

## Unit 3, Week 4 Concepts of Print and Letter/Sound Identification

Day 1: Letter ID	
<p>Standards addressed: RF.PK.1 RF.PK.2 RF.PK.3</p> <p>Heggerty Alignment: Week 17 (Monday)</p> <p>Focus: Letters Cc</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>● alphabet poster</li> <li>● pointer</li> <li>● <i>Foundations</i> letter card Cc</li> </ul> <hr/> <p>Facilitation:</p> <p><i>This week we will talk about the letter Cc</i></p> <p>Point to the letter on the poster and hold up the letter card.</p> <p>Display the <i>Foundations</i> letter card for Cc.</p> <p><i>This is the letter C. This letter makes the sound /k/. "Cat" begins with the /k/ sound. Repeat after me, C, cat, /k/.</i></p> <p>Have children repeat the letter name, picture, and sound.</p> <p>Point to the uppercase letter: <i>This is uppercase C.</i></p> <p>Point to the lowercase letter: <i>This is the lowercase letter C</i></p> <p><i>What else begins with the /k/sound?</i></p> <p>Make connections to students, teachers, family members whose names begin with this letter. Reference words from the curriculum like "Corduroy", "cat", and "kite".</p>
Day 2: Concepts of Print	
<p>Heggerty Alignment: Week 17 (Tuesday)</p> <p>Focus: Print (letters and words) holds meaning</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>● Poem, <a href="#">Cloud</a>, projected or written on chart paper</li> </ul> <hr/> <p>Facilitation:</p> <p>Introduce the poem (make reference to current unit topics like the weather)</p> <p>Read the poem.</p> <p><i>I'm noticing that this poem has a lot of letters. They're the same letters that we have on our chart and have been learning about.</i></p>

	<p>Point to the word “cotton” and say:  <i>Look at this word, cotton. Cotton begins with the letter C.  That’s the letter that we are talking about this week.</i></p> <p>Highlight a few of the letters in some of the student’s names.</p> <p><i>Readers look at the letters in words to help them figure out what the word is.</i></p> <p><i>As you are reading today try to see which letters are making the words in books.</i></p>
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**Day 3: Letter ID**

<p>Heggerty Alignment:  Week 17  (Wednesday)</p> <p>Focus: Letter Cc</p> <p><a href="#">Letter formation guidance</a> (uppercase)</p> <p><a href="#">Letter Formation guidance</a> (lowercase)</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>● alphabet poster</li> <li>● pointer</li> <li>● <i>Foundations</i> letter card Cc</li> </ul> <hr/> <p>Facilitation:</p> <p><i>This week we are learning more about the letter C.</i></p> <p>Hold up the letter card Cc. Say and have children repeat <i>C, cat, /k/.</i></p> <p><i>Let’s practice writing an uppercase C and then a lower case c. Point your magic writing finger to the sky.  Let’s write an uppercase letter C 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 a big curved line.</i></p> <p><i>Let’s make the lowercase c. Start at the top and draw a little curved line.</i></p> <p>Invite children to stand and narrate the movements to form each letter. Invite children to erase C and write c. Encourage children to follow the model movements, and provide a written model as they practice.</p>
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**Day 4: Concepts of Print**

<p>Heggerty Alignment:  Week 17 (Thursday)</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>● Poem, <a href="#">Cloud</a>, projected or written on chart paper</li> </ul>
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<p>Focus: Print (letters and words) holds meaning</p>	<p>Facilitation:</p> <p><i>We're going to read the poem, Cloud, again. Can someone remind me of how words are made? While I'm reading today, pay close attention to the letters in the words that I read. If you see a letter that you know, raise your hand.</i></p> <p>Read the poem.</p> <p>Highlight the letters in names of children who you notice don't raise their hands when a letter in their names comes up in the poem. For example:</p> <p><i>I notice that the word cotton has the letter C, just like Carolyn. Did you notice that?</i></p> <p>Try to call on as many children as possible.</p>
<p><b>Day 5: Letter ID</b></p>	
<p>Heggerty Alignment: Week 17 (Friday)</p> <p>Letters: Cc</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>● Index cards with a variety of lowercase and uppercase letters including the letters C and c</li> </ul> <p>Facilitation:</p> <p>Find the letter game</p> <ul style="list-style-type: none"> <li>● Have the children sit in a circle</li> <li>● 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.</li> <li>● Call children one at a time to find letters by their sounds. For example, <i>Find the letter that makes the /k/ sound.</i></li> <li>● Add to the challenge by asking students to find the upper <b>or</b> lowercase letter that makes the ___ sound.</li> <li>● Provide support by asking children to find the letter name and others can make the corresponding sound once the letter is found.</li> </ul>
<p>Standards addressed</p>	<p><b>RF.PK1.1.</b> 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><b>RF.PK.2.</b> With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>

**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

#### **If You Have the Matching Letter (uppercase)**

Materials: 2 sets of uppercase letter cards

- 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: *If you have the matching letter, say its name.*
- Continue until each child's letter is called.

The game can also be played with matching lowercase letters or matching uppercase and lowercase letters.

#### **Alphabet Clue Game**

Materials: dry erase board and marker or clipboard with paper and marker

- 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 half of a big, curved line for an uppercase C. 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, *A lowercase e has a curved line, but this letter has a big, curved line.*
- Complete the big, curved line to make an uppercase C.

#### **Sand Table Letter Hunt:**

- 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.