



## Suggested Materials

- [Unit folder resources:](#)
  - Lesson Slide Decks
  - Teacher and Student Resource Books
- Letter Mat
- Letter Wall Cards
- Letter Sound Matching activity page
- Handwriting Practice
- Learning my ABCs Book
- Writing utensils: pencils (one for each student)

## Classroom Preparation

- Gather writing utensils: pencils (one for each student)
- Display Letter Mat and Letter Wall Cards
- Review Unit and Lesson Plan
- Review Slide Deck and prepare to use it in the lesson
- Prepare Formative Assessment

## Teaching notes:

In this unit, students will explore letter identification, corresponding letter sounds, and corresponding letter formation. Letters for this unit are:

Oo /o/ Olive Oo, Vv /v/ Vase Vv, Bb /b/ Bear Bb, Uu /u/ Up Uu,  
Aa /a/ Apple Aa, Qq /kw/ Queen Qq.

It is important to use the articulatory gestures guidance with students to help them reflect on their sound production and appropriate mouth formation for each letter sound.

## Additional information



### Differentiation ideas:

It is especially important that teachers make data-informed decisions on the supports students may need during the lesson. Therefore, a key instructional practice is to use data to support students in this lesson with intervention, practice, or acceleration. The table below provides some ideas that will support all students with the content, standards, and learning experiences found in this lesson.

#### Teacher-directed:

- Use articulatory gestures for additional support with targeted skills explored in the lesson.

#### Practice:

- Give more opportunities to practice the skills explored in the lesson by repeating portions of the lesson that would help students understand the skill.

#### Acceleration:

- Provide opportunities for students to explore more complex skills that build upon the skills explored in this lesson with a partner or independently.

For the instructional focus of this unit, see the teaching notes above, and the learning targets in each Reading Readiness & Phonics Lesson Slide Deck.



### Rhyme With Me!

**SAY:**

*Rhyming is when the words sound the same at the end like f-un, s-un, and, r-un! We are going to say our Rhyme With Me chant! Repeat the chant after me! "It's rhyme time! We are going to have a fine time rhyming together today!"*

**DO:**

Say one sentence at a time of the Rhyme With Me chant and ask the students to repeat after you.

*Let's practice our rhyming skills! When I say a word, you say a rhyme. Ok?*

Wait for the students to say yes. Repeat directions as needed.

*Think about a word that rhymes with sat. Whisper the word in your hand and hold it tight. We will share after we all have a chance to think first.*

Listen and watch as students think of a word. Provide support as needed.

*Ok, let's hear them. What word rhymes with sat?*

Repeat rhyme practices with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

**Rhyme List:** sat, click, dock, slip, dot, knat

## Words are Broken into Syllables!

**SAY:**

*We are going to say our Words are Broken into Syllables chant! Repeat the chant after me!*

*"Words are broken up into syllables!  
Words are broken into syllables, to help us  
catch the rhythm and beat!"*

**DO:**

Say one sentence at a time of the Word are Broken into Syllables chant and ask the students to repeat after you.

*Let's practice our hearing syllables in words! Raise a quiet hand if you have ever heard of the word "syllable." A syllable is a beat in a word. So, if I say my name: \_\_\_\_\_, I can clap out the beats in my name. Those are the syllables. Names and words can have 1, 2, or more syllables!*

*Now we are going to look at the Name Chart [previously pre-created by teacher]. Is there anybody that can see their name written on this chart?*

Choose a student with a two-syllable name to come up to the chart and point to their name.

*Let's clap out the beats in your name.*

Clap out the beats in their name.

*How many claps did we hear? Let's try another one. It will be your job to count the syllables in a spoken word/name.*

Follow the same procedure with a couple more students. Repeat 2-3 times.



## Learning Letters: Bb

### SAY:

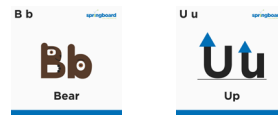
*We are going to say our Learning Letters chant! Repeat the chant after me!  
"It's time to learn our letters!  
It's time to learn our letters to help us learn to read."*

*We are going to learn our first letter today!  
First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.*

*Now our letter for today... is the letter "Bb"!*

*This is the letter Bb /b/ Bear Bb. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.*

### DO:



Use the articulatory gestures guidance with students to help with sound production and appropriate mouth formation

Say one sentence at a time of the Learning Letters chant and ask the students to repeat after you.

Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Show the letter "Bb" **wall card**.

Check in with each student to confirm the correct articulation of the letter sound.

## Learning Letters: Bb (cont.)

**SAY:**

*This is the letter Bb /b/ Bear Bb. Bears hibernate or go into a deep sleep during the winter when it is really cold. "Bb /b/ Bear Bb" This is uppercase "B" and the lowercase "b" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.*

*Now your turn.*

*Now let's write uppercase "Bb" in the air. Get out your air pencils!*

*Now let's write lowercase "Bb" in the air. Get out your air pencils!*

*Now let's find the letter "Bb" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you. Great thinking! You know the letter "Bb /b/ Bear Bb"!*

**DO:**

Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.

Lead students to say the name, the word, and the sound several times. "Bb /b/ Bear Bb"

Model how to start from the top and write the uppercase letter "Bb" in the air.

Model how to start from the top and write the lowercase letter "Bb" in the air.



## Learning Letters: Uu

### SAY:

*We are going to learn another today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.*

*Now our next letter for today... is the letter "Uu"!*

*This is the letter Uu /u/ Up Uu. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.*

*This is the letter Uu /u/ Up Uu. We can point up into the sky to look up at the clouds. "Uu /u/ Up Uu". This is uppercase "U" and the lowercase "u" (point to each as you say it).*

*Now your turn.*

*Now let's write uppercase "Uu" in the air. Get out your air pencils!*

*Now let's write lowercase "Uu" in the air. Get out your air pencils!*

*Now let's find the letter "Uu" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you. Great thinking! You know the letter "Uu /u/ Up Uu"!*

### DO:

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Show the letter "Uu" **wall card**.

Check in with each student to confirm the correct articulation of the letter sound.

Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.

Lead students to say the name, the word, and the sound several times. "Uu /u/ Up Uu"

Model how to start from the top and write the uppercase letter "Uu" in the air.

Model how to start from the top and write the lowercase letter "Uu" in the air.

I Know Letter Names and Sounds!



**SAY:**

*We are going to say our I Know Letter Names and Sounds chant! Repeat the chant after me!  
“I know my letters!  
I know my letter sounds, too!”*

*We are going to zoom in on our letter names and sounds for today. What letters did we explore today? Share with a partner.*

*Yes, we looked at the letters “Bb /b/ Bear Bb” and “Uu /u/ Up Uu”.*

*Can you make the lowercase “Bb /b/ Bear Bb” letter with your body?*

*Awesome job making the letter “Bb /b/ Bear Bb”. Can you make the uppercase “Bb /b/ Bear Bb” letter with your body and this time make the letter sound 3 times when you are the “Bb /b/ Bear Bb” letter? What sound does “Bb /b/ Bear Bb” make?*

*Yes, “Bb /b/ Bear Bb” makes the /b/ sound.*

*Now we are going to zoom in on our next letter name and sound for today. What was the other letter we explored today? Share with a partner.*

*Yes, we looked at the letter “Uu /u/ Up Uu” too.*

*Can you make the “Uu /u/ Up Uu” letter with your body? How is the shape of the letter Bb different from the shape of the letter Uu? Share with a partner.*

**DO:**

Say one sentence at a time of the I Know Letter Names and Sounds chant and ask the students to repeat after you.

Use the **Letter Wall Cards** to review the letter names and sounds.

Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.

Show the letter “Bb” **wall card**.

Watch as students use their bodies to make the formation of the letter.

Watch and listen as students make the letter with their bodies and say the letter sound.

Use the **Letter Wall Cards** to review the letter names and sounds.

Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.

Show the letter “Uu” **wall card**.



## I Know Letter Names and Sounds! (cont.)

**SAY:**

*Awesome job making the letter “Uu /u/ Up Uu”. Can you make the “Uu /u/ Up Uu” letter with your body again and this time make the letter sound 3 times when you are the “Uu /u/ Up Uu” letter? What sound does “Uu /u/ Up Uu” make?*

*Yes, “Uu /u/ Up Uu” makes the /u/ sound. Great thinking! You know “Bb /b/ Bear Bb” and “Uu /u/ Up Uu”.*

**DO:**

Watch as students use their bodies to make the formation of the Uu letter. Listen as students share about how the Bb has lines and bump and the Uu a curved line.

Watch and listen as students make the letter with their bodies and say the letter sound.



## I Can Write My Letters!

**SAY:**

*We are going to say our I Can Write My Letters! chant. Repeat the chant after me!  
“I can write my letters!  
I can write my letters all by myself!”*

*Let’s review our letter names and sounds by coloring the pictures that start with our letters for today. Turn to the **Letter Sound Matching activity page**.*

*We are going to start with the letter that makes the /b/ sound. Which letter makes the /b/ sound? Share with a partner.*

*Yes, the “Bb /b/ Bear Bb” letter makes the /b/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /b/ sound like “Bb /b/ Bear Bb”.*

**DO:**

Say one sentence at a time of the I Can Write My Letters chant and ask the students to repeat after you.

Rotate to make sure all students have the **Letter Sound Matching activity page** and crayons, colored pencils, or markers.

Listen as students share with a partner the name of the letter that makes the /b/ sound.

Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /b/ sound at the beginning?



## I Can Write My Letters! (cont.)



### SAY:

Now we are going to practice writing “Bb /b/ Bear Bb”. Watch me write the uppercase B. I am going to start at the top solid line and draw down to the bottom solid line. Then I am going to draw a bump from the top solid line to the middle dotted line and then down to the bottom solid line. For the lowercase b, I am going to draw a line from the top solid line to the bottom solid line and then a circle from the middle dotted line to the bottom solid line. Your turn. Use the **Handwriting Practice** to trace the letter “Bb /b/ Bear Bb”.



Great thinking! Now we are going to focus on the letter that makes the /u/ sound. Which letter makes the /u/ sound? Share with a partner.



Yes, the “Uu /u/ Up Uu” letter makes the /u/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /u/ sound like “Uu /u/ Up Uu”.



Now we are going to practice writing “Uu /u/ Up Uu”. Watch me write the uppercase U. I am going to start at the top solid line and draw down to the bottom solid line and draw a curve line back up to the top solid line. I am going to do the same thing for the lowercase u, but this time I am going to start at the dotted line and go down to the bottom solid line and back up again to the middle dotted line. Your turn. Use the **Handwriting Practice** to trace the letter “Uu /u/ Up Uu”.



Pat yourself on the back! You did a wonderful job today!

### DO:



Use the **Handwriting Practice** to trace the letter “Bb /b/ Bear Bb”.



Listen as students share with a partner the name of the letter that makes the /u/ sound.



Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /u/ sound at the beginning?



Use the **Handwriting Practice** to trace the letter “Uu /u/ Up Uu”.

