

Unit 6, Week 5 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 card Uu
Heggerty Alignment: Week 35 (Monday)	Facilitation: Point to the letter Uu on the poster. <i>This week we will learn about this letter.</i>
Focus: Letters Uu	Display the <i>Foundations</i> letter card for Uu. <i>Do you remember this letter?</i> <i>This is the letter U. This letter makes the sound /u/. "Up" begins with the /u/ sound. Repeat after me: "U, up, /u/."</i>
	Have children repeat the letter name, picture, and sound.
	Point to the uppercase letter: <i>This is uppercase U.</i>
	Point to the lowercase letter: <i>This is the lowercase letter u.</i>
	<i>What else begins with the /u/ sound?</i>
	Point out children, teachers, and family members whose names begin with this letter.
Day 2: Concepts of Print	
Heggerty Alignment: Week 35 (Tuesday)	Materials: • Write out or project Five Eggs
Focus: Print holds meaning.	Facilitation: <i>Today we'll read a poem called "Five Eggs". What do you think this poem is going to be about? How do you know?</i>
	Point to and read each word in the title. <i>The words in the title of the poem tell us what the poem will be about. "Five Eggs". It must be about eggs! Let's read it and see.</i>
	Point and read the first two lines of the poem. <i>Five eggs and five eggs, that makes ten.</i> <i>Sitting on top is a mother hen.</i> <i>What have we learned so far?</i>

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	<i>The words add up five eggs and five eggs to make ten eggs. And those eggs are under the mother hen. Let's see what's next:</i> Read the last two lines of the poem. <i>Crackle, crackle, crackle, what do you see?</i> <i>Ten yellow chicks, fluffy as can be.</i> Point to <i>crackle, crackle, crackle</i>. <i>What do you think the words, "crackle, crackle, crackle" are written here?</i> <i>Right, you can almost hear that sound as the eggs crack!</i> <i>This is a short poem, but the words tell us a lot, don't they?</i>
Day 3: Letter ID	
Heggerty Alignment: Week 35 (Wednesday) Focus: Letters Uu Letter formation guidance (uppercase) Letter Formation guidance (lowercase)	Materials: • alphabet poster • pointer • <i>Foundations</i> letter card Uu Facilitation: <i>This week we are learning more about the letter U.</i> Hold up the letter card Uu. Say and have children repeat, "U, up, /u/." <i>Let's practice writing an uppercase U and then a lowercase u.</i> <i>Point your magic writing finger to the sky.</i> <i>Let's write an uppercase letter U in the sky.</i> Narrate the movements to form each letter in both upper and lower case. Invite children to stand, and narrate the movements to form each letter. For example: <i>Let's make the uppercase U. Start at the top, make a big, straight line down. Turn and make another big, straight line going up.</i> Invite children to erase the uppercase letter in the air. <i>Now let's make a lowercase u. Make a little, straight line down. Turn and make another little, straight line going up. Add a little, straight line down on the other side.</i> Encourage children to follow the model movements, and provide a written model as they practice.
Day 4: Concepts of Print	
Heggerty Alignment: Week 35 (Thursday)	Materials: • Write out or project When I Was One

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Focus: Print holds meaning	Facilitation: <i>We're going to read a new poem today. Let's see what we learn from the words as we read.</i> Read through the poem. <i>What do the words tell us?</i> <i>Yes. They describe someone growing up! They learn to talk, and sing, and walk as they grow.</i> Read the last line. <i>What do you think the author means when they say, "I am four and so are you"? Who is "you"?</i> Discuss connections between the poem's content and the children's ages and experiences growing from babies to four and five year olds.
Day 5: Matching Letters and Sounds	
Heggerty Alignment: Week 35 (Friday) Focus: Letters Uu	Materials: - Index cards with a variety of lowercase and uppercase letters including the letters U and u Facilitation: Recite the alphabet using the alphabet poster as you point to each letter. Find the Letter Game - Have the children sit in a circle. - Randomly lay cards out around the center of the meeting space (rug). As each card is laid out, ask the children to name the letter 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 /u/ sound.</i> - Add to the challenge by asking children to find the upper or lowercase letter that makes the ____ sound.
Standards addressed	RF.PK.1.1. 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	
If You Have the Matching Letter (uppercase) Materials: uppercase letter cards, 2 sets	

1. Distribute one uppercase letter card to each child, holding onto the matching card for each of those letters.
2. Hold up one letter at a time and say: *If you have this matching letter, say its name.*
3. Continue until each child's letter is called.

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

Alphabet Clue Game

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

- *We are going to play a letter guessing game. I'm going to think of one letter, and I'll give you clues to guess what it is.*
- Draw the big straight line and curve of the letter U.
Does anyone want to guess my letter?

Sand Table Letter Hunt:

- Place upper and lowercase letters in the sand table.
- Ask children to dig in the sand to find letters.
- When a letter is found, encourage children to say its name and corresponding sound.