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TN Foundational Skills Curriculum Supplement

Preschool

Unit 6

TN Foundational Skills
Curriculum Supplement

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INTRODUCTION

Why a Robust Phonemic Awareness Component from PK–2nd Grade?

First – What is Phonemic Awareness Anyway?

Phonemic awareness is part of a larger umbrella known as phonological awareness. At its broadest, phonological awareness means being aware of the entire universe of sounds, but generally, for educators, that just means sounds made intentionally as part of human language. Phonological awareness covers the ideas that spoken words are composed of units of sound that can be identified and intentionally manipulated. These units include whole words, large units within words such as syllables, and then each individual sound inside syllables and words, which are the phonemes. Phonemic awareness generally focuses exclusively on these smallest units of words: phonemes. This program will focus on phonemes, but also on rhyming and syllable level manipulations. It is comprehensive!

Why Such a Robust Approach?

Many of us have taught foundational skills and included blending and segmenting phonemes (letter sounds) as part of our instructional mix for some time. This is basic phonemic awareness (PA). It is commonly done a fair amount in Kindergarten, a little bit in Pre-K programs, and a little bit in first grade. Programs and approaches have varied a lot in how much attention PA receives.

A number of studies have shown that this is not enough for all students and we need to do more work in this area. Some have called this additional work “advanced phonemic awareness” (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words, including work with medial vowels and consonant clusters. The research shows that students who can do these types of activities accurately and quickly (in less than two seconds) are more likely to be proficient word readers. The research also shows this ability can be taught through simple fun and game-like activities while building these skills and a variety of other verbal skills for all students. Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes is part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

Why Phonemic Awareness Is SO Important for All Students to Master

The research noted above has shown that many students who struggle with slow word recognition need systematic phonics (as is done in the Tennessee Foundational Skills Supplement (TNFSS)). However, many of these students need more. They may not ever learn to recognize words effortlessly and automatically without developing this advanced phonemic awareness. In other words, many students need instruction in basic as well as advanced phonemic awareness, which is what this resource component has been built to provide.

How Do We Store Words in Our Memory Anyway?

It turns out that words are stored in our brains by their sounds (phonemes) not their letters (graphemes) or their shapes! This means that when we recognize a word, we are processing the sounds of the word. It is the sound structure itself that is being stored in our long-term memory. This is very counterintuitive! We read words, but essentially we say them to ourselves. We store and recall them by sound patterns, not sight.

Some of the different experiments done by research scientists give a sense of how this works. Consider the following three sentences.

1. He did some work on his rose garden.
2. He did some work on his rows garden.
3. He did some work on his roze garden.

- Scientists studying this topic have shown that the human subjects read all three sentences at equal speeds and with equal comprehension! They replaced the homonym and the "pseudo or nonsense homonym" with the idea of the flower that the sentence needed. When instead the words rise, roes, and raze were used, subjects slowed their reading times and noticed the differences.
- Studies of brain functioning have shown that when proficient readers read words, the parts of the brain that control the vocal cords are active during that reading. In other words, it is as if we are saying the words as we read them. Our brain is doing this whether we are aware of it or not.
- Researchers have also studied word reading rates to prove that the sounds are what rule reading for solid readers. When the form of the word is changed to all UPPERCASE or MiXEd cASe, or even very strange **FONTS**, nothing changes. A reader reads on. It turns out that no matter how strange or how new the font is to students, the reading rate does not change for students with proficient word recognition.

For more information about the research base for extended phonemic awareness work, see the Appendix.

Why Does This Advanced Phonemic Awareness Component Continue Into 2nd Grade? We've Never Done That Before!

It's true that basic phonemic awareness was generally done in Kindergarten and reinforced in first grade. Then it would be largely 'retired' and phonics instruction would take its place. However, given what we know now about how words are stored permanently for rapid retrieval that leaves too many students at a disadvantage if they have not yet gained the necessary speed and automaticity for retrieving words.

Recent research has underscored the power of doing this work at advanced levels of challenge until every student has mastered playing with, hearing, and manipulating the sounds within words until they are sharp and quick at doing it. For that reason, this component continues into 2nd grade, or even beyond, to make sure all students have the chance to gain that proficiency and to become automatic word readers. Then they can be fluent oral readers and be well on their way to independent reading comprehension.

Many readers of any age will not reach word reading proficiency without systematic phonics, reading connected text, and basic and advanced phonemic awareness.

That said, the built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can 'graduate' and you can concentrate on the students who need more time to get there.

About the Daily Lessons

This program has been custom-developed for Tennessee and anyone who recognizes the importance of basic and advanced phonemic awareness and wants access to free, high-quality lessons. Anyone who has found these materials is able to use these lessons for non-commercial purposes.

The lessons are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences. While you should have fun with your students when going through this program, there is one thing that is high-stakes. You must master accurate and crisp phoneme pronunciation yourself and insist on it from your students. This skill is equally important in phonics as in phonemic awareness. Letter sounds and all phonemes need to be crisply and accurately enunciated so children can hear them inside words and get an accurate audio of the words those phonemes make when smoothly blended together. There are two short video resources in the first Appendix ("What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program with Your Students"). They are both in the first section: "*If You Can Only Do One Thing and Have NO TIME (less than 15 minutes)."* There is no overstating of how vital this is.

A Few Words about Building Word Knowledge:

Having strong word awareness (knowing a lot about a lot of words) is equally important to being a good reader as foundational skills are. Young children are sponges for new words and learn new meanings with ease. It is powerful and important to stop whenever you see a word you think your students may not know and ask them to tell you if they know it or not, then quickly and simply define it before moving on. That powerful practice is built into this program. It actively builds vocabulary along with phonemic awareness.

Words students in that grade may not yet be familiar with are called out - *if they can be quickly and easily explained*. These words are <u>underlined</u> to draw teacher attention to them. This should be done before or after an activity so the flow is not disrupted. Sometimes, especially with the multisyllabic words used in some of the activities, the words are abstract and unusual - tricky to explain. Those words were not underlined because they may take too much time to explain adequately and students are not likely to encounter them for years.

About the Lesson Structure:

The lessons are lively and physical. Students and teachers are encouraged to move. There are some hand-signals you will need to learn yourself and teach your children. The most common are displayed with simple graphics throughout the lessons. A Glossary of Symbols and Terms in the Appendix explains all the terms and symbols used.

The lessons do not require much preparation at all. Once you learn all the routines and hand signals, they will take just a quick 'looking over' to see what the day's activities are.

There are no materials to gather. The children get to move their own arms, hands, and bodies to act out the gestures that accompany the phonemic awareness. This is most common during the introductory phase, *Experiencing*, when multi-sensory elements reinforce the brain learning that is at the heart of phonemic awareness. It may be tempting in the rush of the day to skip the hand signals and movement. This is a huge mistake for two reasons. The movement of the hands physically bonds the concepts students are learning into their long-term memory. As with many things with young children, the kinesthetic activity supports learning. And it adds to the fun!

You can do these lessons whole-group or in small groups. It is entirely up to you and what your school and classroom culture supports. They will work well and be fun either way. Whenever a new activity is introduced, there is a discussion of its importance followed by detailed directions and an example of how the activity goes. There is even a model script for teacher talk and student talk.

There are a few things to note:

- The **target word** is always **bolded**.
- *Teacher talk* is always in *italics.*
- Student talk is in normal font.
- After the sample, the activity moves quickly through 4-5 more practice sentences.

The Developmental Stages:

Every single skill in this program is taught with a system of gradual release, which is laid out below. Students will need the support of a physical gesture or visual prop for different amounts of time before they get comfortable and automatic. *Those times may not match how much time was allocated in the lesson sequences!* The rule here is that each child gets what they need as long as needed.

The 'Whip Around' assessments (explained in the Assessment section), along with your own observations of student comfort level with a new skill, give you information about who may need to stay longer or return to the visual and physical supports in order to successfully accomplish tasks. That is a fine thing for students to do. This is not a race. This is teaching to mastery over the course of 4 school years so students ALL get a legitimate shot to have automatic word recognition.

There are three stages phases built into the program for each skill:

- Ⓔ The EXPERIENCING stage, which is multisensory and very active, with words encountered in full sentences. The example with segmenting and cutting off the final consonant in a blend was an experiencing lesson.

- Ⓚ The KNOWING stage phase, which has practice activities without multisensory cues, and in which the words are generally in isolation, not embedded in sentences. This is because students are moving toward comfort and greater processing speed.
- Ⓜ The MASTERING stage phase, where students are able to go quickly and become automatic with each skill. Assessments are scheduled during Mastering weeks.

The lessons are designed to be quick! The daily lesson should take no more than 12-15 minutes a day, though you may want to reinforce phonemic skills at other times of the day or even start to use activities as a handy tool to help your class settle down or to focus on to make transitions smoother. They can happen anytime, anywhere!

What's Special about Pre-Kindergarten?

There are 120 lessons built for pre-K. This allows plenty of time for you to provide as many additional practice opportunities as you like and allows for any unplanned disruptions to the calendar.

In pre-K, no mastering of any of the skills is expected. Pre-K students get to experience many different ways of discriminating sounds: working with rhyming, detecting syllable breaks, identifying phonemes at the beginning of words (onsets) and the 'rest of the word' (rimes). These exposures are designed to be fun, to build lots of vocabulary and word awareness, and to set students on the track to reading success.

Pre-K Phonemic Awareness Scope and Sequence

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Rhyme	**Rhyme Repetition** Activity: Find the Rhyme. Support students' ability to recognize rhyming words.								**Rhyme Recognition** Activity: Pair the Rhyme. Support students' ability to recognize rhyming words.								**Rhyme Production** Activity: Make the Rhyme. Support students' ability to produce new rhyming words.							
Manipulation Syllables	**Blending Syllables** Activity: Break it Up. Support students' ability to blend compound words.						**Segmenting** Activity: Break it Up. Support students' ability to segment two-syllable non-compound words.						**Adding and Deleting Syllables** Support students' ability to add and delete syllables from compound words.						**Adding and Deleting Syllables** Support students' ability to add and delete syllables from non-compound two-syllable words.					
Initial Sounds	**Initial Sound Recognition** Activity: Snatch the Sound. Support students' ability to recognize the first sound of one-syllable words.						**Initial Sound Isolation** Activity: Snatch the Sound. Support students' ability to isolate the first sound of one-syllable words.						**Distinguish Initial Sound** Activity: Same or Different. Support students' ability to recognize if the initial sounds of two words are the same or different.						**Delete Onset From Rime** Activity: Delete Initial Sound. Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sounds left.					
Final Sounds	**Final Sound Recognition** Activity: Snatch the Sound. Support students' ability to recognize the last sound of one-syllable words.						**Final Sound Isolation** Activity: Snatch the Sound. Support students' ability to isolate the first sound of one-syllable words.						**Distinguish Final Sound** Activity: Same or Different. Support students' ability to recognize if the final sounds of two words are the same or different.						**Delete Final Sound** Activity: Delete Final Sound. Support students' ability to delete the final sound of a one syllable word and isolate the remaining sounds left.					
Medial Sounds													**Medial Sound Recognition** Activity: Snatch the Sound.						**Distinguish Medial Sound** Activity: Same or Different.					
													Support students' ability to recognize the medial sound of one-syllable words.						Support students' ability to recognize if the medial sounds of two words are the same or different.					
Alliteration	Activity: Silly Sentences. Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.																							

Unit Overview

Introduction

Unit 6 focuses on children's continued development of oral language, phonological awareness, and phonemic awareness. Emergent literacy skills are taught explicitly and systematically through daily instruction and play-based practice activities. Children are introduced to blending sounds, identifying initial, final, and medial sounds in words, sequencing events, and drawing sound pictures/letters. Suggestions for reinforcing oral language, phonological awareness, and phoneme exploration and manipulation in learning centers and during transitions are included. Teacher observation guidance and embedded targeted support stops provide opportunities for skill review and provide a snapshot view of children's understanding of skills and concepts. At-home materials included in the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide* enable families to support their children's ability to blend sounds and identify sounds in words and sequence events.

The Teacher Guide for *Unit 6* contains a total of twenty days of instruction. The Preschool TN Foundational Skills Curriculum Supplement Implementation Guide provides additional guidance for incorporating the Targeted Support Stops and Unit Assessment. Each day of instruction requires a total of approximately 30 minutes— twenty minutes for small-group instruction and ten minutes for whole-group instruction. Activities to be conducted during Starting the Day and Learning Center time are also included in this Teacher Guide, and are intended to be conducted during existing daily routines. Ideas for possible Learning Centers to be implemented during small-group instruction are also included.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the preschool day, as indicated by the Unit Calendar. Each instructional day is divided into two parts: Starting the Day and Skills. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. **See the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide* for suggestions for various ways to structure the preschool day to incorporate TN Foundational Skills.**

Unit Study Calendar

Week	1	2	3	4
Nursery Rhymes	**Nursery Rhyme Recitation**			
Rhyme Activity	**Rhyme Production** ***"Make the Rhyme"***			
Manipulate Syllables	**Adding and Deleting Syllables**			
Initial Sounds	**Delete Onset from Rime** ***"Delete Initial Sound"***			
Final Sounds	**Delete Final Sound** ***"Same or Different"***			
Medial Sounds	Distinguish Medial Sound ***"Same or Different"***			
Alliteration	**Silly Sentences**			

Unit Components

The components needed to implement TN Foundational Skills Preschool are as follows:

- The *Unit 6* Teacher Guide outlines the lessons. There is one Teacher Guide for each unit.
- The *Unit 6* Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The *Unit 6* Learning Center Cards are designed to be posted in classroom Learning Centers and provide information to students and teachers.
- A set of *Unit 6* Nursery Rhymes and Songs Posters are provided for use with every unit and are included in the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide*. The *Teacher Guide* provides guidance on how to teach a subset of these posters every unit, but teachers may choose to teach additional rhymes at any time.

Unit Icons

The icons below are used throughout the unit to indicate the setting in which the activities are designed to occur.

Whole Group	W	Whole Group
Small Group	S	Small Group

Starting the Day

Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

Classroom Routines

Classroom routines are everyday activities such as taking attendance, signing into Learning Centers, putting away materials, and so on, that keep classrooms running smoothly. Many teachers already conduct classroom routines (e.g., attendance, calendar, weather, show-and-tell, etc.) during a Morning Circle, and so may choose to do the Starting the Day portion of the lessons at that time. Thus, Starting the Day activities are not considered part of the time needed to deliver the TN Foundational Skills Preschool program.

Participating in routine activities gives students the sense that the school day is predictable. Eventually taking on a leadership role in these activities will give students a feeling of ownership over their school experience. As the school year progresses, various classroom routines will be introduced and modified to correspond to students' developing academic and behavioral skills. **The intent is that previously taught routines are continued and modified, changing as necessary to suit the needs of teachers and classrooms. Routines should continue during the Targeted Support Stop and Assessment days.**

Unit 6 *Routines*

By Unit 6, students will likely be well settled into the general schedule or rhythm of the school day. Students also take more ownership of the routines. The routines with continued focus in this unit include:

- Taking attendance
- Using a daily schedule
- Learning Centers Labels and Sign In

Nursery Rhymes and Songs

In addition to completing classroom routines, students also develop the habit of learning and reciting one nursery rhyme at the beginning of every school day. Reciting nursery rhymes helps students become familiar with the rhythm of our language and gives them exposure to the sound structure of words. Reciting the same rhyme again and again builds verbal fluency and helps students eventually recite rhymes independently. Nursery rhymes are chosen to complement either the content from Skills. During this unit, nursery rhymes are explored more in-depth during small-group time. Reciting rhymes and songs also gives all students an opportunity to participate during whole-group time, and helps keep students engaged by giving them a chance to talk, to sing, and to move their bodies.

Unit 6 *Nursery Rhymes and Songs*

In Unit 6, students continue to learn nursery rhymes and songs that have accompanying motions. Introducing nursery rhymes with motions is an excellent beginning point for young preschoolers, because motions allow students of all ability levels to participate in the rhymes. Additionally, these motions give teachers ways to prompt students who are learning the words to rhymes and provide students who have difficulty reciting the rhymes with a way to participate. Nursey Rhymes may be selected from the ones included in Preschool TN Foundational Skills Curriculum Supplement Implementation Guide or from the materials included within the pre-K curriculum in use. Nursery rhymes and songs should continue to be incorporated daily.

Skills Instruction

During Skills instruction, students gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

Small Group Skills Instruction

Each day of TN Foundational Skills Preschool instruction includes two ten-minute Small Group activities. Small Groups are intended to be conducted simultaneously with a teacher and classroom aide each leading a different group. Students participate in both small groups every day so that each student receives twenty minutes of small-group instruction daily. Some teachers may prefer to lead both small groups themselves, which would require a total of thirty minutes of instruction for every student to complete both activities.

Small Group instruction includes a range of activities that are designed to be conducted in various areas of the classroom. Some Small Group activities could even be conducted outside. When planning Small Group, it is important to consider the least restrictive area where an activity might be conducted and to give students as much freedom of movement as is reasonable. Many activities can be conducted with students standing on the rug or moving around a Learning Center, rather than sitting at a table. Additionally, while adults usually begin the activity by modeling and teaching skills and/or concepts, the opportunity is provided in each Small Group activity for students to explore and work independently with more limited teacher direction. Suggestions as to how teachers might gradually release control of the activities to students are given in the Teacher Guide, and we encourage teachers to think of additional ways to let students take the lead during Small Group.

Unit 6 *Skills Instruction*

In Unit 6, children are introduced to a variety of emergent literacy skills through child-friendly small-group and learning center activities such as painting, coloring, singing, and gross motor movement. Each Small Group begins with a Warm-Up, which is a movement opportunity designed to help children transition into their Small Group. Small Group activities are repeated across days so that children are increasingly able to participate in them, and eventually lead them. Whenever possible, teachers can incorporate unit-related vocabulary from their state-approved preschool curriculum into this portion of the day when Skills activities are taught.

The particular Skills areas addressed in Unit 6 include:

- Environmental Noises
    - Same and Different
    - Loud and Soft
- Phonological and Phonemic Awareness
    - Nursery Rhyme Recitation
    - Word Awareness
    - Rhyme
    - Syllable Manipulation
    - Initial Sound Recognition
    - Final Sound Recognition
- Print Awareness
    - Name Recognition
    - Alphabet Knowledge
    - Print Concepts
- Fine Motor Skills and Handwriting
    - Motor Skills
    - Strokes

Skills Small Group Activities Summary

The following table shows the activities that children will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skills.

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

Learning Centers during Small-Group Instruction……..

Learning Centers provide a space and opportunity for children to engage with one another and to apply learning from whole group and small group instructional lessons. As such, learning center time during small group instruction can be optimized to provide children with extended opportunities to explore and skill practice with:

- environmental sounds
- word awareness
- rhymes
- name recognition
- alphabet knowledge
- print concepts
- motor skills
- handwriting strokes

The following learning center ideas can be first introduced in whole group or small-group instruction and then be used on a rotating basis as learning center activities throughout the year for all 6 units. These suggestions can also serve as springboards for additional learning centers for children during small-group instruction rotations when they are not in the group working directly with the teacher or teacher assistant. Additional learning center ideas are included in the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide.*

School House Dramatic Play:

Children learn best through play and enjoy opportunities for dramatic play. They especially like to play house and school. Most preschools have a “home” dramatic play center set up in their room. A “school house” dramatic play center can easily be set up on a designated table with school like props and early literacy materials. One child can take on the role of the teacher. The children will have fun practices lessons learned with the teacher during whole group and/or small group instruction.

Mystery Sound Bag:

A simple bag or box can be transformed into a mystery sound box or bag. Select a child to lead the activity. Child names the objects one by one and gives each a shake so other children can hear the noise made by each object. Leader replaces the 4-5 objects from the environment that make noise in the bag or box. The leader then shakes an object within the bag so the other child can name the object making the noise. Children may rotate turns being leaders and listeners. Be sure to add a new object to the mix after a few days to keep children's interest and engagement.

Name and Photo Match Up:

Children will enjoy playing a name card/photo matching game. Create a set of loose photos of the children in the class and laminate them. Make name cards with photo and name writing on the card that has a red letter for the initial letter.

Musical Instrument Sound Box:

Children enjoy exploring the loud and soft sounds musical instruments they can make with musical instruments. For this center, rhythmic musical instruments can be placed in a sound box. The child acting as leader can play a "mystery" instrument and ask other children of the group to name the instrument making the noise. They may also explore how two instruments make the same or different noises.

Easel Painting, Coloring, and Drawing:

Gross and fine motor skill development are possible with daily opportunities to paint, color, or draw vertically on the easel. Allow children to practice making vertical, horizontal, circular, diagonal, and swirly strokes to build motor muscles, strength, and coordination. Table top easels are also a possibility.

Playdough words and letters:

Children enjoy sculpting and shaping figures with playdough. Allow children to freely sculpt. Add in some alphabet letter cookie cutters and children's name/photo cards. Model how children can make letter cut-outs to represent their names. Clay is a bit firmer than play dough and really helps to develop hand muscles and strength needed for later handwriting.

Listening to Nursery Rhymes & Songs:

Children enjoy listening to recordings of nursery rhymes, poems, finger plays, and songs. Set up a listening center for them to gain extra practice time with reciting rhymes, singing songs, and retelling finger rhymes.

Targeted Support Stops

Targeted Support Stops are opportunities to complete any activities from previous days or revisit material with which children are experiencing difficulty. Targeted Support Stops do not follow the same daily structure (i.e., Starting the Day, Small Groups) as other days during the unit, but you could plan to do so if you wish. Each Targeted Support Stop includes both a Skills Task Assessment that can be used to quickly evaluate children' knowledge of important material taught up to that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for children. Additional ideas for activities that reinforce or extend material from both Skills are included in the Targeted Support Stops as well.

Student Performance Task Assessments

Preschool assessments are designed to provide a "snapshot view" of whether or not each child is mastering specific to the TN Foundational Skills objectives. In addition to the specific assessments detailed here, teachers should continuously monitor children' as well as skill development by interacting with and observing children on a daily basis. By using the assessments provided, in addition to daily observations, teachers can make informed day-to-day instructional decisions relevant to each child's progress.

Because it is important to assess children in multiple ways, each unit contains two types of assessment: Assessment Opportunities and Task Assessments. Assessment Opportunities should occur throughout the unit. Task Assessments are direct assessments administered individually to each child. They occur during the first Targeted Support Stops and at the end of the unit during the Unit Assessment.

It is important to remember that, while many objectives are taught in each unit, the expectation is not that children will master every objective taught in a single unit; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given unit will not be assessed until subsequent units.

Task Assessments

Task Assessments are particular activities, similar to those that students participate in on a day-to-day basis that permit the observation of a student performing a particular skill or demonstrating particular knowledge. Well-designed Task Assessments incorporate the use of the same kinds of manipulative, concrete materials and tasks that children have been working with to learn the new skills and knowledge. Thus, the tasks students are asked to perform during Task Assessments are those that they have already performed during unit instruction.

Unit 6 Task Assessments

During Unit 6, students participate in Task Assessments during Targeted Support Stop 1 and during the Unit Assessment. Targeted Support Stop 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular TN Foundational Skills Objectives addressed in this unit. Students are asked to participate in tasks that demonstrate their competency in Skills. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *Unit 6* Targeted Support Stop 1 are included in the *Targeted Support Stops and Task Assessments Guide*.

Task Assessments presented during the Unit Assessment are designed to record students' progress relative to objectives that students can reasonably be expected to master by the end of Unit 6. The Task Assessments that students perform in the Unit Assessment are included in the *Targeted Support Stops and Task Assessments Guide*.

Unit Materials

Lists of materials required before and after the first Targeted Support Stop to teach the unit are provided in the following pages. Use substitutions when necessary, but be sure to read the Teacher Guide before choosing substitute materials. These lists do not include materials for Targeted Support Stop activities. Please see the Targeted Support Stop to choose activities and gather the associated materials.

Preparation

Prepare the following for use throughout this unit and in other units throughout the school year:

Attendance Board

The Attendance Board was introduced on Day 1 of Unit 1 and will be used throughout the year to take attendance during morning routines. Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns.

Learning Center Labels

The Learning Center labels introduced on Day 2 of Unit 1 will stay in place throughout the year. Create labels and take photographs of each added Learning Center in your classroom. Mount and label the photograph on a piece of cardstock. Consider laminating each label for durability.

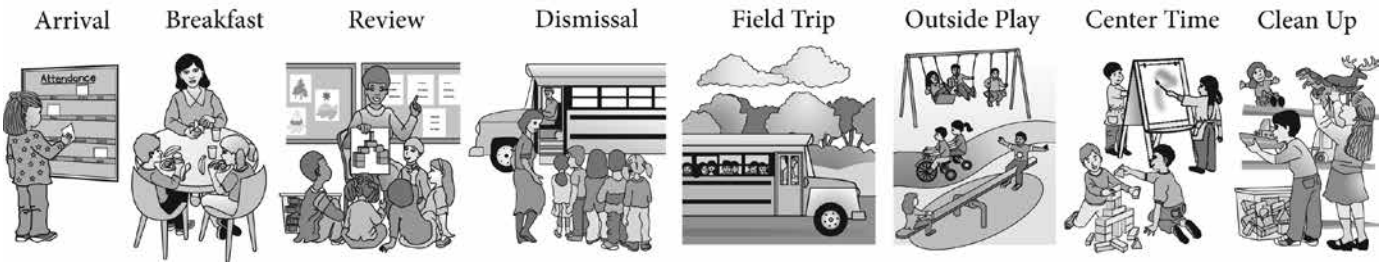
Transition Cards: Name Cards

Name Cards introduced on Day 1 of Unit 1 will be continued to be used throughout the year to help children learn to recognize, and eventually write, their own names. To create **Name Cards**, copy the **Name Card** template from the Transition Cards component. Take a photograph of each child, or have them bring one from home. Attach the photograph to the **Name Cards**.

Also make a **Name Card** for yourself. Write each student's name, using a red marker for the first letter and a black marker for the other letters. Laminate the **Name Cards** to be used throughout the year.

Pictorial Schedule

The Pictorial Schedule introduced during Unit 1 will be used throughout the year. A pictorial schedule gives students a visual plan of what their daily routine will be and lets them know what to expect. Create a picture card that represents each of your daily activities so that you can review your schedule with students and, eventually, so students can review and manage the schedule themselves. To make a picture card, take a photograph of students engaged in a specific activity or draw or print a representative picture. Label this card with the name of the activity. Establish a designated place in your classroom to post the schedule, making sure it is low enough that students can manipulate it themselves. Then, create a red arrow to place beside the schedule cards to designate which activity is occurring. Finally, put hook and loop dots or some other durable fastener on the back for easy reorganization on atypical days. Make sure to create a space for the arrow to be posted beside or under each picture.



Materials Required Before the Targeted Support Stop

Foundational Skills Curriculum Materials

- Transition Cards: Names
- Nursery Rhymes and Songs Posters

Other Materials

- Attendance Board
- Learning Center labels
- piece of chart paper with students' names on it
- collage paper
- construction paper
- drawing paper
- smocks
- easels
- sticky notes
- cookie cutter letters
- paint brushes
- paint or colored water
- play dough
- primary crayons
- teacher marker
- stickers
- a cardboard box
- musical instruments
- various noisemakers
- mystery sound objects

1 DAY 1

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

1 DAY 1

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage the whole class to respond.)

T: *ten, den*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: when/then, wet/let, vet/pet.

Manipulating Syllables: Adding Syllables.
Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: *cook* **S:** repeat. **T:** *Add /ed/ to the end of cook.* **T&S:** *cooked*	**T:** *seat* **S:** repeat. **T:** *Add /ed/ to the end of seat.* **T&S:** *seated*	**T:** *treat* **S:** repeat. **T:** *Add /ed/ to the end of treat.* **T&S:** *treated*	**T:** *work* **S:** repeat. **T:** *Add /ed/ to the end of work.* **T&S:** *worked*	**T:** *play* **S:** repeat. **T:** *Add /ed/ to the end of play.* **T&S:** *played*

Initial Sound: Delete Initial Sound.
Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *me (curve)* **S:** repeat. **T:** *Without /m/, what sound is left?* **T&S:** */ē/* *****Say sound not letter name	**T:** *no (curve)* **S:** repeat. **T:** *Without /n/, what sound is left?* **T&S:** */ō/* *****Say sound not letter name	**T:** *day (curve)* **S:** repeat. **T:** *Without /d/, what sound is left?* **T&S:** */ā/* *****Say sound not letter name

Final Sound: Delete Final Sound.
Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *me (curve)* **S:** repeat. **T:** *Cut off /ē/ from the end, what sound is left?* (make cutting motion) **T&S:** */m/* *****Say sound not letter name	**T:** *no (curve)* **S:** repeat. **T:** Without */ō/*, what sound is left? **T&S:** /n/ *****Say sound not letter name	**T:** *day (curve)* **S:** repeat. **T:** Without */ā/*, what sound is left? **T&S:** /d/ *****Say sound not letter name

Medial Sound: Same or Different?
Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

T: *map, /ă/ bag /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, map and bag have the same middle sound, /ă/.*	**T:** *dock /ŏ/, bus /u/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, dock and bus have different middle sounds, /ŏ/ and /u/.*	**T:** *fill /ĭ/, dip /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, fill and dip have the same middle sound, /ĭ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Babies blow **big, blue bubbles**.

1 DAY 2

Lesson Objectives

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

1 DAY 2

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *led, bed*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: sled/Ned, went/rent, sent/tent.

Manipulating Syllables: Adding Syllables.
Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: *walk* **S:** repeat. **T:** *Add /ing/ to the end of walk.* **T&S:** *walking*	**T:** *shop* **S:** repeat. **T:** *Add /ing/ to the end of shop.* **T&S:** *shopping*	**T:** *run* **S:** repeat. **T:** *Add /ing/ to the end of run.* **T&S:** *running*	**T:** *jog* **S:** repeat. **T:** *Add /ing/ to the end of jog.* **T&S:** *jogging*	**T:** *teach* **S:** repeat. **T:** *Add /ing/ to the end of teach.* **T&S:** *teaching*

Initial Sound: Delete Initial Sound.
Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *you (curve)* **S:** repeat. **T:** *Without /y/, what sound is left?* **T&S:** /oo/ *****Say sound not letter name	**T:** *fee (curve)* **S:** repeat. **T:** *Without /f/, what sound is left?* **T&S:** */ē/* *****Say sound not letter name	**T:** *why (curve)* **S:** repeat. **T:** *Without /w/, what sound is left?* **T&S:** */ī/* *****Say sound not letter name

Final Sound: Delete Final Sound.
Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *you (curve)* **S:** repeat. **T:** *Cut off* /oo/ *from the end, what sound is left?* (make cutting motion) **T&S:** */y/* *****Say sound not letter name	**T:** *fee (curve)* **S:** repeat. **T:** *Without /ē/, what sound is left?* **T&S:** /f/ *****Say sound not letter name	**T:** *why (curve)* **S:** repeat. **T:** *Without /ī/ what sound is left?* **T&S:** /w/ *****Say sound not letter name

Medial Sound: Same or Different?
Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

T: *much /u/, win /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, much and win have different middle sounds, /u/ and /ĭ/.*	**T:** *mud /ŏ/, rug /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, mud and rug have the same middle sound, /ŭ/.*	**T:** *dad /ă/, pad /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, dad and pad have the same middle sound, /ă/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Slithering snakes sneak on Sundays.

1 DAY 3

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

1 DAY 3

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *fell, tell*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: shell/well, France/chance, glance/prance.

Manipulating Syllables: Adding Syllables.
Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: *pain* **S:** repeat. **T:** *Add /ful/ to the end of pain.* **T&S:** *painful*	**T:** *wish* **S:** repeat. **T:** *Add /ful/ to the end of wish.* **T&S:** *wishful*	**T:** *hope* **S:** repeat. **T:** *Add /ful/ to the end of hope.* **T&S:** *hopeful*	**T:** *use* **S:** repeat. **T:** *Add /ful/ to the end of use.* **T&S:** *useful*	**T:** *help* **S:** repeat. **T:** *Add /ful/ to the end of help.* **T&S:** *helpful*

Initial Sound: Delete Initial Sound.
Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *mow (curve)* **S:** repeat. **T:** *Without /m/, what sound is left?* **T&S:** */ō/* *****Say sound not letter name	**T:** *hat (curve)* **S:** repeat. **T:** *Without /h/, what sound is left?* **T&S:** */ăt/* *****Say sound not letter name	**T:** *tag (curve)* **S:** repeat. **T:** *Without /t/, what sound is left?* **T&S:** */ăg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *mow (curve)* **S:** repeat. **T:** *Cut off /ō/ from the end, what sound is left?* (make cutting motion) **T&S:** */m/* *****Say sound not letter name	**T:** *hat (curve)* **S:** repeat**.** **T:** *Without /ăt/, what sound is left?* **T&S:** /h/ *****Say sound not letter name	**T:** *tag (curve)* **S:** repeat**.** **T:** *Without /ăg/, what sound is left?* **T&S:** */t/* *****Say sound not letter name

Medial Sound: Same or Different?
Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

T: *gem /ĕ/, stick /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, gem and stick have different middle sounds, /ĕ/ and /ĭ/.*	**T:** *hum /ŭ/, pup /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, hum and pup have the same middle sound, /ŭ/.*	**T:** *pop /ŏ/, nod /ŏ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, pop and nod have the same middle sound, /ŏ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Map, mip, mop, and mup made mud.

1 DAY 4

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

1 DAY 4

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *lump, bump*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: stump/pump, shake/rake, flake/cake.

Manipulating Syllables: Adding Syllables.
Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: *large* **S:** repeat. **T:** *Add /er/ to the end of large.* **T&S:** *larger*	**T:** *big* **S:** repeat. **T:** *Add /er/ to the end of big.* **T&S:** *bigger*	**T:** *small* **S:** repeat. **T:** *Add /er/ to the end of small.* **T&S:** *smaller*	**T:** *heavy* **S:** repeat. **T:** *Add /er/ to the end of heavy.* **T&S:** *heavier*	**T:** *light* **S:** repeat. **T:** *Add /er/ to the end of light.* **T&S:** *lighter*

Initial Sound: Delete Initial Sound.
Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *nap (curve)* **S:** repeat. **T:** *Without* /n/, *what sound is left?* **T&S:** */ăp/* *****Say sound not letter name	**T:** *van (curve)* **S:** repeat. **T:** *Without /v/, what sound is left?* **T&S:** */ăn/* *****Say sound not letter name	**T:** *did (curve)* **S:** repeat. **T:** *Without /d/, what sound is left?* **T&S:** */ĭd/* *****Say sound not letter name

Final Sound: Delete Final Sound.
Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *nap (curve)* **S:** repeat. **T:** *Cut off /ăp/ from the end, what sound is left?* (make cutting motion) **T&S:** */n/* *****Say sound not letter name	**T:** *van (curve)* **S:** repeat. **T:** Without */ăn/*, what sound is left? **T&S:** /v/ *****Say sound not letter name	**T:** *did (curve)* **S:** repeat. **T:** Without */ĭd/*, what sound is left? **T&S:** /d/ *****Say sound not letter name

Medial Sound: Same or Different?
Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

T: *chip, /ĭ/ big /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, chip and big have the same middle sound, /ĭ/.*	**T:** *his /ĭ/, ship /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, his and ship have the same middle sound, /ĭ/.*	**T:** *cab /ă/, bet /ĕ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** No, *cab and bet have different middle sounds, /ă/ and /ĕ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Boris **baked beans** with **<u>bedhead</u>**.

1 DAY 5

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

1 DAY 5

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Support students' ability to produce new rhyming words. Nonsense words are acceptable responses.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *feed, seed*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: weed/read, note/goat, vote/float.

Manipulating Syllables: Adding Syllables.
Support students' ability to add a syllable onto an ending of a word. All endings added are suffixes.

Directions:

1. Say a word.
2. Students repeat the word.
3. Tell students to add a new ending to the word.
4. Teacher and students respond together to make the new word.

T: *large* **S:** repeat. **T:** *Add /est/ to the end of large.* **T&S:** *largest*	**T:** *big* **S:** repeat. **T:** *Add /est/ to the end of big.* **T&S:** *biggest*	**T:** *little* **S:** repeat. **T:** *Add /est/ to the end of little.* **T&S:** *littlest*	**T:** *small* **S:** repeat. **T:** *Add /est/ to the end of small.* **T&S:** *smallest*	**T:** *tiny* **S:** repeat. **T:** *Add /est/ to the end of tiny.* **T&S:** *tiniest*

Initial Sound: Delete Initial Sound.
Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the initial sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *zip (curve)* **S:** repeat. **T:** *Without* /z/, *what sound is left?* **T&S:** */ĭp/* *****Say sound not letter name	**T:** *hit (curve)* **S:** repeat. **T:** *Without /h/, what sound is left?* **T&S:** */ĭt/* *****Say sound not letter name	**T:** *wig (curve)* **S:** repeat. **T:** *Without /w/, what sound is left?* **T&S:** */ĭg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
Support students' ability to delete the ending sound of a one-syllable word and isolate the remaining sound left.

Directions:
1. Tell students to listen to a word and repeat it.
2. Delete the final sound and ask students what sound remains.
3. Together, with students, say the sound that remains.

T: *zip (curve)* **S:** repeat. **T:** *Cut off /ĭp/ from the end, what sound is left?* (make cutting motion) **T&S:** */z/* *****Say sound not letter name	**T:** *hit (curve)* **S:** repeat. **T:** *Without /ĭt/, what sound is left?* **T&S:** */h/* *****Say sound not letter name	**T:** *wig (curve)* **S:** repeat. **T:** *Without /ĭg/, what sound is left?* **T&S:** */w/* *****Say sound not letter name

Medial Sound: Same or Different?
Support students' ability to recognize if the medial sounds of two words are the same or different.

Directions:

1. Tell students to listen to two words.
2. Tell them to repeat each word and decide if they have the same middle sound or different middle sound.
3. If they have the same sound, tell them to respond with the American Sign Language (ASL) symbol for yes. If they have a different sound, tell them to respond with the ASL symbol for no.

T: *rot /ŏ/, hen /ĕ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, rot and hen have different middle sounds, /ŏ/ and /ĕ/.*	**T:** *ran /ă/, lap/ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, ran and lap have the same middle sound, /ă/.*	**T:** *shut /ŭ/, bud /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, shut and bud have the same middle sound, /ŭ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Grumpy great **grandpa** ate **granola**.

2 DAY 1

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

2 DAY 1

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *cool, tool*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: stool/school, vine/nine, shine/mine.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *cleaner* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /er/?*
T&S: *clean* (place one hand out, palm facing up)

Repeat the activity with the following words: neater, slower, colder, lower.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *dot (curve)* **S:** repeat. **T:** *Without /d/, what sound is left?* **T&S:** */ŏt/* *****Say sound not letter name	**T:** *fox (curve)* **S:** repeat. **T:** *Without /f/, what sound is left?* **T&S:** */ŏks/* *****Say sound not letter name	**T:** *hop (curve)* **S:** repeat. **T:** *Without /h/, what sound is left?* **T&S:** */ŏp/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *dot (curve)* **S:** repeat. **T:** *Cut off /ŏt/ from the end, what sound is left?* (make cutting motion) **T&S:** */d/* *****Say sound not letter name	**T:** *fox (curve)* **S:** repeat **.** **T:** *Without /ŏks/, what sound is left?* **T&S:** /f/ *****Say sound not letter name	**T:** *hop (curve)* **S:** repeat. **T:** *Without /ŏp/, what sound is left?* **T&S:** /h/ *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *tag /ă/, map /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, tag and map have the same middle sound, /ă/.*	**T:** *shin /ĭ/, thumb /u/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, shin and thumb have different middle sounds, /ĭ/ and /u/.*	**T:** *wick/ĭ/, did /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, wick and did have the same middle sound, /ĭ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Boss **baker** builds **big breads.**

2 DAY 2

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

2 DAY 2

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *low, slow*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: show/know, tale/pail, whale/rail.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *nicest* (place palms face down on belly, hands overlap)
S: repeat (with movement)
T: *What is left when you take away /est/?*
T&S: *nice* (place one hand out, palm facing up)

Repeat the activity with the following words: darkest, largest, highest, greatest.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *not (curve)* **S:** repeat. **T:** *Without /n/, what sound is left?* **T&S:** */ŏt/* *****Say sound not letter name	**T:** *mom (curve)* **S:** repeat. **T:** *Without /m/, what sound is left?* **T&S:** */ŏm/* *****Say sound not letter name	**T:** *jog (curve)* **S:** repeat. **T:** *Without /j/, what sound is left?* **T&S:** */ŏg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *not (curve)* **S:** repeat. **T:** *Cut off /ŏt/ from the end, what sound is left?* (make cutting motion) **T&S:** */n/* *****Say sound not letter name	**T:** *mom (curve)* **S:** repeat. **T:** *Without /ŏm/, what sound is left?* **T&S:** /m/ *****Say sound not letter name	**T:** *jog (curve)* **S:** repeat. **T:** *Without /ŏg/ what sound is left?* **T&S:** /j/ *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *bed /ĕ/, ten /ĕ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, bed and ten have the same middle sound, /ĕ/.*	**T:** *rag /ă/, fan /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, rag and fan have the same middle sound, /ă/.*	**T:** *met /ĕ/, <u>sag</u> /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, met and <u>sag</u> have different middle sounds, /ĕ/ and /ă/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: The missing **<u>martian</u> missed <u>Mars</u>**.

2 DAY 3

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

2 DAY 3

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *seek*, *leak*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: cheek/weak, look/book, shock/took.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *fellow* (place palms face down on belly, hands overlap)
S: repeat (with movement)
T: *What is left when you take away /ow/?*
T&S: *fell* (place one hand out, palm facing up)

Repeat the activity with the following words: window, yellow, pillow, jello.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *sun (curve)* **S:** repeat. **T:** *Without /s/, what sound is left?* **T&S:** */ŭn/* *****Say sound not letter name	**T:** *pup (curve)* **S:** repeat. **T:** *Without /p/, what sound is left?* **T&S:** */ŭp/* *****Say sound not letter name	**T:** *hug (curve)* **S:** repeat. **T:** *Without /h/, what sound is left?* **T&S:** */ŭg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *sun (curve)* **S:** repeat. **T:** *Cut off /ŭn/ from the end, what sound is left?* (make cutting motion) **T&S:** */s/* *****Say sound not letter name	**T:** *pup (curve)* **S:** repeat**.** **T:** *Without /ŭp/, what sound is left?* **T&S:** /p/ *****Say sound not letter name	**T:** *hug (curve)* **S:** repeat**.** **T:** *Without /ŭg/, what sound is left?* **T&S:** */h/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *red /ĕ/, bell /ĕ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, red and bell have the same middle sound, /ĕ/.*	**T:** *sap /ă/, cap /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, sap and cap have the same middle sound, /ă/.*	**T:** *dug /ŭ/, bun /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, dug and bun have the same middle sound, /ŭ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Grumpy **green <u>grinch</u>** gave great **gifts**.

2 DAY 4

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

2 DAY 4

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *wish, dish*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: mouth/south, such/hutch, fresh/mesh.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *laughter* (place palms face down on belly, hands overlap)
S: repeat (with movement)
T: *What is left when you take away /ter/?*
T&S: *laugh* (place one hand out, palm facing up)

Repeat the activity with the following words: bravest, powder, shortest, order.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *bun (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:** */ŭn/* *****Say sound not letter name	**T:** *nut (curve)* **S:** repeat. **T:** *Without /n/, what sound is left?* **T&S:** */ŭt/* *****Say sound not letter name	**T:** *beg (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:** */ĕg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *bun (curve)* **S:** repeat. **T:** *Cut off /ŭn/ from the end, what sound is left?* (make cutting motion) **T&S:** */b/* *****Say sound not letter name	**T:** *nut (curve)* **S:** repeat. **T:** Without */ŭt/,* what sound is left? **T&S:** /n/ *****Say sound not letter name	**T:** *beg (curve)* **S:** repeat**.** **T:** Without */ĕg/*, what sound is left? **T&S:** */b/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *pop /ŏ/, box /ŏ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, pop and box have the same middle sound, /ŏ/.*	**T:** *hiss /ĭ/, pit /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, hiss and pit have the same middle sound, /ĭ/.*	**T:** *chess /ĕ/, <u>dash</u> /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, chess and <u>dash</u> have different middle sounds, /ĕ/ and /ă/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Shrimps **sing super <u>sharp</u>** songs.

2 DAY 5

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

2 DAY 5

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *chore*, *shore*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: chick/thick, ship/chip, chop/shop.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *painter* (place palms face down on belly, hands overlap)
S: repeat (with movement)
T: *What is left when you take away /er/?*
T&S: *paint* (place one hand out, palm facing up)

Repeat the activity with the following words: longest, louder, number, member.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *pom (curve)* **S:** repeat. **T:** *Without /p/, what sound is left?* **T&S:** */ŏm/* *****Say sound not letter name	**T:** *lap (curve)* **S:** repeat. **T:** *Without /l/, what sound is left?* **T&S:** */ăp/* *****Say sound not letter name	**T:** *lag (curve)* **S:** repeat. **T:** *Without /l/, what sound is left?* **T&S:** */ăg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *pom (curve)* **S:** repeat. **T:** *Cut off /ŏm/ from the end, what sound is left?* (make cutting motion) **T&S:** */p/* *****Say sound not letter name	**T:** *lap (curve)* **S:** repeat. **T:** *Without /ăp/, what sound is left?* **T&S:** */l/* *****Say sound not letter name	**T:** *lag (curve)* **S:** repeat**.** **T:** *Without /ăg/, what sound is left?* **T&S:** */l/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *bug /ŭ/, luck /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, bug and luck have the same middle sound, /ŭ/.*	**T:** *hot /ŏ/, won /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, hot and won have different middle sounds, /ŏ/ and /ŭ/.*	**T:** *yet /ĕ/, pot /ŏ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, yet and pot have different middle sounds, /ĕ/ and /ŏ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Fuzzy funny Fred fried fish.

3 DAY 1

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

3 DAY 1

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *dish, swish*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: fish/squish, cash/flash, bash/mash.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *winter* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /er/?*
T&S: *wint* (place one hand out, palm facing up)

Repeat the activity with the following words: rubber, chowder, letter, kindest.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *jet (curve)* **S:** repeat. **T:** *Without /j/, what sound is left?* **T&S:** */ĕt/* *****Say sound not letter name	**T:** *bed (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:** */ĕd/* *****Say sound not letter name	**T:** *leg (curve)* **S:** repeat. **T:** *Without /l/, what sound is left?* **T&S:** */ĕg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *jet (curve)* **S:** repeat. **T:** *Cut off /ĕt/ from the end, what sound is left?* (make cutting motion) **T&S:** */j/* *****Say sound not letter name	**T:** *bed (curve)* **S:** repeat. **T:** *Without /ĕd/, what sound is left?* **T&S:** /b/ *****Say sound not letter name	**T:** *leg (curve)* **S:** repeat. **T:** *Without /ĕg/, what sound is left?* **T&S:** /l/ *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *name, /ā/ vase /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, name and vase have the same middle sound, /ā/.*	**T:** *hole /ō/, weed /ē/* (make curve with each word) **S:** repeat . **S:** ASL symbol for no **T:** *No, hole and weed have different middle sounds, /ō/ and /ē/.*	**T:** *size /ī/, ripe /ī/* (make curve with each word) **S:** repeat . **S:** ASL symbol for yes **T:** *Yes, size and ripe have the same middle sound, /ī/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Boys blow **blue bubbles**.

3 DAY 2

❒ *Lesson Objectives*

TN Foundational Skills Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

3 DAY 2

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *blush*, *brush*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: mush/crush, clinch/pinch, finch/cinch.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *tallest* (place palms face down on belly, hands overlap)
S: repeat (with movement)
T: *What is left when you take away /est/?*
T&S: *tall* (place one hand out, palm facing up)

Repeat the activity with the following words: brightest, taller, snowy, cozy

Initial Sound: Delete Initial Sound.

See directions in previous lessons if needed.

T: *men (curve)* **S:** repeat. **T:** *Without /m/, what sound is left?* **T&S:** */ĕn/* *****Say sound not letter name	**T:** *leg (curve)* **S:** repeat. **T:** *Without /l/, what sound is left?* **T&S:** */ĕg/* *****Say sound not letter name	**T:** *cup (curve)* **S:** repeat. **T:** *Without /k/, what sound is left?* **T&S:** */ŭp/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *men (curve)* **S:** repeat. **T:** *Cut off /ĕn/ from the end, what sound is left?* (make cutting motion) **T&S:** */m/* *****Say sound not letter name	**T:** *leg (curve)* **S:** repeat. **T:** *Without /ĕg/, what sound is left?* **T&S:** /l/ *****Say sound not letter name	**T:** *cup (curve)* **S:** repeat. **T:** *Without /ŭp/ what sound is left?* **T&S:** */k/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *dime /ī/, race /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, dime and race have different middle sounds, /ī/ and /ā/.*	**T:** *seem /ē/, peek /ē/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, seem and peek have the same middle sound, /ē/.*	**T:** *flute /ū/, Jack /ă//* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, flute and Jack have different middle sounds, /ū/ and /ă/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Wish and **wash** as you **<u>waddle</u>**.

3 DAY 3

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

3 DAY 3

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *screech, speech*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: reach/bleach, hunch/bunch, punch/crunch.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *pinkest* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /est/?*
T&S: *pink* (place one hand out, palm facing up)

Repeat the activity with the following words: latest, staying, frying, drying.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *Tom (curve)* **S:** repeat. **T:** *Without /t/, what sound is left?* **T&S:** */ŏm/* *****Say sound not letter name	**T:** *pot (curve)* **S:** repeat. **T:** *Without /p/, what sound is left?* **T&S:** */ŏt/* *****Say sound not letter name	**T:** *bug (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:** */ŭg/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *Tom (curve)* **S:** repeat. **T:** *Cut off /ŏm/ from the end, what sound is left?* (make cutting motion) **T&S:** */t/* *****Say sound not letter name	**T:** *pot (curve)* **S:** repeat**.** **T:** *Without /ŏt/, what sound is left?* **T&S:** /p/ *****Say sound not letter name	**T:** *bug (curve)* **S:** repeat**.** **T:** *Without /ŭg/, what sound is left?* **T&S:** */b/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *gnat /ă/, <u>zap</u> /ă/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, gnat and <u>zap</u> have the same middle sound, /ă/.*	**T:** *cake /ā/, note /ō/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, cake and note have different middle sounds, /ā/ and /ō/.*	**T:** *side /ī/, type /ī/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, side and type have the same middle sound, /ī/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Bonnie wore a **buckle** on her **<u>bonnet.</u>**

3 DAY 4

❒ *Lesson Objectives*

TN Foundational Skills Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PKFl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

3 DAY 4

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *pot, got*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: spot/not, cob/knob, Bob/slob.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *teacher* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /er/?*
T&S: *teach* (place one hand out, palm facing up)

Repeat the activity with the following words: runner, dancer, writer, longer.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *set (curve)* **S:** repeat. **T:** *Without /s/, what sound is left?* **T&S:** */ĕt/* *****Say sound not letter name	**T:** *led (curve)* **S:** repeat. **T: W***ithout /l/, what sound is left?* **T&S:** */ĕd/* *****Say sound not letter name	**T:** *Kim (curve)* **S:** repeat. **T:** *Without /k/, what sound is left?* **T&S:** */ĭm/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *set (curve)* **S:** repeat. **T:** *Cut off /ĕt/ from the end, what sound is left?* (make cutting motion) **T&S:** */s/* *****Say sound not letter name	**T:** *led (curve)* **S:** repeat. **T:** Without */ĕd/,* what sound is left? **T&S:** /l/ *****Say sound not letter name	**T:** *Kim (curve)* **S:** repeat**.** **T:** Without */ĭm/*, what sound is left? **T&S:** */k/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *code /ō/, load /ō/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, code and load have the same middle sound, /ō/.*	**T:** *came /ā/, fade /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, came and fade have the same middle sound, /ā/.*	**T:** *food /oo/, date /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, food and and date have different middle sounds, /oo/ and /ā/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Little lambs laughed long.

3 DAY 5

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

3 DAY 5

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *shock, sock*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: log/clog, shop/top, stop/mop.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *sweetest* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /est/?*
T&S: *sweet* (place one hand out, palm facing up)

Repeat the activity with the following words: brightest, coolest, cheapest, strongest.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *dig (curve)* **S:** repeat. **T:** *Without /d/, what sound is left?* **T&S:** */ĭg/* *****Say sound not letter name	**T:** *cut (curve)* **S:** repeat. **T:** *Without /k/, what sound is left?* **T&S:** */ŭt/* *****Say sound not letter name	**T:** *bop (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:***/ŏp/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *dig (curve)* **S:** repeat. **T:** *Cut off /ĭg/ from the end, what sound is left?* (make cutting motion) **T&S:** */d/* *****Say sound not letter name	**T:** *cut (curve)* **S:** repeat. **T:** *Without /ŭt/, what sound is left?* **T&S:** */k/* *****Say sound not letter name	**T:** *bop (curve)* **S:** repeat. **T:** *Without /ŏp/, what sound is left?* **T&S:** */b/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *<u>rake</u> /ā/, Dave /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, <u>rake</u> and Dave have the same middle sound, /ā/.*	**T:** *nope /ō/, cube /ū/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, nope and cube have different middle sounds, /ō/ and /ū/.*	**T:** *tape /ā/, made /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, tape and made have the same middle sound, /ā/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Lazy lizards largely **lump** on the stump.

4 DAY 1

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

4 DAY 1

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *drink, sink*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: think/link, glad/sad, chill/fill.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *thankful* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /ful/?*
T&S: *thank* (place one hand out, palm facing up)

Repeat the activity with the following words: grateful, parking, pleading, leading.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *you (curve)* **S:** repeat. **T:** *Without /y/, what sound is left?* **T&S:** */oo/* *****Say sound not letter name	**T:** *dab (curve)* **S:** repeat. **T:** *Without /d/, what sound is left?* **T&S:** */ăb/* *****Say sound not letter name	**T:** *rib (curve)* **S:** repeat. **T:** *Without /r/, what sound is left?* **T&S:** */ĭb/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *you (curve)* **S:** repeat. **T:** *Cut off /oo/ from the end, what sound is left?* (make cutting motion) **T&S:** */y/* *****Say sound not letter name	**T:** *dab (curve)* **S:** repeat. **T:** *Without /ăb/, what sound is left?* **T&S:** /d/ *****Say sound not letter name	**T:** *rib (curve)* **S:** repeat. **T:** *Without /ĭb/, what sound is left?* **T&S:** /r/ *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *poke /ō/, note /ō/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, poke and note have the same middle sound, /ō/.*	**T:** *hope /ō/, lime /ī/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, hope and lime have different middle sounds, /ō/ and /ī/.*	**T:** *teach /ē/, beat /ē/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, teach and beat have the same middle sound, /ē/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Lucky Lucy licked lollipops.

4 DAY 2

❒ *Lesson Objectives*

Lesson Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

4 DAY 2

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *Pam, jam*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: thick/pick, damp/camp, stamp/ramp.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *showy* (place palms face down on belly, hands overlap)
S: repeat (with movement)
T: *What is left when you take away /ē/?*
T&S: *show* (place one hand out, palm facing up)

Repeat the activity with the following words: flowy, sticking, sticky, licking

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *fin (curve)* **S:** repeat. **T:** *Without /f/, what sound is left?* **T&S:** */ĭn/* *****Say sound not letter name	**T:** *sag (curve)* **S:** repeat. **T:** *Without /s/, what sound is left?* **T&S:** */ăg/* *****Say sound not letter name	**T:** *doll (curve)* **S:** repeat. **T:** *Without /d/, what sound is left?* **T&S:** */ŏl/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *fin (curve)* **S:** repeat. **T:** *Cut off /ĭn/ from the end, what sound is left?* (make cutting motion) **T&S:** */f/* *****Say sound not letter name	**T:** *sag (curve)* **S:** repeat. **T:** *Without /ăg/, what sound is left?* **T&S:** */s/* *****Say sound not letter name	**T:** *doll (curve)* **S:** repeat. **T:** *Without /ŏl/ what sound is left?* **T&S:** */d/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *log /ŏ/, not /ŏ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, log and dot have the same middle sound, /ŏ/.*	**T:** *bell /ĕ/, pop /ŏ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, bell and pop have different middle sounds, /ĕ/ and /ŏ/.*	**T:** *cub /ŭ/, hut /ŭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, cub and hut the same middle sound, /ŭ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: The **grinch gathered greens** grouchily.

4 DAY 3

❒ *Lesson Objectives*

TN Foundational Skills Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

4 DAY 3

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *kit, fit*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: quit/bit, slid/hid, pig/wig.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *packing* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /ing/?*
T&S: *pack* (place one hand out, palm facing up)

Repeat the activity with the following words: laughed, slowly, pelted, needy.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *mix (curve)* **S:** repeat. **T:** *Without /m/, what sound is left?* **T&S:** */ĭks/* *****Say sound not letter name	**T:** *wax (curve)* **S:** repeat. **T:** *Without /w/, what sound is left?* **T&S:** */ăks/* *****Say sound not letter name	**T:** *box (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:** */ŏks/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *mix (curve)* **S:** repeat. **T:** *Cut off /ĭks/ from the end, what sound is left?* (make cutting motion) **T&S:** */m/* *****Say sound not letter name	**T:** *wax (curve)* **S:** repeat**.** **T:** *Without /ăks/, what sound is left?* **T&S:** /w/ *****Say sound not letter name	**T:** *box (curve)* **S:** repeat**.** **T:** *Without /ŏks/, what sound is left?* **T&S:** */b/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *comb /ō/, foam /ō/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, comb and foam have the same middle sound, /ō/.*	**T:** *bake /ā/, keep /ē/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, bake and keep have different middle sounds, /ā/ and /ē/.*	**T:** *tip /ĭ/, lit /ĭ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, tip and lit have the same middle sound, /ĭ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Top the basket with **tisket** and **tasket**.

4 DAY 4

❒ *Lesson Objectives*

TN Foundational Skills Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

4 DAY 4

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *snap, nap*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: rag/drag, cup/pup, tub/sub.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word. All words are changed from two syllables to one syllable.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *forming* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /ing/?*
T&S: *form* (place one hand out, palm facing up)

Repeat the activity with the following words: <u>looming</u>, <u>blooming,</u> many, messy.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *Ted (curve)* **S:** repeat. **T:** *Without /t/, what sound is left?* **T&S:** */ĕd/* *****Say sound not letter name	**T:** *Ben (curve)* **S:** repeat. **T:** *Without /b/, what sound is left?* **T&S:** */ĕn/* *****Say sound not letter name	**T:** *sock (curve)* **S:** repeat. **T:** *Without /s/, what sound is left?* **T&S:** */ŏk/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *Ted (curve)* **S:** repeat. **T:** *Cut off /ĕd/ from the end, what sound is left?* (make cutting motion) **T&S:** */t/* *****Say sound not letter name	**T:** *Ben (curve)* **S:** repeat. **T:** Without */ĕn/,* what sound is left? **T&S:** /b/ *****Say sound not letter name	**T:** *sock (curve)* **S:** repeat**.** **T:** Without */ŏk/*, what sound is left? **T&S:** */s/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *lime /ī/, vine /ī/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, lime and vine have the same middle sound, /ī/.*	**T:** *lock /ŏ/, size /ī/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, lock and size have different middle sounds, /ŏ/ and /ī/.*	**T:** *<u>cape</u> /ā/, make /ā/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, <u>cape</u> and and ma ke have the same middle sound, /ā/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Silver shells stuffed with **snail**s.

4 DAY 5

❒ *Lesson Objectives*

TN Foundational Skills Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Students will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Begin to pronounce and identify syllables in familiar words and words in a sentence (PK.FL.PA.2.b)
- ✓ Begin to blend and segment onsets and rhymes of single-syllable and compound words (PK.FL.PA.2.c)
- ✓ Begin to isolate and recognize the initial and/or final sounds (phonemes) in words (PK.FL.PA.2.d)
- ✓ Perform activities requiring small muscle control (PK.Fl.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Nursery Rhymes	W	**Nursery Rhyme Recitation**	Nursery Rhymes and Songs Posters or Charts	10
Rhyme Activity ***Manipulate Syllables***	W	**Find the Rhyme** **Break it Up**	No materials are needed. Instructions for oral activity are included within this teacher guide.	
SKILLS: Rotating Small Groups				
Small Group 1 ***Initial Sound Recognition*** ***Final Sound Recognition*** ***Medial Sound Recognition*** ***Alliteration***	S	**Warm-Ups Welcome Song** **Snatch the Sound** **Silly Sentences**	No materials are needed. Instructions for oral activity are included within this teacher guide.	10
Select Learning Centers ***(for children waiting for or already participated in Small Group 1 or 2)***	S	**Mystery Sound Bag** **Alphabet knowledge and name recognition** **Fine Motor activities**	Drawstring cloth bag with 5 objects inside Easel; paint/crayons/chalk; paper Play dough, name/photo transition cards, alphabet cookie cutters Tongs, objects, containers, trays	10

4 DAY 5

❒ *Lessons*

Rhyme Activity: Make the Rhyme.

Directions:

1. Tell students to listen to two words that rhyme and repeat both words.
2. Have students generate one new word that rhymes. (Call on individual students or encourage whole class to respond.)

T: *had, bad*
S: repeat.
S: _____ (a word that rhymes)

Repeat the activity with the following pairs of words: pack/quack, six/fix, rock/lock.

Manipulating Syllables: Deleting Syllables.
Support students' ability to delete a syllable from the ending of a two-syllable word.

Directions:

1. Say a word.
2. Students repeat the two-syllable word.
3. Tell students to delete the ending syllable.
4. Teacher and students respond together to make the new one-syllable word.

T: *lasting* (place palms face down on belly, hands overlap)
S: repeat *(*with movement)
T: *What is left when you take away /ing/?*
T&S: *last* (place one hand out, palm facing up)

Repeat the activity with the following words: dumping, mowing, drinking, blinking.

Initial Sound: Delete Initial Sound.
See directions in previous lessons if needed.

T: *tap (curve)* **S:** repeat. **T:** *Without /t/, what sound is left?* **T&S:** */ăp/* *****Say sound not letter name	**T:** *lid (curve)* **S:** repeat. **T:** *Without /l/, what sound is left?* **T&S:** */ĭd/* *****Say sound not letter name	**T:** *got (curve)* **S:** repeat. **T:** *Without /g/, what sound is left?* **T&S:** */ŏt/* *****Say sound not letter name

Final Sound: Delete Final Sound.
See directions in previous lessons if needed.

T: *tap (curve)* **S:** repeat. **T:** *Cut off /ăp/ from the end, what sound is left?* (make cutting motion) **T&S:** */t/* *****Say sound not letter name	**T:** *lid (curve)* **S:** repeat. **T:** *Without /ĭd/, what sound is left?* **T&S:** */l/* *****Say sound not letter name	**T:** *got (curve)* **S:** repeat. **T:** *Without /ŏt/, what sound is left?* **T&S:** */g/* *****Say sound not letter name

Medial Sound: Same or Different?
See directions in previous lessons if needed.

T: *soap /ō/, cope /ō/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, soap and cope have the same middle sound, /ō/.*	**T:** *pan /ā/, fin /ī/* (make curve with each word) **S:** repeat. **S:** ASL symbol for no **T:** *No, pan and fin have different middle sounds, /ā/ and /ī/.*	**T:** *less /ĕ/, set /ĕ/* (make curve with each word) **S:** repeat. **S:** ASL symbol for yes **T:** *Yes, less and set have the same middle sound, /ĕ/.*

Alliteration: Silly Sentences.
See directions in previous lessons if needed.

Sentence: Green gophers **gobble garbage**.

Appendices

What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students:

If You Can Only Do One Thing and Have NO TIME (less than 15 minutes):

It is **most important** that you have crisp pronunciation of phonemes yourself so your students will hear the separate sounds when you model for them and play all the word games that make up this program.

This video, graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound.
https://www.youtube.com/watch?v=wBuA589kfMg

This blog, by Luqman Michel, a reading tutor in Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a short video of a child from Lagos, Nigeria from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation.
https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html

If You Can Do Two Things, and Can Take a Couple of Hours, Add This:

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at this link.
https://www.heggerty.org/download-assessments-and-resources

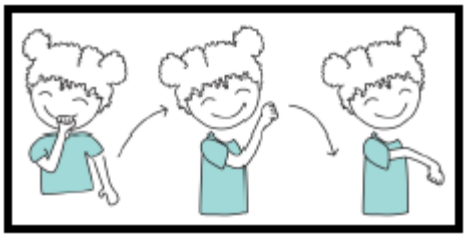
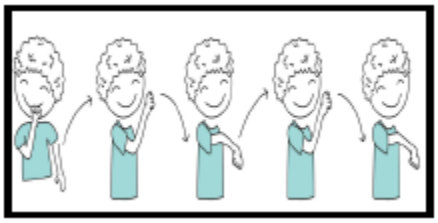
If You Can Do More, and Can Take Several Hours, Add These:

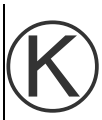
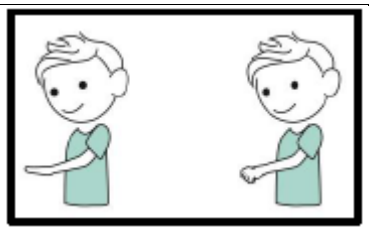
Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did several webinars for CORE. You may need to register before the links work, but the webinars are free. Here is the link. https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/

If You Want to Become Fully Advance Phonemic Awareness Immersed: Get your school or district to buy you or put in the Professional

Library copies of Dr. Kilpatrick's book: *Equipped for Reading Success*.
https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/

Glossary of Symbols and Terms
(In alphabetical order)

Breve Symbol (*/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/*)	**Short Vowel Symbol.** Small arc above a vowel to indicate it is a short vowel sound. This might also be represented without the arc. Ex: /a/ /e/ /i/ /o/ /u/
	Blending. Place hands on top of each other on the belly. Blend syllables together to make a word. To blend together a compound word, say *hand* (move palm on belly), say *stand* (move palm on belly, *handstand*).
	**Curve.** Teacher says a word and makes a curve with their arm. Students repeat the word and make the same curve with their hand. This represents the word coming out of the mouth. It is used in the curriculum to show the position of sounds in the word. Begin with a fist under your chin, open hand and stretch arm up as word is said, moving in order from the beginning, middle, and ending sounds of the word. The medial (middle) sound is said at the top of the curve. Grab the sound at the end by closing hand into fist, like you are snatching the sound from the air.
	Cut the Sound. Delete the phoneme (sound) from the beginning or ending of a word.
	**Double Curve.** Teacher says a two-syllable word and makes two curves with their arm. Students repeat the word and make the same curves with their hand.
E **Experiencing Stage**	**Experiencing:** First stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering

 **Knowing Stage**	**Knowing:** Second stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
Macron Symbol (*/ā/, /ē/, /ī/, /ō/, /ū/*)	**Long Vowel Symbol.** Straight line above the vowel to indicate a long vowel sound.
Mastering Stage	**Mastering:** Third and final stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
Mix It Up! Activities	Teachers lead students through quick exercises that contain a review of the skills they worked on in earlier weeks to keep students on their toes and to give students who haven't yet reached mastery more practice opportunities.
	No (American Sign Language, ASL). Students answer no to questions during a lesson. Open and close thumb and index finger/middle finger together. This action is used in preschool lessons.
Onset	The first part of each word. For example, /b/ is the onset of /bat/.
Phoneme	Smallest unit of sound.
Phonemic Awareness	Ability to identify and manipulate individual sounds in spoken words.
Rime	The rest of the word, after the onset. It is usually made up of the vowels and final consonants. For example, /at/ is the rime of /bat/.
	Segmenting Syllables. Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say *hand* (first syllable), place second hand upwards, say *stand* (second syllable), *handstand*.
	**Snatch the Sound.** An action or motion completed with your hand in isolation or after the word curve. In pre-K, use this motion to show they snatch or isolate the initial and final sound of a word. In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).

Syllable	Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, it has one vowel sound. Whereas nap/kin is a two-syllable word, it has two vowel sounds.
	Yes (American Sign Language, ASL). Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist. This action is used in pre-K lessons.
Whip Around Assessment	Quick assessment of a single skill, done during the Mastering weeks, in groups of 5, and intended to assess mastery of that skill in just a few minutes. *Optional in pre-K since mastering of phonemic awareness is not expected so early.

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Unit 6

Teacher Guide

PRESCHOOL