



CALVERT™
PUBLICATIONS

Preschool



PHONICS

Teacher's Guide

CALVERT PRESCHOOL

PHONICS

Teacher's Guide

Lessons 1-179

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CALVERT™
PUBLICATIONS

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INTRODUCTION

Welcome to the *Calvert Preschool Phonics Teacher's Guide*. This book was written to align the learning activities in the Calvert Preschool program to recognized standards.

Purpose

This book has two purposes. One, on a lesson by lesson basis; it lists the student performance objective(s) for each topic strand in the Calvert Preschool program. Two, those objectives have then been correlated to the NAEYC Early Childhood Program Standards for this age group. Each Lesson in this guide lists both the **Objectives** for the different activities and the **Standards** that the activities can address.

Objectives

A clearly stated objective is the stepping stone for student achievement and success. The Objectives in this guide list criteria for the student's performance. They state what the student should be able to do at the completion of the lesson. You will find Objectives helpful in determining the student's progress, the need for remedial work, and readiness for more advanced information. Objectives are stated in terms of student performance.

Standards

National Association for the Education of Young Children, Early Childhood Program Standards (NAEYC)

The Objectives for the Calvert Preschool lesson activities have been aligned to the following NAEYC standards:

2. Curriculum

Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Rationale: A curriculum that draws on research assists teachers in identifying important concepts and skills, as well as effective methods for fostering children's learning and development.

When informed by teachers' knowledge of individual children, a well-articulated curriculum guides teachers so they can provide children with experiences that foster growth across a broad range of developmental and content areas. A curriculum also helps ensure that the teacher is intentional in planning a daily schedule that (a) maximizes children's learning through effective use of time, materials used for play, self-initiated learning, and creative expression, as well as (b) offers opportunities for children to learn individually and in groups according to their developmental needs and interests.

How to use this document

The structure of the Calvert Preschool program is very flexible. It is up to the administrator and teacher to select and determine which of the suggested activities for each lesson are to be included in the learning experience. Because of this flexibility, Objectives have been written for each topic strand. As the lesson plan is written the objectives and standards can be included for the topics that are chosen for the classroom activities and experiences. Many of the activities in Calvert Preschool were written to support and enhance an integrated learning experience so often other standards can be included. The standards that have been listed in this document address the core skills of each activity but that list could be expanded based on how the activity is approached by the instructor.

LESSON 1

Learning Objectives and Standards:

Language Arts

- Recite an action rhyme
- Perform the actions for an action rhyme
- Recognize familial relationships

naeyc-2.E.06

- Children are regularly provided multiple and varied opportunities to develop phonological awareness: Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.

naeyc-2.J.04

- Children are provided varied opportunities to learn new concepts and vocabulary related to drama (puppets).

naeyc-2.J.06

- Children are provided many and varied open-ended opportunities and materials to express themselves creatively through drama.

Phonics

- Introduce the /a/ sound
- Recognize the letters Aa - Zz

naeyc-2.E.06

- Children are regularly provided multiple and varied opportunities to develop phonological awareness:
- Children are helped to identify letters and the sounds they represent
- Children are helped to recognize and produce words that have the same beginning or ending sounds

Reading

- Recognize and “read” first names
- Identify the letter A in name if applicable

naeyc-2.E.03

- Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: Materials are labeled.

naeyc-2.E.06

- Children are regularly provided multiple and varied opportunities to develop phonological awareness: Children are helped to identify letters and the sounds they represent

Writing

- Recognize first names
- Master holding a pencil correctly
- Practice writing strokes (e.g. lines and circles)

naeyc-2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc-2.E.05

Children have multiple and varied opportunities to write:

- Various types of writing are supported, including scribbling, letter-like marks, and developmental spelling.

Children are given the support they need to write on their own, including access to the

- alphabet.

naeyc-2.E.07

Children are given opportunities to

- recognize and
- write letters.

Materials Needed:

- Collection of old magazines or catalogs
- Glue
- Craft stick
- Kid scissors
- Lesson 1 Phonics Aa worksheet

Optional: felt cloth or contact paper to make letter patterns for students who still need help learning all the letters of the alphabet

Optional: Rubber pencil grips for those students who may need it.

Lesson Plan:

Language Arts: Use old magazines and catalogs to cut out pictures to represent Daddy. Glue onto a craft stick. Cut out other pictures of men that could represent the father of a friend. Try to find a variety of hair colors on the models. Discuss how fathers may look different and have different names, but they still are someone’s daddy.

Do the following action activity with your students. Your goal is for the students to imitate your actions, and say as many of the words after you as possible.

"Three Little Ducks "

Three little ducks went out to play;
(Hold up three fingers.)

Over the hill and far away;
(Make a waving motion with fingers.)

When the Mommy says "Quack,
Quack"; (Children repeat quack sound.)

Two little ducks come waddling back;
(Hold up two fingers as your body waddles as a duck.)

Two little ducks went out to play;
(Hold up two fingers.)

Over the hill and far away;
(Make a waving motion with fingers.)

When the Mommy says "Quack,
Quack"; (Children repeat quack sound.)

One little duck comes waddling back;
(Repeat as above.)

One little duck went out to play;
(Hold up one finger.)

Over the hill and far away;
(Make a waving motion with finger.)

When the Mommy says "Quack,
Quack"; (Children repeats quack sound.)

No little ducks come waddling back;
(Clench fist, and waddle body.)

No little ducks went out to play;
(Clench fist to represent 0.)

Over the hill and far away;
(Waving motion.)

When the Daddy says "Quack, Quack";
(BIG quack sound.)

Three little ducks come waddling back.
(Hold up three fingers.)

Note: The above poem is not intended to teach disobedience to a mother figure, but rather to emphasize obedience to the father. You may discuss the actions of the ducks in relationship to the mother.

Phonics: Teach the letter Aa. The first step to learning to read is to be able to consistently recognize the alphabet. You may find that your students already know the order of the alphabet, having learned it from the traditional "ABC Song" or by other means. If so, all you need to do at this point is to be certain that your students know each letter of the alphabet when it is shown to them. It is vital that consistency is apparent, that they can name the letters every time and name them correctly.

If your students can not yet recognize all the letters of the alphabet, or can only recognize some of them

consistently, then you must teach them. This can be done very simply provided you are not in a rush to do so. Begin by using the alphabet letter flashcards that are provided in the Resource Packet. These can be displayed to the students as you drill the letter recognition. You can also make letter patterns from felt cloth or contact paper for the students to recognize or trace with their fingers. If you use contact paper (like the sticky kind you use to line your shelves), trace the outline of the letter on the contact paper. Then cut it out, leaving the back on the contact paper. Have the children repeat the name of the letter after you, while tracing the letter with their fingers.

We will be learning the letters in alphabetical order. This will lead to skills in dictionary usage as well as reinforce the concepts like before, after, and between. Initially you will be focusing on learning the letter names; letter sounds will come later.

Point out any student's name beginning with the letter A. Write some words beginning with the letter A on the board. Include any student names from the class that begin with letter A. Underline the capital A that begins the words. Read through the words and point out the shape of letter A. Have the students trace the A in the air as you trace the letter A beginning each name.

Boys: Aaron, Abel, Abraham, Adam, Adrian, Alan, Albert, Alberto, Alec, Alejandro, Alex, Alexander, Alexis, Allen, Andre, Andres, Andrew, Angel, Anthony, Antonio, Armando, Arthur, Austin

Girls: Abby, Abigail, Adriana, Adrianna, Alejandra, Alexa, Alexandra, Alexandria, Alexis, Alicia, Alisha, Alison, Allison, Allyson, Alyssa, Amanda, Amber, Amelia, Amy, Ana, Andrea, Angel, Angela, Angelica, Anna, Anne, April, Ariana, Ariel, Ashlee, Ashleigh, Ashley, Asia, Audrey, Autumn

Vocabulary words: April, August

Note: The names used for capital letter recognition have been taken from lists of common names that parents have given to their children in recent years. You should also add the name of your city and state when it becomes appropriate.

Do the Lesson 1 Phonics worksheet. Complete the letter Aa worksheet. Have the students trace the letters Aa with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Aa letters that begin them.

Reading: Recognize the written first name. If you have posted a Name Plate for each student, have them find their Name Plate on the bulletin board. Point

out any of the first names that begin with the letter A.

Writing: For the first two weeks, focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

Other writing practice will take place in the Phonics and Math subject areas. These activities will not be listed under the Writing category. This is a good example of the holistic approach that each lesson takes.

Writing Skill Builders: These objectives are listed in each lesson for you to keep in mind as you direct the class. They are things to watch for and to incorporate into work and play in all areas. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal/vertical lines, spirals, and circles into arts and crafts.

Note: For those children who have difficulty holding a pencil correctly, rubber pencil grips can be used to teach the proper tripod grip.

LESSON 2

Learning Objectives and Standards:

Language Arts

- Recite an action rhyme
- Perform the actions for an action rhyme
- Recognize familial relationships

naeyc - 2.E.06

- a. Children are regularly provided multiple and varied opportunities to develop phonological awareness: Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.

naeyc - 2.J.04

- c. Children are provided varied opportunities to learn new concepts and vocabulary related to drama (puppets).

naeyc - 2.J.06

- b. Children are provided many and varied open-ended opportunities and materials to express themselves creatively through drama.

Phonics

- Review the /a/ sound
- Recite words with the /a/ sound

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- b. Children are helped to identify letters and the sounds they represent
- c. Children are helped to recognize and produce words that have the same beginning or ending sounds

Reading

- Recognize and "read" first names
- Identify the letter A in name if applicable
- Choose their name when mixed with other classroom names

naeyc - 2.E.03

- b. Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: Materials are labeled.

naeyc - 2.E.06

- b. Children are regularly provided multiple and varied opportunities to develop phonological awareness: Children are helped to identify letters and the sounds they represent.

Writing

- Recognize first names
- Master holding a pencil correctly
- Practice writing strokes (e.g., lines and circles)

naeyc - 2.C.03

- a. Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.E.05

Children have multiple and varied opportunities to write:

- b. Children are supported in various types of writing, including scribbling, letter-like marks, and developmental spelling.

Children are given the support they need to write on their own, including access to the

- e. alphabet.

naeyc - 2.E.07

Children are given opportunities to

- a. recognize and
- b. write letters.

Materials Needed:

- Poster paper
- Crayons or markers
- Glue
- Kid scissors

Lesson Plan:

Language Arts: Repeat the Three Little Ducks action activity from yesterday with students.

Phonics: Review the letter Aa. With an Aa letter flashcard and at least one other letter flashcard, hold one card in each hand and have the students tell you where the Aa card is located (left/right, top/bottom, over/under, etc.). Review some of the A words from Lesson 1.

We will be learning the letters in alphabetical order. This will lead to skills in dictionary usage, as well as reinforce

the concepts like before, after, and between.

Provide a classroom setting that is rich in printed materials. Letter shapes and word posters can be made by the students and displayed for constant review.

Point out any student’s name beginning with the letter A.

Reading: Recognize the written first name. Change the order of the Name Plates that you have posted and have each student find their Name Plate on the bulletin board. Point out any of the first names that have a small letter a in them.

Writing: Continue to focus on having the students recognize their own first name. During this time, write the students’ names on all worksheets and papers.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal/vertical lines, spirals, and circles into arts and crafts.

LESSON 3

Learning Objectives and Standards:

Language Arts

- Record and play back student's address
- Listen to The Country Mouse and the City Mouse
- Discuss ways to stay safe

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

naeyc - 2.E.04

Children have varied opportunities to

- be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- have access to various types of books including storybooks, factual books, books with rhymes, alphabet books, and wordless books.
- engage in conversations that help them understand the content of the book.
- be assisted in linking books to other aspects of the curriculum.

naeyc - 2.H.03

Technology is used to

- extend learning within the classroom.

Phonics

- Review the /a/ sound
- Recite words with the /a/ sound
- Make the letter A with students bodies

naeyc - 2.C.04

Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- stimulate a variety of skills.
- enhance sensory-motor integration.
- develop controlled movement (balance, strength, coordination).

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent.
- Children are helped to recognize and produce words that have the same beginning or ending sounds.

Reading

- Review daily schedule
- Practice reading and recognizing repeated daily words

naeyc - 2.E.03

Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom:

- Materials are labeled.

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent.

naeyc - 2.F.07

- Children are provided varied opportunities to build an understanding of time in the context of their lives, schedules, and routines.

Writing

- Recognize first names
- Master holding a pencil correctly
- Practice writing strokes (i.e., lines and circles)

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.E.05

Children have multiple and varied opportunities to write:

- Children are supported in various types of writing, including scribbling, letter-like marks, and developmental spelling.

Children are given the support they need to write on their own, including access to the

- alphabet.

naeyc - 2.E.07

Children are given opportunities to

- recognize and
- write letters.

Materials Needed:

- Digital recording device
- Daily schedule poster
- Glue
- Kid scissors
- Crayons, markers, or colored pencils

Lesson Plan:

Language Arts: Here's another option for an effective way to teach your

students their home addresses. Use a digital recording device to record your students saying their address in a full sentence. Example: I live at _____. It is a _____ (color) house. Replay the recorded message. The objective is for your student to verbalize in complete sentences.

Read the following story.

"The Country Mouse and the City Mouse"

Once upon a time, a country mouse had a friend who lived in the city. He invited the city mouse to come and visit him for a peaceful and quiet vacation. He prepared all the best morsels that he had, even though they were plain and simple. He wanted the best for his friend. When the city mouse came to visit, he was not used to the simple fare, so he picked carefully at his food, all the while thinking of how much better his food was at home. After a time, he asked the country mouse, "How can you stand this simple and dull life when so many exciting things await you in the city? There are fine restaurants, luxurious hotels, fine cars, and shopping malls to visit. And you would meet the finest people in the city. In fact, I live with some very rich folks. You are wasting your life here in the country. Why don't you come with me now, and see the 'good life?'"

These words were too much for the country mouse, so he decided to pack

his suitcase, and have a vacation in the city. It was midnight when the two mice reached the great house where the city mouse lived. The house was gorgeous inside. The furnishings showed great wealth. On the table, was a splendid uneaten meal. The city mouse ran all over trying to give the country mouse the best food. They ate tidbit after tidbit, when suddenly the door opened, and in came beautiful women and handsome men. The two mice ran for cover and breathing hard, looked for a hiding place and found one under the velvet drapes. Before they could begin to relax, a large cat came into the room, smelling and searching. The big cat came closer and closer and was about to discover their hiding place when the lady of the house called the cat to dinner. The two mice were terribly frightened! That cat had almost found them! The mice remained hidden until all was quiet. When they knew the household was asleep, they crept out of their hiding place. The country mouse whispered in the city mouse's ear, "This has been a nice visit, but I want to return to the peace and quiet of the country, where there is security and no fear of becoming a tasty morsel myself."

(Moral: It is better to live in peace and be safe, than to have the best and live in danger.)

Phonics: Review the letter Aa. Make a capital letter A on the floor with five students lying down. First make a triangle

with three students, and then have two students make the legs. Repeat with other groups of five students.

As each letter of the alphabet is taught be sure to include activities that enable the students to experience the letter through all of their senses.

- hear the letter
- see the letter
- say the letter
- touch the letter
- write the letter
- read the letter

Teach the small letter a. Write some words beginning with the letter a on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline the small a that begins the words. Read through the words and point out the shape of the letter a. Have the students trace the a in the air as you trace the letter a beginning each word.

Common words: a, about, act, add, after, again, air, all, also, am, an, and, animal, answer, any, are, as, ask, at

Vocabulary words: above, addition, afternoon, against, alive, already, always, ankle, arm, around, away

Note: The lists of vocabulary words given for lowercase letter recognition include color, shape, and number words and other basic vocabulary words that a preschool student should know. The common words have been taken from lists of most common words of the English language and other resources.

Reading: Use a simplified, illustrated daily schedule of activities. Go over the activities on the Daily Schedule poster. Ask before and after questions about the schedule.

Writing: Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal/vertical lines, spirals, and circles into arts and crafts.

other words that begin with the same sound. Trace the letters and say the sound of Zz. Observe the students as they trace the letters and help them with the letter strokes. If you have the students do one row at a time, the worksheet can be carried over to various parts of the day or another day.

Reading: Give the beginning sound of a spoken word.

Writing: Continue to do Learning Logs. Encourage the students to draw or write about themselves. Some sample topics might be My Pet, My Favorite Reptile, My Favorite School Activity, My Family, or other teacher selected topics. The writing can be invented temporary spellings or dictations to the teacher.

Continue to have your students work on writing their home addresses and phone numbers, if you have chosen to do this activity.

LESSON 178

Learning Objectives and Standards:

Phonics

- Review blending of sounds using Aa-Zz
- Review initial sounds of Aa-Zz and letter recognition of letters Aa-Zz

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.
- Children are helped to identify letters and the sounds they represent.
- Children are helped to recognize and produce words that have the same beginning or ending sounds.
- Children are supported in self-initiated efforts to write letters that represent the sounds of words.

naeyc - 2.E.07

Children are given opportunities to

- recognize letters.
- Recognize and name some letters of the alphabet, especially those in own name.
- Begin to associate sounds with words or letters.

Reading

- Give the beginning sound of words

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent.
- Children are helped to recognize and produce words that have the same beginning or ending sounds.

Writing

- Work on Learning Logs (This is an all-about-me style book.)
- Practice writing addresses and phone numbers

naeyc - 2.E.05

Children have multiple and varied opportunities to write:

- Children are supported in various types of writing, including scribbling, letter-like marks, and developmental spelling.
- Children have daily opportunities to write or dictate their ideas.
- Children are provided needed assistance in writing the words and messages they are trying to communicate.

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- d. Children are supported in self-initiated efforts to write letters that represent the sounds of words.

naeyc - 2.E.07

Children are given opportunities to

- b. write letters.

Materials Needed:

- Blend charts
- Learning Logs
- Crayons, markers, or colored pencils

Optional: Tracing sheets, if you decided to do that activity

Lesson Plan:

Phonics: Review blends Aa-Zz with the blend charts. Review the initial sounds of Aa-Zz. Review letter recognition Aa-Zz. Finish up the phonics work for the year. Congratulate the students on their progress in reading.

Reading: Give the beginning sound of a spoken word.

Writing: Continue to do Learning Logs. Encourage the students to draw or write about themselves. Some sample topics might be My Pet, My Favorite Reptile, My Favorite School Activity, My Family, or other teacher selected topics. The writing can be invented temporary spellings or dictations to the teacher.

Continue to have your students work on writing their home addresses and phone numbers, if you have chosen to do this activity.

LESSON 179

Learning Objectives and Standards:

Phonics

- Review blending of sounds using Aa-Zz
- Review initial sounds of Aa-Zz and letter recognition of letters Aa-Zz

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- a. Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.
- b. Children are helped to identify letters and the sounds they represent.
- c. Children are helped to recognize and produce words that have the same beginning or ending sounds.
- d. Children are supported in self-initiated efforts to write letters that represent the sounds of words.

naeyc - 2.E.07

Children are given opportunities to

- a. recognize letters.

Reading

- Give the beginning sound of words

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- b. Children are helped to identify letters and the sounds they represent.
- c. Children are helped to recognize and produce words that have the same beginning or ending sounds.

Writing

- Work on Learning Logs (This is an all-about-me style book.)
- Practice writing addresses and phone numbers

naeyc - 2.E.05

Children have multiple and varied opportunities to write:

- b. Children are supported in various types of writing, including scribbling, letter-like marks, and developmental spelling.
- c. Children have daily opportunities to write or dictate their ideas.
- d. Children are provided needed assistance in writing the words and messages they are trying to communicate.

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- d. Children are supported in self-initiated efforts to write letters that represent the sounds of words.

