

Part One: Working with Letters and Names (3-4 minutes)

A. Name Activities: Pick One:

1. Name Puzzles: put puzzle together and say letter names, count letters, etc.
2. Making names with magnetic letters
3. Rainbow writing

B. Working with Letters: Pick One:

1. Sort letters in bag into like piles (if student knows less than 10)
2. Match letters to alphabet chart
3. Match upper and lowercase letters
4. Sort by color
5. Name letters left to right
6. Name a word that begins with that letter
7. Name the letter that begins that word (Find the letter that you hear at the beginning of book)
8. Find the letter that makes that sound

C. Letter Formation – Start with one Group and stick with it before moving on

Group 1: Letter s that start like a c

c- around like a c

o – around like a c and close

a – around like a c and down

d- around like a c, up and down

g – around like a c, down and hook left

q - around like a c, down

Group 2: Letters that start like an l

l – start at the top, down

t – start at the top, down, cross

h – start at the top, down and hump

k – start at the top, down, in, out

b – start at the top, down and around

r – start at the top, down, up, and over

n – start at the top, down, up, hump

m – start at the top, down, hump, hump

i – start at the top, down, dot

j – start at the top, down, hook left, dot

p – start at the top, down, up and around

Group 3: Unique Letters

e – over and around like a c

f – down, cross

s – around like a snake

u – down and up

v – down and up

w – down, up, down, up

x – like a cross

y – down, down

z – across, down, across

Part 2: Working with Sounds (2-3 minutes)

A. Phonological Awareness: Pick One:

1. Clapping Syllables
2. Working with Rhymes (thumbs up if it rhymes, thumbs down if not)
3. Picture Sorts (easiest to learn: *b,d,f,j,k,l,m,n,p,r,s,t,v,z* and names of peers)
 - a. Choose 2 consonants with different sounds
 - b. Give pictures to students and name them
 - c. Write the consonants on a white board and say the letter sound
 - d. Have the student say the name of the picture, say the beginning sound, say the name of the letter, put picture under that letter

Part 3: Working with Books (5 minutes)1 book per student and teacher

- Guide students through book and discuss pictures. Use complete sentences as they describe. Model and have students repeat.
- Read the book with the students. Use the pointers to point to words.
- Choose one or two of the following teaching points:
 - A. Concept of a word (put fingers around each word, count how many)
 - B. First/Last Word
 - C. Concept of a letter
 - D. First/Last Letter
 - E. Punctuation
 - F. Capital/Lowercase letters

Part 4: Interactive Writing (5 minutes)

- Dictate a simple sentence (4 to 6 words)
- Children repeat sentence while you distribute markers and dry erase boards
- Draw a line for each word in the sentence on a sentence strip
- Have students help you write each word. Students write the dominant sounds, you write all others. Teach correct letter formation. Do not allow invented spelling here.
- Cut up the sentence and have students work together to put it back together.

*From Jan Richardson's The Next Step in Guided Reading: Chapter 3