

Unit 4, Week 4 Concepts of Print and Letter/Sound Identification

Day 1: Letter ID	
Standards addressed: RF.PK.1 RF.PK.2 RF.PK.3	Materials: <ul style="list-style-type: none"> • alphabet poster • pointer • <i>Foundations</i> letter card li
Heggerty Alignment: Week 23 (Monday)	Facilitation: <p><i>This week we will talk about the letter li</i> Point to the letter on the poster and hold up the letter card.</p>
Focus: Letters li	<p>Display the <i>Foundations</i> letter card for li . <i>Do you remember this letter?</i> <i>This is the letter l. This letter makes the sound /i/. "Itch" begins with the /i/ sound. Repeat after me, l, itch, /i/.</i></p> <p>Have children repeat the letter name, picture, and sound.</p> <p>Point to the uppercase letter: <i>This is uppercase l.</i></p> <p>Point to the lowercase letter: <i>This is the lowercase letter i.</i></p> <p><i>What else begins with the /i/ sound?</i></p> <p>Make connections to students, teachers, family members whose names begin with this letter.</p>
Day 2: Concepts of Print	
Heggerty Alignment: Week 23 (Tuesday)	Materials: <ul style="list-style-type: none"> • Write out or project <i>Three Little Monkeys</i>
Focus: Where to start reading	Facilitation: <p><i>Our poem today is "Three Little Monkeys." Can you help figure out where to start reading?</i></p> <p>Point to random places on the chart and ask, <i>Do I start reading here?</i> Point to the first word in the title. <i>Readers start at the very top and the first word on the left.</i> Read through the poem together, adding gestures and movements where appropriate (e.g. 3 fingers, swinging, snapping).</p>

Day 3: Letter ID	
<p>Heggerty Alignment: Week 23 (Wednesday)</p> <p>Focus: Letters li Letter formation guidance (uppercase) Letter Formation guidance (lowercase)</p>	<p>Materials:</p> <ul style="list-style-type: none"> • alphabet poster • pointer • <i>Foundations</i> letter card li <hr/> <p>Facilitation</p> <p><i>This week we are learning more about the letter I.</i></p> <p>Hold up the letter card Ee. Say and have children repeat <i>I, itch, /i/</i>.</p> <p><i>Let's practice writing an uppercase I and then a lowercase i.</i> <i>Point your magic writing finger to the sky.</i> <i>Let's write an uppercase letter I, in the sky.</i></p> <p>Narrate the movements to form each letter in both upper and lower case. For example: <i>Start at the top, and draw one big, straight line down. Add a little, straight line at the top and a little, straight line at the bottom. Let's make the lowercase i. Draw a little, straight line down. Now add a dot above the line.</i></p> <p>Invite children to stand and narrate the movements to form each letter. Ask children to erase I, and write i. Encourage children to follow the model movements, and provide a written model as they practice.</p>
Day 4: Concepts of Print	
<p>Heggerty Alignment: Week 23 (Thursday)</p> <p>Focus: Where to start reading</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Write out or project Three Little Monkeys <hr/> <p>Facilitation:</p> <p><i>Let's read "Three Little Monkeys" again. Who can show me where we'll start reading?</i></p> <p>Choose a child to point to where to start.</p> <p><i>Remember, readers start at the very top and all the way to the left.</i></p> <p>Read through the poem together, adding gestures and movements where appropriate (e.g. hold up 3 fingers, swing arms, etc.).</p>
Day 5: Matching Letters and Sounds	
<p>Heggerty Alignment: Week 23 (Friday)</p>	<p>Materials:</p>

Focus: Letters li	<ul style="list-style-type: none"> Index cards with a variety of lowercase and uppercase letters including the letters l, and i. <p>Facilitation: Find the Letter Game</p> <ul style="list-style-type: none"> Have the children sit in a circle Randomly lay cards out around the center of the meeting space (rug). As you lay out the cards, ask the children to name the letters and/or the corresponding letter sound. Call children one at a time to find letters by their sounds. For example, <i>Find the letter that makes the /i/ sound.</i> Add to the challenge by asking students to find the upper or lowercase letter that makes the ____ sound.
Standards addressed	<p>RF.PK1.1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <p>RF.PK.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.PK.3. Demonstrate beginning understanding of phonics and word analysis skills.</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter</p>
Extensions	
<p>If You Have the Matching Letter (uppercase) Materials: 2 sets of uppercase letter cards</p> <ul style="list-style-type: none"> Pass one uppercase letter to each child and hold matches for each letter you pass out. Hold up one letter at a time and say: <i>If you have the matching letter, say it's name.</i> Continue until each child's letter is called. <p>The game can also be played with matching lowercase letters or matching uppercase and lowercase letters.</p>	
<p>Alphabet Clue Game Materials: dry erase board and marker or clipboard with paper and marker</p> <ul style="list-style-type: none"> Tell children you are going to play a letter guessing game. Explain that you are going to think of a letter and give them clues one at a time. Draw the big, straight line of l. Stop and ask if anyone wants to guess what letter you are thinking of. Respond to each guess by talking about how that letter is made. For example, <i>L is a good guess because an L does have a big, straight line. But it's not an L.</i> Add a little , straight line at the top and ask for guesses. Add the little, short line at the bottom to make an l. 	
<p>Sand Table Letter Hunt:</p> <ul style="list-style-type: none"> Place upper and lower case letters in the sand table. 	

- Ask students to dig to sand to find letters
- When letters are found, encourage students to say the name and the corresponding sound.