

## Focus Letters: B S M A C

### 1. Alphabet Matching: (upper and lower case letters and sounds)

- ~Using only the teacher set of letters, the teacher goes over the letter name and the sound of each upper case letter as she places them on the blue board.
- ~The lower case letters are presented as the teacher places each letter under one of the upper case letters and asks if it matches. The students give thumbs up or thumbs down.
- ~The letter name and sound for each should be repeated as the upper and lowercase letters are matched.

### 2. Alphabet Production:

- ~Model the letter formation on a dry erase board, then write it again as students make the letter in the air.
- ~The students use a dry erase board to form the upper and lower case /B/.
- ~Make sure students continue to make the /B/ sound every time they write.

### 3. Guess My Word: (Segmenting and blending onsets and rimes)

- ~The teacher begins by saying "guess my word."
- ~Then the teacher vocally segments the word. Students should then say the word.
- ~The teacher then shows the picture of the word and asks someone to use the word in a sentence.

**Words: b-all, c-ake, m-an, s-aw, m-ap**

### 4. Sound Boxes: (phoneme segmentation and blending)

- ~Each student will need a sound box strip and 1 magic button.
- ~The teacher says, "Now we are going to listen for sounds in some words. Our first word is cab. Say cab. Let's touch the sounds in cab. (hold up your hand and touch one finger for each sound- /c/ /a/ /b/).
- ~Say "Watch me write the sounds." The teacher then writes the letters in her sound boxes. (The students do not write the letters in the box until they can write them quickly and correctly.)
- ~Then say, "Put magic button in the starting box. Put one finger on your magic button. Let's say the sounds in cab the bumpy way." The teacher demonstrates moving her magic button into each of the boxes on the sound box, sound by sound, moving from left to right (the bumpy way).
- ~Then say, "Now we will say the word the smooth (or fast) way." With a sweeping motion from left to right the teacher and students say the sounds more connected as they move their magic buttons across the words. **Words: cab Sam bam Mac**

### 5. Picture Strips: (Phoneme Matching and initial Sound Fluency)

- ~Each student will need picture strip and one magic button.
- ~Say "Cover the picture that starts with \_\_\_\_\_" /b/ /m/ /a/ /c/ /s/

### 6. Letter Strips: (Initial Sounds Fluency and Initial Sound Isolation)

- ~Each student needs a letter strip and a magic button.
- ~Say "Cover the letter sound that \_\_\_\_\_ begins with" **sandwich bird matches ant corn**

### 7. Rhyming BINGO Cards (can be used out of group for rhyming bingo)

- ~Each student needs a BINGO card and tokens to use to play BINGO
- ~Cover the picture that rhymes with (say the first word of the pair)

**mall- ball, make-cake, draw-saw, cap-map, tank-bank, track-sack, take-lake, trap-cap, pan-fan**

### 8. Evaluation:

- ~Before each child leaves, have them give the name and beginning SOUND of each letter on their strip.

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### 2. Alphabet Production:

- ~Model the letter formation on a dry erase board, then write it again as students make the letter in the air.
- ~The students use a dry erase board to form the upper and lower case /S/.
- ~Make sure students continue to make the /S/ sound every time they write.

### 3. Guess My Word: (Segmenting and blending onsets and rimes)

- ~The teacher begins by saying "guess my word."
- ~Then the teacher vocally segments the word. Students should then say the word.
- ~The teacher then shows the picture of the word and asks someone to use the word in a sentence.

**Words: b-ank, s-ack, l-ake, c-ap, f-an**

### 4. Sound Boxes: (phoneme segmentation and blending & write and blend)

- ~Each student will need a sound box strip and 1 magic button.
- ~The teacher says, "Now we are going to listen for sounds in some words. Our first word is cab. Say cab. Let's touch the sounds in cab. (hold up your hand and touch one finger for each sound- /c/ /a/ /b/).
- ~Say "Watch me write the sounds." The teacher then writes the letters in her sound boxes. (The students do not write the letters in the box until they can write them quickly and correctly.)
- ~Then say, "Put magic button in the starting box. Put one finger on your magic button. Let's say the sounds in cab the bumpy way." The teacher demonstrates moving her magic button into each of the boxes on the sound box, sound by sound, moving from left to right (the bumpy way).
- ~Then say, "Now we will say the word the smooth (or fast) way." With a sweeping motion from left to right the teacher and students say the sounds more connected as they move their magic buttons across the words. **Words: bam cab Sam Mac**

### 5. Picture Strips: (Phoneme Matching and initial Sound Fluency)

- ~Each student will need picture strip and one rock.
- ~Cover the picture that starts with : /b/ /m/ /a/ /c/ /s/

### 6. Letter Strips: (Initial Sounds Fluency and Initial Sound Isolation)

- ~Each student needs a letter strip and a magic button.
- ~Cover the letter sound that \_\_\_\_\_ begins with: sofa bowl mouse apple car

### 7. Rhyming BINGO Cards (can be used out of group for rhyming bingo)

- ~Each student needs a BINGO card and tokens to use to play BINGO
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- mall- ball, make-cake, draw-saw, cap-map, tank-bank, track-sack, take-lake, trap-cap, pan-fan**

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### 2. Alphabet Production:

- ~Model the letter formation on a dry erase board, then write it again as students make the letter in the air.
- ~The students use a dry erase board to form the upper and lower case **/M/**.
- ~Make sure students continue to make the **/M/** sound every time they write.

### 3. Guess My Word: (Segmenting and blending onsets and rimes)

- ~The teacher begins by saying "guess my word."
- ~Then the teacher vocally segments the word. Students should then say the word.
- ~The teacher then shows the picture of the word and asks someone to use the word in a sentence.

**Words: st-ick, m-ice, p-ink, sl-ide, l-ight**

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- ~Say "Cover the picture that starts with \_\_\_\_\_" **/b/ /m/ /a/ /c/ /s/**

### 6. Letter Strips: (Initial Sounds Fluency and Initial Sound Isolation)

- ~Each student needs a letter strip and a magic button.
- ~Say "Cover the letter sound that \_\_\_\_\_ begins with" **candy salad bird animal mouse**

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### 2. Alphabet Production:

- ~Model the letter formation on a dry erase board, then write it again as students make the letter in the air.
- ~The students use a dry erase board to form the upper and lower case /A/.
- ~Make sure students continue to make the /A/ sound every time they write.

### 3. Guess My Word: (Segmenting and blending onsets and rimes)

- ~The teacher begins by saying "guess my word."
- ~Then the teacher vocally segments the word. Students should then say the word.
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**Words: ch-in, d-ice, f-in, n-ight, br-ick**

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### 6. Letter Strips: (Initial Sounds Fluency and Initial Sound Isolation)

- ~Each student needs a letter strip and a magic button.
- ~Say "Cover the letter sound that \_\_\_\_\_ begins with" **cow, sand, bubble, alligator, milk**

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- ~The students use a dry erase board to form the upper and lower case /C/.
- ~Make sure students continue to make the /C/ sound every time they write.

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- ~Then the teacher vocally segments the word. Students should then say the word.
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**Words: s-ock, c-op, st-ore, r-ock, bl-ock**

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### 6. Letter Strips: (Initial Sounds Fluency and Initial Sound Isolation)

- ~Each student needs a letter strip and a magic button.
- ~Say "Cover the letter sound that \_\_\_\_\_ begins with" **bank, supper, candle, moon, aunt**

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