

Focus Letters:

D F T R I

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 /D/.
- ~Make sure students continue to make the /D/ 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: h-op, cl-ock, l-ock, c-op, st-op

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: fit bit sit mit rid**

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

- ~Each student will need picture strip and one rock.
- ~Cover the picture that starts with : /d/ /f/ /t/ /r/ /i/

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

- ~Cover the letter sound that _____ begins with:**Words: duck fish top ring inch**

7. **Rhyming 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)
- sock-clock, hop-stop, bug-mug, luck-duck, beat-meat, well-bell, vest-nest, bump-hump, rest-vest**

8. **Evaluation:**

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

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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: (sounds only)

~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 /F/.

~Make sure students continue to make the /F/ 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: tr-unk, d-uck, h-ump, tr-uck, b-ug

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: bit mit fit rid tab**

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with : /i/ /r/ /t/ /f/ /d/

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

~Cover the letter sound that _____ begins with: **Words: dog fan tire rabbit Indian**

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)

sock-clock, hop-stop, bug-mug, luck-duck, beat-meat, well-bell, vest-nest, bump-hump, rest-vest

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~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 /T/.

~Make sure students continue to make the /T/ 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: h-ug, b-ump, d-ug, d-ump, m-ug

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 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: rid sit Tim bit fit**

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with : /t/ /r/ /i/ /d/ /f/

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

~Cover the letter sound that _____ begins with: **Words: Dive five ten robin if**

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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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 /R/.

~Make sure students continue to make the /R/ 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: m-eat, tr-eat, w-ell, b-ell, h-eat

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

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~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.)

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~Then say, "Now we will say the word the smooth 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: rid bit mid sit fit**

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with : /r/ /i/ /d/ /f/ /t/

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

~Cover the letter sound that _____ begins with: **Words: dishes finish turtle red is**

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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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 /I/.
- ~Make sure students continue to make the /I/ 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: v-est, n-est, s-eat, r-est, y-ell

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- ~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: bid fit sit rid bit**

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

- ~Each student will need picture strip and one rock.
- ~Cover the picture that starts with : /i/ /d/ /t/ /f/ /r/

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

- ~Cover the letter sound that _____ begins with: **Words: doll frog tan roof in**

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