



# 4's Literacy Curriculum



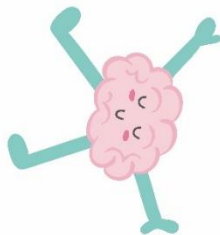
**Building Phonological Awareness, Alphabetic Knowledge, Letter Formation, and Phonics with Preschoolers!**

# 4's Curriculum



## Literacy Daily Schedule

<b>1 - 5 minutes</b>	<b>Phonological Awareness Warm-Up</b>
<b>3 - 4 minutes</b>	<b>Letter Introduction/Review</b>
<b>1 minute</b>	<b>Who Let the Letters Out</b>
<b>3 - 4 minutes</b>	<b>Letter Formation Practice</b>
<b>2 - 3 minutes</b>	<b>Song/Stretch Break</b>
<b>5 minutes</b>	<b>ABC Poem/Pre-Reading</b>
<b>4 - 7 minutes</b>	<b>Extension Activity</b>



# Week 13: Letters Jj & Kk

## Materials:

- Sound Boxes
- 3 Blocks per Child
- Dry Erase Markers (optional)

## Phonological Awareness Warm-Up: Sound Boxes

### Words:

- jet - /j//e/ /t/
- jeep - /j//e//p/

### Arm Tap and Slide:

- Place the Sound Boxes and 3 blocks in front of each child.
- Say, "We are going to practice separating the sounds in this word. Listen to the sounds in /jet/. Watch as I say the sounds down my arm."
- Model how to separate each sound by tapping the sounds down your arm. Begin at the top, tap each sound, then say the word fast as you slide down the whole arm again. Say and tap, "/j/ /e//t/ - jet!"
- Have children join in, using arms to segment the sounds 2-3 times as a group.

### Sound Box Slide:

- Model how to use sound boxes and blocks to segment each sound in the word.
- Slide one block into each box as a single sound is made, then say the entire word fast.
- Model 2-3 times.
- Next, have the children slide and say the sounds with their boxes.
- Repeat 2-3 times whole group, then individually listen in to each child as they slide and segment the sounds.

**Note:** As children get more familiar with letter names and sounds, the teacher/children may write the corresponding sounds into the boxes. This can be done in a small group setting as an extension activity with those children showing academic readiness.

## Materials:

- Mystery Bag
- Letter Jj objects
- Letter Sound Flashcard
- ABC Strip Jj card
- ABC Picture Cards - Jj
- Environmental Print Jj
- Jj names on notecard

## Letter Jj Review:

- Place Jj objects in mystery bag. Call on children to come to the front and reveal items from the bag. "Do you remember the sound that we are learning this week?"
- Review the letter sound and motion using the Letter Sound Flashcard and sing, "Who let the Jj out? (j), (j), (j), (j)."
- Hold up the ABC Picture Cards and review the word and beginning sound.
- Locate the letter on the ABC Strip.
- Reveal environmental print that begins with the letter Jj (Jolly Rancher, Juicy Fruit, JIF.)
- Reveal names of classmates that begin with the letter Jj.

	<ul style="list-style-type: none"> <li>• Hang names and environmental print on the ABC word wall.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• ABC Strip</li> </ul>	<p style="text-align: center;"><b>Who Let the Letters Out?</b></p> <ul style="list-style-type: none"> <li>• Display the ABC chart in front of the class.</li> <li>• Sing "Who Let the Letters Out" each day, modeling the sounds and motions.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Letter Construction Pieces</li> </ul>	<p style="text-align: center;"><b>Letter Formation Practice: Create</b></p> <ul style="list-style-type: none"> <li>• Review how to skywrite the letter as a group 2-3 times.</li> <li>• Call on children to come to the board to form the uppercase letter using the straight line and curved pieces. Discuss the letter form.</li> <li>• Call on children to come to the board to form the lowercase letter using the straight line and curved pieces. Discuss the letter form.</li> </ul>
	<b>Song/Stretch Break</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Jj Poem</li> <li>• Pointer or Highlighter</li> </ul>	<p style="text-align: center;"><b>Poem Introduction</b></p> <p><b>Introduce the Poem:</b></p> <ul style="list-style-type: none"> <li>• Recite the Jj poem aloud.</li> <li>• Touch each word as you recite it.</li> <li>• Repeat the poem 2-3 times together.</li> </ul> <p><b>Letter Hunt:</b></p> <ul style="list-style-type: none"> <li>• Give children a pointer or highlighter.</li> <li>• Call on children to come up to the Jj poem and point to a Jj. Circle a Jj with the highlighter.</li> <li>• Count how many letters were found!</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Magnetic Letters (large uppercase and lowercase)</li> <li>• Mystery Bag</li> </ul>	<p style="text-align: center;"><b>Extension Activity: Letter Stack</b></p> <ul style="list-style-type: none"> <li>• Fill the mystery bag with magnetic letters (only letters previously learned).</li> <li>• One at a time, children grab a letter from the bag. They must say the letter name, sound, and an object that begins with that letter.</li> <li>• Next, they stack the letter to begin creating a letter tower.</li> <li>• Continue grabbing and adding letters, one on top of the other, to the letter tower. How high can you stack it?</li> </ul>

# Week 13: Letters Jj & Kk

**Materials:**

- Hungry Puppet Food Cards
- Music

## Phonological Awareness Warm Up: Segmenting Compound Words Freeze Dance

- Spread the Hungry Puppet Food Cards around the room.
- Review how to blend and separate compound words using your hand motions.
- Model with 2-3 words from previous lessons.
- Next, introduce the Freeze Dance game. Explain that when the music begins, you can dance around the room. When the music stops, you should find a compound word to stand next to. You must properly say the word, then separate it into two words using proper hand motions.
- Play several rounds of the game, dancing and segmenting.

**Materials:**

- Mystery Bag
- 3 Letter Jj objects
- 1 object that doesn't belong
- Letter Sound Flashcard
- ABC Strip
- ABC Books
- Board/Marker

## Letter Jj Review:

- Review the letter sound and motion using the Letter Sound Flashcard and sing, "Who let the Jj out? (j), (j), (j), (j)."
- Locate the letter on the ABC Strip.
- Call children up to reveal objects in the mystery bag. Have the children guess which object does not belong.
- Pass out various ABC books to the children. Help them locate the Jj page in the books.
- Allow the children to share Jj objects that were found in the ABC books and list the words on the board.
- Read the list of Jj words from the board.

**Materials:**

- ABC Strip

## Who Let the Letters Out?

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

**Materials:**

- Letter Construction Pieces (sets per child)

## Letter Formation Practice: Group Build

- Group the students in pairs.
- Pass out letter formation pieces to each pair.
- Encourage the children to build the letters together.

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• ABC Handwriting Worksheet</li> <li>• Pencil</li> </ul>	<p><b>OPTIONAL: Extension Activity: Alphabet Worksheet</b></p> <ul style="list-style-type: none"> <li>• Children complete the ABC Handwriting Worksheet.</li> <li>• Use this worksheet as a form of assessment:             <ul style="list-style-type: none"> <li>○ Can the child form the letter properly, including starting the letter at the proper location?</li> <li>○ Can the child draw a picture of an object that represents the /Jj/ sound?</li> <li>○ Is the child able to use inventive spelling to attempt to write the corresponding word? (developmentally advanced children).</li> </ul> </li> </ul>
	<p><b>Song/Stretch Break</b></p>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Jj Poem</li> <li>• Sentence Strips (one per child)</li> <li>• Scissors (one per child)</li> </ul>	<p><b>Poem Review: Sentence Scramble</b></p> <ul style="list-style-type: none"> <li>• Review the poem, reciting it 2-3 times together (whisper sing, sing it slow, sing it fast, clap the poem, etc.)</li> <li>• Write the sentence, "Jj is for juice," on each sentence strip.</li> <li>• Read the sentence, modeling how to touch under each word as you read.</li> <li>• Pass out the sentence strips to the children. The children will touch and read the sentence together.</li> <li>• Next, pass out the scissors. Model how to cut the sentence apart between each word and scramble the sentence.</li> <li>• The children will put the sentence back together, then touch and read each word in the sentence independently.</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Ribbon Sticks</li> </ul>	<p><b>Extension Activity: Ribbon Letters</b></p> <ul style="list-style-type: none"> <li>• Pass out ribbon sticks to students.</li> <li>• Model how to use the ribbon stick to create the uppercase J in the sky.</li> <li>• Allow children to follow along as you create the letter with the ribbon.</li> <li>• Repeat with the lowercase letter j.</li> <li>• Next, play a guessing game. The teacher will create a previously learned letter in the sky. The children will guess the letter, then create it in the sky.</li> <li>• Review several known letters.</li> </ul>

# Week 13: Letters Jj & Kk

## Materials:

- Sound Boxes
- 3 Blocks per Child
- Dry Erase Markers (optional)

## Phonological Awareness Warm-Up: Sound Boxes

### Words:

- kiss - /k//i/ /s/
- kick - /k//i//k/

### Arm Tap and Slide:

- Place the Sound Boxes and 3 blocks in front of each child.
- Say, "We are going to practice separating the sounds in this word. Listen to the sounds in /kiss/. Watch as I say the sounds down my arm."
- Model how to separate each sound by tapping the sounds down your arm. Begin at the top, tap each sound, then say the word fast as you slide down the whole arm again. Say and tap, "/k/ /i/ /s/ - kiss!"
- Have children join in, using arms to segment the sounds 2-3 times as a group.

### Sound Box Slide:

- Model how to use sound boxes and blocks to segment each sound in the word.
- Slide one block into each box as a single sound is made, then say the entire word fast.
- Model 2-3 times.
- Next, have the children slide and say the sounds with their boxes.
- Repeat 2-3 times whole group, then individually listen in to each child as they slide and segment the sounds.

**Note:** As children get more familiar with letter names and sounds, the teacher/children may write the corresponding sounds into the boxes. This can be done in a small group setting as an extension activity with those children showing academic readiness.

## Materials:

- Mystery Bag
- Letter Kk objects
- Letter Sound Flashcard
- ABC Strip Kk card
- ABC Picture Cards - Kk
- Environmental Print Kk

## Letter Kk Review:

- Place Kk objects in mystery bag. Call on children to come to the front and reveal items from the bag. "Do you remember the sound that we are learning this week?"
- Review the letter sound and motion using the Letter Sound Flashcard and sing, "Who let the Kk out? (k), (k), (k), (k)."
- Hold up the ABC Picture Cards and review the word and beginning sound.
- Locate the letter on the ABC Strip.
- Reveal environmental print that begins with the letter Kk (Krispy Kreme, Kit-Kat, Kashi).
- Reveal names of classmates that begin with the letter Kk.

<ul style="list-style-type: none"> <li>Kk names on notecard</li> </ul>	<ul style="list-style-type: none"> <li>Hang names and environmental print on the ABC word wall.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>ABC Strip</li> </ul>	<p style="text-align: center;"><b>Who Let the Letters Out?</b></p> <ul style="list-style-type: none"> <li>Display the ABC chart in front of the class.</li> <li>Sing "Who Let the Letters Out" each day, modeling the sounds and motions.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>Letter Formation Chart</li> <li>Marker</li> <li>Sensory Letters (magnetic, various sizes, sandpaper, wooden, gel)</li> </ul>	<p style="text-align: center;"><b>Letter Formation Practice: Sensory Sort</b></p> <ul style="list-style-type: none"> <li>Review the letter form, discussing the proper letter formation.</li> <li>Model how to write the letters on the Letter Formation Chart.</li> <li>Review how to skywrite the letter as a group 2-3 times.</li> <li>Pass out the various sensory letters.</li> <li>Allow the children to explore the various shapes and sizes of the letter, focusing on letter form.</li> <li>Gather in a circle and sort the letters into uppercase and lowercase piles.</li> <li>Discuss the similarities and differences of the letter forms.</li> </ul>
	<b>Song/Stretch Break</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>Kk Poem</li> <li>Pointer or Highlighter</li> </ul>	<p style="text-align: center;"><b>Poem Introduction</b></p> <p><b>Introduce the Poem:</b></p> <ul style="list-style-type: none"> <li>Recite the Kk poem aloud.</li> <li>Touch each word as you recite it.</li> <li>Repeat the poem 2-3 times together.</li> </ul> <p><b>Letter Hunt:</b></p> <ul style="list-style-type: none"> <li>Give children a pointer or highlighter.</li> <li>Call on children to come up to the Kk poem and point to a Kk. Circle a Kk with the highlighter.</li> <li>Count how many letters were found!</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>Flashcards (Jj, Kk, Ll, Hh, Aa, Dd, Mm, Gg)</li> </ul>	<p style="text-align: center;"><b>Extension Activity: Letter Clues</b></p> <ul style="list-style-type: none"> <li>Pass out letter flashcards to the children.</li> <li>Give different clues to reveal the letters.</li> <li>Children that have the matching clues, stand up and hold up the flashcard.</li> <li>Example: This letter has two intersecting sounds and ends like "ax". Xx!</li> <li>Continue with several different letters and clues.</li> </ul>



# Week 13: Letters Jj & Kk

## Materials:

- Stuffed animals
- Mystery bag
- Toy stethoscope

## Phonological Awareness Warm-Up: Blending Syllables Animals Fix-Up

- Gather children on the carpet in a circle. Place the stuffed animals in the mystery bag.
- Put on your stethoscope and pretend to be a doctor. Say, "These animals are broken and they need your help to put them back together. See if you can blend the sounds to put them back together."
- Choose one animal to reveal and say, "Oh no! The el-e-phant is broken? Can you fix him by putting his name back together? El-e-phant. What word?"
- Children reply with the word, "Elephant!"
- Continue with several different animals (ti-ger, mon-key, li-on, go-ril-la, ze-bra, hip-po, fla-min-go).

## Materials:

- Letter Sound Flashcard
- ABC Strip
- Post-It Notes
- Pencils

## Letter Kk Review:

- Review the letter sound and motion using the Letter Sound Flashcard and sing, "Who let the Kk out? (k), (k), (k), (k)."
- Locate the letter on the ABC Strip.
- Pass out a Post-It note to each child. Children will draw one object that begins with the letter Kk.
- Children will share the object with the class and stick it on the board.
- Review the entire list of Kk items with the group.

## Materials:

- ABC Strip

## Who Let the Letters Out?

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

## Materials:

One of the following:

- Sand Trays
- Gel Bags
- Whiteboards
- Chalk Board

## Letter Formation Practice: Sensory Practice

- Children practice forming the letter several times using the multisensory tool of your choice.
- Review the letter formation steps as the children practice the form.

<ul style="list-style-type: none"> <li>• Crayon on Sandpaper or Plastic Screens</li> <li>• Boogie Board</li> <li>• Magna Doodle</li> <li>• ABC Letter Mats</li> </ul>	
<b>Materials:</b> <ul style="list-style-type: none"> <li>• ABC Handwriting Worksheet</li> <li>• Pencil</li> </ul>	<b>OPTIONAL: Extension Activity: Alphabet Worksheet</b> <ul style="list-style-type: none"> <li>• Children complete the ABC Handwriting Worksheet.</li> <li>• Use this worksheet as a form of assessment: <ul style="list-style-type: none"> <li>○ Can the child form the letter properly, including starting the letter at the proper location?</li> <li>○ Can the child draw a picture of an object that represents the /Kk/ sound?</li> <li>○ Is the child able to use inventive spelling to attempt to write the corresponding word? (developmentally advanced children).</li> </ul> </li> </ul>
	<b>Song/Stretch Break</b>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Kk Poem</li> <li>• Sentence Strips (one per child)</li> <li>• Scissors (one per child)</li> </ul>	<b>Poem Review: Sentence Scramble</b> <ul style="list-style-type: none"> <li>• Review the poem, reciting it 2-3 times together (whisper sing, sing it slow, sing it fast, clap the poem, etc.)</li> <li>• Write the sentence, "Kk is for king," on each sentence strip.</li> <li>• Read the sentence, modeling how to touch under each word as you read.</li> <li>• Pass out the sentence strips to the children. The children will touch and read the sentence together.</li> <li>• Next, pass out the scissors. Model how to cut the sentence apart between each word and scramble the sentence.</li> <li>• The children will put the sentence back together, then touch and read each word in the sentence independently.</li> </ul>
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Tray</li> <li>• 5 Jj/Kk items (kangaroo, key, jar, jet, jeep)</li> </ul>	<b>Extension Activity: Memory Tray</b> <ul style="list-style-type: none"> <li>• Place the 5 Jj/Kk items on the tray.</li> <li>• Allow the children to study the tray for 20-30 seconds.</li> <li>• Next, ask the children to close their eyes and remove one item from the tray.</li> <li>• Tell children to open their eyes and guess the missing item!</li> <li>• Reveal the item and play again.</li> </ul>

# 4's Lesson Plan Guide

Week	Poem/Activity	Phonological Awareness Skill (Phonemic Awareness is Practiced Each Week)
<b>Week 1</b> <b>Letters A-D</b>	<u><b>Hickety Pickety Bumblebee</b></u> Hickety pickety bumblebee, Can you sing your name for me? (Student) My name is "____" (Class echo) Your name is "____"	<b>Beginning Sound Recognition</b>
<b>Week 2</b> <b>Letters E-H</b>	<u><b>Good Moring Rap</b></u> 1-2-3, 4-5, (child steps forward) My name's _____ and I say "Hi!" 6-7-8, 9-10, (child steps back) Back it up and meet my friend!	<b>Beginning Sound Recognition</b>
<b>Week 3</b> <b>Letters I-L</b>	<u><b>Where is _____?</b></u> (Tune: Are You Sleeping) Where is _____. Where is _____. Here I am! (wave) Here I am! (wave) We're so glad to see you, We're so glad to see you, At our school, At our school.	<b>Beginning Sound Recognition</b>

<p><b>Week 4</b> <b>Letters M-P</b></p>	<p><b><u>My Friends Go Marching:</u></b> (Tune: The Ants Go Marching)  My friends go marching one by one,  hurrah, hurrah.  My friends go marching one by one,  hurrah, hurrah.  My friends who begin with _____, sit down.  And we'll all keep marching round  and round,  Till we all sit down.</p>	<p><b>Beginning Sound Recognition</b></p>
<p><b>Week 5</b> <b>Letters Q-T</b></p>	<p><b>Name Detective Game</b></p>	<p><b>Beginning Sound Recognition</b></p>
<p><b>Week 6</b> <b>Letters U-X</b></p>	<p><b>Name Detective Game</b></p>	<p><b>Beginning Sound Recognition</b></p>
<p><b>Week 7</b> <b>Letters Y-Z</b></p>	<p><b>Name Detective Game</b></p>	<p><b>Beginning Sound Recognition</b></p>
<p><b>Week 8</b> <b>Letters Cc &amp; Oo</b></p>	<p><b><u>Cc</u></b>  Cc is for caterpillar,  Cc is for cat.  Cc is for cupcake,  How yummy is that?</p> <p><b><u>Oo</u></b>  Oo is for octopus,  Oo is for ox,  Oo is for otter,  Sitting on a box!</p>	<p><b>Concepts of Print</b></p>

<p><b>Week 9</b> <b>Letter Aa &amp; Dd</b></p>	<p><u><b>Aa</b></u> Aa is for apple, Aa is for ax, Aa is for alligator, Eating snacks!</p> <p><u><b>Dd</b></u> Dd is for dogs, Dd is for ducks, Dd is for donuts, And dump trucks!</p>	<p><b>Concepts of Print</b></p>
<p><b>Week 10</b> <b>Letters Gg &amp; Mm</b></p>	<p><u><b>Gg</b></u> Gg is for goat, Gg is for gate, Gg is for glasses, So I see straight!</p> <p><u><b>Mm</b></u> Mm is for monkey, Mm is for moon, Mm is for milk, That I drink soon!</p>	<p><b>Sentence Segmentation</b></p>
<p><b>Week 11</b> <b>Letters Ll &amp; Hh</b></p>	<p><u><b>Ll</b></u> Ll is for lollipop, Lizard and lunch, Ll is for lion, Who roars a bunch!</p> <p><u><b>Hh</b></u> Hh is for horse, Hh is for hat, Hh is for hippo, Big and fat!</p>	<p><b>Sentence Segmentation</b></p>



# 4's Book Extensions



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

# Week 1

Book: *Chicka Chicka Boom Boom* by Bill Martin Jr. & John Archambault

- Before Reading: Mystery Letter Bag – Place a coconut in a bag. Feel the item and give clues. Can you guess what it is?
- During Reading:
  - Encourage children to chant “Chicka Chicka Boom Boom” along with you.
  - Pause to ask, “What do you think will happen when all the letters climb the tree?”
- After Reading:
  - Group Literacy Activity: Coconut Tree Letter Hunt – Hide letter cutouts around the room and have children find and match them to a large tree poster.
  - Group Literacy Game: Use blocks and popsicle sticks to make a coconut tree. Stack magnetic letters on the branches. How many letters can you get before it falls?
- Songs:
  - *ABC Song* – The Kiboomers
  - *Boom Chicka Boom* – Super Simple Songs
- Related Books:
  - *Alphablock* by Christopher Franceschelli
  - *LMNOPeas* by Keith Baker
  - *Hidden Alphabet* by Laura Vaccaro Seeger



# Week 2

Book: *Max's ABCs* by Rosemary Wells

- Before Reading: Letter Jump – Lay out letter flashcards in a path and have children hop from one to another, naming them as they go.
- During Reading:
  - Emphasize the letter sounds as you read each page.
  - Ask, “What other words start with this letter?”
- After Reading:
  - Group Literacy Activity: Alphabet Puzzle – Provide an ABC puzzle and let children work together to put it together while saying letter names.
- Group Literacy Game: Letter Obstacle Course – Set up an obstacle course where children follow letters in order, stepping on letter cards to “fix Max’s ABC mess.”
- Songs:
  - *Phonics Song* – The Kiboomers
  - *Alphabet Chant* – Super Simple Songs
- Related Books:
  - *What About X? An Alphabet Adventure* by Anne Marie Houppert
  - *Alphabet Mystery* by Audrey Wood
  - *Shiver Me Letters: A Pirate ABCs Book* by June Sobel

