

Outcomes

LEARNER WILL

1. RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
2. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
3. L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.

In this unit, students will strengthen phonological awareness by learning to identify words, rhymes, and syllables.

Further, students will develop a strong foundation of alphabetic knowledge. They will learn to identify, place in order, and write all upper- and lowercase letters.

Students will also learn the requisite sounds for each letter.

PHONOLOGICAL AWARENESS, PHONICS, AND CENTERS CALENDAR: 30 TO 40 MINUTES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LESSON 1: Phonological Awareness, Alphabet Knowledge A,a, (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 2: Phonological Awareness, Alphabet Knowledge B,b, (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 3: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge C,c (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 4: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge D,d (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 5: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-D (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)
LESSON 6: Phonological Awareness = Alphabet Knowledge E,e (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 7: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge F,f (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 8: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge G,g (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 9: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge H,h (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 10: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-H (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)
LESSON 11: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge I,i (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 12: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge J,j (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 13: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge K,k, L, l (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 14: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge M, m (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 15: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-M (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)
LESSON 16: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge N,n, O,o (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 17: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge P (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 18: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Q, (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 19: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge R (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 20: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-R (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)
LESSON 21: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge S,T (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 22: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge U, V, (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 23: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge W,X, Y (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 24: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Y, Z (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	LESSON 25: Alphabet Knowledge Review of Letters A-Z Measure Alphabet Knowledge

**LESSON 1: Phonological Awareness, Alphabet Knowledge A,a,
(R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task:
Print letters (L.K.1.A)**

Learning Intentions:

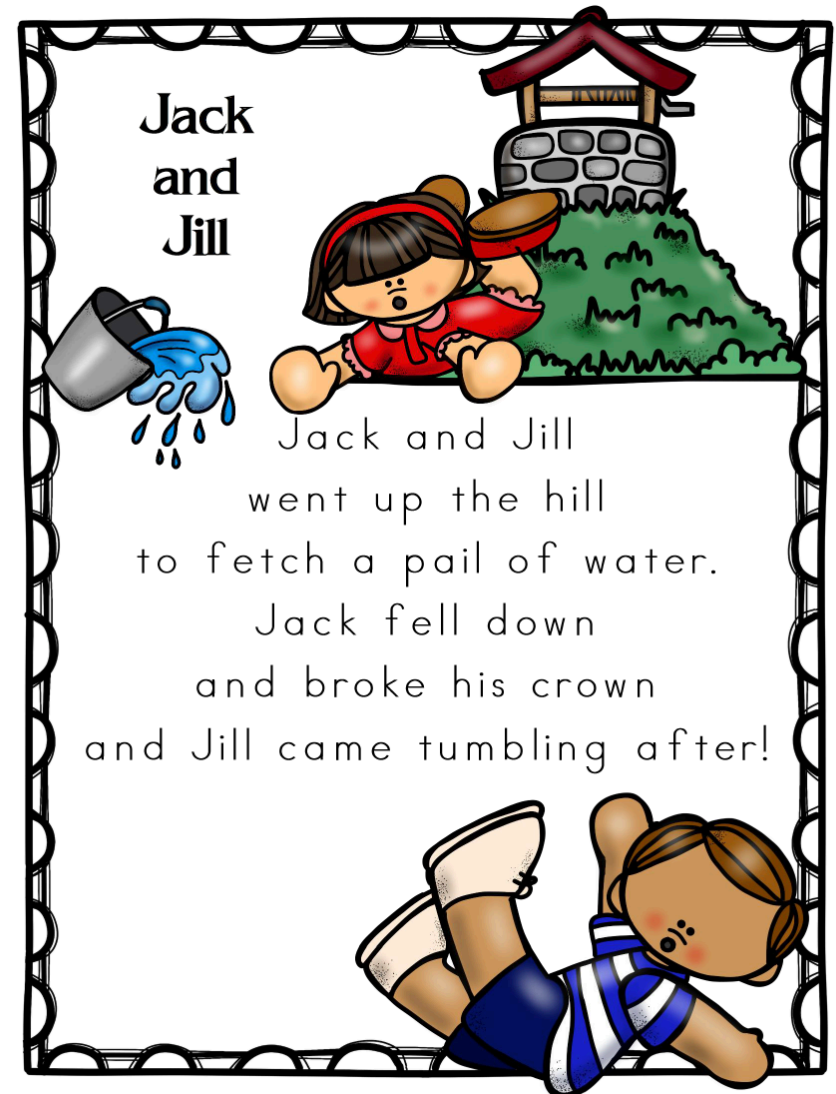
1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to recognize and write the letter A, a.

Success Criteria:

1. I can identify the number of words spoken by my teacher.
2. I can identify, name and write the letter A, a.

Part 1: Phonological Awareness (8 minutes)

1. Show the nursery rhyme, Jack and Jill, to students on a chart so they can see it as you read. Point to the words as you read.
2. After reading, explain that a crown is another word for head. Jack fell down and broke his head! Fetched means got.
3. Reread the nursery rhyme. Invite children to chime in as they can.



Nursery Rhyme Charts from www.hubbardscupboard.org © 2017 Page 27/44

4. Provide students with a binder and a copy of the nursery rhyme on 8 1/2 x 11 paper. You will be giving students nursery rhymes during this unit.

5. Tell children you are going to play a game with them. Say the sentences below and ask students to identify how many words you said. Stop after each sentence. Do not track print. This is done orally. Model the first one. Say it and then repeat it and clap each word.

- Jack went. (2)
- Then ask, How many claps? 2.
- How many words? 2 words. Jack went.

6. Say the remainder, stopping after each sentence. Say the sentence, then ask students to clap the sentence. Then ask, How many claps? How many words? If they are wrong, redo it and focus on the claps. Let them know that the number of claps is equal to the number of words.

- Jill went. (2)
- Jack went. (2)
- Jack was hurt. (3)
- Jill fetched water. (3)

Part 2: Alphabet Knowledge: (12 minutes)

1. Tell students that they will start off the learning by singing a familiar song, called the Alphabet Song .

The Alphabet

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

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2. Teacher will sing it once while pointing to the letters and the students will join in the second time around, while the teacher is pointing to the letters.

3. Tell students, while pointing, that these are the letters of the alphabet and each of the letters have a name, a sound, and when blended together they make words, and then sentences. Tell students that today they will focus on the letter Aa.

4. Show letter A card. Tell students



Aa

that they will practice drawing the letter Aa in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Aa. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Aa. Invite students to pretend to write the letter Aa and say the name.

5. Ask students to name the picture on the alphabet card. Briefly, tell students that “apple” starts with the letter Aa. Aa has two sounds /ă/ and /ā/. The letter Aa in apple starts with the sound /ă/.
6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

(You do)

7. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Aa. Monitor this carefully. Students need to practice correct letter formation. Teacher Note: If you are unsure of correct letter formation, check out this video:

<https://www.youtube.com/watch?v=vsue4unC7YQ>

Provide feedback to work.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly.

Handwriting

Name _____

Letter Aa

A

1. Start at the top. Slant left.
2. Lift to the top. Slant right.
3. Lift to the middle. Slide right.

a

1. Start just below the middle. Circle back.
2. Pull down straight.

apple

Trace and write the letters.

Circle your best one.

A A A A A A A A

A A A A A A A A

a a a a a a a a a a

a a a a a a a a a a

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Center 1: Letter Work

- Children will find the letter A,a in the nursery rhyme they learned with their teacher. Students each use a red crayon to circle the a's.

MOVIE 2.1 How to Write Letters A-Z – Learning to Write the Alphabet for Kids – Uppercase and Lowercase Letters



Downloaded from
<https://www.youtube.com/watch?v=vsue4unC7YQ> on 6.3.20

Center 2: Alphabet Arc

- Students match letters Aa to alphabet arc.
- For the first lesson, they would be using A, a.
- They match the letters and then write A, a.
- Students should be given alphabet letters.



- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (3 minutes)

1. Dictate the letter saying, Write uppercase A. Write lowercase a.
2. Have students say the letters as they write each one.
3. Add date to task. (Teacher does this if students cannot.)
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

**LESSON 2: Phonological Awareness, Alphabet Knowledge B,b,
(R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task:
Print letters (L.K.1.A)**

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to recognize and write the letter B, b.

Success Criteria:

1. I can identify the number of words spoken by my teacher.
2. I can identify, name and write the letter B, b.

Part 1: Phonological Awareness (8 minutes)

1. Show the nursery rhyme, Jack and Jill, to students. Point to the words as you read.
2. Reread the nursery rhyme. Invite children to chime in as they can.
3. Tell children you are going to play a game with them. Say these sentences and ask students to identify how many words you

said. Stop after each sentence. Do not track print. This is done orally.

4. Say it and then repeat it and clap each word. Then ask, How many claps? 2 How many words? 2 words. have them clap again if wrong.
 - o Jack went. (2)
5. Say the remainder, stopping after each sentence. Say the sentence Then ask students to clap the sentence. Then ask, How many words?
 - o Jack broke. (2)
 - o Jill got hurt. (3)
 - o The pail was full. (4)
 - o Jack broke his crown. (4)
 - o Jill came up the hill. (5)

Part 2: Alphabet Knowledge: (12 minutes)

1. Tell students that they will begin by singing the Alphabet Song .
2. Sing it once while pointing to the letters and the students will join in the second time around, while the teacher points to each letter.

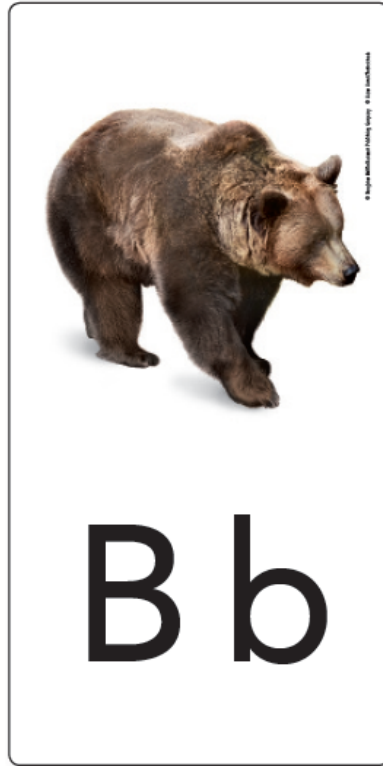
3. Tell students, while pointing, that these are the letters of the alphabet and each of the letters have a name, a sound, and when blended together they make words, and then those words make sentences. Tell students that today they will focus on the letter B,b.

4. Show students the letter B card.

5. Tell students that they will practice drawing the uppercase letter B and then lowercase letter b in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name of the letter. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the letter name. Invite students to pretend to write the letter Bb and say the name.

6. Ask students to name the picture on the alphabet card. Briefly, tell students that “bear” starts with the letter Bb. Bb makes the sound /b/. The letter Bb in “bear” starts with the sound /b/.

7. Invite students to say the name of the letter as you point to it. Repeat this 3 times.



(You do)

8. Ensure that all students have their **Know It, Show It** worksheet. Invite students to practice writing the letter B,b. Moni-

Handwriting

Name _____

Letter Bb

bear

1. Start at the top. Pull down straight.

2. Lift to the top. Circle forward.

3. Circle forward again.

1. Start at the top. Pull down straight.

2. Lift to the middle and circle forward.

Trace and write the letters.

Circle your best one.

B B B B B B B

B B B B B B B

b b b b b b b b

b b b b b b b b

Grade K
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tor this carefully. Students need to practice correct letter formation.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter B,b in the nursery rhyme, Jack and Jill. Students each use a **green** crayon to circle the b's. Remind them to say the letter as they circle it.

Center 2: Alphabet Arc

- Students match letters Aa and Bb to alphabet arc.
- Then students write B, b and A, a.
- Students should be given alphabet letters.
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, "Write uppercase A. Write lowercase a. Write upper case B. Write lower case b."
2. Have students **say** each letter as they write.
3. Add date to task. (Teacher does this if students cannot.)
4. Provide feedback to students. For students who could not do the task correctly, include them in the TTT for the next day. They may need closer teacher guidance.

LESSON 3: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge C,c (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter C, c.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter C, c.

Part 1: Phonological Awareness (8 minutes)

1. Show the nursery rhyme, Jack and Jill, to students on the chart. Point to the words as you read.
2. Reread the nursery rhyme. Invite children to chime in as they can, lowering your voice.

3. Ask students to help you reread the nursery rhyme. Echo read.
4. Tell children you are going to play a game with them. Say these sentences and ask students to identify how many words you said. Stop after each sentence. Do not track print. This is done orally. Have them clap each word.
 - Sit up. (2)
 - Cats sleep. (2)
 - The bear is big. (4)
 - George came along. (3)
 - It is time to sing. (5)
5. Guide children in identifying the differences and similarities in a pair of words; Listen: Jill, hill. (The words start with different sounds). Tell children that nursery rhymes have words that rhyme. They have words that have the same ending as in Jill and hill. Each word ends with *-ill*.
6. Explain to children you are going to play a game with them. Say you are going to say pairs of words. Ask students to identify the pairs of words that rhyme; that have the same ending sound. If the pair rhymes they should put their thumbs up. If not, put thumbs down. Model the first pair.
 - down, crown (yes)
 - bear, chair (yes)

- Jack, went (no)
- boy, toy (yes)
- sat, cat (yes)
- fetch, fight (no)
- sing, wing (yes)
- coat, boat (yes)
- left, right (no)
- night, light (yes)

Part 2: Alphabet Knowledge: (12 minutes)

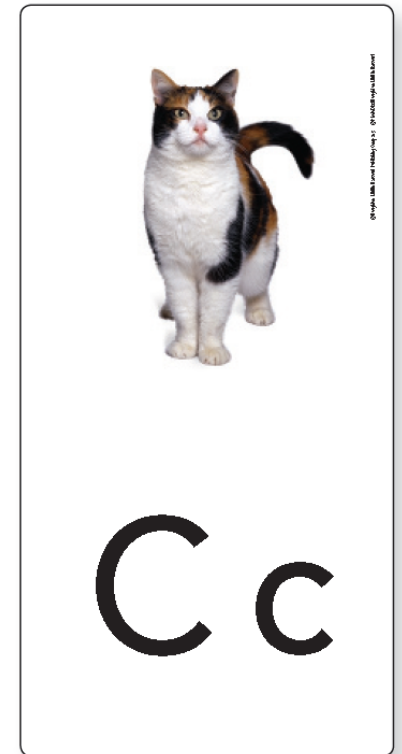
Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then those words make sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letter Bb.

4. Tell students that today they will focus on the letter Cc. Cc is the letter after Bb in the alphabet.

(I Do)

5. Display the Cc alphabet card. Say the letter name (Cc). Ask students to repeat after you 3 times.
6. Point to the uppercase (C). Explain to students that it is an uppercase C and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (c). Explain that lowercase letters are used when writing words.
7. Point to the alphabet card and say the letter Cc, ask students to repeat 3 times.
8. Tell students that they will practice drawing the letter Cc in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Cc. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Cc. Invite students to pretend to write the letter Cc and say the name.



Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C. Write lowercase a, b, c.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 4: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge D,d (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter D,d.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter D,d

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Reread aloud the nursery rhyme, Jack and Jill. Point to the words as you read. Fade out your voice to allow children to read more independently. Chime in as needed.
2. Echo read the rhyme.

3. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
 - Jack fell down. (3)
 - Jill had a pail. (4)
 - Jack broke his crown.(4)
 - Jill went up the hill. (5)
 - Jack got hurt. (3)
 - Jill got hurt, too. (4)
4. Remind students that yesterday they learned that words that rhymed--words that ended with the same sound. Fish, dish. Spoon, moon.
5. Ask students to identify which pair of words rhyme. They should put their thumbs up for words that rhyme, and down if the pair is not a rhyme.
 - Jill, will (yes)
 - went, go (no)
 - crown, frown (yes)
 - fell, well (yes)
 - up, down (no)

- pail, kale (yes)
- jump, jam (no)

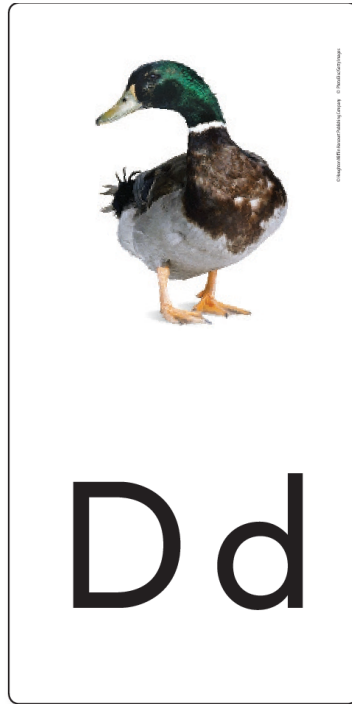
Part 2: Alphabet Knowledge: (12 minutes)

Connect with Background Knowledge

1. Begin singing the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Bb, and Cc.
4. Tell students that today they will focus on the letter D. D is the letter after C in the alphabet.
5. Ensure that all students have their **Know It, Show It** worksheet.

(I Do)

6. Display the D,d alphabet card. Say the letter name (D,d). Ask students to repeat after you 3 times.
7. Point to the uppercase (D). Explain to students that it is an uppercase D and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (d). Explain that lowercase letters are used when writing words.
8. Point to the alphabet card and say the letter D,d, ask students to repeat 3 times.
9. Tell students that they will practice drawing the letter D,d in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name D,d. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name D,d. Invite students to pretend to write the letter D,d and say the name.
10. Ask students to name the picture on the alphabet card. Briefly, tell students that “duck” starts with the letter Dd. Dd makes the sound /d/. The letter Dd in “dog” starts with the sound /d/.



11. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

(You do)

12. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter D,d and saying it as

Handwriting

Name _____

Letter Dd

1. Start at the top. Pull down straight.
2. Lift to the top.

1. Start just below the middle. Circle back.
2. Lift to the top and pull down straight.

duck

Trace and write the letters.

Circle your best one.

D D D D D D D

D D D D D D D

d d d d d d d d

d d d d d d d d

d d d d d d d d

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they do. Monitor this carefully. Students need to practice correct letter formation.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter D,d in the nursery rhyme they learned with their teacher. Students each use a **brown** crayon to circle the d's.

Center 2: Alphabet Arc

- Students match letters Aa, Bb, Cc, Dd to alphabet arc.
- Then students write A,a ,B,b, C,c, D,d.
- Students should be given alphabet letters.
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D. Write lowercase a, b, c, d.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and d.

LESSON 5: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-D (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters A,a, B,b, C,c and D,d.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters A,a, B,b, C,c and D,d.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)



1. Read, "School" aloud to the students. Pointing at each word as you read.
2. Echo read "School." (You read the first line, then students read the first line, etc.)
3. Say the sentence (see below). Then invite students to clap the sentence with you. Then ask how many words.
 - o I like fun. (3)
 - o I like to sing. (4).
 - o I like to swing. (4).

- I have fun. (3)
 - School is cool. (3)
 - I like to learn and play. (6)
4. Ask students to listen for words that rhyme with **ring**. When they hear a word that rhymes with ring, they should clap. Reread the 1st stanza of the poem.
 5. Ask students to listen for words that rhyme with **bun**. When they hear a word that rhymes with bun, they should clap. Reread the 2nd stanza of the poem.
 6. Ask students to listen for words that rhyme with **may**. When they hear a word that rhymes with may, they should clap. Reread the 1st stanza of the poem.

Part 2: Alphabet Knowledge: (12 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Tell students that today they will review letters Aa-Dd.

(I Do)

4. **Display** the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Bb, Cc, and Dd. Be sure to display those cards.
5. Ask students to point out which letters, Aa through Dd, are uppercase and which are lowercase. Invite students to discuss the purpose of an uppercase letter and the use of a lowercase letter.
6. Invite students to discuss key words associated with each letter, Aa through Dd. Say: Which word, that we've learned, starts with the letter Aa? Repeat this question for Bb through Dd.

(You do)





7. Have students:
 - write each letter as they say it.
 - match uppercase letters to their lowercase letters.
 - Have students complete the Know It, Show It worksheet, writing the beginning letter for each key word.

Name _____ Handwriting

Handwriting: a-f

Form each letter neatly so others can read your writing.

✍ Write the first letter for each picture.

	_____ pple
	_____ ear
	_____ at
	_____ uck

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will identify letters A to D using this worksheet.

Center 2: Alphabet Arc

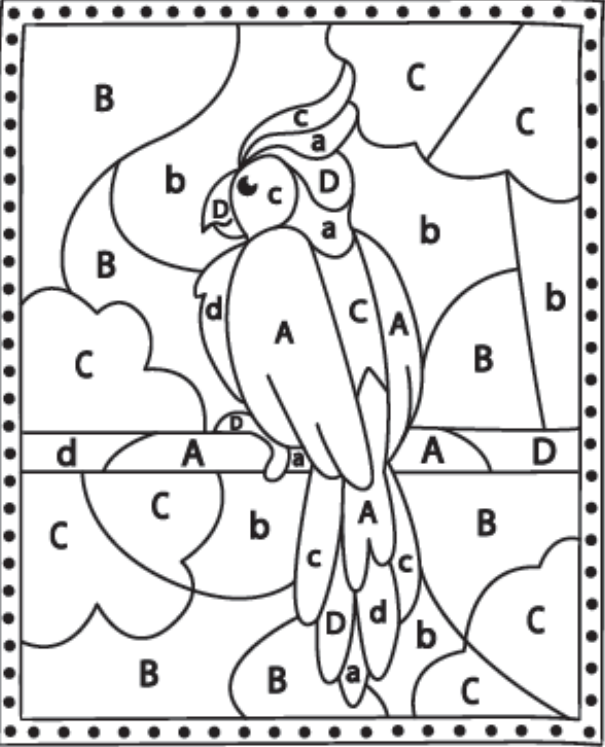
- Students match letters Aa, Bb, Cc, Dd to alphabet arc.
- Then students write A,a ,B,b ,C,c ,D,d.
- Students should be given alphabet letters.

Name _____ Alphabet Knowledge

Letters Aa–Dd

Color by letter. What do you see?

✍ Color Aa with red. ✍ Color Bb with blue.
✍ Color Cc with green. ✍ Color Dd with yellow.



Make sure students color sections correctly.

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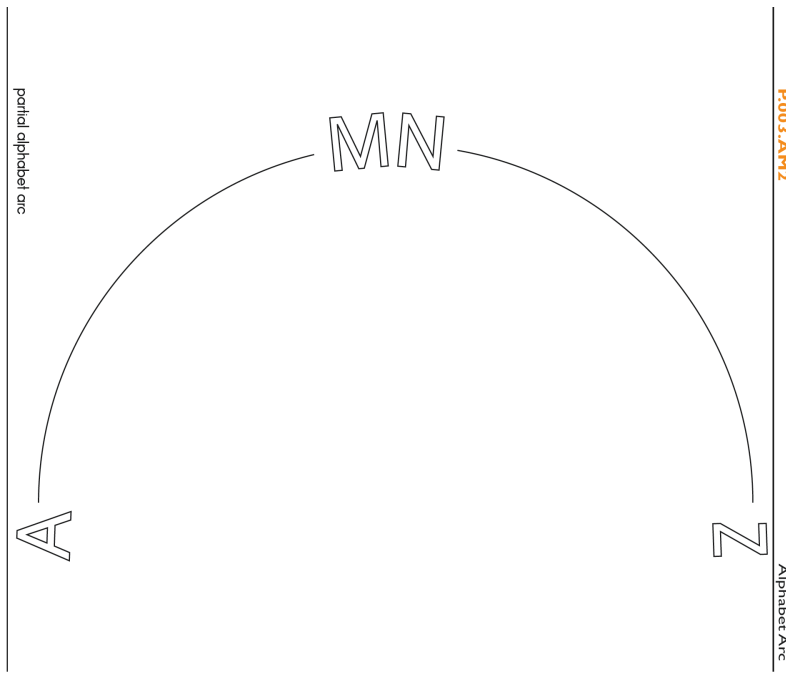
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A) (7 minutes)

1. Ask students to take out letters A, B, C, and D.



2. Give them this Alphabet Arc.
3. Ask them to place the letters in the correct order.

4. After, students will print each letter the teacher dictates. They will say the letter as they write. (Uppercase and lowercase).

LESSON 6: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge E,e (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

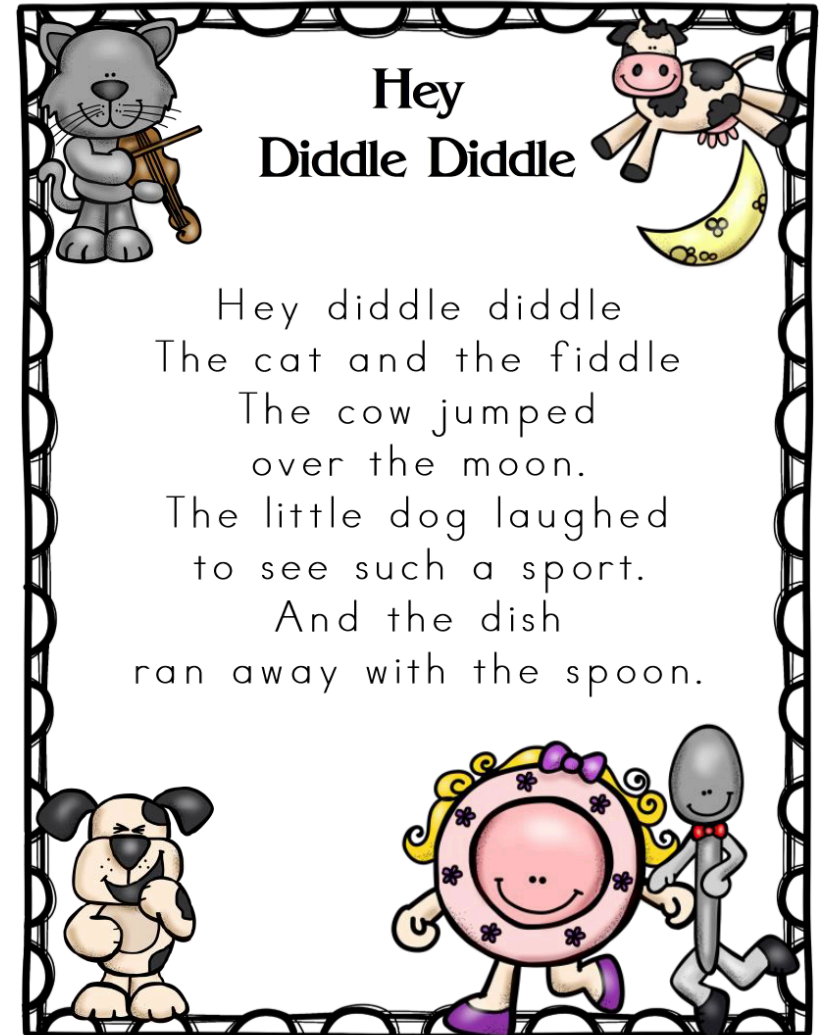
1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter E, e.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters A,a, B,b, C,c D,d and E,e.

Part 1: Phonological Awareness (R.F.K.2.A) (8 minutes)

1. Provide students with a copy of the nursery rhyme on 8 1/2 x 11 paper. They should add it to their binder.



2. Show the nursery rhyme, Hey Diddle Diddle, to students on a chart so they can see it as you read. Point to the words as you read.
3. After reading, explain that a fiddle is another word for violin. The cat and the violin! Point out the animals on the chart.
4. Reread the nursery rhyme. Invite children to chime in as they can.
5. Tell children you are going to play a game with them. Say these sentences and ask students to identify how many words you said. Stop after each sentence. Do not track print. This is done orally.
6. Model the first one: Say it and then repeat it and clap each word. Then ask, How many claps? (4) How many words? (4 words.)
 - The dish ran fast.
7. Say the remainder, stopping after each sentence. Say the sentence. Then ask students to clap the sentence. Then ask, How many words?
 - The cow jumped. (3)
 - Little dog laughed. (3)
 - The fiddle played. (3)
 - The dish ran away. (4)

- It was night. (3)

Part 2: Alphabet Knowledge: (12 minutes)

Connect to Prior Knowledge:

1. Students have been hearing rhymes during this week, as well as identifying the number of words in a sentence.
2. Begin singing the Alphabet Song, pointing to each letter.
3. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
4. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Bb, Cc, Dd.
5. Tell students that today they will focus on the letter Ee. Ee is the letter after Dd in the alphabet.

(I do, We do)

1. Display the Ee alphabet card. Say the letter name (Ee). Ask students to repeat after you 3 times.
2. Point to the uppercase (E). Explain to students that it is an uppercase E and explain that uppercase letters are used at the beginning of names of people, places, and things and at the begin-

ning of a sentence. Now, point to the lowercase (e). Explain that lowercase letters are used when writing words.

3. Point to the alphabet card and say the letter Ee, ask students to repeat 3 times.

4. Tell students that they will practice drawing the letter Ee in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Ee. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Ee. Invite students to pretend to write the letter Ee and say the name.



5. Ask students to name the picture on the alphabet card. Briefly, tell students that “elephant” starts with the letter Ee. Ee has two sounds /ě/ and /ē/. The letters Aa and Ee are **vowels**, they have two sounds. The letter E in me says its name (e). The letter Ee in “elephant” starts with the sound /ě/.

6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

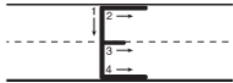
(You do)

7. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Ee. Monitor this


Handwriting

Name _____

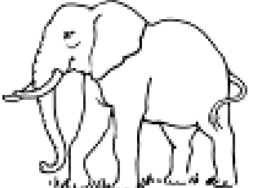
Letter Ee




1. Start at the top.
Pull down straight.
2. Lift to the top.
Slide right.
3. Lift to the middle.
Slide right short.
4. Lift to the bottom.
Slide right.




1. Start between the middle and the bottom. Slide right. Curve back around.

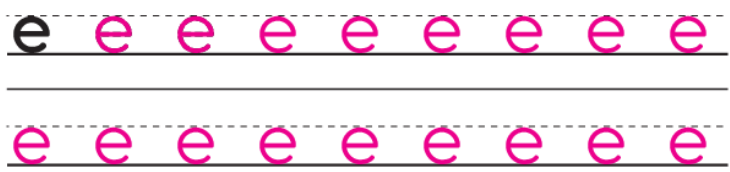


elephant

 Trace and write the letters.

Circle your best one.





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carefully. Students need to practice correct letter formation. They should say the letter as they write it.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter E,e in the nursery rhyme they learned with their teacher. Students each use a **red** crayon to circle the e's.

Center 2: Alphabet Arc

- Students match letters Aa, Bb, Cc, Dd, Ee to alphabet arc.
- Then students write A,a ,B,b, C,c, D,d, E,e
- Students should be given alphabet letters.
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E. Write lowercase a, b, c, d.e
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and d.

LESSON 7: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge F,f (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter F, f.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter F,f

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Reread aloud the nursery rhyme, Hey Diddle Diddle. Point to the words as you read.
2. Echo read the rhyme.

3. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
 - o The dog ran. (3)
 - o The dish ran too. (4)
 - o The spoon ran away. (4)
 - o The cat and cow laughed. (5)
4. Reread the first stanza and ask students to clap when they hear a word that rhymes with **riddle** (diddle, diddle, fiddle.)
5. Reread the whole rhyme and ask students to clap when they hear a word that rhymes with **soon** (moon, spoon).

Part 2: Alphabet Knowledge: (15 minutes)

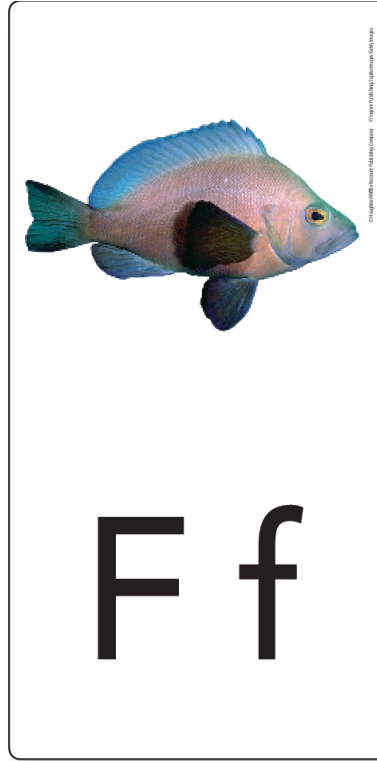
Connect with Background Knowledge

1. Begin singing the Alphabet Song, pointing to each letter. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
2. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Bb, Cc, Dd, Ee.

- Tell students that today they will focus on the letter Ff. Ff is the letter after Ee in the alphabet.

(I Do)

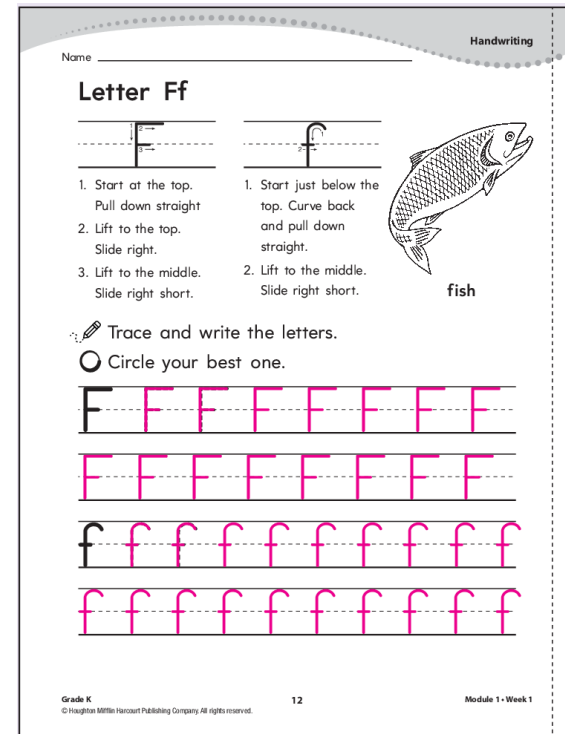
- Display the Ff alphabet card. Say the letter name (Ff). Ask students to repeat after you 3 times.
- Point to the uppercase (F). Explain to students that it is an uppercase F and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (f). Explain that lowercase letters are used when writing words.
- Point to the alphabet card and say the letter Ff, ask students to repeat 3 times.
- Tell students that they will practice drawing the letter Ff in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Ff. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Ff. Invite students to pretend to write the letter Ff and say the name.



- Ask students to name the picture on the alphabet card. Briefly, tell students that “fish” starts with the letter Ff. Ff makes the sound /f/. The letter Ff in “fish” starts with the sound /f/.
- Invite students to say the name of the letter as you point to it. Repeat this 3 times.

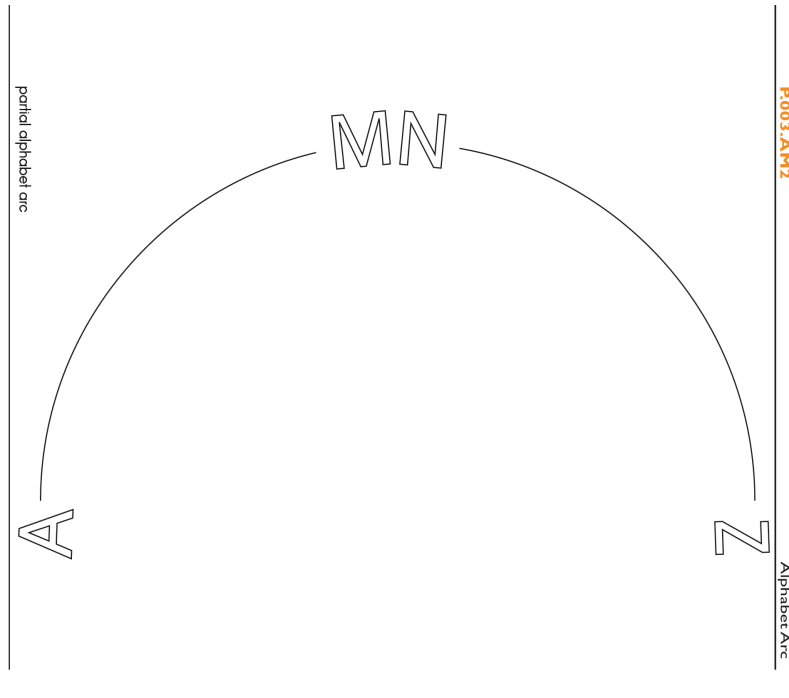
(You do)

- Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter F,f. Monitor this carefully. Students need to practice correct letter formation.



(I Do, We Do)

12. Show students this alphabet arc. Have them take out their copy.



13. Show them how you say the letter and place it in the correct spot. Demonstrate with letters B, C, D, E.

14. Have students add letters B, C, D, and E to the arc.

15. Ask students where they should place F. (After E)

16. Have them read the letters with you as you point: A, B, C, D, E, F.

(You Do)

17. Ask students to match lowercase letters to the upper case letters they used. They should place it underneath the letter. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter F, f in the nursery rhyme they learned with their teacher. Students each use a **green** crayon to circle the f's.

Center 2: Alphabet Arc

- Students match letters Ee, Ff to alphabet arc.
- In this lesson they would be matching E,e, F, f.
- Then write E,e, and F,f. Saying the letter as they write
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F. Write lowercase a, b, c, d, e, f.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

LESSON 8: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge G,g (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter G,g.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter G,g

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Reread aloud the nursery rhyme, Hey Diddle Diddle. Point to the words as you read. Fade out your voice to allow children to read more independently. Chime in as needed.
2. Echo read the nursery rhyme.

3. Remind children that nursery rhymes have words that rhyme; they have words that have the same ending as in Jill and hill. Each word has the rime, *-ill*.
4. Ask students to identify the pairs of words that rhyme; that have the same ending sound. If the pair rhymes they should put their thumbs up. If not, put thumbs down.
 - diddle, fiddle (yes)
 - cat, cow (no)
 - moon, spoon (yes)
 - bear, chair (yes)
 - jump, jam (no)
 - cat, hat (yes)
 - cow, bow (yes)
 - sport, away (no)
 - dish, wish (yes)
5. Reinforce earlier learning by closing the activity by having students say the number of words in a spoken sentence.
 - I like school. (3)
 - The cow ran away. (3)
 - It is time for lunch. (5)

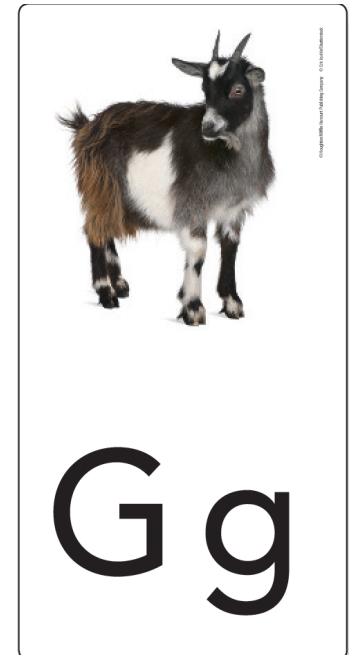
Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Cc, Dd, Ee, Ff.
4. Tell students that today they will focus on the letter Gg. Gg is the letter after Ff in the alphabet.

(I Do)

5. Display the Gg alphabet card. Say the letter name (Gg). Ask students to repeat after you 3 times.
6. Point to the uppercase (G). Explain to students that it is an uppercase G and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (g). Explain that lower-



case letters are used when writing words.

- Point to the alphabet card and say the letter Gg ask students to repeat 3 times.
- Tell students that they will practice drawing the letter Gg in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Gg. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Gg. Invite students to pretend to write the letter Gg and say the name.
- Ask students to name the picture on the alphabet card. Briefly, tell students that “goat” starts with the letter Gg. Gg makes the sound /g/. Sometimes the letter Gg makes the sound /j/ as in the word Germany. The letter Gg in “goat” starts with the sound /g/. Say goat.
- Invite students to say the name of the letter as you point to it. Repeat this 3 times.

(You do)


- Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter g,g. Monitor this carefully. Students need to practice correct letter formation.

(I Do, We Do)


Handwriting

Name _____

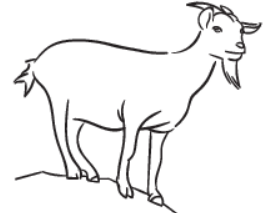
Letter Gg




1. Start just below the top.
Curve back and around.
2. Slide left.



1. Start just below the middle.
Circle back.
2. Pull down straight past the bottom and curve up left.



goat

 Trace and write the letters.

Circle your best one.

G G G G G G

G G G G G G

g g g g g g g g

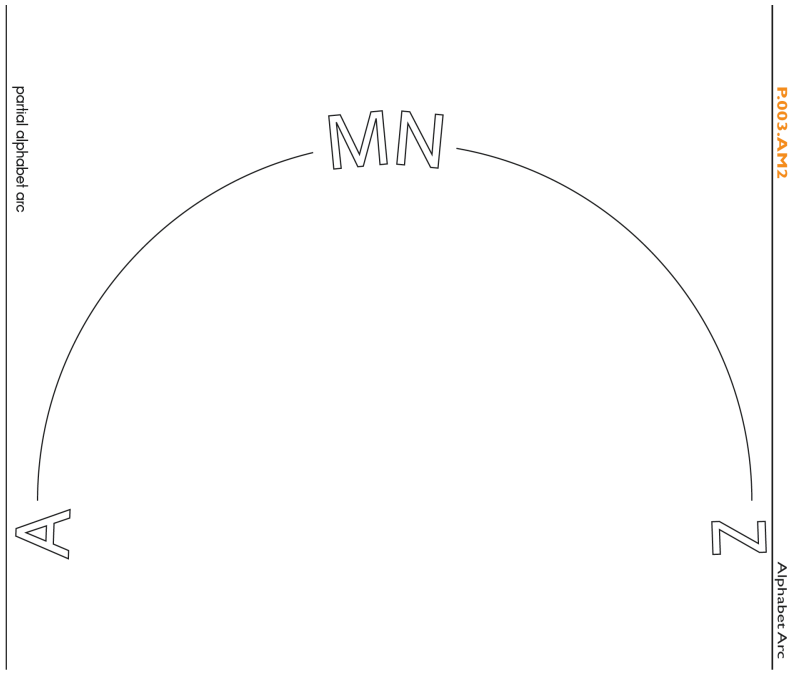
g g g g g g g g

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Module 1 • Week 2

12. Show students this alphabet arc again. Have them take out their copy.



13. Show them how you say the letter and place it in the correct spot. Demonstrate with letters C, D, E, F.

14. Have students add letters C, D, E, F to the arc.

15. Ask students where they should place G. (After F)

16. Have them read the letters with you as you point: A, B, C, D, E, F, G.

(You Do)

17. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter G, g in the nursery rhyme they learned with their teacher. Students each use a **blue** crayon to circle the g's.

Center 2: Alphabet Arc

- Students match letters Ee, Ff to alphabet arc.
- In this lesson they would be matching E,e, F, f., G, g
- The writing E,e, F,f., G, g
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F, G. Write lowercase a, b, c, d, e, f, g.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

LESSON 9: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge H,h (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter H,h.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter H,h.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Reread aloud the nursery rhyme, Hey Diddle Diddle. Point to the words as you read. Fade out your voice to allow children to read more independently. Chime in as needed.

2. Ask students to help you reread the nursery rhyme. Partner and reread. Support as needed. Ask students to point and read.
3. Ask students to identify the pairs of words that rhyme; that have the same ending sound. If the pair rhymes they should put their thumbs up. If not, put thumbs down.
 - hey, they (yes)
 - over, under (no)
 - jump, bump (yes)
 - dog, log (yes)
 - little, big (no)
 - such, much (yes)
 - ran, walk (no)
4. Reinforce earlier learning by closing the activity by having students say the number of words in a spoken sentence.
 - The cat had a fiddle. (5)
 - The cow jumped. (3)
 - The dog watched the cow. (5)
 - The dish ran. (3)
 - The spoon went with the dish. (6)

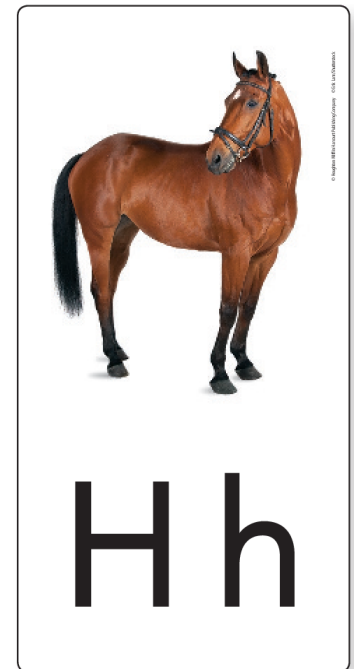
Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Dd, Ee, Ff, Gg.
4. Tell students that today they will focus on the letter H,h is the letter after G in the alphabet.

(I Do)

5. Display the Hh alphabet card. Say the letter name (Hh). Ask students to repeat after you 3 times.
6. Point to the uppercase (H). Explain to students that it is an uppercase H and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (h). Explain



that lowercase letters are used when writing words.

- Point to the alphabet card and say the letter Hh, ask students to repeat 3 times.
- Tell students that they will practice drawing the letter Hh in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Hh. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Hh. Invite students to pretend to write the letter Hh and say the name.
- Ask students to name the picture on the alphabet card. Briefly, tell students that “horse” starts with the letter Hh. Hh makes the sound /h/. The letter Hh in “horse” starts with the sound /h/.
- Invite students to say the name of the letter as you point to it. Repeat this 3 times.

(You do)

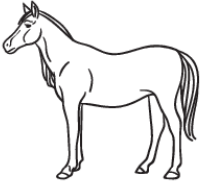
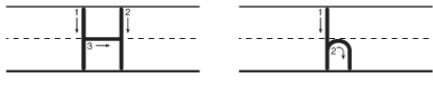
- Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter H,h. Monitor this carefully. Students need to practice correct letter formation.

(I Do, We Do)

Handwriting

Name _____


Letter Hh



horse

- Start at the top. Pull down straight.
- Lift to the top. Pull down straight.
- Lift to the middle. Slide right.

- Start at the top. Pull down straight.
- Push up, curve forward, and pull down straight.

 Trace and write the letters.

Circle your best one.

H H H H H H H

H H H H H H H

h h h h h h h h h

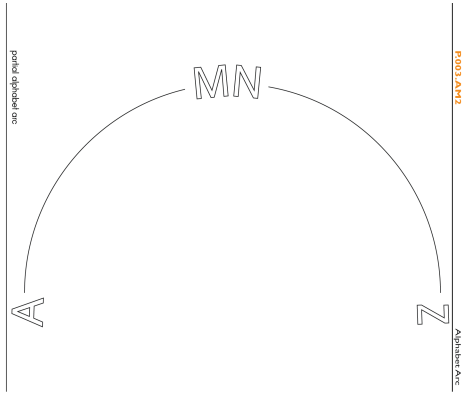
h h h h h h h h h

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- Show students this alphabet arc again. Have them take out their copy.



13. Show them how you say the letter and place it in the correct spot. Demonstrate with letters C, D, E, F.

14. Have students add letters C, D, E, F, G to the arc.

15. Ask students where they should place H. (After G)

16. Have them read the letters with you as you point: A, B, C, D, E, F, G,.

(You Do)

17. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter H,h in the nursery rhyme they learned with their teacher. Students each use a **brown** crayon to circle the f's.

Center 2: Alphabet Arc

- Students match letters Ee, Ff to alphabet arc.
- In this lesson they would be matching E,e, F, f., G, g, H, h
- Then writing Ee, Ff, GG HH
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F, G, H. Write lowercase a, b, c, d, e, f, g, h.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

LESSON 10: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-H (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters E-H.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters E-H.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Read, "Silly Sentences" aloud to the students. Pointing at each word as you read.
2. Echo read "Silly Sentences." (You read the first line, then students read the first line, etc.)

Phonological Awareness 1.1

Silly Sentences

My cats wear hats.
A lucky ducky swam home.
Frogs hop on logs.
Counting sheep helps me sleep.
The funky monkey eats chunky soup.



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Grade K | Foundational Skills

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3. Say the sentence (see below). Then invite students to clap the sentence with you. Then ask how many words.
 - Sheep sleep. (2)
 - Cats wear hats. (3)
 - Frogs hop on logs (4).
 - Monkey eats soup. (3)
 - Lucky duck swam home. (4)
4. Ask students to listen for words that rhyme with cats. When they hear a word that rhymes with cats, they should clap. Re-read the 1st sentence. What the word? (hats)

5. Ask students to listen for words that rhyme with lucky. When they hear a word that rhymes with lucky, they should clap. Reread the 2nd sentence. (Ducky)
6. Ask students to listen for words that rhyme with frogs. When they hear a word that rhymes with frogs, they should clap. Reread the 3rd sentence.
7. Ask students to listen for words that rhyme with sheep. When they hear a word that rhymes with sheep, they should clap. Reread the 4th sentence.
8. Ask students to listen for words that rhyme with monkey. When they hear a word that rhymes with monkey, they should clap. Reread the 5th sentence.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

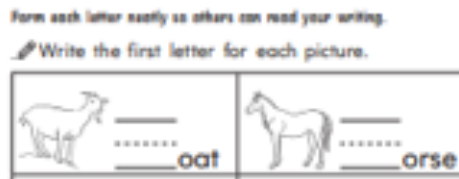
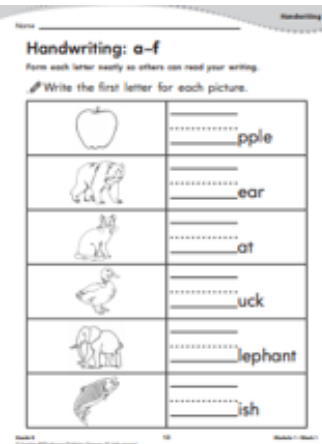
1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Tell students that today they will review letters Ee - Hh.

(I Do)

4. Display the Ee alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Ee in the air. Repeat this process for the letters Ff, Gg, Hh.
5. Ask students to point out which letters, Ee through Hh, are uppercase and which are lowercase. Invite students to discuss the purpose of an uppercase letter and the use of a lowercase letter.
6. Invite students to discuss key words associated with each letter, Ee through Hh. Say: Which word, that we've learned, starts with the letter Ee? Repeat this question for Ff through Hh.

(You do)

7. Have students:
 - Write each letter as they say it.
 - match uppercase letters to their lowercase letters.
 - find letters Ee through Hh in the sentences.
 - Have students complete the Know It, Show It worksheet, writing the beginning letter for each key word.



Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will practice rereading the rhyme to their partner.
- They will check their sheet with their teacher's model to be sure they identified all the letters (E-H). Students will correct their sheet and hand it in with their name on it.

Center 2: Alphabet Arc

- Students match letters Aa, - Hh to alphabet arc.
- Students should be given alphabet letters.

- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A) (7 minutes)

1. Ask students to take out letters A - H
2. Give them this Alphabet Arc or ask them to take their copy out.
3. Ask them to place the letters (A - H) in the correct order. You should call out each letter and then they place that letter in the correct place.
4. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.
5. After, students will print each letter the teacher dictates. They will say the letter as they write. (Uppercase and lowercase).

LESSON 11: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge I,i (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter I,i .

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter I,i.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Show the nursery rhyme, Jack Be Nimble, to students on a chart so they can see it as you read. Point to the words as you read.

2. Reread the nursery rhyme. Invite children to chime in as they can.



3. Explain that nimble means to move easily and quickly.
4. Provide students with a copy of the nursery rhyme on 8 1/2 x 11 paper. They should add it to their binder
5. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
 - Jack jumped. (2)
 - Jack is quick. (3)
 - Jack is nimble. (3)
6. Remind students that last week they learned that words that rhymed--words that ended with the same sound. Fish, dish. Spoon, moon.
7. Ask students to identify which pair of words rhyme. They should put their thumbs up for words that rhyme, and down if the pair is not a rhyme.
 - Jack, back (yes)
 - quick, light (no)
 - jump, pump (yes)
 - over, rover (yes)
 - bee, dog(no)
 - can, ran (yes)

- walk, sit (no)

8. Ask students to produce words that rhyme with the word Jack.
9. Ask students to produce words that rhyme with the word can.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter E,e in the air. Repeat this process for the letters Ff, Gg, Hh.
4. Tell students that today they will focus on the letter I,i is the letter after H in the alphabet.

(I Do)

5. Display the Ii alphabet card. Say the letter name (I,i). Ask students to repeat after you 3 times.
6. Point to the uppercase (I). Explain to students that it is an uppercase I and explain that uppercase letters are used at the beginning of names of people, places, and things and at the begin-

ning of a sentence. Now, point to the lowercase (i). Explain that lowercase letters are used when writing words.

7. Point to the alphabet card and say the letter I,i, ask students to repeat 3 times.
8. Tell students that they will practice drawing the letter Ii in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Ii. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Ii. Invite students to pretend to write the letter Ii and say the name.
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “Igloo” starts with the letter Ii. I makes the sound /i/. The letter I in “igloo” starts with the sound /i/.
10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.



I i

(You do)

11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Ii. Monitor this carefully. Students need to practice correct letter formation.

Handwriting

Name _____

Letter Ii

1. Start at the top.
Pull down straight.
2. Lift to the top.
Slide right short.
3. Lift to the bottom.
Slide right short.

1. Start in the middle.
Pull down straight.
2. Lift and dot.

igloo

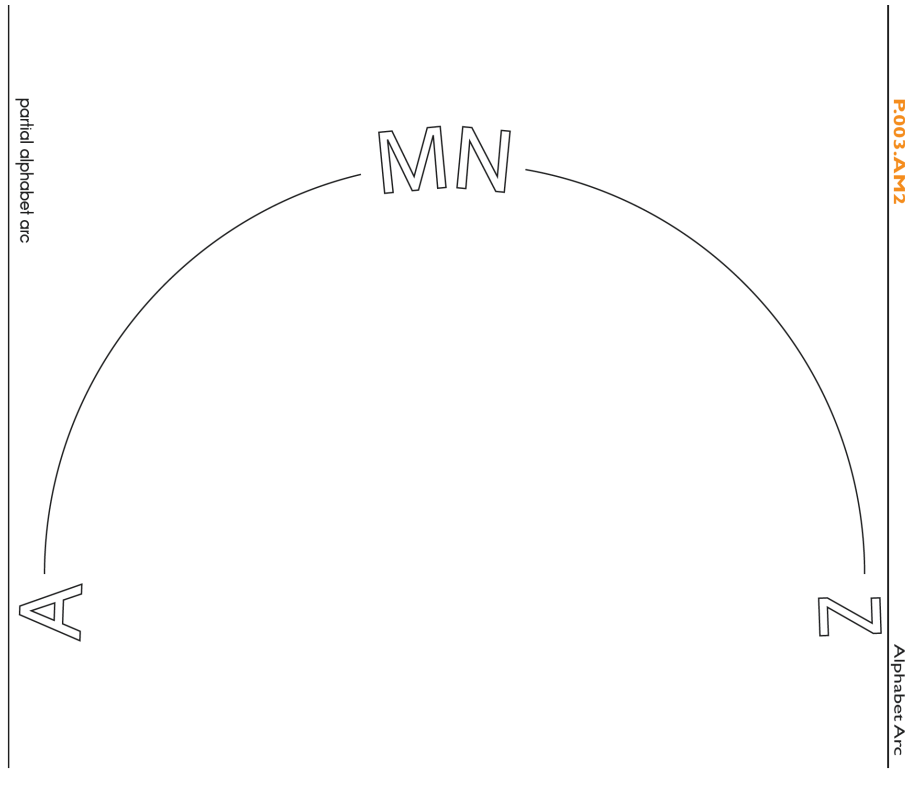
Trace and write the letters.

Circle your best one.

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(I Do, We Do)

13. Show students this alphabet arc again. Have them take out their copy.



14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters B, C, D,

15. Have students add letters E, F, G, H to the arc.

16. Ask students where they should place I. (After H)

17. Have them read the letters with you as you point: A - J

(You Do)

18. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter I, i in the nursery rhyme they learned with their teacher. Students each use a **green** crayon to circle the i's.

Center 2: Alphabet Arc

- In this lesson they match E,e, F, f, G, g, H, h, I, i,
- Then writing E,e, F,f, G, g, H, h, I, i,
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F, G, H, I.
Write lowercase a, b, c, d, e, f, g, h, i.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

LESSON 12: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge J, j (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter J, j

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter J, j.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Reread Jack Be Nimble. Point to the words as you read.
2. Reread the nursery rhyme. Invite children to chime in as they can.
3. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
 - The day is sunny. (4)

- It is warm out. (4)
 - I eat bananas. (3)
4. Remind students that last week they learned that words that rhymed--words that ended with the same sound. Fish, dish. Spoon, moon.
 5. Ask students to identify which pair of words rhyme. They should put their thumbs up for words that rhyme, and down if the pair is not a rhyme.
 - Jill, hill (yes)
 - top toe (no)
 - pot, dot (yes)
 - shoe, blue (yes)
 - low, so (yes)
 - first, star (no)
 - two, clue (yes)
 - Ask students to produce words that rhyme with the word bright.
 - Ask students to produce words that rhyme with the word may.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter F, F e in the air. Repeat this process for the letters G, H, I.
4. Tell students that today they will focus on the letter J is the letter after I in the alphabet.

(I Do)

5. Display the Jj alphabet card. Say the letter name (J, j). Ask students to repeat after you 3 times.
6. Point to the uppercase (J). Explain to students that it is an uppercase I and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now,



point to the lowercase (j). Explain that lowercase letters are used when writing words.

- Point to the alphabet card and say the letter Jj, ask students to repeat 3 times.
- Tell students that they will practice drawing the letter Jj in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name J,j. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name J,j. Invite students to pretend to write the letter J,j and say the name.
- Ask students to name the picture on the alphabet card. Briefly, tell students that “Jacket” starts with the letter Jj. Jj makes the sound /j/. The letter Jj in “jacket” starts with the sound /j/.
- Invite students to say the name of the letter as you point to it. Repeat this 3 times.

(You do)

- Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter J, j. Monitor this carefully. Students need to practice correct letter formation.

Handwriting

Name _____

Letter Jj

1. Start at the top.
Pull down straight and curve up left.

2. Lift to the top.
Slide right.

1. Start in the middle.
Pull down straight past the bottom and curve up left.

2. Lift and dot.

jacket

Trace and write the letters.

Circle your best one.

J J J J J J J J

J J J J J J J J

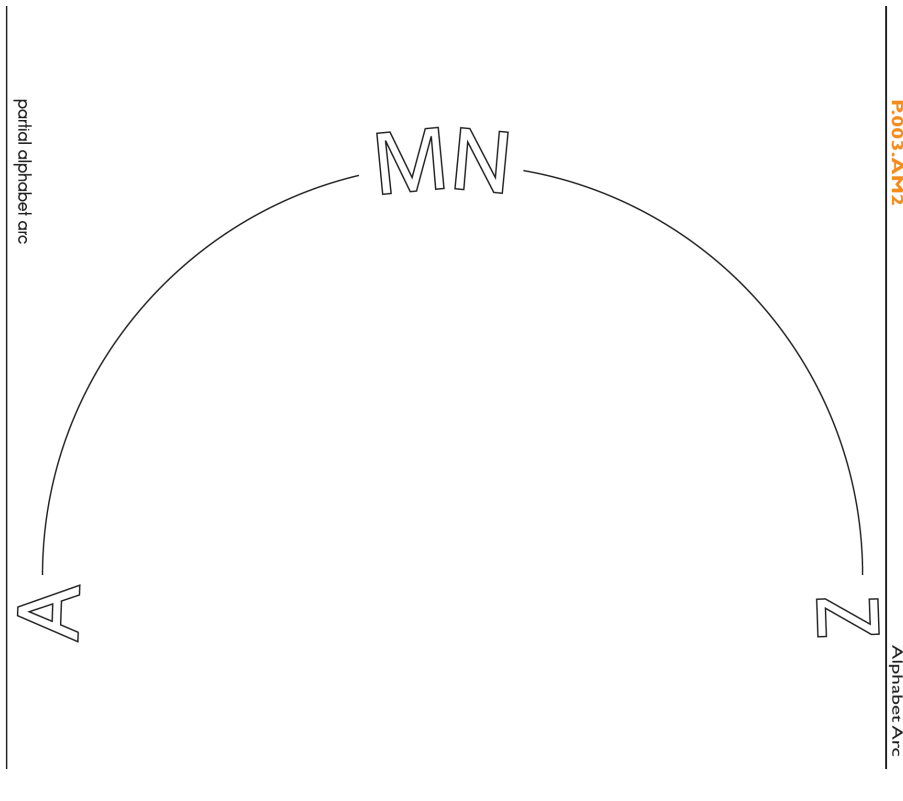
j j j j j j j j

j j j j j j j j

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(I Do, We Do)

- Show students this alphabet arc again. Have them take out their copy.



- 14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters B, C, D, E,
- 15. Have students add letters F, G, H, I, to the arc.
- 16. Ask students where they should place J. (After I)
- 17. Have them read the letters with you as you point: A - J.

(You Do)

18. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- o Children will find the letter I, i in the nursery rhyme they learned with their teacher. Students each use a **blue** crayon to circle the i's.

Center 2: Alphabet Arc

- o Students match letters Ee, Ff to alphabet arc.
- o In this lesson they would be matching E,e, F, f., G, g, H, h, I,i, J,j
- o Then writing E,e, F,f, G, g, H, h, I, i, J,j
- o Click here for alphabet arc. See page 7.
- o https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F, G, H, I, J. Write lowercase a, b, c, d, e, f, g, h, i, j.
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

LESSON 13: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge K,k and L, l (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters K and L

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters K,k, and L, l.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Show the nursery rhyme, Jack Be Nimble, to students on a chart so they can see it as you read. Point to the words as you read.
2. Reread the nursery rhyme. Invite children to chime in as they can.

3. Provide students with a copy of the nursery rhyme on 8 1/2 x 11 paper. You will be giving students a weekly nursery rhyme during this unit. They should add it to their binder
4. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
 - o Jack jumped. (2)
 - o Jack is quick. (3)
 - o Jack is nimble. (3)
5. Remind students that last week they learned that words that rhymed--words that ended with the same sound. Fish, dish. Spoon, moon.
6. Ask students to identify which pair of words rhyme. They should put their thumbs up for words that rhyme, and down if the pair is not a rhyme.
 - o Jack, back (yes)
 - o quick, light (no)
 - o jump, pump (yes)
 - o over, rover (yes)
 - o bee, dog(no)
 - o can, ran (yes)
 - o walk, sit (no)

7. Ask students to produce words that rhyme with the word Jack.
8. Ask students to produce words that rhyme with the word can.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Ee, Ff, Gg, Hh, Ii, J, j.
4. Tell students that today they will focus on the letters K and L. K is the letter after J and L is the letter after K in the alphabet.

(I Do)

5. Display the K alphabet card. Say the letter name (K,k). Ask students to repeat after you 3 times.
6. Point to the uppercase (K). Explain to stu-



dents that it is an uppercase K and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (k). Explain that lowercase letters are used when writing words.

7. Point to the alphabet card and say the letter K ask students to repeat 3 times.
8. Tell students that they will practice drawing the letter K in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name K. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name K Invite students to pretend to write the letter K and say the name.
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “Kangaroo” starts with the letter Kk. Kk makes the sound /k/. The letter Kk in “kangaroo” starts with the sound /k/.
10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

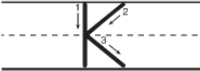
(You do)

11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter K,k. Monitor this carefully. Students need to practice correct letter formation.

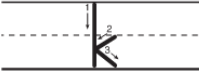
Handwriting

Name _____


Letter Kk




1. Start at the top.
Pull down straight.
2. Lift to the top.
Slant left.
3. Slant right.



1. Start at the top.
Pull down straight.
2. Lift to the middle.
Slant left.
3. Slant right.



kangaroo

 Trace and write the letters.

Circle your best one.

K K K K K K K K K

K K K K K K K K K

k k k k k k k k k

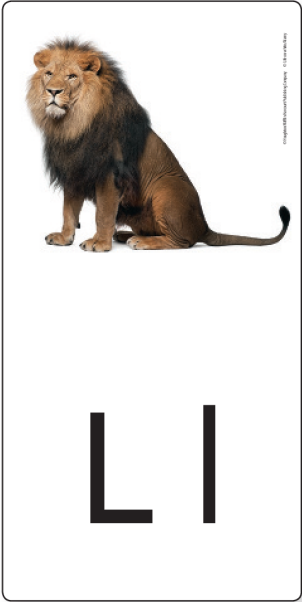
k k k k k k k k k

k k k k k k k k k

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Repeat process for letter L.

1. Display the L alphabet card. Say the letter name (L,l). Ask students to repeat after you 3 times.



2. Point to the uppercase (L). Explain to students that it is an uppercase L and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (l). Explain that lowercase letters are used when writing words.

3. Point to the alphabet card and say the letter L. Ask students to repeat 3 times.

4. Tell students that they will practice drawing the letter Ll in the air. Model for students how to make the strokes by tracing

the letter with your finger on the alphabet card while saying the name li. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name li. Invite students to pretend to write the letter li and say the name.

5. Ask students to name the picture on the alphabet card. Briefly, tell students that “Lion” starts with the letter Ll. Ll makes the sound /l/. The letter Ll in “Lion” starts with the sound /l/.
6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
7. (You do)

8. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter li. Monitor this carefully. Students need to practice correct letter formation

Handwriting

Name _____

Letter Ll

1. Start at the top.
Pull down straight.

2. Slide right.

1. Start at the top.
Pull down straight.

lion

Trace and write the letters.

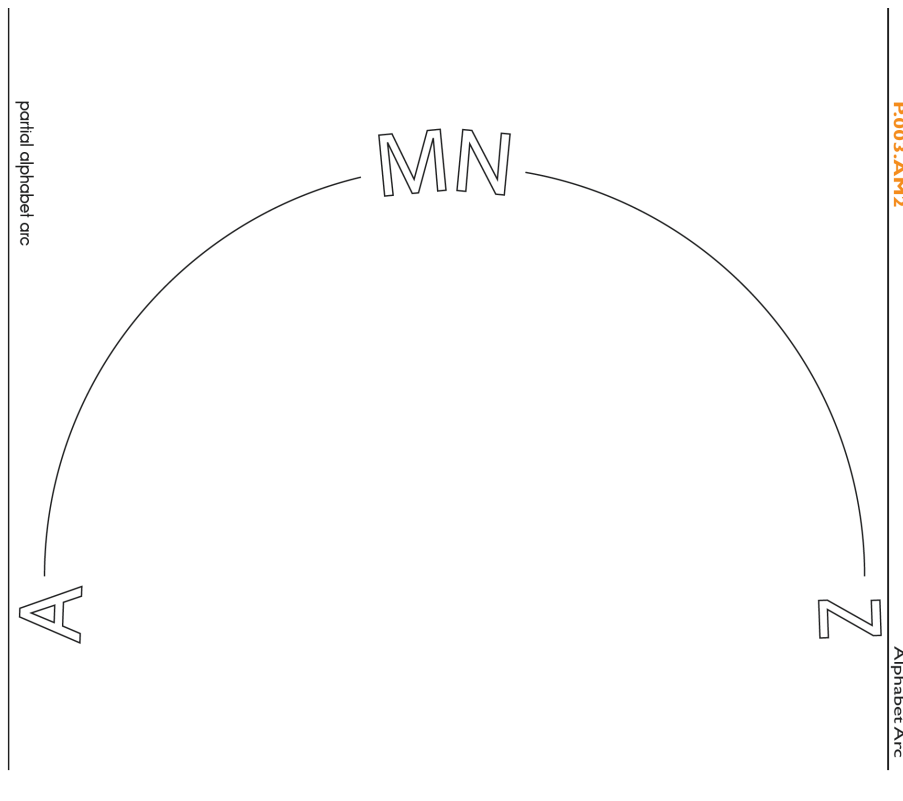
Circle your best one.

Tracing practice lines for uppercase L and lowercase l. Each row contains several letters for tracing. The first letter in each row is solid black, and the others are dashed pink.

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(I Do, We Do)

13. Show students this alphabet arc again. Have them take out their copy.



14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters B, C, D, E,

15. Have students add letters F, G, H, I, J, K, L to the arc.

(You Do)

16. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter K and L in the nursery rhyme they learned with their teacher. Students each use a **brown** crayon to circle the k's and **black crayon** to circle the l's.

Center 2: Alphabet Arc

- In this lesson students match: E,e, F,f, G,g, H,h, I,i, J,j, K,k, L,l
- Then writing E,e, F,f, G,g, H,h, I,i, J,j, K,k, L,l
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F, G, H, I, J, K, L. Write lowercase a, b, c, d, e, f, g, h, i, j, k, l
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

LESSON 14: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge M, m (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter M,m.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter M,m.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Read the nursery rhyme, Jack Be Nimble. Point to the words as you read.
2. Echo read the nursery rhyme.

3. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
 - Summer is hot. (3)
 - I like the park. (4)
 - Jack jumped over a candlestick. (5)
4. Remind students that last week they learned that words that rhymed--words that ended with the same sound. Fish, dish. Spoon, moon.
5. Ask students to identify which pair of words rhyme. They should put their thumbs up for words that rhyme, and down if the pair is not a rhyme.
 - dream, steam (yes)
 - laugh, light (no)
 - sail, pail (yes)
 - dark, bark (yes)
 - stem, point (no)
 - can, ran (yes)
 - walk, sit (no)
6. Ask students to produce words that rhyme with the word stick.
7. Ask students to produce words that rhyme with the word sun.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off with the alphabet song. Pointing to each letter.
2. Teacher will sing it once while pointing to the letters and the students will join in the second time around, while the teacher is pointing to the letters.
3. Remind Students while pointing, that these are the letters of the alphabet and each of the letters have a name, a sound, and when blended together they make words, and then sentences. Tell students that today they will focus on the letter Mm.
4. Check for understanding. Ask Students what do letters have? (Name, sound)



(I Do)

1. Display the Mm alphabet card. Say the letter name (Mm). Ask students to repeat after you 3 times.

M m

2. Point to the uppercase (M). Explain to students that it is an uppercase M and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (m). Explain that lowercase letters are used when writing words.
3. Point to the alphabet card and say the letter Mm, ask students to repeat 3 times.
4. Tell students that they will practice drawing the letter Mm in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Mm. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Mm. Invite students to pretend to write the letter Mm and say the name.
5. Ask students to name the picture on the alphabet card. Briefly, tell students that “moon” starts with the letter Mm. Mm makes the sound /m/. The letter Mm in “moon” starts with the sound /m/.
6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.


(You do)

7. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Mm. Monitor this carefully. Students need to practice correct letter formation.


Handwriting

Name _____


Letter Mm




1. Start at the top.
Pull down straight.
2. Lift to the top.
Slant right.
3. Slant up.
4. Pull down straight.







1. Start in the middle.
Pull down straight.
2. Push up, curve forward, and pull down straight.
3. Push up, curve forward, and pull down straight.



moon

 Trace and write the letters.

Circle your best one.

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Part 3: Centers L.K.1.A (15 minutes)

Teacher Table Time (TTT):

This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly.

1. Place print resources, scissors, and glue at the center. Provide the student with a student sheet (See next page).



2. The student names the three target letters (e.g., "h, k, m"
Teacher note: this can be done with any already taught sequence of letters).
3. Identifies and cuts out target letters from print resources.
4. Glues letters under corresponding target letter on student sheet.
5. Continues until student sheet is complete.
6. Teacher scaffolding and evaluation

Center 1: Letter Work

- Children will find the letter m in the nursery rhyme they learned with their teacher. Students each use a **Orange** crayon to circle the m's.

Center 2: Alphabet Arc

- In this lesson students match: E,e, F, f., G, g, H, h, I,i, J, j, K,k, L, l, M,m
- Then writing E,e, F,f, G, g, H, h, I, i, J,j, K,k, L, l, Mm
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (7 minutes)

1. Dictate the letter saying, Write uppercase A, B, C, D, E, F, G, H, I, J, K, L, M. Write lowercase a, b, c, d, e, f, g, h, i, j, k, l, m
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day. Be mindful that students may confuse b and and E and F.

NAME: _____

H

K

M

LESSON 10: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Review of Letters A-M (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters A - M.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters A - M.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Reread the nursery rhyme. Reread and invite students to read along. Fade out your voice so that students' voices can be heard.

2. Have students buddy read. Have them point to the words as they reread. Support as needed.
3. Tell students you will be playing a game. Say, "I will say two words and if they rhyme, I will raise my hand. Listen log, frog. They rhyme because they both end with /og/. So I will raise my hand.
4. Ask children to listen. If they hear two words that rhyme, they should raise their hands.
5. Say:
 - o school, pool (yes)
 - o pen, hen (yes)
 - o door, floor (yes)
 - o pencil, eraser (no)
 - o moon, June (yes)
 - o marker crayon (no)
 - o chair, bear (yes)

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Tell students that today they will review letters I,i - M, m.

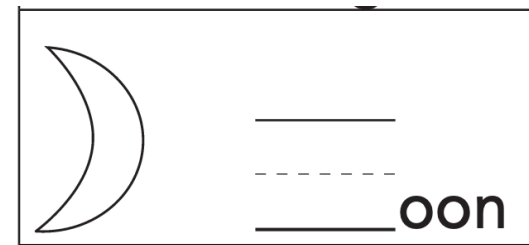
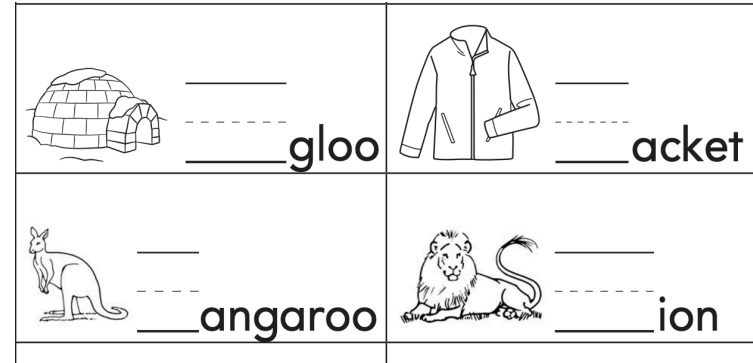
(I Do)

4. Display the alphabet cards for letters: I,i, J, j, K, k, L, l, and M, m. Point to the letter and ask students to name the letter. (I,i) Then ask students to write the letter in the air. Repeat this process for the letters J-M.
5. Ask students to point out which letters are uppercase and which are lowercase. Invite students to discuss the purpose of an uppercase letter and the use of a lowercase letter.
6. Invite students to discuss key words associated with each letter, I through M. Say: Which word, that we've learned, starts with the letter I? Repeat this question for J through M.

(You do)

7. Have students:
 - o Write each letter as they say it.
 - o match uppercase letters to their lowercase letters.

- o Have students complete the Know It, Show It worksheet, writing the beginning letter for each key word.



Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- o Children will practice rereading the rhyme to their partner.

- They will check their sheet with their teacher’s model to be sure they identified all the letters (E-H). Students will correct their sheet and hand it in with their name on it.

Center 2: Alphabet Arc

- Students match letters Aa, - Mm to alphabet arc.
- Students should be given alphabet letters.
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A) (7 minutes)

1. Ask students to take out letters A - M
2. Give them this Alphabet Arc or ask them to take their copy out.
3. Ask them to place the letters (A - H) in the correct order. You should call out each letter and then they place that letter in the correct place.
4. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.
5. After, students will print each letter the teacher dictates. They will say the letter as they write. (Uppercase and lowercase).

LESSON 16: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Nn, Oo (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Nn and Oo.

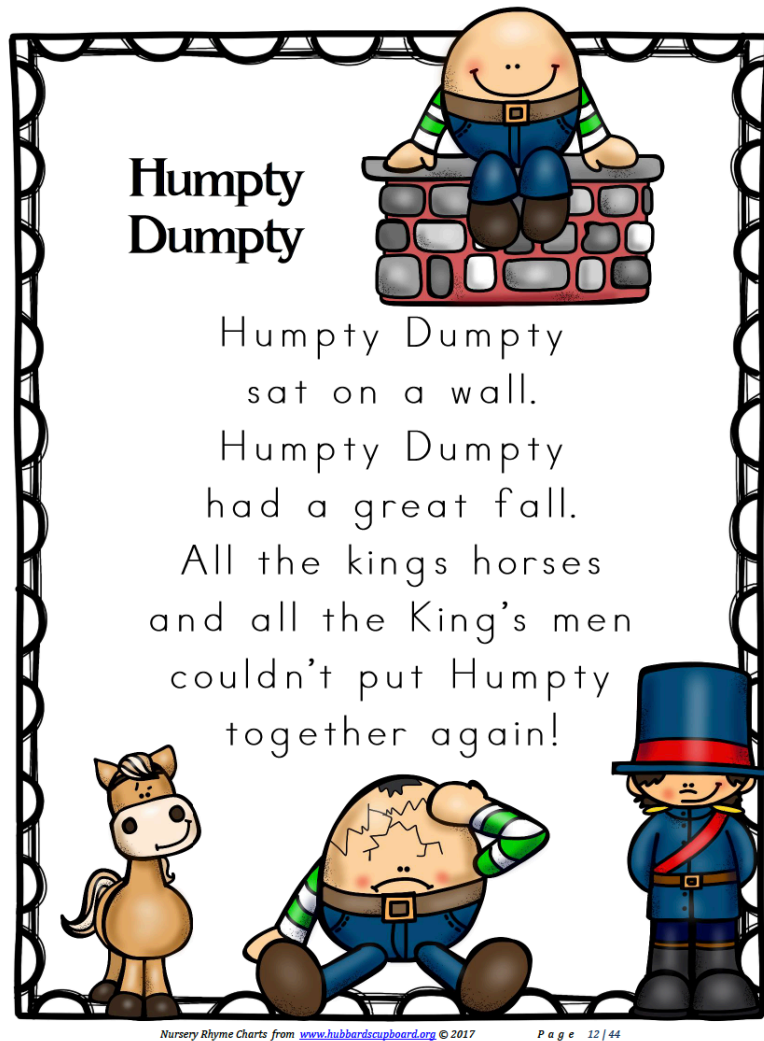
Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters Nn and Oo.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Show the nursery rhyme, Humpty Dumpty, to students on a chart so they can see it as you read. Point to the words as you read.
2. Reread the nursery rhyme. Invite children to chime in as they can.

3. Provide students with a copy of the nursery rhyme on 8 1/2 x 11 paper. They should add it to their binder



4. Say the sentence. Then invite students to clap the sentence with you. Then ask how many words.
- Humpty sat on a wall. (5)
 - Humpty fell down. (3)
 - The men could not help. (5)
5. Remind students that last week they learned that words that rhymed--words that ended with the same sound. Fish, dish. Spoon, moon.
6. Tell children they will be completing rhyming phrases. Listen: The cat in the hat. This is a rhyme because cat ends the same way as hat.
7. Display and name the Picture Cards log and well. Listen: The frog hopped on the. . . Have children Pick And Point to identify the card that completes the rhyme. Which word rhymes with frog? (log)
8. Repeat with the sentences below.
- I see a shell in the Fill in the blank well/bed. (well)
 - I hit my head on a Fill in the blank bed/rug. (bed)
 - There is a bug on the Fill in the blank rug/box. (rug)
 - I caught a fox with a Fill in the blank box/vest. (box)
 - I look best in a Fill in the blank vest/wig. (vest)

- The pig is wearing a _____ wig/well. (wig)

Picture Cards:

https://www.hmhco.com/content/reading/into_reading/gK/student/pdf/kre_pc.pdf#page=19

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Jj alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Jj in the air. Repeat this process for the letters Kk, Ll, Mm, Nn.
4. Tell students that today they will focus on the letters N and O. N is the letter after M and O is the letter after N in the alphabet.

(I Do)

5. Display the N alphabet card. Say the letter name (N,n). Ask students to repeat after you 3 times.

6. Point to the uppercase (N). Explain to students that it is an uppercase I and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (n). Explain that lowercase letters are used when writing words.

7. Point to the alphabet card and say the letter N ask students to repeat 3 times.

8. Tell students that they will practice drawing the letter N in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name N. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name N Invite students to pretend to write the letter N and say the name.



9. Ask students to name the picture on the alphabet card. Briefly, tell students that “nest” starts with the letter Nn. Nn makes the sound /n/. The letter Nn in “nest” starts with the sound /n/.

10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.


(You do)

11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter N. Monitor this carefully. Students need to practice correct letter formation.

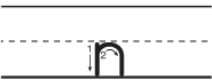
Handwriting

Name _____


Letter Nn




1. Start at the top.
Pull down straight.
2. Lift to the top.
Slant right.
3. Push up straight.



1. Start in the middle.
Pull down straight.
2. Push up, curve forward, and pull down straight.



nest

 Trace and write the letters.

Circle your best one.

N N N N N N N N

N N N N N N N N

n n n n n n n n

n n n n n n n n

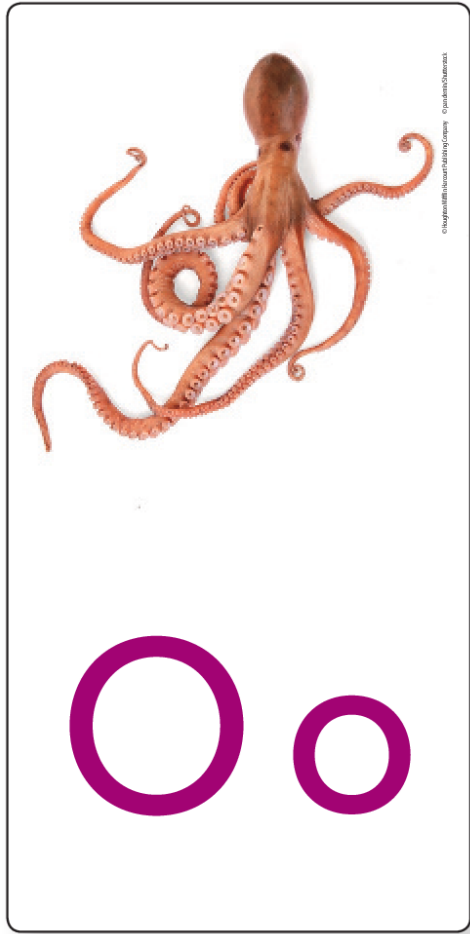
n n n n n n n n

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Repeat process for letter O.

12. Display the Oo alphabet card. Say the letter name (Oo). Ask students to repeat after you 3 times.
13. Point to the uppercase (O). Explain to students that it is an uppercase O and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (o). Explain that lowercase letters are used when writing words.
14. Point to the alphabet card and say the letter Oo, ask students to repeat 3 times.
15. Tell students that they will practice drawing the letter Oo in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Oo. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while



saying the name Oo. Invite students to pretend to write the letter Oo and say the name.

16. Ask students to name the picture on the alphabet card. Briefly, tell students that “octopus” starts with the letter Oo. Oo makes the sound /o/. The letter Oo in “octopus” starts with the sound /o/.

(You do)

17. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter O. Monitor this carefully. Students need to practice correct letter formation

Name _____

Letter Oo



1. Start just below the top. Circle back.



1. Start just below the middle. Circle back.



octopus

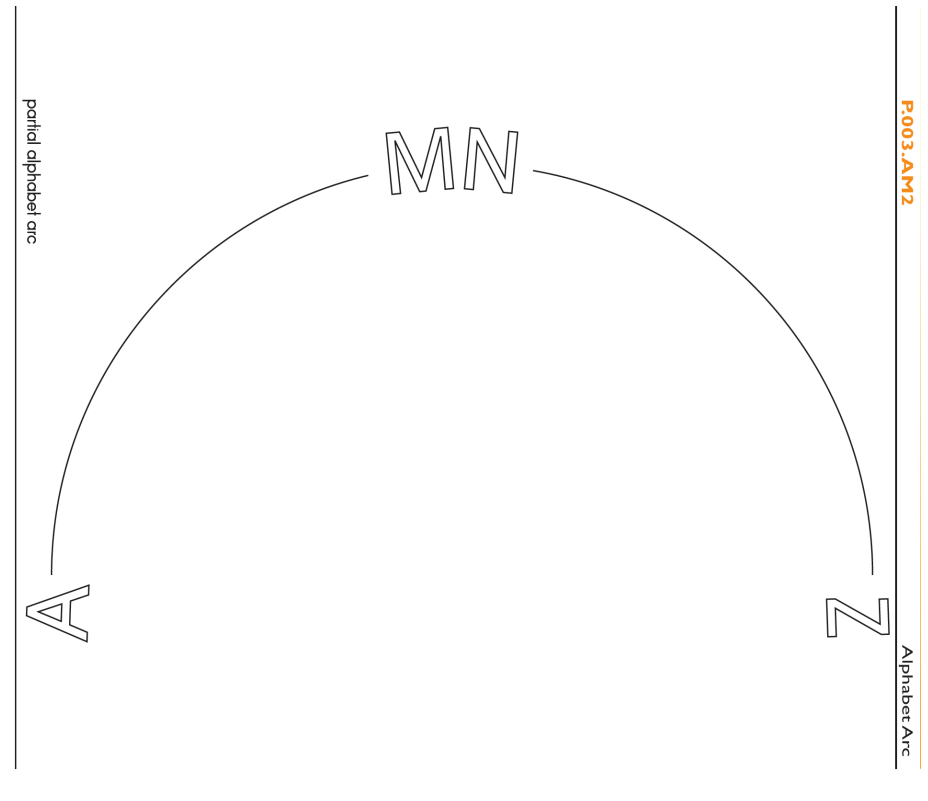
Trace and write the letters.

Circle your best one.



(I Do, We Do)

13. Show students this alphabet arc again. Have them take out their copy.



14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters B, C, D, E,

15. Have students add letters F, G, H, I, J, K, L, M, N, O to the arc.

(You Do)

16. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letters Nn and Oo in the nursery rhyme they learned with their teacher. Students each use a **red** crayon to circle the n's and a **green** crayon to circle the o's.

Center 2: Alphabet Arc

- In this lesson students match: Kk, Ll, Mm, Nn, Oo
- Then writing Kk, Ll, Mm, Nn, Oo
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase H, I, J, K, L, M, N, O.
Write lowercase h, i, j, k, l, m, n, o
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 17: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Pp (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter Pp.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter Pp.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Identify words in a sentence. Say to the children that you are going to play a game. *When I pick your name tell us something about yourself. I'll go first. I have three cats. How many words?* **(3)**

2. Call on a few students and count the number of words in their sentences.
3. Show the nursery rhyme, Humpty Dumpty, to students on a chart so they can see it as you read. Point to the words as you read.
4. Reread the nursery rhyme by echo reading.
5. Read the poem one line at a time and ask students to give you thumbs up when they hear a word that rhymes with Humpty.
6. Repeat with the following words: call.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Sing the Alphabet Song pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Ll alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Ll in the air. Repeat this process for the letters Mm, Nn, Oo
4. Tell students that today they will focus on the letter Pp. P is the letter after O in the alphabet.

(I Do)


5. Display the Pp alphabet card. Say the letter name (Pp). Ask students to repeat after you 3 times.
6. Point to the uppercase (P). Explain to students that it is an uppercase P and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (p). Explain that lowercase letters are used when writing words.
7. Point to the alphabet card and say the letter Pp, ask students to repeat 3 times.
8. Tell students that they will practice drawing the letter Pp in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Pp. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Pp. Invite students to pretend to write the letter Pp and say the name.
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “pencil” starts with the letter Pp. Pp makes the sound /p/. The letter Pp in “pencil” starts with the sound /p/.
10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Pp. Monitor this carefully. Students need to practice correct letter formation

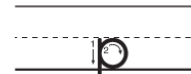
Handwriting

Name _____


Letter Pp




1. Start at the top.
Pull down straight.
2. Lift to the top.
Circle forward.



1. Start in the middle.
Pull down straight past the bottom.
2. Lift just below the middle and circle forward.



pencil

 Trace and write the letters.

Circle your best one.

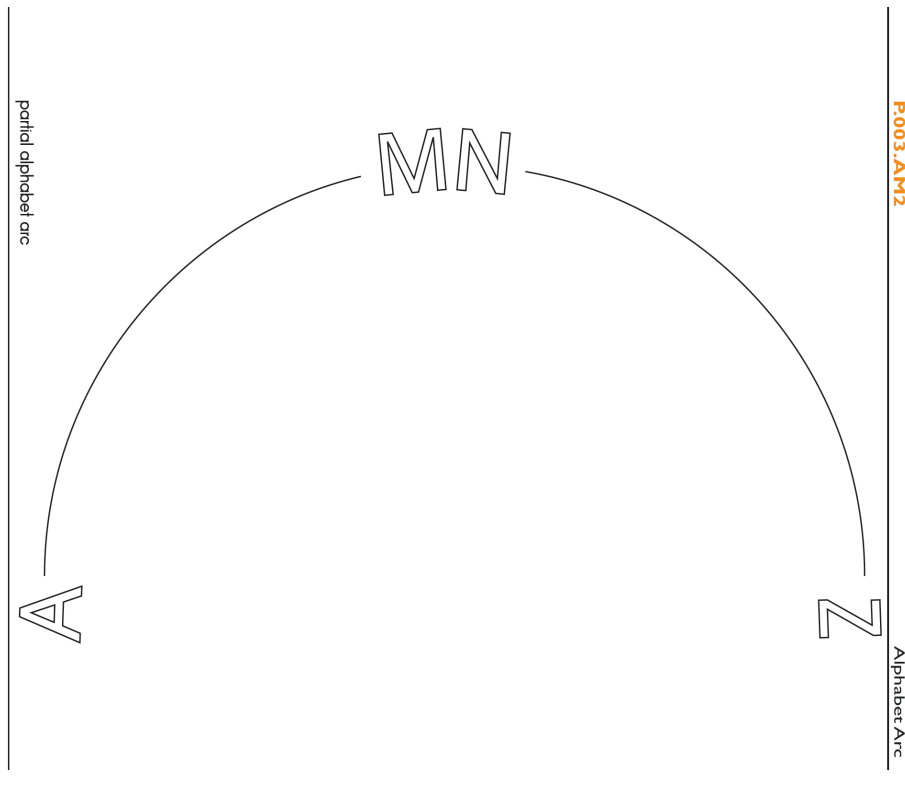
P P P P P P P P

p p p p p p p p

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(I Do, We Do)

13. Show students this alphabet arc again. Have them take out their copy.



14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters F, G, H, I,

15. Have students add letters J, K, L, M, N, O, P to the arc.

(You Do)

16. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter O in the nursery rhyme they learned with their teacher. Students each use a **blue** crayon to circle the p's.



Center 2: Alphabet Arc

- In this lesson students match: Kk, Ll, Mm, Nn, Oo, Pp
- Then writing Kk, Ll, Mm, Nn, Oo, Pp
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase H, I, J, K, L, M, N, O, P.
Write lowercase h, i, j, k, l, m, n, o, p
2. Have students **say** the letters as they **write** each letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 18: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Qq (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter Qq.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter Qq.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Identify words in a sentence. Say to the children that you are going to play a game. *When I pick your name tell us something about yourself. I'll go first. I like fried chicken. **How many words? (4)***

2. Call on a few students and count the number of words in their sentences.
3. Show the rhyme, "The Question Man," to students on a chart so they can see it as you sing/read. Point to the words as you sing/read.

"The Question Man"
(tune of "The Muffin Man")

?

Do you know the question man,
the question man,
the question man?

Do you know the question man
who likes to sing with me?

Oh, he loves the letter Q,
the letter Q,
the letter Q.

Oh, he loves the letter Q
and he likes to sing with me.

4. Reread the nursery rhyme by echo reading.
5. Read the poem one line at a time and ask students to give you thumbs up when they hear a word that rhymes with ran.
6. Repeat with the following word: see.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Kk, Ll, Mm, Nn, O, P.
4. Tell students that today they will focus on the letters Q. Q is the letter after P.

(I Do)

5. Display the Q alphabet card. Say the letter name (Qq). Ask students to repeat after you 3 times.

6. Point to the uppercase (Q). Explain to students that it is an uppercase Q and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (q). Explain that lowercase letters are used when writing words.

7. Point to the alphabet card and say the letter Qq, ask students to repeat 3 times.

8. Tell students that they will practice drawing the letter Qq in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Qq. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Qq. Invite students to pretend to write the letter Qq and say the name.



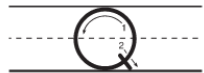
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “pencil” starts with the letter Qq. Qq makes the sound /kw/. The letter Qq in “quilt” starts with the sound /kw/.

10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

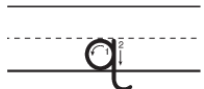
11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Qq. Monitor this carefully. Students need to practice correct letter formation

Name _____

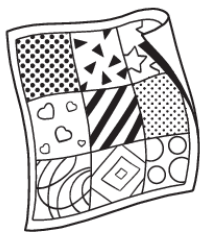
Letter Qq



1. Start just below the top.
Circle back.
2. Lift to just above the bottom.
Slant right.



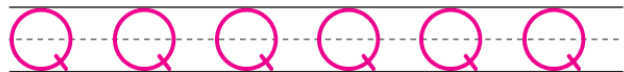
1. Start just below the middle.
Circle back.
2. Pull down straight past the bottom and curve up short.



quilt

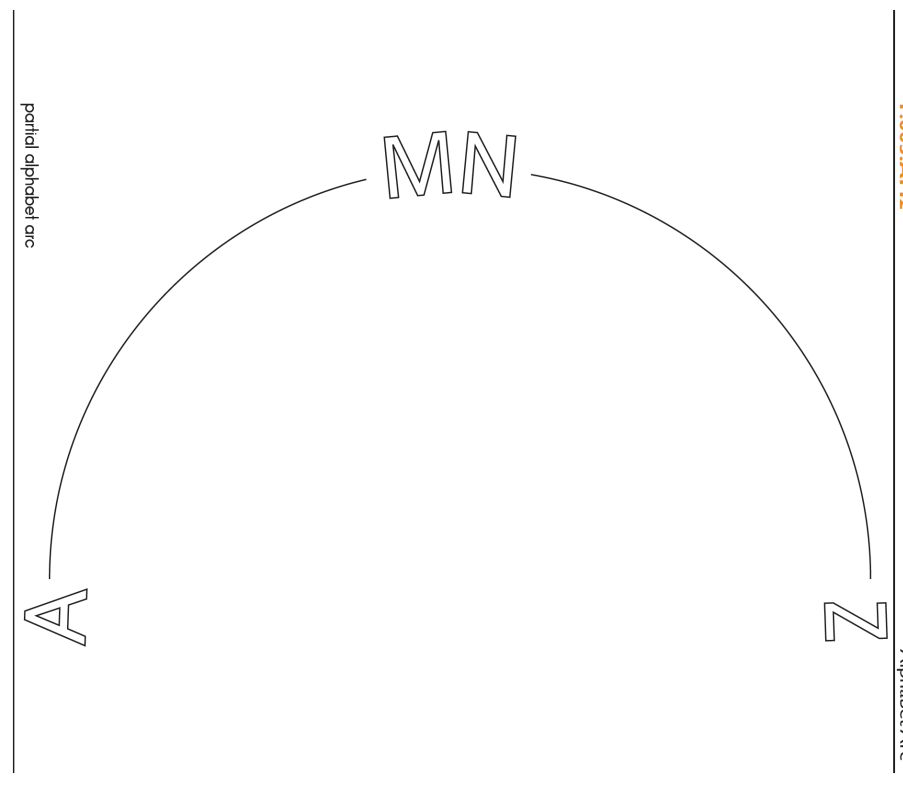
Trace and write the letters.

Circle your best one.



(I Do, We Do)

13. Show students this alphabet arc again. Have them take out their copy.



14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters F, G, H, I, J

15. Have students add letters K, L, M, N, O, P, Q to the arc.

(You Do)

16. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter Q in the nursery rhyme they learned with their teacher. Students each use a **brown** crayon to circle the q's.

Center 2: Alphabet Arc

- In this lesson students match: Kk, Ll, Mm, Nn, Oo, Pp, Qq



- Then writing Kk, Ll, Mm, Nn, Oo, Pp, Qq
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase H, I, J, K, L, M, N, O, P, Q.
2. Write lowercase h, i, j, k, l, m, n, o, p, q
3. Have students **say** the letters as they **write** each letter.
4. Add date to task.
5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 19: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Rr (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letter Rr.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letter Rr.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Identify words in a sentence. Say to the children that you are going to play a game. *When I pick your name tell us something about yourself. I'll go first. I like fried chicken. How many words? (4)*

2. Call on a few students and count the number of words in their sentences.
3. Show the rhyme, Rain, to students on a chart so they can see it as you sing/read. Point to the words as you sing/read.



4. Reread the nursery rhyme by echo reading.
5. Read the poem one line at a time and ask students to give you thumbs up when they hear a word that rhymes with key.
6. Ask students to produce words that rhyme with the word, rain.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Kk alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters, Ll, Mm, Nn, Oo, Pp, Qq.
4. Tell students that today they will focus on the letters R. R is the letter after Q.

(I Do)

5. Display the R alphabet card. Say the letter name (RR). Ask students to repeat after you 3 times.



6. Point to the uppercase (R). Explain to students that it is an uppercase R and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (r). Explain that lowercase letters are used when writing words.

7. Point to the alphabet card and say the letter Rr, ask students to repeat 3 times.

8. Tell students that they will practice drawing the letter Rr in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Rr. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Rr. Invite students to pretend to write the letter Rr and say the name.

9. Ask students to name the picture on the alphabet card. Briefly, tell students that “rabbit” starts with the letter Rr. Rr makes the sound /r/. The letter Rr in “rabbit” starts with the sound /r/.
10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

(You Do)

16. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter R in the nursery rhyme they learned with their teacher. Students each use a **red** crayon to circle the r's.

Center 2: Alphabet Arc

- In this lesson students match: Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr
- Then writing Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr,
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase H, I, J, K, L, M, N, O, P, Q, R
2. Write lowercase h, i, j, k, l, m, n, o, p, q, r
3. Have students **say** the letters as they **write** each letter.
4. Add date to task.
5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 20: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Nn-Rr (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Nn - Rr.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters Nn - Rr.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Identify words in a sentence. Say to the children that you are going to play a game. *When I pick your name tell us something about yourself. I'll go first. I am learning letters. How many words? (4)*

2. Call on a few students and count the number of words in their sentences.
3. Reread the nursery rhyme, Rain.
4. Echo read the nursery rhyme, Rain.
5. Ask children to listen. If they hear two words that rhyme, they should raise their hands.
6. Say:
 - Spain, rain (yes)
 - Humpty, Dumpty (yes)
 - care, bear (yes)
 - stop, go (no)
 - Summer, bumper (yes)
 - cart, bicycle (no)
 - went, spent (yes)

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Sing the Alphabet Song pointing to each letter.

2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.

3. Tell students that today they will review letters Nn - Rr.

(I Do)

4. Display the alphabet cards for letters: Nn, Oo, Pp, Qq, Rr. Point to the letter and ask students to name the letter, N. Then ask students to write the letter in the air. Repeat this process for the letters O-R

5. Ask students to point out which letters are uppercase and which are lowercase. Invite students to discuss the purpose of an uppercase letter and the use of a lowercase letter.

6. Invite students to discuss key words associated with each letter, N through R. Say: Which word, that we've learned, starts with the letter N? Repeat this question for O through R.

(You do)

7. Have students:


- Write each letter as they say it.
- match uppercase letters to their lowercase letters.
- Have students complete the Know It, Show It worksheet, writing the beginning letter for each key word.































Alphabet Knowledge

Name _____

Letters Gg-Pp

Letters can be written in uppercase or lowercase.

 Which letters match? Color the circles.

1. Gg   	2. Hh   
3. Ii   	4. Jj   
5. Kk   	6. Ll   
7. Mm   	8. Nn   
9. Oo   	10. Pp   

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Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work: Complete the work sheet.

Center 2: Alphabet Arc

- Students match letters Gg- Rr on alphabet arc.
- Students should be given alphabet letters.

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Alphabet Arc and Print letters (L.K.1.A) (7 minutes)

1. Ask students to take out letters K-R
2. Give them this Alphabet Arc or ask them to take their copy out.
3. Ask them to place the letters (K-R) in the correct order. You should call out each letter and then they place that letter in the correct place.
4. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.
5. After, students will print each letter the teacher dictates. They will say the letter as they write. (Uppercase and lowercase).

LESSON 21: Phonological Awareness (R.F.K.2.A), Alphabet Knowledge Ss and Tt (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that sentences are made up of words.
2. I am learning to hear words in sentences.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Ss, Tt.

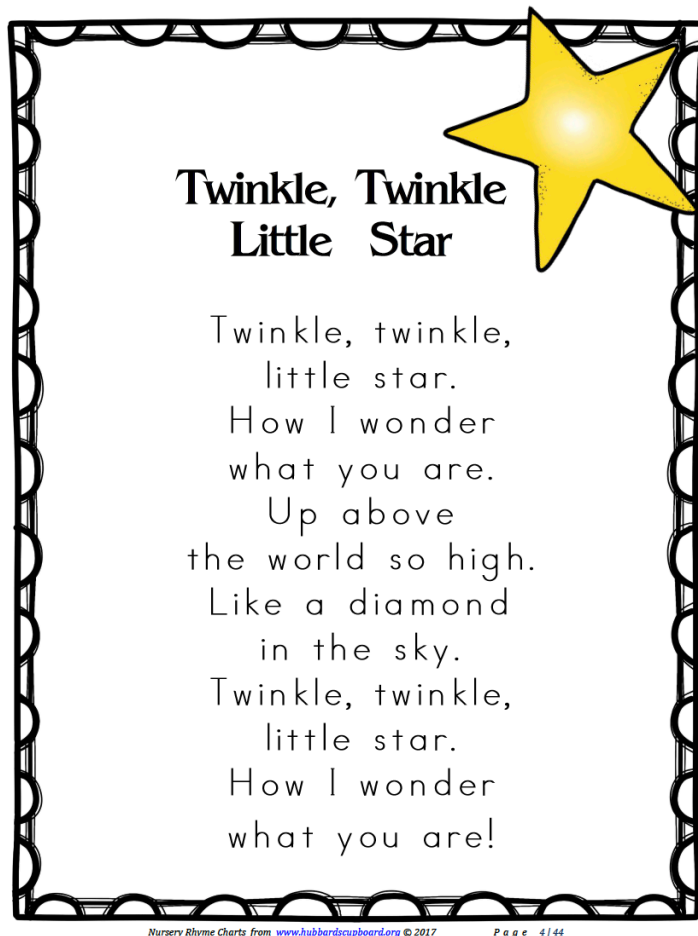
Success Criteria:

1. I can hear and identify words that rhyme.
2. I can identify the number of words in a sentence.
3. I can identify, name and write the letters Ss, Tt.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Identify words in a sentence. Say to the children that you are going to play a game. *When I pick your name tell us something about yourself. I'll go first. I can sing.* **How many words? (3)**
2. Call on a few students and count the number of words in their sentences.

3. Show the nursery rhyme, Twinkle Twinkle Little Star, to students on a chart so they can see it as you read. Point to the words as you read.



4. Reread the nursery rhyme by echo reading.

5. Read the poem one line at a time and ask students to give you thumbs up when they hear a word that rhymes with far.
6. Ask students to produce words that rhyme with the word, fry.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

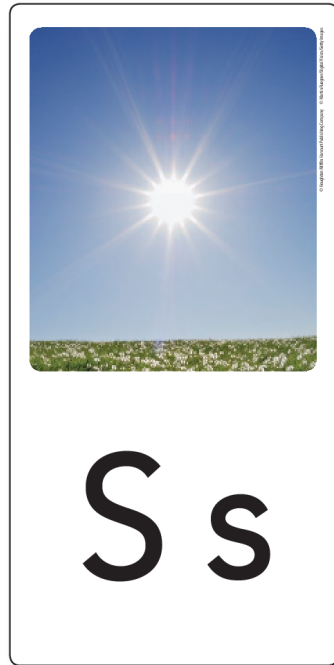
1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Aa alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Aa in the air. Repeat this process for the letters Oo, Pp, Qq, Rr, Ss, Tt.
4. Tell students that today they will focus on the letters R. S is the letter after R and T is the letter that comes after S.

(I Do)

5. Display the S alphabet card. Say the letter name (Ss). Ask students to repeat after you 3 times.
6. Point to the uppercase (S). Explain to students that it is an uppercase S and explain that uppercase letters are used at the be-

ginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (s). Explain that lowercase letters are used when writing words.

7. Point to the alphabet card and say the letter Ss, ask students to repeat 3 times.
8. Tell students that they will practice drawing the letter Ss in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Ss. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Ss. Invite students to pretend to write the letter Ssr and say the name.




9. Ask students to name the picture on the alphabet card. Briefly, tell students that “sun” starts with the letter Ss. Ss makes the sound /s/. The letter Ss in “sun” starts with the sound /s/.
10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing writingthe letter Rr. Monitor this carefully. Students need to practice correct letter formation


Handwriting

Name _____

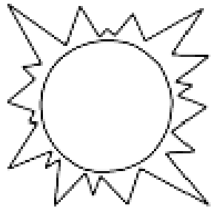
Letter Ss




1. Start just below the top.
Curve back and then curve forward and around.




1. Start just below the middle.
Curve back and then curve forward and around.




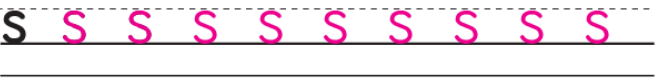
sun


 Trace and write the letters.


Circle your best one.











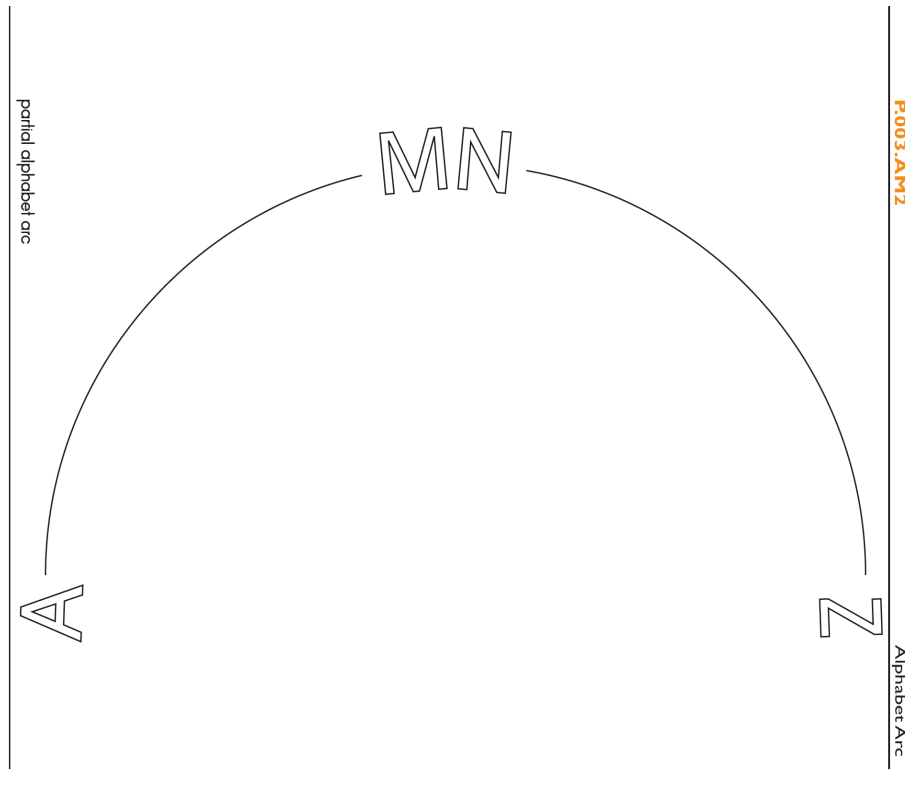
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Repeat process for Letter Tt

(I Do)

(I Do, We Do)

13. Show students this alphabet arc again. Have them take out their copy.



14. Show them how you say the letter and place it in the correct spot. Demonstrate with letters L, M, N, O, P, Q, R, S, T

15. Have students add letters L, M, N, O, P, Q, R, S, T to the arc.

(You Do)

16. Ask students to match lowercase letters to the upper case letters they used. Monitor and adjust as needed.

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Letter Work

- Children will find the letter R in the nursery rhyme they learned with their teacher. Students each use a **red** crayon to circle the r's.

Center 2: Alphabet Arc

- In this lesson students match: Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr
- Then writing Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr,
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase M, N, O, P, Q, R, S, T
2. Write lowercase m, n, o, p, q, r, S, t
3. Have students **say** the letters as they **write** each letter.
4. Add date to task.
5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 22: Phonological Awareness (R.F.K.2.A and B), Alphabet Knowledge Uv (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that words are made of syllables.
2. I am learning to hear syllables in words.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Uu, Vv.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can clap to count the syllables in word.
3. I can identify, name and write the letters Uu Vv.

Part 1: Phonological Awareness (RF.K.2.A and B) (8-10 minutes)

1. Tell children they will be playing a syllable-counting game. *I will say a word and you will count the syllables. Listen: snowflake. Clap as you say the word. snow-flake. There are two syllables in butterfly.*

2. Now you try. I'll say the word first. And then I'll say it again and you will clap the syllables.

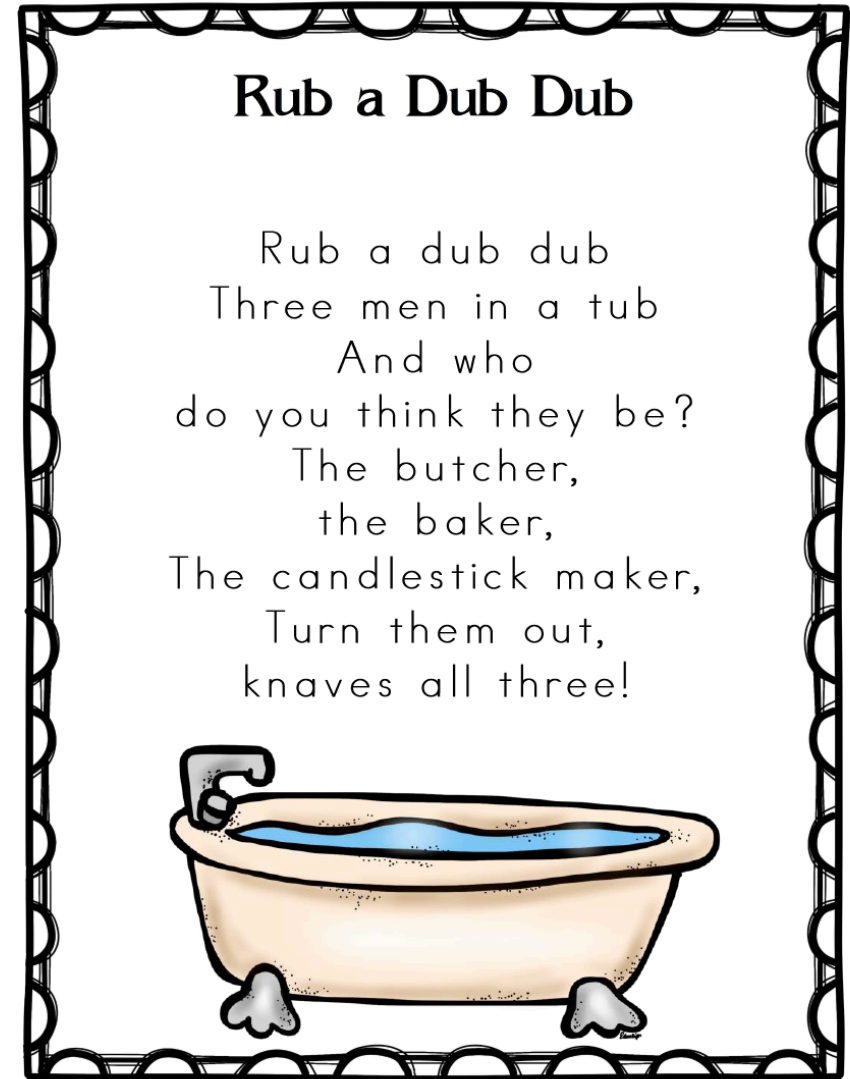
- sun (1)
- classmate (2)
- water (2)
- backpack (2)
- playground (2)
- afternoon (3)
- watermelon (4)

3. Show the nursery rhyme, Rub a Dub Dub, to students on a chart so they can see it as you read. Point to the words as you read. Explain that a butcher is someone who prepares and sells meat.

4. Echo read the nursery rhyme.

5. Ask students to produce words that rhyme with the word, cart.

6. Ask students to produce words that rhyme with the word, vote.



Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Pp alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Pp in the air. Repeat this process for the letters Qq, Rr, Ss, T, Uu, Vv.
4. Tell students that today they will focus on the letters U, V. U is the letter that comes after T. V is the letter that comes after U.

(I Do)

5. Display the U alphabet card. Say the letter name (Uu). Ask students to repeat after you 3 times.
6. Point to the uppercase (U). Explain to students that it is an uppercase U and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (u). Explain that lowercase letters are used when writing words.
7. Point to the alphabet card and say the letter Uu, ask students to repeat 3 times.



Uu. Uu has two sounds /ŭ/ and /ū/. The letters Aa, Ee, Ii, Oo, and Uu are vowels, they have two sounds. The letter Uu in “um-

8. Tell students that they will practice drawing the letter Uu in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Uu. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Uu. Invite students to pretend to write the letter Uu and say the name.
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “umbrella” starts with the letter

rella" starts with the sound /ŭ/.

10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Uu. Monitor this carefully. Students need to practice correct letter formation.

Handwriting

Name _____

Letter Uu

1. Start at the top.
Pull down straight,
curve right, and
push up straight.

1. Start in the middle.
Pull down and curve
up right.
2. Pull down straight.

umbrella

Trace and write the letters.

Circle your best one.

U U U U U U U

U U U U U U U

u u u u u u u u

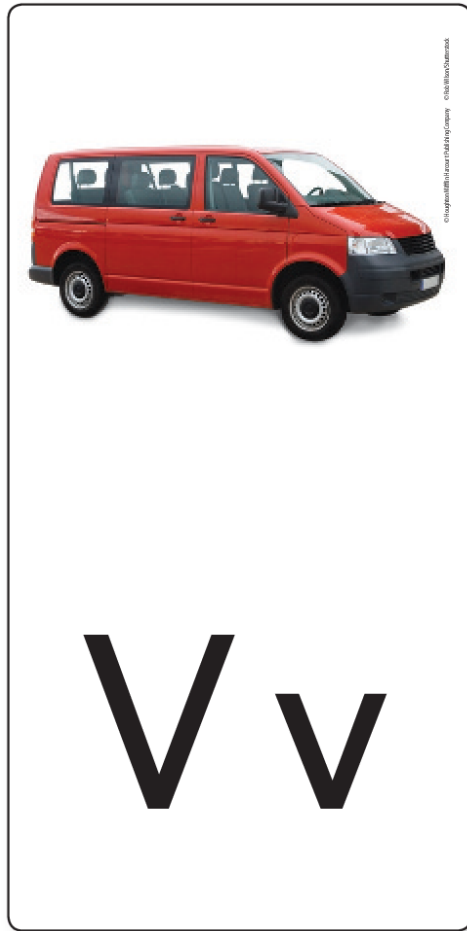
u u u u u u u u

u u u u u u u u

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Repeat lesson with Vv.

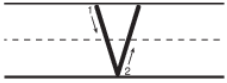
1. Display the V alphabet card. Say the letter name (Vv). Ask students to repeat after you 3 times.
2. Point to the uppercase (V). Explain to students that it is an uppercase V and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (v). Explain that lowercase letters are used when writing words.
3. Point to the alphabet card and say the letter Vv, ask students to repeat 3 times.
4. Tell students that they will practice drawing the letter Vv in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Vv. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name



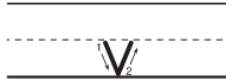
Vv. Invite students to pretend to write the letter Vv and say the name.

5. Ask students to name the picture on the alphabet card. Briefly, tell students that “van” starts with the letter V. The letter V makes the sound /v/ as in van. The letter Vv in “van” starts with the sound /v/.
6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
7. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Vv. Monitor this carefully. Students need to practice correct letter formation

Name _____

Letter Vv

1. Start at the top.
Slant right.
2. Slant up.



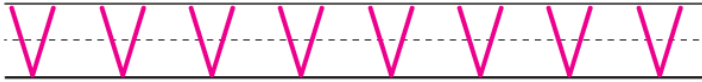
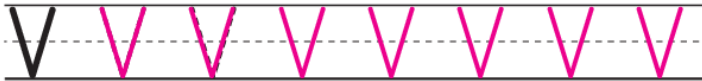
1. Start in the middle.
Slant right.
2. Slant up.



van

Trace and write the letters.

Circle your best one.

**Part 3: Centers L.K.1.A (10 minutes)**

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Syllable Work

- Children will count the number of syllables in the words and color in the correct number of circles.

Name _____

Count the Syllables

You can clap to count syllables in words.

Name each picture.

Color a circle for each syllable.

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 <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	 <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
 <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	 <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>

Center 2: Alphabet Arc

- In this lesson students match: Oo, Pp, Qq, Rr, Ss, Tt Uu, Vv
- Then writing Oo, Pp, Qq, Rr, Ss, Tt Uu, Vv
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase P, Q, R, S, T, U, V
2. Write lowercase p, q, r, s, t, u, v
3. Have students **say** the letters as they **write** each letter.
4. Add date to task.
5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 23: Phonological Awareness (R.F.K.2.A and B), Alphabet Knowledge Ww, Xx (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that words are made of syllables.
2. I am learning to hear syllables in words.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Ww, Xx.

Success Criteria:

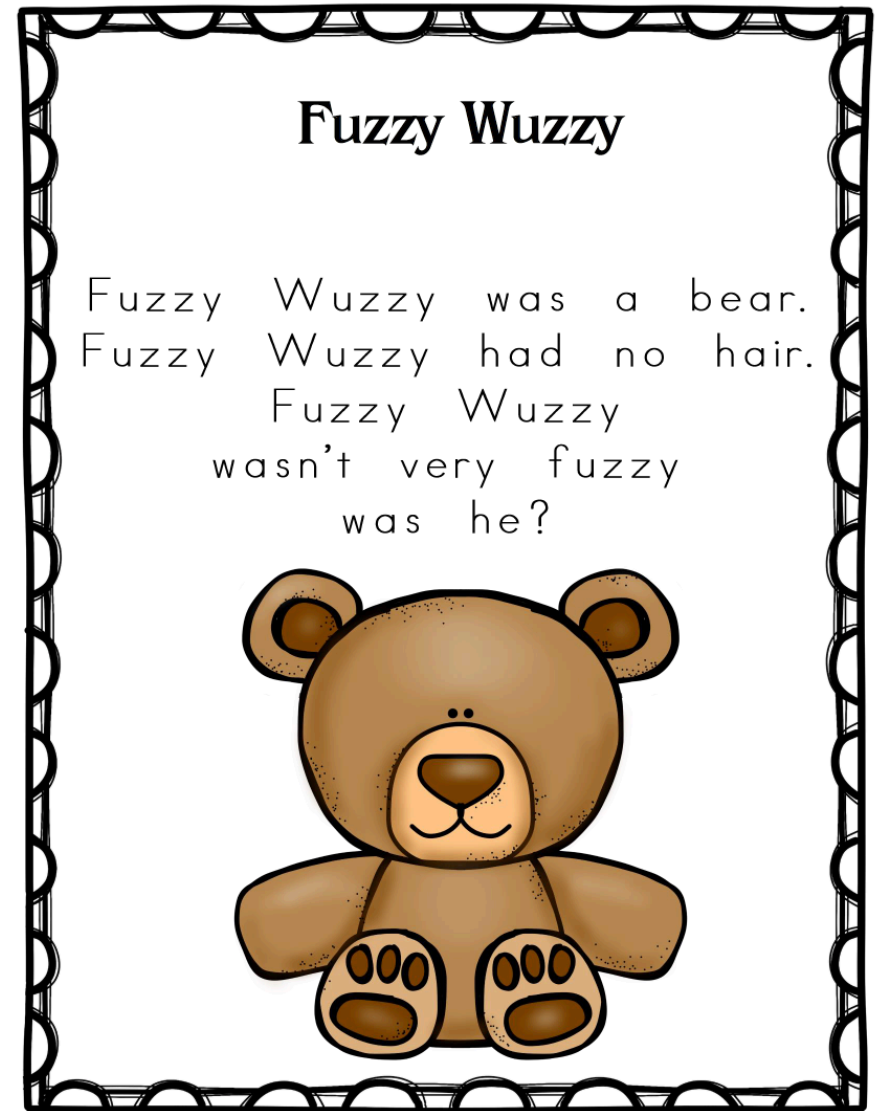
1. I can clap to count the syllables in word.
2. I can identify, name and write the letters Ww, Xx.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Ww, Xx.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

1. Tell children they will be playing a syllable-counting game. *I will say a word and you will count the syllables. Listen: butterfly.*

Clap as you say the word. *but-ter-fly*. There are three syllables in *butterfly*.

2. Now you try. I'll say the word first. And then I'll say it again and you will clap the syllables.
 - bathtub (2)
 - classmate (2)
 - water (2)
 - backpack (2)
 - playground (2)
 - afternoon (3)
 - watermelon (4)
3. Show the nursery rhyme, *Fuzzy Wuzzy*, to students on a chart so they can see it as you read. Point to the words as you read.
4. Echo read the nursery rhyme.
5. Ask students to clap when they hear a word that rhymes with *buzzy*. Reread the rhyme. (*fuzzy, wuzzy*)
6. Ask students to clap when they hear a word that rhymes with *stare*. Reread the rhyme. (*bear, hair*)
7. Ask students to produce rhymes for the word *school*.



Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Qq alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Qq in the air. Repeat this process for the letters Rr, Ss, T, Uu, Vv.
4. Tell students that today they will focus on the letters U, V, W. W is the letter that comes after U. X is the letter that comes after W.

(I Do)

5. Display the W alphabet card. Say the letter name (Ww). Ask students to repeat after you 3 times.
6. Point to the uppercase (W). Explain to students that it is an uppercase W and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (w). Explain that lowercase letters are used when writing words.
7. Point to the alphabet card and say the letter Uu, ask students to repeat 3 times.



8. Tell students that they will practice drawing the letter Ww in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Ww. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Ww. Invite students to pretend to write the letter Ww and say the name.
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “watch” starts with the letter

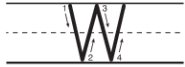


Ww. The letter Ww makes the sounds /w/. The letter W in “watch” starts with the sound /w/.


10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
11. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Uu. Monitor this carefully. Students need to practice correct letter formation.

Handwriting


Name _____


Letter Ww


		
1. Start at the top. Slant right	1. Start in the middle. Slant right.	
2. Slant up.	2. Slant up.	
3. Slant right.	3. Slant right.	
4. Slant up.	4. Slant up.	


 Trace and write the letters.


Circle your best one.
















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Repeat lesson with Xx.

1. Display the X alphabet card. Say the letter name (Xx). Ask students to repeat after you 3 times.
2. Point to the uppercase (X). Explain to students that it is an uppercase X and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (x). Explain that lowercase letters are used when writing words.
3. Point to the alphabet card and say the letter Xx, ask students to repeat 3 times.
4. Tell students that they will practice drawing the letter Xx in the air. Model for students how to make the strokes by tracing the



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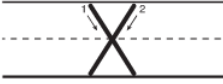
letter with your finger on the alphabet card while saying the name Xx. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Xx. Invite students to pretend to write the letter Xx and say the name.

5. Ask students to name the picture on the alphabet card. Briefly, tell students that “fox” ends with the letter X. The letter X makes the sound /ks/ as in fox. The letter x in “fox” ends with the sound /ks/.
6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
7. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Xx. Monitor this carefully. Students need to practice correct letter formation

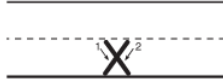
Handwriting

Name _____


Letter Xx




1. Start at the top.
Slant right.
2. Lift to the top.
Slant left.



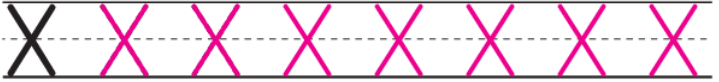
1. Start in the middle.
Slant right.
2. Lift to the middle.
Slant left.

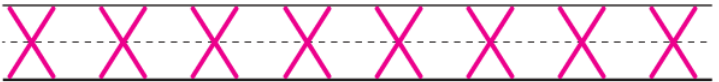


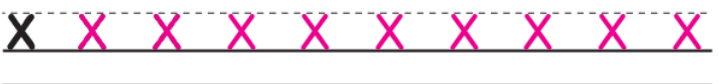
fox


 Trace and write the letters.


Circle your best one.











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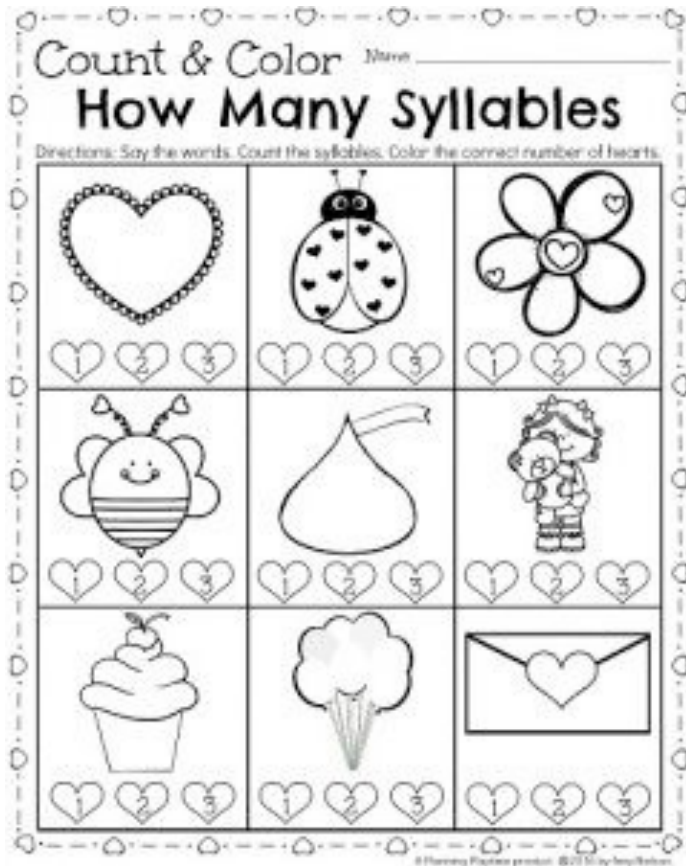
Module 1 • Week 3

Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Syllable Work

- Children will count the number of syllables in the words and color in the correct number of circles.



Center 2: Alphabet Arc

- In this lesson students match: Qq, Rr, Ss, Tt Uu, Vv, Ww, Xx
- Then writing Qq, Rr, Ss, Tt Uu, Vv, Ww, Xx
- Click here for alphabet arc. See page 7.
- https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Daily Instructional Task: Print letters (L.K.1.A) (5 minutes)

- Dictate the letter saying, Write uppercase Qq, Rr, Ss, Tt Uu, Vv, Ww, Xx
- Write lowercase q, r, s, t, u, v, w, x
- Have students **say** the letters as they **write** each letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

LESSON 23: Phonological Awareness (R.F.K.2.A and B), Alphabet Knowledge Ww, Xx (R.F.K.1.D, L.K.1.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

1. I am learning that words are made of syllables.
2. I am learning to hear syllables in words.
3. I am learning to hear rhymes by listening to the end of words.
4. I am learning to recognize and write the letters Yy, Zz.

Success Criteria:

1. I can hear and identify words that rhyme.
2. I can clap to count the syllables in word.
3. I can identify, name and write the letters Yy, Zz.

Part 1: Phonological Awareness (R.F.K.2.A) (8-10 minutes)

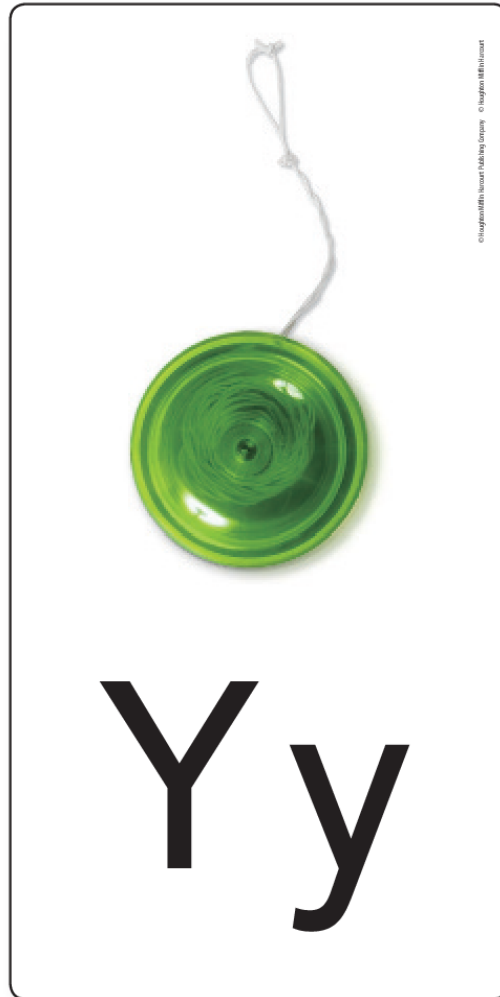
1. Tell children they will be playing a syllable-counting game. *I will say a word and you will count the syllables. Listen: butterfly. Clap as you say the word. zebra. There are two syllables in butterfly.*

2. Now you try. I'll say the word first. And then I'll say it again and you will clap the syllables.
 - o yell (1)
 - o younger (2)
 - o zest (1)
 - o zucchini (3)
 - o zany (2)
 - o yesterday (3)
3. Show the nursery rhyme, Fuzzy Wuzzy, to students on a chart so they can see it as you read. Point to the words as you read.
4. Reread the nursery rhyme by echo reading.
5. Ask students to produce rhymes for the word my.

Part 2: Alphabet Knowledge: (15 minutes)

Connect with Background Knowledge

1. Start off the learning with the Alphabet Song, pointing to each letter.
2. Point to each letter of the alphabet and tell students that each of the letters have a name, a sound, and when blended together they make words, and then sentences.
3. Display the Rr alphabet card. Point to the letter and ask students to name the letter. Then ask students to write the letter Rr in the air. Repeat this process for the letters Ss, T, Uu, Vv, Ww, Xx.
4. Tell students that today they will focus on the letters Y,Z. Y is the letter that comes after X. Z is the letter that comes after Y.



(I Do)

5. Display the Y alphabet card. Say the letter name (Yy). Ask students to repeat after you 3 times.
6. Point to the uppercase (Y). Explain to students that it is an uppercase Y and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (y). Explain that lowercase letters are used when writing words.
7. Point to the alphabet card and say the letter Yy, ask students to repeat 3 times.
8. Tell students that they will practice drawing the letter Yy in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Yy. Be sure to model correctly. Then, use your finger to make the strokes of the letter in the air while saying the name Yy. Invite students to pretend to write the letter Yy and say the name.
9. Ask students to name the picture on the alphabet card. Briefly, tell students that “yoyo” starts with the letter Yy. The letter Yy makes the sounds /y/. The letter Y in “yoyo” starts with the sound /y/.
10. Invite students to say the name of the letter as you point to it. Repeat this 3 times.

- Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Yy. Monitor this carefully. Students need to practice correct letter formation.

Handwriting

Name _____

Letter Yy



- Start at the top. Slant right.
- Lift to the top. Slant left.
- Pull down straight.



- Start in the middle. Slant right.
- Lift to the middle. Slant left past bottom.



yo-yo

 Trace and write the letters.

Circle your best one.

Y
Y
Y
Y
Y
Y
Y

y
y
y
y
y
y
y

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Repeat lesson with Zz.

- Display the Z alphabet card. Say the letter name (Zz). Ask students to repeat after you 3 times.
- Point to the uppercase (Z). Explain to students that it is an uppercase Z and explain that uppercase letters are used at the beginning of names of people, places, and things and at the beginning of a sentence. Now, point to the lowercase (z). Explain that lowercase letters are used when writing words.
- Point to the alphabet card and say the letter zz, ask students to repeat 3 times.
- Tell students that they will practice drawing the letter Zz in the air. Model for students how to make the strokes by tracing the letter with your finger on the alphabet card while saying the name Zz. Be sure to model correctly. Then, use your fin-



Z z


ger to make the strokes of the letter in the air while saying the name Zz. Invite students to pretend to write the letter Zz and say the name.

5. Ask students to name the picture on the alphabet card. Briefly, tell students that “zebra” begins with the letter Z. The letter Z makes the sound /Z/ as in zebra. The letter z in “zebra” begins with the sound /z/.
6. Invite students to say the name of the letter as you point to it. Repeat this 3 times.
7. Ensure that all students have their Know It, Show It worksheet. Invite students to practice writing the letter Xx. Monitor this carefully. Students need to practice correct letter formation


Handwriting

Name _____


Letter Zz




1. Start at the top. Slide right.
2. Slant left.
3. Slide right.



1. Start in the middle. Slide right.
2. Slant left.
3. Slide right.



zebra

 Trace and write the letters.

Circle your best one.

Row 1: Z Z Z Z Z Z Z Z Z Z

Row 2: z z z z z z z z z z

Row 3: Z Z Z Z Z Z Z Z Z Z

Row 4: z z z z z z z z z z

Row 5: Z Z Z Z Z Z Z Z Z Z

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Part 3: Centers L.K.1.A (10 minutes)

Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing a letter, saying its name, and writing the letter correctly. Make sure to include students who had difficulty accurately completing yesterday's work.

Center 1: Syllable Work

- Children will count the number of syllables in the words and color in the correct number of circles.







Center 2: Alphabet Arc

- In this lesson students match: Qq, Rr, Ss, Tt Uu, Vv, Ww, Xx
- Then writing Qq, Rr, Ss, Tt Uu, Vv, Ww, Xx
- Click here for alphabet arc. See page 7.
-

Name: _____ Date: _____

How many syllables?

Instructions: Circle how many syllables are in each word?

 ice cream	1	2	3	4
 apple	1	2	3	4
 banana	1	2	3	4
 cake	1	2	3	4
 popcorn	1	2	3	4
 watermelon	1	2	3	4

https://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf

Center 3: Lexia

- Students will complete at least 1 skill.

Part 4: Culminating Task: Print letters (L.K.1.A) (5 minutes)

1. Dictate the letter saying, Write uppercase Qq, Rr, Ss, Tt Uu, Vv, Ww, Xx, Yy, Zz
2. Write lowercase q, r, s, t, u, v, w, x, y, z
3. Have students **say** the letters as they **write** each letter.
4. Add date to task.
5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 25: Measure Alphabet Knowledge

1. Dictate alphabet (A to Z) in order and ask students to record uppercase and lowercase.