

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: time. 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: time?

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, send, win, time

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 walrus. 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, walrus has 2 syllables. Listen, "wal|rus". 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, turnip, rabbit, walrus

Learning Letters: Review



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 1



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 review all of letters 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.

Based on the **Level PR Unit 4 Post-Letter Learning Formative Assessment** data, follow the Learning Letters Instructional Practice for the letters (note: strategically pick letters that students need to review; A-Z).



Learning Letters Instructional Practice

Below you will find guidance on how to facilitate this instructional practice. Use student data to inform specific focus area(s) for this additional practice.



SAY

We are going to review the letters we explored so far.... This is the letter “_ _”!

Lesson 1



DO

Show the letter “__” wall card.



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 1



DO

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



SAY

Now let’s find the letter “_” 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 “_ _ _ _” (letter name, letter sound, key word, letter name)”!

Displaying My Learning! (A-Z)



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

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



DO

Students will complete the following Displaying My Learning Instructional Practice for any remaining letters.

Allow students to finish any letters for their **Learning My ABCs Book**. If students are done with their **Learning My ABCs Book**, they can practice letter formation with the *Handwriting Practice*.



Displaying My Learning Instructional Practice

Below you will find guidance on how to facilitate this instructional practice. Use student data to inform specific focus area(s) for this additional practice.



SAY

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

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**!



DO

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

Lesson 1



SAY

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 _____!