

Lesson 1

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: fan. 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: fan?

Lesson 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, jet, lump, fan

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.



SAY

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!

Listen to these words and clap them out with me. The first word is igloo. Say the word and clap out the syllables.

Lesson 1



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?



SAY

Yes, igloo has 2 syllables. Listen, "ig|loo". Great thinking! Let's try some more words.



DO

Follow the same procedure with the list of words. Repeat 2-3 times.

Syllable List: grey, cucumber, light, kite, running, snake, igloo, cat, penguin, horse

Learning Letters: Hh



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."



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.

Lesson 1



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 "Hh"!



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



This is the letter Hh /h/ Horse Hh. 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.

Lesson 1



This is the letter Hh /h/ Horse Hh. I like to watch the horse gallop in the meadow. "Hh /h/ Horse Hh". This is uppercase "H" and the lowercase "h" (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. "Hh /h/ Horse Hh".



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



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



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



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

Lesson 1



Now let's find the letter "Hh" 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 "Hh /h/ Horse Hh"!

Learning Letters: Ff



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 "Ff"!



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

Lesson 1



This is the letter Ff /f/ Flowers Ff. 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 Ff /f/ Flowers Ff. Flowers are so beautiful when they bloom in the spring. "Ff /f/ Flowers Ff". This is uppercase "F" and the lowercase "f" (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. "Ff /f/ Flowers Ff"



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

Lesson 1



DO

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



SAY

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



DO

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



SAY

Now let's find the letter "Ff" 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 "Ff /f/ Flowers Ff"!

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!"

Lesson 1



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 “Hh /h/ Horse Hh” and “Ff /f/ Flowers Ff”.



DO

Show the letter “Hh” **wall card**.



SAY

Can you make the “Hh /h/ Horse Hh” letter with your body?



DO

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



SAY

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

Lesson 1



DO

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



SAY

Yes, "Hh /h/ Horse Hh" makes the /h/ 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 "Ff /f/ Flowers Ff" too.



DO

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



SAY

Can you make the "Ff /f/ Flowers Ff" letter with your body? How is the shape of the letter Ff different from the shape of the letter Hh? Share with a partner.

Lesson 1



DO

Watch as students use their bodies to make the formation of the Ff letter. Listen as students share about how both Hh and Ff have lines, but the Hh lowercase curves at the end and the Ff lowercase curves at the top of the letter.



SAY

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



DO

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



SAY

Yes, “Ff /f/ Flower Ff” makes the /f/ sound.
Great thinking! You know “Hh /h/ Horse Hh” and “Ff /f/ Flowers Ff”.

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!"



DO

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



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 /h/ sound. Which letter makes the /h/ sound? Share with a partner.



DO

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

Lesson 1



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



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 /h/ sound at the beginning?



Now we are going to practice writing “Hh /h/ Horse Hh”. Watch me write the uppercase H, 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 another straight line on the other side from the top solid line to the bottom solid line. Then I am going to draw a straight line connecting these two lines on the dotted middle line. For the lowercase h, I am going to draw a straight line from the top solid line to the bottom solid line. Then, I am going to draw a bump line from the dotted middle line to the bottom solid line. Your turn. Use the **Handwriting Practice** to trace the letter “Hh /h/ Horse Hh”.



Use the **Handwriting Practice** to trace the letter “Hh /h/ Horse Hh”.



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

Lesson 1



DO

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



SAY

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



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 /f/ sound at the beginning?



SAY

Now we are going to practice writing “Ff /f/ Flower Ff”. Watch me write the uppercase F. 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 small dash line at the top solid line and middle dotted line. For the lowercase f, I am going to draw a hooked line from the top solid line and then curve the line into a straight line. I stop at the bottom solid line. Then I draw a small line across at the middle dotted line. Your turn. Use the **Handwriting Practice** to trace the letter “Ff /f/ Flower Ff”.



DO

Use the **Handwriting Practice** to trace the letter “Ff /f/ Flower Ff”.



SAY

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