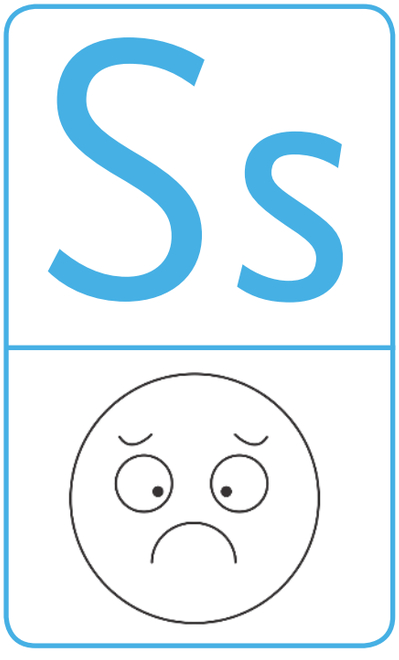
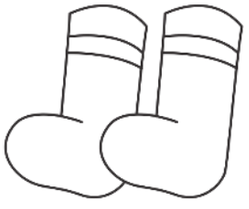
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1 Letters: Ss, Tt, Bb

Look. Say. Circle.



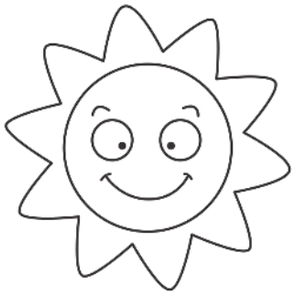




Ss







Phonemic Awareness: Say: *sad* and *smile*, emphasizing the initial sound. Children imitate your pronunciation and facial expressions. They open their books, identify the letters and illustrations, and repeat *socks, bear, sun, smile, sad,* and *mouse* after you. Finally, they circle only drawings with initial *S*.
Practice: Teach this chant: *Sing a song, Sally.* ***Sing a song, Sally. Sing along, sing along, sing with me.*** You can then sing the chant using children's names.

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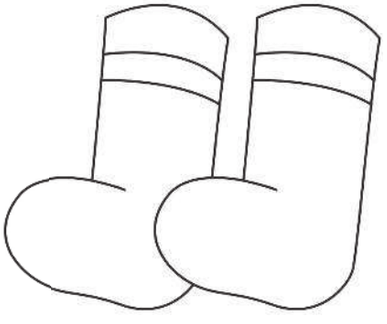
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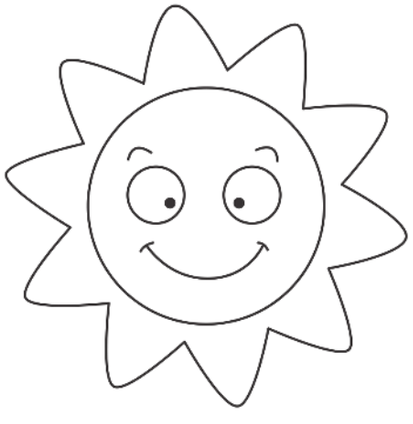
Look. Say. Trace.



Ss



Ss



Ss

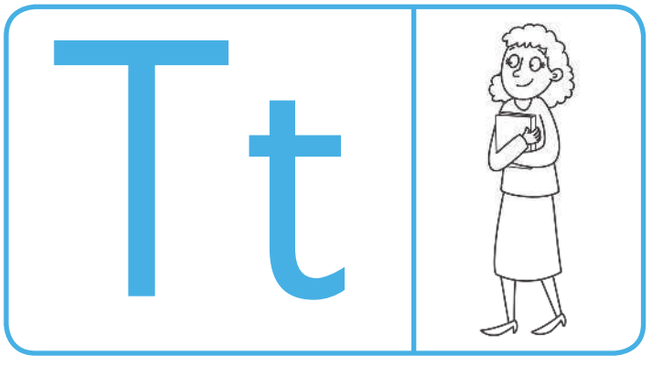
Sound to Symbol: Trace the letters *S* and *s* on the board. Children imitate the tracing using their index finger. Then they open their books and identify the illustrations. They trace the letters *S* and *s*.
Practice: Children use finger paint to fill out a whole sheet of paper with the letters *S* and *s*.

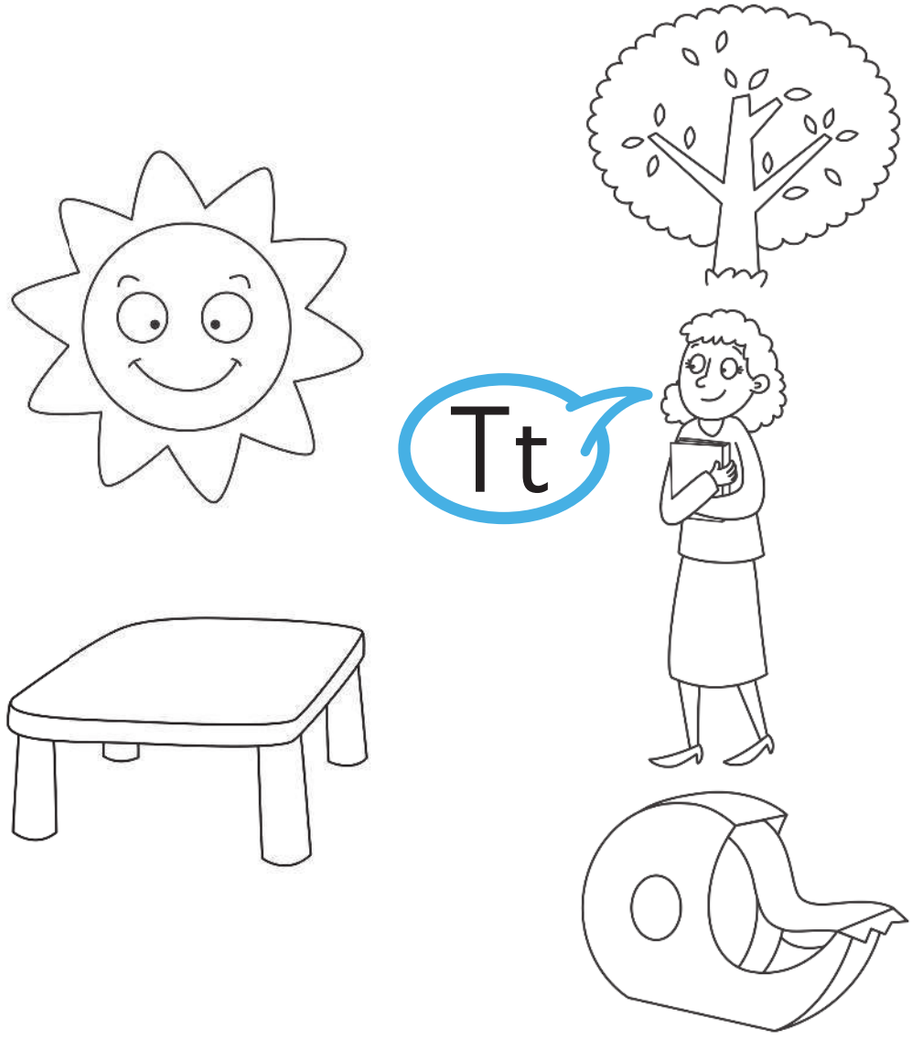
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Look. Say. Color.





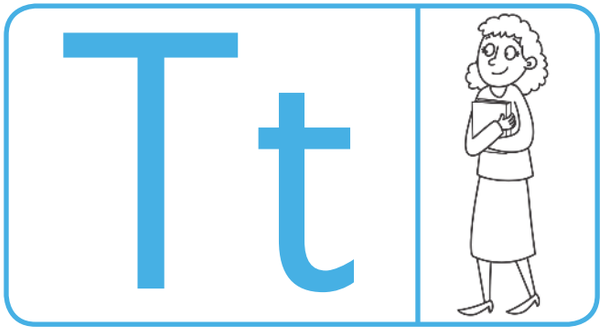
Phonemic Awareness: Say: *Teacher, T-T-T, teacher, tape, table,* and *tree,* emphasizing the initial sound. Children repeat after you. Then they open their books. Say: *The teacher likes the sound T! Color the words with the sound T.* Children identify all the objects and color the *tape, table,* and *tree.*
Practice: Teach this lullaby: ***Twinkle, twinkle, little star. How I wonder what you are! Up above the world so high. Like a diamond in the sky.***

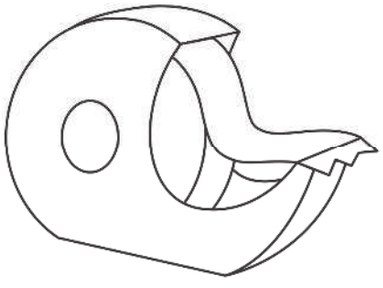
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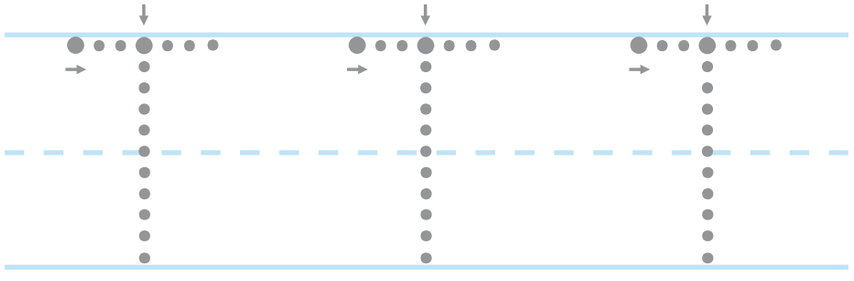
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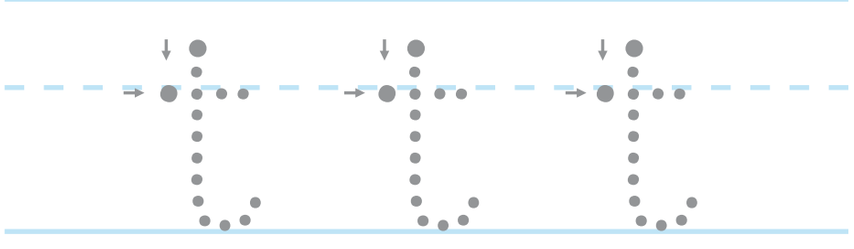
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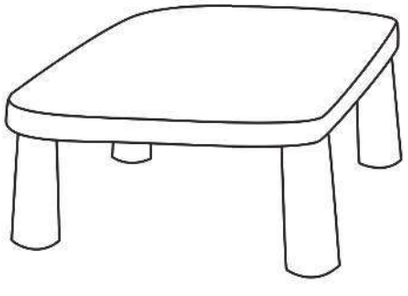
Say. Trace. Color.











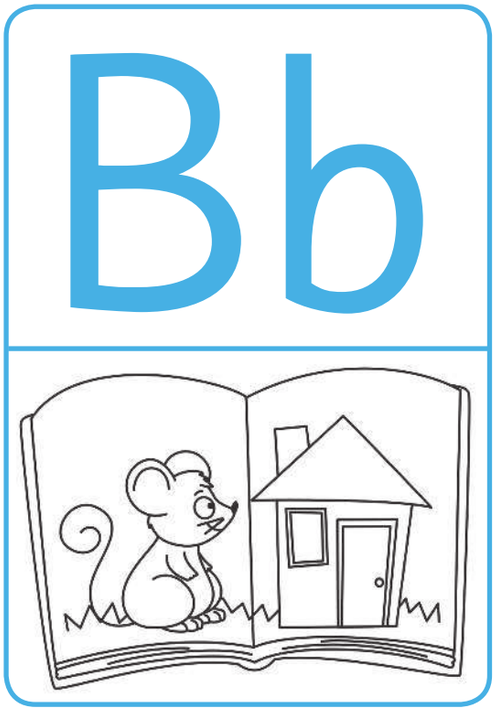
Sound to Symbol: Draw several uppercase *T*s on the board and the same number of lowercase *t*'s. Children draw lines to join uppercase and lowercase *T*. Then they open their books and identify the objects. Children trace the letters and color the drawings.
Practice: Show cards with uppercase *T* and lowercase *t*. Children stand up when they see the uppercase and sit down when they see the lowercase.

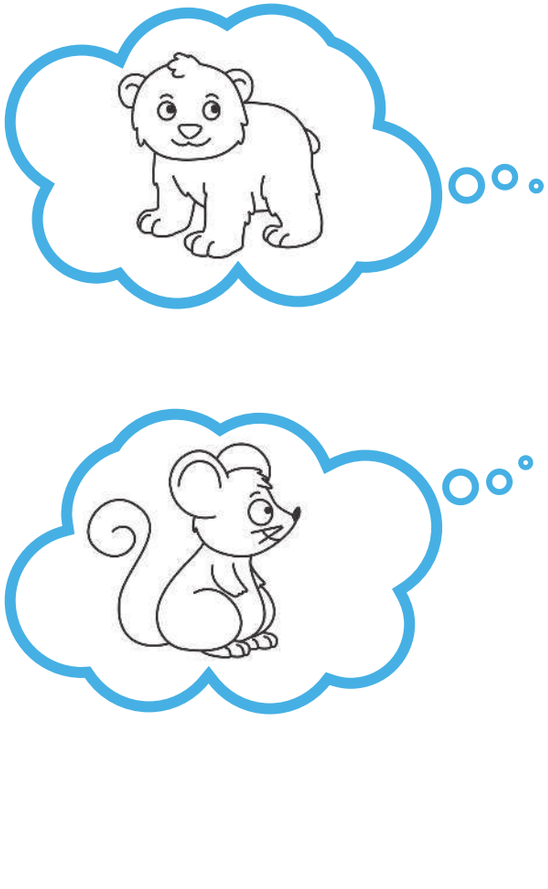
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Look. Say. Cross out.





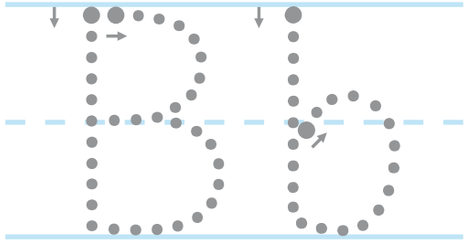
Phonemic Awareness: Say: *Book, B-B-B, book, bee, bear,* and *bird.* Children repeat after you. Then they open their books. Say: *This book is about animals. All the animals' names start with the B sound, except for one! Cross out the name that is not a B sound.* Children identify the animals and cross out the mouse.
Practice: Teach this chant: ***Baa, baa, black sheep, have you any wool? Yes sir, yes sir, three bags full. One for the master, one for the dame, one for the little boy down the lane.***

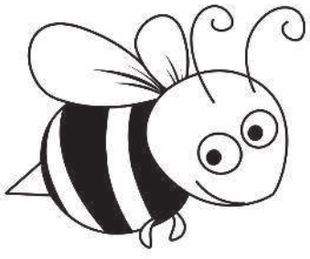
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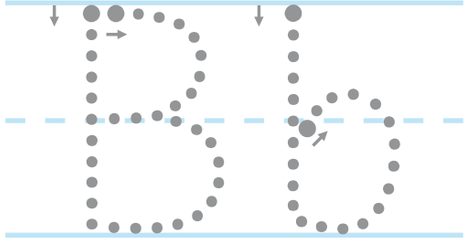
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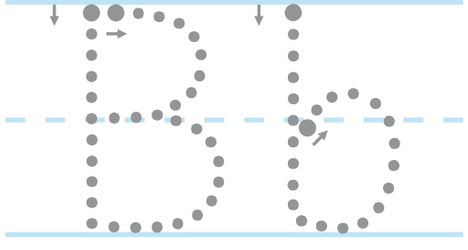
Look. Say. Trace.

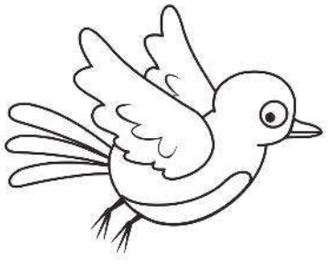












Sound to Symbol: Show different word cards. Children clap when they see a word starting with the letter *B*. Then they open their books and identify the letters and the names of the illustrations. They trace the letters, identify the words, and trace the arrows, connecting the letter *B* with the *bee*, *bear*, and *bird*.
Practice: Children use pipe cleaners to create the letter *B*. Half of the group forms uppercase *B*, and the other half lowercase *b*. Then they form pairs of uppercase and lowercase letters.

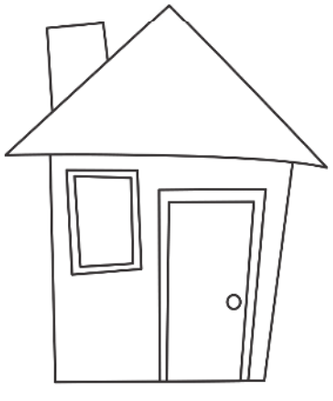
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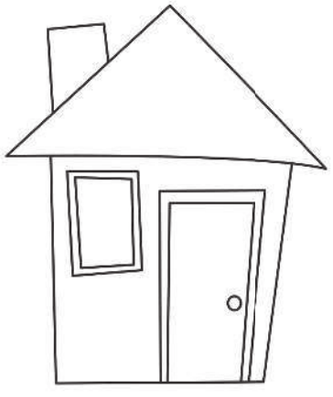
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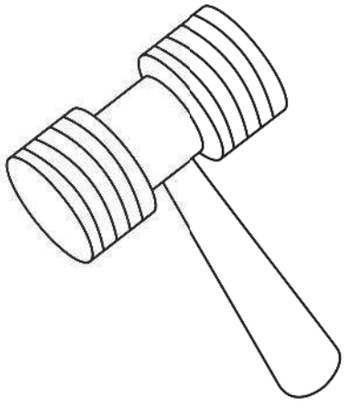
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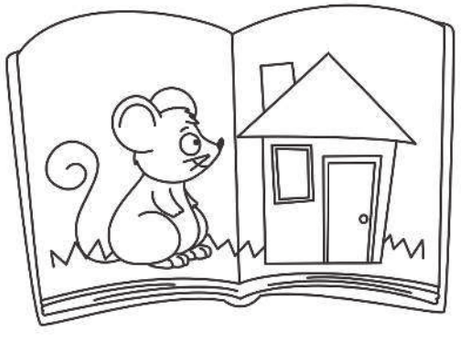
Look. Say. Color.

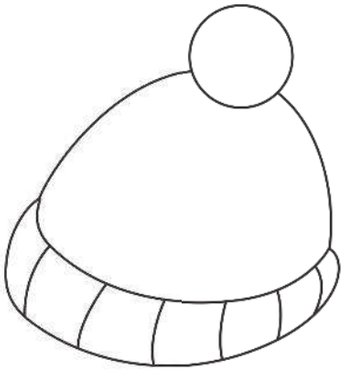
Hh











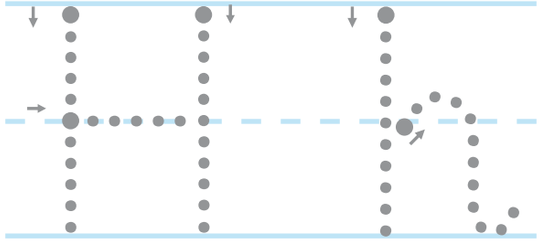
Phonemic Awareness: Say: *House, H-H-H, house, hammer,* and *hat,* emphasizing the initial sound. Children repeat after you. Then they open their books, repeat the words after you, and point at the pictures. Finally, they color only the illustrations with the *H* sound.
Practice: Play *Same or different.* Say pairs of words like these: *mouse-house, hat-cat, hammer-hammer, hook-book.* Children identify whether the words are the *same* or *different.*

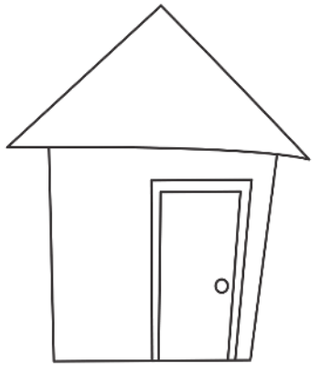
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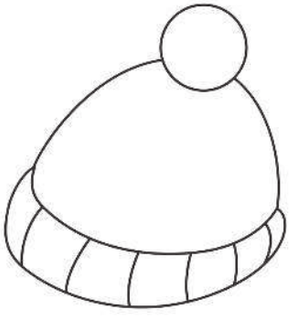
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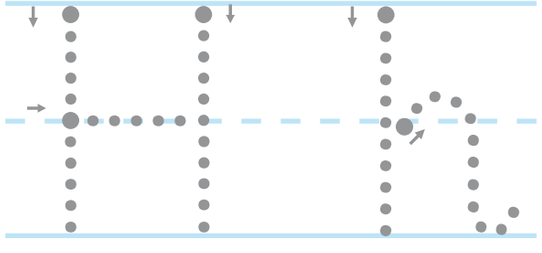
Say. Trace. Cross out.

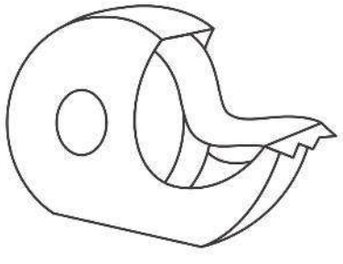


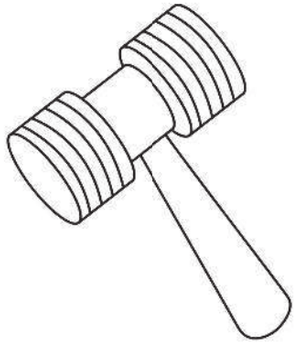


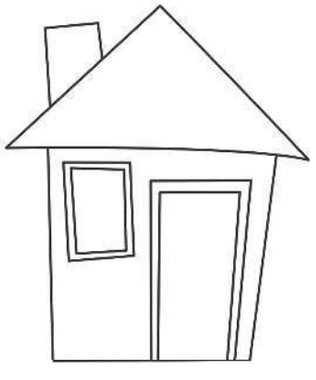












Sound to Symbol: Trace several uppercase and lowercase letters on the board including several *H*s and *h*'s. Children take turns erasing all the letters except for *Hh*. Then they open their books and identify the letters. Say the words, and children repeat. Finally, they trace the letters, identify the words that do not start with *H (bear* and *tape),* and cross them out.
Practice: Using your index finger, draw an uppercase or a lowercase letter. Children identify which one it is and say *uppercase or lowercase.*

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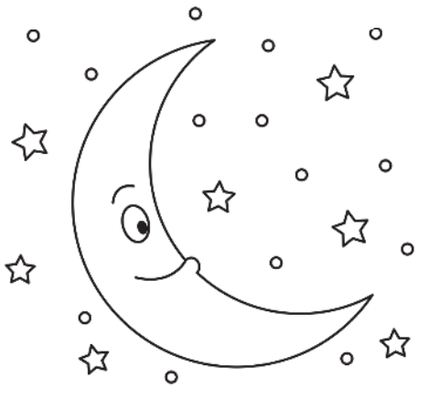
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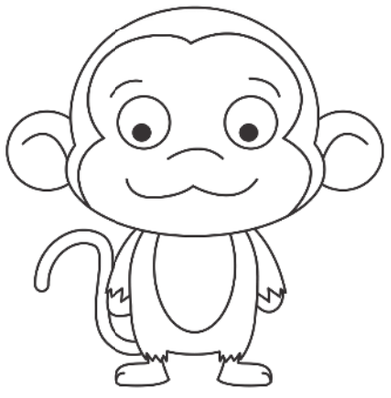
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Look. Say. Circle.

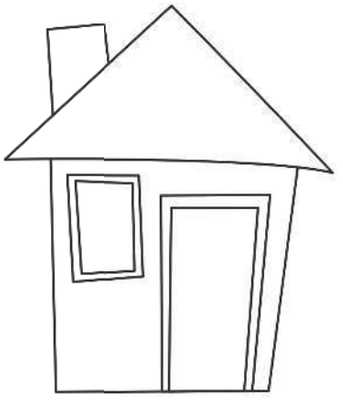
Mm











Phonemic Awareness: Say: *Mouse, M-M-M, mouse, moon,* and *monkey,* emphasizing the initial sound. Children repeat after you. Then they open their books and identify the illustrations. They repeat the words after you and point at the pictures. Finally, they circle the illustrations with the initial *M* sound.
Practice: Say groups of three words and ask children to identify the word that has a different initial sound: *moon-mouse-house, monkey-book-moon, teacher-mouse-monkey.*

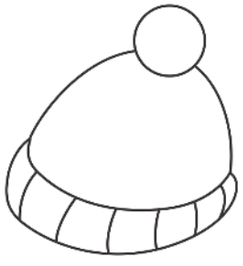
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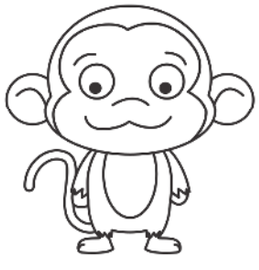
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Look. Say. Trace.







Sound to Symbol: Show a picture of a monkey and say: *Monkey*. Children repeat after you. Show a letter *M*, and children imitate the sound *M*. Then they open their books and identify the name of the illustrations. Finally, they trace the appropriate initial sound.
Practice: Give children cards with an uppercase or lowercase letter from this unit. Play music, and children walk around the room. When the music stops, they find their case partner.

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