EXTRA SUPPORT LESSONS FOR

Look at Us!
Objectives

• identify rhyming words
• match capital and lowercase letters (A–E)
• identify the letters K, k

Materials

• Letter Cards: Aa–Ee, Kk
• Alphafriend Keely Kangaroo
• pocket chart
• writing materials

Rhyming Words

Ask children if they know the nursery rhyme “Humpty Dumpty.” Say the first two lines: Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall.

Tell children that nursery rhymes use words that rhyme. Provide these examples: Humpty/Dumpty; wall/fall.

Explain that rhyming words begin with different sounds but end with the same sounds. Say: Wall begins with /w/. Fall begins with /f/. The sounds /w/ and /f/ are different. But both wall and fall end with the same sound: /ɔl/.

Have children say wall and fall, listening for the matching ending sounds. Ask them to name other words that rhyme with wall and fall. (Examples: ball, tall, call, hall)

Use a similar procedure with the Rhyme Time chant. Recite the chant with children. Then have them work with each rhyming pair.

Note children’s ability to recognize rhyme.

Letter Review Aa–Ee

Display Letter Cards for capital A through E in a pocket chart. Leave space after each letter. Have children name the capital letters as you point to them in order.

Give one child the lowercase d Letter Card. Ask the child to name the letter and then place the card in the chart next to its matching “big” letter.

Repeat the procedure with the remaining letters.
Point to capital and lowercase letters in random order and have children identify them.

Note children who need additional support recognizing specific letters.

**SKILL FOCUS: LEARNING ABC’S**

**Letter Names K, k**

Hold the Alphafriend Keely Kangaroo in one hand. In the other hand hold the Letter Card K, displaying the back of the card to children. Invite them to guess the letter on the front of the card by listening carefully to your clues.

Say: *This Alphafriend’s name begins with this letter. The letter comes after J in the alphabet. Its matching “little” (lowercase) letter looks a lot like it.* If not guessed, identify the letter for children. (K)

Display the Letter Cards K and k. Identify each letter and model how to write them on the board.

Distribute pieces of paper to children. Help half of the children to write capital K on their paper and the other half to write lowercase k. Have children hold their letters for the group to see.

Ask “big” K children to match up with “little” k children and introduce themselves by saying: *Hi, there! I’m big K. Who are you? and I’m little k. I look a lot like you!*

Check each child’s ability to identify the letters K and k.

**PHONICS CENTER**

Today children will be working with Letter Cards for capital and lowercase letters. Review the letter names from A through K with children to prepare them for the Phonics Center activities.
**Rhyming Words**

**Tell** children to listen closely as you say two words. Say *kit* and *sit*, and have children repeat the words. Explain that *kit* and *sit* rhyme.

**Remind** children that rhyming words end with the same sounds. Have them identify the sounds they hear at the end of both *kit* and *sit* (/ı˘t/).

**Ask** children if *bit* rhymes with *kit* and *sit* and to explain how they know. Then say the following word pairs: *bat/mat; bat/bus; wig/pit; pig/wig; fog/log; fog/fan*. Tell children to clap and say "Rhyme Time" when they hear two words that rhyme.

**Recite** and repeat the “Rhyme Time” chant with children. Let them suggest additional lines that fit the pattern. (Examples: *Dog, log; Bat, hat*)

**Note** children’s ability to identify rhyming pairs.

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**Letter Review Aa–Ee**

**Distribute** capital letters *A–E* to children. Hide the corresponding lowercase Letter Cards near objects or pictures in the classroom whose names begin with those letters. (Examples: apple, bookcase, calendar, door, eraser)

**Give** children clues about where to find their matches. Use this format: *I’m “little” a and a is for apple; I’m lowercase b and b is for bookcase.*

**Have** children go on a hunt for the matching lowercase letters.
**SKILL FOCUS: LEARNING ABC’S**

**Letter Names L, l**

**Give** each child one long and one short oaktag strip. Tell children that they will use their strips to make letters.

**Write** capital L and lowercase l on the board. Name the letters for children. Talk about how they are alike and different.

**Model** for children how to use the oaktag strips to form capital L.

**Have** children use their strips to form L. Then ask them to finger trace over the letter as they name it.

**Repeat** a similar procedure for lowercase l using only the long oaktag strips.

**Ask** each child to find and identify a capital L and a lowercase l in print material found in the classroom.

**Check** each child’s ability to recognize and identify these letters.

**PHONICS CENTER**

Children will continue to work with Letter Cards for capital and lowercase letters. Review the letter names from A through L with children to prepare them for the Phonics Center activities.
Rhyming Words

Display the Picture Cards bat, bell, boat, cat, fan, goat, man, pig, well, and wig in random order. Ask a volunteer to select one and to name it. Ask if anyone can find a Picture Card whose name rhymes with it. If necessary, select the Picture Card yourself. Say the two words, and explain why the words rhyme.

Place the two Picture Cards face down in a stack on a desktop.

Continue to have children select pictures, name them, and find rhyming matches. Place the matches face down in separate stacks on the desktop until all the cards have been paired.

Point to a stack. Turn the top card over, and name the picture. Ask if anyone recalls the rhyming word. Turn the second card over to confirm. Repeat with the remaining stacks.

Recite and repeat the Rhyme Time chant with children. Invite them to add lines to the chant.

Letter Review Aa–Ee

Give each child a pair of matching capital and lowercase letters Aa–Ee. Have children take turns telling others in the group about their letters. They might, for example, name the letters and then point out other examples of them on display in the classroom. They might tell how the capital and lowercase forms are alike and different.
Guide children in making collages for their letters. They can look for their letters in old magazines and/or workbooks, cut them out, and then paste them on large sheets of paper.

Note children’s ability to identify the letters in print material.

Display children’s work in the classroom.

**SKILL FOCUS: LEARNING ABC’S**

10–15 MINUTES

**Letter Names M, m**

**Draw** three circles on chart paper; color them green, yellow, and red; and write a lowercase m in each circle. (The circles represent candies.)

**Ask** children what the name of the letter is in each candy. (m) Ask if children have ever had candies like these.

**Hold up** the Letter Cards M and m. Identify the letters for children. Then have them name the letter on each card. Ask which letter, capital or lowercase, matches the letter on the candies.

**Print** capital M on the board. Describe the strokes as you write it. Then retrace the letter on the board while children finger trace it in the air. Repeat the procedure for lower case m.

**Have** children search for and identify capital M’s and lowercase m’s on print material in the classroom.

**Check** each child’s ability to recognize M and m.
Objectives
- identify rhyming words
- match capital and lowercase letters (A-E)
- identify the letters N, n

Materials
- Letter Cards: Aa–Ee, Nn
- oaktag strips (three per child)
- chart paper

Rhyming Words

Remind children that there were several rhyming words in the Big Book *Mice Squeak, We Speak*. Review the rhyming words from the book: roar/snore; creak/squeak/speak/moo/coo; neigh/say; growl/bowl/squawk/talk.

Tell children to listen carefully as you say two words. Ask the group to moo if the words rhyme. Say: peak/beak. Allow time for children to moo and then signal for silence.

Continue with these word pairs: say/day; buzz/bum; boot/boot; fan/fine; rock/sock. As children respond, check for children’s ability to recognize rhyming words.

Recite and repeat the Rhyme Time chant with children. Ask them to identify the rhymes.

Letter Review Aa–Ee

Copy the chant Rhyme Time onto chart paper.

Give each child a card for the letters being reviewed. Have children take turns matching their cards with letters in the words in the chant. After a match is made, have the child name and underline the letter.

Continue until all children have had a turn.

Check children’s ability to identify the letters.
**Letter Names N, n**

**Give** each child three oaktag strips. Ask children if they can make big (or capital) M with only three strips. Explain that today they will learn a letter that they can make with just three strips.

**Demonstrate** how to write capital N and lowercase n on the board. Name the letters for children. Invite children to finger trace the letters in the air as you retrace them on the board. Talk about how the letters are alike and different.

**Write** M next to N, and write m next to n. Mention that because the letters are quite a bit alike, people sometimes get them mixed up.

**Ask** children to use their three strips to make N. Then talk about how to remember the difference between M and N. (M has four strokes or strips; N has only three.)

**Have** children find N’s and n’s on signs or charts in the classroom.

**Check** each child’s ability to identify N and n.

**PHONICS CENTER**

Today children will be working with Letter Cards for capital and lowercase letters. Review the letter names from A through K with children to prepare them for the Phonics Center activities.
**Objectives**
- match capital and lowercase letters (A-E)
- identify the letters Oo

**Materials**
- index cards (for making a deck of letter cards)
- Letter Cards Oo
- Practice Master ES1-1

**Letter Review Aa–Ee**

**Make**

Make a deck of Letter Cards to be used in a card game. Make more than one card for each letter being reviewed, but make the same number of cards for matching upper and lowercase letters. (Example: 2 a’s, 2 A’s, 3 b’s, 3 B’s, 2 c’s, 2 C’s…)

**Explain**

Explain as you model the rules for the game.

- The dealer mixes the deck of cards and deals them out.
- Players look at their cards and try to match lowercase letters with capital letters.
- If players have been dealt such matches, they pair those cards together and place them down on a flat surface.
- The dealer goes first, naming a player, and asking if that player has a match for one of the cards in the dealer’s hand. (Example: “Ana, do you have a capital B?”) If that player has the card, it must be given to the dealer.
- Play continues to the right, with each player making only one request for a match.
- The player who “goes out” first, or is the first to have no cards left, is the winner.

**Note**

Note children’s ability to identify and match the uppercase and lowercase letters.
**Skill Focus: Learning ABC’s**

**Letter Names O, o**

*Display* the Letter Card for capital O. Name the letter for children. Point out its round shape. Then show children how to make an O with both their thumbs and index fingers.

*Tell* children that “little” (lowercase) o looks just like “big” (capital) O—except that it is smaller. Display the Letter Card o next to O. Note the size difference. Have children use the thumb and index finger of just one hand to make a little o.

*Copy* and duplicate the Rhyme Time chant from Day 4. Distribute copies to children. Tell them that there are lots of “little” (lowercase) o’s in the words of this chant. Have children find each little o and color it in.

*Ask* children to find a word in the chant with two lowercase o’s next to each other. *(moo or coo)* Say the word for children; ask them to find and say the rhyming word.

*Check* children’s ability to identify the letters O and o.

**Practice Apply**

*Distribute* copies of Practice Master ES 1-1.

*Have* children name the three pictures in each row.

*Tell* children to color the pictures whose names rhyme.

*Ask* children to share the rhyming pairs they discover in each row.
THEME 1: Look at Us!
WEEK 2

Objectives
• identify beginning sounds
• match capital and lowercase letters (F-J)
• identify the letters P, p

Materials
• Picture Cards: bat, cat, mat, mix, mop, mule
• Letter Cards: Ff–Jj, Pp
• pocket chart
• primary writing paper

Beginning Sounds

Display the Picture Card mat in a pocket chart.
Point to the card and say mat, stretching out the /m/: /mmmat/. Ask children to say mat similarly.

Ask children to repeat after you. Say: /m/, /m/, /m/. /m/ is the first sound we hear in the word /mmmat/. Ask them to think about how their lips feel when they say /m/.

Add Picture Cards mix, mop, and mule to the pocket chart. Follow a similar procedure with each card. Check to be sure that children understand that all the words begin with the same sound: /m/.

Display the Picture Card cat next to the Picture Card mat. Say cat, repeating out the /k/ sound. Then say /mmmat/. Ask children if cat begins like mat. If necessary, tell children that mat and cat begin with different sounds. Follow a similar procedure with the Picture Card bat.

Recite and repeat the tongue twister. Have children listen for and identify the beginning sound they hear in all of the words. (/m/)

Letter Review Ff–Jj

Display Letter Cards for capital F through J in a pocket chart. Leave a space after each letter. Have children name the capital letters as you point to them in order.

Give one child the lowercase i Letter Card. Ask the child to name the letter and then place the card in the chart next to its matching “big” letter.
Repeat the procedure with the remaining letters. Then point to capital and lowercase letters in random order and have children identify them.

Note children who need additional support recognizing specific letters.

**SKILL FOCUS: LEARNING ABC’S**

**Letter Names P, p**

Display the Letter Card for P. Identify it as capital P. Tell children that the word capital means “big.” Then display p, and identify it as lowercase or “little” p. Point out the similarities between the letters.

Use primary writing paper to show children how the capital P sits on the base line, while the little p goes below the line.

Give children several opportunities to distinguish between capital and lowercase forms of the letter. You might:

- Hold up the Letter Cards, and have children name the letters.
- Ask children to point to the letter as you say it. Say: Capital P, lowercase p.
- Have children find capital P in the titles of books in the classroom. If you have a picture dictionary, use it to have children point out “big” and “little” p’s.

Note children’s ability to identify the letters.

**PHONICS CENTER**

Today children will be working with Letter Cards for capital and lowercase letters. Review the letter names with children to prepare them for the Phonics Center activities.
Objectives
- identify beginning sounds
- match capital and lowercase letters (F-J)
- identify the letters Qq

Materials
- Picture Cards: cot, dot, fan, fox, man, mop, pig, pot, sad, six, wig
- Letter Cards: Ff-Jj, Qq
- mirror

**Beginning Sounds**

**Display** Picture Cards fan and man in the pocket chart. Name the cards with children.

**Ask** them if they hear the same sound at the beginning of fan and man. Say both names again, emphasizing the beginning sound in each word. If necessary, tell children that the beginning sounds are different; the words do NOT begin with the same sound.

**Repeat** the procedure with other pairs of Picture Cards. Include pairs that begin with the same sound (fan, fox; man, mop; pig, pot; sad, six) and pairs that do not (cot, dot, pig, wig).

**Place** all the Picture Cards randomly in the chart. Have children identify pictures whose names begin with the same sound and identify the sound.

**Recite** and repeat the tongue twister Peter Piper. Have children listen for and then identify the sound they hear at the beginning of most words. (/p/)

**Check** each child’s ability to identify words that begin with the same sound.

**Letter Review Ff–Jj**

**Distribute** capital letters F-J to children. Hide the corresponding lowercase Letter Cards near objects or pictures in the classroom whose names begin with those letters. (Examples: flag, game, hat or hook, inch ruler, jar)
**Have** children go on a hunt for the matching lowercase letters.

**Give** children clues about where to find their matches. Use this format: *I’m “little” f and f is for flag; I’m lowercase g and g is for game.*

**Ask** children to hold up and name their letters when they locate the matching lowercase letter.

**Repeat** the activity until all children have had an opportunity to match and identify letters.

**Note** children who need additional support recognizing specific letters.

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**SKILL FOCUS: LEARNING ABC’s**

**Letter Names Q, q**

**Write** lowercase p on the board. Then hold a mirror up to it and ask children to look at the reflection in the mirror. Tell children that the letter they see in the mirror is “little” (lowercase) q!

**Erase** p, and write the letters Q and q on the board. Ask children to point to “little” (lowercase) q. Ask them what they think the other letter is. *(big, or capital, Q)* Discuss how capital Q is similar to—and different from—capital O.

**Display** the Letter Cards Q and q. Have children name each letter as you point to it. Repeat several times.

**Ask** children to tell, in their own words, why some people confuse Q with O and q with p.

**Check** each child’s ability to identify Q and q.

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**PHONICS CENTER**

Children will continue to work with Letter Cards for capital and lowercase letters. Review the letter names with children to prepare them for the Phonics Center activities.
Objectives

- identify beginning sounds
- match capital and lowercase letters (F-J)
- identify the letters R, r

Materials

- Picture Cards
- Letter Cards: Ff-Jj, P, Rr
- oaktag strips (two long and one short per child)

Beginning Sounds

**Have** several children form a straight line. Then point to the first person on line, and ask: *Is this the beginning of the line? (Yes, it is.)*

**Ask** children to point out other “beginnings,” such as the beginning of a book or the beginning of a month or week on a calendar. Reinforce the concept of *beginning* as the *first* in a series.

**Tell** children that a word has a beginning too. Review that they have been listening for sounds at the beginning of words. Ask children to listen as you say a word. Say *rake*, emphasizing the beginning sound. Ask: *What sound do you hear at the beginning? (/r/)* Repeat with the words *dive*, *game*, and *rope.*

**Recite** the chant for children; then have them say it along with you.

**Tell** children that you will say two words. If the words begin with the same sound, they should clap.

**Say:** *sun/bed; leg/lot; dog/duck; five/cow; sad/pup; Nan/van; log/goat; log/leaf.* Pay special attention to children who think *Nan* and *van* begin with the same sounds; these children may not understand the meaning of the word *beginning.*

**Check** children’s responses for an understanding of beginning sounds.

Letter Review *Ff–Jj*

**Give** each child three oaktag strips: two long and one short. Remind children that they have used strips before to make letters.
**Display** Letter Cards for capitals F through J. Name the letters. Ask children which letters they can make with their strips. (F, H, I) Have children make each letter and then name it.

**Ask** children why they can’t make G with the strips. Ask why they can’t make J. Have children take turns writing these letters on the board and naming them.

**Show** Letter Cards f through j one at a time to children. Have children name each letter and ask them to place the cards next to the matching capital letters.

**Note** children who need additional support recognizing or matching specific capital and lowercase letters.

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**SKILL FOCUS: LEARNING ABC’S**

**Letter Names R, r**

**Display** the Letter Card for capital P. Remind children that this letter is “big” (capital) P. Tell children that another letter, “big” (capital) R, looks a lot like “big” (capital) P. Write a capital P on the board; next to it, write capital R. Ask children to point out the part that makes R different from P.

**Hold** up the Letter Card for lowercase r, and identify it as “little” (lowercase) r. Ask children to point out its matching capital on the board.

**Have** children find and identify capital R’s and lowercase r’s on signs, charts, or empty food containers in the classroom.

**Check** each child’s ability to identify the letters R and r.
Day 4

**Theme 1: Look at Us!**  **WEEK 2**

**SKILL FOCUS: PHONEMIC AWARENESS**  10–15 MINUTES

**Beginning Sounds**

**Tell** children that in some nursery rhymes, beginning sounds are often repeated. Ask them to listen for /p/ at the beginning of words as you recite this rhyme:

- Pease porridge hot,
- Pease porridge cold,
- Pease porridge in the pot,
- Nine days old.

**Recite** the rhyme again, asking children to clap each time you say a word that begins with /p/. Check children’s responses for understanding.

**Ask:** Do pease and pot begin with the same sound? Do pot and cold begin with the same sound? What about pot and hot? Emphasize that pot and bot end with the same sounds—but that they begin with different sounds. If necessary, say each beginning sound: /p/, /b/.

**Recite** and repeat the chant shown. Ask children to say the chant with you. Ask: Do jelly and jam begin with the same sounds? What about wibble and wobble?

**CHANT**

Jelly and jam,
Jelly and jam.
Wibble, wobble,
Wibble, wobble.
Jelly and jam!

**SKILL FOCUS: LEARNING ABC’S**  10–15 MINUTES

**Letter Review** *Ff–Jj*

**Copy** the first two lines of the chant shown above onto the board.

**Ask** a child to find and circle each capital *J*. Ask another to circle the lowercase *j’s*.

**Change** the word *Jelly* to *Feather* and the word *jam* to *fish*. Read the lines for children; then ask them to circle each capital *F* and each lowercase *f*.
Continue in a similar manner, changing the words to Giggle/goose, Hippo/bam, and Ice cream/ink.

Give each child a Letter Card, and then tell children to get on line as you call their letter names. Call the names, one at a time, and have children line up by two’s, with each lowercase letter standing next to its uppercase “partner.”

Note children who may need additional support recognizing or matching specific letters.

**SKILL FOCUS: LEARNING ABC’S**

**Letter Names S, s**

Display the Letter Cards S and s. Identify the letters for children. Discuss that the letters look alike—except for their size.

Give each child two pieces of string or yarn. One piece should be twice as long as the other. Show children how to use the longer piece to make capital S and the shorter piece to make little s. Have children practice making S and s.

Have children use the art supplies to make Ss designs. Have them use their lengths of string to make S and s on a cardboard surface. Have them glue the string in place and decorate the cardboard around the string. Display children’s work.

Check each child’s ability to identify S and s.

**PHONICS CENTER**

Today children will be working with Letter Cards for capital and lowercase letters. Review the letter names with children to prepare them for the Phonics Center activities.
Objectives
• match capital and lowercase letters (F-J)
• learn the letters T, t

Materials
• index cards (for making a deck of letter cards)
• Letter Cards Tt
• oaktag strips (one long and one short per child)
• scissors
• Practice Master ES 1-2

Letter Review *Ff–Jj*

**Make** another deck of Letter Cards to be used in the same card game described in Week 1, Day 5.

**Review** the rules for the card game with children.

• The dealer mixes the deck of cards and deals them out.
• Players look at their cards and try to match lowercase letters with capital letters.
• Players dealt such matches pair those cards together and place them down on a flat surface.
• The dealer goes first, naming a player, and asking if that player has a match for one of the cards in the dealer’s hand. (Example “Rick, do you have a capital J?”) If that player has the card, it must be given to the dealer.
• Play continues to the right, with each player making only one request for a match.
• The player who “goes out” first, or is the first to have no cards left, is the winner.
• Play for several rounds. Then if children seem comfortable naming the cards and making matches, add the cards from Week 1 to the set, and resume play with a larger deck.

**Check** each child’s ability to name and match upper and lowercase forms of letters.

Letter Names *T, t*

**Display** the Letter Card for capital T. Name the letter for children. Then give each child a long and a short strip. Ask children to make T’s with their strips.
Place the Letter Card for lowercase t next to capital T. Talk about how the letters are alike and different. Point out that the line across the middle of t is a little shorter than the line on top of the capital T.

Tell children to take the shorter strip and cut off just a little bit of it. Have them use the long strip and what’s left of the shorter strip to form lowercase t.

Ask children to watch as you use your body to make a letter. Standing in front of the group, bow your head and hold your arms straight out to the sides so that they are horizontal to the floor. Ask what letter you look like. (capital T) Have children stand and use their bodies to make capital T.

Ask children to search for examples of “big” (capital) T and “little” (lowercase) t in the classroom.

Check each child’s ability to identify T and t.

Practice Apply

Distribute copies of Practice Master ES 1–2.

Have children name the pictures and color the ones whose names begin with the same sound.

Review the answers together. Have children say the names that begin with the same sounds.
**Theme 1: Look at Us!**

**Week 3**

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**Objectives**
- identify beginning sounds
- match capital and lowercase letters (Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq)
- identify the letters U, u

**Materials**
- Picture Cards: bat, box, can, cat, fox, man, map, mix, six
- Letter Cards: Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq
- art materials
- old magazines and workbooks

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**Skill Focus: Phonemic Awareness**

10–15 MINUTES

**Beginning Sounds**

**Display** Picture Cards mix and six. Name each picture; have children say the names after you.

**Ask:** Do mix and six begin with the same sounds? (No) What sound do you hear at the beginning of mix? (/m/) At the beginning of six? (/s/) Are /m/ and /s/ the same sound? (No, they are different sounds.) Display the Picture Card map. Which word begins like map: mix or six? (mix)

**Repeat** this procedure with the Picture Cards man/can/mat, cat/bat/can, and fox/box/bat.

**Recite** and repeat the chant. You may want to help each child identify a word that begins with the same sound as the child’s own name. Then children can substitute these words for Ned and name.

**Check** each child’s ability to identify beginning sounds and words that begin with the same sound.

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**Skill Focus: Learning ABC’s**

10–15 MINUTES

**Letter Review Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq**

**Display** Letter Cards for the capital letters listed above on a board ledge or pocket chart. Leave space after each letter. Have children name the capital letters as you point to them in order.

**Give** one child the lowercase q Letter Card. Ask the child to name the letter and then place the card in the chart next to its matching “big” letter.

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**Technology**

Education Place
www.eduplace.com

Look at Us!

Audio CD
Mice Squeak, We Speak
Here Are My Hands
Audio CD for Look at Us!

Lexia Phonics
CD-ROM
Primary Intervention
Repeat the procedure with the remaining letters. Then point to capital and lowercase letters in random order and have children identify them.

Note children who need additional support naming or matching letters.

**SKILL FOCUS: LEARNING ABC’S**

**Letter Names U, u**

Name and print capital U on the board. Describe the strokes as you write. Then retrace the letter on the board while children finger trace it in the air. Repeat the procedure for lowercase u.

Point out the similarities between the letter forms. Note that one side of the lowercase letter is a straight line.

Have children work with partners to make Uu collages. Pairs can find the Uu’s in old magazines and/or workbooks. Have them cut out text that includes Uu’s, underline the letter(s), and paste the cutouts on paper in a collage. Display children’s work in the classroom.

Note children’s ability to identify the letters in print material.

**PHONICS CENTER**

Today children will be working with Letter Cards for capital and lowercase letters. Review the letter names with children to prepare them for the Phonics Center activities.
**Objectives**
- identify beginning sounds
- match capital and lowercase letters (Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq)
- identify the letters V, v

**Materials**
- Picture Card dog
- Letter Cards: Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq, Uu
- red construction paper
- picture dictionaries

**SKILL FOCUS: PHONEMIC AWARENESS**
**10–15 MINUTES**

**Beginning Sounds**

**Recite** and repeat the jump-rope chant. Then ask children to say it with you. Point out that some words in the chant begin with the same sound.

**Display** the Picture Card *dog*, and ask children to listen to the chant again. Have them raise their hands when they hear a word that begins with the same sound as *dog*.

**Ask** a child to write his or her first name on the board. Then demonstrate how that child’s name can be used in the chant. You will need to supply another name that begins with the same first sound, as well as a place and a thing.

**Say** the new version of the chant for children; have them raise their hands when they hear a word that begins with the same sound as the child’s first name. Repeat with other children’s names.

**Note** each child’s ability to recognize identical beginning sounds.

**SKILL FOCUS: LEARNING ABC’S**
**10–15 MINUTES**

**Letter Review Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq**

**Display** the following pairs of lowercase Letter Cards one at a time: b, d; i, j; m, n; g, q.

**Call on** children to name the letters. Then discuss why people often mix these letters up and what clues they can use to tell them apart.

**Ask** children to match the capital Letter Cards to the lowercase forms.
Give each child a Letter Card, and then tell children to get on line as you call their letter names. Call the names, one at a time, and have children line up by two’s, with each lowercase letter standing next to its uppercase “partner.”

Note children who need additional support naming or matching specific letters.

**SKILL FOCUS: LEARNING ABC’S 10–15 MINUTES**

**Letter Names V, v**

Write capital V and lowercase v on the board. Identify the letters for children. Point out that these letters look very much alike. Ask how “little” (lowercase) v is different from “big” (capital) V. (It’s smaller.)

Have children name each letter as you point to it. Repeat several times.

Cut out several heart shapes from red construction paper. Give a heart to each child, and tell children that you are giving them early “valentines.” Have children write “big” (capital) V’s and “little” (lowercase) v’s on the heart shapes.

Show children the page(s) for Vv in a picture dictionary. Ask them to point out the v at the beginning of each entry word.

Check each child’s ability to identify V and v.

**PHONICS CENTER**

Children will continue to work with Letter Cards for capital and lowercase letters. Review the letter names with children to prepare them for the Phonics Center activities.
Theme 1: Look at Us!  Week 3

Day 3

Skill Focus: Phonemic Awareness 10–15 Minutes

Beginning Sounds

Tell children that many characters in nursery rhymes have first and last names that begin with the same sound. Give an example: Tommy Tucker.

Ask children to listen as you say the names of some other characters. Have them clap if both first and last names begin with the same sound. Say: Jumping Joan, Jack Sprat, Tom Tinker, Poll Parrot, Davy Dumpling, Humpty Dumpty.

Say: If I wanted to make up a nursery rhyme about a mouse, I might name my character Millie Mouse or Marty Mouse. Let’s think of some other animal names that begin with the same sounds.

Suggest an animal, such as bear. Ask children to identify the beginning sound and think of names that begin with the same sound. Have them think of several names—and then choose one they like best. (Examples: Billy Bear, Betty Bear) Continue with other animals, such as fox, dog, horse, lion, tiger, and seal.

Check children’s responses for understanding of beginning sounds.

Skill Focus: Learning ABC’s 10–15 Minutes

Letter Review Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq

Place all the capital Letter Cards face down across the top of a desk and all the lowercase Letter Cards face down beneath them in random order.

Objectives

- identify beginning sounds
- match capital and lowercase letters (Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq)
- identify the letters W, w

Materials

- Letter Cards: Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq
- oaktag strips (four per child)
- scissors
Have a child turn over one capital Letter Card and name the letter. Challenge the child then to try to find the matching “little” (lowercase) letter. If the child is successful, he/she should remove both cards from the desk. If not, the child should turn only the second card selected face down.

Ask other children to try to find the match. Tell children to look carefully and try to remember where the cards are—so that they don’t choose one that has already been turned over. Once a match has been made, begin again by having a child turn over a new “starter” card.

Continue until all cards have been matched.

Note children’s ability to identify the letters and match capital and lowercase forms.

**SKILL FOCUS: LEARNING ABC’S**

**Letter Names W, w**

Write the letters W and w on the board, and identify them for children. Point out that the name “double-u” suggests that the letter might look like two U’s. Write V next to W, and point out that in fact the letter looks like two V’s.

Tell children to listen as you recite a silly chant. Say the chant, and then have children say it with you.

Distribute oaktag strips, four per child. Have each child use the strips to form a “big” (capital) W.

Give each child a pair of scissors, and ask children to try to make little w.

Have children find and identify “big” (capital) W’s and “little” (lowercase) w’s on signs, charts, or empty food containers in the classroom.

Check each child’s ability to identify W and w.
**Objectives**
- identify beginning sounds
- match capital and lowercase letters (Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq)
- identify the letters X, x

**Materials**
- Picture Cards: pot, rake, rope, rug, run
- Letter Cards: Bb, Dd, Gg, Ii, Jj, Mm, Nn, Oo, Qq, Xx
- oaktag trips (two per child)
- scissors

**Beginning Sounds**

**Display** these Picture Cards: rake, rope, rug, run.

Have children name the pictures. Then ask: **What is the same about the words** rake, rope, rug, run? (They all begin with /r/.)

**Show** the Picture Card for pot. Ask if pot begins with the same sound as rake, rope, rug, and run. If children have difficulty, ask them to say rug and pot while looking into a mirror and note the position of their lips as they say /r/ and /p/.

**Tell** children to listen carefully as you say pairs of words. If the words begin with the same sound, they should say yes. If the words do not begin with the same sound, they should say no. Say these pairs: boat/boy; doll/milk; vest/lest; well/book; rust/ray; let/laugh; next/net; cab/car.

**Check** each child’s ability to distinguish between like and unlike beginning sounds.

**Letter Review Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq**

**Hide** matching capital and lowercase pairs of Letter Cards in the classroom.

**Tell** children that you have hidden the Letter Card pairs. Ask them to listen as you give clues about the letter pairs.
Give clues to the identities and whereabouts of each pair of letters. For *Dd* you might say: *We are near the beginning of the alphabet. We are not capital B and little b. But some people do get “little me” mixed up with little b. We are hiding in someone’s desk. The desk belongs to me.*

Have children raise their hands when they think they know the name and location of a pair.

Continue until all the pairs have been located.

**SKILL FOCUS: LEARNING ABC’S**

**Letter Names X, x**

Display the Letter Cards capital *X* and lowercase *x*. Identify the letters for children. Discuss how the letters look alike—except for their size.

Give each child two oaktag strips. Have children use their strips to make capital *X* and cut a bit off each strip to make lowercase *x*.

Display these Letter Cards: *O, o, X, x* Tell children that the letters *X* and *O* are used to play a game called Tic-Tac-Toe. Draw a Tic-Tac-Toe grid on the board, and show children how to play.

Send two pairs of children to the board to play. Tell one pair to use capital letters and the other to use lowercase letters. After children have completed the games, have the group compare the grids. Lead children to conclude that the capital and lowercase forms of each letter look alike—except for their size.

Check each child’s ability to identify *X* and *x*.

**PHONICS CENTER**

Today children will be working with Letter Cards for capital and lowercase letters. Review the letter names with children to prepare them for the Phonics Center activities.
**Objectives**
- match capital and lowercase letters (Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq)
- learn the letters Y, y, Z, z

**Materials**
- decks of letter cards prepared for Weeks 1 and 2.
- index cards (for additional letter cards)
- Letter Cards: Yy, Zz
- oaktag strips (one long and three short per child)

**Letter Review Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq**

**Add** the letters Bb, Dd, Gg, Ii, Jj, Mm, Nn, Qq to the decks of cards prepared for Weeks 1 and 2. (Some of the letters will be duplicates; this will provide for extra practice with these letters.)

- Review the rules for the card game with children.
- The dealer mixes the deck of cards and deals them out.
- Players look at their cards and try to match lowercase letters with capital letters.
- Players dealt such matches pair those cards together and place them down on a flat surface.
- The dealer goes first naming a player, and asks if that player has a match for one of the cards in the dealer’s hand. (Example: “Sergio, do you have a capital Q?”) If that player has the card, it must be given to the dealer.
- Play continues to the right, with each player making only one request for a match.
- The player who “goes out” first, or is the first to have no cards left, is the winner.

**Note** children’s ability to identify and match the uppercase and lowercase letters.

**CHANT**

It all begins
With A-B-C.
How does it end?
With X-Y-Z.

**Letter Names Y, y; Z, z**

**Recite** and repeat the chant shown. Then have children say it with you.
Say the entire alphabet with children. Then ask them to name the last two letters. Tell children that today they will learn more about y and z.

Display Letter Cards for both letters, capital and lowercase forms. Also distribute oaktag strips and scissors.

Say: First, let’s make capital Y. Point to the Letter Card for Y, and name the letter for children. Have them say the letter name several times. Then ask which oaktag strips they think should be used to make this letter. (three short ones)

Have children use the strips to make Y. Check their work.

Proceed to identify and make capital Z next. Lead children to conclude that they will need one long strip and two short ones to form Z. Check their work.

Draw a horizontal line on the board. Say: Watch carefully as I write big Y and little y. Write the letters. Ask children where the “tail” of the lowercase y goes. (below the line)

Continue with z. Point out that big Z and little z look alike—except for their size.

Check children’s ability to identify Y, y, Z, and z.

Practice Apply

Distribute copies of Practice Master ES 1-3.

Have children name the three pictures in each row.

Tell children to color the pictures whose names begin with the same sound.