Week 1: Lessons 1–5

WEEKLY OVERVIEW

SAMPLE

FOCUS SOUNDS:

- a - apple - /ă/
- b - bat - /b/
- c - cat - /k/
- d - dog - /d/
- e - edge - /ĕ/
- h - hat - /h/
- i - itch - /ĭ/
- l - ladder - /l/
- m - man - /m/
- n - net - /n/
- o - otter - /ŏ/
- s - snake - /s/
- t - toe - /t/

CENTER FOCUS:

LITERACY CENTER	DESCRIPTION	ACTIVITY FOCUS
Find the Rhyme	Develop a sense of rhyme recognition and rhyme production by circling and coloring pictures of rhyming words.	• 1: -at • 2: N/A
Letter Lab	Develop letter-sound correspondence by circling and coloring pictures of things whose name begins with the focus sound.	• 1: a, m, t, b • 2: N/A
Book Nook	Practice retelling and sequencing stories using the pages of familiar books.	• 1: The Way I Feel by Janan Cain • 2: N/A
Creation Station	Practice representing parts of familiar stories by drawing pictures of characters, how they're feeling, and favorite scenes.	The Way I Feel by Janan Cain • 1: Draw a picture of a character from the story, showing how they're feeling. • 2: Draw a picture of your favorite part of the story.
Word Play (teacher-guided)	Play a rotation of games that require students to use what they know about letters, letter sounds, and words.	• 1: Letter Grid • 2: N/A

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Week 1: Lessons 1–5

WEEK AT A GLANCE

SAMPLE

FOUNDATIONAL SKILLS ROUTINES

	Alphabet Knowledge	Rhyme Time	Sound Isolation	Sound Blending	Sound Segmentation
Lesson #1	✓	✓		✓	
Lesson #2	✓		✓		✓
Lesson #3	✓	✓		✓	
Lesson #4	✓		✓		✓
Lesson #5	✓		✓	✓	

LETTER BOARD SETUP

a	b	c	d	e		
	h	i			l	
m	n	o				s
t						

Teacher's Note: On your Class Letter Board, put a small mark or paper clip on cards that are challenge spots to serve as a visual reminder for students to use keywords to clarify sounds as needed.

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Lesson 1

LESSON OVERVIEW

Lesson 1a: Foundational Skills

FOCUS SOUNDS:

- a - apple - /ă/
- m - man - /m/

KEY VOCABULARY:

- blend
- rhyme

EVIDENCE OF LEARNING:

- Rhyme Time
- Sound Blending

MATERIALS:

- Set up based on Weekly Overview: Class Letter Board with Letter Cards
- Keyword Image Cards for focus sounds
- Articulation Sound Cards for focus sounds
- Picture Cards: mat, box, astronaut
- Nursery Rhyme Illustration: Lesson 1

Lesson 1b: Centers

CENTER FOCUS:

- Activity 1

MATERIALS:

- Find the Rhyme:
  - "Find the Rhyme, Week 1, Activity 1 Student Materials": -at

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Lesson 1

SUGGESTED AGENDA

SAMPLE

25 min.	Lesson 1a: Foundational Skills	20 min.	Lesson 1b: Centers
10 min.	Alphabet Knowledge	8 min.	Launch the Center
8 min.	Rhyme Time	8 min.	Center Practice
7 min.	Sound Blending	4 min.	Share and Reflect

Notes for Lesson Differentiation

TO SUPPORT:	• Sound Drill: If students need additional practice saying the letter - keyword - sound, then repeat the Sound Drill Routine a few times for each Keyword Image Card introduced. • Do They Rhyme?: If students are not yet able to recognize whether words rhyme, then provide two clearly contrasting choices (e.g., "cat"/"mat," "cat"/"bus"). Ask students which pair sounds the same at the end.
TO ADVANCE:	• Letter Sound Matching: If students easily match Picture Cards to sounds, then have students generate additional words that start with the focus sound. • Sound Blending: If students easily blend words into compound words, then have students orally create complete sentences using the words from the activity.
LANGUAGE AND MLL SUPPORTS:	• Speaking and Listening Support: If the newly introduced sound does not exist in students' home languages, then spend additional time practicing how to articulate it. Consider using small mirrors for students to watch themselves articulating the sounds.

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Lesson 1a: Foundational Skills

Before THE LESSON

Set up your Class Letter Board and ensure you have all materials required for the lesson.

Alphabet Knowledge

Explicit Instruction

Display and reference the Class Letter Board and Letter Cards with the 26 letters in the alphabet by pointing to individual letters as you model.

This is the English alphabet. The alphabet has 26 letters. There are two kinds of letters: vowels and consonants. The vowels are "a," "e," "i," "o," and "u." They are on the yellow cards. All the other letters are consonants. They are on the blue cards.

Every letter has a name and makes one or more sounds. For example, this letter is named "b," and it makes the /b/ sound, as in "bat." Readers and writers learn both letter names and letter sounds. They also use keywords to help them remember the sounds letters make.

This summer, we will learn the names and sounds of the letters and use them to read and write words. Knowing letter names and sounds helps us figure out words when we read and to choose the correct letters when we write.

For example, listen to the word "bat." The first sound is /b/. The letter named "b" makes the /b/ sound. When we read, we put sounds together to read words. When we write, we think about the sounds we hear and choose the letters that make those sounds.

When we learn together, I will use cues to let you know when it is your turn to respond. A cue is a signal that tells you what to do next. One cue is my hand. When I hold my hand out to the group, that means it is your turn to answer or repeat after me together.

Let's practice using the cue. I will say some sounds: /b/, /m/, and /s/. When I give you the cue, repeat each sound together as a group.

> **Ask:**
> *The sound is /b/. What's the sound?*

Students chorally respond: /b/.

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> **Ask:**
> *The sound is /m/. What's the sound?*

Students chorally respond: /m/.

> **Ask:**
> *The sound is /s/. What's the sound?*

Students chorally respond: /s/.

Great job using the cue to know when it is your turn! Now, we'll practice thinking about letter sounds in words. To remember the sounds that each letter makes, we will use keywords and images of keywords. This summer, we will learn all the letter names, keywords, and sounds in the alphabet. We can use the keyword images to remember the names and sounds of letters.

Adjust the Class Letter Board to display only the Focus Letters for this week.

Display the Keyword Image Card: "a" - "apple" - /ă/.

The name of this letter is "a." The keyword is "apple." The sound is /ă/: "a" - "apple" - /ă/.

Use nonverbal cues to prompt students to chorally say the letter name, the keyword, and the sound.

Display the Articulation Sound Card: "a" - "apple" - /ă/.

Let's learn how to say the sound for the letter "a." The letter "a" is a vowel. Watch my mouth: /ă/ ... /ă/ ... /ă/. My mouth is open wide. My tongue stays low in the front of my mouth: /ă/. /ă/ is a stretchy sound, which means that when we say this sound, we can stretch it out or keep going: /ăăăăăăă/. When we say /ă/, our voices are turned on. If I put my hand on my throat, I can feel a little buzz because my voice is turned on. Put your hand on your throat and say it with me: /ă/. Did you feel a little buzz? That means your voice is on! Open your mouth wide. Keep your tongue low. Say the sound with me: /ă/, /ă/, /ă/.

Now, I will hold up our Keyword Image Card, and I want you to say the letter name, the keyword, and the sound with your hand on your throat to feel if your voice is on or off.

Hold up the Keyword Image Card: "a" - "apple" - /ă/. Use a nonverbal cue to prompt students to respond chorally with the full three-part letter name - keyword - sound with their hands on their throats.

Now, let's learn a new letter, its keyword, and its sound.

Display the Keyword Image Card: "m" - "man" - /m/.

The name of this letter is "m." The keyword is "man." The sound is /m/: "m" - "man" - /m/.

SAMPLE

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Use nonverbal cues to prompt students to chorally say the letter name, the keyword, and the sound.

Display the Articulation Sound Card: "m" - "man" - /m/.

Let's learn how to say the sound for the letter "m." The letter "m" is a consonant. Watch my mouth: /m/ ... /m/ ... /m/. My lips are together. My tongue is pulled back slightly. The air moves through my nose. /m/ is a stretchy sound, which means that we can stretch it out, or keep going: /mmmmm/. Our voices are on when we say this sound. Put your hand on your throat and say it with me: /m/. Did you feel a little buzz? That means your voice is on. Put your lips together. Pull your tongue back slightly. Say the sound with me: /m/, /m/, /m/.

Now, I will hold up our Keyword Image Card, and I want you to say the letter name, the keyword, and the sound with your hand on your throat to feel if your voice is on or off.

Hold up the Keyword Image Card: "m" - "man" - /m/. Use a nonverbal cue to prompt students to respond chorally with the full three-part letter name - keyword - sound with their hands on their throats.

Sound Drill

Keyword Image Cards

- Focus Keyword Image Cards: a, m
- Review Keyword Image Cards: N/A

Letter Cards

- Focus Letter Cards: a, m
- Review Letter Cards: N/A

Now, let's practice with all the letters we know so far using our Keyword Image Cards. I will hold up a Keyword Image Card. When I cue you, I want you to say the letter name, the keyword, and the sound.

Display the Focus and Review Keyword Image Cards. Use a nonverbal cue to prompt students to respond chorally with the full three-part letter name - keyword - sound each time you hold up a card. If errors occur, use the three-step correction.

Now, let's practice with all of the letters we know so far using our Letter Cards without the keyword images. I will point to a Letter Card on our Class Letter Board. When I cue you, I want you to say the letter and the sound.

Point to a Focus or Review Letter Card. Use a nonverbal cue to prompt students to respond chorally with the letter and the sound each time you point to a card. For vowels, prompt students to say the letter name, the keyword, and the sound. If errors occur, use the three-step correction.

Letter-Sound Matching

Letter Cards

- m
- a

Picture Cards

- mat
- astronaut
- box

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Now, we will match letters to their sounds. I will show you a picture, and we'll say the word for what is in the picture. Then we will say the sound the word starts with and point to the letter that matches it on our Class Letter Board. Then, we will decide if that letter matches one of our focus sounds and letters "a," /ă/ or "m," /m/.

Display the Focus Letter Cards on the Class Letter Board. Display the Picture Cards and have students chorally identify the beginning sound in the word, whether that sound matches a Letter Card, and if so, the letter that matches the sound, placing the Picture Card next to its respective Letter Card. See example below.

Display the Picture Card of a mat and say the word "mat." Prompt students to chorally repeat the word.

This is a picture of a mat. The word is "mat." Say it after me: "mat."

> **Ask:**
> *What is the beginning sound you hear in "mat"?*

Students chorally respond: /m/.

> **Ask:**
> *Is there a letter on the board that matches that sound?*

Key Ideas:

- Yes.

> **Ask:**
> *Point to the letter. What is the name of that letter?*

Students chorally respond: "m."

Place the Picture Card next to the letter "m" on the Class Letter Board. Have students say the letter and the sound for the matching letter: "m," /m/.

Repeat for the following Picture Cards: "box," "astronaut."

Great job! You've already learned so much about the letters "a" and "m" and their sounds: "a" - "apple" - /ă/ and "m" - "man" - /m/.

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Explicit Instruction

Today, we are going to zoom in on something special: words that have a similar chunk of sound. For example, listen to these three words: "cat," "bat," "hat."

> **Ask:**
> *What do you notice about how they sound?*

Key Ideas:

- They sound similar.
- They all say /-ăt/.

*You heard it! They all end with /-at/. These words **rhyme**. A **rhyme** is a pair of words that have the same middle and end sounds, but different beginning sounds. When two words have these matching sounds, we say that the words **rhyme**. For example, "cat" and "hat" are a **rhyme**. The first sound in "cat" is /k/, and the first sound in "hat" is /h/. Those beginning sounds are different. However, we hear the same middle and end sound, /-ăt/, in both words: /k/ - /ăt/ and /h/ - /ăt/. "Cat" and "hat" have the same middle and end sounds, so they **rhyme**!*

*Today, we will focus on the **rhyme** pattern /-ăt/.*

Repeat after me: "cat." Your turn.

"Hat." Your turn.

"Bat." Your turn.

Use nonverbal cues to prompt students to chorally echo each word.

Now, let's say all the words together: "cat," "hat," "bat." Your turn.

Use nonverbal cues to prompt students to chorally echo all three words.

> **Ask:**
> *Can you think of another word that **rhymes** with "cat"? It can be silly! Nonsense or made-up words count.*

Key Ideas:

- Words or nonsense words ending with /-ăt/, such as "rat," "mat," "pat," "lat," "dat."

Shared Reading

*Now, we're going to hear a nursery **rhyme**, or a short poem, that includes rhyming words in the context of a short story. I will read our **rhyme** for today. I will also display a picture that shows what is happening in the nursery **rhyme**. Listen carefully and use the picture to help you imagine the **rhyme**.*

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Display the Nursery Rhyme Illustration and read the nursery rhyme aloud with rhythm and expression once through without stopping.

> There is a cat sitting on the mat,
>
> It wears a hat, and plays with a bat.
>
> When you give it a pat, it will chase the rat.

*I'm going to read the **rhyme** again. This time, your job is to listen for the two words that sound like our /-ăt/ words. When you hear a rhyming pair, give me a thumbs up.*

Read the **rhyme** again. As students listen, they should put their thumbs up when they hear the rhyming pair that matches the focus rime. After each rhyming pair, or when students put their thumbs up, briefly pause, affirm, and have students repeat the pair chorally, using the questions and key ideas below as a guide.

> **Ask:**
> *You heard words that **rhyme**! What two words ended with /ăt/? Say them together.*

Students chorally respond: "cat," "mat"; "cat" - "mat."

Students chorally respond: "hat," "bat"; "hat" - "bat."

Students chorally respond: "pat," "rat"; "pat" - "rat."

*We heard "cat" - "mat," "hat" - "bat," and "pat" - "rat" in our **rhyme** today. All these words have our /-ăt/ ending.*

Do They Rhyme?

*Now, you'll listen to more words and think about whether they **rhyme**. I will say two words. When I point to you, you will repeat the words. If they **rhyme**, show a thumbs-up. If they don't **rhyme**, show a thumbs-down. Remember, if the words **rhyme**, they will have different beginning sounds but the same middle and end sounds. Listen to determine if you hear the same middle and end sounds in each pair of words.*

Model: *First, watch me. I'll listen to two words and decide whether they **rhyme**. The words are "bat" and "rat." I'll say them again and listen closely to the ending sounds: "bat" - "rat." "Bat" ends with /-ăt/. "Rat" also ends with /-ăt/. The ending sounds are the same, so "bat" and "rat" **rhyme**. When two words have the same ending sound, I show a thumbs-up because they **rhyme**.*

Now, it's your turn. Listen to the first two words. The words are "cat" and "mat." Say the words after me: "cat" - "mat."

Use nonverbal cues to prompt students to chorally repeat the words.

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Rhyme Time

*"Cat" - "mat." If you think they **rhyme**, show a thumbs-up. If you think they don't **rhyme**, show a thumbs-down.*

Students show a thumbs-up.

*Yes, "cat" and "mat" **rhyme**. They both end in /-ăt/.*

For each of the following word pairs: Dictate the words, and use the nonverbal cue to prompt students to chorally repeat the words. Then, repeat the words. Prompt students to indicate whether the pair **rhymes** by showing a thumbs-up or thumbs-down.

Continue using the procedure outlined above to have students recognize **rhymes** in the following pairs:

1. mit - sat (non-rhyming)
2. hat - pat (rhyming)

Sound Blending

Blending Words

*Part of reading words is blending sounds together. "**Blend**" means "to mix or combine things together." By the end of the unit, you will **blend** the individual sounds of a word together to make a whole word, which will help you when you get ready to read unknown words.*

*Today, we will practice blending two smaller words together to make a new, bigger word. For example, we can **blend** the words "bed" and "room" together to make the new word, "bedroom."*

Model: *First, watch me. I will say two smaller words and **blend** them together to make a new, bigger word. I will clap while I say each small word. The words are "cup" [clap], "cake" [clap]. I'll say them again: "cup," "cake." When I **blend** them together, the new word is "cupcake."*

Now, it's your turn. Listen to the first two words. The words are "rain" and "bow." Say the words with me and clap at each word: "rain" [clap] - "bow" [clap].

> **Ask:**
> *What is the new, bigger word?*

Students chorally respond: "rainbow."

Yes, "rain" and "bow" make "rainbow."

For each of the following sets of words: Dictate each small word. Then, direct students to clap as they chorally repeat each small word. Finally, have them chorally say the new word.

1. foot, ball (football)
2. pop, corn (popcorn)
3. back, pack (backpack)

SAMPLE

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Lesson 1b: Centers

Before THE LESSON

In each of Lessons 1b–5b, you will explicitly teach and practice one center's activity. In Lesson 6b, students will begin rotating through two centers a day in their assigned groups.

Prepare the "Find the Rhyme, Week 1, Activity 1 Student Materials" and coloring materials for each student.

SAMPLE

Launch the Center: Find the Rhyme

Today, we will learn about our literacy centers. For the next several lessons, I will teach you about each of our five centers. After we learn how each center works, you will begin visiting the centers with your group.

Explicit Instruction

Today, we will learn about the center called Find the Rhyme. At Find the Rhyme, you will listen closely to words and find pictures whose names rhyme. We already know that rhyming words have the same middle and ending sounds. Today, we will practice listening for words that rhyme with /-at/.

Display the "Find the Rhyme, Week 1, Activity 1 Student Materials": -at.

Point to the focus rime and anchor picture at the top of the activity sheet.

When you come to Find the Rhyme, the first thing you will do is look at the picture at the top of the page and say its name. Today, this picture is a cat. Say it with me: "cat."

Students chorally respond: "cat."

Listen to the ending of the word: "c" - "at," "cat." The word "cat" ends with /-at/. That is the rhyme we are listening for today.

Next, I look at the pictures in the boxes below. I say the name of each picture and listen to decide whether it rhymes with "cat."

Point to one picture whose name rhymes with "cat."

Watch me. This is a picture of a bat. I'll say the words together and listen to the endings: "cat," "bat." I hear /-at/ at the end of both words. "Cat" and "bat" rhyme, so I circle the picture.

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Model circling the picture.

After I circle a picture that rhymes, then I color it in because it rhymes.

Model coloring in the picture. Then, point to one picture whose name does not rhyme with "cat."

Now, I'll try another one. This is a picture of a sun. I'll say the words together: "cat," "sun." "Cat" ends with /-at/, but "sun" ends with /-un/. The ending sounds are different, so these words do not rhyme. I do not circle this picture, and I do not color it in.

At Find the Rhyme, I keep going one picture at a time. I say the picture word, compare it to the focus word, and circle and color only the pictures that rhyme.

> **Ask:**
> *What do we do when a picture word rhymes with our focus word?*

Key Ideas:

- Circle the picture.
- Color the picture.

> **Ask:**
> *What do we do if the picture word does not rhyme with our focus word?*

Key Ideas:

- Do not circle it or color it.
- Move on to the next picture.

Guided Practice

Ensure that students have access to crayons so they can circle and color in the picture. Direct students to look at another picture on the activity sheet.

Let's try one together. First, we name the picture. This is a hat. Say the word.

Students chorally respond: "hat."

Our focus word is "cat." Say the two words together: "cat," "hat."

Students chorally respond: "cat," "hat."

> **Ask:**
> *Do "cat" and "hat" rhyme?*

Students chorally respond: "yes."

SAMPLE

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Launch the Center: Find the Rhyme

Have students circle the picture on their activity sheets.

Repeat the guided-practice procedure with one non-rhyming picture.

Let's try the next one together. The picture is a pig. Say the word: "pig."

Students chorally respond: "pig."

Our focus word is "cat." Say the two words together: "cat," "pig."

Students chorally respond: "cat," "pig."

> **Ask:**
> *Do "cat" and "pig" rhyme?*

Students chorally respond: "no."

"Cat" ends with /-at/ and "pig" ends with /-ig/. The ending sounds are different, so we do not circle or color the picture.

Center Practice: Find the Rhyme

Now, you're going to finish this activity on your own, like you will when we begin center rotations.

Before students begin analyzing the remaining pictures independently, briefly review the center procedure.

At Find the Rhyme, remember:

1. *Look at the focus picture to say the focus word.*
2. *Say the name of each picture on the activity sheet to hear if it rhymes with the focus word.*
3. *Circle and color the pictures that rhyme.*

If you finish early, you can draw another picture of something that rhymes.

Direct students to complete the remaining pictures on "Find the Rhyme, Week 1, Activity 1 Student Materials": -at.

As students work, circulate to notice trends, prompt them to say each picture name aloud before deciding whether it rhymes, and provide corrective feedback as needed.

If students are unsure whether a picture word rhymes with the focus picture word, prompt them to repeat the focus picture word and the other picture word together, and to listen closely to their ending sounds, rather than immediately providing the answer.

Reinforce center habits students will need when they begin rotations, including using materials carefully, staying in their workspace, and completing the activity before moving to the extension.

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Share and Reflect

Bring students back together after center practice.

Today, you learned how to work at our first literacy center, Find the Rhyme.

> **Ask:**
> *What do you do when you come to Find the Rhyme?*

Key Ideas:

- Say the focus word.
- Name each picture and listen to decide whether the words rhyme with the focus word.
- Circle and color the pictures that rhyme.

> **Ask:**
> *What picture words did you find that rhyme with our focus picture word "cat"? How did you know?*

Key Ideas:

- "bat," "hat," "mat," "rat"
- I said the word and heard the ending sound /-at/.

Today, we practiced with /-at/ words. You listened carefully to the endings of words to decide which ones rhymed.

The next time you visit Find the Rhyme, the rhyme will be different, but you will follow the same steps.

SAMPLE

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Lesson 2

LESSON OVERVIEW

SAMPLE

Lesson 2a: Foundational Skills

FOCUS SOUNDS:

- b - bat - /b/
- t - toe - /t/

REVIEW SOUNDS:

- a - apple - /ă/
- m - man - /m/

KEY VOCABULARY:

- segment

EVIDENCE OF LEARNING:

- Sound Isolation
- Sound Segmentation

MATERIALS:

- Set up based on Weekly Overview: Class Letter Board with Letter Cards
- Keyword Image Cards for focus sounds
- Articulation Sound Cards for focus sounds
- Picture Cards: tag, head, box
- Illustrated Tongue Twisters: Lesson 2

Lesson 2b: Centers

CENTER FOCUS:

- Activity 1

MATERIALS:

- Letter Lab:
  - "Letter Lab, Week 1, Activity 1 Student Materials": a, m, t, b

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Lesson 2

SUGGESTED AGENDA

SAMPLE

	Lesson 2a: Foundational Skills		Lesson 2b: Centers
25 min.		20 min.	
10 min.	Alphabet Knowledge	10 min.	Launch
8 min.	Sound Isolation	8 min.	Center Practice
7 min.	Sound Segmentation	2 min.	Share and Reflect

Notes for Lesson Differentiation

TO SUPPORT:

- Alphabet Knowledge Explicit Instruction: If students struggle to articulate the new sound, then provide small mirrors for students to watch their mouths as they practice.
- Sound Segmentation: If students need additional support segmenting compound words into smaller words, then use manipulatives, such as blocks, counters, or chips, to move the words apart.

TO ADVANCE:

- Sound Isolation: If students are easily able to identify the initial phoneme, then ask students to generate their own words for a given initial phoneme.

LANGUAGE AND MLL SUPPORTS:

- Reading Support: If students confuse "t" and "b" because the letter names are unfamiliar, then have them point to the correct letter while saying only the sound first; add the letter name after the sound-letter match is secure.
- Speaking and Listening Support: If students are unfamiliar with the word for the Picture Card because of limited English, then ask them to share the word in their home language before having them repeat it in English.

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Lesson 2a: Foundational Skills

Before THE LESSON

Set up your Class Letter Board and ensure you have all materials required for the lesson.

Explicit Instruction

Display and reference the Class Letter Board and Letter Cards by pointing to individual letters as you model.

In a previous lesson, we learned the letters "a" and "m" and their sounds: "a" - "apple" - /ă/ and "m" - "man" - /m/. Today, we're going to learn two new letters, their keywords, and their sounds.

Display the Keyword Image Card: "t" - "toe" - /t/.

The name of this letter is "t." The keyword is "toe." The sound is /t/: "t" - "toe" - /t/.

Use nonverbal cues to prompt students to chorally say the letter name, the keyword, and the sound.

Display the Articulation Sound Card: "t" - "toe" - /t/.

Let's learn how to say the sound for the letter "t." The letter "t" is a consonant. Watch my mouth: /t/ ... /t/ ... /t/. My mouth is a bit open, and my teeth are close together. My tongue touches my top front teeth, then pulls away to let out a puff of air. /t/ is a stop sound, which means we cannot stretch it out. We say the sound, then stop right away: /t/, /t/, /t/, /t/. My voice is turned off when I say the sound, so when I put my hand on my throat, I don't feel a buzz. Try it with me. Put your hand on your throat and say it with me: /t/. You don't feel a buzz. That means your voice is off. Open your mouth slightly. Put the tip of your tongue to your top front teeth. Say the sound with me: /t/, /t/, /t/.

Now, I will hold up our Keyword Image Card, and I want you to say the letter name, the keyword, and the sound with your hand on your throat to feel if your voice is on or off.

Hold up the Keyword Image Card: "t" - "toe" - /t/. Use a nonverbal cue to prompt students to respond chorally with the full three-part letter name - keyword - sound with their hands on their throats.

Display the Keyword Image Card: "b" - "bat" - /b/.

The name of this letter is "b." The keyword is "bat." The sound is /b/: "b" - "bat" - /b/.

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Use nonverbal cues to prompt students to chorally say "[letter name]" - "[keyword]" - "[sound]."

Display the Articulation Sound Card: "b" - "bat" - /b/.

Let's learn how to say the sound for the letter "b." The letter "b" is a consonant. Watch my mouth: /b/ ... /b/ ... /b/. My lips are together, then I let out a little puff of air. My tongue stays low in my mouth. /b/ is a stop sound, which means we cannot stretch it out. We say the sound, then stop right away: /b/, /b/, /b/, /b/. My voice is turned on when I say the sound, so I feel a buzz. Put your hand on your throat and say it with me: /b/. Did you feel a little buzz? That means your voice is on. Put your lips together. Keep your tongue low. Let out a little puff of air. Say the sound with me: /b/, /b/, /b/.

Now, I will hold up our Keyword Image Card. I want you to say the letter name, the keyword, and the sound with your hand on your throat to feel if your voice is on or off.

Hold up the Keyword Image Card: "b" - "bat" - /b/. Use a nonverbal cue to prompt students to respond chorally with the full three-part letter name - keyword - sound with their hands on their throats.

Sound Drill

Keyword Image Cards

- Focus Keyword Image Cards: t, b
- Review Keyword Image Cards: a, m

Letter Cards

- Focus Letter Cards: t, b
- Review Letter Cards: a, m

Display the Focus and Review Keyword Image Cards. Use a nonverbal cue to prompt students to respond chorally with the full three-part letter name - keyword - sound each time you hold up a card. If errors occur, use the three-step correction.

Point to a Focus or Review Letter Card. Use a nonverbal cue to prompt students to respond chorally with the letter and the sound each time you point to a card. For vowels, prompt students to say the letter name, the keyword, and the sound. If errors occur, use the three-step correction.

Letter-Sound Matching

Letter Cards

- t
- b

Picture Cards

- tag
- head
- box

Display the Focus Letter Cards on the Class Letter Board. Display the Picture Cards one at a time. For each card, tell students what is pictured. Then, have students chorally identify the beginning sound in the word, whether that sound matches a Letter Card, and if so, the letter that matches the sound, placing the Picture Card next to its respective Letter Card.

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Shared Tongue Twister Reading

I am going to read a tongue twister. A tongue twister is a sentence or phrase that is tricky to say quickly because it has many of the same sounds. When you try to say a sentence or phrase quickly, it feels like your tongue gets twisted or stuck, trying to say the same sound over and over. That is why it's called a tongue twister. When I say the tongue twister, listen for the sound that keeps coming back at the beginning of the words. I will also display a picture that shows what is happening in the tongue twister. Listen carefully and use the picture to help you imagine the tongue twister.

Display and read the Illustrated Tongue Twister slowly and expressively, slightly emphasizing the beginning alliterative sounds without distorting them.

Two tiny tigers take two taxis to town.

> **Ask:**
> *What sound did you keep hearing at the beginning of those words?*

Students chorally respond: /t/.

Now, I will read the text again. This time, I will pause after each word and cue you to echo back, or repeat, only that word.

Reread the tongue twister and use nonverbal cues to prompt students to chorally echo each word as you read.

> **Ask:**
> *What is the very first sound you hear in "two"? In "tiny"? In "tigers"?*

Students chorally respond:/t/.

As students identify the /t/ sound at the beginning of words, underline the "t" in each word.

> **Ask:**
> *What letter makes the sound /t/?*

Students chorally respond: "t."

Yes—"t."

Point to the Keyword Image Card: "t" - "toe" - /t/. Use nonverbal cues to prompt students to chorally say the letter name, the keyword, and the sound as you point.

Now, I will read another tongue twister. Listen for the sound that keeps coming back at the beginning of the words.

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Display and read the Illustrated Tongue Twister slowly and expressively, slightly emphasizing the beginning alliterative sounds without distorting them.

Many merry mice munch on muffins.

> **Ask:**
> *What sound did you keep hearing at the beginning of those words?*

Students chorally respond: /m/.

Now, I will read the text again. This time, I will pause after each word and cue you to echo back, or repeat, only that word.

Reread the tongue twister and use nonverbal cues to prompt students to chorally echo each word as you read.

> **Ask:**
> *What is the very first sound you hear in "many"? In "merry"? In "mice"?*

Students chorally respond: /m/.

As students identify the /m/ sound at the beginning of words, underline the "m" in each word.

> **Ask:**
> *What letter makes the sound /m/?*

Students chorally respond: "m."

Yes—"m."

Point to the Keyword Image Card: "m" - "man" - /m/. Use nonverbal cues to prompt students to chorally say the letter name, the keyword, and the sound as you point.

Now, I will read one last tongue twister. Listen for the sound that keeps coming back at the beginning of the words.

Display and read the Illustrated Tongue Twister slowly and expressively, slightly emphasizing the beginning alliterative sounds without distorting them.

Busy brown bears bake blueberry bread.

> **Ask:**
> *What sound did you keep hearing at the beginning of those words?*

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Students chorally respond: /b/.

Now, I will read the text again. This time, I'll pause after each word and cue you to echo back, or repeat, only that word.

Reread the tongue twister and use nonverbal cues to prompt students to chorally echo each word as you read.

> **Ask:**
> *What is the very first sound you hear in "busy"? In "brown"? In "bears"?*

Students chorally respond: /b/.

As students identify the /b/ sound at the beginning of words, underline the "b" in each word.

> **Ask:**
> *What letter makes the sound /b/?*

Students chorally respond: "b."

Yes—"b."

Point to the Keyword Image Card: "b" - "bat" - /b/. Use nonverbal cues to prompt students to chorally say the letter name, the keyword, and the sound as you point.

Identify the Initial Phoneme

We are learning that words are made of individual sounds. In this unit, we will identify sounds that occur in the beginning, middle, and end of a word. Today, we will listen for the beginning sounds in words. The beginning sound is the first sound we hear in a word.

Model: *Watch me listen for the beginning sound in a word. Then, I'll ask you to do the same thing. The word is "mask." I'll say the word slowly and listen to the very first sound: /m/ - /ask/. The first sound I hear in "mask" is /m/.*

Now, you try. The word is "tent." Say the word after me: "tent."

Use nonverbal cues to prompt students to chorally repeat the word after you.

> **Ask:**
> *What is the first sound you hear in "tent"?*

Students chorally respond: "t."

Use nonverbal cues to prompt students to chorally repeat the word and the sound after you.

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Sound Isolation

For each of the following words: Dictate the word, and have students chorally repeat it. Then, direct students to say its first sound chorally.

1. bus (initial sound: /b/)
2. miss (initial sound: /m/)
3. tooth (initial sound: /t/)
4. boat (initial sound: /b/)

Sound Segmentation

Segmenting Words

*Similar to putting sounds together to make a whole word, we can also **segment**, or break apart, words to identify the individual sounds that make them up. "**Segment**" means "to break apart into smaller pieces." When we **segment** words, we break them into smaller parts and identify the individual sounds that make up the words. For example, when I hear the word "scarecrow," I can **segment** it, or break it apart, into two smaller words: "scare" and "crow."*

Model: *Let's try this. First, I'll show you how I can **segment** a word by listening for the two smaller words inside a bigger word. Then, you'll try. The word is "toothbrush." I will listen for the two smaller words inside the bigger word and clap as I say the words: "tooth" [clap] - "brush" [clap]. Clap and say the words with me now: "tooth" [clap] - "brush" [clap].*

When I put the two smaller words back together, I get "toothbrush."

Now, you try. The word is "pancake." Say the word after me: "pancake."

Use nonverbal cues to prompt students to chorally repeat the word.

> **Ask:**
> *What are the two smaller words that make "pancake"? Clap as you say each word.*

Students chorally respond: "pan" [clap] - "cake" [clap].

The word is "pancake."

> **Ask:**
> *What's the word?*

Students chorally respond: "pancake."

For each of the following words: Dictate the word, and have students chorally repeat it. Then, direct students to clap as they chorally say the two smaller words. Finally, have students chorally say the whole word.

1. seashell (sea, shell)
2. haircut (hair, cut)
3. birdhouse (bird, house)

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Lesson 2b: Centers

Before THE LESSON

In each of Lessons 1b–5b, you will explicitly teach and practice one center's activity. In Lesson 6b, students will begin rotating through two centers a day in their assigned groups.

Prepare the "Letter Lab, Week 1, Activity 1 Student Materials" and coloring materials for each student.

SAMPLE

Launch the Center: Letter Lab

Today, we are going to continue learning about our literacy centers. For the next several lessons, I will teach you about each of our five centers. After we learn how each center works, you will begin visiting the centers with your group.

Explicit Instruction

Today, we will learn about the center called Letter Lab. At Letter Lab, you will listen closely to letter sounds and find pictures whose names start with those sounds.

Display the "Letter Lab Week 1, Activity 1 Student Materials" for "a" - "apple" - /ă/.

Point to the Keyword Image Card picture in the middle of the activity sheet.

When you come to Letter Lab, the first thing you will do is look at the Keyword Image Card picture in the middle of the activity sheet and say the letter name, the keyword, and the sound. Today, the first letter name - keyword - sound is "a" - "apple" - /ă/. Say it with me: "a" - "apple" - /ă/.

Students chorally respond: "a" - "apple" - /ă/.

Our focus letter - keyword - sound is "a" - "apple" - /ă/. We want to find pictures of other things that start with the letter "a" and the /ă/ sound.

Next, I look at the pictures in the boxes around the page. I say the name of each picture and listen to decide whether it starts with /ă/.

Point to one picture whose name starts with /ă/.

Watch me. This is a picture of an astronaut. I'll say the word and listen to the first sound: "astronaut." I hear /ă/ at the beginning of the word. "Astronaut" starts with /ă/, so I circle the picture.

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Model circling the picture.

After I circle a picture that starts with the sound, I color it in.

Model coloring in the picture. Then, point to one picture whose name does not start with /ă/.

Now, I'll try another one. This is a picture of a fox. I'll say the word and listen to the first sound: "fox." I do not hear /ă/ at the beginning of the word, so I will not circle or color the picture.

At Letter Lab, I keep going one picture at a time. I say the picture word, compare it to the focus sound, and circle and color only the pictures that start with that sound.

> **Ask:**
> *What do we do when a picture word starts with our focus sound?*

Key Ideas:

- Circle the picture.
- Color the picture.

> **Ask:**
> *What do we do if the picture word does not start with our focus sound?*

Key Ideas:

- Do not circle it or color it.
- Move on to the next picture.

Continue modeling identifying the pictures and whether they begin with /ă/ for the remaining pictures on "Letter Lab Week 1, Activity 1 Student Materials" for "a" - "apple" - /ă/. Identify that "astronaut," "ant," and "alligator" begin with the /ă/ sound.

Guided Practice

Display the "Letter Lab Week 1, Activity 1 Student Materials" for "m" - "man" - /m/. Ensure that students have access to crayons so they can circle and color the pictures.

Direct students to look at the Keyword Image Card picture at the center of the sheet.

> **Ask:**
> *Now, what is our Keyword Image Card picture?*

Students chorally respond: "m" - "man" - /m/.

> **Ask:**
> *What is our focus sound?*

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Launch the Center: Letter Lab

Students chorally respond: /m/.

Let's try one together. First, we name the picture. This is a sun. Say the word.

Students chorally respond: "sun."

Our focus sound is /m/.

> **Ask:**
> *Does "sun" start with /m/?*

Students chorally respond: "no."

Let's try another one together. The picture is a monkey. Say the word: "monkey."

Students chorally respond: "monkey."

> **Ask:**
> *Does "monkey" start with /m/?*

Students chorally respond: "yes."

Direct students to circle and color the picture.

Direct students to continue identifying the pictures and whether they begin with /m/ for the remaining pictures on "Letter Lab Week 1, Activity 1 Student Materials" for "m" - "man" - /m/. Identify that "monkey," "mop," "mouse," and "moon" begin with the /m/ sound.

Center Practice: Letter Lab

Now, you're going to finish this activity on your own, like you will when we begin center rotations, with the remaining two focus sounds for today, "t" - "toe" - /t/ and "b" - "bat" - /b/.

Before students begin analyzing the remaining pictures independently, briefly review the center procedure.

At Letter Lab:

1. *Say the focus letter and its sound.*
2. *Say the name of each picture on the activity sheet to hear if it begins with the focus sound.*
3. *Circle and color the pictures that begin with the focus sound.*

If you finish, you can draw another picture of something that starts with the focus sound.

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Center Practice: Letter Lab

Direct students to complete "Letter Lab Week 1, Activity 1 Student Materials" for "t" - "toe" - /t/ and the "Letter Lab Week 1, Activity 1 Student Materials" for "b" - "bat" - /b/.

As students work, circulate to notice trends, prompt students to say each picture name aloud before deciding whether it starts with the focus sound, and provide corrective feedback as needed.

If students are unsure whether a word starts with the focus sound, prompt them to say the word slowly and listen closely to their beginning sounds rather than immediately providing the answer.

Reinforce center habits students will need when they begin rotations, including using materials carefully, staying in their workspace, and completing the activity before moving to the extension.

Share and Reflect

Bring students back together after center practice.

Today, you learned how to work at our new literacy center, Letter Lab.

> **Ask:**
> *What do you do when you come to Letter Lab?*

Key Ideas:

- Say the focus letter name, the keyword, and the sound.
- Name each picture and listen to decide whether the word starts with the focus sound.
- Circle and color the pictures that start with the focus sound.

> **Ask:**
> *What picture words did you find that begin with the focus sound /t/? How did you know?*

Key Ideas:

- "tiger," "tooth," "toys," "turtle"
- I said the word and heard the beginning sound /t/.

> **Ask:**
> *What picture words did you find that begin with the focus sound /b/? How did you know?*

Key Ideas:

- "bed," "ball," "boat," "bow"
- I said the word and heard the beginning sound /b/.

Today we practiced with /ă/, /m/, /t/, and /b/ words. You listened carefully to the beginning of words to decide which ones started with the focus sound.

The next time you visit Letter Lab, the letters and sounds will be different, but you will follow the same steps.

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