



3s Literacy Curriculum



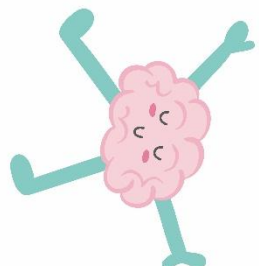
**Building Phonological
Awareness, Alphabetic
Knowledge, and Letter
Formation with Little
Learners!**

3S Curriculum



Daily Literacy Schedule

2 - 3 minutes	Phonological Awareness Warm-Up
1 minute	Who Let the Letters Out
2 - 3 minutes	Letter Introduction
1 - 2 minutes	Letter Picture Discussion
5+ minutes	Letter Formation Practice/Creation
5 minutes	Optional Group Game or Handwriting
Optional: Day 4/ 5	Alphabet Games and Letter Sorts



3s Lesson Plan Guide

Poem	Phonological Awareness Skill
<p><u>Cc</u> Cc is for caterpillar, Cc is for cat. Cc is for cupcake, How yummy is that?</p>	Sentence Segmentation
<p><u>Oo</u> Oo is for octopus, Oo is for ox, Oo is for otter, Sitting on a box!</p>	Sentence Segmentation
<p><u>Aa</u> Aa is for apple, Aa is for ax, Aa is for alligator, Eating snacks!</p>	Sentence Segmentation
<p><u>Dd</u> Dd is for dogs, Dd is for ducks, Dd is for donuts, And dump trucks!</p>	Sentence Segmentation
<p><u>Gg</u> Gg is for goat, Gg is for gate, Gg is for glasses, So I see straight!</p>	Sentence Segmentation
<p><u>Mm</u> Mm is for monkey, Mm is for moon, Mm is for milk, That I drink soon!</p>	Blending Compound Words

Weeks 1-6

Materials:

- Class names on notecards
- Name poem of your choice
- Various instruments
- Pointer

Phonological Awareness Warm-Up: Name Song or Poem

Poem Practice:

- Gather children on the rug.
- Recite or sing the song/poem aloud while pointing to the words (if written).
- Hold up each child's name card when their name is heard.
- Encourage children to clap, tap instruments, or do simple body motions.
- Repeat the song or poem **2-3 times** to build participation and familiarity.
- Continue to review the song or poem all week long!

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!

Materials:

- Playdough
- Cookie cutters
- Large crayons or markers
- Chunky chalk
- Large paintbrushes
- Buckets of water
- Sponges
- Big beads and pipe cleaners
- Laminated name cards with photos
- Large floor tape
- Sand or sensory bin filler
- Scoops and cups
- Dot stickers
- Hole punches
- Paper
- Scoops

Fine Motor Practice:

Rotate through these playful strengthening activities during centers or small groups.

- **Playdough Name Smash** - Roll playdough into balls. Use cookie cutters to stamp out letter names.
- **Big Bead Threading** - Children string large beads onto pipe cleaners to build hand strength,
- **Water Paint on the Wall** - Children use large paintbrushes and water to "paint" on a fence, easel, or chalkboard. Draw big letters for children to paint over.
- **Sponge Carry and Squeeze** - Children carry wet sponges from one bucket to another and squeeze out the water.
- **Tape Line Walk and Peel** - Place large tape lines or letter shapes on the floor. Children walk on lines and peel them up.
- **Sand Scoop and Pour** - Children scoop and pour sand or sensory filler into containers to strengthen wrists and hands.
- **Large Crayon Scribble Station**
Children use thick crayons or markers to make big marks on vertical paper or easels.
- **Sticker Letter Paths** - Provide large dot stickers for children to place along big letter shapes or the letters in their names.
- **Punch the Paper** - Children use a child-safe hole punch to make holes around large straight-lined letters on thick paper or cardboard.
- **Rip and Drop Paper Play** - Give children strips of newspaper, tissue paper, or construction paper. They rip the paper into pieces and drop them into a bucket or glue them onto large name letters.
- **Scoop and Dump Buckets** - Provide large scoops, cups, and bins filled with rice, beans, or water. Children scoop, dump, and transfer materials.

Week 7: 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 of the mystery bag.
- Say, "Listen to these words. What sound do you hear at the beginning of each word? Yes! /c/ All 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 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.

<p>Materials:</p> <ul style="list-style-type: none"> • ABC Strip • ABC Strip Cc Card • ABC Picture Cards - Cc • <u>A is for Apple</u> Book 	<p style="text-align: center;">Letter Cc Word Discussion:</p> <ul style="list-style-type: none"> • 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. • Open the <u>A is for Apple</u> Book and turn to the Cc page. Discuss two Cc objects on the page. • Show the three ABC Picture Cards - Cc and discuss the name and sound.
<p>Materials:</p> <ul style="list-style-type: none"> • <u>Aa is for Apple</u> Book • Letter Cc written on board. • Toy Car • Letter Formation Chart 	<p style="text-align: center;">Letter Formation:</p> <ul style="list-style-type: none"> • Open the <u>Aa is for Apple</u> Book and turn to the Cc page. • Use your finger to model how the letter is formed for both the uppercase and the lowercase letter. • Model how to write the uppercase letter using the Letter Formation Chart. • Have children follow along, sky writing the letter and writing the letter on the carpet with their fingers. • "Drive" the car on the letter, modeling how the letter is formed. • Allow children to come up and "drive" the formation. • Repeat with lowercase c.
<p>Materials:</p> <ul style="list-style-type: none"> • Scissors • Letter Cc paper 	<p style="text-align: center;">Optional Alphabet Game: Cut the Letter Cc</p> <ul style="list-style-type: none"> • Print the letter Cc on pieces of thick cardstock. • Advise children to cut on the letter Cc, practicing the name and sound.

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 Letters 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.).

<p>Materials:</p> <ul style="list-style-type: none">• <u>A is for Apple</u> Book• Letter Construction Pieces	<p style="text-align: center;">Letter Formation:</p> <ul style="list-style-type: none">• Open the <u>A is for Apple</u> 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).
<p>Materials:</p> <ul style="list-style-type: none">• Painter's Tape• Cars	<p style="text-align: center;">Optional Alphabet Game: Car Drive</p> <ul style="list-style-type: none">• Tape giant letter Ccs on the floor.• Pass out cars and allow the children to drive along the letters, saying the letter name and sound.

Letter Cc - Day 3

Materials:

- None

**Phonological Awareness Warm-Up: Sentence Segmentation
Clap and Say**

- 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."
- Encourage the children to clap the sentence with you several times.
- Next, go around the room and ask each child to say his/her favorite color. Encourage the children to use the sentence, "I like ____."
- As a group, clap and say each child's sentence.

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 Sound Flashcard - Cc
- ABC Picture Cards
- ABC Strip
- Wikki Stix

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

- Hold up the Letter Sound Flashcard for the letter Cc.
- 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)."
- Locate the letter on the ABC Strip.

Wikki Stix:

- Model how to create the letter Cc using Wikki Stix or pipe cleaners.
- Allow children to create the letters using their own at their tables.
- Use fingers to trace over the letter, discussing proper letter formation.

Materials:

- Mystery Bag
- 2-3 Cc Objects
- Name notecards

Letter Cc Word Discussion:

- Place a Cc object inside the mystery bag (cat).
- Give three clues about the object.
- Next, allow children to reach into the bag and feel the item.
- Call on children to guess what the item is.
- Reveal the object and discuss the letter Cc.
- Repeat with 1-2 more items.
- Slowly flip through the name notecards and help children look for the uppercase or lowercase version of the target letter.
- Encourage children to point to the letter in their name and celebrate each discovery together.

<p>Materials:</p> <ul style="list-style-type: none"> • Letter Formation Chart • Marker • Candy Corn • Uppercase and lowercase Cc on paper with directionality arrows 	<p style="text-align: center;">Tactile Letter Creation:</p> <ul style="list-style-type: none"> • Children will create a tactile letter Cc using candy corn and glue. • Review how to form the uppercase letter and lowercase letter on the letter formation chart. • Use Elmers glue over the letter. • Model proper directionality when placing on the candy corn on the letters and encourage the children to follow the arrows on the paper. • Children will place candy corn in the glue to form the letter, encouraging proper directionality when placing in glue. • Let dry, send home, and encourage families to practice the proper letter formation by tracing the letters with fingers.
<p>Materials:</p> <ul style="list-style-type: none"> • Letter Formation Chart/Guide • Letter Writing Sheet (see downloads) • Chalkboard • Sidewalk chalk • Large sponges • Paintbrushes • Buckets of water • Thick crayons or markers • Short pencils or triangular pencils • Paper 	<p style="text-align: center;">Optional Activity: Handwriting Practice</p> <p>Observe each child’s developmental readiness and move through the progression below. If foundational fine motor skills are established, teachers may choose to provide letter tracing worksheets when developmentally appropriate for the child.</p> <ul style="list-style-type: none"> • Practice forming large letters using wet sponges on a chalkboard or wall surface. • Trace large letters with paintbrushes dipped in water on sidewalks, chalkboards, or outdoor surfaces. • Use chalk to trace or draw large letters on pavement or a chalkboard. • Trace large printed letters with crayons or thick markers on paper or worksheets. • As children build control, provide opportunities to trace large letters using short or triangular pencils. <p>NOTE: Handwriting instruction should move from large movements and tools to smaller, more controlled tools as strength and coordination develop. At age three, the focus is on motor pattern practice and familiarity with letter shapes, not perfect letter formation.</p>

Day 4 & 5 Alphabet Games

Materials:

- White paper
- Marker

Extension Activity: Sound Snowballs

- Pass out the white pieces of paper with the different uppercase and lowercase letters written on the paper.
- Children take turns naming letter name and sound.
- Next, children crumble up the papers and have a fun snowball fight!
- Finally, everyone finds one snowball, opens the paper, and reveals the letter name and sound.
- Sort the snowballs by letter names, uppercase and lowercase, number of straight lines, etc.

Materials:

- Play-Doh
- LEGO blocks (thin bricks and singles)

Extension Activity: Play-Doh LEGO Stamp

- Use the Play-Doh to review the sound that you learned today!
- Flatten the Play-Doh into a pancake.
- Use the LEGOS to stamp out letters, reviewing the sound as you create the letter.
- Model the Play-Doh to create an object that begins with a specific letter and share it with the class!

moving
Little Minds

3s Book Extensions



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

Week 4

Book: *My New Friend Is So Fun!* by Mo Willems

- Before Reading: Have children turn to a partner and say, "You are my friend!" Ask, "What do you like to do with your friends?"
- During Reading:
 - Pause to discuss how the characters feel at different moments.
 - Ask, "How do you know when someone is a good friend?"
- After Reading:
 - Group Literacy Activity: Friendship Chain - Have children decorate a paper link and connect them to make a class friendship chain.
 - Group Literacy Game: Friend Match - Children take turns finding a friend with the same color sticker and giving them a high-five.
- Songs:
 - *The More We Get Together* - Super Simple Songs
 - *Will You Be a Friend of Mine?* - The Kiboomers
- Related Books:
 - *Should I Share My Ice Cream?* by Mo Willems
 - *How Do Dinosaurs Play with Their Friends?* by Jane Yolen
 - *The Big Umbrella* by Amy June Bates



Week 6

Book: *A is for Angry* by Sandra Boynton

- Before Reading: Emotion Jar – Fill a jar with different emotion cards or pictures. Have children pick one and make the matching face. Ask, “Can you guess what emotion this is?”
- During Reading:
 - Emphasize the letter sounds as you read each page.
 - Ask children, “Can you think of another word that starts with this letter sound?”
- After Reading:
 - Group Literacy Activity: Reflection Game – Partner children and pretend that they are mirrors. Draw an emotion card and one child makes the emotion and the other child “mirrors” the face.
 - Group Literacy Game: Feelings Match – Print out baby emotion cards and emotion emojis. Pass them out and have children find the child with the matching face.
- Songs:
 - *The Feelings Song* – The Kiboomers
 - *If You’re Happy and You Know It* – Super Simple Songs
- Related Books:
 - *The Feelings Book* by Todd Parr
 - *My Many Colored Days* by Dr. Seuss
 - *Today I Feel Silly* by Jamie Lee Curtis

NOTE: See digital downloads for class book.



Week 12

Book: *Many Marvelous Monsters* by Ed Heck

- Before Reading: Monster Sound Game – Play a sound and have children guess if it belongs to a monster, an animal, or something else. Then, introduce the book by asking, “What sounds do you think monsters make?”
- During Reading:
 - Emphasize beginning sounds of monster names and encourage children to repeat them.
 - Ask, “What words can we think of that start with the same sound?”
- After Reading:
 - Group Literacy Activity: Monster Name Game – Create silly monster names for monster puppets using different beginning sounds and have children practice saying them.
 - Group Literacy Game: Hungry Monster – Provide picture cards of different objects or letters. The monster will say, “I am hungry. I want the letter ___ or something that begins with a /ssss/.”
- Songs:
 - *The Monster Boogie* – Laurie Berkner
 - *There’s a Monster in My Tummy*– Super Simple Songs
- Related Books:
 - *Go Away, Big Green Monster!* by Ed Emberley
 - *Monsters Love Colors* by Mike Austin
 - *Frank Was a Monster Who Wanted to Dance* by Keith Graves

NOTE: See digital downloads for monster cards.



Week 14

Book: *Raindrops to Rainbows* by John Micklos Jr.

- Before Reading: Color Reveal Game - Hide different colored objects under cups and let children take turns lifting them. Ask, "What do you see?" to introduce color words.
- During Reading:
 - Emphasize color names and encourage children to point them out in the illustrations. Talk about compound words in the story.
 - Ask, "What color do you think will come next?"
- After Reading:
 - Group Literacy Activity: Rainbow Wack - Pass out fly swatters and allow children to hunt for different colors around the room. Wack the color that you say!
 - Group Literacy Game: Color Sorting Race - Provide a mix of colored objects (e.g., pom-poms, blocks, toy cars). Have children race to sort them into the correct color bins.
- Songs:
 - *I Can Sing a Rainbow* - The Kiboomers
 - *The Colors Song* - Super Simple Songs
- Related Books:
 - *Mouse Paint* by Ellen Stoll Walsh
 - *A Rainbow of My Own* by Don Freeman
 - *Elmer and the Rainbow* by David McKee

