

# Alphabetics

## PROJECT READY

#2: A, S, H, Z







### Materials Needed:

- name cards
- letter A, C, M cards
- magic paintbrush
- dog finger puppets

# LESSON 5

## Phonological Awareness

### Overview

New Letter: A

Review Letter: Cc, Mm

Review Game: Letter Sort

Make the Letters: magic paintbrush

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



### Error Correction Procedure

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



**My name is \_\_\_\_\_.**

# LESSON 5

## Phonological Awareness: Blending Syllables

### Overview

New Letter: A

Review Letter: Cc, Mm

Review Game: Letter Sort

Make the Letters: magic paintbrush

**Materials:** Dog Finger Puppets, Hand puppet with mouth that moves

### Outline of Activity:

Explain: "Words can be broken up into smaller word parts. These parts are called syllables, they are the smaller parts of words. My friend here, Daisy Dog, likes to say some words by breaking them into syllables. I want to see if you can help me figure out what she is saying."

Model: Daisy: "Hi everyone! I am Daisy Dog and I love going to the zoo and seeing the e-le-phants!"

Teacher: "Hmmm. Daisy loves to see the e-le-phants at the zoo. OH! E-le-phants, those are the syllables/word parts for elephants!"

Practice: Continue to tell a story with Daisy (see next card) breaking key words into syllables and asking the children to help you know what Daisy is saying.

### \*Going to the Zoo

The other day I went to the zoo with my friend **Is-a-bell-a** (Isabella). I was so excited to spend the day with my **won-der-ful** (wonderful) friend. We walked all around the zoo. We saw lots of **an-i-mal** (animal) friends. **Is-a-bell-a** (Isabella) liked the **mon-keys** (monkeys) the best but, my favorite was the **e-le-phant** (elephant). It was a great day!

Expand: Tell other stories with Daisy in a similar way



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



### Error Correction Procedure

Model: "E-le-phant. Elephant."

Practice: "Do it with me. E-le-phant. Elephant"

Praise: "Good! E-le-phant are the parts of the word elephant.."



# LESSON 5

## New Letter Introduction

Explain: Point to the apple.

"This is an apple. Everyone say apple. Good. Apple starts with the /a/ sound. /a/ apple.

Everyone say /a/. (practice again).

## Overview

New Letter: A

Review Letter: Cc, Mm

Review Game: Letter Sort

Make the Letters: magic paintbrush

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







# LESSON 5

New Letter: A  
Review Letter: Cc, Mm  
Review Game: Letter Sort  
Make the Letters: magic paintbrush

## New Letter Introduction

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

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

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

A is an astronaut, proud in it's stance.

It's the tartness of apples and the act of a dance.

It often shows up just a few minutes late

But it always makes sure that you shut your front gate.

A is in apple, alligator, and ant.

It makes an "aaa" sound like a just-watered plant.

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



A a



# LESSON 5

## Letter Exploration

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

3

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

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





Aa

# LESSON 5

## **Letter Formation** *\*pull the letter A cards from your kit*

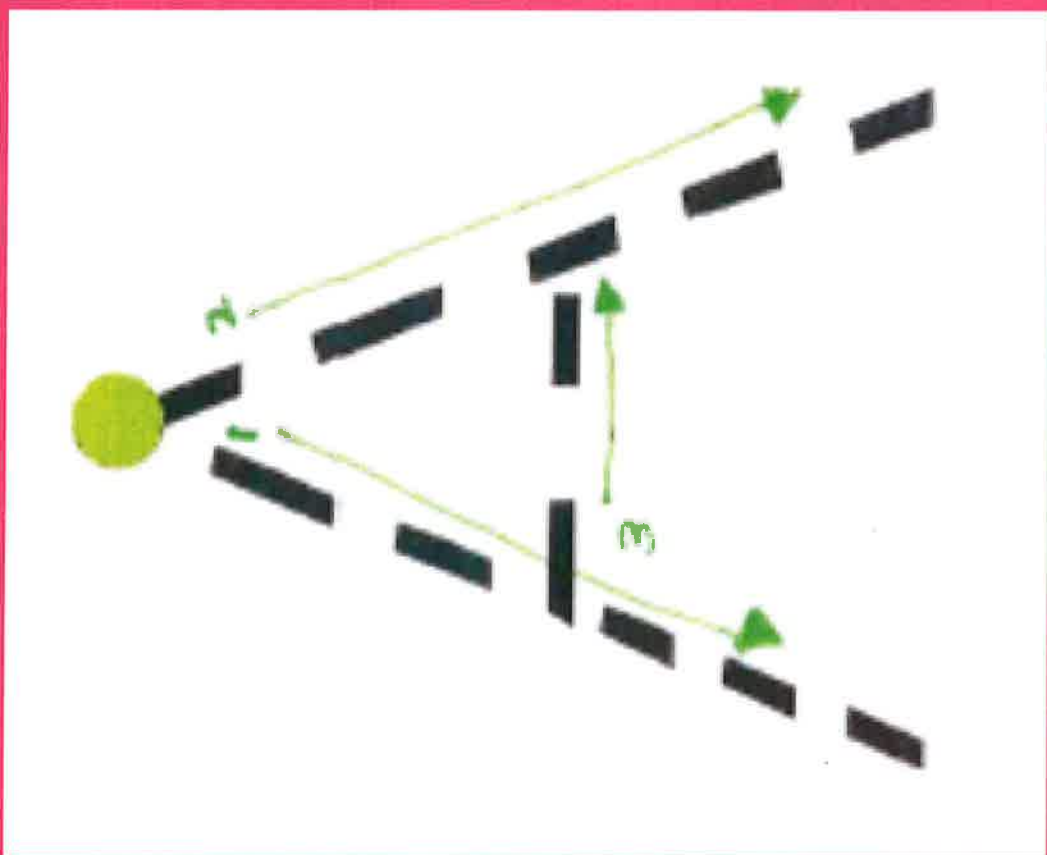
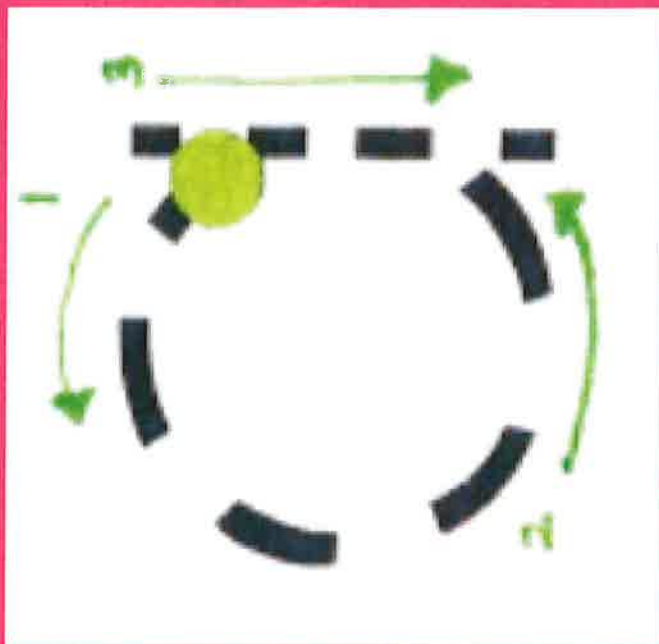
Explain: "Now we are going to learn how to make the letter A. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. (Capital) Slide down, slide down, pull across. (Lowercase) Pull back and around, pull up, pull down."

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

"Now it's your turn to make the letter A. Put your finger at the top of the capital A. Slide down, slide down, pull across. Great job! Let's try again. Let's write the lowercase t. Put your finger at the top. Pull back and around, pull up, pull down. Great work! We made an a! What letter are we making? The letter A!"  
*\*collect letter Aa cards*



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



# LESSON 5

New Letter: A

Review Letter: Cc, Mm

Review Game: Letter Sort

Make the Letters: magic paintbrush

## Review Letters

Explain: (point to the picture) This is an apple. /a/ Apple. We write the /a/ sound with letter A. (Trace the capital letter) Slide down, slide down, pull across. (Trace the lowercase) Pull back and around, pull up, pull down. (Point to the picture) This is a cat. Cat, /c/ C. (Trace letter with finger). Pull back and go around. (Point to the picture) This is a mountain. Mountain /m/ M. (Trace the capital letter) Pull down, slide down, pull up, slide down. (Trace the lowercase letter) Pull down, pull up over and down, up over and down.

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: paintbrushes and small notebooks

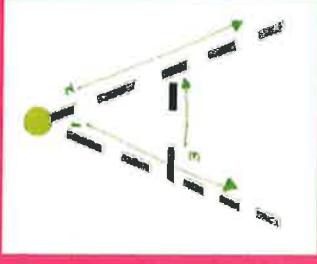
Explain: "Now we are going to practice forming the letter A." (Pass out notebooks with the letters Aa, Cc, and Mm written on each page, and pass out paintbrushes and 'invisible' paint.) Let's paint the capital A. What letter is this? A! Great! Pull down, slide down, pull across. Great! Let's paint the little a. What letter is this? a! Great! Pull back and around, pull up, pull down. Let's say the name of the letter 3 times! a, a, a! Great job!" Continue with C and M if time.

*\*collect all materials*

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



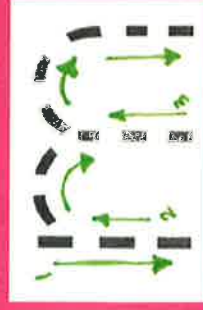
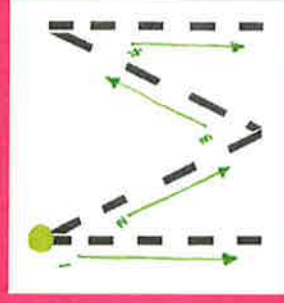
# Aa



# Cc



# Mm



# LESSON 5

## Wrap-up

Explain: "Today we learned the letter A. (point to the picture) Apple, /a/, (point to the letter) A. Let's say it together. Apple, /a/, A! Apple, /a/, A! Great work."

New Letter: Aa

Review Letter: Cc, Mm

Review Game: Letter Sort

Make the Letters: Magic paintbrush

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



A a



# LESSON 5A

## Phonological Awareness

### Materials Needed:

- name cards
- letter Aa cards
- dog finger puppets

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



### Error Correction Procedure

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



**My name is** \_\_\_\_\_.

# LESSON 5A

## Phonological Awareness: Blending Syllables

**Materials:** Dog Finger Puppets (used as pointers) , hand puppet for teacher

### Outline of Activity:

Explain: "We are going to play *Guess My Word* with Daisy Dog."

Model: "Daisy is going to say word parts. You put the parts together and tell me what Daisy is saying."

Practice: "My word is a-pple. Apple! Daisy wants the apple!" Repeat with other picture words.

"Al-li-ga-tor"

"As-tro-naut"

*\*have students repeat the syllables and support them in blending the word together*



Use common classroom items to practice breaking words into syllables (table, paper, etc.)



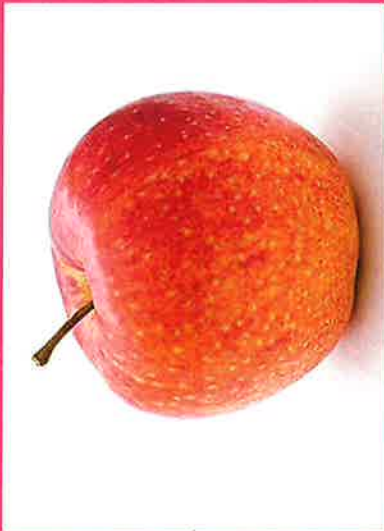
### Error Correction Procedure

Model: Point "This is an alligator. Al-li-ga-tor Alligator. ""

Practice: "Point with me and say al-li-ga-tor. Alligator!"

Praise: "Good! This is the alligator!"





# LESSON 5A

## New Letter Introduction

Explain: Point to the apple.

"This is an apple. Everyone say apple. Good. Apple starts with the /a/ sound. /a/ apple.

Everyone say /a/. (practice again).

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







# LESSON 5A

## New Letter Introduction

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

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

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



A a



# LESSON 5A

## Letter Exploration

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

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

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





Aa

# LESSON 5A


## **Letter Formation** *\*pull the letter A cards from your kit*

Explain: "Now I'm going to remind you how to make the letter A. 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, pull across. (Lowercase) Pull back and around, pull up, pull down."

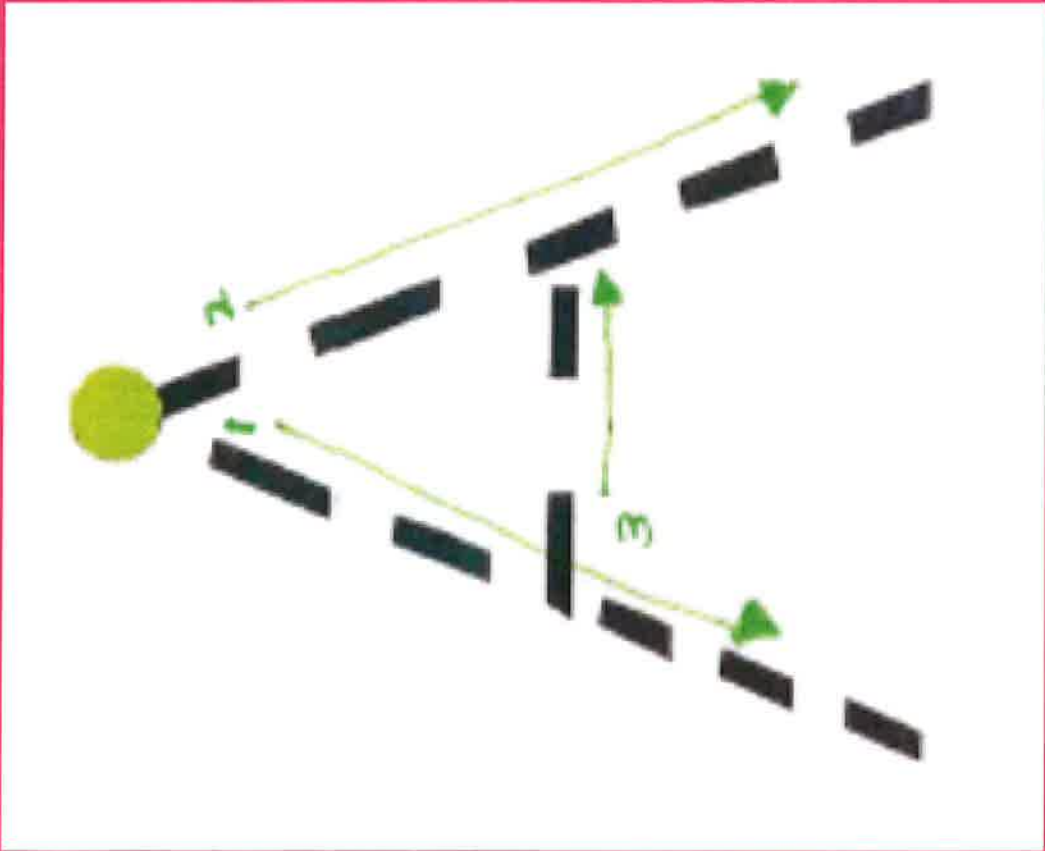
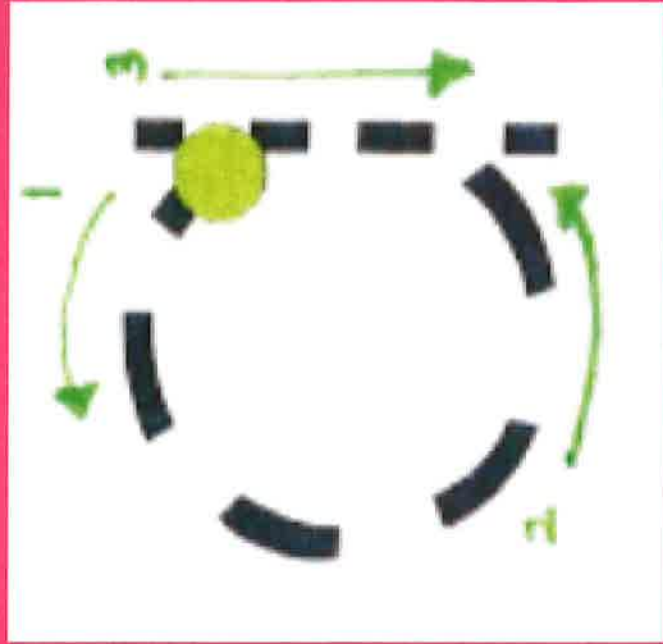
Student Practice: (Pass out letter cards to each student. Start with the capital letter, practice, and then practice the lowercase. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter A. Put your finger at the top of the capital A. Slide down, slide down, pull across. Great job! Let's try again. Let's write the lowercase t. Put your finger at the top. Pull back and around, pull up, pull down. Great work! We made an a! What letter are we making? The letter A!"

*\*collect letter Aa cards*



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



# LESSON 5A

## Review Letters

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

Review Game: Letter Hunt

## Letter Hunt

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







c

A



A



a

M

a



T



m

A



T



m

a



# LESSON 5A

## Wrap-up

Explain: "Today we reviewed the letter A. (point to the picture) Apple, /a/, (point to the letter) A. Let's say it together. Apple, /a/, A! Apple, /a/, A! Great work."

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



A a



# LESSON 5B

## Phonological Awareness

### Materials Needed:

- name cards
- letter A cards and 1-3 other letters to mix in
- dog finger puppets

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



### Error Correction Procedure

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



**My name is \_\_\_\_\_.**

# LESSON 5B

## Phonological Awareness: Blending Syllables

**Materials:** Dog Finger Puppets (used as pointers) , hand puppet for teacher

### Outline of Activity:

Explain: "We are going to play *Guess My Word* with Daisy Dog."

Model: "This is applesauce, actor, and ambulance. Daisy is going to say word parts. You put the parts together and tell me what Daisy is saying."

Practice: "My word is a-p-ple-sauce. Applesauce! Daisy wants the applesauce!" Repeat with other picture words.

"Ac-tor"

"Am-bu-lance"

*\*have students repeat the syllables and support them in blending the word together*



Use common classroom items to practice breaking words into syllables (table, pa-per, etc.)



### Error Correction Procedure

Model: Point "This is an alligator. Al-li-ga-tor Alligator. ""

Practice: "Point with me and say al-li-ga-tor. Alligator!"

Praise: "Good! This is the alligator!"





# LESSON 5B

## New Letter Introduction

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

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

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





A a



# LESSON 5B

## Letter Exploration

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

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

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





# Ad

# LESSON 5B

## Review Game

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

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

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

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



A

a



# LESSON 5B

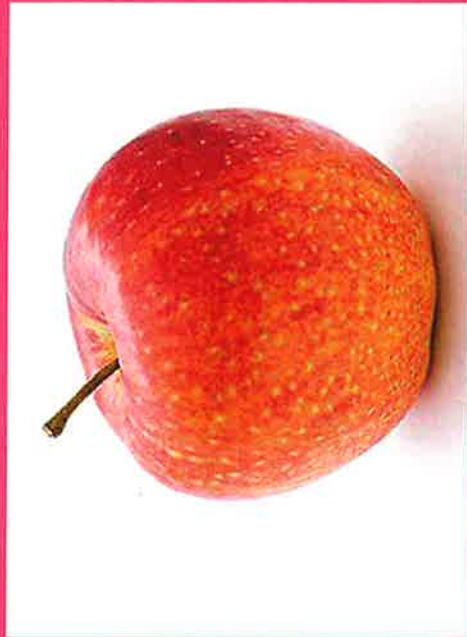
## Wrap-up

Explain: "Today we reviewed the letter A. (point to the picture) Apple, /a/, (point to the letter) A. Let's say it together. Apple, /a/, A! Apple, /a/, A! Great work."

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



A a



# LESSON 6

## Phonological Awareness

New Letter: Ss

Review Letter: Tt, Aa

Review Game: Letter Sort

Make the Letters: Monkey Noodles

### Materials Needed:

- name cards
- letter S, T and A cards
- backpack picture or post-it note for PA game

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.

Clap a friend's name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.





**My name is** \_\_\_\_\_.

# LESSON 6

## Phonological Awareness: Blending Syllables

New Letter: Ss  
Review Letter: Tt, Aa  
Review Game: Letter Sort  
Make the Letters: Monkey  
noodles

**Materials:** Backpack picture or post-it note to cover the pictures

### Outline of Activity:

Explain: Show the pictures on the next page. "This is a sandwich, spaghetti, and sunflower. We are going to play *Guess What's in My Bag*. I will say the parts of the word and you will tell me what is hiding in the bag!"

Model: Cover the sandwich picture "This is a sand-wich. What is hiding in my bag? a sandwich! Now it's your turn.

Practice: Cover each picture and say the syllables. Have students repeat the syllable and blend the word.

"This is spa-ghe-tti!"

"This is a sun-flow-er!"

This is a sand-wich!"



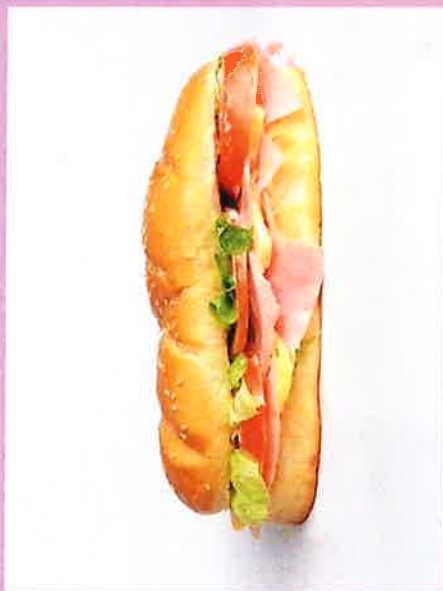
### Error Correction Procedure

Model: "Sand-wich. Sandwich."

Practice: "Say sand-wich. Now say sandwich!"

Praise: "Good! This is a sandwich!"





# LESSON 6

## New Letter Introduction

Explain: Point to the sunflower. "This is a sunflower. Everyone say sunflower. Good. Sunflower starts with /s/. /s/ Sunflower. Everyone say /s/. (practice again)"

New Letter: Ss

Review Letter: Tt, Aa

Review Game: Letter Sort

Make the Letters: Monkey Noodles

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





# LESSON 6

## **New Letter Introduction**

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

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

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

*S makes the shape of a slithering snake.*

*It feels good on your tongue like a smoothie or shake.*

*S can be silky-so smooth and soft.*

*It's in sneeze and in sleepy- but never in cough.*

*S is a sound which you push through your teeth.*

*A simmering sssss like the wind on a leaf.*

**New Letter:** Ss

**Review Letter:** Tt, Aa

**Review Game:** Letter Sort

**Make the Letters:** Monkey  
Noodles

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



55



# LESSON 6

**New Letter:** Ss

**Review Letter:** Tt, Aa

**Review Game:** Letter Sort

**Make the Letters:** Monkey Noodles

## **Letter Exploration**

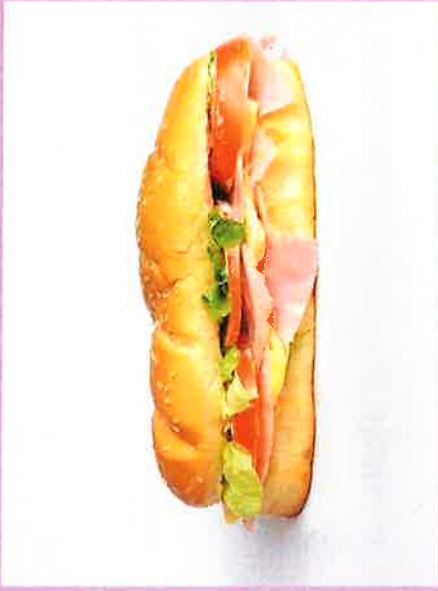
**Identify the Target Pictures:** Point to the pictures "This is a sunflower, seahorse, and sandwich . I hear the /s/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Sunflower, seahorse, sandwich. Great job. They all start with the /s/ sound.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

**Explain:** Point to the letter. "The name of this letter is s. This is the capital S and this is lowercase s. They look the same! Let's practice saying the letter S together 3 times. S, S, S! Great!"

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







S S

# LESSON 6

**Letter Formation** *\*pull the letter S cards from your kit*

Explain: "Now we are going to learn how to make the letter S. 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, go around again, and up. (model again). This is letter S.

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 S. Put your finger on the top of the s. Pull back, go around, go around again, and up. Great job! Let's try again. Let's write the letter s. Put your finger at the top. Pull back, go around, go around again, and up. Great work! We made the letter s. What letter did we make? S! Great job!"

*\*collect letter cards*

**New Letter:** Ss

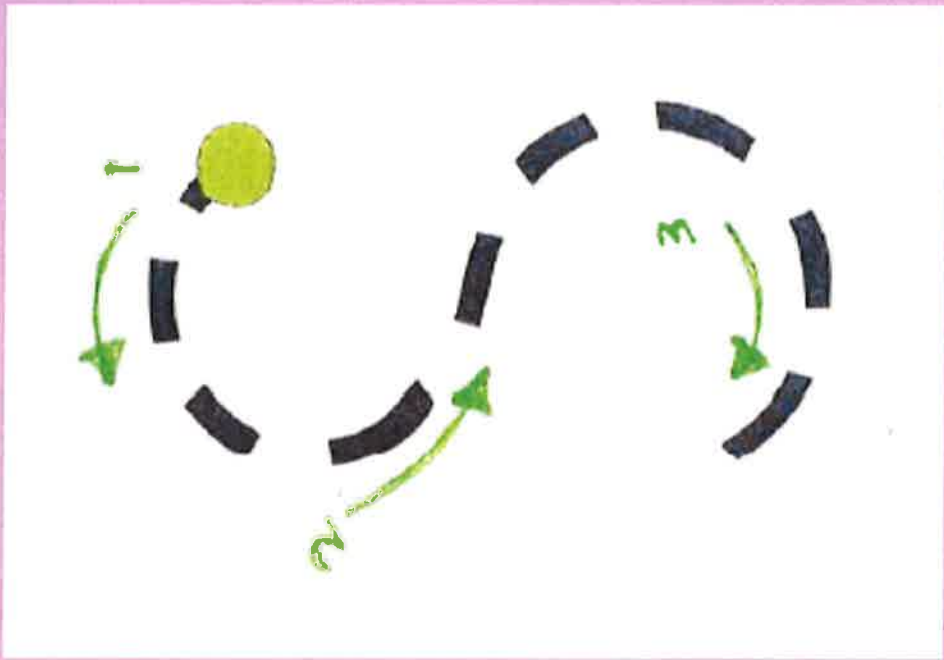
**Review Letter:** Tt, Aa

**Review Game:** Letter Sort

**Make the Letters:** Monkey Noodles

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





# LESSON 6

New Letter: Ss

Review Letter: Tt, Aa

Review Game: Letter Sort

Make the Letters: Monkey Noodles

## Review Letters

**Materials:** monkey noodles, letter s, t, a cards,

Explain: (point to the picture) This is a sunflower. /S/ Sunflower. We write the /s/ sound with letter S.

(Trace the letter) Pull back, go around, go around again, and up. (Point to the picture) This is a tiger. Tiger /t/ T. (Trace letter with finger). This is an apple. Apple /a/ a. (trace with your finger)

## Make the Letters

**Materials:** letter cards, monkey noodles

Explain: "Now we are going to practice making the S." Model forming the s using a monkey noodle, and have students practice saying the letter names as they form the letters. "Pull back, go around, go around again and pull up. This is the letter s. What letter? S! Great! *\*continue with other letters if time.*

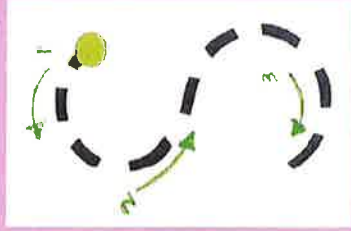
Practice (Game): Pass out letter T, A, and S cards to each student. "We are going to play a game. When it's your turn, flip over one of your cards, say its name, and match it to the picture."

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

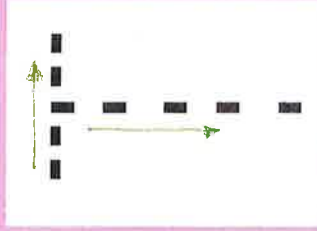




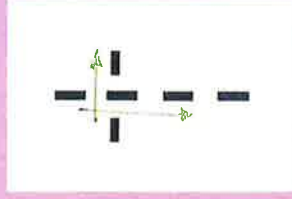
S S



T T



A a



# LESSON 6

## Wrap-up

Explain: "Today we learned the letter S. (point to the picture) Sunflower, /s/, (point to the letter) S. Say it with me, sunflower, /s/, S. what letter is this? S! Great job!"

New Letter: S

Review Letter: Tt, Aa

Review Game: Letter Sort

Make the Letters: Monkey Noodles

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



स  
स



# LESSON 6A

## Phonological Awareness

### Materials Needed:

- name cards
- letter Ss cards

**Materials:** *My name is \_\_\_\_\_* page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.

Clap a friend's name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.





**My name is \_\_\_\_\_.**

# LESSON 6A

## Phonological Awareness: Blending Syllables

**Materials:** Backpack picture or post-it note to cover the pictures

### Outline of Activity:

Explain: Show the pictures on the next page. "This is sunglasses, sunroof, and staircase. We are going to play *Guess What's in My Bag*. I will say the parts of the word, and you will tell me what is hiding in the bag!"

Model: Cover the sunglasses picture "These are sun-glass-es. What is hiding in my bag? Sunglasses! Now it's your turn.

Practice: Cover each picture and say the syllables. Have students repeat the syllables and blend the word.

"This is sun-roof"

"This is a stair-case"

These are sun-glass-es"



### Error Correction Procedure

Model: "Sun-roof"

Practice: "Say sun-roof. Now say sunroof."

Praise: "Good! This is a sunroof!"





# LESSON 6A

## New Letter Introduction

Explain: Point to the sunflower. "This is a sunflower. Everyone say sunflower. Good. Sunflower starts with /s/. /s/ Sunflower. Everyone say /s/. (practice again)"

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





# LESSON 6A

## New Letter Introduction

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

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

Repeat the letter name several times with the students.



س  
س



# LESSON 6A

## Letter Exploration

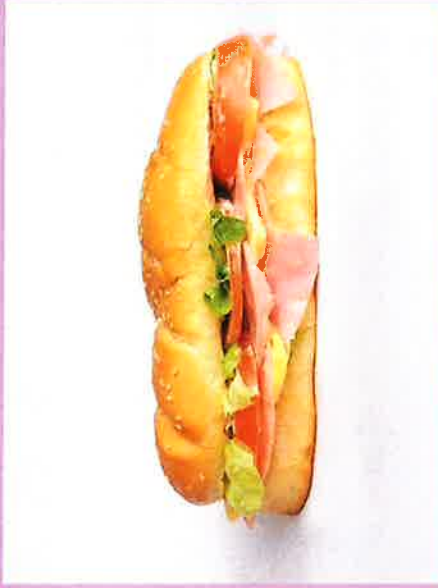
Identify the Target Pictures: Point to the pictures "This is a sunflower, seahorse, and sandwich . I hear the /s/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Sunflower, seahorse, sandwich. Great job. They all start with the /s/ sound.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

Explain: Point to the letter. "The name of this letter is s. This is the capital S and this is lowercase s. They look the same! Let's practice saying the letter S together 3 times. S, S, S! Great!"

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







S S

# LESSON 6A

## Letter Formation *\*pull the letter S cards from your kit*

Explain: "Now I'm going to remind you how to make the letter S. 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, go around again, and up. (model again). This is letter S.

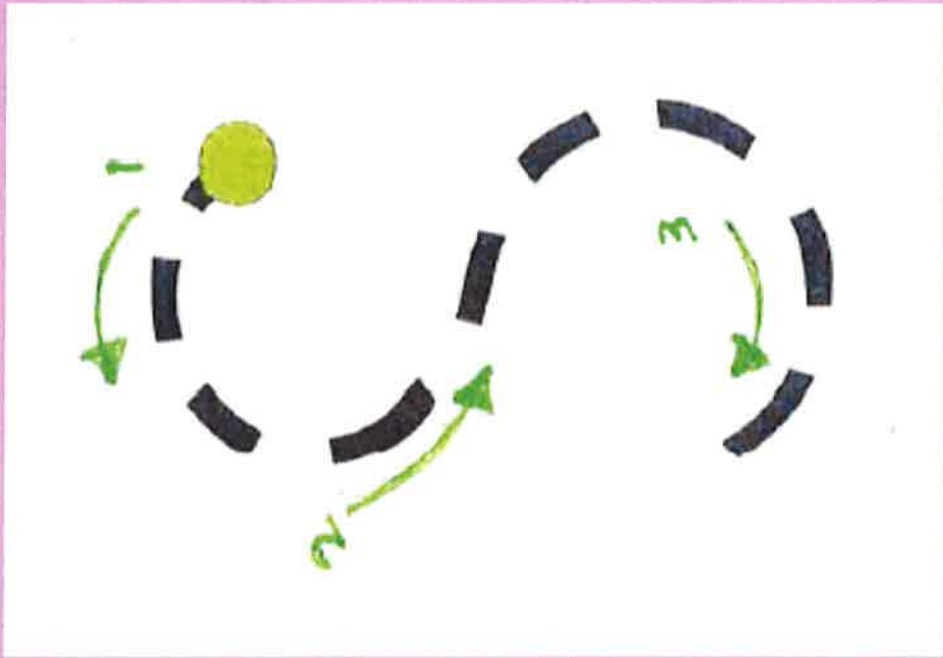
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

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

*\*collect letter cards*

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





# LESSON 6A

## Review Letters

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

Review Game: Letter Hunt  
**Letter Hunt**

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





c

A



T

s

s



s

s



s



s



a

O



m



s

s



# LESSON 6A

## Wrap-up

Explain: "Today we learned the letter S. (point to the picture) Sunflower, /s/, (point to the letter) S. Say it with me, sunflower, /s/, S. what letter is this? S! Great job!"

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



स  
स



# LESSON 6B

## Phonological Awareness

### Materials Needed:

- name cards
- Letter Ss cards and 1-3 other letters

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.

Clap a friend's name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.





**My name is \_\_\_\_\_.**

# LESSON 6B

## Phonological Awareness: Blending Syllables

**Materials:** Backpack picture or post-it note to cover the pictures

### Outline of Activity:

Explain: Show the pictures on the next page. "This is sofa, sunscreen, and seven. We are going to play *Guess What's in My Bag*. I will say the parts of the word, and you will tell me what is hiding in the bag!"

Model: Cover the sunglasses picture "This is a so-fa. What is hiding in my bag? A sofa! Now it's your turn.

Practice: Cover each picture and say the syllables. Have students repeat the syllables and blend the word.

"This is sun-screen"

"This is a sev-en"

This is a so-fa"



### Error Correction Procedure

Model: "Sun-screen"

Practice: "Say sun-screen. Now say sunscreen."

Praise: "Good! This is sunscreen!"





# LESSON 6B

## New Letter Introduction

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

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

Repeat the letter name several times with the students.



س  
س



# LESSON 6B

## Letter Exploration

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

Explain: Point to the letter. "The name of this letter is s. This is the capital S and this is lowercase s. They look the same! Let's practice saying the letter S together 3 times. S, S, S! Great!"

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





Ss

# LESSON 6B

## Review Game

Materials: *pull letter s 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 s on your card, match it to the letter s on the page and say s. If it is not an s, put it here (last column)."

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

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







S

# LESSON 6B

## Wrap-up

Explain: "Today we learned the letter S. (point to the picture) Sunflower, /s/, (point to the letter) S. Say it with me, sunflower, /s/, S. what letter is this? S! Great job!"

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



س  
س







- Materials Needed:**
- name cards
  - letter Hh, Mm, Ss cards
  - wiki stix

# LESSON 7

## Phonological Awareness

- Overview**
- New Letter: Hh
  - Review Letter: Mm, Ss
  - Review Game: Letter Sort
  - Make the Letters: wiki stix


**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.

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



**My name is** \_\_\_\_\_.

# LESSON 7

## Phonological Awareness: Segmenting Syllables

New Letter: Hh  
Review Letter: Mm, Ss  
Review Game: Letter Sort  
Make the Letters: wikki stix

### Materials:

### Outline of Activity:

Explain: Clap your hands (once for each syllable) . "To-day we are go-ing to find the nat-ur-al rhy-thm of words. We are go-ing to clap to the rhy-thm. Let's clap the parts of words."

Model: "First, I will say a word and I will clap once for each part in the word." Say "homework." Clap once for each syllable. "Home-work." Do it again and encourage the children to clap the word homework with you.

Practice: "Your turn! Say hotdog. Now Clap the parts in hotdog. Hot-dog. Good! Say hippo. Now let's clap the parts: hip-po. Say hammer. Now clap the parts: ham-mer. Great job!"

Expand: Have students think of new words and clap their parts independently



"Let's clap the word carpet.  
Car-pet!"



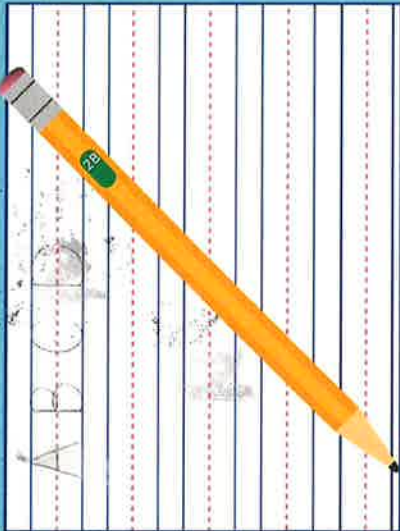
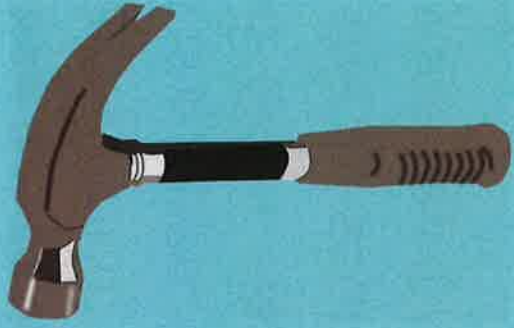
### Error Correction Procedure

Model: "Hammer. Ham-mer"

Practice: "Do it with me. Ham-mer. Hammer!

Praise: "Good! ham-mer are the parts of the word hammer."





# LESSON 7

## New Letter Introduction

Explain: Point to the hippo.

"This is a hippo. Everyone say hippo. Good. Hippo starts with the /h/ sound. /h/ hippo.

Everyone say /h/. (practice again).

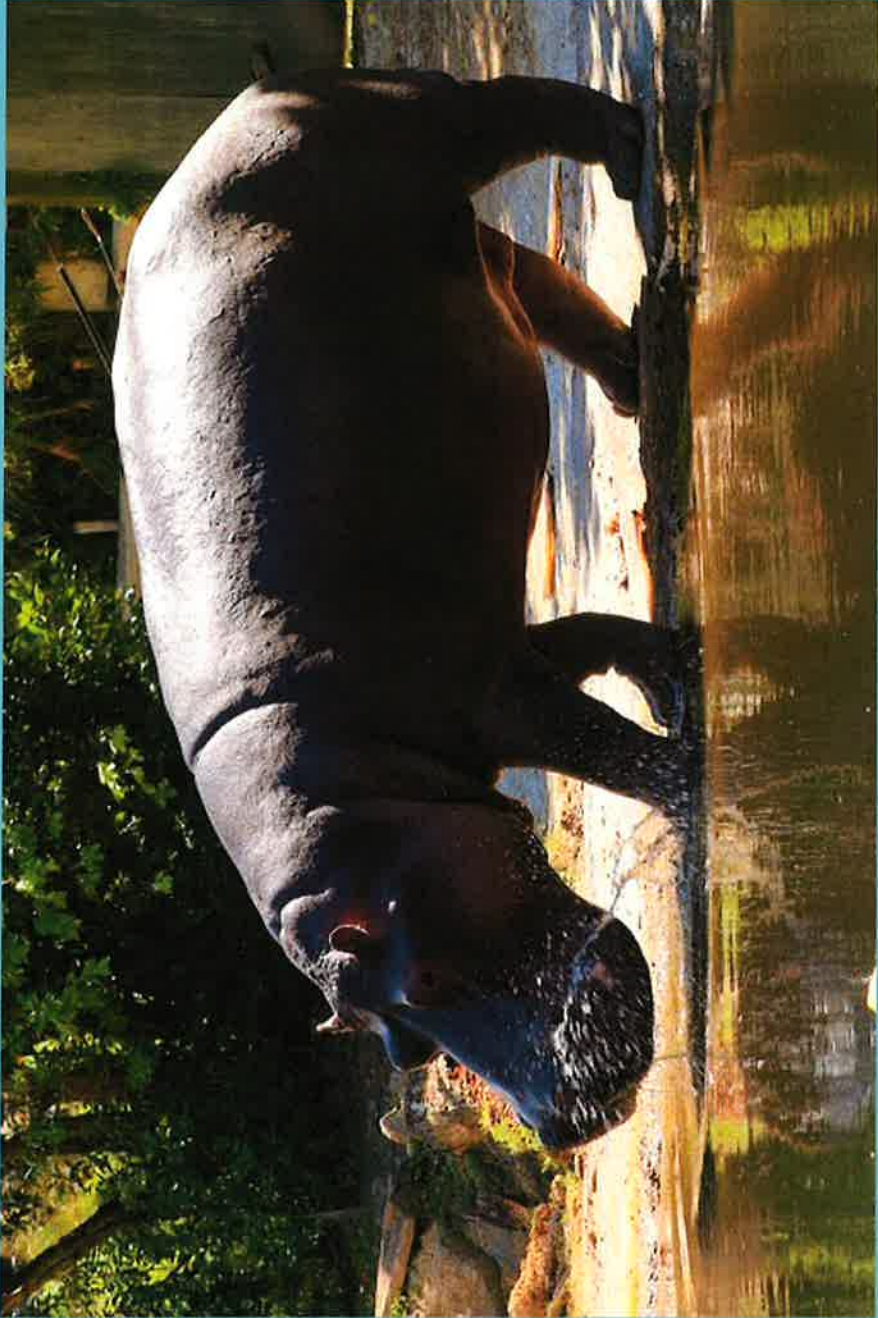
New Letter: Hh

Review Letter: Mm, Ss

Review Game: Letter Sort

Make the Letters: wiki stix

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



# LESSON 7

## New Letter Introduction

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

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

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

*H is a home with two walls and a bridge.*

*It likes humming and trimming its pretty hedge.*

*H is in honey and holiday, too!*

*It gives a firm handshake and asks: "how do you do?"*

*H makes the sound of a tired exhale.*

*A breathy /h/ /h/ /h/ like the spout of a whale.*

New Letter: Hh

Review Letter: Mm, Ss

Review Game: Letter Sort

Make the Letters: wiki stix

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



HER



# LESSON 7

## Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a hippo, hamburger, horse. I hear the /h/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Hippo, hamburger, horse. Great job. They all start with the /h/ sound. We write the /h/ sound with the letter H.

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

This is the capital H and this is lowercase h. They look different, but we call them both h. (practice saying the letter name). Let's say the name together (point) H, h, H, h. Great!"

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





**HR**

# LESSON 7

## **Letter Formation** *\*pull the letter Hh cards from your kit*

Explain: "Now we are going to learn how to make the letter h. 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, pull down, pull across. (Lowercase) Pull down, pull up and around, pull down."

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

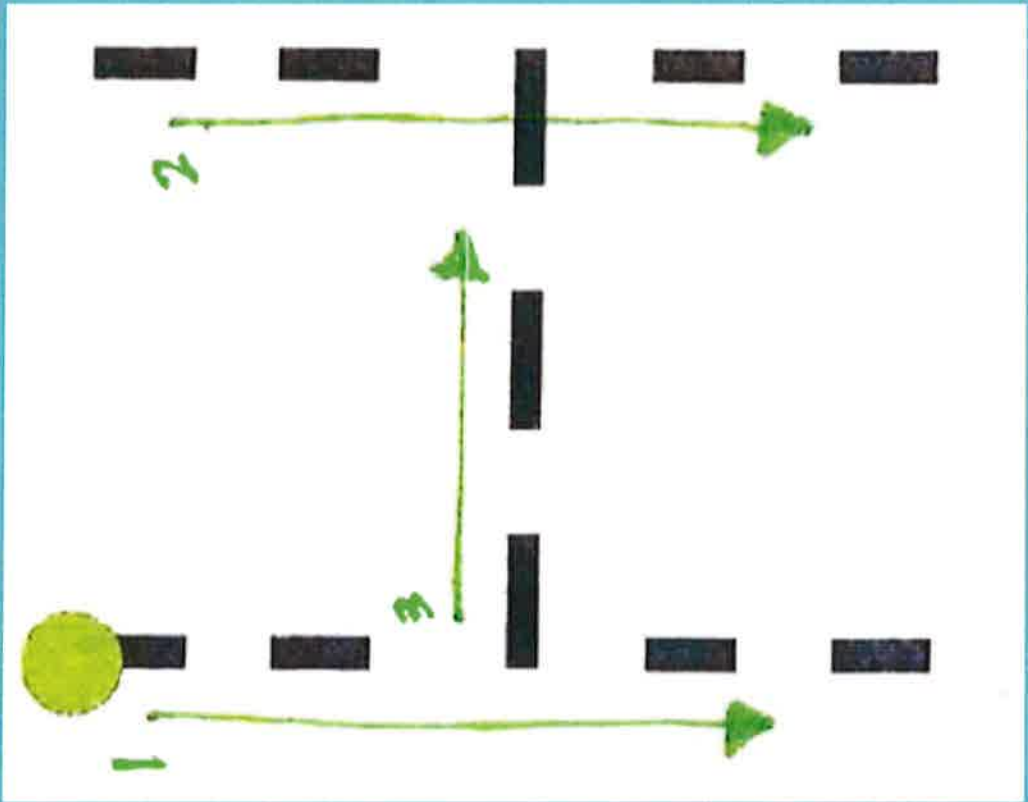
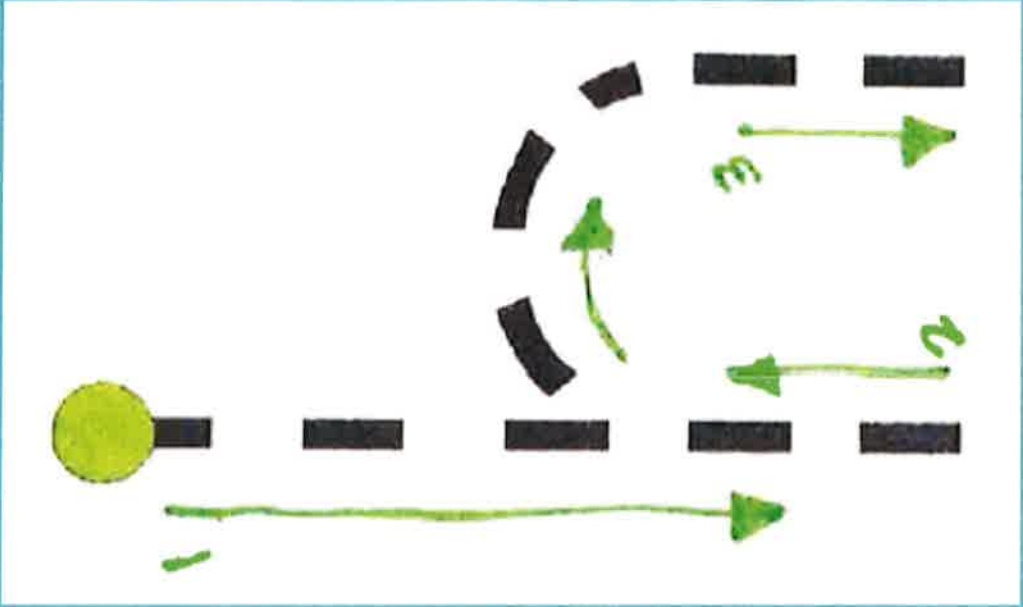
"Now it's your turn to make the letter H. Put your finger at the top of the capital H. Pull down, pull down, pull across. Great job! Let's try again. Let's write the lowercase h. Put your finger at the top. Pull down, pull up and around, pull down. Great work! We made an H! What letter are we making?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

*\*collect letter Hh cards*



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





# LESSON 7

New Letter: Hh

Review Letter: Mm, Ss.

Review Game: Letter Sort

Make the Letters: wikki stix

## Review Letters

Explain: Explain: (point to the picture) This is a hippo. /h/ hippo. We write the /h/ sound with letter H. (Trace the capital letter) Pull down, pull down, pull across. (Trace the lowercase) Pull down, go up and around, pull down. (Point to the picture) This is a mountain, /M/ M. (Trace the capital letter) Pull down, slide down, pull up, slide down. (Trace the lowercase letter) Pull down, pull up over and down, up over and down. This is a sunflower, /s/ S. (Trace the letter) Pull back, go around, go around again, and up.

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: paintbrushes and small notebooks

Explain: "Now we are going to practice making the letters." (Pass out wikki stix)

Let's make the capital H. What letter is this? H! Great! Pull down, pull down, pull across.

Great! Let's paint the little h. What letter is this? h! Great! Pull down, pull up and

around, pull down. Let's say the name of the letter 3 times! h, h! Great job!" Continue

with S and Mm if time.

*\*collect all materials*

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

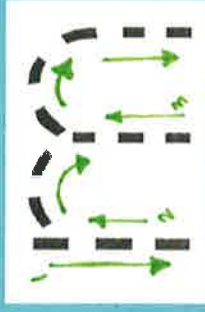
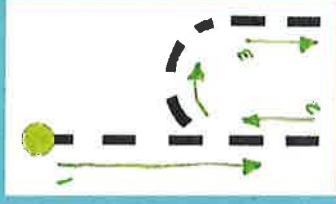
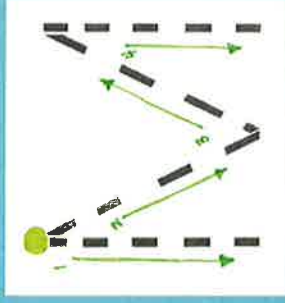
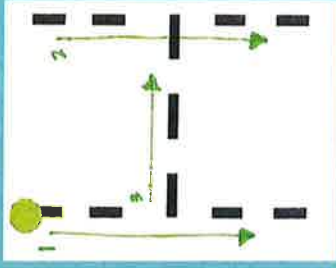




Hh

Mm

Ss



# LESSON 7

## Wrap-up

Explain: "Today we learned the letter H. (point to the picture) Hippo, /h/, (point to the letter) H. Let's say it together. Hippo, /h/ HI Hippo, /h/ HI Great work."

New Letter: Hh

Review Letter: Mm, Ss

Review Game: Letter Sort

Make the Letters: wikki stix

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



# HER



**Materials Needed:**

- name cards
- letter Hh cards

# LESSON 7A

## Phonological Awareness

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

**Outline of Activity:**

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



**Error Correction Procedure**

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



**My name is** \_\_\_\_\_.

# LESSON 7A

## Phonological Awareness: Blending Syllables

**Materials:** Backpack picture or post-it note to cover the pictures

### **Outline of Activity:**

Explain: Show the pictures on the next page. "This is a hamburger, hopscotch, and hippo (or hippopotamus). We are going to play *Guess What's in My Bag*. I will say the parts of the word, and you will tell me what is hiding in the bag!"

Model: Cover the hamburger picture "This is a ham-bur-ger. What is hiding in my bag? a hamburger! Now it's your turn.

Practice: Cover each picture and say the syllables. Have students repeat the syllables and blend the word.

"This is hop-scotch"

"This is a hip-po (hip-po-pot-a-mus)"

This is a ham-bur-ger"



### **Error Correction Procedure**

Model: "Hip-po. Hippo."

Practice: "Say hip-po. Now say hippo."

Praise: "Good! This is a hippo!"







# LESSON 7A

## **New Letter Introduction**

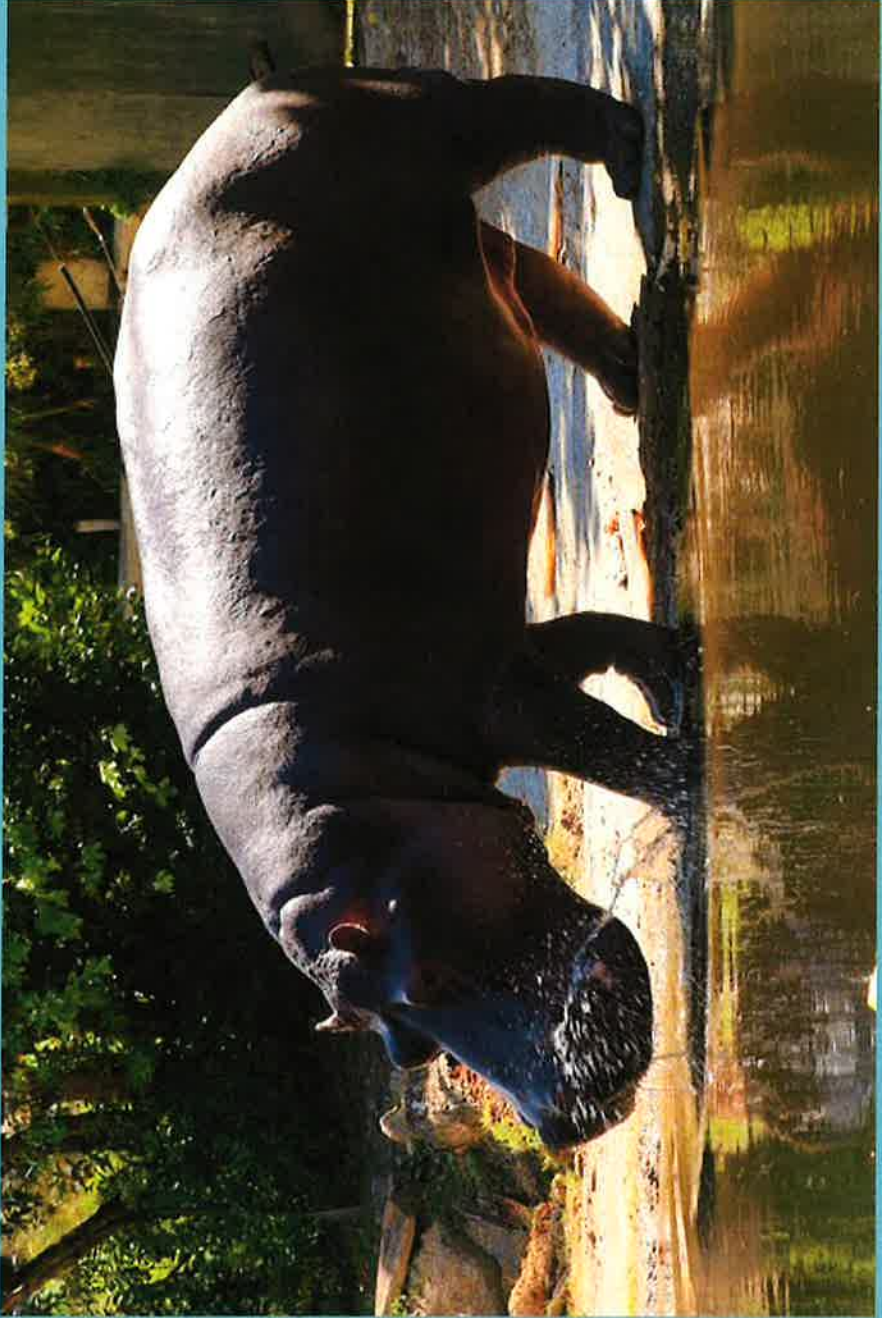
Explain: Point to the hippo.

"This is a hippo. Everyone say hippo. Good. Hippo starts with the /h/ sound. /h/ hippo.

Everyone say /h/. (practice again).



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



# LESSON 7A

## New Letter Introduction

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

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

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

*H is a home with two walls and a bridge.*

*It likes humming and trimming its pretty hedge.*

*H is in honey and holiday, too!*

*It gives a firm handshake and asks: "how do you do?"*

*H makes the sound of a tired exhale.*

*A breathy /h/ /h/ /h/ like the spout of a whale.*

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



HER



# LESSON 7A

## Letter Exploration

Identify the Target Pictures: Point to the pictures "This is a hippo, hamburger, horse. I hear the /h/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Hippo, hamburger, horse. Great job. They all start with the /h/ sound. We write the /h/ sound with the letter H.

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

This is the capital H and this is lowercase h. They look different, but we call them both h. (practice saying the letter name). Let's say the name together (point) H, h, H, h. Great!"

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





HR

# LESSON 7A

## **Letter Formation** *\*pull the letter Hh cards from your kit*

Explain: "Now we are going to remind you how to make the letter h. 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, pull down, pull across. (Lowercase) Pull down, pull up and around, pull down."

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

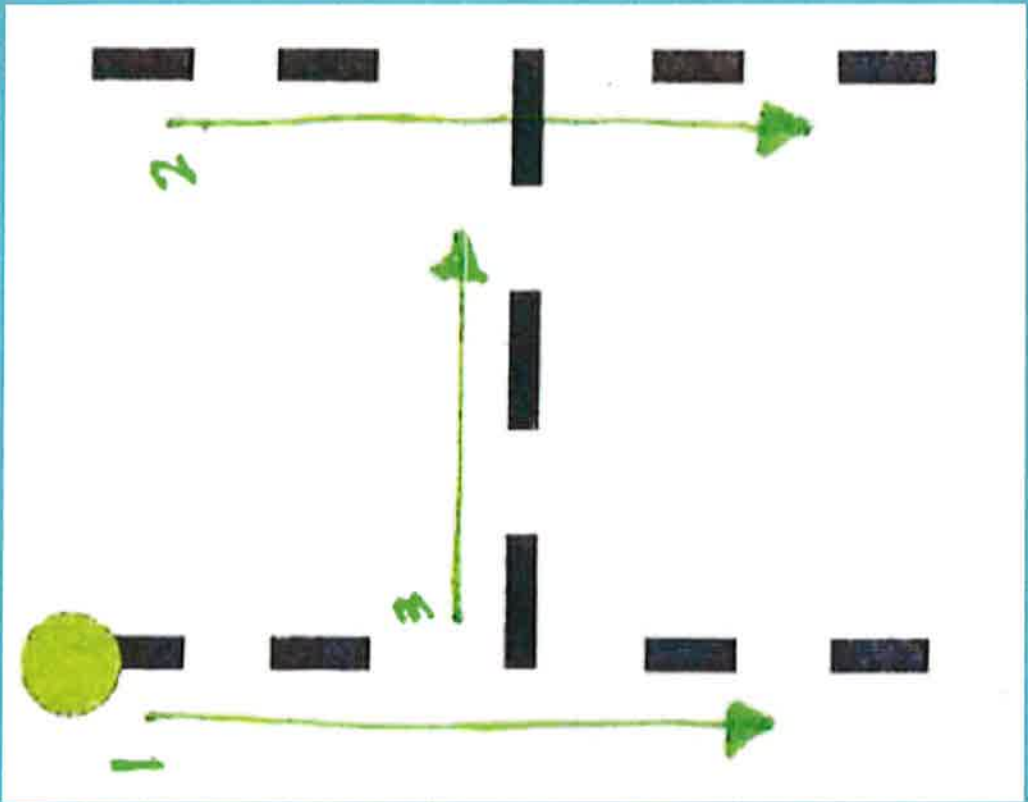
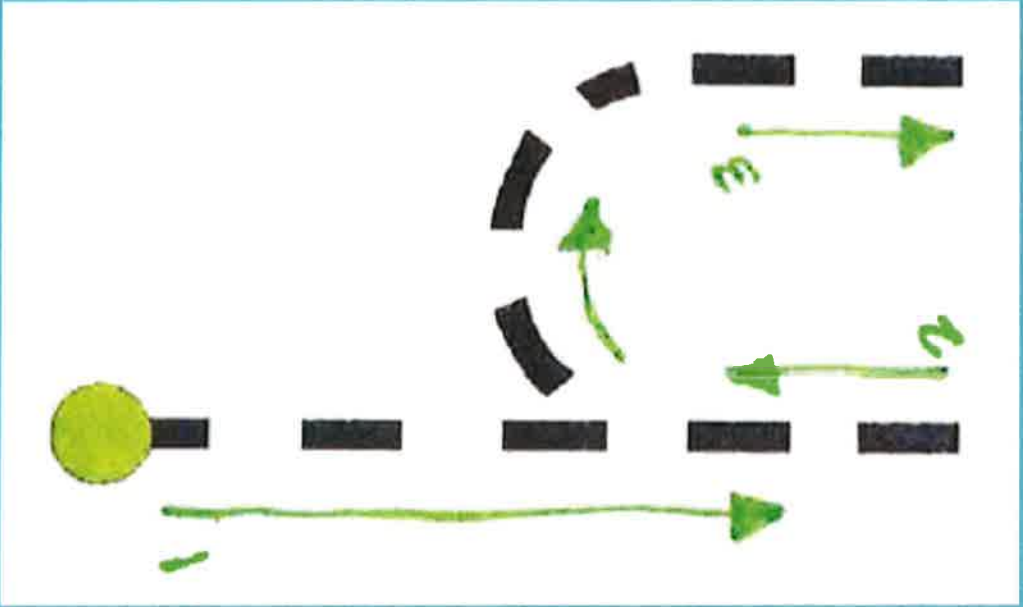
"Now it's your turn to make the letter H. Put your finger at the top of the capital H. Pull down, pull down, pull across. Great job! Let's try again. Let's write the lowercase h. Put your finger at the top. Pull down, pull up and around, pull down. Great work! We made an H! What letter are we making?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

*\*collect letter Hh cards*



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





# LESSON 7A

## Review Letters

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

Review Game: Letter Hunt

### Letter Hunt

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



c



A

H

h



h

a

M



H



t

h



h

H



H



H

T



h

H

m



# LESSON 7A

## Wrap-up

Explain: "Today we reviewed the letter H. (point to the picture) Hippo, /h/, (point to the letter) H. Let's say it together. Hippo, /h/ HI Hippo, /h/ HI Great work."

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



HER



**Materials Needed:**

- name cards
- letter Hh cards and 1-3 other cards to use for the review game

# LESSON 7B

## Phonological Awareness

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

**Outline of Activity:**

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first. Clap a friend's name with me, name with me, name with me. Clap a friend's name with me, Her name is A-my. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



**Error Correction Procedure**

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



**My name is** \_\_\_\_\_.

# LESSON 7B

## Phonological Awareness: Blending Syllables

**Materials:** Backpack picture or post-it note to cover the pictures

### **Outline of Activity:**

Explain: Show the pictures on the next page. "This is a happy, honey, hyena. We are going to play *Guess What's in My Bag*. I will say the parts of the word, and you will tell me what is hiding in the bag!"

Model: Cover the happy picture "This is hap-py. What is hiding in my bag? People who are happy! Now it's your turn.

Practice: Cover each picture and say the syllables. Have students repeat the syllables and blend the word.

"This is hy-e-na"

"This is hon-ey"

This is a hap-py"



### **Error Correction Procedure**

Model: "Hyena. Hy-e-na."

Practice: "Say hy-e-na. Now say hyena."

Praise: "Good! This is a hyena!"







# LESSON 7B

## New Letter Introduction

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

Practice: Focus practice on having students say the letter name.

"The name of the letter is H. What is the name of the letter? H!"

Yes! H! Let's say it three times. H, H, H."

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



HER



# LESSON 7B

## Letter Exploration

Identify the Target Pictures: Point to the pictures "This is hamster, hyena, hedgehog. I hear the /h/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each) Hamster, hyena, hedgehog. Great job. They all start with the /h/ sound. We write the /h/ sound with the letter H.

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

This is the capital H and this is lowercase h. They look different, but we call them both h. (practice saying the letter name). Let's say the name together (point) H, h, H, h. Great!"

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





HHH

# LESSON 7B

## Review Game

Materials: *pull letter hh 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 H on your card, match it to the capital or lowercase letter and say H. If it is not an H, put it here (last column)."

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

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





ч

н

# LESSON 7B

## Wrap-up

Explain: "Today we reviewed the letter H. (point to the picture) Hippo, /h/, (point to the letter) H. Let's say it together. Hippo, /h/ HI! Hippo, /h/ HI! Great work."

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





HER



# LESSON 8

## Phonological Awareness

New Letter: Zz

Review Letter: Tt, Hh

Review Game: I Spy

Make the Letters: Wilki Stix

### Materials Needed:

- name cards
- letter Zz, Tt, and Hh cards
- classroom items for the PA game

**Materials:** *My name is* \_\_\_\_\_ page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.

Clap a friend's name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



**My name is \_\_\_\_\_.**

# LESSON 8

## Phonological Awareness: Segmenting Syllables

New Letter: Zz  
Review Letter: Tt, Hh  
Review Game: I Spy  
Make the Letters: Wikki Stix

**Materials:** classroom items: pencil, marker, paperclip, paper, sharpener, highlighter (change as needed)

### Outline of Activity:

Explain: "We are going to count the syllables, the parts, in words. Watch me first."

Model: "This is a pencil. pen-cil. Clap the word parts with me. Pen-cil. I clapped 2 times, so I will put the pencil here. Let's try some more!"

Practice: Cover each picture and say the syllables. Have students repeat the syllable and blend the word.

"marker. mar-ker. 2 syllables."

"paperclip. pa-per-clip. 3"

"paper. pa-per. 2"

"sharpener. sharp-en-er. 3"

"highlighter. high-light-er. 3"



### Error Correction Procedure

Model: "Marker. mar-ker. 2."

Practice: "Say marker. Now say mar-ker."

Praise: "How many parts? 2! Good!"



2

3

# LESSON 8

## New Letter Introduction

Explain: Point to the zebra.

"This is a zebra. Everyone say zebra. Good. Zebra starts with /z/. /z/ zebra. Everyone say /z/. (practice again)"

New Letter: Zz

Review Letter: Tt, Hh

Review Game: I Spy

Make the Letters: Wikki Stix

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





# LESSON 8

## New Letter Introduction

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

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

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

*Z makes the shape of a sharp lightning bolt.*

*It's bright and it's zippy; it moves with a jolt.*

*Z is for zebra, all covered in stripes*

*They are found at the zoo eating plants of all types.*

*Z makes the sound of a passing-by fly*

*A loud busy /z/ /z/ /z/ as the bug buzzes by.*

New Letter: Zz

Review Letter: Tt, Hh

Review Game: I Spy

Make the Letters: Wikki Stix

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





Z Z



# LESSON 8

New Letter: Zz

Review Letter: Tt, Hh

Review Game: I Spy

Make the Letters: Wikki Stix

## Letter Exploration

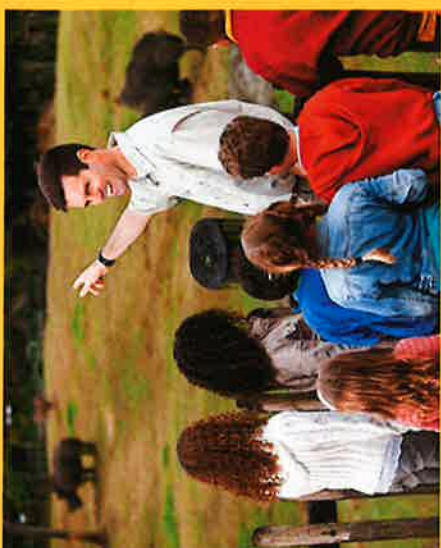
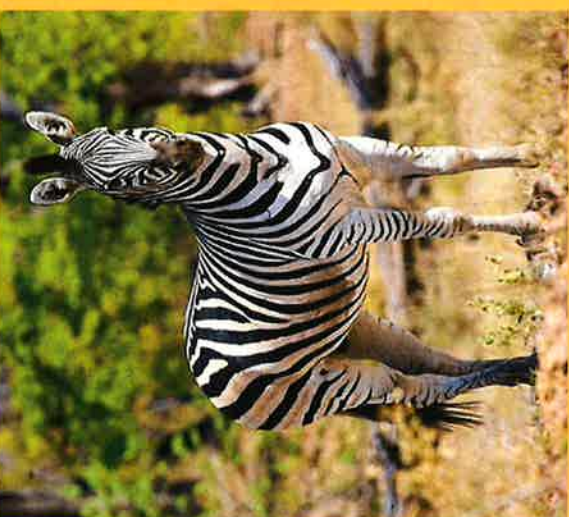
Identify the Target Pictures: Point to the pictures "This is a zebra, zipper, and zookeeper. I hear the /z/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each picture). Zebra, zipper, zookeeper. Great job! They all start with the /z/ sound. We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

Explain: Point to the letter. "The name of this letter is z. This is the capital Z and this is lowercase z. They look the same! Let's practice saying the letter Z together 3 times. Z, Z, Z! Great!"

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



Zz



# LESSON 8

**Letter Formation** *\*pull the letter Z cards from your kit*

New Letter: Zz  
Review Letter: Tt, Hh  
Review Game: I Spy  
Make the Letters: Wilki Stix

Explain: "Now we are going to learn how to make the letter Z. 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. Across, slide down, across (model again). This is letter Z."

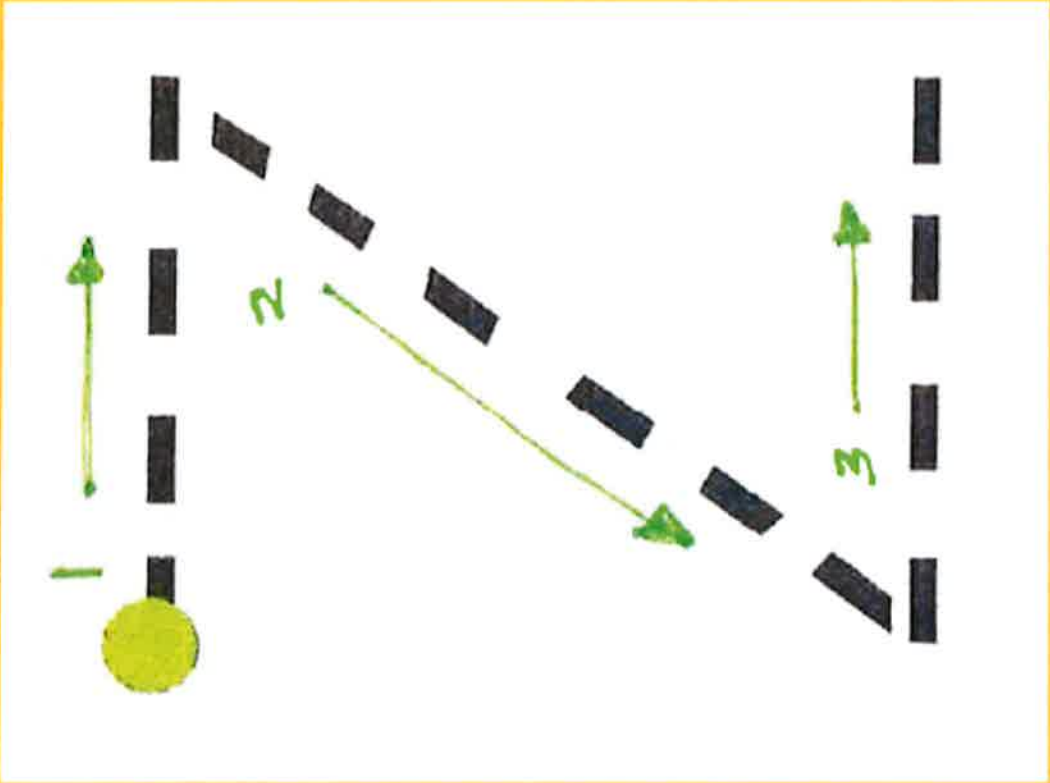
Student Practice: (Pass out letter cards to each student. Provide lots of positive feedback and modeling as needed.)

"Now it's your turn to make the letter Z. Put your finger on the top of the Z. Pull across, slide down, across. Great job! Let's try again. Let's write the letter Z. Put your finger at the top. Pull across, slide down, across. Great work! We made the letter Z. What letter did we make? Z! Great job!"

*\*collect letter cards*

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





# LESSON 8

New Letter: Zz  
Review Letter: Tt, Hh  
Review Game: I Spy  
Make the Letters: Wikki Stix

## Review Letters

**Materials:** wikki stix, letter z, t, h cards,

**Explain:** (point to the picture) This is a zebra. /z/. We write the /z/ sound with letter z. (Trace the letter) Pull across, slide down, across. (Point to the picture) This is a tiger. Tiger /t/ T. (Trace letter with finger). This is a hippo. Hippo /h/ h. (trace with your finger)

## Make the Letters

**Materials:** letter cards, wikki stix

**Explain:** "Now we are going to practice making the Z." Model forming the Z using a wikki stick, and have students practice saying the letter names as they form the letters. "Pull across, slide down, across. This is the letter Z. What letter? Z! Great! \*continue with other letters (if time permits)

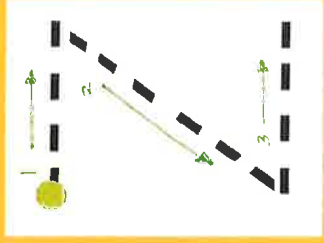
**Practice (Game):** Pass out letter T, H, and Z cards to each student. "We are going to I spy. Say the name of the letter I am describing. I spy a letter that makes the /z/ sound like in zebra." Continue the game with other letters.

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

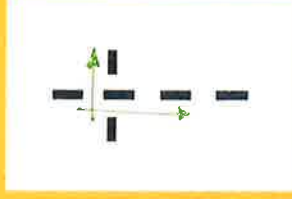
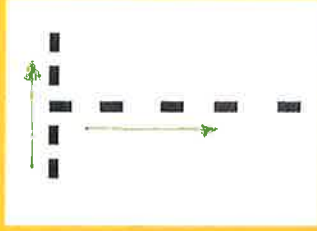




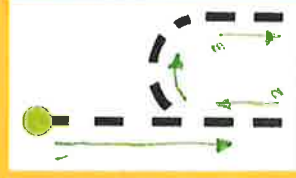
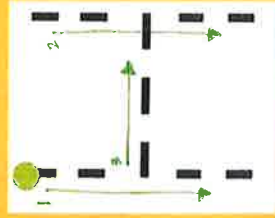
Z Z



T t



H h



# LESSON 8

## Wrap-up

Explain: "Today we learned the letter Z. (point to the picture) Zebra, /z/, (point to the letter) Z. Say it with me, zebra, /z/, Z. what letter is this? Z! Great job!"

New Letter: Zz

Review Letter: Tt, Hh

Review Game: I Spy

Make the Letters: Wikki Stix

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





Z Z



# LESSON 8A

## Phonological Awareness: Segmenting Syllables

### Materials Needed:

- name cards
- letter Zz, cards
- classroom items for the PA game

**Materials:** *My name is \_\_\_\_\_* page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.

Clap a friend's name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



**My name is \_\_\_\_\_.**

# LESSON 8A

## Phonological Awareness: Segmenting Syllables

**Materials:** classroom items: pencil, marker, paperclip, paper, sharpener, highlighter (change as needed)

### Outline of Activity:

Explain: "We are going to count the syllables, the parts, in words. Watch me first."

Model: "This is a pencil. pen-cil. Clap the word parts with me. Pen-cil. I clapped 2 times, so I will put the pencil here. Let's try some more!"

Practice: Cover each picture and say the syllables. Have students repeat the syllable and blend the word.

"marker. mar-ker. 2 syllables."

"paperclip. pa-per-clip. 3"

"paper. pa-per. 2"

"sharpener. sharp-en-er. 3"

"highlighter. high-light-er. 3"



### Error Correction Procedure

Model: "Marker. mar-ker. 2."

Practice: "Say marker. Now say mar-ker."

Praise: "How many parts? 2! Good!"



2

3

# LESSON 8A

## New Letter Introduction

Explain: Point to the zebra.

"This is a zebra. Everyone say zebra. Good. Zebra starts with /z/. /z/ zebra. Everyone say /z/. (practice again)"

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





# LESSON 8A

## New Letter Introduction

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

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

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





Z Z



# LESSON 8A

## Letter Exploration

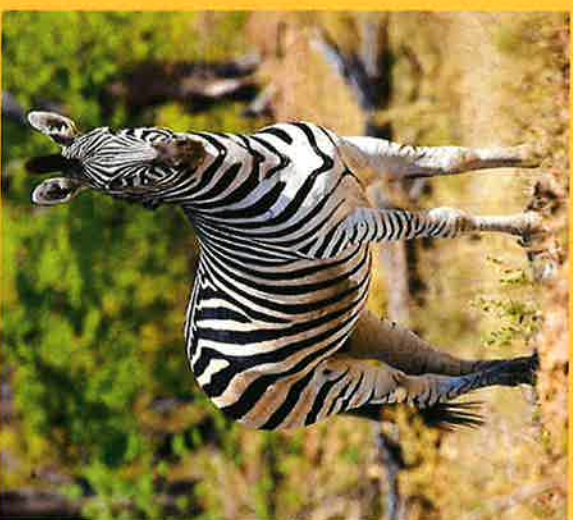
Identify the Target Pictures: Point to the pictures "This is a zebra, zipper, and zookeeper. I hear the /z/ sound at the beginning of each word. Let's say the names of each picture together as I point. (point to each picture). Zebra, zipper, zookeeper. Great job! They all start with the /z/ sound. We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

Explain: Point to the letter. "The name of this letter is z. This is the capital Z and this is lowercase z. They look the same! Let's practice saying the letter Z together 3 times. Z, Z, Z! Great!"

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



Zz



# LESSON 8A

**Letter Formation** *\*pull the letter Z cards from your kit*

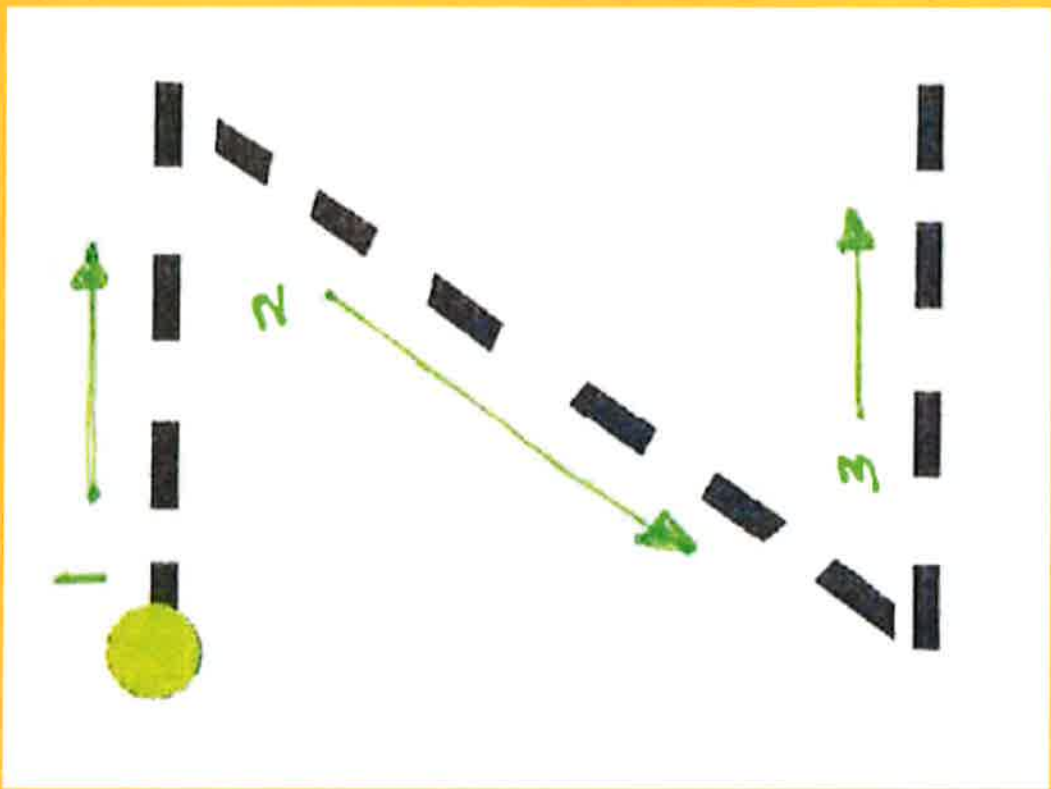
Explain: "Now we are going to remind you how to make the letter Z. Watch me first. (Trace with your finger while you say the directions out loud) I use my finger and I start at the green dot. Across, slide down, across (model again). This is letter Z."

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 Z. Put your finger on the top of the Z. Pull across, slide down, across. Great job! Let's try again. Let's write the letter Z. Put your finger at the top. Pull across, slide down, across. Great work! We made the letter Z. What letter did we make? Z! Great job!"  
*\*collect letter cards*

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





# LESSON 8A

## Review Letters

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

Review Game: Letter Hunt  
**Letter Hunt**

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



H



S



Z



m

A



h

O



S



Z

m

Z



S



Z



S

Z

A



T

C

# LESSON 8A

## Wrap-up

Explain: "Today we learned the letter Z. (point to the picture) Zebra, /z/, (point to the letter) Z. Say it with me, zebra, /z/, Z. what letter is this? Z! Great job!"

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





Z Z



# LESSON 8B

## Phonological Awareness

### Materials Needed:

- name cards
- Letter Zz cards and 1-3 other letters

**Materials:** *My name is \_\_\_\_\_* page and name cards with children's names. Clap a Friend's Name With Me song (to the tune of Mary Had a Little Lamb)

### Outline of Activity:

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

Model: Show your name card. "This is my name, Amy. I am going to sing the song and clap the parts in my name. Listen first.

Clap a friend's name with me, name with me. Clap a friend's name with me, Her name is Amy. Let's all wave and say hi to Amy- that's me!"

Practice: Sing the song for each child. On the first three lines of the song, the children clap a basic rhythm to the song. When saying "Hi, Amy," all of the children turn to Amy and wave and then clap the syllables (clapping once for each syllable) in the name one last time. After the child's name is clapped, give that child his/her name card.



**My name is \_\_\_\_\_.**

# LESSON 8B

## Phonological Awareness: Segmenting Syllables

**Materials:** classroom items: pencil, marker, paperclip, paper, sharpener, highlighter (change as needed)

### Outline of Activity:

Explain: "We are going to count the syllables, the parts, in words. Watch me first."

Model: "This is a pencil. pen-cil. Clap the word parts with me. Pen-cil. I clapped 2 times, so I will put the pencil here. Let's try some more!"

Practice: Cover each picture and say the syllables. Have students repeat the syllable and blend the word.

"marker. mar-ker. 2 syllables."

"paperclip. pa-per-clip. 3"

"paper. pa-per. 2"

"sharpener. sharp-en-er. 3"

"highlighter. high-light-er. 3"



### Error Correction Procedure

Model: "Marker. mar-ker. 2."

Practice: "Say marker. Now say mar-ker.!"

Praise: "How many parts? 2! Good!"



2

3

# LESSON 8B

## New Letter Introduction

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

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

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



Z Z



# LESSON 8B

## Letter Exploration

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

Explain: Point to the letter. "The name of this letter is Z. This is the capital Z and this is lowercase z. They look the same! Let's practice saying the letter Z together 3 times. Z, Z, Z. Great!

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







Zz

# LESSON 8B

## Review Game

Materials: *pull letter Z 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 Z on your card, match it to the letter Z on the page and say Z. If it is not a Z, put it here (last column)."

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



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





Z

# LESSON 8B

## Wrap-up

Explain: "Today we learned the letter Z. (point to the picture) Zebra, /z/, (point to the letter) Z. Say it with me, zebra, /z/, Z. what letter is this? Z! Great job!"

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



Z Z





# Alphabetics

## PROJECT READY

Practice & Play Set 2

T, O, C, M, A, S, H, Z







# 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:** z, h, a, t

**Materials:** Letter statue cards  
alphabet card deck

**Review Game:** Letter Statues

## Phonological Awareness Activity (segmenting compound words)

**Explain:** "We've learned that some words have 2 parts. Listen (point to ear) as I say zebra. Ze-bra has 2 parts. Say it with me. Ze-bra. Let's try another.

- "Say hopscotch. How many syllables in hopscotch? Let's clap it together. Hop-scotch. 2!
- "Say turtle. How many syllables, or parts, are in the word turtle? Let's clap it! Tur-tle. 2! Great job!"





# Practice & Play #1

**Letters:** z, h, a, t

**Review Game:** Letter Statues

## Review Letters

**Explain: "We've learned 4 letters. Z, H, A, T."**

- (point to the picture) "Zebra, /z/ (trace the letters) Z."
- (point to the picture) "Hippo, /h/ (trace the letters) H."
- (point to the picture) "Apple, /a/ (trace the letters) A."
- (point to the picture) "Turtle, /t/ (trace the letters) T."



Hh



Tt



Zz



Aa



# Practice & Play #1

**Letters:** z, h, a, t

**Review Game:** Letter Statues

## **Review Game: Letter Statues**

**Materials:** Letter Statue Card Deck

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

- "Let's start with the letter T. Can you stand TALL like a TREE and make the letter T?"
- "Now lets open our arms overhead and step our feet apart to make the H. Say Hi! Great!"
- "For the letter A, clasp your hands together at the top and stand up nice and straight. Say it with me- A! Great!"
- "Finally, kneel on the floor with your arms stretched out in front and make the letter Z.
- "Great job! Now, I am going to show you some cards. If you see the letter Z, H, A, T, 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!"





Hh



Zz



Tt



Aa

# Practice & Play #1

**Letters:** z, h, a, t

**Review Game:** Letter Statues

## **Wrap-up**

**Materials:** Card Deck for visual drill (Tt, Oo, Cc, Mm)

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

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





**Tt**

**Hh**

**Aa**

**Zz**

# Practice & Play #2

**Letters:** h, z, s, o

Materials: Alphabet Letter Posters  
alphabet card deck

**Review Game:** Seek & Find Letters

## Phonological Awareness Activity (segmenting syllables)

**Explain:** "We've learned that words made of parts called syllables. Listen (point to ear) as I say rainbow. Rainbow is made of two parts. Rain-bow. Your turn-Let's clap the parts in rainbow together. Rain-Bow. Great!

- "Say cupcake. Now clap the parts in cupcake. Cup-cake. How many parts? There are 2 parts in the word cupcake.
- "Say candle. Now clap the parts in candle. Can-dle. How many parts? There are 2 parts in candle. Great!





## Practice & Play #2

**Letters:** h, z, o, s

**Review Game:** Seek & Find Letters

### Review Letters

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

- (point to the picture) "Hippo, /h/ (trace the letters) H."
- (point to the picture) "Octopus, /o/ (trace the letters) O."
- (point to the picture) "Zebra, /z/ (trace the letters) Z."
- (point to the picture) "Sunflower, /s/ (trace the letters) S."



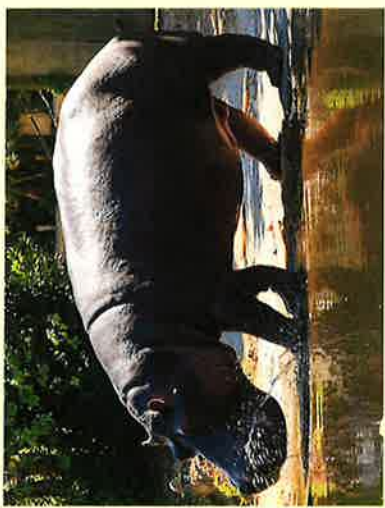
Oo



Ss



Hh



Zz



# Practice & Play #2

**Letters:** h, o, z, s

**Review Game:** Seek & Find Letters

## Seek & Find Game

**Materials:** **alphabet letter posters (H, O, Z, S) 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? (H, O, Z, S). 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 H. Say it with me. H. What letter is this? H. Great job!"
- *focus on having students identify the letter names only*



**Ss**

**Hh**

**Oo**

**Zz**

# Practice & Play #2

**Letters:** h, o, s, z

**Review Game:** Seek & Find Letters

## Wrap-up

**Materials:** Card Deck for visual drill (Tt, Oo, Cc, Mm)

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

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





# Alphabetics

Review: Card Deck for the  
Visual Drill

# Practice & Play #3

**Letters:** s, c, m, a

Materials: bean bags and game boards  
alphabet card deck

**Review Game:** Bean Bag Toss

## Phonological Awareness Activity (segmenting syllables)

**Explain:** "We've learned that words are made up of parts called syllables. Listen (point to ear) as I say jellyfish. Jellyfish is made of two parts. Jelly-fish. Your turn-say jellyfish. Now let's clap the parts of the word jellyfish together. Jelly-fish. Great! There are 2 syllables, or parts, in jellyfish. A jellyfish is an animal that lives in the ocean. Let's try some more together."

- "Say marshmallow. Now let's clap the parts of marshmallow together. March-mall-ow. How many parts? 3! Great!"
- "Say dinosaur. Now clap the parts of dinosaur. Di-no-saur. How many parts? 3! Great!"
- "Say apple. Now clap the parts of apple. Ap-ple. How many parts? 2! Great!"





# Practice & Play #3

**Letters:** s, a, c, m

**Review Game:** Bean Bag Toss

## Review Letters

**Explain: "We've learned 4 letters. S, A, C, M."**

- (point to the picture) "Sunflower, /s/ (trace the letters) S."
- (point to the picture) "Apple, /a/ (trace the letters) A."
- (point to the picture) "Cat, /c/ (trace the letters) C."
- (point to the picture) "Mountain, /m/ (trace the letters) M."





**Aa**



**Mm**



**Ss**



**Cc**

# Practice & Play #3

**Letters:** s, a, c, m

**Review Game:** Bean Bag Toss

## Bean Bag Toss Game

**Materials:** tic tac toe boards, dry erase markers

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

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



**Cc**

**Mm**

**Aa**

**Ss**

# Practice & Play #3

**Letters:** a, s, c, m

**Review Game:** Bean Bag Toss

## **Wrap-up**

**Materials:** Card Deck for visual drill (Tt, Oo, Cc, Mm, Aa, Ss, Hh, Zz)

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

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

