

**Best Practices in Alphabet Instruction:
Initial Development of Alphabet Lessons**

Lorianne R. Fitzgerald, Hillary A. Libnoch, and Shayne B. Piasta¹

ABC Lessons, Version 1
April 2018

Citation:

Fitzgerald, L.R., Libnoch, H.A., & Piasta, S.B. (2018, April). Best Practices in Alphabet Instruction: Lessons (version 1). Columbus, Ohio: Crane Center for Early Childhood Research and Policy, The Ohio State University.

Many thanks to the additional members of the research and development team, including Marianna Montrie, Dana Pahanish, Somin Park, and Brandy Shook, and to our partnering early childhood sites and teachers.

¹ Authors listed in alphabetic order.

Table of Contents

Purpose	6
Aim 1: Initial Lesson Development	6
Aim 2: Educator Feedback and Revision.....	8
Aim 3: Initial Trials with Children.....	9
Organization and Implementation of Final Lessons	9
Alphabet Lesson Components	10
Review Lessons	11
Lesson Implementation Tips.....	12
List of Lesson Materials.....	12
References	14
Printable Materials	15
List of Verbal Path Directions.....	15
Keyword Cards	16
Environmental Print Cards	29
Grocery Item Cards	82
Additional Soup Sorter Cards.....	99
Lesson Roadmap	100
Letter Lessons	104
Lesson A.1	104
Lesson A.2	108
Lesson A.3	112
Lesson B.1	116
Lesson B.2	120
Lesson B.3	125
Lesson C.1	129
Lesson C.2	133
Lesson C.3	136
Lesson D.1	140
Lesson D.2	144
Lesson D.3	148
Lesson E.1.....	152
Lesson E.2.....	156

Lesson E.3.....	160
Lesson F.1.....	164
Lesson F.2.....	168
Lesson F.3.....	171
Lesson G.1.....	175
Lesson G.2.....	179
Lesson G.3.....	183
Lesson H.1.....	187
Lesson H.2.....	191
Lesson H.3.....	195
Lesson I.1.....	199
Lesson I.2.....	203
Lesson I.3.....	206
Lesson J.1.....	210
Lesson J.2.....	214
Lesson J.3.....	218
Lesson K.1.....	222
Lesson K.2.....	226
Lesson K.3.....	229
Lesson L.1.....	233
Lesson L.2.....	237
Lesson L.3.....	241
Lesson M.1.....	245
Lesson M.2.....	249
Lesson M.3.....	253
Lesson N.1.....	257
Lesson N.2.....	261
Lesson N.3.....	264
Lesson O.1.....	268
Lesson O.2.....	272
Lesson O.3.....	275
Lesson P.1.....	279
Lesson P.2.....	283

Lesson P.3	287
Lesson Q.1	291
Lesson Q.2	295
Lesson Q.3	299
Lesson R.1	303
Lesson R.2	307
Lesson R.3	311
Lesson S.1	315
Lesson S.2	319
Lesson S.3	322
Lesson T.1	326
Lesson T.2	330
Lesson T.3	333
Lesson U.1	337
Lesson U.2	341
Lesson U.3	344
Lesson V.1	348
Lesson V.2	352
Lesson V.3	355
Lesson W.1	359
Lesson W.2	363
Lesson W.3	366
Lesson X.1	370
Lesson X.2	374
Lesson X.3	377
Lesson Y.1	381
Lesson Y.2	385
Lesson Y.3	388
Lesson Z.1	392
Lesson Z.2	396
Lesson Z.3	399
Review Lessons	403
Review Lesson 1 Preparation and Template	403

Review Lesson 2 Preparation and Template 405

Purpose

Knowledge about letter names and letter sounds, also known as alphabet knowledge, is predictive of future reading success (National Early Literacy Panel, 2008). Alphabet instruction is a critical component of early childhood instruction as children who know at least 18 uppercase and 15 lowercase letters by the end of prekindergarten are unlikely to experience later reading difficulties (Piasta, Petscher, & Justice, 2012). Although we know that alphabet knowledge is essential, there is limited research about best practices for supporting its development (Piasta, 2014; Piasta, Purpura, & Wagner, 2010). We have thus created a set of alphabet lessons that can be used in further research to identify evidence-based best practices for promoting children's alphabet knowledge. These lessons are research-based. For instance, drawing on Jones and Reutzel (2012), alphabet instruction is brief and repeated. Moreover, lessons are designed to differentiate alphabet instruction to best meet learners' needs (Piasta, 2014), given that children may be more or less knowledgeable about certain letters (Bowles, Pentimonti, Gerde, & Montroy, 2014; Drouin, Horner, & Sondergeld, 2012; Phillips, Piasta, Anthony, Lonigan, & Francis, 2012; Piasta, Phillips, Williams, Bowles, & Anthony, 2016).

These alphabet lessons were created as part of the initial development phase of a larger project. In the larger project, we intend to use the lessons to test and identify best practices in alphabet instruction. Lesson development was iterative and addressed the first three aims of the larger project:

- Aim 1-To develop a set of alphabet lessons and accompanying activities that can be used flexibly and interchangeably in future studies
- Aim 2-To solicit feedback from practicing educators regarding the alphabet lessons and activities and revise the alphabet lessons accordingly
- Aim 3-To trial the alphabet lessons and activities with children in order to ascertain feasibility, appropriateness, and potential for improving alphabet knowledge

The purpose of the set of alphabet lessons is to (1) afford differentiated, explicit alphabet instruction for 3.5 to 6 year-old children and (2) provide a template that can be modified to test various practices for teaching alphabet knowledge in future studies (e.g., simultaneous versus sequential teaching of uppercase and lowercase letters, letter name versus letter sound instruction). For research purposes, the lessons are scripted to ensure standard implementation across instructors. This document describes the iterative development process that the research team followed to create the lessons and address the three aims listed above.

Aim 1: Initial Lesson Development

Guiding Principles

In the initial development of this set of alphabet lessons (June, 2017) the research team worked together to design a lesson series of individual alphabet letters for preschool and kindergarten children. Lessons were designed according to the following guiding principles. These principles, based on previous research, were seen as an essential foundation upon which to design appropriate, engaging, and effective lessons for young children learning the alphabet.

- Individually-delivered lessons with children 3.5 to 6 years of age
- Explicit, systematic instruction (Jones & Reutzel, 2012)

- Differentiated instruction targeting specific letters that individual children had not yet learned (Piasta, 2014)
- A focus on one letter per lesson
- No more than 15 minutes per lesson
- Gradual release of responsibility through an I Do–We Do–You Do model of instruction (Pearson & Gallagher, 1983)
- Repeated practice and review opportunities (Jones & Reutzel, 2012)
- Links to authentic reading and writing tasks

Key Decisions

The research team designed a lesson sequence that included a cycle of three alphabet lessons per letter with a planned assessment and review lesson after every two cycles of alphabet lessons. Lessons featured:

- Explicit practice with letter name and letter sound
- Letter formation using tactile methods and various writing implements
- Linking the letter to a keyword, physical action, and environmental print
- Sorting magnetic letters and sorting pictures by sound
- Opportunities to engage with authentic texts via alphabet books, nursery rhymes, and magazines
- Opportunities to engage in authentic writing (e.g., labeling pictures and writing lists)

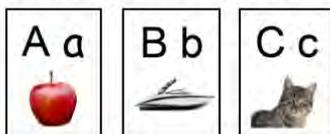
Outcomes

At the conclusion of the Aim 1, researchers had developed a draft of three lessons each for two letters (B and W) and a draft of the review lesson. The initial alphabet lesson structure included two parts:

- *Introduction:* Saying the letter's name, sound, and keyword that begins with that letter; tracing the letter; completing an action related to the letter; linking to environmental print
- *Practice and Application:* Letter formation; shared reading of text with target letter; writing words that began with the target letter; sorting picture cards

Researchers also created two sets of picture cards to use in the alphabet lessons; keyword picture cards and environmental print cards. Keyword picture cards linked each letter to a familiar word or object whereas environmental print picture cards linked each letter to print found in children's everyday environments.

Keyword Picture Card Samples



Environmental Print Picture Card Samples



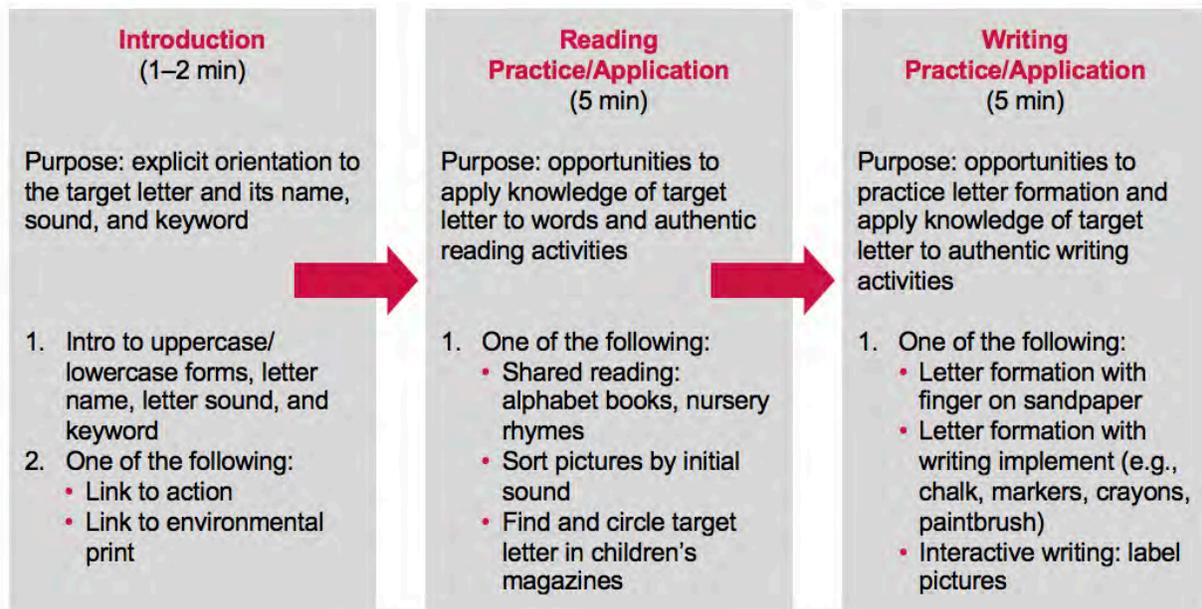
Aim 2: Educator Feedback and Revision

An important aspect of the project involved garnering educator feedback in order to gauge the appropriateness and feasibility of the lessons (July–August, 2017). Seven practicing teachers of preschool-aged children participated in three, one- to two-hour, semi-structured focus groups in which they reviewed and provided feedback on the six sample alphabet lessons (letters *B* and *W*) and one review lesson. Focus group questions solicited feedback regarding the lesson structure, materials, and activities and the following trends were revealed:

- Educators emphasized the need to consider grouping similar activities (e.g., letter formation and writing) in order to minimize transitions between activities and improve timing across the lesson
- Educators encouraged researchers to consider the availability of materials (e.g., provide hard copies with the lessons or include materials already present in classrooms) so that lessons could be implemented with ease
- Educators suggested changes in the scripted language that would improve the developmental appropriateness of activities (e.g. “Let’s play a game.”), invite the child’s participation (e.g., replace “Can you...?” with “Now let’s...”, or “Say...”), and better outline the structure of the lesson (e.g., add in “First,” “Next,” “The last thing...”)

In response to the educator feedback, changes were made to the existing lessons and a new lesson structure was designed (Figure 1). This structure was then used to create lessons for the remaining alphabet letters.

Figure 1. Revised alphabet lesson structure based on educator feedback



Aim 3: Initial Trials with Children

In order to ascertain feasibility and appropriateness when working directly with children, the lesson plans were initially trialed with a small sample of young children (September–December, 2017). Videotapes of the lessons and progress monitoring data were reviewed by the research team throughout the trial process. Based on these trial lessons and lesson observations, additional changes were made to the set of alphabet lessons:

- Children responded positively to the action affiliated with each letter and often used it spontaneously, so more opportunities to practice the action affiliated with each letter were added to and embedded within each lesson (not just in the first lesson).
- Children moved quickly through the environmental print activity so there was time to add additional opportunities to find the target letter in more environmental print cards.
- Some children did not show mastery of the target letters after the series of three lessons, so more opportunities to review were incorporated into the lesson design. First, a review of previously taught letters was added to the beginning of each new lesson series. The researchers also decided to give the child a sticker specific to the target letter after each alphabet lesson. This was done so that the child's teacher and caregiver(s) could see what letter was taught in order to continue the learning and review outside of the lesson. Finally, an additional review lesson (Review Lesson 1) was created so that more frequent review of previously-taught letters could be accomplished. In this lesson, the child locates previously-taught letters in new alphabet books and practices tracing each letter again using sandpaper letters.

Feasibility and appropriateness of the final, revised lessons were trialed with another small sample of young children (January–February, 2018). No further changes to the alphabet and review lessons were deemed necessary at that time. The efficacy of lessons in promoting alphabet knowledge will be trialed in a pilot study and also used in subsequent studies to identify best practices in alphabet instruction.

Organization and Implementation of Final Lessons

General Organization

Three lessons were developed for each letter of the alphabet, along with two review lessons. Each lesson lasts approximately 10–15 minutes. Lessons are intended to be delivered individually to a preschool or kindergarten child, with all three alphabet lessons for a given letter provided over the course of a few days. The reading and writing activities build in complexity as the child becomes more familiar with the letter. Review lessons are provided after completing all three lessons for a given letter, starting after the second letter taught. Decisions regarding the letters to be taught to a particular child should be guided by assessment data; instruction is only provided on those letters that a child has not yet mastered. In addition, ongoing assessment informs the letters taught during the second review lesson (described further below). As such, the sequence of alphabet instruction using these lessons is as follows:

1. Pre-assessment of alphabet knowledge and determination of a child's target letters
2. Three alphabet lessons for target letter 1

3. Three alphabet lessons for target letter 2
4. Review lesson 1 (for all previously taught letters) and progress monitoring
5. Review lesson 2 (for any letters not yet mastered based on progress monitoring)
6. Three alphabet lessons for target letter 3
7. Review lesson 1 (for all previously taught letters) and progress monitoring
8. Review lesson 2 (for any letters not yet mastered based on progress monitoring)
9. (Continue this process until all target letters have been taught)

We note that the length of review lessons depends on the number of target letters (which were limited for purposes of the research studies); we expect that teachers will continue to provide review opportunities on this cycle but use their professional judgement to modify review lessons as necessary if these become too lengthy.

Alphabet Lesson Components

Introduction. The introduction portion of each lesson provides explicit instruction on the target letter's name, sound, and a keyword that begins with that letter. Following the suggestion of Jones, Clark, and Reutzel (2013) and to minimize confusion, lessons include the language "This letter *represents* the sound" instead of "This letter *makes* the sound," because letters do not "make" sounds in the same manner that an animal would make a sound. Keywords for each letter were adapted from *Phonics and Structural Analysis for the Teacher of Reading* (Fox, 2010). For example, *apple* is the keyword for *A*, *boat* for *B*, and *dog* for *D*. Some letters from Fox (2010) did not have a keyword, or the keyword did not seem appropriate for young children, so the research team assigned what they thought would be appropriate keywords for young children: *C* (*cat*), *X* (*box*), *Q* (*quilt*), *E* (*egg*), *O* (*octopus*), and *J* (*jar*). The lessons follow a gradual release of responsibility model, such that the instructor first says the letter name, sound, and keyword for the child (I Do). Then, the instructor invites the child to participate by saying each letter name, sound, and keyword again and inviting the child to repeat after her (We Do). Finally, the instructor encourages the child to independently say the letter name, sound, and keyword (You Do). If the child is unable to produce the letter name, sound, and keyword independently, the instructor can instead return to the We Do level of support.

The introduction also includes opportunities for the child to practice an action affiliated with the target letter. Each action provides an engaging and hands-on way for the child to practice the letter sound. Actions were adopted from Dr. Jean Feldman's "*Alphard*" song (e.g., bouncing action for *b*, cutting action for *c*, digging action for *d*). The I Do–We Do–You Do structure is again utilized as the instructor demonstrates, then shares the task, and finally calls for independent practice.

Because young children are beginning to notice the print around them, the introduction also includes multiple cards depicting environmental print words for common restaurants, street signs, food, toys, and so on. In lessons 2 and 3, the child is asked to find the target letter within the associated environmental print cards (e.g., Best Buy, Batman, Band-Aid, and Burger King are used for *b*).

Reading practice and application. In the second portion of alphabet lessons 1 and 2, the child participates in a shared reading of a text and has the opportunity to locate the target

letter in continuous text. A variety of reading activities are used in lessons 1 and 2 so that the child does not become bored with the same activity each day. Some variations of this task include sharing the reading of a nursery rhyme, a simple letter book, the corresponding pages in an alphabet book, or pages in a magazine. After reading the text, the child is asked to locate the target letter in different words.

In alphabet lesson 3, the instructor and child work together to sort pictures according to initial sound. Some of the picture cards begin with the target letter sound and others do not. The instructor demonstrates how to isolate and hear the first sound and compare it to the sound of the target letter. Then the child has the opportunity to say the first sound and compare it to the sound of the target letter. Again, this activity follows the I Do–We Do–You Do structure.

Writing practice and application. In the final portion of each alphabet lesson, the child practices writing the target letter. In lesson 1, the child traces the letter using sandpaper letters. Using the I Do–We Do–You Do structure, the instructor first demonstrates tracing the letter using the letter’s verbal path of formation, then invites the child to trace while the instructor verbalizes the path, and finally has the child say the path while tracing the letter. If the child does not want to use the sandpaper, tracing the letter on paper is a suggested alternative. The verbal paths were obtained from Fountas and Pinnell’s (2009) *Verbal Path for the Formation of Letters*. Using a verbal path enables the child to practice a consistent pattern of formation. One letter’s verbal path (uppercase U) was altered to remove “and down,” so that the formation matched the formation of the uppercase U on the sandpaper card.

In lesson 2, the child transitions from tracing the target letter to using a writing implement to practice its formation. A variety of writing implements are used so that the child does not become bored with using the same tool repeatedly. Some variations of this task include writing the letter with chalk, markers, or a paintbrush and water, as well as creating a rainbow letter with crayons. The instructor demonstrates the letter’s formation following the verbal path (I Do), says the verbal path while the child traces the letter (We Do), and then has the child practice the formation independently (You Do).

In lesson 3, the instructor and child label pictures from the picture sorting activity used in the reading portion of the same lesson. The child is able to practice writing the target letter in the context of whole words while the instructor provides support as necessary.

Review Lessons

Review lessons provide the child with the opportunity to practice and review letters that have been taught up to that point. These lessons follow the same I Do–We Do–You Do structure and mirror the explicit instruction from the individual alphabet lessons. Ongoing assessment should be administered prior to the second review lesson and inform which letters are taught during that lesson. Review lesson planning sheets provide an outline of which materials will need to be gathered for the lesson.

Review lesson 1. In the first review lesson, the child is able to practice and review the letter names, sounds, and formation of all the target letters that have been taught thus far. The child chooses one of two alphabet books (*The Alphabet Book* or *A to Z*). The instructor and child find the pages associated with the review letters and locate and name the target letters within each word. Then, the child practices forming the letters using the sandpaper tracing cards. If

the child does not want to use the sandpaper, tracing the letter on paper is a suggested alternative.

Review lesson 2. In the second review lesson, the child practices and reviews the letter names, sounds, and formation for only the target letters that have been taught but are still not mastered (i.e., based on progress monitoring). First, the child sorts magnetic letters by letter (e.g., child finds all letter *c* magnetic letters and places them under the model *c*, then finds all the letter *a* magnetic letters and places them under the model *a*). Next, the child helps to write a grocery list using picture cards that begin with the target letters. The child is able to hear the beginning sound and then write the letter that matches each target letter reviewed. The instructor writes the remainder of the word.

Lesson Implementation Tips

- Be sure to keep the lesson pace moving along
- Try not to engage with the child in off-task behaviors or conversations. Gently redirect to the lesson activity
- If the child is not successful with completing tasks at the You Do level within approximately five seconds, drop back immediately to the We Do level of support and then move on to the next part of the lesson
- If the child moves quickly from the I Do to the You Do level of support (by-passing the We Do level) and is successful, there is no need to go back and complete the We Do level together
- If the child seems to become bored with repeating an activity, introduce some choice into the activity (without altering the intended purpose)
 - e.g., “Would you like to use a crayon or a marker today?” “Would you like to use white paper or colored paper?” “Do you want to write first or should I?”
- Picture cards may be laminated to improve durability

List of Lesson Materials

- Lesson binder (materials included in subsequent sections of this document)
 - Lesson Roadmap, which outlines the various reading and writing activities used for each letter of the alphabet
 - Three alphabet lessons for each letter
 - Review lesson templates
 - Review lesson planning sheets
 - List of all verbal path directions
- Index card box of cards (materials included in subsequent sections of this document)
 - Keyword cards
 - Environmental print cards
 - Grocery item cards
- Reading materials (may need to be purchased)
 - *Dr. Seuss’ ABC: An Amazing Alphabet Book!* by Dr. Seuss
 - *Eating the Alphabet* by Lois Ehlert
 - *The Alphabet Book* by P. D. Eastman

- *A to Z* by Sandra Boynton
- Set of *Bella & Rosie's ABC Books* by Pioneer Valley
- Kids' magazine (or flyer, newspaper, and so on.)
- Magnetic letters (uppercase and lowercase)
- Writing materials (may need to be purchased)
 - Whiteboard/chalkboard and eraser
 - Sandpaper letters (uppercase and lowercase)
 - Blank paper
 - Pencils
 - Dry erase markers
 - Markers
 - Chalk
 - Paintbrush and Dixie cups
 - Crayons
- Other lesson materials (may need to be purchased)
 - Letter stickers
 - Various alphabet picture cards (e.g., Learning Resources Alphabet Soup Sorting Cards – note that we added 3 additional cards to these, which are included in subsequent sections of this document)
- Assessments
 - Pre-assessment
 - Assess knowledge of names and sounds of all letters via a published diagnostic assessment (e.g., subtests from the Phonological Awareness Literacy Screening, Clay's Observation Survey, Woodcock Reading Mastery Tests; see Piasta, 2014) or a teacher-created assessment
 - Progress monitoring assessments
 - Assess knowledge of names and sounds for taught target letters
 - Easily accomplished by using letter cards or magnetic letters

References

- Bowles, R. P., Pentimonti, J. M., Gerde, H. K., & Montroy, J. J. (2014). Item Response Analysis of Uppercase and Lowercase Letter Name Knowledge. *Journal of Psychoeducational Assessment, 32*(2), 146-156.
- Drouin, M., Horner, S. L., & Sondergeld, T. A. (2012). Alphabet knowledge in preschool: A Rasch model analysis. *Early Childhood Research Quarterly, 27*(3), 543-554. doi: 10.1016/j.ecresq.2011.12.008
- Pinnell, G. S. & Fountas, I. C. (2009). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann.
- Fox, B. J. (2010). *Phonics and Structural Analysis for the Teacher of Reading*. London, UK: Pearson.
- Jones, C. D., Clark, S. K., & Reutzel, D. R. (2013). Enhancing alphabet knowledge instruction: Research implications and practical strategies for early childhood educators. *Early Childhood Education Journal, 41*, 81–89. doi: 10.1007/s10643-012-0534-9
- Jones, C. D., & Reutzel, D. R. (2012). Enhanced alphabet knowledge instruction: Exploring a change of frequency, focus, and distributed cycles of review. *Reading Psychology, 33*, 448-464. doi: 10.1080/02702711.2010.545260
- National Research Council. (1998). *Preventing reading difficulties in young children*. National Academy Press: Washington, D.C.
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, D.C.: National Institute for Literacy.
- Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*, 317-344. doi: 10.1016/0361-476X(83)90019-X
- Phillips, B. M., Piasta, S. B., Anthony, J. L., Lonigan, C. J., & Francis, D. J. (2012). IRTs of the ABCs: Children's letter name acquisition. *Journal of School Psychology, 50*(4), 461-481.
- Piasta, S. B. (2014). Moving to assessment-guided, differentiated instruction to support young children's alphabet knowledge. *The Reading Teacher, 68*, 202-211.
- Piasta, S. B., Petscher, Y., & Justice, L. M. (2012). How many letters should preschoolers in public programs know? The diagnostic efficiency of various preschool letter-naming benchmarks for predicting first-grade literacy achievement. *Journal of Educational Psychology, 104*, 945-958. doi: 10.1037/a0027757
- Piasta, S. B., Phillips, B. M., Williams, J. M., Bowles, R. P., & Anthony, J. L. (2016). Measuring Young Children's Alphabet Knowledge: Development and Validation of Brief Letter-Sound Knowledge Assessments. *Elementary School Journal, 116*(4), 523-548.
- Piasta, S. B., Purpura, D. J., Wagner, R. K. (2010). Fostering alphabet knowledge development: A comparison of two instructional approaches. *Reading and Writing, 23*(6), 607–626.

Printable Materials

List of Verbal Path Directions

Adapted from Pinnell and Fountas (2009)

UPPERCASE

Letter	Verbal path	Letter	Verbal path
A	<i>Slant down, slant down, across</i>	N	<i>Pull down, slant down, pull up</i>
B	<i>Pull down, up, around and in, back and around</i>	O	<i>Pull back and around</i>
C	<i>Pull back and around</i>	P	<i>Pull down, up, and around</i>
D	<i>Pull down, up, around</i>	Q	<i>Pull back and around and cross</i>
E	<i>Pull down, across, across, and across</i>	R	<i>Pull down, up, around, in and slant down</i>
F	<i>Pull down, across, across</i>	S	<i>Pull back, in, around, down, and back around</i>
G	<i>Pull back, around, across</i>	T	<i>Pull down, across</i>
H	<i>Pull down, pull down, across</i>	U	<i>Pull down, around, and up</i>
I	<i>Pull down, across, across</i>	V	<i>Slant down, slant up</i>
J	<i>Pull down, curve around, across</i>	W	<i>Slant down up, down up</i>
K	<i>Pull down, slant in, slant out</i>	X	<i>Slant down, slant down</i>
L	<i>Pull down, across</i>	Y	<i>Slant in, slant, and down</i>
M	<i>Pull down, slant down, slant up, pull down</i>	Z	<i>Across, slant down, across</i>

LOWERCASE

Letter	Verbal path	Letter	Verbal path
a	<i>Pull back, around, up, and down</i>	n	<i>Pull down, up, over, and down</i>
b	<i>Pull down, up, around</i>	o	<i>Pull back and around</i>
c	<i>Pull back and around</i>	p	<i>Pull down, up, and around</i>
d	<i>Pull back, around, up, and down</i>	q	<i>Pull back, around, up, and down</i>
e	<i>Pull across, back, and around</i>	r	<i>Pull down, up, and over</i>
f	<i>Pull back, down, and across</i>	s	<i>Pull back, in, around, and back around</i>
g	<i>Pull back, around, up, down, and under</i>	t	<i>Pull down and across</i>
h	<i>Pull down, up, over, and down</i>	u	<i>Pull down, around, up and down</i>
i	<i>Pull down, dot</i>	v	<i>Slant down, up</i>
j	<i>Pull down, curve around, dot</i>	w	<i>Slant down, up, down, up</i>
k	<i>Pull down, pull in, pull out</i>	x	<i>Slant down, slant down</i>
l	<i>Pull down</i>	y	<i>Slant in, slant and down</i>
m	<i>Pull down, up, over, down, and up, over and down</i>	z	<i>Across, slant down, across</i>

Keyword Cards

Adapted from Fox (2010)

A a

B b



C c

D d



E e

F f



G g



H h



I i



J j



K k



L l



M m

N n



O o



P p



Q q R r



S s



T t



U u

V v



W w

X x



Y y



Z z















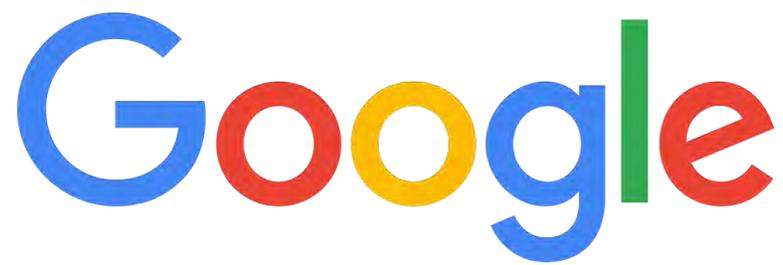




























































Walmart 

wii  TM





You Tube

yoo-hoo























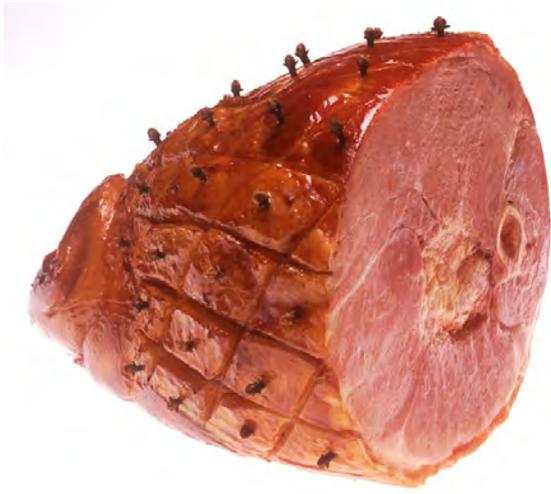










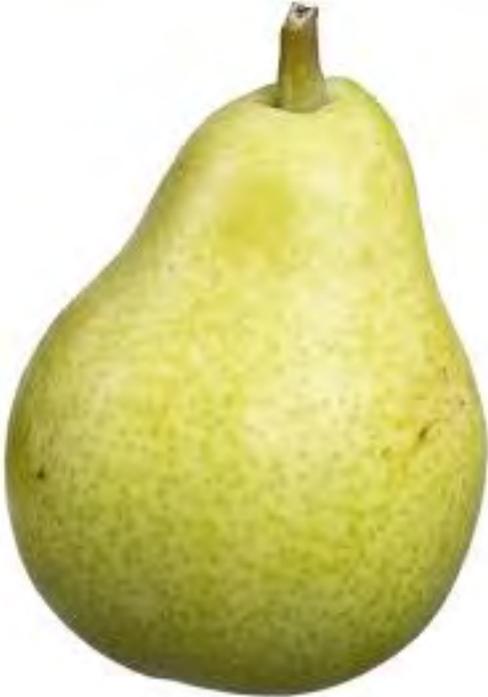










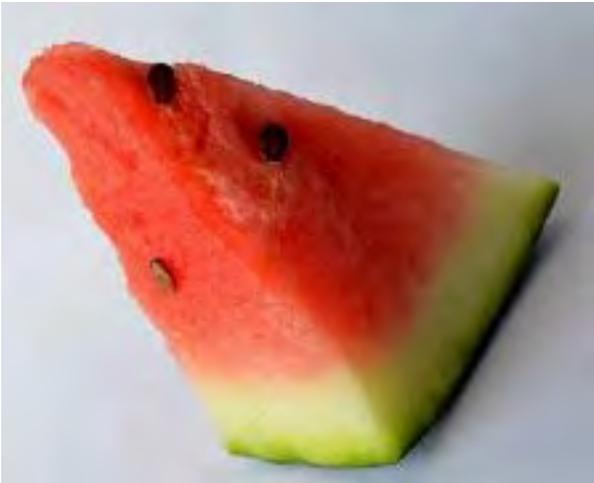


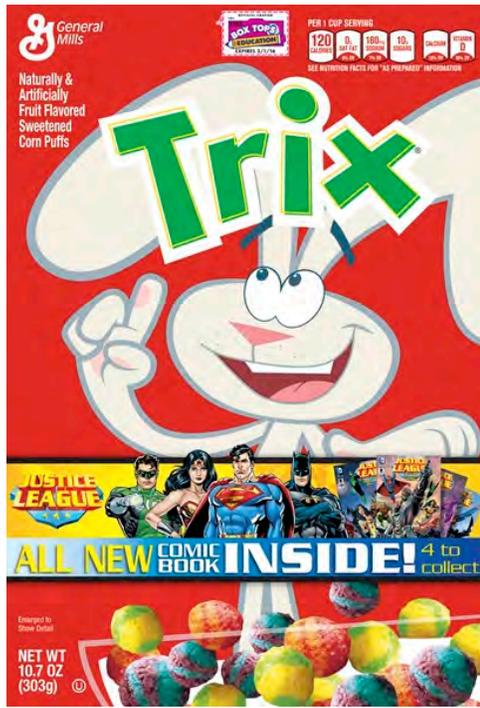


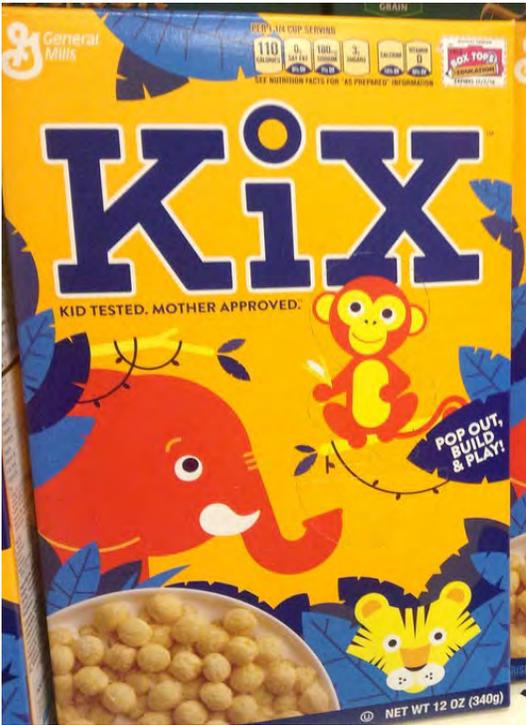














Additional Soup Sorter Cards



Lesson Roadmap

Letter	Sound	Keyword ^a	Action ^b	Environmental Print	Reading Day 1	Reading Day 2	Reading Day 3 (soup sorter cards) ^c	Writing Day 2	Grocery Items (for Review Lesson)
Aa	/a/ /ā/	apple	apple (pretend to eat an apple)	Apple Jacks, Applebee's, Apple (computer)	Dr. Seuss's ABC: Aunt, alligator	Find A/a in a magazine	apple, alligator, ant, hen, girl, yogurt	Rainbow letters with crayons/paper	apple
Bb	/b/	boat	bounce (bounce a ball)	Batman, Burger King, Best Buy, Band-aid, Bike Lane	Bella and Rosie: bird, banana, boy	Baa Baa Black Sheep	ball, buttons, bicycle, banana, book, tiger, hat, dog	Rainbow Letter	banana, bread
Cc	/k/	cat*	cut (cut with index and middle finger)	Crayola, Coca-Cola, Closed, Caution	Bella and Rosie: cat, corn, cow	Find C/c in a magazine	cat, corn, cake, cookie, cow, pear, nest, window	Markers and paper	corn
Dd	/d/	dog	dig (pretend to dig)	Dairy Queen, Dunkin Donuts, Doritos, Dominos Pizza, Detour, Deer Xing	Bella and Rosie: dinosaur, donut, dad	Hickory Dickory Dock	doughnut, duck, dice, dog, dragonfly, corn, mouse, watermelon	Paintbrush/water and chalkboard	doughnut
Ee	/e/ /ē/	egg*	elbow (point to elbow)	Eggo waffles, Energizer batteries, Elmer's glue, Emergency	Eating the Alphabet: endive, eggplant	Find E/e in a magazine	elephant, envelope, egg, corn, lamp, rock	Rainbow letters with crayons/paper	egg
Ff	/f/	fish	fan (fan self with hand)	Froot Loops, Fruit Snacks, Frosted Flakes, For Sale, Fire Extinguisher	Dr. Seuss's ABC: Four, feathers	Bella and Rosie: fox, fork, fish	fence, fork, firefighter, fish, fan, guitar, sunflower, koala	Chalk and chalkboard	fruit

Gg	/g/	goat	gallop (gallop in place)	Google, Goldfish crackers, GAP, Gatorade	Bella and Rosie: gate, gorilla, goat	Eating the Alphabet: gooseberry, grapefruit, grapes	goose, girl, gift, goat, guitar, hen, seal, dice	Chalk and chalkboard	grapes
Hh	/h/	hat	hop (hop on one foot)	Hot Wheels, HERSHEY'S, Home Depot, Hospital	Dr. Seuss's ABC: Hungry, horse	Humpty Dumpty	hat, hippopotamus, house, hen, horse, van, ring, milk	Paintbrush/water and chalkboard	ham
Ii	/i/ /ī/	igloo	itch (scratch self)	IKEA, IHOP	Dr. Seuss's ABC: Icabod, itchy	Find I/i in a magazine	Insect*, igloo, ink, vase, duck, leaf	Chalk and chalkboard	instant pudding
Jj	/j/	jar*	jump (jump on two feet)	Jell-O, Juicy Juice, Jif, Jelly Belly	Bella and Rosie: jeep, jam, jellybeans	Jack and Jill	jar, jam, jacket, jet, juice, buttons, vacuum, yo-yo	Markers and paper	jam, juice
Kk	/k/	kite	kick (little kicks with foot)	Kool-Aid, KitKat, KFC	Dr. Seuss's ABC: Kitten, king	Bella and Rosie: kangaroo, kitten, kite	koala, key, kangaroo, king, kite, soup, leaf, rock	Chalk and chalkboard	ketchup
Ll	/l/	lion	love (hug self)	LEGO, Lowe's, Lucky Charms, Leap Frog	Dr. Seuss's ABC: Lola, leg	Eating the Alphabet: lemon, leek, lettuce, lime	leaf, lamp, lemon, lion, log, key, gift, dog	Chalk and chalkboard	lemon
Mm	/m/	moon	munch (move mouth as if eating)	McDonald's, Macaroni and Cheese, M&Ms	Dr. Seuss's ABC: Many, midnight	Eating the Alphabet: melon, mango	mushroom, mittens, magnet, milk, mouse, box, otter, fork	Paintbrush/water and chalkboard	milk, mushroom
Nn	/n/	nut	nod (nod head)	Nike, Netflix, Nintendo, Nick Jr, No Parking	Dr. Seuss's ABC: Nine, nose	Bella and Rosie: nails, notebook, nuts	nuts, nest, net, newspaper, nurse, tooth, jet, pie	Markers and paper	nuts
Oo	/o/ /ō/	octopus*	opera (extend arms and	Old Navy, Off!, Open, On/Off (light switches)	Bella and Rosie: Octopus, owl, ox	Find O/o in a magazine	octopus, otter, ostrich, queen, turkey, nurse	Paintbrush/water and chalkboard	olives

Pp	/p/	pig	sing dramatically) push (push forward with both hands)	Play-Doh, Pizza Hut, Pop Tarts	Bella and Rosie: penguin, puppy, pickles	Eating the Alphabet: peach, pineapple, pear, papaya, persimmon, plum, pomegranate, parsnip, pea, pepper, pumpkin	pig, peas, pie, pumpkin, pear, lemon, cow, robot	Paintbrush/water and chalkboard	peas, pear, pumpkin
Qq	/kw/	quilt*	quiet (index finger on lips)	Q-tips, Quiznos, Quaker Oats	Dr. Suess's ABC: Queen, quacking	Bella and Rosie: quilt, question, quarter	question mark, quail, quilt, queen, quiet, waffles, house, fence	Rainbow letters with crayons/paper	Quaker Oats
Rr	/r/	ring	run (run in place)	Reese's, Ritz crackers, Rice Krispies, Railroad Crossing, Restroom, Recycle	Dr. Suess's ABC: Rosy, red	Eating the Alphabet: raspberry, radish, rutabaga, rhubarb, radicchio	rake, raisins, ring, robot, rock, cookie, wagon, yak	Rainbow letters with crayons/paper	raisins
Ss	/s/	sun	sew (pretend to hold a needle and sew)	Stop sign, Starbucks, Subway, Skittles, School, Stairs	Bella and Rosie: snake, sock, spider	Itsy Bitsy Spider	saw, socks, soup, seal, sunflower, ball, turtle, van	Chalk and Chalkboard	soup
Tt	/t/	table	talk (open and close fingers like a mouth)	Target, Taco Bell, Toys R Us, Trix, Taxi	Eating the Alphabet: tangerine, turnip, tomato	Twinkle, Twinkle Little Star	turtle, tooth, tiger, table, turkey, yawn, lamp, fish	Markers and paper	tomato
Uu	/u/ /ū/	umbrella	upside (lean over)	U-Haul, UPS, Under Construction	Dr. Suess's ABC: Uncle, umbrella	Find U/u in a magazine	up*, under*, umbrella, ball, dice, pig	Markers and paper	ugli fruit

Vv	/v/	van	volley (pretend to volley a ball)	Velveeta, Verizon, Vaseline, Vlasic	Dr. Seuss's ABC: Vera, very	Bella and Rosie: vacuum, vest, van	van, vegetables, vacuum, violin, vase, zebra, pie, jacket	Markers and paper	vegetables
Ww	/w/	wagon	wiggle (wiggle all over)	Wendy's, Walmart, Wii, Wheat Thins, Wheelchair, Wet Floor	Eating the Alphabet: watermelon, watercress	Find W/w in a magazine	waffles, watermelon, watch, wagon, window, apple, fish, juice	Paintbrush/water and chalkboard	watermelon, water, waffles
Xx	/ks/	box*	x-ray (make x with arms)	Xbox, X-men, Exit	Dr. Seuss's ABC: Nixie, fox	Find X/x in a magazine	box, taxi, fox, mushroom, quiet, zero	Markers and paper	Chex (cereal), Kix (cereal), Trix (cereal)
Yy	/y/	yo-yo	yawn (yawn)	Yoplait, Yoo-hoo, YouTube, Yield	Dr. Seuss's ABC: Yolanda, yellow	Find Y/y in a magazine	yarn, yawn, yak, yo-yo, yogurt, jar, rake, socks	Rainbow letters with crayons/paper	yogurt
Zz	/z/	zipper	zigzag (make an imaginary z in the air)	Ziploc, Zoo	Dr. Seuss's ABC: Zizzer, Zazzler	Find Z/z in a magazine	zucchini, zero, zipper, zebra, zigzag, fox, lemon, magnet	Rainbow letters with crayons/paper	zucchini

^aKeywords from Fox (2010) unless indicated by an asterisk.

^bActions adapted from Dr. Jean's Alphahardy song.

^cAsterisks indicate additional cards that we added to the Learning Resources Alphabet Soup Sorting Cards. These are included in the materials above.

Letter Lessons

Lesson A.1

MATERIALS

- Keyword letter card (*Aa* apple) and magnetic letters (*A, a*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *A, a* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Aa*.

I Do

Today we're going to learn about a new letter. This is an uppercase A.

Point to uppercase A.

A can also look like this. This is a lowercase a.

Point to lowercase a.

A represents two sounds. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/.

Point to the apple.

That is the same sound we hear at the beginning of the word *apple*. A, /a/ /a/ /a/, *apple*.

(Note: If the student's name begins with A/a/, use his/her name instead of the word *apple*: **This is an uppercase A. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/. That is the same sound we hear at the beginning of your name! A, /a/ /a/ /a/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase A.

Uppercase A.

Allow time for the student to repeat the letter name.

Point to lowercase a.

Lowercase a.

Allow time for the student to repeat the letter name.

A represents the sound /a/ /a/ /a/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the apple.

Apple begins with A. You say apple.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase A.

What letter is this?

Point to lowercase a.

What letter is this?

What sound does A represent?

If the student identifies the long sound for the vowel, say:

That is one sound that A represents. What is another sound that A represents?

What word begins with A?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with A/a/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with A/a/

I Do

Now, I'm going to teach you an action to help you remember the sound letter A represents. The letter A represents the /a/ sound, like apple. /a/ /a/ /a/ apple. I'm going to pretend to eat an apple. /a/ /a/ /a/.

We Do

Let's practice the action together.

Pretend to eat an apple with student while making the /a/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound A represents.

If student is not ready to perform the apple action and make the /a/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter A.

With the child's help, flip through the book to the A pages.

Here it is! This is an uppercase A.

Point to uppercase A and trace it with your finger.

And this is a lowercase a.

Point to lowercase a and trace it with your finger.

These pages also show pictures of things that begin with the letter a.

Name a few of the pictures that begin with a. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with a.

Point to *alligator*.

This word says *alligator*. Point to the lowercase a in this word. Yes, that is a lowercase a!

Point to *Aunt*.

This word says *Aunt*. Point to the uppercase A in this word. Yes, that is an uppercase A!

What sound does A represent?

Repeat this process with the remaining a words on the page.

If student is not ready to locate the A or a independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for Aa instead.

I Do

Place sandpaper A in front of you.

The last thing we will do is practice tracing A. Watch as I use my finger to trace this uppercase A on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper A as you say the verbal path.

Uppercase A. Slant down, slant down, across. Uppercase A.

We Do

Let's keep practicing. Use your finger to trace over the uppercase A. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase A with his/her finger while saying the verbal path:

Uppercase A. Give student time to repeat.

Slant down, Give student time to repeat and trace.

slant down, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase A. Give student time to repeat.

You Do

Now try tracing uppercase A by yourself. Remember to start at the top.

If student is not ready to trace uppercase A independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does A represent?

Do at least 3 repetitions of uppercase A at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase a: **Pull back, around, up, and down. Lowercase a.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson A.2

MATERIALS

- Keyword letter card (*Aa* apple) and magnetic letters (*A, a*)
- Environmental print cards for *A*: Apple Jacks, Applebee's, Apple (computer)
- Children's magazine that includes a page with several instances of *A* and *a*; yellow crayon
- Two sheets of blank paper, crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Aa*.

I Do

Point to uppercase *A*. Complete the apple action as you make the /a/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *A*. It represents two sounds. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/.

Point to lowercase *a*. Complete the apple action as you make the /a/ sound.

***A* can also look like this. This is a lowercase *a*. It represents the same two sounds as uppercase *A*. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/ /a/ /a/.**

Point to the apple.

That is the same sound we hear at the beginning of the word *apple*. *A*, /a/ /a/ /a/, *apple*.

(Note: If the student's name begins with *A/a*, use his/her name instead of the word *apple*: **This is an uppercase *A*. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/. That is the same sound we hear at the beginning of your name! *A*, /a/ /a/ /a/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *A*.

Uppercase *A*.

Allow time for the student to repeat the letter name.

Point to lowercase *a*.

Lowercase *a*.

Allow time for the student to repeat the letter name.

***A* represents the sound /a/ /a/ /a/ like apple. You say its sound and pretend to eat an apple.**

Allow time for the student to repeat the letter sound and complete the apple action.

Point to the apple.

Apple begins with *A*. You say *apple*.

You Do

Now you try by yourself.

Point to uppercase *A*.

What letter is this?

Point to lowercase *a*.

What letter is this?

What sound does A represent?

If the student identifies the long sound for the vowel, say:

That is one sound that A represents. What is another sound that A represents?

What word begins with A?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with A/a/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter A in lots of important words.

Display the environmental print cards for A.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter A, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Applebee's* sign. I see an uppercase A in the word *Applebee's*. A represents the sound: /a/ /a/ /a/.**

You Do

Point to the letter A in the word [environmental print word (e.g., *Apple Jacks*)]. What sound does A represent?

If the student is not ready to find the A independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this A.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find A and *a* in a Magazine

I Do

Now, we're going to look for the letter A. The letter A is in lots of different words.

Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have A in them.

Turn to a page you know has words that include A or *a*. Scan the page with your finger as you work to locate an A or *a*.

Look! I see an *a* right here! This word says _____. I'm going to use this crayon to color over the A.

We Do

Let's try to find another A on this page.

Point to a specific line of text or to a particular word that includes an A or *a*.

Do you see an A on this line/in this word? Great! Use the crayon to color over the A.

You Do

Now you try on your own. Color all the other A's you can find on this page.

Give student a few minutes to find and highlight A or a in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase A.

The last thing we will do is practice writing A. Let's practice writing the letter A as a rainbow letter.

First, I'm going to choose a color and write the uppercase A.

Write A with a crayon as you say the verbal path:

Slant down, slant down, across. Uppercase A.

Now, I'm going to choose another color and write on top of this A.

Use a different colored crayon to trace over the first A you wrote. Say the verbal path as you write:

Slant down, slant down, across. Uppercase A.

We are making a colorful A.

We Do

Now you choose a color. Trace the uppercase A.

Say the words while you write: Slant down, slant down, across. Uppercase A.

Allow student time to trace over the A you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase A.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does A represent?

Do at least 3 repetitions of uppercase A at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase a using the following verbal path: **Pull back, around, up, and down. Lowercase a.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose*

just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).

Lesson A.3

MATERIALS

- Keyword letter card (*Aa* apple) and magnetic letters (*A, a*)
- Environmental print cards for *A*: Apple Jacks, Applebee's, Apple (computer)
- Soup sorter cards: *a*, apple, alligator, ant, hen, girl, yogurt
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Aa*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *A*. Complete the apple action as you make the /a/ sound.

This is an uppercase *A*. It represents two sounds. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/.

Point to lowercase *a*. Complete the apple action as you make the /a/ sound.

Remember that *A* can also look like this. This is a lowercase *a*. It represents the same two sounds as uppercase *A*. One sound is the long sound, which sounds like its name. /ā/. The other sound is the short sound, /a/ /a/ /a/.

Display an image of an apple. (Note: If the student's name begins with *A/a*/, use his/her name instead of the word *apple*.)

That is the same sound we hear at the beginning of the word *apple*. *A*, /a/ /a/ /a/, *apple*.

We Do

Say the letter name after me.

Point to uppercase *A*.

Uppercase *A*.

Allow time for the student to repeat the letter name.

Point to lowercase *a*.

Lowercase *a*.

Allow time for the student to repeat the letter name.

***A* represents the sound /a/ /a/ /a/ like apple. You say its sound and pretend to eat an apple.**

Allow time for the student to repeat the letter sound.

Point to the *apple*.

Apple begins with *A*. You say *apple*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *A*.

What letter is this?

Point to lowercase *a*.

What letter is this?

What sound does A represent?

If the student identifies the long sound for the vowel, say:

That is one sound that A represents. What is another sound that A represents?

What word begins with A?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with A/a/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter A in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Applebee's* and *Apple*)] have the letter A in them.

Display another environmental print card the student accurately identified during the previous A lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter A, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Apple Jacks*. I see an uppercase A in the word *Apple*. A represents the /a/ sound. *Apple*.**

You Do

Point to the letter A in the word [environmental print word]. What sound does A represent?

If the student is not ready to find the A independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this A.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *a* on it.

Now, let's play a game with picture cards! This is the letter *a*. It represents the sound /a/ /a/ /a/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of an apple on it.

This is an apple.

***Apple*. /a/ /a/ /a/ *apple*.**

Point to the letter *a* card.

/a/ /a/ /a/ *a*.

***Apple* does start with /a/ so we will put it under the *a* card.**

Place the apple card under the *a* card.

Show student the soup sorter card with a picture of a hen on it.

This is a hen.

***Hen*. /h/ /h/ /h/ *hen*.**

Point to the *a* card.

/a/ *a*.

Point to the hen card and then to the *a* card.

/h/ /a/.

Hen does not start with /a/ so we will not put it under the *a* card.

Place the hen card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of an alligator on it.

What is this?

Correct the student if they are incorrect.

This is an alligator.

We can say the first sound. /a/ /a/ /a/ alligator. You say: /a/ alligator.

Does /a/ alligator start like /a/ a?

Allow student time to respond.

Yes, /a/ alligator starts like /a/ a, so we will put it under the *a* card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /a/ a?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the A picture cards from the previous activity in front of the student (apple, alligator, ant).

I Do

The last thing we will do is write a list of words that begin with A. We can write the words for these pictures. I see an apple, /a/, apple. Apple starts with an /a/, so I am going to write an A first.

Use a blank sheet of paper to write the word. Write uppercase A using the same verbal path as before.

And this is the rest of the word, apple.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., alligator, ant)]. Listen for the first sound. Say /a/ [word student identifies].

Yes, it starts with an A.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *ant* and has learned about letter *t* in a previously taught lesson: **Write the A. The next letter in the word *ant* is *n*. I will write the *n*. After the *n* comes a *t*. Do you remember how to write the letter *t*? Write it next to the *n*. Pull down and cross. A-n-t. Ant.)**

You Do

Look for another word that starts with /a/A. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /a/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write A independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson B.1**MATERIALS**

- Keyword letter card (*Bb* boat) and magnetic letters (*B, b*)
- Keyword letter card for previous letter taught (if applicable)
- *B* alphabet book
- *B, b* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Bb*.

I Do

Today we're going to learn about a new letter. This is an uppercase *B*.

Point to uppercase *B*.

***B* can also look like this. This is a lowercase *b*.**

Point to lowercase *b*.

***B* represents the /b/ sound.**

Point to the boat.

That is the same sound we hear at the beginning of the word *boat*. *B*, /b/ /b/ /b/, *boat*.

(Note: If the student's name begins with *B* /b/, use his/her name instead of the word *boat*: **This is an uppercase *B*. It represents the /b/ sound. That is the same sound we hear at the beginning of your name! *B*, /b/ /b/ /b/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *B*.

Uppercase B.

Allow time for the student to repeat the letter name.

Point to lowercase *b*.

Lowercase b.

Allow time for the student to repeat the letter name.

B represents the sound /b/ /b/ /b/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the boat.

Boat begins with B. You say boat.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *B*.

What letter is this?

Point to lowercase *b*.

What letter is this?

What sound does B represent?

What word begins with B?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *B/b/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *B/b/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter B represents. The letter B represents the /b/ sound, like bounce. /b/ /b/ /b/ bounce. I'm going to pretend to bounce a ball. /b/ /b/ /b/.

We Do

Let's practice the action together.

Pretend to bounce a ball with student while making the /b/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound B represents.

If student is not ready to perform the bouncing action and make the /b/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading : Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *b* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter B. Listen to how these words all start with /b/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /b/ sound on each page.

Bird.* There is the *b.* /b/ /b/ /b/ *bird.

Banana.* There is the *b.* /b/ /b/ /b/ *banana.

We Do

Help me find the letter *b* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *b*.

Example: ***Boy.* Find the lowercase *b* in *boy.***

If student is not ready to find the *b* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *b.*

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *b* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Bb* instead.

I Do

Place sandpaper *B* in front of you.

The last thing we will do is practice tracing *B.* Watch as I use my finger to trace this uppercase *B* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *B* as you say the verbal path.

Uppercase *B.* Pull down, up around and in, back and around. Uppercase *B.*

We Do

Let's keep practicing. Use your finger to trace over the uppercase *B.* Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *B* with his/her finger while saying the verbal path:

Uppercase *B.* Give student time to repeat.

Pull down, Give student time to repeat and trace.

up, around and in, Give student time to repeat and trace.

back and around. Give student time to repeat and trace.

Uppercase *B.* Give student time to repeat.

You Do

Now try tracing uppercase *B* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *B* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *B* represent?

Do at least 3 repetitions of uppercase *B* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *b*: **Pull down, up, around. Lowercase *b.***

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson B.2

MATERIALS

- Keyword letter card (*Bb* boat) and magnetic letters (*B, b*)
- Environmental print cards for *B*: Batman, Band-Aid, Best Buy, Burger King, Bike Lane
- “Baa Baa Black Sheep” rhyme (print from page 4 of this lesson plan or write on chart paper)
- Two sheets of blank paper and crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Bb*.

I Do

Point to uppercase *B*. Complete a bouncing action as you make the /b/ sound.

Today, we’re going to practice a special letter. Do you remember this letter?

This is an uppercase *B*. It represents the /b/ sound.

Point to lowercase *b*. Complete a bouncing action as you make the /b/ sound.

***B* can also look like this. This is a lowercase *b*. It represents the same sound as uppercase *B*: /b/ /b/ /b/.**

Point to the boat.

That is the same sound we hear at the beginning of the word *boat*. *B*, /b/ /b/ /b/, *boat*.

(Note: If the student’s name begins with *B* /b/, use his/her name instead of the word *boat*: **This is an uppercase *B*. It represents the /b/ sound. That is the same sound we hear at the beginning of your name! *B*, /b/ /b/ /b/, [student’s name].**)

We Do

Say the letter name after me.

Point to uppercase *B*.

Uppercase *B*.

Allow time for the student to repeat the letter name.

Point to lowercase *b*.

Lowercase *b*.

Allow time for the student to repeat the letter name.

***B* represents the sound /b/ /b/ /b/ like *bounce*. You say its sound and pretend to bounce a ball.**

Allow time for the student to repeat the letter sound and complete the bouncing action.

Point to the boat.

Boat begins with *B*. You say *boat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *B*.

What letter is this?

Point to lowercase *b*.

What letter is this?

What sound does *B* represent?

What word begins with *B*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *B/b/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *B* in lots of important words.

Display the environmental print cards for *B*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *B*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Batman* symbol. I see an uppercase *B* in the word *Batman*. *B* represents the /b/ /b/ /b/ sound.**

You Do

Point to the letter *B* in the word [environmental print word (e.g., *Band-Aid*). What sound does *B* represent?

If the student is not ready to find the *B* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *B*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Nursery Rhyme

Display the "Baa Baa Black Sheep" rhyme.

I Do

Now, I'm going to teach you a rhyme to help you remember the way the letter *B* looks and the sound it represents.

The letter *B* represents the /b/ /b/ /b/ sound. Every time I see the letter *B* and hear the /b/ sound, I'll point to the *B/b*:

Point to the words as you say/sing the rhyme. Slow down slightly and enunciate the words that begin with the /b/ sound so the student can see and hear the link.

Baa, baa, black sheep,

Have you any wool?

Yes sir, yes sir, three bags full!

One for my master, one for my dame,

And one for the little boy

Who lives down the lane.

Baa, baa, black sheep,

Have you any wool?

Yes sir, yes sir, three bags full.

We Do/You Do

Let's practice the rhyme together.

Sing each line of rhyme. Have student either (1) repeat or (2) sing with you.

Where do you see the letter *B* in our rhyme?

Help student locate both the uppercase forms of *B* and the lowercase forms of *b* in the rhyme. Use a magnetic letter/card as a model if necessary.

What letter did you find? What sound does it represent?

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *B*.

The last thing we will do is practice writing *B*. Let's practice writing the letter *B* as a rainbow letter.

First, I'm going to choose a color and write the uppercase *B*.

Write *B* with a crayon as you say the verbal path:

Pull down, up, around and in, back and around. Uppercase *B*.

Now, I'm going to choose another color and write on top of this *B*.

Use a different colored crayon to trace over the first *B* you wrote. Say the verbal path as you write:

Pull down, up, around and in, back and around. Uppercase *B*.

We are making a colorful *B*.

We Do

Now you choose a color. Trace the uppercase *B*.

Say the words while you write: Pull down, up, around and in, back and around.

Uppercase *B*.

Allow student time to trace over the *B* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase *B*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *B* represent?

Do at least 3 repetitions of uppercase *B* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *b* using the following verbal path:

Pull down, up, around. Lowercase *b*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Baa, Baa, Black Sheep

Baa, baa, black sheep,

Have you any wool?

Yes sir, yes sir, three bags full!

One for my master, one for my
dame,

And one for the little boy

Who lives down the lane.

Baa, baa, black sheep,

Have you any wool?

Yes sir, yes sir, three bags full.

Lesson B.3

MATERIALS

- Keyword letter card (*Bb* boat) and magnetic letters (*B, b*)
- Environmental print cards for *B*: Batman, Band-Aid, Best Buy, Burger King, Bike Lane
- Soup sorter cards: *b*, buttons, book, ball, banana, bicycle, tiger, hat, dog
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Bb*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *B*. Complete a bouncing action as you make the /b/ sound.

This is an uppercase *B*. It represents the /b/ sound.

Point to lowercase *b*. Complete a bouncing action as you make the /b/ sound.

Remember that *B* can also look like this. This is a lowercase *b*. It represents the same sound as uppercase *B*: /b/ /b/ /b/.

Display an image of a boat. (Note: If the student's name begins with *B/b*, use his/her name instead of the word *boat*.)

That is the same sound we hear at the beginning of the word *boat*. *B, /b/ /b/ /b/, boat*.

We Do

Say the letter name after me.

Point to uppercase *B*.

Uppercase *B*.

Allow time for the student to repeat the letter name.

Point to lowercase *b*.

Lowercase *b*.

Allow time for the student to repeat the letter name.

***B* represents the sound /b/ /b/ /b/ like *bounce*. You say its sound and pretend to bounce a ball.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the boat.

Boat begins with *B*. You say *boat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *B*.

What letter is this?

Point to lowercase *b*.

What letter is this?

What sound does *B* represent?

What word begins with *B*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *B/b*/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *B* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Batman* and *Best Buy*)] have the letter *B* in them.

Display another environmental print card the student accurately identified during the previous *B* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *B*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Burger* [pause] *King*. I see an uppercase *B* in the word *Burger*. *B* represents the /b/ sound. *Burger*.**

You Do

Point to the letter *B* in the word [environmental print word]. What sound does *B* represent?

If the student is not ready to find the *B* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *B*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *b* on it.

Now, let's play a game with picture cards! This is the letter *b*. It represents the sound /b/ /b/ /b/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a ball on it.

This is a ball.

ball. /b/ /b/ /b/ ball.

Point to the letter *b* card.

/b/ /b/ /b/ b.

Ball does start with /b/ so we will put it under the *b* card.

Place the ball card under the *b* card.

Show student the soup sorter card with a picture of a tiger on it.

This is a tiger.

Tiger. /t/ /t/ /t/ tiger.

Point to the *b* card.

/b/ b.

Point to the tiger card and then to the *b* card.

/t/ /b/.

Tiger does not start with /b/ so we will not put it under the *b* card.

Place the tiger card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of buttons on it.

What are these?

Correct the student if they are incorrect.

These are buttons.

We can say the first sound. /b/ /b/ /b/ buttons. You say: /b/ buttons.

Does /b/ buttons start like /b/ b?

Allow student time to respond.

Yes, /b/ buttons starts like /b/ b, so we will put it under the b card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /b/ b?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *B* picture cards from the previous activity in front of the student (buttons, book, ball, banana, bicycle).

I Do

The last thing we will do is write a list of words that begin with *B*. We can write the words for these pictures. I see a book, /b/, book. Book starts with a /b/, so I am going to write a *B* first.

Use a blank sheet of paper to write the word. Write uppercase *B* using the same verbal path as before: **Pull down, up, around and in, back and around. Uppercase B.**

And this is the rest of the word, book.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., banana, ball, bicycle)]. Listen for the first sound.

Say /b/ [word student identifies].

Yes, it starts with a *B*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *ball* and has learned about letter *l* in a previously taught lesson: **Write the *B*. The next letter in the word *ball* is *a*. I will write the *a*. After the *a* comes an *l*. Do you remember how to write the letter *l*? Write it next to the *a*. Pull down. Now write another *l*. *B-a-l-l*. Ball.)**

You Do

Look for another word that starts with /b/B. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /b/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *B* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson C.1**MATERIALS**

- Keyword letter card (Cc cat) and magnetic letters (C, c)
- Keyword letter card for previous letter taught (if applicable)
- C alphabet book
- C, c cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for Ck.

I Do

Today we're going to learn about a new letter. This is an uppercase C.

Point to uppercase C.

C can also look like this. This is a lowercase c.

Point to lowercase c.

C represents the /k/ sound.

Point to the cat.

That is the same sound we hear at the beginning of the word cat. C, /k/ /k/ /k/, cat.

(Note: If the student's name begins with C /k/, use his/her name instead of the word cat: **This is an uppercase C. It represents the /k/ sound. That is the same sound we hear at the beginning of your name! C, /k/ /k/ /k/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase C.

Uppercase C.

Allow time for the student to repeat the letter name.

Point to lowercase c.

Lowercase c.

Allow time for the student to repeat the letter name.

C represents the sound /k/ /k/ /k/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the cat.

Cat begins with C. You say cat.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase C.

What letter is this?

Point to lowercase c.

What letter is this?

What sound does C represent?

What word begins with C?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with C/k/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with C/k/

I Do

Now, I'm going to teach you an action to help you remember the sound letter C represents. The letter C represents the /k/ sound, like cut. /k/ /k/ /k/ cut. I'm going to pretend to cut with my fingers /k/ /k/ /k/.

We Do

Let's practice the action together.

Pretend to cut (with index and middle fingers) with student while making the /k/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound C represents.

If student is not ready to perform the cutting action and make the /k/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter c (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter C. Listen to how these words all start with /k/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /k/ sound on each page.

Cat. There is the *c*. /k/ /k/ /k/ *cat*.

Corn. There is the *c*. /k/ /k/ /k/ *corn*.

We Do

Help me find the letter *c* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *c*.

Example: **Cow.** Find the lowercase *c* in *cow*.

If student is not ready to find the *c* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *c*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *c* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Cc* instead.

I Do

Place sandpaper *C* in front of you.

The last thing we will do is practice tracing *C*. Watch as I use my finger to trace this uppercase *C* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *C* as you say the verbal path.

Uppercase *C*. Pull back and around. Uppercase *C*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *C*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *C* with his/her finger while saying the verbal path:

Uppercase *C*. Give student time to repeat.

Pull back, Give student time to repeat and trace.

and around, Give student time to repeat and trace.

Uppercase *C*. Give student time to repeat.

You Do

Now try tracing uppercase *C* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *C* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *C* represent?

Do at least 3 repetitions of uppercase *C* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *c*: **Pull back and around. Lowercase *c*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson C.2

MATERIALS

- Keyword letter card (Cc cat) and magnetic letters (C, c)
- Environmental print cards for C: Crayola, Coca-Cola, Closed, Caution
- Children's magazine that includes a page with several instances of C and c; yellow crayon
- Two sheets of blank paper, markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for Cc.

I Do

Point to uppercase C. Complete a cutting action as you make the /k/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase C. It represents the /k/ sound.

Point to lowercase c. Complete a cutting action as you make the /k/ sound.

C can also look like this. This is a lowercase c. It represents the same sound as uppercase C: /k/ /k/ /k/.

Point to the cat.

That is the same sound we hear at the beginning of the word cat. C, /k/ /k/ /k/, cat.

(Note: If the student's name begins with C /k/, use his/her name instead of the word cat: **This is an uppercase C. It represents the /k/ sound. That is the same sound we hear at the beginning of your name! C, /k/ /k/ /k/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase C.

Uppercase C.

Allow time for the student to repeat the letter name.

Point to lowercase c.

Lowercase c.

Allow time for the student to repeat the letter name.

C represents the sound /k/ /k/ /k/ like cut. You say its sound and pretend to cut.

Allow time for the student to repeat the letter sound and complete the cutting action.

Point to the cat.

Cat begins with C. You say cat.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase C.

What letter is this?

Point to lowercase c.

What letter is this?

What sound does C represent?

What word begins with C?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with C/k/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter C in lots of important words.

Display the environmental print cards for C.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter C, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Caution* sign. I see an uppercase C in the word *Caution*. C represents the /k/ /k/ /k/ sound.**

You Do

Point to the letter C in the word [environmental print word (e.g., *Closed*)]. What sound does C represent?

If the student is not ready to find the C independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this C.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find C and c in a Magazine

I Do

Now, we're going to look for the letter C. The letter C is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have C in them.

Turn to a page you know has words that include C or c. Scan the page with your finger as you work to locate a C or c.

Look! I see a c right here! This word says _____. I'm going to use this crayon to color over the C.

We Do

Let's try to find another C on this page.

Point to a specific line of text or to a particular word that includes a C or c.

Do you see a C on this line/in this word? Great! Use the crayon to color over the C.

You Do

Now you try on your own. Color all the other C's you can find on this page.

Give student a few minutes to find and highlight C or c in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase C.

The last thing we will do is practice writing C. Let's practice writing the letter C with markers.

Write C with a colorful marker as you say the verbal path:

Pull back and around. Uppercase C.

We Do

Now you try. Trace the uppercase C.

Say the words while you write: Pull back and around. Uppercase C.

Allow student time to trace over the C you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase C. Choose which marker you want to use.

If the student is not ready to write uppercase C independently, return to the We Do level of support.

What letter did you write? What sound does C represent?

Do at least 3 repetitions of uppercase C at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase c using the following verbal path: **Pull back and around. Lowercase c.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson C.3

MATERIALS

- Keyword letter card (*Cc* cat) and magnetic letters (*C, c*)
- Environmental print cards for *C*: Crayola, Coca-Cola, Closed, Caution
- Soup sorter cards: *c*, cat, corn, cake, cookie, cow, pear, nest, window
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Cc*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *C*. Complete a cutting action as you make the /k/ sound.

This is an uppercase *C*. It represents the /k/ sound.

Point to lowercase *c*. Complete a cutting action as you make the /k/ sound.

Remember that *C* can also look like this. This is a lowercase *c*. It represents the same sound as uppercase *C*: /k/ /k/ /k/.

Display an image of a cat. (Note: If the student's name begins with *C/k/*, use his/her name instead of the word *cat*.)

That is the same sound we hear at the beginning of the word *cat*. *C, /k/ /k/ /k/, cat*.

We Do

Say the letter name after me.

Point to uppercase *C*.

Uppercase *C*.

Allow time for the student to repeat the letter name.

Point to lowercase *c*.

Lowercase *c*.

Allow time for the student to repeat the letter name.

***C* represents the sound /k/ /k/ /k/ like *cut*. You say its sound and pretend to cut.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the cat.

Cat begins with *C*. You say *cat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *C*.

What letter is this?

Point to lowercase *c*.

What letter is this?

What sound does *C* represent?

What word begins with *C*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *C/c/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter C in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Caution and Coca-Cola*)] have the letter C in them.

Display another environmental print card the student accurately identified during the previous C lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter C, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Crayola*. I see an uppercase C in the word *Crayola*. C represents the /k/ sound. *Crayola*.**

You Do

Point to the letter C in the word [environmental print word]. What sound does C represent?

If the student is not ready to find the C independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this C.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter c on it.

Now, let's play a game with picture cards! This is the letter c. It represents the sound /k/ /k/ /k/. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a cake on it.

This is a cake.

***Cake*. /k/ /k/ /k/ *cake*.**

Point to the letter c card.

/k/ /k/ /k/ c.

***Cake* does start with /k/ so we will put it under the c card.**

Place the cake card under the c card.

Show student the soup sorter card with a picture of a pear on it.

This is a pear.

***Pear*. /p/ /p/ /p/ *pear*.**

Point to the c card.

/k/ c.

Point to the pear card and then to the c card.

/p/ /k/.

***Pear* does not start with /k/ so we will not put it under the c card.**

Place the pear card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a cow on it.

What is this?

Correct the student if they are incorrect.

This is a cow.

We can say the first sound. /k/ /k/ /k/ cow. You say: /k/ cow.

Does /k/ cow start like /k/ c?

Allow student time to respond.

Yes, /k/ cow starts like /k/ c, so we will put it under the c card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /k/ c?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the C picture cards from the previous activity in front of the student (cat, corn, cake, cookie, cow).

I Do

The last thing we will do is write a list of words that begin with C. We can write the words for these pictures. I see a cookie, /k/, cookie. Cookie starts with a /k/, so I am going to write a C first.

Use a blank sheet of paper to write the word. Write uppercase C using the same verbal path as before.

And this is the rest of the word, cookie.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., cat, corn, cake, cow)]. Listen for the first sound. Say /k/ [word student identifies].

Yes, it starts with a C.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *cat* and has learned about letter *t* in a previously taught lesson: **Write the C. The next letter in the word *cat* is *a*. I will write the *a*. After the *a* comes a *t*. Do you remember how to write the letter *t*? Write it next to the *a*. Pull down and cross. C-a-t. Cat.)**

You Do

Look for another word that starts with /k/C. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /k/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write C independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson D.1**MATERIALS**

- Keyword letter card (*Dd dog*) and magnetic letters (*D, d*)
- Keyword letter card for previous letter taught (if applicable)
- *D* alphabet book
- *D, d* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Dd*.

I Do

Today we're going to learn about a new letter. This is an uppercase *D*.

Point to uppercase *D*.

***D* can also look like this. This is a lowercase *d*.**

Point to lowercase *d*.

***D* represents the /d/ sound.**

Point to the dog.

That is the same sound we hear at the beginning of the word *dog*. *D*, /d/ /d/ /d/, *dog*.

(Note: If the student's name begins with *D* /d/, use his/her name instead of the word *dog*: **This is an uppercase *D*. It represents the /d/ sound. That is the same sound we hear at the beginning of your name! *D*, /d/ /d/ /d/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *D*.

Uppercase *D*.

Allow time for the student to repeat the letter name.

Point to lowercase *d*.

Lowercase *d*.

Allow time for the student to repeat the letter name.

***D* represents the sound /d/ /d/ /d/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the dog.

Dog begins with *D*. You say *dog*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *D*.

What letter is this?

Point to lowercase *d*.

What letter is this?

What sound does *D* represent?

What word begins with *D*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *D/d*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *D/d*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *D* represents. The letter *D* represents the /d/ sound, like dig. /d/ /d/ /d/ dig. I'm going to pretend to dig. /d/ /d/ /d/.

We Do

Let's practice the action together.

Pretend to dig with student while making the /d/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *D* represents.

If student is not ready to perform the digging action and make the /d/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *d* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter *D*. Listen to how these words all start with /d/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /d/ sound on each page.

***Dinosaur*. There is the *d*. /d/ /d/ /d/ dinosaur.**

***Donut*. There is the *d*. /d/ /d/ /d/ donut.**

We Do

Help me find the letter *d* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *d*.

Example: ***Dad*. Find the lowercase *d* in *dad*.**

If student is not ready to find the *d* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *d*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *d* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Dd* instead.

I Do

Place sandpaper *D* in front of you.

The last thing we will do is practice tracing *D*. Watch as I use my finger to trace this uppercase *D* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *D* as you say the verbal path.

Uppercase *D*. Pull down, up, around. Uppercase *D*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *D*. Remember, we always start uppercase letters at the top. I will say the words and you trace the letter:

Help student trace over the uppercase *D* with his/her finger while saying the verbal path:

Uppercase *D*. You say its name. Allow student time to repeat its name.

Pull down, Allow student time to trace.

up, Allow student time to trace.

around. Allow student time to trace.

Uppercase *D*. Allow student time to repeat.

You Do

Now try tracing uppercase *D* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *D* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *D* represent?

Do at least 3 repetitions of uppercase *D* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *d*: **Pull back, around, up, and down. Lowercase *d*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson D.2

MATERIALS

- Keyword letter card (*Dd* dog) and magnetic letters (*D, d*)
- Environmental print cards for *D*: Dairy Queen, Dunkin Donuts, Doritos, Domino's Pizza, Detour, Deer Xing
- "Hickory Dickory Dock" rhyme (print from page 4 of this lesson plan or write on chart paper)
- Paintbrush, water, chalkboard, and paper towels

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Dd*.

I Do

Point to uppercase *D*. Complete a digging action as you make the /d/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *D*. It represents the /d/ sound.

Point to lowercase *d*. Complete a digging action as you make the /d/ sound.

***D* can also look like this. This is a lowercase *d*. It represents the same sound as uppercase *D*: /d/ /d/ /d/.**

Point to the dog.

That is the same sound we hear at the beginning of the word *dog*. *D, /d/ /d/ /d/, dog*.

(Note: If the student's name begins with *D /d/*, use his/her name instead of the word *dog*: **This is an uppercase *D*. It represents the /d/ sound. That is the same sound we hear at the beginning of your name! *D, /d/ /d/ /d/, [student's name]*.)**

We Do

Say the letter name after me.

Point to uppercase *D*.

Uppercase *D*.

Allow time for the student to repeat the letter name.

Point to lowercase *d*.

Lowercase *d*.

Allow time for the student to repeat the letter name.

***D* represents the sound /d/ /d/ /d/ like *dig*. You say its sound and pretend to dig.**

Allow time for the student to repeat the letter sound and complete the digging action.

Point to the dog.

Dog begins with *D*. You say *dog*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *D*.

What letter is this?

Point to lowercase *d*.

What letter is this?

What sound does *D* represent?

What word begins with *D*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *D/d/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *D* in lots of important words.

Display the environmental print cards for *D*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *D*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this Detour sign. I see an uppercase *D* in the word *Detour*. *D* represents the /d/ /d/ /d/ sound.**

You Do

Point to the letter *D* in the word [environmental print word]. What sound does *D* represent?

If the student is not ready to find the *D* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *D*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Nursery Rhyme

Display the "Hickory Dickory Dock" rhyme.

I Do

Now, I'm going to teach you a rhyme to help you remember the way the letter *D* looks and the sound it represents.

The letter *D* represents the /d/ /d/ /d/ sound. Look and listen as I read/sing the rhyme:

Point to the words as you say/sing the rhyme. Slow down slightly and enunciate the words that begin with the /d/ sound so the student can see and hear the link.

Hickory dickory dock.

The mouse ran up the clock.

The clock struck one,

The mouse ran down,

Hickory dickory dock.

We Do/You Do

Let's practice the rhyme together.

Sing each line of rhyme. Have student either (1) repeat or (2) sing with you.

Where do you see the letter *D* in our rhyme?

Help student locate both the uppercase forms of *D* and the lowercase forms of *d* in the rhyme. Use a magnetic letter/card as a model if necessary.

What letter did you find? What sound does it represent?

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *D*.

The last thing we will do is practice writing *D*. First, I'll write uppercase *D* with this wet paintbrush.

Dip paintbrush in water and write *D* on the chalkboard as you say the verbal path:

Pull down, up, and around. Uppercase *D*.

We Do

Now you use this paintbrush to trace over the *D* I wrote. I will say the words while you write: Pull down, up, and around. Uppercase *D*.

Allow student time to trace over the *D* you wrote.

You Do

Point to a dry space on the chalkboard (or use paper towel to dry the previous space used).

Now you make your own uppercase *D*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *D* represent?

Do at least 3 repetitions of uppercase *D* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *d* using the following verbal path:

Pull back, around, up, and down. Lowercase *d*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Hickory Dickory Dock

Hickory dickory dock,

The mouse ran up the clock.

The clock struck one,

The mouse ran down,

Hickory dickory dock.

Lesson D.3

MATERIALS

- Keyword letter card (*Dd dog*) and magnetic letters (*D, d*)
- Environmental print cards for *D*: Dairy Queen, Dunkin Donuts, Doritos, Domino's Pizza, Detour, Deer Xing
- Soup sorter cards: *d*, doughnut, duck, dice, dog, dragonfly, corn, mouse, watermelon
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Dd*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *D*. Complete a digging action as you make the /d/ sound.

This is an uppercase *D*. It represents the /d/ sound.

Point to lowercase *d*. Complete a digging action as you make the /d/ sound.

Remember that *D* can also look like this. This is a lowercase *d*. It represents the same sound as uppercase *D*: /d/ /d/ /d/.

Display an image of a dog. (Note: If the student's name begins with *D* /d/, use his/her name instead of the word *dog*.)

That is the same sound we hear at the beginning of the word *dog*. *D*, /d/ /d/ /d/, *dog*.

We Do

Say the letter name after me.

Point to uppercase *D*.

Uppercase *D*.

Allow time for the student to repeat the letter name.

Point to lowercase *d*.

Lowercase *d*.

Allow time for the student to repeat the letter name.

***D* represents the sound /d/ /d/ /d/ like *dig*. You say its sound and pretend to dig.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the dog.

Dog begins with *D*. You say *dog*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *D*.

What letter is this?

Point to lowercase *d*.

What letter is this?

What sound does *D* represent?

What word begins with *D*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *D/d/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *D* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Detour* and *Doritos*)] have the letter *D* in them.

Display another environmental print card the student accurately identified during the previous *D* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *D*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Doritos*. I see an uppercase *D* in the word *Doritos*. *D* represents the /d/ sound. *Doritos*.**

You Do

Point to the letter *D* in the word [environmental print word]. What sound does *D* represent?

If the student is not ready to find the *D* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *D*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *d* on it.

Now, let's play a game with picture cards! This is the letter *d*. It represents the sound /d/ /d/ /d/. You say its name. You say its sound.

Let's find some words that begin with that sound.

First, let's look through the pictures.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of a duck on it.

This is a duck.

Duck. /d/ /d/ /d/ duck.

Point to the letter *d* card.

/d/ /d/ /d/ d.

Turn the card over to show the word on the back. Point to the y.

Duck does start with /d/ so we will put it under the *d* card.

Place the duck card under the *d* card.

Show student the soup sorter card with a picture of corn on it.

This is corn.

Corn. /k/ /k/ /k/ corn.

Point to the *d* card.

/d/ d.

Point to the corn card and then to the *d* card.

/k/ /d/.

Corn does not start with /d/ so we will not put it under the *d* card.

Place the corn card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a doughnut on it.

What is this?

Correct the student if they are incorrect.

This is a doughnut.

We can say the first sound. /d/ /d/ /d/ doughnut. You say: /d/ doughnut.

Does /d/ doughnut start like /d/ d?

Allow student time to respond.

Yes, /d/ doughnut starts like /d/ d, so we will put it under the *d* card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /d/ d?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *D* picture cards from the previous activity in front of the student (doughnut, duck, dice, dog, dragonfly).

I Do

The last thing we will do is write a list of words that begin with *D*. We can write the words for these pictures. I see a dog, /d/, dog. Dog starts with a /d/, so I am going to write a *D* first.

Use a blank sheet of paper to write the word. Write uppercase *D* using the same verbal path as before.

And this is the rest of the word, dog.

Model writing the rest of the word for the student. Place the picture card on the left edge of the page next to the matching word so the student can reread the words on the list with picture support.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., doughnut, duck, dice, dragonfly)]. Listen for the first sound. Say /d/ [word student identifies].

Yes, it starts with a *D*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *duck* and has learned about letter *k* in a previously taught lesson: **Write the *D*. I will write the next letters in the**

word duck: u-c. After the c comes a k. Do you remember how to write the letter k? Write it next to the c. Pull down, pull in, pull out. D-u-c-k. Duck.)

You Do

Look for another word that starts with /d/D. Write the first letter of that word.

Allow time for student to find and label the first letter of at least 3 words with the /d/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *D* independently, drop back to We Do level of support and complete the task together.

Once the list is complete:

Let's read our list together.

Read the finished list with the student as you point to each word. One at a time, place each picture card on the left edge of the page next to its matching word so the student can reread the words on the list with picture support.

What letter do all of our words start with? What sound does it represent?

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson E.1**MATERIALS**

- Keyword letter card (*Ee egg*) and magnetic letters (*E, e*)
- Keyword letter card for previous letter taught (if applicable)
- *Eating the Alphabet* book
- *E, e* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ee*.

I Do

Today we're going to learn about a new letter. This is an uppercase *E*.

Point to uppercase *E*.

***E* can also look like this. This is a lowercase *e*.**

Point to lowercase *e*.

***E* represents two sounds. One sound is the long sound, which sounds like its name. /ē/. The other sound is the short sound, /e/.**

Point to the egg.

That is the same sound we hear at the beginning of the word *egg*. *E*, /e/ /e/ /e/, *egg*.

(Note: If the student's name begins with *E/e*/, use his/her name instead of the word *egg*: **This is an uppercase *E*. One sound is the long sound, which sounds like its name.**

/ē/. The other sound is the short sound, /e/. That is the same sound we hear at the beginning of your name! *E*, /e/ /e/ /e/, [student's name].)

We Do

Say the letter name after me.

Point to uppercase *E*.

Uppercase *E*.

Allow time for the student to repeat the letter name.

Point to lowercase *e*.

Lowercase *e*.

Allow time for the student to repeat the letter name.

***E* represents the sound /e/ /e/ /e/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the egg.

Egg begins with *E*. You say *egg*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *E*.

What letter is this?

Point to lowercase *e*.

What letter is this?

What sound does *E* represent?

If the student identifies the long sound for the vowel, say:

That is one sound that *E* represents. What is another sound that *E* represents?

What word begins with *E*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *E/e/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *E/e/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *E* represents. The letter *E* represents the /e/ sound, like elbow. /e/ /e/ /e/ elbow. I'm going to point to my elbow. /e/ /e/ /e/.

We Do

Let's practice the action together.

Point to elbow with student while making the /e/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *E* represents.

If student is not ready to perform the elbow action and make the /e/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter *E*.

With the child's help, flip through the book to the *E* page.

Here it is! This is an uppercase E.

Point to uppercase *E* and trace it with your finger.

And this is a lowercase e.

Point to lowercase *e* and trace it with your finger.

This page also shows pictures of food that begin with the letter e.

Point to the picture of endive.

This is endive. /e/ endive.

You say endive.

Have child say *endive*.

Point to the picture of eggplant.

This is eggplant. /e/ eggplant.

You say eggplant.

Have child say *eggplant*.

Endive and eggplant both begin with the letter e!

We Do/You Do

Let's look at the words on this page.

Point to *endive*.

This word says *endive* in all lowercase letters. Point to the lowercase *e* in this word.

Yes, that is a lowercase e!

Point to *ENDIVE*.

This word says *endive* in all uppercase letters. Point to the uppercase *E* in this word.

Yes, that is an uppercase E!

What sound does *E* represent?

Repeat this process with *eggplant* and *EGGPLANT*.

If student is not ready to locate the *E* or *e* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Ee* instead.

I Do

Place sandpaper *E* in front of you.

The last thing we will do is practice tracing *E*. Watch as I use my finger to trace this uppercase *E* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *E* as you say the verbal path.

Uppercase *E*. Pull down, across, across, and across. Uppercase *E*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *E*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *E* with his/her finger while saying the verbal path:

Uppercase *E*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

across, Give student time to repeat and trace.

across, Give student time to repeat and trace.

and across. Give student time to repeat and trace.

Uppercase E. Give student time to repeat.

You Do

Now try tracing uppercase E by yourself. Remember to start at the top.

If student is not ready to trace uppercase E independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does E represent?

Do at least 3 repetitions of uppercase E at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase e: **Pull across, back, and around. Lowercase e.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson E.2**MATERIALS**

- Keyword letter card (*Ee* egg) and magnetic letters (*E, e*)
- Environmental print cards for *E*: Eggo waffles, Energizer batteries, Elmer's glue, Emergency
- Children's magazine that includes a page with several instances of *E* and *e*; yellow crayon
- Two sheets of blank paper, crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ee*.

I Do

Point to uppercase *E*. Complete the elbow action as you make the /e/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *E*. It represents two sounds. One sound is the long sound, which sounds like its name. /ē/. The other sound is the short sound, /e/.

Point to lowercase *e*. Complete the elbow action as you make the /e/ sound.

***E* can also look like this. This is a lowercase *e*. It represents the same two sounds as uppercase *E*. One sound is the long sound, which sounds like its name. /ē/. The other sound is the short sound, /e/ /e/ /e/.**

Point to the egg.

That is the same sound we hear at the beginning of the word *egg*. *E*, /e/ /e/ /e/, *egg*.

(Note: If the student's name begins with *E/e*, use his/her name instead of the word *egg*: **This is an uppercase *E*. One sound is the long sound, which sounds like its name. /ē/. The other sound is the short sound, /e/. That is the same sound we hear at the beginning of your name! *E*, /e/ /e/ /e/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *E*.

Uppercase *E*.

Allow time for the student to repeat the letter name.

Point to lowercase *e*.

Lowercase *e*.

Allow time for the student to repeat the letter name.

***E* represents the sound /e/ /e/ /e/ like elbow. You say its sound and show your elbow.**

Allow time for the student to repeat the letter sound and complete the elbow action.

Point to the egg.

Egg begins with *E*. You say *egg*.

You Do

Now you try by yourself.

Point to uppercase *E*.

What letter is this?

Point to lowercase *e*.

What letter is this?

What sound does E represent?

If the student identifies the long sound for the vowel, say:

That is one sound that E represents. What is another sound that E represents?

What word begins with E?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *E/e*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter E in lots of important words.

Display the environmental print cards for *E*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *E*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this Eggo symbol. I see an uppercase E in the word Eggo. E represents the sound: /e/ /e/ /e/.**

You Do

Point to the letter E in the word [environmental print word (e.g., Energizer). What sound does E represent?

If the student is not ready to find the *E* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this E.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find *E* and *e* in a Magazine

I Do

Now, we're going to look for the letter E. The letter E is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have E in them.

Turn to a page you know has words that include *E* or *e*. Scan the page with your finger as you work to locate an *E* or *e*.

Look! I see an e right here! This word says _____. I'm going to use this crayon to color over the E.

We Do

Let's try to find another E on this page.

Point to a specific line of text or to a particular word that includes an *E* or *e*.

Do you see an E on this line/in this word? Great! Use the crayon to color over the E.

You Do

Now you try on your own. Color all the other E's you can find on this page.

Give student a few minutes to find and highlight E or e in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase E.

The last thing we will do is practice writing E. Let's practice writing the letter E as a rainbow letter.

First, I'm going to choose a color and write the uppercase E.

Write E with a crayon as you say the verbal path:

Pull down, across, across, and across. Uppercase E.

Now, I'm going to choose another color and write on top of this E.

Use a different colored crayon to trace over the first E you wrote. Say the verbal path as you write:

Pull down, across, across, and across. Uppercase E.

We are making a colorful E.

We Do

Now you choose a color. Trace the uppercase E.

Say the words while you write: Pull down, across, across, and across. Uppercase E.

Allow student time to trace over the E you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase E.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does E represent?

Do at least 3 repetitions of uppercase E at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase e using the following verbal path: **Pull across, back, and around. Lowercase e.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose*

just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).

Lesson E.3**MATERIALS**

- Keyword letter card (*Ee* egg) and magnetic letters (*E, e*)
- Environmental print cards for *E*: Eggo waffles, Energizer batteries, Elmer's glue, Emergency
- Soup sorter cards: *e*, elephant, envelope, egg, corn, lamp, rock
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ee*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *E*. Complete the elbow action as you make the /*e*/ sound.

This is an uppercase *E*. It represents two sounds. One sound is the long sound, which sounds like its name. /ē/. The other sound is the short sound, /e/.

Point to lowercase *e*. Complete the elbow action as you make the /*e*/ sound.

Remember that *E* can also look like this. This is a lowercase *e*. It represents the same two sounds as uppercase *E*. One sound is the long sound, which sounds like its name. /ē/. The other sound is the short sound, /e/ /e/ /e/.

Display an image of an egg. (Note: If the student's name begins with *E/e*, use his/her name instead of the word *egg*.)

That is the same sound we hear at the beginning of the word *egg*. *E, /e/ /e/ /e/, egg*.

We Do

Say the letter name after me.

Point to uppercase *E*.

Uppercase *E*.

Allow time for the student to repeat the letter name.

Point to lowercase *e*.

Lowercase *e*.

Allow time for the student to repeat the letter name.

***E* represents the sound /e/ /e/ /e/ like elbow. You say its sound and show your elbow.**

Allow time for the student to repeat the letter sound.

Point to the *egg*.

Egg begins with *E*. You say *egg*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *E*.

What letter is this?

Point to lowercase *e*.

What letter is this?

What sound does *E* represent?

If the student identifies the long sound for the vowel, say:

**That is one sound that E represents. What is another sound that E represents?
What word begins with E?**

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with E/e/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter E in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., Eggo and Elmer's)] has the letter E in it.

Display another environmental print card the student accurately identified during the previous E lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter E, but do not point the letter out. Say the sound the letter represents.

Example (short sound): **This says Energizer. I see an uppercase E in the word Energizer. E represents the /e/ sound. Energizer.**

Example (long sound): **This says Emergency. I see an uppercase E in the word Emergency. E represents the long sound: /ē/ /ē/ /ē/.**

You Do

Point to the letter E in the word [environmental print word]. What sound does E represent?

If the student is not ready to find the E independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this E.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter e on it.

**Now, let's play a game with picture cards! This is the letter e. It represents the sound /e/ /e/ /e/. You say its name. You say its sound.
Let's find some words that begin with that sound.**

I Do

Show student the soup sorter card with a picture of an egg on it.

**This is an egg.
Egg. /e/ /e/ /e/ egg.**

Point to the letter e card.

**/e/ /e/ /e/ e.
Egg does start with /e/ so we will put it under the e card.**

Place the egg card under the e card.

Show student the soup sorter card with a picture of corn on it.

**This is corn.
Corn. /k/ /k/ /k/ corn.**

Point to the e card.

/e/ e.

Point to the corn card and then to the e card.

/k/ /e/.

Corn does not start with /e/ so we will not put it under the e card.

Place the corn card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of an elephant on it.

What is this?

Correct the student if they are incorrect.

This is an elephant.

We can say the first sound. /e/ /e/ /e/ elephant. You say: /e/ elephant.

Does /e/ elephant start like /e/ e?

Allow student time to respond.

Yes, /e/ elephant starts like /e/ e, so we will put it under the e card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /e/ e?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the E picture cards from the previous activity in front of the student (elephant, envelope, egg).

I Do

The last thing we will do is write a list of words that begin with E. We can write the words for these pictures. I see an egg, /e/, egg. Egg starts with an /e/, so I am going to write an E first.

Use a blank sheet of paper to write the word. Write uppercase E using the same verbal path as before.

And this is the rest of the word, egg.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., envelope, elephant)]. Listen for the first sound. Say /e/ [word student identifies].

Yes, it starts with an E.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the egg and has learned about letter g in a previously taught lesson: **Write the E. The next letter in the word egg is**

g. Do you remember how to write the letter g? Write it next to the e. Pull back, around, up, down, and under. Now write another g. E-g-g. Egg.)

You Do

Look for another word that starts with /e/E. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /e/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *E* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson F.1**MATERIALS**

- Keyword letter card (*Ff* fish) and magnetic letters (F, f)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *F, f* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ff*.

I Do

Today we're going to learn about a new letter. This is an uppercase *F*.

Point to uppercase *F*.

***F* can also look like this. This is a lowercase *f*.**

Point to lowercase *f*.

***F* represents the /f/ sound.**

Point to the fish.

That is the same sound we hear at the beginning of the word *fish*. *F*, /f/ /f/ /f/, *fish*.

(Note: If the student's name begins with *F* /f/, use his/her name instead of the word *fish*: **This is an uppercase *F*. It represents the /f/ sound. That is the same sound we hear at the beginning of your name! *F*, /f/ /f/ /f/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *F*.

Uppercase *F*.

Allow time for the student to repeat the letter name.

Point to lowercase *f*.

Lowercase *f*.

Allow time for the student to repeat the letter name.

***F* represents the sound /f/ /f/ /f/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the fish.

Fish begins with *F*. You say *fish*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *F*.

What letter is this?

Point to lowercase *f*.

What letter is this?

What sound does *F* represent?

What word begins with *F*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *F/f*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *F/f*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *F* represents. The letter *F* represents the /f/ sound, like fan. /f/ /f/ /f/ fan. I'm going to pretend to fan myself. /f/ /f/ /f/.

We Do

Let's practice the action together.

Pretend to fan (fan self with hand) with student while making the /f/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *F* represents.

If student is not ready to perform the fanning action and make the /f/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *F*.

With the child's help, flip through the book to the *F* pages.

Here it is! This is an uppercase *F*.

Point to uppercase *F* and trace it with your finger.

And this is a lowercase *f*.

Point to lowercase *f* and trace it with your finger.

These pages also show pictures of things that begin with the letter *f*.

Name a few of the pictures that begin with *f*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page that begin with *f*.

Point to *feathers*.

This word says *feathers*. Point to the lowercase *f* in this word. Yes, that is a lowercase *f*!

Point to *Four*.

This word says *Four*. Point to the uppercase *F* in this word. Yes, that is an uppercase *F*! What sound does *F* represent?

Repeat this process with the remaining *f* words on the page.

If student is not ready to locate the *F* or *f* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Ff* instead.

I Do

Place sandpaper *F* in front of you.

The last thing we will do is practice tracing *F*. Watch as I use my finger to trace this uppercase *F* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *F* as you say the verbal path.

Uppercase *F*. Pull down, across, across. Uppercase *F*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *F*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *F* with his/her finger while saying the verbal path:

Uppercase *F*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

across, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase *F*. Give student time to repeat.

You Do

Now try tracing uppercase *F* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *F* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *F* represent?

Do at least 3 repetitions of uppercase *F* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *f*: **Pull back, down, and cross. Lowercase *f*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson F.2

MATERIALS

- Keyword letter card (*Ff* fish) and magnetic letters (*F, f*)
- Environmental print cards for *F*: Froot Loops, Fruit Snacks, Frosted Flakes, For Sale, Fire Extinguisher
- *F* alphabet book
- Chalk, chalkboard, and eraser

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ff*.

I Do

Point to uppercase *F*. Complete a fanning action as you make the /f/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *F*. It represents the /f/ sound.

Point to lowercase *f*. Complete a fanning action as you make the /f/ sound.

***F* can also look like this. This is a lowercase *f*. It represents the same sound as uppercase *F*: /f/ /f/ /f/.**

Point to the fish.

That is the same sound we hear at the beginning of the word *fish*. *F, /f/ /f/ /f/, fish*.

(Note: If the student's name begins with *F /f/*, use his/her name instead of the word *fish*: **This is an uppercase *F*. It represents the /f/ sound. That is the same sound we hear at the beginning of your name! *F, /f/ /f/ /f/, [student's name].*)**

We Do

Say the letter name after me.

Point to uppercase *F*.

Uppercase *F*.

Allow time for the student to repeat the letter name.

Point to lowercase *f*.

Lowercase *f*.

Allow time for the student to repeat the letter name.

***F* represents the sound /f/ /f/ /f/ like *fan*. You say its sound and pretend to fan yourself.**

Allow time for the student to repeat the letter sound and complete the fanning action.

Point to the fish.

Fish begins with *F*. You say *fish*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *F*.

What letter is this?

Point to lowercase *f*.

What letter is this?

What sound does *F* represent?

What word begins with *F*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *F/f*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *F* in lots of important words.

Display the environmental print cards for *F*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *F*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this FOR SALE sign. I see an uppercase *F* in the word *FOR*. *F* represents the /f/ /f/ /f/ sound.**

You Do

Point to the letter *F* in the word [environmental print word (e.g., *FROOT LOOPS*)]. What sound does *F* represent?

If the student is not ready to find the *F* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *F*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *f* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter *F*. Listen to how these words all start with /f/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /f/ sound on each page.

***Fox*. There is the *f*. /f/ /f/ /f/ *fox*.**

***Fork*. There is the *f*. /f/ /f/ /f/ *fork*.**

We Do

Help me find the letter *f* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *f*.

Example: ***Fish*. Find the lowercase *f* in *fish*.**

If student is not ready to find the *f* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *f*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *f* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *F*.

The last thing we will do is practice writing *F*. First, I'll write uppercase *F* with chalk.

Write *F* on the chalkboard (or on a sheet of dark colored construction paper) as you say the verbal path:

Pull down, across, across. Uppercase *F*.

We Do

Now you use this chalk to trace over the *F* I wrote. Say the words while you write: Pull down, across, across. Uppercase *F*.

Allow student time to trace over the *F* you wrote.

You Do

Point to a blank space on the chalkboard (or use a sheet of dark colored construction paper).

Now you make your own uppercase *F* with the chalk.

Give student time to write the letter.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *F* represent?

Do at least 3 repetitions of uppercase *F* at the We Do/You Do level of support, depending on the independence of the student.

Have the child use the eraser to erase the writing on the chalkboard. Then, repeat the task with lowercase *f* using the following verbal path:

Pull back, down, and cross. Lowercase *f*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson F.3**MATERIALS**

- Keyword letter card (*Ff* fish) and magnetic letters (*F, f*)
- Environmental print cards for *F*: Froot Loops, Fruit Snacks, Frosted Flakes, For Sale, Fire Extinguisher
- Soup sorter cards: *f*, fence, fork, firefighter, fish, fan, guitar, sunflower, koala
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ff*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *F*. Complete a fanning action as you make the /f/ sound.

This is an uppercase *F*. It represents the /f/ sound.

Point to lowercase *f*. Complete a fanning action as you make the /f/ sound.

Remember that *F* can also look like this. This is a lowercase *f*. It represents the same sound as uppercase *F*: /f/ /f/ /f/.

Display an image of a fish. (Note: If the student's name begins with *F/f*, use his/her name instead of the word *fish*.)

That is the same sound we hear at the beginning of the word *fish*. *F, /f/ /f/ /f/, fish*.

We Do

Say the letter name after me.

Point to uppercase *F*.

Uppercase *F*.

Allow time for the student to repeat the letter name.

Point to lowercase *f*.

Lowercase *f*.

Allow time for the student to repeat the letter name.

***F* represents the sound /f/ /f/ /f/ like *fan*. You say its sound and pretend to fan yourself.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the fish.

Fish begins with *F*. You say *fish*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *F*.

What letter is this?

Point to lowercase *f*.

What letter is this?

What sound does *F* represent?

What word begins with *F*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *F/f*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *F* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *For Sale* and *Fire Extinguisher*)] has the letter *F* in it.

Display another environmental print card the student accurately identified during the previous *F* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *F*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *FROOT LOOPS*. I see an uppercase *F* in the word *FROOT*. *F* represents the /f/ sound. *FROOT*.**

You Do

Point to the letter *F* in the word [environmental print word]. What sound does *F* represent?

If the student is not ready to find the *F* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *F*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *f* on it.

Now, let's play a game with picture cards! This is the letter *f*. It represents the sound /f/ /f/ /f/. You say its name. You say its sound.

Let's find some words that begin with that sound.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of a fork on it.

This is a fork.

Fork. /f/ /f/ /f/ fork.

Point to the letter *f* card.

/f/ /f/ /f/ f.

Fork does start with /f/ so we will put it under the *f* card.

Place the fork card under the *f* card.

Show student the soup sorter card with a picture of a guitar on it.

This is a guitar.

Guitar. /g/ /g/ /g/ guitar.

Point to the *f* card.

/f/ f.

Point to the guitar card and then to the *f* card.

/g/ /f/.

Guitar does not start with /f/ so we will not put it under the *f* card.

Place the guitar card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a fan on it.

What is this?

Correct the student if they are incorrect.

This is a fan.

We can say the first sound. /f/ /f/ /f/ fan. You say: /f/ fan.

Does /f/ fan start like /f/ f?

Allow student time to respond.

Yes, /f/ fan starts like /f/ f, so we will put it under the f card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /f/ f?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *F* picture cards from the previous activity in front of the student (fence, fork, firefighter, fish, fan).

I Do

The last thing we will do is write a list of words that begin with *F*. We can write the words for these pictures. I see a fence, /f/, fence. Fence starts with a /f/, so I am going to write a *F* first. Pull down, across, across. Uppercase *F*.

Use a blank sheet of paper to write the word. Write uppercase *F*.

And this is the rest of the word, fence.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., fork, firefighter, fish, fan)]. Listen for the first sound. Say /f/ [word student identifies].

Yes, it starts with a *F*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *fork* and has learned about letter *k* in a previously taught lesson: **Write the *F*. I will write the next letters in the word *fork*: o-r. After the *r* comes a *k*. Do you remember how to write the letter *k*? Write it next to the *r*. Pull down, pull in, pull out. *F-o-r-k. Fork.*)**

You Do

Look for another word that starts with /f/F. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /f/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *F* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson G.1**MATERIALS**

- Keyword letter card (*Gg* goat) and magnetic letters (*G, g*)
- Keyword letter card for previous letter taught (if applicable)
- *G* alphabet book
- *G, g* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Gg*.

I Do

Today we're going to learn about a new letter. This is an uppercase *G*.

Point to uppercase *G*.

***G* can also look like this. This is a lowercase *g*.**

Point to lowercase *g*.

***G* represents the /g/ sound.**

Point to the goat.

That is the same sound we hear at the beginning of the word *goat*. *G, /g/ /g/ /g/, goat.*

(Note: If the student's name begins with *G /g/*, use his/her name instead of the word *goat*: **This is an uppercase *G*. It represents the /g/ sound. That is the same sound we hear at the beginning of your name! *G, /g/ /g/ /g/, [student's name].***)

We Do

Say the letter name after me.

Point to uppercase *G*.

Uppercase G.

Allow time for the student to repeat the letter name.

Point to lowercase *g*.

Lowercase g.

Allow time for the student to repeat the letter name.

G represents the sound /g/ /g/ /g/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the goat.

Goat begins with G. You say goat.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase G.

What letter is this?

Point to lowercase *g*.

What letter is this?

What sound does G represent?

What word begins with G?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *G/g/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *G/g/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter G represents. The letter G represents the /g/ sound, like gallop. /g/ /g/ /g/ gallop. I'm going to stand up and pretend to gallop like a horse. /g/ /g/ /g/.

We Do

Let's practice the action together.

Stand up and pretend to gallop (in place) with student while making the /g/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound G represents.

If student is not ready to perform the galloping action and make the /g/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *g* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter G. Listen to how these words all start with /g/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /g/ sound on each page.

Gate. There is the *g*. /g/ /g/ /g/ *gate*.

Gorilla. There is the *g*. /g/ /g/ /g/ *gorilla*.

We Do

Help me find the letter *g* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *g*.

Example: **Goat.** Find the lowercase *g* in *goat*.

If student is not ready to find the *g* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *g*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *g* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Gg* instead.

I Do

Place sandpaper *G* in front of you.

The last thing we will do is practice tracing *G*. Watch as I use my finger to trace this uppercase *G* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *G* as you say the verbal path.

Uppercase *G*. Pull back, around, across. Uppercase *G*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *G*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *G* with his/her finger while saying the verbal path:

Uppercase *G*. Give student time to repeat.

Pull back, Give student time to repeat and trace.

around, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase *G*. Give student time to repeat.

You Do

Now try tracing uppercase *G* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *G* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *G* represent?

Do at least 3 repetitions of uppercase *G* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *g*: **Pull back, around, up, down, and under.**

Lowercase *g*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson G.2

MATERIALS

- Keyword letter card (*Gg* goat) and magnetic letters (*G, g*)
- Environmental print cards for *G*: Google, Goldfish crackers, GAP, Gatorade
- *Eating the Alphabet* book
- Chalk and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Gg*.

I Do

Point to uppercase *G*. Complete a galloping action as you make the /g/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *G*. It represents the /g/ sound.

Point to lowercase *g*. Complete a galloping action as you make the /g/ sound.

***G* can also look like this. This is a lowercase *g*. It represents the same sound as uppercase *G*: /g/ /g/ /g/.**

Point to the goat.

That is the same sound we hear at the beginning of the word *goat*. *G, /g/ /g/ /g/, goat*.

(Note: If the student's name begins with *G/g*, use his/her name instead of the word *goat*: **This is an uppercase *G*. It represents the /g/ sound. That is the same sound we hear at the beginning of your name! *G, /g/ /g/ /g/, [student's name]*.)**

We Do

Say the letter name after me.

Point to uppercase *G*.

Uppercase *G*.

Allow time for the student to repeat the letter name.

Point to lowercase *g*.

Lowercase *g*.

Allow time for the student to repeat the letter name.

***G* represents the sound /g/ /g/ /g/ like *gallop*. You say its sound and pretend to gallop.**

Allow time for the student to repeat the letter sound and complete the galloping action.

Point to the goat.

Goat begins with *G*. You say *goat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *G*.

What letter is this?

Point to lowercase *g*.

What letter is this?

What sound does G represent?

What word begins with G?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *G/g/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter G in lots of important words.

Display the environmental print cards for G.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter G, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this Goldfish symbol. I see an uppercase G in the word Goldfish. G represents the /g/ /g/ /g/ sound.**

You Do

Point to the letter G in the word [environmental print word (e.g., Gatorade)]. What sound does G represent?

If the student is not ready to find the G independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this G.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter G.

With the child's help, flip through the book to the G page.

Here it is! This is an uppercase G.

Point to uppercase G and trace it with your finger.

And this is a lowercase g.

Point to lowercase g and trace it with your finger.

This page also shows pictures of food that begin with the letter g.

Point to the picture of gooseberry.

This is gooseberry. /g/ gooseberry.

You say gooseberry.

Have child say *gooseberry*.

Do you know what this is?

Point to the picture of the grapefruit.

Yes, this is grapefruit! /g/ grapefruit.

Do you know what this is?

Point to the picture of the grapes.

Yes, this are grapes! /g/ grapes.

Gooseberry and grapefruit and grapes all begin with the letter g!

We Do/You Do

Let's look at the words on this page.

Point to *gooseberry*.

This word says *gooseberry* in all lowercase letters. Point to the lowercase *g* in this word. Yes, that is a lowercase *g*!

Point to *GOOSEBERRY*.

This word says *gooseberry* in all uppercase letters. Point to the uppercase *G* in this word. Yes, that is an uppercase *G*!

What sound does *G* represent?

Repeat this process with *GRAPEFRUIT* and *grapefruit*; and *GRAPES* and *grapes*.

If student is not ready to locate the *G* or *g* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *G*.

The last thing we will do is practice writing *G*. First, I'll write uppercase *G* with chalk.

Write *G* on the chalkboard (or on a sheet of dark colored construction paper) as you say the verbal path:

Pull back, around, across. Uppercase *G*.

We Do

Now you use this chalk to trace over the *G* I wrote. Say the words while you write: Pull back, around, across. Uppercase *G*.

Allow student time to trace over the *G* you wrote.

You Do

Point to a blank space on the chalkboard (or use a sheet of dark colored construction paper).

Now you make your own uppercase *G* with the chalk.

Give student time to write the letter.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *G* represent?

Do at least 3 repetitions of uppercase *G* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *g* using the following verbal path:

Pull back, around, up, down, and under. Lowercase *g*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson G.3

MATERIALS

- Keyword letter card (*Gg* goat) and magnetic letters (*G, g*)
- Environmental print cards for *G*: Google, Goldfish crackers, GAP, Gatorade
- Soup sorter cards: *g*, goose, girl, gift, goat, guitar, hen, seal, dice
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Gg*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *G*. Complete a galloping action as you make the /g/ sound.

This is an uppercase *G*. It represents the /g/ sound.

Point to lowercase *g*. Complete a galloping action as you make the /g/ sound.

Remember that *G* can also look like this. This is a lowercase *g*. It represents the same sound as uppercase *G*: /g/ /g/ /g/.

Display an image of a goat. (Note: If the student's name begins with *G* /g/, use his/her name instead of the word *goat*.)

That is the same sound we hear at the beginning of the word *goat*. *G, /g/ /g/ /g/, goat*.

We Do

Say the letter name after me.

Point to uppercase *G*.

Uppercase *G*.

Allow time for the student to repeat the letter name.

Point to lowercase *g*.

Lowercase *g*.

Allow time for the student to repeat the letter name.

***G* represents the sound /g/ /g/ /g/ like *gallop*. You say its sound and pretend to gallop.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the goat.

Goat begins with *G*. You say *goat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *G*.

What letter is this?

Point to lowercase *g*.

What letter is this?

What sound does *G* represent?

What word begins with *G*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *G/g/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *G* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Goldfish* and *Google*)] have the letter *G* in them.

Display another environmental print card the student accurately identified during the previous *G* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *G*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Google*. I see an uppercase *G* in the word *Google*. *G* represents the /g/ sound. *Google*.**

You Do

Point to the letter *G* in the word [environmental print word]. What sound does *G* represent?

If the student is not ready to find the *G* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *G*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *g* on it.

Now, let's play a game with picture cards! This is the letter *g*. It represents the sound /g/ /g/ /g/. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a goose on it.

**This is a goose.
Goose. /g/ /g/ /g/ *goose*.**

Point to the letter *g* card.

**/g/ /g/ /g/ *g*.
Goose does start with /g/ so we will put it under the *g* card.**

Place the goose card under the *g* card.

Show student the soup sorter card with a picture of a seal on it.

**This is a seal.
Seal. /s/ /s/ /s/ *seal*.**

Point to the *g* card.

/g/ *g*.

Point to the seal card and then to the *g* card.

**/s/ /g/.
Seal does not start with /g/ so we will not put it under the *g* card.**

Place the seal card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a girl on it.

What is this?

Correct the student if they are incorrect.

This is a girl.

We can say the first sound. /g/ /g/ /g/ girl. You say: /g/ girl.

Does /g/ girl start like /g/ g?

Allow student time to respond.

Yes, /g/ girl starts like /g/ g, so we will put it under the g card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /g/ g?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the G picture cards from the previous activity in front of the student (goose, girl, gift, goat, guitar).

I Do

The last thing we will do is write a list of words that begin with G. We can write the words for these pictures. I see a goat, /g/, goat. Goat starts with a /g/, so I am going to write a G first.

Use a blank sheet of paper to write the word. Write uppercase G using the same verbal path as before.

And this is the rest of the word, goat.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., goose, gift, guitar)]. Listen for the first sound. Say /g/ [word student identifies].

Yes, it starts with a G.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *gift* and has learned about letter *t* in a previously taught lesson: **Write the G. I will write the next letters in the word gift: i-f. After the f comes a t. Do you remember how to write the letter t? Write it next to the f. Pull down and cross. G-i-f-t. Gift.**)

You Do

Look for another word that starts with /g/G. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /g/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write G independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson H.1**MATERIALS**

- Keyword letter card (*Hh hat*) and magnetic letters (*H, h*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *H, h* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Hh*.

I Do

Today we're going to learn about a new letter. This is an uppercase *H*.

Point to uppercase *H*.

***H* can also look like this. This is a lowercase *h*.**

Point to lowercase *h*.

***H* represents the /h/ sound.**

Point to the hat.

That is the same sound we hear at the beginning of the word *hat*. *H, /h/ /h/ /h/, hat*.

(Note: If the student's name begins with *H /h/*, use his/her name instead of the word *hat*: **This is an uppercase *H*. It represents the /h/ sound. That is the same sound we hear at the beginning of your name! *H, /h/ /h/ /h/, [student's name]*.)**

We Do

Say the letter name after me.

Point to uppercase *H*.

Uppercase *H*.

Allow time for the student to repeat the letter name.

Point to lowercase *h*.

Lowercase *h*.

Allow time for the student to repeat the letter name.

***H* represents the sound /h/ /h/ /h/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the hat.

Hat begins with *H*. You say *hat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *H*.

What letter is this?

Point to lowercase *h*.

What letter is this?

What sound does *H* represent?

What word begins with *H*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *H/h/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *H/h/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *H* represents. The letter *H* represents the /h/ sound, like hop. /h/ /h/ /h/ hop. I'm going to stand up and hop on one foot. /h/ /h/ /h/.

We Do

Let's practice the action together.

Stand up and hop (on one foot) with student while making the /h/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *H* represents.

If student is not ready to perform the hopping action and make the /h/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *H*.

With the child's help, flip through the book to the *H* pages.

Here it is! This is an uppercase *H*.

Point to uppercase *H* and trace it with your finger.

And this is a lowercase *h*.

Point to lowercase *h* and trace it with your finger.

These pages also show pictures of things that begin with the letter *h*.

Name a few of the pictures that begin with *h*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *h*.

Point to *horse*.

This word says *horse*. Point to the lowercase *h* in this word. Yes, that is a lowercase *h*!

Point to *Hungry*.

This word says *Hungry*. Point to the uppercase *H* in this word. Yes, that is an uppercase *H*!

What sound does *H* represent?

Repeat this process with the remaining *h* words on the page.

If student is not ready to locate the *H* or *h* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Hh* instead.

I Do

Place sandpaper *H* in front of you.

The last thing we will do is practice tracing *H*. Watch as I use my finger to trace this uppercase *H* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *H* as you say the verbal path.

Uppercase *H*. Pull down, pull down, across. Uppercase *H*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *H*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *H* with his/her finger while saying the verbal path:

Uppercase *H*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

Pull down, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase *H*. Give student time to repeat.

You Do

Now try tracing uppercase *H* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *H* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *H* represent?

Do at least 3 repetitions of uppercase *H* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *h*: **Pull down, up, over, and down. Lowercase *h*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson H.2

MATERIALS

- Keyword letter card (*Hh* hat) and magnetic letters (*H, h*)
- Environmental print cards for *H*: Hot Wheels, HERSHEY'S, Home Depot, Hospital
- "Humpty Dumpty" rhyme (print from page 4 of this lesson plan or write on chart paper)
- Paintbrush, water, and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Hh*.

I Do

Point to uppercase *H*. Complete a hopping action as you make the /h/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *H*. It represents the /h/ sound.

Point to lowercase *h*. Complete a hopping action as you make the /h/ sound.

***H* can also look like this. This is a lowercase *h*. It represents the same sound as uppercase *H*: /h/ /h/ /h/.**

Point to the hat.

That is the same sound we hear at the beginning of the word *hat*. *H*, /h/ /h/ /h/, *hat*.

(Note: If the student's name begins with *H/h*, use his/her name instead of the word *hat*: **This is an uppercase *H*. It represents the /h/ sound. That is the same sound we hear at the beginning of your name! *H*, /h/ /h/ /h/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *H*.

Uppercase *H*.

Allow time for the student to repeat the letter name.

Point to lowercase *h*.

Lowercase *h*.

Allow time for the student to repeat the letter name.

***H* represents the sound /h/ /h/ /h/ like *hop*. You say its sound and pretend to hop.**

Allow time for the student to repeat the letter sound and complete the hopping action.

Point to the hat.

Hat begins with *H*. You say *hat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *H*.

What letter is this?

Point to lowercase *h*.

What letter is this?

What sound does *H* represent?

What word begins with *H*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *H/h/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *H* in lots of important words.

Display the environmental print cards for *H*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *H*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Hershey's* symbol. I see an uppercase *H* in the word *Hershey's*. *H* represents the /h/ /h/ /h/ sound.**

You Do

Point to the letter *H* in the word [environmental print word (e.g., *Hospital*)]. What sound does *H* represent?

If the student is not ready to find the *H* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *H*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Nursery Rhyme

Display the "Humpty Dumpty" rhyme.

I Do

Now, I'm going to teach you a rhyme to help you remember the way the letter *H* looks and the sound it represents.

The letter *H* represents the /h/ /h/ /h/ sound. Every time I see the letter *H* and hear the /h/ sound, I'll point to the *H/h*:

Point to the words as you say/sing the rhyme. Slow down slightly and enunciate the words that begin with the /h/ sound so the student can see and hear the link.

**Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty together again.**

We Do/You Do

Let's practice the rhyme together.

Sing each line of rhyme. Have student either (1) repeat or (2) sing with you.

Where do you see the letter *H* in our rhyme?

Help student locate both the uppercase forms of *H* and the lowercase forms of *h* in the rhyme. Use a magnetic letter/card as a model if necessary.

What letter did you find? What sound does it represent?

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *H*.

The last thing we will do is practice writing *H*. First, I'll write uppercase *H* with this wet paintbrush.

Dip paintbrush in water and write *H* on the chalkboard as you say the verbal path:

Pull down, pull down, across. Uppercase *H*.

We Do

Now you use this paintbrush to trace over the *H* I wrote. Say the words while you write: Pull down, pull down, across. Uppercase *H*.

Allow student time to trace over the *H* you wrote.

You Do

Point to a dry space on the chalkboard (or use paper towel to dry the previous space used).

Now you make your own uppercase *H*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *H* represent?

Do at least 3 repetitions of uppercase *H* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *h* using the following verbal path:

Pull down, up, over, and down. Lowercase *h*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Humpty Dumpty

Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall.

All the king's horses,

And all the king's men,

Couldn't put Humpty together

again.

Lesson H.3

MATERIALS

- Keyword letter card (*Hh* hat) and magnetic letters (*H, h*)
- Environmental print cards for *H*: Hot Wheels, HERSHEY'S, Home Depot, Hospital
- Soup sorter cards: *h*, hat, hippopotamus, house, hen, horse, van, ring, milk
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Hh*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *H*. Complete a hopping action as you make the /h/ sound.

This is an uppercase *H*. It represents the /h/ sound.

Point to lowercase *h*. Complete a hopping action as you make the /h/ sound.

Remember that *H* can also look like this. This is a lowercase *h*. It represents the same sound as uppercase *H*: /h/ /h/ /h/.

Display an image of a hat. (Note: If the student's name begins with *H* /h/, use his/her name instead of the word *hat*.)

That is the same sound we hear at the beginning of the word *hat*. *H, /h/ /h/ /h/, hat*.

We Do

Say the letter name after me.

Point to uppercase *H*.

Uppercase *H*.

Allow time for the student to repeat the letter name.

Point to lowercase *h*.

Lowercase *h*.

Allow time for the student to repeat the letter name.

***H* represents the sound /h/ /h/ /h/ like *hop*. You say its sound and pretend to hop.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the hat.

Hat begins with *H*. You say *hat*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *H*.

What letter is this?

Point to lowercase *h*.

What letter is this?

What sound does *H* represent?

What word begins with *H*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *H*/h/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *H* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Hershey' and Hot Wheels*)] have the letter *H* in them.

Display another environmental print card the student accurately identified during the previous *H* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *H*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Hospital*. I see an uppercase *H* in the word *Hospital*. *H* represents the /h/ sound. *Hospital*.**

You Do

Point to the letter *H* in the word [environmental print word]. What sound does *H* represent?

If the student is not ready to find the *H* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *H*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *h* on it.

Now, let's play a game with picture cards! This is the letter *h*. It represents the sound /h/ /h/ /h/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a hat on it.

This is a hat.

***Hat*. /h/ /h/ /h/ *hat*.**

Point to the letter *h* card.

/h/ /h/ /h/ *h*.

***Hat* does start with /h/ so we will put it under the *h* card.**

Place the hat card under the *h* card.

Show student the soup sorter card with a picture of a van on it.

This is a van.

***Van*. /v/ /v/ /v/ *van*.**

Point to the *h* card.

/h/ *h*.

Point to the van card and then to the *h* card.

/v/ /h/.

***Van* does not start with /h/ so we will not put it under the *h* card.**

Place the van card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a hen on it.

What is this?

Correct the student if they are incorrect.

This is a hen.

We can say the first sound. /h/ /h/ /h/ hen. You say: /h/ hen.

Does /h/ hen start like /h/ h?

Allow student time to respond.

Yes, /h/ hen starts like /h/ h, so we will put it under the h card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /h/ h?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *H* picture cards from the previous activity in front of the student (hat, hippopotamus, house, hen, horse).

I Do

The last thing we will do is write a list of words that begin with *H*. We can write the words for these pictures. I see a horse, /h/, horse. Horse starts with a /h/, so I am going to write a *H* first.

Use a blank sheet of paper to write the word. Write uppercase *H* using the same verbal path as before.

And this is the rest of the word, horse.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., hat, house, hen, hippopotamus)]. Listen for the first sound. Say /h/ [word student identifies].

Yes, it starts with a *H*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *hen* and has learned about letter *n* in a previously taught lesson: **Write the *H*. The next letter in the word *hen* is *e*. I will write the *e*. After the *e* comes an *n*. Do you remember how to write the letter *n*? Write it next to the *e*. Pull down, up, over, and down. *H-e-n. Hen.*)**

You Do

Look for another word that starts with /h/H. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /h/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *H* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson I.1**MATERIALS**

- Keyword letter card (*Ii igloo*) and magnetic letters (*I, i*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *I, i* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ii*.

I Do

Today we're going to learn about a new letter. This is an uppercase I.

Point to uppercase I.

I can also look like this. This is a lowercase i.

Point to lowercase i.

I represents two sounds. One sound is the long sound, which sounds like its name. /ī/.

The other sound is the short sound, /i/.

Point to the igloo.

That is the same sound we hear at the beginning of the word *igloo*. I, /i/ /i/ /i/, *igloo*.

(Note: If the student's name begins with I/i/, use his/her name instead of the word *igloo*: **This is an uppercase I. One sound is the long sound, which sounds like its name.**

/ī/. The other sound is the short sound, /i/. That is the same sound we hear at the beginning of your name! I, /i/ /i/ /i/, [student's name].)

We Do

Say the letter name after me.

Point to uppercase *I*.

Uppercase *I*.

Allow time for the student to repeat the letter name.

Point to lowercase *i*.

Lowercase *i*.

Allow time for the student to repeat the letter name.

***I* represents the sound /i/ /i/ /i/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the igloo.

Igloo begins with *I*. You say *igloo*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *I*.

What letter is this?

Point to lowercase *i*.

What letter is this?

What sound does *I* represent?

If the student identifies the long sound for the vowel, say:

That is one sound that *I* represents. What is another sound that *I* represents?

What word begins with *I*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with /i/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with /i/

I Do

Now, I'm going to teach you an action to help you remember the sound letter *I* represents. The letter *I* represents the /i/ sound, like itch. /i/ /i/ /i/ itch. I'm going to pretend to itch /i/ /i/ /i/.

We Do

Let's practice the action together.

Pretend to itch with student while making the /i/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *I* represents.

If student is not ready to perform the itching action and make the /i/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *I*.

With the child's help, flip through the book to the *I* pages.

Here it is! This is an uppercase *I*.

Point to uppercase *I* and trace it with your finger.

And this is a lowercase *i*.

Point to lowercase *i* and trace it with your finger.

These pages also show pictures of things that begin with the letter *i*.

Name a few of the pictures that begin with *i*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *i*.

Point to *itchy*.

This word says *itchy*. Point to the lowercase *i* in this word. Yes, that is a lowercase *i*!

Point to *Icabod*.

This word says *Icabod*. Point to the uppercase *I* in this word. Yes, that is an uppercase *I*!

What sound does *I* represent?

Repeat this process with the remaining *i* words on the page.

If student is not ready to locate the *I* or *i* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Ii* instead.

I Do

Place sandpaper *I* in front of you.

The last thing we will do is practice tracing *I*. Watch as I use my finger to trace this uppercase *I* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *I* as you say the verbal path.

Uppercase *I*. Pull down, across, across. Uppercase *I*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *I*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *I* with his/her finger while saying the verbal path:

Uppercase *I*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

across, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase *I*. Give student time to repeat.

You Do

Now try tracing uppercase *I* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *I* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *I* represent?

Do at least 3 repetitions of uppercase *I* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *i*: **Pull down, dot. Lowercase *i*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson I.2

MATERIALS

- Keyword letter card (*Ii* igloo) and magnetic letters (*I, i*)
- Environmental print cards for *I*: IKEA, IHOP
- Children's magazine that includes a page with several instances of *I* and *i*; yellow crayon
- Chalk and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ii*.

I Do

Point to uppercase *I*. Complete the itching action as you make the /i/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *I*. It represents two sounds. One sound is the long sound, which sounds like its name. /ī/. The other sound is the short sound, /i/.

Point to lowercase *i*. Complete the itching action as you make the /i/ sound.

***I* can also look like this. This is a lowercase *i*. It represents the same two sounds as uppercase *I*. One sound is the long sound, which sounds like its name. /ī/. The other sound is the short sound, /i/ /i/ /i/.**

Point to the igloo.

That is the same sound we hear at the beginning of the word *igloo*. *I*, /i/ /i/ /i/, *igloo*.

(Note: If the student's name begins with *I/i*, use his/her name instead of the word *igloo*: **This is an uppercase *I*. One sound is the long sound, which sounds like its name. /ī/. The other sound is the short sound, /i/. That is the same sound we hear at the beginning of your name! *I*, /i/ /i/ /i/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *I*.

Uppercase *I*.

Allow time for the student to repeat the letter name.

Point to lowercase *i*.

Lowercase *i*.

Allow time for the student to repeat the letter name.

***I* represents the sound /i/ /i/ /i/ like itch. You say its sound and pretend to itch.**

Allow time for the student to repeat the letter sound and complete the itching action.

Point to the igloo.

Igloo begins with *I*. You say *igloo*.

You Do

Now you try by yourself.

Point to uppercase *I*.

What letter is this?

Point to lowercase *i*.

What letter is this?

What sound does I represent?

If the student identifies the long sound for the vowel, say:

That is one sound that I represents. What is another sound that I represents?

What word begins with I?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with /i/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter I in lots of important words.

Display the environmental print cards for I.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter U, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this IKEA sign. I see an uppercase I in the word IKEA. I represents the long sound for i: /ī/ /ī/ /ī/.**

You Do

Point to the letter I in the word [environmental print word (e.g., IHOP). What sound does I represent?

If the student is not ready to find the I independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this I.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find I and i in a Magazine

I Do

Now, we're going to look for the letter I. The letter I is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have I in them.

Turn to a page you know has words that include I or i. Scan the page with your finger as you work to locate a I or i.

Look! I see a i right here! This word says _____. I'm going to use this crayon to color over the I.

We Do

Let's try to find another I on this page.

Point to a specific line of text or to a particular word that includes a I or i.

Do you see a I on this line/in this word? Great! Use the crayon to color over the I.

You Do

Now you try on your own. Color all the other I's you can find on this page.

Give student a few minutes to find and highlight / or i in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase /.

The last thing we will do is practice writing /. First, I'll write uppercase / with chalk.

Write / on the chalkboard (or on a sheet of dark colored construction paper) as you say the verbal path:

Pull down, across, across. Uppercase /.

We Do

Now you use this chalk to trace over the / I wrote. Say the words while you write: Pull down, across, across. Uppercase /.

Allow student time to trace over the / you wrote.

You Do

Point to a blank space on the chalkboard (or use a sheet of dark colored construction paper).

Now you make your own uppercase / with the chalk.

Give student time to write the letter.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does / represent?

Do at least 3 repetitions of uppercase / at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase i using the following verbal path:

Pull down, dot. Lowercase i.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson I.3

MATERIALS

- Keyword letter card (*Ii* igloo) and magnetic letters (*I, i*)
- Environmental print cards for *I*: IKEA, IHOP
- Soup sorter cards: *i*, inchworm, igloo, ink, vase, duck, leaf
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ii*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *I*. Complete the itching action as you make the /i/ sound.

This is an uppercase *I*. It represents two sounds. One sound is the long sound, which sounds like its name. /ī/. The other sound is the short sound, /i/.

Point to lowercase *i*. Complete the itching action as you make the /i/ sound.

Remember that *I* can also look like this. This is a lowercase *i*. It represents the same two sounds as uppercase *I*. One sound is the long sound, which sounds like its name. /ī/. The other sound is the short sound, /i/ /i/ /i/.

Display an image of an igloo. (Note: If the student's name begins with /i/, use his/her name instead of the word *igloo*.)

That is the same sound we hear at the beginning of the word *igloo*. *I*, /i/ /i/ /i/, *igloo*.

We Do

Say the letter name after me.

Point to uppercase *I*.

Uppercase *I*.

Allow time for the student to repeat the letter name.

Point to lowercase *i*.

Lowercase *i*.

Allow time for the student to repeat the letter name.

***I* represents the sound /i/ /i/ /i/ like itch. You say its sound and pretend to itch.**

Allow time for the student to repeat the letter sound.

Point to the *igloo*.

Igloo begins with *I*. You say *igloo*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *I*.

What letter is this?

Point to lowercase *i*.

What letter is this?

What sound does *I* represent?

If the student identifies the long sound for the vowel, say:

**That is one sound that I represents. What is another sound that I represents?
What word begins with I?**

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with /i/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter I in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *IKEA and IHOP*)] has the letter I in it.

Display another environmental print card the student accurately identified during the previous / lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter I, but do not point the letter out. Say the sound the letter represents.

Example: **This says *IHOP*. I see an uppercase I in the word *IHOP*. I represents the long /i/ sound. *IHOP*.**

You Do

Point to the letter I in the word [environmental print word]. What sound does I represent?

If the student is not ready to find the I independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this I.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *i* on it.

Now, let's play a game with picture cards! This is the letter *i*. It represents the sound /i/ /i/ /i/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of an igloo on it.

This is an igloo.

Igloo. /i/ /i/ /i/ igloo.

Point to the letter *i* card.

/i/ /i/ /i/ i.

Igloo does start with /i/ so we will put it under the i card.

Place the igloo card under the *i* card.

Show student the soup sorter card with a picture of a vase on it.

This is a vase.

Vase. /v/ /v/ /v/ vase.

Point to the *i* card.

/i/ i.

Point to the vase card and then to the *i* card.

/v/ /i/.

Vase does not start with /i/ so we will not put it under the *i* card.

Place the vase card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of ink on it.

What is this?

Correct the student if they are incorrect.

This is ink.

We can say the first sound. /i/ /i/ /i/ ink. You say: /i/ ink.

Does /i/ ink start like /i/ i?

Allow student time to respond.

Yes, /i/ ink starts like /i/ i, so we will put it under the *i* card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /i/ i?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the / picture cards from the previous activity in front of the student (igloo, ink, inchworm).

I Do

The last thing we will do is write a list of words that begin with /i/. We can write the words for these pictures. I see an igloo, /i/, igloo. Igloo starts with a /i/, so I am going to write a / first.

Use a blank sheet of paper to write the word. Write uppercase / using the same verbal path as before.

And this is the rest of the word, igloo.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., ink, inchworm)]. Listen for the first sound. Say /i/ [word student identifies].

Yes, it starts with a /.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *ink* and has learned about letter *k* in a previously taught lesson: **Write the /.** **The next letter in the word *ink* is *n*.** **I will write the *n*.** **After the *n* comes a *k*.** **Do you remember how to write the letter *k*?** **Write it next to the *n*.** **Pull down, pull in, pull out. *I-n-k. Ink.***)

You Do

Look for another word that starts with /i/. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /i/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write / independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson J.1**MATERIALS**

- Keyword letter card (*Jj jar*) and magnetic letters (*J, j*)
- Keyword letter card for previous letter taught (if applicable)
- *J* alphabet book
- *J, j* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Jj*.

I Do

Today we're going to learn about a new letter. This is an uppercase *J*.

Point to uppercase *J*.

***J* can also look like this. This is a lowercase *j*.**

Point to lowercase *j*.

***J* represents the /j/ sound.**

Point to the jar.

That is the same sound we hear at the beginning of the word *jar*. *J, /j/ /j/ /j/, jar.*

(Note: If the student's name begins with *J /j/*, use his/her name instead of the word *jar*:

This is an uppercase *J*. It represents the /j/ sound. That is the same sound we hear at the beginning of your name! *J, /j/ /j/ /j/, [student's name].*)

We Do

Say the letter name after me.

Point to uppercase *J*.

Uppercase *J*.

Allow time for the student to repeat the letter name.

Point to lowercase *j*.

Lowercase *j*.

Allow time for the student to repeat the letter name.

***J* represents the sound /j/ /j/ /j/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the jar.

Jar begins with *J*. You say *jar*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *J*.

What letter is this?

Point to lowercase *j*.

What letter is this?

What sound does *J* represent?

What word begins with *J*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *J/j*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *J/j*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *J* represents. The letter *J* represents the /j/ sound, like jump. /j/ /j/ /j/ jump. I'm going to jump. /j/ /j/ /j/.

We Do

Let's practice the action together.

Stand up and jump (on two feet) with student while making the /j/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *J* represents.

If student is not ready to perform the jumping action and make the /j/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *j* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter *J*. Listen to how these words all start with /j/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /j/ sound on each page.

Jeep. There is the *j*. /j/ /j/ /j/ jeep.

Jam. There is the *j*. /j/ /j/ /j/ jam.

We Do

Help me find the letter *j* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *j*.

Example: **Jellybeans.** Find the lowercase *j* in *jellybeans*.

If student is not ready to find the *j* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *j*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *j* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Jj* instead.

I Do

Place sandpaper *J* in front of you.

The last thing we will do is practice tracing *J*. Watch as I use my finger to trace this uppercase *J* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *J* as you say the verbal path.

Uppercase *J*. Pull down, curve around, across. Uppercase *J*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *J*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *J* with his/her finger while saying the verbal path:

Uppercase *J*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

curve around, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase *J*. Give student time to repeat.

You Do

Now try tracing uppercase *J* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *J* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *J* represent?

Do at least 3 repetitions of uppercase *J* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *j*: **Pull down, curve around, dot. Lowercase *j*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson J.2

MATERIALS

- Keyword letter card (*Jj jar*) and magnetic letters (*J, j*)
- Environmental print cards for *J*: Jell-O, Juicy Juice, Jif, Jelly Belly
- “Jack and Jill” rhyme (print from page 4 of this lesson plan or write on chart paper)
- Blank paper and markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Jj*.

I Do

Point to uppercase *J*. Complete a jumping action as you make the /j/ sound.

Today, we’re going to practice a special letter. Do you remember this letter?

This is an uppercase *J*. It represents the /j/ sound.

Point to lowercase *j*. Complete a jumping action as you make the /j/ sound.

***J* can also look like this. This is a lowercase *j*. It represents the same sound as uppercase *J*: /j/ /j/ /j/.**

Point to the jar.

That is the same sound we hear at the beginning of the word *jar*. *J*, /j/ /j/ /j/, *jar*.

(Note: If the student’s name begins with *J/j*, use his/her name instead of the word *jar*.)

This is an uppercase *J*. It represents the /j/ sound. That is the same sound we hear at the beginning of your name! *J*, /j/ /j/ /j/, [student’s name].)

We Do

Say the letter name after me.

Point to uppercase *J*.

Uppercase *J*.

Allow time for the student to repeat the letter name.

Point to lowercase *j*.

Lowercase *j*.

Allow time for the student to repeat the letter name.

***J* represents the sound /j/ /j/ /j/ like *jump*. You say its sound and pretend to jump.**

Allow time for the student to repeat the letter sound and complete the jumping action.

Point to the jar.

Jar begins with *J*. You say *jar*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *J*.

What letter is this?

Point to lowercase *j*.

What letter is this?

What sound does *J* represent?

What word begins with *J*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *J/j*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *J* in lots of important words.

Display the environmental print cards for *J*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *J*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this Jell-O symbol. I see an uppercase *J* in the word *Jell-O*. *J* represents the /j/ /j/ /j/ sound.**

You Do

Point to the letter *J* in the word [environmental print word (e.g., *JIF*). What sound does *J* represent?

If the student is not ready to find the *J* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *J*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Nursery Rhyme

Display the "Jack and Jill" rhyme.

I Do

Now, I'm going to teach you a rhyme to help you remember the way the letter *J* looks and the sound it represents.

The letter *J* represents the /j/ /j/ /j/ sound. Every time I see the letter *J* and hear the /j/ sound, I'll point to the *J/j*:

Point to the words as you say/sing the rhyme. Slow down slightly and enunciate the words that begin with the /j/ sound so the student can see and hear the link.

Jack and Jill went up the hill,

To fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

We Do/You Do

Let's practice the rhyme together.

Sing each line of rhyme. Have student either (1) repeat or (2) sing with you.

Where do you see the letter *J* in our rhyme?

Help student locate both the uppercase forms of *J* and the lowercase forms of *j* in the rhyme. Use a magnetic letter/card as a model if necessary.

What letter did you find? What sound does it represent?

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *J*.

The last thing we will do is practice writing *J*. Let's practice writing the letter *J* with markers.

Write *J* with a colorful marker as you say the verbal path:

Pull down, curve around, across. Uppercase *J*.

We Do

Now you try. Trace the uppercase *J*.

Say the words while you write: Pull down, curve around, across. Uppercase *J*.

Allow student time to trace over the *J* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase *J*. Choose which marker you want to use.

If the student is not ready to write uppercase *J* independently, return to the We Do level of support.

What letter did you write? What sound does *J* represent?

Do at least 3 repetitions of uppercase *J* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *j* using the following verbal path: **Pull down, curve around, dot. Lowercase *j*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Jack and Jill

Jack and Jill went up the hill,

To fetch a pail of water.

Jack fell down and broke his

crown,

And Jill came tumbling after.

Lesson J.3

MATERIALS

- Keyword letter card (*Jj jar*) and magnetic letters (*J, j*)
- Environmental print cards for *J*: *Jell-O, Juicy Juice, Jif, Jelly Belly*
- Soup sorter cards: *j, jar, jam, jacket, jet, juice, buttons, vacuum, yo-yo*
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Jj*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *J*. Complete a jumping action as you make the /j/ sound.

This is an uppercase *J*. It represents the /j/ sound.

Point to lowercase *j*. Complete a jumping action as you make the /j/ sound.

Remember that *J* can also look like this. This is a lowercase *j*. It represents the same sound as uppercase *J*: /j/ /j/ /j/.

Display an image of a jar. (Note: If the student's name begins with *J* /j/, use his/her name instead of the word *jar*.)

That is the same sound we hear at the beginning of the word *jar*. *J, /j/ /j/ /j/, jar.*

We Do

Say the letter name after me.

Point to uppercase *J*.

Uppercase *J*.

Allow time for the student to repeat the letter name.

Point to lowercase *j*.

Lowercase *j*.

Allow time for the student to repeat the letter name.

***J* represents the sound /j/ /j/ /j/ like *jump*. You say its sound and pretend to jump.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the jar.

Jar begins with *J*. You say *jar*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *J*.

What letter is this?

Point to lowercase *j*.

What letter is this?

What sound does *J* represent?

What word begins with *J*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *J*/j/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *J* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Jell-O* and *JIF*)] have the letter *J* in them.

Display another environmental print card the student accurately identified during the previous *J* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *J*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Jelly Belly*. I see an uppercase *J* in the word *Jelly*. *J* represents the /j/ sound. *Jelly*.**

You Do

Point to the letter *J* in the word [environmental print word]. What sound does *J* represent?

If the student is not ready to find the *J* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *J*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *j* on it.

Now, let's play a game with picture cards! This is the letter *j*. It represents the sound /j/ /j/ /j/. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a jacket on it.

This is a jacket.

Jacket. /j/ /j/ /j/ jacket.

Point to the letter *j* card.

/j/ /j/ /j/ j.

Jacket does start with /j/ so we will put it under the *j* card.

Place the jacket card under the *j* card.

Show student the soup sorter card with a picture of buttons on it.

These are buttons.

Buttons. /b/ /b/ /b/ buttons.

Point to the *j* card.

/j/ j.

Point to the buttons card and then to the *j* card.

/b/ /j/.

Buttons does not start with /j/ so we will not put it under the *j* card.

Place the buttons card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a jet on it.

What is this?

Correct the student if they are incorrect.

This is a jet.

We can say the first sound. /j/ /j/ /j/ jet. You say: /j/ jet.

Does /j/ jet start like /j/ j?

Allow student time to respond.

Yes, /j/ jet starts like /j/ j, so we will put it under the j card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /j/ j?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *J* picture cards from the previous activity in front of the student (jar, jam, jacket, jet, juice).

I Do

The last thing we will do is write a list of words that begin with *J*. We can write the words for these pictures. I see a jar, /j/, jar. Jar starts with a /j/, so I am going to write a *J* first.

Use a blank sheet of paper to write the word. Write uppercase *J* using the same verbal path as before.

And this is the rest of the word, jar.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., jam, jacket, jet, juice)]. Listen for the first sound.

Say /j/ [word student identifies].

Yes, it starts with a *J*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *jam* and has learned about letter *m* in a previously taught lesson: **Write the *J*. The next letter in the word *jam* is *a*. I will write the *a*. After the *a* comes an *m*. Do you remember how to write the letter *m*? Write it next to the *a*. Pull down, up, over, down and up, over, and down. *J-a-m. Jam.*)**

You Do

Look for another word that starts with /j/. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /j/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *J* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson K.1**MATERIALS**

- Keyword letter card (*Kk kite*) and magnetic letters (*K, k*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *K, k* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Kk*.

I Do

Today we're going to learn about a new letter. This is an uppercase *K*.

Point to uppercase *K*.

***K* can also look like this. This is a lowercase *k*.**

Point to lowercase *k*.

***K* represents the /k/ sound.**

Point to the kite.

That is the same sound we hear at the beginning of the word *kite*. *K, /k/ /k/ /k/, kite.*

(Note: If the student's name begins with *K /k/*, use his/her name instead of the word *kite*: **This is an uppercase *K*. It represents the /k/ sound. That is the same sound we hear at the beginning of your name! *K, /k/ /k/ /k/, [student's name].***)

We Do

Say the letter name after me.

Point to uppercase *K*.

Uppercase *K*.

Allow time for the student to repeat the letter name.

Point to lowercase *k*.

Lowercase *k*.

Allow time for the student to repeat the letter name.

***K* represents the sound /k/ /k/ /k/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the kite.

Kite begins with *K*. You say *kite*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *K*.

What letter is this?

Point to lowercase *k*.

What letter is this?

What sound does *K* represent?

What word begins with *K*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *K/k/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *K/k/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *K* represents. The letter *K* represents the /k/ sound, like kick. /k/ /k/ /k/ kick. I'm going to stand up and pretend to kick. /k/ /k/ /k/.

We Do

Let's practice the action together.

Pretend to kick with student while making the /k/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *K* represents.

If student is not ready to perform the kicking action and make the /k/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *K*.

With the child's help, flip through the book to the *K* pages.

Here it is! This is an uppercase *K*.

Point to uppercase *K* and trace it with your finger.

And this is a lowercase *k*.

Point to lowercase *k* and trace it with your finger.

These pages also show pictures of things that begin with the letter *k*.

Name a few of the pictures that begin with *k*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *k*.

Point to *king*.

This word says *king*. Point to the lowercase *k* in this word. Yes, that is a lowercase *k*!

Point to *Kitten*.

This word says *Kitten*. Point to the uppercase *K* in this word. Yes, that is an uppercase *K*!

What sound does *K* represent?

Repeat this process with the remaining *k* words on the page.

If student is not ready to locate the *K* or *k* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Kk* instead.

I Do

Place sandpaper *K* in front of you.

The last thing we will do is practice tracing *K*. Watch as I use my finger to trace this uppercase *K* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *K* as you say the verbal path.

Uppercase *K*. Pull down, slant in, slant out. Uppercase *K*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *K*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *K* with his/her finger while saying the verbal path:

Uppercase *K*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

slant in, Give student time to repeat and trace.

slant out. Give student time to repeat and trace.

Uppercase *K*. Give student time to repeat.

You Do

Now try tracing uppercase *K* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *K* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *K* represent?

Do at least 3 repetitions of uppercase *K* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *k*: **Pull down, pull in, pull out. Lowercase *k*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson K.2**MATERIALS**

- Keyword letter card (*Kk* kite) and magnetic letters (*K, k*)
- Environmental print cards for *K*: Kool-Aid, KitKat, KFC
- *K* alphabet book
- Chalk and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Kk*.

I Do

Point to uppercase *K*. Complete a kicking action as you make the /k/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *K*. It represents the /k/ sound.

Point to lowercase *k*. Complete a kicking action as you make the /k/ sound.

***K* can also look like this. This is a lowercase *k*. It represents the same sound as uppercase *K*: /k/ /k/ /k/.**

Point to the kite.

That is the same sound we hear at the beginning of the word *kite*. *K*, /k/ /k/ /k/, *kite*.

(Note: If the student's name begins with *K/k*, use his/her name instead of the word *kite*: **This is an uppercase *K*. It represents the /k/ sound. That is the same sound we hear at the beginning of your name! *K*, /k/ /k/ /k/, [student's name].)**

We Do

Say the letter name after me.

Point to uppercase *K*.

Uppercase *K*.

Allow time for the student to repeat the letter name.

Point to lowercase *k*.

Lowercase *k*.

Allow time for the student to repeat the letter name.

***K* represents the sound /k/ /k/ /k/ like *kick*. You say its sound and pretend to kick.**

Allow time for the student to repeat the letter sound and complete the kicking action.

Point to the kite.

Kite begins with *K*. You say *kite*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *K*.

What letter is this?

Point to lowercase *k*.

What letter is this?

What sound does *K* represent?

What word begins with *K*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *K/k*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *K* in lots of important words.

Display the environmental print cards for *K*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *K*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this KitKat symbol. I see an uppercase *K* in the word *KitKat*. *K* represents the /k/ /k/ /k/ sound.**

You Do

Point to the letter *K* in the word [environmental print word (e.g., *Kool-Aid*). What sound does *K* represent?

If the student is not ready to find the *K* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *K*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *k* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter *K*. Listen to how these words all start with /k/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /k/ sound on each page.

***Kangaroo*. There is the *k*. /k/ /k/ /k/ *kangaroo*.**

***Kitten*. There is the *k*. /k/ /k/ /k/ *kitten*.**

We Do

Help me find the letter *k* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *k*.

Example: ***Kite*. Find the lowercase *k* in *kite*.**

If student is not ready to find the *k* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *k*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *k* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *K*.

The last thing we will do is practice writing *K*. First, I'll write uppercase *K* with chalk.

Write *K* on the chalkboard (or on a sheet of dark colored construction paper) as you say the verbal path:

Pull down, slant in, slant out. Uppercase *K*.

We Do

Now you use this chalk to trace over the *K* I wrote. Say the words while you write: Pull down, slant in, slant out. Uppercase *K*.

Allow student time to trace over the *K* you wrote.

You Do

Point to a blank space on the chalkboard (or use a sheet of dark colored construction paper).

Now you make your own uppercase *K* with the chalk.

Give student time to write the letter.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *K* represent?

Do at least 3 repetitions of uppercase *K* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *k* using the following verbal path:

Pull down, pull in, pull out. Lowercase *k*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson K.3**MATERIALS**

- Keyword letter card (*Kk* kite) and magnetic letters (*K, k*)
- Environmental print cards for *K*: Kool-Aid, KitKat, KFC
- Soup sorter cards: *k*, koala, key, kangaroo, king, kite, soup, leaf, rock
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Kk*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *K*. Complete a kicking action as you make the /k/ sound.

This is an uppercase *K*. It represents the /k/ sound.

Point to lowercase *k*. Complete a kicking action as you make the /k/ sound.

Remember that *K* can also look like this. This is a lowercase *k*. It represents the same sound as uppercase *K*: /k/ /k/ /k/.

Display an image of a kite. (Note: If the student's name begins with *K* /k/, use his/her name instead of the word *kite*.)

That is the same sound we hear at the beginning of the word *kite*. *K, /k/ /k/ /k/, kite*.

We Do

Say the letter name after me.

Point to uppercase *K*.

Uppercase *K*.

Allow time for the student to repeat the letter name.

Point to lowercase *k*.

Lowercase *k*.

Allow time for the student to repeat the letter name.

***K* represents the sound /k/ /k/ /k/ like *kick*. You say its sound and pretend to kick.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the kite.

Kite begins with *K*. You say *kite*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *K*.

What letter is this?

Point to lowercase *k*.

What letter is this?

What sound does *K* represent?

What word begins with *K*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *K*/k/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *K* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *KitKat* and *KFC*)] has the letter *K* in it.

Display another environmental print card the student accurately identified during the previous *K* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *K*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Kool-Aid*. I see an uppercase *K* in the word *Kool-Aid*. *K* represents the /k/ sound. *Kool-Aid*.**

You Do

Point to the letter *K* in the word [environmental print word]. What sound does *K* represent?

If the student is not ready to find the *K* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *K*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *k* on it.

Now, let's play a game with picture cards! This is the letter *k*. It represents the sound /k/ /k/ /k/. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a key on it.

This is a key.

Key. /k/ /k/ /k/ key.

Point to the letter *k* card.

/k/ /k/ /k/ k.

Key does start with /k/ so we will put it under the *k* card.

Place the key card under the *k* card.

Show student the soup sorter card with a picture of soup on it.

This is soup.

Soup. /s/ /s/ /s/ soup.

Point to the *k* card.

/k/ k.

Point to the soup card and then to the *k* card.

/s/ /k/.

Soup does not start with /k/ so we will not put it under the *k* card.

Place the soup card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a koala on it.

What is this?

Correct the student if they are incorrect.

This is a koala.

We can say the first sound. /k/ /k/ /k/ koala. You say: /k/ koala.

Does /k/ koala start like /k/ k?

Allow student time to respond.

Yes, /k/ koala starts like /k/ k, so we will put it under the k card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /k/ k?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *K* picture cards from the previous activity in front of the student (koala, key, kangaroo, king, kite).

I Do

The last thing we will do is write a list of words that begin with *K*. We can write the words for these pictures. I see a kite, /k/, kite. Kite starts with a /k/, so I am going to write a *K* first.

Use a blank sheet of paper to write the word. Write uppercase *K* using the same verbal path as before.

And this is the rest of the word, kite.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., key, kangaroo, king, koala)]. Listen for the first sound. Say /k/ [word student identifies].

Yes, it starts with a *K*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *king* and has learned about letter *k* in a previously taught lesson: **Write the *K*. I will write the next letters in the word *king*: *i-n*. After the *n* comes a *g*. Do you remember how to write the letter *g*? Write it next to the *n*. Pull back, around, up, down, and under. *K-i-n-g. King.*)**

You Do

Look for another word that starts with /k/*K*. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /k/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *K* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson L.1**MATERIALS**

- Keyword letter card (*L/l* lion) and magnetic letters (*L, l*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *L, l* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ll*.

I Do

Today we're going to learn about a new letter. This is an uppercase *L*.

Point to uppercase *L*.

***L* can also look like this. This is a lowercase *l*.**

Point to lowercase *l*.

***L* represents the /l/ sound.**

Point to the lion.

That is the same sound we hear at the beginning of the word *lion*. *L, /l/ /l/ /l/, lion*.

(Note: If the student's name begins with *L /l/*, use his/her name instead of the word *lion*: **This is an uppercase *L*. It represents the /l/ sound. That is the same sound we hear at the beginning of your name! *L, /l/ /l/ /l/, [student's name]*.)**

We Do

Say the letter name after me.

Point to uppercase *L*.

Uppercase *L*.

Allow time for the student to repeat the letter name.

Point to lowercase *l*.

Lowercase *l*.

Allow time for the student to repeat the letter name.

***l* represents the sound /l/ /l/ /l/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the lion.

Lion begins with *L*. You say *lion*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *L*.

What letter is this?

Point to lowercase *l*.

What letter is this?

What sound does *L* represent?

What word begins with *L*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *L/l*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *L/l*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *L* represents. The letter *L* represents the /l/ sound, like love. /l/ /l/ /l/ love. I'm going to hug myself to show love. /l/ /l/ /l/.

We Do

Let's practice the action together.

Pretend to show love (hug self) with student while making the /l/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *L* represents.

If student is not ready to perform the love action and make the /l/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *L*.

With the child's help, flip through the book to the *L* pages.

Here it is! This is an uppercase *L*.

Point to uppercase *L* and trace it with your finger.

And this is a lowercase *l*.

Point to lowercase *l* and trace it with your finger.

These pages also show pictures of things that begin with the letter *l*.

Name a few of the pictures that begin with *l*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *l*.

Point to *leg*.

This word says *leg*. Point to the lowercase *l* in this word. Yes, that is a lowercase *l*!

Point to *Lola*.

This word says *Lola*. Point to the uppercase *L* in this word. Yes, that is an uppercase *L*!

What sound does *L* represent?

Repeat this process with the remaining *l* words on the page.

If student is not ready to locate the *L* or *l* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *L/l* instead.

I Do

Place sandpaper *L* in front of you.

The last thing we will do is practice tracing *L*. Watch as I use my finger to trace this uppercase *L* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *L* as you say the verbal path.

Uppercase *L*. Pull down, across. Uppercase *L*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *L*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *L* with his/her finger while saying the verbal path:

Uppercase *L*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

across. Give student time to repeat and trace.

Uppercase *L*. Give student time to repeat.

You Do

Now try tracing uppercase *L* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *L* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *L* represent?

Do at least 3 repetitions of uppercase *L* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *l*: **Pull down. Lowercase *l*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson L.2**MATERIALS**

- Keyword letter card (*L/l* lion) and magnetic letters (*L, l*)
- Environmental print cards for *L*: LEGO, Lowe's, Lucky Charms, Leap Frog
- Eating the Alphabet book
- Chalk and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ll*.

I Do

Point to uppercase *L*. Complete a love action as you make the /l/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *L*. It represents the /l/ sound.

Point to lowercase *l*. Complete a love action as you make the /l/ sound.

***L* can also look like this. This is a lowercase *l*. It represents the same sound as uppercase *L*: /l/ /l/ /l/.**

Point to the lion.

That is the same sound we hear at the beginning of the word *lion*. *L, /l/ /l/ /l/, lion*.

(Note: If the student's name begins with *L/l*, use his/her name instead of the word *lion*:

This is an uppercase *L*. It represents the /l/ sound. That is the same sound we hear at the beginning of your name! *L, /l/ /l/ /l/, [student's name].*)

We Do

Say the letter name after me.

Point to uppercase *L*.

Uppercase *L*.

Allow time for the student to repeat the letter name.

Point to lowercase *l*.

Lowercase *l*.

Allow time for the student to repeat the letter name.

***L* represents the sound /l/ /l/ /l/ like *love*. You say its sound and pretend to love.**

Allow time for the student to repeat the letter sound and complete the love action.

Point to the lion.

Lion begins with *L*. You say *lion*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *L*.

What letter is this?

Point to lowercase *l*.

What letter is this?

What sound does *L* represent?

What word begins with *L*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *L/l*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *L* in lots of important words.

Display the environmental print cards for *L*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *L*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Lego* symbol. I see an uppercase *L* in the word *Lego*. *L* represents the /l/ /l/ /l/ sound.**

You Do

Point to the letter *L* in the word [environmental print word (e.g., *Lowe's*). What sound does *L* represent?

If the student is not ready to find the *L* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *L*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter *L*.

With the child's help, flip through the book to the *L* page.

Here it is! This is an uppercase *L*.

Point to uppercase *L* and trace it with your finger.

And this is a lowercase *l*.

Point to lowercase *l* and trace it with your finger.

This page also shows pictures of food that begin with the letter *l*.

Point to the picture of lemon.

This is lemon. /l/ *lemon*.

You say *lemon*.

Have child say *lemon*.

Do you know what this is?

Point to the picture of the lettuce.

Yes, this is lettuce! /l/ *lettuce*.

Do you know what this is?

Point to the picture of the lime.

Yes, this is a lime! /l/ *lime*.

Lemon and lettuce and lime all begin with the letter !

We Do/You Do

Let's look at the words on this page.

Point to *lemon*.

This word says *lemon* in all lowercase letters. Point to the lowercase *l* in this word.

Yes, that is a lowercase *l*!

Point to *LEMON*.

This word says *lemon* in all uppercase letters. Point to the uppercase *L* in this word.

Yes, that is an uppercase *L*!

What sound does *L* represent?

Repeat this process with *LETTUCE* and *lettuce*; and *LIME* and *lime*.

If student is not ready to locate the *L* or *l* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *L*.

The last thing we will do is practice writing *L*. First, I'll write uppercase *L* with chalk.

Write *L* on the chalkboard (or on a sheet of dark colored construction paper) as you say the verbal path:

Pull down, across. Uppercase *L*.

We Do

Now you use this chalk to trace over the *L* I wrote. Say the words while you write: Pull down, across. Uppercase *L*.

Allow student time to trace over the *L* you wrote.

You Do

Point to a blank space on the chalkboard (or use a sheet of dark colored construction paper).

Now you make your own uppercase *L* with the chalk.

Give student time to write the letter.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *L* represent?

Do at least 3 repetitions of uppercase *L* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *l* using the following verbal path:

Pull down. Lowercase *l*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson L.3**MATERIALS**

- Keyword letter card (*L/l* lion) and magnetic letters (*L, l*)
- Environmental print cards for *L*: LEGO, Lowe's, Lucky Charms, Leap Frog
- Soup sorter cards: *l*, leaf, lamp, lemon, lion, log, key, gift, dog
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Ll*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *L*. Complete a love action as you make the /l/ sound.

This is an uppercase *L*. It represents the /l/ sound.

Point to lowercase *l*. Complete a love action as you make the /l/ sound.

Remember that *L* can also look like this. This is a lowercase *l*. It represents the same sound as uppercase *L*: /l/ /l/ /l/.

Display an image of a lion. (Note: If the student's name begins with *L* /l/, use his/her name instead of the word *lion*.)

That is the same sound we hear at the beginning of the word *lion*. *L, /l/ /l/ /l/, lion*.

We Do

Say the letter name after me.

Point to uppercase *L*.

Uppercase *L*.

Allow time for the student to repeat the letter name.

Point to lowercase *l*.

Lowercase *l*.

Allow time for the student to repeat the letter name.

***L* represents the sound /l/ /l/ /l/ like *love*. You say its sound and pretend to love.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the lion.

Lion begins with *L*. You say *lion*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *L*.

What letter is this?

Point to lowercase *l*.

What letter is this?

What sound does *L* represent?

What word begins with *L*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *L/l*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *L* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Lego* and *Lucky Charms*)] have the letter *L* in them.

Display another environmental print card the student accurately identified during the previous *L* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *L*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Lowe's*. I see an uppercase *L* in the word *Lowe's*. *L* represents the /l/ sound. *Lowe's*.**

You Do

Point to the letter *L* in the word [environmental print word]. What sound does *L* represent?

If the student is not ready to find the *L* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *L*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *l* on it.

Now, let's play a game with picture cards! This is the letter *l*. It represents the sound /l/ /l/ /l/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a leaf on it.

This is a leaf.

leaf. /l/ /l/ /l/ leaf.

Point to the letter *l* card.

/l/ /l/ /l/ l.

Leaf does start with /l/ so we will put it under the *l* card.

Place the leaf card under the *l* card.

Show student the soup sorter card with a picture of a dog on it.

This is a dog.

Dog. /d/ /d/ /d/ dog.

Point to the *l* card.

/l/ l.

Point to the dog card and then to the *l* card.

/d/ /l/.

Dog does not start with /l/ so we will not put it under the *l* card.

Place the dog card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a lamp on it.

What is this?

Correct the student if they are incorrect.

This is a lamp.

We can say the first sound. /l/ /l/ /l/ lamp. You say: /l/ lamp.

Does /l/ lamp start like /l/ l?

Allow student time to respond.

Yes, /l/ lamp starts like /l/ l, so we will put it under the l card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /l/ l?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *L* picture cards from the previous activity in front of the student (leaf, lamp, lemon, lion, log).

I Do

The last thing we will do is write a list of words that begin with *L*. We can write the words for these pictures. I see a log, /l/, log. Log starts with a /l/, so I am going to write a *L* first.

Use a blank sheet of paper to write the word. Write uppercase *L* using the same verbal path as before.

And this is the rest of the word, log.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., lemon, lion, leaf)]. Listen for the first sound. Say /l/ [word student identifies].

Yes, it starts with a *L*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *log* and has learned about letter *g* in a previously taught lesson: **Write the *L*. The next letter in the word *log* is *o*. I will write the *o*. After the *o* comes a *g*. Do you remember how to write the letter *g*? Write it next to the *o*. Pull back, around, up, down, and under. *L-o-g. Log.*)**

You Do

Look for another word that starts with /l/L. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /l/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *L* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson M.1

MATERIALS

- Keyword letter card (*Mm moon*) and magnetic letters (*M, m*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *M, m* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Mm*.

I Do

Today we're going to learn about a new letter. This is an uppercase *M*.

Point to uppercase *M*.

***M* can also look like this. This is a lowercase *m*.**

Point to lowercase *m*.

***M* represents the /m/ sound.**

Point to the moon.

That is the same sound we hear at the beginning of the word *moon*. *M*, /m/ /m/ /m/, *moon*.

(Note: If the student's name begins with *M* /m/, use his/her name instead of the word *moon*: **This is an uppercase *M*. It represents the /m/ sound. That is the same sound we hear at the beginning of your name! *M*, /m/ /m/ /m/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *M*.

Uppercase M.

Allow time for the student to repeat the letter name.

Point to lowercase *m*.

Lowercase m.

Allow time for the student to repeat the letter name.

M represents the sound /m/ /m/ /m/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the moon.

Moon begins with M. You say moon.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *M*.

What letter is this?

Point to lowercase *m*.

What letter is this?

What sound does M represent?

What word begins with M?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *M/m/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *M/m/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter M represents. The letter M represents the /m/ sound, like munch. /m/ /m/ /m/ munch.

I'm going to move my mouth to show munch. /m/ /m/ /m/.

We Do

Let's practice the action together.

Pretend to munch with student while making the /m/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound M represents.

If student is not ready to perform the munching action and make the /m/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter M.

With the child's help, flip through the book to the *M* pages.

Here it is! This is an uppercase M.

Point to uppercase *M* and trace it with your finger.

And this is a lowercase m.

Point to lowercase *m* and trace it with your finger.

These pages also show pictures of things that begin with the letter *m*.

Name a few of the pictures that begin with *m*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *m*.

Point to *midnight*.

This word says *midnight*. Point to the lowercase *m* in this word. Yes, that is a lowercase *m*!

Point to *Many*.

This word says *Many*. Point to the uppercase *M* in this word. Yes, that is an uppercase *M*!

What sound does *M* represent?

Repeat this process with the remaining *m* words on the page.

If student is not ready to locate the *M* or *m* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Mm* instead.

I Do

Place sandpaper *M* in front of you.

The last thing we will do is practice tracing *M*. Watch as I use my finger to trace this uppercase *M* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *M* as you say the verbal path.

Uppercase *M*. Pull down, slant down, slant up, pull down. Uppercase *M*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *M*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *M* with his/her finger while saying the verbal path:

Uppercase *M*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

slant down, Give student time to repeat and trace.

slant up, Give student time to repeat and trace.

pull down. Give student time to repeat and trace.

Uppercase *M*. Give student time to repeat.

You Do

Now try tracing uppercase *M* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *M* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *M* represent?

Do at least 3 repetitions of uppercase *M* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *m*: **Pull down, up, over, down and up, over and down.**

Lowercase *m*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson M.2

MATERIALS

- Keyword letter card (*Mm moon*) and magnetic letters (*M, m*)
- Environmental print cards for *M*: McDonald's, Macaroni and Cheese, M&Ms
- *Eating the Alphabet* book
- Paintbrush, water, and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Mm*.

I Do

Point to uppercase *M*. Complete a munching action as you make the /m/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *M*. It represents the /m/ sound.

Point to lowercase *m*. Complete a munching action as you make the /m/ sound.

***M* can also look like this. This is a lowercase *m*. It represents the same sound as uppercase *M*: /m/ /m/ /m/.**

Point to the moon.

That is the same sound we hear at the beginning of the word *moon*. *M*, /m/ /m/ /m/, *moon*.

(Note: If the student's name begins with *M/m*, use his/her name instead of the word *moon*: **This is an uppercase *M*. It represents the /m/ sound. That is the same sound we hear at the beginning of your name! *M*, /m/ /m/ /m/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *M*.

Uppercase *M*.

Allow time for the student to repeat the letter name.

Point to lowercase *m*.

Lowercase *m*.

Allow time for the student to repeat the letter name.

***M* represents the sound /m/ /m/ /m/ like *munch*. You say its sound and pretend to munch.**

Allow time for the student to repeat the letter sound and complete the munching action.

Point to the moon.

Moon begins with *M*. You say *moon*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *M*.

What letter is this?

Point to lowercase *m*.

What letter is this?

What sound does *M* represent?

What word begins with *M*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *M/m/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *M* in lots of important words.

Display the environmental print cards for *M*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *M*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *McDonald's* sign. I see an uppercase *M* in the word *McDonald's*. represents the /m/ /m/ /m/ sound.**

You Do

Point to the letter *M* in the word [environmental print word (e.g., *Macaroni & Cheese*). What sound does *M* represent?

If the student is not ready to find the *M* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *M*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter *M*.

With the child's help, flip through the book to the *M* page.

Here it is! This is an uppercase *M*.

Point to uppercase *M* and trace it with your finger.

And this is a lowercase *m*.

Point to lowercase *m* and trace it with your finger.

This page also shows pictures of food that begin with the letter *m*.

Point to the picture of melon.

This is melon. /m/ *melon*.

You say *melon*.

Have child say *melon*.

Do you know what this is?

Point to the picture of the mango.

Yes, this is mango! /m/ *mango*.

Do you know what this is?

Melon and mango both begin with the letter *m*!

We Do/You Do

Let's look at the words on this page.

Point to *melon*.

This word says *melon* in all lowercase letters. Point to the lowercase *m* in this word.

Yes, that is a lowercase *m*!

Point to *MELON*.

This word says *melon* in all uppercase letters. Point to the uppercase *M* in this word.

Yes, that is an uppercase *M*!

What sound does *M* represent?

Repeat this process with *MANGO* and *mango*.

If student is not ready to locate the *M* or *m* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *M*.

The last thing we will do is practice writing *M*. First, I'll write uppercase *M* with this wet paintbrush.

Dip paintbrush in water and write *M* on the chalkboard as you say the verbal path:

Pull down, slant down, slant up, pull down. Uppercase *M*.

We Do

Now you use this paintbrush to trace over the *M* I wrote. Say the words while you write: Pull down, slant down, slant up, pull down. Uppercase *M*.

Allow student time to trace over the *M* you wrote.

You Do

Point to a dry space on the chalkboard (or use paper towel to dry the previous space used).

Now you make your own uppercase *M*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *M* represent?

Do at least 3 repetitions of uppercase *M* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *m* using the following verbal path:

Pull down, up, over, down and up, over, down. Lowercase *m*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson M.3

MATERIALS

- Keyword letter card (*Mm* moon) and magnetic letters (*M, m*)
- Environmental print cards for *M*: McDonald's, Macaroni and Cheese, M&Ms
- Soup sorter cards: *m*, mushroom, mittens, magnet, milk, mouse, otter, fork, box (box is in 'X' soup sorter)
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Mm*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *M*. Complete a munching action as you make the /m/ sound.

This is an uppercase *M*. It represents the /m/ sound.

Point to lowercase *m*. Complete a munching action as you make the /m/ sound.

Remember that *M* can also look like this. This is a lowercase *m*. It represents the same sound as uppercase *M*: /m/ /m/ /m/.

Display an image of a moon. (Note: If the student's name begins with *M* /m/, use his/her name instead of the word *moon*.)

That is the same sound we hear at the beginning of the word *moon*. *M*, /m/ /m/ /m/, *moon*.

We Do

Say the letter name after me.

Point to uppercase *M*.

Uppercase *M*.

Allow time for the student to repeat the letter name.

Point to lowercase *m*.

Lowercase *m*.

Allow time for the student to repeat the letter name.

***M* represents the sound /m/ /m/ /m/ like *munch*. You say its sound and pretend to munch.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the moon.

Moon begins with *M*. You say *moon*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *M*.

What letter is this?

Point to lowercase *m*.

What letter is this?

What sound does *M* represent?

What word begins with *M*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *M/m/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *M* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *McDonald's* and *M&Ms*)] have the letter *M* in them.

Display another environmental print card the student accurately identified during the previous *M* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *M*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Macaroni and Cheese*. I see an uppercase *M* in the word *Macaroni*. *M* represents the /m/ sound. *Macaroni*.**

You Do

Point to the letter *M* in the word [environmental print word]. What sound does *M* represent?

If the student is not ready to find the *M* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *M*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *m* on it.

Now, let's play a game with picture cards! This is the letter *m*. It represents the sound /m/ /m/ /m/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a mouse on it.

This is a mouse.

Mouse. /m/ /m/ /m/ mouse.

Point to the letter *m* card.

/m/ /m/ /m/ m.

Mouse does start with /m/ so we will put it under the *m* card.

Place the mouse card under the *m* card.

Show student the soup sorter card with a picture of a box on it.

This is a box.

Box. /b/ /b/ /b/ box.

Point to the *m* card.

/m/ m.

Point to the box card and then to the *m* card.

/b/ /m/.

Box does not start with /m/ so we will not put it under the *m* card.

Place the box card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of mittens on it.

What are these?

Correct the student if they are incorrect.

These are mittens.

We can say the first sound. /m/ /m/ /m/ mittens. You say: /m/ mittens.

Does /m/ mittens start like /m/ m?

Allow student time to respond.

Yes, /m/ mittens starts like /m/ m, so we will put it under the m card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /m/ m?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *M* picture cards from the previous activity in front of the student (mushroom, mittens, magnet, milk, mouse).

I Do

The last thing we will do is write a list of words that begin with *M*. We can write the words for these pictures. I see milk, /m/, milk. Milk starts with a /m/, so I am going to write a *M* first.

Use a blank sheet of paper to write the word. Write uppercase *M* using the same verbal path as before.

And this is the rest of the word, milk.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., mushroom, mittens, magnet, mouse)]. Listen for the first sound. Say /m/ [word student identifies].

Yes, it starts with a *M*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *milk* and has learned about letter *k* in a previously taught lesson: **Write the *M*. I will write the next letters in the word *milk*: *i-l*. After the *l* comes a *k*. Do you remember how to write the letter *k*? Write it next to the *l*. Pull down, pull in, pull out. *M-i-l-k. Milk.*)**

You Do

Look for another word that starts with /m/M. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /m/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *M* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson N.1**MATERIALS**

- Keyword letter card (*Nn* nut) and magnetic letters (*N, n*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *N, n* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Nn*.

I Do

Today we're going to learn about a new letter. This is an uppercase *N*.

Point to uppercase *N*.

***N* can also look like this. This is a lowercase *n*.**

Point to lowercase *n*.

***N* represents the /n/ sound.**

Point to the nut.

That is the same sound we hear at the beginning of the word *nut*. *N*, /n/ /n/ /n/, *nut*.

(Note: If the student's name begins with *N* /n/, use his/her name instead of the word *nut*: **This is an uppercase *N*. It represents the /n/ sound. That is the same sound we hear at the beginning of your name! *N*, /n/ /n/ /n/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *N*.

Uppercase *N*.

Allow time for the student to repeat the letter name.

Point to lowercase *n*.

Lowercase *n*.

Allow time for the student to repeat the letter name.

***N* represents the sound /n/ /n/ /n/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the nut.

Nut begins with *N*. You say *nut*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *N*.

What letter is this?

Point to lowercase *n*.

What letter is this?

What sound does *N* represent?

What word begins with *N*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *N/n/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *N/n/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *N* represents. The letter *N* represents the /n/ sound, like nod. /n/ /n/ /n/ nod. I'm going to nod my head. /n/ /n/ /n/.

We Do

Let's practice the action together.

Nod with student while making the /n/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *N* represents.

If student is not ready to perform the nodding action and make the /n/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *N*.

With the child's help, flip through the book to the *N* pages.

Here it is! This is an uppercase *N*.

Point to uppercase *N* and trace it with your finger.

And this is a lowercase *n*.

Point to lowercase *n* and trace it with your finger.

These pages also show pictures of things that begin with the letter *n*.

Name a few of the pictures that begin with *n*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *n*.

Point to *nose*.

This word says *nose*. Point to the lowercase *n* in this word. Yes, that is a lowercase *n*!

Point to *Nine*.

This word says *Nine*. Point to the uppercase *N* in this word. Yes, that is an uppercase *N*!

What sound does *N* represent?

Repeat this process with the remaining *n* words on the page.

If student is not ready to locate the *N* or *n* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Nn* instead.

I Do

Place sandpaper *N* in front of you.

The last thing we will do is practice tracing *N*. Watch as I use my finger to trace this uppercase *N* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *N* as you say the verbal path.

Uppercase *N*. Pull down, slant down, pull up. Uppercase *N*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *N*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *N* with his/her finger while saying the verbal path:

Uppercase *N*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

slant down, Give student time to repeat and trace.

pull up. Give student time to repeat and trace.

Uppercase *N*. Give student time to repeat.

You Do

Now try tracing uppercase *N* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *N* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *N* represent?

Do at least 3 repetitions of uppercase *N* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *n*: **Pull down, up, over, and down. Lowercase *n*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson N.2

MATERIALS

- Keyword letter card (*Nn* nut) and magnetic letters (*N, n*)
- Environmental print cards for *N*: Nike, Netflix, Nintendo, Nick Jr, No Parking
- N alphabet book
- Two sheets of blank paper and markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Nn*.

I Do

Point to uppercase *N*. Complete a nodding action as you make the /n/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *N*. It represents the /n/ sound.

Point to lowercase *n*. Complete a nodding action as you make the /n/ sound.

***N* can also look like this. This is a lowercase *n*. It represents the same sound as uppercase *N*: /n/ /n/ /n/.**

Point to the nut.

That is the same sound we hear at the beginning of the word *nut*. *N*, /n/ /n/ /n/, *nut*.

(Note: If the student's name begins with *N/n*, use his/her name instead of the word *nut*: **This is an uppercase *N*. It represents the /n/ sound. That is the same sound we hear at the beginning of your name! *N*, /n/ /n/ /n/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *N*.

Uppercase *N*.

Allow time for the student to repeat the letter name.

Point to lowercase *n*.

Lowercase *n*.

Allow time for the student to repeat the letter name.

***N* represents the sound /n/ /n/ /n/ like *nod*. You say its sound and pretend to nod.**

Allow time for the student to repeat the letter sound and complete the nodding action.

Point to the nut.

Nut begins with *N*. You say *nut*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *N*.

What letter is this?

Point to lowercase *n*.

What letter is this?

What sound does *N* represent?

What word begins with *N*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *N/n/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *N* in lots of important words.

Display the environmental print cards for *N*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *N*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Nintendo* symbol. I see an uppercase *N* in the word *Nintendo*. *N* represents the /n/ /n/ /n/ sound.**

You Do

Point to the letter *N* in the word [environmental print word (e.g., *Netflix*). What sound does *N* represent?

If the student is not ready to find the *N* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *N*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *n* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter *N*. Listen to how these words all start with /n/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /n/ sound on each page.

***Nails*. There is the *n*. /n/ /n/ /n/ *nails*.**

***Notebook*. There is the *n*. /n/ /n/ /n/ *notebook*.**

We Do

Help me find the letter *n* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *n*.

Example: ***Nuts*. Find the lowercase *n* in *nuts*.**

If student is not ready to find the *n* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *n*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *n* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *N*.

The last thing we will do is practice writing *N*. Let's practice writing the letter *N* with markers.

Write *N* with a colorful marker as you say the verbal path:

Pull down, slant down, pull up. Uppercase *N*.

We Do

Now you try. Trace the uppercase *N*.

Say the words while you write: Pull down, slant down, pull up. Uppercase *N*.

Allow student time to trace over the *N* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase *N*. Choose which marker you want to use.

If the student is not ready to write uppercase *N* independently, return to the We Do level of support.

What letter did you write? What sound does *N* represent?

Do at least 3 repetitions of uppercase *N* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *n* using the following verbal path: **Pull down, up, over, and down. Lowercase *n*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson N.3**MATERIALS**

- Keyword letter card (*Nn* nut) and magnetic letters (*N, n*)
- Environmental print cards for *N*: Nike, Netflix, Nintendo, Nick Jr, No Parking
- Soup sorter cards: *n*, nuts, nest, net, newspaper, nurse, tooth, jet, pie
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Nn*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *N*. Complete a nodding action as you make the /n/ sound.

This is an uppercase *N*. It represents the /n/ sound.

Point to lowercase *n*. Complete a nodding action as you make the /n/ sound.

Remember that *N* can also look like this. This is a lowercase *n*. It represents the same sound as uppercase *N*: /n/ /n/ /n/.

Display an image of a nut. (Note: If the student's name begins with *N* /n/, use his/her name instead of the word *nut*.)

That is the same sound we hear at the beginning of the word *nut*. *N*, /n/ /n/ /n/, *nut*.

We Do

Say the letter name after me.

Point to uppercase *N*.

Uppercase *N*.

Allow time for the student to repeat the letter name.

Point to lowercase *n*.

Lowercase *n*.

Allow time for the student to repeat the letter name.

***N* represents the sound /n/ /n/ /n/ like *nod*. You say its sound and pretend to nod.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the nut.

Nut begins with *N*. You say *nut*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *N*.

What letter is this?

Point to lowercase *n*.

What letter is this?

What sound does *N* represent?

What word begins with *N*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *N*/n/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *N* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Nintendo and Netflix*)] have the letter *N* in them.

Display another environmental print card the student accurately identified during the previous *N* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *N*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *No Parking*. I see an uppercase *N* in the word *No*. *N* represents the /n/ sound. *No*.**

You Do

Point to the letter *N* in the word [environmental print word]. What sound does *N* represent?

If the student is not ready to find the *N* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *N*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *n* on it.

Now, let's play a game with picture cards! This is the letter *n*. It represents the sound /n/ /n/ /n/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a net on it.

This is a net.

Net. /n/ /n/ /n/ net.

Point to the letter *n* card.

/n/ /n/ /n/ n.

Net does start with /n/ so we will put it under the *n* card.

Place the net card under the *n* card.

Show student the soup sorter card with a picture of a tooth on it.

This is a tooth.

Tooth. /t/ /t/ /t/ tooth.

Point to the *n* card.

/n/ n.

Point to the tooth card and then to the *n* card.

/t/ /n/.

Tooth does not start with /n/ so we will not put it under the *n* card.

Place the tooth card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a nest on it.

What is this?

Correct the student if they are incorrect.

This is a nest.

We can say the first sound. /n/ /n/ /n/ nest. You say: /n/ nest.

Does /n/ nest start like /n/ n?

Allow student time to respond.

Yes, /n/ nest starts like /n/ n, so we will put it under the n card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /n/ n?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *N* picture cards from the previous activity in front of the student (nuts, nest, net, newspaper, nurse).

I Do

The last thing we will do is write a list of words that begin with *N*. We can write the words for these pictures. I see a nurse, /n/, nurse. Nurse starts with a /n/, so I am going to write a *N* first.

Use a blank sheet of paper to write the word. Write uppercase *N* using the same verbal path as before.

And this is the rest of the word, nurse.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., nuts, nest, newspaper, net)]. Listen for the first sound. Say /n/ [word student identifies].

Yes, it starts with a *N*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *net* and has learned about letter *t* in a previously taught lesson: **Write the *N*. The next letter in the word *net* is *e*. I will write the *e*. After the *e* comes a *t*. Do you remember how to write the letter *t*? Write it next to the *e*. Pull down and cross. *N-e-t. Net.*)**

You Do

Look for another word that starts with /n/*N*. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /n/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *N* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson O.1**MATERIALS**

- Keyword letter card (*Oo* octopus) and magnetic letters (*O, o*)
- Keyword letter card for previous letter taught (if applicable)
- *O* alphabet book
- *O, o* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Oo*.

I Do

Today we're going to learn about a new letter. This is an uppercase *O*.

Point to uppercase *O*.

***O* can also look like this. This is a lowercase *o*.**

Point to lowercase *o*.

***O* represents two sounds. One sound is the long sound, which sounds like its name. /ō/. The other sound is the short sound, /o/.**

Point to the octopus.

That is the same sound we hear at the beginning of the word *octopus*. *O*, /o/ /o/ /o/, *octopus*.

(Note: If the student's name begins with *O/o*, use his/her name instead of the word *octopus*: **This is an uppercase *O*. One sound is the long sound, which sounds like its name. /ō/. The other sound is the short sound, /o/. That is the same sound we hear at the beginning of your name! *O*, /o/ /o/ /o/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *O*.

Uppercase *O*.

Allow time for the student to repeat the letter name.

Point to lowercase *o*.

Lowercase *o*.

Allow time for the student to repeat the letter name.

***O* represents the sound /o/ /o/ /o/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the octopus.

Octopus begins with *O*. You say *octopus*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *O*.

What letter is this?

Point to lowercase *o*.

What letter is this?

What sound does *O* represent?

If the student identifies the long sound for the vowel, say:

That is one sound that *O* represents. What is another sound that *O* represents?

What word begins with *O*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *O/o/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *O/o/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *O* represents. The letter *O* represents the /o/ sound, like opera. /o/ /o/ /o/ opera. I'm going to pretend to sing opera. /o/ /o/ /o/.

We Do

Let's practice the action together.

Pretend to sing opera (extend arms and sing dramatically) with student while making the /o/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *O* represents.

If student is not ready to perform the opera action and make the /o/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *o* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter O. Listen to how these words all start with /o/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /o/ sound on each page.

Octopus. There is the o. /o/ /o/ /o/ octopus.

Owl. There is the o in owl. (Note: owl begins with /ow/, not /o/ sound; do not isolate it)

We Do

Help me find the letter o on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter o.

Example: **Ox. Find the lowercase o in ox.**

If student is not ready to find the o independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this o.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter o on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for Oo instead.

I Do

Place sandpaper O in front of you.

The last thing we will do is practice tracing O. Watch as I use my finger to trace this uppercase O on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper O as you say the verbal path.

Uppercase O. Pull back and around. Uppercase O.

We Do

Let's keep practicing. Use your finger to trace over the uppercase O. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase O with his/her finger while saying the verbal path:

Uppercase O. Give student time to repeat.

Pull back, Give student time to repeat and trace.

and around. Give student time to repeat and trace.

Uppercase O. Give student time to repeat.

You Do

Now try tracing uppercase O by yourself. Remember to start at the top.

If student is not ready to trace uppercase O independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does O represent?

Do at least 3 repetitions of uppercase O at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase o: **Pull back and around. Lowercase o.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson O.2**MATERIALS**

- Keyword letter card (*Oo* octopus) and magnetic letters (*O, o*)
- Environmental print cards for *O*: Old Navy, Off!, Open, On/Off (light switches)
- Children's magazine that includes a page with several instances of *O* and *o*; yellow crayon
- Paintbrush, water, and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Oo*.

I Do

Point to uppercase *O*. Complete the opera action as you make the /o/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *O*. It represents two sounds. One sound is the long sound, which sounds like its name. /ō/. The other sound is the short sound, /o/.

Point to lowercase *o*. Complete the opera action as you make the /o/ sound.

***O* can also look like this. This is a lowercase *o*. It represents the same two sounds as uppercase *O*. One sound is the long sound, which sounds like its name. /ō/. The other sound is the short sound, /o/ /o/ /o/.**

Point to the octopus.

That is the same sound we hear at the beginning of the word *octopus*. *O*, /o/ /o/ /o/, *octopus*.

(Note: If the student's name begins with *O/o*, use his/her name instead of the word *octopus*: **This is an uppercase *O*. One sound is the long sound, which sounds like its name. /ō/. The other sound is the short sound, /o/. That is the same sound we hear at the beginning of your name! *O*, /o/ /o/ /o/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *O*.

Uppercase *O*.

Allow time for the student to repeat the letter name.

Point to lowercase *o*.

Lowercase *o*.

Allow time for the student to repeat the letter name.

***O* represents the sound /o/ /o/ /o/ like opera. You say its sound and pretend to sing opera.**

Allow time for the student to repeat the letter sound and complete the opera action.

Point to the octopus.

Octopus begins with *O*. You say *octopus*.

You Do

Now you try by yourself.

Point to uppercase *O*.

What letter is this?

Point to lowercase *o*.

What letter is this?**What sound does O represent?**

If the student identifies the long sound for the vowel, say:

That is one sound that O represents. What is another sound that O represents?

What word begins with O?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *O/o/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter O in lots of important words.

Display the environmental print cards for *O*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *O*, but do not point the letter out. Say the sound the letter represents.

Example (short sound): **Look at this *Off* sign. I see an uppercase *O* in the word *Off*. *O* represents the sound: /o/ /o/ /o/.**

Example (long sound): **Look at this *Open* sign. I see an uppercase *O* in the word *Open*. *O* represents the long sound: /ō/ /ō/ /ō/.**

You Do

Point to the letter *O* in the word [environmental print word (e.g., *On*). What sound does *O* represent?

If the student is not ready to find the *O* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *O*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find *O* and *o* in a MagazineI Do

Now, we're going to look for the letter *O*. The letter *O* is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have *O* in them.

Turn to a page you know has words that include *O* or *o*. Scan the page with your finger as you work to locate an *O* or *o*.

Look! I see an *o* right here! This word says _____. I'm going to use this crayon to color over the *O*.

We Do

Let's try to find another O on this page.

Point to a specific line of text or to a particular word that includes an O or o.

Do you see an O on this line/in this word? Great! Use the crayon to color over the O.

You Do

Now you try on your own. Color all the other O's you can find on this page.

Give student a few minutes to find and highlight O or o in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase O.

The last thing we will do is practice writing O. First, I'll write uppercase O with this wet paintbrush.

Dip paintbrush in water and write O on the chalkboard as you say the verbal path:

Pull back and around. Uppercase O.

We Do

Now you use this paintbrush to trace over the O I wrote. Say the words while you write: Pull back and around. Uppercase O.

Allow student time to trace over the O you wrote.

You Do

Point to a dry space on the chalkboard (or use paper towel to dry the previous space used).

Now you make your own uppercase O.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does O represent?

Do at least 3 repetitions of uppercase O at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase o using the following verbal path:

Pull back and around. Lowercase o.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson O.3**MATERIALS**

- Keyword letter card (*Oo* octopus) and magnetic letters (*O, o*)
- Environmental print cards for *O*: Old Navy, Off!, Open, On/Off (light switches)
- Soup sorter cards: *o*, octopus, otter, ostrich, queen, turkey, nurse
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Oo*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *O*. Complete the opera action as you make the /*o*/ sound.

This is an uppercase *O*. It represents two sounds. One sound is the long sound, which sounds like its name. /*ō*/. The other sound is the short sound, /*o*/.

Point to lowercase *o*. Complete the opera action as you make the /*o*/ sound.

Remember that *O* can also look like this. This is a lowercase *o*. It represents the same two sounds as uppercase *O*. One sound is the long sound, which sounds like its name. /*ō*/. The other sound is the short sound, /*o*/ /*o*/ /*o*/.

Display an image of an octopus. (Note: If the student's name begins with *O/o*, use his/her name instead of the word *octopus*.)

That is the same sound we hear at the beginning of the word *octopus*. *O*, /*o*/ /*o*/ /*o*/, *octopus*.

We Do

Say the letter name after me.

Point to uppercase *O*.

Uppercase *O*.

Allow time for the student to repeat the letter name.

Point to lowercase *o*.

Lowercase *o*.

Allow time for the student to repeat the letter name.

***O* represents the sound /*o*/ /*o*/ /*o*/ like opera. You say its sound and pretend to sing opera.**

Allow time for the student to repeat the letter sound.

Point to the *octopus*.

Octopus begins with *O*. You say *octopus*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *O*.

What letter is this?

Point to lowercase *o*.

What letter is this?

What sound does O represent?

If the student identifies the long sound for the vowel, say:

That is one sound that O represents. What is another sound that O represents?

What word begins with O?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *O/o/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter O in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Off* and *Old Navy*)] have the letter O in them.

Display another environmental print card the student accurately identified during the previous *O* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *O*, but do not point the letter out. Say the sound the letter represents.

Example (short sound): **This says *On*. I see an uppercase O in the word *On*. O represents the /o/ sound. *On*.**

Example (long sound): **This says *Open*. I see an uppercase O in the word *Open*. O represents the long sound: /ō/ /ō/ /ō/.**

You Do

Point to the letter O in the word [environmental print word (e.g., *Off*)]. What sound does O represent?

If the student is not ready to find the *O* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this O.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *o* on it.

Now, let's play a game with picture cards! This is the letter *o*. It represents the sound /o/ /o/ /o/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of an octopus on it.

This is an octopus.

Octopus. /o/ /o/ /o/ octopus.

Point to the letter *o* card.

/o/ /o/ /o/ o.

Octopus does start with /o/ so we will put it under the o card.

Place the octopus card under the *o* card.

Show student the soup sorter card with a picture of a queen on it.

This is a queen.

Queen. /q/ /q/ /q/ queen.

Point to the *o* card.

/o/ o.

Point to the queen card and then to the *o* card.

/q/ /o/.

Queen does not start with /o/ so we will not put it under the *o* card.

Place the queen card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of an otter on it.

What is this?

Correct the student if they are incorrect.

This is an otter.

We can say the first sound. /o/ /o/ /o/ otter. You say: /o/ otter.

Does /o/ otter start like /o/ o?

Allow student time to respond.

Yes, /o/ otter starts like /o/ o, so we will put it under the *o* card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /o/ o?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *O* picture cards from the previous activity in front of the student (octopus, otter, ostrich).

I Do

The last thing we will do is write a list of words that begin with *O*. We can write the words for these pictures. I see an octopus, /o/, octopus. Octopus starts with an /o/, so I am going to write an *O* first.

Use a blank sheet of paper to write the word. Write uppercase *O* using the same verbal path as before.

And this is the rest of the word, octopus.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., otter, ostrich)]. Listen for the first sound. Say /o/ [word student identifies].

Yes, it starts with an *O*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *otter* and has learned about letter *r* in a previously taught lesson: **Write the *O*. I will write the next letters in the**

word otter: t-t-e. After the e comes an r. Do you remember how to write the letter r? Write it next to the e. Pull down, up, and over. O-t-t-e-r. Otter.)

You Do

Look for another word that starts with /o/O. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /o/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write O independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson P.1**MATERIALS**

- Keyword letter card (*Pp* pig) and magnetic letters (*P, p*)
- Keyword letter card for previous letter taught (if applicable)
- *P* alphabet book
- *P, p* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Pp*.

I Do

Today we're going to learn about a new letter. This is an uppercase *P*.

Point to uppercase *P*.

***P* can also look like this. This is a lowercase *p*.**

Point to lowercase *p*.

***P* represents the /p/ sound.**

Point to the pig.

That is the same sound we hear at the beginning of the word *pig*. *P*, /p/ /p/ /p/, *pig*.

(Note: If the student's name begins with *P* /p/, use his/her name instead of the word *pig*: **This is an uppercase *P*. It represents the /p/ sound. That is the same sound we hear at the beginning of your name! *P*, /p/ /p/ /p/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *P*.

Uppercase *P*.

Allow time for the student to repeat the letter name.

Point to lowercase *p*.

Lowercase *p*.

Allow time for the student to repeat the letter name.

***P* represents the sound /p/ /p/ /p/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the pig.

Pig begins with *P*. You say *pig*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *P*.

What letter is this?

Point to lowercase *p*.

What letter is this?

What sound does *P* represent?

What word begins with *P*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *P/p/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *P/p/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *P* represents. The letter *P* represents the /p/ sound, like push. /p/ /p/ /p/ push. I'm going to pretend to push with my hands. /p/ /p/ /p/.

We Do

Let's practice the action together.

Pretend to push with student while making the /p/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *P* represents.

If student is not ready to perform the pushing action and make the /p/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *p* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter *P*. Listen to how these words all start with /p/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /p/ sound on each page.

Penguin. There is the p. /p/ /p/ /p/ penguin.

Puppy. There is the p. /p/ /p/ /p/ puppy.

We Do

Help me find the letter *p* on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *p*.

Example: *Pickles. Find the lowercase *p* in pickles.*

If student is not ready to find the *p* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *p*.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *p* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Pp* instead.

I Do

Place sandpaper *P* in front of you.

The last thing we will do is practice tracing *P*. Watch as I use my finger to trace this uppercase *P* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *P* as you say the verbal path.

Uppercase *P*. Pull down, up, and around. Uppercase *P*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *P*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *P* with his/her finger while saying the verbal path:

Uppercase *P*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

up, Give student time to repeat and trace.

and around. Give student time to repeat and trace.

Uppercase *P*. Give student time to repeat.

You Do

Now try tracing uppercase *P* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *P* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *P* represent?

Do at least 3 repetitions of uppercase *P* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *p*: **Pull down, up, and around. Lowercase *p*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson P.2**MATERIALS**

- Keyword letter card (*Pp* pig) and magnetic letters (*P, p*)
- Environmental print cards for *P*: Play-Doh, Pizza Hut, Pop Tarts
- *Eating the Alphabet* book
- Paintbrush, water, and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Pp*.

I Do

Point to uppercase *P*. Complete a pushing action as you make the /p/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *P*. It represents the /p/ sound.

Point to lowercase *p*. Complete a pushing action as you make the /p/ sound.

***P* can also look like this. This is a lowercase *p*. It represents the same sound as uppercase *P*: /p/ /p/ /p/.**

Point to the pig.

That is the same sound we hear at the beginning of the word *pig*. *P, /p/ /p/ /p/, pig*.

(Note: If the student's name begins with *P/p*, use his/her name instead of the word *pig*: **This is an uppercase *P*. It represents the /p/ sound. That is the same sound we hear at the beginning of your name! *P, /p/ /p/ /p/, [student's name]*.)**

We Do

Say the letter name after me.

Point to uppercase *P*.

Uppercase *P*.

Allow time for the student to repeat the letter name.

Point to lowercase *p*.

Lowercase *p*.

Allow time for the student to repeat the letter name.

***P* represents the sound /p/ /p/ /p/ like *push*. You say its sound and pretend to push.**

Allow time for the student to repeat the letter sound and complete the pushing action.

Point to the pig.

Pig begins with *P*. You say *pig*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *P*.

What letter is this?

Point to lowercase *p*.

What letter is this?

What sound does *P* represent?

What word begins with *P*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *P/p/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *P* in lots of important words.

Display the environmental print cards for *P*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *P*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Play-Doh* sign. I see an uppercase *P* in the word *Play-Doh*. *P* represents the /p/ /p/ /p/ sound.**

You Do

Point to the letter *P* in the word [environmental print word (e.g., *Pop-Tarts*). What sound does *P* represent?

If the student is not ready to find the *P* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *P*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter *P*.

With the child's help, flip through the book to the *P* page.

Here it is! This is an uppercase *P*.

Point to uppercase *P* and trace it with your finger.

And this is a lowercase *p*.

Point to lowercase *p* and trace it with your finger.

This page also shows pictures of food that begin with the letter *p*.

Point to the picture of peach.

This is peach. /p/ peach.

You say peach.

Have child say *peach*.

Do you know what this is?

Point to the picture of the pineapple.

Yes, this is pineapple! /p/ pineapple.

Do you know what this is?

Point to the picture of the pear.

Yes, this is pear! /p/ pear.

Peach and pineapple and pear all begin with the letter p!

We Do/You Do

Let's look at the words on this page.

Point to *peach*.

This word says peach in all lowercase letters. Point to the lowercase p in this word. Yes, that is a lowercase p!

Point to *PEACH*.

This word says Peach in all uppercase letters. Point to the uppercase P in this word. Yes, that is an uppercase P!

What sound does P represent?

Repeat this process with *PINEAPPLE* and *pineapple* and with *PEAR* and *pear*.

If student is not ready to locate the *P* or *p* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *P*.

The last thing we will do is practice writing P. First, I'll write uppercase P with this wet paintbrush.

Dip paintbrush in water and write *P* on the chalkboard as you say the verbal path:

Pull down, up, and around. Uppercase P.

We Do

Now you use this paintbrush to trace over the P I wrote. Say the words while you write: Pull down, up, and around. Uppercase P.

Allow student time to trace over the *P* you wrote.

You Do

Point to a dry space on the chalkboard (or use paper towel to dry the previous space used).

Now you make your own uppercase P.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does P represent?

Do at least 3 repetitions of uppercase *P* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *p* using the following verbal path:

Pull down, up, and around. Lowercase p.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson P.3**MATERIALS**

- Keyword letter card (*Pp* pig) and magnetic letters (*P, p*)
- Environmental print cards for *P*: Play-Doh, Pizza Hut, Pop Tarts
- Soup sorter cards: *p*, pig, peas, pie, pumpkin, pear, lemon, cow, robot
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Pp*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *P*. Complete a pushing action as you make the /p/ sound.

This is an uppercase *P*. It represents the /p/ sound.

Point to lowercase *p*. Complete a pushing action as you make the /p/ sound.

Remember that *P* can also look like this. This is a lowercase *p*. It represents the same sound as uppercase *P*: /p/ /p/ /p/.

Display an image of a pig. (Note: If the student's name begins with *P* /p/, use his/her name instead of the word *pig*.)

That is the same sound we hear at the beginning of the word *pig*. *P*, /p/ /p/ /p/, *pig*.

We Do

Say the letter name after me.

Point to uppercase *P*.

Uppercase *P*.

Allow time for the student to repeat the letter name.

Point to lowercase *p*.

Lowercase *p*.

Allow time for the student to repeat the letter name.

***P* represents the sound /p/ /p/ /p/ like *push*. You say its sound and pretend to push.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the pig.

Pig begins with *P*. You say *pig*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *P*.

What letter is this?

Point to lowercase *p*.

What letter is this?

What sound does *P* represent?

What word begins with *P*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *P/p*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *P* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Play-Doh and Pop Tarts*)] have the letter *P* in them.

Display another environmental print card the student accurately identified during the previous *P* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *P*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Pizza Hut*. I see an uppercase *P* in the word *Pizza*. *P* represents the /p/ sound. *Pizza*.**

You Do

Point to the letter *P* in the word [environmental print word]. What sound does *P* represent?

If the student is not ready to find the *P* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *P*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *p* on it.

Now, let's play a game with picture cards! This is the letter *p*. It represents the sound /p/ /p/ /p/. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a pig on it.

This is a pig.

Pig. /p/ /p/ /p/ pig.

Point to the letter *p* card.

/p/ /p/ /p/ p.

Pig does start with /p/ so we will put it under the *p* card.

Place the pig card under the *p* card.

Show student the soup sorter card with a picture of a cow on it.

This is a cow.

Cow. /k/ /k/ /k/ cow.

Point to the *p* card.

/p/ p.

Point to the cow card and then to the *p* card.

/k/ /p/.

Cow does not start with /p/ so we will not put it under the *p* card.

Place the cow card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a pie on it.

What is this?

Correct the student if they are incorrect.

This is a pie.

We can say the first sound. /p/ /p/ /p/ pie. You say: /p/ pie.

Does /p/ pie start like /p/ p?

Allow student time to respond.

Yes, /p/ pie starts like /p/ p, so we will put it under the p card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /p/ p?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *P* picture cards from the previous activity in front of the student (pig, peas, pie, pumpkin, pear).

I Do

The last thing we will do is write a list of words that begin with *P*. We can write the words for these pictures. I see a pumpkin, /p/, pumpkin. Pumpkin starts with a /p/, so I am going to write a *P* first.

Use a blank sheet of paper to write the word. Write uppercase *P* using the same verbal path as before.

And this is the rest of the word, pumpkin.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., pear, pig, peas, pie)]. Listen for the first sound. Say /p/ [word student identifies].

Yes, it starts with a *P*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *pig* and has learned about letter *g* in a previously taught lesson: **Write the *P*. The next letter in the word *pig* is *i*. I will write the *i*. After the *i* comes a *g*. Do you remember how to write the letter *g*? Write it next to the *i*. Pull back, around, up, down, and under. *P-i-g. Pig.*)**

You Do

Look for another word that starts with /p/P. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /p/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *P* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Q.1**MATERIALS**

- Keyword letter card (*Qq* quilt) and magnetic letters (*Q, q*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *Q, q* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Qq*.

I Do

Today we're going to learn about a new letter. This is an uppercase *Q*.

Point to uppercase *Q*.

***Q* can also look like this. This is a lowercase *q*.**

Point to lowercase *q*.

***Q* represents the /kw/ sound.**

Point to the quilt.

That is the same sound we hear at the beginning of the word *quilt*. *Q*, /kw/ /kw/ /kw/, *quilt*.

(Note: If the student's name begins with *Q* /kw/, use his/her name instead of the word *quilt*: **This is an uppercase *Q*. It represents the /kw/ sound. That is the same sound we hear at the beginning of your name! *Q*, /kw/ /kw/ /kw/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *Q*.

Uppercase Q.

Allow time for the student to repeat the letter name.

Point to lowercase *q*.

Lowercase q.

Allow time for the student to repeat the letter name.

Q represents the sound /kw/ /kw/ /kw/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the quilt.

Quilt begins with Q. You say *quilt*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Q.

What letter is this?

Point to lowercase *q*.

What letter is this?

What sound does Q represent?

What word begins with Q?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with Q/kw/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with Q/kw/

I Do

Now, I'm going to teach you an action to help you remember the sound letter Q represents. The letter Q represents the /kw/ sound, like quiet. /kw/ /kw/ /kw/ quiet. I'm going to put my finger on my lips to show quiet. /kw/ /kw/ /kw/.

We Do

Let's practice the action together.

Pretend to show quiet (index finger on lips) with student while making the /kw/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound Q represents.

If student is not ready to perform the quiet action and make the /kw/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter Q.

With the child's help, flip through the book to the Q pages.

Here it is! This is an uppercase Q.

Point to uppercase Q and trace it with your finger.

And this is a lowercase q.

Point to lowercase *q* and trace it with your finger.

These pages also show pictures of things that begin with the letter *q*.

Name a few of the pictures that begin with *q*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *q*.

Point to *quacking*.

This word says *quacking*. Point to the lowercase *q* in this word. Yes, that is a lowercase *q*!

Point to *Queen*.

This word says *Queen*. Point to the uppercase *Q* in this word. Yes, that is an uppercase *Q*!

What sound does *Q* represent?

Repeat this process with the remaining *q* words on the page.

If student is not ready to locate the *Q* or *q* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Qq* instead.

I Do

Place sandpaper *Q* in front of you.

The last thing we will do is practice tracing *Q*. Watch as I use my finger to trace this uppercase *Q* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *Q* as you say the verbal path.

Uppercase *Q*. Pull back and around and cross. Uppercase *Q*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *Q*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *Q* with his/her finger while saying the verbal path:

Uppercase *Q*. Give student time to repeat.

Pull back, Give student time to repeat and trace.

and around, Give student time to repeat and trace.

and cross. Give student time to repeat and trace.

Uppercase *Q*. Give student time to repeat.

You Do

Now try tracing uppercase *Q* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *Q* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *Q* represent?

Do at least 3 repetitions of uppercase *Q* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *q*:

Pull back, around, up, and down. Lowercase *q*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Q.2**MATERIALS**

- Keyword letter card (*Qq* quilt) and magnetic letters (*Q, q*)
- Environmental print cards for *Q*: Q-tips, Quiznos, Quaker Oats
- *Q* alphabet book
- Two sheets of blank paper and crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Qq*.

I Do

Point to uppercase *Q*. Complete a quiet action as you make the /kw/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *Q*. It represents the /kw/ sound.

Point to lowercase *q*. Complete a quiet action as you make the /kw/ sound.

***Q* can also look like this. This is a lowercase *q*. It represents the same sound as uppercase *Q*: /kw/ /kw/ /kw/.**

Point to the quilt.

That is the same sound we hear at the beginning of the word *quilt*. *Q*, /kw/ /kw/ /kw/, *quilt*.

(Note: If the student's name begins with *Q*/kw/, use his/her name instead of the word *quilt*: **This is an uppercase *Q*. It represents the /kw/ sound. That is the same sound we hear at the beginning of your name! *Q*, /kw/ /kw/ /kw/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *Q*.

Uppercase *Q*.

Allow time for the student to repeat the letter name.

Point to lowercase *q*.

Lowercase *q*.

Allow time for the student to repeat the letter name.

***Q* represents the sound /kw/ /kw/ /kw/ like *quiet*. You say its sound and pretend to be quiet.**

Allow time for the student to repeat the letter sound and complete the quiet action.

Point to the quilt.

Quilt begins with *Q*. You say *quilt*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *Q*.

What letter is this?

Point to lowercase *q*.

What letter is this?

What sound does Q represent?

What word begins with Q?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with Q/kw/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter Q in lots of important words.

Display the environmental print cards for Q.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter Q, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this Quiznos symbol. I see an uppercase Q in the word Quiznos. Q represents the /kw/ /kw/ /kw/ sound.**

You Do

Point to the letter Q in the word [environmental print word (e.g., Quaker Oats)]. What sound does Q represent?

If the student is not ready to find the Q independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this Q.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter *q* (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter Q. Listen to how these words all start with /kw/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /kw/ sound on each page.

Quilt. There is the q. /kw/ /kw/ /kw/ quilt.

Question. There is the q. /kw/ /kw/ /kw/ question.

We Do

Help me find the letter q on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter *q*.

Example: **Quarter. Find the lowercase q in quarter.**

If student is not ready to find the *q* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this q.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter *q* on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *Q*.

The last thing we will do is practice writing *Q*. Let's practice writing the letter *Q* as a rainbow letter.

First, I'm going to choose a color and write the uppercase *Q*.

Write *Q* with a crayon as you say the verbal path:

Pull back, and around, and cross. Uppercase *Q*.

Now, I'm going to choose another color and write on top of this *Q*.

Use a different colored crayon to trace over the first *Q* you wrote. Say the verbal path as you write:

Pull back, and around, and cross. Uppercase *Q*.

We are making a colorful *Q*.

We Do

Now you choose a color. Trace the uppercase *Q*.

Say the words while you write: Pull back, and around, and cross. Uppercase *Q*.

Allow student time to trace over the *Q* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase *Q*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *Q* represent?

Do at least 3 repetitions of uppercase *Q* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *q* using the following verbal path:

Pull back, around, up, and down. Lowercase *q*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose*

just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).

Lesson Q.3

MATERIALS

- Keyword letter card (*Qq* quilt) and magnetic letters (*Q, q*)
- Environmental print cards for *Q*: Q-tips, Quiznos, Quaker Oats
- Soup sorter cards: *q*, question mark, quail, quilt, queen, quiet, waffles, house, fence
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Qq*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *Q*. Complete a quiet action as you make the /kw/ sound.

This is an uppercase *Q*. It represents the /kw/ sound.

Point to lowercase *q*. Complete a quiet action as you make the /kw/ sound.

Remember that *Q* can also look like this. This is a lowercase *q*. It represents the same sound as uppercase *Q*: /kw/ /kw/ /kw/.

Display an image of a quilt. (Note: If the student's name begins with *Q* /kw/, use his/her name instead of the word *quilt*.)

That is the same sound we hear at the beginning of the word *quilt*. *Q*, /kw/ /kw/ /kw/, *quilt*.

We Do

Say the letter name after me.

Point to uppercase *Q*.

Uppercase *Q*.

Allow time for the student to repeat the letter name.

Point to lowercase *q*.

Lowercase *q*.

Allow time for the student to repeat the letter name.

***Q* represents the sound /kw/ /kw/ /kw/ like *quiet*. You say its sound and pretend to be quiet.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the quilt.

Quilt begins with *Q*. You say *quilt*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *Q*.

What letter is this?

Point to lowercase *q*.

What letter is this?

What sound does *Q* represent?

What word begins with *Q*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *Q/kw/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *Q* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Quiznos* and *Quaker Oats*)] have the letter *Q* in them.

Display another environmental print card the student accurately identified during the previous *Q* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *Q*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Quaker Oats*. I see an uppercase *Q* in the word *Quaker*. *Q* represents the */kw/* sound. *Quaker*.**

You Do

Point to the letter *Q* in the word [environmental print word]. What sound does *Q* represent?

If the student is not ready to find the *Q* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *Q*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *q* on it.

Now, let's play a game with picture cards! This is the letter *q*. It represents the sound */kw/ /kw/ /kw/*. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a queen on it.

**This is a queen.
Queen. */kw/ /kw/ /kw/ queen*.**

Point to the letter *q* card.

***/kw/ /kw/ /kw/ q*.
Queen does start with */kw/* so we will put it under the *q* card.**

Place the queen card under the *q* card.

Show student the soup sorter card with a picture of a house on it.

**This is a house.
House. */h/ /h/ /h/ house*.**

Point to the *q* card.

***/kw/ q*.**

Point to the house card and then to the *q* card.

***/h/ /kw/*.
House does not start with */kw/* so we will not put it under the *q* card.**

Place the house card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a quilt on it.

What is this?

Correct the student if they are incorrect.

This is a quilt.

We can say the first sound. /kw/ /kw/ /kw/ quilt. You say: /kw/ quilt.

Does /kw/ quilt start like /kw/ q?

Allow student time to respond.

Yes, /kw/ quilt starts like /kw/ q, so we will put it under the q card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /kw/ q?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the Q picture cards from the previous activity in front of the student (question mark, quail, quilt, queen, quiet).

I Do

The last thing we will do is write a list of words that begin with Q. We can write the words for these pictures. I see a question mark, /kw/, question. Question starts with a /kw/, so I am going to write a Q first.

Use a blank sheet of paper to write the word. Write uppercase Q using the same verbal path as before.

And this is the rest of the word, question.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., quail, quilt, queen, quiet)]. Listen for the first sound. Say /kw/ [word student identifies].

Yes, it starts with a Q.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *queen* and has learned about letter *n* in a previously taught lesson: **Write the Q. I'll show you the next letters in the word queen: u-e-e. After the e comes an n. Do you remember how to write the letter n? Write it next to the e. Pull down, up, over, and down. Q-u-e-e-n. Queen.**)

You Do

Look for another word that starts with /kw/Q. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /kw/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *Q* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson R.1**MATERIALS**

- Keyword letter card (*Rr* ring) and magnetic letters (*R, r*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *R, r* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Rr*.

I Do

Today we're going to learn about a new letter. This is an uppercase *R*.

Point to uppercase *R*.

***R* can also look like this. This is a lowercase *r*.**

Point to lowercase *r*.

***R* represents the /r/ sound.**

Point to the ring.

That is the same sound we hear at the beginning of the word *ring*. *R, /r/ /r/ /r/, ring*.

(Note: If the student's name begins with *R /r/*, use his/her name instead of the word *ring*: **This is an uppercase *R*. It represents the /r/ sound. That is the same sound we hear at the beginning of your name! *R, /r/ /r/ /r/, [student's name].***)

We Do

Say the letter name after me.

Point to uppercase *R*.

Uppercase *R*.

Allow time for the student to repeat the letter name.

Point to lowercase *r*.

Lowercase *r*.

Allow time for the student to repeat the letter name.

***R* represents the sound /r/ /r/ /r/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the ring.

Ring begins with *R*. You say *ring*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *R*.

What letter is this?

Point to lowercase *r*.

What letter is this?

What sound does *R* represent?

What word begins with *R*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *R/r*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *R/r*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *R* represents. The letter *R* represents the /r/ sound, like run. /r/ /r/ /r/ run. I'm going to stand up and pretend to run. /r/ /r/ /r/.

We Do

Let's practice the action together.

Pretend to run (in place) with student while making the /r/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *R* represents.

If student is not ready to perform the running action and make the /r/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *R*.

With the child's help, flip through the book to the *R* pages.

Here it is! This is an uppercase *R*.

Point to uppercase *R* and trace it with your finger.

And this is a lowercase *r*.

Point to lowercase *r* and trace it with your finger.

These pages also show pictures of things that begin with the letter *r*.

Name a few of the pictures that begin with *r*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *r*.

Point to *red*.

This word says *red*. Point to the lowercase *r* in this word. Yes, that is a lowercase *r*!

Point to *Rosy*.

This word says *Rosy*. Point to the uppercase *R* in this word. Yes, that is an uppercase *R*!

What sound does *R* represent?

Repeat this process with the remaining *r* words on the page.

If student is not ready to locate the *R* or *r* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Rr* instead.

I Do

Place sandpaper *R* in front of you.

The last thing we will do is practice tracing *R*. Watch as I use my finger to trace this uppercase *R* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *R* as you say the verbal path.

Uppercase *R*. Pull down, up, around, in, and slant down. Uppercase *R*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *R*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *R* with his/her finger while saying the verbal path:

Uppercase *R*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

up, Give student time to repeat and trace.

around, Give student time to repeat and trace.

in, Give student time to repeat and trace.

and slant down. Give student time to repeat and trace.

Uppercase *R*. Give student time to repeat.

You Do

Now try tracing uppercase *R* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *R* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *R* represent?

Do at least 3 repetitions of uppercase *R* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *r*: **Pull down, up, and over. Lowercase *r*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson R.2

MATERIALS

- Keyword letter card (*Rr* ring) and magnetic letters (*R, r*)
- Environmental print cards for *R*: Reese's, Ritz crackers, Rice Krispies, Railroad Crossing, Restroom, Recycle
- *Eating the Alphabet* book
- Blank paper and crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Rr*.

I Do

Point to uppercase *R*. Complete a running action as you make the /r/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *R*. It represents the /r/ sound.

Point to lowercase *r*. Complete a running action as you make the /r/ sound.

***R* can also look like this. This is a lowercase *r*. It represents the same sound as uppercase *R*: /r/ /r/ /r/.**

Point to the ring.

That is the same sound we hear at the beginning of the word *ring*. *R*, /r/ /r/ /r/, *ring*.

(Note: If the student's name begins with *R/r*, use his/her name instead of the word *ring*: **This is an uppercase *R*. It represents the /r/ sound. That is the same sound we hear at the beginning of your name! *R*, /r/ /r/ /r/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *R*.

Uppercase *R*.

Allow time for the student to repeat the letter name.

Point to lowercase *r*.

Lowercase *r*.

Allow time for the student to repeat the letter name.

***R* represents the sound /r/ /r/ /r/ like *run*. You say its sound and pretend to run.**

Allow time for the student to repeat the letter sound and complete the running action.

Point to the ring.

Ring begins with *R*. You say *ring*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *R*.

What letter is this?

Point to lowercase *r*.

What letter is this?

What sound does *R* represent?

What word begins with *R*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *R/r/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do**We see the letter *R* in lots of important words.**

Display the environmental print cards for *R*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *R*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Recycle* symbol. I see an uppercase *R* in the word *Recycle*. *R* represents the /r/ /r/ /r/ sound.**

You Do**Point to the letter *R* in the word [environmental print word (e.g., *Recycle*). What sound does *R* represent?**

If the student is not ready to find the *R* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *R*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter *R*.

With the child's help, flip through the book to the *R* page.

Here it is! This is an uppercase *R*.

Point to uppercase *R* and trace it with your finger.

And this is a lowercase *r*.

Point to lowercase *r* and trace it with your finger.

This page also shows pictures of food that begin with the letter *r*.

Point to the picture of raspberry.

This is raspberry. /r/ raspberry.

You say raspberry.

Have child say *raspberry*.

Do you know what this is?

Point to the picture of the radish.

Yes, this is radish! /r/ radish.

Do you know what this is?

Point to the picture of the rhubarb.

Yes, this is a rhubarb! /r/ rhubarb.

Raspberry and radish and rhubarb all begin with the letter r!

We Do/You Do

Let's look at the words on this page.

Point to *raspberry*.

This word says *raspberry* in all lowercase letters. Point to the lowercase *r* in this word. Yes, that is a lowercase *r*!

Point to *RASPBERRY*.

This word says *raspberry* in all uppercase letters. Point to the uppercase *R* in this word. Yes, that is an uppercase *R*!

What sound does *R* represent?

Repeat this process with *RADISH* and *radish*; and *RHUBARB* and *rhubarb*.

If student is not ready to locate the *R* or *r* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *R*.

The last thing we will do is practice writing *R*. Let's practice writing the letter *R* as a rainbow letter.

First, I'm going to choose a color and write the uppercase *R*.

Write *R* with a crayon as you say the verbal path:

Pull down, up, around, in, and slant down. Uppercase *R*.

Now, I'm going to choose another color and write on top of this *R*.

Use a different colored crayon to trace over the first *R* you wrote. Say the verbal path as you write:

Pull down, up, around, in, and slant down. Uppercase *R*.

We are making a colorful *R*.

We Do

Now you choose a color. Trace the uppercase *R*.

Say the words while you write: Pull down, up, around, in, and slant down.

Uppercase *R*.

Allow student time to trace over the *R* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase *R*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *R* represent?

Do at least 3 repetitions of uppercase *R* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *r* using the following verbal path: **Pull down, up, and over.**

Lowercase *r*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson R.3

MATERIALS

- Keyword letter card (*Rr* ring) and magnetic letters (*R, r*)
- Environmental print cards for *R*: Reese's, Ritz crackers, Rice Krispies, Railroad Crossing, Restroom, Recycle
- Soup sorter cards: *r*, rake, raisins, ring, robot, rock, cookie, wagon, yak
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Rr*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *R*. Complete a running action as you make the /r/ sound.

This is an uppercase *R*. It represents the /r/ sound.

Point to lowercase *r*. Complete a running action as you make the /r/ sound.

Remember that *R* can also look like this. This is a lowercase *r*. It represents the same sound as uppercase *R*: /r/ /r/ /r/.

Display an image of a ring. (Note: If the student's name begins with *R* /r/, use his/her name instead of the word *ring*.)

That is the same sound we hear at the beginning of the word *ring*. *R, /r/ /r/ /r/, ring*.

We Do

Say the letter name after me.

Point to uppercase *R*.

Uppercase *R*.

Allow time for the student to repeat the letter name.

Point to lowercase *r*.

Lowercase *r*.

Allow time for the student to repeat the letter name.

***R* represents the sound /r/ /r/ /r/ like *run*. You say its sound and pretend to run.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the ring.

Ring begins with *R*. You say *ring*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *R*.

What letter is this?

Point to lowercase *r*.

What letter is this?

What sound does *R* represent?

What word begins with *R*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *R/r*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *R* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Recycle and Restroom*)] have the letter *R* in them.

Display another environmental print card the student accurately identified during the previous *R* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *R*, but do not point the letter out. Say the sound the letter represents.

Example: **This says Reese's. I see an uppercase *R* in the word *Reese's*. *R* represents the /r/ sound. Reese's.**

You Do

Point to the letter *R* in the word [environmental print word]. What sound does *R* represent?

If the student is not ready to find the *R* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *R*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *r* on it.

Now, let's play a game with picture cards! This is the letter *r*. It represents the sound /r/ /r/ /r/. You say its name. You say its sound.

Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a rake on it.

This is a rake.

Rake. /r/ /r/ /r/ rake.

Point to the letter *r* card.

/r/ /r/ /r/ r.

Rake does start with /r/ so we will put it under the *r* card.

Place the rake card under the *r* card.

Show student the soup sorter card with a picture of a cookie on it.

This is a cookie.

Cookie. /k/ /k/ /k/ cookie.

Point to the *r* card.

/r/ r.

Point to the cookie card and then to the *r* card.

/k/ /r/.

Cookie does not start with /r/ so we will not put it under the *r* card.

Place the cookie card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a robot on it.

What is this?

Correct the student if they are incorrect.

This is a robot.

We can say the first sound. /r/ /r/ /r/ robot. You say: /r/ robot.

Does /r/ robot start like /r/ r?

Allow student time to respond.

Yes, /r/ robot starts like /r/ r, so we will put it under the r card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /r/ r?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *R* picture cards from the previous activity in front of the student (rake, raisins, ring, robot, rock).

I Do

The last thing we will do is write a list of words that begin with *R*. We can write the words for these pictures. I see a rock, /r/, rock. Rock starts with a /r/, so I am going to write a *R* first.

Use a blank sheet of paper to write the word. Write uppercase *R* using the same verbal path as before.

And this is the rest of the word, rock.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., rake, raisins, ring)]. Listen for the first sound. Say /r/ [word student identifies].

Yes, it starts with a *R*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *rock* and has learned about letter *k* in a previously taught lesson: **Write the *R*. I will write the next letters in the word *rock*: o-c. After the *c* comes an *k*. Do you remember how to write the letter *k*? Write it next to the *c*. Pull down, pull in, pull out. *R-o-c-k. Rock.*)**

You Do

Look for another word that starts with /r/R. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /r/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *R* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson S.1**MATERIALS**

- Keyword letter card (Ss sun) and magnetic letters (S, s)
- Keyword letter card for previous letter taught (if applicable)
- S alphabet book
- S, s cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Ss.

I Do

Today we're going to learn about a new letter. This is an uppercase S.

Point to uppercase S.

S can also look like this. This is a lowercase s.

Point to lowercase s.

S represents the /s/ sound.

Point to the sun.

That is the same sound we hear at the beginning of the word sun. S, /s/ /s/ /s/, sun.

(Note: If the student's name begins with S /s/, use his/her name instead of the word sun: **This is an uppercase S. It represents the /s/ sound. That is the same sound we hear at the beginning of your name! S, /s/ /s/ /s/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase S.

Uppercase S.

Allow time for the student to repeat the letter name.

Point to lowercase s.

Lowercase s.

Allow time for the student to repeat the letter name.

S represents the sound /s/ /s/ /s/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the sun.

Sun begins with S. You say sun.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase S.

What letter is this?

Point to lowercase s.

What letter is this?

What sound does S represent?

What word begins with S?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with S/s/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with S/s/

I Do

Now, I'm going to teach you an action to help you remember the sound letter S represents. The letter S represents the /s/ sound, like sew. /s/ /s/ /s/ sew. I'm going to pretend to sew with a needle. /s/ /s/ /s/.

We Do

Let's practice the action together.

Pretend to sew with student while making the /s/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound S represents.

If student is not ready to perform the sewing action and make the /s/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter s (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter S. Listen to how these words all start with /s/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /s/ sound on each page.

Snake. There is the s. /s/ /s/ /s/ *snake*.

Sock. There is the s. /s/ /s/ /s/ *sock*.

We Do

Help me find the letter s on the rest of the pages.

Read the word on each of the remaining pages and invite the student to find the letter s.

Example: **Spider.** Find the lowercase s in *spider*.

If student is not ready to find the s independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this s.

You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter s on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for Ss instead.

I Do

Place sandpaper S in front of you.

The last thing we will do is practice tracing S. Watch as I use my finger to trace this uppercase S on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper S as you say the verbal path.

Uppercase S. Pull back, in, around, down, and back around. Uppercase S.

We Do

Let's keep practicing. Use your finger to trace over the uppercase S. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase S with his/her finger while saying the verbal path:

Uppercase S. Give student time to repeat.

Pull back, Give student time to repeat and trace.

in, Give student time to repeat and trace.

around, Give student time to repeat and trace.

down, Give student time to repeat and trace.

and back around, Give student time to repeat and trace.

Uppercase S. Give student time to repeat.

You Do

Now try tracing uppercase S by yourself. Remember to start at the top.

If student is not ready to trace uppercase S independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does S represent?

Do at least 3 repetitions of uppercase S at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase s: **Pull back, in, around, and back around. Lowercase s.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson S.2**MATERIALS**

- Keyword letter card (Ss sun) and magnetic letters (S, s)
- Environmental print cards for S: Stop sign, Starbucks, Subway, Skittles, School, Stairs
- “Itsy Bitsy Spider” rhyme (print from page 4 of this lesson plan or write on chart paper)
- Chalk and chalkboard

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Ss.

I Do

Point to uppercase S. Complete a sewing action as you make the /s/ sound.

Today, we’re going to practice a special letter. Do you remember this letter?

This is an uppercase S. It represents the /s/ sound.

Point to lowercase s. Complete a sewing action as you make the /s/ sound.

S can also look like this. This is a lowercase s. It represents the same sound as uppercase S: /s/ /s/ /s/.

Point to the sun.

That is the same sound we hear at the beginning of the word *sun*. S, /s/ /s/ /s/, *sun*.

(Note: If the student’s name begins with S/s/, use his/her name instead of the word *sun*: **This is an uppercase S. It represents the /s/ sound. That is the same sound we hear at the beginning of your name! S, /s/ /s/ /s/, [student’s name].**)

We Do

Say the letter name after me.

Point to uppercase S.

Uppercase S.

Allow time for the student to repeat the letter name.

Point to lowercase s.

Lowercase s.

Allow time for the student to repeat the letter name.

S represents the sound /s/ /s/ /s/ like *sew*. You say its sound and pretend to sew.

Allow time for the student to repeat the letter sound and complete the sewing action.

Point to the sun.

Sun begins with S. You say *sun*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase S.

What letter is this?

Point to lowercase s.

What letter is this?

What sound does S represent?

What word begins with S?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *S/s/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *S* in lots of important words.

Display the environmental print cards for *S*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *S*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *School* symbol. I see an uppercase *S* in the word *School*. *S* represents the /s/ /s/ /s/ sound.**

You Do

Point to the letter *S* in the word [environmental print word (e.g., *Stop*). What sound does *S* represent?

If the student is not ready to find the *S* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *S*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Nursery Rhyme

Display the "Itsy Bitsy Spider" rhyme.

I Do

Now, I'm going to teach you a rhyme to help you remember the way the letter *S* looks and the sound it represents.

The letter *S* represents the /s/ /s/ /s/ sound. Every time I see the letter *S* and hear the /s/ sound, I'll point to the *S/s*:

Point to the words as you say/sing the rhyme. Slow down slightly and enunciate the words that begin with the /s/ sound so the student can see and hear the link.

The itsy, bitsy spider

Went up the water spout.

Down came the rain

And washed the spider out.

Out came the sun

And dried up all the rain.

And the itsy, bitsy spider

Went up the spout again.

We Do/You Do

Let's practice the rhyme together.

Sing each line of rhyme. Have student either (1) repeat or (2) sing with you.

Where do you see the letter *S* in our rhyme?

Help student locate both the uppercase forms of S and the lowercase forms of s in the rhyme. Use a magnetic letter/card as a model if necessary.

What letter did you find? What sound does it represent?

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase S.

The last thing we will do is practice writing S. First, I'll write uppercase S with chalk.

Write S on the chalkboard (or on a sheet of dark colored construction paper) as you say the verbal path:

Pull back, in, around, down, and back around. Uppercase S.

We Do

Now you use this chalk to trace over the S I wrote. Say the words while you write: Pull back, in, around, down, and back around. Uppercase S.

Allow student time to trace over the S you wrote.

You Do

Point to a blank space on the chalkboard (or use a sheet of dark colored construction paper).

Now you make your own uppercase S with the chalk.

Give student time to write the letter.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does S represent?

Do at least 3 repetitions of uppercase S at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase s using the following verbal path:

Pull back, in, around, and back around. Lowercase s.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson S.3**MATERIALS**

- Keyword letter card (Ss sun) and magnetic letters (S, s)
- Environmental print cards for S: Stop sign, Starbucks, Subway, Skittles, School, Stairs
- Soup sorter cards: s, saw, socks, soup, seal, sunflower, ball, turtle, van
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Ss.

I Do

Let's talk about a letter we are learning.

Point to uppercase S. Complete a sewing action as you make the /s/ sound.

This is an uppercase S. It represents the /s/ sound.

Point to lowercase s. Complete a sewing action as you make the /s/ sound.

Remember that S can also look like this. This is a lowercase s. It represents the same sound as uppercase S: /s/ /s/ /s/.

Display an image of a sun. (Note: If the student's name begins with S /s/, use his/her name instead of the word *sun*.)

That is the same sound we hear at the beginning of the word *sun*. S, /s/ /s/ /s/, *sun*.

We Do

Say the letter name after me.

Point to uppercase S.

Uppercase S.

Allow time for the student to repeat the letter name.

Point to lowercase s.

Lowercase s.

Allow time for the student to repeat the letter name.

S represents the sound /s/ /s/ /s/ like *sew*. You say its sound and pretend to sew.

Allow time for the student to repeat the letter sound and complete the action.

Point to the sun.

Sun begins with S. You say *sun*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase S.

What letter is this?

Point to lowercase s.

What letter is this?

What sound does S represent?

What word begins with S?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with S/s/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter S in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., School and Skittles)] have the letter S in them.

Display another environmental print card the student accurately identified during the previous S lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter S, but do not point the letter out. Say the sound the letter represents.

Example: **This says Stop. I see an uppercase S in the word Stop. S represents the /s/ sound. Stop.**

You Do

Point to the letter S in the word [environmental print word], What sound does S represent?

If the student is not ready to find the S independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this S.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter s on it.

Now, let's play a game with picture cards! This is the letter s. It represents the sound /s/ /s/ /s/. You say its name. You say its sound. Let's find some words that begin with that sound.

I Do

Show student the soup sorter card with a picture of a seal on it.

This is a seal.

Seal. /s/ /s/ /s/ seal.

Point to the letter s card.

/s/ /s/ /s/ s.

Seal does start with /s/ so we will put it under the s card.

Place the seal card under the s card.

Show student the soup sorter card with a picture of a van on it.

This is a van.

Van. /v/ /v/ /v/ van.

Point to the s card.

/s/ s.

Point to the van card and then to the s card.

/v/ /s/.

Van does not start with /s/ so we will not put it under the s card.

Place the van card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a saw on it.

What is this?

Correct the student if they are incorrect.

This is a saw.

We can say the first sound. /s/ /s/ /s/ saw. You say: /s/ saw.

Does /s/ saw start like /s/ s?

Allow student time to respond.

Yes, /s/ saw starts like /s/ s, so we will put it under the s card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /s/ s?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the S picture cards from the previous activity in front of the student (saw, socks, soup, seal, sunflower).

I Do

The last thing we will do is write a list of words that begin with S. We can write the words for these pictures. I see a sunflower, /s/, sunflower. Sunflower starts with a /s/, so I am going to write a S first.

Use a blank sheet of paper to write the word. Write uppercase S using the same verbal path as before.

And this is the rest of the word, sunflower.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., socks, saw, soup, seal)]. Listen for the first sound.

Say /s/ [word student identifies].

Yes, it starts with a S.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *soup* and has learned about letter *p* in a previously taught lesson: **Write the S. I will write the next letters in the word soup: o-u. After the u comes a p. Do you remember how to write the letter p? Write it next to the u. Pull down, up, and around. S-o-u-p. Soup.**)

You Do

Look for another word that starts with /s/S. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /s/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write S independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson T.1**MATERIALS**

- Keyword letter card (*Tt* table) and magnetic letters (T, t)
- Keyword letter card for previous letter taught (if applicable)
- *Eating the Alphabet* by Lois Ehlert
- *T, t* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Tt*.

I Do

Today we're going to learn about a new letter. This is an uppercase *T*.

Point to uppercase *T*.

***T* can also look like this. This is a lowercase *t*.**

Point to lowercase *t*.

***T* represents the /t/ sound.**

Point to the table.

That is the same sound we hear at the beginning of the word *table*. *T*, /t/ /t/ /t/, *table*.

(Note: If the student's name begins with *T* /t/, use his/her name instead of the word *table*: **This is an uppercase *T*. It represents the /t/ sound. That is the same sound we hear at the beginning of your name! *T*, /t/ /t/ /t/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *T*.

Uppercase T.

Allow time for the student to repeat the letter name.

Point to lowercase t.

Lowercase t.

Allow time for the student to repeat the letter name.

T represents the sound /t/ /t/ /t/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the table.

Table begins with T. You say table.

Allow time for the student to repeat the word.

You Do**Now you try by yourself.**

Point to uppercase T.

What letter is this?

Point to lowercase t.

What letter is this?**What sound does T represent?****What word begins with T?**

If student is not ready to say the correct name, sound, and keyword (or another word that begins with T/t/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with T/t/

I Do

Now, I'm going to teach you an action to help you remember the sound letter T represents. The letter T represents the /t/ sound, like talk. /t/ /t/ /t/ talk. I'm going to use my hand to open and close like a mouth talking! /t/ /t/ /t/.

We Do**Let's practice the action together.**

Have student use his hand to open and close like a mouth talking while making the /t/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound T represents.

If student is not ready to perform the talking action and make the /t/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter T.

With the child's help, flip through the book to the T page.

Here it is! This is an uppercase T.

Point to uppercase *T* and trace it with your finger.

And this is a lowercase *t*.

Point to lowercase *t* and trace it with your finger.

This page also shows pictures of food that begin with the letter *t*.

Point to the picture of tangerine.

This is tangerine. /t/ tangerine.

You say tangerine.

Have child say *tangerine*.

Point to the picture of turnip.

This is turnip. /t/ turnip.

You say turnip.

Have child say *turnip*.

Do you know what this is?

Point to the picture of the tomato.

Yes, this is a tomato! /t/ tomato.

Tangerine and turnip and tomato all begin with the letter *t*!

We Do/You Do

Let's look at the words on this page.

Point to *tangerine*.

This word says *tangerine* in all lowercase letters. Point to the lowercase *t* in this word. Yes, that is a lowercase *t*!

Point to *TANGERINE*.

This word says *tangerine* in all uppercase letters. Point to the uppercase *T* in this word. Yes, that is an uppercase *T*!

What sound does *T* represent?

Repeat this process with *tomato* and *TOMATO* and with *turnip* and *TURNIP*.

If student is not ready to locate the *T* or *t* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Tt* instead.

I Do

Place sandpaper *T* in front of you.

The last thing we will do is practice tracing *T*. Watch as I use my finger to trace this uppercase *T* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *T* as you say the verbal path.

Uppercase *T*. Pull down, across. Uppercase *T*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *T*. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase *T* with his/her finger while saying the verbal path:

Uppercase *T*. Give student time to repeat.

Pull down, Give student time to repeat and trace.

across, Give student time to repeat and trace.

Uppercase T. Give student time to repeat.

You Do

Now try tracing uppercase T by yourself. Remember to start at the top.

If student is not ready to trace uppercase T independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does T represent?

Do at least 3 repetitions of uppercase T at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase t: **Pull down and cross. Lowercase t.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson T.2

MATERIALS

- Keyword letter card (*Tt* table) and magnetic letters (*T, t*)
- Environmental print cards for *T*: Target, Taco Bell, Toys R Us, Trix, Taxi
- “Twinkle, Twinkle Little Star” rhyme (print from page 4 of this lesson plan or write on chart paper)
- Blank paper and markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Tt*.

I Do

Point to uppercase *T*. Complete a talking action as you make the /t/ sound.

Today, we’re going to practice a special letter. Do you remember this letter?

This is an uppercase *T*. It represents the /t/ sound.

Point to lowercase *t*. Complete a talking action as you make the /t/ sound.

***T* can also look like this. This is a lowercase *t*. It represents the same sound as uppercase *T*: /t/ /t/ /t/.**

Point to the table.

That is the same sound we hear at the beginning of the word *table*. *T*, /t/ /t/ /t/, *table*.

(Note: If the student’s name begins with *T/t*, use his/her name instead of the word *table*: **This is an uppercase *T*. It represents the /t/ sound. That is the same sound we hear at the beginning of your name! *T*, /t/ /t/ /t/, [student’s name].**)

We Do

Say the letter name after me.

Point to uppercase *T*.

Uppercase *T*.

Allow time for the student to repeat the letter name.

Point to lowercase *t*.

Lowercase *t*.

Allow time for the student to repeat the letter name.

***T* represents the sound /t/ /t/ /t/ like *talk*. You say its sound and pretend to talk.**

Allow time for the student to repeat the letter sound and complete the talking action.

Point to the table.

Table begins with *T*. You say *table*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *T*.

What letter is this?

Point to lowercase *t*.

What letter is this?

What sound does *T* represent?

What word begins with *T*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *T/t*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *T* in lots of important words.

Display the environmental print cards for *T*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *T*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this TARGET sign. I see an uppercase *T* in the word TARGET. *T* represents the /t/ /t/ /t/ sound.**

You Do

Point to the letter *T* in the word [environmental print word (e.g., TACO BELL)]. What sound does *T* represent?

If the student is not ready to find the *T* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *T*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Nursery Rhyme

Display the "Twinkle, Twinkle Little Star" rhyme.

I Do

Now, I'm going to teach you a rhyme to help you remember the way the letter *T* looks and the sound it represents.

The letter *T* represents the /t/ /t/ /t/ sound. Look and listen as I read/sing the rhyme.

Point to the words as you say/sing the rhyme. Slow down slightly and enunciate the words that begin with the /t/ sound so the student can see and hear the link.

**Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so bright,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are.**

We Do/You Do

Let's practice the rhyme together.

Sing each line of rhyme. Have student either (1) repeat or (2) sing with you.

Where do you see the letter *T* in our rhyme?

Help student locate both the uppercase forms of *T* and the lowercase forms of *t* in the rhyme. Use a magnetic letter/card as a model if necessary.

What letter did you find? What sound does it represent?

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *T*.

The last thing we will do is practice writing *T*. Let's practice writing the letter *T* with markers.

Write *T* on a sheet of paper with a colorful marker as you say the verbal path:

Pull down, across. Uppercase *T*.

We Do

Now you try. Trace the uppercase *T*.

Say the words while you write: Pull down, across. Uppercase *T*.

Allow student time to trace over the *T* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase *T*. Choose which marker you want to use.

If the student is not ready to write uppercase *T* independently, return to the We Do level of support.

What letter did you write? What sound does *T* represent?

Do at least 3 repetitions of uppercase *T* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *t* using the following verbal path: **Pull down and cross. Lowercase *t*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson T.3**MATERIALS**

- Keyword letter card (*Tt* table) and magnetic letters (*T, t*)
- Environmental print cards for *T*: Target, Taco Bell, Toys R Us, Trix, Taxi
- Soup sorter cards: *t*, turtle, tooth, tiger, table, turkey, yawn, lamp, fish
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Tt*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *T*. Complete a talking action as you make the /t/ sound.

This is an uppercase *T*. It represents the /t/ sound.

Point to lowercase *t*. Complete a talking action as you make the /t/ sound.

Remember that *T* can also look like this. This is a lowercase *t*. It represents the same sound as uppercase *T*: /t/ /t/ /t/.

Display an image of a table. (Note: If the student's name begins with *T* /t/, use his/her name instead of the word *table*.)

That is the same sound we hear at the beginning of the word *table*. *T*, /t/ /t/ /t/, *table*.

We Do

Say the letter name after me.

Point to uppercase *T*.

Uppercase *T*.

Allow time for the student to repeat the letter name.

Point to lowercase *t*.

Lowercase *t*.

Allow time for the student to repeat the letter name.

***T* represents the sound /t/ /t/ /t/ like *talk*. You say its sound and pretend to talk.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the table.

Table begins with *T*. You say *table*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *T*.

What letter is this?

Point to lowercase *t*.

What letter is this?

What sound does *T* represent?

What word begins with *T*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *T/t*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *T* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *TARGET* and *Toys R Us*)] have the letter *T* in them.

Display another environmental print card the student accurately identified during the previous *T* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *T*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Taco Bell*. I see an uppercase *T* in the word *Taco*. *T* represents the /t/ sound. *Taco*.**

You Do

Point to the letter *T* in the word [environmental print word]. What sound does *T* represent?

If the student is not ready to find the *T* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *T*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *t* on it.

Now, let's play a game with picture cards! This is the letter *t*. It represents the sound /t/ /t/ /t/. You say its name. You say its sound.

Let's find some words that begin with that sound. First, let's look to see what pictures we have.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of a turtle on it.

This is a turtle.

Turtle. /t/ /t/ /t/ turtle.

Point to the letter *t* card.

/t/ /t/ /t/ t.

Turtle does start with /t/ so we will put it under the *t* card.

Place the turtle card under the *t* card.

Show student the soup sorter card with a picture of a lamp on it.

This is a lamp.

Lamp. /l/ /l/ /l/ lamp.

Point to the *t* card.

/t/ t.

Point to the lamp card and then to the *t* card.

/l/ /t/.

Lamp does not start with /t/ so we will not put it under the t card.

Place the lamp card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a tooth on it.

What is this?

Correct the student if they are incorrect.

This is a tooth.

We can say the first sound. /t/ /t/ /t/ tooth. You say: /t/ tooth.

Does /t/ tooth start like /t/ t?

Allow student time to respond.

Yes, /t/ tooth starts like /t/ t, so we will put it under the t card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /t/ t?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *T* picture cards from the previous activity in front of the student (turtle, tooth, tiger, table, turkey).

I Do

The last thing we will do is write a list of words that begin with *T*. We can write the words for these pictures. I see a tiger, /t/, tiger. Tiger starts with a /t/, so I am going to write a *T* first. Pull down, across. Uppercase *T*.

Use a blank sheet of paper to write the word. Write uppercase *T*.

And this is the rest of the word, tiger.

Model writing the rest of the word for the student.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., turtle, tooth, table, turkey)]. Listen for the first sound. Say /t/ [word student identifies].

Yes, it starts with a *T*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *tiger* and has learned about letter *r* in a previously taught lesson: **Write the *T*. I will write the next letters in the word tiger: i-g-e. After the e comes an r. Do you remember how to write the letter r? Write it next to the e. Pull down, up, and over. T-i-g-e-r. Tiger.**)

You Do

Look for another word that starts with /t/T. Write the first letter of that word.

What letter did you write? What sound does it represent?

Allow time for student to find and label the first letter of words with the /t/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *T* independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson U.1**MATERIALS**

- Keyword letter card (*Uu umbrella*) and magnetic letters (*U, u*)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- *U, u* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Uu*.

I Do

Today we're going to learn about a new letter. This is an uppercase *U*.

Point to uppercase *U*.

***U* can also look like this. This is a lowercase *u*.**

Point to lowercase *u*.

***U* represents two sounds. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/.**

Point to the umbrella.

That is the same sound we hear at the beginning of the word *umbrella*. *U*, /u/ /u/ /u/, *umbrella*.

(Note: If the student's name begins with *U* /u/, use his/her name instead of the word *umbrella*: **This is an uppercase *U*. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/. That is the same sound we hear at the beginning of your name! *U*, /u/ /u/ /u/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *U*.

Uppercase *U*.

Allow time for the student to repeat the letter name.

Point to lowercase *u*.

Lowercase *u*.

Allow time for the student to repeat the letter name.

***U* represents the sound /u/ /u/ /u/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the umbrella.

Umbrella begins with *U*. You say *umbrella*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *U*.

What letter is this?

Point to lowercase *u*.

What letter is this?

What sound does *U* represent?

If the student identifies the long sound for the vowel, say:

That is one sound that *U* represents. What is another sound that *U* represents?

What word begins with *U*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *U/u/*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *U/u/*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *U* represents. The letter *U* represents the /u/ sound, like upside down. /u/ /u/ /u/ upside. I'm going to lean over to be upside down. /u/ /u/ /u/.

We Do

Let's practice the action together.

Lean over and pretend to be upside down with student while making the /u/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *U* represents.

If student is not ready to perform the upside-down action and make the /u/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *U*.

With the child's help, flip through the book to the *U* pages.

Here it is! This is an uppercase *U*.

Point to uppercase *U* and trace it with your finger.

And this is a lowercase *u*.

Point to lowercase *u* and trace it with your finger.

These pages also show pictures of things that begin with the letter *u*.

Name a few of the pictures that begin with *u*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with *u*.

Point to *umbrella*.

This word says *umbrella*. Point to the lowercase *u* in this word. Yes, that is a lowercase *u*!

Point to *Uncle*.

This word says *Uncle*. Point to the uppercase *U* in this word. Yes, that is an uppercase *U*!

What sound does *U* represent?

Repeat this process with at least 3 words that contain a *u*.

If student is not ready to locate the *U* or *u* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Uu* instead.

I Do

Place sandpaper *U* in front of you.

The last thing we will do is practice tracing *U*. Watch as I use my finger to trace this uppercase *U* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *U* as you say the verbal path.

Uppercase *U*. Pull down, around, and up. Uppercase *U*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *U*. Remember, we always start uppercase letters at the top. I will say the words and you trace the letter:

Help student trace over the uppercase *U* with his/her finger while saying the verbal path:

Uppercase *U*. You say its name. Allow student time to repeat its name.

Pull down, Allow student time to trace.

around, Allow student time to trace.

and up, Allow student time to trace.

Uppercase *U*. You say its name. Allow student time to repeat.

You Do

Now try tracing uppercase *U* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *U* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *U* represent?

Do at least 3 repetitions of uppercase *U* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *u*:

Pull down, around, up and down. Lowercase u.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson U.2

MATERIALS

- Keyword letter card (*Uu umbrella*) and magnetic letters (*U, u*)
- Environmental print cards for *U*: U-Haul, UPS, Under Construction
- Children's magazine that includes a page with several instances of *U* and *u*; yellow crayon
- Two sheets of blank paper, markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Uu*.

I Do

Point to uppercase *U*. Complete the upside action as you make the /u/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *U*. It represents two sounds. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/.

Point to lowercase *u*. Complete the upside action as you make the /u/ sound.

***U* can also look like this. This is a lowercase *u*. It represents the same two sounds as uppercase *U*. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/ /u/ /u/.**

Point to the umbrella.

That is the same sound we hear at the beginning of the word *umbrella*. *U*, /u/ /u/ /u/ /u/, *umbrella*.

(Note: If the student's name begins with *U* /u/, use his/her name instead of the word *umbrella*: **This is an uppercase *U*. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/. That is the same sound we hear at the beginning of your name! *U*, /u/ /u/ /u/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *U*.

Uppercase *U*.

Allow time for the student to repeat the letter name.

Point to lowercase *u*.

Lowercase *u*.

Allow time for the student to repeat the letter name.

***U* represents the sound /u/ /u/ /u/ like upside down. You say its sound and pretend to be upside down.**

Allow time for the student to repeat the letter sound and complete the upside-down action.

Point to the umbrella.

Umbrella begins with *U*. You say *umbrella*.

You Do

Now you try by yourself.

Point to uppercase *U*.

What letter is this?

Point to lowercase *u*.

What letter is this?

What sound does *U* represent?

If the student identifies the long sound for the vowel, say:

That is one sound that *U* represents. What is another sound that *U* represents?

What word begins with *U*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *U/u*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *U* in lots of important words.

Display the environmental print cards for *U*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *U*, but do not point the letter out. Say the sound the letter represents.

Example: **This is a *U-Haul* sign. I see an uppercase *U* in the word *U-Haul*. *U* represents the sound /u/ /u/ /u/.**

You Do

Point to the letter *U* in the word [environmental print word]. What sound does *U* represent?

If the student is not ready to find the *U* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *U*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find *U* and *u* in a Magazine

I Do

Now, we're going to look for the letter *U*. The letter *U* is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have *U* in them.

Turn to a page you know has words that include *U* or *u*. Scan the page with your finger as you work to locate a *U* or *u*.

Look! I see a *u* right here! I'm going to use this crayon to color over the *U*.

We Do

Let's try to find another *U* on this page.

Point to a specific line of text or to a particular word that includes a *U* or *u*.

Do you see a *U* on this line/in this word? Great! Use the crayon to color over the *U*.

You Do

Now you try on your own. Color all the other *U*'s you can find on this page.

What letter did you find? What sound does *U* represent?

Give student a few minutes to find and highlight *U* or *u* in at least three different words. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *U*.

The last thing we will do is practice writing *U*. Let's practice writing the letter *U* with markers.

Write *U* with a colorful marker on a sheet of blank paper as you say the verbal path:

Pull down, around, and up. Uppercase *U*.

We Do

Now you try. Trace the uppercase *U*.

Say the words while you write: Pull down, around, and up. Uppercase *U*.

Allow student time to trace over the *U* you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase *U*. Choose which marker you want to use.

If the student is not ready to write uppercase *U* independently, return to the We Do level of support.

What letter did you write? What sound does *U* represent?

Do at least 3 repetitions of uppercase *U* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase *u* using the following verbal path:

Pull down, around, up and down. Lowercase *u*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson U.3

MATERIALS

- Keyword letter card (*Uu umbrella*) and magnetic letters (*U, u*)
- Environmental print cards for *U*: U-Haul, UPS, Under Construction
- Soup sorter cards: *u*, up, under, umbrella, ball, dice, pig
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for *Uu*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *U*. Complete the upside-down action as you make the /u/ sound.

This is an uppercase *U*. It represents two sounds. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/.

Point to lowercase *u*. Complete the upside-down action as you make the /u/ sound.

Remember that *U* can also look like this. This is a lowercase *u*. It represents the same two sounds as uppercase *U*. One sound is the long sound, which sounds like its name. /ū/. The other sound is the short sound, /u/ /u/ /u/.

Display an image of an umbrella. (Note: If the student's name begins with *U* /u/, use his/her name instead of the word *umbrella*.)

That is the same sound we hear at the beginning of the word *umbrella*. *U*, /u/ /u/ /u/, *umbrella*.

We Do

Say the letter name after me.

Point to uppercase *U*.

Uppercase *U*.

Allow time for the student to repeat the letter name.

Point to lowercase *u*.

Lowercase *u*.

Allow time for the student to repeat the letter name.

***U* represents the sound /u/ /u/ /u/ like upside-down. You say its sound and pretend to be upside-down.**

Allow time for the student to repeat the letter sound.

Point to the *umbrella*.

Umbrella begins with *U*. You say *umbrella*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *U*.

What letter is this?

Point to lowercase *u*.

What letter is this?

What sound does *U* represent?

If the student identifies the long sound for the vowel, say:

That is one sound that *U* represents. What is another sound that *U* represents?

What word begins with *U*?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with *U/u/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *U* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *U-Haul and UPS*)] both have the letter *U* in them.

Display another environmental print card the student accurately identified during the previous *U* lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *U*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Under Construction*. I see an uppercase *U* in the word *Under*. *U* represents the */u/* sound. *Under*.**

You Do

Point to the letter *U* in the word [environmental print word]. What sound does *U* represent?

If the student is not ready to find the *U* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *U*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *u* on it.

Now, let's play a game with picture cards! This is the letter *u*. You say its name. It represents the sound */u/ /u/ /u/*. You say its sound.

Let's find some words that begin with that sound.

First, let's look through the pictures.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of an umbrella on it.

This is an umbrella.

Umbrella. /u/ /u/ /u/ umbrella.

Point to the letter *u* card.

/u/ /u/ /u/ u.

Umbrella does start with /u/ so we will put it under the u card.

Place the umbrella card under the *u* card.

Show student the soup sorter card with a picture of a ball on it.

This is a ball.

Ball. /b/ /b/ /b/ ball.

Point to the *u* card.

/u/ u.

Point to the ball card and then to the *u* card.

/b/ /u/.

Ball does not start with /u/ so we will not put it under the *u* card.

Place the ball card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of under on it.

What is this?

Correct the student if they are incorrect.

This is under.

We can say the first sound. /u/ /u/ /u/ under. You say: /u/ under.

Does /u/ under start like /u/ u?

Allow student time to respond.

Yes, /u/ under starts like /u/ u, so we will put it under the *u* card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /u/ u?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *U* picture cards from the previous activity in front of the student (up, under, umbrella).

I Do

The last thing we will do is write a list of words that begin with *U*. We can write the words for these pictures. I see an umbrella, /u/, umbrella. Umbrella starts with a /u/, so I am going to write a *U* first.

Use a blank sheet of paper to write the word. Write uppercase *U* using the same verbal path as before: **Pull down, around, and up**

And this is the rest of the word, umbrella.

Model writing the rest of the word for the student. Place the picture card on the left edge of the page next to the matching word so the student can reread the words on the list with picture support.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., up, under)]. Listen for the first sound. Say /u/ [word student identifies].

Yes, it starts with a *U*.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught

letters, guide the child to write them (e.g., If the student identifies *up* and has learned about letter *p* in a previously taught lesson: **Write the U. The next letter in the word *up* is *p*. Do you remember how to write the letter *p*? Write it next to the *u*. Pull down, up, and around. U-p. Up.**)

You Do

Look for another word that starts with /u/U. Write the first letter of that word.

Allow time for student to find and label the first letter of words with the /u/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *U* independently, drop back to We Do level of support and complete the task together.

Once the list is complete:

Let's read our list together.

Read the finished list with the student as you point to each word. One at a time, place each picture card on the left edge of the page next to its matching word so the student can reread the words on the list with picture support.

What letter do all of our words start with? What sound does it represent?

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson V.1**MATERIALS**

- Keyword letter card (Vv van) and magnetic letters (V, v)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- V, v cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Vv.

I Do

Today we're going to learn about a new letter. This is an uppercase V.

Point to uppercase V.

V can also look like this. This is a lowercase v.

Point to lowercase v.

V represents the /v/ sound.

Point to the van.

That is the same sound we hear at the beginning of the word van. V, /v/ /v/ /v/, van.

(Note: If the student's name begins with V /v/, use his/her name instead of the word van: **This is an uppercase V. It represents the /v/ sound. That is the same sound we hear at the beginning of your name! V, /v/ /v/ /v/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase V.

Uppercase V.

Allow time for the student to repeat the letter name.

Point to lowercase *v*.

Lowercase *v*.

Allow time for the student to repeat the letter name.

***V* represents the sound /v/ /v/ /v/. You say its sound.**

Allow time for the student to repeat the letter sound.

Point to the van.

Van begins with *V*. You say *van*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *V*.

What letter is this?

Point to lowercase *v*.

What letter is this?

What sound does *V* represent?

What word begins with *V*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *V/v*) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with *V/v*

I Do

Now, I'm going to teach you an action to help you remember the sound letter *V* represents. The letter *V* represents the /v/ sound, like volley. /v/ /v/ /v/ volley. I'm going to use my arms and pretend to volley a ball. /v/ /v/ /v/.

Note: It may be necessary to explain to the student what *volley* means.

We Do

Let's practice the action together.

Pretend to volley (hands locked together; arms form a *V*) with student while making the /v/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound *V* represents.

If student is not ready to perform the volley action and make the /v/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that shows the letter *V*.

With the child's help, flip through the book to the *V* pages.

Here it is! This is an uppercase *V*.

Point to uppercase *V* and trace it with your finger.

And this is a lowercase *v*.

Point to lowercase *v* and trace it with your finger.

These pages also show pictures of things that begin with the letter *v*.

Name a few of the pictures that begin with *v*. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page that begin with *v*.

Point to *violin*.

This word says *violin*. Point to the lowercase *v* in this word. Yes, that is a lowercase *v*!

Point to *Vera*.

This word says *Vera*. Point to the uppercase *V* in this word. Yes, that is an uppercase *V*!

What sound does *V* represent?

Repeat this process with at least 3 words that contain a *v*.

If student is not ready to locate the *V* or *v* independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Vv* instead.

I Do

Place sandpaper *V* in front of you.

The last thing we will do is practice tracing *V*. Watch as I use my finger to trace this uppercase *V* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *V* as you say the verbal path.

Uppercase *V*. Slant down, slant up. Uppercase *V*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *V*. Remember, we always start uppercase letters at the top. I will say the words and you trace the letter:

Help student trace over the uppercase *V* with his/her finger while saying the verbal path:

Uppercase *V*. You say its name. Allow student time to repeat its name.

Slant down, Allow student time to trace.

slant up. Allow student time to trace.

Uppercase *V*. You say its name. Allow student time to repeat.

You Do

Now try tracing uppercase *V* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *V* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *V* represent?

Do at least 3 repetitions of uppercase *V* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *v*: **Slant down, up. Lowercase *v*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson V.2

MATERIALS

- Keyword letter card (Vv van) and magnetic letters (V, v)
- Environmental print cards for V: Velveeta, Verizon, Vaseline, Vlastic
- V alphabet book
- Two sheets of blank paper and markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Vv.

I Do

Point to uppercase V. Complete a volleying action as you make the /v/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase V. It represents the /v/ sound.

Point to lowercase v. Complete a volleying action as you make the /v/ sound.

V can also look like this. This is a lowercase v. It represents the same sound as uppercase V: /v/ /v/ /v/.

Point to the van.

That is the same sound we hear at the beginning of the word van. V, /v/ /v/ /v/, van.

(Note: If the student's name begins with V/v/, use his/her name instead of the word van: **This is an uppercase V. It represents the /v/ sound. That is the same sound we hear at the beginning of your name! V, /v/ /v/ /v/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase V.

Uppercase V.

Allow time for the student to repeat the letter name.

Point to lowercase v.

Lowercase v.

Allow time for the student to repeat the letter name.

V represents the sound /v/ /v/ /v/ like volley. You say its sound and pretend to volley.

Allow time for the student to repeat the letter sound and complete the volleying action.

Point to the van.

Van begins with V. You say van.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase V.

What letter is this?

Point to lowercase v.

What letter is this?

What sound does V represent?

What word begins with V?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with V/v/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do**We see the letter V in lots of important words.**

Display the environmental print cards for V.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter V, but do not point the letter out. Say the sound the letter represents.

Example: **This is a Velvetta symbol. I see an uppercase V in the word Velvetta. V represents the /v/ /v/ /v/ sound.**

You Do**Point to the letter V in the word [environmental print word]. What sound does V represent?**

If the student is not ready to find the V independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this V.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

Have a small, simple alphabet book that contains a few words that begin with the letter v (e.g. Bella and Rosie's alphabet books from Pioneer Valley)

I Do

Show the letter book.

Next, I'm going to read this book filled with words that begin with the letter V. Listen to how these words all start with /v/.

Read the first two pages of the book, pointing under each word. Draw attention to and isolate the /v/ sound on each page.

Vacuum. There is the v. /v/ /v/ /v/ vacuum.

Vest. There is the v. /v/ /v/ /v/ vest.

We Do**Help me find the letter v on the rest of the pages.**

Read the word on each of the remaining pages and invite the student to find the letter v.

Example: **Van. Find the lowercase v in van.**

If student is not ready to find the v independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this v.You Do

Now it's your turn to read this book by yourself.

Allow the student time to read the book. Encourage the student to point to each word. If time allows, ask student to locate the letter v on various pages.

What letter did you find? What sound does it represent?

If student is not ready to read the book independently, read it to him/her.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase V.

The last thing we will do is practice writing V. Let's practice writing the letter V with markers.

Write V with a colorful marker on a sheet of blank paper as you say the verbal path:

Slant down, slant up. Uppercase V.

We Do

Now you try. Trace the uppercase V.

Say the words while you write: Slant down, slant up. Uppercase V.

Allow student time to trace over the V you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase V. Choose which marker you want to use.

If the student is not ready to write uppercase V independently, return to the We Do level of support.

What letter did you write? What sound does V represent?

Do at least 3 repetitions of uppercase V at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase v using the following verbal path:

Slant down, up. Lowercase v.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson V.3**MATERIALS**

- Keyword letter card (Vv van) and magnetic letters (V, v)
- Environmental print cards for V: Velveeta, Verizon, Vaseline, Vlastic
- Soup sorter cards: v, van, vegetables, vacuum, violin, vase, zebra, pie, jacket
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for Vv.

I Do

Let's talk about a letter we are learning.

Point to uppercase V. Complete a volleying action as you make the /v/ sound.

This is an uppercase V. It represents the /v/ sound.

Point to lowercase v. Complete a volleying action as you make the /v/ sound.

Remember that V can also look like this. This is a lowercase v. It represents the same sound as uppercase V: /v/ /v/ /v/.

Display an image of a van. (Note: If the student's name begins with V /v/, use his/her name instead of the word *van*.)

That is the same sound we hear at the beginning of the word *van*. V, /v/ /v/ /v/, *van*.

We Do

Say the letter name after me.

Point to uppercase V.

Uppercase V.

Allow time for the student to repeat the letter name.

Point to lowercase v.

Lowercase v.

Allow time for the student to repeat the letter name.

V represents the sound /v/ /v/ /v/ like *volley*. You say its sound and pretend to volley.

Allow time for the student to repeat the letter sound and complete the action.

Point to the van.

Van begins with V. You say *van*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase V.

What letter is this?

Point to lowercase v.

What letter is this?

What sound does V represent?

What word begins with V?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with V/v/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter V in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Velvetta* and *Vlasic*)] have the letter V in them.

Display another environmental print card the student accurately identified during the previous V lesson. (Note: If the student did not correctly identify any of the environmental print, have the student choose one of the cards and introduce it to him/her.) Mention that the word includes the letter V, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Verizon*. I see an uppercase V in the word *Verizon*. V represents the /v/ sound. *Verizon*.**

You Do

Point to the letter V in the word [environmental print word]. What sound does V represent?

If the student is not ready to find the V independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this V.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter v on it.

Now, let's play a game with picture cards! This is the letter v. You say its name. It represents the sound /v/ /v/ /v/. You say its sound.

Let's find some words that begin with that sound.

First, let's look through the pictures.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of a van on it.

This is a van.

Van. /v/ /v/ /v/ van.

Point to the letter v card.

/v/ /v/ /v/ v.

Van does start with /v/ so we will put it under the v card.

Place the van card under the v card.

Show student the soup sorter card with a picture of a zebra on it.

This is a zebra.

Zebra. /z/ /z/ /z/ zebra.

Point to the v card.

/v/ v.

Point to the zebra card and then to the v card.

/z/ /v/.

Zebra does not start with /v/ so we will not put it under the v card.

Place the zebra card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a violin on it.

What is this?

Correct the student if they are incorrect.

This is a violin.

We can say the first sound. /v/ /v/ /v/ violin. You say: /v/ violin.

Does /v/ violin start like /v/ v?

Allow student time to respond.

Yes, /v/ violin starts like /v/ v, so we will put it under the v card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /v/ v?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the V picture cards from the previous activity in front of the student (van, vegetables, vacuum, violin, vase).

I Do

The last thing we will do is write a list of words that begin with V. We can write the words for these pictures. I see a vacuum, /v/, vacuum. Vacuum starts with a /v/, so I am going to write a V first.

Use a blank sheet of paper to write the word. Write uppercase V using the same verbal path as before.

And this is the rest of the word, vacuum.

Model writing the rest of the word for the student. Place the picture card on the left edge of the page next to the matching word so the student can reread the words on the list with picture support.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., van, vegetables, violin, vase)]. Listen for the first sound. Say /v/ [word student identifies].

Yes, it starts with a V.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *van* and has learned about letter *n* in a previously taught lesson: **Write the V. The next letter in the**

word *van* is *a*. I will write the *a*. After the *a* comes an *n*. Do you remember how to write the letter *n*? Write it next to the *a*. Pull down, up, over, and down. *V-a-n. Van.*)

You Do

Look for another word that starts with /v/V. Write the first letter of that word.

Allow time for student to find and label the first letter of words with the /v/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *V* independently, drop back to **We Do** level of support and complete the task together.

Once the list is complete:

Let's read our list together.

Read the finished list with the student as you point to each word.

What letter do all of our words start with? What sound does it represent?

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson W.1

MATERIALS

- Keyword letter card (*Ww wagon*) and magnetic letters (*W, w*)
- Keyword letter card for previous letter taught (if applicable)
- *Eating the Alphabet* by Lois Ehlert
- *W, w* cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ww*.

I Do

Today we're going to learn about a new letter. This is an uppercase *W*.

Point to uppercase *W*.

***W* can also look like this. This is a lowercase *w*.**

Point to lowercase *w*.

***W* represents the /w/ sound.**

Point to the wagon.

That is the same sound we hear at the beginning of the word *wagon*. *W*, /w/ /w/ /w/, *wagon*.

(Note: If the student's name begins with *W* /w/, use his/her name instead of the word *wagon*: **This is an uppercase *W*. It represents the /w/ sound. That is the same sound we hear at the beginning of your name! *W*, /w/ /w/ /w/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *W*.

Uppercase W.

Allow time for the student to repeat the letter name.

Point to lowercase w.

Lowercase w.

Allow time for the student to repeat the letter name.

W represents the sound /w/ /w/ /w/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the wagon.

Wagon begins with W. You say wagon.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase W.

What letter is this?

Point to lowercase w.

What letter is this?

What sound does W represent?

What word begins with W?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with W/w/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with W/w/

I Do

Now, I'm going to teach you an action to help you remember the sound letter W represents. The letter W represents the /w/ sound, like wiggle.

/w/ /w/ /w/ wiggle. I'm going to stand up and wiggle my whole body! /w/ /w/ /w/.

We Do

Let's practice the action together.

Have student stand up. Wiggle your bodies while making the /w/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound W represents.

If student is not ready to perform the wiggling action and make the /w/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Alphabet Book

I Do

Next, we're going to read part of a book. This is a great book called *Eating the Alphabet*. Each page shows a different letter. Let's find the page that shows the letter W.

With the child's help, flip through the book to the W page.

Here it is! This is an uppercase W.

Point to uppercase W and trace it with your finger.

And this is a lowercase w.

Point to lowercase *w* and trace it with your finger.

This page also shows pictures of two types of food that begin with the letter *w*.

Point to the picture of watercress.

This is watercress. /w/ watercress.

You say watercress.

Have child say *watercress*.

Do you know what this is?

Point to the picture of the watermelon.

Yes, this is a watermelon! /w/ watermelon.

Watercress and watermelon both begin with the letter *w*!

We Do/You Do

Let's look at the words on this page.

Point to *WATERCRESS*.

This word says *watercress* in all uppercase letters. Point to the uppercase *W* in this word. Yes, that is an uppercase *W*!

Point to *watercress*.

This word says *watercress* in all lowercase letters. Point to the lowercase *w* in this word. Yes, that is a lowercase *w*!

What sound does *W* represent?

Repeat this process with *WATERMELON* and *watermelon*.

If student is not ready to locate the *W* or *w* independently, point to the model letters at the top of the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for *Ww* instead.

I Do

Place sandpaper *W* in front of you.

The last thing we will do is practice tracing *W*. Watch as I use my finger to trace this uppercase *W* on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper *W* as you say the verbal path.

Uppercase *W*. Slant down up, down up. Uppercase *W*.

We Do

Let's keep practicing. Use your finger to trace over the uppercase *W*. Remember, we always start uppercase letters at the top. I will say the words and you trace the letter:

Help student trace over the uppercase *W* with his/her finger while saying the verbal path:

Uppercase *W*. You say its name. Allow student time to repeat its name.

Slant down Allow student time to trace.

up, Give student time to trace.

down Give student time to trace.

up. Give student time to trace.

Uppercase *W*. You say its name. Give student time to repeat.

You Do

Now try tracing uppercase *W* by yourself. Remember to start at the top.

If student is not ready to trace uppercase *W* independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does *W* represent?

Do at least 3 repetitions of uppercase *W* at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase *w*: **Slant down, up, down, up. Lowercase *w*.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson W.2**MATERIALS**

- Keyword letter card (*Ww wagon*) and magnetic letters (*W, w*)
- Environmental print cards for *W*: Wet Floor, Wheelchair, Wendy's, Walmart, Wii, Wheat Thins
- Children's magazine that includes a page with several instances of *W* and *w*; yellow crayon
- Paintbrush, water, chalkboard, and paper towels

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ww*.

I Do

Point to uppercase *W*. Complete a wiggling action as you make the /w/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase *W*. It represents the /w/ sound.

Point to lowercase *w*. Complete a wiggling action as you make the /w/ sound.

***W* can also look like this. This is a lowercase *w*. It represents the same sound as uppercase *W*: /w/ /w/ /w/.**

Point to the wagon.

That is the same sound we hear at the beginning of the word *wagon*. *W*, /w/ /w/ /w/, *wagon*.

(Note: If the student's name begins with *W/w*, use his/her name instead of the word *wagon*: **This is an uppercase *W*. It represents the /w/ sound. That is the same sound we hear at the beginning of your name! *W*, /w/ /w/ /w/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase *W*.

Uppercase *W*.

Allow time for the student to repeat the letter name.

Point to lowercase *w*.

Lowercase *w*.

Allow time for the student to repeat the letter name.

***W* represents the sound /w/ /w/ /w/ like *wiggle*. You say its sound and pretend to wiggle.**

Allow time for the student to repeat the letter sound and complete the wiggling action.

Point to the wagon.

Wagon begins with *W*. You say *wagon*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *W*.

What letter is this?

Point to lowercase *w*.

What letter is this?

What sound does *W* represent?

What word begins with *W*?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *W/w*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *W* in lots of important words.

Display the environmental print cards for *W*.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter *W*, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this *Wet Floor* sign. I see an uppercase *W* in the word *Wet*. *W* represents the /w/ /w/ /w/ sound.**

You Do

Point to the letter *W* in the word [environmental print word]. What sound does *W* represent?

If the student is not ready to find the *W* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *W*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find *W* and *w* in a Magazine

I Do

Now, we're going to look for the letter *W*. The letter *W* is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have *W* in them.

Turn to a page you know has words that include *W* or *w*. Scan the page with your finger as you work to locate a *W* or *w*.

Look! I see a *w* right here! I'm going to use this crayon to color over the *W*.

We Do

Let's try to find another *W* on this page.

Point to a specific line of text or to a particular word that includes a *W* or *w*.

Do you see a *W* on this line/in this word? Great! Use the crayon to color over the *W*.

You Do

Now you try on your own. Color all the other *W*'s you can find on this page.

What letter did you find? What sound does *W* represent?

Give student a few minutes to find and highlight *W* or *w* in at least three different words. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase *W*.

The last thing we will do is practice writing *W*. First, I'll write uppercase *W* with this wet paintbrush.

Dip paintbrush in water and write *W* on the chalkboard as you say the verbal path:

Slant down up, down up. Uppercase *W*.

We Do

Now you use this paintbrush to trace over the *W* I wrote. Say the words while you write: Slant down up, down up. Uppercase *W*.

Allow student time to trace over the *W* you wrote.

You Do

Point to a dry space on the chalkboard (or use paper towel to dry the previous space used).

Now you make your own uppercase *W*.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does *W* represent?

Do at least 3 repetitions of uppercase *W* at the We Do/You Do level of support, depending on the independence of the student.

Have the child use the paper towel to dry off the chalkboard. Then, repeat the task with lowercase *w* using the following verbal path:

Slant down, up, down, up. Lowercase *w*.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson W.3

MATERIALS

- Keyword letter card (*Ww* wagon) and magnetic letters (*W, w*)
- Environmental print cards for *W*: Wet Floor, Wheelchair, Wendy's, Walmart, Wii, Wheat Thins
- Soup sorter cards: *w*, window, watch, wagon, waffles, watermelon, apple, fish, juice
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for *Ww*.

I Do

Let's talk about a letter we are learning.

Point to uppercase *W*. Complete a wiggling action as you make the /w/ sound.

This is an uppercase *W*. It represents the /w/ sound.

Point to lowercase *w*. Complete a wiggling action as you make the /w/ sound.

Remember that *W* can also look like this. This is a lowercase *w*. It represents the same sound as uppercase *W*: /w/ /w/ /w/.

Display an image of a wagon. (Note: If the student's name begins with *W* /w/, use his/her name instead of the word *wagon*.)

That is the same sound we hear at the beginning of the word *wagon*. *W*, /w/ /w/ /w/, *wagon*.

We Do

Say the letter name after me.

Point to uppercase *W*.

Uppercase *W*.

Allow time for the student to repeat the letter name.

Point to lowercase *w*.

Lowercase *w*.

Allow time for the student to repeat the letter name.

***W* represents the sound /w/ /w/ /w/ like *wiggle*. You say its sound and pretend to wiggle.**

Allow time for the student to repeat the letter sound and complete the action.

Point to the wagon.

***Wagon* begins with *W*. You say *wagon*.**

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase *W*.

What letter is this?

Point to lowercase *w*.

What letter is this?

What sound does *W* represent?

What word begins with W?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with *W/w/*) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter *W* in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Wendy's* and *Wii*)] have the letter *W* in them.

Display another environmental print card the student accurately identified during the previous *W* lesson. (Note: If the student did not correctly identify any of the environmental print, have the student choose one of cards and introduce it to him/her.) Mention that the word includes the letter *W*, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Walmart*. I see an uppercase *W* in the word *Walmart*. *W* represents the /w/ sound. *Walmart*.**

You Do

Point to the letter *W* in the word [environmental print word]. What sound does *W* represent?

If the student is not ready to find the *W* independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this *W*.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter *w* on it.

Now, let's play a game with picture cards! This is the letter *w*. You say its name. It represents the sound /w/ /w/ /w/. You say its sound.

Let's find some words that begin with that sound.

First, let's look through the pictures.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of a watch on it.

This is a watch.

watch. /w/ /w/ /w/ watch.

Point to the letter *w* card.

/w/ /w/ /w/ w.

Watch does start with /w/ so we will put it under the *w* card.

Place the watch card under the *w* card.

Show student the soup sorter card with a picture of a fish on it.

This is a fish.

Fish. /f/ /f/ /f/ fish.

Point to the *w* card.

/w/ w.

Point to the fish card and then to the *w* card.

/f/ /w/.

Fish does not start with /w/ so we will not put it under the w card.

Place the fish card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of waffles on it.

What are these?

Correct the student if they are incorrect.

These are waffles.

We can say the first sound. /w/ /w/ /w/ waffles. You say: /w/ waffles.

Does /w/ waffles start like /w/ w?

Allow student time to respond.

Yes, /w/ waffles starts like /w/ w, so we will put it under the w card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /w/ w?

Allow student to complete the task. Help him/her check their answers by turning over the card to see the word on the back. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the *W* picture cards from the previous activity in front of the student (window, watch, wagon, waffles, watermelon).

I Do

*The last thing we will do is write a list of words that begin with *W*. We can write the words for these pictures. I see a window, /w/, window. Window starts with a /w/, so I am going to write a *W* first.*

Use a blank sheet of paper to write the word. Write uppercase *W* using the same verbal path as before: **Slant down up, down up.**

And this is the rest of the word, window.

Model writing the rest of the word for the student. Place the picture card on the left edge of the page next to the matching word so the student can reread the words on the list with picture support.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., wagon, watch, watermelon)]. Listen for the first sound. Say /w/ [word student identifies].

*Yes, it starts with a *W*.*

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the wagon and has

learned about letter *g* in a previously taught lesson: **Write the *W*. The next letter in the word *wagon* is *a*. I will write the *a*. After the *a* comes a *g*. Do you remember how to write the letter *g*? Write it next to the *a*. Pull back, around, up, down, and under. I'll write the rest of the letters in the word: *o, n. W-a-g-o-n. Wagon.*)**

You Do

Look for another word that starts with /w/W. Write the first letter of that word.

Allow time for student to find and label the first letter of words with the /w/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write *W* independently, drop back to We Do level of support and complete the task together.

Once the list is complete:

Let's read our list together.

Read the finished list with the student as you point to each word.

What letter do all of our words start with? What sound does it represent?

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson X.1**MATERIALS**

- Keyword letter card (Xx box) and magnetic letters (X, x)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- X, x cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Xx.

I Do

Today we're going to learn about a new letter. This is an uppercase X.

Point to uppercase X.

X can also look like this. This is a lowercase x.

Point to lowercase x.

X represents the /ks/ sound.

Point to the box.

That is the same sound we hear at the end of the word *box*. X, /ks/ /ks/ /ks/, *box*.

(Note: If the student's name begins with X /ks/, use his/her name instead of the word *box*: **This is an uppercase X. It represents the /ks/ sound. That is the same sound we hear at the beginning of your name! X, /ks/ /ks/ /ks/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase X.

Uppercase X.

Allow time for the student to repeat the letter name.

Point to lowercase x.

Lowercase x.

Allow time for the student to repeat the letter name.

X represents the sound /ks/ /ks/ /ks/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the box.

Box ends with X. You say box.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase X.

What letter is this?

Point to lowercase x.

What letter is this?

What sound does X represent?

What word ends with X?

If student is not ready to say the correct name, sound, and keyword (or another word that contains an X/ks/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with X/ks/

I Do

Now, I'm going to teach you an action to help you remember the sound letter X represents. The letter X represents the /ks/ sound, like x-ray. /ks/ /ks/ /ks/ x-ray. I'm going to make an X with my arms to show X-ray. /ks/ /ks/ /ks/.

We Do

Let's practice the action together.

Make an X with your arms with student while making the /ks/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound X represents.

If student is not ready to perform the x-ray action and make the /ks/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*. Each section shows a different letter. Let's find the pages that show the letter X.

With the child's help, flip through the book to the X pages.

Here it is! This is an uppercase X.

Point to uppercase X and trace it with your finger.

And this is a lowercase x.

Point to lowercase x and trace it with your finger.

These pages also show pictures of things that have the letter x.

Name a few of the pictures that have the letter x. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page (these pages) that begin with x.

Point to *fox*.

This word says *fox*. Point to the lowercase x in this word. Yes, that is a lowercase x!

Point to *Nixie*.

This word says *Nixie*. Point to the uppercase X in this word. Yes, that is an uppercase X!

What sound does X represent?

Repeat this process with the remaining x words on the page.

If student is not ready to locate the X or x independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for Xx instead.

I Do

Place sandpaper X in front of you.

The last thing we will do is practice tracing X. Watch as I use my finger to trace this uppercase X on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper X as you say the verbal path.

Uppercase X. Slant down, slant down. Uppercase X.

We Do

Let's keep practicing. Use your finger to trace over the uppercase X. Remember, we always start uppercase letters at the top. Repeat after me:

Help student trace over the uppercase X with his/her finger while saying the verbal path:

Uppercase X. Give student time to repeat.

Slant down, Give student time to repeat and trace.

slant down. Give student time to repeat and trace.

Uppercase X. Give student time to repeat.

You Do

Now try tracing uppercase X by yourself. Remember to start at the top.

If student is not ready to trace uppercase X independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does X represent?

Do at least 3 repetitions of uppercase X at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase x: **Slant down, slant down. Lowercase x.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson X.2

MATERIALS

- Keyword letter card (Xx box) and magnetic letters (X, x)
- Environmental print cards for X: Xbox, X-men, Exit
- Children's magazine that includes a page with several instances of X and x; yellow crayon
- Two sheets of blank paper, markers

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Xx.

I Do

Point to uppercase X. Complete an x-ray action as you make the /ks/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase X. It represents the /ks/ sound.

Point to lowercase x. Complete an x-ray action as you make the /ks/ sound.

X can also look like this. This is a lowercase x. It represents the same sound as uppercase X: /ks/ /ks/ /ks/.

Point to the box.

That is the same sound we hear at the end of the word *box*. X, /ks/ /ks/ /ks/, *box*.

(Note: If the student's name begins with X/ks/, use his/her name instead of the word *box*: **This is an uppercase X. It represents the /ks/ sound. That is the same sound we hear at the beginning of your name! X, /ks/ /ks/ /ks/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase X.

Uppercase X.

Allow time for the student to repeat the letter name.

Point to lowercase x.

Lowercase x.

Allow time for the student to repeat the letter name.

X represents the sound /ks/ /ks/ /ks/ like *x-ray*. You say its sound and pretend to do an x-ray.

Allow time for the student to repeat the letter sound and complete the x-ray action.

Point to the box.

Box ends with X. You say *box*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase X.

What letter is this?

Point to lowercase x.

What letter is this?

What sound does X represent?

What word ends with X?

If student is not ready to say the correct name, sound, and keyword (or another word that contains an X/ks/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter X in lots of important words.

Display the environmental print cards for X.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter X, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this X-box sign. I see an uppercase X in the word X-box. X represents the /ks/ /ks/ /ks/ sound.**

You Do

Point to the letter X in the word [environmental print word (e.g., X-men)]. What sound does X represent?

If the student is not ready to find the X independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this X.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find X and x in a Magazine

I Do

Now, we're going to look for the letter X. The letter X is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have X in them.

Turn to a page you know has words that include X or x. Scan the page with your finger as you work to locate an X or x.

Look! I see an x right here! This word says _____. I'm going to use this crayon to color over the X.

We Do

Let's try to find another X on this page.

Point to a specific line of text or to a particular word that includes an X or x.

Do you see an X on this line/in this word? Great! Use the crayon to color over the X.

You Do

Now you try on your own. Color all the other X's you can find on this page.

Give student a few minutes to find and color X or x in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase X.

The last thing we will do is practice writing X. Let's practice writing the letter X with markers.

Write X with a colorful marker as you say the verbal path:

Slant down, slant down. Uppercase X.

We Do

Now you try. Trace the uppercase X.

Say the words while you write: Slant down, slant down. Uppercase X.

Allow student time to trace over the X you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own uppercase X. Choose which marker you want to use.

If the student is not ready to write uppercase X independently, return to the We Do level of support.

What letter did you write? What sound does X represent?

Do at least 3 repetitions of uppercase X at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase x using the following verbal path: **Slant down, slant down. Lowercase x.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson X.3**MATERIALS**

- Keyword letter card (Xx box) and magnetic letters (X, x)
- Environmental print cards for X: Xbox, X-men, Exit
- Soup sorter cards: x, box, taxi, fox, mushroom, quiet, zero
- Blank sheet of paper, pencil

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Xx.

I Do

Let's talk about a letter we are learning.

Point to uppercase X. Complete an x-ray action as you make the /ks/ sound.

This is an uppercase X. It represents the /ks/ sound.

Point to lowercase x. Complete an x-ray action as you make the /ks/ sound.

Remember that X can also look like this. This is a lowercase x. It represents the same sound as uppercase X: /ks/ /ks/ /ks/.

Display an image of a box. (Note: If the student's name begins with X /ks/, use his/her name instead of the word *box*.)

That is the same sound we hear at the end of the word *box*. X, /ks/ /ks/ /ks/, *box*.

We Do

Say the letter name after me.

Point to uppercase X.

Uppercase X.

Allow time for the student to repeat the letter name.

Point to lowercase x.

Lowercase x.

Allow time for the student to repeat the letter name.

X represents the sound /ks/ /ks/ /ks/ like x-ray. You say its sound and pretend to do an x-ray.

Allow time for the student to repeat the letter sound and complete the action.

Point to the box.

Box ends with X. You say *box*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase X.

What letter is this?

Point to lowercase x.

What letter is this?

What sound does X represent?

What word has an X?

If student does is not ready to say the correct name, sound, and keyword (or another word that contains an X/ks/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter X in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., X-box and Exit)] have the letter X in them.

Display another environmental print card the student accurately identified during the previous X lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter X, but do not point the letter out. Say the sound the letter represents.

Example: **This says X-men. I see an uppercase X in the word X-men. X represents the /ks/ sound. X-men.**

You Do

Point to the letter X in the word [environmental print word]. What sound does X represent?

If the student is not ready to find the X independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this X.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter x on it.

Now, let's play a game with picture cards! This is the letter x. It represents the sound /ks/ /ks/ /ks/. You say its name. You say its sound.

Let's find some words that have that sound.

I Do

Show student the soup sorter card with a picture of a box on it.

This is a box.

Box. /ks/ /ks/ /ks/ box.

Point to the letter x card.

/ks/ /ks/ /ks/ x.

Box does have a /ks/ so we will put it under the x card.

Place the box card under the x card.

Show student the soup sorter card with a picture of a mushroom on it.

This is a mushroom.

Mushroom. /m/ /m/ /m/ mushroom.

Point to the x card.

/ks/ x.

Point to the mushroom card and then to the x card.

/m/ /ks/.

We do not hear the /ks/ sound in *mushroom* so we will not put it under the x card.

Place the mushroom card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a fox on it.

What is this?

Correct the student if they are incorrect.

This is a fox.

We can say its last sound. /ks/ /ks/ /ks/ fox. You say: /ks/ fox.

Does /ks/ fox have a /ks/ x?

Allow student time to respond.

Yes, /ks/ fox has a /ks/ x, so we will put it under the x card.

You Do

Show student another soup sorter card.

Now you try the next one. Say the word? Do you hear a /ks/ x?

Allow student to complete the task. If the student is not ready to articulate the /ks/ sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the X picture cards from the previous activity in front of the student (box, taxi, fox).

I Do

The last thing we will do is write a list of words that have an X. We can write the words for these pictures. I see a box, /ks/, box. Box has a /ks/ at the end. Here is the beginning of the word, and now I write the X at the end.

Use a blank sheet of paper to write the word. Write X using the same verbal path as before.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., taxi, fox)]. Listen for the /ks/ sound. Say /ks/ [word student identifies].

Yes, it has an X.

Write the first letters of the word for the student. Then allow time for student to write the x. Support as necessary with formation. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *fox* and has learned about letter *f* in a previously taught lesson: **The first letter in the word *fox* is *f*. Do you remember how to write the letter *f*? Write it first. Pull back, down, and cross. Now we can listen for the /ks/ at the end.**)

You Do

Look for another word that has /ks/X. I'll write the first part and you write the X.

What letter did you write? What sound does it represent?

Allow time for student to find and label the word with the /ks/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write X independently, drop back to We Do level of support and complete the task together.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Y.1**MATERIALS**

- Keyword letter card (Yy yo-yo) and magnetic letters (Y, y)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- Y, y cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Yy.

I Do

Today we're going to learn about a new letter. This is an uppercase Y.

Point to uppercase Y.

Y can also look like this. This is a lowercase y.

Point to lowercase y.

Y represents the /y/ sound.

Point to the yo-yo.

That is the same sound we hear at the beginning of the word yo-yo. Y, /y/ /y/ /y/, yo-yo.

(Note: If the student's name begins with Y /y/, use his/her name instead of the word yo-yo: **This is an uppercase Y. It represents the /y/ sound. That is the same sound we hear at the beginning of your name! Y, /y/ /y/ /y/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase Y.

Uppercase Y.

Allow time for the student to repeat the letter name.

Point to lowercase y.

Lowercase y.

Allow time for the student to repeat the letter name.

Y represents the sound /y/ /y/ /y/. You say its sound.

Allow time for the student to repeat the letter sound.

Point to the yo-yo.

Yo-yo begins with Y. You say yo-yo.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Y.

What letter is this?

Point to lowercase y.

What letter is this?

What sound does Y represent?

What word begins with Y?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with Y/y/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with Y/y/

I Do

Now, I'm going to teach you an action to help you remember the sound

letter Y represents. The letter Y represents the /y/ sound, like yawn. /y/ /y/ /y/ yawn.

I'm going to pretend to yawn. /y/ /y/ /y/.

We Do

Let's practice the action together.

Pretend to yawn with student while making the /y/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound Y represents.

If student is not ready to perform the yawning action and make the /y/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*.

Each section shows a different letter. Let's find the page that shows the letter Y.

With the child's help, flip through the book to the Y page.

Here it is! This is an uppercase Y.

Point to uppercase Y and trace it with your finger.

And this is a lowercase y.

Point to lowercase y and trace it with your finger.

This page shows pictures of things that begin with the letter y.

Name a few of the pictures that begin with y. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page that begin with Y.

Point to *yellow*.

This word says *yellow*. Point to the lowercase y in this word. Yes, that is a lowercase y!

Point to *Yolanda*.

This word says *Yolanda*. Point to the uppercase Y in this word. Yes, that is an uppercase Y!

What sound does Y represent?

Repeat this process with at least 3 words that contain a y.

If student is not ready to locate the Y or y independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for Yy instead.

I Do

Place sandpaper Y in front of you.

The last thing we will do is practice tracing Y. Watch as I use my finger to trace this uppercase Y on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper Y as you say the verbal path.

Uppercase Y. Slant in, slant, and down. Uppercase Y.

We Do

Let's keep practicing. Use your finger to trace over the uppercase Y. Remember, we always start uppercase letters at the top. I will say the words and you trace the letter.

Help student trace over the uppercase Y with his/her finger while saying the verbal path:

Uppercase Y. You say its name. Allow student time to repeat its name.

Slant in, Allow student time to trace.

slant, Allow student time to trace.

and down. Allow student time to trace.

Uppercase Y. You say its name. Allow student time to repeat.

You Do

Now try tracing uppercase Y by yourself. Remember to start at the top.

If student is not ready to trace uppercase Y independently, or traced the letter with an incorrect formation, repeat the task at the We Do level of support.

What letter did you trace? What sound does Y represent?

Do at least 3 repetitions of uppercase Y at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase y: **Slant in, slant and down. Lowercase y.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Y.2

MATERIALS

- Keyword letter card (Yy yo-yo) and magnetic letters (Y, y)
- Environmental print cards for Y: Yoplait, Yoo-hoo, YouTube, Yield
- Children's magazine that includes a page with several instances of Y and y; yellow crayon
- Two sheets of blank paper, crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for Yy.

I Do

Point to uppercase Y. Complete a yawning action as you make the /y/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase Y. It represents the /y/ sound.

Point to lowercase y. Complete a yawning action as you make the /y/ sound.

Y can also look like this. This is a lowercase y. It represents the same sound as uppercase Y: /y/ /y/ /y/.

Point to the yo-yo.

That is the same sound we hear at the beginning of the word yo-yo. Y, /y/ /y/ /y/, yo-yo.

(Note: If the student's name begins with Y/y/, use his/her name instead of the word yo-yo: **This is an uppercase Y. It represents the /y/ sound. That is the same sound we hear at the beginning of your name! Y, /y/ /y/ /y/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase Y.

Uppercase Y.

Allow time for the student to repeat the letter name.

Point to lowercase y.

Lowercase y.

Allow time for the student to repeat the letter name.

Y represents the sound /y/ /y/ /y/ like yawn. You say its sound and pretend to yawn.

Allow time for the student to repeat the letter sound and complete the yawning action.

Point to the yo-yo.

Yo-yo begins with Y. You say yo-yo.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Y.

What letter is this?

Point to lowercase y.

What letter is this?

What sound does Y represent?

What word begins with Y?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with Y/y/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter Y in lots of important words.

Display the environmental print cards for Y.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter Y, but do not point the letter out. Say the sound the letter represents.

Example: **This is a *Yield* sign. I see an uppercase Y in the word *Yield*. Y represents the /y/ /y/ /y/ sound.**

You Do

Point to the letter Y in the word [environmental print word]. What sound does Y represent?

If the student is not ready to find the Y independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this Y.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find Y and y in a Magazine

I Do

Now, we're going to look for the letter Y. The letter Y is in lots of different words. Look at this magazine.

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have Y in them.

Turn to a page you know has words that include Y or y. Scan the page with your finger as you work to locate a Y or y.

Look! I see a y right here! I'm going to use this crayon to color over the Y.

We Do

Let's try to find another Y on this page.

Point to a specific line of text or to a particular word that includes a Y or y.

Do you see a Y on this line/in this word? Great! Use the crayon to color over the Y.

You Do

Now you try on your own. Color all the other Y's you can find on this page.

What letter did you find? What sound does Y represent?

Give student a few minutes to find and highlight Y or y in at least three different words. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase Y.

The last thing we will do is practice writing Y. Let's practice writing the letter Y as a rainbow letter. First, I'm going to choose a color and write the uppercase Y.

Write Y with a crayon on a sheet of blank paper as you say the verbal path:

Slant in, slant, and down. Uppercase Y.

Now, I'm going to choose another color and write on top of this Y.

Use a different colored crayon to trace over the first Y you wrote. Say the verbal path as you write:

Slant in, slant, and down. Uppercase Y.

We are making a colorful Y.

We Do

Now you choose a color. Trace over the uppercase Y.

Say the words while you write: Slant in, slant, and down. Uppercase Y.

Allow student time to trace over the Y you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase Y.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does Y represent?

Do at least 3 repetitions of uppercase Y in various colors at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase y using the following verbal path:

Slant in, slant and down. Lowercase y.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Y.3

MATERIALS

- Keyword letter card (Yy yo-yo) and magnetic letters (Y, y)
- Environmental print cards for Y: Yoplait, Yoo-hoo, YouTube, Yield
- Soup sorter cards: y, yarn, yawn, yak, yo-yo, yogurt, jar, rake, socks
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Yy.

I Do

Let's talk about a letter we are learning.

Point to uppercase Y. Complete a yawning action as you make the /y/ sound.

This is an uppercase Y. It represents the /y/ sound.

Point to lowercase y. Complete a yawning action as you make the /y/ sound.

Remember that Y can also look like this. This is a lowercase y. It represents the same sound as uppercase Y: /y/ /y/ /y/.

Display an image of a yo-yo. (Note: If the student's name begins with Y /y/, use his/her name instead of the word yo-yo.)

That is the same sound we hear at the beginning of the word yo-yo. Y, /y/ /y/ /y/, yo-yo.

We Do

Say the letter name after me.

Point to uppercase Y.

Uppercase Y.

Allow time for the student to repeat the letter name.

Point to lowercase y.

Lowercase y.

Allow time for the student to repeat the letter name.

Y represents the sound /y/ /y/ /y/ like yawn. You say its sound and pretend to yawn.

Allow time for the student to repeat the letter sound and complete the action.

Point to the yo-yo.

Yo-yo begins with Y. You say yo-yo.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Y.

What letter is this?

Point to lowercase y.

What letter is this?

What sound does Y represent?

What word begins with Y?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with Y/y/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter Y in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., *Yield* and *Yoplait*)] both have the letter Y in them.

Display another environmental print card the student accurately identified during the previous Y lesson. (Note: If the student did not correctly identify any of the environmental print, have the student choose one of the cards and introduce it to him/her.) Mention that the word includes the letter Y, but do not point the letter out. Say the sound the letter represents.

Example: **This says *Yoo-Hoo*. I see an uppercase Y in the word *Yoo-Hoo*. Y represents the /y/ sound. *Yoo-Hoo*.**

You Do

Point to the letter Y in the word [environmental print word]. What sound does Y represent?

If the student is not ready to find the Y independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this Y.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter y on it.

Now, let's play a game with picture cards! This is the letter y. You say its name. It represents the sound /y/ /y/ /y/. You say its sound.

Let's find some words that begin with that sound.

First, let's look through the pictures.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of yarn on it.

This is yarn.

Yarn. /y/ /y/ /y/ yarn.

Point to the letter y card.

/y/ /y/ /y/ y.

Yarn does start with /y/ so we will put it under the y card.

Place the yarn card under the y card.

Show student the soup sorter card with a picture of a jar on it.

This is a jar.

jar. /j/ /j/ /j/ jar.

Point to the y card.

/y/ y.

Point to the jar card and then to the y card.

/j/ /y/.

Jar does not start with /y/ so we will not put it under the y card.

Place the jar card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a yo-yo on it.

What is this?

Correct the student if they are incorrect.

This is a yo-yo.

We can say the first sound. /y/ /y/ /y/ yo-yo. You say: /y/ yo-yo.

Does /y/ yo-yo start like /y/ y?

Allow student time to respond.

Yes, /y/ yo-yo starts like /y/ y, so we will put it under the y card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /y/ y?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the Y picture cards from the previous activity in front of the student (yarn, yawn, yak, yo-yo, yogurt).

I Do

The last thing we will do is write a list of words that begin with Y. We can write the words for these pictures. I see a yo-yo, /y/, yo-yo. Yo-yo starts with a /y/, so I am going to write a Y first.

Use a blank sheet of paper to write the word. Write uppercase Y using the same verbal path as before: **Slant in, slant, and down.**

And this is the rest of the word, yo-yo.

Model writing the rest of the word for the student. Place the picture card on the left edge of the page next to the matching word so the student can reread the words on the list with picture support.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., yarn, yogurt, yak)]. Listen for the first sound. Say /y/ [word student identifies].

Yes, it starts with a Y.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., if the student identifies the *yarn* and has learned about letter *n* in a previously taught lesson: **Write the Y. I will write the next letters in the**

word yarn: a-r. After the r comes an n. Do you remember how to write the letter n? Write it next to the r. Pull down, up, over, and down. Y-a-r-n. Yarn.)

You Do

Look for another word that starts with /y/Y. Write the first letter of that word.

Allow time for student to find and label the first letter of at least 3 words with the /y/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write Y independently, drop back to We Do level of support and complete the task together.

Once the list is complete:

Let's read our list together.

Read the finished list with the student as you point to each word. One at a time, place each picture card on the left edge of the page next to its matching word so the student can reread the words on the list with picture support.

What letter do all of our words start with? What sound does it represent?

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Z.1**MATERIALS**

- Keyword letter card (Zz zipper) and magnetic letters (Z, z)
- Keyword letter card for previous letter taught (if applicable)
- *Dr. Seuss' ABC book*
- Z, z cut from sandpaper

REVIEW

(*If this is the student's very first letter lesson, skip directly to Introduction):

We have been working together to learn different letters. Here is the last letter that we learned.

Show the keyword card for the previous letter learned and point to the corresponding letter on the card as you review with the student.

Repeat after me.

Uppercase (target letter).

Allow time for the student to repeat.

Lowercase (target letter).

Allow time for the student to repeat.

(Target letter) represents the sound: /X/X/X/ like (letter's action). You say its sound and practice the action.

Allow time for the student to repeat the sound and the action.

(Keyword) begins with the (target letter). You say (keyword).

Allow time for the student to repeat the keyword.

Now let's look at a new letter that we will be learning.

INTRODUCTION

1. Say Letter Name, Sound, and Keyword

Display the keyword letter card for Zz.

I Do

Today we're going to learn about a new letter. This is an uppercase Z.

Point to uppercase Z.

Z can also look like this. This is a lowercase z.

Point to lowercase z.

Z represents the /z/ sound.

Point to the zipper.

That is the same sound we hear at the beginning of the word zipper. Z, /z/ /z/ /z/, zipper.

(Note: If the student's name begins with Z /z/, use his/her name instead of the word zipper: **This is an uppercase Z. It represents the /z/ sound. That is the same sound we hear at the beginning of your name! Z, /z/ /z/ /z/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase Z.

Uppercase Z.

Allow time for the student to repeat the letter name.

Point to lowercase z.

Lowercase z.

Allow time for the student to repeat the letter name.

Z represents the sound /z/ /z/ /z/. You say its sound.

Allow time for the student to repeat the letter sound.

Zipper begins with Z. You say zipper.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Z.

What letter is this?

Point to lowercase z.

What letter is this?

What sound does Z represent?

What word begins with Z?

If student is not ready to say the correct name, sound, and keyword (or another word that begins with Z/z/) independently, repeat the task at the We Do level of support.

2. Introduce Action Affiliated with Z/z/

I Do

Now, I'm going to teach you an action to help you remember the sound

letter Z represents. The letter Z represents the /z/ sound, like zigzag. /z/ /z/ /z/ zigzag.

I'm going to make a zigzag with my finger. /z/ /z/ /z/.

We Do

Let's practice the action together.

Pretend to zigzag (make a z with finger) with student while making the /z/ sound.

You Do

Now it's your turn to practice the action by yourself. Remember to make the sound Z represents.

If student is not ready to perform the zigzag action and make the /z/ sound independently, repeat the task at the We Do level of support.

PRACTICE/APPLICATION

1. Reading: Dr. Seuss' ABC book

I Do

Next, we're going to read part of a book. This is a great book called *Dr. Seuss's ABC*.

Each section shows a different letter. Let's find the pages that shows the letter Z.

With the child's help, flip through the book to the Z pages.

Here it is! This is an uppercase Z.

Point to uppercase Z and trace it with your finger.

And this is a lowercase z.

Point to lowercase z and trace it with your finger.

This page shows pictures of things that begin with the letter z.

Name a few of the pictures that begin with z. Then read the text on the page(s) as you run your finger under the words.

We Do/You Do

Let's look for words on this page that begin with Z.

Point to *Zizzer*.

This word says *Zizzer*. Point to the uppercase Z in this word. Yes, that is an uppercase Z!

Point to *Zazzler*.

This word says *Zazzler*. Point to the uppercase Z in this word. Yes, that is an uppercase Z!

What sound does Z represent?

Repeat this process with the remaining z words on the page.

If student is not ready to locate the Z or z independently, point to the model letters on the page and ask him/her to find the letter in each word that looks like the models.

2. Writing: Letter Formation Using Finger

Note: If you know the student will be opposed to touching sandpaper, have him/her use his/her finger to trace the letters on the keyword letter card for Zz instead.

I Do

Place sandpaper Z in front of you.

The last thing we will do is practice tracing Z. Watch as I use my finger to trace this uppercase Z on sandpaper. Uppercase letters always start at the top.

Model tracing the sandpaper Z as you say the verbal path.

Uppercase Z. Across, slant down, across. Uppercase Z.

We Do

Let's keep practicing. Use your finger to trace over the uppercase Z. Remember, we always start uppercase letters at the top. I will say the words and you trace the letter.

Help student trace over the uppercase Z with his/her finger while saying the verbal path:

Uppercase Z. You say its name. Allow student time to repeat its name.

Across, Allow student time to trace.

slant down, Allow student time to trace.

across. Allow student time to trace.

Uppercase Z. You say its name. Allow student time to repeat.

You Do

Now try tracing uppercase Z by yourself. Remember to start at the top.

If student is not ready to trace uppercase Z independently, repeat the task at the We Do level of support.

What letter did you trace? What sound does Z represent?

Do at least 3 repetitions of uppercase Z at the We Do/You Do level of support, depending on the independence of the student.

Repeat the entire process with lowercase z: **Across, slant down, across. Lowercase z.**

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Z.2

MATERIALS

- Keyword letter card (Zz zipper) and magnetic letters (Z, z)
- Environmental print cards for Z: Ziploc, Zoo
- Children's magazine that includes a page with several instances of Z and z; yellow crayon
- Two sheets of blank paper, crayons

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for Zz.

I Do

Point to uppercase Z. Complete a zigzag action as you make the /z/ sound.

Today, we're going to practice a special letter. Do you remember this letter?

This is an uppercase Z. It represents the /z/ sound.

Point to lowercase z. Complete a zigzag action as you make the /z/ sound.

Z can also look like this. This is a lowercase z. It represents the same sound as uppercase Z: /z/ /z/ /z/.

Point to the zipper.

That is the same sound we hear at the beginning of the word zipper. Z, /z/ /z/ /z/, zipper.

(Note: If the student's name begins with Z /z/, use his/her name instead of the word zipper: **This is an uppercase Z. It represents the /z/ sound. That is the same sound we hear at the beginning of your name! Z, /z/ /z/ /z/, [student's name].**)

We Do

Say the letter name after me.

Point to uppercase Z.

Uppercase Z.

Allow time for the student to repeat the letter name.

Point to lowercase z.

Lowercase z.

Allow time for the student to repeat the letter name.

Z represents the sound /z/ /z/ /z/ like zigzag. You say its sound and make a zigzag.

Allow time for the student to repeat the letter sound and complete the zigzag action.

Point to the zipper.

Zipper begins with Z. You say zipper.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Z.

What letter is this?

Point to lowercase z.

What letter is this?

What sound does Z represent?**What word begins with Z?**

If student is not ready to say the correct name, sound, and keyword (or another word that begins with Z/z/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do**We see the letter Z in lots of important words.**

Display the environmental print cards for Z.

Have you seen any of these before?

Allow student to identify any known environmental print. Select one of the cards the student accurately identifies. (Note: If the student does not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter Z, but do not point the letter out. Say the sound the letter represents.

Example: **Look at this Zoo sign. I see an uppercase Z in the word Zoo. Z represents the /z/ /z/ /z/ sound.**

You Do**Point to the letter Z in the word [environmental print word]. What sound does Z represent?**

If the student is not ready to find the Z independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this Z.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Find Z and z in a Magazine

I Do**Now, we're going to look for the letter Z. The letter Z is in lots of different words. Look at this magazine.**

Show student the front cover of the magazine.

There's lots of interesting information in this magazine. Let's turn to one of the pages and see if any of the words have Z in them.

Turn to a page you know has words that include Z or z. Scan the page with your finger as you work to locate a Z or z.

Look! I see a z right here! I'm going to use this crayon to color over the Z.We Do**Let's try to find another Z on this page.**

Point to a specific line of text or to a particular word that includes a Z or z.

Do you see a Z on this line/in this word? Great! Use the crayon to color over the Z.You Do**Now you try on your own. Color all the other Z's you can find on this page.**

Give student a few minutes to find and highlight Z or z in at least one word. If student is not ready to find one on his/her own, repeat the task at the We Do level of support.

2. Writing: Letter Formation Using Implement

I Do

Display the magnetic letter for uppercase Z.

The last thing we will do is practice writing Z. Let's practice writing the letter Z as a rainbow letter. First, I'm going to choose a color and write the uppercase Z.

Write Z with a crayon on a sheet of blank paper as you say the verbal path:

Across, slant down, across. Uppercase Z.

Now, I'm going to choose another color and write on top of this Z.

Use a different colored crayon to trace over the first Z you wrote. Say the verbal path as you write:

Across, slant down, across. Uppercase Z.

We are making a colorful Z.

We Do

Now you choose a color. Trace over the uppercase Z.

Say the words while you write: Across, slant down, across. Uppercase Z.

Allow student time to trace over the Z you wrote.

You Do

Point to a blank space on the paper (or use a new sheet of paper).

Now you make your own rainbow letter, uppercase Z.

If the student is not ready to write the letter independently, return to the We Do level of support.

What letter did you write? What sound does Z represent?

Do at least 3 repetitions of uppercase Z at the We Do/You Do level of support, depending on the independence of the student.

Repeat the task with lowercase z using the following verbal path:

Across, slant down, across. Lowercase z.

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Lesson Z.3

MATERIALS

- Keyword letter card (Zz zipper) and magnetic letters (Z, z)
- Environmental print cards for Z: Ziploc, Zoo
- Soup sorter cards: z, zucchini, zero, zipper, zebra, zigzag, fox (fox is in 'X' soup sorter), lemon, magnet
- Blank sheet of paper, pencil

INTRODUCTION

1. Say Letter Name, Sound, and Keyword
Display the keyword letter card for Zz.

I Do

Let's talk about a letter we are learning.

Point to uppercase Z. Complete a zigzag action as you make the /z/ sound.

This is an uppercase Z. It represents the /z/ sound.

Point to lowercase z. Complete a zigzag action as you make the /z/ sound.

Remember that Z can also look like this. This is a lowercase z. It represents the same sound as uppercase Z: /z/ /z/ /z/.

Display an image of a zipper. (Note: If the student's name begins with Z /z/, use his/her name instead of the word *zipper*.)

That is the same sound we hear at the beginning of the word *zipper*. Z, /z/ /z/ /z/, *zipper*.

We Do

Say the letter name after me.

Point to uppercase Z.

Uppercase Z.

Allow time for the student to repeat the letter name.

Point to lowercase z.

Lowercase z.

Allow time for the student to repeat the letter name.

Z represents the sound /z/ /z/ /z/ like zigzag. You say its sound and make a zigzag.

Allow time for the student to repeat the letter sound.

Zipper begins with Z. You say *zipper*.

Allow time for the student to repeat the word.

You Do

Now you try by yourself.

Point to uppercase Z.

What letter is this?

Point to lowercase z.

What letter is this?

What sound does Z represent?

What word begins with Z?

If student does is not ready to say the correct name, sound, and keyword (or another word that begins with Z/z/) independently, repeat the task at the We Do level of support.

2. Link to Environmental Print

I Do/We Do

We see the letter Z in lots of important words. Last time we met, we noticed that [environmental print student practiced during the last lesson (e.g., Zoo and Ziploc)] have the letter Z in them.

Display another environmental print card the student accurately identified during the previous Z lesson. (Note: If the student did not correctly identify any of the environmental print, introduce the word on one of the cards to him/her.) Mention that the word includes the letter Z, but do not point the letter out. Say the sound the letter represents.

Example: **This says Ziploc. I see an uppercase Z in the word Ziploc. Z represents the /z/ sound. Ziploc.**

You Do

Point to the letter Z in the word [environmental print word]. What sound does Z represent?

If the student is not ready to find the Z independently, show a model of the letter (a magnetic letter or letter card).

Find the letter that looks like this Z.

Repeat process with a second environmental print card of the student's choosing.

PRACTICE/APPLICATION

1. Reading: Initial Sound Sort

Show student the soup sorter card with the letter z on it.

Now, let's play a game with picture cards! This is the letter z. It represents the sound /z/ /z/ /z/. You say its name. You say its sound.

Let's find some words that begin with that sound.

First, let's look through the pictures.

Identify the object on each card as you show it to the child.

I Do

Show student the soup sorter card with a picture of a zipper on it.

This is a zipper.

Zipper. /z/ /z/ /z/ zipper.

Point to the letter z card.

/z/ /z/ /z/ z.

Zipper does start with /z/ so we will put it under the z card.

Place the zipper card under the z card.

Show student the soup sorter card with a picture of a lemon on it.

This is a lemon.

Lemon. /l/ /l/ /l/ lemon.

Point to the z card.

/z/ z.

Point to the lemon card and then to the z card.

/l/ /z/.

Lemon does not start with /z/ so we will not put it under the z card.

Place the lemon card to the side.

We Do

Let's do this next one together.

Show student the soup sorter card with a picture of a zebra on it.

What is this?

Correct the student if they are incorrect.

This is a zebra.

We can say the first sound. /z/ /z/ /z/ zebra. You say: /z/ zebra.

Does /z/ zebra start like /z/ z?

Allow student time to respond.

Yes, /z/ zebra starts like /z/ z, so we will put it under the z card.

You Do

Show student another soup sorter card.

Now you try the next one. What is the first sound? Does it start with /z/ z?

Allow student to complete the task. If the student is not ready to articulate the first sound independently, drop back to We Do level of support and complete the task together.

Repeat procedure with the remaining soup sorter cards.

2. Writing: List

Set the Z picture cards from the previous activity in front of the student (zucchini, zero, zipper, zebra, zigzag).

I Do

The last thing we will do is write a list of words that begin with Z. We can write the words for these pictures. I see a zero, /z/, zero. Zero starts with a /z/, so I am going to write a Z first.

Use a blank sheet of paper to write the word. Write uppercase Z using the same verbal path as before: **Across, slant down, across.**

And this is the rest of the word, zero.

Model writing the rest of the word for the student. Place the picture card on the left edge of the page next to the matching word so the student can reread the words on the list with picture support.

We Do

What other word can we write together?

Allow student to choose a different soup sorter card.

Good. Let's write that word together.

Say [word student identifies (e.g., zucchini, zipper, zebra, zigzag)]. Listen for the first sound. Say /z/ [word student identifies].

Yes, it starts with a Z.

Allow time for student to write the first letter of the word. Support as necessary with formation. Write the rest of the word for the student. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies the *zipper* and has learned about letter *r* in a previously taught lesson: **Write the Z. I will write the next letters in the word zipper: i-p-p-e. After the e comes an r. Do you remember how to write the letter r? Write it next to the e. Pull down, up, and over. Z-i-p-p-e-r. Zipper.**)

You Do

Look for another word that starts with /z/Z. Write the first letter of that word.

Allow time for student to find and label the first letter of at least 3 words with the /z/ sound. Write the rest of the word for the student. If the word includes previously taught letters, guide the student to write those letters.

If the student is not ready to write Z independently, drop back to We Do level of support and complete the task together.

Once the list is complete:

Let's read our list together.

Read the finished list with the student as you point to each word. One at a time, place each picture card on the left edge of the page next to its matching word so the student can reread the words on the list with picture support.

What letter do all of our words start with? What sound does it represent?

After completing the lesson, show the student a sheet of letter stickers (make sure it contains the letter just learned).

You worked so hard today, let's get a sticker for you.

Find the letter that we learned today.

Allow student time to find the appropriate letter. If the student needs assistance finding the correct letter, show the student the keyword card or a magnetic letter as a model. Have child place the sticker in a visible place (back of hand, front of shirt).

Now you can show everyone what letter you are learning.

**If you are teaching just uppercase OR lowercase, have the student choose a letter from the case being taught. If you are teaching BOTH uppercase and lowercase, have the student choose just one letter per lesson from either case (but make sure the child has the opportunity to have both cases between the three lessons).*

Review Lessons

Review Lesson 1 Preparation and Template

Prepare for Progress Monitoring Assessments

- Add student name/ID on blank Uppercase and Lowercase production response sheets
- Highlight the letters to be assessed on progress monitoring sheets
- Take assessment cards (uppercase and lowercase) out of the index box for the letters being assessed

Prepare for Review Lesson

The review lesson will focus on all previously-taught letters last two letters.

Gather the following materials:

- Keyword cards for all letters previously taught
- Alphabet books: *The Alphabet Book* (P.D. Eastman) and *A to Z* (Sandra Boynton)
- Verbal Path paper
- Sandpaper tracing letters for all letters previously taught

ASSESSMENT

Administer the following prior to teaching the review lesson:

- Uppercase Alphabet Letters Name and Sound Production Tasks: Assess the student's knowledge about the names and sounds of his/her uppercase target letters.
- Lowercase Alphabet Letters Name and Sound Production Tasks: Assess the student's knowledge about the names and sounds of his/her lowercase target letters.

PRACTICE/APPLICATION

Lay out the keyword cards for each of the letters that have been taught.

We have been learning about lots of different letters: (target letter name 1), (target letter

name 2), ... Today we are going to find these letters in a book.

Which book would you like to use to look for our letters?

Allow student time to choose one of the two alphabet books.

Which letter would you like to find first in our book?

Allow student time to choose of the letters from the keyword cards laid out.

With the child's help, flip through the book to the page containing the target letter chosen by the student.

Here it is! This is (target letter).

Read the text on the page(s) as you run your finger under the words.

Let's look for words on this page that have the letter (target letter).

What letter did you find? What sound does it represent?

If student is not ready to locate the target letter independently, point to the model letters on the page or keyword card and ask him/her to find the letter in each word that looks like the models.

After the student has found at least 2 examples of the uppercase and/or lowercase target letter, move on to a writing activity.

Now let's practice writing this same letter with our sandpaper letters.

I'll say the words and you trace the letter.

Say the verbal path as the student traces over the letter. Guide correction formation as necessary.

Allow student opportunity to trace each letter at least 3 times.

What letter did you trace? What sound does it represent?

Repeat the entire process (read the ABC page and then trace the sandpaper letters) with the remaining letters.

After completing the lesson, show the student a sheet of non-letter stickers.

You worked so hard today, let's get a sticker for you.

Review Lesson 2 Preparation and Template

Prepare for Review Lesson

This review lesson will focus on any previously-taught letter whose name or sound the student has not yet mastered (as evidenced through the Uppercase and Lowercase Letter Name and Letter Sounds progress monitoring assessment at the beginning of the Review Lesson 1. Although the review lesson is only scripted for two review letters, materials associated with all previously-taught letters not mastered should be gathered.

Gather the following materials for previously-taught letters not yet mastered:

- Keyword cards
- Grocery item cards (Note: Specific grocery items for each letter are listed on the Lesson Roadmap)
- Magnetic letters (uppercase and lowercase)
- Verbal Path paper
- Pencils and blank paper

REVIEW:

Now we are going to look at these letters together.

If the student did identify the correct letter names and sounds:

Show the keyword letter card for one of the target letters.

You were right, this is the letter [target letter] and it represents the /[sound]/ sound.

Do you remember the word that begins with this letter?

Repeat with all target letters correctly identified in assessment.

If the student did not identify the correct letter names or sounds:

Show keyword letter cards or magnetic letters, uppercase and lowercase, for the target letters that have been taught.

We have been learning about these letters.

This is [target letter]. It represents the [sound] sound.

Say the letter name with me as I point to it.

Point to uppercase target letter.

Uppercase [target letter].

Point to lowercase target letter.

Lowercase [target letter].

Now let's make the sound [target letter] represents. /[sound]/ /[sound]/

Point to the keyword picture.

Let's say the word that begins with [target letter]. [keyword].

Repeat with all target letters incorrectly identified in assessment.

PRACTICE/APPLICATION

1. Reading: Sorting Magnetic Letters

Place one magnetic letter for each uppercase target letter at the top of the board to serve as models. Then place two of each uppercase target letter, in random order, at the bottom of the board.

I Do

Now, let's play a game to practice matching the letters.

Point to an uppercase model letter at the top of the board.

This is uppercase [target letter].

What sound does it represent?

We can find other letters that look like this.

I can find another uppercase [target letter]. Watch.

Find another uppercase target letter. Place it next to the model to compare.

They look the same. This is the letter [target letter].

Place the letter you found directly below the model letter.

We Do/You Do

Let's find another uppercase [target letter].

Allow a few seconds for the student to find an uppercase target letter. If the student is not ready to do so independently, point to the model uppercase target letter at the top of the board.

Does this letter look the same? Is this another uppercase [target letter]?

Encourage the student to compare the letter to the model letter at the top of the board.

Yes, they look the same. It is an uppercase [target letter].

If the student chooses the wrong letter, allow him/her to put it next to the model and show how they are different.

Let's trace this letter with our finger. Is it the same as uppercase [target letter]?

No, this is not uppercase [target letter]. Try again.

If the student chooses the wrong letter again, allow him/her to hold the model letter and move it over the other letters in order to find the matching letters.

When the student chooses the correct letter, confirm the work.

What letter did you find?

Yes, you found another uppercase [target letter].

Have the student place the letter he/she found directly below the model letter.

Continue the task at the We Do/You Do level of support with the remaining uppercase target letters.

Repeat the entire activity with the lowercase target letters.

2. Writing: Grocery List

I Do/We Do

Lay out pictures of food items that begin with the target letters.

The last thing we'll do is practice writing! Let's pretend we are going to the grocery store and we need to buy these things. Let's write a grocery list so we do not forget anything.

Identify the food item in each picture. Then choose one of the pictures.

Let's write this word first.

Set the picture on the left side of a sheet of paper. Then say the word, emphasizing the initial sound.

We Do/You Do

Let's write that word together.

Say [grocery list item (e.g., banana, bread, watermelon, water)]. What sound do you hear at the beginning of that word? Say /[sound]/[grocery list item]. What letter does that sound represent?

If the student is not ready to identify the initial letter independently, give him/her choices. Then have the student write the letter.

Example: Does it begin with a B or a W? Yes, it starts with a B! We need to write a B first. You write the B.

Allow time for student to write the first letter of the word. Support as necessary with formation (e.g., show the magnetic letter or guide with verbal path of letter formation.

And this is the rest of [grocery list item].

Write the rest of the word for the student and then read the word aloud. If the word includes previously taught letters, guide the child to write them (e.g., If the student identifies *banana* and has learned about letter *n* in a previously taught lesson: **Write the B.**

The next letter in the word *banana* is *a*. I will write the *a*. After the *a* comes an *n*. Do you remember how to write the letter *n*? Write it next to the *a*. Pull down, up, over, and down. Next comes another *a*. I'll write it. Now, write another *n* after my *a*. Last is another *a*. *B-a-n-a-n-a. Banana.*)

Now you choose something to add to our list.

Repeat activity with the remaining pictures, as time permits.

Let's read our grocery list together.

Point to and read each word on the list together.

When finished, point to the first letter of each word and ask the child to identify the letter name and sound.

What letter is this? What sound does it represent?