

Phonics

Level 0

Teacher Guide



Foundations for Life: Phonics Level 0

Teacher's Guide

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foundationsforagodlylife.com

Educational Standards: The instructional methods in this guide are rooted in the Science of Reading (SoR) and intentional play-based learning. While these strategies are designed to build a strong literacy foundation, the publisher does not guarantee specific individual outcomes as student progress varies.

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Foundations for Life: Phonics Level 0

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Introduction

Welcome to **Foundations for Life: Phonics Level 0**. This curriculum is designed to be the bridge between a child's natural curiosity and their first steps into the world of literacy. Our goal is to make phonics instruction simple, effective, and deeply engaging for both the teacher and the student.

The lessons are designed to be "open-and-go," providing a structured yet flexible path toward phonemic awareness and letter recognition. By combining multisensory play with explicit instruction, we ensure that every child builds a strong foundation for a lifetime of learning.

How to Use This Guide

This guide is written to take the guesswork out of teaching. Throughout the lessons, you will notice a specific color-coding system to help you navigate the instruction:

- **Instructional Text (Black):** This text provides specific directions for you, the teacher. It explains the activity, the physical setup, or tips for the lesson.
- **Teacher Script (Green):** This is exactly what you should say to your student. You may follow this script word-for-word or use it as a guide for your own natural teaching style.

Lesson Flow

Each lesson typically follows a consistent rhythm:

1. **Letter Introduction:** Connecting the sound to the visual symbol.
2. **Phonemic Awareness:** Auditory exercises to help children hear and manipulate sounds.
3. **Multisensory Play:** Using hands-on materials to reinforce the letter shape and sound.
4. **Application:** Simple paper-and-pencil or manipulative-based practice.

Materials Needed

While this curriculum is designed to be low-prep, you will need a small "Instructional Toolkit" to complete the activities. We recommend keeping these items in a bin or rolling cart for easy access during lesson time.

Basic Supplies

- Pencils
- Crayons
- Scissors
- Glue sticks

Hands-On Materials

- **Playdoh:** Used for letter formation and building "muscle memory."
- **Sensory bin:** Used to hide letters to make activities more engaging and to develop fine motor skills.
- **Dice:** Used for moving spaces for board games.
- **Small Manipulatives:** These are used for game pieces, practicing letter formation, or covering letters on a page. Examples include:
 - Mini erasers
 - Fish bowl marbles (glass gems)
 - Small candies (such as Skittles)
 - Plastic chips or buttons

Teacher Preparation

Please ensure you have reviewed the lesson's "Multisensory Play" section beforehand, to collect the items needed for that day's lesson.

A Lesson 1a

Supplies:

Student workbook, sensory bin, letter A tiles, crayons

Step 1

Student workbook page 5

“The name of this letter is A. What is the name of this letter? The letter A is a vowel and makes the sound /a/. What sound does A make? All letters have an uppercase and lowercase letter. We are going to learn the uppercase letters first. Our keyword for the letter A is apple. Say apple. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say a, apple, /a/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 6

Hide the letter A tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, color one of the A’s on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Apple, ax, boy, alligator, fog, alley, axel, hoop, add, ask

Step 4

“Now, you are going to color the letter A and some pictures that start with A. Let’s look at the pictures. Touch each picture and listen for the /a/ sound as we say the word.”

A Lesson 1b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Review Sounds

Grab a bowl & spoon. Hide the letter A tiles in your sensory bin.

“We are going to make letter A stew. Search for the letter A and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 1

“I am going to say two words and you will repeat the word pair. hog/fog.”

“Hog and fog are rhyming words because they have the same middle and ending sounds, /og/. Let’s say some more rhyming words.”

Repeat with: pet/wet, bit/hit, hop/pop, car/star, lip/tip, map/cap, mom/Tom

Step 2

Student Workbook Page 7

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter A.”

Step 3

Student workbook Page 7

“Here you see lines we will use to learn how to write the letters. There are pictures at the beginning of the line to help you remember their names. Point to the top line, it is called the skyline. Now, point to the dashed line. It is called the plane line. Point to the green line, it is called the grass line. Point to the bottom line, it is called the worm line. The letter A starts at the skyline and slants down. Then, you pick up your pencil and start back at the skyline and slant the other direction. Pick up your pencil and connect the lines on the plane line. Practice by tracing the grey As.”

A Lesson 1c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 8

“We are going to play LetterLand to review the letter A. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say pat. What sound do you hear at the end of pat?”

“Say cap. What sound do you hear at the end of cap?”

“Say bag. What sound do you hear at the end of bag?”

“Say sad. What sound do you hear at the end of sad?”

“Say back. What sound do you hear at the end of back?”

Step 2

Student workbook page 9

“You are going to use the playdoh to make the letter A. Roll the playdoh and lay it in the A to form it.”

Step 3

Student workbook page 9

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter A. Can you find all the As?”

A Lesson 1d (optional)

Supplies:

Sensory bin, letter A tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A tiles in your sensory bin.

Student workbook page 10

“You are going to search for the letter A in the sensory bin. When you find an A in the bin, trace an A on the page. When you have traced all the A’s, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

after, leaf, actor, astronaut, moon, person, alligator, kite, alley, ax

Step 2

Student workbook Page 12

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase a, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter A’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

A Lesson 1e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 14

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair. pat/hat.”

“Pat and hat are rhyming words because they have the same middle and ending sounds, /at/. Let’s say some more rhyming words.”

Repeat with: hum/gum, big/rig, hot/pot, hug/mug, lick/tick, soap/rope, bait/gate

Step 2

Student workbook Page 14

“Color the large letter A in the center of the page.”

Step 3

“Now, you are going to search for all of the letter A’s. When you find an A, color the circle.”

B Lesson 2a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 15

“The name of this letter is B. What is the name of this letter? The letter B is a consonant and makes the sound /b/. What sound does B make? This is uppercase B. Our keyword for the letter B is bat. Say bat. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say b, bat, /b/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 16

Hide the letter A & B tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A or B, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Box, band, corn, yarn, box, book, hook, bag, lock, bing

Step 4

“Now, you are going to color the letter B and some pictures that start with B. Let’s look at the pictures. Touch each picture and listen for the /b/ sound as we say the word.”

B Lesson 2b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A & B tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. tug/lug”

“Tug and lug are rhyming words because they have the same middle and ending sounds, /ug/. Let’s say some more rhyming words.”

Repeat with: thin/pin, shop/cop, book/hook, take/lake, loop/stoop, goat/boat

Step 3

Student Workbook Page 17

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter B.”

Step 4

Student workbook Page 17

“Let’s review our writing lines. Point to the top line, it is called the skyline. Now, point to the dashed line. It is called the plane line. Point to the green line, it is called the grass line. Point to the bottom line, it is called the worm line. The letter B starts at the skyline and goes straight down. Then, you pick up your pencil and start back at the skyline and curve around and back into the line at the plane line. Curve out and back to the line at the grass line. Practice by tracing the grey Bs.”

B Lesson 2c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 18

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say cab. What sound do you hear at the end of cab?”

“Say bat. What sound do you hear at the end of bat?”

“Say roll. What sound do you hear at the end of roll?”

“Say hoop. What sound do you hear at the end of hoop?”

“Say gas. What sound do you hear at the end of gas?”

Step 2

Student workbook page 19

“You are going to use the playdoh to make the letter B. Roll the playdoh and lay it in the B to form it.”

Step 3

Student workbook page 19

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter B. Can you find all the Bs?”

B Lesson 2d (optional)

Supplies:

Sensory bin, letter A & B tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A & B tiles in your sensory bin.

Student workbook page 20

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Boot, fort, burger, bean, ham, ball, zoo, bull, jump, bust

Step 2

Student workbook Page 21

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase b, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter B’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

B Lesson 2e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 23

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair. low/bow.”

“Low and bow are rhyming words because they have the same middle and ending sounds, /ō/. Let’s say some more rhyming words.”

Repeat with: won/ton, bum/gum, honk/bonk, mute/flute, like/bike, slop/pop, hoop/coop

Step 2

Student workbook Page 24

“Color the large letter B in the center of the page.”

Step 3

“Now, you are going to search for all of the letter B’s. When you find a B, color the circle.”

C Lesson 3a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 25

“The name of this letter is C. What is the name of this letter? The letter C is a consonant and makes the sound /k/. What sound does C make? This is uppercase C. Our keyword for the letter C is cat. Say cat. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say c, cat, /k/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 26

Hide the letter A-C tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B or C, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Corn, hat, cool, yum, cup, cob, violin, candle, turtle, cattle

Step 4

“Now, you are going to color the letter C and some pictures that start with C. Let’s look at the pictures. Touch each picture and listen for the /k/ sound as we say the word.”

C Lesson 3b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-C tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. boot/loot”

“Boot and loot are rhyming words because they have the same middle and ending sounds, /oot/. Let’s say some more rhyming words.”

Repeat with: hen/ten, sad/lad, heart/cart, shake/bake, tip/skip, load/road

Step 3

Student Workbook Page 27

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter C.”

Step 4

Student workbook Page 27

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter C starts just below the skyline and curves up to the skyline and back. It continues to curve down to the grass line. Practice by tracing the grey Cs.”

C Lesson 3c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 28

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say back. What sound do you hear at the end of back?”

“Say coop. What sound do you hear at the end of coop?”

“Say lock. What sound do you hear at the end of lock?”

“Say stool. What sound do you hear at the end of stool?”

“Say sip. What sound do you hear at the end of sip?”

Step 2

Student workbook page 29

“You are going to use the playdoh to make the letter C. Roll the playdoh and lay it in the C to form it.”

Step 3

Student workbook page 29

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter C. Can you find all the Cs?”

C Lesson 3d (optional)

Supplies:

Sensory bin, letter A-C tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-C tiles in your sensory bin.

Student workbook page 30

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Copter, cool, hurt, calendar, rooster, cart, water, castor, door, cuddle

Step 2

Student workbook Page 31

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase c, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter C’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

C Lesson 3e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 33

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: torch/porch”

“Torch and porch are rhyming words because they have the same middle and ending sounds, /orch/. Let’s say some more rhyming words.”

Repeat with: honey/money, cone/bone, sit/hit, late/mate, beak/seek, bud/sud, sow/low

Step 2

Student workbook Page 34

“Color the large letter C in the center of the page.”

Step 3

“Now, you are going to search for all of the letter C’s. When you find a C, color the circle.”

D Lesson 4a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 35

“The name of this letter is D. What is the name of this letter? The letter D is a consonant and makes the sound /d/. What sound does D make? This is uppercase D. Our keyword for the letter D is donut. Say donut. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say d, donut, /d/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 36

Hide the letter A-D tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B, C or D, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Donut, hat, dog, door, bed, dug, nest, den, pig, dip, dollop

Step 4

“Now, you are going to color the letter D and some pictures that start with D. Let’s look at the pictures. Touch each picture and listen for the /d/ sound as we say the word.”

D Lesson 4b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-D tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. clone/tone”

“Clone and tone are rhyming words because they have the same middle and ending sounds, /ōn/. Let’s say some more rhyming words.”

Repeat with: harp/sharp, loot/flute, seat/meat, chop/shop, grape/tape, sleep/peep

Step 3

Student Workbook Page 37

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter D.”

Step 4

Student workbook Page 37

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter D starts on the skyline and goes straight down. Pick up your pencil and go back to the skyline. Curve forward and around to come back in on the grassline. Practice by tracing the grey Ds.”

D Lesson 4c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 38

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say sharp. What sound do you hear at the end of sharp?”

“Say bed. What sound do you hear at the end of bed?”

“Say hay. What sound do you hear at the end of hay?”

“Say drip. What sound do you hear at the end of drip?”

“Say ham. What sound do you hear at the end of ham?”

Step 2

Student workbook page 39

“You are going to use the playdoh to make the letter D. Roll the playdoh and lay it in the D to form it.”

Step 3

Student workbook page 39

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter D. Can you find all the Ds?”

D Lesson 4d (optional)

Supplies:

Sensory bin, letter A-D tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-D tiles in your sensory bin.

Student workbook page 40

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Date, doodle, bark, wheat, dipper, jump, poodle, deep, fate, dinner

Step 2

Student workbook Page 41

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase d, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter D’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

D Lesson 4e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 43

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: heat/seat”

“Heat and seat are rhyming words because they have the same middle and ending sounds, /ēṭ/. Let’s say some more rhyming words.”

Repeat with: horn/corn, hop/bop, bear/wear, lied/tied, burn/fern, hid/bid, jump/rump

Step 2

Student workbook Page 44

“Color the large letter D in the center of the page.”

Step 3

“Now, you are going to search for all of the letter D’s. When you find a D, color the circle.”

E Lesson 5a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 45

“The name of this letter is E. What is the name of this letter? The letter E is a vowel and makes the sound /e/. What sound does E make? This is uppercase E. Our keyword for the letter E is elephant. Say elephant. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say e, elephant, /e/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 46

Hide the letter A-E tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B, C, D or E, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Elephant, summer, egg, elf, gorilla, igloo, excavator, under, exit, exchange

Step 4

“Now, you are going to color the letter E and some pictures that start with E. Let’s look at the pictures. Touch each picture and listen for the /e/ sound as we say the word.”

E Lesson 5b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-E tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. hoop/scoop”

“Hoop and scoop are rhyming words because they have the same middle and ending sounds, /oop/. Let’s say some more rhyming words.”

Repeat with: dip/rip, junk/dunk, hair/care, tooth/booth, beep/jeep, jade/laid

Step 3

Student Workbook Page 47

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter E.”

Step 4

Student workbook Page 47

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter E starts on the skyline and goes straight down. Pick up your pencil and go back to the skyline. Go straight forward. Pick up your pencil and go to the planeline. Pick up your pencil and go to the grassline. Go forward. Practice by tracing the grey Es.”

E Lesson 5c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 48

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say hill. What sound do you hear at the end of hill?”

“Say goat. What sound do you hear at the end of goat?”

“Say jeep. What sound do you hear at the end of jeep?”

“Say down. What sound do you hear at the end of down?”

“Say road. What sound do you hear at the end of road?”

Step 2

Student workbook page 49

“You are going to use the playdoh to make the letter E. Roll the playdoh and lay it in the E to form it.”

Step 3

Student workbook page 49

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter E. Can you find all the Es?”

E Lesson 5d (optional)

Supplies:

Sensory bin, letter A-E tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-E tiles in your sensory bin.

Student workbook page 50

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Egg, elevator, food, sunshine, eleven, elk, tent, mint, exit, dump

Step 2

Student workbook Page 51

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase e, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter E’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

E Lesson 5e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 53

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: heart/start”

“Heart and start are rhyming words because they have the same middle and ending sounds, /art/. Let’s say some more rhyming words.”

Repeat with: keep/sleep, chop/bop, bake/rake, hoop/loop, strip/ship, raid/laid, hit/sit

Step 2

Student workbook Page 54

“Color the large letter E in the center of the page.”

Step 3

“Now, you are going to search for all of the letter E’s. When you find an E, color the circle.”

F Lesson 6a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 55

“The name of this letter is F. What is the name of this letter? The letter F is a consonant and makes the sound /f/. What sound does F make? This is uppercase F. Our keyword for the letter F is flower. Say flower. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say f, flower, /f/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 56

Hide the letter A-F tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B, C, D, E or F, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Fish, ship, fairy, fort, nest, flower, marsh, flip, frog, kite

Step 4

“Now, you are going to color the letter F and some pictures that start with F. Let’s look at the pictures. Touch each picture and listen for the /f/ sound as we say the word.”

F Lesson 6b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-F tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. drip/lip”

“Drip and lip are rhyming words because they have the same middle and ending sounds, /ip/. Let’s say some more rhyming words.”

Repeat with: rope/soap, drink/sink, hot/cot, slit/kit, sunny/funny, key/bee

Step 3

Student Workbook Page 57

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter F.”

Step 4

Student workbook Page 57

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter F starts on the skyline and goes straight down. Pick up your pencil and go back to the skyline. Go straight forward. Pick up your pencil and go to the planeline. Go forward. Practice by tracing the grey Fs.”

F Lesson 6c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 58

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say ship. What sound do you hear at the end of ship?”

“Say wood. What sound do you hear at the end of wood?”

“Say boat. What sound do you hear at the end of boat?”

“Say hem. What sound do you hear at the end of hem?”

“Say hook. What sound do you hear at the end of hook?”

Step 2

Student workbook page 59

“You are going to use the playdoh to make the letter F. Roll the playdoh and lay it in the F to form it.”

Step 3

Student workbook page 59

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter F. Can you find all the Fs?”

F Lesson 6d (optional)

Supplies:

Sensory bin, letter A-F tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-F tiles in your sensory bin.

Student workbook page 60

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Fork, violin, frog, food, kitten, soot, fly, jet, fake, noodle

Step 2

Student workbook Page 61

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase f, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter F’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

F Lesson 6e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 63

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: jug/slug”

“Jug and slug are rhyming words because they have the same middle and ending sounds, /ug/. Let’s say some more rhyming words.”

Repeat with: tore/snore, sling/bing, rib/bib, strong/song, beat/seat, rock/tock, fog/log

Step 2

Student workbook Page 64

“Color the large letter F in the center of the page.”

Step 3

“Now, you are going to search for all of the letter F’s. When you find a F, color the circle.”

G Lesson 7a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 65

“The name of this letter is G. What is the name of this letter? The letter G is a consonant and makes the sound /g/. What sound does G make? This is uppercase G. Our keyword for the letter G is game. Say game. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say g, game, /g/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 66

Hide the letter A-G tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B, C, D, E, F or G, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Goat, horse, bean, gorilla, grape, seed, garage, grass, orange, gas

Step 4

“Now, you are going to color the letter G and some pictures that start with G. Let’s look at the pictures. Touch each picture and listen for the /g/ sound as we say the word.”

G Lesson 7b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-G tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. hope/slope”

“Hope and slope are rhyming words because they have the same middle and ending sounds, /ōp/. Let’s say some more rhyming words.”

Repeat with: heat/pleat, sore/door, hop/cop, big/rig, goop/loop, fly/high

Step 3

Student Workbook Page 67

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter G.”

Step 4

Student workbook Page 67

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter G starts just below the skyline and curves up to the skyline and back. It continues to curve down to the grass line. Go forward and curve up to the planeline. Go back just a bit. Practice by tracing the grey Gs.”

G Lesson 7c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 68

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say hog. What sound do you hear at the end of hog?”

“Say rob. What sound do you hear at the end of rob?”

“Say hoof. What sound do you hear at the end of hoof?”

“Say tune. What sound do you hear at the end of tune?”

“Say give. What sound do you hear at the end of give?”

Step 2

Student workbook page 69

“You are going to use the playdoh to make the letter G. Roll the playdoh and lay it in the G to form it.”

Step 3

Student workbook page 69

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter G. Can you find all the Gs?”

G Lesson 7d (optional)

Supplies:

Sensory bin, letter A-G tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-G tiles in your sensory bin.

Student workbook page 70

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Goop, drain, gate, great, yes, weep, gift, gape, ape, gallon

Step 2

Student workbook Page 71

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase g, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter G’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

G Lesson 7e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 73

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: judge/budge”

“Judge and budge are rhyming words because they have the same middle and ending sounds, /uj/. Let’s say some more rhyming words.”

Repeat with: hump/slump, kite/bite, bow/low, wet/bet, rag/bag, moon/spoon, rut/cut

Step 2

Student workbook Page 74

“Color the large letter G in the center of the page.”

Step 3

“Now, you are going to search for all of the letter G’s. When you find a G, color the circle.”

H Lesson 8a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 75

“The name of this letter is H. What is the name of this letter? The letter H is a consonant and makes the sound /h/. What sound does H make? This is uppercase H. Our keyword for the letter H is horse. Say horse. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say h, horse, /h/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 76

Hide the letter A-H tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B, C, D, E, F, or H, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Horse, hope, tire, hip, rest, hot, doctor, heat, nut, high

Step 4

“Now, you are going to color the letter H and some pictures that start with H. Let’s look at the pictures. Touch each picture and listen for the /h/ sound as we say the word.”

H Lesson 8b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-H tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. heat/fleet”

“Heat and sleet are rhyming words because they have the same middle and ending sounds, /ēṭ/. Let’s say some more rhyming words.”

Repeat with: short/court, weep/keep, cob/son, run/fun, sip/tip, chop/shop

Step 3

Student Workbook Page 77

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter H.”

Step 4

Student workbook Page 77

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter H starts at the skyline and goes straight down to the grassline. Pick up your pencil and put it on the skyline with a space from the last line you wrote. Go straight down to the grassline. Pick up your pencil and put it on the planeline at the first line you wrote. Go forward and stop at your second line. Practice by tracing the grey Hs.”

H Lesson 8c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 78

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say shop. What sound do you hear at the end of shop?”

“Say crib. What sound do you hear at the end of crib?”

“Say late. What sound do you hear at the end of late?”

“Say red. What sound do you hear at the end of red?”

“Say dog. What sound do you hear at the end of dog?”

Step 2

Student workbook page 79

“You are going to use the playdoh to make the letter H. Roll the playdoh and lay it in the H to form it.”

Step 3

Student workbook page 79

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter H. Can you find all the Hs?”

H Lesson 8d (optional)

Supplies:

Sensory bin, letter A-H tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-H tiles in your sensory bin.

Student workbook page 80

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Hotdog, sheep, horn, cross, heap, hair, teeth, hug, needle, honk

Step 2

Student workbook Page 81

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase h, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter H’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

H Lesson 8e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 83

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: vent/sent”

“Vent and sent are rhyming words because they have the same middle and ending sounds, /ent/. Let’s say some more rhyming words.”

Repeat with: bum/gum, jut/shut, sub/cub, head/red, bean/seen, bet/net, curb/blurb

Step 2

Student workbook Page 84

“Color the large letter H in the center of the page.”

Step 3

“Now, you are going to search for all of the letter H’s. When you find a H, color the circle.”

I Lesson 9a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 85

“The name of this letter is I. What is the name of this letter? The letter I is a vowel and makes the sound /i/. What sound does I make? This is uppercase I. Our keyword for the letter I is inchworm. Say inchworm. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say i, inchworm, /i/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 86

Hide the letter A-I tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter A, B, C, D, E, F, H or I, color one on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Inchworm, sandwich, igloo, iguana, jail, ill, cart, inch, grab, insect

Step 4

“Now, you are going to color the letter I and some pictures that start with I. Let’s look at the pictures. Touch each picture and listen for the /i/ sound as we say the word.”

I Lesson 9b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-I tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two words and you will repeat the word pair. boot/hoot”

“Boot and hoot are rhyming words because they have the same middle and ending sounds, /oot/. Let’s say some more rhyming words.”

Repeat with: pot/lot, beet/neat, rub/tub, ton/won, dream/seam, bong/long

Step 3

Student Workbook Page 87

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter I.”

Step 4

Student workbook Page 87

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter I starts on the skyline. Go straight down to the grassline. Pick up your pencil and place it on the skyline in front of the line you just wrote. Go forward on the skyline and pass the first line you made. Pick up your pencil and do the same thing on the grassline. Practice by tracing the grey Is.”

I Lesson 9c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 88

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say rake. What sound do you hear at the end of rake?”

“Say full. What sound do you hear at the end of full?”

“Say buzz. What sound do you hear at the end of buzz?”

“Say drag. What sound do you hear at the end of drag?”

“Say web. What sound do you hear at the end of web?”

Step 2

Student workbook page 89

“You are going to use the playdoh to make the letter I. Roll the playdoh and lay it in the I to form it.”

Step 3

Student workbook page 89

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter I. Can you find all the Is?”

I Lesson 9d (optional)

Supplies:

Sensory bin, letter A-I tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-I tiles in your sensory bin.

Student workbook page 90

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Igloo, reach, ill, inch, group, face, inchworm, join, lion, itch

Step 2

Student workbook Page 91

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase i, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter I’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

I Lesson 9e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 93

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two words and you will repeat the word pair: feet/meet”

“Feet and meet are rhyming words because they have the same middle and ending sounds, /ēt/. Let’s say some more rhyming words.”

Repeat with: horn/corn, cook/look, bid/kid, rim/limb, bob/lob, frog/dog, mud/sud

Step 2

Student workbook Page 94

“Color the large letter I in the center of the page.”

Step 3

“Now, you are going to search for all of the letter I’s. When you find a I, color the circle.”

J Lesson 10a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 95

“The name of this letter is J. What is the name of this letter? The letter J is a consonant and makes the sound /j/. What sound does J make? This is uppercase J. Our keyword for the letter J is jewelry. Say jewelry. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say j, jewelry, /j/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 96

Hide the letter A-J tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Jewelry, gum, jungle, yarn, jump, jet, feet, jeep, star, June

Step 4

“Now, you are going to color the letter J and some pictures that start with J. Let’s look at the pictures. Touch each picture and listen for the /j/ sound as we say the word.”

J Lesson 10b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-J tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes . star/bar”

Listen for the child to add another rhyming word.

Repeat with: shoot/boot, pot/hot, rug/mug, hoop/scoop, bee/see

Step 3

Student Workbook Page 97

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter J.”

Step 4

Student workbook Page 97

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter J starts on the skyline. Go straight down and curve back at the grassline. Pick up your pencil and place it on the skyline in front of the line you just wrote. Go forward on the skyline and pass the first line you made. Practice by tracing the grey Js.”

J Lesson 10c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 98

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say huge. What sound do you hear at the end of huge?”

“Say fleet. What sound do you hear at the end of fleet?”

“Say swoon. What sound do you hear at the end of swoon?”

“Say coop. What sound do you hear at the end of coop?”

“Say burger. What sound do you hear at the end of burger?”

Step 2

Student workbook page 99

“You are going to use the playdoh to make the letter J. Roll the playdoh and lay it in the J to form it.”

Step 3

Student workbook page 99

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter J. Can you find all the Js?”

J Lesson 10d (optional)

Supplies:

Sensory bin, letter A-J tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-J tiles in your sensory bin.

Student workbook page 100

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Jiggle, grab, just, bear, jelly, corner, jingle, jam, froze, jean

Step 2

Student workbook Page 101

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase j, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter J’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

J Lesson 10e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 103

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes . hip/skip”

Listen for the child to add another rhyming word.

Repeat with: plop/cop, heat/cleat, head/bed, frog/bog, blub/cub

Step 2

Student workbook Page 104

“Color the large letter J in the center of the page.”

Step 3

“Now, you are going to search for all of the letter J’s. When you find a J, color the circle.”

K Lesson 11a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 105

“The name of this letter is K. What is the name of this letter? The letter K is a consonant and makes the sound /k/. What sound does K make? This is uppercase K. Our keyword for the letter K is keys. Say keys. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say k, keys, /k/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 106

Hide the letter A-K tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Keys, sing, kite, kitten, marry, drip, mitten, frog, keep, kiss

Step 4

“Now, you are going to color the letter K and some pictures that start with K. Let’s look at the pictures. Touch each picture and listen for the /k/ sound as we say the word.”

K Lesson 11b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-K tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes . cot/pot”

Listen for the child to add another rhyming word.

Repeat with: bud/sud, set/jet, gum/sum, bead/read, toe/bow

Step 3

Student Workbook Page 107

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter K.”

Step 4

Student workbook Page 107

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter K starts on the skyline. Go straight down to the grassline. Pick up your pencil and place it on your line at the planeline. Go forward and up to the skyline. Pick up your pencil and place it back on your line at the planeline. Go forward and down to the grassline. Practice by tracing the grey Ks.”

K Lesson 11c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 108

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say sock. What sound do you hear at the end of sock?”

“Say boom. What sound do you hear at the end of boom?”

“Say keep. What sound do you hear at the end of keep?”

“Say hiss. What sound do you hear at the end of hiss?”

“Say squeeze. What sound do you hear at the end of squeeze?”

Step 2

Student workbook page 109

“You are going to use the playdoh to make the letter K. Roll the playdoh and lay it in the K to form it.”

Step 3

Student workbook page 109

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter K. Can you find all the Ks?”

K Lesson 11d (optional)

Supplies:

Sensory bin, letter A-K tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-K tiles in your sensory bin.

Student workbook page 110

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

King, mark, kids, soap, kitten, harp, kind, kit, guard, kettle

Step 2

Student workbook Page 111

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase k, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter K’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

K Lesson 11e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 113

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. hoop/coop”

Listen for the child to add another rhyming word.

Repeat with: mid/tid, toss/loss, tad/rad, mit/kit, mute/lute

Step 2

Student workbook Page 114

“Color the large letter K in the center of the page.”

Step 3

“Now, you are going to search for all of the letter K’s. When you find a K, color the circle.”

L Lesson 12a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 115

“The name of this letter is L. What is the name of this letter? The letter L is a consonant and makes the sound /l/. What sound does L make? This is uppercase L. Our keyword for the letter L is llama. Say llama. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say l, llama, /l/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 116

Hide the letter A-L tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Llama, top, lion, nice, loose, leap, fork, leaf, ship, long

Step 4

“Now, you are going to color the letter L and some pictures that start with L. Let’s look at the pictures. Touch each picture and listen for the /l/ sound as we say the word.”

L Lesson 12b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-L tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes . loot/boot”

Listen for the child to add another rhyming word.

Repeat with: shake/lake, fed/med, grub/blub, long/wrong, too/coo

Step 3

Student Workbook Page 117

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter L.”

Step 4

Student workbook Page 117

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter L starts on the skyline. Go straight down to the grassline. Go forward on the grassline. Practice by tracing the grey Ls.”

L Lesson 12c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 118

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say root. What sound do you hear at the end of root?”

“Say flick. What sound do you hear at the end of flick?”

“Say troll. What sound do you hear at the end of troll?”

“Say bluff. What sound do you hear at the end of bluff?”

“Say road. What sound do you hear at the end of road?”

Step 2

Student workbook page 119

“You are going to use the playdoh to make the letter L. Roll the playdoh and lay it in the L to form it.”

Step 3

Student workbook page 119

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter L. Can you find all the Ls?”

L Lesson 12d (optional)

Supplies:

Sensory bin, letter A-L tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-L tiles in your sensory bin.

Student workbook page 120

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Lock, luck, counter, people, layer, loose, journey, lie, neck, link

Step 2

Student workbook Page 121

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase l, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter L’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

L Lesson 12e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 123

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. smell/tell”

Listen for the child to add another rhyming word.

Repeat with: bluff/cuff, bit/nit, miss/bliss, blue/shoe, key/knee

Step 2

Student workbook Page 124

“Color the large letter L in the center of the page.”

Step 3

“Now, you are going to search for all of the letter L’s. When you find a L, color the circle.”

M Lesson 13a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 125

“The name of this letter is M. What is the name of this letter? The letter M is a consonant and makes the sound /m/. What sound does M make? This is uppercase M. Our keyword for the letter M is mountain. Say mountain. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say m, mountain, /m/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 126

Hide the letter A-M tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Mountain, lick, moose, make, top, moon, read, word, model, miss

Step 4

“Now, you are going to color the letter M and some pictures that start with M. Let’s look at the pictures. Touch each picture and listen for the /m/ sound as we say the word.”

M Lesson 13b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-M tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. sleeve/heave”

Listen for the child to add another rhyming word.

Repeat with: bait/fate, jail/gail, hut/jut, fling/ting, slip/clip

Step 3

Student Workbook Page 127

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter M.”

Step 4

Student workbook Page 127

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter M starts on the skyline. Go straight down to the grassline. Pick up your pencil and go back to your line on the skyline. Slant down to the planeline and back up to the skyline. Then, go straight down to the grassline. Practice by tracing the grey Ms.”

M Lesson 13c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 128

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say slack. What sound do you hear at the end of slack?”

“Say boss. What sound do you hear at the end of boss?”

“Say balloon. What sound do you hear at the end of balloon?”

“Say bill. What sound do you hear at the end of bill?”

“Say sling. What sound do you hear at the end of sling?”

Step 2

Student workbook page 129

“You are going to use the playdoh to make the letter M. Roll the playdoh and lay it in the M to form it.”

Step 3

Student workbook page 129

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter M. Can you find all the Ms?”

M Lesson 13d (optional)

Supplies:

Sensory bin, letter A-M tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-M tiles in your sensory bin.

Student workbook page 130

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Meat, van, marble, shark, man, marvel, necklace, into, marshmallow, mushroom

Step 2

Student workbook Page 131

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase m, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter M’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

M Lesson 13e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 133

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. pup/sup”

Listen for the child to add another rhyming word.

Repeat with: tip/rip, hug/snug, guess/less, fox/socks, raid/maid

Step 2

Student workbook Page 134

“Color the large letter M in the center of the page.”

Step 3

“Now, you are going to search for all of the letter M’s. When you find a M, color the circle.”

N Lesson 14a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 135

“The name of this letter is N. What is the name of this letter? The letter N is a consonant and makes the sound /n/. What sound does N make? This is uppercase N. Our keyword for the letter N is noodle. Say noodle. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say n, noodle, /n/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 136

Hide the letter A-N tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Noodle, sweet, nut, hint, nest, jar, needle, under, numb, nip

Step 4

“Now, you are going to color the letter N and some pictures that start with N. Let’s look at the pictures. Touch each picture and listen for the /n/ sound as we say the word.”

N Lesson 14b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-N tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. short/court”

Listen for the child to add another rhyming word.

Repeat with: high/lie, play/fray, pit/lit, cold/sold, blind/hind

Step 3

Student Workbook Page 137

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter N.”

Step 4

Student workbook Page 137

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter N starts on the skyline. Go straight down to the grassline. Pick up your pencil and go back to your line on the skyline. Slant down to the grassline and straight up to the skyline. Practice by tracing the grey Ns.”

N Lesson 14c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 138

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say snort. What sound do you hear at the end of snort?”

“Say live. What sound do you hear at the end of live?”

“Say budge. What sound do you hear at the end of budge?”

“Say weep. What sound do you hear at the end of weep?”

“Say snuggle. What sound do you hear at the end of snuggle?”

Step 2

Student workbook page 139

“You are going to use the playdoh to make the letter N. Roll the playdoh and lay it in the N to form it.”

Step 3

Student workbook page 139

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter N. Can you find all the Ns?”

N Lesson 14d (optional)

Supplies:

Sensory bin, letter A-N tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-N tiles in your sensory bin.

Student workbook page 140

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Neat, hobble, never, beetle, necklace, fox, wiggle, night, jungle, nap

Step 2

Student workbook Page 141

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase n, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter N’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

N Lesson 14e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 143

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. blirt/shirt”

Listen for the child to add another rhyming word.

Repeat with: best/pest, den/ben, mix/ticks, core/door, new/chew

Step 2

Student workbook Page 144

“Color the large letter N in the center of the page.”

Step 3

“Now, you are going to search for all of the letter N’s. When you find a N, color the circle.”

O Lesson 15a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 145

“The name of this letter is O. What is the name of this letter? The letter O is a vowel and makes the sound /o/. What sound does O make? This is uppercase O. Our keyword for the letter O is octopus. Say octopus. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say o, octopus, /o/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 146

Hide the letter A–O tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Octopus, hood, otter, gator, orange, boat, ostrich, vest, oblong, later

Step 4

“Now, you are going to color the letter O and some pictures that start with O. Let’s look at the pictures. Touch each picture and listen for the /o/ sound as we say the word.”

O Lesson 15b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-o tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. sweet/neat”

Listen for the child to add another rhyming word.

Repeat with: snub/club, piece/geese, snot/pot, beep/keep, horn/thorn

Step 3

Student Workbook Page 147

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter O.”

Step 4

Student workbook Page 147

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter O starts on the skyline. Fly back and curve around to the grassline and back up to the skyline. Practice by tracing the grey Os.”

O Lesson 15c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 148

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say hand. What sound do you hear at the end of hand?”

“Say shape. What sound do you hear at the end of shape?”

“Say fling. What sound do you hear at the end of fling?”

“Say glow. What sound do you hear at the end of glow?”

“Say sniff. What sound do you hear at the end of sniff?”

Step 2

Student workbook page 149

“You are going to use the playdoh to make the letter O. Roll the playdoh and lay it in the O to form it.”

Step 3

Student workbook page 149

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter O. Can you find all the Os?”

O Lesson 15d (optional)

Supplies:

Sensory bin, letter A-O tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-O tiles in your sensory bin.

Student workbook page 150

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Otter, shop, onto, meter, olive, violin, corn, octopus, harp, orange

Step 2

Student workbook Page 151

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase o, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter O’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

O Lesson 15e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 153

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. art/cart”

Listen for the child to add another rhyming word.

Repeat with: see/tea, clean/sheen, spike/tike, mut/cut, van/man

Step 2

Student workbook Page 154

“Color the large letter O in the center of the page.”

Step 3

“Now, you are going to search for all of the letter O’s. When you find an O, color the circle.”

P Lesson 16a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 155

“The name of this letter is P. What is the name of this letter? The letter P is a consonant and makes the sound /p/. What sound does P make? This is uppercase P. Our keyword for the letter P is paint. Say paint. When we point to the letter, let’s say the letter name, keyword, and sound. Watch me as I demonstrate.”

Say p, paint, /p/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 156

Hide the letter A-P tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Paint, bubbles, poodle, case, pork, marry, pink, journey, pig, drum

Step 4

“Now, you are going to color the letter P and some pictures that start with P. Let’s look at the pictures. Touch each picture and listen for the /p/ sound as we say the word.”

P Lesson 16b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-P tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. plug/tug”

Listen for the child to add another rhyming word.

Repeat with: shin/chin, putt/shut, snob/blob, vent/pent, zig/fig

Step 3

Student Workbook Page 157

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter P.”

Step 4

Student workbook Page 157

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter P starts on the skyline. Go straight down to the grassline. Pick up your pencil and go back to your line on the skyline. Curve forward and around to the planeline. Practice by tracing the grey Ps.”

P Lesson 16c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 158

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say gave. What sound do you hear at the end of gave?”

“Say blaze. What sound do you hear at the end of blaze?”

“Say better. What sound do you hear at the end of better?”

“Say melted. What sound do you hear at the end of melted?”

“Say flick. What sound do you hear at the end of flick?”

Step 2

Student workbook page 159

“You are going to use the playdoh to make the letter P. Roll the playdoh and lay it in the P to form it.”

Step 3

Student workbook page 159

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter P. Can you find all the Ps?”

P Lesson 16d (optional)

Supplies:

Sensory bin, letter A-P tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-P tiles in your sensory bin.

Student workbook page 160

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Punch, scoop, penny, born, porch, chart, pest, double, pack, pattern

Step 2

Student workbook Page 161

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase p, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter P’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

P Lesson 16e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 163

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. cup/sup”

Listen for the child to add another rhyming word.

Repeat with: mall/fall, rub/tub, boat/float, flake/rake, fill/till

Step 2

Student workbook Page 164

“Color the large letter P in the center of the page.”

Step 3

“Now, you are going to search for all of the letter P’s. When you find a P, color the circle.”

Q Lesson 17a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 165

“The name of this letter is Q. What is the name of this letter? The letter Q is a consonant. makes the sound /kw/. What sound does Q make? This is uppercase Q. Our keyword for the buddy team Q is queen. Say queen. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say q, queen, /kw/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 166

Hide the letter A-Q tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Queen, king, quilt, feather, quail, trip, quarter, group, quip, shore

Step 4

“Now, you are going to color the letter Q and some pictures that start with Q. Let’s look at the pictures. Touch each picture and listen for the /kw/ sound as we say the word.”

Q Lesson 17b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-Q tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. chip/ship”

Listen for the child to add another rhyming word.

Repeat with: tilt/built, plum/come, snore/bore, got/sought, too/boo

Step 3

Student Workbook Page 167

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter Q.”

Step 4

Student workbook Page 167

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter Q starts on the skyline. It curves back and around to the grassline and back up to the skyline. Pick up your pencil and go to the middle of your circle. Slant forward down to the grassline on the outside of the circle. Practice by tracing the grey Qs.”

Q Lesson 17c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 168

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say shove. What sound do you hear at the end of shove?”

“Say heart. What sound do you hear at the end of heart?”

“Say flock. What sound do you hear at the end of flock?”

“Say rib. What sound do you hear at the end of rib?”

“Say port. What sound do you hear at the end of port?”

Step 2

Student workbook page 169

“You are going to use the playdoh to make the letter Q. Roll the playdoh and lay it in the Q to form it.”

Step 3

Student workbook page 169

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter Q. Can you find all the Qs?”

Q Lesson 17d (optional)

Supplies:

Sensory bin, letter A-Q tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-Q tiles in your sensory bin.

Student workbook page 170

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Quilt, tent, queen, barn, quarter, squish, deer, quail, bear, quart

Step 2

Student workbook Page 171

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase q, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter Q’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

Q Lesson 17e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 172

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. heap/leap”

Listen for the child to add another rhyming word.

Repeat with: tell/cell, shove/above, heal/teal, pug/slug, ted/led

Step 2

Student workbook Page 173

“Color the large letter Q in the center of the page.”

Step 3

“Now, you are going to search for all of the letter Q’s. When you find a Q, color the circle.”

R Lesson 18a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 175

“The name of this letter is R. What is the name of this letter? The letter R is a consonant. makes the sound /r/. What sound does R make? This is uppercase R. Our keyword for the buddy team R is rainbow. Say rainbow. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say r, rainbow, /r/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 176

Hide the letter A-R tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Rainbow, left, root, happy, rooster, next, rest, wander, recipe, border

Step 4

“Now, you are going to color the letter R and some pictures that start with R. Let’s look at the pictures. Touch each picture and listen for the /r/ sound as we say the word.”

R Lesson 18b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-R tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. knob/sob”

Listen for the child to add another rhyming word.

Repeat with: bold/mold, glow/bow, meet/beet, hut/cut, may/say

Step 3

Student Workbook Page 177

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter R.”

Step 4

Student workbook Page 177

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter R starts on the skyline. Go straight down. Pick up your pencil and put it back on your line on the skyline. Curve forward and around to the planeline. Then, slant out to the grassline. Practice by tracing the grey Rs.”

R Lesson 18c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 178

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say brave. What sound do you hear at the end of brave?”

“Say leaf. What sound do you hear at the end of leaf?”

“Say mood. What sound do you hear at the end of mood?”

“Say shift. What sound do you hear at the end of shift?”

“Say balloon. What sound do you hear at the end of balloon?”

Step 2

Student workbook page 179

“You are going to use the playdoh to make the letter R. Roll the playdoh and lay it in the R to form it.”

Step 3

Student workbook page 179

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter R. Can you find all the Rs?”

R Lesson 18d (optional)

Supplies:

Sensory bin, letter A-R tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-R tiles in your sensory bin.

Student workbook page 180

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Ribs, shove, random, mint, raise, umpire, reef, jester, rafter, late

Step 2

Student workbook Page 181

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase r, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter R’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

R Lesson 18e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 183

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. hope/soap”

Listen for the child to add another rhyming word.

Repeat with: dog/frog, red/said, shake/steak, sheep/heap, doll/tall

Step 2

Student workbook Page 184

“Color the large letter R in the center of the page.”

Step 3

“Now, you are going to search for all of the letter R’s. When you find a R, color the circle.”

S Lesson 19a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 185

“The name of this letter is S. What is the name of this letter? The letter S is a consonant. makes the sound /s/. What sound does S make? This is uppercase S. Our keyword for the buddy team S is snake. Say snake. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say s, snake, /s/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 186

Hide the letter A-S tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Snake, hope, soup, later, seat, bait, serve, mushroom, save, bottom

Step 4

“Now, you are going to color the letter S and some pictures that start with S. Let’s look at the pictures. Touch each picture and listen for the /s/ sound as we say the word.”

S Lesson 19b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-S tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. seep/peep”

Listen for the child to add another rhyming word.

Repeat with: bind/hind, up/pup, ape/tape, pit/mit, bye/tie

Step 3

Student Workbook Page 187

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter S.”

Step 4

Student workbook Page 187

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter S starts on the skyline. Curve back and around to the planeline curve back and around to the grassline. Practice by tracing the grey Ss.”

S Lesson 19c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 188

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say hook. What sound do you hear at the end of hook?”

“Say gloom. What sound do you hear at the end of gloom?”

“Say proud. What sound do you hear at the end of proud?”

“Say bluff. What sound do you hear at the end of bluff?”

“Say loft. What sound do you hear at the end of loft?”

Step 2

Student workbook page 189

“You are going to use the playdoh to make the letter S. Roll the playdoh and lay it in the S to form it.”

Step 3

Student workbook page 189

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter S. Can you find all the Ss?”

S Lesson 19d (optional)

Supplies:

Sensory bin, letter A-S tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-S tiles in your sensory bin.

Student workbook page 190

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Save, heap, snow, lock, soft, peak, soft, baby, savor, proof

Step 2

Student workbook Page 191

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase s, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter S’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

S Lesson 19e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 193

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. corn/mourn”

Listen for the child to add another rhyming word.

Repeat with: big/rig, late/fate, beak/peak, map/sap, fill/bill

Step 2

Student workbook Page 194

“Color the large letter S in the center of the page.”

Step 3

“Now, you are going to search for all of the letter S’s. When you find a S, color the circle.”

T Lesson 20a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 195

“The name of this letter is T. What is the name of this letter? The letter T is a consonant. makes the sound /t/. What sound does T make? This is uppercase T. Our keyword for the buddy team T is tools. Say tools. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say t, tools, /t/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 196

Hide the letter A-T tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Tools, marble, tank, hippo, turtle, great, tent, jeep, test, barrel

Step 4

“Now, you are going to color the letter T and some pictures that start with T. Let’s look at the pictures. Touch each picture and listen for the /t/ sound as we say the word.”

T Lesson 20b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-T tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. hump/lump”

Listen for the child to add another rhyming word.

Repeat with: pip/lip, mate/late, tool/bull, hop/bop, me/flee

Step 3

Student Workbook Page 197

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter T.”

Step 4

Student workbook Page 197

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter T starts on the skyline and goes straight down. Pick up your pencil and put it on the skyline in front of your first line. Go forward on the skyline until you pass your first line. Practice by tracing the grey Ts.”

T Lesson 20c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 198

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say foot. What sound do you hear at the end of foot?”

“Say sheep. What sound do you hear at the end of sheep?”

“Say boom. What sound do you hear at the end of boom?”

“Say shrill. What sound do you hear at the end of shrill?”

“Say bead. What sound do you hear at the end of bead?”

Step 2

Student workbook page 199

“You are going to use the playdoh to make the letter T. Roll the playdoh and lay it in the T to form it.”

Step 3

Student workbook page 199

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter T. Can you find all the Ts?”

T Lesson 20d (optional)

Supplies:

Sensory bin, letter A-T tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-T tiles in your sensory bin.

Student workbook page 200

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Tip, park, torch, bunch, teeth, tattle, grape, up, tail, marsh

Step 2

Student workbook Page 201

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase t, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter T’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

T Lesson 20e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 203

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. shape/tape”

Listen for the child to add another rhyming word.

Repeat with: speak/seek, bail/rail, rope/lope, bud/sud, my/fly

Step 2

Student workbook Page 204

“Color the large letter T in the center of the page.”

Step 3

“Now, you are going to search for all of the letter T’s. When you find a T, color the circle.”

U Lesson 21a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 205

“The name of this letter is U. What is the name of this letter? The letter U is a vowel. makes the sound /u/. What sound does U make? This is uppercase U. Our keyword for the buddy team U is up. Say up. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say u, up, /u/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 206

Hide the letter A-U tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Up, wish, under, garbage, umbrella, bathe, umpire, tangle, ugly, future

Step 4

“Now, you are going to color the letter U and some pictures that start with U. Let’s look at the pictures. Touch each picture and listen for the /u/ sound as we say the word.”

U Lesson 21b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-U tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. snot/rot”

Listen for the child to add another rhyming word.

Repeat with: pour/four, make/take, hill/sill, flash/mash, pay/way

Step 3

Student Workbook Page 207

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter U.”

Step 4

Student workbook Page 207

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter U starts on the skyline and goes straight down. It curves on the grassline and goes back up to the skyline. Practice by tracing the grey Us.”

U Lesson 21c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 208

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say wave. What sound do you hear at the end of wave?”

“Say scare. What sound do you hear at the end of scare?”

“Say reef. What sound do you hear at the end of reef?”

“Say bling. What sound do you hear at the end of bling?”

“Say ridge. What sound do you hear at the end of ridge?”

Step 2

Student workbook page 209

“You are going to use the playdoh to make the letter U. Roll the playdoh and lay it in the U to form it.”

Step 3

Student workbook page 209

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter U. Can you find all the Us?”

U Lesson 21d (optional)

Supplies:

Sensory bin, letter A-U tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-U tiles in your sensory bin.

Student workbook page 210

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Under, porch, up, teeth, umbrella, carry, umpire, judge, uppity, front

Step 2

Student workbook Page 211

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase u, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter U’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

U Lesson 21e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 213

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. grip/rip”

Listen for the child to add another rhyming word.

Repeat with: mark/spark, fib/glib, horn/shorn, grub/dub, lit/fit

Step 2

Student workbook Page 214

“Color the large letter U in the center of the page.”

Step 3

“Now, you are going to search for all of the letter U’s. When you find a U, color the circle.”

V Lesson 22a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 215

“The name of this letter is V. What is the name of this letter? The letter V is a consonant. makes the sound /v/. What sound does V make? This is uppercase V. Our keyword for the buddy team V is violin. Say violin. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say v, violin, /v/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 216

Hide the letter A-V tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Violin, watermelon, vest, huddle, volcano, scrub, vulture, beach, vacuum, needle

Step 4

“Now, you are going to color the letter V and some pictures that start with V. Let’s look at the pictures. Touch each picture and listen for the /v/ sound as we say the word.”

V Lesson 22b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-V tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. boot/scoot”

Listen for the child to add another rhyming word.

Repeat with: hot/blot, skip/nip, fur/blur, too/flew, shape/cape

Step 3

Student Workbook Page 217

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter V.”

Step 4

Student workbook Page 217

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter V starts on the skyline and slants down to the grassline. Then, slant back up to the skyline. Practice by tracing the grey Vs.

V Lesson 22c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 218

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say shovel. What sound do you hear at the end of shovel?”

“Say wasp. What sound do you hear at the end of wasp?”

“Say creed. What sound do you hear at the end of creed?”

“Say flung. What sound do you hear at the end of flung?”

“Say flume. What sound do you hear at the end of flume?”

Step 2

Student workbook page 219

“You are going to use the playdoh to make the letter V. Roll the playdoh and lay it in the V to form it.”

Step 3

Student workbook page 219

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter V. Can you find all the Vs?”

V Lesson 22d (optional)

Supplies:

Sensory bin, letter A-U tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-V tiles in your sensory bin.

Student workbook page 220

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Van, scoop, volcano, bake, venture, tent, vest, cuddle, very, muddy

Step 2

Student workbook Page 221

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase v, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter V’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.

V Lesson 22e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 223

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. shore/tore”

Listen for the child to add another rhyming word.

Repeat with: spike/like, fern/burn, weep/leap, shrug/tug, went/sent

Step 2

Student workbook Page 224

“Color the large letter V in the center of the page.”

Step 3

“Now, you are going to search for all of the letter V’s. When you find a V, color the circle.”

W Lesson 23a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 225

“The name of this letter is W. What is the name of this letter? The letter W is a consonant. makes the sound /w/. What sound does W make? This is uppercase W. Our keyword for the buddy team W is watermelon. Say watermelon. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say w, watermelon, /w/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 226

Hide the letter A-W tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Watermelon, train, wish, gulp, wander, nuts, wipe, hint, water, jets

Step 4

“Now, you are going to color the letter W and some pictures that start with W. Let’s look at the pictures. Touch each picture and listen for the /w/ sound as we say the word.”

W Lesson 23b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-W tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. hair/scare”

Listen for the child to add another rhyming word.

Repeat with: slip/snip, break/take, shun/bun, sled/bed, nap/trap

Step 3

Student Workbook Page 227

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter W.”

Step 4

Student workbook Page 227

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter W starts on the skyline and slants down to the grassline. Then, slant back up to the planeline. Slant back down to the grassline and back up to the skyline. Practice by tracing the grey Ws.”

W Lesson 23c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 228

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say risk. What sound do you hear at the end of risk?”

“Say flood. What sound do you hear at the end of flood?”

“Say waggle. What sound do you hear at the end of waggle?”

“Say brute. What sound do you hear at the end of brute?”

“Say six. What sound do you hear at the end of six?”

Step 2

Student workbook page 229

“You are going to use the playdoh to make the letter W. Roll the playdoh and lay it in the W to form it.”

Step 3

Student workbook page 229

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter W. Can you find all the Ws?”

W Lesson 23d (optional)

Supplies:

Sensory bin, letter A-W tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-W tiles in your sensory bin.

Student workbook page 230

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Wash, talk, worship, velcro, wish, under, welcome, groan, window, down

Step 2

Student workbook Page 231

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase w, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter W’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

W Lesson 23e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 233

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. skid/kid”

Listen for the child to add another rhyming word.

Repeat with: smart/cart, rim/sim, great/wight, told/rolled, tie/cry

Step 2

Student workbook Page 234

“Color the large letter W in the center of the page.”

Step 3

“Now, you are going to search for all of the letter W’s. When you find a W, color the circle.”

X Lesson 24a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 235

“The name of this letter is X. What is the name of this letter? The letter X is a consonant. makes the sound /ks/. What sound does X make? This is uppercase X. Our keyword for the buddy team X is ax. Say ax. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say x, ax, /ks/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 236

Hide the letter A-X tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the END of the word.”

Say each word. Then, ask what sound the word ends with. Help the child say the word slowly and emphasize the ending sound.

Ax, tug, fox, reap, six, sort, mix, jar, tux, vulture

Step 4

“Now, you are going to color the letter X and some pictures that start with X. Let’s look at the pictures. Touch each picture and listen for the /ks/ sound as we say the word.”

X Lesson 24b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-X tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. snore/pour”

Listen for the child to add another rhyming word.

Repeat with: hard/shard, tike/bike, fin/skin, bar/star, tug/jug

Step 3

Student Workbook Page 237

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter X.”

Step 4

Student workbook Page 237

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter X starts on the skyline and slants down to the grassline. Pick up your pencil and put your pencil on the skyline ahead of your first line. Slant back and down to the grassline. Practice by tracing the grey Xs.”

X Lesson 24c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 238

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say snoop. What sound do you hear at the end of snoop?”

“Say fold. What sound do you hear at the end of fold?”

“Say smudge. What sound do you hear at the end of smudge?”

“Say bagel. What sound do you hear at the end of bagel?”

“Say belt. What sound do you hear at the end of belt?”

Step 2

Student workbook page 239

“You are going to use the playdoh to make the letter X. Roll the playdoh and lay it in the X to form it.”

Step 3

Student workbook page 239

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter X. Can you find all the Xs?”

X Lesson 24d (optional)

Supplies:

Sensory bin, letter A-X tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-X tiles in your sensory bin.

Student workbook page 240

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the end of the word.”

Say each word. Then, ask what sound the word ends with. Help the child say the word slowly and emphasize the ending sound.

Sax, shark, fix, soft, box, tore, max, free, flex, rex

Step 2

Student workbook Page 241

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase x, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter X’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

X Lesson 24e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 243

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. box/fox”

Listen for the child to add another rhyming word.

Repeat with: tell/shell, rate/mate, high/sky, nine/sign, said/med

Step 2

Student workbook Page 244

“Color the large letter X in the center of the page.”

Step 3

“Now, you are going to search for all of the letter X’s. When you find an X, color the circle.”

Y Lesson 25a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 245

“The name of this letter is Y. What is the name of this letter? The letter Y is a consonant. makes the sound /y/. What sound does Y make? This is uppercase Y. Our keyword for the buddy team Y is yarn. Say yarn. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say y, yarn, /y/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 246

Hide the letter A-Y tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Yarn, help, yellow, yes, never, yonder, month, yesterday, faith, yippy

Step 4

“Now, you are going to color the letter Y and some pictures that start with Y. Let’s look at the pictures. Touch each picture and listen for the /y/ sound as we say the word.”

Y Lesson 25b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter A-Y tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. pup/sup”

Listen for the child to add another rhyming word.

Repeat with: kite/bite, broke/croak, fun/ton, neat/bleat, yell/bell

Step 3

Student Workbook Page 247

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter Y.”

Step 4

Student workbook Page 247

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter Y starts on the skyline. It slants down to the planeline and slants back to the skyline. Pick up your pencil and put your pencil on the planeline at the corner of your first line. Go straight down to the grassline. Practice by tracing the grey Ys.”

Y Lesson 25c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 248

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say junk. What sound do you hear at the end of junk?”

“Say found. What sound do you hear at the end of found?”

“Say smuggle. What sound do you hear at the end of smuggle?”

“Say town. What sound do you hear at the end of town?”

“Say chart. What sound do you hear at the end of chart?”

Step 2

Student workbook page 249

“You are going to use the playdoh to make the letter Y. Roll the playdoh and lay it in the Y to form it.”

Step 3

Student workbook page 249

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter Y. Can you find all the Ys?”

Y Lesson 25d (optional)

Supplies:

Sensory bin, letter A-Y tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter A-Y tiles in your sensory bin.

Student workbook page 250

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the end of the word.”

Say each word. Then, ask what sound the word ends with. Help the child say the word slowly and emphasize the ending sound.

Yellow, fake, yesterday, yoga, zoo, bumper, yes, umbrella, yogurt, guard

Step 2

Student workbook Page 251

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase y, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter Y’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

Y Lesson 25e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 253

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. sticks/fix”

Listen for the child to add another rhyming word.

Repeat with: doll/mall, feet/neat, mud/stud, flay/stay, food/brood

Step 2

Student workbook Page 254

“Color the large letter Y in the center of the page.”

Step 3

“Now, you are going to search for all of the letter Y’s. When you find a Y, color the circle.”

Z Lesson 26a

Supplies:

Student workbook, crayons

Step 1

Student workbook page 255

“The name of this letter is Z. What is the name of this letter? The letter Z is a consonant. makes the sound /z/. What sound does Z make? This is uppercase Z. Our keyword for the buddy team Z is zipper. Say zipper. When we point to the letter, let’s say the name, keyword, and sound. Watch me as I demonstrate.”

Say z, zipper, /z/. Then, have the student repeat it 3 times.

Step 2

Student workbook page 256

Hide the letter tiles in your sensory bin. *for an extra challenge, add other letters to the bin.

“Search for letters. When you find the letter, color it on the page.”

Step 3

“I will say a word. You will repeat the word and listen for the sound at the beginning of the word.”

Say each word. Then, ask what sound the word starts with. Help the child say the word slowly and emphasize the beginning sound.

Zipper, yesterday, zoo, water, zigzag, hoop, zoom, bash, zang, moon

Step 4

“Now, you are going to color the letter Z and some pictures that start with Z. Let’s look at the pictures. Touch each picture and listen for the /z/ sound as we say the word.”

Z Lesson 26b

Supplies:

Bowl, spoon, letter tiles, sensory bin, student workbook, mini erasers, pencil

Step 1

Grab a bowl & spoon. Hide the letter tiles in your sensory bin.

“We are going to make letter stew. Search for letters in the sensory bin and each time you add one to the bowl stir it around and say the name, keyword, and sound.”

Step 2

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. chop/pop”

Listen for the child to add another rhyming word.

Repeat with: flash/sash, frog/log, sing/ping, sore/floor, yap/clap

Step 3

Student Workbook Page 257

Grab your mini erasers.

“You are going to place these erasers in the circles to make the letter Z.”

Step 4

Student workbook Page 257

“Let’s review our writing lines. Point to the skyline. Now, point to the plane line. Point to the grass line. Point to the worm line. The letter Z starts on the skyline. It goes straight forward. Then, slants down and back to the grassline. Then, go forward on the grassline. Practice by tracing the grey Zs.”

Z Lesson 26c

Supplies:

Student workbook, paper clip, pencil, mini erasers, playdoh

Review Sounds

Grab a paper clip, pencil, and different mini erasers for each person. *You will use the paper clip & pencil as the spinner, and the mini erasers will be your game pieces.

Student workbook page 258

“We are going to play LetterLand to review. We will place our erasers on start and take turns spinning. We will make our game piece to the next space with the color we spin. As we pass each space, we will say the letter name, keyword, and sound.”

Step 1

To help children identify the final sound in a word, put your hand at the top of your shoulder. Say the word slowly as you slide your hand down to your hand. You hear the final sound when you get to your hand.

“Say pink. What sound do you hear at the end of pink?”

“Say water. What sound do you hear at the end of water?”

“Say flag. What sound do you hear at the end of flag?”

“Say thorn. What sound do you hear at the end of thorn?”

“Say loom. What sound do you hear at the end of loom?”

Step 2

Student workbook page 259

“You are going to use the playdoh to make the letter Z. Roll the playdoh and lay it in the Z to form it.”

Step 3

Student workbook page 259

“Now, you are going to roll little balls of playdoh and squish it on the circles with the letter Z. Can you find all the Zs?”

Z Lesson 26d (optional)

Supplies:

Sensory bin, letter tiles, student workbook, pencil, scissors, glue stick

Review Sounds

Hide the letter tiles in your sensory bin.

Student workbook page 260

“You are going to search for letters in the sensory bin. When you find a letter, trace one on the page. When you have traced all the letters, you are finished.”

Step 1

“I will say a word. You will repeat the word and listen for the sound at the end of the word.”

Say each word. Then, ask what sound the word ends with. Help the child say the word slowly and emphasize the ending sound.

Zero, frown, zipper, journey, zigzag, igloo, zoo, south, zing, bound

Step 2

Student workbook Page 261

*You know your child’s abilities. Help with cutting as needed, but strive to let them cut as much as they can.

“Each letter has an uppercase and lowercase. We are focused on learning uppercase letters now. But today, you will see the lowercase z, also. Use your scissors to cut on the dotted lines. Be sure to separate the pieces with letters from the blank pieces.”

Step 3

“Now, you are going to sort the uppercase from lowercase letter Z’s. Start by laying each letter square under the letter it matches. Then, you can glue the squares down.”

Z Lesson 26e (optional)

Supplies:

Student workbook, mini erasers, crayons

Review Sounds

Student workbook page 263

“We will take turns laying an eraser on a letter and saying its name, keyword, and sound. The first person to get 4 in a row wins.”

Step 1

“I am going to say two rhyming words. You will repeat the word pair and add one more word that rhymes. pink/slink”

Listen for the child to add another rhyming word.

Repeat with: bull/full, tin/pen, red/led, corn/worn, break/lake

Step 2

Student workbook Page 264

“Color the large letter Z in the center of the page.”

Step 3

“Now, you are going to search for all of the letter Z’s. When you find a Z, color the circle.”