

Lesson 2

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: The marvelous monkey might make muffins. 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.



SAY

Ok, let's hear them. Think about this alliteration: The marvelous monkey might make muffins. 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.
- Zinky the zebra zoomed past me.
- The hungry hippo huffed into the horn.
- The marvelous monkey might make muffins.
- Kennedi kicked the ball high in the sky like a kite.



DO

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!"



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: hat. 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.

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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: hat. What is the beginning (onset) and ending (rime) sound of the word? h-at.



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, d-ip, t-urn, spl-it, h-at

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."



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 “__”!

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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!



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



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)



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.



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.

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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 ___!