

Spelling Connections

Grade 1 Sounds and Letters Lessons

How to Use the Sounds and Letters Lessons

Use these lessons at the beginning of the year to evaluate your students' ability to match sounds with letters, a critical part of unlocking the alphabetic principle.

Help students begin each page by identifying the first picture with them. For example, on page 1, help students identify the picture of the bee. As you do so, exaggerate the initial targeted sound in the picture name. Ask students to repeat it. Invite students to identify the next picture and say the sound they hear at the beginning of its name. Ask students whether it is the same sound as in the first picture. As needed, identify the sound, exaggerate it, and have students repeat it. Ask students to draw a line from each picture to its name after they have written the initial letter to complete the spelling.

When students get to the last lesson, explain that the sound they will listen for, **/ks/**, is not at the beginning of each word, but at the end.

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ELL Support

Sounds and Letters

Choose from the activities below to reinforce English language acquisition.

Beginning

Marking Pages Make sure that students have the vocabulary to understand the directions that tell them how to mark the pages. Demonstrate each marking method on the board or on an overhead projector. Say each direction as you show the action. Markings to demonstrate include circle, color, underline, and draw a box. Have students copy your actions on paper.

Pick a Letter Provide students with writing paper and a set of letters written on index cards. Have students mix the cards and then select one. Direct them to write both uppercase and lowercase forms on their paper. Have students continue until they have written several letters. Suggest they save the cards they have not looked at so they can continue their writing practice at a later time.

I Am Letters Give each student a strip of card stock and have them print their first name on it. Remind them to write the first letter as an uppercase or capital letter. Then ask students to spell their names and say the whole name.

Label Objects Brainstorm with students the names of classroom objects that do not begin with blends or digraphs. Possibilities include **pen, book, desk, computer, window, door**. Say each name, emphasizing the beginning sound. Have students write the letter that makes the beginning sound on a sticky note and label the object with the letter.

Intermediate

What's the Letter? Provide students with writing paper. Say a letter and have students write it on their papers. Continue saying letters at random. After students have written several letters, slowly say the letters again so that students can check their papers. As an alternative, have students write both the uppercase and lowercase forms of each letter.

Sound to Letter Say a word (no beginning blends or digraphs), emphasizing the beginning sound. For example, say **mop** as **mmmop**. Have students repeat. Then have them write the lowercase letter that makes the beginning sound. Ask students to say the sound of the letter they wrote. Continue with several words and letters.

Letter Bingo Prepare 4 x 4 Bingo cards with lowercase letters placed at random in the spaces on each card. Provide students with card stock markers to cover the spaces. Say a letter. If students have that letter on their card, they cover it with a marker. The first student to cover all the letters in a straight line — vertically, horizontally, or diagonally — yells *Bingo*. As students become more proficient, prepare cards that have both lowercase and uppercase letters. When you call out a letter, say *big* or *little* before naming the letter.

Support for Spanish Speakers

Comparing Languages Both English and Spanish use the same alphabet. However, some students may need help associating an unfamiliar sound to letters they already know. For example, **h** is silent in Spanish and **v** is pronounced like **b**.

Students also may have difficulty pronouncing words that contain **w** since this letter is not used in Spanish words. These students may also have difficulty with the **/sh/** and **/th/** sounds.

Choose from the activities below to reinforce English language acquisition.

Advanced

Begin With a Letter Have students punch out the Alphabet Picture Cards in the back of their books. Invite them to find a partner. Have students select a picture and show it to their partner without revealing the letters on the back. The partner names the picture and writes the letter that makes the initial sound of the picture name. The card is then turned over for the partner to check the letter. Encourage students to continue until they have written several letters. Assist with photo identification if needed.

Big or Little Have students work with a partner to alternately call out letters at random for their partner to write. As they call out a letter, have students also say *big* or *little* to tell whether to write an uppercase or lowercase letter.

Concentration Write each letter on two index cards. Start with both cards for a group of consonants. Arrange the cards facedown in an array. Have partners alternate turning over two cards. If the cards show the same letters, the student keeps the cards. If they do not, the cards are turned back over. Provide students with another set of letters when they finish matching the first set. As students become more proficient at identifying matches, add more letters to the array. As an alternate activity, print the two index cards with a lowercase letter on one card and an uppercase letter on the second card.

Advanced High

At the End In the Sounds and Letters unit, **x** is the only final sound. Provide practice in discriminating this sound and matching the sound to the letter. Give each student an index card and have them write a large **X** on it. Model writing the letter on the board if needed. Then say the following sets of words: **web, cat, fox; pot, mix, sock; tax, kite, bed; car, sun, six**. Have students listen to the final sound in each word and hold up their cards when they hear the /ks/ sound. Then write **fox, mix, tax,** and **six** on the board, leaving off the final **x**. Call on volunteers to write **x** at the end of the words.

Teacher Says Check that students can follow directions by preparing a grid of pictures and giving each student a copy. Call out directions for marking the pictures. For example, say, *Draw an X on the car, circle the leaf, underline the rake, and draw a box around the apple*. Note any students who have difficulty understanding any of the vocabulary. Model for them the different actions as you say the directions again.

The First Sound and Letter To help students discriminate initial vowel sounds and match the sounds to letters, say a word such as **ant**. Have students repeat. Then say, /ă/, /ă/, /ă/, /ă/, **ant** and have students repeat. Then say, *Write the letter that spells /ă/ in ant*. Continue with the remaining vowels and the words **elf, ink, off,** and **up**.

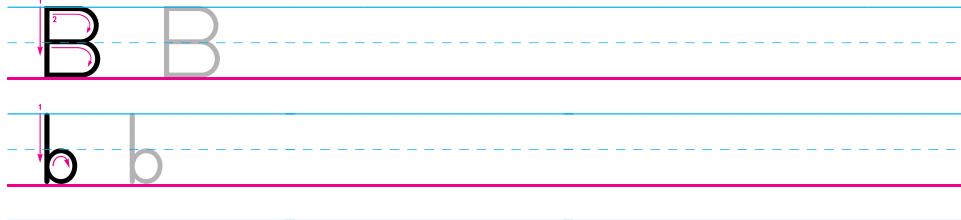
- Say the name of each picture.
Circle the pictures that begin with **b** like **ball**.



- Write **b** to complete each word.

b ee **b** ox **b** us

- ▲ Trace. Practice.



Student Objectives

- Identify the /b/ sound spelled **b**.
- Write initial **b** to spell words.
- Practice writing uppercase **B** and lowercase **b**.

Teaching Tips

- Model sorting for /b/ with the Sound/ Symbol Cards for **bag**, **open**, **bird**, and **bed**. As you hold up each card, slowly say the word that names the picture. Then say /b/. Ask students if any of the words you just named begin with the /b/ sound.
- Slowly repeat **bag**, **bird**, and **bed**. Emphasize the /b/ sound. Ask students to repeat /b/ and the word.
- Write **B** on the board. Tell students that this is a capital **B**. Explain that the letter **B** makes the /b/ sound. Do the same with lowercase **b**.
- Write **at** on the board. Then write **b** to the left of **at**. Explain that **b-a-t** spells **bat**. Say the word, emphasizing /b/. Have students repeat.
- Have students complete page 1.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **B** and **b**. Model writing the letters as you say the chant.

Uppercase B

Pull down straight. Lift. Slide right.
Curve forward right, then slide left.
Don't stop now, there's more to do yet.
Slide right. Curve right. Now slide left.
When you look back,
B seems easy, I'll bet!

Lowercase b

Pull down straight.
Push up without a sound.
Now circle right.
Go all the way around.
Keep that bottom
Very close to the ground.

Student Objectives

- Identify the /k/ sound spelled c.
- Write initial c to spell words.
- Practice writing uppercase C and lowercase c.

Teaching Tips

- Display the Sound/Symbol Cards for **cab**, **fox**, **echo**, **calf**, **sun**, **stream**, and **cub**. Help students identify each picture.
- Hold up the cards again one by one. Ask students to clap or raise their hand when they see something that begins with /k/. When students are correct, say the word, such as **calf**, and then say the initial sound, /k/.
- Say **cab**, /k/. Have students say the word and the initial sound. Write **c** on the board. Tell students that **c** makes the /k/ sound at the beginning of **cab**. Explain that the letter is a lowercase or small **c**.
- Write **C** on the board. Tell students that this is a capital or big **C**. Explain that the capital **C** also makes the /k/ sound.
- Help students do the first item on page 2. Then have them complete the page.

- Say the name of each picture.

Circle the pictures that begin with **c** like **cat**.



- Write **c** to complete each word.

c up **c** ub **c** ar

- Trace. Practice.

C C c c

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters C and c. Model writing the letters as you say the chant.

Uppercase C and Lowercase c

Circle back left,
That's all you do
To write uppercase C
And lowercase c, too.

Find the C

Display an alphabet chart. Say **cup**, **cub**, **car**. Ask a volunteer to point to the letter on the chart that stands for the initial sound of **cup**, **cub**, and **car**.

- Say the name of each picture.
Circle the pictures that begin with **d** like **desk**.



- Write **d** to complete each word.

d eer **d** ish **d** og

- ▲ Trace. Practice.



Student Objectives

- Identify the /d/ sound spelled **d**.
- Write initial **d** to spell words.
- Practice writing uppercase **D** and lowercase **d**.

Teaching Tips

- Display the Sound/Symbol Cards for **bag**, **box**, **cave**, **dog**, **dive**, and **dish**. Help students identify and say the name of each picture as needed. Then have students sort the cards into two groups: pictures with names that begin with the /d/ sound and pictures with names that don't.
- Say **dog**, /d/. Have students repeat the word and the initial sound. Write **d** on the board. Tell students that **d** makes the /d/ sound at the beginning of **dog**.
- Write **D** next to **d** on the board. Point to each letter and identify it as lowercase or small **d**, or capital or big **d**. Explain that both letters make the /d/ sound. If any students' names begin with **D**, write the name on the board and underline the capital **D**.
- Help students do the first item on page 3. Then have them complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **D** and **d**. Model writing the letters as you say the chant.

Uppercase **D**

Pull down straight.
Then lift, and off we go.
Slide right. Curve right. Slide left.
For uppercase **D**
That's all you need to know!

Lowercase **d**

Circle back left, all the way around.
Keep that bottom close to the ground.
Push up straight. Pull down straight, too.
No one writes lowercase **d**
Better than you!

Ff

Sounds and Letters

Student Objectives

- Identify the /f/ sound spelled f.
- Write initial f to spell words.
- Practice writing uppercase F and lowercase f.

Teaching Tips

- Arrange the following Sound/Symbol Cards in the shape of a fan: **kite**, **fall**, **jet**, **tooth**, **food**, **fish**, **tire**, and **fox**. Ask volunteers to choose a card, name the picture, and say whether the picture name begins with the /f/ sound. Display the cards for **fall**, **food**, **fish**, and **fox**. Have students say the picture names aloud, emphasizing initial /f/.
- Write **f** on the board. Tell students that this letter makes the /f/ sound they heard at the beginning of the words **fall**, **food**, **fish**, and **fox**.
- Write **F** next to **f**. Identify each letter as lowercase or uppercase. Explain that both letters make the /f/ sound.
- Write **fish** on the board. Ask a volunteer to circle **f**. Have students say **fish**.
- Help students do the first item on page 4. Then have them complete the page.


Ff

Sounds

and

Letters

- Look at each picture and say its name.

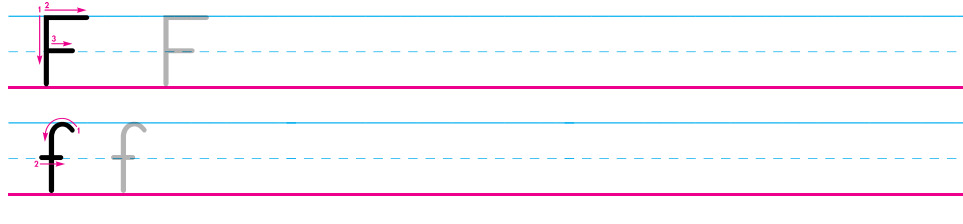
Draw a box around the pictures that begin with **f** like  **fish**.



- Write **f** to complete each word.

fork **f**ive **f**ox

- Trace. Practice.



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Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **F** and **f**. Model writing the letters as you say the chant.

Uppercase F

Pull down straight—that's how to begin.
Lift. Slide right. Lift and slide right again.
Write uppercase **F** in green, blue, or red.
Now write friendly letters to Franny and Fred.

Lowercase f

Curve back left;
Pull down straight.
Left and slide right;
Your **f** should be great!

Picture F

Brainstorm with students things that start with the /f/ sound. Examples may be **fox**, **five**, **fork**, **fish**, **face**, **family**, **frog**, **flower**, and **flag**. Give students flags cut from construction paper. Have them draw a picture of something that starts with /f/ on their flags. Then have them write **Ff** under the picture.

- Say the name of each picture.

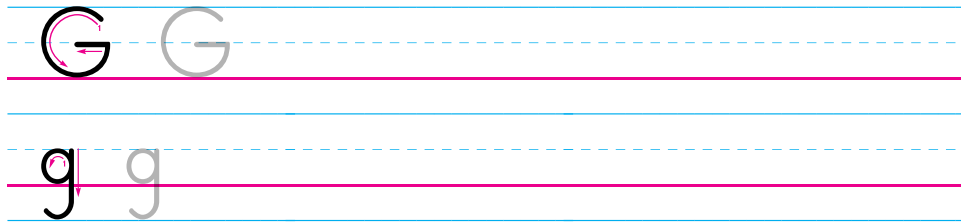
Circle the pictures that begin with **g** like  gate.



- Write **g** to complete each word.

g irl **g** oat **g** um

- ▲ Trace. Practice.



Student Objectives

- Identify the /g/ sound spelled g.
- Write initial g to spell words.
- Practice writing uppercase G and lowercase g.

Teaching Tips

- Write **g** on the board. Say the word **gate** and repeat the initial /g/ sound as you point to the letter. Then write **d** on the board. Review the /d/ sound with students.
- Display the Sound/Symbol Cards for **goat, dive, golf, goose, game, dog, dish, and dig**. Hold up each card and help students name the picture. Then tell students to listen for the beginning sound of each picture name as you say the words. Call on volunteers to place the cards on the board under the correct letter.
- Write **G** next to **g** on the board. Identify each letter as lowercase or uppercase. Explain that both letters make the /g/ sound.
- Help students do the first item on page 5. Then have them complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **G** and **g**. Model writing the letters as you say the chant.

Uppercase G

Circle back left.
Slide left. Can you see?
Now you can make
Uppercase G.

Lowercase g

Circle back left, all the way around.
Keep that bottom down to the ground.
Push up straight. Pull down the same.
Curve back left. Keep your strokes loose.
With this little **g** you can write **goose**.

Hh

Sounds and Letters

Student Objectives


- Identify the /h/ sound spelled **h**.
- Write initial **h** to spell words.
- Practice writing uppercase **H** and lowercase **h**.

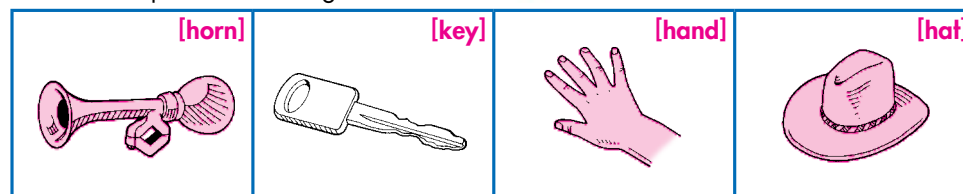
Teaching Tips

- Have four students hold the following Sound/Symbol Cards in front of the class: **hop**, **hammer**, **stick**, and **hive**. Help students name each picture. Tell them to listen for words that begin with the /h/ sound as you say the words again. Ask them which student has a picture whose name does not begin with the /h/ sound. Have that student sit down.
- Give a new group of students these cards: **house**, **jeep**, **last**, and **nest**. Repeat the same process. Only the student with the **house** should be left standing.
- Write **H** and **h** on the board. Identify the letters and tell students that both letters make the /h/ sound. Demonstrate how to write each letter.
- Help students do the first item on page 6. Then have them complete the page.

Hh

Sounds and Letters

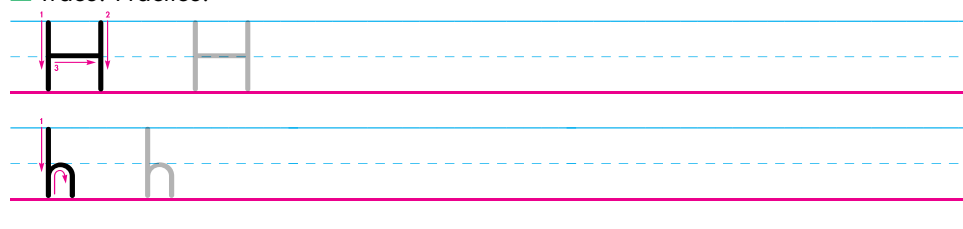
- Say the name of each picture.
Color the pictures that begin with **h** like  **heart**.



- Write **h** to complete each word.

horn **h**and **h**at

- Trace. Practice.



Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **H** and **h**. Model writing the letters as you say the chant.

Uppercase H

Pull down straight
Not once but twice.
Slide in the middle
And **H** will look nice.

Lowercase h

Pull down straight.
Push up, and hold steady.
Curve right. Pull down straight,
And your **h** will be ready.

Hey, It's H

Have students sit in a circle. Give one student a pocket mirror. Have the student hold the mirror in front of his or her mouth and say, "Hey!" Point out how the mirror fogs briefly when the /h/ sound is pronounced correctly. Pass the mirror around the circle and have each student say "Hey!" at the mirror. Then pass the mirror again. This time have students say another word that begins with /h/.

- Say the name of each picture.
Draw a ✓ under the pictures that begin with **j** like **jam**.



- Write **j** to complete each word.

j ar j et j eep

- ▲ Trace. Practice.

J J
j j

Student Objectives

- Identify the /j/ sound spelled **j**.
- Write initial **j** to spell words.
- Practice writing uppercase **J** and lowercase **j**.

Teaching Tips

- Ask the class to stand up. Show students these Sound/Symbol Cards: **open, ape, jacket, jar, spider, jet, unicorn, and jeep**. Say the word that names each picture. Then hold up one card at a time and ask students to jump up when they see a picture whose name begins with the /j/ sound. After each correct identification, write **j** on the board.
- Write **J** next to **j** on the board. Name the letters and tell students that both letters make the /j/ sound they hear at the beginning of **jar**. Demonstrate how to write each letter.
- Help students do the first item on page 7. Then have them complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **J** and **j**. Model writing the letters as you say the chant.

Uppercase J

Pull down straight.
Then left curve back.
Do you know the rhyme
About young Jack?
Lift. Slide right.
He went up a hill
To fetch some water
With his friend Jill.

Lowercase j

Pull down straight.
Curve back left.
Lift but don't quit.
Your j's not done yet.
Finished it's not
Because you've still got
To put on a dot
Like a jaguar's spot.

Student Objectives

- Identify the /k/ sound spelled k.
- Write initial k to spell words.
- Practice writing uppercase K and lowercase k.

Teaching Tips

- Say the word **kitten**, emphasizing the initial /k/ sound. Then display the following Sound/Symbol Cards: **kite**, **ax**, **kiss**, **eagle**, **kangaroo**, **kick**, and **mop**. Ask students to name each picture. Assist where necessary. Call on volunteers to take down the pictures that do not begin with the /k/ sound. Then have students say the names again of the cards that are left.
- Write **K** and **k** on the board. Point out that **K** is the capital or big letter and **k** is the lowercase or small letter. Tell students that both letters make the /k/ sound they hear at the beginning of **kitten**. Demonstrate how to write each letter.
- Help students do the first item on page 8. Then have them complete the page.

- Say the name of each picture.

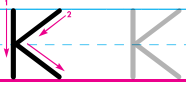
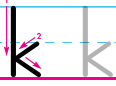
Draw a line under the pictures that begin with **k** like **kitten**.

 [key]	 [kite]	 [bed]	 [king]
_____	_____	_____	_____

- Write **k** to complete each word.

k ey	k ite	k ing
-------------	--------------	--------------

- Trace. Practice.

	_____
	_____

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **K** and **k**. Model writing the letters as you say the chant.

Uppercase K

Pull down straight.
Lift. Let's go!
Slant left. Slant right.
It's big **K**, you know.


Lowercase k

Follow those steps
To make small **k**, too.
Soon you'll write words
Like **king** and **kangaroo**.

K Hunt

Invite students to go on a **K** hunt. Before students come to class, place pictures of objects around the room. You can use the Sound/Symbol Cards for **kangaroo**, **kick**, **kiss**, and **kite**. Also place pictures whose names do not begin with the /k/ sound. Tell students that when you say *go*, they should hunt for **K** pictures in the room. Students who successfully bring a **K** picture to the front of the room and name the picture will score a point.

- Look at each picture and say its name.

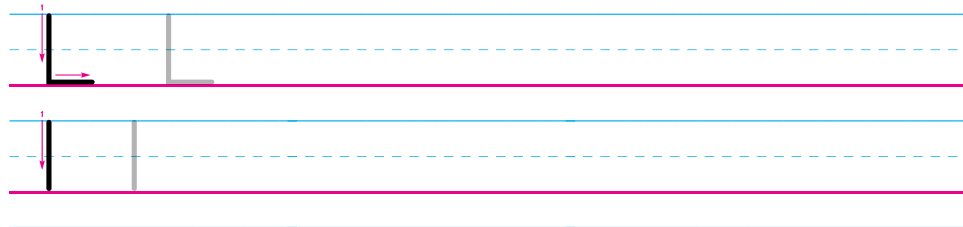
Draw a box around the pictures that begin with I like  lion.



- Write I to complete each word.

I eaf I ake I ips

- Trace. Practice.



Student Objectives

- Identify the /l/ sound spelled l.
- Write initial l to spell words.
- Practice writing uppercase L and lowercase l.

Teaching Tips

- Give pairs of students the following Sound/Symbol Cards: **ostrich, path, lock, leg, moth, laugh, goat, and last**. Ask partners to work together to identify the word that names each picture. If necessary, guide students to the correct word. Then have pairs identify the four cards with pictures whose names begin with the /l/ sound.
- Write **L** and **l** on the board. Have student pairs use their cards to make the shape of an uppercase **L** and then a lowercase **l**.
- Point out that **L** is the capital or big letter, and **l** is the small letter. Tell students that both letters make the /l/ sound they hear at the beginning of **late**. Demonstrate how to write each letter.
- Help students do the first item on page 9. Then have them complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **L** and **l**. Model writing the letters as you say the chant.

Uppercase L

Pull down straight.
Slide right well.
That's how you write
Uppercase **L**!

Lowercase l

Pull down straight,
Like a rope down a well.
That's all it takes
To write lowercase **l**.

L and Not L

Write **LI** on two index cards. Draw a red line through one of the cards and explain to students that this means "not L." Tape each index card to a box. Have students draw pictures or write words, including people's names that begin with **L** and with letters they have learned so far. Have them place their pictures and words in the appropriate box. Some examples of **L** pictures are **lion, ladder, leaf, lollipop, lamp, lake, and leg**. Review the pictures/words in each box with the class.

Mm

Sounds and Letters

Student Objectives

- Identify the /m/ sound spelled m.
- Write initial m to spell words.
- Practice writing uppercase M and lowercase m.

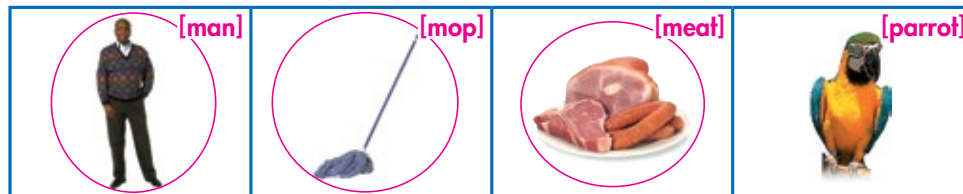
Teaching Tips

- Display the following Sound/Symbol Cards: **mitten**, **old**, **paint**, **rash**, **moth**, **mouse**, and **hive**. Help students name each picture. Then say **moon**, **mmmmmm**. Ask volunteers to come forward and point to a picture whose name begins with the /m/ sound. Each time a student is correct, say, *Marvelous!* or *¡Muy bien!*
- Model writing **M** and **m** on the board. Point to and identify each letter. Tell students that both letters make the /m/ sound they hear at the beginning of **moon**. If any students' names begin with **M**, invite them to write their name on the board.
- Help students do the first item on page 10. Then have them complete the page.

Mm

Sounds and Letters

- Look at each picture and say its name. Circle the pictures that begin with **m** like **men**.



- Write **m** to complete each word.

m an m op m eat

- Trace. Practice.



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Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **M** and **m**. Model writing the letters as you say the chant.

Uppercase M

Pull down straight. Lift. Slant right.
Slant up, and pull down.
If you write your ups and downs
Smooth and light,
Then uppercase **M**
Is sure to be right!

Lowercase m

Pull down straight. Push up. Curve right.
Pull down straight. Push up. Curve right.
Pull down straight.
You've reached the end
Of the steps it takes to make lowercase **m**.

M Animals

Provide large paper plates for making masks. Say animal names that start with **m**. Show pictures if available. Have students choose an animal to draw on their plate. Cut eyeholes and attach string or yarn to tie the masks. Then have an animal march. Have each student say his or her animal name. Possible **m** animals are mallard, muskrat, mole, mammoth, mackerel, mink, marlin, meerkat, moth, mountain goat, mastiff, macaw, mustang, mouse, moth, monkey, moose, mule. As an alternative, allow students to make monster masks.

- Look at each picture and say its name.

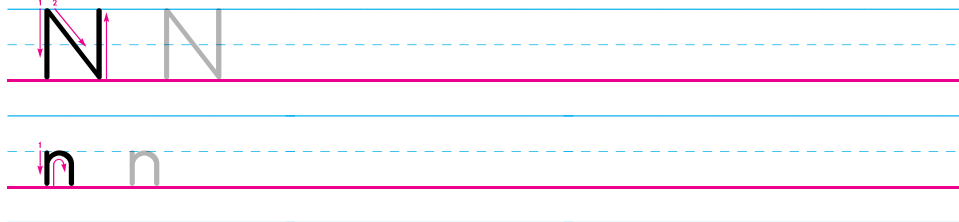
Draw a line under the pictures that begin with **n** like **9** **nine**.



- Write **n** to complete each word.

n ut **n** est **n** ose

- Trace. Practice.



Student Objectives

- Identify the /n/ sound spelled **n**.
- Write initial **n** to spell words.
- Practice writing uppercase **N** and lowercase **n**.

Teaching Tips

- Model the /n/ sound by saying **nice** and emphasizing the initial sound.
- Give groups of students the following Sound/Symbol Cards: **rash**, **zigzag**, **net**, **old**, **nut**, **cub**, **nail**, **vacuum**, and **nest**. Help students identify picture names if necessary. Model making a winning tic-tac-toe pattern out of these nine cards by arranging them so that three cards whose picture names begin with **n** appear in a row. Then ask students to arrange the cards in a different winning tic-tac-toe pattern of words with the /n/ sound.
- Write **N** and **n** on the board. Point to and identify each letter. Tell students that both letters make the /n/ sound they hear at the beginning of **nice**.
- Help students do the first item on page 11. Then have them complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **N** and **n**. Model writing the letters as you say the chant.

Uppercase **N**

Pull down straight.
Lift. Slant right.
Push up straight.
Uppercase **N** is in sight!

Lowercase **n**

Pull down straight.
Push up. Curve right.
Pull down straight
To write **no** and **night**.

Pp

Sounds and Letters

Student Objectives

- Identify the /p/ sound spelled p.
- Write initial p to spell words.
- Practice writing uppercase P and lowercase p.


Teaching Tips

- Display the following Sound/Symbol Cards: **nut, paint, pie, net, dog, pour, dish, hammer, path, cub, plug, and planet.** Help students name each picture. Say each name again, emphasizing the initial sound. Have students repeat.
- Place the cards facedown on a table and invite students to play Sound Concentration. The first student turns over two cards, names both pictures, and identifies the initial sound in each. If both picture names start with /p/, the student removes the cards and takes another turn. If either picture name begins with a sound other than /p/, the student turns the cards facedown again and the next student takes a turn. Continue until the six cards with initial /p/ picture names have been matched and removed.
- Write **P** and **p** on the board. Point to and name each letter. Tell students that both letters make the /p/ sound they hear at the beginning of **pie**.
- Help students do the first item on page 12. Then have them complete the page.

Pp

Sounds and Letters

- Say the name of each picture.


Circle the pictures that begin with **p** like  **pot**.



- Write **p** to complete each word.

<u> </u> p <u> </u> en	<u> </u> p <u> </u> aw	<u> </u> p <u> </u> ie
---	---	---

- ▲ Trace. Practice.

 P	 p
---	---

12

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Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **P** and **p**. Model writing the letters as you say the chant.

Uppercase P

Pull down straight.
Lift and slide.
Curve, slide left.
Write **P** with pride.


Lowercase p

Pull down straight.
Then push up.
Circle right all the way,
Like a sideways cup.

P for Pie

Have students draw a pie and write a capital **P** in the middle. As an alternative, give each student two paper plates for the top and bottom of a pie they can color and decorate. Talk about all the **P** words that name things that could go in a pie. Start with possible pies such as peach, pumpkin, peanut butter, pear, plum, pudding, papaya, pizza, and potato. Then start naming silly pies such as paper, pearl, parrot, pencil, pig, pin, pillow, plastic, poodle, popcorn, and panda. Then ask each student what kind of pie he or she has made. Accept all **P** words.

- Say the name of each picture.

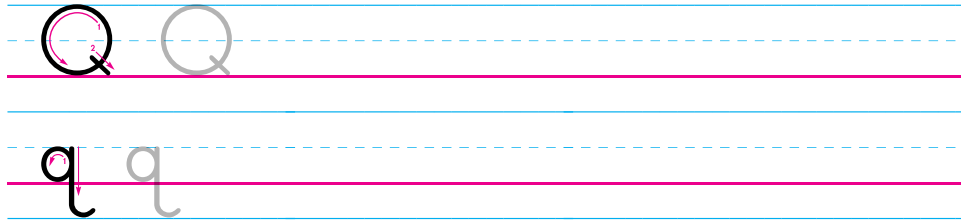
Draw a box around the pictures that begin with **q** like  **quarter**.



- Write **q** to complete each word.

q ueen **q** uack **q** uilt

- ▲ Trace. Practice.



Student Objectives

- Identify the /kw/ sound spelled **q**.
- Write initial **q** to spell words.
- Practice writing uppercase **Q** and lowercase **q**.

Teaching Tips

- Demonstrate the /kw/ sound using **quick** and **quiet**. Say **quick** and have students repeat it and listen for the beginning sound. Then have students say **quiet**, /kw/. Do the same with **quick**.
- Place the following Sound/Symbol Cards in a bag: **quail**, **nail**, **house**, **quarter**, **fox**, **queen**, and **quilt**. Call on a volunteer to draw one card. Say the picture name. Ask if the word begins with the /kw/ sound. If it does, students should be quiet. If it doesn't, they say, *No*.
- Each time students are quiet, write **Q** and **q** on the board. Point to and name uppercase **Q** and lowercase **q**.
- Help students do the first item on page 13. Then have them complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **Q** and **q**. Model writing the letters as you say the chant.

Uppercase Q

Circle back left,
All the way around.
Lift. Slant right.
Take that tail to the ground.

Lowercase q

Circle back left,
All the way around.
Keep little **q**
Quite close to the ground.
Push up straight.
Pull down straight, too.
Curve forward right.
That's lowercase **q**.

Rr

Sounds and Letters

Student Objectives

- Identify the /r/ sound spelled r.
- Write initial r to spell words.
- Practice writing uppercase R and lowercase r.

Teaching Tips


- Say the /r/ sound. Ask students to repeat, and say, *Right!*
- Hold up the following Sound/Symbol Cards one by one and say each picture name: **rash**, **jet**, **lock**, **rose**, **rain**, **fall**, **roof**, and **upset**. Have students signal thumbs-up when they hear the /r/ sound and thumbs-down when they do not. When they are correct, say, *Right*, emphasizing the /r/ sound.
- Demonstrate how to write uppercase R and lowercase r. Name the letters and tell students that both letters make the /r/ sound. If any students' names begin with R, call on them to write their name on the board.
- Answer any questions about the items on page 14. Then have students complete the page.

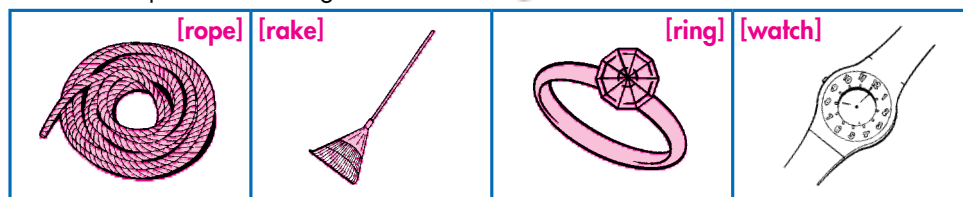
Rr

Sounds

and

Letters

- Look at each picture and say its name. Color the pictures that begin with r like  **rock**.



- Write r to complete each word.

r ope r ake r ing

- Trace. Practice.

R R
r r

14

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Optional Letter Chant

Teach students the following chants to say as they practice writing the letters R and r. Model writing the letters as you say the chant.

Uppercase R

Pull down and lift.
Then slide right.
There are three more steps.
Don't hold your pencil too tight!
Curve forward right. Slide left. Slant right.
For uppercase R,
These steps are just right!

Lowercase r

First thing you do
Is pull down straight.
Then push up and curve right.
Lowercase r is great!

Radio R

Ask students if they have listened to a radio, particularly radio news broadcasts. Work with students to create radio headlines with words that begin with the /r/ sound. For example, say, *The news today on Radio R is that it's raining*. Suggest other words for students to use, such as **rabbit**, **rug**, **ring**, **robot**, **rake**, **rumble**, and **race**.

- Look at each picture and say its name.
Draw a line under the pictures that begin with **s** like **6** six.



- Write **s** to complete each word.

sail **s**ock **s**un

- Trace. Practice.

S S
s s

Student Objectives

- Identify the /s/ sound spelled s.
- Write initial s to spell words.
- Practice writing uppercase S and lowercase s.

Teaching Tips

- Demonstrate the /s/ sound by saying see and emphasizing the initial sound. Have students repeat.
- Display the Sound/Symbol Cards for **safe**, **roof**, **mop**, **six**, **jar**, and **sock**. Ask students to identify the pictures that begin with the /s/ sound. Help identify pictures if needed. Then display the cards for **thimble**, **sun**, **yo-yo**, and **box**. Ask a volunteer to find the picture whose name begins with the /s/ sound.
- Write S and s. Name the letters and tell students that both make the /s/ sound. Call on volunteers to write the letters on the board.
- Answer any questions about the items on page 15. Then have students complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters S and s. Model writing the letters as you say the chant.

Uppercase S

Curve back left.
Curve forward right.
That's how uppercase S
Is made just right.

Lowercase s

Curve back left.
Curve forward right.
Write lowercase s,
But not too tight!

Sorry

Clear a space in the classroom. Then designate a start and a finish line and have students line up in two groups at the start. Tell students you will say a word. If the word begins with the /s/ sound, the first student in each group will take a step. If the word does not begin with the /s/ sound, students should stay in place. If a student makes a misstep, he or she has to take a step back. Then both students go to the end of their lines. The next students in line start where the previous student was standing. Play until each group makes it across the finish line.

Tt

Sounds and Letters

Student Objectives

- Identify the /t/ sound spelled t.
- Write initial t to spell words.
- Practice writing uppercase T and lowercase t.

Teaching Tips

- Say the words **ten** and **tune**, emphasizing the initial sound. Tell students that both words begin with the /t/ sound.
- Give partners these Sound/Symbol Cards: **tooth**, **rose**, **queen**, **tub**, **toast**, **tire**, **plug**, and **frog**. Ask students to find the four pictures whose names begin with the /t/ sound. Have partners arrange these cards to form the shape of an uppercase **T** and then a lowercase **t**.
- Write **T** and **t**. Name the letters and tell students that both make the /t/ sound. Call on volunteers to write the letters on the board.
- Answer any questions about the items on page 16. Then have students complete the page.


Tt

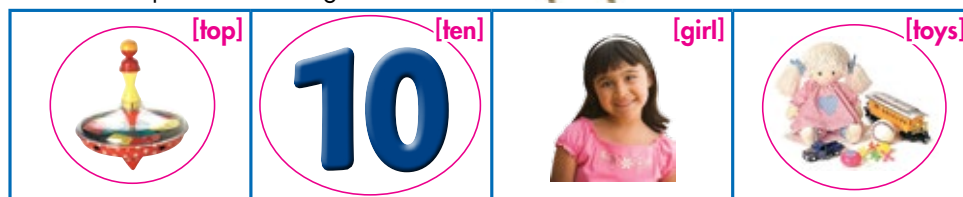
Sounds

and

Letters

- Listen as you say the name of each picture.

Circle the pictures that begin with t like →  **tail**.



- Write t to complete each word.

t op t en t oys

- Trace. Practice.



16

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Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **T** and **t**. Model writing the letters as you say the chant.

Uppercase T


Pull down straight.
Lift. Then go to the top.
Slide left to right,
Not too far. Now stop!

Lowercase t

Pull down straight.
Lift up to the middle.
That's how to write
A t that is little.

Tell Me

Place objects or pictures of objects with names that begin with /t/ in several lunch bags. Examples include tea bag, tiger, toy, numeral 10, table, tape, telephone, tennis ball, tie, tire, tissue, tomato, toothpick, toothpaste, turtle, towel, tub, and television. Invite partners to select a bag and name the picture or object inside. Ask if the name begins with /t/ and then write it on the board. Review the list with students at the end of the activity.

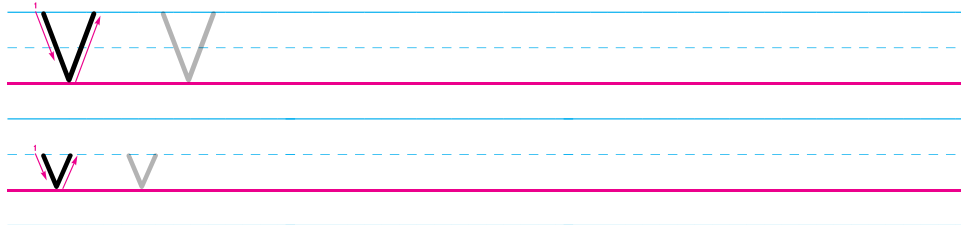
- Say the name of each picture.
Draw a ✓ under the pictures that begin with v like  vest.



- Write v to complete each word.

v an v ase v et

- ▲ Trace. Practice.



Student Objectives

- Identify the /v/ sound spelled v.
- Write initial v to spell words.
- Practice writing uppercase V and lowercase v.

Teaching Tips

- Say **vacuum**, **vase**, **vine**, and **violin**, emphasizing the initial sound. Tell students that each word begins with the /v/ sound.
- Place the following Sound/Symbol Cards on the chalk tray: **tub**, **rain**, **six**, **vase**, **vine**, **cave**, **bird**, **paint**, **vacuum**, and **violin**. Have volunteers pick up each picture, name it, and say the initial sound. If the name begins with the /v/ sound, ask the student to place the cards on a separate part of the chalk tray. Say the names and have students repeat.
- Write **V** and **v** on the board. Name the letters and tell students that both make the /v/ sound they hear at the beginning of **van**. Call on volunteers to write the letters on the board.
- Answer any questions about page 17. Then have students complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters V and v. Model writing the letters as you say the chant.

Uppercase V

Slant right and slant up
For uppercase V.
It's really quite easy,
Don't you agree?

Lowercase v

Slant right and slant up
For lowercase v.
It's just half as tall
As uppercase V.


Student Objectives

- Identify the /w/ sound spelled w.
- Write initial w to spell words.
- Practice writing uppercase W and lowercase w.

Teaching Tips

- Place the following Sound/Symbol Cards in one area of the chalk tray: **tooth**, **sock**, **wood**, and **bag**. Place these cards on another area: **web**, **dig**, **fall**, and **goose**. Have students name all the pictures and then identify the two pictures with names that begin with the same sound. Say the names, emphasizing the initial sound, and have students repeat. Tell them that each word (**wood**, **web**) begins with the /w/ sound.
- Hold up the following cards: **window**, **rose**, **nut**, and **wagon**. Have students identify the picture names that begin with the /w/ sound.
- Write **W** and **w** on the board. Tell students that both letters make the /w/ sound they hear at the beginning of **web**. Call on volunteers to write the letters.
- Answer any questions about page 18. Then have students complete the page.

- Say the name of each picture.

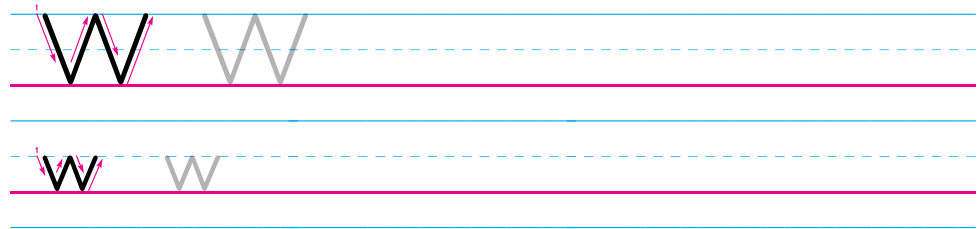
Draw a box around the pictures that begin with **w** like  **watch**.



- Write **w** to complete each word.

w eb **w** orm **w** ave

- Trace. Practice.



Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **W** and **w**. Model writing the letters as you say the chant.

Uppercase W


Slant down right
And slant up, too.
Now make these strokes again
To write a **W**.

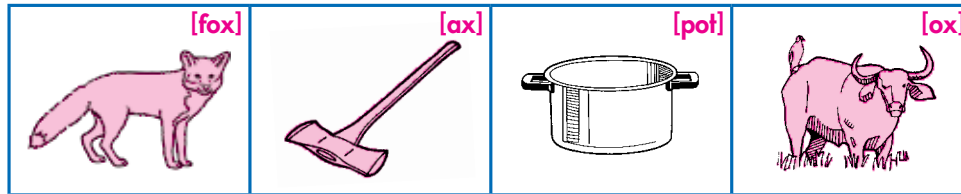
Lowercase w

Slant down right
And then slant up,
Do this twice,
And your **w** will be nice!

Window Watch

Ask students to look out the window and describe what they see. Then ask them to close their eyes and imagine they are looking through a different window. Say, *Outside there are all kinds of things with names that start with /w/.* I see a woodchuck walking on a windy winter day. What do you see? Help students brainstorm words that begin with /w/. Possibilities include **ocean waves**, **windmill**, **weasel**, **watchdog**, **wishing well**, **wildcat**, **woodchuck**, and **walrus**. Accept words that begin with /wh/, such as **whale** and **wheel**. Provide paper and markers and encourage students to draw the scene they imagined.

- Say the name of each picture.
Color the pictures that end with **x** like  **box**.



- Write **x** to complete each word.

fo x	a x	o x
-------------	------------	------------

- ▲ Trace. Practice.



Student Objectives

- Identify the /ks/ sound spelled **x**.
- Write final **x** to spell words.
- Practice writing uppercase **X** and lowercase **x**.

Teaching Tips

- Say **box** and ask students to listen for the /ks/ sound at the end of the word. Emphasize the final sound and have students repeat.
- Hold up the following Sound/Symbol Cards and say the name of each picture, emphasizing the final /ks/ sound: **ax**, **box**, **fox**, and **six**. Then mix the cards with the cards for **dish**, **kiss**, **jar**, and **hop**. Hold up the cards one by one. Ask students to raise their hand when they see a picture whose name ends with the /ks/ sound.
- Write **X** and **x** on the board. Tell students that both letters make the /ks/ sound they hear at the end of **box**. Write **box** and circle **x** at the end. Then call on volunteers to write the letters.
- Answer any questions about page 19. Then have students complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **X** and **x**. Model writing the letters as you say the chant.

Uppercase **X** and Lowercase **x**

Slant right. Lift.
Now quick like a fox,
Slant left, and
Write **x** to finish **ox**.

X Marks the Spot

Mark a large **X** on the floor with masking tape. Call on volunteers to stand on the **X**. Say three words, one of which ends with the /ks/ sound. For example, say **car**, **box**, **lot**. Ask the student to say the word that ends with /ks/. Continue until all volunteers have had a turn. Possible final **x** words include **fix**, **ax**, **six**, **tax**, **ox**, **fox**, **mix**, **box**, **relax**, **index**, **wax**, **hex**, **fax**, **vex**.

Yy

Sounds and Letters

Student Objectives

- Identify the /y/ sound spelled y.
- Write initial y to spell words.
- Practice writing uppercase Y and lowercase y.

Teaching Tips

- Tell students that the word **yes** begins with the /y/ sound. Have students say **yes** and then the beginning /y/ sound.
- Display the following Sound/Symbol Cards: **yo-yo**, **ape**, **nest**, **yarn**, **yolk**, **jacket**, **thumb**, and **yell**. Ask students to take turns coming up and pointing out a picture whose name begins with the /y/ sound. When a student is correct, ask the rest of the class to say **Yes!**
- Write **Y** and **y** on the board. Tell students that both letters make the /y/ sound they hear at the beginning of **yes**. Write **yes** and underline **y**. Then call on volunteers to write the letters.
- Answer any questions about page 20. Then have students complete the page.


Yy

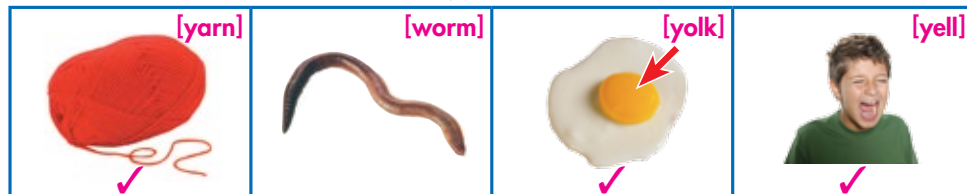
Sounds

and

Letters

- Look at each picture and say its name.

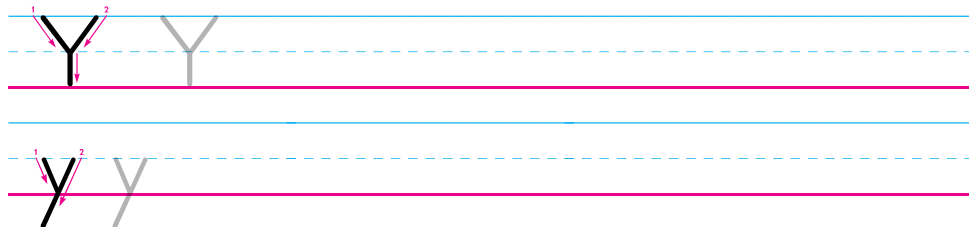
Draw a ✓ under the pictures that begin with **y** like  **yellow**.



- Write **y** to complete each word.

y arn **y** olk **y** ell

- Trace. Practice.



Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **Y** and **y**. Model writing the letters as you say the chant.

Uppercase Y

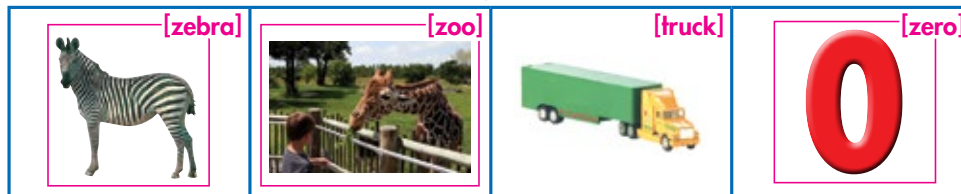
Slant right. Lift. Slant left.
Then pull straight down.
Write to Yasmin, Yelena, and Yoko
to invite them to town.

Lowercase y

Slant right. Lift.
You're not done yet.
To finish small y,
You've got to slant left.

- Look at each picture and say its name.

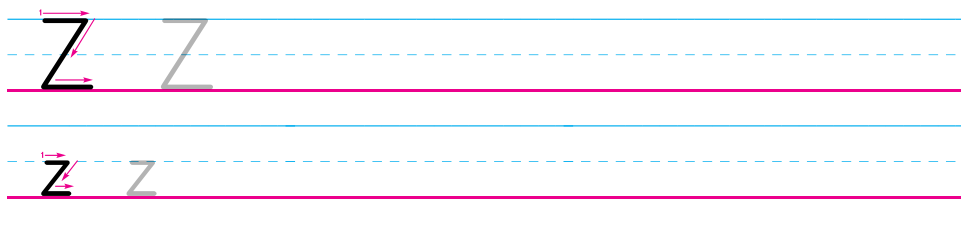
Draw a box around the pictures that begin with **z** like zipper.



- Write **z** to complete each word.

z ebra **z** oo **z** ero

- Trace. Practice.



Student Objectives

- Identify the /z/ sound spelled z.
- Write initial z to spell words.
- Practice writing uppercase Z and lowercase z.

Teaching Tips

- Say **zipper**, emphasizing the initial /z/ sound. Then have students say **zipper**, /z/. Explain that /z/ is the beginning sound of **zipper**.
- Place the following Sound/Symbol Cards facedown on a desk: **mitten**, **nail**, **path**, **zero**, **zigzag**, **vine**, **sun**, **zipper**, **calf**, **zoo**, and **mouse**. Have students take turns turning over a card and naming the picture. Tell students to place the card to the right if the name begins with the same sound as **zipper**. All other cards go on the left.
- Write **Z** and **z** on the board. Have students repeat the picture names beginning with the /z/ sound as you point to the letters. Ask volunteers to write **Z** and **z** on the board.
- Answer any questions about page 21. Then have students complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **Z** and **z**. Model writing the letters as you say the chant.

Uppercase Z

Begin **Z** with a slide—
Make sure you slide right!
Slant left to the baseline;
Then end with one more slide right.

Lowercase z

Slide right.
Slant down left and then slide right.
Both **z**'s are the same—
Except for the height.

Consonant Capers


Name each consonant letter students have learned so far. Then assign a letter to each student. Say the letter and have the student who has that letter perform the following action: /b/ **b** bow, /k/ **c** shiver with cold, /d/ **d** dip down, /f/ **f** show five fingers, /g/ **g** gobble like a turkey, /h/ **h** hop on one foot, /j/ **j** jump up, /k/ **k** blow a kiss, /l/ **l** raise the left hand, /m/ **m** moo like a cow, /n/ **n** shake the head "no," /p/ **p** pat the head, /kw/ **q** quack like a duck, /r/ **r** raise the right hand, /s/ **s** hiss like a snake, /t/ **t** pretend to talk on the phone, /w/ **w** wave both hands, /ks/ **x** draw a six in the air, /y/ **y** yawn.

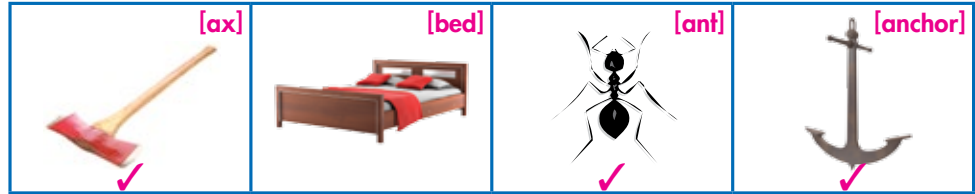
Student Objectives

- Identify the /ă/ sound spelled a.
- Write initial a to spell words.
- Practice writing uppercase A and lowercase a.

Teaching Tips

- Say **apple**. Then say the /ă/ sound. Have students repeat /ă/, **apple**.
- Display the following Sound/Symbol Cards: **bird**, **kick**, **apple**, **ax**, **nest**, and **pie**. Have students identify the picture names. Then call on a volunteer to sort the cards into two groups—cards whose picture names begin with the **short a** sound and cards whose picture names do not.
- Write **A** and **a** on the board. Have students repeat the picture names beginning with the /ă/ sound as you point to the letters. Explain that **A** and **a** make the /ă/ sound students hear at the beginning of **apple**. Ask volunteers to write **A** and **a** on the board.
- Answer any questions about page 22. Then have students complete the page.

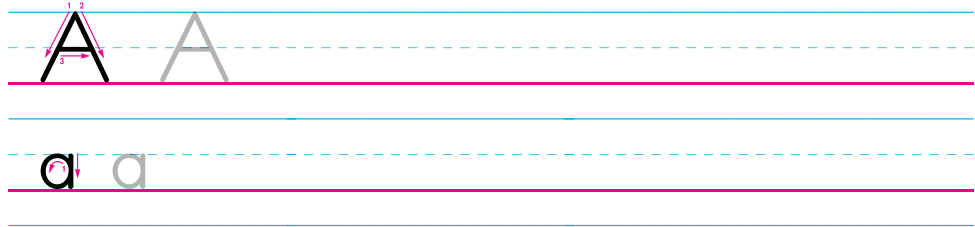
- Look at each picture and say its name.
Draw a ✓ under the pictures that begin with **a** like  **apple**.



- Write **a** to complete each word.

a x **a** nt **a** nchor

- Trace. Practice.



Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **A** and **a**. Model writing the letters as you say the chant.

Uppercase A

Slant left. Slant right.
You've come partway.
Now lift and slide
To write uppercase **A**.

Lowercase a

Circle back.
Go around all the way.
Push up, pull down
To write lowercase **a**.

- Look at each picture and say its name.
Circle the pictures that begin with **e** like **EXIT** exit.



- Write **e** to complete each word.

e gg e lf e nd

- Trace. Practice.

E E
e e

Student Objectives

- Identify the /ĕ/ sound spelled e.
- Write initial e to spell words.
- Practice writing uppercase E and lowercase e.

Teaching Tips

- Say **elephant** and have students repeat it. Tell students to listen as you say the word again. Explain that the /ĕ/ sound is the beginning sound of **elephant**.
- Hold up the following Sound/Symbol Cards: **yarn**, **zoo**, **egg**, and **echo**. Help students name each picture. Tell them to raise their hand when they hear a picture name that begins with the **short e** sound.
- Write **E** and **e** on the board. Have students repeat the picture names beginning with the /ĕ/ sound as you point to the letters. Explain that **E** and **e** make the /ĕ/ sound students hear at the beginning of **egg**. If any students have names that begin with **E**, invite them to write their name on the board.
- Answer any questions about page 23. Then have students complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **E** and **e**. Model writing the letters as you say the chant

Uppercase E

Pull down straight.
Lift and slide right.
Lift again and then slide right in the middle.
One more lift and another slide right—
There's an uppercase **E** that's fit as a fiddle.

Lowercase e

Slide right, straight across;
To the left circle back.
Your pencil should glide
Like a train on its track.

Pass the Egg

Bring in a plastic or wooden egg. Have students sit in a circle. Tell them that you will start passing the egg around the circle. Then you will say a list of words. If a word begins with the **short e** sound, the student with the egg should hold onto it and not pass it. If the word begins with another sound, the student should pass the egg as quickly as possible. Possible **short e** words to intersperse in the list include **enter**, **exit**, **elf**, **end**, **ever**, **elephant**, **elk**, **edit**, **energy**, **exam**, and **excuse**.

Ii

Sounds and Letters

Student Objectives

- Identify the /i/ sound spelled i.
- Write initial i to spell words.
- Practice writing uppercase I and lowercase i.

Teaching Tips


- Say **inch**, emphasizing the /i/ sound. Help students discriminate the **short i** sound from the **short e** sound by saying **inch/egg**. Ask students to listen carefully and then repeat the words.
- Hold up the following Sound/Symbol Cards: **igloo**, **tub**, **iguana**, **zipper**, and **nail**. Help students name each picture. Then say the picture names again. Tell students to point to the ceiling with an index finger when they hear a picture name that begins with the same sound as **inch**.
- Write **I** and **i** on the board. Have students repeat the two picture names that begin with the /i/ sound as you point to the letters. Explain that **I** and **i** make the /i/ sound students hear at the beginning of **inch**. Call on volunteers to write the letters on the board.
- Answer any questions about page 24. Then have students complete the page.

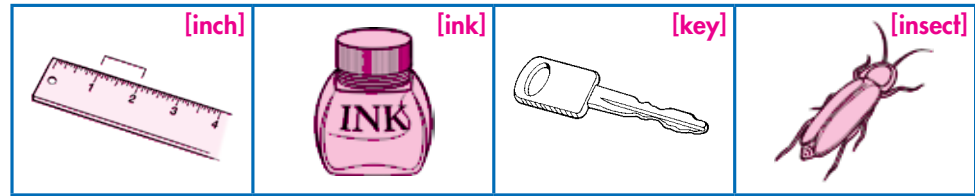
Ii

Sounds

and

Letters

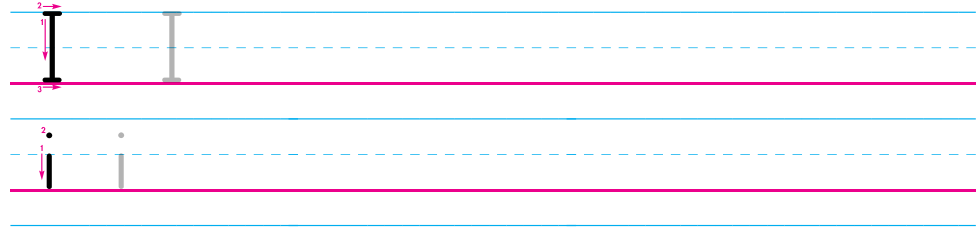
- Say the name of each picture. Color the pictures that begin with i like  **igloo**.



- Write i to complete each word.

i nch i nk i nsect

- Trace. Practice.



24

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Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **I** and **i**. Model writing the letters as you say the chant.

Uppercase I

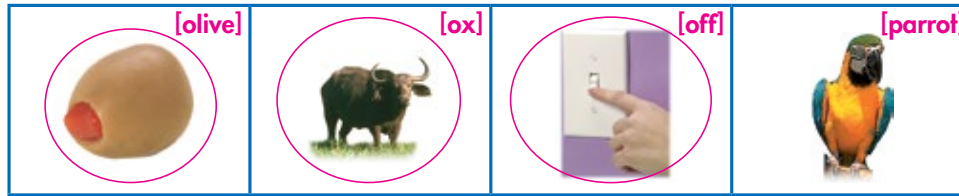
Pull down straight. Lift.
Slide right. Lift. Slide right.
I's are so easy,
I could make them all night.

Lowercase i

Pull down straight.
Lift, then dot.
Lowercase i
Is what you've got!



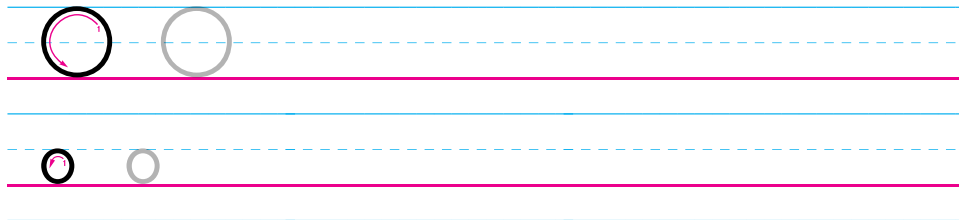
- Say the name of each picture.
Circle the pictures that begin with **o** like **ostrich**.



- Write **o** to complete each word.

o live **o** x **o** ff

- Trace. Practice.



Student Objectives

- Identify the /**ō**/ sound spelled **o**.
- Write initial **o** to spell words.
- Practice writing uppercase **O** and lowercase **o**.

Teaching Tips

- Say **ox**, emphasizing the /**ō**/ sound. Explain to students that the **short o** sound is the sound they hear at the beginning of the word **ox**.
- Display the following Sounds/Symbol Cards: **wagon**, **ostrich**, **octagon**, and **vacuum**. Ask students to raise their hand when they see a picture whose name begins with the **short o** sound. Help with picture identification as needed.
- Write **O** and **o** on the board. Identify which letter is the capital letter and which is the lowercase letter. Point out that the letters are the same shape, but the capital **O** is bigger. Have students write **O** and **o** in the air with a finger. Explain that **o** is the letter that begins the word **ox**.
- Answer any questions about page 25. Then have students complete the page.

Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **O** and **o**. Model writing the letters as you say the chant.

Uppercase **O** and Lowercase **o**

Circle back left.
Go all the way.
O and **o** are easy.
We can go all day!

That's Odd

Say **odd**. Ask students what sound begins the word **odd**. (**short o** or /**ō**/) Explain that **odd** means "different or strange." Then tell students you will name some animals. They should ask you, *What's odd about the [name of animal]?* Name the following animals and give students one odd fact about each: **octopus** (has eight legs), **ocelot** (a cat that likes to swim), **otter** (eats floating on its back and uses its stomach as a table), **ostrich** (a bird that cannot fly). Say the animal names and have students say the sound that begins each word.

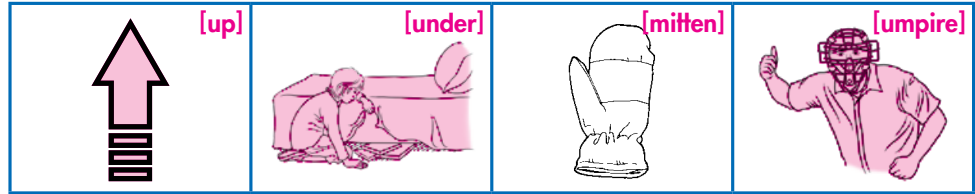
Student Objectives

- Identify the /ŭ/ sound spelled **u**.
- Write initial **u** to spell words.
- Practice writing uppercase **U** and lowercase **u**.

Teaching Tips

- Say **umbrella**, emphasizing the initial /ŭ/ sound. Have students say the word and then say /ŭ/. Explain that **short u** is the sound they hear at the beginning of **umbrella**.
- Hold up the following Sound/Symbol Cards one by one: **igloo**, **upset**, **wagon**, **kangaroo**, **iguana**, **jet**, **bed**, and **up**. Have students say the name of each picture. Help identify pictures as needed. Then say the names again and have students stand up when they hear the /ŭ/ sound at the beginning of the picture name.
- Write **U** and **u** on the board. Identify which is the capital letter and which is the lowercase letter. Explain that these letters make the /ŭ/ sound students hear at the beginning of **umbrella**.
- Answer any questions about page 26. Then have students complete the page.

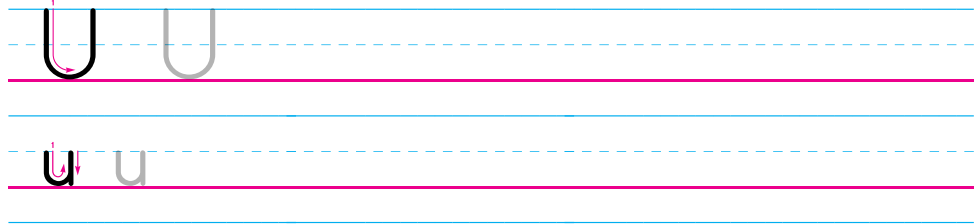
- Say the name of each picture. Color the pictures that begin with **u** like **umbrella**.



- Write **u** to complete each word.

u p **u** n d e r **u** m p i r e

- Trace. Practice.



Optional Letter Chant

Teach students the following chants to say as they practice writing the letters **U** and **u**. Model writing the letters as you say the chant.

Uppercase **U**

Pull down straight.
Curve right. Push up.
An uppercase **U**
Looks like a big cup.

Lowercase **u**

Pull down straight.
Get ready to curve.
Curve right. Push up.
Pull down. Don't swerve!
If lowercase **u** keeps its head below the line,
Then your **ups** and **umbrellas** will look just fine.