

# 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: Tony talked at the table with Tamika. 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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Ok, let's hear them. Think about this alliteration: Tony talked at the table with Tamika. Do any words begin with the same sound?

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:

- Jeremy jumped jubilantly to the jet.
- YaMaya yawned at the yellow Yorkie.
- Nicholas never noticed the newt.
- Willie whistled while he walked.
- Hadassah heard the hard ball hit the ground, so she hurried to the basketball huddle.
- Frankie the fox hid in the box from the farmer.
- Greg the goat galloped through the grey fog.
- Nancy's next noodle bowl will be full of new spices.
- Peter the penguin loved to poke his head in the cold water.
- Tony talked at the table with Tamika.



## Onset & Rime Time!



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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DO

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



SAY

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?



DO

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



SAY

Think about this word: mop. 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.



DO

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



SAY

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

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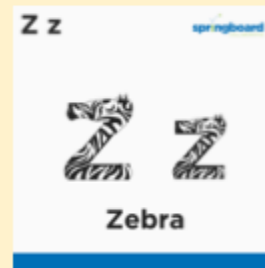


DO

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, st-op, n-ot, sh-ow, r-ock, c-old, tr-ip

## Learning Letters: Tt



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



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."

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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

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.



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 letter for today... is the letter "Tt"!



DO

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



SAY

This is the letter Tt /t/ Table Tt. 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.

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DO

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



SAY

This is the letter Tt /t/ Table Tt. We sit at a table to play games, learn, and eat food. "Tt /t/ Table Tt". This is uppercase "T" and the lowercase "t" (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. "Tt /t/ Table Tt"



SAY

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



DO

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

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



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



Now let's find the letter "Tt" 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 "Tt /t/ Table Tt"!

## Learning Letters: Zz



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.



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 next letter for today... is the letter "Zz"!

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Show the letter “Zz” **wall card**.



This is the letter Zz /z/ Zebra Zz. 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 Zz /z/ Zebra Zz. Zebras has black and white stripes. “Zz /z/ Zebra Zz” This is uppercase “Z” and the lowercase “z” (point to each as you say it).



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. “Zz /z/ Zebra Zz”



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SAY

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



DO

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



SAY

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



DO

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



SAY

Now let's find the letter "Zz" 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 "Zz /z/ Zebra Zz"!

## 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!"

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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.



SAY

We are going to zoom in on our letter names and sounds for today. What letters did we explore 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 letters "Tt /t/ Table Tt" and "Zz /z/ Zebra Zz".



DO

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



SAY

Can you make the uppercase "Tt /t/ table Tt" letter with your body?



DO

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

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SAY

Awesome job making the letter "Tt /t/ Table Tt". Can you make the "Tt /t/ Table Tt" letter with your body again and this time make the letter sound 3 times when you are the "Tt /t/ Table Tt" letter? What sound does "Tt /t/ Table Tt" make?



DO

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



SAY

Yes, "Tt /t/ Table Tt" makes the /t/ sound.



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 "Zz /z/ Zebra Zz" too.



DO

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

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**SAY**

Can you make the “Zz /z/ Zebra Zz” letter with your body? How is the shape of the letter Zz different from the shape of the letter Tt? Share with a partner.



**DO**

Watch as students use their bodies to make the formation of the Zz letter. Listen as students share about how the Zz makes zigzag lines and the Tt makes straight lines that go up and down and across.



**SAY**

Awesome job making the letter “Zz /z/ Zebra Zz”. Can you make the “Zz /z/ Zebra Zz” letter with your body again and this time make the letter sound 3 times when you are the “Zz /z/ Zebra Zz” letter? What sound does “Zz /z/ Zebra Zz” make?



**DO**

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



**SAY**

Yes, “Zz /z/ Zebra Zz” makes the /z/ sound.  
Great thinking! You know “Tt /t/ Table Tt” and “Zz /z/ Zebra Zz”.

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## 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.



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**.



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



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

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



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



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 /t/ sound at the beginning?



Now we are going to practice writing “Tt /t/ Table Tt”. Watch me write the uppercase T, I am going to start at the top solid line and draw a straight line from the top solid line to the bottom solid line. Then I am going to draw a line across the top solid line like a hat for the uppercase T. For the lowercase t, I am going to start at the top solid line and draw a line straight down to the bottom solid line. Then I am going to start at the middle dotted line and draw a small line across the dotted middle line, like a belt. Your turn. Use the **Handwriting Practice** to trace the letter “Tt /t/ Table Tt”.



Use the **Handwriting Practice** to trace the letter “Tt /t/ Table Tt”.

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SAY

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



DO

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



SAY

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



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 /z/ sound at the beginning?



SAY

Now we are going to practice writing “Zz /z/ Zebra Zz. Watch me write the uppercase Z. I am going to start at the top solid line and draw a small line across the top solid line. Then I am going to draw a diagonal line down to the bottom solid line. Last, I am going to draw a small line on the bottom solid line, like a zig-zag. For the lowercase z, I am going to start at the middle dotted line and draw a small line, then a diagonal line down, and a small line going the other way on the bottom solid line, making a smaller zig-zag. Your turn. Use the **Handwriting Practice** to trace the letter “Zz /z/ Zebra Zz”.

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DO

Use the **Handwriting Practice** to trace the letter "Zz /z/ Zebra Zz".



SAY

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