

INTRODUCING LETTERS AND SOUNDS WITH THE PRE-ALPHABETIC KIT



The In Tandem Pre-Alphabetic Kit includes 27 carefully crafted lessons that provide explicit instruction in letter identification, letter-sound knowledge, and letter formation. The lesson sequence was developed to begin by teaching high-utility letters first, then continues to include all letters of the alphabet. The lessons can be conducted in small group or with individual students. The Pre-Alphabetic lessons are designed around a gradual release of responsibility framework, where the concept is explicitly taught and modeled, and then students engage in a guided practice and then practice independently. Corrective feedback is embedded in the lesson along with tips for English language learners. Additionally, embedded within each lesson are multiple opportunities for intentional cumulative review and daily progress monitoring. Through these lessons, students also begin to develop phonological awareness, concepts of print, listening comprehension, and oral language.

The Pre-Alphabetic kit is included in the In Tandem Kindergarten Kit. It can also be purchased as an add-on to any grade-level kit.

The Pre-Alphabetic lessons are an appropriate starting place for any student demonstrating knowledge of 20 or fewer letters on the [Letter-Sound Assessment](#), including beginning kindergartners, any student in the pre-alphabetic stage of reading, and English language learners needing instruction in the English alphabet. The [Letter Formation Assessment](#) should also be given before starting the Pre-Alphabetic lessons in order to gain a baseline understanding of students' letter formation knowledge. The goal of these lessons is to expose students to key foundational literacy skills and provide students with a basis for and introduction to the skills that will be built upon in subsequent kits. Mastery of all learning objectives may not be achieved.

Once students progress out of the Pre-Alphabetic lessons, In Tandem Kindergarten, Lessons 1–18, will continue the learning by reteaching and reinforcing the skills and concepts necessary to progress students into the next stage of reading.

The Pre-Alphabetic kit is included with the Kindergarten kit and can be an add-on for the First and Second Grade kits. These lessons are digital and are available online.

Teachers using the In Tandem Pre-Alphabetic Kit have two options for implementation:

Option 1: Teach all 27 lessons in the intended order. In addition to alphabetic instruction, the lessons contain carefully sequenced phonological awareness instruction. The phonological awareness activities are intended to build on each other across lessons, progressing from simple to more complex. Additionally, students are introduced to and practice concepts of print through a teacher read-aloud. The read-aloud books are used across several lessons.

Option 2: Teach Lesson 1 and then select only the lessons that correspond to the letters in which students need instruction. This option may be appropriate for students who are close to controlling approximately 20 letter names and are controlling early phonological awareness skills such as blending and segmenting at the sentence and syllable level, alliteration, and/or concepts of print. This is also a good option for first and second grade students who know between 21 and 39 letters and could benefit from dedicated lessons.

TIP:

The Pre-Alphabetic lessons are digital and can be found online. The lesson is formatted as a drop-down menu, allowing teachers to only open the portion of the lesson they are working in. Additional drop-downs for corrective feedback and ELL support are embedded within each lesson step. To assist teachers in preparation and planning, a lesson overview including objectives and the teacher and student materials are listed at the top of each lesson in the Materials and Preparation section. This format allows for quick navigation through the lesson as teachers are planning and teaching.

Scope and Sequence

Pre-Alphabetic Scope and Sequence

Lesson Number	Letter Focus (Letter Name, Letter Sound, and Letter Formation)	Phonological Awareness Focus	Read-Aloud Book	Concepts of Print
1	Types of Lines: Straight Lines, Slanted Lines, and Curves	Sentence Segmentation	<i>Porcupine's Boo-Boo</i>	<ul style="list-style-type: none"> Front/back cover Role of author and illustrator
2	Ss	Sentence Segmentation with Alliteration	<i>We Like Sunglasses</i>	<ul style="list-style-type: none"> Front/back cover Role of author and illustrator One-to-one matching
3	Mm	Sentence Segmentation with Alliteration		<ul style="list-style-type: none"> One-to-one matching
4	Tt	Sentence Segmentation with Alliteration		<ul style="list-style-type: none"> One-to-one matching
5	Aa	Sentence Segmentation with Alliteration		<ul style="list-style-type: none"> One-to-one matching Front/back cover Concept of a word
6	Pp	Sentence Segmentation with Alliteration	<i>Jaxson's Animals</i>	<ul style="list-style-type: none"> Role of author and illustrator One-to-one matching
7	Ff	Sentence Segmentation with Alliteration		<ul style="list-style-type: none"> One-to-one matching
8	Bb	Blending Compound Words		<ul style="list-style-type: none"> One-to-one matching
9	Nn	Blending Compound Words		<ul style="list-style-type: none"> One-to-one matching Front/back cover Concept of a word
10	Cc	Blending Compound Words	<i>Lovely Flowers</i>	<ul style="list-style-type: none"> Role of author and illustrator One-to-one matching
11	Oo	Blending Compound Words		<ul style="list-style-type: none"> One-to-one matching Follow words from left to right
12	Dd	Segmenting Compound Words		<ul style="list-style-type: none"> One-to-one matching Follow words from left to right
13	Ll	Segmenting Compound Words		<ul style="list-style-type: none"> One-to-one matching Front/back cover Concept of a word Follow words from left to right

Pre-Alphabetic Scope and Sequence (cont.)

Lesson Number	Letter Focus (Letter Name, Letter Sound, and Letter Formation)	Phonological Awareness Focus	Read-Aloud Book	Concepts of Print
14	Gg	Segmenting Compound Words	<i>Animal Tails</i>	<ul style="list-style-type: none"> • Role of author and illustrator • One-to-one matching
15	Ii	Segmenting Compound Words		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right
16	Kk	Blending Two Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right
17	Rr	Blending Two Syllables		<ul style="list-style-type: none"> • One-to-one matching • Front/back cover • Concept of a word • Follow words from left to right
18	Jj	Blending Two Syllables	<i>Beach Time for Clarence</i>	<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
19	Ee	Segmenting Two Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
20	Hh	Segmenting Two Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
21	Uu	Segmenting Two Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep) • Concept of a word
22	Qq	Blending Three Syllables	<i>Oliver Goes Camping</i>	<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
23	Vv	Blending Three Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
24	Ww	Blending Three Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
25	Xx	Segmenting Three Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep) • Concept of a word
26	Yy	Segmenting Three Syllables	<i>Look Out for the Lion</i>	<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)
27	Zz	Segmenting Three Syllables		<ul style="list-style-type: none"> • One-to-one matching • Follow words from left to right, top to bottom (return sweep)

Procedures

Step 1: Phonological Awareness

Phonological awareness forms the basis upon which phonemic knowledge is built. The term “phonological awareness” is the overarching term that refers to the understanding of how the English language works: that the English language is communicated in sophisticated sentences and that those sentences are made up of words and those words are made up of specific sounds. When students are developing phonological awareness, they are learning to identify and manipulate parts of spoken sentences and words. When they are developing phonemic awareness, students learn to identify, blend, segment, and manipulate individual sounds (phonemes) in spoken words.

Blending (Compound Words and Syllables)

The ability to hear larger parts of words, including compound words and syllable parts, and orally string them together to produce a word (blending) is the prerequisite to creating successful decoders. The ability to hear word parts and blend them together into words lays the foundation for blending individual phonemes within words.

PROCEDURE

1. Model saying the parts of a word and how to blend those parts together to say the whole word. For compound words, model saying the two smaller words and blending them together to say the whole word. For multisyllabic words, model saying each syllable part and blending them together to say the whole word.
2. Then say the parts of another word. Have students practice blending the parts together to say the whole word.
3. Repeat step 2 with another word.

TEACHING TIPS

- To provide additional auditory exposure to and practice with the target letter/sound, choose words to blend that begin with the target letter/sound.
- Use hand gestures to support students with blending. For example, have students make a fist with their left hand and shake it as they say the first part of a word (*sand*). Then dictate the second part of the word (*box*). Have students make a fist with their right hand and shake it as they say the second part. Then have students bring their fists together as they blend the parts together to say the whole word (*sandbox*).



TIP:

Each procedure includes a model. As students become proficient with the procedure for each activity, consider eliminating this step.

Segmenting

Segmenting helps students hear words within a sentence, word parts, syllables, or individual phonemes. Segmenting involves hearing a whole and breaking it into parts. Beginning with sentence segmentation, students hear a whole sentence and learn to count the number of words within that sentence. This fosters students' understanding that sentences are made up of individual words. Next, students segment whole words into word parts or syllables, then eventually into individual phonemes. The ability to orally segment along this continuum aids in creating successful encoders.

SENTENCE SEGMENTATION (With and Without Alliteration) PROCEDURE

1. Say a sentence. Then model segmenting that sentence by repeating it as you hold up a finger to represent each word as you say it.
2. Explain that the number of fingers represents the number of words in the sentence.
3. As students become proficient with the activity, and/or to increase the complexity of the activity, model identifying the first word of the sentence.
4. Then say another sentence and have students repeat it as they use their fingers to count each word.
5. Have students say the number of words in the sentence. Then have them identify the first word of the sentence.
6. Repeat steps 4 and 5 with another sentence.

TEACHING TIP

- Incorporate words that begin with the target letter into each sentence. When facilitating sentence segmentation with alliteration, try to have most of the words in the sentence begin with the target letter.

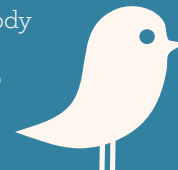


SEGMENTING (Compound Words and Syllables) PROCEDURE

1. Model saying a word and segmenting it into its parts. For compound words, segment the word into the two smaller words. For other multisyllabic words, segment the word into its syllable parts. Then repeat the whole word once more.
2. Say another word and have students segment the word into its parts. Then have them say the whole word.
3. Repeat step 2 with another word.

TEACHING TIPS

- To provide additional auditory exposure to and practice with the target letter/sound, choose words to segment that begin with the target letter/sound.
- Use hand gestures to support students with segmenting words with two parts. For example, have students hold their fists together as they say the whole word (*sunscreen*). Then have them slide their left fist to the left and shake it as they say the first part (*sun*) and slide their right fist to the right and shake it as they say the second part (*screen*). Then have students bring their fists back together as they say the whole word again (*sunscreen*).
- Use movement to support students with segmenting words with more than two syllable parts. You might have students tap a different part of their body to represent each part. For example, for the word *animal*, you might have students tap their head and say *an*, tap their shoulders and say *i*, and tap their knees and say *mal*.



MATERIALS NEEDED

- Easel
- ABC Bulletin Board Set
- Dry-Erase Marker



Step 2: Explicit Teach

The Explicit Teach portion of the lesson introduces students to a new target letter. Explicitly teaching letter names and sounds lays the foundation that will support students in understanding the alphabetic principle. By learning each letter of the alphabet and the sound each letter spells, students begin to understand that the sounds they hear are represented by letters. This supports successful decoding and encoding later when students learn how to blend the sounds together to read words and segment sounds to spell words. In this step of the lesson, students are explicitly taught the letter name, sound, articulatory gesture to form that sound, and letter formation of both the upper- and lowercase forms.

Teach Letter Name and Sound

In this portion of the lesson, students are explicitly taught both the upper- and lowercase forms of a new letter name and sound.

PROCEDURE

1. Write the upper- and lowercase forms of the target letter on the easel. Point to the uppercase form and complete the following sentence: *This is the uppercase letter ____*. Point to the lowercase form and say: *This is the lowercase letter ____*.
2. Point to the target letter on the ABC Bulletin Board card, calling attention to the picture. Say the picture on the card to help students create a letter-sound link. For example, if the target letter is *f*, you might say: *The letter f spells /f/, like in fish*.

TEACHING TIPS

- When teaching letter sounds, be sure to avoid including the schwa sound. For example, /d/ instead of /duh/.
- Sometimes uppercase letters are referred to as capitals. Explain to students that these terms mean the same thing, and consider using the terms interchangeably to build students' concept of vocabulary.



Teach Articulatory Gesture

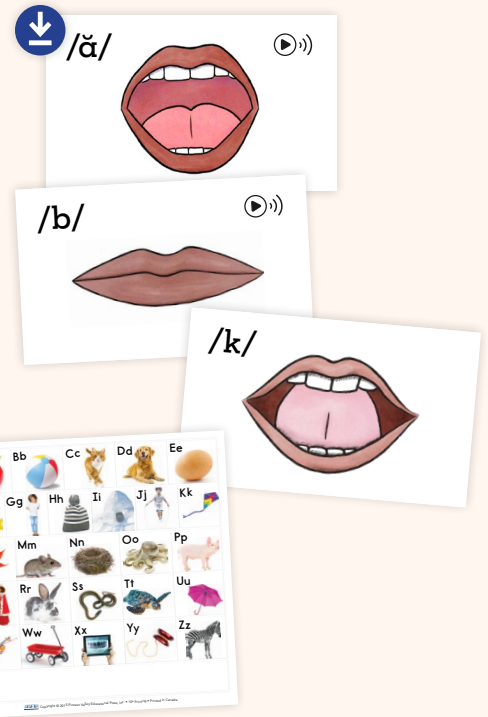
In this portion of the lesson, students are taught the mouth position(s) needed to correctly produce the sound of the target letter. Precise language to explain how to produce each letter sound and images are provided to support students during this activity.

PROCEDURE

1. Begin by stating the target letter and the sound the target letter spells. Then model the articulatory gesture to correctly produce that sound.
2. Show students the mouth movement picture card for the target sound from the [Mouth Movement Guide](#). Describe how to make the articulatory gesture to students using the script in the lesson. Then have students practice producing the sound.
3. Add the mouth movement picture card to the ABC Bulletin Board.
4. Give each student an ABC Chart Card. Have them locate the target letter and say the picture, the initial sound, and the letter name.

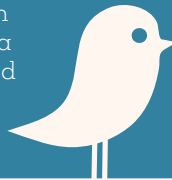
MATERIALS NEEDED

- Mouth Movement Guide
- ABC Chart Cards



TEACHING TIPS

- If students are struggling to correctly produce the letter sounds, model forming the sound and have students use a mirror to compare their mouth to yours.
- To support students in correctly producing letter sounds, teach the difference between voiced and unvoiced sounds. Have students put one hand on their throat. Explain that when producing voiced sounds, they will feel a vibration, and when producing unvoiced sounds, they will not feel a vibration.



MATERIALS NEEDED

- Easel
- ABC Chart Cards
- Dry-Erase Markers



Teach Letter Formation

In this portion of the lesson, students practice forming the upper- and lowercase forms of the target letter using verbal pathways.

PROCEDURE

1. Begin by modeling how to form the uppercase form of the letter by writing it on the easel as you recite the verbal pathway. The verbal pathways for each upper- and lowercase letter can be found embedded within each lesson in the [Verbal Pathways for Letter Formation chart](#).
2. Then have students practice forming the uppercase form of the letter.
 - a. First, have them use their index finger to form the letter in the air as you recite the verbal pathway.
 - b. Then have them use their finger to form the letter on the table as you recite the verbal pathway.
 - c. Give each student an ABC Chart Card and a dry-erase marker. Have them practice forming the uppercase form of the letter a few times in the blank space at the bottom of the ABC Chart Card. Recite the verbal pathway each time.
3. Repeat steps 1 and 2 with the lowercase form of the target letter.
4. Using the blank space at the bottom of the ABC Chart Card, choose one or two previously taught letters to have students practice forming. Remind students of the verbal pathway for each as they are practicing.

TEACHING TIPS

- As an additional scaffold, consider modeling forming the letter in the air prior to having students practice. When modeling, position yourself to face the same way as students so they observe correct letter formation.
- If a student has difficulty forming the letter, have them place their hand on top of yours as you form the letter on the table and recite the verbal pathway.



Step 3: Letter Name/Sound Activity

Practicing with letter names and sounds through various activities supports automaticity and fluency with letter recognition and phoneme-grapheme correspondences. The letter name and sound activities in the Pre-Alphabetic lessons purposefully increase in complexity across lessons.

Letter Detective

Letter Detective is an engaging activity that helps students recognize letters by paying close attention to the letter's attributes. This activity also helps students learn how letters look alike and/or different from other letters. This reinforces letter naming and visual discrimination of letters while also helping to bolster students' ability to differentiate letters and sounds.

PROCEDURE: PART 1—ALIKE AND/OR DIFFERENT

1. Choose a target letter and say the verbal pathway as you write each form (upper- and lowercase) on the easel. Model for students by explaining one way the letters are the same and/or one way they are different.
2. Then ask students to look at each letter and tell you additional ways they are the same or different. Support students by saying, *You might think about how these letters look, how they are formed, and the type of lines that are used to form them.*

Note: Occasionally there won't be any additional similarities or differences for students to point out following the model. In these cases, have students use the letters on the easel to point to the similarity and/or difference identified in the model.

PROCEDURE: PART 2—I SPY

1. Review the sound the target letter spells. Explain to students that they will play I Spy by looking around the room for something that starts with the target sound.
2. Model by looking around the room, finding something that starts with the target sound, and completing the following sentence: *I spy ____*. If there is a student in the classroom whose name begins with the target letter sound, use them as your model. Repeat what you spied and model isolating the beginning sound.
3. Have students look around the room for something that starts with the target sound.
4. Have one student share by completing the sentence: *I spy ____*. Then have the class chorally repeat what the student spied and isolate the beginning sound.
5. Repeat step 4 with a couple of students.

MATERIALS NEEDED

- Easel
- Dry-Erase Marker



TEACHING TIP

- To further scaffold this activity, give each student an uppercase and lowercase magnetic letter of the target letter. Have them trace over each magnetic letter with their index finger as you recite the verbal pathway. Then have them use the magnetic letters of each target letter to point to parts that are the same and/or different.



TEACHING TIP

- If there is nothing in the classroom that starts with the target sound, give students an ABC Chart Card. Have students locate the target letter and say the picture, the letter name, and the letter sound. Then have them complete the sentence using the picture on the ABC Chart Card. For example, if the target letter sound is /b/, the student would say: *I spy a ball*. Have students continue to reference the ABC Chart Card throughout the lesson if they need help remembering the sound the target letter spells as they are searching for things in the classroom that start with that sound.



MATERIALS NEEDED

- Individual Student Letter Baggies
- Teacher Model Letter Baggie
- Magnetic Letters
- ABC Chart Cards



Match the Letters to the ABC Chart Card

Matching Letters to the ABC Chart Card builds automaticity and fluency with letter naming. The picture on the chart card provides a link to the letter-sound.

PROCEDURE

1. Create individual student letter baggies. Inside each student's letter baggie, place one of each of the lowercase letters that have been taught, including the target letter in the current lesson. Create one additional letter baggie to use as a model.
2. Explain to students that they will be matching letters from their baggies to the letters on the ABC Chart Cards. Model the activity by taking one letter out of your baggie and saying the letter name.
3. Then model finding the match on the ABC Chart Card. Say the name of the picture on the ABC Chart Card, isolate the first sound, and then say the letter name.
4. Model placing the magnetic letter on top of its match on the ABC Chart Card.
5. Give each student a letter baggie and an ABC Chart Card.
6. Have them take one letter at a time out of their baggie and say the letter name.
7. Then have them find the match on the ABC Chart Card. Have them say the name of the picture on the ABC Chart Card, isolate the first sound, then say the letter name.
8. Have students place the magnetic letter on top of its match on the ABC Chart Card.
9. Have students repeat steps 6–8 with the additional letters in their baggies.

TEACHING TIPS

- Encourage students to do this activity quickly as it is meant to build fluency and automaticity with letter recognition.
- If students are having trouble locating the match on the ABC Chart Card, direct them to a row or say the picture.



Name Letters Left to Right

Name Letters Left to Right is an activity that helps build fluency with letter recognition. This activity also provides practice with left-to-right directionality to foster concepts of print.

PROCEDURE

1. Create individual student letter baggies. Inside each student's letter baggie, place one of each of the lowercase letters that have been taught, including the target letter in the current lesson. Create one additional letter baggie to use as a model.
2. Explain to students that they will be taking the letters out of their baggies and lining them up from left to right quickly as they say the name of each letter.
3. Model by removing one letter from your bag and saying the letter name as you set it on the table.
4. Then choose another letter from your bag and place it in a line to the right of the first letter, saying the letter name as you do so. Repeat this process with a total of 3–5 letters.
5. Go back to the beginning of the line of letters. From left to right, model tapping each letter as you say its name.
6. Give each student their letter baggie and have them remove one letter and set it on the table as they say the letter name.
7. Then have them choose another letter from their baggie and place it in a line to the right of the first letter, saying the letter name as they do so.
8. Have students repeat steps 6 and 7 with the remaining letters in their baggies.
9. Then have students go back to the beginning of their line of letters. From left to right, have them tap each letter and say the letter name.

TEACHING TIP

- Encourage students to do this activity quickly as it is meant to build fluency and automaticity with letter recognition.



MATERIALS NEEDED

- Individual Student Letter Baggies
- Teacher Model Letter Baggie
- Magnetic Letters



s m t p f

A NOTE ON CORRECTIVE FEEDBACK:

Corrective feedback and tips for differentiation for English language learners are embedded throughout the lesson. It is important for teachers to carefully consider the particular needs of their students and use the embedded corrective feedback when it applies to their students.

MATERIALS NEEDED

- Easel
- Magnetic Letter Trays
- Dry-Erase Marker



Match Upper- and Lowercase Letters

Match Upper- and Lowercase Letters is an activity that supports students fluently identifying each form of a letter.

PROCEDURE

1. Explain to students that they will practice matching upper- and lowercase forms of the same letter. Write the uppercase form of a previously taught letter on the easel.
2. Model finding the lowercase form of that letter on a magnetic letter tray. Then model tapping the letter with your index finger as you say the letter name and sound.
3. Write the uppercase form of the target letter on the easel.
4. Give each student a magnetic letter tray and have them find the lowercase form of the target letter. Have students tap the letter as they say the letter name and sound.
5. Repeat steps 3 and 4 with 3–5 other letters that have been previously taught.

TEACHING TIP

- If students need support in locating the lowercase form on their magnetic letter trays, first ask them to tell you the letter name they are looking for. Then point to the row where they can find that letter.



Find the Letter That Spells That Sound

This activity helps students develop phoneme-grapheme correspondences. This activity builds flexibility with letter-sound knowledge that will help develop successful encoding skills.

PROCEDURE

1. Explain to students that they are going to practice finding the letter that spells a sound using the ABC Chart Cards.
2. Model with a letter name and sound that has been previously taught. Dictate the letter sound by saying, *Find the letter that spells ____*. Then model pointing to the letter that spells that sound on the ABC Chart Card and saying the name of the picture on the ABC Chart Card, isolating the first sound, and saying the letter name.
3. Give each student an ABC Chart Card. Dictate the target letter sound by saying, *Find the letter that spells ____*. Have students find the letter that spells that sound on their ABC Chart Card and point to it. Have them say the name of the picture, isolate the beginning sound, and say the letter name.
4. Repeat step 3 with 3–5 other letters that have been previously taught.

MATERIALS NEEDED

- ABC Chart Cards



TEACHING TIPS

- If students aren't sure what the picture is on the ABC Chart Card, tell them and have them repeat it.
- If students are having difficulty finding the letter that spells a sound on the ABC Chart Card, ask them what letter they are looking for. Then support students by indicating the row where that letter can be located.



MATERIALS NEEDED

- *My ABC Journals*
- Pencils



Step 4: Independent Practice

The Independent Practice portion of the Pre-Alphabetic lessons allows students the opportunity to transfer and apply letter name, sound, and formation knowledge that they have practiced throughout the lesson.

PROCEDURE

1. Give each student their *My ABC Journal* and a pencil. Have them turn to the corresponding page for the target letter sound.
2. Begin by having students point to the picture in the upper right-hand corner and say the picture name, the initial sound, and the letter that spells that sound.
3. Have students point to the first uppercase letter in the top row. Explain to them that they will be practicing letter formation. Have students put their pointer finger on the dot and explain that this is where they will start when forming the letter. Then say the verbal pathway and have students use their pointer finger to follow the track to form the uppercase letter.
4. Have students move to the next uppercase letter in the top row and put their pointer finger on the dot again. Have them trace this letter as you say the verbal pathway.
5. Have students pick up their pencils and move to the third uppercase letter in the top row. Tell them to start at the dot and trace along the dotted lines as you say the verbal pathway.
6. In the blank space provided next to the top row, have students practice forming 1–2 uppercase letters on their own. Encourage them to say the verbal pathway each time they form the letter.
7. Repeat steps 3–6 with the lowercase form of the letter in the second row.
8. Direct students to the three pictures. Begin by naming one picture and having students point to it. Have students say the picture. Then have them isolate the initial sound.
9. Repeat step 8 with the other two pictures.
10. Direct students to the blank space. Have students draw a picture of something that starts with the target letter sound.

TEACHING TIPS

- When students move to writing the target letter with a pencil on their own in the blank space, it may be helpful to write one all together first and then have students practice writing one on their own.
- If students struggle to come up with something to draw that starts with the target sound, remind them of things that were spied during the I Spy portion of the Letter Detective activity done in Step 3 of the lesson.
- Prior to beginning each lesson, it can be helpful to tab the page in each student's *My ABC Journal* so it is easy for students to locate. Additionally, it may be helpful to move the tab at the end of each lesson to the next lesson.



Step 5: Read-Aloud

The goal of the Read-Aloud portion of the lessons is to embed letter learning within continuous text and expose students to books and how they work. The read-aloud develops students' book-handling skills, listening comprehension, concepts of print, and oral language development. Each read-aloud book is read across multiple days (except for Lesson 1). Each day incorporates different concepts of print, book-handling skills, and topics for brief book discussions.

PROCEDURE

1. **Book Introduction:** On the first read, introduce the read-aloud book to students by giving a brief synopsis. On subsequent reads of the book, show students the book and review the title and author prior to rereading.
2. **Read-Aloud:**
 - a. On the first read, use the lap book to read aloud to students while they listen. As you read, model concepts of print and fluency. Read each page, pointing to the words and reading in a slow but fluent voice.
 - b. On subsequent reads, pass out a student copy of the book to each student. Have students locate the front cover, back cover, title, and/or author and illustrator. Then read the book aloud as students point to the words from left to right.
3. **Book Discussion:** After each read-aloud, facilitate a brief book discussion with students to develop oral language and listening comprehension. Encourage students to respond using complete sentences.

MATERIALS NEEDED

- Lap Books
- Student Books

READ-ALoud BOOKS

The following books are included in the In Tandem Pre-Alphabetic Kit (one lap book and six student books):

- *Porcupine's Boo-Boo*
- *We Like Sunglasses*
- *Jaxson's Animals*
- *Lovely Flowers*
- *Animal Tails*
- *Beach Time for Clarence*
- *Oliver Goes Camping*
- *Look Out for the Lion*

TEACHING TIPS

- Provide sentence stems to support students in responding using complete sentences to support oral language development.
- Have students use the illustrations to support their discussion of the book.
- During the Book Discussion, discuss a different aspect of the book after each read. For example, you might ask students to tell you about the characters, setting, events, or their favorite part of the story.



Progress Monitoring

Ongoing progress monitoring allows teachers to create a continuous record of analysis of each individual student's demonstration of content/skills and lingering misconceptions. This critical information ensures that daily instruction is appropriately designed and differentiated to meet each student's needs. Differentiation of daily instruction assists students in achieving growth and proficiency. A downloadable Progress Monitoring Recording Form is provided to support teachers in recording observations during each step of the Pre-Alphabetic lessons.

Frequent progress monitoring is essential for student success. At the beginning of each lesson, primary student objectives are listed in bold under the Lesson Overview. Review these prior to facilitating each lesson. Use the downloadable Progress Monitoring Recording Form for Pre-Alphabetic lessons throughout each lesson to record student progress toward meeting these objectives. Though these lessons are intended to be an introduction to these foundational skills and not meant for mastery, this recording form allows teachers to take anecdotal notes on students' progress. A quick +, ✓, or - can be recorded to indicate student performance in relation to the primary student objectives. The following key is provided to support teachers in using the Progress Monitoring Recording Form for Pre-Alphabetic lessons.

KEY:

- + Student meets the learning objective with little or no support
- ✓ Student meets the learning objective with support
- Student is working toward the learning objective

After students have shown progress in letter knowledge in 4–5 lessons, the Letter-Sound Assessment and Letter Formation Assessment can be readministered. Each time the Letter-Sound Assessment is administered, update the Letter-Sound Checklist for each student. Once a student has control of 40 letter names (any combination of uppercase or lowercase), administer the CVC Decoding and Encoding Inventories in the [Phonics Survey](#). Use the Placement Matrices to determine next steps.

MATERIALS NEEDED

- Progress Monitoring Recording Form—Pre-Alphabetic Lessons



The image shows two overlapping copies of the 'Progress Monitoring Recording Form—Pre-Alphabetic Lessons'. The top form is titled 'Progress Monitoring Recording Form—Pre-Alphabetic Lessons' and includes a 'Lesson Overview' section with bolded primary student objectives. Below this is a table with columns for 'Lesson Number and Target Letter/Sound', 'Student Name', 'Date', 'Time', 'Progress Monitoring (Use +, ✓, or -)', and 'Notes'. The bottom form is a duplicate of the top one, showing the same structure and content.