



Alphabetics Book 6

J, K, P, Q - Practice & Play Set 6



**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 Jj, Rr, Oo cards
- Student paper and pencils
- fly swatters or pointing sticks (optional)

Lesson 21

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Jj

Review Letter: Rr, Oo

Review Game: Letter Match

Make the Letters: Paper and Pencil

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

Explain: *We are going to practice saying the first sound in our name.*

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. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 21

Phonological Awareness Initial Sounds (same or different)

Materials: FlySwatters or Pointers

Explain: *We are going to practice listening to the first sound in words. Like in JIG and JEFF. The /j/ sound is at the beginning of both words. Say JIG- JEFF. Give me a thumbs up if you can hear the /j/ sound at the beginning of JIG and JEFF. Great!*

Model: *Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like JIG and JEFF- then you swat the STAR. Let's practice! My words are RIP-RUN. Say the words, RIP-RUN. What sound is at the beginning of RIP-RUN. /r/. Do you hear the same sound at the beginning of each word? YES! We hear the /r/ sound at the beginning of RIP and RUN, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are MOP and PIE. Do MOP and PIE start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!*

Group Practice: JUMP-JOG ROW-RIP PIN-POP FOG-SNAKE GO-GAB

Error Correction Procedure



Model: Say ROW-RIP.  I hear the /r/ sound at the beginning of both words.

Practice: Do ROW-RIP start with the same sound? Say ROW-RIP. YES! They both start with the /r/ sound.

Praise: Great!





Lesson 21

New Letter Introduction

Explain: Point to the picture. *This is a picture of jelly. Everyone say Jelly. Jelly. I hear the /j/ sound at the beginning of jelly. Jelly, /j/. Everyone say /j/.*

!





Lesson 21

New Letter Introduction

Explain: *We write the /j/ sound like this* (trace the letter with your finger). *The name of this letter is J.* (point to the picture) *Jelly. /j/. (point to the letter) J.*

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

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

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

J is the shape of a jolly fish hook

It curls up at the end which makes the fish look!

J is a jokester who joyfully juggles

It likes jelly and jumping and handstands with no struggle.

J makes a sound like jiggling jam

A wiggling /j/ /j/ /j/ of jam in your hand.

*Repeat the letter name several times with the students.

!r





Lesson 21

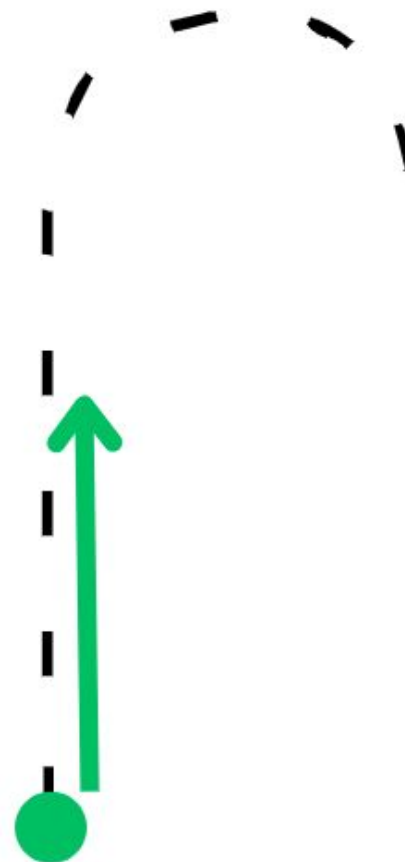
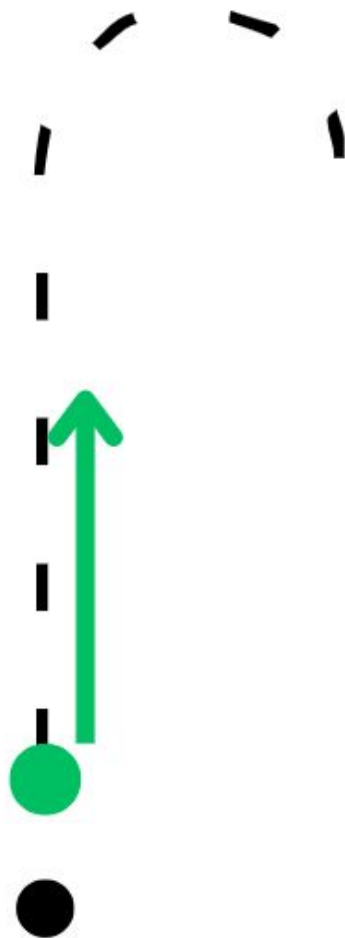
Letter Exploration

Model: Point to the pictures. *This is jelly, jackal (a wolf-type animal that lives in Africa), and juice. I hear the /j/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Jelly, jackal, juice. Great job. They all start with the /j/ sound. We write the /j/ sound with the letter J.*

Explain: Point to the letter. *The name of this letter is J. This is the capital J and this is lowercase j. They look different, but we call them both J.*

Group Practice: *Let's say the name together* (point) *J, J, J. Great!*





Lesson 21

Letter Formation

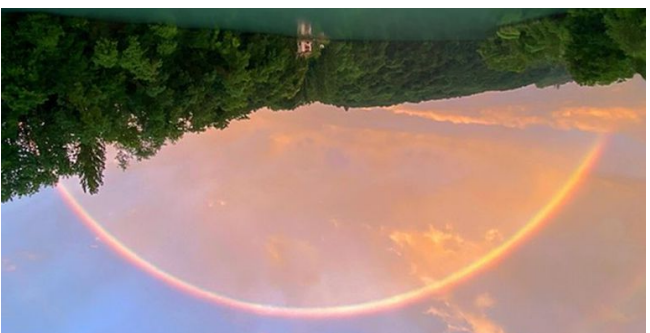
Materials: letter Jj cards for each student

Model: *Now we are going to learn how to make the letter J. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot.* (Capital) *Pull down, go around and up.* (Lowercase) *I put my finger at the green dot, pull down and around, go back up and dot.*

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 J. Put your finger at the top of the capital J. Pull down, go around, and up. Great job!
Let's try again. Let's make the lowercase j. Put your finger at the middle. Pull down and around, go back up and dot.
Great work! We made a j! What letter are we making? The letter J! Great job!

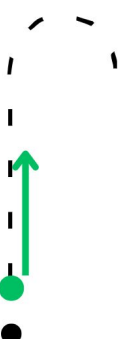
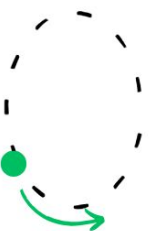
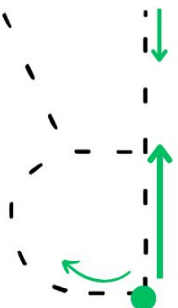
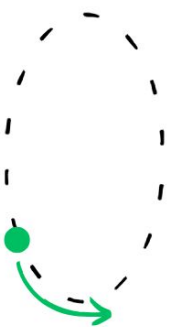
*collect letter cards



O o

R r

J j





Lesson 21

Review Letters

Explain: (point to the picture) *This jelly. Jelly /j/. We write the /j/ sound with letter J.* (Trace the letter) *I start at the top, Pull down, go around and up.* (Point to the picture) *This is a rainbow. Rainbow /r/* (Trace letter with finger) *R.* (Point to the picture) *This is an Octopus. Octopus /O/* (Trace the letter) *O.*

Review Game: Letter Match

Materials: letter cards Aa, Cc, Mm

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.*

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

Make the Letters

Materials: letter cards Jj, Rr, Oo, lined paper and short pencils OR doodle boards

Explain: *Now we are going to practice writing the letter J.* (Pass out the paper and pencils- demonstrate and practice proper pencil grip).

Model: Use the paper and pencil to make the capital J. Say the letter name frequently as you write.

Group Practice: *Let's write the capital J. What letter is this? J! Pull down, go around and up. Great job! Let's try again. Let's write the lowercase j. Pull down and around, go back up and dot. Great work! We made a J! What letter are we making? The letter J!*

(Continue with Rr and O if time)

*collect all materials

!





Lesson 21

Wrap Up

Explain: *Today we learned the letter J.* (point to the picture) *Jelly, /j/*, (point to the letter) *J. Let's say it together. Jelly, /j/, J!*
Jelly, /j/, J! Great work.

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Ee cards
- fly swatters or pointers (optional)

Lesson 21A

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

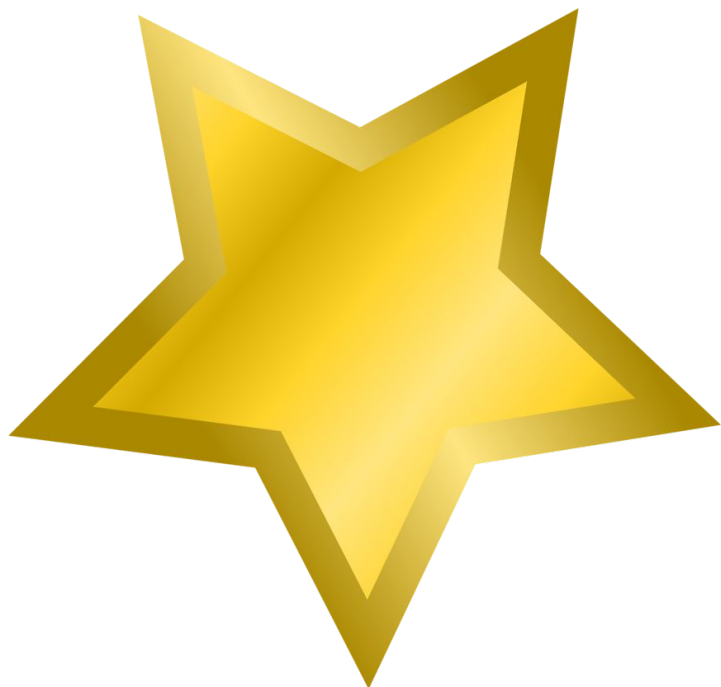
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 21A

Phonological Awareness

Initial Sounds (same or different)

Materials: FlySwatters or Pointers

Explain: *We are going to practice listening to the first sound in words. Like in JOG and JAM. The /j/ sound is at the beginning of both words. Say JOG- JAM. Give me a thumbs up if you can hear the /j/ sound at the beginning of JOG and JAM. Great!*

Model: *Now we are going to play a game (pass out the swatters). If I say two words with the same beginning sounds, like JOG and JAM- then you swat the STAR. Let's practice! My words are RUN-ROCK. Say the words, RUN-ROCK. What sound is at the beginning of RUN-ROCK. /r/. Do you hear the same sound at the beginning of each word? YES! We hear the /r/ sound at the beginning of RUN and ROCK, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are HOP and PIG. Do HOP and PIG start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!*

Group Practice: JAR-JOY RAIN-RICE OTTER-OCTOPUS FAR-MOM GO-GUM



Error Correction Procedure

Model: *RAIN-RICE. I hear the /r/ sound at the beginning of both words.*

Practice: *Do RAIN-RICE start with the same sound? Say RAIN-RICE. YES! They both start with the /r/ sound.*

Praise: *Great!*





Lesson 21A

New Letter Introduction

Explain: Point to the picture. *This is jelly. Everyone say Jelly. Jelly. I hear the /j/ sound at the beginning of jelly. Jelly, /j/. Everyone say /j/.*

!





Lesson 21A

New Letter Introduction

Explain: *We write the /j/ sound like this* (trace the letter with your finger). *The name of this letter is J.* (point to the picture) *Jelly. /j/. (point to the letter) J.*

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

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

!r





Lesson 21A

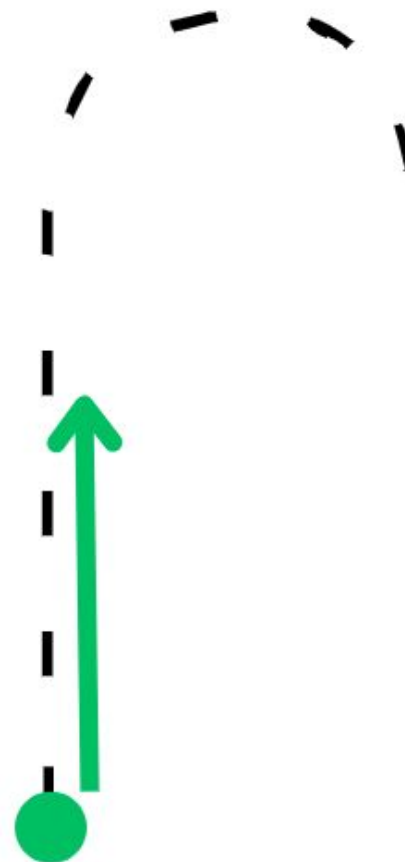
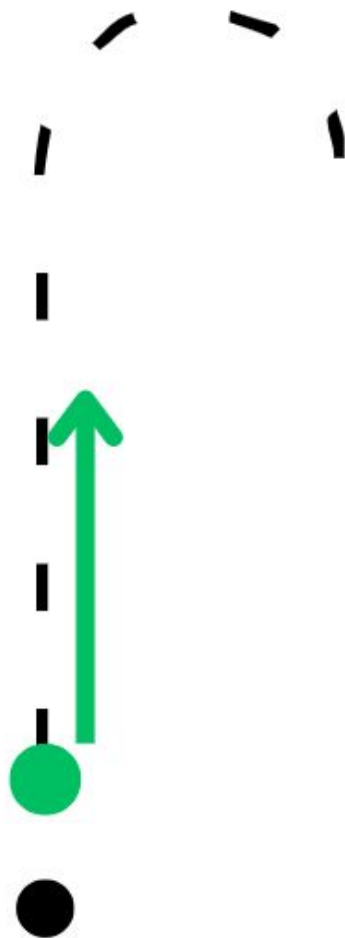
Letter Exploration

Model: Point to the pictures. *This is jelly, jackal (a wolf-type animal that lives in Africa), and juice. I hear the /j/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point.* (point to each) *Jelly, jackal, juice. Great job. They all start with the /j/ sound. We write the /j/ sound with the letter J.*

Explain: Point to the letter. *The name of this letter is J. This is the capital J and this is lowercase j. They look different, but we call them both J.*

Group Practice: *Let's say the name together* (point) *J, J, J. Great!*





Lesson 21A

Letter Formation

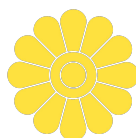
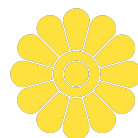
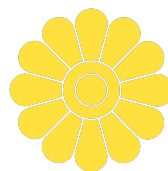
Materials: letter Jj cards for each student

Model: *Now we are going to review how to make the letter J. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot.* (Capital) *Pull down, go around and up.* (Lowercase) *I put my finger at the green dot, pull down and around, go back up and dot.*

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 J. Put your finger at the top of the capital J. Pull down, go around, and up. Great job! Let's try again. Let's make the lowercase j. Put your finger at the middle. Pull down and around, go back up and dot. Great work! We made a j! What letter are we making? The letter J! Great job!

*collect letter cards



J

W

!

!

e

!

!

W

J

r



r

a

f

J

!

J



W

!

N

V

J

I

A

J



Lesson 21A

Review Letters

Review Game: Letter Hunt

Explain: *The letter Jj is all over this page, and there are also other letters and pictures. If I point to the letter Jj, say Jj and raise your hands high in the air. If I point to something that is NOT a J, 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 21A

Wrap Up

Explain: *Today we reviewed the letter J. (point to the picture) Jelly, /j/, (point to the letter) J. Let's say it together. Jelly, /j/, J! Jelly, /j/, J! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Jj cards and 1-3 other cards to mix in
- fly swatters or pointing sticks (optional)

Lesson 21B

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

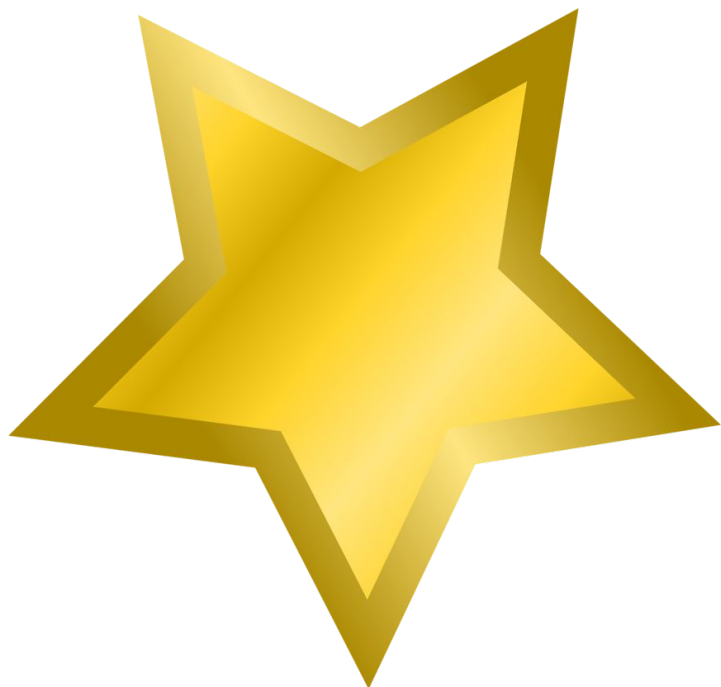
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 21B

Phonological Awareness

Initial Sounds (same or different)

Materials: FlySwatters or Pointers

Explain: *We are going to practice listening to the first sound in words. Like in JUICE and JAW. The /j/ sound is at the beginning of both words. Say JUICE-JAW. Give me a thumbs up if you can hear the /j/ sound at the beginning of JUICE and JAW. Great!*

Model: *Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like JUICE and JAW- then you swat the STAR. Let's practice! My words are JACK-JUNE. Say the words, JACK-JUNE. What sound is at the beginning of JACK-JUNE. /J/. Do you hear the same sound at the beginning of each word? YES! We hear the /j/ sound at the beginning of JACK and JUNE, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are DOG and SHEEP. Do DOG and SHEEP start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!*

Group Practice: JUDE-JEANS JEEP-BOX APPLE-AFTER MONKEY-MAP NOSE-NIGHT



Error Correction Procedure

Model: *Say NOSE-NICE. I hear the /n/ sound at the beginning of both words.*

Practice: *Do NOSE-NICE start with the same sound? Say NOSE-NICE. YES! They both start with the /n/ sound.*

Praise: *Great!*

!





Lesson 21B

New Letter Introduction

Explain: *We write the /j/ sound like this* (trace the letter with your finger). *The name of this letter is J.* (point to the picture)
Jelly. /j/. (point to the letter) J.

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

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

!r





Lesson 21B

Letter Exploration

Model: Point to the pictures. *This is jump, jog, jet. I hear the /j/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) **Jump, jog, and jet. Great job.**
They all start with the /j/ sound. We write the /j/ sound with the letter J.

Explain: Point to the letter. *The name of this letter is J. This is the capital J and this is lowercase j. They look different, but we call them both J.*

Group Practice: *Let's say the name together* (point) **J, J, J. Great!**





Lesson 21B

Review Letters

Review Game: Letter Sort

Materials: Letter Jj 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 J on your card, put it here* (point to the 1st column). *If you have lowercase j on your card, put it here* (point to the 2nd column). *If you do not have a J, put it here* (point to the 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.

!





Lesson 21B

Wrap Up

Explain: *Today we reviewed the letter J.* (point to the picture) *Jelly, /j/*, (point to the letter) *J. Let's say it together. Jelly, /j/, J! Jelly, /j/, J! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Kk, Jj, Tt cards
- student paper and pencils
- fly swatters or pointers (optional)

Lesson 22

Phonological Awareness Name Activity

Lesson Overview

New Letter: Kk
Review Letter: Jj, Tt
Review Game: Letter Match
Make the Letters: Paper and Pencil

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

Explain: *We are going to practice saying the first sound in our name.*

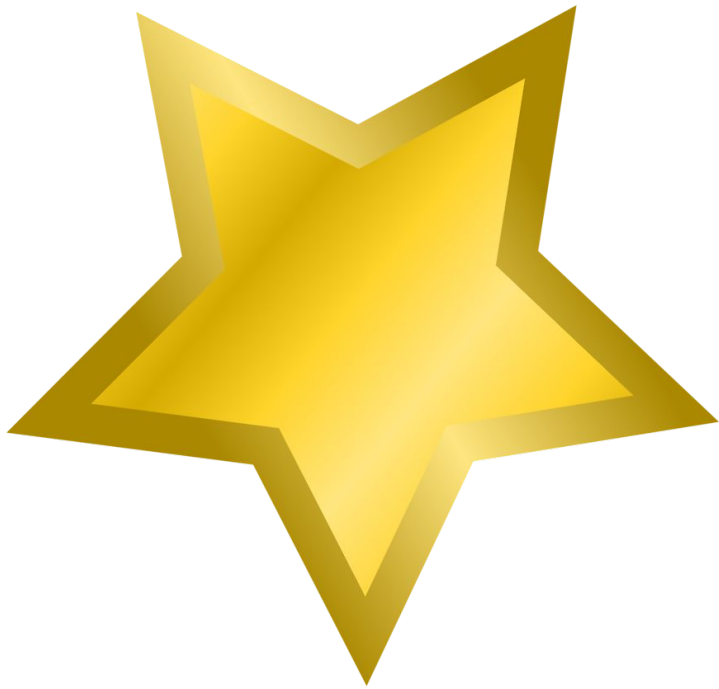
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 22

Phonological Awareness Initial Sounds (same or different)

Materials: Fly Swatters or pointers (optional)

Explain: *We are going to practice listening to the first sound in words. Like in KITE and KIT. I hear the /k/ sound at the beginning of KITE and KIT. Say KITE-KIT. Give me a thumbs up if you can hear the /k/ sound at the beginning of KITE and KIT. Great!*

Model: *Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like KITE and KIT- then you swat the STAR. Let's practice! My words are KICK-CAR. Say the words, KICK-CAR. What sound is at the beginning of KICK-CAR. /K/. Do you hear the same sound at the beginning of each word? YES! We hear the /K/ sound at the beginning of KICK and CAR, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are COOK and MOP. Do COOK and MOP start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!*

Group Practice: *COLOR- COW TOP-TOW JUMP-JOY CAKE-MUFFIN POP-BOOK*



Error Correction Procedure

Model: *Say COLOR-COW. I hear the /c/ sound at the beginning of each word. Say COLOR-COW.*

Practice: *Do COLOR-CROW start with the same sound? YES! They both start with the /c/ sound.*

Praise: *Great!*





Lesson 22

New Letter Introduction

Explain: Point to the key. *This is a key. A key is used to open, or unlock, something- like a door. Everyone say key. Key. I hear the /k/ sound at the beginning of key. Say /k/. Key starts with /k/. /K/ Key. Everyone say /k/. (practice again).*

KK





Lesson 22

New Letter Introduction

Explain: *Another way we write the /k/ sound is like this* (trace the letter with your finger). *The name of this letter is K.* (point to the picture) *Key, /k/,* (point to the letter) *K.*

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

Group Practice: *Let's say K four times. K, K, K, K! Great!*

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

K is the shape of a kingly throne

With two legs and two arms it takes a royal home.

K blows kisses to strangers and keeps kangaroos.

It is not a musician, though it plays the kazoo.

K makes the sound like the kick of a ball

A solid /k/ /k/ /k/ like soccer in fall.

*Repeat the letter name several times with the students.

Kk





Lesson 22

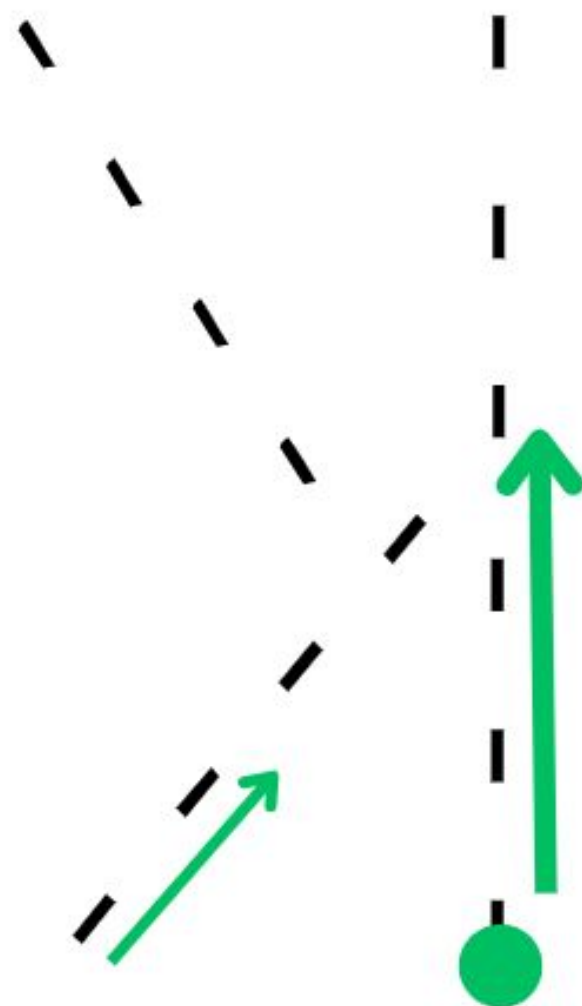
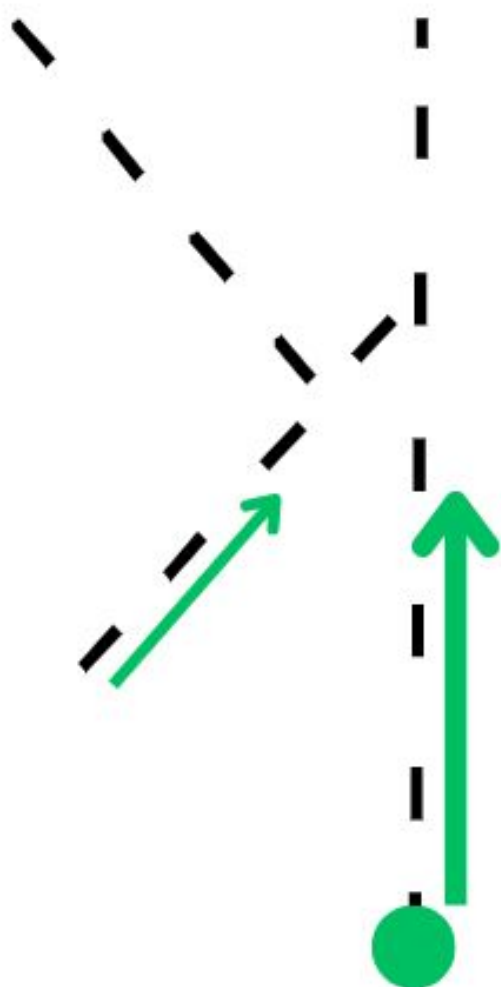
Letter Exploration

Model: Point to the pictures. *This is a key, kite, and kangaroo. I hear the /k/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Key, kite, kangaroo. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.*

Explain: Point to the letter. *The name of this letter is K. This is the capital K and this is lowercase k. They look different, but we call them both K.*

Group Practice: *Let's say K together four times. K, K, K, K! Great!*





Lesson 22

Letter Formation

Materials: letter Kk cards for each student

Model: *Now we are going to learn how to make the letter K. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot.* (Capital) *Pull down, slide in, slide out.* (Lowercase) *I put my finger at the green dot, pull down, slide in, slide out.*

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 K. Put your finger on the top of the K. Pull down, slide in slide out. This is capital K. This is lowercase k. Put your finger at the top, pull down, slide in, slide out. This is lowercase k! What letter are we making? K! Great job!

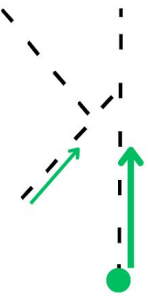
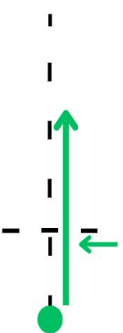
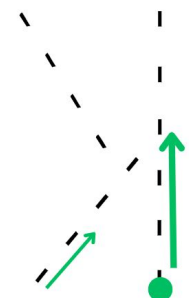
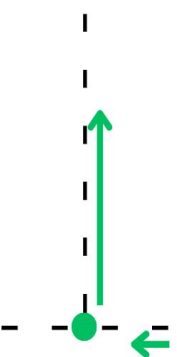
*collect letter Kk cards



T +

j !

K k





Lesson 22

Review Letters

Explain: (point to the picture) *This is a key. /k/. We write the /k/ sound with letter K.* (Trace the letter) *Pull down, slide in, slide out.* .
(Point to the picture) *This is jelly, /j/ J.* (Trace the letter) *Pull down, go around, and up.* *This is a turtle, /t/ T.* (Trace the letter) *Pull down, pull across.*

Review Game: Letter Match

Materials: letter cards Kk, Jj, Tt

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: letter cards Kk, Jj, Tt, lined paper and short pencils OR doodle boards

Explain: *Now we are going to practice writing the letter K.* (Pass out the paper and pencils- demonstrate and practice proper pencil grip).

Model: Use the paper and pencil to make the capital K. Say the letter name frequently as you write.

Group Practice: *Let's write the capital (uppercase) K. What letter is this? K! Pull down, slide in, slide out. Great job! Let's try again.*

Let's write the lowercase k. Pull down, slide in, slide out. Great work! We made a K! What letter are we making? The letter K!

(Continue with Jj and Tt if there is time)

*collect all materials

KK





Lesson 22

Wrap Up

Explain: *Today we learned the letter K.* (point to the picture) *Key, /k/*, (point to the letter) *K. Say it with me, key, /k/, K. What letter is this? K! Great job! This is the uppercase (capital) K and this is the lowercase k.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Kk cards
- fly swatters or pointers (optional)

Lesson 22A

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

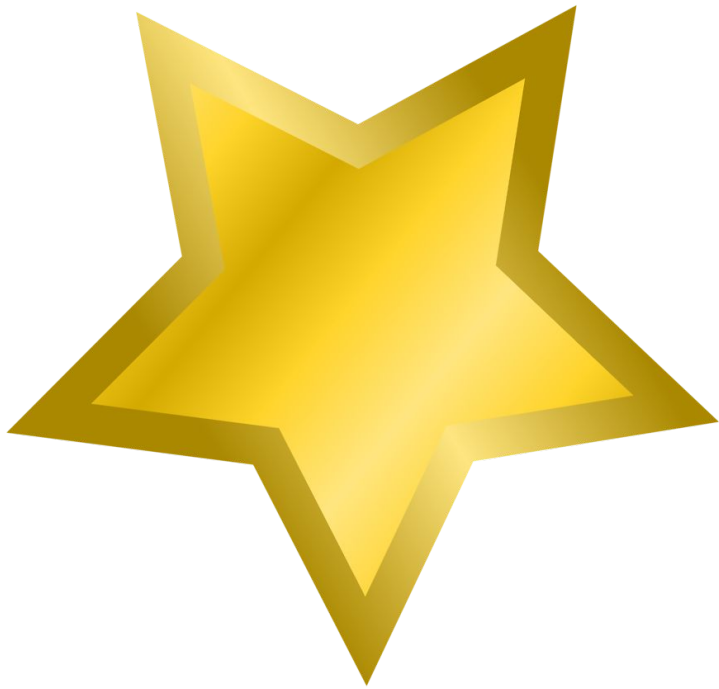
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 22A

Phonological Awareness Initial Sounds (same or different)

Materials: Fly swatters or pointers

Explain: *We are going to practice listening to the first sound in words. Like in COOK and CAKE. I hear the /c/ sound at the beginning of COOK and CAKE. Say COOK-CAKE. Give me a thumbs up if you can hear the /c/ sound at the beginning of COOK and CAKE. Great!*

Model: *Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like COOK and CAKE-say the sound and swat the STAR. Let's practice! My words are COOK and CAKE. Say the words, COOK-CAKE. What sound is at the beginning of COOK-CAKE. /c/. Do you hear the same sound at the beginning of each word? YES! We hear the /c/ sound at the beginning of COOK and CAKE, so we swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are CRY and MOPE. Say CRY and MOPE. Do CRY and MOPE start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!*

Group Practice: COAT-CAR KIT-CUP MOUSE-MOOSE BUG-DIP NOSE-NECK



Error Correction Procedure

Model: *Say COOK-CAKE. I hear the /k/ sound at the beginning of each word. Say COOK-CAKE.*

Practice: *Do COOK-CAKE start with the same sound? YES! They both start with /k/.*

Praise: *Great!*





Lesson 22A

New Letter Introduction

Explain: Point to the key. *This is a key. A key is used to open, or unlock, something- like a door. Everyone say key. Key. I hear the /k/ sound at the beginning of key. Say /k/. Key starts with /k/. /K/ Key. Everyone say /k/. (practice again).*

KK





Lesson 22A

New Letter Introduction

Explain: *Another way we write the /k/ sound is like this* (trace the letter with your finger). *The name of this letter is K.*
(point to the picture) *Key, /k/,* (point to the letter) *K.*

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

Group Practice: *Let's say K four times. K, K, K, K! Great!*

Kk





Lesson 22A

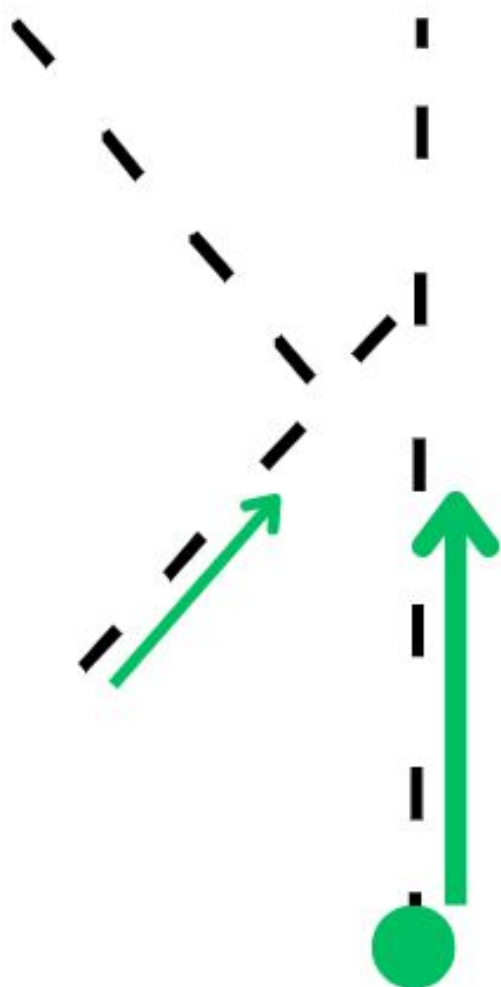
Letter Exploration

Model: Point to the pictures. *This is a key, kite, and kangaroo. I hear the /k/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Key, kite, kangaroo. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.*

Explain: Point to the letter. *The name of this letter is K. This is the capital K and this is lowercase k. They look different, but we call them both K.*

Group Practice: *Let's say K together four times. K, K, K, K! Great!*





Lesson 22A

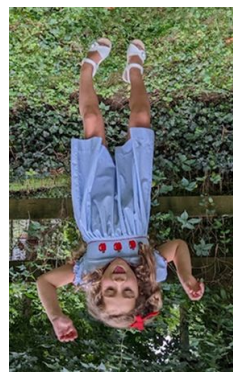
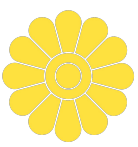
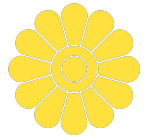
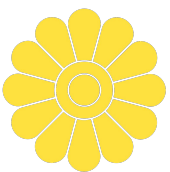
Letter Exploration

Model: Point to the pictures. *This is a key, kite, and kangaroo. I hear the /k/ sound at the beginning of each word.*

Group Practice: *Let's say the names of each picture together as I point.* (point to each) *Key, kite, kangaroo. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.*

Explain: Point to the letter. *The name of this letter is K. This is the capital K and this is lowercase k. They look different, but we call them both K.*

Group Practice: *Let's say K together four times. K, K, K, K! Great!*



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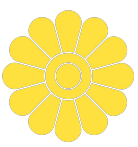
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Lesson 22A

Review Letters

Review Game: Letter Hunt

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

KK





Lesson 22A

Wrap Up

Explain: *Today we reviewed the letter K.* (point to the picture) *Key, /k/*, (point to the letter) *K. Say it with me, key, /k/, K. What letter is this? K! Great job! This is the uppercase (capital) K and this is the lowercase k.*

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Kk cards and 1-3 other letters to mix in
- fly swatters or pointers (optional)

Lesson 22B

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

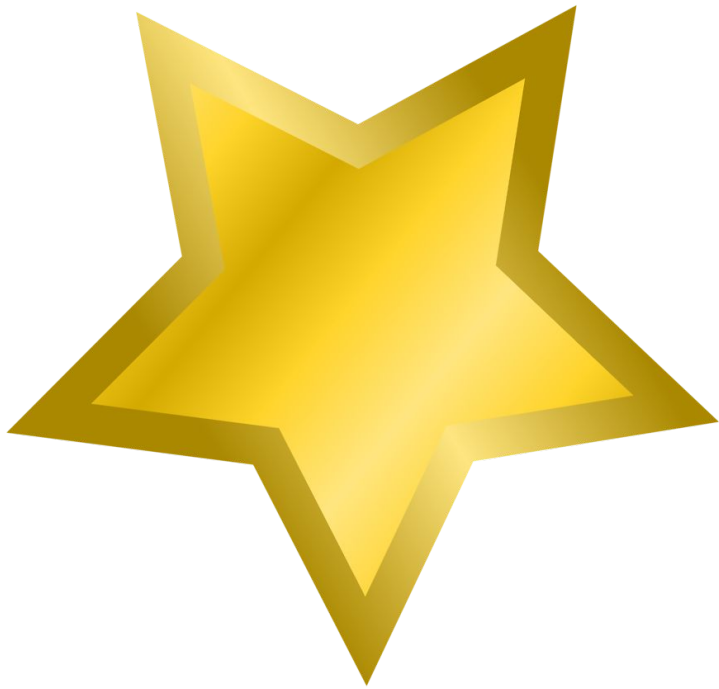
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 22B

Phonological Awareness Initial Sounds (same or different)

Materials: Fly swatters or pointers

Explain: *We are going to practice listening to the first sound in words. Like in CALL and CAVE. I hear the /c/ sound at the beginning of CALL and CAVE. Say CALL-CAVE. Give me a thumbs up if you can hear the /c/ sound at the beginning of CALL and CAVE. Great!*

Model: *Now we are going to play a game (hand out the swatters). If I say two words with the same beginning sounds, like CALL and CAVE- then say the beginning sound and swat the STAR. Let's practice! My words are CONE-COT. Say the words, CONE-COT. What sound is at the beginning of CONE & COT. /C/. Do you hear the same sound at the beginning of each word? YES! We hear the /C/ sound at the beginning of CONE and COT, so we say /c/ and swat the STAR picture. Great Job! Now, if I say two words that do NOT have the same beginning sound, you will swat the X. Let's try! My words are CONE and PIE. Do CONE and PIE start with the SAME sound? NO! So we swat the X. Great work! Let's try some more!*

Group Practice: *BOAT-BOOK TOY-TIME HAT-HOPE NOTE-MAIL JUMP-JOKE*



Error Correction Procedure

Model: *Say JUMP-JOKE. I hear the /j/ sound at the beginning of each word. Say JUMP-JOKE.*

Practice: *Do JUMP-JOKE start with the same sound? YES! They both start with the /j/ sound.*

Praise: *Great!*

KK





Lesson 22B

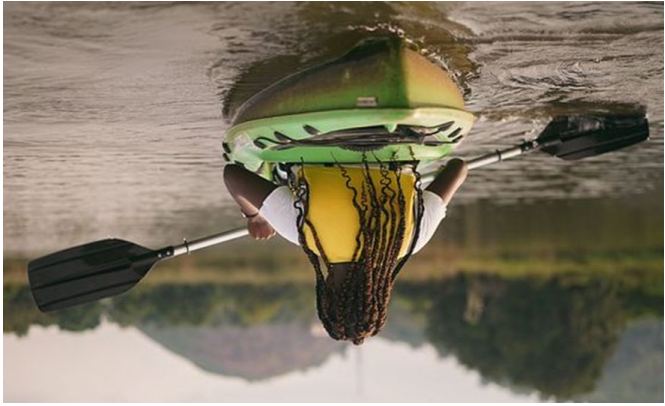
New Letter Introduction

Explain: *Another way we write the /k/ sound is like this* (trace the letter with your finger). *The name of this letter is K.*
(point to the picture) *Key, /k/,* (point to the letter) *K.*

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

Group Practice: *Let's say K four times. K, K, K, K! Great!*

Kk





Lesson 22B

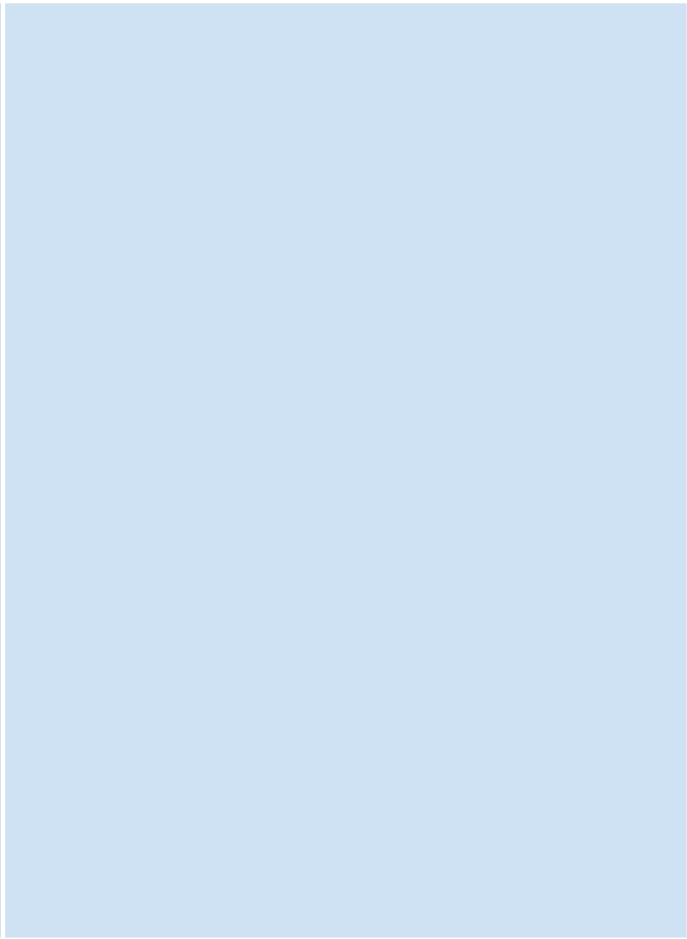
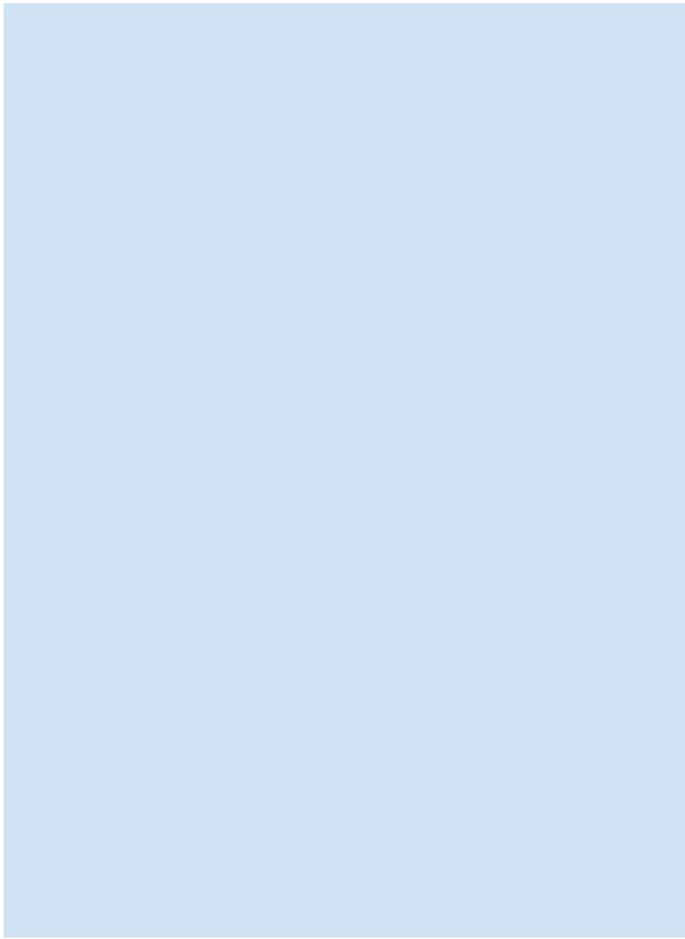
Letter Exploration

Model: Point to the pictures. *This is a koala, kiwi, and kayak. I hear the /k/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (point to each) *Koala, kiwi, kayak. Great job. They all start with the /k/ sound. We write the /k/ sound with the letter K.*

Explain: Point to the letter. *The name of this letter is K. This is the capital K and this is lowercase k. They look different, but we call them both K.*

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





Lesson 22B

Review Letters

Review Game: Letter Sort

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

Explain: *Now we are going to practice sorting letters into capital (uppercase) and lowercase. If you have a capital K on your card, say K, and put it here* (point to the K column). *If you have a lowercase k on your card, say K, and put it here* (point to the k column). *If you do not have a K, put it here* (point to the last column).

Model: Place a card down in front of you, flip it over, say its 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.

KK





Lesson 22B

Wrap Up

Explain: *Today we reviewed the letter K.* (point to the picture) *Key, /k/,* (point to the letter) *K. Say it with me, key, /k/, K. What letter is this? K! Great job! This is the uppercase (capital) K and this is the lowercase k.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Pp, Kk, Bb cards
- student paper and pencils
- fly swatters or pointers (optional)

Lesson 23

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Pp

Review Letters: Kk, Bb

Review Game: Letter Match

Make the Letters: Paper and pencil

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

Explain: *We are going to practice saying the first sound in our name.*

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. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 23

Phonological Awareness

Identifying Initial Sounds (swat the sound that doesn't belong)

Materials: Fly swatters or pointers

Explain: *We are going to play a game and find the beginning sound that is different than the others.*

Model: *This is a pot, pencil, paper, and BAT. I hear the /p/ sound at the beginning of pot, pencil, and paper. The sound that is different is BAT. Bat starts with the /b/ sound. I will SWAT the bat because it does NOT start with the same sound as pencil, paper, and pot. Let's try one together.*

Group Practice: *This is paint, parrot, frog, pansy. Say them with me as I point. Paint, parrot, frog, pansy. I hear the /p/ sound at the beginning of paint, parrot, and pansy. Which one doesn't belong? FROG. Good. Paint, parrot, and pansy all start with /p/. Great work!*



Error Correction Procedure

Model: *Paint, parrot, pansy all start with /p/.*

Practice: *Say it with me as I point. Paint, parrot, pansy. I hear the /p/ sound at the beginning of each word. Say /p/.*

Praise: *Great! FROG does NOT start with /p/. FROG does not belong.*





Lesson 23

New Letter Introduction

Explain: Point to the pig. *This is a pig. Pig. Everyone say pig. Good. I hear the /p/ sound at the beginning of pig. /p/ pig. Everyone say /p/.*

d d





Lesson 23

New Letter Introduction

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

Pig. /p/. (point to the letter) P.

Model: *The name of the letter is P. What is the name of the letter? P! Yes!*

Group Practice: *Let's say P three times. P, P, P.*

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

P is a tongue sticking out between lips

It is proud as a peacock and when it dances it dips

It pickles for pleasure and pinches for fun

P is a trickster—a pretty good one!

P makes the sound of popping bubblegum

A sudden /p/ as your tongue goes a bit numb.

*Repeat the letter name several times with the students.

d d





Lesson 23

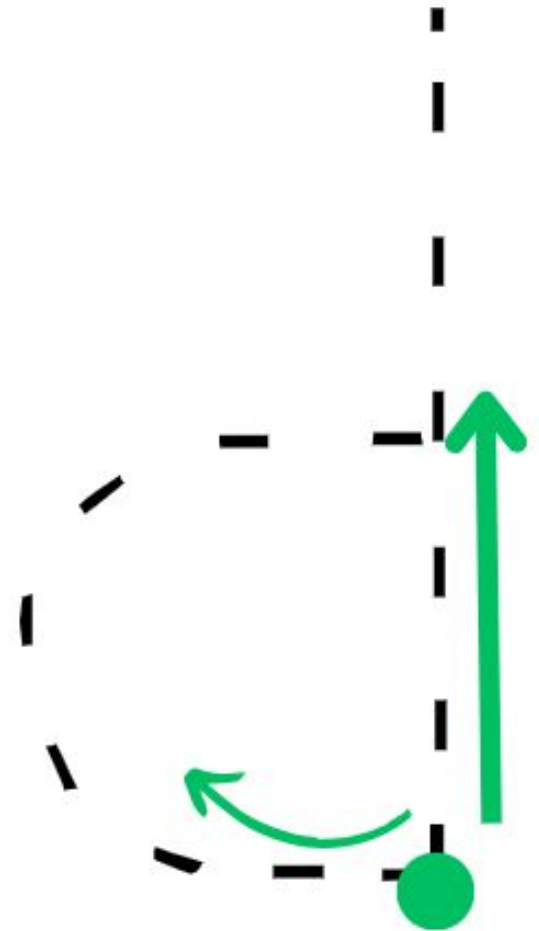
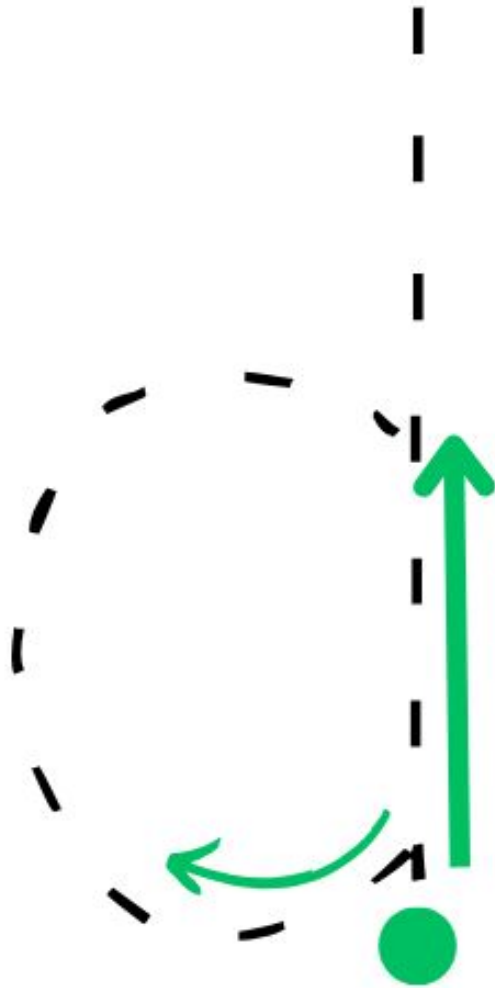
Letter Exploration

Model: Point to the pictures. *This is a pig, peach, and penny. I hear the /p/ sound at the beginning of each word.*

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

Explain: Point to the letter. *The name of this letter is P. This is the capital P and this is lowercase p. They look different, but we call them both P.*

Group Practice: Point to the letter. *Let's say the name together* (point) *P, P, P. Great!*





Lesson 23

Letter Formation

Materials: letter Pp cards for each student

Model: *Now we are going to learn how to make the letter P. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot.* (Capital) *Pull down, back up and around.* (Lowercase) *pull down, back up and around.*

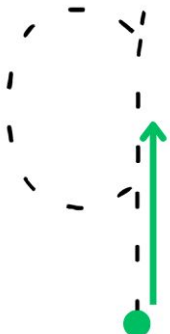
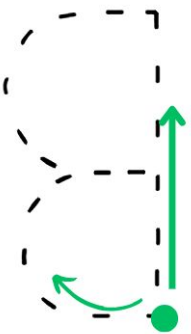
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

Now it's your turn to make the letter P. Put your finger at the top of the capital P. Pull down, back up and around. Great job! Let's try again. Let's make the lowercase p. Put your finger at the middle. Pull down, back up and around. Great work! We made a p! What letter are we making? The letter P!

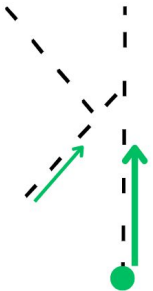
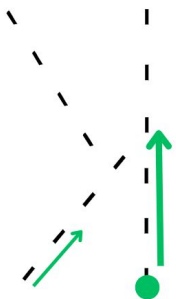
*collect letter Pp cards



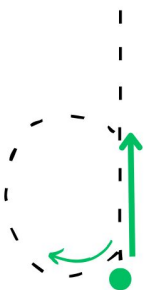
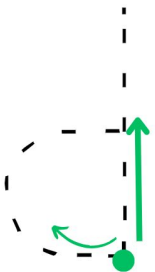
B b



K k



D d





Lesson 23

Review Letters

Explain: (point to the picture) *This a pig. Pig /p/. We write the /p/ sound with letter P.* (Trace the capital letter) *Pull down, back up and around.* (Trace the lowercase) *Pull down, back up and around.* (Point to the picture) *This is a key. Key, /k/ .* (Trace letter with finger) *K.* (Point to the picture) *This is a ball. Ball, /b/* (Trace the letters) *B.*

Review Game: Letter Match

Materials: letter cards Pp, Kk, Bb

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: letter cards Pp, Kk, Bb, lined paper and short pencils OR doodle boards

Explain: *Now we are going to practice writing the letter P.* (Pass out the paper and pencils- demonstrate and practice proper pencil grip).

Model: Use the paper and pencil to make the capital P. Say the letter name frequently as you write.

Group Practice: *Let's write the capital (uppercase) P. What letter is this? P! Pull down, back up, and around. Great job! Let's try again. Let's write the lowercase p. Pull down, back up, and around. Great work! We made a P! What letter are we making? The letter P!* (Continue with Kk and Bb if there is time)

*collect all materials

d d





Lesson 23

Wrap Up

Explain: *Today we learned the letter P.* (point to the picture) *Pig, /p/*, (point to the letter) *P. Let's say it together. Pig, /p/, P!*
Pig, /p/, P! Great work.

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Pp cards
- fly swatters or pointers (optional)

Lesson 23A

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

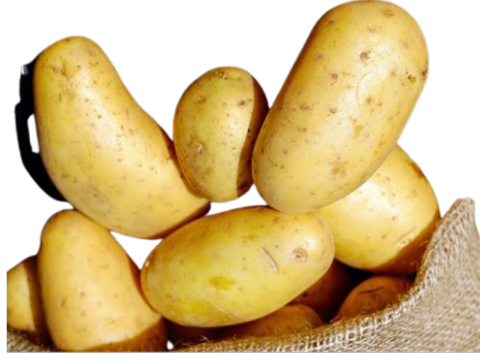
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 23A

Phonological Awareness Identifying Initial Sounds (same of different)

Materials: Pointers

Explain: *We are going to play a game and find the sound that is different than the others.*

Model: *This is a panther, porcupine, goat, and pig. I hear the /p/ sound at the beginning of panther, porcupine, and pig. The sound that is different is GOAT. GOAT starts with the /g/ sound. I will SWAT the GOAT because it does NOT start with the same sound as panther, porcupine, and pig. Let's try one together.*

Group Practice: *This is cookie, potato, pie, pancake. Say them with me as I point. Cookie, potato, pie, pancake. I hear the /p/ sound at the beginning of potato, pie, and pancake. Cookie starts with the /c/ sound. Which one doesn't belong? COOKIE. Good. Cookie starts with the /c/ sound. Potato, pie, and pancake all start with /p/. Great work!*



Error Correction Procedure

Model: *Potato, pie, and pig all start with /p/.*

Practice: *Say it with me as I point. Potato, pie, pig. I hear the /p/ sound at the beginning of each word. Say /p/.*

Praise: *Great! COOKIE does NOT start with /p/. COOKIE does not belong.*





Lesson 23A

New Letter Introduction

Explain: Point to the pig. *This is a pig. Pig. Everyone say pig. Good. I hear the /p/ sound at the beginning of pig. /p/ pig. Everyone say /p/.*

d d





Lesson 23A

New Letter Introduction

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

Pig. /p/. (point to the letter) P.

Model: *The name of the letter is P. What is the name of the letter? P! Yes!*

Group Practice: *Let's say P three times. P, P, P.*

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Lesson 23A

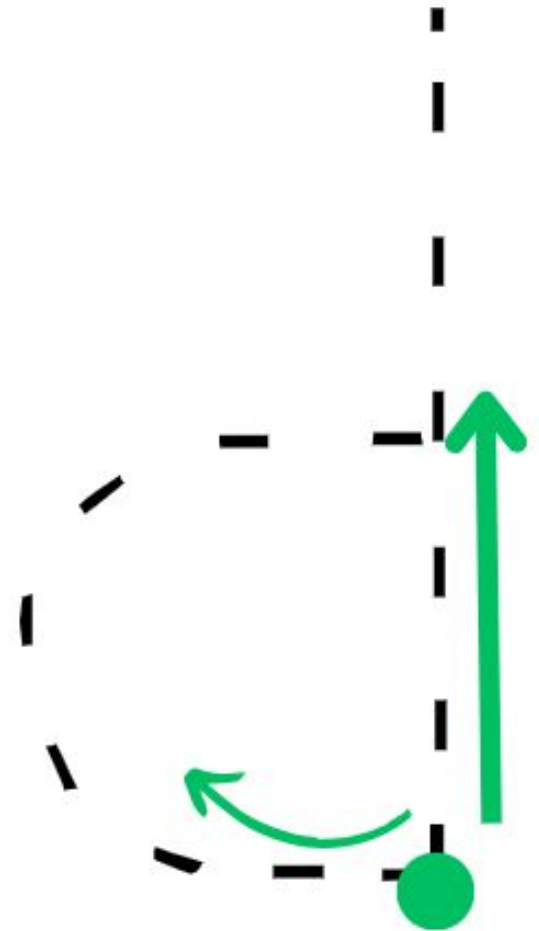
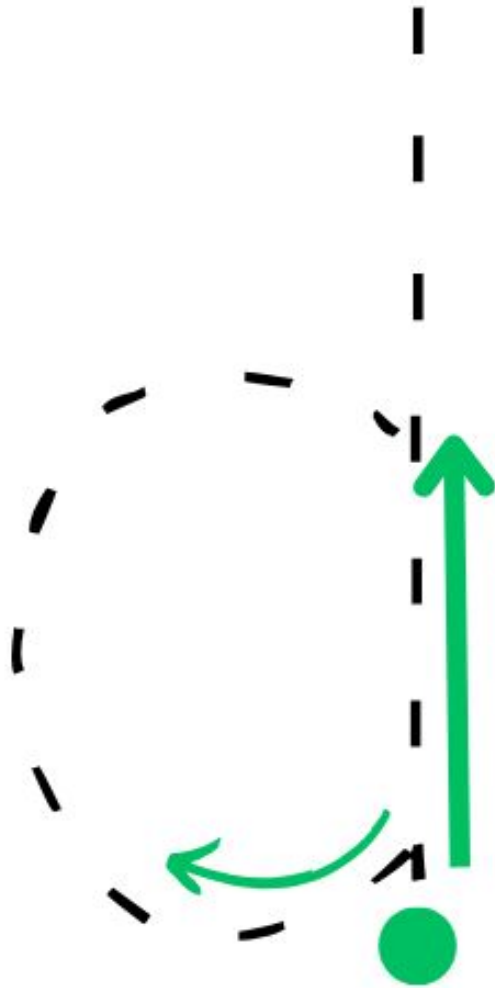
Letter Exploration

Model: Point to the pictures. *This is a pig, peach, and penny. I hear the /p/ sound at the beginning of each word.*

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

Explain: Point to the letter. *The name of this letter is P. This is the capital P and this is lowercase p. They look different, but we call them both P.*

Group Practice: Point to the letter. *Let's say the name together* (point) *P, P, P. Great!*





Lesson 23A

Letter Formation

Materials: letter Pp cards for each student

Model: *Now we are going to learn how to make the letter P. Watch me first.* (Trace with your finger while you say the directions out loud) *I use my finger and I start at the green dot.* (Capital) *Pull down, back up and around.* (Lowercase) *pull down, back up and around.*

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 P. Put your finger at the top of the capital P. Pull down, back up and around. Great job! Let's try again. Let's make the lowercase p. Put your finger at the middle. Pull down, back up and around. Great work! We made a p! What letter are we making? The letter P!

*collect letter Pp cards

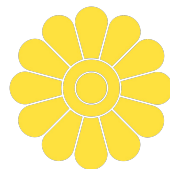


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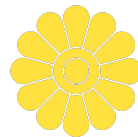


d

s



d



a

d

p

A

w



V

r

d

w



d

d

D



Lesson 23A

Review Letters

Review Game: Letter Hunt

Explain: *The letter P is all over this page, and there are also other letters and pictures. If I point to the letter P, say P and raise your hands high in the air. If I point to something that is NOT a letter P, 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 name one incorrectly. Have students repeat the correct letter name.

d d





Lesson 23A

Wrap Up

Explain: *Today we reviewed the letter P.* (point to the picture) *Pig, /p/*, (point to the letter) *P. Let's say it together. Pig, /p/, P! Pig, /p/, P! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Pp cards and 1-3 other letters to mix in
- fly swatters or pointers (optional)

Lesson 23B

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

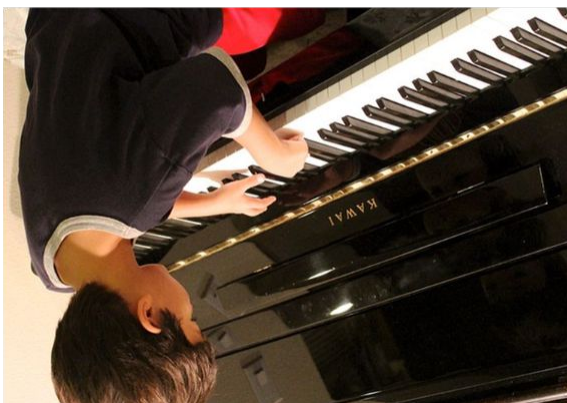
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 23B

Phonological Awareness

Identifying Initial Sounds (swat the sound that doesn't belong)

Materials: Fly swatters or pointers

Explain: *We are going to play a game and find the sound that is different than the others.*

Model: *This is a piano, picnic, and rock. I hear the /p/ sound at the beginning of piano and pig. Rock starts with the /r/ sound, so it is different. I will SWAT the ROCK because it has a different beginning sound and does not belong. Let's try one together.*

Group Practice: *This is a peach, grape, and pear. Say them with me as I point. Peach, grape, pear. I hear the /p/ sound at the beginning of potato, peach and pear. I hear the /g/ sound at the beginning of grape. Which one does NOT belong? GRAPE. Good. Grape starts with the /g/ sound. Peach and pear start with the same sound - /p/. Great work!*



Error Correction Procedure

Model: *Peach and pear both start with /p/.*

Practice: *Say it with me as I point. Peach, pear. I hear the /p/ sound at the beginning of each word. Say /p/.*

Praise: *Great! GRAPE does NOT start with /p/. GRAPE does not belong.*

d d





Lesson 23B

New Letter Introduction

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

Pig. /p/. (point to the letter) P.

Model: *The name of the letter is P. What is the name of the letter? P! Yes!*

Group Practice: *Let's say P three times. P, P, P.*

d d





Lesson 23B

Letter Exploration

Model: Point to the pictures. *This is a picnic, pear, panther. I hear the /p/ sound at the beginning of each word.*

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

Explain: Point to the letter. *The name of this letter is P. This is the capital P and this is lowercase p. They look different, but we call them both P.*

Group Practice: Point to the letter. *Let's say the name together* (point) *P, P, P. Great!*



d

d



Lesson 23B

Review Letters

Review Game: Letter Match

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

Explain: *Now we are going to practice sorting the letters into capital and lowercase. play a game. If you have a capital (uppercase) Pp on your card, put it here* (point to the capital P column). *If you have a lowercase p on your card, put it here* (point to the lowercase p column). *If you do not have a letter p, put it here* (point to the 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.

d d





Lesson 23B

Wrap Up

Explain: *Today we reviewed the letter P.* (point to the picture) *Pig, /p/*, (point to the letter) *P. Let's say it together. Pig, /p/, P! Pig, /p/, P! Great work.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Qq, Pp, Xx cards
- Paper and pencils
- fly swatters or pointers (optional)

Lesson 24

Phonological Awareness

Name Activity

Lesson Overview

New Letter: Qq

Review Letters: Pp, Xx

Review Game: Letter Match

Make the Letters: Paper and Pencil

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

Explain: *We are going to practice saying the first sound in our name.*

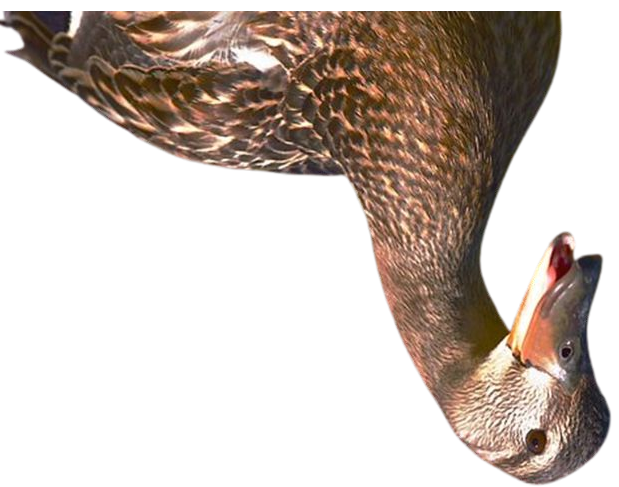
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 24

Phonological Awareness

Identifying Initial Sounds (swat the sound that doesn't belong)

Materials: Pointers

Explain: *We are going to play a game and find the sound that is different than the others.*

Model: *This is queen, quarter, and horse . I hear the /kw/ sound at the beginning of queen and quarter. The sound that is different is HORSE. Horse starts with the /h/ sound. I will SWAT the horse because it does NOT start with the same sound as queen and quarter. Let's try one together.*

Group Practice: *This is quiet, pear, and quack. Say them with me as I point. Quiet, pear, and quack. I hear the /kw/ sound at the beginning of quiet and quack. Which one doesn't belong? PEAR. Swat the pear. Good. Quiet and quack start with /kw/. Great work!*



Error Correction Procedure

Model: *Quiet and quack both start with /kw/.*

Practice: *Say it with me as I point. Quiet, quack. I hear the /kw/ sound at the beginning of each word. Say /kw/. Great! HORSE does NOT start with /kw/. HORSE does not belong.*

Praise: *Great job!*





Lesson 24

New Letter Introduction

Explain: Point to the queen. *This is a queen. Everyone say queen. Good. Queen starts with /kw/. /kw/ queen. Everyone say /kw/. Great! /kw/ is the first sound in queen.* (practice again).

bo





Lesson 24

New Letter Introduction

Explain: *We write the /kw/ sound like this* (trace the letter with your finger). *The name of this letter is Q.* (point to the picture) *Queen, /kw/,* (point to the letter) *Q.*

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

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

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

Q is round with a curl like a tail
It is regal and gentle like a queen or a quail.
Q has a close friend—the letter u—
Which follows it everywhere, old and new.
Q makes the sound of a quick-moving snap
A quiet /kw/ like your hands as they clap.

*Repeat the letter name several times with the students.

bo





Lesson 24

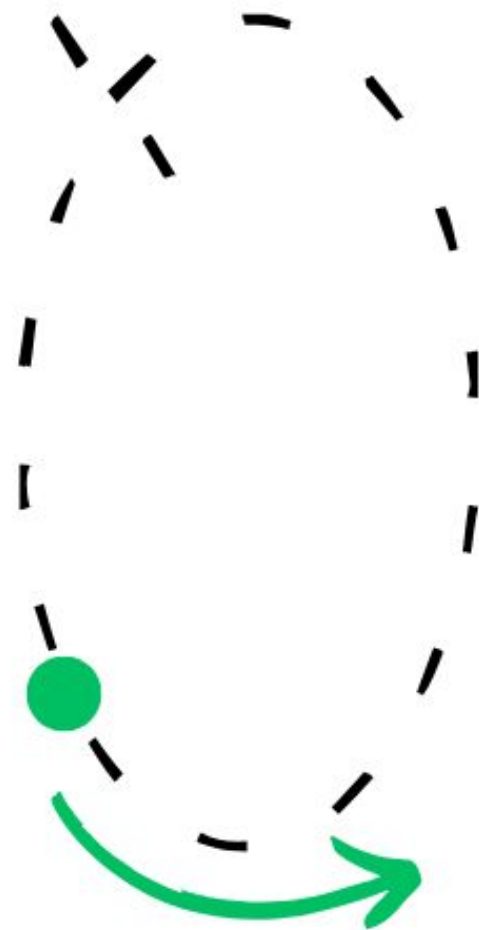
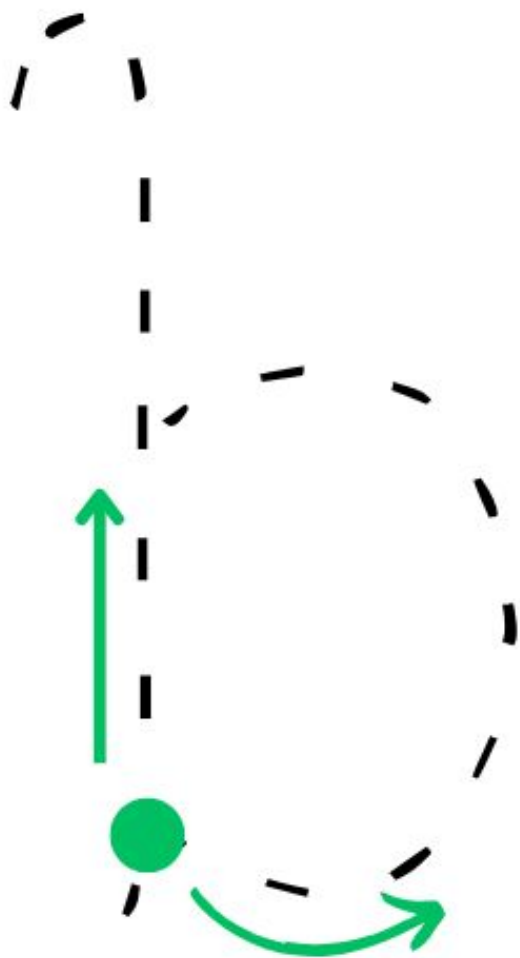
Letter Exploration

Model: Point to the pictures. *This is a queen, quail, and quilt . I hear the /kw/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (Point to each) *Queen, quail, quilt. Great job. They all start with the /kw/ sound. We write the /kw/ sound with the letter Q.*

Explain: Point to the letter. *The name of this letter is Q. This is the capital Q and this is lowercase q. They look different, but we call them both Q.*

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





Lesson 24

Letter Formation

Materials: letter Qq cards for each student

Model: *Now we are going to learn how to make the letter Q. 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, go around, and cross* (model again). *This is capital Q.* (practice with students, then model lowercase) *This is lowercase q. I put my finger at the green dot, pull back and around, back up, pull down and cross.*

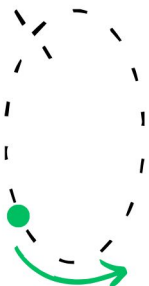
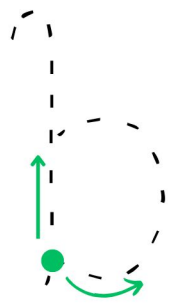
Group Practice: Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.

Now it's your turn to make the letter Q. Put your finger at the top of the Q. Pull back, go around, and cross. This is capital Q. Let's try lowercase q. Put your finger at the middle, pull back and around, back up, pull down and cross. This is lowercase q! What letter did we make? Q! Great job!

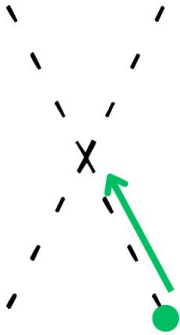
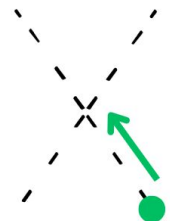
*collect letter cards



d d



b b



x x





Lesson 24

Review Letters

Explain: *This is a queen. /kw/. We write the /kw/ sound with letter Q.* (Trace the capital letter) *Pull back, go around, and cross.* (Trace the lowercase) *Pull back and around, back up, pull down and cross.* (Point to the picture) *This is an x-ray /ks/ X.* (Trace letter with finger). *This is a pig, /p/ P* (trace with your finger).

Review Game: Letter Match

Materials: letter cards Qq, Xx, Pp

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: letter cards Qq, Xx, Pp, lined paper and short pencils OR doodle boards

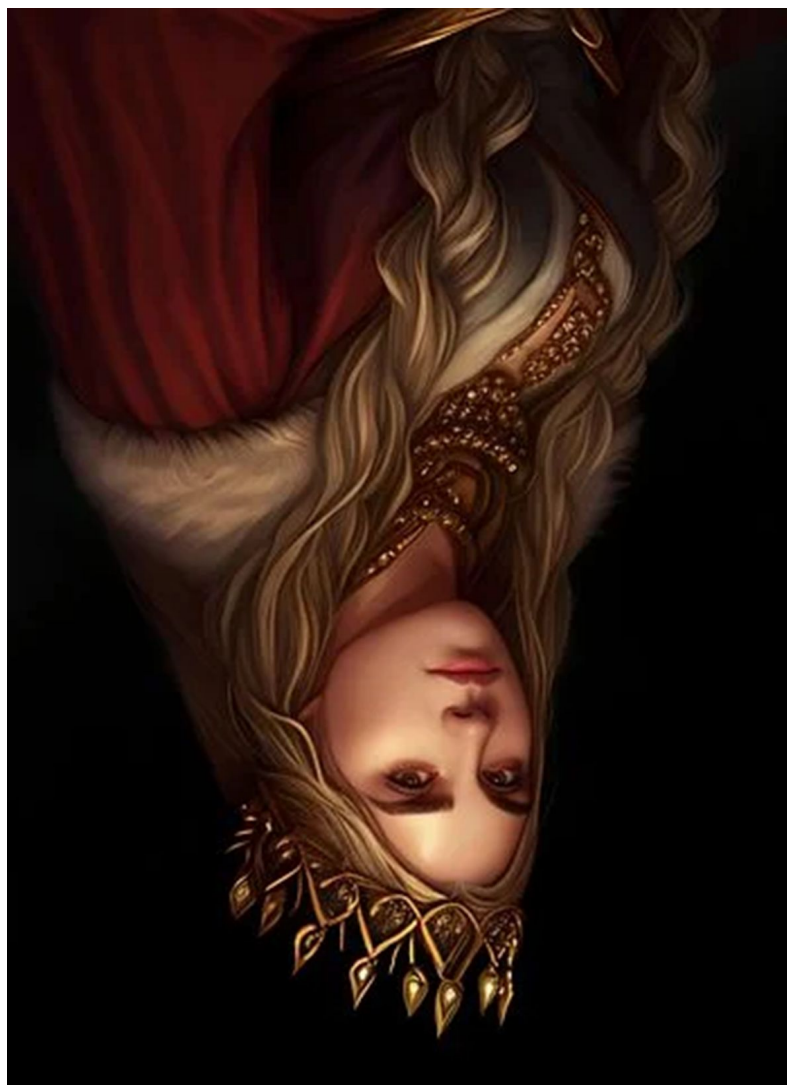
Explain: *Now we are going to practice writing the letter Q.* (Pass out the paper and pencils- demonstrate and practice proper pencil grip).

Model: Use the paper and pencil to make the capital Q. Say the letter name frequently as you write.

Group Practice: *Let's write the capital (uppercase) Q. What letter is this? Q! Pull back, go around, and cross. Great job! Let's try again. Let's write the lowercase q. Pull back and around, back up, pull down and cross. Great work! We made a Q! What letter are we making? The letter Q!* (Continue with Xx and Pp if there is time)

*collect all materials

bo





Lesson 24

Wrap Up

Explain: *Today we learned the letter Q.* (point to the picture) *Queen, /kw/,* (point to the letter) *Q. Say it with me, queen, /kw/, Q. what letter is this? Q! Great job! This is the uppercase (capital) Q and this is the lowercase q.*

*Repeat the letter name several times with the students.



My name is _____

•



Lesson Materials

- name cards
- letter Qq cards
- fly swatters or pointers (optional)

Lesson 24A

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

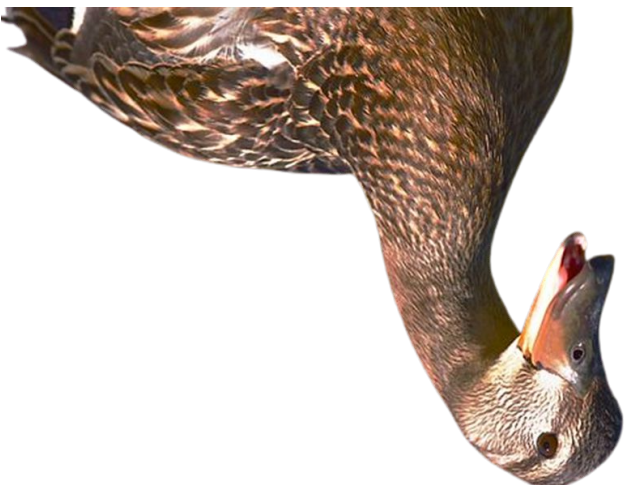
Model: Show your name card. *My name is _____. I am going to read the sentence and clap the parts in my name.* (Point to each word) *My name is Amy. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 24A

Phonological Awareness

Identifying Initial Sounds (swat the sound that doesn't belong)

Materials: Fly swatters or pointers

Explain: *We are going to play a game and find the sound that is different than the others.*

Model: *This is quiz, quick, and marshmallow . I hear the /kw/ sound at the beginning of quiz and quick. The sound that is different is marshmallow. Marshmallow starts with the /m/ sound. I will SWAT the marshmallow because it does NOT start with the same sound as quiz and quick. Let's try one together.*

Group Practice: *This is bubbles, quarter, and quack. Say them with me as I point. Bubbles, quarter, and quack. I hear the /kw/ sound at the beginning of quarter and quack. Which one doesn't belong? Bubbles. Swat the bubbles. Good. Quarter and quack start with /kw/. Great work!*



Error Correction Procedure

Model: *Quarter and quack both start with /kw/.*

Practice: *Say it with me as I point. Quarter, quack. I hear the /kw/ sound at the beginning of each word. Say /kw/. Great! Bubbles does NOT start with /kw/. Bubbles does not belong.*

Praise: *Great job!*





Lesson 24A

New Letter Introduction

Explain: Point to the queen. *This is a queen. Everyone say queen. Good. Queen starts with /kw/. /kw/ queen. Everyone say /kw/. Great! /kw/ is the first sound in queen.* (practice again)

bo





Lesson 24A

New Letter Introduction

Explain: *We write the /kw/ sound like this* (trace the letter with your finger). *The name of this letter is Q.* (point to the picture) *Queen, /kw/,* (point to the letter) *Q.*

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

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

bo





Lesson 24A

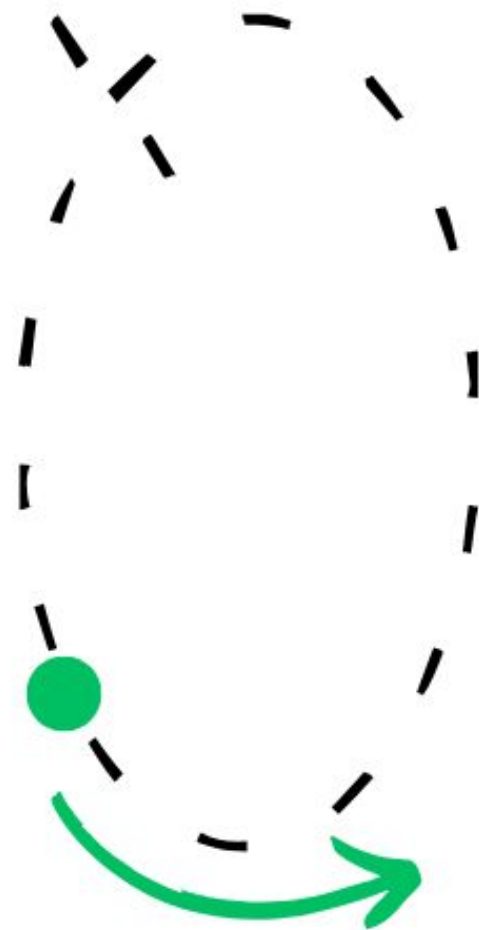
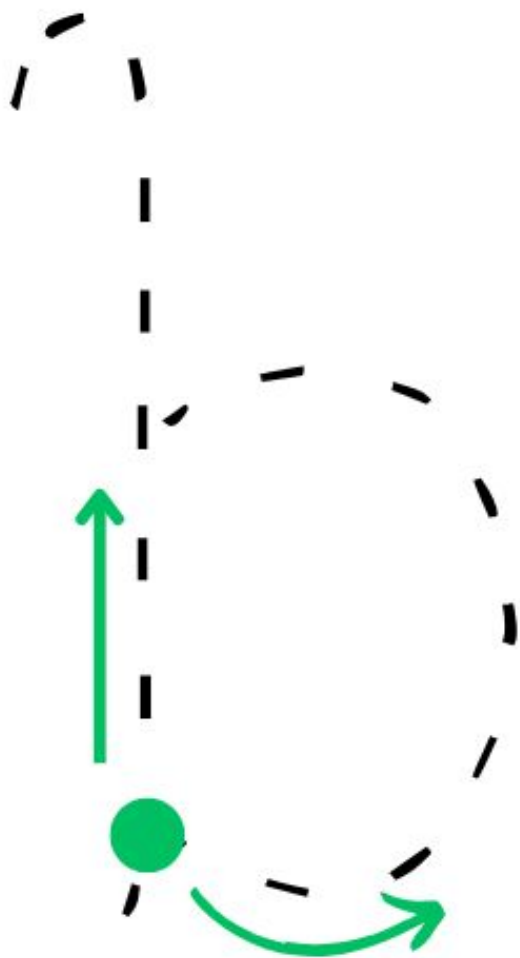
Letter Exploration

Model: Point to the pictures. *This is a queen, quail, and quilt . I hear the /kw/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (Point to each) *Queen, quail, quilt. Great job. They all start with the /kw/ sound. We write the /kw/ sound with the letter Q.*

Explain: Point to the letter. *The name of this letter is Q. This is the capital Q and this is lowercase q. They look different, but we call them both Q.*

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





Lesson 24A

Letter Formation

Materials: letter Qq cards for each student

Model: *Now we are going to learn how to make the letter Q. 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, go around, and cross* (model again). *This is capital Q.* (practice with students, then model lowercase) *This is lowercase q. I put my finger at the green dot, pull back and around, back up, pull down and cross.*

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 Q. Put your finger at the top of the Q. Pull back, go around, and cross. This is capital Q. Let's try lowercase q. Put your finger at the middle, pull back and around, back up, pull down and cross. This is lowercase q! What letter did we make? Q! Great job!

*collect letter cards



b



c

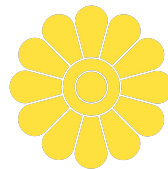
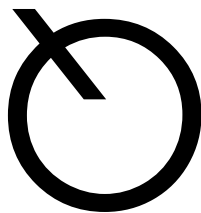
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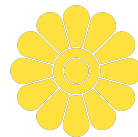
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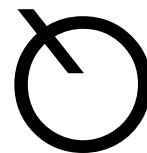
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q

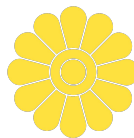
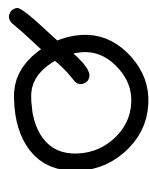
p



w



r



w



b

c

b



Lesson 24A

Review Letters

Review Game: Letter Hunt

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

*If students answer incorrectly, say the correct letter name and have students repeat it.

bo





Lesson 24A

Wrap Up

Explain: *Today we reviewed the letter Q.* (point to the picture) *Queen, /kw/,* (point to the letter) *Q. Say it with me, queen, /kw/, Q. what letter is this? Q! Great job! This is the uppercase* (capital) *Q and this is the lowercase q.*

*Repeat the letter name several times with the students.



My name is

•



Lesson Materials

- name cards
- letter Qq cards and 1-3 other letters to mix in
- fly swatters or pointers (optional)

Lesson 24B

Phonological Awareness

Name Activity

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

Explain: *We are going to practice saying the first sound in our name.*

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. The first sound in my name is /A/.*

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. Ask student to identify the first sound. Have the other students say good morning before choosing another student name card.



Error Correction Procedure

If a student is having difficulty, say the first sound in their name and have the student repeat it.





Lesson 24B

Phonological Awareness

Identifying Initial Sounds (same of different)

Materials: Fly swatters or pointers

Explain: *We are going to play a game and find the sound that is different than the others.*

Model: *This is quilt, queen and tiger . I hear the /kw/ sound at the beginning of quilt and queen. The sound that is different is tiger. Tiger starts with the /t/ sound. I will SWAT the tiger because it does NOT start with the same sound as quilt and queen. Let's try one together.*

Group Practice: *This is quail, quarter, and gum. Say them with me as I point. Quail, quarter, and gum. I hear the /kw/ sound at the beginning of quarter and quail. Which one doesn't belong? Gum. Swat the gum. Good. Quarter and quail start with /kw/. Great work!*



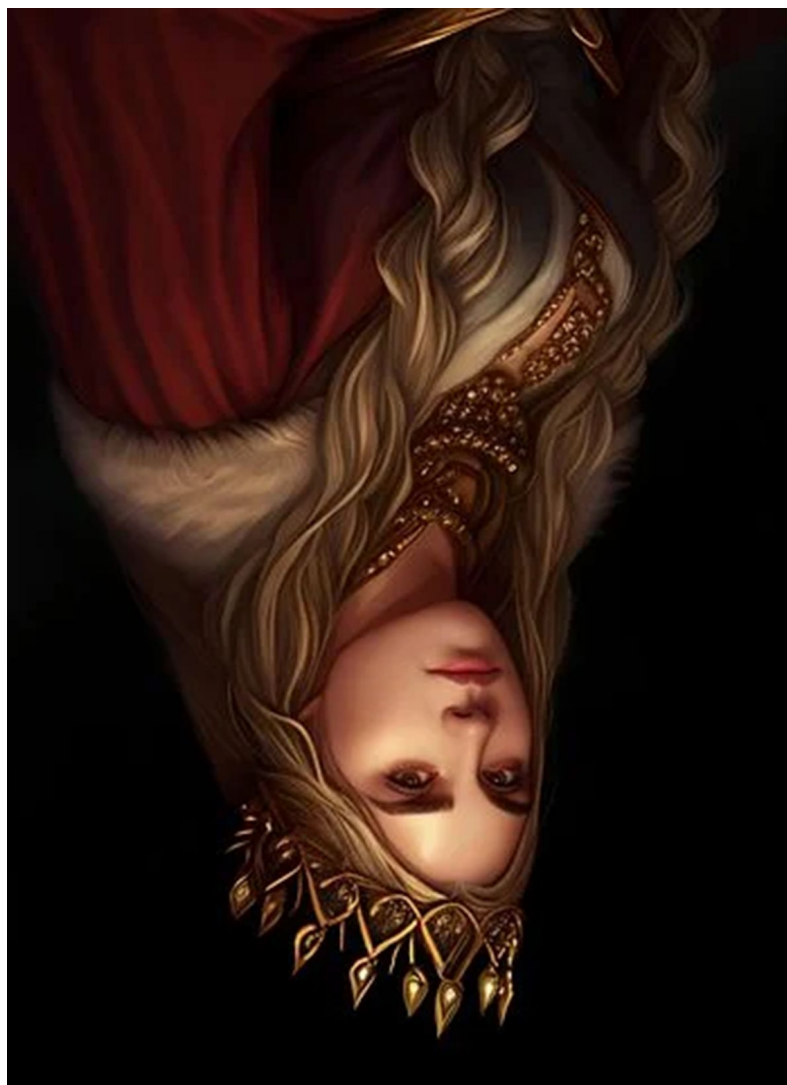
Error Correction Procedure

Model: *Quarter and quail both start with /kw/.*

Practice: *Say it with me as I point. Quarter, quail. I hear the /kw/ sound at the beginning of each word. Say /kw/.*

Praise: *Great! Gum does NOT start with /kw/. Gum does not belong.*

bo





Lesson 24B

New Letter Introduction

Explain: *We write the /kw/ sound like this* (trace the letter with your finger). *The name of this letter is Q.* (point to the picture) *Queen, /kw/,* (point to the letter) *Q.*

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

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

Q q





Lesson 24B

Letter Exploration

Model: Point to the pictures. *This is quarter, quiz, and quick. I hear the /kw/ sound at the beginning of each word.*

Group Practice: *Let's say the name of each picture together as I point.* (Point to each) Quarter, quiz, quick. Great job. They all start with the /kw/ sound. Say /kw/. We write the /kw/ sound with the letter Q.

Explain: Point to the letter. *The name of this letter is Q. This is the capital Q and this is lowercase q. They look different, but we call them both Q.*

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





Lesson 24B

Review Letters

Review Game: Letter Sort

Materials: letter Qq 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 Q on your card, match it to the letter Q on the page and say Q. If you have a lowercase q, say q and match it to the q on the page. If it is not a Q, put 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.

bo





Lesson 24B

Wrap Up

Explain: *Today we reviewed the letter Q.* (point to the picture) *Queen, /kw/,* (point to the letter) *Q. Say it with me, queen, /kw/, Q. what letter is this? Q! Great job! This is the uppercase* (capital) *Q and this is the lowercase q.*

*Repeat the letter name several times with the students.





Practice & Play Set 6

Q, J, M, V, P, T, F, I, K, O, R, X



**PROJECT
READY**
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Joyful Discoveries
Preschool Curriculum





Letters: Q, J, M, V

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

Practice & Play #1

Phonological Awareness

Initial Sounds- Same or Different

Review Game:
Letter Statues

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

Explain: *We are going to use our ears and listen for words that start with the same sound.*

Model: *Queen and quiz both start with the /kw/ sound. If I say two words that start with the same sound, repeat the sound, and give me a thumbs up. If I say two words that do NOT start with the same sound, give me a thumbs down. Let's play!*

Group Practice:

- *Say Jog, jive. Do they both start with /j/? Jog- Jive- /j/. Yes! Thumbs up!*
- *Say Mom, moose. Do they both start with /m/? Mom-Moose-/m/. Yes! Thumbs up!*
- *Say Van, vet. Do they both start with /v/? Van-Vet-/v/. Yes! Thumbs up!*
- *Say Quick, quit. Do they both start with /kw/? Quick-Quit-/kw/. Yes! Thumbs up! Great job!*

Vv



Ww



Jj



Qq



Practice & Play #1

Review Letters

Explain: *We've learned four new letters. Q, J, M, V.*

- (point to the picture) *Queen, /kw/* (trace the letters) *Q.*
- (point to the picture) *Jelly, /j/* (trace the letters) *J.*
- (point to the picture) *Mountain, /m/* (trace the letters) *M.*
- (point to the picture) *Violin, /v/* (trace the letters) *V.*

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

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

Vv



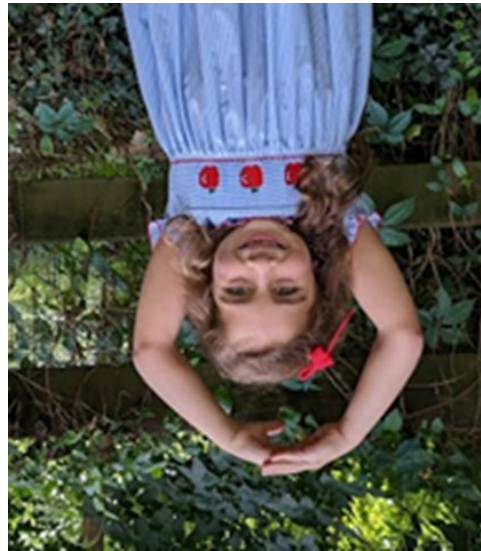
j!



Mm



Qq



Practice & Play #1

Review Game: Letter Statues

Materials: Letter Statue Card Deck

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

Model:

- *Let's start with the letter Q. Connect your hands overhead and stick out your leg and say Q!*
- *Now let's open both arms to the sky and say V! Great!*
- *For the letter M, connect both arms on the top of your head, and say M! Great!*
- *Finally, raise one hand high and one to the side- letter J!*

Group Practice: *Great job! Now, I am going to show you some cards. If you see the letter Q, J, V, 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 name and have them repeat it. If students do not form the letters with their bodies, that's okay! It's 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: P, T, F, I

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

Practice & Play #2

**Phonological Awareness
Initial Sounds- Same or Different**

Review Game:
Seek and Find
Letters

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

Explain: *We are going to use our ears and listen for words that start with the same sound.*

Model: *Car and Cat both begin with the /c/ sound. If I say two words that start with the same sound, give me a thumbs up. If I say two words that do NOT start with the same sound, give me a thumbs down. Let's play!*

Group Practice:

- *Say Pig, Pan. Do they both start with /p/? Pig-Pan-/p/. Yes! Thumbs up!*
- *Say Fan, Fun. Do they both start with /f/? Fan-Fun-/f/. Yes! Thumbs up!*
- *Say Top, Run. Do they both start with /t/? Top-Run. NO! Thumbs DOWN!*
- *Say Log, Lamb. Do they both start with /l/? Log-Lamb-/l/. Yes! Thumbs up! Great job!*

I!



Ff



Tt



Pp



Practice & Play #2

Review Letters

Explain: *We've learned lots of letters. Today we are going to talk about the letters P, T, F, I.*

Model:

- (point to the picture) *Pig, /p/* (trace the letters) *P.*
- (point to the picture) *Tiger, /t/* (trace the letters) *T.*
- (point to the picture) *Fish, /f/* (trace the letters) *F.*
- (point to the picture) *Iguana, /i/* (trace the letters) *I.*

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

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

! I

f f

t t

p p

Practice & Play #2

Review Game: Seek and Find Letters

Materials: Alphabet Letter Posters

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, and say its name.*

Model: (point to the letter) *This is the letter P. I am going to look around the room and find another P. Here! I found a P. It's your turn.*

Group Practice: *What letter is this? (Pp, Tt, Ff, Ii) 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: K, O, R, X

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

Practice & Play #3

**Phonological Awareness
Initial Sounds- Same or Different**

Review Game:
Bean Bag Toss

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

Explain: *We are going to use our ears and listen for words that start with the same sound.*

Model: *Rat and Rope both begin with the /r/ sound. If I say two words that start with the same sound, give me a thumbs up. If I say two words that do NOT start with the same sound, give me a thumbs down. Let's play!*

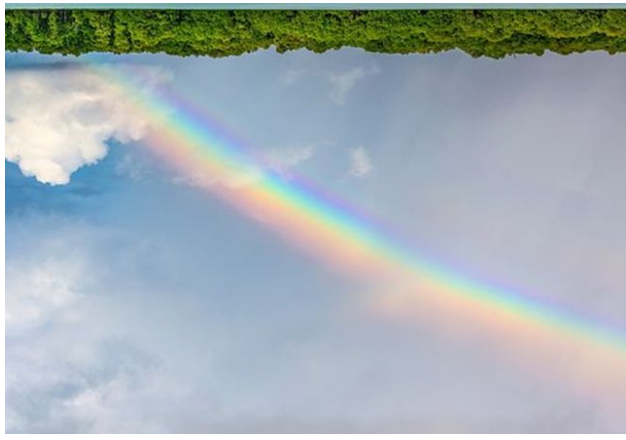
Group Practice:

- *Say Rain, Rice. Do they both start with /r/? Rain-Rice-/r/. Yes! Thumbs up!*
- *Say Ox, Otter. Do they both start with /o/? Ox-Otter-/o/. Yes! Thumbs up!*
- *Say Fish-Kite. Do they both start with the same sound? Fish-Kite. NO! Thumbs DOWN!*
- *Say Cone-Coat. Do they both start with /c/? Cone-Coat-/c/. Yes! Thumbs up! Great job!*

Xx



Rr



Oo



Kk



Practice & Play #3

Review Letters

Explain: *We've learned these 4 letters. K, O, R, X.*

Model:

- (point to the picture) *Kite, /k/* (trace the letters) *K.*
- (point to the picture) *Octopus, /o/* (trace the letters) *O.*
- (point to the picture) *Rainbow, /r/* (trace the letters) *R.*
- (point to the picture) *X-ray, /ks/* (trace the letters) *X.*

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

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

xx

Rr

oo

Kk

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 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.*

The teacher fills in letters on game boards using a dry erase marker. Customize the board to meet the needs of your students (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 K. I am going to find K on my board and toss the bean bag onto it while I say the letter name. K!*

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)



