

Unit 1 Lesson Activity Plan / Week 7

Week 7				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Letter-Keyword-Sound	Drill Sounds	Drill Sounds	Drill Sounds	Drill Sounds
Drill Sounds	Sky Write/Letter Formation	Make it Fun	Word Play	Storytime
Sky Write/Letter Formation	Student Notebook	Echo/Find Letters	Sky Write/Letter Formation	Echo/Find Letters
Student Notebook	Echo/Find Letters		Echo/Letter Formation	

O Letter-Keyword-Sound

Introduce Letter-Keyword-Sound with Large and Standard Sound Cards.

e u

These letters are the last two vowels. The letter **e** is a plane line round letter that is different because it starts between the plane line and the grass line. The letter **u** is a plane line letter. Do the Vowel Extension activity with all the vowels.

Note

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

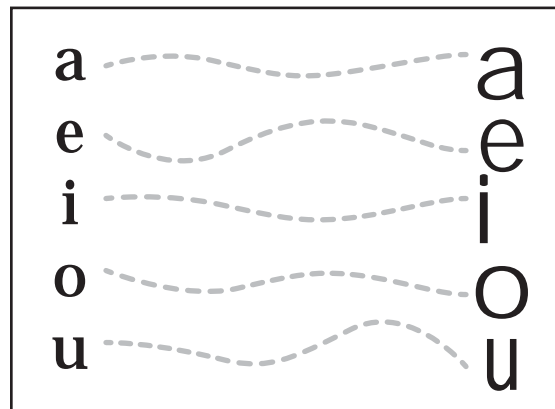
O Vowel Extension

Use the Keyword Pictures (see Appendix) to make a Vowel Extension activity on chart paper on your classroom board.

Vowels are open-mouth sounds and therefore they can be held. This activity helps the students extend the vowel sound. Model 'reading' the Keyword Picture: /ɜ/...**pple**. Extend the /ɜ/ sound while you trace the line and finish the

word when you get to the picture.

Have a student come trace the line while everyone extends the /ɜ/ sound.



O Drill Sounds

Do All The Introduced Sounds Each Day

Practice sounds with the Large Sound Cards. Say the letter-keyword-sound and have the students echo.

Next, point to the Standard Sound Cards (in card display) with the Baby Echo pointer. You say the letter-keyword-sound and hold up Baby Echo to have the students repeat.

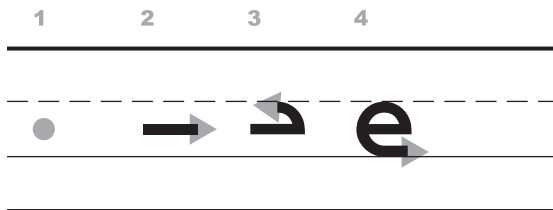
○ Sky Write/Letter Formation

Letter Formation for e

Use the following verbalization to direct students in proper letter formation.

Say

**e is a plane line round letter, but it is special.
e starts below the plane line.**



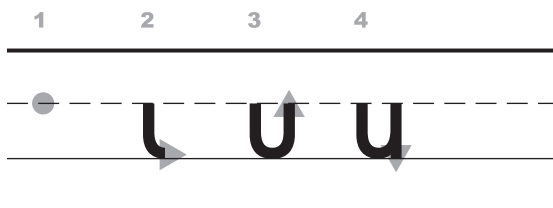
1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.

Letter Formation for U

Use the following verbalization to direct students in proper letter formation.

Say

**u is a plane line letter.
It starts on the (plane line).**



1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.

○ Student Notebook

DAY 1

Direct the students to find the newly introduced letters.

Use the verbalization for the letter formation to direct the students while they trace it with their finger. Do it with them to model. After you do this, the students can then color the Keyword Picture.

DAY 2

Trace and say the letter-keyword-sound for the previous letters introduced.

○ Echo/Letter Formation

Remind students of proper pencil grip and sitting position, and give them their Dry Erase Writing Tablets.

Sounds appear between //. Dictate new sounds and a selection of previously taught sounds. You select and say the sound. Students echo the sound and say the letter.

Next have a student come up to the classroom board to make the letter on the Writing Grid.

Then have all students write the answer on their Dry Erase Writing Tablets as you direct them with the letter formation verbalization.

Sounds

/t/ - t	/b/ - b	/f/ - f
/n/ - n	/m/ - m	/k/ - c
/ɑ/ - a	/i/ - i	/r/ - r
/ç/ - o	/g/ - g	/d/ - d
/s/ - s	/ʒ/ - e	/ʌ/ - u

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○ Make It Fun

Teacher Materials

- Standard Sound Cards
- Baby Echo (on a pointer or ruler)

Call a student to the front of the room. Have the student close his (her) eyes and point to a letter with the Baby Echo pointer. Then have the student open eyes and see the selected letter.

Ask

What is the name of the letter?

What is the sound of the letter?

Name three words that start with /_/_/.

Other students can help. Then allow the student to select the next student to come up and do the same.

○ Echo/Find Letters

Students match Magnetic Letter Tiles to the Alphabet Overlay on their Letter Boards. Start with tiles off the board. Dictate sounds. Students echo sound and match the tiles. Include previous sounds and new sounds.

○ Word Play

Teacher Materials

- Blue Sentence Frames
- Baby Echo

WORD AWARENESS

During word play, you will further develop the students' word awareness by adding a new step.

The students will now have to get you the frames needed so that you can write the sentence.

Display Sentence Frames in a Column

Display the word frames and period frame in a column rather than across the board. Tell the students that you are going to have them help you get the pieces you need to write your sentence.

Demonstrate

Say a sentence orally such as:

Maria is here today.

Tell them that you need the high-cut frame first because every sentence must start with a capital letter.



Say the words as you place the frames. Then tell them that at the end you need to put a period because all sentences today end with a period because they tell something.

Write the words on the frames and read it again, pointing to each word.

Erase and put the frames back in a column and ask for a student volunteer. Give them the same sentence, but replace "Maria" with the student's name.

Ask them to put the pieces in order for you to write the sentence. Remind them,

Don't forget which one you need to begin the sentence.

Say the sentence with them as they place the pieces. Be sure they add the period.

Let's see if Wanda (the student's name) is correct.

Write the sentence and ask the students,

Did Wanda get all the pieces I needed?

Do several sentences. Each time, erase frames and put them in a column for students to select from.

Note

This is demonstrated in the CD: Level K, Lesson Activities, Word Play, Advanced.

O Storytime

Teacher Materials

- Echo the Owl
- 4 Sheets of Large Chart Paper

BABY ECHO FINDS ECHO AT LAST

This week you will say and act out the same story, “Baby Echo Finds Echo At Last.” Then, as the students re-tell the story, you will illustrate the story with four simple pictures. Leave space at the bottom of each page. You will need this space next week to write the words of the story. Keep these illustrations for next week’s lesson. Remember that these illustrations can be simple. Do not worry about your artistic ability.

Perform the Story

Tell and act out “Baby Echo Finds Echo At Last.” (See Week 6, Day 5).

Draw the Story

Next have children re-tell it to you as you draw it on chart paper. To assist them in re-telling the story, ask:

Who was in the story? Where did the story begin? What was Echo’s problem?

1. Draw Baby Echo at one end of the branch. Draw Echo on the ground.

What did she do about it next?

2. Draw Baby Echo in the middle of the branch looking down.

Then what did he do?

3. Draw Baby Echo at the other end of the branch, looking down.

How did it end?

4. Draw Baby Echo looking at Echo with a smile.

After the pictures are drawn, model re-telling the story. It is very important to do this in your own words. Then select a student to come tell the story, pointing to the pictures. (You can have several students do this or have them do it at another time during the day or throughout the week.)