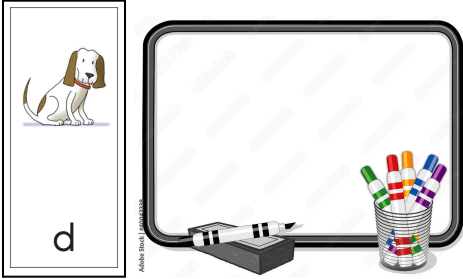







Letter Naming and Decoding Support Plan

(students who can name <20 lowercase letters)

 [UFLI Letter Formation.pdf](#)

| Pacing | | | | | |
|----------------|---|--------|--------|--------|-------------------|
| Week 1 | Rr | Tt | Nn | Ss | li |
| Week 2 | Assess r, t, n, s, i | Ll, Cc | Dd, Mm | Aa, Pp | Ff, Vv |
| Week 3 | Assess l, c, m, p, v | Gg, Ee | Bb, Hh | Kk, Ww | Oo, Xx |
| Week 4 | Assess g, e, b, h, k, w, o, x | Zz, Jj | Qq, Yy | Uu | Assess z, j, y, u |
| Week 5+ | Place into SIPPS Beginning 1 *Add letter naming supplement to SIPPS lessons for students who still have <20 lowercase letters | | | | |

| Letter Naming Intervention Lesson Routines | | | |
|--|---|--|---|
| Step | Activity | Materials | Details |
| 1. 2 min | Introduce Letter Introduce letter with letter mnemonic card |  | <u>Wall card introduction</u> T: (Show wall card). Today's letter is _____. ____ says ____ like the ____ card. What letter? _____. S: _____ (letter name) <u>Whiteboard Model</u> T: sings the Choral SEEDS Chant: Letters! Letters! Letters have names! What is the name of thiiiiis letter? T: draws the letter for today's lesson on a whiteboard while saying the  UFLI Letter Formation.pdf auditory script T&S: " ___, _____, ___, __! __ is the name of thiiiiis letter." S: Finger write the letter in the air or on their tables using the auditory script. Say the letter name. |
| 2. 3 min | Identify the Letter and Review Letters Review the letter name on a card (without picture) |  | T: (point to letter card) Letter? S: Say letter name T: Again S: Say letter name T: Repeat procedure with each of the focus letters from the week and any letters from previous weeks that students are struggling with. |
| 3. 3 min | Letter Search Students search for and circle new letter(s) in a sentence on the board. |  | T: What letter are we learning today? S: Say letter name T: Look at this sentence and show me a thumb up when you see the letter ____. S: One at a time come up and circle the focus letter. Students who are not circling the letter write it in the air while saying the letter name. |

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| | | Darnell and Maria made mud pies. | T: What letter did we find? S: Say letter name |
| 4. 10 min | Letter Naming Game Students play a game to practice identifying and naming the focus letter and reviewing letters from previous lessons. |  | Select a game and follow the procedures using the new letter and focus letters from previous few lessons. |
| 5. 2-12 min | Introduce Independent Work Students complete an extension activity during their foundational skills block or at home to practice and cement the learning. |  | Select an independent work activity aligned with the focus letter Model how to engage in the activity and have students practice one or two times with guidance Have students work on the activity independently in the group, back in class, or at home |




Congratulations! You have completed the letter naming intervention lessons. Start SIPPS lessons for all students to build decoding skills. For students who still have letters to learn, use the following supplement at the beginning of each SIPPS lesson.

Letter Naming Supplement to SIPPS Lesson

- 4-5 minutes at the beginning of the lesson (instead of rereading a story)
- Pre-teach the **lowercase** letters for the sounds introduced in that day's lesson (only do the ones that students don't already know)

- See order of letters introduced in SIPPS [here](#)

| Step | Activity | Materials |
|------------------------|--|--|
| 1. 1 min | Sing as I Point* <ul style="list-style-type: none"> • Teacher has 1 copy of the Sing as I Point poster in front of group • Tells students to sing as she points • When I point with my thumb, I want you to sing loud • When I point with my pinky I want you to sing softly • Pay attention to my pointer, sometimes I will go fast as sometimes I will go slowly • Also point to the “Now I know my ABCs...” <p>* With older students do RAN review of previously taught letters instead</p> | <ul style="list-style-type: none"> • Sing as I point Poster |
| 2. 1 min | New Letter Intro <u>Whiteboard Model</u> <ul style="list-style-type: none"> • Teacher sings the Choral SEEDS Chant: Letters! Letters! Letters have names! What is the name of thiiiiis letter? • Teacher draws the letter for today’s lesson on a whiteboard while saying the auditory script • Teacher starts chant, students may join in: “ _ _ , _ _ _ _ _ _ , _ _ , _ _ ! _ _ is the name of thiiiiis letter.” <u>Table Tracing</u> <ul style="list-style-type: none"> • Now, you try! Get your fingers ready to write on the table. (Students repeat after you): • “Fingers up!” (“Fingers up!”) “On the table” (“On the table!”) • “Say the formation with me.....(teacher and students say auditory script while writing)” Do 2-3 times while table drawing and saying auditory script • Students and teacher chant together: “ _ _ , _ _ _ _ _ _) _ _ , _ _ _ _ _ _ ! _ _ is the name of thiiiiis letter.” <p>***repeat whiteboard model and table tracing for uppercase and lowercase versions (if formations are different)</p> <u>Wall Card Introduction</u> <ul style="list-style-type: none"> • Show wall card. Today’s letter is _____. _____ says _____ like the _____ card. • “Say (letter name) says (letter sound) ” (Optional: Introduce a hand gesture) | <ul style="list-style-type: none"> • Whiteboard, marker for teacher •  UFLI Letter Formatio... • auditory script • Wall card |
| 3. | Mystery Bag <ul style="list-style-type: none"> • Teacher writes the letter on a white board in upper and lower case. “This is our target letter for today. | <ul style="list-style-type: none"> • Whiteboard, marker for teacher |

| | | |
|--------------------|---|---|
| 1 min | <p>If I write a letter that matches our target letter I want you to give me a thumbs up and say "that's ___" if what I write does not match our target letter, give me a thumbs down and say "that's not ___."</p> <ul style="list-style-type: none"> Teacher leaves the target letter written above and writes below an upper and lower case below (either matching the target or not) and have students respond –repeat with 10 letters. | |
| 4. 1 min | Letter Formation <ul style="list-style-type: none"> Students write the letter about 5 times on their own white board As they write the letter they say "/Letter Name/" says "/Letter Sound/" | <ul style="list-style-type: none"> Whiteboard, marker for each student |

Aa Bb Cc Dd

Ee Ff Gg

Hh Ii Jj Kk

Ll Mm Nn

Oo Pp Qq

Rr Ss Tt

Uu Vv Ww

Xx Yy Zz

Now I know my ABCs next time won't you sing with me

