



Pre-Alphabetic Lesson 1

Lesson Focus: Types of Lines: Straight Lines, Slanted Lines, and Curves

Step 1 Phonological Awareness

Sentence Segmentation

A sentence is a group of words put together: for example, **I like apples.**

Model: I am going to say a sentence. Then I will repeat it and count the words: **I like school.**

Guided Practice: Now let's practice together. I am going to say a sentence. We will repeat the sentence and count the words: **We love books.** Repeat the procedure: **Here is my teacher.**

Step 2 Explicit Teach

Teach Line Type and Line Formation

Today we are going to learn about three different kinds of lines that will help us write letters.

Straight Line Down

Model: The first type of line we are going to learn about is a straight line down.

- On the easel, draw a straight line down as you say, **Start at the top, straight line down.**
- Model drawing a few more lines down while repeating the verbal pathway.

Guided Practice

- Have students practice making straight lines down with their finger in the air and then on the table as you recite, **Start at the top, straight line down.**

Slanted Line

Model: The next type of line we are going to learn about is a slanted line.

- On the easel, draw a straight slanted line as you say, **Start at the top and slant down.**
- Show students that you can form the slant in the other direction. *You can slant down to the left or slant down to the right.*

Guided Practice

- Have students practice making slanted lines down with their finger in the air and then on the table as you recite, **Start at the top and slant down.**

Curved Line

Model: The last type of line we are going to learn is a curved line. There are actually two types of curved lines you will use in forming letters.

- On the easel, draw a curved line as you say, **Pull back and curve around.** *This curved line looks like part of a circle.*
- *We can also draw curved lines another way. We can draw curved lines that look like a hump on a camel.* Model drawing these other curved lines (humps) as you say, **Up and curve over.**

Guided Practice

- Have students practice making curved lines with their finger in the air and then on the table as you recite, **Pull back and curve around.**
- Then have students practice other curved lines (humps) as you recite, **Up and curve over.**

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Line Detective: Straight Lines, Slanted Lines, and Curves

We are going to learn how the different lines are alike and how they are different. You might think about how these lines look and how they are formed.

Model

- Say the verbal pathway for each type of line as you write each one on the easel.
 - Straight line: *Start at the top, straight line down.*
 - Slanted line: *Start at the top and slant down.*
 - Curved line: *Pull back and curve around.*
 - Curved line (hump): *Up and curve over.*
- *Let's choose two types of lines. How are they the same, and how are they different?*
 - *I choose a straight line and a slanted line. I notice they are alike because they don't have curves.*
 - *They are different because a line down is straight up and down and a slanted line slants to the side.*

Guided Practice: Choose two different line combinations to compare.

- *How are they the same, and how are they different?*

Step 4 Independent Practice: Straight Lines, Slanted Lines, and Curves

Give each student their *My ABC Journal* and a pencil.

- *Let's find the straight line at the top of the page.* Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided.
- Repeat the process with slanted lines and curved lines.

Step 5 Read-Aloud Book: *Porcupine's Boo-Boo*

In this story, Porcupine and Rabbit go into the forest. Porcupine trips on a log and gets a boo-boo. Let's see what happens.

Model: As you read the book aloud to students, model concepts of print: front and back cover, title, and author/illustrator names. Read each page aloud, pointing to the words and reading in a slow but fluent voice.

Guided Practice: Pass out student books. Work with students to practice book handling skills. Have students show you the front and back cover of their book.

Book Discussion: Work with students to develop oral language skills as you discuss the book.

- Have students find their favorite page and talk about it. Encourage students to use complete sentences as they share ideas.



Pre-Alphabetic Lesson 2

Lesson Focus: Ss

Step 1 Phonological Awareness

Sentence Segmentation with Alliteration

A sentence is a group of words put together.

Model: *I am going to say a sentence where the words begin with the same sound: /s/. Then I will repeat the sentence and count the words: **Super Sam saved Scout.***

Guided Practice: *Now let's practice together. I am going to say another sentence where the words begin with the same sound: /s/. Then we will repeat the sentence and count the words: **Snails are super slimy.** Repeat the procedure: **Seven silly sisters sing.***

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **s** is a consonant. Write **Ss** on the easel and say the letter names. Point to the **Ss** on the ABC Bulletin Board. The letter **s** spells /sss/ like in **snake**.*

Model: ***Put your teeth together, edge to edge. Put your tongue behind your top front teeth. Do not let your tongue touch your teeth. Now blow air out. This is a sound that can be stretched out** (unvoiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /s/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **snake**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Ss**.*

Model: Write an uppercase **S** on the easel as you say the verbal pathway: **Pull back, in, curve around and back.**

Guided Practice

- Have students practice forming the uppercase **S** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **s** on the easel as you say the verbal pathway: **Pull back, in, curve around and back.**

Guided Practice

- Repeat the procedure with the lowercase **s**.

Step 3 Letter Name/Sound Activity

Letter Detective: Ss, Part 1: Alike and/or Different

Model: We will look at how the letters *S* and *s* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *Ss* as you trace over each on the easel.
 - Upper-/Lowercase *Ss*: **Pull back, in, curve around and back.**
- How are they the same, and how are they different?
 - I notice they are the same because they both curve around.

Guided Practice: Have students point to the curves on the *Ss*. Have them discuss other similarities and differences (e.g., the uppercase *S* is taller than the lowercase *s*).

Letter Detective, Part 2: I Spy

Model: Now we will play *I Spy* by looking around the room for something that starts with */s/*.

Model by isolating the beginning sound: _____; */s/*.

Guided Practice: Invite students to practice by completing the sentence: *I spy* _____.

Match the Letters to the ABC Chart Card

We are going to match the letter in our baggie to the letter on our ABC Chart Cards.

Model: Take the target letter out of your baggie and say the letter name: *s*. Find the match on the ABC Chart Card. Say the picture, say the sound, and then say the letter name. Place the magnetic letter on top of its match.

Guided Practice: (Since this is the first lesson, students will only have one letter to practice with.) Have students repeat the process with their letter baggie/ABC Chart Card.

Step 4 Independent Practice: Ss

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *S* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *s* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */s/* in the blank space.

Step 5 Read-Aloud Book: *We Like Sunglasses*

This is a funny story about some little dogs who like wearing sunglasses.

Model: As you read the book aloud to students, model concepts of print: front and back cover, title, and author/illustrator names. Read each page aloud, pointing to the words and reading in a slow but fluent voice.

Book Discussion: Work with students to develop oral language skills as you discuss the book. Have students talk about their favorite part in the story. Encourage them to use complete sentences as they share ideas.

- Turn to page 2. Have students locate the letter *s*.



Pre-Alphabetic Lesson 3

Lesson Focus: *Mm*

Step 1 Phonological Awareness

Sentence Segmentation with Alliteration

Model: *I am going to say a sentence where the words begin with the same sound: /m/. Then I will repeat the sentence and count the words: **My mom marches.***

Guided Practice: *Now let's practice together. I am going to say another sentence where the words begin with the same sound: /m/. Then we will repeat the sentence and count the words: **Many monkeys make music.** Repeat the procedure: **Magicians mumble magic words.***

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **m** is a consonant. Write **Mm** on the easel and say the letter names. Point to the **Mm** on the ABC Bulletin Board. The letter **m** spells /mmm/ like in **mouse**.*

Model: ***Put your lips together. Air should come out of your nose as you make this sound. This is a sound that can be stretched out*** (voiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /m/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **mouse**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Mm**.*

Model: Write an uppercase **M** on the easel as you say the verbal pathway: ***Start at the top, line down, slant down, slant up, down.***

Guided Practice

- Have students practice forming the uppercase **M** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **m** on the easel as you say the verbal pathway: ***Line down, hump, hump.***

Guided Practice:

- Repeat the procedure with the lowercase **m**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *Mm*, Part 1: Alike and/or Different

Model: We will look at how the letters *M* and *m* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *Mm* as you trace over each on the easel.
 - Uppercase *M*: *Start at the top, line down, slant down, slant up, down.*
 - Lowercase *m*: *Line down, hump, hump.*
- How are they the same, and how are they different?
 - I notice they are different because *M* has slanted lines and *m* has curved lines (humps).

Guided Practice: Have students point to the slanted lines on *M* and humps on *m*. Have them discuss other similarities and differences (e.g., both letters begin by pulling a line down).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with */m/*.

Model by isolating the beginning sound: _____; */m/*.

Guided Practice: Invite students to practice by completing the sentence: *I spy*_____.

Match the Letters to the ABC Chart Card

We are going to match the letter in our baggies to the letter on our ABC Chart Cards.

Model: Take the target letter out of your baggie and say the letter name: *m*. Find the match on the ABC Chart Card. Say the picture, say the sound, and then say the letter name. Place the magnetic letter on top of its match.

Guided Practice: Have students repeat the process with their letter baggie/ABC Chart Card.

Step 4 Independent Practice: *Mm*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *M* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *m* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */m/* in the blank space.

Step 5 Read-Aloud Book: *We Like Sunglasses*

I am going to reread the book *We Like Sunglasses*.

Model: As you read the book aloud to students, model concepts of print: front and back cover, title, and author/illustrator names. Read each page aloud, pointing to the words and reading in a slow but fluent voice. Turn to page 2 and model finding the letter *m*.

Guided Practice: Pass out student books. Reread the book and have students point to the words as you read.

- Turn to page 4. Let's find a lowercase *m* on this page.

Book Discussion: Have students take turns recalling the different colors of the sunglasses the dogs wear in the story. Encourage students to use complete sentences as they share ideas.



Pre-Alphabetic Lesson 4

Lesson Focus: *Tt*

Step 1 Phonological Awareness

Sentence Segmentation with Alliteration

Model: *I am going to say a sentence where most of the words begin with the same sound: /t/. Then I will repeat the sentence and count the words: **Tigers twist their tails.***

Guided Practice: *Now let's practice together. I am going to say another sentence where most of the words begin with the same sound: /t/. Then we will repeat the sentence and count the words: **Tim and Tom take turns.** Repeat the procedure: **Ten tiny toddlers throw tantrums.***

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **t** is a consonant. Write **Tt** on the easel and say the letter names. Point to the **Tt** on the ABC Bulletin Board. The letter **t** spells /t/ like in **turtle**.*

Model: *Put the tip of your tongue firmly against the roof of your mouth, just behind your top front teeth. Then quickly release it and let out a stream of air. This sound cannot be stretched out (unvoiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /t/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **turtle**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Tt**.*

Model: Write an uppercase **T** on the easel as you say the verbal pathway: ***Start at the top, line down, across the top.***

Guided Practice

- Have students practice forming the uppercase **T** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **t** on the easel as you say the verbal pathway: ***Start at the top, line down, across the middle.***

Guided Practice

- Repeat the procedure with the lowercase **t**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Tt, Part 1: Alike and/or Different

Model: We will look at how the letters T and t are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Tt as you trace over each on the easel.
 - Uppercase T: *Start at the top, line down, across the top.*
 - Lowercase t: *Start at the top, line down, across the middle.*
- How are they the same, and how are they different?
 - I notice they are similar because both have straight lines going down.

Guided Practice: Point to the straight line on the uppercase T and lowercase t. Have students discuss other similarities and differences (e.g., T crosses at the top and t crosses in the middle).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /t/.

Model by isolating the beginning sound: _____; /t/.

Guided Practice: Invite students to practice by completing the sentence: I spy _____.

Match the Letters to the ABC Chart Card

We are going to match the letter in our baggies to the letter on our ABC Chart Cards

Model: Take the target letter out of your baggie and say the letter name: t. Find the match on the ABC Chart Card. Say the picture, say the sound, and then say the letter name. Place the magnetic letter on top of its match.

Guided Practice: Have students repeat the process with their letter baggie/ABC Chart Card.

Step 4 Independent Practice: Tt

Give each student their My ABC Journal and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase T on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase t row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /t/ in the blank space.

Step 5 Read-Aloud Book: We Like Sunglasses

I am going to reread the book We Like Sunglasses.

Model: As you read the book aloud to students, model concepts of print: front and back cover, title, and author/illustrator names. Read each page aloud, pointing to the words and reading in a slow but fluent voice. Turn to page 2 and model finding the letter t.

Guided Practice: Pass out student books. Reread the book while students point to the words.

Book Discussion: Encourage students to use complete sentences.

- Look at the picture on the front cover. How are the sunglasses different? You might think about the shape, size, or color to help you.
- Turn to page 8. Have students locate the letter t.



Pre-Alphabetic Lesson 5

Lesson Focus: *Aa*

Step 1 Phonological Awareness

Sentence Segmentation with Alliteration

Model: *I am going to say a sentence where most of the words begin with the same sound: /a/. Then I will repeat the sentence and count the words: Adam is an acrobat.*

Guided Practice: *Now let's practice together. I am going to say another sentence where most of the words begin with the same sound: /a/. Then we will repeat the sentence and count the words: Alice asks for apricots. Repeat the procedure: Alligators like apples.*

Step 2 Explicit Teach

Teach Letter Name and Sound

The alphabet is made up of 26 letters that are either consonants or vowels. The letter a is a vowel. Write Aa on the easel and say the letter names. Point to the Aa on the ABC Bulletin Board. The letter a spells /aaa/ like in apple.

Model: *Your mouth is open and relaxed. Turn your voice on to make this sound. That means you will be able to feel your throat vibrate. This is a sound that can be stretched out* (voiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /a/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the apple. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

We will learn how to form an upper- and lowercase Aa.

Model: Write an uppercase *A* on the easel as you say the verbal pathway: *Start at the top, slant down, slant down, across.*

Guided Practice

- Have students practice forming the uppercase *A* with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase *a* on the easel as you say the verbal pathway: *Curve back and around, close, down.*

Guided Practice

- Repeat the procedure with the lowercase *a*.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Aa, Part 1: Alike and/or Different

Model: We will look at how the letters **A** and **a** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Aa** as you trace over each on the easel.
 - Uppercase **A**: *Start at the top, slant down, slant down, across.*
 - Lowercase **a**: *Curve back and around, close, down.*
- How are they the same, and how are they different?
 - *I notice they are different because the uppercase **A** is made with slanted lines and the lowercase **a** is made with curved lines.*

Guided Practice: Have students point to the slants on **A** and the round part on **a**. Have them discuss other similarities and differences (e.g., uppercase **A** is tall and lowercase **a** is short; uppercase **A** has a point and lowercase **a** has curves).

Letter Detective, Part 2: I Spy

Model: Now we will play *I Spy* by looking around the room for something that starts with **/a/**.

Model by isolating the beginning sound: _____; **/a/**.

Guided Practice: Invite students to practice completing the sentence: *I spy*_____.

Match the Letters to the ABC Chart Card

We are going to match the letter in our baggies to the letter on our ABC Chart Cards.

Model: Take the target letter out of your baggie and say the letter name: **a**. Find the match on the ABC Chart Card. Say the picture, say the sound, and then say the letter name. Place the magnetic letter on top of its match.

Guided Practice: Have students repeat the process with their letter baggie/ABC Chart Card.

Step 4 Independent Practice: Aa

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **A** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **a** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/a/** in the blank space.

Step 5 Read-Aloud Book: We Like Sunglasses

I am going to reread the book *We Like Sunglasses*.

Model: As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Reread the book and have students point to the words as you read.

Book Discussion: Have students practice concepts of print and book handling skills.

- *Show me the front cover of the book. Show me the back cover of the book.*
- *Turn to page 2. Find the letter **a**.*
- *Turn to page 4. Let's count the words in the sentence: 5.*



Pre-Alphabetic Lesson 6

Lesson Focus: Pp

Step 1 Phonological Awareness

Sentence Segmentation with Alliteration

Model: I am going to say a sentence where the words begin with the same sound: /p/. Then I will repeat the sentence and count the words: **Peter Piper picked peppers.**

Guided Practice: Now let's practice together. I am going to say another sentence where the words begin with the same sound: /p/. Then we will repeat the sentence and count the words: **Penny Parrot played piano.** Repeat the procedure: **Princess Pig picked purple plums.**

Step 2 Explicit Teach

Teach Letter Name and Sound

The alphabet is made up of 26 letters that are either consonants or vowels. The letter **p** is a consonant. Write **Pp** on the easel and say the letter names. Point to the **Pp** on the ABC Bulletin Board. The letter **p** spells /p/ like in **pig**.

Model: **Press your lips together tightly, then let out a puff of air. This sound cannot be stretched** (voiced, stopped).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /p/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **pig**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

We will learn how to form an upper- and lowercase **Pp**.

Model: Write an uppercase **P** on the easel as you say the verbal pathway: **Start at the top, line down, up, curve around.**

Guided Practice

- Have students practice forming the uppercase **P** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **p** on the easel as you say the verbal pathway: **Line down, up, curve around.**

Guided Practice

- Repeat the procedure with the lowercase **p**.
- Then review any previously taught letter formations.

Step 3 Letter Name/Sound Activity

Letter Detective: Pp, Part 1: Alike and/or Different

Model: We will look at how the letters P and p are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Pp as you trace over each on the easel.
 - Uppercase P: *Start at the top, line down, up, curve around.*
 - Lowercase p: *Line down, up, curve around.*
- How are they the same, and how are they different?
 - *I notice they are the same because the shape is the same.*

Guided Practice: Have students point to the same shape of the upper- and lowercase Pp on the easel. Have them discuss other similarities and differences (e.g., the uppercase P is taller and the lowercase p is shorter).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /p/.

Model by isolating the beginning sound: _____; /p/.

Guided Practice: Invite students to practice completing the sentence: *I spy _____.*

Name Letters Left to Right

We are going to take the letters out of our baggies and line them up from left to right quickly as we practice saying the name of each letter.

Model: Remove the p from your baggie and say the letter name as you set it on the table. Choose another letter and place it to the right of the first letter as you say the letter name.

Guided Practice: Have students repeat the process with the letters in their baggies. Then ask them to go back to the beginning of their line of letters. From left to right, have students tap each letter and say the letter name.

Step 4 Independent Practice: Pp

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase P on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase p row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /p/ in the blank space.

Step 5 Read-Aloud Book: Jaxson's Animals

Jaxson is going to tell us about all the animals he likes.

Model: As you read the book aloud to students, model concepts of print and fluency. Read each page aloud, pointing to the words and reading in a slow but fluent voice.

Book Discussion: Have students talk about their favorite part in the story. Encourage them to use complete sentences.

- Turn to page 10. Have students locate the letter p.



Pre-Alphabetic Lesson 7

Lesson Focus: *Ff*

Step 1 Phonological Awareness

Sentence Segmentation with Alliteration

Model: *I am going to say a sentence where most of the words begin with the same sound: /f/. Then I will repeat the sentence and count the words: **Four friends wear flip-flops.***

Guided Practice: *Now let's practice together. I am going to say another sentence where most of the words begin with the same sound: /f/. Then we will repeat the sentence and count the words: **Fabulous frogs get flies.** Repeat the procedure: **Fred eats five french fries.***

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **f** is a consonant. Write **Ff** on the easel and say the letter names. Point to the **Ff** on the ABC Bulletin Board. The letter **f** spells /fff/ like in **fish**.*

Model: *Put your top teeth firmly on your lower lip, like you are biting it. Blow out a stream of air. This sound can be stretched out* (unvoiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /f/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **fish**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Ff**.*

Model: Write an uppercase **F** on the easel as you say the verbal pathway: *Start at the top, line down, across, across.*

Guided Practice

- Have students practice forming the uppercase **F** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **f** on the easel as you say the verbal pathway: *Pull back, down, across the middle.*

Guided Practice

- Repeat the procedure with the lowercase **f**.
- Then review any previously taught letter formations.

Step 3 Letter Name/Sound Activity

Letter Detective: Ff, Part 1: Alike and/or Different

Model: We will look at how the letters **F** and **f** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Ff** as you trace over each on the easel.
 - Uppercase **F**: **Start at the top, line down, across, across.**
 - Lowercase **f**: **Pull back, down, across the middle.**
- How are they the same, and how are they different?
 - I notice they are the same because they are both tall letters.
 - I notice they are different because **F** has a flat top and **f** has a curved top.

Guided Practice: Have students point to the flat top on **F** and the curved top on **f**. Have them discuss other similarities and differences (e.g., **F** has all straight lines and **f** does not).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/f/**.
Model by isolating the beginning sound: _____; **/f/**.

Guided Practice: Invite students to practice completing the sentence: **I spy** _____.

Name Letters Left to Right

We are going to take the letters out of our baggies and line them up from left to right quickly as we practice saying the name of each letter.

Model: Remove the **f** from your baggie and say the letter name as you set it on the table. Choose another letter and place it to the right of the first letter as you say the letter name.

Guided Practice: Have students repeat the process with the letters in their baggies. Then ask them to go back to the beginning of their line of letters. From left to right, have students tap each letter and say the letter name.

Step 4 Independent Practice: Ff

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **F** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **f** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/f/** in the blank space.

Step 5 Read-Aloud Book: Jaxson's Animals

I am going to reread the book *Jaxson's Animals*.

Model: As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Reread the book and have students point to the words as you read.

- Turn to page 6. Let's find a lowercase **f** on this page.

Book Discussion: Have students take turns recalling the different animals Jaxson has. Encourage them to use complete sentences as they share ideas.



Pre-Alphabetic Lesson 8

Lesson Focus: *Bb*

Step 1 Phonological Awareness

Blending: Compound Words

Model: *I am going to say two words. Then I will put the words together to make one big word. This is called a compound word. Say two words: **book, bag**. Repeat the words as tap your shoulder, then your elbow: **book, bag**. Slide your hand from your shoulder to your elbow as you blend the words together: **bookbag**.*

Guided Practice: *Now let's practice together. I am going to say two words. Then we will put them together to say one word: **butter, fly: butterfly**. Repeat the procedure: **bull, dog: bulldog**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **b** is a consonant. Write **Bb** on the easel and say the letter names. Point to the **Bb** on the ABC Bulletin Board. The letter **b** spells /b/ like in **ball**.*

Model: *Press your lips together tightly, then make your lips pop open. Turn your voice on to make this sound. That means you will be able to feel your throat vibrate. This is a sound that cannot be stretched out (voiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /b/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **ball**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Bb**.*

Model: Write an uppercase **B** on the easel as you say the verbal pathway: *Start at the top, line down, up, curve around, curve around.*

Guided Practice

- Have students practice forming the uppercase **B** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **b** on the easel as you say the verbal pathway: *Start at the top, line down, up, curve around.*

Guided Practice

- Repeat the procedure with the lowercase **b**.
- Then review any previously taught letter formations.

Step 3 Letter Name/Sound Activity

Letter Detective: **Bb**, Part 1: Alike and/or Different

Model: We will look at how the letters **B** and **b** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Bb** as you trace over each on the easel.
 - Uppercase **B**: *Start at the top, line down, up, curve around, curve around.*
 - Lowercase **b**: *Start at the top, line down, up, curve around.*
- How are they the same, and how are they different?
 - I notice they are different because uppercase **B** has a round top and bottom.

Guided Practice: Have students point to the round top on uppercase **B** and the round bottom on lowercase **b**. Have them discuss other similarities and differences (e.g., both letters start at the top with a line down; **B** has two curves and **b** has one curve).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/b/**.
Model by isolating the beginning sound: _____; **/b/**.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Name Letters Left to Right

We are going to take the letters out of our baggies and line them up from left to right quickly as we practice saying the name of each letter.

Model: Remove the **b** from your baggie and say the letter name as you set it on the table. Then choose another letter and place it to the right of the first letter as you say the letter name.

Guided Practice: Have students repeat the process with the letters in their baggies. Then ask them to go back to the beginning of their line of letters. From left to right, have students tap each letter and say the letter name.

Step 4 Independent Practice: **Bb**

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **B** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **b** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/b/** in the blank space.

Step 5 Read-Aloud Book: *Jaxson's Animals*

We are going to reread the book *Jaxson's Animals*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency. Read each page aloud, pointing to the words and reading in a slow but fluent voice.

Guided Practice: Pass out student books. Reread the book while students point to the words.

Book Discussion: Have students turn to page **16** and discuss how the dog is different from the other animals. Then discuss why Jaxson says he *likes* his other animals but *loves* his dog.

- Turn to page **12**. Find the letter **b**.



Pre-Alphabetic Lesson 9

Lesson Focus: *Nn*

Step 1 Phonological Awareness

Blending: Compound Words

Model: *I am going to say two words. Then I will put the words together to make one big word. This is called a compound word. Say two words: **news, paper**. Repeat the words as you tap your shoulder, then your elbow: **news, paper**. Slide your hand from your shoulder to your elbow as you blend the words together: **newspaper**.*

Guided Practice: *Let's practice together. I am going to say two words. Then we will put them together to say one word: **night, time: nighttime**. Repeat the procedure: **no, where: nowhere**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **n** is a consonant. Write **Nn** on the easel and say the letter names. Point to the **Nn** on the ABC Bulletin Board. The letter **n** spells /nnn/ like in **nest**.*

Model: *Open your mouth a little. Put your tongue on the roof of your mouth behind your top front teeth. The sides of your tongue should be touching your teeth. Air should come out of your nose as you make this sound. This is a sound that can be stretched out* (voiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /n/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **nest**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Nn**.*

Model: Write an uppercase **N** on the easel as you say the verbal pathway: *Start at the top, line down, slant down, up.*

Guided Practice

- Have students practice forming the uppercase **N** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **n** on the easel as you say the verbal pathway: *Line down, hump.*

Guided Practice

- Repeat the procedure with the lowercase **n**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *Nn*, Part 1: Alike and/or Different

Model: We will look at how the letters *N* and *n* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *Nn* as you trace over each on the easel.
 - Uppercase *N*: *Start at the top, line down, slant down, up.*
 - Lowercase *n*: *Line down, hump.*
- How are they the same, and how are they different?
 - I notice they are different because the uppercase *N* is made with a slant and the lowercase *n* is a line with a hump.

Guided Practice: Have students point to the slant on *N* and the hump on *n*. Have them discuss other similarities and differences (e.g., both letters start with a line down).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with */n/*.

Model by isolating the beginning sound: _____; */n/*.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Name Letters Left to Right

We are going to take the letters out of our baggies and line them up from left to right quickly as we practice saying the name of each letter.

Model: Remove the *n* from the baggie and say the letter name as you set it on the table. Then choose another letter and place it to the right of the first letter as you say the letter name.

Guided Practice: Have students repeat the process with the letters in their baggies. Then ask them to go back to the beginning of their line of letters. From left to right, have students tap each letter and say the letter name.

Step 4 Independent Practice: *Nn*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *N* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *n* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */n/* in the blank space.

Step 5 Read-Aloud Book: *Jaxson's Animals*

I am going to reread the book *Jaxson's Animals*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Have students point to the words as you reread the book to them or they echo read.

Book Discussion: Have students practice concepts of print and book handling skills.

- Show me the front cover of the book. Find the letter *n*. Show me the back cover of the book.
- Turn to page 6. Let's count the words in the sentence: 4.



Pre-Alphabetic Lesson 10

Lesson Focus: Cc

Step 1 Phonological Awareness

Blending: Compound Words

Model: *I am going to say two words. Then I will put the words together to make one big word, which is called a compound word. Say two words: **cup, cake**. Repeat the two words as you tap your shoulder, then your elbow: **cup, cake**. Slide your hand from your shoulder to your elbow as you blend the words together: **cupcake**.*

Guided Practice: *Now let's practice together. I am going to say two words. Then we will put them together to say one word: **cob, web: cobweb**. Repeat the procedure: **class, room: classroom**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **c** is a consonant. Write **Cc** on the easel and say the letter names. Point to the **Cc** on the ABC Bulletin Board. The letter **c** spells /k/ like in **cat**.*

Model: *Put the back of your tongue up to the very back of your mouth until it stops the stream of air. Release your tongue with a little puff of air (unvoiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /k/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **cat**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Cc**.*

Model: Write an uppercase **C** on the easel as you say the verbal pathway: **Pull back and curve around.**

Guided Practice

- Have students practice forming the uppercase **C** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **c** on the easel as you say the verbal pathway: **Pull back and curve around.**

Guided Practice

- Repeat the procedure with the lowercase **c**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Cc, Part 1: Alike and/or Different

Model: We will look at how the letters C and c are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Cc as you trace over each on the easel.
 - Upper-/Lowercase Cc: *Pull back and curve around.*
- How are they the same, and how are they different?
 - I notice they are the same because they both curve around.

Guided Practice: Point to the curves on the uppercase C and lowercase c. Have students discuss other similarities and differences (e.g., uppercase C is taller than lowercase c).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /k/.

Model by isolating the beginning sound: _____; /k/.

Guided Practice: Invite students to practice completing the sentence: I spy _____.

Name Letters Left to Right

We are going to take the letters out of our baggies and line them up from left to right quickly as we practice saying the name of each letter.

Model: Remove the c from the baggie and say the letter name as you set it on the table. Then choose another letter and place it to the right of the first letter as you say the letter name.

Guided Practice: Have students repeat the process with the letters in their baggies. Then ask them to go back to the beginning of their line of letters. From left to right, have students tap each letter and say the letter name.

Step 4 Independent Practice: Cc

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase C on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase c row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /k/ in the blank space.

Step 5 Read-Aloud Book: *Lovely Flowers*

Insects, birds, and a dog like the flowers in this garden.

Model: As you read the book aloud to students, model concepts of print and fluency.

Book Discussion: Have students talk about their favorite part of the story. Encourage them to use complete sentences.

- Turn to page 12. Have students locate the letter c.



Pre-Alphabetic Lesson 11

Lesson Focus: *Oo*

Step 1 Phonological Awareness

Blending: Compound Words

Model: *I am going to say two words. Then I will put the words together to make one big word, which is called a compound word. Say two words: **on, going**. Repeat the words as you tap your shoulder, then your elbow: **on, going**. Slide your hand from your shoulder to your elbow as you blend the words together: **ongoing**.*

Guided Practice: *Now let's practice together. I am going to say two words. Then we will put them together to say one word: **off, shore: offshore**. Repeat the procedure: **on, line: online**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **o** is a vowel.*

*Write **Oo** on the easel and say the letter names. Point to the **Oo** on the ABC Bulletin Board. The letter **o** spells /**oo**/ like in **octopus**.*

Model: *Open your mouth about halfway, make your lips round like a circle, and drop your chin. This is a sound that can be stretched out* (voiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /**o**/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **octopus**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Oo**.*

Model: Write an uppercase **O** on the easel as you say the verbal pathway: ***Pull back and curve around, close.***

Guided Practice

- Have students practice forming the uppercase **O** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **o** on the easel as you say the verbal pathway: ***Pull back and curve around, close.***

Guided Practice

- Repeat the procedure with the lowercase **o**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Oo, Part 1: Alike and/or Different

Model: We will look at how the letters O and o are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Oo as you trace over each on the easel.
 - Upper-/Lowercase Oo: *Pull back and curve around, close.*
- How are they the same, and how are they different?
 - I notice they are different because the uppercase O is taller than the lowercase o.

Guided Practice: Point to the uppercase O on the easel. Now point to the lowercase o. Have students discuss other similarities and differences (e.g., they both curve around).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /o/.

Model by isolating the beginning sound: _____; /o/.

Guided Practice: Invite students to practice completing the sentence: I spy _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: C. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound. Model finding the lowercase c and tapping it. Then say the letter name c and sound /k/.

Guided Practice: Write the lesson's target uppercase letter on the easel: O. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name o and sound /o/. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Oo

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase O on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase o row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /o/ in the blank space.

Step 5 Read-Aloud Book: *Lovely Flowers*

I am going reread the book *Lovely Flowers*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

- Watch how I start at the first word, move across the page, and point to each word as I read.

Guided Practice: Pass out student books.

- Turn to page 2 and put your finger on the first word. Remember to move across the page as you point to the words. Reread the book and have students point to the words as you read.
- Turn to page 16. Have students locate a lowercase o.

Book Discussion: Have students take turns recalling who likes flowers. Encourage them to use complete sentences as they share ideas.

**Please Note: This is a condensed version of the lesson plan.*



Pre-Alphabetic Lesson 12

Lesson Focus: *Dd*

Step 1 Phonological Awareness

Segmenting: Compound Words

Model: *I am going to say a compound word. Next, I will break the word apart by listening for the two smaller words. Then I will put the words together and say the whole word. Say the word: **daydream**. Break the word by first tapping your head as you say **day** and then tapping your shoulders as you say **dream**. Then say the whole word again: **daydream**.*

Guided Practice: *Now let's practice together. Say **doorknob**, and have students repeat it. Have them tap their head and say the first part (**door**), tap their shoulders and say the second part (**knob**), and then say: **doorknob**. Repeat the procedure: **downtown**: **down-town**, **downtown**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **d** is a consonant. Write **Dd** on the easel and say the letter names. Point to the **Dd** on the ABC Bulletin Board. The letter **d** spells /d/ like in **dog**.*

Model: *Put the tip of your tongue firmly against the roof of your mouth, just behind your top front teeth. Then quickly release it and let out a puff of air. This is like the /t/ sound, but your voice is on, so your throat will vibrate. This sound cannot be stretched out (voiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /d/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **dog**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Dd**.*

Model: Write an uppercase **D** on the easel as you say the verbal pathway: **Start at the top, line down, up, curve around.**

Guided Practice

- Have students practice forming the uppercase **D** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **d** on the easel as you say the verbal pathway: **Pull back, curve around, up high, down.**

Guided Practice

- Repeat the procedure with the lowercase **d**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *Dd*, Part 1: Alike and/or Different

Model: We will look at how the letters *D* and *d* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *Dd* as you trace over each on the easel.
 - Uppercase *D*: *Start at the top, line down, up, curve around.*
 - Lowercase *d*: *Pull back, curve around, up high, down.*
- How are they the same, and how are they different?
 - I notice they are different because the uppercase *D* has a big round belly that goes right, and the lowercase *d* has a round bottom that goes left.

Guided Practice: Have students point to the round belly on the *D* and the round bottom on *d*. Discuss other similarities and differences (e.g., both have a straight line; both have a curve).

Letter Detective, Part 2: I Spy

Model: Now we will play *I Spy* by looking around the room for something that starts with */d/*.

Model by isolating the beginning sound: _____; */d/*.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: *O*. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase *o* and tapping it. Then say the letter name *o* and sound */o/*.

Guided Practice: Write the lesson's target uppercase letter on the easel: *D*. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name *d* and sound */d/*. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: *Dd*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *D* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *d* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */d/* in the blank space.

Step 5 Read-Aloud Book: *Lovely Flowers*

We are going reread the book *Lovely Flowers*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books.

- Turn to page 2 and put your finger on the first word. Remember to move across the page as you point to the words. Reread the book and have students point to the words as you read.
- Turn to page 6. Have students locate a lowercase *d*.

Book Discussion: Have students turn to page 14 and discuss how the bumblebee is different from the other animals in the book. Encourage them to use complete sentences.



Pre-Alphabetic Lesson 13

Lesson Focus: *l*

Step 1 Phonological Awareness

Segmenting: Compound Words

Model: *I am going to say a compound word. Next, I will break the word apart by listening for the two smaller words. Then I will put the words together and say the whole word. Say the word: **lampshade**. Break the word by first tapping your head as you say **lamp** and then tapping your shoulders as you say **shade**. Then say the whole word again: **lampshade**.*

Guided Practice: *Let's practice together. Say **lawnmower**, and have students repeat it. Have them tap their head and say the first part (**lawn**), tap their shoulders and say the second part (**mower**), and then say: **lawnmower**. Repeat the procedure: **lifeguard**: **life-guard**, **lifeguard**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **l** is a consonant. Write **l** on the easel and say the letter names. Point to the **l** on the ABC Bulletin Board. The letter **l** spells /lll/ like in **leaf**.*

Model: *Put your tongue firmly on the roof of your mouth, just behind your top front teeth. This is a sound that can be stretched out* (voiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /l/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **leaf**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **l**.*

Model: Write an uppercase **L** on the easel as you say the verbal pathway: **Start at the top, line down, across.**

Guided Practice

- Have students practice forming the uppercase **L** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **l** on the easel as you say the verbal pathway: **Start at the top, line down.**

Guided Practice

- Repeat the procedure with the lowercase **l**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *l*, Part 1: Alike and/or Different

Model: We will look at how the letters *L* and *l* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *l* as you trace over each on the easel.
 - Uppercase *L*: *Start at the top, line down, across.*
 - Lowercase *l*: *Start at the top, line down.*
- How are they the same, and how are they different?
 - I notice they are different because the uppercase *L* has a line across the bottom.

Guided Practice: Have students point to the line across the bottom of the uppercase *L*. Have them discuss other similarities and differences (e.g., both have a straight line down).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with */l/*.

Model by isolating the beginning sound: _____; */l/*.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: *D*. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase *d* and tapping it. Then say the letter name *d* and the sound */d/*.

Guided Practice: Write the lesson's target uppercase letter on the easel: *L*. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name *l* and sound */l/*. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: *l*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *L* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *l* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */l/* in the blank space.

Step 5 Read-Aloud Book: *Lovely Flowers*

We are going to reread the book *Lovely Flowers*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Have students point to the words as you reread to them or they echo read.

Book Discussion: Have students practice concepts of print and book handling skills.

- Show me the front cover of the book. Find an uppercase *L*. Show me the back cover.
- Turn to page 4. Find a lowercase letter *l*.
- Turn to page 6. Point to the first word. Now let's count the words in the sentence: 4.

**Please Note: This is a condensed version of the lesson plan.*



Pre-Alphabetic Lesson 14

Lesson Focus: *Gg*

Step 1 Phonological Awareness

Segmenting: Compound Words

Model: *I am going to say a compound word. Next, I will break the word apart by listening for the two smaller words. Then I will put the words together and say the whole word. Say the word: *grandson*. Break the word by first tapping your head and say *grand* and then tapping your shoulders as you say *son*. Then say the whole word again: *grandson*.*

Guided Practice: *Let's practice together. Say *grasshopper*, and have students repeat it. Have them tap their head and say the first part (*grass*), tap their shoulders and say the second part (*hopper*), and then say: *grasshopper*. Repeat the procedure: *goldmine: gold-mine, goldmine*.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter *g* is a consonant. Write *Gg* on the easel and say the letter names. Point to the *Gg* on the ABC Bulletin Board. The letter *g* spells /g/ like in *girl*.*

Model: *Put the back of your tongue up to the very back of your mouth until it stops the stream of air. Release the stop with a little voiced puff of air. This is a sound that cannot be stretched out (voiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /g/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the *girl*. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase *Gg*.*

Model: Write an uppercase *G* on the easel as you say the verbal pathway: *Pull back and curve around, up, in.*

Guided Practice

- Have students practice forming the uppercase *G* with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase *g* on the easel as you say the verbal pathway: *Pull back, curve around, close, down, curve left.*

Guided Practice

- Repeat the procedure with the lowercase *g*.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Gg, Part 1: Alike and/or Different

Model: We will look at how the letters G and g are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Gg as you trace over each on the easel.
 - Uppercase G: Pull back and curve around, up, in.
 - Lowercase g: Pull back, curve around, close, down, curve left.
- How are they the same, and how are they different?
 - I notice they are different because the lowercase g has a tail with a curve at the end that hangs like a monkey's tail.

Guided Practice: Have students point to the tail shape on the lowercase g. Have them discuss other similarities and differences (e.g., both have a curved shape).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /g/.

Model by isolating the beginning sound: _____; /g/.

Guided Practice: Invite students to practice completing the sentence: I spy _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: L. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase l and tapping it. Then say the letter name l and sound /l/.

Guided Practice: Write the lesson's target uppercase letter on the easel: G. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name g and sound /g/. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Gg

Give each student their My ABC Journal and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase G on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase g row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /g/ in the blank space.

Step 5 Read-Aloud Book: Animal Tails

We are going to learn about different animals and their tails.

Model: As you read the book aloud to students, model concepts of print and fluency.

- Read the title and the author's name. Put your finger on the first word on the page. This is the first word, and this is where we start reading. Watch how I point to each word as I read. Read the page, pointing to the words and reading in a slow but fluent voice.

Book Discussion: Have students talk about which animal's tail they like the best. Encourage them to use complete sentences.

- Turn to page 6. Have students locate the letter g.



Pre-Alphabetic Lesson 15

Lesson Focus: *li*

Step 1 Phonological Awareness

Segmenting: Compound Words

Model: *I am going to say a compound word. Next, I will break the word apart by listening for the two smaller words. Then I will put the words together and say the whole word. Say the word: **infield**. Break the word by first tapping your head as you say **in** and then tapping your shoulders as you say **field**. Then say the whole word again: **infield**.*

Guided Practice: *Now let's practice together. Say **inside**, and have students repeat it. Have them tap their head and say the first part (**in**), tap their shoulders and say the second part (**side**), and then say: **inside**. Repeat the procedure: **inchworm**: **inch-worm**, **inchworm**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **i** is a vowel. Write **li** on the easel and say the letter names. Point to the **li** on the ABC Bulletin Board. The letter **i** spells **/iii/** like in **igloo**.*

Model: *Make a little smile with your mouth slightly open. This sound can be stretched out (voiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the **/i/** sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **igloo**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **li**.*

Model: Write an uppercase **l** on the easel as you say the verbal pathway: **Start at the top, line down, across, across.**

Guided Practice

- Have students practice forming the uppercase **l** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **i** on the easel as you say the verbal pathway: **Line down, dot.**

Guided Practice

- Repeat the procedure with the lowercase **i**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *li*, Part 1: Alike and/or Different

Model: We will look at how the letters *l* and *i* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *li* as you trace over each on the easel.
 - Uppercase *l*: **Start at the top, line down, across, across.**
 - Lowercase *i*: **Line down, dot.**
- How are they the same, and how are they different?
 - I notice they are different because the *i* has a dot and the *l* has a top and bottom line.

Guided Practice: Have students point to the top and bottom lines on the *l* and the dot on the *i*. Have them discuss other similarities and differences (e.g., they both have a straight line).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with */i/*.

Model by isolating the beginning sound: _____; */i/*.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: *G*. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase *g* and tapping it. Then say the letter name *g* and sound */g/*.

Guided Practice: Write the lesson's target uppercase letter on the easel: *I*. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name *i* and sound */i/*. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: *li*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *l* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *i* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */i/* in the blank space.

Step 5 Read-Aloud Book: *Animal Tails*

We are going to reread the book *Animal Tails*.

Model: As you read the book aloud to students, model concepts of print and fluency.

- Watch how I start at the first word, move across the page, and point to each word as I read.

Guided Practice: Pass out student books.

- Turn to page 2 and put your finger on the first word. Remember to move across the page as you point to the words. Reread the book and have students point to the words as you read.
- Turn to page 5. Have students locate the letter *i*.

Book Discussion: Have students take turns recalling the different animal tails they read about. Encourage them to use complete sentences as they share ideas.



Pre-Alphabetic Lesson 16

Lesson Focus: *Kk*

Step 1 Phonological Awareness

Blending: Two Syllables

Model: *I am going to say two parts of a word, or two syllables. Then I will put the parts together to make one word. Say: **king-dom**. Repeat the two parts as you tap your shoulder, then your elbow: **king-dom**. Slide your hand from your shoulder to your elbow as you blend the parts together, saying the whole word: **kingdom**.*

Guided Practice: *Now let's practice together. Say: **kitch-en**. Have students repeat the two parts as they tap their shoulder, then their elbow: **kitch-en**. Have students slide their hand from their shoulder to their elbow as they blend the parts together, saying the whole word: **kitchen**. Repeat the procedure: **kind-ness: kindness**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **k** is a consonant. Write **Kk** on the easel and say the letter names. Point to the **Kk** on the ABC Bulletin Board. The letter **k** spells /k/ like in **kite**.*

Model: *Put the back of your tongue up to the very back of your mouth until it stops the stream of air. Release your tongue with a little puff of air (unvoiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /k/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **kite**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Kk**.*

Model: Write an uppercase **K** on the easel as you say the verbal pathway: *Start at the top, line down, slant in, slant out.*

Guided Practice

- Have students practice forming the uppercase **K** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **k** on the easel as you say the verbal pathway: *Start at the top, line down, slant in, slant out.*

Guided Practice

- Repeat the procedure with the lowercase **k**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Kk, Part 1: Alike and/or Different

Model: We will look at how the letters **K** and **k** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Kk** as you trace over each on the easel.
 - Upper-/Lowercase **Kk**: **Start at the top, line down, slant in, slant out.**
- How are they the same, and how are they different?
 - I notice they are different because the top slanted line on the lowercase **k** is lower than the top slanted line on the uppercase **K**.

Guided Practice: Have students point to the top slanted lines on uppercase **K** and lowercase **k**. Have them discuss other similarities and differences (e.g., both start with a straight line down).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/k/**.

Model by isolating the beginning sound: _____; **/k/**.

Guided Practice: Invite students to practice completing the sentence: **I spy** _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: **I**. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase **i** and tapping it. Then say the letter name **i** and sound **/i/**.

Guided Practice: Write the lesson's target uppercase letter on the easel: **K**. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name **k** and sound **/k/**. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Kk

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **K** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **k** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/k/** in the blank space.

Step 5 Read-Aloud Book: Animal Tails

We are going to reread the book *Animal Tails*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

- Watch how I stop reading when I get to the last word on the page. Point to the last word on the page. Then turn the page and continue reading.

Guided Practice: Pass out student books.

- Turn to page 2 and put your finger on the first word. Remember to point to the words as you move across the page. Reread the book and have students point to the words as you read.

Book Discussion: Have students turn to page 16. Choose two tails and talk about how they are alike. Encourage students to use complete sentences.



Pre-Alphabetic Lesson 17

Lesson Focus: *Rr*

Step 1 Phonological Awareness

Blending: Two Syllables

Model: *I am going to say two parts of a word, or two syllables. Then I will put the parts together to make one word. Say: **re-ward**. Repeat the two parts as you tap your shoulder, then your elbow: **re-ward**. Slide your hand from your shoulder to your elbow as you blend the parts together, saying the whole word: **reward**.*

Guided Practice: *Now let's practice together. Say: **ro-bot**. Have students repeat the two parts as they tap their shoulder, then their elbow: **ro-bot**. Have students slide their hand from their shoulder to their elbow as they blend the parts together, saying the whole word: **robot**. Repeat the procedure: **ri-ver: river**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **r** is a consonant. Write **Rr** on the easel and say the letter names. Point to the **Rr** on the ABC Bulletin Board. The letter **r** spells /**rrr**/ like in **rabbit**.*

Model: *This is a sound that can be made in different ways. One way is to shape your lips like a square, and round your tongue up or down. Turn your voice on. This sound can be stretched out (voiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /**r**/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **rabbit**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Rr**.*

Model: Write an uppercase **R** on the easel as you say the verbal pathway: *Start at the top, line down, up, around, slant down.*

Guided Practice

- Have students practice forming the uppercase **R** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **r** as you say the verbal pathway: *Line down, up, curve over.*

Guided Practice

- Repeat the procedure with the lowercase **r**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Rr, Part 1: Alike and/or Different

Model: We will look at how the letters R and r are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Rr as you trace over each on the easel.
 - Uppercase R: *Start at the top, line down, up, around, slant down.*
 - Lowercase r: *Line down, up, curve over.*
- How are they the same, and how are they different?
 - I notice they are different because lowercase r has a hook and uppercase R does not.

Guided Practice: Have students point to the hook on the lowercase r. Have them discuss other similarities and differences (e.g., they both have a straight line down).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /r/.

Model by isolating the beginning sound: _____; /r/.

Guided Practice: Invite students to practice completing the sentence: I spy _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: K. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase k and tapping it. Then say the letter name k and sound /k/.

Guided Practice: Write the lesson's target uppercase letter on the easel: R. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name r and sound /r/. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Rr

Give each student their My ABC Journal and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase R on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase r row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /r/ in the blank space.

Step 5 Read-Aloud Book: Animal Tails

We are going to reread the book Animal Tails.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Have students point to the words as you reread the book to them or they echo read.

Book Discussion: Have students practice concepts of print and book handling skills.

- Show me the front cover of the book. Show me the back cover of the book.
- Turn to page 12. Have students locate the letter r.
- Turn to page 13. Count the words in the sentence: 4. Now point to the last word.

**Please Note: This is a condensed version of the lesson plan.*



Pre-Alphabetic Lesson 18

Lesson Focus: Jj

Step 1 Phonological Awareness

Blending: Two Syllables

Model: *I am going to say two parts of a word, or two syllables. Then I will put the parts together to make one word. Say: **jum-bo**. Repeat the two parts as you tap your shoulder, then your elbow: **jum-bo**. Slide your hand from your shoulder to your elbow as you blend the parts together, saying the whole word: **jumbo**.*

Guided Practice: *Now let's practice together. Say: **jack-et**. Have students repeat the two parts as they tap their shoulder, then their elbow: **jack-et**. Have students slide their hand from their shoulder to their elbow as they blend the parts together, saying the whole word: **jacket**. Repeat the procedure: **jun-gle: jungle**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **j** is a consonant.*

*Write **Jj** on the easel and say the letter names. Point to the **Jj** on the ABC Bulletin Board. The letter **j** spells /j/ like in **jump**.*

Model: *Square your lips like for the /sh/ sound. Put the end of your tongue against the roof of your mouth, and the tip of your tongue behind your top teeth. Release a voiced puff of air and drop your lower jaw slightly (voiced, stopped).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /j/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **child jumping**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Jj**.*

Model: Write an uppercase **J** on the easel as you say the verbal pathway: *Start at the top, line down, curve left, across.*

Guided Practice

- Have students practice forming the uppercase **J** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **j** as you say the verbal pathway: *Line down, curve left, dot.*

Guided Practice

- Repeat the procedure with the lowercase **j**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Jj, Part 1: Alike and/or Different

Model: We will look at how the letters J and j are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Jj as you trace over each on the easel.
 - Uppercase J: *Start at the top, line down, curve left, across.*
 - Lowercase j: *Line down, curve left, dot.*
- How are they the same, and how are they different?
 - I notice they are different because lowercase j has a dot at the top and uppercase J has a line across the top.

Guided Practice: Have students point to the dot on the j and the line on the J. Have them discuss other similarities and differences (e.g., both have a curved shape at the bottom).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /j/.

Model by isolating the beginning sound: _____; /j/.

Guided Practice: Invite students to practice completing the sentence: I spy _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: R. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase r and tapping it. Then say the letter name r and sound /r/.

Guided Practice: Write the lesson's target uppercase letter on the easel: J. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name j and sound /j/. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Jj

Give each student their My ABC Journal and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase J on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase j row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /j/ in the blank space.

Step 5 Read-Aloud Book: Beach Time for Clarence

Clarence the Dragon and Lily the Fairy are at the beach. Let's read about things they take to the beach.

Model: As you read the book aloud to students, model concepts of print and fluency.

- Read the title and the author's and illustrator's names. *The author is the person who wrote the book, and the illustrator is the person who made the pictures.*
- Notice how when I finish reading the last word in the first line, I start reading the first word of the next line. Read each page, pointing to the words and reading in a slow, fluent voice.

Book Discussion: Have students talk about their favorite part of the story. Encourage them to use complete sentences.



Pre-Alphabetic Lesson 19

Lesson Focus: Ee

Step 1 Phonological Awareness

Segmenting: Two Syllables

Model: *I am going to say a word. Then I will break the word apart by listening for the two parts, or syllables. Then I will put the parts back together and say the whole word. Say: **empty**. Break the word by first tapping your head as you say **emp** and then tapping your shoulders as you say **ty**. Put the parts back together and say the whole word: **empty**.*

Guided Practice: *Now let's practice together. Say **echo**, and have students repeat it. Have them tap their head and say the first part (**ech**), tap their shoulders and say the second part (**o**), and then say: **echo**. Repeat the procedure: **enjoy**: **en-joy**, **enjoy**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **e** is a vowel.*

*Write **Ee** on the easel and say the letter names. Point to the **Ee** on the ABC Bulletin Board. The letter **e** spells /eee/ like in **egg**.*

Model: *Open your mouth just a little. With relaxed lips, stretch the corners of your mouth and drop your chin. Turn your voice on to make this sound. That means you will be able to feel your throat vibrate. This is a sound that can be stretched out (voiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /e/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **egg**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Ee**.*

Model: Write an uppercase **E** on the easel as you say the verbal pathway: **Start at the top, line down, across, across, across.**

Guided Practice

- Have students practice forming the uppercase **E** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **e** as you say the verbal pathway: **Across, curve back and around.**

Guided Practice

- Repeat the procedure with the lowercase **e**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Ee, Part 1: Alike and/or Different

Model: We will look at how the letters **E** and **e** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Ee** as you trace over each on the easel.
 - Uppercase **E**: **Start at the top, line down, across, across, across.**
 - Lowercase **e**: **Across, curve back and around.**
- How are they the same, and how are they different?
 - I notice they are the same because they both have a straight line in the middle.

Guided Practice: Have students point to the straight line in the middle of **Ee**. Discuss other similarities and differences (e.g., **E** has a straight line on the top and bottom, but **e** doesn't).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/e/**.

Model by isolating the beginning sound: _____; **/e/**.

Guided Practice: Invite students to practice completing the sentence: **I spy** _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: **J**. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase **j** and tapping it. Then say the letter name **j** and sound **/j/**.

Guided Practice: Write the lesson's target uppercase letter on the easel: **E**. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name **e** and sound **/e/**. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Ee

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **E** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **e** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/e/** in the blank space.

Step 5 Read-Aloud Book: Beach Time for Clarence

We are going to reread the book *Beach Time for Clarence*.

Model: As you read the book aloud to students, model concepts of print and fluency.

- When I finish reading the last word of a line, I start reading the first word of the next line.

Guided Practice: Pass out student books.

- Turn to page **2** and put your finger on the first word. Move across the page as you point to the words. Reread the book and have students point to the words as you read.
- Turn to page **10**. Have students locate the letter **e**.

Book Discussion: Have students take turns recalling the different things Clarence took to the beach. Encourage them to use complete sentences. *What do you take to the beach?*



Pre-Alphabetic Lesson 20

Lesson Focus: *Hh*

Step 1 Phonological Awareness

Segmenting: Two Syllables

Model: *I am going to say a word. Then I will break the word apart by listening for the two parts, or syllables. Then I will put the parts back together and say the whole word. Say: **harvest**. Break the word by first tapping your head as you say **har** and then tapping your shoulders as you say **vest**. Put the parts back together and say the whole word: **harvest**.*

Guided Practice: *Now let's practice together. Say **hungry**, and have students repeat it. Have them tap their head and say the first part (**hun**), tap their shoulders and say the second part (**gry**), and then say: **hungry**. Repeat the procedure: **hunting**: **hunt-ing**, **hunting**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **h** is a consonant. Write **Hh** on the easel and say the letter names. Point to the **Hh** on the ABC Bulletin Board. The letter **h** spells /h/ like in **hat**.*

Model: *Open your mouth wide and let out a puff of air. This sound cannot be stretched (unvoiced).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /h/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **hat**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Hh**.*

Model: Write an uppercase **H** on the easel as you say the verbal pathway: *Start at the top, line down, line down, across.*

Guided Practice

- Have students practice forming the uppercase **H** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **h** on the easel as you say the verbal pathway: *Start at the top, line down, hump.*

Guided Practice

- Repeat the procedure with the lowercase **h**.
- Then review any previously taught letter formations.

Step 3 Letter Name/Sound Activity

Letter Detective: Hh, Part 1: Alike and/or Different

Model: We will look at how the letters **H** and **h** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Hh** as you trace over each on the easel.
 - Uppercase **H**: *Start at the top, line down, line down, across.*
 - Lowercase **h**: *Start at the top, line down, hump.*
- How are they the same, and how are they different?
 - *I notice they are different because the lowercase **h** has a hump.*

Guided Practice: Have students point to the hump on lowercase **h**. Have them discuss other similarities and differences (e.g., they both start with a straight line).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/h/**.

Model by isolating the beginning sound: _____; **/h/**.

Guided Practice: Invite students to practice completing the sentence: *I spy _____.*

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: **E**. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase **e** and tapping it. Then say the letter name **e** and sound **/e/**.

Guided Practice: Write the lesson's target uppercase letter on the easel: **H**. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name **h** and sound **/h/**. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Hh

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **H** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **h** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/h/** in the blank space.

Step 5 Read-Aloud Book: Beach Time for Clarence

We are going to reread the book *Beach Time for Clarence*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

- *Remember, when I finish reading the last word in the line, I start reading the first word of the next line.* Read each page, pointing to the words and reading in a slow but fluent voice.

Guided Practice: Pass out student books.

- *Point to the words as I read.* Prompt students to move their pointer finger to the first word in the second line after reading the last word in the first line.

Book Discussion: Have students take turns talking about what Clarence and Lily do at the beach. Turn to page **16**. What is helping Clarence to swim?



Pre-Alphabetic Lesson 21

Lesson Focus: **Uu**

Step 1 Phonological Awareness

Segmenting: Two Syllables

Model: *I am going to say a word. Then I will break the word apart by listening for the two parts, or syllables. Then I will put the parts back together and say the whole word. Say: **upper**. Break the word by first tapping your head as you say **up** and then tapping your shoulders as you say **per**. Put the parts back together and say the whole word: **upper**.*

Guided Practice: *Now let's practice together. Say **under**, and have students repeat it. Have them tap their head and say the first part (**un**), tap their shoulders and say the second part (**der**), and then say: **under**. Repeat the procedure: **untie**: **un-tie**, **untie**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **u** is a vowel.*

*Write **Uu** on the easel and say the letter names. Point to the **Uu** on the ABC Bulletin Board. The letter **u** spells /uuu/ like in **umbrella**.*

Model: *Open your mouth about the width of a pencil. Relax your lips and turn your voice on to make this sound. That means you will be able to feel your throat vibrate. This sound can be stretched out (voiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /u/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **umbrella**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Uu**.*

Model: Write an uppercase **U** on the easel as you say the verbal pathway: **Start at the top, down, curve around, up**.

Guided Practice

- Have students practice forming the uppercase **U** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **u** on the easel as you say the verbal pathway: **Down, curve up, down**.

Guided Practice

- Repeat the procedure with the lowercase **u**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *Uu*, Part 1: Alike and/or Different

Model: We will look at how the letters *U* and *u* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *Uu* as you trace over each on the easel.
 - Uppercase *U*: *Start at the top, down, curve around, up.*
 - Lowercase *u*: *Down, curve up, down.*
- How are they the same, and how are they different?
 - I notice they are the same because they both curve around and up.

Guided Practice: Have students point to the curve in both upper- and lowercase *Uu*. Have them discuss other similarities and differences (e.g., *u* ends with a straight line down).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with */u/*.

Model by isolating the beginning sound: _____; */u/*.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: *H*. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase *h* and tapping it. Then say the letter name *h* and sound */h/*.

Guided Practice: Write the lesson's target uppercase letter on the easel: *U*. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name *u* and sound */u/*. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: *Uu*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *U* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *u* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */u/* in the blank space.

Step 5 Read-Aloud Book: *Beach Time for Clarence*

We are going to reread the book *Beach Time for Clarence*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Have students point to the words as you reread the book to students or they echo read.

Book Discussion: Have students practice concepts of print and book handling skills.

- Turn to page 8. Point to the words as I read this page. After I finish reading the first line, show me how you move your finger to the first word in the second line.
- Turn to page 10. Have students locate the letter *u*.
- Turn to page 12. Let's count the words in both sentences on this page: 7.



Pre-Alphabetic Lesson 22

Lesson Focus: *Qq*

Step 1 Phonological Awareness

Blending: Three Syllables

Model: *I am going to say three parts of a word, or three syllables. Then I will put the parts together to make one word. Say: **qual-i-ty**. Repeat the three parts as you tap your shoulder, then your elbow, and then your wrist: **qual-i-ty**. Slide your hand from your shoulder to your wrist as you blend the parts together, saying the whole word: **quality**.*

Guided Practice: *Now let's practice together. Say: **quart-er-back**. Have students repeat the three parts as they tap their shoulder, then their elbow, and then their wrist: **quart-er-back**. Have students slide their hand from their shoulder to their wrist as they blend the parts together, saying the whole word: **quarterback**. Repeat the procedure: **qui-et-er: quieter**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The letter **q** is a consonant. Write **Qq** on the easel and say the letter names. Point to the **Qq** on the ABC Bulletin Board. The letter **q** works together with the letter **u** to spell **/kw/** like in **queen**. We are going to learn how to make the sound for **qu** by blending the **/k/** and the **/w/** sounds together to say **/kw/**.*

Model: *Put the back of your tongue up to the very back of your mouth until it stops the stream of air. Round your lips like for a kiss or to blow out a candle. Let out a voiced stream of air (voiced).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the **/kw/** sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **queen**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Qq**.*

Model: Write an uppercase **Q** on the easel as you say the verbal pathway: **Pull back and curve around, close, slant cross**.

Guided Practice

- Have students practice forming the uppercase **Q** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **q** on the easel: **Pull back, curve around, close, down, curve right**.

Guided Practice

- Repeat the procedure with the lowercase **q**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Qq, Part 1: Alike and/or Different

Model: We will look at how the letters Q and q are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Qq as you trace over each on the easel.
 - Uppercase Q: *Pull back and curve around, close, slant cross.*
 - Lowercase q: *Pull back, curve around, close, down, curve right.*
- How are they the same, and how are they different?
 - I notice they are different because the lowercase q has a straight line down.

Guided Practice: Have students point to the straight line down on the lowercase q. Have them discuss other similarities and differences (e.g., they both have a curved shape; Q is taller).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /kw/.

Model by isolating the beginning sound: _____; /kw/.

Guided Practice: Invite students to practice completing the sentence: *I spy _____.*

Match Upper- and Lowercase Letters

We are going to practice matching upper- and lowercase letters.

Model: Write a previously taught uppercase letter on the easel: U. Now I will locate the matching lowercase letter on my magnetic letter tray, tap it, and say the letter name and sound.

Model finding the lowercase u and tapping it. Then say the letter name u and sound /u/.

Guided Practice: Write the lesson's target uppercase letter on the easel: Q. Find the lowercase match on your magnetic letter tray and tap it. Now say the letter name q and sound /kw/. Write another previously taught uppercase letter on the easel and repeat the procedure.

Step 4 Independent Practice: Qq

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase Q on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase q row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /kw/ in the blank space.

Step 5 Read-Aloud Book: *Oliver Goes Camping*

This is a story about a cat named Oliver. Let's see what Oliver is taking with him on his camping trip.

Model: As you read the book aloud to students, model concepts of print and fluency.

- Read the title and the author's name.
- Watch how I point to each word as I read. Notice that when I finish reading the last word in the first line, I start reading the first word at the beginning of the next line. Read each page, pointing to the words and reading in a slow but fluent voice.

Book Discussion: Have students talk about their favorite part of the story. Encourage them to use complete sentences.



Pre-Alphabetic Lesson 23

Lesson Focus: Vv

Step 1 Phonological Awareness

Blending: Three Syllables

Model: *I am going to say three parts of a word, or three syllables. Then I will put the parts together to make one word. Say: **vol-ca-no**. Repeat the three parts as you tap your shoulder, then your elbow, and then your wrist: **vol-ca-no**. Slide your hand from your shoulder to your wrist as you blend the parts together, saying the whole word: **volcano**.*

Guided Practice: *Now let's practice together. Say: **vis-it-or**. Have students repeat the three parts as they tap their shoulder, then their elbow, and then their wrist: **vis-it-or**. Have students slide their hand from their shoulder to their wrist as they blend the parts together, saying the whole word: **visitor**. Repeat the procedure: **va-ca-tion: vacation**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **v** is a consonant. Write **Vv** on the easel and say the letter names. Point to the **Vv** on the ABC Bulletin Board. The letter **v** spells /vvv/ like in **violin**.*

Model: *Put your top teeth firmly on your lower lip and force out a voiced stream of air. This sound can be stretched out (voiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /v/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **violin**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Vv**.*

Model: Write an uppercase **V** on the easel as you say the verbal pathway: **Start at the top, slant down, up.**

Guided Practice

- Have students practice forming the uppercase **V** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **v** on the easel as you say the verbal pathway: **Slant down, up.**

Guided Practice

- Repeat the procedure with the lowercase **v**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Vv, Part 1: Alike and/or Different

Model: We will look at how the letters V and v are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Vv as you trace over each on the easel.
 - Uppercase V: *Start at the top, slant down, up.*
 - Lowercase v: *Slant down, up.*
- How are they the same, and how are they different?
 - I notice they are different because the lowercase v is smaller.

Guided Practice: Have students point to the taller uppercase V and the shorter lowercase v. Have them discuss other similarities and differences (e.g., they have the same shape).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with /v/.

Model by isolating the beginning sound: _____; /v/.

Guided Practice: Invite students to practice completing the sentence: *I spy _____.*

Find the Letter That Spells That Sound

We are going to practice finding the letter that spells a sound using our ABC Chart Cards.

Model: Let's use a letter we've learned: Mm. I will begin by saying a sound. Then I will point to the letter that spells that sound on my ABC Chart Card. Say /mmm/, then point to the Mm. Say the name of the picture (*mouse*), isolating the first sound (/m/), then say the letter name (m).

Guided Practice: Now you try. Find the letter that spells /v/. Have students find and point to the letter that spells that sound. Then have them say the name of the picture (*violin*), isolating the first sound (/v/), and say the letter name (v). Repeat with 2–3 other previously taught letters.

Step 4 Independent Practice: Vv

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase V on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase v row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with /v/ in the blank space.

Step 5 Read-Aloud Book: *Oliver Goes Camping*

We are going to reread the book *Oliver Goes Camping*.

Model: As you read the book aloud to students, model concepts of print and fluency.

- *When I finish reading the last word of a line, I start reading the first word of the next line.*

Guided Practice: Pass out student books.

- *Point to the words as I read.* Prompt students to move their pointer finger to the first word in the second line after reading the last word in the first line.
- *Turn to page 4.* Have students locate the letter v.

Book Discussion: Have students take turns recalling the different things Oliver took camping. Encourage them to use complete sentences.



Pre-Alphabetic Lesson 24

Lesson Focus: *Ww*

Step 1 Phonological Awareness

Blending: Three Syllables

Model: *I am going to say three parts of a word, or three syllables. Then I will put the parts together to make one word. Say: **wil-der-ness**. Repeat the three parts as you tap your shoulder, then your elbow, and then your wrist: **wil-der-ness**. Slide your hand from your shoulder to your wrist as you blend the parts together, saying the whole word: **wilderness**.*

Guided Practice: *Now let's practice together. Say: **wat-er-slide**. Have students repeat the three parts as they tap their shoulder, then their elbow, and then their wrist: **wat-er-slide**. Have students slide their hand from their shoulder to their wrist as they blend the parts together, saying the whole word: **waterslide**. Repeat the procedure: **won-der-ful: wonderful**.*

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **w** is a consonant. Write **Ww** on the easel and say the letter names. Point to the **Ww** on the ABC Bulletin Board. The letter **w** spells /www/ like in **wagon**.*

Model: *Round your lips like for a kiss or to blow out a candle. Let out a voiced stream of air. This sound can be stretched out (voiced).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /w/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **wagon**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Ww**.*

Model: Write an uppercase **W** on the easel as you say the verbal pathway: *Start at the top, slant down, up, down, up.*

Guided Practice

- Have students practice forming the uppercase **W** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **w** on the easel as you say the verbal pathway: *Slant down, up, down, up.*

Guided Practice

- Repeat the procedure with the lowercase **w**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: *Ww*, Part 1: Alike and/or Different

Model: We will look at how the letters *W* and *w* are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter *Ww* as you trace over each on the easel.
 - Uppercase *W*: *Start at the top, slant down, up, down, up.*
 - Lowercase *w*: *Slant down, up, down, up.*
- How are they the same, and how are they different?
 - *I notice they are different because the lowercase *w* is smaller.*

Guided Practice: Have students point to the taller uppercase *W* and the shorter lowercase *w*. Have them discuss other similarities and differences (e.g., they have the same shape).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with */w/*.

Model by isolating the beginning sound: _____; */w/*.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Find the Letter That Spells That Sound

We are going to practice finding the letter that spells a sound using our ABC Chart Cards.

Model: Let's use a letter we've learned: *Vv*. I will begin by saying a sound. Then I will point to the letter that spells that sound on my ABC Chart Card. Say: */v/*, then point to the *Vv*. Say the name of the picture (*violin*), isolating the first sound (*/v/*), and then say the letter name (*v*).

Guided Practice: Now you try. Find the letter that spells */w/*. Have students find and point to the letter that spells that sound. Then have them say the name of the picture (*wagon*), isolating the first sound (*/w/*), and say the letter name (*w*). Repeat with 2–3 previously taught letters.

Step 4 Independent Practice: *Ww*

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *W* on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase *w* row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with */w/* in the blank space.

Step 5 Read-Aloud Book: *Oliver Goes Camping*

We are going to reread the book *Oliver Goes Camping*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books.

- *Point to the words as I read.* Prompt students to move their pointer finger to the first word in the second line after reading the last word in the first line.

Book Discussion: Have students turn to page 12 and discuss how marshmallows are different from all the other things Oliver takes camping. Encourage them to use complete sentences.

- *Why do you think Oliver has a backpack? What do you think he might use it for?*
- *Turn to page 10.* Have students locate the letter *w*.



Pre-Alphabetic Lesson 25

Lesson Focus: Xx

Step 1 Phonological Awareness

Segmenting: Three Syllables

Model: *I am going to say a word. I will break the word apart by listening for the three parts, or syllables. Then I will put the parts back together and say the whole word. Say: **exploring**. Break the word by first tapping your head as you say **ex**, then your shoulders (**plor**), and then your knees (**ing**). Put the parts back together and say the whole word: **exploring**.*

Guided Practice: Say **excellent**, and have students repeat it. Have them tap their head and say the first part (**ex**), tap their shoulders and say the second part (**cel**), tap their knees and say the third part (**lent**), and then say: **excellent**. Repeat the procedure: **exercise: ex-er-cise, exercise**.

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **x** is a consonant. Write **Xx** on the easel and say the letter names. Point to the **Xx** on the ABC Bulletin Board. The letter **x** spells /ks/.*

Model: *The /ks/ sound is a combination of /k/ and /s/. To make the /ks/ sound, combine these sounds. Begin by having your tongue raised in the back, then move it directly behind your top front teeth and blow out air (unvoiced).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /ks/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **Xx** on the ABC Chart Card. Say the sound and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Xx**.*

Model: Write an uppercase **X** on the easel as you say the verbal pathway: **Start at the top, slant down, slant down.**

Guided Practice

- Have students practice forming the uppercase **X** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **x** on the easel as you say the verbal pathway: **Slant down, slant down.**

Guided Practice

- Repeat the procedure with the lowercase **x**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Xx, Part 1: Alike and/or Different

Model: We will look at how the letters X and x are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter Xx as you trace over each on the easel.
 - Uppercase X: *Start at the top, slant down, slant down.*
 - Lowercase x: *Slant down, slant down.*
- How are they the same, and how are they different?
 - I notice they are different because the lowercase x is smaller.

Guided Practice: Have students point to the taller uppercase X and the shorter lowercase x. Have them discuss other similarities and differences (e.g., they have the same shape).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that ends with /ks/.

Model by isolating the ending sound: _____; /ks/.

Guided Practice: Invite students to practice completing the sentence: *I spy _____.*

Find the Letter That Spells That Sound

We are going to practice finding the letter that spells a sound using our ABC Chart Cards.

Model: Let's use a letter we've learned: Ww. I will begin by saying a sound. Then I will point to the letter that spells that sound on my ABC Chart Card. Say /w/, then point to the Ww. Say the name of the picture (*wagon*), isolating the first sound (/w/), then say the letter name (w).

Guided Practice: Now you try. Find the letter that spells /ks/. Have students find and point to the letter that spells that sound. Then have them say the letter name (x). Repeat with 2–3 other previously taught letters.

Step 4 Independent Practice: Xx

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase X on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase x row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the ending sound. Repeat with the other two pictures.
- Have students draw a picture of something that ends with /ks/ in the blank space.

Step 5 Read-Aloud Book: *Oliver Goes Camping*

We are going to reread the book *Oliver Goes Camping*.

Model (Optional): As you read the book aloud to students, model concepts of print and fluency.

Guided Practice: Pass out student books. Have students point to the words as you reread the book to them or they echo read.

Book Discussion: Have students practice concepts of print and book handling skills.

- Turn to page 2. Point to the words as I read this page. After I finish reading the first line, show me how you move your finger to the first word in the second line.
- Turn to page 4. Let's count the words in the sentence: 7.



Pre-Alphabetic Lesson 26

Lesson Focus: Yy

Step 1 Phonological Awareness

Segmenting: Three Syllables

Model: *I am going to say a word. I will break the word apart by listening for the three parts, or syllables. Then I will put the parts back together and say the whole word. Say: **yodeling**. Break the word by first tapping your head as you say **yo**, then your shoulders (**del**), and then your knees (**ing**). Put the parts back together and say the whole word: **yodeling**.*

Guided Practice: Say **yesterday**, and have students repeat it. Have them tap their head and say the first part (**yes**), tap their shoulders and say the second part (**ter**), tap their knees and say the third part (**day**), and then say: **yesterday**. Repeat the procedure: **yummier**: **yum-mi-er**, **yummier**.

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **y** is a consonant. Write **Yy** on the easel and say the letter names. Point to the **Yy** on the ABC Bulletin Board. The letter **y** spells /yyy/ like in **yo-yo**.*

Model: *With your mouth open, raise the middle of your tongue to the roof of your mouth. Release a voiced stream of air (voiced, continuous).*

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /y/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **yo-yo**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Yy**.*

Model: Write an uppercase **Y** on the easel as you say the verbal pathway: **Start at the top, slant in, slant in, down.**

Guided Practice

- Have students practice forming the uppercase **Y** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **y** on the easel as you say the verbal pathway: **Slant in, slant down.**

Guided Practice

- Repeat the procedure with the lowercase **y**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Yy, Part 1: Alike and/or Different

Model: We will look at how the letters **Y** and **y** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Yy** as you trace over each on the easel.
 - Uppercase **Y**: *Start at the top, slant in, slant in, down.*
 - Lowercase **y**: *Slant in, slant down.*
- How are they the same, and how are they different?
 - I notice they are different because the uppercase **Y** has a straight line down, but the lowercase **y** has a long slanted line down, like a tail.

Guided Practice: Have students point to the straight line down on **Y** and slanted line down on **y**. Have them discuss other similarities and differences (e.g., they both have a slant in).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/y/**.

Model by isolating the beginning sound: _____; **/y/**.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Find the Letter That Spells That Sound

We are going to practice finding the letter that spells a sound using our ABC Chart Cards.

Model: Let's use a letter we've learned: **Bb**. I will begin by saying a sound. Then I will point to the letter that spells that sound on my ABC Chart Card. Say **/b/**, then point to the **Bb**. Say the name of the picture (**ball**), isolating the first sound (**/b/**), then say the letter name (**b**).

Guided Practice: Now you try. Find the letter that spells **/y/**. Have students find and point to the letter that spells that sound. Then have them say the name of the picture (**yo-yo**), isolating the first sound (**/y/**), and say the letter name (**y**). Repeat with 2–3 other previously taught letters.

Step 4 Independent Practice: Yy

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **Y** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **y** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/y/** in the blank space.

Step 5 Read-Aloud Book: Look Out for the Lion

In this story, a hungry lion is looking for food. Marvin Pig is also hungry. Let's see what happens.

Model: As you read the book aloud to students, model concepts of print and fluency.

- Read the title, the author's name, and the illustrator's name.
- Watch how I point to each word as I read. Notice that when I finish reading the last word in the first line, I start reading the first word at the beginning of the next line.

Book Discussion: Have students talk about their favorite part of the story. Encourage them to use complete sentences.

- Turn to page 7. Have students find the letter **y**.



Pre-Alphabetic Lesson 27

Lesson Focus: Zz

Step 1 Phonological Awareness

Segmenting: Three Syllables

Model: *I am going to say a word. I will break the word apart by listening for the three parts, or syllables. Then I will put the parts back together and say the whole word. Say: **zucchini**. Break the word by first tapping your head as you say **zuc**, then your shoulders (**chi**), and then your knees (**ni**). Put the parts back together and say the whole word: **zucchini**.*

Guided Practice: Say **xylophone**, and have students repeat it. Have them tap their head and say the first part (**xy**), tap their shoulders and say the second part (**lo**), tap their knees and say (**phone**), and then say: **xylophone**. Repeat the procedure: **zookeeper**: **zoo-keep-er**, **zookeeper**.

Step 2 Explicit Teach

Teach Letter Name and Sound

*The alphabet is made up of 26 letters that are either consonants or vowels. The letter **z** is a consonant. Write **Zz** on the easel and say the letter names. Point to the **Zz** on the ABC Bulletin Board. The letter **z** spells /zzz/ like in **zebra**.*

Model: *Put your teeth together, edge to edge. Put your tongue directly behind your top front teeth. Do not let your tongue touch your teeth. Let out a voiced stream of air. This sound can be stretched out* (voiced, continuous).

Guided Practice: Show students the mouth movement picture. Describe the articulatory gesture as students practice making the /z/ sound. Add the picture to the ABC Bulletin Board.

- Distribute the ABC Chart Cards. *Let's find the **zebra**. Let's say the picture, the initial sound, and the letter name.*

Teach Letter Formation

*We will learn how to form an upper- and lowercase **Zz**.*

Model: Write an uppercase **Z** on the easel as you say the verbal pathway: **Start at the top, across, slant down, across.**

Guided Practice

- Have students practice forming the uppercase **Z** with their finger in the air, then on the table, as you recite the verbal pathway.
- Then have them practice using a dry-erase marker at the bottom of the ABC Chart Card.

Model: Write a lowercase **z** on the easel as you say the verbal pathway: **Across, slant down, across.**

Guided Practice

- Repeat the procedure with the lowercase **z**.
- Then review any previously taught letter formations.

**Please Note: This is a condensed version of the lesson plan.*

Step 3 Letter Name/Sound Activity

Letter Detective: Zz, Part 1: Alike and/or Different

Model: We will look at how the letters **Z** and **z** are the same and/or different. Think about how these letters look, how they are formed, and the types of lines that are used to form them.

- Say the verbal pathway for each form of the letter **Zz** as you trace over each on the easel.
 - Uppercase **Z**: *Start at the top, across, slant down, across.*
 - Lowercase **z**: *Across, slant down, across.*
- How are they the same, and how are they different?
 - *I notice they are different because the lowercase **z** is smaller.*

Guided Practice: Have students point to the larger uppercase **Z** and the smaller lowercase **z**. Have them discuss other similarities and differences (e.g., they have the same shape).

Letter Detective, Part 2: I Spy

Model: Now we will play I Spy by looking around the room for something that starts with **/z/**.

Model by isolating the beginning sound: _____; **/z/**.

Guided Practice: Invite students to practice completing the sentence: *I spy* _____.

Find the Letter That Spells That Sound

We are going to practice finding the letter that spells a sound using our ABC Chart Cards.

Model: Let's use a letter we've learned: **Yy**. I will begin by saying a sound. Then I will point to the letter that spells that sound on my ABC Chart Card. Say **/y/**, then point to the **Yy**. Say the name of the picture (**yo-yo**), isolating the first sound (**/y/**), and then say the letter name (**y**).

Guided Practice: Now you try. Find the letter that spells **/z/**. Have students find and point to the letter that spells that sound. Then have them say the name of the picture (**zebra**), isolating the first sound (**/z/**), and say the letter name (**z**). Repeat with 2–3 other previously taught letters.

Step 4 Independent Practice: Zz

Give each student their *My ABC Journal* and a pencil.

- Have students point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase **Z** on the page. Say the verbal pathway as students use their finger to trace the track. Then have students trace the dotted line and practice on their own in the blank space provided. Repeat with the lowercase **z** row.
- Direct students to the three pictures. Begin by naming the first picture and isolating the initial sound. Repeat with the other two pictures.
- Have students draw a picture of something that starts with **/z/** in the blank space.

Step 5 Read-Aloud Book: Look Out for the Lion

We are going to reread the book *Look Out for the Lion*.

Model: As you read the book aloud to students, model concepts of print and fluency.

- Read each page, pointing to the words and reading in a slow but fluent voice.

Guided Practice: Pass out student books.

- *Point to the words as I read.* Prompt students to move their pointer finger to the first word in the second line after reading the last word in the first line.

Book Discussion: Work with students to develop oral language skills as you discuss the book.

- *Turn to page 12.* Why do you think Princess Pig says, "Look out! Come up here!" to Marvin? Encourage students to use complete sentences.