

Lesson 3

Amazing Alliteration!



SAY

We are going to say our Alliteration chant!
Repeat the chant after me!
"It's amazing alliteration time!
When the words have the same sound as the first one!"



DO

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



SAY

Let's practice our alliteration skills! When two or more words begin with the same sound that is called alliteration. When I say some statements I want you to think of the words that begin with the same sound. Ok?



DO

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



SAY

Think about this alliteration: Andrew abandoned apples and apricots. Do any of these words begin with the same sound? Whisper the words in your hand and hold them tight. We will share after we all have a chance to think first.



DO

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

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SAY

Ok, let's hear them. Think about this alliteration: Andrew abandoned apples and apricots. Do any words begin with the same sound?



DO

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

Alliteration Statement List:

- Andrew abandoned apples and apricots.
- Quinn the queen wished for quiet after the quarrel.
- Alexander asked Aria for an aardvark.

Onset & Rime Time!



SAY

We are going to say our Onset & Rime chant!
Repeat the chant after me!
"It's Onset and Rime time!
We want to hear the beginning sounds in a word!
We want to hear the ending sounds in a word!"

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Say one sentence at a time of the Onset & Rime chant and ask the students to repeat after you.



Let's practice our Onset & Rime skills! We want to hear the beginning sound (before the vowel) or onset in a word. Like the /s/ sound in set. We want to hear the ending sound or rime (ending letters with the vowel) in the same word. Like /et/ in set. When I say some words I want you to think of the onset and rime in each word just by hearing the word. Ok?



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



Think about this word: cot. What is the beginning (onset) and ending (rime) sound of the word? Whisper the onset and rime in your hand and hold them tight. We will share after we all have a chance to think first.



Listen and watch as students think of the onset and rime. Provide support as needed.



Ok, let's hear them. Think about this word: cot. What is the beginning (onset) and ending (rime) sound of the word? c-ot.

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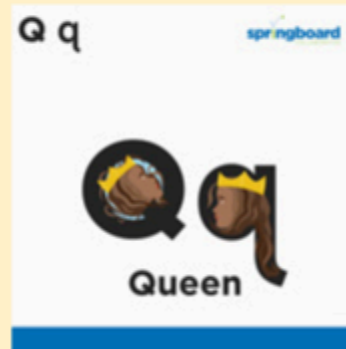


DO

Repeat onset & rime practice 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.

Onset & Rime List: dr-op, c-ot, m-ap, sl-ip, p-ack, st-ick, m-op

Learning Letters: Aa



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

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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.”



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



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.



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



Now our letter for today... is the letter “Aa”!



Show the letter “Aa” **wall card**.

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This is the letter Aa /a/ Apple Aa. 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.



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



This is the letter Aa /a/ Apple Aa. Think about the delicious taste of an apple. Yummy! "Aa /a/ Apple Aa" This is uppercase "A" and the lowercase "a" (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.



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



Now your turn.



Lead students to say the name, the word, and the sound several times. "Aa /a/ Apple Aa"

Lesson 3



SAY

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



DO

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



SAY

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



DO

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



SAY

Now let's find the letter "Aa" 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 "Aa /a/ Apple Aa"!

Learning Letters: Qq



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.

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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.



SAY

Now our next letter for today... is the letter "Qq"!



DO

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



SAY

This is the letter Qq /kw/ Queen Qq. 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

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



SAY

This is the letter Qq /kw/ Queen Qq. The queen is a strong leader! "Qq Queen /kw/ Qq". This is uppercase "Q" and the lowercase "q" (point to each as you say it).

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



Now your turn.



Lead students to say the name, the word, and the sound several times.
“Qq /kw/ Queen Qq”



Now let’s write uppercase “Qq” in the air.
Get out your air pencils!



Model how to start from the top and write the uppercase letter “Qq” in the air.



Now let’s write lowercase “Qq” in the air.
Get out your air pencils!



Model how to start from the top and write the lowercase letter “Qq” in the air.

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Now let's find the letter "Qq" 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 "Qq /kw/ Queen Qq"!

I Know Letter Names and Sounds!



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!"



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.



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

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DO

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.



SAY

Yes, we looked at the letters "Aa /a/ Apple Aa" and "Qq /kw/ Queen Qq".



DO

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



SAY

Can you make the uppercase "Aa /a/ Apple Aa" letter with your body?



DO

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



SAY

Awesome job making the letter "Aa /a/ Apple Aa". Can you make the lowercase "Aa /a/ Apple Aa" letter with your body again and this time make the letter sound 3 times when you are the "Aa /a/ Apple Aa" letter? What sound does "Aa /a/ Apple Aa" make?



DO

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



SAY

Yes, "Aa /a/ Apple Aa" makes the /a/ sound.

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DO

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



SAY

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



DO

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.



SAY

Yes, we looked at the letter "Qq /kw/ Queen Qq" too.



DO

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



SAY

Can you make the uppercase "Qq /kw/ Queen Qq" letter with your body? How is the shape of the letter Aa different from the shape of the letter Qq? Share with a partner



DO

Watch as students use their bodies to make the formation of the Qq letter. Listen as students share about how the uppercase and lowercase Aa and Qq both have a circle and line, but the uppercase A has straight slanted line.

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Awesome job making the letter “Qq /kw/ Queen Qq”. Can you make the lowercase “Qq /kw/ Queen Qq” letter with your body and this time make the letter sound 3 times when you are the “Qq /kw/ Queen Qq” letter? What sound does “Qq /kw/ Queen Qq” make?



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



Yes, “Qq /kw/ Queen Qq” makes the /kw/ sound. Great thinking! You know “Aa /a/ Apple Aa” and “Qq /kw/ Queen Qq”.

I Can Write My Letters!



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!”



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

Lesson 3



SAY

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**.



DO

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



SAY

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



DO

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



SAY

Yes, the "Aa /a/ Apple Aa" letter makes the /a/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /a/ sound like "Aa /a/ Apple Aa".



DO

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 /a/ sound at the beginning?

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SAY

Now we are going to practice writing “Aa /a/ Apple Aa”. Watch me write the uppercase A, I am going to start at the top solid line and draw down to the bottom solid line. Then I am going to start back at the top solid line and draw a line down to the solid line on the other side. The last step is to connect both tall lines by drawing a small straight line connecting the two tall lines on the middle dotted line. For the lowercase a I am going to start at the middle dotted line and draw a circle from the middle dotted to the solid line. Then I am going to draw a straight line from the middle dotted to the solid line. Your turn. Use the **Handwriting Practice** to trace the letter “Aa /a/ Apple Aa”.



DO

Use the **Handwriting Practice** to trace the letter “Aa /a/ Apple Aa”.



SAY

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



DO

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



SAY

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

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DO

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 /kw/ sound at the beginning?



SAY

Now we are going to practice writing “Qq /kw/ Queen Qq”. Watch me write the uppercase Q, I am going to start at the top solid line and draw a circle from the top solid line to the bottom solid line. Then I am going to draw the small dash line. For the lowercase q, I am going to start at the dotted line and draw a circle. Then I am going to start at the dotted line and draw a line straight down past the bottom solid line with a tail that curves up. Your turn. Use the **Handwriting Practice** to trace the letter “Qq /kw/ Queen Qq”.



DO

Use the **Handwriting Practice** to trace the letter “Qq /kw/ Queen Qq”.



SAY

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