



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.
SAY	Let's practice our rhyming skills! When I say a word you say a rhyme. Ok?
Do	Wait for the students to say yes. Repeat directions as needed.
SAY	Think about a word that rhymes with: dot. Whisper the word in your hand and hold it 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.
SAY	Ok, let's hear them. What word rhymes with: dot?

Teachers Lesson Plan: Curriculum Level PR

Springboard Collaborative | 1



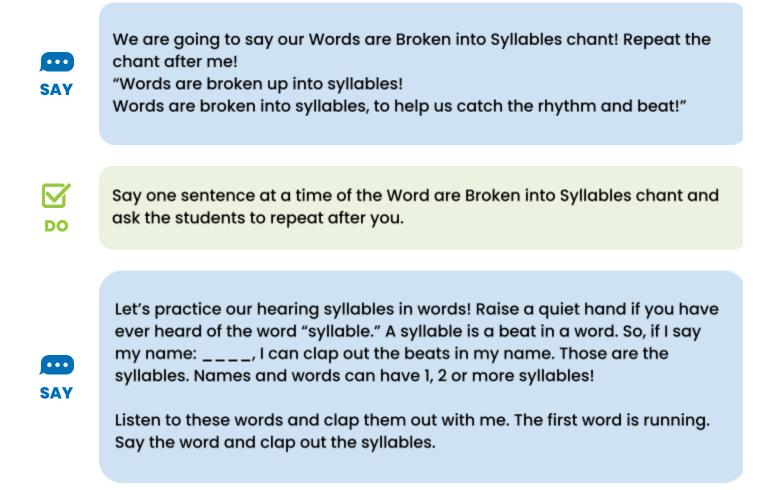


Do

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, map, pat, sock

Words are Broken into Syllables! 🚥







Do	Observe and listen as students clap out the words and identify the number of syllables. Use scaffolded questions to support student's thinking. For example, what is the word? Clap out the word, how many times did you clap? So, how many syllables does the word have?
	Yes, running has 2 syllables. Listen, "run ning". Great thinking! Let's try some
SAY	more words.
	Follow the same procedure with the list of words. Repeat 2-3 times.
DO	Syllable List: grey, cucumber, light, kite, running, snake, igloo, cat

Learning Letters: Cc, li, Ss 💴

••• 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."

Lesson 4



DO	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.
SAY	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.
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.
	<u>Learning Letters Instructional Practice</u> Complete the following for each letter: Cc, Ii, & Ss
SAY	We are going to review the letters we explored so far This is the letter ""!
D 0	Show the letter "" wall card.

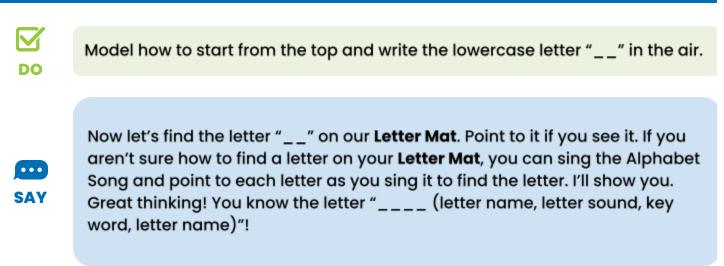
Lesson 4



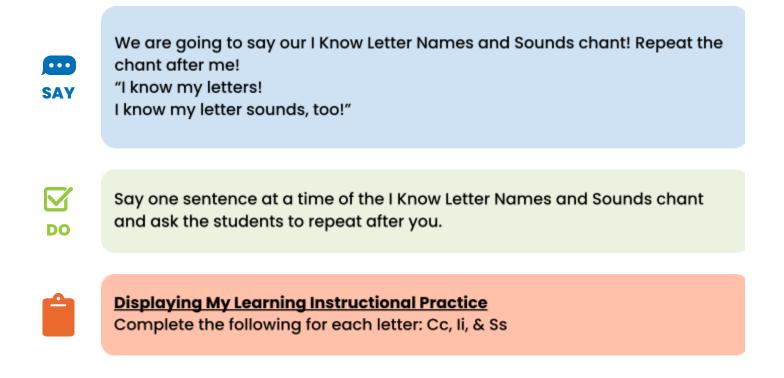
SAY	This is the letter (letter name, letter sound, key word, letter name. For example: Oo /o/ Olive Oo). " (letter name, letter sound, key word, letter name)". This is uppercase "" and the lowercase "" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.
Do	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
SAY	Now your turn.
Do	Lead students to say the name, the word, and the sound several times. " (letter name, letter sound, key word, letter name)"
SAY	Now let's write uppercase "" in the air. Get out your air pencils!
Do	Model how to start from the top and write the uppercase letter "" in the air.
SAY	Now let's write lowercase "" in the air. Get out your air pencils!

Lesson 4





Displaying My Learning! Cc, li, Ss 🚥







We are going to review the letters we explored so far.... This is the letter "__"!

SAY

We know the letter, sound, and how to write the "____" letter! Pat yourself on the back! Since we know the letter when we see it, we know the sound it makes, and we know how to write it, we can make our letter ____ page in our **Learning My ABCs Book**!



Rotate to make sure all students have the **Learning My ABCs Book** and crayons, colored pencils, or markers.



We are going to start with the letter ____. Take some time decorating your letter. As you complete the letter ___ page, say the letter name, the letter sound, and practice tracing how to write the letter.

Pat yourself on the back! You know the name, sound, and how to write the letter ___!