



# 3's Literacy Curriculum



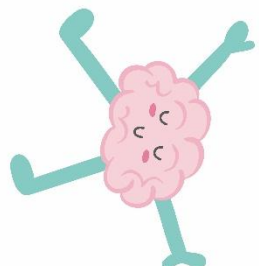
**Building Phonological Awareness, Alphabetic Knowledge, and Letter Formation with Little Learners!**

# 3's Curriculum



## Daily Literacy Schedule

<b>2 - 3 minutes</b>	<b>Phonological Awareness Warm-Up</b>
<b>1 minute</b>	<b>Who Let the Letters Out</b>
<b>2 - 3 minutes</b>	<b>Letter Introduction</b>
<b>1 - 2 minutes</b>	<b>Letter Picture Discussion</b>
<b>5+ minutes</b>	<b>Letter Formation Practice/Creation</b>



# First 26 Days of School

For the first 26 days of school, focus on celebrating each child's name to learn the letters of the alphabet. Refer to the *Name Games & Songs* document for different ways to play with and celebrate names, as well as sing some fun songs and poems to build phonological awareness. Research shows that children typically learn the letters in their names first, so celebrating letters in names is a great starting point for children.

The first 26 days will also be a time to introduce each letter sound with the Moving Little Minds Alphabet Motion Flashcards. Introduce one letter and body motion per day. Review and build upon the previously learned letters until all 26 letters have been introduced.

## Materials:

- ABC Strip
- Letter Sound Flashcards
- Dr. Seuss's ABC Book by Dr. Seuss
- ABC Picture Cards
- Other ABC picture books (optional).

## A-Z Letter Introduction (1 letter per day in ABC order)

### Letter Introduction (Repeat for each letter):

- Open Dr. Seuss's ABC Book to the letter Aa.
- Read the letter Aa page, pointing to the uppercase and lowercase letters.
- Say, "This is an uppercase A and this is a lowercase a. A makes the /aaaa/ sound. Can you make the /aaaa/ sound with me?"

### Letter/Sound Connection:

- Say, "A lot of different items begin with the letter Aa. Let's name some." Point out the letter Aa items in the book and hold up the ABC Picture Cards for the letter. Say the name of each item.
- Pass out other ABC books. "Let's turn to the letter Aa page. Can you name some items on the page that begin with the letter Aa?"
- Discuss the letter Aa items together.

### Body Motion Introduction:

- Ask everyone to stand up.
- Say, "Now, we are going to learn the letter sound motion for the letter. See this picture. It is an apple. We will move our arms slowly to our mouths, like we are eating an apple. Do it with me!"
- Practice the sound and motion together many times.
- Finally, sing, "Who let the Aa out? (aaaa) (aaaa) (aaaa) (aaaa)."
- Build on to the song as each new letter is learned!

# Letter Cc – Day 1

**Materials:**

- Cc Poem

**Phonological Awareness Warm-Up: Poem of the Week**
**Introduce the Poem:**

- Recite the Cc poem aloud.
- Touch each word as you recite it.
- As you recite the poem, encourage children to follow along with the body motions and words.
- Repeat the poem 2-3 times together.

**Clap and Say:**

- Say, "Now, we are going to clap as we say each word in the poem. Watch as I clap and say the poem."
- Repeat the poem again very slowly. Clap as you say each word.
- Encourage children to join in as you clap and read the poem 2-3 more times.

**Materials:**

- Letter Sound Flashcard - Cc
- Mystery Bag
- Cc objects (cup, car, cat).

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

- Children pull Cc objects out the of mystery bag.
- Say, "Listen to these words. What sound do you hear that the beginning of each word? Yes! /c/ All of these objects begin with the Letter Cc. Cc makes the /c/ sound."

**Sound and Motion:**

- Hold up the Letter Sound Flashcard for the letter Cc.
- Say, "Today, we are going to learn about the letter Cc. Here is the letter Cc. This is an uppercase C and this is a lowercase c."
- Model the letter sound motion. Say, "The letter Cc represents the /c/ sound. Here is a picture of a cat clawing. This picture helps us remember how to move our bodies with the letter sound."
- Practice the sound and motion 3-4 times, referring to the picture, which mimics the body motion. Sing, "Who let the C out? (c), (c), (c), (c)."
- 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.

**Materials:**

- ABC Strip
- ABC Strip Cc Card

**Letter Cc Word Discussion:**

- Hold up the letter Cc ABC strip card. Call on a child to find the matching ABC Strip Cc picture on the ABC Strip and tape it under that letter.
- Discuss the picture name and how it matches the letter sound.

<ul style="list-style-type: none"> <li>• ABC Picture Cards – Cc</li> <li>• <u>A is for Apple</u> Book</li> </ul>	<ul style="list-style-type: none"> <li>• Open the <u>A is for Apple</u> Book and turn to the Cc page. Discuss two Cc objects on the page.</li> <li>• Show the three ABC Picture Cards – Cc and discuss the name and sound.</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <u>Aa is for Apple</u> Book</li> <li>• Letter Cc written on board.</li> <li>• Toy Car</li> <li>• Letter Formation Chart</li> </ul>	<p style="text-align: center;"><b>Letter Formation:</b></p> <ul style="list-style-type: none"> <li>• Open the <u>Aa is for Apple</u> Book and turn to the Cc page.</li> <li>• Use your finger to model how the letter is formed for both the uppercase and the lowercase letter.</li> <li>• Model how to write the uppercase letter using the Letter Formation Chart.</li> <li>• Have children follow along, sky writing the letter and writing the letter on the carpet with their fingers.</li> <li>• “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>• Repeat with lowercase c.</li> </ul>

# Letter Cc – Day 2

**Materials:**

- Cc Poem
- Drums

**Phonological Awareness Warm-Up: Poem of the Week**
**Review the Poem:**

- Review the poem 2-3 times aloud. Encourage the children to follow along with the body motions and words.
- Pass out drums.
- Children will tap their drum for each word in the poem.
- Repeat the poem 2-3 times together, tapping clearly for each word.

**Materials:**

- ABC Strip

**Who Let the Letters Out?**

- Display the ABC chart in front of the class.
- Sing "Who Let the Letter's Out" each day, modeling the sounds and motions.

**Materials:**

- Letter Sound Flashcard – Cc
- ABC Picture Cards
- ABC Strip
- Cc Poem
- Highlighter or Pointer

**Letter Cc Review:**
**Sound and Motion:**

- Hold up the Letter Sound Flashcard for the letter Cc.
- Say, "Does anyone remember this letter name and sound? Yes! Cc. Cc says /c/. Great job!"
- Practice the sound and motion 3-4 times, referring to the picture, which mimics the body motion. Sing, "Who let the Cc out? (c), (c), (c), (c)."

**Letter Hunt:**

- Give children a pointer or highlighter.
- Call on children to come up to the Cc poem and point to a Cc. Circle a Cc with the highlighter.
- Count how many letters were found!

**Materials:**

- ABC Strip
- ABC Strip Cc Card
- ABC Picture Cards – Cc
- A is for Apple Book
- Cc Names on Notecards

**Letter Cc Word Discussion:**

- Review the ABC Strip – Point to and say the letter name and sound.
- Review the pictures in the A is for Apple book, as well as the three ABC Picture Cards.
- Give clues about a child to reveal the person in the class with a Cc name (if applicable).
- Reveal the child's name that begins with Cc.
- Allow the child to come to the front of the room and play with the name (count letters, mix up and put back together, etc.).

**Materials:**

- A is for Apple Book
- Letter Construction Pieces

**Letter Formation:**

- Open the A is for Apple Book and turn to the Cc page.
- Review how to form the uppercase letter and lowercase letter on the letter formation chart.
- Have the children skywrite or write on the carpet along with your writing.
- Discuss unique features of the letters (straight lines vs. curved, count the number of lines, etc.)
- Call on children to come to construct the two letters, using the letter construction pieces.
- Extend learning by building on, tracing over, or using Play-Doh on the ABC Letter Mats (whole group or center activity).

# Letter Cc – Day 3

<b>Materials:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Phonological Awareness Warm-Up: Sentence Segmentation Clap and Say</b> <ul style="list-style-type: none"> <li>• Say, "Today, we are going to clap each word in a sentence. Listen as I clap a sentence about my favorite color. I (clap) like (clap) red (clap). Clap with me."</li> <li>• Encourage the children to clap the sentence with you several times.</li> <li>• Next, go around the room and ask each child to say his/her favorite color. Encourage the children to use the sentence, "I like ____."</li> <li>• As a group, clap and say each child's sentence.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• ABC Strip</li> </ul>	<b>Who Let the Letter's Out?</b> <ul style="list-style-type: none"> <li>• Display the ABC chart in front of the class.</li> <li>• Sing "Who Let the Letter's Out" each day, modeling the sounds and motions.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Letter Sound Flashcard – Cc</li> <li>• ABC Picture Cards</li> <li>• ABC Strip</li> <li>• Wikki Stix</li> </ul>	<b>Letter Cc Review:</b> <p><b>Sound and Motion:</b></p> <ul style="list-style-type: none"> <li>• Hold up the Letter Sound Flashcard for the letter Cc.</li> <li>• Practice the sound and motion 3-4 times, referring to the picture, which mimics the body motion. Sing, "Who let the Cc out? (c), (c), (c), (c)."</li> <li>• Locate the letter on the ABC Strip.</li> </ul> <p><b>Wikki Stix:</b></p> <ul style="list-style-type: none"> <li>• Model how to create the letter Cc using wiki sticks or pipe cleaners.</li> <li>• Allow children to create the letters using their own at their tables.</li> <li>• Use fingers to trace over the letter, discussing proper letter formation.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Mystery Bag</li> <li>• 2-3 Cc Objects</li> </ul>	<b>Letter Cc Word Discussion:</b> <ul style="list-style-type: none"> <li>• Place a Cc object inside the mystery bag (cat).</li> <li>• Give three clues about the object.</li> <li>• Next, allow children to reach into the bag and feel the item.</li> <li>• Call on children to guess what the item is.</li> <li>• Reveal the object and discuss the letter Cc.</li> <li>• Repeat with 1-2 more items.</li> </ul>



<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Letter Formation Chart</li> <li>• Marker</li> <li>• Candy Corn</li> <li>• Uppercase and lowercase Cc on paper with directionality arrows</li> </ul>	<p><b>Tactile Letter Creation:</b></p> <ul style="list-style-type: none"> <li>• Children will create a tactile letter Cc using candy corn and glue.</li> <li>• Review how to form the uppercase letter and lowercase letter on the letter formation chart.</li> <li>• Use Elmers glue over the letter.</li> <li>• Model proper directionality when placing on the candy corn on the letters and encourage the children to follow the arrows on the paper.</li> <li>• Children will place candy corn in the glue to form the letter, encouraging proper directionality when placing in glue.</li> <li>• Let dry, send home, and encourage families to practice the proper letter formation by tracing the letters with fingers.</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Letter Formation Chart</li> <li>• Letter Formation Guide</li> <li>• Letter Writing Sheet</li> <li>• Pencils or Crayons (depending on developmental abilities)</li> </ul>	<p><b>Optional Activity: Handwriting Practice</b></p> <ul style="list-style-type: none"> <li>• Review how to form the uppercase letter and lowercase letter on the letter formation chart.</li> <li>• Children will follow along to trace over the letters, modeling proper letter formation.</li> <li>• Continue practicing writing the letters independently.</li> <li>• Remind students of the letter formation steps, letter name, and letter sound.</li> <li>• If needed, brainstorm a list of objects that begin with the letter sound to be drawn in the box on the worksheet.</li> </ul>

# 3's Lesson Plan Guide

Letter	Poem	Phonological Awareness Skill
<b>Week 1</b> <b>Letter Cc</b>	<u>Cc</u> Cc is for caterpillar, Cc is for cat. Cc is for cupcake, How yummy is that?	Sentence Segmentation
<b>Week 2</b> <b>Letter Oo</b>	<u>Oo</u> Oo is for octopus, Oo is for ox, Oo is for otter, Sitting on a box!	Sentence Segmentation
<b>Week 3</b> <b>Letter Aa</b>	<u>Aa</u> Aa is for apple, Aa is for ax, Aa is for alligator, Eating snacks!	Sentence Segmentation
<b>Week 4</b> <b>Letter Dd</b>	<u>Dd</u> Dd is for dogs, Dd is for ducks, Dd is for donuts, And dump trucks!	Sentence Segmentation
<b>Week 5</b> <b>Letter Gg</b>	<u>Gg</u> Gg is for goat, Gg is for gate, Gg is for glasses, So I see straight!	Sentence Segmentation
<b>Week 6</b> <b>Letter Mm</b>	<u>Mm</u> Mm is for monkey, Mm is for moon, Mm is for milk, That I drink soon!	Beginning Sounds



# 3's Book Extensions



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

# Week 1

Book: *I Like Myself!* by Karen Beaumont

- Before Reading: Provide small mirrors and encourage children to look at their reflection. Ask, "What do you like about yourself?"
- During Reading:
  - Emphasize the rhyming words and encourage children to repeat them.
  - Pause and ask, "What makes you special?"
- After Reading:
  - Group Literacy Activity: Self-Portrait Art – Have children draw or paint a picture of themselves.
  - Group Literacy Game: Name Cheer – Each child's name is chanted in a fun rhythm, and they respond by saying, "That's me!"
- Songs:
  - *I Am Special* – The Kiboomers
  - *If You're Happy and You Know It* – Super Simple Songs
- Related Books:
  - *Marvelous Me: Inside and Out* by Lisa Bullard
  - *When I Was Little* by Jamie Lee Curtis
  - *Giraffes Can't Dance* by Giles Andreae



# Week 2

Book: *From Head to Toe* by Eric Carle

- Before Reading: Have children stretch and move different body parts. Ask, "What can you do with your arms? Your legs?"
- During Reading:
  - Encourage children to act out the movements along with the book.
  - Ask, "Can you move like the animals in the story?"
- After Reading:
  - Group Literacy Activity: Body Part Chart – Label a large paper with body parts and let children place stickers on the parts they like to move.
  - Group Literacy Game: Move Like an Animal – Call out an animal from the book, and children imitate its movement.
- Songs:
  - *Head, Shoulders, Knees, and Toes* – Super Simple Songs
  - *Move Like the Animals* – Jack Hartmann
- Related Books:
  - *Here Are My Hands* by Bill Martin Jr.
  - *Ten Tiny Toes* by Caroline Jayne Church
  - *My Hands Can* by Jean Holcomb

