

Focus Letters:

Q V X E Y Z

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 /Q/.

~Make sure students continue to make the /Q/ sound every time they write.

3. **Guess My Word:** (Syllable Segmenting and Blending)

~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: vi-sor yel-low ze-bra el-e-phant quar-ter vol-ca-no

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

~Each student will need a sound box strip, 3 rocks and a dry erase marker.

~The teacher will say a word and the students will move a rock into a box: one box for each sound.

~Then the students will blend the word together and move the rocks from left to right.

~The students will say each sound separately demonstrating with their fingers and write a sound in each box.

~Make sure students once again blend the sounds back together.

Words: Ben bet fed beg yet

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with :

/x/ /q/ /v/ /e/ /y/ /z/

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

~Cover the letter sound that _____ begins with:

Words: quick very every yak zero x-ray

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)

wiser-visor, mellow-yellow, border-quarter, hero-zero, gecko-echo,

toga-yoga, skipper-zipper, begin-violin, diet-quiet

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)

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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 /V/.

~Make sure students continue to make the /V/ sound every time they write.

3. Guess My Word: (Syllable Segmenting and Blending)

~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: vi-o-lin yo-gurt zip-per el-bow ques-tion en-ve-lope

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

~Each student will need a sound box strip, 3 rocks and a dry erase marker.

~The teacher will say a word and the students will move a rock into a box: one box for each sound.

~Then the students will blend the word together and move the rocks from left to right.

~The students will say each sound separately demonstrating with their fingers and write a sound in each box.

~Make sure students once again blend the sounds back together.

Words: den get bed keg bet

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with :

/v/ /e/ /x/ /y/ /z/ /q/

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

~Cover the letter sound that _____ begins with:

Words: question valuable x-ray echo yellow zebra

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)

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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 /X/.

~Make sure students continue to make the /X/ sound every time they write.

3. Guess My Word: (Syllable Segmenting and Blending)

~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: veg-e-table yo-yo ze-ro qui-et e-lec-tric x-ray

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~The teacher will say a word and the students will move a rock into a box: one box for each sound.

~Then the students will blend the word together and move the rocks from left to right.

~The students will say each sound separately demonstrating with their fingers and write a sound in each box.

~Make sure students once again blend the sounds back together.

Words: hen jet led peg yet

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with :

/e/ /y/ /z/ /q/ /v/ /x/

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

~Cover the letter sound that _____ begins with:

Words: quart vandal edge yes x-ray zoo

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 /E/.

~Make sure students continue to make the /E/ sound every time they write.

3. Guess My Word: (Syllable Segmenting and Blending)

~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: va-ca-tion el-e-va-tor ech-o vam-pire es-ki-mo yo-ga

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~Then the students will blend the word together and move the rocks from left to right.

~The students will say each sound separately demonstrating with their fingers and write a sound in each box.

~Make sure students once again blend the sounds back together.

Words: yet fox bet den jet

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with :

/y/ /v/ /q/ /e/ /x/ /z/

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

~Cover the letter sound that _____ begins with:

Words: x-ray quarter vanilla elbow year zip

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)

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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 /Y/.

~Make sure students continue to make the /Y/ sound every time they write.

3. Guess My Word: (Syllable Segmenting and Blending)

~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: e-lev-en e-qual quar-rel va-cant your-self ven-om

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~Make sure students once again blend the sounds back together.

Words: yet box vet hen zap

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with :

/x/ /q/ /e/ /y/ /z/ /v/

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

~Cover the letter sound that _____ begins with:

Words: quiet vet x-ray elephant yard zone

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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 /Z/.

~Make sure students continue to make the /Z/ sound every time they write.

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~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: vic-tor en-er-gy East-er yum-my e-ras-er zig-zag

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Words: vet beg led get yet

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

~Each student will need picture strip and one rock.

~Cover the picture that starts with :

/z/ /q/ /v/ /e/ /y/ /x/

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

~Cover the letter sound that _____ begins with:

Words: zoo young voice energy year

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