

Unit 2, Week 6 Concepts of Print and Letter/Sound Identification

Day 1: Letter ID	
Standards addressed: RF.PK.1 RF.PK.2 RF.PK.3	Materials: • alphabet poster • pointer • <i>Foundations</i> letter cards Ww and Xx
Heggerty Alignment: Week 12 (Monday)	Facilitation: <i>Today we will talk about the letters Ww and Xx.</i> Point to the letters on the poster and hold up the letter cards.
Letters: Ww, Xx	Display the <i>Foundations</i> letter card for W. <i>Do you know this letter?</i> <i>This is the letter W. This letter makes the sound /w/, “wind” begins with the /w/ sound. Repeat after me, W, wind, /w/.</i> Have children repeat the letter name, picture, and sound. Repeat this routine with Xx. Make connections to students/teachers whose names begin with these letters or encourage students to think of people in their families whose names begin with the letter.
Day 2: Concepts of Print	
Heggerty Alignment: Week 12 (Tuesday)	Materials: • Book of choice (preferably a big book)
Focus: What is an Illustrator? How do we know who draws the pictures?	Facilitation: Show the book to students <i>We have been talking about books and their covers.</i> <i>We learned that the book cover helps us predict what a book might be about by using the picture and the title. We also talked about the author, the person who writes the book, and how you can find the author’s name on the cover.</i> <i>Today we’re going to talk about another important part of the cover.</i> Point to the illustrator’s name.

	<i>This is the name of the illustrator. An illustrator is the person who draws the pictures in the book.</i> <i>Some people choose books with pictures from illustrators that they like. This is why having the illustrator's name on the cover is very important.</i> <i>When you pick up a book this week see if you can find the name of the illustrator.</i>
Day 3: Letter ID	
Heggerty Alignment: Week 12 (Wednesday) Letters: Ww, Xx Letter formation guidance (uppercase) Letter Formation guidance (lowercase)	Materials: ● alphabet poster ● pointer ● <i>Foundations</i> letter cards Ww and Xx Facilitation <i>This week we are learning these letters.</i> Hold up the letter cards Ww and Xx. Say and have children repeat each letter name, picture, and sound. <i>Let's practice W and X with sky writing. Take out your magic finger pencils.</i> Invite children to stand and narrate the movements to form each letter. Invite children to erase W and write X. Encourage children to follow the model movements, and provide a written model as they practice.
Day 4: Concepts of Print	
Heggerty Alignment: Week 12 (Thursday) Focus: What is an Illustrator? How do we know who draws the pictures?	Materials: Book of choice (preferably a big book) Facilitation: Display the book for kids to see. <i>Can someone remind me why book covers are important ? (they help us predict what a book might be about and they tell us who wrote the book)</i> <i>Who remembers what we call the person that draws the pictures in a book ? (the author)</i>

	<i>Can someone help me find the Illustrator and author of this book?</i> <i>When you pick up a book this week see if you can find the name of the illustrator.</i>
Day 5: Letter ID	
Heggerty Alignment: Week 12 (Friday) Letters: Ww, Xx	Materials: ● alphabet poster ● pointer ● <i>Foundations</i> letter cards Ww and Xx Facilitation: <i>Let's do a quick review of the letters we are learning.</i> Say the alphabet. Use the alphabet poster, and track each letter with a pointer. <i>Let's play our guessing game again.</i> Play with several words. Give clues, including the initial letter sound, and offer children time to think. For example: . <i>This is something you drink when you are thirsty. It is clear and sometimes people swim in it. It also begins with the letter W and the sound /w/. What's my word? (water)</i> <i>This is something that a doctor might do if they think you broke a bone in your body. They do this to take a picture of your bones. It begins with the letter X and the sound /x/. What's my word? (x-ray)</i> Continue with other examples. Use words that reflect or will capture children's interest and words connected to texts and other classroom experiences.
Standards addressed	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. RF.PK.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.PK.3. Demonstrate beginning understanding of phonics and word analysis skills. 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

Extensions

Game: Find the Letter

Preparation:

Write letters on index cards. Include a mix of the week's focus letters and some that have not yet been introduced. Make enough cards for each child to have a turn, plus some extras (letters may repeat).

To play:

Have children sit in a circle.

Place letter cards in the center.

For each turn, name a letter or a letter sound. Ask a child or pair of children to stand up and find a corresponding card.

Have the child(ren) show the card to the group.

Is this the letter ____? or, Does this letter make the sound ____?

Ask the child(ren) to bring the card to an adult before sitting back down or getting into line.

Playdough Letters

During Centers, ask children to make specific letters with play dough.

Letter Write:

Provide opportunities for children to practice writing letters on various surfaces and with various materials. For example:

on paper

on a whiteboard

in sand

in shaving cream