



# 2s Literacy Curriculum



**Building Phonological  
Awareness, Alphabetic  
Knowledge, and Letter  
Formation with Little  
Learners!**

# 2's Curriculum



## Daily Literacy Schedule

<b>1 minute</b>	<b>Name Game!</b>
<b>2 - 3 minutes</b>	<b>Phonological Awareness Warm-Up</b>
<b>1 minute</b>	<b>ABC Song</b>
<b>2 - 3 minutes</b>	<b>Letter Introduction</b>
<b>1 - 2 minutes</b>	<b>Letter Picture Discussion</b>
<b>1 - 2 minutes</b>	<b>Letter Formation</b>
<b>Varies</b>	<b>Fine Motor Play</b>

# Letter Aa - Day 1

**Materials:**

- Notecards with each child's name and picture
- Blanket

**Name Play: Who's Behind the Blanket?**

- Choose one child to come to the front of the room.
- Hold up the blanket so the child is hidden from the class.
- Say, "Who's behind the blanket? Their name begins with the letter \_\_\_\_."
- Drop the blanket to reveal the child.
- Hold up the child's name card and say, "It was \_\_\_! Their name begins with the letter \_\_\_\_."

**Materials:**

- Bell

**Phonological Awareness Warm-Up: Sound Discrimination  
Ring the Bell**

- Children stand up and close their eyes.
- Quietly walk to a corner of the classroom.
- Ring the bell.
- Children will turn their bodies and point to where they think the bell is ringing.
- Children will open their eyes...did they point to the right area?
- Play again and again!

**Materials:**

- ABC Strip

**Sing the ABCS**

- Display the ABC chart in front of the class.
- Sing the ABC Song aloud, pointing to each letter that you name on the chart as you sing.
- Repeat the song 1-2 more times, encouraging children to point to the letters on the chart as they are named.

**Materials:**

- Letter Sound Flashcard - Aa
- Mystery Bag
- Sensory Letters (magnetic, various sizes, sandpaper, wooden, gel)

**Letter Introduction:****Sensory Discovery:**

- Children pull sensory letters out of the mystery bag.
- Say, "This is the letter Aa. What do you notice about it?"
- Discuss the shape of the letter. Does it have curved or straight lines?
- Allow the children to touch and feel the different sensory letters.

**Sound and Motion:**

- Hold up the Letter Sound Flashcard for the letter Aa.
- Say, "Today, we are going to learn about the letter Aa. Here is the letter Aa. This is an uppercase A and this is a lowercase a."

	<ul style="list-style-type: none"> <li>• Model the letter sound motion. Say, "The letter Aa represents the /aaa/ sound. Here is a picture of an apple. This picture helps us remember how to move our bodies with the letter sound."</li> <li>• Practice the sound and motion 3-4 times, referring to the picture, which mimics the body motion. Sing, "Who let the Aa out? (aaa), (aaa), (aaa), (aaa)."</li> <li>• Point out and discuss mouth formation. Say, "Watch my mouth as I make the sound. Can you make the sound the same way?" Practice several times.</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• ABC Strip</li> <li>• ABC Strip Aa Card</li> <li>• ABC Picture Cards - Aa</li> <li>• <u>A is for Apple</u> Book</li> </ul>	<p style="text-align: center;"><b>Letter Aa Word Discussion:</b></p> <ul style="list-style-type: none"> <li>• Hold up the letter Aa ABC strip card (apple). Call on a child to find the matching ABC Strip Aa picture on the ABC Strip and tape it under that letter.</li> <li>• Discuss the picture name and how it matches the letter sound.</li> <li>• Open the <u>A is for Apple</u> Book and turn to the Aa page. Discuss two Aa objects on the page.</li> <li>• Show the three ABC Picture Cards - Aa and discuss the name and sound.</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <u>A is for Apple</u> Book</li> <li>• Letter Aa on Posterboard Cutout</li> <li>• Toy Car</li> <li>• Crayons or Markers</li> </ul>	<p style="text-align: center;"><b>Letter Formation:</b></p> <ul style="list-style-type: none"> <li>• Open the <u>A is for Apple</u> Book and turn to the Aa page.</li> <li>• Use your finger to model how the letter is formed for both the uppercase and the lowercase letter.</li> <li>• Display the Letter A Posterboard. "Drive" the car on the letter, modeling how the letter is formed.</li> <li>• Allow children to come up and "drive" the formation.</li> <li>• Place the posterboard in the art center for the students to color and draw on during free time.</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Fuzzy craft balls</li> <li>• Empty spice container, water bottle, or small box with a hole</li> </ul>	<p style="text-align: center;"><b>Fine Motor Play: Pom-Pom Drop</b></p> <ul style="list-style-type: none"> <li>• Show children how to pick up one pom-pom ball using their fingers.</li> <li>• Push the pom-pom into the hole.</li> <li>• Dump the pom-poms out and repeat.</li> </ul>

# Letter Aa - Day 2

## Materials:

- Notecards with each child's name and picture
- Blanket

## Name Play: Who's Behind the Blanket?

- Choose one child to come to the front of the room.
- Hold up the blanket so the child is hidden from the class.
- Say, "Who's behind the blanket? Their name begins with the letter \_\_\_\_."
- Drop the blanket to reveal the child.
- Hold up the child's name card and say, "It was \_\_\_\_! Their name begins with the letter \_\_\_\_."

## Materials:

- Listening Game: Guess the Sound by Kreative Leadership on YouTube
- Matching sound pictures (optional)

## Phonological Awareness Warm-Up: Sound Discrimination What's That Sound?

- Display the listening game matching pictures on the board.
- Turn on the listening game from YouTube. After each sound, pause and call on a child to guess the sound!
- Reveal the sound and call on a child locate the matching picture.
- Continue until all sounds have been played, guessed, and revealed!

Listening Game: <https://www.youtube.com/watch?v=pbxFOxz9c1g>

## Materials:

- ABC Strip

## Sing the ABCS

- Display the ABC chart in front of the class.
- Sing the ABC Song aloud, pointing to each letter that you name on the chart as you sing.
- Repeat the song 1-2 more times, encouraging children to point to the letters on the chart as they are named.

## Materials:

- Letter Aa on Post-It Notes.
- Letter Sound Flashcard - Aa
- ABC Strip
- ABC Strip Aa Card
- ABC Picture Cards - Aa

## Letter Aa Review:

### Letter Hunt:

- Hang Aa Post-It notes around the room.
- Allow children to gather the letters and stick them on the board.
- Say, "Does anyone remember this letter name?"
- Sort the letters by uppercase and lowercase.

<ul style="list-style-type: none"> <li>• Various Aa classroom objects</li> <li>• Children's Names that Begin with Aa written on notecard</li> </ul>	<p><b>Sound and Motion:</b></p> <ul style="list-style-type: none"> <li>• Hold up the Letter Sound Flashcard for the letter Aa.</li> <li>• Practice the sound and motion 3-4 times, referring to the picture, which mimics the body motion. Sing, "Who let the Aa out? (aaa), (aaa), (aaa), (aaa)."</li> </ul> <p><b>Word Discussion:</b></p> <ul style="list-style-type: none"> <li>• Refer to the ABC Strip - Point to and say the letter name and sound.</li> <li>• Show the three ABC Picture Cards - Aa and discuss the name and sound.</li> <li>• Pass around various Aa classroom objects for the children to touch and explore.</li> <li>• Reveal any children's names that begin with Aa.</li> <li>• Allow the children to come to the front of the room and celebrate!</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <u>A is for Apple</u> Book</li> <li>• Scarves</li> </ul>	<p style="text-align: center;"><b>Letter Formation:</b></p> <ul style="list-style-type: none"> <li>• Open the <u>A is for Apple</u> Book and turn to the Aa page.</li> <li>• Review how the letter is formed for both the uppercase and the lowercase letter.</li> <li>• Pass out scarves. Have the children use the scarves to create the letters in the sky!</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Fuzzy craft balls</li> <li>• Empty spice container, water bottle, or small box with a hole</li> </ul>	<p style="text-align: center;"><b>Fine Motor Play: Pom-Pom Drop</b></p> <ul style="list-style-type: none"> <li>• Show children how to pick up one pom-pom ball using their fingers.</li> <li>• Push the pom-pom into the hole.</li> <li>• Dump the pom-poms out and repeat.</li> </ul>

# 2s Phonological Awareness Warm-Ups

**Week 9**  
**Letter Ii**

**One, Two, Buckle My Shoe**

One, Two, Buckle My Shoe,  
Three, Four, Shut the Door,  
Five, Six, Pick Up Sticks,  
Seven, Eight, Lay Them Straight  
Nine, Ten, Sing It Again!

**Week 10**  
**Letter Jj**

**Phonological Awareness: Word Discrimination**

Chime Time!

**Phonological Awareness: Sentence Segmentation**

Clap and Say

**Week 11**  
**Letter Kk**

**Teddy Bear, Teddy Bear**

Teddy bear, teddy bear, turn around!  
Teddy bear, teddy bear, touch the ground!  
Teddy bear, teddy bear, jump up high!  
Teddy bear, teddy bear, touch the sky!

Teddy bear, teddy bear, bend down low!  
Teddy bear, teddy bear, touch your toes!  
Teddy bear, teddy bear, turn out the light!  
Teddy bear, teddy bear, say goodnight!

**Week 12**  
**Letter Ll**

**Jack and Jill**

Jack and Jill went up the hill,  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.

**Week 13**  
**Letter Mm**

**Phonological Awareness: Sentence Segmentation**

Clap and Say

**Phonological Awareness: Sentence Segmentation**

Tap and Say

<p><b>Week 14</b> <b>Letter Nn</b></p>	<p style="text-align: center;"><b><u>Happy and You Know It</u></b></p> <p style="text-align: center;">If you're happy and you know it clap your hands          If you're happy and you know it clap your hands          If you're happy and you know it and you really want to show it          If you're happy and you know it clap your hands</p> <p style="text-align: center;">If you're happy and you know it stomp your feet          If you're happy and you know it stomp your feet          If you're happy and you know it and you really want to show it          If you're happy and you know it stomp your feet</p> <p style="text-align: center;">If you're happy and you know it shout hurray (hurray)          If you're happy and you know it shout hurray (hurray)          If you're happy and you know it and you really want to show it          If you're happy and you know it shout hurray (hurray)</p> <p style="text-align: center;">If you're happy and you know it do all three          If you're happy and you know it do all three          If you're happy and you know it and you really want to show it          If you're happy and you know it do all three</p>
<p><b>Week 15</b> <b>Letter Oo</b></p>	<p style="text-align: center;"><b><u>Twinkle, Twinkle, Little Star</u></b></p> <p style="text-align: center;">Twinkle, twinkle, little star,          How I wonder what you are!          Up above the world so high,          Like a diamond in the sky.          Twinkle, twinkle, little star,          How I wonder what you are!</p>
<p><b>Week 16</b> <b>Letter Pp</b></p>	<p style="text-align: center;"><b>Phonological Awareness: Blending Syllables</b>          Hungry Puppet</p> <p style="text-align: center;"><b>Phonological Awareness: Blending Syllables</b>          I Spy</p>

moving  
Little Minds

**2s Book  
Extensions**



**Books, Songs, & Related  
Activities for Every Week!**

# Week 4

Book: *I Went Walking* by Sue Williams

- Before Reading: Spread animal picture cards around the room. Call out an animal name and ask the children to walk like that animal and touch the animal picture card. Repeat with different animals.
- During Reading:
  - Encourage children to predict which animal will come next based on the pattern of the story.
  - Ask, "What color is the animal? Can you name another animal that is the same color?"
- After Reading:
  - Group Literacy Activity: Story Sequencing – Provide picture cards of the animals from the book and let children place them in order as they appeared in the story.
- Group Literacy Game: Animal Footprint Hunt – Hide animal footprint cutouts around the room and let children find and match them to the correct animal.
- Songs:
  - *Let's Go For a Walk Outside* – Super Simple Songs
  - *Walking, Walking, Hop, Hop Song* – Kiboomers
- Related Books:
  - *Where's Spot?* by Eric Hill
  - *We're Going on a Bear Hunt* by Michael Rosen
  - *Discovery: Moo on the Farm!* by Thea Feldmen

NOTE: See downloads for printable materials.



# Week 11

Book: *Goodnight Moon* by Margaret Wise Brown

- Before Reading: Dim the lights and introduce a soft bedtime song or lullaby. Encourage children to pretend to tuck in a stuffed animal.
- During Reading:
  - Encourage children to say “goodnight” to objects in the book.
  - Ask, “What do you do before bed?” to spark discussion.
- After Reading:
  - Group Literacy Activity: Nighttime Sorting – Have children match objects that belong in a nighttime routine and those that do not.
  - Group Literacy Game: What’s Missing? – Lay out bedtime objects, then hide one and have children guess what’s missing.
- Songs:
  - *Twinkle Twinkle Little Star* – Super Simple Songs
  - *Rock-a-Bye Baby* – The Kiboomers
- Related Books:
  - *Time for Bed* by Mem Fox
  - *Llama Llama Nighty-Night* by Anna Dewdney
  - *Guess How Much I Love You* by Sam McBratney

NOTE: See downloads for printable materials.



# Week 12

Book: *Play! Play! Play!* by Douglas Florian

- Before Reading: Provide small balls, soft blocks, or scarves for children to explore. Ask, "How do you like to play?" and encourage movement.
- During Reading:
  - Encourage children to act out the playful actions in the book.
  - Pause and ask, "What do you like to do outside?" or "What's your favorite way to play?"
- After Reading:
  - Group Literacy Activity: Exercise and Count - Provide different movement options (jump, squat, arm twirls). Take turns demonstrating and counting the reps.
  - Group Literacy Game: Action Dice - Roll a large dice with pictures of different playful activities (jump, dance, spin), and children follow the action shown.
- Songs:
  - Floor is Lava - The Kiboomers
  - Move! - Super Simple Songs
- Related Books:
  - *Moving Your Body* by Beci Orpin
  - *Let's Play* by Hervé Tullet
  - *I Can* by Helen Oxenbury

NOTE: See downloads for printable materials.

