

Unit 1, Week 4 Concepts of Print and Letter/Sound Identification

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Day 1: Letter ID	
<p>Standards addressed: RF.PK.1 RF.PK.2 RF.PK.3</p> <p>Heggerty Alignment: Week 4 (Monday)</p> <p>Letters: Gg, Hh</p>	<p>Materials:</p> <ul style="list-style-type: none"> • alphabet poster • pointer • <i>Foundations</i> letter cards Gg and Hh and previously taught letters <hr/> <p>Facilitation:</p> <p>Say, rather than sing, the alphabet. Use the alphabet poster, and track each letter with a pointer.</p> <p>Review letters previously taught. For each one: Point to the letter. <i>We talked about this letter. What letter is it?</i></p> <p>Remind or affirm: <i>This is the letter ____.</i> <i>What sound does this letter make?</i></p> <p>Remind or affirm: <i>This letter makes the sound /__/. </i></p> <p><i>Today we will talk about the letters G and H.</i></p> <p>Point to the letters on the poster and hold up the letter cards.</p> <p>Display the <i>Foundations</i> letter card for Gg. <i>Do you know this letter?</i> <i>This is the letter G. This letter makes the sound /g/. “Game” begins with the /g/ sound. Repeat after me, G, game, /g/.</i></p> <p>Have children repeat the letter name, picture, and sound.</p> <p>Repeat this routine with Hh.</p> <p>Make connections to students/teachers whose names begin with these letters.</p>
Day 2: Concepts of Print	
<p>Heggerty Alignment: Week 4 (Tuesday)</p> <p>Focus: Where to start reading</p>	<p>Materials:</p> <ul style="list-style-type: none"> • “Hickory, Dickory, Dock” <p>Write out the rhyme on a chart, or project it on a slide. Leave room under these two lines to add the rest of the poem for Day 4.</p>

	<p><u>Hickory, Dickory, Dock</u></p> <p>Hickory, Dickory, Dock. The mouse ran up the clock.</p> <hr/> <p>Facilitation:</p> <p><i>We have been learning a lot about how to read poems: We know that we read from left to right [point from left to right on the chart]. We know that we go from the top to the bottom [point from top to bottom on the chart]. And we know what to do when we get to the end of a line [demonstrate a return sweep].</i></p> <p><i>Today we'll talk about where to start reading. Our poem today is "Hickory, Dickory, Dock." 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 top left (the title). <i>Readers start at the very top and all the way to the left.</i></p>
<p>Day 3: Letter ID</p>	
<p>Heggerty Alignment: Week 4 (Wednesday)</p> <p>Letter: Gg, Hh</p> <p>Letter formation guidance (uppercase)</p> <p>Letter Formation guidance (lowercase)</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● alphabet poster ● pointer ● <i>Foundations</i> letter cards Gg and Hh and previously taught letters <hr/> <p>Facilitation:</p> <p>Say, rather than sing, the alphabet. Use the alphabet poster, and track each letter with a pointer.</p> <p>Review letters Aa through Ff, saying and having children repeat each letter name, picture, and sound.</p> <p><i>This week we are learning these letters.</i></p> <p>Hold up the letter cards Gg and Hh Say and have children repeat each letter name, picture, and sound.</p> <p><i>Let's practice G and H with sky writing. Take out your magic finger pencils.</i></p> <p>Invite children to stand, and narrate the movements to form each letter. Invite children to erase G and write H. Encourage children to</p>

	follow the model movements, and provide a written model as they practice.
Day 4: Concepts of Print	
<p>Heggerty Alignment: Week 4 (Thursday)</p> <p>Focus: Where to start reading</p>	<p>Materials:</p> <ul style="list-style-type: none"> “Hickory, Dickory, Dock” <p>Write the remaining lines on the chart, or use the slide.</p> <p><u>Hickory, Dickory, Dock</u></p> <p>Hickory, Dickory, Dock. The mouse ran up the clock. The clock struck one. The mouse ran down. Hickory, Dickory, Dock. .</p> <hr/> <p>Facilitation:</p> <p><i>Today we’ll add the rest of the lines in the rhyme “Hickory, Dickory, Dock.”</i></p> <p>Point and begin reading from the middle of the third line. <i>That doesn’t seem right. Is this where I’m supposed to begin reading?</i> <i>Where should I begin reading?</i></p> <p>Allow children to indicate, with words or by pointing, the top left of the print. Affirm their knowledge. <i>We start at the top and on the left</i> [point to the starting point].</p> <p>Read through the poem, pointing and encouraging children to recite along.</p>
Day 5: Letter ID	
<p>Heggerty Alignment: Week 4 (Friday)</p> <p>Letters: Gg, Hh</p>	<p>Materials:</p> <ul style="list-style-type: none"> alphabet poster pointer <p><i>Foundations</i> letter cards Aa through Hh</p> <hr/> <p>Facilitation:</p> <p><i>Let’s do a quick review of the letters we are learning.</i></p> <p>Say the alphabet. Use the alphabet poster, and track each letter with a pointer.</p>

	<p><i>Let's play our guessing game again. I will show you a letter card, and you can try to guess a word that I'm thinking about that begins with its sound. I'll give you clues.</i></p> <p>Play with several words. Give clues, including the initial letter sound, and offer children time to think.</p> <p>For example:</p> <p><i>This is a kind of container we put our trash in. It is sometimes very smelly, and it usually has a lid to cover it. It begins with the letter G and the /g/. What kind of container am I thinking of? (garbage can)</i></p> <p><i>This is something that people wear on their heads to protect it from the sun and the rain. It sometimes has cool designs or sports teams on it. It begins with the letter H and the sound /h/. What object am I thinking of? (hat)</i></p> <p>Continue with other examples. Use words that reflect or will capture children's interest and words connected to texts and other classroom experiences.</p>
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>Game: Find the Letter</p> <p>Preparation:</p> <p>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).</p> <p>To play:</p> <p>Have children sit in a circle.</p> <p>Place letter cards in the center.</p> <p>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.</p>	

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