

## Pre-Launch 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.**

### 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.**

### 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?*

#### 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 4 Read-Aloud Book: *Daisy and Rosie*

*This is a story about two dogs, Daisy and Rosie. Daisy wants to play, and Rosie wants to sleep. Let's see what happens.*

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

- Show students the book. Point to the front and back covers, title, and author's name.
- 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 books.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.



## Pre-Launch 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.***

#### 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 letter **s**.

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

### Step 3 Letter Name/Sound Activity

#### Match the Letters to the ABC Chart Card

*We are going to match the letter in our baggies to the letters 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.

#### Independent Practice: Ss

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

- Have them 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 4 Read-Aloud Book: *Daisy's Party Dresses*

*This book is about Daisy and the different colored dresses she wears. Think about what color dress you like best as I read the story to you.*

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

- Show students the book: front and back cover, title, and author's name.
- Read each page aloud, pointing to the words and reading in a slow but fluent voice.
- Turn to page 2. Point to the letter *s*.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.



## Pre-Launch 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.***

### 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 letter **m**.
- If time allows, review the previously taught letter formations.

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

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Mm*

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

- Have them 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 4 Read-Aloud Book: *Daisy's Party Dresses*

*I am going to reread the book Daisy's Party Dresses.*

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

- Show students your pointer finger. *Watch how I point to each word as I read.* 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* on the page.

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

## Pre-Launch 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.***

#### 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 letter **t**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Tt*

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

- Have them 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 4 Read-Aloud Book: *Daisy's Party Dresses*

*I am going to reread the book Daisy's Party Dresses.*

**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.
- Turn to the title page. Show students the letter *t*. Talk about how this *t* has a curved bottom.

**Guided Practice:** Pass out student books.

- Reread the book and have students point to the words as you read.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.



## Pre-Launch 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.*

#### 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 letter a.
- If time allows, review one or two previously taught letter formations.

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

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Aa*

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

- Have them 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 4 Read-Aloud Book: *Daisy's Party Dresses*

*We are going to reread the book Daisy's Party Dresses.*

**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 2. Find the letter a.*
- *Turn to page 4. Let's count the words in the sentence: 5.*

## Pre-Launch 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.***

#### 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 (unvoiced, 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 letter **p**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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 letter *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.

#### Independent Practice: *Pp*

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

- Have them 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 4 Read-Aloud Book: *Oliver's Favorite Things*

*In this story, we are going to find out what Oliver the Cat's favorite things are.*

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

- Show students the book: front and back cover, title, and author's name.
- Turn to page 2. 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 and move across the page as I read. Then I stop at the last word and turn the page.*
- Read each page, pointing to the words and reading in a slow but fluent voice.
- Turn to page 4. Have students locate the letter *p*.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.



## Pre-Launch 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.***

#### 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 letter **f**.
- If time allows, review one or two previously taught letter formations.

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

### Step 3 Letter Name/Sound Activity

#### 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 letter *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.

#### Independent Practice: *Ff*

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

- Have them 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 4 Read-Aloud Book: *Oliver's Favorite Things*

*I am going to reread the book Oliver's Favorite Things.*

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

- Turn to page 2. 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 and move across the page as I read. This is the last word. After I read this word, I turn the page.*
- Read each page, pointing to the words and reading in a slow but fluent voice.

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

- *Turn to page 2. Let's find a lowercase *f* on this page.*

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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 you 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Bb*

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

- Have them 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 4 Read-Aloud Book: *Oliver's Favorite Things*

*We are going to reread the book Oliver's Favorite Things.*

**Model (Optional):** 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.
- Turn to page 8 and model finding the letter *b* on the page.

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

- *Turn to page 10. Find the letter b.*

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Nn*

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

- Have them 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 4 Read-Aloud Book: *Oliver's Favorite Things*

*We are going to reread the book Oliver's Favorite Things.*

**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 4. Show me the first word. Now show me the last word.*
- *Turn to page 6. Find the letter n.*
- *Turn to page 16. Let's count the words in the sentence: 4.*

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: Cc

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

- Have them 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 4 Read-Aloud Book: *Time to Swim*

*This is a story about Princess Pig. She is going to tell us everything she needs to go swimming.*

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

- Show students the book: front and back cover, title, and author's and illustrator's names.  
*The illustrator is the person who made the pictures for the story.*
- *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.
- Turn to page **10**. Have students locate the letter **c**.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

### 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 /ooo/ 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Oo*

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

- Have them 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 4 Read-Aloud Book: *Time to Swim*

*I am going to reread the book Time to Swim.*

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

- *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.*
- Turn to page 4 and model finding the letter *o* on the page.

**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.*
- Prompt them to move their pointer finger to the next line when they get to the end of the first line.
- *Turn to page 8. Let's find a lowercase *o* on this page.*

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Dd*

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

- Have them 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 4 Read-Aloud Book: *Time to Swim*

*I am going to reread the book Time to Swim.*

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

- *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.

**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.* Read the book and have students point to the words as you read.
- Prompt them to move their pointer finger to the next line at the end of the first line.
- *Turn to the cover. Point to the author's name. Find the letter *D* in the author's name.*

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch Alphabetic Lesson 13

Lesson Focus: *Ll*

### 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**.*

### 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 **Ll** on the easel and say the letter names. Point to the **Ll** 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 **Ll**.*

**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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Ll*

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

- Have them 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 4 Read-Aloud Book: *Time to Swim*

*We are going to reread the book Time to Swim.*

**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 4. Have students locate the letter *l*.*
- *Turn to page 6. Point to the first word. Now count the words in the sentence: 7.*

## Pre-Launch 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*.*

### 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*.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: Gg

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

- Have them 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 4 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.

- Point out the front cover and the back cover to students. Read the title and the author's name.
- *Watch how I point to each word and move across the page as I read.* Read each page, 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. Encourage students to use complete sentences.

## Pre-Launch 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**.*

### 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 you say the verbal pathway: **Line down, dot.**

#### Guided Practice

- Repeat the procedure with the lowercase **i**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *ii*

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

- Have them point to the picture and say its name, initial sound, and letter name.
- Ask students to find the first uppercase *I* 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 4 Read-Aloud Book: *Animal Tails*

*I am 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 point to each word and move across the page as I read.*

**Guided Practice:** Pass out student books.

- 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:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Kk*

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

- Have them 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 4 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.

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

**Guided Practice:** Pass out student books.

- Reread the book and have students point to the words as you read.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: Rr

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

- Have them 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 4 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. Let's count the words in the sentence: 4.*
- *Point to the first word on the page. Point to the last word on the page.*

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Jj*

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

- Have them 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 4 Read-Aloud Book: *Clarence Is Flying*

*In this book, we are going to find out all the places Clarence the Dragon flies over.*

**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 at the beginning of the next line.*
- Read each page, 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. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Ee*

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

- Have them 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 4 Read-Aloud Book: *Clarence Is Flying*

*I am going to reread the book Clarence Is Flying.*

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

- *When I finish reading the last word in the first line, I start reading the first word at the beginning of the next line.*
- Turn to page 12 and model finding the letter *e* on the page.

**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.*
- Read the book and have students point to the words.
- *Turn to page 4. Let's find a lowercase *e* on this page.*

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Hh*

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

- Have them 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 4 Read-Aloud Book: *Clarence Is Flying*

*We are going to reread the book Clarence Is Flying.*

**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 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.

**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. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Uu*

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

- Have them 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 4 Read-Aloud Book: *Clarence Is Flying*

*We are going to reread the book Clarence Is Flying. As we read, we are going to think about who the characters are in the story. Characters are the people or animals that the story is about.*

**Model (Optional):** Model concepts of print and fluency. Alternatively, you can have students echo read as they point.

- Pass out student books.
- *Point to the words as I read.* Prompt them to move their pointer finger to the next line at the end of the first line.

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

- *Let's open the book to page 6.* Have students locate the letter *u*.
- Have students point to the first word on the page.
- Have students point to the last word in the sentence.

## Pre-Launch 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**.*

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: Qq

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

- Have them 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 4 Read-Aloud Book: *I Can Fly*

*This is a nonfiction book about different birds that fly high up in the sky. A nonfiction book is a book that gives us information.*

**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.
- Turn to page 16. *This is the glossary.* Explain that nonfiction books often have text features to help you learn about the topic.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.*

#### 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 /v/v/ 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.*

#### Independent Practice: Vv

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

- Have them 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 4 Read-Aloud Book: *I Can Fly*

*I am going to reread the book I Can Fly.*

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

- *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.*

**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. Encourage students to use complete sentences.

## Pre-Launch 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**.*

### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: *Ww*

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

- Have them 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 4 Read-Aloud Book: *I Can Fly*

We are going to reread the book *I Can Fly*.

**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.
- *Turn to page 9.* Have students find the letter *w* on the page.

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.

### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.

#### Independent Practice: Xx

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

- Have them 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 4 Read-Aloud Book: *I Can Fly*

We are going to reread the book *I Can Fly*.

**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 3. 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.*
- Point to the first word on the page.
- Point to the last word on the page.

## Pre-Launch 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**.

#### 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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.*

#### Independent Practice: Yy

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

- Have them 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 4 Read-Aloud Book: *Penguins*

*This is a nonfiction book about penguins. A nonfiction book gives us facts and information.*

**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.*
- Turn to page 12. *This book has a text feature called a glossary.*

**Book Discussion:** Work with students to develop oral language skills as you discuss the book. Encourage students to use complete sentences.

## Pre-Launch 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**.

#### Step 2 Explicit Teach

*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**.
- If time allows, review one or two previously taught letter formations.

### Step 3 Letter Name/Sound Activity

#### 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.*

#### Independent Practice: Zz

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

- Have them 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 4 Read-Aloud Book: Penguins

*We are going to reread the book Penguins.*

**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. Encourage students to use complete sentences.