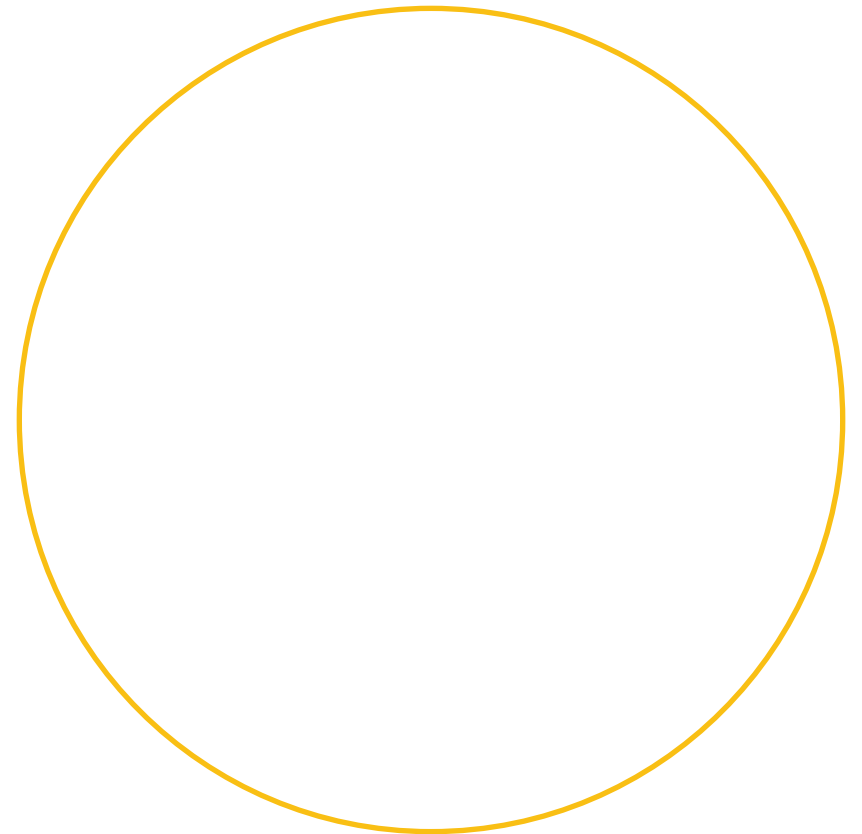
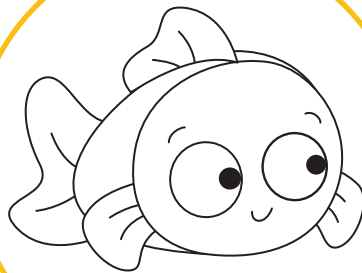
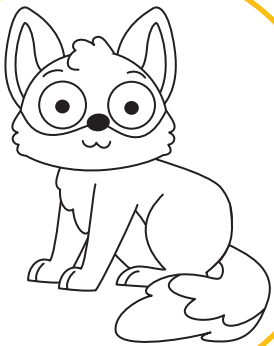
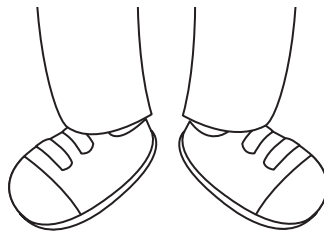
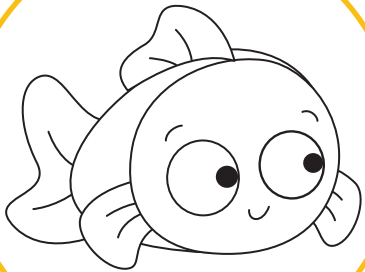


3

## Letters: f, g, j

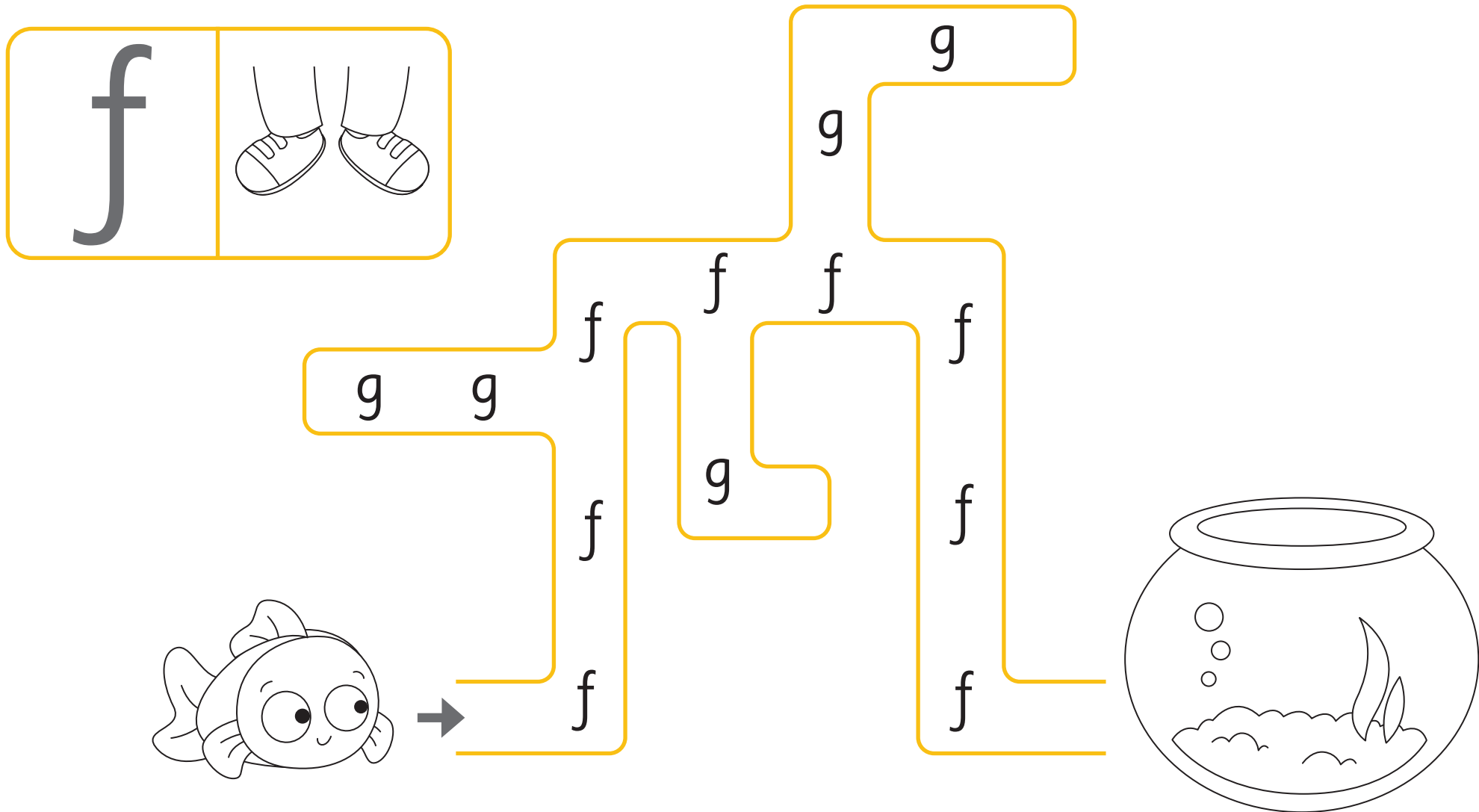
 Say.  Point.  Draw.



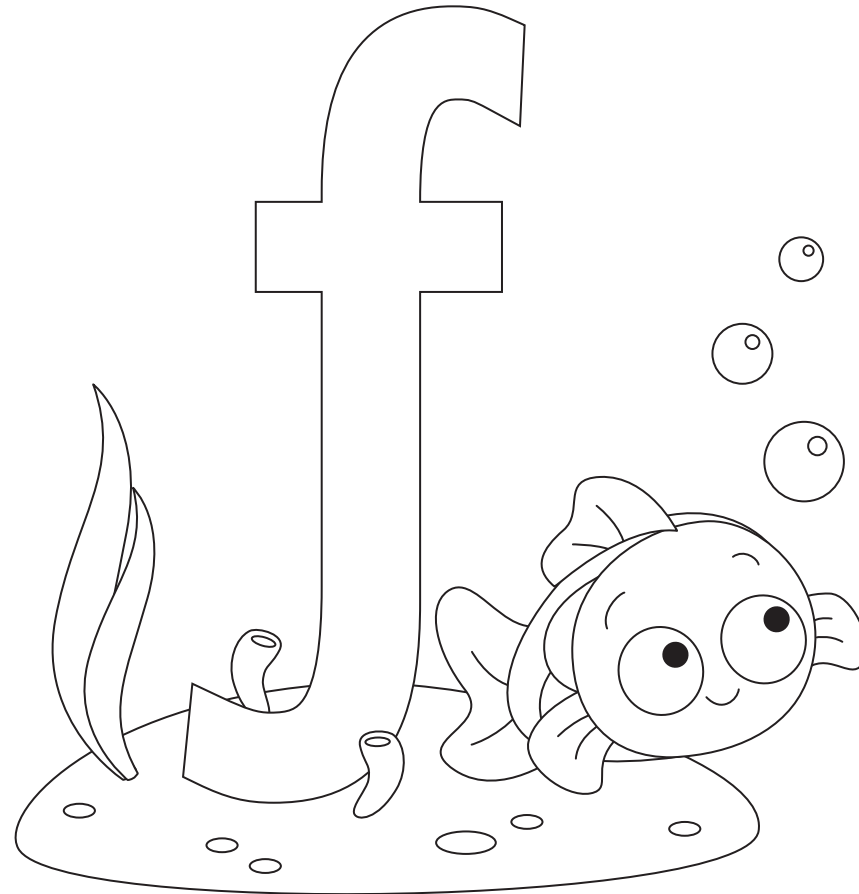
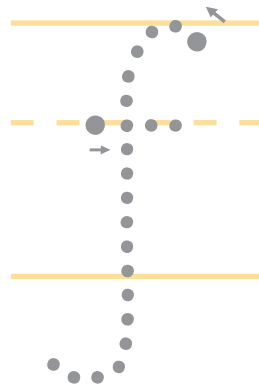
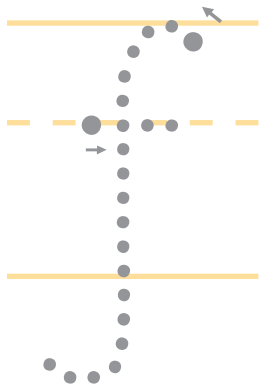
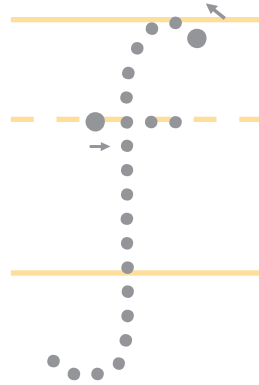
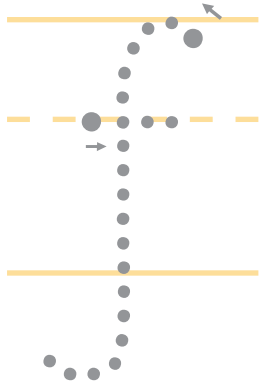
**Phonemic Awareness:** Show a picture, a flashcard, or realia of a fish, fox, and feet (e.g., point to your feet). Say: *feet, f-f-f, feet*. Children repeat after you. Repeat for each word. Children open their books and repeat the names after you as they point to the pictures. Elicit familiar words that start with the /f/ sound such as *flower* or *fingers*. Then, children draw a new word that starts with /f/ in the empty circle.

**Practice:** Teach this chant: *Fish in a fishbowl, fish with no feet. Funny fish, fast fish, fish with no feet!* Children clap when they say a word that starts with /f/.

 Look.  Say.  Follow.

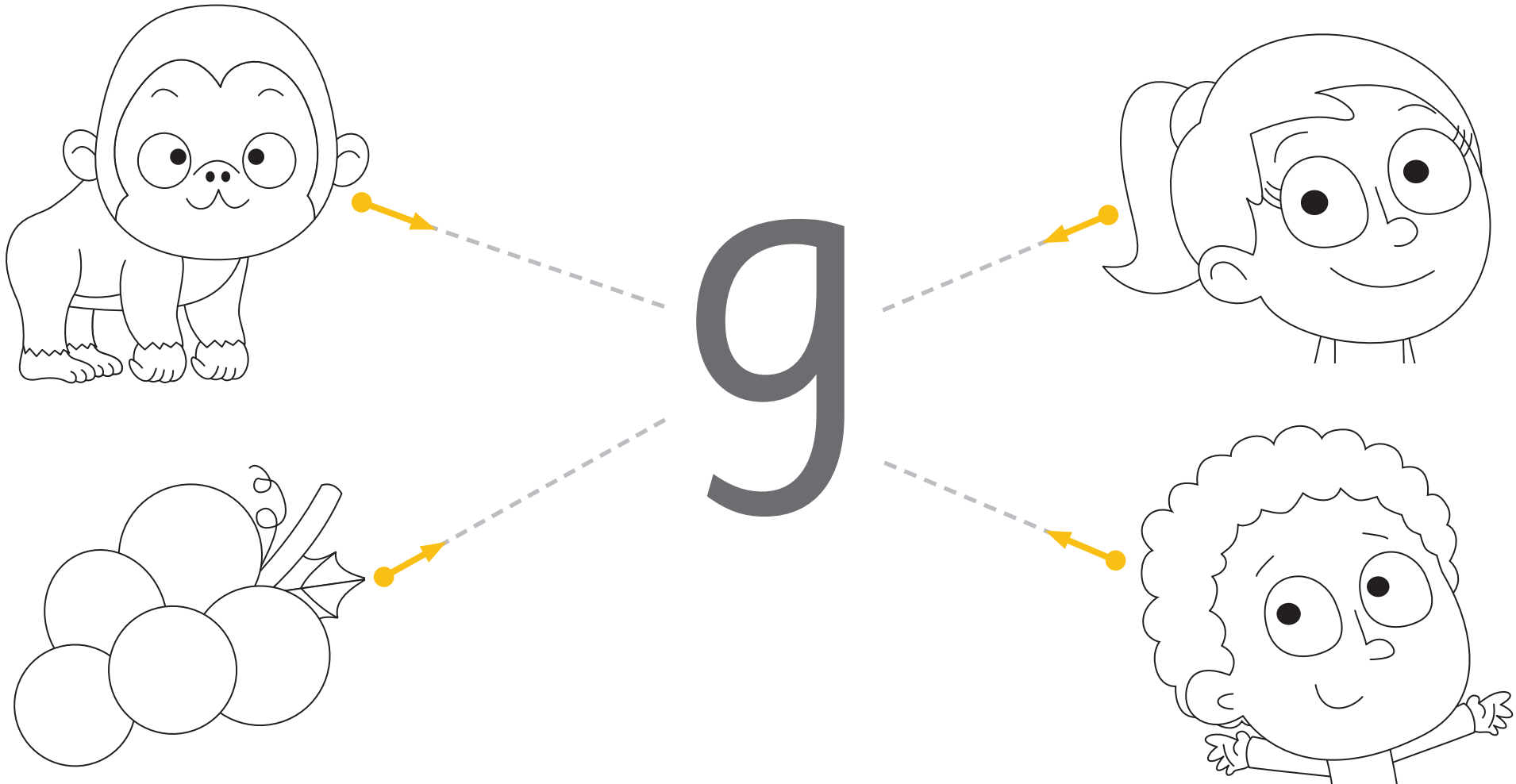


 Say.  Trace.  Color.



**Sound to Symbol:** Write the letter *f* on the board several times. Children take turns erasing the letters with their finger, as they say: *f-f-f*. They open their books and name the fish and the letters *f*. Say: *f-f-f, fish*. Children repeat. They trace the letters *f*. Finally, they color the fish and the big letter *f*.  
**Practice:** Show children how to form the letter *f* with pieces of yarn. Help them glue their yarn letters onto pieces of paper and display them.

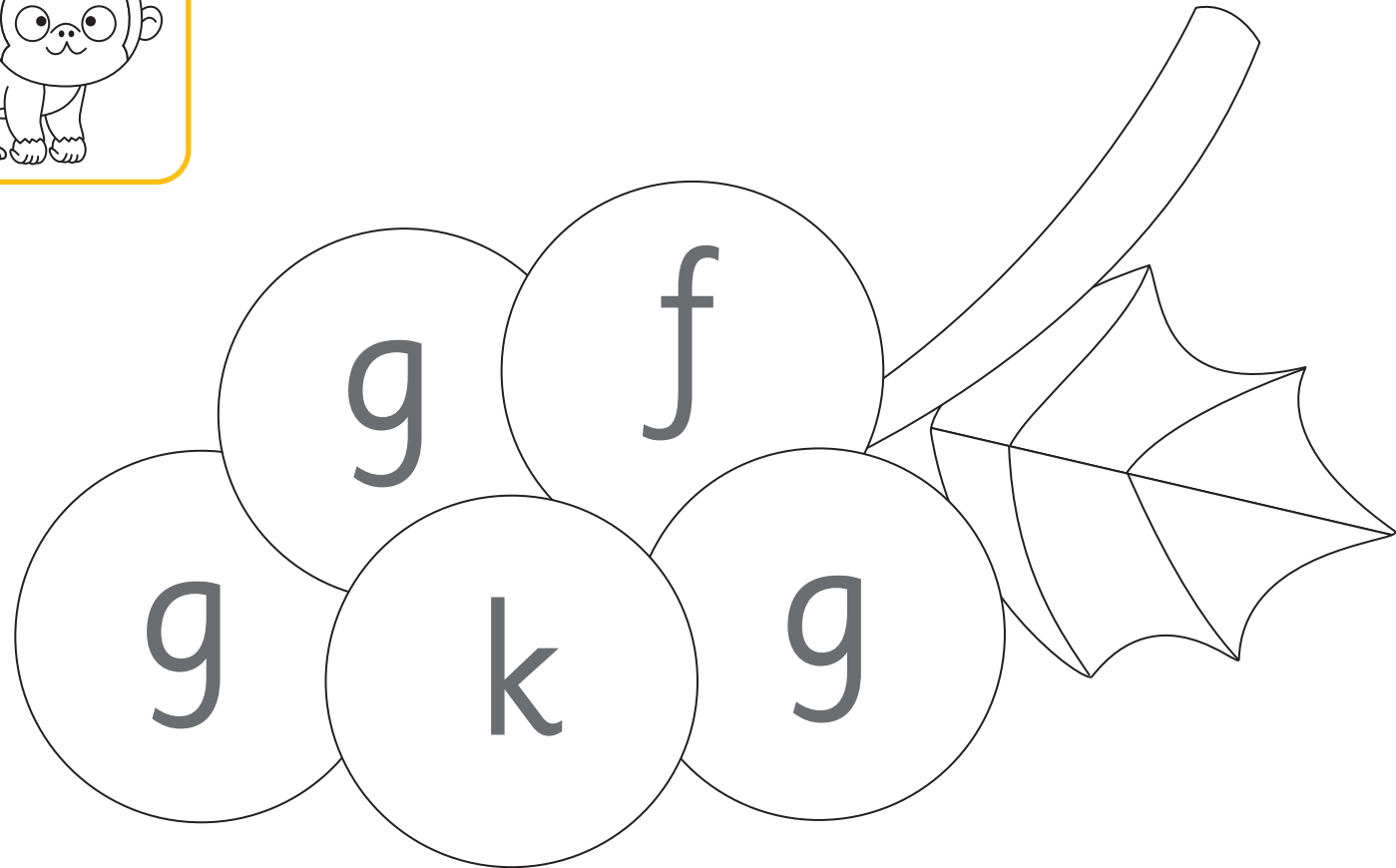
Say. Point. Match.



**Phonemic Awareness:** Show a picture, a flashcard, or realia of a gorilla, girl, and grapes. Say: *gorilla, g-g-g, gorilla*. Children repeat after you. Repeat for each word. Then, children open their books and find the letter *g*. Say: *gorilla, grapes, and girl*, emphasizing the /g/ sound. Then, say: *boy*, exaggerating the /b/ sound to highlight the difference. Children repeat and point to the corresponding pictures. Then, they draw lines to match the pictures that start with the /g/ sound to the letter *g*.

**Practice:** Say these words: *fish, tree, grapes, juice, fox, girl, boy, sun, mouse, gorilla*. Children say: *Stop!* when they hear a word that starts with the /g/ sound.

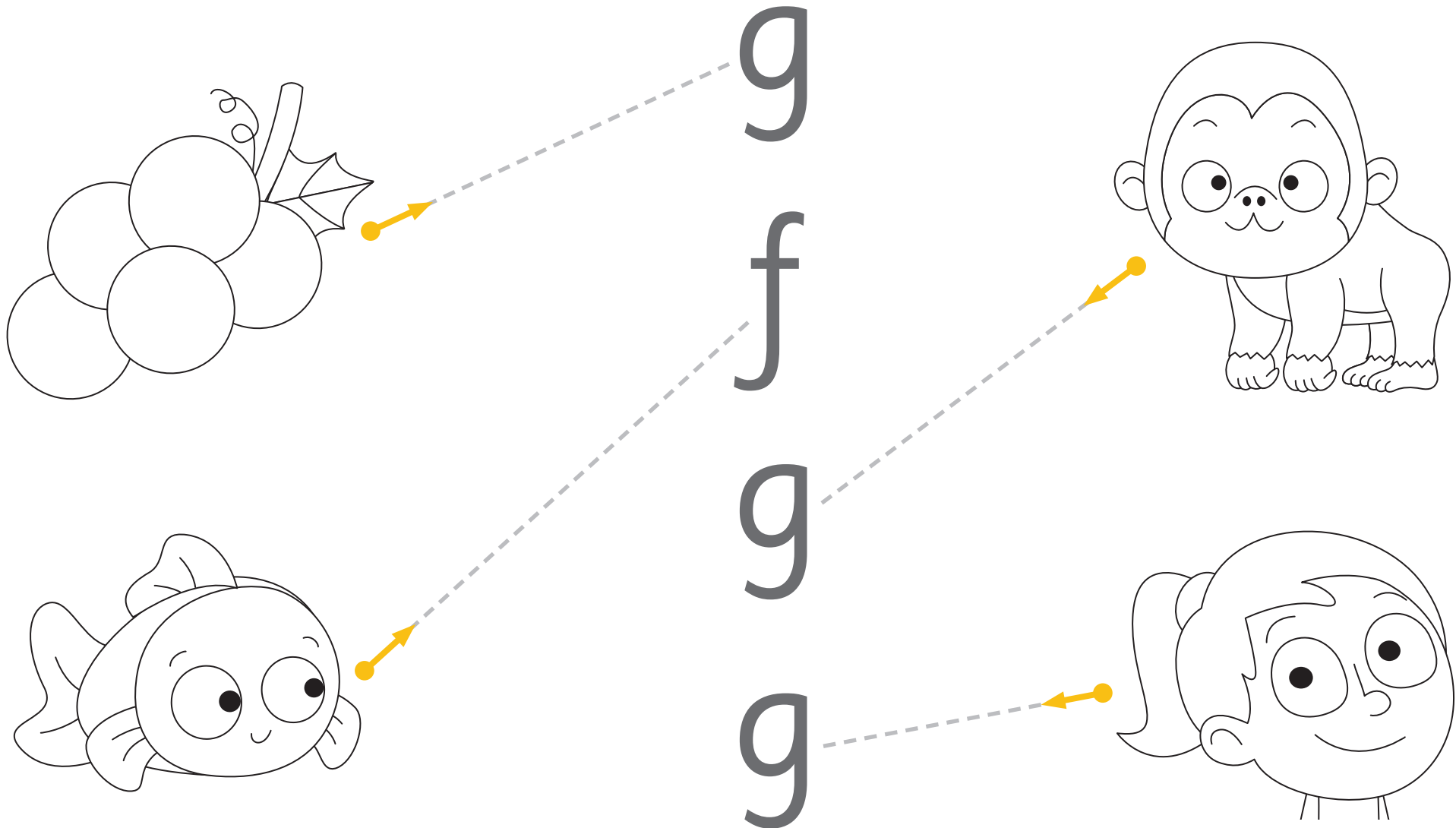
 Say.  Point.  Color.



**Letter Recognition:** Distribute cards with the letters *s, t, b, h, m, k, j, f,* and *g* around the classroom. Children collect only the cards with the letter *g* and display them on the board. Then, they open their books and point and say: *g* and *gorilla*. Then, they point and say: *grapes*. They find all the letters *g* on the page and trace them with their finger. Finally, children color only the grapes with the letter *g*, as they say: *g-g-g, grapes*.

**Practice:** Show flashcards for *mouth, feet,* and *gorilla*. Children say the word that starts with the letter *g*. Repeat with other flashcards or pictures.

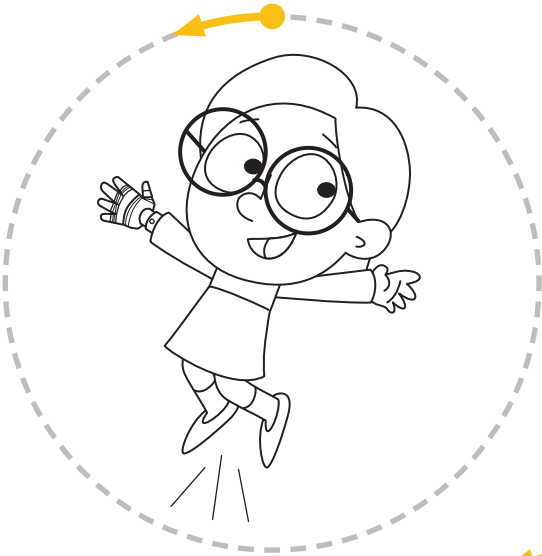
 Say.  Point.  Match.



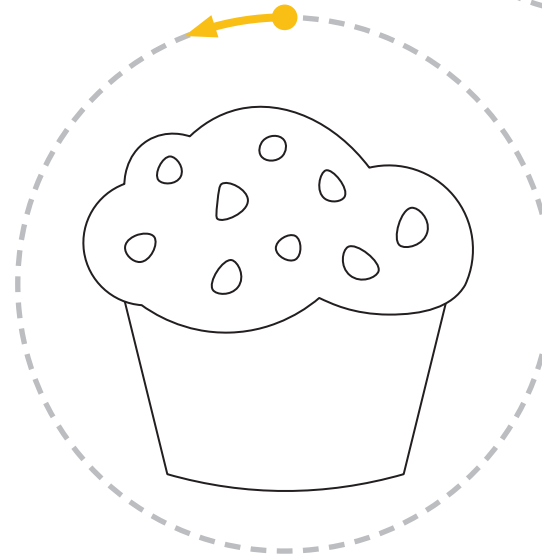
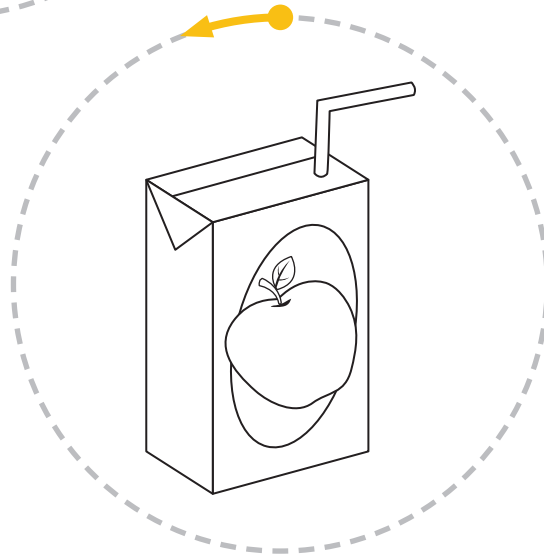
**Sound to Symbol:** Draw grapes on the board and write the letters *g*, *m*, and *f*. Draw a line from the grapes to the letter *g* as you say: *grapes, g-g-g, grapes*. Then, children open their books. They repeat the names after you and point to the pictures. They draw lines to match the pictures that start with the /g/ sound to the letter *g*. Finally, they draw a line from the fish to the letter *f*.

**Practice:** Give each group of children a piece of cardboard with a large letter *g* in the center. They glue cotton balls onto their letter *g*. Display their work.

 Say.  Point.  Circle.



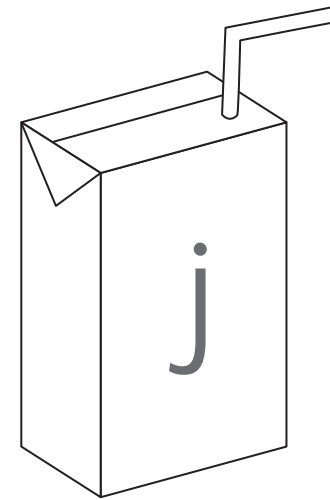
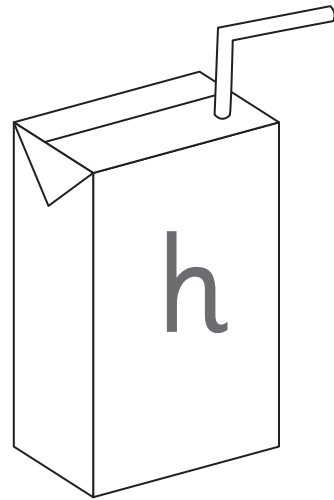
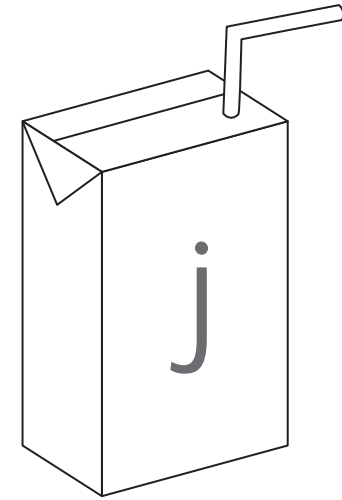
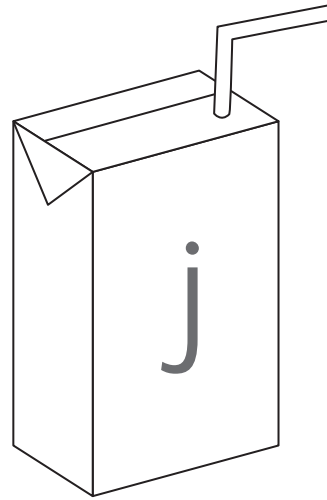
j



**Phonemic Awareness:** Show a picture, a flashcard, or realia of a juice box, jam, and the concept *jump*. Say: *juice, j-j-j, juice*. Children repeat after you. Repeat for each word. They open their books. Say: *jump*, emphasizing the initial /dʒ/ sound. Then, say: *muffin*, exaggerating the /m/ sound to highlight the difference. Children name and point to the pictures after you. Finally, they circle only the pictures that start with the /dʒ/ sound.

**Practice:** Teach this nursery rhyme: *Jack, be nimble. Jack, be quick. Jack, jump over the candlestick!* Children jump when they hear words with the /dʒ/ sound.

 Say.  Point.  Color.

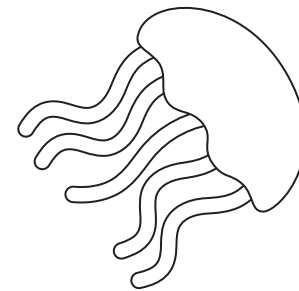
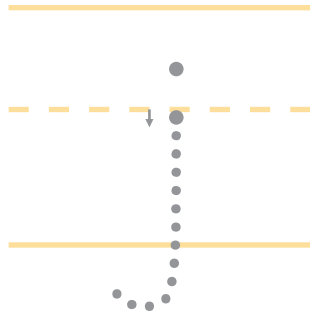
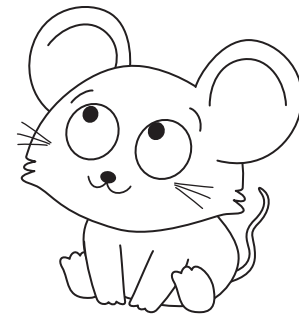
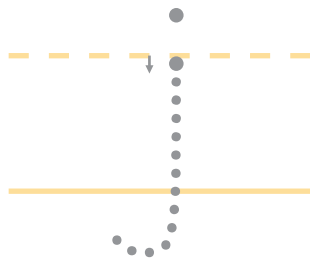
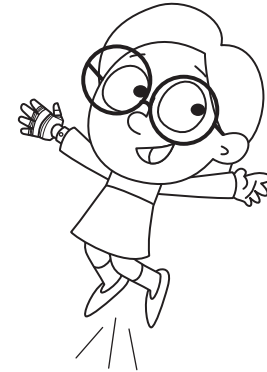
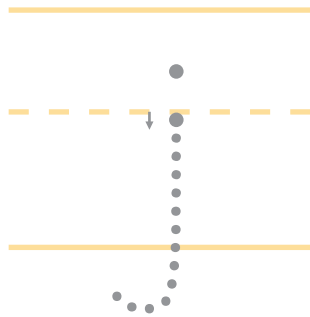


**Letter Recognition:** Show children cards with different letters. Children jump when they see the letter *j*. They open their books and name the letter *j* and the picture for the concept *jump* at the top of the page. They point to and say: *juice*. Then, they find all the letters *j* on the page and trace them with their finger. Finally, children color only the juice boxes with the letter *j*, as they say: *j-j-j, juice*.

**Practice:** Show two letter cards: *j* and *b*, *j* and *j*, and so on. Children say: *same or different*, or *yes or no*.



 Say.  Point.  Trace.  Match.



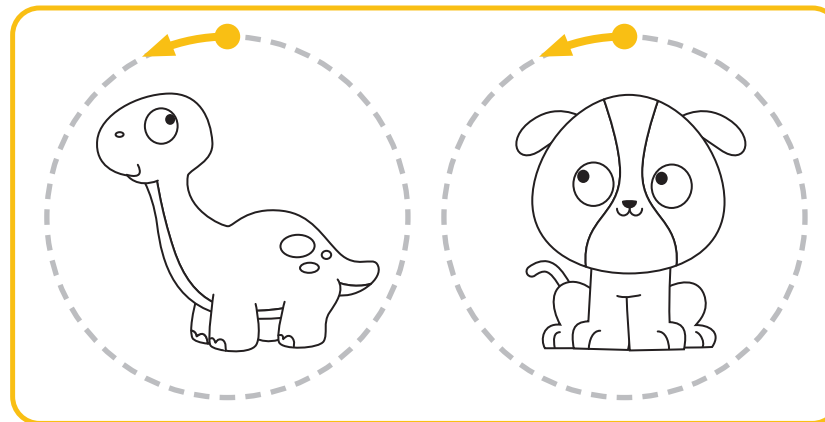
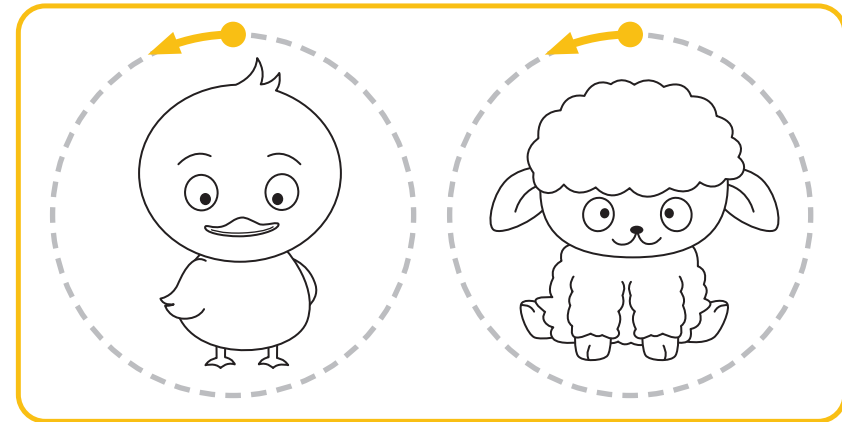
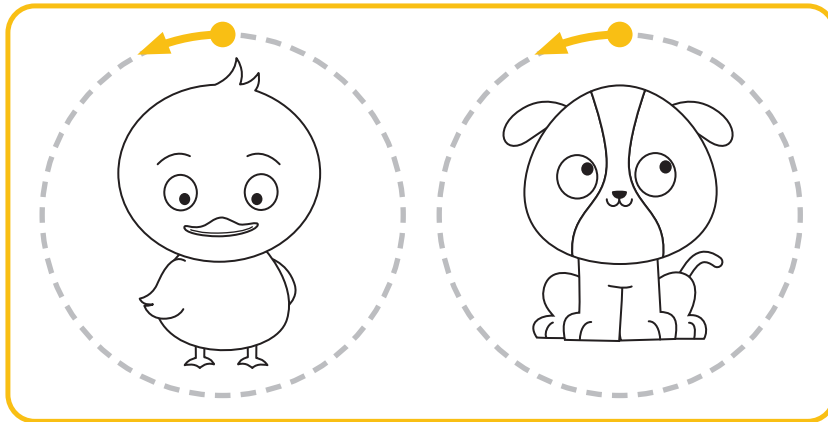
**Sound to Symbol:** Draw a picture of a jellyfish and write the letter *j* on the board. Say the word, exaggerating the initial sound: *jellyfish, j-j-j, jellyfish*. Children repeat after you. They open their books and name the letters *j* on the page. They point to the pictures and repeat as you say: *jump, mouse, jellyfish*. Finally, children trace the letters *j* and match them only to the pictures that start with the /dʒ/ sound.

**Practice:** Show children how to use modeling clay to form the letter *j* in different sizes and colors. Display their work.

## 4

## Letters: d, l, n

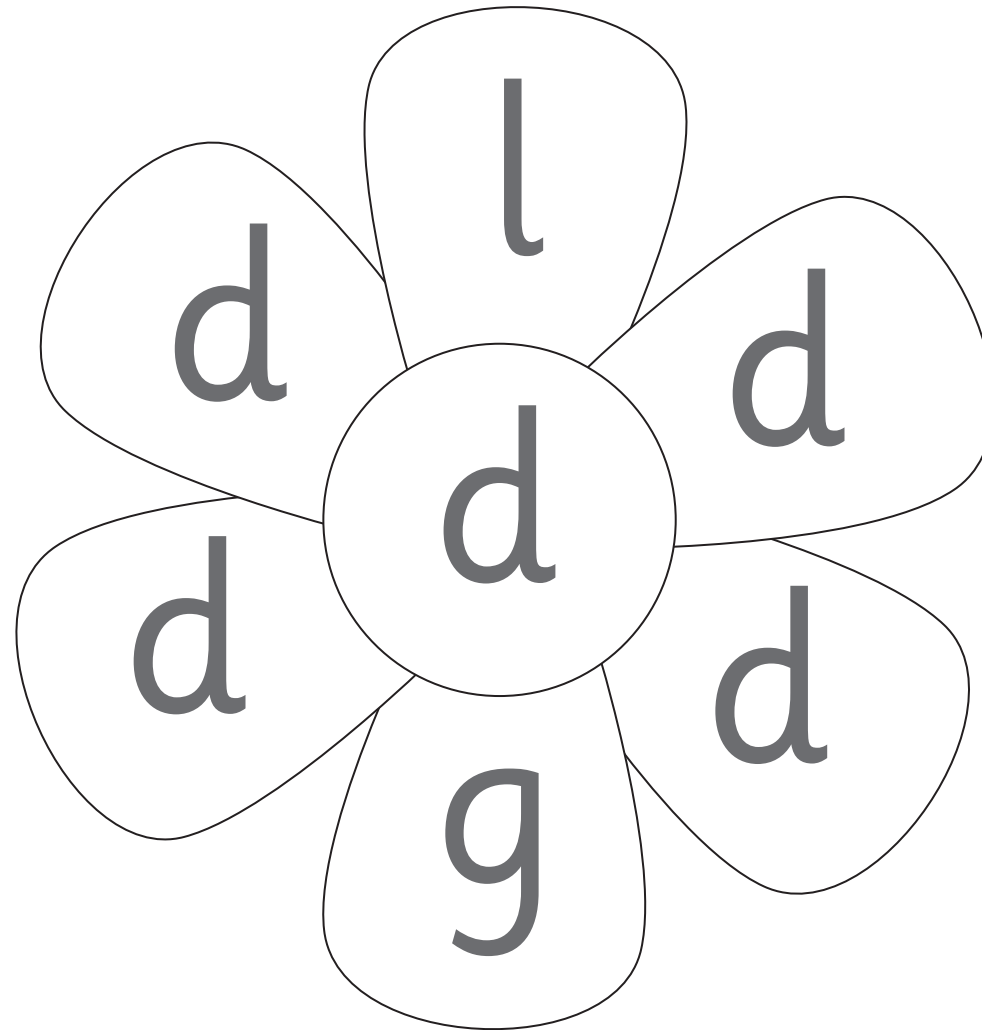
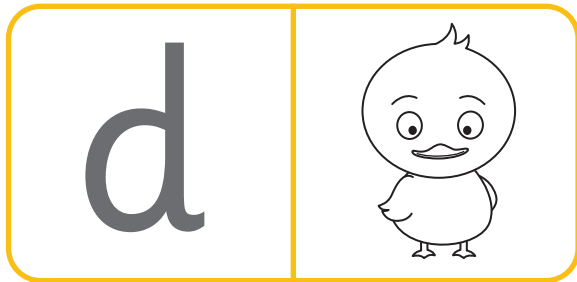
 Say.  Point.  Circle.



**Phonemic Awareness:** Show a picture, a flashcard, or realia of a duck, dog, and dinosaur. Say: *duck, d-d-d, duck*. Children repeat after you, emphasizing the initial /d/ sound. Repeat for each word. Children open their books and repeat the names after you as they point to the pictures. They listen to determine whether the initial sounds of the two words in each box are the same or different. Finally, children circle the words that start with /d/ in each box.

**Practice:** Teach this chant: *Ding, dong, who's at the door? It's a dinosaur!* Children stamp their feet when they hear a word with the /d/ sound.

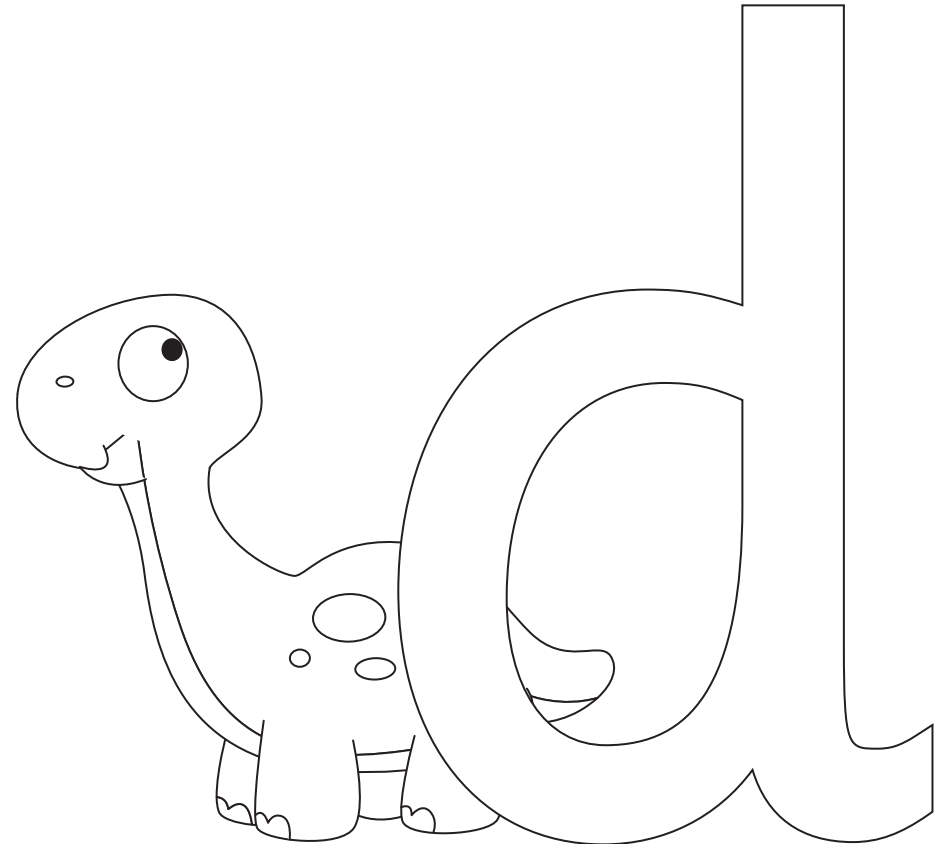
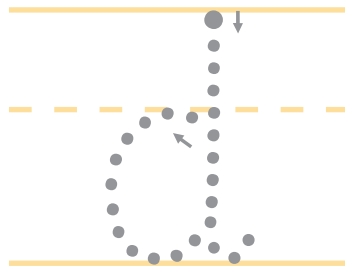
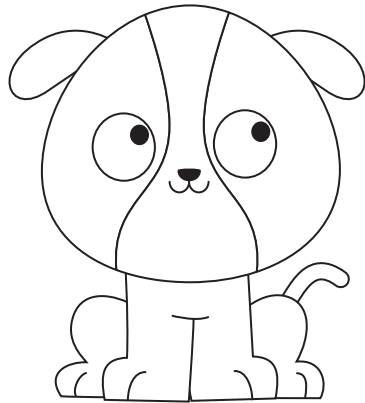
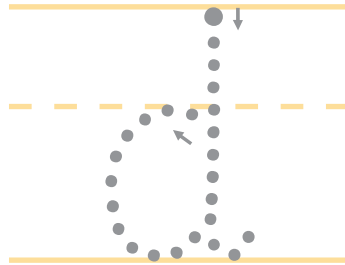
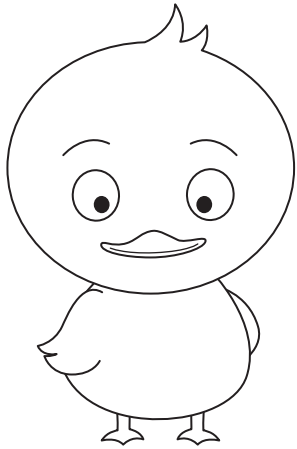
 Say.  Point.  Color.



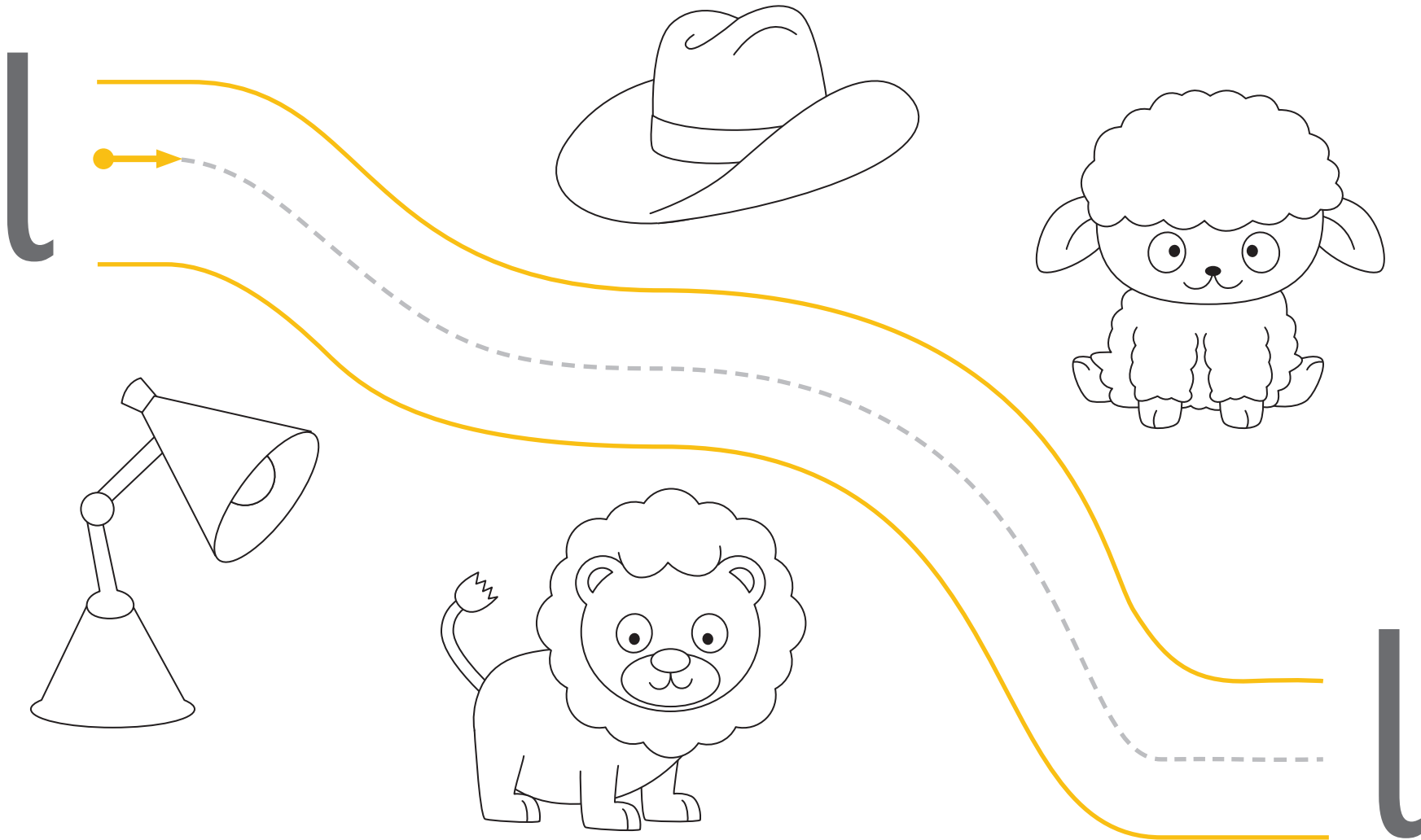
**Letter Recognition:** Children stand up. Show them cards with different letters. They dance in place when they see the letter *d*. Children open their books and name and point to the duck and the letter *d* at the top of the page. Tell them the flower is a daisy, emphasizing the initial /d/ sound. Then, they find all the letters *d* on the page and trace them with their finger. Finally, children color only the petals with the letter *d*, as they say: *d-d-d*.

**Practice:** Show children drawings of daisies, each with a different letter written in the center. Children say: *Stop!* when you show them a daisy with the letter *d*.

 Say.  Trace.  Color.



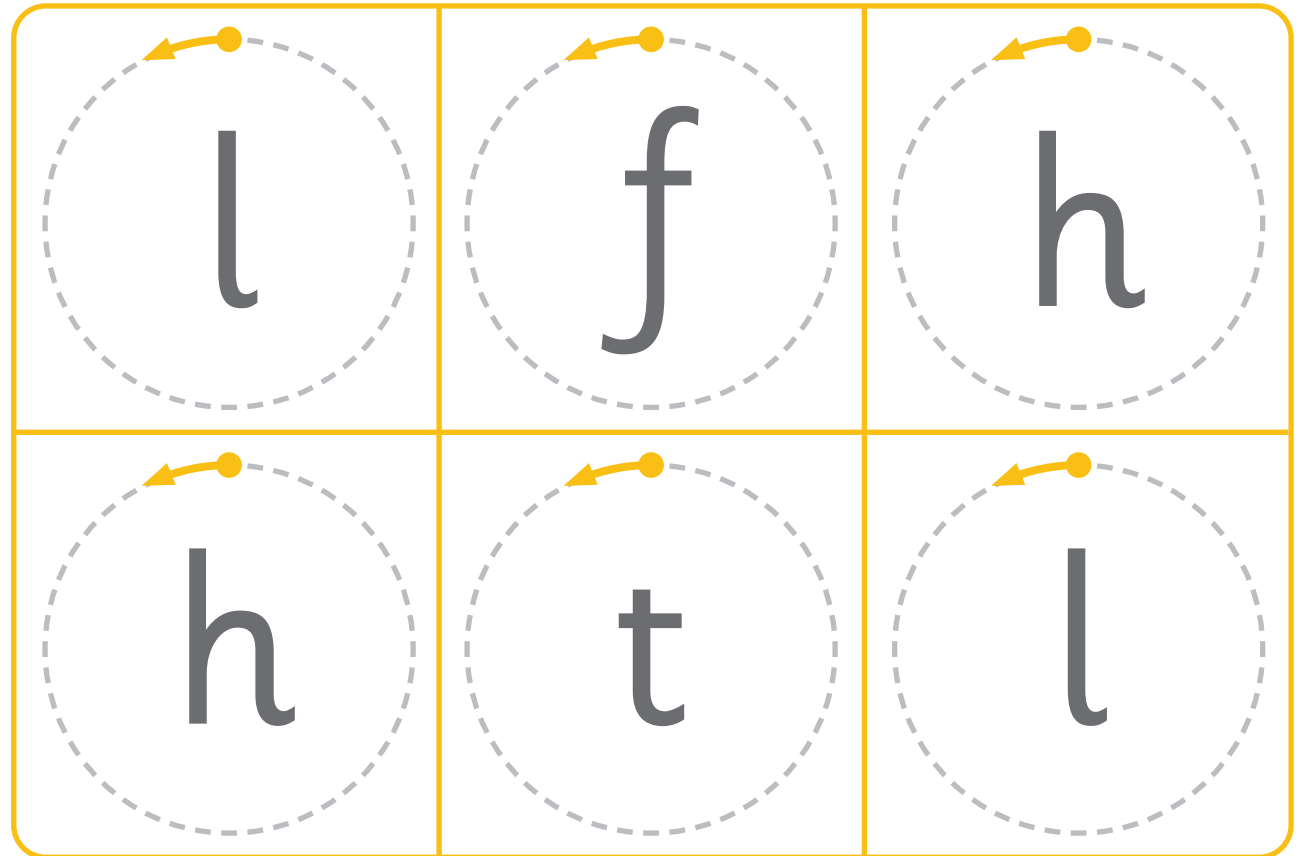
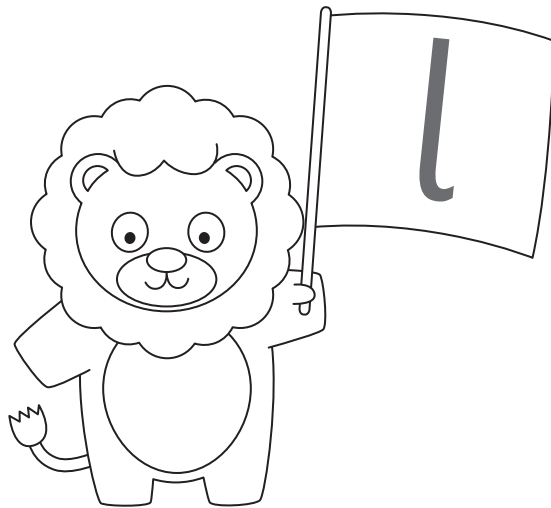
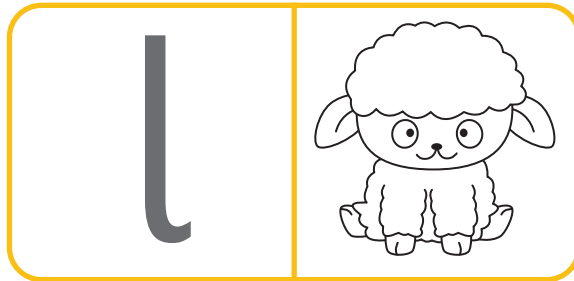
 Say.  Point.  Color.  Trace.



**Phonemic Awareness:** Show a picture, a flashcard, or realia of a lamb, lamp, and lion. Say: *lamb, l-l-l, lamb*. Children repeat after you. Repeat for each word. Then, they open their books and repeat the names after you as they point to the pictures. Children color only the pictures that start with the /l/ sound. Finally, they trace the line to join the two letters *l* together.

**Practice:** Teach the traditional rhyme “Mary Had a Little Lamb”: *Mary had a little lamb. Little lamb, little lamb. Mary had a little lamb, its fleece was white as snow!* Children clap when they sing *little* and *lamb*.

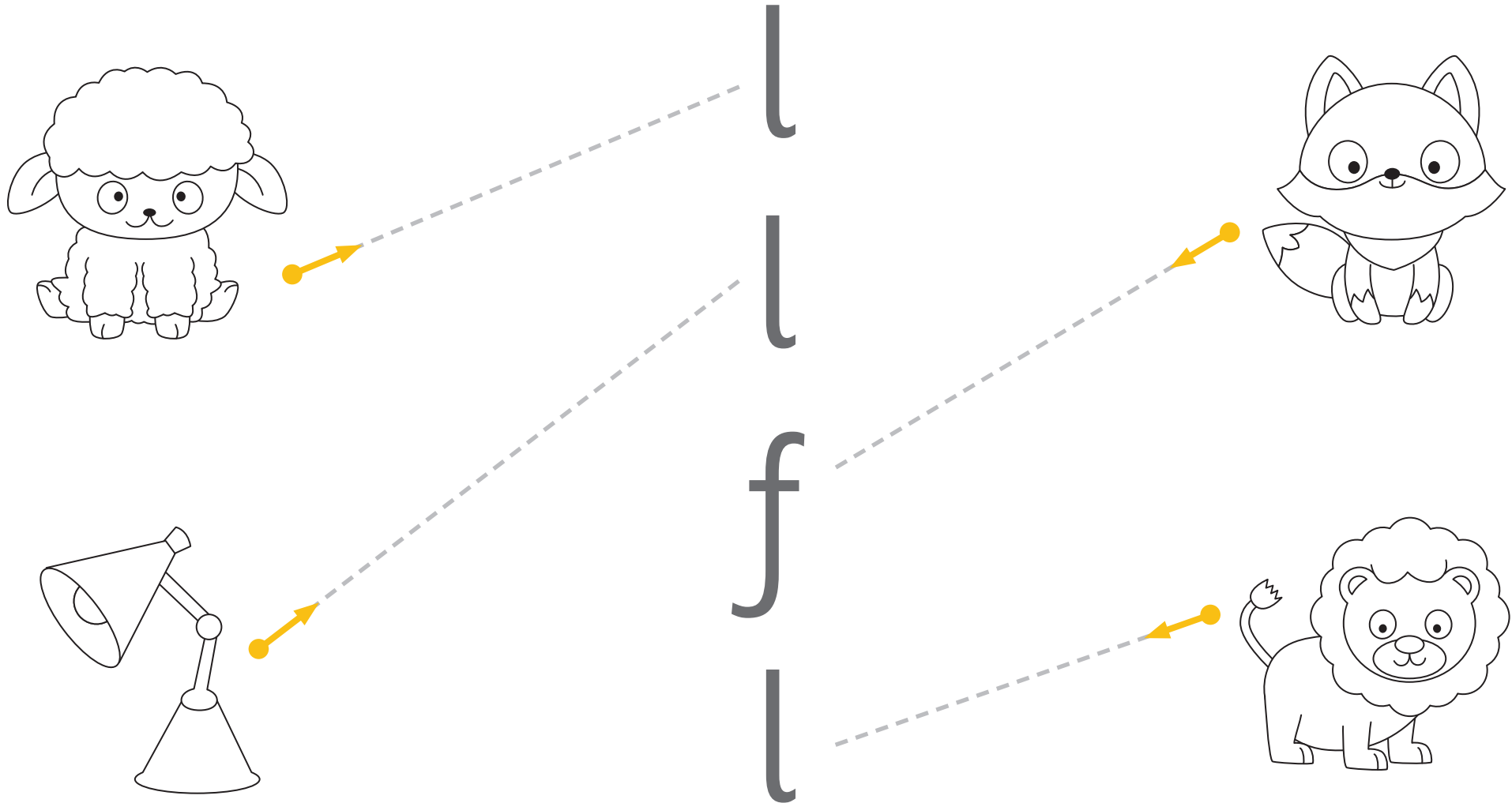
 Look.  Say.  Circle.



**Letter Recognition:** Play a memory game with children using six cards: two letters *j*, two letters *d*, and two letters *l*. Then, children open their books. They name the lamb and the letter *l* at the top of the page, and trace it with their finger as they say: *l-l-l, lamb*. Say: *Look, a lion! And can you see the letter l?* The lion likes the letter *l*! Let's help the lion. Finally, they say the letters in the letter search and circle only the letters *l*, as they say: *l-l-l, lion*.

**Practice:** Show pictures of a lamb, gorilla, and lion. Children name the pictures that start with the letter *l*. Repeat with other pictures.

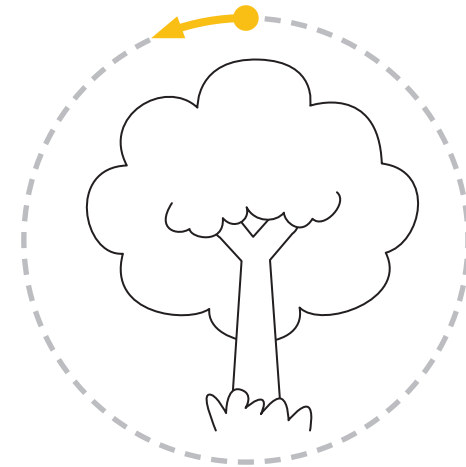
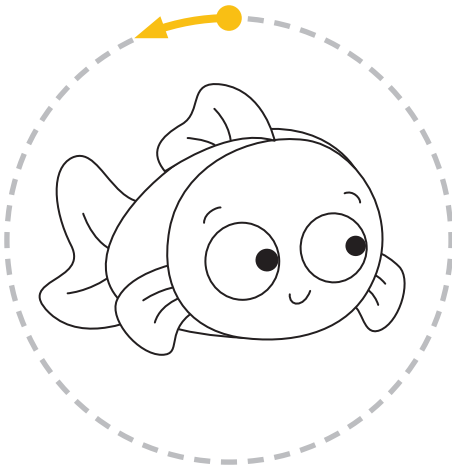
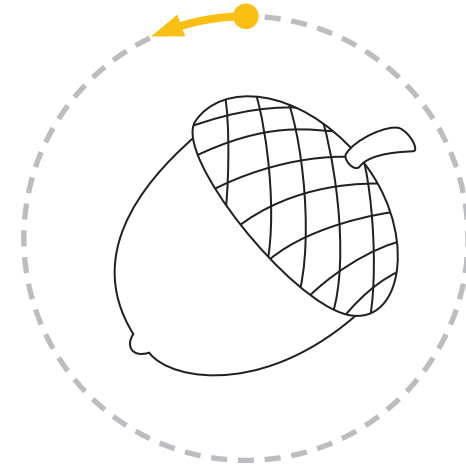
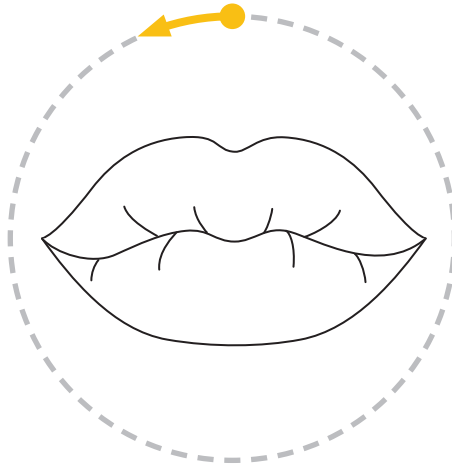
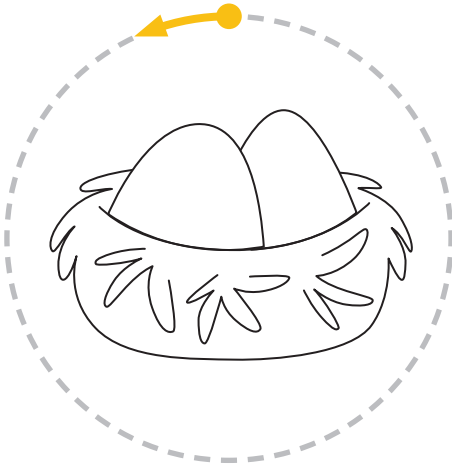
 Say.  Point.  Match.



**Sound to Symbol:** Write letters *d*, *j*, *g*, and *l* on the board. Children find the letter *l*, as they say: *l-l-l*. Then, they open their books, repeat the names after you, and point to the pictures. They draw lines to match the pictures that start with the /l/ sound to the letters *l*. Finally, they draw a line from the fox to the letter *f*.

**Practice:** Using finger paint, children create the letter *l* by making fingerprints on a piece of paper in the shape of the letter. Display their work.

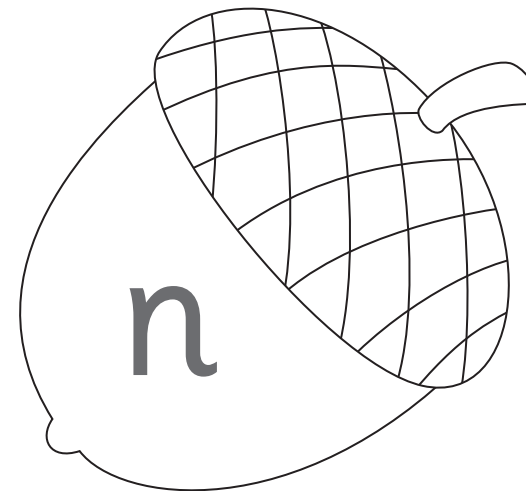
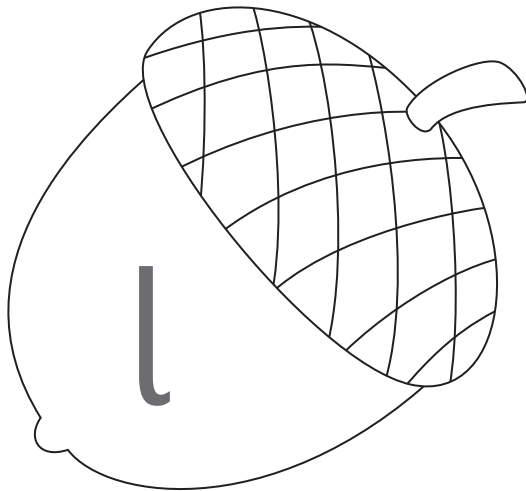
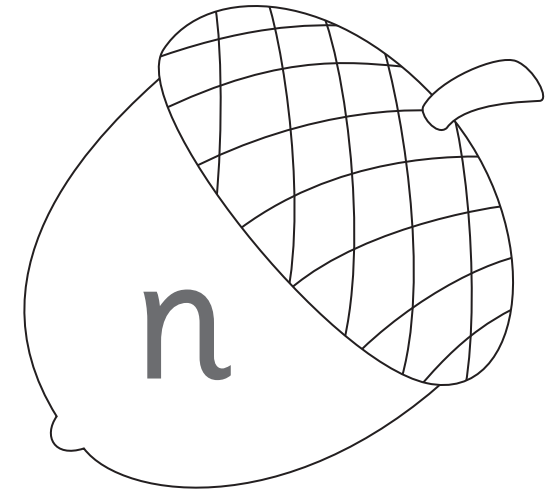
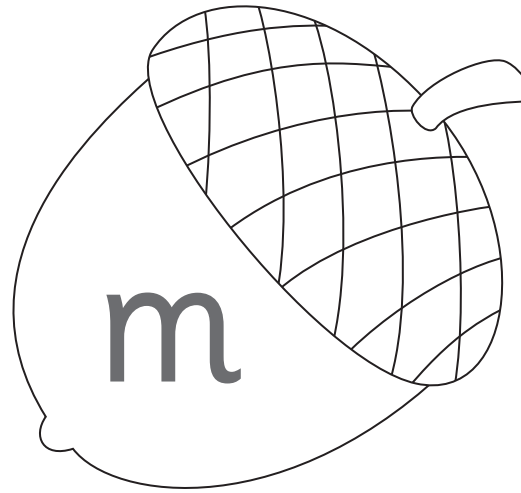
 Say.  Point.  Circle.



**Phonemic Awareness:** Show a picture or use realia for a night sky, nest, and nut. Say: *night*, *nest*, and *nut*, emphasizing the initial /n/ sound. Children repeat. Then, they open their books and repeat the words after you as they point to the pictures. Finally, children circle only the pictures that start with the /n/ sound.  
**Practice:** Say groups of three words like these: *nest-guest-best*; *fail-nail-mail*; *night-light-kite*. Children repeat only the word that starts with the /n/ sound.



 Say.  Point.  Color.



**Letter Recognition:** Write rows of three letters on the board: *m, l, n*; *n, d, j*; *g, n, f*. Point to the letters one at a time. Children nod whenever you point to the letter *n*. Children open their books and name *night* and the letter *n* at the top of the page. Then, they point to and say: *nut*. They find all the letters *n* on the page and trace them with their finger. Finally, children color only the nuts with letter *n*, as they say: *n-n-n, nut*.

**Practice:** Show pictures of a lamb, duck, and nest. Children name the picture that starts with the letter *n*. Repeat with other flashcards or pictures.

 Say.  Trace.  Color.

