letters
 - c. Bean Bag Toss
4. **Visual Drill**
 - a. only known letters

Practice & Play #1

Letters: R, F, C, H

Materials: Letter statue cards
alphabet card deck

Review Game: Letter Statues

Phonological Awareness Activity (identifying words that rhyme)

Explain: "We are going to use our ears and listen for words that rhyme. Remember that rhyming words have the same ending sounds like CAT-HAT. If I say two words that rhyme, give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!"

- "Do they rhyme? CAT- BAT? Thumbs up! Yes! They rhyme."
- "Do they rhyme? BUG-FARM? Thumbs down! No! They do NOT rhyme."
- "Do they rhyme? HUG-MUG? Thumbs up! Yes! They rhyme."
- "Great work!"





Practice & Play #1

Letters: R, F, C, H

Review Game: Letter Statues

Review Letters

Explain: "We've learned these 4 letters. R, F, C, H."

- (point to the picture) "Rainbow, /r/ (trace the letters) R."
- (point to the picture) "Fish, /f/ (trace the letters) F."
- (point to the picture) "Cat, /c/ (trace the letters) C."
- (point to the picture) "Hippo, /h/ (trace the letters) H."



Ff



Hh



Rr



Cc



Practice & Play #1

Letters: R, F, C, H

Review Game: Letter Statues

Review Game: Letter Statues

Materials: Letter Statue Card Deck

Practice: "We are going to practice making the letters using our bodies!"

- "Let's start with the letter R. Connect your hands overhead and lean to the side. Stick out your leg and say R!"
- "Now let's open both arms to the side and say F! Great!"
- "For the letter C, open both arms to the side and curve them. Say it with me- Letter C! Great!"
- "Finally, raise both arms high overhead, legs apart, standing tall- letter H!"
- "Great job! Now, I am going to show you some cards. If you see the letter R, F, C, or H 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!"



Ff



Hh



Rr



Cc



Practice & Play #1

Letters: R, F, C, H

Review Game: Letter Statues

Wrap-up

Materials: Card Deck for visual drill (Rr, Ff, Cc, Hh)

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

- (show the card) This is an F. Say F. F! Great. What letter is this? F!"



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #2

Letters: X, D, L, Z

Materials: Alphabet Letter Posters
alphabet card deck

Review Game: Seek & Find Letters

Phonological Awareness Activity (identifying words that rhyme)

Explain: "We are going to use our ears and listen for words that rhyme. Remember that rhyming words have the same ending sounds like BUG-RUG. If I say two words that rhyme, give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!"

- "Do they rhyme? PLAY-DAY? Thumbs up! Yes! They rhyme."
- "Do they rhyme? CHEESE-DISH? Thumbs down! No! They do NOT rhyme."
- "Do they rhyme? STOP-PROP? Thumbs up! Yes! They rhyme."
- "Great work!"





Practice & Play #2

Letters: X, D, L, Z

Review Game: Seek & Find Letters

Review Letters

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

- (point to the picture) "X-ray, /x/ (trace the letters) X."
- (point to the picture) "Dog, /d/ (trace the letters) D."
- (point to the picture) "Lion, /l/ (trace the letters) L."
- (point to the picture) "Zebra, /z/ (trace the letters) Z."



Dd



Zz



Xx



Ll



Practice & Play #2

Letters: X, D, L, Z

Review Game: Seek & Find Letters

Seek & Find Game

Materials: alphabet letter posters (X, D, L, Z) posted around the room

Explain: "Let's play a game! I am going to show you a letter, and you need to find that letter in our classroom. When you find the letter, point to it."

- students seek around the room (or a designated area to find the letters). (point to the letter on the next page) "What letter is this? (X, D, L, Z). Great, can you go and find the letter ____?"
- If student responds incorrectly to "What letter is this?" - provide the correct answer.
- "This is the letter Z. Say it with me. Z. What letter is this? Z. Great job!"
- *focus on having students identify the letter names only*



Xx

Dd

ll

Zz

Practice & Play #2

Letters: X, D, L, Z

Review Game: Seek & Find Letters

Wrap-up

Materials: Card Deck for visual drill (Xx, Dd, Ll, Zz)

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

- (show the card) This is a D. Say D. D! Great. What letter is this? D!"



Alphabetics

Review: Card Deck for the
Visual Drill

Practice & Play #3

Letters: V, N, A, S

Materials: bean bags and game boards
alphabet card deck

Review Game: Bean Bag Toss

Phonological Awareness Activity (identifying words that rhyme)

Explain: "We are going to use our ears and listen for words that rhyme. Remember that rhyming words have the same ending sounds like GUM-HUM. If I say two words that rhyme, give me a thumbs up. If I say two words that do NOT rhyme, give me a thumbs down. Let's play!"

- "Do they rhyme? LIGHT-KITE? Thumbs up! Yes! They rhyme."
- "Do they rhyme? BURGER-DOG? Thumbs down! No! They do NOT rhyme."
- "Do they rhyme? CHEESE-PLEASE? Thumbs up! Yes! They rhyme."
- "Great work!"





Practice & Play #3

Letters: V, N, A, S

Review Game: Bean Bag Toss

Review Letters

Explain: "We've learned these 4 letters. V, N, A, S."

- (point to the picture) "Violin, /v/ (trace the letters) V."
- (point to the picture) "Nest, /n/ (trace the letters) N."
- (point to the picture) "Apple, /a/ (trace the letters) A."
- (point to the picture) "Sunflower, /s/ (trace the letters) S."





Nn



Ss



Vv



Aa

Practice & Play #3

Letters: V, N, A, S

Review Game: Bean Bag Toss

Bean Bag Toss Game

Materials: tic tac toe boards, dry erase markers

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

- Teacher fills in letters on game boards using a dry erase marker. Customize the board to student needs (capital, lowercase, only 4 letters, or more of a challenge: 6 letters with a mix of capital and lowercase)
- "Capital A." Students toss bean bag onto letter A and say "A!" "Great work!"
- *focus on having students identify the letter names only*
- *play until all letters have been reviewed and students have named them successfully*



Vv

Nn

Aa

Ss

Practice & Play #3

Letters: W, Nn, Aa, Ss

Review Game: Bean Bag Toss

Wrap-up

Materials: Card Deck for visual drill *all letters learned*

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

- (show the card) This is an S. Say S. S! Great. What letter is this? S! (put it back into the deck and give the student another opportunity to name the letter)."



Alphabetics

Review: Card Deck for the
Visual Drill

