



4s Literacy Curriculum



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

4s Lesson Plan Guide

Week	Poem/Activity	Phonological Awareness Skill
Weeks 1-4 Name Games	See Lesson Plan	
Week 5 Letters A-D	<p style="text-align: center;"><u>Hickety Pickety Bumblebee</u> Hickety pickety bumblebee, Can you sing your name for me? (Student) My name is " ____" (Class echo) Your name is " ____"</p>	Beginning/Ending Sound Recognition Concepts of Print
Week 6 Letters E-H	<p style="text-align: center;"><u>Good Moring Rap</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!</p>	Beginning/Ending Sound Recognition Concepts of Print
Week 7 Letters I-L	<p style="text-align: center;"><u>Where is ____?</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.</p>	Beginning/Ending Sound Recognition Sentence Segmentation

<p>Week 8 Letters M-P</p>	<p><u>My Friends Go Marching:</u> (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>Beginning/Ending Sound Recognition</p> <p>Sentence Segmentation</p>
<p>Week 9 Letters Q-T</p>	<p>Name Detective Game</p>	<p>Beginning/Ending Sound Recognition</p> <p>Compound Words</p>
<p>Week 10 Letters U-X</p>	<p>Name Detective Game</p>	<p>Beginning/Ending Sound Recognition</p> <p>Compound Words</p>
<p>Week 11 Letters Y-Z</p>	<p>Name Detective Game</p>	<p>Beginning/Ending Sound Recognition</p> <p>Compound Words</p>
<p>Week 12 Letters Cc & Oo</p>	<p><u>Cc</u> Cc is for caterpillar, Cc is for cat. Cc is for cupcake, How yummy is that?</p> <p><u>Oo</u> Oo is for octopus, Oo is for ox, Oo is for otter, Sitting on a box!</p>	<p>Middle Sound Recognition</p> <p>Blending Syllables</p>

<p>Week 13 Letter Aa & Dd</p>	<p><u>Aa</u> Aa is for apple, Aa is for ax, Aa is for alligator, Eating snacks!</p> <p><u>Dd</u> Dd is for dogs, Dd is for ducks, Dd is for donuts, And dump trucks!</p>	<p>Middle Sound Recognition Segmenting Syllables</p>
<p>Week 14 Letters Gg & Mm</p>	<p><u>Gg</u> Gg is for goat, Gg is for gate, Gg is for glasses, So I see straight!</p> <p><u>Mm</u> Mm is for monkey, Mm is for moon, Mm is for milk, That I drink soon!</p>	<p>Middle Sound Recognition Segmenting Syllables</p>
<p>Week 15 Letters Ll & Hh</p>	<p><u>Ll</u> Ll is for lollipop, Lizard and lunch, Ll is for lion, Who roars a bunch!</p> <p><u>Hh</u> Hh is for horse, Hh is for hat, Hh is for hippo, Big and fat!</p>	<p>Middle Sound Recognition Deleting Syllables</p>

Week 15: Letters Ll & Hh

Materials:

- None

Phonological Awareness Warm-Up: Guess the Middle Sound

- Say, "Listen carefully as I say these words. See if you can guess the middle sound in the word."
- As you say the words, make sure to clearly exaggerate the middle sound.
 - Can
 - Rat
 - Map
- "What sound do we hear? /a/. Yes! Let's all say the words together!"
- Repeat the words again, emphasizing the middle sound.

Materials:

- Mystery Bag
- Letter Ll objects
- Letter Sound Flashcard
- ABC Strip Ll card
- ABC Picture Cards - Ll
- Environmental Print Ll
- Class names on notecards

Letter Ll Review:

- Place Ll objects in mystery bag. Call on children to come to the front and reveal items from the bag. Say, ""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 Ll out? (lll), (lll), (llll), (lll)."
- 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 Ll (LEGO, Lay's, etc.).
- Slowly flip through each name card and highlight any name that contains the letter at the beginning, middle, or end.
- Hang names and environmental print on the ABC word wall.

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

Letter Formation Practice: Create

- Review how to skywrite the letter as a group 2-3 times.
- Call on children to come to the board to form the uppercase letter using the straight line and curved pieces. Discuss the letter form.
- Call on children to come to the board to form the lowercase letter using the straight line and curved pieces. Discuss the letter form.

Song/Stretch Break	
<p>Materials:</p> <ul style="list-style-type: none"> • LI Poem • Pointer or Highlighter 	<p>Poem Introduction</p> <p>Introduce the Poem:</p> <ul style="list-style-type: none"> • Recite the LI poem aloud. • Touch each word as you recite it. • Repeat the poem 2-3 times together. <p>Letter Hunt:</p> <ul style="list-style-type: none"> • Give children a pointer or highlighter. • Call on children to come up to the LI poem and point to an LI. Circle an LI with the highlighter. • Count how many letters were found!
<p>Materials:</p> <ul style="list-style-type: none"> • None 	<p>Extension Activity: Sound March</p> <ul style="list-style-type: none"> • Children will march in a circle. • As the children are marching, call out words that represent the letter LI (lion, lemon, lime, lady, ladle, lip, loose). • Next, say a word that does not begin with that sound. • Children will sit down when they hear a word that does not belong. • Stand back up and play again several times!

Week 15: Letters Ll & Hh

Materials:

- None

Phonological Awareness Warm-Up: Syllable Deletion Hand Motions

- Introduce using hand motions for two syllable words. (Note: these are the same hand motions as the compound words.)
- Model how to place one hand out in front of you as you say each word part. Then, say the whole word and clap your hands together!
- Example: mon (one hand out), key (other hand out), monkey (clap)
- Encourage the children to join in with the hand motions, practicing monkey 3-4 times.
- Next, model how you say the two word parts (hands out in front), but take a word part away (taking one hand away), to leave one word part.
- Model with your hands and say, "Listen as I take part of the word away. Mon (hand out). Key (hand out). Without mon (pull hand back), I just have key!"
- Invite the children to practice this skill with several simple two syllable words (ap-ple, pump-kin, ta-ble, can-dle, bot-tle, pil-low).

Materials:

- Letter Sound Flashcard
- ABC Strip Ll card
- ABC Picture Cards - Ll
- Flashlights

Letter Ll Review:

- Review the letter sound and motion using the Letter Sound Flashcard and sing, "Who let the Ll out? (lllll), (lllll), (llllll), (lllll)."
- Hold up the ABC Picture Cards and review the word and beginning sound.
- Reference names and environmental print on the ABC word wall..
- Pass out flashlights. Children hunt around the room for the letter Ll.
- Discuss all the words and places that the Ll was found!

Note: Other fun tools to use to hunt include magnifying glasses, fly swatters, magic wands and monster fingers.

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>Materials:</p> <ul style="list-style-type: none"> • ABC Handwriting Worksheet • Pencil 	<p>OPTIONAL: Extension Activity: Alphabet Worksheet</p> <ul style="list-style-type: none"> • Children complete the ABC Handwriting Worksheet. • Use this worksheet as a form of assessment: <ul style="list-style-type: none"> ○ Can the child form the letter properly, including starting the letter at the proper location? ○ Can the child draw a picture of an object that represents the /ll/ sound? ○ Is the child able to use inventive spelling to attempt to write the corresponding word? (developmentally advanced children).
<p>Song/Stretch Break</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Ll Poem • Sentence Strips (one per child) • Scissors (one per child) 	<p style="text-align: center;">Poem Review: Sentence Scramble</p> <ul style="list-style-type: none"> • Review the poem, reciting it 2-3 times together (whisper sing, sing it slow, sing it fast, clap the poem, etc.) • Write the sentence, "Ll is for lion," on each sentence strip. • Read the sentence, modeling how to touch under each word as you read. • Pass out the sentence strips to the children. The children will touch and read the sentence together. • Next, pass out the scissors. Model how to cut the sentence apart between each word and scramble the sentence. • The children will put the sentence back together, then touch and read each word in the sentence independently. <p>Note: These activities gradually increase in difficulty. Monitor children's progress and adjust as needed. If necessary, repeat activities from previous lessons to provide additional practice.</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Uppercase and Lowercase Cc, Oo, Aa, Dd, Ll, Hh, Mm, Gg) written on white paper 	<p style="text-align: center;">Extension Activity: Sound Snowballs</p> <ul style="list-style-type: none"> • 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.

Week 15: Letters Ll & Hh

Materials:

- None

Phonological Awareness Warm-Up: Middle Sounds Odd One Out

- Say three words aloud. Ask the children to repeat the words aloud and then identify the word with the middle sound that does not belong.
 - Say, "Can, mat, run. Which one does not belong?"
 - Say, "Pill, ran, dog. Which one does not belong?"
 - Say, "Pat, tap, mug. Which one does not belong?"
 - Say, "Bag, pet, sat. Which one does not belong?"

Materials:

- Mystery Bag
- Letter Hh objects
- Letter Sound Flashcard
- ABC Strip Hh card
- ABC Picture Cards - Hh
- Environmental Print Hh
- Class names on notecards

Letter Hh Review:

- Place Hh 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 Hh out? (h), (h), (h), (h)."
- 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 Hh (Hot Wheels, Hi-C, Home Depot).
- Slowly flip through each name card and highlight any name that contains the letter at the beginning, middle, or end.
- Hang names and environmental print on the ABC word wall.

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 Formation Chart
- Marker
- Sensory Letters (magnetic, various sizes, sandpaper, wooden, gel)

Letter Formation Practice: Sensory Sort

- Review the letter form, discussing the proper letter formation.
- Model how to write the letters on the Letter Formation Chart.
- Review how to skywrite the letter as a group 2-3 times.
- Pass out the various sensory letters.
- Allow the children to explore the various shapes and sizes of the letter, focusing on letter form.
- Gather in a circle and sort the letters into uppercase and lowercase piles.
- Discuss the similarities and differences of the letter forms.

Song/Stretch Break	
<p>Materials:</p> <ul style="list-style-type: none"> • Hh Poem • Pointer or Highlighter 	<p>Poem Introduction</p> <p>Introduce the Poem:</p> <ul style="list-style-type: none"> • Recite the Hh poem aloud. • Touch each word as you recite it. • Repeat the poem 2-3 times together. <p>Letter Hunt:</p> <ul style="list-style-type: none"> • Give children a pointer or highlighter. • Call on children to come up to the Hh poem and point to an Hh. Circle an Hh with the highlighter. • Count how many letters were found!
<p>Materials:</p> <ul style="list-style-type: none"> • None 	<p style="text-align: center;">Extension Activity: That Rhymes, That Rhymes</p> <ul style="list-style-type: none"> • Say two words for the children that may or may not rhyme that begin with a /h /. Silly words count! • The children will respond with, "That rhymes, that rhymes!" with a thumbs up or, "No way, no way!" while shaking their fingers no. • Continue with several word pairs. • Examples: <ul style="list-style-type: none"> ○ hen, pen (yes) hope, mope (yes) hot cold (no) ○ hot, not (yes) ham, lamb (yes) hand, foot (no)

Week 15: Letters Ll & Hh

<p>Materials:</p> <ul style="list-style-type: none"> • Blocks 	<p style="text-align: center;">Phonological Awareness Warm-Up: Syllable Deletion Block Take-Away</p> <ul style="list-style-type: none"> • Review how to use hand motions to eliminate part of the word. • Practice with 2-3 words together (muf-fin, ti-germ scis-sors). • Next, model how to use blocks to take part of the word away. Touch each block as you say the word part, then remove a block to say which word part remains. • Say, "Watch me say the word parts. "Mon (touch block). Key (touch block). Without mon (take one blokc away), I have key! (touch remaining block)" • Pass out two block to each child and invite children to removing word parts with the blocks. (Ex: ap-ple, pump-kin, ta-ble, can-dle, bot-tle, pil-low).
<p>Materials:</p> <ul style="list-style-type: none"> • Mystery Bag • 3 Letter Hh objects • 1 object that doesn't belong • Letter Sound Flashcard • ABC Strip • Various ABC Books • Board/Marker 	<p style="text-align: center;">Letter Hh Review:</p> <ul style="list-style-type: none"> • Review the letter sound and motion using the Letter Sound Flashcard and sing, "Who let the Hh out? (h), (h), (h), (h)." • 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 Hh page in the books. • Allow the children to share Hh objects that were found in the ABC books and list the words on the board. • Read the list of Hh words from the board.
<p>Materials:</p> <ul style="list-style-type: none"> • ABC Strip 	<p style="text-align: center;">Who Let the Letters Out?</p> <ul style="list-style-type: none"> • Display the ABC chart in front of the class. • Sing "Who Let the Letters Out" each day, modeling the sounds and motions.
<p>Materials: One of the following:</p> <ul style="list-style-type: none"> • Sand Trays • Gel Bags • Whiteboards • Chalk Board 	<p style="text-align: center;">Letter Formation Practice: Sensory Practice</p> <ul style="list-style-type: none"> • 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"> • Crayon on Sandpaper or Plastic Screens • Boogie Board • Magna Doodle • ABC Letter Mats 	
<p>Materials:</p> <ul style="list-style-type: none"> • ABC Handwriting Worksheet • Pencil 	<p>OPTIONAL: Extension Activity: Alphabet Worksheet</p> <ul style="list-style-type: none"> • Children complete the ABC Handwriting Worksheet. • Use this worksheet as a form of assessment: <ul style="list-style-type: none"> ○ Can the child form the letter properly, including starting the letter at the proper location? ○ Can the child draw a picture of an object that represents the /Hh/ sound? ○ Is the child able to use inventive spelling to attempt to write the corresponding word? (developmentally advanced children).
Song/Stretch Break	
<p>Materials:</p> <ul style="list-style-type: none"> • Hh Poem • Sentence Strips (one per child) • Scissors (one per child) 	<p>Poem Review: Sentence Scramble</p> <ul style="list-style-type: none"> • Review the poem, reciting it 2-3 times together (whisper sing, sing it slow, sing it fast, clap the poem, etc.) • Write the sentence, "Hh is for hat," on each sentence strip. • Read the sentence, modeling how to touch under each word as you read. • Pass out the sentence strips to the children. The children will touch and read the sentence together. • Next, pass out the scissors. Model how to cut the sentence apart between each word and scramble the sentence. • The children will put the sentence back together, then touch and read each word in the sentence independently.
<p>Materials:</p> <ul style="list-style-type: none"> • Construction Paper • Marker • Post-It Notes 	<p>Extension Activity: Mystery Picture</p> <ul style="list-style-type: none"> • Draw (or print) a simple Hh object on the construction paper (large enough to cover with Post-It notes). Example: hand • Write previously learned uppercase and lowercase letters on the Post-It notes and cover the picture completely. • Call on a child to identify and name a letter sound that is written on a Post-It. The child will remove that Post-It, to reveal part of the picture. • After each removal, allow the children to guess what it might be! • Continue naming sounds and revealing more and more of the picture. What picture did you reveal?

Week 26: Review Mm, Ll, Hh, Tt, Ii

Materials:

- Sound Boxes, Laminated – One per child (see downloads)
- 3 Blocks per Child
- Dry Erase Markers (optional)

Phonological Awareness Warm-Up: Sound Boxes

Words:

- leg - /l//e//g/
- lot - /l//o//t/

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 /leg/. 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, "/llll/ /e/ /g/ - leg!"
- 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:

- Fly Swatters (one per child)

Letter Review: Letter Hunt

- Head out on a letter hunt inside and outside of the school.
- Name a review letter and hunt for that letter. Search for it and swat it with your fly swatter!
- Name a new letter to hunt for and continue to search and swat!

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.

<p>Materials:</p> <ul style="list-style-type: none"> • Whiteboards • Markers • Letter Construction Pieces 	<p style="text-align: center;">Letter Formation Practice: Guess and Write</p> <ul style="list-style-type: none"> • Give each child a whiteboard and marker. Think of a letter in your mind. • Use the letter construction pieces to slowly build the letter (example: P – start with the straight line...can you guess what it is?). • Ask the children to guess possible letters based on the shape as you continue building. • Review the letter and ask the children to write it on their boards. • Repeat with a new letter.
Song/Stretch Break	
<p>Materials:</p> <ul style="list-style-type: none"> • Car • Marker 	<p style="text-align: center;">Beginning Reading: Sound Drive</p> <ul style="list-style-type: none"> • Write the word “lit” on the board. • Discuss how we blend sounds together to create words. • Run your finger under each sound. Say, “First we say /llll/, then we say /i/, then we say /t/, llll...i...t. Lit!” (finger is sliding under each sound while child blends). • Next, use the car to “drive” under the sounds and blend. • Encourage children to join you as you “drive” the sounds. • Call on children to come and “drive” the sounds.
<p>Materials:</p> <ul style="list-style-type: none"> • Popsicle sticks • Sharpie • Cup • Timer 	<p style="text-align: center;">Extension Activity: Kaboom!</p> <ul style="list-style-type: none"> • Write the one letter at the bottom of each popsicle stick (uppercase and lowercase (Mm, Ll, Hh, Tt, li). Write two copies of each letter. • Write KABOOM on the bottom of 2 popsicle sticks. • Place the sticks in the cup, face down. • Set the timer for two minutes. • Call on children to come to the front a draw a stick. If they can name the letter sound, they keep the stick. • If they can not name the letter sound, they put the stick back. • If they draw a KABOOM stick, they must put all of sticks back. • Count the total that each child has a celebrate. • NOTE: This can be played whole group with less competition, or in small groups.

Week 26: Review Mm, Ll, Hh, Tt, Ii

Materials:

- Play-Doh

Phonological Awareness Warm-Up: Generating Rhyme Play-Doh Creations

- Pass out ½ container of Play-Doh to each child.
- Say a simple word, such as “cat”.
- Children will create a word that rhymes with cat, such as a hat, using the Play-Doh and share the rhyming creation with the class.
- Say a new word, create, and share.
- Word ideas: knee, well, see

Materials:

- Large piece of paper
- Crayons
- Markers
- Stamps
- Magazines
- Glue
- Other art materials

Letter Review: Alphabet Collage

- Place the children into groups based on the number of letters being reviewed.
- Assign one review letter to each group.
- Allow the children to create their own letter collage together, decorating the paper with drawings, stamps, magazine letters, etc. of the letter and objects that begin with the letter sound.
- Share each collage with the class and hang in a special place in the classroom.

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:

- Shaving Cream
- Letter Formation Guide

Letter Formation Practice: Shaving Cream Letters

- Give each child a squirt of shaving cream at their table.
- Call out letters (names and steps to create the letter using the guide) as the children create the letters in the shaving cream.
- Repeat with both uppercase and lowercase review letters.

Song/Stretch Break

<p>Materials:</p> <ul style="list-style-type: none">• Car (1 per child)• Marker• Notecards	<p style="text-align: center;">Beginning Reading: Sound Drive</p> <ul style="list-style-type: none">• Write one word (mitt, him, lit) on a notecard (1 per child).• Pass out the notecards and the cars.• Encourage the children to “drive” the sounds independently to read the word.• Next, say one word from the cards. Ask the children with that card to stand up and model how to “drive” and read the word.• Repeat with all three words.
<p>Materials:</p> <ul style="list-style-type: none">• Puppet• Notecards with letter written on it (Mm, Ll, Hh, Tt, li)• Crayons	<p style="text-align: center;">Extension Activity: Hungry Monster</p> <ul style="list-style-type: none">• Pass out a notecard to each child.• Children will brainstorm a food that begins with the letter on the notecard.• Children will draw a food on the notecard that matches their beginning sound (and use inventive writing to spell the word, for advanced students).• Gather on the carpet. The children announce their letter name, sound, and food, and then will “feed” the monster puppet!

Week 27: Review Jj, Kk, Pp, Uu, Bb

Materials:

- Sound Boxes, Laminated – One per child (see downloads)
- 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:

- 2–3 objects per each letter
- Magnetic letters for each letter
- Paper with each letter written on it

Letter Review: Object Sort

- Spread the objects and magnetic letters around the room.
- Place white paper letters on the floor in the center of the carpet. When you say, “Go!” children will find an object and place it on top of the correct letter.
- When all items have been collected, review each letter and objects in the area.
- Remind children to only find one object at a time!

<p>Materials:</p> <ul style="list-style-type: none"> • ABC Strip 	<p style="text-align: center;">Who Let the Letters Out?</p> <ul style="list-style-type: none"> • Display the ABC chart in front of the class. • Sing “Who Let the Letters Out” each day, modeling the sounds and motions.
<p>Materials:</p> <ul style="list-style-type: none"> • Notecard (one per child) • Pencils 	<p style="text-align: center;">Letter Formation Practice: Write and Sort</p> <ul style="list-style-type: none"> • Pass out a notecard to each child. • Write the review letters on the board. • Have the children write ONE letter of their choice on the card and bring it to the carpet. • Ask each child to share his/her letter, then sort the letters in different ways (straight lines, curved lines, short or long sound, upper or lowercase).
<p>Song/Stretch Break</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • CVC Cards • Pointer 	<p style="text-align: center;">Beginning Reading: Blending</p> <ul style="list-style-type: none"> • Display the following words on the board using the CVC cards: <ul style="list-style-type: none"> ○ pup ○ bug • Model how to say each individual sound, then blend the sounds together to read the word. • Place your finger under each sound and swoop across the sounds as the child blends, then says the word fast. • Example: “First we say /p/, then we say /u/, then we say /p/, p...u...p. Pup!” (finger is sliding under each sound while child blends). • Repeat 2-3 times. • Repeat steps above with “bug”.
<p>Materials:</p> <ul style="list-style-type: none"> • Marker 	<p style="text-align: center;">Extension Activity: Erase the Sound</p> <ul style="list-style-type: none"> • Write a variety of previously learned letters on the board. • One by one, call the children to come to the board. • Say a letter sound. Ask the child to erase the sound, saying, “Goodbye (sound).” • Repeat until all the letters have been erased.

Week 27: Review Jj, Kk, Pp, Uu, Bb

Materials:

- White piece of paper, folded in half (one per child)
- Crayons
- Pencils

Phonological Awareness Warm-Up: Generating Rhyme Let's Draw

- Review rhyming words together, playing "That Rhymes, That Rhymes".
- Children will go to their tables and draw a picture of two words that rhyme (one on each side of the folded paper).
- Encourage children to sound out the words, using inventive spelling.
- Invite each child to share the rhyming pairs with the class and celebrate!

Materials:

- Painter's Tape
- Objects to use on the letters, such as blocks, cars, and unifix cubes

Letter Review: Tape Letters

- Using painter's tape, create giant letters on the ground of the review letters.
- Allow children to explore and create on top of the letters using objects of your choice (drive the letters, hop on top, cover with blocks, etc.)

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:

- Whiteboards
- Markers
- Magnetic Letters (upper and lowercase review letters)
- Mystery Bag

Letter Formation Practice: Say and Write

- Give each child a whiteboard and marker. Place the magnetic letters in the mystery bag.
- Give clues about the letter, encouraging the children to guess the letter.
- Reveal the letter.
- Next, the children will write the letter 3 times on their boards, saying, "A says aaaa!" (letter name then letter sound) each time they write the letter.

Song/Stretch Break

<p>Materials:</p> <ul style="list-style-type: none">• Magnetic Letters	<p style="text-align: center;">Beginning Reading: Blending</p> <ul style="list-style-type: none">• Review how to blend the sounds together to read words.• Spread out the magnetic letters in “pup” and “bug” on the board.• Call on different children to come to the front of the board and build a word. Ask the children to run their fingers under the sounds to read the word.• Continue to mix up the letters and allow children to build the word!
<p>Materials:</p> <ul style="list-style-type: none">• Ribbon Sticks	<p style="text-align: center;">Extension Activity: Where is the Sound?</p> <ul style="list-style-type: none">• Pass out ribbon sticks to each child.• Children will use the sticks to identify if the sound is heard at the beginning or the end of the word by putting the stick to the front or the back of their bodies.• Examples:<ul style="list-style-type: none">○ Pan (front)○ Stop (back)○ Hip (back)○ Please (front)○ Pattern (front)○ Step (back)○ Map (back)○ Pot (front)○ Pill (front)

Week 27: Review Jj, Kk, Pp, Uu, Bb

Materials:

- Sound Boxes, Laminated – One per child (see downloads)
- 3 Blocks per Child
- Dry Erase Markers (optional)

Phonological Awareness Warm-Up: Sound Boxes

Words:

- pad - /p//a//d/
- pug - /p//u//g/

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 /pad/. 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, "/p/ /aaaa/ /d/ - pad!"
- 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:

- Fly Swatters (one per child)

Letter Review: Letter Hunt

- Head out on a letter hunt inside and outside of the school.
- Name a review letter and hunt for that letter. Search for it and swat it with your fly swatter!
- Name a new letter to hunt for and continue to search and swat!

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.

<p>Materials:</p> <ul style="list-style-type: none"> • Whiteboards • Markers • Letter Construction Pieces 	<p style="text-align: center;">Letter Formation Practice: Guess and Write</p> <ul style="list-style-type: none"> • Give each child a whiteboard and marker. Think of a letter in your mind. • Use the letter construction pieces to slowly build the letter (example: P – start with the straight line...can you guess what it is?). • Ask the children to guess possible letters based on the shape as you continue building. • Review the letter and ask the children to write it on their boards. • Repeat with a new letter.
Song/Stretch Break	
<p>Materials:</p> <ul style="list-style-type: none"> • Notecards 	<p style="text-align: center;">Beginning Blending: Word Games</p> <ul style="list-style-type: none"> • Write the words “pup” and “bug” on notecards. • Pass the notecards out to the children. • Encourage the children to read the words on their notecards, running their fingers under the sounds. • Play games with the words: <ul style="list-style-type: none"> ○ Call out a word. If you have the word, stand up. ○ Find your match – Find a partner with the same word and read it to them. ○ Sort the words into two groups. ○ Use your body to show the word that you have.
<p>Materials:</p> <ul style="list-style-type: none"> • Whiteboards (1 per child) • Markers (1 per child) 	<p style="text-align: center;">Extension Activity: What’s the Letter!</p> <ul style="list-style-type: none"> • Pass out whiteboards and markers to each child. • Give clues about letter forms (2 straight lines, one curved line, one slanted line, etc.) • Children listen to the clues, visualize the potential letter, and write their guesses on the board. • Continue giving clues until the letter is guessed by many of the children. • Example: <ul style="list-style-type: none"> ○ “This letter has two straight lines. One line is straight down, and one line is across the top. Yes...T!” ○ “This letter has on small straight line and a dot. Yes...i!” ○ “This letter has two slated lines that touch at the bottom. Yes...v!”

Week 27: Review Jj, Kk, Pp, Uu, Bb

Materials:

- Balloon

Phonological Awareness Warm-Up: Generating Rhyme Balloon Keep Up

- Gather children in a large circle.
- Choose a word family, such as -ig. Children will take turns saying words from that word family while tapping the balloon in the air. (Example: pig (tap), wig (tap), dig (tap).) Silly words, such as mig, are welcome too!
- Continue naming words and tapping the balloon until it falls to the ground.
- Choose a new word family and play again.

Materials:

- Large piece of paper
- Crayons
- Markers
- Stamps
- Magazines
- Glue
- Other art materials

Letter Review: Alphabet Collage

- Place the children into groups based on the number of letters being reviewed.
- Assign one review letter to each group.
- Allow the children to create their own letter collage together, decorating the paper with drawings, stamps, magazine letters, etc. of the letter and objects that begin with the letter sound.
- Share each collage with the class and hang in a special place in the classroom.

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:

- Shaving Cream
- Letter Formation Guide

Letter Formation Practice: Shaving Cream Letters

- Give each child a squirt of shaving cream at their table.
- Call out letters (names and steps to create the letter using the guide) as the children create the letters in the shaving cream.
- Repeat with both uppercase and lowercase review letters.

Song/Stretch Break

<p>Materials:</p> <ul style="list-style-type: none">• Marker• Pointer	<p style="text-align: center;">Beginning Blending: Sentence Reading</p> <ul style="list-style-type: none">• Write the following sentences on the board. Call on different children to come to the board and read the sentences aloud. Remind children to touch under the sounds and blend!<ul style="list-style-type: none">○ Pup is hot.○ Bug can hop.• Celebrate!
<p>Materials:</p> <ul style="list-style-type: none">• Magnetic Letters (Jj, Kk, Pp, Uu, Bb)• Mystery Bag	<p style="text-align: center;">Extension Activity: Letter Grab</p> <ul style="list-style-type: none">• Fill a bag with known magnetic letters.• Set the timer for 30 seconds and say, "Go!"• Children will grab letters out of the bag, one at a time, and say their names. Count how many letters were names and celebrate!• Call another child up and play again. See if you can beat your score!

moving
Little Minds

**4s Book
Extensions**

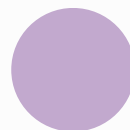


**Books, Songs, & Related
Activities for Every Week!**

Week 5

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

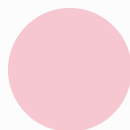
- Before Reading: Mystery Letter Bag – Place a coconut in a bag. Feel the item and give clues. Can you guess what it is?
- During Reading:
 - Encourage children to chant “Chicka Chicka Boom Boom” along with you.
 - Pause to ask, “What do you think will happen when all the letters climb the tree?”
- After 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 6

Book: *Andy, That's My Name* by Tomie dePaola

- Before Reading: Name Puzzle Game - Gather magnetic letters. Create one child's name on the board, then transform the letters into someone else's name!
- During Reading:
 - Emphasize the letters in Andy's name and connect them to letters in children's names.
 - Ask, "What letters do you have in your name?"
- After Reading:
 - Group Literacy Activity: Name Hunt and Graph - Hide notecard names around the room. Find your name and count the letters. Graph your name by the number of letters and compare with a friend.
 - Group Literacy Game: Who is Behind the Blanket? - The children close their eyes as you select one child to hide behind the blanket. Give name clues for the class to guess. Drop the blanket and reveal the child!
- Songs:
 - *Hello! Hello!* - The Kiboomers
 - *What's Your Name?* - Super Simple Songs
- Related Books:
 - *Chrysanthemum* by Kevin Henkes
 - *Alma and How She Got Her Name* by Juana Martinez-Neal
 - *My Name Is Yoon* by Helen Recorvits



Week 7

Book: *The Birthday Cake* by Joy Cowley

- Before Reading: Birthday Memory Sharing – Ask children about their birthdays and their favorite cake or treat.
- During Reading:
 - Ask, “What do you think will happen next?”
 - Encourage children to act out the steps of making a cake.
- After Reading:
 - Group Literacy Activity: Sequence the Cake – Use picture cards to have children put the steps of making a cake in order.
 - Group Literacy Game: Sentence Scramble – Give each child a sentence strip written in a color (e.g. “A red cake.”). Each child touches and reads the sentence, then cuts it apart and puts it back together.
- Songs:
 - *Pat-a-Cake* – The Kiboomers
 - *Happy Birthday Song* – Super Simple Songs
- Related Books:
 - *If You Give a Cat a Cupcake* by Laura Numeroff
 - *Jake Bakes Cakes* by Gerald Hawksley
 - *The Blue Balloon* by Mick Inkpen

